

No.: CUJ/24th AC/2026/1/ 155

Dated: 03-March, 2026

अधिसूचना / NOTIFICATION

It is notified for information of all concerned that the SoP framed for operationalization of National Credit Framework (NCrF) in the University has been approved by the Academic Council in its 24th meeting held 24th January, 2026 and subsequently approved by the Executive Council in its 53rd meeting held on 2nd February, 2026.

A copy of SoP framed on National Credit Framework (NCrF) is attached herewith.

This is issued with the approval of the Hon'ble Vice Chancellor.


कुलसचिव (प्रभारी) / REGISTRAR (I/c)

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1. All Deans of the Schools
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कुलसचिव (प्रभारी) / REGISTRAR (I/c)

SoP FOR OPERATIONALIZATION OF NATIONAL CREDIT FRAMEWORK (NCrF) in CENTRAL UNIVERSITY OF JHARKHAND

1. Introduction:

The National Education Policy 2020 envisions a disruptive transformation in education system to make India a 'global knowledge superpower- Vishwa Guru'. It lays emphasis on making the education more holistic, multidisciplinary, and effective by integrating general (academic) and vocational/ skill education while ensuring the vertical and horizontal mobility of students and learners between academic and vocational streams. To realize the intent and objectives of National Education Policy 2020, the Government of India constituted a High-Level Committee (HLC) to formulate the National Credit Framework (NCrF). Members from UGC, AICTE, NCVET, NIOS, CBSE, NCERT, Department of School Education and Learning & Department of Higher Education, Ministry of Education, DGT, and Ministry of Skill Development were part of the HLC. The NCrF provides for creditization of all learning including academic, vocational/ skills & experiential learning, and assignment, accumulation, storage, transfer & redemption of credits, subject to assessment; removes distinction between subjects and establishes academic equivalence between vocational & general education while enabling mobility within & between them, and its operationalization through the Academic Bank of Credits (ABC).

2. Nature and Duration (Degree, Diploma and Certificate) of Five Year Integrated Masters Program (FYIMP) for the students admitted in years 2022, 2023 & 2024

- (i) Subject to the provisions contained in the Act and the general policy of the University, **Five-Year Integrated Masters Program (FYIMP)** shall be full-time regular courses of five (5) years duration comprising ten (10) semesters.
- (ii) Each academic year shall have two semesters; one odd and one even semester and each semester, shall have at least 15 working weeks of active teaching/learning.
- (iii) A candidate admitted to the Program shall be required to earn a minimum of 200 credits to complete the integrated five-year post-graduate Program with a total period of 7 years for each credit earned.
- (iv) Unless specified explicitly in the regulations of a particular Program (with particular reference to the provisions from 'c to 'h'):
 - a. Five-Year Integrated Masters Program (FYIMP) in any discipline may have multiple possible entries and multiple exits (Table 2).
 - b. Fresh Admissions shall be made in the 1st semester, 7th semester (4th Year) and 9th semester (5th year), possessing required qualification/credits as depicted in the regulations of a particular Program, subject to the availability of vacancy.
 - c. After first year (successful completion of two-semesters with a minimum of 40 credits), a candidate with a minimum of 4 additional Skill Credits is eligible to

receive **Certificate**,

- d. After second year (successful completion of four semesters with a minimum of 80 credits), a candidate with a minimum of 4 additional Skill Credits is eligible to receive **Diploma**;
- e. After third year (successful completion of six semesters with a minimum of 120 credits), a candidate is eligible to receive **Bachelor's Degree**;
- f. After four years (successful completion of eight semesters with a minimum of 160 credits), a candidate is eligible to receive **Bachelor's (Honors) Degree with / without Research**;
- g. A candidate entering the Program in 4th year and exiting after completion of 4th year with completing minimum of 40 Credit-hours shall be eligible to receive **PG Diploma**.
- h. After completion of 5 years (successful completion of ten semesters), a candidate shall receive **Five-Year Integrated Master's degree**. A candidate who joins the Program in 7th semester shall be awarded Two Year **Master's Degree**, the one who joins in 9th Semester shall be awarded One Year Master's Degree.
- i. A candidate availing exit option shall have the option to resume the Program within 3 years of exit at the beginning of any academic year to complete the degree with the prevailing syllabi. However, the degree has to be completed in a maximum of 7 years from the date of admission to the 1st Semester.

(Please refer Table 2).

