UNIVERSITY OF CALICUT
G & A - IV - J

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Calicut University.P.O
Dated: 27.09.2023

From

The Registrar

To

The Secretary/President,
ACT/CUTA/AKGCT/GCTO/PFCT/AKPCTA/KPCTA/CKCT/SFCTSA

Sir,

Sub:- Discussion on the draft document of Curriculum Framework and Credit Structure of CUFYUGP - Meeting of various teachers' organisations in the Teaching Departments and Affiliated Colleges - Convening on 05.10.2023 - Reg

Ref:- Minutes of the meeting of the Academic Committee on CUFYUGP held on 07.09.2023

With reference to the above, I am to inform you that,a meeting for various teachers' organisations in the Teaching Departments and affiliated colleges of the University has been convened to discuss the draft document of Curriculum Framework and Credit Structure of Calicut University Four Year Undergraduate Programmes (CUFYUGP), to be implemented in the academic year 2024-25.

Time : 10.30 am
Date : 05.10.2023
Venue : Senate Hall ,University of Calicut

Please ensure the participation of two members of your organisation in the meeting. TA/DA will be paid as per rules.

Encl : Draft document of Curriculum Framework and Credit Structure of CUFYUGP

Yours faithfully
Ajayakumar T.K
Assistant Registrar
(For The Registrar)

Copy to

PS TO VC/PA TO R/PA TO CE/ G&A IV C/B/E Sections

CALICUT UNIVERSITY

FOUR YEAR UNDERGRADUATE PROGRAMME

(CU-FYUGP) – 2023

DRAFT OF

CURRICULUM AND CREDIT FRAMEWORK

CHAPTER 1: INTRODUCTION

1. CONTEXT OF THE FOUR-YEAR UG PROGRAMME

The state of Kerala now finds itself in the historic juncture of turning itself to a knowledge society. The principal pre-requisite for this is a progressive curriculum for higher education sector. This move has coincided with the radical restructuring of the national qualification framework redesigning the undergraduate programme for four years.

Higher education in Kerala emerged in the colonial period more or less along the lines of the British government project to produce sets of middle-class functionaries in different walks of public administration. The higher education sector in the country as well as Kerala underwent a shift in focus, albeit a minor one, post-independence. The major socio-political changes took place in Kerala had their impact on the higher education sector also. As a result of renaissance ideals introduced by the cultural movements, land reforms, migration to the Middle East, progressive administrative reforms and many other factors, the weaker sections of the society began to enter public education and subsequently higher education. Inclusion, access and infrastructure development became the cornerstones of the development of higher education in Kerala. Kerala has achieved near universal enrolment in the school education and around 43%of the relevant age group population are enrolled in higher education. If we include out migrations also the number may go above 50%.

These remarkable achievements were soon to be beset with crises. The leap in access and expansion was not accompanied by that in quality. The curricula, syllabi and programme structures eschewed opportunities for interdisciplinary or multidisciplinary approaches and innovation both in approach and content. The system was rigid, concentrating on producing middle class work force and took no notice of the state's development needs. There was no effective mechanism to create or modify curricula with the varying needs of a most vibrant society and economy like Kerala. Simultaneously the lack of production despite the wonderful performance in equitable distribution and the resultant stagnation set in the 'Kerala model' of development, increased demand for middle class employment, growth in the rate of unemployment among the educated and the advent of neoliberal economic reforms caused a shift in perspectives regarding education and its aims. The state witnessed an exponential growth in the number of self-financing institutions since 1990s.This was to be another issue of concern in the higher education scenario of the state. The lack of regulatory measures due to the Union government's

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policy and the judicial interventions in favour of these institutions led to compromise in quality, equity and access.

2. TOWARDS A NEW KERALA

The adverse effects of three decades of neoliberal economic regime in the country and some shortcomings of the famed Kerala model became apparent when two successive floods and then the COVID 19 pandemic struck across the state.The impact of these cut across all the conventional boundaries of social divisions and it became manifest in another form in the education sector: the digital illiteracy and inequity.

As the prospect of building a new Kerala gained momentum, the higher education sector was identified as the king pin of the entire process. It was clear that creating a knowledge society would be possible only with a new and vibrant higher education sector. Any revival of an economy in the present context would require a technologically capable workforce with optimal knowledge and skills of international standards, and with a definite social perspective that would address the wellbeing of the people, equity, social justice and with a commitment to scientific temper, secularism and democracy. The development of such a workforce is possible only with a major overhaul of the existing higher education framework. This does not imply that the present system would be completely demolished. The elements of the present education that can be of assistance will have to be retained, while some others will have to be incorporated.

It was in this context that the Government of Kerala has initiated steps for the reform of higher education through the setting up of three Commissions. The first one was to make proposals on policy changes in the structure, content, and institutional practices of higher education; the second commission was to suggest changes in the legal and regulatory mechanisms of higher education institutions, and the third one was entrusted with task to review the present systems of evaluation and examinations in higher education.

3. RECOMMENDATIONS OF THE COMMISSIONS AND THE FORMULATION OF CURRICULUM

The reports of the three commissions posit that to ensure the quality of higher education and to meet the challenges of the future require consistent engagement with curricula and syllabi. The Higher Education Reforms Commission recommended a comprehensive reform in undergraduate curriculum, where a four-year structure with a single lateral exit option will replace the present three-year structure.

The proposed pathways extend further into the postgraduate and doctoral programmes, where the fourth year of the undergraduate stream will be integrated with the first year of the postgraduate programmes.

Accordingly, Government of Kerala appointed a 39-member State Level Curriculum Committee to spearhead the process of curriculum formation in the state, under the chairmanship of Prof. Suresh Das. The Committee prepared a model 'Kerala State Higher Education Curriculum Framework for Under Graduate Programmes'. The University of Calicut proposes to formulate a new curriculum framework for four year UG programmes in this larger context. This curriculum is based on the principal aim of creating a "knowledge society" and on the principle that all knowledge ultimately belongs to the people and must be deployed, not for the benefit of a few, but for the greater social good. This document envisages a people-centred knowledge society that take into account the rich diversity of our society and the varied aspirations of the diverse groups that constitute it.

An important task of this curriculum document is to address the issues like

i.   Regulations and practices restricting learner autonomy

ii.   Discipline - centred syllabi

iii.   Precedence to teaching over learning

iv.   Practice of rote learning

v.   The dichotomy between knowledge and skill

4. AIMS AND OBJECTIVES OF CUFYUGP CURRICULUM

Any curriculum document is at once a pedagogical as well as social document, which visualizes the extent of knowledge, domain specific skills and criticality and creativity the learner has to attain through the courses offered in an academic programme. It also visualizes the specific context in which the learner achieves her capabilities which may vary according to space and time. While keeping in mind the internationally and nationally benchmarked extent of knowledge, it is equally important that it should be grounded to the regional, historical and socio-economic context. In fact, a curriculum design will have to take into account the specific features of the educational development of the region concerned. The particular socio-economic, political and cultural context of the region will be reflected in the curriculum of the programme and the syllabus of each course. The rapid and unprecedented changes being observed in all spheres of life in the 21st century is posing enormous challenges to the traditional ways of education. Our education system must swiftly evolve to be able to inculcate 21st century skills to help students thrive in the rapidly changing environment. The higher education system needs to become more socially

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responsible and help develop a knowledge society which can drive development through social and technological innovations in a sustainable manner.

The Calicut University FYUGP Curriculum aims at:

1. Expansion of access to higher education over a specific time frame;
2. Ensuring social justice and equity in all levels and spheres including measures for the inclusion of the weaker section;
3. Inculcating constitutional values and instilling awareness regarding gender, social and environment justice;
4. Improvement in the quality of higher education at the levels of research, teaching, and learning;
5. Promoting interdisciplinary and multidisciplinary approaches in learning;
6. Facilitating networks of institutions and academics to enhance possibilities of learning and research;
7. Preparation of a comprehensive regulation to ensure academic autonomy and excellence;
8. Promoting community services and providing opportunities to participate in the developmental activities of the society.
9. Promotion of opportunities for movement, exchange, and collaboration across institutions of higher education;
10. Assurance of "ease of doing education" based on a rights-based framework
11. Commitment for a "dignified student life" and a "dignified teacher life" by ensuring the rights;
12. Adapting new technologies and practices to improve quality, facilitate experiential learning and to expand higher education to masses;
13. Adopting measures for a library-centred learning and library infrastructure and networks;
14. Promoting critical thinking as learning philosophy as well as methodology;
15. Promoting a culture of empowerment and agency by means of meaningful economic production through innovation, incubation and entrepreneurship

The objective of the curriculum framework is to develop a scientifically and technologically capable group of social persons capable of contributing to the multifarious tasks of social and economic development of Kerala. Such tasks will be social, economic, scientific, technological, administrative,

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cultural, aesthetic, political and physical. The present neoliberal worldview tries to organize the entire social tasks for the need of the market for profiteering, whereas we aim at satisfying human requirements. The objective of education must be the production of capabilities which will definitely benefit the market but without surrendering the autonomy of learners to the whims of the market. Hence, the new modes like online courses, blended learning, twinning and transfer of credits should be based on the optimum capabilities that the learner would like to acquire in a given knowledge area, along with all the skills and capabilities, including performative, aesthetic and kinesthetic skills.

5. OUTCOME BASED APPROACH

Outcome based approach shall be the thrust of the curriculum and syllabus. It is a student-centered instruction model that focuses on measuring student performances through outcomes. Outcomes are usually expressed in terms of a mixture of knowledge, skills, abilities, attitudes and understanding that a student will attain as a result of her successful engagement in a particular set of higher education experiences. The traditional system of education focuses on teachers' inputs and presume that learning has occurred. Outcome Based Education model is focusing on "what the students are capable of doing". There is clarity on what is to be achieved and that achievement (outcome) is pre-determined. It goes beyond usual structured tasks. It demands the students to actively engage in the learning process and demonstrate their skills through more challenging tasks and higher order of thinking. Learning is the core function of education, and teaching is to nurture and facilitate it. In that sense, teaching should be seen as a composite activity that also includes construction of curriculum, syllabi and learning materials as well as assessment and evaluation. Curriculum envisages that the teacher who teaches should also be the one who designs the courses and develops syllabi based on curricula developed collectively. Hence, as a first step towards this goal, 20 percent syllabus of each course shall be developed by each instructor/teacher. Over the period of time, the University of Calicut will attain this larger goal.

6. SALIENT FEATURES OF THE CURRICULUM

This curriculum framework is designed to act as a stimulus for constructive dialogue about how our undergraduate degree programmes are to be designed and how our students should learn. The framework comprises a core educational principle that students should learn predominantly through research and critical enquiry, rather than by passively receiving accepted knowledge. Knowledge at many points is being counted as a mere articulation of the understanding of a concept. If we need to enhance the capability of a student to create new knowledge through our curriculum, it should offer a flexibility to design courses that connect knowledge from a range of disciplines. Students may be introduced to the

concept of philosophy, social psychology and many other fields in a single course itself. These courses should bridge the gap between classroom-based teaching and community- based service learning, and also the gap between learning through printed texts and other media. Crossing of all these boundaries offers opportunities to explore the complexity of the world and society. The curriculum should help develop more democratic classrooms, promoting the creation of knowledge by the learners and teachers in collaboration.

