

Presentation on Four-Year Undergraduate Degree Program

An Analysis from DEI's Perspective

The Committee

- Dr. Brijraj Singh, Arts
 - Prof. Pravin Saxena, Commerce
 - Dr. Sona Dixit, Education
 - Dr. Gaurav Rana, Engineering
 - Prof. Rohit Srivastava, Science
 - Prof. Sunita Malhotra, Social Sciences
 - Prof. S. Swami, Convenor
- Inputs from the prior committees and sub-committees coordinated by Prof. Gursaran and Prof. Nandita Satsangee during recent visits

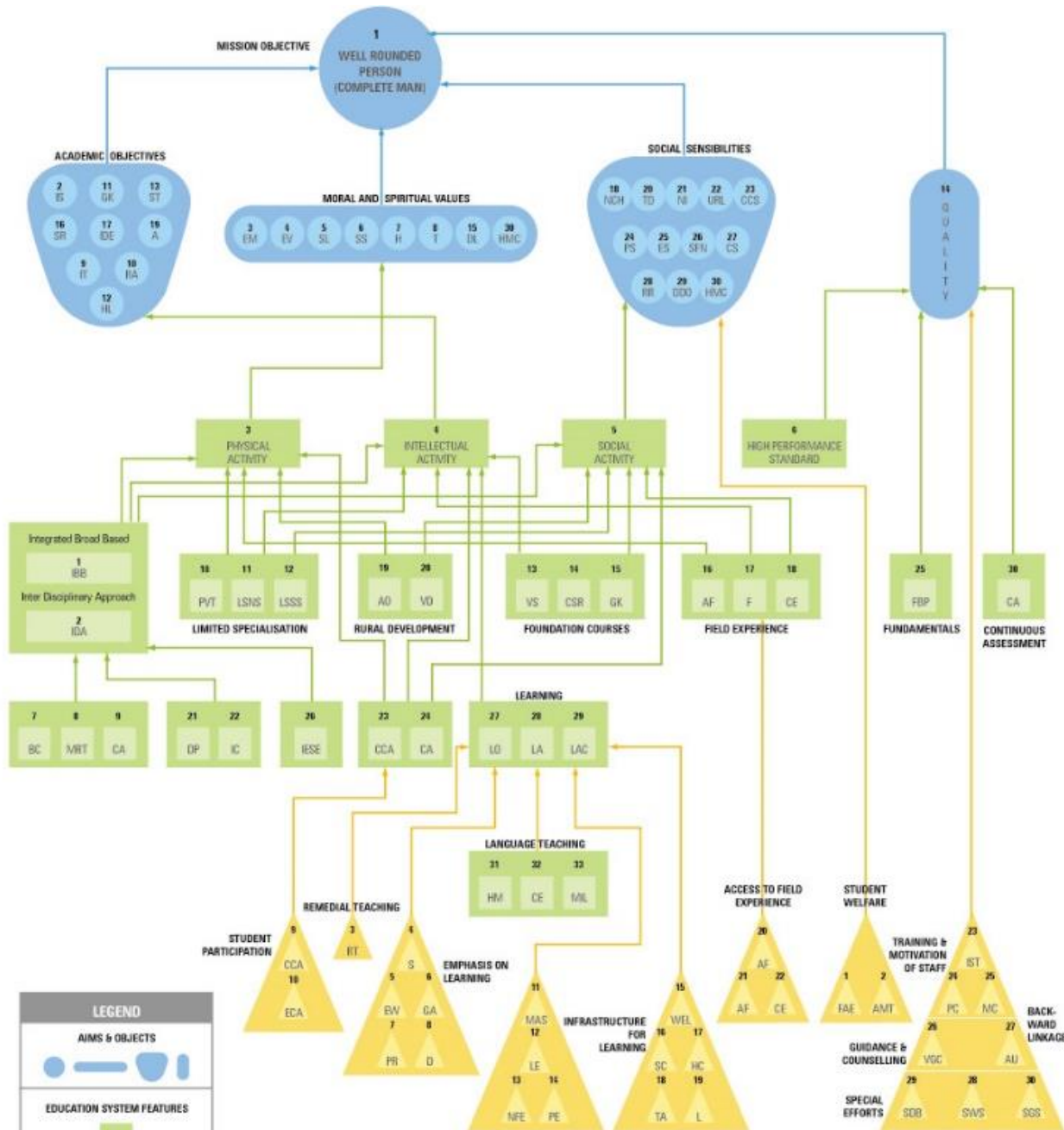
DEI Education Policy 1975

The DEI Education Policy was formulated in 1975 with a focus on the development of all three dimensions of a human being, i.e., physical, mental and spiritual, which can be achieved by undertaking intellectual, physical and social activities.

