


MANIPUR UNIVERSITY
CANCHIPUR : IMPHAL

OFFICE ORDER NO. /915
Dated, the 7th January, 2026

No.MU/2-6/2025: The Academic Council, under Resolution No.3(i) of its Emergency Meeting held on 05.01.2026 has approved the New Regulations for Undergraduate Programmes, 2025 based on NEP- 2020 (FYUP) and the Curriculum and Syllabi of the UG Programmes based on the New Regulations (FYUP).

The approved New Regulations for Undergraduate Programmes, 2025 based on NEP- 2020 (FYUP) and the Curriculum and Syllabi of the UG Programmes based on the New Regulations (FYUP) shall be implemented with effect from the academic session, 2025-26.

This is issued with the approval of the competent authority.


(Prof. M. Premjit Singh)
Registrar

Copy to:-

1. PA to the Vice-Chancellor, MU
2. Deans of Schools of Studies, MU
3. Dean of Students' Welfare, MU
4. Heads of Departments/Directors of Centres, MU
5. Director, IQAC, MU
6. Director, R&D Cell, MU
7. Controller of Examinations, MU
8. Director, College Development Council, MU
9. Librarian, MU
10. Assistant Registrar (Academic/Examinations), MU
11. Office Orders Book
12. Relevant File
13. *Systems Manager - to kindly upload on websites*



MANIPUR UNIVERSITY

CANCHIPUR, IMPHAL-795003

**MANIPUR UNIVERSITY REGULATIONS FOR FOUR YEAR UNDERGRADUATE
PROGRAMME(FYUP),2025 BASED ON NEP-2020**

(As Approved by the Academic Council vide Office Order No. 915 dated 7th January, 2026)

MANIPUR UNIVERSITY
CANCHIPUR, IMPHAL-795003

**MANIPUR UNIVERSITY REGULATIONS FOR FOUR YEAR UNDERGRADUATE
PROGRAMME (FYUP), 2025 BASED ON NEP-2020**

[Under Section 31 of the Manipur University Act, 2005]

In exercise of the powers conferred by Section 31 and Statute 41 of the Manipur University Act, 2005, and in view of the National Education Policy 2020 of the Government of India; the University Grants Commission's Guidelines for the Learning Outcomes-based Curriculum Framework (LOCF); the National Higher Education Qualifications Framework (NHEQF) 2023; the National Credit Framework 2023; the Curriculum and Credit Framework for Undergraduate Programmes 2022 of the University Grants Commission; and the University Grants Commission (Minimum Standards of Instruction for the Grant of Undergraduate Degree and Postgraduate Degree) Regulations, 2025, the Manipur University hereby makes the following Regulations titled *Manipur University Regulations for Four Year Undergraduate Programmes, 2025*: -

1. Short Title, Commencement and Scope:

- 1.1. These Regulations shall be called the **Manipur University Regulations for Four Year Undergraduate Programme (FYUP), 2025** based on NEP 2020.
- 1.2. This Regulations shall come into force with effect from the academic session 2025–26.
- 1.3. The Regulations shall be applicable to students enrolled in the first semester of undergraduate courses offered by the Departments/Centres of Colleges/Institutes affiliated to Manipur University, as well as by the Departments or Institutes of Manipur University, from the academic session 2025–26 onward.
- 1.4. Students admitted to undergraduate programmes prior to the enforcement of this FUYP 2025 Regulations shall continue to be governed by the provisions of the Manipur University Ordinance for Undergraduate Programmes in Science, Arts, and Commerce, 2022. Percentage conversion from CGPA shall be carried out in accordance with the provisions of the respective ordinances and regulations.

2. Definitions:

- 2.1. **National Education Policy 2020 (NEP 2020):** The NEP 2020 envisages a holistic and multidisciplinary education aimed at producing employable graduates with all-round development and strong personal and professional competencies. The policy envisions the undergraduate programme as a flexible 3- or 4-year structure, allowing multiple entry and exit options with appropriate certification at each stage. A Bachelor's Certificate may be awarded upon exit after the first year, a Bachelor's Diploma after the second year, and a Bachelor's Degree after the third year, subject to the fulfillment of minimum credit requirements at each level. The four-year programme leads to the award of either a Bachelor's Degree (Honours) or a Bachelor's Degree (Honours with Research) in a discipline, subject to fulfillment of the prescribed credit requirements. The Honours with Research degree additionally requires the completion of a rigorous research project or dissertation in the major area of study, as prescribed by the University.
- 2.2. **Academic Bank of Credit/APAAR:** Academic Bank of Credit (ABC) is a virtual/digital repository that records the credits earned by individual students throughout their academic journey. It enables students to create personal academic accounts and supports the flexibility of multiple entry and exit options across higher education institutions. The ABC system operates under the provisions of *The University Grants Commission (Establishment*

and Operation of Academic Bank of Credits in Higher Education) Regulations, 2021. The APAAR (Automated Permanent Academic Account Registry) is a unique lifelong identifier assigned to students and teachers as part of the National Education Policy (NEP) 2020 initiative. The APAAR ID is issued and managed through the ABC platform and enables seamless integration, tracking, and retrieval of academic records across all levels of education within a unified digital framework.

- 2.3. **Multiple Entry and Exit Points:** Multiple entry and exit points refer to designated stages within academic programmes where students are allowed to enter or exit higher education institutions, with due recognition of earned credits. These options are an integral feature of the Four-Year Undergraduate Programme, introduced in alignment with the National Education Policy (NEP) 2020. This flexibility is enabled through the Academic Bank of Credits (ABC) and shall be exercised strictly within the framework of the *UGC Guidelines for Multiple Entry and Exit in Academic Programmes offered by Higher Education Institutions, 2021* and the *Curriculum and Credit Framework for Undergraduate Programmes, 2022* issued by the University Grants Commission.
- 2.4. **Learning Outcomes-based Curriculum Framework (LOCF):** This framework introduced by the UGC in 2018, is designed to revise and strengthen the CBCS curriculum by aligning it with clearly defined learning outcomes. This framework focuses on defining clear, measurable learning outcomes to guide curriculum design, teaching methods, and assessment practices, ensuring that students acquire both academic knowledge, conceptual understanding and practical skills relevant to their discipline and future careers.
- 2.5. **Choice Based Credit System (CBCS):** This system introduced by the UGC in 2015, the Choice Based Credit System (CBCS) offers students the flexibility to choose from a range of prescribed courses, including core, elective, minor, and skill-based options. Under this system, the award of a certificate, diploma, or degree is based on the successful accumulation of a prescribed minimum number of credits.
- 2.6. **Levels:** These refer to a series of sequential stages defined under the National Higher Education Qualifications Framework (NHEQF), represented by a range of learning outcomes against which standard qualifications are mapped.
- 2.7. **Programme:** A *programme* refers to the complete course of study and examinations leading to the award of a Certificate, Diploma, or Degree. It encompasses the entire learning experience comprising a structured combination of core (compulsory) and choice-based (optional) courses, designed to meet a prescribed minimum credit requirement. Each programme shall be defined by clearly stated *Programme Learning Outcomes* and shall be assigned a unique programme code. The term '*programme*', hereinafter, shall denote any academic programme offered for the award of a qualification under this Regulations.
- 2.8. **Programme Learning Outcomes (PLOs):** Programme Learning Outcomes are statements that define the knowledge, skills, and competencies that students are expected to acquire upon successful completion of an academic programme. These outcomes must be achieved for the award of a Certificate, Diploma, or Degree in the respective field of study. While Programme Learning Outcomes (PLOs) form an essential part of the Learning Outcomes-based Curriculum Framework (LOCF), the term refers specifically to the outcomes expected from a particular academic programme, rather than the broader framework itself.
- 2.9. **Course:** A *course* is a unit of subject matter to be covered within a semester and constitutes a component of a broader programme of study. Commonly referred to as a 'paper', a course may consist of one or more instructional methods such as lectures, tutorials, laboratory work, fieldwork, outreach activities, project work, vocational training, viva voce, seminars, term papers, assignments, presentations, or self-study, either individually or in combination. Each course shall have clearly stated measurable Course Learning Outcomes (CLOs) and shall be assigned a unique course code and course title.

- 2.10. **Course Learning Outcomes (CLOs):** CLOs are specific statements that describe the knowledge, skills, and competencies a student is expected to acquire upon successful completion of a course. Each course shall have clearly defined CLOs that are appropriately aligned with the corresponding Programme Learning Outcomes (PLOs). The attainment of CLOs shall collectively contribute to the achievement of the PLOs. *Assessment tools, methods, and questions used for evaluating a course must be directly aligned with the respective CLOs to ensure outcome-based teaching and learning.*
- 2.11. **Semester:** Unless otherwise specified, a *Semester* refers to an academic term comprising a minimum of 90 teaching days, structured as 15 weeks based on a six-day instructional week. The Odd Semester extends from July to December, and the Even Semester from January to June, both inclusive of end-semester examinations and semester breaks. The University reserves the right to modify the academic calendar or schedule as and when necessary.
- 2.12. **Academic Year:** An '*Academic Year*' will consist of two semesters (odd semester and even semester).
- 2.13. **College:** The term *College* refers to Colleges and Higher Education Institutes that are affiliated with or permitted by Manipur University to offer various academic programmes.
- 2.14. **Department:** The term *Department* refers to a Department of Studies and includes a Centre of Studies within Manipur University or within a College/Institute affiliated with or permitted by Manipur University.
- 2.15. **Credit:** A *credit* is a unit that quantifies the academic workload based on the instructional time and student engagement required over a semester (15 weeks) to achieve defined learning outcomes. It reflects the volume of academic work undertaken, irrespective of the marks or grades allocated.
- 2.16. **Audit Course:** An *Audit Course* is a course that a student opts to attend without earning academic credit or a grade contributing to the degree. It allows students to explore subject matter for personal or academic interest without the pressure of formal evaluation. Audit courses may appear on the grade sheet with a grade of 'P' (Pass) or 'F' (Fail), but they carry no credit weight and are not included in the calculation of the SGPA/CGPA.
- 2.17. **Credit Point:** It is the value obtained by multiplying the grade point (GP) by the credit (Cr) of the course: $CP = GP \times Cr$.
- 2.18. **Grade:** *Grade* in a course refers to a letter symbol (O, A+, A, B+, B, C, P, F, Ab) that indicates the comparative level of a student's performance in that course.
- 2.19. **Grade Point:** A Grade Point is a numerical value assigned to each letter grade, representing the quantitative measure of a student's performance in a course. It serves as the numerical equivalent of the letter grade and is used in the computation of the Semester Grade Point Average (SGPA).
- 2.20. **Semester Grade Point Average (SGPA):** *The Semester Grade Point Average (SGPA)* is calculated by dividing the total credit points earned by a student in all courses taken during a semester by the total number of credits registered in that semester. The SGPA shall be rounded off to two decimal places.
- 2.21. **Cumulative Grade Point Average (CGPA):** *The Cumulative Grade Point Average (CGPA)* is calculated by dividing the total credit points earned by a student across all courses taken throughout the entire programme by the total number of credits registered. The CGPA shall be rounded off to two decimal places.
- 2.22. **Grade Sheet:** A *Grade Sheet* is an official academic record that presents the letter grades obtained by a student in each course of a semester, along with credit earned, Semester Grade Point Average (SGPA), Cumulative Grade Point Average (CGPA), and the overall academic performance.
- 2.23. **Credit transfer:** Credit transfer refers to the process of recognizing and accepting academic credits earned by a student at one institution or in one programme and applying

them toward the requirements of another programme or institution. It enables academic mobility and is facilitated through the Academic Bank of Credits (ABC) in accordance with UGC regulations.

