

मध्यप्रदेश शासन
उच्च शिक्षा विभाग
मंत्रालय
//आदेश//

भोपाल, दिनांक 15/02/2024

क्रमांक/120/90/सी.सी./23/38: राष्ट्रीय शिक्षा नीति, 2020 के परिप्रेक्ष्य में अध्यादेश 14ए एवं 14बी के स्थान पर यू.जी.सी. द्वारा उक्त संबंध में दिनांक 06.12.2022 को जारी दिशा-निर्देश के अनुरूप नवीन अध्यादेश का प्रारूप तैयार करने हेतु समिति का गठन किया जाता है। समिति निम्नानुसार होगी :-

- 1/ कुलपति, रानी दुर्गावति विश्वविद्यालय, जबलपुर-अध्यक्ष
- 2/ संचालक, उच्च शिक्षा उत्कृष्टता संस्थान, भोपाल-सदस्य
- 3/ प्राचार्य, माधव साईंस कॉलेज, उज्जैन-सदस्य
- 4/ कुलसचिव, डॉ.बी.आर. अम्बेडकर सामाजिक विज्ञान विश्वविद्यालय, महु-सदस्य

समिति से अपेक्षा है कि प्रदेश स्तर पर वर्तमान में लागू अध्यादेश 14ए, 14बी तथा यू.जी.सी. द्वारा उक्त संबंध में जारी दिशा-निर्देश का परीक्षण कर राष्ट्रीय शिक्षा नीति, 2020 के अनुरूप नवीन अध्यादेश का प्रारूप 01 माह की समय-सीमा में उपलब्ध कराये।

संलग्न - उपरोक्तानुसार


(वीरन सिंह भलावी)

अवर सचिव

म.प्र.शासन, उच्च शिक्षा विभाग,
मंत्रालय

पृ.क्रमांक/121/90/सी.सी./23/38

भोपाल, दिनांक 15/02/2024

प्रतिलिपि:-

निज सहायक, आयुक्त उच्च शिक्षा, संचालनालय, सतपुडा भवन, भोपाल।


अवर सचिव

म.प्र.शासन, उच्च शिक्षा विभाग,
मंत्रालय

विषय क्र.15- राष्ट्रीय शिक्षा नीति, 2020 के परिप्रेक्ष्य में अध्यादेश 14 ए तथा 14 बी में संशोधन कर एक अध्यादेश तैयार करना।

विवरण -

राष्ट्रीय शिक्षा नीति, 2020 की मूल भावनाओं को दृष्टिगत रखते हुए प्रदेश में क्रेडिट वितरण संरचना में समरूपता आदि हेतु स्नातक स्तर के लिए जारी अध्यादेश क्र. 14 ए तथा 14 बी को समेकित कर संशोधन की आवश्यकता है। राष्ट्रीय शिक्षा नीतिके क्रियान्वयन हेतु गठित टास्क फोर्सकी बैठक दिनांक 05.04.2023 में विस्तृत चर्चा की गई एवं अध्यादेश क्र. 14 ए तथा 14 बी को समेकित करने हेतु उपसमिति का गठन कर कार्यवाही का परामर्श दिया गया। विस्तृत विवरण परिशिष्ट में संलग्न है।

उप समिति द्वारा 14 ए तथा 14 बी को समेकित कर संशोधित किये जाने की अनुशंसा की है।

स्थायी समिति की अनुशंसा -

उपसमिति की अनुशंसा को मान्य कर समन्वय समिति में रखे जाने की अनुशंसा की जाती है।

प्रस्ताव -

- 1/ यू.जी.सी. द्वारा उक्त के संबंध में दिनांक 06.12.2022 को जारी दिशा-निर्देश के अनुरूप नवीन अध्यादेश तैयार किया जाना चाहिए।
- 2/ वर्ष 2024-25 से लागू किया जाना प्रस्तावित है।

समन्वय समिति की बैठक में विचारार्थ प्रस्तुत।

निर्णय-

स्थायी समिति की अनुशंसाओं को मान्य करते हुए वर्ष 2024-25 से लागू किए जाने का अनुमोदन किया गया।

प्रति,

अपर मुख्य सचिव
उच्च शिक्षा विभाग
म.प्र. शासन, भोपाल

विषय:- राष्ट्रीय शिक्षा नीति के परिप्रेक्ष्य में स्नातक स्तर के लिए जारी अध्यादेश को, यूजीसी के द्वारा जारी दिशा-निर्देशों के आधार पर विश्वविद्यालय एवं महाविद्यालयों में समान रूप से लागू करने पर विचार हेतु बैठक में की गई अनुशंसाओं का प्रेषण।

संदर्भ:- मध्यप्रदेश शासन उच्च शिक्षा विभाग के पत्र क्रमांक 562/999/2021/38/2 दिनांक 27.03.2023

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उपरोक्त विषय के संदर्भ में माननीय मंत्री जी, उच्च शिक्षा की बैठक दिनांक 21.11.2022 के निर्देशों के कियान्वयन के लिए जारी कार्यवाही विवरण दिनांक 20.12.2022 के परिपालन में बिन्दु क्रमांक 02 के परिप्रेक्ष्य में "राष्ट्रीय शिक्षा नीति के परिप्रेक्ष्य में स्नातक स्तर के लिए जारी अध्यादेश को यूजीसी के द्वारा दिशा निर्देशों के आधार पर विश्वविद्यालय एवं महाविद्यालयों में समान रूप से लागू करने पर विचार करने के संबंध में विषय पर अभिमत प्रस्तुत करने हेतु मंत्रालय स्थित समिति कक्ष 211-ई में दिनांक 05 अप्रैल, 2023 को बैठक आयोजित की गयी। उक्त बैठक में संलग्न सूची अनुसार विश्वविद्यालयों के माननीय कुलपति, टास्क फोर्स राष्ट्रीय शिक्षा नीति के माननीय सदस्य एवं समन्वय प्रकोष्ठ, राष्ट्रीय शिक्षा नीति कार्यालय आयुक्त, उच्च शिक्षा के विभागीय अधिकारी एवं सदस्य उपस्थित रहे।

उप-समिति के अध्यक्ष डॉ. अखिलेश पाण्डेय, कुलपति, विक्रम विश्वविद्यालय उज्जैन की अनुमति से चर्चा के बिन्दुओं का प्रस्तुतीकरण किया गया। प्रस्तुतीकरण उपरांत सर्वसम्मिति से निम्नानुसार प्रस्ताव पारित किए गए :-

1. राष्ट्रीय शिक्षा नीति की मूल भावनाओं को दृष्टिगत रखते हुए प्रदेश में क्रेडिट वितरण संरचना में समरूपता तथा पाठ्यक्रम की आवश्यकता आदि के उद्देश्य से अध्यादेश क्रमांक 14ए को 14बी में समेकित कर संशोधन करते हुए 14बी में वार्षिक एवं सेमेस्टर पद्धति से संचालन सहित अन्य आवश्यक संशोधन कर सत्र 2023-24 से लागू किया जाए। विश्वविद्यालय तथा स्वशासी महाविद्यालय में सेमेस्टर तथा अन्य समस्त महाविद्यालयों में वार्षिक प्रणाली के लिए।
2. राष्ट्रीय शिक्षा नीति के उद्देश्यों के अनुरूप प्रदेश में अंतर्महाविद्यालय/ अंतर्विश्वविद्यालय क्रेडिट अंतरण का वास्तविक लाभ प्रदान करने के उद्देश्य से महाविद्यालयों एवं विश्वविद्यालय के यू.टी.डी. विभाग/स्वशासी महाविद्यालय में केन्द्रीय अध्ययन मण्डल द्वारा अनुशंसित पाठ्यक्रमों को एक समान लागू किया

जाए। विश्वविद्यालय एवं स्वशासी महाविद्यालय केन्द्रीय अध्ययन मण्डल द्वारा अनुशासित पाठ्यक्रमों में अकादमिक एवं संभागीय अध्ययन के आधार पर 20 प्रतिशत वृद्धि (अपग्रेड) कर सकेंगे।

3. अध्यादेश 14ए एवं 14बी को समेकित करने एवं अध्यादेश 14बी के अंतर्गत वार्षिक एवं सेमेस्टर प्रणाली को समाहित करते हुए क्रेडिट वितरण को समान करने एवं पुराने अध्यादेश में संशोधन के लिए निम्नानुसार संशोधित अध्यादेश समन्वय के माध्यम से माननीय राज्यपाल महोदय द्वारा अनुमोदन प्रार्थित है :-

कुलपति, विक्रम विश्वविद्यालय, उज्जैन	संयोजक
कुलपति, देवी अहिल्या विश्वविद्यालय, इन्दौर	सदस्य
कुलपति, बरकतउल्ला विश्वविद्यालय, भोपाल	सदस्य
श्री संजय गुलाटी, बरकतउल्ला विश्वविद्यालय, भोपाल	सदस्य
श्री आर.के. बघेल, कुल सचिव जीवाजी विश्वविद्यालय, ग्वालियर	सदस्य
श्री वाई.एस. बावल, देवी अहिल्या विश्वविद्यालय, इन्दौर	सदस्य

4. अध्यादेश क्रमांक 14बी की कड़िका 13.5 के अंतर्गत विद्यार्थियों के लिए भारत सरकार के पोर्टल पर SWAYAM के साथ-साथ IGNOU, मध्यप्रदेश भोज मुक्त विश्वविद्यालय एवं अन्य मान्यता प्राप्त संस्थाओं को भी सम्मिलित किया जाए।
5. अपर मुख्य सचिव महोदय की ओर से कौशल संवर्धन/व्यावसायिक पाठ्यक्रम/इंटरशिप/एप्रेंटिसशिप के संबंध में सर्वसंबंधित विभाग से MOU होने के उपरांत समस्त जिला कलेक्टर को पत्र प्रेषित कर संबंधित विभाग से सहयोग प्राप्त किया जाए।
6. अध्यादेश क्रमांक 14बी की कड़िका 13.6 के अंतर्गत विद्यार्थियों के द्वारा प्रतिवर्ष माइनर, सामान्य वैकल्पिक, कौशल संवर्धन/व्यावसायिक पाठ्यक्रम का अध्ययन कर 06 अतिरिक्त क्रेडिट अर्जित करने का प्रावधान है। इसी अनुक्रम में मध्यप्रदेश भोज मुक्त विश्वविद्यालय के दूरस्थ शिक्षा केन्द्रों के माध्यम से क्रेडिट आधारित पाठ्यक्रम उपलब्ध कराए जाने पर विचार किया जाए।
7. व्यावसायिक पाठ्यक्रम/प्रोजेक्ट/इंटरशिप/अप्रेंटिसशिप/सामुदायिक जुड़ाव और सेवा के पाठ्यक्रमों में कुल 4-4 क्रेडिट के वितरण को पुनः निर्धारित करते हुए, प्रत्येक सैद्धांतिक परीक्षा के लिए 2 क्रेडिट एवं प्रायोगिक परीक्षा के लिए 2 क्रेडिट का वितरण मान्य किया जाता है, साथ ही इन विषयों की प्रायोगिक परीक्षा में कुल

100 अंकों में से आन्तरिक एवं बाह्य मूल्यांकन के लिए 50-50 अंक निर्धारित किये जाने का निर्णय लिया गया।

8. सभी कोर एवं जेनेरिक इलेक्टिव पाठ्यक्रमों की प्रायोगिक परीक्षा में 100 अंकों का विभाजन, आन्तरिक मूल्यांकन (30 अंक) एवं बाह्य मूल्यांकन (70 अंक) के अनुसार निर्धारित किया जाए।
9. प्रथम वर्ष में प्रवेश के समय अर्हता के अनुरूप मूल विषय समूह से एक विषय को मेजर व एक विषय को माइनर के साथ उसी मूल विषय समूह से द्वितीय माइनर के रूप में तीसरे विषय के चयन का विकल्प भी विद्यार्थी को उपलब्ध होगा।
10. ऐसे विद्यार्थी जो तीसरे विषय के रूप में मूल विषय समूह के स्थान पर अन्य संकाय के किसी कोर विषय का अध्ययन द्वितीय माइनर के रूप में करना चाहते हैं और इसके लिए आवश्यक अर्हता रखते हैं तो संस्थान में संसाधन उपलब्धता के आधार पर यह विकल्प भी उपलब्ध रहेगा।
11. अन्य संकाय से सामान्य (जेनेरिक) वैकल्पिक विषय के अध्ययन का विकल्प पूर्ववत् उपलब्ध रहेगा।
12. विद्यार्थी को द्वितीय वर्ष के प्रवेश के स्तर पर मेजर तथा माइनर विषय के अन्तरपरिवर्तन का विकल्प दिया गया है, इसी प्रकार मेजर एवं द्वितीय माइनर के अन्तरपरिवर्तन का भी विकल्प होगा।
13. द्वितीय वर्ष के प्रवेश के स्तर पर द्वितीय माइनर को अन्य संकाय के सामान्य (जेनेरिक) वैकल्पिक विषय में परिवर्तन करने का विकल्प उपलब्ध होगा, यद्यपि इसके विपरीत स्नातक प्रथम वर्ष में सामान्य (जेनेरिक) वैकल्पिक विषय से द्वितीय वर्ष में द्वितीय माइनर में परिवर्तन अनुमति नहीं होगी।
14. वर्तमान प्रावधान के अनुसार प्रत्येक विद्यार्थी को प्रथम वर्ष में एक वोकेशनल पाठ्यक्रम को चयनित करने के पश्चात् उत्तरोत्तर स्तर पर द्वितीय एवं तृतीय वर्ष में उसी विषय का अध्ययन करना होता है, प्रस्तावित किया जाता है कि विद्यार्थियों को, अध्यादेश 14बी में सामान्य वैकल्पिक (जेनेरिक इलेक्टिव) विषय के लिए कंडिका 13.10 में किये गए प्रावधान के समान प्रत्येक वर्ष में अलग-अलग वोकेशनल विषयों के चयन की स्वतंत्रता दी जाये, किन्तु ऐसे परिवर्तन के लिए नवीन वोकेशनल विषय का अध्ययन प्राथमिक स्तर (प्रथम वर्ष के लिए निर्धारित पाठ्यक्रम) से प्रारंभ करना होगा।

