



## Four-Year Undergraduate Programmes (FYUGP)

under the

National Education Policy, 2020

Cotton University

Approved by the Academic Council, Cotton University

March 6, 2023





# COTTON UNIVERSITY

Panbazar, Guwahati-781001, Assam, India

[www.cottonuniversity.ac.in](http://www.cottonuniversity.ac.in) :: 7578980221 :: [vc@cottonuniversity.ac.in](mailto:vc@cottonuniversity.ac.in)

Date: March 07, 2023

## MESSAGE

It is a great pleasure for me to learn that Cotton University is going to implement the National Education Policy (NEP) 2020 from August 2023. As we embrace this transformative change, we have the opportunity to shape the future of education and empower our students with a holistic and forward-thinking approach to learning.

The NEP envisions an education system that fosters creativity, critical thinking, and multidisciplinary knowledge. It emphasizes experiential learning, research, and innovation, which align perfectly with the values we hold at Cotton University.

With this implementation, we aim to nurture well-rounded individuals who are not only academically proficient but also socially responsible and culturally aware. The NEP-2020 encourages a deeper connection between classroom learning and real-world applications, preparing our students to tackle the challenges of the 21st century with confidence and competence.

I look forward to witnessing the positive impact of the NEP on our institution and our students' lives. Let us seize this opportunity to redefine education at Cotton University and inspire the minds that will shape our nation's future.

*Ramesh Ch. Deka*

(Ramesh Ch. Deka)

**Prof. Ramesh Chandra Deka**  
**Vice Chancellor,**  
**Cotton University, Guwahati**

अप्रमत्तेन वेदव्यम्





**COTTON UNIVERSITY**  
**Panbazar, Guwahati -781001 (India)**  
[www.cottonuniversity.ac.in](http://www.cottonuniversity.ac.in)

## PREFACE

As visualised in the National Education Policy, 2020, Cotton University gears up to create an enabling environment for quality higher education, and develop knowledgeable, thoughtful, well-rounded, and creative individuals who would along with personal accomplishment and enlightenment, have constructive public engagement and productive contribution to the nation.

To accomplish the vision of the NEP, 2020, Cotton University constituted a Task Force on July 28, 2021. Later two coordination committees for skill enhancement courses, and values & social responsibility courses were constituted on January 29, 2022.

The Task Force and the coordination committees, after several rounds of discussion has come out with the Four Year UG Programme (FYUGP) curriculum conforming to the UGC Curriculum and Credit Formwork, 2022. This learning outcome based curriculum framework has been adopted by the Academic Council of the University on March 6, 2023.

I sincerely thank the honourable Vice Chancellor, the Registrar, all the members of the NEP 2020 Task Force, the members of coordination Committees on Skill and Value Added Courses, all members of IQAC and all members of Academic Council of Cotton University for insightful inputs and comments to make implementation of the NEP, 2020 operational at the University.

7<sup>th</sup> March, 2023  
Guwahati

**(Prof Ganesh Chandra Wary)**  
**Chairperson,**  
**Task Force Committee for**  
**Implementation and Coordination of NEP'2020,**  
**Cotton University**

## **1. NEP, 2020 and Cotton University**

1.1 Cotton University, as visualised in the National Education Policy, 2020 has geared up to create an enabling environment for quality higher education; develop knowledgeable, thoughtful, well-rounded, and creative individuals who would along with personal accomplishment and enlightenment, have constructive public engagement and productive contribution to the nation.

1.2 The University believes that the education system must enable an individual to study one or more specialised areas of interest at a deep level, appreciate ethical and Constitutional values, have intellectual curiosity, develop scientific temper, creativity, spirit of service, and capabilities in a range of disciplines of sciences, social sciences, arts, humanities, languages, as well as professional, technical, and vocational subjects.

1.3 The University is aware of its responsibility to create socially sensitive citizens, explore and contribute to the creation of spaces for productive and sustainable livelihood, and desire that there are no negative outcomes from the development interventions and resource use – physical and human as well.

