

CURRICULUM AND CREDIT FRAMEWORK FOR UNDERGRADUATE PROGRAMMES

(Incorporating NEP 2020 Recommendations)



Mizoram University

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Abbreviation

AI	Artificial Intelligence
AEC	Ability Enhancement Courses
CCFUGP	Curriculum and Credit Framework for Undergraduate Programmes
CGPA	Cumulative Grade Point Average
GPA	Grade Point Average
HEI	Higher Education Institution
MDC	Multidisciplinary Course
MIL	Modern Indian Language
NCC	National Cadet Corps
NEP	National Education Policy
NHEQF	National Higher Education Qualification Framework
NSS	National Service Scheme
ODL	Open and Distance Learning
SEC	Skill Enhancement Course
SGPA	Semester Grade Point Average
SPSS	Statistical Packages for Social Science
STATA	Statistical Software Developed by StataCorp
STEM	Science, Technology, Engineering and Mathematics
SWAYAM	Study Webs of Active Learning for Young Aspiring Minds
UG	Undergraduate
UGC	University Grants Commission
VAC	Value-Added Course

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Forward

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Vice Chancellor
Mizoram University



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CURRICULUM AND CREDIT FRAMEWORK FOR UNDERGRADUATE PROGRAMMES

1. Introduction

The National Education Policy (NEP) 2020 recognizes that higher education plays an extremely important role in promoting human as well as societal well-being and in developing India as envisioned in its Constitution- a democratic, just, socially conscious, culture, and humane nation upholding liberty, equality, fraternity, and justice for all. The NEP 2020 notes that *“given the 21st-century requirements, quality higher education must aim to develop good, thoughtful, well-rounded, and creative individuals.”*

The NEP 2020 states, *“Assessments of educational approaches in undergraduate education that integrate the humanities and arts with Science, Technology, Engineering and Mathematics (STEM) have consistently shown positive learning outcomes, including increased creativity and innovation, crucial thinking and higher-order thinking capacities, problem-solving abilities, teamwork, communication skills, more in-depth learning and mastery of curricula across fields, increases in social and moral awareness, etc., besides general engagement and enjoyment of learning.”*

Further, the NEP 2020 also recommends that *“the undergraduate degree will be of either 3 or 4 years duration, with multiple exit options within this period, with appropriate certifications.”*

In accordance with the NEP 2020, the UGC has formulated a new student-centric **“Curriculum and Credit Framework for Undergraduate Programmes (UGC-CCFUGP 2022)”** incorporating a flexible choice-based credit system, multidisciplinary approach, and multiple entry and exit options which will facilitate students to pursue their career path by choosing the subject/field of their interest.

Based on the new UGC-CCFUGP notified in December, 2022, Mizoram University has come up with Curriculum and Credit Framework for Undergraduate Programmes (MZU-CCFUGP) incorporating all important aspects of the UGC-CCFUGP to facilitate achievement of policy visions stated in the NEP 2020. This MZU-CCFUGP will also be applicable to the professional courses not covered by other regulatory bodies.

2. Main Features of the New Curriculum and Credit Framework

The new student-centric CCFUGP of UGC introduces holistic and multidisciplinary undergraduate education that would help develop all capacities of human beings – intellectual, aesthetic, social, physical, emotional, ethical, and moral – in an integrated manner; soft skills, such as complex problem solving, critical thinking, creative thinking, communication skills; and rigorous specialization in a chosen field(s) of learning.

The salient features of the new curriculum framework are as follows:

- i. Flexibility to move from one discipline of study to another;
- ii. Opportunity for learners to choose the courses of their interest in all disciplines;

- iii. Facilitating multiple entry and exit options with UG certificate/UG diploma/ or degree depending upon the number of credits secured;
- iv. Flexibility for learners to move from one institution to another to enable them to have multi and/or interdisciplinary learning;
- v. Flexibility to switch to alternative modes of learning (offline, ODL, and Online learning, and hybrid modes of learning).

3. Outcome-Based Approach

The National Higher Education Qualification Framework (NHEQF) envisages that students must possess the quality and characteristics of the graduate of a programme of study, including learning outcomes relating to the disciplinary area(s) in the chosen field(s) of learning and generic learning outcomes that are expected to be acquired by a graduate on completion of the programme(s) of study.

The New Curriculum Framework for UG Programmes envisages that graduate attributes are fostered through meaningful learning experiences made available through the curriculum and learning experience, the total college/university experience, and a process of critical and reflective thinking. The graduate attributes expected of all students to acquire and demonstrate through the New Curriculum Framework for UG programmes are given in **Appendix – A**.

4. UG Degree Programmes

The UGC-CCFUGP: 3.2.3 provides various UG Degree programmes for students to choose the degree programme of their choice. The different UG Degree programmes are:

- i. **UG Degree Programmes with Single Major:** A student has to secure a minimum of 50% credits from the major discipline for a 3-year/4-year UG Degree to be awarded a single major.

For example:

In a 3-year UG programme, if the total number of credits to be earned is 120, a student of Physics with a minimum of 60 credits will be awarded a B.Sc. in Physics with a single major.

Similarly, in a 4-year UG programme, if the total number of credits to be earned is 160, a student of Physics with a minimum of 80 credits will be awarded a B.Sc. (Honours or Honours with Research) in Physics with a single major (UGC-CCFUGP: 3.2.3)

- ii. **UG Degree Programmes with Double Major:** A student has to secure a minimum of 40% credits from the second major disciplines for the 3-year/4-year UG degree to be awarded a double major.

For example:

In a 3-year UG programme, if the total number of credits to be earn is 120, a student of Physics with a minimum of 48 credits will be awarded a B.Sc. in Physics with a double major.

Similarly, in a 4-year UG programme, if the total number of credits to be earned is 160, a student of Physics with a minimum of 64 credits will be awarded a B.Sc. (Honours or Honours with Research) in Physics with double major (UGC-CCFUGP: 3.2.3).

- iii. **Interdisciplinary UG Programmes:** The credits for core courses shall be distributed among the constituent disciplines/subjects so as to get cored competence in the interdisciplinary programme.

For example:

A degree in Economics requires courses in economics, statistics, and mathematics. The total credits to core courses shall be distributed so that the student gets full competence in Econometrics upon completion of the programme. The degree for such students will be awarded as B.Sc. in Econometrics for a 3-year UG programme or B.Sc. (Honours or Honours with Research) in Econometrics for a 4-year UG programme (UGC-CCFUGP: 3.2.3).

- iv. **Multidisciplinary UG Programmes:** In the case of students pursuing a multidisciplinary programme of study, the credits to core courses will be distributed among the broad disciplines such as Life Sciences, Physical Sciences, Mathematical and Computer Sciences, Data Analysis, Social Sciences, Humanities, etc.

For example:

A student who opts for a UG programme in Life Sciences will have the total credits to core courses distributed across Botany, Zoology and Human Biology disciplines. The Degree will be awarded as B.Sc. in Life Sciences for a 3-year UG programme and B.Sc. (Honours or Honours with Research) for a 4-year UG programme (UGC-CCFUGP: 3.2.3).

At this initial stage of implementation of NEP 2020, the UG programmes of Mizoram University will be of Single Major with Minor. The other UG programmes Double Major, Interdisciplinary and Multidisciplinary Programmes will be initiated in a phase manner in due course of time.

5. Eligibility for the UG Programmes

Candidates with Senior Secondary School Leaving Certificate or Higher Secondary (12th Grade) Certificate obtained after successfully completion of Grade 12 or equivalent stage of education corresponding to Level – 4 are eligible for admission to the UG Programmes (UGC-CCFUGP: 3.2.3).

