ST. ALOYSIUS' COLLEGE

AUTONOMOUS
JABALPUR- 482001
MADHYA PRADESH, INDIA

CRITERION-6

GOVERNANCE, LEADERSHIP AND MANAGEMENT

Key Indicator – 6.5.1

Internal Quality Assurance System

Metric No.: 6.5.1

Quality Assurance Initiatives by IQAC

Document Name

NEP MANUAL

1 Inclusivity and Equity

2. Quality and Excellence

3. Holistic Development

4. Multilingualism and Cultural Diversity

5 Ethical and Moral Values

6. Environmental Consciousness

7. Digital Literacy and Technology Upgradation

8. Critical Thinking and Creativity

9. Lifelong Learning

![St. Aloysius' College logo]

ST. ALOYSIUS' COLLEGE
(AUTONOMOUS), JABALPUR(M.P.)
Reaccredited ' A+ ' Grade by NAAC (CGPA 3.68/4.00)
College with Potential for Excellence (CPE) by UGC
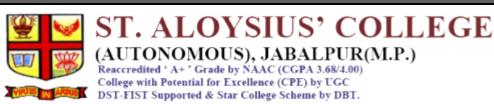DST-FIST Supported & Star College Scheme by DBT.

National Education Policy: New Code of Education

"From Policy to Action: Navigating Learning Challenges in implementing National Education Policy"

Madhya Pradesh, as the second state to fully implement the National Education Policy (NEP) 2020, faced the multifaceted challenge of aligning its educational landscape with the policy's objectives. In the context of St. Aloysius College, like other higher education institutions in the state, many specific challenges emerged. This endeavor demanded meticulous planning, effective coordination, and tailoring approaches to Glocal requirements. Some significant challenges faced were:

- **Curriculum Reform :** Adapting the existing curriculum to align with the NEP's recommendations was the primary challenge faced in the learning process. Integrating vocational courses, critical thinking modules, and skill-based education into the existing curriculum was vital. This transformation demanded substantial curriculum restructuring, aligning the curriculum with local, regional, national and global needs. Curriculum enrichment practices like incorporating course /topics related to employability , entrepreneurship, gender issues, environmental issues and professional ethics that equips students with practical skills, fosters critical thinking, and prepares them for real-world requirements as envisioned by the NEP was challenging.

- **Teaching Pedagogical Development :** Preparing teachers to deliver the objectives of the NEP and develop innovative pedagogical methods was cumbersome, due to the need for a substantial shift in teaching paradigms . Overcoming these challenges demands extensive teacher training and a systemic shift towards student-centered methods and outcome-based learning.

- **Assessment Practices :** NEP advocates a shift from traditional rote memorization -based assessments to more holistic internal evaluation methods . This change requires maintaining authenticity and transparency in assessment and evaluation. It also required redefining examination formats , teacher training in new assessment techniques , and reimagining the role of assessments as tools for learning rather than just for grading.

- **Digital Infrastructure and Inclusive Education** : Implementing the NEP requires technology integration ensuring that students have access to the necessary technology and internet access. Due to its demographic location, many students hail from underprivileged , semi urban, rural and tribal backgrounds and often lack essential skills and access to modern technology. The challenge of student diversity coupled with limited skills and the need to bridge the technological divide is a pivotal concern at (SAC) to ensure seamless implementation NEP.

- **Community Engagement and Internships**:
Engaging with local communities for gainful projects and internships, as per NEP presents the challenge of aligning student skillsets with community needs. Identifying relevant, projects fostering sustained collaboration and actual implementation is a challenge.

- **Resource Allocation Quality Assurance**: Implementing NEP's reforms demanded substantial financial investments in infrastructure, faculty development and technology. Moreover, maintaining quality standards in learning while expanding access and introducing innovative pedagogical methods required robust monitoring, assessment, and faculty training.

The journey from policy to action in implementing the NEP has been marked by commendable efforts and significant challenges. While aligning with NEP's visionary objectives, St. Aloysius is committed to providing holistic and inclusive education, making strides toward a brighter future in education.

AREAS IMPACTED BY THE CHALLENGE OF NEP 2020

The implementation of the National Education Policy 2020 at St. Aloysius College has impacted various crucial areas of the institution's academic and operational systems. The challenges faced and the areas they impacted were not isolated but interconnected, requiring a holistic approach to address them.

The impact of curricular reforms has been comprehensive and transformative. The Primary area of impact was the existing Program and Course structure which was not in line with Major and Minor system as proposed by NEP. It was vital to restructure the curriculum to incorporate NEP's directives, such as vocational courses, critical thinking modules, and skill-based education. This restructuring required a comprehensive review of existing courses and the development of new ones that aligned with the NEP's goals.

The challenge of teaching pedagogical development under the NEP has influenced teacher training, teaching methods and techniques at St. Aloysius College. It needed moving away from traditional approaches towards more innovative and student-centric techniques, thus redefining the way education is delivered. The impact extends to the expected learning outcomes, emphasizing not just academic achievement but also critical thinking, problem-solving, and practical skill development among students.

The challenge of assessment practices under the NEP has led to a significant impact on the examination ordinance at St. Aloysius College. Specifically, the institution has transitioned from the old examination ordinance 17 of the Parent University to the adoption of Ordinance 14 (a) and 14 (b) of the Madhya Pradesh Higher Education system. This change reflects a shift in assessment

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methods and practices. The multiple entry and exit during a degree program as envisioned by NEP impacted the credit system, examination formats and grade sheets,

Technology Integration required the need to invest in technology infrastructure and resources to enable the integration of digital tools and resources into the educational process. The diverse student background required that digital skills and competencies are matched with the requirements of NEP. The challenge of community engagement and internships, in line with the NEP's objectives, has specifically impacted collaborations, project identification and community engagement. It also required professional and industrial collaborations and MOUs for components of internship, field work and apprenticeship. The challenge of resource allocation and quality assurance has influenced financial investment, faculty development, quality standards, monitoring and assessment practices at St. Aloysius College in the context of NEP implementation.

IMPACT ON THE INSTITUTION

The National Educational Policy was implemented in academic session 2021-22 in Madhya Pradesh and St. Aloysius College was pacesetter in executing it from the same academic session. The transition to NEP-aligned educational practices has been phased over several academic years. The NEP adoption at SAC began with the Annual scheme in 2021, with the First Year of all Programs transitioning into the new scheme. This marked the initial phase of implementation, where curriculum reforms, teaching pedagogical development, assessment practices, and other NEP-related changes began to take shape. In 2022, SAC successfully extended the NEP changes to the Second Year of all programs, reflecting a commitment to gradual and well-planned adoption. A significant development in 2022 was the realization of the importance of the semester system in the global education landscape. SAC made the strategic decision to adopt the semester system in the same year. This shift indicated the institution's dedication to staying abreast of global educational trends and enhancing the quality of education offered to its students.

From 2022 onwards, SAC faced the unique challenge of managing batches running under both the annual NEP scheme and the semester NEP scheme concurrently. This required a careful balancing act to ensure that students across different programs and academic years received a consistent and NEP-aligned educational experience. St. Aloysius College has been impacted by the challenge of implementing the NEP since the academic session 2021-22, and this impact has continued to evolve over multiple academic years.

INNOVATION IDEA TO FACE THE CHALLENGE

The institution introduced innovative ideas, **focusing on multidisciplinary education, pedagogical development**, **learner reskilling** and **Proactive management Practices**. The programs offered span diverse disciplines of Arts, Science, Commerce, and Management, aligning

with the National Education Policy (NEP). Pedagogy saw systematic upgrades, transitioning from Bloom's Taxonomy to the **Wedge Shaped Model**, emphasizing NEP's learning needs. Outcome-Based Education with the **Backward Design Framework** further encouraged student-centered methods. Additionally, the Centre for Value Added Courses (VACC) was established to streamlined vocational courses, featuring concise modules taught by experts through MOUs, enhancing students' readiness for the job market. **Proactive management practices** at the institution were characterized by prompt decision-making, prioritizing student welfare. This approach not only ensured that students' well-being and academic progress were at the forefront of decision-making but also contributed to a dynamic and responsive educational environment needed for effective NEP implementation.

INNOVATIVE IDEA AND DIGITAL DISRUPTION

Implementing a comprehensive policy like the National Education Policy (NEP) requires innovative strategies to navigate learning challenges effectively. St Aloysius Colleges very promptly identified the challenges that NEP implementation presented. A systematic approach was adopted in terms of planning strategically ideas that would help to navigate the challenges. The innovative ideas implemented by the institution focused to **Multidisciplinary approach, Pedagogical development, reskilling its learners** and **Proactive Management Practices.** A mapping of the ideas and the challenges was done to come up with an institutional model as a guide for executing NEP. This is a clear indication that the institution forged with proper planning.

The idea of Multidisciplinary approach, offering maximum options under NEP helped to overcome the challenge of curricular restructuring and streamlining assessment practices. The institution's innovative approach in curricular reforms is evident in offering undergraduate and post graduate programs in diverse disciplines of Arts, Science, Commerce and Management. These programs offer **Maximum options** under NEP with Major, minor, electives and vocational courses allowing students to choose pathways that resonate with their skills and prepare students for the ever-evolving job market. In spite of transiting into a new system there was no delay in commencement of academic sessions and declaration of results.

Implementing **teaching pedagogical development** proved instrumental in addressing the challenge of adapting to evolving student-centric teaching methods and overhauling assessment practices. The institution methodically enhanced teaching pedagogy, initially basing it on Blooms' taxonomy as a guiding heuristic for shaping teaching and learning approaches. In response to the

learning requirements of the National Education Policy (NEP), the institution adopted and practiced.

