

Draft Regulations Governing Four-year Multidisciplinary Undergraduate Degree Programmes/Five-year Integrated Master's Degree Programme of Tumkur University under National Education Policy 2020

1. Preamble

National Education Policy 2020 (NEP 2020) aims at equipping students with knowledge, skills, values, leadership qualities and initiate them for lifelong learning. It is in tune with the global education development agenda reflected in the Goal 4 (SDG4) of the 2030 Agenda for Sustainable Development, adopted by India in 2015, which seeks to “ensure inclusive and equitable quality education and promote lifelong learning opportunities for all” by 2030. The stated principle of NEP 2020 is to develop “good human beings capable of rational thought and action, possessing compassion and empathy, courage and resilience, scientific temper and creative imagination, with sound ethical moorings and values.”

Higher education institutions (HEIs) must empower students in their contexts and at the same time keep them in phase with the pace of technological developments. Their purpose is to enable students to acquire expertise in specialized areas of interest, mould their character by imparting ethical and Constitutional values, kindle their intellectual curiosity and scientific temper, and create imaginative individuals who are service oriented. Students in HEIs should be able to expose themselves to a range of disciplines and obtain practical knowledge in professional, technical, and vocational subjects. Hence, HEIs must strive to create a space of multidisciplinary exposure. They must offer exposure to a wide range of subjects and skills and the possibility of obtaining deep knowledge or expertise in any of these subjects or skills. A successful HEI is the one that enables its pupils to combine personal fulfilment with societal concerns: a skilled scholar with a proactive interest in engaging with the society constructively.

Tumkur University was established in 2004 with its territorial jurisdiction over Tumakuru district. Following the spirit of NEP 2020, the University has decided to implement Four-year Multidisciplinary UG Programme as well as Five-year Integrated Master's Degree Programme. The framework is flexible enough to ensure that students, depending upon their interests, may choose between inter-disciplinary, intra-disciplinary and skill-based courses. The framework has been developed with an intention of moulding good, well-rounded and creative individuals. A student can study one or more specialized areas of interest in detail. It also aims at bridging the increasing gap between an undergraduate degree and employability. The framework has been devised to cater to the needs of students with diverse talents, aspirations and professional requirements.

In the light of the recommendations of NEP 2020, this framework for a Four-year Multidisciplinary Undergraduate Programme and Five-year Integrated Master's Degree Programme provides multiple exit and entry options with Certificate/Diploma/Undergraduate Degree/Honours Degree/Postgraduate Degree being awarded at different exits. The framework has been structured to be creative and innovative. A range of courses is offered with rigorous exposure to multiple areas and disciplines, while allowing for specialization in one or two areas. The programme fulfils knowledge, vocational, professional and skill requirements. The curriculum combines conceptual knowledge with

practical engagement and understanding that has relevant real- world application through fieldwork, internships, research projects, and so on.

2. Title and Commencement

2. i These Regulations shall be called “Regulations Governing Four-year Multidisciplinary Undergraduate Degree Programmes (Honors)/Five-year Integrated Master’s Degree Programme of Tumkur University under National Education Policy 2020”.
2. ii These regulations shall come into effect from the date of their assent by the Chancellor of the University and its notification by the University.

3. Definitions

3. i University means Tumkur University, Tumakuru.
3. ii College means constituent colleges or any higher education institution affiliated to Tumkur University.
3. iii Academic Council means Academic Council of Tumkur University.
3. iv Syndicate means the Syndicate of Tumkur University.
3. v BoS means Boards of Studies in various subjects.
3. vi BoE means Boards of Examiners in a particular or group of subjects.
3. vii Programme means a set of courses prescribed by the University for the award of a particular degree specified by the UGC under sub-section (3) of section 22 of the University Grants Commission Act, 1956 (3 of 1956).
3. viii Discipline means faculty viz. Arts, Science and Technology, Commerce and Management, Education, etc.
3. ix Subject means a field of study in a discipline. E.g., History is a subject under the faculty of Arts.
3. x Course means paper with specified units from a subject. All courses need not carry the same weight. The courses should define learning objectives and learning outcomes. A course may be designed to comprise lectures/ tutorials/laboratory work/field work/project work/vocational training/viva/seminars/term papers/assignments/presentations/ self-study etc. or a combination of some of these.
3. xi Credit means the unit used to measure the course work. It determines the number of hours of instruction required in a semester. One credit is equivalent to one hour of teaching (lecture or tutorial) or two hours of practical work/field work per week. Generally, in a semester 12-15 hours of teaching (lecture or tutorial) or 24-30 hours of practical work/field work makes one credit.
3. xii Fee means the fee prescribed by Tumkur University.
3. xiii Internal Assessment (IA) means the evaluation conducted for a particular course during the semester by the class teacher for the students for specified assessment methods.
3. xiv Semester means an academic time frame of the programme, comprising of 16 weeks/90 continuous teaching-learning days in a given academic year.
3. xv Semester End Examination (SEE) means the examination conducted after the completion of 90 teaching/learning days, offered course-wise for a specified duration.
3. xvi Bachelor’s Degree means three years undergraduate Bachelor’s Degree programme offered by a faculty of Tumkur University.
3. xvii Bachelor’s Degree with Honours means four years Bachelor’s Degree programme offered

by a faculty of Tumkur University.

- 3. xviii Integrated Master's Degree means five years Postgraduate programme with multiple entry and exit options including three/four years undergraduate Bachelor's Degree programme.
- 3. xix Student is the one who has enrolled for a three/four-year Bachelor's Degree programme/five years Postgraduate programme of Tumkur University.
- 3. xx Academic Year: Two consecutive (one odd + one even) semesters constitute one academic year.
- 3. xxi Choice Based Credit System (CBCS): The CBCS provides choice for students to select courses from the prescribed courses (core, open elective, discipline elective, ability and skill enhancement language, soft skill etc. courses).
- 3. xxii Credit Based Semester System (CBSS): Under the CBSS, the requirement for awarding a degree /diploma /certificate is prescribed in terms of number of credits to be earned.
- 3. xxiii Grade Point: It is a numerical weight allotted to each letter grade on a 10-point scale.
- 3. xxiv Credit Point: It is the product of grade point and number of credits for a course.
- 3. xxv Letter Grade: It is an index of the performance of students in a said course. Grades are denoted by letters O, A+, A, B+, B, C, P and F.
- 3. xxvi Semester Grade Point Average (SGPA): It is a measure of performance of work done in a semester. It is the ratio of total credit points secured by a student in various courses registered in a semester and the total course credits taken during that semester. It shall be expressed up to two decimal places.
- 3. xxvii Cumulative Grade Point Average (CGPA): It is a measure of overall cumulative performance of a student over all the semesters of a programme. The CGPA is the ratio of total credit points secured by a student in various courses in all the semesters and sum of the total credits of all courses in all the semesters. It is expressed up to two decimal places.
- 3. xxviii Transcript or Grade Card or Certificate: Based on the grades earned, a Grade Card shall be issued to all the registered students after every semester. The grade certificate will display the course details (code, title, number of credits, grade secured etc.).

4. Salient Features of the Four-year Multidisciplinary Undergraduate Programme/Five-year Integrated Master's Degree Programme

- 4. i The program shall be structured in a semester scheme with choice based credit system. The program shall be structured in a semester mode with multiple exit options with Certification, Diploma and Basic Bachelor Degree at the completion of first, second and third years, respectively. The candidate who completes the four years Undergraduate Program, either in one stretch or through multiple exits and re-entries would get a Bachelor's degree with Honours
- 4. ii The Four-year Undergraduate Honours degree holders with research component and a suitable grade are eligible to enter the Doctoral (Ph.D.) Programme in a relevant discipline or to enter two semester Master's Degree programme without project work.
- 4. iii Candidates who wish to enter the master's/doctoral programme in a discipline other than the major discipline studied at the undergraduate programmes, have to take additional courses in the new discipline to meet the requirement or to make up the gap between the requirement and the courses already studied
- 4. iv There shall be parallel Five-year Integrated Master's Degree Programmes with multiple

exit and entry options.

4. v The students who exit with Certification, Diploma and Basic Bachelor Degree shall be eligible to re-enter the programme at the exit level to complete the programme or to complete the next level.
4. vi The Multidisciplinary Undergraduate Programme may help in the improvement of all educational outcomes, with a flexible and imaginative curricular approach. The programme provides for both breadth and depth in diverse areas of knowledge. A range of courses are offered with rigorous exposure to multiple areas and disciplines, while allowing for specialization in one or two areas. The programme fulfils knowledge, vocational, professional and skill requirements alongside humanities and arts, social, physical and life sciences, mathematics, sports, value-based courses, etc.
4. vii The curriculum combines conceptual knowledge with practical engagement and understanding that has relevant real-world application through practical laboratory work, field work, internships, study tours, workshops and research projects.
4. viii Students are required to choose two disciplines/subjects except for stand-alone programmes such as B.Com., B.C.A., B.S.W. etc.. Students gain deep disciplinary knowledge through theory and practical experiences in their area of specialization (major). They gain a reasonable understanding of the chosen area of additional study (minor). Students can choose subject combinations across 'streams' (e.g., a student can choose a 'major' in physics and combine it with a 'minor' in history or music or sports). One of the disciplines can also be a vocational subject or teacher education.
4. ix Students can choose subject/discipline combinations across streams. One of the disciplines can also be a vocational course or teacher education. This will enable them to earn an Honours degree either in the discipline or in the vocational subject/teacher education or in both.
4. x Skills shall be explicitly integrated, highly visible, taught in context, and have explicit assessment/s. Skills shall include abilities in language and communication, working in diverse teams, critical thinking, problem solving, data analysis and life skills.
4. xi Students shall be offered options to choose from a pool of courses which the institution offers. There shall be flexibility in the combination of subjects.
4. xii Credits earned in a discipline/subject measure the relative importance of courses and hence decide major and minor disciplines of a student.
4. xiii Languages, Ability Enhancement Compulsory Courses, Skill Enhancement Courses, Activity Based Courses are mandatory for students joining any programme under the four- year UG programmes/five-year integrated master's degree programme.
4. xiv Declaration of result is based on the aggregate percentage of marks obtained and Cumulative Grade Point Average (CGPA) earned.
4. xv In case of transfer of a student from one institution to another, credit transfer is allowed.
4. xvi Credits earned by a student from SWAYAM and other online platforms recognised by the UGC and other competent bodies shall be considered for awarding suitable degree.
4. xvii Students shall be allowed to earn additional credits from inter/intra disciplinary subjects apart from the mandatory credits.

