

No. 7-1/2026-HPU (Acad)
Himachal Pradesh University, Summer Hill, Shimla-5
(NAAC Accredited 'A' Grade University)
Academic Branch

Dated: 13 MAY 2026

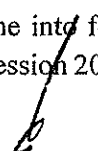
Notification

Pursuant to the approval accorded by the Executive Council and the Secretary (Education), Government of Himachal Pradesh, the Standing Committee of the Academic Council has approved the implementation of courses aligned with the National Education Policy (NEP)-2020 in all Undergraduate Programmes of Himachal Pradesh University, Shimla, with effect from the Academic Session 2026-2027.

The Standing Committee of the Academic Council has further approved the **HPU-Curriculum and Credit Framework for Undergraduate Programmes** and the **Guidelines for Examination and Grading for Undergraduate Programmes** in alignment with NEP-2020 under vide item Nos. 11 & 12 in its meeting held on 05-05-2026, with the following updated guidelines:

1. **Revised Guidelines relating to:**
 - a. Internship/Apprenticeship
 - b. Research Project/Dissertation
 - c. Field-Based Learning/Minor Project
 - d. Community Outreach Programme
2. **Updated Structure and Scheme for Paper Setting, Assessment, and Evaluation for:**
 - Discipline Specific Course (DSC)
 - Discipline Specific Elective (DSE)
 - Minor Course (MC)
 - Multidisciplinary Course (MDC)
 - Skill Enhancement Course (SEC)
 - Ability Enhancement Course (AEC)
 - Value Addition Course (VAC)
 - Add-on Course (AOC)
3. **Revised Guidelines for SWAYAM/MOOCs of Himachal Pradesh University.**
4. **Academic Bank of Credits (ABC) Guidelines.**

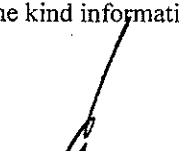
These updated rules, regulations, and guidelines (accessible at www.hpuniv.ac.in) shall come into force and apply to all Undergraduate Programmes of the University with effect from the Academic Session 2026-2027, commencing with the first semester.


Registrar
HPU, Shimla-5.
Dated: 13 MAY 2026

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Copy for Information and necessary action to:-

1. The Chairman, Himachal Pradesh State Higher Education Council, SCERT Complex, Rabon, Solan-173211.
2. The Secretary (Education), Government of Himachal Pradesh, Shimla-02.
3. The Director (Higher Education), Directorate of Higher Education, Himachal Pradesh, Shimla-1.
4. The Registrar, Sardar Patel University (SPU), Mandi, H.P.
5. The Controller of Examination, HPU, Shimla-5.
6. All the Deans, Directors, Chairperson of the Teaching Departments, HPU, Shimla-5.
7. All the Principal, Govt./Pvt./Skt. Colleges, constituent/affiliated with H.P. University, Shimla-5.
8. The Principal, Department of Evening Studies, HPU, Shimla-1/Directors UCBS, UIT, HPU, Shimla.
9. The Deputy Registrar (Secrecy)/Examinations (UG)/RME, H.P. University, Shimla-5.
10. All the Section Officer (UG Classes, Exam Section), HPU, Shimla-5.
11. The In-Charge, CCEW (UG) HPU, Shimla-1.
12. The Public Relations Officer, H.P. University, Shimla-5, for wide publicity.
13. The Web Admin., H.P. University, Shimla-5, with the directions to upload the notification on the University website along with annexures.
14. The SPS to the Vice Chancellor/Pro Vice Chancellor/Registrar, H.P. University, Shimla-5, for the kind information of the latter.
15. Guard File.


Registrar

CURRICULUM AND CREDIT FRAMEWORK FOR UNDERGRADUATE PROGRAMMES

NEP 2020

Guidelines



Himachal Pradesh University

Shimla -171005

Himachal Pradesh, India

2026

Kushiram

Contact

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B. K. Shivram

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Abbreviation

AEC	Ability Enhancement Course
CCFUGP	Curriculum and Credit Framework for Undergraduate Programmes
CDOE	Centre for Distance & Online Education
CGPA	Cumulative Grade Point Average
DSC	Discipline Specific Course
DSE	Discipline Specific Elective Course
GPA	Grade Point Average
HEI	Higher Education Institution
HPU	Himachal Pradesh University, Shimla
HPU-UGP	Himachal Pradesh University Undergraduate Programme
IAPC	Internship/Apprenticeship/Minor Project/ Community Outreach Programme
MDC	Multidisciplinary Course
MIL	Modern Indian Language
NCC	National Cadet Corps
NCrF	National Credit Framework
NEP	National Education Policy
NHEQF	National Higher Education Qualification Framework
NSS	National Service Scheme
ODL	Open and Distance Learning
SEC	Skill Enhancement Course
SGPA	Semester Grade Point Average
STEM	Science, Technology, Engineering and Mathematics
SWAYAM	Study Webs of Active Learning for Young Aspiring Minds
UGP	Undergraduate Programme
UGC	University Grants Commission
VAC	Value-Addition Course
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CURRICULUM AND CREDIT FRAMEWORK FOR UNDERGRADUATE PROGRAMMES

1. Introduction

The National Education Policy (NEP) 2020 recognises that higher education plays a crucial role in promoting human and societal well-being, and in developing India as envisioned in its Constitution—a democratic, just, socially conscious, and humane nation that upholds liberty, equality, fraternity, and justice for all. The NEP 2020 notes, "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, crucial 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, the NEP 2020 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.*"

In accordance with the NEP 2020, the UGC has formulated a new student-centric "**Curriculum and Credit Framework for Undergraduate Programmes (UGC-CCFUGP 2022)**" incorporating a flexible choice-based credit system, multidisciplinary approach, and multiple entry and exit options, which will facilitate students to pursue their career path by choosing the subject/field of their interest.

Based on the UGC-CCFUGP notified in December 2022, Himachal Pradesh University, Shimla (HPU) has developed a Curriculum and Credit Framework for Undergraduate Programmes (HPU-CCFUGP, hereafter HPU-UGP), incorporating all essential aspects of the UGC-CCFUGP to facilitate the achievement of the policy visions stated in the NEP 2020. This HPU-UGP will also apply to the professional courses not covered by other regulatory bodies.

2. New Curriculum and Credit Framework

The aims and objectives of the Curriculum and Credit Framework under NEP 2020 are to highlight certain fundamental principles that will guide both the education system as a whole and individual educational institution. These objectives, as stated below, have a direct bearing on the curricula for different levels of higher education:

- i. First of all, the policy endeavours to recognise, identify, and foster the unique capabilities of each student to promote their holistic development.
- ii. It also attempts to provide flexibility, allowing learners to select their learning trajectories and programmes, and thereby choose their path in life according to their talents and interests.
- iii. The policy promises to provide multidisciplinary and holistic education across the sciences, social sciences, arts, humanities, and sports for an interdisciplinary world.
- iv. It emphasises conceptual understanding rather than rote learning. The policy also aims to foster critical thinking and encourages learners to make logical decisions.

Curriculum and Credit Framework for Undergraduate Programmes

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- v. The policy upholds ethics, and human & constitutional values and emphasises building life skills such as communication, teamwork, leadership, and resilience.
- vi. The policy also emphasises the extensive use of technology in teaching and learning, removing language barriers, increasing access for students with disabilities (*Divyang*), and enhancing educational planning and management.
- vii. The policy aims to ensure respect for diversity and the local context in all curricula, pedagogy, and policies.
- viii. The policy emphasises equity and inclusion as the cornerstone of all educational decisions, ensuring that all students can thrive in the education system. It also ensures that the institutional environment is responsive to differences, thereby making high-quality education available to all.
- ix. The policy also aims to ensure that the education system is grounded in the values of Indian civilisation and fosters pride in India and its rich, diverse, ancient, and modern culture, languages, knowledge systems, and traditions.

3. Curricular Goals

The new student-centric CCFUGP of UGC introduces 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.

The curricular and credit framework of CCFUGP under NEP 2020 seeks to ensure the following for the students:

- i. Flexibility to move from one discipline of study to;
- ii. Opportunity for learners to choose the courses of their interest in all disciplines;
- iii. Facilitating multiple entry and exit options with a 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, Online learning, and hybrid modes of learning).

4. Outcome-Based Approach

The National Higher Education Qualification 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 New Curriculum Framework for UG Programmes envisages that 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. The graduate attributes expected of all students to acquire and demonstrate through the New Curriculum Framework for UG programmes are given under clause 30 (pp. 37-42).



5. UG Degree Programmes

The UGC-CCFUGP: 3.2.3 offers various undergraduate degree programmes for students to choose from. The different UG Degree programmes are:

- i. **UG Degree Programmes with Single Major:** A student must secure a minimum of 50% credits in the major discipline for a 3-year/4-year UG Degree to be awarded a single major.

For example:

In a 3-year UG programme, the total number of credits to be earned is 128; a student of History with 64 credits will be awarded a Bachelor of Arts in History with a single major.

Similarly, in a 4-year UG programme, the total number of credits to be earned is 168; a student of History with a minimum of 84 credits will be awarded a Bachelor of Arts (Honours or Honours with Research) in History with a single Major.

- ii. **UG Degree Programmes with Double Major:** A student must secure a minimum of 40% credits in the second major discipline for the 3-year/4-year UG degree to be awarded a double major.
- iii. **Interdisciplinary Undergraduate Programmes:** The credits for core courses shall be distributed among the constituent disciplines/subjects to achieve core competence in the multidisciplinary programme.

For example:

A student opts for (a) Mathematics, (b) Statistics, and (c) Physics for a UG programme. The degree for such students will be a Bachelor of Physical Science, awarded after a 3-year undergraduate programme. For such a candidate, to pursue a degree in the fourth year, they shall have to choose only one of the disciplines (A, B or C) in which they have studied 6 DSCs and 5 DSEs in the first three years. The degree will be awarded a Bachelor of Physical Sciences (Honours or Honours with Research) in Physics (if chosen Physics) for a 4-year undergraduate programme.

- iv. **Multidisciplinary Undergraduate Programmes:** For students pursuing a multidisciplinary programme of study, the credits for core courses will be distributed across various broad disciplines, including Life Sciences, Physical Sciences, Mathematical and Computer Sciences, Data Analysis, Social Sciences, and Humanities.

For example:

A student who opts for a UG programme in Life Sciences will have the total credits to core courses distributed across (a) Botany, (b) Zoology and (c) Human Biology disciplines. The Degree will be awarded as a Bachelor's in Life Sciences for a 3-year UG programme. For such a candidate, to pursue a Degree in the fourth year, he/she shall have to choose only one of the disciplines (either A, B or C) in which he/she has studied at least 6 DSCs and 5 DSEs of Core/Major courses in the first three years. The degree awarded will be Bachelor of Life Science (Honours/ or Honours with Research) in Botany (if chosen Botany) for a 4-year UG Programme.



v. **Himachal Pradesh University shall offer following Apprenticeship Embedded Degree Programmes (AEDP) from academic session 2026-2027:**

- a. **B. Com.** Banking, Financial Services and Insurance
- b. **B. Com.** E-Commerce
- c. **B. Com.** Retail Operations Management E-Commerce
- d. **B.Com.** Logistics
- e. **B.Com.** Human Resource Operations

5.1 At the initial stage of implementation of NEP 2020, students shall have the following Degree Options:

- A. The 3-year UG Programme shall have two degree options:
 - i. Multidisciplinary/Interdisciplinary
 - ii. Single Core Discipline (Major)
 - The students shall declare their Major and Minor, finally, at the end of the second semester.
 - In both cases, the requirements of core and common courses remain the same.
- B. The Four-year UG Programme shall have two degree options:
 - i. Honours
 - ii. Honours with Research
 - Students with 3-year Degrees in the Multidisciplinary/Interdisciplinary programme will have to choose, in the fourth year, only one of the disciplines in which they have studied six DSCs and five DSEs in the first three years.
 - Students with a 3-year undergraduate degree in a Single Core Discipline (Major) will pursue a fourth year in their Major discipline.
- C. The other UG Programmes, including Double Major, will be initiated in a phased manner in due course of time.

6. Programme Components

Towards the attainment of holistic and multidisciplinary education, the HEI/College will offer courses from every Department before the commencement of each semester, listing the courses for Major, Minors, Discipline-Specific Electives, Multidisciplinary Studies, Ability Enhancement, Skill Enhancement, and Value Addition, along with the offering departments and course in-charges. This will enable students to select the courses of their choice. The students will then choose the courses of their choice from the list being offered, taking into account the requirements outlined in the curriculum of the degree they are pursuing.