The Institute has successfully implemented a unique scheme of innovative, comprehensive, inter-disciplinary, flexible and value-based education, based on total quality management that fosters academic excellence along with holistic development, from pre-school to university level.

A Higher Education Policy System

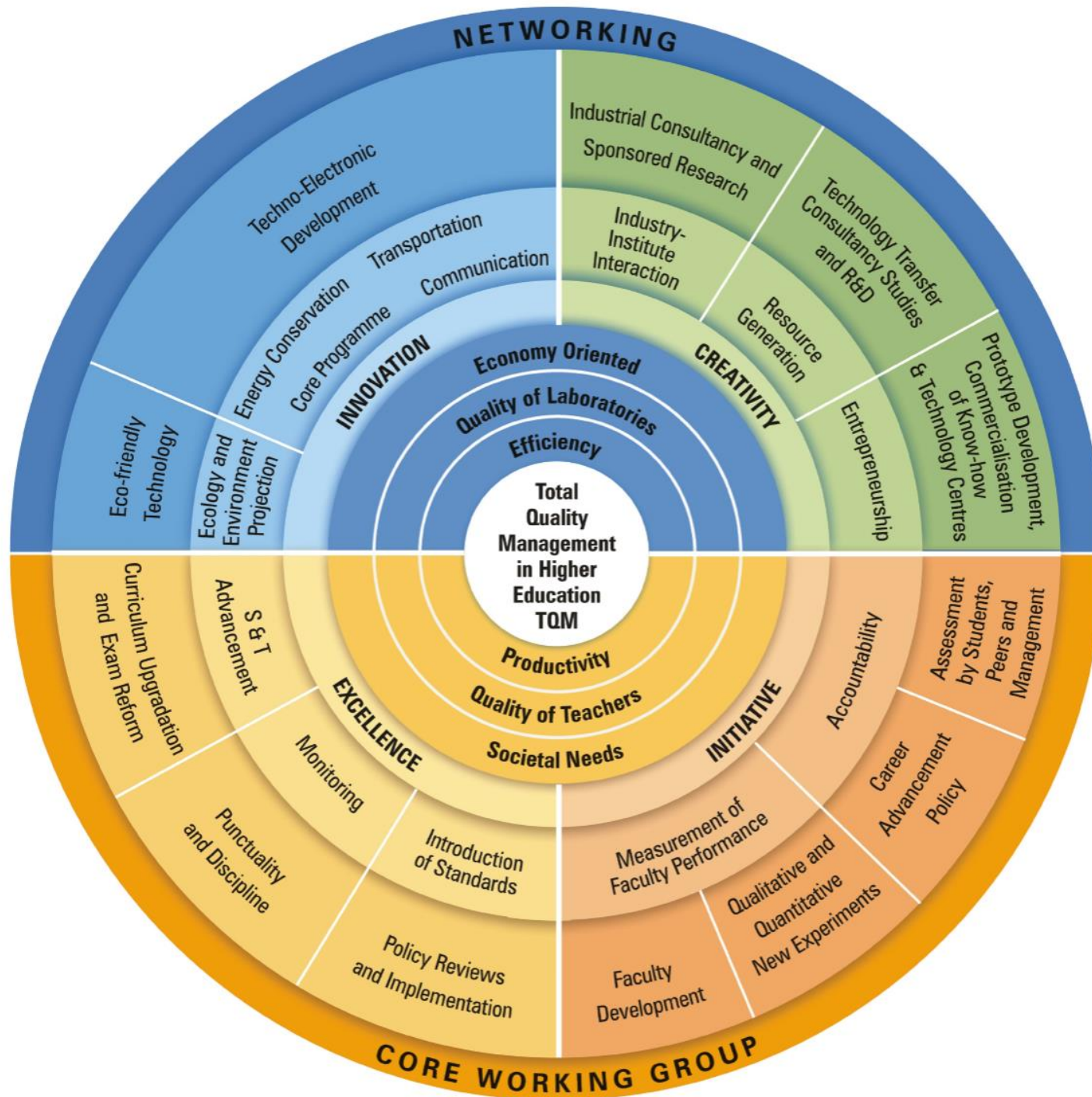
- A comprehensive higher education policy has been developed by *Revered Professor P.S. Satsangi*, Chairman Advisory Committee on Education, Dayalbagh Educational Institutions and former Director, Dayalbagh Educational Institute, in the form of the Interpretive Structural Model (ISM) of Higher Education System.
- It identifies 93 elements that cover four subsystems in the form of a hierarchical structure with the contextual relationship 'leading to'.
- The policy elements form a basis for the identification of Program Education Objectives.



