



सावित्रीबाई फुले पुणे विद्यापीठ

गणेशखिंड, पुणे - ४११००७

Savitribai Phule Pune University

Ganeshkhind, Pune - 411007



सावित्रीबाई फुले पुणे विद्यापीठ
॥ वाचं धेनुमुक्ताय ॥

दूरध्वनी क्रमांक : ०२०- २५६२११५६/५७/५९

Telephone No. : 020-25621156/57/59

ईमेल/ Email : approval@unipune.ac.in

शैक्षणिक विभाग (मान्यता कक्ष)

Academic Section (Approval Cell)

संकेतस्थळ/ Website: www.unipune.ac.in

संदर्भ क्र : सीबी/ 815

दिनांक : ०६/०९/२०२४

परिपत्रक क्र. २१६ / २०२४

विषय: सर्व विद्याशाखांतर्गत Non NEP विद्यार्थ्यांना NEP-2020 अंतर्गत प्रवेश देण्याबाबतचे धोरण

विद्यापीठ अधिकार मंडळाने घेतलेल्या निर्णयानुसार सर्व संबंधितांस या परिपत्रकाद्वारे कळविण्यात येते की, राष्ट्रीय शैक्षणिक धोरण २०२० नुसार Multiple Entry and Exit in Academic Programs व Admission to Second Year under NEP 2020 for UG and PG Students from Non-NEP 2020 Backgrounds या संबंधातील धोरणास मान्यता देण्यात येत आहे.

(सोबत : मार्गदर्शक तत्त्वे)

मा. विभागप्रमुख, सर्व शैक्षणिक विद्यापीठ विभाग व मा. प्राचार्य/संचालक, सर्व संलग्नित महाविद्यालये/सर्व मान्यताप्राप्त संस्था यांना विनंती की, सदर परिपत्रकाचा आशय सर्व संबंधितांच्या निदर्शनास आणून द्यावा.

उपकुलसचिव

(शैक्षणिक विभाग)

प्रत माहितीसाठी व पुढील योग्य त्या कार्यवाहीसाठी:-

१. मा. अधिष्ठाता, सर्व विद्याशाखा
२. मा. संचालक, परीक्षा व मूल्यमापन मंडळ
३. मा. प्राचार्य, सर्व संबंधित महाविद्यालये
४. मा. विभाग प्रमुख, सर्व संबंधित शैक्षणिक विभाग, विद्यापीठ परिसर
५. मा. संचालक, सर्व संबंधित मान्यताप्राप्त संस्था
६. मा. उपकुलसचिव, संलग्नता विभाग, प्रस्तुत विद्यापीठ
७. मा. उपकुलसचिव, शैक्षणिक प्रवेश व पात्रता विभाग, प्रस्तुत विद्यापीठ
८. मा. प्र-कुलगुरू कार्यालय, प्रस्तुत विद्यापीठ
९. प्रमुख, विद्यापीठ उपकेंद्र : अहमदनगर, नाशिक

टिपणी क्र. व्ही.सी. ४०३४, ६ सप्टेंबर, २०२४



Savitribai Phule Pune University

Policy for Multiple Entry and Exit in Academic Programs &

Admission to Second Year under NEP 2020 for Undergraduate and Post-Graduation Students from Non-NEP 2020 Backgrounds

Reference :

शासन निर्णय क्रमांक: एनईपी-२०२२/प्र.क्र.०९/विशि-३ शिकाना दिनांक १६.०५.२०२३

शासन निर्णय क्रमांक: एनईपी-२०२२/प्र.क्र.०९/विशि-३ शिकाना, दिनांक २० एप्रिल, २०२३

This policy is applicable for following Programs

1. UG: B.A., B.Sc., B.Com. and all Non-AICTE professional UG degree programs.
2. PG: M.A., M.Sc., M.Com. and all Non-AICTE professional PG degree programs.