The entire 3-year/4-year UG programme curriculum is divided into two parts: (a) Core Courses and (b) Common Courses, which are described below.

A. List of Core Courses

The core courses comprise Discipline-Specific Core, Discipline-Specific Elective (DSE), and Minor courses. All core courses have a credit allocation of 4. Altogether, irrespective of any significant or minor options, a student will necessarily need to study 23 courses with a total credit allocation of 92 over a 3-year programme. The degrees relevant to the core courses will be awarded.



i. Major Courses

Courses offered by a particular department for own students. The minimum credit requirement for a Single Core Discipline (Major) over 3 years is 64, which translates to 16 courses, including 5 DSEs.

ii. Minor Courses

One of the Major courses offered by the Department shall be treated as a Minor for students of other departments. The department may also offer a separate course or repeat the same course(s) as a Minor for students of other departments. The minimum credit requirement for a Minor Course over 3 years is 24, which translates to 6 courses.

B. List of Common Courses

As the name suggests, these courses must be studied by all students in the 3-year or 4-year undergraduate programme. Together, the common courses have a credit allocation of 36, divided over five subdivisions.

i. Multidisciplinary Courses (MDC): Total Credits 9

Courses offered by a particular department shall be considered multidisciplinary for students of other departments. A student cannot opt for an MDC catering to their Core Courses (Major and Minor). The student should be motivated to opt for a different subject each semester.

ii. Ability Enhancement Course (AEC): Total Credits 8

Courses on Language and Communication Skills, viz. English, Hindi, and Sanskrit

iii. Skill Enhancement Course (SEC): Total Credits 9

The HEI/College will identify the Skill Enhancement Courses to be offered in a semester, and students will choose the skill course of his/her choice from the courses offered.

iv. I/A/P/C/ (or Work-based Vocational Course*): Total credits 4

Internship/Apprenticeship/Minor Project/Community Outreach (I/A/P/C) or Work-based Vocational Courses are courses common to all students and will be carried out during the winter and summer terms/vacations. Although offered in the second semester, students may be encouraged to make their choice at the end of the first semester, allowing them to carry out activities during winter vacation as well.

*This course will not be offered in the first (beginning) academic session.

v) Value-Addition Course (VAC): Total 6 Credits

These are the course(s) common to all students to be offered as a VAC category in a particular semester. The HEI/College will assign one or more teachers to teach these courses as required, regardless of the teacher's background or qualifications.

7. New Programmes and Courses

Himachal Pradesh University may edit or deactivate any existing programmes/courses and offer new ones in the subsequent academic years. HPU enables affiliated colleges, institutions, Curriculum and Credit Framework for Undergraduate Programmes

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councils, and other agencies to propose new programmes and courses, which will be considered by relevant bodies in alignment with the National Higher Education Qualifications Framework (NHEQF) and the National Curriculum Framework (NCrF) guidelines.

8. Eligibility for the UG Programmes

- a. A student who has passed 12th standard or equivalent examination in any stream from a recognised institution (UGC-CCFUGP: 3.2.3).
- b. Admission to the 3-year/4-year UG programme will be based on the preference of the Major, if any. In case a student does not want to opt for any major in the 3-year programmes/they will be admitted based on their preferences for subject combinations.
- c. Admission to a discipline-specific course or major will be subject to the availability of the subject and the capacity of the college/department/centre.
- d. No student shall be eligible for admission to a Programme in any discipline unless s/he fulfils the prerequisites of courses as fixed by the university.

9. Reservation

The statutory reservation policy of the Government of Himachal Pradesh shall be followed in the selection of eligible candidates for admission.

10. Academic Bank of Credits (ABC)

The HPU-UGP is directly connected to the Academic Bank of Credit (ABC) as notified by the UGC. All credits a student earns at the end of an examination in HPU-UGP will be deposited in the ABC by the university.

As such, a student under HPU-UGP must register for the ABC as notified by the regulatory agencies.

11. Duration for Award of UG Certificate, UG Diploma and Degree

The UG Programmes will be of either 3 or 4-year duration with appropriate certifications and exits, such as:

- i. UG Certificate after completing 1 year (2 semesters) of study in the chosen fields of study with **44 credits**, including four credits in I/A/P/C/ or work-based vocational course(s) offered during winter/or summer term.
- ii. UG Diploma after 2 years (4 semesters) of study with **86 credits**.
- iii. 3-Year Bachelor's Degree after successful completion of three years (6 semesters) with **128 credits**.
- iv. 4-Year Bachelor's Degree (Honours) after successful completion of four years (eight semesters) with **168 credits**.
- v. 4-Year Bachelor's Degree (Honours with Research) after successful completion of four years (eight semesters) with a Research Project or Dissertation under the guidance of an eligible regular faculty member, securing **168 credits**, out of which **12 credits** will be for the Research Project or Dissertation.



- vi. Students will be permitted to take a break from the study during the period of study, but the total duration of completing the programme shall not exceed 7 years.

It should be noted that any certificate/diploma/degree is awarded only if the student clears (i.e., passes) all the required courses (papers) up to that point in time.

Note: College/CDOE/Department/Institutes/HPU-DES will decide whether to offer a 3-year or 4-year undergraduate programme before the academic session starts. However, the 4-Year Bachelor's Degree Programme may be considered a preferred option, as it would provide an opportunity to experience the full range of holistic and multidisciplinary education (*vide UGC letter No. 27-3/2023 (CU) dated 28th March 2023*).

12. Change of Programme

The students who wish to change programmes in the 2nd year (or third semester) shall be eligible only for the 3-year B.A. programme (Multidisciplinary), subject to availability of seats and the Major programme in the College and earning of additional credits (8 each in each of the two core Major disciplines). Two courses of any one discipline studied in the first two semesters will be treated as a Minor. The remaining 16 credits shall be earned from a single Minor discipline.

13. Multiple Exits and Entries

As permissible under UGC Guidelines for Multiple Entry and Exit in Academic Programmes offered in Higher Education Institutions, students will be allowed to enter/re-enter in the odd semesters and exit after even semesters, provided that they fulfil the minimum requirements for entry and exit.

For example, a student can exit a programme after one year and then re-enter the programme at a later time, continuing from where they left off. This process can be executed multiple times. However, entry into the programme is subject to the availability of positions at the institute/college at that time. However, an institution can increase the number of seats by ten per cent to accommodate students re-entering the programme or coming from a different institution. Besides, the following should apply:

- a. A student will receive a certificate/diploma/degree upon exiting the HPU-UGP (depending on the year of graduation), provided they have passed all the minimum compulsory courses at that point in time.
- b. After exiting, either at the end of Year 1 or Year 2, the student can seek entry only into the same program to which they were initially admitted.
- c. When a student exits the HPU-UGP after 3 years with a Bachelor's Degree, s/he cannot seek reentry into the programme in the fourth year; instead/they will need to take admission into the Master's programme in the first year.
- d. Students with a UG degree with Honours after 4 years will have to take admission into the second year of a 2-year Master's programme.
- e. Students with a UG degree with Honours and Research after 4 years can directly progress to a PhD programme, provided they secure a minimum of 75% marks.

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- f. As the contents (syllabi) of all courses are subject to modification from time to time, when a student re-enters the programme after an earlier exit, they must study the content of all courses available at that time.

The Multiple Entry and Exit policy shall also include students from other Universities and Colleges affiliated with other Universities who wish to join H.P. University or its affiliated colleges. The admission of such students shall be based on the merit of their score in the previous Semesters and availability of seats.

14. Migration

Students pursuing their 3-year Undergraduate programme through the regular mode (i.e., a student from any college affiliated with H.P. University) can transfer their admission to CDOE at any point during a semester. Such a student, however, shall have to pay the complete Semester fee of the concerned semester as well, irrespective of the duration of the semester gone by. Students pursuing their 3-year Undergraduate programme from CDOE can be migrated or admitted as regular students to colleges against vacant seats at the beginning of the semesters.

15. Inter-Institution Mobility

The HPU-UGP enables students to engage in inter-institutional mobility, both for incoming and outgoing students. For this, HPU will take into account the credits that the student has in their ABC.

For an incoming student, the following should be observed:

- The entry is subject to the availability of seats in the concerned discipline.
- The student must fulfil all the academic prerequisites of the relevant discipline.
- HPU will award a degree to a student only when the student has completed at least 60% of the credits for core courses offered by HPU.

16. Infrastructure Requirements

College/CDOE/Department/Institutes/HPU-DES may offer a 3-year Major programme and a 4-year Honours programme, depending upon the required infrastructure & faculty positions. After the 3-year programme, students also have the option to join the first year of the 2-year Master's Degree programme in Universities and Colleges.

To pursue an Honours & Honours with research in the 4th year, students will have to successfully complete 3-year UG Degree and choose only one discipline in both semesters, in which s/he have studied 6 DSCs and 5 DSEs in the first three years.

Offering a 4-year undergraduate degree (Honours with Research) requires additional infrastructure, including a library, access to journals, a computer lab and software, laboratory facilities for experimental research, and at least two permanent faculty members who are recognised as PhD Supervisors. Students who secure 75% or more marks in the first three years shall be eligible for a 4-Year UG Degree (Honours with Research).

UG Degree (Honours with Research) will be offered, subject to prior approval from HPU.

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17. Option for Online Courses

To achieve the three cardinal principles of India's Education Policy: Access, Equity, and Quality and for the benefit of students, options will be given for students to earn credit by completing quality-assured online programmes offered on the Study Webs of Active Learning for Young Aspiring Minds (SWAYAM: SWAYAM:www.swayam.gov.in) or other online educational platforms approved by HPU as per the existing UGC regulations. Students may opt to earn credits from such courses up to **40 per cent** of the total requirements, including I/A/P/C or work-based Vocational courses. (For details, see HPU SWAYAM Policy)

18. Programme Structure

18.1 Semester

A semester comprises 90 working days, and the academic calendar is divided into two semesters.

Winter and Summer terms will be notified separately with a vacation schedule. I/A/P/C/or work-based vocational education, field-based learning, and training will be carried out during the winter and summer terms. Regular courses may also be offered during the winter or summer terms in a fast-track mode, enabling students to complete additional coursework and reduce backlogs. Arrangements may be made for courses to be offered in the winter/or summer terms, depending on the availability of faculty and the number of students.

18.2. Credit Hours

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 of 15 weeks). Each course may have only a lecture component, a lecture and tutorial component, a lecture and practicum component, a lecture, tutorial, and practicum component or only a practicum component.

For example:

A three-credit lecture course in a semester consists of 3 one-hour lectures per week, with each one-hour lecture course being counted as one credit. In a 15-week semester, a three-credit lecture course is equivalent to 45 hours (3 hours per week × 15 weeks) of teaching.

One credit for tutorial work means one hour of engagement per week. In a 15-week semester, a one-credit tutorial in a course is equivalent to 15 hours of engagement per week.

A one-credit course in practicum or lab work, community engagement and services, and field work, completed in a semester, requires two hours of engagement per week. In a 15-week semester, a one-credit practicum in a course is equivalent to 30 hours of engagement.

A one-credit course, such as Seminar, Internship, Studio activities, or Field practice/projects, or Community engagement and service, requires two hours of engagement per week. Accordingly, in a 15-week semester, one credit in these courses is equivalent to 30 hours of engagement.



A one-credit course of Experiential Learning (field visits, industrial visits, etc.) means three hours of engagement per week. Accordingly, in a 15-week semester, one credit in these courses is equivalent to 45 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 consist of three 1-hour lectures per week and one 2-hour duration field-based learning/project or lab work, or workshop activity per week. In a 15-week semester, 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 15-week semester, a 4-credit course is equivalent to 45 hours of lectures and 15 hours of tutorials.

18.3 Course Components

The courses will have a combination of various teaching methods as required. The methods may comprise the following:

- i. **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.
- ii. **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.
- iii. **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.
- iv. **Seminar:** A course requiring students to participate in structured discussions/conversations 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.
- v. **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 organisations, as well as business organisations, artists, craftspeople, and similar entities, to provide opportunities for students to engage in on-site experiential learning actively.
- vi. **Studio activities involve students engaging in creative or artistic pursuits:** Every student is engaged in performing a creative activity to obtain a specific outcome. Studio-based activities involve visual- or aesthetic-focused experiential

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work.

- vii. **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.
- viii. **Community engagement and service:** Course 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' would expose students to socio-economic issues in society, allowing theoretical learning to be supplemented by real-life experiences and generating solutions to actual problems.

