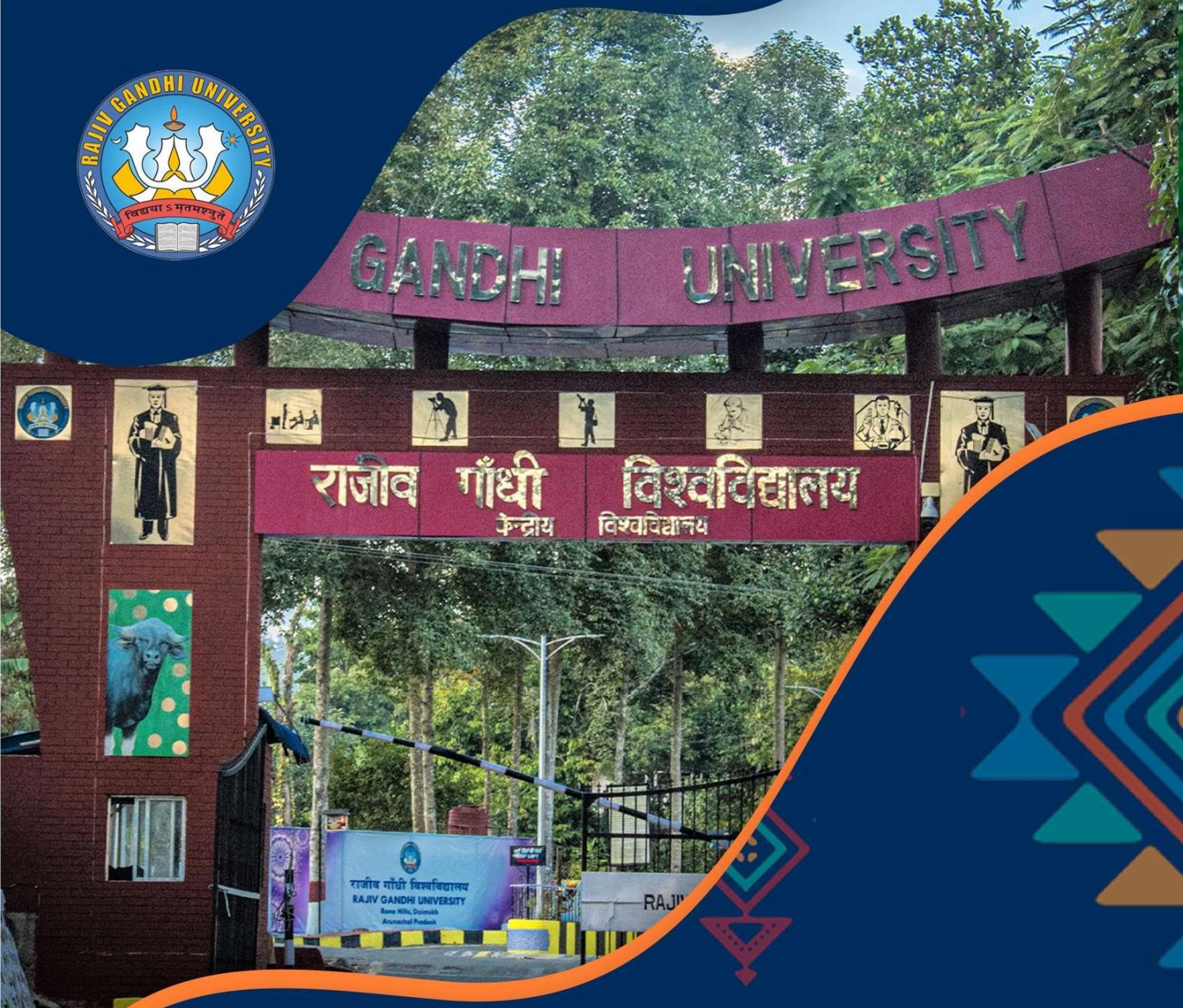


IMPLEMENTATION GUIDELINES

Curriculum and Credit Framework for Undergraduate Programmes

Rajiv Gandhi University

Rono Hills, Doimukh, Arunachal Pradesh

राजीव गाँधी विश्वविद्यालय

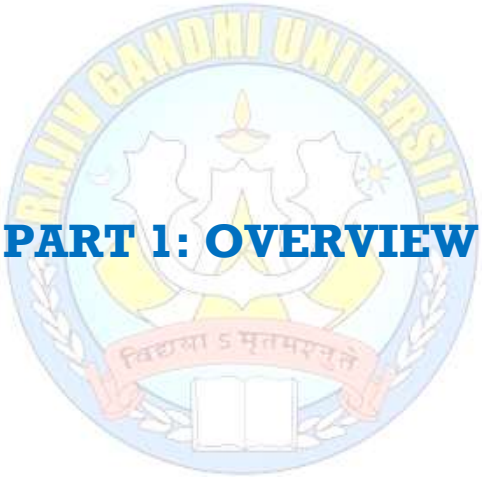
रोनो हिल्स, दोईमुख, अरुणाचल प्रदेश

Under

NATIONAL EDUCATION POLICY (NEP) 2020

August, 2023

Table of Contents



PART 1: OVERVIEW

1.1. Introduction

Education is significant for realising one's full human potential, creating an equal community, and encouraging national progress. Providing universal access to quality education is the key to India's continued ascent, and leadership on the global stage in terms of economic growth, social justice and equality, scientific advancement, national integration, and cultural preservation. The universal high-quality education is the best way forward for developing and maximizing our country's rich talents and resources for the betterment of the individuals, the society, the country, and the world. India will have the highest population of young people in the world over the next decade, and our ability to provide high-quality educational opportunities to them will determine the future of our country.

The global education development agenda reflected in Goal 4 (SDG4) of the 2030 Agenda for Sustainable Development, adopted by India in 2015 - seeks to "ensure inclusive and equitable quality education and promote lifelong learning opportunities for all" by 2030. Such a lofty goal will require the entire education system to be reconfigured to support and foster learning; so that all of the critical targets and goals (SDGs) of the 2030 Agenda for Sustainable Development can be achieved.

The National Education Policy 2020 is the first education policy of the 21stcentury and aims to address the growing developmental imperatives of our country. This Policy proposes the revision and revamping of all aspects of the education structure, including its regulation and governance, to create a new system that is aligned with the aspirational goals of 21stcentury education, including SDG4 while building upon India's traditions and value systems. The NEP-2020 lays emphasis on the development of the creative potential of each individual. It is based on the principle that education must develop not only cognitive capacities - both the 'foundational capacities' of literacy and numeracy and 'higher-order' cognitive capacities, such as critical thinking and problem-solving – but also social, ethical, and emotional capacities and dispositions.

The NEP 2020 states, *"Assessments of educational approaches in undergraduate education that integrate the humanities and arts with Science, Technology, Engineering and Mathematics (STEM) have consistently shown positive learning outcomes, including increased creativity and innovation, critical thinking and higher-order thinking capacities, problem-solving abilities, teamwork, communication skills, more in-depth learning and mastery of curricula across fields, increases in social and moral awareness, etc., besides general engagement and enjoyment of learning"*

Further, it also recommends that *"the undergraduate degree will be of either 3- or 4-year duration, with multiple exit options within this period, with appropriate certifications, e.g., a UG certificate after completing 1 year in a discipline or field including vocational and professional areas, or a UG diploma after 2 years of study, or a Bachelor's degree after a 3-year programme. The 4-year multidisciplinary Bachelor's programme, however, shall be the preferred option since it allows the opportunity to experience the full range of holistic and multidisciplinary education in addition to a focus on the chosen major and minors as per the choices of the student".*

In accordance with the NEP 2020 and the UGC "Curriculum and Credit Framework for Undergraduate Programmes 2022", Rajiv Gandhi University has formulated a new student-centric **Curriculum and Credit Framework for Four Year Undergraduate Programmes** incorporating a flexible choice-based credit system, multidisciplinary

approach, and multiple entry and exit options. This will facilitate students to pursue their career path by choosing the subject/field of their interest.

1.2. Vision of the Policy and its Bearing on the Curricula

The NEP-2020 envisions an education system rooted in Indian ethos that contributes directly to transforming India, that is Bharat, sustainably into an equitable and vibrant knowledge society, by providing high-quality education to all, and thereby making India a global knowledge superpower. The Policy envisages that the curriculum and pedagogy of our institutions must develop among the students a deep sense of respect towards the Fundamental Duties and Constitutional values, bonding with one's country, and a conscious awareness of one's roles and responsibilities in a changing world. The vision of the Policy is to in still among the learners a deep-rooted pride in being Indian, not only in thought, but also in spirit, intellect, and deeds, as well as to develop knowledge, skills, values, and dispositions that support responsible commitment to human rights, sustainable development and living, and global well-being, thereby reflecting a truly global citizen.

The NEP-2020 highlights certain fundamental principles that would guide both the education system at large, as well as individual educational institutions. The principles that have a direct bearing on the curricula for different levels of higher education include:

- Recognizing, identifying, and fostering the unique capabilities of each student to promote her/his holistic development.
- Flexibility, so that learners can select their learning trajectories and programmes, and thereby choose their own paths in life according to their talents and interests.
- Multidisciplinary and holistic education across the sciences, social sciences, arts, humanities, and sports for a multidisciplinary world.
- Emphasis on conceptual understanding rather than rote learning, critical thinking to encourage logical decision-making and innovation; ethics and human & constitutional values, and life skills such as communication, teamwork, leadership, and resilience.
- Extensive use of technology in teaching and learning, removing language barriers, increasing access for *Divyang* students, and educational planning and management;
- Respect for diversity and respect for the local context in all curricula, pedagogy, and policy;
- Equity and inclusion as the cornerstone of all educational decisions to ensure that all students are able to thrive in the education system and the institutional environment are responsive to differences to ensure that high-quality education is available for all.
- Rootedness and pride in India, and its rich, diverse, ancient, and modern culture, languages, knowledge systems, and traditions.

