

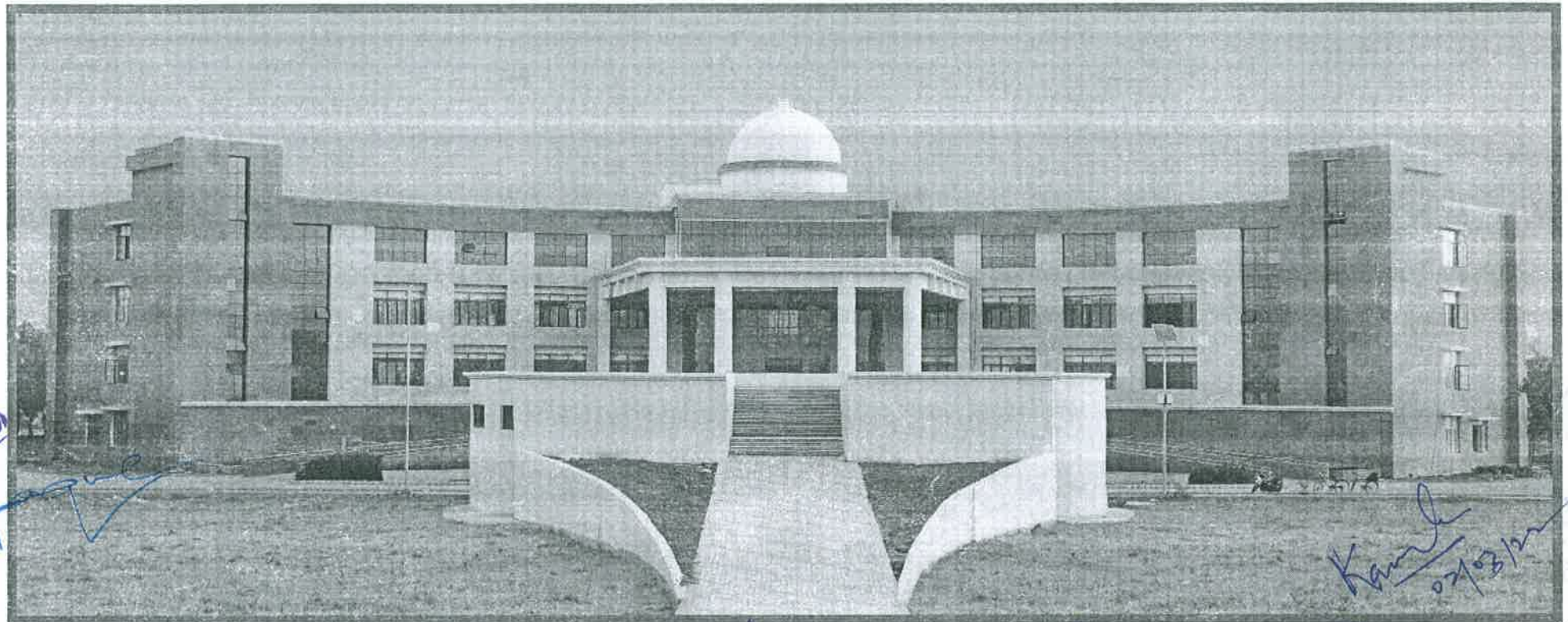
CENTRAL UNIVERSITY OF SOUTH BIHAR



MODEL FRAMEWORK FOR IMPLEMENTATION OF NATIONAL EDUCATION POLICY-2020



DEVELOPED BY
TASK FORCE FOR IMPLEMENTATION OF NEP-2020



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PREFACE



Prof. Kameshwar Nath Singh
Vice-Chancellor

Since the inception of the National Education Policy (NEP)-2020, the Central University of South Bihar is steadily working to implement it in spirit and practice. The enormous task of preparing the roadmap for implementation of NEP by the Task Force involved series of discussions. The Task Force conducted thoughtful sessions on various provisions of the NEP with internal members and also invited open feedback from all faculty members on the draft document. I appreciate the commendable work of the Task Force for taking wider comments on the draft document to enrich it accordingly.

I firmly believe that the implementation of this model framework in our University will further lead to academic excellence, research promotion, and innovation. To achieve the desired outcomes, it is important to continuously monitor the progress of the phased implementation and conduct periodic reviews.

I feel privileged to acknowledge and put on record the constant support and guidance of the Hon'ble Minister, Ministry of Education, Govt. of India (GoI); Chairman, University Grants Commission; Secretary, Ministry of Education, GoI; esteemed members of Executive Council and Academic Council of the University. Their motivation and constant guidance have really helped us in preparing this Model Framework document for our University. I am also thankful to the esteemed members of the Taskforce whose hard work has shaped the content of this document.

Prof. Kameshwar Nath Singh
Vice-Chancellor, CUSB &
Patron, Task Force for Implementation of NEP-2020

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Central University of South Bihar

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1. ABOUT THE UNIVERSITY AND ITS VISION

The NAAC 'A' grade accredited Central University of South Bihar was established in 2009 by the Central Universities Act 2009 (Section 25) of Parliament. With the motto of *Collective Reasoning*, the University has been conducting its academic and administrative activities from its permanent campus sprawling over a 300-acres plot of land at Panchanpur, situated about 15 kms away from Gaya city. The University welcomes all with a grand Entrance Plaza and further provides visual delight with a half-globe shaped Stupa and a magnificent multi-storied Administrative Block building. Besides, the massive Schools buildings namely School of Earth, Biological & Environmental Sciences named as Aryabhata Bhawan, School of Social Sciences & Policy named as Chanakya Bhawan, School of Education building named as Malaviya Bhawan, Vivekanand Lecture Complex, Sangharam Guest House, Boys Hostel named as Gargi Sadan and Girls Hostel named as Maitreyi Sadan altogether are like visual treat for visitors, and offering a pristine environs for running academic and co-curricular activities. Along with world-class highly qualified faculty members, high teacher-student ratio, baskets full of elective courses in different programmes, the University offers Choice Based Credit System (CBCS) with total internal evaluation of students' performance at Undergraduate (UG) and Postgraduate (PG) levels. Other highlights of the CUSB includes a conducive and research-oriented environment with multidisciplinary approach, innovative pedagogies, promising infrastructural facilities and effective students' support system to nurture students' personality in a holistic manner and to prepare them for bright future. At present, the University offers 03 UG, 25 PG, 25 Ph.D. and 01 PG diploma programmes across several disciplines in its various Departments and Centres.