3. Emotional Maturity
4. Ethical Values
5. Simple Living
6. Selfless Service
7. Humility
8. Truthfulness
9. Independent Thinking
10. Reasoning Ability
11. General Knowledge
12. Habit of Learning
13. Scientific Temper
14. Quality of Education
15. Dignity of Labour
16. Self Reliance
17. Inter Disciplinary Exposure
18. National Culture & Heritage
19. Aptitude
20. Tolerance for Diversity
21. National Integration
22. Understanding Rural Life
23. Class-less and Caste-less Society
24. Political System
25. Economic System
26. Social Forces & Needs
27. Civic Sense
28. A Respect for Rights
29. Duties & Discharge of Obligations
30. High Moral Character

3. Physical Activities
4. Intellectual Activities
5. Social Activities
6. High Performance Standard
7. Breadth of Coverage
8. Most Recent Trends of Thought
9. Concentrates of Academics
10. Primarily Vocational and Technical
11. Limited Specialisation in Natural Sciences
12. Limited Specialisation in Social Sciences
13. Foundation Courses and Value System
14. Foundation Courses like Comparative Study of Religion
15. Foundation Courses like General Knowledge
16. Field Experience (Work Experience) in Farms
17. Field Experience (Work Experience) in Factories
18. Field Experience (Work Experience) in Commercial Establishments
19. Agricultural Operations
20. Village Developments Programs
21. Democratic Processes in Student Activities
22. Indian Constitution and Other Forms of Government
23. Co-Curricular Activities
24. Cultural Activities
25. Fundamental and Basic Principles
26. Interlinkage between the Educational System and Environment
27. Learning by Observation
28. Learning by Analysis
29. Learning by Acquisition of Knowledge
30. Continuous Assessment
31. Hindi as the Medium of Instruction
32. Competence in English
33. One other Modern Indian Language

- ### III ORGANISATION
1. Free / Affordable Education
 2. Assistance through Means Test
 3. Remedial Teaching
 4. Learning through Seminars
 5. Learning through Experimental Work
 6. Learning through Group Activities
 7. Learning through Paper Reading Sessions
 8. Learning through Discussions
 9. Students Participation in Management & Organisation of Co-Curricular Activities
 10. Students Participation in Management & Organisation of Extra-Curricular Activities
 11. Major Academic Subjects
 12. Lateral Entry
 13. Non-Formal Education
 17. Hobby Centre
 18. Teaching Aids
 19. Library
 20. Agricultural Farms for Field Experience
 21. Small Scale Industries for Field Experience
 22. Commercial and Service Establishments for Field Experience
 23. In-Service Training Programmes & Orientation Courses
 24. Adequate Physical Conditions for Motivating the Teachers
 25. Adequate Mental Climate for Motivating the Teachers
 26. Vocational Guidance and Counselling of the Students
 27. Attachment of the School to a University Level College
 28. Special Efforts to Overcome Handicaps of Weaker Sections
 29. Special Efforts to Overcome Handicaps of



NEP 2020

The purpose of the education system is to develop good human beings capable of rational thought and action, possessing compassion and empathy, courage and resilience, scientific temper and creative imagination, with sound ethical moorings and values.

It aims at producing engaged, productive, and contributing citizens for building an equitable, inclusive, and plural society as envisaged by our Constitution.

Principles of NEP2020

(https://www.ugc.ac.in/pdfnews/8126011_Draft--curriculum-framework-credit-structure-FYUGP.pdf)

- **Recognizing, identifying, and fostering the unique capabilities of each student to promote her/his holistic development;**
- **Flexibility, so that learners have the ability to choose their learning trajectories and programmes, and thereby choose their own paths in life according to their talents and interests;**
- **No hard separations between ‘arts’ and ‘sciences’, between ‘curricular’ and ‘extra-curricular’ activities, between ‘vocational’ and ‘academic streams’, etc.**
- **Multidisciplinarity and a holistic education across the sciences, social sciences, arts, humanities, and sports for a multidisciplinary world;**
- **Emphasis on conceptual understanding rather than rote learning and learning-for-exams; creativity and critical thinking to encourage logical decision-making and innovation; ethics and human & constitutional values, and life skills such as communication, cooperation, teamwork, and resilience**

Principles of NEP2020

- **Extensive use of technology in teaching and learning, removing language barriers, increasing access for Divyang students, and educational planning and management;**
- **Respect for diversity and respect for the local context in all curricula, pedagogy, and policy;**
- **Full equity and inclusion as the cornerstone of all educational decisions to ensure that all students are able to thrive in the education system and ensuring that the institutional environment is responsive to differences to ensure that high-quality education is available for all.**
- **A rootedness and pride in India, and its rich, diverse, ancient, and modern culture and knowledge systems and traditions**