The proposed Four-year undergraduate programme curriculum is a structural and methodological departure from the existing curriculum. The existing three-year programme shall remain within the four year programme with options of lateral entry and single exit. 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 programmes shall empower graduates as expert problem-solvers using their disciplinary knowledge and collaborating in multi-disciplinary teams. The curriculum proposed here aims at synthesizing degrees. Synthesizing degree is now an international standard adopted by all the universities across the world. While synthesizing degrees, there shall be no restriction on the subjects/courses across the disciplines, as far as possible. The integral education shall be the part of foundational skills.

7. GRADUATE ATTRIBUTES

The graduate attributes reflect the particular quality and feature or characteristics of an individual, including the knowledge, skills, attitudes and values that are expected to be acquired by a graduate through studies at the Higher Education Institution (HEI) such as a college or a university. These attributes are not intended to make all learners the same, but unique to each. The graduate attributes include capabilities that help strengthen one's abilities for widening current knowledge base and skills, gaining new knowledge and skills, undertaking future studies, performing well in a chosen career and playing a constructive role as a responsible citizen in the society. The graduate attributes define the characteristics of a student's university degree programme(s), and describe a set of characteristics/competencies that are transferable beyond the study of a particular subject area and programme contexts in which they have been developed. Graduate attributes are fostered through meaningful learning experiences made available through the curriculum, the total college/university

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experiences and a process of critical and reflective thinking. The learning outcomes-based curriculum framework is based on the premise that every student and graduate is unique. Each student or graduate has his/her own characteristics in terms of previous learning levels and experiences, life experiences, learning styles and approaches to future career-related actions. The quality, depth and breadth of the learning experiences made available to the students at the HEIs help develop their characteristic attributes. The graduate attributes reflect both disciplinary knowledge and understanding, generic skills, including global competencies that all the students in different academic fields of study should acquire and demonstrate.

Graduate Attributes

Graduate atribute	Academic Level	Personal Level	Professional Level
General	Critical thinking Scientific thinking Intellectual rigour Research-related skills Creativity and innovation	Cultural competency Gender sensitivity	Life-long learning Ethical awareness Team work
Work ready	Problem-Solving Knowledgeable information Digital Literacy	Multicultural Competence Social intelligence Communication skills	Leadership qualities Cooperativeness Team readiness
Successful	Autonomous Innovative Insightful Reflective thinking	Analytical reasoning Self-directed learning	Synergetic action

CHAPTER 2: DESIGN OF CU-FYUGP

1. SEMESTER, COURSE AND CREDIT

1.1. Academic Credit

An academic credit is defined both in terms of student's efforts and teacher's efforts. A course which includes one hour of lecture/tutorial or minimum 2 hrs. of lab work/practical work/field work per week is given one credit hour. Accordingly, a one credit course in a semester should be designed for 15 hrs. of lectures/tutorials + 30 hrs. of learner engagement in terms course related activities such as self learning, seminars, assignments etc.

1.2. Semester-wise Credit Calculation

- One semester is defined as 90 working days and an academic year is divided into two semesters and an optional summer fast track semester.
- In addition to the 90 working days, 10 working days in a semester can be used for extracurricular activities of the students and for conducting the orientation programmes for the students.
- An academic year should consist of 200 working days.
- One semester consisting of 18 weeks with 5 working days per week.
- In each semester 15 days (3 week) should be kept aside for exams including internal examinations evaluation and other academic activities.
- The maximum available weeks for curriculum transactions should be fixed as 15 in each semester.
- Minimum of 6 teaching/tutorial hours could be made available for a day in a 5 day week so that total of 450 teaching hours will be available for each semester.
- Maximum Number of credits that a student can take per semester may be restricted to 28.
- Courses up to 25 credits could be designed compulsory for each programme in each semester with this available teaching hours for each semester.
- In the broad-based curriculum, the core component, consisting of the major discipline and a minor/allied discipline/vocational discipline, contributes to 70% while the multidisciplinary component accounts for the remaining 30% of the credits
- A 4-year Degree with (Honors/Research) program shall have minimum credit requirement of 177.
- A 3-year exit option (Bachelor's Degree) is given to a student completing 133 credits.

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- The curriculum of a 4-year program, in the years 1-3, shall consist of four components with the credit distributions suggested in brackets for an exit at the end of the 3rd year. All multidisciplinary credits must be completed within the first three years.

i. Major disciplinary pathway courses (50%)*
ii. Minor disciplinary Pathway courses including Vocational minor (20%)
iii. Multidisciplinary Foundation courses (6%)*
iv. Common Foundation Language courses including Language ability (24%)

- A student may opt for a certain number of extra credits over and above the requirements for the award of a degree. The modalities for these must be worked out at the University level – including academic, infrastructural and financial constraints.

- A student should get an option for acquiring a maximum of 150 credits for a 6 Semester UG programme.

- A student should get an option for acquiring a maximum of 200 credits for a 4 year (8 semester UG program)

- Minimum credit of one course should be 2 credits and the maximum credit should be 4 credits

- Each faculty may offer a maximum of 16 credits per semester. By standardizing the credit hour with the existing approved workload of the courses, new courses can be offered.

- For a 4-credit lecture course 60 hrs of lecture/tutorial class should be ensured as a mandatory requirement for the completion of that course.

1.3. Structure of Curricular Contents

The proposed FYUGP curriculum essentially consist of Three Broad Parts.

1) Foundation Component
2) Discipline Specific Pathway components (Major/Minor)
3) Discipline Specific Capstone Components

1.3.1. Foundation Component

The Foundation component of the FYUGP curriculum consists of a set of general courses and a set of Discipline Specific Courses (DSC). The Discipline Specific foundation courses are in both Major and Minor streams, which are intended for students to gain an understanding and basic knowledge about that discipline. Discipline Specific foundation courses generally would focus on foundational theories, concepts, perspectives, principles, methods, and procedures of critical thinking in order to provide a broad basis for taking up more advanced courses. The students may be advised to complete the required

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foundation level courses by the third or fourth semester. General foundation courses are common to all the students. They can be grouped into 4 major baskets such as Ability Enhancement Courses (AEC), Skill Enhancement Courses (SEC), Value-Added Courses (VAC) and Multi-Disciplinary Courses (MDC). A brief description of these course baskets are given below.

(i) Ability Enhancement Courses (AEC)

These are the courses designed specifically to achieve competency in English (E) and other languages (OL) with special emphasis on language and communication skills. The courses aim at enabling the students to acquire and demonstrate the core linguistic skills, including critical reading, and expository and academic writing skills. They would also enable students to acquaint themselves with the cultural and intellectual heritage of the English language and the chosen other languages.

- **Implementation AEC**: The Boards of Study (BoS) in other languages should design two or more courses of 3 credits each which will enhance the language and communication ability of the student. Similarly, the English Board of Study should design two or more courses of 3 credits each on language ability enhancement. Apart from this, BoS in English and other languages may design two advanced courses on advanced academic writing, business writing, translation, communication etc. suitable for the fourth-year students for earning their mandatory Minor credits, if they have chosen one of these languages as a Minor.

(ii) Skill Enhancement Courses (SEC)

Skills are psychomotor as well as cognitive. They are about the abilities that students develop to perform various tasks. The 4Cs – Creativity, Critical thinking, Communication and Collaboration – are known as the 21st century skills, which are important for students to survive and work in any local or global workplace. So the focus of the knowledge component should be on encouraging the abilities to apply the knowledge in real world situations, enhancing the 4C skills, awareness and skills for using the most modern and relevant technology for change. Along with this the development of self-learning skills and lifelong learning skills are also important for the students to cope up with the ever changing and demanding work challenges.

- **Implementation**: Each BoS should design two or more courses based on the training-need analysis, and discussions with the generic employers, alumni and industrial experts to identify the gaps between the acquired skills and the emerging trends. Based on this, suitable syllabus needs to be designed for each course. According to the content and target group, the appropriate pedagogical methods should be adopted in the curriculum. Laboratory courses in science

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disciplines, soft skill courses etc. can also be considered for this. IT skills should be a mandatory part of SEC.

(iii) Value-Added Courses (VAC)

These are the courses meant for the personality development, perspective building and self-awareness of a graduate student. These courses will help the students identify themselves and their true feelings, thoughts, abilities and actions, which will empower them to recognize their strengths and give insights to overcome the challenges. As a result, the learner will be able to develop confidence, appropriate mindset and emotional intelligence. Some of the possible courses under this category could be self and identity, theatre, music, sports and games, Indian constitution, Indian society and economy, environment and climate change, gender and social equity, history of thought, NSS/NCC-related activities, IT Skills, diversity and inclusion, ethics and values, the relationship between science, technology and society etc.

- **Implementation**: A common pool of experts from different BoS should design these courses or similar courses.

(iv) Multi-Disciplinary Courses (MDC)

These are the courses intended to broaden the intellectual experience and to build conceptual foundation about arts, science, commerce, language and social sciences among students. All the UG students are required to undergo 3 introductory-level MDC in any of the disciplines other than their chosen Major and Minor disciplines.

- **Implementation**: Each BoS should design two or more introductory courses in the respective subjects meant, to be offered as MDC. The syllabus of introductory course of a subject should aim to develop a coherent view of essential concepts, structures and intellectual methods that characterize the subject. The learning outcome of this paper would be to instill broad understanding and an appreciation of the subject. This includes basic level courses from the basket of the following major disciplines *Natural and Physical Sciences, Mathematics, Statistics, Computer Applications,* Library Science, Information and Media Sciences, *Commerce and Management, Humanities and Social Sciences, Drama and other performing arts.* All students have to take one course mandatory from the humanities and the other two are optional.

1.3.2. Discipline-Specific Pathway components (Major/Minor)

The Discipline Specific pathways provides the learner with an opportunity to pursue in-depth study of a particular subject or discipline and to develop competency in that subject. This includes Major courses, Minor courses and optional courses.

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(i) Major Component

The major is the subject that is the main focus of study. By selecting a major the student would provide with an opportunity to pursue in-depth study of a particular subject or discipline. Students may be allowed to change major within the broad discipline at the end of the second semester by giving her/him sufficient time to explore interdisciplinary courses during the first year. Major component consists of primarily three types of Discipline specific core or discipline specific elective courses/ research/laboratory/field work.

- **Implementation**: Core and elective courses are identified by each BoS from the courses offered by them or from other BoS. These courses are clearly indicated in the program curriculum document along with their prerequisites.

(ii) Minor Component

These are a group of courses in a particular subject or theme that complement the main area of study. The Discipline specific core or discipline specific elective courses offered by the respective subjects can fall under this category. The minor can be related or unrelated to the main focus of study (major).

