

GUIDELINES

UNDERGRADUATE CURRICULUM FRAMEWORK – 2022



**BASED ON NATIONAL
EDUCATION POLICY 2020**

ETERNAL UNIVERSITY



**WHERE VALUES ARE THE FOUNDATION
TO EXPERIENCE AND LEARN**

Undergraduate Curriculum Framework – 2024 (UGCF-2024)

Based on
National Education Policy 2020

ETERNAL UNIVERSITY

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FOREWORD

From The Vice Chancellors Desk

As the Vice Chancellor of Eternal University, I am honoured to present our strategic approach to the implementation of the National Education Policy-2020 (NEP-2020). This visionary policy is poised to transform the landscape of Indian education, fostering a holistic, inclusive, and multidisciplinary approach to learning. The NEP-2020 comes at a crucial time, heralding a new era of educational reform that aligns with global standards while addressing the unique needs of our diverse nation. Its emphasis on flexibility, critical thinking, and skill development marks a significant shift from traditional education models to more contemporary, student-centric paradigms.

At Eternal University, we are committed to embracing the core principles of NEP-2020, which include holistic and multidisciplinary education, flexibility in learning, focus on skill development and employability, integration of technology, research and innovation, inclusivity and equity and sustainable and ethical education. Our curriculum has been redesigned to integrate arts, sciences, skill and vocational subjects, encouraging students to explore various disciplines and discover their true passions. By offering a multidisciplinary education, we aim to produce well-rounded graduates equipped with a broad spectrum of knowledge and skills.

NEP-2020's emphasis on Outcome Based Education (OBE) with modular courses allows our students to tailor their educational journeys to their individual interests and career goals. Our university is proud to adopt these flexible learning structures, providing students with the autonomy to design their academic paths. Moving in line with NEP-2020, we are strengthening

our vocational training programs and forging partnerships with industries to ensure that our students gain practical, hands-on experience. This focus on employability skills is essential for preparing the young minds to thrive in an ever-evolving job market. Recognizing the transformative power of digital tools, we are enhancing our teaching and learning experiences through the integration of technology. Virtual labs, online platforms, and digital resources are the integral parts of our educational delivery, ensuring that our students are adept at navigating the digital age.

Eternal University is committed to fostering a culture of research and innovation. By encouraging undergraduate research and establishing innovation hubs, we aim to cultivate a spirit of inquiry and creativity among our students. We are dedicated to providing access to quality education for all, irrespective of socio-economic backgrounds. Through scholarships, financial aid, and targeted support programs, we strive to create an inclusive learning environment that empowers every student. Our curriculum includes a strong emphasis on environmental sustainability and ethical values. We believe in nurturing socially responsible individuals who are committed to making a positive impact on society and the environment.

The implementation of NEP-2020 at Eternal University is a collaborative effort that involves continuous dialogue, feedback, and innovation. We are working diligently to ensure that our faculty, staff, and students are well-prepared to adapt to these new educational paradigms. In conclusion, I would like to say that NEP-2020 represents a monumental step forward in redefining the future of education in India. At Eternal University, we are inspired by this vision and are dedicated to realizing its full potential. Together, we will create an educational ecosystem that not only meets the demands of the 21st century but also upholds the highest standards of excellence and integrity.

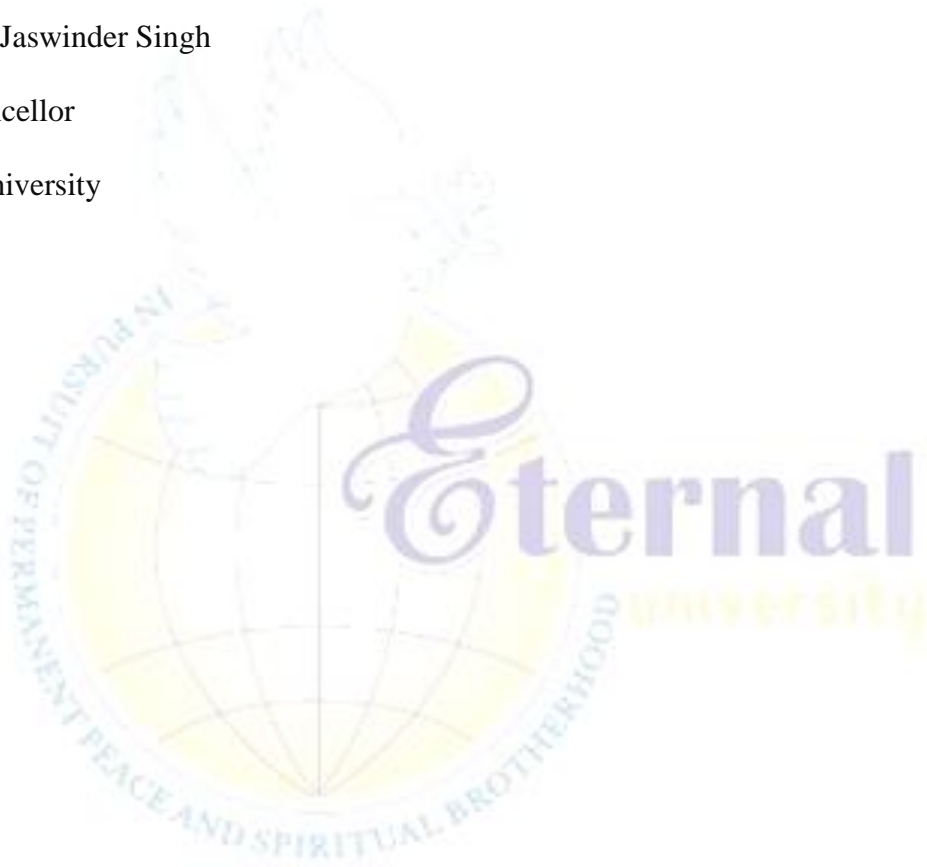
I extend my heartfelt gratitude to all members who have worked diligently to bring about the necessary changes in the curriculum. We at Eternal University are a community that is unwavering in terms of hard work and diligence. I extend my warmest wishes to all for their undying support and commitment as we embark on this transformative journey.

