



ए.ए.एम.एस/आयसीसी/२०२३-२४/५

परिपत्रक:-

विद्यापीठातील अधिनस्त सर्व स्वायत्त महाविद्यालयाचे प्राचार्य यांना कळविण्यात येते की, १) शासन पत्र क्र. साधारण/१४२/विशि-३ दिनांक २४ फेब्रुवारी, २०२३, २) शासन निर्णय क्र. एनईपी-२०२२/प्र.क्र.०९/विशि-३/शिकाना दि. २० एप्रिल, २०२३ ३) शासन निर्णय क्र. एनईपी - २०२२/प्र.क्र.०९/विशि-३/शिकाना दि. १६ मे, २०२३ नुसार राज्यातील सर्व उच्च शैक्षणिक संस्थामध्ये नवीन शैक्षणिक धोरण राबविण्याबाबत सुकाणू समितीच्या शिफारशीनुसार Curriculum and Credit Framework for Undergraduate programmes, अभ्यासक्रम आराखडा श्रेयांक आराखडाबाबत सुधारित मार्गदर्शक सूचना व एक्झिट पर्याय/एक वर्षाच्या पदव्युत्तर अभ्यासक्रमासह दोन वर्षाच्या अभ्यासक्रमासाठी श्रेयांक वितरणासंदर्भातील जारी करण्यात आलेल्या आहेत. (सोबत सर्व शासनपत्र व शासननिर्णय जोडले आहे.)

उपरोक्त अनुषंगाने आपणांस सुचित करण्यात येते की, शासन निर्देशानुसार सर्व स्वायत्त महाविद्यालयांनी :-

१. राष्ट्रीय शैक्षणिक धोरण कक्ष स्थापन करण्यात यावा.
२. राष्ट्रीय शैक्षणिक धोरण कक्षाकरिता समन्वयकांची व सदस्यांची नेमणूक करावी.
३. पदवी व पदव्युत्तर अभ्यासक्रम यांचा आराखडा आणि अभ्यासक्रम महाविद्यालयाच्या विद्यापरिषदेत मान्य करून विद्यापीठाचे परिपत्रक क्र. CAD/Aff/ICC/(2021-22)/08/of 2021 दिनांक ४ ऑगस्ट, २०२१ नुसार विद्यापीठाच्या विद्यापरिषदेपुढे माहितीस्तव ठेवण्यासाठी सादर करावे.
४. स्वायत्त महाविद्यालयांनी School Specific Course (SSC) आणि/किंवा Department/Subject Specific Course (DSC) मेजर ऑप्शनबाबत विचार करून स्विकारलेला पर्याय विद्यापीठास कळवावा.



...२...

उपरोक्त माहिती मुंबई विद्यापीठाच्या विद्यापरिषदेच्या माहितीस्तव ar.bod.ac@fort.mu.ac.in या ईमेल आयडीवर (Pdf) फॉर्मॅट व मूळ प्रत (Hard copy) उपकुलसचिव, विद्याविषयक प्राधिकरणे बैठका व सेवा विभाग, कक्ष क्र. १३०, फोर्ट, मुंबई— ४०००३२ यांचेकडे दिनांक ३० जून, २०२३ पर्यंत पाठवावी.

मुंबई — ४०००३२
१९ जून, २०२३


(प्रा. सुनिल भिरूड)
प्रभारी कुलसचिव
मुंबई विद्यापीठ

प्रत माहितीस्तव सादर :—

१. मा. राज्यपाल यांचे प्रधान सचिव, राजभवन, मुंबई
२. मा. मुख्यमंत्री यांचे प्रधान सचिव, मंत्रालय, मुंबई
३. मा. उपमुख्यमंत्री यांचे उप सचिव, मंत्रालय, मुंबई
४. मा. मंत्री, उच्च व तंत्रशिक्षण विभाग यांचे खाजगी सचिव, मंत्रालय, मुंबई
५. संचालक, उच्च शिक्षण / तंत्रशिक्षण / कला / ग्रंथालय
६. अध्यक्ष, एनईपी सुकाणू समिती
७. सदस्य सचिव, एनईपी सुकाणू समिती
८. प्रधान सचिव, उच्च व तंत्र शिक्षण विभाग, मंत्रालय, मुंबई
९. उप सचिव (विशि), उच्च व तंत्र शिक्षण विभाग, मंत्रालय, मुंबई

प्रत:—

१०. मा. कुलगुरु यांचे स्वीय सहायक, मुंबई विद्यापीठ, फोर्ट, मुंबई
११. मा. प्र. कुलगुरु यांचे स्वीय सहायक, मुंबई विद्यापीठ, फोर्ट, मुंबई
१२. मा. कुलसचिव यांचे स्वीय सहायक, मुंबई विद्यापीठ, फोर्ट, मुंबई



महाराष्ट्र शासन

उच्च व तंत्र शिक्षण विभाग, मंत्रालय विस्तार, कक्ष क्रमांक ४१८,
चौथा मजला, मादाम कामा मार्ग, हुतात्मा राजगुरु चौक, मुंबई-३२.

दूरध्वनी क्र.०२२-२२७९३१७९

Email ID:- yishi3-hted@mah.gov.in

क्रमांक: Gen/१४२/-Vishi-३

दिनांक: २४ फेब्रुवारी, २०२३

प्रति,
कुलसचिव,
सर्व अकृषी विद्यापीठे.

विषय: Curriculum and Credit Framework for Undergraduate Programmes.

संदर्भ: विद्यापीठ अनुदान आयोग(UGC) यांचा ई- मेल दिनांक ३१ जानेवारी, २०२३

महोदय,

उपरोक्त विषयी संदर्भाधीन विद्यापीठ अनुदान आयोग (UGC) यांचा ई-मेल सोबत जोडून पाठविण्यात येत आहे. तरी पत्रातील विनंतीच्या अनुषंगाने पदवीपूर्व कार्यक्रमांसाठीच्या Curriculum and Credit Framework याच्या अंमलबजावणी संदर्भात आपल्या स्तरावर आवश्यक ती कार्यवाही करण्यात यावी, ही विनंती.

आपला,

(प्र. ना. ढवळे)

कक्ष अधिकारी, महाराष्ट्र शासन

सोबत : सहपत्र वरीलप्रमाणे

प्रत: निवडनस्ती (विशि-३)

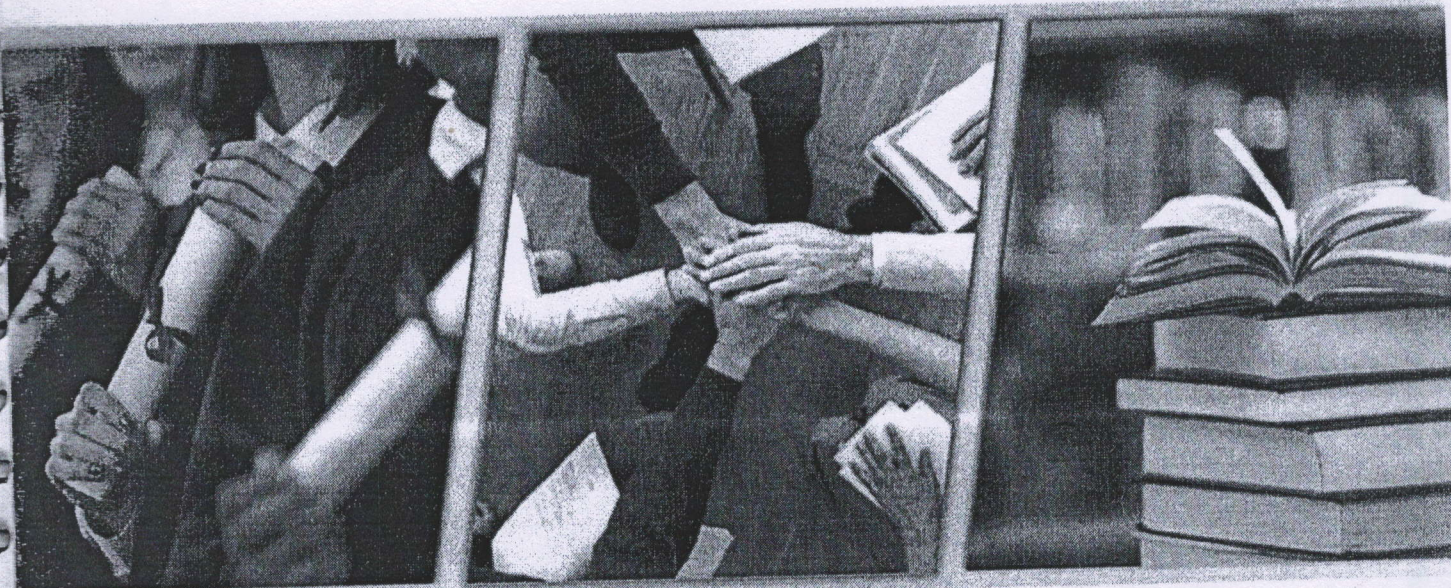


सत्यमेव जयते



ज्ञान-विज्ञान विमुक्तये

CURRICULUM AND CREDIT FRAMEWORK FOR UNDERGRADUATE PROGRAMMES



UNIVERSITY GRANTS COMMISSION

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Ph. : +91 9312550335, +91 7042732332
E-mail : infodma07@gmail.com

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



विश्वविद्यालय अनुदान आयोग
शिक्षा मंत्रालय, भारत सरकार
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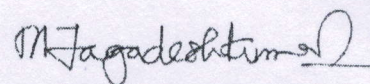
Foreword