3. **Learning Outcome based Curriculum Framework (LOCF):** The LOCF specifies the academic standards and competencies that graduates are expected to achieve upon completion of a programme of study and the awarding of a qualification. The framework aims to enhance curriculum transparency, ensure accountability in teaching-learning processes, and promote student-centered education by clearly linking course content with expected outcomes. The LOCF plays a central role in facilitating the attainment of Graduate Attributes by aligning course content, pedagogy, and assessments with clearly articulated learning outcomes. Under LOCF, the learning outcomes of the programme are mapped against well-defined Course Learning Outcomes (CLOs).

4. **Graduate Attributes:** The National Higher Education Qualifications Framework (NHEQF) envisions that graduates demonstrate qualities appropriate to their programme of study, encompassing both discipline-specific and generic learning outcomes. These outcomes reflect the knowledge, skills, and competencies acquired in the chosen field(s). Graduate attributes comprise a set of capabilities that enable individuals to expand their knowledge, apply new skills, pursue further studies, succeed professionally, participate effectively in the economy, and contribute to society as responsible citizens. These attributes are developed through structured curricula, co-curricular activities, and the broader institutional environment. Graduate attributes are expected to be achieved by the end of the programme. They are broadly classified into two categories:
 - 4.1. **Learning outcomes specific to disciplinary/interdisciplinary areas of learning:** Graduates should be able to demonstrate the acquisition of:
 - (i) Comprehensive and coherent understanding of the chosen disciplinary or interdisciplinary area within a broad multidisciplinary framework.
 - (ii) Practical, professional, and procedural knowledge essential for performing skilled tasks or professional work in the chosen field.
 - (iii) Specialized skills relevant to the area of study, applicable across diverse and multidisciplinary contexts.
 - (iv) Ability to apply learned concepts to real-life and unfamiliar situations by extrapolating knowledge and competencies beyond the classroom.
 - 4.2. **Generic Learning Outcomes:** Graduates should demonstrate a broad set of capabilities, including complex problem-solving, critical thinking, creativity, communication, and analytical reasoning. They should possess research skills, collaborate effectively, and be prepared for leadership roles. As self-directed learners, they should be proficient in digital tools, culturally aware, and inclusive in approach. Graduates are expected to uphold core values, act with autonomy and accountability, be environmentally conscious, engage in community service, and show empathy in diverse contexts.

5. **Qualification Levels and Credit Requirement:** In accordance with UGC nomenclature, the qualification titles for undergraduate programmes such as Bachelor’s Certificate, Bachelor’s Diploma, Bachelor’s Degree and Bachelor’s Degree (Honours/Honours with Research) are structured in a series of ascending levels, as outlined below:

National Higher Education Qualification Framework (NHEQF) Levels	Qualification Title	Minimum Credit Requirement
Level 4.5	Bachelor’s Certificate	40
Level 5.0	Bachelor’s Diploma	80

National Higher Education Qualification Framework (NHEQF) Levels	Qualification Title	Minimum Credit Requirement
Level 5.5	Bachelor's Degree	120
Level 6.0	Bachelor's Degree (Honours/Honours with Research)	160

6. Levels of the Courses:

Undergraduate courses are designed and assigned codes that reflect the progression in learning levels. The coding structure for undergraduate courses, in alignment with the level of learning, is as follows:

- 6.1. Level 0–99 (Pre-requisite courses):** These courses are designed to prepare students for introductory courses. These are non-credit, pass/fail courses that will replace the current informal bridge courses offered by some colleges and universities.
- 6.2. Level 100 (Foundations and Introductory):** The courses at this level are designed to provide students with basic knowledge and an initial understanding of various subjects, enabling them to identify areas of interest for further study. They may also serve as prerequisites for courses in the major discipline. The focus is on foundational theories, concepts, perspectives, principles, methods, and critical thinking skills, laying a broad base for more advanced learning.
- 6.3. Level 200 (Intermediate):** The courses at this level are subject-specific and are intended to fulfill credit requirements for major or minor areas of study. They build upon foundational knowledge and may serve as prerequisites for higher-level major courses. These courses deepen conceptual understanding and begin to introduce discipline-specific applications.
- 6.4. Level 300 (Higher Level):** The courses at this level are core requirements for students pursuing a major in a disciplinary or interdisciplinary area of study. They offer more specialized knowledge and skills necessary for the attainment of a degree and often include application-oriented content.
- 6.5. Level 400 (Advanced Level):** The courses at this level are advanced and involve intensive academic engagement. They typically include lecture-based components alongside practicum, seminar discussions, term papers, research methodology, advanced laboratory or software training, research projects, hands-on training, and internship or apprenticeship work. They are designed to prepare students for research, professional practice, or postgraduate study.

7. Eligibility of the UG Programme

Senior Secondary School Leaving Certificate or Higher Secondary (12th Grade) Certificate, obtained upon successful completion of Grade 12 or its equivalent, shall correspond to Level 4 and serves as the minimum eligibility qualification for admission to Semester I of the undergraduate programme.

- 8. Course Enrolment:** At the beginning of each semester, all students shall be required to enrol in the courses prescribed for that semester as per the approved structure of the programme. The list of enrolled courses must be submitted by the respective departments and colleges to the University within the stipulated timeline. While course enrolment involves selecting specific courses, it also constitutes credit registration, since each course carries a defined credit value. The minimum and maximum number of credits that a student may register for in a given semester shall be in accordance with the Course Structure specified for the Single Major or Double Major undergraduate programmes.

8.1. Course Enrolment for Major and Minor: Students are required to formally enroll in both their major and minor subjects. The list of enrolled students, along with their subject

choices, must be submitted to the Controller of Examinations prior to the commencement of the examination form fill-up process.

8.2. Enrolment of MOOCs through SWAYAM or Other Platforms approved by UGC: Students may earn up to 40% of the total credits of a given semester through online learning courses offered via SWAYAM or any other platform recognized by the UGC, subject to the following conditions:

8.2.1. The course content complies with the provisions of the *UGC (Credit Framework for Online Learning Courses through SWAYAM) Regulations, 2021*, including subsequent amendments, and is approved by the University.

8.2.2. The course is not offered by the concerned College or University during the semester. Only courses classified under Multidisciplinary Courses (MDC), Ability Enhancement Courses (AEC), Skill Enhancement Courses (SEC) and Value-Added Courses (VAC) may be undertaken through MOOCs.

8.2.3. The credit value of the approved MOOC shall be equivalent to or exceed the credit allocation of the corresponding course for which it is considered as a substitute.

8.2.4. Students intending to earn credits through MOOCs offered via SWAYAM or any other UGC-recognized platform must declare their chosen courses before the semester begins. These courses must align with the credit structure and learning outcomes of the student's programme and require prior approval from the University. Manipur University will publish a list of approved MOOCs before the commencement of each academic session. The college shall submit the list of such students and their selected courses to the Controller of Examinations before the examination form fill-up process.

9. Course Categories

The following types of courses and activities shall constitute the programme of study, each requiring a defined number of hours for classroom instruction, academic guidance, laboratory/studio/workshop sessions, field-based learning or projects, internships, and community engagement or service.

9.1. Lecture courses: Courses involving structured lectures delivered by experts or qualified personnel in a specific field of learning, work/vocation, or professional practice.

9.2. Tutorial courses: Courses involving guided problem-solving, discussion, and clarification of concepts under the supervision of qualified personnel in the relevant field.

9.3. Practicum or Laboratory work: Courses requiring students to engage in practical, project-based, or laboratory activities that apply previously acquired theoretical knowledge, supervised by qualified experts.

9.4. Seminar: Courses requiring active student participation in structured discussions, debates, or presentations based on assigned readings, current issues, or shared experiences, guided by an expert in the discipline.

9.5. Internship: Courses involving supervised work-based learning experiences with external organizations—such as industry, government, or NGOs—intended to induct students into real-world professional settings.

9.6. Studio activities: Courses focused on creative or artistic expression where students actively engage in visual, performance, or design-based tasks to produce specific creative outcomes.

9.7. Field practice/projects: Courses involving experiential learning through fieldwork or projects carried out under expert supervision, often in real-world or community settings.

9.8. Community engagement and service: Courses involving student participation in community-based projects designed to address social or economic issues, integrating theoretical learning with hands-on experience in solving real-life problems under appropriate guidance.

9.9. Dissertation/Research Project: A final-year requirement involving independent research under faculty supervision. The component includes identification of a research problem, review of literature, design and execution of methodology, data analysis, and presentation of results in a structured report, demonstrating academic rigour and relevance to the discipline.

10. Credit hours per component

Credit is a unit that quantifies the academic workload and instructional time required for coursework. Credits reflect the total instructional time and academic effort required by both students and teachers to complete the learning process. The allocation of credits is based on the nature and duration of engagement, as outlined below.

10.1. All contact hours involving direct engagement with teachers are translated into academic credits.

10.2. The credit allocations are defined as follows

- (a) 1 Credit = 1 hour of Theory instruction per week over a semester (totaling 15 hours per semester).
- (b) 1 Credit = 1 hour of Tutorial per week over a semester (totaling 15 hours per semester).
- (c) 1 Credit = 2 hours of Practical instruction/Lab Work per week over a semester (totaling 30 hours per semester).
- (d) 1 Credit = 3 hours of experiential learning per week. Thus, internship, community engagement, apprenticeship, Project, Dissertation and similar activities including both on-site engagement and related academic activities will take 45 hours per semester.

10.3. A course may include a combination of lecture, tutorial, and practicum components.

- (a) 4-credit course (with practicum) = 3 credits for lectures + 1 credit for practicum → 45 hours (lectures) + 30 hours (practicum)
- (b) 4-credit course (without practicum) = 3 credits for lectures + 1 credit for tutorial → 45 hours (lectures) + 15 hours (tutorial)
- (c) 3-credit course (with practicum) = 2 credits for lectures + 1 credit for practicum → 30 hours (lectures) + 30 hours (practicum)
- (d) 3-credit course (without practicum) = 2 credits for lectures + 1 credit for tutorial → 30 hours (lectures) + 15 hours (tutorial).
- (e) 4-credit course (only practicum) = 120 hours of practical/lab work per semester.