The University visualizes itself as a Research-Intensive University (RIE) with equal emphasis on teaching and research, and further aspires to become Multidisciplinary Education and Research University (MERU) in future, as envisioned in the National Education Policy-2020. It aims to take appropriate measures for promoting innovation in the teaching-learning process, inter-disciplinary studies and research. It aspires to educate and train the workforce for the development of the country by establishing linkages with industries for the promotion of science and technology. Additionally, it has been paying special attention to the improvement of social and economic conditions and welfare of the people, along with their intellectual, academic and cultural development.









R.K. Kesava
02/03/22











- **Creativity and critical thinking** to encourage logical decision-making and innovation;
- **Ethics and human & Constitutional values** like empathy, respect for others, cleanliness, courtesy, democratic spirit, spirit of service, respect for public property, scientific temper, liberty, responsibility, pluralism, equality, and justice;
- **Promoting multilingualism and the power of language** in teaching and learning;
- **Life skills** such as communication, cooperation, teamwork, and resilience;
- **Focus on regular formative assessment for learning** rather than the summative assessment that encourages today's 'coaching culture';
- **Extensive use of technology** in teaching and learning, removing language barriers, increasing access for *Divyang* students, and educational planning and management;
- **Respect for diversity and respect for the local context** in all curriculum, pedagogy, and policy, always keeping in mind that education is a concurrent subject;
- **Full equity and inclusion** as the cornerstone of all educational decisions to ensure that all students are able to thrive in the education system;
- **Synergy in curriculum across all levels of education** from early childhood care and education to school education to higher education;
- **Teachers and faculty as the heart of the learning process** – their recruitment, continuous professional development, positive working environments and service conditions;
- A '**light but tight**' regulatory framework to ensure **integrity, transparency, and resource efficiency** of the educational system through audit and public disclosure while encouraging innovation and out-of-the-box ideas through **autonomy, good governance, and empowerment**;
- **Outstanding research** as a corequisite for outstanding education and development;
- **Continuous review** of progress based on sustained research and regular assessment by educational experts;
- **A rootedness and pride in India**, and its rich, diverse, ancient and modern culture and knowledge systems and traditions;
- **Education is a public service**; access to quality education must be considered a basic right of every child;
- **Substantial investment in a strong, vibrant public education system** as well as the encouragement and facilitation of true philanthropic private and community participation;

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QUALITY UNIVERSITIES: A NEW AND FORWARD-LOOKING VISION FOR INDIA'S HIGHER EDUCATION SYSTEM

- Quality higher education must aim to develop good, thoughtful, well-rounded, and creative individuals.
- It must enable an individual to study one or more specialized areas of interest at a deep level, and also develop character, ethical and Constitutional values, intellectual curiosity, scientific temper, creativity, spirit of service, and 21st century capabilities across a range of disciplines including sciences, social sciences, arts, humanities, languages, as well as professional, technical, and vocational subjects.
- A quality higher education must enable personal accomplishment and enlightenment, constructive public engagement, and productive contribution to the society. It must prepare students for more meaningful and satisfying lives and work roles and enable economic independence.
- Some of the major problems currently faced by the higher education system in India include:
 - a severely fragmented higher educational ecosystem;
 - less emphasis on the development of cognitive skills and learning outcomes;
 - a rigid separation of disciplines, with early specialization and streaming of students into narrow areas of study;
 - limited access particularly in socio-economically disadvantaged areas, with few HEIs that teach in local languages;
 - limited teacher and institutional autonomy;
 - inadequate mechanisms for merit-based career management and progression of faculty and institutional leaders;
 - lesser emphasis on research at most universities and colleges, and lack of competitive peer-reviewed research funding across disciplines;
 - suboptimal governance and leadership of HEIs;
 - an ineffective regulatory system; and large affiliating universities resulting in low standards of undergraduate education.
- This policy envisions the following key changes to the current system:
 - moving towards multidisciplinary universities, with more HEIs across India that offer medium of instruction in local/Indian languages;
 - moving towards a more multidisciplinary undergraduate education;
 - moving towards faculty and institutional autonomy;
 - revamping curriculum, pedagogy, assessment, and student support;
 - reaffirming the integrity of faculty and institutional leadership positions;

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- establishment of a National Research Foundation;
- governance of HEIs by independent boards having academic and administrative autonomy;
- “light but tight” regulation by a single regulator for higher education;
- increased access, equity, and inclusion.

IMPORTANT PLACE OF TEACHERS AND THEIR PREPARATION

- The most important factor in the success of higher education institutions is the quality and engagement of its faculty. Faculty will be given the freedom to design their own curricular and pedagogical approaches within the approved framework, including textbook and reading material selections, assignments, and assessments. Empowering the faculty to conduct innovative teaching, research, and service as they see best will be a key motivator and enabler for them to do truly outstanding and creative work.
- The teacher must be at the centre of the fundamental reforms in the education system. The new education policy must help re-establish teachers, at all levels, as the most respected and essential members of our society, because they truly shape our next generation of citizens. It must do everything to empower teachers and help them to do their job as effectively as possible.
- As teacher education requires multidisciplinary inputs, and education in high-quality content as well as pedagogy, all teacher education programmes must be conducted within composite multidisciplinary institutions. To this end, all multidisciplinary universities and colleges - will aim to establish, education departments which, besides carrying out cutting-edge research in various aspects of education, will also run B.Ed. programmes, in collaboration with other departments such as psychology, philosophy, sociology, neuroscience, Indian languages, arts, music, history, literature, physical education, science and mathematics.
- In-service continuous professional development for university teachers will continue through the existing institutional arrangements and ongoing initiatives; these will be strengthened and substantially expanded to meet the needs of enriched teaching-learning processes for quality education.

INSTITUTIONAL RESTRUCTURING AND CONSOLIDATION

- By 2040, all higher education institutions (HEIs) shall aim to become multidisciplinary institutions, each of which will aim to have 3,000 or more students.
- The aim will be to increase the Gross Enrolment Ratio in higher education including vocational education from 26.3% (2018) to 50% by 2035.
- A university will mean a multidisciplinary institution of higher learning that offers undergraduate and graduate programmes, with high quality teaching, research, and community engagement.

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- The definition of university will thus allow a spectrum of institutions that range from those that place equal emphasis on teaching and research i.e., Research-Intensive Universities. Those that place greater emphasis on teaching but still conduct significant research i.e. Teaching-Intensive Universities.
- These three broad types of institutions are not in any natural way a rigid, exclusionary categorization, but are along a continuum.
- HEIs will support other HEIs in their development, community engagement and service, contribution to various fields of practice, faculty development for the higher education system, and support to school education.
- The overall higher education sector will aim to be an integrated higher education system, including professional and vocational education.