1.4 The University has initiatives for social entrepreneurship and rural engagement through activities in its adopted villages with involvement of faculty and students. The activities of the university focus on sanitation and hygiene, waste management, water, and energy management; and would accommodate initiatives in the domain of health, education, and livelihood.

1.5 To accomplish the goals of the NEP, 2020, and from the reflection on the requirements observed in the contemporary world, the University has come out with a framework with clear goals to initiate the Four Year Undergraduate Programme (FYUGP).

## **2. The structure of the FYUGP**

2.1 The ongoing Bachelor of Liberal Arts (BLA) programme of the University provides a firm foothold towards adopting a holistic model to implement the NEP, 2020 at Cotton University with clear orientation, enabled by a wide basket of courses at undergraduate level.

2.2 The structure of the FYUGP, as designed by the UGC and being followed by the universities of India, is to have an option to exit after completion of every academic year with an undergraduate certificate, diploma, and general degree respectively, till the successful completion of the third year. The students after successful completion of the fourth year will obtain either a bachelor's degree with honours or an honours degree with research depending upon students' choice and qualifications to write a research dissertation.

2.3 In the fourth year the students shall have option to write a 12 credit dissertation based on laboratory experiments, empirical data and review based work. Students not opting for the research work need to undergo three higher level (level 400) specialized courses of 4 credits each on specific themes. The students securing minimum score of 7.5 CGPA after completion of semester VI in 10 point evaluation score shall be eligible to go for the research based dissertation.



2.4 The FYUGP at Cotton University is enabled by a wide basket of courses - multidisciplinary elective, ability enhancement, skill enhancement, value addition course (VAC), besides the major and minor courses in specific subjects (Table 1 and 2). All the courses are with appropriate allocation of credits (specified hours of learning), and the modes of learning spread over classroom lectures, tutorials, practical, and field based learning.

2.5 The first two semesters of the programme (Table 2) would enable the students to explore multiple domains of knowledge including the major and minor subjects, and finally to concentrate on a subject as major from the third semester onwards (second year). The major and the minors being at the same level of learning (100) in the first two semesters would enable a shift in the subject carrying the credits of the major to the subsequent semesters. The university shall however pre-assign a subject to the students based on students' choice and selection criteria, as a major (for instance Physics) at the time of admission along with a minor subject (for instance Chemistry) of the same level of introductory learning. This approach would enable the students to choose the minor subject as a major (for instance Chemistry, instead of Physics) in the second year, if the subject emerges as more appealing, after completion of first year of the FYUGP. This flexibility however will be determined by the criteria of qualification and availability of seats.

### **3. The Courses**

3.1 The Major courses concentrated on a particular subject (Assamese, Bodo, Economics, or Botany, for instance), would be the focus of the FYUGP. Successful completion of the courses would yield a degree (after three year) and an honours degree, or an honour with research degree (after four years of successful completion) in the major subject. Students need to obtain the prescribed number of credits; for instance, students need to undergo a minimum of 20 major courses of 4 credits each, acquire altogether 80 credits of the total minimum 160 credits required for an honour's degree (Table 2).

3.2 Minor courses are to be chosen from the same domain of major subjects/disciplines, the level of major and minor courses would remain the same till completion of the fourth semester (second year). The minors would enable a student to gain a broader and interdisciplinary understanding over the entire programme (altogether 8 courses of 4 credits each need to be studies as minor). For instance, if a student pursuing History as a major, obtains a minimum of 12 credits from a bunch of courses in Archaeology, then the student will be awarded the degree, Major in History with a Minor in Archaeology. A course from a minor subject/discipline, for instance, differential and integral calculus may help a student to study Economics, or principles of Western Philosophy enrich a course in English. For the minor courses, a student may go for all the 8 courses in a single subject or can spread over multiple subjects depending on choice and certain qualification criteria.

