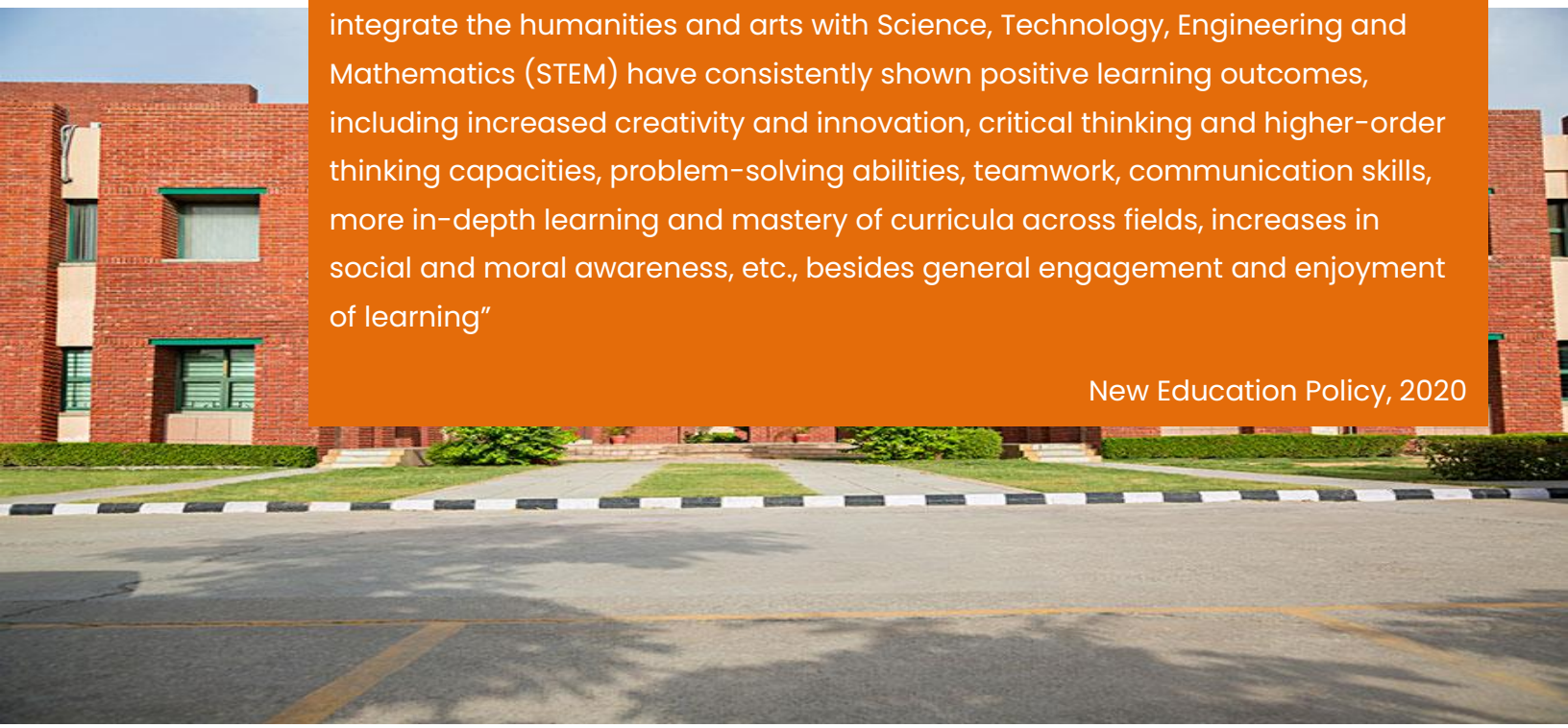
Curriculum and Credit Framework for UG Programme: A New Road Map for Flexible Learning

In this competitive world, nations are heading towards more advanced and refined ways to enhance the skills and knowledge of their students and build a strong new generation of professional forces. In this race, India's core education body, the University Grants Commission, and its expert committee have drafted the **Curriculum and Credit Framework for Undergraduate Programme**. The ideation was acknowledged in the National Education Policy (NEP) 2020, which stated that higher education is crucial to advancing both individual and societal well-being. As a result, we require high-quality higher education that aims to develop thoughtful, well-rounded, creative, and unique individuals with specialized knowledge in a variety of disciplines, such as the sciences, social sciences, arts, humanities, languages, and professional, technical, and vocational subjects.