AREAS IMPACTED BY THE CHALLENGES

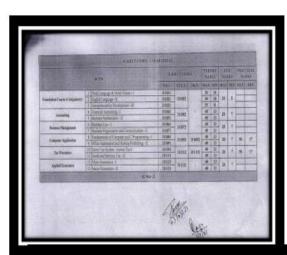Old course structure with no interdisciplinary options
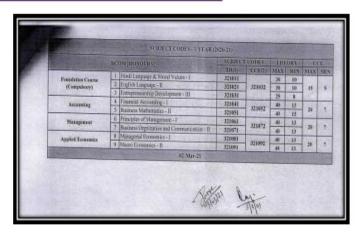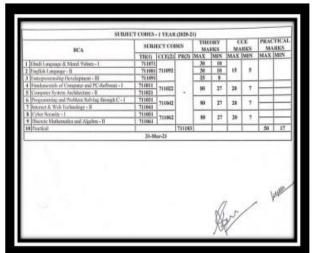
Course Structure

UG & PG

2020-2021

UG I Year

SUBJECT CODES - I YEAR (2020-21)

BBA	SUBJECT CODES		THEORY		CIA	
	TH(1)	CIA(2)	MAX	MIN	MAX	MIN
1 Principles of Management - I	611011	611012	40	16	10	2
2 Communication Skills - II	611021	611022	40	16	10	4
3 Micro Economics - III	611031	611032	40	16	10	4
4 Business Statistics - IV	611041	611042	40	16	10	4
5 Financial Accounting - V	611051	611052	40	16	10	4
6 Business Mathematics - VI	611061	611062	40	16	10	4

02-Mar-21

SUBJECT CODES - I YEAR (2020-21)

BCOM [HONOURS]		SUBJECT CODES		THEORY		CCE	
		TH(1)	CCE(2)	MAX	MIN	MAX	MIN
Foundation Course (Compulsory)	1 Hindi Language & Moral Values - I	321011		30	10		
	2 English Language - II	321021	321032	30	10	15	5
	3 Entrepreneurship Development - III	321031		25	8		
Accounting	4 Financial Accounting - I	321041		40	13		
	5 Business Mathematics - II	321051	321052	40	13	20	7
Management	6 Principles of Management - I	321061		40	13		
	7 Business Organization and Communication - II	321071	321072	40	13	20	7
Applied Economics	8 Managerial Economics - I	321081		40	13		
	9 Macro Economics - II	321091	321092	40	13	20	7

02-Mar-21

SUBJECT CODES - I YEAR (2020-21)

BCA	SUBJECT CODES			THEORY MARKS		CCE MARKS		PRACTICAL MARKS	
	TH(1)	CCE(2)	PR(3)	MAX	MIN	MAX	MIN	MAX	MIN
1 Hindi Language & Moral Values - I	711071			30	10				
2 English Language - II	711081	711092		30	10	15	5		
3 Entrepreneurship Development - III	711091			25	8				
4 Fundamentals of Computer and PC-Software - I	711011	711022		80	27	20	7		
5 Computer System Architecture - II	711021								
6 Programming and Problem Solving through C - I	711031	711042		80	27	20	7		
7 Internet & Web Technology - II	711041								
8 Cyber Security - I	711051	711062		80	27	20	7		
9 Discrete Mathematics and Algebra - II	711061								
10 Practical			711043					50	17

31-Mar-21

UG II Year

SUBJECT CODES - 2 YEAR (2020-21) — BCOM

		SUBJECT CODES			THEORY MARKS		CCE MARKS		PRACTICAL MARKS	
		TH(1)	CCE(2)	PR(3)	MAX	MIN	MAX	MIN	MAX	MIN
Foundation Course (Compulsory)	1 Hindi Language and Moral Values-I	312011			30	10				
	2 English Language-II	312021	312032		30	10	15	5		
	3 Environmental Studies-III	312031			25	8				
Accounting	4 Corporate Accounting-I	312041	312052		40	13	20	7		
	5 Cost Account-II	312051			40	13				
Business Management	6 Principles of Statistics-I	312061	312072		40	13	20	7		
	7 Principles of Management-II	312071			40	13				
Computer Application	8 Object Oriented Programming (C++) & Conceptual Operating System-I	312081	312092	312093	40	13	30	7	50	17
	9 Computer Networks & Relational Database Management System-II	312091			40	13				
Tax Procedure	10 Income Tax Procedure and Practice	312101	312112	312113	40	13	20	7	50	17
	11 Advance Study of Goods & Services Tax	312111			40	13				
Applied Economics	12 Indian Companies Act-I	312121	312132		40	13	20	7		
	13 Banking & Insurance-II	312131			40	13				

02-Mar-21

SUBJECT CODES - 2 YEAR (2020-21) — BCOM [HONOURS]

		SUBJECT CODES		MAX	MIN	CCE MARKS	
		TH(1)	CCE(2)			MAX	MIN
Foundation Course (Compulsory)	1 Hindi Language and Moral Values-I	322011		30	10		
	2 English Language-II	322021	322032	30	10	15	5
	3 Environmental Studies-III	322031		25	8		
Accounting	4 Corporate Accounting-I	322041	322052	40	13	20	7
	5 Advanced Accounting & Practice-II	322051		40	13		
Management	6 Marketing Management-I	322061	322072	40	13	20	7
	7 Financial Management-II	322071		40	13		
Applied Economics	8 Public Finance-I	322081	322092	40	13	20	7
	9 Advanced Statistics-II	322091		40	13		

02-Mar-21

SUBJECT CODES - 2 YEAR (2020-21) — BBA

S.No.		SUBJECT CODES		THEORY MARKS		CIA MARKS	
		TH(1)	CIA(2)	MAX	MIN	MAX	MIN
1	Marketing Management-I	612011	612012	40	16	10	4
2	Marketing Research-II	612021	612022	40	16	10	4
3	Financial Management-III	612031	612032	40	16	10	4
4	Project Management-IV	612041	612042	40	16	10	4
5	Human Resource Management-V	612051	612052	40	16	10	4
6	Organisational Behaviour-VI	612061	612062	40	16	10	4

02-Mar-21

SUBJECT CODES - 2 YEAR (2020-21) — BCA

		SUBJECT CODES			THEORY MARKS		CCE MARKS		PRACTICAL MARKS	
		TH(1)	CCE(2)	PR(3)	MAX	MIN	MAX	MIN	MAX	MIN
1	Hindi Language and Moral Values-I	712011			30	10				
2	English Language-II	712021	712032		30	10	15	5		
3	Environmental Studies-III	712031			25	8				
4	Data Structures using C++ -I	712041	712042		40	13	10	3		
5	Database Management System-II	712051	712052		40	13	10	3		
6	Internet of Things and Python Programming-III	712061	712062		40	13	10	3		
7	Operating System With Unix/Linux-IV	712071	712072		40	13	10	3		
8	Accounting and Financial Management-V	712081	712082		40	13	10	3		
9	Computer Oriented Numerical Methods-VI	712091	712092		40	13	10	3		
10	Practical			712103					50	17

02-Mar-21

UG III Year

Teaching Pedagogical Development

Scope of limited lab work, hands on training and experiential training due to the course structure

Practical structure

Practical Examination Structure

Detail	Maximum Marks	Minimum Marks
Viva Voce	10	04
Practical Record Book	20	07
Written Exam	20	07
Total Marks	**50**	**18**

Old Course Structure

Three year Degree course With no options for multiple entry and exit

ORDINANCE NO.- 17
COURSES AT UNDER GRADUATE LEVEL
(ANNUAL SYSTEM OF EXAMINATION)

(Approved by the Co-ordination committee in it's 94th Meeting dt. 10/05/2018)

1. The provisions of this Ordinance shall be applicable from the date of notification of Annual system by the state government, with the prior approval of the Chancellor.

2. The three year degree courses(e.g.- B.A.,B.Sc.,B.Com.,B.A.(H),B.Sc.(H),B.Com.(H),B.A.(Management), B.B.A.,B.C.A.,B.Sc.(Home Sc.) and any other course/courses notified for this purpose by the University / State Govt. to be run under Annual Pattern of examination ,except those for which the University has separate ordinances, shall be run under Annual system.

3. The ordinance shall be applicable to all such courses being run in the university teaching departments (UTDs) and affiliated colleges under the jurisdiction of the University.

4. The Annual system shall also be applicable to private students.

5. The duration of these courses of study shall extend over three academic years.

6. Normally, the medium of instruction shall be Hindi / English or as decided by the University / State Govt. from time to time.

7. The intake for each of these courses shall be decided by the University / State Govt. from time to time, as the case may be.

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*As notified by the State Government, vide Notification (N.- 968/96/शिक्षा 1/प्रशिक्षा dt. 12/7/17)and later approved by the Co-ordination committee in it's 93 rd Meeting dt. 25/10/2017)

8. Every candidate seeking admission to these courses shall be required to have passed 10+2 examination (Higher Secondary) of M.P.Board/ CBSE/Any other equivalent body recognized by the University for this purpose.

   Provided that , for the purpose of admission in Honours courses the min. marks required shall be 60 % or as notified by the University / State Government from time to time .

9. Admissions in these courses will be made by any mode and procedure, as decided by the state government for colleges and in case of the UTDs as decided by the university, from time to time.

10. Admission rules and Guidelines, as framed by the state Govt./University shall be applicable for admissions from time to time .

11. The under graduate courses in Annual System shall consist of :-
    a. Such Subjects/Papers,Job internship, Lab works; Practicals, etc. as may be prescribed by the University/ State Government from time to time.
    b. Such Syllabus and the Scheme of examination as may be prescribed by the State Government or University ,as the case may be, from time to time.

