Ref. No: KU/R/...397.../23   Date : ...14/3/23

To
The Principal/Prof.-in-Charge,
of all Colleges under KU, Chaibasa,
Heads of all University Deptts. under KU, Chaibasa.

Sub :Regarding Curriculum Framework and Credit System by NEP
Implementation Cell.
Ref : H & TE Deptt. letter no.- 223 dt.- 31.01.23

Madam/Sir,
        With reference to the above mentioned subject & letter, enclosed
herewith please find the Curriculum Framework and Credit System prepared
by NEP Implementation Cell and communicated by the Deptt. vide the
referred letter.
        The same is being notified for information and necessary action at your
end.
Encl : As above.

                                        Sd/-
                                        Registrar
                                Kolhan University, Chaibasa

Copy to :
1. Deans of all Faculties under KU, Chaibasa
2. All Officers of KU, Chaibasa
3. Asst. to VC/PVC for kind information to VC/PVC.

                                        14/3/23
                                (Prof. Jayant Shekhar)
                                        Registrar
                                Kolhan University, Chaibasa

झारखण्ड सरकार
उच्च एवं तकनीकी शिक्षा विभाग
(उच्च शिक्षा निदेशालय)
योजना भवन, नेपाल हाउस, डोरण्डा, राँची–834002 (झारखण्ड)

पत्रांक–01 / वि0 1–63 / 2021– **223**   राँची / दिनांक– **31|01|2023**

प्रेषक,

गरिमा सिंह, भा.प्र.से.
निदेशक, उच्च शिक्षा।

सेवा में,

कुलसचिव
राँची विश्वविद्यालय, राँची
विनोबा भावे विश्वविद्यालय, हजारीबाग
कोल्हान विश्वविद्यालय, चाईबासा
सिदो कान्हू मुर्मू विश्वविद्यालय, दुमका
नीलाम्बर पीताम्बर विश्वविद्यालय, मेदिनीनगर, पलामू
बिनोद बिहारी महतो कोयलांचल विश्वविद्यालय, धनबाद
डॉ॰ श्यामा प्रसाद मुखर्जी विश्वविद्यालय, राँची
जमशेदपुर महिला विश्वविद्यालय, जमशेदपुर।

विषय:–   राज्य स्तर पर गठित NEP Implementation Cell द्वारा तैयार किए गए "Curriculum Framework and Credit System" के संबंध में।

प्रसंग:–   निदेशलीय पत्रांक–1072 (अनु0) दिनांक–19.07.2022

महाशय / महाशया,

उपर्युक्त विषय एवं प्रसंगाधीन पत्र के संबंध में सूचित करना है कि शैक्षणिक सत्र 2022–23 से सभी राजकीय विश्वविद्यालयों में NEP-2020 के क्रियान्वयन हेतु राज्य स्तर पर गठित NEP Implementation Cell द्वारा तैयार किए गए Curriculum Framework and Credit System को लागू किया गया है। इस संबंध में विश्वविद्यालय अनुदान आयोग द्वारा भी दिनांक–07.12.2022 को Curriculum and Credit Framework for Undergraduate Programmes जारी किया गया है।

उक्त के आलोक में राज्य स्तर पर गठित NEP Implementation Cell द्वारा UGC के Draft की समीक्षा की गई है एवं तदनुसार दिनांक–19.07.2022 द्वारा प्रेषित Draft Curriculum and Credit Framework for Undergraduate Programmes में आवश्यक संशोधन किया गया है।

यह आपके सूचनार्थ एवं आवश्यक कार्रवाई हेतु प्रेषित।

विश्वासभाजन

अनु0–यथोक्त।

(गरिमा सिंह)
निदेशक, उच्च शिक्षा निदेशालय।

ज्ञापांक–01 / वि0 1–63 / 2021– **223**   राँची / दिनांक– **31|01|2023**

प्रतिलिपि:–सचिव, उच्च एवं तकनीकी शिक्षा विभाग के प्रधान आप्त सचिव / निदेशक, उच्च शिक्षा निदेशालय के प्रधान आप्त सचिव को सूचनार्थ एवं आवश्यक कार्यार्थ प्रेषित।
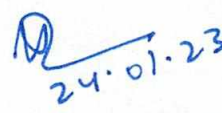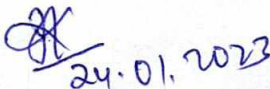
(गरिमा सिंह)
निदेशक, उच्च शिक्षा निदेशालय।
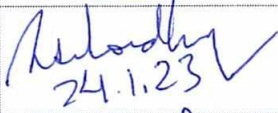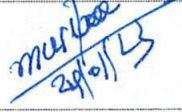
Minutes of the meeting of State Level NEP implementation Cell on 24.01.2023 AT 11.30 AM

1. The Curriculum and Credit Framework for the Four-Year Undergraduate Programme implemented from the academic Year 2022-23 has been revised. The credits for the language and communication skill (MIL including TRL) and language and communication skill (English) papers in Semesters I and II respectively have been reduced from 6 to 4 so that the total number of credits in the earlier framework and the revised framework may be the same.

2. In light of "Curriculum and Credit Framework for the Four-Year Undergraduate Programme" issued by UGC on 7th December 2022, the revised Curriculum and Credit Framework for the Four-Year Undergraduate Programme is to be implemented from the Academic Year 2023-24 onwards.

The following Members were present in the meeting:

Sl. No.	Name of Officers/Teachers	Designation	Signature
1	Ms. Garima Singh	Director Dept. of Higher and Technical Education, Jharkhand	98 24/1/22
2	Dr. Vibha Pandey	Deputy Director Dept. of Higher and Technical Education, Jharkhand	24.01.23
3	Dr. Anamol Kumar Lal	Deputy Director Dept. of Higher and Technical Education, Jharkhand	AKLal 24/01/23
4	Dr. Dhananjay Kumar Singh	Deputy Director Dept. of Higher and Technical Education, Jharkhand	24/01/2023
5	Dr. Hemendra Kumar Bhagat	Deputy Director Dept. of Higher and Technical Education, Jharkhand	24.01.23
6	Dr. Rajkumar Sharma	Dean Students' Welfare Ranchi University, Ranchi, Jharkhand	
7	Dr. Manoj Kumar	Principal, Marwari College, R.U., Ranchi, Jharkhand	24/11/23
8	Dr. Sharmila Rani	Principal, SSLNT College, Dhanbad	Sharm 24/01/23
9	Dr. Basant Kumar Gupta	Principal, Deoghar College, Deoghar	
10	Shri Balaji Venketeshwar	Chief Mentor, Cyber Vidyapeeth Foundation	
11	Dr. Mamta Verma	Director Cyber Vidyapeeth Foundation	
12	Dr. Indrajit Kumar	Associate Professor & Head, University Dept. of Chemistry VBU, Hazaribag, Jharkhand	24.01.2023

13	Dr. Sarvottam Kumar	Associate Professor & Head, University Dept. of Geography DSPMU, Ranchi, Jharkhand	24-01-23
14	Dr. Dhananjay Vasudeo Dwivedi	Assistant Professor University Dept. of Sanskrit DSPMU, Ranchi, Jharkhand	Dwivedi 24/02/23
15	Dr. Ranjeet Kumar Karn	Assistant Professor & Director IQAC Kolhan University, Chaibasa, Jharkhand	
16	Dr. Neeraj	Assistant Professor University Dept. of Chemistry Ranchi University, Ranchi, Jharkhand	24/01/23
17	Dr. Raj Kumar Singh	Assistant Professor University Dept. of Physics Ranchi University, Ranchi, Jharkhand	24.1.2023
18	Dr. Himanshu Shekhar Choudhary	Assistant Professor University Dept. of English BBMKU, Dhanbad, Jharkhand	24.1.23
19	Dr. Rajendra Kumar Jayaswal	Assistant Professor & Head, University Dept. of Physics, Jamshedpur Women's University, Jharkhand	24/01/23
19	Dr. Mirtunjay Kumar Dipak	Assistant Professor & Incharge, CC, Nilamber Pitamber University, Jharkhand	24/01/23
20	Shri Anupam Upadhyay	Representative Common Service Centre	

REVISED CURRICULUM AND CREDIT FRAMEWORK FOR THE FOUR-YEAR UNDERGRADUATE PROGRAMMES (FYUGP)

As per Provisions of NEP-2020
implemented from the Academic Year 2022-23 onwards

For the State Universities of Jharkhand

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Members of the State Level NEP Implementation Cell for preparing Regulation for the Curriculum and Credit Framework for the Four-Year Undergraduate Programmes (FYUGP)

1	Ms. Garima Singh	Director Dept. of Higher and Technical Education, Jharkhand
2	Dr. Vibha Pandey	Deputy Director Dept. of Higher and Technical Education, Jharkhand
3	Dr. Anamol Kumar Lal	Deputy Director Dept. of Higher and Technical Education, Jharkhand
4	Dr. Dhananjay Kumar Singh	Deputy Director Dept. of Higher and Technical Education, Jharkhand
5	Dr. Hemendra Kumar Bhagat	Deputy Director Dept. of Higher and Technical Education, Jharkhand
6	Dr. Rajkumar Sharma	Dean Students' Welfare Ranchi University, Ranchi, Jharkhand
7	Dr. Manoj Kumar	Principal, Marwari College, R.U., Ranchi, Jharkhand
8	Dr. Sharmila Rani	Principal, SSLNT College, Dhanbad
9	Dr. Basant Kumar Gupta	Principal, Deoghar College, Deoghar
10	Shri Balaji Venketeshwar	Chief Mentor, Cyber Vidyapeeth Foundation
11	Dr. Mamta Verma	Director Cyber Vidyapeeth Foundation
12	Dr. Indrajit Kumar	Associate Professor & Head, University Dept. of Chemistry VBU, Hazaribag, Jharkhand
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20	Shri Anupam Upadhyay	Representative Common Service Centre

ABBREVIATIONS

NEP	National Education Policy
FYUGP	Four-Year Undergraduate Programme
UGC	University Grants Commission
CBCS	Choice Based Credits System
LOCF	Learning Outcomes based Curriculum Framework
HEIs	Higher Education Institutions
ABC	Academic Bank of Credits
UG	Undergraduate
CE	Controller of Examinations
BOS	Board of Studies
GP	Grade Point
GPA	Grade Point Average
SGPA	Semester Grade Point Average
CGPA	Cumulative Grade Point Average
ESE	End Semester Examination
SIE	Semester Internal Examination
SIA	Semester Internal Assessment
FM	Full Marks
PM	Pass Marks
AI	Artificial Intelligence
CC	Common Courses
MIL	Modern Indian Language
NH	Non-Hindi
TRL	Tribal & Regional Language
IAP	Internship/ Apprenticeship/ Project
VS	Vocational Studies
MJ	Major Disciplinary/Interdisciplinary Courses
MN	Minor Disciplinary/Interdisciplinary Courses
AMJ	Advanced Major Disciplinary/Interdisciplinary Courses
RC	Research Courses
NSS	National Service Scheme
NCC	National Cadet Corps

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REGULATION FOR CURRICULUM AND CREDIT FROMEWORK FOR FOUR YEAR UNDERGRADUATE PROGRAMME FOR STATE UNIVERSITIES OF JHARKHAND

1. PREAMBLE

India has a rich tradition of the multidisciplinary approach since ages, as exemplified by the ancient institutions such as Nalanda and Takshashila. These higher learning centres of ancient India were known for teaching every branch of knowledge, such as singing, painting, chemistry, mathematics; vocational fields such as carpentry, clothes-making; professional fields such as medicine and engineering; and soft skills such as communication discussion and debate. Over the centuries the broader learning opportunities got narrowed, and gradually, in recent years the focus moved to specialization in particular subjects resulting in the growth of single-stream institutions. To reboot the legacy of multidisciplinary education, the National Education Policy 2020 (NEP 2020), suggests several policy directions for offering multidisciplinary education.