Table 1: Component in the Curricular Design for Four Year Undergraduate Program (FYUGP)

S. No	Broad category of Course	Minimum Credit Requirement		
		3-year UG	4-year UG	Remarks
1	Major (Core)	60	80	Upto 50% of these could be from Skill based Courses
2	Minor Stream can be 2	12+12	16+16	These may also be skill based courses
3	Multi-disciplinary	9	9	
4	Ability Enhancement course	8	8	
5	Skill Enhancement Course	9	9	These are Employability Skills/ Soft Skills, Life Skills
6	Value added course common for all UG	6-8	6-8	
7	Summer internship	2-4	2-4	
8	Research Project/ Dissertation	-	12	
	TOTAL	120	160	

3. Nature and Duration (Degrees, Diplomas and Certificates of Four Years Undergraduate Program for the students admitted in year 2025 and onward):

- NEP 2020 introduces the facility to Multiple Entry & Multiple Exit (ME-ME) option in the Program of study at Undergraduate(UG) level after completion of every year of study (Table 2). The students will be awarded the following:
- An UG Certificate after completion of 1 Year (2 Semesters) of study in the chosen field of study (After completing specific number of courses with minimum of 40 Credit-hours and additional 4 Credits internship/Skill Enhancement Course).
- An UG Diploma after completing 2 years (4 Semesters) of Study and an Internship (After completing specific number of courses with minimum of 80 Credit-hours and additional 4 Credits internship/Skill Enhancement Course).
- A Bachelor/B.Voc Degree after completing 3 Years (6 Semesters) of Program of Study (After completing specific number of courses with minimum of 120 Credit-hours).
- A 4 year Bachelor Degree with Honors, or Hons. with Research after completion of 8 Semesters (4 Years) of Program of Study and a Research Project in final semester (After completing specific number of courses with minimum of 160 Credit-hours).
- Details of ME-ME under UGC and AICTE based Programs are summarized in the Table 2 & 3, respectively, whereas Credit distribution upto VIIIth Semester has been summarized in Table4.
- 4 Year UG Degree (Honours): A four-year UG Honours degree in the major discipline will be awarded to those who complete a four-year degree Program with 160 credits and have satisfied the credit requirements as given in table 4
- 4-year UG Degree (Honours with Research): Students who secure 75% or above marks and above in the first six semesters and wish to undertake research at the undergraduate level can choose a research stream in the fourth year. They should do a research project or dissertation under the guidance of a faculty member of the University/College. The research project/dissertation will be in the major discipline. The students who secure 160 credits, including 12 credits from a research project/dissertation, are awarded UG Degree (Honours with Research) as given in Table 2 & 4.

An individual seeking admission to the bachelor's degree (Honours/ Honours with Research) in a specified field of learning would normally have completed all requirements of the relevant 3-year Bachelor's degree. (After completing the requirements of a 3-year bachelor's degree, candidates who meet a minimum 75% marks or its equivalent grade will be allowed to continue studies in the fourth year of the undergraduate Program leading to the bachelor's degree (Honours with Research).

Continuation of undergraduate Program leading to the bachelor's degree (Honours/ Honours with Research) will be open to those who have met the entrance/test

requirements, including specified levels of attainment, in the Program. Continuation of the Program of study 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) of the applicant's ability to pursue study during the fourth year (semesters 7 & 8) of the 4-year Bachelor's degree (Honours/ Honours with Research) Program. Lateral entry into the Program of study at NHEQF level 6 will be based on the validation of prior learning outcomes, including those achieved outside of formal learning or through learning and training in the workplace, through continuing professional development activities, or through independent/self-directed/self-managed learning activities. Each academic department will have to prepare a policy for deciding its own eligibility criteria respectively.

Table 2. Multiple Entry Multiple Exit (ME-ME) - UGC

Academic Level	Entry Qualification *	Exit Qualification and Credits required for the Level**	National Credit Level as per (NCrF)***
UNDER- GRADUATE 1st year (B. General/ B. Voc)	12 th pass certificate or equivalent state of education	Under-Graduate Certificate will be awarded and Minimum 40 credit-hours followed by an exit 4-credit skills-enhancement course	4.5
UNDER- GRADUATE 2nd year (B. General/ B. Voc)	Under-Graduate Certificate	Under-Graduate Diploma will be awarded and Minimum of 80 credit- hours followed by an exit 4-credit skills-enhancement course	5
UNDER- GRADUATE 3rd year (B. General / B. Voc.	Under-Graduate Diploma	Bachelor Degree will be awarded and Minimum of 120 credit-hours	5.5
UNDER- GRADUATE 4th year (B. General (Hons.) / B. Voc)	Bachelor's Degree (3 year) having <75% marks with completing all requirement	Bachelor's degree (Honors);and Minimum of 160 credits, with minimum of 40 credits each at level 4.5, 5, 5.5 and 6 of the NHEQF	6
UNDER- GRADUATE 4th year (B. Hons. with Research)	Bachelor's Degree (3 year) having ≥75% marks with completing all requirement	Bachelor's degree (Honors with Research);and Minimum of 160 credits, with minimum of 40 credits each at level 4.5, 5, 5.5 and 6 of the NHEQF	6
POST GRADUATE DIPLOMA Or 1st year of 2- year PG program	Bachelor's degree (3 years)	Post Graduate Diploma after completion of 1st year of 2-year PG program; and Minimum of 40 credits for individuals who have completed a bachelor's Program	6.0
MASTERS (M. General /M. Voc) 2 year of master program	Bachelor degree (after 3 years of UG)	Master's degree; and Minimum of 80 credits from the first and second years of the program, with minimum of 40 credits in the first year and minimum of 40 credits in the second year of the program at level	6.5