Preamble

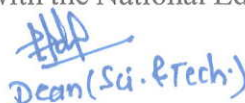
The **National Education Policy (NEP) 2020** seeks to bring transformative reforms in India's Higher Education System by introducing a **Multiple Entry and Exit System (MEES)**. This innovative framework offers students the flexibility to choose their academic programs and pathways, with full support from the **Academic Bank of Credit (ABC)**. A key recommendation of the **University Grants Commission (UGC)**, MEES is designed to encourage flexible and lifelong learning, enabling students to select academic routes that lead to the award of certificates, diplomas, and degrees.

The **MEES framework** is crucial in eliminating student dropouts by allowing temporary exits without academic loss, thereby enhancing the **Gross Enrolment Ratio (GER)** and supporting continuous educational progress. Students benefit from a safety net that ensures they can re-enter academic programs at a later stage, aligned with their personal and career goals.

Furthermore, NEP 2020 introduces significant changes to higher education, particularly for students transitioning from a non-NEP 2020 curriculum. For students who have completed the first year of **Undergraduate (UG) or Postgraduate (PG) programs** under a non-NEP 2020 policy, specific guidelines have been established for seamless admission into the **Second Year of UG/PG programs under NEP 2020**. These guidelines ensure that students are academically equipped to meet the demands of the new curriculum, facilitating a smooth transition while maintaining the academic integrity of their education.

Savitribai Phule Pune University (SPPU) is committed to empowering students to take control of their educational journey, motivating them to resume learning from where they left off and supporting them in achieving their career goals. In alignment with the National Education Policy (NEP) 2020 regulations,


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the undergraduate degree program at SPPU offers flexibility in duration, ranging from three to four years, with multiple entry and exit points. This structure allows students to earn a certificate, diploma, or degree based on the completion of specific requirements.

The academic qualifications are organized across levels, as follows:

- **Level 4.5 :** Undergraduate Certificate for students exiting after the first year.
- **Level 5 :** Undergraduate Diploma for students exiting after the second year.
- **Level 5.5 :** Bachelor's Degree after three years of study.
- **Level 6 :** Bachelor's Degree with Honours/Research after four years.
- **Level 6 and 6.5 :** Master's Degree, which may be one or two years in duration, depending on whether the Bachelor's Degree was three or four years long.

This structure ensures that students have the flexibility to pursue their education at their own pace and according to their personal and professional aspirations.

Purpose of the Policy

- **Reduce Dropout Rates and Boost GER:** The policy aims to minimize student dropouts and increase the Gross Enrolment Ratio (GER), ensuring more students complete their education.
- **Remove Fixed Boundaries for Diploma/Degree Completion:** By eliminating rigid timeframes for diploma or degree completion, the policy offers students the flexibility to progress at their own pace.
- **Enable Discipline Combinations for Multiple Entry/Exit Points:** The policy allows students to combine different disciplines, facilitating multiple entry and exit points throughout their academic journey.
- **Promote a Flexible Curriculum:** It prioritizes student choice in course selection, fostering a more personalized and adaptable educational experience.
- **Support System for Credit Management:** The policy encourages flexible and lifelong learning through a robust system for credit recognition, accumulation, transfer, and redemption.
- **Addressing Practical Challenges:** While the policy aims to enhance vocational opportunities and practical knowledge for national and global progress, its implementation may present real-life challenges that need to be carefully managed.

A] Multiple Entry and Exit in Academic Programs

1. Undergraduate (UG)

Multiple Exits:

Students will have the flexibility to enter a programme in odd semesters and exit a programme after the successful completion of even semesters as per their future career needs. Students exiting the First-Year programme after securing minimum 44 credits will be awarded UG Certificate in the relevant Discipline /Subject provided they secure 4 credits in work based vocational courses or internship / Apprenticeship offered during summer vacation in addition to 6 credits from skill-based courses earned during first and second semester.

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Students exiting the Second Year Programme after securing minimum 88 credits will be awarded UG Diploma in the relevant Discipline /Subject provided they secure additional 4 credits in skill based vocational courses offered during summer vacation after first year or second year.

Students exiting the 3-year UG programme will be awarded UG Degree in the relevant Discipline /Subject upon securing minimum 132 credits.

