

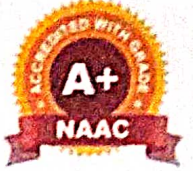
**CURRICULUM DEVELOPMENT
POLICY**

CBCS – SEMESTER PATTERN



SHRI GNANAMBICA DEGREE COLLEGE

(AUTONOMOUS)
(Affiliated to S.V. University)



ACADEMIC CURRICULUM DEVELOPMENT POLICY

Shri Gnanambica Degree College is committed to offering curricula and activities that align with its core values, objectives, and mission. The college provides students with an excellent opportunity to explore, understand, and reach their full academic potential. This approach also allows students to actively participate in shaping their learning experience while maintaining high academic standards. By embracing modern and innovative curriculum design methods, the college aims to continuously monitor and enhance academic excellence, in line with the latest guidelines of NEP-2020. The curriculum development policy is grounded in the fundamental principle of promoting students' holistic development.

1. VISION AND MISSION OF THE INSTITUTION

VISION:

To equip the students with the required knowledge and skills, and mould them to become competent professionals, leaders, entrepreneurs and above all good human beings through affordable and quality education.

MISSION:

- ✓ Imbibe knowledge, skills and sensitivity towards the society.
- ✓ Provide a conducive and congenial teaching-learning environment
- ✓ Strive to ensure holistic development of the students through curricular, co-curricular and extra-curricular activities

2. PREAMBLE

The Government of Andhra Pradesh has implemented several initiatives to transform the state into a knowledge hub. To enhance academic standards and quality in higher education, innovative methods and techniques are being integrated into the curriculum, teaching-learning processes, and evaluation systems. The Department of Higher Education, Andhra Pradesh, and the APSCHE have established various committees to achieve academic excellence.

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AN ISO 9001 - 2015 CERTIFIED INSTITUTION

Universities in Andhra Pradesh employ different approaches for conducting examinations, evaluation, and grading. This college follows the Choice Based Credit System (CBCS) for undergraduate programs (BCA/B.Sc./B. Com/BBA etc.). To facilitate student mobility across universities in AP and aid employers in assessing student performance, a uniform grading system is desirable.

3. POLICY

The college is committed to achieving academic excellence by building a strong foundation rooted in a learner-centric, knowledge-based, value-driven, and need-responsive curriculum. This approach empowers each student to pursue groundbreaking careers while nurturing their conscience with a passion for excellence and knowledge. The college shall:

- ✓ Provide a high-quality curriculum that aligns with the diverse needs of the student body.
- ✓ Offer a value-driven curriculum that enriches students' minds.
- ✓ Cultivate research skills, critical thinking, and a lifelong passion for learning.
- ✓ Emphasize industry-oriented experiential learning and practical application of subjects to make the curriculum more engaging for students.
- ✓ Promote global competencies among students.
- ✓ Enhance employability, entrepreneurship, and vocational skills through a career-oriented curriculum.
- ✓ Design a forward-thinking curriculum that emphasizes professional ethics, human values, and fosters environmental and cultural awareness in students.

A. The curriculum structure will include:

- ✓ Evaluation patterns
- ✓ External and internal assessment methods
- ✓ Number of semesters
- ✓ Credit distribution for core and elective courses
- ✓ List of reference materials and question paper formats based on Bloom's taxonomy

B. The curriculum design process will follow these steps:

- ✓ Gather feedback from stakeholders before curriculum revision.
- ✓ Hold departmental meetings to prepare a draft syllabus before presenting it to the Board of Studies.
- ✓ Submit the curriculum for approval by the Board of Studies after incorporating any suggestions.
- ✓ Present the curriculum to the Academic Council for approval after implementing the Board of Studies' recommendations.
- ✓ Forward the curriculum to the Governing Body after considering the Academic Council's suggestions.
- ✓ Once the Governing Body's recommendations are incorporated, submit the syllabus to the Management Council.

