

**UGC GUIDELINES ON ADOPTION OF CHOICE BASED  
CREDIT SYSTEM**

**UNIVERSITY GRANTS COMMISSION  
BAHADURSHAH ZAFAR MARG NEW  
DELHI — 110 002**

# UGC Guidelines on Adoption of Choice Based Credit System

---

## 1. Preamble

The University Grants Commission (UGC) has initiated several measures to bring equity, efficiency and excellence in the Higher Education System of country. The important measures taken to enhance academic standards and quality in higher education include innovation and improvements in curriculum, teaching-learning process, examination and evaluation systems, besides governance and other matters.

The UGC has formulated various regulations and guidelines from time to time to improve the higher education system and maintain minimum standards and quality across the Higher Educational Institutions (HEIs) in India. The academic reforms recommended by the UGC in the recent past have led to overall improvement in the higher education system. However, due to lot of diversity in the system of higher education, there are multiple approaches followed by universities towards examination, evaluation and grading system. While the HEIs must have the flexibility and freedom in designing the examination and evaluation methods that best fits the the curriculum, syllabi and teaching-learning methods, there is a need to devise a sensible system for awarding the grades based on the performance of students. Presently the performance of the students is reported using the conventional system of marks secured in the examinations or grades or both. The conversion from marks to letter grades and the letter grades used vary widely across the HEIs in the country. This creates difficulty for the academia and the employers to understand and infer the performance of the students graduating from different universities and colleges based on grades.

The grading system is considered to be better than the conventional marks system and hence it has been followed in the top institutions in India and abroad. So it is desirable to introduce uniform grading system. This will facilitate student mobility across institutions within and across countries and also enable potential employers to assess the performance of students. To bring in the desired uniformity, in grading system and method for computing the cumulative grade point average (CGPA) based on the performance of students in the examinations, the UGC has formulated these guidelines.

## **2. Applicability of the Grading System**

These guidelines

shall apply to all undergraduate and postgraduate level degree, diploma and certificate programmes under the credit system awarded by the Central, State and Deemed to be universities in India.

## **3. Definitions of Key Words:**

1. **Academic Year:** Two consecutive (one odd + one even) semesters constitute one academic year.
2. **Choice Based Credit System (CBCS):** The CBCS provides choice for students to select from the prescribed courses (core, elective or minor or soft skill courses).
3. **Course:** Usually referred to, as 'papers' is a component of a programme. All courses need not carry the same weight. The courses should define learning objectives and

learning outcomes. A course may be designed to comprise lectures/ tutorials/laboratory work/ field work/ outreach activities/ project work/ vocational training/viva/ seminars/ term papers/assignments/ presentations/ self-study etc. or a combination of some of these.

4. **Credit Based Semester System (CBSS):** Under the CBSS, the requirement for awarding a degree or diploma or certificate is prescribed in terms of number of credits to be completed by the students.
5. **Credit Point:** It is the product of grade point and number of credits for a course.
6. **Credit:** A unit by which the course work is measured. It determines the number of hours of instructions required per week. One credit is equivalent to one hour of teaching (lecture or tutorial) or two hours of practical work/field work per week.
7. **Cumulative Grade Point Average (CGPA):** It is a measure of overall cumulative performance of a student over all semesters. The CGPA is the ratio of total credit points secured by a student in various courses in all semesters and the sum of the total credits of all courses in all the semesters. It is expressed up to two decimal places.
8. **Grade Point:** It is a numerical weight allotted to each letter grade on a 10-point scale.
9. **Letter Grade:** It is an index of the performance of students in a said course. Grades are denoted by letters O, A+, A, B+, B, C, P and F.
10. **Programme:** An educational programme leading to award of a Degree, diploma or certificate.
11. **Semester Grade Point Average (SGPA):** It is a measure of performance of work done in a semester. It is ratio of total credit points secured by a student in various courses registered in a semester and the total course credits taken during that semester. It shall be expressed up to two decimal places.
12. **Semester:** Each semester will consist of 15-18 weeks of academic work equivalent to 90 actual teaching days. The odd semester may be scheduled from July to December and even semester from January to June.
13. **Transcript or Grade Card or Certificate:** Based on the grades earned, a grade certificate shall be issued to all the registered students after every semester. The grade certificate will display the course details (code, title, number of credits, grade secured) along with SGPA of that semester and CGPA earned till that semester.

