



# GUIDELINES

FOR HIGHER EDUCATION  
INSTITUTIONS FOR THE  
IMPLEMENTATION OF THE  
**FOURTH YEAR OF FYUGP**



**KERALA STATE HIGHER EDUCATION COUNCIL**  
**APRIL 2026**

THE KERALA STATE HIGHER EDUCATION COUNCIL

**Guidelines for Higher Education Institutions for the  
Implementation of the Fourth Year of FYUGP**

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## Preface

The transformation of higher education in Kerala has entered a significant phase with the introduction of the **Four-Year Undergraduate Programme (FYUGP)**. Conceived as part of the broader academic reforms aligned with national frameworks such as the **National Higher Education Qualification Framework (NHEQF)** and the **National Skills Qualification Framework (NSQF)**, the FYUGP aims to provide a flexible, multidisciplinary, and learner-centric educational experience. The present document, *Guidelines for Higher Education Institutions for the Implementation of the Fourth Year of FYUGP*, has been developed to support universities and colleges in effectively designing and implementing the fourth year of the programme.

The fourth year represents a crucial academic advancement stage that enables students to pursue **Honours** and **Honours with Research** pathways. It integrates advanced disciplinary learning, research orientation, vocational exposure, internships, and academic mobility, thereby strengthening employability and higher education opportunities. The guidelines presented herein provide a comprehensive framework to ensure uniformity, quality, and flexibility in implementation across institutions.

The document is organised into the following major sections:

### **I. Guidelines for Effective Design and Implementation of the Fourth Year under FYUGP**

This section outlines the foundational principles of the fourth year, including **introduction, exit and progression options after completion of 133 credits, provisional degree provisions, award of Honours degree, exit provisions from the fourth year, institutional preparedness**, and a summary of the framework. It emphasises flexibility, student choice, and academic integrity in programme design.

### **II. Course and Credit Distribution for the 7th and 8th Semesters under FYUGP Honours and Honours with Research Programmes**

This section details the **structure of the seventh and eighth semesters**, specifying credit distribution, advanced coursework, vocational and interdisciplinary components, internships, research projects, and online learning integration. It also discusses **academic flexibility, credit mobility, institutional preparedness, and support systems** necessary for effective delivery.

### **III. Minimum Conditions and Eligibility Requirements for Higher Education Institutions to Offer Honours and Honours with Research Programmes**

This section lays down the **eligibility criteria for institutions and departments**, including requirements for faculty strength, research supervision, infrastructure, and academic environment. It distinguishes between the conditions for offering **Honours programmes** and **Honours with Research pathways**, along with provisions for **continuation, withdrawal of eligibility, and quality assurance**.

### **IV. Eligibility and Admission Guidelines for Four-Year Honours and Honours with Research Programmes under FYUGP**

This section provides detailed norms regarding **eligibility for admission, admission procedures, intake and seat allocation, institutional facilities, admission of students from other colleges, and approval procedures for institutions**. It ensures transparency, merit-based selection, and adherence to reservation policies.

#### **V. Exit and Entry Provisions after Three Years of Study under FYUGP**

This section explains the **flexible entry and exit system**, including provisions for **exit after three years with a degree, entry into the fourth year, inter-collegiate mobility, admission and transfer procedures, and institutional responsibilities**. It reinforces the student-centric nature of the programme.

#### **VI. Minimum Teaching and Teacher Workload Requirements for the Effective Implementation of FYUGP**

This section addresses the **credit structure, minimum teaching workload, faculty requirements for theory and laboratory-based departments, workload distribution based on batches, additional workload utilisation, postgraduate programme requirements, administrative relaxations, and batch structures**. It ensures that institutions maintain adequate academic capacity and teaching quality.

#### **VII. Higher Study Opportunities after FYUGP**

This section highlights the diverse academic pathways available after completion of the programme, including **postgraduate opportunities after three-year and four-year degrees, direct PhD entry for Honours with Research graduates, postgraduate by research provisions, work-integrated postgraduate programmes**, and the role of institutions in facilitating these transitions.

The Kerala State Higher Education Council envisions that these guidelines will serve as a practical and policy-oriented framework for higher education institutions to implement the fourth year of FYUGP in a structured and effective manner. By ensuring academic flexibility, strengthening research culture, enhancing employability, and enabling multiple progression pathways, the fourth year is expected to significantly enrich the undergraduate learning experience in the State.

Institutions are encouraged to adopt these guidelines with due diligence, contextual adaptation, and a commitment to academic excellence so as to realise the broader goals of higher education reform in Kerala.

**Member Secretary**

# I. Guidelines for Effective Design and Implementation of the Fourth Year under FYUGP

## 1. Introduction

The fourth year of the Four-Year Undergraduate Programme (FYUGP) is designed as a flexible and student-centric academic pathway aligned with the higher education reforms in Kerala. After the successful completion of the first three years of study and the required 133 credits, students are provided with multiple progression and exit opportunities based on their academic interests, career goals, and performance. The fourth year should therefore be implemented in a manner that ensures flexibility, academic mobility, multidisciplinary exposure, research orientation, and meaningful student progression while maintaining the overall integrity and quality of undergraduate education.