4. NURTURING GRADUATE ATTRIBUTES

Our focus is on developing graduates who are globally and socially responsible, culturally aware, and conscious of the ethical implications of their decisions. We aim to nurture resilient individuals who are intellectually curious, critically reflective lifelong learners, capable of using analytical, creative, and evaluative skills to explore problems and propose effective solutions. Our graduates should be able to work well in teams and communicate effectively with a variety of audiences. They should also possess a high level of digital literacy, enabling them to responsibly create, communicate, and collaborate online.

By working closely with industry and other stakeholders, we ensure that our graduates acquire the knowledge, skills, and attitudes needed to excel in their professions and become leaders in their respective fields.

A. Academic Excellence

- ✓ Our graduates will have comprehensive and in-depth knowledge, understanding, and skills in their chosen disciplines, with an appreciation for the interconnectedness of various fields.
- ✓ They will contribute to the creation of new knowledge and understanding through research and inquiry.

- ✓ They will be able to apply their knowledge to solve real-world problems and work collaboratively to overcome new challenges.
- ✓ They will use current and relevant knowledge and skills to address both theoretical and practical problems, employing creativity, critical thinking, analysis, and research.
- ✓ Our graduates will demonstrate teamwork, negotiation, and conflict resolution skills.
- ✓ They will show initiative and drive, utilizing organizational skills to manage their workload effectively.
- ✓ They will take pride in maintaining high moral standards in both their professional and personal lives.

B. Communication Skills

- ✓ Our graduates will be capable of engaging in meaningful discussions and debates.
- ✓ They will develop appropriate communication styles, methods, and resources to suit different purposes and contexts.
- ✓ They will communicate effectively across various situations and for diverse reasons.

C. Leadership Qualities and Personality Development

- ✓ Our graduates will have a strong understanding of their own strengths and weaknesses.
- ✓ They will possess the capacity for self-reflection, self-discovery, and personal growth.
- ✓ They will exercise self-control in both their personal and professional lives.
- ✓ They will be comfortable taking risks and addressing challenges.
- ✓ They will have the ability to initiate and implement positive changes in their professions, workplaces, and communities.
- ✓ They will actively participate in significant public discourse, with a keen understanding of community needs.

D. Global Outlook

We support students in acquiring the knowledge and confidence needed to become global citizens. We aim to instill in them:

- ✓ An understanding of social and civic responsibilities, along with the readiness to fulfill them.
- ✓ An awareness and appreciation of social and cultural diversity, as well as secularism.
- ✓ An awareness and appreciation of human rights, equity, and ethics.

As a result, our graduates will:

- ✓ Think comprehensively about issues in their profession.
- ✓ Apply a balanced approach across professional and international boundaries.
- ✓ Understand professional issues from the perspective of other cultures.
- ✓ Communicate effectively in diverse cultural and common settings.
- ✓ Make resourceful use of technology in their learning and professional lives.
- ✓ Uphold moral and ethical behavior in both their professional and personal lives.

5. ACADEMIC PLANNING OVERVIEW

A. Staff Council Meetings:

Staff council meetings serve as a vital platform for the entire teaching staff to collaborate and discuss strategies for enhancing student learning. The principal organizes and leads these sessions, promoting active participation from all teachers. Key topics covered include the academic calendar, curriculum revisions, workload distribution, and the effective implementation of curricula. Important decisions may require input from the broader college community, with faculty members and department heads contributing valuable suggestions that are integrated into planning. The initial meeting of each semester is particularly important for assigning committees among staff, which aids in clarifying curriculum changes and directing the librarian on how to expand the library's resources accordingly.

B. Examination Department Meetings with Heads of Departments (HoDs):

The Examination Department, in collaboration with the Internal Quality Assurance Cell (IQAC), conducts meetings with all HoDs to provide directives on syllabus framing and necessary changes in assessment and evaluation methods. These discussions lead to the release of the institution's academic calendar, which is approved by the principal.

