




CURRICULUM AND CREDIT FRAMEWORK FOR UNDERGRADUATE PROGRAMMES



UNIVERSITY GRANTS COMMISSION

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Foreword

National Education Policy (NEP) 2020 highlights that quality higher education must aim to develop good, thoughtful, well-rounded, and creative individuals. The way to achieve such capabilities is only through holistic and multidisciplinary education with the freedom for students to shape their studies.

Keeping in view of NEP's recommendations, the UGC has revised the Choice Based Credit System and developed a new Curriculum and Credit Framework for Undergraduate Programmes. The framework reflects the NEP's recommendations such as restructured degree programmes, multiple entry and exit, flexible degree options with single major, double major, multi-/inter-disciplinary choices, and a curriculum built with employability skills in addition to academic subjects.

I am delighted to share the Curriculum and Credit Framework for Undergraduate Programmes for implementation in Higher Educational Institutions. I hope this framework will serve as a guiding document and help universities and colleges in undertaking the revision of the curriculum.

I take this opportunity to sincerely acknowledge the significant contribution of the expert committee under the Chairmanship of Prof. R. P. Tiwari and UGC officials in developing the Curriculum and Credit Framework for Undergraduate Programmes.

(Prof. M. Jagadesh Kumar)

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Curriculum and Credit Framework for Undergraduate Programmes

1.0. Introduction

The National Education Policy (NEP) 2020 (hereafter referred to as NEP or Policy) 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, cultured, and humane nation upholding liberty, equality, fraternity, and justice for all. It 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, critical 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, it also recommends that *“the undergraduate degree will be of either 3 or 4-year duration, with multiple exit options within this period, with appropriate certifications, e.g., a UG certificate after completing 1 year in a discipline or field including vocational and professional areas, or a UG diploma after 2 years of study, or a Bachelor’s degree after a 3-year programme. The 4-year multidisciplinary Bachelor’s programme, however, shall be the preferred option since it allows the opportunity to experience the full range of holistic and multidisciplinary education in addition to a focus on the chosen major and minors as per the choices of the student”*.

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

2.0. Anchors to the National Education Policy 2020

2.1. NEP principles that have a bearing on the curricular thrusts at different stages of higher education

The NEP highlights certain fundamental principles that would guide both the education system at large, as well as individual educational institutions. The principles that have a direct bearing on the curricula for different levels of higher education include:

- i. Recognizing, identifying, and fostering the unique capabilities of each student to promote her/his holistic development;
- ii. Flexibility, so that learners can select their learning trajectories and programmes, and thereby choose their own paths in life according to their talents and interests;
- iii. Flexibility, so that learners can select their learning trajectories and programmes, and thereby choose their own paths in life according to their talents and interests;
- iv. Multidisciplinary and holistic education across the sciences, social sciences, arts, humanities, and sports for a multidisciplinary world;
- v. Emphasis on conceptual understanding rather than rote learning, critical thinking to encourage logical decision-making and innovation; ethics and human & constitutional values, and life skills such as communication, teamwork, leadership, and resilience;
- vi. Extensive use of technology in teaching and learning, removing language barriers, increasing access for *Divyang* students, and educational planning and management;
- vii. Respect for diversity and respect for the local context in all curricula, pedagogy, and policy;
- viii. Equity and inclusion as the cornerstone of all educational decisions to ensure that all students are able to thrive in the education system and the institutional environment are responsive to differences to ensure that high-quality education is available for all.
- ix. Rootedness and pride in India, and its rich, diverse, ancient, and modern culture, languages, knowledge systems, and traditions.

2.2. Transformative initiatives that have a bearing on the undergraduate education

The NEP envisages several transformative initiatives in higher education. These include:

- Introducing 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.