18.4 Curricular Components

The UG curriculum consists of the following components:

i. Major Stream Courses

These are the disciplines or subjects of primary focus that provide students with the opportunity to pursue in-depth study of a particular discipline or subject, and the degree will be awarded in that discipline. Students should secure at least **50%** of the total credits in the major discipline. All major courses will be of **4 credits** each.

ii. Minor Stream Courses

Minor courses help students gain a broader understanding beyond the major disciplines. Students will have the option to choose other disciplinary/interdisciplinary courses and skill-based courses relating to a chosen vocational education programme as a minor. Students who take the prescribed number of courses in a discipline or interdisciplinary area of study other than the chosen major will qualify for a minor in that discipline or the chosen multidisciplinary area of study. All minor courses will also be of **4 credits** each.

iii. Multidisciplinary Courses

All students are required to undergo three introductory-level courses relating to any of the following broad disciplines. These courses are intended to broaden the intellectual experience and form part of liberal arts and science education. Students may be encouraged to choose courses that they have not taken at the higher secondary level under this category. Various departments will offer Multidisciplinary Courses. This must be distinct from the core discipline/subject. All courses under the multidisciplinary category will be **3 credits** each.

Natural and Physical Sciences: Students can choose from introductory courses in various disciplines, including Natural Science, such as Biology, Botany, Zoology, Biotechnology, Biochemistry, Chemistry, Physics, Biophysics, Astronomy, and Astrophysics, as well as Earth and Environmental Sciences.

Mathematics, Statistics, and Computer Applications: Courses under this category will enable students to use and apply tools and techniques in their major and minor disciplines. The course may include training in programming software, such as

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Python, and applications software, including STATA, SPSS, and Tally. Introductory courses in this category will be beneficial for students of science and social science, particularly in data analysis and the application of quantitative tools.

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).

Commerce and Management: Courses include business management, accountancy, finance, financial institutions, fintech, and more.

Humanities and Social Sciences: The courses related to Social Sciences, for example, Anthropology, Communication and Media, Economics, History, Linguistics, Political Science, Psychology, Social Work, and Sociology, will enable students to understand individuals and their social behaviour, society, and nation. 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, which can include interdisciplinary subjects such as Cognitive Science, Environmental Science, Gender Studies, Global Environment and Health, International Relations, Political Economy and Development, Sustainable Development, and Women's and Gender Studies, will help understand the complexities of society.

iv. Ability Enhancement Courses (Language and Communication Skill Courses)

Students are required to achieve competency in Modern Indian Language (MIL) and in the English language, with special emphasis on language and communication skills. The courses aim to enable students to acquire and demonstrate the core linguistic skills, including critical reading and expository and academic writing skills, which help them articulate their arguments and present their thinking clearly and coherently, and recognise the importance of language as a mediator of knowledge and identity. They would also enable students to become acquainted with the cultural and intellectual heritage of the chosen MIL and the English language, as well as to gain a reflective understanding of the structure and complexity of the language/literature related to both the MIL and the English language. The courses will also emphasise the development and enhancement of skills such as communication and the ability to participate in/conduct discussions and debates. The courses under this category will be assigned **2 credits** each

v. Skill Enhancement Courses

These courses are designed to impart practical skills, hands-on training, and soft skills to enhance the employability of students. Courses will be designed according to the students' needs and available institutional resources. Each of the Skill Enhancement courses will be assigned **3 credits**.

vi. Value-Addition Courses

These are courses common to all UG students. All UG students are required to take the following courses under the category of value-added courses. Each course under



this category will be of 2 credits.

Universal Human Values: This introductory level course aims at helping the students to become more aware of themselves and their surroundings (family, society and nature). The course is also expected to help the students become more responsible in life and in handling problems with sustainable solutions while keeping human relationships and human nature in mind.

Understanding India: The course aims to enable students to acquire and demonstrate knowledge and understanding of contemporary India, including its historical perspective, the basic framework of national development goals and policies, and 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 Indian knowledge systems, the Indian education system, and the roles and obligations of teachers to the nation in general and to the school/community/society. The course will attempt to deepen knowledge about and understanding of India's freedom struggle and of the values and ideals that it represented to develop an appreciation of the contributions made by people of all sections and regions of the country, and help learners understand and cherish the values enshrined in the Indian Constitution and to prepare them for their roles and responsibilities as effective citizens of a democratic society.

Environmental Science / Education: The course seeks to equip students with the ability to apply the acquired knowledge, skills, attitudes, and values required to take appropriate actions for mitigating the effects of environmental degradation, climate change, and pollution, effective waste management, conservation of biological diversity, management of biological resources, forest and wildlife conservation, and sustainable development and living. The course will also deepen the knowledge and understanding of India's environment in its totality, its interactive processes, and its effects on the future quality of people's lives.

Digital and Technological Solutions: Courses in cutting-edge areas that are fast gaining prominence, such as Artificial Intelligence (AI), 3-D machining, big data analysis, machine learning, drone technologies, and Deep learning with critical applications to health, environment, and sustainable living that will be woven into undergraduate education for enhancing the employability of the youth.

Health & Wellness, Yoga Education, Sports, and Fitness: Course components related to health and wellness aim to promote an optimal state of physical, emotional, intellectual, social, spiritual, and environmental well-being in a person. Sports and fitness activities will be organised 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 their personality, maintaining self-discipline and self-control, to learn to handle themselves 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.

vii. Internship/Apprenticeship/Field Project

A key aspect of the new NEP UG programme is induction into actual work situations or community experience. Each of the courses under the categories of Internship/Apprenticeship/Field Project, Community Engagement / Field-based Learning / Minor Project will be 4 credits.

Internship/Apprenticeship: All students will undergo internships/apprenticeships in a firm, industry, or organisation 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 organisations, health and allied areas, local governments (such as panchayats, municipalities), Parliament or elected representatives, media organisations, artists, crafts persons, and a wide variety of organisations 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 to obtain a UG Certificate.

Community Engagement and Service: The curricular component of 'Community Engagement and Service' aims to expose students to socio-economic issues in society, thereby supplementing theoretical learning with real-life experiences to generate solutions to pressing problems. This can be part of the activity to be undertaken during the summer term or a component of a major or minor course, depending on the major/minor discipline.

Field-based learning/minor project: The field-based learning/minor project aims to provide students with opportunities to understand the diverse socio-economic contexts. It will strive to provide students with exposure to development-related issues in both rural and urban settings. It will provide students with opportunities to observe situations in both rural and urban contexts, and to study actual field situations related to socio-economic development. Students will be given opportunities to gain a first-hand understanding of the policies, regulations, organisational structures, processes, and programmes that guide the development process. They would have the chance 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 project for the summer term or a part of a major or minor course, depending on the subject of study.

viii. Research Project/Dissertation

Students choosing a 4-Year Bachelor's degree (Honours with Research) are required to take research projects/dissertations under the guidance of a faculty member. Students are expected to complete the Research Project/Dissertation in either the seventh or eighth semester. The research outcomes of their project work may be published in peer-reviewed journals, presented at conferences/seminars, or patented. Research Project / Dissertation will be of 12 credits (4 in VII sem and 8

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in VIII Sem).

ix. Other Activities

This component will include participation in activities related to the National Service Scheme (NSS), National Cadet Corps (NCC), adult education/literacy initiatives, mentoring school students and other similar activities. Students may be encouraged to enrol in these activities regardless of whether they are credit-bearing or non-credit-bearing.

Note: All Value Addition Courses, I/A/P/C courses, and Work-based Vocational Courses must be taught by all teachers, regardless of their disciplinary background, depending on workload.

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18.5 Credit Requirements

The minimum credit requirements of each category of courses for 3-Year and 4-Year Bachelor's Programmes (Honours or Honours with Research) are given in Table 1.

Table 15.5.1: Minimum Credit Requirements to Award Degree under Each Category as per UGC

Sr. No.	Category of Courses	Minimum Credit Requirements	
		3-Year UG	4-Year UG
1	Major (Core)	60	80
2	Minor Stream	24	32*
3	Multidisciplinary	9	9
4	Ability Enhancement Courses (AEC)	8	8
5	Skill Enhancement Courses (SEC)	9	9
6	Value Added Courses common for all UG	6-8	6-8
7	Internship/Apprenticeship/Field Project	2-4	2-4
8	Research Project/Dissertation	-	12
	Total	120	160

* Refers to the UG programme with a single Major and Minor

Note: Honours students not undertaking research will do three courses for 12 credits instead of the Research Project/Dissertation.

19. Level of Courses

Courses shall be coded based on the learning outcomes, level of difficulty, and academic rigour. The coding of courses will be as follows:

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 method of offering bridge courses, which are currently conducted in some colleges and universities.

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 subjects.

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 prerequisite courses for advanced-level major courses.

300-399: Higher-level courses which are required for majoring in a disciplinary/interdisciplinary area of study for the award of a degree.

400-499: Advanced courses which would include lecture courses with practicum, seminar-based courses, 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.

Curriculum and Credit Framework for Undergraduate Programmes

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20. Semester-wise Programme Components

UGC has prepared a model for the semester-wise distribution of different categories of courses. Based on this model, the UG Programme Structure is framed, and the semester-wise course and credit distribution of UG Programmes are presented in the Tables (28) below.

Semesters 1 & 2: Students will choose 3 discipline-specific (one stream) core courses (A, B, and C). Students opting for a Single Core Discipline (Major) have to select a Major and Minor out of the 3 subjects studied in the 1st and 2nd semesters at the end of the 2nd semester. Another discipline's DSC/course studied in the first two semesters will be treated as a minor. Additionally, these students will also take courses of their interest from Multidisciplinary, Ability Enhancement, Skill Enhancement, and Value-Addition categories. Students will also be placed in an internship/apprenticeship/field project, or community engagement and service program, as well as participate in field-based learning / minor projects.

All the major and minor courses for the 1st & 2nd semesters will be 100-level courses.

Additional Seats: An additional 10% of the sanctioned strength may be created to accommodate requests 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 with the highest CGPA and no arrears of concern in the first year/semester.

Semesters 3 & 4: Students will select courses of interest in their major and minor to build a career of interest. Students opting for the stream-based Multidisciplinary/Interdisciplinary UG programme will have to declare one of the three subjects as a Minor in the 3rd semester. The other 02 subjects will remain their Core (Major) subjects. **All students will study the DSE of core courses, excluding the Minor. Students studying a Multidisciplinary/Interdisciplinary 3-year degree are strongly advised to choose one subject for all the DSEs in which they wish to do Honours or Honours with Research in 4th Year, as they must study at least 5 DSEs of that discipline in the 2nd and 3rd years.** They will also pursue courses from multidisciplinary, ability enhancement, skill enhancement, and value-addition categories.

The major courses of the 3rd & 4th semesters may be 200-level courses, while the level of minor courses may be 200 & above.

Semesters 5 & 6: Students will undertake higher-level courses and related courses during the 5th & 6th semesters to gain in-depth knowledge in the core courses, including DSEs (2 each) in the 5th & 6th semesters, along with an ability enhancement course.

The major courses for the 5th & 6th semesters may be 300 level, and the level of minor courses may be 200 & above.

Semesters 7 & 8: During the fourth and final year, students will undertake advanced-level courses to earn a 4-year undergraduate degree. Students opting for a Bachelor's Degree (Honours with Research) will undertake a Research Project or Dissertation. Students may be permitted to conduct a research project or dissertation in another department of the same institution or at another institution, provided the required facilities are available. The major courses of the 7th & 8th semesters may be 400-level, while the level of courses for minors may be 300-level and above.

The 7th-semester courses for students pursuing a Bachelor's Degree (Honours with Research) will focus on research methodology and advanced courses in both theoretical and applied areas.



As part of the research methodology, students are also expected to undertake preparatory activities, such as writing research proposals, conducting laboratory experiments, collecting data, or engaging in fieldwork, for their research project or dissertation. The 8th semester will be devoted to report writing and the presentation of Research Projects/Dissertations, along with major courses that may be seminar-based, featuring presentations and discussions.

For students opting for a Bachelor's Degree (Honours), the 7th & 8th-semester courses for both major and minor will be advanced-level courses in theory and applied areas, as well as seminar presentations. Honours students not undertaking research will take five advanced-level courses in the 8th semester.

21. Entry and Exit Options

As permitted under the UGC Guidelines for Multiple Entry and Exit in Academic Programmes offered in Higher Education Institutions, students will be allowed to enter/re-enter in the odd semesters and after even semesters, provided they fulfil the minimum requirements for entry and exit.