TOWARDS A MORE HOLISTIC AND MULTIDISCIPLINARY EDUCATION

- A holistic and multidisciplinary education would aim to develop all capacities of human beings -intellectual, aesthetic, social, physical, emotional, and moral in an integrated manner.
- Such a holistic education shall be, in the long term, the approach of all undergraduate programmes, including those in professional, technical, and vocational disciplines.
- Imaginative and flexible curricular structures will enable creative combinations of disciplines for study, and would offer multiple entry and exit points.
- Departments in Languages, Literature, Music, Philosophy, Indology, Art, Dance, Theatre, Education, Mathematics, Statistics, Pure and Applied Sciences, Sociology, Economics, Sports, Translation and Interpretation, etc. will be established and strengthened at all HEIs.
- Curricula of all HEIs shall include credit-based courses and projects in the areas of community engagement and service, environmental education, and value-based education.
- The undergraduate degree will be of either 3 or 4-year duration, with multiple exit options within this period, with appropriate certifications, e.g., a certificate after completing 1 year in a discipline or field including vocational and professional areas, or a diploma after 2 years of study, or a Bachelor's degree after a 3-year programme. The 4-year multidisciplinary Bachelor's programme, however, shall be the preferred option.
- An Academic Bank of Credits (ABC) shall be established which would digitally store the academic credits earned from various recognized HEIs so that the degrees from an HEI can be awarded taking into account the credits earned.
- The 4-year programme may also lead to a degree 'with Research' if the student completes a rigorous research project in their major area(s) of study as specified by the HEI.

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- HEIs will focus on research and innovation by setting up start-up incubation centres, technology development centres, centres in frontier areas of research, greater industry- academic linkages, and interdisciplinary research including humanities and social sciences research.

OPTIMAL LEARNING ENVIRONMENTS AND SUPPORT FOR STUDENTS

- Institutions and faculty will have the autonomy to innovate on matters of curriculum, pedagogy, and assessment within a broad framework of higher education qualifications
- All assessment systems shall also be decided by the HEI, including those that lead to final certification. The Choice Based Credit System (CBCS) will be revised for instilling innovation and flexibility.
- HEIs shall move to a criterion-based grading system that assesses student achievement based on the learning goals for each programme
- HEIs shall also move away from high-stakes examinations towards more continuous and comprehensive evaluation.
- Each institution will integrate its academic plans ranging from curricular improvement to quality of classroom transaction - into its larger Institutional Development Plan (IDP)
- High-quality support centers and professional academic and career counselling will be made available to all students.
- All programmes, courses, curricula, and pedagogy across subjects, including those in-class, online, and in Open & Distance Learning (ODL) modes as well as student support will aim to achieve global standards of quality.

INTERNATIONALIZATION

- Larger numbers of international students studying in India, and greater mobility of students in India will help them to get their earned credits transferred to, or carry out research at institutions abroad, and vice versa.
- India will be promoted as a global study destination providing premium education at affordable costs
- Research/teaching collaborations and faculty/student exchanges with high-quality foreign institutions will be facilitated
- A legislative framework facilitating such entry will be put in place, and such universities will be given special dispensation regarding regulatory, governance, and content norms on par with other autonomous institutions of India.

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STUDENT ACTIVITY AND PARTICIPATION

- Plenty of opportunities for participation in sports, culture/arts clubs, eco-clubs, activity clubs, community service projects, etc.
- In every education institution, there shall be counselling systems for handling stress and emotional adjustments.

REIMAGINING VOCATIONAL EDUCATION

- Vocational education will be integrated into all school and higher education institutions in a phased manner over the next decade.
- By 2025, at least 50% of learners through the school and higher education system shall have exposure to vocational education, for which a clear action plan with targets and timelines will be developed.
- Higher education institutions will offer vocational education either on their own or in partnership with industry and NGOs.
- 'Lok Vidya', i.e., important vocational knowledge developed in India, will be made accessible to students through integration into vocational education courses.
- The possibility of offering vocational courses through ODL mode will also be explored.
- The credit-based Framework will also facilitate mobility across 'general' and vocational education.

PROMOTION OF INDIAN LANGUAGES, ARTS, AND CULTURE

- The promotion of Indian arts and culture is important not only for the nation but also for the individual. Cultural awareness and expression are among the major competencies considered important in the all-round development of children, in order to provide them with a sense of identity, belongingness, as well as an appreciation of other cultures and identities.
- Indian arts of all kinds must be offered to students at all levels of education, starting with early childhood care and education.
- Teaching and learning of Indian languages need to be integrated with school and higher education at every level.
- Strengthened departments and programmes in Indian languages, comparative literature, creative writing, arts, music, philosophy, etc. will be launched and developed across the country, and degrees including 4-year B.Ed. dual degrees will be developed in these subjects.
- Every higher education institution and even every school or school complex will aim to have Artist(s)-in-Residence to expose students to art, creativity, and the rich treasures of the region/country.
- More HEIs, and more programmes in higher education, will use the mother tongue/local language as a medium of instruction, and/or offer programmes bilingually.

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3. GENERAL POINTS FOR IMPLEMENTATION OF NEP-2020 AT CUSB

1. The Central University of South Bihar is committed to implement NEP recommendations in its Under-Graduate (UG), Post-Graduate (PG) and Ph.D. Programmes with a systematic plan of execution.
2. From the academic session 2022-23, all the UG and PG programmes will be offered in line with the framework developed by the task force according to NEP-2020.
3. Though the University wants to expand itself in terms of the number of programmes at Under-Graduate level also, but due to lack of human resources and infrastructural facilities, the University is initially focusing to revise the existing UG and PG programmes only. Gradually new programmes may be added in phased manner in future subject to availability of prerequisite resources.
4. The two-year PG level programmes will also be revised in the light of NEP recommendations and will be offered from the session 2022-23.
5. The one-year Post-Graduate Programme for the students having four years Bachelor's Degree with Honours/Research shall be commenced from 2026-27.
6. The University will soon revise its Ph.D. programmes and related Ordinances to incorporate the recommendations of the NEP-2020.
7. Multiple Entry and Multiple Exit systems at various stages will be implemented in the University in Under-Graduate and Post-Graduate programmes from the academic session 2022-23 for newly admitted students as per the UGC guidelines.
8. To promote holistic and multidisciplinary education, the courses related to Indian Knowledge System (IKS), Vocational courses, Skill-based courses, Swachh Bharat Internship, Community Connect, Lok Vidya, Yoga, Indian Languages, Cultural Exchange, National Integration, Environmental Studies, and Life Skills, etc. will be offered along with Core and Elective.
9. Upto 40% of the courses of any programme of studies may be taken from SWAYAM platform.
10. The departments should encourage blended mode of learning among students.
11. The Board of Studies of respective departments will develop the complete structure of the programmes in consonance with this document.

