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વીર નર્મદ દક્ષિણ ગુજરાત યુનિવર્સિટી

યુનિવર્સિટી કેમ્પસ, ઉદ્ધના-મગદલા રોડ, સુરત - ૩૯૫ ૦૦૭, ગુજરાત, ભારત.

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-: પરિપત્ર :-

યુનિવર્સિટીના તમામ શૈક્ષણિક વિભાગોના (સ્નાતક કક્ષા / ઇન્ટિગ્રેટેડ અભ્યાસક્રમ ચલાવતા) વડાશ્રીઓ અને યુનિવર્સિટી સંલગ્ન તમામ કોલેજોના આચાર્યશ્રીઓને જણાવવાનું કે, રાષ્ટ્રીય શિક્ષણ નીતિ 2020 અન્વયે યુજીસી દ્વારા ડિસેમ્બર ૨૦૨૨ માં આ સાથે સામેલ (બિડાણ - ૧) જાહેર કરેલ કરિક્યુલમ એન્ડ ક્રેડિટ ફ્રેમવર્ક ફોર યુજી અન્વયે શિક્ષણ વિભાગ, ગાંધીનગર દ્વારા આ સાથે સામેલ (બિડાણ - ૨) રાજ્યની તમામ ઉચ્ચ શૈક્ષણિક સંસ્થાઓ માટે કોમન કરિક્યુલમ એન્ડ ક્રેડિટ ફ્રેમવર્ક હેઠળ ક્રેડિટ માળખું નિયત કરવા અંગેનો ઠરાવ ક્રમાંક: KCG/admin/2023 -24/0607/kh.1, તા. 11/07/2023 થી પ્રસિદ્ધ કરવામાં આવેલ હતો. જે સંદર્ભે યુનિવર્સિટી દ્વારા શૈક્ષણિક વર્ષ 2023-24 થી સ્નાતક કક્ષાએ (એપેક્ષ બોડી દ્વારા નિયંત્રણ સિવાયના અભ્યાસક્રમો) ચાર વર્ષના ઓનર્સ અભ્યાસક્રમનો અમલ કરવામાં આવેલ છે.

શિક્ષણ વિભાગ, ગાંધીનગર દ્વારા પ્રસિદ્ધ કરવામાં આવેલ સદર ઠરાવથી ચાર વર્ષના સમયગાળા માટેની સ્નાતક ડિગ્રીના અભ્યાસક્રમ માટે સંભવિત મલ્ટીપલ એન્ટ્રી અને મલ્ટીપલ એક્રેડિટના વિકલ્પો અંગે નીચે મુજબ જોગવાઈ કરવામાં આવેલ છે.

1. UG સર્ટીફિકેટ પ્રોગ્રામ: વોકેશનલ અથવા પ્રોફેશનલ ક્ષેત્રો સહિત કોઈ ડિસીપ્લીન અથવા ક્ષેત્રમાં UG સર્ટીફિકેટ પ્રોગ્રામના એક વર્ષના પ્રાપ્ત કરેલ ૪૪ ક્રેડિટ્સ સહિત, વિદ્યાર્થીએ ઉનાળાના વેકેશન દરમિયાન ઓફર કરવામાં આવતા કાર્ય આધારિત વોકેશનલ સ્કિલ કોર્સ અથવા ઇન્ટર્નશિપ/એપ્રેન્ટિસશીપ (એકઝીટ કોર્સિસ) માં ૦૪ વધારાની ક્રેડિટ મેળવવાની રહેશે. UGC ના ધોરણો મુજબ વિદ્યાર્થી માન્ય ODL અભ્યાસક્રમોમાંથી નિશ્ચિત પ્રમાણમાં (૪૦ %) ક્રેડિટ પણ એકઠી કરી શકે છે.
2. UG ડિપ્લોમા પ્રોગ્રામ: વોકેશનલ અથવા પ્રોફેશનલ ક્ષેત્રો સહિત કોઈ ડિસીપ્લીન અથવા ક્ષેત્રમાં UG ડિપ્લોમા પ્રોગ્રામના બે વર્ષના પ્રાપ્ત કરેલ ૮૮ ક્રેડિટ્સ સહિત, વિદ્યાર્થીએ ઉનાળાના વેકેશન દરમિયાન ઓફર કરવામાં આવતા કાર્ય આધારિત વોકેશનલ સ્કિલ કોર્સ અથવા ઇન્ટર્નશિપ/એપ્રેન્ટિસશીપ (એકઝીટ કોર્સિસ) માં ૦૪ વધારાની ક્રેડિટ મેળવવાની રહેશે. આ ક્રેડિટ તેમના કૌશલ્યમાં વધારો કરી રોજગાર કુશળતા અપાવશે.


3. UG બેચલર્સ (સ્નાતક) ડિગ્રી પ્રોગ્રામ: સંબંધિત અભ્યાસક્રમમાં ૧૩૨ ક્રેડિટ્સ પ્રાપ્ત કર્યા પછી ત્રણ વર્ષ અભ્યાસક્રમની UG બેચલર્સ (સ્નાતક) ડિગ્રી આપવામાં આવશે.
4. ચાર વર્ષની UG ડિગ્રી (ઓનર્સ): બીજા, ચોથા અને છઠ્ઠા સેમેસ્ટરના અંતે વિદ્યાર્થીને અનુક્રમે UG સર્ટીફિકેટ, UG ડિપ્લોમા અને UG બેચલર્સની ડિગ્રી સાથે એક્રિડિટ વિકલ્પ પ્રદાન કરવામાં આવશે. ચોથા વર્ષમાં, યુજી પ્રોગ્રામના તમામ આઠ સેમેસ્ટર સતત અથવા એક્રિડિટ અથવા રિ-એન્ટ્રી વિકલ્પો સાથે સફળતાપૂર્વક ૧૭૬ ક્રેડિટ સહિત પૂર્ણ કર્યા પછી, વિદ્યાર્થીઓને UG બેચલર્સ ડિગ્રી (ઓનર્સ /ઓનર્સ વિથ રીસર્ચ) પ્રાપ્ત થશે. પ્રથમ છ સેમેસ્ટર પૂર્ણ કરેલ વિદ્યાર્થીઓ ચોથા વર્ષ ઓનર્સમાં પ્રવેશ મેળવી શકશે. ચોથા વર્ષમાં વિદ્યાર્થીઓએ ૧૨ ક્રેડિટના વેઇટેજ સાથે ઓન જોબ ટ્રેનિંગ (OJT) સંબંધિત ઉચ્ચ શૈક્ષણિક સંસ્થાના માર્ગદર્શન હેઠળ કરવાની રહેશે. ચોથા વર્ષની ડિગ્રી પછી વિદ્યાર્થીને એક વર્ષના PG અભ્યાસક્રમનો વિકલ્પ આપવાનો રહેશે.
5. ચાર વર્ષની UG ડિગ્રી (ઓનર્સ વિથ રીસર્ચ): પ્રથમ છ સેમેસ્ટરમાં કુલ ૭૫% કે તેથી વધુ ગુણ મેળવનારા તથા અન્ય નક્કી થયેલ ધોરણો મુજબ વિદ્યાર્થીઓ પાસે ચોથા વર્ષમાં રિસર્ચ સ્ટ્રીમ પસંદ કરવાનો વિકલ્પ રહેશે. ચોથા વર્ષમાં વિદ્યાર્થીઓએ ૧૨ ક્રેડિટના વેઇટેજ સાથે સંબંધિત ઉચ્ચ શૈક્ષણિક સંસ્થાના માર્ગદર્શન હેઠળ રિસર્ચ પ્રોજેક્ટ કરવાનો રહેશે. ચોથા વર્ષની ડિગ્રી પછી વિદ્યાર્થીને એક વર્ષના PG અભ્યાસક્રમનો વિકલ્પ આપવાનો રહેશે.
6. રી-એન્ટ્રી અથવા લેટરલ એન્ટ્રી: વિદ્યાર્થી જે પ્રોગ્રામ/અભ્યાસના કોઈપણ સ્તરે બહાર નીકળવાનું (એક્રિડિટ) પસંદ કરી રહ્યા છે. તેઓને તે પ્રોગ્રામમાં ફરીથી દાખલ થવા માટે હવેથી ઘણી સુગમતા રહેશે. વિદ્યાર્થી એકઝીટ થયાના ત્રણ વર્ષની અંદર, એક જ અથવા જુદી જુદી ઉચ્ચ શૈક્ષણિક સંસ્થાઓમાં ફરીથી પ્રવેશ મેળવીને દાખલ થઈ (રી-એન્ટ્રી કરી) શકે છે. પ્રથમ વર્ષ UG પ્રોગ્રામમાં પ્રવેશની તારીખથી સાત(૭) વર્ષની નિર્ધારિત મહત્તમ અવધિમાં ડિગ્રી પ્રોગ્રામ પૂર્ણ કરી શકે છે.
7. ઓપન એન્ડ ડિસ્ટન્સ લર્નિંગ (ODL): જે વિદ્યાર્થીઓ વૈકલ્પિક લર્નિંગ માધ્યમો જેવા કે ઓપન ડિસ્ટન્સ લર્નિંગ (ODL), અનલાઇન લર્નિંગ, અને હાઇબ્રિડ મોડસ ઓફ લર્નિંગ દ્વારા શિક્ષણ મેળવવા ઇચ્છે છે તેવા વિદ્યાર્થીઓ આવા વૈકલ્પિક લર્નિંગ માધ્યમો થકી અભ્યાસ કરી શકશે. રાષ્ટ્રીય શિક્ષણ નીતિ વિદ્યાર્થીઓને ક્રેડિટ મેળવવા માટે ઓનલાઇન (SWAYAM: www.swayam.gov.in) અથવા માન્યતા પ્રાપ્ત સક્ષમ સંસ્થા દ્વારા સમયાંતરે મંજૂર કરાયેલ અન્ય ઓનલાઇન શૈક્ષણિક પ્લેટફોર્મના વિકલ્પો થકી પણ અભ્યાસ કરી શકે છે. UGC ની ગાઈડલાઈન્સ મુજબ વિદ્યાર્થીઓએ પસંદ કરેલ મેજર, માઇનર,

મલ્ટીડિસીપ્લિનરી, AEC, SEC, VAC અને અન્ય અભ્યાસક્રમોમાંથી સર્ટીફિકેટ/ ડિપ્લોમા/ ડિગ્રી પ્રાપ્ત કરવા માટે જરૂરી કુલ કેડિટના ૪૦ ટકા સુધીના કેડિટ ODL/ઓનલાઈન માધ્યમથી પણ મેળવી શકે છે.

ODL/ઓનલાઈન માધ્યમથી અભ્યાસ અંગે યુનિવર્સિટી દ્વારા આ સાથે સામેલ (બિડાણ - ૩) પરિપત્ર ક્રમાંક: એસ./પરિપત્ર/૭૦૨/૨૦૨૪, તા. ૦૯-૦૧-૨૦૨૪ થી SOP જાહેર કરવામાં આવેલ છે તથા ઇન્ટર્નશિપ અંગે યુનિવર્સિટી દ્વારા આ સાથે સામેલ (બિડાણ - ૪) પરિપત્ર ક્રમાંક: એસ./પરિપત્ર/૩૧૫૪૩/૨૦૨૩, તા. ૨૨-૧૨-૨૦૨૩ થી SOP જાહેર કરવામાં આવેલ છે. જે વિદિત થાય.

બિડાણ: ઉપર મુજબ

ક્રમાંક: ઓથો./પરિપત્ર/૩૪/૨૦૨૫
તા. ૦૧/૦૧/૨૦૨૫


કુલસચિવ

પ્રતિ,

૧. યુનિવર્સિટીના તમામ શૈક્ષણિક વિભાગોના (સ્નાતક કક્ષા / ઇન્ટિગ્રેટેડ અભ્યાસક્રમ ચલાવતા) વડાશ્રીઓ
૨. યુનિવર્સિટી સંલગ્ન તમામ કોલેજોના આચાર્યશ્રીઓ
..... આપશ્રીના વિભાગ/ કોલેજોમાં અભ્યાસ કરતાં વિદ્યાર્થીઓને જાણ કરવા સારું
૩. પરીક્ષા નિયામકશ્રી, પરીક્ષા વિભાગ, વીર નર્મદ દક્ષિણ ગુજરાત યુનિવર્સિટી, સુરત
૪. વિભાગીય વડાશ્રી, એકેડેમિક વિભાગ, પી.જી. વિભાગ, જોડાણ વિભાગ,
વીર નર્મદ દક્ષિણ ગુજરાત યુનિવર્સિટી, સુરત.

.....જાણ સારું.



રાજ્યની તમામ ઉચ્ચ શૈક્ષણિક સંસ્થાઓ માટે રાષ્ટ્રીય શિક્ષણ નીતિ, ૨૦૨૦ અંતર્ગત કોમન કરિક્યુલમ એન્ડ ક્રેડિટ ફ્રેમવર્ક હેઠળ ક્રેડિટ માળખું અમલીકરણ માટે નિયત કરવા બાબત

**ગુજરાત સરકાર
શિક્ષણ વિભાગ**

ઠરાવ ક્રમાંક:KCG/admin/2023-24/0607/kh.1

સચિવાલય, ગાંધીનગર

તા.૧૧/૦૭/૨૦૨૩

વંચાણે લીધા:

- (૧) ભારત સરકારની રાષ્ટ્રીય શિક્ષણ નીતિ, ૨૦૨૦
- (૨) ઉચ્ચ શિક્ષણ અભ્યાસક્રમમાં ઇન્ડિયન નોલેજનો સમાવેશ કરવા માટે UGCની તા:૧૩/૦૬/૨૦૨૩ની માર્ગદર્શિકા (D.O.No.F.1-3/2022 (Rajbhasha/NEP))
- (૩) UGCની નેશનલ ક્રેડિટ ફ્રેમવર્ક પરની તા:૧૦/૦૪/૨૦૨૩ની માર્ગદર્શિકા (F.No.: 2-3/2022 (QIP))
- (૪) ઉચ્ચ શિક્ષણ વિભાગ, MoHRD, ભારત સરકારની નેશનલ વોકેશનલ એજ્યુકેશન ક્વોલિફિકેશન ફ્રેમવર્ક પરની તા:૦૫/૦૨/૨૦૧૮ની માર્ગદર્શિકા (File No. 36-10/2016-NVEQF)
- (૫) UGCની અંડરગ્રેજ્યુએટ પ્રોગ્રામ્સ માટે અભ્યાસક્રમ અને ક્રેડિટ ફ્રેમવર્ક પરની તા:૧૨/૧૨/૨૦૨૨ના પત્ર સાથે સામેલ માર્ગદર્શિકા (F.No.: 1-1/2021 (QIP) (CBCS))
- (૬) ગુજરાત રાજ્ય માટે શિક્ષણ વિભાગનો તા:૦૫/૦૧/૨૦૨૨નો NEP-2020 અમલીકરણ રોડમેપ
- (૭) શિક્ષણ વિભાગનો તા:૨૪/૦૧/૨૦૨૩નો ઠરાવ ક્રમાંક: એચઆરઈ/૨૦૨૨/૧૧૧૧/ખ-૧
- (૮) UGCની નેશનલ હાયર એજ્યુકેશન ક્વોલિફિકેશન ફ્રેમવર્ક (NHEQF)ની તા:૧૧/૦૫/૨૦૨૩ની માર્ગદર્શિકા (DOF No.: 15-2/2012 (QIP))
- (૯) UGCની ગાઈડલાઈન્સ “Implementation of Multidisciplinary and Holistic Education in Higher Education Institution” (F.No. 2-1/2021/ (QIP) તા:૧૯/૦૭/૨૦૨૧)
- (૧૦) UGCની ટ્રેનીંગ ઓફ ફેકલ્ટી ઓન ઇન્ડિયન નોલેજ સિસ્ટમ્સ પરની માર્ગદર્શિકા (F.1-9/2022 (IKSInitiatives) તા:૧૪/૧૨/૨૦૨૨)

આમુખ:

ડૉ. કસ્તુરીરંગન સમિતિના અહેવાલના આધારે કેન્દ્ર સરકાર દ્વારા રાષ્ટ્રીય શિક્ષણ નીતિ (NEP) - ૨૦૨૦ને ૨૯ જુલાઈ, ૨૦૨૦ના રોજ મંજૂરી આપવામાં આવેલ છે. આ નીતિનો ઉદ્દેશ્ય ૨૧મી સદીમાં પ્રચલિત શિક્ષણ પ્રણાલી અને જરૂરી કૌશલ્યો વચ્ચેના અંતરને દૂર કરવાનો છે. તેમજ રોજગારી યોગ્ય અને વૈજ્ઞાનિક અભિગમ, સર્જનાત્મક કલ્પનાશક્તિ અને નૈતિક મૂલ્યો યુક્ત સંકલિત વ્યક્તિત્વ ધરાવતા વિદ્યાર્થીઓ સાથે સર્વાંગી અને બહુ વિદ્યાશાખાકીય ઉચ્ચ શિક્ષણનું નિર્માણ કરવાનો અને

વિદ્યાર્થીઓ દ્વારા વિષયો/અભ્યાસક્રમોની સ્વયં પસંદગી માટેના સીમિત વિકલ્પોને દૂર કરવાનો ઉદ્દેશ છે.

રાષ્ટ્રીય શિક્ષણ નીતિ(NEP), ૨૦૨૦ એ શિક્ષણને વધુ સર્વગ્રાહી અને અસરકારક બનાવવાની અને સામાન્ય (એકેડમિક) શિક્ષણ, વ્યાવસાયિક શિક્ષણ અને પ્રાયોગિક શિક્ષણના એકીકરણ પર ભાર મૂકવાની કલ્પના કરે છે. આ ઉદ્દેશ્યને પરિપૂર્ણ કરવા માટે ક્રેડિટ એકત્રીકરણ અને ક્રેડિટ તબદીલ કરવાની વ્યવસ્થા સાથે સમગ્ર રાજ્યમાં એકસમાન ક્રેડિટ માળખું ઘડવું હિતાવહ છે. જે સામાન્ય અને વ્યાવસાયિક શિક્ષણ બંનેને સંકલિત કરશે અને આ બે શૈક્ષણિક અને કૌશલ્ય તાલીમની વ્યવસ્થાઓની વચ્ચે વિદ્યાર્થીઓ/શીખનારાઓની ગતિશીલતાને સરળ બનાવશે.

રાજ્ય સરકાર દ્વારા ખૂબ જ સક્રિય રીતે રાષ્ટ્રીય શિક્ષણ નીતિ, ૨૦૨૦નું અમલીકરણ થઈ રહ્યું છે. શિક્ષણ વિભાગના તા.૨૪/૦૧/૨૦૨૩ ના ઠરાવથી રાષ્ટ્રીય શિક્ષણ નીતિ, ૨૦૨૦નું અસરકારક અને સમયબદ્ધ અમલીકરણ સુનિશ્ચિત કરવા માટે એક ઉચ્ચ સ્તરિય સમિતિ અને એક કાર્યવાહક (સ્ટીયરીંગ) સમિતિ ની રચના કરેલ છે. આ સમિતિઓ હેઠળ NEPના વિભિન્ન મુદ્દાઓને અનુરૂપ વિવિધ ૦૭ સમિતિઓની પણ રચના કરવામાં આવેલ છે. કે.સી.જી. કચેરી, શિક્ષણ વિભાગ દ્વારા તા.૦૭/૦૬/૨૦૨૩ની પબ્લિક નોટિસથી NEP અંતર્ગત રાજ્યની તમામ ઉચ્ચ શૈક્ષણિક સંસ્થાઓ માટે ક્રેડિટ અને ક્યુરિક્યુલમ ફ્રેમવર્ક નિયત કરવા માટેના ઠરાવનો મુસદ્દો યુનિવર્સિટીઓ, જાહેર જનતા અને વિવિધ સ્ટેકહોલ્ડર્સ પાસેથી સુચનો/મંતવ્યો મેળવવા પ્રસિદ્ધ કરેલ. જે અન્વયે મળેલ સુચનોને વિચારણામાં લઈ, બંને સમિતિઓ દ્વારા વિવિધ અભ્યાસક્રમો માટે ક્રેડિટ માળખું તૈયાર કરવા માટે રાજ્ય સરકારને ભલામણો રજૂ કરેલ. ઉક્ત ભલામણોને ધ્યાને લઈ ક્રેડિટ એકત્રીકરણ અને ક્રેડિટ તબદીલ કરવાની વ્યવસ્થા સાથે એકસમાન ક્રેડિટ માળખું તૈયાર કરી તમામ ઉચ્ચ શૈક્ષણિક સંસ્થાઓમાં તેને લાગુ કરવાની બાબત રાજ્ય સરકારની વિચારણા હેઠળ હતી.

ઠરાવ:

સરકારશ્રી દ્વારા કાળજીપૂર્વકની વિચારણાને અંતે, રાષ્ટ્રીય શિક્ષણ નીતિ, ૨૦૨૦ અંતર્ગત રાજ્યની તમામ ઉચ્ચ શૈક્ષણિક સંસ્થાઓ(સરકારી અને ખાનગી યુનિવર્સિટીઓ, ઓટોનોમસ કોલેજો; સરકારી, ગ્રાન્ટેડ અને ખાનગી કોલેજો, માન્ય ઉચ્ચ શિક્ષણ સંસ્થાઓ) માટે “કોમન કરિક્યુલમ એન્ડ ક્રેડિટ ફ્રેમવર્ક” હેઠળ ક્રેડિટ એકત્રીકરણ અને ક્રેડિટ તબદીલ કરવાની વ્યવસ્થા સાથે ક્રેડિટ વિતરણમાં એકરૂપતા જાળવવા એકસમાન ક્રેડિટ માળખું નિયત કરવામાં આવે છે.

પ્રથમ તબક્કામાં NEP-2020 નું અમલીકરણ:

યુનિવર્સિટી ગ્રાન્ટ્સ કમિશન દ્વારા ૧૨મી ડિસેમ્બર ૨૦૨૦ના પત્ર સાથે “**Curriculum and Credit Framework for Undergraduate Programmes**” અંગેની માર્ગદર્શિકા પ્રસિદ્ધ કરવામાં આવેલ છે. જેના અનુસંધાને પ્રથમ તબક્કામાં ચાલુ શૈક્ષણિક વર્ષ ૨૦૨૩-૨૪થી ક્રેડિટ અને અભ્યાસક્રમ માળખું નીચેના કાર્યક્રમો (AICTE, MCI, PCI, BCI, CoA, NCTE વગેરે દ્વારા નિયંત્રણ સિવાયના અભ્યાસક્રમો) માટે લાગુ કરવાનું રહે છે:

અભ્યાસક્રમ:

સ્નાતક-UG: B.A., B.Sc., B. Com અને તમામ નોન-AICTE પ્રોફેશનલ UG ડિગ્રી અભ્યાસક્રમ.