Exit options shall be provided with Certification, Diploma and basic bachelor's degrees to the students at the end of the second, fourth and sixth semester, respectively, in the four-year degree programme. Students will receive a bachelor's degree with Honors/ Honors with Research on successfully completing all eight semesters of the UG Programmes either at a stretch or with opted exits and re-entries.

Re-entry or Lateral Entry:

Students, opting for exits at any level, will have the option to re-enter the programme from where they had left off, in the same or in a different higher education institution within three years of exit and complete the degree programme within the stipulated maximum period of seven years from the date of admission to first year UG. Re-entry at various levels for lateral entrants in academic programmes shall be based on the earned and valid credits as deposited and accumulated in the Academic Bank of Credits (ABC) through Registered Higher Education Institutions (RHEI) and proficiency test records. Lateral entry into the programme of study leading to the UG Diploma/ Three-year UG Degree/ four-year bachelor's degree with Honors /Research will be based on the validation of prior learning outcomes achieved and subject to availability based on intake capacity.

2. Postgraduate (PG)

The exit option will be at the end of one year of the master's degree program. Students who have joined a two-year master's degree program may opt for exit at the end of the first year and earn a PG Diploma. The PG Diploma may be awarded to a student provided they have earned the requisite credits in one year including on-the-job training of 04 credits during summer break, after completion of the second semester of the first year in the respective Major Subject.

Re-entry to complete the PG degree, after taking the exit option, will be permissible up to 05 years from the date of admission to the PG program.

B] Admission to Second Year under NEP 2020 for Students from Non-NEP 2020 Backgrounds

1. Post-Graduation:

The National Education Policy (NEP) 2020 introduces significant changes to India's higher education system. For students who completed their First Year of a Postgraduate (PG) program under a non-NEP 2020 policy, specific guidelines have been outlined for admission into the Second Year of a PG program under NEP 2020. These guidelines are intended to ensure that students transition smoothly and are well-prepared for the academic rigor of the new curriculum.

a. Course Evaluation and Equivalency Assessment:

Universities may evaluate the courses completed in the First Year under the non-NEP 2020 policy to determine their equivalency with the new curriculum under NEP 2020 at Postgraduate (PG) program. There are 44 credits in Curriculum Credit Framework under NEP 2020 Policy. A key criterion for this evaluation might be that 75% of the courses, along with their content (excluding Research Methodology (4 Credits) and On-Job-Training (OJT (4 Credits))), from the First Year PG curriculum under the NEP

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2020 policy should align with the corresponding courses in the non-NEP 2020 Curriculum Credit framework for the First Year of the Postgraduate (PG) program.

Universities will assess whether the learning outcomes of the completed courses match the requirements of the new curriculum. If there is sufficient alignment, credits from the First Year may be transferred to the second year of program under NEP 2020.

b. Bridge Courses for Curriculum Gaps:

If there are gaps between the previous curriculum and the NEP 2020 requirements, students might be required to take bridge courses. These could include subjects such as Research Methodology, On-the-Job Training (OJT), or other relevant courses to bridge any gap and ensure students meet the NEP 2020 academic standards.

The goal of these bridge courses is to provide a seamless transition from the non-NEP 2020 curriculum to the NEP 2020 framework, ensuring that students are fully prepared to engage with the Second-Year content without being disadvantaged by the differences in curricula.

Bridge Courses of First Year if applicable shall be completed by students in Sem-I and Sem-II of 2nd Year.

c. Specific Bridge Courses:

Research Methodology: If research skills emphasized in the NEP 2020 framework were not covered under the previous curriculum, students will need to complete a course in Research Methodology. This course, worth 4 credits, must be completed through either online or offline mode. It is crucial for equipping students with essential research techniques and methodologies.

On-the-Job Training (OJT): For programs that include practical or industry-oriented training, students will need to undertake an OJT course worth 4 credits, also available in online or offline modes. This course is essential for gaining hands-on experience, which is a key component of the NEP 2020 curriculum.

Institutions may also provide academic support, such as tutoring or mentoring, to help students successfully navigate the bridge courses and integrate fully into the NEP 2020 program.

d. Flexibility and Choice-Based Credit System (CBCS):

NEP 2020 emphasizes flexibility and the Choice-Based Credit System (CBCS). Students may have the opportunity to choose elective courses in the Second Year that align with their interests and career goals, even if they come from a non-NEP 2020 background. This approach allows for a more tailored and student-centric learning experience.

