

## NEP Cell



**Prof. Dr. D. Srinivas Kumar**  
Coordinator, NEP Cell

**The National Education Policy Cell (NEP Cell)** has been established by Dravidian University, Srinivasavanam with a vision to align its academic policies in tune with the recommendations of NEP – 2020 and NHEQF. Its mission is marching towards designing high quality academic programmes and in contributing towards Swarna Andhra@2047 and Vikasit Bharat@2047.

### **A) Preparation of Documents:**

Prof. Dr. D. Srinivas Kumar, Coordinator, NEP Cell at Dravidian University has prepared following two documents in tune with NEP-2020 and NHEQF:

**a) Customization of NHEQF for Dravidian University’s Postgraduate Programmes (August, 2023).**

**b) Revised Flexible Design for Postgraduate Programmes of Dravidian University (September, 2023).**

### **B) Significant Events:**

Prof. Dr. D. Srinivas Kumar, Coordinator, NEP Cell has organized an important event, namely, one-day National Seminar on **“Employability through Implementation of NEP-2020”** on 17<sup>th</sup> November 2022 in Kandukuri Veereshalingam Seminar Hall, Dravidian University Campus. A part of the event was sponsored by Sri Anand Kumar, Mr.PERFECT, Fashion Shop, Kuppam. Keynote address was given by Dr.S.Lingamurthy, Faculty Member, Central University of Karnataka. It was inaugurated by Prof.T.Ramakrishna, Vice-Chancellor in the presence of Prof.T.Anuradha, Rector, and Prof. A.K.Venugopal Reddy, Registrar. Prof. Dr. D. Srinivas Kumar, Coordinator, NEP Cell has presided over the function. Three young entrepreneurs - Sri Anand Kumar, Ms. Pavani, and Sri Sandeep Rayal - have shared their valuable experiences in this event. It has received close attention and wide applause from the students of all departments of the University.

# **Customization of NHEQF for Dravidian University's Postgraduate Programmes**

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## **1. Prefatory**

The National Education Policy (NEP) 2020 envisages a new and forward-looking vision for India's higher education system. It recognizes that higher education plays an extremely important role in promoting human as well as societal well-being and in developing India as envisioned in its Constitution - a democratic, just, socially conscious, cultured, and humane nation upholding liberty, equality, fraternity, and justice for all. The NEP 2020 notes that "higher education significantly contributes towards sustainable livelihoods and economic development of the nation" and "as India moves towards becoming a knowledge economy and society, more and more young Indians are likely to aspire for higher education."

The NEP 2020 also states that "given the 21st century requirements, quality higher education must aim to develop good, thoughtful, well-rounded, and creative individuals" and... "must enable an individual to study one or more specialized areas of interest at a deep level, and also develop character, ethical and Constitutional values, intellectual curiosity, scientific temper, creativity, spirit of service, and twenty-first-century capabilities across a range of disciplines including sciences, social sciences, arts, humanities, languages, as well as professional, technical, and vocational subjects." It also states that "a quality higher education must enable personal accomplishment and enlightenment, constructive public engagement, and productive contribution to the society" and must "prepare students for more meaningful and satisfying lives and work roles and enable economic independence."

The NEP 2020 also points out that at the societal level, higher education must enable the development of an enlightened, socially conscious, knowledgeable, and skilled nation that can find and implement robust

solutions to its own problems. Higher education is expected to form the basis for knowledge creation and innovation thereby contributing to a growing national economy. It highlights that, “the purpose of quality higher education is more than the creation of greater opportunities for individual employment,” and that higher education, “represents the key to more vibrant, socially engaged, cooperative communities and a happier, cohesive, cultured, productive, innovative, progressive, and prosperous nation.”

The NEP 2020 envisages the formulation of expected learning outcomes for all higher education programmes. It states that “A National Higher Education Qualifications Framework (NHEQF) will be formulated” and “it shall be in sync with the National Skills Qualifications Framework (NSQF) to ease the integration of vocational education into higher education.” Additionally, it points out that “higher education qualifications leading to a degree/diploma/certificate shall be described by the NHEQF in terms of such learning outcomes.” The Policy also envisages the setting up of facilitative norms for issues, such as credit transfer, and equivalence, through the NHEQF. The NEP 2020 also mandates relevant agencies, “to identify specific skills that students must acquire during their academic programmes, with the aim of preparing well-rounded learners with 21st century skills.”

The NEP 2020 calls for a complete overhaul and re-energizing of the higher education system to deliver high-quality higher education with equity and inclusion. The policy’s vision includes several key changes to the current system such as:

- moving towards a higher educational system consisting of large, multidisciplinary universities and colleges, with at least one in or near every district, and with more higher education institutions (HEIs) across India that offer the medium of instruction or programmes in local/Indian languages;
- moving towards a more multidisciplinary undergraduate education;
- and
- revamping curriculum, pedagogy, assessment, and student support for enhanced student experiences.