- **Implementation**: Each BoS shall identify certain courses or baskets of courses offered by other BoS towards minor course credits in the curriculum. Students will have the option to choose courses from disciplinary/interdisciplinary minors and skill-based courses relating to a chosen vocational education programme. Students who take a sufficient number of courses in a discipline or an interdisciplinary area of study other than the chosen major will qualify for a minor in that discipline or in the chosen interdisciplinary area of study. A student may change the choice of the minor and vocational stream at the end of the second semester, after exploring various courses.

1.3.3. Discipline Specific Capstone Components

The capstone level courses allow the students to demonstrate their cumulative knowledge in their field of study. It plays a vital role in preparing students for the world of practical applications with professional knowledge and skills. At this stage the student will understand how to use appropriate and relevant knowledge to ideas and products. Capstone level courses include topics on specialized/advanced level, internships, community engagement and services, vocational training, professional training and other kinds of work experiences. The various capstone level components are described below.

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(i) Advanced Major (Specialization)

Advanced major courses include courses with a focused area of study attached to a specific major which are optional in nature. These courses include courses on research methodology as well. These courses will help the graduates to deepen their knowledge on a particular area of study with more focus and direction.

(ii) Summer Internship /Apprenticeship

This promotes the induction into actual work situations**.** All students will also undergo internships / apprenticeships in a firm, industry, or organization or training in labs with faculty and researchers in their own or other HEIs/research institutions during the summer term. Students will be provided with opportunities for internships with local industry, business organizations, health and allied areas, local governments (such as panchayats, municipalities), parliament or elected representatives, media organizations, artists, crafts persons, and agricultural sector. Through the internship students may actively engage with the practical side of their learning and, as a by-product, further improve their employability.

(iii) Field-Based Learning / Minor Project

It provides opportunities for students to understand the different socio-economic contexts. It will aim at giving students exposure to development-related issues in rural and urban settings.

(iv) Community Engagement and Service

It seeks to expose students to the socio-economic issues in society so that the theoretical learnings can be supplemented by actual life experiences to generate solutions to real-life problems.

(v) Vocational Education and Training

The ever-changing global scenario makes the world more competitive and requires high levels of lateral thinking and the spirit of entrepreneurship to cope up with the emerging challenges. Many a times, the defined skill sets that are being imparted to students today with programme-specific objectives in our educational institutions become redundant sooner than later due to rapid technological advancements. No university curriculum can adequately cover all areas of importance or relevance. It is important for higher education institutions to supplement the curriculum to make students be better prepared to meet industry demands as well as develop their own interests and aptitudes. The vocational and skill enhancement courses are designed to provide necessary skills to increase the employability quotient and equip the students with essential skills to succeed in life. The main objectives of the skill enhancement

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and vocational courses are to provide students an understanding of the expectations of industry, to improve employability skills of students, to bridge the skill gaps and make students industry ready, to provide an opportunity for developing inter-disciplinary skills, and to mold the students as job providers rather than job seekers.

- **Implementation**: The vocational education and training should be designed for a minimum of 10 credits which will include a specific job oriented additional skill enhancement course and job-specific internship/apprenticeship. Student may opt this either as a minor stream course or as an additional skills-enhancement course at the exit level to ensure, job-ready competencies required to enter the workforce. Students who wish to exit after three years may be advised to complete the vocational training. The vocational courses would involve workshop/field-based activities requiring engagement of students in hands-on activities related to work/vocation or professional practice. The institutions may have to identify govt accredited agencies for providing vocational training and internships.

(vi) Capstone Project/ Research Project / Dissertation

Students choosing a 4-Year Bachelor's degree (Honours) may opt to take up a **capstone project** in their fourth year under the mentorship of a faculty advisor or an expert from an industry or the relevant area of the project. The primary purpose of the capstone project is to demonstrate student's mastery on their subject matter and developing suitable research skills. It helps to develop student mindset to think critically, develop communication skills, induce the feeling and understanding of the importance of teamwork. This will help them develop many other life skills that are required to face the real-world problems once they get out of college. Such skills help the students analyze problems carefully and find solutions to them accordingly. A capstone project can take different forms including research papers, presentations, creative works, business plans, software development, community service project and more. Capstone projects often focus on solving real world problems faced by the organisations or industries. The specific format and requirement may depend upon the programme and goal of the project. i.e., it can be either a presentation or a demonstrative film, or a report. Doing a capstone project is highly recommendable and helpful for the honours student who are planning to end their academic career and wish to start their professional career. As the capstone project demands the long-term involvement of students and requires them to take responsibility and stay committed to a certain goal through a great amount of hard work, completing such a project helps boost confidence and remove the false perceptions the students may have made towards themselves.

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Students choosing a 4-Year Bachelor's degree (Honours with Research) are required to take up research projects/dissertation under the guidance of a recognized research guide. The students are expected to involve in original research. They shall investigate specific research questions, gather data, analyse findings, draw conclusions and submit a detailed report for final evaluation and defense. The research outcomes of their project work may be published in peer-reviewed journals or may be presented in conferences /seminars or may be patented.

(vii) Other Activities

This component will include participation in activities related to National Service Scheme (NCC), National Cadet Corps (NCC), adult education/literacy initiatives, mentoring school students, and other similar activities.

1.3.4. Remote / Blended Learning Modes

Options should be made available for students to earn credit by completing quality-assured remote learning modes, including online programmes offered on the Study Webs of Active Learning for Young Aspiring Minds (SWAYAM: www.swayam.gov.in) or other online educational platform approved by the BoS from time to time. Students may opt to earn credits from such courses up to 12 credits required for the award of Degree. Students should be advised to opt for such online/MOOC courses which will have a comprehensive graded evaluation with proper grades and grade points. Apart from these students can be allowed to bring relevant credits from other recognized institutions as well as from distance mode of learning.

1.3.5. Optimum Hours per Week / Semester Suitable for Different Categories of Courses

- All discipline-specific courses (major or minor) may be of 4 hrs. per week or as appropriate.
- Tutorials of 1 hr. per week may be arranged for all discipline specific Major/Minor courses.
- Practical sessions in a course may be allotted for either 2 or 4 hours per week.
- All courses under the Multi-disciplinary, Ability Enhancement (language), Skill Enhancement and Value-Added categories may be given 3 hrs. per week.
- Summer Internship/ Apprenticeship/ Community outreach activities, etc., may be of 60 hours of engagement.
- For each programme, the required level of knowledge, skill, ability, attributes, capstone, vocational training that could be achieved by a graduate could be determined first.
- Based on that the number courses, hours of courses per week etc. could be determined within the percentage limits specified in the course structure.

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- Based on the hours per week required for each course the credit should be assigned.

2. DEGREE, HONOURS DEGREE AND HONOURS DEGREE WITH RESEARCH

The proposed four-year under graduate programme offers three options for the students, suitable for their future plans and interests. The options are Three-Year UG Degree, Four-Year Honours Degree and Four-Year Honours with Research Degree.

(a) Three-year UG Degree: Students who wish to exit after three years of a four-year degree programme will be awarded UG Degree in the Major discipline after successful completion of three years, securing specific number of credits (133 or above), and satisfying the minimum course requirement as given in tables.

(b) Four-year UG Degree (Honours): A four-year UG Honours degree in the major discipline will be awarded to those who complete a four-year degree programme with the specific number of credits (177 or above) and satisfy the minimum course requirement as given in tables. Honours students have the option to undertake a research project in the major discipline under a faculty member of the college/ university/ any higher education institution (HEI) in their fourth year of the programme. The detailed conditions of the research project should be specified by the corresponding BoS. Honours students not undertaking research project will do 3 courses of total 12 credits in lieu of a research project / dissertation.

(c) Four-year UG Degree (Honours with Research): Students who are highly motivated to opt research as their carrier can choose honours with research stream in the fourth year. The selection criteria for this stream can be as per the guidelines of UGC/respective universities. They should do a research project or dissertation under the guidance of a faculty member of the college/ university/ any higher education institution (HEI), who is a recognized research guide of the university/ HEI. The research project/dissertation will be in the major discipline. The student who secures minimum 177 credits, including 12 credits from a research project/dissertation, are awarded UG Degree (Honours with Research).

Infrastructure Requirement for Four-year UG Degree (Honours with Research): The Departments offering a 4-year UG Degree (Honours with Research) must have the required infrastructure such as the library, access to journals, computer lab and software, laboratory facilities to carry out experimental research work, and at least two permanent faculty members who are recognized as Ph.D. supervisors. The Departments already recognized for conducting the Ph.D. programme are eligible to offer a 4-year UG Degree (Honors with Research) without any further approval.

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3. ACADEMIC LEVELS OF PATHWAY COURSES

The pathway Courses shall be coded based on the learning outcomes, levels of difficulty and academic rigor. The coding structure is as follows.

0 – 99: Prerequisite courses for a foundation / introductory course. They will be pass or fail courses with no credits. They will replace the existing informal way of offering bridge courses that are conducted in some of the colleges or universities.

100 – 199: Foundation or Introductory courses that are intended for students to gain an understanding and basic knowledge about the subjects and help them decide the subject or discipline of interest. These courses may also be prerequisite for courses in the majoring subject. These courses generally would focus on foundational theories, concepts, perspectives, principles, methods and procedures for critical thinking in order to provide a broad basis for taking up more advanced courses. These courses seek to equip students with general education needed for advanced study and further to expose students to the breadth of different fields of study. These courses may also be prerequisites for courses in the major and minor subjects. Students of FYUGP may opt for a minimum of 24 credits at this level. These courses are taught in semesters 1 and 2 of FYUGP.

200 – 299: Intermediate-level courses including discipline-specific courses intended to meet the credit requirements for Major and Minor areas of learning. These courses can be a part of Major and can be prerequisite courses for advanced level Major courses. Students of FYUGP may opt for a minimum of 32 credits at this level. These courses are taught in semesters 3 and 4 of FYUGP.

300 – 399: Higher-level courses which are required for majoring in a disciplinary / interdisciplinary area of study for award of degree. These courses can be a part of Major pathway and can be prerequisite courses for advanced level Major courses. Students of FYUGP may opt for a minimum of 38 credits at this level, including the 2 credits of Internship. These courses are taught in semesters 5 and 6 of FYUGP.

400 – 499: Advanced courses/ capstone level courses which would include taught courses with practicum, first year postgraduate degree level courses, seminar-based courses, term papers, research methodology, advanced lab experiments, software training, capstone projects, research projects, hands-on training, internship / apprenticeship projects at the undergraduate level etc. Students of FYUGP may opt for a minimum of 44 credits at this level, out of which 8 credits can be of the level 300-399 if they are Minor pathway courses. These courses are taught in semesters 7 and 8 of FYUGP.

500--599: Courses at the first-year postgraduate degree level for 2-year PG Degree programme.

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600--699: Courses at the second-year postgraduate degree level for 2-year PG Degree programme.

700--799 and above: Courses limited to doctoral students.

For credit transfer purpose the number of credits acquired by a student of FYUGP in each level in a particular discipline from a university/ college may be directly transferred to the same discipline at the same level of any other university /college.

Pathway courses may be coded alpha-numerically with four alphabets indicating the discipline code and 3 numerals indicating the academic level.

