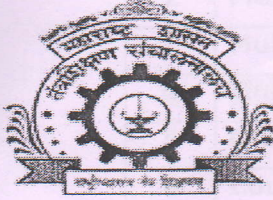




(Government of Maharashtra)



GOVERNMENT POLYTECHNIC, PUNE

(An Autonomous Institute of Government of Maharashtra)

University Road, Pune, Maharashtra, India Pin Code - 411 016

Multi Point Entry and Credit System (For 120 NEP Curriculum) (MPECS)

(Revised From Academic Year 2023-2024)

Ref No : 1. Approved in 46th meeting of Board of Governors dated 9th July 2024
(MOM No.GPP/Governing Body/MoM/2024/3168 Date: 18 July 2024)

1. Dr. Vasudeo B. Jaware Chairman
2. Dr. Sachin S Bhartkar Member
3. Sunil B.Date Member
4. Sudin B.Kulkarni Member Secretary

Dr. Rajendra K. Patil
Principal,
Government Polytechnic, Pune

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A General

1. Preamble

Government Polytechnic Pune, established in **1957**, is an autonomous institute under the Government of Maharashtra. It occupies a sprawling **28-acre campus** along Pune University Road and comprises several buildings having total builtup area of 23647 sq meter. These include the main building, specialized structures for Computer Engineering, Information Technology, Science, and Electronics, as well as staff quarters, a workshop building, exam section facilities, conference halls, hostels, and classrooms for various disciplines. The institute offers amenities such as a canteen, post office, and cooperative stores. Over the past four decades, **thousands of diploma engineers** from diverse fields have graduated from Government Polytechnic Pune, making significant contributions to both industries and government sectors.

Currently, the institute offers the following Diploma Programs:

Sr.	Programs	3 Year Full-Time Diploma Programs	
1	Civil Engineering		✓
2	Electrical Engineering	✓	✓ *
3	Electronics and Telecommunication	✓	✓ *
4	Mechanical Engineering		✓
5	Metallurgical Engineering		✓
6	Computer Engineering		✓
7	Information Technology		✓
8	Dress Designing and Garment Manufacturing		✓

* - out of two one is Minority Division

The Government Polytechnic Pune strives to nurture skilled technicians through meticulously crafted diploma programs that maintain close ties with industries. Recognizing its unwavering commitment to excellence, the Government of Maharashtra granted academic autonomy to the institute in May 1994. This decision was formalized through G.R. No. WBP-1093/(2640) (69)/VE-5, dated May 30, 1994.

This institute started implementing the diploma programmes with revised curricula having flexibility within programmes in the form of "Multipoint Entry and Credit System(MPECS), from the academic year 1994-95.

The ever-evolving competitiveness in trade and industry continually presents challenges to human resource development. Historically, the technical manpower requirements of the industry were met through standardized conventional courses. The products of the technical education system were embraced by the industry and adapted to their specific needs. This arrangement worked well because the technologies employed by the industry remained relatively stable over extended periods. Consequently, educational programs could be designed in a generalized manner, catering to the majority of industrial demands.

In the current globalized economy, shifts in licensing and patenting policies, along with the entry of multinational organizations into the Indian market, have brought about significant changes. India now faces a major economic transformation.

Consequently, the Indian industry must adapt by formulating new strategies to thrive in this altered environment. Additionally, the technical education system needs to expand both quantitatively and qualitatively, while also adjusting its internal structures. This adaptation is essential to meet the diverse and rapidly evolving demands of the industries.

Following the acquisition of academic autonomy, Government Polytechnic in Pune has instituted several bodies in alignment with the guidelines outlined in the relevant Government Resolution (G. R.) to implement the **Multi Point Entry and Credit (MPEC) system**.

With the grant of academic autonomy, these autonomous institutes now have the opportunity to design and implement their own educational programs. By actively involving industries and the community, they can create curricula that align more closely with industry needs. This approach aims to produce graduates who are better suited for the demands of the professional world.

The newfound freedom to make decisions and take action will undoubtedly lead to positive changes and reforms, fostering a dynamic educational environment. While a high degree of autonomy encompasses aspects such as academic, financial, administrative, and managerial freedom, the current grant of academic autonomy is equally significant. After all, the academic sphere remains the core pillar of any educational system, directly impacting teachers, students, and the community.

The key advantages of Academic autonomy are

- a. **Enhanced Curricular Activities:** Autonomy allows institutes to intensify their curricular offerings, providing students with a more robust educational experience.
- b. **Regular Program Review and Adaptation:** Autonomous institutes can frequently review and modify existing programs to stay relevant and responsive to changing needs.
- c. **Customized Need-Based Programs:** Institutes can design new programs tailored to specific industry requirements and student needs.
- d. **Progressive Evaluation Designs:** Autonomy enables the development of innovative evaluation methods that better assess student learning.
- e. **Academic Reforms (MPECS):** Autonomous institutes can implement reforms such as the Multi Point Entry and Credit System (MPECS) to enhance academic processes.
- f. **Innovative Teaching Methods:** Autonomy fosters experimentation with creative instructional approaches, benefiting both teachers and students.
- g. **Industry Exposure (Sandwich Pattern):** By introducing programs like In-plant Training (Sandwich Pattern), students gain practical experience and exposure to real-world industrial settings.
- h. **Strong Industry-Institute Interaction:** Autonomy facilitates ongoing collaboration through continuing education programs, consultancy services, extension activities, and industry-oriented projects.
- i. **Career Counselling and Placement Services:** Institutes can provide personalized guidance to students regarding career paths and job placements
- j. **Resource Generation:** Autonomous institutes have the flexibility to explore diverse avenues for resource generation.
- k. **Faculty and Staff Development:** Autonomy supports professional growth through training and skill enhancement for faculty and staff.