11. Curricular components of the undergraduate programme

The curriculum comprises major stream courses, minor stream courses, and courses from other disciplines, along with language courses, skill enhancement courses, and a set of value-based and contemporary subjects such as Environmental Education, Understanding India, Digital and Technological Solutions, Health and Wellness, Yoga Education, and Sports and Fitness. The minor stream includes vocational courses designed to equip students with job-oriented skills, thereby enhancing their employability and practical competence.

11.1. Disciplinary/interdisciplinary major (60/80 credits): The major enables students to pursue in-depth study in a specific discipline. Students may change their major within the broad disciplinary area at the end of the second semester, after exploring interdisciplinary courses in the first year. In the fourth year, students will undertake advanced-level courses, including Research Methodology, and will engage in seminar presentations during the year. Students enrolled in the Honours with Research track are required to work on a research project or dissertation, which must be completed and submitted within the same year. The dissertation may focus on a topic within the major discipline or an interdisciplinary area aligned with the programme's objectives.

Discipline Specific Elective: DSEs are courses that form part of the major discipline. Students choose them from a pool of specialised courses offered within their subject area. In the fourth year, DSEs are often opted in lieu of a dissertation, allowing students to broaden and deepen their knowledge through coursework if they choose not to undertake a research project.

11.2. Disciplinary/interdisciplinary minors (24/32 credits): Students may pursue disciplinary or interdisciplinary Minors, as well as skill-based courses aligned with a vocational stream of their interest. Upon earning the required number of approved credits outside their Major, they become eligible to declare a Minor, at the end of the second semester. Minor stream courses shall be at the 300 level or higher. At least 50% of the total credits for a Minor must be earned within the relevant discipline, while the remaining may be drawn from other disciplines, based on the student's academic plan and subject to institutional approval.

Vocational Education and Training: Vocational Education and Training will be an integral part of the undergraduate programme, combining practical skills with theoretical knowledge. A minimum of 12 credits may be allocated to the '*Minor*' stream relating to *Vocational Education and Training* and these can be related to the major or minor discipline or choice of the student. These courses aim to enhance employability, especially for students who exit early, by providing job-relevant skills and experience.

11.3. Courses from Other Disciplines (Multidisciplinary) (9 credits): All undergraduate students must complete three introductory-level courses from the broad disciplines listed below to enhance intellectual breadth as part of a liberal arts and sciences education. Courses already studied at the 12th-grade (higher secondary school) level in the intended major or minor cannot be selected.

- ***Natural and Physical Sciences:*** Students may choose foundational courses from disciplines such as Biology, Botany, Zoology, Biotechnology, Biochemistry, Chemistry, Physics, Biophysics, Astronomy, Astrophysics, and Earth and Environmental Sciences. These courses introduce scientific methods and natural phenomena.
- ***Mathematics, Statistics, and Computer Applications:*** Courses in this category equip students with quantitative skills and analytical tools applicable across disciplines. They may include training in programming (e.g., Python, R, Java), and provide exposure to software applications for data analysis, statistical computing, database management, cloud computing, and scientific writing.
- ***Library, Information, and Media Sciences:*** These courses introduce students to the fundamentals of library science, performing arts, information management, and media studies, including journalism, mass communication, and emerging digital platforms.
- ***Commerce and Management:*** Courses include introductory subjects such as business management, accountancy, finance, financial institutions, fintech, and entrepreneurship, offering insights into economic and managerial systems
- ***Humanities and Social Sciences:*** Courses in this category cover disciplines such as Anthropology, Economics, Education, Physical Education, Sports Science, History, Linguistics, Language, Political Science, Psychology, Sociology, Social Work, and Philosophy. They help students understand human behaviour, society, and culture. Interdisciplinary topics may include Gender Studies, Cognitive Science, Sustainable Development, and International Relations, etc.

11.4. Ability Enhancement Courses (AEC) (08 credits): The Modern Indian Language (MIL) and English courses aim to develop students' proficiency through critical reading, academic writing, and effective communication. Emphasis is placed on expressing ideas clearly, understanding the role of language in shaping knowledge and identity, and engaging with cultural and literary traditions. These courses also build skills in discussion, debate, and reflective interpretation to enhance overall linguistic competence. As part of these courses, students will take two papers: (a) Language and Communication Skills in either MIL or English in the first semester, and (b) Linguistics, Academic Writing and Professional Communication in either MIL or English in the second semester.

11.5. Skills Enhancement Courses (SEC) (09 credits): These courses are designed to provide practical skills, hands-on training, and soft skills to enhance students' employability. Manipur University will develop and offer such courses based on student needs and the available resources and will revise them from time to time to ensure continued relevance and effectiveness. Such courses or qualifications should be aligned with either the NHEQF or the NSQF.

11.6. Value-Added Courses (VAC) Common to All UG Students (6 credits)

- (a) **Understanding India:** This course aims to provide students with a comprehensive understanding of contemporary India, rooted in its historical evolution, national development goals, and constitutional framework. It emphasizes constitutional values, fundamental rights and duties, and the founding ideals of the Indian republic. The course deepens students' understanding of the freedom struggle and the diverse contributions of various regions and communities, fostering appreciation of constitutional values and preparing them for active, responsible citizenship in a democratic society.
- (b) **Environmental science/education:** This course equips students with the knowledge, skills, values, and attitudes necessary to address environmental challenges such as pollution, climate change, and biodiversity loss. It emphasizes sustainable development, waste management, conservation of natural resources, and forest and wildlife protection. Students will also gain a holistic understanding of India's environment, its interactive ecological processes, and the long-term implications for quality of life and environmental sustainability.
- (c) **Digital and technological solutions:** This component introduces students to emerging and high-impact technologies such as Artificial Intelligence (AI), machine learning, big data analytics, 3D machining, drone technology, and deep learning. These courses aim to integrate such technologies into undergraduate education, enhancing students' practical knowledge and employability, particularly in domains related to health, environment, and sustainable living.
- (d) **Health & Wellness, Yoga education, sports, and fitness:** This course includes components of yoga, sports, and fitness aimed at holistic development. Yoga education covers physical postures, breathing techniques, and meditative practices to cultivate discipline and awareness. Sports and fitness modules, conducted beyond regular class hours, focus on developing physical and skill-related fitness—such as strength, endurance, speed, flexibility, and coordination—as well as fundamental motor and tactical skills. The course also includes training in essential life skills related to stress management and everyday functioning.
- (e) **Indian Knowledge Systems:** This course is designed to acquaint students with India's rich cultural, philosophical, scientific, and technological heritage, fostering an appreciation for traditional knowledge systems and their relevance in contemporary contexts.

- (f) **Contemporary Social Issues and Ethics:** This course explores key contemporary social issues to foster critical awareness, ethical reasoning, and responsible citizenship. Topics may include human rights, social ethics, gender equity, sustainable development, financial literacy, civic education, substance abuse, and social norms. Students will examine how these issues intersect in daily life and develop the analytical skills to engage with them constructively, promoting dialogue, empathy, and a commitment to an inclusive and sustainable society.

From time to time, Manipur University (MU) will introduce innovative, value-added courses, which may be discipline-specific or common to all undergraduate programmes.

11.7. Experiential Learning Components (4 Credits)

The undergraduate curriculum integrates experiential learning to connect theory with practice. Through internships or apprenticeships, community engagement, and field-based projects, students gain practical skills, professional exposure, and a deeper understanding of societal contexts, enhancing their academic learning and career readiness. Students can take any of the following:

(a) **Summer Internship /Apprenticeship:** A key feature of the new undergraduate programme is the integration of real-world experience through internships or apprenticeships. During the summer term, students may undertake work-based learning in approved firms, industries, or research institutions across sectors such as healthcare, governance, media, and local industries. A 4-credit internship is mandatory for students exiting after the 1st year (Bachelor's Certificate) or 2nd year (Bachelor's Diploma). In the 5th semester, a 4-credit internship is compulsory for all students. All host institutions providing internship must be approved by Manipur University to ensure quality and credibility.

(b) **Community engagement and service:** This curricular component aims to expose students to real-world socio-economic issues, enabling them to apply theoretical knowledge to practical situations and contribute to solving real-life problems. Community engagement and service may be undertaken as part of the summer term activity or integrated into a major or minor course, depending on the student's chosen discipline.

(c) **Field-based learning/minor project:** This component is designed to provide students with first-hand exposure to diverse socio-economic contexts through field-based learning or minor projects. It aims to deepen their understanding of development-related issues in both rural and urban settings. Students will observe and study real-world situations, gaining insights into the policies, regulations, organizational structures, and programmes that shape the development process. Through direct engagement, students will explore complex community-level socio-economic challenges and examine innovative practices for addressing them. This project may be undertaken during the summer term or integrated into a major or minor course, depending on the student's area of study.

11.8. Research Project / Dissertation (12 credits): Students pursuing the 4-Year Bachelor's degree (Honours with Research) are required to undertake a research project under the supervision of a regular faculty member. The project must be completed in the eighth semester. Research outcomes are encouraged to publish in peer-reviewed journals, presented at conferences/seminars, or considered for patenting.

12. Curriculum Structures:

The undergraduate programme aims to equip students with competencies across the arts, humanities, languages, natural sciences, and social sciences; foster a strong ethic of social engagement; and develop essential soft skills such as complex problem-solving, critical and creative thinking, and effective communication—alongside rigorous specialization in a chosen disciplinary or interdisciplinary major and minor(s).

12.1. 1st Year (Semesters 1 & 2): During the first two semesters, students will study courses in four broad areas: a major, a minor, and two multidisciplinary disciplines, such as Natural Sciences, Commerce, or Social Sciences. This structure offers foundational knowledge across fields and allows students to retain or revise their major and minor choices at the end of the second semester. They will also take courses in Ability Enhancement (language), Skill Enhancement, and Value-Added categories based on their interests.

Change of Major: At the end of the second semester, students may change their Major based on academic interest and performance, including switching the first-year Minor to the new Major, with all earned credits retained and the previous Major becoming the Minor. Students may also change their Major within the same broad discipline—such as Natural and Physical Sciences; Mathematical and Computational Sciences; Library and Information Sciences; Commerce and Management; or Humanities and Social Sciences. To support this flexibility, HEIs shall create 10% additional seats beyond the sanctioned intake. Vacant seats may also be utilized. Preference will be given to students with the highest CGPA and no arrears.