Academic Level	Entry Qualification *	Exit Qualification and Credits required for the Level**	National Credit Level as per (NCrF)***
		6.5 on the NHEQF	
MASTER'S (General / M.Voc) One year program after 4 year UG	Bachelor's degree (honors/honors with research) or Post Graduate Diploma	Master's degree; and Minimum of 40 credits for individuals who have completed a bachelor's degree (Honors/ Honors with Research)	6.5
Master's Program (Eng M.E., M. Tech)	Bachelor's degree (Honors/ Honors with research)	Master's degree; and Minimum of 80 credits from the first and second years of the Program, with minimum of 40 credits in the first year and minimum of 40 credits in the second year of the Program at level 6 on the NHEQF	7
Ph.D.	PG Diploma OR, Master's Degree OR, a Bachelor's degree (Honors with Research)	Doctorate degree will include course work and a thesis with published work and/or creative work	8

Admission will be open to those who have met the entrance requirements, including specified levels of attainment, in the Program admission regulations along with evaluation of documentary evidence (including the academic record and/or evidence relating to the assessment and validation of prior learning outcomes) of the applicant's ability to pursue an undergraduate Program of study as specified by the University.

*** Student(s) who wish to withdraw his/her admission and opt for exit should submit a request to the authority through proper channel (Through Head & Dean) at the time of Course Registration in the beginning of every Even Semester (i.e., at the beginning of 2nd, 4th, 6th Semester respectively) to consider for exit and award of respective degree.*

**** Students who have earned the required credits and level 4.5, 5.0 and 5.5 of NCrF and exit from the Program at respective level shall be awarded an Undergraduate Certificate, Undergraduate Diploma and Undergraduate Degree respectively and can resume their study before the expiry of the credits earned at each academic level (If opted for exit), subject to a maximum total duration of seven years. The procedure for depositing and redemption of credit shall be as per the UGC (Establishment and Operation of Academic Bank of Credits in Higher Education) Regulation, 2021 as emended from time to time.*

Table 3. Multiple Entry- Multiple Exit (ME-ME) IN Higher Education- AICTE

Academic Level	Entry Qualifications at various levels.	Exiting Qualifications at various levels	National Credit Level (NCrF)
Final yr. Diploma/ 1st yr UG Degree	Class 12 12+ Industrial Training Certificate (Eng) Class 12+ QPs & NOCs	UG Certificate (Eng.)	4.5
2nd yr UG Degree	UG Certificate (Eng.)	UG Diploma(Eng.)	5.0

Academic Level	Entry Qualifications at various levels.	Exiting Qualifications at various levels	National Credit Level (NCrF)
3 rd yr UG Degree	UG Diploma (Eng.)	B. Voc (Eng.)	5.5
Final yr UG Degree	B. Voc (Eng.)	B.E./B. Tech.	6.0
1 st Year PG (Eng)	B.E./B. Tech.	M.Voc (Eng.)	6.5
2 nd year PG (Eng)	M.Voc. (Eng.)	M. Tech	7
Ph.D.	M. Tech	Ph.D.	

Note:

At each entry, University department(s) has to identify the educational gaps/ skill gaps and suitable bridge courses may be offered.

- To make the students employable after every exit, the skill component with progressive enhancement in skills in respective disciplines may be introduced in the curriculum right from the 1st year of the program by the concerned regulatory body/ University/ Technical Board, as the case may be and be routed through every department.
- The levels of exit, assessed through and learning outcomes are the basis of equivalency, not the duration of the courses, for example: Dual Degree etc. should be taken into consideration.

Table 4: Credit distribution up to VIII semester as per NEP 2020 (CUJ credit framework)-For students of Batches 2022, 2023, & 2024 and from 2025 onwards Credit Framework as per LOCF pattern

Semester	Major	Minor	AEC	SEC	Multi-Disciplinary	Value Added	Summer Internship	Project/ Dissertation	Credits/ Semester
I	05	04	02	03	03	03	--	--	20
II	05	04	02	03	03	03	--	--	20
III	08	04	02	03	03		--	--	20
IV	14	04	02	--	--				20
V	14	04	--	--			02		20
VI	16	04	--	--			--		20
TOTAL UPTO VIth SEM	62	24	08	09	09	06	02	--	122
B.(Hons.)									
VII	16	04							20
VIII	04	04						12	20
B. (Hons. with Research)									
VII	12	04						04	20
VIII	04	04						12	20
TOTAL UPTO VIIIth SEM	92	32	08	09	09	06	02	--	162

PROPOSED CREDIT STRUCTURE OF UNDERGRADUATE PROGRAMME AS PER NEP-2020 (From Batches 2025 onward)