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

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

Type of learning outcomes	The Learning outcomes descriptors
	• <i>Research-related skills:</i> The graduates should be able to demonstrate: • a keen sense of observation, inquiry, and capability for asking relevant/ appropriate questions, • the ability to problematize, synthesize, and articulate issues and design research proposals, • the ability to define problems, formulate appropriate and relevant research questions, formulate hypotheses, test hypotheses using quantitative and qualitative data, establish hypotheses, make inferences based on the analysis and interpretation of data, and predict cause-and-effect relationships, • the capacity to develop appropriate methodology and tools for data collection, • the appropriate use of statistical and other analytical tools and techniques, • the ability to plan, execute and report the results of an experiment or investigation, - the ability to acquire the understanding of basic research ethics and skills in practicing/doing ethics in the field/ in personal research work, regardless of the funding authority or field of study.
	<i>Coordinating/collaborating with others:</i> The graduates should be able to demonstrate the ability to: • work effectively and respectfully with diverse teams, • facilitate cooperative or coordinated effort on the part of a group, • act together as a group or a team in the interests of a common cause and work efficiently as a member of a team.
	<i>Leadership readiness/qualities:</i> The graduates should be able to demonstrate the capability for: • mapping out the tasks of a team or an organization and setting direction. • formulating an inspiring vision and building a team that can help achieve the vision, motivating and inspiring team members to engage with that vision. • using management skills to guide people to the right destination.
	<i>'Learning how to learn skills:</i> The graduates should be able to demonstrate the ability to: • 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
	<i>Digital and technological skills:</i> The graduates should be able to demonstrate the capability to: • use ICT in a variety of learning and work situations, • access, evaluate, and use a variety of relevant information sources, and use appropriate software for analysis of data.
	<i>Multicultural competence and inclusive spirit:</i> The graduates should be able to demonstrate: • 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.
	<i>Value inculcation:</i> The graduates should be able to demonstrate the acquisition of knowledge and attitude that are required to: • embrace and practice constitutional, humanistic, ethical, and moral 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
	Autonomy, responsibility, and accountability: The graduates should be able to demonstrate the ability to: • apply knowledge, understanding, and/or skills with an appropriate degree of independence relevant to the level of the qualification, • work independently, identify appropriate resources required for a project, 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.
	Environmental awareness and action: The graduates should be able to demonstrate the acquisition of and ability to apply the knowledge, skills, attitudes, and values required to take appropriate actions for: • mitigating the effects of environmental degradation, climate change, and pollution, • effective waste management, conservation of biological diversity, management of biological resources and biodiversity, forest and wildlife conservation, and sustainable development and living.
	Community engagement and service: The graduates should be able to demonstrate the capability to participate in community-engaged services/ activities for promoting the well-being of society.
	Empathy: The graduates should be able to demonstrate the ability to identify with or understand the perspective, experiences, or points of view of another individual or group, and to identify and understand other people's emotions.

5.0. Structure of the Undergraduate Programme

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

Table 2: Minimum Credit Requirements to Award Degree under Each Category

S. No.	Broad Category of Course	Minimum Credit Requirement	
		3-year UG	4-Year UG
1	Major (Core)	60	80
2	Minor Stream	24	32
3	Multidisciplinary	09	09

4	Ability Enhancement Courses (AEC)	08	08
5	Skill Enhancement Courses (SEC)	09	09
6	Value Added Courses common for all UG	06 - 08	06 – 08
7	Summer Internship	02 - 04	02 – 04
8	Research Project / Dissertation	-	12
	Total	120	160

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

5.1. Curricular components of the undergraduate programme

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

5.1.1. Disciplinary/interdisciplinary major:

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

5.1.2 Disciplinary/interdisciplinary minors:

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

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

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

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

- i. **Natural and Physical Sciences:** Students can choose basic courses from disciplines such as Natural Science, for example, Biology, Botany, Zoology, Biotechnology, Biochemistry, Chemistry, Physics, Biophysics, Astronomy and Astrophysics, Earth and Environmental Sciences, etc.
- ii. **2. Mathematics, Statistics, and Computer Applications:** Courses under this category will facilitate the students to use and apply tools and techniques in their major and minor disciplines. The course may include training in programming software like Python among others and applications software like STATA, SPSS, Tally, etc. Basic courses under this category will be helpful for science and social science in data analysis and the application of quantitative tools.
- iii. **Library, Information, and Media Sciences:** Courses from this category will help the students to understand the recent developments in information and media science (journalism, mass media, and communication)
- iv. **Commerce and Management:** Courses include business management, accountancy, finance, financial institutions, fintech, etc.,
- v. **Humanities and Social Sciences:** The courses relating to Social Sciences, for example, Anthropology, Communication and Media, Economics, History, Linguistics, Political Science, Psychology, Social Work, Sociology, etc. will enable students to understand the individuals and their social behaviour, society, and nation. Students be introduced to survey methodology and available large-scale databases for India. The courses under humanities include, for example, Archaeology, History, Comparative Literature, Arts & Creative expressions,

Creative Writing and Literature, language(s), Philosophy, etc., and interdisciplinary courses relating to humanities. The list of Courses that can include interdisciplinary subjects such as Cognitive Science, Environmental Science, Gender Studies, Global Environment & Health, International Relations, Political Economy and Development, Sustainable Development, Women's and Gender Studies, etc. will be useful to understand society.

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

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

5.1.5 Skills Enhancement Courses (SEC):

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

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

- i. **Understanding India:** The course aims at enabling the students to acquire and demonstrate the knowledge and understanding of contemporary India with its historical perspective, the basic framework of the goals and policies of national development, and the constitutional obligations with special emphasis on constitutional values and fundamental rights and duties. The course would also focus on developing an understanding among student-teachers of the Indian knowledge systems, the Indian education system, and the roles and obligations of teachers to the nation in general and to the school/community/society. The course will attempt to deepen knowledge about and understanding of India's freedom struggle and of the values and ideals that it represented to develop an appreciation of the contributions made by people of all sections and regions of the country, and

help learners understand and cherish the values enshrined in the Indian Constitution and to prepare them for their roles and responsibilities as effective citizens of a democratic society.

- ii. **Environmental science/education:** The course seeks to equip students with the ability to apply the acquired knowledge, skills, attitudes, and values required to take appropriate actions for mitigating the effects of environmental degradation, climate change, and pollution, effective waste management, conservation of biological diversity, management of biological resources, forest and wildlife conservation, and sustainable development and living. The course will also deepen the knowledge and understanding of India's environment in its totality, its interactive processes, and its effects on the future quality of people's lives.
- iii. **Digital and technological solutions:** Courses in cutting-edge areas that are fast gaining prominences, such as Artificial Intelligence (AI), 3-D machining, big data analysis, machine learning, drone technologies, and Deep learning with important applications to health, environment, and sustainable living that will be woven into undergraduate education for enhancing the employability of the youth.
- iv. **Health & Wellness, Yoga education, sports, and fitness:** Course components relating to health and wellness seek to promote an optimal state of physical, emotional, intellectual, social, spiritual, and environmental well-being of a person. Sports and fitness activities will be organized outside the regular institutional working hours. Yoga education would focus on preparing the students physically and mentally for the integration of their physical, mental, and spiritual faculties, and equipping them with basic knowledge about one's personality, maintaining self-discipline and self-control, to learn to handle oneself well in all life situations. The focus of sports and fitness components of the courses will be on the improvement of physical fitness including the improvement of various components of physical and skills-related fitness like strength, speed, coordination, endurance, and flexibility; acquisition of sports skills including motor skills as well as basic movement skills relevant to a particular sport; improvement of tactical abilities; and improvement of mental abilities.

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

5.1.7 Summer Internship /Apprenticeship (2 – 4-credits)

A key aspect of the new UG programme is induction into actual work situations. All students will also undergo internships / Apprenticeships in a firm, industry, or organization or Training in labs with faculty and researchers in their own or other

HEIs/research institutions during the summer term. Students will be provided with opportunities for internships with local industry, business organizations, health and allied areas, local governments (such as panchayats, municipalities), Parliament or elected representatives, media organizations, artists, crafts persons, and a wide variety of organizations so that students may actively engage with the practical side of their learning and, as a by-product, further improve their employability. Students who wish to exit after the first two semesters will undergo a 4-credit work-based learning/internship during the summer term in order to get a UG Certificate.

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

Field-based learning/minor project: The field-based learning/minor project will attempt to provide opportunities for students to understand the different socio-economic contexts. It will aim at giving students exposure to development-related issues in rural and urban settings. It will provide opportunities for students to observe situations in rural and urban contexts, and to observe and study actual field situations regarding issues related to socioeconomic development. Students will be given opportunities to gain a first-hand understanding of the policies, regulations, organizational structures, processes, and programmes that guide the development process. They would have the opportunity to gain an understanding of the complex socio-economic problems in the community, and innovative practices required to generate solutions to the identified problems. This may be a summer term project or part of a major or minor course depending on the subject of study.