3.3 The mandatory Multidisciplinary Electives in the NEP, 2020 provides the students to explore the myriad perspectives/dimensions of the other disciplines in certain specific areas/topics of contemporary relevance. The approach would help to understand the concerns of the world through a holistic framework and address the pressing needs of the society at contemporary times

having relevance to policy formulation. For instance, a course in Gender, in the Centre for Women Studies, would enable a student of Economics to address the Public Finance and Budgetary aspects inclusively; or a course on ecology and environmental would help a student of Chemistry to orient on sustainable development goals.

3.4 Ability Enhancement (language) courses would help the students to develop academic and scholarly writing, the capability each student must attain. Students in the process will learn, English/ Language & Communication skills, MILs, and certain aspects of society, culture, and history, to name a few aspects.

3.5 The university since adoption of the Choice Based Curriculum System of undergraduate programme in 2020 has been continuing with a basket of courses on soft skills. The university now has prepared an additional set of Skill Enhancement Courses (SECs) aligning the courses each of three credits (theory, practical and field/observation based learning) to the National Skills Qualifications Framework of UGC.

3.6 The university is in the process of designing courses with specific credit structure to ensure that all students could go for one vocational course of about 12 credits (could be in lieu of three Minor courses) before graduating. The MoUs signed with institutions/organisations would help to accommodate and facilitate interest of the students to pursue certain vocational courses in addition to the mandatory SECs.

3.7 In the domain of VAC, the students need to undergo four courses of two credits each to earn a total of 8 credits in the first two semesters of the FYUGPs. The approach of the university fits to the May 2023 guidelines on Mulya Pravah 2.0 - Inculcation of Human Values and Professional Ethics in Higher Education institutions of UGC.

3.8 The students have options to choose the VACs from a specified basket of courses from the four domains 1. Understanding India (on constitutional values, fundamental rights, and duties, India's struggle for freedom and unsung heroes, understanding India: land, people, ecology, and economy, Gandhian principles and approaches for rural development, Gender and Society, Cultural heritage and conservation and community engagement. 2. Environmental education/ ecological values (Management and Conservation of bio-logical diversity and resources; Waste management, Climate change and sustainability, environmental and Ecosystem valuation, 3. Digital technology - Introduction to Artificial Intelligence and Machine learning, Application of science and technology in health, environment, and sustainable living; science and technology policy, 4. Health and Wellness; Yoga, Sports etc; Yoga – concepts on way of life and practice, physical education, sports management

3.9 Reading and understanding on the myriad dimensions of Indian culture and Knowledge System (IKS) will be an integral part of the contents of some of the Courses of the FYUGP. Understanding on popular culture, aspects of rural culture, kinships and family systems in India, Indian architecture and heritages, traditional ecological knowledge etc. are incorporated in the course contents would help to explore the finer dimensions of IKS.



3.10 The university is evolving a policy/system to accommodate sports and extracurricular activities of the students into the credit framework.

#### **4. Levels of the Courses**

4.1 The undergraduate courses are prepared and coded based on the learning outcomes, level of difficulty, and academic rigor. The coding structure of the undergraduate courses to the level of learning is as follows -

- I. 100 - Foundations and Introductory
- II. 200 - Intermediate
- III. 300 - Higher Level
- IV 400 - Advanced

The levels of the courses shall go higher at the Postgraduate and Doctoral level.

#### **5. The Modes of Teaching and Learning**

5.1 In addition to the classroom teaching, the learning process of Cotton University comprises of tutorials involving problem-solving and discussion relating to the topics with the teachers. The tutorials could be conducted through off-classroom and field learning.

5.2 A course, (in addition to the research component in the fourth year) may also demand students to participate in project or practical or laboratory activities. Students, in such activities, would apply previously learned principles and theories related to the chosen topic/field of learning under the supervision of the teachers, professional or industry experts. The university would facilitate the students to get associated with the experts of organisations/institutions.