	Three Year Under graduation													Four Year Under graduation				
Course Category	Sem 1 Papers	Sem 1 Credit	Sem 2 Papers	Sem 2 Credit	Sem 3 Papers	Sem 3 Credit	Sem 4 Papers	Sem 4 Credit	Sem 5 Papers	Sem 5 Credit	Sem 6 Papers	Sem 6 Credit	Total Credit	Sem 7 Papers	Sem 7 Credit	Sem 8 Papers	Sem 8 Credit	Total Credit
Major	3	12	3	12	3	12	3	12	2	8	1	4	60	3	12	2	8	80
Minor	0	0	0	0	1	4	1	4	2	8	2	8	24	1	4	1	4	32
Multi-disciplinary	0	0	0	0	0	0	1	3	1	3	1	3	9	0	0	0	0	9
SEC	1	2	1	2	1	2	0	0	0	0	1	3	9	0	0	0	0	9
VAC	1	2	1	2	1	2	1	1	1	1	0	0	8	0	0	0	0	8
AEC	1	4	1	4	0	0	0	0	0	0	0	0	8	0	0	0	0	8
Internship												2	2					2
Research Project													0		4		8	12
Total	6	20	6	20	6	20	6	20	6	20	5	20	120	4	20	3	20	160

Note:

- In accordance with the guidelines of the National Education Policy (NEP) 2020, students enrolled in the **fourth year** are required to undertake a **Research Project (12 credits)** in **their final year**, aiming to foster critical thinking, analytical skills, and independent research capabilities in the student.*
- Over the course of three years, the student is required to **undertake a summer internship (2 credits)** which aims to provide practical exposure and hands-on experience in a professional setting relevant to their field of study.*

4. Nature and Duration (Degrees, Diplomas and Certificates of Post-graduate Program):

4.1. 1 & 2-year Multidisciplinary PG Program in CUJ

- A student is eligible for a PG Program in a discipline corresponding to either major or minor(s) discipline in UG Program. In this case, the University can admit the students in the PG Program based on the student's performance in the UG Program or through an entrance examination. However, irrespective of the major or minor disciplines chosen by a student in a UG Program, a student is eligible for admission in any discipline of PG Programs if the student qualifies the National level or University level entrance examination in the discipline of the PG Program (Table.2). Every academic department(s) of the University require to frame a policy based for eligibility based on its own priority and requirement and availability of infrastructure.

- Flexibility to move from one discipline of study to another;
- Flexibility for students who qualify UG with a major and minor (s) to opt for either major or minor(s) subject or any other subject if they are able to prove their competence in PG Program;
- Opportunity for learners to choose the courses of their interest;

4.2. 1-year PG after 4 years UG (Hons. / Hons with research)

Students entering 1-year PG after a 4-year UG Program can choose to do (i) only coursework or (ii) research or (iii) **coursework and research (Table 5, 6 & 7).**

Students who wish to continue in 1 yr PG after 4 years (Hons. / Hons with Research) to continue and awarded 1 yr PG degree in concerned major discipline with minimum of 200 credits as per given in Table 2.

- **Exit Point:** For those who join 2 year PG Programs, there shall only be one exit point. Students who exit at the end of 1st year shall be awarded a Postgraduate Diploma. The PG Program should include vocational courses relevant to the chosen discipline.

Table 5: Credit distribution for IX and X semester as per NEP 2020 (Proposed CUJ credit framework) for students having B. Hons.) who opt Course work and Research both

Semester	Major	Minor	AEC	SEC	Multi-Disciplinary	Value Added	Summer Internship	Project/ Dissertation Research	Credits/ Semester
TOTAL UPTO VIIIth SEM	92	32	08	09	09	06	02	12	162
IX	20								20
X								20	20

Table 6: Credit distribution for IX and X semester as per NEP 2020 (Proposed CUJ credit framework) for students having B.(Hons. with Research)/Hons. opting Research work only

Semester	Major	Minor	AEC	SEC	Multi-Disciplinary	Value Added	Summer Internship	Project/ Dissertation Research	Credits/ Semester
TOTAL UPTO VIIIth SEM	92	32	08	09	09	06	02	12	162
IX								20	20
X								20	20

Table 7: Credit distribution for IX and X semester as per NEP 2020 (Proposed CUJ credit framework) for students having B.(Hons. with Research)/Hons. who opt for course work only

Semester	Major	Minor	AEC	SEC	Multi-Disciplinary	Value Added	Summer Internship	Project/ Dissertation Research	Credits/ Semester
TOTAL UPTO VIIIth SEM	92	32	08	09	09	06	02	12	162
IX	20								20
X	20								20

4.3. 2-year PG:

Students entering 2-year PG after a 3-year UG Program can choose to do (i) only course work in the third and fourth semester or (ii) course work in the third semester and research in the fourth semester or (iii) only research in the third and fourth semester. After 3-year UG degree, students may continue in 2-year PG program in integrated UG/PG program of University with given module as per UGC- PG NEP 2020 guidelines with minimum of 120 credit and have satisfied the credit requirements as given in table 5.