Vocational Course, Field Projects and Community engagements were not a compulsory component

12. Each student shall have to appear separately in the examination of theory/practical and continuous comprehensive examination (CCE)/internal assessment(IA), if he/she is eligible and has not otherwise been prevented by the University from appearing in the examination. The CCE /IA will be held in the manner prescribed from time to time by the University/State Govt.

13. For passing the examination, the candidate shall be required to secure minimum marks (As prescribed in the relevant scheme) in

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the University examination separately in Theory,Practicals(if any) and CCE IA in each of the prescribed subject.

14. There shall be supplementary examination for the eligible candidates.Theory, Practical and CCE/IA shall be treated as separate subjects for this purpose

(i) If a candidate fails in one subject,and clears all the remaining subjects of that examination, he/she will be allowed to appear in the supplementary examination for two consecutive chances only.

Provided that .If a candidate fails in more than one subject in any examination. he/she shall be declared FAIL and allowed to appear in the next examination of the same class.

Provided also , that if a candidate is unable to clear the supplementary examination in the chances prescribed in sub para (i) he/she shall be declared fail and shall have to appear in all the papers of the said examination again.

(ii) The candidate shall be awarded degree only in the year when he/she clears all the papers.

(iii) In all the above cases, the candidates shall be required to appear in the examination as per the syllabus and scheme applicable at the time of examination .

(iv)Any changes notified any time by the state Govt. in the criteria of eligibility of supplementary examination, shall overrule the above provisions.

15. No candidate shall be allowed to appear in the Examination unless he/she has :

i. Attended at least 75% of lecture/practical delivered separately .(For Regular candidates only)

ii. Paid all the fees due .

No Academic Credit bank facility for assessments

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iii. Obtained 'NO DUES' certificate from the concerned Department /College.

iv. Submitted the job internship certificate/ Project report, as notified by the Head/Principal.

v. Received implant training as prescribed by the Head/ Principal as per course curriculum.

16. The Division (In the final result) shall be awarded on the basis of Total Marks obtained in the Theory, Practical and CCE /IA of all the classes of the course concerned as the case may be taken together.

60% or above	-	First Division
45% or above but less than 60%	-	Second Division
Min Passing Marks or above but less than 45%		Third Division

No provision for multiple exit and entry

17. Regarding the duration of completion of the course, the provisions given in the letter (No. 1868/198/CC/17/38, Dated 09.10.2017) of the Deptt. of Higher Education (Later approved in the 93rd meeting of the co-ordination committee dt.25/10/17) will be applicable.

These provisions read as under-

विश्व-विद्यालय व महाविद्यालय के स्नातक पाठ्यक्रमों में कमशः ६ व ३ वर्ष की अवधि की माप्यता प्रदान करने विषयक्षु

प्रत्येक दिशानुदर्श का कुलपतिपति परीक्षण में असलग्नपंत के रूप में प्रेष अपलोडित अनुसार :-

* [illegible line]

2. [illegible line] का विद्यार्थी को १ वर्ष का दस्तावेज दिया जाएगा जिसमे उसका अगला पाठ्यक्रम पूर्ण करना अनिवार्य होगा।

3. यदि कोई विद्यार्थी पाठ्यक्रम की अधिकतम अवधि (स्नातक 05 एवं स्नातकोत्तर 04 वर्ष) एवं १ वर्ष एक्सटेंशन का उपयोग करने के बाद भी पाठ्यक्रम को पूर्ण नहीं कर पाता है तो उसको शेष पाठ्यक्रम स्वाध्यायी छात्र के रूप में पंजीकृत होकर उत्तीर्ण करना होगा । ऐसे विद्यार्थियों या पाठ्यक्रम की न्यूनतम अवधि एवं प्रविधि व राज्य शासनानी वर्ग होगा

4. [illegible line]

5. इस प्रकार निर्धारित अवधि के उपरान्त स्वाध्यायी रूप में परीक्षा में भाग लेने वाले विद्यार्थियों को जिस वर्ष परीक्षा में भाग लेना है उसी वर्ष का पाठ्यक्रम (यदि पूर्व पाठ्यक्रम में परिवर्तन अभी हुआ है तो) एवं उसी वर्ष के अनुसार अन्य सभी पाठ्यक्रम एवं आन्तरिक प्रावधानों का पालन करते हुए उसी के अनुसार परीक्षा दी जाती होगी । विद्यालय पूर्व के बैच में इस प्रकार के स्वाध्यायी विद्यार्थियों के लिए ,पृथक से कोई प्रावधान करने के लिए बाध्य नहीं होगा ।

6. [illegible line]

iii.r

18. If an examinee is failing or missing a division, he/she shall be entitled for Grace marks as per the following provisions-

(i) **Kulpati Grace (KG)** may condone the deficiency of ONE mark only in case the examinee is failing or missing a division by ONE mark. Where the deficiency is so condoned, ONE mark shall no where be added.

(ii) **General grace (G)** of maximum Three marks shall be given to an examinee to pass the examination, if he/she fails in not more than two subjects by not more than three marks, but secures the minimum aggregate marks required. However, these grace marks shall no where be added.

Provided that, the benefit of the provisions of sub para (i) and (ii) will not be given to an examinee simultaneously.

19. REVALUATION ,SCRUTINY(Retotaling) AND REVIEW OF ANSWER-BOOKS shall be done as per the rules specified in the **Appendix –I** (Enclosed) of this ordinance.

20. All other matters and matters not provided in this ordinance, shall be governed by the provisions of the general ordinances of the University or notification/order issued by the state govt./University, from time to time.

21. In case of any dispute/ambiguity, the decision of the Vice Chancellor shall be final.

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S.No.	CLASS	BOYS				TOTAL	GIRLS				TOTAL	GRANT TOTAL
		GEN.	ST	SC	OBC		GEN.	ST	SC	OBC		
1	B.Com. I Year	303	21	35	146	505	222	14	42	110	388	893
2	B.Com. II Year	252	20	34	127	433	197	12	25	106	340	773
3	B.Com III Year	290	13	28	115	446	235	17	19	115	386	832
1	B.Com Hons. I Year	27	2	3	20	52	48	3	4	14	69	121
2	B.Com. Hons II Year	26	2	2	5	35	42	3	0	15	60	95
3	B.ComHons III Year	22	3	3	10	38	47	1	1	9	58	96
4	B.Sc. I Year	64	16	6	36	122	83	10	8	53	154	276
5	B.Sc. II Year	75	19	21	76	191	86	13	12	69	180	371
6	B.Sc. III Year	92	10	9	61	172	122	16	14	71	223	395
7	B.A. I Year	56	12	6	28	102	86	13	11	35	145	247
8	B.A. II Year	62	10	13	39	124	76	8	14	25	123	247
9	B.A. III Year	55	7	11	34	107	60	7	10	28	105	212
10	B.B.A. I Year	76	5	5	20	106	63	0	4	17	84	190
11	B.B.A. II Year	69	0	2	14	85	40	0	0	11	51	136
12	B.B.A III Year	35	1	2	5	43	27	1	4	9	41	84
13	B.C. A. I Year	15	2	2	14	33	8	0	0	8	16	49
14	B.C.A. II Year	27	0	2	4	33	10	0	0	5	15	48
15	B.C.A III Year	25	0	17		42	14	0	2	2	18	60
16	M.SC I Sem Phy.	4	1	1	1	7	5	0	1	3	9	16
17	M.SC I Sem Chem.	2	0	0	7	9	11	1	0	3	15	24
18	M.SC I SemComp.Sc	7	1	1	3	12	5	0	2	4	11	23
19	M.SC I Sem Zoo.	1	0	1	3	5	8	5	5	1	19	24
20	M.SC I Sem Micro	1	1	0	4	6	10	3	1	3	17	23
21	M.SC I Sem Biotech	2	0	1	2	5	12	1	2	4	19	24
22	M.SC I Sem Maths	6	2	1	3	12	6	0	0	7	13	25
25	M.A I Sem Eng. Lit	2	1	1	2	6	11	1	1	8	21	27
24	M.A I Sem Eco	8	0	0	3	11	10	1	0	4	15	26
23	M.A I Sem Pol.Sc	4	0	2	4	10	10	0	3	0	13	23
26	M.SC III Sem Phy.	4	0	0	1	5	8	0	0	1	9	14
27	M.SC III Sem Chem.	1	0	0	3	4	12	2	1	4	19	23

S.No.	CLASS	GEN.	ST	SC	OBC	TOTAL	GEN.	ST	SC	OBC	TOTAL	GRANT TOTAL
30	M.SC III Sem Micro	1	1	0	0	2	7	1	1	3	12	14
31	M.SC III Sem Biotech	1	0	0	0	1	2	1	0	1	4	5
32	M.SC III Sem Maths	0	0	0	3	3	7	0	0	8	15	18
33	MA III Sem Eco.	5	1	0	0	6	12	0	1	5	18	24
34	MA III Sem Eng. Lit	9	0	0	1	10	7	0	0	1	8	18
35	MA III Sem Pol.Sc	3	0	1	2	6	5	0	0	3	8	14
36	M.COM I SEM	8	2	1	4	15	20	2	3	8	33	48
37	M.COM III SEM	12	1	1	3	17	15	1	2	8	26	43
38	B.ED I	12	3	1	3	19	60	1	3	16	80	99
39	B.ED III	13	2	0	4	19	57	0	6	14	77	96
	Total	**1682**	**160**	**215**	**811**	**2868**	**1779**	**141**	**204**	**819**	**2943**	**5811**