Examples: PHYS 095 represents a prerequisite course in Physics, HIST 405 represents an advanced course in History, COMM 235 represents an intermediate-level course in Commerce.

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CHAPTER 3: COURSE AND CREDIT STRUCTURE OF CU-FYUGP

1. CREDIT DISTRIBUTION OF THE COMPONENTS OF FYUGP

The Four-Year UG Programme (FYUGP), has two possible versions: **(a) UG Honours Programme** consisting of different courses in four years and an optional project in the fourth year and **(b) UG Honours with Research Programme** consisting of different courses in four years and a mandatory research project in the fourth year. In either version, the student has the exit option at the end of the third year with a **UG Degree**. The students who complete the four-year UG programme need to do only one year of PG programme. The students who exit at the end of the third year need to do two years of PG programme. The total credits of the three-year UG Programme are 133 and that of the four-year UG Programme are 177.

1.1. Major

The student should choose any one discipline as the Major and earn minimum 50% credits in it out of the total credits. In the three-year UG programme, it is specified that the student should earn minimum 68 credits in the Major discipline out of the total credits of 133 to qualify for a UG Degree in that Major. In the four-year UG programme, it is specified that the student should earn minimum 92 credits in the Major discipline out of the total credits of 177. In the four-year programme, in addition to the 92 credits in the Major, the student should do either three courses of total 12 credits in the Major discipline or a Project of 12 credits in the Major discipline to qualify for a UG Honours Degree in that Major discipline. If the project in the Major discipline is a research project under a research guide, the student is qualified for a UG Honours with Research Degree in that Major discipline.

1.2. Minor

If a student earns minimum 12 credits in a discipline other than the Major discipline, the student is said to have entered the Minor stream. In the case of "Major with Multiple Disciplines pathway", the student should earn 12 credits each in two different disciplines other than the Major. In the case of "Major with Minor pathway", the student should earn minimum 20% credits out of the total credits of the programme, in a single discipline other than the Major, and this is called the Minor discipline. In the three-year UG programme, it is specified that the student should earn minimum 27 credits in the Minor discipline to qualify for a UG degree with a Major and a Minor. In the four-year UG programme, it is specified that the student should earn minimum 35 credits in the Minor discipline to qualify for a UG Honours degree with a Major and a Minor.

1.3. General Foundation Courses

It is mandatory for all the students who enrol for a four-year UG programme to acquire 39 credits from 13 general foundation courses which are classified into four different sub categories (approximately about 30% of the total credits of 133 decided for the three-year programme). Each general foundation course has 3 credits. The general foundation courses should be completed in the first three years of FYUGP. The suggested credit distribution for each of the sub-category of General Foundation Courses are given below.

Table-1: General Foundation Courses

Sl. No.	Name of the General Foundation Course	No. of Courses	Required Credits
1	Ability Enhancement Course (AEC)	4	12
2	Skill Enhancement Course (SEC)	3	9
3	Values-Added Course (VAC)	3	9
4	Multi-Disciplinary Course (MDC)	3	9
	Total in the first three years of FYUGP	13	39

The four Ability Enhancement Courses (AEC) are offered by language departments, one each in the first four semesters – two of them (AEC1 and AEC3) by English department, and the other two (AEC2 and AEC4) by Other Language departments. The three Value Added Courses (VAC) are also offered by language departments – the first one (VAC1) in the first semester is offered by Other Language departments, the second and third ones (VAC2 and VAC3), respectively in second and sixth semesters, are offered by English department. Out of the three Skill-Enhancement Courses (SEC), the first one (SEC1) in the fourth semester is offered by English department. The other two SEC (SEC2 and SEC3), respectively in the fifth and sixth semesters, can be offered by all departments.

In the first three semesters of the FYUGP, the student should learn one Multi-Disciplinary Course (MDC) each from a discipline other than the Major and Minor disciplines already chosen. The first and second MDC (MDC1 and MDC2), respectively in the first and second semesters, can be offered by all departments. The third MDC (MDC3) in the third semester is common to all the students, with Kerala-Specific content (KS), and offered by English (E) and Other Language (OL) departments. Each MDC has 3 credits. Total 9 credits should be earned from MDC.

In the case of the "Double Major pathway", except for the four AEC, all the other nine general foundation courses will be distributed between the two Major disciplines.

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1.4. Internship

All the students should undergo internships / apprenticeships in a firm, industry, or organization or training in labs with faculty and researchers in their own or other HEIs/research institutions during the summer term. Internship has 2 credits and it should be completed in the first three years of FYUGP.

1.5. Project

In the fourth year of the four-year UG programme, the student has the option to do a Project of 12 credits in the chosen Major discipline to earn a UG Honours Degree in that Major. Any faculty member of the college / university / higher education institute (HEI) can guide the student for the project. Instead of the Project, in the fourth year of the four-year UG programme, the student has the option of doing three courses of total 12 credits in the chosen Major discipline to earn a UG Honours Degree in that Major. If the student opts for UG Honours with Research Degree, he/she should do a mandatory research project under the supervision of a faculty member who is a recognized research guide of the college / university / higher education institute (HEI). The detailed guidelines for the Project in UG Honours programme and UG Honours with Research Programme should be specified by the BoS in each Major discipline.

1.6. Discipline-Specific Foundation, Pathway and Capstone Courses for Three-year Programme

The student who wishes to exit with a degree after three years needs to acquire 94 credits from discipline-specific foundation, pathway and capstone level courses (approximately about 30% of the total credits of 133 decided for the three-year programme). Each Discipline-Specific Course (DSC) has 4 credits. The Suggested credit distribution for each of the sub-category of Discipline-Specific Courses in the first three years of FYUGP are given below, for an academic pathway Major with Minor.

Table-2: Discipline-Specific Courses in a Three-Year Programme

Sl. No.	Name of the Discipline-Specific Course	No. of Courses	Required Credits
1	Major Pathway Courses	17	68
2	Minor Pathway Courses	6	24
3	Internship / Apprenticeship (*not counted as a course)	1*	2
	Total in the first three years of FYUGP	23	94

Note: The Table refers to the course distribution in the academic pathway Major with Minor

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The consolidated course and credit distribution of the General Foundation Courses as well as the Discipline-Specific Foundation, Pathway and Capstone courses for a three-year programme is given below.

Table-3: Minimum Number of Courses

SI. No.	Categorization of Courses for all Programmes	Minimum Number of Courses Required	
		3-year UG	**4-year UG**
1.	Major (Core)	17	23
2.	Minor (Complementary)	6	8
3.	Multi-Disciplinary Courses (MDC)	3	3
4.	Ability Enhancement Courses (AEC)	4	4
5.	Skill Enhancement Courses (SEC)	3	3
6.	Value-Added Courses (VAC)	3	3
7.	Summer Internship / field-based learning etc. (*not counted as a course)	1*	1*
8.	Research Project / Dissertation (*not counted as a course)		1* (3 courses)
	Total courses	36	44 (47)

Note: The Table refers to the course distribution in the academic pathway Major with Minor

1.7. Discipline-Specific Advanced / Capstone Courses in the Fourth Year of Honours Programme

The student who wishes to continue to the fourth year for the Honours degree should successfully complete 133 credits in first three years. He/she should acquire 44 credits during the fourth year. Out of these 36 credits in should be from the Major discipline at the Capstone level. For those students who opt for the Minor pathway, 8 credits can be from the Minor discipline. For students opting other pathways not involving a Minor, these 8 credits can be in the Major discipline or in any other discipline.

In the four-year UG programme, to earn a UG Honours Degree or UG Honours with Research Degree, the student should acquire 44 credits in the fourth year which can be distributed as given below.

➢ 24 credits in the Major discipline from 6 mandatory courses.

➢ An additional 12 credits in the Major discipline.

- In the case of UG Honours Degree, these 12 credits can be from 3 Major courses or from an optional Project in the Major discipline guided by any faculty member.

- In the case of UG Honours with Research Degree, these 12 credits should be from a mandatory Project in the Major discipline guided by a recognized research guide.

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➢ An additional 8 credits from 2 courses taken in the online mode or blended mode.

- In the case of Major with Minor pathway and Major with Vocational Minor pathway, these 8 credits can be from 2 courses in the Minor discipline chosen in the first three years.

- In the case of the other three academic pathways, these 8 credits can be from 2 courses in the Major discipline or in any other discipline.

Table-4: Discipline-Specific Courses in the Fourth Year of FYUGP

Sl. No.	Name of the Discipline-Specific Course	No. of Courses	Required Credits
1	Major Advanced / Capstone / PG level Courses	6	24
2	Major Capstone / Research Project or Major Capstone Courses in lieu of Project	3	12
3	Courses in online / blended mode. They can be either Minor Pathway Courses (applicable to those who opt for a pathway involving a Minor) or courses in Major / any other discipline (applicable to those who opt for a pathway not involving a Minor)	2	8
	Total in the fourth year of FYUGP	11	44

Honours students may opt to do three capstone level/ PG level courses instead of the capstone project. For students who opt for Honours with Research programme, it is mandatory to complete a research project with original research.

2. CREDIT REQUIREMENTS OF FIVE DIFFERENT ACADEMIC PATHWAYS

In FYUGP the existing UG programme with one core subject and two complementary subjects is modified into five possible structures or combinations, called *academic pathways*. Each pathway is defined by a specific combination of Discipline-Specific Courses (DSC). The five pathways are the following:

(1) Single Major Pathway

This pathway may be recommended to those students who opt for an in-depth study in a particular discipline, without systematically exploring any other discipline. The students pursuing FYUGP in a specific discipline shall be awarded a UG Degree in the Major discipline if they secure minimum 68 credits in that Major discipline from 17 courses (50% of the total credits of 133 required for the three-year programme).

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The remaining 26 credits (24 credits from 6 different courses and 2 credits from Internship) in Discipline-Specific Courses (DSC) can be acquired either from the same Major discipline or from other disciplines.

Examples: *BSc Physics Major, BA Economics Major, BCom Commerce Major*

(2) Major with Multiple Disciplines Pathway

This pathway is recommended for students who wish to develop core competency in multiple disciplines of study. In this case, the credits for the minor pathway shall be distributed among the constituent disciplines/subjects. If students pursuing FYUGP are awarded a Major Degree in a particular discipline, they are eligible to get mentioned their core competencies in other discipline(s) of their choice if they have earned 12 credits from the pathway courses of a particular discipline. It is composed of one Major discipline with 68 credits from 17 courses, and two other disciplines, with 12 credits from 3 courses in each discipline.

Examples: *BSc Physics Major with Chemistry and Mathematics, BA Economics Major with History and English, BCom Commerce Major with Economics and Statistics*

(3) Major with Minor pathway

This pathway may be recommended to those students who wish for an in-depth study in more than one discipline with a more focus on one discipline (Major) and relatively less focus on the other (Minor). The concept of Minor is relevant only when there is a Major discipline. If students pursuing FYUGP are awarded a Major Degree in a particular discipline, they are eligible to be awarded a Minor in another discipline of their choice, if they earn a minimum of 27 credits (20% of the total credits of 133 required for the three-year programme) from 6 discipline-specific pathway courses and one Skill Enhancement Course (SEC) in that Minor discipline.

