

**Vijayanagara Sri Krishnadevaraya University, Ballari**  
Regulations Governing the Choice Based Credit System Semester Scheme (CBCS)  
with MultipleEntry and Exit Options in the Undergraduate and Post-graduate  
Degree Programmes in the Faculties of Arts, Science and Commerce  
(Framed under Section 44 (1) (c) of the KSU Act 2000)



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**Preamble:**

Education plays a significant role in building a nation. There are quite a large number of educational institutions, engaged in imparting education in our country. However, our present education system is churning out youth who have to compete locally, regionally, nationally as well as globally. The 21<sup>st</sup> Century has opened up many new challenges in the field of Higher Education. The present alarming situation necessitates transformation and/or redesigning of the system, not only by introducing innovations but developing a “learner- centric” approach. But the majority of our higher education institutions have been following the system which obstructs the flexibility for the students to study the subjects/courses of their choice and their mobility to different institutions. Thus, there is a need to allow flexibility in the education system, so that students depending upon their interests can choose inter-disciplinary, intra-disciplinary and skill-based courses. It should be holistic to train the student into a perfect human being and a useful member of society. The aim of higher education is to develop good, well rounded and creative individuals. It has to enable an individual to study one or more specialized areas of interest at a deeper level, while at the same time building character, ethical and constitutional values, intellectual curiosity, spirit of service and capabilities across disciplines including sciences, social sciences, arts, humanities as well as professional, technical and vocational crafts. At the society level higher education must enable development of an enlightened, socially conscious, knowledgeable and skilled nation that can uplift its people and construct and implement solutions to its own problems. It is also to bridge the increasing gap between an undergraduate degree and employability

The New Education Policy (2019) initiated and developed by the Ministry of Human Resource Development (HRD), Govt. of India, has been approved by the Central cabinet on 29<sup>th</sup> July 2020. The National Education Policy (NEP) has brought several reforms in Indian education which includes broad based multidisciplinary Undergraduate Education with 21<sup>st</sup> Century skills while developing specialized knowledge with disciplinary rigor. It is to bring equity, efficiency and academic excellence in National Higher Education System. The important ones include innovation and improvement in course-

curricula, introduction of paradigm shift in learning and teaching pedagogy, evaluation and education system.

The role of Universities and colleges in the 21<sup>st</sup> Century extends far beyond traditional knowledge creation and dissemination to encompass new expectations for innovations that will have broader, social and economic benefits. To cater to the needs of students with diverse talents, aspirations and professional requirements, it is necessary to make qualitative changes in its undergraduate and postgraduate programs. In this backdrop, the National Education Policy has recommended a Multi-disciplinary Undergraduate Program with multiple exit and entry options with certificate/Diploma/degrees at each of the exits. Nationwide ecosystems of vibrant multi-disciplinary graded higher educational institutions (Universities and Colleges) are to be developed. In this context, a liberal approach has to be the basis of undergraduate education in all fields and disciplines at the undergraduate level, including professional education. Undergraduate curriculum needs to be focused on creativity and innovation, critical thinking and higher order thinking capacities, problem solving abilities, team work, communication skills, more in-depth learning and mastery of curricula across fields.

The University Grants Commission has asked all the universities in the country to implement the multidisciplinary and holistic education across disciplines for a multidisciplinary world, in all the Universities and Affiliated Colleges. The Karnataka State Higher Education Council has also communicated general guidelines in this regard.

Further, the Karnataka State Higher Education Council has proposed a model curriculum framework and an implementation plan for the State of Karnataka. It is to suggest and facilitate the implementation of schemes and programs, which improve not only the level of academic excellence but also improve the academic and research environment in the state. The proposed curriculum framework endeavors to empower the students and help them in their pursuit for achieving overall excellence.

The proposed Four-year Multidisciplinary Undergraduate program is a fundamental transformation of the current undergraduate education which replaces the conventional undergraduate programs of universities in the State. Outcome Based Education (OBE) practices are to be used to design the curriculum. It is proposed to develop Graduate Attributes at appropriate

level which will act as common denominator for curriculum across universities.

Curriculum shall focus on critical thinking and problem solving. Conscious efforts to develop cognitive and non-cognitive problem-solving skills among the learners shall be part of the curriculum. Use of Bloom's Taxonomy in designing curriculum to move from lower order thinking skills to higher order thinking skills is a desired option. The programs designed shall empower graduates as expert problem solvers using their disciplinary knowledge and collaborating in multi-disciplinary teams.

Hence the Vijayanagara Sri Krishnadevaraya University, Ballari thought it fit to implement the multidisciplinary and holistic education in all the under-graduate programs and the consequential post-graduate programs, with multiple entry and exit options with multiple certificate/diploma/degrees in the Faculties of Arts, Science, Commerce and Management to replace the present undergraduate degree programs effective from the academic year 2021-22, hence these regulations.

Students will have the option to exit after one year with a certificate, 2-years with award of the diploma and after 3-years with the award of the bachelor degree. Successful completion of the four-year program will lead to award of the bachelor degree with honors in particular subjects. Continuation of the undergraduate program for the fourth year in colleges is optional, in subjects in which they are not offering postgraduate programs. But it is a preferred option. The graduates of these colleges can seek admission to the fourth year program in the respective postgraduate departments in the university or in the colleges wherever it is offered, as the present post-graduate programs in subjects will be restructured into one year Master's degree for honors degree holders and two years masters degree for the basic degree holders in the subjects.

## **1. Title and Commencement:**

- 1.1.** These regulations shall be called “The Regulations Governing the Choice Based Credit System Semester Scheme with Multiple Entry and Exit Options in the Undergraduate, and Postgraduate Degree Programmes in the Faculties of Arts, Social Science, Science and Commerce”.
- 1.2.** These regulations shall come into force from the Academic Year 2021-22.