અનુસ્નાતક-PG: M.A., M.Sc., M.Com. અને તમામ નોન-AICTE પ્રોફેશનલ PG ડિગ્રી અભ્યાસક્રમ.

રાજ્યની તમામ યુનિવર્સિટીઓએ બહુવિદ્યાશાખાકીય અને સર્વગ્રાહી શિક્ષણ પ્રદાન કરવા માટે, તેમજ યુનિવર્સિટીઓના ઉપલબ્ધ શૈક્ષણિક સંસાધનોનો યોગ્ય ઉપયોગ કરવા માટે, યુનિવર્સિટી ગ્રાન્ટ્સ કમિશન(UGC) દ્વારા સપ્ટેમ્બર, ૨૦૨૨માં પ્રસિદ્ધ કરવામાં આવેલ “ઉચ્ચ શિક્ષણ સંસ્થાઓને બહુવિદ્યાશાખાકીય સંસ્થાઓમાં પરિવર્તિત કરવા માટેની માર્ગદર્શિકા” નો અભ્યાસ કરી અમલ કરવાનો રહેશે.

મુખ્ય વિભાવનાઓ :-

- 1) મૂલ્યાંકન એ એક પ્રક્રિયા છે, જેના દ્વારા વિદ્યાર્થીએ પ્રાપ્ત કરેલ જે તે અભ્યાસ ક્ષેત્રના પરિણામો જાણી શકાય છે. અભ્યાસક્રમના નિયત અધ્યયનના આઉટકમની સિદ્ધિ માટે તેનું મૂલ્યાંકન ન થાય ત્યાં સુધી વિદ્યાર્થી દ્વારા કોઈ ક્રેડિટ મેળવી શકાતી નથી.
- 2) મૂલ્યાંકન સ્તર: શૈક્ષણિક, વ્યાવસાયિક અથવા પ્રાયોગિક શિક્ષણના ફરજિયાત મૂલ્યાંકન તબક્કા NCrFnનાં સ્તરની સમકક્ષ હોવા જોઈએ, જે વિદ્યાર્થી દ્વારા સિદ્ધ થાય તે આવશ્યક છે. આ સ્તરોના સંયોજનને (જો બે ફરજિયાત તબક્કા વચ્ચે કોઈ હોય તો) મૂલ્યાંકન સ્તર તરીકે ઓળખવામાં આવે છે.
- 3) ક્રેડિટ એ એક એકમ છે, જે સૂચવે છે કે વિદ્યાર્થીએ, સૂચિત સ્તર પર લાયકાતને અનુરૂપ અભ્યાસક્રમ સફળતાપૂર્વક પૂર્ણ કરેલ છે. વિદ્યાર્થીને નિયત અભ્યાસક્રમમાં સફળતાપૂર્વક સિદ્ધિ મેળવ્યા બદલ ક્રેડિટ પ્રદાન કરવામાં આવે છે. તે સેમેસ્ટરના (ઓછામાં ઓછા ૧૫ અઠવાડિયા/૯૦ દિવસ) સમયગાળા દરમિયાન દર અઠવાડિયે જરૂરી શિક્ષણના કલાકોની સંખ્યા નક્કી કરે છે.
 - શિયરીની ૧ ક્રેડિટ = એક સેમેસ્ટરના કુલ સમયના ૧૫ કલાકની શૈક્ષણિક પ્રવૃત્તિ
 - ૧ (પ્રેક્ટિકલ/ઇન્ટર્નશિપ/વર્કશોપ બેઇઝ્ડ એક્ટીવીટી)ની ક્રેડિટ = સેમેસ્ટરના કુલ સમયના ૩૦ કલાક
 - ફિલ્ડ વિઝીટ/ઇન્સ્ટ્રી વિઝીટ/એસાઇનમેન્ટની ૧ ક્રેડિટ = સેમેસ્ટરના સમયના કુલ ૪૦-૪૫ કલાક
 - રિસર્ચ પ્રોજેક્ટ/ ડીઝર્ટેશન : સંપૂર્ણ સાતમું અને આઠમું સેમેસ્ટર – ૧૨ ક્રેડિટ
- 4) ક્રેડિટ સ્કીમ એ અભ્યાસની સિદ્ધિઓના સંદર્ભમાં ક્રેડિટ આપવા માટેની ઔપચારિક પદ્ધતિ છે.
- 5) સંચિત ક્રેડિટ: જે તે નિયત લાયકાત અનુસાર આપવામાં આવતા દરેક પ્રકારના અભ્યાસક્રમ માટે ક્રેડિટ આપવામાં આવશે અને આ ક્રેડિટ એકેડેમિક બેંક ઓફ ક્રેડિટ્સ (ABC) માં જમા કરવામાં આવશે.
- 6) ક્રેડિટ સંગ્રહ: દરેક વિદ્યાર્થીઓને એકેડેમિક, વોકેશનલ ટ્રેનિંગ અથવા પ્રેક્ટિકલ એમ દરેક પ્રકારના અભ્યાસક્રમ માટે ક્રેડિટ પોઈન્ટ્સના સંદર્ભમાં મેળવેલ અને સંચિત તમામ

અભ્યાસક્રમોનો ડિજિટલ રેકોર્ડ એક કોમન ખાતામાં સમગ્ર શિક્ષણ યાત્રા દરમિયાન જમા કરવાની સુવિધા ABC પુરી પાડશે.

- 7) **ક્રેડિટ તબદીલી:** એક એવી પ્રક્રિયા છે કે જેના દ્વારા એવોર્ડિંગ બોર્ડી ક્રેડિટને સ્વીકૃતિ આપે છે તથા બે સંસ્થાઓ વચ્ચે ક્રેડિટને સ્વૈચ્છિક સ્વીકૃતિ દ્વારા જ તબદીલ કરવાની અને આદાન-પ્રદાન કરવાની માન્યતા આપવામાં આવે છે.
- 8) **ક્રેડિટ સ્તર:** મૂલ્યાંકન સાથે અભ્યાસના વર્ષોની સંચિત સંખ્યાના આધારે વ્યાખ્યાયિત કરવામાં આવે છે.
- 9) **પસંદગી આધારિત ક્રેડિટ સિસ્ટમ (CBCS)** વિદ્યાર્થીઓને મેજર/માઇનર, માઇનર/ઇલેક્ટ્રિવ/સ્કિલ્સ બેઝ્ડ (વોકેશનલ) અભ્યાસક્રમોની સરખામણીમાં નિર્ધારિત અભ્યાસક્રમોના સમૂહ (બાસ્કેટ)માંથી અભ્યાસક્રમો પોતાની રીતે પસંદ કરવાની તક પૂરી પાડે છે.
- 10) **ક્રેડિટ માળખું** એટલે કે સફળતાપૂર્વક અથવા અસરકારક રીતે વધુ અભ્યાસની યોગ્યતા પ્રાપ્ત કરવા એક વિદ્યાર્થી માટે શિક્ષણ, કૌશલ્ય અને અભ્યાસના ક્રેડિટના માપદંડના એકમો પર બનાવવામાં આવતું માળખું.
- 11) **પ્રવેશ માટેની યોગ્યતા:** શૈક્ષણિક, વ્યવસાયિક અથવા વ્યવહારુ શિક્ષણમાંથી પસાર થયા પછી ચોક્કસ કક્ષા પર જવા માટે વિદ્યાર્થી દ્વારા પ્રાપ્ત કરેલ અને સંચિત કરેલ ક્રેડિટ પોઇન્ટ્સ. આ ક્રેડિટ્સ પોઇન્ટ્સ પાછલા અભ્યાસક્રમના લેવલના મૂલ્યાંકનમાંથી સંચિત થયા હોવા જોઈએ.
 - સંચિત ક્રેડિટ્સ દરેક એસેસમેન્ટ બેન્ડના સંબંધમાં છે.
 - શૈક્ષણિક સમાનતા માત્ર એક જ એસેસમેન્ટ બેન્ડની અંદર શક્ય છે.
- 12) **શીખનાર/વિદ્યાર્થી સામાન્ય અથવા વ્યવસાયિક ઔપચારિક કે અનૌપચારિક શિક્ષણમાંથી પસાર થતી વ્યક્તિનો ઉલ્લેખ કરે છે.**
- 13) **અભ્યાસના કલાકો:** ક્રેડિટ માટે ટોટલ આઉટકમ બેઇઝ્ડ અભ્યાસના કલાકોમાં નીચેની પ્રવૃત્તિઓનો સમાવેશ થાય છે:
 - કલાસરૂમ ટીચિંગ/ ટ્યુટોરીયલ્સ/ સમૂહ-ચર્ચા/ વીડીયો પ્રેઝન્ટેશન/ ઓનલાઇન ટીચિંગ વગેરે
 - લેબવર્ક/ પ્રેક્ટીકલ/ પ્રોજેક્ટ્સ/ એસાઇનમેન્ટ્સ
 - સ્પોર્ટ્સ/ગેમ્સ/ફિઝીકલ એક્ટીવીટી/યોગા
 - સામાજિક/સહભાગિતા કાર્ય (NCC/NSS ભાગીદારી સહીત)
 - ઇન્ટર્નશિપ/એપ્રેન્ટીસશિપ/ઓન જોબ ટ્રેઇનિંગ (OJT), પ્રાયોગિક શિક્ષણ (ફિલ્ડ વિઝીટ, ઇન્સ્ટ્રી વિઝીટ) વગેરે.
- 14) **પાઠ્યક્રમોના સ્તર:** અધ્યયનના આઉટકમ(પરિણામ) તથા શૈક્ષણિક કઠોરતાઓ વગેરે જ્ઞાનના સ્તરના આધારે સ્નાતક અભ્યાસક્રમોનું કોર્ડિંગ માળખું નીચે મુજબનું હોઈ શકે છે.
 - 0-૯૯ (પ્રિસ્ક્રિપ્શન લેવલ-પૂર્વ નિર્ધારિત સ્તર)
 - ૧૦૦-૧૯૯ (ફાઉન્ડેશન અથવા ઇન્ટ્રોડક્ટરી લેવલ-પરિચયાત્મક સ્તર)
 - ૨૦૦-૨૯૯ (ઇન્ટરમીડીએટ લેવલ-મધ્યમ સ્તર)

- ૩૦૦-૩૯૯ (હાઇર લેવલ-ઉચ્ચ સ્તર)
- ૪૦૦-૪૯૯ (એડવાન્સ લેવલ-અતિઉચ્ચ સ્તર)
- ૫૦૦-૫૯૯ (બે વર્ષનો પ્રથમ વર્ષનો અભ્યાસક્રમ અનુસ્નાતક ડિગ્રી પ્રોગ્રામ માટે),
- ૬૦૦-૬૯૯ (બે વર્ષનો બીજા વર્ષનો અભ્યાસક્રમ અનુસ્નાતક ડિગ્રી પ્રોગ્રામ માટે),
- ૭૦૦-૭૯૯ અને ઉપરના (ડૉક્ટરેટ વિદ્યાર્થીઓના અભ્યાસક્રમો).

- 15) અધ્યયન પરિણામ(લર્નિંગ આઉટકમ)એ દર્શાવે છે કે વિદ્યાર્થી જે અભ્યાસ કરે છે, જે સમજે છે અને અભ્યાસક્રમની પ્રક્રિયા પૂર્ણ થવા પર તેના આધારે શું કરવા સક્ષમ છે. તે જ્ઞાન, કુશળતા અને ક્ષમતાની દ્રષ્ટિએ વ્યક્ત કરવામાં આવશે
- 16) લેવલ ઓફ લર્નિંગ: શિક્ષણની સિદ્ધિઓની ક્રેડિટ રેટિંગ નક્કી કરવાની પ્રક્રિયામાં એસેસમેન્ટ કરવામાં આવેલા પરિમાણો પૈકીનું એક શીખવાનું સ્તર છે.
- 17) રાષ્ટ્રીય ક્રેડિટ માળખું એ વિશેષતાઓના સમૂહ સાથેનું એક માળખું છે જેનો ઉપયોગ તમામ સંસ્થાઓ અને ડીગ્રી પ્રદાન કરતી સંસ્થાઓ દ્વારા કરવામાં આવે છે.
- 18) નોશનલ લર્નિંગ અવર્સ: ઉચ્ચ અને વ્યાવસાયિક શિક્ષણમાં શિક્ષણ/તાલીમના એક વર્ષ માટેના નોશનલ લર્નિંગ અવર્સ ૧૨૦૦ કલાક માટે, મૂલ્યાંકનને આધીન ૪૦ ક્રેડિટ આપવાના હેતુ સાથે સંમત થયેલ છે. (જો કે અભ્યાસના દરેક વર્ષ માટે, ક્રેડિટની સંખ્યા વધી શકે છે અને તેને અનુરૂપ અભ્યાસના કલાકોની સંખ્યામાં પણ વધારો થશે)
- 19) કૌશલ્યનો અર્થ એ છે કે કોઈ કાર્ય પૂર્ણ કરવા અને સમસ્યાઓનો ઉકેલ શોધવા માટે જ્ઞાનને પાયાના સ્તર પર લાગુ કરવાની અને જ્ઞાનનો ઉપયોગ કરવાની ક્ષમતા.
- 20) સેક્ટરનો અર્થ મુખ્ય આર્થિક કાર્ય, ઉત્પાદન, સેવા અને ટેકનોલોજીના આધારે વ્યાવસાયિક પ્રવૃત્તિઓનું જૂથ છે.

1. મલ્ટીપલ એન્ટ્રી અને મલ્ટીપલ એક્ઝીટના વિકલ્પ સાથે ત્રણ/ચાર-વર્ષના UG પ્રોગ્રામ હેઠળ ક્રેડિટ માળખું:

UGC એ વિદ્યાર્થી-કેન્દ્રિત ત્રણ/ચાર વર્ષનો સ્નાતક કક્ષાનો અભ્યાસક્રમ ઘડ્યો છે. સ્નાતક ડિગ્રીના અભ્યાસક્રમ અને ક્રેડિટ માળખા માટે વિદ્યાર્થીની પસંદગી-આધારિત ક્રેડિટ સિસ્ટમ, મલ્ટીડિસિપ્લિનરી અભિગમ અને મલ્ટીપલ એન્ટ્રી અને એક્ઝીટના વિકલ્પોને સમાવિષ્ટ કરવામાં આવેલ છે. તે વિવિધ સંસ્થાઓમાં પસંદગીઓ અને અધ્યયનની સુગમતા અનુસાર મેજર અને માઇનર વિષયો પર ધ્યાન કેન્દ્રિત કરે છે.

મલ્ટીપલ એન્ટ્રી અને મલ્ટીપલ એક્ઝીટના વિકલ્પ સાથે ત્રણ/ચાર-વર્ષના UG પ્રોગ્રામ હેઠળ વિવિધ લેવલ માટે લઘુત્તમ ક્રેડિટ અંગેનું ફાઈનલ માળખું યુજીસી પ્રમાણે (૧૦% વધારા સાથે) નીચે આપેલ છે, જે રાજ્યની તમામ યુનિવર્સિટીઓએ યુસ્તપણે અમલમાં મુકવાનું રહેશે:

ત્રણ/ચાર વર્ષના સ્નાતક અભ્યાસક્રમ માટે ક્રેડિટ માળખું

NCrF ક્રેડિટ સ્તર (લેવલ)	લાયકાતના શીર્ષક	જરૂરી ક્રેડિટ	સેમેસ્ટરની સંખ્યા	સમયગાળો (વર્ષમાં)
૪.૫	UG સર્ટિફિકેટ	૪૪	૨	૧
૫.૦	UG ડિપ્લોમા	૮૮	૪	૨
૫.૫	ત્રણ વર્ષનો બેચલર ડિગ્રી પ્રોગ્રામ	૧૩૨	૬	૩
૬.૦	બેચલર્સ ડિગ્રી – ઓનર્સ અથવા બેચલર્સ ડિગ્રી – ઓનર્સ વિથ રિસર્ચ	૧૭૬	૮	૪

વિવિધ અભ્યાસક્રમો વચ્ચે કુલ ક્રેડિટનું વર્ષ મુજબનું વિતરણ (યુજીસીના ધોરણો મુજબ)

ક્રમ	કોર્સની કેટેગરી	જરૂરી ન્યૂનતમ ક્રેડિટ		
		૩- વર્ષના UG અભ્યાસક્રમ (બેચલર ડિગ્રી)	૪- વર્ષના UG અભ્યાસક્રમ (બેચલર ડિગ્રી)	૪વ -ર્ષના UG અભ્યાસક્રમ (બેચલર્સ ડિગ્રી-ઓનર્સ વિથ રીસર્ચ)
૧	મેજર (કોર) કોર્સિસ- ઇન્ટર્નશીપ સાથે	૬૮	૯૨	૯૨
૨	માઇનર (ઇલેક્ટીવ) કોર્સિસ- ગૌણ પાઠ્યક્રમ	૨૪	૩૨	૩૨
૩	મલ્ટીડિસિપ્લિનરી/ઇન્ટરડિસિપ્લિનરી/સંલગ્ન-સંબંધિત કોર્સિસ (બહુ વિદ્યાશાખાકીય/આંતર વિદ્યાશાખાકીય)	૧૨	૧૨	૧૨
૪	AEC (એબીલીટી એન્હેસમેન્ટ કોર્સિસ) (ક્ષમતા વિકાસ પાઠ્યક્રમ)	૧૦	૧૦	૧૦
૫	SEC (સ્કીલ એન્હેસમેન્ટ કોર્સિસ) (કૌશલ્ય વિકાસ પાઠ્યક્રમ)	૧૦	૧૦	૧૦
૬	વેલ્યુ એડેડ કોર્સિસ (VAC) ઇન્ડિયન નોલેજ સિસ્ટમ (IKS) સહીત (મૂલ્ય વર્ધિત પાઠ્યક્રમ- ભારતીય જ્ઞાન પરંપરા સહિત)	૦૮	૦૮	૦૮
૭	ડીઝર્ટેશન/(રીસર્ચ પ્રોજેક્ટ) અથવા ઓન-ધ-જોબ ટ્રેનિંગ(OJT)	-	૧૨ (OJT)	૧૨ (રીસર્ચ પ્રોજેક્ટ)
	કુલ ક્રેડિટ્સ	૧૩૨	૧૭૬	૧૭૬

- 1.1. રાજ્યની તમામ ઉચ્ચ શૈક્ષણિક સંસ્થાઓ (HEIs) એટલે કે યુનિવર્સિટીઓ અને કોલેજોમાં તમામ અભ્યાસક્રમો વચ્ચે ક્રેડિટ વિતરણમાં એકરૂપતા જાળવવા માટે નિશ્ચિત ક્રેડિટ્સ સાથે એક સમાન ક્રેડિટ માળખું ઉપર મુજબ વ્યાખ્યાયિત કરવામાં આવ્યું છે. જે અંતર્ગત ત્રણ વર્ષના UG પ્રોગ્રામ માટે ૧૩૨ ક્રેડિટ અને ચાર વર્ષના UG ઓનર્સ/ઓનર્સ વિથ રિસર્ચ પ્રોગ્રામ માટે ૧૭૬ ક્રેડિટ (એટલે કે, યુજીસી પ્રમાણે ૧૦% વધારા સાથે). રાજ્ય સરકાર દ્વારા નિર્ધારિત ઉપરના માળખામાં તમામ યુનિવર્સિટીઓ સેમેસ્ટર/લેવલ મુજબની ક્રેડિટ પ્રાપ્ત કરવા માટેની પદ્ધતિઓ કોઈપણ ફેરફાર કર્યા વગર વિકસાવી શકે છે.
- 1.2. શૈક્ષણિક વર્ષ ૨૦૨૩-૨૪થી યુનિવર્સિટીના ચાર વર્ષના નવા UG અભ્યાસક્રમના પ્રથમ વર્ષમાં પ્રવેશ લેનાર તમામ વિદ્યાર્થીઓ માટે ચોથું વર્ષ મરજીયાતપણે કરવાનું રહેશે, એટલે કે ફરજિયાત નથી. ચોથા વર્ષના ઓનર્સ/ ઓનર્સ વિથ રીસર્ચ પ્રોગ્રામ (લેવલ 6.0) શૈક્ષણિક વર્ષ ૨૦૨૬-૨૭ થી વિશિષ્ટ ગુણવત્તાના ધોરણો સાથે લાગુ કરવાનું રહેશે અને આ ધોરણો મુજબ જ ચોથા વર્ષમાં પ્રવેશ આપવાનો રહેશે.

2. ક્રેડિટનું વિતરણ અને ચાર વર્ષના ડિગ્રી પ્રોગ્રામમાં અભ્યાસક્રમોની પસંદગી:

2.1. મેજર ડિસિપ્લિન કોર્સિસ -વિદ્યાશાખાને લગતો મુખ્ય કોર્સ (વિવિધ મેજર ઈલેક્ટીવ્સ)

મેજર ડિસિપ્લિન/વિદ્યાશાખાએ મુખ્ય (કોર) પ્રભુત્વ ધરાવતા વિષયો છે અને તે ડિસિપ્લિનમાં ડિગ્રી એનાયત કરવામાં આવશે. વિદ્યાર્થીઓએ મેજર ડિસિપ્લિનમાં, કોર વિષયો સાથે નિર્ધારિત ત્રણ વર્ષની ક્રેડિટના ૫૦% (કુલ ક્રેડિટના ૫૦% જેટલી) મેળવવી આવશ્યક છે. વિદ્યાર્થીઓએ અભ્યાસક્રમ/કોર્સના સમૂહ (બાસ્કેટ)માંથી પોતાની પસંદગી પ્રમાણે અભ્યાસક્રમો પસંદ કરવાના રહેશે. મેજર અભ્યાસક્રમોના વિષયો (પેપર્સ)ની સંખ્યા દરેક સેમેસ્ટરમાં અલગ અલગ હોઈ શકે છે. ઈન્ડિયન નોલેજ સિસ્ટમ અને વ્યાવસાયિક એજ્યુકેશનએ મેજર (કોર) અભ્યાસક્રમોનો ભાગ હોઈ શકે છે.