"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"

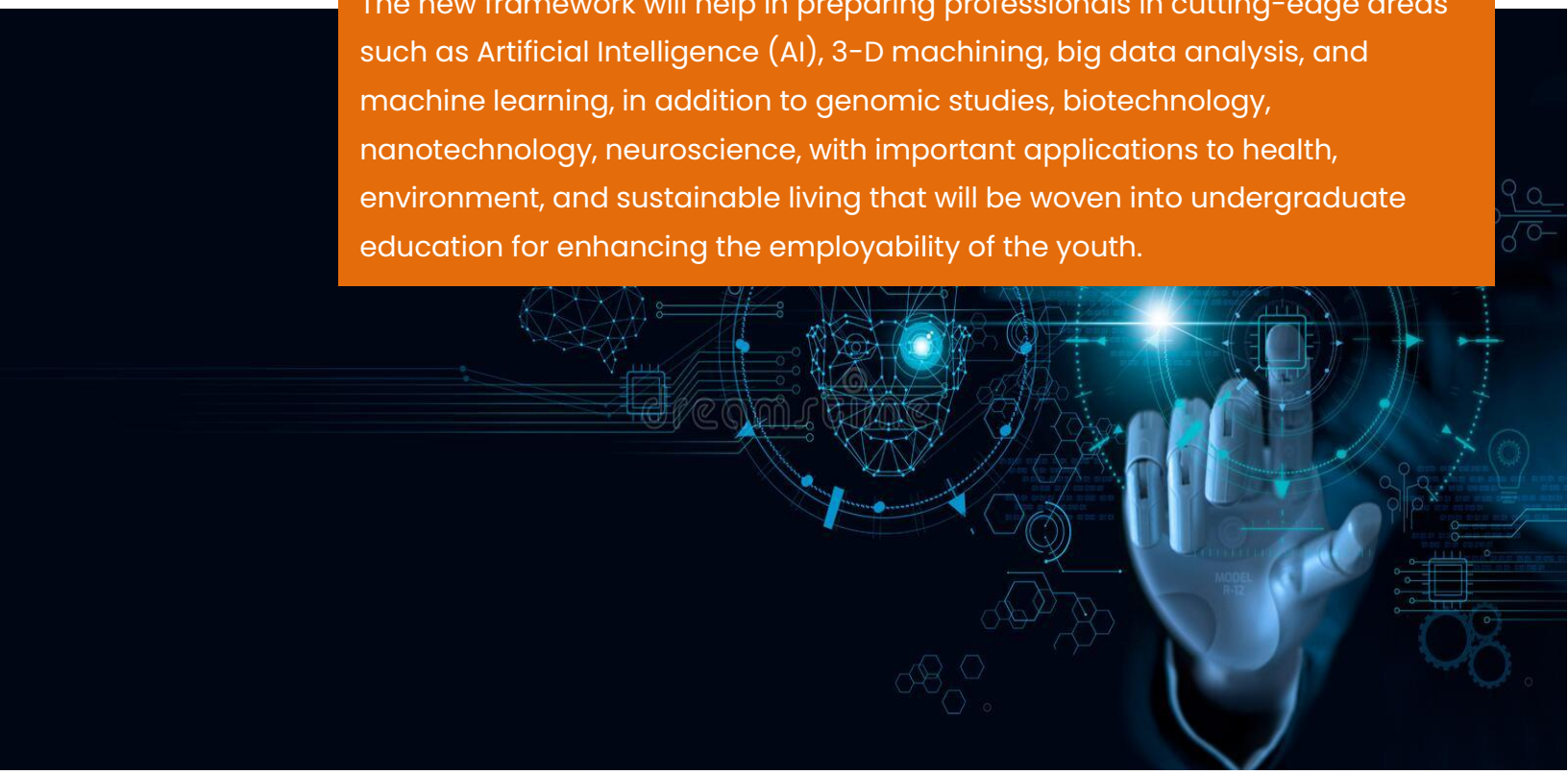
New Education Policy, 2020



Among the several changes in the education framework, UGC has formulated a more student-centric "Curriculum and Credit Framework for Undergraduate Programmes (CCFUP)" that builds on a flexible choice-based credit system, a multidisciplinary approach, and multiple entry and exit options. credit transfer, equivalence, etc.