#### **4. Semester System and Choice Based Credit System**

The Indian Higher Education Institutions have been moving from the conventional annual system to semester system. Currently many of the institutions have already introduced the choice based credit system. The semester system accelerates the teaching-learning process and enables vertical and horizontal mobility in learning. The credit based semester system provides flexibility in designing curriculum and assigning credits based on the course content and hours of teaching. The choice based credit system provides a 'cafeteria' type approach in which the students can take courses of their choice, learn at their own pace, undergo additional courses and acquire more than the required credits, and adopt an interdisciplinary approach to learning. It is desirable that the HEIs move to CBCS and implement the grading system.

#### **5. Types of Courses:**

Courses in a programme may be of three kinds: Core, Elective and Foundation.

##### **1. Core Course:-**

There may be a Core Course in every semester. This is the course which is to be compulsorily studied by a student as a core requirement to complete the requirement of a programme in a said discipline of study.

## 2. Elective Course:-

Elective course is a course which can be chosen from a pool of papers. It may be:

- Supportive to the discipline of study
- Providing an expanded scope
- Enabling an exposure to some other discipline/domain
- Nurturing student's proficiency/skill.

An elective may be "Generic Elective" focusing on those courses which add generic proficiency to the students. An elective may be "Discipline centric" or may be chosen from an unrelated discipline. It may be called an "Open Elective."

## 3. Foundation Course:-

The Foundation Courses may be of two kinds: Compulsory Foundation and Elective foundation. "Compulsory Foundation" courses are the courses based upon the content that leads to Knowledge enhancement. They are mandatory for all disciplines. Elective Foundation courses are value-based and are aimed at man-making education.

## 6. Examination and Assessment

The HEIs are currently following various methods for examination and assessment suitable for the courses and programmes as approved by their respective statutory bodies. In assessing the performance of the students in examinations, the usual approach is to award marks based on the examinations conducted at various stages (sessional, mid-term, end-semester etc.) in a semester. Some of the HEIs convert these marks to letter grades based on absolute or relative grading system and award the grades. There is a marked variation across the colleges and universities in the number of grades, grade points, letter grades used, which creates difficulties in comparing students across the institutions. The UGC recommends the following system to be implemented in awarding the grades and CGPA under the credit based semester system.

### 6.1. Letter Grades and Grade Points:

- Two methods -relative grading or absolute grading– have been in vogue for awarding grades in a course. The relative grading is based on the distribution (usually normal distribution) of marks obtained by all the students of the course and the grades are awarded based on a cut-off marks or percentile. Under the absolute grading, the marks are converted to grades based on pre-determined class intervals. To implement the following grading system, the colleges and universities can use any one of the above methods.
- The UGC recommends a 10-point grading system with the following letter grades as given below:

**Table 1: Grades and Grade Points**

Letter Grade	Grade Point
--------------	-------------

O (Outstanding)	10
A+ (Excellent)	9
A (Very Good)	8
B+ (Good)	7
B (Above Average)	6
C (Average)	5
P (Pass)	4
F (Fail)	0
Ab (Absent)	0

- iii. A student obtaining Grade F shall be considered failed and will be required to reappear in the examination.
- iv. For non credit courses 'Satisfactory' or "Unsatisfactory' shall be indicated instead of the letter grade and this will not be counted for the computation of SGPA/CGPA.
- v. The Universities can decide on the grade or percentage of marks required to pass in a course and also the CGPA required to qualify for a degree taking into consideration the recommendations of the statutory professional councils such as AICTE, MCI, BCI, NCTE etc.,
- vi. The statutory requirement for eligibility to enter as assistant professor in colleges and universities in the disciplines of arts, science, 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 (AICTE, NCTE etc.,) of the relevant disciplines.