ઉચ્ચ શૈક્ષણિક સંસ્થાઓ UGCના કરિક્યુલમ ફ્રેમવર્ક મુજબ અભ્યાસક્રમનું કોર્સિંગ અને લેવલિંગ/સ્તર નક્કી કરી શકે છે.

એક (સિંગલ) અને બે (ડબલ) મેજર વિષયો અંગે

I) એક મુખ્ય વિષય સાથે સ્નાતક અભ્યાસક્રમ: સિંગલ મેજર ડિગ્રી પ્રાપ્ત કરવા માટે ૩-વર્ષ/૪-વર્ષની સ્નાતકની ડિગ્રી માટે એક વિદ્યાર્થીને મેજર ડિસિપ્લિનમાંથી કુલ ક્રેડિટની ઓછામાં ઓછી ૫૦% ક્રેડિટ (૬૬ ક્રેડિટ) મેળવવાની રહેશે.

II) બે મુખ્ય વિષય સાથે સ્નાતક અભ્યાસક્રમ: ડબલ મેજર ડિગ્રી પ્રાપ્ત કરવા માટે ૩-વર્ષ/૪-વર્ષની સ્નાતકની ડિગ્રી માટે એક વિદ્યાર્થીએ બીજા મેજર ડિસિપ્લિનમાંથી કુલ ક્રેડિટની ઓછામાં ઓછી ૪૦% ક્રેડિટ (૫૩ ક્રેડિટ) મેળવવાની રહેશે. ટૂંકમાં, વિદ્યાર્થી ક્ષમતા અનુસાર બે મેજર (કોર) વિષયો રાખી શકશે.

2.2. માઇનર ડિસિપ્લિન કોર્સ (ઓપન, ડોમેન સ્પેસિફિક, જીનેરીક-ઇલેક્ટીવ્સ)

મેજર ડિસિપ્લિનને લગતો અથવા તે સિવાયનો માઇનર ડિસિપ્લિન, જે મેજર ડિસિપ્લિન અભ્યાસક્રમને સંલગ્ન હોય તેવો વ્યાપક સમજણ આપતો અભ્યાસક્રમ છે. તેમાં ઓપન, જીનેરીક-ઇલેક્ટીવ્સ પણ વિદ્યાર્થીઓની પસંદગી માટે રાખવાના રહેશે. તે વિદ્યાર્થીઓને સંબંધિત મેજર ડિસિપ્લિન ઉપરાંત પોતાની પસંદગી મુજબના વિષયોમાં વ્યાપક જ્ઞાન મેળવવામાં મદદ કરે છે.

- માઇનર વિષયો વિદ્યાર્થીઓની પસંદગી અનુસાર સમાન અથવા અલગ વિદ્યાશાખામાંથી પણ હોઈ શકે છે. ઓપન એન્ડ ડિસ્ટન્સ લર્નિંગ(ODL) અભ્યાસક્રમોમાંથી પણ વિદ્યાર્થી તે વિષયોની પસંદગી પોતાની અભિરુચિ/જરૂરિયાત અનુસાર કરી શકશે.
- ૩ વર્ષની સ્નાતક ડિગ્રી પ્રોગ્રામ માટે માઇનર વિષયની ૨૪ ક્રેડિટ અને ચાર વર્ષના સ્નાતક ડિગ્રી પ્રોગ્રામ માટે ૩૨ ક્રેડિટ રહેશે.
- ઉચ્ચ શૈક્ષણિક સંસ્થાઓ UGCના કરિક્યુલમ ફ્રેમવર્ક મુજબ અભ્યાસક્રમનું કોર્સિંગ અને લેવલિંગ/સ્તર નક્કી કરી શકે છે.

2.3. ઈન્ટરડિસિપ્લીનરી / મલ્ટીડિસિપ્લીનરી/ સંલગ્ન- કોર્સિસ:

આ મેજર ડિસિપ્લિન્સ(મુખ્ય અભ્યાસક્રમો)ની સાથે અનુબંધ થઈ શકે તેવા કોર્સિસ છે, જે વિદ્યાર્થીઓને સંબંધિત અભ્યાસક્રમો અથવા અન્ય કોઈપણ સ્વતંત્ર અભ્યાસક્રમમાં પસંદગી મુજબ મુખ્ય યોગ્યતા પ્રાપ્ત કરવામાં મદદ કરે છે. આ કોર્સિસ મેજર ડિસિપ્લિન અથવા અન્ય ડિસિપ્લિનના હોઈ શકે છે. વિદ્યાર્થી પાસે ઉપલબ્ધ કોર્સ બાસ્કેટ(વિવિધ અભ્યાસક્રમોના સમૂહ)માંથી અથવા વિદ્યાર્થીની પસંદગીની સંસ્થા(HEIs)માંથી તે કોર્સ પસંદ કરવાનો વિકલ્પ રહેશે. મલ્ટીડિસિપ્લીનરી/ ઈન્ટરડિસિપ્લીનરી/ સંલગ્ન-અભ્યાસક્રમો માટે ત્રણ વર્ષમાં ૧૨ ક્રેડિટ ફાળવવામાં આવશે. આથી વિદ્યાર્થીઓને વ્યાપક વિષયો/અભ્યાસક્રમો પસંદ કરવાની તકો ઉપલબ્ધ થાય. વિષયો/અભ્યાસક્રમોની સીમિત પસંદગીના જૂના માળખામાં આ મુજબ તમામ યુનિવર્સિટીઓએ ફેરફાર કરવાનો રહેશે.

2.4. ક્ષમતા વિકાસ પાઠ્યક્રમ (AEC)

ભાષા અને સંચાર કૌશલ્યો પર ધ્યાન કેન્દ્રિત કરતી આધુનિક ભારતીય ભાષા અને અંગ્રેજી ભાષામાં ક્ષમતા હાંસલ કરવા વિદ્યાર્થીઓને કોર્સિસ ઓફર કરવામાં આવશે. તે મેજર સંબંધિત કોર્સ પણ હોઈ શકે છે. AEC ને કુલ ક્રેડિટના ૧૦ ક્રેડિટ ફાળવવામાં આવશે. ઉચ્ચ શૈક્ષણિક સંસ્થાઓ દ્વારા વિવિધ અભ્યાસક્રમોના માન્ય વિશાળ બાસ્કેટમાંથી કોર્સ ઓફર કરવાના રહેશે.

2.5. કૌશલ્ય વિકાસ પાઠ્યક્રમ (SEC)

તેનો ઉદ્દેશ્ય વિદ્યાર્થીઓની રોજગાર ક્ષમતાને વધારવા માટે વ્યવહારુ કૌશલ્યો, એમ્બેડેડ ઇન્ટર્નશિપ, હેન્ડ્સ ઓન ટ્રેનીંગ, સોફ્ટ સ્કિલ્સ, લાઈફ સ્કિલ્સ વગેરે જેવા માન્ય ઓનલાઈન કોર્સિસ આપવાનો છે, જેમાં નવી વિકસતી ટેકનોલોજીની જરૂરિયાત મુજબના કોર્સ પણ દાખલ થઈ શકે છે.

SEC માટે ૧૦ ક્રેડિટ ફાળવવામાં આવશે. ઉચ્ચ શૈક્ષણિક સંસ્થાઓ દ્વારા વિવિધ અભ્યાસક્રમોના માન્ય બાસ્કેટમાંથી કોર્સોસ ઓફર કરવાના રહેશે.

2.6. મૂલ્ય વર્ધન પાઠ્યક્રમ (VAC)

આ કોર્સનો હેતુ વિદ્યાર્થીઓને ઐતિહાસિક પરિપ્રેક્ષ્ય સાથે સમકાલીન ભારતનું જ્ઞાન અને સમજ પ્રાપ્ત કરવા અને તેનું પ્રદર્શન કરવા સક્ષમ બનાવવાનો છે. કોર્સમાં પર્યાવરણ વિજ્ઞાન, જાહેર સ્વાસ્થ્ય, રિન્યુએબલ એનર્જી એન્ડ એનર્જી હાર્વેસ્ટિંગ, યોગ શિક્ષણ, માનવ મૂલ્યો, હેલ્થ એન્ડ વેલનેસ, સ્પોર્ટ્સ અને ફિટનેસ, સાંસ્કૃતિક પ્રવૃત્તિઓ; ઇન્ટરપર્સનલ સ્કિલ્સ, ક્રિટીકલ-લોજીકલ થિન્કિંગ, વક્તવ્ય, યાદશક્તિ વધારતા; NSS, NCC અને ફાઇન/ એપ્લાઇડ/ વિઝ્યુઅલ/ પરફોર્મિંગ આર્ટ્સ/ ભારતીય જ્ઞાન પ્રણાલી વગેરે જેવા અનેકવિધ નવા વિષયોનો પણ સમાવેશ થઈ શકે છે. VAC માટે કુલ ક્રેડિટના ૦૮ ક્રેડિટ ફાળવવામાં આવશે. વિદ્યાર્થી પાસે ઉપલબ્ધ કોર્સ બાસ્કેટમાંથી (માન્ય ઓનલાઇન, અભ્યાસક્રમો સહિતના) સ્વતંત્ર રીતે કોર્સ પસંદ કરવાનો વિકલ્પ રહેશે.

2.7. મેજર સબ્જેક્ટ, કો-કરીક્યુલર કોર્સોસ અને સંશોધન પ્રોજેક્ટને અનુરૂપ સમર ઇન્ટર્નશિપ / ફીલ્ડ પ્રોજેક્ટ્સ / એપ્રેન્ટિસશિપ / કોમ્યુનિટી એન્ગેજમેન્ટ એન્ડ સર્વિસ.

- યુનિવર્સિટીઓ વિદ્યાર્થીઓને ઉનાળાના વેકેશનમાં મેજર સંબંધિત NSQF નિર્ધારિત અભ્યાસક્રમને અનુરૂપ ઇન્ટર્નશિપ/એપ્રેન્ટિસશિપ ફરજિયાત ઓફર કરશે. જે ત્રણ/ચાર વર્ષના ડિગ્રી પ્રોગ્રામના પ્રથમ અને બીજા વર્ષમાં એક્ઝીટ માટે ફરજિયાત રહેશે. જે બજારમાં વિદ્યાર્થીઓનું મૂલ્ય વધારશે.
- પહેલા અને બીજા વર્ષમાં મુખ્ય વિષયને અનુરૂપ ફિલ્ડ પ્રોજેક્ટ્સ/ કોમ્યુનિટી એન્ગેજમેન્ટ એન્ડ સર્વિસ ઓફર કરવાના રહેશે છે. જે તેના જ્ઞાન, કૌશલ્ય સાથે અનેક ક્ષેત્રોમાં નોકરીની તકો પૂરી પાડશે. જે અન્વયે દરેક યુનિવર્સિટીઓ/શૈક્ષણિક સંસ્થાઓએ વિવિધ માન્ય ટ્રેનિંગ સેન્ટરો સાથે સંકલન/એમ.ઓ.યુ. કરવાના રહેશે.

2.8. રિસર્ચ પ્રોજેક્ટ/ડિઝર્ટેશન:

- પ્રથમ છ સેમેસ્ટરમાં ઓછામાં ઓછા સરેરાશ ૭૫% માર્ક્સ તથા યુનિવર્સિટીએ નક્કી કરેલ અન્ય ધોરણો ધરાવતા અને સ્નાતક કક્ષાએ રીસર્ચ કરવા માંગતા વિદ્યાર્થીઓને ઓફર કરવામાં આવશે. વિદ્યાર્થીઓ ચોથા વર્ષમાં રીસર્ચ સ્ટ્રીમ(સંશોધન પ્રવાહ) પસંદ કરી શકે છે. આ બાબતની વધુ સ્પષ્ટતા સ્ટાન્ડર્ડ ઓપરેટિંગ પ્રોસિજર (SOP)માં કરવામાં આવશે.
- રિસર્ચ પ્રોજેક્ટ/ડિઝર્ટેશન માટે ૧૨ ક્રેડિટ મુખ્ય કોર્સ સાથે રાખવામાં આવશે.
- ચાર વર્ષના અંતે ૧૨ ક્રેડિટ મેળવનાર વિદ્યાર્થીને જ રીસર્ચ/ડિઝર્ટેશન દ્વારા રીસર્ચ વિથ ઓનર્સની ડિગ્રી આપવામાં આવશે.

મલ્ટીપલ એન્ટ્રી અને એક્ઝીટના વિકલ્પો સાથે ત્રણ/ચાર વર્ષના ઓનર્સ/ ઓનર્સ વિથ રીસર્ચના અભ્યાસક્રમ માટેના

ક્રેડિટનું વિવરણ ફેમવર્ક:

NCrF ક્રેડિટ લેવલ	સત્ર	મેજર (કોર)	માઇનર (ઇલેક્ટિવ)	મલ્ટી/ ઇન્ટરડીસી પ્લીનરી	AEC	SEC/ ઇન્ટર્ન શિપ	VAC/ IKS	RP/ OJT	પ્રતિ સેમેસ્ટર કુલ ક્રેડિટ	લાયકાત/ સર્ટીફિકેટ
૪.૫ પ્રથમ વર્ષ	I	૮	૪	૪	૨	૨ (SEC)	૨ (IKS)	-	૨૨	UG સર્ટીફિકેટ
	II	૮	૪	૪	૨	૨ (SEC)	૨ (VAC)	-	૨૨	
૧-વર્ષના કુલ ક્રેડિટ		૧૬	૮	૮	૪	૪	૪	-	૪૪	

એક્ઝીટ ૧: મેજર કોર્સમાં ૪૪ ક્રેડિટ તથા મુખ્ય (કોર) સ્પેસિફિક NSQF કોર્સમાં સમર ઇન્ટર્નશિપની વધારાની ૦૪ ક્રેડિટ સાથે UG સર્ટીફિકેટ એનાયત કરવું અથવા મેજર અને માઇનર કોર્સ સાથે આગામી NCrF ક્રેડિટ લેવલ(દ્વિતિય વર્ષ) સાથે ડીગ્રી ચાલુ રાખી શકાય.

૫.૦ દ્વિતિય વર્ષ	III	૧૨	-	૪	૨	૨ (SEC)	૨ (IKS)	-	૨૨	UG ડિપ્લોમાં
	IV	૧૨	૪	-	૨	૨ (SEC)	૨ (VAC)	-	૨૨	
૨-વર્ષના કુલ ક્રેડિટ		૪૦	૧૨	૧૨	૮	૮	૮	-	૮૮	

એક્ઝીટ ૨: મેજર કોર્સમાં ૮૮ ક્રેડિટ તથા મુખ્ય (કોર) સ્પેસિફિક NSQF કોર્સમાં સમર ઇન્ટર્નશિપની વધારાની ૦૪ ક્રેડિટ સાથે UG ડિપ્લોમા એનાયત કરવું અથવા મેજર અને માઇનર કોર્સ સાથે આગામી NCrF ક્રેડિટ લેવલ(તૃતીય વર્ષ) સાથે ડીગ્રી ચાલુ રાખી શકાય.

૫.૫ તૃતીય વર્ષ	V	૧૨	૮	-	-	૨ (SEC)	-	-	૨૨	UG ડિગ્રી
	VI	૧૨	૪	-	૨	૪ (ઇન્ટર્ન શિપ)	-	-	૨૨	
૩-વર્ષના કુલ ક્રેડિટ		૬૪	૨૪	૧૨	૧૦	૧૪	૮	-	૧૩૨	

મેજર કોર્સમાં ૧૩૨ ક્રેડિટ્સ તથા સમાન કોર્સમાં ઇન્ટર્નશિપ સાથે UG ડિગ્રી એનાયત કરવી અથવા મેજર અને માઇનર કોર્સ સાથે આગામી NCrF ક્રેડિટ લેવલ (ચતુર્થ વર્ષ) માટે ડીગ્રી ચાલુ રાખી શકાય.

ક્ર.સં.	VII	૧૨	૪	-	-	-	-	૬(OJT)	૨૨	UG ઓનર્સ ડિગ્રી
	VIII	૧૨	૪	-	-	-	-	૬(OJT)	૨૨	
૪-વર્ષના કુલ ક્રેડિટ		૮૮	૩૨	૧૨	૧૦	૧૪	૮	૧૨	૧૭૬	
મેજર કોર્સમાં કુલ ૧૭૬ ક્રેડિટસ સાથે UG ઓનર્સ ડિગ્રી એનાયત કરવી										
ક્ર.સં.	VII	૧૨	૪	-	-	-	-	૬(RP)	૨૨	UG ઓનર્સ વિથ રીસર્ચ ડિગ્રી
	VIII	૧૨	૪	-	-	-	-	૬(RP)	૨૨	
૪-વર્ષના કુલ ક્રેડિટ		૮૮	૩૨	૧૨	૧૦	૧૪	૮	૧૨	૧૭૬	
મેજર કોર્સમાં કુલ ૧૭૬ ક્રેડિટસ સાથે UG ઓનર્સ વિથ રીસર્ચ ડિગ્રી એનાયત કરવી.										

સંક્ષેપ:

AEC (એબિલિટી એન્હાન્સમેન્ટ કોર્સ); IKS (ઇન્ડિયન નોલેજ સિસ્ટમ); NCrf (નેશનલ ક્રેડિટ ફ્રેમવર્ક); NSS (નેશનલ સર્વિસ સ્કીમ); NCC (નેશનલ કેડેટ કોર્સ); NSQF (નેશનલ સ્કિલ્સ ક્વોલિફિકેશન ફ્રેમવર્ક); OJT (ઓન-ધ-જોબ ટ્રેનિંગ); SEC (સ્કીલ એન્હાન્સમેન્ટ કોર્સ); RP (રીસર્ચ પ્રોજેક્ટ); VAC (વેલ્યુ એડેડ કોર્સ)

નોંધ:

૧. છઠ્ઠા સેમેસ્ટરમાં ઇન્ટર્નશિપ મેજર અભ્યાસક્રમનો અચૂક ભાગ રહેશે, તેથી ઇન્ટર્નશિપ માટે ફાળવેલ ક્રેડિટ મેજર અભ્યાસક્રમના કુલ ક્રેડિટમાં ગણવામાં આવશે.
૨. રીસર્ચ ન કરી રહેલા વિદ્યાર્થીઓ, ઓનર્સના સાતમા અને આઠમાં સેમેસ્ટરમાં OJT (ઓન-ધ જોબ ટ્રેનિંગ) અથવા રીસર્ચ પ્રોજેક્ટના બદલામાં ૧૨ ક્રેડિટના મેજર/માઇનરના ૩ કોર્સ કરશે. જેનાથી વિદ્યાર્થીઓને ઓનર્સ ડિગ્રી એનાયત થશે.
૩. મેજર/માઇનર/મલ્ટિડિસિપ્લિનરીમાં દરેક કોર્સ(વિષય) સાથે સંરક્ષિત ૦૪ ક્રેડિટ રાખવાની રહેશે.

ત્રીજા અને ચોથા વર્ષમાં ક્રેડિટની ગણતરી નીચે મુજબ રહેશે

વર્ષ	મેજર (કોર)	માઇનર (ઇલેક્ટિવ)	મલ્ટી/ ઇન્ટર ડીસીપ્લીનરી	AEC	SEC	VAC/ IKS	Research Project/ On-the-Job Training	પ્રતિ સેમેસ્ટર સંચિત કુલ ક્રેડિટ
ત્રીજું	૬૪+૪ (ઇન્ટર્નશિપ) =૬૮	૨૪	૧૨	૧૦	૧૦	૮	-	૧૩૨
ચોથું	૮૮+૪ (ઇન્ટર્નશિપ) =૯૨	૩૨	૧૨	૧૦	૧૦	૮	૧૨	૧૭૬

3. ભારતીય જ્ઞાન પ્રણાલી (IKS- ઇન્ડિયન નોલેજ સિસ્ટમ) પર અભ્યાસક્રમો

- 3.1 UGC દ્વારા IKS માટેની માર્ગદર્શિકા (ઉચ્ચ શિક્ષણ અભ્યાસક્રમમાં ભારતીય જ્ઞાનનો સમાવેશ કરવા માટેની માર્ગદર્શિકા- માર્ચ, ૨૦૨૩માં તેમજ ભારતીય જ્ઞાન પ્રણાલી પર ફેકલ્ટીની તાલીમ માટેની માર્ગદર્શિકા- ફેબ્રુઆરી, ૨૦૨૩માં) બહાર પાડવામાં આવેલ છે. ગુજરાત રાજ્યની તમામ યુનિવર્સિટીઓએ આ બંને ગાઈડલાઈન્સનું યુસ્તપણે પાલન કરવાનું રહે છે.
- 3.2 IKS એ તમામ વિદ્યાશાખાઓ માટે UG કોર્સના અભ્યાસક્રમનો એક અભિન્ન ભાગ હશે અને ચાર વર્ષના UG પ્રોગ્રામમાં નોંધાયેલા તમામ વિદ્યાર્થીઓને IKSમાં પૂરતી સંખ્યામાં અભ્યાસક્રમો લેવા પ્રોત્સાહિત કરવાના રહેશે. યુનિવર્સિટીઓએ આવા વિવિધ વિષયોનું વિસ્તૃત સમૂહ (બાસ્કેટ) બનાવવાનું રહેશે.
- 3.3 તમામ ઉચ્ચ શૈક્ષણિક સંસ્થાઓએ UGC દ્વારા માર્ચ-૨૦૨૩માં પ્રસિદ્ધ થયેલ IKS સંબંધિત માર્ગદર્શિકાને યુસ્તરીતે અનુસરવાની રહેશે. ત્રણ/ચાર વર્ષના ડીગ્રી પ્રોગ્રામમાં ફાળવવામાં આવેલ કુલ ક્રેડિટના ૫%(એટલે કે ૮.૮ ક્રેડિટ) IKSને ફાળવવાની રહેશે. જેમાંથી ૫૦% (એટલે કે ૪.૪ ક્રેડિટ) મેજર ડિસીપ્લીનને સંબંધિત રહેશે. બાકીની ૫૦% ક્રેડિટ (૪.૪ ક્રેડિટ) બહુશાખાકિય વિષયોને ફાળવાવાની રહેશે.