1.3. Initiatives that have a bearing on the Undergraduate Education

The NEP-2020 envisages several transformative initiatives in higher education. These include:

- Introducing holistic and multidisciplinary undergraduate education that would help develop all capacities of human beings - intellectual, aesthetic, social, physical, emotional, ethical, and moral - in an integrated manner; soft skills, such as complex problem solving, critical thinking, creative thinking, communication skills; and rigorous specialization in a chosen field(s) of learning.
- Adoption of flexible curricular structures in order to enable creative combinations of disciplinary areas for study in multidisciplinary contexts that would also allow flexibility in course options that would be on offer to students, in addition to rigorous specialization in a subject or subjects.
- Undergraduate degree programmes of either 3 or 4-year duration, with multiple entry and exit points and re-entry options, with appropriate certifications such as:
    - a UG certificate after completing 1 year (2 semesters) of study in the chosen fields of study,
    - a UG diploma after 2 years (4 semesters) of study,
    - a bachelor's degree after a 3-year (6 semesters) programme of study,
    - a 4-year bachelor's degree (honours) after eight semesters programme of study. If the student completes a rigorous research project in their major area(s) of study in the 4th year of a bachelor's degree (honours with research).
- The 4-year bachelor's degree programme is considered a preferred option since it would provide the opportunity to experience the full range of holistic and multidisciplinary education in addition to a focus on the chosen major and minors as per the choices of the student.
- Inclusion of credit-based courses and projects in the areas of community engagement and service, environmental education, and value-based education.
- Environment education to include areas such as climate change, pollution, waste management, sanitation, conservation of biological diversity, management of biological resources and biodiversity, forest and wildlife conservation, and sustainable development and living.
- Value-based education to include the development of humanistic, ethical, Constitutional, and universal human values of truth, righteous conduct, peace, love, nonviolence, scientific temper, citizenship values, and life skills.
- Lessons in service and participation in community service programmes to be an integral part of holistic education.
- Global Citizenship Education and education for sustainable development to form an integral part of the curriculum to empower learners to become aware of and understand global and sustainable development issues and to become active promoters of more peaceful, tolerant, inclusive, secure, and sustainable societies.
- Students to be provided with opportunities for internships with local industry, businesses, artists, crafts persons, etc., as well as research internships with faculty

and researchers at their own or other HEIs/research institutions, so that students may actively engage with the practical side of their learning and, as a by-product, further improve their employability.

- Reorienting teaching programmes to ensure the development of capabilities across a range of disciplines including sciences, social sciences, arts, humanities, languages, as well as vocational subjects. This would involve offering programmes/courses of study relating to Languages, Literature, Music, Philosophy, Art, Dance, Theatre, Statistics, Pure and Applied Sciences, Sports, etc., and other such subjects needed for a multidisciplinary and stimulating learning environment.
- Preparing professionals in cutting-edge areas that are fast gaining prominence, such as Artificial Intelligence (AI), 3-D machining, big data analysis, and machine learning, in addition to genomic studies, biotechnology, nanotechnology, neuroscience, with important applications to health, environment, and sustainable living that will be woven into undergraduate education for enhancing the employability of the youth.

1.4. Four-Year UG Programme (FYUP) vis-à-vis Choice Based Credit System (CBCS) in Rajiv Gandhi University

A student is granted a under graduate degree in Arts, Science, or Commerce upon completion of the 3-years in Choice Based Credit System (CBCS) introduced in Rajiv Gandhi University and its affiliated colleges from the academic session 2021-22. The undergraduate degree programmes under NEP 2020 are of either 3 or 4-year duration, with multiple entry and exit points and re-entry options, with appropriate certifications. The FYUP under NEP 2020 and the existing undergraduate degree programme under CBCS differ in the following ways.

	FYUP	CBCS Programme
Duration	4-years	3 years
Multiple Entry and Exit points	In FYUP, one has the choice to enter and exit from the programme *thrice* – • after one year, • after two years, and • after three years If one exits the programme after one year, one gets a certificate. If one exits after two years, one gets a diploma. If one exits after three years, one gets a Bachelor's Degree. And finally, if a student completes the whole 4-year, one gets a Bachelor's Degree with Honours.	Under CBCS, one needs to complete the full 3-year programme in order to get a degree. There is no provision for dropping out of the programme in the middle.
Re-entry	Students are allowed to re-enter	No such provisions exist in the

	the degree programme within three years and complete the degree programme within the stipulated maximum period of seven years.	CBCS.
Honours & Major	In FYUP, students can get an under-graduate degree with • Major after 3 years • Honours after 4 years, and • Honours with Research after 4 years	Under the CBCS, students can getan Under Graduate degree with Honours only.
Progression	There are various progression modes in FYUP • Students with UG Degree with Major after 3 years will have to take admission into the first year of a 2-year Master Degree programme • Students with UG degree with Honours after 4 years will have to take admission into the second year of a 2-year Master Degree programme • Students with UG degree with Honours with Research after 4 years can directly progress to Ph.D. programme	Under CBCS, there is only one progression pathway. Students with UG Degree after 3 years will have to take admission into the 2-year Master Degree programme.

PART 2: CURRICULUM & CREDIT FRAMEWORK

2.1. Eligibility

Senior Secondary School Leaving Certificate or Higher Secondary (12th Grade) Certificate obtained after successful completion of Grade 12 or equivalent stage of education corresponding to National Credit Framework (NCrF) credit level 4.0.

2.2. Duration

The duration of the UG programme is 4 years or 8 semesters with multiple entry and exit points and re-entry options, with appropriate certifications provided they secure the prescribed number of credits. Students may be permitted to take a break from the study during the period of study but the total duration for completing the programme shall not exceed 7 years.

2.3. UG Certificate, UG Diploma, and Degrees

2.3.1. UG Certificate

If a student wants to leave after the completion of the first year (2 within the stipulated maximum period of seven years. semesters) and have secured 40 credits, the student will be given a UG Certificate if, in addition, they complete one vocational course of 4 credits during the summer vacation of the first year (Guidelines for Multiple Entry and Multiple Exit for FYUP of Rajiv Gandhi University). Students who exit with a UG certificate are permitted to re-enter within three years and complete the degree programme within the stipulated maximum period of seven years..

2.3.2. UG Diploma

If a student desires to leave after the completion of the second year (4 semesters) and have secured 80 credits, the student will be given a UG Diploma if, in addition, they complete one vocational course of 4 credits during the summer vacation of the second year. (Guidelines for Multiple Entry and Multiple Exit for FYUP of Rajiv Gandhi University). Students who exit with a UG diploma are permitted to re-enter within three years and complete the degree programme within the maximum period of seven years.

2.3.3. 3-Year Bachelor's Degree (Major)

Students who exit with a UG diploma are permitted to re-enter within three years and complete the degree programme within the maximum period of seven years.

2.3.4. 4-Year Bachelor's Degree (Honours)

If the student completes 4th year of a bachelor's degree (8 semesters) with securing 160 credits, the student will be awarded a 4-year Bachelor's Degree (Honours).

2.3.5. 4-Year Bachelor's Degree (Honours with Research)

If the student completes a rigorous research project in their major area(s) of study in the 4th year of a bachelor's degree (8 semesters), the student will be awarded a 4-year Bachelor's Degree (Honours with Research) (Table1.1).

Note: Affiliating colleges 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. University Departments/Institutes already recognized for conducting the Ph.D. programme may conduct a 4-year UG Degree (Honours with Research).

Table 1.1: Minimum division of credits for a 4-Year Bachelor Degree Course with Honours and Research.

Degree with Honours & Research	160 credits
Research methodology	Research project/Dissertation /Internship/Skill
4	36

2.4. The Structure of the UG Programmes

The curriculum shall be drafted as per the UGC Curriculum and Credit Framework for Undergraduate Programmes 2022 with an aim to equip the students with knowledge, skill, values, and attitude.

The curriculum shall consist 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 will help the students to equip with job-oriented skills.

Overall, a 3-Year Degree course consists of two sections – a **Core Courses** and a **Common Courses**. While the Core Courses consists of Major and Minor courses, the Common Courses is divided into 5 sub-groups.

2.4.1. Major Courses

The major courses 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 courses during the first year.

2.4.2. Minor Courses

Students will have the option to choose courses from disciplinary/interdisciplinary minors. 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.

2.4.3. Multi-Disciplinary Courses (MDC)

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. The levels of these courses are of Class XII. These courses will have 9 credit allocation.

These courses span over five different groups of subjects:

1. Natural and Physics Science,
2. Mathematics, Statistics, and Computer Applications,
3. Library, Information, and Media Sciences,
4. Commerce and Management, and
5. Humanities and Social Sciences.

2.4.4. Ability Enhancement Courses (AEC)

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. These courses are **compulsory** and will have 8 credit allocation (Table 1.2).

Table 1.2: The minimum division of credits for a 3-Year Bachelor Degree Course.

Degree with Major /Minor					**120 Credits**	
Core			Common Courses			
Major	Minor	Multi - Disc	AEC	SEC	VAC	Internship
60	24	9	8	9	6(8)	4(2)

2.4.5. Skill 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. These courses are **compulsory** and will have 9 credit allocation.

2.4.6. Value Added Courses (VAC)

These courses span over the following four different groups. These courses will have 6 credit allocation.

1. Understanding India,

2. Environmental Science,
3. Digital and Technological Solutions, and
4. Health & Wellness, Yoga Education, Sports and Fitness

Courses	3-Year UG (Major)	4-Year UG (Honours)	4-Year UG (Honours with Research)
Major (Core) Course	60	80	80
Minor Course	24	32	32
Multidisciplinary Course	9	9	9
Ability Enhancement Course	8	8	8
Skill Enhancement Course	9	9	9
Value-Added Course	6-8	6-8	6-8
Internship/ Seminar	2-4	2-4	2-4
Research Project / Dissertation	-	-	12
TOTAL CREDIT	120	160	160

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

2.5. Four-Year Undergraduate Programme (FYUP):

The four-year Undergraduate programme (FYUP) at Rajiv Gandhi University provides students with the chance to gain knowledge in a core (Major) subject area and to develop their skills in a multidisciplinary manner, which opens up opportunities for outstanding research. The illustrative structure of FYUP course is in the **Annexure V.**

2.5.1. Curricular components of the FYUP:

The curriculum of FYUP consists of major and minor courses, 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, sports, and fitness and vocational courses.

2.5.1.1. Major Courses:

The courses under major category would provide the opportunity for a student to pursue in-depth study of a particular subject discipline. A student enrolled in FYUP has to choose a subject discipline as his/her major from the list of Major Courses approved by the Academic Council of Rajiv Gandhi University. A student has to secure a minimum of 90 credits in the FYUP as Major courses. These major courses are categorized as follow:

(i) **Foundation or introductory courses**: These courses are intended the students to gain an understanding and have basic knowledge about the subjects. Students have to study such two such courses in the first year of the programme, one in 1st semester and

another in 2nd semester. It will enable students to opt the subject of his/her interest after one year.

(ii) **Intermediate-level courses**: These are subject-specific courses intended to meet the credit requirements for major areas of learning. These courses are part and pre-requisite courses for advanced-level major courses. A student has to be enrolled in a number of such courses in the 3rd, 4th, 5th and 6th Semesters of his/her study.