2. Under-Graduation:

The National Education Policy (NEP) 2020 introduces significant changes to India's higher education system. For students who completed their First Year of an undergraduate (UG) program under a non-NEP 2020 policy, specific guidelines have been outlined for admission into the Second Year of a UG program under NEP 2020. These guidelines are intended to ensure that students transition smoothly and are well-prepared for the academic rigor of the new curriculum.

a. Course Evaluation and Equivalency Assessment:

Universities may evaluate the courses completed in the First Year under the non-NEP 2020 policy to determine their equivalency with the new curriculum under NEP 2020 at Undergraduate (UG) program. There are 44 credits in Curriculum Credit Framework under NEP 2020 Policy. A key criterion for this evaluation might be that 75% of the courses, along with their content (excluding Ability Enhancement

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Course (4 Credits), Open Elective/Generic Elective (4 Credits) Value Education Course (4 Credits), Co-curricular Course (2 Credits) and IKS-Generic (2 Credits)), from the First Year UG curriculum under the NEP 2020 policy should align with the corresponding courses in the non-NEP 2020 Curriculum Credit framework for the First Year of the undergraduate (UG) program.

Universities will assess whether the learning outcomes of the completed courses match the requirements of the new curriculum. If there is sufficient alignment, credits from the First Year may be transferred to the second year of program under NEP 2020.

University will carefully map the courses completed by students during their First Year under the non-NEP 2020 policy against the NEP 2020 curriculum. This involves comparing course content, syllabus, instructional hours, and learning outcomes to determine how closely they align.

This alignment ensures that students have covered the necessary foundational knowledge to proceed into the Second Year under the NEP 2020 structure.

University will assess whether the learning outcomes from the completed First Year courses match the expected outcomes under NEP 2020. Learning outcomes include the knowledge, skills, and competencies that students are expected to acquire. If the learning outcomes are deemed sufficiently equivalent, the institution can approve the transfer of credits from the First-Year courses into the NEP 2020 program.

This approach ensures that students who have completed their First Year under a non-NEP 2020 system can transition into the Second Year under the NEP 2020 framework with their prior learning recognized and appropriately credited.

b. Bridge Courses for Curriculum Alignment:

If there are gaps between the previous curriculum and the NEP 2020 requirements, students might be required to take bridge courses. These could include courses from Ability Enhancement Course (4 Credits), Open Elective/Generic Elective (4 Credits), Value Education Course (4 Credits), Co-curricular Course (2 Credits) and IKS-Generic (2 Credits), or other relevant courses to bridge any gap and ensure students meet the NEP 2020 academic standards.

The goal of these bridge courses is to provide a seamless transition from the non-NEP 2020 curriculum to the NEP 2020 framework, ensuring that students are fully prepared to engage with the Second-Year content without being disadvantaged by the differences in curricula.

Ability Enhancement Course (4 Credits) : If Ability Enhancement Course (4 Credits) skills emphasized in the NEP 2020 framework were not covered under the previous curriculum, students will need to complete a course from Ability Enhancement Course of 4 Credits (English is compulsory). This course, worth 4 credits, must be completed through either online or offline mode. It is crucial for equipping students with essential life skills.

Open Elective/Generic Elective (4 Credits): Allows students to explore subjects outside their core area of study, promoting interdisciplinary learning, a key aspect of NEP 2020. If this course were not covered under the previous curriculum, students will need to complete a course in Open Elective/Generic Elective of 4 Credits (courses from other faculty is compulsory). This course shall be bridged and mapped provided that the students have done/completed related any Add on course from outside the faculty. This course, worth 4 credits, must be completed through either online or offline mode.

Value Education Course (4 Credits): Courses that impart ethical, moral, and social values, aligning students with the holistic approach of the NEP 2020. If this course were not covered under the previous curriculum, students will need to complete a course in Value Education

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Course of 4 Credits (courses such as Environmental Sciences, Indian Constitution, Democracy etc.). This course, worth 4 credits, must be completed through either online or offline mode.