With best regards,

Prof. (Dr) Jaswinder Singh

Vice Chancellor

Eternal University



PREAMBLE

NEP-2020 is a visionary document aimed at transforming the educational ecosystem in India to make it more holistic, flexible, and multidisciplinary. It is aligned to the needs of the 21st Century and aims to bring out the unique capabilities of each student. The policy's success depends on effective implementation strategies, adequate funding, and collaboration between various stakeholders in the education sector. The preamble of the Undergraduate Curriculum Framework-2024 (UGCF-24) underlines a nuanced perspective laden with a deep understanding of philosophical basis, and contemporary contexts of higher education as enshrined in the National Education Policy-2020 and endeavours to synchronize these cornerstones while charting the road ahead for the state of higher education. Eternal University, as a well acclaimed premier seat of teaching, learning, and research in higher education, has nurtured the quest for reaching the peak in every sphere of education, in its true sense, in its process of contribution to the nation-building. Huddled up in the remote serenity of the mountains, it is mandated to act as the torchbearer in expanding the horizons of human resource development through expansion of higher education, it has always paid adequate premium towards constructive and meaningful innovation as a regular feature in its undergraduate curriculum development over the years.

The Vision of the Institution

To implement the National Education Policy (NEP) 2020 at Eternal University, Baru Sahib, Himachal Pradesh, a comprehensive and strategic approach has been adopted. Some of the key steps and guidelines tailored by the Eternal University to align with NEP-2020 objectives are summarised herein. The current curriculum has been developed to incorporate a multidisciplinary approach; wherein courses from sciences, arts, humanities, and vocational subjects stand blended. Introduction to flexible course structures with multiple entry and exit options, such as certificate, diploma, degree and honours degree with research programs have been allowed embedded with a learning pathway to the students. The program structure offers undergraduate programs with options for students to exit with a certificate after 1 year, a diploma after 2 years, and a degree after 3 or a degree with honours and research after 4 years. The assessment of students' performance and their awards will be embedded in the Academic Bank of Credits (ABC) system as per the UGC's guidelines to facilitate credit accumulation and transfer, enabling students to continue their education seamlessly. Collaboration and alignment with research foundations and funding agencies have been sought to be cultivated. A research-oriented mindset shall be cultivated at EU laying emphasis on participation in academic and research projects and internship programmes. The UGC's guidelines for "Curriculum and Credit Framework for Undergraduate Programmes (CCFUP)" have been fully adapted and taken recourse to ensure both quality and accountability. Faculty has been trained in new pedagogical methods of modern learning using the digital platforms effectively for a wide experiential exposure.

The university intends implementation of rigorous professional development programs for faculty to enhance their teaching and research skills. Mentorship Programs are designed to support career progression and professional growth of the learners. For fostering International standards, the university have enriched itself with establishing research collaborations and student exchange programs. At Eternal University ensuring inclusion and equity to the disadvantaged group is a valued promotional service. Implementation of policies and programs to support students from socio-economically disadvantaged backgrounds has been the hallmark at the Eternal University. The University provides scholarships and ensures remedial classes for its AIRWE and other students. Gender and social inclusivity is inherent in our value system. Vocational blending has also been catered to by enlisting various Skill Development Programs. In line with the protocols of NEP 2020 the vocational training and skill development programs have been incorporated into the curriculum to enhance employability. The University is also partnering with industries to provide practical training, internships, and job placement opportunities for students. The Strategic leadership training programs have been adopted for university administrators to effectively implement the NEP-2020. A positive stakeholder engagement is at work wherein faculty, students, alumni, and industry partners are involved in sound decision-making processes to ensure a collaborative approach to governance.

The NEP-2020 revamps and re-energizes the traditional methodologies and designs a flexible learning platform where the emphasis is on lifelong learning and skill development. To fully appreciate the outcome based education (OBE), educators and policymakers have increasingly explored alternative approaches such as active learning, project-based learning, flipped classrooms, blended learning, and personalized learning, which prioritize student engagement, collaboration, critical thinking, and the application of knowledge. These approaches aim to create more dynamic, interactive, and student-centred learning. Experiential learning as an educational approach engages the students in direct experiences and makes them reflect on

those experiences. It goes beyond traditional classroom learning by involving students in hands-on activities that enhance their understanding of concepts and theories through real-world application. This method emphasizes active participation, problem-solving and critical thinking. Keeping the above notions of learning and advancement in its self-building approach, Eternal University has effectively implemented an experiential learning approach; a methodology that is largely envisioned in NEP-2020. By doing so it heads to provide its student-force with practical skills, real-world experience, and a deeper understanding of their subjects. Eternal University believes that the resurgence of this methodology would pave way for enhanced learning system thus building learned individuals for a society of the future. Revamping educational modes is a critical aspect of modernizing and improving the education system to meet the needs of the 21st century.