The main thrust of the policy regarding higher education is to transform HEIs into large multidisciplinary universities, colleges, and HEI clusters/Knowledge Hubs. This is expected to help build vibrant communities of scholars and peers, enable students to become well-rounded

across disciplines including artistic, creative, and analytic subjects as well as sports, develop active research communities across disciplines including cross-disciplinary research, and increase resource efficiency, both material and human, across higher education. Moving towards a large multidisciplinary university and HEI clusters with a more multidisciplinary undergraduate and graduate education is thus the major recommendation of the policy regarding the structure of higher education.

The proposed vision of higher education envisages a new conceptual perception/understanding for what constitutes a higher education institution (HEI), i.e., a university or a college. The term university is used to refer to a multidisciplinary institution of higher learning that offers undergraduate and graduate programmes, with high-quality teaching, research, and community engagement. This definition of ‘university’ thus allows a spectrum of institutions that range from:

- those that place equal emphasis on teaching and research referred to as research-intensive universities:
- those that place greater emphasis on teaching but still conduct significant research, referred to as teaching-intensive universities; and
- autonomous degree-granting colleges, which are large multidisciplinary institutions of higher learning that could award undergraduate degrees and are primarily focused on undergraduate teaching though it would not be restricted to teaching alone.

## **2. Policy directions pertaining to the thrust of education and curricular structures**

The NEP 2020 envisages a holistic and multidisciplinary education system that would aim to develop all capacities of human beings – intellectual, aesthetic, social, physical, emotional, ethical, and moral – in an integrated manner. Such education is expected to help develop well-rounded individuals that possess critical 21<sup>st</sup> century capacities in fields across the arts, humanities, languages, sciences, social sciences, and professional, technical, and vocational fields; an ethic of social engagement; soft skills, such as communication, discussion, and debate; and rigorous specialization in a chosen field or fields. Even engineering institutions are expected to move towards more holistic and multidisciplinary education with more arts, humanities, and social sciences. Students of arts and humanities are expected

to learn more science, and all will try to incorporate more vocational subjects and soft skills. Such a holistic education shall be, in the long term, the approach of all undergraduate programmes, including those in professional, technical, and vocational disciplines. This implies developing an enhanced higher education system consisting of large, multidisciplinary universities and colleges, and moving towards holistic and multidisciplinary education characterized by flexibility in curriculum and course options that would be on offer to students, in addition to rigorous specialization in the chosen disciplinary areas of study and work/vocation or professional practice. A holistic and multidisciplinary education is considered essential to lead the country into the 21<sup>st</sup> century and to prepare the students to respond to the requirements of the fourth industrial revolution.

The NEP 2020 envisages flexible curricular structures to enable creative combinations of disciplinary areas for study in multidisciplinary contexts, including vocational courses. It also envisages multiple entry and exit points and re-entry options, thus, creating new possibilities for life-long learning. Graduate-level, master's, and doctoral programmes of study in multidisciplinary universities, while providing rigorous research-based specialization, would also provide opportunities for multidisciplinary work, including in academia, government, and industry. Flexibility in curriculum and novel and engaging course options will be on offer to students, in addition to rigorous specialization in a chosen disciplinary area or areas of study, work/vocation, or professional practice. This will be encouraged by increased faculty and institutional autonomy in setting curricula. The pedagogy will have an increased emphasis on communication, discussion, debate, research, and opportunities for cross-disciplinary and interdisciplinary thinking.

Towards the attainment of such a holistic and multidisciplinary education, the flexible and innovative curricula of all HEIs shall include credit-based courses and projects in the areas of community engagement and service, environmental education, and value-based education. Environment education will include areas such as climate change, pollution, waste management, sanitation, conservation of biological diversity, management of biological resources and biodiversity, forest and wildlife conservation, and sustainable development and living. Value-based education will include the development of humanistic, ethical, constitutional, and universal human values of truth, righteous conduct, peace, love, nonviolence, scientific temper, citizenship values, and life-skills; lessons in service and participation in community service programmes will be considered an

integral part of the holistic education. Global Citizenship Education and education for sustainable development will form an integral part of the curriculum to empower learners to become aware of and understand global and sustainable development issues and to become active promoters of more peaceful, tolerant, inclusive, secure, and sustainable societies. As part of holistic education, students at all HEIs will also be provided with opportunities for internships with local industries, businesses, artists, crafts persons, and so on, as well as research internships with faculty and researchers at their own or other HEIs/research institutions, so that students may actively engage with the practical side of their learning and, as a by-product, further improve their employability.