4. મલ્ટીપલ એન્ટ્રી અને મલ્ટીપલ એક્ઝિટ (ME & ME) માટે માર્ગ નક્કી કરવા અંગે:

સર્ટિફિકેટ, ડિપ્લોમા અને ડીગ્રી મેળવવા ઈચ્છતા વિદ્યાર્થીને તેના શૈક્ષણિક માર્ગને પસંદ કરવા માટે ઉચ્ચ શિક્ષણમાં ફ્લેક્સિબિલિટી હોવી જરૂરી છે. મલ્ટીપલ એન્ટ્રી અને એક્ઝિટ પોઈન્ટ્સ (ME & ME) ઉચ્ચ શિક્ષણ સંસ્થાઓ(HEIs)માં ઓફર કરવામાં આવતા શૈક્ષણિક કાર્યક્રમોમાં સીમિત વિકલ્પોને દૂર કરશે અને વિદ્યાર્થીઓ માટે, અભ્યાસક્રમોના વિશાળ પૂલમાંથી તેમની પસંદગીના વિવિધ વિષયો પસંદ કરવા અને શિખવા માટે નવી શક્યતાઓ ઊભી કરશે. વધુમાં, આ બાબત વિદ્યાર્થીઓની વિઘ્નરહિત ગતિશિલતાનો માર્ગ એક જ યુનિવર્સિટી/ડીગ્રી આપતી HEIs (ઉચ્ચ શિક્ષણ સંસ્થાઓ)માં અથવા વિવિધ યુનિવર્સિટીઓ વચ્ચે ક્રેડિટ માન્યતા, ક્રેડિટ સંચય, ક્રેડિટ ટ્રાન્સફર અને ક્રેડિટ રીડમ્પ્શન પદ્ધતિ દ્વારા શક્ય બનાવશે.

❖ ચાર વર્ષના સમયગાળા માટેની સ્નાતક ડિગ્રીના અભ્યાસક્રમ માટે, સંલવિત મલ્ટીપલ એન્ટ્રી અને મલ્ટીપલ એક્ઝિટના વિકલ્પો નીચે મુજબ છે:

- 4.1. વોકેશનલ અથવા પ્રોફેશનલ ક્ષેત્રો સહિત કોઈ ડિસીપ્લીન અથવા ક્ષેત્રમાં UG સર્ટીફિકેટ પ્રોગ્રામના એક વર્ષના પ્રાપ્ત કરેલ ૪૪ ક્રેડિટ્સ સહિત, વિદ્યાર્થીએ ઉનાળાના વેકેશન દરમિયાન ઓફર કરવામાં આવતા કાર્ય આધારિત વોકેશનલ સ્કિલ કોર્સ અથવા ઇન્ટર્નશિપ/એપ્રેન્ટિસશીપ (એક્ઝીટ કોર્સિસ) માં ૦૪ વધારાની ક્રેડિટ મેળવવાની રહેશે. UGCના ધોરણો મુજબ વિદ્યાર્થી માન્ય ODL અભ્યાસક્રમોમાંથી નિશ્ચિત પ્રમાણમાં (૪૦ %) ક્રેડિટ પણ એકઠી કરી શકે છે.

- 4.2. વોકેશનલ અથવા પ્રોફેશનલ ક્ષેત્રો સહિત કોઈ ડિસીપ્લીન અથવા ક્ષેત્રમાં UG ડિપ્લોમા પ્રોગ્રામના બે વર્ષના પ્રાપ્ત કરેલ ૮૮ ક્રેડિટ્સ સહિત, વિદ્યાર્થીએ ઉનાળાના વેકેશન દરમિયાન ઓફર કરવામાં આવતા કાર્ય આધારિત વોકેશનલ સ્કિલ કોર્સ અથવા ઇન્ટર્નશિપ/એપ્રેન્ટિસશીપ (એક્ઝીટ કોર્સિસ) માં ૦૪ વધારાની ક્રેડિટ મેળવવાની રહેશે. આ ક્રેડિટ તેમના કૌશલ્યમાં વધારો કરી રોજગાર કુશળતા અપાવશે.
- 4.3. સંબંધિત અભ્યાસક્રમમાં ૧૩૨ ક્રેડિટ્સ પ્રાપ્ત કર્યા પછી ત્રણ વર્ષ અભ્યાસક્રમની UG બેચલર્સ(સ્નાતક) ડિગ્રી આપવામાં આવશે.
- 4.4. બીજા, ચોથા અને છઠ્ઠા સેમેસ્ટરના અંતે વિદ્યાર્થીને અનુક્રમે UG સર્ટીફિકેટ, UG ડિપ્લોમા અને UG બેચલર્સની ડીગ્રી સાથે એક્ઝિટ વિકલ્પ પ્રદાન કરવામાં આવશે. ચોથા વર્ષમાં, યુજી પ્રોગ્રામના તમામ આઠ સેમેસ્ટર સતત અથવા એક્ઝિટ અથવા રિ-એન્ટ્રી વિકલ્પો સાથે સફળતાપૂર્વક ૧૭૬ ક્રેડિટ સહિત પૂર્ણ કર્યા પછી, વિદ્યાર્થીઓને UG બેચલર્સ ડિગ્રી (ઓનર્સ/ઓનર્સ વિથ રીસર્ચ) પ્રાપ્ત થશે.
- 4.5. ચાર વર્ષની UG ડિગ્રી (ઓનર્સ વિથ રીસર્ચ): પ્રથમ છ સેમેસ્ટરમાં કુલ ૭૫% કે તેથી વધુ ગુણ મેળવનારા તથા અન્ય નક્કી થયેલ ધોરણો મુજબ વિદ્યાર્થીઓ પાસે ચોથા વર્ષમાં રિચર્ચ સ્ટ્રીમ પસંદ કરવાનો વિકલ્પ રહેશે. વિદ્યાર્થીઓએ ૧૨ ક્રેડિટના વેઇટેજ સાથે સંબંધિત ઉચ્ચ શૈક્ષણિક સંસ્થાઓના માર્ગદર્શન હેઠળ રિચર્ચ પ્રોજેક્ટ કરવાનો રહેશે. ચોથા વર્ષની ડીગ્રી પછી વિદ્યાર્થીને એક વર્ષના P.G. અભ્યાસક્રમનો વિકલ્પ આપવાનો રહેશે.
- 4.6. રી-એન્ટ્રી અથવા લેટરલ એન્ટ્રી: વિદ્યાર્થી જે પ્રોગ્રામ/અભ્યાસના કોઈપણ સ્તરે બહાર નીકળવાનું (એક્ઝિટ) પસંદ કરી રહ્યા છે. તેઓને તે પ્રોગ્રામમાં ફરીથી દાખલ થવા માટે હવેથી ઘણી સુગમતા રહેશે. વિદ્યાર્થી એક્ઝીટ થયાના ત્રણ વર્ષની અંદર, એક જ અથવા જુદી જુદી ઉચ્ચ શૈક્ષણિક સંસ્થાઓમાં ફરીથી પ્રવેશ મેળવીને દાખલ થઈ(રી-એન્ટ્રી કરી) શકે છે. પ્રથમ વર્ષ UG પ્રોગ્રામમાં પ્રવેશની તારીખથી સાત(૭) વર્ષની નિર્ધારિત મહત્તમ અવધિમાં ડિગ્રી પ્રોગ્રામ પૂર્ણ કરી શકે છે.
- 4.7. આંતર યુનિવર્સિટી સ્થળાંતર: ગુજરાત રાજ્યની તમામ યુનિવર્સિટીઓએ એક સંસ્થા/કોલેજમાંથી બીજી સંસ્થામાં તેમજ એક યુનિવર્સિટીમાંથી બીજી યુનિવર્સિટીમાં વિદ્યાર્થીની ફેરબદલી(ટ્રાન્સફર) માટે રાજ્ય સરકાર દ્વારા જાહેર થનાર સ્ટાન્ડર્ડ ઓપરેટિંગ પ્રોસીજર(SOP) મુજબ કાર્યવાહી કરવાની રહેશે. ફેરબદલીના જરૂરી માપદંડો સંતોષાયા બાદ વિદ્યાર્થીને ફેરબદલી (ટ્રાન્સફર) બાબતે કોઈ તકલીફ ન થાય તે સુનિશ્ચિત કરવાની સંપૂર્ણ જવાબદારી દરેક યુનિવર્સિટીની રહેશે.
- 4.8. ગુજરાત રાજ્યની યુનિવર્સિટીઓએ પોતાની કઈ સંસ્થાઓ દ્વારા ચોથા વર્ષનો અભ્યાસક્રમ વિદ્યાર્થીઓને ઓફર કરી શકશે, તે માટે પાત્રતાના માપદંડો (ઇન્ફ્રાસ્ટ્રક્ચર સુવિધા, શૈક્ષણિક સંસાધનો અને અન્ય જરૂરિયાતો) સરકારની SOPની સૂચનાઓને ધ્યાને રાખીને તૈયાર અને જાહેર કરવાના રહેશે.
- 4.9. "ત્રણ વર્ષના યુજી પ્રોગ્રામ્સ" ઓફર કરતી સંસ્થાઓએ યુનિવર્સિટી પાસેથી જરૂરી લેખિત પરવાનગી લઈને ચોથું વર્ષ શરૂ કરવાનું રહેશે. સ્ટાન્ડર્ડ ઓપરેટિંગ પ્રોસીજર (SOP)માં

સૂચવવામાં આવનાર માપદંડો પરિપૂર્ણ થયા પછી જ, ચોથા વર્ષને શરૂ કરવાની મંજૂરી યુનિવર્સિટીએ આપવાની રહેશે..

- 4.10. UGCના નિયમો મુજબ UG પ્રોગ્રામના પ્રથમ અને દ્વિતીય વર્ષ પછી વિદ્યાર્થી ઈચ્છાનુસાર એકઝીટ થઈ શકે છે. જે સંદર્ભે યુનિવર્સિટીએ વિદ્યાર્થીઓને સુવિધારૂપ થવા એકઝીટ કોર્સ સંદર્ભે જરૂરી વિષયોનો સમૂહ અને તે સંદર્ભની SOP તૈયાર કરવાની રહે છે.
- 4.11. યુનિવર્સિટીઓએ UGC દ્વારા જાહેર કરાયેલ UG પ્રોગ્રામ (C & C F) ની માર્ગદર્શિકા મુજબ મલ્ટિડિસિપ્લિનરી અભ્યાસક્રમો, ક્ષમતા વૃદ્ધિ (Ability Enhancement) અભ્યાસક્રમો, કૌશલ્ય વૃદ્ધિ(Skill Enhancement) અભ્યાસક્રમો, મૂલ્ય વૃદ્ધિ (Value added), માન્ય ODL અભ્યાસક્રમો વગેરેની શ્રેણી હેઠળ ઓફર કરવામાં આવનાર વિષયોના વિસ્તૃત અલગ-અલગ સમૂહ (બાસ્કેટ) અચૂક તૈયાર કરવાના રહેશે. યુનિવર્સિટીઓએ સુનિશ્ચિત કરવાનું રહેશે કે અહીં ઉલ્લેખિત શ્રેણીઓ હેઠળ વિષયોના સમૂહમાં કેટેગરી પ્રમાણે ગાઈડલાઇન્સ મુજબ વિદ્યાર્થીની પસંદગીઓને યોગ્ય ન્યાય આપતા હોય, તેમજ NEP-૨૦૨૦ના મૂળભૂત હેતુનું ઉલ્લંઘન ન થતું હોય.

5. એકેડેમિક બેંક ઓફ ક્રેડિટ્સ (ABC) ની પદ્ધતિ:

- 5.1. તમામ ઉચ્ચ શૈક્ષણિક સંસ્થાઓએ એકેડેમિક બેંક ઓફ ક્રેડિટ્સ (ABC)ની ગાઈડલાઇન મુજબ રજીસ્ટ્રેશન સહીત તમામ કાર્યવાહી પૂર્ણ કરવાની રહેશે. એકેડેમિક બેંક ઓફ ક્રેડિટ્સ (ABC) એ MOE/UGC દ્વારા સ્થાપિત અને સંચાલિત ડિજિટલ/વર્ચ્યુઅલ/ઓનલાઇન એન્ટિટી તરીકે ઓળખાતી શૈક્ષણિક સેવા પદ્ધતિ છે. જે તેમના જ્ઞાન, ક્ષમતાઓ અને કૌશલ્યો વધારવા માટે વિવિધ માન્ય સંસ્થાઓ, માન્ય ODL અને અન્ય સ્ત્રોતોમાંથી વિતરિત અને વિસ્તૃત ટીચિંગ-લર્નિંગને પ્રોત્સાહન આપવા માટે ક્રેડિટ રેકગ્નિશન, ક્રેડિટ એક્યુમ્યુલેશન, ક્રેડિટ ટ્રાન્સફર અને ક્રેડિટ રિડેમ્પશનની સિસ્ટમ દ્વારા વિદ્યાર્થીઓને તેના શૈક્ષણિક ખાતાધારકો(એકેડેમિક એકાઉન્ટ હોલ્ડર) બનવા અને ડિગ્રી આપતી ઉચ્ચ શૈક્ષણિક સંસ્થાઓ વચ્ચે અવિરત વિદ્યાર્થી ગતિશીલતા માટેનો માર્ગ મોકળો કરે છે.
- 5.2. ABC ની સ્થાપના "નેશનલ એકેડેમિક ડિપોઝિટરી" (NAD) ની તર્જ પર સ્પેશિયલ પર્પઝ વ્હીકલ (SPV) તરીકે કરવામાં આવશે. તેની પાસે ABCની તમામ વિગતો, ઉચ્ચ શિક્ષણના તમામ હિતધારકોના ઉપયોગ માટે ઓપરેશનલ મિકેનિઝમ પ્રદાન કરતી ગતિશીલ વેબસાઇટ હશે.
- 5.3. રાજ્યની તમામ સરકારી/ખાનગી યુનિવર્સિટીઓએ અને ઉચ્ચ શૈક્ષણિક સંસ્થાઓએ ગુજરાતના વિદ્યાર્થીઓની સુવિધા માટે NAD અને ABC દ્વારા સમયાંતરે બહાર પાડવામાં આવતી તમામ સૂચનાઓ અને માર્ગદર્શિકાનું ફરજિયાતપણે પાલન કરવાનું રહેશે.
- 5.4. વિદ્યાર્થી દ્વારા મેળવેલી તમામ ક્રેડિટ્સ ABCમાં તેના સંબંધિત ખાતામાં જમા કરવામાં આવશે અને UGC દ્વારા નિર્ધારિત સમયગાળા માટે અથવા તેને રિડીમ કરવામાં આવે ત્યાં સુધી માન્ય રહેશે.

6. પોસ્ટ ગ્રેજ્યુએટ પ્રોગ્રામ્સ પદ્ધતિ:

- 6.1. હાલમાં ત્રણ વર્ષના ડીગ્રી પ્રોગ્રામમાં અભ્યાસ કરી રહેલા વિદ્યાર્થીઓ માટે યુનિવર્સિટીએ ત્રણ વર્ષનો ડીગ્રી પ્રોગ્રામ ચાલુ રાખવાનો રહે છે. ત્રણ વર્ષની ડીગ્રી મેળવ્યા બાદ હાલના માળખા અનુસાર વિદ્યાર્થીઓ બે વર્ષના માસ્ટર પ્રોગ્રામ (અનુસ્નાતક અભ્યાસક્રમ)માં પ્રવેશ માટે હકદાર રહેશે.
- 6.2. સંપૂર્ણ રીતે સંશોધન માટે સમર્પિત બીજા વર્ષ સાથેનો બે વર્ષનો માસ્ટર પ્રોગ્રામ, રાજ્યની યુનિવર્સિટીઓ દ્વારા ત્રણ વર્ષનો સ્નાતક કાર્યક્રમ પૂર્ણ કરનાર વિદ્યાર્થીઓ માટે શૈક્ષણિક વર્ષ ૨૦૨૬-૨૭થી UGC દ્વારા સમયાંતરે પ્રસિદ્ધ કરવામાં આવનાર માર્ગદર્શિકા મુજબ તૈયાર અને લાગુ કરવાનો રહેશે.
- 6.3. ઓનર્સ/ ઓનર્સ વિથ રીસર્ચ સાથે ચાર વર્ષનો સ્નાતક અભ્યાસક્રમ પૂર્ણ કરી રહેલા વિદ્યાર્થીઓ માટે UGC દ્વારા સમયાંતરે પ્રસિદ્ધ કરવામાં આવનાર માર્ગદર્શિકાઓ મુજબનો એક વર્ષનો અનુસ્નાતક અભ્યાસક્રમ શૈક્ષણિક વર્ષ ૨૦૨૭-૨૮થી રાજ્યની યુનિવર્સિટીઓએ શરૂ કરવાનો રહેશે.

7. ઓપન એન્ડ ડિસ્ટન્સ લર્નિંગ (ODL):

- 7.1. જે વિદ્યાર્થીઓ વૈકલ્પિક લર્નિંગ માધ્યમો જેવા કે ઓપન ડિસ્ટન્સ લર્નિંગ (ODL), ઓનલાઇન લર્નિંગ, અને હાઇબ્રિડ મોડસ ઓફ લર્નિંગ દ્વારા શિક્ષણ મેળવવા ઈચ્છે છે તેવા વિદ્યાર્થીઓને તમામ યુનિવર્સિટીઓએ જરૂરી અનુકૂળતા કરી આપવા માટે વૈકલ્પિક લર્નિંગ માધ્યમો માટેની સ્ટાન્ડર્ડ ઓપરેટિંગ પ્રોસિજર (SOP) તૈયાર કરવાની રહેશે.
- 7.2. રાષ્ટ્રીય શિક્ષણ નીતિ વિદ્યાર્થીઓને ક્રેડિટ મેળવવા માટે ઓનલાઇન (SWAYAM: www.swayam.gov.in) અથવા સક્ષમ સંસ્થા દ્વારા સમયાંતરે મંજૂર કરાયેલ અન્ય ઓનલાઇન શૈક્ષણિક પ્લેટફોર્મના વિકલ્પોની પણ મંજૂરી આપે છે.
- 7.3. UGCની ગાઈડલાઈન્સ મુજબ વિદ્યાર્થીઓએ પસંદ કરેલ મેજર, માઇનર, મલ્ટીડિસીપ્લિનરી, AEC, VAC, SEC અને અન્ય અભ્યાસક્રમોમાંથી સર્ટીફિકેટ/ ડિપ્લોમા/ ડિગ્રી પ્રાપ્ત કરવા માટે જરૂરી કુલ ક્રેડિટના ૪૦ ટકા સુધીના ક્રેડિટ ODL/ઓનલાઇન માધ્યમથી પણ મેળવી શકે છે. આ બાબતે યુનિવર્સિટીઓએ જરૂરી વ્યવસ્થા કરવાની રહેશે.

8. ઇન્સ્ટીટ્યુશનલ ડેવલોપમેન્ટ પ્લાન (IDP)

- 8.1. UGC દ્વારા ૨૦૨૨માં જારી કરાયેલ “ઉચ્ચ શૈક્ષણિક સંસ્થાઓ (HEIs) માટે ઇન્સ્ટીટ્યુશનલ ડેવલોપમેન્ટ પ્લાન (IDP)ના ડ્રાફ્ટ” મુજબ રાજ્યની તમામ ઉચ્ચ શિક્ષણ સંસ્થાઓ (HEIs) તેમના ઇન્સ્ટીટ્યુશનલ ડેવલોપમેન્ટ પ્લાન (IDP) ફરજિયાતપણે તૈયાર કરશે, અને શિક્ષણ વિભાગને મોકલશે.
- 8.2. પાંચ વર્ષનો ઇન્સ્ટીટ્યુશનલ ડેવલોપમેન્ટ પ્લાન(IDP) એ માનવ સંસાધનની જરૂરિયાતો જેવી કે ફેકલ્ટી અને શૈક્ષણિક સ્ટાફ, ભૌતિક માળખાકીય સુવિધાઓ, ICT-સંબંધિત ટેકનોલોજીની જરૂરિયાતો, લર્નિંગ ઇન્ફ્રાસ્ટ્રક્ચર જેમ કે લેબોરેટરીઓ, લાઇબ્રેરીઓ, સ્ટુડન્ટ-સપોર્ટ સંબંધિત

એરિયા અને ટીચિંગ ઇન્ફ્રાસ્ટ્રક્ચર, સ્પર્ધાત્મક કોર્સીસ, સંશોધન, ગુણવત્તા રેટિંગ તેમજ NEP-2020 સાથે અનુરૂપ પરિવર્તનનોનાં લક્ષ્યો, જેવી અનેક બાબતો પર ભાર મૂકશે, જેથી તેની પ્રાપ્તિમાં મદદરૂપ થઈ શકે.

9. ગુજરાત રાજ્ય માટે રાષ્ટ્રીય શિક્ષણ નીતિ(NEP) અમલીકરણ રોડમેપ:

NEP-2020નું ઉચ્ચ શૈક્ષણિક સંસ્થાનો (HEIs) સ્તરે અમલીકરણ, જાન્યુઆરી-2022માં શિક્ષણ વિભાગ (ઉચ્ચ અને ટેકનિકલ શિક્ષણ) ગુજરાત સરકાર દ્વારા બહાર પાડવામાં આવેલા રોડમેપ “ગુજરાત રાજ્ય માટે રાષ્ટ્રીય શિક્ષણ નીતિ-2020નો અમલીકરણ રોડમેપ” મુજબ કરવામાં આવશે, HEIs આ રોડમેપ તમામ હિતધારકોને ઉપલબ્ધ કરાવશે.

10. શિક્ષણ સાથે સંકળાયેલા તમામ હિતધારકોનું માર્ગદર્શન:

રાજ્યની તમામ યુનિવર્સિટીઓએ નવા અભ્યાસક્રમ માળખાના અસરકારક અમલીકરણ અને UGC તેમજ કેન્દ્ર સરકારના શિક્ષણ મંત્રાલય દ્વારા રાષ્ટ્રીય શિક્ષણ નીતિ-2020ના અસરકારક અને સમયસર અમલીકરણ માટે બહાર પાડવામાં આવેલ અન્ય તમામ માર્ગદર્શિકાઓ માટે તાત્કાલિક ધોરણે હિતધારકોને સેન્સીટાઈઝ કરવા માટે સ્પષ્ટ અને ચોક્કસ યોજના નજીકના ભવિષ્યમાં ઘડી તેને કોઈ ફેરફાર વિના અમલમાં મૂકવાની રહેશે. રાષ્ટ્રીય શિક્ષણ નીતિ-2020 અને NCF ના તમામ મુખ્ય મુદ્દા ધ્યાને લઈ જૂના માળખામાં તાત્કાલિક ફેરફાર કરવાનો રહેશે તથા નવા માળખા માટે અનેક નવા વિષયોના વિવિધ સમૂહ(બાસ્કેટ) પણ બનાવવાના રહેશે.

