

## **NATIONAL EDUCATION POLICY (NEP) 2020**

### **Salient Features of the Proposed Four Years Multidisciplinary Undergraduate Programme with Multiple Entry and Exit Options:**

- o The program shall be structured in a semester mode with multiple exit options with Certification, Diploma and Basic Bachelor Degree at the completion of first, second and third years, respectively. The candidate who completes the four years Undergraduate Program, either in one stretch or through multiple exits and re-entries would get a Bachelor's degree with Honours.
- o The four year undergraduate Honours degree holders with research component and a suitable grade are eligible to enter the 'Doctoral (Ph.D.) Program' in a relevant discipline or to enter 'Two Semester Master's Degree programme with project work'.
- o There may be parallel five year integrated Master's degree programmes with exit options at the completion of third and fourth years, with the undergraduate basic degree and undergraduate Honours degree in a discipline, respectively.
- o The Multidisciplinary Undergraduate Programme fulfils knowledge, vocational, professional and skill requirements along-side humanities and arts, social, physical and life sciences, mathematics, sports etc.

- o A few courses are common to all students which contribute to the breadth of study and two areas of specialization in disciplinary areas provides for depth of study.
- o The areas of specialization which the Students are required to choose are either one discipline /subject or a ‘major’ (e.g. History or Economics or English Literature or Chemistry or Physics or Mathematics) and an area of additional discipline called ‘minor’ (e.g. Sociology or Political Science or Music or Sports or Psychology). Students gain deep disciplinary knowledge through theory and practical experiences in their area of specialization (major). They gain a reasonable understanding of the area of additional study (minor) that they choose. Students can choose subject combinations across ‘streams’ (e.g. a student can choose a ‘major’ in physics and combine it with a ‘minor’ in history or Music or Sports). One of the disciplines can also be a vocational subject.
- o Students may choose one discipline and vocational subject as minor for their study in the undergraduate program.
- o Skills shall be explicitly integrated, highly visible, taught in context, and have explicit assessment. The skills shall include abilities in language and communication, working in diverse teams, critical thinking, problem solving, data-analysis and life skills.
- o Students shall be given options to choose courses from a basket of courses which the institution is capable of offering. There shall be no rigidity of combination of subjects.

## **STRUCTURE OF THE PROGRAMME**

Two Major Disciplines along with Languages, Generic Electives, Ability Enhancement, Skill Development and Vocational courses including the Extracurricular Activities

**Progressive Certificate, Diploma, Bachelor Degree or Bachelor Degree with Honours provided at the end of each year of Exit of the Four years Undergraduate Programme**

<b>Exit with</b>	<b>Credits Requirement</b>
<b>Certificate</b> at the Successful Completion of First Year (Two Semesters) of the Four Years Multidisciplinary Undergraduate Degree Programme	48-52
<b>A Diploma</b> at the Successful Completion of the Second Year (Four Semesters) of the Four Years Multidisciplinary Undergraduate Degree Programme	95- 105
<b>Basic Bachelor Degree</b> at the Successful Completion of the Third Year (Six Semesters) of the Four Years Multidisciplinary Undergraduate Degree Programme	140-150
<b>Bachelor Degree with Honours</b> in a <b>Discipline</b> at the Successful Completion of the Four Years (Eight Semesters) of the Four Years Multidisciplinary Undergraduate Degree Programme	185-200
<b>Masters / PG Degree</b> at the Completion of 5 years (Ten Semesters) of the Programme	214-222

## **The Components of Curriculum for Four Years Multidisciplinary Undergraduate Programme: The Category of Courses and Their Descriptions**