## **6.2. Fairness in Assessment:**

Assessment is an integral part of system of education as it is instrumental in identifying and certifying the academic standards accomplished by a student and projecting them far and wide as an objective and impartial indicator of a student's performance. Thus, it becomes bounden duty of a University to ensure that it is carried out in fair manner. In this regard, UGC recommends the following system of checks and balances which would enable Universities effectively and fairly carry out the process of assessment and examination.

- i. In case of at least 50% of core courses offered in different programmes across the disciplines, the assessment of the theoretical component towards the end of the semester should be undertaken by external examiners from outside the university conducting examination, who may be appointed by the competent authority. In such courses, the question papers will be set as well as assessed by external examiners.
- ii. In case of the assessment of practical component of such core courses, the team of examiners should be constituted on 50 – 50 % basis. i.e. half of the examiners in the team should be invited from outside the university conducting examination.
- iii. In case of the assessment of project reports / thesis / dissertation etc. the work should be undertaken by internal as well as external examiners.

## **7. Computation of SGPA and CGPA**

The UGC recommends the following procedure to compute the Semester Grade Point Average (SGPA) and Cumulative Grade Point Average (CGPA):

- i. The SGPA is the ratio of sum of the product of the number of credits with the grade points scored by a student in all the courses taken by a student and the sum of the number of credits of all the courses undergone by a student, i.e

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

where  $C_i$  is the number of credits of the  $i$ th course and  $G_i$  is the grade point scored by the student in the  $i$ th course.

- ii. The CGPA is also calculated in the same manner taking into account all the courses undergone by a student over all the semesters of a programme, i.e.

$$\text{CGPA} = \frac{\sum(C_i \times S_i)}{\sum C_i}$$

where  $S_i$  is the SGPA of the  $i$ th semester and  $C_i$  is the total number of credits in that semester.

- iii. The SGPA and CGPA shall be rounded off to 2 decimal points and reported in the transcripts.

## **8. Illustration of Computation of SGPA and CGPA and Format for Transcripts**

- i. Computation of SGPA and CGPA

### ***Illustration for SGPA***

Course	Credit	Grade letter	Grade point	Credit Point (Credit x Grade)
Course 1	3	A	8	3 X 8 = 24
Course 2	4	B+	7	4 X 7 = 28
Course 3	3	B	6	3 X 6 = 18
Course 4	3	O	10	3 X 10 = 30
Course 5	3	C	5	3 X 5 = 15
Course 6	4	B	6	4 X 6 = 24
	20			139

Thus, **SGPA = 139/20 = 6.95**

### ***Illustration for CGPA***

Semester 1	Semester 2	Semester 3	Semester 4
Credit : 20 SGPA:6.9	Credit : 22 SGPA:7.8	Credit : 25 SGPA: 5.6	Credit : 26 SGPA:6.0

<b>Semester 5</b>	<b>Semester 6</b>		
Credit : 26 SGPA:6.3	Credit : 25 SGPA: 8.0		

Thus,  $CGPA = \frac{20 \times 6.9 + 22 \times 7.8 + 25 \times 5.6 + 26 \times 6.0 + 26 \times 6.3 + 25 \times 8.0}{144} = 6.73$

- ii. Transcript (Format): Based on the above recommendations on Letter grades, grade points and SGPA and CCPA, the HEIs may issue the transcript for each semester and a consolidated transcript indicating the performance in all semesters.