It is to be noted that the National Credit Framework (NCrF) has been jointly developed by UGC, AICTE, NCVET, NIOS, CBSE, NCERT, Ministry of Education, DGT, and Ministry of Skill Development to achieve this vision and intent of NEP. NCrF is a comprehensive framework encompassing elementary, school, higher, and vocational education & training, integrating learning on all dimensions i.e. academics, vocational skills and experiential learning including relevant experience and professional levels acquired. It is an inclusive umbrella Framework to seamlessly integrate the credits earned through school education, higher education and vocational & skill education. For creditisation and integration of all learning, the National Credit Framework (NCrF) shall encompass the qualification frameworks for higher education, vocational & skill education and school education, namely National Higher Education Qualification Framework (NHEQF), National Skills Qualification Framework (NSQF) and National School Education Qualification Framework (NSEQF) also popularly known as National Curricular Framework (NCF) respectively.

### **3. National Higher Education Qualifications Framework (NHEQF)**

The variation in types of HEIs in India results in a lack of comparability of outcomes associated with different qualifications across institutions. It constrains the mobility of students and their employability. Further, some of the Indian qualifications are not recognized abroad. Similarly, some of the qualifications from abroad are not recognized in India. It has been felt that given the size of the higher education system and the diversity of institutions and programmes of study in India, the country needs to move towards developing a nationally accepted and internationally comparable and

acceptable qualifications framework to facilitate transparency and comparability of higher education qualifications at all levels. The NHEQF is an attempt in this direction.

The structure and duration of undergraduate programmes of study proposed by the NEP 2020 include:

- Undergraduate programmes of either 3 or 4-year duration, with multiple entry and exit options, with appropriate certifications:
- a certificate after completing 1 year (2 semesters) of study in the chosen discipline or field, including vocational and professional areas;
- 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;
- a Bachelor's degree 'Honours with research' after a 4-year (eight semesters) programme of study if the student completes a rigorous research project in her/his major area(s) of study as specified by the HEI.

The 4-year multidisciplinary Bachelor's degree programme is considered as the preferred option since it would allow the opportunity to experience the full range of holistic and multidisciplinary education in addition to a focus on the chosen major and minors as per the choices of the student.

#### **4. Academic Bank of Credit (ABC)**

An Academic Bank of Credit (ABC) has been established which would digitally store the academic credits earned from various recognized HEIs so that the degrees from an HEI can be awarded taking into account the credits earned. The total Credit Points earned by the student could be obtained by multiplying the credits earned with the NCrF Level at which the credits have been earned. The credit points may be redeemed as per the guidelines of Academic Bank of Credit (ABC) for entry or admission in school, higher,

technical or vocational education programs/ courses at multiple levels enabling horizontal and vertical mobility with various lateral entry options.

In addition to the credits for higher education, the Academic Bank of Credit (ABC) shall also be expanded for credits earned through school education, vocational education and skilling, apprenticeships, internships, project work etc. ABC could digitally store the academic and other credits earned from recognized institutions so that credits could be redeemed and the relevant award granted taking into account the credits earned at various NCrF levels. The credits may also be linked to Digi locker for easy verification and portability.

The National Credit Framework (NCrF) also enables creditisation of Experiential learning including relevant experience and professional levels acquired, based on the weightage for relevant experience and proficiency levels achieved, subject to assessment.

The NEP 2020 envisages flexibility in the designs and duration of Master's degree programmes: The structure and duration of master's programmes of study proposed by the NEP 2020 include:

- a 2-year Master's programme (with the option of having the second year devoted entirely to research) for those who have completed a 3-year Bachelor's programme;
- a 1-year Master's programme for students who have completed a 4-year Bachelor's degree; and
- an integrated 5-year Bachelor's/Master's programme.
- A Ph.D. programme shall require a Master's degree or a 4-year Bachelor's degree.

## **5. Curricular Structures**

The Master's degree (e.g., M.A., M.Com., M.Sc., etc.) is awarded to students who have demonstrated the achievement of the outcomes located at level 6.5 on the NHEQF.



### **(a) Entry requirements**

A 3-year Bachelor's degree for the 2-year/4-semester Master's degree programme (e.g. M.A., M.Com., M.Sc., etc.).

A 4-year Bachelor's Degree for the 1-year/2-semester Master's programme (e.g. M.A., M.Com., M.Sc., etc.).

Admission to a programme of study leading to the Master's degree is open to those who have met the entrance requirements, including specified levels of attainment, specified in the programme admission regulations. Admission will be based on the evaluation of documentary evidence (including the academic record and/or evidence relating to the assessment and certification of prior learning) indicating the applicant's ability to pursue postgraduate study.

### **(b) Credit requirements**

A 1-year / 2-semester master's programme builds on a bachelor's degree with Honours / Honours with Research and requires a minimum of 40 credits for individuals who have completed a Bachelor's degree (Honours/Honours with Research).