## **2. Salient Features of the Four Years Multidisciplinary Undergraduate Programme with Multiple Entry and Exit Options:**

- 2.1.** 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 Bachelors degree with Honours.

The four year undergraduate Honours degree holders with research component and a suitable grade are eligible to enter the ‘Doctoral (Ph.D.) Program’ in a relevant discipline or to enter ‘Two Semester Masters Degree programme with project work’.

Candidates who wish to enter the masters/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.

There may be parallel five year integrated masters degree programmes with exit options at the completion of third and fourth years, with the undergraduate basic degree and post-graduate diploma in a discipline, respectively.

There may also be an integrated doctoral programme with exit option at the end of the first year with the Masters degree.

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.

The Multidisciplinary Undergraduate Programme may help in the improvement of all the educational outcomes, with a flexible and imaginative curricular approach. The program provides for both

breadth and depth in diverse areas of knowledge. A range of courses are offered with rigorous exposure to multiple disciplines and areas, while specializing in one or two areas. The programme fulfils knowledge, vocational, professional and skill requirements along-side humanities and arts, social, physical and life sciences, mathematics, sports etc.

The curriculum combines conceptual knowledge with practical engagement and understanding that has relevant real world application through practical laboratory work, field work, internships, workshops and research projects.

A few courses are common to all students which contribute to the breadth of study and two areas of specialization in disciplinary areas provides for depth of study.

- 2.10.** The areas of specialization which the students are required to choose are either two disciplines/ subjects or a discipline called 'major' (e.g. History or Economics or or Physics or Mathematics) and an area of additional discipline called 'minor' (e.g. Music or Sports or Geography). Students gain deep disciplinary knowledge through theory and practical experiences in their area of specialization (major). They gain a reasonable understanding of the area of additional study (minor) that they choose. 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.
- 2.11.** The students may study two disciplines at the same level or breadth up to the sixth semester and choose one of them for study in the fourth year to obtain the Honours degree in that discipline. A student who wishes to get dual honours degrees may repeat the fourth year of the program in the second discipline.
- 2.12.** The students may choose one discipline and vocational subject or Teacher Education for their study in the undergraduate program. This will enable them to get an Honours degree either in the discipline or in the vocational subject/ Teacher Education or both, in the discipline and in the vocational subject/ Teacher Education.
- 2.13.** Skills shall be explicitly integrated, highly visible, taught in context, and have explicit assessment. The skills shall include abilities in language and communication, working in diverse teams, critical thinking, problem solving, data analysis and life skills.

2. 14. Students shall be given options to choose courses from a basket of courses which the institution is offering. There shall be no rigidity of combination of subjects.

The Four-Year Choice Based Credit System Semester Scheme makes the product of a University at par with the global practices in terms of academic standards and evaluation strategies. In the emerging scenario of Internationalization of Indian Higher Education, it is imperative that the Universities in India should follow this system so that the mobility of their products both within and across the geographical jurisdiction becomes possible.

#### **The Salient Features of the Credit Based Semester Scheme:**

Each course shall carry certain number of credits. Credits normally represent the weightage of a course and are a function of teaching, learning and evaluation strategies such as the number of contact hours, the course content, teaching methodology, learning expectations, maximum marks etc. In the proposed programs, generally one hour of instructions per week in a semester is assigned one credit. In terms of evaluation, one credit is generally equivalent to 25 marks in a semester. Thus a 3 or 4 credits course will be assessed for 100 marks, 2 credit courses are assessed for 50 marks and one credit course will be assessed for 25 marks. What matters for the calculation of Semester Grade Point Average (SGPA) or the Cumulative Grade Point Average (CGPA) is the percentage of marks secured in a course and the credits assigned to that course.

On this basis, 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.

#### **The general features of the Credit Based Semester Scheme are**

- a) The relative importance of subjects of study is 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.
- e) The declaration of result is based on Semester Grade Point Average (SGPA) or Cumulative Grade Point Average (CGPA) earned.



## Definitions of Key Words:

- a. **Academic Year:** Two consecutive (one odd + one even) semesters constitute one academic year.
- b. **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).
- c. **Course:** Usually referred to, as 'papers' is a component of a programme. 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/laboratorywork/ field work/ project work/ vocational training/viva/ seminars/term papers / assignments / presentations/ self-study etc. or a combination of some of these.
- d. **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.
- e. **Credit:** A unit by which the course work is measured. It determines the number of hours of instructions required per week in a semester. One credit is equivalent to one hour of lecture or tutorial or two hours of practical work/field work per week in a semester. It will be generally equivalent to 13-15 hours of instructions
- f. **Grade Point:** It is a numerical weight allotted to each letter grade on a 10-point scale.
- g. **Credit Point:** It is the product of grade point and number of credits for a course.
- h. **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.
- i. **Programme:** A programme leading to award of a Degree, diploma or certificate.
- j. **Semester:** Each semester will consist of over 16 weeks of academic work equivalent to 90 actual teaching days. The odd semester may be generally scheduled from June to November and even semester from January to May.
- k. **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.

- l. **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.
- m. **Transcript or Grade Card or Certificate:** Based on the grades earned, a Grade Certificate 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.).

### **3. Programmes:**

#### **Faculty of Arts and Social Science:**

- a) Bachelor of Arts, B.A., Bachelor of Arts with Honors, B.A.(Hons.), Integrated Master of Arts, M.A.(Integrated) and Master of Arts, M.A. in various Disciplines/ Subjects.
- b) Bachelor of Social Work, B.S.W., Bachelor of Social Work with Honors, B.S.W.(Hons.) and Master of Social Work, M.S.W.
- c) Bachelor of Fine Arts, B.F.A./ Bachelor of Performing Arts, B.P.A. and Master of Performing Arts (M.P.A.) in Dance, Music and Theatre.