(ii) **Higher-level courses**: These courses are required to get Honours in a particular subject discipline in the FYUP. A Student has to enrol into the Advanced-level courses including research methodology, project/dissertations after successful completion of 6th semester of the programme.

2.5.1.2. Minor Courses:

In this category, students have to choose a minimum of 4 credits per semester throughout the programme from 1st semester to 8th semester. A student has to choose 50% of the total credits under this category from a subject discipline relevant to the major discipline enrolled. A student has to enrol minor courses from the relevant discipline in the 1st , 2nd and 3rd semester.

Vocational courses as Minor: In FYUP of Rajiv Gandhi University, he/she has to carry out three courses of 4 credits each in a total of 12 credits relating to Vocational Education and Training in the 4th, 5th, and 6th semesters. A student has the freedom to choose these vocational courses from the list of vocational courses available in the Rajiv Gandhi University/college concerned.

2.5.1.3. Multidisciplinary Courses (09 credits):

To enhance the intellectual experience and form part of liberal and science education, students of Rajiv Gandhi University are required to undergo three introductory level courses which are new disciplines for the student. Under this category, Students are not allowed to choose or repeat courses already undergone at the higher secondary level (12th class) in the proposed major and minor. Students have to be enrolled in such MDC courses in the 1st, 2nd, and 3rd semesters from the list of Multidisciplinary Courses **(Annexure I: List Multidisciplinary Courses for FYUP of Rajiv Gandhi University and its affiliated colleges)** provided by the Department of Rajiv Gandhi University/college

2.5.1.4. Ability Enhancement Courses (AEC) (08 credits):

To achieve competency in Languages and communication skills for the improvement of their intellectual minds, Rajiv Gandhi University has introduced two courses one in the first semester and one in the second semester on English Language. The first course in the 1st semester ENG AE 1110: English Language and Communication Skills is a compulsory course for all students enrolled in FYUP. In the second semester, the students have to be enrolled in the course ENG AE 1210: Academic Writing and Professional Communication under this category. However, a student has the freedom to choose other Language courses approved by the Academic Council of Rajiv Gandhi University in the second semester under this category

2.5.1.5. Skills Enhancement Courses (SEC) (09 credits):

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 student's needs and available institutional resources. Students have to be enrolled in such Skill Enhancement Course of 3 credits each in the 1st, 2nd, and 3rd semester from the list of Skill Enhancement Courses **(Annexure II: List Skill Enhancement Courses (SEC) for FYUP of Rajiv Gandhi University and its affiliated colleges).**

2.5.1.6. Value-Added Courses (VAC) (06 credits):

In FYUP of Rajiv Gandhi University, to promote holistic development by nurturing the physical, mental, social, and emotional well-being of students, three Value Added courses in the 1st, 2nd, and 3rd semesters of the programme. In the first year of the UG program, the two courses mandatory related to Environmental Studies (Annexure V) are introduced under this category (VAC). These courses are EVS VA 0010: Environmental Science – I in the first semester and EVS VA 0020 Environmental Science –II in the second semester. These courses are mandatory for all students admitted to the UG program of Rajiv Gandhi University. In the third semester, the student has the freedom to choose value-added courses listed in **(Annexure III: List Value Added Courses in FYUP of Rajiv Gandhi University and its affiliated colleges) provided by the Rajiv Gandhi University/college concerned.**

2.5.1.7. Summer Internship /Apprenticeship:

In a four-year, Undergraduate program, Rajiv Gandhi University has introduced a mandatory internship of 2 credits to feel the induction of 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, and 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. A student has to follow the rules and regulations for this mandatory internship course provided by Rajiv Gandhi University **(Guidelines for Internship /Apprenticeship in FYUP of Rajiv Gandhi University and its affiliated colleges is under process will be updated soon)**

2.5.1.8. Internship /Apprenticeship to exit from the courses:

Students who wish to exit after the first two semesters or after four semesters will have to undergo a 4-credit work-based learning/internship during the summer term to get a UG Certificate (after 2nd semester) or Diploma (after 4th semester). This Internship / Apprenticeship to exit from the course with a certificate or diploma has to be linked with the skill-based courses the student has completed in the first three semesters of his/her study. A student has to follow the rules and regulations for Internship /Apprenticeship to

exit from the courses provided by Rajiv Gandhi University **(Guidelines for Internship /Apprenticeship in FYUP of Rajiv Gandhi University and its affiliated colleges is under process will be updated soon)**

2.5.1.9. Research Project / Dissertation:

Students choosing a 4-Year Bachelor's Undergraduate (Honors 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. From a selection of research project to award students has to follow the

2.5.1.10. 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.

2.5.2. Course Structure:

Rajiv Gandhi University is offering two kinds of FYDC one is called Four Year Undergraduate with Research and the other is Four Year Undergraduate without Research. A student admitted to FYDC follows the same course structure up to the 6th semester. After the compilation of the 6th semester of the student, the Department will review his/her performance and CGPA up to the 6th semester. Based on that review, a limited number of students will be enrolled in FYUP with Research and the others will be enrolled in FYUP without Research. The students in enrolled in FYUP with Research and students enrolled in FYUP without Research will be enrolled in different courses in the 7th and 8th semester of their study as per the syllabus of the concerned discipline/subject. The Research Project of 12 Credit in the 8th semester is the major difference between FYUP with Research (Table 1.3) and FYUP without Research (Table 1.4).

The basic division of credits for FYUP including the exit option in each National Credit Framework Level is shown on Table 1.3 (with Research) and Table 1.4 (without Research). –

Table 1.3: Course Structure for FYUP with Research

NCrF Credit Level 4.5			
Seme-ster	**Course Code**	**Course Details**	**Credit (Min)**

1st	XXX CC 1110	Major Course (Major 1)	**4**
	XXX MN 1110	Minor Course (Minor 1) *********	**4**
	XXX MD 1110	Multi-disciplinary Course (MDC 1)	**3**
	ENG AE 1110	Ability Enhancement Course (AEC 1)	**4**
	XXX SE 0010	Skill Enhancement Course (SEC 1)	**3**
	EVS VA 0010	Value Added Course (VAC 1): Environmental Sc. I	**2**
2nd	XXX CC 1210	Major Course (Major 2)	**4**
	XXX MN 1210	Minor Course (Minor 2)	**4**
	XXX MD 1210	Multi-disciplinary Course (MDC 2)	**3**
	XXX AE 1210	Ability Enhancement Course (AEC 2)	**4**
	XXX SE 00B0	Skill Enhancement Course (SEC 2)	**3**
	XXX VA 0020	Value Added Course (VAC 1): Environmental Sc. II	**2**
Students exiting the programme after securing required minimum credit requirement will be awarded **UG Certificate** in the relevant Discipline /Subject provided they secure 4 credits in work-based vocational courses offered during the summer term or internship / Apprenticeship			
NCrF Credit Level 5.0			
Seme-ster	**Course Code**	**Course Details**	**Credit (Min)**
3rd	XXX CC 2410	Major Course (Major 3)	**4**
	XXX CC 2410	Major Course (Major 4)	**4**
	XXX MC 2420	Minor Course (Minor 3)	**4**
	XXX MD 2410	Multi-disciplinary Course (MDC 3)	**4**
	XXX SE 0030	Skill Enhancement Course (SEC 3)	**3**
	XXX VA 0010	Value Added Course (VAC 3)	**2**
4th	XXX CC 2410	Major Course (Major 5)	**4**
	XXX CC 2420	Major Course (Major 6)	**4**
	XXX CC 2420	Major Course (Major 7)	**4**
	XXX CC 2420	Major Course (Major 8)	**4**

	XXX MN 2410	Minor Course (Minor 4): **Vocational course**	**4**
Students exiting the programme after securing sufficient 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.			
NCrF Credit Level 5.5			
5th	XXX CC 3510	Major Course (Major 9)	**4**
	XXX CC 3520	Major Course (Major 10)	**4**
	XXX CC 3530	Major Course (Major 11)	**4**
	XXX CC 3540	Major Course (Major 12)	**2**
	XXX IN 0001	Internship	**2**
	XXX MN 3510	Minor Course (Minor 5)	**4**
6th	XXX CC 3610	Major Course (Major 13)	**4**
	XXX CC 3620	Major Course (Major 14)	**4**
	XXX CC 3630	Major Course (Major 15)	**4**
	XXX CC 3640	Major Course (Major 16)	**4**
	XXX MN 3610	Minor Course (Minor 6)	**4**
Students who want to undertake a 3-year UG programme will be awarded **UG Undergraduate** in the relevant Discipline /Subject upon securing the required credit.			
NCrF Credit Level 6.0			
7th	XXX CC 4710	Major Course (Major 17)	**4**
	XXX CC 4720	Major Course (Major 18)	**4**
	XXX CC 4730	Major Course (Major 19)	**4**
	XXX CC 4740	Major Course (Major 20)	**4**
	XXX MN 4710	Minor Course (Minor 7)	**4**
8th	XXX CC 4810	Major Course (Major 21)	**4**
	XXX MN 4810	Minor Course (Minor 8)	**4**
	XXX RP 0001	Research Project	**12**

Table 1.4: Course Structure for FYUP without Research

NCrF Credit Level 4.5			
Seme -ster	**Course Code**	**Course Details**	**Credit (Min)**
1st	XXX CC 1110	Major Course (Major 1)	**4**
	XXX MN 1110	Minor Course (Minor 1) *********	**4**
	XXX MD 1110	Multi-disciplinary Course (MDC 1)	**3**
	ENG AE 1110	Ability Enhancement Course (AEC 1)	**4**
	XXX SE 0010	Skill Enhancement Course (SEC 1)	**3**
	EVS VA 0010	Value Added Course (VAC 1): Environmental Sc. I	**2**
2nd	XXX CC 1210	Major Course (Major 2)	**4**
	XXX MN 1210	Minor Course (Minor 2)	**4**
	XXX MD 1210	Multi-disciplinary Course (MDC 2)	**3**
	XXX AE 1210	Ability Enhancement Course (AEC 2)	**4**
	XXX SE 00B0	Skill Enhancement Course (SEC 2)	**3**
	XXX VA 0020	Value Added Course (VAC 1): Environmental Sc. II	**2**
Students exiting the programme after securing required minimum credit requirement will be awarded **UG Certificate** in the relevant Discipline /Subject provided they secure 4 credits in work-based vocational courses offered during the summer term or internship / Apprenticeship.			
NCrF Credit Level 5.0			
Seme -ster	**Course Code**	**Course Details**	**Credit (Min)**
3rd	XXX CC 2410	Major Course (Major 3)	**4**
	XXX CC 2410	Major Course (Major 4)	**4**
	XXX MC 2420	Minor Course (Minor 3)	**4**
	XXX MD 2410	Multi-disciplinary Course (MDC 3)	**4**
	XXX SE 0030	Skill Enhancement Course (SEC 3)	**3**