22. Attendance

A student shall be eligible to appear in the end-semester examination only if he/she has a minimum of 75% attendance. The terms and rules governing condoning can be found in the Examination Section of the Ordinance.

23. Examination & Grading

The examination and grading modalities of HPU-UGP will be in accordance with HPU's Examination and Grading Ordinance/Notifications.

24. Repeating or Options for Other Courses

- i. If a student fails a particular course, they shall be promoted to the next semester/year as per guidelines for Examinations and Grading under NEP 2020.
- ii. Repetition of course (s) shall be only for the end-of-semester examinations.
- iii. In place of the failed courses, students may opt for the following in consultation with the parent department:
 - Choose other courses with the same credits offered through CDOE.
 - Choose online/CDOE courses approved by HPU as per existing UGC regulations, having the same credits.

25. Promotion

Students shall be allowed to proceed from one semester/year to the next in accordance with HPU's Examination and Grading Ordinance/Notifications.

However, for a student to progress to the 4th year of the undergraduate programme, they must clear all the courses from the previous three years.

26. Departmental Coordinators

The students will require proper guidance in selecting courses of their choice that align with the curriculum requirements. Coordinator(s) may be appointed at Colleges/CDOE/HPU-DES level to guide students in choosing courses, ensuring the timely completion of undergraduate Curriculum and Credit Framework for Undergraduate Programmes

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programmes. A template for monitoring students' progress can be developed to determine whether students are enrolled in the correct courses for a particular semester.

27. Evaluation Committee for Multiple Entry and Exit

While this HPU-UGP provides options for multiple entry and exit for HPU students, students from other HEIs who are willing to join HPU will also be allowed entry at an appropriate level. The NAD Cell of HPU will evaluate the multiple entry and exit points to determine the eligibility of students who desire to join the University from other HEIs with lateral entry.

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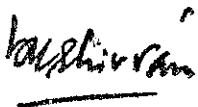


28.

**Curriculum and Credit Framework for UG Programmes
Himachal Pradesh University**

Course & Academic Level	Semester	Discipline Specific Courses-Core <u>Subject -A&B</u> (DSC) Credits-4	Discipline Specific Elective (DSE) Credits-4	Minor Courses <u>Subject - C</u> (MC) Credits-4	Multidisciplinary courses (MDC) Credits-3	Skill Enhancement courses (SEC) Credits-3	Ability Enhancement courses (AEC) Credits-2	Internship/ Apprenticeship/Project/Community Outreach (I/A/P/C)	Value Addition courses (VAC) Credits-2	Total Credits
100-199 Introductory/Foundation Level Courses	I	<u>Subject-A</u> (DSC A1) <u>Subject-B</u> (DSC B1)		<u>Subject-C</u> (MC 1)	MDC 1	SEC 1	AEC 1			20
	II	<u>Subject-A</u> (DSC A2) <u>Subject-B</u> (DSC B2)		<u>Subject-C</u> (MC 2)	MDC 2	SEC 2		I/A/P/C-1	VAC 1	24
Level 4.5	Exit 1	Student on exit will be awarded Undergraduate Certificate (in the Field of Study) after securing 44 credits in Semester I and II.								44
200-299 Intermediate Level Courses	III	DSC A3 DSC B3		MC 3	MDC 3	SEC3	AEC 2		VAC 2	22
		DSC A3/B3 DSC3(i)								
	IV	DSC A4 DSC B4	DSE1A/B	MC 4			AEC 3		VAC 3	20
		DSCA4/B4 DSC 4(i)								
Level 5	Exit 2	Student on exit will be awarded Undergraduate Diploma (in the Field of Study/Discipline) after securing 86 Credits on completion of Semester IV.								86
300-399 Higher Level Courses	V	DSC A5 DSC B5	DSE2 A/B DSE3 A/B	MC 5			AEC 4			22
		DSC A5/B5 DSC5(i)								
	VI	DSC A6 DSC B6	DSE4 A/B DSE5 A/B	MC 6						20
		DSC A6/B6 DSC6(i) DSC6(ii)								
Level 5.5	Exit 3	Student on exit will be awarded Bachelor of (in the Field of Study/Discipline) after securing 128 credits on completion of Semester VI.								128
400-499 Advanced Level Courses	VII	DSC 7 DSC 8	DSC 9 Research Methodology & Ethics		2 DSE OR 1 DSE and 1 MC		Dissertation instead of any one of the DSE	The Dissertation/ Academic Project will start in the VII Semester and the same will continue in the VIII Semester. However, the evaluation and assessment will be done in the VII Semester as well as in the VIII Semester.		20
	VIII	DSC 10 DSC 11			3 DSE OR 1 DSE and 2 MC OR 2 DSE and 1 MC		Dissertation instead of any 2 of DSEs			20
Level 6	Exit 4	Students will be awarded Bachelor's Degree (Hons. /Hons. with Research) in a relevant discipline on completion of VIII semesters with 168 credits.								168

*Courses in bold (III to VI semesters) refer to the Major programs.




28.1. Significant Notes

1. The prescribed credit weightage includes Lecture, Tutorial, and Practical components.
2. In the first semester, students will be offered three different subjects within the same stream: A, B, and C (Core and Minor are provided here for illustrative purposes only).
3. At the end of the second semester, each student may choose one of two programmes: the Multi-Disciplinary/Interdisciplinary or Single Core Discipline (Major) programme. The student choosing the latter will be required to give his/her Major and Minor at the end of the second semester. Such choices, including DSCs made at the end of the second semester, shall remain in effect until the VI semester.
4. Additional Seats: The Colleges may create 10% extra 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 with the highest CGPA and no arrears in the first year/semester.
5. The DSCs of another discipline for the first two semesters of students who opt for Major programmes will be treated as Minors.
6. A DSC offered in one discipline will be treated as a Minor by another. Students can choose Minor Courses from two different subjects, but must earn a minimum of 12 credits in each.
7. MDCs must be selected from a broad discipline/pool of MDCs other than Major and Minor disciplines/subjects.
8. AEC/VAC/SEC-3 should be chosen from a pool of courses. Every discipline shall provide these courses, some of which will be offered discipline-specific, while the rest can be open to students of all other disciplines. However, the two SECs (SEC-1 & SEC-2) must be chosen from the discipline-specific (Core and Minor).
9. A maximum of two language courses can be opted for as Core and Minor. AECs should be in a language other than what is studied in DSCs/Minors.
10. I/A/P/C will be determined at the end of the first semester to enable students to carry out some I/A/P/C activities during winter vacation.
11. To pursue an Honours.& Honours with research in the 4th year, students will have to successfully complete 3-year UG Degree and choose only one discipline in both semesters, in which s/he have studied 6 DSCs and 5 DSEs in the first three years.
12. A student who secures 75% or more marks in aggregate till semester 6 (up to a 3-year degree) shall be eligible for a 4-year degree Honours with Research, provided HPU has approved the college to offer it.
13. One course per semester (DSC/Minor/MDC/SEC/etc) from a subject offered in two (or more) different programs (e.g. BCA and BSc/ BPA and BA/ BFA and BA/ Shastri and BA/etc) must be the same.
14. Students in the BA programmes can opt for only one DSC each from the Bachelor of Performing Arts (Dance, Music, Vocal & Instrument/Tabla/ etc.) and the Bachelor of Fine Arts (Painting/Applied Arts/Sculpture/ etc.).
15. Major and Minor shall be awarded on fulfilment of the following conditions: For Major, 64 credits in a 3-year & 84 credits in a 4-year UG programme in a single Major Discipline. For Minor 28 credits in 4-year UG programme in a single Minor Discipline
16. The Dissertation and Project will start in the VII semester. However, the evaluation and assessment will be conducted in both the VII and VIII semesters.

**As this scheme is being introduced for the first time, it is subject to modifications. Any changes*

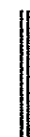
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applied in subsequent years after admission to the 1st Year will be retrospectively applicable.

**Table 28.2: Semester-wise Course and Credit Distribution of UG Programme
Multidisciplinary/Interdisciplinary**

Semester	Course Categories	Credit
I	3 Core Courses: Subject A, Subject B & Subject C (4+4+4)	12
	1 Multidisciplinary Course	3
	1 Skill Enhancement Course	3
	1 Ability Enhancement Course	2
Total		20
II	3 Core Courses: Subject A, Subject B & Subject C (4+4+4)	12
	1 Multidisciplinary Course	3
	1 Skill Enhancement Course	3
	1 Value-Addition Course	2
	1 I/A/P/C/ or Vocation Course*	4
Total		24
Exit option with UG Certificate after securing 44 credits (*with 4 credits of I/A/P/C/or work-based vocational course offered during winter/summer term), along with entry option to second year or third semester in Multidisciplinary/Interdisciplinary		
III	2 Core Courses (Major): One each from two Core Disciplines (A or B or C) (say, A and B) (4 +4)	8
	1 Minor Course: (say C, as A and B both have selected as Core (Major)	4
	1 Multidisciplinary Course	3
	1 Skill Enhancement Course	3
	1 Ability Enhancement Course	2
	1 Value-Addition Course	2
Total		22
IV	2 Core Courses	8
	1 Minor Course	4
	1 Discipline-Specific Elective (Core discipline A or B)	4
	1 Ability Enhancement Course	2
	1 Value-Added Course	2
Total		20
Exit option with UG Diploma after securing 86 credits along with entry option to third year or fifth semester		
V	2 Core Courses (4 +4)	8
	1 Minor Course	4
	2 Discipline-Specific Electives (4+4)	8
	1 Ability Enhancement Course	2
Total		20
VI	Core Courses (4 +4)	8
	1 Minor Course	4
	2 Discipline-Specific Electives (4+4)	8
Total		20
Award of 3 Year Bachelor's Degree after completion of 128 credits		



VII	3 Major Courses (4+4+4)	12
	2 DSE Courses (4+4)	8
Total		20
VIII	2 Major Courses (4+4)	8
	3 DSE Courses (4+4+4)	12
Total		20
Bachelor's Degree (Honours) without Research		
VII	3 Major Courses (4+4+4)	12
	1 DSE Course	4
	Dissertation (Preliminary Work)	4
VIII	2 Major Courses (4+4)	8
	1 DSE Course	4
	Dissertation	8
Total		20
Bachelor's Degree (Honours with Research)		

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Table 28.3: Semester-wise Course and Credit Distribution of Undergraduate Programme Single Core Discipline, Major with Minor

Semester	Course Categories	Credit
I	3 Core Courses: Subject A, Subject B & Subject C (4+4+4)	12
	1 Multidisciplinary Course	3
	1 Skill Enhancement Course	3
	1 Ability Enhancement Course	2
Total		20
II	3 Core Courses: Subject A, Subject B & Subject C (4+4+4)	12
	1 Multidisciplinary Course	3
	1 Skill Enhancement Course	3
	1 Value-Addition Course	2
	1 I/A/P/C/ or Vocation Course*	4
Total		24
Exit option with UG Certificate after securing 44 credits (*with 4 credits of I/A/P/C/or work-based vocational course(s) offered during winter/summer term) along with entry option to second year or third semester in Single Core Discipline, Major with Minor)		
III	2 Core Courses (Major): Both from one Discipline (A or B or C) say, A Discipline (4 +4)	8
	1 Minor Course: say, C Discipline	4
	1 Multidisciplinary Course	3
	1 Skill Enhancement Course	3
	1 Ability Enhancement Course	2
	1 Value-Added Course	2
Total		22
IV	2 Core Courses (4 +4)	8
	1 Minor Course	4
	1 Discipline-Specific Elective	4
	1 Ability Enhancement Course	2
	1 Value-Added Course	2
Total		20
Exit option with UG Diploma after securing 86 credits along with entry option to third year or fifth semester		
V	2 Core Courses (4 +4)	8
	1 Minor Course	4
	2 Discipline-Specific Electives (4+4)	8
	1 Ability Enhancement Course	2
Total		20
VI	Core Courses (4 +4)	8
	1 Minor Course	4
	2 Discipline-Specific Electives (4+4)	8
Total		20
Award of 3 Year Bachelor's Degree after completion of 128 credits		
VII	3 Major Courses (4+4+4)	12
	2 DSE Courses (4+4)/ or 1 DSE and 1 Minor Course*	8
Total		20
VIII	2 Major Courses (4+4)	8

