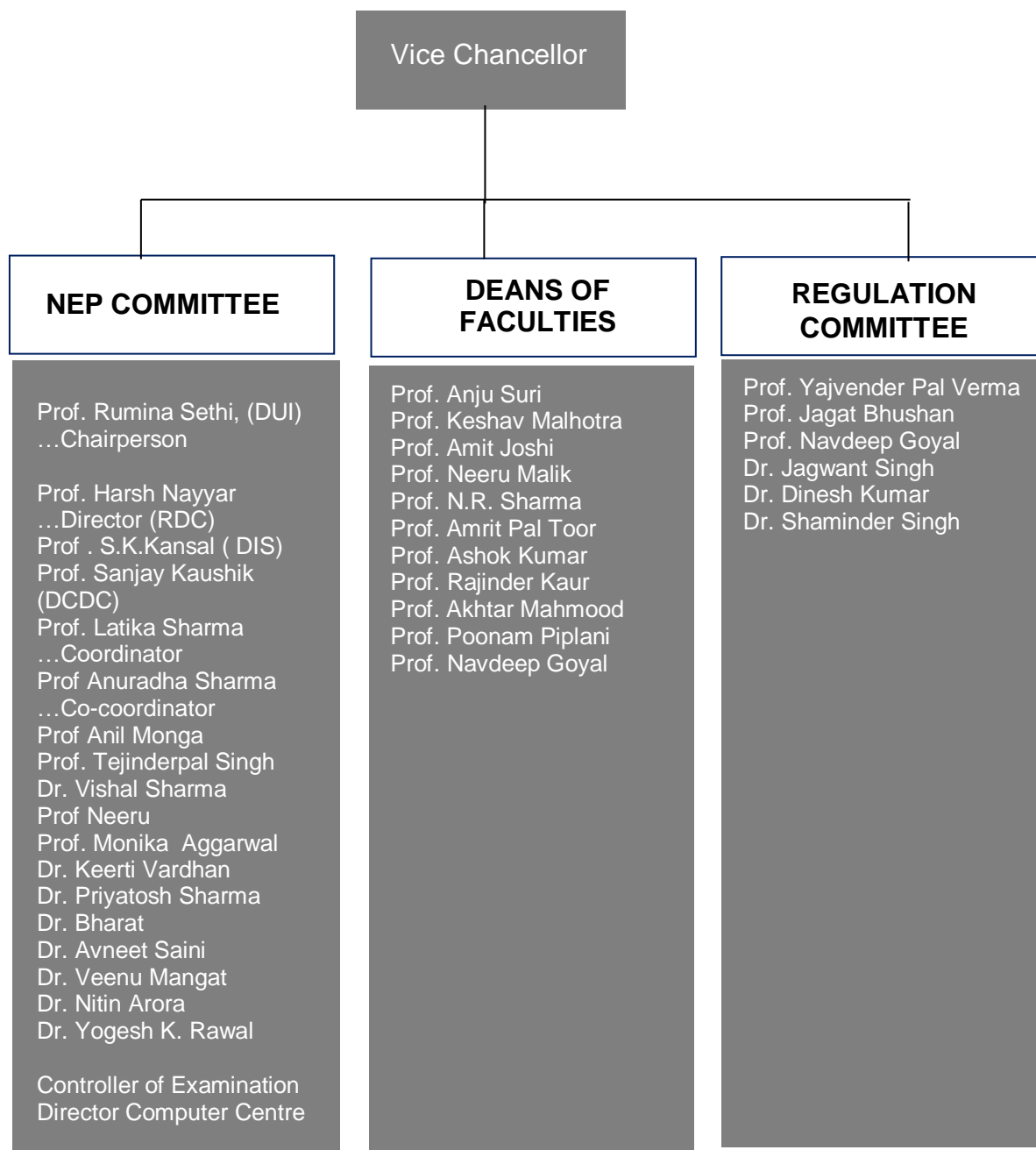**GENERAL GUIDELINES**

Curriculum and Credit Framework
for
Undergraduate Programmes with Multiple Entry Multiple Exit
as per NEP 2020
(CCFUP)