#### **Faculty of Science:**

- a) Bachelor of Science, B.Sc. and Bachelor of Science with honors, B.Sc.(Hons.), Master of Science, M.Sc. (Integrated) and Master of Science, M.Sc., in various Disciplines/Subjects
- b) Bachelor of Computer Applications, BCA, Bachelor of Computer Applications with Honors, BCA (Hons.)
- c) Bachelor of Science in Garment Manufacturing Technology B.Sc.(GMT) and
- d) Bachelor of Science in Garment Manufacturing Technology with Honors, B.Sc.(GMT) (Hons.)
- e) Bachelor of Audiology and Speech Language Pathology (B.ASLP).

#### **Faculty of Commerce:**

- a) Bachelor of Commerce, B.Com., Bachelor of Commerce with Honors, B.Com.(Hons.) and Master of Commerce, M. Com.
- b) Bachelor of Business Administration, BBA, Bachelor of Business Administration with Honors, BBA (Hons.) and Master of Business Administration, MBA.
- c) Bachelor of Hotel Management (BHM).

#### 4. Duration of Programmes, Credit Requirements and Options:

The undergraduate degree should be of either a three- or four-year duration, with multiple entry and exit options within this period, The four year multidisciplinary Bachelor's programme is the preferred option as it allows the opportunity to experience the full range of holistic and multidisciplinary education with a focus on major and minor subjects as per the student's preference. The four-year programme may also lead to a degree with Research, if the student completes a rigorous research project in the major area(s) of study.

Thus the undergraduate programmes shall extend over four academic years (Eight Semesters) with multiple entry and exit options. 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 Year undergraduate Programme would lead to Bachelor Degrees with Honours in a discipline/subject. Each semester shall consist of at least 16 weeks of study with a minimum of 90 workingdays (excluding the time spent for the conduct of final examination of each semester).

The candidates shall complete the courses equivalent to minimum credit requirements:

Exit with	Min. Credits Requirement*	NSQF Level
Certificate at the Successful Completion of First Year (Two Semesters) of Four Years Multidisciplinary UG Degree Programme	48	5
A Diploma at the Successful Completion of the Second Year (Four Semesters) of Four Years Multidisciplinary UG Degree Programme	96	6
Basic Bachelor Degree at the Successful Completion of the Third Year (Six Semesters) of Four Years Multidisciplinary Undergraduate Degree Programme	140	7
Bachelor Degree with Honours in a Discipline at the Successful Completion of the Four Years (Eight Semesters) Multidisciplinary Undergraduate Degree Programme.	180	8

\*Details of courses to be successfully completed equal to minimum credits requirement are described later.

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. 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 the Bachelor's degree with honours.

Candidates who successfully complete their Bachelor's degree with honours, with suitable grades, either by research or with courses along with a research project are eligible to enter the Ph. D. Programmes.

Candidates who wish to complete the undergraduate programmes faster may do so by earning the required number of credits and fulfilling all other requirements in N-1 semesters (where N is the number of semesters of an undergraduate programme). This facility is available for undergraduate 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 semester of the programme, provided he/she has earned 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 earned required number of credits and fulfills all other requirements for awarding the Bachelor's degree with honours.

Similarly, candidates may complete both the undergraduate and the postgraduate programmes in slow track. 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 higher education institutions 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.

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.

### **National Skills Qualifications Framework:**

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.

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

**Professional knowledge** is what a learner should know and understand with reference to the subject; **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.

The Integrated Master's Degree Programmes shall extend over Five academic years (Ten Semesters) with exit options with Regular Bachelor Degree after successful completion of Three academic years (Six Semesters) of study and Bachelor Degree with Honours in a discipline/ subject at the end of Four academic years (Eight Semesters). Completion of five years of integrated Master's Degree Programme would lead to Masters degree in a subject.

**Minimum Credit Requirements:**

The candidates shall complete courses equivalent to a minimum of

- a) 140 credits to become eligible for the Regular Bachelor Degree,
- b) 180 credits to become eligible for the Bachelor Degree with Honours
- c) 220 credits to become eligible for the Integrated Master's Degree.

Master's Degree Programmes will be of One Academic Year (Two Semesters) for the Four Years Honours Degree holders and Master's Degree Programmes will be of Two Academic Years (Four Semesters) for the three years basic or three years Honours Degree holders.

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 earn a minimum of 44 credits as follows:

- a) 44 Credits after the Bachelor Degree to become eligible for the PG Diploma
- b) 88 Credits after the Bachelor Degree to become eligible for the Masters Degree.

It is optional to the candidate to exit or not, after two, four and six semesters of the undergraduate programme with Certificate, Diploma and with Regular Bachelor Degree, respectively. He/she will be eligible to rejoin the programme at the exit level to complete either the diploma, degree or the honours degree. Further, all the candidates will be awarded Bachelor degrees on successful completion of three academic years (Six Semesters) of the undergraduate programmes.

A student will be allowed to enter/re-enter only at the Odd Semester and can only exit after the Even Semester. Re-entry at various levels as lateral entrants in academic programmes should be based on the earned credits and proficiency test records.

## **5. Academic Bank of Credits (ABC):**

The Academic Bank of Credits (ABC), a national-level facility will promote the flexibility of the curriculum framework and interdisciplinary /multidisciplinary academic mobility of students across the Higher Education Institutions (HEIs) in the country with appropriate “credit transfer” mechanism. It is a mechanism to facilitate the students to choose their own learning path to attain a Degree/ Diploma/Certificate, working on the principle of multiple entry and exit as well as anytime, anywhere, and any level of learning. ABC will enable the integration of multiple disciplines of higher learning leading to the desired learning outcomes including increased creativity, innovation, higher order thinking skills and critical analysis. ABC will provide significant autonomy to the students by providing an extensive choice of courses for a programme of study, flexibility in curriculum, novel and engaging course options across a number of higher education disciplines/ institutions.