C. Departmental Meetings (Departmental Curriculum Development Committee):

Heads of departments organize faculty meetings to discuss syllabus updates and revisions based on current trends and requirements. These meetings also address workload distribution, which is reported to the principal and the timetable committee. Regular discussions within departments help develop strategies to achieve course and program outcomes, which are then communicated to the IQAC.

D. Pre-Board of Studies Meetings:

Pre-Board of Studies meetings focus on identifying new programs and courses that align with local, regional, and global needs. These meetings also ensure the implementation of various guidelines before proceeding to the Board of Studies.

E. Board of Studies Meetings:

The Board of Studies regularly convenes to discuss curricula in detail with external experts and gather feedback. Both summative and formative assessment methods are finalized during these meetings, and the outcomes are submitted to the Academic Council for final approval.

F. Final Approval by Academic Council:

The Academic Council grants final approval for the curriculum developed by the Board of Studies, paving the way for its implementation.

G. Timetable Planning:

A well-organized timetable is essential for the smooth operation of a college. It reflects the overall educational curriculum and ensures that academic activities are conducted in an orderly manner. The timetable committee is responsible for gathering course data, assigning lectures, and preparing a consolidated timetable for the entire college. They also allocate classrooms and study spaces, optimize the use of infrastructure, and ensure that the college operates according to the schedule. The timetable helps avoid misunderstandings, repetition, and overlap, and plays a significant role in maintaining college discipline.

H. Induction Meeting:

The principal addresses new students in an induction meeting organized by the faculty. The principal discusses the college's vision and mission, curriculum delivery procedures, and available facilities. Students are encouraged to participate in co-curricular and extracurricular activities, and the administrative officer provides information on student welfare measures. The IQAC Coordinator briefs students on program and course outcomes.

6. ROLE OF TEACHERS:

Teachers play a crucial role in transforming the curriculum into meaningful learning experiences. Their effectiveness is influenced by factors such as intelligence, content understanding, communication skills, and experience. Teachers' verbal and nonverbal communication behaviors significantly impact students' perceptions and the learning environment. The institution advises teachers to emphasize the importance of feedback, encourage group work, plan extracurricular activities, and incorporate technology into instruction.

7. INSTITUTIONAL INITIATIVES:

As an autonomous institution, SGDC carefully plans both curriculum design and effective delivery. The college supports faculty development through Faculty Development Programs (FDP), orientation, and refresher courses. Innovative teaching methods are encouraged, and faculty are urged to participate in syllabus revision workshops. The institution also organizes expert talks, study tours, and field trips, offers remedial teaching for slow learners, and promotes the use of Information and Communication Technology (ICT) in instruction. Resources provided include a well-stocked library, internet-enabled computers, smart classrooms, and discipline-specific laboratories. The institution funds faculty participation in workshops and regularly conducts ICT training programs.

8. TEACHING APPROACHES:

The college adopts various teaching methods to cater to the diverse needs of students from different socioeconomic and educational backgrounds.

A. Traditional Lecture Methods:

Traditional lectures focus on content delivery, with the teacher playing a central role. Teachers are encouraged to engage students in conversation and develop both verbal and nonverbal communication skills to make lectures more effective and interesting.

B. Experiential Learning:

Experiential learning involves "learning by doing" and reflecting on experiences. According to Kolb (1984), true experiential learning requires the ability to reflect, analyze, conceptualize, and apply new ideas. Activities include workshops, museum visits, community service, and field trips that help students connect academic learning to real-world applications.

C. Participative Learning:

Participative learning empowers students to discuss, analyze, and enhance their understanding while actively participating in decision-making. Activities include sports events, entrepreneurship workshops, NGO visits, science exhibitions, seminars, and expert talks, where students actively contribute and engage.

D. Cooperative Learning:

Cooperative learning involves organizing classroom activities into group-based experiences where students of varying abilities work together. The college promotes collaborative assignments, group decision-making, and laboratory activities to foster cooperative learning.