## 2. Exit and Progression Options after Completion of 133 Credits

Students who successfully complete 133 credits during the first three years of the undergraduate programme shall have three different options. They may exit the programme with the regular Undergraduate Degree as prescribed by the university regulations. Students may also choose to continue into the fourth year and complete the requirements for the award of the Honours Degree. In addition, students who satisfy the minimum CGPA requirement prescribed by the respective university regulations may opt for the Honours with Research pathway. The Honours with Research stream should provide greater exposure to research methodology, advanced coursework, dissertation or project work, internships, and other research-oriented academic activities that prepare students for higher studies and research careers.

## 3. Provisional Degree Certificate

Universities may consider issuing a Provisional Degree Certificate to students who proceed to the fourth year under the Honours or Honours with Research pathways after successfully completing 133 credits and satisfying all requirements for the award of the regular undergraduate degree. Such a provision would help students avail the benefits associated with possession of a degree qualification while continuing their fourth-year studies. This may be particularly useful for employment applications, scholarships, competitive examinations, internships, and admissions to higher education programmes where proof of degree qualification may be required during the continuation of the Honours or Honours with Research programme.

#### **4. Award of Honours Degree**

Students who successfully complete all prescribed requirements of the fourth year shall be awarded the Undergraduate Honours Degree or the Undergraduate Honours with Research Degree, as applicable. The final degree certificate and academic records may clearly specify the nature of the programme completed so as to distinguish the Honours and Honours with Research pathways from the regular undergraduate degree.

#### **5. Provision for Exit from the Fourth Year**

Students who initially opt for the Honours or Honours with Research pathway but are unable to successfully complete the fourth year may be permitted to exit the programme with the regular Undergraduate Degree, subject to university regulations. In such cases, the university may issue the regular degree certificate upon the request of the student, provided that the student had already completed the required 133 credits and fulfilled all conditions prescribed for the award of the regular undergraduate degree. This provision is important to ensure academic flexibility, reduce student stress, prevent academic loss, and support student mobility and progression.

#### **6. Institutional Preparedness for Effective Fourth Year Implementation**

The effective implementation of the fourth year requires proper institutional preparedness at both university and college levels. Higher Education Institutions should strengthen research mentoring systems, internship and industry linkage mechanisms, online and blended learning support systems, skill-based course integration, and digital learning infrastructure. Institutions may effectively utilise platforms such as SWAYAM, SWAYAM Plus, K-Learn, and other recognised online learning systems for offering additional courses and academic support. Universities and institutions should also strengthen laboratory facilities, project support systems, academic counselling mechanisms, career guidance services, and credit transfer systems integrated with the Academic Bank of Credits (ABC). Proper academic guidance should be provided to students so that they can choose suitable pathways based on their aptitude, interests, academic performance, and career aspirations.

#### **7. Summary**

The fourth year under FYUGP should function as a flexible academic advancement opportunity that accommodates the diverse aspirations of students. Well-designed progression pathways, flexible exit provisions, research opportunities, provisional degree mechanisms, and proper institutional support systems are essential for the successful implementation of the programme. A carefully structured fourth year will significantly strengthen undergraduate education in Kerala by improving academic quality, research orientation, employability, and opportunities for higher studies.

## II. Course and Credit Distribution for the 7th and 8th Semesters under FYUGP Honours and Honours with Research Programmes

The fourth year of the Four-Year Undergraduate Programme (FYUGP) is envisioned as an advanced academic phase intended to provide greater flexibility, specialisation, employability, vocational exposure, and research orientation to students. The design of the 7th and 8th semesters should therefore support multiple progression pathways while aligning with the objectives of the higher education reforms in Kerala, the National Higher Education Qualification Framework (NHEQF), and the National Skills Qualification Framework (NSQF). The fourth year should function as a dynamic academic space where students can pursue advanced disciplinary learning, vocational skill development, internships, apprenticeships, research training, interdisciplinary exposure, and online learning opportunities through recognised platforms and institutions. The proposed course and credit distribution for the Honours and Honours with Research pathways is designed to ensure flexibility, student choice, academic mobility, and industry and research relevance.

### 1. Structure of the Seventh Semester

The 7th semester of the FYUGP shall consist of a total of 24 credits for both Honours and Honours with Research students. The semester should primarily focus on advanced-level learning, specialisation, vocational integration, and research preparedness.

In the case of students enrolled in the Honours pathway, 12 credits shall be allocated to advanced-level courses from the major discipline. These courses should be designed at advanced undergraduate level corresponding to Course Level 400 or suitable NHEQF Level 6 standards. The courses should strengthen disciplinary depth, conceptual understanding, applied knowledge, and specialisation within the major area of study.