The University Grants Commission (UGC) has initiated several measures to bring equity, efficiency and excellence to the Higher Education System of the 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 UGC has formulated various regulations and guidelines from time to time to improve the higher education system and maintain minimum standards and quality across the Higher Educational Institutions (HEIs) in India.

The academic reforms recommended by the UGC in the recent past have led to the overall improvement in the higher education system. However, due to a lot of diversity in the system of higher education, there are multiple approaches followed by universities towards examination, evaluation and grading systems. Presently the performance of the students is reported using the conventional system of marks secured in the examinations or grades or both. The conversion from marks to letter grades and the letter grades used vary widely across the HEIs in the country. This creates difficulty for the academia and the employers to understand and infer the performance of the students graduating from different universities and colleges based on grades.

The grading system is considered to be better than the conventional marks system and hence it has been followed by the top institutions in India and abroad. So, it is desirable to introduce a uniform grading system. This will facilitate student mobility across institutions within and countries and also enable potential employers to assess the performance of students. To bring in the desired uniformity, in the 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 guidelines and is being incorporated by the State Universities of Jharkhand with modifications, considerations of the need and resources of the state.

2. INTRODUCTION

The Choice Based Credit System (CBCS) implemented for the undergraduate programmes in the Jharkhand State needs to be revised for instilling innovation and flexibility in line with the National Education Policy (NEP) 2020 and Curriculum and Credit Framework for Undergraduate Programmes published by Secretary, University Grants Commission, Bahadur Shah Zafar Marg, New, Delhi.

The HEIs of the state shall move to a criterion-based grading system for assessing student's achievement based on the learning goals for each programme. The state envisages the setting up of facilitative norms for multidisciplinary and holistic education across disciplines providing broad-based exposure to the students and sensitising them to the fundamentally interconnected nature of all human knowledge and enquiry. A new framework is required with cutting edge curriculum, creative combination of subjects, flexible options and multiple entry and exit options during the undergraduate course.

The present student-centric Curriculum and Credit Framework for the Four-Year Undergraduate Programme (FYUGP) incorporating a flexible choice-based credit system, multidisciplinary approach, and multiple entry and exit options will facilitate students to pursue their career path by choosing the subject/field of their interest has been prepared as per the UGC curricular and credit framework for the State Universities of Jharkhand implemented from Academic Year 2022-23 onwards.

3. TRANSFORMATIVE INITIATIVES FOR (FYUGP) FOUR-YEAR UNDERGRADUATE PROGRAMME

The curriculum framework of Four Year Under Graduate Programme (FYUGP) envisages several transformative initiatives in higher education in Jharkhand, in line with the revised UGC Guideline on the adoption of the Choice Based Credit System (CBCS) to implement NEP-2020. These include:

1. Introducing holistic and multidisciplinary undergraduate education across the Natural and Physical Sciences, Mathematics, Statistics and Computer Applications, Library Information and Media Sciences, Commerce and Management, Humanities and Social Sciences; 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.

2. Adoption of flexible curricular structures to enable creative combinations of disciplinary areas for study in multidisciplinary contexts that would also allow flexibility in course options that would be on offer to students, in addition to rigorous specialization in a subject or subjects.

3. Undergraduate degree programmes of either 3 or 4-year duration, with multiple entries and exit points and re-entry options within this period, with appropriate certifications such as:

    i. a Certificate after completing 1 year (2 semesters) of study in the chosen fields of study,

    ii. a Diploma after 2 years (4 semesters) of study,

    iii. a Bachelor's Degree after a 3-year (6 semesters) programme of study,

    iv. a Bachelor's Degree (Honours) after a 4-year (8 semesters) programme of study,

    v. a Bachelor's Degree (Honours with Research) after a 4-year (8 semesters) programme of study to the students undertaking 12 credit Research component in fourth year of FYUGP.

4. The 4-year Bachelor's degree programme is considered a preferred option since it would provide the opportunity to experience the full range of holistic and multidisciplinary education in addition to a focus on the chosen major and minors as per the choices of the student.

5. Inclusion of credit-based courses and projects in the areas of community engagement and service, environmental education, and value-based education.

6. Environment education to include areas such as climate change, pollution, waste management, sanitation, conservation of biological diversity, management of biological resources and biodiversity, forest and wildlife conservation, and sustainable development and living.

7. Value-based education to include the development of humanistic, ethical, Constitutional, and universal human values of truth, righteous conduct, peace, love, nonviolence, scientific temper, citizenship values, and life skills.

8. Lessons in service and participation in community service programmes to be an integral part of holistic education.

9. Global Citizenship Education and education for sustainable development to form an integral part of the curriculum to empower learners to become aware of and understand global and sustainable development issues and to become active promoters of more peaceful, tolerant, inclusive, secure, and sustainable societies.

10. Students to be provided with opportunities for internships with local industry, businesses, artists, crafts persons, etc., as well as research internships with faculty and researchers at their own or other HEIs/research institutions, so that students may actively engage with the practical side of their learning and, as a by-product, further improve their employability.

11. Reorienting teaching programmes to ensure the development of capabilities across a range of disciplines including sciences, social sciences, arts, humanities, languages, as well as vocational subjects. This would involve offering programmes/courses of study relating to Languages, Literature, Music, Philosophy, Art, Dance, Theatre, Statistics, Pure and Applied

Sciences, Sports, etc., and other such subjects needed for a multidisciplinary and stimulating learning environment.

12. Preparing professionals in cutting-edge areas that are fast gaining prominence, such as Artificial Intelligence (AI), 3-D machining, big data analysis, and machine learning, in addition to genomic studies, biotechnology, nanotechnology, neuroscience, with important applications to health, environment, and sustainable living that will be woven into undergraduate education for enhancing the employability of the youth.

4. MAIN FEATURES OF THE NEW CURRICULUM FRAMEWORK

The new curriculum framework will have the following features:

  i.   Flexibility to move from one discipline of study to another;
  ii. Opportunity for learners to choose the courses of their interest in all disciplines;
  iii. Facilitating multiple entry and exit options with UG certificate/ UG diploma/ or degree depending upon the number of credits secured;
  iv. Flexibility for learners to move from one institution to another to enable them to have multi and/or interdisciplinary learning;
  v.   Flexibility to switch to alternative modes of learning (offline, ODL, and Online learning, and hybrid modes of learning).

Regulations for Academic Bank of Credits (ABC) and guidelines for Multiple Entry and Exit are already in place to facilitate the implementation of the proposed "Curriculum and Credit Framework for Undergraduate Programmes"

5. DEFINITIONS

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

  ii. **Semester**: The odd semester is scheduled from July to December and the even semester is from January to June. Each week has a minimum of 40 working hours spread over 6 days.

   An academic year comprising 180 working days in the least is divided into two semesters, each semester having at least 90 working days. With six working days in a week, this would mean that each semester will have 90 / 6 = 15 teaching/ working weeks. Each working week will have 40 hours of instructional time.

   Each semester will include – Admission, course work, conduct of examination and declaration of results including semester break.

  iii. **Academic Calendar:** An Academic Calendar will be prepared by the university to maintain uniformity in the CBCS of the UG Honours Programmes, UG Programmes, semesters and

courses in the college run under the university (Constituent /Affiliated). In order to undergo 8 weeks summer internship/apprenticeship during the summer camp, the Academic Calendar may be scheduled for academic activities as below:

Odd Semester: From first Monday of August to third Saturday of December

Even Semester: From first Monday of January to third Saturday of May

iv. **Summer term:** A summer term is for eight weeks, and summer term courses may be offered on a fast-track mode to enable students to complete arrears courses. The HEIs can decide on the kind of courses (offline, ODL, and Online learning, and hybrid modes of learning) to be offered in the summer term.

v. **Choice Based Credit System (CBCS):** CBCS provides choices for students to select from the prescribed Programme.

vi. **Programmes:**

An undergraduate programme leading to the Undergraduate Certificate/ Undergraduate Diploma/ Bachelor's Degree/ Bachelor's Degree Honours & Bachelor's Degree Honours with Research.

vii. **Courses:**

a) A course is a structured set of instructions that are imparted to a student based on a syllabus or a framework decided beforehand (and has the sanction of the different academic (Board of Studies, Faculty, Academic Council) and executive (Syndicate/ Senate) bodies of the University extended over a semester.

b) Each course is designed variously under instructions given as Lectures, Tutorials, and Practical (laboratory and field exercises). Usually, these components are referred to as L, T, and P components. The credits for each course determine the volume of the course content.

c) Allowed Course Combinations: The Board of Studies (BOS) may revise subject combinations from time to time.

The BOS may add or delete subjects in the combination of subjects. Each **UG Hons/Research Programme** shall be designed as **160 credits**, a full-time undergraduate degree programme delivered in **Eight (08) Semesters**.

viii. **Credit:** The term 'credit' refers to the weightage given to a course, usually in terms of the number of instructional hours per week assigned to it. The workload relating to a course is measured in terms of credit hours. It determines the number of hours of instruction required per week over the duration of a semester (minimum 15 weeks).

a) One hour of teaching/ lecture or two hours of laboratory /practical work will be assigned per class/interaction.

One credit for Theory = <u>15 Hours of Teaching</u> i.e., 15 Credit Hours

One credit for Practicum = <u>30 Hours of Practical work</u> i.e., 30 Credit Hours

b) Each course may have only a lecture component or a lecture and tutorial component or a lecture and practicum component or a lecture, tutorial, and practicum component, or only practicum component. For example, a three-credit lecture course in a semester means three one-hour lectures per week. In a semester of 15 weeks' duration, a three-credit lecture course is equivalent to 45 hours of teaching.

c) For credit determination, instruction is divided into three major components:

Lectures (L) – Classroom lectures of one-hour duration.

Tutorials (T) – Special, elaborate instructions on specific topics of one-hour duration

Practical (P) – Laboratory or field exercises in which the student has to do experiments or other practical work of two-hour duration.

d) All courses needed not to carry the same weight. The course should define learning objectives and learning outcomes. A Course is designed to comprise lecture/ tutorials/ laboratory work/ fieldwork/ project work/ viva/ seminars/ assignments/ presentations etc. or a combination of some of these

6. AWARDING UG CERTIFICATE, UG DIPLOMA AND DEGREES

UG Certificate: Students who opt to exit after completion of the first year and have secured 40 credits will be awarded a UG certificate provided they complete one vocational course of 4 credits during the summer vacation of the first year or internship/ Apprenticeship in addition to 6 credits from skill-based courses earned during first and second semester. These students are allowed to re-enter the degree programme within three years and complete the degree programme within the stipulated maximum period of seven years.

UG Diploma: Students who opt to exit after completion of the second year and have secured 80 credits will be awarded the UG diploma provided they complete one vocational course of 4 credits or internship/ Apprenticeship/ skill based vocational courses offered during first year or second year summer term in addition to 9 credits from skill-based courses earned during first, second, and third semester. These students are allowed to re-enter within a period of three years and complete the degree programme within the maximum period of seven years.