15. अध्यादेश की कंडिका 11 में स्नातक उपाधि पाठ्यक्रम को बीच में छोड़ने वाले विद्यार्थी के लिए यह प्रावधानित है कि उसके द्वारा उस समय तक अर्जित क्रेडिट्स को वह संचित रख सकेगा और पाठ्यक्रम को पुनः ज्वाइन करने पर उन क्रेडिट्स को रिस्टोर/ट्रान्सफर कर सकेगा। इसी प्रकार किसी वर्ष में अनुत्तीर्ण विद्यार्थी के द्वारा अर्जित क्रेडिट्स को संरक्षित रखते हुए उसे केवल शेष क्रेडिट्स के लिए कमशः आगामी वार्षिक/सेमेस्टर परीक्षाओं में उत्तीर्ण होने का अवसर प्रदान किया जायेगा।

16. वर्तमान प्रावधान है कि निर्धारित कुल क्रेडिट के न्यूनतम 50% क्रेडिट अर्जित करने वाले विद्यार्थी आगामी कक्षा में प्राविधिक प्रवेश के पात्र होते हैं। पूरक परीक्षा में सभी विषयों को उत्तीर्ण न कर पाने पर प्राविधिक प्रवेश स्वतः निरस्त हो जाता है और सम्पूर्ण वर्ष को जीरो ईयर मान्य किया जाता है। बैठक में सर्वसम्मति से यह निर्णय लिया गया कि सम्पूर्ण वर्ष को जीरो ईयर मान्य न करते क्रेडिट बैकलॉग सहित उच्चतर कक्षा में प्रवेश की निरंतरता जारी रखी जाये एवं पूर्व शेष पूरक विषयों के साथ उच्चतर कक्षा की वार्षिक/सेमेस्टर परीक्षा में उसे सम्मिलित होने की अनुमति प्रदान की जावे।

17. (अ) किसी वार्षिक सेमेस्टर मुख्य अथवा पूरक परीक्षा में परीक्षार्थी के द्वारा किसी विषय में उत्तीर्णांक से कम अंक अर्जित करने की स्थिति में, परीक्षा उत्तीर्ण करने के लिए अधिकतम 2 पाठ्यक्रमों में अधिकतम कुल 5 अंकों की सीमा के अधीन सांकेतिक अनुग्रह अंक (नोशनल ग्रेस मार्क्स) दिए जाएँ। एक विषय के अंतर्गत एकाधिक पेपर तथा अथवा प्रायोगिक घटक जिसके पृथक उत्तीर्णांक निर्धारित है, को पृथक पाठ्यक्रम माना जायेगा।

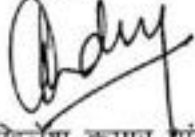
(ब) स्नातक उपाधि परीक्षा तृतीय चतुर्थ वर्ष के सकल परीक्षा परिणाम में 'प्रथम श्रेणी' अथवा 'विशिष्टता के साथ प्रथम श्रेणी' (First Division with Distinction) अर्जित करने हेतु अन्य आवश्यक शर्तों की पूर्णता परन्तु CGPA स्कोर में 0.01 अंश की कमी होने की स्थिति में सांकेतिक नोशनल अनुग्रह (नोशनल ग्रेस) के साथ उच्चतर श्रेणी प्रदाय की जाए। उच्चतर श्रेणी प्रदान करने हेतु प्रावधानित ग्रेस, बिंदु (अ) के अंतर्गत अनुग्रह अंक प्राप्त करने वाले विद्यार्थियों के लिए उपलब्ध नहीं होगा।

18. स्नातक तृतीय वर्ष की परीक्षा का परिणाम पूर्व परीक्षाओं के सभी निर्धारित क्रेडिट अर्जित करने तक अवरूद्ध (विथहेल्ड) रखा जायेगा यद्यपि तृतीय वर्ष की परीक्षा में प्राप्त अंकों तथा ग्रेड कार्ड विवरण उचित माध्यम पर प्रदर्शित जारी किया जा सकेगा।

19. सभी परीक्षा परिणाम ग्रेड शीट पर ग्रेड AGPA, CGPA के विवरण के साथ जारी किये जाएं, इनमें अंकों का विवरण प्रदर्शित न किया जाये पुनर्गणना एवं पुनर्मूल्यांकन आदि के लिए अंकों की आवश्यकता होती है अतएव इन्टरनेट अंकसूची अथवा सूचना पटल पर सभी विद्यार्थियों के समस्त अंकों का प्रदर्शन किया जाए।

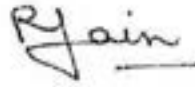
राष्ट्रीय शिक्षा नीति के परिप्रेक्ष्य में गठित उप-समिति का अभिमत/प्रतिवेदन आगामी कार्यवाही हेतु प्रेषित है।

अध्यक्ष



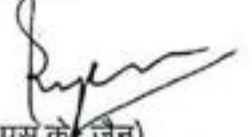
(डॉ. अखिलेश कुमार पांडे)
कुलपति
विक्रम विश्वविद्यालय, उज्जैन

सदस्य



(डॉ. रेणु जैन)
कुलपति
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इंदौर

सदस्य



(डॉ. एस.के. जैन)
कुलपति
बरकतउल्ला विश्वविद्यालय,
भोपाल

सदस्य



(डॉ. रविन्द्र कन्हारे)
सदस्य टास्क फोर्स
राष्ट्रीय शिक्षा नीति
उच्च शिक्षा विभाग, भोपाल

सदस्य



(डॉ. हर्षवर्धन)
सदस्य टास्क फोर्स
राष्ट्रीय शिक्षा नीति
उच्च शिक्षा विभाग, भोपाल

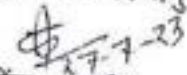
मध्य प्रदेश शासन
उच्च शिक्षा विभाग
मंत्रालय
//आदेश //

भोपाल, दिनांक 28/7/23

क्रमांक 520/90/सी0सी0/2023/38 - राष्ट्रीय शिक्षा नीति के परिप्रेक्ष्य में स्नातक स्तर के लिए जारी अध्यादेश क्र. 14 ए तथा 14 बी को यूजीसी के द्वारा जारी दिशा-निर्देशों के आधार पर विश्वविद्यालय एवं महाविद्यालय में समान रूप से लागू करने पर विचार हेतु शासन स्तर गठित समिति की बैठक में की गई अनुशंसाओं अनुसार अध्यादेश एवं अन्य संशोधन पर विधिवत प्रस्ताव हेतु निम्नानुसार समिति का गठन किया जाता है :-

1. कुलपति, देवी अहिल्या विश्वविद्यालय, इन्दौर - अध्यक्ष
2. कुलपति, बरकतउल्ला विश्वविद्यालय, भोपाल - सदस्य
3. कुलपति, म.प्र.भोज (मुक्त) विश्वविद्यालय, भोपाल - सदस्य
4. कुलसचिव, जीवाजी विश्वविद्यालय, ग्वालियर - सदस्य
5. कुलसचिव, म.प्र.भोज (मुक्त) विश्वविद्यालय, भोपाल - सदस्य

समिति से 01 माह की समय-सीमा में विधिवत प्रस्ताव /प्रतिवेदन प्रस्तुत करने का अनुरोध है।



(वीरन सिंह भिलावी)
अवर सचिव,

मध्यप्रदेश शासन, उच्च शिक्षा विभाग,
मंत्रालय

भोपाल, दिनांक 28/7/23

पृ.क्रमांक 521/90/सी0सी0/2023/38
प्रतिलिपि :-

1. अपर मुख्य सचिव, मध्यप्रदेश शासन, उच्च शिक्षा विभाग, मंत्रालय।
2. आयुक्त, उच्च शिक्षा संचालनालय, सतपुडा भवन, भोपाल।
3. सर्व संबंधितों की ओर सूचनार्थ एवं आवश्यक कार्यवाही हेतु प्रेषित।


अवर सचिव,

मध्यप्रदेश शासन, उच्च शिक्षा विभाग,
मंत्रालय

Ordinance 14 (1)**(Ordinance for three/four years Under Graduate Degree Semester/Annual mode)**

(As per the "Guidelines for Multiple Entry and Exit in Academic Programmes offered in Higher Education Institutions "issued by UGC, New Delhi under National Education Policy 2020)

1. The provisions of this Ordinance shall be applicable from the academic session 2023-24.
2. The provisions of this Ordinance shall apply to the three-year Bachelor's degree or four-year Bachelor's degree (Honours/Research) undergraduate programmes such as Bachelor of Arts (BA), Bachelor of Science (B.Sc.), Bachelor of Commerce (B.Com), Bachelor of Computer Application (B.C.A), Bachelor of Business Administration (B.B.A.), Bachelor of Home Science (B.H.Sc) and other similar Undergraduate programmes notified by the University.
3. The Ordinance shall be applicable to all such programmes being run by the University in its Teaching Departments (UTDS)/SOS (School of Studies) and its affiliated colleges including autonomous colleges for their regular as well as non-collegiate (private) students. Autonomous Colleges/UTDs may opt for semester system.
4. Admission rules and guidelines for admission to these programmes will be framed by the State Government for admission in colleges and by the University for Admission in its UTDS, SOS. Admission to the 4-th year (Level 8) shall be available only in the institutions which are offering 4-year Undergraduate Programme. Autonomous colleges with NAAC grade "A" or above can frame their admission guideline completely based on merit subject to the reservation policy of the government.
5. Students who have successfully completed Grade 12 School Leaving Certificate from Board of Secondary Education Madhya Pradesh, Bhopal or an equivalent examination from any other board recognised by the State Government/University will be eligible for admission to these undergraduate programmes.
6. The admission shall be made on merit calculated on the basis of criteria notified by the state government/university, as the case may be, keeping in view the guidelines/norms in this regard issued by the UGC and other statutory bodies concerned and taking into account the reservation policy issued by the government from time to time.
7. Student enrolment in a programme/course shall be restricted to the seats allotted by the University/State Government.
8. The in-take capacity shall be determined in advance by the university/autonomous college in accordance with the guidelines/norms in this regard issued by the State Government/UGC and other statutory bodies concerned so that the same could be stably incorporated in the admission guidelines for the information of all concerned and uploaded on the institutional website or admission portal of Department of Higher Education.



9. Depending upon the academic and physical facilities available in the university/college/autonomous college may earmark seats to a maximum of 10% of the seats sanctioned of the previous year of the programme for lateral entrants in the second year/third year/fourth year of a first-degree programme. If the student has successfully completed the first year/second year/third year of the same programme in any institution and wants to re-enter into the programme after a break in studies.
10. To enable multiple entry and exit points in the academic programmes, qualifications such as certificate, diploma, and degree are organized in a series of levels in an ascending order from level 5 to level 8. Level 5 represents certificate and level 8 represents Bachelor Degree (Honours/Research) (Table 1). The four-year undergraduate programme shall comprise courses under following subjects Categories
- i) Major Subject (56 credits)
 - ii) Minor Subject (26 credits)
 - iii) Generic Elective (18 credits)
 - iv) Skill Enhancement Courses/Vocational Courses (12 credits)
 - v) Ability Enhancement Courses/Foundation Courses (24 credits)
 - vi) Field projects/internship/apprenticeship/community engagement and service (24credits)

NB For BBA/BCA/B.H.Sc. and like programmes, a group/subject shall be chosen as Major/Minor/Generic Elective.

Qualification and Credit Requirements are given in Table 1. The entry and exit options for students, who enter the undergraduate programme, are as follows-

1st Year (First & Second Semester - Level 5)

Entry 1 The entry requirement for Level 5 is successful completion of Class 12 from MP Board of Secondary Education, Bhopal or an equivalent examination from any other board recognised by the State Government University. A programme of study leading to entry into the first year of the Bachelor's degree is open to those who have met the admission requirements.

Exit 1: If a student pass all the courses of Level 5 and earns requisite number of credits, the student will become entitled for Undergraduate certificate in the faculty of her/his Major Subject. If she/he wants to exit the programme , can exit with Undergraduate certificate in hand.

2nd Year (Third & Fourth Semester-Level 6)

Entry 2. The entry requirement for Level 6 is successful completion of Level 5. A programme of study leading to the second year of the Bachelor's degree is open to those who have met the admission requirements.



Exit 2: If a student passes all the courses of Level 5&6 and earns requisite number of credits, the student becomes entitled for Undergraduate Diploma in the faculty of her/his Major Subject. If a student opts to exit the programme can exit with Undergraduate Diploma in hand. A diploma requires 80 credits with 40 credits in each of the two levels.

3rd Year (Fifth& Sixth Semester- Level 7)

Entry 3 The entry requirement for Level 7 is successful completion of Level 5&6. A programme of study leading to the Bachelor's degree is open to those who have met the admission requirements.

Exit 3: If the student passes all the courses of Level 5 to 7 i.e., First, Second and Third years and earns requisite number of credits, the student becomes entitled for the Undergraduate Degree in the faculty of her/his Major Subject. A Bachelor's degree requires 120 credits from level 5 to 7, with 40 credits at level 5, 40 credits at level 6, and 40 credits at level 7.