E. Research-based Learning:

Inquiry-based learning encourages students to explore questions, issues, or scenarios rather than simply receiving facts. This approach promotes lifelong learning habits. Activities include case studies, research projects, fieldwork, internships, and project-based learning.

F. Technology-enabled Learning:

Technology has transformed learning into a student-centered experience. The college provides internet and computer access, projectors, smart boards, visualizers, and educational applications such as virtual labs and language labs. Teachers and students communicate through email, Google Classroom, WhatsApp, and Learning Management Systems (LMS), with access to e-resources like INFLIBNET and DELNET.

9. OFFERING OF ONLINE AND DISTANCE LEARNING (ODL) AND ONLINE PROGRAMS

In alignment with the National Education Policy (NEP) 2020, Shri Gnanambica Degree College is committed to utilizing online learning platforms to help achieve the national goal of enrolling 50% of students in higher education by 2035.

A. Support through ODL and Online Programs

- ✓ **Recognized Online Courses:** We offer online courses that are recognized by the University Grants Commission (UGC).
- ✓ **SWAYAM Platform Utilization:** Our college actively utilizes the SWAYAM platform to provide diverse online courses.
- ✓ **Multidisciplinary Education:** We support multidisciplinary education through various online learning initiatives.
- ✓ **Tracking Student Progress:** We monitor and track the number of students completing Massive Open Online Courses (MOOCs) and SWAYAM courses as part of their degree requirements.
- ✓ **Infrastructure Support:** The college ensures that the necessary physical infrastructure, such as computer facilities and libraries, is available to support online learning.

B. Offering Professional Courses in Indian Languages

Shri Gnanambica Degree College is dedicated to promoting inclusivity and accessibility by offering professional and technical courses in local languages. The availability of these courses in local languages is a key performance indicator (KPI) of our progress in this area.

Additionally, we are committed to researching, preserving, translating, and studying manuscripts in classical languages and dialects to enrich our understanding of Indian languages and their interconnections with other subjects.

C. Strategies for Promoting Professional Courses in Indian Languages

- ✓ **Collaborative Development:** We foster collaborations between language experts and professionals to develop course materials and resources in local languages.
- ✓ **Faculty Training:** Our faculty members are provided with training and capacity-building opportunities to effectively deliver professional courses in Indian languages.
- ✓ **Enhancing Access:** We work towards enhancing access to professional education by removing language barriers and promoting multilingualism.

- ✓ **Course Recognition:** Professional courses offered in local languages are recognized and accredited by relevant authorities to ensure quality and standards.
- ✓ **Awareness Initiatives:** We actively create awareness among students, parents, and policymakers about the value and importance of professional courses offered in Indian languages.
- ✓ **Industry Participation:** We encourage industry participation and support for professional courses in local languages, thereby enhancing employment opportunities for our students.
- ✓ **Language Policy Development:** Comprehensive language policies and frameworks are developed within our institution to support the offering of professional courses in Indian languages.

D. Embedding Indian Knowledge Systems (IKS) in the Curriculum

Shri Gnanambica Degree College integrates the Indian Knowledge System (IKS) into our curriculum by offering specialized courses or modules that focus on IKS. The number of such courses or modules serves as a KPI to track our progress in this area. Incorporating IKS allows us to provide students with a well-rounded education that encompasses the diverse aspects of Indian heritage.

Support through the Inclusion of IKS in Curriculum

- ✓ **Research and Scholarship:** We encourage research and scholarship in IKS to contribute to the advancement of knowledge.
- ✓ **Collaborative Course Development:** Our college collaborates with experts and scholars in IKS to develop and deliver high-quality courses.
- ✓ **Experiential Learning:** We provide opportunities for students to engage in experiential learning and practical applications of IKS.
- ✓ **Preservation and Documentation:** The preservation and documentation of indigenous knowledge systems within IKS are actively promoted.
- ✓ **Community Engagement:** We engage with local communities and practitioners of IKS to bridge the gap between academic knowledge and traditional wisdom.
- ✓ **Recognition of IKS Contributions:** The contributions of IKS in shaping India's cultural and intellectual heritage are recognized and valued within our curriculum.