The 2-year / 4-semester Master's programme builds on a 3-year/6-semester bachelor's degree and requires a total of a minimum of 80 credits from the first and second years of the programme, with a minimum of 40 credits in the first year and minimum of 40 credits in the second year of the programme at level 6.5 on the NHEQF.

### **(c) Purpose of the Qualification**

#### **(i) Master's degree (1 year / 2 semesters of study):**

The Master's degree qualifies students who can apply an advanced body of knowledge in a range of contexts for professional practice, research, and scholarship and as a pathway for further learning. Graduates at this level are expected to possess and demonstrate specialized knowledge and skills for research, and/or professional practice and/or for further learning.

**(ii) Master's degree (2 years / 4 semesters of study):**

The Master's degree qualifies students who can apply an advanced body of knowledge in a range of contexts for professional practice, research, and scholarship and as a pathway for further learning. Graduates at this level are expected to possess and demonstrate specialized knowledge and skills for research, and/or professional practice and/or for further learning. Master's degree holders are expected to demonstrate the ability to apply the established principles and theories to a body of knowledge or an area of professional practice.

**(A) Structure of 2-year M.A., Programme (Telugu / Tamil / Kannada / English / Linguistics / Folklore / History)**

<b>Semester-I</b>					
Course	Course Code	Type of Course	Course Title	Credits	Marks
I	Please refer NAAC_SSR	Core	To be decided by the Department / BoS concerned	5	100
II		Core	same as above	5	100
III		Core	same as above	5	100
IV		Core	same as above	5	100
V		Internal Elective	same as above	5	100
VI		Multidisciplinary Course (Add-on)	Community Engagement and Service	2	50
<b>Semester-II</b>					
VII		Core	same as above	5	100
VIII		Core	same as above	5	100
IX		Internal Elective-I	same as above	5	100
X		Internal Elective-II	same as above	5	100
XI		Generic	same as above	5	100
XII		Multidisciplinary Course (Add-on) (online mode on SWAYAM / NPTEL)	Environmental Education	2	50
<b>Semester-III</b>					
XIII		Core	same as above	5	100

XIV		Core	same as above	5	100
XV		Core	same as above	5	100
XV		Internal Elective	same as above	5	100
XVI		Generic	same as above	5	100
XVII		Multidisciplinary Course (Add-on) (online mode on SWAYAM / NPTEL)	Value-based Education	2	50
<b>Semester-IV</b>					
XVIII		Generic (face-to-face)	Research Methodology	5	100
XIX		Core	Dissertation / Project Work	20	400
XX		Multidisciplinary Course (Add-on) (online mode on SWAYAM / NPTEL)	Global Citizenship Education and Education for Sustainable Development	2	50

**Note:** Dissertation work may be alternatively substituted with 2 courses (5 credits each) + dissertation (10 credits) and the credits / marks may be distributed accordingly.

**Total Credits = 108**

**(B) Structure of 2-year M.Sc., Programme (Biotechnology / Chemistry / Computer Science / Mathematics / Statistics etc.)**

<b>Semester-I</b>					
Course	Course Code	Type of Course	Course Title	Credits	Marks
I	Please refer NAAC_SSR	Core	To be decided by the Department / BoS concerned	5	100
II		Core	same as above	5	100
III		Core	same as above	5	100
IV		Core	same as above	5	100
V		Internal Elective	same as above	5	100
VI		Multidisciplinary Course (Add-on)	Community Engagement and Service	2	50
<b>Semester-II</b>					
VII		Core	same as above	5	100
VIII		Core	same as above	5	100

IX		Core	same as above	5	100
X		Internal Elective	same as above	5	100
XI		Generic	same as above	5	100
XII		Multidisciplinary Course (Add-on) (online mode on SWAYAM / NPTEL)	Environmental Education	2	50
<b>Semester-III</b>					
XIII		Core	same as above	5	100
XIV		Core	same as above	5	100
XV		Core	same as above	5	100
XV		Core	same as above	5	100
XVI		Generic	same as above	5	100
XVII		Multidisciplinary Course (Add-on) (online mode on SWAYAM / NPTEL)	Value-based Education	2	50
<b>Semester-IV</b>					
XVIII		Generic	Research Methodology	5	100
XIX		Core	Dissertation / Project Work	20	400
XX		Multidisciplinary Course (Add-on) (online mode on SWAYAM / NPTEL)	Global Citizenship Education and Education for Sustainable Development	2	50

**Note:** Dissertation work may be alternatively substituted with 2 courses (5 credits each) + dissertation (10 credits) and the credits / marks may be distributed accordingly.

