

KUVEMPU UNIVERSITY

Govt. of Karnataka, State Public University

Jnanasahyadri Campus, Shankaraghatta-577451, Shivamogga District, Karnataka

Supporting Documents pertaining to the following Metric:

6.1.1: The institutional governance and leadership are in accordance with the vision and mission of the Institution and it is visible in various institutional practices such as NEP implementation, sustained institutional growth, decentralization, participation in the institutional governance and in their short term and long term Institutional Perspective Plan.

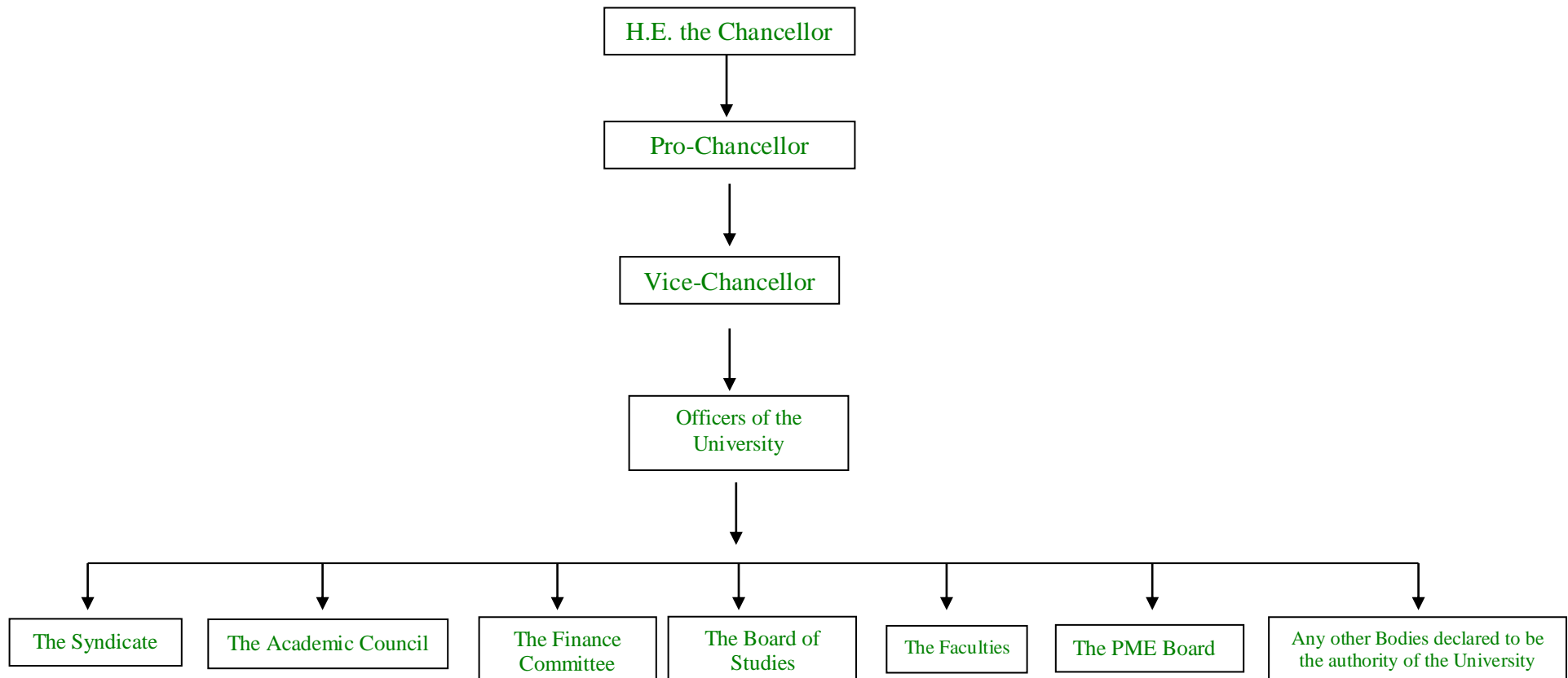
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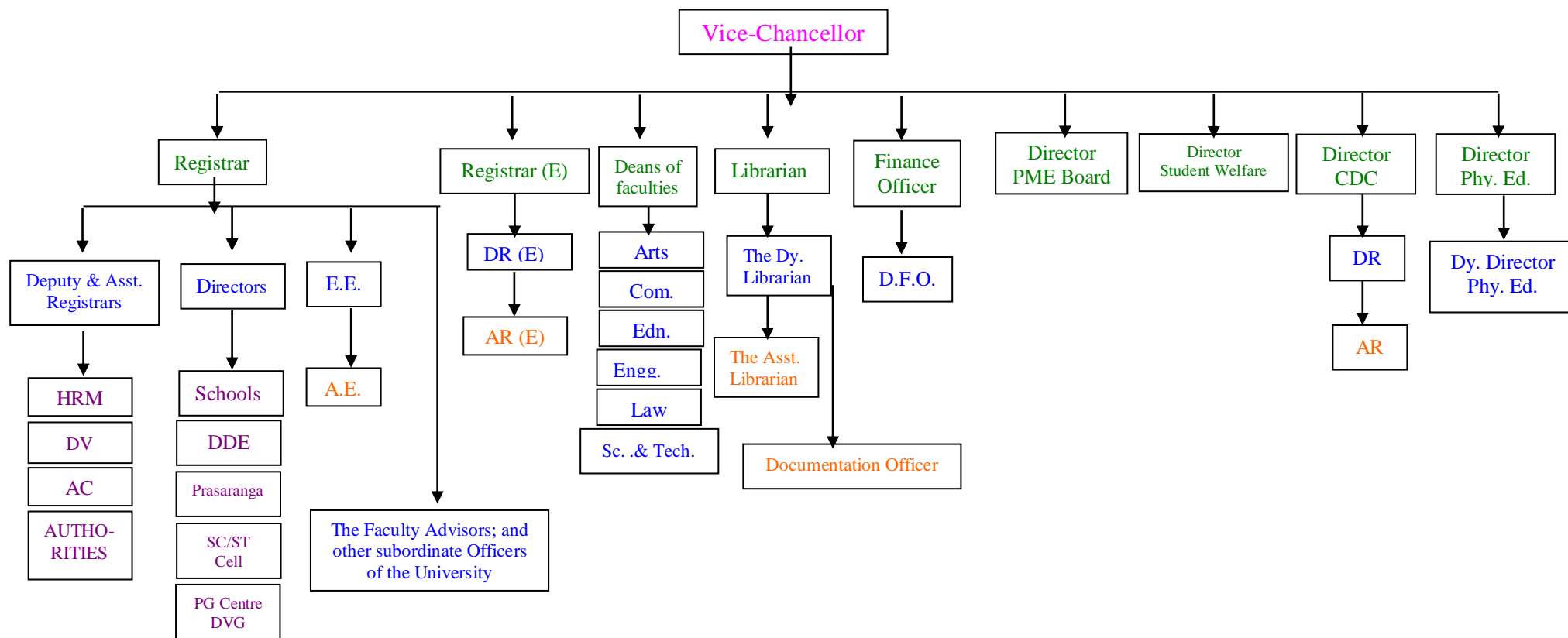
KUVEMPU UNIVERSITY

Annexure-I

ORGANISATIONAL CHART OF THE ACADEMIC STRUCTURE OF KUVEMPU UNIVERSITY



ORGANISATIONAL CHART OF THE ADMINISTRATIVE SET-UP OF KUVEMPUNIVERSITY





INSTITUTIONAL STRATEGIC PLAN

From 2018 -19



Jnana sahyadri, Shankaraghatta Shimoga (D),
Karnataka, India
PIN-577 451. E-mail: reg_admn@kuvempu.ac.in
Web: www.kuvempu.ac.in
Tel: 08282 256221, Fax: 08282 256255

OCTOBER - 2018

Part – 1: INSTITUTIONAL BASIC INFORMATION

Institutional Identity:

- Name of the Institution : **KUVEMPU UNIVERSITY**
Jnana Sahyadri,
Shankaraghatta-577451,
Shimoga, Karnataka, India.

- Is the Institution approved by regulatory body? : Yes, in the year 1994-95,
Recognized from UGC under 2(f) and 12 (B) of the UGC act 1956.

- Furnish approval No. : Letter no F 5-1/2003 (CPPT), dated 21st January 2003

- Type of Institution : State University

- Status of Institution : Autonomous

- **Name of Head of Institution:**

Officers	Name	Phone Number	Mobile Number	Fax Number	Email Address
Head of the Institution	Prof. B. P. Veerabhadrappe Vice-Chancellor	08282- 256 222	09449042909	08282 256255	vc@kuvempu.ac.in
Registrar	Prof. Bhojya Naik Registrar	08282 - 256 221	09449825221	08282 256262	regadm@kuvempu.ac.in

- **No. of Post-Graduate Departments: 34**
- **No. of Post-graduate Programmes; 36**
- **Whether the Institution is accredited? : Yes, By NAAC [Enclosed]**
Grade : “A ”
 - Accredited in 2003, Grade “B”
 - Reaccredited in 2010 Grade: B; Score 2.81.
 - Reaccredited in 2018 Grade: A; Score 3.05.

• Accreditation Status of Post-graduate programs:

Sl. No	Title of programs	Whether eligible for accreditation /Not	Whether accredited as on 31 st October 2018
1.	Kannada M. A	YES	YES
2.	Economics- M.A	YES	YES
3.	English- M.A	YES	YES
4.	Hindi – M.A	YES	YES
5.	History & Archaeology, M.A	YES	YES
6.	Journalism and Mass Communication – M.A	YES	YES
7.	Social Work – M.S.W	YES	YES
8.	Political Science- M.A	YES	YES
9.	Sociology- M.A	YES	YES
10.	Commerce – M.Com	YES	YES
11.	Business Administration - MBA	YES	YES
12.	Human Resource Management- M. H. R. M	YES	YES
13.	Tourism Administration- M. T. A	YES	YES
14.	Education- M.Ed	YES	YES
15.	Physical Education – M.PEd	YES	YES
16.	Applied Botany- M.Sc	YES	YES
17.	Applied zoology- M.Sc.	YES	YES
18.	Biochemistry - M.Sc.	YES	YES
19.	Biotechnology - M.Sc.	YES	YES
20.	Chemistry - M.Sc.	YES	YES
21.	Computer Science - M.Sc.	YES	YES
22.	Earth Science & Resource Management - M.Sc.	YES	YES
23.	Electronics - M.Sc.	YES	YES
24.	Environmental Science - M.Sc.	YES	YES
25.	Industrial Chemistry - M.Sc	YES	YES
26.	Library and Information Science - M. Lib. Sc	YES	YES
27.	Mathematics - M.Sc.	YES	YES
28.	Microbiology- M.Sc.	YES	YES
29.	Computer Application- M.C.A	YES	YES
30.	Remote Sensing & Applications -M.Sc.	YES	YES
31.	Physics - M.Sc.	YES	YES
32.	Wildlife Management- - M.Sc.	YES	YES

33.	Commerce (PGC-Kadur) M.Com.	YES	YES
34.	Pharmaceutical Chemistry (PGC-Kadur) M.Sc.,	YES	YES
35.	Urdu – M.A	YES	YES
36.	Sanskrit- M.A	YES	YES

Faculty Status (Regular/ on-contract Faculty as on 31st March, 2018)

Faculty Rank	No. of Posts Sanctioned	No. of Positions filled	No. of Positions shifted to Davangere Univ.
Professor	26	53*	--
Associate Professor	40	17	23
Assistant Professor	92	36	25
Total	158	110	48

Number include those who are promoted under Career Advancement Scheme

Note: The total Vacancy presented above does not include the required teaching staff for the new programmes started during 2018-19.

Sl. No	Programme	Faculty Position Required			Total
		Professor	Assoc. Professor	Asst. Professor	
1	Women/Gender Studies (M.A)	1	2	3	6
2	Psychology (M.A)	1	2	3	6
3	Inclusive Education (M.A)	1	2	3	6
4	Business Law (L.L.M)	1	2	3	6
5	Human Resource Management (M.H. R. M)	1	2	3	6
	Total	5	10	15	30

Total Vacancy of Teaching faculty as on 31st March 2018 = 48 + 30 = 78 posts.

Baseline Data [Data given for the following parameters pertains to ALL disciplines]

Sl. No.	Parameters	
1	Total strength of students in all programs and all years of study in the year 2012-13	2581
2	Total women students in all programs and all years of study in the year 2017-18	1471
3	Total SC students in all programs and all years of study in the year 2017-18	302
4	Total ST students in all programs and all years of study in the year 2017-18	95
5	Total OBC students in all programs and all years of study in the year 2017-18	924
6	Number of fully functional P IV and above level computers available for students in the year 2017-18	188
7	Total number of text books and reference books available in library PG and PG Diploma Students	1,08,432
8	Student-teacher ratio	24:1
9	% of UG Students placed through campus interviews in the year 2017-18	NA
10	% of PG students placed through campus interviews in the year 2017-18	213
11	% of high quality under Graduate (>75% marks) passed out in the year 2017-18	1945
12	% of high quality Postgraduate(>75% marks) passed out in the year 2017-18	26
13	Number of research publications in Indian refereed journals in the year 2017-18	292
14	Number of research publications in International refereed journals in the year	287
15	Number of patents obtained in the year 2017-18 (patent filed)	2
17	Number of sponsored research projects completed in the year 2017-18	9

Part-2: INSTITUTIONAL STRATEGIC PLAN (ISP) PROPOSAL

Vision:

Kuvempu University shall strive to become an International Center of Excellence in teaching and research to provide high quality value-based education to all through various modes to meet the global challenges.

Kuvempu University was established to meet the academic needs and aspirations of the region under its jurisdiction. The region has a distinctive demographic profile, with the predominance of a largely rural society, comprising economically backward and socially underprivileged communities. Nevertheless, the region is known for its intellectual and Socio-political potential. It has shown slow rate of urbanization and a variegated growth in terms of education. Against this background, Kuvempu University had to formulate its objectives to meet the region-specific needs, within the framework of the broader objectives of higher education as conceptualized by the policy making body the University Grants Commission (UGC).

The University has encouraged research on the ecology, biodiversity and environmental issues relating to the region. The major thrust area identified is Bioprospecting Medicinal plants as this university is situated in the Bhadra Tigre Reserve which is known for its richness in faunal and floral species. It has encouraged research in the socio-political aspects of the regional society in the social sciences. The research in the literature departments has focused on the Kannada literary tradition.

Mission:

Foster creativity in teaching, learning and research to build a knowledge base and promote quality initiative. Provide access to education to all. Develop human resources to meet the societal needs.

Kuvempu University has made consistent efforts to implement the following objectives.

- To create a centre of excellence in teaching and research.
- To provide value based education.
- To provide quality higher education to all.
- To create a socially useful knowledge base.
- To develop skilled human resources.
- To demonstrate commitment to equity and social justice.

Core Values:

- Global Outlook- Regional Focus
- Commitment to Equity and Social Justice
- Conservation of Natural Resources and Cultural Heritage
- Humanism and Holistic View

Executive summary for the ISP:

The SWOT analysis carried out reveals that the faculty and staff of this University about the higher performance to be taken-up in the forth-coming years towards realizing its vision. This proposal under RUSA is a part of the University's Strategic Plan derived from the SWOT analysis. Qualitative and quantitative improvement in Higher Education and Research of this University needs an immediate attention during the current and next five-year plans. This proposal provides a road map towards achieving the objectives under various thrust areas to improve the quality of higher education and research in Kuvempu University. The following thrust areas have been identified and action plans are proposed to achieve the specific objectives and outcomes:

- ▶ Infrastructure Development — Campus development, repair and renovation of laboratories and library, establishment of digital library, Central Computation Facilities Centre (UCCF), Constructions and renovation of hostels, development of amenities and sports facilities.
- ▶ Effective development and implementation of ICT at UG and PG level
- ▶ Research and Innovation- upgrading facilities and equipping with modern accessories for the development of research leading to cutting edge technology innovation. Establishment of research hubs- innovation incubation centre.
- ▶ Establishment of equal opportunity Cell.
- ▶ Faculty recruitment and support programme.
- ▶ Increasing employability of post graduates.
- ▶ Education-Research-Extension for out-reach and industry linkage.
- ▶ Developing facilities for women employees, day care centre and health education.
- ▶ Establishment of IPR and Human Rights Education cell.
- ▶ Establishment of Centre for Women Studies.
- ▶ Establishment of exclusive programmes in Food science, food processing and technology.

The project targets are as follows:

- Increase the Governance performance score from 67% to 77%.
- Achieve an up gradation of 79% of academic excellence from the existing 63%.
- Promote equity performance index from existing 88% to 92%.
- Excelling in research and innovation rate to 79% from existing 52%.
- Providing 100% student facilities against to the present rate of 63%.
- Creation of overall need based infrastructure facilities to 82% from existing 73%.

-
- Increase employability rate of Post graduate students from 43 %to 60%.
 - Maintenance of in the transition rate and pass percentage of all students at 100%.
 - Increase in the MoUs with the industries.
 - Creation of an advanced opportunity for research and innovation at all level of University learning and promoting enthusiasm for research among students.
 - Increase in the number of research publications by the faculty from 4publication/yr/faculty to 6 publication/yr/faculty.
 - Strengthening of all PG programmes and recently started new departments of studies.

Overall, it is planned to increase the present performance index from 65.09% to 83.92% in the next five years.

SWOT ANALYSIS

The University having established in 1987 with five departments of studies and less than two hundred students has grown-up now to an education hub having 39 PG Departments, 45 PG programmes (Figure 2) and catering the educational need of more than 2800 students every year(range: 2180-3430 students/year). The University as a public service providing institution, bestowed with certain educational and social responsibilities to contribute socio-economic development of the society. In view of its service to science, arts and humanities, education, law, commerce and socio-economic development, it is the right time to assess its credibility and future perspective of higher education through the SWOT.

INSTITUTIONAL SWOT CRITERIA AND METHODOLOGY

Committee for SWOT Analysis: University has constituted a committee comprising Deans of Various Faculties, Directors of Study Schools, Directors of Planning, Monitoring and Evaluation Board, Director-Internal Quality Assurance Cell, Director- Development and Projects, University Engineers, Institution Information Officer, Statistician, Heads of administrative sections, Co-ordinator of RUSA. The committee performed its function under the directions of Vice-Chancellor.

Methodology, Analysis of Data and Inferences:

At University level, in combination SWOT analysis and Strategic Planning was carried out with reference to Mission, Vision and Goal of the Institute.

Methods:

Team collected the data explaining the present state of performance from each section of the University. The data was subjected to though discussion for its authenticity, reliability and objectivity of the task taken-up. Each data were thoroughly analysed on spatio-temporal dimension, considering the successful completion of 30th year of inception of the University.

SWOT Strategic Components:

Major components involved in this analysis are represented in the schematic diagram (Figure 3). The

committee considered following major components-

- i) University as a holistic entity, central hub supporting all programmes and Schedules to cater the vision, mission and goal, keeping in view of government policies.
- ii) Programmes- the University offers various need based programmes which are linked with students, society and societal services, industry, outreach Programmes and R & D programmes.

Strategic plan for Institutional Development based on SWOT analysis

With an overwhelming aim and objective to recognize and acknowledge the value addition in transforming the admitted raw students into a capable and skilled technician having sound knowledge of fundamentals and an acceptable level of professional and personal competence for ready employability, this University has planned the following strategies to bring about changes in its programs based on SWOT analysis.

- ▶ Enhancing employability of University students: developing need based curricula; identifying and strengthening soft skills of the students; improving industrial relationship; improving quality of teaching, learning and evaluation processes; introducing innovative research based projects; faculty development in new and emerging areas; creating advanced laboratories; and enhancing computer and library facilities.
- ▶ Introducing innovations, research and consultancy in University: gradually switching over from the current teaching-centric, syllabi/subject-based and examination oriented education to learning-centric, competency-centric and learning-outcomes-based education; designing curricula and evaluation scheme based on learning outcomes approach; faculty development for introducing innovations and research; preparing students to innovate and research at their level; introducing innovative and research oriented projects; and collaborating with other institutions and industries.
- ▶ Strengthening learning outcomes of the students: bringing autonomous status for the institution; accrediting various diploma programs; providing support for students through finishing school; implementing academic and non-academic reforms; and planning, organizing and implementing staff development programs to enhance their IT skills, technical skills and soft skills.
- ▶ Infrastructure Development: Campus development, repair and renovation of laboratories and library, establishment of digital library, Establishment of Central Computation Facilities Centre, Constructions of hostels, development of amenities and sports facilities.
- ▶ Effective development and implementation of ICT at UG and PG level.
- ▶ Research and Innovation: upgrading facilities and equipping with for development of research leading to cutting edge technology innovation. Establishment of research hubs- innovation incubation centre.
- ▶ Establishment of equal opportunity centre.
- ▶ Faculty recruitment and support programme.
- ▶ Increasing employability of post graduates.
- ▶ Education-Research-Extension for out-reach and industry linkage.
- ▶ Developing facilities for women employees, day care centre and health education.
- ▶ Establishment of IPR and Human Rights Education cell.

a) STRENGTHS

Location of the University
Serene environment and best nature-natural education atmosphere
Large campus area
Good, continuous supply of water sources
Considerably modern sanitation
Student amenities in the campus
Guest House facility
Computer availability, computation and network, campus connectivity through WiFi connectivity, NKN 1GB connectivity
Well maintained and updated library
Good number of library resources (books, journals, periodicals, e-journals), InFlibnet facility
High proportion of library users
Well established Physical education centre
Good number of student aspirant to take-up programme
Good, committed research student community
Acceptable teacher-research student ratio
Good number of research projects
University initiative to support focused development and internal funding to research and innovation
Administrative practice to allocate funds for innovative research
Acceptable ratio of publications made by the faculties
Acceptable publication impact factor
Research student fellowship for SC/ST
Establishment of new Department of Studies (Psychology, Human Resource Management, Women Studies, Statistics and Inclusive Education)
Neither high nor low density of colleges under the supervisor of University
Good number of PG programmes delivering degrees directly related to profession
Direct of appointment of students (through campus interview, to research institutions, public sector and NGOs)
All PG programs being offered are professional, skill and job oriented
NAAC Accredited
University has SAP, FIST and VGST assisted Departments

b) WEAKNESSES

Connectivity to major cities, less road and no air connection to nearby town
--

Rough terrain and severe climatic conditions
Considerable illiteracy in local population of the University jurisdiction
Want of Public Awareness on higher education, human right and associated information in the local population
Campus development- in terms of road connectivity to all buildings in the campus
Sharing of student and research laboratories causing inconvenient and miserable time-energy and manpower utilization
No separate research laboratories- no separate designated Laboratories for innovative research.
Want of separate and sufficient building and space for academic activities
Old water pipeline system and Insufficient water purification system
Insufficient hostel accommodation, crowding and pressure on resources
Insufficient toilets facilities in hostels and academic buildings
Insufficient facilities for Person With Disability (PWD) - Limited access to PWD for multi-floor buildings. No specified rest rooms for PWD in academic and administrative building
Insufficient seating capacity in Library
Low average publication, and a few patents
Few international collaboration and international fellowship
Present status of research student fellowship is not sufficient
Existing student Teacher ratio- burden of teaching workload on teacher, No recruitment of teaching faculty
Lack of office automation, computer network between sections of the University and incomplete paperless office
Incomplete higher education information system of the University
Need of updating the University Website
Need for separate IPR cell
Need for Day care Centre
Insufficient on-campus hostel facilities rendered low admission to some of PG programmes and research degrees
Existing low strength of teaching fraternity, high workload and additional administrative responsibilities on them is severe that could effect on the quality of education and research
Limited training programme for quality enhancement of teachers of college, university and administrative faculty
Limited maintenance of computers, laboratory equipment and overall management of University properties
No research –development incentives to faculty

c) OPPORTUNITIES

Rural location, rural population as feeder and stake holder
Total area of the campus for horizontal and vertical expansion of infrastructure
Distraction – free campus environment for student-academic- co-curricular activity development.
Women resource centre and Local-traditional culture to be nurtured
Availability of Local resources for development of research projects on the thrust areas and technology innovation
Good sources of budget for research and development
Scope for research out-put (in the form of patent, copy right, publications)
Good amount of recyclable solid waste generated by University
Minority/SC/ST/OBC scholarship/fellowship scheme of state and central government
Promote the activity of carrier counselling and development
Teacher and research training programme

d) THREATS

University located on the backyard of Bhadra Tigre Reserve on a disputed land of state forest department
Human-wildlife conflict, repeated movements and invasion of wild animals inside the campus- University is developed in wildlife territory.
Incomplete compound-wall to protect campus area
Insufficient and interrupted supply of Electricity hindering the academic and research activities
Improper utilization of garbage and poor waste management system

Linkage between specific objectives, expected results and SWOT Analysis

General Objectives:

- To Develop Infrastructure facilities which includes construction of internal roads, fencing/ boundary walls of the land, providing electricity/water, laying/renovating sewerage lines, plantation and landscaping, Green Energy (Solar and Wind power harvesting).
- To modernize the Laboratories by Procurement of new equipment, repair and renovation of laboratories in view of recent development in R & D labs for innovative technologies.
- To improve the Library by digitization of books, journal and thesis; Establishment of digital library.
- To establish University Central Computation Facility (UCCF) Centre and up scaling the existing network in the campus.

