

NORTH LAHIMPUR COLLEGE (AUTONOMOUS)

NORTH LAKHIMPUR COLLEGE (AUTONOMOUS) REGULATION OF FOUR YEARS UNDERGRADUATE AND TWO YEAR POST GRADUATE ACADEMIC PROGRAMMES UNDER NATIONAL EDUCATION POLICY GUIDELINES (NEP), 2020



This Draft Structure has been prepared by North Lakhimpur College (Autonomous) for the Four Years Under Graduate programmes and two year Post Graduate programmes w.e.f. 2021-2022 session as per NEP, 2020 and has been approved by the 9th Academic Council, North Lakhimpur College (Autonomous) held on 9th August, 2021. Amended as per UGC guidelines dated 7th December, 2022 and has been approved by the 12th Academic Council, North Lakhimpur College (Autonomous) held on 16th May, 2023.

First Draft of the North Lakhimpur College (Autonomous) Regulations for the Under Graduate Academic Programmes under New Education Policy (NEP), 2021

(1) Introduction

The National Education Policy (NEP) 2020 (hereafter referred to as NEP or Policy) 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. It notes that “given the 21st-century requirements, quality higher education must aim to develop good, thoughtful, well-rounded, and creative individuals”.

The NEP 2020 states, *“Assessments of educational approaches in undergraduate education that integrate the humanities and arts with Science, Technology, Engineering and Mathematics (STEM) have consistently shown positive learning outcomes, including increased creativity and innovation, critical thinking and higher-order thinking capacities, problem-solving abilities, teamwork, communication skills, more in-depth learning and mastery of curricula across fields, increases in social and moral awareness, etc., besides general engagement and enjoyment of learning”*

Further, it also recommends that *“the undergraduate degree will be of either 3 or 4-year duration, with multiple exit options within this period, with appropriate certifications, e.g., a UG certificate after completing 1 year in a discipline or field including vocational and professional areas, or a UG diploma after 2 years of study, or a Bachelor’s degree after a 3-year programme. The 4-year multidisciplinary Bachelor’s programme, however, shall be the preferred option since it allows 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”*.

In accordance with the NEP 2020, North Lakhimpur College (Autonomous) has prepared the draft regulations as per UGC new student-centric “Curriculum and Credit Framework for Undergraduate Programmes” incorporating a flexible choice-based credit system, multidisciplinary approach, and multiple entry and exit options. This will facilitate students to pursue their career path by choosing the subject/field of their interest.

(2) Short title, definitions and commencement:

These Regulations shall be called the North Lakhimpur College (Autonomous) Regulations for the Undergraduate Academic Programmes under NEP, 2021. These Regulations shall be effective for the Programmes of Study leading to the Bachelor Degree(s) in Arts (BA), Science (B.Sc.), BCA and BPES, which shall be of three years duration comprising of six semesters. Hereinafter, it will be referred to as NLC-NEP Regulations, 2021. The Regulations shall come into effect from the Academic Session, 2022-2023. The Regulations shall be applicable to the students enrolled in the aforementioned Academic Programmes under (CBCS) NEP, 2021 conducted by the College from the Academic session 2022-2023.

2.1 Definitions:

a) CBCS: CBCS means Choice Based Credit System. Choice Based Credit System is a flexible system of learning. “Credit” defines the quantum of contents/ syllabus prescribed for

a course and determines the number of hours of instruction required. This system permits students to-

- i. learn at their own place.
- ii. choose electives from a wide range of Elective Courses offered by the College.
- iii. undergo additional courses and acquire more than the required number of credits
- iv. adopt an inter-disciplinary approach in learning
- v. make best use of the expertise of available faculty.

b) College: The term “College” means North Lakhimpur College (Autonomous) affiliated to Dibrugarh University for conducting different academic programmes.

c) Department: The term “Department” is used to mean a Department of North Lakhimpur College (Autonomous).

d) Programme: The term “programme” is used to mean the whole learning experience or combination of courses in a particular field of study.

e) Course: A Programme is divided into a number of courses. A course is a unit of instruction or segment of subject area under any programme. The traditional concept “paper” is replaced by “course”.

f) Academic Year: An academic year means a period of twelve months consisting of two semesters.

g) Semester: The word “semester” is used to mean a half-yearly term or term of studies including examinations, vacations and semester breaks. A summer term is for eight weeks during summer vacation. Internship/apprenticeship/work-based vocational education and training can be carried out during the summer term, especially by students who wish to exit after two semesters or four semesters of study. Regular courses may also be offered during the summer on a fast-track mode to enable students to do additional courses or complete backlogs in coursework. The HEIs can decide on the courses to be offered in the summer term depending on the availability of faculty and the number of students.

h) Semester Duration: A semester comprises 90 working days and an academic year is divided into two semesters. A semester normally extends over a period of 15-16 class weeks. Each week has 30 hours of instruction spread over the week.

i) In- semester: The word “in-semester” is used to refer to the continuous evaluation within the half-yearly term.

j) End-semester: The word “end-semester” is used to refer to the terminal processes of examinations and evaluations at the end but within the half-yearly term.

k) Credit: “Credit” defines the quantum of contents/ syllabus prescribed for a course and

determines the number of hours of instruction required per week. Thus, normally in each of the course, credits will be assigned on the basis of the number of lectures/ tutorials/ laboratory work and other forms of learning required to complete the course contents in a 16 week schedule:

- i) 1 Lecture per week = 1 Hour duration per week =1 Credit
- ii) 1Tutorial per week = 1 Hours duration per week =1 Credit
- iii) 1 Practical per week = 2 Hours duration per week =1 Credit

Note: The lecture sessions and tutorials shall not be substituted with any other activities like seminars, group discussions etc.