**Total Credits = 108**

### (C) Structure of 2-year MCA., Programme

<b>Semester-I</b>					
Course	Course Code	Type of Course	Course Title	Credits	Marks
I	Please refer NAAC_SSR	Core	To be decided by the Department / BoS	5	100

			concerned		
II		Core	same as above	5	100
III		Core	same as above	5	100
IV		Core	same as above	5	100
V		Internal Elective	same as above	5	100
VI		Multidisciplinary Course (Add-on)	Community Engagement and Service	2	50
<b>Semester-II</b>					
VII		Core	same as above	5	100
VIII		Core	same as above	5	100
IX		Core	same as above	5	100
X		Internal Elective	same as above	5	100
XI		Generic	same as above	5	100
XII		Multidisciplinary Course (Add-on) (online mode on SWAYAM / NPTEL)	Environmental Education	2	50
<b>Semester-III</b>					
XIII		Core	same as above	5	100
XIV		Core	same as above	5	100
XV		Core	same as above	5	100
XV		Internal Elective	same as above	5	100
XVI		Generic	same as above	5	100
XVII		Multidisciplinary Course (Add-on) (online mode on SWAYAM / NPTEL)	Value-based Education	2	50
<b>Semester-IV</b>					
XVIII		Generic	Research Methodology	5	100
XIX		Core	Dissertation / Project Work	20	400
XX		Multidisciplinary Course (Add-on) (online mode on SWAYAM / NPTEL)	Global Citizenship Education and Education for Sustainable Development	2	50

**Note:** Dissertation work may be alternatively substituted with 2 courses (5 credits each) + dissertation (10 credits) and the credits / marks may be distributed accordingly.

**Total Credits = 108**

**(D) Structure of 2-year MBA., / M.Com., Programme**

<b>Semester-I</b>					
Course	Course Code	Type of Course	Course Title	Credits	Marks
I	Please refer NAAC_SSR	Core	To be decided by the Department / BoS concerned	5	100
II		Core	same as above	5	100
III		Core	same as above	5	100
IV		Core	same as above	5	100
V		Internal Elective	same as above	5	100
VI		Multidisciplinary Course (Add-on)	Community Engagement and Service	2	50
<b>Semester-II</b>					
VII		Core	same as above	5	100
VIII		Core	same as above	5	100
IX		Core	same as above	5	100
X		Internal Elective	same as above	5	100
XI		Generic	same as above	5	100
XII		Multidisciplinary Course (Add-on) (online mode on SWAYAM / NPTEL)	Environmental Education	2	50
<b>Semester-III</b>					
XIII		Core	same as above	5	100
XIV		Core	same as above	5	100
XV		Core	same as above	5	100
XV		Internal Elective	same as above	5	100
XVI		Generic	same as above	5	100
XVII		Multidisciplinary Course (Add-on) (online mode on SWAYAM / NPTEL)	Value-based Education	2	50
<b>Semester-IV</b>					
XVIII		Generic	Research	5	100

			Methodology		
XIX		Core	Dissertation / Project Work	20	400
XXIII		Multidisciplinary Course (Add-on) (online mode on SWAYAM / NPTEL)	Global Citizenship Education and Education for Sustainable Development	2	50

**Note:** Dissertation work may be alternatively substituted with 2 courses (5 credits each) + dissertation (10 credits) and the credits / marks may be distributed accordingly.

**Total Credits = 108**

### (E)Structure of 2-year M.Ed., Programme

Semester-I					
Course	Course Code	Type of Course	Course Title	Credits	Marks
I	Please refer NAAC_SSR	Core	To be decided by the Department / BoS concerned	5	100
II		Core	same as above	5	100
III		Core	same as above	5	100
IV		Internal Elective	same as above	5	100
V		Generic	same as above	5	100
VI		Multidisciplinary Course (Add-on)	Community Engagement and Service	2	50
Semester-II					
VII		Core	same as above	5	100
VIII		Core	same as above	5	100
IX		Core	same as above	5	100
X		Internal Elective	same as above	5	100
XI		Generic	same as above	5	100
XII		Multidisciplinary Course (Add-on) (online mode on SWAYAM / NPTEL)	Environmental Education	2	50
Semester-III					
XIII		Core	same as above	5	100
XIV		Core	same as above	5	100
XV		Core	same as above	5	100

XV		Internal Elective	same as above	5	100
XVI		Generic	same as above	5	100
XVII		Multidisciplinary Course (Add-on) (online mode on SWAYAM / NPTEL)	Value-based Education	2	50
<b>Semester-IV</b>					
XVIII		Generic	Research Methodology	5	100
VIII		Core	Dissertation / Project Work	20	400
IX		Multidisciplinary Course (Add-on) (online mode on SWAYAM / NPTEL)	Citizenship Education and Education for Sustainable Development	2	50

**Note:** Dissertation work may be alternatively substituted with 2 courses (5 credits each) + dissertation (10 credits) and the credits / marks may be distributed accordingly.