5. Undergraduate Programmes (UG degree with Honours)/Integrated Master's Degree Programmes Offered and Intake

5.1 Faculty of Arts

- 5.1.i Bachelor of Arts (B.A.) /Master of Arts (M.A.)
- 5.1.ii Bachelor of Visual Arts (B.V.A.)/Master of Visual Arts (M.V.A)
- 5.1.iii Bachelor of Fine Arts (B.V.A.)/Master of Fine Arts (M.V.A)
- 5.1.iv Bachelor of Social Work (B.S.W.)/Master of Social Work (M.S.W.)
- 5.1.v Integrated Kannada Pandith
- 5.1.vi Any other programme introduced by the University from time to time.

5.2 Faculty of Science and Technology

- 5.2.i Bachelor of Science (B.Sc.)/Master of Science (M.Sc.)
- 5.2.ii Bachelor of Computer Applications (B.C.A.)/Master of Computer Applications (M.C.A.)
- 5.2.iii Bachelor of Vocational Courses (B.Voc.)
- 5.2.iv Any other programme introduced by the University from time to time

5.3 Faculty of Commerce and Management

- 5.3.i Bachelor of Commerce (B.Com.)/Master of Commerce (M.Com.)/M.Com. (IS)
- 5.3.ii Bachelor of Business Administration (B.B.A.)/Master of Business Administration (M.B.A.)
- 5.3.iii Any other programme introduced by the University from time to time.

5.4 Intake

- 5.4.i Intake for each core (Major/Minor) subject shall be fixed by the University for each college. However, capacity of each department to offer open electives, skill enhancement courses, and vocational courses, except for core subjects shall be decided by the college.
- 5.4.ii However, a college shall offer a course subject to the condition of minimum number of students as per the government/UGC regulations issued time to time.
- 5.4.iii A student admitted to a programme shall mandatorily study a prescribed number of subjects, prescribed number of courses under a specified category of courses during the programme.
- 5.4.iv A college/institution affiliated to the University shall not offer a new Major core subject or subjects without permission and approval from the University. However, a college/institution may offer skill enhancement courses, open electives, vocational courses without affiliating the department/subject to the University. Nevertheless, offering skill enhancement courses, open electives, vocational courses without affiliating the department/subject to the University requires the college/institution to obtain proper prior permission (well in advance of the commencement of the semester) from the University.

6. Choice Based Credit System (CBCS) Structure

- 6. i The Four-year Multidisciplinary Undergraduate Programme/Five-year Integrated Master's Degree Programme follows the choice based credit system (CBCS).

- 6. ii The choice based credit system has been adopted to make undergraduate/postgraduate education student centric rather than system or teacher centric. Thus, in addition to dedicated focus on a discipline through core papers, elective papers have been added which offer students the freedom to choose the allied/applied/broad areas of their discipline and also the areas of other disciplines of their interest.
- 6. iii Further, special emphasis has been placed upon ability enhancement and skill development courses. Students have complete freedom to choose these courses from a pool.
- 6. iv As per the choice based credit system, each course shall carry a certain number of credits.
- 6. v Credits typically represent the weightage of a course and are a function of teaching, learning and evaluation strategies such as the number of contact hours, course content, teaching methodology, learning expectations, etc.
- 6. vi In the programmes offered, credits shall be based on the number of instructional hours per week, generally 1 credit per hour of instruction in theory and 1 credit for 2 hours of practical or project work or internship per week.
- 6. vii All courses that include Language, Ability Enhancement, Core and Elective courses in Major and Minor Specialization, research-based learning, Project/Practical/Internships/Activity Based Courses are assigned with credits.
- 6. viii Hence, 20-25 credits per semester and a minimum total of 180 credits per undergraduate honours degree programme and a minimum total of 220 credits per integrated master's degree programmes are assigned.
- 6. ix Credit score earned by a student for any course shall be included in the student's overall score tally irrespective of whether the course is offered by the parent university (degree awarding university/institute) or not.
- 6. x Generally, a three-year six-semester undergraduate program will have around 140 credits, and a four-year eight-semester honors degree program will have around 180 credits and a five-year ten-semester master's degree programme will have 220 credits.
- 6. xi The general features of the Credit Based Semester Scheme are
 - a. The relative importance of subjects of study are quantified in terms of credits.
 - b. The subjects of study include core, elective, ability/skill enhancement courses
 - c. The programme permits horizontal mobility in course selections.
 - d. The students shall take part in co-curricular and extension activities.

The declaration of result is based on Semester Grade Point Average (SGPA) or Cumulative Grade Point Average (CGPA) earned.

7. Semester System, Duration of the Programmes and Completion of the Programmes

- 7. i All undergraduate programmes shall have a duration of eight semesters unless specified otherwise.
- 7. ii There undergraduate degree should be of either a three- or four-year duration, with multiple entry and exit options within this period
- 7. iii All integrated master's degree programmes shall have a duration of ten semesters duration unless specified otherwise.

- 7. iv The students can exit after the completion of one academic year (Two semesters) with the Certificate in a discipline or a field; Diploma after the study of two academic years (Four Semesters) and Regular Bachelor Degree after the completion of three academic years (Six Semesters). The successful completion of Four Years undergraduate Programme would lead to Bachelor Degrees with Honours in a discipline/subject.
- 7. v However, a student may earn additional credits on one's own. If enough credits are accumulated in the prescribed course category, a student shall be awarded the degree earned within the prescribed duration.
- 7. vi Candidates who wish to complete the undergraduate and the postgraduate programmes faster, may do so by completing the different courses equal to the required number of credits and fulfilling all other requirements in N-1 semesters (where N is the number of semesters of an undergraduate/postgraduate programme). This facility is available for the programmes with a minimum duration of three years or six semesters. For example, a candidate may obtain his/her Six Semesters Bachelor's degree, after successfully completing five semesters of the programme, provided he/she has completed courses equal to the required/ prescribed number of credits and fulfills all other requirements for awarding the degree. Likewise, a candidate may obtain his/her Eight Semesters Bachelor's degree with honours, after successfully completing seven semesters of the programme, provided he/she has completed courses equal to the required number of credits and fulfills all other requirements for awarding the Bachelor's degree with honours.
- 7. vii Similarly, candidates may complete both the undergraduate and the postgraduate programmes in slow track. For example, they may pursue the three years or six semester programmes in 4 to 5 years (8 to 10 semesters) and four years or eight semester programmes in 5 to 6 years (10 to 12 semesters). As a result, the HEIs have to admit candidates not only for programmes, but also for subjects or courses. But the new admissions are generally made in the beginning of an academic year or the beginning of odd semesters for programmes and admission may be given for courses in the beginning of the semesters in which the courses are taught.
- 7. viii Each academic year shall have two semesters.
- 7. ix Each semester shall have 16 weeks (06 days per week) with a minimum 90 working days.

8. Entry and Exit Options

- 8. i There shall be multiple entry and exit options in each programme.
- 8. ii Exit options shall be available only at the end of even semesters and entry options shall be available only in the beginning of odd semesters with the prevailing syllabi.
- 8. iii At the exit after successful completion of the first year (first two semesters), a student shall be awarded with a certificate in the field of study. Alternatively, a student who has earned a minimum of 48 credits from the prescribed number of Core Subjects, Languages, Open Electives, Ability Enhancement Courses, and Skill Enhancement Courses as mentioned in the framework for respective programmes shall be eligible for the award of a certificate in the field of study.
- 8. iv At the exit after successful completion of two years (first four semesters), a student shall be awarded with a diploma in the field of study. Alternatively, a student who has earned

- a minimum of 96 credits from the prescribed number of Core Subjects, Languages, Open Electives, Ability Enhancement Courses, and Skill Enhancement Courses as mentioned in the framework for respective programmes shall be eligible for the award of a diploma in the field of study.
8. v At the exit after successful completion of three years (first six semesters), a student will be awarded with a Bachelor's degree in the field of study. Alternatively, a student who has earned a minimum of 140 credits from the prescribed number of Core Subjects, Languages, Open Electives, Ability Enhancement Courses, and Skill Enhancement Courses as mentioned in the framework for respective programmes shall be eligible for the award of a Bachelor's Degree in the field of study.
 8. vi A student shall be awarded Bachelor's degree with Honours on successful completion of eight semesters (four academic years) with research in undergraduate programmes. Alternatively, a student who has earned a minimum of 180 credits from the prescribed number of Core Subjects, Languages, Open Electives, Ability Enhancement Courses, and Skill Enhancement Courses as mentioned in the framework for respective programmes shall be eligible for the award of a Bachelor's Degree with Honours in the field of study.
 8. vii A student at the completion of the third year may join the two-year Master's Degree Programme following the framework of the four/five years programmes. However, a student exiting the Master's Degree Programme at the successful completion of its first year without research earning a minimum of 180 credits from the prescribed number of Core Subjects, Languages, Open Electives, Ability Enhancement Courses, and Skill Enhancement Courses as mentioned in the framework for respective programmes shall be eligible for the award of a Postgraduate Diploma in the field of study.
 8. viii Two Years Master's Degree Programmes will have exit option at the end of One Academic Year (Two Semesters) with the Post-graduate Diplomas in the respective disciplines/ subjects, provided they complete courses equal to a minimum of 44 credits:
44 Credits after the Bachelor Degree to become eligible for the PG Diploma
88 Credits after the Bachelor Degree to become eligible for the Master's Degree
 8. ix A student shall be awarded Master's Degree on successful completion of ten semesters (five academic years) with research. Alternatively, a student who has earned a minimum of 220 credits from the prescribed number of Core Subjects, Languages, Open Electives, Ability Enhancement Courses, and Skill Enhancement Courses as mentioned in the framework for respective programmes shall be eligible for the award of an Integrated Master's Degree in the field of study.
 8. x A student who exits with Certification, Diploma, Bachelor's Degree and Bachelor's Degree with Honours shall be eligible to re-enter the programme, at the entry level that immediately follows the exit level chosen previously, to complete the programme or to earn the next level of certification. There shall be no limit for the number of exit options or lateral entries to complete the programme.
 8. xi A student who completes the first two years of undergraduate programme, either in one stretch or by using exit and re-entry options shall be awarded with a diploma in the field of study.
 8. xii A student who completes the three years of undergraduate programme, either in one stretch or through multiple exits and re-entries shall be awarded with a Bachelor's degree in the field of study.