5.1.8 Research Project / Dissertation

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

5.1.9 Other Activities:

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

5.2. Levels of Courses:

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

- i. **0-99: Pre-requisite courses** required to undertake an introductory course which will be a pass or fail course with no credits. It will replace the existing informal way of offering bridge courses that are conducted in some of the colleges/ universities.
- ii. **100-199: Foundation or introductory courses** that are intended for students to gain an understanding and basic knowledge about the subjects and help decide the subject or discipline of interest. These courses may also be prerequisites for courses in the major subject. These courses generally would focus on foundational theories, concepts, perspectives, principles, methods, and procedures of critical thinking in order to provide a broad basis for taking up more advanced courses. These courses seek to equip students with the general education needed for advanced study, expose students to the breadth of different fields of study; provide a foundation for specialized higher-level coursework; acquaint students with the breadth of (inter) disciplinary fields in the arts, humanities, social sciences, and natural sciences, and to the historical and contemporary assumptions and practices of vocational or professional fields; and to lay the foundation for higher-level coursework.
- iii. **200-299: Intermediate-level courses** including subject-specific courses intended to meet the credit requirements for minor or major areas of learning. These courses can be part of a major and can be pre-requisite courses for advanced-level major courses.
- iv. **300-399: Higher-level courses** which are required for majoring in a disciplinary/interdisciplinary area of study for the award of a degree.
- v. **400-499: Advanced courses** which would include lecture courses with practicum, seminar-based course, term papers, research methodology, advanced laboratory experiments/software training, research projects, hands-on-training, internship/apprenticeship projects at the undergraduate level or First year Post-graduate theoretical and practical courses.

- vi. **500-599:** Courses at first-year Master's degree level for a 2-year Master's degree programme
- vii. **600-699:** Courses for second-year of 2-year Master's or 1-year Master's degree programme
- viii. **700 -799 & above:** Courses limited to doctoral students.

5.3. Programme/ Curricular components

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

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

Change of Major: Students can opt for a change of major within the broad discipline (Natural and Physical Sciences, Mathematical, Statistics, and Computational Sciences, Library, Information and Media Sciences, Commerce and Management, and Humanities and Social Sciences) at the end of the first year.

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

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

Semesters 5 & 6: Students will undergo higher level courses and related courses during the 5th and 6th semesters in order to gain in-depth knowledge in the major and also in the

related disciplines through the minor stream. Students will also gain work-related skills through courses in vocational education. The programme structure will enable the students to gain sufficient knowledge and skills to meet the industry/society requirements.

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

5.4 Structure of the UG Programme

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

Semester	Discipline Specific Courses - Core	Minor	Inter-disciplinary courses	Ability Enhancement courses (language)	Skill Enhancement courses /Internship /Dissertation	Common Value-Added Courses	Total Credits
I	(100 level)	(100 Level)	(1 course)	1 course)	(1 course)	(1 or 2 courses)	20
II	(100 level)	(100 Level)	(1 course)	(1 course)	(1 course)	(1 or 2 courses)	20
Students exiting the programme after securing 40 credits will be awarded UG Certificate in the relevant Discipline /Subject provided they secure 4 credits in work based vocational courses offered during summer term or internship / Apprenticeship in addition to 6 credits from skill-based courses earned during first and second semester.							40
III	(200 level)	(200 & above)	(1 course)	(1 course)	(1 course)	-	20
IV	(200 level)	(200 & above)	-	(1 course)	-	-	20
Students exiting the programme after securing 80 credits will be awarded UG Diploma in the relevant Discipline /Subject provided they secure additional 4 credit in skill based vocational courses offered during first year or second year summer term.							80
V	(300 Level)	(200 & above)	-	-	(Internship)	-	20
VI	(300 Level)	(200 & above)	-	-	-	-	20
Students who want to undertake 3-year UG programme will be awarded UG Degree in the relevant Discipline /Subject upon securing 120 credits							120
VII	(400 Level)	(300 & above)	-	-	-	-	20
VIII	(400 Level)	(300 & above)	-	-	(Research Project/ Dissertation)	-	20
Students will be awarded UG Degree (Honours) with Research in the relevant							160

Note:

- i. Only the minimum total number of credits in each semester is indicated above. The HEIs may decide the number of credits for each course (e.g. Major, Minor, Multidisciplinary, etc.) to fulfill the minimum number of credit requirements.
- ii. Students may be permitted to audit course(s) of their choice offered by the HEI provided they meet the pre-requisite for the course.
- iii. Minor stream courses can be from the 3rd 300 or above level and 50% of the total credits from minors must be secured in the relevant subject/discipline and another 50% of the total credits from a minor can be earned from any discipline as per students' choice.
- iv. Students are not allowed to take the same courses studied in the 12th class under the interdisciplinary category.
- v. 40% of the credits in any category may be earned through online courses approved by the Department and Institution as per the existing UGC regulations.
- vi. VIII-Semester core major may be seminar-based with students' presentations and discussions.
- vii. Students may be encouraged to enroll in activities such as NSS / NCC.

6.0. Pedagogical approaches

The *Learning Outcomes-Based Approach* to curriculum planning and transaction requires that the pedagogical approaches are oriented towards enabling students to attain the defined learning outcomes relating to the courses within a programme. The outcome-based approach, particularly in the context of undergraduate studies, requires a significant shift from teacher-centric to learner-centric pedagogies, and from passive to active/participatory pedagogies. Every programme of study lends itself to the well-structured and sequenced acquisition of knowledge and skills. Practical skills, including an appreciation of the link between theory and practice, will constitute an important aspect of the teaching-learning process. Teaching methods, guided by such a framework, may include lectures supported by tutorial work; practicum and field-based learning; the use of prescribed textbooks and e-learning resources and other self-study materials; field-based learning/project, open-ended project work, some of which may be team-based; activities designed to promote the development of generic/transferable and subject-specific skills; and internship and visits to field sites, and industrial or other research facilities etc.

7.0. Learning assessment

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

7.1. Letter Grades and Grade Points

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

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

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

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

7.2. Computation of SGPA and CGPA

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

- 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

- 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

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

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.



सत्यमेव जयते

सचिव

Secretary



सत्यमेव जयते

विश्वविद्यालय अनुदान आयोग
University Grants Commission

(शिक्षा मंत्रालय, भारत सरकार)
(Ministry of Education, Govt. of India)

बहादुरशाह जफर मार्ग, नई दिल्ली-110002
Bahadur Shah Zafar Marg, New Delhi-110002

Ph.: 011-23236288/23239337

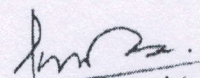
Fax : 011-2323 8858

E-mail : secy.ugc@nic.in

Acknowledgements

A document on “Curriculum and Credit Framework for Undergraduate Programmes” has been prepared with the help of an Expert Committee comprising Prof. R. P. Tiwari, Vice Chancellor, Central University of Punjab; Prof. H.C.S. Rathore, Former Vice Chancellor, Central University of South Bihar; Prof. A.C. Pandey, Director, Inter-University Accelerator Centre; Dr. Shalini Bharat, Director, TISS; Prof. P. Duraisamy, Former Vice-Chancellor, Madras University; Prof Kavita Sharma, Delhi School of Economics, University of Delhi; Dr. Renu Batra, Former Finance Officer, Jamia Millia Islamia; Prof. K Ramachandran, Senior Advisor, NIPEA and Dr N. Gopukumar, Joint Secretary, UGC (Coordinating Officer). Dr. Diksha Rajput, Deputy Secretary, UGC; and Mr. Chetan Humane, Young Professional, UGC also provided extensive support to the Committee.

UGC acknowledges and appreciates the efforts made by the Expert Committee in preparing this document.


P. K. Thakur

New Delhi,
7th December, 2022

राष्ट्रीय शैक्षणिक धोरण, २०२० ची राज्यातील
अंमलबजावणीच्या अनुषंगाने गठीत करण्यात
आलेल्या सुकाणू समितीच्या शिफारशीनुसार
अभ्यासक्रम आराखडा, श्रेयांक आराखडा बाबत
सुधारित मार्गदर्शक सूचना.

महाराष्ट्र शासन

उच्च व तंत्र शिक्षण विभाग

शासन निर्णय क्रमांक: एनईपी-२०२२/प्र.क्र.०९/विशि-३/शिकाना

मंत्रालय, मुंबई ४०० ०३२,

दिनांक: २० एप्रिल, २०२३

- संदर्भ:-**
१. शासन निर्णय क्रमांक: एनईपी-२०२२/प्र.क्र.१०५/विशि-३, दि.०६.१२.२०२२
 २. शासन निर्णय क्रमांक: एनईपी-२०२२/प्र.क्र.०९/विशि-३/शिकाना,
दिनांक २६.१२.२०२२

प्रस्तावना-

भारताला ज्ञान महासत्ता बनविण्यासाठी, विद्यार्थ्यांमध्ये आवश्यक कौशल्य व ज्ञानप्राप्ती आणि विज्ञान, तंत्रज्ञान, शिक्षण आणि औद्योगिक क्षेत्रामधील मनुष्यबळाची कमतरता दूर करण्यासाठी, भारतातील लोकसंख्येला गुणवत्तापूर्ण शिक्षण, नाविन्यपूर्ण शिक्षण व संशोधनाच्या सुविधा उपलब्ध करून देण्यासाठी, भारत सरकारने नवीन राष्ट्रीय शैक्षणिक धोरण- २०२० लागू केलेले आहे. नवीन शैक्षणिक धोरणामध्ये सर्वांगीण आणि बहुविद्याशाखीय शिक्षण प्रणालीचा अंतर्भाव करण्यात आला असून ज्याचा उद्देश मानवाच्या सर्व क्षमतांचा नैतिक - एकात्मिक पद्धतीने विकास करणे आहे.