The remaining 12 credits for Honours students shall be allocated to vocational, skill-oriented, interdisciplinary, or specialisation-based courses relevant to the student's chosen area. These courses should preferably correspond to NSQF Level 6 and may be offered through multiple flexible modes. Colleges may implement these courses with the support of the Centre for Skill Development Courses and Career Planning (CSDCCP) functioning in each institution. Institutions may also utilise empanelled skill agencies, industry partners, recognised training providers, apprenticeship systems, or online learning platforms such as SWAYAM, SWAYAM Plus, and other recognised digital learning systems.

Students who are not interested in vocational or skill-oriented courses may alternatively be permitted to earn these 12 credits through advanced minor courses, interdisciplinary courses, or specialisation courses offered by other departments or institutions. Such courses should also correspond to suitable NHEQF Level 6 standards or Course Level 400 standards. This flexibility is important to ensure that students interested in multidisciplinary learning, higher studies, civil service preparation, entrepreneurship, or academic specialisation are not restricted only to vocational pathways.

In the case of Honours with Research students, the 12 credits in addition to the advanced major courses may be allocated to research-oriented coursework. These courses may include Research Methodology, Research Ethics, Academic Writing, Data Analysis, Statistics, Research Communication, Laboratory Techniques, Intellectual Property Rights, Literature Review Methods, Advanced Theoretical Courses, and other discipline-specific research training components. The purpose of these courses is to prepare students for independent research, dissertation work, higher studies, innovation, and research careers.

## **2. Structure of the Eighth Semester**

The 8th semester shall consist of a total of 20 credits for both Honours and Honours with Research students. This semester should primarily focus on experiential learning, internships, apprenticeships, advanced research work, academic mobility, and online learning integration.

In the case of Honours students, 12 credits may be allocated to internships, apprenticeships, field-based learning, industrial training, institutional attachment, or other practice-oriented academic engagements relevant to the discipline or specialisation area. These internships or apprenticeship components should ideally be aligned with industry requirements, employability skills, entrepreneurship development, community engagement, or professional competency enhancement.

The remaining 8 credits for Honours students may be earned through online courses offered through recognised platforms such as SWAYAM, SWAYAM Plus, K-Learn, or any other online platform recognised by the university. Students may also be permitted to earn these credits from other universities, research institutions, or higher education institutions through approved credit transfer mechanisms. The selected courses should preferably correspond to NSQF/NHEQF Level 6 standards and should be relevant to the discipline, internship area, or specialisation recommended by the internship mentor or department.

In the case of Honours with Research students, 12 credits in the 8th semester shall be allocated to a major research project, dissertation, laboratory work, field research, design project, innovation activity, or equivalent supervised research engagement. The research project should be undertaken under the guidance of a recognised research supervisor and should provide students with practical exposure to research design, methodology, analysis, interpretation, documentation, and academic presentation.

The remaining 8 credits for Honours with Research students may be earned through advanced-level online courses, specialised research training programmes, interdisciplinary research courses, or coursework offered by universities, research institutions, laboratories, centres of excellence, or recognised online platforms. These courses should be directly relevant to the student's research area and may be selected based on the recommendation of the research supervisor. Such a system will help students access advanced expertise, national and international research resources, and specialised academic ecosystems beyond their parent institution.

### **3. Academic Flexibility and Credit Mobility**

The proposed structure for the 7th and 8th semesters should be implemented with maximum academic flexibility and student mobility. Universities may establish clear guidelines for credit transfer, online course approval, internship evaluation, apprenticeship certification, research supervision, and multidisciplinary course integration through the Academic Bank of Credits (ABC) framework. Institutions should encourage collaboration with industries, research institutions, higher education institutions, Centres of Excellence, online learning platforms, and govt empanelled skill development agencies for effective implementation of the fourth year.

The flexible structure will help students choose pathways based on their interests, aptitude, employability goals, higher education aspirations, entrepreneurial interests, or research orientation while ensuring academic quality and standardisation across institutions.

### **4. Institutional Preparedness and Support Systems**

The successful implementation of the fourth year requires substantial institutional preparedness. Colleges and universities should strengthen academic mentoring systems, internship support mechanisms, research supervision frameworks, digital learning infrastructure, industry linkages, online course integration systems, and multidisciplinary academic collaboration mechanisms. The role of CSDCCP units in colleges will be particularly important in coordinating vocational and skill-oriented learning pathways, identifying suitable NSQF Level 6 programmes, facilitating industry linkage, and supporting student career planning.

Universities may also establish proper equivalence, approval, and quality assurance mechanisms for recognising credits earned through online platforms, external institutions, internship systems, and skill agencies. Continuous academic counselling should be provided to students so that they can select appropriate pathways and course combinations suited to their academic and career objectives.

### **5. Summary**

The proposed course and credit distribution for the 7th and 8th semesters under the Honours and Honours with Research pathways aims to create a flexible, multidisciplinary, skill-oriented, and research-driven fourth year within FYUGP. The integration of advanced disciplinary courses, vocational education, internships, apprenticeships, online learning, research training, and academic mobility will significantly strengthen the quality and relevance of undergraduate education in Kerala. The proposed model will also improve employability, research preparedness, industry linkage, student flexibility, and opportunities for higher education progression while ensuring alignment with evolving national higher education and skilling frameworks.

