OUTLINES OF UNDERGRADUATE COURSES UNDER NEP-2020

1. INTRODUCTION:

The University Grants Commission (UGC) has initiated several measures to bring equity, efficiency and excellence in the Higher Education System of country. The important measures taken to enhance academic standards and quality in higher education include innovation and improvements in curriculum, teaching-learning process, examination and evaluation systems, besides governance and other matters.

The National Education Policy (NEP) 2020 (hereafter referred to as NEP or Policy) recognizes that higher education plays an extremely important role in promoting human as well as societal well-being and in developing India as envisioned in its Constitution - a democratic, just, socially conscious, cultured, and humane nation upholding liberty, equality, fraternity, and justice for all. It notes that "given the 21st-century requirements, quality higher education must aim to develop good, thoughtful, well-rounded, and creative individuals".

The NEP 2020 states, "Assessments of educational approaches in undergraduate education that integrate the humanities and arts with Science, Technology, Engineering and Mathematics (STEM) have consistently shown positive learning outcomes, including increased creativity and innovation, critical thinking and higher-order thinking capacities, problem-solving abilities, teamwork, communication skills, more in-depth learning and mastery of curricula across fields, increases in social and moral awareness, etc., besides general engagement and enjoyment of learning"

Further, it also recommends that "the undergraduate degree will be of a Bachelor's degree either 3 or 4-year duration. **The 4-year multidisciplinary Bachelor's programme, however, shall be the preferred option** since it allows the opportunity to experience the full range of holistic and multidisciplinary education in addition to a focus on the chosen major and minors as per the choices of the student".

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

Like previous CBCS system, the uniform grading system will continue to work. This will facilitate student mobility across institutions within and across countries and also enable potential employers to assess the performance of students. To bring in the desired uniformity, in grading system and method for computing the cumulative grade point average (CGPA) based on the performance of students in the examinations, the UGC has formulated

Curriculum and Credit Framework for Undergraduate Programmes (CCFUP)
guidelines.

For more details: https://www.ugc.gov.in/pdfnews/7193743_FYUGP.pdf

4-year Bachelor's Degree Programme

National Education Policy 2020 (NEP 2020)

The National Education Policy 2020 (NEP 2020) introduced significant changes to the undergraduate curriculum in India. Here's a glimpse into what undergraduates can expect under the new policy:

Flexibility and Choice

- **Multiple Entry/Exit Options:** Students can pursue a bachelor's degree with multiple entry and exit points. This allows for breaks in studies, credit transfers between universities, and customized learning paths. A certificate can be awarded after 1 year, a diploma after 2 years, and a degree after 3 or 4 years. **NOTE:** Students who opt to exit after completion of the (a) first year and have secured 40 credits will be awarded a UG certificate if, in addition, they complete one vocational course of 4 credits during the summer vacation of the first year, (b) second year and have secured 80 credits will be awarded the UG diploma if, in addition, they complete one vocational course of 4 credits during the summer vacation of the second year.
- **Multidisciplinary Learning:** Students can pursue a major in one discipline and a minor in another, or even design their own interdisciplinary program. This exposure to diverse fields equips them with a broader range of knowledge and skills.
- **Holistic Approach:** The NEP emphasizes a holistic approach to education, incorporating courses on critical thinking, problem-solving, entrepreneurship, communication, and life skills alongside core subjects.

Interdisciplinary and Multidisciplinary Approach

- **Major and Minor Options**: Students can pursue a major in one subject while exploring minors in different disciplines. This allows for a broader education and encourages an interdisciplinary approach.
- **Open Electives and Multidisciplinary Courses**: Students are encouraged to take elective courses outside their major, fostering cross-disciplinary knowledge.

General Education and Core Courses

- **Foundation and General Education Courses**: CCFUP recommends a core set of general education courses focusing on communication, critical thinking, ethics, Indian culture, and sustainability.
- **Skill Development and Vocational Courses**: Students are required to take vocational or skill-based courses, promoting employability and practical skills.