11. અન્ય બાબત:

- 11.1. યુનિવર્સિટીઓ - એટલે કે સરકારી, ખાનગી, ડીમ્ડ, વગેરે- જે રાજ્ય સરકાર દ્વારા પસાર કરાયેલા કોઈપણ કાયદા હેઠળ રચાયેલી અથવા સ્થપાયેલી છે, તેઓ તમામે યુ.જી.સી, શિક્ષણ મંત્રાલય, ભારત સરકાર અને શિક્ષણ વિભાગ, ગુજરાત સરકાર દ્વારા સમયાંતરે પ્રસિદ્ધ કરવામાં આવેલ તમામ માર્ગદર્શિકાનું પાલન અચૂક કરવાનું રહેશે.
- 11.2. આ ઠરાવની કોઈપણ કલમ/જોગવાઈમાં અર્થઘટન કે વિસંગતતાનો પ્રશ્ન ઉપસ્થિત થાય તો શિક્ષણ વિભાગ દ્વારા અગ્રેજીમાં પ્રસિદ્ધ કરેલ ઠરાવ આખરી ગણવાનો રહેશે.
- 11.3. રાજ્યની તમામ સરકારી-ખાનગી યુનિવર્સિટીઓ/ઓટોનોમસ કોલેજો/HEIs એ NEP-2020 ના અમલીકરણ માટે ગુજરાત સરકાર દ્વારા સમયાંતરે પ્રસિદ્ધ કરવામાં આવનાર સ્ટાન્ડર્ડ ઓપરેટિંગ પ્રોસિજર (SOP)નું ફરજિયાતપણે પાલન કરવાનું રહેશે.

ગુજરાતના રાજ્યપાલશ્રીના હુકમથી અને તેમના નામે,

(મનોજ વાઘ)
નાયબ સચિવ
શિક્ષણ વિભાગ

પ્રતિ,

- માન.રાજ્યપાલશ્રીના અગ્રસચિવશ્રી, રાજભવન, ગાંધીનગર (અલાયદા પત્રથી)
- માન.મુખ્યમંત્રીશ્રીના અંગત સચિવશ્રી, સ્વર્ણિમ-૧, સચિવાલય, ગાંધીનગર

- માન.મંત્રીશ્રી (ઉ.ઠ.ટે.શિ.)ના અંગત સચિવશ્રી, સ્વર્ણિમ-૧, સચિવાલય, ગાંધીનગર
- માન.રા.ક.મંત્રીશ્રી (ઉ.શિ.)ના અંગત સચિવશ્રી, સ્વર્ણિમ-૨, સચિવાલય, ગાંધીનગર
- મુખ્ય સચિવશ્રી, ગુજરાત રાજ્યના અંગત સચિવશ્રી, બ્લોક-૧, સચિવાલય, ગાંધીનગર
- અગ્ર સચિવશ્રી (ઉ.ઠ.ટે.શિ.)ના અંગત સચિવશ્રી, શિક્ષણ વિભાગ, સચિવાલય, ગાંધીનગર
- કુલપતિશ્રી, સર્વે યુનિવર્સિટીઓ (ઉચ્ચ શિક્ષણ કમિશનરશ્રીની કચેરી મારફત)
- કુલસચિવશ્રી, સર્વે યુનિવર્સિટીઓ (ઉચ્ચ શિક્ષણ કમિશનરશ્રીની કચેરી મારફત)
- આચાર્યશ્રી, તમામ કોલેજો/ઉચ્ચ શિક્ષણની સંસ્થાઓ (ઉચ્ચ શિક્ષણ કમિશનરશ્રીની કચેરી મારફત)
- આચાર્યશ્રી, તમામ કોલેજો/ટેકનિકલ શિક્ષણની સંસ્થાઓ (નિયામકશ્રી, ટેકનિકલ શિક્ષણની કચેરી મારફત)
- સેક્શન અધિકારીશ્રી (ખ,ખ-૨,ઘ,સ-શાખા), શિક્ષણ વિભાગ, સચિવાલય, ગાંધીનગર.
- કોમ્પ્યુટર સેલ, શિક્ષણ વિભાગ, સચિવાલય તરફ વેબસાઈટ પર મૂકવા સારૂ
- શાખા સિલેક્ટ ફાઇલ
- નાયબ સેક્શન અધિકારી સિલેક્ટ ફાઇલ.



Framing of Uniform Credit Structure for all Higher Educational Institutions of the State and Implementation of the Common Curriculum and Credit Framework under the National Education Policy-2020

**Government of Gujarat
Education Department
GR No: KCG/admin/2023-24/0607/kh.1
Sachivalaya, Gandhinagar
Date-11/07/2023**

Read:

- 1) National Education Policy (NEP) – 2020.
- 2) D.O.No.F.1-3/2022(Rajbhasha/NEP) on “Guidelines for Incorporating Indian Knowledge System in Higher Education Curricula” released by UGC on dated 13/06/2023
- 3) F. No.: 2-3/2022 (QIP) on “National Credit Framework (NCrF)” released by UGC on 10/04/2023
- 4) File No. 36-10/2016-NVEQF, on “Revised Credit Framework SAMVAY” released by Department of Higher Education, MoHRD, Govt. of India on dated 05/02/2018
- 5) F. No.: 1-1/2021 (QIP) (CBCS) on “Curriculum and credit framework for undergraduate programmes” released letter with guidelines by UGC on dated 12/12/2022
- 6) Implementation roadmap of NEP-2020 for the state of Gujarat released on January-2022
- 7) GR No.: HRE/2022/1111/KH-1, Education Department, Govt. of Gujarat released on dated 24/02/2023
- 8) DOF No.: 15-2/2012 (QIP) on “National Higher Education Qualification Framework (NHEQF)” released by UGC on dated 11/05/2023
- 9) F No. 2-1/2021/(QIP) on “Implementation of Multidisciplinary and Holistic Education in Higher Education Institutions” released by UGC on dated 19/07/2021
- 10) F.1-9/2022 (IKSInitiatives) on “Guidelines for Training of Faculty on Indian Knowledge System (IKS)” released by UGC on dated 14/12/2023

Preamble:

The Government of India has notified NEP-2020 on July 29, 2020 based on Dr. Kasturirangan Committee’s Report. The Objective is to bridge the gap between the prevalent education system and required skills in the 21st Century. Its aims to build Holistic and Multidisciplinary Higher Education with graduates having employable and integrated overall personality, removing tight compartments in the selection of various courses by the students.

The National Education Policy 2020 envisages making education more inclusive and effective and emphasizing the integration of general (academic) education, vocational education and practical education. To fulfil these aims, it is imperative to establish and formulize a common credit framework in all Universities with credit accumulation and transfer system which will integrate various Special, General and Vocational Education with hassle free mobility of the learners within and between these educational and skill training systems.

The State Government is vigorously implementing the National Education Policy, 2020. The Government of Gujarat through its Government Resolution (GR) dated 24/01/2023 has constituted Apex Committee to suggest an Implementation Framework for NEP-2020. It has also formed a Steering and Task Force committees under the Apex Committee to work towards actionable points listed in the GR. Various 07 committees have also been formed under these committees corresponding to different reforms of NEP-2020. K.C.G. Office, Department of Education through public notice dated 07/06/2023 published a draft GR, prescribing credit and curriculum framework for all higher educational institutions of the State under NEP-2020, in order to seek suggestions/opinions from various universities, public and other stakeholders. Accordingly, taking into consideration the suggestions received, both the committees have submitted recommendations to the State Government for preparing the credit structure for various courses. On the basis of the above recommendations, preparing a uniform credit structure with credit consolidation and credit transfer system for implementing it in all higher educational institutions was under the consideration of the State Government.

Resolution:

After careful consideration by the Government, a uniform credit structure is prescribed with credit consolidation and credit transfer system under the “Common Curriculum and Credit Framework” for all Higher Educational Institutions (Government and Private Universities, Autonomous Colleges, Government Granted and Private Colleges, Recognized Higher Education Institutions) in the State of Gujarat under the National Education Policy-2020 to maintain uniformity, in credit distribution along with credit transfer arrangements.

NEP-2020 Implementation in First Phase:

In accordance with the letter with guidelines on dated 12th December 2022, University Grant Commission came out with “**Curriculum and Credit Framework for Undergraduate Programmes**”. The Credit and Curriculum Framework is to be made applicable, in the first phase, for the following Programmes (other than those regulated by AICTE, MCI, PCI, BCI, CoA, NCTE etc.) with affect from current Academic Year 2023-24:

Programmes:

Under Graduate (UG): B.A., B.Sc., B.Com., Bachelor’s Vocational Education and Training and all Non-AICTE professional UG degree programmes.

Post Graduate (PG): M.A., M.Sc., M.Com., Master’s Vocational Education and Training and all Non-AICTE professional PG degree programmes.

Universities are required to study and follow “**Guidelines for Transforming Higher Education Institutions into Multidisciplinary Institutions**” issued by UGC on September 2022, for appropriate use of available Academic Resources of the universities, for providing Multidisciplinary and Holistic Education.

Key Concepts: –

- 1) **Assessment** is the process of determining that the learner has achieved the outcomes of the module. No credit can be earned by the learner unless programme is assessed for the achievement of outcome of a programme.
- 2) **Assessment Band:** NCrf level be equated with the assessment mandatory stage of academic, vocational or experiential learning which must be cleared by the learner. Clubbing of levels (If any between two mandatory stage) has been referred as Assessment band.

- 3) 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/90 days).
 - 1 Theory Credit = 15 hours of academic activity engagement in a semester
 - 1 credit of (practical/Internship/workshop-based activity/ Self-Learning-Online/Offline) = 30 hours of engagement in a semester
 - 1 Credit of Experiential learning (field visit/industry visit)/Assignments = 40-45 hours of engagement in a semester
 - Research Project/Dissertation: Entire Seventh & Eighth Semester (12 Credits)
- 4) A **Credit Scheme** is a formal mechanism for awarding credits in respect of learning achievements
- 5) **Credit Accumulation:** The credit would be given for every kind of learning which are of each qualification and these credits can be accumulated in Academic Bank of Credits (ABC).
- 6) **Credit Storage:** ABC shall enable an individual to digitally keep record of all the learning acquired and accumulated in terms of credits points throughout life in a common account irrespective of types of learning i.e. academic, vocational training or experiential.
- 7) **Credit Transfer** is a process by which credits are recognized by the concerned awarding body and mutual acceptance of credits between two entities. There may be rules framed for the same.
- 8) **Credit Level** defined on the basis of the cumulative number of years of learning with assessment.
- 9) **Choice Based Credit System (CBCS)** provides an opportunity for the students to choose courses from the prescribed pool of courses comparing Major/Core, Minor/Elective of Skills Based (Vocational) courses etc.
- 10) **Credit Framework** means the framework, built to measure units of education, skills, and learning credits for a student to achieve the competency for performing a job role successfully or efficiently.
- 11) **Entry Eligibility:** The acquired and accumulated credits points by the learner needed for moving to a particular level after undergoing academic, vocational or experiential learning. These credits points must have been accumulated from the lower adjacent assessment band.
 - The accumulated credits are with respect to each assessment band
 - Academic equivalence possible only within the same assessment band
- 12) **Learner/Student** refers to an individual undergoing general or vocational education, whether in a formal or informal setting.
- 13) **Learning Hours:** Total outcome based learning hours for credits shall include:
 - Classroom Teaching/Tutorials/Group Discussions/Video Presentation/ Online Teaching, etc.
 - Lab work/Practical/Projects/Assignments
 - Sports/Games/Physical Activities/ Yoga
 - Social/Community work (Including NCC/NSS participation)
 - Internship/Apprenticeship/On The Job Training (OJT), experiential learning (field visit, industries visit) etc.
- 14) **Level of Courses:** UG courses shall be coded based on the learning outcomes, level of difficulties and academic rigors. The Coding structure may be 0-99 (Pre-requisite level), 100-199 (Foundation or Introductory level), 200-299 (Intermediate level), 300-399 (Higher level) and 400-499 (Advanced level), 500-599 (First year course for two years Master Degree Programme), 600-699 (Second year course for two years Master Degree Programme), 700-799 & above (Courses of Doctoral students).

- 15) **Learning Outcomes** represent what a learner knows, understands and is able to do on a completion of a learning process. It would be expressed in terms of knowledge, skills and competence.
- 16) **Level of learning** is one of the dimensions evaluated, in the process of determining credit rating of learning achievement.
- 17) A **National Credit system** is a framework with a set of specification, that is used by all institution and awarding bodies.
- 18) **Notional Learning Hours** for one year of education/training across higher and vocational education have been agreed to be 1200 hrs for the purpose of assignments to award 40 credits subject to assessments. (However for each year of learning, the number of credit may go up and correspondingly the number of learning hours will also go up)
- 19) **Skills** means the ability to apply knowledge and use know-how to complete task and solve problems.
- 20) **Sector** means a grouping of professional activities on the basis of their main economic function, product, service and technology

1. Credit Framework under Three/Four - Years UG programme with Multiple Entry and Multiple Exit Options:

UGC has formulated a student centric Three/Four-year Bachelor's Degree Programme. Curriculum and Credit Framework for the Under Graduate Degree Programmes incorporating a choice-based credit system for students, multidisciplinary approach and multiple entry and exit options has also been created. It focuses on major and minor subjects as per the choices of exploring learning in different institutions.

The final credit framework for different level under Three/Four-year UG programme with multiple entry and exit options as per the UGC norms (with 10% variation on higher side) are given below, which should be strictly implemented by all universities:

Credit Framework for 3 years/ 4 years UG Programme

NCrF Credit Levels	Qualification Title	Credit Requirements	No. Of Semesters	Year
4.5	UG Certificate	44	2	1
5.0	UG Diploma	88	4	2
5.5	Three Year Bachelor's Degree	132	6	3
6.0	Bachelor's Degree-Honours OR Bachelor's Degree-Honours with Research	176	8	4

Year Wise Distribution of Total Credits among Different Courses (As per UGC norms)

Sr. No.	Category of Course	Credit Requirement		
		3- Years' UG Programme (Bachelor's Degree)	4- Years' UG Programme (Bachelor's Degree-Honours)	4- Years' UG Programme (Bachelor's Degree Honours with Research)
1	Major (Core) Courses (With Internship)	68	92	92

2	Minor (Elective) Courses	24	32	32
3	Multidisciplinary/Interdisciplinary/Allied Courses	12	12	12
4	AEC (Ability Enhancement Courses)	10	10	10
5	SEC (Skill Enhancement Courses)	10	10	10
6	VAC (Value Added Courses) including (IKS) Indian Knowledge System	08	08	08
7	Dissertation/Research Project	-	12 (On-The-Job Training)	12 (Research Project)
	Total Credits	132	176	176

1.1. To maintain the uniformity in the credit distribution among all courses in all Higher Education Institution (HEIs) i.e. universities and colleges in the state, a common credit framework has been defined with fixed credits and the same is accepted by the Education Department, Government of Gujarat i.e. 132 credits for Three Years UG programme and 176 Credits for Four Years UG Honors/ Honors with research programme. (i.e. 10% variation on the higher side of the credits suggested by UGC). All the Universities can evolve the mechanism for providing Semester/Level wise credit attainment without any change and within the common framework laid down by the state of Gujarat.

1.2. It will not be mandatory to opt for fourth year for all those students who are taking admission in first year of Four Years UG Degree Programme (FYUGP) with effect from Academic Year 2023-24. The Fourth Year Honours/ Honours with Research Programme (Level 6.0) will begin with specific quality standards, effective from Academic year 2026-27.

2. Distribution of Credit and selection of courses across Four Years Degree Programmes:

2.1. Major Discipline Course (Various Electives):

Major discipline is the main focus (Core) dominant subject and the degree will be awarded in that discipline. Students must secure a prescribed number of credits (About 50% of total credits) through core courses in the major discipline. Students can choose the courses from the pool of courses and the HEIs/Universities have to take necessary steps for the same. The number of courses (subjects) in Major may vary from semester to semester. IKS and Vocational education courses can be included as a part of Major (core) course, with approved ODL courses.

HEIs may decide the coding and levelling of the courses as per UGC curriculum framework.

Regarding single and double major course:

- I. **Bachelor's Degree Programmes with Single Major:** A learner has to secure a minimum 50% of total credits (66 credits) from the major discipline courses for the 3-years/4-years Bachelor's degree to be awarded a single major degree.
- II. **Bachelor's Programmes with Double Major:** A learner must additionally secure a minimum 40% of total credits (53 credits) from the second major discipline courses for the 3-years/4-years bachelor's degree to be awarded a double major degree. In short, student can opt two major (core) subjects as their own choices.

2.2. Minor Discipline Course (Open, Domain Specific, Generic-Electives):

Minor discipline is the broader understanding course beyond the major discipline course. It should also have open, generic-electives for students to choose from the pool of courses. It helps students to gain broader knowledge in addition to relevant major disciplines courses as per their choices.

- Minor subjects may be from same or different disciplines as per choice of the students. Student may make choices according to their interest/need, from ODL courses also.
- The Credit of Minor subject shall be **24** credits of total credits for **3** years' bachelor's degree and **32** credits of total credits for four years' bachelor's degree programme.
- HEIs may decide the coding and level of the courses as per UGC curriculum framework.

2.3. Interdisciplinary/Multidisciplinary/Allied Courses:

This is constituent discipline of the major courses and it helps learners to acquire core competence in relevant or any other independent courses of their choices. This course may be major specific or other discipline specific. Learner shall have option to choose the course from available pool of courses or from any other institutions as the learner's choice. **12** credits shall be allocated to Interdisciplinary/ Multidisciplinary/Allied courses. Thus, opportunities shall be available to students to choose from a wide range of courses. The present old tight compartment shall need to be modified accordingly for all universities.

2.4. Ability Enhancement Course (AEC):

To be offered to students to achieve competency in a Modern Indian Language and English Language focused on language and communication skills. It may be a major specific course. **10** credits shall be allocated to AEC. The courses shall be offered from the vast pool of courses approved by HEIs.

2.5. Skill Enhancement Course (SEC)

It's aimed at imparting practical skills, embedded internship, hands-on training, soft skills, life skills, such approved online courses etc. to enhance the employability of students. This may also include courses as per the need of new evolving technology. **10** credits shall be allocated for SEC. The courses shall be offered from the pool of courses approved by HEIs, including approved online courses.

2.6. Value Added Course (VAC)

These courses aim at enabling the student to acquire and demonstrate knowledge and understanding of contemporary India with its historical perspective. Course may include Environment Science, Public Health, Renewable Energy and Energy Harvesting, Yoga Education, sports and fitness, cultural activities, enhancing interpersonal skills, critical-logical thinking, speech, memory, health, wellness human values, NSS/NCC and Fine/ Applied/ Visual/ Performing Art/ IKS etc. **8** credits shall have allocated for VAC. Learner shall have option to choose the course independently from available pool of courses, including approved online courses.

2.7. Summer Internship / Field Projects/ Apprenticeship / Community Engagement and Service corresponding to Major Subject, Co-Curricular Courses and Research Project:

- The Universities compulsory offer Internship/ Apprenticeship to the students corresponding to Major specific NSQF defined course in summer vacation, which will be mandatory to exit in first and second year of the Three/Four years' degree programmes. This may increase the value of student in the market.
- Field Projects/Community Engagement and services, corresponding to Major subject to be offered in first and second year, which shall fulfil the job opportunities in many fields with their knowledge and skills. Each University/Educational Institute shall coordinate/make MoU with various recognized training centres in this regard.

2.8. Research Project/Dissertation:

- To be offered to students who have minimum aggregate of 75% of marks in first six semesters and having other standards decided by the university and wish to take research at undergraduate level. This matter may be further clarified in the detailed SOP.

- The research project / dissertation will be in major discipline with 12 credits.
- The student securing the required number of credits at the end of four years along with 12 credits of research/ dissertation will be awarded with a degree of 'Honours with Research'.

Arrangement of Credit Distribution Framework for three/four years Honours/Honours with Research Degree Programme with Multiple Entry and Exits Options for all the institutions:

NCrF Credit Level	Sem-ester	Major (Core)	Minor (Electives)	Multi/ Inter-disciplinary	AEC	SEC/ Internship	VAC/ IKS	RP/ OJT	Total Credit per Sem.	Qualification /Certificate
4.5 First Year	I	8	4	4	2	2 (SEC)	2 (IKS)	-	22	UG Certificate
	II	8	4	4	2	2 (SEC)	2 (VAC)	-	22	
1 st Year Total Credits		16	8	8	4	4	4	-	44	
Exit 1: Award of UG certificate in Major course with 44 credits with additional 4 credits of Summer Internship in core specific NSQF defined course OR continue with Major and Minor course for next NCrF credit level										
5.0 Second Year	III	12	-	4	2	2 (SEC)	2 (IKS)	-	22	UG Diploma
	IV	12	4	-	2	2 (SEC)	2 (VAC)	-	22	
2 nd Year Total Credits		40	12	12	8	8	8	-	88	
Exit 2: Award of UG Diploma in Major course with 88 credits with additional 4 credits of Summer Internship in core specific NSQF defined course OR continue with Major and Minor course for next NCrF credit level										
5.5 Third Year	V	12	8	-	-	2 (SEC)	-	-	22	UG Degree
	VI	12	4	-	2	4 (Internship)	-	-	22	
3 rd Year Total Credits		64	24	12	10	14	8	-	132	
Award of UG Degree in Major course with 132 credits and Internship in core discipline OR continue with Major and Minor course for next NCrF credit level										
6.0 Fourth Year	VII	12	4	-	-	-	-	6 (OJT)	22	UG Honours Degree
	VIII	12	4	-	-	-	-	6 (OJT)	22	
4 th Year Total Credits		88	32	12	10	14	8	12	176	
Award of UG Honours Degree in Major course with total 176 credits										
6.0	VII	12	4	-	-	-	-	6 (RP)	22	UG Honours with Research Degree
	VIII	12	4	-	-	-	-	6 (RP)	22	
4 th Year Total Credits		88	32	12	10	14	8	12	176	
Award of UG Honours with Research Degree in Major course with total 176 credits										

Abbreviation:

AEC (Ability Enhancement Course); IKS (Indian Knowledge System); NCrF (National Credit Framework); NSS (National Service Scheme); NCC (National Cadet Corps); NSQF (National Skills Qualification Framework); OJT (On-the-Job Training); SEC (Skills Enhancement Course); RP (Research Project); VAC (Value Added Course), ODL (Open and Distance Learning)

Note:

- 1) Internship in 6th semester shall be in Major specific courses and credit allocated for internship would be compulsorily counted under Major course.
- 2) Honours students not undergoing research, will do either OJT in 7th and 8th semester OR 3 courses of Major/Minor of 12 credits in lieu of a research project, which will be awarded honours degree to the students.
- 3) Credit aligned with each course (Subject) in Major/Minor/Multidisciplinary is kept 04 credits.

