DIRECTION

No. : 87/2024. Date : 29/10/2024

Subject : Examinations leading to the Multi-disciplinary Degree of Bachelor of Performing Arts (प्रादर्शिक कला स्नातक) (B.P.A.) Major in… Minor in… (Three Years – Six Semesters Degree Course) and B.P.A.(Honors) or Honors with Research (Four Years – Eight Semesters Degree Course) under National Education Policy-2020

Whereas, Direction No.66/2024 dated 22/08/2024 with respect to an examination leading to the Degree of Bachelor of Performing Arts (B.P.A.) **(प्रादर्शिक कला स्नातक)** (Three Years – Six Semesters Degree Course) are in existence in the University,

AND

Whereas, the Government of India has set up multi stakeholder task force for National Education Policy – 2020 Task Force (NEPTF) on 27/02/2015,

AND

Whereas, the Government of Maharashtra has issued resolution No. **अभ्यास-२०१५/प्र.क्र.६११/विशि-३, दिनांक ३१ ऑक्टोबर, २०१५** for constitution of Task Force for designing the policy for implementation of NEP-2020,

AND

Whereas, the Government of Maharashtra has constituted a Task Force as per G.R. No. संकीर्ण-२०१५/प्र.क्र. १७६/विशि-३, दिनांक १६ ऑक्टोबर, २०२० by the Cabinet for preparation of road map for the implementation of NEP-2020,

AND

Whereas, the Report of the Task Force has been prepared on 30/06/2021 and approved by the Cabinet of Government of Maharashtra on 22/01/2022,

AND

Whereas, the Government of Maharashtra has issued the Resolution No.एनइपी-२०२२/प्र.क्र.१०५/विशि-३, दिनांक ६/१२/२०२२ and एनइपी-२०२२/८६७/२३/तांशि-२, दिनांक ०४/०७/२०२३ for credit framework,

AND

Whereas, the Government of Maharashtra has issued the Resolution No. एनइपी-२०२२/प्र.क्र.०९/विशि-३, शिकाना, दिनांक २६/१२/२०२२, दिनांक २०/०४/२०२३, दिनांक १६/०५/२०२३, दिनांक ०४/०७/२०२३, दिनांक १६/०६/२०२३, दिनांक २५/०१/२०२४, दिनांक १३/०३/२०२४ आणि ०२/०७/२०२४ for implementation of NEP for Under Graduate and Post Graduate Programmes,

AND

Whereas, a joint meetings of all the Pro-Vice Chancellors and the Deans were held with steering Committee at Pune on 23rd and 24th January, 2023,

AND

Whereas, as per the letter from the Government, a workshop of all the Principals and Nodal Officers were held with the Steering Committee on 21/02/2023 in the University,

AND

Whereas, as per the instructions of Government of Maharashtra, Hon'ble Pro-Vice Chancellor has constitute a 13 member Committee under his Chairmanship to formulate the Teaching, Learning, Examination and Evaluation Scheme and Draft Provisions for Direction/Ordinance as per the National Education Policy- 2020 on 28/02/2023,

AND

Whereas, the Committee has proposed the Draft Scheme of Teaching, Learning, Examination and Evaluation and Draft Provisions of Ordinance/Direction,

AND

Whereas, as per the instructions given by the Director, Higher Education, Pune Region, Pune a joint meeting of the Principals of 20 colleges & the Deans of the Faculties, and passed the resolution on 07/04/2023,

AND

Whereas, a Joint meeting of all the Principals, the Deans of the Faculties with the Joint Director, Higher Education, Amravati Region, Amravati on the resolutions which have been passed during 07/04/2023 regarding the workload and the same has been placed on 17/04/2023,

AND

Whereas, joint meeting of the Deans of the Faculties along with the members of Steering Committee were held on 15/06/2023 at Mumbai,

AND

Whereas, as per letter क्रमांक-युएनआय/(१३६/२२)/विशी-१/भाग-३- १७९९ दिनांक १८ मार्च, २०२४, a Committee is constituted for the Draft Scheme of Teaching, Learning, Examination & Evaluation and Draft provisions for Ordinance/ Direction,

AND

Whereas, a series of meetings of the said Committee were held and a Draft Report is prepared inclusive Scheme of Teaching, Learning, Examination and Evaluation and Provision of Ordinance/Direction,

AND

Whereas, Draft Report is then placed before the Faculty of Inter-disciplinary Studies on 09/07/2024 and, the draft Report was then recommended to the Academic Council,

AND

Whereas, the Draft Report was then approved under section 12(7) of the Maharashtra Public Universities Act, 2016,

AND

Whereas, the Draft Report was then placed before the Board of Studies meeting held in the month of July for the preparation of Syllabi and the Scheme of Teaching, learning, Examination and Evaluation under National Education Policy- 2020,

AND

Whereas, the Draft syllabi framed by the various Board of Studies under the Faculty of Inter-disciplinary Studies were placed before the Faculty of Inter-disciplinary Studies on 09/07/2024, the Faculty accepted and recommended the draft syllabi to Academic Council,

AND

Whereas, the Scheme of Teaching, Learning, Examination and Evaluation along with the draft syllabi of various Under Graduate programme were approved under section 12(7) of Maharashtra Public Universities Act, 2016 on behalf of Academic Council,

AND

Whereas, the Scheme of Teaching, Learning, Examination and Evaluation and the Draft Syllabi has to be regulated by making an Ordinance,

AND

Whereas making an Ordinance is a time consuming process, Hence it is necessary to issue a Direction under section 12 (8) of the Maharashtra Public Universities Act, 2016,

Now, therefore I, Dr. Milind Barhate, Vice-Chancellor, Sant Gadge Baba Amravati University, Amravati in exercise of powers conferred upon me under Sub-section (8) of Section 12 of the Maharashtra Public Universities Act, 2016 do hereby direct as under -

1. i) This Direction may be called, "Examinations leading to the Multi-disciplinary Degree of Bachelor of Performing Arts (B.P.A.) Major in… Minor in… (Three Years – Six Semesters Degree Course) and B.P.A. (Honors) or Honors with Research (Four Years – Eight Semesters Degree Course) under National Education Policy-2020 direction, 2024" .
   ii) This Degree shall belong to the Faculty of Inter-disciplinary Studies.
2. This direction shall come into force from the Academic Session as follows :-
   i) Semester I and II from the Academic Session – 2024-2025,
   ii) Semester III and IV from the Academic Session – 2025-2026,
   iii) Semester V and VI from the Academic Session – 2026-2027 &
   iv) Semester VII and VIII from the Academic Session – 2027-2028.

3. The provisions of directions, eligibility criteria and other details are as follows and the Schemes of Teaching, Learning, Examination and Evaluation of Semester – I and semester-II are appended herewith vide **Annexure – A1 to A2.**

Provisions for Direction/Ordinance

Annexure-1

NEP – 2020 : Scheme of Implementation for Three /Four Year Undergraduate Degree Programme

NEP Implementation :

Applicability: This scheme shall be applicable to the undergraduate Programmes B.A., B.Sc., B.Com., B.B.A., B.C.A., B.P.E.S., B.Sc. (Home Science), and all Non-AICTE Professional UG Degree Programmes in the faculty of Science & Technology (Science Group), Commerce & Management, Humanities and Interdisciplinary studies. The **Department Specific Core** (**DSC)** concept shall be implemented at non-autonomous affiliated colleges for the above mentioned programmes.

Objective : The structure of the Three/ Four – year Bachelor's Degree Programme offers the opportunity to students to experience the full range of holistic and multi-disciplinary education in addition to a focus on the chosen **Major** and **Minor** as per their choices and the feasibility of exploring learning abilities.

Explanation :

(a) Major (Core) Subject 60 – 64 Credits: It is the discipline or subject of main focus and the degree will be awarded in that discipline/Subject. For example: B.P.A. Major in Indian Classical Vocal Music and Minor in Indian Classical Instruments – Sitar/Violin etc.

Students shall have to secure a minimum 50% of total Credits through Core Courses (mandatory courses, electives, vocational skill courses, Major Specific IKS, Internship/ Field Projects/ Apprenticeship/ Community Engagement Projects, Seminars, and Group Discussion).

(b) Minor Subject 18-20 Credits: Minor subjects will be subjects focusing on multidisciplinary education as expected in the NEP-2020. The student choosing department specific core (DSC) may choose Minor from same faculty or faculty unrelated to the Major, but something that complements the Major.

For example, student opting Performing Arts as a Major, may choose, Minor of Indian Classical Instruments -Sitar/Violin etc.

(c) Generic/Open Elective Course (OE) 10-12 Credits :

Generic/ Open Elective Courses (OE): 10-12 credits

i. It is to be offered in I and/or II year

ii. Faculty-wise baskets of OE shall be prepared by University/ Autonomous Colleges.

iii. OE is to be chosen compulsorily from faculty other than that of the Major. Further, Students will be able to earn maximum 4 Credits in this Vertical through International/National/Zone/State/University level participation and achievements inco-curricular and academic activities.

(d) Vocational and Skill Enhancement Courses (VSEC) 14 – 16 Credits:

i. **Vocational Skill Course (VSC) 8-10 Credits: Vocational Skill Course (VSC) 8-10 Credits:** Wherever applicable vocational courses will include skills based on advanced laboratory practical of Major and/or Minor. A student is required to successfully complete the 'VOCATIONAL SKILL COURSE' as mentioned in the schemes of teaching, learning and evaluation, examination. This course must be a course corresponding to the 'MAJOR' and/ or Minor subject selected by a student.

Skill Enhancement Course (SEC) – 6 Credits: A student is required to select a 'SKILL ENHANCEMENT COURSE' as suggested by the UGC **[Ref.** Life Skills (Jeevan Kaushal) Facilitators' Guidelines, UGC, March 2021 and also curriculum for Life Skills (Jeevan Kaushal), UGC)] from the basket provided by the university for this purpose.

I. (SEC) Life Skills I (Communication Skills)

Listening, Speaking, Reading, Writing and Different Modes of Writing, DigitalLiteracy, Effective Use of Social Media, Non-Verbal Communication

a. Communication Skills in English (1 Credit)

b. Communication Skills in Second Language / MIL (1 Credit)

II. SEC Life skills –II Professional Skills

c. (Career Skills and Team Skills-I) – English (1 Credit)

Resume Skills, Interview Skills, Group Discussion Skills, Presentation Skills

d. (Career Skills and Team Skills-II) - Second Language / MIL (1 Credit)

Exploring Career Opportunities Skills, Trust and Collaboration, Listening as a Team Skill, Brainstorming, Social and Cultural Etiquettes, Internal Communication

III. SEC Life Skills-III

e. Universal Human Values Universal Human Values (1 Credit)
Love and Compassion, Truth, Non-Violence, Righteousness, Peace, Service, Renunciation (Sacrifice) Tyag

f. Leadership and Managerial Skills (1 Credit)
Leadership Skills, Managerial Skills, Entrepreneurship, Innovative Leadershipand Design Thinking, Ethics and Integrity

(e) Ability Enhancement Courses (AEC), Indian Knowledge System (IKS) and Value Education Courses (VEC) - 14 Credits:

i. **Ability Enhancement Course (AEC)- 08 Credits:** A student is required to undergo and successfully complete the 'ABILITY ENHANCEMENT COURSE' as English for 04 Credits and Modern Indian Language for 04 Credits.

ii. **Generic IKS Course - 02 Credit:** These are expected to contain basic knowledge of the Indian Knowledge System (IKS). It should contain introductory information to the IKS. The student should be able to acquire a basic knowledge after completion of the course. *(**Subject Specific IKS Course:** This is 2 Credit courses should contain advancedinformation pertaining to the subject as these will be considered as a part of the Major Credit. The student should have completed the Generic level as a prerequisite before enrolling in the discipline related course)*

iii. **Value Education Courses (VEC) - 04 Credits:** Value Education Courses (VEC) are such as Understanding India, Environmental Science/Education, and Digital and Technological Solutions. A student is required to undergo and successfully complete the VEC.