Transformative initiatives that have a bearing on the four-year undergraduate programme (www.ugc.ac.in)

- **Introducing holistic and multidisciplinary undergraduate education**
- **Adoption of flexible curricular structures**
- **Undergraduate degree programmes of either 3 or 4-year duration, with multiple entry and exit points and reentry options within this period, with appropriate certifications such as:**
 - **a certificate after completing 1 year (2 semesters) of study in the chosen fields of study,**
 - **a diploma after 2 years (4 semesters) of study,**
 - **a bachelor's degree after a 3-year (6 semesters) programme of study,**
 - **a bachelor's degree with honours after a 4-year (eight semesters) programme of study or a bachelor's degree with research after a 4-year (eight semesters) programme of study if the student completes a rigorous research project in their major area(s) of study.**

Transformative initiatives that have a bearing on the four-year undergraduate programme (www.ugc.ac.in)

- **Flexibility in the designs and lengths/duration of master's degree programmes ---**
 - **A 2-year master's degree programme with the second year devoted entirely to research for those who have completed the 3-year bachelor's degree programme;**
 - **a 1-year master's degree programme for students who have completed a 4-year Bachelor's degree programme with research.**
 - **Undertaking a doctoral programme of study is expected to require either a master's degree or a 4-year bachelor's degree with Research.**
- **Inclusion in the curricula of credit-based courses and projects in the areas of community engagement and service, environmental education, and value-based education**
- **Global Citizenship Education and education for sustainable development**
- **Internships with local industry, businesses, artists, crafts persons, etc., as well as research internships with faculty and researchers**
- **Preparing professionals in cutting-edge areas that are fast gaining prominence, such as Artificial Intelligence (AI), 3-D machining, big data analysis, and machine learning, in addition to genomic studies, biotechnology, nanotechnology, neuroscience**

Credit requirements under Level 8 NHEQF for Bachelor's degree (Honours/Research) or the Post-Graduate Diploma Level

- Successful completion of the 4-year (eight semesters) undergraduate programme
- involving 160 credit-hours, with
- 40 credits at level 5,
- 40 credits at level 6,
- 40 credits at level 7, and
- 40 credits at level 8 on the NHEQF.

Entry requirements under Level 8 NHEQF for Bachelor's degree (Honours/Research)

For entry in fourth year of the undergraduate programme leading to the bachelor's degree (Honours/Research) a candidate should have --

- completed all requirements of the relevant 3-year Bachelor's degree.
- minimum CGPA of 7.5
- cleared entrance requirements, in the programme admission regulations
- assessment and certification of prior learning
- Lateral entry based on the validation of prior learning outcomes, (*including those achieved outside of formal learning or through learning and training in the workplace or in the community, through continuing professional development activities, or through independent/self directed/self-managed learning activities*)

Learning outcomes descriptors for qualifications at levels 8 on the NHEQF

The quality descriptors at

Bachelor's degree (Honours/Research) are-

- Knowledge and understanding
- Skills required to perform and accomplish tasks
- Application of knowledge and skills
- Generic learning outcomes
- Constitutional, humanistic, ethical, and moral values
- Employment ready, and entrepreneurship skills and mindset

Curricular components of the four-year undergraduate programme

Common courses, including relevant practicum (24 credit hours)	Language and communication skills (Modern Indian language)
	Language and communication skills (English language)
	Understanding India
	Environmental science/education
	Health and wellness, yoga and sports
	Digital and technological solutions
	Introductory courses relating to Natural Science
Introductory courses relating to Natural Sciences, Humanities, and Social Sciences (18 credit-hours)	Introductory courses relating to Social Sciences
	Introductory courses relating to Humanities

Introductory courses relating to vocational studies (6 credit-hours)	Courses chosen from a basket of courses
Disciplinary/interdisciplinary Major (48 credit-hours)	One disciplinary/interdisciplinary major
Disciplinary/interdisciplinary Minor (36 credit-hours)	Two minors, one 'minor' relating to a disciplinary/interdisciplinary area and the other relating to vocational studies/education
Advanced courses required for taking up research, research methodology courses , research internship, and a research project in the chosen 'major' area of study (18 credits)	Research methodology courses
	Development of project/research proposal, review of related literature or studies and collection of the required data.
	Research internship
	Preparation of report of the research project.

Field immersion (3 credit hours)	Field-based learning/project to develop innovative practices required to solve real-life problems relating to chosen fields of learning, work or vocation.
Internships with local industry, businesses, artists, crafts persons, etc. (12)	Internships with local industry, businesses, artists, crafts persons, etc.
Community engagement and service (3 credit hours)	Community-engaged activities, including participation in National Service Scheme, National Cadet Corps (NCC), adult literacy/education programmes, and student mentoring.