STUDENT ON ROLL FOR THE ACADEMIC YEAR 2021-22

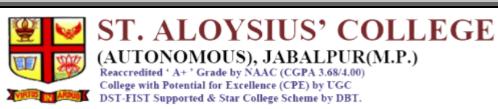| S.No.	CLASS	BOYS				TOTAL	GIRLS				TOTAL	GRANT TOTAL
		GEN.	ST	SC	OBC		GEN.	ST	SC	OBC		
1	B.Com. I Year	294	14	41	156	505	243	11	47	123	424	929
2	B.Com. II Year	293	20	36	145	494	221	13	40	103	377	871
3	B.Com III Year	242	20	34	121	417	195	12	25	109	341	758
2	B.Com. Hons II Year	26	2	3	19	50	48	3	4	14	69	119
3	B.Com Hons III Year	26	2	2	5	35	43	3	0	15	61	96
4	B.Sc. I Year	44	10	2	26	82	43	12	8	31	94	176
5	B.Sc. II Year	63	16	4	35	118	81	10	6	49	146	264
6	B.Sc. III Year	75	19	20	74	188	82	12	12	67	173	361
7	B.A. I Year	62	14	15	31	122	64	11	15	37	127	249
8	B.A. II Year	53	12	6	27	98	83	12	13	34	142	240
9	B.A. III Year	60	9	13	37	119	75	8	14	24	121	240
10	B.B.A. I Year	95	1	5	29	130	77	2	1	38	118	248
11	B.B.A. II Year	78	5	5	20	108	63	0	4	18	85	193
12	B.B.A III Year	67	0	2	14	83	39	0	0	11	50	133
13	B.C. A. I Year	23	2	3	17	45	8	1	2	2	13	58
14	B.C.A. II Year	17	2	2	14	35	9	0	0	4	13	48
15	B.C.A III Year	28	0	0	5	33	10	0	0	5	15	48
16	M.SC I Sem Phy.	4	0	0	0	4	6	0	0	3	9	13
17	M.SC I Sem Chem.	2	0	0	0	2	9	0	0	4	13	15

Based Education with the Backward Design Framework further encouraged student-centered methods. Additionally, the Centre for Value Added Courses (VACC) was established to streamlined vocational courses, featuring concise modules taught by experts through MOUs, enhancing students' readiness for the job market. Proactive management practices at the institution were characterized by prompt decision-making, prioritizing student welfare. This approach not only ensured that students' well-being and academic progress were at the forefront of decision-making but also contributed to a dynamic and responsive educational environment needed for effective NEP implementation.

INNOVATIVE IDEA AND DIGITAL DISRUPTION

Implementing a comprehensive policy like the National Education Policy (NEP) requires innovative strategies to navigate learning challenges effectively. St Aloysius Colleges very promptly identified the challenges that NEP implementation presented. A systematic approach was adopted in terms of planning strategically ideas that would help to navigate the challenges. The innovative ideas implemented by the institution focused to Multidisciplinary approach, Pedagogical development, reskilling its learners and Proactive Management Practices. A mapping of the ideas and the challenges was done to come up with an institutional model as a guide for executing NEP. This is a clear indication that the institution forged with proper planning.

The idea of Multidisciplinary approach, offering maximum options under NEP helped to overcome the challenge of curricular restructuring and streamlining assessment practices. The institution's

innovative approach in curricular reforms is evident in offering undergraduate and post graduate

programs in diverse disciplines of Arts, Science, Commerce and Management. These programs offer Maximum options under NEP with Major, minor, electives and vocational courses allowing students to choose pathways that resonate with their skills and prepare students for the ever-evolving job market. In spite of transiting into a new system there was no delay in commencement of academic sessions and declaration of results.

practices. The institution methodically enhanced teaching pedagogy, initially basing it on Blooms' taxonomy as a guiding heuristic for shaping teaching and learning approaches. In response to the learning requirements of the National Education Policy (NEP), the institution adopted and institutionalized the revised Blooms' Taxonomy, which took the form of a wedge-shaped model. This revision placed greater emphasis on fostering higher-order thinking skills. To further bolster this shift towards student-centered methods and outcome-based learning, the institution also implemented Outcome-Based Education, following the Backward Design Framework. These strategic steps facilitated a systematic transition, ensuring that teaching practices aligned more closely with student needs and objectives while accommodating the evolving landscape of education.

Implementing teaching pedagogical development proved instrumental in addressing the challenge of adapting to evolving student-centric teaching methods and overhauling assessment. Institutionalized the revised Blooms' Taxonomy, which took the form of a wedge-shaped model. This revision placed greater emphasis on fostering higher-order thinking skills. To further bolster this shift towards student-centered methods and outcome-based learning, the institution also implemented Outcome-Based Education, following the Backward Design Framework. These strategic steps facilitated a systematic transition, ensuring that teaching practices aligned more closely with student needs and objectives while accommodating the evolving landscape of education.

The strategy of **reskilling learners** played a pivotal role in addressing the challenge of fostering **Community Engagement** and facilitating **Internship opportunities**. To effectively streamline vocational and skill-based education, St. Aloysius College established the Centre for Value Added Courses (VACC), bringing various programs under a unified umbrella. VACC meticulously designed concise, modular courses and collaborated with seasoned professionals and industrial experts to ensure that students received training from experienced mentors. Furthermore, the institution forged strategic Memorandums of Understanding (MOUs) with multiple agencies to streamline internships and field projects, offering students invaluable real-world exposure. This comprehensive approach was designed to elevate students' employability and prepare them thoroughly for their chosen industries, establishing VACC as an indispensable asset for hands-on and practical education.

Prompt Management Practices played a pivotal role in surmounting the challenges associated with **digital infrastructure, inclusive education, quality assurance and resource allocation.** The swift and informed decision-making, coupled with transparent resource allocation, facilitated the substantial upgrade of educational facilities, transforming traditional classrooms into modern smart classrooms. These advancements in infrastructure were critical for harnessing the potential of digital tools and technologies in the educational landscape. Moreover, the commitment to inclusive education was reinforced through these practices, ensuring that resources were allocated to support diverse student needs, including assistive technologies and specialized educators.

Simultaneously, robust quality assurance measures upheld the efficiency and effectiveness of resource allocation, guaranteeing that funds were channeled towards initiatives that enhanced student outcomes. In sum, the conscientious application of Prompt Management Practices revolutionized the educational environment, making it more technologically adept, inclusive, and resource-efficient, ultimately benefiting both educators and learners.

Digital disruption was pervasive in numerous areas, including the introduction of revised curricular feedback software, assessment software, Teacher's Diary software, and grade sheet generation tools. These innovations reshaped traditional educational processes, offering more efficient and data-driven solutions. The revised curricular feedback software enabled educators to tailor their teaching approaches more effectively, while assessment software streamlined evaluation processes. Teacher's Diary software facilitated better communication and organization, enhancing the teaching experience. Grade sheet generation tools simplified administrative tasks, saving time and resources. Collectively, these digital advancements significantly transformed the educational landscape, improving both teaching and administrative aspects of the institution.

In conclusion, the institution's innovative strategies for implementing the National Education Policy (NEP) encompassed multidisciplinary programs, upgraded teaching pedagogy, the establishment of the Centre for Value Added Courses (VACC) and Proactive management

Practices when mapped with challenges very effectively aided in addressing the challenges. These initiatives collectively aimed to enhance students' skills, prepare them for the job market, and align with the NEP's goals. By offering diverse educational pathways and real-world experiences, the institution demonstrated a commitment to providing a comprehensive and forward-thinking educational landscape.

PROCESS TOWARDS REACHING THE OUTCOME

The envisioned outcome for the institution was the successful implementation of the National Education Policy in action, where the objectives of the policy were not just on paper but were tangibly experienced and realized by the students for whom the policy was intended. The **Curriculum reform** process was that feedback on curriculum was taken from various stakeholders like alumni, professional experts, peer academician and students. To effectively

manage this feedback, the institution designed software specifically for collecting and analyzing feedbacks. These feedbacks were discussed in the respective Board of studies of various departments then approved by Academic Council and Governing Body. Overall, this well-structured curriculum reform process resulted in a thorough and systematic restructuring of the curriculum to align with NEP.

The process of teaching pedagogy development was initiated by training teachers for the requirements of NEP the institution sent its faculty members to attend FDPs and Teacher training programs from world class Institutions like Harvard Bok Teaching Learning Centre and United Board and NEP based orientation programs. The Program Outcome, Program Specific Outcomes and Course Outcomes were realigned with different cognitive levels and were mapped with the institutional vision, Mission statement. This was helpful in ensuring that NEP objectives are interwoven in the teaching learning process of St. Aloysius College. To gauge the effectiveness of these efforts, an attainment measurement software tool was implemented. Consequently, this process facilitated the assessment of students' progress and competence in alignment with the NEP objectives. The assessment process was implemented by restructuring the credit system and designing unit wise mark allocation schemes for courses under Major, Minor, Electives and vocational courses. The examination software was tailored for generating grade sheets as per NEP under annual pattern and then semester pattern.

The Upskilling process, facilitated through the Center for Value Added Courses (VACC), aimed to institutionalize skill-based courses. The placement cell introduced the "UDAAN" training module for graduate upskilling, while a partnership with Bajaj Finserv led to the Certificate Program in Banking, Finance, and Insurance (CPBFI), further enhancing student skills. Industry professionals served as trainers, bridging the academia-industry gap. The field Project Internship and Community service, guidelines and formats given by the higher education were translated and provided to the students which enable them to understand and undertake these components

beneficially. EPWF database was purchased for students to undertake data analysis in project work.