4th Year (Seventh & Eight Semester - Level 8)

Entry 4: An individual seeking admission to a Bachelor's degree (Honours/Research) (Level 8) in a specified field of learning would have completed all requirements of the relevant three-year bachelor degree (Level 7). After completing the requirements of a three-year Bachelor's degree, candidates who meet a minimum CGPA of 7.5 shall be allowed to continue studies in the fourth year of the undergraduate programme to pursue and complete the Bachelor's (Honours/ Research) degree.

Exit 4: If the student passes all the courses of level 5 to 8 and earns the requisite credits, the student becomes entitled for Undergraduate Degree (Honours/Research) in the faculty of her/his the Major Subject. A Bachelor's degree (Honours/Research) requires a total of 160 credits from level 5 to 8, with 40 credits at level 5, 40 credits at level 6, 40 credits at level 7, and 40 credits at level 8.

Table-1: Qualification Type and Credit Requirements

Levels	Qualification title	Credit requirement
Level 5	Undergraduate Certificate in the faculty of the Major Subject for those who exit after the first year of the undergraduate programme (Programme duration first year of the undergraduate programme)	40
Level 6	Undergraduate Diploma in the faculty of the Major Subject for those who exit after two year of the undergraduate programme (Programme duration first two years of the undergraduate programme)	80
Level 7	Bachelor Degree in the faculty of the Major Subject (Programme duration Three years)	120
Level 8	Bachelor Degree in the faculty of Major Subject (Honours /Research) (Programme duration Four years)	160

Andy

The credits will be awarded by the university. The credit can be calculated as follows-

- One hour of theory or one hour of tutorial or two hours of laboratory work per week for duration of 15 weeks resulting in the award of one credit.
 - Credits for Internship shall be one credit per week of internship, subject to a maximum of 12 credits in a year.
11. The minimum duration of the undergraduate degree programme shall be of three academic years/ 6 Semesters whereas that of undergraduate degree leading to Honours Research shall be of four academic years/8 semesters.
- A student who leaves the course anytime in the middle of the programme will retain the credits earned so far which will be restored/transferred as and when she/he enters the programme again.
 - The maximum duration for completion of Undergraduate Degree and Undergraduate Degree (Honours/Research) programme for regular students shall be of 6 and 8 years respectively, there shall be no such bar for non-collegiate (private) students.

12. TYPES OF COURSES

Each of the subject/categories (i) to (v) as specified in clause 10 shall comprise of courses. Courses are the basic units of education and/or training. Types of courses shall be as follows-

12.1. Core Course:

Such courses, which shall compulsorily be studied by the student as a core requirement of the programme are known as core courses.

12.2. Elective Course:

Generally a course, which can be chosen by the student from a pool of courses, which is specific or specialized or advanced or supportive to the discipline/subject of study of which provides an extended scope or which enables an exposure of some other discipline/subject/domain to nurture the candidate's proficiency or skill is called an Elective Course.

12.2.1 Discipline Specific Elective (DSE) Course:

Elective courses offered from the main discipline/subject of study are referred to as Discipline Specific Elective. The University may also offer discipline related Elective courses of interdisciplinary nature (to be offered by main discipline/subject of study).

12.2.2 Dissertation/Project

An elective course designed to acquire special/advanced knowledge, such as supplement study/support study to a project work, and a student studies such course on his own with



an advisory support by a teacher/ faculty member is called dissertation/project. It is considered as a special course involving application of knowledge in solving/analysing/exploring a real life situation /difficult problem for bachelor degree with honours/research. A Project/Dissertation work would be of credits, as decided by the competent body. The student will do this work under the guidance of a faculty member.

12.2.3 Generic Elective (GE) Course

An elective course chosen generally from an unrelated discipline/subject with an intention to seek exposure of other field is called a Generic Elective course.

P.5. A core course offered in a discipline/subject may be treated as an elective by other discipline/subject and vice-versa and such electives may also be referred to as Generic Elective Course.

12.3. Ability Enhancement Courses (AEC):

The Ability Enhancement Courses (AEC) are of two types

- Ability Enhancement Compulsory Courses (AECC) or Foundation Courses
- Skill Enhancement Courses (SEC) or Vocational Courses

"AECC" courses are the courses based upon the content that leads to Knowledge enhancement, such as

- Environmental Education
- English/Hindi Communication are mandatory for all disciplines

SEC courses are value-based/skill-based and may also be designed to focus on enhancement of skills pertaining to the Major Subject. They are aimed to provide hands-on-training, competencies, skills, etc.

12.4. The syllabus for a specific programme will be decided by the concerned Board of Studies of the University/Autonomous college/Central Board of Studies (CBS) constituted as per Clause 34A of the MP University Act, 1973. The allowed deviation from the CBS prescribed syllabus for BOS of University/autonomous colleges will be 20% at the maximum.

13. STRUCTURE FOR UNDERGRADUATE PROGRAMME: ANNUAL SYSTEM/SEMESTER SYSTEM

13.1. First Year (First & Second Semester- Level 5):

A student shall be declared to have successfully completed the Level 5 if he/she acquires 12 credits in core courses of the major subject, 6 credits in core course of the minor subject, 6 credits in Elective/generic elective, 4 credits in SEC/Vocational Course, 8 credits in AEC/Foundation Course, and 4 credits in Field Projects / internship / apprenticeship / community engagement and services.



The student can choose his/her major, minor subjects and the Elective/generic elective subject if he/she fulfils the pre-requisites prescribed by the concerned Board of Studies A student passing Grade 12 with science can take admission in Level 5 with Major and Minor subjects from science/arts/commerce faculty, a student passing grade 12 with commerce faculty can take major and minor subjects from commerce arts faculty whereas a student passing grade 12th with arts faculty can choose major and minor subjects from arts faculty only. Major and Minor subjects shall belong to the same faculty (which will be called as the Main faculty), student can choose elective course from main faculty, whereas generic elective subject can be chosen from any faculty However, allotment of choices will be subject to the provisions of admission guidelines.

13.2. Second Year (Third & Fourth Semester-Level 6):

A student shall be declared to have successfully completed the Level 6, if he/she acquires 12 credits in core courses of the major subject, 6 credits in core course of the minor subject, 6 credits in elective/generic elective, 4 credits in SEC/Vocational Course, 8 credits in AEC/Foundation Course, and 4 credits in Field Projects / internship / apprenticeship / community engagement and services.

The student shall be given the single chance at the entry of level 6 to interchange the major and minor subjects, however, in such cases, it will be responsibility of the students to earn additional credits to fulfil the minimum requirement of credits prescribed for the major subject, and only after fulfilment of such credits he/she will be entitled to earn an Undergraduate Diploma or an Undergraduate Degree.

13.3 Third Year (Fifth& Sixth Semester- Level 7):

A student shall be declared to have successfully completed the Level 7, if he/she acquires 12 credits in discipline specific elective courses of the major subject, 6 credits in core course of the minor subject, 6 credits in elective/generic elective, 4 credits in SEC/Vocational Course, 8 credits in AEC/Foundation Course, and 4 credits in Field Projects/internship/apprenticeship/community engagement and services preferably related to major and/or minor subjects.

13.4. Fourth Year (Seventh & Eight Semester - Level 8):

(A) Bachelor with Honours

A student shall be declared to have successfully completed the Level 8 for Bachelor with Honours degree, if he/she acquires 20 credits in discipline specific elective courses of the major subject, 4 credits course in Research Methodology, 4 credits in dissertation, and 12 credits in internship/apprenticeship related to the major subject.



(B) Bachelor with Research

A student shall be declared to have successfully completed the Level 8 for Bachelor with Research degree, if he/she acquires 20 credits in discipline specific elective courses of the major subject, 4 credits course in Research Methodology, 4 credits in minor subject, and 12 credits for Research Projects and disciplinary/interdisciplinary Undergraduate thesis related to the major subject.

The nomenclature of degrees shall strictly conform to the relevant provisions of the act/regulations/guidelines of the UGC.

13.5 Additional Courses:

In the categories of minor subject, generic elective and skill enhancement courses/vocational courses, a student may earn up to additional 6 credits per year in the entire tenure of 3-year undergraduate degree programme from universities / Institutions/platforms recognised by central government or the state government for credit transfer.

13.6. (A) student may change the subject of the generic elective in each year of the 3-year undergraduate degree programme.

(B) A student may change the vocational course in each year or may study the same vocational course in each year of three year undergraduate program.

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13.7. Table 2A: Proposed Structure for Undergraduate Programme: Annual System

Level	Year	Main Faculty (as per prerequisite)		Main Faculty/ Any Faculty Subject III	Skill Enhancement Course (SEC)	Ability Enhancement Course (AEC)	Field Project/Internship/ apprenticeship/comm unity engagement and service	Credits in a Year	Qualification title (Credit requirement)
		Subject I	Subject II						
Level 5	1	Major	Minor	No. of courses (Credits) 1 (6 Credits)	Vocational Course No. of courses (Credits) 1 (4 Credits)	Foundation Course No. of courses (Credits) 2 (4 Credits)	Inter/Intra Faculty	6x4+4x4=40	(40) Undergradua te Certificate in Main Faculty
		No. of courses (Credits) 1 (6 Credits)	Elective Course /Generic Elective Course No. of courses (Credits) 1 (6 Credits)						
Level 6	2	Major	Minor	No. of courses (Credits) 1 (6 Credits)	Vocational Course No. of courses (Credits) 1 (4 Credits)	Foundation Course No. of courses (Credits) 2 (4 Credits)	Inter/Intra Faculty	6x4+4x4=40	(80) Undergradua te Diploma in Main Faculty
		No. of courses (Credits) 1 (6 Credits)	Elective Course /Generic Elective Course No. of courses (Credits) 1 (6 Credits)						
Level 7	3	Major	Minor	No. of courses (Credits) 1 (6 Credits)	Vocational Course No. of courses (Credits) 1 (4 Credits)	Foundation Course No. of courses (Credits) 2 (4 Credits)	Inter/Intra Faculty	6x4+4x4=40	(120) Bachelor Degree in Main Faculty
		No. of courses (Credits) 1 (6 Credits)	Elective Course /Generic Elective Course No. of courses (Credits) 1 (6 Credits)						
Level 8	4	Major	Minor	No. of courses (Credits) 1 (6 Credits)	Vocational Course No. of courses (Credits) 1 (4 Credits)	Foundation Course No. of courses (Credits) 2 (4 Credits)	Inter/Intra Faculty	6x4+4x4=40	(160) Bachelor Degree (Honours) in Main Faculty
		No. of courses (Credits) 1 (6 Credits)	Elective Course /Generic Elective Course No. of courses (Credits) 1 (6 Credits)						
Total		56 Credits	26 Credits	18 Credits	12 Credits	24 Credits	24 Credits	160 Credits	

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13.11. Table 2B: Proposed Structure for Undergraduate Programme: UGC CBCS System for University/Autonomous Colleges

Level	Semester	Main Faculty (as per prerequisite)				Main Faculty/Any Faculty Subject III	Skill Enhancement Course (SEC)	Ability Enhancement Course (AEC)	Field Project/ Internship/ apprenticeship/ community engagement and service	Credits	Qualification title (Credit requirement)
		Subject I		Subject II							
		Core	Major	Minor	Elective Course /Generic Elective Course						
Level 5	1	1 (6 Credits)		1 (6 Credits)		1 (4 Credits)	1 (4 Credits)		6+6+4+4=20	Undergraduate Certificate in Main Faculty (40)	
	2	1 (6 Credits)			1 (6 Credits)	1 (4 Credits)	1 (4 Credits)	1 (4 Credits)	6+6+4+4=20		
Level 6	3	1 (6 Credits)		1 (6 Credits)		1 (4 Credits)	1 (4 Credits)		6+6+4+4=20	Undergraduate Diploma in Main Faculty (80)	
	4	1 (6 Credits)			1 (6 Credits)	1 (4 Credits)	1 (4 Credits)	1 (4 Credits)	6+6+4+4=20		
Level 7	5	1 (6 Credits)		1 (6 Credits)		1 (4 Credits)	1 (4 Credits)		6+6+4+4=20	Bachelor Degree in Main Faculty (120)	
	6	1 (6 Credits)			1 (6 Credits)	1 (4 Credits)	1 (4 Credits)	1 (4 Credits)	6+6+4+4=20		
Level 8	7	1 (6 Credits)	1 (4 Credits)	1 (4 Credits)	1 (4 Credits)			1 (6 Credits)	6+6+4+4=20	Bachelor Degree (Honours) in Main Faculty (160)	
	8	1 (6 Credits)	1 (4 Credits)	1 (4 Credits)	1 (4 Credits)			1 (6 Credits)	6+6+4+4=20		
Total		48 Credits	08 Credits	26 Credits	18 Credits	12 Credits	24 Credits	24 Credits	160 Credits		

14. Choice to Select the MOOC Courses:

- a. The College/UTD/autonomous college can allow up to 40% of the total credits including offered in a particular programme in a year through the online learning cases provided under SWAYAM platform or any other MOOC platform recognised by the central government or the state government for credit transfer.
- b. The students will have the choice to opt elective-generic Skill Enhancement Ability Enhancement courses from the courses available within the College/UTD autonomous college or in other UTDs of the same universities but from same level of the programmes. An alternate choice will also be available to the students to opt courses from Massive Open Online Courses (MOOCs) available at SWAYAM (Study Webs of Active-Learning for Young Aspiring Minds) platform with the permission of the College/UTD.
- c. The College/UTDs shall offer elective-generic courses in each programme on merit basis across the disciplines. The number of seats in the course will depend on available facilities in the College/UTD.
- d. The students can also opt a course under DSE of Major subject from Massive Open Online Courses (MOOCs) available at SWAYAM platform.
- e. The College/University will take a decision for allowing the online courses of SWAYAM if
 - (i) The courses offered on SWAYAM would supplement the teaching-learning process in the institution.
 - (ii) Every student who opt a course available on SWAYAM platform would be required to register for the course at SWAYAM. The student will pay the stipulated fee to SWAYAM for registering the course, if required.
 - (iii) While allowing the online learning courses offered by SWAYAM, it shall be ensured that the physical facilities like laboratories, computer facilities and library etc essential for pursuing the courses shall be made available free in adequate measure by the College/UTD/autonomous college. The parent institution must designate a course coordinator/facilitator to guide the students throughout the course and to facilitate/conduct the lab/practical sessions/examinations.
- f. The requirement of project/dissertation, as notified by the respective College/UTD/autonomous college need to be undertaken by the candidate for the specified credits. The project may be undertaken in any of the National and state Laboratories/Institutes/Companies/Industries with the approval of College/UTD/autonomous college.