(f) Field Projects/ Internship/ Apprenticeship/ Community Engagement and Service corresponding to the Major (Core) Subject, Co-curricular Courses (CC) and Research Project:

- Internship/Apprenticeship corresponding to the Major (Core) Subject :- 8 Credits.
- Field Project/Community Engagement and Service corresponding to the Major (Core) Subject :- Minimum 4-6 Credits.
  * To be offered in II and III years of UG Degree Programmes.
- Co-curricular Courses (CC) such as Health and Wellness, Yoga education, Sports and fitness, cultural activities, NSS/NCC and Fine/Applied/Visual/Performing Arts : 8 Credits
  * To be offered in I and /or II year.
  * Research Project : 12 Credits.
  *To be offered in the final Year for 04 year Honors with Research UG Degree

Vertical through International/National/Zone/State/University level participation and achievements in co-curricular and academic activities.

Credit Structure:

The Minimum and Maximum Credit Structure for different level under the Three/Four-year UG Degree Programme with multiple entry and multiple exit option shall be as per **Table 1**

Table 1: The Minimum and Maximum Credit Structure with exit option

Levels	Qualification Title	Credit		Semester	Year	For exit and continuance shall have to
		Minimum Required	Maximum Offered			
4.5	UG Certificate (onexit) Certificate in Performing Arts	40	44	2	1	Additional 4 Credits are earned from the concerned DSC related NSQF aligned course/ Internship/ Apprenticeship/ Field Project OR student may opt to continue further with Major and Minor.
5.0	UG Diploma (on exit) Diploma in Performing Arts, Major in -----	80	88	4	2	Additional 4 Credits shall have to earn from the concerned DSC related NSQF aligned course/ Internship/ Apprenticeship/Field Project OR student may opt to continue further with Major and Minor.
5.5	Three Year Bachelor's Degree B.P.A. Major in …..	120	132	6	3	Award of Three Year UG Degree in Major after successful completion of Programme.
Explanation : Degree Completion Requirements: Students must accrue a minimum of 120 credits from the offered 132 to fulfill the requirements for graduation in the Three-Year Degree Programme. Minimum 50% (that is 60 Credits) of the minimum required Credits (120) for three year UG Degree Programme will be mandatory to be accrued from courses related to Major. Attainment of all credits allocated to the Major and Minor disciplines is compulsory for degree conferral.						

6.0	Bachelor's Degree– Honors B.P.A. Honors with Major in……	160	176	8	4	Award of Honors Degree in Major after successful completion of Programme.
	OR					
6.0	Bachelor's Degree– Honors with Research B.P.A. Honors with Research Major in……	160	176	8	4	Award of Honors with Research Degree in Major after successful completion of Programme.

Implementation Year :

First Year (Semester I & II) : 2024-2025,
Second Year (Semester III & IV) : 2025-2026,
Third Year (Semester V & VI) : 2026-2027 &
Fourth Year (Semester VII & VIII) : 2027-2028

The fourth year of Four-year UG programme :

The fourth year of the Four-year UG programme will not be granted to any such college as 'natural growth'. The affiliated colleges conducting 3-year UG degree programme will seek permission to commence fourth year of UG programme as extension by following the prevailing statutory procedures.

However, colleges already having permission and recognition for the PG degree programme along with UG degree programme in the same Major shall be automatically allowed to continue PG degree programme and conduct the fourth year of UG Honors Degree programme without undergoing any additional procedures.

Similarly, the colleges with approved / recognized Ph.D. Research Centre shall be automatically allowed to continue PG Degree programme and start the fourth year of UG Honors with ResearchDegree programme without undergoing any additional procedures. For students of colleges running only Three-year UG Degree Programme, the University shall evolve suitable mechanism for admission to fourth-year honors program in other Colleges shall be evolved by the University separately.

The NEP 2020 curriculum framework offers:

i. The flexibility to move from one discipline of study to another.
ii. The opportunity for learners to choose the courses of their interest in all.
iii. The multiple entry and exit options with the award of UG certificate/ UG diploma/ or Three year degree depending upon the number of Credits secured.
iv. The flexibility for learners to move from one institution to another to enable them to have multi and/or inter-disciplinary learning.
v. The flexibility to switch to alternative modes of learning (offline, ODL, and Onlinelearning, and hybrid modes of learning).

Illustrative credit distribution structure for three years /four years with honors/ four years Honors with research UG degree Programme with multiple Entry and Exit options as per Table2A.

Table 2A : Illustrative Credit distribution

Vertical	Vertical Type		Semester I	II	III	IV	V	VI	Total Credits	Grand Total
			Level							
				4.5		5.0		5.5		
(i) Three-year UG Degree Programme in Major ……and Minor …….(Level 4.5.to 5.5)										
a	**Major** One out of three (DSC) of first year, declared as major after second semester, IKS and Elective	Mandatory 3 DSC in first year 1 out of 3 DSC as major after second semester	(02+01) =03 (02+01), (02+01)	(02+01) =03 (02+01), (02+01)	(03+01), + (03) = 07	(03+01), + (03+02)) =09	(03+01) = 04	(03+02) = 05	31	**42**
		IKS (Subject Specific/ Major)	--	--	01	01	--	--	02	

		Elective	--	--	--	--	04	05	09	
b	**Minor** (from same faculty of DSC or other faculty) **18-20** Two out of three courses from first year. One of them confirmed as Minor after second semester.		(02+01), + (02+01) = 06	(02+01), + (02+01) = 06	(03+01) =04	(03+01) + (03+01) =08	02	--	**20 + 06** =26	**26**
c	**Generic/ Open Elective Courses(OE)** (faculty wise Basket Other than faculty of Major Subject)**10-12**		04	04	02 + 02* =04	--	--	--	**12**	**12**
d	**(i)Vocational Skill Courses (VSEC)** corresponding to Major /Minor (Skill based/Advance Practical wherever applicable)**8-10**		--	--	--	--	05	05	**10**	**10**
	(ii) Skill Enhancement Courses -SEC (Life skills as per UGC)**6**		02	02	02	--	--	--	**06**	**06**
e	**(i)Ability Enhancement Courses** (AEC)-Focus: Linguistic Skills (English + Modern Indian Language (MIL)) **8**		02+02= 04	02+02= 04	--	--	--	--	**08**	**08**
	(ii)Indian Knowledge System (IKS) (Generic) **2**		01	01	--	--	--	--	**02**	
	(iii)Value Education Courses (VEC) *Understanding India, EVS, Digital & Technological Solution* **4**		--	--	02	02	--	--	**04**	
f	**(i)Internships/ Apprenticeship/ OJT** corresponding to Major **8**		--	--	--	--	04	04	**08**	
	(ii)Field Projects/Community Engagement & Service(CEP) corresponding to Major **4-6**		--	--	--	--	03	03	**06**	
	(iii) Co-curricular courses(CC) (health & wellness, yoga education, sports, fitness, cultural activities, NSS/NCC & Fine/ Applied/ Visual/ Performing Arts.(Courses: **04** and Activities: **04**) **8**		02 (Courses)	02 (Courses)	02*	02*			**08**	
	Total Credits		22	22	22	22	22	22	**132**	
	Note: Students performing in International, National, Zone, State and University level can earn maximum 06 Credits [2 Credits from OE and 4 Credits from CC] (as prescribed in the concerned SOP) in lieu of courses, whose credits are superscripted with *									

(ii) Four-year UG Degree programme (Level 6.0)

A. Four Year UG Honors Degree in Major ……and Minor……

	Vertical Type		**Semester VII**	**Semester VIII**	**Total**
	Major (Offered at Three-year UG Programme)	**Mandatory**	**12-14 (3*4 +2)**	**12-14 (3*4 +2)**	**28**
		Elective	4	4	8
	Research Methodology(RM)		4	0	4
	On the Job Training (OJT)		0	4	4

	Total		**22**	**22**	**44**
	Cumulative		**176**		
(ii) Four-year UG Degree programme (Level 6.0) **B.Four Year UG Honors with Research Degree in Major ……and Minor……**					
	Vertical Type		**Semester VII**	**Semester VIII**	**Total**
	Major (Offered at Three-year UG Programme)	**Mandatory**	8-10 (2×4+2)	8-10 (2×4+2)	20
		Elective	4	4	8
	Research Methodology (RM)		4	0	4
	Research Project (RP)		4	8	12
	Total		**22**	**22**	**44**
	Cumulative		**176**		

Abbreviations: Generic/Open Elective Courses (OE); Vocational Skill and Skill Enhancement Courses (VSEC); Vocational Skill Courses(VSC); Skill Enhancement Courses(SEC); Ability Enhancement Courses(AEC); Indian Knowledge System(IKS); Value Education Courses (VEC);On the Job Training(OJT): Internship/ Apprenticeship (INT/APP); Field projects (FP); Community Engagement and Service (CEP); Co-curricular Courses(CC);Research Methodology(RM); Research Project (RP); MIL: Modern Indian Language,

Table 2 (B) : Comprehensive Credits distribution amongst the type of Courses over 3 Years and Minimum Credits to be earned for UG Degree in Major…..... and Minor…….

Sr. No.	**Type of Course**	**Total Credits Offered**	**Minimum Credits Required**
	Vertical (a): MAJOR		
	a (i) DSC	**31**	**31**
	a (ii) IKS (Major)	**02**	**02**
	a (ii) DSE (Major)	**09**	**09**
	a (iv) Vocational Skill Courses (VSC) **Field Projects/** Community Engagement and Service Internship/ Apprenticeship/OJT **Related to Major**		
	Vocational Skill Courses (VSC)	**10**	**10**
	Field Projects/ Community Engagement and Service	**06**	**04**
	Internship/ Apprenticeship/OJT	**08**	**04**
	TOTAL Vertical (a) : Major	**66**	**60**
2	**Vertical (b): MINOR**		
	i. MINOR (20 + 6)	**26**	**26**
3	**Vertical (c) *OE (Generic/Open Elective Courses)**	**12**	**10**
4	**Vertical (d): VSEC including VSC and SEC**		
	SEC (Skill Enhancement Courses): 06 Credits		
	Life Skills –I	02	02
	Communication Skill in Language- I (English)		
	Communication Skill in Language- II (MIL)		
	Life Skills-II	02	02
	Professional Skills		
	Life Skills-III	02	02
	Universal Human Values, Leadership and Managerial Skills		
5	**Vertical (e): (AEC), IKS and VEC: 14 Credits**		
	AEC –English and Modern Indian Languages		
	i. Language-I English	04	04
	ii. Language-II (MIL)	04	04
	AEC-IKS		
	IKS (Generic)	02	02
	AEC--VEC		

	VEC	04	04
6	Vertical (f): Field Projects/ Internship/ Apprenticeship/OJT / Community Engagement and Service corresponding to the Major (Core)		
	Field Projects/ Community Engagement and Service corresponding to the Major (Core)	06	
	Internship/ Apprenticeship/OJT	08	
7	**Vertical (f): Co-curricular courses (CC): 08 Credits**		
	Fostering Social Responsibility and Community Engagement (NSS/UBA/NCC) [Theory and Field work]	02	02
	Yoga Education/Fitness, Health and wellness/ sports/cultural/fine/applied/visual/performing Arts [Theory and Activities]	02	
	*Co-curricular Courses (activities): Health and wellness, Yoga Education, Sports and Fitness, Cultural /Fine/Applied/Visual/Performing Arts, etc. *AND* **Academic Activities**	**04**	**02**
TOTAL (Semester I to Semester VI)		**132**	**120**

Note: Students performing in International, National, Zone, State and University level can earn maximum 06 Credits[2 Credits from OE and 4 Credits from CC] (as prescribed in the concerned SOP) in lieuof courses, whose credits are superscripted with *

Abbreviations : Generic/ Open Elective Courses (OE); Vocational Skill and Skill Enhancement Courses (VSEC); Vocational Skill Courses(VSC); Skill Enhancement Courses(SEC); Ability Enhancement Courses(AEC); Indian Knowledge System(IKS); Value Education Courses (VEC); On the Job Training(OJT): Internship/ Apprenticeship (INT/APP); Field projects (FP); Community Engagement and Service (CEP); Co-curricular Courses(CC);Research Methodology(RM); Research Project (RP); MIL: Modern Indian Language

The UGC Regulations, 2021 permits up to 40% of the total courses being offered in a particular programme in a semester through **online learning courses** offered through the **SWAYAM** platform and/or other State Level Common Platform which can be developed in due course with the participation of different Universities/HEIs. Before the start of every semester, B.O.S. will announce the list of permissible MOOCs available on SWAYAM platform.