6. Duration for Award of UG Certificate, UG Diploma and Degrees

The UG Programmes will be of either 3 or 4-year duration, with a multiple entry and exit options and re-entry options, with appropriate certifications such as:

- i. UG Certificate after completing 1 year (2 semesters) of study in the chosen fields of study with **40 credits** provided the students secure additional **4 credits** in work based vocational course(s) offered during summer term.

- ii. UG Diploma after 2 years (4 semesters) of study with **80 credits** provided the students secure additional **4 credits** in skill based vocational course(s) offered during first year or second year summer term.
- iii. 3-Year Bachelor's Degree after successful completion of three years (6 semesters) with **120 credit**.
- iv. 4-Year Bachelor's Degree (Honours) after successful completion of four years (eight semesters) with **160 credits**.
- v. 4-Year Bachelor's Degree (Honours with Research) after successful completion of four years (eight semesters) with Research Project or Dissertation under the guidance of a regular faculty member, securing **160 credits** out of which **12 credits** will be for Research Project or Dissertation.
- vi. Students will be permitted to take a break from the study during the period of study but the total duration of completing the programme shall not exceed 7 years.

Note: The 4-Year Bachelor's Degree Programme may be considered as a preferred option since it would provide an opportunity to experience the full range of holistic and multidisciplinary education (*vide UGC letter No. 27-3/2023 (CU) dated 28th March, 2023*).

7. Infrastructure Requirements

The Departments offering a 4-Year UG Degree (Honours with Research) must have the required infrastructure such as library, access to journals, computer lab and software, laboratory facilities to carry out experimental research work, and at least two permanent faculty members who are recognized as Ph.D. Supervisors.

The Departments already recognized for conducting Ph.D. programme may carry out a 4-Year UG Degree (Honours with Research) without obtaining any approval from the affiliating University.

8. Programme Structure

8.1. Semester

A semester comprises 90 working days and an academic calendar is divided into two semesters.

Summer term is for eight weeks during summer vacation. Internship / apprenticeship/work-based vocational education, field-based learning and training will be carried out during the summer term. Regular courses may also be offered during the summer term on fast-track mode to enable students to do additional courses of complete backlogs in coursework. Arrangement may be made for courses to be offered in summer term depending on availability of faculty and number of students.

8.2. Credit Hours

The workload relating to a course is measured in terms of credit hours. A credit is a unit by which the coursework is measured. It determines the hours of

instruction required per week over the duration of a semester (minimum 15 weeks). Each course may have only a lecture component or a lecture and tutorial component or a lecture and practicum component or a lecture, tutorial, and practicum component or only practicum component.

For example:

A three-credit lecture course in a semester means 3 one-hour lectures per week with each one-hour lecture course counted as one credit. In a semester of 15 weeks duration, a three-credit lecture course is equivalent to 45 hours (3 hours per week x 15 weeks) of teaching.

One credit for tutorial work means one hour of engagement per week. In a semester of 15 weeks duration, a one-credit tutorial in a course is equivalent to 15 hours of engagement.

A one-credit course in practicum or lab work, community engagement and services, and field work in a semester mean two-hour engagement per week. In a semester of 15 weeks duration, a one-credit practicum in a course is equivalent to 30 hours of engagement.

A one-credit of Seminar or Internship or Studio activities means two-hours engagements per week. Accordingly, in a semester of 15 weeks duration, one credit in these courses is equivalent to 30 hours of engagement.

A course can have a combination of lecture credits, tutorial credits, and practicum credits.

For example:

A 4-credit course with three credits assigned for lectures and one credit for practicum shall have three 1-hour lectures per week and one 2-hours duration field-based learning/project or lab work, or workshop activities per week. In a semester of 15 weeks duration, a 4-credit course is equivalent to 45 hours of lectures and 30 hours of practicum.

Similarly, a 4-credit course with 3-credits assigned for lectures and one credit for tutorial shall have three 1-hour lectures per week and one 1-hour tutorial per week. In a semester of 15 weeks duration, a 4-credit course is equivalent to 45 hours of lectures and 15 hours of tutorials.

8.3. Course Components

The courses will have a combination of various teaching methods as required. The methods may comprise of the following:

- i. **Lecture courses:** Courses involving lectures relating to a field or discipline by an expert or qualified personnel in a field of learning, work/vocation, or professional practice.
- ii. **Tutorial courses:** Courses involving problem-solving and discussions relating to a field or discipline under the guidance of qualified personnel in a field of learning, work/vocation, or professional practice.

- iii. **Practicum or Laboratory work:** A course requiring students to participate in a project or practical or lab activity that applies previously learned/studied principles/theory related to the chosen field of learning, work/vocation, or professional practice under the supervision of an expert or qualified individual in the field of learning, work / vocation or professional practice.
- iv. **Seminar:** A course requiring students to participate in structured discussions/conversation or debate focused on assigned tasks/readings, current or historical events, or shared experiences guided or led by an expert or qualified personnel in a field of learning, work/vocation, or professional practice.
- v. **Internship:** A course requiring students to participate in a professional activity or work experience, or cooperative education activity with an entity external to the education institution, normally under the supervision of an expert of the given external entity. A key aspect of the internship is induction into actual work situations. Internship involve working with local industry, government or private organizations, business organizations, artists, crafts persons, and similar entities to provide opportunities for students to actively engage in on-site experiential learning.
- vi. **Studio activities:** Studio activities involve the engagement of students in creative or artistic activities. Every student is engaged in performing a creative activity to obtain a specific outcome. Studio-based activities involve visual– or aesthetic-focused experiential work.
- vii. **Field practice/projects:** Courses requiring students to participate in field-based learning/projects generally under the supervision of an expert of the given external entity.
- viii. **Community engagement and service:** Course requiring students to participate in field-based learning/projects generally under the supervision of an expert of the given external entity. The curricular component of 'community engagement and service' would expose students to the socio-economic issues in society so that the theoretical learnings can be supplemented by actual life experiences to generate solutions to real-life problems.

8.4. Curricular Components

The UG curriculum consists of the following components:

i. Major Stream Courses

These are the disciplines or subjects of main focus which provide the opportunity for students to pursue in-depth study of a particular discipline or subject and the degree will be awarded in that discipline. Students should secure at least **50% of the total credits** in the major discipline. All major courses will be of **4 credits** each.

ii. Minor Stream Courses

Minor courses help the students to gain broader understanding beyond the major disciplines. Students will have the option to choose other disciplinary/interdisciplinary course and skill-based courses relating to a chosen vocational education programme as minor. Students who take prescribed number of courses in a discipline or interdisciplinary area of study other than the chosen major will qualify for a minor in that discipline or the chosen interdisciplinary area of study. All minor courses will also be of **4 credits** each.

iii. Multidisciplinary Courses

All students are required to undergo three introductory-level courses relating to any of the following broad disciplines. These courses are intended to broaden the intellectual experience and form part of liberal arts and science education. Students may be encouraged to choose courses which they have not taken at higher secondary level under this category. All courses under multidisciplinary will be of **3 credits** each.

Natural and Physical Sciences: Students can choose basic courses from disciplines such as Natural Science, for example, Biology, Botany, Zoology, Biotechnology, Biochemistry, Chemistry, Physics, Biophysics, Astronomy and Astrophysics, Earth and Environmental Sciences etc.

Mathematics, Statistics and Computer Applications: Courses under this category will facilitate the students to use and apply tools and techniques in their major and minor disciplines. The course may include training in programming software like Python among others and applications software like STATA, SPSS, Tally, etc. Basic courses under this category will be helpful for science and social science in data analysis and the application of quantitative tools.

Library, Information and Media Sciences: Courses from this category will help the students to understand the recent developments in information and media science (journalism, mass media, and communication).

Commerce and Management: Courses include business management, accountancy, finance, financial institutions, fintech, etc.