- 8. xiii A student who completes the four years of Undergraduate Programme, either in one stretch or through multiple exits and re-entries shall be awarded with a Bachelor's degree with Honours in the field of study.
- 8. xiv A student who completes the five years of Integrated Master's Degree Programme, either in one stretch or through multiple exits and re-entries shall be awarded with a Master's Degree in the field of study.
- 8. xv However, only such students who successfully complete eight (four academic years) semesters of undergraduate programme with research and a suitable grade either in one stretch or through multiple exits and re-entries shall be eligible to take up Ph.D.
- 8. xvi A student who successfully completes ten semesters of (five academic years) with research and a suitable grade either in one stretch or through multiple exits and re-entries shall be eligible to take up Ph.D.

9. Options of Study

- 9.i One Major and one Minor subject/discipline along with Languages, Open Electives, Ability Enhancement, Skill Enhancement and Vocational courses including Extracurricular Activities
- 9.ii Two Major subjects/disciplines along with Languages, Open Electives, Ability Enhancement, Skill Enhancement and Vocational courses, including Extracurricular Activities
- 9.iii One Major subject/discipline and one Vocational course along with Languages, Open Electives, Ability Enhancement and Skill Enhancement courses including Extracurricular Activities.
- 9.iv One Major Discipline and One Education Discipline along with Languages, Open Electives, Ability Enhancement and Skill Enhancement Courses including Extracurricular Activities.
- 9.v A student is required to choose two subjects/disciplines of equal priority in the first four semesters.
- 9.vi At the completion of four semesters a student may choose a new subject/discipline for study in place of any one of the subjects/disciplines studied until then. In such a case, the subject/discipline the student has opted out of (after studying it for four semesters) and the new subject/discipline that replaces it, shall both be considered the student's Minors. Evidently, the subject/discipline that has been studied throughout for six or more semesters shall be the Major.
- 9.vii Alternatively, a student may continue with the same two subjects/disciplines for two more semesters, i.e., until the end of the sixth semester. In such a case, the student is required to choose one of those subjects/disciplines as Major in the seventh semester.
- 9.viii A student who has studied two subjects with equal priority until the fourth semester may continue with a single subject in the fifth semester. In such a case, the subject the student continued with in the fifth semester shall be considered Major and the subject the student studied only until the fourth semester shall be considered Minor.
- 9.ix If a student opts to change one of the subjects/disciplines in the fifth semester, the subject/discipline that the student opts out of cannot be considered Major unless

and until the student earns enough credits in that subject/discipline.

9.x In the seventh and eighth semesters a student will study the subject/discipline in depth involving oneself in research in the chosen field of study. With enough credits and grades earned, the student shall be awarded with honours in that subject/discipline.

9.xi A student may earn honours in the Minor subject/discipline that one has studied for six semesters by repeating the seventh and eighth semesters in the Minor subject/discipline.

9.xii In the ninth and tenth semesters, a student will study the subject/discipline that one studied in the fourth year in depth involving oneself in research (if a student has not involved in research in the fourth year) in the chosen field of study. With enough credits and grades earned, the student shall be awarded with a Master's Degree in that subject/discipline.

9.xiii The students shall be required to earn at least fifty per cent of the credits from the Higher Education Institution (HEI) awarding the degree or diploma or certificate: Provided further that, the student shall be required to earn the required number of credits in the core subject area necessary for the award of the degree or Diploma or Certificate, as specified by the degree awarding HEI, in which the student is enrolled.

9.xiv A candidate who successfully completes a three year Bachelor's degree, with a minimum CGPA of 7.5 and wishes to pursue the fourth year of the undergraduate programme by research, shall be allowed to continue the programme with Research to obtain the Bachelor's degree with honours by research, while other candidates may continue their studies in the fourth year of the undergraduate programme with or without a research project along with other courses as prescribed for the programme to complete their Bachelor's degree with honours.

9.xv Candidates who successfully complete their four years Bachelor's degree with honours, either by research or course work with research component and a suitable grade are eligible to enter the 'Doctoral (Ph.D.) Programme' in a relevant discipline or to enter the 'Two Semester Master's Degree programme'.

9.xvi **Cluster of Colleges:** If a college/institution cannot offer diverse areas of study, then such college/s or institution/s may come together with other college/s or institution/s affiliated to Tumkur University to form a cluster of colleges. The cluster colleges/institutions shall function as a unit to offer multidisciplinary programmes to students enrolled in the colleges that are a part of the cluster.

10. Components of Four-year UG Programmes/Five-year Integrated Master's Degree Programmes

10.i **Languages:** The Candidates shall study two languages in the first four semesters of the programs. The students who have studied Kannada at the school and/or Pre-University or equivalent level, shall opt Kannada as one of the languages and study it in the first four semesters of the programmes. In addition to Kannada, the students shall opt for another language from the languages offered in the university/college and study it in the first two semesters of the programmes. They may continue to study the same language in the second year or may choose different language in the second year. A candidate may opt for any language listed above even if the candidate has not studied that language at PUC or equivalent level. Students who have not studied

Kannada at any level from school to Pre-University shall study Kannada as functional language in one of the first two semesters along with another language of their choice. They shall study any two languages of their choice in the remaining three semesters. They may change the languages every year. With the permission of the University, a candidate may opt for any other language listed above even if the candidate has not studied that language at PUC or equivalent level. Speech/hearing/visually impaired/mentally challenged and study disabled students are exempted from studying one of the languages.

- 10.ii **Major Discipline Specific Core Courses (DSC):** A Major discipline is the field which a student focuses on during the course of one's degree. A course in a discipline, which should compulsorily be studied by a student as a core requirement is termed a core course. The core courses aim to impart the essential knowledge that a student is expected to imbibe in that discipline. They provide fundamental knowledge and expertise to produce competent, creative graduates with a strong scientific, technical and academic acumen. A candidate shall not opt for more than one language under core subjects.
- 10.iii **Major Discipline Specific Elective Courses (DSE):** Elective Course is a course which can be chosen from a pool of courses and which may be very specific or specialized or advanced or supportive to the discipline/subject of study or which provides an extended scope or enables an exposure to some other discipline/subject/domain or which nurtures a student's proficiency/skill. Elective courses offered under the main discipline are referred to as Discipline Specific Electives. These courses provide more depth within the discipline in general or within a component of the discipline and provide advanced knowledge and expertise in an area of the discipline. College/institution is free to offer courses choosing from the pool of courses offered by the University.
- 10.iv **Minor Discipline Courses (MDC):** A Minor Discipline is a secondary specialization that one may choose to pursue in addition to a Major Discipline. They may be related areas of studies or two distinct areas of studies which are not closely interrelated. As a student studies two subjects/disciplines with equal priority till the fourth semester, both shall be considered major subjects/disciplines until then. A discipline/subject shall be considered major or minor based on the priority given by the student by earning credits in them.
- 10.v **Open Elective Courses (OE):** Open Elective Courses are courses chosen from any discipline/subject, other than the core subjects, with an intention to seek exposure beyond the discipline/s of choice. The purpose of these courses is to offer students an option to explore disciplines of interest beyond the choices they make in Core and Discipline Specific Elective courses.
- 10.vi A core course offered in a discipline/subject may be treated as an elective by other discipline/subject and such electives may also be referred to as Open Electives. The BoS in respective subjects may identify such open electives.
- 10.vii **Project Work/Dissertation/Internship/Entrepreneurship/Practicum:** Project work is considered a special course involving application of knowledge in solving/analyzing/exploring a real-life situation/difficulty/problem/data analysis, etc. Project work has the intention to provide research competencies at undergraduate

level. It enables one to acquire special/advanced knowledge through supplement/support study to a project work. A student shall carry out project work on one's own with an advisory support from a faculty member to produce a dissertation/project report. Internship/Entrepreneurship shall be an integral part of the curriculum. A student may take up project work in the eighth semester to receive an honours degree. A student willing to pursue master's programme may take up project work in the tenth semester of the Five-year Integrated Master's Degree Programme. A student may study additional DSEs in the eighth semester and may take up research project in the tenth semester and vice versa.

10.viii **Ability Enhancement Compulsory Courses:** Ability Enhancement Compulsory Courses enable students to develop a deeper sense of commitment to oneself and to the society and nation largely. These courses will supplement in better understanding of how to integrate knowledge to application into a society. Environmental Studies and Indian Constitution shall be the two Ability Enhancement Compulsory Courses.

10.ix **Skill Enhancement Courses/Vocational Courses:** Skill Enhancement courses are to promote skills pertaining to a particular field of study. The purpose of these courses is to provide students life-skills in hands-on mode to increase their employability/self-employment. The objective is to integrate discipline related skills in a holistic manner with general education. These courses may be chosen from a pool of courses designed to provide value-based and/or skill-based knowledge.

Any four skill enhancement/development courses are to be studied in the first six semesters, one per semester as prescribed by the concerned faculty and approved by the Academic Council. The courses may include the following:

B.A./BFA/BPA/BVA/BSW	B.Sc./B.C.A. etc.	B.Com./BBA/BMS/BHM
Digital Fluency/ Financial Literacy/ Banking & Finance	Digital Fluency/Financial Literacy/Banking & Finance	Digital Fluency/ Creativity and Innovation
Building Mathematical Ability/Artificial Intelligence	Artificial Intelligence/ Creativity and Innovation	Artificial Intelligence/Critical thinking &problem solving
Critical thinking &Problem solving/ Entrepreneurship	Cyber Security/Entrepreneurs hip	Cyber Security/ Entrepreneurship
Societal Communication/ Creativity and Innovation	Professional Communication / German / French	Professional Communication/ German / French
Science and Society/ Cultural Awareness	Critical thinking &problem solving/Cultural Awareness	Science and Society/ Cultural Awareness