-
- To Construction of new Hostels for General students and for students from weaker section of the society with the help of state Social welfare department.
 - To Construction and renovation of toilet blocks for boys, girls and for Person with Disability (PWD).
 - To develop of sports facilities.
 - To provide the facilities for Research, Innovation and quality improvement-
 - To development of Research Hubs: Banana tissue culture, Environmental Biotechnology,
 - To develop alternative energy sources; Medicinal plants, Natural Resource management, Patho-physiology of malarial parasite, Ecology and conservation of bio-resources, Environmental contamination and monitoring.
 - To establish the collaboration under meta-university concept for research degree: collaboration will be established between national institutes and other sister Universities.
 - To promote the Student exchange programme with world class Institutions.
 - To establish Equal opportunity Centre (for conducting remedial classes, language labs, to monitor scholarships for SC/ST/OBC and other socio-economically backward students, gender sensitization, special programmes to enhance equity and inclusion, Establishment of full-fledged Women Resource Center).

Specific Objectives of ISP

- To improve the existing infrastructure facilities by identifying the lacunae from the point of basic amenities for students, faculties, stake holders and employees.
- To expand research facilities in order to fulfil the gap in the areas of research innovation-incubation and extension to social, economic, education, R & D challenges.
- To address equity-inclusion and expansion in higher education and research through implementation of specific mode of mechanism to access the goal in all sectors of University performance.
- To complete the recruitment of teaching faculty to fulfill the structure of manpower as recommended by competent authorities.
- To establish the carrier performance training for employs and finishing school for graduates.

ACTION PLAN

a) Infrastructure Development:

- ▶ In order to increase the value of education, ambience, GER, innovation and competitiveness, certain infrastructures are proposed to be developed in the forth coming years. Based on the SWOT, it is needed to develop, hostels, library, laboratories, equipment, physical education facilities, IPR Cell, Central Computation Facilities Centre, Day-care Centre, toilets, water supply, green energy, road network in the campus, boundary wall, garbage and waste management and recycling unit.

b) University Central Computing Facility (UCCF) and Office automation:

In order to complete on-going office-administration-education automation, maintenance of 1GB NKN network facility, WiFi, digitization of resources, updated University Website and to Supporting paperless, eco-friendly performance of the University it is planned to complete the establishment of UCCF.

- Establishment and development of CentralComputation Facilities
- Procurement of Computers
- Completing the LAN connectivity,
- updating WiFi Centre
- Updating all software and website
- Developing software service for Universityteacher, student and
- Researchers
- Office automation

c) Research and Development Support:

- In order to increase the research opportunity, GER to research Degree, research out-put and especially to develop competitive research leading to need based innovation in all faculties of studies, it is proposed to take –up research and development activities in the following manner-
 - Modernization and strengthening of existingresearch laboratories
 - Establishment of separateexclusive research laboratories and
 - procurement of equipment
 - Establishment of Innovation IncubationCentre
 - Focussed Research programme (outstandingresearch scheme, faculty visit, student exchange)
 - Inception of grants for research incentives
 - Inception of Specific scholarship/fellowship schemes
 - Development of Research Hubs for Banana Tissue Culture, Biotechnology etc.,
 - Identification of Entrepreneurship partnersfor research innovation
 - Establishing collaboration and MOU with national and international Institutions and other
 - Universities (meta university research hubs)
 - Innovation support programmes
 - Facilitating increased access to Knowledge resources- digitization, developing repositories etc., in UCCF.

d) Enhancing employability: Developing need based curricula; identifying and strengthening soft skills of the students; improving industrial relationship; improving quality of teaching, learning and evaluation processes; introducing innovative research based projects; faculty development in new and emerging areas; creating advanced laboratories; and in-house training programme.

- Strengthening of existingcareer counselling placement and pathways

-
- BOS & BOE Identification of resourcepersons/experts for training-education and Professional training
 - for internship and in house training.
 - Identification of industries, institutions, NGO, MNCs and execute formal MoUs
 - Industry Hands on in- house training as a part of course work
 - Entrepreneurship Development employment
 - Campus Interview for Conduct short term diploma courses for self-

e) Faculty Recruitment:

- ▶ In order to increase GER to post-graduate degree, and to develop learning environmental into an art-of state programme, the faculty strengths are to be improved. Presently there is a deficit of 38% teaching faculty in the University. The deficit of teaching faculty and their training after appointment shall be made in the following manner-
 - Recruitment preparations
 - Commencement of recruitment and selection and appointment
 - Induction training programme to newly appointed faculties
 - Monitoring and up gradation of performance of newly inducted faculty
 - Enhancement of Faculty resources by inviting scholars of eminence from other institutions

a) Academic Staff College (ASC) and Faculty Improvement programme:

- In order to enhance the quality of teaching among the teaching faculties of colleges of the Universities and PG departments, it is planned establish an Academic Staff College in Kuvempu University campus-
 - Identification of suitable building for ASC
 - Renovation and suitable modifications of the building for ASC
 - Renovation and suitable modifications of the building for ASC
 - Establishment of ASC Office
 - ASC Appointment of Director, co-ordinators and faculty and supporting staff for
 - Developing course curricula for ASC
 - Training and monitoring
 - Faculty improvement initiatives

b) Women's Study Centre (WSC):

- ▶ In order to encourage and expand socially relevant academic studies, outreach activities and extension programmes, University has started this centre during 12th FYP period. Further a separate proposal has been submitted to UGC seeking munificent support. This centre will perform its function as an independent academic hub offering diploma, graduate and Post graduate degrees, counselling, advocacy, research and outreach activities, focusing on

women and gender issues of the society. As the centre has already initiated its activities utilizing the manpower and other resources of the sister departments, it is required to strengthen Women Study Centre as an independent unit.

c) Equal opportunity Cell:

- ▶ In order to increase the value of education for all especially those who are deprived of higher education and certain values which our community did not considered in past as an important issues to consider all section of the population this action plan is formulated to being in the SC/ST/OBC and other socio-economically weaker section into main stream of higher education. Further, in this plan it is also considered to provide scope for women education, gender sensitization and equity as a part University Education.
 - Strengthening of SC/ST/OBC Cell
 - Establishment of Full-fledged office, strengthening staff, training and Office automation,
 - Strengthening of Social Strengthening welfare activity
 - Establishment of full-fledged Gender sensitization and equity cell
 - Staff training, equipping the office and office automation
 - Strengthening the women resource centre
 - Strengthening the SC/ST & OBC Cells

d) Finishing School:

- In order to strengthen the efficiency of graduates, suitable for societal and industrial demand, it is planned to establish a finishing school for all faculties of studies in the University. The requirement of finishing school for Kuvempu University has been visualized through SWOT analysis. Under this programme, it is planned to identify the area required to focus in terms of counselling, information dissemination, training and placement for young graduates to make them more competitive for job opportunities in public-private sectors.
- Establishing Finishing school (Structural implementation)
 - Identifying the thrust area for intensive training
 - Collaboration with stake holders (Industry, NGO Public sector organizations)
 - Training monitoring and assisting inducted employees in different sectors
 - Review Finishing School performance

Relevance and Coherence of ISP with State and National Development Plan

The Share of Karnataka to National GDP is around 6%. The character of the state economy has drastically changed from primarily agrarian in 1956 towards industrial & service economy in 2010. GOK's Vision is to develop a vibrant knowledge society and achieve a sustainable and orderly process of industrialization by enhancing human capabilities.

The vision of the government on higher education is partly being implemented in Kuvempu University. However, much focus is needed to build excellence in the entire education system with thrust on improvements in quality and relevance of content and delivery at all levels with systemic

improvements like credit transfer, synergy between research & teaching, flexibility in choice of courses within the institution (as already initiated in CBCS) and across institutions including other universities through exchange of students emphasizing the need for cross-disciplinary approaches. The University has adopted continuous student evaluation on the basis of understanding & application of knowledge, performance. Much needed approaches are wanted for its academia-industry interface and building centres of excellence in the higher education system.

The GOK vision document indicates a number of areas and research problems are to be addressed for the well being of the people of the state, which Kuvempu University intends to take-up under RUSA initiative. This is further supported by the fact that, the recent Global Investors Meet has attracted investment of nearly Rs.5,00,000 Crores with an employment potential of one million jobs. This University will interact with Govt. of Karnataka and the industries who have signed MOUs to get their collaboration and support in education, training, research and consultancy.

Skilled human resources including trained technical manpower in different professions, science and technology are major reasons for growing investments and development in the state. In this context, University higher education system has a key role. Particularly our University which has developed a brand image for its excellent manpower over the last 25 years of its existence can play further potential role with its continuous trend in development and committed faculties. The university availed every opportunity through Central and State Governments. Therefore, selection of this University under RUSA will yield several benefits including the following:

- Creating excellent, skilled, knowledgeable youthful fraternity towards highly competitive research, innovation and development.
- Motivate faculty to increase their competence in teaching & research.
- The supporting staff in rendering improved quality of services to students and faculty.
- The University shall be a hub for advanced higher education, research and innovation.

This approach is intended to transform this University into a World-Class learning centre thereby serving the people of this region and country.

Participation of Departments/Faculty in ISP preparation and Implementation

This ISP is based on SWOT analysis performed at each department level. The process was carried as *Academic Administrative Audit* coupled with various parameters of curricula, man-power involvement, teacher-teaching and research performance, facilities, student feedback, research output, public opinion, policy makers and stake holder involvement in curricula, out-reach and extension performance, placement of the graduates etc. The SWOT analysis was performed with specific components as illustrated in Figure 3. The team of the SWOT analysis comprised the Vice-Chancellor, Registrar, the Deans of various faculties, co-ordinator of IQAC, associated with a core group co-ordinated by the Director- Planning monitoring and Evaluation Board and the Director - Development and Projects of Kuvempu University. During this exercise, the Chairpersons of all departments presented their departmental proposals for ISP and assisted the committee in getting

valuable data and information.

Institutional Project Implementation Arrangements

The University RUSA-ISP component is managed by a Board of Governors (BoG) constituted in accordance with RUSA guidelines. The activities undertaken by the institute ever since RUSA was announced have been regularly reported to BoG during its meetings. All decisions related to ISP and project implementation are approved by the BoG for further action by the project monitoring Unit of the University. The institution has constituted several sub-committees under RUSA implementation unit, as shown in the organization chart.

Action Plan for Sustainability

Upon satisfactory completion of the proposed project work in the University by 2020, the competence and governance of the University administration, education and research innovation approaches, Industry-university-society interactions and consultancy will be enhanced to meet the developmental needs of the society in general and stake holder in-particular.

The research interest created in University students as a result of innovation-incubation introduced during the master's degree programme is expected to fuel the expansion of creativity and research base at the University and spreading the reputation of the University to the extent of attracting more funds from the industry and donors (Alumni).

With the policy support and continued funding from the Central and State Government, this University is confident of sustaining and enhancing the activities initiated under this project.

Details of Proposed Departments and PG programmes

1. POST GRADUATE DEPARTMENT OF HUMAN RESOURCE MANAGEMENT

In-order to expand socially relevance academic studies in Human resource management, Kuvempu University is planning to start a Post Graduate Department of Human Resource Management at its headquarters. The Department will perform its function as an independent academic hub offering postgraduate degrees, consultancy, advocacy, research and expansion in the form of outreach activities focusing on the Human Resource Management and other contemporary socio-economical issues of the society.

The **Objectives** of the Department are-

- ▶ To promote and to conduct studies on Human resource with special reference to corporate sectors and growing industries in the Malnad regions of the Western Ghats.
- ▶ To emphasize a core area of theory within an interdisciplinary framework of Human Resource and holistic development
- ▶ To enhance the awareness of human resource utilization and management at micro level.
- ▶ To establish and develop new study programmes for higher learning

Initial Focus of Activities:

(Any special issue, themes, thrust areas your university would like to work on) Programmes /

activities proposed:

Teaching:

It is planned to offer **masters degree** in Human Resource Management with the contemporary relevance of Local and regional Scenario.

Nature of the Programme: MHRM in Human Resource Management of two year duration (under semester and CBC system); Intake: 20 students and seats are given to students by following reservation policy of State Government; Eligibility for admission: any bachelor's degree (with minimum 45% marks) from recognized University. The Course Curriculum of the master degree shall be as specified by the University through its Board of Studies and other Academic Bodies.

Course Pattern: The general pattern is represented in the table below. In the fourth semester, instead of two softcore papers and an elective paper, there will be project work/dissertation and credits assigned to those papers are considered for the project work..

Sl. No	Paper	Credit/Hrs		Total	Examination		Total
		Theory	Practical		The/ Pra	IA	
1	Paper I	4	2	6	75	25	100
2	Paper II	4	2	6	75	25	100
3	Paper III (Soft core Paper)	4	2	6	75	25	100
4	Paper IV (Soft Core paper)	4	2	6	75	25	100
5	Paper V (Elective Paper)	2	-	2	40	10	50
	Total credits/semester	18	8	26			450

Elective papers: The Department proposed to offers a) Management Skills, b) Skill development and c) Labour management as elective papers for the students of other disciplines of the University.

Students by opting this elective paper shall carry credits and these credits are added to their main programme of study.

Research: The Department intends to offer research programmes (M.Phil and Ph.D) in the area mentioned under the objectives. The Research programmes shall also contain extensive field oriented and case studies. As a part of the quality assurance of the research programmes, debate, seminars, workshops and panel discussions on the case studies and several other such studies shall be organized and such activities shall be documented.

Training: The Department is proposed to have a training and consultancy wing to guide and support deprived of **access and equity** to education and as well as to create awareness of Human resources. Further, the Department proposed to organize camps and workshops to train and bring awareness on best use and mobility of human resource.

Documentation: The Department shall take up documentation on various programmes and issues and establish its own publication wing to publish the discoveries of the Department in the form of script, audio-visual records and other digital media. **And also relevant documents will be forwarded to the respective government departments for needful action and enactments.** The same may bring the Uniformity and Universality.

Field Action: Field out-reach activities will be taken-up to educate the rural entrepreneurs for different case studies and on various contemporary issues of the society.

Linkages: It is proposed to have linkages with Social Science, Science and Technology, Child and Women Welfare, Small Scale Industries, Self Help Groups (SHGs) and Local NGOs to fulfill the objectives of the Department.

Resources: State and central government agencies for various intellectual and financial resources for teaching, field work, extension and research activities shall be made use. Beside this University has its own expertise, space, library resources to take up this novel venture of commencing the Department of Human Resource Management.

Structure of the Department (Outline interdepartmental linkages & new positions required):

Positions

Professor	1 No
Associate professor	2 Nos
Assistant professor	3 Nos

Material (Space, equipment, furniture, building available and needed)

An independent building comprising a Chairman's room, six faculty rooms, two class rooms, one board room, one departmental library, Office space, a seminar hall, one computer lab, two research rooms (each with 6 cubicles for research students), a studio, a store room, UPS and security cubicles, two Visiting Professor's room, etc., Electrification, water and Sanitary work, and associated works: Spread area approximately 280 Sq.m. Two Interactive Boards, 12 Computers/laptop, Servers, two Colour Photocopiers and office furnishing and other accessories

Capacity to generate resource: University will provide the initial grant and matching share.

Any other details: Proposed to interact with foreign Universities and International institutions and Local NGOs.

2. CENTRE FOR WOMEN STUDIES/GENDER STUDIES

In-order to encourage and expand socially relevance academic studies, Kuvempu University is planning to start a Centre for **Women Studies/Gender Studies** at its headquarters. The centre will perform its function as an independent academic hub offering and postgraduate degrees, consultancy, advocacy, research and expansion in the form of outreach activities focusing on the women and gender issues of the society.

The **Objectives** of the centre are-

- ▶ To identify areas of discrimination against women cutting across race, caste, religion and region.
- ▶ To emphasize a core area of theory within an interdisciplinary framework of academic subjects
- ▶ To play an interventionist role by initiating gender perspective in many domains in the generation of knowledge
- ▶ To suitably address on newly emerging complexities in connection with gender and women issues in the society.
- ▶ To establish and develop new study programmes for higher learning.

Initial Focus of Activities:

(Any special issue, themes, thrust areas your university would like to work on) Programmes / activities proposed:

Teaching:

It is planned to offer **masters degree** in Women/Gender Studies in the centre

Nature of the Programme: MA in Women Studies/Gender Studies of two year duration (under semester and CBC system); Intake: 20 students and seats are given to students by following reservation policy of State Government; Eligibility for admission: any bachelor's degree in humanity subjects from recognized University. The Course Curriculum of the master degree shall be as specified by the University through its Board of Studies and other Academic Bodies.

Course Pattern: The general pattern is represented in the table below. In the fourth semester, instead of two softcore papers and an elective paper, there will be project work/dissertation and credits assigned to those papers are considered for the project work.

Sl. No	Paper	Credit/Hrs		Total	Examination		Total
		Theory	Practical		Theory/ Practical	IA	
1	Paper I	4	2	6	75	25	100
2	Paper II	4	2	6	75	25	100
3	Paper III (Soft core Paper)	4	2	6	75	25	100
4	Paper IV (Soft Core paper)	4	2	6	75	25	100
5	Paper V (Elective Paper)	2	-	2	40	10	50
	Total credits/semester	18	8	26			450

Elective papers: The centre will offer elective papers for the students of other disciplines of the

University. Students by opting for this elective paper shall carry credits and these credits shall be added to their main programme of study.

Introduction of paper at graduate programmes: The centre shall plan and execute the introduction of courses in Women studies at graduate levels in Colleges of Kuvempu University. It shall be an open paper or the combination of courses or Add-on courses.

Research: The centre offers research programmes (M.Phil and Ph.D) in the area mentioned under the objectives. Besides, it also caters students exchange programmes, Study India Programmes (SIP) and Scholars in Resident (SR) programmes with suitable Fellowships. The Research programmes shall also contain extensive field oriented and case studies. As a part of the quality assurance of the research programme, debate, seminars and panel discussions on the case studies and several other such studies shall be organized and activities shall be documented.

Training: The centre shall also open a training and consultancy wing to guide and support those deprived of **access and equity**. Further, the centre will organize camps and workshops to train and bring awareness on right, equity and responsibilities at the community level.

Documentation: The centre shall take up documentation on various programmes and issues and establish its own publication wing to publish the discoveries of the centre in the form of script, audio-visual records and other digital media.

Field Action, outreach and extension activities will be taken –up to educate the rural women for health, hygiene, and women rights with respect to various contemporary issues of the society.

Linkages: It is proposed to have linkages with Department Law, Social Science, Science and Technology, Child and Women Welfare Departments of State and Central Government. Self Help Groups (SHGs) and Local NGOs

Resources: State and central government agencies for various intellectual resources for teaching, field work, extension and research activities shall be made use of. Beside this University has its own expertise, space, library resources to take up this novel venture of commencing a Women/Gender Studies department.

Structure of the Centre (Outline interdepartmental linkages & new positions required):

Positions:

Professor	1 No
Associate professor	2 Nos
Assistant professor	3 Nos

Material (Space, equipment, furniture, building available and needed)

An independent building comprising a Director's room, six faculty rooms, two class rooms, one board room, one departmental library, Office space, a seminar hall, one computer lab, two research laboratory (each with 6 cubicles for research students), a studio, a store room, UPS and security cubicles, two Visiting Professor's room, etc., Electrification, water and Sanitary work, and associated works: Spread area approximately 280 Sq.m. Two Interactive Boards, 12 Computers/laptop, Servers, two Colour Photocopiers and office furnishing and other accessories

Stake holders and beneficiaries: a) Government agencies involved in Women development programs b) Student community c) Rural community d) Urban and working women community.

3. POST GRADUATE DEPARTMENT OF STUDIES & RESEARCH IN FOOD SCIENCE & TECHNOLOGY

In-order to expand socially relevance academic studies in Food and nutrition, Kuvempu University is planning to start a Post Graduate Department of Food Science and Technology at its headquarters. The Department will perform its function as an independent academic hub offering postgraduate degrees, consultancy, advocacy, research and expansion in the form of outreach activities focusing on the Food and Nutrition.

The **Objectives** of the Department are-

- ▶ To promote and to conduct studies on Food Science and Technology and to establish links corporate sectors and growing industries in the Malnad regions of the Western Ghats.
- ▶ To emphasize a core area of theory within an interdisciplinary framework of Food Science & Technology.
- ▶ To enhance the awareness of food and nutritional habits
- ▶ To establish and develop new study programmes for higher learning

Initial Focus of Activities:

Teaching:

It is planned to offer **Masters degree** in Food Science and Technology with the contemporary relevance of Local and regional Scenario.

Nature of the Programme: Food Science and Technology is of two year duration (under semester and CBC system); Intake: 24 students and seats are allotted to students on the basis of reservation policy of State Government; Eligibility for admission: any bachelor's degree (with minimum 45% marks) from recognized University. The Course Curriculum of the master degree shall be as specified by the University through its Board of Studies and other Academic Bodies.

Course Pattern: The general pattern is represented in the table below. In the fourth semester, instead of two softcore papers and an elective paper, there will be project work/dissertation and credits assigned to those papers are considered for the project work..

Sl. No	Paper	Credit/Hrs		Total	Examination		Total
		Theory	Practical		The/ Pra	IA	
1	Paper I	4	2	6	75	25	100
2	Paper II	4	2	6	75	25	100
3	Paper III (Soft core Paper)	4	2	6	75	25	100
4	<i>Paper IV (Soft Core paper)</i>	4	2	6	75	25	100
5	<i>Paper V (Elective Paper)</i>	2	-	2	40	10	50

	Total credits/semester	18	8	26			450
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Elective papers: The Department proposed to offers a) Management Skills, b) Skill development and c) Labour management as elective papers for the students of other disciplines of the University.

Students by opting this elective paper shall carry credits and these credits are added to their main programme of study.

Research: The Department intends to offer Ph.D programmes in the area mentioned under the objectives. The Research programmes shall also contain extensive field oriented and case studies. As a part of the quality assurance of the research programmes, debate, seminars, workshops and panel discussions on the case studies and several other such studies shall be organized and such activities shall be documented.

Training: The Department is proposed to have a training and consultancy wing to guide and support deprived of **access and equity** to education and as well as to create awareness of Food Science and Technology. Further, the Department proposed to organize food camps and workshops to train and bring awareness about the different foods and their nutritional values.

Documentation: The Department shall take up documentation on various programmes and issues and establish its own publication wing to publish the discoveries of the Department in the form of script, audio-visual records and other digital media. **And also relevant documents will be forwarded to the respective government departments for needful action and enactments.** The same may bring the Uniformity and Universality.

Field Action: Field out-reach activities will be taken-up to educate the rural entrepreneurs for different case studies and on various contemporary issues of the society.

Linkages: It is proposed to have linkages with Social Science, Science and Technology, Child and Women Welfare, Small Scale Industries, Self Help Groups (SHGs) and Local NGOs to fulfill the objectives of the Department.

Resources: State and central government agencies for various intellectual and financial resources for teaching, field work, extension and research activities shall be made use. Beside this University has its own expertise, space, library resources to take up this novel venture of commencing the Department of Food Science and Technology.

Structure of the Department (Outline interdepartmental linkages & new positions required):

Positions

Professor 1 No

Associate professor 2 Nos

Assistant professor 3 Nos

Material (Space, equipment, furniture, building available and needed)

An independent building comprising a Chairman's room, six faculty rooms, two class rooms, one board room, one departmental library, Office space, a seminar hall, one computer lab,

two student laboratories two research laboratories, a store room, UPS and security cubicles, two Visiting Professor's room, etc., Electrification, water and Sanitary work, and associated works: Spread area approximately 280 Sq.m. Two Interactive Boards, 12 Computers/laptop, Servers, two Colour Photocopiers and office furnishing and other accessories

Capacity to generate resource: University will provide the initial grant and matching share.