Special Note (refer to G.R. Marathi Bhasha No. 2018/pr.kr.50/bhasha-1, Date 14 March, 2024) :- All those students, who will not opt the course of Marathi as DSC/DSE or language- I or Language- II as their option, will have to opt at least one course necessarily of Marathi Language under Generic/Open Elective Vertical.

Credit Specifications **(Calculation of Workload)**

- As per National Credit Framework learners(student) engaged time for 40 Credits is 1200 hours.
- Workload of a Teacher (Teaching/Contact hours) is based on Calculations of Teaching Workload and it will be dependent on the number of contact hours for Theory and number of batches and contact hours per batch for tutorials and practical/project. Essential Requirement of Teacher – Student Ratio (TSR) / Faculty – Student Ratio (FSR).
- Workload (Teaching/ contact Hours) based on Credits of the **Discipline / Subject** for **Six verticals of Education** spread over Six / Eight semesters (Three / Four Years) shall be asper **Table-3**

Table 2: Calculation of learning hours & Workload

Sr. No.	**The Vertical**		**Learning Hours / Semester**	
			Classroom Theory/ Tutorial	**Laboratory (Practical/Practicum)**
a	Major		1 Credit = 1 hour Workload Tutorial Workload: 1 × No. of batches	1 Credit = 2 hours Workload = (2× No. of batches)
b	Minor			
c	Generic / Open Elective			
d	(i) VSC -Major			
	(ii) SEC	English		
		MIL		
e	(i) AEC	English		--
		MIL		
	(ii) IKS-Generic			--
	(iii) VEC			--

f	(i) Internship / Apprenticeship(OJT) - Major		---	1 Credit = 2 hours/ week (30 hours of engaged time)
	(ii) FP / CEP (Major)	FP	----	1 Credit = 2 hours/ week (A minimum of 30 Hours of learning activities and 15 hours for report writing)per Credit in a semester)
		CE & S		1 Credit = 2 hours/Week (Cumulative 30 hours of contact time per Credit)
	(iii) CC		1 Credit = 1 hour/week	1 Credit = 2 hours/ week (A minimum of 30 Hrs. of learning activities per Credit in a semester)

CC component may be allotted to the concerned teacher/faculty assigned in HEI.

Eligibility and Admission **(Choice of Major and Minor Discipline/Subject):**

1. Eligibility for admission to Three-year UG Program in the faculty of Inter-disciplinary studies shall be as mentioned in **Table 3**.

Table 3: Program wise Disciplines / Subjects and their Eligibility/ Prerequisite

Faculty	**Name of the Program**	**Disciplines/ Subjects**	**Eligibility/ Prerequisite**
Interdisciplinary Studies	B.P.A.	Appendix 4	Appendix 4

2. After confirmation of eligibility for admission, the candidate may choose the Major discipline/ subject from the list of disciplines/subjects available in the HEI. However, the students will also have flexibility to choose " Major" after Second Semester.
3. For the award of Minor Degree, the students shall declare the choice of the Minor disciplineat the end of the second semester, after exploring various courses.
4. The students shall confirm within two-week duration before the start of each semester his/her choice to opt for Generic/Open Elective (Other than the faculty of Major) from the same HEI or otherwise.

   If the Generic/ Open Elective Course is not available in that HEI, the student shall have tomake an application to the Principal in this regard. NEP Implementation cell of the HEI, shall finalize and allow the student to opt for Generic /Open Elective from the other HEI in the proximity of the HEI, where the student is admitted.

   The student will be allowed for instructions of Generic/Open Elective in online mode. Theexamination of Generic/Open Elective shall be conducted as per University rule.
   The student may pursue his/her studies in Generic/Open Elective by choosing equivalent Credit-based MOOC of other than Faculty of Major as approved by the relevant Board of Studies on SWAYAM platform.

Table 4 : Choices for selection of Minors

Faculty	**Major Discipline/ Subject with which the choice of Minor is mentioned**	**For selection of the Minor (other than Major) available in the HEI student shall refer**
Inter-disciplinary Studies	Appendix 8	Appendix 8

Enrollment and Registration of Students on ABC

Creation of ABC ID: Credits awarded to a student from one program from an institution may be transferred/ redeemed by another institution upon the students consent through ABC. Therefore, itis essential to all students to enroll on ABC, Create ABC ID and share ABC ID with academic institution where he/she admitted.

Credit Transfer Mechanism: Credit Transfer Mechanism comprising of Credit Accumulation, Credit Recognition, Credit Redemption and Credit Transfer shall be as prescribed.

Teaching Learning Scheme:

The Teaching Learning Scheme for all six verticals of all semesters shall be as per **Appendix– 9** appended with this **Annexure –1**.

Examination and Assessment Process :

i. The basic principle of the Credit framework is that Credits are a function of the successful completion of a program of study/ vocational education/ training and assessment. No Credit can be earned by the student unless the student is assessed for the achievement of the desired competencies and outcome of a program.

ii. Exit options are provided with Certificate, Diploma and Basic Bachelor's degrees to the students at the end of the second, fourth and sixth semesters of a Four Years Multidisciplinary Degree Programme. Students will receive a Bachelor's degree with Honors/ Research on successfully completing of all eight semesters of the UG Programeither at a stretch or with opted exits and re-entries.

iii. For the smooth success of four-year degree programme with multiple entry and exit systems, the examination mode should be based on the combination of innovative trends in formative (informal and formal tests administered during the learning process) and summative (evaluation of students learning at the end of an instructional unit) examination modes in line with the UGC Report on 'Evaluation Reforms in Higher Educational Institutions (2019).

Examination, Evaluation and Assessment Scheme

The total marks for each Course shall be based on Continuous Assessment and Semester End Examination.

Each theory course of Major, Minor, OE, AEC, IKS, VEC as mentioned in **Appendix 9** preparedby the respective Board of Studies shall be evaluated as per the scheme as mentioned in the **Table – 5.**

Table 5 : Examination, Evaluation and Assessment Scheme (as applicable)

Vertical No.	The Vertical	Mode of Examination, Evaluation & Assessment	Theory				Theory (Total)		Practical				Practical (Total)	
			External		Internal				External		Internal			
			Max. Marks	Min. Marks	Max. Marks	Min. Marks	Max. Marks	Min. Marks	Max. Marks	Min. Marks	Max. Marks	Min. Marks	Max. Marks	Min. Marks
a	Major Th (≥3 Credits) Pr (≥1 Credit)	External & Internal	60	24	40	16	100	40	25	12.5	25	12.5	50	25
	Major Th (≤ 2 Credits) Pr (≥1 Credit)		30	12	20	8	50	20	25	12.5	25	12.5	50	25
b	Minor Th (≥3 Credits) Pr (≥1 Credit)		60	24	40	16	100	40	25	12.5	25	12.5	50	25
	Minor Th (≤ 2 Credits) Pr (≥1 Credit)		30	12	20	8	50	20	25	12.5	25	12.5	50	25
c	Generic/ Open Elective		30	12	20	8	50	20	--	--	--	--	--	--
d	VSC	Internal	--	--	50	20	50	20	--	--	50	25	50	25
	SEC	Internal	--	--	50	20	50	20	--	--	50	25	50	25
e	AEC(Eng. & MIL/Second Language)	External & Internal	30	12	20	8	50	20	--	--	--	--	--	--
	IKS (Generic)	External & Internal	--	--	50	20	50	20	--	--	--	--	--	--
	IKS (Major)		30	12	20	8	50	20	--	--	--	--	--	--
	VEC	External & Internal	Internal Assessment based on MCQ/Quiz/Seminar						--	--	50	25	50	25
f	Internship/ Apprenticeship/ OJT	Internal and External Mentors, if applicable	Assessment of these verticals shall be based on various activities/practices. It shall be evaluated by giving appropriate weightages/levels/grades to separate activity. The Credits will be awarded on the basis of points/grades earned by the students as per SOP. A detailed SOP for this assessment process shall be prescribed separately.											
	FP/CEP													
	CC													

Continuous Assessment Tests (CAT)

For internal assessment, the Continuous Assessment Tests (CAT) shall be conducted as under-

i. Three CAT each of 8 / 10 Marks (Theory) as applicable and 10 Marks (Practical).

- First on completion of 25% Syllabus of the course or on completion of 25 teachingdays,

- Second on completion of 50% Syllabus of the course or on completion of 50 teachingdays,
- Third on completion of 75% Syllabus of the course or on completion of 75 teachingdays.

ii. Each concurrent assessment (CAT-I, II & III) will be mapped to relevant Course Learning Outcome.

iii. Total Performance in CAT (i.e.40 %) shall be based on the **best two out of three** in CAT examinations

iv. Internal assessment shall be carried out by the respective course teacher by choosing variety of assessment tools/methods such as class test, record book, seminar, case study, field work, mini project work, quiz or any innovative method, which may be deemed to be appropriate for assessing the relevant course outcome.

Conduction of the Examination:

As per the scheme of teaching, learning, examination and evaluation, theory/practical examinations of Semester-I, II, III, IV, V, VI, VII and VIII shall be conducted by the University (except for Internal Examinations as applicable) at the end of each semester.
The theory/practical examinations of all the Semesters shall be held as per the following Schedule-

Sr. No.	Name of the Examination	End Semester Examination	Supplementary Examination*
1	Semester-I, III, V and VII	Winter	Summer
2	Semester-II, IV, VI and VIII	Summer	Winter

*The University may evolve mechanism for conducting repeat end semester examination. Such repeat examinations shall have to be conducted within one month of the regular even semester examination and on demand examination.

1. The practical examination of all semesters shall be conducted by the University at the end of each semester. The HEI shall conduct the Practical examination of odd semesters as per the schedule announced by the University. **However, the appointment of the External and Internal Examiners shall be done by the Head or Principal of respective HEI to conduct external examination of the odd semester and the same should be communicated to the University before commencement of the practical examination.** The University shall conduct the external practical examination of all even semester by appointing external and internal examiners.
2. The examinations specified above shall be held twice in a year at such places and on such dates as may be prescribed by the University.
3. An applicant to an examination specified above, shall pursue a regular course of study in courses prescribed for the examination concerned for not less than one semester in a particular semester in a College/Institute/University Department.
4. Provided that the student shall be eligible to appear for examination if -
   a. He/she complies with the provisions of the Ordinance pertaining to the Examination ingeneral from time to time.
   b. He/she has prosecuted a regular course of study in a University Department/Colleges affiliated to the University.
   c. He/she has in the opinion of the Principal shown satisfactory progress in his/her studies.
5. The provisions of Ordinance No. 6 and Ordinance No. 9 shall be *mutatis-mutandis* applicable to every collegiate/non-collegiate student.
6. The fees for each theory examination and practical examination conducted by the University shall be as prescribed by the University, from time to time.