- 10.x One soft core course or allied subject each in the seventh and eight semesters of the honours programme and the integrated Master's degree programme or in the first and second semesters of the post-graduate programmes, and one open elective in the ninth semester of the integrated master's programmes are to be studied as prescribed by the respective Board of studies and approved by the Academic council. The soft core courses may include research methodology course, one of the foreign languages such as German, French etc. or any other course prescribed by the university from time to time.
- 10.xi **Vocational Subjects** include Advertising, Computer Applications, Communicative English, Electronic Equipment Maintenance, Entrepreneurship Development, Instrumentation, Office/Home Management and Secretarial Practice, Sales Promotion and Management, Tax Procedure and Practice, Tourism and Travel Management and any other subjects introduced from time to time.
- 10.xii **Sports, Cultural and Extension Activities/Activity Based Courses:** These courses help in character building, spiritual growth, physical growth, etc. They facilitate development of various domains of mind and personality such as intellectual, emotional, social, moral and aesthetic developments. Creativity, enthusiasm, and positive thinking are some of the facets of personality development and the outcomes of these activities.
- 10.xiii A student shall opt for two of the following activities offered in the college, in each of the first six semesters of the undergraduate programmes. The activity carries a credit each for each of the activities and will be internally assessed for 50 marks.
- Physical Education or Activities related to Yoga/ Sports and Games
 - N.S.S. / N.C.C / Ranger and Rovers/Redcross
 - Field studies /Industry Implant Training
 - Involvement in campus publication or other publications
 - Publication of articles in newspapers, magazines
 - Community work such as promotion of values of National Integration, Environment, Human rights and duties, Peace, Civic sense etc.
 - A Small project work concerning the achievements of India in different fields
 - Evolution of study groups/seminar circles on Indian thoughts and ideas
 - Activity exploring different aspects of Indian civilizations
 - Involvement in popularization programmes such as scientific temper
 - Innovative compositions and creations in dance/music/theatre and visual arts.
 - Any other activities such as Cultural Activities as prescribed by the University.
- 10.xiv Evaluation of Co-curricular and Extension Activities shall be as per the procedure evolved by the university from time to time.
- 10.xv **Discipline based Introductory Courses:** Introductory courses bridge the gap for a student if one has not received the necessary groundwork in a specific area of a discipline. A student shall take these courses if pursual of a Four-year UG Programme/Five-year Integrated Master's Programme is desired without satisfying the eligibility criteria.
- 10.xvi **Special Provision for Independent Learners:** Apart from the above-mentioned

structure of the programme, a student may study any number of courses from Open Elective and Skill Enhancement courses from SWAYAM or similar online platforms recognised by the UGC and other competent bodies. A student may also study additional discipline specific electives prescribed by the University through any of these platforms.

- 10.xvii University shall notify the list of core courses as approved by the BoS in a particular subject/discipline. It is left to the individual HEIs affiliated to the University to offer certain subject/discipline as Major or Minor, depending upon the required facilities and resources available to them. It is not mandatory for an HEI to offer all subjects as Majors.
- 10.xviii A committee shall be constituted in the University for identifying MOOCs or online courses offered by SWAYAM or similar online platforms recognised by the UGC and other competent bodies. The committee shall recommend a list of MOOCs or online courses suitable for respective programmes that may be taken up by students in a particular semester/year.
- 10.xix Changing the minor subject in the fifth semester is subject to the condition that the HEI holds enough facilities and resources to accommodate students or that it offers the subject required by the student.
- 10.xx A student shall study only Major subject from seven to ten semesters. A subject/discipline can be the subject of study in the fourth year only if the student has earned prescribed number of credits in that subject/discipline as reflected in the respective curricular framework.
- 10.xxi Courses may have two components: a) Lecture (L) and b) Tutorial (T)/Practical (P). Tutorial includes engaging all the students in a class in participatory discussions, seminars, problem solving, analysis, etc., as required by the subject. Practical part of a course and the courses having 2 credits shall have no tutorial component.
- 10.xxii The Category of Courses and their Descriptions are given in Appendix I and Appendix II.

11. Preparation of Syllabi by the Board of Studies

11. i The BoS in languages concerned shall frame the syllabi for the courses in respective languages offered by the University.
11. ii The BoS in the concerned Arts/Science subject shall frame the syllabi for the courses in respective subjects.
11. iii The BoS of Social Work subject shall frame the syllabi for courses of Social Work.
11. iv The BoS in Business Management shall frame the syllabi for courses of Business Management subject.
11. v The BoS in Commerce shall frame the syllabi for courses of Commerce subject.
11. vi The BoS in Computer Science shall frame the syllabi for courses of Computer Application subjects.
11. vii The BoS in Political Science shall frame the syllabi for the course on Constitution of India.
11. viii The BoS in B.Voc. shall frame the syllabi for the courses of B.Voc. programme.
11. ix The BoS in M.Com. (IS) shall frame the syllabi for the courses of M.Com. (IS).

- 11. x The BoS in Environmental Science shall frame the syllabi for course on Environmental Studies.
- 11. xi All the BoS shall frame syllabi for core courses, open electives, vocational courses, skill enhancement courses and activity based courses in the respective subjects.
- 11. xii An ad hoc BoS shall frame the syllabi for vocational courses, skill enhancement courses, etc. (say clothes making, carpentry, etc.), whenever such courses do not directly relate to any of the disciplines to which a BoS is already in existence.
- 11. xiii The BoS shall consider the aspects of course matrix - number of hours of instructions, type of instruction, allocation of marks, overall hours of study/course and need for continuity.
- 11. xiv The BoS shall clearly indicate the teaching- learning transactions, objectives of the courses and expected outcomes of the specified course.
- 11. xv The BoS shall prepare a model question paper (based on the accepted model for the programme) as per the courses structure and matrix.
- 11. xvi The BoS in concerned subject shall frame the syllabi for the course on research methodology in respective subjects.
- 11. xvii The BoS shall revise the syllabi for courses on respective subjects at least once in every two years.

12. National Skills Qualifications Framework

- 12. i The National Skills Qualifications Framework (NSQF) is a competency-based framework that organizes qualifications according to a series of knowledge, skills and aptitude. The NSQF levels, graded from one to ten, are defined in terms of learning outcomes which the learner must possess regardless of whether they are obtained through formal, non-formal or informal learning. National Occupational Standards (NOS) are statements of the skills, knowledge and understanding needed for effective performance in a job role and are expressed as outcomes of competent performance. They list down what an individual performing that task should know and also are able to do. These standards can form the benchmarks for various education and training programs to match with the job requirements. Just as each job role may require the performance of a number of tasks, the combination of NOSs corresponding to these tasks form the Qualification Pack (QP) for that job role. The NOSs and QPs for each job role corresponding to each level of the NSQF are being formulated by the respective Sector Skill Councils (SSCs) set up by National Skill Development Corporation (NSDC) with industry leadership. The curriculum which is based on NOSs and QPs would thus automatically comply with NSQF.
- 12. ii General Education has to be synchronized/aligned with skill and Vocational Education as per National Skills Qualifications Framework. The level descriptors are given below as described in UGC Guidelines on National Skills Qualifications Framework. The curriculum should be designed in a manner that at the end of year-1, year-2 and year-3, students are able to meet below mentioned level descriptors for level 5, 6 and 7 of NSQF, respectively: The progressive curriculum proposed shall position knowledge and skills required on the continuum of novice problem solvers (at entry level of the program) to expert problem solvers (by the time of graduation):
At the end of first year – Ability to solve well defined problems

At the end of second year – Ability to solve broadly defined problems

At the end of third year – Ability to solve complex problems that are ill-structured requiring multi-disciplinary skills to solve them

During fourth year- Experience of workplace problem solving in the form of Internship or Research Experience preparing for Higher Education or Entrepreneurship Experience.

Levels	Process required	Professional knowledge	Professional skill	Core skill	Responsibility
Level 5	Job that requires well developed skill, with clear choice of procedures in familiar context	Knowledge of facts, principles, processes and general concepts, in a field of work or study	A range of Cognitive and Practical skills Required to accomplish tasks and solve Problems by Selecting and Applying basic methods, tools materials and information	Desired mathematical skill, understanding of social, political and some skill of collecting and organizing information, communication.	Responsibility for own work and learning & some responsibility for other's works and learning
Level 6	Demands wide range of specialized technical skill, clarity of knowledge and practice in broad range of activity involving standard/non-standard practices	Factual and Theoretical knowledge in broad contexts within a field of work or study	A range of cognitive and practical skills required to generate solutions to specific problems in a field of work or study	Reasonably good in Mathematical calculation, Understanding of social, political and, reasonably good in data collecting organizing information, and logical communication	Responsibility for own work and learning and full responsibility for other's works and learning

Level 7	Requires a command of wide ranging specialized theoretical and practical skill, involving variable routine and non-routine context	Wide ranging, factual and theoretical knowledge in broad contexts within a field of work or study	Wide range of cognitive and practical skills required to generate solutions to specific problems in a field of work or study	Good logical and mathematical skill; understanding of Social, political and natural environment; ability in Collecting and organizing information, communication and presentation skill	Full responsibility for output of group and development
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12. iii Professional knowledge is what a learner should know and understand with reference to the subject;
12. iv Professional skills are what a learner should be able to do and; Core skills refer to basic skills involving dexterity and use of methods, materials, tools and instruments used to perform the job including IT skills needed for that job and Responsibility aspect determines the (i) nature of working relationship, (ii) level of responsibility for self and others, (iii) managing change and (iv) accountability for actions.

13. Progressive Certificate, Diploma, Bachelor Degree or Bachelor Degree with Honours provided at the End of Each Year of Exit of the Four-year Undergraduate Programme/Five-year Integrated Master's Degree Programme

Exit with	Minimum Credits Requirement	NSQF Level
<u>Certificate</u> at Successful Completion of the First Year (Two Semesters) of the Four-year Multidisciplinary Undergraduate Degree Programme/Five-year Integrated Master's Degree programme	48	5
A <u>Diploma</u> at Successful Completion of the Second Year (Four Semesters) of the Four-year Multidisciplinary Undergraduate Degree Programme/Five-year Integrated Master's Degree programme	96	6

<u>Bachelor Degree</u> at Successful Completion of the Third Year (Six Semesters) of the Four- year Multidisciplinary Undergraduate Degree Programme/Five-year Integrated Master's Degree programme	140	7
<u>Bachelor Degree with Honours</u> in a Discipline at Successful Completion of Four Years (Eight Semesters) of the Four-year Multidisciplinary Undergraduate Degree Programme/Five-year Integrated Master's Degree programme	180	8
<u>Master's Degree</u> in a Discipline at Successful Completion of the Fifth Year (Ten Semesters) of the Five-year Integrated Master's Degree Programme	220	9

14. Curriculum Framework for Four Years Multidisciplinary Undergraduate Programme/Five-year Integrated Master's Degree Programme

The details of curricular and credit structures for all alternate options of the Four-year Multidisciplinary Undergraduate Honours Programme/Five-year Integrated Master's Degree Programme are given in the appendix I. However, skill enhancement courses and ability enhancement compulsory courses like Environmental Studies and Indian Constitution can be offered in a year in different semester than given in the programme structure to fulfill the minimum requirement of credits in each category of courses in a year. For example, the skill enhancement course prescribed for the first semester can be offered in the second semester, AECC on Indian Constitution prescribed for the third semester may be offered in the fourth semester.