2. Flexible System

The Technical Education system aims to address industry requirements by producing highly "employable" technical professionals equipped with the necessary knowledge, skills, and behaviour. Given the rapid technological advancements of our time, the system must exhibit flexibility to swiftly adapt and embrace new challenges. Additionally, students should have the freedom to choose their educational paths within a more flexible framework.

Diploma programs are structured using a flexible modular approach, emphasizing credits and allowing for Multipoint Entry. Students have the freedom to select courses from a wide range of options. Additionally, credit accumulation is based on their entry-level qualifications.

3. Multipoint Entry

Admission eligibility to the Polytechnic system requires a minimum qualification of S.S.C. (Secondary School Certificate) or its equivalent. Students seeking admission may also possess additional qualifications. As a result, the entrant group can include individuals with various backgrounds, such as:

- **10+:** Those who have completed 10 years of education.
- **10+ Technical:** Individuals with technical training.
- **10+ITI:** Graduates of Industrial Training Institutes.
- **12+ Arts/Commerce/Science:** Students who have completed 12 years of education in arts, commerce, or science streams.
- **12+ Vocational/Technical/MVC:** Those with vocational or technical education at the 12th grade levels.

In the MPEC System, the allocation of credits depends on the candidate's additional qualifications at the entry level. For instance, individuals with partial or completed diplomas or even graduates may receive an appropriate number of credits.

4. Multiple Entry and Exit System (MEES):

4.1 Objectives of the Multiple Entry and Exit Scheme (MEES)

The "Multiple Entry and Exit Scheme" is a modern perspective in education aimed at providing students with greater flexibility and autonomy in their academic journey. The main objectives of this scheme are outlined as follows

- i. **Providing Flexibility:** To allow students the flexibility to enter and exit their academic programmes at various points according to their educational needs and preferences
- ii. **Issuing Certificates at Various Levels:** To provide students with certificates based on the completion of different stages of their educational programmes.
- iii. **Supporting Achievement of Educational Goals:** To assist students in achieving their academic and professional goals by offering necessary resources and opportunities.

4.2 Regarding the Issuance of the Leaving Certificate:

- a. Students who have enrolled in Government Polytechnic, Pune and decide to permanently withdraw from their respective engineering diploma programme before the completion of the programme will be issued a **Leaving Certificate**.
- b. However, students who temporarily leave the institution under the **Multiple Entry and Exit Scheme (MEES)** will not be issued a Leaving Certificate. They will be allowed to leave the institution to complete an eight-week Internship (industrial training) related to the SEC (Skill Enhancement Course) being identified by the respective programme.

4.3 Time Limit for availing the Benefits of the Multiple Entry and Exit Scheme (MEES)

- a. **Under the Multiple Entry and Exit Scheme (MEES)**, when a student opts to temporarily leave the institution, they must rejoin the institution at the beginning of the academic year within 4 academic years to complete the remaining years of the diploma in their respective programme.

These 4 years will be calculated from the end of the academic year in which the student temporarily left the institution under the **Multiple Entry and Exit Scheme (MEES)**.

Note: A student availing the benefits under the Multiple Entry and Exit Scheme (MEES) must resume their diploma programme within 4 academic years. No opportunity will be given to rejoin the programme after more than 4 years.

b. **Regarding Re-admission**

1. After temporarily leaving the institution under the Multiple Entry and Exit Scheme (MEES), the student is not required to undergo the re-admission process when rejoining the institution for the next academic year (semester) within 4 years. The original admission for the first year is continued.
2. When rejoining the institution, students must verify the equivalency of the courses of the applicable curriculum at the time of rejoining and the courses of the curriculum in effect when they temporarily left under the **Multiple Entry and Exit Scheme (MEES)**. Necessary courses must be registered accordingly.

c. **Maximum Duration for Completing the Diploma Course: (Including the period outside the institution under the MEES scheme)**

While availing the benefits of the **Multiple Entry and Exit Scheme (MEES)**, it is mandatory for students who have been admitted in the **first-year diploma** to complete all the remaining terms of the engineering diploma program i.e. grant all the terms within **a maximum period of 7 years from the date of their original admission.**

If a student availing the benefits of this scheme takes **more than 7 years** to complete all the required semesters of the entire diploma Programme, their **admission to the institution will be cancelled**, and they will not be eligible to receive the **Diploma Certificate.**

4.4 Eligibility for Availing the Benefits of the Multiple Entry and Exit Scheme (MEES)

- a. The process for granting the benefits of the **Multiple Entry and Exit Scheme (MEES)** to any student will commence only after the **official declaration of the results of the even-term examinations for the first year.**
- b. When granting the option to any student to avail of the benefits of the Multiple Entry and Exit Scheme (MEES), it is mandatory for the student to have **passed the examinations for the first year.**

4.5 Eligibility for Receiving the Vocational Certificate
If a student opts to avail of the benefits of the **Multiple Entry and Exit Scheme (MEES) after the first year**, they must have passed the first year. Additionally, if they complete the eight-week internship (industrial training) related to the skill development course identified by the respective programmes, they will be eligible to receive the **Vocational Certificate**.