15. Requirement of attendance will be as per University Ordinance governing the examinations. In general, attendance of at least seventy-five percent of theory lectures and practical separately will be required in each course to sit in the year-end examination. For special reasons such as prolonged illness, deficiency in percentage of attendance not exceeding fifteen percent of the total number of lectures delivered and practical/session held in each course may be condoned by the Vice Chancellor/Principal of autonomous colleges.

16. Examination & Evaluation:

16.1 Generally, each course will correspond to an examination paper comprising of external and internal valuations. The year-end theory examinations for Major subject, Minor subject and Generic Elective will be of 3 hours, while Vocational (SEC) and Foundation Course (AECC) will be of 2 hours duration. The credit structure for theory/practical/tutorial, internal, external examinations and total marks for an examination are shown in Table 3 in clause 16.14.

16.2 (A) For Annual System:

The question paper of the external examination should preferably contain long answer, short answer and objective type questions. Where the internal assessment is for 40 marks, the continuous evaluation of the student will be conducted at four times (one in each quarter of the academic session) by conducting four tests of 10 marks each. Of these, three must be written tests and the fourth may be a written test, Quiz/Seminar/Assignment for theoretical courses. Marks obtained in the best three tests out of four will be awarded to the student. Each student shall have to appear in at least three tests and Year-End Examination. Failing which, the student will be awarded Ab Grade in that course. In case of Laboratory/Field/Project work-based courses, appropriate distribution of marks for Practical Record/Project Report, Practical year-end exam, viva, if any, be decided by the University/autonomous college. In case of internal assessment of 50 marks, the college/UTD/University shall distribute and design their assessment so that at least one test is conducted in a quarter of an academic year.

(B) For Semester System:

The question paper of the external examination should preferably contain long answer, short answer and objective type questions. Where the internal assessment is for 40 marks, the continuous evaluation of the student will be conducted at three times in a semester by conducting three tests of 20 marks each. Of these, two must be written tests and the third may be a written test, Quiz/Seminar/Assignment for theoretical courses. Marks obtained in the best two tests out of three will be awarded to the student. Each student shall have to appear in at least two tests and Semester

End Examination. failing which, the student will be awarded Ab Grade in that course In case of Laboratory/Field/Project work based courses, appropriate distribution of marks for Practical Record/Project Report, Practical year-end exam. viva, if any be decided by the University/autonomous college In case of internal assessment, the college/UTD/University shall distribute and design their assessment so that at least two tests are conducted in a semester.

16.3 UTD/Autonomous colleges may design their own mode of internal assessment with due approval from respective academic council in view of the "Evaluation Reforms in Higher Educational Institutions, 2019" published by the UGC.

16.4 Total marks obtained in Year-End/Semester-End Examination and continuous evaluation will be considered for awarding the grade in the course as explained in 16.5

16.5 The grading will be made on 10-point scale as described below

Letter Grade	Grade Points	Description	Range of Marks (%)
O	10	Outstanding	90-100
A+	9	Excellent	80-89
A	8	Very Good	70-79
B+	7	Good	60-69
B	6	Above Average	50-59
C	5	Average	40-49
P	4	Pass	35-39
F	0	Fail	0-34
AB	0	Absent	Absent

16.6 In case, statutory bodies of the programme issue the guidelines regarding minimum passing percentage of marks, then grading will be done in the following manner.

If the marks obtained by the student in a course are less than the minimum cut-off percentage of marks, then F grade will be awarded, otherwise the grades will be awarded as per above mentioned table

16.7 If a student obtains For Ab grade in any course(s), he/she will be treated to have supplementary/failed in the course(s) He/she has to reappear in the examinations of that course(s) as and when conducted by the University/Autonomous college. Marks obtained earlier in continuous assessment may be carried forward and added to the marks obtained in repeat year-end examination to decide the grade in the repeat course(s).



16.8 (a) For Annual System: The student will be promoted to the next year if he/she secures at least half of the total credits (viz. 20 credits out of 40 credits in annual system) in a year. In case the student secures less than half of the total credits in any year, then the student will be declared fail in that year and he/she will be asked to repeat the entire year and that year will be treated as zero year. In such cases the student will not be promoted to the next year.

If a student passes in all the courses offered in any year then will be declared pass in that year. If a student secures at least half of the total credits in a year and fails in some courses offered in that year then he/she will be provisionally promoted to the next year with supplementary in those courses in which he/she fails.

If the student fails to pass all the courses in the next supplementary examination, he/she will be given second chance to pass the failed courses. If the student does not successfully complete the concerned year even after the aforesaid second chance, she/he shall be treated as fail in that year and will be asked to repeat the entire year as ex student and the credit earned by the student for the subject or group of subjects he/she has passed in respective year will be restored and carried over in next year. Student shall not be admitted in third year unless he/she has fully passed the first year.

If the 4-th year of undergraduate programme is not offered in the present college, admissions in another college within the same university shall be allowed. Student can get the admission in 4-th year of the undergraduate programme if he/she has scored 7.5 CGPA in 3 year undergraduate programme.

(b) For Semester System: The student will be promoted to the next semester if he/she secures at least half of the total credits (viz. 10 credits out of 20 credits in semester system) in a semester. In case the student secures less than half of the total credits in any semester, then the student will be declared fail in that semester and he/she will be asked to repeat the entire semester and that semester will be treated as zero semester. In such cases the student will not be promoted to the next semester.

If a student passes in all the courses offered in any semester, then the student will be declared pass in that semester. If a student secures at least half of the total credits in a semester and fails in some courses offered in that semester then he/she will be provisionally promoted to the next semester with ATKT (Allowed To Keep Term) in those courses in which he/she fails.

If the student fails to pass all the courses in the next ATKT examination the provisional promotion will be given and he/she will be given second chance to pass the failed courses. Suppose the student does not successfully complete the concerned semester even after the aforesaid second chance. In that case, she/he shall be treated as fail in that semester and will be asked to repeat the semester. Credit earned by the student in



the subject or the group of subject in respective semester will be restored and carried over in the next semester. Student shall not be admitted in fifth and six semesters unless he/she has fully passed the first and second semester.

If the 4th year of undergraduate programme is not offered in the present autonomous college, admissions in another autonomous college/UTD within the same University shall be allowed in cases of provisional promotions to the 4th year of the undergraduate programme

If the student fails to pass all the courses in the next supplementary examination, he/she will be given second chance to pass the failed courses. If the student does not successfully complete the concerned year even after the aforesaid second chance, she/he shall be treated as fail in that year and will be asked to repeat the entire year as ex student and the credit earned by the student for the subject or group of subjects he/she has passed in respective year will be restored and carried over in next year. Student shall not be admitted in third year unless he/she has fully passed the first year.

If the 4-th year(fifth and six semesters) of undergraduate programme is not offered in the present college, admissions in another college within the same university shall be allowed. Student can get the admission in 4-th year(fifth and six semesters) of the undergraduate programme if he/she has scored 7.5 CGPA in 3 year undergraduate programme.

- 16.9** Repetition of a theory/practical course is allowed only to those candidates who get F or Ab grade in the course or has failed in the year. The student has to pay the prescribed fee for repeating the course as per norms.
- 16.10** On account of valid reasons, a student may withdraw from a year/semester. In such case that year/semester will be treated as zero year/semester.
- 16.11** In case of zero year/semester, the student will not be promoted to the next year/semester till he/she clears that year/semester. The university may allow such a student to re-register in that year/semester in the coming years. The student has to pay annual fee again in such case and may not be eligible for scholarships. If the student withdraws within one month from starting of the academic year then annual fee will not be charged again.
- 16.12** The provision for revaluation of answer book in annual/semester system will be available as per the existing rules of the University.
- 16.13** The theoretical and practical courses can be repeated whenever offered or conducted by the University / UTD but within maximum duration of the programme. He/she can avail multiple repeat attempts to pass the course.



16.14. Table 3: Structure of Credit Course (Yearly /Semester System)

SN	Course (Credit)	Course Type	Credits Allocated			Distribution of Theory Marks		Distribution of Practical Marks		Tutorial Marks
			Theory	Practical	Tutorial	Internals (Through CCE)	External (Year-End Exam)	Internal	External (Year-End Practical Exam)	
1	Core/GE/DSE (6)	Type-1	6	NA	NA	30	70	NA	NA	NA
2	Core/GE/DSE (6)	Type-2	4	2	NA	30	70	NA	100	NA
3	Core/GE/DSE (6)	Type-3	2	4	NA	30	70	30 (Through CCE)	70	NA
4	Core/GE/DSE (6)	Type-4	5	NA	1	30	70	NA	NA	100
5	DSE/SEC (Vocational Courses) (4)	Type-1	4	0	NA	-	100	50 (Through CCE)	50	NA
6	DSE/SEC (Vocational Courses) (4)	Type-2	2	2(P,T,W,etc)	NA	-	100	50 (Through CCE)	50	NA
9	AECC (Foundation Course) (4)	Type-1	4	NA	NA	30	70	NA	NA	NA
10	AECC (Foundation Course) (4)	Type-2	2	2	NA	NA	50	NA	50	NA
11	Field-Projects / Internship / Apprenticeship / Community engagement & service (4/6)	NA	(i) Field-Projects / Internship / Apprenticeship / Community engagement & service (50Marks) (ii) Evaluation of Report Credits (50Marks)							
12	Research Methodology (4)	Type-4	3	NA	1	30	70		NA	100
13	Dissertation / Research Project (4/6)	NA	Evaluation of Thesis (50Marks)+ Pre submission vivo-voce (25Marks)+External vivo-voce (25Marks)							

P-Practical T-Training W-Workshop

Note' Papers like (i) Yoga & Meditation, (ii) Digital_Awareness & (iii) Personalities Development and Character Building, may have 50% practical component, environmental education, women empowerment etc. may have projects in the evaluation process.

17. Evaluation and Certification of MOOCs and Vocational courses:

The guidelines of the state government/University/SWAYAM portal/UGC shall be followed for evaluation and certification of MOOCs, Vocational courses, Field-Projects/Internship / Apprenticeship / Community engagement & service/Research Project

18. Calculation of SGPA/AGPA/CGPA:

18.1(a) Annual Grade Point Average (AGPA) is a measure of performance of the student in a year. It is ratio of total credit points secured by a student in various courses registered in that year and the total course credits taken during that year i.e

$$AGPA(Y_i) = \frac{\sum(C_i \times G_i)}{\sum(C_i)}$$

where Y_i is the i-th year, C_i is the number of credits of the i-th course in the year (Y) and G_i is the grade point scored by the student in the course

(B) Semester Grade Point Average (SGPA) is a measure of performance of the student in a year. It is ratio of total credit points secured by a student in various courses registered in that year and the total course credits taken during that year i.e

$$SGPA(Y_i) = \frac{\sum(C_i \times G_i)}{\sum(C_i)}$$

Where Y_i is the i-th year, C_i is the number of credits of the i-th course in the year (Y) and G_i is the grade point scored by the student in the course

18.2 (a) The calculation of AGPA and CGPA in annual system: The Annual Grade Point Average (AGPA) and Cumulative Grade Point Average (CGPA) will be calculated as weighted average of credit points secured by the student, except the credits of additional courses, if any. The AGPA and CGPA shall be rounded off up to 2 decimal places and reported in the grade sheet

The calculation of AGPA and CGPA in annual system will be done as per follows

Calculation of AGPA:

Course	Credits (C)	Grade	Grade Point (GP)	Credit Points (Cx GP)	AGPA (Total Credit Point/Total Credit)
Course 1	6	A	8	48	276/40 = 6.90
Course 2	6	C	5	30	
Course 3	6	B+	7	42	
Course 4	6	O	10	60	
Course 5	4	B	6	24	

Course 6	4	P	4	16	
Course 7	4	A+	9	36	
Course 8	4	C	5	20	
TOATAL	40		-	276	

- (b) The calculation of SGPA and CGPA in Semester system: The Semester Grade Point Average (SGPA) and Cumulative Grade Point Average (CGPA) will be calculated as weighted average of credit points secured by the student, except the credits of additional courses, if any The SGPA and CGPA shall be rounded off up to 2 decimal places and reported in the grade sheet

The calculation of SGPA and CGPA in Semester system will be done as per follows

Calculation of SGPA:

Course	Credits (C)	Grade	Grade Point (GP)	Credit Points (C x GP)	SGPA (Total Credit Point/Total Credit)
Course 1	6	A	8	28	146/20 = 7.30
Course 2	6	C	5	30	
Course 3	4	B+	7	28	
Course 4	4	O	10	40	
TOATAL	20		-	146	

18.3 (a) Calculation of CGPA Annual System :

CGPA is a measure of overall cumulative performance of a student over all the years completed The CGPA is the ratio of total credit points secured by a student in various courses in all the years completed and the sum of the credits of all courses in all the years completed In case of annual system CGPA will be calculated as per follows.

$$CGPA(Y_i) = \frac{\sum[C_i \times AGPA(Y_i)]}{\sum(C_i)}$$

Where AGPA (Y) is the AGPA of the r-th year and C_i is the total number of credits in the i-th year.