# **A.P. STATE COUNCIL OF HIGHER EDUCATION**

## **GUIDELINES FOR THE REVISED CHOICE BASED CREDIT SYSTEM CBCS (W.E.F 2020-21)**

### **I. Preamble:**

Choice Based Credit System (CBCS) was introduced, under the aegis of Andhra Pradesh State Council of Higher Education (APSCHE), at the insistence of the University Grants Commission, for the general undergraduate programmes, i.e., BA, BCom, BSc, BCA, BBA, UG Honours etc., by the affiliating universities in all government, aided and private degree colleges in the state of Andhra Pradesh in 2015 - 2016.

The system of CBCS has been in vogue for the undergraduate programmes in all the advanced countries for several decades and proved to be advantageous to the students of higher education because of its features like courses in place of papers, availability of diverse courses, scope for choice, weightages with credits, space for multiple kinds of teaching, learning and assessing methods which can effectively cater to the diverse needs of students.

As the existing CBCS would be completing five years by 2019-20, the APSCHE decided to revise and strengthen the scheme while addressing the following issues.

- a. Overcoming the shortages in the existing system.
- b. Consolidating the system in its true spirit by providing multiple choices in domain as well as general courses.
- c. Revising the curricular framework wherever needed.
- d. Orienting syllabus to the course outcomes as advised by UGC
- e. Updating of syllabus to match to the present needs
- f. Replacing papers with courses
- g. Introducing better skill-oriented courses to align with the emerging and employment areas.

For carrying out the above task, the APSCHE constituted a Committee for recommending revised curricular framework and updated syllabus of UG Programmes,



i.e., B.A., B.Com., B.Sc., BCA, BBA, UG Honours etc., under CBCS pattern from the year 2020-21.

Based on the recommendations of the Committee, the following Guidelines are formulated. These Guidelines of Curricular Framework with revised Choice Based Credit System comes into effect from the academic year 2020 – 2021, to be strictly adhered for all Undergraduate Programmes offered in Affiliated Colleges and Autonomous Colleges.

1. The Curricular Framework for UG – Arts; UG – Science and UG – Commerce are appended as Annexures – I, II & III respectively.
2. **Life Skill Courses:** There will be 4 Life Skill Courses in place of earlier 10 foundation courses with the same hours, credits and maximum marks. The objective is to inculcate the required simple life-long skills. While the course in 'Environmental Education' continued to be mandatory, in case of others, students can opt one out of three courses, unlike in the existing system, where no choice is being given to students.
3. **Skill Development Courses:** A new set of 4 Skill Development Courses will be offered with 2 hours of teaching per week, two credits, 50 maximum marks and only external assessment. These courses are intended to train students in broad-based multiple career oriented general skills, in Arts, Commerce and Science streams but open to all students. A wider choice is given to students as they can choose one course from a total of six courses (two from each stream).
4. The preferred departments for teaching LSCs and SDCs are appended.
5. To ensure accountability among the teachers teaching LSCs and SDCs courses, the workload of these is to be reckoned for the calculation of workload of teachers.
6. **Core Courses:** Three core courses of Domain subjects will be in the first three semesters, and the fourth and fifth courses will be in the fourth semester. Two domain SECs will be in the fifth semester. There will be uniformly five Core Courses in each Domain Subject in BA and BSc, and 15 in BCom.

7. **Skill Enhancement Courses:** Two Skill Enhancement Courses will be offered for each domain subject, in Semester V. The two Skill Enhancement Courses of each domain subject will be linked for a wider basic and practical experience to students.
8. Programmes like BCA, BBA, UG Honours etc. will broadly have a similar framework as prescribed for B.Com considering them as single major subject programme.
9. Table-1: Main Features of the Courses in the Revised Curricular Framework.