### **III. Minimum Conditions and Eligibility Requirements for Higher Education Institutions to Offer Honours and Honours with Research Programmes under FYUGP**

#### **1. Introduction**

The Four-Year Undergraduate Programme (FYUGP) introduced as part of the Kerala Higher Education Reforms envisages flexible academic pathways through the introduction of Honours and Honours with Research programmes. The fourth year is intended to strengthen disciplinary depth, multidisciplinary learning, employability, vocational integration, research orientation, and academic flexibility at the undergraduate level. The Honours and Honours with Research pathways are designed to provide students with opportunities for advanced learning, skill development, internships, research exposure, and progression to higher studies and research careers. In order to ensure academic quality, institutional preparedness, and research standards, universities may prescribe minimum eligibility conditions and academic requirements for departments and institutions intending to offer these programmes.

#### **2. Offering of Four-Year Honours Programme**

All departments presently offering regular three-year undergraduate programmes shall ordinarily offer the Four-Year Honours Programme as part of the FYUGP structure. The Honours pathway may be treated as the standard fourth-year continuation option available to students who successfully complete the prescribed credits during the first three years of the programme. The Honours Programme primarily focuses on advanced disciplinary learning, vocational integration, internships, interdisciplinary exposure, specialisation, and skill development. Since the programme is intended as a general advanced undergraduate pathway, separate research centre recognition may not be mandatory for offering the Four-Year Honours Programme.

#### **3. Conditions for Offering Honours with Research Programme**

The Honours with Research pathway shall be offered only by departments that satisfy the minimum academic, faculty, and research requirements prescribed by the university and UGC regulations. The programme should function as an advanced research-oriented undergraduate pathway intended to prepare students for higher studies, doctoral research, innovation, and knowledge creation.

Departments offering postgraduate programmes may offer both the Four-Year Honours Programme and the Honours with Research Programme, subject to the fulfillment of the prescribed academic and research conditions. Such departments shall have at least two faculty members possessing eligibility

to become research guides as per university and UGC regulations. The Honours with Research pathway may be introduced as an optional additional pathway with the approval of the university.

Departments that do not presently offer postgraduate programmes may also be permitted to offer the Honours with Research pathway, provided they satisfy the required academic and infrastructural conditions prescribed by the university. Such departments shall have at least two faculty members eligible to become research guides as per university and UGC norms, along with adequate laboratory, library, computational, field, or research facilities necessary for conducting undergraduate research activities. The programme may be introduced only after obtaining prior approval from the university.

#### **4. Eligibility of University Departments and Research Departments**

University departments and recognised research departments in colleges may directly offer the Honours with Research pathway as part of the FYUGP structure. Postgraduate and research departments may offer the Four-Year Honours with Research Programme as an optional pathway along with the mandatory Four-Year Honours Programme, subject to the fulfillment of all prescribed conditions.

Departments already recognised as approved research centres by the university may conduct the Four-Year Undergraduate Honours with Research Programme without obtaining any additional approval, provided that they continue to satisfy the minimum faculty and infrastructure requirements prescribed by the university and the UGC.

#### **5. Conditions Relating to Faculty Strength and Research Supervision**

Colleges offering postgraduate programmes may start the Four-Year Honours with Research Degree in their sanctioned undergraduate programmes only if the respective department has at least two permanent faculty members with Ph.D. degrees who are eligible to serve as research guides under university and UGC regulations. Such programmes shall require prior sanction from the university before commencement.

The faculty members associated with the programme should possess adequate research experience, publications, project guidance capability, and supervisory competence necessary for mentoring undergraduate research projects, dissertations, internships, and advanced academic activities. The research environment of the department should also be sufficient to support undergraduate-level research engagement and academic mentoring.

#### **6. Continuation and Withdrawal of Eligibility**

Departments recognised to offer the Honours with Research pathway shall continuously maintain the minimum faculty and infrastructure requirements prescribed by the university. If a recognised department subsequently loses the required number of faculty members possessing Ph.D. qualifications with research guide eligibility, the department shall not be eligible to continue offering

the Honours with Research pathway until suitably qualified faculty members are recruited or appointed however the existing students may be allowed to complete their courses.

Universities may periodically review the academic, infrastructural, and research facilities of departments offering the programme in order to ensure quality, academic standards, and compliance with regulatory norms. Universities may also prescribe suitable quality assurance and monitoring mechanisms for the effective implementation of undergraduate research pathways.

## **7. Institutional Facilities and Research Environment**

Departments offering the Honours with Research pathway should maintain an appropriate academic and research environment necessary for undergraduate research training. Institutions should ensure the availability of adequate laboratory and research facilities, library and digital learning resources, access to journals and databases, computing and analytical facilities, internship and field research opportunities, research mentoring systems, ethics and research methodology support, and collaboration with research institutions, industries, Centres of Excellence, and higher education institutions.

Universities may also encourage interdepartmental and interinstitutional collaboration for strengthening undergraduate research opportunities, shared research facilities, multidisciplinary projects, and access to advanced laboratories and research infrastructure.