A General Credit Framework for a Four-Year Undergraduate Degree Programme

The Framework

- The proposed framework outlines a strategy for ‘complete’ education that focusses on
 - Foundation courses to impart subject knowledge
 - Field experience in farms, factories, and commercial establishments to bridge the academia and industry divide. Providing opportunities for students to develop necessary industry-oriented skills through appropriate practical training modes.
 - The journey from an idea in the mind to a finished product by hand
 - Co-curricular activities inculcate moral values
 - Agricultural operations and village development programmes to instil the values of social service;
 - Democratic processes in student activities to foster an appreciation of democracy and participation in decision-making processes

Types of Courses

Core Courses

- Discipline Specific (DSC)
- Holistic Value Based (HVBC)

Electives

- Discipline Specific (DSE)
- Generic (GE)

Ability Enhancement

- Compulsory (AECC)
- Skill Enhancement (SEC)

Types of Courses

Practical

- Internship
- Apprenticeship
- Tutorial
- Project

Research

- Dissertation
- Thesis

Non-Credit

- Courses with a Satisfactory/Unsatisfactory Grading

Credit Distribution

Level	DSC	HVBC	GE	DSE	AECC	SEC	Practical	TOTAL	
CERTIFICATE	24	6	4	4 credits	4	4	10	56	
				(Major or Minor Courses)					
DIPLOMA	24	4	4	4 credits	4	4	10	54	
				(Major or Minor courses)					
DEGREE	32	-			8	4	10	54	
RESEARCH	8	---	8 credits can be earned by any of the modalities					14	30
TOTAL	88	10	8+8*	8+8*	16+8*	12+8*	44	194	

Sem	Core Course	Elective Course		Ability Enhancement Course (AEC)		Practical	Total Credits
	a) Departmental Specific Core Course (DSC) b) Holistic Value-based Core Course (HVBC)	Discipline Specific Elective (DSE)	Generic Elective (GE)	Ability Enhancement Compulsory Courses (AECC)	Skill Enhancement Courses (SEC)	Dissertations/Project/ Co-op/ Internship/ Apprenticeship	
I	Departmental Specific Core Course 12 Credits	Interdisciplinary faculty ancillary Course 4 Credits		Seminar and Group Discussion 2 Credits	Work Experience/ Practical/Theory/Lab 2 Credits		23
	Holistic Value-based Core Course 3 Credits						
II	Departmental Specific Core Course 12 Credits		Interdisciplinary non faculty ancillary Course 4 Credits	Seminar and Group Discussion 2 Credits	Summer Internship of Credit 12 (to exit)		33
	Holistic Value-based Core Course 3 Credits						
AWARD OF CERTIFICATE (after 1 year: 56 Credits)							
III	Departmental Specific Core Course 12 Credits	Interdisciplinary faculty ancillary Course 4 Credits		Seminar and Group Discussion 2 Credits	Work Experience/ Practical/Theory/Lab 2 Credits		22
	Holistic Value-based Core Course 2 Credits						
IV	Departmental Specific Core Course 12 Credits		Interdisciplinary non faculty ancillary Course 4 Credits	Seminar and Group Discussion 2 Credits	Summer Internship of Credit 12 (to exit)		32
	Holistic Value-based Core Course 2 Credits						
AWARD OF DIPLOMA (after 2 Years: 110 Credits)							
V	Departmental Specific Core Course 16 Credits			Seminar and Group Discussion 4 Credits	Work Experience/ Practical/Theory/Lab 2 Credits		22
VI	Departmental Specific Core Course 16 Credits			Seminar and Group Discussion 4 Credits	Summer Internship of Credit 12 (to exit)		32
AWARD OF Bachelors (Hons) (3 Years) (after 3 Years: 164 Credits)							
VII	Departmental Specific Core Course – 08 Credits	08 Credits* can be earned by any of the modalities				Proposal of research 04 Credits	20
VIII						Dissertation - 10 Credits	10
Total	88+10= 98	08+08*	8+8*	16+08*	6+08*	50	194
AWARD OF Bachelors (Hons with research) (4 Years) (after 4 Years: 194 Credits)							

Case Study: Faculty of Commerce: Mapping with NEP-FYUP Structure

Mapping –

NEP STRUCTURE MAPPING

[Presentation on Four-Year Undergraduate Degree Program 24-5-22-
FYUP-nep structure mapping.pdf](#)



[Presentation on Four-Year Undergraduate Degree Program 24-5-22-
FYUP-nep structure mapping.docx](#)