Examples: *BSc Physics Major with Chemistry Minor, BA English Major with Functional English Minor, BCom Commerce Major with Economics Minor*

(4) Major with Vocational Minor pathway

It is composed of one Major discipline with 68 credits from 17 courses, and one vocational Minor discipline with 27 credits from 6 discipline-specific pathway courses and one Skill Enhancement Course (SEC) in that vocational Minor discipline.

Examples: *BSc Physics Major with Data Analysis Minor, BA English Major with Journalism Minor, BCom Commerce Major with Company Secretaryship Minor*

(5) Double Major Pathway

It is composed of two Major disciplines with minimum 50% credits in one Major (A1) and minimum 40% credits in another Major (A2) out of the total credits. In the three-year UG programme, it is specified that the student should earn minimum 68 credits in Major A1 and 53 credits in Major A2 out of the total credits of 133 to qualify for a UG degree with a Double Major. The Double Major pathway is not extended to the fourth year. In the fourth year, the student should continue to earn the required credits in Major A1 to qualify for a UG Honours Degree / Honours with Research Degree in A1. Students who wish to opt for a Double Major may either have to acquire extra credits from the two disciplines or include the credits earned by them from the Multi-Disciplinary Courses, Skill Enhancement Courses and Value-Added Courses offered by the respective departments to secure the required minimum credits in each discipline.

Examples: *BSc Physics and Chemistry Major, BA Economics and History Major, BCom Commerce and Management Major*.

Table-5 gives the minimum credit requirements, and Table-6 gives the course distribution, in the five different academic pathways of a three-year UG programme. Table-7 gives the minimum credit requirements and the course distributions in the fourth year of a four-year UG programme.

Abbreviations:

> **DSC :** Discipline-Specific Course (Major & Minor)
> **AEC :** Ability Enhancement Course (Languages)
> **SEC :** Skill Enhancement Course
> **VAC :** Value Added Course
> **MDC :** Multi-Disciplinary Course

Table-5: Minimum Credit Requirements of Three-Year UG Programme

Sl. No.	Academic Pathway	Major	Minor/ Other Disciplines	Multi-Disciplinary Courses	Foundation Courses AEC: 4 SEC: 3 VAC: 3	Intern-ship (not a course)	Total Credits	Example
		Each course has 4 credits		MDC: 3				
				Each course has 3 credits				
1	Single Major (A)	68	24	9	30	2	133	Major: Physics + a set of six courses in the same subject or different subjects
2	Major (A) with Multiple Disciplines (B, C)	68	12 + 12	9	30	2	133	Major: Physics + Mathematics and Chemistry

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3	Major (A) with Minor (B)	68	24	9	30	2	133	Major: Physics Minor: Mathematics
			1 SEC should be the Minor discipline, securing 3 credits. Total credits in the Minor should be 24 + 3 = 27 (20% of 133)					
4	Major (A) with Vocational Minor (B)	68	24	9	30	2	133	Major: Physics Minor: A vocational minor
			1 SEC should be in the Minor discipline, securing 3 credits. Total credits in the Minor should be 24 + 3 = 27 (20% of 133)					
5	Double Major (A1, A2)	A1: 48 A2: 44	-	9	30	2	133	Physics and Chemistry double major
			The 24 credits in the Minor stream are distributed between the two Majors. 2 MDC, 2 SEC, 2 VAC and the internship should be in Major A1. Total credits in Major A1 should be 48 + 20 = 68 (50% of 133) 1 MDC, 1 SEC and 1 VAC should be in Major A2. Total credits in Major A2 should be 44 + 9 = 53 (40% of 133)					
EXIT WITH UG DEGREE / PROCEED TO FOURTH YEAR WITH 133 CREDITS THOSE WITHOUT 133 CREDITS WILL NOT BE ELIGIBLE TO PROCEED TO FOURTH YEAR								

Table-6: Course Distribution of Three-Year UG Programme

Sl. No.	Academic Pathway	Major	Minor/ Other Disciplines	Multi-Disciplinary Courses	Foundation Courses AEC: 4 SEC: 3 VAC: 3	Intern-ship (not a course)	Total Courses	Example
		Each course has 4 credits		MDC: 3				
				Each course has 3 credits				
1	Single Major (A)	20	3	3	10	-	36	Major: Physics + a set of six courses in the same subject or different subjects
2	Major (A) with Multiple Disciplines (B, C)	17	3+3=6	3	10	-	36	Major: Physics + Mathematics and Chemistry
3	Major (A) with Minor (B)	17	6	3	10	-	36	Major: Physics Minor: Mathematics
			1 SEC should be in the Minor discipline					
4	Major (A) with Vocational Minor (B)	17	6	3	10	-	36	Major: Physics Minor: A vocational minor
			1 SEC should be in the Vocational Minor discipline					
5	Double Major (A1, A2)	12 + 11	-	3	10	-	36	Physics and Chemistry double major
			2 MDC, 2 SEC, 2 VAC and the internship should be in Major A1. 1 MDC, 1 SEC and 1 VAC should be in Major A2.					

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Table-7: Minimum Credit Requirements and Course Distribution in the Fourth Year of FYUGP

SEMESTER	DSC	Nature of the Course	Total Courses	Total Credits
VII	Major A (credit 4)	• Six courses of first-year-PG level.	6	24
VIII	Major A (credit 4) or Minor in any discipline (credit 4)	• Two courses of first-year-PG level • They should be taught in the blended mode. • The student can choose to do two online courses from repositories approved by the Board of Study. • Instead of two Major courses, the student can choose to do two Minor courses in any discipline. In this case, the two courses are of third-year-UG level (level 300 & above)	2	8
	Project in A (credit 12) or Major A (3 courses of credit 4)	• Instead of Project, three courses of first-year-PG level in the Major discipline can be chosen.	3	12
Total	Major A : 8 or 11 Project in A		11	44
EXIT WITH UG HONOURS DEGREE WITH 177 CREDITS				

3. CHANGING THE MAJOR, THE MINOR AND THE ACADEMIC PATHWAY

The course structure should be such that, in the first two semesters, the student has the choice of attending courses in different disciplines through Major, Minor and MDC. The student also has the choice of attending online courses in any discipline from repositories approved by the Board of Study. At the end of the second semester, the student has the choice of changing the Major and Minor disciplines, and the academic pathway chosen at the time of admission. In that case, the new Major should be one of the disciplines in which minimum two courses should be attended in-person by the student, and in which minimum 8 credits should be already earned by the student.

It is possible to change the Major to one of the Minor disciplines in which minimum two courses are already attended in-person by the student in the first two semesters, earning minimum 8 credits. It is also possible to change the Major to a discipline in which minimum two courses as MDC are already attended in-person by the student in the first two semesters. In the latter case, only 6 credits are earned by the student by attending in-person the two MDC in any single discipline. The remaining 2 credits should be earned by the student through an online course in that discipline from a repository approved by the Board

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of Study. Throughout the first two semesters the academic advisor should guide the student to properly plan for the change of Major and academic pathway.

When a student changes the Major to one of the disciplines in which he/she has earned minimum 8 credits as Minor or as a combination of MDC and online courses, the credits acquired by the student by these courses will be transferred to the total credits required for the new Major. To facilitate the changing of the Major, in the first and second semesters, the structure and content of the Minor courses offered by a discipline should be equivalent to that of the Major courses offered by that discipline. For the same reason, in the first and second semesters, nearly 75% of the content of the MDC courses offered by a discipline should be equivalent to that of the Major courses offered by that discipline.

A model of designing different courses in a discipline in the first four semesters is given in Table-8. For the purpose of illustration, the case of a department offering one Complementary/Minor programme is given here. The names given to the different courses are for illustrative purpose only.

Table-8: A Model of Designing DSC and MDC in a Discipline in Semesters I – IV

Semester	Major Courses in Discipline A	Minor Courses for Those Opting "Major with Minor Pathway" or "Major with Multiple Disciplines Pathway" (with Discipline A as the Minor or one of the two disciplines other than the Major)	Multi-Disciplinary Courses	Additional Courses for Those Opting "Single Major Pathway" (with Discipline A as the Major) or "Major with Minor Pathway" (with Discipline A as the Minor)
I	Course-1A01	Course-1B*	MDC1	Course-1A02**
	Courses in which all the content is equivalent: Course-1A01, Course-1B			
	Courses in which 75% of the content is equivalent: Course-1A01, MDC1			
	Required course in the "Single Major pathway" with discipline A as the Major: Course-1A01 Optional course in the "Single Major pathway" with discipline A as the Major: Course-1A02			
	Required courses in the "Major with Minor pathway" with discipline A as the Minor: Course-1B and Course-1A02			
	Required course in the "Major with Multiple Disciplines pathway" with discipline A as one of the two disciplines other than the Major: Course-1B			
	* More Minor courses (B, C, D, E) can be offered, and taught in parallel, by the same discipline in a single semester, if there is workload. All of them should be equivalent in content to the Major course in the semester.			
	** Additional courses can be offered if there is sufficient workload			
II	Course-2A01	Course-2B*	MDC2	Course-2A02**
	Courses in which all the content is equivalent: Course-2A01, Course-2B			
	Courses in which 75% of the content is equivalent: Course-2A01, MDC2			

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	Required course in the "Single Major pathway" with discipline A as the Major: Course-2A01
	Optional course in the "Single Major pathway" with discipline A as the Major: Course-2A02
	Required courses in the "Major with Minor pathway" with discipline A as the Minor: Course-2B and Course-2A02
	Required course in the "Major with Multiple Disciplines pathway" with discipline A as one of the two disciplines other than the Major: Course-2B

Changing the Major: Those who have studied any two of the four courses, Course-1B or MDC1 in semester 1, and Course-2B or MDC2 in semester 2, can change the Major to discipline A.

III	**Course-3A01, Course-3A02, Course-3A03**	**Course-3B***	-	-
IV	**Course-4A01, Course-4A02, Course-4A03**	-	-	**Course-4A04****

Required courses in the "Single Major pathway" with discipline A as the Major: Major courses in semesters III & IV

Optional course in the "Single Major pathway" with discipline A as the Major: Course-4A04

Required courses in the "Major with Minor pathway" with discipline A as the Minor: Course-3B and Course-4A04

Required courses in the "Major with Multiple Disciplines pathway" with discipline A as one of the two disciplines other than the Major: Course-3B

In each discipline 10% additional seats over and above the sanctioned strength may be created to accommodate the students seeking a change of Major. Any unfilled or vacant seats after the close of admission may be filled with those seeking a change of Major. Preference will be given to those who have got highest CGPA with no arrears in the first year.