4.6 If a student opts to avail the benefits of the **Multiple Entry and Exit Scheme (MEES)** and leaves the institution, they will not be eligible for admission to the next year/semester of the diploma course in the following academic year. In other words, they cannot avail of both benefits simultaneously.

5. Credit System

Upon accumulating 120 credits for 120-NEP Curriculum, a student is eligible for the award of Diploma. These credits are calculated based on 30 notional hours of theory, practical, or self-learning within a 15-week semester. The allocation of credits for each course aligns with the learning and assessment scheme of the individual program.

Credits are awarded for each course only after successfully completing all heads of assessment. These heads include:

- i **Formative Assessment Theory (FA-TH):**
This includes class tests and other formative assessments.
- ii **Summative Assessment Theory (SA-TH):**
This involves the end-term theory exam.
- iii **Formative Assessment Practical (FA-PR):**
It encompasses term work and practical assignments.
- iv **Summative Assessment Practical (SA-PR):**
This consists of the end-term practical exam.
- v **Self-Learning Assessment (SLA):**
If applicable, self-learning assessments contribute to the overall credits.

Remember, successful completion/passing of all these components is necessary to earn the credits for a course.

Students enrolled in a diploma program with additional qualifications, will be granted credits based on the criteria outlined in B-7.5. However, if students hold qualifications not specified in B-7.5 or are transferring from other institutions, the determination of credit equivalence will be made by the equivalence committee, and their decision will be considered final.

6. Courses Category

Under the MPEC System curricula were designed initially in August 1994 and implemented for 6 years. After various revisions the different categories of courses are as shown below

- i **"Discipline-specific courses Core"**(DSC) typically refers to a set of courses within an academic program that are fundamental to a specific discipline or field of study.
- ii **"Discipline-specific Electives"**(DSE) are courses within an academic program that allow students to choose from a selection of courses that are directly related to their chosen discipline or field of study.
- iii **"Ability Enhancement Courses"**(AEC) are designed to enhance the overall skills and abilities of students pursuing various programs.
- iv **"Skill enhancement Courses"**(SEC) refer to educational programs or courses designed to develop and improve specific skills in individuals.
- v A **"Value Education Course"**(VEC) is an educational program or course that focuses on instilling and promoting certain core values, ethics, and moral principles among students.
- vi **Internship/Apprenticeship./Project (INP)**

7. Semester Pattern

The MPEC System emphasizes providing students with greater flexibility in selecting and studying courses according to their individual needs. Here are a couple of key advantages of the semester pattern within this system

1. More Opportunities for Choice

- i In the semester pattern, examinations are conducted twice a year. This means that students have two opportunities annually to exercise their options.
- ii Students can choose courses based on their interests, strengths, and career goals during these examination cycles.

2. Modular Course Structure

Courses can be conveniently divided into smaller modules in the semester pattern.

- i By adjusting the number of credits or the number of courses, educators can control the quantum of curricular inputs
- ii This flexibility allows for a more tailored learning experience.

In each semester, there are fifteen weeks dedicated to teaching and learning activities. Additionally, approximately eight weeks are allocated for theory and practical examinations, sports, and cultural events. Students also enjoy a one-week Diwali Vacation and a four-week Summer Vacation within the academic year.

The semester that begins in June is referred to as the Odd Term, while the one starting in December is known as the Even Term

8. Governing Board (GB)

The Governing Board serves as the highest authority overseeing all activities within the institute. The Joint Director of Technical Education acts as the Chairman of the Governing Board by virtue of their position.

Board members are drawn from various sectors including industry, Human Resource Development (HRD), and the Maharashtra State Board of Technical Education (MSBTE). The Principal of the institute holds the role of Member Secretary.

This board possesses the authority to enact necessary policy decisions concerning the academic and other associated activities of the institute.

Several functions of the Governing Board are outlined below:

1. Establishing institute policies and providing guidelines for its efficient operation.
2. Analyzing academic-related issues and formulating appropriate policies
3. Endorsing new diploma programs of study
4. Reviewing and approving recommendations put forth by the Board of Studies (BOS).
5. Sanctioning modifications to the current curriculum to address evolving industry and societal needs.
6. Approving proposals for programs within Continuing Education Programs (CEP).
7. Endorsing revisions to MPECS, Examination, and remuneration regulations.

Governing Board meetings typically occur twice a year.

9. Board of Studies (BOS)

The Board of Studies (BOS) is a committee comprising experts from both industry and academia, entrusted with the task of providing guidance for the design, development, implementation, and upkeep of the curriculum. Additionally, the committee offers suggestions for innovative teaching methodologies and evaluation techniques.

The Chairman of the BOS hails from the industry, while its members are drawn from both industry and academia, including heads of departments within the institute. The member secretary of the BOS is responsible for the curriculum development cell.

Meetings of the BOS are convened whenever there is a need to review and approve recommendations received from the Program Board of Studies (PBOS).

10. Programme-wise Committees of Board of Studies (PBOS)

The Chairman of the Program Board of Studies (PBOS) is the respective Head of the Department. PBOS members consist of representatives from industry (at least two) and academia (including at least one senior faculty member from a neighbouring autonomous institute).

PBOS is responsible for determining the theoretical and practical content for each course, which is then forwarded to the Board of Studies (BOS) for approval.