4. STUDENT'S MOBILITY ACROSS THE YEARS OF LEARNING FROM LEVEL-5 TO LEVEL-10



Admission of +2 passed out student in CUSB

A1
Opts single Major UG Programme (B.A./B.Sc./B.Com.)
 (six semesters duration)
LEVEL-5, 6 & 7 (EXCLUSIVE)
Note:
 Exit after 1st year (Level-5): Certificate in Major
 Exit after 2nd year (Level-6): Diploma in Major
 Exit after 3rd Year (Level-7): Bachelor's Degree with Major

A2
Opts for Dual Major Holistic Integrated Teacher Education (TE) Programme
 (4-year B.A.B.Ed./B.Sc.B.Ed./B.Com.B.Ed.)
LEVEL-5, 6 & 7 (INTEGRATED)
Note:
 The exit system shall be applicable as per guidelines of the concerned statutory bodies.
 Exit after 4th year: Bachelor's Degree of B.A.B.Ed./B.Sc.B.Ed./B.Com.B.Ed. with Major.

B1
If CGPA of UG is equal or above 7.5 then:
4th year of Bachelors with Honours/Research
 (two semesters duration)
LEVEL-8
Note:
 Exit after 1st year (Level-8): Bachelor's Degree with Hons./Research

B2
Those who can't opt B1, may opt:
2 years Master's Degree Programme (PG)
 (four semesters duration)
LEVEL-9
Note:
 Exit after 1st year (Level-8): Post-Graduate Diploma (equivalent to Level-8)
 Exit after 2nd year (Level-9): Master's Degree

C
If completed Bachelors with Honours/Research then:
1 year's Master's Degree Programme (PG)
 (two semesters duration)
LEVEL-9
Note:
 Exit after 1st year (Level-9): Master's Degree

D
If completed Master's Degree then:
Ph.D. Programme
LEVEL-10

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5. CREATING A RESEARCH CULTURE AT CUSB IN THE LIGHT OF NEP-2020 RECOMMENDATIONS

1. The Central University of South Bihar visualizes itself as a Research-Intensive University (RIU) with equal emphasis on teaching and research. Hence, creation of a robust ecosystem of research and innovation in the University is on high priority.
2. As envisioned in NEP-2020, the University will focus on research and innovation by setting up start-up incubation centers; technology development centers; centers in frontier areas of research; greater industry-academic linkages; and interdisciplinary research including humanities and social sciences research.
3. The University will develop specific hand holding mechanisms and competitions for promoting innovation among students, with the support of National Research Foundation (NRF).
4. The University is in favour of offering 4-year UG programme which may lead to a degree 'with Research' if the student completes a rigorous research project in their major area(s) of study as specified by the HEI.
5. As per the NEP-2020 recommendations, the Ph.D. programmes of the University will be re-oriented to meet the new expectations and standards of research.
6. All fresh Ph.D. entrants, irrespective of discipline, will be required to take credit-based courses in teaching/ education/ pedagogy/ writing related to their chosen Ph.D. subject during their doctoral training period.
7. Exposure to pedagogical practices, designing curriculum, credible evaluation systems, communication, and so on will be ensured since many research scholars will go on to become faculty or public representatives/communicators of their chosen disciplines.
8. Ph.D. students will also have a minimum number of hours of actual teaching experience gathered through teaching assistantships and other means.
9. All the Ph.D. programmes will have mandatory course components on research publication and ethics as per the norms of UGC/concerned regulatory body.
10. The existing Ph.D. ordinances of the University will be revised to incorporate the NEP-2020 recommendations.

6. POST-GRADUATE PROGRAMMES

(A) KEY POINTS FOR IMPLEMENTATION OF NEP-2020 IN THE PG PROGRAMMES

1. A programme of study leading to the Master's degree and Post-Graduate Diploma is open to those who have met the entrance requirements, including specified levels of attainment, in the programme admission regulations.
2. Admission to a programme of study is based on the evaluation of documentary evidence (including the academic record) of the applicant's ability to undertake postgraduate study in a specialist field of enquiry.
3. The students will be admitted to concerned department related to their subject of the PG programme.
4. The students shall be admitted to a two-year programme with the second year devoted largely to research for those who have completed the three-year Bachelor's programme
5. From the academic session 2022-23, the two years Master's Programme will be offered by all the departments, in a revised format as per NEP-2020 expectations.
6. The students completing a four-year Bachelor's programme with Honours/Research, will be admitted to a one-year Master's programme.
7. From the academic session 2026-27, the University will also start one year Master's programme for the students four years having Bachelor's Degree with Honours/Research.
8. In the two years Master's Programme, the first year may be at par with the fourth year of UG in the form of Honours/Research.
9. For postgraduate programmes, there shall only be one exit point for those who join the two-year Master's programme, that is, at the end of the first year of the Master's programme. Students who exit after the first year shall be awarded the Post-Graduate Diploma as per the UGC guidelines.
10. The structure of the PG programmes will be designed with the approach of holistic and multidisciplinary education as envisaged in the NEP-2020.
11. There will be a basket of Mandatory Elective Non-Credit (MENC) courses to offer the courses of multidisciplinary and holistic nature.
12. The PG programmes will also have special emphasis on research through compulsory core courses in the forms of research methodology, dissertation writing, lab research report, field study report, etc.
13. The PG programmes will also incorporate the courses related to vocational studies in the field of the concerned subject that may be in the form of internship.
14. The structure of professional PG programmes will be as per the guidelines of the concerned statutory bodies such as the NCTE in the case of M.Ed. and Bar Council of India (BCI) in the case of LLM.

6. POST-GRADUATE PROGRAMMES

(B) TYPES OF COURSES AND PROPOSED CREDITS FOR THE PG PROGRAMMES

The Post-Graduate programmes will have courses of following types:

Nature of the Course		Course Code	Description of the course
1.	Discipline Based Core Course	DBCC	This is the foundational course which is to be compulsorily studied by a student as a core requirement to complete the programme in a said discipline of study at PG level. This also includes the introductory course on research methodology, dissertation writing, project work, field work, lab work, Indian knowledge system, skill enhancement, value addition etc. related to the subject.
2.	Discipline Based Core Elective Course	DBCE	This is the elective course, aimed at specializing the student in a particular sub-discipline of the concerned discipline. The students have choice to choose the course from a basket of DBCE to be offered in the concerned semester.
3.	Open Elective (Interdisciplinary) Course	OEIC	This is the elective course, aimed to enable exposure to some other disciplines or domains. The students have to choose open elective courses from other departments of the university.
4.	Mandatory Elective Non-Credit Course	MENC	This is the value-added course to promote multidisciplinary and holistic education among the students. The course is of non-credit nature but mandatory to complete successfully for the award of the Master's degree. The students have to choose the MENC courses, equivalent to at least 04 credits, from a basket of offered courses.