2023-2024

Prepared by NEP CELL
under the Chairpersonship of
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Implementation of Curriculum and Credit Framework for Undergraduate Programs with Multiple Entry Multiple Exit as per NEP 2020

General Guidelines for Panjab University Campus, Regional Centres and its Affiliated Constituted Colleges

1.1 Preamble

In adherence to the National Education Policy (NEP) 2020, Panjab University is introducing a revised Curriculum and Credit Framework for Undergraduate Programmes (CCFUP). This is based on the University Grants Commission's (UGC) guidelines, with a student-centric focus, flexible choice-based credit system, and a multidisciplinary approach. This framework also provides multiple entry and exit options, facilitating students to align their education with their career aspirations by choosing subjects/fields of their interest.

Regulations for the Academic Bank of Credit (ABC) and guidelines for Multiple Entry and Exit (MEME) have been published by UGC to enable the implementation of the proposed CCFUP as per the UGC guidelines of December 2022.

1.2 Certification and Duration of Study with Multiple Entry Multiple Exit (MEME)

The undergraduate degree will have a flexible duration of either three or four years, with multiple exit options during this period. The table below outlines the various certifications a student can earn at different stages of their undergraduate study:

Table 1: Certification (and duration) on MEME

Duration of Study	Semesters Completed	Certification Earned
4 Years	Eight Semesters	Bachelor's Degree (Honours)
		Bachelor's Degree (Honours with Research)
3 Years	Six Semesters	Bachelor's Degree
2 Years	Four Semesters	Undergraduate Diploma
1 Year	Two Semesters	Undergraduate Certificate

1.3 Multiple Entry and Multiple Exit Options

In consonance with the National Education Policy (NEP) 2020 and the guidelines of the University Grants Commission (UGC), Panjab University Campus, Regional Centres and its Affiliated Constituted Colleges will implement the Multiple Entry and Multiple Exit (MEME) scheme in their undergraduate programmes. This structure provides students with the flexibility to enter, exit, and re-enter the programme at various stages, each with its corresponding certification as in 1.2 above.

It is to be noted that the preferred option is the four-year multidisciplinary Bachelor's programme as it provides students with the opportunity to experience a comprehensive range of holistic and multidisciplinary education in addition to a focus on their chosen major and minors.

The undergraduate curriculum will include credit-based courses and projects centred around community engagement, environmental education, and value-based education. Additionally, students will have opportunities for internships with local

industries, businesses, artists, craftspeople, as well as research internships with faculty and researchers at their own or other Higher Education Institutions (HEIs)/research institutions. These practical experiences are integral to enhancing students' learning and employability.

Table 2: Multiple Entry Multiple Exit options

Programme Exit	Credits Required	Additional Requirement	Awarded Qualification	Re-entry to Degree Programme
After Year 1	48Credits	Completion of one 4-credit vocational course / internship/ apprenticeship (in addition to 6 credits from Skill based course) during summer vacation of Year 1	UG Certificate	Within three years of exit
After Year 2	96 Credits	Completion of one 4-credit vocational course during summer vacation of Year 2	UG Diploma	Within three years of exit
After Year 3	144 Credits	Compliance with minimum credit requirements specified in regulations	3-year UG Degree	Within three years of exit
After Year 4 (Honours)	192 Credits	Compliance with credit requirements as specified in regulations	4-year UG Honours Degree	N/A
After Year 4 (Honours with Research)	192 Credits (including 12 from a research project/dissertation)	75% marks and above in the first six semesters, completion of a research project/dissertation under faculty guidance in the major discipline	4-year UG Honours Degree with Research	N/A

The maximum time in which a student will be allowed to complete the Degree is Seven Years.

1.4 Semester and Credit Structure

A standard academic year is divided into two semesters, each semester spanning a minimum of 15 weeks. In addition to this, an eight-week summer term is also included in the academic calendar.

During the summer term, students are encouraged to engage in internships, apprenticeships or work-based vocational education and training. This is particularly beneficial for students who plan to exit after two or four semesters of study.

1.5 Eligibility for Undergraduate Programmes

Specific eligibility criteria for pursuing undergraduate degrees in the Arts, Science or Commerce disciplines are specified in the NEP Regulations of PU for the academic session 2023-24.