15. Admission Procedure

15.1 Invitation of Applications

15. 1. i. The University shall issue a notification for admission to various UG Programmes/Integrated Master's Degree Programmes for all odd semesters soon after the announcement of PU II year/10+2 results.
15. 1. ii. Admissions shall be based on merit cum roster as per the norms of the Government of Karnataka issued from time to time.
15. 1. iii. The date of commencement of the academic year shall be decided by the University.
15. 1. iv. Affiliated colleges shall admit students for each programme not exceeding the intake approved by the University. Approval from the University prior to the commencement of the classes for the semester is mandatory in case the admission number exceeds the approved limit.

15.2 Eligibility

15. 2. 1. A student who has passed two-year Pre-University examination conducted by Pre-University Education Board, Government of Karnataka, or 10+2 examination conducted by CBSE/ICSE or equivalent examinations by other states or any other recognized Board/Department with qualifying marks prescribed shall be eligible

for admission into the first semester UG programme/Integrated Master's Degree Programme.

15. 2. 2. The University may constitute an Equivalence Committee to consider the cases of equivalent subjects and PU equivalent courses while determining the eligibility criteria.

15. 2. 3. To take up science subjects as one of the major subjects of study:

15. 2. 3. i A student must have studied science subjects during 10+2 level.
15. 2. 3. ii A student with 3 years diploma in related subjects is eligible to take up science subjects as core subject/s. For example, a student with 3 years diploma in mechanical engineering who has studied Mathematics, Applied Science subjects during the study is eligible to take up Mathematics/Physics/Electronics, etc. as a core science subject. This applies to other science subjects too.
15. 2. 3. iii A student seeking admission into UG Programme/Integrated Master's Degree Programme with Physics as a core science subject must have studied Physics and Mathematics at 10+2 level.
15. 2. 3. iv A student who has studied JOC in related subjects is eligible to take up science subjects as core subject/s. For example, a student with JOC in Maintenance Repair of Electrical Domestic Appliances or Electronic Technology, etc. is eligible to take up Electronics/Physics/Computer Science as a core science subject.
15. 2. 3. v A student seeking admission into UG Programme/Integrated Master's Degree Programme with Statistics as a core science subject must have studied Statistics/Mathematics at 10+2 level.
15. 2. 3. vi A student seeking admission into UG Programme/Integrated Master's Degree Programme with Chemistry as a core science subject must have studied Chemistry as a subject at 10+2 level.
15. 2. 3. vii A student seeking admission into UG Programme/Integrated Master's Degree Programme with Life Science subjects as a core science subject must have studied Biology and Chemistry at 10+2 level.
15. 2. 3. viii A student seeking admission into UG Programme/Integrated Master's Degree Programme with Computer Science as a core science subject must have studied Computer Science/Mathematics at 10+2 level.
15. 2. 3. ix A student with diploma in paramedical course is eligible to take up Chemistry or any Life Science subject as core subject.
15. 2. 3. x A student qualifying 10+2 level in any discipline or 2 or 3-year diploma programme with any subject or 2-year JOC/ITI with any subject shall be eligible to take up Library Science as a core subject.
15. 2. 3. xi A student qualifying 10+2 level, or ITI/JOC in related subject is eligible to be admitted to the first semester of B.Sc. in Fashion and Apparel Design programme.
15. 2. 3. xii For any other science subject not mentioned here a student must have studied science subjects in 10+2 level.
15. 2. 3. xiii However, a student qualifying 10+2 level with any subject/s other than the ones mentioned in the above points shall be eligible to take up any science subject as a core subject only after qualifying in the additional course offered by the University, prescribed by the BoS in the subject, to meet prerequisite conditions to take up the

subject as optional subject.

15. 2. 4. Admission into B.C.A. Programme/Integrated M.C.A. Programme:

15. 2. 4. i A student qualifying 10+2 level in science or commerce discipline with Mathematics/Business Mathematics/Accountancy/Computer Science/Statistics or 3 years diploma in Computer Science/Information Science/Diploma in Engineering with Mathematics/Statistics/Accountancy/Computer Science or 2- year JOC/JODC/ITI with Computer Science/Computer Applications/Electronics shall be eligible to take admission into B.C.A. Programme/Integrated M.C.A Programme.
15. 2. 4. ii However, a student qualifying 10+2 level with any subject other than the ones mentioned in 15.2.4.i shall be eligible to take up B.C.A. Programme/Integrated M.C.A. Programme only after qualifying in the additional course offered by the University, prescribed by the BoS in Computer Science, to meet prerequisite conditions to take up the programme.

15. 2. 5. Admission into B.Com. Programme/Integrated M.Com. Programme:

15. 2. 5.i A student qualifying 10+2 level with Commerce/Science/Arts disciplines, or with 3-year diploma or with 2-year JOC/ITI in any subject or any other examination considered as equivalent thereto shall be eligible for admission into B.Com. Programme/Integrated M.Com. Programme.

15. 2. 6. Admission into B.A./B.V.A./B.F.A./B.B.A./B.S.W. Programmes/Integrated Master's Programmes:

A student who has qualified in 10+2 level in any discipline or 3 or 2-year diploma programme with any subject or 2-year JOC/ITI with any subject shall be eligible for admission into B.A./B.B.A./B.V.A/B.F.A./B.S.W. programmes or respective Integrated Master's Degree Programme.

15. 2. 7. Admission into Integrated Kannada Pandith Programmes:

A student who has qualified 10+2 level in any discipline or 3-year diploma programme with any subject or 2-year JOC/ITI with any subject shall be eligible for admission into Integrated Kannada Pandith Programme.

15. 2. 8. Eligibility Conditions for admission into the third and subsequent semesters:

15. 2. 8.i All programmes shall have carryover system up to the sixth semester.
15. 2. 8.ii A candidate shall be considered to have satisfied the requirement of attendance for a semester if he/she attends not less than 75% of the number of classes actually held up to the end of the semester in each of the subjects. There shall be no minimum attendance requirement for the Co-curricular and extension activities.
15. 2. 8.iii 75% attendance in each course shall be mandatory to appear for Semester- End Examination (SEE).
15. 2. 8.iv If a candidate represents his/her institution/University/Karnataka State/Nation in Sports/NCC/NSS/Cultural or any officially sponsored activities he/she may be permitted to claim attendance for actual number of days participated, based on the recommendation of the Head of the Institution concerned. If a candidate is selected to participate in national level events such as Republic Day Parade etc., he/she may be permitted to claim attendance for actual number of days participated based on the recommendation of the head of the Institution concerned.
15. 2. 8.v A candidate who does not satisfy the requirement of attendance in one or more

courses/subjects shall not be permitted to take the University examination of these courses/subjects and the candidate shall seek re-admission to those courses/ subjects in a subsequent year

- 15. 2. 8.vi Students with less than 75% attendance in a semester in each course shall seek readmission into that semester in the subsequent academic year.
- 15. 2. 8.vii Students with 75% attendance but failing to appear for Semester-End Examination shall be eligible to seek admission into the immediate higher semester.
- 15. 2. 8.viii Mere submission of application by a student to appear for examination without the 75% attendance in each course shall not be a sufficient condition to secure admission into the higher semester.
- 15. 2. 8.ix Students without seeking admission into an odd semester of a programme shall not be eligible to be admitted to the corresponding (the next) even semester of the programme. Admission for any programmes shall be approved only in the beginning of odd semesters. However, a student may be admitted to a course in the beginning of a semester.

15. 2. 9. Eligibility Conditions for Admission into Bachelor's Degree (Honours)/Master's Degree Programme:

- 15. 2. 9.i A student shall be admitted into Bachelor's Degree (Honours)/Master's Degree Programme in a specified field of learning only after qualifying the relevant 3-year Bachelor's Degree programme. No carryover is allowed after the 3-year Bachelor's Degree programme.
- 15. 2. 9.ii Eligible student shall be admitted into the seventh semester in any institution within the intake number approved by the University for Bachelor's Degree (Honours) programme.
- 15. 2. 9.iii Carryover is allowed from the seventh to eighth semester, (up to the tenth semester in Master's Degree Programme) subject to the condition of fulfilment of 75% attendance in each course and submission of the examination application form.

15. 2. 10. Eligibility for Admission to Post-graduate Programmes:

- 15. 2. 10.i Candidates who have passed the three year Bachelor's degree examination of the University or any other University considered as equivalent thereto, with the respective subject as optional/major/special/main subject, are eligible for admission to the two years Master's Degree programmes provided they have secured a minimum of CGPA of 4.0 or 40% marks in the aggregate of all the subjects and CGPA of 4.5 or 45% marks (CGPA of 4.0 or 40% marks for SC/ST/Category I/Differently abled candidates/) marks in the major/cognate subject.
- 15. 2. 10.ii Candidates who have passed the four year Bachelor's honours degree examination of the University or any other University considered as equivalent thereto, with the respective subject as optional/major/special/main subject, are eligible for admission to the one year Master's Degree programmes provided they have secured a minimum CGPA of 4.5 or 45% marks (CGPA of 4.0 or 40% marks for SC/ST/Category I/Differently abled candidates/) marks in the subject.
- 15. 2. 10.iii The specific requirements and relaxations admissible for specific Master's Degree Programmes shall be as prescribed by the respective Boards of Studies, approved by

the Academic Council and notified by the University.

16. Medium of Instruction and Types of Instructions and Transactions

- 16. i The medium of instruction shall be English/Kannada. A student may write examination in either English or Kannada.
- 16. ii However, the medium of instruction for languages shall be the respective language.
- 16. iii The teaching-learning transactions shall include the following components as specified by the BoS: a) Lecture, b) Tutorials, c) Practical, d) Demonstrations, e) Field Work, f) Industrial Visit, g) Study Tours, h) Projects, i) Seminars, j) Assignments, k) Internships or any other specification.

17. Change of Programme

A student seeking change of programme shall be readmitted into the new programme. As every programme is specific in nature, change of programme shall not be permitted in between.

18. Change of Subject/Discipline

- 18. i An option to change a language/subject may be exercised only once within four weeks from the date of commencement of the I/III Semester on payment of fee prescribed.
- 18. ii Whenever a change in a subject is permitted, the attendance in the changed subject shall be calculated by taking into consideration the attendance in the previous subject studied.
- 18. iii Major disciplines (2 in number) chosen for the first semester shall remain the same for the first four semesters. However, a student shall be permitted to change one of the subjects/disciplines at the completion of the first four semesters to opt for another one. The subject studied for six semesters shall be considered major. The subject changed at the completion of four semesters and the subject newly opted for in the fifth semester shall be the two Minor subjects. However, changing one of the Major subjects/Disciplines shall be within the approved intake/capacity of the department/college.
- 18. iv A student shall not be allowed to change both the subjects/disciplines at the completion of the fourth semester or at any other point during the programme.
- 18. v A student shall be permitted to choose different open elective subjects in each semester. However, the allotment of seats for open electives is left to the capacity of individual departments/colleges. Admitting students into open electives is not considered for the intake of the college/department.