The Credits shall be allotted to the courses in the following way:

Nature of the Courses	Credits
Discipline Based Core	72
Discipline Based Core Electives	
Introductory Course on Research Methodology in the concerned discipline (minimum 04 credits)	
Dissertation/Project Work/Internship/Report submission (minimum 04 credits)	
Open Elective (interdisciplinary in nature)	08
Total	80
Mandatory Elective Non-Credit Courses (Minimum 02 MENC)	04

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6. POST-GRADUATE PROGRAMMES
(C) BASIC SUGGESTIVE MODEL FOR THE TWO YEARS PG PROGRAMMES

SEMESTER-I			SEMESTER-II		
Course Code	Nature of the Course	Credit	Course Code	Nature of the Course	Credit
DBCC	Discipline Based Core Courses	16	DBCC	Discipline Based Core Courses (Including 04 Credits Course on Vocational Studies)	16
OEIC	Open Elective (interdisciplinary in nature)	04	DBCC/DBCE	Discipline Based Core/Core Elective	04
MENC	Non-Credit Course equivalent to 2 credits*	--	MENC	Non-Credit Course equivalent to 2 credits*	--
Total		20	Total		20
<i>Exit Option with Post-Graduate Diploma</i>					
SEMESTER-III			SEMESTER-IV		
Course Code	Nature of the Course	Credit	Course Code	Nature of the Course	Credit
DBCC	Discipline Based Core Courses	08	DBCC	Discipline Based Core Courses	12
DBCC/DBCE	Discipline Based Core/Core Elective	08		Dissertation/Project Work/Lab Work/Field Work*	
OEIC	Open Elective (interdisciplinary in nature)	04	DBCC/DBCE	Discipline Based Core/Core Elective	08
MENC	Non-Credit Course equivalent to 2 credits*	--	MENC	Non-Credit, Course equivalent to 2 credits*	--
Total		20	Total		20

Note:

1. The DBCC/DBCE/OEIC courses will be preferably of 04 credits. If there is need to keep the credits of a course more or less than 04 credits, then in such cases credits should be in even numbers.
2. In the table above, the placing of Open Elective courses is indicative only. These courses may be offered in any of the semester by the department.
3. The Discipline Based Core Courses shall include at least one course each on Skill-Enhancement, Indian Knowledge systems (IKS), Value (normative) Addition. Nomenclature of these courses should explicitly reflect the component that the course intends to cater.
4. The Mandatory Elective Non-Credit Courses have no semester boundaries. The students will have full freedom to complete them in any of the semesters during the entire duration of the PG programme. The MENC courses will require only satisfactory completion and have no grading.
5. The second year will have compulsory feature of research in the form of dissertation/ project work/ lab work/field work, etc.
6. *The dissertation/project work/lab work/field work shall be of at least 04 credits, which may be increased by the departments. If required, the department may spread such research endeavour over more than a semester. However, in such cases, the credit would be counted in the last semester only.
7. The course catering the vocational component should be developed in such a way that it justifies Post-Graduate Diploma for those students who wish to exit after completion of two semesters of the PG programme.

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Pranav Kumar
02/03/22

6. POST-GRADUATE PROGRAMMES
(D) BASIC SUGGESTIVE MODEL FOR THE ONE YEAR PG PROGRAMMES

SEMESTER-I		
<i>Course Code</i>	<i>Nature of the Course</i>	<i>Credit</i>
DBCC	Discipline Based Core Courses	08
DBCC/DBCE	Discipline Based Core/Core Elective	08
OEIC	Open Elective (interdisciplinary in nature)	04
MENC	Non-Credit Course equivalent to 2 credits*	--
Total		20
SEMESTER-II		
<i>Course Code</i>	<i>Nature of the Course</i>	<i>Credit</i>
DBCC	Discipline Based Core Courses	12
	Dissertation/Project Work/Lab Work/Field Work*	
DBCC/DBCE	Discipline Based Core/Core Elective	08
MENC	Non-Credit Course equivalent to 2 credits*	--
Total		20
GRAND TOTAL		40
Exit Option with Master's Degree		

Note:

1. The DBCC/DBCE/OEIC courses will be preferably of 04 credits. If there is need to keep the credits of a course more or less than 04 credits, then in such cases credits should be in even numbers.
2. In the table above, the placing of Open Elective courses is indicative only. These courses may be offered in any of the semester by the department.
3. The Discipline Based Core Courses shall include at least one course each on Skill-Enhancement, Indian Knowledge system (IKS), Value (normative) Addition. Nomenclature of these courses should explicitly reflect the component that the course intends to cater.
4. The Mandatory Elective Non-Credit Courses have no semester boundaries. The students have full freedom to complete them in any of the semesters during the entire duration of the PG programme. The MENC courses will require only satisfactory completion and have no grading.
5. The entire year will have compulsory feature of research in the form of dissertation/ project work/ lab work/field work, etc.
6. *The dissertation/project work/lab work/field work should be of at least 04 credits which may be increased by the departments. If required, the department may spread such research endeavour over a semester. However, in such cases, the credit would be counted in the last semester only.

Premar Kumar
02/03/22

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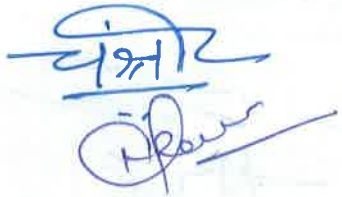
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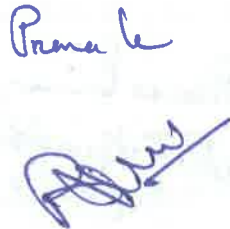
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6. POST-GRADUATE PROGRAMMES
(E) BASKET OF MENC COURSES FOR THE PG PROGRAMMES

1. Lok Vidya (02)
2. Indian Language (02)
3. Life Skills (02)
4. Indian Knowledge System in concerned Discipline/Subject (02)
5. ICT & Digital Skills (02)
6. Yoga, Health & Mental Wellbeing (02)
7. Co-curricular Activities (02)
8. Human Values & Ethics (02)
9. Swachh Bharat Internship (02)
10. Social Responsibility & Community Connect (02)
11. Innovation & Entrepreneurship/Internship/Apprenticeship (02)
12. Constitutional Values (02)
13. SWAYAM approved Courses (02)
14. Any other course designed by the departments for this purpose