Calculation of CGPA :

YEAR	CREDITS	AGPA	CREDITS X AGPA	CGPA
1	40	7.50	300.00	CGPA - Total (Credits x AGPA) Total Credits CGPA =1229.60/160 =7.685 =7.69 (Rounded to Second Decimal Point)
2	40	7.58	303.20	
3	40	7.32	292.80	
4	40	8.34	333.60	
TOTAL	160		1229.60	

(b) Calculation of CGPA for Semester System :

CGPA is a measure of overall cumulative performance of a student over all the semesters completed. The CGPA is the ratio of total credit points secured by a student in various courses in all the semesters completed and the sum of the credits of all courses in all the semesters completed. In case of semester system CGPA will be calculated as per follows

$$CGPA(Y_i) = \frac{\sum[C_i \times SGPA(Y_i)]}{\sum(C_i)}$$

Where SGPA (Y) is the SGPA of the i-th semester and C_i is the total number of credits in the i-th semester.

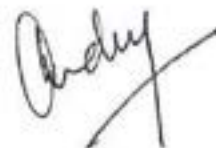
Calculation of CGPA :

Semester	CREDITS	AGPA	CREDITS X AGPA	CGPA
1	20	7.50	150.00	CGPA - Total (Credits x SGPA) Total Credits CGPA =1229.60/160 =7.685 =7.69 (Rounded to Second Decimal Point)
2	20	7.58	151.60	
3	20	7.32	146.40	
4	20	8.34	166.80	
5	20	7.58	151.60	
6	20	7.32	146.60	
7	20	8.34	166.80	
8	20	7.50	150.00	
TOTAL	160		1229.60	

19. On completing all requirements for award of the undergraduate certificate / diploma / degree the CGPA will be calculated and this value will be indicated on the certificate/diploma/degree. The 3-years (6 Semesters) and 4-years (8 Semesters) undergraduate degree should also indicate the Division obtained as per follows

Division	Criterion
First division with distinction	The candidate has earned minimum number of credits required for the with distinction award of the degree with CGPA of 8.00 or above
First division	The candidate has earned minimum number of credits required for the with distinction award of the degree with CGPA of 6.50 or above but less than 8.0
Second division	The candidate has earned minimum number of credits required for the with distinction award of the degree with CGPA of 5.00 or above but less than 6.50
Pass	The candidate has earned minimum number of credits required for the with distinction award of the degree with CGPA of 4.00 or above but less than 5.00

20. The student will be examined by the university as per the prevailing syllabus and scheme of examination
21. The candidate shall be awarded a certificate/diploma/degree when he/she successfully earns the minimum requisite credits for the certificate/diploma/degree
22. A Grade Card shall be issued to all the students after every academic year based on the grades earned. The course details (code, title, number of credits, grade secured along with AGPA/SGPA of every year/Semester and CGPA earned till that Academic Year will be displayed in the grade card.
23. Grade sheets for the colleges/UTD autonomous college will be prepared based on model Annexure Y-1 to Y-4 for annual system and Annexure S-1 to S-4 for semester system.
24. **Notional Grace Marks**
 - (A) Notional Grace Marks up to 5 can be condoned to the best of the advantage of the student for passing the examinations. The deficiency can be condoned in the maximum of two subject (theory and practical of the same subject shall be considered as two separate subjects).
 - (B) On the behalf of Vice- Chancellor, a notional grace of 0.01 in CGPA will be granted to a candidate, who at the end of the course is missing distinction/first division by 0.01 CGPA. However, this benefit shall not be granted to a candidate who have availed the advantages under above clause.
25. **Credit Transfer:**
 - 25.1 The credit transfer shall be implemented as per the policy of the university framed in accordance with the guidelines issued by the UGC from time to time
 - 25.2 The member institutions of the Academic Bank of Credit established vide University Grants Commission (Establishment and Operation of Academic Bank of Credits in Higher Education) Regulations, 2021 shall accept and transfer the credits as per the provisions of this regulation as amended from time to time
 - 25.3 Except for the cases of provisional promotions, the universities established by M.P University Act, 1973 shall facilitate credit transfer of students between them. However, the student may be required to fulfil some eligibility criteria, drawing parity for a course, framed by the university in which the admission is sought by the student
26. If any question arises relating to the interpretation of the provisions of this ordinance, it shall be referred to the state government whose decision thereon shall be applicable
27. The guidelines, related to this programme, issued by the statutory bodies e.g. UGC / AICTE / BCI / NCTE/PCI/RCI issued from time to time will be adopted for implementation
28. In matters not covered under this Ordinance, general rules of the University shall be applicable otherwise the directions of the state government shall be applicable
29. If UGC notifies any change in future in its Regulations in this regard, then the same will be incorporated in the existing Ordinance with the approval by the Kuladhipati on the recommendation of the Higher Education Department.



SAMPLE COPY FOR FIRST YEAR

ANNEXURE-Y-1

Logo in water mark
Name of the University _____

University
Logo

GRADE SHEET

Name of the Institute
Address of the Institute
Name of the Programme:

Batch.	Year
Enrolment No.	Roll No.:
Name of the Student	Examination:
Father's/Husband's Name	Mother's Name:

Course Code	Course Title	Credits	Grade	Grade Point	Credit Point (Credits x Grade Point)
	Course 1	6	A	8	48
	Course 2	6	C	5	30
	Course 3	6	B+	7	42
	Course 4	6	O	10	60
	Course 5	4	B*	6	24
	Course 6	4	P	4	16
	Course 7	4	A+	9	36
	Course 8	4	C	5	20
TOTAL		40	-		276
AGPA		276/40			6.90

* Grade in Report Examination.

YEAR	I
TOTAL CREDITS	
OBTAINED CREDITS	
ADDITIONAL CREDITS	
AGPA	
ATTEMPT	
RESULT	

AGPA Annual Grade Point Average

CGPA: Cumulative Grade Point Average Equivalent Percentage=CGPAx10

Date of Result



Assistant Register / Controller
Examination/Head, UTD

SAMPLE COPY FOR SECOND YEAR

ANNEXURE-Y-2

University
Logo

Logo in water mark
Name of the University _____

GRADE SHEET

Name of the Institute
Address of the Institute
Name of the Programme:

Batch.	Year
Enrolment No.	Roll No.:
Name of the Student	Examination:
Father's/Husband's Name	Mother's Name:

Course Code	Course Title	Credits	Grade	Grade Point	Credit Point (Credits x Grade Point)
	Course 1	6	A	8	48
	Course 2	6	C	5	30
	Course 3	6	B+	7	42
	Course 4	6	O	10	60
	Course 5	4	B*	6	24
	Course 6	4	P	4	16
	Course 7	4	A+	9	36
	Course 8	4	C	5	20
TOTAL		40			276
AGPA		276/40			6.90

* Grade in Report Examination.

RESULT YEAR WISE		
YEAR	I	II
TOTAL CREDITS		
OBTAINED CREDITS		
ADDITIONAL CREDITS		
AGPA		
ATTEMPT		
RESULT		

AGPA Annual Grade Point Average

CGPA: Cumulative Grade Point Average Equivalent Percentage=CGPAx10

Date of Result



Assistant
Registrar/Controller
Examination/Head, UTD

SAMPLE COPY FOR THIRD YEAR

ANNEXURE-Y-3

University
Logo

Logo in water mark
Name of the University

GRADE SHEET

Name of the Institute
Address of the Institute
Name of the Programme:

Batch 2021-24	Year
Enrolment No.	Roll No.:
Name of the Student	Examination:
Father's/Husband's Name	Mother's Name:

Course Code	Course Title	Credits	Grade	Grade Point	Credit Point (Credits x Grade Point)
	Course 1	6	A	8	48
	Course 2	6	C	5	30
	Course 3	6	B+	7	42
	Course 4	6	O	10	60
	Course 5	4	B*	6	24
	Course 6	4	P	4	16
	Course 7	4	A+	9	36
	Course 8	4	C	5	20
TOTAL		40			276
AGPA		276/40			6.90

* Grade in Report Examination.

RESULT YEAR WISE			
YEAR	I	II	III
TOTAL CREDITS			
OBTAINED CREDITS			
ADDITIONAL CREDITS			
AGPA			
ATTEMPT			
RESULT			

AGPA Annual Grade Point Average

FINAL RESULT PASS			
TOTAL CREDITS	CGPA	EQUIVALENT PERCENTAGE	DIVISION

CGPA: Cumulative Grade Point Average Equivalent Percentage=CGPAx10

Date of Result

Assistant Registrar/Controller
Examination/Head, UTD

SAMPLE COPY FOR Fourth YEAR

ANNEXURE-Y-4

University
Logo

Logo in water mark

Name of the University _____

GRADE SHEET

Name of the Institute
Address of the Institute
Name of the Programme:

Batch 2021-24	Year
Enrolment No.	Roll No.:
Name of the Student	Examination:
Father's/Husband's Name	Mother's Name:

Course Code	Course Title	Credits	Grade	Grade Point	Credit Point (Credits x Grade Point)
	Course 1	6	A	8	48
	Course 2	6	C	5	30
	Course 3	6	B+	7	42
	Course 4	6	O	10	60
	Course 5	4	B*	6	24
	Course 6	4	P	4	16
	Course 7	4	A+	9	36
	Course 8	4	C	5	20
TOTAL		40			276
AGPA		276/40			6.90

* Grade in Report Examination.

RESULT YEAR WISE				
YEAR	I	II	III	IV
TOTAL CREDITS				
OBTAINED CREDITS				
ADDITIONAL CREDITS				
AGPA				
ATTEMPT				
RESULT				

AGPA Annual Grade Point Average

FINAL RESULT PASS			
TOTAL CREDITS	CGPA	EQUIVALENT PERCENTAGE	DIVISION

CGPA: Cumulative Grade Point Average Equivalent Percentage=CGPAx10

Date of Result



Assistant
Registrar/Controller
Examination

SAMPLE COPY FOR FIRST TO FIFTH SEMESTER

ANNEXURE-S-1

Logo in water mark

University
Logo

_____ Name of the University _____

GRADE SHEET

Name of the Institute

Address of the Institute

Name of the Programme:

Batch.	Year
Enrolment No.	Roll No.:
Name of the Student	Examination:
Father's/Husband's Name	Mother's Name:

Course Code	Course Title	Credits	Grade	Grade Point	Credit Point (Credits x Grade Point)
	Course 1	6	A	8	48
	Course 2	6	C	5	30
	Course 3	4	B+	7	28
	Course 4	4	O	10	40
TOTAL		20		-	146
SGPA		146/20			7.30

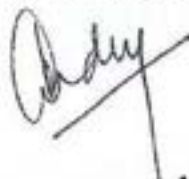
* Grade in Report Examination.

RESULT SEMESTER WISE					
SEMESTER	I	II	III	IV	V
TOTAL CREDITS					
OBTAINED CREDITS					
ADDITIONAL CREDITS					
SGPA					
ATTEMPT					
RESULT					

SGPA Semester Grade Point Average

CGPA: Cumulative Grade Point Average Equivalent Percentage=CGPAx10

Date of Result



145

Assistant
Registrar/Controller
Examination/Head, UTD

SAMPLE COPY FOR SIXTH SEMESTER

ANNEXURE-S-2

Logo in water mark

_____ Name of the University _____

University
Logo

GRADE SHEET

Name of the Institute
Address of the Institute
Name of the Programme:

Batch 2021-25	Year
Enrolment No.	Roll No.:
Name of the Student	Examination:
Father's/Husband's Name	Mother's Name:

Course Code	Course Title	Credits	Grade	Grade Point	Credit Point (Credits x Grade Point)
	Course 1	6	A	8	48
	Course 2	6	C	5	30
	Course 3	4	B+	7	28
	Course 4	4	O	10	40
TOTAL		20		-	146
SGPA		146/20			7.30

* Grade in Report Examination.

RESULT SEMESTER WISE						
YEAR	I	II	III	IV	V	VI
TOTAL CREDITS						
OBTAINED CREDITS						
ADDITIONAL CREDITS						
SGPA						
ATTEMPT						
RESULT						

SGPA Semester Grade Point Average

FINAL RESULT PASS			
TOTAL CREDITS	CGPA	EQUIVALENT PERCENTAGE	DIVISION

CGPA: Cumulative Grade Point Average Equivalent Percentage=CGPAx10

Date of Result



Assistant Registrar/Controller
Examination/Head, UTD

SAMPLE COPY FOR SIXTH SEMESTER

ANNEXURE-S-3

Logo in water mark

University
Logo

_____ Name of the University _____

GRADE SHEET

Name of the Institute
Address of the Institute
Name of the Programme:

Batch	Year
Enrolment No.	Roll No.:
Name of the Student	Examination:
Father's/Husband's Name	Mother's Name:

Course Code	Course Title	Credits	Grade	Grade Point	Credit Point (Credits x Grade Point)
	Course 1	6	A	8	48
	Course 2	6	C	5	30
	Course 3	4	B+	7	28
	Course 4	4	O	10	40
TOTAL		20	-		146
SGPA		146/20			7.30

* Grade in Report Examination.

