

**From**

Additional Chief Secretary to Government of Haryana,  
Department of Higher Education.

**To**

1. The Vice Chancellors of all State Universities under the aegis of Directorates of Higher and Technical Education.
2. The Principals of all Government, Aided and Self Financing Colleges.

**Memo No.** DHE-170005/5/2023-Deputy Director-NPE

**Dated:** 07<sup>th</sup> June, 2023

**Subject:** **Regarding implementation of the key components of National Education Policy, 2020 in colleges and universities.**

Kindly refer to the subject cited above.

In supersession of this office letter no. DHE-170006/11/2020-NPE dated 05.06.2023, it is stated that the State Government has decided to implement the key components of NEP 2020 in colleges and universities in a phased manner. Major key components of NEP 2020 are as below:

1. Quality Universities and Colleges
2. Towards a More Holistic and Multidisciplinary Education
3. Optimal Learning Environments and Support for Students
4. Internationalization
5. Motivated, Energized, and Capable Faculty
6. Equity and Inclusion in Higher Education
7. Teacher Education
8. Reimagining Vocational Education
9. Catalyzing Quality Academic Research in All Fields
10. Effective Governance and Leadership for HEIs
11. Promotion of Indian Languages, Arts, and Culture
12. Ethical Values/ Moral Education
13. Technology Use and Integration
14. Online and Digital Education: Ensuring Equitable Use of Technology
15. Adult Education and Lifelong Learning
16. KG to PG under one roof

Some of the above mentioned components envisages following paradigms:

- Multidisciplinary, flexible and equitable education framework for the holistic development of learners
- Emphasis on skill-based education, vocational education and apprenticeship/internship
- Encourage critical thinking, creativity and problem-solving skills
- Increase the Gross Enrolment Ratio (GER) in higher education to 50% by 2035
- Promotion of Indian languages, art, culture and heritage
- Emphasis on Multidisciplinary, Interdisciplinary, and Transdisciplinary research to develop innovative solutions to overcome societal issues.

NEP 2020 advocates that a holistic and multidisciplinary education would aim to develop all capacities of human beings -intellectual, aesthetic, social, physical, emotional, and moral in an integrated manner. Such a holistic education approach is necessarily required at under graduate level.

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. The holistic four year under graduate education with multiple entry and exit provisions will help in matching of the undergraduate education to international standards and will facilitate the student mobility for higher studies, research and employability across the globe.

On the above mentioned premise, two of our leading State Universities namely Kurukshetra University and MDU Rohtak have drafted Curriculum and Credit framework for implementation at University and College level based on the recommendations of a centralised committee. Report of the Centralised Committee is enclosed herewith. This is a comprehensive document prepared by a pool of academics from Universities and Colleges.

The framework envisages following structure:

i. Curriculum and Credit Framework for Undergraduate Programmes (Multidisciplinary)

ii. Curriculum and Credit Framework for Undergraduate Programmes (Single Major) (For students who choose to pursue single major from 1st semester)

iii. Curriculum and Credit Framework for Undergraduate Programmes (Single Major) (For students who choose to pursue single major after 2nd semester of multidisciplinary Programmes)

iv. Curriculum and Credit Framework for Undergraduate Programmes (Interdisciplinary)

The above framework will be applicable to the programmes such as Bachelor of Science (B.Sc.), Bachelor of Arts (B.A.), Bachelor of Commerce (B.Com.), Bachelor of Computer Applications (BCA), Bachelor of Business Administration (BBA) etc.

Main features of Curriculum and Credit Framework CCFUGP include the following features:

i. Opportunity for learners to choose the courses of their interest in all disciplines

ii. Provision of multiple entry and exit options with a UG Certificate or UG Diploma or UG Degree depending on the number of credits earned

iii. Flexibility for students to move among the institutions through the implementation of Academic Bank of Credits (ABC)

iv. Flexibility to switch to alternative modes of learning (Offline, ODL, Online, and Hybrid modes)

v. Versatile curricular framework for holistic development of graduates.

This will provide following flexibility/mobility to students:

- UG Certificate: Students who opt to exit after completion of the first year and have secured 48 credits (44 credits in case of single major) will be awarded a UG certificate if, in addition, they complete one internship 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 2nd year and have secured 96 credits (94 credits in case of single major) 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 discipline/subject after successful completion of three years, securing 132 credits (136 credits in case of single major) and satisfying the minimum credit requirements.
- 4-year UG Degree (Honours in life sciences etc. ): A four-year UG Honours degree in the major discipline will be awarded to those who complete a 4-year degree programme with 180 credits (184 credits in case of single major) and have satisfied the credit requirements.
- 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 180 credits (184 credits in case of single major), including 12 credits from a research project/dissertation, are awarded UG Degree (Honours with Research).
- 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 UG degree in major subject. For

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example, in a 3-year UG programme, if the total number of credits to be earned is 136, a student of Physics with a minimum of 68 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 184, a student of Physics with a minimum of 92 credits will be awarded a B.Sc. (Hons./Hon. With Research) in Physics in a 4-year UG programme with single major.

The State Government has decided to implement the Framework in the following manner:

1. The Framework will be implemented by KUK in its affiliated colleges from the ensuing academic session keeping in view that the University had experimented the implementation of NEP credit framework in its constituent college/departments. For its implementation in affiliated colleges and university teaching departments, detailed guidelines will be shared by the Kurukshetra University immediately along with the syllabi in all courses. Workshop of all affiliated colleges, vocational courses, clustering of smaller colleges, model time table for colleges, online courses(if need be) etc shall be done by the University. Admissions to UG Programmes (1<sup>st</sup> Year) in affiliated Colleges/ Institutes will be done in Multidisciplinary Programme, UG Single Major Programme and Interdisciplinary Programme.
2. MDU Rohtak and other Universities namely GJU, Hisar, JC Bose University, Faridabad and DBCRUST, Murthal will implement the framework in university teaching departments/constituent colleges wherever feasible from the ensuing academic session. For rest of the State Universities and Private Universities, they may decide about the implementation of the NEP Credit Framework as per their preparation and readiness in university teaching departments/constituent colleges in the first phase. All State Universities will ensure the implementation of NEP 2020 Credit Framework in all affiliating

- colleges and University Teaching Departments from the next academic session i.e. 2024-25 by taking all needful measures timely.
3. For KUK colleges, centralised admissions will be done by the Directorate of Higher Education inline with NEP alongside the admissions of affiliating colleges of other State Universities on old pattern by making necessary changes in the centralised online admission portal.
  4. For the implementation of NEP-2020 in affiliated Colleges/ Institutes of Kurukshetra University, a workshop will be organized on 16.06.2023 by Kurukshetra University, Kurukshetra to make the Principals and Faculty in Colleges, aware about the curriculum frameworks for UG Programmes in detail as per NEP and the implementation process. Shri Anand Mohan Sharan, IAS, Additional Chief Secretary, Department of Higher Education, Govt. of Haryana, will address the stakeholders in this workshop scheduled on 16.6.2023. Details of sessions and minute-to-minute programme of the workshop will be shared with the DHE and Colleges by the Kurukshetra University. It will be mandatory for the Principals of all affiliated colleges to attend this workshop alongwith their teams.
  5. List of programmes according to NEP and their mapping with the existing nomenclature is attached herewith as Annexure-I w.r.t affiliated colleges of KUK. Detailed guidelines in the matter will be shared by the Kurukshetra University, Kurukshetra.
  6. List of subjects categorized according to the disciplines is attached herewith as Annexure-II w.r.t affiliated colleges of KUK. Detailed guidelines in the matter will be shared by the Kurukshetra University, Kurukshetra.