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02/03/22

7. UNDER-GRADUATE PROGRAMMES
(A) KEY POINTS FOR IMPLEMENTATION OF NEP-2020 IN UG PROGRAMMES

1. At UG level, the University will offer four years Integrated Teacher Education Programme (B.A.B.Ed. & B.Sc.B.Ed.) through the Department of Teacher Education and five years B.A.LLB. (Hons.) through the Department of Law and Governance.
2. Gradually, other departments may start some more UG programmes in future subject to availability of resources.
3. The admission procedure and curriculum structure for the B.A.LLB. programme will be decided as per the guidelines of BCI.
4. In the three years' Bachelor's Degree programme or four years' Bachelor's Degree with honours/research, the student will have to choose one subject as Disciplinary Major along with two disciplinary minor subjects. There will be option of multiple entry and exit after completing each years of study. Bridge courses may be designed to facilitate such outgoing/incoming students under multiple entry and exit model as per the UGC guidelines.
5. The B.Ed./Teacher Education Professional programme will be offered in an integrated approach with liberal and professional courses simultaneously as per the guidelines of the statutory body NCTE. The multiple entry and exit will be provided in the four-years Integrated Teacher Education Programme as per the NCTE guidelines.
6. As envisioned in the NEP-2020, the 4-year integrated Teacher Education programme (B.A.B.Ed./B.Sc.B.Ed.) will be a dual-major holistic Bachelor's degree, in Education as well as a specialized subject of Science/Social Science/Humanities. The student will have to choose one subject as Disciplinary Major from the Liberal disciplines along with the courses of B.Ed. programme.
7. During the first two years of UG, one Major Core of a subject will act as a Minor for the other related subjects.
8. The Certificate or Diploma will be given with specialization related to the Major subject studied by the student.
9. The vocational courses in the UG programmes may be specialized and offered by the concerned department.
10. The Degree with Honours/Research will be given in the Major subject after completion of four years, subject to minimum 7.5 CGPA in the three year bachelor's programme. The fourth year of UG in the form of Honours/Research may be at par with the first year of PG programme of two years.
11. The UG programme will include exclusive courses related to holistic and multidisciplinary education. The students have option to choose them from a basket of courses.
12. At UG level, the students also have option to choose NCC courses of total 24 credits in place of the courses being offered under the basket of holistic and multidisciplinary education. If the students will leave NCC in between, then the remaining credits will be compensated from the basket of holistic and multidisciplinary education courses.

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7. UNDER-GRADUATE PROGRAMMES
(B) TYPES OF COURSES AND PROPOSED CREDITS FOR THE UG PROGRAMMES

The Under-Graduate programmes will have following courses with tentative credits (in a duration of three years)

Name of the Course		Course Code	Description of the course	Credits
1.	Discipline Based Core Course (Disciplinary Major)	DBCC	The DBCC is a course of study, which should be pursued by a student as a mandatory requirement of his/her programme of study. DBCCs shall be the core credit courses of that particular discipline which will also denote the Disciplinary Major. This will also include the courses of vocational nature (at least 08 credits in three years or 12 credits in four years in total) such as lab work, project work, field study, internship, apprenticeship etc.	64 Credits
2.	Discipline Based Core Elective Course	DBCE	The DBCE shall be a pool of credit courses of that particular disciplinary major for enhancing knowledge in a specific field of study. There shall be a pool of DSEs from which a student may choose a course of study.	
3.	Generic Elective Course (Disciplinary Minor)	GEEC	Generic Elective Course 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/department/subject).	32 Credits
4.	Ability Enhancement Compulsory Courses	AECC	Ability Enhancement Compulsory Courses are the courses based upon the content that leads to knowledge enhancement through various areas of holistic and multidisciplinary education as envisaged in the NEP-2020. The following two AECC courses will be mandatory for all disciplines: i. Language Proficiency (English Communication) (02 Credits at least) ii. Environmental Studies (02 Credits at least)	24 Credits
5.	Skill Enhancement Courses	SECC	SECC courses are skill-based courses in all disciplines and are aimed at providing hands-on-training, competencies, skills, etc. SECC courses may be chosen from a pool of courses designed to provide skill-based instruction.	
6.	Value-added Courses	VACC	VACC courses are value-based courses which are meant to inculcate ethics, culture, constitutional values, social service, soft skills, and such similar values to students which will help in all round holistic development of students. The courses such as Swachh Bharat Internship, Indian Knowledge system, Community connect etc. will come under VACC.	

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7. UNDER-GRADUATE PROGRAMMES
(C) BASIC SUGGESTIVE MODEL FOR THE THREE YEARS UG PROGRAMMES

Course Structure for the UG Programme							
Level	Semester	Disciplinary Major-I (DBCC) Core of Disciplinary Major but Specific in Nature, to be studied by the students of the concerned department only.	Disciplinary Major-II (DBCC) Core of Disciplinary Major, may act as minor course for other major subjects during I-IV semesters	Disciplinary/Inter-Disciplinary Minor-I (GECC) To be taken from other departments / Discipline Based Core Elective (DBCE) in 5 th & 6 th semesters	Disciplinary/Inter-Disciplinary Minor-II (GECC) Any other subject than Minor-I, offered by other departments	Other courses (From any one Section, either 'A' or 'B')	
						A AECC + SECC + VACC (24 Credits total)	B
L5	I	Major	Major	Minor-I	Minor-II	English Communication (02) Environmental Studies (02)	NCC Courses (24)
	II	Major (Vocational Studies)	Major	Minor-I	Minor-II	Indian Language (02) Life Skills (02) Indian Knowledge System in the Discipline/Subject (02)	
<i>Exit Option with Certificate as per the UGC guidelines</i>						ICT & Digital Skills (02) Yoga, Health & Mental Wellbeing (02) Co-curricular Activities (02) Human Values & Ethics (02) Swachh Bharat Internship (02) Social Responsibility & Community Connect (02)	
L6	III	Major	Major	Minor-I	Minor-II	Innovation & Entrepreneurship/Internship/Apprenticeship (02)	
	IV	Major (Vocational Studies)	Major	Minor-I	Minor-II	<i>Note: More courses may be added to this basket if needed.</i>	
<i>Exit Option with Diploma as per the UGC guidelines</i>							
L7	V	Major (Lab/Project/Other)	Major	DBC/DBCE	DBC/DBCE		
	VI	Major	Major	DBC/DBCE	DBC/DBCE (Vocational Studies)		
<i>Exit Option with Bachelor's Degree as per the UGC guidelines</i>							
L8	VII	DBC/DBCE	DBC/DBCE	DBC/DBCE	DBC/DBCE (Vocational Studies)	Open Elective (04) (to be taken from other departments) Research based Basic Course (min. 04 Cr.) MENC of at least 02 Credits	
	VIII	DBC/DBCE	DBC/DBCE	DBC/DBCE	DBC/DBCE		