Experiential and Skill-Based Learning

- **Internships and Apprenticeships**: Programs are designed to include internships, apprenticeships, and practical training to give students real-world experience.
- **Field Projects and Community Engagement**: Students are encouraged to engage in field projects and community-based learning, linking academic knowledge with societal needs.

Technology-Enabled Learning

- **Blended Learning**: CCFUP promotes a mix of traditional classroom instruction and online or technology-enhanced learning. This approach accommodates various learning styles and offers flexibility.
- **Use of MOOCs and Online Platforms**: Students can earn credits through Massive Open Online Courses (MOOCs) and other online educational resources, broadening learning opportunities.

Continuous and Comprehensive Assessment

- **Continuous Assessment**: Evaluation methods are designed to be continuous and comprehensive, including assignments, projects, presentations, and exams.
- **Holistic Evaluation**: The evaluation considers not only academic performance but also the development of skills, ethics, and other holistic attributes.

Promotion of Indian Languages and Values

- **Use of Regional Languages**: CCFUP encourages the use of regional and Indian languages in education, promoting linguistic diversity and cultural heritage.
- **Ethics and Values**: Courses include elements of Indian culture, ethics, and sustainable practices to foster responsible citizenship.

Focus on Skills

- **Skill Development Courses:** The curriculum includes skill-based courses to prepare students for the workforce. These courses might incorporate internships, project-based learning, and practical training alongside theoretical knowledge.
- **Choice Based Credit System (CBCS):** Under CBCS, students have the flexibility to choose courses from a wide range of electives offered within their discipline, across disciplines, or even from skill-enhancement courses.

Here's an example of how a student might structure their undergraduate program under NEP 2020:

- **Year 1:** Core courses in the chosen major, foundational courses in other disciplines, skill-development courses.
- **Year 2:** Major courses, electives from other disciplines or skill-based courses, potential minor courses.
- **Year 3 (or 4):** Advanced major courses, electives, internship or project work.

Benefits of the NEP 2020 Undergraduate Curriculum

- **Increased Student Choice and Flexibility:** Students can personalize their learning journeys and explore diverse fields of study.
- **Focus on Skill Development:** Equips graduates with industry-relevant skills and prepares them for future careers.
- **Holistic Education:** Develops well-rounded individuals with critical thinking, communication, and life skills.
- **Multiple Entry and Exit Points:** Makes higher education more accessible and caters to individual needs.

The NEP 2020 undergraduate curriculum is a significant shift towards a more student-centric and flexible learning experience. It empowers students to design their own educational journeys and graduate with the knowledge and skills to thrive in the 21st century workforce.

Undergraduate degree programmes of either 3 or 4-year duration, with multiple entry and exit points and re-entry options, with appropriate certifications such as:
- a **UG certificate** after completing **1 year (2 semesters)** of study in the chosen fields of study,
- a **UG diploma** after **2 years (4 semesters)** of study,
- a **Bachelor's degree** after a **3-year (6 semesters)** programme of study,
- a **4-year bachelor's degree (Honours)** after **eight semesters** programme of study.
- If the student completes a rigorous research project in their major area(s) of study in the **4th year of a bachelor's degree (Honours with research).**
- **IMPORTANT**: The **4-year bachelor's degree programme is considered a preferred option** and Midnapore College recommends that to a prospective student since it would provide the opportunity to experience the full range of holistic and multidisciplinary education in addition to a focus on the chosen major and minors as per the choices of the student.

Curriculum and Credit Framework for Undergraduate Programmes (CCFUP)

Why CCFUP?

- The main objectives of *CCFUP* are:
    - To provide broad based education;
    - To provide students with greater flexibility in choice of courses;
    - To provide students multi-disciplinary curriculum;
    - To enable students to choose courses at basic/advanced level/inter-disciplinary;
    - To enable students to acquire job-oriented skills;
    - To enable students to progress at their own pace;
    - To enable highly motivated students gain extra credits; and

– To Bridge the gap between professional and social exposure to provide a holistic education.