3-year UG Degree: Students who wish to undergo a 3-year UG programme will be awarded UG Degree in the Major discipline after successful completion of three years, securing 120 credits and satisfying the minimum credit requirement.

4-year UG Degree (Honours): A four-year UG Honours degree in the major discipline will be awarded to those who complete a four-year degree programme with 160 credits and have satisfied the minimum credit requirements of each course & semester.

4-year UG Degree (Honours with Research): Students who secure 75% marks and above in the first six semesters and wish to undertake research at the undergraduate level can choose a research stream in the fourth year. They should do a research project or dissertation under the guidance of a faculty member of the University/College. The research project/dissertation will be in the major discipline. The students who secure 160 credits, including 12 credits from a research project/dissertation, are awarded UG Degree (Honours with Research).

> **Infrastructure Requirement:** The Departments offering a 4-year UG Degree (Honours with Research) must have the required infrastructure such as the library, access to journals, computer lab and software, laboratory facilities to carry out experimental research work, and at least two permanent faculty members who are recognized as Ph.D. supervisors. The Departments already recognized for conducting the Ph.D. programme may conduct a 4-year UG Degree (Honours with Research) without obtaining any approval from the affiliating University.

UG Degree Programmes with Single Major: A student has to secure a minimum of 50% credits from the major discipline for the 3-year/4-year UG degree to be awarded a single major. For example, in a 3-year UG programme, if the total number of credits to be earned is 120, a student of Physics with a minimum of 60 credits will be awarded a B.Sc. in Physics with a single major. Similarly, in a 4-year UG programme, if the total number of credits to be earned is 160, a student of Physics with a minimum of 80 credits will be awarded a B.Sc. (Hons./Hon. With Research) in Physics in a 4-year UG programme with single major.

UG Degree Programmes with Double Major: A student has to secure a minimum of 40% credits from the second major discipline for the 3-year/4-year UG degree to be awarded a double major. For example, in a 3-year UG programme, if the total number of credits to be earned is 120, a student of Physics with a minimum of 48 credits will be awarded a B.Sc. in Physics with a double major. Similarly, in a 4-year UG programme, if the total number of credits to be earned is 160, a student of Physics with a minimum of 64 credits will be awarded a B.Sc. (Hons./Hon. with Research) in Physics in a 4-year UG programme with double major.

Interdisciplinary UG Programmes: The credits for core courses shall be distributed among the constituent disciplines/subjects so as to get core competence in the interdisciplinary programme. For example, a degree in Econometrics requires courses in economics, statistics, and mathematics. The total credits to core courses shall be distributed so that the student gets full competence in Econometrics upon completion of the programme. The degree for such students will be awarded as B.Sc. in Econometrics for a 3-year UG programme or B.Sc. (Honours) / B.Sc. (Honours with Research) in Econometrics for a 4-year UG programme.

Multidisciplinary UG Programmes: In the case of students pursuing a multidisciplinary programme of study, the credits to core courses will be distributed among the broad disciplines such as Life sciences, Physical Sciences, Mathematical and Computer Sciences, Data Analysis, Social Sciences, Humanities, etc., For example, a student who opts for a UG program in Life sciences will have the total credits to core courses distributed across Botany, Zoology and Human biology disciplines. The degree will be awarded as B.Sc. in Life Sciences for a 3-year programme and B.Sc. (Honours) in Life Sciences or B.Sc. (Honours with Research) for a 4-year programme without or with a research component respectively.

The statutory bodies of the Universities and Colleges such as the Board of Studies and Academic Council will decide on the list of courses under major category and credit distribution for double major, interdisciplinary and multidisciplinary programmes.

7. APPLICABILITY OF CBCS AND GRADING SYSTEM

i. The Regulation herein specified applies to all full–time undergraduate Programmes under the Revised Choice Based Credit System in Four-Year Undergraduate Programme (FYUGP) by the State Universities of Jharkhand hereinafter referred to as the University.

ii. The College imparting undergraduate teaching, hereinafter, shall be referred to as College.

8. UNDERGRADUATE PROGRAMME

i. The University is offering several undergraduate courses in its different constituent and affiliated colleges for the award of the degree for Certificate after one year, Diploma after two years, Bachelor degree after three years and Bachelor degree (with Hons./Research) after four years. Programmes shall have option of entry and exit after every two semesters.

ii. A participant of the programme is a student who registers himself/ herself with the University for a Course of study and attends the same.

iii. A full-time programme is a programme where the participants study as per the schedule and are not employed.

9. **MULTIPLE ENTRY AND EXIT POINTS**

Level 5: Undergraduate Certificate: Entry will be based on the Certificate obtained after successful completion of Grade 12 or equivalent stage of education and the marks/grade imposed by the institution. The Undergraduate Certificate will be awarded to the student seeking exit after the successful completion of two-semesters with courses of 40 credits and one vocational course/ internship/ project of 4 credits during the summer vacation.

Level 6: Undergraduate Diploma: Continuation of study or lateral entry in the second year of the undergraduate programme will be possible for those who have met the entrance requirements, including attainment of prescribed levels as specified in the programme. The continuation of the study will be based on the evaluation of documentary evidences (including the academic record and/or evidence relating to the assessment and certification of prior learning) of the applicant's ability to pursue an undergraduate programme of study. The Undergraduate Diploma will be awarded to the student seeking exit after the successful completion of four-semesters with courses of 80 credits and one vocational course/ internship/ project of 4 credits during the summer vacation.

Level 7: Bachelor's Degree: Continuation of study or lateral entry in the third year (fifth semester) of the undergraduate programme will be possible for those who have met the entrance requirements, including attainment of prescribed levels as specified in the programme. The continuation of the study will be based on the evaluation of documentary evidences (including the academic record and/or evidence relating to the assessment and certification of prior) of the applicant's ability to pursue an undergraduate programme of study. The Bachelor's Degree will be awarded to the student seeking exit after the successful completion of Six-semesters with courses of 120 credits.

Level 8: Bachelor's Degree with Hons./Research: An individual seeking admission/ continuation to the Bachelor's Degree with Honours/ Research in a specified field of learning should have completed all requirements of the relevant 3-year Bachelor's degree with a minimum CGPA of 7.5, will be allowed to take the Research courses in fourth year of the undergraduate programme. In lieu of Research courses (for students securing less than 7.5 CGPA and qualified otherwise) three Advanced Major (disciplinary/ interdisciplinary/ multidisciplinary) courses will be offered leading to Hons. Degree.

Lateral Entry

a. There will be a lateral entry of the students only in semesters III, V & VII.

b. The student must have cleared the specified credits of all the courses of previous semesters.

c. The master content of the syllabus studied previously must be equivalent and there should not be variation in the syllabus more than 30%.

d. Depending upon the academic and physical facilities available, the HEIs may earmark seats for lateral entrants to the second year/third year/fourth year of a first-degree programme, if the student has either

    i. successfully completed the first year/second year/third year of the same programme in any institution, or

    ii. already successfully completed a first degree programme and is desirous of and academically capable of pursuing another first degree programme in an allied subject.

10. DURATION (TIME FRAME) OR VALIDITY OF REGISTRATION

i. The UG programme for a regular student shall be 'for a period of four years with multiple entry and multiple exit options.

ii. Each academic year shall comprise of two semesters, viz. Odd and Even semesters.

iii. Odd Semesters shall be from July to December and Even Semesters from January to June.

iv. Eligibility to take Research courses in Semester VII is to secure a minimum of overall marks 75% (7.5 CGPA) and above up to semester VI along with other criteria of the Institution.

v. The validity of credits earned/kept in the Academic Bank of Credits account will be 7 years.

11. ELIGIBILITY CRITERIA TO PURSUE UNDERGRADUATE COURSES

i. The students passing Grade 12/ Intermediate/ equivalent examination shall be eligible for applying admission. The criteria for admission under the heads shall be the minimum pass marks at the last lower examination.

ii. Entry will be based on the Certificate obtained after successful completion of Grade 12 or equivalent stage of education and the marks/grade imposed by the institution.

iii. UG Degree Programmes with Double Major shall be provided only to those students who secure a minimum of overall 75% marks (7.5 CGPA) or higher.

iv. Other eligibility criteria including those for multiple entry will be in light of the UGC Guidelines for Multiple Entry and Exit in Academic Programmes offered in Higher Education Institutions.

12. SELECTION CRITERIA FOR ADMISSION

The selection for admission will be primarily based on availability of seats in the Major subject and marks imposed by the institution. Merit point for selection will be based on marks obtained in Major subject at Class 12 (or equivalent level) or the aggregate marks of Class 12 (or equivalent level) if Marks of the Major subject is not available. Reservation norms of The Government of Jharkhand must be followed as amended in times.

13. CHOOSING PROGRAMME/ STUDY COURSES

The curriculum consists of major stream courses, minor stream courses and courses from other disciplines, language courses, skill courses, and a set of courses on Environmental education, understanding India, Digital and technological solutions, Health & Wellness, Yoga education, and sports and fitness. There will courses from broad disciplinary areas, each having basket of courses:

    i. Natural and Physical Sciences

    ii. Mathematics, Statistics, and Computer Applications

    iii. Library, Information and Media Sciences

    iv. Commerce and Management

    v. Humanities and Social Sciences

    vi. Or others offered by the University

At the time of admission, a student will have to select a 'Major' from any of the broad disciplinary areas. The selection for admission will be primarily based on availability of seats in Major and marks imposed by the institution. A student will also have to select three subjects for 'Multidisciplinary Courses' from a pool of subjects offered by the institution from the concerned broad disciplinary areas.

Major Courses: (Disciplinary/Interdisciplinary Major)

i. The FYUGP offers students a general understanding as well as in-depth study of at least one subject area termed as Major.

ii. At the time of admission, a student will select a Major subject offered by the institution.

iii. The major subject will be of a higher level to get deep knowledge and specialization in the discipline selected. These will be of total 80 credits to be covered during semesters I -VIII. In semesters VII and VIII, the advanced level courses of the major subject of 12 credits be offered in lieu of taking up Research Courses.

Minor Courses: (Disciplinary/Interdisciplinary Minor)

i. The student will have to choose Two Minor subjects at the time of admission.

ii. One Minor subject to support the major subject from the concerned broad disciplinary area in the first semester.

iii. The other will be from a pool of vocational courses/skill enhancement courses of vocational nature either supporting the major or from the field of major courses offered by the institution.

Change of Major & Minor: At the end of the second semester, students can decide either to continue with the chosen major or request a change of major. The minor stream courses include vocational courses which will help the students to equip with job-oriented skills. A student may declare the choice of the minor and vocational stream at the end of the second semester, after exploring various courses.

Common Courses: The following courses may be common to all students in semesters I to III:

i. A student has to opt for One paper of 2 credits in MIL (Hindi Communication).
ii. English Communication will be a compulsory common paper of 2 credits.
iii. 'Environmental studies' of 2 credits
iv. 'Understanding India' of 2 credits
v. 'Health & Wellness, Yoga Education, Sports & Fitness' of 2 credits
vi. 'Community Engagement & Service (NSS/ NCC/ Adult Education)' of 2 credits

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

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

Value-Added Courses (VAC): Common to All UG Students (The HEIs may introduce other innovative value-added courses relevant to the discipline or common to all UG programmes.)

i. **Understanding India:** The course aims at enabling the students to acquire and demonstrate the knowledge and understanding of contemporary India with its historical perspective, the basic framework of the goals and policies of national development, and the constitutional obligations with special emphasis on constitutional values and fundamental rights and duties.