<p>1 Languages</p>	<p>Languages provide the medium of fresh and free thinking, expression and clarity in thought and speech. It forms as a foundation for learning other courses. Helps fluent communication. In addition to English, a candidate shall opt for any of the languages studied at the Pre-University or equivalent level.</p>
<p>2. Foundation Courses / Ability Enhancement Courses</p>	<p>Foundation Courses enable students to develop a deeper sense of commitment to oneself and to the society and nation largely. These courses will supplement in better understanding of how to integrate knowledge to application into a society. Ability enhancement courses are the generic skill courses which are basic and needed to all to pursue any career. These courses ensure progression across all careers</p>
<p>3. Skill Development Courses/ Vocational courses</p>	<p>Skill Enhancement/Development courses are to promote skills pertaining to a particular field of study. The purpose of these courses is to provide students life-skills in hands-on mode so as to increase their employability/ Self-employment. The objective is to integrate discipline related skills in a holistic manner with general education. These courses may be chosen from a pool of courses designed to provide value-based and/or skill-based knowledge. Each University has complete freedom to suggest their own papers under this category based on their expertise,</p>

	specialization, requirements, scope and need.
4. Discipline based Intro-ductory Cour-ses	Introductory courses bridge the gap for a student if he/she has not got a basic groundwork in a specific area of discipline
5. Major Discipline Core Courses	A Major discipline is the field in which a student focuses during the course of his/her degree. A course in a discipline, which should compulsorily be studied by a candidate as a core requirement is termed as a Core course. The core courses aim to cover the basics that a student is expected to imbibe in that particular discipline. They provide fundamental knowledge and expertise to produce competent, creative graduates with a strong scientific, technical and academic acumen. The courses under this category are to be taught uniformly across all universities with minimum deviation. The purpose of fixing core courses is to ensure that all the institutions follow a minimum common curriculum so that each institution adheres to a common minimum standard <b>which makes credit transfer and mobility of students easier.</b>
6. Major Discipline Elective Courses	Elective Course is a course which can be chosen from a pool of courses and which may be very specific or specialized or advanced or supportive to the discipline/subject of study or which provides an extended scope or enables an exposure to some other discipline/ subject/domain or which nurtures the candidate's proficiency/

	<p>skill. Elective courses offered under the main discipline are referred to as Discipline Specific Electives. These courses provide more depth within the discipline itself or within a component of the discipline and provide advanced knowledge and expertise in an area of the discipline. The institutions have freedom to have their own courses based on their expertise, specialization, requirements, scope and need. The elective courses may be of interdisciplinary nature</p>
<p>7. Generic Elective Courses</p>	<p>Generic Elective Courses are courses chosen from an unrelated discipline/ subject, with an intention to seek exposure beyond discipline/s of choice. The purpose of these is to offer the students the option to explore disciplines of interest beyond the choices they make in Core and Discipline Specific Elective Courses. Note: A core course offered in a discipline/subject may be treated as an elective by other discipline/ subject and vice versa and such electives may also be referred to as Generic Electives.</p>
<p>8. Project work/ Dissertation/ Internship/ Entrepreneurship</p>	<p>Project work is considered as a special course involving application of knowledge in solving / analyzing / exploring a real life situation / difficult problem/ data analysis. Project Work has the intention to provide research competencies at Undergraduate level. It enables to acquire special/ advanced knowledge through supplement / support study to a project work. Candidates shall carry out project work on his/her own with an advisory support by a faculty member to produce a dissertation/ project report. Internship/</p>

	Entrepreneurship shall be an integral part of the Curriculum
9. Extra-Curricular Activities / Co-curricular and Extension Activities	These activities help in character building, spiritual growth, physical growth, etc. They facilitate development of various domains of mind and personality such as intellectual, emotional, social, moral and aesthetic developments. Creativity, Enthusiasm, and Positive thinking are some of the facets of personality development and the outcomes of these activities

- The progressive curriculum proposed shall position knowledge and skills required on the continuum of novice problem solvers (at entry level of the program) to expert problem solvers (by the time of graduation):
- At the end of first year – Ability to solve well defined problems
- At the end of second year – Ability to solve broadly defined problems
- At the end of third year – Ability to solve complex problems that are ill-structured requiring multi-disciplinary skills to solve them
- During fourth year – Experience of workplace problem solving in the form of internship or Research Experience preparing for higher education or Entrepreneurship Experience