Table 4: Credit distribution up to X semester as per NEP 2020 (Proposed CUJ credit framework)

Curricular Components	Two-Year PG Program (Generic and Professional)				
	Minimum Credits				
	Course Level	Course work	Research Thesis / project/ Patent	Total Credits	
PG Diploma	400	40	--	40	
1 st Year (1 st & 2 nd Semester)	400 500	24 16	--	40	
*Students who exit at the end of 1 st year shall be awarded a Postgraduate Diploma (Include 4 credit vocational courses relevant to discipline for exit – may be 8-week internship/summer training and followed by presentation in the department)					
*Students must be informed in VIII sem beginning that He/She want to exit after 1 yr of PG program with given degree.					
2 nd Year (3 rd & 4 th Semester)	Course work & Research	500	20	20	40
	Course work (or)	500	40	--	40
	Research	--	--	40	40

4.4. Re-entry or Lateral Entry:

- i. Students, opting for exits at any level, will have the option to re-enter the

Program from where they had left off, in the same or in a different higher education institution within three years of exit and complete the degree Program within the stipulated maximum period of seven years from the date of admission to first year UG.

- ii. Re-entry at various levels for lateral entrants in academic Programs shall be based on the earned and valid Credits as-deposited and accumulated in the Academic Bank of Credits (ABC) through Higher Education Institutions (HEI) and proficiency test records before admission in CUJ. Lateral entry into the Program of study leading to the UG Diploma/ Three-year UG Degree will be based on the validation of prior learning outcomes achieved and subject to availability based on intake capacity.
- iii. An unsuccessful examinee at any of the above examinations shall carry University assessment marks (Sessional Marks) of the theory/Practical examination to the successive attempt at the examination. The examinee, however, can go for his/her University assessment marks in the subject or subjects in which he/she shall be examined for total marks comprising theory and Sessional together at his/her successive attempts.

5. SOP on establishing equivalence within and between General/ Higher Education and Vocational Education, Training & Skilling for a level and flexibility to earn credits

- i. CUJ on recommendations of respective academic department will provide its students, the percentage or number of credits that can be earned from outside the parent institution, semester-wise/ per semester (which may differ as per the category of courses i.e. core courses, multidisciplinary courses, skill based courses etc.) or in a Program or as may be applicable. It may be noted that as per NCrf up to 50% of the total credit requirement for a program can be earned from the skill-based courses/ program.
- ii. The academic departments of the University will be required to undertake appropriate mapping of their curricular programs to establish equivalence for credits earned from different credit awarding bodies. While establishing Academic Equivalence, the respective department may also prescribe additional requirements, if so required.
- iii. Learning outcomes of courses, competencies achieved, and the NCrf levels attained shall be the basis for drawing equivalence for considering lateral entry of students/ learners as well as for the purpose of counting the credits earned from outside the university. Therefore, carefully framing the 'Learning Outcomes and Competencies' of each course is important for each department.
- iv. As University has already framed the curriculum as per the guidelines given in NHEQF, clearly specifying the outcomes and competencies of the courses by following the points, which taken into consideration:
 - a. Every course (paper) has well-defined learning outcomes and competencies

which are measurable and duly aligned with NHEQF/ NSQF.

- b. Such learning outcomes and competencies of a course have a correlation with the course objectives.
- c. Learning outcomes and competencies have been framed from the perspective of what the student will be able to do after completion of the course, stating
 - what knowledge & understanding he/she will be able to develop/ describe,
 - what practical/ hands-on skills he/she will be able to demonstrate,
 - where and how he/she will be able to apply the knowledge and skills so acquired.
 - what analysis he/she will be able to do
 - what new innovation can be done, created or developed using the knowledge and skills so gained.
- v. An expert committee will be formed at the university level to examine the equivalency of the credit on the basis of the learning outcomes, numbers of credits to be considered at the multiple entry levels etc.
- vi. For determining Academic Equivalence, CUJ:
 - i. will undertake direct assessment in the Learning outcome prescribed and issue relevant award (Certificate/Diploma/Degree) in case the learner clears the assessment.
 - ii. May determine the additional/bridge courses that a learner needs to undertake to earn an award.
- vii. Credits from a foreign university may be counted, subject to the recommendations of the expert committee regarding equivalence of the credit by the relevant Guidelines of UGC/AICTE and the University's Credit Transfer Policy.
- viii. Credits are generally transferred along with grades but there are several systems of awarding grades nationally and internationally. The university will devise a mechanism by constituting a committee of experts in that area to decide the equivalency of grades.
- ix. The National Higher Education Qualifications Framework (NHEQF) may be referred to for learning outcomes and competencies for different NCrf levels. (https://www.ugc.gov.in/pdfnews/7193743_FYUGP.pdf)
- x. Flexibility to earn credits- Students and learners should be able to earn credits by –
 - a. studying courses offered by various academic institutions and platforms (such as SWAYAM/SWAYAM Plus or any other platform duly recognised by the concerned regulatory body), subject to assessment, anytime, anywhere and any level of learning;
 - b. Undergoing skill/vocational courses in a formal setup;

- c. experiential learning in an informal setup (for awarding Credits for such experiential learning, the university will assess further).
- d. Experiential learning in a formal set-up in the form of an internship or apprenticeship, work-embedded program as part of the curriculum.