PBOS convenes whenever there is a need for a change or modification in the curriculum. It comprises a maximum of two teaching staff from the respective department. Additionally, the Academic Coordinator, Controller of Examination, and Curriculum Development Cell (CDC) In-Charge serve as ex-officio members of PBOS. Other faculty members may be invited as attendees for PBOS meetings.

11. Guidance & Counselling Cell

This committee should be formed at program level. Its structure is as follows

Program Head	Chairman
Academic Coordinator	Member
Training & placement Officer	Member
Sr. Faculty (02 numbers of which one is lady member)	Member

This committee is formed to provide information & guidance on following points.

1. Selection & sequencing of courses.
2. Selection of path of studies.
3. Career opportunities.
4. Needs of Industry & skill component.
5. Employment Profiles.

12. Examination Cell

Examination cell is established at the inception of autonomy in 1994-95. This cell is responsible for carrying out all evaluation activities of the institute. **Controller of Examination** is the head of this cell. He will function as per the instructions given by the head of institute.

The Examination Cell in an autonomous institute plays a crucial role in overseeing various examination-related processes and functions. Here's an outline of its typical functions

1. **Scheduling Examinations:** The examination cell is responsible for planning and scheduling all examinations, including end terms examinations ensuring they adhere to the academic calendar.
2. **Exam Registration:** Managing the registration process for students to enroll in examinations, including collecting fees, issuing hall tickets, and maintaining records of registered students.

3. **Exam Administration:** Overseeing the smooth conduct of examinations, ensuring proper arrangements for seating, distribution of question papers, invigilation, and maintaining the overall integrity and security of the exam environment.
4. **Result Processing:** Collecting and processing examination results, ensuring accuracy in grading and calculation, and preparing result sheets or transcripts for distribution to students.
5. **Publication of Results:** Announcing examination results in a timely manner, both through online platforms and notice boards, and any queries or concerns from students regarding their results.
6. **Record-Keeping:** Maintaining comprehensive records of examination-related data, including student performance, attendance, examination papers, and other relevant documentation for future reference and accreditation purposes.
7. **Coordination with Academic Departments:** Collaborating with academic departments to address any issues related to examination content, grading policies, or student performance, and implementing necessary changes or improvements based on feedback.
8. **Conducting Re-evaluation and Re-assessment:** Facilitating the process of re-evaluation or re-assessment for students who wish to challenge their examination results, including coordinating with faculty members for re-examination of answer scripts.
9. **Compliance and Regulations:** Ensuring compliance with relevant regulatory bodies and examination boards' guidelines and regulations, as well as maintaining confidentiality and integrity throughout the examination process.
10. **Continuous Improvement:** Continuously evaluating and improving examination processes and systems to enhance efficiency, transparency, and fairness in assessment practices.

Overall, the Examination Cell plays a pivotal role in upholding the academic standards and integrity of the institution's examination system, contributing to the overall quality of education and student outcomes.

13. Curriculum Development Cell (CDC)

CDC cell is established at the inception of autonomy in 1994-95. This cell is headed by a senior faculty and he/she is the member secretary of Board of Studies (BoS).

The Curriculum Development Cell (CDC) in an autonomous institute is responsible for various tasks related to the design, review, and enhancement of academic programs and courses offered by the institution.

Here are some typical functions of a Curriculum Development Cell:

1. **Curriculum Design and Review:** The CDC is tasked with designing and periodically reviewing the curriculum for all academic programs offered by the institute. This involves identifying learning objectives, defining course content, and determining the structure and sequence of courses.
2. **Alignment with Educational Goals:** Ensuring that the curriculum aligns with the educational goals and objectives of the institute, as well as with industry standards and emerging trends in the relevant fields of study.
3. **Stakeholder Consultation:** Engaging with various stakeholders, including faculty members, students, industry professionals, alumni and academic experts, to gather input and feedback on curriculum design and revisions.
4. **Integration of Emerging Technologies:** Incorporating emerging technologies, tools, and methodologies into the curriculum to ensure that students are equipped with relevant and up-to-date skills and knowledge.
5. **Interdisciplinary Approach:** Promoting interdisciplinary approaches and cross-disciplinary collaboration in curriculum development to foster holistic learning experiences for students.
6. **Quality Assurance:** Ensuring the quality and rigor of the curriculum through continuous monitoring, evaluation, and improvement processes. This may involve conducting assessments, surveys, and reviews to gather feedback on the effectiveness of the curriculum.
7. **Adherence to Regulatory Standards:** Ensuring compliance with regulatory standards, accreditation requirements, and guidelines set forth by relevant governing bodies and accreditation agencies.

14. Examination Committee

Examination committee is tasked with pre-validating examination results, addressing instances of malpractice, and handling other examination- related matters

Structure of Examination Committee -

Director Maharashtra State Board of Technical Education, Mumbai (Ex-Officio Member)	Chairman
Principal, Other Autonomous Polytechnic under D.T.E. M.S. (Ex-Officio Member)	Member
Principal, Government Polytechnic, Pune	Member
Head of Department, Government Polytechnic, Pune	Member
Head of Department, Government Polytechnic, Pune	Member
Controller of Examinations, Government Polytechnic, Pune	Member Secretary

B Rules for Diploma Programmes

1. Admission

- 1.1 Admission will be solely based on merit and in accordance with the regulations established by the Government of Maharashtra and the provisions set forth by AICTE, as updated periodically.
- 1.2 Reservation quotas will continue to be effective as per the regulations stipulated by the Government of Maharashtra.
- 1.3 Students admitted with qualifications exceeding the minimum requirements will receive credits as determined and announced by the equivalence committee. The eligibility for exemption or credit allocation based on entry qualifications will be listed in the equivalence table of the respective program.