12.2. 2nd Year (Semesters 3 & 4): Students will select courses aligned with their academic and career interests in both the Major and Minor streams. In addition, they will pursue courses to enhance language proficiency, develop transferable skills, and undertake vocational training relevant to their chosen field.

12.3. 3rd Year (Semesters 5 & 6): In the fifth and sixth semesters, students will engage with higher-level courses in their Major and related courses in the Minor stream to deepen subject-specific knowledge. They will also continue to develop practical and work-related competencies through vocational education. The programme structure is designed to equip students with the knowledge and skills required to meet industry and societal demands.

12.4. 4th Year (Semesters 7 & 8): In the fourth and final year, students will undertake advanced-level courses in both Major and Minor streams to complete the Bachelor's Degree (Honours). They will also engage in research-oriented learning, including courses in Research Methodology, advanced theoretical and applied subjects, and seminar presentations. Students may be permitted to undertake a research project or dissertation, subject to the availability of necessary facilities and academic approval.

Curriculum Structure (Single Major Scheme)

Year	Semester	Major (Credit)	Minor (Credit)	MDC (Credit)	AEC (Credit)	SEC*/ Dissertation (Credit)	Experiential Learning (Credit)	VAC (Credit)	Total Credits	Additional Summer Internship	
I	I	Major – 1 (4) (Level 100)	Minor – 1 (4) (Level 100)	MDC - 1 (3)	AEC – 1 (Communication Skills) (4)	SEC – 1 (3)		VAC – 1 (2)	20	Additional for Bachelor's Certificate (4)	
	II	Major – 2 (4) (Level 100)	Minor – 2 (4) (Level 100)	MDC – 2 (3)	AEC – 2 (Academic Writing) (4)	SEC – 2 (3)		VAC – 2 (2)	20		
									I Year Credit	40	
Students exiting at 1 Year will be awarded Bachelor's Certificate after earning minimum credit in the concerned discipline provided the student earned additional 4 credits in work-based vocational courses offered during the Summer internship or apprenticeship.											
II	III	Major – 3 (4) (Level 200) Major – 4 (4) (Level 200)	Minor – 3 (4) (Level 200 & above)	MDC – 3 (3)		SEC – 3 (3)		VAC – 3 (2)	20	Additional for Bachelor's Diploma, if not done in 1 st Year (4)	
	IV	Major – 5 (4) (Level 200) Major – 6 (4) (Level 200) Major – 7 (4) (Level 200) Major – 8 (4) (Level 200)	Minor – 4 (4) (Level 200 & above)						20		
									II Year Credit	80	
Students exiting at 2 Year will be awarded Bachelor's Diploma after earning minimum credit in the concerned discipline provided the student earned additional 4 credits in work-based vocational courses offered during first year or second year summer internship or apprenticeship.											
III	V	Major – 9 (4) (Level 300) Major – 10 (4) (Level 300) Major – 11 (4) (Level 300)	Minor - 5 (4) (Level 200 & above)				Internship/ Community engagement and service/ Field Project (4)		20		
	VI	Major – 12 (4) (Level 300) Major – 13 (4)	Minor - 6 (4) (Level 200 & above)						20		

Year	Semester	Major (Credit)	Minor (Credit)	MDC (Credit)	AEC (Credit)	SEC*/ Dissertation (Credit)	Experiential Learning (Credit)	VAC (Credit)	Total Credits	Additional Summer Internship
		(Level 300) Major – 14 (4) (Level 300) Major – 15 (4) (Level 300)								
	Total	60 Credits	24 Credits	9 Credits	8 Credits	9 Credits	4 Credits	6 Credits	120	
Students who want to exit at 3-year will be awarded Bachelor's Degree in the relevant Discipline /Subject upon earning the required credit of 120 from 1 st , 2 nd and 3 rd year.										
IV	VII	Major – 16 (4) (Level 400) Major – 17 (4) (Level 400) Major – 18 (4) (Level 400) (RM)	Minor – 7 (4) (Level 300 & above)			For Honours with Research Dissertation Part 1 (4 Credits) For Honours students DSE-1** (4) (Level 400) in lieu of Dissertation.			20	
	VIII	Major – 19 (4) (Level 400) Major – 20 (4) (Level 400)	Minor – 8 (4) (Level 300 & above)			For Honours with Research Dissertation Part 2 (8 Credits) For Honours students DSE-2** (4) (Level 400) DSE-3** (4) (Level 400) in lieu of Dissertation.			20	
	Total	80 Credits	32 Credits	9 Credits	8 Credits			6 Credits	160	
Students will be awarded Bachelor's Degree (Honours/Honours with Research) in the relevant discipline after earning 160 credits										

*SEC should be major oriented.

**DSE should be major oriented. These courses are offered in lieu of the Dissertation/Project.

Major-18 is Research Methodology, which is mandatory for both Honours and Honours with Research.

A minimum of 12 credits may be allocated to vocational education and training as part of the minor course component.

- 13. Credit Allocation:** The standard distribution of credits among various categories of courses across all semesters is as follows:

Course Type	Details	Credits allotted		Remarks
		3-Year	4-Year	
Major	Discipline Specific Courses to be specified by the concerned Board of Studies of the University	60	80	
Minor (Stream can be 2)	Discipline Specific Courses to be specified by the concerned Board of Studies of the University	24	32	May include skill based courses
Multidisciplinary Courses	Courses to be proposed by the Dean of Undergraduate Studies in consultation with relevant BoS	09	09	
Ability Enhancement Course	Courses to be specified by the BoS of Management Studies and Language Departments of the University	08	08	
Value Added Course	Courses to be specified by various BoS and moderated by the Dean of Undergraduate Studies	06	06	
Skill Enhancement Course	Discipline-specific, major-oriented courses specified by the concerned BoS	09	09	Employability Skills, Soft Skills, or Life Skills
Internship	Supervised internship or field-based learning component	04	04	
Dissertation/DSE	DSE courses specified by the concerned BoS; Dissertation topics to be peer-reviewed by expert panel.		12	
Total		120	160	

14. Multiple Entry and Multiple Exit Options and Certifications.

In alignment with the National Education Policy (NEP) 2020 and the guidelines of the University Grants Commission (UGC), Manipur University and its affiliated colleges shall implement the Multiple Entry and Multiple Exit (MEME) scheme in their undergraduate programmes. This flexible framework allows students to enter, exit, and re-enter the programme at designated stages, with each stage linked to a corresponding academic certification, as per the prescribed credit requirements:

Programme Exit	Minimum Credits Requirement	Additional Requirement	Certification	Re-entry Options
After 1st Year	40 Credits	Earning a 4-credit vocational course, internship, or apprenticeship (in addition to 6 credits from skill-based courses) during the summer internship of the 1st year.	Bachelor's Certificate	Within three years from exit
After 2 nd Year	80 Credits	Earning a 4-credit vocational course, internship, or apprenticeship (in addition to 6 credits from skill-based courses) during the summer	Bachelor's Diploma	Within three years of exit

Programme Exit	Minimum Credits Requirement	Additional Requirement	Certification	Re-entry Options
		internship of the 1st or 2nd year.		
After 3 rd Year	120 Credits	Earning the minimum prescribed credits as per the programme structure.	Bachelor's Degree	Within three years of exit
Completion of 4 Year Courses	160 Credits	Earning the minimum prescribed credits as per the programme structure.	Bachelor's Degree (Honours/ Honours with Research)	NA

A student enrolled in the Four-Year UG Programme, as per the present regulations, shall be eligible for the following certifications based on the point of exit or upon successful completion, whichever is applicable

- 14.1. Bachelor's Certificate:** Students who choose to exit after the successful completion of the first year and have earned a minimum of 40 credits shall be awarded a UG Certificate, provided they also complete a vocational course of 4 credits during the summer vacation following the first year. Such students may re-enter the degree programme within a period of three years.
- 14.2. Bachelor's Diploma:** Students who choose to exit after the successful completion of the second year and have earned a minimum of 80 credits (40 from 1st Year and 40 from 2nd year) shall be awarded a UG Diploma, provided they also complete a vocational course of 4 credits during the summer vacation following the second year. Re-entry into the programme shall be permitted within three years.
- 14.3. Three-Year Bachelor's Degree:** Students who complete three years of study, earn a minimum of 120 credits, and meet the minimum credit requirements in the major discipline shall be awarded a UG Degree in the respective major upon exit.
- 14.4. Four-Year Bachelor's Degree (Honours):** A Four-Year UG Honours Degree in the major discipline shall be awarded to students who complete four years of study, earn a minimum of 160 credits, and fulfill the prescribed credit requirements. Students who do not undertake a research project/dissertation must complete three additional theory courses totaling 12 credits in lieu of the research component.
- 14.5. Four-Year Bachelor's Degree (Honours with Research):** Students who secure 7.5 CGPA over the previous six semesters and choose to pursue research in the fourth year shall undertake a research project or dissertation under the supervision of a faculty member of the College. The research work must be within the major discipline. Students who complete 160 credits, including 12 credits from the research project/dissertation, shall be awarded a UG Degree (Honours with Research).
- 14.6. UG Programme with Single Major:** To be awarded a Bachelor's Degree with a single major, a student must earn at least 50% of the total required credits from the major discipline.
- For a 3-year UG programme (120 credits), a minimum of 60 credits must be from the major discipline.
 - For a 4-year UG programme (160 credits), a minimum of 80 credits must be from the major discipline.

For example, a student of Physics earning the required minimum credits in the major will be awarded a Bachelor's Degree in Physics (Honours or Honours with Research, as applicable) with a single major.

Illustration 1: The following illustration outlines the certification a student may receive based on the credit requirements fulfilled in different subjects during the programme duration.

Credit Requirement and Selection of Courses	Name of the Certification
60 Credit in A in 3-Year Programme	Major in A
80 Credit in A in 4-Year Programme	Honours in A
80 Credit in A with 12 credit Research Project in 4-Year Programme	Honours with Research in A

15. Recognition of Prior Learning (RPL) Policy:

Manipur University will adopt the Recognition of Prior Learning (RPL) framework as recommended by the University Grants Commission (UGC), in accordance with the *Guidelines for Implementation of Recognition of Prior Learning in Higher Education* and the *UGC (Minimum Standards of Instruction for the Grant of Undergraduate Degree and Postgraduate Degree) Regulations, 2025*. RPL will enable the recognition of learning outcomes acquired outside formal education, including those gained through workplace training, professional experience, or community engagements, based on validation and assessment of the prior learning achievements. A dedicated RPL Committee constituted by Manipur University will formulate the detailed procedure, policy framework, validation criteria, assessment mechanisms, and guidelines for effective implementation of RPL across all programmes.

16. Duration of the undergraduate programmes:

16.1. Every student admitted to an undergraduate programme leading to a qualification from Level 4.5 to Level 6 shall be required to complete the whole programme within a maximum period of seven (7) years from the date of admission to the first semester.