Based on above credit framework, calculation of credits in third and fourth years shall be as below:

Year	Major (Core) (Internship credits to be added)	Minor (Electives)	Multi/Inter disciplinary	AEC	SEC	VAC/ IKS	Research Project/ On-the-Job Training	Semester wise cumulative total credits
Third	64 + 4 (internship) = 68	24	12	10	10	8	-	132
Fourth	88 + 4 (internship) = 92	32	12	10	10	8	12	176

3. Courses on Indian Knowledge System (IKS):

- 3.1 UGC has published Guidelines for Indian Knowledge System (Guidelines for Incorporating Indian Knowledge in Higher Education Curricula on March-2023 and Guidelines for Training of Faculty on Indian Knowledge System on February-2023) all Universities are required to adhere these guidelines strictly.
- 3.2 IKS shall be an integral part of the UG course curriculum for all disciplines and all the students who are enrolled in the four-year UG programmes should be encouraged to take an adequate number of courses in IKS. Universities have to create a wide basket of such diverse subjects.
- 3.3 The guidelines published by UGC in March-2023 have to be strictly followed. The credits taken into IKS should be at least 5% (i.e. 8.8 credits) of total mandated credits in Three Years/Four Years UG programmes. At least 50% (i.e. 4.4 credits) of the credits apportioned to the IKS should be related to major discipline and accounted for the credits assigned for the major discipline. The rest 50% (i.e. 4.4 credits) of credit should be allocated to multidisciplinary courses.

4. Establishing Multiple Entry & Multiple Exit (ME & ME) Pathway:

Flexible learning is important to choose one's academic pathway leading to the award of Certificate, Diploma, and Degree. The multiple entry and exit points in the academic programmes offered at Higher Education Institutions (HEIs) would remove rigid boundaries and create new possibilities for students to choose and learn the subject(s) of their choice from a wide pool of courses. In addition, it will pave the way for seamless student mobility, between or within universities/degree granting HEIs through a formal system of credit recognition, credit accumulation, credit transfers, and credit redemption.

In case of Bachelor's degree of for four years of duration, the possible ME & ME options are as below:

- 4.1. UG Certificate after completing one year in a discipline or field including vocational or professional areas after securing 44 credits provided, they secure 4 additional credits in work based vocational skill course or internship/Apprenticeship offered (Exit courses) during summer vacation. A student can also accumulate fixed proportion (40%) of credits from approved ODL courses as per UGC norms.
- 4.2. UG Diploma after completing two years in a discipline or field including vocational or professional areas after securing 88 credits provided, they secure 4 additional credits in work based vocational skill course or internship/Apprenticeship offered (Exit courses) during summer vacation. This credit enhances their skills and gives them job skills.
- 4.3. Bachelor's degree after three years' programme in the relevant discipline after securing 132 credits in the relevant discipline.
- 4.4. Exist options shall be provided with UG Certificate, UG Diploma, Bachelor's degree to the learner at the end of second, fourth and sixth semester respectively. In the fourth year, learners will receive a Bachelor's degree (Honours/Honours with Research) after securing 176 credits on successfully completion of all eight semesters of the UG programme either at a stretch or with exits or re-entry options.
- 4.5. **Four Years UG Degree (Honours with Research):** students who secure aggregate 75% or above marks in the first six semesters shall have the option to choose a research stream in fourth year as per other prescribed norms. Students need to conduct research project under guidance of concerned HEIs with weightage of 12 credits. After the fourth year degree, student shall have option to pursue one year's PG programme.
- 4.6. **Re-entry or lateral entry:** Learner who are opting for exits at any level, shall re-enter the programmes where they had left off. They can re-enter either in same or in different HEIs within three years of exits and complete the degree programme within the stipulated maximum period of seven years from the date of admission to first year UG programme.
- 4.7. **Inter University Transfer:** Government of Gujarat will prepare and release Standard Operating Procedure (SOP) to facilitate student in taking transfer from one institution to another or from one university to another. Universities are required to take due care that once transfer criteria are satisfied, student should not suffer.
- 4.8. Government of Gujarat will prepare and release Standard Operating Procedure (SOP) instructions and eligibility criteria (Infrastructure facility, Academic resources and other requirement) for all its institutions who can offer courses in Fourth year.
- 4.9. Institutes offering "Three Years UG Programmes" shall be required to seek requisite written permission from the University. The university can allow them to have fourth year after fulfilment of standard norms (maybe prescribed in SOP).
- 4.10. As per the norms of UGC, student is allowed to take Exit after first and second year. All the universities of Gujarat are required to prepare pool of courses and SOP for such Exit courses to facilitate the students.
- 4.11. The Universities are required to prepare pool of courses to be offered under the category of Major Courses, Minor Courses, Multidisciplinary Courses, Ability Enhancement Courses, Skill Enhancement Courses, Value added Courses, approved ODL courses etc. as per the guidelines of 'Credit and Curriculum Framework for UG Programme issued by UGC. Universities shall ensure that the pool of courses created under the categories mentioned herein shall be justified and qualifies to be a part of the group or pool of courses and does not defeat the objective of NEP-2020.

5. Mechanism of Academic Bank of Credits (ABC):

- 5.1. All educational institutions must complete all procedures including registration as per Academic Bank of Credits (ABC) guidelines. Academic Bank of Credits (ABC) is an academic service mechanism as a digital/virtual/online entity established and managed by MOE/UGC. This will facilitate students to become its academic account holders and

paving the way for seamless student mobility between or within degree-granting Higher Education Institutions (HEIs) through a formal system of credit recognition, credit accumulation, credit transfers and credit redemption to promote distributed teaching-learning from various recognized institutions, approved ODL and other sources to increase their knowledge, capacities and skills.

- 5.2. ABC shall be established on the lines of "National Academic Depository" (NAD) as a Special Purpose Vehicle (SPV). It shall have a dynamic website providing all details of ABC, operational mechanism for the use of all stakeholders of higher education.
- 5.3. All the State/ Private Universities and higher educational institutions of Gujarat shall follow all the instructions & guidelines issued by NAD & ABC from time to time, for facilitating students of Gujarat.
- 5.4. Credit expiry: Credits earned by the learner shall be deposited in the respective ABC and shall be valid for a period as defined by the concerned regulator or till it is redeemed.

6. Post Graduate Programmes Mechanism:

- 6.1. The students currently undergoing three years degree programme shall continue to pursue three years degree programme and entitled to pursue Post Graduate programmes as per the existing structure of three years degree and two years Master's programme.
- 6.2. A two-year Master's programme with the second year devoted entirely to research will be introduced and designed the curriculum by the universities of Gujarat from academic year 2026-27 for the students who will be completing the three-year Bachelor's programme, as per the guidelines which may be issued by UGC from time to time.
- 6.3. A one-year Master's programme will be introduced and designed the curriculum by the universities of Gujarat from academic year 2027-28 for the students who will be completing a four-year Bachelor's programme with "Honours" or "Honours with Research" as per the guidelines which may be issued by UGC from time to time.

7. Open and Distance Learning (ODL):

- 7.1. Universities are required to facilitate students who wish to switch to alternative modes of learning (Open Distance Learning (ODL), Online learning, and hybrid modes of learning) by preparing appropriate SOP for such alternative mode of learning.
- 7.2. NEP allows options to the students to earn credit by online, (SWAYAM: www.swayam.gov.in) or other Online Educational Platform approved by the competent body from time to time.
- 7.3. As per the UGC guidelines, Students may opt to earn credits through ODL/Online mode from such Major, Minor, Multidisciplinary, AEC, VAC, SEC and other courses in any discipline, up to 40 percent of the total credits required for the award of a certificate / Diploma / Degree. Universities have to make necessary arrangements on this matter.

8. Institutional Development Plan (IDP):

- 8.1. All Higher Education Institutions (HEIs) of the state will prepare their Institutional Development Plan (IDP) mandatorily, as per the "Draft Institutional Development Plan for HEIs" issued by UGC-2022 and send it to the Education Department.
- 8.2. Five years Institutional Development Plan (IDP) shall give emphasis on human resources requirements, in terms of faculty and administrative staff, physical infrastructural facilities, ICT-related technology requirements, learning infrastructures such as Laboratories, Libraries, Student Support related areas and Teaching infrastructure, competitive courses, research, quality ratings as well as the projection of growth and transformations in line with NEP-2020.

9. NEP implementation roadmap for the State of Gujarat:

NEP-2020 implementation timeline at HEIs level will be done as per the roadmap "Implementation Roadmap of National Education Policy-2020 for the State of Gujarat"

issued by Education Department (Higher & Technical), Government of Gujarat in January 2022. HEI shall make available this roadmap to all stakeholders.

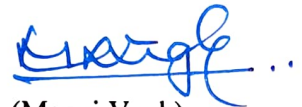
10. Sensitization of Stakeholders:

The Universities must devise, articulate and execute the rigorous plan for the sensitization of stakeholders in the immediate future for effective implementation of the new curricular framework, and all other Guidelines issued by UGC & Ministry of Education, for effective and timely implementation of National Education Policy-2020 in the state of Gujarat without any changes. The old framework has to be drastically amended immediately and many new subjects have to be selected for the new structure, taking into account all the major points of the National Education Policy (NEP) – 2020 and the NCrf framework. Different baskets of many new subjects needs to be prepared for the new structure.

11. Other:

- 11.1. The Universities – i.e. State, Private, Deemed, etc. Formed or established under any law passed by the State Government of Gujarat shall adhere to the guidelines issued by University Grant Commission, Ministry of Education - New Delhi and Education Department of Gujarat from time to time.
- 11.2. This Government Resolution is issued in both English and Gujarati. In case of ambiguity or inconsistency in the interpretation of any clause or section, the Resolution in English shall be held final.
- 11.3. All Universities/Autonomous Colleges of Gujarat shall adhere to the common Standard Operating Procedure (S.O.P.) to be released by Government of Gujarat for implementation of NEP-2020 from time to time.

By order and in the name of the Governor of Gujarat,



(Manoj Vagh)
Deputy Secretary
Education Department

To,

- Principal Secretary to Hon'ble Governor of Gujarat, Raj Bhavan, Gandhinagar (by letter)
- P.S. to Hon'ble Chief Minister, Swarnim-1, Sachivalaya, Gandhinagar
- P.S. to Hon'ble Minister (Higher & Tech.) Swarnim-1, Sachivalaya, Gandhinagar
- P.S. to Hon'ble Minister of State (Higher Education), Swarnim-2, Sachivalaya, Gandhinagar
- P.S. to Chief Secretary, Gujarat State, Block-1, Sachivalaya, Gandhinagar
- P.S. to Principal Secretary (Higher & Tech.), Education Department, Sachivalaya, Gandhinagar
- Advisor, KCG, Pragnapuram campus, Navarangpura, Ahmedabad-380015
- Vice-Chancellor, All Universities (through the Commissionerate of Higher Education)
- Registrar, All Universities (through the Commissionerate of Higher Education)
- Principal, All Colleges/ Higher Educational Institutes (through the Commissionerate of Higher Education)
- Principal, All Colleges/ Technical Educational Institutes (through the Office of the Director of Higher Education)
- Section Officer (KH, KH-2, GH, S-Branch), Education Department, Sachivalaya, Gandhinagar
- Computer Cell, Education Department, Sachivalaya with regard to placing on website
- Branch Select File
- Deputy Section Officer Select File.




CURRICULUM AND CREDIT FRAMEWORK FOR UNDERGRADUATE PROGRAMMES



UNIVERSITY GRANTS COMMISSION

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



सत्यमेव जयते



ज्ञान-विज्ञान विमुक्तये

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

7th December, 2022

Foreword

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

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

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

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

(Prof. M. Jagadesh Kumar)

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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	<p>Complex problem-solving: The graduates should be able to demonstrate the capability to:</p> <ul style="list-style-type: none"> • solve different kinds of problems in familiar and non-familiar contexts and apply the learning to real-life situations.

Type of learning outcomes	The Learning outcomes descriptors
	<p>Critical thinking: The graduates should be able to demonstrate the capability to:</p> <ul style="list-style-type: none"> • apply analytic thought to a body of knowledge, including the analysis and evaluation of policies, and practices, as well as evidence, arguments, claims, beliefs, and the reliability and relevance of evidence, • identify relevant assumptions or implications; and formulate coherent arguments, • identify logical flaws and holes in the arguments of others, • analyze and synthesize data from a variety of sources and draw valid conclusions and support them with evidence and examples.
	<p>Creativity: The graduates should be able to demonstrate the ability to:</p> <ul style="list-style-type: none"> • create, perform, or think in different and diverse ways about the same objects or scenarios, • deal with problems and situations that do not have simple solutions, • innovate and perform tasks in a better manner, • view a problem or a situation from multiple perspectives, • think ‘out of the box’ and generate solutions to complex problems in unfamiliar contexts, • adopt innovative, imaginative, lateral thinking, interpersonal skills and emotional intelligence.
	<p>Communication Skills: The graduates should be able to demonstrate the skills that enable them to:</p> <ul style="list-style-type: none"> • listen carefully, read texts and research papers analytically and present complex information in a clear and concise manner to different groups/audiences, • express thoughts and ideas effectively in writing and orally and communicate with others using appropriate media, • confidently share views and express herself/himself, • construct logical arguments using correct technical language related to a field of learning, work/vocation, or an area of professional practice, <p>and convey ideas, thoughts, and arguments using language that is respectful and sensitive to gender and other minority groups.</p>
	<p>Analytical reasoning/thinking: The graduates should be able to demonstrate the capability to:</p> <ul style="list-style-type: none"> • evaluate the reliability and relevance of evidence; • identify logical flaws in the arguments of others; • analyze and synthesize data from a variety of sources; draw valid conclusions and support them with evidence and examples, and address opposing viewpoints.

Type of learning outcomes	The Learning outcomes descriptors
	<ul style="list-style-type: none"> • <i>Research-related skills:</i> The graduates should be able to demonstrate: <ul style="list-style-type: none"> • a keen sense of observation, inquiry, and capability for asking relevant/ appropriate questions, • the ability to problematize, synthesize, and articulate issues and design research proposals, • the ability to define problems, formulate appropriate and relevant research questions, formulate hypotheses, test hypotheses using quantitative and qualitative data, establish hypotheses, make inferences based on the analysis and interpretation of data, and predict cause-and-effect relationships, • the capacity to develop appropriate methodology and tools for data collection, • the appropriate use of statistical and other analytical tools and techniques, • the ability to plan, execute and report the results of an experiment or investigation, <p>the ability to acquire the understanding of basic research ethics and skills in practicing/doing ethics in the field/ in personal research work, regardless of the funding authority or field of study.</p>
	<p><i>Coordinating/collaborating with others:</i> The graduates should be able to demonstrate the ability to:</p> <ul style="list-style-type: none"> • work effectively and respectfully with diverse teams, • facilitate cooperative or coordinated effort on the part of a group, • act together as a group or a team in the interests of a common cause and work efficiently as a member of a team.
	<p><i>Leadership readiness/qualities:</i> The graduates should be able to demonstrate the capability for:</p> <ul style="list-style-type: none"> • mapping out the tasks of a team or an organization and setting direction. • formulating an inspiring vision and building a team that can help achieve the vision, motivating and inspiring team members to engage with that vision. • using management skills to guide people to the right destination.
	<p><i>Learning how to learn skills:</i> The graduates should be able to demonstrate the ability to:</p> <ul style="list-style-type: none"> • acquire new knowledge and skills, including ‘learning how to learn skills, that are necessary for pursuing learning activities throughout life, through self-paced and self-directed learning aimed at personal development, meeting economic, social, and cultural objectives, and adapting to changing trades and demands of the workplace, including adapting to the changes in work processes in the context of the fourth industrial revolution, through knowledge/ skill development/reskilling, • work independently, identify appropriate resources required for further learning, • acquire organizational skills and time management to set self-defined goals and targets with timelines. • inculcate a healthy attitude to be a lifelong learner,

Type of learning outcomes	The Learning outcomes descriptors
	<p>Digital and technological skills: The graduates should be able to demonstrate the capability to:</p> <ul style="list-style-type: none"> • use ICT in a variety of learning and work situations, • access, evaluate, and use a variety of relevant information sources, and use appropriate software for analysis of data.
	<p>Multicultural competence and inclusive spirit: The graduates should be able to demonstrate:</p> <ul style="list-style-type: none"> • the acquisition of knowledge of the values and beliefs of multiple cultures and a global perspective to honour diversity, • capability to effectively engage in a multicultural group/society and interact respectfully with diverse groups, • capability to lead a diverse team to accomplish common group tasks and goals. • gender sensitivity and adopting a gender-neutral approach, as also empathy for the less advantaged and the differently-abled including those with learning disabilities.
	<p>Value inculcation: The graduates should be able to demonstrate the acquisition of knowledge and attitude that are required to:</p> <ul style="list-style-type: none"> • embrace and practice constitutional, humanistic, ethical, and moral values in life, including universal human values of truth, righteous conduct, peace, love, nonviolence, scientific temper, citizenship values, • practice responsible global citizenship required for responding to contemporary global challenges, enabling learners to become aware of and understand global issues and to become active promoters of more peaceful, tolerant, inclusive, secure, and sustainable societies, • formulate a position/argument about an ethical issue from multiple perspectives • identify ethical issues related to work, and follow ethical practices, including avoiding unethical behaviour such as fabrication, falsification or misrepresentation of data, or committing plagiarism, and adhering to intellectual property rights, • recognize environmental and sustainability issues, and participate in actions to promote sustainable development. • adopt an objective, unbiased, and truthful actions in all aspects of work, • instill integrity and identify ethical issues related to work, and follow ethical practices.

Type of learning outcomes	The Learning outcomes descriptors
	<p>Autonomy, responsibility, and accountability: The graduates should be able to demonstrate the ability to:</p> <ul style="list-style-type: none"> • apply knowledge, understanding, and/or skills with an appropriate degree of independence relevant to the level of the qualification, • work independently, identify appropriate resources required for a project, and manage a project through to completion, • exercise responsibility and demonstrate accountability in applying knowledge and/or skills in work and/or learning contexts appropriate for the level of the qualification, including ensuring safety and security at workplaces.
	<p>Environmental awareness and action: The graduates should be able to demonstrate the acquisition of and ability to apply the knowledge, skills, attitudes, and values required to take appropriate actions for:</p> <ul style="list-style-type: none"> • mitigating the effects of environmental degradation, climate change, and pollution, • effective waste management, conservation of biological diversity, management of biological resources and biodiversity, forest and wildlife conservation, and sustainable development and living.
	<p>Community engagement and service: The graduates should be able to demonstrate the capability to participate in community-engaged services/ activities for promoting the well-being of society.</p>
	<p>Empathy: The graduates should be able to demonstrate the ability to identify with or understand the perspective, experiences, or points of view of another individual or group, and to identify and understand other people's emotions.</p>

5.0. Structure of the Undergraduate Programme

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

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

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

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

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

5.1. Curricular components of the undergraduate programme

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

5.1.1. Disciplinary/interdisciplinary major:

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

5.1.2 Disciplinary/interdisciplinary minors:

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

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

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

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

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

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

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

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

5.1.5 Skills Enhancement Courses (SEC):

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

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

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

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

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

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

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

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

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

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

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

5.1.8 Research Project / Dissertation

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

5.1.9 Other Activities:

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

5.2. Levels of Courses:

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

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

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

5.3. Programme/ Curricular components

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

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

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

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

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

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

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

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

5.4 Structure of the UG Programme

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

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

Note:

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

6.0. Pedagogical approaches

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

7.0. Learning assessment

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

7.1. Letter Grades and Grade Points

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

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

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

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

7.2. Computation of SGPA and CGPA

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

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

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

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

Example for Computation of SGPA

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

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

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

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

Example for Computation of CGPA

Semester 1	Semester 2	Semester 3	Semester 4	Semester 5	Semester 6
Credit: 21 SGPA:6.9	Credit: 22 SGPA:7.8	Credit:25 SGPA:5.6	Credit: 26 SGPA:6.0	Credit: 26 SGPA: 6.3	Credit 25 SGPA 8.0

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

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

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

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



ज्ञान-विज्ञान विमुक्तये

सचिव

Secretary



सत्यमेव जयते

विश्वविद्यालय अनुदान आयोग
University Grants Commission

(शिक्षा मंत्रालय, भारत सरकार)
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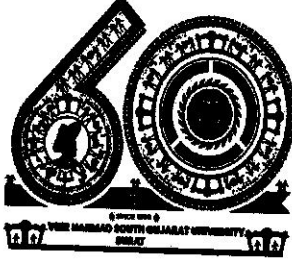
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P. K. Thakur

New Delhi,
7th December, 2022



Re-Accredited 'B++' 2.86 CGPA by NAAC

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-: પરિપત્ર :-

યુનિવર્સિટી ડિપાર્ટમેન્ટનાં વડાશ્રીઓ અને યુનિવર્સિટી કેમ્પસમાં ચાલતા સ્વનિર્ભર અભ્યાસક્રમનાં કો-ઓર્ડિનેટરશ્રીઓ તથા યુનિવર્સિટી સંલગ્ન તમામ કોલેજોનાં આચાર્યશ્રીઓને જણાવવાનું કે, શિક્ષણ વિભાગના રાજ્યની તમામ ઉચ્ચ શૈક્ષણિક સંસ્થાઓ માટે રાષ્ટ્રીય શિક્ષણ નીતિ-૨૦૨૦ અંતર્ગત કોમન કરીક્યુલમ એન્ડ ક્રેડિટ ફ્રેમવર્ક હેઠળ માળખું નિયત કરવા બાબત અંગેના તા.૧૧/૦૭/૨૦૨૩ ના ઠરાવ ક્રમાંક: KCG/admin/૨૦૨૩-૨૪/૦૬૦૭/kh.1 અનુસાર સદર ઠરાવનું સ્પષ્ટ પણે પાલન કરવાનું શૈક્ષણિક વર્ષ ૨૦૨૩-૨૪ થી થાય છે. આ નવા માળખા બાબતનાં મુદ્દા નંબર : ૭ Online / Open and Distance Learning (ODL) ના સંદર્ભે એકેડેમિક કાઉન્સિલની તા.૧૭/૭/૨૦૨૩ ની સભાનાં ઠરાવ ક્રમાંક:૩૮ થી નીમેલ તમામ ફેકલ્ટી ડીનશ્રી તથા અધરધેન ડીનશ્રીની નિયુક્ત સમિતિની તા.૨૬/૧૨/૨૦૨૩ની સભામાં તૈયાર કરેલ SOP એકેડેમિક કાઉન્સિલની તા.૦૬/૧/૨૦૨૪ ની સભાનાં ઠરાવ ક્રમાંક:૧૮ થી સ્વીકારી મંજૂર કરેલ છે. જેનો સ્નાતક કક્ષાના તમામ અભ્યાસક્રમો (જે વિદ્યાશાખામાં એપેક્ષ બોડીના નિયમો લાગુ પડતા હોય તે સિવાય) માં અમલ કરવા આથી જાણ કરવામાં આવે છે.