RESULT SEMESTER WISE							
YEAR	I	II	III	IV	V	VI	VII
TOTAL CREDITS							
OBTAINED CREDITS							
ADDITIONAL CREDITS							
SGPA							
ATTEMPT							
RESULT							

SGPA Semester Grade Point Average

CGPA: Cumulative Grade Point Average Equivalent Percentage=CGPAx10

Date of Result



Assistant Registrar/Controller
Examination/Head, UTD

SAMPLE COPY FOR EIGHTH SEMESTER

ANNEXURE-S-4

Logo in water mark

University
Logo

_____ Name of the University _____

GRADE SHEET

Name of the Institute
Address of the Institute
Name of the Programme:

Batch	Year
Enrolment No.	Roll No.:
Name of the Student	Examination:
Father's/Husband's Name	Mother's Name:

Course Code	Course Title	Credits	Grade	Grade Point	Credit Point (Credits x Grade Point)
	Course 1	6	A	8	48
	Course 2	4	C	5	20
	Course 3	10	B+	7	70
TOTAL		20			138
SGPA		138/20			6.90

* Grade in Report Examination.

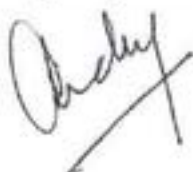
RESULT SEMESTER WISE								
YEAR	I	II	III	IV	V	VI	VII	VIII
TOTAL CREDITS								
OBTAINED CREDITS								
ADDITIONAL CREDITS								
SGPA								
ATTEMPT								
RESULT								

SGPA Semester Grade Point Average

FINAL RESULT PASS			
TOTAL CREDITS	CGPA	EQUIVALENT PERCENTAGE	DIVISION

CGPA: Cumulative Grade Point Average Equivalent Percentage=CGPAx10

Date of Result



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Assistant Registrar/Controller
Examination/Head, UTD

Ordinance 14 B

Ordinance for three/four-year Undergraduate Degree (CBCS Annual Mode)

(As per the "Guidelines for Multiple Entry and Exit in Academic Programmes offered in Higher Education Institutions" issued by UGC, New Delhi under National Education Policy 2020)

1. The provisions of this Ordinance shall be applicable from the academic session 2021-22.
2. The provisions of this Ordinance shall apply to the three-year Bachelor's degree or four-year Bachelor's degree (Honours/Research) undergraduate programmes such as Bachelor of Arts (B.A.), Bachelor of Science (B.Sc.), Bachelor of Commerce (B.Com.), Bachelor of Computer Application (B.C.A.), Bachelor of Business Administration (B.B.A.), Bachelor of Home Science (B.H.Sc.) and other similar Undergraduate programmes notified by the University.
3. The Ordinance shall be applicable to all such programmes being run by the University in its Teaching Departments (UTDs)/SOS (School of Studies) and its affiliated colleges including autonomous colleges for their regular as well as non-collegiate (private) students. Autonomous Colleges/UTDs may opt for semester system under Ordinance 14A.
4. Admission rules and guidelines for admission to these programmes will be framed by the State Government for admission in colleges and by the University for admission in its UTDs/SOS. Admission to the 4-th year (Level 8) shall be available only in the institutions which are offering 4-year Undergraduate Programme. Autonomous colleges with NAAC grade 'A' or above can frame their admission guideline completely based on merit subject to the reservation policy of the government.
5. Students who have successfully completed Grade 12 School Leaving Certificate from Board of Secondary Education, Madhya Pradesh, Bhopal or an equivalent examination from any other board recognised by the State Government/University will be eligible for admission to these undergraduate programmes.
6. The admission shall be made on merit calculated on the basis of criteria notified by the state government/university, as the case may be, keeping in view the guidelines/notifications in this regard issued by the UGC and other statutory bodies concerned and taking into account the reservation policy issued by the government from time to time.
7. Student enrolment in a programme/course shall be restricted to the seats allotted by the University/State Government.

A. S. Jaiswal

8. The in-take capacity shall be determined in advance by the university/autonomous college in accordance with the guidelines/terms in this regard issued by the State Government/UGC and other statutory bodies concerned so that the same could be easily incorporated in the admission guidelines for the information of all concerned and uploaded on the institutional website or admission portal of Department of Higher Education.
9. Depending upon the academic and physical facilities available, the university/college/autonomous college may earmark seats to a maximum of 10% of the seats sanctioned for the previous year of the programme for lateral entrants in the *second year/third year/fourth year* of a first-degree programme, if the student has successfully completed the first year/second year/third year of the same programme in any institution and wants to re-enter into the programme after a break in studies.
10. To enable multiple entry and exit points in the academic programmes, qualification such as certificate, diploma, and degree are organized in a series of levels in an ascending order from level 5 to level 8. Level 5 represents certificate and level 8 represents Bachelor Degree (Honours/Research) (Table 1). The four-year undergraduate programme shall comprise courses under following subjects Categories:
 - i) Major Subject (56 credits)
 - ii) Minor Subject (26 credits)
 - iii) Generic Elective (18 credits)
 - iv) Skill Enhancement Courses/Vocational Courses (12 credits)
 - v) Ability Enhancement Courses/Foundation Courses (24 credits)
 - vi) Field projects/internship/apprenticeship/community engagement and service (24credits)

N.B. For B.B.A./B.C.A./B.H.Sc. and like programmes, a group subject shall be chosen as Major/Minor-Generic Elective.

Qualification and Credit Requirements are given in Table 1. The *entry and exit* options for students, who enter the undergraduate programme, are as follows.

1st Year

Entry 1 The entry requirement for Level 5 is successful completion of Class 12 from M.P. Board of Secondary Education, Bhopal or an equivalent examination from any other board recognised by the State Government/University. A programme of study leading to entry into the first year of the Bachelor's degree is open to those who have met the admission requirements.

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Exit 1: If a student pass all the courses of Level 5 and earns requisite number of credits, the student will become entitled for *Undergraduate certificate in the faculty of her/his Major Subject*. If she/he wants to exit, can exit the programme with *Undergraduate certificate* in hand.

2nd Year

Entry 2: The entry requirement for *Level 6* is *successful completion of Level 5*. A programme of study leading to the second year of the Bachelor's degree is open to those who have met the admission requirements.

Exit 2: If a student passes all the courses of Level 5&6 and earns requisite number of credits, the student becomes entitled for *Undergraduate Diploma in the faculty of her/his Major Subject*. If she/he wants to exit, can exit the programme with *Undergraduate Diploma* in hand. A diploma requires 80 credits with 40 credits in each of the two levels.

3rd Year

Entry 3: The entry requirement for *Level 7* is *successful completion of Level 5&6*. A programme of study leading to the Bachelor's degree is open to those who have met the admission requirements.

Exit 3: If the student passes all the courses of Level 5 to 7 i.e. First, Second and Third years and earns requisite number of credits, the student becomes entitled for the *Undergraduate Degree in the faculty of her/his Major Subject*. A Bachelor's degree requires 120 credits from level 5 to 7, with 40 credits at level 5, 40 credits at level 6, and 40 credits at level 7.

4th Year

Entry 4: An individual seeking admission to a *Bachelor's degree (Honours/Research) (Level 8)* in a specified field of learning would have completed all requirements of the *three-year bachelor degree (Level 7)*. After completing the requirements of a three-year Bachelor's degree, candidates who meet a minimum CGPA of 7.5 shall be allowed to continue studies in the fourth year of the undergraduate programme to pursue and complete the Bachelor's (Honours/ Research) degree.

Exit 4: If the student passes all the courses of level 5 to 8 and earns the requisite credits, the student becomes entitled for *Undergraduate Degree (Honours/Research) in the faculty of her/his the Major Subject*. A Bachelor's degree (Honours/Research) requires a

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total of 160 credits from level 5 to 8, with 40 credits at level 5, 40 credits at level 6, 40 credits at level 7, and 40 credits at level 8.

Table-1: Qualification Type and Credit Requirements

Levels	Qualification title	Credit requirements
Level 5	Undergraduate Certificate in the faculty of the Major Subject for those who exit after the first year of the undergraduate programme (Programme duration: first year of the undergraduate programme)	40
Level 6	Undergraduate Diploma in the faculty of the Major Subject for those who exit after two years of the undergraduate programme (Programme duration: First two years of the undergraduate programme)	80
Level 7	Bachelor Degree in the faculty of the Major Subject (Programme duration: Three years)	120
Level 8	Bachelor Degree in the faculty of Major Subject (Honours/Research) (Programme duration: Four years)	160

The credits will be awarded by the university. The credit can be calculated as follows:

- One hour of theory or one hour of tutorial or two hours of laboratory work per week for a duration of 15 weeks resulting in the award of **one credit**.
- Credits for internship shall be **one credit per week** of internship, up to a **maximum of 12 credits in a year**.

11. The minimum duration of the *undergraduate degree programme* shall be of three academic years whereas that of *undergraduate degree leading to Honours/Research* shall be of four academic years.
- A student who leaves the course anytime in the middle of the programme will retain the credits earned so far which will be restored/transferred as and when she/he enters the programme again.

The maximum duration for completion of *Undergraduate Degree* and *Undergraduate Degree (Honours/Research)* programme for regular students shall be of 6 and 8 years respectively, there shall be no such bar for non-collegiate (private) students.

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12. TYPES OF COURSES

Each of the subject/categories(i) to (v) as specified in clause 10 shall comprise of courses. Courses are the basic units of education and/or training. Types of courses shall be as follows.

12.1. Core Course:

Such courses which shall compulsorily be studied by the student as a core requirement of the programme.

12.2. Elective Course:

Generally a course, which can be chosen by the student from a pool of courses, which is specific or specialized or advanced or supportive to the discipline/subject of study or which provides an extended scope or which enables an exposure of some other discipline/subject/domain to nurture the candidate's proficiency or skill is called an Elective Course.

12.2.1 Discipline Specific Elective (DSE) Course:

Elective courses offered from the main discipline/subject of study are referred to as Discipline Specific Elective. The University may also offer discipline related Elective courses of interdisciplinary nature (to be offered by main discipline/subject of study).

12.2.2 Dissertation/Project

An elective course designed to acquire special/advanced knowledge, such as supplement study/support study to a project work, and a student studies such a course on his own with an advisory support by a teacher/faculty member is called dissertation/project. It is considered as a special course involving application of knowledge in solving/analysing/exploring a real life situation/difficult problem for bachelor degree with honours/research. A Project/Dissertation work would be of credits, as decided by the competent body. The student will do this work under the guidance of a faculty member.

12.2.3 Generic Elective (GE) Course

An elective course chosen generally from an unrelated discipline/subject with an intention to seek exposure of other field is called a Generic Elective course.

P.S. - A core course offered in a discipline/subject may be treated as an elective by other discipline/subject and vice-versa and such electives may also be referred to as Generic Elective Course.

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12.3. Ability Enhancement Courses (AEC):

The Ability Enhancement Courses (AEC) are of two types:

- Ability Enhancement Compulsory Courses (AECC) or Foundation Courses
- Skill Enhancement Courses (SEC) or Vocational Courses

"AECC" courses are the courses based upon the content that leads to Knowledge enhancement, such as:

- Environmental Education
- English-Hind. Communication are mandatory for all disciplines.

SEC courses are value-based skill-based and may also be designed to focus on enhancement of skills pertaining to the Major Subject. They are aimed to provide hands-on-training, competencies, skills, etc.

- 12.4. The syllabus for a specific programme will be decided by the concerned Board of Studies of the University/Autonomous college/Central Board of Studies (CBS) constituted as per Clause 34A of the M.P. University Act, 1973. The allowed deviation from the CBS prescribed syllabi for BOS of University/Autonomous colleges will be 20% at the maximum.

13. STRUCTURE FOR UNDERGRADUATE PROGRAMME: ANNUAL SYSTEM

13.1. First Year (Level 5):

A student shall be declared to have successfully completed the Level 5 if he/she acquires 12 credits in core courses of the major subject, 6 credits in core course of the minor subject, 6 credits in generic elective, 4 credits in SEC/Vocational Course, 8 credits in AEC/Foundation Course, and 4 credits in Field Projects/internship/apprenticeship/community engagement and services.

The student can choose his/her major, minor subjects and the generic elective subject if he/she fulfills the pre-requisites prescribed by the concerned Board of Studies. A student passing Grade 12 with science can take admission in Level 5 with major and minor subjects from science/arts/commerce faculty, a student passing grade 12 with commerce faculty can take major and minor subjects from commerce/arts faculty whereas a student passing grade 12 with arts faculty can choose major and minor subjects from arts faculty only. Major and Minor subjects shall belong to the same faculty (which will be called as the Main faculty), whereas generic elective subject can be chosen from any faculty. However, allotment of choices will be subject to the provisions of admission guidelines.

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13.2. **Second Year (Level 6):**

A student shall be declared to have successfully completed the Level 6, if he/she acquires 12 credits in core courses of the major subject, 6 credits in core course of the minor subject, 6 credits in generic elective, 4 credits in SEC/Vocational Course, 8 credits in AEC/Foundation Course, and 4 credits in Field Projects/Internship/apprenticeship/community engagement and services.

The student shall be given the single chance at the entry of level 6 to interchange the major and minor subjects, however, in such cases, it will be responsibility of the students to earn additional credits to fulfil the minimum requirement of credits prescribed for the major subject, and only after fulfillment of such credits he/she will be entitled to earn an Undergraduate Diploma or an Undergraduate Degree.