Computation of SGPA and CGPA

Letter Grades and Grade Points:

Computation of SGPA and CGPA shall be on the basis of Credits prescribed to Courses and Grade Points obtained bythe student based on scale as mentioned in **Table – 7**:

Table 6 : Letter Grades and Grade Points

Semester GPA/ Program CGPA Semester/Program	% of Marks	Alpha-Sign / Letter Grade Result	Grade Point
9.00-10.00	90.0-100	O (Outstanding)	10
8.00-<9.00	80.0-<90.0	A+ (Excellent)	9
7.00-<8.00	70.0-<80.0	A (Very Good)	8
6.00-<7.00	60.0-<70	B+ (Good)	7
5.50-<6.00	55.0-<60.0	B (Above Average)	6
5.00-<5.50	50.0-<55.0	C (Average)	5
4.00-<5.00	40.0-<50.0	P (Pass)	4
Below 4.00	Below 40	F (Fail)	0
Ab (Absent)	-	Ab	0

Computation of SGPA and CGPA

The Semester Grade Point Average (SGPA) is computed from the grades as a measure of the student's performance in a given semester. The SGPA is based on the grades of the current term, while the Cumulative Grade Point Average (CGPA) is based on the grades in all courses taken after joining the programme of study.

Semester Grade Point Average (SGPA) The SGPA is the ratio of the sum of the product of the number of Credits with the grade points scored by a student in all the courses taken by a student and the sum of the number of Credits of all the courses undergone by a student, i.e.

$$\textbf{SGPA}\ (Si) = \sum(Ci \times Gi) / \sum Ci$$

Where Ci is the number of Credits of the i^{th} course and Gi is the grade point scored by the student in the i^{th}course.

Example for Computation of SGPA

Semester	Course	Credit	Letter Grade	Grade point	Credit Point (Ci xGi) (Credit x Grade)
I	Course 1	2	A	8	2 × 8 = 16
I	Course 2	2	B+	7	2 × 7 = 14
I	Course 3	2	B	6	2 × 6 = 12
I	Course 4	2	O	10	2 × 10 = 20
I	Course 5	2	C	5	2 × 5 = 10
I	Course 6	2	B	6	2 × 6 = 12
		12			
				SGPA	84/12=**7.00**

Computation of CGPA:

The Cumulative Grade Point Average (CGPA) is also calculated in the same manner taking into account all the courses undergone by a student over all the semesters of a programme, i.e.

$$\textbf{CGPA} = \sum(Ci \times Si) / \sum Ci$$

where Si is the SGPA of the i^{th} semester and Ci is the total number of Credits in that semester.

Example for Computation of CGPA

Semester 1	Semester 2	Semester 3	Semester 4	Semester 5	Semester 6
Credit: 21 SGPA:6.9	Credit: 22 SGPA:7.8	Credit:25 SGPA:5.6	Credit: 26 SGPA:6.0	Credit: 26 SGPA: 6.3	Credit: 25 SGPA 8.0
CGPA= **6.73** (21 x 6.9 + 22 x 7.8 + 25 x 5.6 + 26 x 6.0 + 26 x 6.3 + 25 x 8.0)/145					

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

Equivalence of the conventional division/class

Equivalence of the conventional division/class to the corresponding C.G.P.A. in final semester shall be in accordance with the **Table 7** –

Table 7: Equivalence of Class/Division to C.G.P.A.

Sr. No.	C.G.P.A.	Class/Division
1.	7.5 or more than 7.5	First Class with Distinction
2.	6.00 or more but less than or equal to 7.49	First Class
3.	5.50 or more but less than or equal to 5.99	Higher Second Class
4.	5.00 or more but less than or equal to 5.49	Second Class
5.	4.00 or more but less than or equal to 4.99	Pass

Declaration of Results :

1. Declaration of result is based on the Semester Grade Point Average (SGPA) earned towards the end of each semester or the Cumulative Grade Point Average (CGPA) earned at the completion of all eight semesters of the programme and the corresponding overall alpha-sign or letter grades as given in **Table 6**. If some candidates exit at the completion of the first, second or third year of the Four years Undergraduate Programmes, with Certificate, Diploma or Basic Degree, respectively, then the results of successful candidates at the end of the second, fourth, sixth and eighth semesters shall also be classified on the basis of the CGPA obtained in the two, four, six or eight semesters, respectively.
2. A student obtaining Grade F shall be considered failed and will be required to reappear in the examination. Based on the above recommendations on Letter grades, grade points and SGPA and CGPA, the University shall issue the transcript for each semester and a consolidated transcript indicating the performance in all semesters.

Award of Degree:

1. A student pursuing Four Years UG programme shall be awarded an appropriate Honors/ Honors with Research degree in Major/ Core Subject on completion of VIII Semester with the minimum of 160 Credits, if he secures in that Subject at least 50% (80 credits) of the total minimum required Credits (160 Credits) for that programme. He shall thus study the specific number of Mandatory Core Courses, Core Electives, Vocational and Skill Courses and Field projects/ Internships connected to Core Subjects in eight semesters, so as to cover at least 50% (80 credits) of the total minimum required credits (80 Credits).
2. University Three-Year Degree Completion Conditions: In order to be eligible for graduation from the Three-Year Degree Programme, students are required to earn a minimum of 120 credits during their time of study and minimum 60 credits from all verticals of major courses. The program offers a total of 132 credits, allowing for some flexibility in Credit earnings from different verticals.
3. In case of Honors with Research Degree, student shall have to pursue a research project and write project report in that Major in the VII and VIII semesters.

Re-entry or Lateral Entry:

i. 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.

ii. 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 will be based on the validation of prior learning outcomes achieved and subject to availability based on intake capacity.

iii. An unsuccessful examinee at any of the above examination shall carry college assessment marks (Sessional Marks) of the theory/Practical examination to the successive attempt at the examination. The examinee however can go for his/her college assessment marks in the subject or subjects in which he/she shall be examined for total marks comprising of theory and sessional together at his/her successive attempts.

Progression to Higher Class

Allow To Keep Term (ATKT):

Eligibility for progression to higher classes shall be as per **Table 8**

Table 8 : Eligibility for progression to higher classes

S.N.	Admission to	Minimum Required Credits
1	Semester III	20 Credits from all Verticals of Semester I and II
2	Semester V	40 Credits from all Verticals of Semester I to IV

A student who could not complete a semester satisfactorily or did not keep term will be eligible for readmission to the same semester. However, readmission to the semester should be allowed only in regular session of that semester. In such case, the candidate will not be eligible to get admission in higher semester.

General Provision :

1. Record of student's Performance cum Evaluation(containing attendance, concept knowledge, intellectual/ decision making ability, handling skill, sense of responsibility, cooperative/leadership quality, presentation/demonstration) related to *Internships/Apprenticeship, Mini-Project, Field Projects /Studio Activities, Community Engagement and Services, etc.* shall be maintained by the College/Institute/University Department
2. For allotment of *Internships/Apprenticeship, Mini-Project, Field Projects /Studio Activities, Community Engagement and Services, etc.*, the College/ Institute/University Department shall follow Standard Operating Procedures (SOP) with concerned College/Institute/University Department/Organization/Industry on the basis of Memorandum of Understanding (MoU) /Letter of Intent and Joining letter. Further, for validation, progress records, Evaluation Sheet etc. shall be maintained by the College/Institute/University Department.
3. For award of Credits to Co-curricular Courses: Health and wellness, Yoga Education, Sports and Fitness, Cultural Activities, NSS/NCC, Fine/Applied/Visual/Performing Arts, Academic Activities like paper presentations in conferences, Avishkar, start-ups, Hackathon, Quiz competitions, Article published, Participation in Summer school/ Winter School / Short term course, Scientific Surveys, Societal Surveys, Field Visits, Study tours, Industrial Visits, online/offline Courses on Yoga (Yoga for IQ development, Yoga for Ego development, Yoga for Anger Management, Yoga for Eyesight Improvement, Yoga for Physical Stamina, Yoga for Stress Management, etc.); the college/ institute/university department should maintain a record of the student.
4. As per Maharashtra Public Universities Act, 2016, Section 89 Chapter VIII, the results of every examination and evaluation conducted by the University will be declared within thirty days from the last date of examination for that particular course and in any case declare the results latest within forty-five days. The names of the examinees passing the examination as a whole in the minimum prescribed period and obtaining the prescribed number of places in the CGPA shall be arranged in order of merit as provided in the examination in general Ordinance no. 6 provided that the merit list only be published in summer examination.
5. An examinee who has completed the term satisfactorily but fails to present himself/herself for the **examination shall be eligible for re-admission to the same examination, on payment of fresh fees and** other fees as may be prescribed by the University from time to time.
6. A candidate/student who has successfully completed all requisite courses approved by the university and earned minimum prescribed total Credits for which he/she is admitted for the under graduate degree programme and accumulated the required Credits for the program and who has put in the minimum residence time prescribed for each semester of the program shall be eligible to receive the degree.
7. Examinations will be conducted in Offline mode in accordance with Ordinance No.9. However, under special circumstances and in specific cases, those can be conducted in Online mode on the recommendations of Board of Examination & Evaluation and approval by the Academic Council.
8. Generally, and preferably, College/Institute/Department internal assessment examinations and University examinations papers should be set from the Question Bank prepared by the University.

9. Guidelines to Paper Setters are provided in Appendix B, Instructions to BOS in Appendix C, Glossary of Terms in Appendix D and Abbreviations in Appendix E, respectively. Further, at the end of Appendix E, list of references employed to compose this document is furnished.
10. Provisions of Ordinance No.18/2001in respect of an Ordinance to provide grace marks for passing in a Head of passing and Improvement of Division (Higher Class) and getting Distinction in the subject and condonation of deficiency of marks in a subject shall apply to the examination under this Direction.

11. **Faculty wise Code Allocation:**

As per National Credit Framework (NCrF) the codes for various levels are prescribed. The codes prescribed for intermediate level courses including subject specific courses intended to meet the Credit requirements for minor / major areas of learning are 200 – 299. Taking into consideration the large number of Discipline and Courses in each faculty, the University has decided to evolvea Unique SIX Digit Code for each course. The first three digits will reflect the specific discipline/subject (**Table 9**) followed by three digits for Course under the same discipline.
The following codes prefix to 800 – 999 codes for the courses of Major or Minor Discipline.
For Example – First Course from Discipline / Subject Performing Arts in the faculty Performing Arts and "809" for the first course in the same Discipline.

Table 9 : The range of the Discipline/Subject codes in the Faculty of Inter-disciplinary Studies :-

Faculty	Codes
Interdisciplinary Studies	800 - 999

The Codes allocated for various discipline/subject of different faculties are appended as **Appendix1.**

12. **Power to modify and remove difficulties:**

a) Notwithstanding anything contained in the foregoing, Hon'ble Vice-Chancellor in consultation with the Dean of the faculty shall have the power to issue directions or orders to remove any difficulty,
b) Nothing in the foregoing may be construed as limiting the power of the University to amend, modify or repeal any or all of the above.

13. Curriculum Design template for Theory is given in Appendix 12, Glossary of Terms are specified in Appendix 14, NHEQF Level Descriptors are listed in Appendix 15, and Abbreviations are listed in Appendix 16, respectively.