Co-curricular Course (2 Credits): Involves activities that complement the academic curriculum, such as leadership training, arts, and cultural activities, which are integral to the NEP 2020's focus on all-around development. If this course were not covered under the previous curriculum, students will need to complete a course in Co-curricular Course of 2 Credits. This course shall be bridged and mapped provided that the students have done/completed/participated in related Co-curricular activities/course and obtained certificate.

IKS-Generic (2 Credits): Courses related to Indian Knowledge Systems (IKS), which help students understand traditional and indigenous knowledge, further aligning with the NEP 2020's emphasis on cultural heritage. If this course or course contents were not covered under the previous curriculum, students will need to complete a course in IKS -Generic of 2 Credits. This course, worth 4 credits, must be completed through either online or offline mode.

c. Flexibility and Choice-Based Credit System (CBCS):

NEP 2020 emphasizes flexibility and the Choice-Based Credit System (CBCS). Students may have the opportunity to choose elective courses in the Second Year that align with their interests and career goals, even if they come from a non-NEP 2020 background. This approach allows for a more tailored and student-centric learning experience.


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(Dr. Parag Kalkar)
Pro-Vice Chancellor

guidelines approved
PI process for
uploading
with due approval



Savitribai Phule Pune University

Policy for Multiple Entry and Exit in Academic Programs & Admission to Second Year under NEP 2020 for Undergraduate and Post-Graduation Students from Non-NEP 2020 Backgrounds

Reference :

शासन निर्णय क्रमांक : एनईपी-२०२२/(६७/२३)/तांशि-२, दिनांक : ४ जुलै, २०२३

This policy is applicable for following Programs Four Year UG Engineering

Preamble

The **National Education Policy (NEP) 2020** seeks to bring transformative reforms in India's Higher Education System by introducing a **Multiple Entry and Exit System (MEES)**. This innovative framework offers students the flexibility to choose their academic programs and pathways, with full support from the **Academic Bank of Credit (ABC)**. A key recommendation of the **University Grants Commission (UGC)**, MEES is designed to encourage flexible and lifelong learning, enabling students to select academic routes that lead to the award of certificates, diplomas, and degrees.

The **MEES framework** is crucial in eliminating student dropouts by allowing temporary exits without academic loss, thereby enhancing the **Gross Enrolment Ratio (GER)** and supporting continuous educational progress. Students benefit from a safety net that ensures they can re-enter academic programs at a later stage, aligned with their personal and career goals.

Furthermore, NEP 2020 introduces significant changes to higher education, particularly for students transitioning from a non-NEP 2020 curriculum. For students who have completed the first year of **Undergraduate (UG)** under a non-NEP 2020 policy, specific guidelines have been established for seamless admission into the **Second Year of UG programs under NEP 2020**. These guidelines ensure that students are academically equipped to meet the demands of the new curriculum, facilitating a smooth transition while maintaining the academic integrity of their education.

Savitribai Phule Pune University (SPPU) is committed to empowering students to take control of their educational journey, motivating them to resume learning from where they left off and supporting them in achieving their career goals. In alignment with the National Education Policy (NEP) 2020 regulations, the undergraduate degree program at SPPU offers flexibility in duration, ranging from three to four years, with multiple entry and exit points. This structure allows students to earn a certificate, diploma, or degree based on the completion of specific requirements.

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The academic qualifications are organized across levels, as follows:

- **Level 4.5 :** One Year UG Certificate in Engg./ Tech.
- **Level 5 :** Two Years UG Diploma in Engg./ Tech.
- **Level 5.5 :** Three Years Bachelor's Degree in Vocation (B. Voc.) or B. Sc. (Engg./ Tech.)
- **Level 6 :** 4-Years Bachelor's degree,
 - (B.E./ B.Tech. or Equivalent) in Engg./ Tech. with Multidisciplinary Minor
 - 4-Years Bachelor's degree (B.E./ B.Tech. or Equivalent) in Engg./ Tech.- Honors and Multidisciplinary Minor
 - 4-Years Bachelor's degree (B.E./ B.Tech. or Equivalent) in Engg./ Tech.-Honors with Research and Multidisciplinary Minor
 - 4-Years Bachelor's degree (B.E./ B.Tech. or Equivalent) in Engg./ Tech.-Major Engg. Discipline with Double Minors (Multidisciplinary and Specialization Minors)

This structure ensures that students have the flexibility to pursue their education at their own pace and according to their personal and professional aspirations.