The Proactive management practices were evident in infrastructure upgradation. All classrooms (33) were equipped with multimedia Interactive panels. The institution has acquired 75 Mbps Internet Leased Line (ILL) 1:1 over OFC (Optical Fiber Cable). The college automation system eCAS has web-based OPACs which was upgraded. The institutional servers (IBM Xseries) were deployed in in-house data center which is backed by hardware firewall quick heal seqrite. The google cloud subscription and VPS webhosting enabling massive data management.

These processes facilitated the seamless and successful implementation of the desired outcomes outlined in the NEP.

OUTCOME OF THE INNOVATION

The implementation of various processes to execute the NEP yielded diverse outcomes, both tangible and intangible. Curricular reforms, enabling a wider range of subject combinations, led to increased student enrollments as they could select preferred subjects. Aligning teaching pedagogy with NEP's learning objectives resulted in over 3500 video lectures across B.Sc, B.A, B.Com, BBA, and BCA programs on various subjects were made available to students. The institution gained recognition as a Swayam local chapter for MOOC courses, resulting that the learning needs of the students were met from various MOOC courses.

The tangible outcome of assessment reforms made by the institution while transiting to NEP annual and semester scheme is that inspite of the change in systems the planning was so strong that no delay was caused in declaration of results. All the end examination results were declared on time which ensured that the new academic session was commenced without delay.   The upskilling initiatives led to student recognition at Intershala for internship performance and many students got selected for paid internships. The establishment of the Entrepreneurship Development Cell as an MSME India center and participation of students in IIT Mumbai E-Cell activities is testimony that the students were able to showcase their skills at National level. The institution also achieved Atal Ranking of Institutions on Innovation Achievements and Institution Innovation Council (IIC) by the Ministry of Education.

The Principal and Faculty of the college were invited as resource persons to other institutions for sharing NEP implementation expertise. In national rankings, the institution secured 75th in Arts, 82nd in Commerce, and 97th in BBA by India Today. The Open Magazine recognized the

institution's faculties, placing Arts at 1st, Science at 2nd, Commerce and BCA at 3rd position in Madhya Pradesh and 19th in the western zone. The State government awarded the institution for

successfully implementing NEP in Madhya Pradesh. All Faculty members were awarded by MLA (Cant.) Jabalpur for their outstanding contribution to the field of education in context of NEP.

In conclusion, the institution's diligent efforts in implementing the NEP have resulted in a transformative educational journey, marked by increased enrollment, recognition, and excellence. The institution has a profound sense of moral fulfillment that with its earnest efforts it has been actively contributing to the nation-building process.

Ordinance 14 A

Ordinance for three/four years Undergraduate Degree (CBCS Semester Mode)

(As per the "Guidelines for Multiple Entry and Exit in Academic Programmes offered in Higher Education Institutions" issued by UGC, New Delhi under National Education Policy 2020)

1. The provisions of this Ordinance shall be applicable from the academic session 2021-22

2. The provisions of this Ordinance shall apply to the three-year/six-semester Bachelor's degree or four-year/eight-semester Bachelor's degree (Honours/Research) undergraduate programmes such as Bachelor of Arts (B A), Bachelor of Science (B Sc), Bachelor of Commerce (B Com), Bachelor of Computer Application (B C A), Bachelor of Business Administration (B B A), Bachelor of Home Science (B H Sc) and other similar Undergraduate programmes notified by the University

3. The Ordinance shall apply to all such programmes being run by the University in its Teaching Departments (UTDs)/SOS (School of Studies) and its affiliated autonomous colleges for their regular as well as non-collegiate (private) students

16.15. Table 3: Structure of Credit Course (Semester System)

	Course (Credit)	Course Type	Credits Allocated			Distribution of Theory Marks		Distribution of Practical Marks		Tutorial Marks
			Theory	Practical	Tutorial	Internal (Through CCE)	External (-End Semester Exam)	Internal	External (End Semester Practical Exam)	
1	Core (6)	Type-1	6	NA	NA	40	60	NA	NA	NA
2	Core (6)	Type-2	4	2	NA	40	60	40	60	NA
3	Core (6)	Type-3	2	4	NA	40	60	50 (Through CCE)	50	NA
4	Core (6)	Type-4	5	NA	1	40	60	NA	NA	100
5	GE/DSE/SEC (4)	Type-1	4	0	NA	40	60	NA	NA	NA
6	GE/DSE/SEC (4)	Type-2	3	1 (P,T,W,etc)	NA	40	60	NA	100	NA
7	DSE/SEC (4)	Type-3	1	3 (P,T,W,etc)	NA	40	60	50 (Through CCE)	50	NA
8	DSE/SEC (4)	Type-4	3	NA	1	40	60	NA	NA	100
9	AECC (4)	Type-1	4	NA	NA	40	60	NA	NA	NA
10	Field-Projects / Internship / Apprenticeship / Community engagement & service (6/10)	NA	(i) Field-Projects / Internship / Apprenticeship / Community engagement & service 4/6 Credits (75 Marks) (ii) Evaluation of Report 2/4 Credit (25 Marks)							
11	Research Methodology (4)	Type-4	3	NA	1	40	60	NA	NA	100
12	Dissertation/Research Project (4/6/10)	NA	Evaluation of Thesis 2/4/6 Credits (50 Marks) + Pre submission viva-voce 1/1/2 Credit (25 Marks) + External viva-voce 1/1/2 Credit (25 Marks)							

P-Practical, T-Training, W-Workshop

Challenges arising due to revised provisions of Ordinance of Madhya Pradesh Higher Education for

Implementation of National Education Policy

मध्यप्रदेश शासन
उच्च शिक्षा विभाग
मंत्रालय

क्र. ०५५/138/सीसी/21/38

भोपाल,दिनांक ०3/ ११) 2०21

प्रति,

1 आयुक्त,
उच्च शिक्षा संचालनालय,
सतपुडा भवन, भोपाल

2. कुलसचिव,
समस्त शासकीय एवं निजी विश्वविद्यालय,
मध्यप्रदेश ।

3 प्राचार्य,
समस्त स्वशासी महाविद्यालय,
मध्यप्रदेश ।

विषय:-राष्ट्रीय शिक्षा नीति, 2020 के परिप्रेक्ष्य में अध्यादेश 14 ए तथा 14 बी अनुसार कार्यवाही सुनिश्चित किये जाने के संबंध में ।

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उपरोक्त विषयान्तर्गत लेख है कि राष्ट्रीय शिक्षा नीति, 2020 के परिप्रेक्ष्य में स्नातक पाठयक्रमों हेतु अध्यादेश 14 ए तथा 14 बी पर माननीय कुलाधिपति द्वारा विश्वविद्यालय समन्वय समिति के अनुसमर्थन की प्रत्याशा में अनुमोदन प्रदान किया गया है ।

कृपया तदनुसार आवश्यक कार्यवाही सुनिश्चित किये जाने का अनुरोध है ।

संलग्न : उपरोक्तानुसार

2

पृ.क्रमांक   /138 /सी.सी./21/38   भोपाल,दिनांक

प्रतिलिपि:-

1.विशेष सहायक मा.मंत्री जी, उच्च शिक्षा, मध्यप्रदेश ।

2.निज सचिव, प्रमुख सचिव, मध्यप्रदेश शासन, उच्च शिक्षा विभाग, मंत्रालय ।

3.अपर सचिव, राज्यपाल सचिवालय, राजभवन, भोपाल की ओर सूचनार्थ प्रेषित ।

4.अध्यक्ष, स्थायी समिति, कुलपति, जीवाजी विश्वविद्यालय, ग्वालियर (म.प्र.)

5.अध्यक्ष, म.प्र. निजी विश्वविद्यालय विनियामक आयोग, भोपाल ।

विशेष कर्तव्यस्थ अधिकारी
उच्च शिक्षा विभाग
मंत्रालय

(As per the "Guidelines for Multiple Entry and Exit in Academic Programmes offered in Higher Education Institutions" issued by UGC, New Delhi under National Education Policy 2020)

1. The provisions of this Ordinance shall be applicable from the academic session 2021-22

2. The provisions of this Ordinance shall apply to the three-year/six-semester Bachelor's degree or four-year/eight-semester Bachelor's degree (Honours/Research) undergraduate programmes such as Bachelor of Arts (B A), Bachelor of Science (B Sc), Bachelor of Commerce (B Com), Bachelor of Computer Application (B C A), Bachelor of Business Administration (B B A), Bachelor of Home Science (B H Sc) and other similar Undergraduate programmes notified by the University

3. The Ordinance shall apply to all such programmes being run by the University in its Teaching Departments (UTDs)/SOS (School of Studies) and its affiliated autonomous colleges for their regular as well as non-collegiate (private) students

4. Admission rules and guidelines for admission to these programmes will be framed by the University for admission in its UTDs/SOS and by the State Government for admission in colleges Admission to the 4th year (Level 8) shall be available only in the institutions offering a 4-year Undergraduate Programme Autonomous colleges with NAAC grade "A" or above can frame their admission guideline completely based on merit subject to the Government's reservation policy

5. Students who have completed Grade 12 School Leaving Certificate from Board of Secondary Education, Madhya Pradesh, Bhopal, or an equivalent examination from any other board recognised by the State Government/University will be eligible for admission to these undergraduate programmes

6. The admission shall be made on merit calculated on the basis of criteria notified by the University/ State Govt , keeping in view the guidelines/norms in this regard issued by the UGC and other statutory bodies concerned and taking into account the reservation policy issued by the Government from time to time

7. Student enrolment in a programme/course shall be restricted to the seats allotted by the University

8. The in-take capacity shall be determined in advance by the University/autonomous college following the guidelines/norms issued by the State Government/UGC and other statutory

bodies concerned. The same could be suitably incorporated in the admission guidelines for the information of all concerned and uploaded on the institutional website or admission portal of Department of Higher Education.