The multiple entry and exit options for students is facilitated at the undergraduate and Master's levels. It would facilitate credit accumulation through the facility created by the ABC scheme in the "Academic Bank Account" opened for students across the country to transfer and consolidate the credits earned by them by undergoing courses in any of the eligible HEIs. The ABC allows for credit redemption through the process of commuting the accrued credits in the Academic Bank Account maintained in the ABC for the purpose of fulfilling the credits requirements for the award of certificate/diploma/degree by the authorized HEIs. Upon collecting a certificate, diploma or degree, all the credits earned till then, in respect of that certificate, diploma or degree, shall stand debited and deleted from the account concerned. HEIs offering programmes with the multiple entry and exit system need to register in the ABC to enable acceptance of multidisciplinary courses, credit transfer, and credit acceptance.

The validity of credits earned will be for a maximum period of seven years or as specified by the Academic Bank of Credits (ABC). The procedure for depositing credit earned, its shelf life, redemption of credits, would be as per UGC (Establishment and Operationalization of Academic Bank of Credits (ABC) scheme in Higher Education) Regulations, 2021.

**Monitoring, support and Quality assurance by Universities and ABC:**

- a) It shall be the responsibility of Registered Higher Education Institutions, to monitor the development and operationalisation of the ABC programme at the university level and at the level of their affiliated autonomous colleges.
- b) Registered Higher Education Institutions shall offer teacher or staff training, mentoring, academic and administrative audit and other measures for improving the quality of performance of the ABC facility and promotion of holistic/ multidisciplinary education with the support of ABC, which may be in the form of Faculty Development Programmes or Quality Improvement Programmes or Professional Development Programmes or Technology Inculcation Programmes.
- c) The Quality assurance of the implementation of ABC at the level of the registered university or autonomous college shall be developed by the University or autonomous college concerned either through the Internal Quality Assurance Cell (IQAC) or any other appropriate structured mechanism as may be decided by the Registered Higher Education Institution.



- d) Every Registered Higher Education shall upload, annually, on its website, a report of its activities vis a vis the Academic Bank of Credits, as well as of measures taken by it for Quality assurance, Quality sustenance and Quality enhancement.
- e) There shall be an Academic Bank of Credits-Grievance Redressal Mechanism at the level of Central Government/University Grants Commission/Academic Bank of Credits, and at the level of every Higher Education Institution registered with Academic Bank of Credits to address the grievance/appeals of students.

Study Webs of Active Learning for Young Aspiring Minds (SWAYAM) is India's national Massive Open Online Course (MOOC) platform ([www.swayam.gov.in](http://www.swayam.gov.in)), designed to achieve the three cardinal principles of India's Education Policy: access, equity, and quality. The University Grants Commission (Credit Framework for Online Learning Courses through SWAYAM) Regulations, 2021 have been notified in the Gazette of India, which now facilitates an institution to allow up to 40 per cent of the total courses being offered in a particular programme in a semester through the online learning courses offered through the SWAYAM platform. Universities with approval of the competent authority may adopt SWAYAM Courses for the benefit of the students. A student will have the option to earn credit by completing quality-assured MOOC programmes offered on the SWAYAM portal or any other online educational platform approved by the UGC/regulatory body from time to time.

## **6. Eligibility for Admissions:**

### **6.1 B.A., BPA and B.S.W. (Basic and Hons. degrees):**

- a) A candidate who has passed the two years Pre-University examination conducted by the Karnataka Pre-University Education Board or any other examination considered as equivalent thereto shall be eligible for admission to these programmes.
- b) Additional Conditions of Eligibility are required for specific combinations, as specified by BoS.

### **6.2 B.Sc. (Basic and Hons. degrees) and M.Sc. (Integrated) Programmes:**

A candidate who has passed the two years Pre-University Examination conducted by the Pre-University Education Board in Karnataka or any other examination considered as equivalent thereto shall be eligible for admission to these programmes. Generally a

candidate to opt a subject should have studied that subject at the qualifying examination. But additional Conditions of Eligibility are required for specific subjects as follows:

- a) Candidate to opt Physics should have studied Mathematics in addition to Physics at the qualifying examination.
- b) Candidate to opt Biochemistry should have studied that subject or Chemistry at the qualifying examination.
- c) Candidate to opt Statistics should have studied that subject or Mathematics at the qualifying examination.
- d) Candidate to opt Biotechnology, Botany/Applied Botany, Microbiology or Zoology/Applied Zoology should have studied that subject or Biology at the qualifying examination.
- e) Candidate to opt Geology/Environmental Science should have studied at least two Science subjects at the qualifying examination.

### **6.3 B.Sc. (GMT) Basic and Honours Degree.**

A candidate who has passed the Pre-University or 10+2 examination conducted by the Pre-University Education Board in the State of Karnataka or two years Job Oriented Courses conducted by the Board of Vocational Education of any State Government or any other examination considered as equivalent thereto.

### **6.4 B.C.A. Basic and Honours Degrees:**

A candidate who has passed the two year Pre-University Examination conducted by the Pre-University Education Board in Karnataka or JODC / Three year Diploma in Engineering of Government of Karnataka or any other examination considered as equivalent thereto shall be eligible for admission.

### **6.5 B.Com. and B.B.A. (Basic and Hons. degrees):**

A candidate who has passed two year Pre-University Examination conducted by the Pre-University Education Board in the State of Karnataka or any other examination considered as equivalent thereto shall be eligible for admission to these programmes.

### **6.6 B.H.M Degree Programme:**

A candidate who has passed two years Pre-University Examination conducted by the Pre-University Education Board in the State of Karnataka or any other examination considered as equivalent thereto shall be eligible for admission to this programme.

### 6.7 B.ASLP Degree Programme:

- a) Candidates passed 10+2 or an equivalent examination from a recognized board with a minimum of 50% aggregate marks. Relaxation in the qualifying marks shall be as per rules and regulations of respective University/State/UTs or Central Government.
- b) The applicant/candidate should have studied Physics, Chemistry, and any one of the Subjects Biology/ Mathematics/ Computer Science/Statistics/Electronics/Psychology.
- c) No age bar.
- d) However, the admission criteria as prescribed by the Rehabilitation Council of India, New Delhi applicable from time to time.