NEP Implementation Cell :

A) University Level:-

There shall be NEP Implementation Cell in the University comprising of the following members

1. **Pro-Vice Chancellor** **- Chairman**
2. Deans of all faculties - Members
3. Head of the Department of Concerned University Member (Senior Professor Grade) -
4. Student Representative Member -
5. Director, IQAC - Member-secretary

B. University Department Level:-

There shall be NEP Implementation Cell in each University Department comprising of the following members

1. Head of the University Department **-** Chairman
2. One Teacher nominated by Hon'ble Vice-Chancellor - - Member

C. College Level

There shall be a NEP Implementation Cell in each affiliated College comprising of the following members

1. Principal/Director, Concerned College/Autonomous College/Institute - Chairman
2. Head of the Department of concerned College from each Faculty - Members (Professor / Associate Professor Grade)

3. Student Representative - Member
4. IQAC Co-Ordinator - Member Secretary

Powers and Duties of the NEP Implementation Cell

1. Committee shall take review of the Implementation of the NEP after completion of every Semester
2. The committee shall report to the University about difficulties faced during the implementation of the NEP.
3. The committee should also consider the grievances of the students regarding the difficulties/disadvantages put to them, if any, during their studies under NEP.
4. For college level and university level, the committee will also be a Grievance RedressalCommittee for implementation of NEP.
5. The committee may consider any other matter in the interest of the students as far as the NEP is concerned.

Appendix 1:List of Major Disciplines/Subjects in the faculty Interdisciplinary Studies and the eligibility criterion

Program	**Major subjects which can be opted** (Figure in bracket shows unique code of Discipline/Subject)	**Eligibility**
B.P.A.	**Performing Arts** Indian Classical Vocal Music (808) Indian Classical Instruments -Sitar (809) Indian Classical Instruments – Violin (810) Indian Classical Instruments – Tabla (811)	the HSSC Examination of Maharashtra State Board of Secondary and Higher Secondary Education or anexamination recognized as equivalent thereto and anyother board OR the HSSC Examination of Maharashtra State Board of Secondary and Higher Secondary Education in Vocational Stream as one of the subjects of passing. OR the Diploma in Education (D.Ed.) (Two years course) of Maharashtra State Educational Research and Training Council, Pune OR
	Indian Classical Dance - Kathak (812) Indian Classical Dance – Odissi (813) Indian Classical Dance – Bharatnatyam (814) Drama and Theatre (804)	Minimum Two Years course after SSC approved by Government of Maharashtra

Notes :

In addition to the eligibility tabulated above, following students will also be eligible for admissionto the programmes in the faculty of Interdisciplinary Studies

(i) Student who has successfully completed NSQF and/or NHEQF course level 4.0 from the Qualification Pack (QP) relevant or allied to Major Discipline/Subject in which he/she desire to seek admission.

1. Figure in bracket shows unique code of Discipline/Subject
2. For the award of Minor Degree, the student shall declare the choice of the Minor disciplinary at the end of the second semester, after exploring various courses
3. Minor Discipline selected by the student after Semester II shall be continued till the sixthsemester
4.

Appendix 8:List of Major Disciplines/Subjects in the faculty of Interdisciplinary Studies and the choice of the Minor Subject

Group	The Major Discipline/Subject with Code	Student shall have to select any one Minor ofthe same faculty(other than Major in which admitted) available in the HEI from the following Discipline/Subject
E	Performing Arts Indian Classical Vocal Music (808) Indian Classical Instruments - Sitar (809)Indian Classical Instruments – Violin (810) Indian Classical Instruments – Tabla (811) Indian Classical Dance - Kathak (812) Indian Classical Dance – Odissi (813) Indian Classical Dance – Bharatnatyam (814), Drama and Theatre (804)	Indian Classical Vocal Music (808) Indian Classical Instruments - Sitar(809) Indian Classical Instruments – Violin (810) Indian Classical Instruments – Tabla (811) Indian Classical Dance - Kathak (812) Indian Classical Dance – Odissi (813) Indian Classical Dance – Bharatnatyam (814) Drama and Theatre (804)

Notes :

1. Figure in bracket shows unique code of Discipline/Subject.
2. For the award of Minor Degree, the student shall declare the choice of the Minordiscipline at the end of the second semester, after exploring various courses.
3. Minor Discipline selected by the student after Semester II shall be continued till the sixth semester.

Appendix 10 Constitution of Learning Hours (Components ofLearning)

i. Classroom teaching/ learning hours/ tutorials

ii. Lab work/ practical/ innovation labs/ projects/ incubation labs

iii. Yearly and half-yearly examinations/ class tests/ quiz/ other assessments including formativeassessments

iv. Activities as part of the curricular structure leading to experiential learning like relevant experience and proficiency/ professional levels, Performing arts/ fine arts, music, handicraft,traditional, heritage work, Debate and Discussion/ Essay Writing / Recitation/Story Writing etc.

v. Celebration of festivals in institutes, music performance, Drama Contests/Events/Competitions like Hackathons & amp; Olympiads etc.

vi. Sports/ games / physical activity / yoga

vii. Life skills based education like employment skills, basic operational skills, classes onmorals/etiquettes, constitutional values, environmental sensitivity etc.

viii. Social/ community work (like adult education, teaching in NGOs , environment related,gender sensitization), NCC/ NSS /UBA

ix. field visits organized by the institution

x. vocational education/ training, skilling, minor/major project work, assignments

xi. Field visits/ Projects/ Industry attachment by institutions

xii. Internship and apprenticeship hours, on the job training (OJT), and experiential learningincluding relevant experience and proficiency/ professional levels acquired.

Appendix 11 Other Provisions for Learning

1. Maximum 40% of the total courses may be offered in a particular program in a Semester through the online learning courses offered through SWAYAM platform or any other platform specified by UGC, subject to the following conditions:

a. The course contents are alike, to be decided by the concerned Board of Studies;

b. The courses are not offered in the College/Department/University;

c. There is non-availability of suitable teaching staff to run the course in the Affiliated College/University Department.

2. The University shall give the equivalent credit weightage of the course for which the student has earned online learning credits through SWAYAM platform or any other platform specified by UGC and/or other State Level Common Platforms, in the creditplan of the programme.

3. However, online learning is not applicable to community service/engagement/field project or any other hands-on and vocational programmes. Such courses need to be completed in offline/physical mode.

4. Students must complete at least 60 % of the total courses in-house from their parent university departments or affiliated colleges and they are allowed to complete remaining 40 % of the total courses externally though online/open/distance learning mode, if they are offered through the platforms (SWAYAM, IITs, IISERs, etc.) approved by the UGC/AICTE/any other appropriate regulatory body/State Government of Maharashtra, etc. The list of approved platforms shall grow and evolvecontinuously over a period of time.
5. Provided that, the student shall be required to earn at least 60 % of the credits (that is,72 Credits for a Three Year UG Degree and 96 Credits for a Four Year UG Degree with Honors/Honors with Research) from the parent Higher Education Institute.
6. A student shall be eligible for the award of degree, diploma or certificate, whichever applicable, only after fulfillment of the credit requirements, assessment processes, duration and other relevant provisions as laid down by the university.
7. A student of an institute/department can take the Elective/OE courses of any other Institutions/Department and the University subject to availability of seats, adopting due administrative process and formal consent of the institutions/Departments. However, for other Universities, equivalency of the course contents shall be ascertained by the concerned committee.
8. The flexibility and mobility option doesn't entitle a student to be exempted or relaxed from any of the requisites (term-work, sessional tests, attendance, assignments, end- semester examinations, programme duration etc.) for the completion of the programme.
9. The mobility option should not be interpreted as inter-college/ inter- department/university migration unless approved by both the colleges or departments or Universities as applicable, respectively. The mobility across the disciplines is also subject to availability of seats, faculty, infrastructure, etc. (as fixed by the college/department/University from time to time).
10. Mobility of Credits earned by the students from GIAN (Global Initiative of Academic Networks) courses/ MOOCs (Massive Open Online Courses)/ SWAYAM (Study Websof Active –Learning for Young Aspiring Minds)/ Swachh Bharat Internship Programme/ etc. shall be credited in accordance with the provisions made under the respective schemes, as amended from time to time; subject to compatibility of coursecontent & assessment process with the prior approval of the respective Board of Studies.

Appendix 12 Curriculum Design: Template for Theory

Table: Organization of Syllabus for Theory Courses

Theory Course	*Min. Lecture Hours per Semester	Number of Units in the Syllabus	Illustrative Distribution (Sample)
1 Credit	*15 Hours	02	Unit I (7 Hours , Unit II (8 Hours)
2 Credits	*30 Hours	04	Unit I (7 Hours), Unit II (7 Hours), Unit III (8 Hours), Unit IV (8 Hours)
3 Credits	*45 Hours	06	Unit I (7 hours), Unit II (7 Hours, Unit III (8 Hours), Unit IV (8 Hours), Unit V (8 Hours), Unit VI (7 Hours)
4 Credits	*60 Hours	06	Each Unit (10 hours) or Number of hours may vary with respect to the volume/complexity of theunit
5 Credits	*75	06	Unit I (12 Hours), Unit II (12 Hours), Unit III (13 Hours), Unit IV (13 Hours), Unit V (13 Hours), Unit VI (12 Hours)

* Calculations are based with the presumption that a semester is comprised of at least 15 week. College/Institution/University Department should try to engage the students for maximum possible number of weeks to the best of their abilities, in accordance with the prevalent operative academic calendar notified by the university in action.

Each theory paper of Major with 4 Credits shall comprise of 6 Units with Teaching Hoursas mentioned in the table. The pattern of theory papers shall be as per following template

Level	Semester	Course Code	Course Name	Credits	Teaching Hours	Exam Duration	Max Marks
4.5	II	101200	Diversity of Lower Plant	4	60	3 Hours	100 (Internal: 40 External: 60)

The Curriculum of any Course shall be designed as per following template:

Course Objectives:			
Course Outcomes:	As per Blooms Taxonomy (4 to 6)		
Unit System	**Contents**	**Learning Hours**	**Incorporation of Pedagogies**
Unit I	Detailed point wisecontents with at least four points		BoS shall recommend suitable pedagogical strategies, both classical and contemporary innovations, for integration into the Teaching, Learning, and Evaluation (T, L, & E) Processes. These strategies should be tailored to enhance the delivery and comprehension of the course content within each Unit, ensuring that they align with the educational objectivesand learning outcomes.
Unit II	Detailed point wise contents with at least four points		
Unit III	Detailed point wise contents with at least four points		
Unit IV	Detailed point wise contents with at least four points		
References:	Study Materials in the form of - Reference Books, Text Books, Research Articles,Digital Resources like Web - links, E- Contents, Educational Software, Databases, etc.		

Appendix 13

Minimum Workload for English and MIL Language Teachers

Table – 1 (Odd Semester for English)

Semester	Subject	English			Credit	Student Learning hours	Teacher Work Load hours
		L	T	P			
Semester I	AEC (Language)	2	-	-	2	2	2
	SEC Communication Skills	-	-	2	1	2	(2× No. of batches)
	Total				3	4	2 + (2 × No. of Batches)

Work load of English Teacher = [2 + (2 × Number of Batches)]**/Week**

Table – 2 (Odd Semester for MIL)

Semester	Subject	MIL (Modern Indian Languages/Second Language)			Credit	Student Learning Hours	Teacher Work Load Hours
		L	T	P			
Semester I	AEC (MIL)	2	-	-	2	2	2
	SEC Communication Skills (MIL)	-	-	2	1	2	(2× No. of batches)
	Total				3	4	2 + (2 × No. of Batches)

Work load of MIL/Second Language Teacher = [2 + (2 × Number of Batches)]/Week

Table – 3 (Even Semester for English)

Semester	Subject	English			Credit	Student Learning Hours	eacherWork Load Hours
		L	T	P			
Sem. II	AEC (Language)	2	-	-	2	2	2
	SEC Professional Skills-I [Career Skills]	-	-	2	1	2	(2× No. of batches)
	Total				3	4	2 + (2 × Numberof Batches)

Work load of English Teacher = [2 + (2 × Number of Batches)]/Week

Table – 4 (Even Semester for MIL)

Semester	Subject	MIL (Modern Indian Languages/Second Language)			Credit	Student Learning Hours	eacherWork Load Hours
		L	T	P			
Sem. II	AEC (For MIL)	2	-	-	2	2	2
	SEC Leadership Management Skills (MIL)	-	-	2	1	2	(2× No. of batches)
	Total				3	4	2 + (2 × Numberof Batches)

Work load of MIL/Second Language Teacher = [2 + (2 × Number of Batches)]/Week

Appendix 14

NHEQF level descriptors

Each NHEQF level is structured based on the defined learning outcomes which lead to theexpected graduate attributes/profile. The level descriptors reflect the expected outcomes oflearning that should be achieved and demonstrated by graduates of a specific programme ofstudy leading to a qualification at a specific NHEQF level.