4. COURSE AND CREDIT STRUCTURE OF DIFFERENT DISCIPLINES

4.1. Humanities and Languages

Table-9 gives the general course and credit structure of the Four-Year UG Programme (FYUGP) to be implemented in University of Calicut from 2024 admission onwards. For the purpose of illustration, the academic pathway (2), "Major (A) with Multiple Disciplines (B, C)" is used here. The credit structure of three other pathways can be obtained from the same table with the following changes:

- Single Major pathway (1): The three courses each in disciplines B and C can be in any one discipline or in different disciplines other than the Major.
- Major (A) with Minor (B) pathway (3) and Major (A) with Vocational Minor (B) pathway (4): Instead of the courses in Minor C, there will be three more courses in Minor B (C = B).

Table-10 gives the general course and credit structure of the Double Major pathway (5) of FYUGP.

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Though the general course and credit structure given in Table-9 and Table-10 are applicable to all the disciplines, these are exactly the same only for the disciplines in Humanities and Languages. For science disciplines and Commerce, practical/practicum components are to be incorporated in DSC.

Abbreviations:

DSC : Discipline-Specific Course (Major & Minor)	**P :** Practical / Practicum Component as part of a course
AEC : Ability Enhancement Course (Languages)	**E :** English
SEC : Skill Enhancement Course	**OL :** Other Languages
VAC : Value Added Course	**KS :** Kerala-Specific Content
MDC: Multi-Disciplinary Course	

Table-9: Course and Credit Structure of FYUGP in Humanities and Languages (for academic pathways 1 – 4)

SEMESTER	DSC (credit 4)	AEC (credit 3)	SEC (credit 3)	MDC (credit 3)	VAC (credit 3)	Total Courses	Total Credits	Total Hrs/week
I	3 A, B, C	1 (E) (with P)		1	1 (OL)	6	21	22
II	3 A, B, C	1 (OL) (with P)		1	1 (E)	6	21	22
III	4 A, A, A, B	1 (E) (with P)		1 (E & OL) (with KS)		6	22	23
IV	4 A, A, A, C	1 (OL)	1 (E)			6	22	22
V	5 A, A, A, A, A* (*Elective 1)		1			6	23	23
VI	4 A, A, A, A* (*Elective 2)		1		1 (E)	6	22	22
	INTERNSHIP						2	-
Total	Major A : 17 Minor B : 3 Minor C : 3	4	3	3	3	36	133	134
EXIT WITH UG DEGREE / PROCEED TO FOURTH YEAR WITH 133 CREDITS THOSE WITHOUT 133 CREDITS WILL NOT BE ELIGIBLE TO PROCEED TO FOURTH YEAR								
SEMESTER	DSC (credit 4)	Nature of the Course				Total Courses	Total Credits	Total Hrs/week
VII	Major A, A, A, A, A, A	• Six courses of first-year-PG level.				6	24	24
VIII	Major A, A or Minor in any discipline B, B	• Two courses of first-year-PG level • They should be taught in the blended mode. • The student can choose to do two online courses from repositories approved by the Board of Study. • Instead of two Major courses, the student can choose to do two Minor courses in any				2	8	8

		discipline. In this case, the two courses are of third-year-UG level (level 300 & above)			
	Project in A (credit 12) or Major A, A, A	• Instead of Project, three courses of first-year-PG level in the Major discipline can be chosen.	3	12	12
Total of VII & VIII	Major A : 8 or 11 Project in A		8 or 11	44	44
Grand Total	Major A : 25 or 28 Minor(s) : 6 or 8 Project in A		44 or 47	177	178
		EXIT WITH UG HONOURS DEGREE WITH 177 CREDITS			

Explanatory Notes:

- For theory courses, 1 credit = 1 instructional hr

- **Practicum/Practical Component (P):** 1 credit = 2 instructional hours.

- Practicum component has been included in AEC1, AEC2 and AEC3 in the first three semesters.

- **English (E) courses:** AEC1, VAC2, MDC3-(with KS), AEC3, SEC1, VAC3: 6 courses/ 20 teaching hrs

- **Other Languages (OL) courses:** VAC1, AEC2, MDC3-(with KS), AEC4: 4 courses/ 13 teaching hrs

- To meet the decrease in the workload hrs of the common courses for English (8 hrs) and Other Languages (3 hrs): An extra course each can be offered in English for both AEC1 and AEC3, creating 8 teaching hrs. An extra course can be offered in Other Languages for AEC2 or AEC4, creating 4 or 3 teaching hrs, respectively. For this, a caping of course allocation to 40 students should be newly implemented for the 13 common foundational courses.

- Every discipline should offer MDC1, MDC2, SEC2 and SEC3.

- MDC3 is common to all students with **Kerala-Specific Content (KS)**, to be taught by both English and Other Languages departments.

- Students engaging in activities of NCC / NSS / CSS / Sports / Arts etc. for 60 hrs get 3 credits corresponding to VAC3.

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Table-10: Course and Credit Structure of FYUGP
in Humanities and Languages (for academic pathway 5: Double Major)

SEMESTER	DSC (credit 4)	AEC (credit 3)	SEC (credit 3)	MDC (credit 3)	VAC (credit 3)	Total Courses	Total Credits	Total Hrs/week
I	3 A1, A1, A2	1 (E) (with P)		A2	A1	6	21	22
II	3 A1, A2, A2	1 (OL) (with P)		A1	A1	6	21	22
III	4 A1, A1, A2, A2	1 (E) (with P)		A1		6	22	23
IV	4 A1, A1, A2, A2	1 (OL)	A1			6	22	22
V	5 A1, A1, A1*, A2, A2 (*Elective A1)		A2			6	23	23
VI	4 A1, A1, A2, A2* (*Elective A2)		A1		A2	6	22	22
	INTERNSHIP IN A1						2	-
Total	Major A1 : 12 Major A2 : 11	4	3	3	3	36	133	134
	Major A1: 12 courses of 4-credit each + 6 courses of 3-credit each +Internship of 2-credit = 68 credits Major A2: 11 courses of 4-credit each + 3 courses of 3-credit each = 53 credits							

EXIT WITH UG DEGREE / PROCEED TO FOURTH YEAR WITH 133 CREDITS
THOSE WITHOUT 133 CREDITS WILL NOT BE ELIGIBLE TO PROCEED TO FOURTH YEAR

SEMESTER	DSC (credit 4)	Nature of the Course	Total Courses	Total Credits	Total Hrs/week
	Major A1, A1, A1, A1, A1, A1	• Six courses of first-year-PG level.	6	24	24
VIII	Major A1, A1 or Minor in any discipline B, B	• Two courses of first-year-PG level • They should be taught in the blended mode. • The student can choose to do two online courses from repositories approved by the Board of Study. • Instead of two Major courses, the student can choose to do two Minor courses in any discipline. In this case, the two courses are of third-year-UG level (level 300 & above)	2	8	8
	Project in A1 (credit 12) or Major A1, A1, A1	• Instead of Project, three courses of first-year-PG level in the Major discipline can be chosen.	3	12	12
Total of VII & VIII	Major A1 : 8 or 11 Project in A1		8 or 11	44	44

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Grand Total	Major A1: 18 or 20 courses of 4-credit each + 6 courses of 3-credit each + Internship of 2-credit = 92 or 100 credits Project in Major A1 = 12 credits Major A2: 11 courses of 4-credit each + 3 courses of 3-credit each = 53 credits AEC: 4 courses of 3-credit each = 12 credits	44 or 47	177	178
	EXIT WITH UG HONOURS DEGREE WITH 177 CREDITS			

4.2. Sciences

The course and credit structures of science disciplines, both in the regular pattern and in the language-reduced pattern (LRP), are given in Table-11 and Table-12, by incorporating the practical component (P) in different DSC. For the purpose of illustration, the academic pathway (2), "Major (A) with Multiple Disciplines (B, C)" is used in Table-11. The structure of academic pathways 1, 3 and 4 can be obtained from Table-11 as explained above. Structure of academic pathway 5 is given in Table-12.

Table-11: Course and Credit Structure of FYUGP
in Sciences (for academic pathways 1 – 4)

SEMESTER	DSC (credit 4)	AEC (credit 3)	SEC (credit 3)	MDC (credit 3)	VAC (credit 3)	Total Courses	Total Credits	Total Hrs/week
I	3 A(P), B(P), C(P)	1 (E) (with P)		1	1 (OL)	6	21	25
II	3 A(P), B(P), C(P)	1 (OL) (with P)		1	1 (E)	6	21	25
III	4 A, A, A(P), B(P)	1 (E) (with P)		1 (E & OL) (with KS)		6	22	25
IV	4 A, A, A(P), C(P)	1 (OL)	1 (E)			6	22	24
V	5 A, A, A(P), A(P), A* (*Elective 1)		1			6	23	25
VI	4 A, A(P), A(P), A* (*Elective 2)		1		1 (E)	6	22	24
	INTERNSHIP						2	-
Total	Major A : 17 Minor B : 3 Minor C : 3	4	3	3	3	36	133	148
	EXIT WITH UG DEGREE / PROCEED TO FOURTH YEAR WITH 133 CREDITS **THOSE WITHOUT 133 CREDITS WILL NOT BE ELIGIBLE TO PROCEED TO FOURTH YEAR**							
SEMESTER	DSC (credit 4)	**Nature of the Course**				Total Courses	Total Credits	Total Hrs/week
VII	Major A, A, A, A, A(P), A(P)	• Six courses of first-year-PG level.				6	24	26

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VIII	Major A, A or Minor in any discipline B, B	• Two courses of first-year-PG level • They should be taught in the blended mode. • The student can choose to do two online courses from repositories approved by the Board of Study. • Instead of two Major courses, the student can choose to do two Minor courses in any discipline. In this case, the two courses are of third-year-UG level (level 300 & above)	2	8	8
	Project in A (credit 12) or Major A, A, A	• Instead of Project, three courses of first-year-PG level in the Major discipline can be chosen.	3	12	12
Total of VII & VIII	Major A : 8 or 11 Project in A		8 or 11	44	46
Grand Total	Major A : 25 or 28 Minor(s) : 6 or 8 Project in A		44 or 47	177	194
EXIT WITH UG HONOURS DEGREE WITH 177 CREDITS					

Table-12: Course and Credit Structure of FYUGP
in Sciences (for academic pathway 5: Double Major)

SEMESTER	DSC (credit 4)	AEC (credit 3)	SEC (credit 3)	MDC (credit 3)	VAC (credit 3)	Total Courses	Total Credits	Total Hrs/week
I	3 A1(P), A1(P), A2(P)	1 (E) (with P)		A2	A1	6	21	25
II	3 A1(P), A2(P), A2(P)	1 (OL) (with P)		A1	A1	6	21	25
III	4 A1, A1(P), A2, A2(P)	1 (E) (with P)		A1		6	22	25
IV	4 A1, A1(P), A2, A2(P)	1 (OL)	A1			6	22	24
V	5 A1, A1(P), A1*, A2, A2(P) (*Elective A1)		A2			6	23	25
VI	4 A1, A1(P), A2(P), A2* (*Elective A2)		A1		A2	6	22	24
INTERNSHIP IN A1							2	-

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Total	Major A1 : 12 Major A2 : 11	4	3	3	3	36	133	148
	Major A1: 12 courses of 4-credit each + 6 courses of 3-credit each +Internship of 2-credit = 68 credits Major A2: 11 courses of 4-credit each + 3 courses of 3-credit each = 53 credits							