Any other details: Proposed to interact with foreign Universities and International institutions and Local NGOs.

KUVEMPU UNIVERSITY

VISION DOCUMENT

2024 -2028



JNANASAHYADRI, SHANKARAGHATTA - 577451

SHIVAMOGGA DIST., KARNATAKA, INDIA

Website: www.kuvempu.ac.in

Contents

Forewords

About University

Core Values of the University

Global Outlook - Regional Focus
Commitment to Equity and Social Justice
Conservation of Natural Resources and Cultural Heritage
Humanism and Holistic View

Vision

Kuvempu University shall strive to become an International Centre of Excellence in teaching and research to provide high quality value-based education to all through various modes to meet the global challenges.

Mission

To foster creativity in teaching, learning and research to build knowledge base and promote quality initiative.
To provide access to education for all. Develop human resources to meet the societal needs.

The University is named after Kuppalli Venkatappa Puttappa (*KUVEMPU*) the national poet and first Jnanapeetha Awardee from Karnataka. KUVEMPU is the key champion of holistic view of the world and the archetype of Universal Brotherhood. He proposed five guiding principles to mankind; *Manujamatha* (The Religion of Humanity), *Vishwapatha* (The Universal Path), *Sarvodaya* (The Welfare of All), *Samanvaya* (Reconciliation) and *Poornadrusti* (The Integral Vision).

The logo of the University has a mythical animal with the trunk of an elephant and the body of a Swan together forming Gajahamsa, which is commonly found in the Vijayanagar and Keladi sculpture and temple art. Symbolically it is supposed to be a combination of knowledge and wealth. Lakshmi, the devi (goddess) of wealth, has an elephant (Gaja) as her vehicle. Saraswati, the devi of knowledge and education, uses a swan (Hamsa) as her vehicle. Gajahamsa is a combination of these two animals. The University Emblem includes five principles of Kuvempu.

Chancellor

His Excellency Shri Thawar Chand Gehlot
Governor of Karnataka

Pro-Chancellor

Shri. Dr. M.C. Sudhakar
Hon'ble Minister for Higher Education,
Karnataka Government

Vice-Chancellor

Prof. Sharath Ananthamurthy

Registrar
Mr. A.L. Manjunath, KAS

Registrar (Evaluation)
Prof. S.M. Gopinath

Finance Officer
Mr. A.L. Manjunath, KAS

Kuvempu University is a public State University established in 1987 by the act of the Karnataka State Legislature through amendment No.28/1976 dated 29 January 1989 under the Karnataka State Universities Act 1976. It has 36 Post-Graduate Departments of Studies in the Faculty of Arts, Commerce, Law, Science and Education. The University has 81 affiliated colleges and 03 constituent colleges under its jurisdiction spread over 2 districts- Shimoga and Chikmagalur. It also has two Post-Graduate centres one each at Kadur and



Chikkamagaluru. The academic life on the campus is vibrant and exciting with seminars, symposia, special lectures and workshops around the year. Each programme of studies has updated its syllabi responsive to the needs of society. The research orientation of the University is also innovative, original and directed towards societal needs.

LOCATION

Jnana Sahyadri, the main campus of Kuvempu University is located at Shankaraghatta at a distance of 28 kms from Shimoga town and 18 km from Bhadravathi. The campus is only 2 kms away from the magnificent Bhadra Reservoir of the river Bhadra. The main buildings of the University have been constructed on a small hillock, thus blending naturally with the landscape. The entire campus, sprawling over an area of 230 acres, is free from pollution and located on the foothills of the Western Ghats.

CHOICE BASED CREDIT SYSTEM (CBCS)

Kuvempu University is the first University in the State that has introduced a Choice Based Credit System (CBCS) for all its Post-graduate programmes.

DEPARTMENT OF STUDIES

The University has 37 Departments of Studies and 39 programmes distributed in 9 different Schools. Out of these 18 departments belong to Science, 11 to arts, 3 to Commerce, and 2 to Education. Each school has a



Director and each department is headed by Chairperson/Co-ordinator. For further details of course curriculum, academic programmes, research facility, and openings in research and studies contact the chairperson/co-ordinator of the concerned department of studies. (http://www.kuvempu.ac.in/eng/officers_university.php).

School of Languages: There are 5 Post Graduate Departments of Studies and Research under this school.

The Chairperson/Co-ordinator can be contacted for further details. The five Post Graduate Departments of Studies and Research are-

- Kannada [E-mail: kannada@kuvempu.ac.in]
 - English [E-mail: english@kuvempu.ac.in]
 - Hindi [E-mail: hindi@kuvempu.ac.in]
 - Urdu* [E-mail: urdu@kuvempu.ac.in]
 - Sanskrit* [E-mail: sanskrit@kuvempu.ac.in]
- (*located at Sahyadri College Campus, Shimoga)

School of Social Sciences: The following are the Post Graduate Departments of Studies and Research under this school. For further details the Chairperson/Co-ordinator of the respective department may be contacted.

- a) Sociology [E-mail: sociology@kuvempu.ac.in]
- b) Political Science [E-mail: pol_science@kuvempu.ac.in]
- c) History & Archaeology [E-mail: history@kuvempu.ac.in]
- d) Social Work [E-mail: msw@kuvempu.ac.in]
- e) Journalism & Mass Communication [E-mail: jmc@kuvempu.ac.in]
- f) Economics

School of Business Studies: This school has 3 Departments of Studies and Research-

- a) Commerce [E-mail: commerce@kuvempu.ac.in]
- b) Business Administration [E-mail: mba@kuvempu.ac.in]
- c) Tourism Administration [E-mail: mta@kuvempu.ac.in]



School of Physical Sciences: The contact details of the Departments of Studies and Research that fall under this school are as follows-

- a) Mathematics [E-mail: maths@kuvempu.ac.in]
- b) Computer Sciences [E-mail: mca@kuvempu.ac.in]
- c) Computer Applications
- d) Physics [E-mail: physics@kuvempu.ac.in]
- e) Electronics [E-mail: electronics@kuvempu.ac.in]
- f) Library & Information Science [E-mail: lib_science@kuvempu.ac.in]

School of Chemical Sciences: The following are the contact details of different Departments of Studies and Research under the School of Chemical Sciences-

- a) Chemistry [E-mail: chemistry@kuvempu.ac.in]
- b) Industrial Chemistry [E-mail: ind_chemistry@kuvempu.ac.in]
- c) Biochemistry [E-mail: biochemistry@kuvempu.ac.in]
- d) Pharmaceutical Chemistry-P.G.Centre, Kadur
- e) Food Science and Technology

School of BioSciences: This school has 5 Departments of PG Studies and Research. The following are the contact details of the Chairperson/Co-ordinator of the respective departments-

- a) Applied Zoology [E-mail: zoology@kuvempu.ac.in]
- b) Applied Botany [E-mail: botany@kuvempu.ac.in]
- c) Biotechnology [E-mail: biotech@kuvempu.ac.in]
- d) Microbiology [E-mail: microbiology@kuvempu.ac.in]
- e) Clinical Psychology (located at KAM College, Shimoga)
- f) Wildlife Management

School of Earth Resources & Environmental Science:

- a) Applied Geology [E-mail: geology@kuvempu.ac.in Tel: 08282 257598]

b) Environmental Science [E-mail: env_science@kuvempu.ac.in Tel: 08282 256251]

School of Education:

a) Education (M.Ed) [E-mail: education@kuvempu.ac.in]

b) Physical Education (B.P.Ed., & M.P.Ed.,) [E-mail: physicaleducation@kuvempu.ac.in]

Chairs/Study Centres

a) Basaveshwara Centre for Socio-philosophic Studies (Contact: Dept. of Sociology)

b) Dr. B. R. Ambedkar Centre for Socio-political and Buddhist Studies (Contact: Dept. of Social Work)

c) Dr. B. R. Ambedkar Chair (Contact: Dept. of Mathematics)

d) K.H. Patil Chair for Co-operative Movement (Contact: Dept. of Economics)

e) Shanthaveri Gopala Gowda Chair (Contact: Dept. of Political Science)

f) Nazeersab Chair for Panchayath Raj and Decentralization (Contact: Dept. of Political Science)

g) Prof. B. Krishnappa Chair (Contact: Dept. of Political Science)

h) Prof. Jagjeevan Ram Chair (Contact: Dept. of Chemistry)

CONSTITUENT COLLEGES

The University has three constituent colleges viz., Sahyadri Arts College, Sahyadri Commerce College, and Sahyadri Science College, Shimoga, and one direct administration college USMR First Grade College, Shankaraghatta. The Sahyadri Arts and Commerce College and Sahyadri Science College, the erstwhile Government institutions are premiere colleges of this region and have completed 67 years of existence. Dr. U.R. Ananthamurthy (Jnana Peetha Awardee), Prof. C.N.R. Rao (Eminent Scientist), Sri K.V. Subbanna (Magsaysay Awardee) and Sri D.H. Shankaramurthy (Former Speaker of Legislative Council and Former Minister of Higher Education, Govt. of Karnataka) are among the prominent alumni of these colleges. Both colleges have been recognized as Colleges with Potential for Excellence.

Contact:

a) The Principal, Sahyadri Arts College: E-mail: sacsmg@yahoo.com Website: www.sahyadriartscommercecollege.com

b) The Principal, Sahyadri Commerce College: E-mail:

c) The Principal, Sahyadri Science College: E-mail: sahyadriscience@gmail.com Website: www.sahyadrisciencecollege.org and

c) The Principal, SMR First Grade College, Shankaraghatta. Tel:08282 256214



DIRECTORATE OF DISTANCE EDUCATION (DDE)

To foster university-society relationship with the motto "Education for All", the Directorate of Distance Education is offering Under Graduate, Post Graduate, P.G. Diploma and Diploma Courses in the distance mode. The objective is to take quality education to the doorsteps of the aspirants of higher education. The DDE offers



21 Post graduate and 5 under graduate programmes, 12 PG and 1 UG diplomas, 16 specialized courses.

The Directorate of Distance Education has catered to the educational needs of 2,25,567 students

since its inception. The DDE is well equipped with supporting staff and academic faculty. It possesses modern facilities like IVRS and SMS information service. In addition to providing the study material in SIM mode, the timely online declarations of results are the salient features of DDE. For Further details visit: www.kuvempuuniversitydde.org/ Email: ssgc@kuvempuuniversitydde.org info@kuvempuuniversitydde.org

WOMEN'S Study CENTRE

In order to encourage and expand socially relevant academic studies, outreach activities and extension programmes Kuvempu University has started this centre during 2011-12. The centre will perform its function as an independent academic hub offering graduate and Postgraduate degrees, consultancy, advocacy, research and outreach activities, focusing on women and gender issues of the society. Contact: The co-ordinator-wrc@kuvempu.ac.in..

KELADI MUSEUM AND HISTORICAL RESEARCH BUREAU

The Keladi Museum is a unique museum of manuscripts, sculptures and paintings. It was started by Sri Keladi Gunda Jois in 1960 and the State Government handed it over to Kuvempu University for development. The museum houses about 2500 palm leaf manuscripts, more than 2000 paper manuscripts (written in Kannada, Sanskrit and Telugu) and four hundred palm leaf manuscripts in Tigalari. The reference library of the Museum contains material relating to history of Keladi, neighbouring States and Indian history, art & archaeology. In



Keladi Museum, Keladi

addition, the library possesses old periodicals, journals and other research materials. Keladi Museum has a publishing wing, research centre and it provides facilities to research scholars.

PRASARANGA

Prasaranga, the publication and extension wing of the University, plays a key role in disseminating knowledge and in building a bridge between the academic world and the society at large. Extension Lectures, Publication of Books and University Newsletters are among the varied activities of Prasaranga. For further details contact: The Director, Prasaranga, Email: director_pras@kuvempu.ac.in

LIBRARY

The Library is housed in a modern and well equipped building with excellent infrastructure facilities. The library has internet and e-mail facilities. It is also a nodal centre for INFLIBNET, thus having access to resource sharing. The library has access to more than 7,000 e-journals online under the UGC-e- Shodhasindhu programme, and the faculty members and research scholars make extensive use of this facility. All these facilities are supported by 1GBps NKN connectivity. The library has also been provided with excellent facilities for the self-learning of the students beyond working hours. The library possesses 1,32,000 books, 6,800 back volumes of periodicals, and 120 Journals. The university has established green library facilities for the students. For further details, Contact: E-mail: librarian@kuvempu.ac.in, Tel: 08282 256309.



INTERNATIONAL CENTRE

In order to facilitate the students from overseas in pursuing higher education and research in the University, the International Centre has been established. The centre offers counseling on the best courses available in University helping students to choose their area of study. For Further details Contact: Office of the Registrar, Email: reg_admn@kuvempu.ac.in

HEALTH CENTRE

The University has a well-equipped primary Health Centre with male and female doctors who are assisted by the necessary staff. The Centre has both out- patient and in-patient facility. It has separate male and female wards for in-patients. In addition to the preliminary diagnostic facilities, on-line ECG analysis with the expert medical advice of Narayana Hrudayalaya, Bangalore is provided. Recently, the university has launched 'Cashless treatment' programme for its employees at Fortis Hospital, Bangalore. Ambulance service is also available at the centre. For further details, Contact: 08282 256223

GENDER SENSITIZATION CELL (GSC)

The University believes that gender sensitization, a modification of behavior by raising awareness about gender equality, is essential for all its employees (teaching as well as non-teaching) and students. To address this, the University has established a Gender Sensitization Cell which is headed by a faculty member of the cadre of Professor or Associate Professor. The faculty advisors of all the P.G. hostels are members of the cell. The Gender Sensitization Cell has planned to conduct awareness workshops, procure and provide literature on the issue for the benefit of all the members of the University. Contact: -----

DIRECTORATE OF STUDENT WELFARE

The University maintains an excellent student friendly ambience and assigns top priority to student welfare. A Directorate of Student Welfare has been established to plan and monitor student welfare activities. The Student welfare Dean heads the Directorate of Student welfare and is a faculty member of the cadre of a Professor chosen by the University. Grievance redressal is also a major task that is handled by the Directorate of Student Welfare. The faculty advisors (wardens) of all the P.G. hostels are members of the Directorate. Contact: The Dean-Student Welfare, E-mail: director_sw@kuvempu.ac.in

SEXUAL HARASSMENT REDRESSAL CELL (SHRC)

The University has set up a 'Sexual Harassment Redressal Cell' in order to address and solve such incidents on women employees/research scholars/students of the University. A woman faculty member of the cadre of a Professor/Associate Professor heads the Cell and faculty advisors of P.G. Women hostels are its members. The incidents of atrocity on women employees/students of the constituent colleges also come under the purview of Sexual Harassment Redressal Cell of the University. Contact: E-mail: gs@kuvempu.ac.in

SC, ST CELL & OBC CELL

The Scheduled Castes, Scheduled Tribes and OBC Cells have been established to provide special assistance to students belonging to the Scheduled Castes, Scheduled Tribes and Other Backward Communities. Chosen faculty members serve as the convenors of these cells. While the implementation of reservation and other policies related to respective community is monitored by these cells, they also address issues related to S.C., S.T., and OBC Fellowships and Scholarships. Both Cells are instrumental in organising special remedial classes for the needy students belonging to backward community and coaching classes for the competitive examinations. Contact: E-mail: ssc@kuvempu.ac.in

STUDENT COUNSELING

In order to address the specific academic/personal problems faced by the students belonging to different economic and social strata, Kuvempu University offers student counseling both at the department and by taking the help of an expert at the health centre. Faculty members of every department are advised to give individual attention to students who are emotionally disturbed for academic/personal reasons. Experienced faculty at the Department of Social Work offer expert counseling for all students of the University who seek help.

SPORTS

The University pays due attention to Sports mainly through the Department of Physical Education. Inter-Collegiate Sports competitions among the affiliated and constituent colleges, are being regularly organized. The Director of Physical Education supervises collegiate sports activities. Sports activities for the Post-

Graduate students are organised by the P.G. Sports Secretary under the supervision of the Director of Physical Education. The University has established a well equipped Indoor Sports Complex which has facilities for various games such as Volley Ball, Basket Ball, Table Tennis etc., and modern multi gymnasium. The indoor stadium has separate accommodation facilities for inmates. Contact: The Director, Physical Education, E-mail: director_pe@kuvempu.ac.in



NATIONAL SERVICE SCHEME (N.S.S)

NSS wing of Kuvempu University is recognized as one of the best wings in Karnataka State. The NSS wing provides training in social service to the students by organizing Annual camps, National camps and programmes of social relevance. It also coordinates the adult literacy programmes in which the students participate actively. Contact: -----

HOSTELS

There are two Post-Graduate men's hostels and four women's hostels on the main campus. The working women's hostel on the campus also provides accommodation to students, research scholars and guest lecturers. All the hostels are well furnished and provide facilities for the academic/overall growth of the student community. The Karnataka State Government has established three hostels for students belonging to Backward Classes and Minorities and it is located near the University's main campus.

CAREER COUNSELING AND PLACEMENT CELL

In order to cater to the needs of the student community, Kuvempu University has set-up this cell during the year 2011-12. It is a UGC sponsored unit and objectives of the cell include providing career guidance, organizing skill development programmes and counseling to the student community. Many Post Graduate departments of the University have been organising campus interviews to help students to find placement. The University has now established a fully-fledged Placement Cell in order to monitor placement and guidance services for the students. "Pathways to Higher Education" is a program globally launched by the Ford Foundation of America in the year 2002-03. Kuvempu University continued the program by identifying the Pathways Project as an independent unit, despite the discontinuation of the Ford foundation grants during the year 2009-10. The Project continues to help and train students in the entire University and college campus. The Pathways programme under this cell shall take up training and placement activities as part of its routine activity. Contact: Prof. K. R Manjunatha, Mobile No +91 9480012101.

EMPLOYMENT INFORMATION AND GUIDANCE BUREAU

The University Employment Information and Guidance Bureau was established in the University premises to cater to the educational and vocational guidance needs of the University students. The Bureau runs directly

under the guidance of a Senior Faculty member as Chief and is assisted by the Deputy Chief who is appointed by Government. The bureau provides continuous assistance to the candidates in making educational and vocational plans. The Bureau helps in generating awareness about Employment, Market Information and maintaining co-ordination with other agencies engaged in similar activities. This office has separate Library with 542 volumes on competitive exams. The Bureau also organizes free coaching classes on interview skills for students. For further details contact: Deputy Chief, Tel: 08282 257180, Email: uebureau@kuvempu.ac.in

CAMPUS NETWORK

The University provides wireless internet network (WiFi) facility for all students covering the entire campus. Contact: bs@kuvempu.ac.in

UNIVERSITY GUEST HOUSE

The University Guest house is situated on a hillock with an exquisite view of the backwaters of the Bhadra reservoir. It also provides an elegant view of the project area. In addition to air-conditioned rooms, excellent catering facilities are provided at the Guest house. An exclusive Lake View suite of the guest house has been set-up recently. The guest house has WiFi and internet browsing facility. Contact: Manager, Tel: 08282 256213

CIVIL SERVICES EXAMINATION TRAINING

In order to motivate students to seek administrative careers and to equip them to face the competitive exams, the University organises training for Civil Services and other competitive examinations. Apart from academic guidance the training includes counseling and essential skill development.

LANGUAGE LAB

In order to train students to acquire proficiency in English and other foreign language communications, a fully computerized modern language lab has been established in the University. The language lab is conducting training in communication skill which is being taught to all PG students as mandatory soft skill course. Contact: Tel: 08282 256353

CO-CURRICULAR ACTIVITIES

The University assigns high priority to co-curricular activities on the campus. These activities are organized by the Co-curricular Activities Association which consists of a Co-ordinator from the faculty and student representatives from all the Post-Graduate Departments. A highlight of the activities is the annual youth festival (Sahyadri Utsav) in which students from the affiliated/constituent colleges participate along with the students of P.G. Departments. Selected participants represent the University at inter-university youth festivals. Contact: Co-ordinator, -----

EARN & LEARN SCHEME

To supplement the financial needs of the students, a unique and useful Earn & Learn Scheme has been introduced. Selected students are assigned the work, during their free time, in different branches such as Examination, Library, Prasarama and Hostels. Specified remuneration is paid to them for this work. Contact: Deputy Registrar, Academic Section. Tel: 08282 256149, E-mail: draca@kuvempu.ac.in

CAFETERIA

There is a well furnished canteen on the campus.

FULLY COMPUTERISED EXAMINATION BRANCH

The examination branch of the University is fully computerized. This has helped in maintaining transparency and fairness. It also facilitates timely, accurate and prompt declaration/announcement of results. The degree certificates carry the photograph of the student, a hologram and is laminated before issue and these serve as innovative security measures. The University has introduced OMR answer sheet for Indian Constitution and Environmental studies being taught at graduate level in the colleges. For details Contact: Office of the Registrar (Evaluation): 08282 256 166 E-mail: reg_eval@kuvempu.ac.in

GREEN ENERGY

The University is on its way to adopt Eco-friendly green energy. It has plans to erect wind mills and also to harvest solar energy for its electricity requirements. The high efficiency low cost LED bulbs are being used in many places and buildings of the campus.

RESEARCH PROGRAMMES

Kuvempu University offers Doctor of Philosophy (Ph.D.) degrees in various disciplines. However, candidates willing to pursue inter-disciplinary research in a subject other than the one studied for the master's degree can also apply. For further details contact the Chairpersons/Co-ordinator of respective departments and also visit: www.kuvempu.ac.in

RESEARCH AND DEVELOPMENT

All Post graduate departments of the University are pursuing their research in fundamental and applied aspects. The Science departments have good laboratories, instrumentation and infrastructural facilities. The University also has a central folklore museum, different Chairs of studies, centre for local culture etc., helping in conducting research in the relevant fields. At present 71 research projects are being conducted totalling more than Rs. 8 crore.

OTHER FACILITIES/AMENITIES IN THE CAMPUS

The Campus has a student utility building housing a Bank, Post-office, Cafeteria, Book/Stationary shop. The Campus also has an ATM, Working Women's Hostel, Residential Quarters, Women's Resource Centre, Employees Society and Film Club for the benefit of inmates of the Campus. The University recycles its waste and encourages vermi-composting. The Department of Biotechnology has Banana Tissue Culture Project to support rural agriculture community.