Undergraduate Curriculum Framework-2024 (UGCF-2024)

II. ABBREVIATIONS

1. 'AEC' indicates 'Ability Enhancement Course'
2. 'B.A.' indicates 'Bachelor of Arts'
3. 'B. Com.' indicates 'Bachelor of Commerce'
4. 'B.Sc.' indicates 'Bachelor of Science'
5. 'DSC' indicates 'Discipline Specific Core'
6. 'DSE' indicates 'Discipline Specific Elective'
7. 'GE' indicates 'Generic Elective'
8. 'SEC' indicates 'Skill Enhancement Course'
9. 'VAC' indicates 'Value Addition Course'

III. Decoding Nomenclature

1. Courses of study – Courses of study indicates pursuance of study in a particular discipline. Every discipline shall offer three categories of courses of study, viz. Discipline Specific Core courses (DSCs), Discipline Specific Electives (DSEs) and Generic Electives (GEs).

- a) Discipline Specific Core (DSC):** Discipline Specific Core is a course of study, which should be pursued by a student as a mandatory requirement of his/her programme of study. DSCs shall be the core credit courses of that particular discipline which will be appropriately graded and arranged across the semesters of study, being undertaken by the

student, with multiple exit options as per NEP-2020. The DSCs specified in the framework would be identified by the concerned Department as core courses to be taught in a Programme.

For example, for award of single discipline specific Honours degree, such as B.Sc. (Honours with Research) Psychology, B.Com. (Honours with Research), B.Sc. (Honours with Research) Microbiology and similar such programmes, DSCs shall be the core courses of Psychology, Commerce and Microbiology, respectively. However, to pursue Honours degree programme in a 'Field of Multidisciplinary courses of Study' (rather than a single discipline) such as B.Sc. (Honours) Physical Sciences, B.A. (Honours) Liberal Arts, the DSCs shall comprise of core credit courses of more than one discipline. For example, for B.Sc. (Honours) Physical Sciences programme, a student shall study credit courses of three disciplines i.e., Physics, Chemistry and Mathematics. DSC 1 may be of Discipline A1 (say, Physics), DSC 2 may be of Discipline B 1 (say, Chemistry) and DSC 3 may be of Discipline C 1 (say, Mathematic). However, the fourth year of such honours degree programme shall be devoted to the study of only one discipline and hence the DSC courses in the VII and VIII semesters shall be of Discipline A/B/C and not a combination of these three disciplines. Please refer to framework given as Illustration –I.

b) Discipline Specific Elective (DSE): The Discipline Specific Electives (DSEs) shall be a pool (umbrella) of credit courses of that particular discipline (single discipline programme of study) or those disciplines (multidisciplinary programme of study), as the case may be, which a student chooses to study from his/her particular discipline(s). There shall be a pool of DSEs from which a student may choose a course of study. The DSEs specified in the framework would be identified by the concerned Department as elective courses to be taught in a programme. For example, to pursue B.Sc. (Honours) Psychology, DSEs chosen should be from a pool of DSEs of Psychology. Similarly, to pursue B.Sc. (Honours)

Physical Sciences programme, the DSEs chosen should be a pool of courses of DSEs of Physics, Chemistry and Mathematics, the core subjects for this programme of study. However, to pursue Honours degree programme in a 'Field of Multidisciplinary courses of Study' (rather than a single discipline) such as B.Sc. (Honours) Physical Sciences, B.A. (Honours) Social Sciences/ Humanities, in the fourth year of such honours degree programme in the VII and VIII semesters, the student shall be required to choose DSEs from any one of the Disciplines A/B/C and not a combination of these three disciplines. Please refer to framework given as Illustration - I.

c) Generic Elective (GE): Generic Electives shall be a pool of courses which is meant to provide multidisciplinary or interdisciplinary education to students. GEs shall consist of a pool of courses offered by various disciplines of study (excluding the GEs offered by the parent discipline), in groups of odd and even semesters, from which a student can choose. The GEs specified in the framework would be identified by the concerned Department as GEs to be taught in a Programme.

In case a student opts for DSEs beyond his/her discipline specific course(s) of study, such DSEs shall be treated as GEs for that student.

d) Ability Enhancement Course (AEC), Skill Enhancement Course (SEC) & Value Addition Course (VAC):

These three courses shall be a pool of courses offered by all the Faculties and Departments in groups of odd and even semesters from which students can choose. A student who desires to make Academic Project/Entrepreneurship as Minor has to pick the appropriate combination of courses of GE, SEC, VAC, & Internship/ Apprenticeship/ Project/Community (IAPC) which shall be offered in the form of various modules as specified in the scheme of studies.