1.6 First Year Undergraduate Program Structure

In the inaugural year of the undergraduate program, students will have the opportunity to create a multidisciplinary academic plan. This will include the following elements:

Table 3: Components of the Structure/Curriculum Framework

Course Type	Description
Major Core	The central area of study chosen by the student.
Minor Stream	An additional area of study selected by the student, typically outside their major discipline.
Multidisciplinary/ Interdisciplinary courses	Courses intended to broaden the intellectual experience and form part of liberal art and science education other than their major and minor stream.
Ability Enhancement Courses (AEC)	Courses in English and Modern Indian Languages aimed at enhancing language and communication skills.
Skill Enhancement Courses (SEC)	Practical courses designed to enhance the application of knowledge and provide hands-on experience.
Value Added Courses (VAC)	Extra courses that provide additional knowledge and skills beyond the curriculum.

Upon admission to the first semester of the undergraduate studies, students are required to outline their course choices according to the structure provided. The template for this academic plan is as follows:

Table 4: Courses and Credits distribution in the First Year

I	II	III	IV	V	VI	VII	VIII
Study program BA/BSC/BCOM /BBA/BCA	MAJOR/ MINOR (choose 3 discipline specific courses)**	MULTI DISCIPLINARY (Choose one course other than those in II)	AEC (choose from languages)	SEC (Choose one course per semester)	VAC (Choose one course per semester	Compulsory Pbi/HCP (Choose one course per semester ONLY in BA)	Total Credits
Credits	12	3	2*	3	2	2	24

NOTE:* see specific requirement in BA,B.Com and B.Sc
**the final choice of Major and Minor will be before third semester starts
1. Students will see the specific guidelines and list of courses offered by the Department in which they take admission.
2. Every student will ensure at he/she is taking specified number of courses in each component of the Curriculum Framework to complete 24 credits.
3. Record of courses chosen by the student in every component of the Curriculum Framework must be kept.

1.7 Choice of Courses

Undergraduate students will make course selections from the various lists approved by their respective College/ CDOE/University Department/PURC. The choices will fall into categories as outlined below:

1.7.1 Major Course:

This is the primary subject area a student wishes to delve into during their undergraduate course. It is the area of study that the student is most passionate about and may wish to pursue as a career. Students may be permitted to change their major

within the broad discipline at the end of the second semester, providing them with ample time to explore interdisciplinary courses during their first year.

1.7.2 Minor Course:

This is a secondary area of study that complements the student's chosen Major. Students who complete a sufficient number of courses in a discipline or an interdisciplinary area of study other than their chosen Major will qualify for a Minor in that discipline or interdisciplinary area. A student may declare their choice of Minor and vocational stream at the end of the second semester.

1.7.3 Multidisciplinary Course:

All undergraduate students are required to complete three introductory-level courses relating to any of the broad disciplines. These courses aim to broaden the student's intellectual experience and form part of liberal arts and science education. Students are not allowed to choose or repeat courses already taken as their proposed Major and Minor stream under this category.

1.7.4 Ability Enhancement Course (AEC):

These are Modern Indian Language (MIL) & English language courses focused on enhancing language and communication skills. The courses aim to enable students to acquire and demonstrate core linguistic skills, including critical reading and expository and academic writing skills. The courses also emphasize the development and enhancement of skills such as communication, and the ability to participate in/conduct discussion and debate.

1.7.5 Skill Enhancement Courses (SEC):

These courses aim to impart 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.

1.7.6 Value Added Course (VAC):

These courses are designed to provide extra skills or knowledge beyond the standard curriculum, often tailored towards enhancing employability, promoting entrepreneurship, or developing personal and professional skills.

For course selection, students should fill out the provided template with their top three choices in each category, bearing in mind their interests, career goals, and the availability of courses in their institution. The template is as follows:

TABLE 5 Template for Filling Choices by The Student

Sr. No	CATEGORY of COURSES	CHOICE 1	CHOICE 2	CHOICE 3
1	Major Courses			
2	Minor Courses			
3	Multidisciplinary Courses			
4	SEC (Skill Enhancement Courses)			
5	AEC (Ability Enhancement Courses)			
6	VAC (Value Added Course Courses)			

The student will be allotted admission on merit based on his/her choice of Major. Please note that this is a general template and may need to be adapted based on the specific offerings of the institution.