The course would also focus on developing an understanding among student-teachers of the Indian knowledge systems, the Indian education system, and the roles and obligations of teachers to the nation in general and to the school/community/society. The course will attempt to deepen knowledge about and understanding of India's freedom struggle and of the values and ideals that it represented to develop an appreciation of the contributions made by people of all sections and regions of the country, and help learners understand and cherish the values enshrined in the Indian Constitution and to prepare them for their roles and responsibilities as effective citizens of a democratic society.

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

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

iv. **Health & Wellness, Yoga education, sports, and fitness:** Course components relating to health and wellness seek to promote an optimal state of physical, emotional, intellectual, social, spiritual, and environmental well-being of a person. Sports and fitness activities will be organized outside the regular institutional working hours. Yoga education would focus on preparing the students physically and mentally for the integration of their physical, mental, and spiritual faculties, and equipping them with basic knowledge about one's personality, maintaining self-discipline and self-control, to learn to handle oneself well in all life situations. The focus of sports and fitness components of the courses will be on the improvement of physical fitness including the improvement of various components of physical and skills-related fitness like strength, speed, coordination, endurance, and flexibility; acquisition of sports skills including motor skills as well as basic movement skills relevant to a particular sport; improvement of tactical abilities; and improvement of mental abilities.

Skill Enhancement Courses (SEC): These courses are aimed at imparting practical skills, hands-on training, soft skills, etc., to enhance the employability of students. The institution may design

courses as per the students' needs and available institutional resources. These courses may be approved by the competent authority before implementation.

Administrative aspects of SEC such as Infrastructure, Faculty, Financial aspects, Fee of Courses and Regulations etc. to be substantiated well in advanced.

Summer Internship/Apprenticeship/Project: A key aspect of the new UG programme is induction into actual work situations.

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

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

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

Multidisciplinary Courses: The introductory Multidisciplinary course will be of 9 credits to be covered during the first three semesters, in which 03 credits will be for each courses aligned with broad disciplines mentioned above.

Students are not allowed to choose or repeat courses already undergone at the higher secondary level (12th class) in the proposed major and minor stream under this category.

Research Courses: (Disciplinary/Interdisciplinary Advanced Major)

i.   At the beginning of semester VII, each student will take up a research project along with advanced disciplinary /interdisciplinary courses. The final semester will be devoted mainly to the research project. The project should preferably be related to a topic in the chosen major.

ii.   In Research courses, the student will learn mainly

    a.   Research Methodology

    b.   Writing research proposal, data collection and review of the literature

    c.   Research internship/ Field work

    d.   Preparation of research project/ Writing research project report

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

Pedagogical approaches: The Learning Outcomes-Based Approach to curriculum planning and transaction requires that the pedagogical approaches are oriented towards enabling students to attain the defined learning outcomes relating to the courses within a programme. The outcome based approach, particularly in the context of undergraduate studies, requires a significant shift from teacher-centric to learner-centric pedagogies, and from passive to active/participatory pedagogies.

Every programme of study lends itself to the well-structured and sequenced acquisition of knowledge and skills. Practical skills, including an appreciation of the link between theory and practice, will constitute an important aspect of the teaching-learning process.

Teaching methods, guided by such a framework, may include lectures supported by tutorial work; practicum and field-based learning; the use of prescribed textbooks and e-learning resources and other self-study materials; field-based learning/project, open-ended project work, some of which may be team-based; activities designed to promote the development of generic/transferable and subject specific skills; and internship and visits to field sites, and industrial or other research facilities etc.

Note:

i. Major and Minor courses once continued in Semester-III would not be changed unless the student quits a programme and joins a new programme.

ii. The student will be required to accumulate a certain minimum number of credits (as defined in the case of the Programme) to qualify for the stages of the Four-year UG programme.

iii. University may revise subject mapping as per subjects available at institutions or in cases of new subject introduced in times.

iv. The FYUGP Curriculum framework may be revised subject to the guidelines provided by the UGC in times.

v. Only the minimum total number of credits in each semester is indicated above. The HEIs may decide the number of credits for each course (e.g. Major, Minor, Multidisciplinary, etc.) to fulfil the minimum number of credit requirements.

vi. Students may be permitted to audit course(s) of their choice offered by the HEI provided they meet the pre-requisite for the course.

vii. Minor stream courses can be from 50% of the total credits must be secured in the relevant subject/discipline and another 50% of the total credits from a minor can be earned from any discipline as per students' choice.

viii. Students are not allowed to take the same courses studied in the 12th class under the interdisciplinary category.

ix. 40% of the credits in any category may be earned through online courses approved by the Department and Institution as per the existing UGC regulations.

x. VIII-Semester core major may be seminar-based with students' presentations and discussions.

xi. Students may be encouraged to enrol in activities such as NSS / NCC.

Table 1: Credit Framework for Four Year Undergraduate Programme (FYUGP) under State Universities of Jharkhand [Total Credits = 160]

Level of Courses	Semester	MJ; Discipline Specific Courses – Core or Major (80)	MN; Minor from discipline (16)	MN; Minor from vocational (16)	MDC; Multidisciplinary Courses [Life sciences, Physical Sciences, Mathematical and Computer Sciences, Data Analysis, Social Sciences, Humanities, etc.] (9)	AEC; Ability Enhancement Courses (Modern Indian Language and English) (8)	SEC; Skill Enhancement Courses (9)	VAC: Value Added Courses (6)	IAP: Internship/ Dissertation (4)	RC; Research Courses (12)	AMJ; Advanced Courses in lieu of Research (12)	Credits	Double Major (DMJ)
1	2	3	4	5	6	7	8	9	10	11	12	13	14
100-199: Foundation or Introductory courses	I	4	4		3	2	3	4				20	4+4
	II	4+4		4	3	2	3					20	4+4
Exit Point: Undergraduate Certificate provided with Summer Internship/ Project (4 credits)													
200-299: Intermediate-level courses	III	4+4	4		3	2	3					20	4+4
	IV	4+4+4		4		2		2				20	4+4
Exit Point: Undergraduate Diploma provided with Summer Internship in 1st or 2nd year/ Project (4 credits)													
300-399: Higher-level courses	V	4+4+4	4							4		20	4+4
	VI	4+4+4+4		4								20	4+4
Exit Point: Bachelor's Degree													
400-499: Advanced courses	VII	4+4+4+4	4									20	4+4
	VIII	4		4						12	4+4+4	20	4+4
Exit Point: Bachelor's Degree with Hons. /Hons. with Research												160	224

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

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COURSES OF STUDY FOR FOUR YEAR UNDERGRADUATE PROGRAMME   **2022 onwards**

Table 2: Semester wise Course Code and Credit Points for Single Major:

Semester	Common, Introductory, Major, Minor, Vocational & Internship Courses		
	Code	Papers	Credits
I	AEC-1	Language and Communication Skills (MIL-1; Modern Indian language including TRL)	2
	VAC-1	Value Added Course-1	4
	SEC-1	Skill Enhancement Course-1	3
	MDC-1	Multi-disciplinary Course-1	3
	MN-1A	Minor from Discipline-1	4
	MJ-1	Major paper 1 (Disciplinary/Interdisciplinary Major)	4
II	AEC-2	Language and Communication Skills (English)	2
	SEC-2	Skill Enhancement Course-2	3
	MDC-2	Multi-disciplinary Course-2	3
	MN-2A	Minor from Vocational Studies/Discipline-2	4
	MJ-2	Major paper 2 (Disciplinary/Interdisciplinary Major)	4
	MJ-3	Major paper 3 (Disciplinary/Interdisciplinary Major)	4
III	AEC-3	Language and Communication Skills (MIL-2; Modern Indian language including TRL)	2
	SEC-3	Skill Enhancement Course-3	3
	MDC-3	Multi-disciplinary Course-3	3
	MN-1B	Minor from Discipline-1	4
	MJ-4	Major paper 4 (Disciplinary/Interdisciplinary Major)	4
	MJ-5	Major paper 5 (Disciplinary/Interdisciplinary Major)	4
IV	AEC-3	Language and Communication Skills (MIL-2/ English-2)	4
	VAC-2	Value Added Course-2	2
	MN-2B	Minor from Vocational Studies/Discipline-2	4

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	MJ-6	Major paper 6 (Disciplinary/Interdisciplinary Major)	4
	MJ-7	Major paper 7 (Disciplinary/Interdisciplinary Major)	4
	MJ-8	Major paper 8 (Disciplinary/Interdisciplinary Major)	4
V	MN-1C	Minor from Discipline-1	4
	MJ-9	Major paper 9 (Disciplinary/Interdisciplinary Major)	4
	MJ-10	Major paper 10 (Disciplinary/Interdisciplinary Major)	4
	MJ-11	Major paper 11 (Disciplinary/Interdisciplinary Major)	4
	IAP	Internship/Apprenticeship/Field Work/Dissertation/Project	4
VI	MN-2C	Minor from Vocational Studies/Discipline-2	4
	MJ-12	Major paper 12 (Disciplinary/Interdisciplinary Major)	4
	MJ-13	Major paper 13 (Disciplinary/Interdisciplinary Major)	4
	MJ-14	Major paper 14 (Disciplinary/Interdisciplinary Major)	4
	MJ-15	Major paper 15 (Disciplinary/Interdisciplinary Major)	4
VII	MN-1D	Minor from Discipline-1	4
	MJ-16	Major paper 16 (Disciplinary/Interdisciplinary Major)	4
	MJ-17	Major paper 17 (Disciplinary/Interdisciplinary Major)	4
	MJ-18	Major paper 18 (Disciplinary/Interdisciplinary Major)	4
	MJ-19	Major paper 19 (Disciplinary/Interdisciplinary Major)	4
VIII	MN-2D	Minor from Vocational Studies/Discipline-2	4
	MJ-20	Major paper 20 (Disciplinary/Interdisciplinary Major)	4
	RC/	Research Internship/Field Work/Dissertation OR	12/
	AMJ-1	Advanced Major paper-1 (Disciplinary/Interdisciplinary Major)	4
	AMJ-2	Advanced Major paper-2 (Disciplinary/Interdisciplinary Major)	4
	AMJ-3	Advanced Major paper-3 (Disciplinary/Interdisciplinary Major)	4
		Total Credit	**160**

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14. NUMBER OF CREDITS BY TYPE OF COURSE

The hallmark of the new curriculum framework is the flexibility for the students to learn courses of their choice across various branches of undergraduate programmes. This requires that all departments prescribe a certain specified number of credits for each course and common instruction hours (slot time).