- (i) AEC courses as is evident from its nomenclature are the courses based upon the content that leads to enhancement of knowledge and ability both. These are Language centric courses and . Besides, they also include courses on Environmental Science and Sustainable Development which will be mandatory for all disciplines.
- (ii) SEC courses are skill-based courses in all disciplines and are aimed at providing hands-on-training, competencies, skills, etc. SEC courses may be chosen from a pool of courses designed to provide skill-based instruction that will help the student in a holistic order building.
- (iii) VAC courses are value-based courses which are meant to inculcate ethics, culture, Indian knowledge systems, constitutional values, soft skills, sports education and such similar values to students which will help them to build an experiential mindset in terms of values elicited above.

2. Major Discipline

- a) A student pursuing four-year undergraduate programme in a specific discipline (Core course) shall be awarded appropriate Honours degree with Major in a Discipline on completion of VIII Semester, if he/she secures in that Discipline at least 50% of the total credits i.e., at least 88 credits in that Discipline out of the total of 176 credits. He/she shall study 20 DSCs and at least 2 DSEs in eight semesters. For instance, a student who pursues B.Com. (Honours) shall earn the minimum 88 credits from 20 DSCs and at least two DSEs in order to get Major in Commerce.
- b) A student pursuing four-year undergraduate programme in more than one discipline as Core Course (for example B.A. Liberal Arts, B.Sc. Physical Sciences, B.Sc. Mathematical Sciences, and such other programmes) shall be awarded appropriate Honours degree with Major in a Discipline on completion of VIII Semester, if he/she secures in that Discipline 80 credits out of a total of 176 credits. He/she shall study 6

DSCs and at least 3 DSEs in that discipline in the first six semesters and 2 DSCs, 6 DSEs and write dissertation in that discipline in the VII and VIII semesters. For instance, a student who pursues four-year B.A. (Honours) Liberal Arts shall be eligible for Major in History, on completion of VIII semester, if he/she earns minimum 80 credits from 8 DSCs and at least 9 DSEs of History and writes dissertation on a topic related to History.

3. Minor Discipline

- a) A student mentioned at 2 (a) above may be awarded Minor in a discipline, on completion of VIII Semester, if he/she earns minimum 28 credits from seven GE courses of that discipline. For example, if a student pursuing B.A. (Honours) History chooses seven GE courses of Political Science out of a total of twelve GE courses and writes dissertation, he/she shall be awarded on successful completion of VIII Semester, Major in History and Minor in Political Science.
- b) A student mentioned at 2 (b) above may be awarded Minor in a discipline, on completion of VIII Semester, if he/she earns minimum 28 credits from six DSCs and one DSE of that discipline. For example, a student pursuing four-year B.A. (Honours) Liberal Arts with Major in Psychology (after securing at least 80 credits in Psychology), may be awarded Minor in Psychology if he/she earns 28 credits from six DSCs and one DSE of Psychology (up to VI semester), on successful completion of VIII Semester.

This definition of Minor is independent of GEs for which there is a requirement of 28 credits to be treated as Minor. Further, in case a student opts for two disciplines such as Physics and Chemistry instead of three disciplines such as Physics, Chemistry and Mathematics, major and minor shall be determined as per credits earned in the respective courses of study. The concept of Minor is relevant only when there is a Major discipline.

IV. Objectives

The Undergraduate Curriculum Framework- 2024 (UGCF) is meant to bring about systemic change in the higher education system in the University and align itself with the National Education Policy 2020. The following objectives of NEP are kept in perspective while framing UGCF:

- To promote each student's holistic development in both academic and non-academic spheres
- To provide flexibility to students so that learners have the ability to choose their learning trajectories and programmes, and thereby choose their paths in life according to their talents and interests
- To eliminate harmful hierarchies among disciplines/fields of study and silos between different areas of learning
- Multidisciplinary and holistic education to ensure the unity and integrity of all knowledge
- To promote creativity and critical thinking and to encourage logical decision-making and innovation
- To promote ethics, human & constitutional values
- To promote multilingualism and the power of language in learning and teaching
- To impart life skills such as communication, cooperation, teamwork, and resilience
- To promote outstanding research as a co-requisite for outstanding education and development

V. Features of UGCF-24

The Under Graduate Curriculum Framework (UGCF) 2024 introduces several key features which aim at enhancing the quality, inclusivity, and flexibility of higher education . Keeping in line with the same the Undergraduate Curriculum framework at Eternal University incorporates the following main features:

- Holistic and Multidisciplinary Education through Interdisciplinary Learning encourages students to take courses across different disciplines, promoting a well-rounded education.
- Integrated Programs offers integrated undergraduate and postgraduate programs to streamline education pathways.
- Flexibility in Curriculum with respect to the Choice-Based Credit System (CBCS). This allows students to choose courses and earn credits at their own pace, fostering personalized learning experiences.
- Modular Courses are introduced for the students so as to build their interests and career goals. UGCF has incorporated multidisciplinary education by embedding within the framework the need to opt for at least four elective papers from any other discipline(s) other than the one opted as core discipline(s).
- Skill Development and Employability has been looked into with a critical acumen wherein vocational and skill courses are added to the baskets.
- Establishes partnerships with industries to provide internships, apprenticeships, and hands-on training.
- Utilizing online platforms and digital tools to enhance teaching and learning experiences.
- Providing virtual labs and simulations for practical learning in a controlled environment.
- Encourages undergraduate research projects and innovation activities.
- Establishes innovation hubs and incubation centres within the educational institution.
- Focuses on providing access to quality education for all students, including those from marginalized and disadvantaged communities.
- Offers scholarships and financial aid to support economically disadvantaged students.