9. Depending upon the academic and physical facilities available, the university/college may earmark seats to a maximum of 10% of the seats sanctioned for the previous year of the programme for lateral entrants in the *second year/third year/fourth year* of a first-degree programme, if the student has successfully completed the first year/second year/third year of the same programme in any institution and wants to re-enter into the programme after a break in studies.

10. To enable multiple entry and exit points in the academic programmes, qualifications such as certificate, diploma, and degree are organized in a series of levels in an ascending order from level 5 to level 8. Level 5 represents certificate and level 8 represents Bachelor Degree (Honours/Research) qualification (Table 1). The four-year undergraduate programme shall comprise courses under the following subjects/categories.

i) Disciplinary/interdisciplinary Major (Core Course – DSE) (**64 credits**)

ii) Disciplinary/interdisciplinary Minor (**32 credits**)

iii) Generic Elective (**16 credits**)

iv) Skill Enhancement Courses/Vocational Courses (**12 credits**)

v) Ability Enhancement Courses (**08 credits**)

vi) Field projects/internship/apprenticeship/community engagement and service/research project (**28 credits**)

N.B.: For B.B.A./B.C.A./B.H.Sc. and like programmes, a group/subject shall be chosen as Major/Minor/Generic Elective.

Qualification and Credit Requirements are given in Table 1. The *entry and exit* options for students, who enter the undergraduate programme, are as follows.

1st Year (First & Second Semester-Level 5)

Entry 1: The entry requirement for first semester in Level 5 is successful completion of Class 12 from M.P. Board of Secondary Education, Bhopal, or an equivalent examination from any other board recognised by the State Government/University. A programme of study leading to entry into the first year of the Bachelor's degree is open to those who have met the admission requirements.

Exit 1: If a student passes all the courses of Level 5 and earns the requisite number of credits, the student will become entitled to an *Undergraduate certificate in the faculty of*

Curricular Reforms and restructuring challenge

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her/his *Major Subject*. If she/he wants to exit, can exit the programme with *Undergraduate certificate* in hand

2nd Year (Third & Fourth Semesters-Level 6)

Entry 2. The entry requirement for fourth semester in *Level 6 is the successful completion of Level 5* A programme of study leading to the second year of the Bachelor's degree is open to those who have met the admission requirements

Exit 2: If a student passes all the courses of Level 5 & 6 and earns the requisite number of credits, the student becomes entitled to an *Undergraduate Diploma in the faculty of her/his Major Subject* If she/he wants to exit, can exit the programme with *Undergraduate Diploma* in hand A diploma requires 80 credits with 40 credits in each of the two levels

3rd Year (Fifth & Sixth Semester-Level 7)

Entry 3 The entry requirement for semester six in *Level 7 is successful completion of Level 5 & 6.* A programme of study leading to the Bachelor's degree is open to those who have met the admission requirements

Exit 3: If the student passes all the courses of Level 5 to 7 i e , first to six semesters and earns the requisite number of credits, the student becomes entitled to the *Undergraduate Degree in the faculty of her/his Major Subject.* A Bachelor's degree requires 120 credits from level 5 to 7, with 40 credits at level 5, 40 credits at level 6, and 40 credits at level 7

4th Year (Seventh & Eighth Semester-Level 8)

Entry 4. An individual seeking admission to a *Bachelor's degree (Honours/Research) (Level 8)* in a specified field of learning would have completed all requirements of the relevant *three-year bachelor degree (Level 7)* After completing the requirements of a three-year Bachelor's degree, candidates who meet a minimum CGPA of 7 5 shall be allowed to continue studies in the fourth year of the undergraduate programme to pursue and complete the Bachelor's (Honours/ Research) degree

Exit 4: If the student passes all the courses of level 5 to 8 and earns the requisite credits, the student becomes entitled to an *Undergraduate Degree (Honours/Research) in the faculty of her/his Major Subject* A Bachelor's degree (Honours/Research) requires a total of 160 credits from level 5 to 8, with 40 credits at level 5, 40 credits at level 6, 40 credits at level 7, and 40 credits at level 8

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Table-1: Qualification Type and Credit Requirements

Reforming Assessment Practices

Levels	Qualification title	Credit requirements
Level 5	Undergraduate Certificate in the faculty of the Major Subject for those who exit after the first year (two semesters) of the undergraduate programme (Programme duration first year or two semesters of the undergraduate programme)	40
Level 6	Undergraduate Diploma in the faculty of the Major Subject for those who exit after two years (four semesters) of the undergraduate programme (Programme duration First two years or four semesters of the undergraduate programme)	80
Level 7	Bachelor Degree in the faculty of the Major Subject (Programme duration Three years or six semesters)	120
Level 8	Bachelor Degree in the faculty of Major Subject (Honours/Research) (Programme duration Four years or eight semesters)	160

The credits will be awarded by the University The credit can be calculated as follows

- One hour of theory or one hour of tutorial or two hours of laboratory work per week for 15 weeks resulting in the award of **one credit,**
- Credits for internship shall be *one credit per week* of training, subject to a *maximum of six credits in a semester*

11. The minimum duration of the *undergraduate degree programme* shall be of three academic years/six semesters, whereas that of *undergraduate degree leading to Honours/Research* shall be of four academic years/eight semesters

    - A student who leaves the course anytime in the middle of the programme will retain the credits earned so far, which will be restored/transferred when she/he enters the programme again

The maximum duration for completing the Undergraduate Degree and Undergraduate Degree (Honours/Research) programme for regular students shall be 6 and 8 years, respectively; there shall be no such bar for non-collegiate (private) students

12. **TYPES OF COURSES**

Each of the subject/categories (i) to (v) as specified in clause 10 shall comprise of courses. Courses are the basic units of education and/or training. Types of courses shall be as follows:

12.1. **Core Course:** Such courses which shall compulsorily be studied by the student as a core requirement of the programme

12.2. **Elective Course:**

Generally, a course which the student can choose from a pool of courses, which is specific or specialized or advanced or supportive to the discipline/subject of study or which provides an extended scope or which enables an exposure of some other discipline/subject/domain to nurture the candidate's proficiency or skill is called an Elective Course

12.2.1 **Discipline Specific Elective (DSE) Course:**

Elective courses offered from the main discipline/subject of study are referred to as Discipline Specific Elective. The University may also offer discipline related Elective courses of interdisciplinary nature (to be offered by main discipline/subject of study)

12.2.2 **Dissertation/Project**

An elective course designed to acquire special/advanced knowledge, such as supplement study/support study to a project work, and a student studies such a course independently with advisory support by a teacher/faculty member is called dissertation/project It is considered a special course involving the application of knowledge in solving/analysing/exploring a real-life situation /difficult problem for a bachelor degree with honours/research A Project/Dissertation work would be of credits, as decided by the competent body The student will do this work under the guidance of a faculty member

12.2.3 **Generic Elective (GE) Course**

An elective course chosen generally from an unrelated discipline/subject to seek exposure of other fields is called a Generic Elective course

12.3. **Ability Enhancement Courses (AEC):**

The Ability Enhancement Courses (AEC) are of two types

- Ability Enhancement Compulsory Courses (AECC)
- Skill Enhancement Courses (SEC) or Vocational Courses

  "AECC" courses are the courses based upon the content that leads to Knowledge enhancement, such as,

- Environmental Education

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Curricular Reforms and restructuring challenge

- English/Hindi Communication is mandatory for all disciplines

  SEC courses are value-based/skill-based and may also be designed to enhance skills of the Major Subject. They are aimed to provide hands-on training competencies, skills, etc

12.4. The syllabus for a specific programme will be decided by the concerned Board of Studies of the University/Autonomous college based on the curriculum issued by the UGC under LOCF with maximum deviation of 20%

13. STRUCTURE FOR UNDERGRADUATE PROGRAMME: SEMESTER SYSTEM

13.1. First Semester:

A student shall be declared to have successfully completed the first semester if he/she acquires 6 credits in Core Course of the major subject, 6 credits in Core Course of the minor subject, 4 credits in Generic Elective and 4 credits in Ability Enhancement Course (AEC)

13.2. Second Semester (Level 5):

A student shall be declared to have successfully completed the second semester if he/she acquires 6 credits in Core Course of the major subject, 6 credits in Core Course of the minor subject, 4 credits in Generic Elective and 4 credits in Ability Enhancement Course (AEC)

The student can choose his/her major, minor subjects and the generic elective subject if he/she fulfils the pre-requisites prescribed by the concerned Board of Studies. A student passing Grade 12 with science can take admission in Level 5 with major and minor subjects from science/arts/commerce faculty, a student passing Grade 12 with commerce faculty can take major and minor subjects from commerce/arts faculty, whereas a student passing Grade 12 with arts faculty can choose major and minor subjects from arts faculty only. Major and Minor subjects shall belong to the same faculty (which will be called as the Main faculty), whereas generic elective subjects can be chosen from any faculty. However, allotment of choices will be subject to the provisions of admission guidelines.