- l) Course teacher: A teacher or any person engaged by the College for teaching a Course shall be called a Course teacher. He/ she shall perform the following functions:
 - i) teaching a course approved by the statutory authorities.
 - ii) maintaining attendance and performance records of all the students registered for the Course(s) he/she teaches.
 - iii) conducting In Semester assessment
 - iv) involving himself/ herself in preparation and moderation of question papers, evaluation, scrutiny and finalization of results of the course(s) etc. whenever needed.
 - v) participating in various curricular and co-curricular activities as and when necessary.

- m) College NEP Implementation Board: There shall be a College NEP Implementation Board to monitor and supervise the implementation of the Programmes (CBCS) under NEP, 2021, which shall be constituted as below:
 - i) The Principal of the College - Chairperson.
 - ii) The Heads of the Department – Members
 - iv) The Member-Secretary, Academic Council
 - v) The Academic Officer to Dibrugarh University
 - vi) The Controller of Examinations
 - vi) The Coordinator, IQAC - Member-Secretary

2.2 Semester Duration:

- i) Odd Semesters: July–December
- ii) Even Semester: January -June

Any change in the Academic Calendar/Schedule may be made by the College whenever necessary

3. Course Structure:

3.1 Major and Minor disciplines

- (a) **Major discipline** is the discipline or subject of main focus and the degree will be awarded in that discipline. Students should secure the prescribed number of credits (about 50% of total credits) through core courses in the major discipline.
- (b) **Minor discipline** helps a student to gain a broader understanding beyond the major discipline. For example, if a student pursuing an Economics major obtains a minimum of 12 credits from a bunch of courses in Statistics, then the student will be awarded B.A. degree in Economics with a Minor in Statistics.

3.2 Awarding UG Certificate, UG Diploma, and Degrees

- (a) **UG Certificate:** Students who opt to exit after completion of the first year and have secured 40 credits will be awarded a UG certificate if, in addition, they complete one vocational course of 4 credits during the summer vacation of the first year. These students are allowed to re-enter the degree programme within three years and complete the degree programme within the stipulated maximum period of seven years.
- (b) **UG Diploma:** Students who opt to exit after completion of the second year and have secured 80 credits will be awarded the UG diploma if, in addition, they complete one vocational course of 4 credits during the summer vacation of the second year. These students are allowed to re-enter within a period of three years and complete the degree programme within the maximum period of seven years.
- (c) **3-year UG Degree:** Students who wish to undergo a 3-year UG programme will be awarded UG Degree in the Major discipline after successful completion of three years, securing 120 credits and satisfying the minimum credit requirement as given in table 2 (Section 5).
- (d) **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 programme with 160 credits and have satisfied the credit requirements as given in table 2 in Section 5.
- (e) **4-year UG Degree (Honours with Research):** Students who secure 75% 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).
- (f) **UG Degree Programmes with Single Major:** A student has to secure a minimum of 50% credits from the major discipline for the 3-year/4-year UG degree to be awarded a single major. For example, in a 3-year UG programme, if the total number of credits to be earned is 120, a student of Physics with a minimum of 60 credits will be awarded a

B.Sc. in Physics with a single major. Similarly, in a 4-year UG programme, if the total number of credits to be earned is 160, a student of Physics with a minimum of 80 credits will be awarded a B.Sc. (Hons./Hon. With Research) in Physics in a 4-year UG programme with single major.

(g) UG Degree Programmes with Double Major: A student has to secure a minimum of 40% credits from the second major discipline for the 3-year/4-year UG degree to be awarded a double major. For example, in a 3-year UG programme, if the total number of credits to be earned is 120, a student of Physics with a minimum of 48 credits will be awarded a B.Sc. in Physics with a double major. Similarly, in a 4-year UG programme, if the total number of credits to be earned is 160, a student of Physics with a minimum of 64 credits will be awarded a B.Sc. (Hons. /Hon. With Research) in Physics in a 4-year UG programme with double major.

(h) Interdisciplinary UG Programmes: The credits for core courses shall be distributed among the constituent disciplines/subjects so as to get core competence in the interdisciplinary programme. For example, a degree in Econometrics requires courses in economics, statistics, and mathematics. The total credits to core courses shall be distributed so that the student gets full competence in Econometrics upon completion of the programme. The degree for such students will be awarded as B.Sc. in Econometrics for a 3-year UG programme or B.Sc. (Honours) / B.Sc. (Honours with Research) in Econometrics for a 4-year UG programme.

(i) Multidisciplinary UG Programmes: In the case of students pursuing a multidisciplinary programme of study, the credits to core courses will be distributed among the broad disciplines such as Life sciences, Physical Sciences, Mathematical and Computer Sciences, Data Analysis, Social Sciences, Humanities, etc., For example, a student who opts for a UG program in Life sciences will have the total credits to core courses distributed across Botany, Zoology and Human biology disciplines. The degree will be awarded as B.Sc. in Life Sciences for a 3-year programme and B.Sc. (Honours) in Life Sciences or B.Sc. (Honours with Research) for a 4-year programme without or with a research component respectively.