**PROPOSED CURRICULUM FRAMEWORK FOR  
FOUR YEARS MULTIDISCIPLINARY**

<b>Year</b>	<b>Objective</b>	<b>Nature of Courses</b>	<b>Outcome</b>	<b>No. of Courses</b>
<b>1st year</b> – 1st & 2nd Semesters	Understanding and Exploration	1. Major Core Courses 2. Minor/Related Discipline 3. Languages 4. Ability Enhancement Compulsory Courses 5. Skill Enhancement/ Development Courses 6. Extra-Curricular Activities	Understanding of Disciplines Language Competency Gaining perspective of context/Generic skills Basic skills sets to pursue any vocation	1+1 1+1 2+2 1+1 1+1 1+1
<b>2nd Year</b> - 3rd & 4th Semesters	Focus and Immersion	1. Major Core Courses 2. Minor/Related Discipline 3. Ability Enhancement courses 4. Skill based Vocation course 5. Extra-Curricular Activities.	Understanding of disciplines Gaining Perspective of context Skill sets to pursue vocation Facilitate develop- ment of various domains of mind and personality	2+2 1+1 1+1 1+1 1+1
<b>3rd Year</b> - 5th & 6th Semesters	Real time Learning	1. Major Discipline Core and Elective Courses 2. Minor Discipline/ Generic or Vocational Electives /Field based Learning/ Research Project	In depth learning of major and minor disciplines, Skill sets for employability. Exposure to disci- pline beyond the chosen Experiential learning/Research Orientation	2+2 1+1 1+1



<b>4th Year -</b> 7th & 8th Semesters	Deeper Concentration	Major Discipline Core and Elective courses Research/Project Work with Dissertation	Deeper and Advanced Learning of the Major Discipline. Founda- tion to pursue Doctoral Studies and Developing Re- search compe- tencies	4+4
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### **Bachelor Degree with Honours**

#### **Assessment and Evaluation Guidelines**

A multidisciplinary program requires a multidimensional assessment to measure the effectiveness of the diverse courses. The assessment process acts as an indicator to both faculty and students to improve continuously. The following are the guidelines for effective assessment of the program:

<b>Sl No</b>	<b>Parameters for the Evaluation</b>	<b>Marks</b>
	<b>Continuous Internal Evaluation( CIE)</b>	
<b>A</b>	Continuous and Comprehensive Evaluation (CCE)	<b>20 Marks</b>
<b>B</b>	Internal Assessment Tests(IAT)	<b>20Marks</b>
	Total of CIE (A + B)	<b>40 Marks</b>
<b>C</b>	End Semester Examination	<b>60 Marks</b>
	<b>Total of CIE and SEE(A+B+C)</b>	<b>100 Marks</b>

- o The first component (C1), of assessment is for 20 marks. This shall be based on test, assignment, seminar, case study, field work, project work etc. This assessment and score process should be completed after completing 50% of syllabus of the course/s and within the first half of the semester.
- o The second component (C2), of assessment is for 20 marks. This shall be based on test, assignment, seminar, case study, field work, internship / industrial practicum / project work

etc. This assessment and score process should be based on completion of the remaining 50 percent of syllabus of the courses of the semester.

### **DEFINITIONS OF KEY WORDS:**

- a. **Academic Year:** Two consecutive (one odd + one even) semesters constitute one academic year.
- b. **Choice Based Credit System (CBCS):** The CBCS provides choice for students to select courses from the prescribed courses (core, open elective, discipline elective, ability and skill enhancement language, soft skill etc. courses).
- c. **Course:** Usually referred to as ‘paper’, which is a component of a programme. All courses need not carry the same weight. The courses should define learning objectives and learning outcomes. A course may be designed to comprise lectures/ tutorials/laboratory work/ field work/ project work/ vocational training/viva/ seminars/term papers / assignments / presentations/ self-study etc. or a combination of some of these.
- d. **Credit Based Semester System (CBSS):** Under the CBSS, the requirement for awarding a degree /diploma /certificate is prescribed in terms of number of credits to be earned.
- e. **Credit:** A unit by which the course work is measured. It determines the number of hours of instructions required per week in a semester. One credit is equivalent to one hour of lecture or tutorial or two hours of practical work/field work per week in a semester. It will be generally equivalent to 13-15 hours of instructions per semester.
- f. **Grade Point:** It is a numerical weight allotted to each letter grade on a 10-point scale.
- g. **Credit Point:** It is the product of grade point and number of credits for a course.