2. Transfers

- 2.1 Transfers from other Government and Aided Polytechnics are permitted in accordance with the current regulations of the Government of Maharashtra.
- 2.2 The approval for any transfer is contingent upon the availability of vacant seats.
- 2.3 Regarding transfers mentioned above, the allocation of credits to students will be determined by the Equivalence committee of the Institute.

3. Time Limit

- 3.1 Students enrolled in a diploma program must get granted the term for all courses required for their program within a maximum period of six years from their admission date to the institution, as per the Multi Exit system. Failure to meet this requirement will lead to the termination of their studies at the institute.
- 3.2 Any voluntary breaks, medical leaves, suspensions due to unfair means in examinations, disciplinary actions, detentions for non-performance, or breaks for any other reasons will be included in calculating the six-year period in accordance with BOS resolution no. GPP/GB/2015/79 dated 29/04/2015, from the 31st BOG meeting convened on 29/04/2015).
- 3.3 For students who have chosen the Multi Entry and Exit option under the 120-NEP, the calculation of the maximum six-year period as mentioned in rule 3.1 will not include any periods of exit.
- 3.4 Students may appear for end term examination in any individual courses in several attempts, subject to the conditions mentioned in 3.1 above.
- 3.5 Students who leave the Polytechnic before obtaining their Diploma may seek readmission in accordance with the admission regulations established by the Government of Maharashtra. However, they will not be eligible for any exemptions based on an unfinished Diploma.

4. Registration for Courses

- 4.1 AII students must Enroll in the courses they intend to complete within a semester, in accordance with the academic calendar. The various programs of the institute will announce the courses offered in each term, and respective students must select courses from the provided options.
- 4.2 Students are encouraged to consult with the registration in-charges when choosing courses. The registration in-charges are responsible for
 - a. Verifying any existing backlogs of the student before registration.
 - b. Ensuring that students register for courses according to the semester-wise path structure of their respective program.
- 4.3 Students are permitted to register for a maximum of 22 credits for each semester.
- 4.4 Students must grant the term for all the courses from semester 1 and 2, before they can register for Class Declaration (CD) Courses.
- 4.5 Students must grant the term for prerequisite courses' before they can register for courses with prerequisites.
- 4.6 Students must have acquired a minimum of 60 credits to be eligible for project registration. Approval from the program head is required for project registration.
- 4.7 Students are allowed to cancel their course registrations within 15 days from the initial course registration date, subject to approval by the Principal if deemed justified.
- 4.8 The program head, who is also the chairman of PBoS for the respective program, will coordinate with the CDC and Course experts to prepare the equivalence table for granting exemptions to courses. A signed copy of this document by all three members will be maintained as the exemption rule document by the Program head, CDC and Examination Cell.

5. Registration for Direct Second Year students (DSY).

- 5.1 The registration regulations outlined in the " **B. Rule No. 4.0 Clause No. 4.3 Registration for courses**" section apply to DSY students also.
- 5.2 Direct second-year admitted students will receive exemptions for first and second-semester courses based solely on the program-specific path, applicable only at the beginning of the semester upon initial admission. Credits for Semester 1 and 2 courses will be integrated into the third-semester mark sheet and separate mark sheets for these exempted courses will not be provided.

- 5.3 When assigning enrollment numbers to these (DSY) students, a sequential serial numbering starting from 501 will be utilized, managed by the Management Information System (MIS). For instance, enrollment numbers like 2302501 for Electrical student admitted in academic year 2023-24 and 2303501 for Electronics and telecommunication student admitted in academic year 2023-24 will be allocated.

6. Re-registration for Courses

- 6.1 Students who have been detained in a course due to their inadequate attendance in Theory classes, Practical hours, or incomplete Term work submission are permitted to re-register for the course in the subsequent term it is offered, without impacting rule 3.1.
- In these instances, students must be accompanied by their parents or guardians during re-registration and are obliged to provide an assurance to the Head of the Department (HOD) stating their dedication to attending theory and practical classes punctually and consistently.

7. Award of Credits for higher qualified Entrants

- 7.1 Each department is responsible for gathering and submitting exemption forms of admitted students with higher qualifications to the Curriculum Development Cell (C.D.C).
- 7.2 Students possessing higher qualifications upon admission to the first year can apply using the prescribed proforma to request exemption/credits when registering for first-semester courses. Claims made after the completion of the first-semester term-end examination will not be entertained.
- 7.3 The responsibility for deciding on claims for exemption in courses/granting of credits lies with the program-wise equivalence committee. Students who are granted exemptions in courses are not obliged to register for those courses or take examinations for them.
- 7.4 If a student requests exemption for any class declaration courses, they will only be eligible for a pass class declaration. Conversely, students who do not request exemption for class declaration courses may qualify for First/Second class status, depending on the circumstances.

- 7.5 Students who have successfully completed HSC, MCVC, ITI upon admission to the first year are eligible to receive exemption/credit, provided they have obtained a minimum of 40% marks in the subject for which exemption is sought.