Table 3: Overall Course Credit Points for Single Major

Courses	Nature of Courses	3 yr UG Credits	4 yr UG Credits
Major	Core courses	60	80
Minor	i. Discipline/ Interdisciplinary courses and ii. Vocational Courses	24	32
Multidisciplinary	3 Courses	9	9
AEC	Language courses	8	8
SEC	**Courses to be developed by the University**	9	9
Value Added Courses	Understanding India, Environmental Studies, Digital Education, Health & wellness, Summer Internship/ Apprenticeship/ Community outreach activities, etc.	6	6
Internship (In any summer vacation for Exit points or in Semester-V)		4	4
Research/ Dissertation/ Advanced Major Courses	Research Institutions/ 3 Courses		12
	Total Credits =	**120**	**160**

Table 4: Overall Course Code and Additional Credit Points for Double Major

Courses	Nature of Courses	3 yr UG Credits	4 yr UG Credits
Major 1	Core courses	60	80
Major 2	Core courses	48	64
Minor	i. Discipline/ Interdisciplinary courses and ii. Vocational Courses	24	32
Multidisciplinary	3 Courses	9	9
AEC	Language courses	8	8
SEC	**Courses to be developed by the University**	9	9
Value Added Courses	Understanding India, Environmental Studies, Digital Education, Health & wellness, Summer Internship/ Apprenticeship/ Community outreach activities, etc.	6	6
Internship (In any summer vacation for Exit points or in Semester-V)		4	4
Research/ Dissertation/ Advanced Major Courses	Research Institutions/ 3 Courses		12
	Total Credits =	**168**	**224**

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Table 5: Semester wise Course Code and Additional Credit Points for Double Major:

Semester	Common, Introductory, Major, Minor, Vocational & Internship Courses			Credits
	Code	Papers		
I	DMJ-1	Double Major paper-1 (Disciplinary/Interdisciplinary Major)		4
	DMJ-2	Double Major paper-2 (Disciplinary/Interdisciplinary Major)		4
II	DMJ-3	Double Major paper-3 (Disciplinary/Interdisciplinary Major)		4
	DMJ-4	Double Major paper-4 (Disciplinary/Interdisciplinary Major)		4
III	DMJ-5	Double Major paper-5 (Disciplinary/Interdisciplinary Major)		4
	DMJ-6	Double Major paper-6 (Disciplinary/Interdisciplinary Major)		4
IV	DMJ-7	Double Major paper-7 (Disciplinary/Interdisciplinary Major)		4
	DMJ-8	Double Major paper-8 (Disciplinary/Interdisciplinary Major)		4
V	DMJ-9	Double Major paper-9 (Disciplinary/Interdisciplinary Major)		4
	DMJ-10	Double Major paper-10 (Disciplinary/Interdisciplinary Major)		4
VI	DMJ-11	Double Major paper-11 (Disciplinary/Interdisciplinary Major)		4
	DMJ-12	Double Major paper-12 (Disciplinary/Interdisciplinary Major)		4
VII	DMJ-13	Double Major paper-13 (Disciplinary/Interdisciplinary Major)		4
	DMJ-14	Double Major paper-14 (Disciplinary/Interdisciplinary Major)		4
VIII	DMJ-15	Double Major paper-15 (Disciplinary/Interdisciplinary Major)		4
	DMJ-16	Double Major paper-16 (Disciplinary/Interdisciplinary Major)		4
		Total Credit		**64**

Abbreviations:

AEC   Ability Enhancement Courses
SEC   Skill Enhancement Courses
IAP   Internship/Apprenticeship/ Project
MDC   Multidisciplinary Courses
MJ   Major Disciplinary/Interdisciplinary Courses
DMJ   Double Major Disciplinary/Interdisciplinary Courses
MN   Minor Disciplinary/Interdisciplinary Courses
AMJ   Advanced Major Disciplinary/Interdisciplinary Courses
RC   Research Courses

15. NATURE OF DIFFERENT TYPES OF COURSES IN A PROGRAMME

The following types of courses/activities constitute the programmes of study. Each of them will require a specific number of hours of teaching/guidance and laboratory/studio/workshop activities, field-based learning/projects, and internships, and community engagement and service.

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. A minimum of 15 hours of teaching per credit in a semester

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/activity:** 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 discussion/conversation or debate focused on assigned tasks/readings, current or historical events, or shared experiences guided or led by an expert or qualified personnel in a field of learning, work/vocation or professional practice.

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 organizations, business organizations, artists, crafts persons, and similar entities to provide opportunities for students to actively engage in on-site experiential learning.

vi. **Studio activities:** Studio activities involve the engagement of students in creative or artistic activities. Every student is engaged in performing a creative activity to obtain a specific outcome. Studio-based activities involve visual- or aesthetic-focused experiential work.

vii. **Field practice/projects:** Courses requiring students to participate in field-based learning/projects generally under the supervision of an employee of the given external entity.

viii. **Community engagement and service:** Courses requiring students to participate in field-based learning/projects generally under the supervision of an employee of the given external entity. The curricular component of 'community engagement and service' will involve activities that would expose students to the socio-economic issues in society so that the theoretical

learnings can be supplemented by actual life experiences to generate solutions to real-life problems.

16. CREDIT HOURS FOR DIFFERENT TYPES OF COURSES

The workload relating to a course is measured in terms of credit hours. A credit is a unit by which the coursework is measured. It determines the number of hours of instruction required per week over the duration of a semester (minimum 15 weeks).

Each course may have only a lecture component or a lecture and tutorial component or a lecture and practicum component or a lecture, tutorial, and practicum component, or only practicum component. For example, a three-credit lecture course in a semester means three one-hour lectures per week with each one-hour lecture counted as one credit. In a semester of 15 weeks duration, a three-credit lecture course is equivalent to 45 hours of teaching.

i. **Tutorial courses:** One credit for tutorial work means one hour of engagement per week. In a semester of 15 weeks duration, a one-credit tutorial in a course is equivalent to 15 hours of engagement.

ii. **Practicum or Laboratory work/activity:** A one-credit course in practicum or lab work, community engagement and services, and fieldwork in a semester mean two-hour engagement per week. In a semester of 15 weeks duration, a one-credit practicum in a course is equivalent to 30 hours of engagement.

iii. **Seminar:** A one-credit of Seminar or Internship or Studio activities or Field practice/projects or Community engagement and service means two-hour engagements per week. Accordingly, in a semester of 15 weeks duration, one credit in these courses is equivalent to 30 hours of engagement.

iv. **Hybrid courses:** A course can have a combination of lecture credits, tutorial credits, and practicum credits. For example, a 4—credit course with three credits assigned for lectures and one credit for practicum shall have three 1-hour lectures per week and one 2-hour duration field-based learning/project or lab work, or workshop activities per week. In a semester of 15 weeks duration, a 4-credit course is equivalent to 45 hours of lectures and 30 hours of practicum.

Similarly, a 4—credit course with 3-credits assigned for lectures and one credit for tutorial shall have three 1-hour lectures per week and one 1-hour tutorial per week. In a semester of 15 weeks duration, a four-credit course is equivalent to 45 hours of lectures and 15 hours of tutorials.

17. LEARNING ASSESSMENT

A variety of assessment methods that are appropriate to a given disciplinary/subject area and a programme of study will be used to assess progress towards the course/programme learning outcomes. Priority will be accorded to formative assessment. Evaluation will be based on continuous assessment, in which sessional work and the terminal examination will contribute to the final grade.

Sessional work will consist of class tests, mid-semester examination(s), homework assignments etc., as determined by the faculty in charge of the courses of study. Progress towards achievement of learning outcomes will be assessed using the following: time-constrained examinations; closed-book and open-book tests; problem-based assignments; practical assignment laboratory reports; observation of practical skills; individual project reports (case-study reports); team project reports; oral presentations, including seminar presentation; viva voce interviews; computerized adaptive assessment, examination on-demand, modular certifications etc.

18. LETTER GRADES AND GRADE POINTS

i. Credit Weighed Marking System: The performance of a student is evaluated in terms of earned credit weighed marking system. Earned credits are defined as the sum of course credits in which grade points above a certain cut off have been obtained for declaring a learner pass in that course.

ii. An absolute grading will be followed where the marks are converted directly to the grades based on pre-determined class intervals.

iii. A 10-point grading system with the following letter grades as given below will be followed:

Table No. 6. Grades and Grade Points

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

Letter Grade: It is an index of the performance of students in a said course. Grades are denoted by the letters O, A+, A, B+, B, C, P and F.

Grade Point: It is a numerical weight allotted to each letter grade on a 10-point scale as above:

Table No. 7. Grades and Grade Points Conversion

Class interval of Marks %	Grade Point	Letter Grade	Grade	Conventional Equivalent
90 % and above	10	O	Outstanding	First Class with Distinction
75 to less than 90	9	A+	Excellent	
60 to less than 75	8	A	Very Good	First Class
55 to less than 60	7	B+	Good	Second Class
50 to less than 55	6	B	Above Average	
45 to less than 50	5	C	Average	
40 to less than 45	4	P	Pass	
Below 40	0	F	Fail	Fail
Absent	0	Ab	Absent	

19. CUMULATIVE GRADE POINT AVERAGE (CGPA)

It is a measure of the overall cumulative performance of a student's overall 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.

20. COMPUTATION OF SGPA AND CGPA

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

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

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

where C_i is the number of credits of the ith course and G_i is the grade point scored by the student in the ith course.

Thus, SGPA =

$$\frac{\text{All} \sum Course\ [(Credits\ in\ each\ course) \times (Grade\ point\ in\ that\ course)]}{Total\ No.\ of\ Credits\ in\ that\ semester}$$

iii. The CGPA is also calculated in the same manner taking into account all the courses undergone by a student over all the semesters of a programme, i.e.

$$CGPA = \sum (C_i \times S_i) / \sum C_i$$

where S_i is the SGPA of the ith semester and C_i is the total number of credits in that semester.

Thus, CGPA =

$$\frac{\text{All semester} \sum [(SGPA\ in\ each\ semester) \times (Total\ Credits\ in\ that\ semester)]}{Total\ No.\ of\ Credits\ in\ all\ semesters}$$

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

v. For merit list, in case of equality, the CGPA shall be computed beyond two decimal places till the equality is resolved.

vi. In order to pass a Semester examination, the minimum **SGPA required is 4.0** and a minimum of **4.0 GP** in individual theory, practical and other credit components.

21. ILLUSTRATION OF COMPUTATION OF SGPA AND CGPA

i. Computation of SGPA (Table No. 9)

ii. Computation of CGPA (Table No. 10)

Table No. 8: Illustration for SGPA

Course	Credit	Grade letter	Grade point	Credit Point (CreditXGrade)
Course 1	3	A	8	3X8=24
Course 2	4	B+	7	4X7=28
Course 3	3	B	6	3X6=18
Course 4	3	O	10	3X10=30
Course 5	3	C	5	3X5=15
Course 6	4	B	6	4X6=24
TOTAL=	20			139

Thus, SGPA =139/20 =6.95

Table No. 9: Illustration for CGPA

Semester 1	Semester 2	Semester 3	Semester 4
Credit: 20 SGPA:6.9	Credit: 20 SGPA:7.8	Credit: 20 SGPA: 7.0	Credit: 20 SGPA:8.4
Semester 5	**Semester 6**		
Credit: 20 SGPA:7.3	Credit: 20 SGPA: 8.6		

$$\textbf{Thus, CGPA} = \frac{20 \times 6.9 + 20 \times 7.8 + 20 \times 7.0 + 20 \times 8.4 + 20 \times 7.3 + 20 \times 8.6}{20+20+20+20+20+20}$$

$$= \frac{138 + 156 + 140 + 168 + 146 + 172}{120} = \textbf{7.66}$$

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

22. EVALUATION OF LEARNING OUTCOME

1. Examination Regulation for UG Hons. Programme of 160 Credits

   i. Semester Internal Theory Examination in Major, Minor and Research Courses will be organized at College/ Institution level. However, Only One End semester evaluation in other courses will be done either at College/ Institution or University level depending upon the nature of course in the curriculum.

   ii. For the units of evaluation (namely tests, seminars, presentations, class performance, field work, thesis and others) the weightage assigned to each of such units in respect of each course shall be determined by the appropriate academic body of the university, and shall be made known to the students at the beginning of the academic session of the year, the semester as the case may be.

   iii. The question papers for the examinations shall be set in such a manner as to ensure that they cover the entire syllabus of the concerned course.

   iv. The tests and examinations shall aim at evaluating not only the student's ability to recall information, which he/she had memorized, but also his/her understanding of the subject and ability to synthesize scattered bits of information into a meaningful whole. Some of the questions shall be analytical and invite original thinking or application of theory.

   v. Semester Internal Theory Examination (each of 1 hour) in Courses will be organized at College/Institution level.

   vi. There shall be only one Practical Examination (each of 3 hours) in each semester for each paper separately.

   vii. Practical Examinations will be conducted by One External & One Internal Examiners.

