



S-VYASA

(Swami Vivekananda Yoga Anusandhana Samsthana)

Deemed to be University u/s 3 of UGC Act, 1956

Academic Regulations 2025

Regulation No.: SU/AC-64 - 15/10/2025/AR2025

***Resolution No. 04 of the 65th Meeting of the Academic Council
held on 15th October 2025 and ratified by the Executive Council
held on 24th October 2025***

S-VYASA

October 2025

Contents		
Preliminary		3
1	Introduction	4
2	Academic calendar	5
3	Registration	6
4	Medium of instruction and evaluation	10
5	Course credit structure	10
6	Programme specific regulations	16
7	Academic promotion and Probation	27
8	Summer term	28
9	Withdrawal from the programme	30
10	Transfer of credits	31
11	Academic support and governance	33
12	Maximum duration for the completion of a programme	39
13	Power to revise, modify, amend	40



Academic Regulations 2025

In exercise of the powers conferred by and in discharge of duties assigned under the relevant provision(s) of the Act and Statutes of the Swami Vivekananda Yoga Anusandhana Samsthana (S-VYASA), Deemed to be University, the Academic Council hereby makes the following Regulations, namely;

PRELIMINARY

Short Title and Commencement

These Regulations are a revision of the existing Academic Regulations of the University and shall be titled “**Academic Regulations 2025.**” They will come into effect from the Academic Year 2025–2026 onwards.

Definitions

In these Regulations, unless the context otherwise requires:

- a) “Academic Calendar” means the schedule of academic and miscellaneous events as approved by the Vice Chancellor;*
- b) “Academic Council” means the Academic Council of the University;*
- c) “Academic Regulations” means the Academic Regulations 2025 of the University;*
- d) “Academic Term” means a Semester or Summer Term or academic year*
- e) “Act” means u/s 3 of UGC Act, 1956*
- f) “BOE” means the Board of Examinations of the University;*
- a) “BOS” means the Board of Studies of a particular Programme/School of the University;*
- b) “Basket” means a group of courses bundled together based on the nature/type of the course.*
- c) “COE” means the Controller of Examinations of the University;*
- d) “Clause” means the duly numbered Clause, with Sub-Clauses included, if any, of these Regulations;*
- e) “Course” means, a specific subject usually identified by its course-code and course-title, with specified credits and syllabus/course-description, a set of references, taught by some teacher(s)/course-instructor(s) to a specific class (group of students) during a specific academic-session/semester;*
- f) “Course Instructor” means, the teacher/faculty member or the course instructor of a course;*
- g) “Curriculum Structure” means the Curriculum governing a specific Degree Programme offered by the University, and, includes the set of Baskets of Courses along with minimum credit requirements to be earned under each basket for a degree/degree with specialization/minor/honours in addition to the relevant details of the courses and Course catalogues (which describes the course content and other important information about the course). Any specific requirements for a particular programme may be brought into the Curriculum structure of the*

specific programme and relevant approvals should be taken from the BOS and Academic Council at that time.

h) "DAC" means, the Department Advisory Committee of a concerned department offering a programme(s) under the respective School of the University;

i) "Dean" means the Dean of the concerned School;

j) "Degree Programme" includes all Degree Programmes;

k) "School" means the school offering the concerned Degree Programmes;

l) "HEAD" means the HEAD of the Department/Programme;

m) "MOU" means the Memorandum of Understanding;

n) "Parent Programme/School" means the Programme that offers the Degree Programme that a student undergoes;

o) "Section" means the duly numbered Section, with Clauses included in that Section, of these Regulations;

p) "Statutes" means the Statutes of Swami Vivekananda Yoga Anusandhana Samsthana (S-VYASA), Deemed to be University, Bengaluru;

q) "Sub-Clause" means the duly numbered Sub-Clause of these Regulations;

r) "Summer Term" means an additional Academic Term conducted during the summer break (typically in June July) ;

s) "University" means Swami Vivekananda Yoga Anusandhana Samsthana (S-VYASA), Deemed to be University, Bengaluru;

t) "Vice Chancellor" means the Vice Chancellor of the University.

1.0 INTRODUCTION

1.1 These regulations are applicable to all Degree Programmes of the University commencing from academic year 2025-26, and are designed to align with the national vision of holistic, multidisciplinary, and value-based higher education, as envisaged in NEP 2020 (Ch. 9, p. 33; Ch. 11, p. 36). The Academic Regulations, and any amendments made therein, shall also be applicable to new Degree/ Programme that may be offered by the University in future.

1.2 Additional Regulations, if any, and specific regulations pertaining to criteria/mandatory requirements by Regulatory Bodies for a particular Degree Programme shall be prescribed in the curriculum structure of the respective programme.

1.3 These Regulations may evolve and get amended or modified or changed through appropriate approvals from the Academic Council, from time to time, and shall be binding on all concerned.

1.4 The effect of periodic amendments or changes in the Academic Regulations, on the students admitted in earlier years, shall be dealt with appropriately and carefully, so as to ensure that those students are not subjected to any unfair situation whatsoever, although they are required to conform to these revised Academic Regulations, without any undue favor or considerations.

2.0 ACADEMIC CALENDAR

2.1 The academic activities of the University are regulated by the Academic Calendar approved by the Vice Chancellor, and released at the beginning of each academic year. The Academic calendar indicating all the academic activities in a chronological order shall be prepared by the Dean Academics and approved by the Vice Chancellor. Post approval, the same shall be released by the Dean Academics at least two weeks prior to the beginning of each semester. It is mandatory for students and faculty to strictly adhere to the academic calendar for completion of academic activities. Deviations if any under unforeseen/unavoidable circumstances shall be affected with the prior approval of the Vice Chancellor and the same should be notified.

2.2 An academic year in the University shall normally be divided into two semesters consisting of ninety (90) University instructional days each, known as Odd Semester (normally from August to December) and Even Semester (normally from January to May). Note that the timeline might differ for the inaugural batch of every academic year, contingent upon the admission cutoff date.

2.2.1 Bachelor of Physiotherapy (BPT) programme is of yearly pattern, and will commence from September of each year. The yearly exams will be from July of each year, after the completion of 180 working days (10 months). The Academic Calendar will be prepared according to the apex body- National Council for Allied Healthcare Professions (NCAHP).

2.2.2 Bachelor of Naturopathy & Yogic Sciences (BNYS) programme follows an annual pattern, with the first year being 18 months. Thus, the programme that generally commence in September every year will have the first-year final examination during February-March of the subsequent year. II, III and IV BNYS of duration of one year each will have their subsequent year end examinations in Feb-March of the subsequent years. The academic calendar for BNYS will be prepared considering this annual pattern.

2.3 During the summer break, i.e., (June and July), there may be an additional academic term known as the Summer Term. The duration of the Summer Term

is around eight (08) calendar weeks and shall include a minimum of thirty (30) instructional days. Summer term is not applicable for BPT/BNYS.

3.0 REGISTRATION

3.1 The University follows a credit-based semester system where in the core courses are pre-defined for each semester and students' progress together, which ensures administrative simplicity and academic uniformity. However, choice is given in choosing the Discipline specific electives and Open electives for different programmes offered in the University. The requirement for awarding a degree or diploma or certificate is prescribed in terms of number of credits to be earned by the students.

As per the credit-based system, registration at the beginning of each Semester during the prescribed period announced in the Academic Calendar and through notifications issued by the University to this effect, is mandatory for every student.

3.2 Registration is the sole responsibility of the student. Without registration, any academic activity (Course/ Practical/ Project work / Internship, etc.) undergone by a student will not be counted towards the requirements of her/his degree.

3.2.1 Clause 3.0 Registration, doesn't apply for all courses of BPT and BNYS, as majority of the courses are mandatory core and value-added courses. There are a few optional value-added courses in each year, which has to be chosen by the student at the beginning of each academic year.

3.3 On joining the University, each student is assigned to a Mentor who will counsel and guide the student on matters related to the academic/registration process. Every student after consulting her/his Mentor is required to register for the courses of his/her choice from the list of proposed Courses within the period fixed for such registration as notified in the Academic Calendar or the University Notification to this effect.

3.4 Normally, no late registration shall be permitted. However, considering medical exigencies, specifically hospitalization, trauma, including death of immediate family members (Parents, Offspring, Siblings and Spouse), contagious disease or natural disaster only, a student may be permitted for late registration with prior approval from the respective HEAD/Dean. The student must produce medical certificates, medical prescriptions, hospital discharge report, medical fitness report and all such relevant documents duly attested by the concerned registered medical officer of the hospital where the concerned student was hospitalized or medically treated. The student shall not be eligible for late registration if she/he fails to produce authentic medical certificates and relevant documents in support of the medical exigency.

3.4.1 Further, in such specified cases of medical exigency (viz. *hospitalization, trauma or contagious disease only*), the maximum period permissible for late registration shall be not be more than Eighteen (18) University working days counted from the commencement of semester as announced by the University. Under no circumstances shall such a student be permitted to register for the academic term after the permissible period for late registration of Eighteen (18) University working days counted from the commencement of semester. This count of days may vary for few programmes offered by the University based on the academic pattern and specific procedures followed by the programme or respective regulatory body.