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	3 DSE Courses (4+4+4)/or 1 DSE and 2 Minor Courses*/or 2 DSE and 1 Minor Courses*	12
Total		20
Bachelor's Degree (Honours) without Research		
VII	3 Major Courses (4+4+4)	12
	1 DSE Course/ or 1 Minor Course *	4
	Dissertation (Preliminary Work)	4
VIII	2 Major Courses (4+4)	8
	1 DSE Course/ or 1 Minor Course *	4
	Dissertation	8
Total		20
Bachelor's Degree (Honours with Research)		

*Asterisk mark refers to options for students pursuing (Honour/or Honours with Research) with Major and Minor

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Table 28.4: Semester-wise Course Plan

An example of a semester-wise course plan for Multidisciplinary/Interdisciplinary Programme may be worked out as shown in Table. Say, a student chooses Mathematics and Physics as Core and Chemistry as a Minor, the course plan will be as follows:

Sem	Course	Category	Credits	Remarks
I	Core	1 Mathematics	4	To be selected from Course offered by Mathematics Department
	Core	1 Physics	4	To be selected from Course offered by Physics Department
	Core	1 Chemistry	4	To be selected from the Course offered by Chemistry Department
	MD	1 Multidisciplinary Course	3	To be selected from Multidisciplinary Course offered by various departments. This has to be different from major and minor
	SEC	1 Skill Enhancement Course	3	To be selected from list of the Skill Enhancement Course offered for the semester
	AEC	1 Ability Enhancement Course	2	To be selected from Ability Enhancement Courses-English, Sanskrit or Hindi
Total			20	
II	Core	1 Mathematics	4	To be selected from Course offered by Mathematics Department
	Core	1 Physics	4	To be selected from Course offered by Physics Department
	Core	1 Chemistry	4	To be selected from the Courses offered by Chemistry Department
	MDC	1 Multidisciplinary Course	3	To be selected from Multi-disciplinary Courses offered by various departments for the semester
	SEC	1 Skill Enhancement Course	3	To be selected from list of the Skill Courses floated for the semester
	IAPC	1 IAPC/or Vocational Course	4	To be selected from list of the IAPC activities/or Vocational Courses offered for the semester by the college as per HPU guidelines
	VAC	1 Value-Addition Course	2	To be selected from Value Addition Courses offered for the semester
Total			24	
III	Core	1 Mathematics	4	To be selected from Courses offered by Parent Department
	Core	1 Physics	4	To be selected from Courses offered by Parent Department
	Minor	1 Chemistry	4	To be selected from the Major Courses offered by Chemistry Department
	MDC	1 Multidisciplinary Course	3	To be selected from Multidisciplinary Courses offered by various departments for the semester
	SEC	1 Skill	3	To be selected from list of the Skill

		Enhancement Course		Courses offered for the semester
	AEC	1 Ability Enhancement Course	2	To be selected from Ability Enhancement Courses-English, Sanskrit or Hindi
	VAC	1 Value-Addition Course	2	To be selected from Value-Addition Course offered for the semester
Total			22	
IV	Core	1 Mathematics	4	To be selected from Course offered by Parent Department
	Core	1 Physics	4	To be selected from Course offered by Parent Department
	Core	1 DSE (either Mathematics or Physics)	4	To be selected from Course offered by Parent Department (Mathematics or Physics)
	Minor	1 Chemistry	4	To be selected from the Major Courses offered by Chemistry Department
	AEC	1 Ability Enhancement Course	2	To be selected from Ability Enhancement Courses-English, Skt. or Hindi
	VAC	1 Value-Added Course	2	To be selected from Value Added Courses offered for the semester
Total			20	
V	Core	1 Mathematics	4	To be selected from Courses offered by Parent Department
	Core	1 Physics	4	To be selected from Courses offered by Parent Department
	Core	2 DSE	8	To be selected from Courses offered by Parent Department
	Minor	1 Chemistry	4	To be selected from the Major Courses offered by the Chemistry Department
	AEC	1 Ability Enhancement Course	2	To be selected from Ability Enhancement Courses-English, Sanskrit or Hindi
Total.			22	
VI	Core	1 Mathematics	4	To be selected from Courses offered by Parent Department
	Core	1 Physics	4	To be selected from Courses offered by Parent Department
	Core	2 DSE	8	To be selected from Courses offered by Parent Department
	Minor	Chemistry	4	To be selected from the Major Courses offered by the Chemistry Department
Total			20	
<i>For students pursuing Bachelor's Degree(Honours) without Research</i>				
VII	Core	3 DSC Courses	12	To be selected from Courses offered by Parent Department
	Core	2 DSE Course	4	To be selected from Courses offered by Parent Department
Total			20	
VIII	Core	2 DSC Courses	8	To be selected from Courses offered by Parent Department

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	Core	3DSE Courses	4	To be selected from Courses offered by Parent Department
Total			20	
<i>For Student Pursuing Bachelor's Degree (Honours with Research)</i>				
VII	Core	3 DSC Courses	12	To be selected from Courses offered by Parent Department
	Core	Dissertation (Preliminary work)	4	To be taken up under the guidance of qualified Teacher(s)
	Core	1 DSE	4	To be selected from Courses offered by Parent Department
Total			20	
VIII	Core	2 DSC Courses	8	To be selected from Courses offered by Parent Department
	Core	1 DSE	4	To be selected from Courses offered by Parent Department
	Core	Dissertation	8	To be taken up under the guidance of qualified Teacher(s)
Total			20	

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Table 28.5: Semester-wise Course Plan

An example of a semester-wise course plan for a Single Core-Discipline (Major) with Minor may be worked out as shown in Table. Say, a student chooses History as a Major and Political Science as a Minor, the course plan will be as follows:

Sem	Course	Category	Credits	Remarks
I	Core	1 History	4	To be selected from Courses offered by History Department
	Core	1 Economics	4	To be selected from Courses offered by Economics Department
	Core	1 Political Science	4	To be selected from the Courses offered by Political Science Department
	MD	1 Multidisciplinary Course	3	To be selected from Multidisciplinary Course offered by various departments. This has to be different from major and minor
	SEC	1 Skill Enhancement Course	3	To be selected from list of the Skill Enhancement Courses offered for the semester
	AEC	1 Ability Enhancement Course	2	To be selected from Ability Enhancement Courses-English, Sanskrit or Hindi
Total			20	
II	Core	1 History	4	To be selected from Courses offered by History Department
	Core	1 Economics	4	To be selected from Courses offered by Economics Department
	Core	1 Political Science	4	To be selected from the Courses offered by Political Science Department
	MDC	1 Multidisciplinary Course	3	To be selected from Multi-disciplinary Courses offered by various departments for the semester
	SEC	1 Skill Enhancement Course	3	To be selected from list of the Skill Courses offered for the semester
	IAPC	1 IAPC/or Vocational Course	4	To be selected from list of the IAPC activities/or Vocational Courses offered for the semester by the college as per HPU guidelines
	VAC	1 Value-Addition Course	2	To be selected from Value Addition Courses offered for the semester
Total			24	
III	Major	2 History DSC Courses	8	To be selected from Courses offered by Parent Department
	Minor	1 Political Science	4	To be selected from the Major Courses offered by Political Science Department
	MDC	1 Multidisciplinary Course	3	To be selected from Multi-disciplinary Courses offered by various departments for the semester
	SEC	1 Skill Enhancement	3	To be selected from list of the Skill Courses offered for the semester



		Course		
	AEC	1 Ability Enhancement Course	2	To be selected from Ability Enhancement Courses-English, Sanskrit or Hindi
	VAC	1 Value-Addition Course	2	To be selected from Value-Addition Course offered for the semester
Total			22	
IV	Major	2 History DSC Courses	8	To be selected from Courses offered by Parent Department
	Major	1 History DSE Course	4	To be selected from Courses offered by Parent Department
	Minor	1 Political Science	4	To be selected from the Major Courses offered by Political Science Department
	AEC	1 Ability Enhancement Course	2	To be selected from Ability Enhancement Courses-English, Skt. or Hindi
	VAC	1 Value-Added Course	2	To be selected from Value Added Courses offered for the semester
Total			20	
V	Major	2 History DSC Courses	8	To be selected from Courses offered by Parent Department.
	Major	2 History DSE Courses	8	To be selected from Courses offered by Parent Department
	Minor	1 Political Science Course	4	To be selected from the Major Courses offered by the Political Science Department
	AEC	1 Ability Enhancement Course	2	To be selected from Ability Enhancement Courses-English, Sanskrit or Hindi
Total			22	
VI	Major	3 History DSC Courses	12	To be selected from Courses offered by Parent Department.
	Major	2 History DSE Courses	8	To be selected from Courses offered by the Parent Department
Total			20	
<i>For students pursuing Bachelor's Degree (Honours) without Research</i>				
VII	Major	3 History DSC Courses	12	To be selected from Courses offered by Parent Department
	Major	1 History DSE Course	4	To be selected from Courses offered by Parent Department
	Minor	1 Political Science	4	To be selected from the Major Courses offered by Political Science Department
Total			20	
VIII	Major	2 History DSC Courses	8	To be selected from Courses offered by Parent Department
	Major	1 History DSE Course	4	To be selected from Courses offered by Parent Department
	Minor	2 Political Science Courses	8	To be selected from the Major Courses offered by Political Science Department
Total			20	
<i>For Student Pursuing Bachelor's Degree (Honours with Research)</i>				
VII	Major	3 History DSC Courses	12	To be selected from Courses offered by Parent Department

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	Major	Dissertation (Preliminary work)	4	To be taken up under the guidance of qualified Teacher(s)
	Minor	1 Political Science Course	4	To be selected from the Major Courses offered by Political Science Department
Total			20	
VIII	Major	2 History DSC Courses	8	To be selected from Courses offered by Parent Department
	Minor	1 Political Science Course	4	To be selected from the Major Courses offered by Political Science Department
	Major	Dissertation	8	To be taken up under the guidance of qualified Teacher(s)
Total			20	

Note: 2 Courses of Economics studied during first two semesters will be treated as Minors

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29. Frequently Asked Questions (FAQs)

The National Education Policy 2020 marks a new era in the Indian education system, focusing on flexibility, inclusivity, and the holistic development of students. NEP 2020 aims to prepare a generation of learners who are not only academically proficient but also equipped with the critical skills needed to thrive in the 21st century. Understanding these FAQs offers valuable insights into the policy's objectives and its potential to transform India's educational landscape.

29.1. What is the National Education Policy (NEP) 2020?

The National Education Policy (NEP) 2020 is a strategic initiative by the Government of India aimed at overhauling the country's education system. It seeks to promote holistic development, inclusivity, and lifelong learning across all levels of education, from early childhood to higher education.

29.2. Is NEP 2020 beneficial or not?

The NEP 2020 is viewed as an ambitious and transformative policy aimed at reshaping India's education system. While its implementation will require considerable resources and effort, the policy holds the potential to create a future-ready workforce and a knowledge-driven society.

29.3. What are the main goals of NEP 2020?

The key objectives of NEP 2020 include:

1. Shifting from rote learning to a focus on critical thinking and problem-solving.
2. Ensuring equitable and inclusive education for all.
3. Integrating technology into education.
4. Promoting a multidisciplinary and holistic approach to learning.

29.4. What is the Curriculum and Credit Framework for Undergraduate Programmes (CCFUP)?

The CCFUP is a flexible, student-centric curriculum introduced under NEP 2020. It includes a Choice-Based Credit System, a multidisciplinary approach, and multiple entry and exit options, allowing students to tailor their education to their interests and career aspirations.

29.5. What is the Academic Bank of Credit (ABC), and how does it function?

The Academic Bank of Credit (ABC) is a digital platform introduced under NEP 2020 that allows students to store and transfer academic credits earned from recognised higher education institutions. This system facilitates seamless credit transfer and supports flexible learning pathways.

29.6. How long do credits earned in the Academic Bank of Credit remain valid?

Credits stored in the Academic Bank of Credit are valid for up to seven years, providing students with the flexibility to resume their education even after taking a break.

29.7. What is the proposed duration of undergraduate programs under NEP 2020?



Undergraduate programs under NEP 2020 can span three to four years, with multiple exit options available within this period. Students can receive a certificate, diploma, or degree corresponding to the duration of their studies.

29.8. How does NEP 2020 promote research and innovation?

NEP 2020 seeks to create an environment conducive to research and innovation within higher education institutions. It emphasises funding, policy support, and the establishment of dedicated research and innovation centres to nurture a culture of inquiry and discovery.

29.9. How does NEP 2020 support the internationalisation of higher education?

NEP 2020 promotes the internationalisation of Indian higher education by introducing courses and programs centred on Indian culture and knowledge systems, such as Yoga, AYUSH, Indian languages, and Folk Arts. This approach aims to attract international students and researchers to Indian institutions.