- Continuous Assessment and Evaluation includes an approach to Formative Assessment. Implementation of continuous assessment methods that evaluate student performance throughout the academic term are terminal. Diverse evaluation techniques, including project work, presentations, and practical exams, to assess student learning comprehensively have also been employed. Here, the formative growth is emphasized upon than the summative growth; as it is the formative experiential learning that results in the summative building of knowledge in an individual.
- The earning and accumulation of credits in the Academic Bank of Credit (ABC), and the flexibility to redeem the requisite credit for award of appropriate Certificate / Diploma/ Degree, as the per the norms laid down by the UGC and the University.
- Provision of training and development programs for faculty to enhance their teaching skills and stay updated with the latest educational Paradigms is also introduced so as to encourage the faculty to engage with industries to gain practical insights and bring real-world experiences into the classroom.
- Integration of community service projects with academic coursework to address local issues and promotion of social responsibility is touched upon. It encourages collaborative projects with community organizations to provide experiential learning opportunities.
- Establishment of international collaborations with international universities to promote student and faculty exchange programs is laden with an aim to induce the effect of cross-cultural bindings.
- Green Campus Initiatives are there to promote sustainable practices within educational institutions, including energy conservation and waste management. With the same in

sight, sustainability is given an edge and the framework incorporates courses on environmental sustainability and climate change.

- There is also an Emphasizes on the importance of ethics, integrity, and value-based education in the curriculum encouraging the students to engage in activities that promote social and ethical responsibility.

The framework maintains and supports hierarchy among fields of study/disciplines and silos between different areas of learning. As long as a student fulfils the pre-requisites of a course of study, he/she shall be able to study it. Modules or systems of study shall be meaningfully laid down so as to guide the students in choosing the track/academic paths for the desired outcome. One of the significant hallmarks of the framework is a provision of pursuing multilingualism while studying any other discipline as core subject(s), which has no bearing with any language. I and II semesters of the programme provides an opportunity to the students to study languages which are enshrined under the eighth schedule of the Constitution of India, thereby allowing the students for their holistic development, including the ability to acquire proficiency in a language beyond their mother tongue. The framework provides a mandatory programme on research methodology as one of the discipline specific electives (DSE) courses at the VI & VII semester for students who opt for writing dissertation on major/ minor at VII and VIII semesters. Further, provision for internship / apprenticeship/ project/ community outreach right from the III semester up to VI semester provides ample opportunity to the students to explore areas of knowledge / activity beyond the four walls of the classroom and reach out to the world outside without any dilution of the academic feature of the course of study, he/she is pursuing. This also acts a precursor for the students to take up academic project or entrepreneurship at a later stage in VII & VIII semester. Such an initiative will help in skill development and laying a strong foundation for research and thus contribute towards overall national development through the development of skilled manpower and innovation.

For a fine monitoring of the framework mechanisms for continuous monitoring and evaluation to ensure the successful adoption and adaptation of the framework are also considered imperative. These features collectively aim to create a more dynamic, inclusive, and flexible higher education system, aligning with the broader objectives of the National Education Policy (NEP) 2020.

VI. Qualification Type and Credits Requirements.

Qualifications are formal ‘awards’ such as a certificate, diploma or a degree that is awarded by a competent authority such as a college or university in recognition of the attainment by students of the expected learning outcomes on the successful completion of a particular programme of study. They are awarded after an assessment and evaluation of learning levels conducted by a competent body that determines the achievement by students of the expected learning outcomes to given standards. A student who exits at the end of any even semesters must earn the requisite credits in order to be awarded the relevant certificate/diploma/ degree as is evident in the table below:

Sl No.	Type of Award	Stage of exit	Mandatory credits to be secured for the award
1	<i>Undergraduate Certificate in the field of Study/Discipline</i>	After successful completion of Semester II	44
2	<i>Undergraduate Diploma in the field of Study/Discipline</i>	After successful completion of Semester IV	88
3	<i>Bachelor of (field of Study) (Honours) Discipline (for single core discipline course of study)</i>	After successful completion of Semester VI	132
4	<i>Bachelor of (field of Multidisciplinary courses of Study) (for multiple core disciplines courses of study)</i>	After successful completion of Semester VI	132
5	<i>Bachelor of (Field of Study/ Discipline) (Honours with Research/Academic Projects/Entrepreneurship) Discipline (for single core discipline course of study)</i>	After successful completion of Semester VIII	176
6	<i>Bachelor of (field of Multidisciplinary courses of Study) (Honours)</i>	After successful completion of Semester VIII	176

The course code, number of credits, components of lecture, tutorial and practical, pre-requisites to be fulfilled for choosing that course and the department offering the course shall be spelt out for each course. A student should fulfil the pre-requisites of a course to be able to opt it for study.