I have been directed to request you to take necessary action in accordance with the above guidelines.

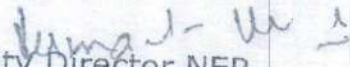
  
Deputy Director NEP  
for Additional Chief Secretary Government of Haryana,  
Department of Higher Education, Panchkula

Endst No. Even

Dated 07<sup>th</sup> June, 2023

A copy of the above is forwarded to the following for information and necessary action:

1. PS/ACSHE
2. PS/DGHE
3. PS/Vice Chairman, Haryana State Higher Education Council
4. Director Technical Education, Haryana.
5. PS/Additional Director Administration, Department of Higher Education.
6. Deputy Director Coordination for online admissions
7. All officers at the head quarter.
8. Shri Aman Kalyan, Project Manager, IT for online admissions.
9. ✓ IT Cell for uploading on the portal

  
Deputy Director NEP  
for Additional Chief Secretary Government of Haryana,  
Department of Higher Education, Panchkula

### Annexure I

Programme	Existing Nomenclature of Courses in affiliated Colleges of KUK	Nomenclature of the Degree as per NEP in affiliated Colleges as proposed by KUK
Multidisciplinary (Scheme A)	Bachelor of Arts (B.A.)	Bachelor of Arts
	Bachelor of Science (B.Sc.) - Medical	Bachelor of Life Science
	Bachelor of Science (B.Sc.) - Non Medical	Bachelor of Physical Science
Bachelor of discipline with Single Major (Scheme C)	Bachelor of Arts (B.A.)-(Hons.) Applied Psychology	Bachelor of Arts (Hons.) in Applied Psychology
	Bachelor of Arts (B.A.)-(Hons.) Economics	Bachelor of Arts (Hons.) in Economics
	Bachelor of Arts (B.A.)-(Hons.) English	Bachelor of Arts (Hons.) in English
	Bachelor of Arts (B.A.)-(Hons.) Geography	Bachelor of Arts (Hons.) in Geography
	Bachelor of Arts (B.A.)-(Hons.) Mathematics	Bachelor of Arts (Hons.) in Mathematics
	Bachelor of Arts (B.A.)-(Hons.) Political Science	Bachelor of Arts (Hons.) in Political Science
	Bachelor of Arts (B.A.)-(Hons.) Psychology	Bachelor of Arts (Hons.) in Psychology
	Bachelor of Arts (B.A.)-(Hons.) Sanskrit	Bachelor of Arts (Hons.) in Sanskrit
	Bachelor of Science (B.Sc.) - (Hons.) - Information Technology	Bachelor of Science (Hons.) in Information Technology
	Bachelor of Science (B.Sc.) - (Hons.) - Mathematics	Bachelor of Science (Hons.) in Mathematics
NOTE: For 3 year degree programme		Name of the degree will be Bachelor of Arts/Science with Major in (Subject)
NOTE: For 4 year degree programme		Name of the degree will be Bachelor of Arts/Science (Hons.) in (Subject)
Interdisciplinary Programmes (Scheme D)	Bachelor in Fashion & Apparel Designing	Bachelor of Fashion & Apparel Designing
	Bachelor of Arts - Mass Communication (BAMC)	Bachelor of Mass Communication
	Bachelor of Arts (B.A.) - Fashion Designing	Bachelor of Fashion Designing
	Bachelor of Commerce (B.Com)-(Hons.)	Bachelor of Commerce (Hons.)



Programme	Existing Nomenclature of Courses in affiliated Colleges of KUK	Nomenclature of the Degree as per NEP in affiliated Colleges as proposed by KUK
	Bachelor of Business Administration (BBA)	Bachelor of Business Administration
	Bachelor of Commerce (B.Com)	Bachelor of Commerce
	Bachelor of Commerce (B.Com) - Banking & Insurance	Bachelor of Commerce - Banking & Insurance
	Bachelor of Commerce (B.Com) - Ecommerce	Bachelor of Commerce - Ecommerce
	Bachelor of Commerce (B.Com) - Evening	Bachelor of Commerce
	Bachelor of Commerce (B.Com-Vocational) - Toursim & Travel Management	Bachelor of Commerce (Vocational) - Tourism & Travel Management
	Bachelor of Commerce (B.Com-Vocational) - Advertising, Sales Promotion & Sales Management	Bachelor of Commerce (Vocational) - Advertising, Sales Promotion & Sales Management
	Bachelor of Commerce (B.Com-Vocational) - Computer Applications	Bachelor of Commerce (Vocational) - Computer Applications
	Bachelor of Commerce (B.Com-Vocational) - Foreign Trade - Practices & Procedures	Bachelor of Commerce (Vocational) - Foreign Trade - Practices & Procedures
	Bachelor of Commerce (B.Com-Vocational) - Office Management and Secretarial Practice	Bachelor of Commerce (Vocational) - Office Management and Secretarial Practice
	Bachelor of Commerce (B.Com-Vocational) - Principles And Practice of Insurance	Bachelor of Commerce (Vocational) - Principles And Practice of Insurance
	Bachelor of Commerce (B.Com-Vocational) - Principles And Practice of Insurance - Evening	Bachelor of Commerce (Vocational) - Principles And Practice of Insurance
	Bachelor of Commerce (B.Com-Vocational) - Tax Procedures & Practices	Bachelor of Commerce (Vocational) - Tax Procedures & Practices
	Bachelor of Computer Application (BCA)	Bachelor of Computer Application
	Bachelor of Fine Arts (BFA)	Bachelor of Fine Arts
	Bachelor of Library (B.LIB)	Bachelor of Library Science
	Bachelor of Mass Communication (BMC)	Bachelor of Mass Communication
	Bachelor of Physical Education (B.P.Ed)	Bachelor of Physical Education
	Bachelor of Science (B.Sc.) - Fashion & Apparel Designing	Bachelor of Fashion & Apparel Designing

Programme	Existing Nomenclature of Courses in affiliated Colleges of KUK	Nomenclature of the Degree as per NEP in affiliated Colleges as proposed by KUK
	Bachelor of Science (B.Sc.) - Fashion & Textile Design	Bachelor of Fashion & Textile Design
	Bachelor of Science (B.Sc.) - Fashion Designing	Bachelor of Fashion Designing
	Bachelor of Science (B.Sc.) - Home Science	Bachelor of Home Science
	Bachelor of Science (B.Sc.) - Interior Design	Bachelor of Interior Design
	Bachelor of Science (B.Sc.) - Physical Education, Health Education & Sports	Bachelor of Physical Education, Health Education & Sports
	Bachelor of Tourism and Management (BTM)	Bachelor of Tourism and Management
	Bachelor of Vocation (B.Voc) - Business Process Outsourcing	Bachelor of Vocation in Business Process Outsourcing
	Bachelor of Vocation (B.Voc) - Fashion Technology	Bachelor of Vocation in Fashion Technology
	Bachelor of Vocation (B.Voc) - Food Science & Quality Control	Bachelor of Vocation in Food Science & Quality Control
	Bachelor of Vocation (B.Voc) - Hospitality Management	Bachelor of Vocation in Hospitality Management
	* Bachelor of Vocation (B.Voc) - Interior Designing	Bachelor of Vocation in Interior Designing
	Bachelor of Vocation (B.Voc) - IT And Software Development	Bachelor of Vocation in IT And Software Development
	Bachelor of Vocation (B.Voc) - Medical Laboratory Technology	Bachelor of Vocation in Medical Laboratory Technology
	Bachelor of Vocation (B.Voc) - Networking & Mobile Applications	Bachelor of Vocation in Networking & Mobile Applications
	Bachelor of Vocation (B.Voc) - Software Development	Bachelor of Vocation in Software Development
	Bachelor of Vocation (B.Voc) - Textile and Fashion Designing	Bachelor of Vocation in Textile and Fashion Designing
	Bachelor of Vocation (B.Voc) - Theatre and Television	Bachelor of Vocation in Theatre and Television
	Bachelor of Vocation(B. Voc.) - Banking and Financial Services	Bachelor of Vocation in Banking and Financial Services
	Bachelor of Vocation(B. Voc.) - Banking, Financial Services & Insurance	Bachelor of Vocation in Banking, Financial Services & Insurance
	Bachelor of Science (B.Sc.) - Physical Education, Health Education & Sports	Bachelor of Physical Education, Health Education & Sports