13.3 **Third Year (Level 7):**

A student shall be declared to have successfully completed the Level 7, if he/she acquires 12 credits in discipline specific elective courses of the major subject, 6 credits in core course of the minor subject, 6 credits in generic elective, 4 credits in SEC/Vocational Course, 8 credits in AEC/Foundation Course, and 4 credits in Field Projects/Internship/apprenticeship/community engagement and services preferably related to major and/or minor subjects.

13.4. **Fourth Year (Level 8):**

(a) Bachelor with Honours

A student shall be declared to have successfully completed the Level 8 for Bachelor with Honours degree, if he/she acquires 20 credits in discipline specific elective courses of the major subject, 4 credits course in Research Methodology, 4 credits in dissertation, and 12 credits in Internship/apprenticeship related to the major subject.

(b) Bachelor with Research

A student shall be declared to have successfully completed the Level 8 for Bachelor with Research degree, if he/she acquires 20 credits in discipline specific elective courses of the major subject, 4 credits course in Research Methodology, 4 credits in minor subject, and 12 credits for Research Projects and disciplinary/non-disciplinary Undergraduate theses related to the major subject.

The nomenclature of degrees shall strictly conform to the relevant provisions of the act/regulations/guidelines of the UGC.

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13.5 **Additional Courses:**

In the categories of minor subject, generic elective and skill enhancement courses/conventional courses, a student may earn up to additional 6 credits per year of the entire tenure of 3-year undergraduate degree programme.

13.6. A student may change the subject of the generic elective in each year of the 3-year undergraduate degree programme.

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1.3.7. Table 2: Proposed Structure for Undergraduate Programme: Annual System

Level	Year	Main Faculty (As per programme)		Any Faculty	Enrichment Course ISEC	Ability Enhancement Course (AEC)	Extra- curricular/ community service # Inter/Intra Faculty	Terms in a Year	Accreditation Title (Credit requirements)
		Subject I	Subject II						
Level 5	1	Subject I		Subject III	No. of courses (Credits)	No. of courses (Credits)	No. of courses (Credits)	6x4+4x4 = 40	(40)
		Major		Generic Elective Course					
Level 6	2	No. of courses (Credits)		No. of courses (Credits)	No. of courses (Credits)	No. of courses (Credits)	No. of courses (Credits)	6x4+4x4 = 40	Undergraduate Certificate in Main Faculty (80)
		1 (6 Credits)	1 (6 Credits)						
Level 7	3	No. of courses (Credits)		No. of courses (Credits)	No. of courses (Credits)	No. of courses (Credits)	No. of courses (Credits)	6x4+4x4 = 40	Undergraduate Diploma in Main Faculty (120)
		1 (6 Credits)	1 (6 Credits)						
Level 8	4	No. of courses (Credits)		No. of courses (Credits)	No. of courses (Credits)	No. of courses (Credits)	No. of courses (Credits)	6x4+4x4 = 40	Bachelor Degree in Main Faculty (160)
		1 (6 Credits)	1 (6 Credits)						
Level 8	Total	56 Credits		18 Credits	12 Credits	24 Credits	34 Credits	160 Credits	Bachelor Degree (Honours) in Main Faculty Bachelor Degree (Research) in Main Faculty
		2 (4 Credits)		1 (4 Credits)	1 (4 Credits)	1 (4 Credits)	1 (4 Credits)	1 (4 Credits)	1 (4 Credits)

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14. Choice to Select the MOOC Courses:

- a. The College/UTD/autonomous college can allow up to 40% of the total credits being offered in a particular programme in a year through the online learning courses provided under SWAYAM platform or any other MOOC platform recognised by the central government or the state government for credit transfer.
- b. The students will have the choice to opt elective-generic Skill Enhancement/Minor Enhancement courses from the courses available within the College/UTD/autonomous college or in other UTDs of the same universities but from same level of the programmes. An alternate choice will also be available to the students to opt courses from Massive Open Online Courses (MOOCs) available at SWAYAM (Study Without Active-Learning for Young Aspiring Minds) platform with the permission of the College/UTD.
- c. The College/UTDs shall offer elective-generic courses in each programme on credit basis across the disciplines. The number of seats in the course will depend on available facilities in the College/UTD.
- d. The students can also opt a course under DSE of Major subject from Massive Open Online Courses (MOOCs) available at SWAYAM platform.
- e. The College/University will take a decision for allowing the online courses of SWAYAM if
 - (i) The courses offered on SWAYAM would supplement the teaching-learning process in the institution.
 - (ii) Every student opting a course available on SWAYAM platform would be required to register for the course at SWAYAM. The student will pay the stipulated fee to SWAYAM for registering the course, if required.
 - (iii) While allowing the online learning courses offered by SWAYAM, it shall be ensured that the physical facilities like laboratories, computer facilities and library etc. essential for pursuing the courses shall be made available free to adequate measure by the College/UTD/autonomous college. The parent institution must designate a course coordinator/facilitator to guide the students throughout the course and to facilitate/conduct the laboratory sessions/examinations.
- f. The requirement of project/dissertation, as notified by the respective College/UTD/autonomous college need to be undertaken by the candidate for the specified credits. The project may be undertaken in any of the National and state

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Laboratories/Institutes/Companies/Industries with the approval of College/UTD/autonomous college

15. Requirement of attendance will be as per University Ordinance governing the examinations. In general attendance of atleast seventy-five percent of theory lectures and practicals separately will be required in each course to sit in the year end examination.

For special reasons such as prolonged illness deficiency in percentage of attendance not exceeding fifteen percent of the total number of lectures delivered and practical/sessional held in each course may be condoned by the Vice-Chancellor/Principal of autonomous colleges.

16. Examination & Evaluation:

16.1 Generally each course will correspond to an examination paper comprising of external and internal valuations. The year end theory examinations for Major subject, Minor subject and Generic Elective will be of 3 hours while Vocational (SEC) and Foundation Course (AIECC) will be of 2 hours duration. The credit structure for theory/practical/tutorial, internal, external examinations and total marks for an examination are shown in the Table 3 in clause 16.14.

16.2 The question paper of the external examination should preferably contain long answer, short answer and objective type questions. Where the internal assessment is for 30 marks, the continuous evaluation of the student will be conducted at four times (one in each quarter of the academic session) by conducting four tests of 10 marks each. Of these, three must be written tests and the fourth may be written test/Quiz/Seminar/Assignment for theoretical courses. Marks obtained in best three tests out of four will be awarded to the student. Each student shall have to appear in at least three tests and Year End Examination, failing which, the student will be awarded Ab Grade in that course. In case of Laboratory/Field/Project work based courses, appropriate distribution of marks for Practical Record/Project Report, Practical year-end exam, viva, if any be decided by the University/autonomous college. In case of internal assessment of 50 marks, the college/UTD/University shall distribute and design their assessment so that at least one test is conducted in a quarter of an academic year.

16.3 UTD/Autonomous colleges may design their own mode of internal assessment with due approval from respective academic council in view of the "Evaluation Reforms in Higher Educational Institutions, 2019" published by the UGC.

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- 16.4 Total marks obtained in Year-End Examination and continuous evaluation will be considered for awarding the grade in the course as explained in 16.5
- 16.5 The grading will be made on 10-point scale as described below

Letter Grade	Grade Points	Description	Range of Marks (%)
O	10	Outstanding	90-100
A+	9	Excellent	80-89
A	8	Very good	70-79
B+	7	Good	60-69
B	6	Above Average	50-59
C	5	Average	40-49
P	4	Pass	35-39
F	0	Fail	0-34
Ab	0	Absent	Absent

- 16.6 In case, statutory bodies of the programme issue the guidelines regarding minimum passing percentage of marks, then grading will be done in the following manner:

If the marks obtained by the student in a course are less than the minimum cut-off percentage of marks, then F grade will be awarded, otherwise the grades will be awarded as per above mentioned table.

- 16.7 If a student obtains Fail/Ab grade in any course(s), he/she will be treated to have supplementary/failed in the course(s). He/she has to reappear in the examination of that course(s) as and when conducted by the University. Autonomous college Marks obtained earlier in continuous assessment may be carried forward and added to the marks obtained in repeat year-end examination to decide the grade in the repeat course(s).
- 16.8 The student will be promoted to the next year if he/she secures at least half of the total credits (viz. 20 credits out of 40 credits in annual system) in a year. In case the student secures less than half of the total credits in any year, then the student will be declared fail in that year and he/she will be asked to repeat the course year and that year will be treated as zero year. In such cases the student will not be promoted to the next year.

If a student passes in all the courses offered in any year then will be declared pass in that year. If a student secures at least half of the total credits in a year and fails in some courses offered in that year then he/she will be provisionally promoted to the next year with supplementary in those courses in which he/she fails.

If the student fails to pass all the courses in the next supplementary examination, the provisional promotion will be terminated, but he/she will be given second chance to pass the failed courses. If the student does not successfully complete the concerned year even after the aforesaid second chance, she/he shall be treated as fail in that year and will be asked to repeat the entire year and that year will be treated as zero year.

If the 4th year of undergraduate programme is not offered in the present college, admissions in another college within the same university shall be allowed in cases of provisional promotions to the 4th year of the undergraduate programme.

- 16.9 Repetition of a theory/practical course is allowed only to those candidates who get F or Ab grade in the course or has failed in the year. The student has to pay the prescribed fee for repeating the course.
- 16.10 On account of valid reasons, a student may withdraw from a year. In such case that year will be treated as zero year.
- 16.11 In case of zero year, the student will not be promoted to the next year till he/she clears that year. The university may allow such a student to re-register in that year in the coming years. The student has to pay normal fee again in such case and may not be eligible for scholarship. If the student withdraws within one month from starting of the academic year then annual fee will not be charged again.
- 16.12 The provision for revaluation of answer book in annual system will be available as per the existing rules of the University.
- 16.13 The theoretical and practical courses can be repeated whenever offered or conducted by the University/UTD but within maximum duration of the programme. He/she can avoid multiple repeat attempts to pass the course.

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16.14. Table 3: Structure of Credit Course (Yearly System)

SN	Course (Credit)	Course Type	Credits Allocated			Distribution of Theory Marks		Distribution of Practical Marks		Tutorial Marks
			Theory	Practical	Tutorial	Internals (Through GGE)	External (Year-End Exams)	Internal	External (Year-End Exams)	
1	Core/GE/DSE (6)	Type-1	6	NA	NA	30	70	NA	NA	NA
2	Core/DSE/GE (6)	Type-2	4	2	NA	30	70	NA	100	NA
3	Core/DSE/GE (6)	Type-3	2	4	NA	30	70	50 (Through GGE)	50	NA
4	Core/DSE/GE (6)	Type-4	5	NA	1	30	70	NA	NA	100
5	DSE/SEC (Vocational Courses) (4)	Type-1	4	0	NA	30	70	NA	NA	NA
6	DSE/SEC (Vocational Courses) (4)	Type-2	3	1 (P, T, W, etc.)	NA	30	70	NA	100	NA
7	DSE/SEC (Vocational Courses) (4)	Type-3	1	3 (P, T, W, etc.)	NA	NA	100	50 (Through GGE)	50	NA
8	DSE/SEC (Vocational Courses) (4)	Type-4	3	NA	1	30	70	NA	NA	100
9	AFCC (Foundation Course) (4)	Type-1	4	NA	NA	NA	100	NA	NA	NA
10	AFCC (Foundation Course) (4)	Type-2	2	2*	NA	NA	50	NA	50	NA
11	Field-Projects / Internship / Apprenticeship / Community engagement & service (4/6)	NA	(i) Field-Projects / Internship / Apprenticeship / Community engagement & service 3/4 Credits (75 Marks) (ii) Evaluation of Report 1/2 Credit (25 Marks)							
12	Research Methodology (4)	Type-4	3	NA	1	30	70	NA	NA	100
13	Dissertation/Research Project (4/6)	NA	Evaluation of Thesis 2/4 Credits (50 Marks); Pre-submission viva-voce 1/10 marks; Reports External viva-voce 1/1 Credits (20)							

*P, T, W, etc. = P, T, W, etc. (Practical, Tutorial, Workshop, etc.)

Note: Papers like the Basic Education, the Digital Education, the Digital Entrepreneurship and the Digital Marketing should have 70% practical/assignment/ viva-voce evaluation in part of the submission of the project.

17. **Evaluation and Certification of MOOCs and Vocational courses:**

The guidelines of the state government/University/SWAYAM portal/UGC shall be followed for evaluation and certification of MOOCs, Vocational courses, Field-Projects/Internship/Apprenticeship/Community engagement & service/Research Project

18. **Calculation of AGPA/CGPA:**

18.1 Annual Grade Point Average (AGPA) is a measure of performance of the student in a year. It is ratio of total credit points secured by a student in various courses registered in that year and the total course credits taken during that year. i.e.

$$AGPA(Y_i) = \frac{\sum(C_i \times G_i)}{\sum C_i}$$

where Y_i is the i -th year, C_i is the number of credits of the i -th course in the year (Y_i) and G_i is the grade point scored by the student in the i th course

18.2 The Annual Grade Point Average (AGPA) and Cumulative Grade Point Average (CGPA) will be calculated as weighted average of credit points secured by the student, except the credits of additional courses, if any. The AGPA and CGPA shall be rounded off up to 2 decimal places and reported in the grade sheet.