VII . Structure of UGCF-24

TABLE – 1								
Bachelor of (Field of Study/ Discipline) (Hons.)								
Semester	Core (DSC)	Elective (DSE)	Generic Elective (GE)	Ability Enhancement Course (AEC)	Skill Enhancement Course (SEC)	Internship/ Apprenticeship/Project/Community outreach (2)	Value addition course (VAC)	Total Credits
I	DSC - 1(4)		Choose one from a pool of courses GE-1 (4)	Choose one from a pool of AEC courses (2)	Choose one from a pool of courses (2)		Choose one from a pool of courses (2)	22 credits
	DSC - 2(4)							
	DSC - 3(4)							
II	DSC - 4(4)		Choose one from a pool of courses GE-2 (4)	Choose one from a pool of AEC courses (2)	Choose one from a pool of courses (2)		Choose one from a pool of courses (2)	22 credits
	DSC - 5(4)							
	DSC - 6(4)							
Students on exit shall be awarded Undergraduate Certificate (in the Field of Study/ Discipline) after securing the requisite 44 credits in Semesters I and II								Total = 44
III	DSC - 7(4)	Choose one from pool of courses, DSE - 1 (4) OR Choose one from pool of courses, GE -3 (4)**		Choose one from a pool of AEC courses (2)	Choose one SEC OR Internship/Apprenticeship/Project/Community Outreach (IAPC) (2)*		Choose one from a pool of courses (2)	22 credits
	DSC - 8(4)							
	DSC -9 (4)							
IV	DSC - 10(4)	Choose one from pool of courses, DSE - 2 (4) OR in the alternative choose one from pool of courses GE - 4 (4)†*		Choose one from a pool of AEC courses (2)	Choose one SEC OR *Internship/Apprenticeship/Project/community outreach (IAPC) (2)*		Choose one from a pool of courses (2)	22 Credits
	DSC - 11(4)							
	DSC - 12(4)							
Students on exit shall be awarded Undergraduate Diploma (in the Field of Study/ Discipline) after securing the requisite 88 credits on completion of Semester IV								Total = 88
V	DSC - 13(4)	Choose one from a pool of courses DSE - 3 (4)	Choose one from a pool of courses GE-5 (4)		Choose one SEC OR Internship/Apprenticeship/Project/Community Outreach (IAPC) (2)***			22 credits
	DSC - 14(4)							
	DSC- 15(4)							
VI	DSC - 16(4)	Choose one from a pool of courses DSE - 4 (4)	Choose one from a pool of courses GE-6 (4)^		Choose one SEC OR *Internship/Apprenticeship/Project/Research/Community Outreach (2)***			22 credits
	DSC -17 (4)							
	DSC -18 (4)							
Students on exit shall be awarded Bachelor of (in the Field of Study/ Discipline) Honours (3 years) after securing the requisite 132 credits on completion of Semester VI								Total = 132
VII	DSC-19 (4)	Choose three DSE (3x4) courses OR Choose two DSE- (2x4) and one GE (4)^ course OR Choose one DSE and two GE (4) courses OR All three GE 7, 8 & 9 (3x4) (total = 12)#					Dissertation on Major (6) OR Dissertation on Minor (6) OR Academic project/Entrepreneurship (6)	22 credits
VIII	DSC -20 (4)	Choose three DSE (3x4) courses OR Choose two DSE- (2x4) and one GE (4) course OR Choose one DSE and two GE (4) courses OR All three GE 10, 11 & 12 (3x4) (total = 12)#					Dissertation on Major (6) OR Dissertation on Minor (6) OR Academic project/Entrepreneurship (6)	22 credits
Students on exit shall be awarded Bachelor of (in the Field of Study/Discipline) (Honours with Research/Academic Projects/Entrepreneurship) or (Honours with Research in Discipline-1 (Major) with Discipline-2 (Minor) after securing the requisite 176 credits on completion of Semester VIII								Total = 176

* There shall be choice in III and IV Semesters to choose either one 'SEC' or in the alternative 'Internship/Apprenticeship/Project/Community Outreach' in each Semester for two credits each.

** There shall be choice in Semester III and IV to either choose a DSE or a GE.

*** There shall be choice in V and VI Semesters to choose either one 'SEC' or in the alternative 'Internship/ Apprenticeship/ Project/ Research/ Community Outreach' in each Semester for two credits each.

There shall be four choices in VII and VIII Semesters –

(i) to choose three DSEs of 4 credits each OR

(ii) to choose two DSEs and one GE of 4 credits each OR (iii) to choose one DSE and two GEs of 4 credits each OR

(iv) to choose three GEs of 4 credits each.

'Research Methodology' shall be offered as one of the GE courses in VI and VII Semesters. Students can opt for it either in VI semester or VII semester. However, students pursuing multidisciplinary studies in three core disciplines shall have to choose research methodology in VI semester, if she/he wishes to Major in one of the three disciplines in the fourth year.