The statutory bodies of the College such as the Board of Studies and Academic Council will decide on the list of courses under major category and credit distribution for double major, interdisciplinary and multidisciplinary programmes.

3.3 The Course Structure of the Academic Programmes under the CBCS shall be as per the Course Structure given in Annexure I. The nature of the Courses for all Under Graduate Academic programmes shall be as below:

(a) Discipline Specific Core (DSC)/ Major (Core): These courses are compulsory components of the Academic Programme. These Courses are to be compulsorily studied as a core requirement for the programme. The contents of the Major Courses shall be as per the NEP, 2020 guidelines and shall focus on the topics offered in the UGC Model Curriculum and Learning Outcome Based Curriculum (LOCF) for the subject/ discipline concerned. However,

the Boards of Studies concerned may recommend maximum of 20% deviation from the UGC Model Syllabi/ LOCF wherever requires. In case, UGC does not provide model Syllabi/ Curriculum, the Board of Studies shall propose their own Major Courses keeping parity of total numbers of credits/ courses with other similar subjects/ disciplines. **Major discipline** is the discipline or subject of main focus and the degree will be awarded in that discipline. Students should secure the prescribed number of credits (about 50% of total credits) through core courses in the major discipline. All discipline specific core courses may be 4 credits or as appropriate. An additional one or two credits may be allotted for tutorials or practicals.

(b) Discipline Specific Elective (DSE)/ Minor: These courses shall be chosen by each student from a pool of courses. These courses may be intra-departmental. These courses shall be:

- (i) supportive to the discipline of study
- (ii) providing an expanded scope
- (iii) enabling an exposure to some other discipline/ domain
- (iv) nurturing student proficiency/ skill
- (v) increasing flexibility and choice of the subjects to study

(b) For the students of the same discipline/ subjects these minor courses shall be intra-disciplinary. If the students of other disciplines/ subjects opt these minors then these shall be considered as inter-disciplinary courses. **Minor discipline** helps a student to gain a broader understanding beyond the major discipline. For example, if a student pursuing an Economics major obtains a minimum of 12 credits from a bunch of courses in Statistics, then the student will be awarded B.A. degree in Economics with a Minor in Statistics. All discipline specific elective courses may be 4 credits or as appropriate. An additional one or two credits may be allotted for tutorials or practicals.

(c) Vocational Education and Training: Vocational Education and Training will form an integral part of the undergraduate programme to **Courses from Other Disciplines (Multidisciplinary):** All UG students are required to undergo 3 introductory-level courses relating to any of the broad disciplines given below. These courses are intended to broaden the intellectual experience and form part of liberal arts and science education. Students are not allowed to choose or repeat courses already undergone at the higher secondary level (12th class) in the proposed major and minor stream under this category.

- i. *Natural and Physical Sciences:*** Students can choose basic courses from disciplines such as Natural Science, for example, Biology, Botany, Zoology, Biotechnology, Biochemistry, Chemistry, Physics, Biophysics, Astronomy and Astrophysics, Earth and Environmental Sciences, etc.
- ii. *Mathematics, Statistics, and Computer Applications:*** Courses under this category will facilitate the students to use and apply tools and techniques in their major and minor disciplines. The course may include training in programming software like Python among others and applications software like STATA, SPSS, Tally, etc. Basic courses under this category will be helpful for science and social science in data analysis and the application of quantitative tools.

- iii. **Library, Information, and Media Sciences:** Courses from this category will help the students to understand the recent developments in information and media science (journalism, mass media, and communication)
- iv. **Commerce and Management:** Courses include business management, accountancy, finance, financial institutions, fintech, etc.,
- v. **Humanities and Social Sciences:** The courses relating to Social Sciences, for example, Anthropology, Communication and Media, Economics, History, Linguistics, Political Science, Psychology, Social Work, Sociology, etc. will enable students to understand the individuals and their social behaviour, society, and nation. Students be introduced to survey methodology and available large-scale databases for India. The courses under humanities include, for example, Archaeology, History, Comparative Literature, Arts & Creative expressions,

(d) Ability Enhancement Courses (AEC): Modern Indian Language (MIL) & English language focused on language and communication skills.

Students are required to achieve competency in a Modern Indian Language (MIL) and in the English language with special emphasis on language and communication skills. The courses aim at enabling the students to acquire and demonstrate the core linguistic skills, including critical reading and expository and academic writing skills, that help students articulate their arguments and present their thinking clearly and coherently and recognize the importance of language as a mediator of knowledge and identity. They would also enable students to acquaint themselves with the cultural and intellectual heritage of the chosen MIL and English language, as well as to provide a reflective understanding of the structure and complexity of the language/literature related to both the MIL and English language. The courses will also emphasize the development and enhancement of skills such as communication, and the ability to participate/conduct discussion and debate.

(e) Skills Enhancement Courses (SEC):

These courses are aimed at imparting practical skills, hands-on training, soft skills, etc., to enhance the employability of students. The institution may design courses as per the students' needs and available institutional resources.