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2. Marks Distribution for Examinations for UG Hons. Programme of 160 Credits

There will be **Only One Semester Internal Examination** in Major, Minor and Research Courses, which will be organized at college/institution level.

i. Out of 100 Marks in Semester Internal Theory Examination (each of 1 hour) for Practical subjects will be of 15 marks and non-Practical subjects will be of 25 marks.

ii. 15 Marks in Theory Examination may include 10 Marks questions from Written Examination/ Assignment/ Project/ Tutorial wherever applicable whereas 5 marks will be awarded on the attendance/ overall class performance in the semester.

iii. 25 Marks in Theory Examination may include 20 Marks questions from Written Examination/ Assignment/ Project/ Tutorial wherever applicable whereas 5 marks will be awarded on the attendance/ overall class performance in the semester.

iv. To convert attendance into marks a suggestive range is provided here. However, institutions may develop its own range: *[Attendance Upto45%, 1mark; 45<Attd.<55, 2 marks; 55<Attd.<65, 3 marks; 65<Attd.<75, 4 marks; 75<Attd, 5 marks].*

3. Marks distribution will be as shown in Table No.- 11

Table No. 10: Marks distribution pattern [25 Marks for each credit]

Subjects	Credits	FM		Semester Internal Examination	End Semester University Examination	
Ability Enhancement Courses	2	50		---	50	
Value Added Courses	2	50		---	50	
Skill Enhancement Courses	3	75		---	75	
Multidisciplinary Courses	3	75		---	75	
Minor Courses	4	100		25	75	
Advanced Major	4	100		25	75	
Research Courses i. Research Methodology (F.M.=100) ii. Synopsis, Thesis & others (F.M.=200)	12	100 + 200		25 + ---	75 + 200	
Vocational Courses including Internship	4	100		---	100/ (Grade point awarded by the concerned organisation)	
Non- Practical Subjects (MJ/MN)	4	100		25	75	
Practical Subjects (MJ/MN)	4	T	P	T	T	P
		75	25	15	60	25

4. Eligibility for appearing in End Semester Examinations (ESE):

   i. Irrespective of performance in the semester internal examinations, a student will be eligible to appear in the End Semester Examinations (ESE).

   ii. If a student failed to secure pass marks in aggregate of Semester Internal & End Semester, He/she will be required to reappear in End Semester Examination of following Sessions within period of Upper Limit of Six Years in Three Year Programme or Upper Limit of Seven Years in Four Year Degree Programme.

   iii. The validity of credits earned/kept in the Academic Credit Account will be 7 years. After 7 years, re-entry into a programme will be based on the validation of prior learning outcomes.

5. Guidelines for Question Setter:

   i. Question Paper shall show Full Marks (FM), Pass Marks (PM) & Maximum Time allowed (in Hrs.) at the top of the Question Paper.

   ii. In order to avoid wrote memory and to evaluate in-depth study, knowledge, understanding and application domain of student the pattern of questions as given below must be set.

   iii. There will be two categories of Questions Namely **Group A** & **Group B**. Group A will be of very short answer type (consisting objective type excluding multiple choice questions) of 1 mark & short answer type of 5 marks and questions in this group will be all compulsory. Group B will contain long answer type questions.

   iv. **For Semester Internal Examination (SIE 10 marks, 1Hr Exam):**
   There will be **two** group of questions. **Question No.1 will be very short answer type in Group A** consisting of five questions of 1 mark each. **Group B will contain descriptive type** two questions of five marks each, out of which any one to answer.

   v. **For Semester Internal Examination (SIE 20 marks, 1Hr Exam):**
   There will be **two** group of questions. **Group A is compulsory** which will contain two questions. **Question No.1 will be very short answer type** consisting of five questions of 1 mark each. **Question No.2 will be short answer type** of 5 marks. **Group B will contain descriptive type** two questions of ten marks each, out of which any one to answer.

   vi. **For End Semester Examination (ESE 50 marks, 2Hrs Exam):**
   There will be **two** group of questions. **Question No.1 will be very short answer type compulsory question in Group A** consisting of five questions of 1 mark each. **Group B will contain descriptive type** five questions of fifteen marks each, out of which any three are to answer.

   vii. **For End Semester Examination (ESE 60 marks, 3Hrs Exam):**
   There will be **two** group of questions. **Group A is compulsory** which will contain three questions. **Question No.1 will be very short answer type** consisting of five questions of 1 mark

each. **Question No.2 & 3 will be short answer type** of 5 marks. **Group B will contain descriptive type** five questions of fifteen marks each, out of which any three are to answer.

viii. **For End Semester Examination (ESE 75 marks, 3Hrs Exam):**

There will be **two** group of questions. **Group A is compulsory** which will contain three questions. **Question No.1 will be very short answer type** consisting of five questions of 1 mark each. **Question No. 2 & 3 will be short answer type** of 5 marks. **Group B will contain descriptive type** six questions of fifteen marks each, out of which any four are to answer.

ix. **For End Semester Examination (ESE 100 marks, 3Hrs Exam):**

There will be **two** group of questions. **Group A is compulsory** which will contain three questions. **Question No.1 will be very short answer type** consisting of ten questions of 1 mark each. **Question No. 2 & 3 will be short answer type** of 5 marks. **Group B will contain descriptive type** six questions of twenty marks each, out of which any four are to answer.

Note: There may be subdivisions in each question asked in Theory Examinations.

23. CALCULATION OF MARKS FOR THE PURPOSE OF RESULT

Passing in a subject will depend on the collective marks obtained in Semester internal and End Semester University Examination both. However, students must pass in Theory and Practical Examinations separately.

Pass Marks in 160 Credit Course [40% of F.M.]

i. The pass marks in 160 credit courses will be 40% of the total marks obtained in each Course offered by the student.

ii. To pass in **MIL/ Non-Hindi** subject, a student must obtain minimum 20 marks out of 50 marks in 2 credit courses.

Table No. 11: Full Marks (FM) & Pass Marks (PM) pattern for Subjects

Subjects	FM	PM
MIL Hindi	50	20
Other Language	50	20
Non- Practical Subjects	100	40
Non- Practical Subjects	75	30
Non- Practical Subjects	50	20
Practical Subjects: Theory Paper	75	30
Practical Subjects: Practical Paper	25	10
Practical Subjects: Practical Paper	50	20
Practical Subjects: Practical Paper	75	30
Practical Subjects: Practical Paper	100	40

24. PROMOTION CRITERIA

First degree programme with single major:

i. The Requisite Marks obtained by a student in a particular subject will be the criteria for promotion to the next Semester.

ii. No student will be detained in odd Semesters (I, III, V & VII).

iii. To get promotion from Semester-II to Semester-III a student will be required to pass in at least 75% of Courses in an academic year, a student has to pass in minimum 9 papers out of the total 12 papers.

iv. To get promotion from Semester-IV to Semester-V (taken together of Semester I, II, III & IV) a student has to pass in minimum 18 papers out of the total 24 papers.

v. To get promotion from Semester-VI to Semester-VII (taken all together of Semester I, II, III, IV, V & VI) a student has to pass in minimum 26 papers out of the total 34 papers.

vi. However, it will be necessary to procure pass marks in each of the paper before completion of the course.

First degree programme with dual major:

vii. Above criterions are applicable as well on the students pursuing dual degree programmes however first degree programme will remain independent of the performance of the student in dual major courses.

viii. To get eligible for taking ESE, a student will be required to pass in at least 75% of Courses in an academic year. a student has to pass in minimum 3 papers out of the total 4 papers.

ix. It will be a necessity to clear all papers of second major programme in second attempt in succeeding session, failing which the provision of dual major will be withdrawn and the student will be entitled for single first degree programme.

25. MODERATION (GRACE MARKS)

i. Grace marks will be awarded in theory papers only.

ii. A maximum of 5 marks; only in one paper, only once in complete academic cycle; will be awarded as grace marks.

iii. Grace marks will be awarded in the condition of requirement for the change of status of result viz: Not-promoted to Promoted & for Promoted to Pass.

iv. Provision of Grace marks will be applicable to students in the parent institute only.

v. A student will have to clear all his papers within Seven Years of duration to qualify for the degree.

vi. On completion of UG course of 160 credit, a student will get a comprehensive result with marks sheet on hybrid system i.e. on Grade system, percentage system.

vii.   The minimum and maximum number of credits may increase provided a candidate opts for Add-on courses. A separate certificate in such cases may be issued.

viii.   The tentative/ provisional grade shall be issued at the end of every semester indicating the courses completed successfully. The final Grade Card may be issued by the Registrar/ Controller of Examinationss of the concerned university after a candidate has successfully completed all the courses of the said programme.

26. RANKiNG

The Merit List and Ranking thereupon shall be prepared only for Regular Examinees, who passed the Examination in single attempt.

27. REVIEW

The University may, review, alter, substitute, amend any of the provisions of this regulation subject to such conditions as may be prescribed by the UGC and as per any special situation arising during the operation of this regulation as perceived by the Academic Council of the University.

FORMAT OF QUESTION PAPER FOR SEMESTER INTERNAL EXAMINATIONS

Question format for **10 Marks**:

	Subject/ Code	
F.M. =10	Time=1Hr.	Exam Year

General Instructions:
  i.   **Group A** carries very short answer type compulsory questions.
  ii. **Answer 1 out of 2** subjective/ descriptive questions given in **Group B**.
  iii. Answer in your own words as far as practicable.
  iv. Answer all sub parts of a question at one place.
  v.   Numbers in right indicate full marks of the question.

Group A

1.   [5x1=5]
      i.   ....
      ii. ....
      iii. ....
      iv. ....
      v.   ....

Group B

2.   ....   [5]
3.   ....   [5]

Note: There may be subdivisions in each question asked in Theory Examination.

Question format for **20 Marks**:

	Subject/ Code	
F.M. =20	Time=1Hr.	Exam Year

General Instructions:
  i.   **Group A** carries very short answer type compulsory questions.
  ii. **Answer 1 out of 2** subjective/ descriptive questions given in **Group B**.
  iii. Answer in your own words as far as practicable.
  iv. Answer all sub parts of a question at one place.
  v.   Numbers in right indicate full marks of the question.