## **8. Summary**

The Four-Year Honours and Honours with Research pathways under FYUGP are intended to create flexible, multidisciplinary, skill-oriented, and research-focused undergraduate education opportunities as part of the Kerala Higher Education Reforms. While the Honours pathway may be universally implemented across departments offering undergraduate programmes, the Honours with Research pathway should be offered only by academically and institutionally prepared departments capable of supporting quality undergraduate research. Proper regulation, faculty strength, research infrastructure, institutional support, and periodic quality review are essential for the successful implementation of these programmes and for maintaining academic standards and research quality across institutions.

## **IV. Eligibility and Admission Guidelines for Four-Year Honours and Honours with Research Programmes under FYUGP**

### **1. Introduction**

The fourth year of the Four-Year Undergraduate Programme (FYUGP), introduced as part of the Kerala Higher Education Reforms, is intended to provide advanced academic opportunities through Honours and Honours with Research pathways. The fourth year aims to strengthen disciplinary specialisation, research orientation, vocational exposure, employability, academic flexibility, and progression opportunities for students. In order to ensure academic quality, transparency, and proper implementation of the fourth year, universities and higher education institutions may follow uniform eligibility conditions and admission guidelines for admission to the Honours and Honours with Research programmes.

### **2. Eligibility for Admission to the Fourth Year**

Students shall become eligible for admission to the fourth year only after successfully completing all courses and earning the mandatory minimum credits prescribed for the first six semesters of the programme. Admissions or promotions to the 7th and 8th semesters shall be made only after the declaration of the sixth semester results by the university.

Eligible students who pursued the first three years of the programme in a college shall ordinarily be promoted automatically to the fourth year within the same institution without requiring a fresh admission process. However, students shall also have the option to exit after the completion of the three-year degree and pursue the fourth year in another college within the jurisdiction of the same university, subject to the availability of vacancies in the concerned programme or institution. Students may also be permitted to join the fourth year programme offered directly by the affiliating university, subject to university regulations and seat availability.

### **3. Eligibility for Admission to Honours with Research Programme**

Students seeking admission to the Honours with Research pathway shall have secured a minimum CGPA equivalent to 75% marks after the successful completion of all courses and credits prescribed for the first six semesters from the same institution. The Honours with Research pathway is intended for academically meritorious students with aptitude and interest in advanced learning, research, innovation, and higher studies.

A relaxation of 0.5 CGPA score, or an equivalent grade relaxation, may be permitted for students belonging to SC/ST/OBC (Non-Creamy Layer), Differently-Abled categories, Economically Weaker

Sections (EWS), and other categories as may be decided by the competent authorities from time to time. The admission process shall be based on the criteria notified by the institution and university in accordance with applicable UGC regulations, university norms, and the reservation policies of the Central and State Governments.

#### **4. Intake and Seat Allocation**

The number of seats permitted under the Honours with Research pathway shall depend upon the availability of eligible faculty members possessing Ph.D. qualifications and research guide eligibility as prescribed by the university and UGC regulations. It is desirable that not more than five students are allotted to a faculty member for research supervision at a given time. Based on the availability of research supervisors and institutional facilities, the maximum intake of the department for the Honours with Research pathway may be fixed by the university.

As students pursuing the first three years in a college are ordinarily entitled to automatic promotion to the fourth year, the combined intake of the Honours and Honours with Research pathways together shall not exceed the total sanctioned intake of the undergraduate programme, including any approved marginal increase in seats.

If the number of eligible students opting for the Honours with Research pathway exceeds the available seats, allotment shall be made based on merit and reservation rules applicable in the State. Universities and institutions may evolve transparent selection procedures for the allotment of seats while ensuring compliance with reservation policies and academic standards.

#### **5. Institutional Facilities and Academic Requirements**

Institutions offering the Honours with Research pathway shall ensure the availability of adequate academic, research, and physical infrastructure required for conducting undergraduate research activities. Such facilities shall include library resources, access to journals and databases, computer laboratories and relevant software, laboratory facilities for experimental and practical research work, internet and digital learning support, field research facilities wherever applicable, and any additional requirements prescribed by the university.

Admissions to the Honours with Research pathway shall be permitted only in institutions where sufficient research supervision capacity, student-teacher ratio, instructional facilities, laboratory infrastructure, and academic support systems are available. Institutions shall ensure that proper research mentoring and supervision mechanisms are established for the effective implementation of undergraduate research activities.

#### **6. Admission of Students from Other Colleges**

Colleges shall first complete the admission or promotion of their own eligible students to the fourth year before reporting the remaining vacancies to the affiliating university. The affiliating university

may subsequently fill such vacancies by admitting eligible students from other affiliated colleges, strictly based on merit and reservation norms applicable to the programme.

Students seeking transfer to another college for the fourth year shall be considered only against reported vacancies and subject to the fulfilment of eligibility conditions prescribed by the university. The university may establish suitable guidelines and timelines for such inter-collegiate mobility within the jurisdiction of the affiliating university.