(f) Value-Addition Courses (VAC) Common to All UG Students

Understanding India: The course aims at enabling the students to acquire and demonstrate the knowledge and understanding of contemporary India with its historical perspective, the basic framework of the goals and policies of national development, and the constitutional obligations with special emphasis on constitutional values and fundamental rights and duties. The course would also focus on developing an understanding among student-teachers of the Indian knowledge systems, the Indian education system, and the roles and obligations of teachers to the nation in general and to the school/community/society. The course will attempt to deepen knowledge about and understanding of India's freedom struggle and of the values and ideals that it represented to develop an appreciation of the contributions made by people of all sections and regions of the country, and help learners understand

and cherish the values enshrined in the Indian Constitution and to prepare them for their roles and responsibilities as effective citizens of a democratic society.

Environmental science/education: The course seeks to equip students with the ability to apply the acquired knowledge, skills, attitudes, and values required to take appropriate actions for mitigating the effects of environmental degradation, climate change, and pollution, effective waste management, conservation of biological diversity, management of biological resources, forest and wildlife conservation, and sustainable development and living. The course will also deepen the knowledge and understanding of India's environment in its totality, its interactive processes, and its effects on the future quality of people's lives.

Digital and technological solutions: Courses in cutting-edge areas that are fast gaining prominences, such as Artificial Intelligence (AI), 3-D machining, big data analysis, machine learning, drone technologies, and Deep learning with important applications to health, environment, and sustainable living that will be woven into undergraduate education for enhancing the employability of the youth.

Health & Wellness, Yoga education, sports, and fitness: Course components relating to health and wellness seek to promote an optimal state of physical, emotional, intellectual, social, spiritual, and environmental well-being of a person. Sports and fitness activities will be organized outside the regular institutional working hours. Yoga education would focus on preparing the students physically and mentally for the integration of their physical, mental, and spiritual faculties, and equipping them with basic knowledge about one's personality, maintaining self-discipline and self-control, to learn to handle oneself well in all life situations. The focus of sports and fitness components of the courses will be on the improvement of physical fitness including the improvement of various components of physical and skills-related fitness like strength, speed, coordination, endurance, and flexibility; acquisition of sports skills including motor skills as well as basic movement skills relevant to a particular sport; improvement of tactical abilities; and improvement of mental abilities.

The College may introduce other innovative value-added courses relevant to the discipline or common to all UG programmes.

(g) Summer Internship /Apprenticeship

A key aspect of the new UG programme is induction into actual work situations. All students will also undergo internships / Apprenticeships in a firm, industry, or organization or Training in labs with faculty and researchers in their own or other **24 Programmes** HEIs/research institutions during the summer term. Students will be provided with opportunities for internships with local industry, business organizations, health and allied areas, local governments (such as panchayats, municipalities), Parliament or elected representatives, media organizations, artists, crafts persons, and a wide variety of organizations so that students may actively engage with the practical side of their learning and, as a by-product, further improve their employability. Students who wish to exit after the first two semesters will undergo a 4-credit work-based learning/internship during the summer term in order to get a UG Certificate.

(h) Community engagement and service: The curricular component of ‘community engagement and service’ seeks to expose students to the socio-economic issues in society so that the theoretical learnings can be supplemented by actual life experiences to generate solutions to real-life problems. This can be part of summer term activity or part of a major or minor course depending upon the major discipline.

(i) Field-based learning/minor project: The field-based learning/minor project will attempt to provide opportunities for students to understand the different socio-economic contexts. It will aim at giving students exposure to development-related issues in rural and urban settings. It will provide opportunities for students to observe situations in rural and urban contexts, and to observe and study actual field situations regarding issues related to socioeconomic development. Students will be given opportunities to gain a first-hand understanding of the policies, regulations, organizational structures, processes, and programmes that guide the development process. They would have the opportunity to gain an understanding of the complex socio-economic problems in the community, and innovative practices required to generate solutions to the identified problems. This may be a summer term project or part of a major or minor course depending on the subject of study.

(j) Research Project / Dissertation

Students choosing a 4-Year Bachelor’s degree (Honours with Research) are required to take up research projects under the guidance of a faculty member. The students are expected to complete the Research Project in the eighth semester. The research outcomes of their project work may be published in peer-reviewed journals or may be presented in conferences /seminars or may be patented.

(k) Other Activities

This component will include participation in activities related to National Service Scheme (NCC), National Cadet Corps (NCC), adult education/literacy initiatives, mentoring school students, and other similar activities.

(4) Pedagogical approaches

The *Learning Outcomes-Based Approach* to curriculum planning and transaction requires that the pedagogical approaches are oriented towards enabling students to attain the defined learning outcomes relating to the courses within a programme. The outcome-based approach, particularly in the context of undergraduate studies, requires a significant shift from teacher-centric to learner-centric pedagogies, and from passive to active/participatory pedagogies. Every programme of study lends itself to the well-structured and sequenced acquisition of knowledge and skills. Practical skills, including an appreciation of the link between theory and practice, will constitute an important aspect of the teaching-learning process. Teaching methods, guided by such a framework, may include lectures supported by tutorial work; practicum and field-based learning; the use of prescribed textbooks and e-learning resources and other self-study materials; field-based learning/project, open-ended project work, some of which may be team-based; activities designed to promote the development of generic/transferable and subject-specific skills; and internship and visits to field sites, and industrial or other research facilities etc.