**Total Credits = 108**

**(F) Structure of 1-year M.A., Programme (Telugu / Tamil / Kannada / English / Linguistics / Folklore / History)**

<b>Semester-I</b>					
Course	Course Code	Type of Course	Course Title	Credits	Marks
I	Please refer NAAC_SSR	Core	To be decided by the Department / BoS concerned	5	100
II		Core	same as above	5	100
III		Core	same as above	5	100
IV		Core	same as above	5	100
V		Internal Elective	same as above	5	100
VI		Multidisciplinary Course (Add-on)	Community Engagement and Service	2	50
<b>Semester-II</b>					
VII		Generic	Research Methodology	5	100
VIII		Core	Dissertation / Project Work	20	400



IX		Multidisciplinary Course (Add-on) (online mode on SWAYAM / NPTEL)	Citizenship Education and Education for Sustainable Development	2	50
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**Note:** Dissertation work may be alternatively substituted with 2 courses (5 credits each) + dissertation (10 credits) and the credits / marks may be distributed accordingly.

**Total Credits = 54**

**(G) Structure of 1-year M.Sc., Programme (Biotechnology / Chemistry / Computer Science / Mathematics / Statistics etc.)**

<b>Semester-I</b>					
Course	Course Code	Type of Course	Course Title	Credits	Marks
I	Please refer NAAC_SSR	Core	To be decided by the Department / BoS concerned	5	100
II		Core	same as above	5	100
III		Core	same as above	5	100
IV		Core	same as above	5	100
V		Internal Elective	same as above	5	100
VI		Multidisciplinary Course (Add-on)	Community Engagement and Service	2	50
<b>Semester-II</b>					
VII		Generic	Research Methodology	5	100
VIII		Core	Dissertation / Project Work	20	400
IX		Multidisciplinary Course (Add-on) (online mode on SWAYAM / NPTEL)	Citizenship Education and Education for Sustainable Development	2	50

**Note:** Dissertation work may be alternatively substituted with 2 courses (5 credits each) + dissertation (10 credits) and the credits / marks may be distributed accordingly.

**Total Credits = 54**

Towards the attainment of such a holistic and multidisciplinary education, the flexible and innovative curricula of Dravidian University shall include credit-based courses and projects in the areas of community engagement and

service, environmental education, value-based education, and global citizen education and education for sustainable development.

**Community Engagement and Service** will include contents such as importance of community engagement through service, dignity of work, lessons in seva/service and participation in community service programmes etc.

**Environment education** will include areas such as climate change, pollution, waste management, sanitation, conservation of biological diversity, management of biological resources and biodiversity, forest and wildlife conservation, and sustainable development and living.

**Value-based education** will include the development of humanistic, ethical, constitutional, and universal human values of truth, righteous conduct, peace, love, nonviolence, scientific temper, citizenship values, and life-skills; lessons in service and participation in community service programmes will be considered an integral part of the holistic education.

**Global Citizenship Education and Education for Sustainable Development** will form an integral part of the curriculum to empower learners to become aware of and understand global and sustainable development issues and to become active promoters of more peaceful, tolerant, inclusive, secure, and sustainable societies.

As part of holistic education, students at Dravidian University will also be provided with opportunities for internships with local industries, businesses, artists, crafts persons, and so on, as well as research internships with faculty and researchers at their own or other HEIs/research institutions, so that students may actively engage with the practical side of their learning and, as a by-product, further improve their employability.

## **5. Descriptors for qualifications at levels 6.5 on the NHEQF**

Further, it is imperative to list the programme specific descriptors, for which, the NHEQF document (pages 34-35) may be referred.

## **6. Programme Learning Outcomes**

The term ‘programme’ refers to the entire scheme of study followed by learners leading to a qualification. Individual programmes of study will have defined learning outcomes that must be attained for the award of a specific certificate/diploma/degree.

The curriculum development agencies are responsible for ensuring that individual programme learning outcomes align with the relevant qualification descriptor in the relevant NHEQF level. Programme learning outcomes (PLOs) include outcomes that are specific to disciplinary areas of learning associated with the chosen field (s) of learning, work/vocation, or professional practice. They also include generic learning outcomes, including transferable skills and competencies, that graduates of all programmes of study should acquire and be able to demonstrate for the award of the Certificate/Diploma/Degree. The programme learning outcomes would also focus on knowledge and skills that prepare students for further study, employment, and responsible citizenship. They would help ensure comparability of learning levels and academic standards across colleges/universities in India and provide a broad picture of the level of competence of graduates of a given programme of study. A programme of study may be related to monodisciplinary, multidisciplinary or interdisciplinary areas of learning; work or vocational education; or technical/professional education or an area of professional practice. (Please refer to NHEQF document for exemplars in this regard.)