Humanities and Social Sciences: The courses relating to Social Sciences, for example, Anthropology, Communication and Media, Economics, History, Linguistics, Political Science, Psychology, Social Work, Sociology, etc. will enable students to understand the individuals and their social behaviour, society, and nation. Students. The courses under humanities include, for example, Archaeology, History, Comparative Literature, Arts & Creative expressions, Creative Writing and Literature, language(s), Philosophy, etc. and interdisciplinary courses relating to humanities. The list of courses that can include interdisciplinary subjects such as Cognitive Science, Environmental Science, Gender Studies, Global Environment & Health, International Relations, Political Economy

and Development, Sustainable Development, Women's and Gender Studies, etc. will be useful to understand society.

iv. **Ability Enhancement Courses (Language and Communication Skill Courses)**

Students are required to achieve competency in Modern Indian Language (MIL) and in English language with special emphasis on language and communication skills. The courses aim at enabling the students to acquire and demonstrate the core linguistic skills, including critical reading and expository and academic writing skills, that help students articulate their arguments and present their thinking clearly and coherently and recognize the importance of language as a mediator of knowledge and identity. They would also enable students to acquaint themselves with the cultural and intellectual heritage of the chosen MIL and English language, as well as to provide a reflective understanding of the structure and complexity of the language/literature related to both the MIL and English language. The courses will also emphasize the development and enhancement of skills such as communication, and the ability to participate/conduct discussions and debate. The courses under this category will be assigned **2 or 3 credits** as appropriate.

v. **Skill Enhancement Courses**

These courses are aimed at imparting practical skills, hands-on training, soft skills, etc., to enhance the employability of students. Courses will be designed as per students' needs and available institutional resources. Each of the Skill Enhancement courses will be assigned **3 credits**.

vi. **Value-Added Courses**

These are courses common to all UG students. All UG students are required to take the following courses under the category of value-added courses. Each course under this category will be of **2 credits**.

Universal Human Values: This introductory level course aims at helping the students to become more aware of themselves and their surroundings (family, society and nature). The course is also expected to help the students to become more responsible in life, and in handling problems with sustainable solutions while keeping human relationships and human nature in mind.

Understanding India: The course aims at enabling the students to acquire and demonstrate the knowledge and understanding of contemporary India with its historical perspective, the basic framework of the goals and policies of national development, and the constitutional obligations with special emphasis on constitutional values and fundamental rights and duties. The course would also focus on developing an understanding among student-teachers of the Indian knowledge systems, the Indian education system, and the roles and obligations of teachers to the nation in general and to the school/community/society. The course will attempt to deepen knowledge about and understanding of India's freedom struggle and of the values and

ideals that it represented to develop an appreciation of the contributions made by people of all sections and regions of the country, and help learners understand and cherish the values enshrined in the Indian Constitution and to prepare them for their roles and responsibilities as effective citizens of a democratic society.

Environmental Science / Education: The course seeks to equip students with the ability to apply the acquired knowledge, skills attitudes, and values required to take appropriate actions for mitigating the effects of environmental degradation, climate change, and pollution, effective waste management, conservation of biological diversity, management of biological resources, forest and wildlife conservation, and sustainable development and living. The course will also deepen the knowledge and understanding of India's environment in its totality, its interactive processes, and its effects on the future quality of people's lives.

Digital and Technological Solutions: Courses in cutting-edge areas that are fast gaining prominences, such as Artificial Intelligence (AI), 3-D machining, big data analysis, machine learning, drone technologies, and Deep learning with important applications to health, environment, and sustainable living that will be woven into undergraduate education for enhancing the employability of the youth.

Health & Wellness, Yoga Education, Sports, and Fitness: Course components relating to health and wellness seek to promote an optimal state of physical, emotional, intellectual, social, spiritual, and environmental well-being of a person. Sports and fitness activities will be organised outside the regular institutional working hours. Yoga education would focus on preparing the students physically and mentally for the integration of their physical, mental, and spiritual faculties, and equipping them with basic knowledge about one's personality, maintaining self-discipline and self-control, to learn to handle oneself well in all life situations. The focus of sports and fitness components of the courses will be on the improvement of physical fitness including the improvement of various components of physical and skills-related fitness like strength, speed, coordination, endurance, and flexibility; acquisition of sports skills including motor skills as well as basic movement skills relevant to a particular sport; improvement of tactical abilities; and improvement of mental abilities.

vii. Internship / Apprenticeship / Field Project

A key aspect of the new NEP UG programme is induction into actual work situations or community experience. Each of the courses under the category of Internship / Apprenticeship / Field Project – *Community Engagement / Field-based Learning / Minor Project* will be of **2 credits**.

Internship/Apprenticeship: All students will undergo internships/apprenticeship in a firm, industry, or organization or training in labs with faculty and researchers in their own or other HEIs/research institutions during summer term. Students will be provided with opportunities for internships with local industry, business organizations, health and allied areas, local governments (such as panchayats, municipalities), Parliament

or elected representatives, media organizations, artists, crafts persons, and a wide variety of organizations so that students may actively engage with the practical side of their learning and, as a by-product, further improve their employability. Students who wish to exit after the first two semesters will undergo a 4-credit work-based learning/internship during the summer term in order to get a UG Certificate.

Community engagement and service: The curricular component of 'community engagement and service' seeks to expose students to the socio-economic issues in society so that the theoretical learnings can be supplemented by actual life experiences to generate solutions to real-life problems. This can be part of the activity to be taken up during the summer term or a part of a major or minor course depending upon the major/minor discipline.

Field-based learning/minor project: The field-based learning/minor project will attempt to provide opportunities for students to understand the different socio-economic contexts. It will aim at giving students exposure to development-related issues in rural and urban settings. It will provide opportunities for students to observe situations in rural and urban contexts, and to observe and study actual field situations regarding issues related to socio-economic development. Students will be given opportunities to gain a first-hand understanding of the policies, regulations, organizational structures, processes, and programmes that guide the development process. They would have the opportunity to gain an understanding of the complex socio-economic problems in the community, and innovative practices required to generate solutions to the identified problems. This may be a project for summer term or a part of a major or minor course depending on the subject of study.

viii. Research Project / Dissertation

Students choosing a 4-Year Bachelor's degree (Honours with Research) are required to take up research projects/dissertation under the guidance of a faculty member. The students are expected to complete the Research Project/Dissertation in the eighth semester. The research outcomes of their project work may be published in peer-reviewed journals or may be presented in conference/seminars or may be patented. Research Project / Dissertation will be of **12 credits**.

ix. Other Activities

This component will include participation in activities related to National Service Scheme (NSS), National Cadet Corps (NCC), adult education/literacy initiatives, mentoring school students and other similar activities. These are non-credit activities which the students will take up as extra-curricular activities. Students may be encouraged to enroll in these activities any semester.

8.5. Credit Requirements

The minimum credit requirements of each category of courses for 3-Year and 4-Year Bachelor's Programmes (Honours or Honours with Research) are given in Table 1.

9. Level of Courses

Courses shall be coded based on the learning outcomes, level of difficulty, and academic rigor. The coding of courses will be as follows:

0 – 99: Pre-requisite courses required to undertake an introductory course which will be a pass or fail course with no credits. It will replace the existing informal way of offering bridge courses that are conducted in some of the colleges/universities.

100 – 199: Foundation or introductory courses that are intended for students to gain an understanding and basic knowledge about the subjects and help decide the subject or discipline of interest. These courses may also be pre-requisites for courses in the major subjects.