Learning assessment

A variety of assessment methods that are appropriate to a given disciplinary/subject area and a programme of study will be used to assess progress toward the course/programme learning outcomes. Priority will be accorded to formative assessment. Evaluation will be based on continuous assessment, in which sessional work and the terminal examination will contribute to the final grade. Sessional work will consist of class tests, mid-semester examination(s), homework assignments, etc., as determined by the faculty in charge of the courses of study. Progress towards achievement of learning outcomes will be assessed using the following: time-constrained examinations; closed-book and open-book tests; problem-based assignments; practical assignment laboratory reports; observation of practical skills; individual project reports (case-study reports); team project reports; oral presentations, including seminar presentation; viva voce interviews; computerized adaptive assessment, examination on demand, modular certifications, etc.

Eligibility for the UG Programmes

Senior Secondary School Leaving Certificate or Higher Secondary (12th Grade) Certificate obtained after successful completion of Grade 12 or equivalent stage of education corresponding to Level-4.

Duration of the Programme

i. The duration of the UG programme is 4 years or 8 semesters. Students who desire to undergo a 3-year UG Programme will be allowed to exit after completion of the 3rd year. If a student wants to leave after the completion of the first or second year, the student will be given a UG Certificate or UG Diploma, respectively, provided they secure the prescribed number of credits (as given in table 3). Students who exit with a UG certificate or UG diploma are permitted to re-enter within three years and complete the degree programme.

ii. Students may be permitted to take a break from the study during the period of study but the total duration for completing the programme shall not exceed 7 years.

Outcomes-based approach to higher education

The National Higher Education Qualifications Framework (NHEQF) envisages that students must possess the quality and characteristics of the graduate of a programme of study, including learning outcomes relating to the disciplinary area(s) in the chosen field(s) of learning and generic learning outcomes that are expected to be acquired by a graduate on completion of the programme(s) of study.

The graduate attributes include capabilities that help broaden the current knowledge base and skills, gain and apply new knowledge and skills, undertake future studies independently, perform well in a chosen career, and play a constructive role as a responsible citizen in society. Graduate attributes are fostered through meaningful learning experiences made available through the curriculum and learning experience, the total college/university experience, and a process of critical and reflective thinking.

5. Course Enrolment/Admission

- 5.1 The minimum and maximum credits to be opted by a student for qualifying of a graduate degree shall be as per the Course Structure as given as Annexure I.
- 5.2 Change of Courses shall not be permitted after sending the records of the students to the affiliating University for registration.

6. Levels of Courses:

Courses shall be coded based on the learning outcomes, level of difficulty, and academic rigor. The coding structure is as follows:

- i. 0-99: Pre-requisite courses required to undertake an introductory course which will be a pass or fail course with no credits. It will replace the existing informal way of offering bridge courses that are conducted in some of the colleges/ universities.
- ii. 100-199: Foundation or introductory courses that are intended for students to gain an understanding and basic knowledge about the subjects and help decide the subject or discipline of interest. These courses may also be prerequisites for courses in the major subject. These courses generally would focus on foundational theories, concepts, perspectives, principles, methods, and procedures of critical thinking in order to provide a broad basis for taking up more advanced courses. These courses seek to equip students with the general education needed for advanced study, expose students to the breadth of different fields of study; provide a foundation for specialized higher-level coursework; acquaint students with the breadth of (inter) disciplinary fields in the arts, humanities, social sciences, and natural sciences, and to the historical and contemporary assumptions and practices of vocational or professional fields; and to lay the foundation for higher level coursework.
- iii. 200-299: Intermediate-level courses including subject-specific courses intended to meet the credit requirements for minor or major areas of learning. These courses can be part of a major and can be pre-requisite courses for advanced-level major courses.
- iv. 300-399: Higher-level courses which are required for majoring in a disciplinary/interdisciplinary area of study for the award of a degree.
- v. 400-499: Advanced courses which would include lecture courses with practicum, seminar-based course, term papers, research methodology, advanced laboratory experiments/software training, research projects, hands-on-training, internship/apprenticeship projects at the undergraduate level or First year Postgraduate theoretical and practical courses.
- vi. 500-599: Courses at first-year Master's degree level for a 2-year Master's degree programme
- vii. 600-699: Courses for second-year of 2-year Master's or 1-year Master's degree programme
- viii. 700 -799 & above: Courses limited to doctoral students.

7. Programme/ Curricular components:

The undergraduate programme seeks to equip students with the capacities in fields across arts, humanities, languages, natural sciences, and social sciences; an ethic of social engagement; soft skills such as complex problem solving, critical thinking, creative thinking, and communication skills, along with rigorous specialization in a chosen disciplinary or interdisciplinary major and minor(s).

Semesters 1 & 2: The students will undergo courses in 4 broad disciplines (major stream, minor stream, 2 broad disciplines (multidisciplinary category) to have basic knowledge not only in major areas but also in two other disciplines broadly grouped under Natural and Physical Sciences, Mathematics, Statistics and Computer Applications, Library, Information and Media Sciences, Commerce and Management, and Social Sciences. With exposure to basic courses in four disciplines, a student can decide to continue the chosen major or change the major and minor areas of interest at the end of the second semester. Additionally, these students will also take up courses of their interest from Ability Enhancement (language), Skill Enhancement, and Value-Added categories.