3. Definitions of Key Words in CCFUP:

1. **Academic Year**: Two consecutive (one odd + one even) semesters constitute one academic year.

2. **Semester**: Each semester will consist of 15-16 weeks of academic work equivalent to 90 actual teaching days. The odd semester may be scheduled from July to December and even semester from January to June.

3. **Programme**: An educational programme leading to award of a Degree, diploma or certificate.

4. **Course**: Usually referred to, as 'papers' is a component of a programme. All courses need not carry the same weightage. The courses should define learning objectives and learning outcomes. A course may be designed to comprise lectures/ tutorials/laboratory work/ field work/ outreach activities/ project work/ vocational training/viva/ seminars/ term papers/assignments/ presentations/ self-study etc. or a combination of some of these.

5. **Choice Based Credit System (CBCS):** The CBCS provides choice for students to select from the prescribed courses (core, elective or minor or soft skill courses).

6. **Credit Based Semester System (CBSS)**: Under the CBSS, the requirement for awarding a degree or diploma or certificate is prescribed in terms of number of credits to be completed by the students.

7. **Credit**: A unit by which the course work is measured. It determines the number of hours of instructions required per week. One credit is equivalent to one hour of teaching (lecture or tutorial) or two hours of practical work/field work per week.

8. **Grade Point**: It is a numerical weight allotted to each letter grade on a 10-point scale.

9. **Credit Point**: It is the product of grade point and number of credits for a course.

10. **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.

11. **Semester Grade Point Average (SGPA)**: It is a measure of performance of work done in a semester. It is 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.

12. **Cumulative Grade Point Average (CGPA)**: It is a measure of overall cumulative performance of a student over all semesters. The CGPA is the ratio of total credit

points secured by a student in various courses in all semesters and the sum of the total credits of all courses in all the semesters. It is expressed up to two decimal places.

13. **Transcript or Grade Card or Certificate:** Based on the grades earned, a grade certificate 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) along with SGPA of that semester and CGPA earned till that semester.

Courses under Choice Based Credit System under NEP:

1. **Major Discipline:** It further consists
    (a). **Discipline Specific Core (DSC**): A course, which should compulsorily be studied by a candidate as a core requirement is termed as a Core course
    (b).**Discipline Specific Elective (DSE):** Choice of specific topics as per learner's need. Elective courses may be offered by the main discipline/subject of study is referred to as Discipline Specific Elective.

2. **Minor Courses:** it further consists
    (a). Interdisciplinary Minor (IDM): An interdisciplinary minor course is a program that allows students to explore topics that cross traditional academic boundaries. These are designed to foster a more holistic and flexible education, encouraging students to develop a broader skill set and a diverse knowledge base.
    (b). Discipline Specific Minor (DSM): Unlike interdisciplinary minors, which span multiple fields, a discipline-specific minor concentrates on a single field, allowing students to gain deeper knowledge and expertise in that area without necessarily committing to a full major.
    Generally, 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 which enables an exposure to some other discipline/subject/domain or nurtures the candidate's proficiency/skill is called an Elective Course.

2. **Skill Enhancement Courses (SEC**): Skill Enhancement Courses (SECs) are designed to equip students with practical skills and competencies that are relevant to the workforce and society. These courses form a critical component of the National Education Policy (NEP) 2020's framework, which emphasizes skill-based education and vocational training to ensure students are employable and can contribute to economic and societal needs. These courses may be chosen from a pool of courses designed to provide value-based and/or skill-based knowledge.

3. **Multidisciplinary courses (MDC):** are designed to bridge gaps between traditional academic boundaries, allowing students to explore and integrate

knowledge from multiple disciplines. This approach aligns with NEP 2020's emphasis on holistic education, flexibility, and cross-disciplinary learning. Multidisciplinary courses offer a broad perspective and encourage creative problem-solving by exposing students to a range of subjects. These courses may be chosen from a pool of courses (see below).