Microsoft Word
Document

Semester I & II

COURSE CODE	TITLE	CREDIT
OMH 101	Communication Technique – Hindi – I	3
OMH 102	Communication Technique – English – I	3
CEC 161	Cultural Education	3
ESC 161	Environmental Studies	3
GKC 161	Sc. Meth., G.K. & Current Affairs – I	1
ABW/ACW/ BAW 101	Work Experience (VOCATIONAL)	2
ABM-101	Business Economics – I	3
ACM 101	Financial Accounting	3
BAM-101	Business Organization	3
ABM/ACM/B AM102	Seminar & Group Discussion	1
RDC 161	Rural Development	1
	TOTAL	26

COURSE CODE	TITLE	CREDIT
	NON FACULTY HALF COURSE INTRODUCTORY RELATED TO SOCIAL SCIENCES – POLITICAL, PSYCHOLOGY, SOCIOLOGY	3
ABW/ACW/ BAW 101	Work Experience (VOCATIONAL)	2
CAC 261	Co-curricular Activities	3
CRC 261	Comparative Study of Religion	2
GKC 261	Sc. Meth., G.K. & Current Affairs - II	1
RDC 261	Agriculture Operations	1
RDC 262	Social Service	1
OMH 201	Communication Technique – Hindi – I	3
OMH 202	Communication Technique – English – I	3
ABM 201	Business Economics II	3
ACM 201	Business Law	3
BAM 201	Principles & Practice of Management	3
ABM /ACM/BAM	Seminar & Group Discussion	1
	TOTAL	29

Semester III & IV

COURSE CODE	TITLE	CREDIT
	<i>NON FACULTY HALF COURSE INTRODUCTORY RELATED TO SOCIAL SCIENCES – POLITICAL, PSYCHOLOGY, SOCIOLOGY</i>	3
ABW/ACW/BA W 301	Work Experience	2
ABM 301	Business Mathematics	3
ABM 302	Information Tech. Application in Commerce	3
ACM 301	Company Accounts	3
ACM 302	Principles of Auditing	3
BAM 301	Basic Marketing	3
BAM 302	Industrial Law	3
ABM/ACM/BA M 303	Seminar & Group Discussion	2
GKC 361	Sc. Meth., GK & Current Affairs III	1
	TOTAL	29

COURSE CODE	TITLE	CREDI T
ABM 401	Macro Economics Analysis	3
ACM 401	Principles & Practices of Insurance	3
BAM 401	Human Resource Management	3
BAM 402	Sales Management	3
BAM 403	Advanced Advertising Management	3
BAM 404	Business Environment	3
ABM/ACM/ BAM 405	Seminar & Group Discussion	2
ABW/ACW/ BAW 401	Work Experience	2
CAC 461	Co-curricular Activities	3
GKC 461	Sc. Meth., GK & Current Affairs IV	1
	TOTAL	26

Semester V & VI

COURSE CODE	TITLE	CREDIT
ABM 501	Financial Management	4
ABM 502	Business Statistics	4
ABM 503	Banking Law & Practices	4
ACM 501	Income Tax	4
ACM 502	Advanced Accounts	4
ACM 503	Cost Accounting	4
	TOTAL	24

COURSE CODE	TITLE	CREDIT
ABM 601	Advanced Business Statistics	4
ABM 602	Structure & Development of Indian Economy	4
ABM 603	Entrepreneurship For Inclusive Growth	4
ACM 601	Management Accounting	4
ACM 602	Cost Analysis & Control	4
ACM 603	Corporate Law	4
ACM	Basic Research Methodology	4
	TOTAL	28

Semester VII & VIII

COURSE CODE	TITLE	CREDIT
ACM-701	MANAGEMENT ACCOUNTING & CONTROL	4
ABM-701	ECONOMETRICS FOR BUSINESS ANALYSIS	4
ABM-001	ADVANCE RESEACRH METHODOLOGY& ANALYSIS	4
	SELF STUDY	4
	MINOR RESEACRH PROJECT	4
ABM-002	RESEARCH PROPOSALOF MAJOR R.P.	4
	TOTAL	24

COURSE CODE	TITLE	CREDIT
	RESEARCH INTERNSHIP	12
	MAJOR RESEARCH PROJECT	12
	TOTAL	24

Credit Structure

SEMESTER	EXISTING CREDIT	AS PER NEP-2020, FYUP
1	30	26
2	32	29
3	27	26
4	30	26
5	22	24
6	22	28
7	-	24
8	-	24
TOTAL CREDIT	163	207