दि.२६.०४.२०२२ च्या शासन निर्णयान्वये गठीत करण्यात आलेल्या डॉ. रविंद्र कुलकर्णी, माजी प्र-कुलगुरु, मुंबई विद्यापीठ, मुंबई यांच्या अध्यक्षतेखालील उपसमितीने सादर केलेल्या अहवालाच्या अनुषंगाने अभ्यासक्रम व श्रेयांक आराखड्या संदर्भात दि.०६.१२.२०२२ च्या शासन निर्णयान्वये निर्देश जारी करण्यात आले आहेत.

राष्ट्रीय शैक्षणिक धोरण, २०२० ची राज्यातील अंमलबजावणीच्या अनुषंगाने गठीत उपसमित्यांच्या अहवालातील शिफारशींच्या अंमलबजावणीसंदर्भात आढावा घेऊन येणा-या अडचणी निवारणासाठी उपाययोजना सुचविण्यासाठी व मार्गदर्शन करणेसाठी दि. २६.१२.२०२२ च्या शासन निर्णयान्वये स्थापन करण्यात आलेल्या सुकाणू समितीने अभ्यासक्रम व श्रेयांक आराखड्यासंदर्भात अंतरिम अहवाल सादर केला होता. सदर अंतरिम अहवालावर दि. १९ व २० एप्रिल, २०२३ रोजी मा. मंत्री, उच्च व तंत्रशिक्षण यांच्या अध्यक्षतेखाली आयोजित करण्यात आलेल्या चर्चासत्रामध्ये साधकबाधक चर्चा होऊन सदर अहवालाच्या अनुषंगाने अभ्यासक्रम व श्रेयांक आराखड्याची राज्यामध्ये एकसमान प्रमाणात अंमलबजावणी होण्यासाठी सर्व अकृषि विद्यापीठे, अभिमत विद्यापीठे, स्वयं अर्थसहाय्यित विद्यापीठे व समूह विद्यापीठे आणि सर्व शैक्षणिक संस्थांसाठी सुधारित सुचना व निर्देश जारी करण्याची बाब शासनाच्या विचाराधीन होती.

शासन निर्णय:-

शैक्षणिक वर्ष २०२३-२४ पासून पहिल्या टप्प्यात, कला, वाणिज्य आणि विज्ञान शाखेतील पदवी व पदव्युत्तर अभ्यासक्रमांसाठी व इतर अभ्यासक्रमांसाठी (AICTE, PCI, BCI, CoA, NCTE इ. सारख्या नियामक संस्थांची मान्यता आवश्यक असलेले अभ्यासक्रम वगळून) सोबत जोडलेल्या परिशिष्टानुसार, अभ्यासक्रम व श्रेयांक आराखड्या संदर्भात सुधारित निर्देश जारी करण्यात येत असून सदर निर्देशांची वर्ष २०२३-२४ पासून अंमलबजावणी करण्यात यावी.

सदर निर्देश महाराष्ट्र सार्वजनिक विद्यापीठ अधिनियम, २०१६ मधील कलम ५ (८१) मधील तरतूदीनुसार निर्गमित करण्यात येत आहेत.

सदर निर्देशांच्या अंमलबजावणीबाबतचा आढावा शासनामार्फत सुकाणू समितीच्या माध्यमातून वेळोवेळी घेण्यात येईल.

सदर शासन निर्णय महाराष्ट्र शासनाच्या www.maharashtra.gov.in या संकेतस्थळावर उपलब्ध करण्यात आला असून त्याचा सांकेतांक २०२३०४२०१९२५२६६९०८ असा आहे. हा शासन निर्णय डिजिटल स्वाक्षरीने साक्षांकित करून काढण्यात येत आहे.

महाराष्ट्राचे राज्यपाल यांच्या आदेशानुसार व नांवाने,

AJIT MADHUKARRAO
BAWISKAR

(अजित बाविस्कर)

उप सचिव, महाराष्ट्र शासन

Digitally signed by AJIT MADHUKARRAO BAWISKAR
DN: cn=AJIT MADHUKARRAO BAWISKAR, o=GOVERNMENT OF MAHARASHTRA, ou=HIGHER AND TECHNICAL
EDUCATION DEPARTMENT,
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serialNumber=99EB928028DF1EBDFCD2898E209D499192AD3899261FEAD42F7D
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प्रत,

१. मा. राज्यपाल यांचे प्रधान सचिव, राजभवन, मुंबई,
२. मा. मुख्यमंत्री यांचे प्रधान सचिव, मंत्रालय, मुंबई,
३. मा. उपमुख्यमंत्री यांचे उप सचिव, मंत्रालय, मुंबई,
४. मा. मंत्री, उच्च व तंत्र शिक्षण विभाग, यांचे खाजगी सचिव, मंत्रालय, मुंबई,
५. मा. कुलगुरु, सर्व अकृषि विद्यापीठे, अभिमत विद्यापीठे, स्वयं अर्थसहाय्यित विद्यापीठे व समूह विद्यापीठे.
६. कुलसचिव, सर्व अकृषि विद्यापीठे, अभिमत विद्यापीठे, स्वयं अर्थसहाय्यित विद्यापीठे व समूह विद्यापीठे.
७. संचालक, उच्च शिक्षण/ तंत्रशिक्षण/ कला/ ग्रंथालय.
८. अध्यक्ष, एनईपी सुकाणू समिती.
९. सदस्य सचिव, एनईपी सुकाणू समिती.
१०. प्रधान सचिव, उच्च व तंत्र शिक्षण विभाग, यांचे स्वीय सहाय्यक, मंत्रालय, मुंबई,
११. उप सचिव (विशि), उच्च व तंत्र शिक्षण विभाग, यांचे स्वीय सहाय्यक, मंत्रालय, मुंबई,
१२. निवडनस्ती (विशि-३).

शासन निर्णय क्रमांक: एनईपी-२०२२/प्र.क्र.०९/विशि-३ शिकाना, दिनांक २० एप्रिल, २०२३
सोबतचे परिशिष्ट
DIRECTIVES (निर्देश)

1. NEP Implementation in First Phase:

The credit and curricular framework is to be made applicable, in the first phase, to the following programs (other than those regulated by AICTE, PCI, BCI, CoA, NCTE etc) with effect from Academic Year 2023-24:

UG: B.A., B.Sc., B.Com. and all Non-AICTE professional UG degree programs.

PG: M.A., M.Sc., M.Com. and all Non-AICTE professional PG degree programs.

2. Credit Framework under Three/Four-Years UG Programme with Multiple Entry and Multiple Exit options:

The structure of the Three/Four-year bachelor's degree programme allows the opportunity to the students to experience the full range of holistic and multidisciplinary education in addition to a focus on the chosen major and minors as per their choices and the feasibility of exploring learning in different institutions. The minimum and maximum credit structure for different levels under the Three/Four -year UG Programme with multiple entry and multiple exit options are as given below:

Credit Framework

Levels	Qualification Title	Credit Requirements		Semester	Year
		Minimum	Maximum		
4.5	UG Certificate	40	44	2	1
5.0	UG Diploma	80	88	4	2
5.5	Three Year Bachelor's Degree	120	132	6	3
6.0	Bachelor's Degree-Honours Or Bachelor's Degree-Honours with Research	160	176	8	4

- (a) Credits offered per Semester will be a Minimum 20 and a Maximum 22. While minimum credits are mandatory as per National Credit Framework, the Universities can evolve the mechanism for providing Semester/ Levelwise credit attainment flexibility within the broad framework.
- (b) With effect from Academic Year 2023-24, three years/four years Degree Program will be introduced. Thus, the Fourth year Honours/ Honours with Research program (Level 6.0) will begin with effect from Academic Year 2026-27.
- (c) Under four-year UG Degree (Honours with Research), the students will work on a research project or dissertation of 12 credits in the fourth year in the respective Major Subject. The decision regarding the distribution of 12 credits in Semester VII and VIII of fourth year will be taken by Academic Authorities of University/ Autonomous Colleges.
- (d) The fourth year of the four-year UG programme will not be granted to any such college as 'natural growth'. The affiliated colleges conducting 3-year UG degree programme will seek permission to commence fourth year UG programme as extension by following the prevailing statutory procedures. However, Colleges already having permission and recognition for the PG degree programme along with UG degree programme in the same Major shall be automatically allowed to continue PG degree programme and conduct the fourth year of UG Honors Degree programme without undergoing any additional procedures. Similarly, the colleges with approved PG programme and Ph.D. Research Centre shall be automatically allowed to continue PG Degree programme and start the fourth year of UG Honors with Research Degree programme without undergoing any additional procedures. For students of Colleges running only three year UG Degree Programme, the University shall evolve suitable mechanisms for admission to fourth-year honours program in other Colleges.
- (e) The NEP 2020 curriculum framework offers
- The flexibility to move from one discipline of study to another;
 - The opportunity for learners to choose the courses of their interest in all disciplines;
 - The multiple entry and exit options with the award of UG certificate/ UG diploma/ or three-year degree depending upon the number of credits secured;
 - The flexibility for learners to move from one institution to another to enable them to have multi and/or interdisciplinary learning;
 - The flexibility to switch to alternative modes of learning (offline, ODL, and Online learning, and hybrid modes of learning).

3. Distribution of Credits across Four Years Degree Programmes:

In general, for the four years' bachelor's degree programme, the distribution of credits will be as follows:

(a) Major (Core) Subject comprising Mandatory and Elective Courses:

- i. Minimum 50% of total credits corresponding to Three/Four - year UG Degree- Mandatory Courses offered in all Four years;
- ii. 2 credit course on Major Specific IKS shall be included under Major;
- iii. Elective courses of Major will be offered in the third and/or final year.
- iv. Vocational Skill Courses, Internship/ Apprenticeship, Field Projects, Research Projects connected to Major

(b) Minor Subject: 18-20 Credits

- i. The Minor subjects may be from the different disciplines of the same faculty of DSC Major (Core) or they can be from different faculty altogether.
- ii. The credits of Minor subjects shall be completed in the first three years of UG Programme.