Change of Major: Students can opt for a change of major within the broad discipline (Natural and Physical Sciences, Mathematical, Statistics, and Computational Sciences, Library, Information and Media Sciences, Commerce and Management, and Humanities and Social Sciences) at the end of the first year.

Additional Seats: The HEIs may create 10% additional seats over and above the sanctioned strength to accommodate the request for a change of major. Any unfilled or vacant seats may be filled with those seeking a change of Major. Preference will be given to those who have got highest CGPA with no arrears in the first year.

Semesters 3 & 4: Students will choose courses of their interest in major and minor to build a career of their interest. They also pursue courses to strengthen their language skills and other skill-augmenting courses and vocational training.

Semesters 5 & 6: Students will undergo higher level courses and related courses during the 5th and 6th semesters in order to gain in-depth knowledge in the major and also in the related disciplines through the minor stream. Students will also gain work-related skills through courses in vocational education. The programme structure will enable the students to gain sufficient knowledge and skills to meet the industry/society requirements.

Semesters 7 & 8: During the 4th and final year, students will undertake advanced level courses in both major and minor streams to get a UG Degree (Honours). Students choose a research component with courses relating to research methodology, advanced courses in theory and applied areas, and seminar presentations. Students may be permitted to carry out a research project or dissertation in another department of the same institution or another institution provided the required facilities are available.

8. Attendance

8.1 The course teacher shall be responsible for maintaining a record of attendance of students who have enrolled for the course.

- 8.2 All course teachers shall intimate the Principal/ Director of a college at least fifteen calendar days before the last instruction day in the semester, the particulars of all students who have less than 80% of attendance during the total number of class days.
- 8.3 A student who has less than 80% attendance shall not be permitted to sit for the End semester examination in the course in which the shortfall exists.

Provided that it shall be open to the College to grant exemption to a student who has attended a minimum of 70% classes but failed to obtain the prescribed 80% attendance for valid reasons, on recommendation of the Head of the Department on payment of a prescribed fee(s).

The Principals of the Colleges shall announce the names of all students who shall not be eligible to take the End-semester examinations in the various courses and send a copy of the same to the Controller of Examinations. Registrations of such students for those courses shall be treated as cancelled and they shall have to repeat the course when it is offered next.

9. Examination and Evaluation:

(a) Examination and evaluation shall be done on a continuous basis, at least three times during each semester.

(b) There shall be 30% marks for internal assessment and 70% marks for End-semester examination in each course during every semester.

(c) Internal Assessment:

(i) In internal assessment, different tools such as Sessional Examinations, objective tests, written tests, assignments, paper presentation, Sudden Test, Quiz, class assignment, laboratory work (wherever applicable), etc. suitable to the courses may be employed. The Procedure for Internal Assessment shall be governed by the Examination Ordinance of North Lakhimpur College (Autonomous).

(ii) The students shall be informed in advance about the nature of assessment. Students shall compulsorily attend internal assessment, failing which they will not be allowed to appear for the End-semester examination

(d) End Semester Examination:

(i) There shall be one End semester examination carrying 70% Marks in each course of a Semester covering the entire syllabus prescribed for the Course. The End semester examination is normally a written/ laboratory-based examination/Project Work/Dissertation.

(ii) The Controller of Examinations shall make necessary arrangements for notifying the dates of the end semester examinations and other procedures as per North Lakhimpur College (Autonomous) Rules (at least 30 days in advance) and the Academic Calendar approved by the Academic Council.

(iii) Normally, the end-semester examination for each course shall be of three hour duration.

(e) Confidential Works: Setting of question papers, moderation of question papers, evaluation of answer scripts, scrutiny, tabulation of marks, etc. and announcement of results, shall be governed by the North Lakhimpur College (Autonomous) Examination Ordinance.

(f) The mode of the conduct of the end-semester examinations of the practical/ dissertation courses shall be partially external as below:

1. The end-semester examinations of all practical/ dissertation courses shall be conducted by a Board of Examiners consisting of the internal examiner (the concerned course teacher) and an external examiner appointed by the Controller of Examinations. The external examiner may be from outside of the department concerned.

2. A student shall not be allowed to take more than one project work in a single semester.

(g) The mode of end-semester examination and evaluation of the Course shall be specified in the detailed syllabus of the Course concerned.

(i) End-semester Practical examinations shall be held as per the Examination Ordinance of North Lakhimpur College (Autonomous).

(j) Betterment Examination: shall be governed by the North Lakhimpur College (Autonomous) Examination Ordinance.

(k) Any difficulty which may arise in the course of operation of these regulations relating to holding of examinations shall be removed by the Examination Committee of the North Lakhimpur College (Autonomous).

10. *Evaluation and pedagogy:*

- As stipulated in the NEP 2020, student assessment should be based on learning goals for each programme and emphasis should be more on a continuous and comprehensive evaluation rather than high stake end semester examinations. Thus focus should be on formative assessment by Internal Evaluation.
- Departments have to choose from a basket of options like Essays, Tutorials, Home Assignments, Seminars, Presentations, Laboratory Work, Workshop, Project based learning, peer reviews, quizzes and other elements of participatory learning for activity-based assessment.
- All the undergraduate programmes offered by the University are to have specified components for internal evaluation. There is no one size that fits all and therefore, relevant types of internal assessment have to be developed suiting the needs and requirement of each specific subject.
- Following the principle of “those who teach should evaluate”, the approach/pattern of continuous internal assessment/evaluation (activity assessment) may be decided and conducted by the concerned teacher under the Internal Evaluation policy of the Academic Monitoring/Supervisory/Advisory committee of the College/University. Teachers should have discretion to access the paper-specific learning objectives and

take quantifiable remedial measures to achieve desired learning outcomes, paper outcomes and course outcomes.