Subject/Course	Hours / Week Theory	Hours / Week Practicals	Total Hours	Credits	Max Marks Internal Assessment	Max Marks University Exam	Total
Life Skills Course	02	-	02	02	-0-	50	50
Skill Development Course	02	-	02	02	-0-	50	50
Language Subject	04	-	04	03	25	75	100
Domain Arts/Commerce Subject	05	-	05	04	25	75	100
Domain Science Subject	04	02	05	05 (4+1)	25	75	100
Mathematics	06	-	06	05	25	75	100

10. The four courses of LSCs, SDCs and three courses of Languages (as they exist now) will be offered in the first three semesters as shown in the table below. The detailed structure is shown in Tabel-2 below.

<b>Courses of</b>	<b>Sem-I</b>	<b>Sem-II</b>	<b>Sem-III</b>	<b>Sem-IV</b>	<b>Sem-V</b>
Life Skills	1 (02)	1 (02)	2 (04)		
Skill Development	1 (02)	2 (04)	1 (02)		
Language – 1	C-1 (04)	C-2 (04)	C-3 (04)		
Language – 2	C-1 (04)	C-2 (04)	C-3 (04)		
Domain Sub -1	C-1 (06)	C-2 (06)	C-3 (06)	C-4 (06)	SEC-1(06)

				C-5 (06)	SEC-2 (06)
Domain Sub -2	C-1 (06)	C-2 (06)	C-3 (06)	C-4 (06) C-5 (06)	SEC-1(06) SEC-2 (06)
Domain Sub -3	C-1 (06)	C-2 (06)	C-3 (06)	C-4 (06) C-5 (06)	SEC-1(06) SEC-2 (06)
Total Hours/Week	30	32	32	36	36

\* Figures in parenthesis are hours per week of Core Courses of Science. In respect of Arts and Commerce Courses, the hours per week for Core Courses will be 5.

\*\* SEC1 and SEC-2 in Sem-V are C-6 and C-7 respectively.

11. Teaching of two appropriate LSCs/SDCs are to be assigned to the language departments to mitigate the workload shortage for the language subjects, as being done in respect of Foundation Courses in the previous system. The workload for teaching LSCs and SDCs by the respective language department shall be reckoned while calculating their workload.
12. The syllabus was revised and updated keeping the Learning Outcomes in view for ensuring higher order learning and skills, a requirement in higher education. The Universities and colleges shall make certain that teaching, learning and assessment are outcome oriented.
13. In the affiliation system which imposes limitations in assessing students, the internal assessment is crucial in ensuring the right learning. Universities and colleges may strengthen the internal assessment without disturbing its flexibility.
14. Co-curricular activities play an important role in promoting experiential self-learning and field-based learning in students, especially in learning higher order skills. The measurable pedagogical activities can be a small part of internal assessment.
15. The respective Boards of Studies of the affiliating universities/autonomous colleges may modify the syllabus prepared by the subject committees as mentioned above to a limited extent, without disturbing the Frame work recommended above.
16. In view of the advantages of using ICT in teaching and learning, the universities and colleges may offer 'online courses' on extra credits. They may take into consideration the standardized online courses offered by various government/public agencies and also may design their own new online courses following due procedures.

17. Similarly, online programmes such as Webinars, with greater participation of students, may be encouraged in colleges.
18. The system of credit transfer facilitates students getting better training at appropriate places. The universities may discuss and develop a uniform system and guidelines in this regard across the state. The number of credits earned under credit transfer shall, however, be limited to a small number. APSCHE will issue separate guidelines.
19. To ensure inculcating social responsibility and compassionate commitment among the students, the summer vacation in the intervening 1<sup>st</sup> and 2<sup>nd</sup> years of study shall be for Community Service. Detailed guidelines on the Community Service will be circulated shortly.
20. To make the students employable, an Apprenticeship / Internship / On the job training shall be undertaken by the students in the intervening summer vacation between the 2<sup>nd</sup> and 3<sup>rd</sup> years.
21. During the entire 6<sup>th</sup> Semester, the student shall undergo Apprenticeship / Internship / On the Job Training. This is to ensure that the students develop hands on technical skills which will be of great help in facing the world of work.
22. APSCHE shall issue guidelines for the implementation and assessment of the Apprenticeship / Internship / On the job Training.