Purpose of the Policy

- **Reduce Dropout Rates and Boost GER:** The policy aims to minimize student dropouts and increase the Gross Enrolment Ratio (GER), ensuring more students complete their education.
- **Remove Fixed Boundaries for Diploma/Degree Completion:** By eliminating rigid timeframes for diploma or degree completion, the policy offers students the flexibility to progress at their own pace.
- **Enable Discipline Combinations for Multiple Entry/Exit Points:** The policy allows students to combine different disciplines, facilitating multiple entry and exit points throughout their academic journey.
- **Promote a Flexible Curriculum:** It prioritizes student choice in course selection, fostering a more personalized and adaptable educational experience.
- **Support System for Credit Management:** The policy encourages flexible and lifelong learning through a robust system for credit recognition, accumulation, transfer, and redemption.
- **Addressing Practical Challenges:** While the policy aims to enhance vocational opportunities and practical knowledge for national and global progress, its implementation may present real-life challenges that need to be carefully managed.

A] Undergraduate (UG) : Multiple Entry and Exit in Academic Programs Multiple Exits:

Multiple Exits :

Students will have the flexibility to enter a programme in odd semesters and exit a programme after the successful completion of even semesters as per their future career needs.

Students exiting the First Year programme after securing minimum 44 credits will be awarded UG Certificate in the relevant Discipline /Subject provided they secure 8 credits in work-based vocational courses or internship / Apprenticeship offered during summer vacation in addition to 4 credits from skill-based courses earned during the first and second semester.

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Students exiting the Second Year Programme after securing minimum 88 credits will be awarded UG Diploma in the relevant Discipline /Subject provided they secure additional 8 credits in skill-based vocational courses (skill-based courses, internship, mini projects etc) offered during summer vacation after the second year.

Students exiting the 3-year UG program will be awarded B.Voc. in the relevant Discipline /Subject upon securing minimum 132 credits with additional 8 credits in skill-based vocational courses (skill-based courses, internship, mini projects etc.) offered during summer vacation after the sixth semester.

Exit options shall be provided with Certification, Diploma and B. Vocational degrees to the students at the end of the second, fourth and sixth semester, respectively, in the four-year degree programme. Students will receive a Bachelor's degree with the single minor on successfully completing all eight semesters of the UG Programmes either at a stretch or with opted exits and re-entries. In addition to this, student will receive a Bachelor's degree with Double Minor/Honours/ Research subject to earning additional 18 credits.

Re-entry or Lateral Entry :

Re-entry or Lateral Entry: Students, opting for exits at any level, will have the option to re-enter the programme from where they had left off, in the same or in a different higher education institution within four years of exit and complete the degree programme within the stipulated maximum period of eight years from the date of admission to first year UG. Re-entry at various levels for lateral entrants in academic programmes shall be based on the earned and valid credits as deposited and accumulated in the Academic Bank of Credits (ABC) through Registered Higher & Technical Education Institutions (RHTEI) and proficiency test records. Lateral entry into the programme of study leading to the UG Diploma/ B. Vocational/ UG Bachelor's Degree with single minor/ UG Bachelor's Degree with Double Minor/ Honours /Research will be based on the validation of prior learning outcomes achieved and subject to availability based on intake capacity.