3.4.2 Further, if a student has been ***selected/nominated*** by State/National/International Organizations/ Boards to represent the State and/or India in State/National/International Competitions/Events, for representing the university, the concerned student may be permitted for late registration. The student must produce duly attested documents and/or Certificates to be eligible for the provision of late registration. The number of days for which the concerned student shall be given permission for late registration shall be approved by the Vice Chancellor on the recommendation of the HEAD of the department/Dean of the School concerned. Further, no relaxation shall be given on attendance requirement.

3.5 In case of any other reason for late registration other than the specified medical exigencies in Clause 3.4 above, the maximum permissible period for late registration shall not be more than FIVE (05) University working days counted from the specified date of Registration announced by the University. The student shall pay a Late Fee for late registration as specified by the University at the commencement of the academic term. Further, no relaxation whatsoever shall be given on attendance requirement for late registration. Under no circumstances shall such a student be permitted to register for the academic term after the permissible period for late registration of FIVE (05) University working days counted from the specified date of Registration.

3.6 Students can re-register for courses as per the guidelines in clauses 8.4 improve clear backlog and / or to improve their performance grade obtained already.

3.6.1 Clause 3.6 shall not be applicable to the BPT, BNYS and certain other programmes of the University, based on the academic pattern, specific procedures followed and respective regulatory body governing the programme offered in the university.

3.7 A student shall be permitted to register for the next semester only upon fulfilling all the following requirements, in addition to the prescribed promotion criteria (clause 7.0)

3.7.1 The student has paid all specified fees of the University as per the University Fee Policy and payment schedule;

3.7.2 The student has cleared all University, Hostel, Transport and Library dues (if any); and

3.7.3 The student has not been debarred from registering on any specific ground by the University.

3.8 Failure to register and removal from the rolls: A student who is eligible for registration, but fails to register for the academic term within the specified dates and conditions prescribed in Clauses 3.1 to 3.7, shall be removed from the rolls for the concerned academic term and shall not be permitted to attend classes for the concerned academic term. Such a student shall have to register in the subsequent academic year/summer term.

3.9 Mandatory Pre-Registration (Elective/Specialization) for higher semesters: In order to facilitate proper planning of the academic activities of a semester, it is essential for the students to declare their intent to register for an Elective/Specialization well in advance, before the actual start of the concerned academic session, through the process of Pre-Registration, which is mandatory for all students of second or higher semesters, as applicable. All students (other than the freshly admitted students) intending to register for the next higher semester are required to have completed the Mandatory Pre-Registration of Elective/Specialization/Open Course(s), as per the schedule/dates announced in the Academic Calendar and/or the official notifications issued by the University to this effect. To facilitate this Pre-Registration all departments/Schools shall announce the list of courses to be offered for the next higher semester, at least four (04) University working weeks before the last day of classes in the current semester. Any Discipline/Open elective Course(s) that are offered, may be withdrawn if the number of Registrations for the concerned Course(s) is less than THIRTY (30). For Discipline Electives, as a special case, where the student strength for a programme for a given academic term is below 60, a minimum of 50% of student strength will be considered for offering a course. The number of students to be accommodated in such elective courses may vary depending on the student's intake and admitted strength for respective programmes offered by the respective school.

3.10 Students seeking to improve their grade in a specific course they have already completed can re-appear for an improvement exam conducted by the Office of the Controller of Examinations. For detailed guidelines, please refer to the Examination Regulations 2025.

3.10.1 Clause 3.10 shall not be applicable to the BPT, BNYS and certain other programmes of the University, based on the academic pattern, specific procedures followed and respective regulatory body governing the programme in the university.

3.11 For Course wise registration, fees shall be applicable as described below

3.11.1 The first-time registration of all courses listed in course structure is included in yearly tuition fees and not separately chargeable.

3.11.2 If the student has already registered for a course once but needs/ wants to re-register for the given course for the second time for any of the following grades* awarded (NE-Not Eligible grade/CRC (Course Registration Cancelled grade)/W (Withdraw grade) then he/ she needs to pay course wise registration fees as prescribed by the university from time to time. Clause 3.11.2 will not be applicable for programmes offered by School of Yogic Sciences.

*Refer Examination Regulations 2025 for details on performance grades awarded for Semester End Examinations.

3.11.3 A student can avail the benefit of enrolling once for one additional course free of cost, which is outside the prescribed curriculum during the entire duration of the programme. Such a course is termed as an Audit course, and it shall not carry any Academic Credits. Clause 3.11.3 will not be applicable for BPT programme.

3.11.4 If a student needs to take an extra credited course, over and above the minimum requirement of degree credits not prescribed in his/ her regular structure, for foreign studies or other reason, the course will be charged at par with the course wise registration fees as prescribed by the university from time to time. Clause 3.11.4 will not be applicable for BPT programme.

3.12 Maximum Credits a Student Can Register:

In accordance with NEP 2020 and the NCrF framework, a student shall register for courses each semester such that the total credit load aligns with the given learning hours.

The typical credit load per semester is as follows:

- Undergraduate (3 or 4 years): 20–26 credits
- Postgraduate (2 years): 16–24 credits
- Diploma / Certificate Programmes: 16–20 credits

The maximum permissible credit registration per semester shall not exceed 30 credits, inclusive of major, minor, elective, and value-added courses.

4.0 MEDIUM OF INSTRUCTION AND EVALUATION

English shall be the medium of instruction and evaluation except for such other courses as approved in the Academic Council.

5.0 COURSE CREDIT STRUCTURE

The Credit Structure is used to define various types of courses to provide for the appropriate pedagogy and methods of assessment and evaluation. The flexibility required to accomplish the course learning objectives and outcomes can be provided for, while retaining a common framework for Credit allocation. More importantly, it is necessary to have a transparent, credible and robust system for planning, delivery and evaluation of each course of the diverse programmes of study of the University. The credit structure emphasizes not only lectures and tutorials but also experiential learning, internships, and community engagement. This reflects NEP 2020's call for experiential, holistic, inquiry-driven education (p. 3; Ch. 11, p. 36).

Clause 5.0 Course Credit Structure, will not be applicable for the school of Allied and Health care / BPT. THE NCAHP (National Commission for Allied and Healthcare Profession), National Commission and regulatory body of Allied and Healthcare Profession, curriculum is being worked out and will be finalized and implemented throughout the country from academic year 2026-27. As per the existing system, Credit structure doesn't exist for BPT programme in all curricula of yearly pattern. But it is being worked out in NCAHP so, it will be suitably finalized, approved and implemented once published by NCAHP.

5.1 The Credit Structure for defining and categorizing Courses is the L-T-P-C (Lecture -Tutorial- Practical- Credit) or L-E-P-C (Lecture -Experiential learning – Practical- Credit) framework. The Course Credits are fixed based on the following norms:

Lecture: One (01) contact/classroom hour per week is assigned One (01) Credit.

Tutorial: One (01) contact/classroom hour per week is assigned One (01) Credit.

Experiential Learning: Three (03) hour per week of Industry exposure is assigned One (01) Credit.

Practical: Two (02) hours per week of practical/laboratory/field and other similar practice or skill development components, is assigned One (01) Credit.

For example:

- A Course with L-T-P-C structure of 3–0–2 will be assigned 4 Credits.
- A Course with L-T-P-C structure of 2–1–2 will be assigned 4 Credits.
- A Course with L-T-P-C structure of 0–1–2 will be assigned 2 Credits.

- A Course with L-T-P-C structure of 2-0-2 will be assigned 3 Credits.
- A Course with L-E-P-C structure of 3-3-0 will be assigned 4 Credits.
- A Course with L-E-P-C structure of 2-3-2 will be assigned 4 Credits.
- A Course with L-E-P-C structure of 0-3-2 will be assigned 2 Credits.
- A Course with L-E-P-C structure of 2-0-2 will be assigned 3 Credits.

5.2 Practical/Skill based Courses like Professional Practice, Internship, Project Work, Field visits, Dissertation, Seminar, and such similar Courses, and, Social Immersion Courses, where the pedagogy does not lend itself to a typical L-T-P-C, L-E-P-C structure as defined in Clause 5.1, are simply assigned the number of Credits based on the quantum of work/effort required to fulfil the learning objectives and outcomes prescribed for the concerned Courses.

5.3 Pedagogical approaches for various course credit structures

The pedagogical approaches adopted for courses offered under different credit structures shall be designed to ensure effective achievement of the prescribed learning outcomes, in alignment with the National Education Policy (NEP 2020) and the University's Learning Outcome Framework. Each mode of instruction shall integrate appropriate teaching-learning methodologies, assessment mechanisms, and learner engagement strategies as specified below:

➤ 5.3.1 Theory (L)

- ✓ Instruction shall primarily be through lectures, interactive discussions, case studies, seminars, and flipped classroom models.
- ✓ The pedagogy shall emphasize conceptual understanding, analytical reasoning, and application of knowledge through continuous formative and summative assessments.
- ✓ Faculty shall adopt a mix of learner-centric and outcome-based pedagogical practices for theory-based courses, including but not limited to:
 - **Lectures with Interactive Engagement:** Traditional lectures enhanced with questioning, discussions, and concept mapping to promote two-way interaction and active learning.
 - **Blended Learning:** Integration of online and offline learning methods using digital platforms, multimedia content, and virtual learning environments to supplement classroom instruction.
 - **Problem-Based Learning (PBL):** Encouraging students to explore and apply theoretical knowledge through real-life or simulated problems that require analytical reasoning.
 - **Case Study Method:** Use of domain-specific case studies to connect theoretical constructs with practical applications and foster critical thinking.
 - **Collaborative and Cooperative Learning:** Group-based discussions, assignments, and presentations that promote peer learning, communication, and collective knowledge construction.