(Please refer to https://www.ugc.gov.in/pdfnews/9105852_ugc-guidelines_ApprenticeshipInternship.pdf)

5.1. Credits and credit mobility -

- i. Credits will be calculated in the following manner:
 - a. One credit is equivalent to one hour of teaching [lecture or tutorial] or two hours of practical work/ field work, or three hours of experiential learning per week. Accordingly, one Credit would mean the equivalent of 15 hrs of theory or 30 hrs of workshop/ lab work or 45 hours of experiential learning in a semester. (one year or 1200 hours of learning works out to be 40 credits, which on average is 30 hours per credit, including lectures and tutorials, practical work/ field work, and experiential learning)
 - b. For internship/field work, the credit weightage for equivalent hours is 50% of that for lectures/tutorials.
 - c. For apprenticeship, the credits would be calculated in terms of duration instead of notional hours. A three-month apprenticeship Program will earn 10 credits.

It is important that in all such cases, the learning outcomes with NCrf levels need to be pre-defined and subsequently assessed for award of credits.
- ii. As per NCrf, the minimum number of credits that can be awarded in a year is 40. Typically for a 3-year and 4-year degree Programs, minimum number of credits are 120 and 160 respectively.
- iii. Institutes offering minor degree, in a 3/ 4 year UG program, may suitably decide 24 to 32 credits for the minor degree within 120/ 160 credits only and may award degree in major with minor.

6. SOP for the accumulation of credits for courses/ qualifications/ programs earned in the same assessment band

- i. All credits for courses/ qualifications/ programs are to be accumulated in the Academic Bank of Credit (ABC).
- ii. As University has already registered on the Academic Bank of Credit (ABC) portal.
- iii. Every academic department of the university shall ensure that their students register on the ABC portal and create an APAAR (Automated Permanent Academic Account Registry) Id for the purpose of accumulating the credits and redeeming them for award of Certificate/ Diploma/ Degree.

(refer to https://www.ugc.gov.in/pdfnews/9327451_Academic-Bank-of-Credits-in-Higher-Education.pdf)

- iv. Credits stored in ABC portal are normally valid for seven years. After seven years, re- entry into a Program of study will be based on the validation/ re-validation of prior learning outcomes through fresh assessment. In case of VETS courses, the validity of the credits earned may vary, which will be defined within the course/ qualification itself.

7. SOP for establishing entry eligibility in academics at different levels for various streams & for Transfer of Credits

- i. Students who are registered on ABC portal shall be enabled to opt for credit transfer and migration through this portal.
- ii. Admission to Programs of study can be conducted as per the entry criteria transparently based on merit. Merit may be drawn by conducting a common entrance test if there are large number of aspirants for fewer seats. Appropriate mechanism in this regard may be devised by the University from time to time.
- iii. Lateral entry into the Program of study at a particular NHEQF level will be based on the validation of prior learning outcomes through a pre-defined assessment, including those achieved outside of formal learning or through learning and training in the workplace or in the community, through continuing professional development activities, or through independent/ self-directed/ self-managed learning activities. The guidelines issued by the UGC and AICTE for general and engineering program respectively in respect of Recognition of Prior Learning (RPL), work- embedded degree programs or apprenticeship embedded engineering / vocational programs would be followed by the CUJ norms in this regard.
- iv. Lateral entry and credit transfer from other HEIs to the CUJ for a student who has completed the required NHEQF/ NSQF courses for a particular NCrF level can be done based on the fulfillment of the eligibility criteria to enter the next higher level as well as having the prerequisites of the courses of the lateral entry level. For example, a student after completion of NCrF Level 4.5 in HEI - 1 may opt for lateral entry into Level 5 in CUJ if she/ he has fulfilled the pre-requisites of the courses listed to be offered/ studied at NCrF Level 5 in CUJ. The academic council of the CUJ admitting the students would be the authority to decide if the student fulfils the pre-requisites or should be allowed entry to Level 5 in CUJ by provisioning bridge the courses to overcome such gap, if required so.
- v. Lateral entry to an institution shall be permissible subject to vacancies or provision of supernumerary seats available in that particular course/ Program and the admission criteria to be followed in a transparent manner as mentioned above.
- vi. Vacancies or number of seats opened for lateral entry shall be determined by:
 - a. The number of vacancies created by the exit of the students at the end of an

- even semester;
 - b. The student-teacher ratio required to be maintained;
 - c. Availability of adequate infrastructure; and
 - d. Other factors which are relevant in the teaching learning process.
- vii. In case of lateral entry into any odd semester of the UG Program through the merit of the qualifying examination, the following points may be considered:
- a. Mapping of at least the core courses and the NCrF levels of the relevant Program (completed by the student where such Program of study is offered);
 - b. If the core courses are common, the student may be considered for lateral entry in the university without any difficulty;
 - c. If the core courses are not common, but the university still decides to let the student enter, it should have a mechanism for bridging the gap through a bridge course;
 - d. The University will display on its website the eligibility criteria for lateral entry and the mode of admission/ entry/ selection for the same.