BRIEF STATISTICS OF KUVEMPU UNIVERSITY

01. Total Area	a) Main Campus	230 Acres
	b) P.G. Centre, Kadur	60 Acres
	c) P. G. Centre, Chikkamagaluru	40 Acres
02. Total Buildings		
	a) Constructed	42
	b) Under Construction	03
03. Total Programmes of study		39
04. No of study schools		09
05. No of subject faculties		04
06. Strength of PG Students Regular Mode (2022-23)		2371
07. Strength of PG Students Distance Mode		64,973
08. No. of Courses under distance education		11
09. Students in Affiliated and Constituent Colleges		33,307
10. Total No. of Ph.D students (2022-23)		221
11. Total No of Ph.D degree awarded (2022-23)		159
12. Total Colleges	a) Affiliated	83
	b) Constituent	03
	c) Direct Administration	01
13. No of Education (B.Ed) Colleges		18
14. No of Physical Education Colleges		01
15. Museum under the University		01
16. Total Teaching Staff		
	a) Permanent	111
	b) Guest Faculty	193
17. Total Teaching faculty in constituent Colleges		
	a) Permanent	----
	b) Guest Faculty	----
18. Total Non-teaching Staff		251

IMPORTANT ACHIEVEMENTS OF THE UNIVERSITY IN THE PAST FIVE YEARS

1. New Courses/Programs started from the past five years-01
2. Important academic Awards: In the last five years, more than **30 awards** of national repute are received by different faculty of the University for their Academic Achievement
3. Seminars/ Symposium conducted: **Average 12 Seminars/yr**
4. Student Achievements in Sports (In past two years at National level):
 - a) Mr. Kantharaj – Judo Gold Medal
 - b) Miss. Shabeena – Athletics Silver Medal
 - c) Mr. Arun Kumar – Best Physique Silver Medal
6. Fellowships Received
 - a) Rajiv Gandhi National Fellowship - 88
 - b) UGC Meritorious Research Scholarships - 18
 - c) Inspire Fellowships - 07
 - d) Maulana Azad National Fellowship - 03
7. Average publications by the faculty - 2.5/yr/Teacher
8. Impact Factors of the Publications of the Faculty - 0.56 to 5
8. Major Research Project (ongoing) - 71
9. Total cost of the ongoing Research Projects (Rs-crore) - 8.0
10. Foreign Collaboration - 03

Budget in the past five years

Grants Received and Expenditure incurred

	2018-19	2019-20	2020-21	2021-22	2022-23
State Govt Grants	6635.55	6466.02	7285.74	6820.02	9049.71
Govt of India / UGC Grants	457.19	1116.83	103.91	76.12	72.83
Internal Revenue	4962.65	4701.08	2592.27	3389.64	4414.5
Expenditure	387.42	271.94	144.96	140.05	128.36

CONTACT DETAILS OF THE OFFICERS OF THE UNIVERSITY

- Name of the Institution : KUVEMPU UNIVERSITY
- Is the Institution approved by regulatory body? : Yes, in the year 1994-95 Recognized from UGC under 2(f) and 12 (B) of the UGC act 1956.
- Approval no. : No F 5-1/2003 (CPPT), dated 21st January 2003
- Type of Institution : State University
- Status of Institution : Autonomous
- Name of Head of Institution and Project Nodal Officers:

Head & Nodal Officer	Name	Phone Number	Mobile Number	Fax Number	Email Address
Head of the Institution (Full-time appointee)	Prof. Sharath Ananthamurthy	08282 256 222	9449042909	08282 256255	vc@kuvempu.ac.in vckuvempu@gmail.com
Registrar (Admn)	Shri. Manjunath A.L	08282 256221	9113500573	0828225626 2	reg_admn@kuvempu.ac.in kureg14@gmail.com
Registrar (Evaluation)	Prof. Gopinath, M	08282 256166	8660793877		
Finance Officer	Shri Bangarappa, G	08282 256 223	9964998885		fo@kuvempu.ac.in financsectionku@gmail.com

Vision Plan for the next Five Years

The Education Policy of Kuvempu University strongly supports the Incheon Declaration of UN Education 2030. Our policy is comprehensive, holistic, ambitious, aspirational and universal, inspired by a vision of education that transforms the lives of individuals, communities and societies, leaving no one behind. It is rights-based and inspired by a humanistic vision of education and development, based on the principles of human rights and dignity, social justice, peace, inclusion, and protection, as well as cultural, linguistic and ethnic diversity and shared responsibility and accountability. Our intention of the service shall focus on building sustainable future as specified in the UN sustainable goals for higher education. This encompasses Goal 4- Quality education; Goal 5 – Gender equality and Goal 10- Reduced inequality that ensures the align with employment, training and regulation policies with commitment to equity and access of education across the society. Further, the University through these vision plans has fundamental modalities to implement all its actions by considering the following-

- Education is a fundamental human right and an enabling right.
- Education is a public goods,
- Education should have Gender equality
- Education should ensure equity and inclusion

Our education policy and modalities are strongly based on clear, well-proven, theoretical documents which guide the University towards greater achievement in education and building society. The objectives of this Vision-2030 have been aligned to create an acquainted and skilful human resource and meticulous utilisation of other resources of the University to assist the continuous and sustainable growth of the nation under the guidance of UN Education Policy 2030. Further, this vision plan also gives specific, result-oriented administration and academics to ensure educational policy.

Past performance, policies, and Limitations

We have considered the past performance of the University in its various goals to impart education to society, their outcome, and limitations before structuring the future vision plan.

Achievements in the last Five Years as per Vision-2018:

The objectives of Vision 2018 have been reviewed and the achievements in the last five years have been summarized.

Sl. No.	Objective	Achievement
1.	Creating an environment to make teaching more learning-centric rather than curriculum-centric	The university has implemented a Choice Based Credit System (CBCS) since 2006. The curriculum has been modified and a few new subjects are introduced to meet the present day requirements of industries and society.
2.	Appointment of Permanent Teaching and Non-Teaching Faculties.	Recruitments of Teaching and Non-Teaching faculties have been made under Backlog and HyK quota.
3.	To focus on training for competitive examinations and placement of students.	University has conducted training programmes for Civil Service examination, NET, KSET, etc., through SC/ST and OBC cells. University has conducted placement drives for various industries and institution through the Placement Cell.
4.	To improve teaching and research facilities.	University has provided Library and Internet facilities (including green library, e-library, WiFi connectivity) to all the students and faculties. Teaching faculties (Smart Classrooms) and Research facilities have been provided to all PG departments (Equipments, Chemicals and glassware, etc.)
5.	To establish collaborative research with institutes and industries.	Few PG departments have established collaborations (..... MoUs) with industries and institutions for the mutual benefit and to promote academic and research activities.

Major Achievements in the last 10 years

(i) Academic initiatives and quality upgradations

- New PG programmes - Psychology, Statistics, MHRM, Gender/Women Studies
- Establishment of Women Resource Centre (WRC)
- Introduced ICT, Audio-Visual Teaching Aids to all PG departments

- Establishment of University Central Computer Facility (UCCF)
- Implementation of Scholar –In –Residence (SIR) and Adjunct Fellowship Programmes
- Establishment of Food Science and Technology
- Hands on training for organic/kitchen Gardening for students
- Health Education Programme for all Post graduate students

(ii) Research, innovation and Developmental Approaches

- Minor Research Project funded by internal resources of the university for newly inducted teachers
- Implementation of mandatory course work for doctoral degree programme
- Formulation and implementation of SAKALA/RUSA Scheme for University
- Research Collaborations-
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Examination

- Development of Objective Type Question Bank, Question Paper and OMR Answer Sheet for (Indian Constitution and Environmental Studies papers) UG programme
- UG & PG Results through Online and SMS and NAD
- Marks Cards & Convocation Certificate – Tamper proof with security features
- Introduced reforms and EDPS
- Eliminated manual coding and de-coding
- Out-sourcing the examination-evaluation data computation
- Establishment of Parikshamitra

(iii) Administration

- Office automation

- Timely Promotion under CAS to teaching faculty
- Employees Grievance Cell
- Research funding administration through development and project
- Establishment of *University Central Computer Facility* [UCCF] as an independent hub for academic-administrative support and activity
- Establishment of Green Library
- Implementation of Complete *E*-procurement of instruments and equipment and other commodities
- Establishment of fully functional City Office at Shimoga
- Filling-up Backlog posts
- Faculty Training for computer application
- Development of Student Data Base
- Establishment of Record Room- digitization of office records and documentation
- Formulation and processing of academic statues and regulation, which were pending since long time.

(iv) Finance

- Clearance of 7.5 crores loan with interest
- Audit clearance for the year 2008-09, 2009-10 and 2011-12 (in progress)
- Clearance of UGC- IX & X plan period grants

(v) Student Welfare and Support

- NSS Achievements
- Scholarships - University Scholarships from internal resources for
 - Sports
 - Meritorious general merit students
 - Yoga
- Health awareness approach through Health Education Programme
- Career Counseling for students
- Up gradation of Hospital– staff, facility and treatment level
- Student Counseling
- Alumni tracking programme
- NET, KAS, IAS training programme
- Campus Selection, Placements and Job fairs
- Building up- fully focused *Student Amenities Centre*

- (vi) **Employees Welfare**
- Women harassment prevention and redressal cell
 - Employees Counseling
 - Citizen Charter
 - Hospital facility
- (vii) **University-Society, University-Industry Interaction**
- Continuation of Publication of popular article through Prasaranga (more than 90 books)
- (viii) **Eco-friendly carbon credit programme**
- Green Energy Technology- use of LED lamps, Solar energy Harvesting
 - Declaration of Plastic free zone
 - Declaration of Smoking free zone
 - Recycling of waste – vermicomposting
- (ix) **Campus Development**
- Main Campus, Shankaraghatta- Student Utility Building, Near completion of Indoor Auditorium Building
 - PG Centre, Kadur- Developing and Asphalted Approach Road, Completion of Academic and Hostel buildings
 - City Office, Shimoga
 - Keladi Museum, Keladi
 - Development of Hostels and improving the facilities in the existing hostels
- (x) **Upgrading Best Practices adopted**
- Curricular aspects-Continued support is extended to
 - CBCS
 - Open elective
 - Training student for competitive exam
 - Inclusive education and differently abled learners
 - Teaching, learning and evaluation
 - Use of Multimedia, NKN, Smart boards
 - Remedial coaching classes

- Fully computerized wing
- **Research and Collaborations**
 - **Mandatory course work**
 - **University fellowship**
- Governance and leadership
 - Advisory committee for Vice-Chancellor

Considering the above Work and achievements of the University, it is found that-

1. The existing plan of action is obsolete and needs a thorough result-oriented scheme.
2. The University has all the resources that should be properly utilized to achieve the modern holistic education concept.
3. The University's vision plan and modalities of its mission fully support human rights and dignity, social justice, peace, inclusion, and protection, as well as cultural, linguistic and ethnic diversity and shared responsibility and accountability, and contemporary issues of the society.
4. The vision of every department should be refined focusing the contemporary issues and accordingly the mission is to be drawn.
5. The University Vision plan and action should focus on the Incheon Declaration of UN Education 2030 with precise action on cause-based plans of education.

To address the precise developmental plan, the University has considered the following goals on a priority basis

Short-term goal (STG) of the University:

Component	Details
STG-1	Energy Efficient Campus (Emphasis given to Solar Electricity Generation and Utilization)
STG-2	Green Campus: To innovate and adopt of Recycling Technologies and to gain Carbon Credits
STG-3	Safety and security Management of University Campus
STG-4	Skill development programmes for students – Central and State Govt: To educate about job-opportunities and to create awareness regarding starts-ups. Entrepreneurship Development Cell

STG-5	Up-gradation of University Administration: E-Governance, Automation and Digitization of documents, Implementation of e-PAR
STG-6	Development and maintenance of Central Instrumentation Facilities.
STG-7	Improvement of laboratory facilities and procurement of modern equipments to carry out higher-end research
STG-8	Establishment of the dedicated centre for Research and Development— Developing policy documents for R&D; Developing IPR and Patent policies.
STG-9	Establishment of Placement, career counselling, and Alumni Cell
STG-10	Faculty/Staff Development Programmes to improve academic and administrative mechanisms- Establishment of Academic Staff College
STG-11	Fair and transparent performance appraisal system
STG-12	Students and Faculty Health Insurance programme.
STG-13	Establishment of Animal House.
STG-14	Developing shopping complexes in City Campuses to enhance the internal financial resources.
STG-15	Bio – Entrepreneurship- recycling of dry and wet wastes (Organic Waste Management).
STG-16	Centre for Food Science Research
STG-17	Merging the study centres that focus on society and inclusion into “A Lab for Equality.”
STG-18	Innovation and Incubation Centre
STG-19	Foundation of rewards and recognitions to special achievers
STG-20	Administrative Reforms <ul style="list-style-type: none"> a. Regulation of administration as per the Organizational Structure. b. Introduction of Biometric attendance system for Faculty/Staff members c. Monitoring university information and progress (of development) management system. d. Formation of committees for planning, preparing, organizing and monitoring policy documents. e. Decentralization of academic, administration and student-related responsibilities for better competence. f. Improvisation of E-Governance both in academic and administration. g. Monitoring of Internal Quality Assurance for both teaching and non-teaching faculties in their respective assignments. h. Timely promotion/increments based on policy and performance. i. Establishment of Internal Audit Committee for academic and administrative audit.

STG-21	Examination Reforms (Ph.D. Programme): Centralized Entrance Test for Ph.D. Admissions, Central valuation of Ph.D. Entrance Test papers, Centralized viva-voce examination for eligible candidates (who secure eligible marks in the entrance test as per the PhD guidelines), Centralized counselling for the allocation of candidates for Ph.D. course (as per the reservation policies and prevailing PhD guidelines).
STG-22	Restructuring of IQAC as per recent regulations laid by UGC and NAAC. <ul style="list-style-type: none"> a. Framing of statues, regulations, ordinances, etc. on par with the existing policies. b. Educating and training to both teaching and non-teaching employees on quality assurance and maintenance. c. Conducting Faculty Development Programmes to both teaching and non-teaching employees. d. Promoting best practices in the Campus

Long Term and Continuous Goals (LTCG) of the University

Component	Details
LTCG-1	Adoption of Schools, Villages, Gram Panchayaths, Backward and Tribal Colonies, etc. for social and scientific awareness
LTCG-2	Skill development programmes for students – Central and State Govt. to educate about job-opportunities, and to create awareness regarding starts-ups
LTCG-3	Development of forums for the discussion of contemporary issues of Society and Starting new Post Graduate Programmes on contemporary needs
LTCG-4	Strengthening of human resources through hiring permanent faculty in all Post Graduate Departments
LTCG-5	Campus infrastructure development: P.G. Center, Kadur and P.G. Center, Chikkamagaluru
LTGC-6	

In addition to the above goals at the University level, the University allocate and specify certain goals (RACO) as a part of the academic curriculum of each postgraduate Department.

RACO- 1: Research: Enhancement of Individual Research Projects and Publications, department-level projects; and Continuous Programmes supporting Scientific and Societal Causes.

1.1. Research collaboration with Government and Private Organizations

- 1.2. Inclusion of interdisciplinary areas in Teaching and Research in the existing courses of different postgraduate programmes.
- 1.3. Development of interdisciplinary research culture between different departments of Schools

RACO-2: Academic & teaching: Enhancing the value of academic curriculum with contemporary knowledge and case studies

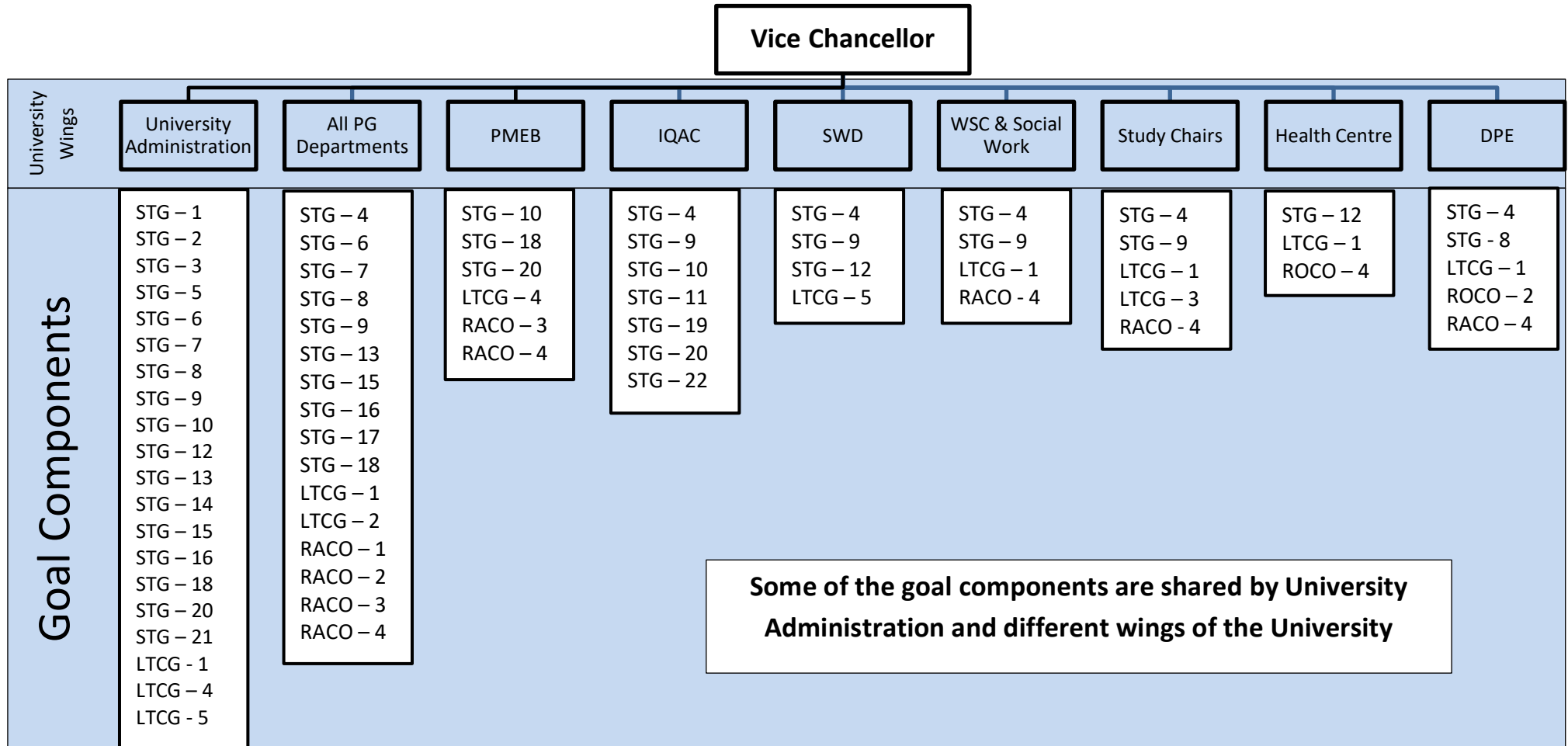
- 2.1. Introduction of new programmes in emerging areas of social relevance.
- 2.2. Skill development courses for PG and Ph.D. students.
- 2.3. Training/Remedial classes for students to improve their ability in learning, communication and overall personality to enable them to clear competitive examinations.
- 2.4. Special coaching classes for students for better placements and entrepreneurship
- 2.5. Debates and competitions on various socially relevant, scientifically important and emerging issues.
- 2.6. Special emphasis for slow learners and advance learners.
- 2.7. Knowledge sharing through online and offline sources.

RACO-3: Collaborations: Enhancing industrial-institutional- societal collaborations to enhance employability, self-entrepreneurship, and involvement in social responsibilities.

RACO- 4: Outreach Activities: to support and extend the help for immediate knowledge requirements to the various issues of the local communities.

- 4.1. Programmes to create awareness regarding the health and hygiene among socially and economically backward community
- 4.2. Extension and outreach programmes as part of community service to train the rural and semi-urban people regarding the small scale starts-ups.
- 4.3. Adoption of nearby public schools for providing them knowledge/skill-oriented training and to help them to pursue higher education.
- 4.4. Arrangement of NSS and NCC camps every year in the backward villages.
- 4.5. Arranging debate with society, industry and education institutions on the related contemporary issues.
- 4.6. Creating awareness on health, hygiene, social, and environmental issues among the local communities

Scheme and distribution of work plan for implementation



Budgetary Provisions (estimate):

Components	Allocation (Rs. Lakhs/Year)	Total allocation (for five years Rs. Lakhs)
STG – 1	1000	1000
STG – 2	8	40
STG – 3	1200	4800
STG – 4	200	1000
STG – 5	50	80
STG – 6	1000	1800
STG – 7	200	400
STG – 8	200	300
STG – 9	20	40
STG – 10	20	60
STG – 11	2	10
STG – 12	20	100
STG – 13	5	15
STG – 14	500	600
STG – 15	10	25
STG – 16	10	15
STG – 17	5	20
STG – 18	10	30
STG – 19	2	10
STG – 20	10	50
STG – 21	100	150
STG – 22	10	25
LTCG -1	50	60
LTCG -2	50	250
LTCG – 3	5	20
LTCG - 4	100	500
LTCG – 5	10000	10000
RACO – 1	20	100
RACO – 2	20	100
RACO – 3	5	25
RACO – 4	100	500
Total Rs (lakhs)	14,932	22,125

Graphical Evaluation Review of the Vision Plan

Months →	1-6	7-12	13-18	19-24	25-30	31-36	37-42	43-48	49-54	55-60
Components										
STG – 1										
STG – 2										
STG – 3										
STG – 4										
STG – 5										
STG – 6										
STG – 7										
STG – 8										
STG – 9										
STG – 10										
STG – 11										
STG – 12										
STG – 13										
STG – 14										
STG – 15										
STG – 16										
STG – 17										
STG – 18										
STG – 19										
STG – 20										
STG – 21										
STG – 22										
LTCG -1										
LTCG -2										
LTCG – 3										
LTCG - 4										
LTCG – 5										
RACO – 1										
RACO – 2										
RACO – 3										
RACO – 4										
Expenditure (Rs Lakhs)										
Cumulative Expenditure (Rs lakhs)										

Key Performance Indicator of the Vision Plan Implementation

(This is a broad outline and performance assessment shall be carried out at the end of each year)

Duration →	1 st year	2 nd year	3 rd year	4 th year	5 th year
Components					
STG – 1	Installation and Reduction in investment cost	Reduction in Electricity Bill And generation of Revenue	Increase in Revenue generation	Increase in Revenue generation	Increase in Revenue generation
STG – 2	Implementation and Reduction in investment cost	Reduction of waste and generation of Revenue, Training and Job opportunities	Reduction of waste and generation of Revenue, Training and Job opportunities	Reduction of waste and generation of Revenue, Training and Job opportunities-Expansion	Reduction of waste and generation of Revenue, Training and Job opportunities-Expansion
STG – 3	Safety implementation	Reduction in loss of Campus properties	Reduction in loss of Campus properties - reduction in investment	Reduction in loss of Campus properties- reduction in investment	Reduction in loss of Campus properties and reduction in investment
STG – 4	Establishment of collaboration	Exposure and increased number of students opting for self-employment	Strong self-entrepreneurship community of KU (No should increase)	Strong self-entrepreneurship community of KU (No should increase than previous year)	Strong self-entrepreneurship community of KU (No should increase than previous year)
STG – 5	Upgradation of University administration	Quick processing of official work. Increased transparency, Reduction of stationary	Quick processing of official work. Increased transparency, Reduction of stationary	Quick processing of official work. Increased transparency, Reduction of stationary	Quick processing of official work. Increased transparency, Reduction of stationary
STG – 6	Upgradation of Instruments	More high quality research output	Reduction in cost incurred for outsourcing and high quality research	Reduction in cost incurred for outsourcing and high quality research and Revenue generation	No outsourcing, high quality increased research output and revenue generation
STG – 7	Upgradation of Instruments	More exposure of students to practical knowledge	Increased number of applicants for master degree	Hands on training from each department	Practical oriented master degree programs
STG – 8	Establishment centre for R&D	Independent processing for IPR, patents etc.,	Increased number of IPR, patents, copy right etc.,	Increased number of IPR, patents, copy right etc.,	Increased number of IPR, patents, copy right etc.,
STG – 9	Establishment	Strong alumni-institution association	Increased counselling and placement	University – alumni partnership for programmes	University – alumni partnership for programmes
STG – 10	Establishment of Academic staff college	Training for college teachers	Training for college teachers	Training for college teachers	Training for college teachers

STG – 11	Implementation of quality focused appraisal	Improvement in academic/ administrative quality of faculty	Improvement in academic/ administrative quality of faculty	Improvement in academic/ administrative quality of faculty	Improvement in academic/ administrative quality of faculty
STG – 12	Safety feeling among the stake holders	Support to needy people	Support to needy people	Support to needy people	Support to needy people
STG – 13	Establishment	Independent research facility	Reduction on the cost of outsourcing	Improved publication quality	Recognition at national level
STG – 14	Establishment	Increased revenue	Increased revenue	Increased revenue	Increased revenue
STG – 15	Establishment	Reduced waste-initiation training for local	Local community empowerment	Local community empowerment and revenue generation	Local community empowerment and revenue generation and carbon credit earning
STG – 16	Establishment	Teaching and Research in Food Science	Local food- and culture preservation- copy right, Patent	Training and skill development, food security	Revenue earning
STG – 17	Establishment and merging of departments	Increased participation of diverse departments and concepts	Discussions on contemporary issues	Publications on the various activities of center	Recognition at state and national levels.
STG – 18					
STG – 19					
STG – 20					
STG – 21					
STG – 22					
LTCG -1					
LTCG -2					
LTCG – 3					
LTCG - 4					
LTCG – 5					
RACO – 1					
RACO – 2					
RACO – 3					
RACO – 4					

Standard Operating Procedure for the implementation of Goal components

KUVEMPU UNIVERSITY

Regulations Governing the Choice Based Credit System Semester Scheme with Multiple Entry and Exit Options in the Undergraduate and Post-graduate Degree Programs in the Faculties of Arts, Science and Commerce

(Framed under Section 44 (1) (c) of the KSU Act 2000)

Preamble:

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

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

The role of universities and colleges in the 21st Century extends far beyond traditional knowledge creation and dissemination to encompass new expectations for innovations that will have broader, social, and economic benefits. To cater to the needs of students with diverse talents, aspirations, and professional requirements, it is necessary to make qualitative changes in its undergraduate and postgraduate programs. Against this backdrop, the National Education Policy has recommended a Multi-disciplinary Undergraduate Program with multiple exits and entry options with certificate/Diploma/degrees at each of the exits. A nationwide ecosystem of vibrant multi-disciplinary graded higher educational institutions (Universities and Colleges) is to be developed. In this context, a liberal approach has to be the basis of undergraduate education in all fields and disciplines at the undergraduate level,

including professional education. Undergraduate curriculum needs to be focused on creativity and innovation, critical thinking and higher-order thinking capacities, problem-solving abilities, teamwork, communication skills, more in-depth learning, and mastery of curricula across fields.