- **Use of ICT and Learning Management Systems (LMS):** Utilizing e-learning tools, interactive simulations, and LMS-based assessments for continuous learning, feedback, and monitoring of student progress.
- **Flipped Classroom Approach:** Students review instructional material before class (videos, readings, or recorded lectures), and class time is devoted to deeper discussion, clarification, and application exercises.
- **Seminar and Paper Presentation:** Encouraging students to prepare and present on selected topics to develop academic communication, research orientation, and confidence.
- **Incorporation of Research and Contemporary Issues:** Embedding recent research findings, policy developments, and emerging trends in classroom discussions to make learning current and relevant.

➤ 5.3.2 Tutorial (T)

- ✓ Tutorials shall focus on problem-solving, discussion-based learning, and reinforcement of theoretical concepts.
- ✓ Faculty shall facilitate small-group sessions to promote personalized mentoring and collaborative learning.
- ✓ The following pedagogical methods may be adopted for tutorial-based courses:
 - **Interactive Discussion Sessions:** Small-group discussions focused on core topics, case studies, or analytical problems to encourage active participation and exchange of ideas.
 - **Problem-Solving and Analytical Exercises:** Structured assignments, problem sheets, or numerical exercises designed to strengthen conceptual understanding and application-oriented thinking.
 - **Case-Based Learning:** Use of real-world or simulated cases to connect theory to practice, promoting analytical reasoning and decision-making skills.
 - **Peer-Assisted Learning:** Encouragement of collaborative work, group presentations, and peer teaching under faculty supervision to foster teamwork and communication skills.
 - **Flipped Classroom Approach:** Students review content independently (e.g., through reading materials, online modules, or videos) prior to tutorials, enabling deeper in-class engagement and clarification of concepts.
 - **Concept Clarification and Feedback Sessions:** Targeted tutorials focusing on areas of difficulty identified through formative assessments, ensuring continuous improvement in learning outcomes.
 - **Use of ICT Tools and Learning Management Systems (LMS):** Integration of digital platforms for sharing materials, conducting online quizzes, hosting discussion forums, and tracking learner progress.

➤ 5.3.3 Practical (P)

- ✓ Practical sessions shall include laboratory work, simulations, demonstrations, and field-based exercises to enhance technical, procedural, and analytical skills.
- ✓ Assessment shall be based on laboratory performance, records, reports, and viva-voce examinations.

- ✓ Faculty shall employ diverse, learner-centric instructional strategies for practical-based courses, which may include:

- **Demonstration and Guided Practice:** Faculty demonstrate standard laboratory or field procedures, followed by guided hands-on sessions for students under supervision.
- **Activity-Based Learning:** Students engage directly in experiments, design tasks, model-making, or prototype development to gain experiential understanding.
- **Project-Based and Inquiry-Driven Learning:** Students undertake small-scale projects or mini-investigations requiring planning, experimentation, data collection, analysis, and presentation of findings.
- **Simulation and Virtual Labs:** Use of ICT-enabled simulations or virtual laboratory platforms to supplement physical experiments and provide exposure to advanced or resource-intensive setups.
- **Collaborative and Team-Based Learning:** Group work and peer collaboration to encourage communication, coordination, and mutual problem-solving in laboratory contexts.
- **Reflective and Analytical Learning:** Maintaining laboratory journals, logbooks, or reflective portfolios to document observations, methods, and insights gained during practical sessions.
- **Integration of Industry and Field Exposure:** Organizing field visits, industry demonstrations, or expert-led sessions to connect practical skills with real-world

➤ 5.3.4 Experiential Learning (E)

- ✓ Experiential courses shall involve activities such as industry exposure, community immersion, field visits, and real-world problem solving.
- ✓ These courses shall adopt reflective learning methods, supervised practice, and performance-based assessments.
- ✓ Faculty shall adopt a structured, mentor-guided, and outcome-oriented approach to experiential learning, incorporating one or more of the following strategies:
 - **Project-Based Learning (PjBL):** Students undertake context-specific projects—individual or group-based—that address real-world challenges, integrating research, design, and execution components.
 - **Internships and Industry Immersion:** Structured placement in industry, research, or service organizations to expose students to professional practices, work ethics, and organizational functioning.
 - **Fieldwork and Community Engagement:** Learning through field immersion, surveys, extension activities, or social projects that promote civic responsibility and societal impact.
 - **Service Learning:** Combining community service with academic study and reflection to enhance social awareness, empathy, and application of disciplinary knowledge in addressing societal issues.

- **Entrepreneurial and Innovation-Based Learning:** Participation in start-up incubation, innovation challenges, or design thinking workshops fostering creativity and applied problem-solving.
- **Reflective Practice:** Maintaining learning journals, portfolios, or blogs to record experiences, insights, challenges, and personal growth through reflection.
- **Mentor-Guided Learning:** Faculty or field mentors provide continuous guidance, supervision, and feedback to ensure structured progress, ethical conduct, and attainment of learning outcomes.
- **Blended and Technology-Enabled Experiential Platforms:** Utilizing digital tools, simulations, virtual internships, and e-portfolios to extend experiential learning opportunities beyond physical boundaries.

➤ 5.3.5 Internships / Fieldwork / Apprenticeship

- ✓ Internships shall integrate classroom learning with professional exposure in relevant industry, healthcare, community, or research settings.
- ✓ Evaluation shall be based on performance appraisals, internship reports, and presentations approved by the respective Department/School.
- ✓ Faculty and host organizations shall employ structured, outcome-oriented pedagogical methods, including but not limited to the following:
 - **Structured Orientation and Goal Setting:** Pre-internship or pre-fieldwork orientation to familiarize students with objectives, expectations, codes of conduct, safety norms, and evaluation procedures.
 - **Mentored and Supervised Learning:** Continuous supervision by academic and industry mentors to guide student performance, ensure meaningful engagement, and provide feedback.
 - **Learning by Doing:** Active participation in assigned tasks, projects, or operations that simulate real job functions or community roles, promoting skill development and responsibility.
 - **Observation and Shadowing:** Exposure to professional practices and workplace dynamics through systematic observation, enabling contextual understanding of theory in action.
 - **Field-Based Research and Data Collection:** Conducting surveys, case studies, or project-based investigations to apply analytical and methodological skills in real settings.
 - **Reflective and Portfolio-Based Learning:** Maintaining journals, logbooks, or e-portfolios documenting daily experiences, learning outcomes, and reflections to promote self-assessment.
 - **Integration with Classroom Learning:** Periodic review sessions, seminars, or presentations conducted by the institution to link field experiences with academic concepts and theoretical frameworks.
 - **Industry-Academia Collaboration:** Active engagement between the university and host organizations to co-design tasks, define learning outcomes, and ensure relevance to industry or societal needs.

➤ 5.3.6 Project Work / Dissertation / Capstone

- ✓ Project-based learning shall be adopted to develop research aptitude, innovation, and problem-solving skills.
- ✓ Supervised by a faculty guide, students shall undertake individual or group projects with outcomes assessed through reports, presentations, and viva-voce examinations.
- ✓ Faculty shall employ structured, mentor-guided, and outcome-based pedagogical practices, including the following:
 - **Problem Identification and Proposal Development:** Students identify a relevant problem, formulate objectives, conduct literature review, and prepare a proposal outlining methodology and expected outcomes.
 - **Mentor-Guided Independent Work:** Regular guidance from assigned faculty supervisors ensures systematic progress, methodological rigor, and adherence to academic and ethical standards.
 - **Research and Design-Based Learning:** Encouragement of inquiry, experimentation, modeling, or design thinking to generate evidence-based or innovative solutions.
 - **Project-Based and Experiential Learning:** Application of disciplinary and interdisciplinary knowledge to address authentic industry, societal, or research problems.
 - **Collaborative Learning (for Group Projects):** Team-based project execution promoting collaboration, communication, leadership, and accountability among students.
 - **Integration of ICT and Digital Tools:** Use of data analysis software, simulation tools, reference managers, and digital collaboration platforms to support research and reporting activities.
 - **Periodic Review and Evaluation:** Structured progress presentations, review meetings, and interim reports to ensure quality, timely progress, and feedback incorporation.
 - **Reflective Learning and Documentation:** Preparation of reflective reports, process documentation, and portfolios that demonstrate learning, challenges faced, and competencies achieved.

➤ 5.3.7 Value-Added and Online Learning Components

- ✓ MOOCs, SWAYAM, NPTEL, or other approved online platforms may be integrated to supplement curricular learning.
- ✓ Credit transfer for such courses shall be governed by the University's approved guidelines.
- ✓ Faculty and course coordinators shall adopt learner-centric, flexible, and outcome-based pedagogical methods, including but not limited to:
 - **Blended and Online Learning:** Integration of online modules, e-learning platforms, MOOCs, webinars, and digital resources with classroom or laboratory learning to promote flexible learning pathways.