Apart from flexibility in switching disciplines and easy entry and exit, the main feature of the new curriculum is the adoption of flexibility for learners to move from one institution to another to enable them to have multi-interdisciplinary learning and switch to alternative modes of learning (offline, ODL, and online learning, and hybrid modes of learning).

The new framework will help in preparing professionals in cutting-edge areas such as Artificial Intelligence (AI), 3-D machining, big data analysis, and machine learning, in addition to genomic studies, biotechnology, nanotechnology, neuroscience, with important applications to health, environment, and sustainable living that will be woven into undergraduate education for enhancing the employability of the youth.



Minimum Credit Awards for UG Diploma, Degree and Certificate

Now comes the crux of the curriculum framework, which is to provide minimum credits to award an UG certificate, diploma, and degree. Prior to that, UGC defined major and minor disciplines, as the major discipline is the main focus and students earn 50% of

their total credits through it. A minor discipline broadens a student's understanding beyond the major discipline.

S.N	Course	Completion	Minimum Credit Secured	Additional Criteria
1	UG Certificate	First year	40	One vocational course of 4 credits
2	UG Diploma	Second Year	80	One vocational course of 4 credits
3	3-year UG Degree	Three years	120	
4	4-year UG Degree (Honours)	Four Years Degree	160	
5	4-year UG Degree (Honours with Research)	Point 4 + 75% marks and above in the first six semesters	160 (including 12 credits of a research project/dissertation)	
6	UG Degree with Single Major	Three or Four Years UG Degree	50% from the major discipline	
7	UG Degree with Double Major	Three or Four Years UG Degree	40% from the second major discipline	

The important point in understanding the entire curriculum framework is the distribution of credit hours for different types of courses. UGC has defined the credit hours as a workload during the course, and it is considered a unit of measurement of the course that determines the number of hours of instruction required per week over the duration of a semester (at least 15 weeks).

Each course may have a lecture component, a blend of lecture and tutorial components, a lecture and practicum component, a lecture, tutorial, and practicum component, or only a practicum component. Let's understand through some examples,

Course	One Credit	Weeks in a semester	Total Hours of Teaching in a semester
3 credit lecture course	Three One-hour lecture per week	15	3*15= 45 Hours
1 credit for tutorial work	One hour of engagement per week	15	1*15=15 Hours
1 credit course in practicum	Two-hour engagement per week.	15	2*15=30 Hours
4 Credit course (3 credits for lectures + 1 credit for Practicum)	Three One-hour lecture per week	15	3*15=45 Hours of Lecturers 2*15=30 Hours of Practicum

	Two-hour engagement per week		

Programme Of Study

The framework has also broadened the scope of the different types of activities or courses to consider in the programme of study.

Course/Activities	Scope	Field
Lecture courses	Lectures relating to a field or discipline by an expert or qualified personnel	learning, work/vocation, or professional practice.
Tutorial courses	Courses involving problem-solving and discussions relating to discipline by an expert or qualified personnel	learning, work/vocation, or professional practice
Practicum or Laboratory work	Project or practical or lab activity that applies previously learned/studied principles/theory	learning, work/vocation or professional practice.
Seminar	Students to participate in structured discussion/conversation or debate focused on assigned tasks/readings, current or historical events	learning, work/vocation, or professional practice
Internship	Students to participate in a professional activity or work experience, or cooperative education activity	under the supervision of an expert of the given external entity.