બિડાણ: ઉપર મુજબ

ક્રમાંક : એસ./પરિપત્ર/૭૦૨/૨૦૨૪

તા.૦૯-૦૧-૨૦૨૪

કુલસચિવ

પ્રતિ,

- ૧) યુનિવર્સિટી સંલગ્ન તમામ કોલેજોનાં આચાર્યશ્રીઓ,
- ૨) યુનિવર્સિટી ડિપાર્ટમેન્ટના વડાશ્રીઓ. અને યુનિવર્સિટી કેમ્પસમાં ચાલતા સ્વનિર્ભર અભ્યાસક્રમનાં કો-ઓર્ડિનેટરશ્રીઓ.
- ૩) પરીક્ષા નિયામકશ્રી, પરીક્ષા વિભાગ, વીર નર્મદ દક્ષિણ ગુજરાત યુનિવર્સિટી, સુરત.

..... જાણ તથા ઘટતું થવા.

Veer Narmad South Gujarat University, Surat

SOP for Online/ Open and Distance Learning (ODL)

Aim:

To enhance the educational experience for students by implementing a robust online and Open and Distance Learning (ODL) framework, offering approved courses that integrate the latest trends, cutting-edge technologies, upcoming tools, and the unparalleled benefits of attending internationally recognized programs. This initiative aims to bridge the gap created by the institute's limitations in laboratory facilities, tools, technology, resource persons and expertise, ensuring students gain exposure to global standards.

Strategic Objective:

Implement and integrate online and ODL approved courses into the curriculum, focusing on staying abreast of the latest trends and technologies. This initiative will expose students to international standards, compensating for the institute's resource constraints, and providing a comprehensive learning experience.

Key Goals:

- a. Develop and offer online courses that align with international standards, covering emerging technologies and tools not readily available at the institution.
- b. Establish a framework for Open and Distance Learning (ODL) that facilitates remote access to courses, allowing students to overcome geographical and resource limitations.
- c. Foster partnerships with renowned educational institutions and industry experts to bring world-class expertise to the virtual classroom.
- d. Provide students with practical insights through virtual laboratories and simulations, compensating for the lack of physical laboratory facilities.
- e. Enable students to earn internationally recognized certifications, enhancing their employability on a global scale.

Implementation Strategies:

- a. Collaborate with industry leaders to design courses that align with the latest trends and upcoming technologies.
- b. Leverage e-learning platforms to create a seamless online learning experience for students, ensuring easy accessibility.
- c. Invest in virtual labs and simulation tools to simulate real-world scenarios, compensating for the absence of physical laboratory facilities.
- d. Establish a faculty development program to train educators on the effective delivery of online and ODL courses.

e. Actively seek accreditation for online and ODL courses from reputable international bodies, ensuring the courses maintain high standards.

Measurable Outcomes:

a. Increase in student enrolment in online and ODL courses by a specified percentage over the next academic year.

b. Blending the courses with online/offline mode and incorporating experts of the subjects, existing technologies and courses offered by various online platforms. Positive feedback from students regarding the relevance and applicability of the virtual labs and simulations.

c. Recognition and accreditation of online and ODL courses by international educational bodies.

d. Graduates of these courses securing employment opportunities with global companies.

e. A rise in the institute's overall academic ranking due to the integration of internationally recognized courses.

By pursuing these aims and strategies, the institute aims to transcend its limitations, providing students with a world-class education that prepares them for success in a rapidly evolving global landscape.

Objective of Standard Operating Procedure (SOP) for Designing Syllabus:

This SOP is formulated to establish a systematic and standardized approach for the design of undergraduate program syllabi by incorporating provision of availing 40% of credits from online/ODL mode, ensuring compliance with the guidelines outlined by the University Grants Commission (UGC) Curriculum and Credit Framework for Undergraduate Programs. The objective is to regulate the process of availing credits from online/ODL mode by the students, accounting for 40% of the total required credits during a semester, with a focus on delivering education through both online mode and open distance learning. This SOP aims to provide clear norms for the effective implementation of credits acquisition by students of undergraduate program, ensuring a dynamic and inclusive learning environment that caters to the evolving needs of students in the contemporary educational landscape. The focus area of the SOP is to implement and promote Online/ODL mode learning in process to offer various technologies and upcoming

Key Objectives:

- i) **Compliance with UGC Guidelines:** Ensure strict adherence to the UGC Curriculum and Credit Framework for Undergraduate Programs, incorporating the recommended distribution of credits for each semester.
- ii) **Equitable Distribution of Credits:** Design syllabi that distribute 40% of the total required credits for a semester, providing a balanced and comprehensive learning experience for students.
- iii) **Integration of Online and Open Distance Learning:** Setup norms that seamlessly integrate both online and open distance learning modes, fostering flexibility and accessibility in education delivery.

- iv) **Institutions, Colleges, Departments and Board of Studies Involvement:** Facilitate the active participation of the Board of Studies in the syllabus design process, encouraging collaborative decision-making and diverse perspectives.
- v) **Autonomy of Course selection by Students, Institution, Colleges and Departments:** The affiliated intuitions/colleges and University Departments will have autonomy to offer courses from the approved online courses and ODL. Students will have choice to avail credits from the approved online/ODL courses.
- vi) **Incorporation of Apex Body Guidelines:** Acknowledge and adhere to the guidelines of apex bodies within the educational institution, except those with their own distinct bodies for syllabus design.
- vii) **Periodic Review and Revision:** Implement a regular review and revision process to ensure courses aligned with emerging trends, technological advancements, and industry demands.
- viii) **Quality Assurance:** Uphold a commitment to maintain high-quality educational standards by incorporating best practices in pedagogy, assessment methods, and learning resources.
- ix) **Transparency and Accessibility:** Promote transparency in the implementation process, making relevant documents accessible to all stakeholders, including faculty members, students, and administrative staff.
- x) **Alignment with Institutional Goals:** Align implementation of courses with the broader goals and vision of the educational institution/colleges/department, fostering a cohesive and unified approach towards academic excellence.

1. Online Learning and Hybrid Mode of Learning

As per the UGC Curriculum and Credit Framework for Undergraduate Programs, institutions can offer a maximum of 40% of the credit/learning through online courses. The Four Year Undergraduate programs (FYUGP) with level exit as per NEP-2020 are of 22 credits per semester. Each semester is consist of various courses (2 and 4 credits courses categorised as Minor, Major, Multi-disciplinary, Skill Enhancement, Ability Enhancement, Value Addition Course). Out of these semester courses (22 credits/semester) maximum 40% of total credits per semester (i.e. maximum 9 credits/semester) or 40% of the course syllabus can be offered to the students by the institute/college/department in online/blended mode. Or student can avail maximum 9 credits/semester from Online MOOC/ODL mode.

These online courses must be approved by institutions in line with existing UGC regulations.

- Higher Education Institutions (HEIS) / Colleges / Departments can allocate up to 40% of the syllabus (excluding SWAYAM courses) through online mode, with the remaining 60% delivered in offline mode.
- Evaluation for both online and offline modes in regular studies can be conducted in an offline format.
- For Open and Distance Learning (ODL), the mode of evaluation will be determined by the Distance Education Council (DEC).

- The SWAYAM (Study Webs of Active-Learning for Young Aspiring Minds) platform, provided by the Government of India, offers a wide range of online courses.
- If student avail any credits from SWAYAM courses exceeding the 40% limit will be considered as add-on credits, and they will be reflected on the mark sheet or a separate certificate. However, these additional credits will not be included in the calculation of SGPA/CGPA. All Examinations for SWAYAM courses will be conducted online.
- This approach provides flexibility for students to switch between various modes of learning, including offline, ODL, online learning, and hybrid modes.

Role of Institute/College /Departments:

- (i) The colleges/institute offering online/Hybrid mode of learning to the students can select courses from the recognised or recommended courses from the MOOCs offered by IIT, IIM, IISc, Department of ET&ICT, SWAYAM, UGC recognised University or from online courses offered by international universities placed among top 100 global ranking University.
- (ii) These courses should be of 2 or 4 credits and listed out by the institute for each semester in which they offered. The list of the offered courses must be categorised as Minor course, Major course, Multi-Disciplinary course, Skill Enhancement Course or Value Added Course.
- (iii) These courses must be submitted to the university in prescribed format by the institution/colleges/departments. The university will display the courses under the respective categories basket mentioning the course category (MDC, Minor, SEC, VAC) , course credits, pre-requisite and mode of evaluation.

Setup/Infrastructure requirement:

At HEI/Institutions/Colleges/Department) offering pure Online / Hybrid (combination of Offline and online/ODL) :

- HEIs are required to provide the necessary infrastructure for online and ODL learning. This will include, (i) Minimum One ICT-based classrooms (Internet facility, projector/interactive panel with two ways audio/video facility) (ii) Well-equipped libraries with internet facility and minimum three computers with audio/camera facility including access to the open source digital books and journals. (iii) Assign a mentor who should be a recognised faculty of the concerned institute/College/Department. On undertaking given by the principal/head of the Department of institute/college/department, university will grant the permit for offering Online/ODL mode based courses.
- In the case of regular mode of study, a student must earn a minimum of 50% of the required credits from the affiliated colleges/institution/department where the student has taken admission. Only such students will be eligible for the award of a certificate, diploma, or degree.
- In ODL mode of learning, if a student does not meet the 50% credit requirement from the degree-awarding HEI, the degree will be conferred by the National Digital University.

Blended Mode of Learning:

Considering the recommendation and encouragement by the UGC to higher education institutions in India to create a blended learning environment for courses offered, the university promotes the Blended mode of Learning for the courses at institution/college/department level.

- Blended learning is the practice of combining digital learning tools with traditional face-to-face classroom teaching methods.
- In this mode of learning, University affiliated Institutions/colleges/Departments are permitted to deliver up to 40% of the syllabus for each course (excluding SWAYAM) through online methods, while the remaining 60% of the syllabus is taught in offline mode.
- Evaluation for both teaching modes can be conducted offline.

It will be a choice of the institute/college/department to offer the courses of the curriculum of any Program at any semester in blended mode, except the courses who are fully practical oriented and for which the laboratory work is essential. One mentor/faculty will be assigned to handle and conduct the online part of the blended mode course. The online part of the blended mode course can be attended by the student at college premises in class-room through ICT tools or at their own as per schedule arranged by the institute/college/departments.

Two level of learning activities of blended mode includes : (i) Online Learning Part of the blended course Activities and (ii) Face-to-Face (F2F) /Offline learning part of the blended course.

(i) Online activities in blended learning include all or some of the following:

- Accessing online course links, e-resources, digital libraries
- Studying MOOCs
- Attending online sessions with instructors
- Performing individual or group activities using various ICT tools and platforms
- Participating in curriculum related workshops, webinars, e-conferences, and short-term training programmes
- Completing assignments and uploading them on LMS
- Attempting tests and quizzes
- Engaging in virtual labs
- Participating in online internships and projects

(ii) Face-to-face (F2F) activities in blended learning include all or some of the following:

- Short lectures to introduce or summarize topics and clarify complex concepts
- Addressing questions arising from self-study or group learning
- Engaging in group activities with peers in the classroom
- Collaborating and co-creating new knowledge
- Field visits and sports activities
- Physical training, apprenticeships, and internships
- Participating in physical labs, hackathons, and on-the-job training
- Taking semester-end evaluations on campus

Evaluation Mechanism for Online mode and Hybrid mode:

1. Continuous or formative assessment with a maximum weightage of 50% at Institute/college/department level.
2. Summative assessment in the form for end-semester or term-end examination with a minimum 50% weightage, provided that students have a minimum attendance of 75% for participation in activities. The evaluation mode will be prescribed by the institute/college/department to the exam controller of university. The examination will be conducted at institute/college/department as per the mode of examination prescribed for the course. The exam controller of the university will appoint examiner for the course by consulting the principal/department head of the institute/college/department head. The mode of examination may be any or combination of online MCQ, viva-voce, presentation, dissertation.
3. Marks and grades obtained in both evaluations shall be shown separately in the grade card.
4. In case the mode of examination is Online mode, the exam will be conducted either using technology-enabled online tests with all the security arrangements ensuring transparency and credibility of the examinations. The assessment will be taken place at institute/college/department that offer the course. The institute head/department head will recommend the names of evaluator to the exam controller of the university and the exam controller can consider the suggested names as evaluators for appointment as evaluator.

ICT initiative tools and sources of Online Learning:

a). Open Educational Resource (OER)

- NMEICT (National Mission on Education through Information and Communication Technology)
- NPTEL (National Programme on Technology Enhance Learning)
- NDL (National Digital Library)

b). MOOCs and SWAYAM: MOOCs from Indian or world's renowned institutions/universities/colleges or prepared by the home university/college/institute/department. SWYAM courses.

c). Learning and Evaluation platform-LMS

List of suggested popular LMS: (The institute/college/HEI is required to avail licences incase the LMS are not open source.)

Title	Licensed/ Open Source	Link
Moodle (Australia)	Open Source	www.moodle.org
Google Class Rooms (USA)	Licensed/Free (For Limited Users)	http://classroom.google.com
ILIAS (Clogne)	Open Source	https://www.ilias.de/en/

NEO (India)	Open Source	https://www.neolms.com/india
ProProfs LMS (USA)	Open Source	https://www.proprofs.com/c/category/lms/
Eduwave	Open Source	https://www.capterra.com/p/133877/EduWave/
Eliademy	Open Source	https://www.eliademy.com
Zoom Learn	Open Source	https://zoomlearn.com
Canvas (Australia)	Licensed/Free (For Single Users)	https://www.instructure.com
D2L (Australia, Brazil, Europe)	Licensed	https://www.d2l.com
TVS (India)	Licensed	www.tvslms.com
BlackBoard (USA)	Licensed	https://www.blackboard.com
Totara Learn (New Zealand)	Licensed	https://www.totaralearning.com/
CLANED (Finland)	Licensed	https://claned.com/
Matrix (Europe)	Licensed	https://www.matrixlms.com/india
CALF (USA)	Licensed	https://nuvedalearning.com/calf/
SYNAP	Licensed	https://synap.ac/
Adobe Captivate Prime (USA)	Licensed	https://www.adobe.com
SPOT(France)	Licensed	https://www.spotlms.us

d). **Other Learning Tools :**

SimLab+:	www.simlab-soft.com
Virtual Lab:	www.vlab.co.in
Robotics:	https://www.sc.iitb.ac.in/robotics/index.html
FOSSEE:	www.fossee.in
Blogs on Topics	
Stickynotes:	IdeaFlip, Lino.it, Jamboard
Shared Documents:	Google Doc, Google Slides, etherpad, ScatterSpoke, ideaboardz
Concept-mapping, mind mapping, infographic tools:	Miro, Google drawing, conceptboard, Coggle, Bubble
Comprehensive activity tools:	Padlet, Miro, Whimsical

e). **List of Online Study Material/Resources in Open Access:**

Sr. No	Resources	Open Access
1.	National Digital Library of India (NDL)	https://www.ndl.gov.in/
2.	SWAYAM	https://www.swayam.gov.in
3.	Directory of Open Access Journals (DOAJ)	https://doaj.org/
4.	Directory of Open Access Books	https://www.doabooks.org/

5.	National Programme on Technology Enhanced Learning (NPTEL)	https://nptel.ac.in/
6.	Shodhganga-a reservoir of Indian Theses	https://shodhganga.inflibnet.ac.in/
7.	e-PG Pathshala	https://epgp.inflibnet.ac.in/
8.	Open Access Thesis & Dissertations	https://oatd.org/
9.	Open Knowledge Repository-World Bank	https://openknowledge.worldbank.org/
10.	The OAPEN Foundation	http://www.oapen.org/content/
11.	PubMed Central (PMC)	https://www.ncbi.nlm.nih.gov/pmc/?cmd=search&term
12.	Project Gutenberg	https://dev.gutenberg.org/
13.	HighWire	https://www.highwirepress.com/
14.	Southern Connecticut State University	https://libguides.southernct.edu/openaccess
15.	AGRIS	http://agris.fao.org/agris-search/index.do
16.	Science Direct Open Access Content	https://www.sciencedirect.com/#open-access
17.	AidData	https://www.aiddata.org/
18.	ILOSTAT	https://ilostat.ilo.org/
19.	Oxford Open	https://academic.oup.com/journals/pages/openaccess
20.	Project Euclid	https://www.projecteuclid.org/librarians/lib_oa
21.	Springer Open Journals	https://www.springeropen.com/journals
22.	Taylor & Francis Open Access	https://www.tandfonline.com/openaccess/openjournals
23.	Cambridge University Press	https://www.cambridge.org/core/what-we-publish/open-access
24.	Free Open Access Books	https://www.freetechbooks.com/
25.	SWAYAM Online Courses	http://storage.googleapis.com/unique_courses/online.html
26.	UG/PG UGC-MOOCs	http://ugcmoocs.inflibnet.ac.in/ugcmoocs/moocs_courses.php
27.	e-Content Courseware in UG Subjects	http://cec.nic.in/cec/
28.	Bharat Sodh Sansthan	www.bharatshodh.org

f). Learning Facilitating Centre

- Online learning courses available on the SWAYAM Platform eligible for credit transfer.
- Online learning courses available on the SWAYAM Platform are eligible for credit transfer.
- The University ensures that SWAYAM-MOOC exams do not overlap with university mid-semester/internal exams or end-semester/external exams.
- Students who opt for online courses must register for MOOCs (Massive Open Online Courses) through SWAYAM, and it is mandatory for them to share the necessary information with their college or institution.

- When offering online learning courses from SWAYAM, the University provides essential physical facilities such as laboratories, computer resources, and libraries.
- The Principal/Department head of respective college/Institution/Department will recommend to the exam controller of the University to designate a Single Point of Contact (SPOC) Mentor/facilitator to guide their institute/college/department students throughout the course and facilitate/conduct the lab/practical sessions/examinations.
- Students have the opportunity to pursue MOOCs on the SWAYAM platform offered by various institutions, including: UGC (University Grant Commission) , CEC (Consortium of Educational Communication), IIM-B (Indian Institute of Management-Bangalore), NPTEL (National Programme on Technology Enhanced Learning), IGNOU (Indira Gandhi National Open University), NITTTR (National Institutes of Technical Teachers and Training Research) , AICTE (All India Council for Technical Education), V-Lab (Virtual Lab) and any other renowned institutions/Indian universities(Only state and Central Universities)/World Universities(Among top 100 global universities) selected and approved by the Institution/college/department for their respective students.

- **Procedure for Credit Transfer for Online course:**

The procedure for transferring credits from Online courses in the University is as follows:

1. During the current semester, the candidate must submit an undertaking while filling exam form for credit transfer for the course taken by the student. The principal/department head will forward the undertaking to the university mentioning the exempted course(s) for which the online course(s) is taken by the student.
2. On the due permission granted by the Controller of Examination/Registrar of University, the student need not appear for university exam for the exempted course(s).
3. The concerned principal/department head of respective institute/college/department will intimate the exam section about the completion of a course along with the certificates of completion and the list of students, who have passed Online/MOOCs in the current semester.
4. Upon successful completion of each course, the institute/college/department offering online course/ MOOCs would issue the certificate(s), along with number of credits and grade awarded. Certificate will be issued by the parent institution.
5. If a 4-credit courses is not available as per the student's choice, then the student can opt for 3 credit course and one credit can be acquired through continuous internal evaluation through mentor.
6. Students who have qualified in the examination and applied for credit transfer as specified will be exempted from appearing in the CCE and SEE (both internal and external) for the specified equivalent credit course only, as conducted by the University.
7. If students opt for additional online course/ MOOCs beyond the 40% requirement, it will be considered as add-on credit and will be reflected on the mark sheet or a separate certificate but will not be included in CGPA calculations.

2. Open and Distance Learning (ODL) Programmes :

Open and Distance Learning represents a unique approach to delivering education to learners who are physically separated from teachers or educational institutions due to economic, social, or other considerations.

The Government of India, through its notification CG-DL-E-05092020-221580 dated 4th September 2020, specifically in the UGC (Open and Distance Learning Programs and Online Programs) Regulations 2020, has established minimum standards for instruction, leading to the granting of undergraduate and post-graduate degrees, as well as post-graduate diplomas through ODL and online modes. If any new norms or regulations by UGC about the ODL are implemented will be considered as part of the SOP.

2.1 Provisions for Learning in ODL mode:

1. Only eligible and UGC recognized institutions can provide the ODL mode of learning. Students from other institutions must register at their respective institution to pursue UG/PG/PG Diploma courses.
2. Minimum duration for completion of UG level shall be 3/4 years to confer a degree/honours, respectively, and 1/2 years to award PG Diploma/Degree.
3. Maximum duration allowed for completion and award of degree at UG/PG level shall be twice the minimum duration of the respective programmes.
4. HEIS, other than open universities, offering programmes in ODL(with approval by DEC) mode and/or online mode, must maintain total credits and minimum program durations that are the same as corresponding programmes in regular mode.
5. ODL mode of learning shall be offered to facilitate flexible learning paces and multiple choices for learners, with easily understandable Self Learning Materials (SLM).
6. HEIs offering programmes in online mode are responsible for preparing the E- Learning materials.
7. Each course in the online mode shall have a precise assessment mechanism for identify leaning outcomes at each level for both continuous/formative and summative assessment.