The University Grants Commission has asked all the universities in the country to implement multidisciplinary and holistic education across disciplines for a multidisciplinary world, in all the Universities and Affiliated Colleges. The Karnataka State Higher Education Council has also communicated general guidelines in this regard. Further, the Karnataka State Higher Education Council has proposed a model curriculum framework and an implementation plan for the State of Karnataka. It is to suggest and facilitate the implementation of schemes and programs, which improve not only the level of academic excellence but also improve the academic and research environment in the state. The proposed curriculum framework endeavours to empower the students and help them in their pursuit of achieving overall excellence.

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

The 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. The use of Bloom's Taxonomy in designing curriculum to move from lower-order thinking skills to higher-order thinking skills is the desired option. The programs designed shall empower graduates as expert problem solvers using their disciplinary knowledge and collaborating in multi-disciplinary teams.

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

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

1. TITLE AND COMMENCEMENT:

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

2. Salient Features of the Four Years Multidisciplinary Undergraduate Programs with Multiple Entry and Exit Options

- a) The program shall be structured in a semester mode with multiple exit options with Certification, Diploma, and Basic Bachelor Degree after first, second and third years, respectively. The candidate who completes the four years Undergraduate Program, either in one stretch or through multiple exits and re-entries would get a Bachelor’s degree with Honours.
- b) The four years undergraduate Honours degree holders with a research component and a suitable grade are eligible to enter the ‘Doctoral (Ph.D.) Program’ in a relevant discipline or to enter ‘Two Semester Master’s Degree program with project work’.
- c) Candidates who wish to enter the master’s/doctoral program in a discipline other than the major discipline studied at the undergraduate programs, have to take additional courses in the new discipline to meet the requirement or to make up the gap between the requirement and the courses already studied.
- d) There may be parallel five-year integrated master’s degree programs with exit options after the third and fourth years, with the undergraduate degree and undergraduate degree with honours in a discipline, respectively.
- e) The students who exit with Certification, Diploma, and Bachelor Degree shall be eligible to re-enter the program at the exit level to complete the program or to complete the next level.
- f) The Multidisciplinary Undergraduate Program may help in the improvement of all the educational outcomes, with a flexible and imaginative curricular approach. The program provides for both breadth and depth in diverse areas of knowledge. A range of courses is offered with a rigorous exposure to multiple disciplines specializing in one or two areas. The program fulfills knowledge, vocational, professional, and skill requirements alongside humanities and arts, social, physical, and life sciences, mathematics, sports, etc.
- g) The curriculum combines conceptual knowledge with practical engagement and understanding that has relevant real-world application through practical laboratory work, fieldwork, internships, workshops, and research projects.
- h) A few courses are common to all students which contribute to the breadth of study and two areas of specialization in disciplinary areas provides for depth of study.
- i) The areas of specialization which the students are required to choose are either two disciplines/ subjects or a discipline called ‘major’ (e.g. History or Economics or Physics or Mathematics) and an area of the additional discipline called ‘minor’ (e.g. Music or Sports or Geography). Students gain deep disciplinary knowledge through

theory and practical experiences in their area of specialization (major). They gain a reasonable understanding of the area of additional study (minor) that they choose. Students can choose subject combinations across 'streams' (e.g. a student can choose a 'major' in physics and combine it with a 'minor' in history or Music or Sports). One of the disciplines can also be a vocational subject or Teacher Education.

- j) The students may study two disciplines at the same level or breadth up to the sixth semester and choose one of them as major subjects in the third year and continue with the only major subject in the fourth year to obtain the Honours degree in that discipline. The candidate shall be allowed to select 2 disciplines of 2 Papers each in Fifth and Sixth semesters as per model A2 (Arts) or B2 (Science) (Appendix A). In the fourth year, the candidate is eligible to choose any one of the disciplines studied in the third year for the Honours program. The student may repeat the fourth year of the program in the second discipline.
- k) The student may choose one discipline and vocational subject or teacher's education for their study in an undergraduate program. This will enable them to get an Honours degree either in the discipline or in the vocational subject/teacher's education or both in the discipline and the vocational subject/teacher's education.
- l) Skills shall be explicitly integrated, highly visible, taught in context, and have an explicit assessment. The skills shall include abilities in language and communication, working in diverse teams, critical thinking, problem-solving, data analysis, and life skills.
- m) Students shall be given options to choose courses from a basket of courses that the institution is offering. There shall be no rigidity of a combination of subjects.

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

The Salient Features of the Credit Based Semester Scheme:

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

On this basis, generally, a three-year six-semester undergraduate program will have around 140 credits, and a four-year eight-semester honours degree program will have around 180 credits and a five-year ten-semester master's degree program will have 220 credits.

The general features of the Credit Based Semester Scheme are

- a) The relative importance of subjects of study is quantified in terms of credits.
- b) The subjects of study include core, elective, ability/skill enhancement courses
- c) The program permits horizontal mobility in course selections.
- d) The students shall take part in co-curricular and extension activities.
- e) The declaration of result is based on Semester Grade Point Average (SGPA) or Cumulative Grade Point Average (CGPA) earned.

Definitions of Key Words:

- a. **Academic Year:** Two consecutive (one odd + one even) semesters constitute one academic year.
- b. **Choice Based Credit System (CBCS):** The CBCS provides choices for students to select courses from the prescribed courses (core, open elective, discipline elective, ability and skill enhancement language, soft skill, etc. courses).
- c. **Course:** Usually referred to, as ‘papers’ is a component of a program. All courses need not carry the same weight. The courses should define learning objectives and learning outcomes. A course may be designed to comprise lectures/ tutorials/laboratory work/ fieldwork/ project work/ vocational training/viva/seminars/term papers/assignments/ presentations/ self-study etc. or a combination of some of these.
- d. **Credit:** A unit by which the course work is measured. It determines the number of hours of instructions required per week in a semester. One credit is equivalent to one hour of lecture or tutorial or two hours of practical work/fieldwork per week in a semester. It will be generally equivalent to 13-15 hours of instructions
- e. **Credit Based Semester System (CBSS):** Under the CBSS, the requirement for awarding a degree /diploma /certificate is prescribed in terms of credits to be earned.
- f. **Credit Point:** It is the product of grade points and the number of credits for a course.
- g. **Cumulative Grade Point Average (CGPA):** It is a measure of the overall cumulative performance of a student over all the semesters of a program. The CGPA is the ratio of total credit points secured by a student in various courses in all the semesters and the sum of the total credits of all courses in all the semesters. It is expressed up to two decimal places.
- h. **Grade Point:** It is a numerical weight allotted to each letter grade on a 10-point scale.
- i. **Letter Grade:** It is an index of the performance of students in a said course. Grades are denoted by letters O, A+, A, B+, B, C, P, and F.
- j. **Program:** A program leading to the award of a degree, diploma, or certificate.
- k. **Semester:** Each semester will consist of over 16 weeks of academic work equivalent to 90 actual teaching days. The odd semester may be generally scheduled from June to November and even semester from January to May.
- l. **Semester Grade Point Average (SGPA):** It is a measure of performance of work done in a semester. It is the ratio of total credit points secured by a student in various courses

registered in a semester and the total course credits taken during that semester. It shall be expressed up to two decimal places.

- m. **Transcript or Grade Card or Certificate:** Based on the grades earned, a Grade Card shall be issued to all the registered students after every semester. The grade certificate will display the course details (code, title, number of credits, grade secured, etc.).

3. PROGRAMS:

3.1 Faculty of Arts:

- a) Bachelor of Arts, B.A., Bachelor of Arts with Honours, B.A.(Hons.), Integrated Master of Arts, M.A.(Integrated).
- b) Bachelor of Social Work, B.S.W., Bachelor of Social Work with Honours, B.S.W. (Hons.) and Master of Social Work, M.S.W.
- c) Bachelor of Fine Arts, B.F.A., Bachelor of Performing Arts, B.P.A. Bachelor of Fine Arts with Honours, B.F.A.(Hons.), Bachelor of Performing Arts with Honours, B.P.A.(Hons.),
- d) Bachelor of Visual Arts, B.V.A., Bachelor of Visual Arts, with Honours, B.V.A.(Hons.),

3.2 Faculty of Science

- a) Bachelor of Science, B.Sc. and Bachelor of Science with honours, B.Sc. (Hons.), Master of Science, M.Sc. (Integrated).
- b) Bachelor of Computer Applications, BCA, Bachelor of Computer Applications with Honours, BCA (Hons.).
- c) Bachelor of Science in Composite Home Science, B.Sc. (CHS), Bachelor of Science in Composite Home Science with Honours, B.Sc. (CHS) (Hons.), Master of Science in Composite Home Science, M.Sc. (CHS), with specialization.
- d) Bachelor of Science in Fashion and Apparel Design, B.Sc. (FAD) and Bachelor of Science in Fashion and Apparel Design with Honours, B.Sc. (FAD) (Hons.) and Master of Science in Fashion and Apparel Design, M.Sc. (FAD)
- e) Bachelor of Science (Graphic Design), B.Sc. (GD), Bachelor of Science (Graphic Design) with Honours, B.Sc. (GD) (Hons.) and Master of Science, M.Sc. (GD).
- f) Bachelor of Science in Interior Design & Decoration, B.Sc. (ID & D), Bachelor of Science in Interior Design & Decoration with Honours, B.Sc. (ID&D) (Hons.) and Master of Science in Interior Design & Decoration, M.Sc. (ID & D)

3.3 Faculty of Commerce

- a. Bachelor of Commerce, B.Com., Bachelor of Commerce with Honours, B.Com.(Hons.) and Master of Commerce, M. Com.;
- b. Bachelor of Business Administration, BBA, Bachelor of Business Administration with Honours, BBA (Hons.) and Master of Business Administration, MBA.
- c. Bachelor of Business Administration, BBA (Aviation Management), Bachelor of Business Administration with Honours, BBA (Hons.) (Aviation Management), and Master of Business Administration, MBA (Aviation Management).

- d. Bachelor of Business Administration, BBA (Tourism and Travel Management), Bachelor of Business Administration with Honours, BBA (Hons.) (Tourism and Travel Management), and Master of Business Administration, MBA (Tourism and Travel Management).
- e. Bachelor of Commerce (Logistics & Supply Chain Management), B.Com. (LSCM), Bachelor of Commerce with Honours (Logistics & Supply Chain Management), B.Com. (Hons.) (LSCM) and Master of Commerce (LSCM), M. Com. (LSCM)
- f. Bachelor of Commerce, B.Com.(Accounting and Finance), Bachelor of Commerce with Honours B.Com.(Hons.) (Accounting and Finance) and Master of Commerce (LSCM), M. Com. (Accounting and Finance)
- g. Bachelor of Commerce (Tourism & Travel Management), B.Com. (TTM);
- h. Bachelor of Commerce, B.Com. (Tax Procedure), Bachelor of Commerce with Honours B.Com. (Hons.) (Tax Procedure) and Master of Commerce, M. Com. (TP).
- i. Bachelor of Commerce, B.Com.(Computer Applications);
- j. Bachelor of Commerce, B.Com.(Vocational), Bachelor of Commerce with Honours B.Com.(Hons.) (Vocational) and Master of Commerce, M.Com.(Vocational);
- k. Bachelor of Commerce/ Bachelor of Business Administration (Banking & Finance), B.Com. (BF)/BBA (BF); Bachelor of Commerce/ Business Administration (Banking & Finance) with Honours, B.Com./BBA(BF) (Hons.) and Master of Commerce / Master of Business Administration (Banking & Finance), M.Com. (BF)/ MBA (BF)
- l. Bachelor of Commerce/ Bachelor of Business Administration (Data/ Business Analytics), B.Com. (DA/BA)/BBA (DA/BA); Bachelor of Commerce/ Bachelor of Business Administration (Data/Business Analytics) with Honours, B.Com. (DA/BA) (Hons.)/ BBA (DA/BA) (Hons.) and Master of Commerce / Master of Business Administration (Data/Business Analytics), M.Com. (DA/BA)/ MBA (DA/BA)
- m. Bachelor of Commerce/ Bachelor of Business Administration (Insurance & Actuarial Studies), B.Com.(IAS)/ BBA(IAS), Bachelor of Commerce/ Bachelor of Business Administration (IAS) with Honours, B.Com.(IAS) (Hons.)/ BBA (IAS) (Hons.) and Master of Commerce/ Master of Business Administration (IAS), M.Com.(IAS)/ MBA(IAS).
- n. Bachelor of Hotel Management, BHM, and Master of Hotel Management, MHM;
- o. Bachelor of Hotel Management and Catering Technology, BHMCT and Master of Hotel Management and Catering Technology, MHMCT;
- p. Bachelor of Tourism & Travel Management (B.T.T.M) and / Master of Tourism & Travel Management (M.T.T.M);

4. DURATION OF PROGRAMS, CREDITS REQUIREMENTS, AND OPTIONS:

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

The undergraduate programs shall extend over four academic years (Eight Semesters) with multiple entries and exit options. The students can exit after the completion of one academic year (Two semesters) with the Certificate in a discipline or a field; Diploma after the study of Two academic years (Four Semesters) and Regular Bachelor Degree after the completion of three academic years (Six Semesters). The successful completion of Four Years undergraduate Programs would lead to Bachelor's Degrees with Honours in a discipline/subject. Each semester shall consist of at least 16 weeks of study with a minimum of 90 working days (excluding the time spent for the conduct of the final examination of each semester).

The candidates shall complete the courses equivalent to minimum credit requirements

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

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

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

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

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

Candidates who wish to complete the undergraduate and the postgraduate programs faster may do so by completing the different courses equal to the required number of credits and fulfilling all other requirements in N-1 semesters (where N is the number of semesters of an undergraduate/ postgraduate program). This facility is available for programs with a minimum duration of three years or six semesters. For example, a candidate may obtain his/her Six Semesters Bachelor's degree, after completing five semesters of the program,

provided he/she has completed courses equal to the required/ prescribed number of credits and fulfills all other requirements for awarding the degree. Likewise, a candidate may obtain his/her Eight Semesters Bachelor's degree with honours, after completing seven semesters of the program, provided he/she has completed courses equal to the required number of credits and fulfills all other requirements for awarding the Bachelor's degree with honours.

Similarly, candidates may complete both the undergraduate and the postgraduate programs on a slow track. They may pursue the three years or six-semester programs in 4 to 5 years (8 to 10 semesters) and four years or eight-semester programs in 5 to 6 years (10 to 12 semesters). As a result, higher education institutions have to admit candidates not only for programs but also for subjects or courses. But the new admissions are generally made at the beginning of an academic year or the beginning of odd semesters.

National Skills Qualifications Framework

The National Skills Qualifications Framework (NSQF) is a competency-based framework that organizes qualifications according to a series of knowledge, skills, and aptitude. The NSQF levels, graded from one to ten, are defined in terms of learning outcomes which the learner must possess regardless of whether they are obtained through formal, non-formal, or informal learning. National Occupational Standards (NOS) are statements of the skills, knowledge, and understanding needed for effective performance in a job role and are expressed as outcomes of competent performance. They list down what an individual performing that task should know and also can do. These standards can form the benchmarks for various education and training programs to match with the job requirements. Just as each job role may require the performance of several tasks, the combination of NOSs corresponding to these tasks form the Qualification Pack (QP) for that job role. The NOSs and QPs for each job role corresponding to each level of the NSQF are being formulated by the respective Sector Skill Councils (SSCs) set up by National Skill Development Corporation (NSDC) with industry leadership. The curriculum which is based on NOSs and QPs would thus automatically comply with NSQF.

General Education has to be synchronized/ aligned with skill and Vocational Education as per National Skills Qualifications Framework. The level descriptors are given below as described in UGC Guidelines on National Skills Qualifications Framework. The curriculum should be designed in a manner that at the end of year-1, year-2 and year-3, students can meet the below-mentioned level descriptors for Levels 5, 6, and 7 of NSQF, respectively: The progressive curriculum proposed shall position knowledge and skills required on the continuum of novice problem solvers (at the entry-level of the program) to expert problem solvers (by the time of graduation):

At the end of the first year	Ability to solve well-defined problems
At the end of the second year	Ability to solve broadly-defined problems
At the end of the third year	Ability to solve complex problems that are ill-structured requiring multi-disciplinary skills to solve them
During the fourth year	Experience of workplace problem-solving in the form of Internship or Research Experience preparing for Higher Education or Entrepreneurship Experience

Levels	Process required	Professional knowledge	Professional skill	Core skill	Responsibility
Level 5	The job that requires well-developed skill, with a clear choice of procedures in a familiar context	Knowledge of facts, principles, processes, and general concepts, in a field of work or study	A range of cognitive and practical skills is required to accomplish tasks and solve problems by selecting and applying basic methods, tools materials, and information	Desired mathematical skill, understanding of social, political and some skill of collecting and organizing information, communication.	Responsibility for own work and learning & some responsibility for other's works and learning
Level 6	Demands wide range of specialized technical skill, clarity of knowledge, and practice in a broad range of activities involving standard / non-standard practices	Factual and Theoretical knowledge in broad contexts within a field of work or study	A range of cognitive and practical skills required to generate solutions to specific problems in a field of work or study	Reasonably good in The mathematical calculation, understanding of social, political and, reasonably good in data collecting organizing information, and logical communication	Responsibility for own work and learning and full responsibility for other's works and learning
Level 7	Requires command of wide-ranging specialized theoretical and practical skill, involving variable routine and non-routine context	Wide-ranging, factual, and theoretical knowledge in broad contexts within a field of work or study	Wide range of cognitive and practical skills required to generate solutions to specific problems in a field of work or study	Good logical and mathematical skill; understanding of Social, political, and natural environment; ability in collecting and organizing information, communication and presentation skill	Full responsibility for output of group and development

Professional knowledge is what a learner should know and understand about the subject; **Professional skills** are what a learner should be able to do and; **Core skills** refer to basic skills involving dexterity and use of methods, materials, tools, and instruments used to perform the job including IT skills needed for that job and **Responsibility aspect** determines the (i) nature of working relationship, (ii) level of responsibility for self and others, (iii) managing change and (iv) accountability for actions.

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

Credit Requirements:

The candidates shall complete courses equivalent to a minimum of

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

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

Two Years Master's Degree Programs will have an exit option at the end of One Academic Year (Two Semesters) with the Post-graduate Diplomas in the respective disciplines/ subjects, provided they complete courses equal to a minimum of 44 credits.

44 Credits after the Bachelor Degree to become eligible for the PG Diploma

88 Credits after the Bachelor Degree to become eligible for the Master's Degree

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

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

5. ACADEMIC BANK OF CREDITS (ABC)

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

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

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

Monitoring, Support and Quality Assurance by Universities and ABC.

- (1) It shall be the responsibility of Registered Higher Education Institutions, to monitor the development and operationalization of the ABC program at the university level and the level of their affiliated autonomous colleges.
- (2) Registered Higher Education Institutions shall offer teacher or staff training, mentoring, academic and administrative audit and other measures for improving the quality of performance of the ABC facility and promotion of holistic/ multidisciplinary education with the support of ABC, which may be in the form of

Faculty Development Programs or Quality Improvement Programs or Professional Development Programs or Technology Inculcation Programs.

- (3) The Quality assurance of the implementation of ABC at the level of the registered university or autonomous college shall be developed by the University or autonomous college concerned either through the Internal Quality Assurance Cell (IQAC) or any other appropriate structured mechanism as may be decided by the Registered Higher Education Institution.
- (4) Every Registered Higher Education shall upload, annually, on its website, a report of its activities vis a vis the Academic Bank of Credits, as well as of measures taken by it for Quality assurance, Quality sustenance, and Quality enhancement.
- (5) There shall be an Academic Bank of Credits-Grievance Redressal Mechanism at the level of Central Government/University Grants Commission/Academic Bank of Credits, and at the level of every Higher Education Institution registered with Academic Bank of Credits to address the grievance/appeals of students.

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

6. ELIGIBILITY FOR ADMISSIONS:

6.1 B.A., B.S.W. BFA, BPA, and BVA (Basic and Hons. degrees)

1. A candidate who has passed the two years Pre-University Examination conducted by the Karnataka Pre-University Education Board or any other examination considered as equivalent thereto shall be eligible for admission to these programs.
2. Additional Conditions of Eligibility are required for specific combinations.
3. Candidates to opt for Library and Information Science may have studied any subjects at the qualifying examination.
4. A candidate opting Bharathanatyam / Carnatic Music (Vocal) / Western Music(Instrumental) shall have undergone Two years of training from a recognised institute of dance or music or a One-year bridge course in the Fine Art field.
5. A candidate opting Drawing & Painting shall produce a certificate for having undergone not less than three years training in the respective subject from any one of the following:
 - i. Principal of the college/last attended Junior College
 - ii. Head of the registered institution offering the concerned training

OR

Shall have passed higher grade examination in Drawing and Painting conducted by the Karnataka Secondary Education Examination Board.

6.2 B.Sc. (Basic and Hons. degrees) and M.Sc. (Integrated) Programs

A candidate who has passed the two years Pre-University Examination conducted by the Pre-University Education Board in Karnataka or any other examination considered as equivalent thereto shall be eligible for admission to these programs. Generally, a candidate to opt for a subject should have studied that subject at the qualifying examination. Psychology, Home Science, etc. may be exceptions to this requirement. But additional Conditions of Eligibility are required for specific subjects as follows:

1. Candidates to opt for Physics should have studied Mathematics in addition to Physics at the qualifying examination.
2. Candidates to opt for Biochemistry should have studied that subject or Chemistry at the qualifying examination.
3. Candidates to opt for Statistics should have studied that subject or Mathematics at the qualifying examination.
4. Candidate to opt Biotechnology, Botany/Applied Botany, Microbiology or Zoology /Applied Zoology should have studied that subject or Biology at the qualifying examination.
5. Candidates to opt for Geology/Environmental Science should have studied at least two Science subjects at the qualifying examination
6. Candidates to opt for Home Science or Library and Information Science may have studied any subjects at the qualifying examination.

6.3 B.C.A. Basic and Honours Degrees

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

6.4 B.Com./B.B.A./B.B.A.(TTM)/B.M.S. (Basic and Hons. degrees) and M.M.S. (Integrated)

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

6.5 B.H.M./ BHMCT / BTTM Degree Programs

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

6.6 ELIGIBILITY FOR ADMISSION to Post-graduate Programs:

- a) **GENERAL:** Candidates who have passed the three years Bachelor's degree examination of the University or any other University considered as equivalent thereto, with the respective subject as optional/major/special/main subject, are eligible

for admission to the two years Master's Degree programs provided they have secured a minimum of CGPA of 4.0 or 40% marks in the aggregate of all the subjects and CGPA of 5 or 50% marks (CGPA of 4.5 or 45% marks for SC/ST/Category I/Differently abled candidates/) marks in the major/cognate subject.

- b) Candidates who have passed the four years Bachelor's honours degree examination of the University or any other University considered as equivalent thereto, with the respective subject as optional/major/special/main subject, are eligible for admission to the one year Master's Degree programs provided they have secured a minimum CGPA of 5 or 50% marks (CGPA of 4.5 or 45% marks for SC/ST/Category I/Differently abled candidates/) marks in the subject.

The specific requirements and relaxations admissible for specific Master's Degree Programs shall be as prescribed by the respective Boards of Studies, approved by the Academic Council, and notified by the University.

7. MEDIUM OF INSTRUCTION:

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

8. SUBJECTS OF STUDY:

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

	Category of courses	Objective/Outcome
1	Languages	Languages provide the medium of fresh and free-thinking, expression, and clarity in thought and speech. It forms a foundation for learning other courses. Helps fluent communication. In addition to English, a candidate shall opt for any of the languages studied at the Pre-University or equivalent level.
2	Ability Enhancement Courses	Ability enhancement courses are the generic skill courses that are basic and needed for all to pursue any career. These courses ensure progression across careers. They enable students to develop a deeper sense of commitment to themselves and society and nation largely.
3	Skill Enhancement/ Development Courses/Vocational courses	Skill Enhancement courses are to promote skills in a particular field of study. The purpose of these courses is to provide students with life skills in the hands-on mode to increase their employability/ Self-employment. The objective is to integrate discipline-related skills in a holistic manner with general education. These courses may be chosen from a pool of courses designed to provide value-based and/or skill-based knowledge. The University can suggest its courses under this category based on its expertise, specialization, requirements, scope and need.
4	Foundation/ Discipline-based Introductory Courses	Foundation /Introductory courses bridge the gap for a student if he/she has not got a basic groundwork in a specific area of discipline. These courses will supplement in better understanding of how to integrate knowledge to application into a society.