Learning outcomes descriptors for qualification at level 4.5 on the NHEQF

An Undergraduate Certificate is awarded to students who have demonstrated the achievement of the outcomes located at level 4.5 on the NHEQF.

Table 1: Descriptors for qualifications at levels 4.5 on the NHEQF

Element of the Descriptor	NHEQF level descriptors relating to undergraduate certificate
Knowledge and understanding	The graduates should be able to demonstrate the acquisition of: • knowledge of facts, concepts, principles, theories, and processes in broad multidisciplinary learning contexts within the chosen fields of learning in broad multidisciplinary learning, • understanding of the linkages between the learning areas within and across the chosenfields of study, • procedural knowledge required for performing skilled or paraprofessional tasks associated with the chosen fields of learning.

General, technical and professional skills required to perform and accomplish tasks	The graduates should be able to demonstrate the acquisition of: • a range of cognitive and technical skills required for accomplishing assigned tasks relating to the chosen fields of learning in the context of broad multidisciplinary contexts. • cognitive skills required to identify, analyze and synthesize information from a rangeof sources. • cognitive and technical skills required for selecting and using relevant methods, tools, and materials to assess the appropriateness of approaches to solving problems associated with the chosen fields of learning.
Application of knowledge and skills	The graduates should be able to demonstrate the ability to: • apply the acquired operational or technical and theoretical knowledge, and a range of cognitive and practical skills to select and use basic methods, tools, materials, and information to generate solutions to specific problems relating to the chosen fields oflearning.
Generic learning outcomes	The graduates should be able to demonstrate the ability to: • listen carefully, read texts related to the chosen fields of study analytically, and presentinformation in a clear and concise manner to different groups/audiences. • express thoughts and ideas effectively in writing and orally and present the results/findings of the experiments carried out in a clear and concise manner to different groups.
	The graduates should be able to demonstrate the ability to: • meet one's own learning needs relating to the chosen fields of learning. • pursue self-directed and self-managed learning to upgrade the knowledge andskills required for a higher level of education and training.
	The graduates should be able to demonstrate the ability to: • gather and interpret relevant quantitative and qualitative data to identifyproblems, • critically evaluate principles and theories associated with the chosen fields oflearning.
	The graduates should be able to demonstrate the ability to: • make judgment and take decisions, based on analysis of data and evidence, for formulating responses to issues/problems associated with the chosen fields of learning, requiring the exercise of some personal responsibility for action and outputs/outcomes.
Constitutional, humanistic, ethical, and moral values	The graduates should be able to demonstrate the willingness to: • practice constitutional, humanistic, ethical, and moral values in one's life, and practice these values in real-life situations, • put forward convincing arguments to respond to the ethical and moral issuesassociated with the chosen fields of learning.
Employability and job-ready skills, and entrepreneurship skills and capabilities/qualities and mindset	The graduates should be able to demonstrate the acquisition of: • knowledge and a basket of essential skills, required to perform effectively in a definedjob relating to the chosen fields of study, • ability to exercise responsibility for the completion of assigned tasks and for the outputs of own work, and to take some responsibility for group work and output as a member ofthe group.
Credit requirements	• The successful completion of the first year (two semesters) of the undergraduateprogramme of minimum 40 credit hours followed by an exit 4-credit skills-enhancement course,
Entry requirements	• Certificate obtained after successful completion of Grade 12 or equivalent state of education. • Admission to the first year of the undergraduate programme will be open to those who have met the entrance requirements, including specified levels of attainment, in the programme admission regulations. Admission will be based on the evaluation of documentary evidence (including the academic record and/or evidence relating to the assessment and validation of prior learning outcomes) of the applicant's ability to pursue an undergraduate programme of study.

Learning outcomes descriptors for qualifications at level 5 on the NHEQF

An Undergraduate Diploma is awarded to students who have demonstrated theachievement of the outcomes located at level 5 on the NHEQF.

Table 2 : Descriptors for qualifications at levels 5 on the NHEQF

Element of the Descriptor	NHEQF level descriptors
Knowledge and understanding	The graduates should be able to demonstrate the acquisition of: • theoretical and technical knowledge in broad multidisciplinary contextswithin the chosen fields of learning, • deeper knowledge and understanding of one of the learning areas and itsunderlying principles and theories, • procedural knowledge required for performing skilled orpara
Skills required to perform and accomplish tasks	The graduates should be able to demonstrate the acquisition of: • cognitive and technical skills required for performing and accomplishing complex tasks relating to the chosen fields of learning, • cognitive and technical skills required to analyze and synthesize ideas and information from a range of sources and act on information to generate solutions to specific problems associated with the chosen fields of learning.
Application of knowledge and skills	The graduates should be able to demonstrate the ability to: • apply the acquired specialized or theoretical knowledge, and a range ofcognitive and practical skills to gather quantitative and qualitative data, • select and apply basic methods, tools, materials, and information to formulatesolutions to problems related to the chosen field(s) of learning.
Generic learning outcomes	The graduates should be able to demonstrate the ability to: • listen carefully, read texts related to the chosen fields of learning analytically, and present complex information in a clear and concise manner to different groups/audiences, • communicate in writing and orally the information, arguments, and results of the experiments and studies conducted accurately and effectively to specialist and non- specialist audiences. • meet one's own learning needs relating to the chosen field(s) of learning, work/vocation, and an area of professional practice, • pursue self-paced and self-directed learning to upgrade knowledge and skills required for pursuing a higher level of education and training. • critically evaluate the essential theories, policies, and practices by following a scientific approach to knowledge development. • make judgment and take decision, based on the analysis and evaluation of information, for determining solutions to a variety of unpredictable problems associated with the chosen fields of learning, taking responsibility for the nature and quality of outputs.
Constitutional, humanistic, ethical and moral values	The graduates should demonstrate the willingness and ability to: • embrace the constitutional, humanistic, ethical, and moral values, practice these values inlife, and take a position regarding these values, • formulate arguments in support of actions to address issues relating the ethical and moral issues relating to the chosen fields of learning, including environmental and sustainable development issues, from multiple perspectives.
Employability and job-ready skills, and entrepreneurship skills and capabilities/qualities and mindset	The graduates should be able to demonstrate the acquisition of knowledge and essentialskill sets that are necessary to: • take up job/employment relating to the chosen fields of study or professional practicerequiring the exercise of full personal responsibility for the completion of tasks and for theoutputs of own work, and full responsibility for the group task/ work as a member of thegroup/team. • exercise self-management within the guidelines of study and work contexts. • supervise the routine work of others, taking some responsibility for the evaluation andimprovement of work or study activities.

Credit requirements	The successful completion of the first two years (four semesters) of the undergraduate programmeinvolving a minimum of 80 credit hours followed by an exit 4-credit skills-enhancement course.
Entry requirements	Continuation of study or lateral entry in the second year of the undergraduate programmewill be possible for those who have met the entrance requirements, including specified levels of attainment, specified in the programme regulations. The continuation of the study will be based on the evaluation of documentary evidence (including the academic record and/or evidence relating to the assessment and certification of prior learning) of the applicant's ability to pursue an undergraduate programme of study. Lateral entry into the programme of study at NHEQF level 5 will be based on the validation of prior learning outcomes achieved, including those achieved outside of formal learning or through learningand training in the workplace or in the community, through continuing professional development activities, or through independent/self-directed learning activities.

Learning outcomes descriptors for a higher education qualification at level **on the NHEQF**
The Bachelor's degree is awarded to students who have demonstrated
the achievement ofthe outcomes located at level 5.5 on the NHEQF.

Table 3: Descriptors for qualifications at levels 5.5 on the NHEQF

Element of the descriptor	**NHEQF level descriptors**
Knowledge and understanding	The graduates should be able to demonstrate the acquisition of: • comprehensive, factual, theoretical, and specialized knowledge in broad multidisciplinary contextswith depth in the underlying principles and theories relating to one or more fields of learning. • knowledge of the current and emerging issues and developments within the chosen field(s) oflearning. • procedural knowledge required for performing and accomplishing professional tasks associatedwith the chosen fields of learning.
General, technicaland professional skills required to perform and accomplish tasks	The graduates should be able to demonstrate the acquisition of: • cognitive and technical skills required for performing and accomplishing complex tasks relatingto the chosen fields of learning. • cognitive and technical skills required to evaluate and analyze complex ideas, • cognitive and technical skills required to generate solutions to specific problems associatedwith the chosen fields of learning.
Application of knowledge andskills	The graduates should be able to demonstrate the ability to: • apply the acquired specialized technical or theoretical knowledge, and cognitive and practical skills to gather and analyze quantitative/ qualitative data to assess the appropriateness of differentapproaches to solving problems, • employ the right approach to generate solutions to problems related to the chosen fields of learning.

Generic learning outcomes	The graduates should be able to demonstrate the ability to: • listen carefully, to read text related to the chosen fields of learning analytically and presentcomplex information in a clear and concise manner to different groups/audiences. • communicate in writing and orally the constructs and methodologies adopted for the studiesundertaken relating to the chosen fields of learning, • make coherent arguments to support the findings/results of the study undertaken to specialist andnon-specialist audiences. • meet one's own learning needs relating to the chosen field(s) of learning, • pursue self-paced and self-directed learning to upgrade knowledge and skills that will help adapt tochanging demands of the workplace and pursue higher level of education and training. • critically evaluate evidence for taking actions to generate solutions to specific problems associated with the chosen fields of learning based on empirical evidence. • make judgment and take decisions based on the analysis and evaluation of information for formulating responses to problems, including real-life problems, • exercise judgment across a broad range of functions based on empirical evidence, for determining personal and/or group actions to generate solutions to specific problems associatedwith the chosen fields of learning.
Constitutional, humanistic, ethical, and moral values	The graduates should be able to demonstrate the willingness and ability to: • Embrace constitutional, humanistic, ethical, and moral values, and practice these values inlife. • identify ethical issues related to the chosen fields of study, • formulate coherent arguments about ethical and moral issues, including environmental andsustainable development issues, from multiple perspectives. • follow ethical practices in all aspects of research and development, including avoiding unethicalpractices such as fabrication, falsification or misrepresentation of data or committing plagiarism.
Employability and job-ready skills, and entrepreneurship skills and capabilities/ qualities and mindset	The graduates should be able to demonstrate the acquisition of: • knowledge and essential skills set and competence that are necessary to take up a professional jobrelating to the chosen field of learning and professional practice, • entrepreneurship skills and mindset required for setting up and running an economic enterprise or pursuing self-employment requiring the exercise of full personal responsibility for the outputs ofown work, and full responsibility for the output of the group, • the ability to exercise management and supervision in the contexts of work or study activities involving unpredictable work processes and working environments.
Credit requirements	The successful completion of the first thoursee years (six semesters) of the undergraduate programmeinvolving a minimum of 120 credit hours
Entry requirements	Continuation of study or lateral entry into the III year of the undergraduate programme will be possiblefor those who have met the specified levels of attainment, specified in the programme admission regulations. The continuation of the study will be based on the evaluation of documentary evidence (including the academic record and/or evidence relating to the assessment and certification of prior learning) of the applicant's ability to pursue and complete the undergraduate programme of study. Lateral entry into the programme of study at NHEQF level 5.5 will be based on the validation of prior learning outcomes, including those achieved outside of formal learning or thoursough learning and training in the workplace or in the community, through continuing professional development activities,or through independent/self-directed learning activities.