The goal of the new curriculum framework is to give students the freedom to choose courses from various branches of UG courses. This requires that all departments prescribe a certain specified number of credits for each course and common instruction hours also known as Slot time. UGC kept its options open to HEIs to decide a credit course and distribution across six or eight semesters, but it has suggested the number of credits per course and the credit distribution that will facilitate the students' meeting the **minimum credit requirements.**

S.N.	Broad Category of Course Minimum Credit	Minimum Credit	
		3-year UG	4-Year UG
1	Major (Core)	60	80
2	Minor Stream	24	32
3	Multidisciplinary	09	09

4	Ability Enhancement Courses (AEC)	08	08
5	Skill Enhancement Courses (SEC)	09	09
6	Value Added Courses common for all UG	06-08	06-08
7	Summer Internship	02-04	02 -04
8	Research Project / Dissertation	-	12
	Total	120	160

The curriculum consists of major stream courses, minor stream courses, and courses from other disciplines, which are natural and physical science, mathematics, computer applications, etc.; ability enhancement courses; skill enhancement courses; and value-added courses common to all UG, which include environmental education, understanding India, digital and technological solutions, health and wellness, yoga education, and sports and fitness. At the end of the second semester, students can

decide whether to continue with the chosen major or request a change of major. The minor stream courses include vocational courses, which will help the students equip themselves with job-oriented skills.

Level of Course and Credit Score

UGC credits the curriculum framework for enhancing learning outcomes based on the levels of courses. In order to get the degree, diploma, and certificate, students will now have to get minimum credit based on the level of course they opt for. This will transform UG education from traditional knowledge to more practical and skill-based learning.

Semester	Discipline specific Course	Minor	Inter disciplinary course	Ability Enhancement Course	Skill Enhancement Course	Common Value Added Course	Total Credits
I	(100 Level)	(100 Level)	(1 course)	(1 course)	(1 course)	(1 or 2 courses)	20
II	(100 Level)	(100 Level)	(1 course)	(1 course)	(1 course)	(1 or 2 courses)	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.						**40**
III	(200 Level)	(200 & above Level)	(1 course)	(1 course)	(1 course)		20
IV	(200 Level)	(200 & above Level)	-	(1 course)	-	(1 or 2 courses)	20
	Students exiting the programme after securing 80 credits will be awarded UG Diploma in the relevant Discipline /Subject provided they secure additional 4 credit in skill based vocational courses offered during first year or second year summer term.						**80**
V	(300 Level)	(200 & above Level)	-	-	Internship	-	20
VI	(300 Level)	(200 & above Level)	-	-	-	-	20
	students who want to undertake 3-year UG programme will be awarded UG Degree in the relevant Discipline /Subject upon securing 120 credits						**120**
VII	(400 Level)	(300 & above Level)	-	-	-	-	20
VIII	(400 Level)	(300 & above Level)	-	-	Research Project	-	20
	Students will be awarded UG Degree (Honours) with Research in the relevant Discipline /Subject provided they secure 160 credits						**160**

Using Learning Outcomes in order to effectively create and implement curricula, pedagogical strategies must be focused on helping students achieve the specified learning outcomes for the course they opt for. The outcome-based approach necessitates a considerable transition from teacher-centric to learner-centric and enhances the overall learning experience with more practical understanding and know-how.

Since the new UGC UG credit curriculum framework provides a highly advanced manner to improve learning quality, build skills, and prepare students for the workforce with a wide range of skill sets and knowledge, it will be extensively embraced by higher education institutions.

About Us

ASMA is a technology-driven community platform that believes in transmitting knowledge, research, and market intelligence on the adoption of advanced technologies in education, which helps universities, institutions, colleges, entrepreneurs, and edtech companies and startups grow

Reach out to us at https://www.asmaindia.in/


ASMATV


Asmaacademia


@asmaacademia


asmaacademia


asmaacademia

NextgenInnov8 is an innovation-driven company dedicated to facilitate and bring about innovative solutions to the world's problems.

The mission is to spark the power of innovation in every child around the world so that they can come up with various creative ideas and solutions to the problems faced by their families, communities, and even global issues.

Reach out to us at https://nextgeninnov8.com/

Our communities