These initiatives are part of Shri Gnanambica Degree College's ongoing commitment to providing a holistic education that embraces modern learning technologies while preserving and promoting India's rich cultural heritage.

10. CHOICE BASED CREDIT SYSTEM (CBCS)

The CBCS offers a flexible approach where students can choose courses of interest, learn at their own pace, undertake additional audit courses, acquire more skills, and adopt an interdisciplinary learning approach. This system aligns with the advancements in higher education and quality assurance in the context of globalization.

PROGRAM

A program is defined as the set of required semesters for the award of an undergraduate degree from a university or degree college in Andhra Pradesh.

SEMESTER

A semester consists of a minimum of 450 contact hours over 90 instructional days within 16 weeks. Instruction spans 16 weeks, with an additional 5 weeks for exams and evaluations. Each semester includes 36 working periods over 6 days per week. An academic year is divided into two semesters: ODD (June/July to October/November) and EVEN (November/December to March/April). Each semester requires 90 instructional days and 60 instructional hours per subject.

COURSE DURATION

The maximum duration to complete a three-year degree program is six consecutive academic semesters from the year of admission and eight semesters for a four-year honours program.

CREDIT

Credit measures coursework in units, indicating the number of instruction hours required per week. One credit equals one hour of teaching (lecture or tutorial) or two hours of practical work/fieldwork per week. Credits are assigned based on lectures, tutorials, lab work, and other learning forms over a 16-week schedule.

The credit norms are as follows:

- ✓ One credit per hour of lecture/tutorial per week.
- ✓ One credit per two hours of practical work/seminar per week.
- ✓ Four credits for a semester project work.

For an academic year, there are 180 instructional days (90 per semester). UG programs typically include five theory papers, three labs (for science courses), and two foundation courses, requiring 30-32 credits per semester.

11. GRADING SYSTEM

Grades are numerical weights allotted on a 10-point scale. Internal marks (maximum 30 for UG) are added to external marks (maximum 70), and the total (out of 100) is converted to a letter grade. The 10-point scale grade points correspond to the following performance classifications:

- ✓ 95-100: O (Outstanding, Distinction)
- ✓ 85-94: E (Excellent, Distinction)
- ✓ 75-84: A (Very Good, First Class)
- ✓ 60-74: B (Good, First Class)
- ✓ 50-59: C (Average, Second Class)
- ✓ 40-49: D (Pass, Third Class)
- ✓ <40: F (Fail, Fail)

12. PROGRAM STRUCTURE

Curriculum Development per APSCHE guidelines:

A. Credit Requirements:

- ✓ For UG Honours Degree: 160 credits plus 20 additional credits (Community Service Project: 4 credits, Short Term Internship: 4 credits, Semester Internship: 12 credits).
- ✓ Distribution: 84 for Major Courses, 24 for Minor Courses, 12 for Languages, 6 for Multidisciplinary Courses, 28 for Skill Courses, 4 for Open Online Transdisciplinary Courses, and 2 for Common Value-Added Courses.

- ✓ One hour of theory per week equals one credit; two hours of practical per week equals one credit. Internship credits are not equalized with hours worked.
- ✓ Maximum 40% of credits can be acquired online.