8. SOP for modalities for catering to students with varying pace of learning and defining special assessment criteria for exceptional students

- i. The National Education Policy 2020 emphasises student centricity, flexibility, and choices. Accordingly, HEIs should make provision for allowing students to learn at their own pace, as far as possible.
- ii. As per guidelines of NCrF, CUJ has to allow students to earn more or less credits than the prescribed for a semester to cater to fast and slow learners. The minimum and maximum credits that can be earned per semester will be specified by the university keeping in view the minimum credits required for academic progression to the next higher level as well as the maximum duration required for completion of a Program of study.
- iii. University has also to devise and follow a special assessment criterion for the students with exceptional achievements/ performance in games and sports, performing/ fine arts, social work, NCC, or another similar subjects/ category, so that they are able to pursue their talent and passion concurrently with the academic/ vocational/ technical education. The special assessment for such students should be very objective, transparent and credible which may include the mode, criteria, methodology, schedule, and other attendant matters relating to assessment and related implications.

9. SOP for Recognition of Prior Learning (RPL) in higher education

- i. The NEP 2020 envisions the recognition of all forms of prior learning with a focus on non-formal, informal, and experiential learning outcomes, creating new routes

for learners to be integrated with mainstream education, and resume formal studies. The NCrF has enabled provision for Recognition of Prior Learning (RPL) thereby creditizing the existing knowledge and skills of the students, learners and the workforce acquired through various formal, non-formal or traditional or any other methods.

- ii. The process for recognizing the learning that has been developed through experiential learning including relevant experience and proficiency/ professional levels acquired and/or previous formal, non-formal, and informal learning contexts shall be subject to assessment of their existing knowledge, skills, competencies, and learning outcomes.
- iii. Evidence of possessing the necessary skills and knowledge is to be assessed against the learning outcomes of the recognized formal Programs prescribed under the NHEQF/ NSQF. Thus, RPL is based on the Learning Outcome (LO) based assessment approach recognizing learning through informal methods, and providing access and opportunity for further education and skilling.
- iv. The assessment of such learners shall have to be very objective, transparent and credible and may include the mode, criteria, methodology, schedule, and other attendance matters relating to assessment and related implications. The procedure to assign credits for relevant experience and professional/ proficiency levels acquired is given in detail in clause no. 3.3.4 of the National Credit Framework available at <https://www.ugc.gov.in/Ncrf.aspx>.
- v. RPL shall have reference to NHEQF/ NSQF levels and level descriptors prescribed therein. Credits earned by the student/ learner through RPL shall be multiplied by the weightage of the NCrF level for calculating the credit points earned.
- vi. The guidelines issued by the UGC and AICTE for general and engineering programmes respectively with respect of Recognition of Prior Learning (RPL), programs would be followed by the university in this regard.

10. Guideline for assessment and award of Certificate/ Diploma/ Degree

10.1 Assessment strategy:

- a. Every department of the university may develop effective mechanisms for assessing learning outcomes.
- b. Assessment is mandatory for creditisation of every course and has to be done to determine whether the student/ learner has achieved the desired/ prescribed learning outcomes for that course after its completion. Therefore, the mode and system of assessments have to be guided by the learning outcomes.
- c. The NEP 2020 emphasizes upon formative and continuous assessment rather than summative assessment. The scheme of assessment may have components of various types of assessments, such as formative assessments, summative assessment, norm referenced assessments, criterion referenced assessments,

industry validation assessment, AI based assessment, diagnostic assessments, peer to peer randomised assessment, ipsative or self- referenced assessments, self-assessment after self-learning etc. The university may opt for appropriate assessment strategies as applicable, as per details in the NCrF.

- d. In case of exit after completion of Level 4.5 or 5, an additional minimum 4 credits skill-based course as an Exit module will be undertaken by the Student/ Learner to be offered by the university, to award the UG certificate or UG diploma, as the case may be. The university has made provision to earn the credits of such an Exit Module during the semester preceding their planned exit, if a student so desires. The Exit Module may be framed keeping in view the skill set required for the relevant employability options.
- e. If a student has earned credits from multiple HEIs and lastly got admitted in CUJ, the university will award the degree, subject to fulfillment of other conditions required for the award of the degree. However, the award of a degree can be mutually decided by the HEIs.
- f. In case of NSQF-aligned and approved VETS courses, the prescribed assessment strategy/ methodology for vocational/ skill qualifications may be followed in consonance with the relevant guidelines.

11. Registration of an Awarding Body in the Academic Bank of Credits (ABC) and Registration of the Student/ Learner in the Academic Bank of Credits (ABC) and Issue of APAAR id to the Student/ Learner

- i. For management and record of the credits earned by the student/ learner university shall require to register itself on the ABC. An authenticated list of the TCs/ TPs of the university shall be added and registered by the Awarding Body in the Academic Bank of Credits (ABC). In addition, every learner/student will be required to register themselves on the Academic Bank of Credit (ABC) portal either directly & linked to the Digilocker, or through the Awarding Body in a batch mode. For such registration, the student/ learner will be provided with a permanent, unique academic ID also known as Automated Permanent Academic Account Registration ID (APAAR ID). The guidelines notified by the UGC and respective regulators in this regard shall be applicable.
- ii. All entities implementing skill-based courses whether as part of the curriculum or for outside their regular UG/PG program for other learners shall ensure registration on Academic Bank of Credit (ABC). The information regarding skill-based qualifications/courses shall also be shared with/ populated on the Skill India Digital Hub (SIDH) portal as per the prescribed process, including an API based integration. Same APAAR ID of student will be used across his courses in General Education and in Skilling courses.
- iii. **Skill India Digital Hub (SIDH) is a comprehensive digital platform** relating to Vocational Education, Training and Skilling aimed at synergizing and transforming the skills, education, employment, and entrepreneurship landscape of India. SID is