Examination passed	Subject passed	Course in which exemption is allowed
HSC Science with Maths	40 Mathematics & Statistics	SC11205 Basic Mathematics
		SC11206 Basic Mathematics
	54 Physics	SC11203 Engineering physics
		SC11204 Applied Physics
	55 Chemistry	SC11201 Engg Chemistry
		SC11202 Applied Chemistry
HSC Science without Maths	54 Physics	SC11203 Engineering physics
		SC11204 Applied Physics
	55 Chemistry	SC11202 Applied Chemistry
		SC11201 Engg Chemistry
MSCIT	MSCIT	CM21201 Fundamental of ICT
NIELIT	CCC	CM21201 Fundamental of ICT
ITI	Fitter	WS11204 Engineering Workshop Practice

- 7.6 The program-wise equivalence committee with the course experts will determine claims for exemption/credit for students entering at a higher level due to transfer from other institutes or in cases not addressed above, on an individual basis.

8 Eligibility for Granting of Term

- 8.1 To be eligible for term completion in a course, a student must meet the following conditions for their registered courses:
- Attendance:** The student should have attended at least 75% of the Contact Lectures (CL), Tutorial Lectures (TL), and Laboratory Lectures (LL) as prescribed for the course
 - Coursework Completion:** The student must have satisfactorily completed all the prescribed term work, laboratory work, practical assignments, workshop practical's, fieldwork, industrial visits, training, and self-learning activities.
 - Conduct and Character:** Throughout the term, the student must maintain good conduct and character.
- 8.2 Students who do not meet the specified conditions mentioned in clause no. 7.1 will be required to re-register for the course or courses for which their term or terms have not been granted.

9. Registration for Examination

- 9.1 To be eligible for examination registration, students must have been granted terms for the courses, following the guidelines outlined in Rule 7.0 (Eligibility for Granting of Term) as mentioned above.
- 9.2 Candidates who are penalized for misconduct in the examination or their behaviour are not eligible to register until the duration specified in the punishment order has elapsed.
- 9.3 Eligible candidates should register for the final examination by completing the designated form on the dates specified by the examination section. Additionally, they must submit the necessary fees.
- 9.4 Candidates cannot register for more than 10 (TEN) theory courses for examination simultaneously. Other heads of examinations such as practical, oral or self-learning assessment (SLA) components will not be included in this limit.
- 9.5 Candidates who are otherwise eligible but do not register for the examination will still be eligible to register for subsequent examinations. However, the marks obtained in term work or progressive assessment will be carried forward.
- 9.6 Candidates should ensure their eligibility for examination registration. If it is found at any point that a candidate does not meet the eligibility criteria for examination registration, they may be disallowed from appearing in the examination, and their result could be cancelled.
- 9.7 The head of the institute reserves the right to debar a candidate at any point due to misconduct either within or outside the campus premises.
- 9.8 The examination rules, unless otherwise specified, will align with the current rules set forth by MSBTE.

10. Student's Evaluation

- 10.1 Within the assessment framework, students will undergo evaluation in five heads: **Formative Assessment Theory (FA-TH)**, which includes Progressive Tests; **Summative Assessment Theory (SA-TH)**, consisting of End Term Theory Examinations; **Formative Assessment Practical (FA-PR)**, incorporating Term Work and/or practical test; **Summative Assessment Practical (SA-PR)**, which comprises End Term Practical Examinations; and **Self-learning Assessment (SLA)**. The specifics of examination heads designated for each course are outlined in the curriculum structure.
- 10.2 **The Summative Assessment Theory (SA-TH)**, also known as the End Term Theory Examination, will be allocated either a 70-mark paper or a 35-mark paper, as indicated in the Learning and Assessment scheme for the course. The duration for the End-Term Theory Examination is 2 hours for the 35-mark paper and 3 hours for the 70-mark paper, scheduled in the **offline mode**.
- 10.3 For courses with **Summative Assessment Theory (SA-TH)**, which refers to end-term theory assessment as per the course assessment scheme, there will be two class tests conducted during each term for **Formative Assessment Theory (FA-TH)**. Each class test will carry a weightage of 30 marks for courses with end-term theory examinations totalling 70 marks, and 15 marks for courses with end-term theory examinations totalling 35 marks.
- 10.4 The documentation of laboratory work, drawing sheets, design reports, workshop reports, fieldwork, field visits, industrial visits, projects, assignments, etc., as mandated by a course, will form the **Formative Assessment Practical (FA-PR)**, commonly referred to as Term work and /or Practical tests.
- 10.5 **Formative Assessment Practical (FA-PR)**, known as Term work and/or Practical test, will be progressively assessed by an internal examiner for all courses, including those designated as **class declaration (CD) courses**, throughout the term. However, for the "**Project and Seminar**" course, the evaluation of **Formative Assessment Practical (FA-PR)**, will be assessed during the end-term examination by both internal and external examiners.
- 10.6 The **Summative Assessment Practical (SA-PR)** examinations conform to the Learning and Assessment scheme outlined in the course structure and is based on certified Term work.
- 10.7 Courses solely having Summative Assessment Practical (SA-PR), which includes end-term practical assessments, part of their course assessment scheme, will feature two practical tests as **Formative Assessment Practical (FA-PR)** as scheduled per term.