## **7. Course Learning Outcomes (CLOs)**

The programme learning outcomes are attained by learners through the essential learnings acquired on the completion of selected courses of study within a programme of study. The term ‘course’ is used to mean the individual courses of study that make up the scheme of study for a programme. The curriculum development agencies are expected to consider the relevant programme learning outcomes when setting the course learning outcomes for the undergraduate certificate/diploma, Bachelor’s degree, Bachelor’s degree with honours/ honours with research or master’s degree programmes.

Course learning outcomes are specific to the learning for a given course of study related to a disciplinary or interdisciplinary/multi-disciplinary area of

learning. Some courses of study are highly structured, with a closely laid down progression of compulsory/core courses to be taken at different phases/stages of learning. The NHEQF envisages programmes that would allow learners much more freedom to take a combination of courses of study within the multidisciplinary contexts according to the preferences of the individual student that may be very different from the courses of study pursued by another student of the same programme.

Course-level learning outcomes are expected to be aligned with relevant programme learning outcomes. At the course level, each course may well have links to some but not all graduate attributes as these are developed through the totality of student learning experiences across the period/semesters of their study. (Please refer to NHEQF document for exemplars in this regard.)

## **8. Academic Credit Requirement**

The workload is described in terms of credits and the credit is defined mostly in terms of learner-engaged time. A course is measured in terms of credit hours based on the amount of workload and learner-engaged time. A credit framework indicates the time invested, and the workload for each of the credits earned by the individual. The credit framework will facilitate credit accumulation and transfer.

A credit is a unit by which the coursework is measured. It determines the number of hours of instruction required per week over the duration of a semester. For example, a three credit lecture course in a semester means three one-hour lectures per week with each one-hour lecture counted as one credit. In a semester of 15 weeks duration, a three credit lecture course is equivalent to 45 hours of teaching. A one credit of tutorial work means one-hour engagement per week. In a semester of 15 weeks duration, a one credit tutorial in a course is equivalent to 15 hours of engagement. A one credit course in practicum or lab work, community engagement and services, and field work in a semester means two-hour engagement per week. In a semester of 15 weeks duration, a one credit practicum in a course is equivalent to 30 hours of engagement. A one credit of Seminar or Internship or Studio activities or Field practice/projects or Community engagement and service means two-hour engagement per week. Accordingly, in a semester of 15 weeks duration, a one credit in these courses is equivalent to 30 hours of engagement.

Different modes of teaching that include direct in-person/face-to-face instruction, open and distance learning, online education, and hybrid/blended modes. The credit framework would facilitate all these modes of learning. A student will receive the credits linked to a course on the successful completion of a programme of study in an academic term of 15-16 weeks (a semester) based on the number of hours of teaching/guidance specified below, in any of the approved modes of study.

## 9. Components of programmes of study

Based on the requirements, The following types of courses/activities may be used to build programmes of study. Each of them will require specific number of hours of teaching/guidance/practicum, in any of the modes of learning, and laboratory/studio/workshop activities, field-based learning/projects, and internships/ community engagement and service.

- **Lecture courses:** Courses involving lectures relating to a field or discipline by an expert or qualified personnel in a field of learning, work/vocation or professional practice.
- **Laboratory/Practicum work/ studio/workshop-based activities:** A course requiring students to participate in a project or practical or lab activity that applies previously learned/studied principles/theory related to the chosen field of learning, work/vocation or professional practice under the supervision of an expert or qualified individual in the field of learning, work/vocation or professional practice.
- **Field-based learning/projects, internships, and community engagement and service:** Courses requiring students to participate in field-based learning/projects generally under the supervision of an expert of the given external entity.
- **Community Engagement:** Courses requiring students to participate in field-based learning/projects generally under the supervision of an expert of the given external entity. The curricular component of ‘community engagement and service’ will involve activities that would expose students to the socio-economic issues in society so that the theoretical learning can be supplemented by actual life experiences to generate solutions to real-life problems.