Table 1: Minimum Credit Requirements to Award Degree under Each Category of Courses

Sl. No.	Category of Courses	Minimum Credit Requirements	
		3-Year UG	4-Year UG
1	Major (Core)	60	80
2	Minor Stream	24	32
3	Multidisciplinary	9	9
4	Ability Enhancement Courses (AEC)	8	8
5	Skill Enhancement Courses (SEC)	9	9
6	Value Added Courses common for all UG	6-8	6-8
7	Internship/Apprenticeship/Field Project	2-4	2-4
8	Research Project/Dissertation	-	12
Total		120	160

Source: Curriculum and Credit Framework for Undergraduate Programmes (UGC, 2022)

Note: Honours students not undertaking research will do three courses for 12 credits in lieu of Research Project / Dissertation.

200 – 299: Intermediate-level courses including subject-specific courses intended to meet the credit requirements for minor or major areas of learning. These courses can be part of a major and can be pre-requisite courses for advanced-level major courses.

300 – 399: Higher-level courses which are required for majoring in a disciplinary/interdisciplinary area of study for the award of a degree.

400 – 499: Advance courses which would include lecture courses with practicum, seminar-based courses, term papers, research methodology, advanced laboratory experiments / software training, research projects, hands-on-training, internship /

apprenticeship projects at the undergraduate level or First Year Post-graduate theoretical and practical courses.

10. Semester-wise Programme Components

UGC has prepared a model for semester-wise distribution of different category of courses (see Table 2). Based on this model the UG Programme Structure is framed and the semester-wise course and credit distribution of UG Programmes is presented in Tables 3a & 3b.

Semester 1 & 2: Students will undergo courses in 4 broad disciplines (major stream, minor stream, broad disciplines (multidisciplinary category) to have basic knowledge not only in major and minor areas but also in two other disciplines broadly grouped under Natural and Physical Science, Mathematics, Statistics and Computer Applications, Library, Information and media Sciences, Commerce and management, and Social Sciences. With exposure to basic courses in four disciplines, a student can decide to continue the chosen major or change the major and minor areas of interest at the end of the second semester. Additionally, these students will also take courses of their interest from Ability Enhancement, Skill Enhancement, and Value-Added categories.

All the major and minor courses for the 1st & 2nd semesters will be 100 level courses. Since the 1st & 2nd semester courses are to be of foundation or introductory intended for students to gain an understanding and basic knowledge about the subjects, practical works which involve laboratory experiments may be avoided to the extent possible.

Change of Major: Students can opt for a change in major within the broad discipline (Natural and Physical Sciences, Mathematical, Statistics, and Computational Sciences, Library, Information and Media Sciences, Commerce and Management, and Humanities and Social Sciences) at the end of the first year.

Additional Seats: Additional seats of 10% may be created over and above the sanctioned strength to accommodate the request for change of major. Any unfilled or vacant seats may be filled with those seeking a change of Major. Preference will be given to those who have got highest CGPA with no arrears in the first year (UGC-CCFUGP: 5.3).

Semester 3 & 4: Students will choose courses of their interest in major and minor to build a career of their interest. They will also pursue courses from categories of multidisciplinary, ability enhancement, skill enhancement and value-added courses.

The major courses of 3rd & 4th semesters may be 200 level courses while the level of minor courses may be 200 & above.

Semester 5 & 6: Students will undergo higher level courses and related courses during the 5th and 6th semesters in order to gain in-depth knowledge in the major and also in the related disciplines through the minor stream along with ability enhancement course. Students will also be placed for internship / apprenticeship / field project – *community engagement and service / field-based learning / minor project*.

The major courses for 5th & 6th semesters may be 300 level and the level of minor courses may be 200 & above.

Semester 7 & 8: During the 4th and final year, students will undertake advanced level courses in both major and minor streams to get a 4 Year UG Degree. Students opting for Bachelor's Degree (Honours with Research) will undertake Research Project or Dissertation. Students may be permitted to carry out a research project or dissertation in another department of the same institution or another institution provided the required facilities are available. The major courses of 7th & 8th semesters may be 400 level while the level of courses for minor may be 300 & above.

The 7th semester courses for students pursuing Bachelor's Degree (Honours with Research) will be relating to research methodology, advanced courses in theory and applied areas. As part of research methodology, students are also expected to take up preparatory activities such as writing research proposal, laboratory experiments, collection of data or field works etc. for their Research Project / Dissertation. The 8th semester will be devoted for report writing and presentation of Research Project / Dissertation along with major courses which may be seminar-based with presentation and discussion.

For students opting for Bachelor's Degree (Honours), the 7th & 8th semester courses for both major and minor will be of advanced level courses in theory and applied areas, and seminar presentation. Honours students not undertaking research will take five advanced level major courses in the 8th semester.

Table 2: Semester-wise and Broad Course Category-wise Distribution of Credits of Undergraduate Programmes

Semester	Discipline Specific Course - Core	Minor	Interdisciplinary Courses	Ability Enhancement Courses (Language)	Skill Enhancement Courses/ Internship/ Field Project/ Dissertation	Common Value-Added Courses	Total Credits
I	(100 Level)	(100 Level)	(1 course)	(1 course)	(1 course)	(1 or 2 course)	20
II	(100 Level)	(100 Level)	(1 course)	(1 course)	(1 course)	(1 or 2 course)	20
Students exiting the programme after securing 40 credits will be awarded UG Certificate in the relevant Discipline/Subject provided they secure 4 credits in work based vocational courses offered during summer term or internship/Apprenticeship in addition to 6 credits from skill-based courses earned during first and second semester							
III	(200 Level)	(200 & Above)	(1 course)	(1 course)	(1 course)	-	20
IV	(200 Level)	(200 & Above)	-	(1 course)	-	-	20
Students exiting the programme after securing 80 credits will be awarded UG Diploma in the relevant Discipline/Subject provided they secure additional 4 credits in skill based vocational courses offered during first year or second year summer term							
V	(300 Level)	(200 & Above)	-	-	(Internship)	-	20
VI	(300 Level)	(200 & Above)	-	-	-	-	20
Students who want to undertake 3-year UG Programme will be awarded UG Degree in the relevant Discipline/Subject upon securing 120 credits							
VII	(400 Level)	(300 & Above)	-	-	-	-	120
VIII	(400 Level)	(300 & Above)	-	-	(Research Project/ Dissertation)	-	20
Students will be awarded UG Degree (Honours) with Research in the relevant Discipline/ Subject provided they secure 160 credits							
							160

Source: Curriculum and Credit Framework for Undergraduate Programmes (UGC, 2022)

Table 3a: Semester-wise Course and Credit Distribution of Undergraduate Programme

Semester	Major Stream (Core)	Minor Stream	Multidisciplinary Courses	Ability Enhancement Courses (Language and Communication Skill)	Skill Enhancement Courses/ Internship/ Field Project/ Dissertation	Value Added Courses (Common to all)	Total Credits
I	Two Major Courses (4 + 4 = 8 Credits)	One Minor Course (4 Credits)	One Multidisciplinary Course (3 Credits)	One Ability Enhancement Course (3 Credits)	-	One Value Added Course (2 Credits)	20
II	Two Major Courses (4 + 4 = 8 Credits)	One Minor Course (4 Credits)	One Multidisciplinary Course (3 Credits)	-	One Skill Course (3 Credits)	One Value Added Course (2 Credits)	20
Work based vocational course(s) for students opting to exit after completion of first year or two semesters (4)							
Students exiting after securing 40 credits will be awarded UG Certificate in relevant Discipline/Subject provided they secure additional 4 credits in work based vocational course(s) offered during summer term along with entry option to third semester							
III	Two Major Courses (4 + 4 = 8 Credits)	One Minor Course (4 Credits)	One Multidisciplinary Course (3 Credits)	-	One Skill Course (3 Credits)	One Value Added Course (2 Credits)	20
IV	Two Major Courses (4 + 4 = 8 Credits)	One Minor Course (4 Credits)	-	One Ability Enhancement Course (3 Credits)	One Skill Course (3 Credits)	One Value Added Course (2 Credits)	20
Skill based vocational course(s) for students who want to exit after completion of two years or four semesters if the students have not taken additional 4 credits of skill course(s) in the first year (4)							
Students exiting the programme after securing 80 credits will be awarded UG Diploma in the relevant Discipline/Subject provided they secure additional 4 credits in skill based vocational course(s) offered during first year or second year summer term with entry option to fifth semester							