The calculation of AGPA and CGPA in annual system will be done as per follows:

Calculation of AGPA:

Course	Credits (C)	Grade	Grade Point (GP)	Credit Points (C x GP)	AGPA (Total Credit Point/Total Credit)
Course 1	6	A	8	48	276/40 = 6.90
Course 2	6	C	5	30	
Course 3	6	B+	7	42	
Course 4	6	O	10	60	
Course 5	4	B	6	24	
Course 6	4	P	4	16	
Course 7	4	A+	9	36	
Course 8	4	C	5	20	
TOTAL	40	-	-	276	

18.3 CGPA is a measure of overall cumulative performance of a student over all the years completed. The CGPA is the ratio of total credit points secured by a student in various courses in all the years completed and the sum of the credits of all courses in all the years completed. In case of annual system, CGPA will be calculated as per follows:

$$CGPA = \frac{\sum[C_i \times AGPA(Y_i)]}{\sum C_i}$$

where $AGPA(Y_i)$ is the AGPA of the i -th year and C_i is the total number of credits in the i -th year.

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Calculation of CGPA:

Year	Credits	AGPA	Credits x AGPA	CGPA
1	40	7.50	300.00	CGPA = Total (Credits x AGPA) Total Credits
2	40	7.58	303.20	
3	40	7.32	292.80	CGPA = 1229.60 / 160 = 7.685 = 7.68 (rounded off upto second decimal point)
4	40	8.34	333.60	
Total	160		1229.60	

19. On completing all requirements for award of the undergraduate certificate/diploma/degree the CGPA will be calculated and this value will be indicated on the certificate/diploma/degree. The 3-years and 4-years undergraduate degrees should also indicate the Division obtained as per follows:

Division	Criterion
First division with distinction	The candidate has earned minimum number of credits required for the award of the degree with CGPA of 8.00 or above.
First division	The candidate has earned minimum number of credits required for the award of the degree with CGPA of 6.50 above but less than 8.0.
Second division	The candidate has earned minimum number of credits required for the award of the degree with CGPA of 5.00 or above but less than 6.00.
Pass	The candidate has earned minimum number of credits required for the award of the degree with CGPA of 4.00 or above but less than 5.00.

The conversion of CGPA into percentage will be as follows to facilitate its application in other academic matters:

$$\text{Equivalent Percentage} = \text{CGPA} \times 10$$

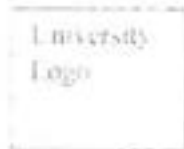
The percentage will be rounded off upto second decimal point.

20. The student will be examined by the university as per the prevailing syllabus at all levels of examination.
21. The candidate shall be awarded a certificate/diploma/degree when he/she successfully earns the minimum requisite credits for the certificate/diploma/degree.
22. A Grade Card shall be issued to all the students after every academic year based on the grades earned. The course details (code, title, number of credits, grade secured) along with AGPA of every year and CGPA earned till that Academic Year will be displayed on the grade card.
23. Grade sheets for the colleges/UTD autonomous college will be prepared based on Grade Annexures Y-1 to Y-4 for annual system.
24. Credit Transfer:

Atal

- 24.1 The credit transfer shall be implemented as per the policy of the university framed in accordance with the guidelines issued by the UGC from time to time.
- 24.2 The member institutions of the Academic Bank of Credit established vide University Grants Commission (Establishment and Operation of Academic Bank Of Credits in Higher Education) Regulations, 2021 shall accept and transfer the credits as per the provisions of this regulation as amended from time to time.
- 24.3 Except for the cases of provisional promotions, the universities established by M.P University Act, 1973 shall facilitate credit transfer of students between them. However, the student may be required to fulfil some eligibility criteria, drawing parity for a course, framed by the university in which the admission is sought by the student.
25. If any question arises relating to the interpretation of the provisions of this ordinance, it shall be referred to the state government whose decision thereon shall be applicable.
26. The guidelines, related to this programme, issued by the statutory bodies e.g. UGC/AICTE/BCE/NCTE/PCIRCI issued from time to time will be adopted for implementation.
27. In matters not covered under this Ordinance, general rules of the University shall be applicable, otherwise the directions of the state government shall be applicable.
28. If UGC notifies any change in future in its Regulations in this regard, then the same will be incorporated in the existing Ordinance with the approval by the Kuladhipati on the recommendation of the Higher Education Department.

Asal



Logo in water mark

Name of the University _____

GRADE SHEET

Name of the Institute _____

Address of the Institute _____

Name of the Programme: _____

Batch _____	Year:
Enrollment No. _____	Roll No.: _____
Name of the Student _____	Examination _____
Father's/Husband's Name _____	Mother's Name: _____

Course Code	Course Title	Credits	Grade	Grade Point	Credit Points (Credits x Grade Point)
	Course 1	6	A	8	48
	Course 2	6	C	5	30
	Course 3	6	B+	7	42
	Course 4	6	O	10	60
	Course 5	4	B*	6	24
	Course 6	4	P	4	16
	Course 7	4	A+	9	36
	Course 8	4	C	5	20
TOTAL		40	-		276
AGPA		276/40			6.90

* Grade in Repeat Examination.

YEAR	I
TOTAL CREDITS	
OBTAINED CREDITS	
ADDITIONAL CREDITS	
AGPA	
ATTEMPT	
RESULT	

AGPA: Annual Grade Point Average

CGPA: Cumulative Grade Point Average Equivalent Percentage = CGPA x 10

Date of Result: _____

Assistant Registrar/Controller
Examination/Head, LTD

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SAMPLE COPY FOR SECOND YEAR

ANNEXURE-Y-2

University
Logo

Logo in water mark

Name of the University _____

GRADE SHEET

Name of the Institute:

Address of the Institute:

Name of the Programme:

Batch:	Year:
Enrolment No.:	Roll No.:
Name of the Student:	Examination:
Father's/Husband's Name:	Mother's Name:

Course Code	Course Title	Credits	Grade	Grade Point	Credit Points (Credits x Grade Point)
	Course 1	6	A	8	48
	Course 2	6	C	5	30
	Course 3	6	B+	7	42
	Course 4	6	C	10	60
	Course 5	4	B*	6	24
	Course 6	4	P	4	16
	Course 7	4	A+	9	36
	Course 8	4	C	5	20
TOTAL		40			276
AGPA		276/40			6.90

* Grade in Repeat Examination.

RESULT YEAR WISE		
YEAR	I	II
TOTAL CREDITS		
OBTAINED CREDITS		
ADDITIONAL CREDITS		
AGPA		
ATTEMPT		
RESULT		

AGPA: Annual Grade Point Average

CGPA: Cumulative Grade Point Average Equivalent Percentage = CGPA x 10

Date of Result:

Assistant Registrar/Controller
Examination/Head, UTD

Handwritten signature

SAMPLE COPY FOR FOR THIRD YEAR

Logo in water mark

ANNEXURE-V-3

University
Logo

Name of the University _____

GRADE SHEET

Name of the Institute _____

Address of the Institute _____

Name of the Programme _____

Batch 2021-24	Year
Enrolment No	Roll No
Name of the Student	Examination
Father's/Husband's Name	Mother's Name

Course Code	Course Title	Credits	Grade	Grade Point	Credit Points (Credits x Grade Point)
	Course 1	6	A	8	48
	Course 2	6	C	5	30
	Course 3	6	B-	7	42
	Course 4	6	O	10	60
	Course 5	4	B*	6	24
	Course 6	4	P	4	16
	Course 7	4	A+	9	36
	Course 8	4	C	5	20
Total		40			276
AGPA		276/40			6.90

* Grade in Repeat Examination

RESULT YEAR WISE			
YEAR	I	II	III
TOTAL CREDITS			
OBTAINED CREDITS			
ADDITIONAL CREDITS			
AGPA			
ATTEMPT			
RESULT			

AGPA Annual Grade Point Average

FINAL RESULT PASS			
TOTAL CREDITS	CGPA	EQUIVALENT PERCENTAGE	DIVISION

CGPA Cumulative Grade Point Average Equivalent Percentage = CGPA x 10

Date of Result _____

Assistant Registrar/Controller
Examinations

Handwritten signature

SAMPLE COPY FOR FOR FOURTH YEAR

University
Logo

Logo or water mark

ANNEXURE-Y-4

Name of the University _____

GRADE SHEET

Name of the Institute
Address of the Institute
Name of the Programme

Batch 2021-24	Year
Enrolment No.	Roll No
Name of the Student	Examination
Father's/Husband's Name	Mother's Name

Course Code	Course Title	Credits	Grade	Grade Point	Credit Points (Credits x Grade Point)
	Course 1	6	A	8	48
	Course 2	6	C	5	30
	Course 3	6	B+	7	42
	Course 4	6	O	10	60
	Course 5	4	B ⁺	6	24
	Course 6	4	P	4	16
	Course 7	4	A ⁺	9	36
	Course 8	4	C	5	20
TOTAL		40			276
AGPA		276/40			6.90

* Grade in Repeat Examination

RESULT YEAR WISE				
YEAR	I	II	III	IV
TOTAL CREDITS				
ADDITIONAL CREDITS				NA
AGPA				
ATTEMPT				
RESULT				

AGPA Annual Grade Point Average

FINAL RESULT PASS			
TOTAL CREDITS	CGPA	EQUIVALENT PERCENTAGE	DIVISION

CGPA: Cumulative Grade Point Average Equivalent Percentage=CGPAx10

Date of Result:

Assistant Registrar-Controller of
Examination

Vice-chancellors

(Signature)

(Prof. Sangeta Shukla)

(Signature)

(Prof. R. J. Rao)

(Signature)

(Prof. Kapil Des. Mishra)

(Prof. T. N. Dasgupta)



CURRICULUM AND CREDIT FRAMEWORK FOR UNDERGRADUATE PROGRAMMES



UNIVERSITY GRANTS COMMISSION

BAHADUR SHAH ZAFAR MARG,
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प्रो. म. जगदीश कुमार
अध्यक्ष
Prof. M. Jagadesh Kumar
Chairman



सत्यमेव जयते



ज्ञान-विज्ञान विस्तारणे

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

7th December, 2022

Foreword

National Education Policy (NEP) 2020 highlights that quality higher education must aim to develop good, thoughtful, well-rounded, and creative individuals. The way to achieve such capabilities is only through holistic and multidisciplinary education with 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 recommendations such 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.

(Prof. M. Jagadesh Kumar)

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	<p>Graduates should be able to demonstrate the acquisition of:</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p>
Generic learning outcomes	<p>Complex problem-solving: The graduates should be able to demonstrate the capability to:</p> <ul style="list-style-type: none"> • 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
	<p>Critical thinking: The graduates should be able to demonstrate the capability to:</p> <ul style="list-style-type: none"> • 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.
	<p>Creativity: The graduates should be able to demonstrate the ability to:</p> <ul style="list-style-type: none"> • 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.
	<p>Communication Skills: The graduates should be able to demonstrate the skills that enable them to:</p> <ul style="list-style-type: none"> • 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 communicate with 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, <p>and convey ideas, thoughts, and arguments using language that is respectful and sensitive to gender and other minority groups.</p>
	<p>Analytical reasoning/thinking: The graduates should be able to demonstrate the capability to:</p> <ul style="list-style-type: none"> • 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
	<ul style="list-style-type: none"> • <i>Research-related skills:</i> The graduates should be able to demonstrate: <ul style="list-style-type: none"> • 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, <p>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.</p>
	<p><i>Coordinating/collaborating with others:</i> The graduates should be able to demonstrate the ability to:</p> <ul style="list-style-type: none"> • 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 and work efficiently as a member of a team.
	<p><i>Leadership readiness/qualities:</i> The graduates should be able to demonstrate the capability for:</p> <ul style="list-style-type: none"> • 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 the vision, motivating and inspiring team members to engage with that vision. • using management skills to guide people to the right destination.
	<p><i>Learning how to learn skills:</i> The graduates should be able to demonstrate the ability to:</p> <ul style="list-style-type: none"> • acquire new knowledge and skills, including ‘learning how to learn skills, that are 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
	<p>Digital and technological skills: The graduates should be able to demonstrate the capability to:</p> <ul style="list-style-type: none"> • 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.
	<p>Multicultural competence and inclusive spirit: The graduates should be able to demonstrate:</p> <ul style="list-style-type: none"> • the acquisition of knowledge of the values and beliefs of multiple cultures and a 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 and goals. • gender sensitivity and adopting a gender-neutral approach, as also empathy for the less advantaged and the differently-abled including those with learning disabilities.
	<p>Value inculcation: The graduates should be able to demonstrate the acquisition of knowledge and attitude that are required to:</p> <ul style="list-style-type: none"> • embrace and practice constitutional, humanistic, ethical, and moral values in 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 more peaceful, 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
	<p>Autonomy, responsibility, and accountability: The graduates should be able to demonstrate the ability to:</p> <ul style="list-style-type: none"> • 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, and manage a project through to completion, • exercise responsibility and demonstrate accountability in applying knowledge and/or skills in work and/or learning contexts appropriate for the level of the qualification, including ensuring safety and security at workplaces.
	<p>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:</p> <ul style="list-style-type: none"> • 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.
	<p>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.</p>
	<p>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.</p>

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

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/transferrable 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.

$$\text{SGPA} (S_i) = \sum(C_i \times G_i) / \sum C_i$$

Where C_i is the number of credits of the i^{th} course and G_i 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.

$$\text{CGPA} = \sum(C_i \times S_i) / \sum C_i$$

where S_i is the SGPA of the i^{th} semester and C_i 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

$$\text{CGPA} = 6.73 \quad (21 \times 6.9 + 22 \times 7.8 + 25 \times 5.6 + 26 \times 6.0 + 26 \times 6.3 + 25 \times 8.0) / 145$$

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.



असतो मा सद्गमय

सचिव

Secretary



सत्यमेव जयते

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