5.3 Field work continues to be a significant part of number of courses developed by the departments of the University. Field works are designed to understand the myriad experiences and learning on the landscape, ecology, economy and society and developments in the field of science and technology.

5.4 The mandatory Internships a student needs to do before the completion of the second year would enable a student to get engaged in different social, industry sectors of the country. The students could get involved with farm, industry, and social services activities run by the state and other institutions/organisations during the vacations.

5.5 Fieldwork and internships are aligned with community engagement and services under the domain of VACs, would provide fair exposure to the students on the socio-economic concerns of the society so that the theoretical learnings can be supplemented by actual life experiences to generate solutions to real-life problems.

## 6. The Credit framework

6.1 All the contact hours of learning with teachers are converted into academic credits.

6.2 The university stipulates one credit for 15/16 hours of teaching and learning (lectures and tutorials), 30 hours of practical and 45 hours of internship/external/observational learning; credits indicate the number of hours students and teachers need to devote effectively with each other to complete the learning process.

6.3 For Instance, a course having 4 credits, and credits divided into the components of Theory- 2 credits, Tutorial -1 credit, and Practical – 1 credit, indicate the teaching learning process of the course would be completed with 30-32 hours of teaching, 15-16 hours of tutorials and 30-32 hours of laboratory practical.

6.4 The syllabi of all courses of the university are in the form of Learning Outcome based Curriculum Framework (LOCF).

## 7. What in LOCF

7.1 Towards enabling effective participation of the students in knowledge gaining and capability development process, the fundamental premise underlying the LOCF approach to curriculum planning and development is that higher education degrees are awarded based on demonstrated achievement of outcomes (expressed in terms of knowledge, understanding, skills, attitudes, and values) and academic standards expected of graduates of a programme of study. The LOCF specifies what the graduates completing a particular programme of study are expected to know, understand and be able to do at the end of the programme of study.

7.2 The Graduates after completion of the FYUGP should be able to demonstrate the acquisition of comprehensive knowledge and coherent understanding in all areas of study chosen; link and apply the knowledge in the wider domain of society and economy, analyse and evaluate the outcomes, towards designing, contributing new and appropriate ideas for development.

7.3 The acquired capabilities should enable the students not only to choose and earn a decent form of livelihood on their own, but also help others and the nation by facilitating/undertaking/creating new forms of initiatives to possible extent under the regulatory interventions of the state.

7.4 Critical thinking, creativity, analytical reasoning, familiarity with digital & technological skills, inculcation inclusive spirit & mutual respects in society, research and communication skills, work in a collective environment and development of leadership qualities to address certain complex problems in the society are some of the outcomes the FYUGP the university system would expect from the students.



**Table 1: The Courses of the FYUGP with credit allocation**

Sl. No.	Courses	Credits	Total credits
1	Major: Core (C): 20 courses	4 each (Theory 3, Tutorial/Practical-1)	$20 \times 4 = 80$
2	Minor: 8 courses	4 each (Theory 3, Tutorial/Practical-1)	$8 \times 4 = 32$
3	Multidisciplinary Elective: 3 courses	3 each (Theory 2, Tutorial/Practical 1)	$3 \times 3 = 9$
4	Ability Enhancement Course: 4 courses	2 each (Theory 2, Tutorial 0)	$4 \times 2 = 8$
5	Skill Enhancement Courses: 3 courses	3 each (Theory 1, Practical 1, Observational learning 1)	$3 \times 3 = 9$
6	Values Addition Course (VAC): 4 courses	2 each (Theory 2, Tutorial/Practical 0)	$4 \times 2 = 8$
7	Summer Internship – 1 course	2	$1 \times 2 = 2$
8	Dissertation/Project- 1 course	$1 \times 4 = 4$ (Semester VII) $1 \times 8 = 8$ (Semester VIII)	$1 \times 4 = 4$ (Semester VII) $1 \times 8 = 8$ (Semester VIII)
9	<b>Total Credits</b>		<b>160</b>

NB.