Exit Options: The minimum credit to be earned by a student per semester is 18 credits and the maximum is 26 credits. However, students are advised to earn 22 credits per semester. This provision is meant to provide students the comfort of the flexibility of semester-wise academic load and to learn at his/her own pace. However, the mandatory number of credits have to be secured for the purpose of award of Undergraduate Certificate/ Undergraduate Diploma/ Appropriate Bachelor's Degree in the field of Study/Discipline, to a student who chooses to exit at the end of even semesters (details are provided in the table below)

ILLUSTRATION I: SAMPLE UGCF FOR MULTIDISCIPLINARY COURSES OF STUDY

Semester	Core (DSC)	Elective (DSE)	Generic Elective (GE)	Ability Enhancement Course (AEC)	Skill Enhancement Course (SEC)	Internship/ Apprenticeship/Project (2)	Value addition course (VAC)	Total Credits
I	Discipline A 1- (4)		Choose one from a pool of courses GE-1 (4)	Choose one from a pool of AEC courses (2)	Choose one from a pool of courses (2)		Choose one from a pool of courses (2)	22 credits
	Discipline B 1- (4)							
	Discipline C 1- (4)							
II	Discipline A 2 (4)		Choose one from a pool of courses GE-2 (4)	Choose one from a pool of AEC courses (2)	Choose one from a pool of courses (2)		Choose one from a pool of courses (2)	22 credits
	Discipline B 2 (4)							
	Discipline C 2 (4)							
Students on exit shall be awarded Undergraduate Certificate (in the Field of Multidisciplinary Study) after securing the requisite 44 credits in Semesters I and II								Total = 44
III	Discipline A 3 (4)	Choose from pool of courses, DSE A/B/C (4) OR Choose from pool of courses, GE -3 (4)		Choose one from a pool of AEC courses (2)	Choose one SEC OR Internship/Apprenticeship/Project/community Outreach (2)		Choose one from a pool of courses (2)	22 credits
	Discipline B 3 (4)							
	Discipline C 3 (4)							
IV	Discipline A 4 (4)	Choose from pool of courses, DSE A/B/C (4) OR in the alternative GE - 4 (4)		Choose one from a pool of AEC courses (2)	Choose one SEC OR Internship/Apprenticeship/Project/community outreach (2)		Choose one from a pool of courses (2)	22 Credits
	Discipline B 4 (4)							
	Discipline C 4 (4)							
Students on exit shall be awarded Undergraduate Diploma (in the Field of Multidisciplinary Study) after securing the requisite 88 credits on completion of Semester IV								Total = 88
V	Discipline A 5 (4)	Choose one from a pool of courses DSE A/B/C - (4)	Choose one from a pool of courses GE-5 (4)		Choose one SEC OR Internship/Apprenticeship/Project/Community outreach (2)			22 credits
	Discipline B 5 (4)							
	Discipline C 5 (4)							
VI	Discipline A 6 (4)	Choose one from a pool of courses DSE A/B/C - (4)	Choose one from a pool of courses GE-6 (4)		Choose one SEC OR Internship/Apprenticeship/Project/Research/Community Outreach (2)			22 credits
	Discipline B 6 (4)							
	Discipline C 6 (4)							
Students on exit shall be awarded Bachelor of (in the Field of Multidisciplinary Study) after securing the requisite 132 credits on completion of Semester VI								Total= 132

VII	DSC-(4)	Choose three DSE (3x4) courses OR Choose two DSE- (2x4) and one GE (4) course OR Choose one DSE and two GE (4) courses OR All three GE 7, 8 & 9 (total = 12)					Dissertation on Major (4+2) OR Dissertation on Minor (4+2) OR Academic project/ Entrepreneurship (4+2)	22 credits
VIII	DSC - (4)	Choose three DSE (3x4) courses OR Choose two DSE- (2x4) and one GE (4) course OR Choose one DSE and two GE (4) courses OR All three GE 10, 11 & 12 (total = 12)					Dissertation on Major (4+2) OR Dissertation on Minor (4+2) OR Academic project/ Entrepreneurship (4+2)	22 credits
Students on exit shall be awarded Bachelor of (in the Field of Multidisciplinary Study) (Honours or Honours with Academic Projects/Entrepreneurship) after securing the requisite 176 credits on completion of Semester VIII								Total = 176

@# - The framework is based on the Common UGCF provided in Table-I and is relevant for those programmes where more than one discipline is preferred as core courses, such as Bachelor in Life Sciences, Physical Sciences, Commerce Studies, Humanities and Social Sciences or any other such multidisciplinary fields of study.

Illustration 2: Sample UGCF for Courses of Study with more than one Core Discipline