## 10. Evaluation

- a) At the end of each semester, University Examinations shall be held as prescribed in the Scheme of Examination.
- b) Each theory paper carries 100 marks of which 70 marks are earmarked for Semester–end Examination and 30 marks are earmarked for internal assessment to be awarded by the teacher concerned. On the basis of two internal tests for 10 marks, 10 marks for assignments, 5 marks participation in seminars and group discussion, and 5 marks for attendance. Two internal tests are conducted and the performance of the better of two will be taken into consideration. However, it is mandatory for a student to take the tests / seminar and group discussion and assignment. The minimum qualifying marks for the internal assessment in theory papers shall be 15 out of 30 and 50% in other practicum.
- c) There will be double valuation of theory papers of semester–end examination, that is, by one internal examiner (subject teacher) and one external examiner. The average of two valuations will be taken into consideration for award of marks in a particular course (subject). In case of difference of more than 20% of marks between the two valuations, such answer scripts will be sent for third valuation. In such cases, the average of the two nearest marks of three independent valuations will be taken will be taken for the purpose of declaring the results.
- d) **Dissertation:** Every student shall submit a dissertation in a topic approved by the department. The dissertation shall be prepared under the direction of a regular faculty member and submitted one month before the commencement of the university examinations for the fourth semester.
  - Dissertation work should start during the first semester of first year.
  - It must be satisfactory in respect of literary presentation as well as in other respects and should be suitable for publication. Report should be written only in English except for the Telugu Language Topics.
  - It shall have a bearing on some aspect of education and embody either, (i) a record of original investigation, or (ii) a critical analysis of existing data or (iii) a combination of

both.

- The candidate shall indicate generally in his preface to the dissertation and in notes the source from which his/her information is taken, the extent to which he/she has availed himself of the work of others and the portion of the dissertation which he/she claims as his/her original work.
- Every dissertation shall be accompanied by a certificate signed by the regular faculty member who guided the student in the preparation of dissertation stating that the dissertation is bonafide and is based on his / her genuine work and that it is worthy of examination.
- Break-up of marks for dissertation work: 50 (proposal seminar presentation) + 150 (data collection, analysis and interpretation) + 150 (report writing) + 50 (viva-voce) = 400 marks (total). (*Dissertation work may be alternatively substituted with 2 courses (5 credits each) + dissertation (10 credits) and the credits / marks may be distributed accordingly.*)
- There shall be a viva-voce examination (50 marks) for the dissertation to be conducted by a panel of examiners comprising an (a) External Examiner from outside Dravidian University, (b) Head of Department (Coordinator), (c) Guide teacher.

- e) There shall be no supplementary examinations under the CBCS.
- f) **Passing Standards:** A student should secure a minimum of 40% of marks in each semester-end theory paper of University examination and an aggregate of 50% of marks of all the papers of the semester for a pass. Further, a student should secure a minimum of 50% marks in seminar / project work / field work / dissertation / internship any such other assignment for a pass. A Candidate shall be declared to have passed in the examination, if he obtains 40% of the marks in each paper and in dissertation 50% and also on aggregate.
- g) If a student fails to secure an aggregate of 50% of marks for a pass in theory paper of a semester he/she has to secure 50% marks in such individual paper/papers (Semester-end examination + Internal assessment marks put together) in the subsequent opportunity of the examination.
- h) **Award of Division:** At the end of each semester after evaluation of

theory, practicum, internship and dissertation marks will be converted into grade letter and grade point (G.P) to every paper. From the grade points semester grade point average (SGPA) at the end of each semester and Cumulative grade point average (CGPA) at the end of all four semesters will be calculated. The results will be given in semester grade point averages (SGPA) and finally in cumulative grade point averages (CGPA) candidates who have passed all the examinations of the M.Ed. Degree shall be awarded Classes / Divisions in accordance with the total aggregate marks secured by them in all the semester examinations taken together.

i) **Grade Point and Letter Grade:** Letter Grade and Grade Points are awarded as per the following table.

S.No.	Range of	Letter Grade	Grade
1	91-100	O (Outstanding)	10
2	81-90	A+ (Excellent)	9
3	71-80	A (Very Good)	8
4	61-70	B+ (Good)	7
5	51-61	B (Above	6
6	41-50	C(Average)	5
7	40	P(Pass)	4
8	Below 40	F(Fail)	0
9	Ab (absent)	Ab (Absent)	0

The statutory requirement for eligibility to enter as assistant professor in colleges and universities in the disciplines of arts, sciences, commerce etc, is a minimum average mark of 50% and 55% in relevant postgraduate degree respectively for reserved and general category. Hence, it is recommended that the cut-off marks for grade B shall not be less than 50% and for grade B+, it should not be less than 55% under the absolute grading system. Similarly, cut-off marks shall be fixed for grade B and B+ based on the recommendation of the statutory bodies (UGC, AICTE, NCTE etc.,) of the relevant disciplines.

j) **Award of Ranks:**

Only those candidates who appear and pass all the examination



papers of each semester at the first appearance are eligible for the Award of Ranks.

## 11. Conclusion

In a nutshell, it is to indicate that every Higher Education Institution has been given freedom to design its own curricula for the Postgraduate programmes of 1-year / 2-years duration.

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***Acknowledgement:** The present author is highly grateful to all Authors / Sources / References from which the material for the above presentation is gathered for use of academic purposes.*  
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