EXIT WITH UG DEGREE / PROCEED TO FOURTH YEAR WITH 133 CREDITS
THOSE WITHOUT 133 CREDITS WILL NOT BE ELIGIBLE TO PROCEED TO FOURTH YEAR

SEMESTER	DSC (credit 4)	Nature of the Course	Total Courses	Total Credits	Total Hrs/week
VII	Major A1, A1, A1, A1, A1(P), A1(P)	• Six courses of first-year-PG level.	6	24	26
VIII	Major A1, A1 or Minor in any discipline B, B	• Two courses of first-year-PG level • They should be taught in the blended mode. • The student can choose to do two online courses from repositories approved by the Board of Study. • Instead of two Major courses, the student can choose to do two Minor courses in any discipline. In this case, the two courses are of third-year-UG level (level 300 & above)	2	8	8
	Project in A1 (credit 12) or Major A1, A1, A1	• Instead of Project, three courses of first-year-PG level in the Major discipline can be chosen.	3	12	12
Total of VII & VIII	Major A : 8 or 11 Project in A		8 or 11	44	46
Grand Total	Major A1: 18 or 20 courses of 4-credit each + 6 courses of 3-credit each + Internship of 2-credit = 92 or 100 credits Project in Major A1 = 12 credits Major A2: 11 courses of 4-credit each + 3 courses of 3-credit each = 53 credits AEC: 4 courses of 3-credit each = 12 credits		44 or 47	177	194

EXIT WITH UG HONOURS DEGREE WITH 177 CREDITS

4.3. Commerce and Management

The course and credit structures of Commerce and Management disciplines in the language-reduced pattern (LRP), are given in Table-13 and Table-14. Here the practical/practicum component (P) is incorporated in different DSC to provide additional teaching hrs. For the purpose of illustration, the academic pathway (2), "Major (A) with Multiple Disciplines (B, C)" is used in Table-13. The structure of academic pathways 1, 3 and 4 can be obtained from Table-13 as explained above. Structure of academic pathway 5 is given in Table-14.

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**Table-13: Course and Credit Structure of FYUGP
in Commerce and Management Disciplines (for academic pathways 1 – 4)**

SEMESTER	DSC (credit 4)	AEC (credit 3)	SEC (credit 3)	MDC (credit 3)	VAC (credit 3)	Total Courses	Total Credits	Total Hrs/week
I	3 A, B(P), C(P)	1 (E) (with P)		1	1 (OL)	6	21	24
II	3 A, B(P), C(P)	1 (OL) (with P)		1	1 (E)	6	21	24
III	4 A, A, A(P), B	1 (E) (with P)		1 (E & OL) (with KS)		6	22	24
IV	4 A, A, A(P), C	1 (OL)	1 (E)			6	22	23
V	5 A, A, A, A(P), A* (*Elective 1)		1			6	23	24
VI	4 A, A, A(P), A* (*Elective 2)		1		1 (E)	6	22	23
	INTERNSHIP						2	-
Total	Major A : 17 Minor B : 3 Minor C : 3	4	3	3	3	36	133	142
EXIT WITH UG DEGREE / PROCEED TO FOURTH YEAR WITH 133 CREDITS THOSE WITHOUT 133 CREDITS WILL NOT BE ELIGIBLE TO PROCEED TO FOURTH YEAR								

SEMESTER	DSC (credit 4)	Nature of the Course				Total Courses	Total Credits	Total Hrs/week
VII	Major A, A, A, A, A, A	• Six courses of first-year-PG level.				6	24	24
VIII	Major A, A or Minor in any discipline B, B	• Two courses of first-year-PG level • They should be taught in the blended mode. • The student can choose to do two online courses from repositories approved by the Board of Study. • Instead of two Major courses, the student can choose to do two Minor courses in any discipline. In this case, the two courses are of third-year-UG level (level 300 & above)				2	8	8
	Project in A (credit 12) or Major A, A, A	• Instead of Project, three courses of first-year-PG level in the Major discipline can be chosen.				3	12	12
Total of VII & VIII	Major A : 8 or 11 Project in A					8 or 11	44	44
Grand Total	Major A : 25 or 28 Minor(s) : 6 or 8 Project in A					44 or 47	177	186
EXIT WITH UG HONOURS DEGREE WITH 177 CREDITS								

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**Table-14: Course and Credit Structure of FYUGP
in Commerce and Management Disciplines (for academic pathway 5: Double Major)**

SEMESTER	DSC (credit 4)	AEC (credit 3)	SEC (credit 3)	MDC (credit 3)	VAC (credit 3)	Total Courses	Total Credits	Total Hrs/week
I	3 A1, A1(P), A2(P)	1 (E) (with P)		A2	A1	6	21	24
II	3 A1(P), A2, A2(P)	1 (OL) (with P)		A1	A1	6	21	24
III	4 A1, A1(P), A2, A2	1 (E) (with P)		A1		6	22	24
IV	4 A1, A1, A2, A2(P)	1 (OL)	A1			6	22	23
V	5 A1, A1, A1*, A2, A2(P) (*Elective A1)		A2			6	23	24
VI	4 A1, A1(P), A2, A2* (*Elective A2)		A1		A2	6	22	23
	INTERNSHIP IN A1						2	-
Total	Major A1 : 12 Major A2 : 11	4	3	3	3	36	133	142
	Major A1: 12 courses of 4-credit each + 6 courses of 3-credit each +Internship of 2-credit = 68 credits Major A2: 11 courses of 4-credit each + 3 courses of 3-credit each = 53 credits							
	EXIT WITH UG DEGREE / PROCEED TO FOURTH YEAR WITH 133 CREDITS THOSE WITHOUT 133 CREDITS WILL NOT BE ELIGIBLE TO PROCEED TO FOURTH YEAR							

SEMESTER	DSC (credit 4)	Nature of the Course	Total Courses	Total Credits	Total Hrs/week
VII	Major A1, A1, A1, A1, A1, A1	• Six courses of first-year-PG level.	6	24	24
VIII	Major A1, A1 or Minor in any discipline B, B	• Two courses of first-year-PG level • They should be taught in the blended mode. • The student can choose to do two online courses from repositories approved by the Board of Study. • Instead of two Major courses, the student can choose to do two Minor courses in any discipline. In this case, the two courses are of third-year-UG level (level 300 & above)	2	8	8
	Project in A1 (credit 12) or Major A1, A1, A1	• Instead of Project, three courses of first-year-PG level in the Major discipline can be chosen.	3	12	12

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Total of VII & VIII	Major A1 : 8 or 11 Project in A1		8 or 11	44	44
Grand Total	Major A1: 18 or 20 courses of 4-credit each + 6 courses of 3-credit each + Internship of 2-credit = 92 or 100 credits Project in Major A1 = 12 credits Major A2: 11 courses of 4-credit each + 3 courses of 3-credit each = 53 credits AEC: 4 courses of 3-credit each = 12 credits		44 or 47	177	186
EXIT WITH UG HONOURS DEGREE WITH 177 CREDITS					

5. DISTRIBUTION OF MAJOR AND MINOR COURSES OFFERED BY THE SAME DEPARTMENT

5.1. Humanities and Languages

Table-15 gives the distribution of Major and Minor Courses offered by the same department in Humanities/Languages in semesters I – IV. The distribution is different when the same department offers different numbers of Complementary/Minor programmes.

Table-15: Distribution of Major and Minor Courses Offered by the Same Department in Humanities/Languages in Semesters I – IV

No. of Complementary/Minor Programmes Offered by the Same Dept.	Semester	Major Courses Offered by the Same Dept.	Minor Courses Offered by the Same Dept.	Total No. of DSC Offered by the Same Dept. in Odd Semesters	Total No. of DSC Offered by the Same Dept. in Even Semesters
				Including semesters V & VI	
0	I	A	-	9	8
	II	A	-		
	III	A, A, A	-		
	IV	A, A, A	-		
1 B	I	A	B	11	9
	II	A	B		
	III	A, A, A	B		
	IV	A, A, A	-		
2 B, C	I	A	B, C	12	11
	II	A	B, C		
	III	A, A, A	B		
	IV	A, A, A	C		
3 B, C, D	I	A	B, C, D	13	13
	II	A	B, C, D		
	III	A, A, A	B		
	IV	A, A, A	C, D		
4	I	A	B, C, D, E	15	14
	II	A	B, C, D, E		

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| B, C, D, E | III | A, A, A | B, C | | |
| | IV | A, A, A | D, E | | |

5.2. Sciences

Table-16 gives the distribution of Major and Minor Courses offered by the same department in Sciences, applicable to both the regular pattern and the language-reduced pattern, in semesters I–IV.

Table-16: Distribution of Major and Minor Courses Offered by the Same Department in Sciences (Regular Pattern and LRP) in Semesters I – IV

No. of Complementary/Minor Programmes Offered by the Same Dept.	Semester	Major Courses Offered by the Same Dept.	Minor Courses Offered by the Same Dept.	Total No. of DSC Offered by the Same Dept. in Odd Semesters	Total No. of DSC Offered by the Same Dept. in Even Semesters
				Including semesters V & VI	
0	I	A(P)	-	9	8
	II	A(P)	-		
	III	A, A, A(P)	-		
	IV	A, A, A(P)	-		
1 B	I	A(P)	B(P)	11	9
	II	A(P)	B(P)		
	III	A, A, A(P)	B(P)		
	IV	A, A, A(P)	-		
2 B, C	I	A(P)	B(P), C(P)	12	11
	II	A(P)	B(P), C(P)		
	III	A, A, A(P)	B(P)		
	IV	A, A, A(P)	C(P)		
3 B, C, D	I	A(P)	B(P), C(P), D(P)	13	13
	II	A(P)	B(P), C(P), D(P)		
	III	A, A, A(P)	B(P)		
	IV	A, A, A(P)	C(P), D(P)		
4 B, C, D, E	I	A(P)	B(P), C(P), D(P), E(P)	15	14
	II	A(P)	B(P), C(P), D(P), E(P)		
	III	A, A, A(P)	B(P), C(P)		
	IV	A, A, A(P)	D(P), E(P)		

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5.3. Commerce and Management

Table-17 gives the distribution of Major and Minor Courses offered by the same department in Commerce / Management Disciplines in the language-reduced pattern, in semesters I–IV.