- Internal assessment be through:
 - o Class assignment
 - o Unit test
 - o Field work
 - o Group discussion
 - o Seminar presentation
 - o Research papers
 - o Participation in class discussion and attendance etc.

- Innovative pedagogy to identify and bridge the gap of advanced and slow learners:
 - o With inclusivity and empowerment of all as the core ideals, it should be aimed at addressing the learning gap amongst students at different learning/exposure levels.
 - o Quantifiable remedial measures to be adopted to address the needs of slow learners. Mentoring of both Advanced and Slow learners to be done simultaneously.
 - o Faculty members are to use innovations in pedagogic process, use a blend of old and new teaching-learning pedagogies based to meet learner-specific needs and achieve desired learning outcomes.
 - o New techniques and skills acquired through participation in research, pedagogy and assessment centric Capacity Building Programmes should be positively implemented in the classroom.
 - o Pre and post innovative pedagogic intervention to be analyzed for mapping of learning outcomes.

11. Results and Progression:

- (a) A candidate shall be declared as passed a Course, provided he/ she secures at least “P” Letter Grade in the 10 point scale (as per Examination Ordinance) combining both the in semester and end semester examination performance. However, the candidate must secure at least P Letter Grade in End Semester Examination separately to pass a Course individually.

- (b) A candidate shall be declared as passed a semester/ programme, provided he/ she secures at least “P” grade in the 10 point scale (as per Examination Ordinance) in all the Courses separately.

- (c) The marks of in-semester examinations obtained by the candidate shall be carried over for declaring any result.

- (d) A candidate who fails or does not appear in one or more courses of any end semester examinations up to Sixth Semester shall be provisionally promoted to the

next higher semester with the failed course as carry over course(s). Such candidates will be eligible to appear in the carry over course in the next regular examinations of those courses.

(e) If a candidate clears the sixth semester examination before clearing all the courses of the previous semesters, the result of the sixth semester examination of that candidate shall be withheld and his/ her results shall be announced only after he/ she clears the courses of the previous semesters.

(f) A student must clear all his/ her Semester Examinations within Five (5) years from the dates of admission to the First Semester. Number of chances to be given to student shall be governed by the North Lakhimpur College (Autonomous) Examination Ordinance.

(g) Since the Semester system involves continuous assessment, there shall be no scope for a student to appear as a private candidate in any programme in this system.

(h) A candidate shall be declared to have passed the Bachelors Degree in the concerned discipline provided he/she has passed all the Semesters and in all the Courses separately.

(i) The Controller of Examinations shall declare the results of the NLCNEP Examinations and issue Grade-sheets.

(j) The first rank holder of a programme shall be decided on the basis of the CGPA. However, the Overall Weighted Percentage of Marks (OWPM) of a candidate shall be considered in case of tie in CGPA.

(k) Distinction shall be awarded to those successful candidates of Final Semester Examination, who secured a minimum of 7.5 CGPA in Core courses and 6.5 CGPA in Non-core courses.

(l) Best Graduate award from both Science and Arts Stream, a student must duly pass all semester examination with Distinction marks. It is also resolved that in case two or more students getting same CGPA in Final Semester Examination, the student who secured higher CGPA in non core courses shall be named as the Best Graduate.

12. ***Grading System***

12.1 The absolute grading system shall be applied in evaluating performance of the students.

12.2 The scale of grading system shall be governed by the North Lakhimpur College (Autonomous) Examination Ordinance and the Letter Grades and Grade Points shall be followed as per UGC Curriculum and Credit Framework for Undergraduate Programmes, 2022.

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

12.3 The Semester Grade Point Average (SGPA) is computed from the grades as a measure of the student's performance in a given semester. The SGPA is based on the grades of the current term, while the Cumulative GPA (CGPA) is based on the grades in all courses taken after joining the programme of study.

- SGPA: The ratio of the 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. $SGPA (S_i) = \frac{\sum(C_i \times G_i)}{\sum C_i}$ 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.
- CGPA: The Cumulative Grade Point Average (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. $CGPA = \frac{\sum(C_i \times S_i)}{\sum C_i}$ where S_i is the SGPA of the i th semester and C_i is the total number of credits in that semester.

13. **Transcript:**

The College may issue consolidated Transcript on request to the Controller of Examinations which shall contain Letter grades, grade points and SGPA and CCPA mentioning the Course Titles in details, medium of instruction and programme duration.

14. **Credit Transfer**

Inter- Institutional transfer of Credits may be considered in compliance with the relevant Guidelines of the UGC.

15. **ABC**

ABC (Academic Bank of Credit) shall be followed as per the NEP 2020 guidelines.

16. **General:**

- a. It shall be ensured that the College shall maintain fundamental code of professional ethics in implementing these Regulations.
- b. For any matter not covered under these Regulations for the NLC NEP Programmes, the existing Dibrugarh University Rules, Government of Assam Rules and UGC Guidelines shall be applicable.
- c. The Examination Committee of the College shall remove any difficulty, which may arise in the course of operations relating to execution of the NLC NEP programmes.