16.2. If a student wishes to exit after a qualification level (Level 4.5 to Level 6), he/she shall be required to complete the programme within a period of 2 (two) years from the date of admission to the programme of each qualification level

The illustration below depicts the permissible timeline for course completion under the multiple entry and exit framework.

Exit Point	Completion Limit from Entry	Permissible Year for Re-entry	Completion Time After Re-entry		
			1 Year After Exit	2 Years After Exit	3 Years After Exit
After Year 1	7 years from Entry 1	Within 3 years from exit* (by Year 4)	–	–	–
After Year 2	6 years from Entry 2	Within 3 years from exit (by Year 5)	5 years	4 years	3 years
After Year 3	5 years from Entry 3	Within 3 years from exit (by Year 6)	4 years	3 years	2 years
After Year 4	4 years from Entry 4	Within 3 years from exit (by Year 7)	3 years	2 years	1 year

* The total duration for programme completion shall not exceed 7 years from the date of first admission (i.e., start of 1st semester).

17. Course Codes

Courses shall be coded based on their learning outcomes, level of difficulty, and academic rigor. Each course offered under the undergraduate curriculum shall be assigned a unique alphanumeric code structured as:

PPP-QL-SUB-CSN(C)-YY

Where

Code Segment	Description
PPP	<p>Programme Type Code – Identifies the category of the course:</p> <ul style="list-style-type: none"> • MJC = Major Discipline (including DSE) • MNC = Minor Discipline • MDC = Multidisciplinary Course • SEC = Skill Enhancement Course • AEC = Ability Enhancement Course • INT = Internship, community engagement, or other activities (mandatory) • VAC = Value Added Course • SIN – Summer Internship for Exit (optional)
QL	<p>Qualification Level – indicates the academic progression stage of the course. For coding purposes, the level is represented as a two-digit number without a decimal point (e.g., 45 for Level 4.5). The corresponding academic levels are as follows</p> <ul style="list-style-type: none"> • 4.5 – First Year • 5.0 – Second Year • 5.5 – Third Year • 6.0 – Fourth Year
SUB	<p>Subject Code – A three-letter abbreviation for the discipline/subject (e.g., BOT = Botany, PSC = Political Science)</p>
CSN	<p>Course Serial Number – It is a unique three-digit code assigned to each course, indicating its position within the academic level and category. The number range reflects the progression of learning complexity, as outlined below.</p> <ul style="list-style-type: none"> • 000-099 – Pre-requisite course • 100-199 - Foundation or introductory courses • 200-299 - Intermediate-level courses • 300-399 - Higher-level courses • 400-499 - Advanced courses
(C)	<p>Component Type – Indicates the mode of delivery:</p> <ul style="list-style-type: none"> • (T) = Theory • (P) = Practical • (D) = Dissertation • (F) = Field • (J) = Project
YY	<p>Year of Implementation or Revision – in last two figures</p>

e.g. MJC45BOT101(T)25 – Major Course for 4.5 Level, Botany, Course Serial Number 101, Theory, 2025

AEC50ENG101(T)25 – AEC course for 5.0 Level, Communication Skill, Serial Number 101, Theory, 2025

18. Evaluation of Learning Outcome:

Evaluation is mandatory for the creditisation of every course and it must determine whether the student has achieved the prescribed learning outcomes upon its completion. Therefore, the mode and system of assessment used for evaluation should be guided by these learning outcomes.

18.1. Mark Structure of a Course: For theory and practical courses, assessment shall be divided into 30% for Internal Assessment (IA) and 70% for the end-semester university examination. Students must secure a minimum of 40% in both IA and end-semester components separately to be declared as having passed.

Students shall be informed in advance about the nature and schedule of internal assessments. Attendance and participation in all internal assessments, including sessional tests, shall be mandatory. Failure to appear in these assessments will result in disqualification from the end-semester examination. In-semester examinations cannot be repeated; however, the department may arrange special in-semester assessments under exceptional circumstances, if deemed necessary. The breakup of internal assessment marks is as follows:

Sl. No.	Details	Marks
1	Seminar/Presentation/Assignment/Quiz/Unit Test/ etc. in case of Theory examination and Seminar/ Demonstration/ Viva Voce/ Lab record, etc. in case of Practical examination.	10
2	In-Semester Written Test	15
3	Attendance	5
	Total	30

Marks for attendance shall be awarded as per the following structure:

Attendance Percentage	Marks
Less than 75%	0
75% - 80%	1
80% - 85%	2
85% - 90%	3
90% - 95%	4
95% - 100%	5

If a student is awarded 0 marks in the attendance component of Internal Assessment, they shall not be permitted to appear in the end-semester examination.

18.2. Credit Earning through MOOCs: Only courses from the approved list shall be eligible for credit transfer and inclusion in the semester grade sheet. MOOC courses will be considered valid for credit transfer only if they are completed and credits are earned during the concerned academic year. If a student fails an online course offered through SWAYAM or any other equivalent platform, they shall have the option to enroll in an equivalent course offered by the University. In such cases, it is the responsibility of the student to fulfill all academic requirements of the course to be eligible for the examination and to earn the requisite credits.

18.3. Internship Evaluation: An internship is a course involving professional work experience or cooperative engagement with an external organization, typically supervised by an expert from outside the HEI. Colleges may design their internship programmes, and evaluation shall be conducted internally based on specified criteria. The approval of host institutions shall be granted by Manipur University.

Activity	Marks	Evaluator
Workplace Regularity and Responsibility	20	Host Institute & College Mentor
Adherence to Internship Schedule	10	Mentor/ Supervisor
Presentation of the report	20	Expert panel
Quality and Content of the Report	30	Expert panel
Viva Voce	20	Expert panel

Total	100	
-------	-----	--

- 19. Marks to Grade Point Conversion:** The following grading scale shall be used to represent students' performance through letter grades and corresponding grade points. Percentage of marks shall be calculated up to two decimal places:

Percentage (%) of Marks	Letter Grade	Grade Point	Grade Description
90 - 100	O	10	Outstanding
80 - <90	A+	9	Excellent
70 - <80	A	8	Very Good
60 - <70	B+	7	Good
55 - <60	B	6	Above Average
45 - <55	C	5	Average
40 - <45	P	4	Pass
< 40	F	0	Fail
Absent	Ab	0	Absent

The percentage-based grading system follows the Exclusive Class Interval Method, wherein each interval includes marks from the lower bound up to, but not including, the upper bound. For example, the interval '50 – <60' covers scores from 50.00% up to but not including 60.00%. A student scoring 59.99% falls within the '55 – <60' range and is awarded Grade B, while a student scoring exactly 60.00% falls within the '60 – <70' range and is awarded Grade B+.

- 20. CGPA and Final Grade:** The Cumulative Grade Point Average (CGPA) and the final course grade shall be determined based on the following table.

CGPA	Final Grade	Description
9.00 - 10.00	O	Outstanding
8.00 - <9.00	A+	Excellent
7.00 - <8.00	A	Very Good
6.00 - <7.00	B+	Good
5.50 - <6.00	B	Above Average
4.50 - <5.50	C	Average
4.00 - <4.50	P	Pass
< 4.00	F	Fail
Absent	F	Fail

The above table is based on the Exclusive Class Interval Method. As per conventional classification, a letter grade of 'B+' and above is considered First Class, while a letter grade of 'B' is regarded as Second Class.

- 21. Computation of Semester Grade Point Average (SGPA):** SGPA is the weighted average of the grade points secured by a student in all credit courses registered during a semester. It is calculated on the UGC's 10-point scale by dividing the sum of the products of the credits and the grade points earned in each course by the total number of credits registered in that semester. The total number of registered credits is counted in the calculation, regardless of whether the student has passed or failed in the courses, i.e.

$$SGPA = \frac{\sum C_i \times G_i}{\sum C_i}$$

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. SGPA shall be rounded off to 2 decimal points.

Illustration 2: Example of Computation of SGPA where a candidate has not failed in any course (without practicum)

Semester	Course	Marks obtained	Total marks	PC	Letter Grade	Grade Point	Credit	Credit Point
I	Major – 1 (T)	80	100	80%	A+	9	4	36
	Minor – 1 (T)	80	100	80%	A+	9	4	36
	MDC – 1 (T)	80	100	80%	A+	9	3	27
	AEC – 1 (T)	80	100	80%	A+	9	4	36
	SEC – 1 (T)	80	100	80%	A+	9	3	27
	VAC - 1 (T)	40	50	80%	A+	9	2	18
Total							20	180
SGPA							180/20	= 9
Credits earned							20	

In Illustration 2, the student earned 20 credits, which is the minimum credit requirement for the semester. The student has passed and is eligible for promotion to Semester II without any backlog. Similarly, if the student earns another 20 credits in Semester II, they can be promoted to Semester III, thereby completing the first year of the undergraduate programme with a total of 40 credits from Semesters I and II. However, the student is not yet eligible to receive the Undergraduate Certificate after earning only 40 credits. To qualify for the UG Certificate upon exit at the end of the first academic year, the student must earn an additional 4 credits through a Summer Internship, bringing the total to 44 credits.

Illustration 3: Example of computation of SGPA where a candidate passed in all courses (with practicums in Major and Minor courses)

Semester	Course	Marks obtained	Total marks	PC	Letter Grade	Grade Point	Credit	Credit Point
I	Major – 1 (T)	80	100	80%	A+	9	3	27
	Major – 1 (P)	80	100	80%	A+	9	1	9
	Minor – 1 (T)	80	100	80%	A+	9	3	27
	Minor – 1 (P)	80	100	80%	A+	9	1	9
	MDC – 1 (T)	80	100	80%	A+	9	3	27
	AEC – 1 (T)	80	100	80%	A+	9	4	36
	SEC – 1 (T)	80	100	80%	A+	9	3	27
	VAC - 1 (T)	40	50	80%	A+	9	2	18
Total							20	180
SGPA							190/20	= 9
Credits earned							20	

In Illustration 3, the student earned 20 credits and obtained an SGPA of 9.0. As in Illustration 1, the student is eligible for promotion to Semester II without any backlog.

A comparison of Illustrations 2 and 3 shows that although the total absolute marks and marks obtained differ across the two programmes, the SGPA remains the same, as it is calculated based on credit points rather than raw scores. This illustrates that the total marks allotted to a course (e.g., 40, 50, or 100) do not directly influence the SGPA. Instead, the marks obtained are first converted to a percentage, which is then mapped to a grade point. The SGPA is ultimately derived from these grade points weighted by course credits.