1.8 Course Structure and Credit Allocation for The First Year of Undergraduate Study Programmes

The standard distribution of credits among various categories of courses for the first year of Undergraduate Study Programmes will be as under:

Table 6: Distribution of Credits In Various Programmes and Courses

Study Program	Major and Minor	Multi Disciplinary	AEC	SEC	VAC	Compulsory Punjabi/ HCP	Total Credits
BA Semester -1	12	3	2	3	2	2	24
BA Semester -2	12	3	2	3	2	2	24
BSc Semester -1	12	3	2+2	3	2		24
BSc Semester -2	12	3	2+2	3	2		24
BCA Semester -1	12	3	2+2	3	2		24
BCA Semester -2	12	3	2+2	3	2		24
B.Com. Semester - 1	12	3	2+2	3	2		24
B.Com. Semester - 2	12	3	2+2	3	2		24
BBA Semester -1	12	3	2+2	3	2		24
BBA Semester -2	12	3	2+2	3	2		24

1.9: Course Offering and Resource Allocation

In accordance with the objectives of providing comprehensive and quality education to the students, each College / CDOE / PU Department / PURC is mandated to declare its course offerings and resource allocations based on its existing infrastructure and resources. The aim of this regulation is to assure all stakeholders that offerings are feasibly supported by the resources in respective institutes such as faculty, infrastructure, and others.

1. Major/Minor Courses: The College/CDOE/ PU Department/PURC shall provide a list of courses available for students to select as their Major. This will be based on the expertise of the faculty, the infrastructure in place, and the resources necessary to deliver these courses at an acceptable standard. The institute shall delineate a list of Minor courses that can supplement the study of the chosen Major. The selection of Minor courses should align with the resources available and the infrastructure in place.

3. Multidisciplinary Courses: A list of available Multidisciplinary courses, including those available through SWAYAM, should be published. The institute needs to ensure that they have the appropriate resources to support the chosen courses.

4. VACs: A list of Value-Added Courses (VACs), including those accessible through SWAYAM, should be provided. The decision to offer specific VACs should be based on the capacity and resources of the institute.

5. SECs: A list of Skill Enhancement Courses (SECs), including those available through SWAYAM, must be published. These courses should be chosen with careful consideration of the institute's ability to deliver and support them.

6. AECs: The institute is required to provide a list of Ability Enhancement Courses (AECs), particularly in English and Modern Indian Languages, including those from SWAYAM.

7. Internship/Community Work/Experiential Learning Opportunities: The institute should furnish a list of opportunities for internships, community work, and experiential learning. These can include organizations, industries, offices, business sites, villages, NGOs, etc., based on existing relationships and opportunities.

The College/CDOE/Department may elect VAC, SEC, and Multidisciplinary courses to be taught by teachers sourced from the dynamic lists on the university website or SWAYAM. A coordinator for SWAYAM courses may be appointed as needed.

Please note that the final list of subjects approved in the various categories as above will be shared with the respective colleges and also will be displayed on the University website. The College will provide further guidance on the subject selection process including any prerequisites, credit requirements, and additional information specific to the program.

1.10: Credit Hour Allocation for Different Course Types

1.10.1: Definition and Standardization

The workload associated with a course will be measured in terms of credit hours. One credit hour is equivalent to one hour of instructional time per week over the duration of a semester (minimum 15 weeks).

1.10.2: Types of Course Components

Courses can be comprised of one or more of the following components:

1. Lecture

2. Tutorial

3. Practicum

4. Seminar/Internship/Studio Activities/Field Practice/Projects/Community Engagement and Service

1.10.3: Credit Hours per Course Component

The weekly and semester-wise instructional hours associated with each credit for different components are as follows:

Table 7: Credit Hours per Course *Component*

Course Component	Weekly Hours per Credit	Total Hours in a 15-week Semester
Lecture	1 Hour	15 Hours
Tutorial	1 Hour	15 Hours
Practicum	2 Hours	30 Hours
Seminar, Internship, Studio Activities, Field Practice/Projects, Community Engagement and Service	2 Hours	30 Hours

1.10.4: Example Credit Allocation

A 4-credit course with three lecture credits and one practicum credit would entail three 1-hour lectures and one 2-hour practicum per week, equating to 45 hours of lectures and 30 hours of practicum in a 15-week semester.