	XXX VA 0010	Value Added Course (VAC 3)	**2**
4th	XXX CC 2410	Major Course (Major 5)	**4**
	XXX CC 2420	Major Course (Major 6)	**4**
	XXX CC 2420	Major Course (Major 7)	**4**
	XXX CC 2420	Major Course (Major 8)	**4**
	XXX MN 2410	Minor Course (Minor 4): **Vocational course**	**4**
Students exiting the programme after securing sufficient 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.			
NCrF Credit Level 5.5			
5th	XXX CC 3510	Major Course (Major 9)	**4**
	XXX CC 3520	Major Course (Major 10)	**4**
	XXX CC 3530	Major Course (Major 11)	**4**
	XXX CC 3540	Major Course (Major 12)	**2**
	XXX IN 0001	Internship	**2**
	XXX MN 3510	Minor Course (Minor 5)	**4**
6th	XXX CC 3610	Major Course (Major 13)	**4**
	XXX CC 3620	Major Course (Major 14)	**4**
	XXX CC 3630	Major Course (Major 15)	**4**
	XXX CC 3640	Major Course (Major 16)	**4**
	XXX MN 3610	Minor Course (Minor 6)	**4**
Students who want to undertake a 3-year UG programme will be awarded **UG Undergraduate** in the relevant Discipline /Subject upon securing the required credit.			
NCrF Credit Level 6.0			
7th	XXX CC 4710	Major Course (Major 17)	**4**

	XXX CC 4720	Major Course (Major 18)	**4**
	XXX CC 4730	Major Course (Major 19)	**4**
	XXX CC 4740	Major Course (Major 20)	**4**
	XXX MN 4710	Minor Course (Minor 7)	**4**
8th	XXX CC 4810	Major Course (Major 21)	**4**
	XXX CC 4810	Major Course (Major 22)	**4**
	XXX CC 4810	Major Course (Major 23)	**4**
	XXX CC 4810	Major Course (Major 24)	**4**
	XXX MN 4810	Minor Course (Minor 8)	**4**

2.5.3. Learning Assessment System

A variety of assessment methods that are appropriate to a given disciplinary/subject area and a programme of study will be used to assess progress towards the course/programme learning outcomes. Priority will be accorded to formative assessment. Evaluation will be based on continuous assessment, in which sessional work and the terminal examination will contribute to the final grade. Sessional work will consist of class test, mid semester examinations, home assignments, etc. as determined by the faculty in charge of the courses of study. Progress towards achievement of learning outcomes will be assessed using the following: time-constrained examinations; closed-book and openbook tests; problem-based assignments; practical assignment laboratory reports; observation of practical skills; individual project reports (case-study reports); team project reports; oral presentations, including seminar presentation; viva voce interviews; computerized adaptive assessment, examination on demand, modular certifications, etc. **(Guidelines for Learning Assessment System is under process will be updated soon)**

2.5.4. Grading System

I. The absolute grading system shall be applied in evaluating performance of the students.

II. The following scale of grading system shall be applied to indicate the performances of students in terms of letter grade and grade points as given below:

Letter Grade with meaning		**Grade Point**
O	Outstanding	10 (Marks securing 90% and above)
A+	Excellent	9 (Marks securing 80%-90%)

A	Very Good	8 (Marks securing 70% -80%)
B+	Good	7 (Marks securing 60% -70%)
B	Above Average	6 (Marks securing 50% -60%)
C	Average	C Average 5 (Marks securing 40%- 50%)
P	Pass	4 (Marks securing 30%-40%)
F	Fail	0
Ab	Absent	0

*Exclusive Class Interval technique shall be followed in calculation of Grade Point.

III. Computation of SGPA and CGPA: The procedure to compute the SGPA and CGPA are given below

(i.) The SGPA is the ratio of the sum of the products of the number of credits with the grade points scored by a student in all the courses taken by a student and the sum of the number of credits off all the courses undergone by a student.

SGPA (Si) = ∑ ⍰⍰⍰⍰/ ∑ ⍰⍰

Where Ci is the number of credits of the **i^{th}** course and Gi is the grade point scored by the student in the i^{th} course.

Example for computation of SGPA

Semester	Course	Credit	Letter Grade	Grade Point	Credit Point (Credit X Grade)
I	Major (Core)	4	A	8	4X8=32
I	Minor	4	B+	7	4X7=28
I	GEC 1	3	B	6	3X16=18
I	AEC (Language)	4	A+	9	4X9=36
I	Value Added Course I	2	A	8	2X8=16
I	Value Added Course II	2	A	8	2X8=16
	SEC	3	B+	7	3X7=21
		22			167
SGPA					167/22=7.59

(ii.) The CGPA is also calculated in the same manner taking in to account all the courses undergone by a student over all the semesters of a programme.

CGPA (Si) = ∑ ⍰⍰⍰⍰/ ∑ ⍰⍰

Semester I	Semester II	Semester III	Semester IV	Semester V	Semester VI
Credit: 22	Credit: 22	Credit: 22	Credit: 22	Credit: 22	Credit: 22

SGPA: 7.59	SGPA: 8.00	SGPA: 7.6	SGPA: 7.59	SGPA: 8.00	SGPA: 7.00
CGPA= (22 X 7.59+ 22 X 8.00+22 X 7.6+22 X 7.59+22 X 8.00+22 X 7.00)/132= 7.63					

The SGPA and CGPA shall be rounded off to two decimal points and reported in the transcripts.

(iii.) Conversion of CGPA in to percentage (%): CGPA will be multiplied by 10. Percentage of marks = (CGPA X **9.5**)

(iv.) The Letter grade 'B+' and above shall be considered as First Class and Letter grade 'B' shall be considered as Second Class.

(v.) A student is considered to have completed a course successfully and earned the prescribed credits if he/she secures a letter grade other than F (Failed) or 'Abs' (Absent/Incomplete).

(vi.) If a candidate secures 'F' grade in a Course, he/she shall have to reappear in the Course in the next legitimate chance.

(vii.)If a student secures 'F' grade in Project Work/ Dissertation/ Assignment etc., he/she shall have to re-submit it after necessary revisions. The Result shall be declared with next regular batch.

(viii.) 'Abs' grade shall be awarded to a candidate if he/she has not fulfilled the following requirements:

a) If a candidate fails to appear in any Course(s) in an end semester examination.
b) If a candidate fails to submit the project work/dissertation / assignment of an end semester examination.
c) If a candidate is certified as not eligible to appear in any course(s) in an end semester examination by the Course Teacher(s) due to insufficient attendance in lectures, tutorials practical or fieldworks.

(ix.) The candidates not appearing in a Semester Examination shall be considered as an 'Abs' candidate and that will be reflected in the Grade Sheet of the candidate. These candidates shall have to convert the 'Abs' grade by appearing in the next examination on the Course (provided he/ she has legitimate chance to appear the Course) concerned or by submitting project work/dissertation/ assignment etc.

PART 3: FREQUENTLY ASKED QUESTIONS (FAQS)

Q. Will UG be of 4 Years now?
A. Yes, the framework for the four year undergraduate programme, which has been adopted in all higher education institutions as of the upcoming academic session 2023-24.

Q. Can I pursue two degree at a time?
A. A student may follow up to two academic programmes at once, one in full-time physical mode and the other in Open and Distance Learning/ online mode.

Q. What are the benefits of 4 year graduation?
A. For example, A History student gets to understand some concepts in Science and likewise, a Commerce student can learn about Arts. It exposes us to broad set of subjects/disciplines through the foundation courses and will also help students develop an interest in one subject they study.

Q. How degree will be awarded in 4 Year Undergraduate programme?
A. UG Certificate will be given after completion of one year of Undergraduate programme, UG Diploma will be given after two years, while Bachelor's Degree will be awarded after the completion of three years and A student will receive a Bachelor's degree with honours after four years, if the student completes a rigorous research project.

Q. Student once exit from the course can get readmission in the course?
A. Students who exit with a UG certificate are permitted to re-enter within three years and complete the degree programme.

Q. What are the UGC guidelines for undergraduate?
A. An undergraduate degree with Honours in a discipline may be awarded if a student completes 14 core papers in that discipline, 2 Ability Enhancement Compulsory Courses (AECC), minimum 2 Skill Enhancement Courses (SEC) and 4 papers each from a list of Discipline Specific Elective and Generic Elective papers respectively.

Q. What is the new rule for graduation in India?
A. Under UGC's Curriculum and credit framework for four year undergraduate programmes, student will get a UG degree in three years on completion of 120 credits and a UG Honours degree in four years on completion of 160 credits.

Q. What are the prospects of 4 years UG course?
A. The prospects of 4 years UG courses are plenty, but a major one is that these programmes bring Indian Education on par with foreign universities. Students willing to pursue higher studies abroad will no longer be forced to enrol in a one

year diploma. Further, it proposing both three year and four year courses with multiple exit and entry options.

Q. I have taken subjects A, B, and C (Core Subjects) in the 1st Semester. But I want to change it later. Can I?

A. If you have chosen subjects A, B, and C as Core Subjects in the 1st Semester, you will need to study them at least for the first year i.e. for Semesters I and II. You can change a subject in the 3rd Semester. But then you will need to use your free credits during Semesters IV-VI to study the new subject that you have chosen for you to be able to convert that subject to a Minor one.

Q. What does declaration of a Major mean? Will it be guaranteed that I shall get my Major in 3rd Semester?

A. When you take admission to the FYUGP, you will be admitted on the basis of your preference of a Major, even though there will NOT be any Major declaration till 2nd Semester. In 3rd Semester, you confirm that you will indeed take Major in the subject that you have been admitted with. In that case, it is guaranteed that you will be able to take Major in the subject of your choice. However, in case you want to change your Major from what you have declared at the time of your admission, you will be able to do it provided there are vacancy for the new subject.

Q. I have declared a Major in 3rd Semester, but I want to change it. How?

A. You can change your Major subject in 4th Semesters, even if you have declared a Major in 3rd Semester, provided the subject you have chosen now has vacancy.