- **Self-Paced and Modular Learning:** Structured modules allowing students to learn at their own pace, complete assessments, and gain micro-credentials or certifications.
- **Skill-Oriented Workshops and Micro-Courses:** Short-duration, focused courses emphasizing professional, technical, soft, or life skills aligned with industry or societal needs.
- **Interactive Digital Pedagogy:** Use of discussion forums, collaborative projects, simulations, and virtual labs to promote engagement, peer learning, and practical application of concepts.
- **Assessment through Online Tools:** Formative and summative evaluation using quizzes, assignments, projects, peer reviews, and e-portfolios to monitor learning outcomes.
- **Mentoring and Support Mechanisms:** Guidance through online discussion, faculty mentoring, or dedicated help sessions to resolve queries, provide feedback, and ensure course completion.
- **Integration with Experiential and Value-Added Learning:** Combining online theoretical content with practical exercises, industry case studies, or community projects to reinforce real-world applicability.

➤ **Continuous Feedback and Review**

- ✓ Faculty shall adopt learner-centered pedagogies and continuous feedback mechanisms to ensure academic progression and achievement of course outcomes.
- ✓ All teaching and assessment practices shall adhere to the University's Quality Assurance Framework and be periodically reviewed by the Internal Quality Assurance Cell (IQAC).

5.4 A student earns credits by satisfactorily undergoing the Course evaluation. The credits associated with a Course are dependent upon the number of hours of instruction per week in that Course.

6.0 PROGRAMME SPECIFIC REGULATIONS:

6.1 Programme classification: All the academic programmes offered in the University [Except the programme leading to award of Ph.D. degree] are categorized as Undergraduate [UG] and Postgraduate [PG] programmes. Further, the programme credits are dependent of the classification of the programme based on the minimum duration of the programme as per the UGC/respective programme regulating authority norms. The details of minimum required credits for programmes offered at the University, admitting students through the regular mode are as follows:

- Three Years UG Programmes (BSC Yoga Therapy, BSc Yoga and Vedic wellness)- 132 Credits
- Four Years UG Programmes in Yoga with Honours (BSC [Yoga Therapy,] BSc [Yoga and Vedic wellness])- 176 Credits
- Four Years UG Programmes in Yoga with research (BSC [Yoga Therapy,] BSc [Yoga and Vedic wellness])- 176 Credits

- d) Two Year PG Degree (MA [Yoga Darshanam] 90 credits, MSc [Yoga Therapy] 94, MSc [Yoga & Vedic Wellness] 88 Credits)
- e) Four Years UG Programme in Engineering and technology- 164* to 168* Credits
- f) Three years UG Degree (BCA, B.Sc. [Computer science])-134 credits
- g) Four years UG Degree honours (BCA, B.Sc. [Computer science])-160 credits
- h) Two years PG Degree (MCA, MSc. [Computer science])-93 credits
- i) Three years UG Degree (B. Com with ACCA)-144 credits
- j) Three years UG Degree (BBA)-130 credits
- k) Four years UG Degree honours (BBA)-170 credits
- l) Two years PG Degree (MBA)-98 credits
- m) One year PG degree after completing 4 years UG degree program-45* credits
- n) Three years UG Degree (B.Sc. [Psychology])-122 credits
- o) Four years UG Degree honours (B.Sc. [Psychology])-160 credits
- p) Two years PG Degree (M.Sc. [Psychology])-88* to 92* credits
- q) Four years and six months UG degree (Bachelor of Occupational Therapy)- 200 credits

* Varies for different programmes and specialization offered in the university. For more details refer the respective programme curriculum.

Moreover, the credit-based system may not applicable to BPT, BNYS and few other programmes following the annual pattern, offered in the University. The details of minimum required credits for programmes admitting students through the Lateral Entry mode, shall be specified in the respective programme curriculum. Lateral Entry norms for Yoga Programs are governed by the guidelines issued by the respective regulatory body and the same is followed in the University.

6.1.1 The research programs offered under MD (Yoga) and PhD programs (various divisions) are administered as stated in the Research /Ph.D regulations of the University.

6.2 Eligibility for Admissions:

6.2.1 The basic eligibility for the admissions to all the programmes / or by lateral entry to higher semesters of the

university shall be as per the norms specified by the respective regulatory bodies of the programmes offered at the University.

6.2.2 However, the Minimum percentage of marks to be obtained in the qualifying examinations of the respective programmes, if any, shall be decided by the Board of Management of the university from time to time for university seats.

6.2.3 Further, for transfer of student into a programme from other universities, the eligibility will be decided by the corresponding department/School equivalence committee. The equivalence committee will comprise of one senior faculty member of the Department/Programme/ school, HEAD of the department/Programme / Dean of the School, Dean/Director Academics and the Vice Chancellor, who will head the Equivalence committee. On fulfilment of all the requirements as specified by the Equivalence Committee, the student may be permitted to complete the admission process as per the norms of the University at the Admission office.

6.2.4 The students entering the higher semester through lateral entry or transfer from other universities may need to undergo additional courses, as recommended by the academic equivalence committee, following the norms of the school.

6.3 Change of Specialization within a Programmes

For UG programmes in Yoga, Guidelines of NEP will be followed. For all PG programme in yoga, after immediately first semester, specialization can be changed. Once the class is started of second semester student cannot change the Specialization

A student admitted to a particular Programmes of the B. Tech., BCA, BBA, MCA, MBA, BSc, MSc Degree will normally continue studying in the same Programmes till the completion of the programmes. However, the University reserves the right to provide or not to provide the option for change of specialization within the Programmes. This will be provided at the end of the 1st Year of the B. Tech., BCA, BBA, MCA, MBA, BSc, MSc, MA Programmes to eligible students and seats availability in accordance with the following rules and guidelines framed by the University from time to time. This is not applicable to BPT & BNYS Programmes.

6.3.1 Normally, only those students, who have passed all the Courses prescribed for the First (1st) semester/Year of the Programmes and obtained a CGPA of not less than 7.00 at the

end of the second (2nd) Semester, shall be eligible for consideration for a change of specialization. However, Students of the School of Yogic Sciences may change their specialization subject to academic performance. Undergraduate students can do so at the end of the first year, provided they have successfully cleared all the papers of First year, while postgraduate students may change their specialization after the first semester, provided they have cleared all the papers of the first semester.

6.3.2 Change of specialization within the Programme, if provided, shall be made effective from the commencement of the third (3rd) Semester of the B. Tech., BCA, BBA, MCA, MBA, BSc, MSc Programmes. There shall be no such provision thereafter under any circumstances whatsoever.

6.3.3 The student(s) provided with the Change of specialization within the Programme shall fully adhere to and comply with the respective Programme curriculum structure and the Fee Policy pertaining to those programmes of B. Tech., BCA, BBA, MCA, MBA, BSc, MSc and all other rules pertaining to the changed specialization existing at the time.

6.3.4 Change of specialization once made shall be final and binding on the student. No student shall be permitted, under any circumstances, to refuse the change of specialization approved.

6.3.5 The eligible student may be allowed a change in specialization within the programme, strictly in order of relative merit or ranking among a specific group of candidates applied for change, subject to the conditions given below:

6.3.5.1 The actual number of students in the third Semester in any particular specialization to which the transfer is to be made, should not exceed the intake fixed by the University for the concerned Programme specialization; and

6.3.5.2 The actual number of students in any specialization from which transfer is being sought does not fall below 75% of the total intake fixed by the University for the concerned Programme specialization.

6.3.6 The process of change of specialization shall be completed within the first five days of Registration for the third (3rd) Semester of the B. Tech., BCA, BBA, MCA, MBA, BSc, MSc programmes.

6.4 Attendance requirements

In order to maintain high standards and academic excellence, all students must attend every lecture, field work, laboratory, practical classes and all other such curricular sessions as prescribed by the Program requirements.

6.4.1 The attendance requirement shall be a minimum of 75% of the classes actually conducted in every that Academic term, for which Course the student has registered for in the Academic Term. Attendance requirement is minimum of 85% of the classes actually conducted for courses offered by School of Yogic sciences.

6.4.2 For the BNYS Program, a student shall be considered to have satisfied the requirement of attendance for each Part/Phase if he /she attends not less than 80 percent of the theory and practical classes conducted up to the end of the Phase in that subject. Such a candidate having a shortage of attendance shall be required to attend 80 percent of the theory and practical classes held up to the end of the term by repeating that subject of that Part/Phase during a subsequent term

6.4.3 A relaxation of up to 10% may be granted in case of medical emergencies like hospitalization, trauma, including death of immediate family members (Parents, Offspring, Siblings and Spouse) or contagious disease only, on the recommendations of the Principal/Dean/HEAD of the Department/Programme concerned. However, on no account whatsoever, shall the minimum requirement of attendance be less than 65% of the classes actually conducted in every Course the student has registered for in the Academic Term. The student shall not be eligible for this special provision if she/he fails to produce authentic medical certificates and relevant documents in support of the medical exigency.