Semester	Major Stream (Core)	Minor Stream	Multidisciplinary Courses	Ability Enhancement Courses (Language and Communication Skill)	Skill Enhancement Courses/ Internship/ Field Project/ Dissertation	Value Added Courses (Common to all)	Total Credits
V	Three Major Courses (4 + 4 + 4 = 12 Credits)	One Minor Course (4 Credits)	-	One Ability Enhancement Course (2 Credits)	Internship (2 Credits)	-	20
VI	Four Major Courses (4 + 4 + 4 + 4 = 16 Credits)	One Minor Course (4 Credits)	-	-	-	-	20
Total	60	24	9	8	9 + 2 = 11	8	120
Students who want to exit with 3 Year UG Programme will be awarded UG Degree in the relevant Discipline/Subject after securing 120 credits with entry option to 4 Year Bachelor's Degree Programmes for those students obtaining a minimum CGPA of 7.5 in the 3 Year UG Programme							
VII	Three Major Courses (4 + 4 + 4 = 12 Credits)	Two Minor Courses (4 + 4 = 8 Credits)	-	-	-	-	20
VIII	Two Major Courses (4 + 4 = 8 Credits)	-	-	-	Research Project/ Dissertation (12 Credits)	-	20
Total	80	32	9	8	9 + 2 + 12 = 23	8	160
Award of Bachelor's Degree (Honours with Research) after securing 160 Credits with Research							
OR							
VIII	Five Major Courses (4 + 4 + 4 + 4 + 4 = 20 Credits)	-	-	-	-	-	20
Total	92	32	9	8	9 + 2 = 11	8	160
Award of Bachelor's Degree (Honours) after securing 160 credits without Research							

Table 3b: Semester-wise Course and Credit Distribution of Undergraduate Programme

Semester	Course Categories	Credit
I	2 Major Courses (4 + 4)	8
	1 Minor Course	4
	1 Multidisciplinary Course	3
	1 Ability Enhancement Course	3
	1 Value-Added Course	2
Total		20
II	2 Major Courses (4 + 4)	8
	1 Minor Course	4
	1 Multidisciplinary Course	3
	1 Skill Enhancement Course	3
	1 Value-Added Course	2
Total		20
Exit option with UG Certificate after securing 40 credits with additional 4 credits of work based vocational course(s) offered during summer term along with entry option to second year or third semester		
III	2 Major Courses (4 + 4)	8
	1 Minor Course	4
	1 Multidisciplinary Course	3
	1 Skill Enhancement Course	3
	1 Value-Added Course	2
Total		20
IV	2 Major Courses (4 + 4)	8
	1 Minor Course	4
	1 Ability Enhancement Course	3
	1 Skill Enhancement Course	3
	1 Value-Added Course	2
Total		20
Exit option with UG Diploma after securing 80 credits with additional 4 credits of skill based vocational course(s) offered during the first year or second year summer term along with entry option to third year		
V	3 Major Courses (4 + 4 + 4)	12
	1 Minor Course	4
	1 Ability Enhancement Course	2
	1 Internship/Apprenticeship/Field Project	2
Total		20
VI	4 Major Courses (4 + 4 + 4 + 4)	16
	1 Minor Course	4
Total		20
Award of 3 Year Bachelor's Degree after completion 120 credits with entry option to the 4 Year Bachelor's Degree for students who obtain a minimum CGPA of 7.5 in Bachelor's Degree examination		

Semester	Course Categories	Credit
VII	3 Major Courses (4 + 4 + 4)	12
	2 Minor Courses (4 + 4)	8
	Total	20
VIII	Two Major Courses (4 + 4)	8
	Research Project / Dissertation	12
	Total	20
Award of Bachelor's Degree (Honours with Research) in relevant Discipline/Subject after completion of 160 credits with Research		
OR		
VIII	Five Major Courses (4 + 4 + 4 + 4 + 4)	20
Award of Bachelor's Degree (Honours) in relevant Discipline/Subject after completion of 160 credits without Research		

11. Course Plan

Towards attainment of holistic and multidisciplinary education, the HEI/College will float the courses to be offered by every Department before the commencement of every semester mentioning the courses for Major, Minor, Multidisciplinary, Ability Enhancement, Skill Enhancement and Value Added along with offering departments and course in-charge. This will allow the students to take the courses of their choice. The students will then select the courses of their choice from the list being floated keeping in view of the requirements as per curriculum of the degree they are pursuing.

11.1 List of Courses

The list of courses to be floated will include the following:

i) Major Courses

Courses to be offered by a particular department for own students.

ii) Minor Courses

Courses (one of the Major Courses) to be offered by a particular department as Minor for students of other departments. The department may offer a separate course or repeat the same course(s) as Minor for students of other departments.

iii) Multidisciplinary Courses

Courses to be offered by a particular department as Multidisciplinary for students of other departments.

iv) Ability Enhancement Course (AEC)

Courses on Language and Communication Skills viz. English, Mizo and Hindi of which the students may choose one. These courses will be taught by the concerned departments or in absence of concerned departments, qualified teacher(s) appointed by the HEI/College.

Skill Enhancement Course (SEC)

The HEI/College will identify the Skill Enhancement Courses to be offered in a semester and students will choose the skill course of his/her choice from the courses floated.

v) Value-Added Course (VAC)

These are course(s) common for all students to be offered as VAC category in a particular semester. The HEI/College will assign one or more teachers to teach these courses as required.

11.2 Semester-wise Course Plan

Example of semester-wise course plan for a single major and minor may be worked out as shown in Table 4. Say, a student chooses English as Major and Education as Minor, the course plan will be as follows:

Table 4: Semester-wise Course Plan

Semester	Course Category		Credit	Remarks
I	Major	2 English Courses	8	To be selected from Courses offered by Parent Department
	Minor	1 Education Course	4	To be selected from the Major Courses offered by Education
	MD	1 Multidisciplinary Course	3	To be selected from Multi-disciplinary Courses offered by various departments. This has to be different from major and minor
	AEC	1 Ability Enhancement Course	3	To be selected from Ability Enhancement Courses - English, Mizo or Hindi
	VAC	1 Value-Added Course	2	To be selected from Value Added Courses floated for the semester
Total			20	
II	Major	2 English Courses	8	To be selected from Courses offered by Parent Department
	Minor	1 Education Course	4	To be selected from the Major Courses offered by Education
	MDC	1 Multidisciplinary Course	3	To be selected from Multi-disciplinary Courses offered by various departments. This has to be different from the discipline/subject already taken in the first semester.
	SEC	1 Skill Enhancement Course	3	To be selected from list of the Skill Courses floated for the semester
	VAC	1 Value-Added Course	2	To be selected from Value Added Courses floated for the semester
Total			20	