Q. I do NOT want to take a Major, but would like to study all subjects equally. Can I do it?

A. Yes, you can do it.

Q. Can I mix any three subjects as Core Subjects?

A. In principle you should be able to pick any three subjects as your Core Subjects, subject to the constraints and prerequisites already mentioned. Due to logistic difficulties (difficulties related to arrangement of classes, holding examinations etc.), the colleges will eventually come up with certain meaningful combinations for students.

PART 4: ANNEXURES

LIST OF ANNEXURES

Sl. No.	Annexures Details
I	List of Multidisciplinary Courses for FYUP of Rajiv Gandhi University and its affiliated colleges
II	List of Skill Enhancement Courses (SEC) for FYUP of Rajiv Gandhi University and its affiliated colleges
III	List of Value-Added Courses (VAC) in FYUP of Rajiv Gandhi University and its affiliated colleges
IV	Curriculum and Credit Framework for Undergraduate Programmes
V	FYUP Course Structure
VI	Discipline of FYUP programme and google link of syllabus

Annexure I: List of Multidisciplinary Courses for FYUP of Rajiv Gandhi University and its affiliated colleges

राजीव गाँधी विश्वविद्यालय
RAJIV GANDHI UNIVERSITY
रोनो हिल्स, दोईमुख
RONO HILLS, DOIMUKH

फाइल संख्या No.AC-2324/NEP-2020/2021 दिनांक Dated the 3rd July, 2023

CIRCULAR

As mandated in the NEP-2020 guidelines, the students admitted/enrolled in the Four Year Degree Programme (FYDP) are required to undergo three new introductory level courses under **multi-disciplinary category** to enhance their intellectual experience and form part of liberal and science education which he/she had not gone through in 10+2 level. In this category, students are not allowed to choose or repeat courses already studied by him/her at the 10+2 level, as well as the disciplines they have enrolled for as major and minor course. Consequently, the students of various colleges affiliated under Rajiv Gandhi University shall opt from the following 39 **Multi-Disciplinary-Courses (MDC)** in the first three semesters (one in each semester);

Sl. No.	Course Code	Name of Multi-Disciplinary-Course (MDC)	Department/Subject
1	ANT-MD-1110	Tourism Anthropology	Anthropology
2	ANT-MD-1210	Human Ecology and Adaptation	Anthropology
3	BOT-MD-1110	Biodiversity and Conservation	Botany
4	BOT-MD-1210	Spices and Culinary Herbs	Botany
5	BOT-MD-2110	Ethnobotany and Community Development	Botany
6	CHE-MD-0010	Chemistry of Food, Cosmetics And Perfumes	Chemistry
7	COM-MD-1110	Personal Finance & Planning	Commerce
8	COM-MD-1210	Entrepreneurship Development	Commerce
9	ECO-MD- 1110	Economic Theory-I	Economics
10	ECO-MD- 1210	Economic Theory-II	Economics
11	EDU-MD-1110	Foundation of Education	Education
12	EDU-MD -1210	Measurement and Evaluation	Education
13	EDU-MD -2110	Education in Contemporary India	Education
14	ENG-MD-1110	Introduction To English Poetry	English
15	ENG-MD-1210	Introduction To English Drama	English
16	GEO-MD-1001	Disaster Management	Geography
17	GEO-MD-1002	Geography of Tourism	Geography
18	GEO-MD-1003	Traditional Ecological Management	Geography
19	HIS-MD-1	Environmental History of India	History
20	HIS-MD-2	Art, Culture and Heritage in India	History
21	HIN-MD-1110	राष्ट्रीय चेतना की कविता	Hindi
22	HIN-MD-1120	साहित्य और सिनेमा	Hindi
23	MCM-MD-1	Mobile Journalism	Mass Comm.
24	MCM-MD-2	Basics of Photography	Mass Comm.
25	MCM-MD-3	Health Communication	Mass Comm.
26	MAT-MD-1110	Elementary Mathematics - I	Mathematics
27	MAT-MD-1211	Elementary Mathematics - II	Mathematics
28	PHY-MD-1110	Physics for Everyone	Physics
29	PHY-MD-1210	Electronics at a Glance	Physics
30	PHY-MD-1310	Knowing Our Universe	Physics
31	POL-MD-01	Indian Polity	Political Science
32	POL-MD-02	Understanding Political Concepts and Processes	Political Science
33	POL-MD-03	Understanding Politics in Arunachal Pradesh	Political Science

Contd...next page

34	SOW-MD-1210	Community Organization	Social Work
35	SOW-MD-1210	Tribal Social Work Practice	Social Work
36	SOC-MD-1110	Religion in India	Sociology
37	SOC-MD-1210	Social Demography of India	Sociology
38	ZOO-MD-1110	Freshwater Ornamental Fishery	Zoology
39	ZOO-MD-1210	Dairy Production and Technology	Zoology

NB: The options of courses under MDC shall be subject to availability in the college concerned.

For the detailed syllabi, one may go through the syllabus of the Department/Subject concerned.

Annexure II: List of Skill Enhancement Courses (SEC) for FYUP of Rajiv Gandhi University and its affiliated colleges

राजीव गाँधी विश्वविद्यालय
RAJIV GANDHI UNIVERSITY
रोनो हिल्स, दोईमुख
RONO HILLS, DOIMUKH

फाइल संख्या No.AC-2324/NEP-2020/2021 दिनांक Dated the 3rd July, 2023

CIRCULAR

As mandated in the NEP-2020 guidelines, the students admitted/enrolled in the Four Year Degree Programme (FYDP) are required to undergo three **Skill Enhancement Courses** to impact practical skills, hands-on training in soft skills and also to enhance the employability of students. In view of this, students of various colleges affiliated under Rajiv Gandhi University shall opt 3 courses from the following 42 **Skill Enhancement Courses (SEC)** in the first three semesters (one in each semester).

Sl. No.	Course Code	Name of Skill Enhancement Course (SEC)	Department
1	ANT-SE-0010	Media Anthropology	Anthropology
2	ANT-SE-0020	Public Health	Anthropology
3	BOT-SE-0010	Organic Farming	Botany
4	BOT-SE-0020	Mushroom Cultivation	Botany
5	BOT-SE-0030	Nursery and Gardening	Botany
6	CHE-SE-0010	Water Treatment and Analysis	Chemistry
7	CHE-SE-0020	Soil Chemistry and Analysis	Chemistry
8	COM-SE-0010	Computerised Accounting-I	Commerce
9	COM-SE-0020	Computerised Accounting -II	Commerce
10	ECO-SE-0010	Entrepreneurship Development	Economics
11	ECO-SE-0020	Introduction to Data Analysis	Economics
12	EDU-SE-0010	Teaching Skills	Education
13	EDU-SE-0020	Vocational Education	Education
14	EDU-SE-0030	Environmental Education	Education
15	ENG-SE-0010	English Language Teaching	English
16	ENG-SE-0020	Translation Studies	English
17	GEO-SE-0010	Fundamentals of Cartography	Geography
18	GEO-SE-0020	Remote Sensing	Geography
19	GEO-SE-0030	Geographical Information System	Geography
20	HIS-SE-0010	Tourism in Arunachal Pradesh	History
21	HIS-SE-0020	Understanding Heritage	History
22	HIS-SE-0030	Archives and Museum	History
23	HIN-SE-0010	हिंदी शिक्षण	Hindi
24	HIN-SE-0020	सृजनात्मक लेखन	Hindi
25	MCM-SE-0010	Print Media Production	Mass Comm.
26	MCM-SE-0020	Radio Production	Mass Comm.
27	MCM-SE-0030	Video Production	Mass Comm.
28	MAT-SE-0010	Fundamentals of Computers	Mathematics
29	MAT-SE-0020	Programming in C	Mathematics
30	PHY-SE-0010	Basics of Electronic Circuits	Physics
31	PHY-SE-0020	Renewable Energy and Energy Harvesting	Physics
32	PHY-SE-0030	Computer Skills for Scientific Writing	Physics
33	PHY-SE-0040	Electronics in Everyday Life	Physics
34	PHY-SE-0050	Electric and Hybrid Vehicles	Physics

Contd....next page

35	POL-SE-0010	Managing Elections and Election Campaign	Political Science
36	POL-SE-0020	Public Policy Management	Political Science
37	SOW-SE-0010	Community Organization	Social Work
38	SOW-SE-0020	Counseling and Guidance	Social Work
39	SOC-SE-0010	Theorising Development	Sociology
40	SOC-SE-0020	Ethics Politics and Skill in Social Research	Sociology
41	ZOO-SE-0010	Apiculture	Zoology
42	ZOO-SE-0020	Sericulture	Zoology

NB: (i) The Course coding and numbering have been rearranged following the approved Course Codes and Numbering sequence.

(ii) The options of courses under SEC, shall be subject to availability of the same in the colleges concerned.

For the detailed syllabi, one may go through the syllabus of the Department/Subject concerned.

Annexure III: List of Value-Added Courses (VAC) in FYUP of Rajiv Gandhi University and its affiliated colleges

राजीव गाँधी विश्वविद्यालय
RAJIV GANDHI UNIVERSITY
रोनो हिल्स ,दोईमुख
RONO HILLS, DOIMUKH

फाइल संख्या No.AC-2324/NEP-2020/2021 दिनांक Dated the 5th July, 2023

CIRCULAR

As mandated in the NEP-2020 guidelines, the students admitted/enrolled in the Four Year Degree Programme (FYDP) are required to undergo three **Value Added Courses** of 2 credits each in the first three semesters.

In view of this, students of various colleges affiliated under Rajiv Gandhi University shall invariably study the **mandatory courses on Environmental Science; (a)** Environmental Science-I in the 1st semester and (b) Environmental Science-II in 2nd Semester. Students have to register for these courses in the Department where he/she has been admitted for his/her Major courses. Each Department of the college has to offer the above mentioned courses on Environmental Science for their student enrolled in the major course.

Thereafter, the students will opt one Value Added Course from the following **Value Added Courses (VAC)** in the **3rd Semester** in 2nd year; which is also mandatory for all students admitted to the UG degree program of Rajiv Gandhi University.

SL. No.	Course Code	Name of the course	Department
1	COM-VA-0010	Business Ethics and Human Values- I	Commerce
2	COM-VA-0020	Business Ethics and Human Values- II	Commerce
3	ECO-VA-0010	Computer Application	Economics
4	ECO-VA-0020	Ecotourism	Economics
5	HIS-VA-0010	History of Traditional Indian Knowledge System	History
6	HIS-VA-0020	History of Folk Culture in India	History
7	POL-VA-0010	Democracy in India	Political Science
8	POL-VA-0020	Indigenous System of Governance in Arunachal Pradesh	Political Science
9	SOW VA 0010	Heath, Wellness and Yoga	Social Work
10	SOW VA 0020	Human Rights and Social Justice	Social Work
11	SOC-VA-0010	Tribes of India	Sociology
12	SOC-VA- 0020	Indian Constitution and Social Legislations	Sociology

NB: List of courses offered by other Departments will be notified in due course.