B. Major Courses:

- ✓ Major discipline is the primary focus of the degree. Students must earn at least 84 credits (50% of total credits) through core courses in the major discipline.
- ✓ UG Honours Degree students must complete 21 course papers with 84 credits in the major.
- ✓ Admission eligibility for Majors follows existing program criteria. APSCHE publishes eligibility criteria in consultation with universities.
- ✓ New majors can be introduced with APSCHE permission.
- ✓ Students choose one major for in-depth knowledge in that discipline. All discipline-specific major courses carry 4 credits, regardless of the field of study.
- ✓ Mathematics courses involve 5 hours per week (including practice sessions) with 4 credits.
- ✓ Courses in B.Com. Computer Applications, BCA, or related fields include 3 hours of theory and 2 hours of practical.

C. Minor Courses:

- ✓ Students select a minor in the second semester, which can cross disciplines or be allied disciplines.
- ✓ Six courses (24 credits) in the chosen minor start from the second semester.
- ✓ Eligibility for minors may require specific intermediate-level courses.
- ✓ A second minor can be completed online and submitted to the university for degree inclusion.
- ✓ Minor courses can be taken offline, online, or in a blended mode.
- ✓ New minors can be added with APSCHE notification.

D. Languages:

- ✓ Two courses in English and two in Modern Indian Language must be completed in the first two semesters.

- ✓ Each language course includes 4 hours of instruction with 3 credits.
- ✓ Equivalent online courses like IELTS/TOEFL/OET can replace the required English courses for 6 credits.

E. Skill Courses:

- ✓ Skill Enhancement Courses (SECs) enhance employability and are contemporary, not major-specific.
- ✓ Students complete six SECs (2 credits each) in Semesters I to IV, with choices available.
- ✓ Major-specific SECs are offered in Semesters V/VI and VII/VIII.
- ✓ New SECs can be added with APSCHE notification.

F. Multidisciplinary Courses:

- ✓ All UG students must take multidisciplinary courses to broaden their intellectual experience.
- ✓ Students cannot choose major-specific or previously completed courses for these.
- ✓ Three multidisciplinary courses (2 credits each) are required.
- ✓ New multidisciplinary courses can be added with APSCHE notification.

G. Common Value-Added Courses:

- ✓ Includes Environmental Science/Education with 2 credits.

H. Courses on Indian Knowledge Systems (IKS):

- ✓ IKS courses are integrated and mandatory as Audit Courses (Pass/Fail).
- ✓ Two IKS courses (one in VII semester, one in VIII semester) are required.
- ✓ Students have choices for IKS courses, and new ones can be added with APSCHE notification.

I. Open Online Transdisciplinary Courses:

- ✓ Two mandatory courses (2 credits each) in Semesters VII and VIII.
- ✓ Students can choose courses of interest from any discipline.

J. 10-month mandatory Internship:

- Three mandatory internships for all students.

1. Community Service Project (April-May after 1st year exams):

- ✓ Learning outcomes include understanding societal issues, team processes, community engagement, and societal development.
- ✓ Universities and colleges follow APSCHE guidelines and program book.

2. Apprenticeship/Internship/On-the-job Training/In-house Project/Off-site Project (April-May after 2nd year exams):

- ✓ Learning outcomes include career exploration, integrating theory and practice, assessing abilities, work appreciation, developing job success habits, communication, interpersonal skills, and building employment contacts.
- ✓ Universities and colleges follow APSCHE guidelines and program book.

3. Semester Internship (5th/6th Semester):

- ✓ Full semester internship for hands-on technical skills development.
- ✓ Learning outcomes include career exploration, integrating theory and practice, assessing abilities, work appreciation, developing job success habits, communication, interpersonal skills, and acquiring additional skills for the job market.
- ✓ Universities and colleges follow APSCHE guidelines and program book.