- h. Letter Grade:** It is an index of the performance of students in a said course. Grades are denoted by letters O, A+, A, B+, B, C, P and F.
- i. Programme:** It is a study in a discipline leading to award of a Degree, diploma or certificate.
- j. Semester:** Each semester will consist of over 16 weeks of academic work equivalent to 90 actual teaching days. The odd semester may be generally scheduled from June to November and even semester from January to May.
- k. Semester Grade Point Average (SGPA):** It is a measure of performance of work done in a semester. It is the ratio of total credit points secured by a student in various courses registered in a semester and the total course credits taken during that semester. It shall be expressed up to two decimal places.
- l. Cumulative Grade Point Average (CGPA):**  
It is a measurer of over all umulative performance of a student over all the semesters of a programme. The CGPA is the ratio of total credit points secured by a student in various courses in all the semesters and sum of the total credits of all courses in all the semesters. It is expressed up to two decimal places.
- m. Transcript or Grade Card or Certificate:** Based on the grades obtained, a Grade Card shall be issued to all the registered students after every semester. The grade certificate will display the course details (code, title, number of credits, grade secured etc.).

### **Choice Based Credit System (CBCS) Structure**

The choice based credit system has been adopted to make undergraduate education 'student centric' rather than 'system centric' or 'teacher centric'. It is to create a holistic curriculum. Thus, in addition to dedicated focus on a discipline through core papers, elective papers have been added which will give students the freedom to choose the allied/applied/broad areas of their discipline and also the areas of other disciplines of their interest. Further, aligning with the vision of the Government, special emphasis has been given to ability enhancement and skill development courses. Students will have complete freedom to choose these courses from a pool.

As per the choice based credit system, each course shall carry certain number of credits. Credits normally represent the weightage of a course and are a function of teaching, learning and evaluation strategies such as number of contact hours, the course content, teaching methodology, learning expectations, etc. In the proposed programmes, the credits shall be based on the number of instructional hours per week, generally 1 credit per hour of instruction in theory and 1 credit for 2 hours of practical or project work or internship per week. All courses that include Language, Ability Enhancement, Core and Elective courses in Major and Minor Specialization, Research based learning, Project/ Practical/ Internships are assigned credits. Based on these, an average of around 24 credits per semester and a total of around 192 credits per under-graduate honours degree programme are assigned.

- o Credit score earned by a student for any course shall be included in the student's overall score tally irrespective of whether the course is offered by the parent university (degree awarding university/institute) or not.

- o **Ability Enhancement (AE) Courses** be divided into two categories:
  - a. **AE Compulsory Courses (AEC):** The College may have common curriculum for these papers. There may be one paper each at least in the 1st two semesters viz. (i) English/ Communication, (ii) Environmental Science;
  - b. **Skill Enhancement Courses (SEC):** The College may offer from a common pool of papers listed by GEC/ NHERC or the universities may frame some papers, in addition to the list suggested by GEC/ NHERC.
- o An undergraduate degree with Honours in a discipline may be awarded if a student completes 14 Core Courses in that Discipline, a minimum of 10 courses under the category of Discipline Specific Electives, Generic Electives, Minor Discipline and Vocational Courses, 2 Language Courses, 2 Ability Enhancement Courses (AEC), a minimum of 2 Skill Enhancement Courses (SEC) and 2 Extra-Curricular Activities (ECA), ensuring that the total credits earned is not less than 184 credits.
- o The credit(s) for each theory paper/ practical/ tutorial/ project/ dissertation will be as per the norms followed globally.
- o Wherever a University requires that an applicant for a particular Masters/ Technical/ Professional course should have studied a specific discipline at the undergraduate level, it is suggested that obtaining 84 credits in the concerned discipline at the undergraduate level may be deemed sufficient to satisfy such a requirement for admission to the Masters/ Technical/ Professional Programme.