Programme	Existing Nomenclature of Courses in affiliated Colleges of KUK	Nomenclature of the Degree as per NEP in affiliated Colleges as proposed by KUK
	Master of Science (M.Sc.) - Forensic Science Integrated	Master of Science (5 years Integrated) in Forensic Science

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## Annexure II

### LIST OF SUBJECTS - PROGRAMME WISE IN AFFILIATED COLLEGES AS PROPOSED BY KURUKSHETRA UNIVERSITY, KURUKSHETRA

Arts	Life Science	Physical Science	Interdisciplinary Programme
A.I.H Culture & Archaeology	Anthropology	Computer Application	Commerce
Additional English	Biochemistry	Computer Maintenance	Food Science & Quality Control
Computer Science / Computer Applications	Biotechnology	Computer Science	Journalism & Mass Communication
Anivarya Vyakran	Botany	Electronics	Tourism & Travel Management
Applied Arts	Chemistry	Electronics Equipment Maintenance	Home Science
Applied Nutrition Bakery Arts	Fruit Preservation	Geography	etc.
Commercial Arts*	Genetics	Geology	
Dance	Industrial Microbiology	Industrial Chemistry	
Defence Studies	Environmental Science	Information Technology	
Designing & Painting*	Zoology	Instrumentation	
Early Childhood care & Education	Forensic Science	Mathematics	
Economics	Clinical Nutrition and Dietetics	Physics	
English		Statistics	
English (Elective)		Chemistry	
Fashion designing		Forensic Science	
Fine Arts			
Functional English			
Functional Hindi			
Geography			
Health and Physical education			
Hindi			
Hindi (Elective)			
History			
History (Option II)			
Home Science			
Human Rights			
Journalism & Mass Communication			
Macro Economics			
Marketing			

Arts	Life Science	Physical Science	Interdisciplinary Programme
Mass Communication & Video Production			
Mathematics			
Micro Economics			
Music (I)			
Music (Tabla)			
Music (V)			
Music (Vocal)			
Music(Instrumental)			
Office Management*			
Philosophy			
Physical Education			
Political Science			
Psychology			
Public Administration			
Punjabi			
Punjabi (Elective)			
Rural Industrialization			
Sahitya Vishesh Adhyan I			
Sahitya Vishesh Adhyan II			
Sanskrit			
Sanskrit (Elective)			
Social Works			
Sociology			
Statistics			
Tailoring & Hosiery			
Tourism & Travel Management			
Urdu			
Urdu (Elective)			
Yoga			

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## 1.0. Introduction

Education plays a significant role in the holistic development of the student. A robust, flexible, multidisciplinary education framework with "Learner Centric Pedagogy" could effectively transform a student into a global citizen of tomorrow to catalyze nation's growth and development. The National Education Policy 2020 (NEP 2020) outlines the goals, objectives, and policies for the development and improvement of education across all levels. The NEP 2020 is a comprehensive and ambitious policy that aims to transform the Indian education system and makes it more student-centric, holistic and to align with the needs of the 21<sup>st</sup> century. Some of the key features of the NEP 2020 include:

- Multidisciplinary, flexible and equitable education framework for the holistic development of learners
- Emphasis on skill-based education, vocational education and apprenticeship/internship
- Encourage critical thinking, creativity and problem-solving skills
- Increase the Gross Enrollment Ratio (GER) in higher education to 50% by 2035
- Promotion of Indian languages, art, culture and heritage
- Emphasis on Multidisciplinary, Interdisciplinary, and Transdisciplinary research to develop innovative solutions to overcome societal issues

NEP 2020 advocates that a holistic and multidisciplinary education would aim to develop all capacities of human beings -intellectual, aesthetic, social, physical, emotional, and moral in an integrated manner. Such a holistic education approach is necessarily required at under graduate level. *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.* The holistic four year under graduate education with multiple entry and exit provisions will help in matching of the undergraduate education to international standards and will facilitate the student mobility for higher studies, research and employability across the globe. The CCFUGP developed for State Universities and their affiliated colleges underlines the heart and soul of NEP 2020.

## 2.0. Objectives

The following objectives of NEP 2020 are kept in perspectives while designing the CCFUGP:

- To provide multidisciplinary and holistic education to learners to ensure the unity and integrity of all knowledge;
- To provide flexibility so that learners have the ability to choose programmes, according to their talents and interests;
- To eliminate harmful hierarchies among disciplines/fields of study and silos between different areas of learning;
- To promote creativity and critical thinking and to encourage logical decision-making and innovation;
- To promote ethics and human & constitutional values among the learners;
- To promote multilingualism and the power of language in learning and teaching;
- To impart life skills such as communication, cooperation, teamwork, and resilience;
- To promote outstanding research as a co-requisite for outstanding education and development; and
- To incorporate Indian Knowledge System relevant for a particular discipline or field of studies.

## 3.0 Scope of the Framework

- i. Curriculum and Credit Framework for Undergraduate Programmes (Multidisciplinary)
- ii. Curriculum and Credit Framework for Undergraduate Programmes (Single Major) (For students who choose to pursue single major from 1st semester)
- iii. Curriculum and Credit Framework for Undergraduate Programmes (Single Major)(For students who choose to pursue single major after 2<sup>nd</sup> semester of multidisciplinary Programmes)
- iv. Curriculum and Credit Framework for Undergraduate Programmes (Interdisciplinary)

The above framework is applicable to the programmes such as Bachelor of Science (B.Sc.), Bachelor of Arts (B.A.), Bachelor of Commerce (B.Com.), Bachelor of Computer Applications (BCA), Bachelor of Business Administration (BBA) etc.

#### 4.0. Main features of Curriculum and Credit Framework

CCFUGP includes the following features:

- i. Opportunity for learners to choose the courses of their interest in all disciplines
- ii. Provision of multiple entry and exit options with a UG Certificate or UG Diploma or UG Degree depending on the number of credits earned
- iii. Flexibility for students to move among the institutions through the implementation of Academic Bank of Credits (ABC)
- iv. Flexibility to switch to alternative modes of learning (Offline, ODL, Online, and Hybrid modes)
- v. Versatile curricular framework for holistic development of graduate

##### **Course:**

Course refers to a paper having specified credits which is a component of a programme in a subject. The course defines the learning objectives and learning outcomes. A course may be designed comprising credits for lectures/tutorials/laboratory work/field work/outreach activities/project work/internship/vocational training etc. or combination thereof.