(c) Generic/ Open Elective Courses (OE): 10-12 credits

- i. It is to be offered in I and/or II year
- ii. Faculty-wise baskets of OE shall be prepared by University/ Autonomous Colleges.
- iii. OE is to be chosen compulsorily from faculty other than that of the Major.

(d) Vocational and Skill Enhancement Courses (VSEC): 14-16 credits

- Vocational Skill Courses (VSC): 8-10 credits, including Hands on Training corresponding to the Major and/or Minor Subject:
 - i. To be offered in first three years;
 - ii. Wherever applicable vocational courses will include skills based on advanced laboratory practicals of Major
- Skill Enhancement Courses (SEC): 06 credits
 - i. To be offered in I and II year;
 - ii. To be selected from the basket of Skill Courses approved by University/ Autonomous Colleges

(e) Ability Enhancement Courses (AEC), Indian Knowledge System (IKS) and Value Education Courses (VEC): 14 Credits

- AEC: 08 credits

- i. To be offered in I and II year
- ii. English: 04 Credits
- iii. Modern Indian Language: 04 credits
- iv. To be offered from the Basket approved by University / Autonomous College;

The focus for both languages should be on linguistic and communication skills.

○ IKS: 2 Credits

- i. To be offered in I Year
- ii. Courses on IKS to be selected from the basket of IKS courses approved by University/ Autonomous Colleges

○ VEC: 04 Credits

- i. To be offered in I year
- ii. Value Education Courses (VEC) such as Understanding India, Environmental Science/Education, and Digital and Technological Solutions.

(f) Field Projects/ Internship/ Apprenticeship/ Community Engagement and Service corresponding to the Major (Core) Subject, Co-curricular Courses (CC) and Research Project

- Internship/Apprenticeship corresponding to the Major (Core) Subject: 8 Credits
- Field Projects/Community Engagement and Service corresponding to the Major (Core) Subject: minimum 4-6 credits
 - To be offered in II, and III years of UG Degree Programmes.
- Co-curricular Courses (CC) such as Health and Wellness, Yoga education sports, and fitness, Cultural Activities, NSS/NCC and Fine/ Applied/ Visual/ Performing Arts: 8 credits
 - To be offered in I and/or II year
 - Research Projects: 12 credits
 - To be offered in the final year for 4 year Honours with Research UG Degree

The UGC Regulations, 2021 permit up to 40% of the total courses being offered in a particular programme in a semester through the **Online Learning Courses** offered through the **SWAYAM** platform and/or other State Level Common Platforms which can be developed in due course with the participation of different Universities/ HEIs.

Illustrative Credit distribution structure for three/ four year Honours/ Honours with Research Degree Programme with Multiple Entry and Exit options

Level	Semester	Major		Minor	OE	VSC, SEC (VSEC)	AEC, VEC, IKS	OJT, FP, CEP, CC, RP	Cum. Cr./ Sem.	Degree/ Cum. Cr.
		Mandatory	Electives							
4.5	I	4- 6 (4+2)		-	2+2	VSC:2, SEC:2	AEC:2, VEC:2, IKS:2	CC:2	20-22	UG Certificate 40-44
	II	4- 6 (4+2)		2	2+2	VSC:2, SEC:2	AEC:2, VEC:2	CC:2	20-22	
	Cum Cr.	8-12	-	2	8	4+4	4+4+2	4	40-44	
Exit option: Award of UG Certificate in Major with 40-44 credits and an additional 4 credits core NSQF course/ Internship OR Continue with Major and Minor										
5.0	III	6(4+2)-8(2*4)		4	2	VSC:2,	AEC:2	FP:2 CC:2	20-22	UG Diploma 80-88
	IV	6(4+2)-8(2*4)		4	2	SEC:2	AEC:2	CEP: 2 CC:2	20-22	
	Cum Cr.	20-28		10	12	6+6	8+4+2	8+4	80-88	
Exit option; Award of UG Diploma in Major and Minor with 80-88 credits and an additional 4 credits core NSQF course/ Internship OR Continue with Major and Minor										
5.5	V	8(2*4)-10 (2*4 +2)	4	4-6		VSC: 2-4		FP/CEP: 2	20-22	UG Degree 120-132
	VI	8(2*4)-10 (2*4 +2)	4	4				OJT :4	20-22	
	Cum Cr.	36-48	8	18-20	12	8-10 +6	8+4+2	8+6+4	120-132	
Exit option: Award of UG Degree in Major with 120-132 credits OR Continue with Major and Minor										
6.0	VII	12-14 (2*4 +2*2 or 3*4+2)	4	RM:4					20-22	UG Honours Degree 160-176
	VIII	12-14 (2*4 +2*2 or 3*4+2)	4					OJT:4	20-22	
	Cum Cr.	60-76	16	18-20 +4	12	8-10 +6	8+4+2	8+6+8	160-176	
Four Year UG Honours Degree in Major and Minor with 160-176 credits										
6.0	VII	8-10 (2*4 +2 or 2*4)	4	RM:4				RP: 4	20-22	UG Honours with Research Degree 160-176
	VIII	8-10 (2*4 +2 or 2*4)	4					RP: 8	20-22	
	Cum Cr.	52-68	16	18 -20 +4	12	8-10 +6	8+4+2	8+6+4+12	160-176	
Four Year UG Honours with Research Degree in Major and Minor with 160-176 credits										

Abbreviations: Generic/ Open Electives: OE; Vocational Skill and Skill Enhancement Courses: VSEC; Vocational Skill Courses: VSC; Skill Enhancement Courses: SEC; Ability Enhancement Courses: AEC; Indian Knowledge System: IKS; Value Education Courses: VEC; OJT: On Job Training; Internship/ Apprenticeship; Field projects: FP; Community engagement and service: CEP; Co-curricular Courses: CC; RM: Research Methodology; Research Project: RP

Note: The Credit Distribution Table given above is illustrative only. The Universities/ Autonomous Colleges may suitably modify within the broader framework of credit distribution across six verticals.

4. Choice of Major and Minor Subjects/ Discipline

(a) **Major (Core) Subject** is the discipline or subject of main focus and the degree will be awarded in that discipline/ Subject. Students should secure a minimum 50% of total credits through Core Courses (mandatory courses, electives, vocational courses, Internship/ Field Projects/ Apprenticeship/ Community Engagement Projects, Seminars, and Group Discussion. In addition, Entrepreneurship, IPR and Research Project shall be offered in case of Honours with Research Degree) in Three /Four Years for the award of Major Degree.

(b) Every faculty shall offer different categories of Major (core) Subjects of study:

- ✓ Department Specific Core (DSC)
- ✓ School Specific Core (SSC)

Refer Prof R D Kulkarni Committee Report- Chapter II, section 2.2, P. No. 20-23 for further details on design of different categories of Major/ Core Subjects.

(c) The Steering Committee recommends that to begin with, the SSC concept shall be implemented for the University Campus.

Autonomous Colleges shall have the freedom of choosing between SSC and DSC concepts either fully or faculty wise

The DSC concept shall be implemented at non-autonomous affiliated colleges.

In meantime, the Steering Committee will develop detailed guidelines on the creation of the School structure.

(d) The fourth year of four years honors UG degree shall be identical in structure to the first year of two year PG programmes offered after three year UG programmes.

(e) Students shall select a 'Major (Core) Subject' and a 'Minor Subject' from the lists of various Subject Combinations and Options provided by the State Universities/ Autonomous Colleges.

For students of non-autonomous affiliated colleges, these options will be provided by concerned academic authorities of the respective Universities.

For the award of Minor Degree, the student shall declare the choice of the minor stream at the end of the second semester, after exploring various courses.

5. Courses on Indian Knowledge System (IKS)

The concerned academic authorities, while defining the curriculum for modules/ courses on IKS, may take the support of the Indian Knowledge System (IKS) Cell under the Ministry of Education (MoE) at AICTE, New Delhi which is established to promote interdisciplinary research on all aspects of IKS, preserve and disseminate IKS for further research and societal applications. The IKS Cell has established multiple IKS Centers at different Institutes in various parts of the country to act as a catalyst for initiating research, education, and outreach activities. In addition, the list of courses may be developed and offered in online or offline mode by the parent university or the specialized HEIs.

The courses to be developed under the Indian Knowledge Systems (IKS) are as follows

I. Generic IKS Course: These are expected to contain basic knowledge of the IKS subject. It should contain introductory information to the IKS. The student should be able to acquire a basic knowledge after completion of the course.

II. Subject Specific IKS Courses: These courses should contain advanced information pertaining to the subject as these will be considered as a part of the major credit. The student should have completed the Generic level as a prerequisite before enrolling in the discipline related course.

The universities may evolve their own IKS subject-related courses.

6. Credit Specifications

As per NCrF, the learner engaged time for 40 credits is 1200 hours.