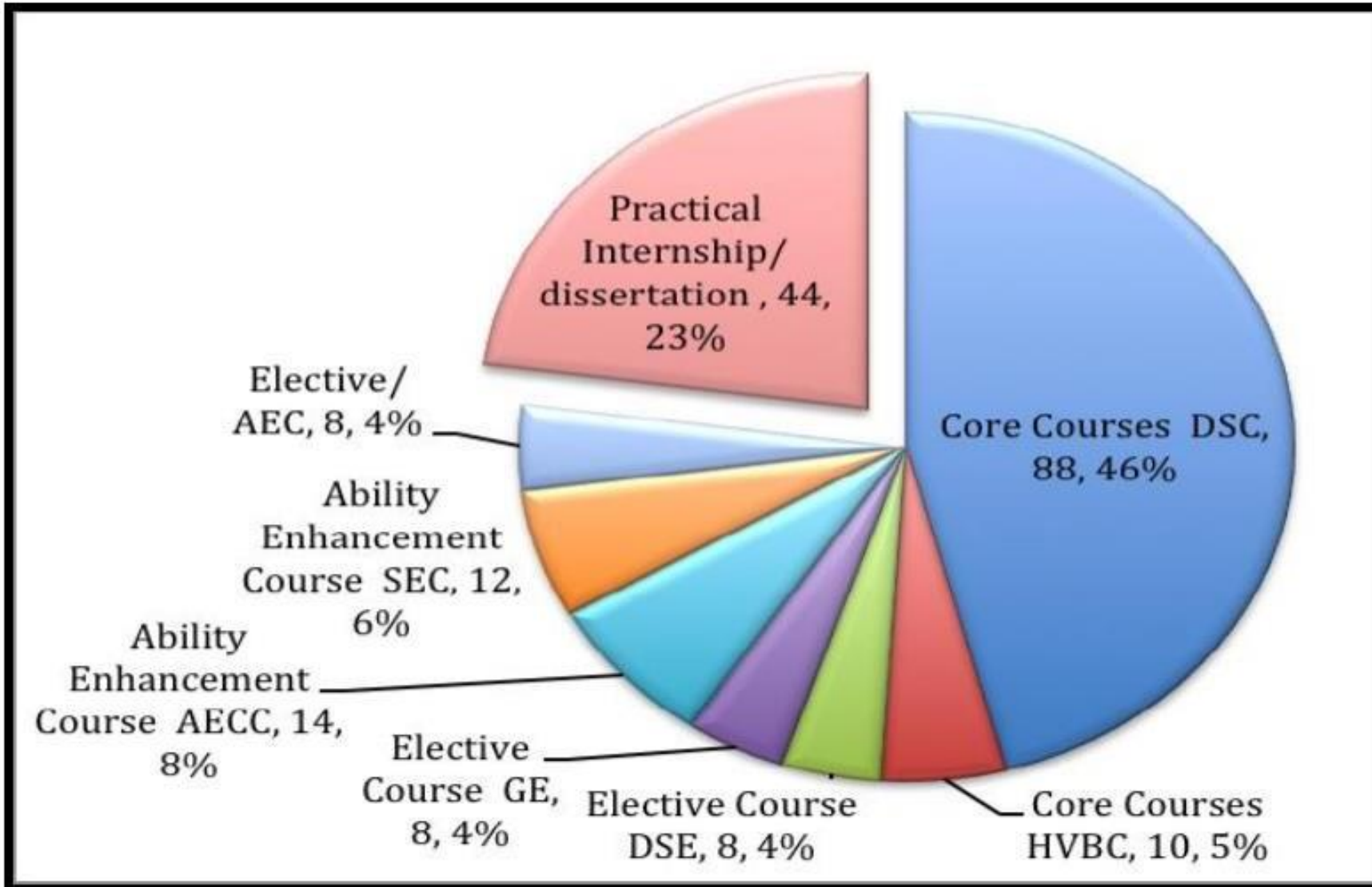
Points for Further Consideration

Points for Further Consideration

- Departmental Committees
- Mapping the curriculum with the FYUP framework
- Roadmap for implementation of FYUP
- Integrating it with Academic Bank of Credits (ABC)

Thank you...