- 10.8 The **Summative Assessment Practical (SA-PR) i.e. End Term Practical Examination** based on term work will be conducted by the internal examiner for non-class declaration courses and will be conducted by both, internal as well as external examiners for the **class declaration courses (CD)**.
- 10.9 The student should bring the certified term work at the time of the **Summative Assessment practical examination** as the practical examination is based on the term work.
- 10.10 Students who are absent or fail in the Summative Assessment Practical (SA-PR), which includes Practical/seminar/project work, are required to retain their term work/seminar/project work and present it for subsequent end-term examinations.
- 10.11 For courses that include **Formative Assessment Theory (FA-TH)** and/or **Formative Assessment Practical (FA-PR)**, in addition to **Self-Learning Assessment (SLA)** according to the course assessment scheme, and if a student fails to achieve the minimum passing marks in the **Self Learning Assessment (SLA)** due to incomplete SLA term work, the student will be declared as "Fail" and will need to redo and resubmit the SLA work.
- 10.12 For courses that have only Self **Learning Assessment (SLA)** according to the course assessment scheme, and if a student fails to achieve the minimum passing marks in the **Self Learning Assessment (SLA)** due to incomplete SLA term work, the student will be declared as " **Detained** " and will have to re-register for the course in the subsequent term when the course will be offered.
- 10.13 If a student fails to achieve passing marks in components such as **End Term Theory (SA-TH)** and/or **End Term Practical (SA-PR)** examinations, they will be permitted to appear for the components in which they failed in subsequent examinations. The assessment marks from **Formative Assessment Theory (FA-TH)**, which includes Class tests, **Formative Assessment Practical (FA-PR)**, comprising Term-work, projects, industrial training, or mini projects, and **Summative Assessment Theory (SA-TH)** or **Summative Assessment Practical (SA-PR)** for which the student passed, will be carried forward to the subsequent examinations. However, if a student scores below passing marks in **Formative Assessment Practical (FA-PR)**, indicating unsatisfactory completion of term work, they will be detained in that course.

11. Passing Standards

- 11.1 To complete a course, a student must achieve a minimum of 40% aggregate marks in the **Summative Assessment Theory (SA-TH)**, which includes the End Theory, and the **Formative Assessment Theory (FA-TH)**, comprising progressive tests. Additionally, the student must attain at least 40% marks in the **Formative Assessment practical (FA-PR)**, encompassing Term Work and/or progressive skill test, and the **Summative Assessment Practical (SA-PR)**, which includes practical or oral examination based on teamwork, as per the course assessment scheme. Failure to meet these requirements will result in a Fail grade, and the student will not earn the credits allocated for the course.
- 11.2 If a student's combined score in both the **Summative Assessment Theory (SA-TH)**, i.e. the End theory examination, and the **Formative Assessment Theory (FA-TH)**, i.e. class tests, falls short of passing marks by 1 to 3 marks in a course where the **Summative Assessment Theory (SA-TH) i.e. End theory** accounts for 70 marks, they will be granted grace marks ranging from 1 to 3 marks.
- 11.3 If a student's combined score in both the **Summative Assessment Theory (SA-TH)**, i.e. the End theory examination, and the **Formative Assessment Theory (FA-TH)**, i.e. class tests, falls short of passing marks by 1 to 2 marks in a course where the **Summative Assessment Theory (SA-TH) i.e. End theory** accounts for 35 marks, they will be granted grace marks ranging from 1 to 2 marks.

12 Declaration of Results

- 12.1 After the conclusion of examinations, the results of the examination shall be declared approximately within a month's time.
- 12.2 The candidates shall be provided with certified statement of marks secured by him / her in each head of passing.
- 12.3 In case original marksheet is lost a duplicate marksheet can be obtained on payment of requisite fees along with application for issue of duplicate marksheet, affidavit for loss of mark sheet and copy of police complaint for loss of mark sheet
- 12.4 The cases of misconduct / using unfair means in the examination hall shall be enquired into and will be referred to examination committee for appropriate action.
The action may be cancelling the performance in that examination and / or disallowing for further registration/s and examination/s as per the prevailing rules.

- 12.5 The examination committee is empowered to moderate the results of any course(s) at its discretion, before the declaration of the result, if felt necessary. This will be done only after full justification based on valid reasons.
- 12.6 The candidate will be entitled to apply for verification of marks to the Controller of Examinations as per the schedule provided he,/she pays the requisite fee for verification. In no case late applications shall be entertained.
- 12.7 The application for re-assessment will be available as per the rules.
- 12.8 Unless otherwise specified in this document all rules regarding examination will have parity with existing MSBTE rules.
- 12.9 The punishment rules for unfair means will be considered at par with MSBTE punishment rules for unfair means.

13 Award of Diploma

- 13.1 The diploma will be awarded to the eligible candidates in convocation ceremony which will be held once in a year.
- 13.2 In order to award a Diploma, the candidate must acquire the 120 credit requirements outlined in the learning and assessment scheme provided there are no pending disciplinary actions against the candidate for misconduct or unfair means.
- 13.3 The awarding of diploma with First class with distinction, first class, or second class or pass class will be determined based on the combined aggregate percentage of marks obtained in all class declaration courses specified in the Learning and assessment scheme for the programs.