- i. Theory Courses: A minimum of 15 hours of teaching per credit is required in a semester.
- ii. Laboratory Course: A minimum of 30 hours in laboratory activities per credit is required in a semester.
- iii. 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. A minimum of 30 hours in studio activities per credit in a semester is required.
- iv. Workshop-based activities: Courses involving workshop-based activities require the engagement of students in hands-on activities related to work/vocation or professional practice. Every student is engaged in performing a skill-based activity

related to specific learning outcome(s). A minimum of 30 hours of workshop-based activities per credit in a semester is required.

v. Seminar/ Group Discussion: A minimum of 15 hours of participation in seminar/ Group Discussion activity per credit in a semester is required.

vi. Internship: Credits for internship shall be one credit per one week of internship (or 30 hours of engagement), subject to a maximum of six credits per Semester. The internship shall be monitored jointly by the faculty and Industry/ Organisation Mentor.

vii. Field-based Learning/ Practices: These are the courses requiring students to participate in field-based learning/projects generally under the supervision of faculty. A minimum of 30 hours of learning activities per credit in a semester is required.

viii. Community engagement and service: These are the courses requiring students to participate in field-based learning/projects generally under the supervision of faculty. 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. 30 hours of contact time per credit in a semester along with 15 hours of activities such as preparation for community engagement and service, preparation of reports, etc., and independent reading and study. Thus, the total learner engaged time would be 180 hours for a 4-credit course.

7. ABC, Admission System, Multiple Entry and Exit Path and Lateral Entry:

(a) Enrolment of Students and Registration of Colleges on ABC

Steering Committee noted that all State Universities have registered on ABC. Now they must promote all affiliated autonomous colleges to register on ABC. Since Credits awarded to a student for one programmes from an institution may be transferred/redeemed by another institution upon the student's consent through ABC, it is essential that all students should get enrolled on ABC, create ABC ID and share these ABC ID with Academic Institutions where they are enrolled. Credits Earned by the student will reflect in the student ABC account.

(b) Multi-institutional learning permission: The student shall be allowed to earn some credits from the institutions/college other than the Main/ Parent College i.e. a college where students earn all their major credits (more than 50%) including credits for the core subject. Students enrolled in the three/four year degree programmes may avail of other

elective credits from two different colleges affiliated to the same University and/or online courses available within the 40% cap mentioned by UGC.

(c) Multiple Exits: Students will have the flexibility to enter a programme in odd semesters and exit a programme after the successful completion of even semesters as per their future career needs.

- ✓ Students exiting the First Year programme after securing minimum 40 credits will be awarded UG Certificate in the relevant Discipline /Subject provided they secure 4 credits in work based vocational courses or internship / Apprenticeship offered during summer vacation in addition to 6 credits from skill-based courses earned during first and second semester.
- ✓ Students exiting the Second Year Programme after securing minimum 80 credits will be awarded UG Diploma in the relevant Discipline /Subject provided they secure additional 4 credits in skill based vocational courses offered during summer vacation after first year or second year.
- ✓ Students exiting the 3-year UG programme will be awarded UG Degree in the relevant Discipline /Subject upon securing minimum 120 credits.
- ✓ Exit options shall be provided with Certification, Diploma and basic Bachelor's degrees to the students at the end of the second, fourth and sixth semester, respectively, in the four-year degree programme. Students will receive a Bachelor's degree with Honors/ Honors with Research on successfully completing all eight semesters of the UG Programmes either at a stretch or with opted exits and re-entries.

(d) Re-entry or Lateral Entry: Students, opting for exits at any level, will have the option to re-enter the programme from where they had left off, in the same or in a different higher education institution within three years of exit and complete the degree programme within the stipulated maximum period of seven years from the date of admission to first year UG. Re-entry at various levels for lateral entrants in academic programmes shall be based on the earned and valid credits as-deposited and accumulated in the Academic Bank of Credits (ABC) through Registered Higher Education Institutions (RHEI) and proficiency test records. Lateral entry into the programme of study leading to the UG Diploma/ Three year UG Degree/ four-year Bachelor's Degree with Honors /Research will be based on the validation of prior learning outcomes achieved and subject to availability based on intake capacity.

(e) Eligibility for admission to the fourth year of four year Honours with Research Degree Programmes as per UGC guidelines: Minimum CGPA of 7.5 or minimum 75% at three year degree.

8. Design of PG / Master's programmes

The Universities/ Autonomous Colleges will have the flexibility to offer the following PG Degree Options:

(a) A two-year PG programme with one exit option for those who have completed the three-year Bachelor's Degree Programme: Level 6.5, Minimum of 80 and Maximum of 88 credits.

The students, after successful completion of a minimum 40 and maximum of 44 credits in the first year of two-year PG programme may opt for exit. Such students will be awarded the PG Diploma in that relevant subject.

(b) A one-year Master's programme for students who are completing a four-year Bachelor's programme with honours or honours with Research: Level 6.5, minimum of 40 and Maximum of 44 credits.

One Year PG Programme will be introduced by all the Universities with effect from ACADEMIC YEAR 2027-28.

(c) A one-year/two-semester Post-Graduate Diploma programme builds on a three-year Bachelor's degree and requires a minimum of 40 and a maximum of 44 credits: Level 6.0

(d) An integrated five-year Master's programme with multiple entry and exit options at different levels e.g., the student may exit at the end of the third year with a Bachelor's degree, with an entry to a Master's programme in another HEI. A 5-year Integrated Bachelor's and Master's programmes shall have minimum of 200 and maximum of 220 credits.

(e) University and Autonomous Institutes will design curriculum for Two Year PG programs – M.Sc., M. A. and M. Com. as per the guidelines of NEP2020 for commencement with effect from Academic Year 2023-24. This will be offered to the students who have completed their 3 years of UG degree programmes. The PG credit framework will have to be modified as per the guidelines which shall be provided in due course of time.

(f) To begin with, in Academic Year 2023 -24, the specializations in PG Programmes will be based on DSC only. The curricular design of first year of two-year PG Programme will be aligned to that of fourth-year of four year Honors UG

Degree Programmes. Research Methodology (aligned with seventh semester of fourth year of Honors and Honors with Research Degree of four year UG Programmes) and Internship of 4 credits (aligned with the eighth semester of the fourth year of Honors Degree of four year UG Programmes) shall be introduced in the first semester and in the second semester, respectively of first year of Two Year PG Programmes. Second Year PG Programmes will include Research Projects of 10-12 Credits divided uniformly over the third and fourth semester.

9. Directives for State Universities and Colleges

(a) Execution as per Statutory Provisions: The Maharashtra Public Universities Act 2016, Sections 32 and 33 (Academic Council), 34 and 35 (Faculty), 36 and 37 (Board of Deans), 38 and 39 (Board of Sub-campuses), 40 and 41 (Board of Studies), 42 and 43 (Board of University Departments and Interdisciplinary studies), and 44 (Board of Post-Graduate Education in Colleges), describes the mechanism of curriculum development, upgradation/ revisions and reforms and the course syllabi, course structures and evaluation schemes of various courses so as to ensure that the university becomes a vibrant hub for the promotion of teaching and learning, skill development, research and development, interactions and linkages with industries, cultivation of intellectual property rights and entrepreneurship and incubation of knowledge linked industries. The Autonomous Colleges, in line with UGC Regulations 'UGC (Conferment of Autonomous Status upon Colleges and Measures for Maintenance of Standards in Autonomous Colleges) dated April 03, 2023, can develop new degree programme(s) at undergraduate and postgraduate levels with the approval of the Academic Council of the college and concerned Statutory Council(s), wherever required, provided the nomenclature of the degree is in consonance with UGC Notification. Thus, these statutory authorities are advised accordingly for the execution of rigorous research-based specialization and opportunities for multidisciplinary work and interdisciplinary thinking through the design and implementation of curricular framework with effect from ACADEMIC YEAR 2023-24 for the Graduate, and Master's level Education based on the recommendations given by Steering Committee and Directives issued by Higher and Technical Education Department, Government of Maharashtra.

(b) Learning Outcome Based Curriculum: In accordance with the international best practices and the current recommendations of NHEQF and National Credit Framework, the framework proposes that the number of credits per year for 1200

learning hours will be 40. The Board of Studies (BoS) and Academic Council (AC) of Universities as well as those of Autonomous Colleges shall adopt Learning Outcomes-based Approach to Curriculum Planning and Development, Teaching, Learning, and Assessment Methods and Practices based on Key Qualification Descriptors and Graduate attributes given by NHEQF. In addition, the respective BoS of Universities should initiate the development of learning materials for effective teaching and learning at different levels of the 3/4 years UG Curricular Programme. Accordingly, the Universities should initiate the training of all faculties on the Learning Outcomes-based Approach, promote wider consultation of Industry Peers and Experts in framing the Curriculum and undertake dissemination of the same amongst all stakeholders including Students.

(c) Strengthening of Industry-Academic Linkages: Field projects/ Internship/ Apprenticeship/ Community Engagement and Service will have a huge role to play in institutionalizing the Curriculum Framework for **Industry-Academia Linkage** and to increase the employability of the students. Moreover, Internships/Apprenticeships have an enormous potential to combine work-based learning with theoretical knowledge of related disciplines/ subjects. In view of this, the Universities are advised to strengthen the Industry-Institute Linkages. Universities and Autonomous Colleges shall hold the interactive meetings with representatives of Industry Associations, MSME, Professional Organisations, Banks and Financial Institutions, NGOs, Sector Skill Councils etc for facilitation of involvement of Industries in smooth conduct of Internships/Apprenticeships programmes for all students. To facilitate further, the Steering Committee will hold interactions with representatives of Industry Associations, Professional Organisations, and Sector Skill Councils.

(d) KRA: Besides transformation as Multidisciplinary HEI, the State Universities and their Affiliated Colleges should undertake the execution of relevant **Key Result Areas (KRA)** as a part of the successful implementation of NEP 2020.