Group A

1.   [5x1=5]
      i.   ....
      ii. ....
      iii. ....
      iv. ....
      v.   ....
2.   ....   [5]

Group B

3.   ....   [10]
4.   ....   [10]

Note: There may be subdivisions in each question asked in Theory Examination.

Note: These formats may be modified or designed uniformly for a common type of courses.

Jharkhand, NEP Regulations for FYUGP. 2022 onwards

FORMAT OF QUESTION PAPER FOR END SEMESTER UNIVERSITY EXAMINATIONS

Question format for **50 Marks**:

	Subject/ Code	
F.M. =50	**Time**=2Hrs.	Exam Year

General Instructions:
   i.   **Group A** carries very short answer type **compulsory** questions.
   ii.   **Answer 3 out of 5** subjective/ descriptive questions given in **Group B**.
   iii. Answer in your own words as far as practicable.
   iv. Answer all sub parts of a question at one place.
   v.   Numbers in right indicate full marks of the question.

Group A

1.   [5x1=5]

     i.   ....
     ii. ....
     iii. ....
     iv. ....
     v.   ....

Group B

2. ....   [15]
3. ....   [15]
4. ....   [15]
5. ....   [15]
6. ....   [15]

Note: There may be subdivisions in each question asked in Theory Examination.

Question format for **60 Marks**:

	Subject/ Code	
F.M. =60	**Time**=3Hrs.	Exam Year

General Instructions:
   i.   **Group A** carries very short answer type **compulsory** questions.
   ii.   **Answer 3 out of 5** subjective/ descriptive questions given in **Group B**.
   iii. Answer in your own words as far as practicable.
   iv. Answer all sub parts of a question at one place.
   v.   Numbers in right indicate full marks of the question.

Group A

1.   [5x1=5]

     i.   ....
     ii. ....
     iii. ....
     iv. ....
     v.   ....

2. ....   [5]
3. ....   [5]

Group B

4. ....   [15]
5. ....   [15]
6. ....   [15]
7. ....   [15]
8. ....   [15]

Note: There may be subdivisions in each question asked in Theory Examination.

Question format for **75 Marks**:

	Subject/ Code	
F.M. = 75	**Time**=3Hrs.	Exam Year

General Instructions:
  i.   **Group A** carries very short answer type **compulsory** questions.
  ii. **Answer 4 out of 6** subjective/ descriptive questions given in **Group B**.
  iii. Answer in your own words as far as practicable.
  iv. Answer all sub parts of a question at one place.
  v.   Numbers in right indicate full marks of the question.

Group A

1.   [5x1=5]

    i.   ....
    ii. ....
    iii. ....
    iv. ....
    v.   ....

2. ....   [5]
3. ....   [5]

Group B

4. ....   [15]
5. ....   [15]
6. ....   [1·5]
7. ....   [15]
8. ....   [15]
9. ....   [15]

Note: There may be subdivisions in each question asked in Theory Examination.

Question format for **100 Marks**:

	Subject/ Code	
F.M. = 100	**Time**=3Hrs.	Exam Year

General Instructions:
  i.   **Group A** carries very short answer type **compulsory** questions.
  ii. **Answer 4 out of 6** subjective/ descriptive questions given in **Group B**.
  iii. Answer in your own words as far as practicable.
  iv. Answer all sub parts of a question at one place.
  v.   Numbers in right indicate full marks of the question.

Group A

1.   [10x1=10]

    i.   ....   vi.   ....
    ii. ....   vii. ....
    iii. ....   viii. ....
    iv. ....   ix.   ....
    v.   x   ....

2. ....   [5]
3. ....   [5]

Group B

4. ....   [20]
5. ....   [20]
6. ....   [20]
7. ....   [20]
8. ....   [20]
9. ....   [20]

Note: There may be subdivisions in each question asked in Theory Examination.

SYLLABUS GUIDELINE FOR FOUR YEAR UNDERGRADUATE PROGRAMME IMPLEMENTED UNDER NEP **2022 onwards**

A. **COMMON COURSES** (Columns 7 to 10 in Table 1):

The syllabus of Common Courses will be prepared at the University level as per the following guidelines:

1) **AEC; Language and Communication Skills** (Column 7 in Table 1)

- Special emphasis on language and communication skills.
- To enable the students to acquire and demonstrate the core linguistic skills, including critical reading and expository and academic writing skills, that help students articulate their arguments and present their thinking clearly and coherently and recognise the importance of language as a mediator of knowledge and identity.
- To enable the students to acquaint with the cultural and intellectual heritage of the chosen MIL and English language
- To provide reflective understanding of the structure and complexity of the language/literature related to both the MIL and English language.
- To develop and enhance the skills such as communication, ability to participate/conduct discussion and debate.
- Semester wise distribution of papers shall be as follows:

    i. Semester-I: Hindi/English

    ii. Semester-II: English/Hindi

    iii. Semester-III & IV: Any language course from one subject.

2) **VAC; Environmental Studies** (Column 9) [Theory paper, 2 Credits]

- 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.
- To deepen the knowledge and understanding of India's environment in its totality, their interactive processes, and effects on the future quality of people's lives.
- A unit in the context of Jharkhand

3) **VAC; Understanding India** (Column 9) [Theory paper, 2 Credits]

- To enable the students to acquire and demonstrate the knowledge and understanding of contemporary India with its historical perspective
- To demonstrate the basic framework of the goals and policies of national development

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- To demonstrate the constitutional obligations with special emphasis on constitutional values and fundamental rights and duties.
- To develop the understanding of Indian knowledge systems, Indian education system and the roles and obligations of teachers to the nation in general and to the society.
- To deepen knowledge about and understanding of India's freedom struggle and of the values and ideals that it represented.
- to prepare the learners for their roles and responsibilities as effective citizens of a democratic society. ·
- A unit in the context of Jharkhand

4) **VAC; Health & Wellness, Yoga Education, Sports & Fitness** (Column 9) [2 Credits]

- To promote an optimal state of physical, emotional, intellectual, social spiritual and environmental wellbeing of a person.
- To organise sports and fitness activities outside the regular institutional working hours.
- Yoga education focusing on preparing the students physically and mentally for the integration of their physical, mental, and spiritual faculties, to maintain self-discipline, self-control, to learn to handle oneself well in all life situations.
- The focus of sports and fitness components of the courses will be on the improvement of physical fitness including the improvement of various components of physical and skills related fitness like strength, speed, coordination, endurance and flexibility;
- Acquisition of sports skills relevant to a particular sport; improvement of tactical abilities; and improvement of mental abilities.

5) **SEC; Digital Education** (Column 8) [3 Credits]

- An overview of Computer System
- Basic Hardware & Software
- Operating System
- Word Processing, Spread Sheets and Presentation
- Internet
- e-Governance Services
- Digital Financial Tools & Applications
- Cyber defense
- And any other

6) **SEC; Mathematical and Computational Thinking and Analysis** (Column 8) [3 Credits]

- To focus primarily on the mathematical and statistical tools used to support the study of natural and social sciences.

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- To focus on the methodology used to analyse quantitative information to make decisions, judgments, and predictions
- To focus on the methodology of quantitative analysis.
- To ensure that students achieve a level of proficiency in using and analysing quantitative information.
- To enable students for defining a problem by means of numerical or geometrical representations of real-world phenomena, determining how to solve it, deducing inferences, formulating alternatives, and predicting cause and effect relationships.

7) **VAC; Global Citizenship Education & Education for Sustainable Development** (Column 9) [Theory paper, 2 Credits]

- To empower learners to become aware of and understand global and sustainable development issues
- To become active promoters of more peaceful, tolerant, inclusive, secure, and sustainable societies.
- Enabling students to embrace and practice constitutional, humanistic, ethical, and moral values in conducting one's life, including universal human values and citizenship values.
- To practice responsible global citizenship required for responding to contemporary global challenges
- To aware students about global issues and to make them active promoters of more peaceful, tolerant, inclusive, secure, and sustainable societies.
- To enable the students in recognising environmental and sustainability issues, and to participate in actions to promote sustainable development.
- To instil integrity in students and enabling them identify ethical issues related to work, and follow ethical practices.

8) **VAC; Community Engagement & Service (NSS/ NCC/ Adult Education)** (Column 9) [2 Credits]

- Courses requiring students to participate in field-based learning/project
- The curricular component will involve activities that would expose students to the socio-economic issues in society so that the theoretical learnings can be supplemented by actual life experiences to generate solutions to real-life problems.
- To instil the desire and ability to participate in activities/services that are undertaken in collaboration with community members for promoting the wellbeing of the society, including participation in National Services Scheme (NSS), National Cadet Corps (NCC), adult literacy/education programmes, mentoring school students etc.

B. **MDC; MULTIDISCIPLINARY COURSES** (Column 6 in Table 1):

Introductory/Multidisciplinary Courses aim to develop capabilities in the students across a range of disciplines including sciences, social sciences, arts, humanities, languages, as well as professional, technical, and vocational subjects.

1) **Introductory/Multidisciplinary Regular Courses** (Column 6) [3+3+3=09 Credits]

- There will be an introductory paper of each subject which aim at instilling a broad understanding and an appreciation of the subject.
- A student will study three different subjects in the multidisciplinary courses during first three semesters
- Students are not allowed to choose or repeat courses already undergone at the higher secondary level (12th class) in the proposed major and minor stream under this category.
- The syllabus of introductory paper of a subject should aims to develop a coherent view of essential concepts, structures, and intellectual methods that characterise the subject.
- The main thrust of multi/inter-disciplinary courses will be to promote critical thinking, team-based intellectual activities, and the analytic skills that characterise different disciplinary areas of study.

C. **MAJOR COURSES** (Columns 1 in Table 1):

- The syllabi will be as per the syllabi of 'Learning Outcomes based Curriculum Framework' (LOCF) released by UGC.
- If LOCF syllabus of a subject is not available, then syllabus of such subject will be as per the CBCS Syllabus of UGC.
- The Credit hours of Non-Practical Subjects may be Lecture + Tutorials = 3+1= 4.
- For practical subjects, it is suggested that there will be one practical paper from semesters II to VII of 4 credits. All theory papers in major courses will be of 4 credits.

D. **ADVANCED MAJOR COURSES** (Columns 12 in Table 1):

- The syllabi will be framed in order to develop deeper knowledge of the major or research oriented contents.
- Syllabus of AMJ-1, AMJ-2 & AMJ-3 (Advanced Major papers 1-3) will be framed from the discipline major or as appropriate from the respective/allied subject.
- For practical subjects, there will be one practical paper in AMJ-3 of 4 credits and rest will be theory papers of 4 credits.

E. **DOUBLE MAJOR** (Columns 14 in Table 1):

- The syllabi will be as per the syllabi of 'Learning Outcomes based Curriculum Framework' (LOCF) released by UGC.
- The Credit hours of Non-Practical Subjects would be Lecture + Tutorials = 3+1= 4.
- The Credit hours of Practical Subjects would be Lecture + Practical = 3+1= 4.

F. **MINOR** (Columns 2 & 3 in Table 1):

1) **Minor relating to disciplinary area** (Columns 15) [4x4 = 16 Credits)

- Minor-1will be a subject to support the major subject from the concerned broad disciplinary area in the first semester.
- The syllabus of MN-1A to MN-1D ((Minor Papers 1A, 1B, 1C & 1D) will be prepared by taking the contents from LOCF/CBCS syllabus of GE-1 to GE-4.
- The Credit hours of Non-Practical Subjects would be Lecture + Tutorials = 3+1= 4.
- The Credit hours of Practical Subjects would be Lecture + Practical = 3+1=4.