Table-17: Distribution of Major and Minor Courses Offered by the Same Department in Commerce/Management Disciplines in Semesters I – IV

No. of Complementary/Minor Programmes Offered by the Same Dept.	Semester	Major Courses Offered by the Same Dept.	Minor Courses Offered by the Same Dept.	Total No. of DSC Offered by the Same Dept. in Odd Semesters	Total No. of DSC Offered by the Same Dept. in Even Semesters
				Including semesters V & VI	
0	I	A	-	9	8
	II	A	-		
	III	A, A, A(P)	-		
	IV	A, A, A(P)	-		
1 B	I	A	B(P)	11	9
	II	A	B(P)		
	III	A, A, A(P)	B		
	IV	A, A, A(P)	-		
2 B, C	I	A	B(P), C(P)	12	11
	II	A	B(P), C(P)		
	III	A, A, A(P)	B		
	IV	A, A, A(P)	C		
3 B, C, D	I	A	B(P), C(P), D(P)	13	13
	II	A	B(P), C(P), D(P)		
	III	A, A, A(P)	B		
	IV	A, A, A(P)	C, D		
4 B, C, D, E	I	A	B(P), C(P), D(P), E(P)	15	14
	II	A	B(P), C(P), D(P), E(P)		
	III	A, A, A(P)	B, C		
	IV	A, A, A(P)	D, E		

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CHAPTER 4: PEDAGOGY, ASSESSMENT AND EVALUATION ACROSS ALL PROGRAMMES

1. PEDAGOGY

(i) Use of technology in creating a learning environment that connects learners with instructional content, peers, and instructors throughout the learning process, while respecting the pace of learners is to be ensured.

(ii) Cooperative and peer-supported activities must be part of empowering students to take charge of their own learning.

(iii) The faculty shall have the freedom to identify and employ the most suitable pedagogical approach to a particular course and students.

(iv) Pedagogical methodologies such as PBL (Problem / Project Based Learning), and Service Learning shall be brought into practice as part of the curriculum, and experiential learning in the form of internship with a specified number of credits is to be made mandatory

(v) Blended learning (BL) mode shall be employed to help learners develop 21st-century skills along with effective learning and skill development related to the subject domains.

(vi) BL should be implemented with great care, ensuring that it does not replace classroom time as a privilege.

(vii) University should provide an academic credit storage and transfer facility (Academic Bank of Credit) for ensuring student mobility and flexibility.

2. ASSESSMENT

(i) The assessment shall be a combination of Continuous Comprehensive Assessment (CCA) and an end semester evaluation.

(ii) 40% weightage shall be given for Continuous Comprehensive Assessment (CCA). The remaining 60% weight shall be for the end semester evaluation.

(iii) Continuous Comprehensive Assessment (CCA) will have two sub components Formative assessment (FA) and Summative Assessment (SA).

(iv) Each of these components will have equal weightage and to be conducted by the teacher/ course coordinator handling the course. These assessments are to promote deeper learning, thinking and reflection to gauge student's achievement / performance

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(v) Formative assessment (FA) refers to a wide variety of methods that teachers use to conduct in-process evaluations of student comprehension, learning needs, and academic progress during a lesson, unit, or course.

(vi) FA is to encourage students to build on their strengths rather than fixate or dwell on their deficits. Formative Assessment can help to clarify and calibrate learning expectations for both students and parents.

(vii) FA will help students become more aware of their learning needs, strengths, and interests so they can take greater responsibility over their own educational growth.

(viii) Formative assessment will be prerogative of the course coordinator based on specific requirement of the student

(ix) Suggestive methods of formative assessment are as follows: (one them or a combination as decided by the course coordinator)

    a. Practical Assignment

    b. Observation of practical skills

    c. Viva voce

    d. Quiz

    e. Interview

    f. Oral presentations

    g. Computerized adaptive testing

    h. In-class discussions

    i. Instructor-created exams

    j. Seminar presentations

    k. Clicker question

    l. Low-stakes group work

    m. Group Tutorial work

    n. 1-minute reflection writing assignments

    o. Home assignments

    p. Self and peer Assessments

    q. Any other method as may be required for specific course / student by the course faculty

(x) Summative assessments (SA) are used to evaluate student learning, skill acquisition, and academic achievement at the conclusion of a defined instructional period— typically at the end of a project, unit, course or semester.

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(xi) Summative assessments may be a class tests, assignments, or project, used to determine whether students have learned what they were expected to learn.

(xii) It will be based on evidence, collected using single or multiple ways of assessment. The systematically collected evidences should be kept in record by course faculty and the marks should be displayed on the college notice board before the end semester examinations.

(xiii) The method of evaluation/ assessment will be as follows: (any one as decided by the course coordinator).

      a. Written test

      b. Open book test

      c. Laboratory report

      d. Problem based assignments

      e. Individual project report

      f. Case study report

      g. Team project report

      h. Literature survey

      i. Standardized Test

      j. Any other pedagogic approach specifically designed for a particular course by the course coordinator.

(xiv) A Student may repeat summative assessment. Only if for any compulsive reason due to which the student could not attend the assessment. The prerogative of arranging a CCA lies with the course Coordinator with the approval of Principal through the Head of the Department in which the student is admitted based on justified reasons.

3. EVALUATION

(i) The Course Coordinator shall be responsible for evaluating all the components of continuous assessment for the concerned subject of a course. However, the University may involve any other person (External or Internal) for Evaluation of any or all the components as decided by the Vice Chancellor from time to time in case any grievances are raised.

(ii) Paper-pencil tests shall be precisely designed using a variety of tools and processes (e.g., constructed responses, open-ended items, multiple-choice with more than one correct answer), and the students should be informed about the evaluation modalities well in advance.

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(iii) The faculty may provide options for students to improve their performance through continuous assessment mode.

(iv) There shall be Theory and Practical examinations at the end of each semester, ordinarily during November-December for odd semesters and during April-May for even semesters, as prescribed in the Scheme of Examinations.

(v) On demand examination**:** Considering the emergence of new technology-based methods and the integration of teaching-learning and examinations in novel forms, offering examinations on demand would provide greater flexibility and student-centricity.

(vi) Regarding evaluation, one credit may be evaluated for 25 marks in a semester; thus, a 4-credit course will be evaluated for 100 marks; 2-credit courses for 50 marks; and a one-credit course for 25 marks.

(vii) In all cases, continuous formative evaluation may account for up to 40% of the total assessment.

(viii) The evaluation of the foundation level courses, introductory level courses, intermediate level courses, practical courses, etc., shall be conducted at the college level itself.

(ix) Individual learning plans (ILPs) and/or specific assessment arrangements may be put in place for differently abled students.

(x) Suitable evaluation strategies including technology assisted examinations/alternate examination strategies may be designed and implemented for differently abled students.

3.1. Practical Exams

(i) There shall be no external examiner for conducting Practical examination.

(ii) There shall be a Continuous Evaluation of practical courses conducted by the course in-charge. Continuous evaluation of practical will carry a weightage of 60 %.

(iii) The scheme of continuous evaluation of practical courses will be as given below:

Table-18: Evaluation of Practical Courses

Components of Evaluation of Practical Courses	Weightage
Continuous evaluation of practical/exercise performed in practical classes by the students	60%
End-semester viva-voce examination to be conducted by course in charge along with an additional examiner arranged internally by the Department council	25%

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Evaluation of the Practical records submitted for the end semester viva –voce Examination by the course in-charge and additional examiner	15%

(iv) The process of continuous evaluation of practical Courses shall be completed before 10 days from beginning of end-semester examination.

(v) If students failed in continuous assessment of a practical course due to one or other reasons, the "Pending" course may be cleared during the next semesters/ a fast track semesters along with respective semester. The students shall be required to attend practical classes of that course by going through the continuous evaluation process.

(vi) Those who passed in continuous evaluation alone will be permitted to appear for the end semester viva-voce.

(vii) The Controller of Examinations shall have the right to call for all the records of teachers' continuous evaluation and moderate the teacher's evaluation if it deems necessary in any specific case(s)

(viii) Each college shall have a Moderation Board/Committee to moderate the marks awarded to a candidate through continuous Internal Assessment and Practical Examinations. The marks awarded in each semester (Continuous Internal Assessment and Practical Examinations) shall be forwarded to the COE (latest before 7 days from the last date of semester examination / one week before the last date of semester examination.)

3.2. Letter Grades and Grade Points

(i) Mark system is followed for evaluating each question. For each course in the semester letter grade and grade point are introduced in 10-point indirect grading system as per guidelines given below

(ii) The Semester Grade Point Average (SGPA) is computed from the grades as a measure of the student's performance in a given semester. The SGPA is based on the grades of the current term, while the Cumulative GPA (CGPA) is based on the grades in all courses taken after joining the programme of study.

(iii) The HEIs should mention only the weighted grade point based on marks obtained

Table-19: Letter Grades and Grade Points

Letter Grade	Grade Point	Percentage of Marks (Internal & External put together)	Class
O (outstanding)	10	95 and above	First Class with Distinction
A+ (Excellent)	9	Above 85 and below 95	
A (Very good)	8	75 to below 85	
B+ (Good)	7	65 to below 75	First Class
B (Above average)	6	55 to below 65	
C (Average)	5	45 to below 55	Second Class
P (Pass)	4	35% to below 45% aggregate (external and internal put together) with a minimum of 20% in external	Third Class
F (Fail)	0	Below an aggregate of 35% or below 20% in external evaluation	Fail
Ab (Absent)	0		Fail

When students take audit courses, they may be given pass (P) or fail (F) grade without any credits.

3.3. Computation of SGPA and CGPA

(i)   The following method is recommended to compute the Semester Grade Point Average (SGPA) and Cumulative Grade Point Average (CGPA):

(ii)   The SGPA is the ratio of the sum of the product of the number of credits with the grade points scored by a student in all the courses taken by a student and the sum of the number of credits of all the courses undergone by a student, i.e. SGPA (Si) = $\Sigma(C_i \times G_i) / \Sigma C_i$

Where C_i is the number of credits of the ith course and G_i is the grade point scored by the student in the ith course.

Table-20: Example for Computation of SGPA

Semester	Course	Credit	Letter Grade	Grade point	Credit Point (Credit x Grade)
I	Course 1	3	A	8	3 X 8 = 24

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I	Course 2	4	B+	7	4 X 7 = 28
I	Course 3	3	B	6	3 X 6 = 18
I	Course 4	3	O	10	3 X 10 = 30
I	Course 5	3	C	5	3 X 5 = 15
I	Course 6	4	B	6	4 X 6 = 24
	Total	20			139
	SGPA				139/20=6.95

(iii) The Cumulative Grade Point Average (CGPA) is also calculated in the same manner taking into account all the courses undergone by a student over all the semesters of a programme, i.e.

$$CGPA = \Sigma(C_i \times S_i) / \Sigma\, C_i$$

Where S_i is the SGPA of the ith semester and C_i is the total number of credits in that semester.

Table-21: Example for Computation of CGPA

Semester 1	Semester 2	Semester 3	Semester 4	Semester 5	Semester 6
Credit: 21 SGPA: 6.9	Credit: 21 SGPA: 7.8	Credit: 22 SGPA: 5.6	Credit: 24 SGPA: 6.0	Credit: 23 SGPA: 6.3	Credit: 22 SGPA: 8.0
CGPA= 6.74 = (21 x 6.9 + 21 x 7.8 + 22 x 5.6 + 24 x 6.0 + 23 x 6.3 + 22 x 8.0)/133					

The SGPA and CGPA shall be rounded off to 2 decimal points and reported in the transcripts. Based on the above recommendations on Letter grades, grade points, SGPA and CGPA, the HEIs may issue the transcript for each semester and a consolidated transcript indicating the performance in all semesters.