##### **Credit:**

Credit is the weightage given to each course of study. It is the numerical value assigned to a course according to the relative importance of the contents and the contact hours required to teach the prescribed syllabi of the programme.

##### **Discipline Specific Course (DSC):**

A Major Course as discipline specific course is the field in which a student focuses during the course of his/her degree.

##### **Minor Course (MIC):**

Minor Course aims to expand student's knowledge beyond the major field of study.

##### **Vocational Course (VOC):**

Vocational Course assists student in developing workforce-relevant skills and enhance the employability of student.

##### **Multidisciplinary Course (MDC):**

A Multidisciplinary Course is an option to explore disciplines of interest beyond the choices of learners made in their major and minor disciplines.



**Ability Enhancement Course (AEC):**

Ability Enhancement Course aims to achieve competency in language and communication skills.

**Skill Enhancement Course (SEC):**

Skill Enhancement Course aims to promote skills pertaining to a particular field of study, impart practical skills, hands-on training, soft skills, etc., in order to enhance the student's employability.

**Internship:**

Internship is a course to develop a professional ability through an appropriate learning. The Internship is for eight weeks.

**Research Project:**

Research Project is a course involving applications of knowledge in exploring, analyzing and solving real-life situations/problems.

**Value Added Course (VAC):**

Value Added Course aims to add the knowledge of learner beyond academic disciplines.

**Semester/Academic Year**

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

**5.0. Eligibility**

Senior Secondary School Leaving Certificate or Higher Secondary (12th Grade) Certificate obtained after successful completion of Grade 12 or equivalent stage of education corresponding to Level-4. However, the minimum eligibility to various UG programmes will be governed by the Ordinances of concerned Universities.

**6.0. Programme Structure**

The undergraduate degree programme is designed for eight semesters, or four years with multiple entry and exit options.

**6.1 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.

## 6.2 Awarding UG Certificate, UG Diploma, and Degrees

**UG Certificate:** Students who opt to exit after completion of the first year and have secured 48 credits (44 credits in case of single major) 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 2<sup>nd</sup> year and have secured 96 credits (94 credits in case of single major) 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 132 credits (136 credits in case of single major) and satisfying the minimum credit requirement as given in Table 1.

**4-year UG Degree (Honours):** A four-year UG Honours degree in the major discipline will be awarded to those who complete a 4-year degree programme with 180 credits (184 credits in case of single major) and have satisfied the credit requirements as given in Table 1.

**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 180 credits (184 credits in case of single major), including 12 credits from a research project/dissertation, are awarded UG Degree (Honours with Research).

**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 136, a student of Physics with a minimum of 68 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 184, a student of Physics with a minimum of 92 credits will be awarded a B.Sc. (Hons./Hon. With Research) in Physics in a 4-year UG programme with single 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, Commerce & Management, Arts, 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 such as the Board of Studies and Academic Council shall finalize the course list for various programmes.

The CCFUGP is detailed in the Table 1 to 5.

**CCFUGP FOR STATE UNIVERSITIES OF HARYANA**

**Table1: Minimum Credit Requirements to Award Degree under Each Category**

S. No.	Broad Category of Course	Minimum Credit Requirement as per UGC Guidelines		UG Programmes (Multidisciplinary/ Interdisciplinary)		UG Programmes (Single Major)		UG Programmes (Single Major) For students who choose to pursue single major after 2 <sup>nd</sup> semester of multidisciplinary Programmes	
		3-year UG	4-Year UG	3-year UG	4-Year UG	3-year UG	4-Year UG	3-year UG	4-Year UG
1	Discipline Specific Courses (DSC)	60	80	72	112 (100+12*)	72	112 (100+12*)	68	108 (96+12*)
2	Minor Course (MIC including Vocational Courses [VOC])	24	32	24	32	24	32	32	40
3	Multidisciplinary Courses (MDC)	09	09	09	09	09	09	09	09
4	Ability Enhancement Courses (AEC)	08	08	08	08	08	08	08	08
5	Skill Enhancement Courses (SEC)	09	09	09	09	11	11	09	09
6	Value Added Courses (VAC)	06 - 08	06 - 08	06	06	08	08	06	06
7	Internship	02 - 04	02 - 04	04	04	04	04	04	04
8	Research Project / Dissertation*	-	12	-	12*	-	12	-	
	<b>Total</b>	<b>120</b>	<b>160</b>	<b>132</b>	<b>180</b>	<b>136</b>	<b>184</b>	<b>136</b>	<b>184</b>

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

*Curriculum and Credit Framework for Undergraduate Programmes*

**Table 2: Curriculum and Credit Framework for Undergraduate Programmes (Multidisciplinary)**

Semester	Discipline-Specific Courses (DSC)	Minor(MIC)/ Vocational (VOC)	Multidisciplinary courses(MDC)	Ability Enhancement courses(AEC)	Skill Enhancement Courses (SEC)/ Internship /Dissertation	Value-Added Courses (VAC)	Total Credits
I	DSC - A1 @ 4 credits	MIC1 @ 2 credits	MDC1 @ 3 credits	AEC1 @ 2 credits	SEC1 @ 3 credits	VAC1 @ 2 credits	24
	DSC - B1 @ 4 credits						
	DSC - C1 @ 4 credits						
II	DSC - A2 @ 4 credits	MIC2 @ 2 credits	MDC2 @ 3 credits	AEC2 @ 2 credits	SEC2 @ 3 credits	VAC2 @ 2 credits	24
	DSC - B2 @ 4 credits						
	DSC - C2 @ 4 credits						
Students exiting the programme after second semester and securing 52 credits including 4 credits of summer internship will be awarded UG Certificate in the relevant Discipline/ Subject							
III	DSC - A3 @ 4 credits	MIC3 @ 4 credits	MDC3 @ 3 credits	AEC3 @ 2 credits	SEC3 @ 3 credits	VAC3 @ 2 credits	24
	DSC - B3 @ 4 credits						
	DSC - C3 @ 4 credits						
IV	DSC - A4 @ 4 credits	MIC4(VOC) @ 4 credits	.....	AEC4 @ 2 credits	.....	.....	20
	DSC - B4 @ 4 credits						
	DSC - C4 @ 4 credits						
Students exiting the programme after fourth semester and securing 96 credits including 4 credits of summer internship will be awarded UG Diploma in the relevant Discipline/Subject							
V	DSC - A5 @ 4 credits	MIC5(VOC) @ 4 credits	.....	.....	Internship @ 4 credits#	.....	20
	DSC - B5 @ 4 credits						
	DSC - C5 @ 4 credits						
VI	DSC - A6 @ 4 credits	MIC6 @ 4 credits	.....	.....	.....	.....	20
	DSC - B6 @ 4 credits						
	DSC - C6 @ 4 credits						
Students will be awarded 3-year UG Degree in the relevant Discipline/Subject upon securing 132 credits.							
VII*	DSC - H1 @ 4 credits	MIC8 @ 4 credits	.....	.....	.....	.....	24
	DSC - H2 @ 4 credits						
	DSC - H3 @ 4 credits						
	DSC - H4 @ 4 credits						
	DSC - H5 @ 4 credits						
	DSC - H6 @ 4 credits						
VII** (4yr UG Hon.)	DSC - H7 @ 4 credits	MIC9 @ 4 credits	.....	.....	.....	.....	24
	DSC - H8 @ 4 credits						
	DSC - H9 @ 4 credits						
	DSC - H10 @ 4 credits						
	DSC - H6 @ 4 credits						
	DSC - H7 @ 4 credits						
VIII* (4yr UG Hon. with Research)	DSC - H6 @ 4 credits	MIC9 @ 4 credits	.....	.....	Research project/ Dissertation @ 12 credits	.....	24
	DSC - H7 @ 4 credits						
TOTAL CREDITS							180