MENC: Mandatory Elective Non-Credit Course

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7. UNDER-GRADUATE PROGRAMMES
(D) BASIC SUGGESTIVE MODEL FOR THE UG WITH HONOURS/RESEARCH
(STRUCTURE OF THE 4TH YEAR)

SEMESTER-VII		
<i>Course Code</i>	<i>Nature of the Course</i>	<i>Credit</i>
DBCC/DBCE	Discipline Based Core	16
GEEC	Open Elective (interdisciplinary in nature)	04
Non-Credit	MENC* (from the basket, equiv. to 2 credits)	--
Total		20
SEMESTER-VIII		
<i>Course Code</i>	<i>Nature of the Course</i>	<i>Credit</i>
DBCC/DBCE	Discipline Based Core <i>Including:</i> 04 Credits Course on Vocational Studies in the particular discipline 04 Credits Introductory Course on Research Methodology in the discipline	16
DBCC/DBCE	Discipline Based Core/Core Elective	04
Non-Credit	MENC* (from the basket, equiv. to 2 credits)	--
Total		20
GRAND TOTAL		40
Exit Option with Bachelor's Degree with Honours/research		

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7. UNDER-GRADUATE PROGRAMMES

(E) BASIC MODEL FOR INTEGRATED TEACHER EDUCATION PROGRAMME

Equivalent to Dual Degree i.e. B.A./B.Sc. + Teacher Education Degree (B.Ed.) as per the NEP-2020 and NCTE norms

Level	Semester	Courses related to Disciplinary Knowledge (B.A./B.Sc.)		
L5	I	Disciplinary Majors (DBCC) + Interdisciplinary Minor (GEEC) + (AECC, SECC & VACC) or NCC	Total Credits = 20	<p>Courses related to Professional Knowledge (B.Ed.)</p> <p>The B.Ed. related courses will be as per NCTE norms.</p> <p>Total Credits to be earned in three years = 24-36 Credits</p>
	II	Disciplinary Majors (DBCC) + Interdisciplinary Minor (GEEC) + (AECC, SECC & VACC) or NCC	Total Credits = 20	
	<i>Exit option as per NCTE guidelines</i>			
L6	III	Disciplinary Majors (DBCC) + Interdisciplinary Minor (GEEC) + (AECC, SECC & VACC) or NCC	Total Credits = 20	
	IV	Disciplinary Majors (DBCC) + Interdisciplinary Minor (GEEC) + (AECC, SECC & VACC) or NCC	Total Credits = 20	
	<i>Exit option as per NCTE guidelines</i>			
L7	V	Disciplinary Majors (DBCC/DBCE) + Interdisciplinary Minor (GEEC) + (AECC, SECC & VACC) or NCC	Total Credits = 20	
	VI	Disciplinary Majors (DBCC/DBCE) + Interdisciplinary Minor (GEEC) + (AECC, SECC & VACC) or NCC	Total Credits = 20	
	<i>Exit option as per NCTE guidelines</i>			
L8	VII	Courses related to B.Ed. Programme (Foundation + Pedagogy + Internship + EPC) Total Credits = 24-28		
	VIII	Courses related to B.Ed. Programme (Foundation + Pedagogy + Internship + EPC) + Report submission related to BA/B.Sc. Major (1-2 Credit) Total Credits = 24-28		
	<i>Exit Option with Integrated Degree of B.A.B.Ed./B.Sc.B.Ed. Degree</i>			

Note: This basic model of running B.A.B.Ed./B.Sc.B.Ed. will be followed by the CUSB in such a way that the dependency of the Teacher Education department on the other departments to offer B.A./B.Sc. part related courses is minimized. For this, the concerned teacher to teach B.A./B.Sc. courses may be placed within the department of Teacher Education.

7. UNDER-GRADUATE PROGRAMMES

(F) ALTERNATE MODEL OF OFFERING INTEGRATED B.A.B.ED./B.SC.B.ED. IN COLLABORATION WITH MULTIPLE DEPARTMENTS#

1. There is also an alternate model to offer Integrated B.A.B.Ed./B.Sc.B.Ed./B.Com.B.Ed. programme in collaboration with various department. In this model, at the time of admission to the level-5, the candidate opting Teacher Education Profession degree along with the Disciplinary Bachelor has to indicate the subjects/discipline (B.A.B.Ed./B.Sc. B.Ed./B.Com.B.Ed.).
2. The first three years will be led by the courses related to Disciplinary knowledge i.e. B.A./B.Sc./B.Com. programme. The courses related to B.Ed. will be offered in limited credits during the first three years. During the first three years, the students will be centred in their respective departments.
3. During the first three years, the prospective teachers will be oriented to Basics/Foundations of teaching profession, common to all the levels of teaching.
4. The fourth year will be led by the courses related to Professional knowledge i.e. B.Ed. programme and Internship. During the fourth year, the students will be centred in the Teacher Education department. This year the prospective teachers will be provided level specific teacher education and internship.
5. For smooth conduct of the Four-year B.A.B.Ed./B.Sc.B.Ed./B.Com.B.Ed. Programme, there will be inter-school/inter-departmental committees to jointly facilitate the Programme.
6. **Teaching of Liberal Disciplinary courses (B.A./B.Sc./B.Com.):** This will be done by the concerned departments/schools of Social Sciences/Humanities/Sciences/Mathematics and this must be reflected in their Credit load. The following are their key roles to perform:
 - Development of the curriculum-syllabus for the concerned courses of B.A./B.Sc./B.Com. programmes as per UGC norms.
 - Execution of classes/practical/related activities of the concerned courses.
 - Assessment and Evaluation of the concerned courses of B.A./B.Sc./B.Com. programme. (Such as allotting assignments to students and their assessment, making of term-end question papers, moderation of question papers, evaluation of answersheets, submission of marks file, etc.)
7. **Teaching of B.Ed. related courses:** This will be done by the Department of Teacher Education/School of Education and this must be reflected in their Credit load. The key roles to perform are:
 - Development of the curriculum-syllabus for the concerned courses of B.Ed. programme as per NCTE norms.
 - Execution of classes/practical/related activities of the concerned courses of B.Ed. programme.
 - Assessment and Evaluation of the concerned courses of B.Ed. programme. (Such as allotting assignments to students and their assessment, making of term-end question papers, moderation of question papers, evaluation of answer sheets, submission of marks file, etc.)