6.4.4 Provided further that if a student has been selected/nominated by State/National/International Organizations/Boards to represent the State and/or India in State/National/International Events/ Competitions, or approved by the Principal/Dean of the School/HEAD of the department/programme for representing the university the concerned student may be given relaxation in attendance requirement (in the Course(s) where there is a shortage) for the concerned period of absence by the Principal/Dean of the School/HEAD of the department/programme concerned. Further, where attendance requirements are prescribed by Government Regulatory Bodies for specific Programs, the same shall also be mandatorily adhered to without exception.

6.4.5 Shortage of Attendance:

A student with shortage of attendance (i.e., less than 75% and 85% for School of Yogic Sciences only) of the classes actually conducted in every Course in the concerned Academic Term, shall not be permitted to appear in the Semester End Examinations

of the Course(s) in which the attendance shortfall exists, irrespective of the student's academic performance in the other components of Continuous Assessments. The student shall be given a grade, "NE" (Not Eligible), to indicate that the student has not been permitted to appear for the Semester End Examinations due to shortage of attendance during the Academic Term in the concerned Course(s). This shall apply to all students of all programs. Further, a student who has shortage of attendance (received placeholder grade "NE") in a Course in the concerned Semester, shall be eligible to re-register for the concerned Course in the following Summer Term or any other semesters where the course is offered, subject to not exceeding the maximum credits permitted to register for a semester.

6.4.6 Further, in case if any course is discontinued or replaced, an Equivalence Committee constituted by the Principal/Dean of the School/HEAD of the department/programme, shall decide, if required, to provide for the concerned student to complete all Courses and earn the minimum required credits as prescribed by the Curriculum Structure of the concerned program.

6.4.7 It is the sole responsibility of the student to ensure that she/he maintains a minimum of 75% and 85% (for School of Yogic Sciences only) of attendance for course(s) the student has registered for in the Academic Term and completes all Courses and earns the minimum required credits as prescribed by the Curriculum Structure of the concerned program.

6.5 Assessment, Weightage and Evaluation scheme:

The Evaluation and assessment of students in all the academic programmes offered in the University [Except the programme leading to award of Ph.D. degree] shall have the components of Continuous assessment only and the weightages for the various components approved in PAC, BoS and ACM. The absolute grading frame work shall be incorporated for all the evaluation and assessments. (refer Examination Regulations)

6.5.1 Assessment Components:

The following assessment components[#] are used in programme/school for every course offered in a semester/Academic term:

➤ **Continuous Assessment (CA):**

- Quizzes
- Assignments
- Projects
- Group discussions
- Presentations
- Case studies, etc.

➤ **Internal Assessments (IA)** [covering 2 modules* of the course for each assessment]

- Internal assessment -1 (module 1 and module 2)
- Internal Assessment -2 (module 3 and module 4)

* The internal assessment syllabus for few courses may vary based on the number of hours specified for the respective module of the course as specified in the programme curriculum. Anyhow syllabus cannot be less than 1.5 modules for an assessment.

➤ **Semester End Examination (SEE)** [covering all modules of each course offered]

- Comprehensive exam covering entire course content of each course offered in the semester / academic term

➤ **Lab/Practical Assessments:**

- Experiments, Programs, Exercises, etc.
- Project work / Internships evaluation
- Lab record/ project report / Internship report books

These assessment components may vary for few courses offered depending on the course type, category and programmes under which it is offered.

6.5.2 Weightage and Marks Distribution:

The weightage and marks distribution may vary depending on the course type, category and programmes under which it is offered. For the reference of such assessment components of different category of courses, refer table 6.5.2.1 for programmes^{\$} with pass percentage as 40 and table 6.5.2.2 for programmes with pass percentage as 50. Table 6.5.2.3 - Course Assessment Components -- Applicable for School of Physiotherapy only, Table 6.5.2.4 - Course Assessment Components School of Yogic Sciences only and Table 6.5.2.5 - Course Assessment Components -- Applicable for School of Yoga and Naturopathic Medicine only.

Purpose:

- ✓ Assess student learning and understanding throughout the course.
- ✓ Ensure fairness and transparency in assessment and grading.
- ✓ Provide regular feedback to students on their performance.

\$Applicable only for B.Tech., BBA, BCA, B.Sc. (computer science), MCA, MBA and M.Sc. (computer Science) Programmes only.

Table 6.5.2.1 - Course Assessment Components -- Internal and External weightage - Minimum and maximum marks – Pass mark 40%																	
	Internal assessment components (CIA+IA)								Final assessment component (SEE)			Total Marks		Max. marks - Internal assmnt. Compnt.	Min. pass marks - Internal assmnt. Compnt .	Max. marks - Final assmnt. Compnt . (SEE)	Min. pass marks - Final assmnt. Compnt . (SEE)
Theory	CIA 1	CIA 2	CIA 3	CP	IA 1	IA 2			SEE (conducted for)	SEE (Scaled down to)		Total Marks		Max. Int. Marks	Min. Int. Passing Marks	Max. Fin. Ass. Marks	Min. Fin. Ass. Passing Marks
	25			5	10	10			100	50		100		50	20	100/50	40/20
Theory Embedded with Lab	CIA 1	CIA 2	CIA P		IA 1	IA 2			SEE (conducted for)	SEE (Scaled down to)		Total Marks		Max. Int. Marks	Min. Int. Passing Marks	Max. Fin. Ass. Marks	Min. Fin. Ass. Passing Marks
	5	5	20		10	10			100	50		100		50	20	100/50	40/20
Laboratory	CIA 1	CIA 2	CIA 3						SEE (conducted for)	SEE (Scaled down to)		Total Marks		Max. Int. Marks	Min. Int. Passing Marks	Max. Fin. Ass. Marks	Min. Fin. Ass. Passing Marks
	30								100	70		100		30	12	100/70	40/28
Continuous Assessment courses (Theory)	CIA 1	CIA 2	CIA 3	CP	IA 1	IA 2			NA	NA		Total Marks		Max. Int. Marks	Min. Int. Passing Marks	Max. Fin. Ass. Marks	Min. Fin. Ass. Passing Marks
	30			10	30	30						100		100	40	NA	NA
Continuous Assessment course (Theory and Lab)	CIA 1	CIA 2	CIA 3	CP	IA 1	IA 2	IA P		NA	NA		Total Marks		Max. Int. Marks	Min. Int. Passing Marks	Max. Fin. Ass. Marks	Min. Fin. Ass. Passing Marks
	30			10	15	15	30					100		100	40	NA	NA
Continuous Assessment courses (Lab)	CIA 1	CIA 2	CIA 3	CP	IA 1	IA 2			NA	NA		Total Marks		Max. Int. Marks	Min. Int. Passing Marks	Max. Fin. Ass. Marks	Min. Fin. Ass. Passing Marks
	30			10	30	30						100		100	40	NA	NA
Internships/Project work												Total Marks		Max. Int. Marks	Min. Int. Passing Marks	Max. Fin. Ass. Marks	Min. Fin. Ass. Passing Marks
	25				25				50				100		NA	NA	100
MOOC, SWAYAM, NPTEL, other online courses			Students shall register for the approved online courses and complete the prescribed internal and final assessments. The marks and grades secured shall be reviewed by the Academic Equivalence Committee, which will determine and approve the final marks to be recorded by the University														

Table 6.5.2.2 - Course Assessment Components -- Internal and External weightage - Minimum and maximum marks – Pass mark 50%																	
	Internal assessment components (CIA+IA)								Final assessment component (SEE)			Total Marks		Max. marks - Internal assmnt. Compnt.	Min. pass marks - Internal assmnt. Compnt .	Max. marks - Final assmnt. Compnt . (SEE)	Min. pass marks - Final assmnt. Compnt . (SEE)
Theory	CIA 1	CIA 2	CIA 3	CP	IA 1	IA 2			SEE (conducted for)	SEE (Scaled down to)		Total Marks		Max. Int. Marks	Min. Int. Passing Marks	Max. Fin. Ass. Marks	Min. Fin. Ass. Passing Marks
	25			5	10	10			100	50		100		50	25	100/50	50/25
Theory Embedded with Lab	CIA 1	CIA 2	CIA P		IA 1	IA 2			SEE (conducted for)	SEE (Scaled down to)		Total Marks		Max. Int. Marks	Min. Int. Passing Marks	Max. Fin. Ass. Marks	Min. Fin. Ass. Passing Marks
	5	5	20		10	10			100	50		100		50	25	100/50	50/25
Laboratory	CIA 1	CIA 2	CIA 3						SEE (conducted for)	SEE (Scaled down to)		Total Marks		Max. Int. Marks	Min. Int. Passing Marks	Max. Fin. Ass. Marks	Min. Fin. Ass. Passing Marks
	30								100	70		100		30	15	100/70	50/35
Continuous Assessment courses (Theory)	CIA 1	CIA 2	CIA 3	CP	IA 1	IA 2			NA	NA		Total Marks		Max. Int. Marks	Min. Int. Passing Marks	Max. Fin. Ass. Marks	Min. Fin. Ass. Passing Marks
	30			10	30	30						100		100	50	NA	NA
Continuous Assessment course (Theory and Lab)	CIA 1	CIA 2	CIA 3	CP	IA 1	IA 2	IA P		NA	NA		Total Marks		Max. Int. Marks	Min. Int. Passing Marks	Max. Fin. Ass. Marks	Min. Fin. Ass. Passing Marks
	30			10	15	15	30					100		100	50	NA	NA
Continuous Assessment courses (Lab)	CIA 1	CIA 2	CIA 3	CP	IA 1	IA 2			NA	NA		Total Marks		Max. Int. Marks	Min. Int. Passing Marks	Max. Fin. Ass. Marks	Min. Fin. Ass. Passing Marks
	30			10	30	30						100		100	50	NA	NA
Internships/Project work												Total Marks		Max. Int. Marks	Min. Int. Passing Marks	Max. Fin. Ass. Marks	Min. Fin. Ass. Passing Marks
	Review Phase-1				Review Phase-2				Review Phase-3				100		NA	NA	100
MOOC, SWAYAM, NPTEL, other online courses			Students shall register for the approved online courses and complete the prescribed internal and final assessments. The marks and grades secured shall be reviewed by the Academic Equivalence Committee, which will determine and approve the final marks to be recorded by the University														