29.10. How does NEP 2020 address the issue of rote learning?

NEP 2020 shifts the focus from rote memorisation to fostering critical thinking and problem-solving skills. The policy encourages a more holistic approach to education, where students are taught to analyse, question, and find creative solutions rather than merely memorising facts.

29.11. How does NEP 2020 promote holistic development?

By integrating vocational education into the mainstream curriculum, NEP 2020 ensures that students acquire practical skills alongside academic knowledge, leading to a more well-rounded and future-ready education.

29.12. How does NEP 2020 address the digital divide?

NEP 2020 recommends using affordable technology and open-source software to create e-content and develop free online platforms, thereby reducing the digital divide and making education more accessible to all.

29.13. How does NEP 2020 promote the professional development of teachers?

NEP 2020 mandates that teachers participate in at least 50 hours of Continuous Professional Development (CPD) annually. This includes workshops, seminars, online courses, and peer learning opportunities, ensuring that teachers stay updated with the latest educational practices and technologies.

29.14. What does the declaration of a Major mean? Will I be guaranteed to receive my Major in the 3rd Semester?

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

29.15. What is the structure of the 3/4-year UG programme under NEP 2020?

The structure includes:

Curriculum and Credit Framework for Undergraduate Programmes

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- A combination of major, minor, multidisciplinary, ability enhancement, skill enhancement, and value-addition courses.
- Internships and research projects.

Total credit requirements of 128 credits for a 3-year UG degree and 168 credits for a 4-year UG degree (Hons. / Or Hons. with Research).

29.16. What are the expected outcomes for graduates under NEP 2020?

- Comprehensive and coherent knowledge of their area of study.
- Practical, professional, and procedural skills.
- Critical thinking, creativity, communication skills, and research-related skills
- Multicultural competence, environmental awareness, and community engagement

29.17. What are the multiple entry and exit options in NEP 2020?

The NEP 2020 offers students multiple entry and exit options in undergraduate programs, providing flexibility to accommodate various learning paces and life circumstances. Here are the details:

Entry Points:

- Students can enter the undergraduate program at the beginning of any academic year.

Exit Points and Corresponding Qualifications:

- After 1 year: Undergraduate Certificate
- After 2 years: Undergraduate Diploma
- After 3 years: Bachelor's Degree
- After 4 years: Bachelor's Degree with Honours or Bachelor's Degree with Honours with Research

Re-entry:

- Students who exit at any point have the option to re-enter the course within three years; however, they must complete their degree within a maximum of seven years from the original date of admission.

29.18. What is the maximum period in which I can complete my undergraduate course?

Maximum 7 years from the first admission into the course.

29.19. What is a Disciplinary/interdisciplinary major (DSC)?

The Central area of study chosen by the student. The major would provide the opportunity for a student to pursue an in-depth study of a particular subject or discipline.

Curriculum and Credit Framework for Undergraduate Programmes

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29.20. What are Disciplinary/interdisciplinary minors (DSC)?

An additional area of study selected by the student, typically outside their major discipline

29.21. How many subjects does one have to choose under DSC in the first semester of the course?

Three subjects.

29.22. What is a Multidisciplinary/ Interdisciplinary course (MDSC)?

The course is designed to broaden the intellectual experience and is part of the liberal arts and science education, extending beyond the major and minor streams.

29.23. How many subjects does one have to choose under MDSC in the first semester of the course?

One subject.

29.24. What are Ability Enhancement Courses (AEC)?

Courses in English and Modern India Language aimed at enhancing language and communication skills.

29.25. How many subjects does one have to choose under AEC in the first semester of the course?

One subject.

29.26. What are Skills Enhancement Courses (SEC)?

Practical courses are designed to enhance the application of knowledge and provide hands-on experience.

29.27. How many subjects does one have to choose under SEC in the first semester of the course?

One subject.

29.28. What are Value-Addition Courses (VAC)?

An extra course that provides additional knowledge and skills beyond the curriculum.

29.29. How many subjects does one have to choose under VAC in the first semester of the course?

One subject.

29.30. What is the difference between a 3-year degree and a 4-year degree program?

There is no difference except that of duration. Four-year degree programs have been introduced as per the NEP-2020. At the end of three years, based on the candidates' CGPA, they will have the option to choose Research/Honours. Under this, a candidate has the option to exit after completing 3 years and receive a degree.

29.31. What will be the structure and duration of the master's programme after a 3- or 4-year undergraduate degree programme as per NEP-2020?

The NEP 2020 envisages flexibility in the designs and duration of the master's degree programme. The structure and duration of master's programmes of study proposed by the NEP 2020 include:

Curriculum and Credit Framework for Undergraduate Programmes

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- > A 2-year Master's programme with the second year devoted entirely to research for those who have completed the 3-year Bachelor's programme.
- > A 1-year Master's programme for students who have completed a 4-year Bachelor's degree
- > (Honours/Research) programme with research.

29.32. Is there any minimum eligibility criteria required to opt for Honours with a research degree after completion of 3 years?

After completing a 3-year period, a candidate must obtain a minimum CGPA of 7.5 to be allowed to continue studies in the fourth year of the undergraduate programme leading to the Bachelor's degree with Honours and Research.

29.33. What are the Guidelines for I/A/P/C?

Himachal Pradesh University has notified detailed guidelines for I/A/P/C, which are available on the Website.

29.34. Can a student pursue a UG degree with a double Major?

Currently, HPU does not offer this option.

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30. Graduate Attributes

Type of Learning Outcomes	The Learning Outcome 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 fields(s) of learning, including knowledge required for undertaking self-employment initiatives, and knowledge and mindset required for entrepreneurship involving enterprise creation, improved product development, or a new mode of organization.
	Skills in areas related to specialization in the chosen disciplinary/interdisciplinary area(s) of learning in a broad multidisciplinary context, including wide-ranging practical skills, involving variable routine and non-routine contexts relating to the chosen field(s) of learning.
	Capacity to extrapolate from what has been learned, translate concepts to real-life situations and apply acquired competencies in new/unfamiliar contexts, rather than merely replicate curriculum content knowledge, to generate solutions to specific problems.
Generic learning outcomes	Complex problem-solving: The graduates should be able to demonstrate the capability to: <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.
	Critical thinking: The graduates should be able to demonstrate the capability to: <ul style="list-style-type: none"> • apply analytical 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;

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Type of Learning Outcomes	The Learning Outcome Descriptors
Generic learning outcomes	<ul style="list-style-type: none"> • 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><i>Creativity:</i> 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><i>Communication skills:</i> 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, and convey ideas, thoughts, and arguments using language that is respectful and sensitive to gender and other minority groups.
	<p><i>Analytical reasoning/thinking:</i> The graduates should be able to demonstrate the capability to:</p> <ul style="list-style-type: none"> • evaluate their liability and relevance of evidence; • identify logical flaws in the arguments of others;

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Type of Learning Outcomes	The Learning Outcome Descriptors
<p>Generic learning outcomes</p>	<ul style="list-style-type: none"> • analyse and synthesize data from a variety of sources; draw valid conclusions and support them with evidence and examples, and address opposing viewpoints.
	<p>Research-related skills: The graduates should be able to demonstrate:</p> <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 proposal; • the ability to define problems, formulate appropriate and relevant research questions, formula te hypotheses, test hypotheses using quantitative and qualitative data, establish hypotheses, make inferences based on the analysis and interpretation of data, and predict cause-and effect relationships; • the capacity to develop appropriate methodology and tools for data collection; • the appropriate use of statistical and other analytical tools and techniques; • the ability to plan, execute and report the results of an experiment or investigation; • the ability to acquire the understanding of basic research ethics and skills in practicing/doing ethics in the field/ in personal research work, regardless of the funding authority or field of study.
	<p>Coordinating/collaborating with others: The graduates should be able to demonstrate the ability to:</p> <ul style="list-style-type: none"> • work effectively and respectfully with diverse team; • 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>Leadership readiness/qualities: 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;

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Type of Learning Outcomes	The Learning Outcome Descriptors
Generic learning outcomes	<ul style="list-style-type: none"> • 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 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 life long learner;
	<p><i>Digital and technological skills:</i> 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><i>Multicultural competence and inclusive spirit:</i> The graduate 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; • capacity 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;

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Type of Learning Outcomes	The Learning Outcome Descriptors
<p>Generic learning outcomes</p>	<ul style="list-style-type: none"> • 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><i>Value inculcation:</i> 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.
	<p><i>Autonomy, responsibility, and accountability:</i> 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;



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Type of Learning Outcomes	The Learning Outcome Descriptors
Generic learning outcomes	<ul style="list-style-type: none"> 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: 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 recognise and understand the emotions of others.</p>

Source: Curriculum and Credit Framework for Undergraduate Programmes (UGC, 2022)

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Annexure-"I"

No. 7-1/2025-HPU (Acad)
NAAC Accredited 'A' Grade University
Himachal Pradesh University, Shimla-5
Academic Branch

Dated 2 JUN 2025

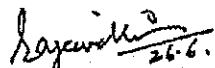
NOTIFICATION

On the recommendations of the NEP committee constituted vide Notification No. 1-10/2022(NEP)-HPU (DS) dated 03-04-2024 (Item Nos. 1 to 5) in its meeting held on 22-04-2025, the Standing Committee of Academic Council vide item No. 3 of its meeting held on 27-5-2025 approved as under:

1. Revised guidelines for Internship /Apprenticeship; Research Project /Dissertation Guidelines; Field-Based Learning /Minor Project Guidelines; Community Outreach Program Guidelines (Annexure "A").
2. Revised Structure/Scheme for Paper Setting, Assessment, and Evaluation for Discipline Specific Core (DSC), Discipline Specific Elective (DSE), Minor Course (MC), Multidisciplinary Course (MDC), Skill Enhancement Course (SEC), Ability Enhancement Course (AEC) and Value Addition Course (VAC) & Add on Course (AOC) (Annexure "B").
3. Revised guidelines for SWYAM/MOOCs of H.P. University (Annexure "C").
4. Recommendations of the proceedings of the CDOE Faculty Members' Meeting held on 22.04.2025 received through the Director, ICDEOL vide letter No. 23-7/2025/Admn./ICDEOL/HPU dated 24th April 2025 (Annexure "D").

Further, The decision on Point No. 5 regarding nomenclature of the Certificate/ Diploma/ Degree/ Honours Degree/ Honours with Research under NEP shall be notified separately after obtaining fresh/revised approval of Academic Council.

Encls. As above.


Deputy Registrar (Acad)
HPU, Shimla-5.

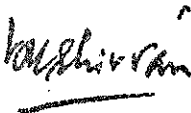
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Copy for information and further necessary action to:-

1. The Dean of Studies, H.P. University, Shimla-5.
2. The Director, CDEO, HPU, Shimla-5.
3. The Controller of Examination, H.P.U. Shimla-5.
4. All the Deans of the Faculties, H.P. University, H.P.U. Shimla-5.
5. All the Chairman/Chairperson/Director of the Teaching Department, H.P.U. Shimla-5.
6. The D.R./A.R. (Admn./Exam-(UG/PG)/Secrecy/RME/Conduct, HPU, Shimla-5.
7. All the Section Officer (Exam-UG and PG), H.P.U. Shimla-5.
8. The Incharge, CCEW, HPU, Shimla-5.
9. The Web-Admin, HPU, Shimla-5 with the request to upload the notification alongwith its annexures.
10. All the members mentioned above with the request to kindly upload the annexures from the University website i.e. www.hpuniv.ac.in please.
11. Guard file.


Deputy Registrar (Acad)



Internship/Apprenticeship Guidelines

Internships and apprenticeships offer valuable opportunities for students to gain practical experience apply classroom knowledge in real-world settings and explore potential career paths. These experiential learning opportunities bridge the gap between academic theory and professional practice, preparing students for successful transitions into the workforce. Internship/Apprenticeship provides students' an opportunity to participate in a professional activity/work experience 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/apprenticeship is induction into actual work situations. It involves 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. It will allow students to actively engage in the learning processes beyond traditional classroom lectures and gain practical experience, develop a deeper understanding of subjects, and build self-confidence. These will offer opportunities to gain industry-specific knowledge, build professional networks, and understand workplace dynamics. This exposure prepares them for future careers and enhances their employability.

Objective:

To equip students with practical skills and industry specific knowledge, employability and entrepreneurial potential, aligned with holistic education principles of NEP 2020.