### 6.8 Eligibility for Admission to degree programme and Equivalent Programmes:

Sl No.	Equivalent Programmes	Eligible for Admission to degree programme
1	ITI-02 years	BA/B.Com/BBA/BCA/BSW
2	JODC	BA/BSW
3	Any Diploma	BA/BCA/BBA/BSW
4	Diploma (Agri)	BA/B.Sc/BSW
5	Diploma in Commercial/ Secretarial Practice	*Third Semester B.Com/BBA (Lateral Entry)
6	Diploma in Textiles/ Handlooms/ADFT/ Fashion Technology	*Third Semester B.Sc(GMT) (Lateral Entry)

\*The candidate has to pass in languages and all compulsory courses of first two semesters of B.B.A/B.Com/B.Sc (GMT). Such candidate will not be subjected to any IA in these papers.

**Note:** The candidates who have passed PUC from PU board of Karnataka state and 10+2 examination of ICSE/ CBSE board from any of the schools of Karnataka state need not produce eligibility certificate. However, the candidates have to obtain eligibility certificate from the University if he/she has passed 10 + 2 or equivalent examination from other states including ICSE CBSE. The candidates who have passed ITI from any of the institute of Karnataka state also have to obtain eligibility certificate from the university to get admission.

Modified in the existing 6.8 as

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**6.9 Eligibility For Admission to Post-graduate Programmes:**

- a) **GENERAL:** 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 5 or 50% marks (CGPA of 4.5 or 45% marks for SC/ST/Category I/Differently abled candidates/) marks in the major/cognate subject.
- b) 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 5 or 50% marks (CGPA of 4.5 or 45% marks for SC/ST/Category I/Differently abled candidates/) marks in the subject.

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.

### 7. Medium of Instruction:

The medium of instruction and examination shall be English or Kannada.

### 8. Subjects of Study:

The Components of Curriculum for Four Years Multidisciplinary Undergraduate Programme: The Category of Courses and their Descriptions are given in the following Table and in Appendix A and Appendix B.

Sr. No	Category of courses	Objective/Outcome
1	Languages	Languages provide the medium of fresh and free thinking, expression and clarity in thought and speech. It forms as a foundation for learning other courses. Helps fluent communication. In addition to Kannada, a candidate shall opt for any of the languages. The students who have not studied Kannada language till 10+2 and equivalent thereto have to study Sarala Kannada in any one of the two semesters of the first year.
2	Ability Enhancement Courses	Ability enhancement courses are the generic skill courses which are basic and needed for all to pursue any career. These courses ensure progression across careers. They enable students to develop a deeper sense of commitment to oneself and to the society and nation largely.
3	Skill Enhancement/ Development 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 so as 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. The University can suggest its own courses under this category based on its expertise, Specialization, requirements, scope and need.

4	Foundation/ Discipline based Introductory Courses	Foundation /Introductory courses bridge the gap for a student if he/she has not got a basic groundwork in a specific area of discipline. These courses will supplement in better understanding of how to integrate knowledge to application into a society.
5	Major Discipline Core Courses	A Major discipline is the field in which a student focuses during the course of his/her degree. A course in a discipline, which a candidate should compulsorily study as a core requirement is termed as a Core course. The core courses aim to cover the basics that a student is expected to imbibe in that particular discipline. They provide fundamental knowledge and expertise to produce competent, creative graduates with a strong scientific, technical and academic acumen. These courses are to be taught uniformly across all universities with minimum deviation. The purpose of fixing core courses is to ensure that all the institutions follow a minimum common curriculum so that each institution adheres to a common minimum standard which makes credit transfer and mobility of students easier.

6	Major Discipline Elective Courses	<p>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 the candidate'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 itself or within a component of the discipline and provide advanced knowledge and expertise in an area of the discipline. The institutions have freedom to have their own courses based on their expertise, specialization, requirements, scope and need. The elective courses may be of interdisciplinary nature</p>
7	Minor Discipline Courses	<p>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 interrelated at all.</p>
8	Open or Generic Elective Courses	<p>Open or Generic Elective Courses are courses chosen from an unrelated discipline/ subject, with an intention to seek exposure beyond discipline/s of choice. The purpose of these is to offer the students the option to explore disciplines of interest beyond the choices they make in core and discipline specific elective courses.</p> <p>Note: A core course offered in a discipline/subject may be treated as an elective by other discipline/subject and vice versa and such electives may also be referred to as Open or Generic Electives.</p>
9	Project work/ Dissertation/ Internship/ Entrepreneurship	<p>Project work is a special course involving application of knowledge in solving / analyzing / exploring a real life situation / difficult problem/ data analysis. Project Work has the intention to provide research competencies at undergraduate level. It enables to acquire special/ advanced knowledge through support study/a project work. Candidates shall carry out project work on his/her own with an advisory support by a faculty member to produce a dissertation/ project report. Internship/ Entrepreneurship shall be an integral part of the Curriculum</p>

10	Co-curricular and Extension Activities	These activities 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
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### 8.1 Ability Enhancement Courses:

Ability Enhancement (AE) Courses can be divided into two categories:

a) AE Compulsory Courses (AECC): The universities may have common curriculum for these papers. There may be one paper each at least in the first four semesters viz.

**(i) Environmental Studies and (ii) Constitution of India.**

In addition to these, two languages shall be studied in the first four semesters of the Undergraduate Programmes.

b) Skill Enhancement Courses (SEC): The universities may offer from a common pool of papers listed by KSHEC/ National Regulatory Bodies such as UGC or GEC/ NHERC or the universities may frame some papers, in addition to the list suggested.