5	Major Discipline Core Courses	<p>A Major discipline is a field in which a student focuses during the course of his/her degree. A course in a discipline, which a candidate should compulsorily study as a core requirement is termed as a Core course. The core courses aim to cover the basics that a student is expected to imbibe in that particular discipline. They provide fundamental knowledge and expertise to produce competent, creative graduates with strong scientific, technical and academic acumen. These courses are to be taught uniformly across all universities with minimum deviation. The purpose of fixing core courses is to ensure that all the institutions follow a minimum common curriculum so that each institution adheres to a common minimum standard which makes credit transfer and mobility of students easier.</p>
	Major Discipline Elective Courses	<p>Elective Course is a course that can be chosen from a pool of courses and which may be very specific or specialized or advanced or supportive to the discipline/subject of study or which provides an extended scope or enables an exposure to some other discipline/subject/domain or which nurtures the candidate's proficiency/skill. Elective courses offered under the main discipline are referred to as Discipline Specific Electives. These courses provide more depth within the discipline itself or a component of the discipline and provide advanced knowledge and expertise in an area of the discipline.</p> <p>The institutions have the freedom to have their courses based on their expertise, specialization, requirements, scope and need. The elective courses may be of interdisciplinary nature</p>
6	Minor Discipline Courses	<p>A Minor Discipline is a secondary specialization that one may choose to pursue in addition to a Major Discipline. They may be related areas of studies or two distinct areas of studies that are not interrelated at all.</p>
7	Open or Generic Elective Courses	<p>Open or Generic Elective Courses are courses chosen from an unrelated discipline/ subject, intending to seek exposure beyond discipline/s of choice. The purpose of these is to offer the students the option to explore disciplines of interest beyond the choices they make in core and discipline-specific elective courses.</p> <p>Note: A core course offered in a discipline/subject may be treated as an elective by another discipline/subject and vice versa and such electives may also be referred to as Open or Generic Electives.</p>
8	Project work/ Dissertation/ Internship/ Entrepreneurship	<p>Project work is a special course involving the application of knowledge in solving/analyzing/exploring a real-life situation / difficult problem/ data analysis. Project Work has the intention to provide research competencies at the undergraduate level. It enables the acquisition of special/ advanced knowledge through support study/a project work. Candidates shall carry out project work on his/her own with advisory support by a faculty member to produce a dissertation/ project report. Internship/ Entrepreneurship shall be an integral part of the Curriculum</p>
9	Sports, Cultural	<p>These activities help in character building, spiritual growth, physical</p>

and Extension Activities	growth, etc. They facilitate the development of various domains of mind and personality such as intellectual, emotional, social, moral and aesthetic developments. Creativity, Enthusiasm, and Positive thinking are some of the facets of personality development and the outcomes of these activities
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8.1 ABILITY ENHANCEMENT COURSES:

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

- a) AE Compulsory Courses (AECC): The universities may have a common curriculum for these papers. There may be one paper each at least in the first four semesters viz.
 - i. Environmental Studies and ii. Constitution of India.

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

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

8.2 LANGUAGES:

Two languages are to be studied out of which one shall be Kannada and the other shall be either English or an Indian Language or other Foreign languages: English, Sanskrit, Hindi, Tamil, Telugu, Malayalam, Marathi, Konkani, Urdu, Persian, Arabic, German, French, Latin, Russian, Japanese and any other language prescribed/ approved by the university.

- (a) The Candidates shall study two languages in the first four semesters of the programs. The students who have studied Kannada at the school and/or Pre-University or equivalent level, shall opt for Kannada as one of the languages and study it in the first four semesters of the programs. In addition to Kannada, the students shall opt for another language from the languages offered in the university/college and study it in the first two semesters of the programs. They may continue to study the same language in the second year or may choose a different language in the second year. A candidate may opt for any language listed above even if the candidate has not studied that language at PUC or equivalent level.
- (b) Students who have not studied Kannada at any level from school to Pre-University shall study Kannada as a functional language in one of the first two semesters along with another language of their choice. They shall study any two languages of their choice in the remaining three semesters. They may change the languages every year. With the permission of the University, a candidate may opt for any other language listed above even if the candidate has not studied that language at PUC or equivalent level

- (c) Speech/hearing/visually impaired/mentally challenged and study disabled students are exempted from studying one of the languages prescribed under para 8.2 above.

8.3 a) Skill Enhancement Courses (Common for all Programs):

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

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

8.4 A. CORE SUBJECTS

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

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

a) B.A. Degree / Honours Degree Program: Arts Subjects

- i) Arabic, English, French, German, Hindi, Kannada, Konkani, Malayalam, Marathi, Persian, Russian, Sanskrit, Tamil, Telugu, Urdu.
- ii) Ancient History, Archaeology, Anthropology, Applied Statistics, Bharathanatyam, Carnatic Music(Vocal), Choreography, Computer Applications, Co-operation, Criminology, Dance, Drama, Data Processing, Drawing and Painting, Economics,

Education, Extension Education and Communication, Fashion and Apparel Design, Geography, History, Home Science, Human Development, Interior Design & Decoration, Journalism/Journalism & Mass Communication, Library & Information Science, Linguistics, Military Science, Music, Marketing, Theatre, Philosophy, Physical Education, Political Science, Psychology, Public Administration, Resource Management, Rural Development/Rural Development & Management, Secretarial Practice, Social Work, Sociology, Tourism, Western Music (Instrumental), Women Studies and such other subjects permitted by the university from time to time.

b) B.Sc. Degree / Honours Degree and M. Sc. Degree Programs: Science Subjects

Anthropology, Applied Botany, Applied Flight Dynamics, Applied Genetics, Applied Geology, Applied Statistics, Applied Zoology, Audiology, Audiology and Speech-Language Pathology Biochemistry, Biological Science, Biotechnology, Botany, Chemistry, Clinical Nutrition, Clinical Nutrition and Dietetics, Computer Science, Economics, Electronics, Electronic Media, Environmental Science, Extension Education and Communication, Fashion and Apparel Design, Food Science and Nutrition, Genetics, Geographical Information Science, Geography, Geoinformatics, Geology, Graphic Design, Home Science, Human Consciousness and Yogic Science, Human Development, Instrumentation, Interior Design & Decoration, Library & Information Science, Mathematics, Microbiology, Molecular Biology, Photonics, Physics, Psychological Counselling, Psychology, Resource Management, Sericulture, Statistics, Textiles and Clothing, Zoology and such other subjects permitted by the university from time to time.

8.4 B. CORE SUBJECTS BASED PROGRAM.

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

- a) B.S.W. Degree / Honours Degree Program in Social Work:
- b) B.Sc. (CHS) Degree/ Honours Degree Program in Composite Home Science:
- c) B.Sc. (CN) Degree/ Honours Degree Program in Clinical Nutrition:
- d) B.Sc. (CND) Degree/ Honours Degree Program in Clinical Nutrition and Dietetics:
- e) B.Sc. (ND) Degree / Honours Degree Program in Nutrition and Dietetics:
- f) B.Sc. (FND) Degree/ Honours Degree Programs in Food, Nutrition and Dietetics:
- g) B.Sc. (FSN) Degree/ Honours Degree Programs in Food Science and Nutrition:
- h) B.Sc. (Food Technology) Degree/ Honours Degree Programs in Food Technology:
- i) B.Sc. (C and W) Degree / Honours Degree Program in Care and welfare:
- j) B.Sc. (HD) Degree / Honours Degree Program in Human Development (HD)
- k) B.Sc. (FAD) Degree/ Honours Degree Program in Fashion and Apparel Design:
- l) B.Sc. (ID&D) Degree / Honours Degree Program in Interior Design & Decoration:
- m) B.C.A. Degree / Honours Degree Program in Computer Applications:
- n) B.Com., Degree/ Honours Degree Program in Commerce
- o) B.B.A. Degree / Honours Degree Program:
- p) B.Com./BBA Degree/ Honours Degree Program in Logistics & Supply Chain Management/ Accounting & Finance/ Banking & Finance /Tourism & Travel Management/ Insurance & Actuarial Studies
- q) B.M.S. Degree/ Honours Degree and M.M.S.(integrated) Degree Programs:
- r) B.H.M./ BHMCT/ BTTM Degree Program:.

8.5 Vocational Subjects:

Advertising, Computer Applications, Communicative English, Electronic Equipment Maintenance, Entrepreneurship Development, Instrumentation, Office/Home Management and Secretarial Practice, Sales Promotion and Management, Tax Procedure and Practice, Tourism and Travel Management and any other subjects introduced from time to time.

8.6 Sports, Cultural and Extension Activities

A student shall opt for Yoga and Sports/Games and one of the other activities offered in the college, in each of the first six semesters of the undergraduate programs. The activity carries a credit each for each of the activities and will be internally assessed for 25 marks.

- Physical Education Activities such as Yoga and Sports
- N.S.S. / N.C.C / Ranger and Rovers/Red cross
- Field studies / Industry Implant Training
- Involvement in campus publication or other publications
- Publication of articles in newspapers, magazines
- Community work such as promotion of values of National Integration, Environment, Human rights and duties, Peace, Civic sense etc.
- A Small project work concerning the achievements of India in different fields
- Evolution of study groups/seminar circles on Indian thoughts and ideas
- Activity exploring different aspects of Indian civilizations
- Involvement in popularization programs such as scientific temper
- Innovative compositions and creations in dance/music/theatre and visual arts.
- Any other activities such as Cultural Activities as prescribed by the University.

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

8.7 Choosing of Related Subjects in Science

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

- (g) A candidate opting for Genetics as a core subject may also opt for and Botany / Zoology / Microbiology / Biotechnology / Sericulture and Chemistry/ Biochemistry as core and open elective subjects, respectively.

9. ATTENDANCE AND CHANGE OF SUBJECTS:

- 9.1 A candidate shall be considered to have satisfied the requirement of attendance for a semester if he/she attends not less than 75% of the number of classes held up to the end of the semester in each of the subjects. There shall be no minimum attendance requirement for the Co-curricular and extension activities.
- 9.2 An option to change a language/subject may be exercised only once within four weeks from the date of commencement of the I/III Semester on payment of the fee prescribed.
- 9.3 Whenever a change in a subject is permitted, the attendance in the changed subject shall be calculated by taking into consideration the attendance in the previous subject studied.
- 9.4 If a candidate represents his/her institution / University/ Karnataka State/ Nation in Sports /NCC / NSS / Cultural or any officially sponsored activities he/she may be permitted to claim attendance for an actual number of days participated, based on the recommendation of the Head of the Institution concerned. If a candidate is selected to participate in national-level events such as Republic Day Parade etc., he/she may be permitted to claim attendance for an actual number of days participated based on the recommendation of the head of the Institution concerned.
- 9.5 A candidate who does not satisfy the requirement of attendance in one or more courses/ subjects shall not be permitted to take the University examination of these courses/ subjects and the candidate shall seek re-admission to those courses/ subjects in a subsequent year.

10. COURSE PATTERNS AND SCHEMES OF EXAMINATIONS

The details of the Course Patterns (hours of instructions per week) and the Schemes of Examinations of the different degree programs are given in **Appendix A & Appendix B**. The Syllabi of the courses shall be as prescribed by the University.

11. PEDAGOGY ACROSS ALL PROGRAMS

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

- a) Classroom processes must encourage rigorous thinking, reading and writing, debate, discussion, peer learning and self-learning.
- b) The emphasis is on critical thinking and challenge to current subject orthodoxy and developing innovative solutions. Curricular content must be presented in ways that invite questioning and not as a body of ready knowledge to be assimilated or

reproduced. Faculty should be facilitators of questioning and not authorities on knowledge.

- c) Classroom pedagogy should focus on the 'how' of things i.e. the application of theory and ideas. All courses including social sciences and humanities should design projects and practicums to enable students to get relevant hands-on experiences.
- d) Learning must be situated in the Indian context to ensure that there is no sense of alienation from their context, country and culture.
- e) Classroom processes must address issues of inclusion and diversity since students are likely to be from diverse cultural, linguistic, socio-economic and intellectual backgrounds.
- f) Cooperative and peer-supported activities must be part of empowering students to take charge of their learning.
- g) Faculty will have the freedom to identify and use the pedagogical approach that is best suited to a particular course and student.
- h) Pedagogies like PBL (Problem / Project Based Learning), Service Learning be brought into practice as part of the curriculum. Experiential learning in the form of an internship with a specified number of credits is to be made mandatory.

Blended learning (BL) mode is to be used to help learners develop 21st-century skills along with effective learning and skill development related to the subject domains. BL should be carefully implemented and should not be replacing classroom time as a privilege. Every institute should strive to be a model institute to demonstrate the successful implementation of BL in the higher education of our country.

12. BLENDED MODE (BL) AS A NEW MODE OF TEACHING-LEARNING

UGC suggests implementing Blended Mode (BL) as a new mode of teaching-learning in higher education. BL is not a mere mix of online and face-to-face mode, but it refers to a well-planned combination of meaningful activities in both modes. The blend demands consideration of several factors, mainly focusing on learning outcomes and the learner-centred instructional environment.

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

Pedagogies for Online and Face-to-face Modes

Learner-centred teaching-learning activities include several cognitive processes which enable learners to be communicative, confident, creative and cooperative. Learners in BL environments are not visualized as passive learners, but active learners generating ideas, assimilating knowledge individually and in teams. Once learning resources are provided on an online platform, students sitting in the classroom need not again listen to the instructor. The time, then, can be used for engaging them in activities. Even their online time can be used innovatively for making online sessions more effective and interesting. There are a few learning processes for both online and face-to-face modes.

Higher education learners are adult learners who come with their world of experience, previous knowledge gained at schooling level and previous years of education, exposure to other sources of knowledge, etc. Even pre-session resources suggested by teachers help them with some knowledge, information. Lecturing of teachers assuming the learners are empty boxes is no more a preferred pedagogy. Learners, instead, can contribute by sharing their knowledge, ideas, views, either in the classroom or else on online platforms.

BL mode will provide this opportunity to learners to a great extent. Resources can be uploaded and external links can be posted on Learning Management systems before classroom sessions. These Out-of-class resources prove useful at least for acquiring information. Once the students study through the resources, classroom time can be utilized fruitfully in discussions. Online platforms such as discussion forums, shared documents, blogs, etc. may be used to help them share their ideas and knowledge on a common platform.

Brainstorming exercise always helps learners to think spontaneously; derive solutions, ideas; appreciate others' ideas and enjoy the generation of several ideas by the whole group instead of listening to only teachers' ideas and views. It develops a sense of responsibility to think and learn about ourselves.

In addition to Brainstorming, Concept-mapping/Mind-mapping, Creative Presentations, Exposure to the real world, Case studies, Cooperative Learning Strategies are a few learning processes for both online and face-to-face mode.

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

12.1 Continuous Comprehensive Evaluation

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

12.2 Innovative trends in Evaluation and Assessment

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

12.2.1 Summative Evaluation Strategies

Open book examination:

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

Group examinations even for conventional theory papers:

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

Spoken / Speaking examinations:

These types of different approaches can be introduced now with the support of a new generation of technologies. They can make examination faster and easier and also can be helpful to students with different abilities

On-demand examinations:

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

12.2.2 Formative Evaluation Strategies

ePortfolio

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

Creative Products

Innovative Pedagogies and relevant ICT tools enable learners to come out with creative products as individual or group learning activities. These products are learning experiences in the beginning, but learners should always be given corrective feedback about their outputs. Once feedback is sought, learners need to be given chance to improve on their products and then can be considered for formative evaluation. e.g. preliminary concept map can be revised after discussion of the topic, summarization and feedback. A revised concept map can be assessed.

One creative/collaborative activity may then be led towards another product which can be an assessment activity. e.g. Group or individual presentations by self-learning would be a learning activity and not an assessment activity. Once the teacher provided corrective feedback during such presentations, learners can be expected to revise the same presentations, add a small write-up/infographics/video to it and submit them as an assignment.

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

Classroom/Online Quizzes

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

12.3 Use of AI tools for Proctoring as well as assessments:

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

13. ASSESSMENT AND EVALUATION

Assessment is an integral part of the teaching-learning process. A multidisciplinary program requires a multidimensional assessment to measure the effectiveness of the diverse courses. The assessment process acts as an indicator to both faculty and students to improve continuously. The following are the guidelines for effective assessment of the program:

- a) Student assessment should be as comprehensive as possible and provide meaningful and constructive feedback to faculty and student about the teaching-learning process.
- b) Assessment tasks need to evaluate the capacity to analyze and synthesize new information and concepts rather than simply recall information previously presented.
- c) The process of assessment should be carried on in a manner that encourages better student participation and rigorous study.
- d) Assessment should be a combination of continuous formative evaluation and an end-point summative evaluation.
- e) A range of tools and processes for assessment should be used (e.g. open book tests, portfolios, case study/assignments, seminars/presentations, fieldwork, projects, dissertations, peer and self-assessment) in addition to the standard paper-pencil test. The teachers concerned shall conduct tests/seminars/case studies, etc. The students should be informed about the modalities well in advance. The evaluated courses/assignments shall be immediately provided to the students.
- f) Paper-pencil tests should be designed rigorously using a range of tools and processes (e.g. constructed response, open-ended items, multiple-choice with more than one correct answer). Faculty may provide options for a student to improve his / her performance in the continuous assessment model.
- g) Continuous/ Internal assessment marks shall be shown separately. A candidate who has failed or wants to improve the result shall retain the IA marks, provided he/she fulfils the minimum requirements.

13.1. Continuous Formative Evaluation/ Internal Assessment:

Total marks for each course shall be based on continuous assessments and semester-end examinations. As per the decision taken at the Karnataka State Higher Education Council, it is necessary to have a uniform pattern of 40: 60 for IA and Semester End theory examinations respectively and 50: 50 for IA and

Semester End practical examinations respectively, in all the Universities, their Affiliated and Autonomous Colleges.

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

The evaluation process of IA marks shall be as follows.

- a) The first component (C1) of assessment is for 20% marks. This shall be based on tests, assignments, seminars, case studies, fieldwork, project work etc. This assessment and score process should be completed after completing 50% of the syllabus of the course/s and within 45 working days of the semester program.
- b) The second component (C2) of assessment is for 20% marks. This shall be based on the test, assignment, seminar, case study, fieldwork, internship / industrial practicum/project work etc. This assessment and score process should be based on the completion of the remaining 50 per cent of the syllabus of the courses of the semester.
- c) During the 17th – 19th week of the semester, a semester-end examination shall be conducted by the University for each course. This forms the third and final component of assessment (C3) and the maximum marks for the final component will be 60%.
- d) In the case of a student who has failed to attend the C1 or C2 on a scheduled date, it shall be deemed that the student has dropped the test. However, in the case of a student who could not take the test on the scheduled date due to genuine reasons, such a candidate may appeal to the Program Coordinator / Principal. The Program Coordinator / Principal in consultation with the concerned teacher shall decide about the genuineness of the case and decide to conduct a special test for such candidate on the date fixed by the concerned teacher but before the commencement of the concerned semester-end examinations.
- e) For assignments, tests, case study analysis etc., of C1 and C2, the students should bring their answer scripts (A4 size), graph sheets etc., required for such tests/assignments and these be stamped by the concerned department using their department seal at the time of conducting tests/assignment/work etc.
- f) The outline for continuous assessment activities for Component-I (C1) and Component-II (C2) of a course shall be as under.

Outline for continuous assessment activities for C1 and C2

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

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

- The teachers concerned shall conduct tests/seminars/case studies, etc. The students should be informed about the modalities well in advance. The evaluated courses/assignments during component I (C1) and component II (C2) of assessment are immediately provided to the candidates after obtaining acknowledgement in the register by the concerned teachers(s) and maintained by the Chairman in the case of a University Post-Graduate Department and the Principal / Director in the case of affiliated institutions. Before commencement of the semester-end examination, the evaluated test, assignment etc. of C1 and C2 shall be obtained back to maintain them till the announcement of the results of the examination of the concerned semester.
- The marks of the internal assessment shall be published on the notice board of the department/college for information of the students.
- The Internal assessment marks shall be communicated to the Registrar (Evaluation) at least 10 days before the commencement of the University examinations and the Registrar (E) shall have access to the records of such periodical assessments.
- There shall be no minimum in respect of internal assessment marks.
- Internal assessment marks may be recorded separately. A candidate who has failed or rejected the result shall retain the internal assessment marks.

14. CONDUCT OF EXAMINATIONS:

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

- (a) There shall be Theory and Practical examinations at the end of each semester, ordinarily during November-December for odd semesters and during May-June for even semesters, as prescribed in the Scheme of Examinations.
- (b) Unless otherwise stated in the schemes of examination, practical examinations shall be conducted at the end of each semester. They shall be conducted by two examiners, one internal and one external and shall never be conducted by both internal examiners. The statement of marks sheet and the answer books of practical examinations shall be sent to the Registrar (Evaluation) by the Chief Superintendent of the respective Colleges immediately after the practical examinations.
- (c) The candidate shall submit the record book for practical examination duly certified by the course teacher and the H.O.D/staff in charge. It shall be evaluated at the end of the Semester at the practical examination.

15. MINIMUM FOR A PASS:

- (a) No candidate shall be declared to have passed the Semester Examination as the case may be under each course/paper unless he/she obtains not less than 35% marks in written examination / practical examination and 40% marks in the aggregate of written / practical examination and internal assessment put together in each of the courses and 40% marks (including IA) in Project work and viva wherever prescribed.
- (b) A candidate shall be declared to have passed the program if he/she secures at least 40% of marks or a CGPA of 4.0 (Course Alpha-Sign Grade P) in the aggregate of both internal assessment and semester-end examination marks put together in each unit such as theory papers/practical/fieldwork/internship/project work/dissertation/viva-voce, provided the candidate has secured at least 40% of marks in the semester-end examinations in each unit.

- (c) The candidates who pass all the semester examinations in the first attempts are eligible for ranks provided they secure at least a CGPA of 6.00 (Alpha-Sign Grade B+).
- (d) A candidate who passes the semester examinations in parts is eligible for only Class, CGPA and Alpha-Sign Grade but not for ranking.
- (e) The results of the candidates who have passed the last semester examination but not passed the lower semester examinations shall be declared as NCL (Not Completed the Lower Semester Examinations). Such candidates shall be eligible for the degree only after completion of all the lower semester examinations.
- (f) If a candidate fails in a subject, either in theory or in practicals, he/she shall appear for that subject only at any subsequent regular examination, as prescribed for completing the program. He/she must obtain the minimum marks for a pass in that subject (theory and practicals, separately) as stated above.

16. CARRYOVER:

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

17. CLASSIFICATION OF SUCCESSFUL CANDIDATES:

An alpha-sign grade, the eight-point grading system, as described below may be adopted. The declaration of result is based on the Semester Grade Point Average (SGPA) earned towards the end of each semester or the Cumulative Grade Point Average (CGPA) earned towards the completion of all the eight semesters of the program and the corresponding overall alpha-sign grades. If some candidates exit after the first, second or third year of the four years Undergraduate Programs, with Certificate, Diploma or the Basic Degree, respectively, then the results of successful candidates at the end of second, fourth or sixth semesters shall also be classified based on the Cumulative Grade Point Average (CGPA) obtained in the two, four, six or eight semesters, respectively. for award of

- Certificate in Arts/ Science/ Commerce
- Diploma in Arts/ Science/ Commerce
- Bachelor’s Degree in Arts/ Science/ Commerce
- Bachelor’s Degree with Honours in a Discipline/Subject

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

Table I: Final Result / Grades Description

Semester GPA/ Program CGPA	Alpha-Sign / Letter Grade	Semester/Program % of Marks	Result / Class Description
9.00-10.00	O (Outstanding)	90.0-100	Outstanding
8.00-<9.00	A+ (Excellent)	80.0-<90.0	First Class Exemplary
7.00-<8.00	A (Very Good)	70.0-<80.0	First Class Distinction

6.00-<7.00	B+ (Good)	60.0-<70.0	First Class
5.50-<6.00	B (AboveAverage)	55.0-<60.0	High Second Class
5.00-<5.50	C (Average)	50.0-<55.0	Second Class
4.00-<5.00	P (Pass)	40.0-<50.0	Pass Class
Below 4.00	F (Fail)	Below 40	Fail/Reappear
Ab (Absent)	-	Absent	-

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

18. REJECTION OF RESULTS:

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

19. IMPROVEMENT OF RESULTS

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

20. Transfer of Admission:

Transfer of admissions is permissible only for odd semesters for students of other universities and within the University.