1. One Credit is equivalent to one hour of teaching (lecture or tutorial) or two hours of practical work/field work per week, total of 15 classes (minimum) in full semester.
2. Wherever there is a practical there will be no tutorial and vice-versa
3. Syllabus is in the form of Learning Outcome Curriculum Framework (LOCF)
4. University evolves a system/policy about ECA/General Interest/Hobby/Sports/NCC/NSS/ related courses on its own.

## 8. Online Courses and Academic Bank of Credits

8.1 The University has been encouraging the students to undertake courses on online platforms. SWAYAM NPTEL recognized Cotton University as the "Best Local Chapter in Arts, Science and Commerce category" among the Local Chapters outside the top 100 based on performance in NPTEL Online Certification Courses for July-December 2022 session. The students under the FYUGP would be able to opt for some of the courses (to the UGC guidelines up to 40 percent of the courses) across all the categories on online platforms.

8.2 If a student believes and has liking for a particular course offered on online platforms in the country or world and would help her to complete the learning process, the student could go for that course. The credit earned and accumulated from such courses, if equivalent and related may compensate any Major/Minor/MDE/AEC/SEC/VAC courses of the FYUGP structure.

8.3 The credit accumulated from the courses of such off campus learning including online learning are to be deposited in the Academic Bank of Credit (ABC) of each student. The evaluation process of the university would consider of credits deposited at ABC and assess fulfilment of the minimum requirements of the credits for the undergraduate degree.

**Table 2: The Framework of the FYUGP with Courses and Credit Distribution:**

Minimum credits required for the complete programme: 160.

Semester	Major (Core) Each paper is of 4-credits	Minor Each paper 4-credits	MDE Each paper 3-credits	AEC Each paper 2-credits	SEC Each paper 3-credits	Summer Internship 2-credits	VAC Each paper 4-credits	Total Credits
I	Core 1 (Level 100)	Minor 1 (Level 100)	MDE 1	AEC 1 English Comm. I	SEC -1		VAC- 1& 2	20
II	Core 2 (Level 100)	Minor 2 (Level 100)	MDE 1	AEC 2 MIL-I	SEC -2		VAC- 3& 4	20
Student on exit shall be awarded UG Certificate (in the field of study/discipline) after securing requisite 40 credits in semester I and II provided the students secure 4 credits from vocational courses or serving as an intern/doing an apprenticeship								
III	Core 3 (Level 200) Core 4 (Level 200)	Minor 3 (Level 200)	MDE 1	AEC 3 English Comm. II	SEC -3			20
IV	Core 5 (Level 200) Core 6 (Level 200) Core 7 (Level 200)	Minor 4 (Level 200)		AEC 4 MIL-II		Summer Intern- Mandatory		20
Student on exit shall be awarded UG diploma (in the field of study/discipline) after securing requisite 80 credits on completion of semester IV, provided the students secure 4 credits from vocational courses or serving as an intern/doing an apprenticeship								
V	Core 8 (Level 300) Core 9 (Level 300) Core 10 (Level 300) Core 11 (Level 300)	Minor 5 (Level 200)						20
VI	Core 12 (Level 300) Core 13 (Level 300) Core 14 (Level 300) Core 15 (Level 300)	Minor 6 (Level 200)						20
Student on exit shall be awarded bachelor's degree (in the field of study/discipline) after securing requisite 120 credits on completion of semester VI								
VII	Core 16 (Level 400) Core 17 (Level 400) Core 18 (Level 400) Core 21* (Level 400)	Minor 7 (Level 300)			Dissertation/Project of 12 credits over Semesters VII and VIII, for Honours with Research Degree, only if CGPA $\geq$ 7.5 up to Semester VI). During this semester Evaluation of 4 credits.* Other students must take Core 21 in this semester.			20