B.Sc (Honours) with Single Major																								
Semester	Major* (4 Cr)			Minor (4 Cr)			Languages (3 Cr)			Multi Disney' (2 Cr)			Skill Enhancement Courses (2Cr)			OOTC			Env. Edn (2 Cr)			Total		
	C	H	Cr	C	H	Cr	C	H	Cr	C	H	Cr	C	H	Cr	C	H	Cr	C	H	Cr	C	H	Cr
Sem 1	2*	10	8				2	8	6	1	2	2	2	4	4							7	24	20
Sem 2	2	6+4	8	1	3+2	4	2	8	6				2	4	4							7	27	22
Community Service Project of 180 hours with 4 Credits. Student is eligible for Exit Option-1 with the award of Certificate in respective discipline																								
Sem 3	4	12+8	16	1	3+2	4				1	2	2	1	2	2							7	29	24
Sem 4	3	9+6	12	2	6+4	8				1	2	2	1	2	2							7	29	24
Short-Term Internship/Apprenticeship/OJT of 180 hours with 4 Credits. Student is eligible for Exit Option-2 with the award of Diploma in respective major with minor																								
Sem 5	4	12+8	16	2	6+4	8													1	2	2	7	32	26
Semester Internship/Apprenticeship/OJT with 12 Credits. Student is eligible for Exit Option-3 with the award of Degree in respective major with																								
Sem 6																								
Sem 7	3	9+6	12										2*	6+4	8	1	2	2	1	2	0	6	29	22
Sem 8	3	9+6	12										2*	6+4	8	1	2	2	1	2	0	6	29	22
	21		84	6		24	4		12	3	6	6	10	32	28	2	4	4	2	4	0	47		160
20 Additional Credits for 10 month mandatory Internship/OJT/Apprenticeship																								
C Courses H Hours Cr Credits OOTC Open Online Transdisciplinary																								
IKS# Indian Knowledge Systems - Audit Course																								

REVISION OF SYLLABUS

BOS meetings are held twice a year to revise at least 20% of the syllabus according to UGC guidelines, considering local and global requirements. Syllabus changes are documented with subject code and year.

13. INTERNAL ASSESSMENT

Performance is evaluated per paper each semester. The scheme includes internal assessment (30 marks) and semester-end exams (70 marks) for theory, and practicals evaluated on day-to-day class work and tests.

- Theory papers: Three internal tests (Average and best of two taken), seminars, and assignments.
 - ✓ Mid-term tests: Conducted for 30 marks, proportionately reduced to 25 marks.
 - ✓ Seminars and assignments: 5 marks each.
 - ✓ Total internal assessment: 30 marks.
- Practical papers: Internal assessment based on class work and tests.
- Minor/Major Project work: Internal assessment based on work, mid-seminar presentation, and project report submission.

UG Programmes	Internal Assessment	Semester End Exam.
	Marks	Marks
Theory	30	70
Practical's	-	50

14. SEMESTER END EXAMINATION

Continuous evaluation with practical exams held before theory exams. Theory exams last three hours, with questions set by external examiners. Practical exams and project evaluations involve internal and external examiners.

QUESTION PAPER SETTING

External examiners set question papers for 70-mark semester-end exams per CBCS. Papers are sent to respective principals by the Controller of Examinations.

ATTENDANCE REQUIREMENT

Attendance is mandatory for all components:

- ✓ Minimum 75% attendance is required to appear for end semester exams.
- ✓ Late admissions are not considered for attendance.
- ✓ Condonation may be granted for attendance between 62.5% and 75% if the principal is satisfied with the reasons.
- ✓ Students not meeting attendance requirements must repeat the semester.
- ✓ The entire course of study must be completed within six years.

GUIDELINES FOR EXAMINERS

FOR THEORY

- ✓ The answer script is divided into five sections, with each section carrying 15 marks.
- ✓ Instructions to be written on the answer script cover page.
- ✓ Answer scripts evaluated by one internal and one external examiner.
- ✓ Marked answer scripts returned to the Controller of Examinations.

FOR PRACTICALS

- ✓ Practical exams evaluated by internal and external examiners.
- ✓ Marks awarded based on performance, viva-voce, and practical record.
- ✓ Evaluated marks entered in the prescribed format and submitted to the Controller of Examinations.