Percentage-wise Distribution

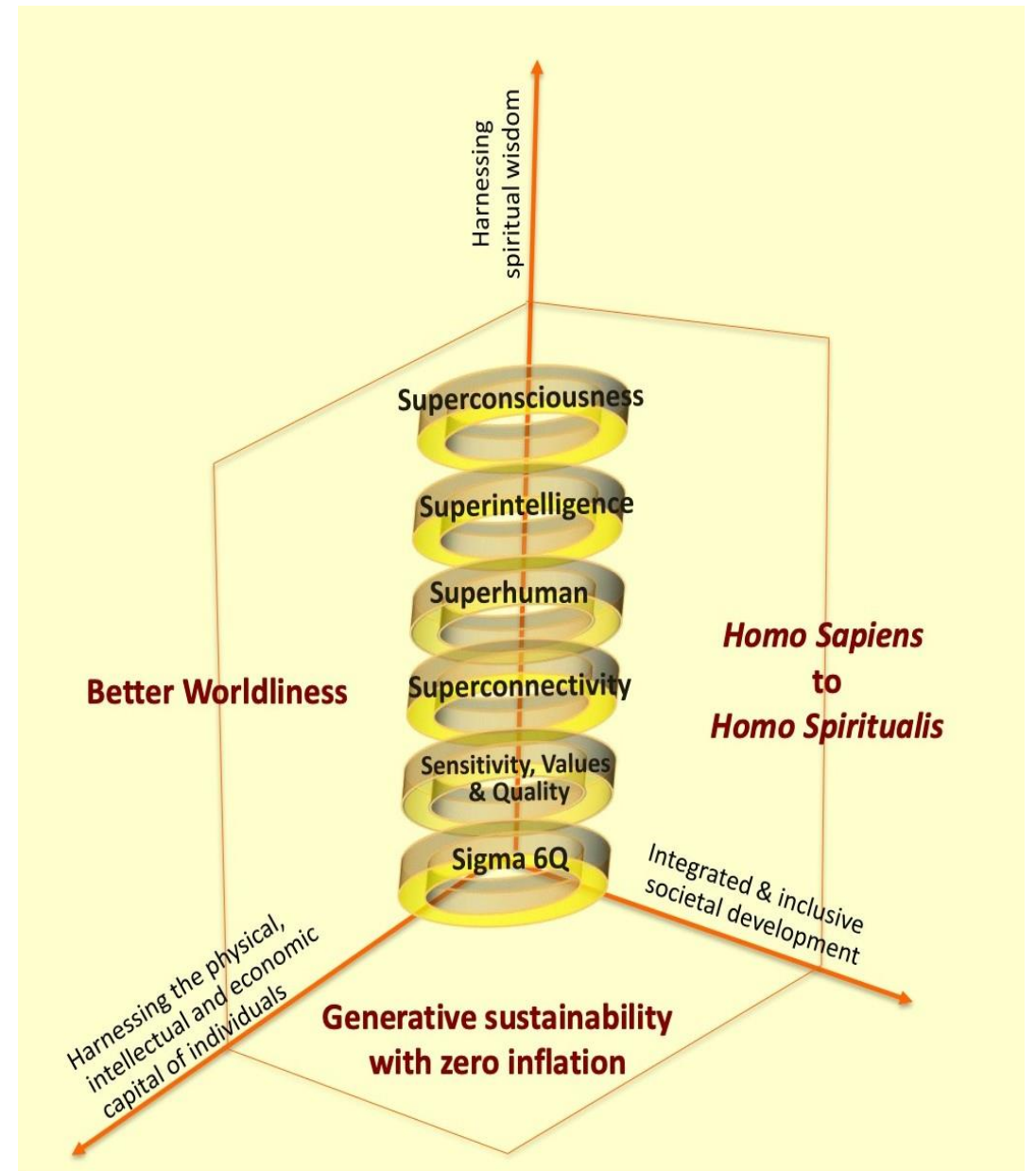


DRAFT: Curricular Framework and Credit System for the Four-Year Undergraduate Programme [FYUP] (UGC website)

- Sections
 - 1.0. Introduction
 - 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
 - 2.2. Transformative initiatives that have a bearing on the four-year undergraduate programme
 - 3.0. Academic credit framework
 - 3.1. Main features of the Credit System (CS)
 - 3.2. Semester/Credits
 - 3.3. Credit-hours for different types of courses

- Sections
 - 4.0. Outcomes-based approach to higher education
 - 4.1. Expected attributes of graduates of the 4-year undergraduate programme
 - 4.2. Programme/Course Learning Outcomes
 - 5.0. Structure of the four-year undergraduate programme
 - 5.1. Curricular components of the four-year undergraduate programme
 - 5.2. Levels of Courses:
 - 5.3. Programme/curricular components
 - 6.0. Pedagogical approaches
 - 7.0. Learning assessment
 - 7.1. Letter Grades and Grade Points
 - 7.2. Computation of SGPA and CGPA
 - 7.3. Computation of SGPA and CGPA and Format for Transcripts

DEI Core Values	Academic Excellence	Integrity and Ethics
Diversity and Mutual Respect	Maximum Potential,	Systems Approach and Total Quality Management
Social Responsibility	Sustainable Development	Selfless Service



Homo Sapiens to Homo Spiritualis