Illustration 4: Example of computation of SGPA where a candidate has failed in one course:

Semester	Course	Marks obtained	Total marks	PC	Letter Grade	Grade Point	Credit	Credit Point
I	Major – 1 (T)	80	100	80%	A+	9	4	36
	Minor – 1 (T)	80	100	80%	A+	9	4	36
	MDC – 1 (T)	80	100	80%	A+	9	3	27
	AEC – 1 (T)	30	100	30%	F	0	4	0
	SEC – 1 (T)	80	100	80%	A+	9	3	27
	VAC - 1 (T)	40	50	80%	A+	9	2	18
Total							20	144
SGPA							144/20	= 7.2
Credits earned							16	

In Illustration 4, the student failed in AEC–1 (Theory) and obtained an SGPA of 7.2. The student earned only 16 credits in the semester, which is below the mandatory requirement of 20 credits. As a result, the student is considered to have not passed Semester I but is permitted to be promoted to Semester II with a backlog in AEC–1. The student must appear for this backlog course in the next regular examination.

Illustration 5: Example of computation of SGPA where a candidate passed in all courses (without practicum)

Semester	Course	Marks obtained	Total marks	PC	Letter Grade	Grade Point	Credit	Credit Point
I	Major – 1 (T)	45	100	45%	C	5	4	20
	Minor – 1 (T)	45	100	45%	C	5	4	20
	MDC – 1 (T)	45	100	45%	C	5	3	15
	AEC – 1 (T)	45	100	45%	C	5	4	20
	SEC – 1 (T)	45	100	45%	C	5	3	15
	VAC - 1 (T)	22	50	44%	P	4	2	8
Total							20	98
SGPA							98/20	= 4.9
Credits earned							20	

In this illustration, the student has successfully passed all courses and earned 20 credits with an SGPA of 4.9. The student is eligible for promotion to Semester II without any backlog.

A comparison of Illustrations 4 and 5 reveals that the student in Illustration 4 failed despite achieving a higher SGPA, while the student in Illustration 5 passed with a lower SGPA. This

demonstrates that credit earning—not SGPA alone—determines eligibility for certification and progression, provided the minimum credit requirements are fulfilled.

- 22. The Cumulative Grade Point Average (CGPA).** The CGPA of a student in a programme is the cumulative weighted average of the grade points secured in all credit courses registered across all semesters. It is calculated on the UGC’s 10-point scale by dividing the sum of the products of the number of credits and the SGPA for each semester by the total number of credits earned across all semesters 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. The SGPA and CGPA shall be rounded off to two decimal points and reported in the transcripts.

Illustration 5: Calculation of CGPA of a student who passed IV semester without any backlog

Semesters	Credit	SGPA	Credit X SGPA	CGPA	Final Grade	Description
Semester I	20	9	180			
Semester II	20	8.5	170			
Semester III	20	8	160			
Semester IV	20	9	180			
Total	80		690	8.63	A+	Excellent

In this illustration, the student earned a total of 80 credits with a CGPA of 8.63, which corresponds to an A+ grade (Excellent). Under the conventional classification, the student would be considered to have passed with First Class.

- 23. Conversion of CGPA to percentage:** For conversion to percentage CGPA will be multiplied by 10 according to the following formula:

$$\text{Percentage of marks} = (\text{CGPA} \times 10)$$

Illustration 6: Conversion of CGPA into percentage marks on the basis of illustration 5.

$$\text{Percentage of marks} = 8.63 \times 10 = 86.3\%$$

- 24. Earning Credits:** A student is deemed to have earned the prescribed credits if they secure a letter grade other than ‘F’ (Failed) or ‘Abs’ (Absent/Incomplete). A student receiving an ‘F’ grade in any course must reappear for the course at the next legitimate opportunity. In the case of an ‘F’ grade in project work, dissertation, or assignment, the student must revise and resubmit the work. The result shall be declared along with the next regular batch.

If a student earns credit from multiple colleges under Manipur University, the degree shall be awarded by Manipur University, considering the academic records from the last college attended, subject to fulfilment of all degree requirements.

If a student has earned credits from institutions outside Manipur University, the awarding of the degree shall be mutually decided by Manipur University and the other institutions involved, subject to fulfilment of all degree requirements.

- 25. Accumulation of Credits:**

Every student shall register with the Academic Bank of Credits (ABC), which will provide a unique ID and access to the Standard Operating Procedure (SOP). Credits earned by the student for courses completed at the University shall be deposited into their ABC account. The

accumulation, validity (shelf life), and redemption of credits shall be governed by the provisions of the *UGC (Establishment and Operation of Academic Bank of Credits in Higher Education) Regulations, 2021*, and any subsequent amendments. The validity of earned credits shall be up to a maximum of seven years or as specified by the Academic Bank of Credits.

26. Audit Courses:

Departments or Boards of Studies may incorporate audit courses as deemed appropriate, provided they do not affect the total credit structure of the programme. Students offering these courses will be assessed on a pass/fail basis and must obtain a pass grade; however, the credits for these courses will not be counted towards their degree requirements.

27. Promotion, Re-Appearence and Improvements in Examinations

27.1. Promotion: A student shall be promoted to the next semester upon earning the minimum academic credits from that semester. A student must complete all semester examinations within six (6) years for a three-year undergraduate programme, and within seven (7) years for a four-year undergraduate programme (Honours/Honours with Research), from the date of admission to the first semester, regardless of the number of examination attempts.

27.2. Carryover Courses and Provisional Promotion:

- (a) Promotion from the first to the sixth semester shall be allowed with carryover courses, subject to form fill-up and allotment of examination roll numbers. The student shall be provisionally promoted to the next higher semester, with the failed courses treated as carryover courses. Such students shall be eligible to appear for the carryover courses in the next regular examination cycle. If a student fails in any component of a course, they must reappear in the examination for both components.
- (b) A student who fails to fill the examination form for a particular semester shall not be permitted to be provisionally promoted to the next semester. Such a student must wait and appear in the examination during the next available cycle for that semester.
- (c) If a candidate passes the sixth semester examination without having cleared all the courses of the previous semesters, the result of the sixth semester shall be withheld. The final result shall be declared only after the candidate clears all pending courses from the earlier semesters.
- (d) A candidate who fails or is absent in one or more courses of the seventh semester examination shall be provisionally promoted to the eighth semester, with the failed course(s) treated as carryover. If the candidate passes the eighth semester examination before clearing all courses of the seventh semester, the result of the eighth semester shall be withheld and will be declared only after the candidate clears all pending courses of the seventh semester.
- (e) Promotion to the seventh semester shall be granted only upon successful completion of all credit courses from the first to sixth semesters.

27.3. Repetition of Project/Dissertation (Honours with Research): A candidate who fails to complete, or fails in, the project or dissertation component in the fourth year of the UG Degree (Honours with Research) shall be granted only one opportunity to repeat the project work. Failure to complete or absence in this additional attempt shall render the candidate ineligible for the award of the respective Undergraduate Certificate, Diploma, or Degree.

27.4. Improvement Examination: A student may choose to appear for an improvement examination to enhance their grade by repeating the course examination within seven years from the date of admission to the programme. This option is available only for theory courses and is limited to a single attempt per course. The grade obtained in the improvement examination shall be considered final, even if it is lower than the previously earned grade. The fee for improvement examinations shall be determined separately by the University and shall be distinct from the standard fee applicable for back or casual examinations.

28. Course Registration:

At the beginning of every Semester, all the students shall be required to register for the Courses specified for that semester of the programme in the Manipur University in the prescribed forms with payment of fees as prescribed by the University from time to time.

29. Transcript:

A transcript is an official document issued by the university that records a student's academic performance. A grade-sheet shall be issued after each term, detailing the student's academic record for that period. Upon completion of the programme, a consolidated (final) transcript shall be issued, reflecting the cumulative academic performance, including semester-wise SGPA, credits earned, and overall CGPA. In the transcript, the SGPA and CGPA shall be rounded off to two decimal places.

30. Admission and Examinations:

All other matters relating to admission and examinations for the Four-Year Undergraduate Programme, not specifically covered under this Regulations, shall be governed by the Admission and Examination Regulations for the Four-Year Undergraduate Programmes of Manipur University, as may be prescribed. Such Regulations shall be consistent with the provisions of these present Regulations and shall not be in contravention thereof.

31. Power to remove Difficulties:

If any difficulty arises in giving effect to the provisions of these Regulations, the Vice-Chancellor may, by order, make such provisions, not inconsistent with the Act, Statutes, Ordinances, or other Regulations, as may be necessary or expedient to remove the difficulty, subject to ratification by the appropriate University authorities.

Course Components of the 4th Year Degree (VII and VIII Semesters)

Manipur University is implementing the Fourth Year of the UG Degree (Honours/Honours with Research) as an integral component of the Four-Year Undergraduate Programme. The Fourth Year Undergraduate Degree Programmes has two distinct tracks -

Honours Degree Track: In the fourth year of the Four-Year Undergraduate Programme, students pursuing an Honours Degree may specialise in the Core subjects studied during the first three years. This enables the acquisition of in-depth knowledge and academic rigour in a chosen subject area. The curriculum includes advanced-level and skill-oriented courses designed to foster higher-order thinking.

Honours with Research Track: Students opting for the Honours with Research track are required to complete one Dissertation/Project Work of 12 credits. The main component of this track is the completion of an individual dissertation/research project within the student's chosen specialisation, enabling the development of research aptitude and independent inquiry.

Curricular Component

1. There will be three Core Courses, each carrying 4 credits, in Semester VII. All these courses are compulsory for both Honours and Honours with Research students. One of the courses will be Research Methodology.
2. There will be two Core Courses, each carrying 4 credits, in Semester VIII. These courses are compulsory for both Honours and Honours with Research students.
3. A Dissertation/Project Work/Research carrying 12 credits will be compulsory for Honours with Research students, distributed across Semesters VII and VIII. It will consist of two parts: Dissertation/Project Work Part I (4 credits) in Semester VII, and Dissertation/Project Work Part II (8 credits) in Semester VIII.
4. Students enrolled in the Honours programme (without research) shall take three Discipline-Specific Elective (DSE) courses, each carrying 4 credits, in place of the Dissertation. One DSE will be taken in Semester VII and two in Semester VIII.

Credit Components of Research Methodology: The Research Methodology course is common to both Honours and Honours with Research programmes. Components on Research and Publication Ethics are also common across all disciplines. However, the discipline-based content of the Research Methodology course in Semester VII may vary across different groups of disciplines to reflect their specific focus areas. The following are the suggested course components for each group of disciplines.