**Table 6.5.2.3 - Course Assessment Components -- Applicable for SCHOOL OF PHYSIOTHERAPY only:
(Pass mark: 50%)**

	Final Internal assessment marks (average of best 2 IA+CIA)		University examination			Total marks/min pass marks
Specifications	Theory/min pass marks	Practical/min pass marks	Theory/min pass marks	Practicals/Min pass marks	Viva Voce	
Theory with practical	20/10	10/05	100/40	40/20	30	200/100
Theory with practical	10/05	10/05	40/16	10/05	10	80/40
Theory without practical	20/10	NA	80/32	NA	NA	100/50
Theory without practical	10/05	NA	40/16	NA	NA	50/25
Practical alone	NA	10/05	NA	40/20	NA	50/25

**Table 6.5.2.4 - Course Assessment Components School of Yogic Sciences only:
IA & Final Exams pass percent should be 50% respectively| Total Pass Percentage: 50%**

Course Type	IA 1	IA 2	Assignment	Seminars / Spot Quizzes	Record & Attendance	Total Internal Assessment (100)	Internal Marks (100/2)	Final Examination (100)	Final Exam Marks (100/2)	Total Marks (IA 50 + Final 50)
Theory Course Marks	30	30	10	20	10	100	50	100	50	100
Practical Course Marks	30	30	10	20	10	100	50	100	50	100

Table 6.5.2.5 - Course Assessment Components -- Applicable for School of Yoga and Naturopathic Medicine only: (aggregate of all assessment components should be 50%)								
Specifications	Theory	Internal Assessment (Best of 2 IA)	Viva-Voce	Total	Practical	Internal Assessment	Total Marks	Grand Total Marks
General specifications for all Theory with Practical	80	20	30	130	60	10	70	200
For Theory with NO Practical	80	20	50	150	—	—	—	150
For Courses with Paper I and II								
Paper I	80	20	30	130				
Paper II	80	20	30	100	60	10	70	300

6.6 Programme Curriculum Structure: The respective Programmes shall have Curriculum structure consisting of list PEOs, POs, PSOs, list of Basket wise courses along with other details such as, L-T/E-P-C structure, Pre-Requisites etc. The programme Curriculum structure also shall have the course catalogues for all the courses listed in the programme Curriculum structure.

6.7 Course Plan: The Course Plan (lesson plan/ instructional plan/ Teaching learning evaluation plan) is prepared for each Course offered in a Programme of study during a semester /Academic Term. The Course Plan is generally prepared by the Course Instructors offering the concerned Course. The Course Plan shall be approved by the Department Advisory Committee (DAC). The Course Plan shall clearly describe the following aspects:

- Course Code, Course Name, Credit Structure, Course Description, Course Outcomes, Name of Course Instructor(s).
- Contact Hours, Course content, Reference Materials, Delivery Procedure [Pedagogy], Course Schedule, Schedule of Instructions, Assessment Schedule.
- CO - PO mappings

6.7.1 The respective Course Plan of the courses offered in the semester shall be uploaded in the ERP and shall be made available to all the students from the day of semester commencement.

7. ACADEMIC PROMOTION and PROBATION

7.1 Yearly promotion criteria of a student who is registered for a given Academic year, to the next Year of the Programme of study after the end of an Academic Year is as described below in 7.2.

7.1.1 A student is eligible to be automatically promoted to the next academic year unconditionally if he/ she has satisfied the following conditions

For both semester-based and yearly programs:

- Students must clear at least 60% of their courses in both odd and even Semester of an academic year and must clear all (100%) courses of the previous academic years to be eligible for promotion to next academic year.
- A maximum of 40% of courses of any academic year can be carried forward as backlogs to the next academic year. (e.g.- A student is eligible for promotion to 2nd year only if student clears 60% of the total courses of the 1st year (1st and 2nd semester and having not more than 40% of the subjects as backlogs in the 1st year (1st and 2nd semester)
- **Sub Criteria:** If the 60% of total courses of an academic year comes in decimal number, then it will be rounded off to lower integer (e.g. For total 12 courses in an academic year the student must clear 7.2 courses so here 7.2 will be rounded off to 7.0 and student has to clear 7.0 courses out of 12 courses for promotion to next academic year.

7.1.2 If the student has failed to meet the above condition for the respective academic year, he/ she will not be promoted to the next academic year and will be put into Academic Probation, as described in 7.2 below.

7.1.3 The students who are not promoted to the next Academic year but have applied for revaluation / challenge valuation may take provisional registration and be permitted to attend classes, till results are published, with proper request and recommendation of concerned department/programme HEAD, Dean of the school and COE office. After the publication of the review result, the process described above is applicable.

7.2 Academic Probation

7.2.1 A student who fails to meet the conditions described in 7.1, will not be promoted to the next academic year and put on Academic Probation. Such a student has to clear the backlog courses by either appearing for backlog examinations or by re-registering in the regular semester or summer term whenever the course is offered, during his/her probation period. Such a student who is on probation shall be issued an Academic Probation letter and shall be counselled. Further, such students will not be permitted to participate in any non-academic activities (sports, cultural, etc) conducted inside or outside the university campus.

7.2.2 The maximum time limit to come out from probation and become a regular student for next year registration is one academic year. A student on probation will not be eligible for promotion to the next Academic Year if the student does not improve the performance and meet the conditions mentioned in 7.1 within one Academic Year (his/her probation period).

7.2.3 The final decision in this regard shall be taken by a committee headed by the Vice-Chancellor, including the Dean/Director Academics, School Dean, HEAD of the department/programme and 2 senior faculty of the department/programme, after duly examining the performance history of each student under probation period.

8.0 SUMMER TERM

8.1 The Summer Term is an additional Academic Term that may be offered during the summer break, typically for about eight (08) weeks during June-July, permitted to Re-register only for courses which was awarded with grades* either "NE" and /or "CRC". Clause 8.0 Summer term is not applicable to BPT programme. *Refer Examination Regulations 2025 for details on performance grades awarded for Semester End Examinations

8.2 The Course(s) offered in the Summer Term is delivered in a shorter term of about 8 weeks (with a minimum of thirty teaching days). However, the total number of contact hours for these Courses are as per the Course Credit Structure. The Course Contents/Syllabus and the continuous assessments and evaluation patterns for these Course(s) also remain the same as that prescribed by the concerned Curriculum Structure.

8.3 The departments/programmes/Schools desirous of offering Courses shall announce the details of the Courses on offer for Registration in the Summer Term on the dates scheduled in the Academic Calendar or dates announced through University Notifications.

8.4 Some department/programmes/Schools may offer, a limited number of Courses with limited number of students registered for a course in the Summer Term with the following special provisions:

8.4.1 A student may re-register for the concerned Course(s), if offered, in which the student had received only one “NE” grade in the concerned Semester, to complete the concerned Course(s) and earn the concerned credits;

8.4.2 A student after completing the final semester, may re-register for the concerned Course(s), if offered, in which the student had received the “F” grade (Fail) in the earlier Semesters if he/she wishes to do so.

8.4.3 A student may re-register for the concerned Course(s), if offered, in which the student had received lower grades in the earlier Semesters, to improve her/his performance and secure higher grades in the Course(s) and improve the CGPA. Further, if a student re-registers for a Course (or Courses) in summer term, clause 8.5.3 will be applicable.

8.5 A student may register for the Summer Term Course(s), subject to all the conditions stated below:

8.5.1 A student who wishes to register for the Summer Term must complete the registration process on or before the last date for Registration as specified in the Academic Calendar or the University Notification to this effect. No late registration shall be permitted under any circumstances.

8.5.2 A student can register for a maximum of 12 Credits.

8.5.3 All previous scores, grades, and attendance for courses re-registered in the Summer Term shall stand null and void. The attendance requirements, as prescribed in Section 6.5, shall be applicable to all students registering for courses in the Summer Term. The internal assessment and Semester End Examination (SEE) marks previously obtained for such courses shall be invalidated, and students shall be required to earn fresh marks for all assessment components during the re-offered course period.

8.5.4 A student cannot request or demand for a specific course to be offered.

8.5.5 The student shall remit the Registration Fee per Course, as prescribed by the University from time to time, within the date specified for payment.

8.5.7 A Course that is offered in summer term may be withdrawn if the number of Registrations for the concerned Course(s) is less than TEN

(10). Further, if the Course is withdrawn due to lack of the minimum number of Registrations required (i.e., 10), the Registration Fee for the concerned Course shall be refunded to the students who had registered for the concerned Course. However, section 8.4 shall be applicable for special cases with the recommendation and approval respective HEAD of the department/programme, school Dean and Dean/Director Academics.