#Note: Presently the CUSB will follow the basic model of execution of B.A.B.Ed./B.Sc.B.Ed. (given as 7(E)). Some institutions may adopt this alternate model of running B.A.B.Ed./B.Sc.B.Ed., if it deems fit to them.

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8. Role of concerned Departments and Schools':

- (a) The Departments/Schools related to Social Sciences/ Humanities/Sciences/Mathematics/etc.: In the role of key departments/schools for complete teaching, evaluation and coordination of the courses related to their subjects of B.A./B.Sc./B.Com. programme.
- (b) The Department of Teacher Education under the School of Education: In the role of overall general coordination for the entire programme and as key department for teaching of the courses related to Teacher Education i.e. B.Ed. component of the Integrated Degree.
- (c) For the first three years (six consecutive semesters) of the Four-year Integrated B.A.B.Ed./B.Sc.B.Ed./B.Com.B.Ed. programme, the concerned Departments/Schools as mentioned above in the clause (a) will act in the capacity of key departments/schools for the registered students to teach the courses of undergraduate levels as chosen by them. This will be counted in the workload of the faculties/staffs under such departments/schools.
- (d) For the fourth year (last two consecutive semesters) of the Four-year Integrated B.A.B.Ed./B.Sc.B.Ed./B.Com.B.Ed. programme, the Department of Teacher Education under the School of Education will act in the capacity of key department for the registered students in addition to its role of coordination as mentioned above in the clause (b).
- (e) To avoid statistical overlapping among the departments/schools within the University or as deemed fit, the following arrangements will work as guiding principles:
 - For the first three years (first six semesters) of the Four-year Integrated B.A.B.Ed./B.Sc.B.Ed./B.Com.B.Ed. Programme, a registered student will be counted as student of the concerned departments/schools of which s/he has opted as his/her major subject.
 - In the fourth year, all the registered students will be counted as students of the Department of Teacher Education/School of Education. However, the Department of Teacher Education/School of Education can count these students in its intake for sending necessary data to external agencies/NCTE, irrespective of their academic years/semesters.

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8. KEY GUIDELINES FOR THE SCHOOLS/DEPARTMENTS TO PREPARE CURRICULUM-SYLLABUS

1. Include a brief note of one page about the vision/goal of the programme/course
2. Must define Programme-wise and Course specific Learning Outcomes as per UGC Learning Outcome Based Curriculum Framework (LOCF).
3. The Courses should have a Unique Course Code (The course codes given in this document are only indicative and the coding rules for courses will be communicated).
4. The format of the programme and courses should be kept uniform as much as possible. (
5. The Departments have full scope to design their courses (Teaching, assessment and evaluation) as per requirement in the line of NEP-2020 subject to the approved credit plan.
6. Try to include space of blended learning in each course as much possible.
7. List of Core readings and extended readings and other resource materials should be given at the end each course.
8. Each course will have preferably of 04 Credits. However, if required, courses with even number of credits may be offered i.e. 02, 06, 08 etc.
9. The departments should start designing the syllabus of their PG and UG (Teacher Education and Law) courses, as per their statutory bodies. For now, the University will adopt the basic model (S.No. 7 (E)) of four years Integrated Teacher Education Programme keeping its ownership with the Department of Teacher Education.







R.K. Kumbhar
2/3/22



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10. FREQUENTLY ASKED QUESTIONS (F.A.Qs.)

1. What is the composition of credits of a PG programme?

The PG programme will have 72 Credits (Core + Core Electives) and 08 Credits (Open Elective), and MENC (equivalent to 04 Credits).

2. Is there a fix division between Core and Core electives, out of the 72 credits?

No. However, it is advised that the students should be given enough choices under Core Electives so as to facilitate specialization in the area of their interest.

3. Whether keeping all courses of 04 credits is mandatory?

No. However, the departments should try to keep maximum courses of 04 credits. If need arises to offer courses not of 04 credits, such courses must be kept in even number credits, for example 2, 6, 8 etc.

4. From which department, the students will earn 08 credits of open elective.

The students may earn from any department of the University of their Choice, except their parent department.

5. How these 08 credits of open electives will be offered by a particular department?

Each department shall identify (Out of their Core/Core Elective) or develop new courses for at least 08 Credits which may be either interdisciplinary in nature or useful for learners of other disciplines.

6. Can a department identify/develop/offer courses of more than 08 credits as an open elective?

Yes.

7. Can a department identify its Core course as an Open elective for the students of other departments?

Yes. Provided, the content of such courses is basic/interdisciplinary in nature.

8. Can a department develop dedicated new course of at least 08 credits to be offered as open elective?

Yes.

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9. Whether the break-up of Core/Core Elective/Open Elective is fixed in a particular semester?

No. The concerned department may offer the courses according to their approved plan of BoS and the concerned students will choose courses of their choice as per the rules. However, as far as possible, it is advisable to follow the prescribed structure to maintain uniformity and effective implementation.

10. Can a student earn 08 Credits of open electives in a single semester or vice-versa?

Yes

11. Whether introductory course on Research Methodology, Dissertation, Skill-Enhancement, Indian Knowledge systems (IKS), Value (normative) Addition are optional?

No, they are part of the core courses.

12. Whether the MENC (Mandatory Elective Non-Credit Courses) are needed to complete the programme?

Yes, the student has to complete them by the end of the programme.

13. Who will offer the MENC courses?

Each department has to contribute in the basket of MENC by offering at least two MENC courses (equivalent to 02 credits each).

14. What is the composition of credits of UG programme?

The UG programme will have 120 Credits in total within a duration of three years with minimum 64 credits for disciplinary major and 32 credits for two disciplinary/interdisciplinary minors, and 24 credits related to holistic and multidisciplinary education.

15. How the students will choose the 24 credits courses related to holistic and multidisciplinary education or NCC at the UG level?

There will be a choice between the general courses of total 24 credits from the basket of holistic and multidisciplinary courses. Those who will opt NCC are not needed to opt any other course related to holistic and multidisciplinary education. The NCC courses will have all such components inherent into the structure.

16. Suppose if a student leaves the NCC in between then how his/her remaining credits will be compensated?

The rest of the credits will be compensated by opting the courses from the basket of holistic and multidisciplinary education.

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