## **Bachelor's Degree Programmes at St Aloysius College**

### **1. Discipline Core Subjects:**

- i. For B.A without practicum:** 2 Disciplines each with 2 + 2 subjects in the first 6 semesters
- ii. B.A. and B.Sc with practicum:** 2 Disciplines each with 2 theories and 2 practicals.
- iii. B.Com, B.B.A. and B. C. A.:** 3 Disciplines each in the 6 semesters.

### **2. Open Electives:** 1 discipline each in the first 4 semesters

### **3. Languages:** English in the first 4 semesters and one of the languages in the first 4 semesters.

### **4. Ability Enhancement Compulsory Courses:** 4 courses in the first 4 semesters, viz: Environmental Studies, Constitution of India, Human Rights and Gender Studies.

### **5. Skill Based Courses:** 4 courses in the first 6 semesters. Viz: **Digital Fluency, Artificial Intelligence, Cyber Security, Societal Communication / Professional Communication.**

### **6. Skill Enhancement Courses (SEC):**

- i. Value Based Courses: 6 courses in 6 semesters:**  
**Physical Education – Yoga- 1 Course** in the First semester and there afterwards **Physical Education** with Sports in the remaining 5 semesters.
- ii. Value Based Courses:** Health & Wellness in the first semester and NCC/NSS/R&R(S&G)/ Cultural in the remaining 5 semesters.

### **7. Vocational Courses:** One Course each during the **5<sup>th</sup> and 6<sup>th</sup> Semesters.**

### **8. Internship:** During the 6<sup>th</sup> Semester

## ASSESSMENT / EVALUATION PROCEDURE UNDER THE NEP SCHEME (UG)

### 1. Programmes without practical

a)	Continuous Internal Assessment (CIA)	40/20 marks
b)	End Semester Examination (ESE)	60/30 marks

### 2. Programmes with practical

a)	Continuous Internal Assessment (CIA)	40 marks
b)	End Semester Examination (ESE)	60 marks
c)	Practicals	50 marks

### Continuous Internal Assessment (CIA)

CIA consists of the following components

i)	Two internal tests	10x2=20 marks
ii)	Assignment (01)	5 marks
iii)	Objective Type/MCQ	5 marks
iv)	Group / Individual Project	5 marks
v)	Attendance / Regularity	5 marks
	Total	40 marks

The marks distribution for attendance / performance is as follows:

91 - 100 %	5 marks
87 - 90 %	4 marks
83 - 86 %	3 marks
79 - 82 %	2 marks
76 - 78 %	1 mark

**Table 1: Final Results / Grades Description**

Semester GPA/ Program CGPA	Alpha-Sign/ Letter Grade	Semester/ Program % of Marks	Result/Class Description
9.00-10.00	<b>O</b> (Outstanding)	90.0-100	Outstanding
8.00<9.00	<b>A+</b> (Excellent)	8.00<9.00	First Class Exemplary
7.00<8.00	<b>A</b> (Very Good)	7.00<8.00	First Class Distinction
6.00<7.00	<b>B+</b> (Good)	6.00<7.00	First Class
5.50<6.00	<b>B</b> (Above Average)	5.50<6.00	High Second Class
5.00<5.50	<b>C</b> (Average)	50.0<55.0	Second Class
4.00<5.00	<b>P</b> (Pass)	40.0<50.0	<b>Pass Class</b>
Below 4.00	<b>F</b> (Fail)	Below 40	Fail/Reappear
<b>Ab</b> (Absent)	-	Absent	-

**Table 2: Conversion of Percentage of Marks into  
Grade Points in a Course/Paper**

% Marks in a paper/ Practical	Grade Point (GP)	% Marks in a paper/ Practical	Grade Point (GP)
98-100	10	63-67	6.5
93-97	9.5	58-62	6.0
88-92	9.0	53-57	5.5
83-87	8.5	48-52	5.0
78-82	8.0	43-47	4.5
73-77	7.5	40-42	4.0
68-72	7.0	Below 40	0