19. Change of College and Transfer/Readmission/Migration form other Universities

- 19. i A student shall be permitted to change college/be readmitted into a college only in the beginning of odd semesters. Such a student shall have to apply for the change of college within the stipulated period mentioned in the admission notification with due consent from both colleges.
- 19. ii Change of college/readmission shall not be permitted at the beginning or during even semesters.
- 19. iii Change of college shall be permitted only if the programme and subjects chosen by the student in the earlier college are available in the new college.

- 19. iv A student shall be readmitted only after surrendering the original marks card to the Registrar (Evaluation) if the student has appeared for examination already in the earlier semesters.
- 19. v Change of college shall be permitted only after receiving no objection certificate from both the institutions.
- 19. vi As open electives, SEC are not common for colleges, the student seeking change of college without qualifying in previous exams must apply for re-examination in the previous college.
- 19. vii A student seeking migration from other universities shall have to be qualified in the examinations of lower semesters. Such a student shall be admitted into the programme like the one the student had opted in the other university before joining Tumkur University. Change of universities in such a case too shall not be permitted for even semesters.
- 19. viii Admission due to change of college/university shall be restricted to the intake approved by the University.
- 19. ix A student migrating from other universities shall complete the programme as per the regulations governing the programmes notified by Tumkur University.
- 19. x A student migrating from other universities shall produce migration certificate, transfer certificate and original marks cards.
- 19. xi The degree of three/four/five years shall be awarded from the university where the student has earned a minimum of 50% of the credits prescribed for the programme.

20. Pedagogy across All Programmes

Effective learning requires appropriate curriculum, an apt pedagogy, continuous formative assessment and adequate student support. The intention is to contextualize curriculum through meaningful pedagogical practices, which determine learning experiences directly influencing learning outcomes. Active, cooperative, collaborative and experiential learning pedagogies are some of the examples. Use of technology in creating learning environment that connects learners with content, peers and instructors all through the learning process respecting the pace of learners is need of the hour.

- 20. i Classroom processes must encourage rigorous thinking, reading and writing, debate, discussion, peer learning and self-learning.
- 20. ii The emphasis is on critical thinking and challenge to current subject orthodoxy and develop innovative solutions. Curricular content must be presented in ways that invite questioning and not as a body of ready knowledge to be assimilated or reproduced. Faculty should be facilitators of questioning and not authorities on knowledge.
- 20. iii Classroom pedagogy should focus on the 'how' of things i.e. the application of theory and ideas. All courses including social sciences and humanities should design projects and practicums to enable students get relevant hands-on experiences.
- 20. iv Learning must be situated in the Indian context to ensure that there is no sense of alienation from their context, country and culture.
- 20. v Classroom processes must address issues of inclusion and diversity since students are likely to be from diverse cultural, linguistic, socio-economic and intellectual

backgrounds.

- 20. vi Cooperative and peer-supported activities must be part of empowering students to take charge of their own learning.
- 20. vii Faculty will have the freedom to identify and use the pedagogical approach that is best suited to a particular course and student.
- 20. viii Pedagogies like PBL (Problem/Project Based Learning), Service Learning be brought into practice as part of curriculum. Experiential learning in the form of internship with a specified number of credits is to be made mandatory.
- 20. ix Blended learning (BL) mode is to be used to help learners develop 21st century skills along with the effective learning and skill development related to the subject-domains. BL should be carefully implemented and should not be replacing classroom time as a privilege. Every institute should strive to be a model institute to demonstrate a successful implementation of BL in the higher education of our country.

21. Blended Mode (BL) as a New Mode of Teaching-Learning

BL is not a mere mix of online and face-to-face mode, but it refers to a well-planned combination of meaningful activities in both the modes. The blend demands consideration of several factors, mainly focusing on learning outcomes and the learner centered instructional environment.

Implementing BL requires a systematic, planned instructional process. An effective teaching learning process in a blended environment calls for understanding and skills of using appropriate pedagogies with suitable technologies. The UGC Concept Note provides guidelines for implementation of BL.

21.1 Pedagogies for Online and Face-to-face Modes

- 21.1. i Learner-centred teaching-learning activities include several cognitive processes which enable learners to be communicative, confident, creative and cooperative. Learners in BL environments are not visualised as passive learners, but active learners generating ideas, assimilating knowledge individually and in teams. Once learning resources are provided on an online platform, students sitting in the classroom need not again listen to the instructor. The time, then, can be used for engaging them in activities. Even their online time can be used innovatively for making online sessions more effective and interesting. There are a few learning processes for both online and face-to-face mode.
- 21.1. ii Higher education learners are adult learners who come with their own world of experience, previous knowledge gained at schooling level and previous years of education, exposure to other sources of knowledge, etc. Even pre-session resources suggested by teachers help them some knowledge, information. Lecturing of teacher assuming the learners are empty boxes is no more a preferred pedagogy. Learners, instead, can contribute by sharing their knowledge, ideas, and views, either in the classroom or else on online platforms.
- 21.1. iii BL mode will provide this opportunity to learners to a great extent. Resources can be uploaded and external links can be posted on Learning Management systems prior to classroom sessions. These Out-of-class resources prove useful at least for acquiring information. Once the students study through the resources, classroom time can be

utilized fruitfully in discussions. Online platforms such as discussion forums, shared documents, blogs, etc. may be used to help them share their ideas and knowledge on a common platform.

- 21. 1. iv Brainstorming exercise always helps learners to think spontaneously; derive solutions, ideas; appreciate others' ideas and enjoy generation of several ideas by the whole group instead of listening to only teachers' ideas and views. It develops a sense of responsibility to think and learn ourselves.
- 21. 1. v In addition to Brainstorming, Concept-mapping/Mind-mapping, Creative Presentations, Exposure to the real world, Case Study, Cooperative Learning Strategies are a few learning processes for both online and face-to-face mode.
- 21. 1. vi Hence the area of assessment and evaluation needs to be explored again in the light of BL mode.

21. 2 Continuous Comprehensive Evaluation

Summative evaluation will not suffice the need of testing all levels of learning outcomes. Modular curriculum demands assessment at several intervals during and after achievement of learning outcomes specified for every module. Cognitive skills such as logical thinking application of knowledge and skills, analysis and synthesis of concepts and rules demands evaluation strategies other than summative paper pencil tests. Innovative evaluation strategies are to be used by teachers during the semester. Increased weightage of internal evaluation should be encouraged by including innovative assessment and evaluation strategies.

21. 3 Innovative trends in Evaluation and Assessment

Out-of-box thinking about summative as well as formative evaluation is expected from the teacher implementing BL mode. The following paragraphs throw light on a few innovative strategies. The list is not exhaustive but mentions a few points with the expectation of continuous exploration of such strategies by the teachers.

21. 4 Summative Evaluation Strategies

21. 4. i Open book examination:

It is a right way to move away from the conventional approach of examination where remembering and reproducing is prime. In real functioning beyond formal education, life is all about open book examination. Hence in Higher Education system, we must prepare students for work life by making them acquainted with open book examinations. It will also facilitate better understanding and application of the knowledge with a better potential for its positive impact.

21. 4. ii Group examinations even for conventional theory papers:

Such an approach is followed some time for project and also laboratory assessments. But for theory type examinations it is generally not followed. The group examinations once introduced for theory papers can improve the average performance of a class as students would be encouraged to share their knowledge with each other and also help them improve their general understanding.

21. 4. iii Spoken/Speaking examinations:

These types different approached can be introduced now with the support of new generation of technologies. They can make examination faster and easier and also can be

helpful to students with different abilities

21. 4. iv On demand examinations:

In most cases students are forced to write examination in a single go and collectively. However, with advent of new methods which are technology based and also blending of teaching-learning and examinations in new form, it would be a good approach to offer examination on demand to offer more flexibility and student centricity.

21. 5 Formative Evaluation Strategies

21. 5. i ePortfolio

ePortfolio is not only a compilation of a few best assignments, activities of a learner throughout the programme, but his/her reflections about the assignments, experience and challenges faced during the process of working on these assignments, overall approach, attitude, philosophy towards life as a learner and also his/her academic resume. ePortfolio is a comprehensive tool which becomes a mirror to a learner for the world.

21. 5. ii Creative Products

Innovative Pedagogies and relevant ICT tools enable learners to come out with creative products as an individual or group learning activities. These products are learning experiences in the beginning, but learners should always be given corrective feedback about their outputs. Once feedback is sought, learners need to be given chance to improve on their products and then can be considered for formative evaluation. e.g. preliminary concept-map can be revised after discussion of the topic, summarization and feedback. Revised concept-map can be assessed. One creative/collaborative activity may then be led towards the product which can be an assessment activity. e.g. Group or individual presentations by self-learning would be a learning activity and not an assessment activity. Once teacher provided corrective feedback during such presentations, learners can be expected to revise the same presentations, add a small write-up/infograph/video to it and submit as an assignment.

Creative assignments such as digital stories, Cartoon strips, drama scripts, eNewsletter, eMagazine, Recorded interviews of stakeholders, Case studies, etc. can be used for formative assessment.

21. 5. iii Classroom/Online Quizzes

Though paper-pencil tests, over-use of question-answers may be discouraged for formative assessments, a few ICT tools for quizzes and games can be used eventually for formative assessment.

21. 5. iv Use of AI tools for Proctoring as well as assessments:

During the Covid time, many exams were forced to be conducted in an online mode. These were supported by variety of tools which came into being in recent times and were based on proctoring through Artificial Intelligence tools. However, AI as technology can be used for many more assessments like, attention levels, speed of learning, level of learning etc. Hence new tools should be experimented with for examinations and assessments.