For the detailed curriculum of the Value Added Courses, one may go through the curriculum (syllabus) of the Department/Subject concerned.

Annexure IV: Curriculum and Credit Framework for Undergraduate Programmes

CURRICULUM AND CREDIT FRAMEWORK FOR UNDERGRADUATE PROGRAMMES

UNIVERSITY GRANTS COMMISSION

BAHADUR SHAH ZAFAR MARG,
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Laxmi Nagar, Delhi-110092
Ph. : +91 9312550335, +91 7042732332
E-mail : infodma07@gmail.com

Contents

प्रो. म. जगदीश कुमार
अध्यक्ष
Prof. M. Jagadesh Kumar
Chairman

विश्वविद्यालय अनुदान आयोग
शिक्षा मंत्रालय, भारत सरकार
University Grants Commission
Ministry of Education, Govt. of India

7th December, 2022

Foreword

National Education Policy (NEP) 2020highlights that quality higher education must aim to develop good, thoughtful, well-rounded, and creative individuals. The way to achieve suchcapabilities is only through holistic and multidisciplinary educationwith the freedom for students to shape their studies.

Keeping in view of NEP's recommendations, the UGC has revised the Choice Based Credit System and developed a new Curriculum and Credit Framework for Undergraduate Programmes. The framework reflects the NEP's recommendationssuch as restructured degree programmes, multiple entry and exit, flexible degree options with single major, double major, multi-/inter-disciplinary choices, and a curriculum built with employability skills in addition to academic subjects.

I am delighted to share the Curriculum and Credit Framework for Undergraduate Programmes for implementation in Higher Educational Institutions. I hope this framework will serve as a guiding document and help universities and colleges in undertaking the revision of the curriculum.

I take this opportunity to sincerely acknowledge the significant contribution of the expert committee under the Chairmanship of Prof. R. P. Tiwari and UGC officials in developing the Curriculum and Credit Framework for Undergraduate Programmes.

M Jagadeshkumar

(Prof. M. Jagadesh Kumar)

बहादुरशाह ज़फ़र मार्ग, नई दिल्ली-110002 Bahadur Shah Zafar Marg, New Delhi-110002
दूरभाष Phone : कार्यालय Off : 011-23234019, 23236350, फैक्स Fax : 011-23239659, e-mail : cs.ugc@nic.in | web: www.ugc.ac.in

Curriculum and Credit Framework for Undergraduate Programmes

1.0. Introduction

The National Education Policy (NEP) 2020 (hereafter referred to as NEP or Policy) recognizes that higher education plays an extremely important role in promoting human as well as societal well-being and in developing India as envisioned in its Constitution - a democratic, just, socially conscious, cultured, and humane nation upholding liberty, equality, fraternity, and justice for all. It notes that "given the 21st-century requirements, quality higher education must aim to develop good, thoughtful, well-rounded, and creative individuals".

The NEP 2020 states, *"Assessments of educational approaches in undergraduate education that integrate the humanities and arts with Science, Technology, Engineering and Mathematics (STEM) have consistently shown positive learning outcomes, including increased creativity and innovation, critical thinking and higher-order thinking capacities, problem-solving abilities, teamwork, communication skills, more in-depth learning and mastery of curricula across fields, increases in social and moral awareness, etc., besides general engagement and enjoyment of learning"*

Further, it also recommends that *"the undergraduate degree will be of either 3 or 4-year duration, with multiple exit options within this period, with appropriate certifications, e.g., a UG certificate after completing 1 year in a discipline or field including vocational and professional areas, or a UG diploma after 2 years of study, or a Bachelor's degree after a 3-year programme. The 4-year multidisciplinary Bachelor's programme, however, shall be the preferred option since it allows the opportunity to experience the full range of holistic and multidisciplinary education in addition to a focus on the chosen major and minors as per the choices of the student".*

In accordance with the NEP 2020, the UGC has formulated a new student-centric "Curriculum and Credit Framework for Undergraduate Programmes (CCFUP)" incorporating a flexible choice-based credit system, multidisciplinary approach, and multiple entry and exit options. This will facilitate students to pursue their career path by choosing the subject/field of their interest.

2.0. Anchors to the National Education Policy 2020

2.1. NEP principles that have a bearing on the curricular thrusts at different stages of higher education

The NEP highlights certain fundamental principles that would guide both the education system at large, as well as individual educational institutions. The principles that have a direct bearing on the curricula for different levels of higher education include:

i. Recognizing, identifying, and fostering the unique capabilities of each student to promote her/his holistic development;

ii. Flexibility, so that learners can select their learning trajectories and programmes, and thereby choose their own paths in life according to their talents and interests;

iii. Flexibility, so that learners can select their learning trajectories and programmes, and thereby choose their own paths in life according to their talents and interests;

iv. Multidisciplinary and holistic education across the sciences, social sciences, arts, humanities, and sports for a multidisciplinary world;

v. Emphasis on conceptual understanding rather than rote learning, critical thinking to encourage logical decision-making and innovation; ethics and human & constitutional values, and life skills such as communication, teamwork, leadership, and resilience;

vi. Extensive use of technology in teaching and learning, removing language barriers, increasing access for *Divyang* students, and educational planning and management;

vii. Respect for diversity and respect for the local context in all curricula, pedagogy, and policy;

viii. Equity and inclusion as the cornerstone of all educational decisions to ensure that all students are able to thrive in the education system and the institutional environment are responsive to differences to ensure that high-quality education is available for all.

ix. Rootedness and pride in India, and its rich, diverse, ancient, and modern culture, languages, knowledge systems, and traditions.

2.2. Transformative initiatives that have a bearing on the undergraduate education

The NEP envisages several transformative initiatives in higher education. These include:

- Introducing holistic and multidisciplinary undergraduate education that would help develop all capacities of human beings - intellectual, aesthetic, social, physical, emotional, ethical, and moral - in an integrated manner; soft skills, such as complex problem solving, critical thinking, creative thinking, communication skills; and rigorous specialization in a chosen field (s) of learning.

- Adoption of flexible curricular structures in order to enable creative combinations of disciplinary areas for study in multidisciplinary contexts that would also allow flexibility in course options that would be on offer to students, in addition to rigorous specialization in a subject or subjects.

- Undergraduate degree programmes of either 3 or 4-year duration, with multiple entry and exit points and re-entry options, with appropriate certifications such as:

- a UG certificate after completing 1 year (2 semesters) of study in the chosen fields of study,

- a UG diploma after 2 years (4 semesters) of study,

- a bachelor's degree after a 3-year (6 semesters) programme of study,

- a 4-year bachelor's degree (honours) after eight semesters programme of study. If the student completes a rigorous research project in their major area(s) of study in the 4th year of a bachelor's degree (honours with research).

- The 4-year bachelor's degree programme is considered a preferred option since it would provide the opportunity to experience the full range of holistic and multidisciplinary education in addition to a focus on the chosen major and minors as per the choices of the student.

- Inclusion of credit-based courses and projects in the areas of community engagement and service, environmental education, and value-based education.

- Environment education to include areas such as climate change, pollution, waste management, sanitation, conservation of biological diversity, management of biological resources and biodiversity, forest and wildlife conservation, and sustainable development and living.

- Value-based education to include the development of humanistic, ethical, Constitutional, and universal human values of truth, righteous conduct, peace, love, nonviolence, scientific temper, citizenship values, and life skills.

- Lessons in service and participation in community service programmes to be an integral part of holistic education.

- Global Citizenship Education and education for sustainable development to form an integral part of the curriculum to empower learners to become aware of and understand global and sustainable development issues and to become active promoters of more peaceful, tolerant, inclusive, secure, and sustainable societies.

- Students to be provided with opportunities for internships with local industry, businesses, artists, crafts persons, etc., as well as research internships with faculty and researchers at their own or other HEIs/research institutions, so that students may actively engage with the practical side of their learning and, as a by-product, further improve their employability.

- Reorienting teaching programmes to ensure the development of capabilities across a range of disciplines including sciences, social sciences, arts, humanities, languages, as well as vocational subjects. This would involve offering programmes/courses of study relating to Languages, Literature, Music, Philosophy, Art, Dance, Theatre, Statistics, Pure and Applied Sciences, Sports, etc., and other such subjects needed for a multidisciplinary and stimulating learning environment.

Preparing professionals in cutting-edge areas that are fast gaining prominence, such as Artificial Intelligence (AI), 3-D machining, big data analysis, and machine learning, in addition to genomic studies, biotechnology, nanotechnology, neuroscience, with important applications to health, environment, and sustainable living that will be woven into undergraduate education for enhancing the employability of the youth.

3.0. Curriculum Framework

3.1. Main features of the New Curriculum Framework

The new curriculum framework will have the following features:

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 to facilitate the implementation of the proposed "Curriculum and Credit Framework for Undergraduate Programmes".

3.2 Definitions, Eligibility, and Duration of the Programme

3.2.1 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.

3.2.2 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.

3.2.3 Awarding UG Certificate, UG Diploma, and Degrees

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 programme within three years and complete the degree programme within the stipulated maximum period of seven years.

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 programme within the maximum period of seven years.

3-year UG Degree: Students who wish to undergo a 3-year UG programme 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).

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 programme with 160 credits and have satisfied the credit requirements as given in table 2 in Section 5.

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).

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. programme may conduct a 4-year UG Degree (Honours with Research) without obtaining any approval from the affiliating University.

UG Degree Programmes 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 programme, 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 programme, 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 programme with single major.

UG Degree Programmes 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 programme, 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 programme, 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 programme with double major.

Interdisciplinary UG Programmes: The credits for core courses shall be distributed among the constituent disciplines/subjects so as to get core competence in the interdisciplinary programme. 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 programme. The degree for such students will be awarded as B.Sc. in Econometrics for a 3-year UG programme or B.Sc. (Honours) / B.Sc. (Honours with Research) in Econometrics for a 4-year UG programme.

Multidisciplinary UG Programmes: In the case of students pursuing a multidisciplinary programme 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 programme and B.Sc. (Honours) in Life Sciences or B.Sc. (Honours with Research) for a 4-year programme without or with a research component respectively.