### Languages:

Two languages are to be studied out of which one shall be Kannada and the other shall be either English or an Indian Language or other foreign language: English, Sanskrit, Hindi, Urdu, Telugu, French, and any other language prescribed/ approved by the university.

a) 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.

- b) Students who have not studied Kannada at any level from school to Pre-University shall study Kannada as functional language in one of the in **the second semester of the first year** 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
- c) Speech/hearing/visually impaired/mentally challenged and study disabled students are exempted from studying one of the languages prescribed under para 8.2 above.

**Skill Enhancement Courses and Ability Enhancement Compulsory Course (Common for all Programmes):**

- a) Four-skill enhancement/development courses are to be studied in the six semesters, one per semester as prescribed by the concerned faculty and approved by different bodies. The courses may include the following:

Sl. No	Semester	Groups	Course	Skill Enhancement Courses (SEC) and Ability Enhancement Compulsory Course (AECC)
01	I	Group 01	BA, BBA, BSW	Environmental Studies (AECC)
		Group 02	B. Com, B.Sc., BCA	Digital Fluency (SEC-1)
02	II	Group 01	BA, BBA, BSW	Digital Fluency (SEC-1)
		Group 02	B. Com, B.Sc., BCA	Environmental Studies (AECC)
03	III	Group 01	BA, BBA, BSW	Constitution of India (AECC)
		Group 02	B. Com, B.Sc., BCA	Artificial Intelligence (SEC-2)
04	IV	Group 01	BA, BBA, BSW	Artificial Intelligence (SEC-2)
		Group 02	B. Com, B.Sc., BCA	Constitution of India (AECC)
05	V	Group 01	BA, BBA, BSW	Societal Communication (SEC-4)

		Group 02	B. Com, B.Sc., BCA	Cyber Security (SEC-3)
06	VI	Group 01	BA, BBA, BSW	Cyber Security (SEC-3)
		Group 02	B. Com, B.Sc., BCA	Societal Communication (SEC-4)

b) One DSE course or allied subject each in the seventh and eight semesters of the honours programme and the integrated Masters 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.

#### A. Core Subjects:

A candidate may opt for any two core subjects for B.A/B.Sc. degree/honours degree programmes. However, the candidate may opt for both the arts subjects for the B.A. degree/ honours degree programmes and both science subjects for the B.Sc. degree/ honours degree programmes. A candidate may also opt for one subject and one vocational subject for the B.A/B.Sc degree/honours degree programmes. In the third year of the programmes, candidates have to choose any one of the two core subjects as major or continue both the subjects as majors. The candidate shall study the major subject or one of the major subjects in the fourth year of the honours programme. A candidate who is interested in doing honours programme in a non-core language subject has to choose that language as major subject in the third year in lieu of one of the core subjects, provided that the candidate has studied that language in the first two years or four semesters of the programme.

The core subjects that a candidate can choose under the Faculty of Arts and Science, include the following:

- a) B.A. Degree / Honours Degree Programme: Arts Subjects
  - i) Kannada, English, French, Hindi, Sanskrit, Telugu, Urdu.
  - ii) History and Archaeology, Economics, Geography, Journalism/Journalism & Mass Communication, Political Science, Social Work, Sociology, and such other subjects permitted by the university from time to time.

- b) B.Sc. Degree / Honours Degree and M. Sc. Degree Programmes:  
Science Subjects
  - i) Applied Geology, Audiology, Audiology and Speech Language Pathology, Biotechnology, Botany, Chemistry, Computer Science, Electronics, Geography, Mathematics, Microbiology, Physics, Zoology and such other subjects permitted by the university from time to time.

### **B. Core Subjects Based Programme.**

In these programmes, there is no need to choose core subjects as these are subject based.

- a) B.S.W. Degree/Honours Degree Programme in Social Work.
- b) B.Sc. (GMT) Degree/Honours Degree Programme.
- c) B.C.A. Degree/Honours Degree Programme in Computer Applications.
- d) B.Com., Degree/Honours Degree Programme in Commerce.
- e) B.B.A. Degree/Honours Degree Programme.
- f) B.H.M. Degree Programme.
- g) B.ASLP Degree Programme.

### **Vocational Subjects:**

Advertising, Computer Applications, 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.

Note: As per the regional/programme specific needs, Vocational subjects may be added with the approval of BoS and other appropriate bodies of the University.

### **Sports, Cultural and Extension Activities:**

A student shall opt for Yoga and sports/games and one of the other activities offered in the college, in each of the first six semesters of the undergraduate programmes. The activities carry a credit each for each of the following activities and will be internally assessed for 25 marks.

- a) Physical Education Activities such as Yoga and Sports.”
- b) N.S.S. / N.C.C / Ranger and Rovers/Red-cross
- c) Field studies / Industry Implant Training
- d) Involvement in campus publication or other publications

- e) Publication of articles in news papers, magazines
- f) Community work such as promotion of values of National Integration, Environment, Human rights and duties, Peace, Civic sense etc.
- g) A Small project work concerning the achievements of India in different fields
- h) Evolution of study groups/seminar circles on Indian thoughts and ideas
- i) Activity exploring different aspects of Indian civilizations
- j) Involvement in popularization programmes such as scientific temper
- k) Innovative compositions and creations in music, performing and visual arts etc.
- l) Any other activities such as Cultural Activities as prescribed by the University.

Evaluation of Co-curricular and Extension Activities shall be as per the procedure evolved by the university from time to time.