## LIST OF LIFE SKILL COURSES

Semester	No. of Courses	Choices	Preferred Teaching Dept.
<b>I</b>	<b>01</b>	Computer Applications	Computers
		Human Values and Professional Ethics	English/Telugu/Any Dept
		Entrepreneurship	Commerce
<b>II</b>	<b>01</b>	Information and Communication Technology	Computers
		Indian Culture and Science	History/Telugu
		Elementary Statistics	Statistics/Maths/Economics/Commerce
<b>III</b>	<b>02</b>	Health and Hygiene	Zoology/Botany
		Personality Development and Leadership	English/ Any Dept
		Analytical Skills	Maths/Statistics
		Environmental Education	Botany/Zoology/Environmental Sciences/Any Dept.

**List of Skill Development Courses along with their Semester-wise allotment with choices. Preferred Teaching Departments are given in the parenthesis.**

Sem	No. of Courses	Stream – A (Arts)	Stream – B (Commerce)	Stream – C (Science)
<b>I</b>	<b>01</b>	Tourism Guidance (History)  Public Relations (Pol Sci /English)	Secretaryship  Insurance Promotion	Electrical Appliances (Physics)  Plant Nursery (Botany)
<b>II</b>	<b>02</b>	Journalistic Reporting (English)  Survey & Reporting (Economics/History)  Social Work Methods (Pol Sci)  Performing Arts (Telugu)	Agricultural Marketing  Business Communication (English)  Advertising  Logistics & Supply Chain	Solar Energy (Physics)  Fruit & Vegetable Preservation (Botany)  Dairy Techniques (Zoology)  Food Adulteration (Chemistry)
<b>III</b>	<b>01</b>	Financial Markets (Economics)  Disaster Management (English /Telugu)	Online Business  Retailing	Environment Audit (Chemistry)  Poultry Farming (Zoology)

**ANNEXURE - I CBCS CURRICULAR FRAMEWORK (2020 - 21 ONWARDS) - BACHELOR OF ARTS**

Subjects		SEM I		SEM II		SEM III		SEM IV		SEM V		SEM VI			
		Hrs/W	Credits	Hrs/W	Credits	Hrs/W	Credits	Hrs/W	Credits	Hrs/W	Credits	Hrs/W	Credits		
<b>Languages</b>															
English		4	3	4	3	4	3								
Language (H/T/S)		4	3	4	3	4	3								
Life Skill Courses		2	2	2	2	2+2	2+2								
Skill Development Courses		2	2	2+2	2+2	2	2								
<b>Core Papers</b>															
Major 1	Core 1,2,3,& 4	5	4	5	4	5	4	5	4						
Major 2	Core 1,2,3,& 4	5	4	5	4	5	4	5	4						
Major 3	Core 1,2,3,& 4	5	4	5	4	5	4	5	4						
Major 1	Core -5							5	4						
Major 2	Core -5							5	4						
Major 1	Skill Enhancement Core Courses 6 & 7									5	4				
Major 2	Skill Enhancement Core Courses 6 & 7									5	4				
Major 2	Skill Enhancement Core Courses 6 & 7									5	4				
<b>Hrs/W (Academic Credits)</b>		27	22	29	24	29	24	30	24	30	24	0	12	4	4
Project Work															
<b>Extension Activities (Non Academic Credits)</b>															
NCC/NSS/Sports/Extra Curricular									2						
Yoga						1		1							
Extra Credits															
<b>Hrs/W (Total Credits)</b>		27	22	29	24	29	25	30	27	30	24	0	12	4	4

THIRD PHASE of APPRENTICESHIP Entire 5th / 6th Semester

FIRST and SECOND PHASES (2 spells) of APPRENTICESHIP between 1st and 2nd year and between 2nd and 3rd year (two summer vacations).