4. **Ability Enhancement Courses (AEC):** are a category of courses designed to help students develop essential skills and knowledge that enhance their overall learning experience and personal development. AECs play a crucial role in providing a holistic education by focusing on key areas that are important for academic success, career readiness, and personal growth. These courses may be chosen from a pool of courses (see below).

5. **Value Added Courses (VAC)**: are designed to provide additional skills, knowledge, and competencies beyond the traditional curriculum, contributing to the overall enrichment of students' educational experiences. Under the National Education Policy (NEP) 2020, VACs aim to foster holistic development, encourage interdisciplinary learning, and prepare students for the demands of the modern workforce. These courses offer flexibility and can be tailored to meet emerging trends and industry needs.

6. **Internships, Apprenticeships, Projects, and Dissertations:** play a significant role in the National Education Policy (NEP) 2020, as they offer students practical experience, real-world exposure, and the opportunity to apply their knowledge to real-world situations. These elements are designed to bridge the gap between academic learning and industry requirements, ensuring that graduates are better prepared for employment or further studies.

7. **Community service:** Community service involves students engaging in activities that benefit their communities, fostering a sense of social responsibility and civic engagement. Main purposes include fostering social responsibility, learning through service, teamwork and collaboration: Community service often involves group activities, fostering teamwork, communication, and leadership skills.

8. **Vocational Courses**: Vocational courses focus on developing specific skills and competencies that prepare students for careers in various industries and trades. NEP 2020 emphasizes vocational education to ensure that students are job-ready and possess practical skills.

Pool of Different Categories of Courses

Currently Midnapore College is offering following range of various courses, which will expanding as per the need and academic interest of the students

Multidisciplinary courses (MDCs)	Value Added Courses (VACs)	Ability Enhancement Courses (AECs)
Digital Awareness	Environmental Sciences	Bengali
Disaster Management	Human Rights	English
Machine Learning Basics	Indian Constitution	Hindi
Nutrition and Health	Yoga & Fitness	Aptitude & Reasoning
Organic Farming		Computer Fundamentals & Soft Skill
Waste Management		
Biodiversity & Wildlife Conservation		

MIDNAPORE COLLEGE (AUTONOMOUS)

CURRICULUM & CREDIT STRUCTURE OF 4-YEAR BACHELOR DEGREE WITH SINGLE CORE DISCIPLINE AS LIKE
B.A./B.SC.UNDER NEP – 2020 W.E.F. 2023-2024