The statutory bodies of the Universities and Colleges such as the Board of Studies and Academic Council will decide on the list of courses under major category and credit distribution for double major, interdisciplinary and multidisciplinary programmes.

3.2.4 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 practicum 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 programmes 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

- ***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.

- ***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.

- ***Practicum 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.

- ***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.

- ***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.

- ***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.

- ***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.

- ***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.

3.2.5 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 programmes. This requires that all departments prescribe a certain specified number of credits for each course and common instruction hours (slot time). **The proposed number of credits per course and the credit distribution is suggestive and the HEIs may decide on course credits and distribution over 6/8 semesters in a manner that will facilitate the students to meet the minimum credit requirements as given in Table 2 (Section 5).**

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.

3.3 Eligibility for the UG Programmes

Senior Secondary School Leaving Certificate or Higher Secondary (12th Grade) Certificate obtained after successful completion of Grade 12 or equivalent stage of education corresponding to Level-4.

3.4 Duration of the Programme

i. The duration of the UG programme is 4 years or 8 semesters. Students who desire to undergo a 3-year UG Programme 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 programme.

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

4.0. 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 programme 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 programme(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 programmes of study should acquire and demonstrate, as given in Table 1.

Table 1: Graduate attributes

Type of learning outcomes	The Learning outcomes descriptors
Learning outcomes that are specific to disciplinary/ interdisciplinary areas of learning	Graduates should be able to demonstrate the acquisition of:
	Comprehensive knowledge and coherent understanding of the chosen disciplinary/interdisciplinary areas of study in a broad multidisciplinary context, their different learning areas, their linkages with related fields of study, and current and emerging developments associated with the chosen disciplinary/interdisciplinary areas of learning.
	Practical, professional, and procedural knowledge required for carrying out professional or highly skilled work/tasks related to the chosen field(s) of learning, including knowledge required for undertaking self-employment initiatives, and knowledge and mindset required for entrepreneurship involving enterprise creation, improved product development, or a new mode of organization.
	skills in areas related to specialization in the chosen disciplinary/interdisciplinary area(s) of learning in a broad multidisciplinary context, including wide-ranging practical skills, involving variable routine and non-routine contexts relating to the chosen field(s) of learning.
	capacity to extrapolate from what has been learned, translate concepts to real-life situations and apply acquired competencies in new/unfamiliar contexts, rather than merely replicate curriculum content knowledge, to generate solutions to specific problems.
Generic learning outcomes	***Complex problem-solving:*** The graduates should be able to demonstrate the capability to: • solve different kinds of problems in familiar and non-familiar contexts and apply the learning to real-life situations.

Type of learning outcomes	The Learning outcomes descriptors
	Critical thinking: The graduates should be able to demonstrate the capability to: • apply analytic thought to a body of knowledge, including the analysis and evaluation of policies, and practices, as well as evidence, arguments, claims, beliefs, and the reliability and relevance of evidence, • identify relevant assumptions or implications; and formulate coherent arguments, • identify logical flaws and holes in the arguments of others, • analyze and synthesize data from a variety of sources and draw valid conclusions and support them with evidence and examples.
	Creativity: The graduates should be able to demonstrate the ability to: • create, perform, or think in different and diverse ways about the same objects or scenarios, • deal with problems and situations that do not have simple solutions, • innovate and perform tasks in a better manner, • view a problem or a situation from multiple perspectives, • think 'out of the box' and generate solutions to complex problems in unfamiliar contexts, • adopt innovative, imaginative, lateral thinking, interpersonal skills and emotional intelligence.
	Communication Skills: The graduates should be able to demonstrate the skills that enable them to: • listen carefully, read texts and research papers analytically and present complex information in a clear and concise manner to different groups/audiences, • express thoughts and ideas effectively in writing and orally and communicatewith others using appropriate media, • confidently share views and express herself/himself, • construct logical arguments using correct technical language related to a field of learning, work/vocation, or an area of professional practice, and convey ideas, thoughts, and arguments using language that is respectful andsensitive to gender and other minority groups.
	Analytical reasoning/thinking: The graduates should be able to demonstrate the capability to: • evaluate the reliability and relevance of evidence; • identify logical flaws in the arguments of others; • analyze and synthesize data from a variety of sources; draw valid conclusions and support them with evidence and examples, and address opposing viewpoints.

Type of learning outcomes	The Learning outcomes descriptors
	• ***Research-related skills***: The graduates should be able to demonstrate: • a keen sense of observation, inquiry, and capability for asking relevant/ appropriate questions, • the ability to problematize, synthesize, and articulate issues and design research proposals, • the ability to define problems, formulate appropriate and relevant research questions, formulate hypotheses, test hypotheses using quantitative and qualitative data, establish hypotheses, make inferences based on the analysis and interpretation of data, and predict cause-and-effect relationships, • the capacity to develop appropriate methodology and tools for data collection, • the appropriate use of statistical and other analytical tools and techniques, • the ability to plan, execute and report the results of an experiment or investigation, the ability to acquire the understanding of basic research ethics and skills in practicing/doing ethics in the field/ in personal research work, regardless of the funding authority or field of study.
	Coordinating/collaborating with others: The graduates should be able to demonstrate the ability to: • work effectively and respectfully with diverse teams, • facilitate cooperative or coordinated effort on the part of a group, • act together as a group or a team in the interests of a common cause andwork efficiently as a member of a team.
	Leadership readiness/qualities: The graduates should be able to demonstrate the capability for: • mapping out the tasks of a team or an organization and setting direction. • formulating an inspiring vision and building a team that can help achieve thevision, motivating and inspiring team members to engage with that vision. • using management skills to guide people to the right destination.
	'Learning how to learn skills: The graduates should be able to demonstrate the ability to: • acquire new knowledge and skills, including 'learning how to learn skills, thatare necessary for pursuing learning activities throughout life, through self-paced and self-directed learning aimed at personal development, meeting economic, social, and cultural objectives, and adapting to changing trades and demands of the workplace, including adapting to the changes in work processes in the context of the fourth industrial revolution, through knowledge/ skill development/reskilling, • work independently, identify appropriate resources required for further learning, • acquire organizational skills and time management to set self-defined goals and targets with timelines. • inculcate a healthy attitude to be a lifelong learner,

Type of learning outcomes	The Learning outcomes descriptors
	Digital and technological skills: The graduates should be able to demonstrate the capability to: • use ICT in a variety of learning and work situations, • access, evaluate, and use a variety of relevant information sources, and use appropriate software for analysis of data.
	Multicultural competence and inclusive spirit: The graduates should be able to demonstrate: • the acquisition of knowledge of the values and beliefs of multiple cultures anda global perspective to honour diversity, • capability to effectively engage in a multicultural group/society and interact respectfully with diverse groups, • capability to lead a diverse team to accomplish common group tasks andgoals. • gender sensitivity and adopting a gender-neutral approach, as also empathy for the less advantaged and the differently-abled including those with learning disabilities.
	Value inculcation: The graduates should be able to demonstrate the acquisition of knowledge and attitude that are required to: • embrace and practice constitutional, humanistic, ethical, and moral valuesin life, including universal human values of truth, righteous conduct, peace, love, nonviolence, scientific temper, citizenship values, • practice responsible global citizenship required for responding to contemporary global challenges, enabling learners to become aware of and understand global issues and to become active promoters of morepeaceful, tolerant, inclusive, secure, and sustainable societies, • formulate a position/argument about an ethical issue from multiple perspectives • identify ethical issues related to work, and follow ethical practices, including avoiding unethical behaviour such as fabrication, falsification or misrepresentation of data, or committing plagiarism, and adhering to intellectual property rights, • recognize environmental and sustainability issues, and participate in actions to promote sustainable development. • adopt an objective, unbiased, and truthful actions in all aspects of work, • instill integrity and identify ethical issues related to work, and follow ethical practices.

Type of learning outcomes	The Learning outcomes descriptors
	Autonomy, **responsibility, and accountability:** The graduates should be able to demonstrate the ability to: • apply knowledge, understanding, and/or skills with an appropriate degree of independence relevant to the level of the qualification, • work independently, identify appropriate resources required for a project, andmanage a project through to completion, • exercise responsibility and demonstrate accountability in applying knowledgeand/or skills in work and/or learning contexts appropriate for the level of thequalification, including ensuring safety and security at workplaces.
	Environmental awareness and action: The graduates should be able to demonstrate the acquisition of and ability to apply the 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 and biodiversity, forest and wildlife conservation, and sustainable development and living.
	Community engagement and service: The graduates should be able to demonstrate the capability to participate in community-engaged services/ activities for promoting the well-being of society.
	Empathy: The graduates should be able to demonstrate the ability to identify with or understand the perspective, experiences, or points of view of another individual or group, and to identify and understand other people's emotions.

5.0. Structure of the Undergraduate Programme

The UG programme 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) programmes are given below:

Table 2: 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.

5.1. Curricular components of the undergraduate programme

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.

5.1.1. 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 programme of study or an interdisciplinary topic.

5.1.2 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 programme. 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 programme 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 programme.

5.1.3 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. ***2. 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.

5.1.4 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.

5.1.5 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.

5.1.6 *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 programmes.

5.1.7 Summer Internship /Apprenticeship (2 – 4 credits)

A key aspect of the new UG programme 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.

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.

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 programmes 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.

5.1.8 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.

5.1.9 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.

5.2. 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 programme

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

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

5.3. Programme/ Curricular components

The undergraduate programme 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).

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.

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.

Additional Seats: The HEIs 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.

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.

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 programme structure will enable the students to gain sufficient knowledge and skills to meet the industry/society requirements.

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.

5.4 Structure of the UG Programme

Table 3: The Semester-wise and Broad Course Category-wise Distribution of credits of the Undergraduate Programme:

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 programme 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 programme 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 programme 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.

6.0. 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 programme. 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 programme 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.

7.0. Learning assessment

A variety of assessment methods that are appropriate to a given disciplinary/subject area and a programme of study will be used to assess progress toward the course/programme learning outcomes. Priority will be accorded to formative assessment. Evaluation will be based on continuous assessment, in which sessional work and the terminal examination will contribute to the final grade. Sessional work will consist of class tests, mid-semester examination(s), homework assignments, etc., as determined by the faculty in charge of the courses of study. Progress towards achievement of learning outcomes will be assessed using the following: time-constrained examinations; closed-book and open-book tests; problem-based assignments; practical assignment laboratory reports; observation of practical skills; individual project reports (case-study reports); team project reports; oral presentations, including seminar presentation; viva voce interviews; computerized adaptive assessment, examination on demand, modular certifications, etc.