Learning outcomes descriptors for a higher education qualification at level 6on the NHEQF

The Bachelor's degree (Honors/ Honors with Research) or the Post-Graduate Diploma is awarded to students who have demonstrated the achievement of the outcomes located at level 6 on the NHEQF.

Table 4: Descriptors for qualifications at levels 6 on the NHEQF

Element of the descriptor	NHEQF level descriptors
Knowledge and understanding	The graduates should be able to demonstrate the acquisition of: • advanced knowledge about a specialized field of enquiry, with depth in one or more fields oflearning within a broad multidisciplinary/ interdisciplinary context. • a coherent understanding of the established methods and techniques of research and enquiryapplicable to the chosen fields of learning. • an awareness and knowledge of the emerging developments and issues in the chosen fields oflearning, • procedural knowledge required for performing and accomplishing professional tasks associatedwith the chosen fields of learning.
General, technical and professional skills required to perform and accomplish tasks	The graduates should be able to demonstrate the acquisition of: • a range of cognitive and technical skills required for performing and accomplishing complextasks relating to the chosen fields of learning, • cognitive and technical skills relating to the established research methods and techniques, • cognitive and technical skills required to evaluate complex ideas and undertake research and investigations to generate solutions to real-life problems, • generate solutions to complex problems independently, requiring the exercise of full personal judgment, responsibility, and accountability for the output of the initiatives taken as a practitioner.
Application of knowledge and skills	The graduates should be able to demonstrate the ability to: • apply the acquired advanced technical and/or theoretical knowledge and a range of cognitive and practical skills to analyze the quantitative and qualitative data gathered drawing on a wide rangeof sources for identifying problems and issues relating to the chosen fields of learning, • apply advanced knowledge relating to research methods to carry out research and investigationsto formulate evidence-based solutions to complex and unpredictable problems.
Generic learning outcomes	The graduates should be able to demonstrate the ability to: • listen carefully, read texts and research papers analytically, and present complex information ina clear and concise manner to different groups/ audiences, • communicate technical information and explanations, and the findings/ results of the research studiesrelating to specialized fields of learning, • present in a concise manner one's views on the relevance and applications of the findings of research and evaluation studies in the context of emerging developments and issues. • meet own learning needs relating to the chosen fields of learning, • pursue self-paced and self-directed learning to upgrade knowledge and skills that will helpaccomplish complex tasks and pursue a higher level of education and research.
	The graduates should be able to demonstrate: • a keen sense of observation, enquiry, and capability for asking relevant/ appropriate questions, • the ability to problematize, synthesize and articulate issues and design research proposals, • the ability to define problems, formulate appropriate and relevant research questions, formulate hypotheses, test hypotheses using quantitative and qualitative data, establish hypotheses, make inferences based on the analysis and interpretation of data, and predict cause-and-effect relationships, • the capacity to develop appropriate tools for data collection, • the ability to plan, execute and report the results of an experiment or investigation, • the ability to acquire the understanding of basic research ethics and skills in practicing/doing ethics in the field/ in own research work, regardless of the funding authority or field of study, • examine and assess the implications and consequences of emerging developments and issues relating to the chosen fields of study based on empirical evidence. • make judgement in a range of situations by critically reviewing and consolidating evidence, • exercise judgement based on evaluation of evidence from a range of sources to generate solutions to complex problems, including real-life problems, associated with the chosen field(s) of learning requiring the exercise of full personal responsibility and accountability for the initiatives undertaken and the outputs/outcomes of own work as well as of the group as a team member.

Constitutional, humanistic, ethical, and moral values	The graduates should be able to demonstrate the willingness and ability to: • Embrace and practice constitutional, humanistic, ethical, and moral values in life. • adopt objective, unbiased, and truthful actions in all aspects of work related to the chosen field(s) oflearning and professional practice. • present coherent arguments in support of relevant ethical and moral issues. • participate in actions to address environmental and sustainable development issues. • follow ethical practices in all aspects of research and development, including avoiding unethical practicessuch as fabrication, falsification, or misrepresentation of data or committing plagiarism.
Employability and job-ready skills, and entrepreneurship skills and capabilities/ qualities and mindset	The graduates should be able to demonstrate the acquisition of knowledge and skills required for: • adapting to the future of work and to the demands of the fast pace of technological developments and innovations that drive a shift in employers' demands for skills, particularly with respect to the transition towards more technology-assisted work involving the creation of new forms of work and rapidly changing work and production processes.

Element of the descriptor	**NHEQF leveldescriptors**
	• managing complex technical or professional activities or projects, requiring the exercise of full personal responsibility for the output of own work as well as for theoutputs of the group as a member of the group/team. • exercising supervision in the context of work having unpredictable changes.
Credit requirements	Successful completion of the 4-year (eight semesters) undergraduate programme involving a minimum of 160 credits, with a minimum of 40 credits each at level 4.5, 5,5.5, and 6 of the NHEQF. A 1-year/2-semester Post-Graduate Diploma programme builds on a 3-year/6-semester bachelor's degree and requires a minimum of 40 credits for individuals who have completed a Bachelor's programme .
Entry requirements	• An individual seeking admission to the bachelor's degree (Honors/ Honors withResearch) in a specified field of learning would normally have completed all requirements of the relevant 3-year Bachelor's degree. (After completing the requirements of a 3-year bachelor's degree, candidates who meet a minimum 75% marks or its equivalent grade will be allowed to continue studies in the fourth yearof the undergraduate programme leading to the bachelor's degree (Honours with Research). • Continuation of undergraduate programme leading to the bachelor's degree (Honors/ Honors with Research) will be open to those who have met the entrance requirements, including specified levels of attainment, in the programme admission regulations. Continuation of the programme of study will be based on the evaluation of documentary evidence (including the academic record and/or evidence relating to the assessment and certification of prior learning) of the applicant's abilityto pursue study during the fourth year (semesters 7 & 8) of the 4-year Bachelor's degree (Honors/ Honors with Research) programme. Lateral entry into the programmeof study at NHEQF level 6 will be based on the validation of prior learning outcomes, including those achieved outside of formal learning or through learning and training in the workplace, through continuing professional development activities, or through independent/self-directed/self-managed learning activities.

Appendix 15: Glossary of the Terms

- **Academic Credit:** An academic Credit is a unit by which the course work (theory/ practical/training) is measured. Each course may be allotted Credits in proportion to the time expectedto be devoted by the student for that course. Thus, it determines the number of hours of instructions required per week. One Credit means the standard methodology of calculating one hour of theory or one hour of tutorial or two hours of laboratory work or one week of internship per week for a duration of a semester (13-15 weeks) resulting in the award of one Credit; which is awarded by a higher educational institution on which these regulations apply.
- **Academic Bank of Credits (ABC):** ABC is an academic service mechanism as a digital/virtual/online entity established and managed by MoE/UGC to facilitate students to become its academic account holders and paving the way for seamless student mobility between or within degree granting Higher Education Institutions (HEIs) through a formal system of Credit recognition, Credit accumulation, Credit transfers and Credit redemption to promote distributed and flexible teaching learning.
- **Academic Year:** Two consecutive (one odd + one even) semesters constitute one Academic Year.
- **Assessment:** It is the process of collecting, recording, scoring, describing and interpreting information about learning
- **Academic Flexibility:** It is the provision for innovative and interchangeable curricular structures to enable creative combinations of Courses/Programmes in Disciplines of study leading to Degree/Diploma/PG Diploma/Certificate of Study offering multiple entry and multiple exit facilities in tune with National Education Policy-2020, while removing the rigidcurricular boundaries and creating new possibilities of life-long learning.
- **Affiliated College:** It implies any higher education institution approved by the affiliating university on the basis of the stipulated norms and guidelines by virtue of which it provides for a course/programme of study for obtaining any qualification from a university.
- **Autonomous College:** It means any institution, whether known as such or by any other name accorded with autonomous status by the UGC upon the recommendations of the affiliating university and the State Government concerned, by virtue of which it provides for a course/programme of study with academic and innovation flexibility for obtaining any qualification from a university and which, in accordance with the Rules and Regulations of such university, is recognized as competent to provide for such course/programme of study and present students undergoing such course/programme of study for the examination leadingto the award of such qualification.
- **Choice Based Credit System (CBCS):** The CBCS provides choice for students to select from the prescribed courses (core major, electives, minor, soft skill courses etc.)
- **Code:** Each course shall bear a distinguishing code (thoursee letters and thoursee digits) that identifies the discipline from which it is being offered.
- **Conventional Mode of Learning:** It means a mode of providing learning opportunities thoursough face to face interaction between the teacher and learner in regular class room environment but does not exclude supplementary instructions if any for the learner through use of online.
- **Core or Major Course:** A course, which should compulsorily be studied by the student as arequirement of core or major subject is termed as a Core Course.
- **Course:** A basic unit of education and/or training. It means a paper which is taught for at least one semester as a part of a subject and is a component of a Programme. All courses need not carry the same weightage. A collection of courses forms a Programme of study.
- **Credit Point:** It is the product of grade point and number of Credits for a course.
- **Cumulative Grade Point Average (CGPA):** Weighted average of the grade points obtained in all courses registered by the student across semesters.
- **Elective Course:** Generally, a course which can be chosen from a pool of courses and whichmay be very specific or specialized or advanced or supportive to the discipline/ subject of study or which provides an extended scope or which enables an exposure to some other discipline/subject/domain or nurtures the candidate's proficiency/skill is called an Elective Course.
- **Evaluation:** It is the process of making judgments based on evidences and interpretations gathered through examination and assessment and on the basis of agreed upon criteria.
- **Foreign Higher Educational Institution:** It represents a Higher Educational Institution duly established or incorporated or recognized in a foreign country and offering academic and research programmes at the undergraduate and/or higher levels.
- **Generic Elective (GE) or Open Elective (OE) Course:** An elective course chosen generally from an unrelated discipline/subject, with an intention to seek multidisciplinary exposure is called a Generic Elective.
- **Grade Point:** Numeric weightage attached to each letter grade.
- **Grade Point Average (GPA):** A system of calculating academic achievement based on an average, calculated by multiplying the numerical grade point received in each course by the number of Credits.
- **Graduate Attributes (GAs):** It is a set of individually assessable outcomes that are indicative of the graduate's potential to acquire competencies in that programme.
- **Higher Education Institutions:** The Higher Education Institutions (HEIs) who are empowered to award degrees by themselves or through their affiliating universities m accordance with Section 22 of the UGC Act, 1956.
- **Lateral Entry:** Lateral entry or admission is granted to those students who have exit after award of Certification, Diploma, or a Basic Bachelor's Degree and are eligible for and desirous of re-entering into the second year/ third year/ fourth year, respectively of same Four-year multidisciplinary degree programme at any ABC registered HEI within stipulated/ permissible period of years as decided by Statutory Councils of that HEI. Lateral entry is alsoopen to those students, if he/she has already successfully completed a multidisciplinary Four-year first degree programme and is desirous of and academically capable of pursuing another multidisciplinary Four-year first degree programme an allied subject.