(e) IDP: All Higher Education Institutions (HEIs) will develop an **Institutional Development Plan (IDP)** to assess human resources requirements, in terms of faculty and administrative staff, physical infrastructural facilities, ICT-related technology requirements, Learning infrastructures such as Laboratories, Libraries, CPD requirements, Student Support related areas and Teaching infrastructure as well as the projection of growth and transformations in line with NEP. The HEIs must be committed to the holistic development of students and faculty training and should

work on the establishment of a quality learner support system, infrastructure upgradation, and end-to-end digitization.

(f) Sensitization of Stakeholders: The Universities must devise, articulate and execute the rigorous plan for the sensitization of stakeholders in the immediate future on effective implementation of the new curricular framework with effect from Academic Year 2023-24.

10. Action Plan by Universities and Autonomous Colleges with Timelines

1. Establishment of NEP Implementation Cell at University (headed by PVC) and Autonomous Colleges (headed by Principal): April 30, 2023
2. Adoption of Govt Regulation and Directions through organisation of Emergent and Special Meeting of the Academic Council -April 30, 2023
3. Autonomous Colleges to decide and inform to University on the adoption of SSC and/or DSC Major Option- April 30, 2023
4. To develop, statutorily adopt and release for implementation of faculty-wise Baskets of all 6 verticals viz. - i. Major; ii. Minor; iii. Generic/ Open Elective Courses; iv. Vocational and Skill Enhancement Courses (VSEC); v. Ability Enhancement Courses (AEC), Indian Knowledge System (IKS) and Value Education Courses (VEC); vi. Field projects/ internship/ apprenticeship/ community engagement and service corresponding to the Major Subject, Co-curricular Courses and Research Project and their Combinations to be offered in Mission Mode: May 31, 2023
5. Sensitization of stakeholders on effective implementation of new curricular framework on a continuous basis till the beginning of Academic Year 2023-24
6. Submission of ATR on above-mentioned action points within 10 days of the deadline of same to the Directorate of Higher Education, Govt. of Maharashtra.



महाराष्ट्र शासन

उच्च शिक्षण संचालनालय

मध्यवर्ती इमारत, महाराष्ट्र राज्य, पुणे-४११ ००१

Web : www.dhepune.gov.in

E-mail: vishi.dhepune@nic.in

फोन नं.०२०/२६१२२११९

क्रमांक-युएनआय/(१३६/२२)/विशि-१

६३०७

दि.

17 MAY 2023

प्रति,

१. मा.कुलगुरु, सर्व अकृषि विद्यापीठे, अभिमत विद्यापीठे,
स्वयंअर्थसहाय्यित विद्यापीठे, समूह विद्यापीठे.

२. कुलसचिव, सर्व अकृषि विद्यापीठे, अभिमत विद्यापीठे,
स्वयंअर्थसहाय्यित विद्यापीठे, समूह विद्यापीठे.

३. सर्व विभागीय सहसंचालक, उच्च शिक्षण
महाराष्ट्र राज्य.

विषय राष्ट्रीय शैक्षणिक धोरण २०२० ची राज्यातील अंमलबजावणीच्या अनुषंगाने गठीत करण्यात आलेल्या सुकाणू समितीच्या शिफारसीनुसार एक्झिट पर्याय/एक वर्षाच्या पदव्युत्तर अभ्यासक्रमासह २ वर्षाच्या पदव्युत्तर अभ्यासक्रमासाठी श्रेयांक वितरणासंदर्भातील सुधारित मार्गदर्शक सूचना

संदर्भ शासन निर्णय उच्च व तंत्र शिक्षण विभाग क्रमांक एनईपी-२०२२/प्र.क्र.०९/
विशि-३/शिकाना दि.१६ मे, २०२३

उपरोक्त विषयाबाबतचे संदर्भित शासन पत्राची प्रत सोबत जोडली आहे, कृपया अवलोकनी घ्यावी.

वरील संदर्भित शासन निर्णयानुसार कळविण्यात येते की, राष्ट्रीय शैक्षणिक धोरण २०२० ची राज्यातील अंमलबजावणीच्या अनुषंगाने गठीत करण्यात आलेल्या सुकाणू समितीच्या शिफारसीनुसार एक्झिट पर्याय/एक वर्षाच्या पदव्युत्तर अभ्यासक्रमासह २ वर्षाच्या पदव्युत्तर अभ्यासक्रमासाठी श्रेयांक वितरणासंदर्भातील सुधारित मार्गदर्शक सूचना संदर्भित शासन निर्णयाव्दारे जारी करण्यात आल्या आहेत.

सदर शासन निर्णयासोबत निर्देशाचे परिशिष्ट जोडले आहे, त्यानुसार उचित व आवश्यक कार्यवाही आपल्या स्तरावरून करण्यात यावी. तसेच सर्व महाविद्यालयांना आपल्या स्तरावरून अवगत करण्यात यावे.

(**डॉ. शैलेन्द्र देवळाणकर**)

प्र. शिक्षण संचालक (उच्च शिक्षण)

महाराष्ट्र राज्य, पुणे-१.

प्रत- माहितीस्तव सादर

१. मा.प्रधान सचिव, उच्च व तंत्र शिक्षण विभाग, मंत्रालय, विस्तार भवन, मुंबई-४०० ०३२.
२. स्वीय सहाय्यक, मा.मंत्री, उच्च व तंत्र शिक्षण विभाग, मंत्रालय, मुंबई-३२
३. मा.अध्यक्ष व सर्व सन्माननीय सदस्य, सुकाणू समिती

राज्यामध्ये राष्ट्रीय शैक्षणिक धोरण, २०२० च्या अंमलबजावणीच्या अनुषंगाने गठीत करण्यात आलेल्या सुकाणू समितीच्या शिफारशीनुसार एक्झिट पर्याय / एक वर्षाच्या पदव्युत्तर अभ्यासक्रमासह २ वर्षांच्या पदव्युत्तर अभ्यासक्रमासाठी श्रेयांक वितरणासंदर्भातील सुधारित मार्गदर्शक सूचना.

**महाराष्ट्र शासन
उच्च व तंत्र शिक्षण विभाग**

शासन निर्णय क्रमांक: एनईपी-२०२२/प्र.क्र.०९/विशि-३ शिकाना

मंत्रालय, मुंबई ४०० ०३२,

दिनांक: १६ मे, २०२३

- संदर्भ -**
१. शासन निर्णय क्रमांक: एनईपी-२०२२/प्र.क्र.१०५/विशि-३, दि.०६.१२.२०२२
 २. शासन निर्णय क्रमांक: एनईपी-२०२२/प्र.क्र.०९/विशि-३ शिकाना दिनांक २६.१२.२०२२.
 ३. शासन निर्णय क्रमांक: एनईपी-२०२२/प्र.क्र.०९/विशि-३ शिकाना दिनांक २०.०४.२०२३.
 ४. अध्यक्ष, सुकाणू समिती (नवीन शैक्षणिक धोरण, २०२०) यांचे दि.१.०५.२०२३ चे पत्र

प्रस्तावना-

भारताला ज्ञान महासत्ता बनविण्यासाठी, विद्यार्थ्यांमध्ये आवश्यक कौशल्य व ज्ञानप्राप्ती आणि विज्ञान, तंत्रज्ञान, शिक्षण आणि औद्योगिक क्षेत्रामधील मनुष्यबळाची कमतरता दूर करण्यासाठी, भारतातील लोकसंख्येला गुणवत्तापूर्ण शिक्षण, नाविन्यपूर्ण शिक्षण व संशोधनाच्या सुविधा उपलब्ध करून देण्यासाठी, भारत सरकारने नवीन राष्ट्रीय शैक्षणिक धोरण- २०२० लागू केलेले आहे. नवीन शैक्षणिक धोरणामध्ये सर्वांगीण आणि बहुविद्याशाखीय शिक्षण प्रणालीचा अंतर्भाव करण्यात आला असून ज्याचा उद्देश मानवाच्या सर्व क्षमतांचा नैतिक - एकात्मिक पद्धतीने विकास करणे आहे.

दि.२६.०४.२०२२ च्या शासन निर्णयान्वये गठीत करण्यात आलेल्या डॉ. रविंद्र कुलकर्णी, माजी प्र-कुलगुरु, मुंबई विद्यापीठ, मुंबई यांच्या अध्यक्षतेखालील उपसमितीने सादर केलेल्या अहवालाच्या अनुषंगाने अभ्यासक्रम व श्रेयांक आराखड्यासंदर्भातील निर्देश दि.०६.१२.२०२२ च्या शासन निर्णयान्वये जारी करण्यात आले आहेत.

राष्ट्रीय शैक्षणिक धोरण, २०२० ची राज्यातील अंमलबजावणीच्या अनुषंगाने गठीत उपसमित्यांच्या अहवालातील शिफारशींच्या अंमलबजावणीसंदर्भात आढावा घेऊन येणा-या अडचणी निवारणासाठी उपाययोजना सुचविण्यासाठी व मार्गदर्शन करणेसाठी दि. २६.०१.२०२२ च्या शासन निर्णयान्वये सुकाणू समिती स्थापन करण्यात आली आहे. सुकाणू समितीने अभ्यासक्रम व श्रेयांक आराखड्यासंदर्भात सादर केलेल्या अंतरिम अहवालावर दि. १९ व २० एप्रिल २०२३

रोजी आयोजित करण्यात आलेल्या चर्चासत्रामध्ये साधकबाधक चर्चा होऊन अभ्यासक्रम व श्रेयांक आराखड्याची राज्यामध्ये एकसमान प्रमाणात अंमलबजावणी होण्यासाठी सुधारित सुचना व निर्देश दिनांक २०.०४.२०२३ च्या शासननिर्णयान्वये जारी करण्यात आले आहेत.