Semester	Course Category		Credit	Remarks
III	Major	2 English Courses	8	To be selected from Courses offered by Parent Department
	Minor	1 Education Course	4	To be selected from the Major Courses offered by Education
	MDC	1 Multidisciplinary Course	3	To be selected from Multi-disciplinary Courses offered by various departments. This has to be different from the discipline/subject already taken in the first and second semesters
	SEC	1 Skill Enhancement Course	3	To be selected from list of the Skill Courses floated for the semester
	VAC	1 Value-Added Course	2	To be selected from Value Added Courses floated for the semester
Total			20	
IV	Major	2 English Courses	8	To be selected from Courses offered by Parent Department
	Minor	1 Education Course	4	To be selected from the Major Courses offered by Education
	AEC	1 Ability Enhancement Course	3	To be selected from Ability Enhancement Courses - English, Mizo or Hindi
	SEC	1 Skill Enhancement Course	3	To be selected from list of the Skill Courses floated for the semester
	VAC	1 Value-Added Course	2	To be selected from Value Added Courses floated for the semester
Total			20	
V	Major	3 English Courses	12	To be selected from Courses offered by Parent Department
	Minor	1 Education Course	4	To be selected from the Major Courses offered by Education
	AEC	1 Ability Enhancement Course	2	To be selected from Ability Enhancement Courses - English, Mizo or Hindi
	INTS/APTS/FP	1 Internship/ Apprenticeship/ Field Project	2	Parent Department will chalk out activities to be taken up under this category as one of the requirements for Major Course/Disciplinary.
Total			20	
VI	Major	4 English Courses	16	To be selected from Courses offered by Parent Department
	Minor	1 Education Course	4	To be selected from the Major Courses offered by Education
Total			20	

Semester	Course Category		Credit	Remarks
VII	Major	3 English Courses	12	To be selected from Courses offered by Parent Department
	Minor	2 Education Courses	8	To be selected from the Major Courses offered by Education
Total			20	
<i>For Student Pursuing Bachelor's Degree (Honours with Research)</i>				
VIII	Major	2 English Courses	8	To be selected from Courses offered by Parent Department
		Research Project/ Dissertation	12	To be taken up under the guidance of qualified Teacher(s)
Total			20	
<i>For Students Pursuing Bachelor's Degree (Honours)</i>				
VIII	Major	5 English Courses	20	To be selected from Courses offered by Parent Department
Total			20	

11.3 Semester-wise Plan for Value-Added Courses

Courses under the category of Value-Added Courses are common to all students and hence will be offered across different semesters as presented in Table 5.

Table 5: Semester-wise Plan for Value Added Courses

Semester	Name of Value-Added Course	Credit
I	Universal Human Values	2
II	Understanding India	2
III	Environmental Science/Education or Digital and Technological Solutions	2
IV	Health and Wellness or Yoga Education or Sports and Fitness	2

Note: These courses are common to all students and the HEI/College may need to conduct one or more batches of class to accommodate all the students.

11.4 Class Plan

The HEI/College will have to prepare Class Plan (Time Tables) every semester to cater the requirements for different batches of classes.

For Example:

- i) The 1st & 2nd period may be allotted for Major Courses.
- ii) The 3rd period may be allotted for Minor Courses where the students will go to the departments offering their choice of Minor Courses.

- iii) The 4th period may be allotted for Multidisciplinary Courses where the students will go to departments offering their choice of Multidisciplinary Courses and
- iv) Rest of the periods may be allotted for other courses – Ability Enhancement Courses, Skill Enhancement Courses and Value-Added Courses etc. as per requirements and suitable.

12. Monitoring Students' Progress

Monitoring students' progress becomes very important so the students do not miss out any of the minimum requirements under each category of courses every semester. A sample template has been developed to help in monitoring semester-wise progress of students (see Table 6).

Table 6: Template for Monitoring Students' Progress

Semester	Course Category	Course Code	Course Title	Credit
I	Major			
	Minor			
	MDC			
	AEC			
	VAC			
Total				
II	Major			
	Minor			
	MDC			
	SEC			
	VAC			
Total				
III	Major			
	Minor			
	MDC			
	SEC			
	VAC			
Total				
IV	Major			
	Minor			
	MDC			
	AEC			
	SEC			
Total				

Semester	Course Category	Course Code	Course Title	Credit
V	Major			
	Minor			
	AEC			
	Internship/ Apprenticeship/ Field Project			
Total				
VI	Major			
Minor				
Total				
VII	Major			
Minor				
Total				
VIII	Major			
Total				
Grand Total				

- MDC Multidisciplinary Course
AEC Ability Enhancement Course
SEC Skill Enhancement Course
VAC Value-Added Course

13. Entry and Exit Options

As permissible under UGC Guidelines for Multiple Entry and Exit in Academic Programmes offered in Higher Education Institutions (July, 2021), students will be allowed to enter / re-enter in the odd semesters and exit after even semesters provided that they fulfil the minimum requirements for entry and exit.

14. Option for Online Courses

To achieve the three cardinal principles of India's Education Policy: Access, Equity and Quality and for the benefit of students, options will be given for students to earn credit by completing quality-assured online programmes offered on the Study Webs of Active Learning for Young Aspiring Minds (SWAYAM: www.swayam.gov.in) or other

online educational platform approved by Mizoram University as per the existing UGC regulations. Students may opt to earn credits from such courses upto **40 per cent** of the total requirements.

15. Attendance

A student shall be eligible to appear in the end-semester examination only if he/she has a minimum of 75% attendance.

16. Assessment

Assessment for different levels of qualification shall be done based on learning outcomes using the following norms:

- i) Each course shall be assessed on the scale of **100 marks**.
- ii) Courses shall be assessed through Continuous Assessment in the form of sessional work and end-semester examination.
- iii) The sessional work shall carry **25%** of the total marks and shall consist of class tests, home-work assignment, problem-based assignments, seminar, individual or team project reports, and oral presentations etc., as determined by the course in-charge.

Assessment of sessional work shall be carried out by way of i) class test, ii) assignments, seminar, project, presentation etc., and iii) attendance. There will be two compulsory class tests. If student appears for only one test, average will be computed from the marks obtained in the test he/she appears. Distribution of marks across different criterion for assessment of sessional work is presented in *Table 7*.

Table 7: Criteria for assessment for sessional works

Criteria	Marks
Class Test (Average of 2 Test)	12
Assignment/Seminar/Project etc.	8
Attendance	5
Total	25

Further, the attendance will be evaluated using the following criteria as presented in *Table 8*.

Table 8: Evaluation of attendance

Attendance	Marks
90% and above	5
85% - 89%	4
80% - 84%	3
78% - 79%	2
75% - 77%	1

The sessional practical work will be evaluated using the criteria such as i) lab activities and record, ii) regularity in practical class. Distribution of marks for each criteria of sessional practical evaluation is presented in *Table 9*.

Table 9: Criteria for sessional practical evaluation

Criteria	Marks
Lab activities and record	20
Regularity in practical class	5
Total	25

- iv) End-semester examination (separately for theory and practical) shall carry **75%** of the total marks.

Duration of theory and practical examination will be 3 hours. The questions for end-semester examination will be set ensuring all the portions of the course are adequately covered.

The end-semester practical examination will be conducted by external examiner(s) appointed by Examination Department, Mizoram University. The criteria and distribution of marks for the practical examination are presented in *Table 10*.

Table 10: Criteria for end-semester practical evaluation

Criteria	Marks
Principle / Theory	5
Procedure / Performing of the experiment / Dissections / Results / Discussion	40
Record / File / Herbarium	10
Viva-voce	20
Total	75

For Research Project / Dissertation of 4 Year Bachelor's Degree (Honours with Research), the marks for sessional work (25%) shall be awarded by the college or course in-charge based on the performance of students and the level of progress made in the process of preparation and writing of Research Project / Dissertation report.

The final report of Research Project / Dissertation shall be submitted at least one week before the commencement of end-semester examination. Students will have to present and defend their research in the form of viva-voce. The Examination Department, Mizoram University shall appoint External Examiner(s) to evaluate the Research Project / Dissertation. The final report of Research Project / Dissertation will be evaluated based on the criterion listed in *Table 11* which will carry a total of 75% as marks for end-semester examination.