\*Student should select one major discipline (Out of A, B, or C studied during first three years of UG Programmes) in which he/she wishes to pursue Honors. This Framework is subject to modification as per UGC Guidelines at the University level. The universities may decide to offer the Honors degree Programmes subject to the fulfilment of credit point table  
 #Four credits of internship earned by a student during summer internship after 2nd semester or 4th semester will be counted in 5th semester of a student who pursue 3 year UG Programmes without taking exit option

*Curriculum and Credit Framework for Undergraduate Programmes*

**Table 3: Curriculum and Credit Framework for Undergraduate Programmes (Single Major)**

Semester	Discipline-Specific Courses (DSC)	Minor(MIC)/ Vocational (VOC)	Multidisciplinary courses (MDC)	Ability Enhancement courses (AEC)	Skill Enhancement Courses (SEC)/ Internship /Dissertation	Value-Added Courses (VAC)	Total Credits
I	DSC - A1 @ 4 credits	MIC1 @ 4 credits	MDC1 @ 3 credits	AEC1 @ 2 credits	SEC1 @ 3 credits	VAC1 @ 2 credits	22
	DSC - A2 @ 4 credits						
II	DSC - A3 @ 4 credits	MIC2 @ 4 credits	MDC2 @ 3 credits	AEC2 @ 2 credits	SEC2 @ 3 credits	VAC2 @ 2 credits	22
	DSC - A4 @ 4 credits						
Students exiting the programme after second semester and securing 48 credits including 4 credits of summer internship will be awarded UG Certificate in the relevant Discipline/Subject							
III	DSC - A3 @ 4 credits	MIC3 @ 4 credits	MDC3 @ 3 credits	AEC3 @ 2 credits	SEC3 @ 3 credits	VAC3 @ 2 credits	22
	DSC - A4 @ 4 credits						
IV	DSC - A5 @ 4 credits	MIC4(VOC)@ 4 credits	.....	AEC4 @ 2 credits	.....	VAC4 @ 2 credits	24
	DSC - A6 @ 4 credits						
	DSC - A7 @ 4 credits						
	DSC - A8 @ 4 credits						
Students exiting the programme after fourth semester and securing 94 credits including 4 credits of summer internship will be awarded UG Diploma in the relevant Discipline/Subject							
V	DSC - A9 @ 4 credits	MIC5(VOC)@ 4 credits	.....	.....	Internship @ 4 credits#	.....	24
	DSC - A10 @ 4 credits						
	DSC - A11 @ 4 credits						
	DSC - A12 @ 4 credits						
VI	DSC - A13 @ 4 credits	MIC6(VOC)@ 4 credits	.....	.....	SEC3 @ 2 credits	.....	22
	DSC - A14 @ 4 credits						
	DSC - A15 @ 4 credits						
	DSC - A16 @ 4 credits						
Students will be awarded 3-year UG Degree in relevant major Discipline/Subject upon securing 136 credits.							
VII	DSC - H1 @ 4 credits	MIC7 @ 4 credits	.....	.....	.....	.....	24
	DSC - H2 @ 4 credits						
	DSC - H3 @ 4 credits						
	DSC - H4 @ 4 credits						
	DSC - H5 @ 4 credits						
	DSC - H6 @ 4 credits						
VIII (4yr UG Hon.)	DSC - H7 @ 4 credits	MIC8 @ 4 credits	.....	.....	.....	.....	24
	DSC - H8 @ 4 credits						
	DSC - H9 @ 4 credits						
	DSC - H10 @ 4 credits						
VIII (4yr UG Hon. with Research)	DSC - H6 @ 4 credits	MIC8 @ 4 credits	.....	.....	Research project/ Dissertation @ 12 credits	.....	24
	DSC - H7 @ 4 credits						
TOTAL CREDITS							186

#Our credits of internship earned by a student during summer internship after 2nd semester or 4th semester will be counted in 5th semester of a student who pursue 3 year UG Programmes without taking exit option.

**Curriculum and Credit Framework for Undergraduate Programmes**

**Table 4: Curriculum and Credit Framework for Undergraduate Programmes (Single Major)**  
**(For students who choose to pursue single major after 2<sup>nd</sup> semester of multidisciplinary Programmes)**

Semester	Discipline-Specific Courses (DSC)	Minor(MIC)/ Vocational (VOC)	Multidisciplinary courses (MDC)	Ability Enhancement courses (AEC)	Skill Enhancement Courses (SEC)/ Internship /Dissertation	Value-Added Courses (VAC)	Total Credits
I	DSC - A1 @ 4 credits	MIC1 @ 2 credits	MDC1 @ 3 credits	AEC1 @ 2 credits	SEC1 @ 3 credits	VAC1 @ 2 credits	24
	DSC - B1 @ 4 credits						
	DSC - C1 @ 4 credits						
II	DSC - A2 @ 4 credits	MIC2 @ 2 credits	MDC2 @ 3 credits	AEC2 @ 2 credits	SEC2 @ 3 credits	VAC2 @ 2 credits	24
	DSC - B2 @ 4 credits						
	DSC - C2 @ 4 credits						
Students exiting the programme after second semester and securing 52 credits including 4 credits of summer Internship will be awarded UG Certificate in the relevant Discipline /Subject							
III	DSC - A3 @ 4 credits	MIC3 (VOC) @ 4 credits	MDC3 @ 3 credits	AEC3 @ 2 credits	SEC3 @ 3 credits	-----	24
	DSC - A4 @ 4 credits						
	DSC - A5 @ 4 credits						
IV	DSC - A6 @ 4 credits	MIC4(VOC) @ 4 credits	-----	AEC4 @ 2 credits	-----	VAC3 @ 2 credits	24
	DSC - A7 @ 4 credits						
	DSC - A8 @ 4 credits						
Students exiting the programme after fourth semester and securing 100 credits including 4 credits of summer Internship will be awarded UG Diploma in the relevant Discipline/Subject							
V	DSC - A10 @ 4 credits	-----	-----	-----	Internship @ 4 credits#	-----	20
	DSC - A11 @ 4 credits						
	DSC - A12 @ 4 credits						
VI	DSC - A13 @ 4 credits	MIC5(VOC) @ 4 credits	-----	-----	-----	-----	20
	DSC - A14 @ 4 credits						
	DSC - A15 @ 4 credits						
Students will be awarded 3-year UG Degree in relevant major Discipline/Subject upon securing 136 credits.							
VII	DSC - H1 @ 4 credits	MIC6 @ 4 credits	-----	-----	-----	-----	24
	DSC - H2 @ 4 credits						
	DSC - H3 @ 4 credits						
VIII	DSC - H4 @ 4 credits	MIC7 @ 4 credits	-----	-----	-----	-----	24
	DSC - H5 @ 4 credits						
	DSC - H6 @ 4 credits						
VIII (4yr UG Hon.)	DSC - H7 @ 4 credits	MIC7 @ 4 credits	-----	-----	-----	-----	24
	DSC - H8 @ 4 credits						
	DSC - H9 @ 4 credits						
VIII (4yr UG Hon. with Research)	DSC - H10 @ 4 credits	MIC7 @ 4 credits	-----	-----	Research project/ Dissertation @ 12 credits	-----	24
	DSC - H6 @ 4 credits						
	DSC - H7 @ 4 credits						

#Four credits of Internship earned by a student during summer Internship after 2nd semester or 4th semester will be counted in 5th semester of a student who pursue 3 year UG Programmes without taking exit option.