Similarly, a 4-credit course with three lecture credits and one tutorial credit would involve three 1-hour lectures and one 1-hour tutorial per week, totalling 45 hours of lectures and 15 hours of tutorials in a 15-week semester.

1.10.5: Course Categories

Courses in the study program are categorised based on the nature of the learning activities. These include:

- *Lecture courses:* These involve expert-led sessions related to a specific field.
- *Tutorial courses:* These involve problem-solving and discussions under expert guidance.
- *Practicum or Laboratory work:* These apply previously learned principles/theories in practical projects or lab activities.
- *Seminar:* These involve structured discussions or debates focused on assigned tasks or readings.
- *Internship:* These involve professional activities or work experiences, typically supervised by experts from the relevant external entities.
- *Studio activities:* These involve student engagement in creative or artistic activities.
- *Field practice/projects:* These involve field-based learning or projects supervised by external experts.
- *Community engagement and service:* These involve activities exposing students to societal socio-economic issues, facilitating the application of theoretical knowledge to real-life problems.

1.10.6: Number of Credits by Course Type

A key feature of new curriculum framework is the provision of flexibility for students to select courses of their interest across various branches of undergraduate programmes. To facilitate this flexibility and ensure coherence across the University, it is imperative that all Departments adhere to the following guidelines:

Each department must clearly specify the number of credits associated with each course they offer. This should be determined in accordance with the University's standard definitions of credit hours as outlined in 1.10.4 above.

Moreover, to maintain consistency and facilitate scheduling, all Departments are required to follow common instruction hours (also known as 'slot time'). Specific slot times will be determined and communicated to the University Administration.

Efforts should be made to ensure that students have clear and consistent information about the workload associated with each course, regardless of the department or discipline. Adherence to these guidelines will ensure that the students are able to effectively plan their schedules and manage their workloads across different courses and disciplines.

1.11: Summer Internship/Apprenticeship and Field Based learning

1.11.1: **Summer Internship/Apprenticeship:** A crucial component of this undergraduate programme is the incorporation of real-world work experiences to

complement academic learning. As per this regulation, all students are mandated to undertake internships or apprenticeships during the summer term. These internships/apprenticeships can be pursued in a range of settings such as firms, industries, organizations, or within research labs under the guidance of faculty from their own or other higher education institutions (HEIs)/research institutions.

The University/College/Department will facilitate internship opportunities with the local industry, business organizations, health and allied sectors, local governments (e.g., panchayats, municipalities), parliamentary offices or with elected representatives, media organizations, artists, craftspeople, and other diverse organizations. This arrangement is designed to allow students to engage practically with their areas of study, thereby enhancing their employability.

Students who choose to exit the programme after the completion of the first two semesters must undertake a work-based learning/internship during the summer term. This internship, worth 4 credits, is a requirement for the award of the Undergraduate Certificate.

This provision ensures that students gain valuable practical experience and industry exposure, complementing their academic learning and enhancing their career prospects.

1.11.2: Community engagement and service: A core element of our curriculum is the commitment to community engagement and service. This regulation requires students to engage with socio-economic issues in their communities to augment their theoretical learning with real-world experiences. The goal of this requirement is to encourage students to apply their academic knowledge to generate practical solutions to real-life problems. This community engagement and service may form a part of the summer term activities or be integrated into a major or minor course, depending on the discipline of study.

1.11.3: Field-based learning/minor project: To foster an in-depth understanding of various socio-economic contexts, students are required to engage in field-based learning or undertake a minor project. This regulation aims to provide students with first-hand exposure to development-related issues in both rural and urban settings. It offers students the opportunity to observe and study real field situations pertaining to socio-economic development.

Through this immersive experience, students will gain a comprehensive understanding of the policies, regulations, organizational structures, processes, and programs that drive the development process. Furthermore, it offers students the opportunity to understand complex socio-economic problems in the community and to identify innovative practices required to generate solutions to these issues. This field-based learning or minor project may form a part of the summer term activities or be integrated into a major or minor course, depending on the discipline of study.