#### **Choosing of Related Subjects in Science:**

- a) A candidate shall not opt for more than one language under core subjects.
- b) A candidate opting for Electronics/Physics/Statistics/Computer Science as a core subject may also opt for Mathematics as a core subject.
- c) A candidate opting for Biotechnology as a core subject may also opt Chemistry/ Biochemistry and Microbiology/Botany/Zoology/Home Science as a core subject.
- d) A candidate opting for Microbiology as a core subject may also opt for Chemistry/Biochemistry and Biotechnology/Botany/Zoology/Home Science as core subject,
- e) A candidate opting for Biochemistry as a core subject may also opt for Biotechnology/Botany/Zoology/Sericulture/Microbiology as core subject.
- f) A candidate opting for Environmental Science as a core subject may also opt for Chemistry/Biochemistry and Botany/Zoology/Microbiology/Biotechnology/Sericulture/Geology as core and open elective subjects, respectively.

#### **9. Attendance and Change of Subjects:**

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..

An option to change a language/subject may be exercised only once within two weeks from the date of commencement of the Semester on payment of fee prescribed.

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.

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.

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.

## **10. Course Patterns and Schemes of Examinations:**

The Structure, scheme and credits for subjects shall be as per the recommendation of the Board of Studies (BoS) from time to time and approved by Academic Council and Syndicate of the University.

## **11. 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.

- a) Classroom processes must encourage rigorous thinking, reading and writing, debate, discussion, peer learning and self-learning.

- b) 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.
- c) 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.
- d) Learning must be situated in the Indian context to ensure that there is no sense of alienation from their context, country and culture.
- e) Classroom processes must address issues of inclusion and diversity since students are likely to be from diverse cultural, linguistic, socio-economic and intellectual backgrounds.
- f) Cooperative and peer-supported activities must be part of empowering students to take charge of their own learning.
- g) Faculty will have the freedom to identify and use the pedagogical approach that is best suited to a particular course and student.
- h) 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.

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.

## **12. Blended Mode (BL) as A New Mode of Teaching-Learning**

UGC suggests implementing Blended Mode (BL) as a new mode of teaching-learning in higher education. 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 focussing on learning outcomes and the learner centred 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.

**Pedagogies for Online and Face-to-face Modes:**

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.

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, views, either in the classroom or else on online platforms.

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.

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.

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.

Hence the area of assessment and evaluation needs to be explored again in the light of BL mode.

#### **12.1.1. 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.

#### **12.1.2. 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.

#### **12.1.3. Summative Evaluation Strategies:**

##### **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.

##### **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.



### **Spoken / Speaking examinations:**

These types of different approaches 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

### **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.

### **12.1.4. Formative Evaluation Strategies:**

#### **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 the learner for the world.

#### **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 another 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.

#### **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.

#### **12.2. 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.

### **13. Assessment and Evaluation:**

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 to both faculty and students to improve continuously. The following are the guidelines for effective assessment of the program:

- a) Student assessment should be as comprehensive as possible and provide meaningful and constructive feedback to faculty and student about the teaching-learning process.
- b) Assessment tasks need to evaluate the capacity to analyze and synthesize new information and concepts rather than simply recall information previously presented.
- c) The process of assessment should be carried on in a manner that encourages better student participation and rigorous study.
- d) Assessment should be a combination of continuous formative evaluation and an end- point summative evaluation.
- e) 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. The evaluated courses / assignments shall be immediately provided to the students.

- f) Paper-pencil 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 for a student to improve his / her performance in the continuous assessment mode.
- g) Continuous/ Internal assessment marks shall be shown separately. A candidate who has failed or wants to improve the result, shall retain the IA marks, provided he/she fulfils the minimum requirements.

### **13.1. Continuous Formative Evaluation/Internal Assessment:**

Total marks for each course shall be based on continuous assessments and semester end examinations. As per the decision of the Karnataka State Higher Education Council, it is necessary to have uniform pattern of 40:60 for IA and Semester End examinations respectively, in all the Universities, their Affiliated and Autonomous Colleges.

Total Marks for each course	=	100% marks
Continuous assessment (C1)	=	20% marks
Continuous assessment (C2)	=	20% marks
Semester End Examination (C3)	=	60% marks.

#### **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 40 percent of syllabus of the courses of the semester.
- c) During the 17<sup>th</sup> - 19<sup>th</sup> week of the semester a semester end examination shall be conducted by the University for each course. This forms the third and final component of assessment (C3) and the maximum marks for the final component will be 60%.
- d) 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.

- e) 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.
- f) The outline for continuous assessment activities for Component-I (C1) and Component-II (C2) of a course shall be as under.

**Outline for continuous assessment activities for C1 and C2:**

Activities	C1 marks	C2 marks	Total IA Marks
Session Test	15	15	30
Seminars/Presentations/Activity	05	--	05
Case study /Assignment / Field work / Project work etc.	--	05	05
<b>Total</b>	<b>20</b>	<b>20</b>	<b>40</b>

**Outline for continuous assessment activities for C1 and C2 for practical:**

Activities	C1 Practical marks	C2 Practical marks	Total Practical IA Marks
Practical Test, Viva Voce	10	10	20
Practical record	05		05
<b>Total</b>			<b>25</b>

- g) For practical course of full credits, Seminar shall not be compulsory. In its place, marks shall be awarded for Practical Record Maintenance. (the ratio is 50%: 50%)
- h) Conduct of Seminar, Case study/Assignment, etc. can be either in C1 or in C2 component at the convenience of the concerned teacher.

- i) 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.
- j) The marks of the internal assessment shall be displayed on the notice board of the department / college for information of the students.
- k) The Internal assessment marks shall be communicated to the Registrar (Evaluation) before the commencement of the University examinations and the Registrar (E) shall have access to the records of such periodical assessments.
- l) There shall be no minimum in respect of internal assessment marks.
- m) Internal assessment marks may be recorded separately. A candidate, who has failed or rejected the result, shall retain the internal assessment marks.

#### **14. Conduct of Examinations:**

A candidate shall register for all the courses/papers of a semester for which he/she fulfils the requirements, when he/she appears for examination of that semester for the first time.