- **Learning Management System** (LMS): It means a system to keep track of delivery of e- Learning Programmes, learner's engagement, assessment, results, reporting and other relateddetails in one centralized location
- **Learning Outcome Based Education (LOBE):** Adherence to student-centric learning approach to measure student's performance based on pre-determined set of outcomes.
- **Letter Grade:** Index of performance resulting from the transformation of actual marks obtained by a student in a course.
- **Major Courses:** The discipline in which the student shall pursue major study in his/her Undergraduate/Master's Programme.
- **Proctored Examination:** It means the examination conducted under the supervision of approved person or technology enabled proctoring which ensures the identity of the test taker and the integrity of the test taking environment, either in pen-paper mode or in computer- based testing mode or in full-fledged online mode, as may be permissible.
- **Programme:** Programme /Programme of study means a higher education programme pursued for a degree specified by the Commission under Section 22 (3) of the UGC Act. It also refers to a collection of courses in which a student enrolls and which contributes to meeting the requirements for the awarding of one or more Certificates/ Diplomas/ Degrees.
- **Programme Education Objectives (PEOs):** PEOs are broad statements that describes whatgraduates are expected to attend within few years of graduation.
- **Programme Learning Outcomes (PLOs):** They represent the knowledge, skills and attitudes a student should attain at the end of the programme.
- **Qualifications:** Qualifications are final 'awards' such as a Certificate, Diploma or Degree.
- Qualifications are 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. Qualifications can also signify the competence to follow an occupational practice.
- **Research Project/ Dissertation:** Project work is considered as a special course involving application of knowledge in solving / analyzing /exploring a real-life situation / difficult problem. The student undertakes research in specific areas of his Major/ Core Subject with an advisory support by a teacher/faculty member.
- **Rubric (Assessment Rubric):** A rubric for assessment, also called a scoring guide, is a toolused to interpret and grade students on any kind of work against criteria and standards.
- **Semester Grade Point Average (SGPA):** Performance of a student in a given semester.

Appendix 16: Abbreviations

ABC	Academic Bank of Credit
AEC	Ability Enhancement Courses
CC	Co-curricular Courses
CAT	Continuous Assessment Test
CES	Community Engagement and service
DSC	Department Specific Core
DSE	Department Specific Elective
ES	Environment Studies
Faculty Specific Elective	FSE
FP	Field projects
GE	Generic Electives
HEI	Higher Educational Institute
IFSC	Inter Faculty Specific Core
IKS	Indian Knowledge System
Lab	Laboratory
MIL	Modern Indian Languages
MIL	Modern Indian Language
MOOC	Massive Online Open Course
NCrF	National Credit Framework
NEP	National Education Policy
OE	Open Electives
On Job Training	OJT
Pr	Practical/Practicum
Prq	Pre-requisite Course
Research Methodology	RM
RP	Research Project
SEC	Skill Enhancement Courses
Th	Theory
UGC	University Grants Commission

VEC	Value Education Courses
Vocational Enhancement Courses	VEC
VSC	Vocational Skill Courses
VSEC	Vocational and Skill Enhancement Courses

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11. Draft Curriculum for Life Skills (Jeevan Kaushal) 2.0, © University Grants Commission February, 2022
12. Government of Maharashtra State, Letter No. UNI/(136/22)/Vishi-1/Bhag-3, 1292 dated27 February 2024
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The existing Direction No. 66/2024 and 22/08/2024 of the programme shall be repealed stage-wise and only applicable to the students who have already sought their admissions as per its provisions and shall repealed after exhausting the chances given to the failure students of old programme by the University.

Date :- 29/10/2024

Sd/-
(Dr. Milind Barhate)
Vice-Chancellor,
Sant Gadge Baba Amravati University,
Amravati

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Teaching and Learning Scheme of Three years Six Semesters Programme : Bachelor of Performing Arts with Major:.....and Minor..... (NEP)

Faculty : Inter-disciplinary Year 2024-25- First Year- Semester - I

Sr. No	Vertical No.	NEP Vertical Type	Course Code	Course	Teaching Scheme Hours			Learning		Teaching Work Load Hours	
					L	T	P	Total Hours	Credit Offered		
**INDUCTION PROGRAMME BEFORE THE START OF CLASSES AS PER GUIDELINES OF THE UNIVERSITY											
1.	(a&b)	Major and Minor(Theory)		DSC I (T) Music Vocal & Instrumental (non percussion Sitar & Voilin) DSC II (T) Dance - Kathak/ Odissi/Bharatnatyam DSC III (T)Music insrtument percussion- Tabla DSC IV (T)Drama DSC V (T) Heritage Of Indian Arts & Culture	2 2 2 2 2	--- --- --- ---	---- ---- ----	2 2 2 2 2	2 2 2 2 2	2 2 2 2 2	Lecture, Tutorial and Credit + 1 Practical are not prescribed
2.	(a & b)	Major and Minor (Practical/Laboratories)		DSC I(P) Music Vocal & Instrumental (non percussion Sitar & Voilin) DSC II (P) Dance - Kathak/ Odissi/Bharatnatyam DSC III (P) Music insrtument percussion- Tabla DSC IV (P) Drama DSC V (P)Heritage Of Indian Arts & Culture	--- --- --- -	--- --- - ---	2 2 2	2 2 2	1 1 1	2 X No. of batches 2 X No. of batches 2 X No. Of batches	If applicable
3.	e	i.AEC		English Language Second Language- Marathi or Hindi / MIL	2 2	- -	- -	2 2	2 2	2 2	
4.	e	ii.AEC		Generic IKS	1	-	-	1	1	1	
5.	d	Vocational and Skill Enhancement Course(VSEC)		i.(SEC) Life Skills I Communication Skills in English Communication Skills in Second Language / MIL	- -	--- -	2 2	2 2	1 1	2 X No. of batches 2 X No. of batches	

SANT GADGE BABA AMRAVATI UNIVERSITY GAZETTE - 2024 - PART ONE – 1626

6***	C	Generic / Open Elective (OE)		OE 1:- **Theory**-1)Vocal Music & Instrumental Music (Non Percussion) 2)Dance:- Kathak /Odissi / Bharatnatyam 3)Music Insrument Purcussion – Tabla 2) Drama OE 2:- **Practcal** -)Vocal Music & Instrumental Music (Non Percussion) 2)Dance:- Kathak /Odissi / Bharatnatyam 3)Music Insrument Purcussion – Tabla 2) Drama	2 2	- -	---- -	2 2	2 2	2 2	
7.	F	Co-Curricular Courses		Fostering Social responsibilty and Community engagement(NSS/UBA/NCC)	1	---- --	---- ---	1	1	1	
				Feild Work - Fostering Social Responsibilty and Community Engagement(NSS/UBA/NCC)	---	---- --	2	2	1	2 (One Batch)	
				Total				28 + induction Programme assessment hrs = 33 to 35	22		

Student can Choose any 3 from DSC Theory and Practical.

L:Lecture , T: Tutorial ,P: Practical / Practicum Total Credits Offered : 22(Max), Totel credits to be earned :20

Discipline Specific Core: DSC, Discipline Specific Elective: DSE, Modern Indian Language: MIL, Indian Knowledge System: IKS, Inter Faculty Specific Core: IFSC, Inter Faculty Specific Elective: IFSE, Theory: Th, Practical/Practicum: Pr, Environment Studies: ES, Pre- requisite Course mandatory if applicable: Prq, Laboratory: Lab, Generic/Open Elective Courses: OE; Vocational Skill and Skill Enhancement Courses: VSEC; Vocational Skill Courses: VSC; Skill Enhancement Courses: SEC, Ability Enhancement Courses: AEC; Value Education Courses: VEC, OJT: On Job Training: Internship/ Apprenticeship, Field projects: FP; Community engagement and service: CES; Co-curricular Courses: CC; RM: Research Methodology; Research Project: RP

Note: Co-curricular Courses: In addition to the above, CC also include but not limited to Academic activities like paper presentations in conferences, Aavishkar, start-ups, Hackathon, Quiz competitions, Article published, Participation in Summer school/ Winter School / Short term course, Scientific Surveys, Societal Surveys, Field Visits, Study tours, Industrial Visits, yoga, sports, cultural, etc. These activities can be completed cumulatively during Semester III, IV, V and VI. Its credits and grades will be reflected in semester VI credit grade report.

Elective Courses: Courso to be selected from the Basket of Courses provided by the University

*** If the Department Specific Courses do not have practical/practicum/laboratories, the learning hours & Credits shall be used for the respective Theory Courses.**

**** Completion Certificate of Induction Programme should be submitted by each student.O.E**

1) OE is to be chosen compulsorily from faculty other than that of the Major

For those students who do not opt MARATHI language under any vertical, MARATHI will be mandatory as one of the options of OE/. (G.R. Marathi Bhasha No. 2018/pr.kr.50/bhasha-1, Date

Note : The strength of the batch of the Practical for UG Classes shall be 16 with an addition of 10% with the permission of Hon'ble Vice Chancellor. However, for Music Discipline the batch size shall be of 7 students. The number of the students required to constitute a batch or calculate the workload shall be in accordance with the relevant Government Resolution in force at the time, applicable to specific time, region, course type, mode of instruction, and other pertinent factors.

Teaching Days and Learning	**Learning Hours & Credits**	**Teaching Hours & Work Load**
Minimum No. of teaching days 90 **Minimum Learning weeks per Semester =17** **(Minimum Learning Hours per Semester (NCrF) = 600)** **Minimum Learning Hours per week (NCrF) = 600/18 or 600/11 =33 to 35**	**For Theory/Tutorial - 1 Hour** **1 Credit** **For Practical - 2 Hours= 1 Credit**	**For Theory - 1 Hour =Hour Work Load** **Tutorial - 1 Hour = 1 x No. of batches work load and practical 2 Hour = 2 x No of** **of baches work load**

Teaching and Learning Scheme of Three years Six Semesters Programme: Bachelor of Performing Arts with Major:.....and Minor..... (NEP)
Faculty : Inter-disciplinary Year 2024-25- First Year- Semester-II

Sr. No	Vertical No.	NEP Vertical Type	Course Code	Course	Teaching Scheme Hours			Learning		Teaching Work Load Hours	
					L	T	P	Total Hours	Credit Offered		
**INDUCTION PROGRAMME BEFORE THE START OF CLASSES AS PER GUIDELINES OF THE UNIVERSITY											
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2.	(a & b)	Major and Minor (Practical/Laboratories)		DSC I(P) Music Vocal & Instrumental (non percussion Sitar & Voilin) DSC II (P) Dance - Kathak/ Odissi/Bharatnatyam DSC III (P) Music insrtument percussion- Tabla DSC IV (P) Drama DSC V (P)Heritage Of Indian Arts & Culture	--- --- --- -	--- --- - --- -	2 2 2	2 2 2	1 1 1	2 X No. of batches 2 X No. of batches 2 X No. Of batches	If applicable
3.	E	i. AEC		English Language Second Language- Marathi or Hindi / MIL	2 2	- -	- -	2 2	2 2	2 2	
4.	E	ii.AEC		Generic KIS	1	-	-	1	1	1	
5.	D	Vocational and Skill Enhancement Course(VSEC)		i.(SEC) Life Skills I Communication Skills in English Communication Skills in Second Language / MIL	- -	--- -	2 2	2 2	1 1	2 X No. of batches 2 X No. of batches	

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7.	F	Co-Curricular Courses		Fostering Social responsibilty and Community engagement(NSS/UBA/NCC)	1	--- --	---- ---	1	1	1	
				Feild Work - Fostering Social Responsibilty and Community Engagement(NSS/UBA/NCC)	---	--- --	2	2	1	2 (One Batch)	
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Government Resolution in force at the time, applicable to specific time, region, course type, mode of instruction, and other pertinent factors.