22. Assessment and Evaluation Guidelines

Assessment is an integral part of the teaching-learning process. A multidisciplinary program requires a multidimensional assessment to measure the effectiveness of the diverse courses. The assessment process acts as an indicator of the efficiency of the

teaching-learning processes to both faculty and students and help them to improve the processes continuously. The BoS shall focus on the following while setting a model question paper:

22.1 Model for question paper:

- 22. 1. i Student assessment should be as comprehensive as possible and provide meaningful and constructive feedback to faculty and student about the teaching-learning processes.
- 22. 1. ii Assessment tasks need to evaluate the capacity to analyze and synthesize new information and concepts rather than simply recall information previously presented.
- 22. 1. iii The process of assessment should be carried out in a manner that encourages better student participation and rigorous study.
- 22. 1. iv Assessment should be a combination of continuous formative evaluation and an end-point summative evaluation.
- 22. 1. v A range of tools and processes for assessment should be used (e.g., open book tests, portfolios, case study/assignments, seminars/presentations, field work, projects, dissertations, peer and self-assessment) in addition to the standard paper-pencil test. The teachers concerned shall conduct test/seminar/case study, etc. The students should be informed about the modalities well in advance. Teacher's feedback on evaluated courses/assignments shall be provided to the students immediately with returning the original scripts/assignments to the students whenever possible.
- 22. 1. vi Written tests should be designed rigorously using a range of tools and processes (e.g., constructed response, open ended items, multiple-choice with more than one correct answer). Faculty may provide options to a student to improve one's performance in the continuous assessment mode.

22.2 Semester-End Examinations (SEEs)

- 22. 2. i The University shall conduct Semester End Examinations.
- 22. 2. ii Evaluation shall contain 40% formative assessment (IA) and the remaining 60% shall be evaluated based on the performance in the semester end theory examinations and 50:50 for IA and Semester End practical examinations respectively.
- 22. 2. iii The courses prescribed for 3-6 credits shall be evaluated for 100 marks. Duration of semester-end examinations for such courses for 60 marks shall be of 02 hours. Practical components of courses prescribed shall be evaluated for 50 marks. Duration of the semester-end examinations for such courses shall be of 03/04 hours.
- 22. 2. iv Skill Enhancement Courses prescribed for 2 credits but having practical components shall be evaluated for 50 marks. The division of marks for practical and theory components shall be as suggested by the concerned BoS. Duration of the semester-end examinations for such courses shall be suggested by the BoS.
- 22. 2. v Evaluation of vocational courses prescribed for 3 credits shall be for 100 marks including practical components, if any. For courses with practical component duration of the examination shall be as suggested by the concerned BoS.

- 22. 2. vi Evaluation of activity-based courses prescribed for 2 credits shall be based on continuous formative assessment as well as demonstration and viva-voce.
- 22. 2. vii The project work/dissertation prescribed for 3 or 6 credits shall be evaluated for 100 marks, out of which 60 marks are for evaluation of the dissertation and 40 marks are for evaluation based on open viva-voce and presentation of the research work.
- 22. 2. viii BoE may include members from outside the University, if required. Respective Boards of Examiners shall prepare question papers for semester-end examinations in the pattern suggested by the BoS.
- 22. 2. ix Concerned BoE shall decide the scheme of valuation for both theory and practical courses.
- 22. 2. x BoE shall see to it that the question paper of each course for each semester shall not have questions repeated from the previous 2 years accounting for more than 20% of all questions.
- 22. 2. xi There shall be a single valuation for theory courses from the members of concerned BoE under the supervision of a moderator who is in turn under the supervision of the Chairman of the BoE.
- 22. 2. xii Practical/evaluation of project work/dissertation work/field work assessments shall be conducted at the concerned colleges by two examiners, one from the same college as internal examiner and the other from some other college/university appointed by the University as external examiner. There may be two external examiners in case of unavailability of internal examiners but not two internal examiners to conduct such examinations. A pair of examiners shall conduct practical examinations for two batches per day having a maximum number of 12 students in each batch.
- 22. 2. xiii In case of non-availability of qualified examiners in an institution such examiners as appointed by the BoE from other institutions/universities shall be invited.
- 22. 2. xiv The statement of marks sheet and the answer books of practical examinations shall be sent to the Registrar (Evaluation) by the Chief Superintendent of the respective Colleges immediately after the practical examinations.
- 22. 2. xv The candidate shall submit the record book for practical examination duly certified by the course teacher and the H.O.D/staff in-charge. It shall be evaluated at the end of the Semester at the practical examination

22.3 Internal Assessment (IA)

- 22.3.i College shall conduct multiple internal assessment examinations for theory courses. The two best performances of a student shall be considered for Internal Assessment (IA) marks.
- 22.3.ii The practical components of a major/minor subject shall be evaluated based on the

performance in regular course of learning as well as internal assessment examinations conducted by the college/department.

22.3.iii Internal assessment of Skill Enhancement Courses shall be based on the evaluation of skill acquired by the student.

22.3.iv There shall be no provision for improvement of performance in internal assessment once the semester ends. No carry over is allowed for internal assessment marks. In case of a student not participating in internal assessment process, absent shall be marked and no IA marks shall be awarded. However, there shall be no minimum passing marks for internal assessment.

22.3.v Internal assessment shall be purely based on a student's performance in the assessment process. No IA marks shall be awarded for attending classes. IA marks shall be submitted to the University only if the student has 75% attendance in the course.

22.3.vi However, the condition of 75% attendance and IA is exempted in case of a student taking an entirety of a course online using platforms such as SWAYAM or similar platforms recognised by the UGC and other competent bodies. In such a case IA marks shall not be considered as a requirement to complete the course. Marks/grades obtained in the online course through either formative or summative assessment shall account for a total of 100%.

22.3.vii In case of discrepancies of credits/marks in a course taken online using platforms such as SWAYAM or similar platforms recognised by the UGC and other competent bodies, a coordination committee may be constituted to resolve such issues encountered.

22.3.viii Total Marks for each course = 100%

Continuous assessment (C1) = 20% marks

Continuous assessment (C2) = 20% marks

Semester End Examination (C3) = 60% marks.

22.3.ix Evaluation process of IA marks shall be as follows.

a) The first component (C1) of assessment is for 20% marks. This shall be based on test, assignment, seminar, case study, field work, project work etc. This assessment and score process should be completed after completing 50% of syllabus of the course/s and within 45 working days of semester program.

b) The second component (C2) of assessment is for 20% marks. This shall be based on test, assignment, seminar, case study, field work, internship / industrial practicum / project work etc. This assessment and score process should be based on completion of remaining 50 percent of syllabus of the courses of the semester.

c) In case of a student who has failed to attend the C1 or C2 on a scheduled date, it shall be deemed that the student has dropped the test. However, in case of a student who could not take the test on scheduled date due to genuine reasons, such a candidate may appeal to the Program Coordinator/Principal. The Program Coordinator/ Principal in consultation with the concerned teacher shall decide about the genuineness of the case

and decide to conduct special test to such candidate on the date fixed by the concerned teacher but before commencement of the concerned semester end examinations.

- d) For assignments, tests, case study analysis etc., of C1 and C2, the students should bring their own answer scripts (A4 size), graph sheets etc., required for such tests/assignments and these be stamped by the concerned department using their department seal at the time of conducting tests/assignment/work etc.
- e) The outline for continuous assessment activities for Component-I (C1) and Component-II (C2) of a course shall be as under.
- f) Outline for continuous assessment activities for C1 and C2

Activities	C1	C2	Total Marks
Session Test	10% marks	10% marks	20%
Seminars/Presentations/Activity	10% marks		10%
Case study /Assignment / Field work / Project work etc.		10% marks	10%
Total	20% marks	20% marks	40%

- 22.3.x For practical course of full credits, Seminar shall not be compulsory. In its place, marks shall be awarded for Practical Record Maintenance.
- 22.3.xi Conduct of Seminar, Case study/Assignment, etc. can be either in C1 or in C2 component at the convenience of the concerned teacher.
- 22.3.xii The teachers concerned shall conduct test/seminar/case study, etc. The students should be informed about the modalities well in advance. The evaluated courses/assignments during component I (C1) and component II (C2) of assessment are immediately provided to the candidates after obtaining acknowledgement in the register by the concerned teachers(s) and maintained by the Chairman in the case of a University Post-Graduate Department and the Principal/Director in the case of affiliated institutions. Before commencement of the semester end examination, the evaluated test, assignment etc. of C1 and C2 shall be obtained back to maintain them till the announcement of the results of the examination of the concerned semester.
- 22.3.xiii The marks of the internal assessment shall be published on the notice board of the department/college for information of the students.
- 22.3.xiv The Internal assessment marks shall be communicated to the Registrar (Evaluation) at least 10 days before the commencement of the University examinations and the Registrar (E) shall have access to the records of such periodical assessments.

- 22.3.xv There shall be no minimum in respect of internal assessment marks.
- 22.3.xvi Internal assessment marks may be recorded separately. A candidate who has failed or rejected the result, shall retain the internal assessment marks.

22.4 Passing Criteria

- 22.4. i A candidate shall be declared to have passed the program if he/she secures at least 40% of marks or a CGPA of 4.0 (Course Alpha-Sign Grade P) in the aggregate of both internal assessment and semester end examination marks put together in each unit such as theory papers/practical/field work/internship/project work/dissertation/ viva-voce, provided the candidate has secured at least 40% of marks in the semester end examinations in each unit.
- 22.4. ii There shall be no minimum marks for IA. However, the student must score a minimum of 40% in semester-end examinations.
- 22.4. iii If a student scores 40% by cumulating marks from IA and semester-end examination but fails to score a minimum of 40% in semester-end examination, such a student shall be declared as fail.
- 22.4. iv For courses having both theory and practical component, a student shall have to qualify in both theory and practical parts independently. If the student fails in one of the components such student shall reappear for the examination for that part only.
- 22.4. v If a student fails in semester-end examination, the IA marks shall be protected and carried forward, and the student need not reappear for IA examinations in such cases.
- 22.4. vi On scoring a minimum of 40% in all courses prescribed for the semester, the student shall be declared pass in the programme in the semester.
- 22.4. vii A student shall be considered qualified in a programme only after qualifying in all courses, in all semesters with a minimum score of 40% in each course every semester.
- 22.4. viii Result of a student qualifying in the last semester examination but having failed in any of the lower semester examinations shall be declared as NCL (Not Completed the Lower Semester Examinations). Such a student shall be eligible for the degree only after completion of all the lower semester examinations.
- 22.4. ix A student having passed in all the courses of a semester may be permitted to improve the result by reappearing for the examination of a course in which improvement is sought.
- 22.4. x The reappearance for improvement may be permitted during the period N+2 years (where N refers to the year in which the course for which improvement is sought has been studied. E.g., a student seeking to reappear for a course of the fourth semester/second year can apply for the same within the following two years only)

without restricting it to the subsequent examination only.