Learning outcomes:

- Gain practical experience in the field of industry standards; tools, techniques that are not often covered in the classroom.
- Develop industry-specific skills and competencies.
- Develop workplace skills such as communication, team work, problem solving, time management and leadership.
- Build professional connections that can be beneficial for future employment opportunities.
- Apply theoretical knowledge to the real world task thereby enhancing their technical abilities.

Implementation Guidelines:

1. **Internship/Apprenticeship Coordinator:** Director/Chairperson/Principal of the respective Institute/Department/College shall appoint any faculty member as an internship/apprenticeship coordinator who will be responsible for coordinating with the local firms/industries/start-ups/NGOs/organizations for the internship/apprenticeship of the students.

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2. **Role of Internship/Apprenticeship Coordinator:** An internship/apprenticeship coordinator will contact the local firms/industries/start-ups/NGOs/organizations and approach them for the internship/apprenticeship of the students. Internship/apprenticeship coordinator must connect with the organization offering internship/apprenticeship and make MOUs so as to facilitate the students for an Internship during the course. An internship/apprenticeship Coordinator may reach out to HEIs, research organizations, research labs, corporates, industry, etc., and to local administrative offices like Deputy Commissioners and heads of certain government offices like labor, municipal, hospital, tourism, public relations, finance, agriculture, social welfare, panchayats, etc. to seek the opportunity of an Internship for the institution. For instance, the students can participate with local government in processes of census surveys, elections, and other schemes with proper mentoring mechanisms.
3. **Internship/Apprenticeship Supervisor:** Each student shall be attached to an internship/apprenticeship supervisor. An internship/apprenticeship supervisor is any faculty member who will be nominated by the Internship/apprenticeship coordinator to monitor and supervise the student during the Internship duration. The Internship supervisor will be nominated during 1st semester for each batch.
4. **External Mentor:** An external mentor is an individual professional who is identified by the Institute/Department/College or by students himself/herself through their network. The mentor if identified by student then his/her concurrence should be conveyed to the internship/apprenticeship supervisor. Mentor will be providing professional guidance to the student during the internship/apprenticeship. The mentors will also facilitate networking with other subject matter experts/professionals, which will enhance the Internship/apprenticeship experience and learning of the intern. The mentor needs to guide the students physically or digitally throughout the Internship/apprenticeship duration. The mentor needs to check and monitor the performance of students and after the completion of the Internship, issue the certificate.
5. Internship providing organizations must be finalized by the internship/apprenticeship coordinator and detail of students who will be pursuing their Internship in those organizations must be finalized before the end of 1st semester so that semester break can also be utilized for doing Internship/apprenticeship.
6. Students will apply for internship/apprenticeship on their own or through the Internship/apprenticeship coordinator of their parent Institute/Department/College.
7. Interns will be selected by host organizations based on their selection criteria. The host organization will arrange to inform the potential intern personally or through the mail and will ask for confirmation or acceptance.
8. If a student fails to get an internship in physical mode, then the host institute should have a provision for digital internship/apprenticeship.

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9. On receipt of an offer of internship/apprenticeship, the student will inform both internship/apprenticeship Coordinator as well as internship/apprenticeship supervisor, obtain due permission from the parent institution, and join the concerned host organization for an internship as per the suggested schedule.
10. During the period of internship, the parent Institute/Department/College through the internship supervisor and mentor will arrange to keep track of the activities and performance of students as interns at the host organization, based on log book submitted by students.
11. On completion of the internship/apprenticeship, the intern will prepare an internship/apprenticeship report.
12. Three typed/hand written and spiral bound copies of the internship/apprenticeship report (each bearing the original signature of the student and Internship/apprenticeship supervisor) should be submitted to the Internship/apprenticeship supervisor for final evaluation. The report must contain a certificate from the mentor declaring that the internship/apprenticeship has been done and successfully completed by the student under his/her guidance/supervision.
13. Director/Chairperson/Principal of the respective Institute/Department/College shall constitute an evaluation committee of 2 faculty members (including internship/apprenticeship supervisor) for final evaluation of internship/apprenticeship.

Credits: Internship shall carry 4 credits amounting to 120 hours.

Guidelines for Evaluation: The parent Institute/Department/College will examine/evaluate the student's performance in the following manner:

- A. Internship/apprenticeship evaluation by the evaluation committee will be conducted for 100 marks based on the following criterion:

S.No.	Criteria	Marks
1.	Internship/apprenticeship Report	50
2.	Internship/apprenticeship Presentation and Viva-voce	50

Internship/apprenticeship Report: The objective of this evaluation is to assess the performance and learning of the student at his/her workplace. The internship/apprenticeship report should be prepared based on the format provided in these guidelines.

Internship/apprenticeship Presentation and Viva-voce: This presentation will be assessed based on the quality of the presentation, presentation skills, and question-

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B. The Internship/apprenticeship report and presentations would be evaluated by an evaluation committee. Both the members of the evaluation committee will give individual marks to the student and then average of these marks will be treated as final marks scored by the student.

C. After completion of Internship/apprenticeship evaluation, the Internship/apprenticeship supervisor shall consolidate all the marks received from evaluation committee as well as external mentor and final marks list should be submitted to Internship/apprenticeship coordinator who in turn shall submit the final marks list obtained from all Internship/apprenticeship supervisors to the Director/Chairperson/Principal of the respective Institute/Department/College.

D. Internship/apprenticeship report and Internship/apprenticeship Presentation and Viva-voce would be treated as separate component for evaluation.

E. The certificate shall be issued by the host organization regarding the successful completion of Internship duly signed by external mentor on the letterhead of the host organization along with marks obtained during the internship.

Format for Internship/apprenticeship report:

1. Title page
2. Certificate from the External Mentor on the letterhead of the organization
3. Certificate from Internship Supervisor
4. Index/Table of Contents
5. Industry/Organization Profile
6. Work Profile
7. Summary of learning from Internship/apprenticeship
8. Challenges faced during the Internship/apprenticeship

Suggested Areas for Internship

The following is the list of some potential areas for Internship (but not limited to):

1. Healthcare and Medical Services:

- **Internship Areas:** Nursing, Medical Assisting, Pharmacy Technician, Laboratory Technician, Health Administration.
- **Skills Developed:** Patient care, medical records management, laboratory testing, communication in healthcare settings.

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2. Information Technology (IT) and Digital Skills:

- **Internship Areas:** Software Development, Web Design and Development, IT Support, Cybersecurity, Network Administration.
- **Skills Developed:** Coding, debugging, network security, troubleshooting, digital communication.

3. Trades and Technical Skills:

- **Internship Areas:** Electrical Technician, Plumbing, Automotive Repair, Carpentry, Welding, HVAC Technician.
- **Skills Developed:** Hands-on technical work, problem-solving, equipment handling, maintenance and repair tasks.

4. Business, Finance, and Administration:

- **Internship Areas:** Business Management, Marketing, Finance, Human Resources, Office Administration, Sales.
- **Skills Developed:** Business communication, financial recordkeeping, marketing strategies, customer relations.

5. Hospitality and Culinary Arts:

- **Internship Areas:** Hotel Management, Event Planning, Culinary Arts, Front Office Operations, Housekeeping.
- **Skills Developed:** Customer service, cooking, event coordination, hospitality management, menu planning.

6. Creative Arts and Design:

- **Internship Areas:** Graphic Design, Fashion Design, Photography, Interior Design, Animation.
- **Skills Developed:** Creativity, design software proficiency, client communication, project management in creative fields.

7. Social Services and Community Work:

- **Internship Areas:** Social Work, Childcare, Mental Health Support, Community Outreach Programs.
- **Skills Developed:** Empathy, communication with vulnerable groups, social support strategies, community organization.

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8. Construction and Infrastructure:

- **Internship Areas:** Civil Engineering, Architecture, Construction Site Management, Surveying.
- **Skills Developed:** Project planning, construction management, site supervision, quality control in construction.

9. Agriculture and Environmental Sciences:

- **Internship Areas:** Sustainable Farming, Animal Care, Horticulture, Environmental Conservation.
- **Skills Developed:** Crop management, animal husbandry, environmental protection, ecological sustainability practices.

10. Education and Childcare:

- **Internship Areas:** Teaching Assistant, Early Childhood Education, Special Education, School Administration.
- **Skills Developed:** Classroom management, teaching support, child development, educational material preparation.

11. Retail and Sales Management:

- **Internship Areas:** Retail Sales, Supply Chain Management, Customer Service, Store Operations.
- **Skills Developed:** Sales strategies, inventory management, customer interaction, retail marketing.

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Field-Based Learning/ Minor Project Guidelines

Projects are dynamic platforms that foster creativity, experiential learning, and personal development. Through these projects, students can explore areas of interest, put theory to use in solving practical problems, and gain skills that will be useful in both their academic and professional endeavors. A comprehensive and meaningful educational experience must include projects since they offer chances for learning, development, and discovery. Students who work on projects acquire valuable skills, investigate a range of interests, and contribute significantly to both their local communities and society as a whole. Projects will continue to be essential to educating the next generation of leaders, innovators, and change-makers as long as institutions encourage experiential learning and creativity. Projects for students play a pivotal role in enhancing the quality and relevance of their education by:

- Providing hands-on learning experiences that complement classroom instruction.
- Fostering creativity, critical thinking, problem-solving, and collaboration skills.
- Encouraging exploration of diverse topics, interests, and career pathways.
- Preparing students for the complexities and demands of the modern workforce.
- Empowering students to make meaningful contributions to their communities and society at large.

A. Learning outcomes:

- Acquisition of practical skills relevant to the project's topic or field of study.
- Application of theoretical knowledge to real-world scenarios.
- Development of critical thinking and problem-solving abilities.
- Improvement in communication skills through written reports, presentations, and discussions.
- Collaboration and teamwork with peers, faculty, and external stakeholders.

B. Implementation Guidelines:

1. **Faculty Supervisor:** Faculty Supervisor is the faculty responsible for guiding the project work of a student. Each student shall be attached to a faculty supervisor for guidance on project work.

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2. **Role of Faculty Supervisor:** A faculty supervisor carries multiple responsibilities while guiding the student in project work. Faculty Supervisor shall supervise, guide, coach and mentor the students for successful implementation of project work. Faculty supervisor shall ensure that a project report is submitted by the students for evaluation.
3. **Allocation of Faculty Supervisor:** Director/Chairperson/Principal of the respective Institute/Department/College shall be responsible for allocation of students to the faculty supervisor. Care shall be taken to align the faculty competence and the project work topic/theme. Faculty supervisors shall collaborate with each other, where necessary, for ensuring the quality of project work.
4. Director/Chairperson/Principal of the respective Institute/Department/College shall constitute an evaluation committee of 2 faculty members (including faculty supervisor) for approving the title of project and carrying out final evaluation of project work.
5. Faculty supervisor shall ensure that project topic should be related to the core and minor subjects chosen by a student and his/her placement aspirations.
6. Title of the project should be approved by an evaluation committee before the end of preceding semester in which project is to be carried out so that semester break can also be utilized for doing the project work.
7. A student is responsible for submitting a project report prepared on the approved title.
8. Three typed/hand written and spiral bound copies of the project report (each bearing the original signature of the student and faculty supervisor) should be submitted to the faculty supervisor for final evaluation. The project report must contain a certificate from faculty supervisor declaring that the project report embodies work done by the student under his/her supervision.

C. Credits:

Project work shall carry 4 credits amounting to 120 hours. These 120 hours will include the time period from approval of title till the submission of final project report.

D. Format of Project Report:

The project report should preferably be between 4000 to 5000 words for Humanities and Social Sciences and between 2000 to 3000 words for Sciences. The typed report must be in Times New Roman font, font size 12 with 1.5 line spacing. Project report should ideally feature visual aids such as pictures, diagrams, charts and graphs.

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The Project Report may contain the following:

- a) Title page
- b) Introduction
- c) Project specifications (area / background of the work assigned).
- d) Methodology
- e) Findings
- f) Conclusions and suggestions
- g) References

E. Guidelines for Evaluation:

1. Project work assessment will be conducted for 100 marks. There shall only be internal evaluation. Weightage of the marks is as follows:

Project Report: 50 marks

Project Presentation: 50 marks

a. Project Report

The objective of this evaluation is to assess the quality of the project carried out by the student. The project report should be written based on the format provided. The final report carries a weightage of 50%.

b. Project Presentation

Final project work presentation should be planned for about 10-15 minutes. It carries a weightage of 50%. Project presentation will be assessed on the basis of quality of presentation, presentation skills and question answer handling.