an important arm of Digital Public Infrastructure (DPI) for skilling, education, employment, and entrepreneurship ecosystem of India. Driven by the vision to make skill development more accessible, inclusive, affordable, innovative, and personalized in its embodiment, focusing on digital technology and Industry 4.0/ Industry 5.0 and future skills, this state-of-the-art platform is a breakthrough in accelerating the skilling of youth, creditisation of all skilling/ learning, match-making between the demand and supply of skilled workforce, talent hiring, facilitating lifelong learning and ensuring overall career advancement of youth and workforce.

- iv. In respect of the Certification of Skill-based courses/ qualifications the university will required to **share their data** in respect of the student/ learner of Skill-based courses/ qualifications through API integration with SID.
- v. The credits earned by the student/ learner for every qualification/course successfully completed and assessed shall be stored in the ABC against the APPAR id of the student/ learner. These credits can then be used for redemption and credit transfer. A Student/Learner can store, accumulate, transfer and redeem the Credits earned within the same assessment band for progression into another assessment band or for earning the award of Certificate, Diploma or Degree.

12. Major Relevant Guidelines notified by UGC/Higher Education

- I. Guidelines for Multiple Entry and Exit in Academic Programmes offered in Higher Education Institutions. [https://www.ugc.gov.in/e-book/GL Multiple Entry Exit.pdf](https://www.ugc.gov.in/e-book/GL%20Multiple%20Entry%20Exit.pdf). 29.07.2021.
- II. UGC Credit Framework for Online Learning Courses through Study Webs of Active Learning for Young Aspiring Minds) Regulations, 2021. https://www.ugc.gov.in/pdfnews/2727945_SWAYAM-Regulations-2021.pdf
- III. UGC (Establishment and Operationalization of Academic Bank of Credits (ABC) Scheme in Higher Education) Regulations, 2021: <https://www.abc.gov.in/assets/resources/228549.pdf> and subsequent amendments in 2022 https://www.ugc.gov.in/pdfnews/5572622_Academic-Bank-of-Credits-Regulation.pdf *Published on 14/01/2022*
- IV. Table 2 (Minimum credit requirement to award degree under each category) of document Curriculum and Credit Framework for Undergraduate Programs: https://www.ugc.gov.in/pdfnews/7193743_FYUGP.pdf to understand the structure of the Undergraduate Program in the National Higher Education Qualifications Framework (NHEQF): <https://www.ugc.gov.in/NHEQF.aspx>, 2022.
- V. Guidelines for Incorporating Indian Knowledge in Higher Education Curricula. https://www.ugc.gov.in/pdfnews/6436045_Guidelines-IKS-in-HE-Curricula.pdf. 13.06.2023
- VI. UGC Guidelines and Curriculum Framework for Environment Education at the Undergraduate (UG) level. https://www.ugc.gov.in/pdfnews/4111559_Environment_Guideline.pdf. 05.06.2023.
- VII. Curriculum and Credit Framework for Postgraduate Programs

https://www.ugc.gov.in/pdfnews/4682468_Curriculum-and-Credit-Framework-for-Postgraduate-Programs.pdf. June, 2024

- VIII. UGC Guidelines for Internship/Research Internship for Undergraduate Students. [Microsoft Word - Guidelines for Internship RI for UG students-final \(13.12.2023\)\(1\)](#). 02.02.2024.
- IX. Guidelines for providing Skill Based Education under National Skills Qualifications Framework: https://www.ugc.gov.in/pdfnews/6556003_Guidelines-for-providing-Skill-Based-Education-under-NSQF.pdf, 2024.
- X. UGC (Minimum Standards of Instruction for the Grant of Undergraduate Degree and Postgraduate Degree) Regulations, 2025 [ugc.gov.in/pdfnews/5576784_UG-and-PG-Regulations-2025.pdf](https://www.ugc.gov.in/pdfnews/5576784_UG-and-PG-Regulations-2025.pdf)
- XI. UGC Guidelines for Implementation of recognition of Prior Learning in Higher Education. https://www.ugc.gov.in/pdfnews/5018065_RPL-GUIDELINES.pdf, 25/03/2025
- XII. UGC Guidelines on Apprenticeship Embedded Degree Programme (AEDP) 2025. [https://www.ugc.gov.in/pdfnews/8273574_UGC-Guidelines-for-HEIs-to-Offer-Apprenticeship-Embedded-Degree-Programme-\(AEDP\).pdf](https://www.ugc.gov.in/pdfnews/8273574_UGC-Guidelines-for-HEIs-to-Offer-Apprenticeship-Embedded-Degree-Programme-(AEDP).pdf). 24/03/2025