13.3. Third Semester:

A student shall be declared to have successfully completed the third semester, if he/she acquires 6 credits in Core Courses of the major subject, 6 credits in Core Course of the minor subject, 4 credits in Generic Elective and 4 credits in Skill Enhancement Course (SEC)/Vocational Course

13.4. Fourth Semester (Level 6):

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A student shall be declared to have successfully completed the fourth semester, if he/she acquires 6 credits in Core Courses of the major subject, 6 credits in Core Course of the minor subject, 4 credits in Generic Elective and 4 credits in Skill Enhancement Course (SEC)/Vocational Course

The student shall be given a single chance at the entry of level 6 to interchange the major and minor subjects. However, in such cases, it will be the students' responsibility to earn additional credits to fulfil the minimum requirement of credits prescribed for the major course. Only after fulfilment of such credits he/she will be entitled to earn an Undergraduate Diploma or an Undergraduate Degree

13.5. Fifth Semester:

A student shall be declared to have successfully completed the fifth semester, if he/she acquires 6 credits in Core Courses of the major subject, 4 credits in Skill Enhancement Course (SEC)/Vocational Course, 4 credits in discipline specific elective (DSE) of the major subject and 6 credits in Field Projects/internship/apprenticeship/community engagement and services, preferably related to major and/or minor subjects

13.6. Sixth Semester (Level 7):

A student shall be declared to have successfully completed the sixth semester, if he/she acquires 6 credits in Core Courses of the major subject, 8 credits in discipline specific elective (DSE) of the major subject and 6 credits in Field Projects/ internship/ apprenticeship/ community engagement and services, preferably related to major and/or minor subjects

13.7. Seventh Semester:

Bachelor with Honours/Research

A student shall be declared to have successfully completed the seventh semester with honours, if he/she acquires 6 credits in core courses of the Major subject, 4 credits in Research Methodology, 4 credits in discipline specific elective (DSE) of the major subject, and 6 credits in field project/ internship/ apprenticeship related to the major subject

A student shall be declared to have successfully completed the seventh semester with research, if he/she acquires 6 credits in core courses of the Major subject, 4 credits in Research Methodology, 4 credits in discipline specific elective (DSE) of the major subject, and 6 credits in research project

13.8. Eighth Semester (Level 8):

Bachelor with Honours/Research:

A student shall be declared to have successfully completed the eighth semester with honours, if he/she acquires 6 credits in core courses of the Major subject, 4 credits in

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dissertation, and 10 credits in field project/ internship/ apprenticeship related to the major subject

A student shall be declared to have successfully completed the eighth semester with research, if he/she acquires 6 credits in core courses of the Major subject, 4 credits in Minor, and 10 credits in research project

The nomenclature of degrees shall strictly conform to the relevant provisions of the act/regulations/guidelines of the UGC

13.9 Additional Courses:

In the categories of minor subject, generic elective and skill enhancement courses/vocational courses, a student may earn up to 6 credits per year in the entire tenure of the 3-year undergraduate degree programme after paying due fees for registration and examination

13.10 A student may change the generic elective subject in each year of the 3-year under graduate degree programme

Need of skill based courses vocational and internship

Revamping assessment practices and grading system

13.11 Table-2: Proposed Structure for Undergraduate Programme: UGC CBCS System for Universities /Autonomous Colleges

Semester	Level	Main Faculty (as per prerequisite) Subject I – Major Core	Major DSE	Subject II Minor	Subject III Generic Elective Course	Skill Enhancement Course (SEC) Vocational Course	Ability Enhancement Course (AEC)	Field projects/internship/apprenticeship/community engagement and service # Inter/Intra Faculty	Credits	Qualification title (Credit requirement)
1	Level 5	1 (6 Credits)		1 (6 Credits)	1 (4 Credits)		1 (4 Credits)		6+6+4+4 =20	
2	Level 5	1 (6 Credits)		1 (6 Credits)	1 (4 Credits)		1 (4 Credits)		6+6+4+4 =20	[40] Undergraduate Certificate in Main Faculty
3	Level 6	1 (6 Credits)		1 (6 Credits)	1 (4 Credits)	1 (4 Credits)			6+6+4+4 =20	
4	Level 6	1 (6 Credits)		1 (6 Credits)	1 (4 Credits)	1 (4 Credits)			6+6+4+4 =20	[80] Undergraduate Diploma in Main Faculty
5	Level 7	1 (6 Credits)	1 (4 credits)			1 (4 Credits)		1 Field project/internship/apprenticeship (6 Credits)	6+4+4+6 =20	
6	Level 7	1 (6 Credits)	2 (4 credits) + (4 credits)					1 Field project/internship/apprenticeship (6 Credits)	6+4+4+6 =20	[120] Bachelor Degree in Main Faculty
7	Level 8	1 (6 Credits)	1 (4 credits)	Research Methodology (4 Credits)				1 Field project/internship/ Apprenticeship or Research Project (6 Credits)	6+4+4+6 =20	
8	Level 8	1 (6 Credits)		1 (4 Credit)				1 Field project/internship/ Apprenticeship or Research Project (10 Credit)	6+4 +10 =20	[160] Bachelor Degree (Honours) in Main faculty / Bachelor Degree (Research) in Main faculty
Total		48 credits	16 credits	32 credits	16 credits	12 Credits	09 Credits	28 Credits	160 Credits	

14. Choice to Select the MOOC Courses:

a   The UTD/SOS/ Autonomous College can allow up to 40% of the total credits being offered in a particular programme in a semester through the online learning courses provided under SWAYAM platform or any other MOOC platform recognised by the central Government or the state government for credit transfer

b   The students will have the choice to opt elective-generic/Skill Enhancement/Ability Enhancement courses from the courses available within the UTD/Autonomous College or in other UTDs of the same universities but from same level of the programmes. An alternate choice will also be available to the students to opt for courses from Massive Open Online Courses (MOOCs) available at SWAYAM (Study Webs of Active-Learning for Young Aspiring Minds) platform with the permission of the UTD/autonomous college

c   The UTDs/ Autonomous College shall offer elective-generic courses in each programme on merit basis across the disciplines. The number of seats in the course will depend on available facilities in the UTD/ Autonomous College

d   The students can also opt for a course under DSE of Major subject from Massive Open Online Courses (MOOCs) available at SWAYAM platform

e   The University/ Autonomous College will decide to allow the online courses of SWAYAM if

   (i)   The courses offered on SWAYAM would supplement the teaching-learning process in the institution

   (ii) Every student opting for a course available on SWAYAM platform would be required to register for the course at SWAYAM. The student will pay the stipulated fee to SWAYAM for registering the course, if required

   (iii) While allowing the online learning courses offered by SWAYAM, it shall be ensured that the physical facilities like laboratories, computer facilities and library etc essential for pursuing the courses shall be made available free in adequate measure by the UTD/ Autonomous College. The parent institution must designate a course coordinator/facilitator to guide the students throughout the course and facilitate/conduct the lab/practical sessions/examinations

f   The requirement of project/dissertation, as notified by the respective UTD/Autonomous College/needs to be undertaken by the candidate for the specified credits. The project may be undertaken in any of the National and State Laboratories/Institutes/ Companies /Industries with the approval of UTD/ Autonomous College

Requirement of enhanced Digital Infrastructure

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ST. ALOYSIUS' COLLEGE

(AUTONOMOUS), JABALPUR(M.P.)

Reaccredited ' A+ ' Grade by NAAC (CGPA 3.68/4.00)
College with Potential for Excellence (CPE) by UGC
DST-FIST Supported & Star College Scheme by DBT.

15 Requirement of attendance will be as per University Ordinance governing the examinations. In general, attendance of at least seventy-five percent of theory lectures and practicals separately will be required in each course to sit in the semester end examination.

For special reasons such as prolonged illness deficiency in the percentage of attendance not exceeding fifteen percent of the total number of lectures delivered and practical/sessional held in each course may be condoned by the Vice Chancellor/Principal of autonomous colleges

16 **Examination & Evaluation:**

16.1 Generally, each course will correspond to an examination paper comprising of external and internal evaluations. The semester end theory examinations for Major, Minor, Generic and DSE will be 3 hours while vocational (SEC) and Ability Enhancement Course (AEC) will be 2 hours duration. The credit structure for theory/practical/tutorial, internal, external examinations and total marks for an examination are shown in the Table 3 in clause 16 15

16.2 The question paper of the external examination should preferably contain long answer, short answer and objective type questions. The continuous evaluation of the student will be conducted at three points of time in a semester by conducting three tests of 20 marks each. Of these, two must be written tests and the third may be written test Quiz/Seminar/Assignment for theoretical courses. Marks obtained in best two tests out of three will be awarded to the student. Each student shall have to appear in at least two tests and End Semester Examination, failing which, the student will be awarded Ab Grade in that course. In case of Laboratory/Field/Project work based courses, appropriate distribution of marks for Practical Record/Project Report, Practical Semester end exam, viva, if any will be decided by the UTD/Autonomous College. In case of internal assessment, the college/UTD/University shall distribute and design their assessment so that at least two tests are conducted in a semester

16.3 UTD/Autonomous colleges may design their mode of internal assessment with due approval from the respective academic council in view of the "Evaluation Reforms in Higher Educational Institutions, 2019" published by the UGC

16.4 Total marks obtained in Semester-End Examination and continuous evaluation will be considered for awarding the grade in the course as explained in 16 5

Revamping assessment practices

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ST. ALOYSIUS' COLLEGE

(AUTONOMOUS), JABALPUR(M.P.)