20.1 Conditions for transfer of admission of students within the University.

- His/her transfer admission shall be within the intake permitted to the college.
- Availability of the same combination of subjects studied in the previous college.
- He/she shall fulfil the attendance requirements as per the University Regulation.
- He/she shall complete the program as per the regulation governing the maximum duration of completing the program.

20.2 Conditions for transfer admission of students of other Universities.

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

21 POWER TO REMOVE DIFFICULTIES

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

22 Modification to the Regulations:

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

23 Repeal and Savings:

The existing Regulations governing three years Bachelor degree programs in the faculties of Arts, Science and Commerce shall stand repealed. However, the above

Regulations shall continue to be in force for the students who have been admitted to the course before the enforcement of this regulation.

Guidelines For Model Curriculum

1. The Universities shall promote Double Major model as prescribed in the Model Curriculum Table.
2. For Arts/Humanities/Social Science - V & VI sem, three core papers (DSC) to be selected in each semester.
 For Science – Ensure two core papers (DSC) should get minimum of 12 credits/or 2 major subjects of 24 credits (4+2 patterns) (1 hour of Lecture or 2 hours of practical/field work per week in a semester is assigned one credit and core subject theory courses/papers will have 4 credits, while practical are assigned 2 credits)
3. Formative assessment and summative assessment to be followed in the ratio of 40:60.
4. Selection of Open electives: The university shall follow curriculum and credit frame work for Undergraduate program of published by UGC. **Open Electives – Courses from other Disciplines (9 Credits)**
 - Students are not allowed to choose or repeat courses as open electives already undergone at the higher secondary level (12th class)
 - All UG students are required to undergo 3 introductory-level courses relating to any of the broad disciplines given below.

Natural and Physical Sciences	Mathematics, Statistics, & Computer Applications	Library, Information, and Media Sciences	Commerce and Management	Humanities and Social Sciences:
Students can choose basic courses from disciplines such as Natural Science, for example, Biology, Botany, Zoology, Biotechnology, Biochemistry, Chemistry,	Courses under this category will facilitate the students to use and apply tools and techniques in their major and minor disciplines. The course may include training in programming software like Python among others and applications software	Courses from this category will help the students to understand the recent developments in information and media science (journalism, mass media, and communication)	Courses include business management, accountancy, finance, financial institutions, fintech, etc.,	The courses relating to Social Sciences, for example, Anthropology, Communication and Media, Economics, History, Linguistics, Political Science, Psychology, Social Work, Sociology, etc. will enable students to understand the individuals and their social behavior, society, and nation. Students be introduced to survey methodology and available large-scale databases

<p>Physics, Biophysics, Astronomy and Astrophysics, Earth and Environmental Sciences, Criminology and Forensic Science etc.</p>	<p>like STATA, SPSS, Tally, etc. Basic courses under this category will be helpful for science and social science in data analysis and the application of quantitative tools</p>			<p>for India. The courses under humanities include, for example, Archaeology, History, Comparative Literature, Arts & Creative expressions, Creative Writing and Literature, language(s), Philosophy, etc., and interdisciplinary courses relating to humanities. The list of Courses that can include interdisciplinary subjects such as Cognitive Science, Environmental Science, Gender Studies, Global Environment & Health, International Relations, Political Economy and Development, Sustainable Development, Women's and Gender Studies, Criminology and Forensic Science etc. will be useful to understand society.</p>
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BA-Arts: Curriculum and Credit Framework for UG Programme

Sem.	Discipline Specific - Core (DSC), Elective (DSE) Courses (Credits) (L+T+P)	Minor/ Multidisciplinary/ Open Elective (OE) Courses (Credits) (L+T+P)	Ability Enhancement Courses (AEC)(Credits)(L+T+P) (Languages)	Skills Enhancement Courses (SEC) (Credits) (L+T+P)/ Value Added Courses (Credits) (L+T+P) (common for all UG Programs)/ Summer Internship.		Total Credits
I	DSC-A1(3), A2(3) DSC-B1(3), B2(3)	OE-1 (3)	L1-1(3), L2-1(3) (4 hrs each)	SEC-1: Digital Fluency (2) (1+0+2)/ Env. Studies (3)	Health, Wellness & Yoga (2) (1+0+2)	25/26
II	DSC-A3(3), A4(3), DSC-B3(3), B4(3)	OE-2 (3)	L1-2(3), L2-2(3) (4 hrs each)	Env. Studies (3)/ SEC-1: Digital Fluency (2)(1+0+2)	Sports/NCC/NSS/R&R(S&G) / Cultural (2) (0+0+4)/ SEC (2)	26/25
Students exiting the programme after securing 46 credits will be awarded UG Certificate in the relevant Discipline provided they secure 4 credits in work based vocational courses during summer term or internship/Apprenticeship in addition to 6 credits from skill-based courses earned during first year.						
III	DSC-A5(3), A6(3), DSC-B5(3), B6(3)	OE-3 (3)/ India and Indian Constitution (3)	L1-3(3), L2-3(3) (4 hrs. each)	SEC-2: AI/Cyber Security/Finan- cial Edu. & Inv. Aw. (2) (1+0+2)	Sports/NCC/NSS/R&R(S&G) / Cultural (2) (0+0+4) / SEC (2)	25
IV	DSC-A7(3), A8(3), DSC-B7(3), B8(3)	India and Indian Constitution (3)/ OE- 3(3)	L1-4(3), L2-4(3) (4 hrs. each)	SEC-3: Financial Edu. &Inv. Aw. /AI/Cyber Security (2) (1+0+2)	Sports/NCC/NSS/R&R(S&G) /Cultural (2) (0+0+4) / SEC (2)	25
Students exiting the programme after securing 92 credits will be awarded UG Diploma in Disciplines A and B provided they secure additional 4 credits in skill based vocational courses offered during first- or second-year summer term.						
V	DSC-A9(4), A10(4), A11(4).	DSC-B9(4), B10(4), B11(4).		SEC-4: Employability Skills/Cyber Security (3) (2+0+2)		27
VI	DSC-A12(4), A13(4), A14(4).	DSC-B12(4), B13(4), B14(4).		Internship (2)		26
Students exiting the programme after 3-years will be awarded UG Degree in Disciplines A and B as double majors upon securing 136 credits and satisfying the minimum credit requirements under each category of courses prescribed.						

BSc.-Science: Curriculum and Credit Framework for Undergraduate Programme

Sem.	Discipline Specific Courses - Core (DSC), Elective (DSE)(Credits) (L+T+P)	Minor/ Multidisciplinary/ Open Elective (OE) Courses(Credits) (L+T+P)	Ability Enhancement Courses (AEC)(Credits)(L+T+P) (Languages)	Skills Enhancement Courses (SEC) (Credits) (L+T+P)/ Value Added Courses (Credits) (L+T+P) (common for all UG Programs)/ Summer Internship.		Total Credits
I	DSC-A1(4), A2(2) DSC-B1(4), B2(2)	OE-1 (3)	L1-1(3), L2-1(3) (4 hrs each)	SEC-1: Digital Fluency (2) (1+0+2)/ Env. Studies (3)	Health, Wellness & Yoga (2) (1+0+2)	25/26
II	DSC-A3(4), A4(2), DSC-B3(4), B4(2)	OE-2 (3)	L1-2(3), L2-2(3) (4 hrs each)	Env. Studies (3)/ SEC-1: Digital Fluency (2)(1+0+2)	Sports/NCC/NSS/R&R(S&G) / Cultural (2) (0+0+4)	26/25
Students exiting the programme after securing 46 credits will be awarded UG Certificate in Disciplines A and B provided they secure 4 credits in work based vocational courses during summer term or internship/Apprenticeship in addition to 6 credits from skill-based courses earned during the first year.						
III	DSC-A5(4), A6(2), DSC-B5(4), B6(2)	OE-3 (3)/ India and Indian Constitution (3)	L1-3(3), L2-3(3) (4 hrs. each)	SEC-2:AI/Cyber Security/Financial Edu. & Inv. Aw. (2) (1+0+2)	Sports/NCC/NSS/R&R(S&G) /Cultural (2) (0+0+4)/ SEC (2)	25
IV	DSC-A7(4), A8(2), DSC-B7(4), B8(2)	India and Indian Constitution (3) / OE-3(3)	L1-4(3), L2-4(3) (4 hrs. each)	SEC-3: Financial Edu. &Inv. Aw. /AI /Cyber Security (2) (1+0+2)	Sports/NCC/NSS/R&R(S&G) / Cultural (2) (0+0+4)/ SEC (2)	25
Students exiting the programme after securing 92 credits will be awarded UG Diploma in Disciplines A and B provided they secure additional 4 credits in skill based vocational courses offered during first- or second-year summer term.						
V	DSC-A9(4), A10(2), A11(4), A12(2);	DSC-B9(4), B10(2), B11(4), B12(2)		SEC-4: Employability Skills/Cyber Security (3) (2+0+2)		27
VI	DSC-A13(4), A14(2), A15(4), A16(2);	DSC-B13(4), B14(2), B15(4), B16(2)		Internship (2)		26
Students exiting the programme after 3-years will be awarded UG Degree in Disciplines A and B as double majors upon securing 136 credits and satisfying the minimum credit requirements under each category of courses prescribed.						

BA/B.Sc. in Criminology and Forensic Science

Curriculum and Credit Framework for Undergraduate Programme

Sem.	Discipline Specific Courses - Core (DSC), Elective (DSE)(Credits) (L+T+P)	Minor/ Multidisciplinary/ Open Elective (OE) Courses(Credits) (L+T+P)	Ability Enhancement Courses (AEC)(Credits)(L+T+P) (Languages)	Skills Enhancement Courses (SEC) (Credits) (L+T+P)/ Value Added Courses (Credits) (L+T+P) (common for all UG Programs)/ Summer Internship.		Total Credits
I	DSC-A1(4), A2(2) DSC-B1(4), B2(2)	OE-1 (3)	L1-1(3), L2-1(3) (4 hrs each)	SEC-1: Digital Fluency (2) (1+0+2)/ Env. Studies (3)	Health, Wellness & Yoga (2) (1+0+2)	25/26
II	DSC-A3(4), A4(2), DSC-B3(4), B4(2)	OE-2 (3)	L1-2(3), L2-2(3) (4 hrs each)	Env. Studies (3)/ SEC-1: Digital Fluency (2)(1+0+2)	Sports/NCC/NSS/R&R(S&G) / Cultural (2) (0+0+4)	26/25
Students exiting the programme after securing 46 credits will be awarded UG Certificate in Disciplines A and B provided they secure 4 credits in work based vocational courses during summer term or internship/Apprenticeship in addition to 6 credits from skill-based courses earned during the first year.						
III	DSC-A5(4), A6(2), DSC-B5(4), B6(2)	OE-3 (3)/ India and Indian Constitution (3)	L1-3(3), L2-3(3) (4 hrs. each)	SEC-2:AI/Cyber Security/Financial Edu. & Inv. Aw. (2) (1+0+2)	Sports/NCC/NSS/R&R(S&G) /Cultural (2) (0+0+4)/ SEC (2)	25
IV	DSC-A7(4), A8(2), DSC-B7(4), B8(2)	India and Indian Constitution (3) / OE-3(3)	L1-4(3), L2-4(3) (4 hrs. each)	SEC-3: Financial Edu. &Inv. Aw. /AI/Cyber Security (2) (1+0+2)	Sports/NCC/NSS/R&R(S&G))/ Cultural (2) (0+0+4)/ SEC (2)	25
Students exiting the programme after securing 92 credits will be awarded UG Diploma in Disciplines A and B provided they secure additional 4 credits in skill based vocational courses offered during first- or second-year summer term.						
V	DSC-A9(4), A10(2), A11(4), A12(2);	DSC-B9(4), B10(2), B11(4), B12(2)		SEC-4: Employability Skills/Cyber Security (3) (2+0+2)		27
VI	DSC-A13(4), A14(2), A15(4), A16(2);	DSC-B13(4), B14(2), B15(4), B16(2)		Internship (2)		26
Students exiting the programme after 3-years will be awarded UG Degree in Disciplines A and B as double majors upon securing 136 credits and satisfying the minimum credit requirements under each category of courses prescribed.						

BSW- Social Works: Curriculum & Credit Framework for the UG Programme in Social Works: Bachelor of Social Works.

Sem.	Discipline Specific - Core (DSC), Elective (DSE) Courses (Credits) (L+T+P)	Minor/Multidisciplinary/Open Elective (OE) Courses (Credits) (L+T+P)	Ability Enhancement Courses (AEC) (Credits) (L+T+P) (Languages)	Skills Enhancement Courses (SEC) (Credits) (L+T+P)/ Value Added Courses (Credits) (L+T+P) (common for all UG Programs)/ Summer Internship.		Total Credits
I	SW DSC-C1(4), C2(4),C3(4) (P)	OE-1 (3)	L1-1(3), L2-1(3) (4 hrs each)	SEC-1: Digital Fluency (2) (1+0+2)/ Env. Studies (3)	Health, Wellness & Yoga (2) (1+0+2)	25/26
II	SW DSC-C4(4), C5(4),C6(4) (P)	OE-2 (3)	L1-2(3), L2-2(3) (4 hrs each)	Env. Studies (3)/ SEC-1: Digital Fluency(2)(1+0+2)	Sports/NCC/NSS/R&R(S&G)/ Cultural (2) (0+0+4)/ SEC (2)	26/25
Students exiting the programme after securing 46 credits will be awarded UG Certificate in Social Works provided they secure 4 credits in work based vocational courses during summer term or internship/Apprenticeship in addition to 6 credits from skill-based courses earned during first year.						
III	SW DSC-C7(4), C8(4),C9(4) (P)	OE-3 (3)/ India and Indian Constitution (3)	L1-3(3), L2-3(3) (4 hrs. each)	SEC-2: AI/Cyber Security/Financial Edu. & Inv. Aw. (2) (1+0+2)	Sports/NCC/NSS/R&R(S&G)/Cultural (2) (0+0+4)/ SEC (2)	25
IV	SW DSC-C10(4), C11(4),C12(4) (P)	India and Indian Constitution (3)/OE-3(3)	L1-4(3), L2-4(3) (4 hrs. each)	SEC-3: Financial Edu. &Inv. Aw. /AI/Cyber Security (2) (1+0+2)	Sports/NCC/NSS/R&R(S&G)/ Cultural (2) (0+0+4)/ SEC (2)	25
Students exiting the programme after securing 92 credits will be awarded UG Diploma in Social Works provided they secure additional 4 credits in skill based vocational courses offered during first- or second- year summer term.						
V	SW DSC-C13(4), C14(3),C15(6) (P)	SW DSE-E1(3), E2(3) Vocational-1 (3)		SEC-4: Employability Skills/Cyber Security (3) (2+0+2)		25
VI	SW DSC-C16(4), C17(3),C18(6) (P)	SW DSE- E3(3), E4(3) Vocational-2 (3)		Internship (2)		24
Students exiting the programme after 3-years will be awarded UG Degree in Social Works upon securing 136 credits and satisfying the minimum credit requirements under each category of courses prescribed.						

BSc.-Multidisciplinary/Inter-disciplinary Subject: Curriculum and Credit Framework for Bachelor of Science in Biological Sciences/Life Sciences, Clinical Nutrition, Computer Applications, Data Analytics, etc.

Sem.	Discipline Specific – Core(DSC), Elective (DSE) Courses (Credits) (L+T+P)	Minor/ Multidisciplinary/ Open Elective (OE) Courses(Credits) (L+T+P)	Ability Enhancement Courses (AEC) (Credits)(L+T+P) (Languages)	Skills Enhancement Courses (SEC) (Credits) (L+T+P)/ Value Added Courses (Credits) (L+T+P) (common for all UG Programs)/ Summer Internship.		Total Credits
I	DSC-C1(3), C2(2), C3(3), C4(2), C5(3).	OE-1 (3)	L1-1(3), L2-1(3) (4 hrs each)	SEC-1: Digital Fluency (2) (1+0+2)/ Env. Studies (3)	Health, Wellness & Yoga (2) (1+0+2)	26/27
II	DSC-C6(3), C7(2), C8(3), C9(2), C10(3).	OE-2 (3)	L1-2(3), L2-2(3) (4 hrs each)	Env. Studies (3)/ SEC-1: Digital Fluency (2) (1+0+2)	Sports/NCC/NSS/R&R(S&G)/ Cultural (2) (0+0+4)/ SEC (2)	27/26
Students exiting the programme after securing 46 credits will be awarded UG Certificate in Disciplines provided they secure 4 credits in work based vocational courses during summer term or internship/Apprenticeship in addition to 6 credits from skill-based courses earned during the first year.						
III	DSC-C11(3), C12(2), C13(3), C14(2), C15(3).	OE-3 (3)/ India and Indian Constitution (3)	L1-3(3), L2-3(3) (4 hrs. each)	SEC-2: AI/Cyber Security/Financial Edu. & Inv. Aw. (2) (1+0+2)	Sports/NCC/NSS/R&R(S&G) /Cultural (2) (0+0+4)/ SEC (2)	26
IV	DSC-C16(3), C17(2), C18(3), C19(2), C20(3).	India and Indian Constitution (3) / OE-3(3)	L1-4(3), L2-4(3) (4 hrs. each)	SEC-3: Financial Edu. & Inv. Aw. /AI /Cyber Security (2) (1+0+2)	Sports/NCC/NSS/R&R(S&G))/ Cultural (2) (0+0+4)/ SEC (2)	26
Students exiting the programme after securing 92 credits will be awarded UG Diploma in Disciplines or inter-disciplines provided they secure additional 4 credits in skill based vocational courses offered during the first- or second- year summer term.						
V	DSC-C21(4), C22(2), C23(4), C24(2), C25(4).	DSE-E1(3). Vocational-1(3)		SEC-4: Employability Skills/Cyber Security (3) (2+0+2)		25
VI	DSC-C26(4), C27(2), C28(4), C29(2), C30(4).	DSE-E2(3). Vocational-2(3).		Internship (2)		24
Students exiting the Programme after 3-years will be awarded UG Degree, B. Sc. in Disciplines or Inter-disciplines upon securing 136 credits and satisfying the minimum credit requirements under each category of courses prescribed.						

BBA/BCom-Curriculum and Credit Framework for Bachelor of Business Administration/Bachelor of Commerce.

Sem.	Discipline Specific – Core(DSC), Elective (DSE) Courses (Credits) (L+T+P)	Minor/ Multidisciplinary/Open Elective (OE) Courses (Credits) (L+T+P)	Ability Enhancement Courses (AEC)(Credits)(L+T+P) (Languages)	Skills Enhancement Courses (SEC) (Credits) (L+T+P)/ Value Added Courses (Credits) (L+T+P) (common for all UG Programs)/ Summer Internship.		Total Credits
I	BBA/Com DSC-C1(4), C2(4), C3(4).	OE-1 (3)	L1-1(3), L2-1(3) (4 hrs each)	SEC-1: Digital Fluency (2) (1+0+2)/ Env. Studies (3)	Health, Wellness & Yoga (2) (1+0+2)	25/26
II	BBA/Com DSC-C4(4), C5(4), C6(4).	OE-2 (3)	L1-2(3), L2-2(3) (4 hrs each)	Env. Studies (3)/ SEC-1: Digital Fluency (2)(1+0+2)	Sports/NCC/NSS/R&R(S&G)/ Cultural (2) (0+0+4)/ SEC (2)	26/25
Students exiting the programme after securing 46 credits will be awarded UG Certificate in Disciplines provided they secure 4 credits in work based vocational courses during summer term or internship/Apprenticeship in addition to 6 credits from skill-based courses earned during the first year.						
III	BBA/Com DSC-C7(4),C8(4), C9(4).	OE-3 (3)/ India and Indian Constitution (3)	L1-3(3), L2-3(3) (4 hrs. each)	SEC-2: AI/Cyber Security/Financial Edu. & Inv. Aw. (2) (1+0+2)	Sports/NCC/NSS/R&R(S&G)/Cultural (2) (0+0+4) /SEC (2)	25
IV	BA/Com DSC-C10(4), C11 (4), C12 (4).	India and Indian Constitution (3)/ OE-3(3)	L1-4(3), L2-4(3) (4 hrs. each)	SEC-3: Financial Edu. &Inv. Aw. /AI/Cyber Security (2) (1+0+2)	Sports/NCC/NSS/R&R(S&G) / Cultural (2) (0+0+4)/ SEC (2)	25
Students exiting the programme after securing 92 credits will be awarded UG Diploma in Disciplines or inter-disciplines provided they secure additional 4 credits in skill based vocational courses offered during the first- or second- year summer term.						
V	BBA/Com DSC-C13(4), C14(4), C15(4).	BBA/BCom DSE-E1(3), E2(3), Vocational-1 (3)		SEC-4: Employability Skills/Cyber Security (3) (2+0+2)		24
VI	BBA/Com DSC-C16(4), C17(4), C18(4).	BBA/Com DSE-E3(3), E4(3), Vocational-2 (3)		Internship (3)		24
Students exiting the programme after 3-years will be awarded UG Degree, BBA/B.Com. in Disciplines or Inter-disciplines upon securing 136 credits and satisfying the minimum credit requirements under each category of courses prescribed.						

B.Voc. - Curriculum and Credit Framework for Bachelor of Vocation Programme with Vocational Subjects such as

Food Technology & Quality Management; Food Processing & Nutraceuticals; Medical Biotechnology/Lab. Technology, etc.

Sem.	Discipline Specific – Core(DSC), Elective (DSE) Courses (Credits) (L+T+P)	Minor/ Multidisciplinary/Open Elective (OE) Courses (Credits) (L+T+P)	Ability Enhancement Courses (AEC)(Credits) (L+T+P) (Languages)	Skills Enhancement Courses (SEC) (Credits) (L+T+P)/ Value Added Courses (Credits) (L+T+P) (common for all UG Programs)/ Summer Internship.		Total Credits
I	DSC-C1(4), C2(2), C3(4), C4(2), C5(3), C6(2).	OE-1 (3)	L1-1(3), L2-1(3) (4 hrs each)	SEC-1: Digital Fluency (2) (1+0+2)	Health, Wellness & Yoga (2) (1+0+2)	30
II	DSC-C7(4), C8(2), C9(4), C10(2), C11(4), C12(2).	OE-2 (3)	L1-2(3), L2-2(3) (4 hrs each)		Environmental Studies (3) (3+0+0)	30
Students exiting the programme after securing 60credits will be awarded UG Certificate in Disciplines provided they secure 4 credits in work based vocational courses during summer term or internship/Apprenticeship in addition to 6 credits from skill-based courses earned during the first year.						
III	DSC-C13(4), C14(2), C15(4), C16(2), C17(4), C18(2).	OE-3 (3)	L1-3(3), L2-3(3) (4 hrs. each)	SEC-2:AI/Cyber Security/Financial Edu. & Inv. Aw. (2) (1+0+2)	Sports/NCC/NSS/R&R(S&G)/Cultural (2) (0+0+4)/ SEC (2)	31
IV	DSC-C19(4), C20(2), C21(4), C22(2), C23(4), C24(2).		L1-4(3), L2-4(3) (4 hrs. each)	SEC-3: Financial Edu. &Inv. Aw. /AI /Cyber Security (2) (1+0+2)	India & Indian Constitution (3) (3+0+0)	29
Students exiting the programme after securing 120 credits will be awarded UG Diploma in Disciplines.						
V	DSC-C25(4), C26(2), C27(4), C28(2), C29(4), C30(2)	DSE-E1 (3), E2(3), E3(3),		SEC-4: Employability Skills/Cyber Security (3) (2+0+2)		30
VI	DSC-C31(4), C32(2), C33(4), C34(2), C35(4), C36(2).			Internship/Apprenticeship (12)		30
Students exiting the programme after 3-years will be awarded B.Voc. Degree in Disciplines upon securing 180 credits and satisfying the minimum credit requirements under each category of courses prescribed.						