**Curriculum and Credit Framework for Undergraduate Programmes**

**Table 5: Curriculum and Credit Framework for Undergraduate Programmes (Interdisciplinary)**

Semester	Discipline-Specific Courses (DSC)	Minor(MIC)/ Vocational (VOC)	Multidisciplinary courses(MDC)	Ability Enhancement courses(AEC)	Skill Enhancement Courses (SEC)/ Internship /Dissertation	Value-Added Courses (VAC)	Total Credits
I	DSC - A1 @ 4 credits	MIC1 @ 2 credits	MDC1 @ 3 credits	AEC1 @ 2 credits	SEC1 @ 3 credits	VAC1 @ 2 credits	24
	DSC - B1 @ 4 credits						
	DSC - C1 @ 4 credits						
II	DSC - A2 @ 4 credits	MIC2 @ 2 credits	MDC2 @ 3 credits	AEC2 @ 2 credits	SEC2 @ 3 credits	VAC2 @ 2 credits	24
	DSC - B2 @ 4 credits						
	DSC - C2 @ 4 credits						
<b>Students exiting the programme after second semester and securing 52 credits including 4 credits of summer Internship will be awarded UG Certificate in the relevant Discipline /Subject</b>							
III	DSC - A3 @ 4 credits	MIC3 @ 4 credits	MDC3 @ 3 credits	AEC3 @ 2 credits	SEC3 @ 3 credits	VAC3 @ 2 credits	24
	DSC - B3 @ 4 credits						
	DSC - C3 @ 4 credits						
IV	DSC - A4 @ 4 credits	MIC4(VOC)@ 4 credits	.....	AEC4 @ 2 credits	.....	.....	20
	DSC - B4 @ 4 credits						
	DSC - C4 @ 4 credits						
<b>Students exiting the programme after fourth semester and securing 96 credits including 4 credits of summer Internship will be awarded UG Diploma in the relevant Discipline /Subject</b>							
V	DSC - A5 @ 4 credits	MIC5(VOC)@ 4 credits	.....	.....	Internship @ 4 credits#	.....	20
	DSC - B5 @ 4 credits						
	DSC - C5 @ 4 credits						
VI	DSC - A6 @ 4 credits	MIC6 @ 4 credits	.....	.....	.....	.....	20
	DSC - B6 @ 4 credits						
	DSC - C6 @ 4 credits						
<b>Students will be awarded 3-year UG Degree with major in the relevant Discipline /Subject upon securing 132 credits.</b>							
VII*	DSC - H1 @ 4 credits	MIC8 @ 4 credits	.....	.....	.....	.....	24
	DSC - H2 @ 4 credits						
	DSC - H3 @ 4 credits						
VIII*	DSC - H4 @ 4 credits	MIC9 @ 4 credits	.....	.....	.....	.....	24
	DSC - H5 @ 4 credits						
	DSC - H6 @ 4 credits						
VIII* (4yr UG Hon. with Research)	DSC - H7 @ 4 credits	MIC9 @ 4 credits	.....	.....	Research project/ Dissertation @ 12 credits	.....	24
	DSC - H8 @ 4 credits						
	DSC - H9 @ 4 credits						
VIII* (4yr UG Hon.)	DSC - H10 @ 4 credits	.....	.....	.....	.....	.....	24
	DSC - H5 @ 4 credits						
	DSC - H7 @ 4 credits						
<b>Total</b>							<b>180</b>

\* Student should select one major discipline (Out of A, B, or C studied during first three years of UG Programmes) in which he/she wishes to pursue Honors. This framework is subject to modification as per UGC guidelines at the University level. The universities may decide to offer the Honors degree Programmes subject to the fulfilment of credit point table  
#Four credits of Internship earned by a student during summer Internship after 2nd semester or 4th semester will be counted in 5th semester of a student who pursue 3 year UG Programmes without taking exit option.



*Curriculum and Credit Framework for Undergraduate Programmes*

**NOTE:**

DSC	<b>Discipline Specific Course:</b> Credit of a DSC major could be the combination of lecture credits, tutorial credits, and practical credits. DSC includes core courses, subject elective and subject skill enhancement courses.
MDC	<b>Multidisciplinary Course:</b> All UG students must undergo three introductory level multidisciplinary courses relating to <b>Natural Sciences, Physical Sciences, Humanities, Arts &amp; Social Sciences, Commerce &amp; Management, Interdisciplinary Studies</b> . Students are not allowed to choose or repeat courses already undergone at the higher secondary level (12th class) or opted as major and minor stream under this category.
AEC	<b>Ability Enhancement Course:</b> Ability Enhancement (Language) courses may be designed to achieve competency in the Modern Indian Language and English, with a special emphasis on language and communication skills.
SEC	<b>Skill Enhancement Course:</b> Skill Enhancement Courses may be primed to impart practical skills, hands-on training, soft skills, etc., to enhance the student's employability.
Summer Internship	Internships will require 120 hours (1 credit: 30 hrs of engagement) of involvement working with local industry, government or private organizations, business organizations, artists, crafts persons, and similar entities during summers. <b>#Four credits of internship earned by a student during summer internship after 2<sup>nd</sup> semester or 4<sup>th</sup> semester will be counted in 5<sup>th</sup> semester of a student who pursue 3 year UG Programmes without taking exit option.</b>
Research Project	Research Project/ Dissertation for UG degree (Honours with research) will be completed in the eighth semester under the guidance of a college and university faculty member.
VAC	<b>Value Added Course:</b> All UG students must undergo at least three Value Added Courses
MIC including VOC	Minor Course (MIC) with minimum 24 Credits including Vocational Course (VOC)
	<b>For students who choose to pursue single major after 2<sup>nd</sup> semester of multidisciplinary Programmes</b> The 16 credits earned during first year in the two subjects, other than the subject which is continued as Single Major, will be counted towards minor

DSC Major and Minor in I& II Semesters will have Foundation or Introductory level courses. DSC Major and Minor in III & IV semesters will be Intermediate Level Courses. Whereas DSC Major and minor in V & VI shall be of higher level courses and in VII & VIII semesters, advanced level courses will be offered.

### 6.3. 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. Required contact hours to earn credits will be as follows:

Nature of Work	Course Credits	Contact hours per week	Contact hours per semester (15 weeks)
Lecture	01	01	15
Tutorial per paper	01	01	15
Practical, Seminar, Internship, field practice/project, or community engagement, etc.	01	02	30

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.

**7.0 Curricular components of the undergraduate programmes**

The curriculum includes courses in language, skill, environmental education, India comprehension, digital and technological solutions, health and wellness, yoga education, sports and fitness, and more. It also includes courses from major streams, minor streams, and other disciplines.

**7.1 *Disciplinary/ Interdisciplinary Major:*** A student's major would give them the opportunity to study a specific subject or field in depth. 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 may comprise 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.