**Semester wise Distribution of 4 year UG courses (B.A./B.Sc.) under NEP 2020 guidelines
North Lakhimpur College (Autonomous)**

Semester	Discipline Specific Core (DSC)/ Major (Core)	Discipline Specific Elective (DSE)/ Open Elective Course (OEC)/ Minor	Multidisciplinary/ Interdisciplinary (MDC)	Ability Enhancement Compulsory Courses (AECC)	Skill Enhancement Courses (SEC)	Internship	Value Addition Courses (VAC)	Research Project	Total
I	DSC-I (5 credit)	DSE-I (5 credit)	IDC/MDC-I (3 credit)	AECC -I (2 credit)	SEC-I (3 credit)	-	VAC –I (2 credit)	-	20
II	DSC-II (5 credit)	DSE-II (5 credit)	IDC/MDC-II (3 credit)	AECC -II (2 credit)	SEC-II (3 credit)	-	VAC –II (2credit)	-	20
<p>Award of Undergraduate Certificate (after 1 year: 40 credits); <i>Students exiting the programme after securing 40 credits will be awarded UG Certificate in the relevant Discipline /Subject provided they secure 4 credits in work based vocational courses offered during summer term or internship / Apprenticeship in addition to 6 credits from skill-based courses earned during first and second semester</i></p>									
III	DSC-III (4 credit)	DSE-III (2 credit)	IDC/MDC-III (3 credit)	AECC-III (2 credit)	SEC-III (3 credit)				20
	DSC-IV (4 credit)	DSE-IV (2 credit)	-	-	-				
IV	DSC-V (4 credit)	DSE-V (4 credit)	-	AECC-IV (2 credit)			VAC –II EVS (2credit) Compulsory		20
	DSC-VI (4 credit)		-	-	-		-		
	DSC-VII (4 credit)								
<p>Award of Undergraduate Diploma (after 2 year: 80 credits) <i>Students exiting the programme after securing 80 credits will be awarded UG Diploma in the relevant Discipline /Subject provided they secure additional 4 credit in skill based vocational courses offered during first year or second year summer term.</i></p>									

V	DSC-VIII (5 credit)	DSE-VI (3 credit)	-	-	-	Internship (4 credit)	-	20
	DSC-IX (4 credit)	-	-	-	-	-	-	
	DSC-X (4 credit)							
VI	DSC-XI (5 credit)	DSE-VII (3 credit)	-	-	-	-	-	20
	DSC-XII (4 credit)		-	-	-	-	-	
	DSC-XIII (4 credit)	-	-	-	-	-	-	
	DSC-XIV (4 credit)							
Award of Bachelor of Arts/ Science (Honours in Discipline) (after 3 years: 120credits)								
VII	DSC-XV (5 credit)	DSE-VIII (3 credit)	-					20
	DSC-XVI (5 credit)	DSE-IX (3 credit)						
	DSC-XVII (4 credit)							
VIII	DSC-XVIII (3 credit)	DSE-X (2 credit)					Research Project) (12 credit)	20
	DSC-XIX (3 credit)							
Award of Bachelor of Arts/ Science (Honours in Discipline/Research) (after 4 years: 160 credits)								
<p>** Honours students not undertaking research will do 3 courses for 12 credits in lieu of a research project/dissertation</p> <p>** 50% of the total credits from minors must be secured in the relevant subject/discipline and another 50% of the total credits from a minor can be earned from any discipline as per students' choice.</p>								

Note:

- L+ T +P to be decided by the concerned BoS.
- Student shall select the OEC/DSE (Minor) courses from a basket of courses.
- Departments may associate Practical with DSC (Major)/DSE (Minor)/MDC theory courses or introduce complete Practical course in place of DSC/DSE/MDC theory courses.
- Students are not allowed to take the same courses studied in the 12th class under IDC/MDC category. For example, students who have Science Stream in class 12th can take IDC/MDC courses from Arts department. Similarly, students who have Arts Stream in class 12th can take IDC/MDC courses from Science department.

- **Ability Enhancement Compulsory Courses (AECC)** shall be offered as follows:

Semester I	AECC-I:	Communicative English
Semester II	AECC-II:	Language and Literature (MIL/Regional Language)
Semester III	AECC-III:	Critical Reading/Writing Skill (English)
Semester IV	AECC-IV:	Critical Reading/Writing Skill/ Book Reading (MIL/Regional Language)

- **Skill Enhancement Courses (SEC) and Multidisciplinary/ Interdisciplinary courses (MDC) shall be offered by the concerned departments.** SEC course shall be as per NSQF guidelines (1T + 2P).

- Student shall select any of the **Value Addition Courses (VAC)** courses from a basket of courses as listed below:

Semester I	VAC-I:	(i) Ethics and Culture
		(ii) Sports psychology
		(iii) Human Rights
		(iv) NCC
		(V) Nutrition and Healthy living

Semester II VAC-II:

- (i) Mindfulness for wellbeing and peak performance
- (ii) Yoga
- (iii) Gandhian thoughts
- (iv) NSS

Semester IV VAC-III: Environmental Science (Compulsory)