SEM	Major (Core Discipline) (4 Credits) Major [C TH P/T] (4 = 3 + 1)	DSE [C TH PR/TU] (4 = 3 + 1)	Inter Disciplinary (Minor Courses) (4 Credits) Minor Course [C TH PR/TU] (4 = 3 + 1)	AEC (2 Credits) TH (4 COURSES)	SEC (3 Credits) TH/PR/BOTH (4 COURSES)	Summer Internship (4 Credits)	Multidisciplinary Courses (3 Credits) MDC [C TH] 3 COURSES	VAC (4 Credits) TH	Research Project (12 Credits)	Total Credit
I	DSC/CC-1		Inter Disc Min. (GE) Subject –A Paper-1	AEC-1 Eng. Communication/MIL (Beng./Hindi)/Comp. Fundamentals & Soft Skill /Aptitude & Reasoning	SEC—1 (Theory)		MDC-1	VAC-1		20
II	DSC/CC -2		Inter Disc Min. (GE) Subject –B Paper-1	AEC-II Eng. Communication/MIL (Beng./Hindi)/Comp. Fundamentals & Soft Skill /Aptitude & Reasoning ..	SEC—2 (Pr./Proj./F. Survey)	Community Service/ VOCATIONAL (Optional)*	MDC-2	VAC-2		20
Exit with Undergraduate Certificate (in the field of Study/ Discipline) Securing 40 (+4) Credits with *Community Service/Vocational(Additional 4 Credits)										40 (+4) 44
III	DSC/CC -3, DSC/CC-4		Inter Disc Min. (GE) Subject –A Paper-2	AEC-III Eng. Communication/MIL (Beng./Hindi)/Comp. Fundamentals & Soft Skill /Aptitude & Reasoning	SEC—3 (Theory)		# MDC - 3			20
IV	DSC/CC -5, DSC/CC—6, DSC/CC-7		Inter Disc Min. (GE) Subject –B Paper-2	AEC-IV Eng. Communication/MIL (Beng/Hindi)/Comp. Fundamentals & Soft Skill /Aptitude & Reasoning	SEC—4 (Pr./Proj./F. Survey)					21
Students on Exit shall be awarded an Undergraduate Diploma (in the field of Study/ Discipline) Securing 80 (+4) Credits										80 (+4) 84
V	DSC/CC -8, DSC/CC-9, DSC/CC-10, DSC/CC-11	DSE-1	Inter Disc Min. (GE) Subject –A Paper-3							24
VI	DSC/CC-12, DSC/CC-13, DSC/CC-14	DSE-2	Inter Disc Min. (GE) Subject –B Paper-3			Internship/Apprenticeship/Proj./Dissertation/ Presentation/ Community Outreach (40-60Hrs) (Major Disc)				24
Students on Exit shall be awarded a bachelor's degree (in the field of Study/ Discipline) Securing 128 (+4) Credits										128 (+4) 132
VII	DSC/CC -15, DSC/CC - 16	DSE-3 DSE-4	Discipline Specific Minor–A							20
VIII	DSC/CC -17		Discipline Specific Minor- B						Opt.-A Hons. with Research	DSE-5, 6, & 7 (Proj.) / Opt.-B Hons	20
Students on Exit shall be awarded a bachelor's degree (in the field of Study/ Discipline) Hons./Hons with Research. Securing 168(+4) = 172 Credits										
4 Yr. Prog Total Credits	(DSC/CC: 4 x17=68) + (DSE-4x4=16)= 84		Inter. Disc. Min. & DSE Min. 4x8 = 32	2 x 4 = 8	3 x 4 = 12	4(+4) = 8	3 x 3 = 09	4 x 2 = 08	12	169 (+4) =173

* All Major/Discipline Specific Elective (DSE) / Discipline Specific Minor (DSM) & Inter-Disciplinary/ Minor Discipline/GE - [FOUR CREDIT EACH: 3 THEORY + 1 PR/TU] TOTAL 75 MARKS [50(TH)   (ESE-   40   +   CIA - 10) + 25(PR/TU)]. # MDC-3 may be offered by the department.

AEC- Ability Enhancement Courses [2 CREDIT EACH: 50 Marks: Theory] ; SEC- Skill Enhancement Courses[3 CREDIT EACH: 50 Marks: TH/PR/PROJ/Field Survey as per Semester-wise College Guidelines]: MDC- Multi Disciplinary Courses [3 CREDIT EACH: 50 Marks: TH] ; VAC- Value-Added Courses [4 CREDIT EACH: 50 Marks : TH]

Details of pass-fail criteria (under NEP):

1. Individual component of papers should be considered separately to determine pass-fail criteria.
2. Pass mark will be 30% of the full marks of a component. For 50 marks paper: pass mark ≥ 15; for 25 marks paper, passmark ≥ 8.
3. **Absence in ESE:** Examinee absent in only ONE component in the ESE will be allowed to qualify to next semester with Arrear paper in that to be cleared in the next appropriate semester.
4. For DSC/DSE/SEC / DSM / IDM subjects: Theory and Practical or Tutorial papers will be considered as separate component to consider Pass-Fail criteria.
5. At least 50% of the components to be cleared to qualify to the next semester. Rest of the components in which the candidate fails to secure the pass mark to be treated as Arrear and to be cleared in next appropriate semester.
6. Semester with **Even number of components** will be considered clear if the candidate secure pass mark in (**n/2**) number of components. For example, if a particular semester consists of 8 components, a candidate must pass 4 components to qualify to the next semester.
7. Semester with **odd number of components** will be considered clear if the candidate secures the pass mark in **[(n + 1) / 2]** number of components. For example, if one semester is composed of 9 components, a candidate must secure passmarks in 5 components to qualify to the next semester.