सदर सुकाणू समितीने एक्झिट पर्याय / एक वर्षाच्या पदव्युत्तर अभ्यासक्रमासह २ वर्षांच्या पदव्युत्तर अभ्यासक्रमासाठी श्रेयांक वितरणासंदर्भात दिनांक ०९.०५.२०२३ च्या पत्रान्वये शिफारशी केल्या आहेत. सदर शिफारशीची राज्यामध्ये एकसमान प्रमाणात अंमलबजावणी होण्यासाठी तशा सुचना व निर्देश जारी करण्याची बाब शासनाच्या विचाराधीन होती.

शासन निर्णय:-

एक्झिट पर्याय / एक वर्षाच्या पदव्युत्तर अभ्यासक्रमासह २ वर्षांच्या पदव्युत्तर अभ्यासक्रमासाठी, सोबत जोडलेल्या परिशिष्टानुसार अभ्यासक्रम व श्रेयांक आराखड्यासंदर्भात सुधारित निर्देश जारी करण्यात येत असून सदर निर्देशांची वर्ष २०२३-२४ पासून अंमलबजावणी करण्यात यावी.

सदर निर्देश महाराष्ट्र सार्वजनिक विद्यापीठ अधिनियम, २०१६ मधील कलम ५ (८१) मधील तरतूदीनुसार निर्गमित करण्यात येत आहेत.

सदर निर्देशांच्या अंमलबजावणीबाबतचा आढावा शासनामार्फत सुकाणू समितीच्या माध्यमातून वेळोवेळी घेण्यात येईल.

सदर शासन निर्णय महाराष्ट्र शासनाच्या www.maharashtra.gov.in या संकेतस्थळावर उपलब्ध करण्यात आला असून त्याचा सांकेतांक २०२३०५१६१७२२१९५४०८ असा आहे. हा शासन निर्णय डिजीटल स्वाक्षरीने साक्षांकित करून काढण्यात येत आहे.

महाराष्ट्राचे राज्यपाल यांच्या आदेशानुसार व नांवाने,

AJIT MADHUKARRAO
BAWISKAR

Digitally signed by AJIT MADHUKARRAO BAWISKAR
DN: c=IN, o=GOVERNMENT OF MAHARASHTRA, ou=HIGHER AND
TECHNICAL EDUCATION DEPARTMENT,
2.5.4.20=debb4550c9470b6c7f30c7116a8360c08600a542859e8fc229d5ea
333419e8e, postalCode=400022, st=Maharashtra,
serialNumber=99E928028DF71E8DFC2388E290D49192AD3899201FE
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Date: 2023.05.16 17:32:47 +05'30'

(अजित बाविस्कर)

उप सचिव, महाराष्ट्र शासन

प्रत,

१. मा. राज्यपाल यांचे प्रधान सचिव, राजभवन, मुंबई,
२. मा. मुख्यमंत्री यांचे प्रधान सचिव, मंत्रालय, मुंबई,
३. मा. उपमुख्यमंत्री यांचे उप सचिव, मंत्रालय, मुंबई,
४. मा. मंत्री, उच्च व तंत्र शिक्षण विभाग, यांचे खाजगी सचिव, मंत्रालय, मुंबई,

५. मा. कुलगुरु, सर्व अकृषि विद्यापीठे, अभिमत विद्यापीठे, स्वयं अर्थसहाय्यित विद्यापीठे व समूह विद्यापीठे.
६. कुलसचिव, सर्व अकृषि विद्यापीठे, अभिमत विद्यापीठे, स्वयं अर्थसहाय्यित विद्यापीठे व समूह विद्यापीठे
७. संचालक, उच्च शिक्षण/ तंत्रशिक्षण/ कला/ ग्रंथालय
८. प्रधान सचिव, उच्च व तंत्र शिक्षण विभाग, यांचे स्वीय सहाय्यक, मंत्रालय, मुंबई,
९. उप सचिव (विशि), उच्च व तंत्र शिक्षण विभाग, यांचे स्वीय सहाय्यक, मंत्रालय, मुंबई,
१०. निवडनस्ती (विशि-३).

Structure and Credit Distribution of PG Degree Program

Vide G.R. No. NEP-2022 /CR No. 09/VISHI-3 /शिकाना dated April 20, 2023, the Directive, covering the Credit distribution structure for Four Year UG Honours/ Honours with Research Degree Programme with Multiple Entry and Exit options, was issued. In continuation of Section 8 of this GR- 'Design of PG / Master's Programmes', the illustrative Table depicting the Credit Distribution for Two Year PG Programme with one Exit Option/ One Year PG Programme is as given below:

Illustrative Credit distribution structure for Two Years/ One Year PG (M.A./M.Sc./M.Com.) and Ph. D. Programme

Year (2 Yr PG)	Level	Sem. (2 Yr)	Major		RM	OJT / FP	RP	Cum. Cr.	Degree
			Mandatory	Electives					
I	6.0	Sem I	12-14 (2*4 +2*2 or 3*4+2)	4	4			20-22	PG Diploma (after 3 Yr Degree)
		Sem II	12-14 (2*4 +2*2 or 3*4+2)	4		4		20-22	
		Cum. Cr. For PG Diploma		24-28	8	4	4	-	
Exit option: PG Diploma (40-44 Credits) after Three Year UG Degree									
II	6.5	Sem III	12-14 (2*4 +2*2 or 3*4+2)	4			4	20-22	PG Degree After 3- Yr UG Or PG Degree after 4- Yr UG
		Sem IV	10-12 (2*4 +2 or 3*4)	4			6	20-22	
		Cum. Cr. for 1 Yr PG Degree		22-26	8			10	
Cum. Cr. for 2 Yr PG Degree		46-54	16	4	4	10	80-88		
2 Years-4 Sem. PG Degree (80-88 credits) after Three Year UG Degree or 1 Year-2 Sem PG Degree (40-44 credits) after Four Year UG Degree									
	8.0		Course Work Min. 12 (3*4)		Training in Teaching / Education/ Pedagogy: 4		16 + Ph. D. Work	Ph.D. in Subject	

Abbreviations: Yr.: Year; Sem.: Semester; OJT: On Job Training

Abbreviations: Yr.: Year; Sem.: Semester; OJT: On Job Training; Internship/ Apprenticeship; FP: Field projects; RM: Research Methodology; Research Project: RP; Cumulative Credits: Cum. Cr.

- (a) With effect from Academic Year 2023-24, Two years Master's Degree Program will be revamped as per the Illustrative Credit Distribution given in the above Table.
- (b) Credits offered per Semester will be a Minimum of 20 and a Maximum of 22. While minimum credits are mandatory as per National Credit Framework, the Universities can evolve the mechanism for providing Semester/ Levelwise credit attainment flexibility within the broad framework.
- (c) Under the One-year PG Diploma program, and two-year master's Degree program, the students must complete on-the-job training/internship of 04 credits during summer break, after completion of the second semester of the first year in the respective Major Subject.
- (d) The 4 Credits Research Methodology Component is mandatory in the First Year.
- (e) Since the Master's Programme is based on DSC Specialisation, the PG curricular framework will not include Minor Subject. Electives selected in the PG program may be **Relevant to OR Supportive of** the Major Subject chosen. The Statutory authorities of the University or Autonomous College can take a decision in this regard.
- (f) The students will have to undertake a research project of 4 credits in Semester III and a research project of 6 credits in Semester IV in the second year of the two-year master's degree program. This is also applicable to the students admitted to one year PG program after completion of four year UG Program.
- (g) Colleges already having permission and recognition for the PG degree programme along with UG degree programme in the same Major shall be automatically allowed to continue PG degree programme in the same Major without undergoing any additional procedures. Similarly, the colleges with approved PG programme and Ph.D. Research Centre in the same Major shall be automatically allowed to continue PG and Ph. D. Degree programme without undergoing any additional procedures.
- (h) The exit option at the end of one year of the Master's degree program will commence from AY 2024-25. Students who have joined a two-year Master's degree program may opt for exit at the end of the first year and earn a PG Diploma.
- (i) The PG Diploma may be awarded to a student provided they have earned the requisite credits in one year including on-the-job training of 04 credits during summer break, after completion of the second semester of the first year in the respective Major Subject.

- (j) The one-year Master's Degree Program will begin with effect from Academic Year 2027-28.
 - (k) Re-entry to complete the PG degree, after taking the exit option, will be permissible up to 05 years from the date of admission to the PG program.
 - (l) With regards to the Eligibility criteria and Procedure for admission to the Ph.D. Programme, Duration of the Ph.D. Programme, Eligibility and Allocation of Research Supervisor, Course Work (Credit requirements, number, duration, syllabus, minimum standards for completion), Research Advisory Committee and its Functions, Academic, research, administrative, and infrastructure requirements to be fulfilled by Colleges for getting recognition for offering Ph.D. Programme, Award of Ph. D. Degree etc, the Universities and Autonomous Colleges must comply UGC (Minimum Standards and Procedure for Award of Ph.D. Degree) Regulations, 2022, dated Nov. 7, 2022.
 - (m) The University and Autonomous College must adopt this GR within 10 days after its issue.
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