- 22.4. xi A student may be permitted to apply for improvement examination 45 days in advance of the pertinent semester's examination whenever held.
- 22.4. xii If a student passes in all the subjects in reappearance, higher of the two aggregate marks secured by the student shall be awarded for that semester. In case the student fails in the reappearance, student shall retain the earlier result.
- 22.4. xiii A student who has appeared for improvement examination is eligible for class only and not for ranking.
- 22.4. xiv Internal assessment (IA) marks shall be shown separately. A student who desires to improve the result or who, having failed, takes the examination again or who has appeared for improvement shall retain the IA marks already obtained.
- 22.4. xv However, the evaluation, passing criteria for courses taken online through platforms like SWAYAM or similar platforms recognized by the UGC and other competent bodies shall be the same as decided by the course instructor/institution offering the course.
- 22.4. xvi A student who fails in any of the semester-end examinations may be permitted to take the examinations again at a subsequent appearance as per the syllabus and scheme of examination in vogue at the time the student took the examination for the first time. This facility shall be limited to N+2 years (where N refers to the year in which the course for which improvement is sought has been studied. E.g., a student seeking to reappear for a course of the fourth semester can apply for the same within the following two years only). A student failing in any of the semester end examinations may be permitted to take the examinations again at a subsequent appearance even after N+2 years as per the syllabi and scheme of examination adopted at the time of reappearance.

22.5 Grading

22.5.1 Classification of Successful Students

- 22.5.1.i The declaration of result is based on the Semester Grade Point Average (SGPA) earned towards the end of each semester or the Cumulative Grade Point Average (CGPA) earned towards the end of all the semesters of the programme and the corresponding overall Letter Grades.
- 22.5.1.ii Credits earned by students via SWAYAM or similar platforms recognized by the UGC and other competent bodies up to 40% of the prescribed credits for the semester/programme shall be considered for the calculation of SGPA and CGPA.
- 22.5.1.iii If some candidates exit at the completion of first, second or third year of the four years Undergraduate Programmes, with Certificate, Diploma or the Basic Degree, respectively, then the results of successful candidates at the end of second, fourth or sixth semesters shall also be classified on the basis of the Cumulative Grade Point Average

(CGPA) obtained in the two, four, six or eight semesters, respectively for award of **Certificate** in Arts/ Science/ Commerce/ Social Work/Computer Applications/Visual Arts etc.

Diploma in Arts/ Science/ Commerce/ Social Work/Computer Applications/Visual Arts etc.

Bachelor's Degree in Arts/ Science/ Commerce/ Social Work/Computer Applications/Visual Arts etc.

Bachelor's Degree with Honours in a Discipline/Subject

22.5.1.iv In addition to the above, successful candidates at the end of tenth semester of the integrated Master's Degree Programmes, shall also be classified on the basis of CGPA obtained in the ten semesters of the Programmes. Likewise, the successful candidates of one year or two semesters Master's Degree Programmes are also classified on the basis of CGPA of two semesters of the Master's Degree Programmes.

22.5.1.v A Letter Grade, the eight-point grading system, as described below shall be adopted.

Semester GPA/ Program CGPA	Alpha-Sign / Letter Grade	Semester/Program % of Marks	Result / Class Description
9.00-10.00	O (Outstanding)	90.0-100	Outstanding
8.00-<9.00	A+ (Excellent)	80.0-<90.0	First Class Exemplary
7.00-<8.00	A (Very Good)	70.0-<80.0	First Class Distinction
6.00-<7.00	B+ (Good)	60.0-<70.0	First Class
5.50-<6.00	B (AboveAverage)	55.0-<60.0	High Second Class
5.00-<5.50	C (Average)	50.0-<55.0	Second Class
4.00-<5.00	P (Pass)	40.0-<50.0	Pass Class
Below 4.00	F (Fail)	Below 40	Fail/Reappear
Ab (Absent)	-	Absent	-

22.5.1.vi If some students exit at the completion of the first, second, third or fourth year of the programme with Certificate, Diploma, Bachelor's Degree, Bachelor's Degree with Honours Degree respectively, then the results at the end of second, fourth, sixth and eighth semesters shall also be classified based on the CGPA obtained in the second, fourth, sixth or eighth semesters, respectively.

22.5.1.vii Student passing in all semester examinations in the first attempt are eligible for the award of ranks provided they secure at least a CGPA of 6.01 (Letter Grade B+)

22.5.1.viii The University shall issue the final grade card (Marks card) consisting of grade points along with the marks scored and credits earned in all the courses successfully completed by the student at each stage the student wishes to exit. The final grade card (Marks card) shall include SGPA for all semesters, CGPA with Grade Letter of the entire programme and the class obtained.

22.5.1.ix Degrees shall be awarded in the Annual/Special convocation. The Degree certificate shall consist of CGPA of the programmes and class obtained.

22.5. 2 Calculation of Semester Grade Point Average (SGPA)

22.5.2.i The Grade Points (GP) in a course shall be assigned based on marks scored in that course as illustrated above. A fraction of a mark less than 0.50 be ignored in assigning GP and the fractions of 0.50 or more be rounded off to the next integers.

22.5.2.ii The Credit Points (CP) shall then be calculated as the product of the grade points earned and the credits for the course. The total CP for a semester is the sum of CP of all the courses of the semester.

22.5.2.iii The SGPA for a semester is computed by dividing the total CP of all the courses by the total credits of the semester. It is illustrated in the appendix III.

22.5. 3 Calculation of Cumulative Grade Point Average (CGPA)

The Cumulative Grade Point Average (CGPA) at the end of the second, fourth, sixth, eighth and tenth semesters shall be calculated as the weighted average of the semester grade point averages (SGPA) of two, four, six, eight and ten semesters, respectively. The CGPA is obtained by dividing the total of semester credit weightages by the maximum credits for the programme. It is illustrated in the appendix III.

22.5. 4 Criteria for Award of Degree

On successful scoring of a minimum of 4 grade points in all courses of the programme, a student shall be awarded with Certificate/Diploma/Bachelor's Degree/ Bachelor's Degree with Honours/Master's Degree.

22.5. 5 Recounting, Revaluation, Challenge Valuation, Photo Copying of Answer Papers

22.5.5.i There shall be provision for recounting of marks, revaluation, challenge valuation and photo copying of answer papers.

22.5.5.ii The University shall invite applications for such purpose immediately after announcing the results for every semester within a fixed time to apply for the same.

22.5. 6 Ranks and Gold Medals

22.5.6.i The University Ranks and Gold Medals shall be awarded to the students of three-year Bachelor's Degree Programmes, Four-year Bachelor's Degree with Honours

Programmes and Five-year Integrated Master's Degree Programme.

- 22.5.6.ii A student shall be considered for the award of Ranks and Gold Medals only if the programme is completed without breaks. However, this is not applicable for the award of classes like, second/first /distinction, etc..
- 22.5.6.iii However, a student who changes the institution in between the four years programme shall be considered for the award of Ranks and Gold Medals.
- 22.5.6.iv Students who complete three-year degree without a break in the examination including students with eligible diploma opting for lateral entry directly to the third semester shall be considered for the award of Ranks and Gold Medals.
- 22.5.6.v Further, there shall not be any provision for Rank and Gold Medal for students that opt to exit with a certificate or diploma.

22.5. 7 Makeup Examination

There shall be no immediate makeup examination for all the semesters to the courses where a student fails to score a minimum of 40% in the semester end examination. However, such students shall appear for examination during the regular schedule of examination conducted by the University.

22.5. 8 Rejection of Results

- 22.5.8.i A candidate may be permitted to reject result of the whole examination of any semester. Rejection of result course/paper wise or subject wise shall not be permitted.
- 22.5.8.ii The candidate who has rejected the result shall appear for the immediately following examination.
- 22.5.8.iii The rejection shall be exercised only once in each semester and the rejection once exercised shall not be revoked.
- 22.5.8.iv Application for rejection of results along with the payment of the prescribed fee shall be submitted to the Registrar (Evaluation) through the College of study together with the original statement of marks within 30 days from the date of publication of the result.
- 22.5.8.v A candidate who rejects the result is eligible for only SGPA/CGPA or Class and not for ranking.

22.5. 9 Provision for Improvement of Marks (GP)

- 22.5.9.i There shall be provisions for students to reappear for the examination for the concerned courses of theory part only, in which a student wishes to improve SGPA in general and CGPA in total of the programme subject to the condition that:
- 22.5.9.ii The student shall be eligible to reappear for grade points only after successfully

passing the programme.

- 22.5.9.iii A student may opt for the examination for any number of courses of the programme for improvement of GP but not more than two times within the duration of N+2 years (where N refers to the year in which the course for which improvement is sought has been studied. E.g., a student seeking to reappear for a course of the fourth semester can apply for the same within the following two years only) for each course as per the syllabus studied by the student previously.
- 22.5.9.iv However, a student must appear for examination conducted in the regular schedule of the University examinations.
- 22.5.9.v All such provisions are valid within two years from the successful completion of the programme.
- 22.5.9.vi In all such cases GP is considered only if there is a progress, otherwise original grade points shall be retained.
- 22.5.9.vii No such students shall be eligible for the award of Rank, Gold Medal, Cash Prize, etc.

23. Duration of Completion of UG Programme

- 23. i There is no minimum duration for the completion of the programme. However, if a student wishes to complete the programme within the prescribed duration, the student shall earn the credits by oneself. No special teaching/coaching shall be provided.
- 23. ii There is no maximum duration for the completion of the programme. However, the student must write the examination based on the existing syllabi at the time of appearing for examination.

24. Repeal and Savings for UG Programmes

All the existing regulations governing various three/four/five years Bachelor's/Master's Degree programmes in the discipline of Arts, Science and Technology, Commerce and Management, under semester and non-semester schemes or any ordinances or regulations or guidelines issued or adopted earlier by the University in this matter for constituent and affiliated colleges of the University are hereby repealed.

However, the above regulations shall continue to be in force for the students who have been admitted to the degree programmes concerned before the enforcement of these new regulations.

Provided that the said repeal shall not affect the previous operation of the said regulations/ordinances or anything duly done or suffered there under or affect any right liability or obligation acquired, accrued or incurred under the said regulations.

25. Removal of Difficulties

If any difficulty arises in giving effect to the provisions of these regulations, the Vice Chancellor may, by order, make such provisions not inconsistent with the Act, Statutes, Ordinances, or other regulations, as appears to be necessary or expedient to remove the difficulty. Every order made under this rule shall be subject to ratification by the appropriate University authorities.

26. Modification to the Regulations

Notwithstanding the foregoing, any amendments / modifications issued or notified by the University Grants Commission/ Higher Education Commission of India and its verticals such as National Higher Education Regulatory Council, General Education Council or the State Government, from time to time, shall be deemed to have been incorporated into these Regulations and shall constitute an integral part of these Regulations.