Letter Grades and Grade Points

Score (Marks) Range	Score (Marks) Range (%)	Letter Grade	Grade Point
≥45	≥90	O (Outstanding)	10
<45 ≥ 40	<90 ≥ 80	A+(Excellent)	9
< 40 ≥35	< 80 ≥70	A(Very Good)	8
< 35 ≥30	< 70 ≥60	B+(Good)	7
< 30 ≥25	< 60 ≥50	B(Above Average)	6
< 25 ≥20	< 50 ≥40	C(Average)	5
< 20 ≥15	< 40 ≥30	P (Pass)	4
< 15	< 30	F(Fail)	0
		AB (Absent)	0

SPECIFIC GUIDELINES FOR EVALUATION PROCESS UNDER NEP

Discipline Specific Course (DSC) & Discipline Specific Electives (DSE): 4 Credit (3 Credit Theory + 1 Credit Practical/Tutorial):

Theory [Total Marks = 50]: Two (02) Internal Examinations, 25 marks each for CIA (Continuous Internal Assessment) and End Semester Examination (40 Marks)
Practical [Total Marks = 25]: **ESE – 60% & CIA -40%**

Tutorial [Total Marks = 25] : Home Assignment -10, Presentation & Viva- 10, Tutorial Class Attendance: 05

Interdisciplinary Minor (IDM)/Discipline Specific Minor (DSM): 4 Credit (3 Credit Theory + 1 Credit Practical/Tutorial): [Internal Examination to be held during 2nd Internal Examination]

Theory [Total Marks = 50]: One (01) Internal Examination 25 marks for CIA (Continuous Internal Assessment) and End Semester Examination (40 Marks)
Practical [Total Marks = 25]: **ESE – 60% & CIA -40%**

Tutorial [Total Marks = 25]: Home Assignment -10, Presentation & Viva- 10, Tutorial Class Attendance: 05

Skill Enhancement Course (SEC): Theory or Practical /#Project/ #Field Survey as in the College Course Structure. 3 Credits: [Internal Examination to be held during 2nd Internal Examination]

Theory [Total Marks = 50]: One (01) Internal Examination 25 marks for CIA (Continuous Internal Assessment) and End Semester Examination (40 Marks)

Question Pattern for Internal Examination: Three 5-mark questions to be answered out of six (06) options and five 2-marks to be answered out of ten (10) options for 25-marks question.
Practical [Total Marks = 50]: ESE – **60% & CIA -40%**

AEC (Ability Enhancement Course): 2 Credit, No CIA, Only ESE

Theory (50 marks): AEC (ability enhancement course) under NEP-2020 will be evaluated as per the existing evaluation pattern of AECC (ability enhancement compulsory course) under CBCS pattern since 2017-2018 session. Fifty MCQs with four options for answer will be set for end semester of examination of AECs [Time: One Hour & (50 X 1)= 50 marks].

Value Added Course (VAC); 4 Credits; No CIA, Only ESE

All **VACs will have a project component of ten (10) marks.**
VACs will be evaluated through MCQ pattern in the ESE. Forty (40) multiple choice questions with four options for answer will be set for 40-mark (40 X 1, Time: One Hour) end semester examination for all VACs.

Multi-Disciplinary Course (MDC): 3 Credit No CIA, Only ESE

Theory (50 marks): MDC will be evaluated through MCQ pattern in the ESE. Fifty (50) multiple choice questions with four options for answer will be set for 50-mark (50 X 1) end semester examination for all courses of MDC.