Semester	Core (DSC)	Elective (DSE)	Generic Elective (GE)	Ability Enhancement Course (AEC)	Skill Enhancement Course (SEC)	Internship/ Apprenticeship/Project (2)	Value addition course (VAC)	Total Credits
I	English/Indian Language/Core Discipline -1 (4)		Choose one from a pool of courses GE-1 (4)	Choose one from a pool of AEC courses (2)	Choose one from a pool of courses (2)		Choose one from a pool of courses (2)	22 credits
	Discipline A1(4)							
	Discipline B1 (4)							
II	English/ Indian Language/Core Discipline -2 (4)		Choose one from a pool of courses GE-2 (4)	Choose one from a pool of AEC courses (2)	Choose one from a pool of courses (2)		Choose one from a pool of courses (2)	22 credits
	Discipline A2 (4)							
	Discipline B2 - 4 (4)							
Students on exit shall be awarded Undergraduate Certificate (in the Field of Multidisciplinary Study) after securing the requisite 44 credits in Semesters I and II								Total = 44
III	English/ Indian Language/Core Discipline 3 (4)	Choose from pool of courses, DSE - 1 (4) OR Choose from pool of courses, GE -3 (4)		Choose one from a pool of AEC courses (2)	Choose one SEC OR Internship/Apprenticeship/ Project/Community Outreach (2)		Choose one from a pool of courses (2)	22 credits
	DSC - 5 (4)							
	DSC -6 (4)							
IV	English/ Indian Language/Core Discipline -4 (4)	Choose from pool of courses, DSE - 2 (4) OR in the alternative		Choose one from a pool of AEC courses (2)	Choose one SEC OR Internship/Apprenticeship/ Project/community outreach (2)		Choose one from a pool of courses (2)	22 Credits
	DSC - 7 (4) DSC - 8 (4)							
Students on exit shall be awarded Undergraduate Diploma (in the Field of Multidisciplinary Study) after securing the requisite 88 credits on completion of Semester IV								Total = 88
V	DSC - 9 (4)	Choose one from a pool of courses DSE - 3 (4)	Choose one from a pool of courses GE-5 (4)		Choose one SEC OR Internship/Apprenticeship/ Project/Research/Community Outreach (2)			22 credits
	DSC - 10 (4)							
	DSC - 11 (4)							
VI	DSC - 12 (4)	Choose one from a pool of courses DSE - 4 (4)	Choose one from a pool of courses GE-6 (4)		Choose one SEC OR Intern- ship/Apprenticeship/ Project/Research/Community Outreach (2)			22 credits
	DSC -13 (4)							
	DSC -14 (4)							
Students on exit shall be awarded Bachelor of (in the Field of Multidisciplinary Study) after securing the requisite 132 credits on completion of Semester VI								Total= 132
VII	DSC-15 (4)	Choose three DSE (3x4) courses OR Choose two DSE- (2x4) and one GE (4) course OR Choose one DSE and two GE (4) courses OR All three GE 7, 8 & 9 (total = 12)					Dissertation on Major (4+2) OR Dissertation on Minor (4+2) OR Academic project/ Entrepreneurship (4+2)	22 credits
VIII	DSC -16 (4)	Choose three DSE (3x4) courses OR Choose two DSE- (2x4) and one GE (4) course OR Choose one DSE and two GE (4) courses OR All three GE 10, 11 & 12 (total = 12)					Dissertation on Major (4+2) OR Dissertation on Minor (4+2) OR Academic project/ Entrepreneurship (4+2)	22 credits
Students on exit shall be awarded Bachelor of (in the Field of Multidisciplinary Study) (Honours or Honours with Academic Projects/Entrepreneurship) after securing the requisite 176 credits on completion of Semester VIII								Total = 176

VIII . Assessment, Evaluation and Gradation

The National Education Policy (NEP) 2020 emphasizes the importance of formative and summative assessment in enhancing student learning outcomes. Formative assessment is a continuous process that provides feedback to both students and teachers to improve the teaching and learning process thus making it more experiential in its approach. Unlike summative assessments, which evaluate student learning at the end of an instructional unit by comparing it against a standard or benchmark, formative assessments are integrated into the daily instructional process and focus on the following:

- i) **Ongoing Feedback:** Providing regular feedback to students to help them understand their progress and areas needing improvement.
- ii) **Active Participation:** Encouraging students to actively engage in their learning process.
- iii) **Adjusting Instruction:** Allowing teachers to adjust their teaching strategies based on assessment results to better meet the needs of their students.
- iv) **Holistic Development:** Assessing a broad range of student skills and competencies, including critical thinking, problem-solving, and creativity, rather than focusing solely on rote memorization.
- v) **Gradation as per Bloom's Taxonomy in NEP 2020** aligns with the concept of formative assessment to ensure a comprehensive evaluation of student learning across various cognitive levels. The integration of formative and summative assessment for gradation as per NEP-2020 represents a shift towards a more holistic and student-centric approach to education. By continuously assessing and providing feedback on a wide range of cognitive skills, educators can better support the diverse learning needs of students and prepare them for future success.

CONCLUDING NOTE

At Eternal University, the UGCF-2024 is a comprehensive guideline that seeks to reform and enhance the quality of higher education. As we conclude our overview of the UGCF- 2022, it's essential to highlight the key takeaways and the potential impact of these reforms on the future of higher education in the country. The UGCF-2024 represents a significant shift in the landscape of higher education. This framework is designed to align with the vision of the National Education Policy (NEP) 2020, emphasizing inclusivity, flexibility, and quality in higher education. The implementation of UGCF-2024 is poised to transform the higher education sector. By fostering a flexible, inclusive, and skill-oriented educational environment, the framework aims to produce graduates who are not only academically proficient but also equipped with the necessary skills to thrive in a dynamic global economy. Additionally, the emphasis on research and innovation will contribute to the country's intellectual and economic growth. As we conclude our examination of UGCF-2024, this framework is a forward-thinking initiative that addresses the evolving needs of the learners. The success of UGCF-2024 will depend on effective implementation, continuous evaluation, and collaboration among institutions, policymakers, and stakeholders. By embracing these reforms, we at Eternal University aim to create a robust and dynamic higher education system that prepares students for the challenges and opportunities of the future. Eternal University looks at this framework as a foot stepping stone onto a transformative era in the field of education. We feel its comprehensive approach aims to nurture well-rounded, skilled, and innovative individuals who will contribute to the nation's progress and prosperity at large.