- (A) Social Science and Commerce Disciplines
 - a. Conceptual and Theoretical Perspectives
 - b. Observational and Empirical Perspectives
 - c. Statistical Analysis Using Computer Packages for Research
 - d. Introduction to Social Science Research
 - e. Quantitative Approaches to Social Science Research
- (B) Mathematical Sciences (Statistics/Mathematics/Computer Science)
 - a. Conceptual and Theoretical Perspectives
 - b. Observational and Empirical Perspectives
 - c. Statistical Analysis Using Computer Packages for Research
 - d. Advanced Interdisciplinary Methods in Mathematical Sciences
 - e. (Discipline-Specific):
 - i. Advanced Statistical Methods for Data Analysis (for Statistics students)
 - ii. Advanced Topics in Computer Science (for Computer Science students)

- iii. Advanced Mathematical Tools or Topics for Research (for Mathematics students)
- (C) Physical Sciences/Chemical Sciences
 - a. Conceptual and Theoretical Perspectives
 - b. Observational and Empirical Perspectives
 - c. Statistical Analysis Using Computer Packages for Research
 - d. Advanced Theoretical Concepts/Models and Analytical Methods for Scientific Research
 - e. Advanced Instrumentation and Characterization Techniques
- (D) Life and Environmental Science
 - a. Conceptual and Theoretical Perspectives
 - b. Observational and Empirical Perspectives
 - c. Statistical Analysis using Computer Packages for Research Methodology
 - d. Advanced Laboratory Analytical Methods and Techniques
 - e. Advanced Field Techniques in Life and Environmental Sciences
- (E) Humanities
 - a. Conceptual and Theoretical Perspectives
 - b. Observational and Empirical Perspectives
 - c. Statistical Analysis Using Computer Packages for Research
 - d. Discipline-Specific / Elective Courses
 - (i) Philosophical Inquiry and Methodological Reasoning (for Philosophy)
 - (ii) Approaches and Methods for Literary and Cultural Studies (for Language & Literature)
 - (iii) Research Methods in Linguistics: Fieldwork and Data Analysis (for Linguistics)
 - e. Advanced Methodological Course
 - (i) Hermeneutics (Theory and Methodology of Interpretation) and Critical Theory (Philosophy/Literature)
 - (ii) Translation Studies and Comparative Literature (Language)
 - (iii) Sociolinguistics and Language in Society (Linguistics)

Credit Components and Distribution of Dissertation Components in Honours with Research:

1. Semester VII (4 Credits)

- (i) Research proposal development
- (ii) Synopsis Writing
- (iii) Literature review and conceptual framework
- (iv) Finalization of research methodology
 - a. Science: experimental design, sampling, instrumentation
 - b. Social Sciences: surveys, interviews, case studies, fieldwork
 - c. Humanities: textual analysis, archival research, interpretative frameworks
- (v) Development of tools/instruments (if applicable)
- (vi) Ethics approval (if applicable)
- (vii) Pilot study or preliminary field/lab/library/archival work

1. Semester VIII (8 Credits)

- (a) Data/textual material collection and analysis
 - Science: lab/field data collection and analysis
 - Social Sciences: survey/interview data processing
 - Humanities: in-depth textual or archival analysis
- (b) Data analysis and interpretation

- (c) Incorporation of feedback from supervisor(s)
- (d) Drafting and finalizing the dissertation report
- (e) Supervisor evaluations and final submission
- (f) Presentation and/or viva voce

Eligibility Criteria for Admission to the Fourth Year of the Four-Year Undergraduate Degree (Honours) Programme

- **Continuation within the Same Institution:** Eligible students who have successfully completed the first three years of the programme in a given college may be promoted to the fourth year in the same institution without requiring a new entrance examination.
- **Multiple Entry/Exit options in Fourth Year:** Students may choose to exit their current college after completing three years and apply for admission to the fourth year in another college under Manipur University. Such candidates may be required to qualify for an entrance test. Admission to the fourth year is also open to eligible candidates from other recognized universities. All multiple-entry options are subject to the availability of seats.

Eligibility Criteria for Students to Pursue the Fourth Year of the Four-Year Honours with Research Degree

- **Minimum Academic Performance:** Students must secure a minimum of 7.5 CGPA from the previous six semesters.
- **Academic Completion:** Students must have successfully passed all courses from Semesters I to VI.
- **Admission and Entry Option:** Students enrolled in the same college have the option to continue into the fourth year of the Honours with Research programme. Students from other colleges under Manipur University or from other recognized universities may seek admission to the fourth year, subject to the availability of seats and successful completion of an admission test.
- **Mobility and Exit Option:** Students may choose to exit their current college after three years and pursue the fourth year of the Honours with Research Degree in:
 - Another college under Manipur University,
 - A college affiliated to another recognized university, or
 - A university department offering the fourth-year Honours with Research programme.
- Admission under any of these options is subject to the availability of vacancies in the receiving institution and compliance with applicable eligibility norms.

Eligibility Criteria for Colleges to Offer the Fourth Year of the Four-Year Undergraduate Degree (Honours with Research) Programme

- **Eligible Faculty:** Departments in a college with at least two Ph.D. supervisors of Manipur University are eligible to offer the Four-Year Undergraduate Programme (Honours with Research). If a recognized department loses its permanent Ph.D.-holding faculty, it shall no longer be eligible to offer the programme until requisite number of qualified faculty member with the required credentials is appointed.
- **Minimum Infrastructure and Resource Requirements:** The college must meet all infrastructure and faculty requirements as prescribed by Manipur University. Compliance with the university's standards for laboratories, libraries, classrooms, and qualified teaching staff is mandatory.
- **Total Intake Capacity:** The intake capacity for the Honours with Research programme in a department shall be proportionate to the number of eligible supervisors, with a maximum limit of 20 students per academic year. Only approved Ph.D. supervisors of Manipur

University are authorized to supervise the 12-credit Project Work/Dissertation. The student allocation per eligible supervisor is as follows:

- (a) **Professor** – 8 students
- (b) **Associate Professor** – 6 students
- (c) **Assistant Professor** – 4 students

The number of seats allocated for undergraduate dissertation/project work per faculty member is independent of the Ph.D. research scholar allocation limits assigned to supervisors.

- **Minimum Admission Requirement:** Colleges that have recorded an average enrolment exceeding 80% of the approved intake capacity over the last three academic years shall be eligible to offer the fourth year of the Four-Year Undergraduate Degree (Honours with Research) programme.
- **Vacancy Intimation and Admission of Students from Other Colleges:** Colleges shall declare available vacancies in their fourth-year Honours with Research programmes only after admitting their own eligible students to Manipur University. Colleges should admit the students from other colleges or universities in strict adherence to the reservation policy and merit-based selection criteria. Admissions shall commence only after the official declaration of the Sixth Semester results.
- **Submission and Ratification of Student Lists:** Colleges shall submit the list of students admitted to the fourth year of the Honours with Research programme to the Manipur university for formal ratification. Only ratified student lists will be considered valid for academic and administrative purposes. This process should be completed before the completion of VII Semester.

Evaluation of Dissertation Components in Semester VII (4 Credits, ~~Total 100 Marks~~)

Conducted by Internal Supervisor/Faculty Panel

Component	Marks (%)	Evaluator	Remarks
Research Proposal (including Literature Review, Conceptual Framework, and Synopsis) - written and presentation	30%	Supervisor and Faculty Panel	Clarity of objectives, feasibility, articulation, relevance, depth, theoretical grounding
Development of Research Methodology and Tools/Materials and Methods and Protocol Design	10%	Supervisor & Faculty Panel	Appropriateness, ethical considerations, instrumentation/tools
Progress Review and Interaction	10%	Supervisor	Timely submissions, meetings, initiative, quality
Preliminary Work (Pilot/Data collection)	10%	Supervisor	Quality of pilot study or initial data collection; measurable outcomes
Term Paper (written and presentation)	40%	Supervisor and Faculty Panel	Assessment based on written submission and academic quality
Total (Semester VII)	100%		

Evaluation of Dissertation Components in Semester VIII (8 Credits, ~~Total 100 Marks~~)

Partially by Supervisor, mainly by External Examiner

Component	Marks (%)	Evaluator	Remarks
Data Collection, Analysis & Findings	10%	Supervisor	Depth, accuracy, interpretation
Progress Review and Interaction	10%	Supervisor	Timely submissions, meetings, initiative, quality
Preliminary Draft Submission & Compliance (Presentation)	10%	Supervisor and Faculty Panel	Timeliness, incorporation of feedback, draft quality
Final Dissertation Report	50%	External Examiner + Supervisor	Structure, originality, referencing, academic rigour
Viva Voce / Oral Presentation	20%	External Examiner	Clarity, defence of research, communication skill
Total (Semester VIII)	100%		

The dissertation shall be checked for plagiarism and for AI-generated content using approved tools and must comply with the similarity and authenticity standards prescribed by the university.

Template of Designing Syllabus for a Programme

As per the Standard Operating Procedures for the Implementation of the National Higher Education Qualifications Framework (NHEQF), each course should provide clear and comprehensive information to enable students and prospective learners to make informed choices. This information should include:

- (a) Course Objectives
- (b) Learning Outcomes
- (c) NHEQF Level
- (d) Eligibility Criteria for Entry
- (e) Prerequisites, if any
- (f) Credits and Credit Distribution in terms of Lecture, Tutorial, and Practical/Practicum/Fieldwork components (i.e., L-T-P)
- (g) Skills and Practical Components integrated within the course
- (h) Potential Occupational Pathways the course may lead to, (if applicable)

The following templates should be used while designing the syllabus of each course - (a) Introductory Section, (b) Template for Theory Courses and (c) Template for Practical Courses.

Template for Introductory Section

Manipur University **UG Programme in <Name of the Program>**

Introduction (General Introduction to the Program)

Aims for UG Degree in <Name of the Programme>

Attributes of a Graduate in <Name of the Programme>

- Core Competency
- Communication Skills
- Critical Thinking
- Psychological skills
- Problem-solving
- Analytical reasoning
- Research skills
- Teamwork
- Digital Literacy
- Moral and ethical awareness
- Leadership readiness
- Qualification Descriptors

Qualification Descriptors <provide brief qualification descriptor of the program>.....

Programme (Learning) Outcomes

- PLO1
- PLO2, etc.

Programme Specific Outcomes

- PSO1

- PSO2, etc.

Template for designing Theory Course

Learning outcomes and competencies must be framed from the perspective of what the student will be able to do upon completion of the course, clearly stating:

- The knowledge and understanding they will develop or be able to describe
- The practical or hands-on skills they will be able to demonstrate
- Where and how they will be able to apply the knowledge and skills acquired
- The types of analysis they will be able to perform
- Any new innovation they can create or develop using the knowledge and skills gained

Note: Each course (paper) may not necessarily include all five attributes listed above.