## **7. Approval Procedures for Colleges Offering Honours with Research**

Affiliated colleges which do not presently have recognised research centres but intend to offer the Honours with Research pathway shall submit an application to the affiliating university seeking approval for conducting the programme. The university shall undertake a prima facie scrutiny of the application, faculty profile, infrastructural facilities, research environment, and supporting documents submitted by the institution.

Any deficiencies identified during the scrutiny process shall be communicated to the institution for rectification. Subject to the satisfactory fulfilment of the prescribed conditions, The University may grant permission after verification of documentary evidence relating to the infrastructural, academic, and research facilities available.

## **8. Summary**

The Honours and Honours with Research pathways under FYUGP are intended to create flexible, multidisciplinary, research-oriented, and academically advanced undergraduate learning opportunities as part of the Kerala Higher Education Reforms. Proper eligibility norms, transparent admission procedures, adequate faculty strength, research supervision capacity, and sufficient infrastructural support are essential for maintaining academic quality and research standards in the fourth year. Universities and higher education institutions should therefore ensure careful implementation of the proposed guidelines so that the fourth year becomes an effective academic progression pathway for students pursuing advanced undergraduate education.

## V. Exit and Entry Provisions after Three Years of Study under FYUGP

### 1. Introduction

The Four-Year Undergraduate Programme (FYUGP), introduced as part of the Kerala Higher Education Reforms, is designed with entry and exit opportunities to ensure academic flexibility, student mobility, and learner-centric progression pathways. The framework enables students to make informed academic choices after the successful completion of the first three years of undergraduate study, depending upon their career goals, higher education aspirations, employability interests, and research orientation. The exit and entry provisions associated with the fourth year are intended to support flexibility in progression to Honours and Honours with Research pathways while ensuring equitable access and institutional mobility within the higher education system.

### 2. Exit after Three Years of Study

Students who successfully complete all courses from Semester 1 to Semester 6, including the mandatory internship component of 2 credits and the prescribed minimum credits required for the award of the undergraduate degree, may choose to exit the programme after three years and obtain the regular Undergraduate Degree.

Students who intend to pursue postgraduate education may be advised to exit after the completion of the three-year degree so that they may join two-year postgraduate programmes offered by universities and higher education institutions. This pathway may particularly benefit students seeking early progression to postgraduate studies, professional education, competitive examinations, or other higher academic opportunities.

At the same time, students who are planning to continue their formal academic progression after undergraduate education may be encouraged to move into the fourth year and complete the Honours Programme. The additional fourth year may significantly strengthen disciplinary expertise, employability, vocational competency, internship exposure, multidisciplinary learning, and career readiness. The Honours Degree may therefore provide better opportunities for employment, entrepreneurship, professional engagement, and advanced skill acquisition.

### 3. Entry into the Fourth Year

Students desirous of pursuing the fourth year under the Honours or Honours with Research pathway shall be permitted to continue in the same institution where they completed the first three years of study, subject to the availability of the programme and fulfilment of eligibility conditions prescribed by the university.

A student may also exit from the college where the first three years of study were completed and seek entry into another college or university for the fourth year if the parent institution is not eligible to offer the Honours or Honours with Research Programme of the student's choice. Such mobility provisions are important to ensure that students are not academically disadvantaged due to institutional limitations relating to faculty, research facilities, or programme approval.

Students may also voluntarily choose to pursue the fourth year in another college or university even if the parent institution is willing to offer the programme. Such inter-collegiate or inter-institutional mobility may be permitted in order to provide students with greater academic flexibility, specialisation opportunities, access to better facilities, research environments, interdisciplinary exposure, or institutional preference.

#### **4. Admission and Transfer Procedures**

Admission to the fourth year in another college or university shall be permitted only subject to the availability of vacancies in the concerned programme and institution. Transfer admissions shall be made strictly within the approved intake permitted for the programme by the university and regulatory authorities.

Colleges shall ordinarily give first preference to eligible students who completed the first three years of study in the same institution. The remaining vacancies, if any, may be filled by eligible students from other colleges or institutions. Admissions to such vacancies shall be made strictly on the basis of merit and applicable reservation rules prescribed by the State Government, university regulations, and other statutory provisions.

Universities may establish transparent procedures, timelines, and common guidelines for inter-collegiate mobility, transfer admissions, vacancy reporting, and admission to the fourth year so as to ensure fairness, transparency, and academic standardisation across institutions.

#### **5. Institutional Responsibility and Student Mobility**

Higher education institutions offering the fourth year shall ensure proper academic counselling and guidance to students regarding the available pathways after the completion of the third year. Students should be informed about opportunities relating to postgraduate progression, Honours and Honours with Research pathways, internships, vocational learning, research opportunities, and inter-institutional mobility.

Institutions shall also ensure timely declaration of vacancies after accommodating their own eligible students so that universities can facilitate admission of students from other colleges in a transparent manner. The affiliating universities may coordinate and regulate such mobility mechanisms in order to ensure equitable access to fourth-year programmes across institutions.