REVALUATION

- ✓ Students can apply for revaluation within a specified period after results are declared.
- ✓ A revaluation committee is formed to re-evaluate the answer scripts.
- ✓ Revised marks are taken as final.

- ✓ Revaluation fees are charged per paper.

15. AWARD OF DEGREE

To be awarded a UG degree, a candidate must meet the following criteria:

The candidate must fulfill the minimum attendance requirements as given in the attendance policy and achieve the minimum academic standards across all six semesters of the UG program.

The UG degree program (BCA. /B.Sc./B.Com./BBA etc.) typically spans three academic years, divided into six semesters and for honours into eight semesters and four academic years.

A student must complete the UG degree in no less than six semesters (three years) and eight semesters (four years) for honours and no more than twelve consecutive semesters from the date of admission. Failure to do so will result in forfeiture of their seat.

16. AWARD OF CLASS

Adoption of flexible curricular structures in order to enable creative combinations of disciplinary areas for study in multidisciplinary contexts that would also allow flexibility in course options that would be on offer to students, in addition to rigorous specialization in a subject or subjects.

Undergraduate degree programmes of either 3 or 4-year duration, with multiple entry and exit points and re-entry options, with appropriate certifications such as:

- ✓ a UG certificate after completing 1 year (2 semesters) of study in the chosen fields of study,
- ✓ a UG diploma after 2 years (4 semesters) of study,
- ✓ a bachelor's degree after a 3-year (6 semesters) programme of study,
- ✓ a 4-year bachelor's degree (honours) after eight semesters programme of study.
- ✓ If the student completes a rigorous research project in their major area(s) of study in the 4th year of a bachelor's degree (honours with research).
- ✓ The 4-year bachelor's degree programme is considered a preferred option since it would provide the opportunity to experience the full range of holistic and multidisciplinary

education in addition to a focus on the chosen major and minors as per the choices of the student.

After fulfilling all degree requirements, a candidate will be classified into one of the above categories based on their performance over the semesters

A candidate, whether or not they have already qualified for the degree, may retake the Semester End Examination for any theory subject to improve their aggregate score, provided they have not received the Provisional Pass Certificate. This option is not available for practical papers, including project work.

Marks are converted into grade points for each course (paper) using the formula: Grade Point = $(MS/10)$, where MS denotes the marks secured.

CALCULATION OF CUMULATIVE GRADE POINT AVERAGE (CGPA) AND SEMESTER GRADE POINT AVERAGE (SGPA)

Cumulative performance across all semesters is reflected in the SGPA and CGPA, which are indicators of a student's overall performance. CGPA is calculated as the ratio of total credit points earned in all courses to the total credits of all courses across all semesters. SGPA and CGPA are calculated up to two decimal places using the following formulas:

- **SGPA:** $(\sum C_i G_i) / \sum C_i$, where C_i and G_i represent the credits and grade points of the i th course, respectively.
- **CGPA:** $(\sum C_i S_i) / \sum C_i$, where C_i and S_i represent the credits and semester grade points of the i th course, respectively.

AMENDMENTS OF REGULATION

The College reserves the right to revise, amend, or alter the regulations, examination schemes, and syllabi as necessary.

CGPA CLASSIFICATION

- ✓ **Distinction:** $7.5 < CGPA \leq 10$
- ✓ **First Class:** $6.0 < CGPA \leq 7.4$
- ✓ **Second Class:** $5.0 < CGPA \leq 6.0$

✓ **Third Class:** $4.0 < \text{CGPA} \leq 5.0$

✓ **Fail:** $\text{CGPA} < 4.0$

CONFERMENT OF DEGREE

1. The degree is awarded based on the final grades obtained in all semesters.
2. Students must have no dues to the college.
3. The degree certificate is conferred during the convocation ceremony.



A handwritten signature in black ink, consisting of stylized, flowing letters.

PRINCIPAL

Principal

Shri Gnanambica Degree College

Madanapalle - 517 325