2. The project report and project presentations would be evaluated by an evaluation committee. Both the members of the evaluation committee will give individual marks to the student and then average of these marks will be treated as final marks scored by the student.

3. After completion of project evaluation, the faculty supervisor shall consolidate all the marks and final marks list should be submitted to the Director/Chairperson/Principal of the respective Institute/Department/College.

4. Project report and project presentation would be treated as separate component for evaluation.

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Community Outreach Program Guidelines

Student-led community outreach initiatives are essential for promoting diversity, closing gaps, and bringing about constructive social change. These programs transcend the confines of traditional education, giving students the tools they need to become agents of social change and community advancement. Programs for community outreach run by students provide as a bridge to meaningful interaction between institutions and the larger community. Students who actively participate in outreach programs acquire real-world experience, broaden their comprehension of societal challenges, and hone critical abilities like empathy, leadership, and communication. Furthermore, by fostering students' sense of civic involvement and social responsibility, these activities support students' holistic development.

A. Learning Outcomes:

- Demonstrate an understanding of community needs, challenges, and resources within the target population.
- Acquire knowledge about social issues, cultural diversity, and systemic barriers affecting marginalized communities.
- Develop practical skills such as communication, teamwork, leadership, problem-solving, and project management through hands-on experiences.
- Cultivate empathy, active listening, and interpersonal skills essential for effective community engagement and relationship-building.
- Apply critical thinking skills to analyze complex social problems, evaluate evidence, and propose evidence-based solutions.

B. Implementation Guidelines:

1. **Faculty Supervisor:** Faculty supervisor is the faculty responsible for guiding the community outreach program of a student. Each student shall be attached to a faculty supervisor for guidance on community outreach program.
2. **Role of Faculty Supervisor:** Faculty supervisor shall supervise, guide, coach and mentor the students for successful implementation of community outreach program. Faculty supervisor shall coordinate with community representatives to facilitate a smooth and successful outreach experience for students. Faculty supervisor shall ensure that at the

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- end of the community outreach program, a report is submitted by the students for evaluation.
3. Allocation of Faculty Supervisor: Director/Chairperson/Principal of the respective Institute/Department/College shall be responsible for allocation of students to the faculty supervisor. Faculty supervisors shall collaborate with each other, where necessary, for ensuring the quality of community outreach program.
 4. Director/Chairperson/Principal of the respective Institute/Department/College shall constitute an evaluation committee of 2 faculty members (including faculty supervisor) for final evaluation of community outreach program.
 5. The community outreach program which is to be carried out by the students should be approved by an evaluation committee.
 6. A community outreach program can be undertaken either by an individual student or by a group of students, with a maximum group size of 10 participants.
 7. Each student is required to maintain an individual logbook, where he/she is supposed to record day to day activities even if community outreach program is done by a group of students.
 8. The logbook is assessed on an individual basis, thus allowing for individual members within groups to be assessed this way. The assessment will take into consideration the individual student's involvement in the assigned work.
 9. Three typed/hand written and spiral bound copies of the report on community outreach program (each bearing the original signature of the student and faculty supervisor) should be submitted to faculty supervisor for final evaluation. The report must contain a certificate from faculty supervisor declaring that the activities mentioned in the community outreach program report are actually carried out by the student or group of students under his/her supervision.
 10. Faculty supervisor shall verify from the community representative about the activities actually carried out under community outreach program before signing the community outreach program report of the student.

C. Credits:

Community Outreach Program shall carry 4 credits amounting to 120 hours in a Semester.

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D. Format for Community Outreach Program Report:

The community outreach program report should preferably be between 1500 to 2000 words. The report must include pictures of the activities carried out. The typed report must be in Times New Roman font, font size 12 with 1.5 line spacing.

The community outreach program report should contain

- a) Title page
- b) Introduction
- c) Details of activities carried out in community outreach program
- d) Learning from the community outreach program

E. Guidelines for Evaluation:

1. There shall only be internal evaluation.
2. The assessment is to be conducted for 100 marks.
3. The weightage shall be:

Logbook- 30 marks

Community outreach program report- 50 marks

Oral presentation -20 marks

4. While evaluating the student's logbook, the following shall be considered:

- a. The individual student's effort and commitment.
- b. The originality and quality of the work produced by the individual student.
- c. The student's integration with the work assigned.
- d. The completeness of the logbook.

5. Logbook, community outreach program report and oral presentation would be evaluated by an evaluation committee. Both the members of the evaluation committee will give individual marks to the student and then average of these marks will be treated as final marks scored by the student.

6. After completion of project evaluation, the faculty supervisor shall consolidate all the marks and final marks list should be submitted to the Director/Chairperson/Principal of the respective Institute/Department/College.

7. Logbook, community outreach program report and oral presentation would be treated as separate component for evaluation.

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F. Suggested Themes:

The suggested themes for community outreach programs are as follows:

1. **Healthcare Access and Awareness:** Conducting health camps, awareness drives, and workshops on preventive healthcare measures, vaccination campaigns, and promoting hygiene practices in rural and underserved areas.
2. **Education and Literacy Enhancement:** Providing tutoring, mentoring, and educational support for children from marginalized communities, setting up libraries, and organizing literacy programs for adults.
3. **Women Empowerment and Gender Equality:** Initiatives focusing on women's rights, gender equality, vocational training for women, awareness campaigns on issues like domestic violence, and promoting women's entrepreneurship.
4. **Environmental Conservation and Sustainability:** Tree plantation drives, waste management programs, awareness campaigns on climate change, promoting renewable energy sources, and sustainable agricultural practices.
5. **Rural Development and Livelihood Enhancement:** Infrastructure development projects, access to clean water and sanitation facilities, promoting organic farming, and skill development programs for rural youth.
6. **Digital Literacy and Access:** Providing access to digital technology and internet connectivity, organizing computer literacy programs, and promoting e-governance and digital services in rural areas.
7. **Child Welfare and Development:** Child nutrition programs, educational support for underprivileged children, child protection initiatives, and advocacy against child labor and trafficking.
8. **Elderly Care and Support:** Elderly support programs, healthcare services for the elderly, awareness campaigns on elder abuse and neglect, and promoting intergenerational activities to foster community cohesion.
9. **Disaster Relief and Rehabilitation:** Providing immediate relief during natural disasters, rebuilding infrastructure, rehabilitation, and livelihood support for affected communities, and promoting disaster preparedness and resilience.

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- 10. **Cultural Preservation and Heritage Conservation:** Initiatives to preserve and promote local arts, crafts, and cultural traditions, organizing cultural festivals, and heritage walks to raise awareness about the importance of cultural heritage.
- 11. **NCC, NSS, Rovers and Rangers etc.:** Active participation in NCC, NSS, Rovers and Rangers activities and compulsory attendance in special camps organized by NCC, NSS, Rovers and Rangers.

These themes address a wide range of social, economic, and environmental issues prevalent in our society and provide avenues for meaningful engagement and impact through community outreach programs.

NOTE: For NCC, NSS, Rovers and Rangers not more than 25% (30 Hours) should be devoted for in campus activities, rest 75% (90 Hours) compulsorily should be devoted for community outreach activities outside the campus.

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Research Project/Dissertation Guidelines

A research project or dissertation forms an integral part of academic programs, especially at the undergraduate level, as it fosters independent inquiry, critical thinking, and subject mastery. It provides students with the opportunity to explore a specific area of interest in depth, enabling them to apply the concepts and methodologies learned throughout their course. Under the guidance of a faculty mentor/supervisor, students undertake a systematic investigation that involves identifying a research problem, conducting a literature review, formulating hypotheses or research questions, collecting and analyzing data, and presenting findings in a structured report. This process not only enhances academic writing and analytical skills but also prepares students for future research or professional roles. The dissertation serves as a culmination of the student's learning journey, reflecting their intellectual growth and research capabilities.

A. Learning outcomes:

Upon successful completion of the research project/dissertation, students will be able to:

- Demonstrate the ability to independently design and conduct academic research using appropriate methodologies.
- Critically review and synthesize relevant literature to support research objectives.
- Analyze data effectively and present findings in a coherent and scholarly manner.
- Communicate research outcomes clearly through a well-structured dissertation and oral presentation (viva voce).
- Exhibit enhanced problem-solving, critical thinking, and time management skills applicable to academic and professional settings.

B. Implementation Guidelines:

1. **Research Mentor/Supervisor:** Research Mentor/Supervisor is the faculty responsible for guiding the research project work of a student. Each student shall be attached to a research mentor/supervisor for guidance on research project work.
2. **Role of Research Mentor/Supervisor:** Research Mentor/Supervisor carries multiple responsibilities while guiding the student in research project. Research Mentor/Supervisor shall supervise, guide, coach and mentor the students for successful implementation and completion of research project.

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3. Allocation of Research Mentor/Supervisor: Director/Chairperson/Principal of the respective Institute/Department/College shall be responsible for allocation of students to the Research Mentor/Supervisor.
4. Research Mentor/Supervisor will be nominated at the beginning of VII semester. The research problem for research project shall be assigned by the respective Research Mentor/Supervisor during VII semester.
5. The student will prepare a proposal for dissertation of the assigned research problem at the end of VII semester and the same will be submitted to research mentor/supervisor for approval and subsequent evaluation. Proposal for dissertation and its presentation will be evaluated by research mentor/supervisor and one other faculty member of the institute nominated by the Director/Chairperson/Principal of the respective Institute/Department/College.
6. On completion of research project at the end of VIII semester, the student will prepare Dissertation which will be submitted in the respective institute. Three typed/hand written and spiral bound copies of the dissertation (each bearing the original signature of the student and research mentor/supervisor) should be submitted to the research Mentor/supervisor for final evaluation.
7. Director/Chairperson/Principal of the respective Institute/Department/College shall constitute an evaluation committee consisting of 3 members which comprises 2 faculty members from the host institution (including research mentor/supervisor) and one external member from any other institution/industry for final evaluation of research project during VIII semester.
8. The dissertation shall have an undertaking from the student and a certificate from the research mentor/supervisor for originality of the work, stating that there is no plagiarism and that the work has not been submitted for the award of any other degree/diploma in the same institution or any other institution.

C. Credits:

Research Project/Dissertation shall carry total 12 credits amounting to 360 hours (4 credits will be earned during VII semester and 8 credits will be earned during VIII semester).

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D. Guidelines for Evaluation:

The evaluation of the research project/dissertation will be done out in the following manner:

1. Research project/dissertation evaluation will be conducted for total of 300 Marks (100 marks in VII semester and 200 marks in VIII semester).
2. The weightage of marks for evaluation of research project/dissertation will be as follows:

S.No	Semester	Description	Credits	Marks	Hours
1	VII	Proposal for Dissertation and its presentation	4 (2 credits for Proposal for Dissertation and 2 credits for its presentation)	100* (50 marks for Proposal for Dissertation and 50 marks for its presentation)	120
2	VIII	Final Dissertation	4	100	240
3	VIII	Presentation of Final Dissertation and its Viva-voce	4	100	
		Total	12	300	360

* For evaluation purposes the component of "Proposal for dissertation and its presentation" comprises two sub components i.e. (1) Proposal for dissertation (2) Presentation of proposal of dissertation, and the student is required to qualify each component separately.

3. The students will be evaluated by evaluation committee based on their efforts and research output/innovativeness of research.
4. Evaluation of research project/dissertation in VII and VIII would be evaluated by an evaluation committee as given in point no. 5 & 7 in implementation guidelines. All the members of the evaluation committee will give individual marks to the student and then average of these marks will be treated as final marks scored by the student.
5. After completion of research project/dissertation evaluation, the research mentor/supervisor shall consolidate all the marks and final marks list should be submitted to the Director/Chairperson/Principal of the respective Institute / Department /College.
6. (1) Proposal for Dissertation and its presentation (2) Final Dissertation (3) Presentation of Final Dissertation and its Viva-voce would be treated as separate component for evaluation.

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E. **Format for Dissertation:**

Font Style/Size/Spacing

- Font: Times New Roman
- Size: 14points bold for main headings
13 points bold for sub-headings; 12 points for all other text
- Spacing: 1.5 Line Spacing

Contents of the Dissertation

Title Page

- Declaration of the Student
- Recommendation of the Research Mentor/Supervisor
- Acknowledgement / Preface
- Table of the Contents
- Abstract
- Chapter 1: Introduction of the research Problem
- Chapter 2 : Review of Literature
- Chapter 3 Research Design and Methodology
- Chapter 4 : Data Analysis and Interpretation
- Chapter 5 : Summary and conclusion
- References / Annexure / Bibliography

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