B] Under-Graduation: Admission to Second Year under NEP 2020 for Students from Non-NEP 2020 Backgrounds

The National Education Policy (NEP) 2020 introduces significant changes to India's higher education system. For students who completed their First Year of an undergraduate (UG) program under a non-NEP 2020 policy, specific guidelines have been outlined for admission into the Second Year of a UG program under NEP 2020. These guidelines are intended to ensure that students transition smoothly and are well-prepared for the academic rigor of the new curriculum.

a. Course Evaluation and Equivalency Assessment:

Universities may evaluate the courses completed in the First Year under the non-NEP 2020 policy to determine their equivalency with the new curriculum under NEP 2020 at Undergraduate (UG) program. There are 44 credits in Curriculum Credit Framework under NEP 2020 Policy. A key criterion for this evaluation might be that 75% of the courses, along with their content (excluding Ability Enhancement Course (2 Credits), Co-curricular Course (4 Credits) and IKS-Generic (2 Credits)), from the First Year UG curriculum under the NEP 2020 policy should align with the corresponding courses in the non-NEP 2020 Curriculum Credit framework for the First Year of the undergraduate (UG) program.

Universities will assess whether the learning outcomes of the completed courses match the requirements of the new curriculum. If there is sufficient alignment, credits from the First Year may be transferred to the second year of program under NEP 2020.

University will carefully map the courses completed by students during their First Year under the non-NEP 2020 policy against the NEP 2020 curriculum. This involves comparing course content, syllabus, instructional hours, and learning outcomes to determine how closely they align.

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This alignment ensures that students have covered the necessary foundational knowledge to proceed into the Second Year under the NEP 2020 structure.

University will assess whether the learning outcomes from the completed First Year courses match the expected outcomes under NEP 2020. Learning outcomes include the knowledge, skills, and competencies that students are expected to acquire. If the learning outcomes are deemed sufficiently equivalent, the institution can approve the transfer of credits from the First-Year courses into the NEP 2020 program.

This approach ensures that students who have completed their First Year under a non-NEP 2020 system can transition into the Second Year under the NEP 2020 framework with their prior learning recognized and appropriately credited.

b. Bridge Courses for Curriculum Alignment:

If there are gaps between the previous curriculum and the NEP 2020 requirements, students might be required to take bridge courses. These could include courses from Ability Enhancement Course (4 Credits), Co-curricular Course (4 Credits) and IKS-Generic (2 Credits), or other relevant courses to bridge any gap and ensure students meet the NEP 2020 academic standards.

The goal of these bridge courses is to provide a seamless transition from the non-NEP 2020 curriculum to the NEP 2020 framework, ensuring that students are fully prepared to engage with the Second-Year content without being disadvantaged by the differences in curricula.

Bridge Courses of First Year if applicable shall be completed by students in Sem-I and Sem-II of 2nd Year.

Ability Enhancement Course (2 Credits) : If Ability Enhancement Course (2 Credits) skills emphasized in the NEP 2020 framework were not covered under the previous curriculum, students will need to complete a course from Ability Enhancement Course of 2 Credits (English is compulsory). This course, worth 2 credits, must be completed through either online or offline mode. It is crucial for equipping students with essential life skills.

Co-curricular Course (4 Credits): Involves activities that complement the academic curriculum, such as leadership training, arts, and cultural activities, which are integral to the NEP 2020's focus on all-around development. If this course were not covered under the previous curriculum, students will need to complete a course in Co-curricular Course of 4 Credits. This course shall be bridged and mapped provided that the students have done/completed/participated in related Co-curricular activities/course and obtained certificate.

IKS-Generic (2 Credits): Courses related to Indian Knowledge Systems (IKS), which help students understand traditional and indigenous knowledge, further aligning with the NEP 2020's emphasis on cultural heritage. If this course or course contents were not covered under the previous curriculum, students will need to complete a course in IKS -Generic of 2 Credits. This course, worth 4 credits, must be completed through either online or offline mode.

c. Flexibility and Choice-Based Credit System (CBCS):

NEP 2020 emphasizes flexibility and the Choice-Based Credit System (CBCS). Students may have the opportunity to choose elective courses in the Second Year that align with their interests and career goals, even if they come from a non-NEP 2020 background. This approach allows for a more tailored and student-centric learning experience.

guidelines approved

[Signature]
Director,
IQAC

[Signature]
Dean (Sci & Tech)

[Signature]
(Dr. Parag Kalkar)
Pro-Vice Chancellor