- a) There shall be Theory and Practical examinations at the end of each semester, ordinarily during November-December for odd semesters and during May-June for even semesters, as prescribed in the Scheme of Examinations.
- b) **There shall be Theory examinations of Multiple Choice Based Questions [MCQs] with Question Paper set of A, B, C and D Series at the end of each semester for AECCs (Environmental Studies and (ii) Constitution of India) and SECs (SEC-1: Digital Fluency, SEC-2: Artificial Intelligence, SEC-3: Cyber Security and SEC-4: Societal Communication) for the duration of One hour (First Fifteen Minutes for the preparation of OMR and remaining Forty-Five Minutes for**

**Answering thirty Questions). The Answer Paper is of OMR (Optical Mark Reader) Sheet.**

- c) Unless otherwise stated in the schemes of examination, practical examinations shall be conducted at the end of each semester. They shall be conducted by two examiners, one internal and one external and shall never be conducted by both internal examiners. 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.
- d) The candidate shall submit the record book for practical examination duly certified by the course teacher and the H.O.D/staff in-charge.
- e) For any repeaters/or otherwise if candidate wish to improve the results shall be allowed respectively only in respective odd and even semesters.

#### **15. Minimum for a Pass:**

- a) No candidate shall be declared to have passed the Semester Examination as the case may be under each course/paper unless he/she obtains not less than 35% marks in written examination / practical examination and 40% marks in the aggregate of written / practical examination and internal assessment put together in each of the courses and 40% marks (including IA) in Project work and viva-voce wherever prescribed.
- b) 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 in each unit.
- c) The candidates who pass all the semester examinations in the first attempts are eligible for ranks provided they secure at least CGPA of 6.00 (Alpha-Sign Grade B+).
- d) A candidate who passes the semester examinations in parts is eligible for only Class, CGPA and Alpha-Sign Grade but not for ranking.
- e) The results of the candidates who have passed the last semester examination but not passed the lower semester examinations shall

be declared as NCL (Not Completed the Lower Semester Examinations). Such candidates shall be eligible for the degree only after completion of all the lower semester examinations.

- f) If a candidate fails in a subject, either in theory or in practicals, he/she shall appear for that subject only at any subsequent regular examination, as prescribed for completing the programme. He/she must obtain the minimum marks for a pass in that subject (theory and practicals, separately) as stated above.

## **16. Carry Over:**

Candidates who fail in lower semester examinations may go to the higher semesters and take the lower semester examinations.

## **17. Classification of Successful Candidates:**

An alpha-sign grade, the eight point grading system, as described below may be adopted. 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 completion of all the eight semesters of the programme and the corresponding overall alpha-sign grades. 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
- Diploma in Arts/ Science/ Commerce
- Bachelor's Degree in Arts/ Science/ Commerce
- Bachelor's Degree with Honours in a Discipline/Subject

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.

Table I: Final Result/Grades Description

Semester GPA/ Program CGPA	Alpha-Sign / Letter Grade	Semester % 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 (Above Average)	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	-

The Semester Grade Point Average (SGPA) in a Semester and the CGPA at the end of each year may be calculated as described in Appendix C:

### **18. Rejection of Results:**

- a) 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.
- b) The candidate who has rejected the result shall appear for the immediately following examination.
- c) The rejection shall be exercised only once in each semester and the rejection once exercised shall not be revoked.
- d) 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.



- e) A candidate who rejects the result is eligible for only SGPA/CGPA or Class and not for ranking.

## **19. Improvement of Results:**

- a) A candidate who has passed in all the papers of a semester may be permitted to improve the result by reappearing for the whole examination of that semester.
- b) The reappearance may be permitted during the period N+2 years (where N refers to duration of the program) without restricting it to the subsequent examination only.
- c) The student may be permitted to apply for improvement examination 45 days in advance of the pertinent semester examination whenever held.
- d) If a candidate passes in all the subjects in reappearance, higher of the two aggregate marks secured by the candidate shall be awarded for that semester. In case the candidate fails in the reappearance, candidate shall retain the earlier result.
- e) A candidate who has appeared for improvement examination is eligible for class/CGPA only and not for ranking.
- f) Internal assessment (IA) marks shall be shown separately. A candidate who wants 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.
- g) A candidate who fails in any of the semester 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 candidate took the examination for the first time. This facility shall be limited to the following two years.

## **20. Transfer of Admission:**

Transfer of admissions is permissible to the students of other Universities and within the University.

### **20.1. Conditions for transfer of admission of students within the University:**

- a) His/her admission through transfer shall be within the intake permitted to the college. The student has to obtain consent letter from both the colleges.

- b) Availability of same combination of subjects studied in the previous college.
- c) He/she shall fulfill the attendance requirements as per the University Regulation.
- d) He/she shall complete the programme as per the regulation governing the maximum duration of completing the programme.

Conditions for transfer admission of students of other Universities:

- a) A Candidate migrating from any other University may be permitted to join the degree programme provided he/she has passed all the subjects of previous semesters / years as the case may be. Such candidates must satisfy all other conditions of eligibility, including the courses, stipulated in the regulations of the University.
- b) His/Her transfer admission shall be within the intake permitted to the college.
- c) He/she shall fulfill the attendance requirements as per the University Regulation.
- d) The candidate who is migrating from other Universities is eligible for overall SGPA/CGPA or Class and not for ranking.
- e) He/She shall complete the programme as per the regulation governing the maximum duration of completing the programme as per this regulation.

## **21. Power to Remove Difficulties**

If any difficulty arises in giving effect to the provisions of these regulations, the Vice-Chancellor may by order make such provisions not inconsistent with the Act, Statutes, Ordinances or other Regulations, as 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.

## **22. 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.

### 23. Repeal and Savings:

The existing Regulations governing three years Bachelor degree programmes in the faculties of Arts, Science and Commerce shall stand repealed. However, the above Regulations shall continue to be in force for the students who have been admitted to the course before the enforcement of this regulation.

  
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Vijayanagara Sri Krishnadevaraya  
University  
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