8.5.8 Further, the student,

- a) must have paid all the required fees and other charges, where applicable, for the Summer Term;
- b) must have cleared all University fees and Hostel dues of previous Semester(s)/year(s); and,
- c) has not been debarred from registering on disciplinary or other grounds.

9.0 WITHDRAWAL FROM THE PROGRAMME

9.1 Temporary Withdrawal:

A student who has been admitted to a Degree Programme of the University may be permitted to withdraw temporarily, for a period of one Academic Year, on medical grounds provided:

9.1.1 The student submits an application to the University, stating fully the reasons for withdrawal together with supporting documents and endorsement from her/his parent/legal guardian;

9.1.2 The University is satisfied that, without counting the period of withdrawal, the student is likely to complete the requirements for the award of the Degree of the concerned Programme within the specified maximum duration to complete the Programme.

9.1.3 A student seeking temporary withdrawal shall not claim any refund of the Annual Fee paid to the University for the concerned Academic Year.

9.1.4 There are no outstanding dues with the department/programme /School/Hostels/Library/etc.

9.1.5 Scholarship holders are bound by the appropriate rules applicable to them.

9.1.6 Normally, a student will be permitted only one such temporary withdrawal during her/his tenure as a student.

9.2 Rejoining the Programme:

A student who temporarily withdraws from the Programme and rejoins the Programme in the following Academic Year, shall be governed by all the Regulations of the University and the University Fee Structure in force at the time of his/her rejoining the programme.

9.3 Permanent Withdrawal:

The rules pertaining to withdrawal of admission at the time of joining the University are as stipulated by the Admission Rules and Fee Policy of the University.

In case of a student seeking withdrawal from the Programme of study after completion of one/more Academic Year(s), the rules and terms of withdrawal are as stipulated in the Withdrawal from Programme and Fee Refund Policy of the University.

The decision of the Vice Chancellor regarding all aspects of withdrawal of a student from the Programme of study shall be final and binding.

10.0 TRANSFER OF CREDITS

Courses credited (external credits) outside the prescribed programme curriculum, whether completed at an approved Indian or foreign Universities/Institutions or through recognized online platforms (MOOCS, SWAYAM, NPTEL, etc), by students during their period of study at the University shall be considered towards the fulfilling the mandatory credit requirements for the award of the respective Degree. The courses to be taken from such external institutions/Universities and online platforms should also be approved and published by the respective programme. The rules and guidelines for such transfer of credits are as follows:

10.1 Students may earn external credits shall be counted towards the minimum credit requirements for the award of the degree.

10.2 Students may earn external credits partially or fully for completing the mandatory credit requirements of Discipline Elective Courses and/or the mandatory credit requirements of Open Elective Courses as approved by the concerned BOS and ACM from time to time and the concerned department/programme/School shall publish/include the approved list of Courses for such transfer of credits of the concerned Programme from time to time. The Rules and Guidelines for the transfer of such credits earned outside the programme curriculum are as stated in the following Sub-Clauses:

10.2.1 A student may earn external credits and transfer equivalent credits to partially or fully complete the mandatory credit

requirements of Discipline Elective/Open Elective Courses as prescribed in the concerned programme Curriculum Structure. However, it is the sole responsibility of the student to complete the mandatory credit requirements of the Discipline Elective Courses and the Open Elective Courses as prescribed by the Curriculum Structure of the concerned Programme.

10.2.2 The list of such bodies through which student can earn external credits shall be included as annexes to the Board of Studies Minutes and shall be announced through University Notifications to the students from time to time by the respective department/programme/School.

10.2.3 A student shall only request for transfer of credits from such approved/notified approved courses as mentioned in clause 10.2 Courses as published by the concerned departments/programmes/schools.

10.2.4 Consideration for transfer of credits only if the concerned student has successfully completed the course(s) as mentioned in 10.2 and obtained the Certificate to this effect.

10.2.5 A student cannot request for transfer of external credits towards the mandatory credits assigned for any other type of Courses (other than Discipline and Open Elective Courses) as prescribed in the concerned programme Curriculum Structure. However, it can be considered to transfer equivalent credits in excess of the required mandatory credits (and Courses).

10.2.6 The credit equivalence of courses through online platforms are based on course durations and/or as recommended by the course offering body/ institute/ university. The Credit Equivalence mapped to such online platform courses as mentioned in 10.2 based on course durations for transfer of credits is summarised in Table 10.2.6. The student shall register for the approved online courses and complete the prescribed internal and final assessments as conducted by the respective offering body. The marks and grades awarded by the respective body shall be reviewed by the Academic Equivalence Committee, which shall verify, determine, and approve the final marks and grades to be recorded by the University in accordance with the University's Examination Regulations.

Table 10.2.6 Duration and credit equivalence for transfer of credits for Approved Online courses		
Sl. No.	Course Duration	Credit Equivalence for Transfer of Credits
1	4 Weeks	1 Credit

2	8 Weeks	2 Credits
3	12 Weeks	3 Credits
4	16 Weeks	4 Credits

10.2.9 A student who has successfully completed any external courses as mentioned in clause 10.2, must submit the original Course Certificates to the HEAD of the department/programme/Dean of the school concerned, with a written request for the transfer of the equivalent credits. On verification of the Course Certificates, recommendations from the academic equivalence committee, the HEAD of the department/programme/Dean of the school concerned shall approve Course(s) and equivalent Credits will be included in Course registration (with associated Credits) of the concerned student in the Semester immediately following the completion of the Course(s). The details of such equivalent credit details should be shared with COE office for necessary verification and inclusion in the course's registration data for the respective semester.

10.2.10 The maximum permissible number of credits that a student may request for transfer in a Semester is six (06) credits and maximum total limit of such external credit transfer shall not exceed 18 credits or 20% of maximum credits of the programme, whichever is lower.

10.2.11 The University shall not reimburse any fees/expense; a student may incur for the SWAYAM NPTEL/ other approved MOOC Courses.

11.0 ACADEMIC SUPPORT AND GOVERNANCE

11.1 Interventions for Students with Diverse Learning Needs

The University shall provide adequate academic support mechanisms and governance structures to ensure effective implementation of these regulations, consistent with NEP 2020's call for effective governance and leadership to achieve quality education with integrity and transparency (Ch. 19, p. 49). In line with this principle, the University strives to evolve a comprehensive approach that nurtures and establishes robust support systems students with diverse learning needs, ensuring inclusivity and personalized academic assistance to foster the holistic development of all students.

11.1.1 Identification of the Learning needs:

All students shall be categorized on their learning needs and performances into categories viz. students requiring additional academic support and students demonstrating higher academic performance. It is also based on measurable outcomes of a student's learning progress from the preceding year/Semester and faculty interactions with the students, class responses etc.

11.1.2 Nurturing of the students:

The activities conducted and the facilities offered to the students shall be different and suited to their category.

11.1.2.1 Students requiring additional academic support:

To strengthen the foundational understanding and enhance academic performance of students who require additional support, following are the suggested interventions.

Conduct remedial classes or bridge courses to address learning gaps. Arrange tutorial and mentoring sessions focusing on core subjects. Offer peer-assisted learning or tutor support for continuous improvement. Use formative assessments to identify learning difficulties early. Encourage participation in learning skill development workshops (note-taking, time management, study strategies). Provide personalized academic counselling and regular progress tracking. The individual faculty members and the department/Programme/School may arrange for special coaching classes during the non-academic periods in the daily timetable and special classes on non-instructional days. Classes can also be conducted online for such needy students. The concerned faculty members and the department/Programme/School may come out with an additional time table for this purpose. The students shall be taught in these classes with very simple and illustrative methods. More practice shall be provided to these students through practice sessions and assignments.

11.1.2.2 Students demonstrating higher academic performance:

To provide enrichment opportunities that challenge and engage students demonstrating higher academic performance and motivation, following are the suggested interventions.

Encourage enrolment in MOOCs / SWAYAM / NPTEL advanced courses. Offer research-based projects, internships, or mini-projects beyond the curriculum. Involve in student-led seminars, workshops, or academic clubs. Provide mentoring for national and international competitions. Nominate for student research publications or innovation grants. Allow credit overload (where permissible) for exploring interdisciplinary

areas. Encouraged and motivated to associate with the research scholars of the department/Programme/School and provided an opportunity to work with them by using the research facilities of the University.

11.2 Academic Equivalence Committee (AEC)

This Committee is responsible for evaluating course equivalencies and credit transfers.

11.2.1 Objectives:

- ✓ Maintain academic standards and ensure that credits earned are equivalent in value and content.
- ✓ Enable students to transfer credits and continue their studies without unnecessary duplication of coursework.
- ✓ Foster collaboration between department/Programme/School and institutions to enhance academic programs and student outcomes.