**ANNEXURE - II CBCS CURRICULAR FRAMEWORK (2020 - 21 ONWARDS) - BACHELOR OF SCIENCES**

Subjects		SEM I		SEM II		SEM III		SEM IV		SEM V		SEM VI			
		Hrs/W	Credits	Hrs/W	Credits	Hrs/W	Credits	Hrs/W	Credits	Hrs/W	Credits	Hrs/W	Credits		
<b>Languages</b>															
English		4	3	4	3	4	3								
Language (H/T/S)		4	3	4	3	4	3								
Life Skill Courses		2	2	2	2	2+2	2+2								
Skill Development Courses		2	2	2+2	2+2	2	2								
Major 1	Core 1,2,3,& 4	4+2	4 + 1	4+2	4 + 1	4+2	4 + 1	4+2	4 + 1						
Major 2	Core 1,2,3,& 4	4+2	4 + 1	4+2	4 + 1	4+2	4 + 1	4+2	4 + 1						
Major 3	Core 1,2,3,& 4	4+2	4 + 1	4+2	4 + 1	4+2	4 + 1	4+2	4 + 1						
Major 1	Core -5							4+2	4 + 1						
Major 2	Core -5							4+2	4 + 1						
Major 3	Core -5							4+2	4 + 1						
Major 1	Skill Enhancement Courses (6 & 7)									4+2	4 + 1				
Major 2	Skill Enhancement Courses (6 & 7)									4+2	4 + 1				
Major 3	Skill Enhancement Courses (6 & 7)									4+2	4 + 1				
<b>Hrs/W (Academic Credits)</b>		30	25	32	27	32	27	36	30	36	30		12	4	4
Project Work															
Extension Activities (Non															
NCC/NSS/Sports/Extra Curricular									2						
Yoga							1		1						
Extra Credits															
<b>Hrs/W (Total Credits)</b>		30	25	32	27	32	28	36	33	36	30		12	4	4

THIRD PHASE of APPRENTICESHIP Entire 5th / 6th Semester

FIRST and SECOND PHASES (2 spells) of APPRENTICESHIP between 1st and 2nd year and between 2nd and 3rd year (two summer vacations).



**ANNEXURE - III CBCS CURRICULAR FRAMEWORK (2020 - 21 ONWARDS) - B.Com., BBA, BCA etc.**

Subjects		SEM I		SEM II		SEM III		SEM IV		SEM V		SEM VI			
		Hrs/W	Credits	Hrs/W	Credits	Hrs/W	Credits	Hrs/W	Credits	Hrs/W	Credits	Hrs/W	Credits		
<b>Languages</b>															
English		4	3	4	3	4	3								
Language (H/T/S)		4	3	4	3	4	3								
Life Skill Courses		2	2	2	2	2+2	2+2								
Skill Development Courses		2	2	2+2	2+2	2	2								
<b>Core Courses***</b>															
Core		5	4	5	4	5	4	5	4						
Core		5	4	5	4	5	4	5	4						
Core		5	4	5	4	5	4	5	4						
Core								5	4						
Core								5	4						
Core								5	4						
<b>(Domain Related) Skill Enhancement Courses**** (SECs)</b>										5	4				
										5	4				
										5	4				
										5	4				
										5	4				
<b>Hrs/W (Academic Credits)</b>		27	22	29	24	29	24	30	24	30	24	0	12	4	4
Project Work															
<b>Extension Activities</b>															
NCC/NSS/Sports/Extra Curricular									2						
Yoga							1		1						
Extra Credits															
<b>Hrs/W (Total Credits)</b>		27	22	29	24	29	25	30	27	30	24	0	12	4	4

THIRD PHASE of APPRENTICESHIP Entire 5th / 6th Semester

FIRST and SECOND PHASES (2 spells) of APPRENTICESHIP between 1st and 2nd year and between 2nd and 3rd year (two summer vacations).