2.2 Admission and Evaluation Mechanism for ODL mode:

Admission:

- A. The intake capacity under ODL mode for a programme under the science discipline shall be three times of the approved intake in regular mode.
- B. Fees may be applicable as declared by the HEI in the prospectus and website.
- C. Maintain records of Aadhar Card /other Government-approved ID for Indian students and Passports for International students for a minimum of five years.

Evaluation for ODL mode of education:

1. Continuous or formative assessment with a maximum weightage of 30%.
2. Summative assessment in the form of end-semester or term-end examination with a minimum 70% weightage, provided that students have a minimum attendance of 75% for participation in activities.
3. Marks and grades obtained in both evaluations shall be shown separately in the grade card.
4. Higher Educational Institution offering programmes through Online mode shall conduct examinations either using technology-enabled online tests with all the security arrangements ensuring transparency and credibility of the examinations or through the proctored examinations and in conformity with any other norms for such examinations.
5. Examination Centres shall have proper monitoring mechanisms, including Closed Circuit Television (CCTV) recording of the entire examination procedure and biometric systems. In cases where CCTV facilities are not available, proper videography should be conducted, and video recordings submitted by the particular examination centre in charge to the concerned Higher Educational Institution.
6. Attendance of examinees shall be authenticated through a biometric system as per Aadhaar details or other Government identifiers for Indian learners

2.3 Credit Calculation for ODL mode:

1. If a student attends an ODL session under the supervision of faculty members in a classroom, credit calculation follows the regular study mode:
 - 1 Credit for theory = 15 hours of learning
 - 1 Credit for practical - 30 hours of learning
2. If a student attends an online/ODL session in Self Learning Mode, the calculation is as follows:
 - 1 Credit for theory=30 hours of learning

Procedure for Credit Transfer for ODL mode:

The procedure for transferring credits from Online/ODL courses in the University is as follows:

1. During the current semester, the candidate must submit an undertaking while filling exam form for credit transfer.
2. On the due permission granted by the Controller of Examination/Registrar of University, the student need not appear for university exam for the exempted course(s).

3. The concerned department of the institution will intimate the exam section about the completion of a course along with the certificates of completion and the list of students, who have passed MOOCs in the current semester.
4. Upon successful completion of each course, the institute offering MOOCs would issue the certificate(s), along with number of credits and grade awarded. Certificate will be issued by the parent institution.
5. If a 4-credit courses is not available as per the student's choice, then the student can opt for 3 credit course and one credit can be acquired through continuous internal evaluation through mentor.
6. Students who have qualified in the proctored examination and applied for credit transfer as specified will be exempted from appearing in the CCE and SEE (both internal and external) for the specified equivalent credit course only, as conducted by the University.
7. If students opt for additional MOOCs beyond the 40% requirement, it will be considered as add-on credit and will be reflected on the mark sheet or a separate certificate but will not be included in CGPA calculations.

Anticipatory Measures

1. University will form a university-level CBCS credit transfer committee consists of exam controller and two deputy registrars of the university. The committee can take opinion of existing or ex-Deans of the concerned faculties.
2. Any issues if arise related to the transfer of credits earned by students through online/ODL mode will be addressed by the university-level CBCS credit transfer committee.
2. The university will periodically review its credit transfer policy, taking into account changes introduced by UGC, Open University, SWAYAM, NPTEL, and the State Government.

3. Suggestion for Issuing Certification:

It is recommended that each award of a degree at the UG/PG level and PG Diploma, whether obtained through ODL or Online mode, will be assigned a unique identification number, including a photograph, Aadhar number, and the name of the programme. These awards will also be uploaded to the National Academic Depository (NAD).

- a) University is recommended to include the following information on the backside of each degree/certificate and mark sheet issued to learners (for each semester certificate and at the end of the programme):
 - a) Mode of delivery
 - b) Date of admission
 - c) Date of completion

- d) Name and address of all Learner Support Centres (only for Open and Distance Learning)
- e) Name and address of all Examination Centres.

4. Student Support System:

1. Fee waivers and/or scholarship schemes for Scheduled Caste, Scheduled Tribe, Persons with Disabilities category of learners shall be in accordance with the instructions or orders issued by Central Government or Gujarat Government
2. Promotion of Online and ODL mode of learning in Special Education Zone and for PwD students.
3. Provision of academic and administrative support to learners.
4. Establishment of a full-time dedicated help desk offering single-window services for all learner-related queries.
5. Arrangements of self-learning material to learners for ODL programmes.
6. Access to detailed study materials and information.
7. Support for admission-related matters.
8. Pre-admission counselling for prospective learners to provide information on joining a specific programme.

4.1 Provisions in Education System for Persons with Disability (PwD) Students Person with Disability (Divyangjan-Physical/Hearing/Visual)

The National Education Policy (NEP)-2020 emphasizes equal educational opportunities for all, including Persons with Disabilities, irrespective of caste, gender, and abilities. NEP-2020 has accelerated the need for creation of an 'inclusive education' system that caters to students with both visible and invisible disabilities.

The Right of Persons with Disabilities (RPwD) Act, 2016, specifies 21 types of disabilities, including:

1. Blindness
2. Low Vision
3. Leprosy Cured Person
4. Hearing Impairment (Deaf and Hard of Hearing)
5. Locomotor Disabilities
6. Dwarfism/Short Stature
7. Intellectual Disabilities
8. Mental Illness

9. Autism Spectrum Disorder
10. Cerebral Palsy
11. Muscular Dystrophy
12. Chronic Neurological Conditions (Multiple Sclerosis)
13. Specific Learning Disabilities
14. Multiple Sclerosis
15. Speech and Language Disability
16. Thalassemia (Blood Disorder)
17. Hemophilia (Blood Disorder)
18. Sickle Cell Disease (Blood Disorder)
19. Multiple Disease including deaf-blindness
20. Acid Attack Victims
21. Parkinson's Disease (Chronic Neurological Conditions)

To facilitate inclusive education for all including Persons with Disabilities, the HEIS are being directed by UGC to constitute an 'Equal Opportunity Cell (EOC)'.

The Institute should constitute an EOC with the following composition:

1. Senior Faculty-Nodal Officer/Coordinator for EOC
2. Faculty- Member
3. Non-Teaching Staff - Member
4. Student-Member
5. Representation from Voluntary Organization-Member
6. Registrar-Member Secretary

The roles and responsibilities of the EOC are summarized below:

1. To promote the admission of PwD students in technical institutions.
2. To create awareness among stakeholders in equal opportunities regularly.
3. To address special needs of the students pertaining to teaching-learning process.
4. To provide special assistance in the training and placement of students with disabilities.
5. To establish a teacher-mentor scheme for PwD students right from entry to exit from the institute.

6. Develop disabled friendly teaching-learning process using modern tools and assistive technologies.

4.2 Accessible Infrastructure Facility

For Persons with Physical Disabilities:

1. Provision of ramps and wheelchairs for access to classrooms, laboratories, toilets, and other areas within the building.
2. Installation of lifts to accommodate wheelchair users for multi-floor access.
3. Implementation of clear signages for easy navigation.
4. Reserved seating in classrooms and parking areas.

For Persons with Hearing Impairments:

1. Provision of information boards in easily understandable formats.
2. Ensuring good acoustics in the classroom environment (reducing distracting noise).
3. Implementation of signages and layout maps for easy movement.

For Persons with Visual Impairments:

1. Installation of Braille signages including tactile paving.
2. Unobstructed covered corridors with handrails.
3. Removal of protruding objects and low-level flooring.
4. Dedicated reserved parking spaces.

4.3 Provision of Accessible Teaching-Learning Process

This involves training teachers with full-time or part-time responsibilities for the inclusive education of differently-abled students and using special online and ODL courses to cater to their needs.

1. Use of Universal Design Techniques: The teaching-learning process incorporates multiple modes of expression. Concepts are conveyed through text, audio, visuals, mind maps, and practical (learning by doing) formats.
2. Teacher Training in Communication Skills: Teachers receive training in effective communication skills for handling differently-abled students.
3. Development and Use of E-Learning Resources: E-learning resources are developed and used with sign language interpretation and subtitles for enhanced accessibility.
4. Conversion of Instructional Material: Services are provided to convert instructional material into accessible formats, including accessible digital format, large print, braille, tactile graphics, and more.

5. Curriculum Modifications: Curriculum adjustments are made to suit the needs of differently-abled students, such as replacing manual drawing with computer-aided design (CAD).

4.4 Special Provisions for Examination

Different examinations/boards have their own guidelines for students with disabilities. These provisions include the option for students who have difficulty writing to bring their own scribes during both Common Entrance Tests and Institute/University exams.

1. Scribes are provided according to the guidelines issued by the Department of Empowerment of Persons with Disabilities, Government of India.
2. Extension of time up to 20 minutes per hour should be given to the students who use scribes or have difficulty in writing during examinations.
3. Question papers include 20% to 50% of objective-type questions.
4. Arrangements are made to permit and support the use of computers for writing exams, including the provision of a softcopy of the question paper in an accessible format.

4.5 Additional Support and Linkages

- Establishment of partnerships with NGOs specializing in supporting differently-abled individuals.
- Provision of placement and support services.
- Conducting employer sensitization programs.
- Raising awareness about disability rights and reservation policies.
- Engaging in community outreach initiatives.
- Implementation and monitoring of accessibility standards.
- Maintenance of a Disability Database Management System (DDMS).
- Organizing internship and career advancement activities.

All Higher Education Institutions (HEIS) are required to include information about the availability of a barrier-free environment for students with disabilities on their websites. This information should cover details of the admission process and available support services.



Re-Accredited 'B++' 2.86 CGPA by NAAC

VEER NARMAD SOUTH GUJARAT UNIVERSITY

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વીર નર્મદ દક્ષિણ ગુજરાત યુનિવર્સિટી

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-: પરિપત્ર :-

યુનિવર્સિટી ડિપાર્ટમેન્ટનાં વડાશ્રીઓ અને યુનિવર્સિટી કેમ્પસમાં ચાલતા સ્વનિર્ભર અભ્યાસક્રમનાં કો-ઓર્ડિનેટરશ્રીઓ તથા યુનિવર્સિટી સંલગ્ન તમામ કોલેજોનાં આચાર્યશ્રીઓને જણાવવાનું કે, KCGના તા. ૨૬/૦૭/૨૦૨૩ ના પત્રથી પ્રસિધ્ધ કરેલ SOP અનુસાર Internship/ Apprenticeship / On Job Training બાબતે પોલીસી તૈયાર કરવા અંગે મલ્ટિડિસિપ્લિનરી રેગ્યુલેટરી કમિટિ (MRC) ની તા. ૨૭/૦૭/૨૦૨૩ના ઠરાવ ક્રમાંક : ૦૫ સંદર્ભે એકેડેમિક કાઉન્સિલની તા. ૦૭/૦૮/૨૦૨૩ ની સભાનાં ઠરાવ ક્રમાંક: ૮૭ અંતર્ગત નિયુક્ત સમિતિની તા. ૧૬/૧૨/૨૦૨૩ ની સભામાં તૈયાર કરેલ SOP એકેડેમિક કાઉન્સિલની તા. ૧૮/૧૨/૨૦૨૩ ની સભાનાં ઠરાવ ક્રમાંક: ૧૪ થી મંજૂર કરેલ છે. જેનો સ્નાતક કક્ષાના તમામ અભ્યાસક્રમો (જે વિદ્યાશાખામાં અપેક્ષ બોડીના નિયમો લાગુ પડતા હોય તે સિવાય) માં અમલ કરવા આથી જાણ કરવામાં આવે છે.

બિડાણ: ઉપર મુજબ

ક્રમાંક : એસ./પરિપત્ર/૩૧૫૪૩/૨૦૨૩

તા. ૨૨-૧૨-૨૦૨૩

કુલસચિવ

પ્રતિ,

- ૧) યુનિવર્સિટી સંલગ્ન તમામ કોલેજોનાં આચાર્યશ્રીઓ,
 - ૨) યુનિવર્સિટી ડિપાર્ટમેન્ટના વડાશ્રીઓ. અને યુનિવર્સિટી કેમ્પસમાં ચાલતા સ્વનિર્ભર અભ્યાસક્રમનાં કો-ઓર્ડિનેટરશ્રીઓ.
 - ૩) પરીક્ષા નિયામકશ્રી, પરીક્ષા વિભાગ, વીર નર્મદ દક્ષિણ ગુજરાત યુનિવર્સિટી, સુરત.
- જાણ તથા ઘટતું થવા.

VEER NARMAD SOUTH GUJARAT UNIVERSITY, SURAT

SOP for Internship/Apprenticeship/ On-the-Job Training (OJT)

1. Internship/Apprenticeship/ On-the-Job Training (OJT)

NEP-2020 emphasizes on vocationalization of Education. A key aspect of the new UG programme is its utility into a real life situation. All students of UG (except programs regulated by the apex bodies) are expected to do Internships/Apprenticeships/OJT in a firm, industry, or organization. Students will be provided the opportunities for doing Internships/Apprenticeships/OJT with local industry, business organizations, health, and allied areas, local governments (such as panchayats, and municipalities), local Police Stations, Parliament elected representatives, media organizations, artists, crafts persons, and a wide range of organizations so that students may engage with the practical side of their learning, which will improve their employability.

Provision of Internship/Apprenticeship/OJT

Provision	Duration	No. of Credit Required	Purpose
Internship/ Apprenticeship	Summer	4	Students who wish to exit after 1 st year or 2 nd year of UG programmes. Students can pursue Internship/ Apprenticeship in two phases i.e. 2 credit of each phase during Diwali Vacation and Summer Vacation.
Internship/ Apprenticeship	6 th Semester	4	It will be counted under Major course and hence internship can be done in major specific courses only
OJT	7 th & 8 th Semester	12	To improve the employability

2. Credit Weightage

The credit weightage for Internship/Apprenticeship/OJT is suggested to be 30 hrs. per credit if they have only practical exposure or lab-based activities. Accordingly, the students must dedicate required number of hours for the same. The SOP offers scope for providing hands on learning with classroom experience. Both HEIs & Industries can decide mutually for the duration of classroom lecture and industry visit.

3. Internship/Apprenticeship/OJT Pathway

Step 1: The concerned University department/College shall appoint Nodal Officer(s) and decide subjects to be offered or linked with Internship/Apprenticeship/OJT. The learning outcomes of every subject needs to be defined and mapped.

Step 2: Considering the subject and learning outcomes, institute/college should look for concerned industry who shall provide on-job-training/internship to students.

Step 3: Exchange a letter of Intent/ MOU with the concerned industry/employer (also called Skill Knowledge Partner) mentioning the assignment to be given to the students, nature of work, duration of work per day, total duration, stipend, and honorarium paid to the students, evaluation, and certification process. **(Annexure-1)**

Step 4: Assign the industry to the students in lieu with their profile and the requirement of industries. **(Annexure-2)**

Step 5: Evaluation of the students during and at the end of assignment shall be done jointly with industry supervisor and faculty of the concerned University department/College. **(Annexure-3)**

Step 6: Issue of certificate/ Letter of Assignment Completion, based on result of the evaluation. **(Annexure-4)**

4. Online Data Management

The Internship/Apprenticeship/OJT is suggested to be tracked by Nodal Officer appointed by the Department/College through a digital platform by developing a new or upgrading existing 'Students' Information System' used by concerned University/College.

The platform is expected to capture the following:

- A. Details of Employer
- B. Organization Name
- C. Employer Supervisor Name and Details
- D. Nature of Industry
- E. Task Assigned
- F. Location
- G. Date/s of Internship
- H. Total Hours Completed
- I. Evaluated by a Faculty Supervisor

The internship dates, number of days, total hours of internship, number of interactions by faculty with students, remarks by faculty, student learnings, and feedback can be captured.

The concerned University department/College that prefer to track the internships off-line need to make sure that the relevant faculty is responsible for proper monitoring. While doing so, it must collect and store data and information in a way that makes it possible to produce and use it for monitoring and assessment.

5. Suggestive Safety Measures

1. The concerned University department/College may sign an agreement/MOU with the Employer or organization that shall be providing internship to students. The MOU shall incorporate necessary requirement for internship that includes:

- Learning exposure to students, assist student to meet learning outcome,
- Facilities which may be provided by Skill Knowledge Partner (SKP) to assign the work to the students
- Nature of work
- Duration of work per day
- Total duration
- Stipend and honorarium paid to the students,
- Evaluation mechanism and
- Certification

2. In absence of agreement/MOU, letter of Intent (LOI) can be considered as a document to engage the specific organization/employer as Skill Knowledge Provider.

3. OJT/Internship/Apprenticeship should be at the nearest area from University department/college or residence of student. Considering the reputation of industry, safety measures, and convenience, students may opt for Internship/Apprenticeship/OJT at distant location.

4. All safety measures should be complied by industry/ firm or establishment where OJT/ internship/ apprenticeship is carried out.

5. Adequate facility like place to sit, toilets and hygiene facility shall be provided, to ensure gender inclusiveness.

6. Timing and duration of the Internship/Apprenticeship/OJT should be convenient to students, by keeping the travel safety and security into consideration.

7. Preferably Internship/Apprenticeship/OJT must be carried out in offline mode. There should be optional options to work online or remotely, considering the nature of the industry and task which meets the learning outcomes.

6. Industry/ Employer (Skill Knowledge Provider)

1. Skill Knowledge Provider shall nominate a person who shall be 'Employer Supervisor' or 'Mentor' who will provide exposure to student during assignment of work.

2. The Supervisor should be oriented about the objective of the subject and learning outcome expected from the Internship/Apprenticeship/OJT.

3. Supervisor shall share the feedback of the students and may provide suggestion which can be incorporated for future batches.

7. Student Guidelines

1. Students should register themselves on the portal/platform provided by concerned University/ college.

2. Students shall record their daily activities and learning in a daily diary, which will also have tasks, activities, and suggestions by the supervisor. The supervisor and the faculty shall assign the time to submit the written documented report.

3. The student shall mention their learning and reflections in the report. Also, it will help students to relate, test and implement classroom learning during assignment of work as well

as share his/her experience in class and with peers. The supervisor shall support the student in daily activities and the faculty shall guide them to assimilate the learning in class through an open discussion session.

8. Grades and Certification

Appointed Nodal Officer(s) will assign faculty guide to all students. The grade/marks for Internship/Apprenticeship/OJT shall be provided by the Supervisor and faculty guide in the ratio of 60% and 40% respectively. The concerned SKP can issue a certificate or letter for work completion after successful completion of OJT/Internship/Apprenticeship activities by students.

The concerned University department/college need to submit completion certificate of respective students to Examination Section of the University. At the end of successful completion of OJT / Internship/ Apprenticeship, the Nodal Officer will submit total marks out of 100 to the Examination Section of the University.

Format of 'Letter of Intent' for Skills Knowledge Partner (SKP)

To,
The Principal/ Dean/ Head of Department,
(College – Institute Name)
Address –

Subject – Letter of Intent to be a Skill Knowledge Provider.

Dear Sir/ Madam,

1. _____ (Name Of Organization) is desirous to become a Skill Knowledge Partner of _____ (Institute/University) and providing OJT/internship/Apprenticeship opportunity to students of _____ (Institute/University).

2. We would be providing OJT/internship/Apprenticeship opportunity to up to _____ (number of students) for the _____ course/s.

3. We understand that the course is commencing on _____ and will be for the duration of _____ year (s) divided into _____ semesters.

4. As an organization, we shall provide opportunity to the students towards achieving the desirous learning outcomes. We understand that the minimum number of hours the student needs to spend on the learning outcome would be _____ (as per the credit assigned for internship) hours per semester.

5. We shall share the Completion letter with the names of the student and course, once the batch is finalized.

Your Sincerely,
ABC Company
Address
Contact person Name
Designation
Phone number

Format of 'Letter of Intent' to the Student

To,

(Name of the Student)
(Name of the Institution)
(Residential Address)
(Mobile Number)

Dear (Name of the student)

It gives me great pleasure to inform you that you have been selected by M/s
..... (Name of the company) as a
(Designation) to be located at (Location of OJT/internship/Apprenticeship).
You will be paid a stipend of Rs. Per month In
words).

Yours sincerely,
(Signature and name of authorised signatory)
(Seal of the company)

Student declaration and acceptance of offer:

I have read the terms and conditions and information regarding my OJT/internship/
Apprenticeship offer letter. I affirm that I accept the offer and will join the above-mentioned
company on said date.

Signature:
Date:

OJT/ Internship/ Apprenticeship completion certificate for candidates to be issued by the company to the concerned university department/college.

Company letter head

Issued on: ID No:

OJT/internship/ Apprenticeship completion certificate

This is to certify that Ms. / Mr..... D/o, W/o, S/o.....
 has successfully completed on the
 job/internship/Apprenticeship training course with grade and
 marks.....out of 60 for(Course name) conducted
 by..... (Company name) facilitated
 by.....(Institution name) from.....
 (DD/MM/YYYY)to.....
 (DD/MM/YYYY)at..... (Name of
 company, address).

Certified by:

(Company name)

Sign and seal

(Designation)

Grading for performance are as follows:

Letter Grade	Marks (In %)
O (Outstanding)	97.0 - 100
A+ (Excellent)	87.0 - 96.99
A(Very Good)	77.0 - 86.99
B+ (Good)	67.0 - 76.99

OJT/ Internship/ Apprenticeship completion certificate for candidates to be issued by the concerned university department/college to Examination Section of the University

on letter head of university department/college

Issued on: ID No:

OJT/internship/ Apprenticeship completion certificate

This is to certify that Ms. / Mr..... D/o, W/o, S/o
 has successfully completed on the job / internship /
 Apprenticeship training course with gradeand marks out of 40 and
 consolidated gradeand marksout of 100 for
(Course name) conducted by.....
 (Company name) facilitated by..... (Institution name)
 from..... (DD/MM/YYYY) to..... (DD/MM/YYYY)
 at..... (Name of company, address).

Signed, Seal &Certified by:

Nodal Officer
University Department/College

**Head of University Department/
 Principal of College**

Date:

Place :

Grading for performance are as follows:

Letter Grade	Marks (In %)
O (Outstanding)	97.0 - 100
A+ (Excellent)	87.0 - 96.99
A(Very Good)	77.0 - 86.99
B+ (Good)	67.0 - 76.99