#### **6. Summary**

The exit and entry provisions after three years of study under FYUGP are intended to create a flexible, student-centric, and academically progressive undergraduate framework as part of the Kerala Higher Education Reforms. The system allows students to make meaningful academic choices based on their interests, aptitude, career goals, and institutional opportunities. Proper implementation of mobility provisions, transfer mechanisms, vacancy management, and transparent admission procedures will be essential for ensuring equitable access and effective implementation of the Honours and Honours with Research pathways across higher education institutions in Kerala.

## VI. Minimum Teaching and Teacher Workload Requirements for the Effective Implementation of FYUGP

### Introduction

The effective implementation of the Four-Year Undergraduate Programme (FYUGP) requires adequate academic planning, sufficient faculty strength, proper workload allocation, and appropriate infrastructural support across Higher Education Institutions. Since the revised curriculum framework includes Major, Minor, Multidisciplinary, Skill Enhancement, Value Added, Internship, and Project components, every department must maintain minimum teaching workload and faculty requirements to ensure quality academic delivery and effective student support.

The following guidelines may be considered for determining the minimum workload and teacher requirements under FYUGP.

### 1. Credit Structure under FYUGP

Under the revised curriculum framework, a student is required to earn a total of **177 credits** during the undergraduate programme.

Sl. No.	Course Component	Credits
1	Major (Core Subject)	88
2	Minor Subject	36
3	Foundation Courses	39
4	Internship and Project	14
	Total	177

#### Note:

Every department offering a Major programme shall also compulsorily offer at least one **3-credit Multidisciplinary Course (MDC)**.

## 2. Minimum Workload and Faculty Requirement for Theory-Based Departments

For departments primarily handling theory courses, the minimum teaching workload and faculty requirement may be fixed as follows:

Department Type	Minimum Weekly Workload	Minimum Full-Time Teachers Required
Major Programme Only	48 Hours	3 Teachers
Major + Minor Programme	64 Hours	4 Teachers
Minor Programme Only	16 hours	1 Teacher

These minimum requirements are necessary to ensure proper course delivery, mentoring, evaluation, internship coordination, and multidisciplinary course management under FYUGP.

## 3. Practical / Laboratory-Based Programmes

In Science and laboratory-based disciplines, the practical workload existing under the earlier system may be retained in the revised structure as well.

In B.Sc. programmes, practical components are distributed across semesters, with increased laboratory engagement during higher semesters.

### Credit Distribution in Laboratory-Based Programmes

#### Major Programme

Component	Credits
Theory Courses	78 – 80
Practical Courses	8 – 10

#### Minor Programme

Component	Credits
Practical Component	Up to 4 Credits

## 4. Workload Based on Number of Practical Batches

The workload and faculty requirement in laboratory-based departments may vary according to the number of batches.

Department Type	Number of Batches	Workload (Hours)	Required Full-Time Teachers
Major + Minor	3 Batches Each	96 Hours	6 Teachers
Major + Minor	2 Batches Each	82 Hours	5 Teachers

Department Type	Number of Batches	Workload (Hours)	Required Full-Time Teachers
Major Only (Lab-Based)	3 Batches	70 Hours	4 Teachers
Major Only (Lab-Based)	2 Batches	60 Hours	4 Teachers
Minor only	3 batches	32hrs	2 Teachers

## 5. Existing Workload and Additional Courses

Departments already having higher sanctioned workload or additional teaching posts under the earlier three-year undergraduate system may retain the same.

Such additional workload may be effectively utilised for:

- Skill Enhancement Courses (SEC)
- Value Added Courses (VAC)
- Open Elective Courses
- Online Courses
- Multidisciplinary Courses
- Mentoring Activities
- Internship Supervision

## 6. Departments Offering Postgraduate Programmes

Departments conducting postgraduate programmes along with FYUGP require additional academic support.

Accordingly, departments offering two-year postgraduate programmes in addition to undergraduate programmes may require:

- **Three additional full-time teachers** over and above the faculty required for the undergraduate programme.

## 7. Reorganisation of Practical Hours

In subjects where extensive laboratory practical hours existed under the earlier three-year programme structure, credits may be reorganised in such a way that equivalent practical exposure is retained under FYUGP.

In subjects where new practical or laboratory components are introduced, the required hours may be adjusted within the existing workload wherever possible.

In unavoidable situations where additional workload becomes necessary, institutions may engage guest faculty with appropriate approval mechanisms.

## 8. Administrative Relaxations and Workload Concessions

Considering the additional coordination responsibilities under FYUGP, certain workload relaxations may be provided.

#### Teachers Eligible for Workload Relaxation

- FYUGP Coordinator
- IQAC Coordinator
- NCC Programme Officer
- NSS Programme Officer
- University Examination Chief Superintendent
- Additional Chief Superintendent

#### Suggested Relaxation

- Up to 2 teaching hours per week may be relaxed for such responsibilities.