Semester	Major (Core) Each paper is of 4-credits	Minor Each paper 4-credits	MDE Each paper 3-credits	AEC Each paper 2-credits	SEC Each paper 3-credits	Summer Internship 2-credits	VAC Each paper 4-credits	Total Credits
VIII	Core 19 (Level 400)	Minor 8 (Level 300)			Dissertation Project			20
	Core 20 (Level 400)				Evaluation of the remaining 8 credits during this semester.			
	Core 22* (Level 400)				* Students not having dissertation/ project must take Core 22 and Core 23 in this semester.			
	Core 23* (Level 400)							
Student on exit shall be awarded Bachelor Degree (in the field of study/discipline) with Honours or Honours with Research after securing requisite 160 credits on completion of semester VIII								

# Note: Level 100 -Introductory; Level 200-Intermediate; Level 300- Higher Level; Level 400-Advanced)

8.4 The university has been helping its students to get registered with the system of ABC. In addition to the recognised online courses, a student could accumulate credits by being involved with certain institutions/organisations, for instance, in activities of agriculture extension services, guide the farmers on markets and prices, involve in a food processing industry or farm operation, with the knowledge acquired on chemical composition of certain inputs, or learn and assist in a laboratory/diagnostic centre, or get involved in implementation, monitoring and evaluation of flagships programme of the state.

8.5 The university has several MoUs with reputed institutions and organisation to initiate and strengthen teaching, skill training and research in manifold areas. The university encourages collaboration; and the faculty of the university have several international collaborative works. All would facilitate the students to earn credits in certain courses and accumulate in ABC.

## 9. Multiple Exits and Entry

9.1 The structure of the FYUGP to the guidelines of UGC is designed with an option to exit after completion of every academic year with an undergraduate certificate, diploma, and general degree respectively.

9.2 The re-entry to the FYUGP, will however be based on merit and seat availability, and the option of re-entry may be open for students of other institutions. The certificate and diploma holders need to return within four years of obtaining the certificate/diploma to continue further. The university shall also keep options for lateral entry at the fourth year of research and accommodate students from other colleges/institutions. The admission of students in the fourth year shall be based on certain selection criteria determined by the university.

## 10. Evaluation of the students

10.1 Cotton University adopts the UGC recommended 10 point grading pattern of the Choice Based Credit Systems, which would be the standard practice in the FYUGP of the university. The grading points are related to the certain range of marks and letter grade.

**Table 3: Grading and evaluation frame**

Grade	Letter grade	Grade point	Marks Range
Outstanding	O	10	90 +
Excellent	A+	9	80-89
Very Good	A	8	70-79
Good	B+	7	60-69
Above average	B	6	50-59
Average	C	5	40-49
Pass	P	4	30-39
Fail/Absent	Fail	0	Below 30

- Table 4 presents how a student will be given grade based on the evaluations as indicated in LOCF.

**Table 4: Example of computation of Semester Grade Point Average (SGPA)**

Semester I FYUGP	Course	Credits	Marks scored out of 100, for instance	Letter grade	Grade point	Credit Point (credit x grade point)
I	Major I	4	72	A	8	32
I	Minor I	4	81	A <sup>+</sup>	9	36
I	MDE I	3	69	B <sup>+</sup>	7	21
I	AEC I	2	62	B <sup>+</sup>	7	14
I	SEC I	3	90	O	10	20
I	VSR I	2	64	B <sup>+</sup>	7	14
I	VSR II	2	56	B	6	12
	Total	20				149
Total Semester Grade Point Average						149/20=7.45

10.3 The Cumulative Grade Point Average (CGPA) after completion of the subsequent semesters are calculated in the same manner considering all the courses undergone by a student over all the semesters of a programme.