2) **Minor relating to vocational nature** (Columns 16) [4x4 = 16 Credits)

- Minor-2 relating to vocational nature will be from a pool of vocational courses/skill enhancement courses of vocational nature either supporting the major or from the field of major courses offered by the institution.
- The syllabus of MN-2A to MN-2D ((Minor Papers 2A, 2B, 2C & 2D) will be prepared by taking the contents from LOCF/CBCS syllabus of GE-1 to GE-4.
- Vocational courses will be decided at the institute level as per availability of resources and facilities for vocational studies.
- The other will be from a pool of vocational courses/skill enhancement courses of vocational nature either supporting the major or from the field of major courses offered by the institution.

G. **RESEARCH COURSES** (Column 11):

Research Methodology will be a paper of 4 credits in semester VIII as a component of Research courses. There will be theory examination semester internal and end semester university examination of total 100 marks as described earlier for various courses.

The second part of the Research courses Overall project dissertation may be evaluated under the following heads:

☐ Motivation for the choice of topic

☐ Project dissertation design

☐ Methodology and Content depth

☐ Results and Discussion

☐ Future Scope & References

☐ Participation in Internship programme with reputed organization

☐ Application of Research technique in Data collection

☐ Report Presentation

☐ Presentation style

Broad guidelines for distribution of marks may be as follows or as appropriate:

1. Assessment of Project Synopsis :   75 marks

2. Assessment of Project Thesis   :   100 marks

3. Viva-voce   :   25 marks

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CHOOSING PROGRAMME/ STUDY COURSES IN THE FOUR-YEAR UNDERGRADUATE
PROGRAMME IMPLEMENTED UNDER NEP   **2022 onwards**

Table No. 12: Option to select subject combination from Disciplinary/ Interdisciplinary programmes:

NATURAL AND PHYSICAL SCIENCES

S.N.	Major	Introductory Subject/ Minor
1	Botany	Chemistry
		Geology
		Zoology
		Economics
		Geography

S.N.	Major	Introductory Subject/ Minor
2	Chemistry	Botany
		Mathematics
		Physics
		Geology
		Zoology
		Economics

S.N.	Major	Introductory Subject/ Minor
3	Physics	Chemistry
		Statistics
		Mathematics
		Economics
		Geography
		Philosophy

S.N.	Major	Introductory Subject/ Minor
4	Geology	Botany
		Chemistry
		Mathematics
		Physics
		Zoology
		Anthropology
		Economics
		Geography

S.N.	Major	Introductory Subject/ Minor
5	Zoology	Chemistry
		Geology
		Botany
		Economics
		Geography
		Anthropology
		Home Science
		Psychology

MATHEMATICS, STATISTICS, AND COMPUTER APPLICATIONS

S.N.	Major	Introductory Subject/ Minor
1	Mathematics	Chemistry
		Physics
		Geology
		Statistics
		Economics
		Commerce
		Cyber Defense

S.N.	Major	Introductory Subject/ Minor
2	Statistics	Mathematics
		Economics
		Geography
		History
		Political Science
		Commerce

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LIBRARY, INFORMATION AND MEDIA SCIENCES

S.N.	Major	Introductory Subject/ Minor
1	Cyber Defense	Mathematics
		Statistics

COMMERCE AND MANAGEMENT

S.N.	Major	Introductory Subject/ Minor
1	Commerce	Mathematics
		Statistics
		Anthropology
		Economics
		Geography
		History
		Home Science
		Political Science
		Psychology
		Sociology
		Philosophy

SOCIAL SCIENCES

S.N.	Major	Introductory Subject/ Minor
1	Anthropology	Geology
		Zoology
		Economics
		Geography
		History
		Political Science
		Psychology
		Sociology
		Philosophy
		Bengali
		English
		Hindi
		Ho
		Kharia
		Kurmali
		Kurux
		Mundari
		Nagpuri
		Panch Pargania
		Sanskrit
		Santali
		Urdu

S.N.	Major	Introductory Subject/ Minor
2	Economics	Mathematics
		Statistics
		Anthropology
		Geography
		History
		Home science
		Political Science
		Psychology
		Sociology
		Philosophy
		Bengali
		English
		Hindi
		Ho
		Kharia
		Kurmali
		Kurux
		Mundari
		Nagpuri
		Panch Pargania
		Sanskrit
		Santali
		Urdu

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S.N.	Major	Introductory Subject/ Minor
3	Geography	Geology
		Statistics
		Anthropology
		Economics
		History
		Political Science
		Psychology
		Sociology
		Philosophy
		Bengali
		English
		Hindi
		Ho
		Kharia
		Kurmali
		Kurux
		Mundari
		Nagpuri
		Panch Pargania
		Sanskrit
		Santali
		Urdu

S.N.	Major	Introductory Subject/ Minor
4	History	Geology
		Statistics
		Anthropology
		Economics
		Geography
		Political Science
		Psychology
		Sociology
		Philosophy
		Bengali
		English
		Hindi
		Ho
		Kharia
		Kurmali
		Kurux
		Mundari
		Nagpuri
		Panch Pargania
		Sanskrit
		Santali
		Urdu

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S.N.	Major	Introductory Subject/ Minor
5	Home Science	Zoology
		Anthropology
		Economics
		Geography
		History
		Political Science
		Psychology
		Sociology
		Philosophy
		Bengali
		English
		Hindi
		Ho
		Kharia
		Kurmali
		Kurux
		Mundari
		Nagpuri
		Panch Pargania
		Sanskrit
		Santali
		Urdu

S.N.	Major	Introductory Subject/ Minor
6.	Political Science	Anthropology
		Economics
		Geography
		History
		Home Science
		Psychology
		Sociology
		Philosophy
		Bengali
		English
		Hindi
		Ho
		Kharia
		Kurmali
		Kurux
		Mundari
		Nagpuri
		Panch Pargania
		Sanskrit
		Santali
		Urdu

S.N.	Major	Introductory Subject/ Minor
7	Psychology	Zoology
		Anthropology
		Economics
		Geography
		History
		Home Science
		Political Science
		Sociology
		Philosophy
		Bengali
		English
		Hindi
		Ho
		Kharia
		Kurmali
		Kurux
		Mundari
		Nagpuri
		Panch Pargania
		Sanskrit
		Santali
		Urdu

S.N.	Major	Introductory Subject/ Minor
8	Sociology	Anthropology
		Economics
		Geography
		History
		Home Science
		Political Science
		Philosophy
		Bengali
		English
		Hindi
		Ho
		Kharia
		Kurmali
		Kurux
		Mundari
		Nagpuri
		Panch Pargania
		Sanskrit
		Santali
		Urdu

HUMANITIES

S.N.	Major	Introductory Subject/ Minor
1	Philosophy	Anthropology
		Economics
		Geography
		History
		Home Science
		Political Science
		Psychology
		Sociology
		Commerce
		Bengali
		English
		Hindi
		Ho
		Kharia
		Kurmali
		Kurux
		Mundari
		Nagpuri
		Panch Pargania
		Sanskrit
		Santali
		Urdu

S.N.	Major	Introductory Subject/ Minor
2	Bengali	Statistics
		Hindi
		English
		Sanskrit
		Urdu
		Any TRL
		Anthropology
		Economics
		Geography
		History
		Home Science
		Political Science
		Psychology
		Sociology
		Commerce
		Philosophy

S.N.	Major	Introductory Subject/ Minor
3	English	Statistics
		Hindi
		Bengali
		Sanskrit
		Urdu
		Any TRL
		Anthropology
		Economics
		Geography
		History
		Home Science
		Political Science
		Psychology
		Sociology
		Commerce
		Philosophy

S.N.	Major	Introductory Subject/ Minor
4	Hindi	Statistics
		English
		Bengali
		Sanskrit
		Urdu
		Any TRL
		Anthropology
		Economics
		Geography
		History
		Home Science
		Political Science
		Psychology
		Sociology
		Commerce
		Philosophy

S.N.	Major	Introductory Subject/ Minor
5	Ho	Statistics
		English
		Hindi
		Bengali
		Sanskrit
		Urdu
		Anthropology
		Economics
		Geography
		History
		Home Science
		Political Science
		Psychology

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		Sociology
		Commerce
		Philosophy

S.N.	Major	Introductory Subject/ Minor
6	Kharia	Statistics
		English
		Hindi
		Bengali
		Sanskrit
		Urdu
		Anthropology
		Economics
		Geography
		History
		Home Science
		Political Science
		Psychology
		Sociology
		Commerce
		Philosophy

S.N.	Major	Introductory Subject/ Minor
7	Khortha	Statistics
		Hindi
		English
		Bengali
		Sanskrit
		Urdu
		Anthropology
		Economics
		Geography
		History
		Home Science
		Political Science
		Psychology
		Sociology
		Commerce
		Philosophy

S.N.	Major	Introductory Subject/ Minor
8	Kurmali	Statistics
		Bengali
		English
		Hindi
		Sanskrit
		Urdu
		Anthropology
		Economics
		Geography
		History
		Home Science
		Political Science
		Psychology
		Sociology
		Commerce
		Philosophy

S.N.	Major	Introductory Subject/ Minor
9	Kurux	Statistics
		Hindi
		Bengali
		English
		Sanskrit
		Urdu
		Anthropology
		Economics
		Geography
		History
		Home Science
		Political Science
		Psychology
		Sociology
		Commerce
		Philosophy

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S.N.	Major	Introductory Subject/ Minor
10	Mundari	Statistics
		Bengali
		Hindi
		English
		Sanskrit
		Urdu
		Anthropology
		Economics
		Geography
		History
		Home Science
		Political Science
		Psychology
		Sociology
		Commerce
		Philosophy

S.N.	Major	Introductory Subject/ Minor
11	Nagpuri	Statistics
		Bengali
		Hindi
		English
		Sanskrit
		Urdu
		Anthropology
		Economics
		Geography
		History
		Home Science
		Political Science
		Psychology
		Sociology
		Commerce
		Philosophy

S.N.	Major	Introductory Subject/ Minor
12	Panch Pargania	Statistics
		Bengali
		Hindi
		English
		Bengali
		Sanskrit
		Urdu
		Anthropology
		Economics
		Geography
		History
		Home Science
		Political Science
		Psychology
		Sociology
		Commerce
		Philosophy

S.N.	Major	Introductory Subject/ Minor
13	Sanskrit	Statistics
		Anthropology
		Economics
		Geography
		History
		Home Science
		Political Science
		Psychology
		Sociology
		Commerce
		Philosophy

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S.N.	Major	Introductory Subject/ Minor
14	Santali	Statistics
		Bengali
		Hindi
		English
		Bengali
		Sanskrit
		Urdu
		Anthropology
		Economics
		Geography
		History
		Home Science
		Political Science
		Psychology
		Sociology
		Commerce
		Philosophy

S.N.	Major	Introductory Subject/ Minor
15	Urdu	Statistics
		Bengali
		English
		Bengali
		Sanskrit
		Hindi
		Anthropology
		Economics
		Geography
		History
		Home Science
		Political Science
		Psychology
		Sociology
		Commerce
		Philosophy

Note: In addition to the above combinations, the University may add/modify subject mapping as per need.