Reaccredited ' A+ ' Grade by NAAC (CGPA 3.68/4.00)
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Letter Grade	Grade Points	Description	Range of Marks (%)
O	10	Outstanding	90-100
A+	9	Excellent	80-89
A	8	Very good	70-79
B+	7	Good	60-69
B	6	Above Average	50-59
C	5	Average	40-49
P	4	Pass	35-39
F	0	Fail	0-34
Ab	0	Absent	Absent

16.6   In case statutory bodies of the programme issue the guidelines regarding the minimum passing percentage of marks, then grading will be done in the following manner

If the marks obtained by the student in a course are less than the minimum cut-off percentage of marks, then F grade will be awarded. Otherwise, the grades will be awarded as per above-mentioned table

16.7   If a student obtains F or Ab grade in any course(s), he/she will be treated as having failed in the course(s) He/she has to reappear in the examinations of that course(s) as and when conducted by the University/UTD/Autonomous college. Marks obtained earlier in continuous assessment may be carried forward and added to the marks obtained in repeat semester-end examination to decide the grade in the repeat course(s)

16.8   The student will be promoted to the next semester if he/she secures at least half of the total credits in a semester. In case the student secures less than half of the total credits in any semester, then the student will be declared fail in that semester and he/she will be asked to repeat the entire semester and that semester will be treated as zero semester. In such cases the student will not be promoted to the next semester

If a student passes in all the courses offered in any semester, then the student will be declared pass in that semester. If a student secures at least half of the total credits in a semester and fails in some courses offered in that semester then he/she will be provisionally promoted to the next semester with ATKT (Allowed To Keep Term) in those courses in which he/she fails

If the student fails to pass all the courses in the next ATKT examination the provisional promotion will be terminated but he/she will be given second chance to pass the failed courses. Suppose the student does not successfully complete the concerned

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semester even after the aforesaid second chance. In that case, she/he shall be treated as fail in that semester and will be asked to repeat the entire semester and that semester will be treated as zero semester.

If the 4th year of undergraduate programme is not offered in the present autonomous college, admissions in another autonomous college/UTD within the same University shall be allowed in cases of provisional promotions to the 4th year of the undergraduate programme.

16.9 Repetition of a theory/practical course is allowed only to those candidates who get F or Ab grade in the course or has failed in the semester. The student has to pay the prescribed fee for repeating the course.

16.10 On account of valid reasons, a student may withdraw from a semester. In such a case, that semester will be treated as zero semester.

16.11 In case of zero semester, the student will not be promoted to the next semester till he/she clears that semester. The University may allow such a student to re-register in that semester in the coming semesters. The student has to pay semester fee again in such case and may not be eligible for scholarships. If the student withdraws within one month from starting the academic semester, the semester fee will not be charged again.

16.12 The provision for review of answer book in semester system will be available as per the existing rules of the University/Autonomous college.

16.13 The theoretical and practical courses can be repeated whenever offered or conducted by the University/UTD/Autonomous college but within the maximum duration of the programme. He/she can avail multiple repeat attempts to pass the course.

16.14 Applicable to UTDs in the same universities. The UTD, where students from other UTDs are registered for choice based elective course(s), will send the Grade to the concerned UTD where the student is enrolled. The result will be declared by the UTD where the student has taken admission.

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16.15. Table 3: Structure of Credit Course (Semester System)

Course (Credit)	Course Type	Credits Allocated			Distribution of Theory Marks		Distribution of Practical Marks			Tutorial Marks
		Theory	Practical	Tutorial	Internal (Through CCE)	External (Final Semester Exam)	Internal	External (End Semester Practical Exam)		
1. Core (6)	Type-1	6	NA	NA	40	60	NA	NA		NA
2. Core (6)	Type-2	4	2	NA	40	60	40	60		NA
3. Core (6)	Type-3	2	4	NA	40	60	50 (Through CCE)	50		NA
4. Core (6)	Type-4	5	NA	1	40	60	NA	NA		100
5. GE/DSE/SEC (4)	Type-1	4	0	NA	40	60	NA	NA		NA
6. GE/DSE/SEC (4)	Type-2	3	1 (P,T,W etc)	NA	40	60	NA	100		NA
7. DSE/SEC (4)	Type-3	1	3 (P,T,W etc)	NA	40	60	50 (Through CCE)	50		NA
8. DSE/SEC (4)	Type-4	3	NA	1	40	60	NA	NA		100
9. AECC (4)	Type-1	4	NA	NA	40	60	NA	NA		NA
10. Field-Projects / Internship / Apprenticeship / Community engagement & service (6/10)	NA	(i) Field-Projects / Internship / Apprenticeship / Community engagement & service 4/6 Credits (75 Marks) (ii) Evaluation of Report 2/4 Credit (25 Marks)								
11. Research Methodology (4)	Type-4	3	NA	1	40	60	NA	NA		100
12. Dissertation/Research Project (4/6/10)	NA	Evaluation of Thesis 2/4/6 Credits (50 Marks) + Pre submission viva-voce 1/1/2 Credit (25 Marks) + External viva-voce 1/1/2 Credit (25 Marks)								

P=Practical, T=Training, W=Workshop

17   Evaluation and Certification of MOOCs and Vocational courses:

The guidelines of the University/SWAYAM portal/UGC shall be followed for evaluation and certification of MOOCs, Vocational courses, Field-Projects Internship/Apprenticeship/Community engagement & service/Research Project

18.   Calculation of SGPA /CGPA:

18.1   Semester Grade Point Average (SGPA) is a measure of performance of the student in a semester. It is the ratio of total credit points secured by a student in various courses registered in that semester and the total course credits taken during that semester, i.e

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

where S_i is the ith year, C_i is the number of credits of the ith course in the semester (S_i) and G_i is the grade point scored by the student in the ith course.

18.2   The Semester Grade Point Average SGPA) and Cumulative Grade Point Average (CGPA) will be calculated as weighted average of credit points secured by the student, except the credits of additional courses if any. The SGPA and CGPA shall be rounded off up to 2 decimal places and reported in the grade sheet.

Calculation of SGPA

Course	Credits (C)	Grade	Grade Point (GP)	Credit Points (C x GP)	SGPA (Total Credit Point/Total Credit)
Course 1	6	A	8	48	146/20 = 7.30
Course 2	6	C	5	30	
Course 3	4	B-	7	28	
Course 4	4	O	10	40	
TOTAL	20		-	146	

18.3   CGPA is a measure of the overall cumulative performance of a student over all the semesters completed. The CGPA is the ratio of total credit points secured by a student in various courses in all the semesters completed and the sum of the credits of all courses in all the semesters completed. The CGPA will be calculated as per follows

$$CGPA = \frac{\sum[C_i \times SGPA(S_i)]}{\sum C_i}$$

where SGPA (S_i) is the SGPA of the ith year and C_i is the total number of credits in the ith semester

Calculation of CGPA:

Semester	Credits	SGPA	Credits x AGPA	CGPA
1	20	7 50	150 00	CGPA = Total (Credits x SGPA) / Total Credits
2	20	7 58	151 60	
3	20	7 32	146 40	CGPA
4	20	8 34	166 80	= 1229 60 / 160
5	20	7 58	151 60	= 7 685
				= 7 69 (rounded off to second decimal point)
6	20	7 32	146 40	
7	20	8 34	166 80	
8	20	7 50	150 00	
Total	160		1229 60	

19. On completing all requirements for the award of the undergraduate certificate/diploma/degree, the CGPA will be calculated, and this value will be indicated on the certificate/diploma/degree. The 3-years (6 semester) and 4-years (8 semester) undergraduate degrees should also indicate the Division obtained as per follows.

Division	Criterion
First division with distinction	The candidate has earned minimum number of credits required for the award of the degree with CGPA of 8 00 or above
First division	The candidate has earned minimum number of credits required for the award of the degree with CGPA of 6 50 above but less than 8 0
Second division	The candidate has earned minimum number of credits required for the award of the degree with CGPA of 5 00 or above but less than 6 50
Pass	The candidate has earned minimum number of credits required for the award of the degree with CGPA of 4 00 or above but less than 5 00

The conversion of CGPA into percentage will be as follow to facilitate its application in other academic matters.

Equivalent Percentage = CGPA x 10

The percentage will be rounded off up to the second decimal point

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20. The student will be examined by the University as per the prevailing syllabus and scheme of examination

21. The candidate shall be awarded a certificate/diploma/degree when he/she successfully earns the minimum required credits for the certificate/diploma/degree

22. A Grade Card shall be issued to all the students after every semester based on the grades earned. The course details (code, title, number of credits, grade secured) along with SGPA of every semester and CGPA earned till that Academic Year will be displayed in the grade card

23. Grade sheets will be developed by the University/autonomous college based on model Annexures S1 to S4

24. **Credit Transfer:**

24.1 The credit transfer shall be implemented as per the policy of the University framed in accordance with the guidelines issued by the UGC from time to time

24.2 The member institutions of the Academic Bank of Credit established vide University Grants Commission (Establishment and Operation of Academic Bank of Credits in Higher Education) Regulations, 2021 shall accept and transfer the credits as per the provisions of this regulation as amended from time to time

24.3 Except for the cases of provisional promotions, the universities established by M P University Act, 1973 shall facilitate credit transfer of students between them. However, the student may be required to fulfil some eligibility criteria, drawing parity for a course, framed by the University in which the student seeks admission

25. If any question arises relating to the interpretation of the provisions of this ordinance, it shall be referred to State Govt whose decision thereon shall be applicable

26. The guidelines, related to this programme, issued by the statutory bodies e g, UGC/AICTE/BCI/NCTE/PCI/RCI issued from time to time will be adopted for implementation

27. In matters not covered under this Ordinance, general rules of the University shall be applicable, otherwise, the state government's directions shall be applicable

28. If UGC notifies any change in future in its Regulations in this regard, the same will be incorporated in the existing Ordinance with the approval by the Kuladhipati on the recommendation of the Higher Education Department.

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MODEL OF INNOVATIVE IDEA MAPPING WITH INSTITUTIONAL CHALLENGES