**7.2 *Disciplinary/ Interdisciplinary Minor:*** Courses from disciplinary or interdisciplinary minors, as well as skill-based courses related to a chosen vocational education programme, will be available to students. Students who complete a sufficient number of courses outside of their intended major can pursue a minor in that field or in the selected interdisciplinary field. After completing a variety of courses in the second semester, students can declare their preferred minor and vocational stream.

**7.3 *Vocational Education and Training:*** In addition to imparting theoretical and practical knowledge, the undergraduate programme will incorporate vocational education and training to impart skills. A minimum of 12 credits will be awarded to students in the "Minor" stream of vocational education and training. These credits may be related to the

student's preferred major or minor or choice of the student. These classes will be helpful in locating employment for students who drop out before finishing the programme.

**7.4 Multidisciplinary courses:** 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) or opted as major and minor stream under this category.

- I. **Life Sciences:** Biochemistry, Biotechnology, Botany, Bioinformatics, Medical Biotechnology, Environmental Sciences, Food Technology, Forensic Sciences, Genetics, Microbiology, Zoology, Chemistry and other Life & Natural Sciences and other Natural Science disciplines are among the foundational courses that students can choose from.
- II. **Physical Sciences:** Chemistry, Physics, Mathematics, Computer Sciences, Statistics, Energy and Environmental Sciences and other Physical Science disciplines are among the foundational courses that students can choose from. The courses in this category will assist students in utilizing and putting techniques and tools into use in both their major and minor fields. Training in applications languages like STATA, SPSS, Tally, and other programming languages like Python could be a part of the class. When it comes to data analysis and the use of quantitative tools, the fundamental courses in this category will be beneficial to science and social science.
- III. **Commerce and Management:** The courses cover topics like Accounting, Commerce, Business Studies, Human Resource Management, Finance, Production & operations International Business, Business Economics, E – Business, Travel & Tourism Management Financial institutions, Financial Technology, Data Science, English, Sociology, Psychology and other areas.
- IV. **Arts, Humanities and Social Sciences:** Through courses in the social sciences like Economics, History, Geography, Sanskrit, Music, Visual Arts, Political science, Psychology, Sociology, Defence Studies, English, Hindi, Public Administration, Library Sciences, Journalism, Mass Media and Communication among others, students will be able to comprehend people and their social behavior, society, and country. Survey methods and India-specific large-scale databases will be taught to students. History, archaeology, comparative literature, the arts and creative expressions, creative

writing and literature, language(s), philosophy, and other related fields are just a few examples of courses that fall under the heading "humanities," as well as courses that are related to the humanities that are taught across disciplines.

- V. **Interdisciplinary Studies:** Taking courses in interdisciplinary fields like Environmental Sciences, Yoga Sciences, Gender Studies, Political Economy and Development, Global Environment & Health, Cognitive Science, International Relations, Political Economy and Development, Sustainable Development, and so on will help the learners to understand society.

**7.5 Language Enhancement Courses:** Students must demonstrate proficiency in English and a Modern Indian Language (MIL), with an emphasis on their language and communication skills, in order to graduate. The primary objective of the classes is to assist students in developing and demonstrating fundamental linguistic skills like critical reading, expository writing, and academic writing. These skills help students understand the significance of language as a medium for knowledge and identity, as well as how to express their ideas in a clear and coherent manner. They would enable students to become familiar with the cultural and intellectual heritage of the chosen MIL and English languages, in addition to providing students with a reflective understanding of the complexity and structure of the language and literature related to both languages. The courses will also place an emphasis on the development and enhancement of skills like communication and the capacity for discussion and debate.

**7.6 Skills Enhancement Courses (SEC):** By giving students practical knowledge, hands-on experience, soft skills, etc., these courses aim to improve students' employability. The universities may design courses based on the needs of the students and the resources at its disposal.

### **7.7 Value-Added Courses (VAC) Common to All UG Students**

**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.

***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.

***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.

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

**7.8 Summer Internship/Apprenticeship:** 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.*

**7.9 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.

**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.

**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.

### 7.10 Levels of Courses

- I. **Foundation or introductory courses (First Year):** These courses will focus on foundational theories, concepts, perspectives, principles, methods, and procedures for deciding the subject or discipline of interest. These courses will impart general education required for the advanced studies. These courses will expose students to the different fields of study will lay the foundation for higher-level course work.
- II. **Intermediate-level courses (Second Year):** These courses will include subject-specific courses to fulfill the credit requirements for minor or major areas of learning.
- III. **Higher-level courses (Third Year):** These courses will be of disciplinary/inter disciplinary area of study are required for majoring for the award of a degree.
- IV. **Advanced courses (Fourth Year):** These courses will include lecture courses with practicum, research methodology, advanced laboratory experiments / software training, research projects, hands-on-training, internship/apprenticeship projects at the undergraduate level.

### 8.0. 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.

#### **9.0. Outcomes based approach to Higher Education**

The basic assumption of the learning outcomes-based approach to curriculum development for awarding higher education degree should be based on the demonstrable attainment of objectives (academic excellence, knowledge, creativity, abilities, attitudes, and values) in a student after the completion of a programme. The National Higher Education Qualifications Framework (NHEQF) specified learning outcomes related to the disciplinary area(s) in the selected field(s) of learning and generic learning outcomes that are anticipated to be attained by a graduate upon completion of the programme(s). Students must possess the qualities and characteristics of a graduate of a programme of study. The key outcomes that underpin curriculum planning and development at the undergraduate level include Graduate Attributes, Qualification Descriptors, Programme Learning Outcomes, and Course Learning Outcomes:

**9.1 Graduate Attributes:** Graduate attributes are developed through a process of critical and reflective thinking, the learning experience, the college or university experience as a whole, and the curriculum. Graduate attributes (Table 6) include both general learning outcomes that should be acquired and demonstrated by graduates of all programmes of study and learning outcomes that are specific to disciplinary areas related to the chosen field(s) of learning within broad multidisciplinary, interdisciplinary, and trans-disciplinary contexts.

Table 6: Graduate attributes

Type of learning outcomes	The Learning outcomes descriptors
Disciplinary and interdisciplinary specific learning outcomes	<ul style="list-style-type: none"> <li>➤ Comprehensive knowledge and coherent understanding of the chosen disciplinary/interdisciplinary areas.</li> <li>➤ Practical, professional, and procedural knowledge necessary for performing professional or highly skilled work/tasks related to the field(s) of study</li> <li>➤ Capacity to go beyond simply copying curriculum content knowledge to create solutions to particular problems</li> </ul>
Generic Learning outcomes	<ul style="list-style-type: none"> <li>➤ Complex problem-solving, Critical Thinking and Creativity</li> <li>➤ Communication Skills</li> <li>➤ Analytical reasoning/thinking</li> <li>➤ Research-related abilities</li> <li>➤ Coordination and collaboration with others</li> <li>➤ Value inculcation*</li> <li>➤ Empathy</li> <li>➤ Autonomy, responsibility, and accountability</li> <li>➤ Environmental awareness and action</li> <li>➤ Community engagement and service</li> </ul>

**9.2 Qualification descriptors:** The students who complete three years of full-time study of an undergraduate programme of study will be awarded a Bachelor's Degree. Some of the expected learning outcomes that a student should be able to demonstrate on completion of a degree-level programme may include:

- Fundamental/systematic or coherent understanding of an academic field of study
- Procedural knowledge related to the disciplinary/subject area of study
- skills in areas related to one's specialization and current developments in the academic field of study
- Able to use knowledge, understanding and skills required for identifying problems and issues
- Demonstrate subject-related and transferable skills that are relevant to some of the job trades and employment opportunities.