- v) Student shall be declared pass if he/she obtains a minimum of 40% separately in the session work and end-semester examinations.

Table 11: Criteria for Evaluation of Research Project/Dissertation

Criteria	Marks
Originality and relevance The research is carried out with sufficient originality and creativity	5
Purpose and Objective The research problems, questions and objectives are well defined	5
Literature Evidence of appropriate selection and discussion of relevant literature	5
Methodology Appropriateness and justification of the methodology to achieve the research objectives	10
Discussion of findings Discussion of findings reflect learning from analysis and understanding of the implications	10
Presentation, Structure & Language The research is presented in an academic style Language used is good and easy to understand Use of appropriate graphics, illustrations and accurate referencing Well structured, logical and coherent, use appropriate chapter headings	10
Conclusion Conclusions add new insight to the topic of the dissertation and identify clear and practical recommendations / opportunities for further development	10
Contribution to knowledge The research produces new results The results are of interest to academia or industry or otherwise relevant to professionals in the field	5
Viva-voce Presentation skills (<i>style of presentation, language, structure, completeness and uses of time etc.</i>) Ability to clarify questions	15
Total	75

17. Repeating or Options for Other Courses

- i) If a student fails in a particular course, he/she may repeat the same course in any semester.
- ii) Repetation of course(s) shall be only for end-semester examinations.
- iii) In lieu of the failed courses, student may opt for the following in consultation with parent department:
 - Choose other course(s) having same credits.
 - Choose online courses approved by Mizoram University as per existing UGC regulations having same credits.

18. Re-evaluation

- i) In case student is not satisfied with the marks obtained he/she shall submit application for re-evaluation using prescribed form to the Controller of Examinations within 15 days from the date of declaration of results.
- ii) Re-evaluation is permissible only for end-semester examination.
- iii) The marks awarded in the re-evaluation shall be final.

19. Promotion

Student shall be allowed to proceed from the first semester upto the final semester with conditions that they make up the requirements by repeating the same course(s) or choosing other relevant course(s) during relevant semesters.

20. Computation of Grades

Marks obtained by students will be converted into grades in the following manner:

i) Letter Grades and Grade Points

The Grade Point Average (GPA) will be computed from the grades as a measure of the student's performance. The GPA is based on the grades of the current semester, while the Cumulative GPA (CGPA) is based on the grades in all courses.

The marks obtained by a student will be converted into Letter Grade and Grade Point as follows (Table 12):

Table 12: Conversion of marks into letter grade and grade point

Marks	Letter Grade	Grade Point
90 – 100	O (Outstanding)	10
85 – 89	A+ (Excellent)	9
80 – 84	A (Very Good)	8
70 – 79	B+ (Good)	7
60 – 69	B (Above Average)	6
50 – 59	C (Average)	5
40 – 49	P (Pass)	4

< 40	F (Fail)	0
	Ab (Absent)	0

ii) Computation of SGPA and CGPA

The following procedure will be applied in computing the Semester Grade Point Average (SGPA) and Cumulative Grade Point Average (CGPA):

- The SGPA is the ratio of sum of the product of the number of credits with the grade points scored by a student in all the courses and the sum of the number of credits of all the courses undergone by the student, i.e.

$$\text{SGPA (Si)} = \frac{\sum(C_i \times G_i)}{\sum C_i}$$

Where C_i is the number of credits of the i^{th} course and G_i is the grade point scored by the student in the i^{th} course

- 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.

$$\text{CGPA} = \frac{\sum(C_i \times S_i)}{\sum C_i}$$

Where S_i is the SBPA of i^{th} semester and C_i is the total number of credits in that semester.

The SGPA and CGPA shall be rounded off to 2 decimal points and reported in the transcript (Tables 13 & 14).

Table 13: Computation of SGPA

Semester	Course	Credit	Letter Grade	Grade Point	Credit Point
I	Course 1	3	A	8	3 x 8 = 24
I	Course 2	4	B+	7	4 x 7 = 28
I	Course 3	3	B	6	3 x 6 = 18
I	Course 4	3	O	10	3 x 10 = 30
I	Course 5	3	C	5	3 x 5 = 15
I	Course 6	4	B	6	4 x 6 = 24
Total		20			139
SGPA					139/20 = 6.95

Table 14: Computation of CGPA

Semester I	Semester II	Semester III	Semester IV
Credit: 20	Credit: 20	Credit: 20	Credit: 20
SGPA: ---	SGPA: ---	SGPA: ---	SGPA: ---
CGPA = (20 x SGPA + 20 x SGPA + 20 x SGPA + 20 x SGPA)/80			

iii) Format of Transcripts

Major and Minor subjects have to be mentioned in the transcripts. Format of the transcripts will be as below (Table 15):

Table 15: Transcript Format

Course Category	Course Code	Course Title	Credit	Letter Grade	Grade Point	Credit Point Earned
Major						
Minor						
Multidisciplinary Course						
Ability Enhancement Course						
Skill Enhancement Course						
Value-Added Course						

iv) CGPA to Percentage Conversion

The following formula shall be used for conversion of CGPA to percentage:

$$\text{Percentage} = \text{CGPA} \times 9.5$$

For example, the GPA is 8

Multiply, i.e. $8 \times 9.5 = 76\%$

v) Classification of results

Classification of results in terms of divisions will be made based on the CGPA obtained by students as follows (Table 16):

Table 16: Classification of CGPA into division

CGPA	Division
> 8 to 10	Distinction
> 6.5 to < 8	First
> 5 to < 6.5	Second
> 4 to < 5	Third
< 4	Fail

21. Ranking

Programme / Subject wise ranking shall be done for the award of Gold Medal from students of 3 Year UG Programmes (for those exiting after completion of 3 Year UG Programmes) and 4 Year UG Programmes in the following manner:

- Only those students who pass all the courses in regular chance with CGPA of 7.00 and above will be eligible for ranking.

- ii) If two or more candidates secure same CGPA, the candidate having higher SGPA in 5th & 6th semesters (for students exiting after completion of 3 Year UG Programmes) and 7th & 8th semesters (for students of 4 Year UG Programmes) shall be considered.

22. Departmental Coordinators

The students will require proper guidance in selecting the courses of their choice in line with the curriculum requirements. Departmental Coordinator(s) will be appointed to guide the students in choosing the courses to ensure timely completion the UG programmes. The template for monitoring students' progress (see *Table 6*) may be used as reference to see whether the students are taking the right courses in a particular semester.

23. Evaluation Committee for Multiple Entry and Exit

While this CCFUGP provides options for multiple entry and exit to students of Mizoram University, students from other HEIs willing to join Mizoram University will also be allowed entry to appropriate level. Evaluation committee for multiple entry and exit will be set up to see the eligibility of such students who desire to join the University from other HEIs with a lateral entry.