Manipur University
Academic Level <Level No.> and Semester <Semester No.>
Syllabus for <Name of the Course> (Theory)

Nature of Course	Major/ Minor/ MDC/ AEC/ SEC, etc.				
Course Code					
Course Title					
Course Level	Level 100/ Level 200/ Level 300/ Level 400				
Credit Details	Total Credit	Lecture/ Week	Tutorial/ Week	Practical/Week	Total Hours/ Week
Course Audience					
Proposed by (for Non Core courses)	Department of / Board of Studies....., Manipur University, etc.				
Pre Requisites (if any)	1. 2.				
Skill Training Required (if any)	1. 2.				
Pre-Requisite Course Required (if any)	1. 2.				
Faculty Eligibility and Specialization (if any)*					

**For on-campus Multidisciplinary Courses (MDC) and Value-Added Courses (VAC), which may draw expertise from different disciplines, experts possessing relevant domain knowledge, other than the faculty members of the offering or proposed department, may be invited to teach or deliver sessions. However, question setting and assessment shall be undertaken only by the faculty members of the concerned department to ensure academic coherence and uniformity in evaluation.*

Course Objective (Summary): <Brief statement providing objective of the course, its scope, and relevance>

Course Learning Outcomes: Upon completion of the course the learners will be able to

1.	
2.	
3.	
4.	
5.	

Detailed Syllabus Content

Provide only the Unit-wise Credit: (Do not provide marks). Units and credits should be distributed uniformly to ensure balanced content and workload.

Unit	Unit Name	Detailed Syllabus	Credit
I			
II			
III			
IV			

Note: Additional units may be added as required, ensuring alignment with total credit norms.

Suggested Readings

- 1.
- 2.

Additional Readings:

- 1.
- 2.

Course Teaching-Learning Process

The important relevant teaching and learning processes involved in this course are;

- Class lectures
- Seminars
- Tutorials
- Group discussions and Workshops
- Question framing
- Short answer type questions
- Long answer type questions
- Objective type questions
- Multiple choice questions
- Statement, reasoning and explanation
- Project-based learning
- Field-based learning
- Practical component and experiments
- Quizzes
- Presentations through Posters and power point
- Internship in industry and research institutional

Linkage between Programme Outcomes (POs) and Course Learning Outcomes (COs)

	PO1	PO2	PO3	PO4	PO4	PO5	PO6		
CO1									
CO2									

CO3									
CO4									
CO5, etc.									

Assessment Methods

- Oral and written examinations
- Closed-book and open-book tests,
- Problem-solving exercises,
- Practical assignments and laboratory reports,
- Observation of practical skills,
- Individual and group project reports,
- Seminar and presentations,
- Interactive sessions.

Template for designing Practical Course

Manipur University
Academic Level <Level No.> and Semester <Semester No.>
Syllabus for <Name of the Course> (Practical)

Nature of Course	Major/ Minor/ MDC/ AEC/ SEC, etc.				
Course Code					
Course Title					
Course Level	Level 100/ Level 200/ Level 300/ Level 400				
Credit Details	Total Credit	Lecture/ Week	Tutorial/ Week	Practical/Week	Total Hours/ Week
Course Audience					
Associated Theory Courses (Topics)	1. 2. 3.				
Skill Training Required (if any)	1. 2.				
Pre-Requisite Course Required (if any)	1. 2.				
Faculty Eligibility and Specialization (if any)*					

**For on-campus Multidisciplinary Courses (MDC) and Value-Added Courses (VAC), which may draw expertise from different disciplines, experts possessing relevant domain knowledge, other than the faculty members of the offering or proposed department, may be invited to teach or deliver sessions. However, question setting and assessment shall be undertaken only by the faculty members of the concerned department to ensure academic coherence and uniformity in evaluation.*

Course Description (Summary): <Brief overview of the practical course and its relevance to theory and skill development>

Course Learning Outcomes: Upon completion of the course the learners will be able to

1.	
2.	
3.	
4.	
5.	

Detailed Syllabus Content

(Provide only number of sessions per practical activity)

Sl. No.	List of Practicals	No. of Sessions
1.		
2.		
3.		

4.		

Suggested Readings

1.

2.

Additional Readings:

1.

2.

List of Essential Major Equipment

1.

2.

Major Laboratory Stores/Consumables Required

1.

2.

Essential Software (Licensed/Open-Source)

1.

2.

Student Activities

1. Demonstration Notes/ Observation Notebooks:

2. Practical Records / Project Reports :

Guidelines for Internship

Internship Report: Upon completion of the internship, each student is required to submit a comprehensive report detailing observations, tasks undertaken, and learning outcomes from the training period. In consultation with the Organizational Supervisor and Faculty Mentor, students may be assigned specific topics or problem areas to focus on in their report. A daily diary must be maintained throughout the internship, documenting activities and reflections. The final report must be signed by the Organizational Supervisor, the Faculty Mentor, and the Head of the Institution.

The Internship Report will be evaluated based on the following criteria:

1. Originality of content
2. Relevance and clarity of write-up
3. Organization, structure, presentation (including drawings/sketches, formatting, and language)
4. Breadth and relevance of learning experiences
5. Practical applications and integration with theoretical concepts taught in the programme

Monitoring and Evaluation of Internship

Internship performance will be assessed in **three stages**:

1. **Evaluation by the Host Organization:** The host organization will assess the student based on the following:
 - Punctuality and attendance
 - Enthusiasm and willingness to learn
 - Maintenance of the daily diary
 - Skills demonstrated
 - General remarks or observations
2. **Monitoring by the Faculty Mentor:** The Faculty Mentor or Head of Institution may conduct an unannounced visit or call to the internship site to verify the student's attendance and engagement.
 - Unauthorized absence will lead to cancellation of the internship.
 - Students must notify both the Faculty Mentor and Organizational Supervisor at least one day in advance by email if they intend to take leave.
3. **Seminar Presentation and Viva Voce at the HEI:** Students must present their internship experience before an **expert committee** constituted by the department. The evaluation will consider:
 - Quality of content presented
 - Planning and organization of the presentation
 - Effectiveness of delivery
 - Depth of knowledge and skills demonstrated

Submission Guidelines

- Students must submit five (5) copies of the Internship Report, each duly signed by the Organizational Supervisor, Faculty Mentor, and Head of the Institution.
- The internship certificate, supervisor's certificate, and institution head's certification must be included in the final report.
- A declaration of originality signed by the student must also be attached.
- The college shall forward a duly authenticated copy of the report to the Controller of Examinations, in compliance with university notification.

Categories for some common foundational courses (to be discussed)

Course Types	Course	Course Code
Ability Enhancement Course	Language and Communication Skills in English	AEC45ENG100(T)
	Language and Communication Skills in Manipuri	AEC45MAN100(T)
	Language and Communication Skills in Hindi	AEC45HIN100(T)
	Linguistics, Academic Writing and Professional Communication in English	AEC45ENG101(T)
	Linguistics , Academic Writing and Professional Communication in English	AEC45MAN101(T)
	Linguistics, Academic Writing and Professional Communication in English	AEC45HIN101(T)
Multidisciplinary Coursescourse under Natural and Physical Science	MDC45NPS.....(T)
 course under Mathematics, Statistics and Computer Science	MDC45MSC.....(T)
Value Added Course course under Indian Knowledge System	VAC45IKS.....(T)

Monitoring Mechanism for the Fourth Year Bachelor’s Degree (Honours / Honours with Research)

To ensure academic quality, rigour, and compliance with programme objectives, the following multi-tiered monitoring mechanism may be adopted for the fourth year of the Bachelor's Degree (Honours / Honours with Research):

(a) Online Academic Tracker:

An online academic tracker **may** be developed and maintained by the University to monitor the fourth-year Bachelor’s Degree (Honours / Honours with Research) programmes. Each affiliated college offering these courses shall be provided with a secure login facility. The Principal and the IQAC Coordinator of each college shall be responsible for monthly submission of data, including credit delivery status, student attendance, assessment records, project/dissertation progress, and mentoring activities. The tracker will serve as a centralized system for ensuring academic compliance, transparency, and timely reporting to the University.

(b) Periodic Field Visits

The University **may** conduct periodic field visits to colleges offering the fourth-year Bachelor’s Degree (Honours / Honours with Research) programmes. These visits, carried out by designated academic monitoring teams, shall include interactions with faculty and students, classroom observations, and verification of teaching-learning processes, infrastructure, and project supervision practices. Field visit reports shall be submitted to the University for review and necessary follow-up to ensure academic standards are maintained.

(c) Academic Audit

An academic audit of the fourth-year Bachelor’s Degree (Honours / Honours with Research) programmes **may** be conducted by an external team or third-party group, designated or approved by the University. The audit team shall include a University nominee to ensure alignment with academic standards and regulatory compliance. The audit shall evaluate syllabus coverage, internal assessments, project supervision, credit completion, and documentation practices. The audit report shall be submitted to the University for review and necessary follow-up action.

Minimum Monitoring Criteria for the Fourth Year Bachelor’s Degree (Honours / Honours with Research) (For Online Tracking, Field Visits, and Academic Audit)

1. Curriculum Delivery and Academic Engagement

- Timely commencement and structured delivery of fourth-year courses as per the approved syllabus and credit plan.
- Adherence to weekly teaching plans, with clear linkage to Programme Outcomes (POs) and Course Outcomes (COs).
- Use of research-integrated pedagogy, seminars, and supervised tutorials aligned to advanced-level learning.

2. Project/Dissertation Supervision and Research Progress

- Allocation of research supervisors approved by the Departmental Research Committee (DRC).
- Approved research/project titles with clear objectives, methodology, and timelines.

- Regular supervisor–student interaction records (minimum once every two weeks).
 - Monitoring of research progress via milestone tracking: proposal approval, review submissions, draft reports, and final submission.
 - Plagiarism check reports and adherence to research ethics.
- 3. Credit Completion and Academic Performance**
- Tracking of credit distribution and fulfilment (including dissertation/project credits).
 - Submission and verification of Internal Assessment (IA) and project marks.
- 4. Assessment and Evaluation Practices**
- Timely conduct of assessments (written exams, project presentations, viva voce).
 - Rubrics or guidelines used for evaluation of project/dissertation work.
 - Maintenance of marks registers and assessment documentation.
 - Review of internal moderation procedures and quality assurance in evaluation.
- 5. Online Tracker Compliance**
- Monthly data upload by Principal/IQAC Coordinator on academic progress, credit delivery, attendance, assessment completion, and project supervision.
 - Upload of relevant supporting documents (project outlines, progress reports, etc.).
Upload of geotagged and timestamped photographic documentation
- 6. Infrastructure and Research Facilities**
- Availability of infrastructure for advanced-level courses and project/dissertation work.
 - Access to laboratories, libraries, software tools, internet, and relevant databases for research.
 - Support mechanism provided for data collection, fieldwork, and research publication.
- 7. Student Mentoring and Support**
- Academic mentoring provided for project planning and execution.
 - Availability of faculty for guidance on research methodology, literature review, data analysis, and writing.