These regulations ensure that students gain practical exposure and develop critical problem-solving skills that will enhance their academic learning and future career prospects.

1.12: Research Project/Dissertation Requirement for 4-Year Bachelor's Degree (Honours with Research)

For students enrolled in the 4-Year Bachelor's Degree program (Honours with Research), it is mandatory to undertake a research project under the supervision of a

faculty member in the fourth year. This research project is to be initiated and completed in the eighth semester of the program.

The research project is an integral part of the student's academic journey, offering an opportunity to apply theoretical knowledge to practical research. The students are required to present the outcomes of their research work in the form of peer-reviewed journal publications, presentations at academic conferences or seminars or as patent applications. This ensures that students contribute to the field of study and gain exposure to the academic research community.

1.13: Inclusion of Other Activities in VAC/SEC

The Value-Added Course (VAC) and Skill Enhancement Course (SEC) components of the undergraduate curriculum can include a diverse range of extracurricular activities that enrich students' learning experience and contribute to their personal and professional development. These activities may include but are not limited to:

- Participation in the National Service Scheme (NSS),
- Engagement with the National Cadet Corps (NCC),
- Involvement in adult education or literacy initiatives,
- Mentoring school students,
- Participation in other community service or outreach activities.

Note: Students currently enrolled in an Undergraduate program as per the Choice Based Credit System (CBCS) are eligible to transition to the 4-year undergraduate program. The Department concerned may offer bridge courses, which may include online courses, to facilitate this transition to the Comprehensive and Continuous Framework of UG Program (CCFUGP) (e.g., BSc. Hons. and BA Hons in University Departments). This provision ensures a smooth transition for students wishing to extend their undergraduate studies and provides them with the necessary academic support to succeed in the expanded program.

1.14 Seat allocation for various Courses

14.1: For courses offered under the Science and Commerce streams, the seat allocation in the University Departments on campus, Regional centres, constituent and affiliated Colleges will remain unchanged.

14.2: For courses under the Arts stream, the number of seats will be determined based on the available faculty, resources and infrastructural capacities of the University or its affiliated Colleges. This ensures an optimal student-faculty ratio and proper utilization of resources, thereby maintaining the quality of education. Students should consult with the specific Department or College for the most accurate seat availability information.

IMPORTANT REGULATIONS AND GUIDELINES FOR STUDENTS

1:Award of Undergraduate Degree/s: A student will be awarded an Undergraduate Degree upon securing a total of 144 credits within three years. An Undergraduate Degree with Honours will be awarded upon securing a total of 192 credits.

2:Credit Completion: Each student must aim to complete a requirement of 24 credits per semester or 48 credits in one academic year, in accordance with PU regulations for courses under NEP-2020.

3:Course Selection: The College/CDOE/PURC/University Department will determine courses to be offered from the available baskets/lists which will be updated on the University website.

4:Major and Minor Course Selection: By the end of the second semester, students may decide to continue with their chosen major or request a change. The major course allows for in-depth study of a particular subject or discipline.

A student has to earn about 50percent of the total credits (68-72) for the degree in the Major course. For a three-year undergraduate degree student must earn 24 credits in Minor course and for the four year degree the student must earn 36 credits in the chosen Minor course

5: Change of Major: Students may be allowed to change their major within the broad discipline at the end of the second semester, allowing sufficient time to explore interdisciplinary courses during the first year.

6**: Language Requirement:** Every student will choose two languages, including English, irrespective of the chosen Degree.

7: Course Information: The final list of approved subjects in the various categories of courses will be shared with the respective colleges and displayed on the University website. The College will provide further guidance on the subject selection process, including prerequisites, credit requirements, and additional program-specific information.

8: Updates and Amendments: Since this scheme is being introduced for the first time in the 2023-24 session, it is subject to modifications as per UGC Guidelines. Any changes in regulations in subsequent years after admission to the 1st Year will be applicable for these students retrospectively. Students should stay informed about any updates to ensure compliance with updated guidelines.

These regulations are applicable w.e.f. 03.06.2023 to all undergraduate students of Panjab University Campus, Regional Centres and its Affiliated and Constituent Colleges. Same guidelines will apply to courses offered by Panjab University Centre for Distance and Online Education (CDOE)