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Appendix - A

Graduate Attributes

Type of Learning Outcomes	The Learning Outcome Descriptors
Learning outcomes that are specific to disciplinary/interdisciplinary areas of learning	<p>Graduates should be able to demonstrate the acquisition of:</p> <p>Comprehensive knowledge and coherent understanding of the chosen disciplinary/interdisciplinary areas of study in a broad multidisciplinary context, their different learning areas, their linkages with related fields of study, and current and emerging developments associated with the chosen disciplinary/interdisciplinary areas of learning.</p> <p>Practical, professional, and procedural knowledge required for carrying out professional or highly skilled work/tasks related to the chosen field(s) of learning, including knowledge required for undertaking self-employment initiatives, and knowledge and mindset required for entrepreneurship involving enterprise creation, improved product development, or a new mode of organization.</p> <p>Skills in areas related to specialization in the chosen disciplinary/interdisciplinary area(s) of learning in a broad multidisciplinary context, including wide-ranging practical skills, involving variable routine and non-routine contexts relating to the chosen field(s) of learning.</p> <p>Capacity to extrapolate from what has been learned, translate concepts to real-life situations and apply acquired competencies in new/unfamiliar contexts, rather than merely replicate curriculum content knowledge, to generate solutions to specific problems.</p>
Generic learning outcomes	<p>Complex problem-solving: The graduates should be able to demonstrate the capability to:</p> <ul style="list-style-type: none"> • solve different kinds of problems in familiar and non-familiar contexts and apply the learning to real-life situations. <p>Critical thinking: The graduates should be able to demonstrate the capability to:</p> <ul style="list-style-type: none"> • apply analytical thought to a body of knowledge, including the analysis and evaluation of policies, and practices, as well as evidence, arguments, claims, beliefs and the reliability and relevance of evidence; • identify relevant assumptions or implications; and formulate coherent arguments;

Type of Learning Outcomes	The Learning Outcome Descriptors
Generic learning outcomes	<ul style="list-style-type: none"> • identify logical flaws and holes in the arguments of others; • analyze and synthesize data from a variety of sources and draw valid conclusions and support them with evidence and examples.
	<p>Creativity: The graduates should be able to demonstrate the ability to:</p> <ul style="list-style-type: none"> • create, perform, or think in different and diverse ways about the same objects or scenarios, • deal with problems and situations that do not have simple solutions, • innovate and perform tasks in a better manner, • view a problem or a situation from multiple perspectives, • think 'out of the box' and generate solutions to complex problems in unfamiliar contexts, • adopt innovative, imaginative, lateral thinking, interpersonal skills and emotional intelligence.
	<p>Communication skills: The graduates should be able to demonstrate the skills that enable them to:</p> <ul style="list-style-type: none"> • listen carefully, read texts and research papers analytically and present complex information in a clear and concise manner to different groups/audiences, • express thoughts and ideas effectively in writing and orally and communicate with others using appropriate media, • confidently share views and express herself/himself, • construct logical arguments using correct technical language related to a field of learning, work/vocation, or an area of professional practice, and convey ideas, thoughts, and arguments using language that is respectful and sensitive to gender and other minority groups.
	<p>Analytical reasoning/thinking: The graduates should be able to demonstrate the capability to:</p> <ul style="list-style-type: none"> • evaluate the reliability and relevance of evidence; • identify logical flaws in the arguments of others;

Type of Learning Outcomes	The Learning Outcome Descriptors
Generic learning outcomes	<ul style="list-style-type: none"> analyse and synthesize data from a variety of sources; draw valid conclusions and support them with evidence and examples, and address opposing viewpoints.
	<p>Research-related skills: The graduates should be able to demonstrate:</p> <ul style="list-style-type: none"> a keen sense of observation, inquiry, and capability for asking relevant/appropriate questions; the ability to problematize, synthesize, and articulate issues and design research proposal; 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 methodology and tools for data collection; the appropriate use of statistical and other analytical tools and techniques; 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 personal research work, regardless of the funding authority or field of study.
	<p>Coordinating/collaborating with others: The graduates should be able to demonstrate the ability to:</p> <ul style="list-style-type: none"> work effectively and respectfully with diverse team; facilitate cooperative or coordinated effort on the part of a group; act together as a group or a team in the interests of a common cause and work efficiently as a member of a team.
	<p>Leadership readiness/qualities: The graduates should be able to demonstrate the capability for:</p> <ul style="list-style-type: none"> mapping out the tasks of a team or an organization and setting direction;

Type of Learning Outcomes	The Learning Outcome Descriptors
Generic learning outcomes	<ul style="list-style-type: none"> • formulating an inspiring vision and building a team that can help achieve the vision, motivating and inspiring team members to engage with that vision; • using management skills to guide people to the right destination.
	<p><i>‘Learning how to learn’ skills:</i> The graduates should be able to demonstrate the ability to:</p> <ul style="list-style-type: none"> • Acquire new knowledge and skills, including ‘learning how to learn’ skills, that are necessary for pursuing learning activities throughout life, through self-paced and self-directed learning aimed at personal development, meeting economic, social, and cultural objectives, and adapting to the changes in work processes in the context of the fourth industrial revolution, through knowledge/skill development/ reskilling; • Work independently, identify appropriate resources required for further learning; • Acquire organizational skills and time management to set self-defined goals and targets with timelines; • Inculcate a healthy attitude to be a lifelong learner;
	<p><i>Digital and technological skills:</i> The graduates should be able to demonstrate the capability to:</p> <ul style="list-style-type: none"> • use ICT in a variety of learning and work situations; • access, evaluate, and use a variety of relevant information sources, and use appropriate software for analysis of data.
	<p><i>Multicultural competence and inclusive spirit:</i> The graduate should be able to demonstrate:</p> <ul style="list-style-type: none"> • the acquisition of knowledge of the values and beliefs of multiple cultures and a global perspective to honour diversity; • capacity to effectively engage in a multicultural group/society and interact respectfully with diverse groups; • capability to lead a diverse team to accomplish common group tasks and goals;

Type of Learning Outcomes	The Learning Outcome Descriptors
Generic learning outcomes	<ul style="list-style-type: none"> • gender sensitivity and adopting a gender-neutral approach, as also empathy for the less advantaged and the differently-abled including those with learning disabilities. <p><i>Value inculcation:</i> The graduates should be able to demonstrate the acquisition of knowledge and attitude that are required to:</p> <ul style="list-style-type: none"> • embrace and practice constitutional, humanistic, ethical, and moral values in life, including universal human values of truth, righteous conduct, peace, love, nonviolence, scientific temper, citizenship values; • practice responsible global citizenship required for responding to contemporary global challenges, enabling learners to become aware of and understand global issues and to become active promoters of more peaceful, tolerant, inclusive, secure, and sustainable societies; • formulate a position/argument about an ethical issue from multiple perspectives; • identify ethical issues related to work, and follow ethical practices, including avoiding unethical behaviour such as fabrication, falsification or misrepresentation of data, or committing plagiarism, and adhering to intellectual property rights; • recognize environmental and sustainability issues, and participate in actions to promote sustainable development; • adopt an objective, unbiased, and truthful actions in all aspects of work; • instill integrity and identify ethical issues related to work, and follow ethical practices. <p><i>Autonomy, responsibility, and accountability:</i> The graduates should be able to demonstrate the ability to:</p> <ul style="list-style-type: none"> • apply knowledge, understanding, and /or skills with an appropriate degree of independence relevant to the level of the qualification; • work independently, identify appropriate resources required for a project, and manage a project through to completion;

Type of Learning Outcomes	The Learning Outcome Descriptors
Generic learning outcomes	<ul style="list-style-type: none"> exercise responsibility and demonstrate accountability in applying knowledge and/or skills in work and/or learning contexts appropriate for the level of the qualification, including ensuring safety and security at workplaces.
	<p>Environmental awareness and action: The graduates should be able to demonstrate the acquisition of and ability to apply the knowledge, skills, attitudes, and values required to take appropriate actions for:</p> <ul style="list-style-type: none"> mitigating the effects of environmental degradation, climate change, and pollution; effective waste management, conservation of biological diversity, management of biological resources and biodiversity, forest and wildlife conservation, and sustainable development and living.
	<p>Community engagement and service: The graduates should be able to demonstrate the capability to participate in community-engaged services/activities for promoting the well-being of society.</p>
	<p>Empathy: The graduates should be able to demonstrate the ability to identify with or understand the perspective, experiences, or points of view of another individual or group, and to identify and understand other people's emotions.</p>

Source: Curriculum and Credit Framework for Undergraduate Programmes (UGC, 2022)