11.2.2 Constitution:

- ✓ **Chairperson:** Dean of the school / HEAD of the department/Programme
- ✓ **Faculty Members:** Faculty members from relevant Programme and experts in curriculum and assessment
- ✓ **Academic administrators:** Academic Deans/Directors

11.2.3 Responsibilities:

- ✓ Determine the equivalence of courses taken by students from other institutions or programs.
- ✓ Evaluate and recommend credit transfers for students transferring between programs or institutions or online courses (MOOCs, SWAYAM, and NPTEL)
- ✓ Ensure alignment of curriculum and learning outcomes between programs or institutions.
- ✓ Develop and implement procedures for assessing and evaluating student learning outcomes.
- ✓ Develop and review policies related to academic equivalence and credit transfer.

11.3 Department Advisory Committee (DAC)

This Committee provides guidance and oversight on department matters, including academic programs and initiatives.

11.3.1 Composition

- ✓ **Department Head/Programme Head/Dean of the School :** Chair of the committee
- ✓ **Faculty Members:** Representatives from the Department
- ✓ **Industry Experts:** Professionals with relevant industry experience

- ✓ **Alumni:** Graduates of the Department/School
- ✓ **Students:** Current students in the department
- ✓ **External Stakeholders:** Employers, community leaders, or accreditation representatives

11.3.2 Responsibilities

- ✓ **Provide guidance:** Offer expert advice and guidance to the department on matters such as curriculum development, industry partnerships, and strategic planning.
- ✓ **Review and evaluate:** Review and evaluate department, policies, and initiatives to ensure they align with industry needs and best practices.
- ✓ **Contribute to strategic planning:** Provide input and insights to help shape the department's strategic plan and goals.
- ✓ **Identify opportunities:** Identify opportunities for growth, innovation, and improvement in the department.
- ✓ **Foster industry connections:** Facilitate connections between the department and industry partners to promote collaboration, research, and knowledge transfer.
- ✓ **Advise on industry trends:** Provide advice on industry trends, needs, and best practices to help the department stay current and relevant.
- ✓ **Review curriculum:** Review and provide feedback on curriculum development and revisions to ensure they meet industry needs and standards.
- ✓ **Review course plan:** Review and provide feedback on the course plan prepared for each course by the faculty for every semester to ensure effective planning and delivery of course contents and uniformity for common courses offered inter/intra department or School.
- ✓ **Ensure relevance:** Ensure that the curriculum remains relevant and aligned with industry requirements.
- ✓ **Provide feedback:** Gathering feedback from current students and other stakeholders to support new initiatives and ensure the overall progress of the department.
- ✓ **Evaluate effectiveness:** Evaluate the effectiveness of department and initiatives.

11.3.3 Benefits

- ✓ Ensures programs align with industry needs
- ✓ Improves student experience and outcomes
- ✓ Informs strategic decision-making
- ✓ Fosters industry connections and partnerships

11.3.4 Meeting Frequency

Meetings held every quarter to discuss ongoing issues and provide regular updates.

- Factors Influencing Meeting Frequency

- ✓ Institutional needs: The frequency of meetings may be determined by the institution's specific needs and goals.
 - ✓ Department requirements: The department's requirements and priorities may influence the meeting frequency.
 - ✓ Stakeholder availability: The availability of PAC members and stakeholders may impact the meeting frequency.
 - Benefits of Regular Meetings
 - ✓ Improved communication: Regular meetings facilitate communication among DAC members and stakeholders.
 - ✓ Timely decision-making: Regular meetings enable timely decision-making and guidance.
 - ✓ Enhanced collaboration: Regular meetings foster collaboration and partnership between the departments and DAC members.

11.4 CLASS COMMITTEE MEETING (CCM)

11.4.1 Class Committee Meetings Constitution:

Every class/section of all specializations within the department/programme/School shall constitute a Class Committee comprising the following members that ensures representation and feedback from all relevant stakeholders, facilitating effective discussion and decision-making.

1. Chairperson: Senior faculty not handling any courses currently for the class or HEAD of the department/ Programme/Dean of the School or a senior faculty member of the same department/Programme.

2. Members:

- Faculty members teaching the course
- Class representatives (student leaders)
- Department/Programme/School administrative staff (optional)

3. Secretary: A faculty member or administrative staff to record minutes

11.4.2 Responsibilities:

- ✓ Discuss Academic Issues:- Address student concerns, academic difficulties, and course-related problems.
- ✓ Monitor Progress:- Track student performance, attendance, and feedback.
- ✓ Improve Teaching-Learning:- Identify areas for improvement in teaching methods and course content.
- ✓ Student Feedback:- Collect and discuss student feedback on courses and faculty.
- ✓ Action Plan:- Develop and implement action plans to address issues and improve student outcomes.

11.4.3 Objectives:

- ✓ Enhance Student Experience: Foster a supportive learning environment.
- ✓ Improve Academic Performance: Identify and address academic challenges.
- ✓ Faculty Development: Provide feedback for faculty growth and improvement.

11.4.4 Frequency:

Class committee meetings should be held regularly, ideally:

1. Before the Internal Assessment -1.
2. Before the Internal Assessment -2.
3. Two (02) weeks before last working day of the semester.

11.5 COURSE COORDINATORS (CC) FOR COMMON COURSES

For courses that are common across multiple department/programmes or schools, the University shall designate a Course Coordinator (CC) to ensure academic uniformity, quality assurance, and smooth coordination in course delivery and assessment.

11.5.1 Constitution

The Course Coordinator shall be appointed by the Dean of the School or the HEAD of the department/Programme offering the course (course handling faculty) across various department/programmes or schools and finally approved by the Dean/Director Academics.

- ✓ The Course Team shall consist of:
 - The Course Coordinator (Convener)
 - Faculty Members handling the same course in different sections of the department/programmes or schools
 - A representative from the Examination Cell (if required)

11.5.2 Roles and Responsibilities

The Course Coordinator shall:

- ✓ Ensure uniformity in syllabus coverage, learning outcomes, and teaching-learning processes across all department/programmes.
- ✓ Coordinate preparation of lesson plans, teaching schedules, and instructional materials.
- ✓ Develop common assessment patterns, question paper blueprints, and evaluation rubrics.
- ✓ Ensure uniform internal assessment components and coordinate moderation of question papers.
- ✓ Facilitate timely submission and verification of marks.

- ✓ Conduct regular coordination meetings with course faculty to review progress and address challenges.
- ✓ Support faculty in adopting innovative pedagogy, digital tools, and AI-integrated learning methods.
- ✓ Facilitate sharing of best practices and teaching resources among department/programmes where common courses offered
- ✓ Ensure adherence to academic regulations, guidelines, and outcome-based education (OBE) principles.
- ✓ Monitor student performance and prepare course performance and analysis reports after each assessment cycle.
- ✓ Submit a comprehensive course review report to the respective Dean and Director and the IQAC at the end of each semester.
- ✓ Collect and analyse student and faculty feedback to improve course delivery and content.
- ✓ Recommend syllabus revisions or pedagogical enhancements to the Board of Studies (BoS) as needed.

11.5.3 Meeting Frequency and Reporting

- The Course Coordinator shall convene at least four review meetings per semester/ academic year— one before the commencement of the semester, one each before the Internal assessment 1 and Internal assessment 2 and last after the final assessment (to review and recommend changes for future)
- Minutes of each meeting and key action points shall be documented and submitted to the Deans of the Schools where course offered and faculty offering and Dean/ Director (Academics).

11.5.4 Accountability

- The Course Coordinator is academically accountable for ensuring parity, transparency, and fairness in the conduct and evaluation of the common course.
- Performance and compliance shall be reviewed during academic audits or curriculum review cycles.

12.0 MAXIMUM DURATION FOR THE COMPLETION OF A PROGRAMME

12.1 Students shall complete all programme requirements within twice the minimum prescribed duration as specified in the respective programme curriculum, unless otherwise stipulated by the concerned regulatory body. Any extension beyond this period may be granted only with the special

approval of the Vice Chancellor, based on due recommendations from the competent academic authorities.

For BPT Programme the duration is 4 years and 6 months internship. The maximum duration for the completion of degree will be 8 years for academic programme and 1 year for internship.

For BNYS programme the duration is 5 years and 6 months. The course shall include a period of regular study of four years and 6 months, followed by a compulsory rotatory internship for one year. The period of regular study shall be divided into four phases – the first year of one year and 6 months and the Second, Third, and Fourth years of one year each of the BNYS Medical Degree program respectively. 11 years will be maximum duration of completion of the course.

12.2 The enrolment of the student who fails to complete the mandatory requirements for the award of the concerned Degree in the prescribed maximum duration, shall stand terminated and no Degree shall be awarded.

12.3 The time taken by the student to improve Grades/CGPA (re-registering or redoing the course already completed) shall be counted in permissible maximum duration for completion of a programme.

13.0 POWER TO REVISE, MODIFY, AMEND

Notwithstanding anything contained in the above Regulations:

13.1 The Academic Council shall have the power to revise, modify, amend, or repeal the regulations from time to time, remaining responsive to the dynamic educational ecosystem and the lifelong learning framework envisioned in NEP 2020 (Ch. 21, p. 51). Such revisions shall be binding on all stakeholders, including Students, Faculty, Staff, department/Programmes, Schools, and University Authorities.

13.2 In case of a dispute, the decision of the Academic Council shall be final and binding.

13.3 In case of difficulty in application of any of the Clauses of the Regulations specified above, the Vice Chancellor shall have the powers to amend/modify/remove the difficulty in the relevant Regulation.