7.1. Letter Grades and Grade Points

The Semester Grade Point Average (SGPA) is computed from the grades as a measure of the student's performance in a given semester. The SGPA is based on the grades of the current term, while the Cumulative GPA (CGPA) is based on the grades in all courses taken after joining the programme of study.

The HEIs may also mention marks obtained in each course and a weighted average of marks based on marks obtained in all the semesters taken together for the benefit of students.

Letter Grade	Grade Point
O (outstanding)	10
A+ (Excellent)	9
A (Very good)	8
B+ (Good)	7
B (Above average)	6
C (Average)	5
P (Pass)	4
F (Fail)	0
Ab (Absent)	0

When students take audit courses, they may be given pass (P) or fail (F) grade without any credits.

7.2. Computation of SGPA and CGPA

The UGC recommends the following procedure to compute the Semester Grade Point Average (SGPA) and Cumulative Grade Point Average (CGPA):

i. The SGPA is the ratio of the sum of the product of the number of credits with the grade points scored by a 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 i^{th} course and Gi is the grade point scored by the student in the i^{th} course.

Example for Computation of SGPA

Semester	Course	Credit	Letter Grade	Grade point	Credit Point (Credit x Grade)
I	Course 1	3	A	8	3 X 8 = 24
I	Course 2	4	B+	7	4 X 7 = 28
I	Course 3	3	B	6	3 X 6 = 18
I	Course 4	3	O	10	3 X 10 = 30
I	Course 5	3	C	5	3 X 5 = 15
I	Course 6	4	B	6	4 X 6 = 24
		20			139
	SGPA				139/20=**6.95**

ii. The Cumulative Grade Point Average (CGPA) is also calculated in the same manner taking into account all the courses undergone by a student over all the semesters of a programme, i.e.

CGPA = ∑(Ci x Si) / ∑ Ci

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

Example for Computation of CGPA

Semester 1	Semester 2	Semester 3	Semester 4	Semester 5	Semester 6
Credit: 21 SGPA:6.9	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

CGPA= **6.73** (21 x 6.9 + 22 x 7.8 + 25 x 5.6 + 26 x 6.0 + 26 x 6.3 + 25 x 8.0)/145

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

Transcript (Format): Based on the above recommendations on Letter grades, grade points and SGPA and CCPA, the HEIs may issue the transcript for each semester and a consolidated transcript indicating the performance in all semesters.

Note : Students who have already enrolled and are pursuing UG programme as per Choice Based Credit System (CBCS) are eligible to pursue 4-year undergraduate programme and the university concerned may provide bridge courses (including online courses) to enable them for transition to CCFUGP.

सचिव

Secretary

सत्यमेव जयते

विश्वविद्यालय अनुदान आयोग
University Grants Commission
(शिक्षा मंत्रालय, भारत सरकार)
(Ministry of Education, Govt. of India)
बहादुरशाह जफ़र मार्ग, नई दिल्ली-110002
Bahadur Shah Zafar Marg, New Delhi-110002
Ph.: 011-23236288/23239337
Fax : 011-2323 8858
E-mail : secy.ugc@nic.in

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P. K. Thakur

New Delhi,
7th December, 2022

Annexure V: FYUP Course Structure

Course Structure for Four Years UG **Degree with Honours (SOCIAL WORK)**

NCrF Credit Level	Sem	Major		Minor		Multidisciplinary Course		Ability Enhancement Course		Skill Enhancement Course		Value-Added Course		Internship/ Research Project		Total Credit
		Course	Credit	Course	Credit	Course	Credit	Course	Credit	Course	Credit	Course	Credit	Course	Credit	
4.5	1st	Major 1 (SOW-CC-1110)	4	Minor 1 (SOW-MC-1110)	4	MDC 1 (SOW-MD-1110)	3	AEC 1 (ENG-AE-1110)	4	SEC 1* (SOW-SE-0010)	3	VAC 1** (SOW-VA-0010)	2	INT 1*** (SOW-CO-1110)		20
	2nd	Major 2 (SOW-CC-1120)	4	Minor 2 (SOW-MC-1210)	4	MDC 2 (SOW-MD-1120)	3	AEC 2 (HIN-AE-1210)	4	SEC 2* (SOW-SE-0020)	3	VAC 2** (SOW-VA-0020)	2	INT 2*** (SOW-CO-1210)		20
Students exiting the programme 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 the summer term or internship / Apprenticeship in addition to 6 credits from skill-based courses earned during the first and sSOWnd semester.																
5.0	3rd	Major 3 (SOW-CC-2310)	4	Minor 3 (SOW-MC-2310)	4	(SOW-MD-2310)	3			SEC 3* (SOW-SE-2310)	3	VAC 3** (SOW-VA-2310)	2	INT 3*** (SOW-CO-2310)		20
		Major 4 (SOW-CC-2320)	4													
	4th	Major 5 (SOW-CC-2410)	4	Minor 4 (SOW-MC-2410)	4									INT 4*** (SOW-CO-2410)		20
		Major 6 (SOW-CC-2420)	4													
		Major 7 (SOW-CC-2430)	4													
		Major 8 (SOW-CC-2440)	4													
Students exiting the programme after securing 80 credits will be awarded UG Diploma in the relevant Discipline /Subject provided they secure additional 4 credits in skill-based vocational courses offered during the first year or second year summer term.																
5.5	5th	Major 9 (SOW-CC-3510)	4	Minor 5 (SOW-MC-3510)	4									INT 5*** (SOW-CO-3510)	2	20
		Major 10 (SOW-CC-3520)	4													
		Major 11 (SOW-CC-3530)	4													
		Major 12 (SOW-CC-3540)	2													

	6th	Major 13 (SOW-CC-3610)	4	Minor 6 (SOW-MC-3610)	4									INT 6*** (SOW-CO-3610)		**20**
		Major 14 (SOW-CC-3620)	4													
		Major 15 (SOW-CC-3630)	4													
		Major 16 (SOW-CC-3640)	4													
Students who want to undertake a 3-year UG programme will be awarded UG Degree in the relevant Discipline /Subject upon securing 120 credits.																
	7th	Major 17 (SOW-CC-4710)	4	Minor 7 (Research Methodology) (SOW-MC-4710)	4									INT 7*** (SOW-CO-4710)		**20**
		Major 18 (SOW-CC-4720)	4													
		Major 19 (SOW-CC-4730)	4													
		Major 20 (SOW-CC-4740)	4													
6.0	**8th**	Major 21 (SOW-CC-4810)	4	Minor 8 (Research Publication Ethics) (SOW-MC-4810)	4									INT 8*** (SOW-CO-4810)		**20**
		Major 22 – elective (SOW-DE-4810)	4													
		Major 23 - elective (SOW-DE-4820)	4													
		Major 24 - elective (SOW-DE-4830)	4													
			94		**32**		**9**		**8**		**9**		**6**		**2**	**160**

***Course Code for Skill Based Courses offered by Social Work Department:** SOW-SE-0010.SOW-SE-0020, SOW-SE-0030, …

****Course Code for Value Added Courses offered by Social Work Department:** SOW-VA-0010.SOW-VA-0020, SOW-VA-0030,…

Course Code for Research Project of Social Work Department: SOW-RP-0010

Note: For Departmental Elective course the courses may be prepared in groups of three and the then the coding will be –

Group 1: SOW-DE-4810, SOW-DE-4820 and SOW-DE-4830

Group 2: SOW-DE-4840, SOW-DE- 48450 and SOW-DE-4860

Group 3: SOW-DE-4870, SOW-DE-4880 and SOW-DE-4890

Here, for five-digit code the 3rd & 4th digit refers to the number of courses in sequence and the last digit refers to the sequence of revision of that particular course

Annexure VI: Discipline of FYUP programme and google link of syllabus

DISCIPLINE OF FYUP PROGRAMME	GOOGLE LINK OF SYLLABUS
SOCIAL WORK	https://rgu.ac.in/wp-content/uploads/2023/06/Signed-BA-Social-Work-CS-Syllabus-as-per-NEP-2020.pdf
COMMERCE	https://rgu.ac.in/wp-content/uploads/2023/06/B.Com-CS-Syll-as-per-NEP-2020.pdf
PSYCHOLOGY	https://rgu.ac.in/wp-content/uploads/2023/08/BA-Psychology-FYUP-Syllabus-w.e.f-2023-24.pdf
SOCIOLOGY	https://rgu.ac.in/wp-content/uploads/2023/06/BA-Sociology-CS-Syll-as-per-NEP-2020.pdf
POLITICAL SCIENCE	https://rgu.ac.in/wp-content/uploads/2023/06/BA-Pol-Science-CS-Syllabus-for-1st-year-NEP-2020.pdf
ANTHROPOLOGY	
MATHEMATICS	https://rgu.ac.in/wp-content/uploads/2023/06/B.Sc-Mathematics-CS-Syll-as-per-NEP-2020.pdf
BOTANY	
PHYSICS	https://rgu.ac.in/wp-content/uploads/2023/06/B.Sc_.-Physics-CS-Syll-as-per-NEP-2020.pdf
CHEMISTRY	https://rgu.ac.in/wp-content/uploads/2023/06/BSc.-Chemistry-CS-Syll-as-per-NEP-2020.pdf
MASS COMMUNICATION	https://rgu.ac.in/wp-content/uploads/2023/06/BA-Mass-Comm-Syllabus-NEP-2020.pdf
HISTORY	https://rgu.ac.in/wp-content/uploads/2023/06/BA-History-CS-Syllabus-for-1st-year-NEP-2020.pdf
HINDI	https://rgu.ac.in/wp-content/uploads/2023/06/BA-Hindi-CS-Syll-as-per-NEP-2020.pdf
GEOGRAPHY	https://rgu.ac.in/wp-content/uploads/2023/06/BA-Geography-CS-Syll-as-per-NEP-2020.pdf
EDUCATION	https://rgu.ac.in/wp-content/uploads/2023/06/BA-Edu-CS-Syllabus-for-1st-year-NEP-2020.pdf
ENGLISH	https://rgu.ac.in/wp-content/uploads/2023/06/B.A.-English-CS-Syll-as-per-NEP-2020.pdf
ZOOLOGY	https://rgu.ac.in/wp-content/uploads/2023/06/Signed-BSc-Zoology-CS-Syllabus-as-per-NEP-2020.pdf

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विद्यया ऽमृतमश्नुते

Rajiv Gandhi University
राजीव गांधी विश्वविद्यालय
Rono Hills, Doimukh,
Arunachal Pradesh