The classifications and respective percentage criteria are as follows:

- i **First class with Distinction:** 75% or higher
 - ii **First Class:** 60% or higher but less than 75%
 - iii **Second Class:** 50% or higher but less than 60%
 - iv **Pass Class:** 40% or higher but less than 50%
- 13.4 If a candidate's aggregate marks for the Class award courses fall short by up to 0.5%, whether pursuing First Class with Distinction, First Class, Second Class, or Pass Class. This deficiency can be addressed by adding a maximum of 0.5% marks to their aggregate marks obtained in the class declaration courses for the Diploma. When adding a maximum of 0.5% of the marks, any fraction of a mark will be rounded up to the nearest whole number and included in the total.
 - 13.5 A candidate, who has been declared to have successfully

completed the final examination, leading to the award of a Diploma, will have the option to enhance their class under the following conditions

- a. The candidate can request class improvement within one year, specifically within two consecutive exam cycles from the term of the diploma award.
- b. Application for registration under class improvement must be submitted in the prescribed format through the Head of the respective department.
- c. The candidate must re-register for examinations for all courses for which the class is declared.
- d. Practical, term work, oral, project, and test marks of the candidate will be carried forward.
- e. The candidate must surrender the original Diploma marks sheet, earlier awarded Provisional Certificate, and Institutional Leaving certificate, which will be retained by the Examination Section
- f. If the candidate fails to improve their class; their previous result will remain valid and will be declared at the time of result announcement.
- g. The candidate will be allowed only one opportunity to improve their class within one academic year from the declaration of the result.

13.6 The candidate after obtaining a diploma in any programme and enrolling in additional diploma programs offered by the Institute, marks attained in equivalent courses inclusive of class declaration courses from the previous program as decided by the program-wise equivalence committee will be retained and considered for determining the class awarded, on the condition that the student has successfully passed all common courses in each category without any condonations

13.7 In case of loss of diploma certificate/ mutilated certificate a duplicate certificate will be issued provided the candidate applies in prescribed proforma, pay the requisite fees and submit an affidavit in case of loss, stating the circumstances of loss of original certificate. If the certificate is mutilated it should be returned to the institute along with the application form.

13.8 If it is discovered after the diploma has been awarded that the student has not met the specified conditions or has violated the regulations outlined in this document, the diploma may be revoked, and appropriate notification may be issued as deemed necessary.

Summary of Rules

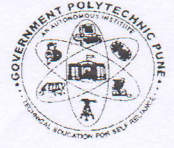
These rules will be applicable for all Regular Diploma programmes

Sr. No.	Particulars	Criterion
1	Maximum Period to complete the Course registration for Regular Diploma. B. Refer to Rule No. 3 Clause No. 3.1,3.2,3.3	Maximum 6 Years
2	Maximum Number of courses that can be registered for Course registration per Term.	As Per Path
3	Maximum No. of (Theory) courses that can be registered for - Examination registration per Term (Regular)	10 Nos.
4	Maximum No. of Credits that can be registered for Course registration (Regular Diploma). Refer to B. Rule No. 4 Clause No. 4.3	22
5	Maximum No. of Credits that can be registered for Course registration (Direct Second Year Students Diploma) Refer to B. Rule No. 5 Clause No. 5.1	22
6	Theory Grace Marks per Course. Refer to B. Rule No. 11 Clause No.11.2 & 11.3	A maximum of three marks will be awarded for the 70-mark end theory, and a maximum of two marks will be awarded for the 35-mark end theory.

Sr. No.	Particulars	Criterion
7	Grace Marks for Class Declaration. Refer to B. Rule No. 13 Clause No.13.4	Maximum Five Marks
8	Condition for Class Declaration (CD) course registration. Refer to B. Rule No. 4 Clause No.4.6	"Registration for 'Class Declaration Courses' will be permitted after granting the term for all the courses from semester 1 and 2 "
9	Declaration of Diploma Class. Refer to B. Rule No. 13 Clause No.13.3	
	First Class With Distinction	First class with Distinction: 75% or higher
	First Class	First Class: 60% or higher but less than 75%
	Second Class	Second Class: 50% or higher but less than 60%
	Pass Class	Pass Class: 40% or higher but less than 50%



Government of Maharashtra
GOVERNMENT POLYTECHNIC, PUNE
(An Autonomous Institute of Government of Maharashtra)
University Road, Shivaji Nagar, Pune - 411016



Phone: 020-25676818, 25559200

Email: principal.gppune@dtmaharashtra.gov.in

No.GPP/Exam/MPECS(120NEP)/corrigendum-I/2024/ 3758.

Date: 19 AUG 2024

Corrigendum-I


- Reference :1. Multi Point Entry and Credit System(For 120 NEP Curriculum)(MPECS)
(Revised From Academic Year 2023-2024)
2. जा.क्र. शातनिपु/शाखा बदल प्रवेशनियम/२०२४/३७३६ दिनांक :१७ ऑगस्ट, २०२४

Subject : Modifications in the Multi Point Entry and Credit System(For 120 NEP Curriculum)(MPECS)(Revised From Academic Year 2024-2025)

Following modifications in the Multi Point Entry and Credit System (For 120 NEP Curriculum) (MPECS)(Revised From Academic Year 2024-2025) are incorporated.

SN	Instead of	Read as
	following Rule for Program or Branch	following Rule for Program or Branch Change
1	2. Transfers 2.3 Regarding transfers mentioned above, the allocation of credits to students will be determined by the Equivalence committee of the Institute.	2. Transfers 2.3 Students who opt to change their program or branch or student transferred from other institute after the first year will have their first and second-semester courses exempted as per the new program's curriculum. The credits for these courses will be reflected in the third-semester mark sheet, and separate mark sheets for the exempted courses will not be issued.

Rest of MPESC remains unchanged. All the concerned should take note of this.


Dr. Rajendra K. Patil
Principal,
Government Polytechnic, Pune

Copy to -

1. All Heads of Departments - for information and necessary action.