#### Senior Faculty Mentoring

For Associate Professors and Professors, part of the prescribed workload may be utilised for:

- Mentoring Online Courses
- Skill Development Activities
- Internship Guidance
- Research Mentoring

### 9. Language Departments and Batch Structure

Language departments may effectively utilise their existing workload for conducting:

- Ability Enhancement Courses (AEC)
- Skill Enhancement Courses (SEC)
- Value Added Courses (VAC)
- Minor Courses

Institutions may also encourage diversification of language and communication courses based on student demand.

#### Suggested Batch Size

Type of Course	Maximum Students per Batch
Regular Courses	50 Students
Non-Lab Courses with High Demand	Up to 75 Students

Additional batches may be started where sufficient workload and faculty are available.

## **Summary**

The successful implementation of FYUGP requires adequate faculty strength, balanced workload allocation, sufficient laboratory and academic infrastructure, mentoring support, and effective academic coordination at the institutional level. Universities and Higher Education Institutions may therefore ensure minimum teaching workload and faculty requirements in each department so as to facilitate the smooth and effective implementation of FYUGP across the State.

## VII. Higher Study Opportunities after FYUGP

### Introduction

The Four-Year Undergraduate Programme (FYUGP) framework provides multiple pathways for higher education, research, skill development, and employment-oriented academic progression. The flexible curriculum structure with Major, Minor, Honours, and Honours with Research options enables students to pursue diverse postgraduate, research, and industry-linked opportunities based on the credits earned in different disciplines.

#### 1. Higher Study Options after Three-Year Undergraduate Degree

Students who successfully complete the three-year undergraduate degree under FYUGP shall be eligible for admission to a two-year postgraduate programme. Students may seek admission either in their Major discipline or in their Minor discipline, provided they have earned the minimum number of credits prescribed in the concerned discipline by the respective university or regulatory framework. Universities may frame detailed regulations regarding discipline-specific eligibility conditions and minimum credit requirements for postgraduate admissions.

#### 2. Higher Study Options after Four-Year UG Honours Programme

Students who successfully complete the Four-Year Undergraduate Honours Programme shall be eligible for admission to a one-year postgraduate programme. Such students may pursue postgraduate studies either in their Major discipline or in their Minor discipline, provided they have earned the prescribed minimum number of credits in the concerned area of study. Universities may prescribe detailed eligibility criteria and credit requirements for admission to one-year postgraduate programmes.

#### 3. Direct Entry to PhD Programme for Honours with Research Students

Students who successfully complete the Four-Year UG Honours with Research Programme shall be eligible for direct admission to PhD programmes as per the applicable UGC Regulations and University Regulations. Such students may directly enter research programmes subject to fulfilling the minimum academic and research requirements prescribed by the university and regulatory bodies.

#### **4. PG by Research Provision**

Students admitted directly to PhD programmes after completing UG Honours with Research may also be awarded a Postgraduate Degree by Research upon successful completion of the first year of research work, in accordance with the provisions of the new postgraduate regulations and university norms. The award of such degrees shall be subject to successful completion of prescribed coursework, research progress evaluation, and recommendation of the concerned academic and research bodies.

#### **5. Work-Integrated and Apprenticeship-Embedded PG Programmes**

Students completing the Four-Year UG Honours Programme shall also be eligible for admission to Work-Integrated Postgraduate Programmes and Apprenticeship-Embedded Postgraduate Programmes. Such programmes may be offered in collaboration with industries, firms, research organisations, startups, public sector undertakings, or other approved institutions.

Higher Education Institutions may enter into mutual agreements or Memoranda of Understanding (MoUs) with industries and organisations for offering such programmes as per the provisions of the new postgraduate regulations. These programmes may integrate academic learning with workplace training, apprenticeship opportunities, industry-oriented curriculum, and practical skill development, thereby improving employability and professional exposure for students.

#### **6. Special Provision for Pursuing Postgraduate Programmes in Minor Disciplines under FYUGP**

The Four-Year Undergraduate Programme (FYUGP) provides special academic flexibility for students to pursue postgraduate studies not only in their major discipline but also in their minor discipline of study. Students who have earned the prescribed minimum number of credits in a particular minor discipline during their undergraduate programme shall be eligible to pursue one-year or two-year postgraduate programmes in that discipline, subject to the applicable university regulations and UGC norms. This provision promotes multidisciplinary and interdisciplinary learning pathways, enabling students to diversify their academic and career opportunities while ensuring academic mobility and flexibility in higher education.

#### **7. Role of Universities and Higher Education Institutions**

Universities and Higher Education Institutions may frame detailed regulations regarding discipline-specific credit requirements, equivalency conditions, interdisciplinary admissions, research pathways, and industry collaborations. Institutions may also establish mechanisms for credit mapping between Major and Minor disciplines and facilitate flexible academic mobility for students under the FYUGP framework.

## **8. Summary**

The FYUGP framework provides flexible and multiple progression pathways for students in higher education, research, skill development, and employment-linked academic advancement. The integration of Major-Minor flexibility, Honours and Research tracks, one-year postgraduate pathways, direct PhD entry, and work-integrated postgraduate opportunities significantly strengthens the multidisciplinary, research-oriented, and learner-centric objectives of the new higher education framework.





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