BCom./BBA/BMS - Apprenticeship/Internship Embedded UG Programmes: Curriculum and Credit Framework for Apprenticeship/Internship Embedded Bachelor of Commerce/Business Administration/Management Studies Programmes inE-Commerce Operation, Logistics, Aviation Services, Air Cargo etc.

Sem.	Discipline Specific – Core(DSC), Elective (DSE) Courses (Credits) (L+T+P)	Minor/ Multidisciplinary/Open Elective (OE) Courses (Credits) (L+T+P)	Ability Enhancement Courses (AEC)(Credits) (L+T+P) (Languages)	Skills Enhancement Courses (SEC) (Credits) (L+T+P)/ Value Added Courses (Credits) (L+T+P) (common for all UG Programs)/ Summer Internship.		Total Credits
I	DSC-C1(4), C2(2), C3(4), C4(2), C5(3), C6(2).	OE-1 (3)	L1-1(3), L2-1(3) (4 hrs each)	SEC-1: Digital Fluency (2) (1+0+2)	Health, Wellness & Yoga (2) (1+0+2)	30
II	DSC-C7(4), C8(2), C9(4), C10(2), C11(4), C12(2).	OE-2 (3)	L1-2(3), L2-2(3) (4 hrs each)		Environmental Studies (3) (3+0+0)	30
Students exiting the programme after securing 60credits will be awarded UG Certificate in Disciplines provided they secure 4 credits in work based vocational courses during summer term or internship/Apprenticeship in addition to 6 credits from skill-based courses earned during the first year.						
III	DSC-C13(4), C14(2), C15(4), C16(2), C17(4), C18(2).	OE-3 (3)	L1-3(3), L2-3(3) (4 hrs. each)	SEC-2:AI/Cyber Security/Financial Edu. & Inv. Aw. (2) (1+0+2)	Sports/NCC/NSS/R&R(S&G)/Cultural (2) (0+0+4)/ SEC (2)	31
IV	DSC-C19(4), C20(2), C21(4), C22(2), C23(3), C24(3).		L1-4(3), L2-4(3) (4 hrs. each)	SEC-3: Financial Edu. &Inv. Aw. /AI/Cyber Security (2) (1+0+2)	India & Indian Constitution (3) (3+0+0)	29
Students exiting the programme after securing 120 credits will be awarded UG Diploma in Disciplines.						
V	DSC-C25(3), C26(2).	DSE-E1 (3), E2(2).		Apprenticeship I (20)		30
VI	DSC-C27(3), C28(2).	DSE- E3(3), E4(2).		Apprenticeship II (20)		30
Students exiting the programme after 3-years will be awarded B.Com./BBA/BMS in an Apprenticeship based Discipline upon securing 180 credits and satisfying the minimum credit requirements under each category of courses prescribed.						

Internship for graduate Programme (As Per UGC & AICTE)

Course title	Internship Discipline specific
No of contact hours	90
No credits	2
Method of evaluation	Presentations/Report submission/Activity etc.,

- ❖ Internship shall be Discipline Specific of 90 hours (2 credits) with a duration 4-6 weeks.
- ❖ Internship may be full-time/part-time (full-time during semester holidays and part-time in the academic session)
- ❖ Internship mentor/supervisor shall avail work allotment during 6th semester for a maximum of 20 hours.
- ❖ The student should submit the final internship report (90 hours of Internship) to the mentor for completion of the internship.
- ❖ The detailed guidelines and formats shall be formulated by the universities separately as prescribed in accordance to UGC and AICTE guidelines.

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**Regulations Governing the Post-Graduate
Programmes of Kuvempu University under
Choice Based Credit System (CBCS)**

Preamble

Kuvempu University is the first affiliate-type university in the State to offer its Post-Graduate Programmes under Choice Based Credit System (CBCS) from 2005-06 academic year successfully. However, during this four-year period, it has experienced some practical difficulties and also obtained the feedback from its stakeholders including the student-community which is the major stakeholder group. This necessitated a thorough and comprehensive revision of its Regulations governing the Post-Graduate Programmes. Hence, this Regulations.

Draft Regulations Governing the Post-Graduate Programmes of Kuvempu University under Choice Based Credit System (CBCS)

01. **Title:** This Regulation shall be called **Kuvempu University Regulations Governing the Post-Graduate Programmes under Choice Based Credit System, 2010.**
02. **Commencement:** This Regulation shall come into force from the date on which it is assented to by the Chancellor.
03. **Definitions:** In this Regulations, unless the context otherwise requires,
 - 3.1. **University** means Kuvempu University,
 - 3.2. **Post-Graduate Programmes** means Master's Degree Programmes excluding P.G Diploma, M.Phil and Ph.D Programmes,
 - 3.3. **Student** means the student admitted to Post-Graduate Programme under this Regulations,
 - 3.4. **Degree** means Master's Degree,
 - 3.5. **Board of Studies** means the Board of Studies (Post-Graduate) of Kuvempu University in the discipline/subject concerned,

- 3.6. **Academic Council** means Academic Council of Kuvempu University,
- 3.7. **Fee** means the fee prescribed by the University for the Post-Graduate Programmes from time to time,
- 3.8. **Course** means a logical part of a subject matter of the programme. Alternatively, this shall be called a paper,
- 3.9. **Hard Core Courses** means fundamental courses which every student admitted to a particular Post-Graduate Programme should study and complete successfully, besides other courses, to be eligible to receive the Degree and which cannot be substituted by any other course/s,
- 3.10. **Soft Core Courses** means the courses in a stream of specialization which a student selects out of two or more streams of specialization offered by the Department. In some specialized academic programmes such as MTA (Tourism Administration), MBFI (Banking, Finance and Insurance), etc, the Soft Core Courses shall mean the allied courses,
- 3.11. **Elective Courses** means the inter-disciplinary courses offered by a Department for the students of other Departments,
- 3.12. **Advisory Committee** means the Advisory Committee in the School constituted by the University,
- 3.13. **Credit** means the unit by which the teaching/course work is measured. For this Regulation, one Credit means one hour of teaching work or two hours of practical work per week for 16 weeks in a semester. Each course shall be designed with different pedagogy such as lectures, tutorials, case studies, laboratory work, seminars, practical training, report and/or assignment writing, viva-voce, etc to meet effective teaching and learning needs, and the credits shall be assigned accordingly, and

- 3.14. **Grade** means an index of conversion of marks secured by a student after completing prescribed credits and relevant examination in each Course. Grade shall be computed by considering both the marks secured and the credits earned in each course, semester and the whole academic programme.

04. Eligibility to Apply for Admission

- 4.1. The students who have successfully completed the three-year Degree programme or any other Degree programme of this university or of any other university recognized as equivalent thereto by this university shall be eligible to apply for admission to the P. G programme/s of this University provided they possess the minimum percentage of marks as may be prescribed by the University from time to time, and
- 4.2. The admission to any P. G Programme shall be based on the Admission Rules of the University considering the %age of marks in cognate or any other subject/s at the Graduate Studies, total intake fixed for each P. G Programme, reservation of seats to different sections of the society as per the Reservation Policy of the Government, etc and/or the performance of the applicants in the entrance test.

05. Duration of the Programme

- 5.1. The Programme of study for the Post-Graduate Degree shall normally extend over a period of two academic years (in the case of M.Ed, it shall be one year; and three years in the case of M.Tech and MCA), each academic year comprising of two semesters, and each semester comprising of 18 weeks which shall include 16 weeks for class/course work and the immediate next 2 weeks for conducting semester-end examination,

- 5.2. No student shall be permitted to obtain P. G Degree earlier than four semesters (in the case of M.Ed, not earlier than two semesters; and six semesters in the case of M.Tech and MCA) or to take more than eight semesters (in the case of M.Ed, it shall be four semesters; and 12 semesters in the case of M.Tech and MCA). That means, the student shall complete the academic programme within four years (in the case of M.Ed, it shall be within two years; and six years in the case of M.Tech and MCA) from the date of admission to the first semester of Post-Graduate Programme, and
- 5.3. Whenever the curricula are revised, and whenever a candidate is reappearing, within the above maximum period (5.2), he/she shall be allowed to reappear for the P. G Degree examinations according to the pre-revised curricula (i.e., the curricula in which he/she has studied the Course/s as regular student).

06. Attendance

- 6.1. Each course shall be taken as a unit for the purpose of calculating the attendance,
- 6.2. Each teacher shall mark the attendance in every hour of teaching of each course. The attendance shall also be notified on the Notice Board of the Department during first week of every subsequent month,
- 6.3. Certain portion of internal assessment marks shall be allotted for the regularity of the student in attending the classes,
- 6.4. A student shall be considered to have satisfied the requirement of attendance for each course, if he/she has attended not less-than 75% of the number of classes held up to the end of the semester including tests, seminars, group discussion, practical, tutorials, special classes and lectures, etc,

- 6.5. However, if a student represents his/her Institution, University, State or Nation in Sports, NCC, NSS or Cultural or any other officially sponsored activities, he/she shall be eligible for the attendance benefit for the actual number of days participated subject to a maximum of 20 days in a semester based on the specific recommendations of the chairperson of the Department concerned. This facility (attendance benefit) shall also be extended to the students who were absent due to accident/serious illness leading to actual hospitalization. In both the cases, the %age of classes attended shall be determined (for the purpose of Regulations 6.4 and 9.9) by dividing the number of hours of classes attended by the number of hours of classes engaged (excluding the classes held on the days he/she was not present due to hospitalization or participation in sports, etc), and
- 6.6. A student who does not satisfy the requirements of attendance (atleast 75% in each course) shall be ineligible to appear for the examination of that course/s. And the student shall repeat that course in the subsequent year/s as regular student at his/her own risk.

07. Medium of Instruction: The medium of instruction shall normally be English except in relevant/concerned languages such as Hindi, Kannada, Sanskrit, Urdu, etc.

08. Structure of Academic Programmes and Min-Max Credits

- 8.1. There shall be four categories of courses viz., Hard Core Courses, Soft Core Courses, Elective Courses and Soft Skill Courses for every P. G Programme,
- 8.2. Hard and Soft Core Courses shall be the courses offered by the concerned Department. Each student shall compulsorily undertake project work leading to Project Report and it shall be a part of Hard Core Courses,

8.3. Guiding of every 10 students or less of final semester in their Project Report shall be treated as equivalent to one hour of teaching work per week subject to a maximum of 2 hours per teacher per week,

8.4. Elective Courses are the courses offered for the students of other Departments. Further, these courses, offered by Science Departments, shall be without laboratory practical as the group of students taking these courses is diverse,

8.5. Soft Skill Courses

8.5.1. Besides, there shall be three Soft Skill Courses viz., Communication Skills, Computer Skills and Life Skills. These Courses shall be offered by the Departments of Studies in English, Computer Science and Commerce respectively for the students of all the Departments of P. G Studies with necessary financial and other support from the University,

8.5.2. Each of these three courses shall carry one credit and there shall be no semester-end examination for these courses,

8.5.3. Further, the credits of these courses shall not be considered for computing the Cumulative Grade Point Average (CGPA) which is the base for the declaration of result of the students,

8.5.4. However, to successfully complete the Master's Degree, every student must complete these courses earning three credits within the first two semesters. The chairpersons of the respective Departments (i.e., the Departments conducting these courses) shall compile the credits and certify the successful completion of these Soft Skill Courses, and

8.5.5. However, the students who have studied atleast one course on Computer Skills at the Graduate Studies and/or the students who are required to study atleast one course on Computer Skills/Applications as either Hard Core or Soft Core Course at their post-graduate studies shall be exempted from Computer Skills course. Similarly, the students of M.A (English) shall be eligible for exemption from Communication Skills course. In both the cases, the Chairpersons of the concerned Departments (i.e., the Departments in which these students have taken admission for their P. G Programme) shall send a certificate to this effect to the Registrar (Evaluation) who shall, in turn, take steps to include one credit in the marks statements of these students.

- 8.6. The credits for each Hard Core Course shall range from 3 to 6 and that of Soft Core Course from 2 to 4. In the case of Elective Courses, each course shall carry 2 credits. Further, in the case of Science subjects, each practical for 2 hours per week for 16 weeks in a semester shall carry one credit,
- 8.7. A student shall register for a minimum of 18 credits and a maximum of 32 credits per semester,
- 8.8. The minimum and maximum (min-max) number of credits for the Master's Degree Programmes shall be as detailed below,

Sl. No	Academic Programme	Duration (years)	Minimum Credits	Maximum Credits
01	M.Ed, etc	01	40	50
02	M.A (in different disciplines), M.Com, M.Sc (in different disciplines), MSW, MTA, MBFI, MBA, M.P.Ed, LL.M, etc	02	80	100
03	M.Tech, MCA, etc	03	120	150

8.9. Within the above Min-Max Credits, the Boards of Studies in different disciplines/subjects shall prescribe the structure of academic programmes – number and titles of Hard and Soft Core Courses, course inputs, course-wise credits and weekly teaching hours, examination duration, question paper pattern, maximum marks, Elective Courses and their course inputs, etc, and

8.10. Elective Courses

8.10.1. Each Department of P. G Studies shall offer, for the students of other Departments, a minimum of one and a maximum of two Elective Courses with two credits per course in the II (even) and III (odd) Semesters,

8.10.2. Students of all P. G Programmes shall select, study and successfully complete atleast one Elective Course (out of a number of Elective Courses offered by other Departments) each in II and III Semester earning atleast four credits, and

8.10.3. Students from the same Department shall not be eligible to select the courses offered as Elective Courses by their Department.

09. Continuous Assessment Programmes and Evaluation

9.1. Out of the total marks for each course, 25 marks shall be earmarked for Continuous Assessment (Internal Assessment) and the remaining 75 marks for the semester-end examination,

9.2. In the case of Project Report, it (Project Report) shall be evaluated for 75 marks and the viva-voce examination shall be conducted by the Board of Examiners for the remaining 25 marks,

- 9.3. In the case of elective courses, each elective course shall carry a maximum of 50 marks comprising of 40 marks for semester-end examination and 10 marks for internal assessment. Internal Assessment marks shall be awarded to the students based on a test (5 marks), assignment-cum-group discussion (2.5 marks), and regularity of the students in attending the classes (2.5 marks as per Regulation 9.9 below),
- 9.4. Each course/semester shall have continuous evaluation which shall include tests, seminars/group discussion, field work-based/library-based assignments, and regularity to the class work,
- 9.5. Session Tests (minimum of two for each course per semester) for the internal assessment at regular interval shall be conducted. Any student who could not attend any of the session tests due to medical reason or due to extra-ordinary circumstances, a separate test shall be conducted before the end of semester classes by the course teacher under intimation to the chairperson of the Department,
- 9.6. For the purpose of uniformity, first session test shall be conducted during 9th week of the semester for the syllabi covered till then. And the second session test shall be conducted during the 16th week of the semester for the entire syllabi,
- 9.7. The marks obtained in the tests shall be displayed on the notice board of the Department. The tests and assignments for each course shall be written in a separate book and after evaluation, the same should be shown to students,

- 9.8. 25 marks earmarked for continuous assessment in each of the Hard Core and Soft Core Courses shall be distributed among different activities as follows,

Sl. No	Continuous Assessment Programme	Maximum Marks
01	Two Session Tests (5 marks per test)	10
02	Seminar/Group Discussion (to be assessed on the basis of writing, comprehension, communication, articulation, and presentation skills)	05
03	Field Work and/or Assignments	05
04	Regularity and Attendance	05

- 9.9. Five marks in each course earmarked for regularity in attending the classes shall be awarded as follows,

%age of Class Work Attended	Marks to be Awarded	
	Hard and Soft Core Courses	Elective Courses
< 75	00	00
≥ 75 < 80	01	0.5
≥ 80 < 85	02	1.0
≥ 85 < 90	03	1.5
≥ 90 < 95	04	2.0
≥ 95	05	2.5

- 9.10. Students seeking the attendance benefit/condonance of attendance shortage (as under Regulation 6.5) shall produce attendance/medical certificate/s from the concerned authority and that period shall be considered for the award of marks as under Regulation 9.9,

- 9.11. In each of the activities pertaining to the internal assessment marks, complete transparency shall be ensured by the course teacher, and the student who is not satisfied with the marks awarded to him/her can make an appeal to the chairperson of the Department with justifiable reasons. On receipt of appeal, the chairperson of the Department shall convene a meeting of the Departmental Council and redress the grievances of the student appropriately, and
- 9.12. In case of candidates who appear for improvement examination, the marks obtained in the internal assessment shall not be revised. There shall be no improvement for internal assessment.

10. Semester-end Examination and Evaluation

- 10.1. There shall be semester-end examination of three-hour duration for 75 marks for each of Hard and Soft Core Courses. However, in the case of Elective Courses, the semester-end examination shall be conducted for 40 marks for 1 ½ hours for each course,
- 10.2. Project Reports and answer scripts of the semester-end examination shall be evaluated by two examiners (preferably, one internal and another external; however, under no circumstances a script/Project Report shall be valued only by two internal examiners). The marks awarded to that answer script/Project Report shall be the average of these two evaluations,
- 10.3. If the difference in the marks between two evaluations exceeds 20% of the maximum marks, such a script/Project Report shall be valued by a third external examiner. The marks awarded to that answer script or Project Report shall be the average of two nearer marks out of the three evaluations,

10.4. In the fourth semester, the Project Report shall be evaluated for 75 marks by both internal and external examiners. And for the remaining 25 marks, project viva-voce examination shall be conducted by the Board of Examiners, and

10.5. In the case of the academic programmes in the Faculty of Science and Technology, there shall be semester-end practical examination for 3 - 4 hours duration carrying 50 marks per practical.

11. **Challenge Evaluation:** A student who desires to challenge the marks awarded to him/her in the semester-end examination may do so by submitting an application along with the prescribed fee to the Registrar (Evaluation) within 15 days from the date of announcement of the result. Such candidates shall be provided with a photo copy of the answer book after concealing the name and signature of the examiners. The challenged valuation script shall be got valued by another external examiner. The marks awarded to that answer script or Project Report shall be the average of two nearer marks out of the three/four evaluations.

12. Carry-over Facility

12.1. CBCS is a fully carry-over system,

12.2. However, the P. G programme should be completed by the students within double duration of the normal course period,

12.3. During the normal course period, the candidates shall normally be permitted to take examination of odd semester courses at the end of odd semester, and examination of even semester courses at the end of even semester, and

12.4. However, in the case of the students who have completed the course period and also those who are in the final semester shall be permitted to appear in the cross semester examination (i.e., odd semester courses with even semester course examination and vice-versa) after paying an additional fee per course as prescribed by the University from time to time.

13. **Minimum for Pass and Provision for Improvement of the Result**

- 13.1. Minimum for pass in each course shall be 45% (both the internal assessment marks and semester-end examination marks put together), out of which atleast 35% (26 marks out of 75) shall be from semester-end examination,
- 13.2. A candidate shall be exempted from re-appearing for the examination in a course in which he/she has secured not less-than 45% in the previous examinations as above (Regulations 13.1),
- 13.3. A candidate who has secured atleast 45% marks in each of the courses prescribed for the academic programme and who has earned the minimum credits (as specified in Regulations 8.5.4, 8.7, 8.8 and 8.10.2) shall be considered to have passed the Master's Degree, and
- 13.4. The candidates who seek to improve their results of any of the semesters shall do so by submitting a representation along with a prescribed fee to the Registrar (Evaluation) and surrendering the Degree Certificate/Provisional Pass Certificate/Original Marks Cards of that semester/s within the maximum period as specified in Regulations 5.1 to 5.3.

14. **Grading and Declaration of Result**

- 14.1. **Grade** means an index of conversion of marks secured by a candidate after completing the prescribed credits and relevant examination in each course,
- 14.2. **Grade and Credit Points** are computed for each course considering the marks secured and the credits earned in each course. **Grade Points** shall be computed by dividing the marks secured by the candidate in each course by 10% of the maximum marks for that course. And **Credit Points** are determined by multiplying the Grade Points in each course by the credits of that course. Both the Grade Points and Credit Points shall be computed for each course in each semester,

14.3. **Grade Point Average (GPA)** shall be computed and given to each candidate based on his/her semester performance. This shall be determined by dividing the sum of credit points earned by the student in all the courses of a semester by the total number of credits for which the candidate has taken examination in that semester,

14.4. **Cummulative Grade Point Average (CGPA)** is computed for the whole academic programme considering the aggregate of Credit Points of all the semesters earned by the student and dividing this sum by the total credits of all the semesters,

14.5. The CGPA obtained as above (14.4) shall be the base for the determination of Grade and for the declaration of the result as follows. However, the overall %age of marks shall be shown in the marks statement of final semester.

CGPA	Result, Grade	Description of Result Grade
< 4.50	D	Fail
$\geq 4.50 < 5.00$	C	Pass
$\geq 5.00 < 5.50$	B	Second Class
$\geq 5.50 < 6.00$	B ⁺	High Second Class
$\geq 6.00 < 6.50$	A	First Class
$\geq 6.50 < 7.50$	A ⁺	High First Class
≥ 7.50	A ⁺⁺	First Class with Distinction

15. Schools of Studies

15.1. For the successful implementation of CBCS, the Departments of Studies shall be classified into ten Schools of Studies as specified below. However, it shall be noted here that the list presented below is only indicative but not exhaustive and the University shall have the power to add any new Department of Studies as and when established into the relevant School of Studies,

Sl. No	School	Faculty	Departments
01	Bio-sciences	Science and Technology	Applied Zoology, Applied Botany, Bio-Technology, Microbiology, etc
02	Business Studies	Commerce	Commerce, Institute of Management Studies, Tourism Administration, etc
03	Chemical Sciences	Science and Technology	Chemistry, Industrial Chemistry, Bio-chemistry, etc
04	Earth and Environmental Sciences	Science and Technology	Applied Geology, Environmental Science, etc
05	Education	Education	Physical Education, Education, Adult Continuing Education and Outreach Extension etc
06	Engineering and Technology	Engineering and Technology	E & E, E & C, Information Technology, Computer Science, Civil Engineering, Environmental Engineering, etc
07	Languages and Literature	Arts	English, Hindi, Kannada, Sanskrit, Urdu, etc
08	Law	Law	Law, etc
09	Physical Sciences	Science and Technology	Mathematics, Computer Science, Physics, Electronics, Library Sciences, etc
10	Social Sciences	Arts	Sociology, Political Sciences, History and Archeology, Economics, Social Work, Journalism and Mass Communication, etc

- 15.1. Every School shall be headed by a Director who shall be nominated by the university for a period of two years among the Professors on rotation basis according to seniority in that School. If senior most Professor is Dean, then the next senior most Professor shall be appointed as Director,
- 15.2. Each School shall have an Advisory Committee consisting of all Professors and Readers, and one Lecturer from each of the constituent Departments of School on rotation basis according to seniority for a period of two years,
- 15.3. The Advisory Committee shall meet at least twice in a semester. In the last meeting of each semester, the committee shall finalize the internal assessment marks of the students of all the constituent Departments of the School and also that of colleges offering P. G Programmes for the semester. Under the circumstances of drastic variations in the Internal Assessment Marks, the Advisory Committee shall be competent to bring in the normalization,
- 15.4. However, the Chairperson of the Departmental Council shall continue to function as the administrative and academic head of the concerned Department. And, the Director of the School shall co-ordinate and integrate the academic programmes and all logistics for the successful implementation of CBCS in a particular School. Further, the Director shall also be in-charge of the common facilities like, instrumentation centre, seminar hall, computer centre, lecture halls, common laboratories, etc so that all the common facilities are utilized to the maximum extent,
- 15.5. Similarly, the Deans of Faculties shall continue to function as per Karnataka State Universities Act, 2000, and
- 15.6. The existing structure and modalities of Boards of Studies, Faculties and Boards of Examiners shall continue to function as per the existing rules/Provisions of KSUA, 2000 even under CBCS.

16. Repeal and Savings

- 16.1. Notwithstanding anything contained in this Regulations, the Provisions of any Order, Rule or Regulations in force shall be inapplicable to the extent of their inconsistency with this Regulations,
- 16.2. The University shall issue such orders, instructions, etc and prescribe such format, procedure, etc as it may deem fit to implement the Provisions of this Regulations, and
- 16.3. If any difficulty arises in the implementation of this Regulations, the Vice-chancellor shall, in consultation with the Deans, be competent to issue necessary clarification. And he/she shall, at the earliest possible opportunity thereafter, report the action taken by him/her to the Academic Council for ratification.

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Assented by the Chancellor on 16-08-2010
From the academic year 2010-11