In addition to basic learning outcomes descriptor for Bachelor's Degree, a student with Bachelor degree with honours may demonstrate additional skills like:

- Specialization and current developments in the academic field of study
- Comprehensive knowledge about materials relating to essential and advanced

learning areas pertaining to the chosen disciplinary areas (s) and field of study

- Skills in identifying information needs
- Able to use knowledge, understanding and skills for critical assessment of a wide range of ideas and complex problems and issues relating to the chosen field of study

**9.3 Programme and course learning outcomes:** Individual programmes of study will have defined learning outcomes which must be attained for the award of a specific certificate/diploma/degree. Course learning outcomes are specific to the learning for a given course of study related to a disciplinary or interdisciplinary/multi-disciplinary area. Course-level learning outcomes must be aligned to programme learning outcomes. The achievement by students of course-level learning outcomes leads to the attainment of the programme learning outcomes.

## **10. 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.

**The proportion of external and internal assessment in any course shall be preferably 70%:30%. However, this proportion may vary depending upon the nature of course.**

**10.1. 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.

Marks (%)	Letter Grade	Grade Point
> 85	O(outstanding)	10
> 75 to 85	A+(Excellent)	9
> 65 to 75	A(Very good)	8
> 55 to 65	B+(Good)	7
> 50 to 55	B(Above average)	6
> 40 to 50	C(Average)	5
40	P (Pass)	4
Less than 40	F(Fail)	0
	Ab(Absent)	0

### 10.2. 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.

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

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	LetterGrade	Gradepoint	Credit Point (CreditxGrade)
I	Course 1	3	A	8	3X8= 24
I	Course 2	4	B+	7	4X7= 28
I	Course 3	3	B	6	3X6= 18
I	Course 4	3	O	10	3X 10 =30
I	Course 5	3	C	5	3X5= 15
I	Course 6	4	B	6	4X6= 24
		20			139
			<b>SGPA</b>		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.

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

where  $S_i$  is the SGPA of the  $i^{\text{th}}$  semester and  $C_i$  is the total number of credits in that semester.

#### Example for Computation of CGPA

Semester1	Semester2	Semester3	Semester4	Semester5	Semester6
Credit:21 SGPA:6.9	Credit:22 SGPA:7.8	Credit:25 SGPA:5.6	Credit:26 SGPA:6.0	Credit:26 SGPA:6.3	Credit:25 SGPA:8.0
$CGPA = 6.73 (21 \times 6.9 + 22 \times 7.8 + 25 \times 5.6 + 26 \times 6.0 + 26 \times 6.3 + 25 \times 8.0) / 145$					

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

**Transcript:** University will issue a transcript for each semester as well as a cumulative transcript that reflects performance across all semesters based on the recommendations made above regarding letter grades, grade points, and SGPA and CCPA.

#### 11. Disclaimer

*"This Curriculum and Credit Framework for Undergraduate Programme (2023) has been framed by the Central Committee constituted by Department of Higher Education, Government of Haryana vide letter no. DHE-170006/11/2020-NPE dated 24.04.2023 and 01.05.2023 after careful consideration of the recommendations of University Grants Commission, New Delhi".*

This document shall be model for all State Universities of Haryana in framing the Scheme, Syllabus and Ordinances through their respective statutory bodies.

## Tentative List for Discipline Specific Course (Major/Minor) and Multidisciplinary Courses

Life Sciences	Physical Sciences	Arts, Humanities & Social Sciences	Interdisciplinary
1. Botany	1. Mathematics	1. Sanskrit	1. B.Com.
2. Zoology	2. Physics	2. Music	2. BBA
3. Geology	3. Chemistry	3. Visual Arts	3. BCA
4. Biochemistry	4. Computer Science	4. English	4. BHM
5. Biotechnology	5. Statistics	5. Hindi	5. BTMM
6. Bioinformatics	6. Electronics	6. Journalism and Mass Communication	6. B.Sc. Home Science
7. Medical Biotechnology	7. Geology	7. Economics	7. B.Voc.
8. Environmental Sciences	8. Instrumentation	8. History	
9. Food Technology		9. Geography	
10. Forensic Sciences		10. Political science	
11. Genetics		11. Psychology	
12. Microbiology		12. Sociology	
13. Anthropology		13. Defence Studies	
14. Chemistry		14. Public Administration	
15. Ecology		15. Library Sciences	
16. Bio – Physics		16. Punjabi	
17. Physiology		17. Mathematics	
18. Applied Biology		18. Tourism	
19. Biophysics			
20. Agriculture			

**Note:** The statutory bodies of the Universities such as the Board of Studies and Academic Council shall finalize the course list for various programmes.

Central Committee constituted vide letter no. DHE-170006/11/2020-NPE dated 24.04.2023 and 01.05.2023 to finalize a comprehensive Curriculum and Credit Framework for Four Year UG Programmes

1.	Prof. Ajay K. Rajan, MDU, Rohtak	Convener
2.	Prof. Anil Vashisht, NEP Coordinator, Kurukshetra University, Kurukshetra	Member
3.	Prof. Surinder Singh Kundu, NEP Coordinator, Chaudhary Devi Lal University, Sirsa	Member
4.	Prof. S. K. Sinha, NEP Coordinator, Chaudhary Ranbir Singh University, Jind	Member
5.	Prof. Sanjeev Kumar, NEP Coordinator, Chaudhary Bansi Lal University, Bhiwani	Member
6.	Prof. Manju Pruthi, NEP Coordinator, Indira Gandhi University, Meerpur, Rewari	Member
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9.	Prof. S. C. Kundu, NEP Coordinator, Gurugram University, Gurugram	Member
10.	Dr. Naresh Sharma, NEP Coordinator, MVSU, Mundri (Kaithal)	Member
11.	Dr. Ravi Kumar, NEP Coordinator, J.C. Bose University of Science & Technology, YMCA, Faridabad	Member
12.	Prof. Anil Kumar Berwal, NEP Coordinator, DCRUST, Murthal Sonipat	Member
13.	Prof. D. Kumar, NEP Coordinator, Guru Jambheshwar University of Science & Technology, Hisar	Member
14.	Dr. Ajay Kaushik, NEP Coordinator, Pt. Lakhmi Chand State University of Performing & Visual Arts, Rohtak	Member
15.	Prof. S.K. Pahuja, NEP Coordinator, Ch. Charan Singh Haryana Agriculture University, Hisar	Member
16.	Prof. Sandeep Gupta, NEP Coordinator, Lala Lajpat Rai Veterinary University, Hisar	Member
17.	NEP Coordinator, Pt. Bhagwat Dayal Sharma University of Health Sciences, Rohtak	Member
18.	Prof. Rishi Pal, NEP Coordinator, Vishwakarma Skill University, Palwal	Member
19.	Dr. Brij Pal, Deputy Director (Representative of DHE, Panchkula)	Member
20.	Representative of HSHEC, Panchkula	Member
21.	Prof. Dinesh Singh, DHEO, Rohtak (nominated by DHE)	Member
22.	Prof. Sanju Abrol, DHEO, Panipat (nominated by DHE)	Member
23.	Prof. Narasimhan B., NEP Coordinator, MDU, Rohtak	Member Secretary