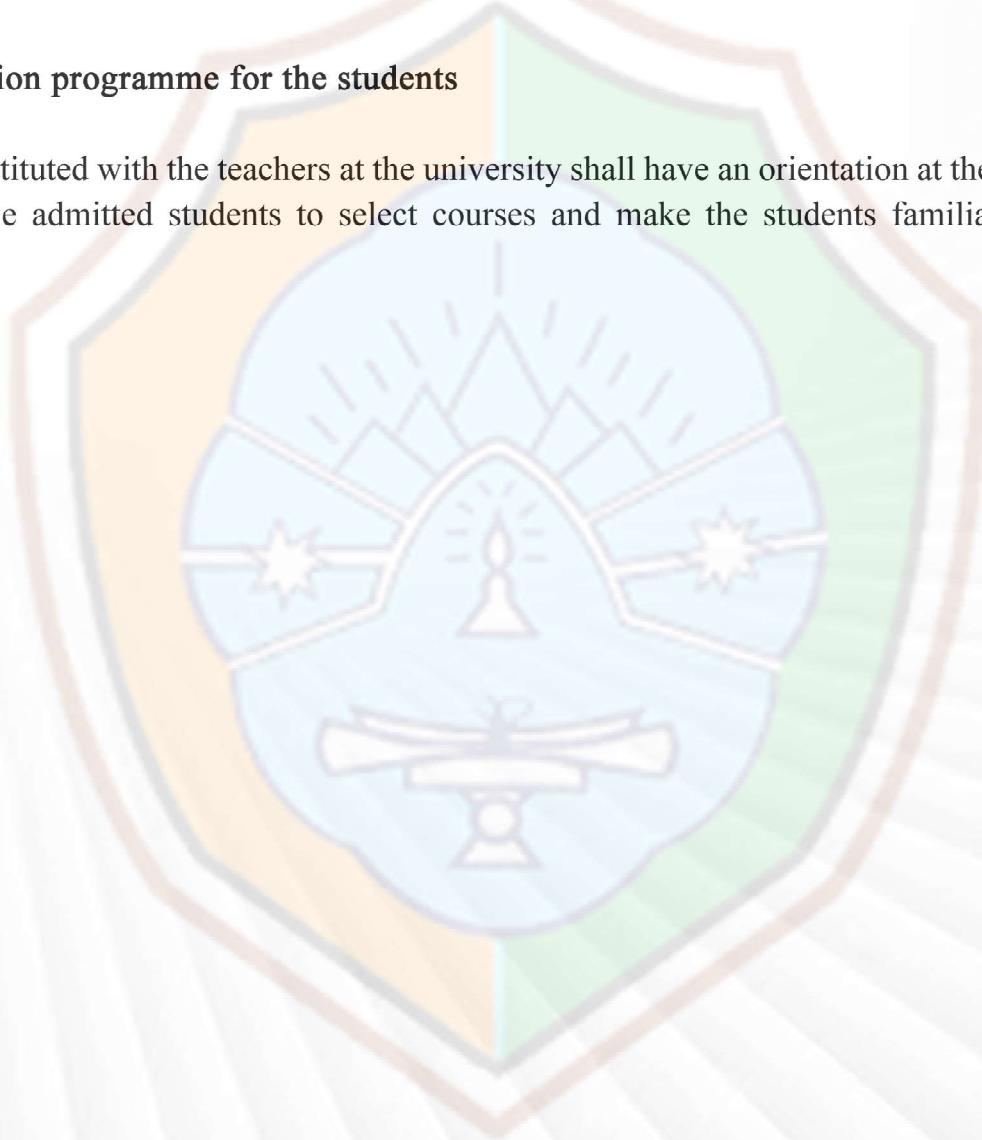


## 11. What a student would do after the FYUGP

A student may have a choice to exit after completion of the third year with a general degree. The general degree may fulfil mandatory requirements for certain profession and economic activities. Students after completion of bachelor's degree of Honours/bachelor's degree, honours with research could go for one year post graduate programme. A degree of the FYUGP and one year PG programme would enable a student to get admitted into a Ph.D. programme.

## 12. Orientation programme for the students

A board constituted with the teachers at the university shall have an orientation at the faculty level and guide the admitted students to select courses and make the students familiar to the new structure.



अप्रमत्तेन वेद्मव्यम्