

UNIVERSITY OF KERALA



**FOUR YEAR UNDERGRADUATE PROGRAMME
UoK-FYUGP**

**CURRICULUM FRAMEWORK
AND
REGULATIONS**

2024

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CHAPTER 01: INTRODUCTION

1.1 Context of the four-year UG programme

Kerala is currently at a pivotal moment in its journey towards becoming a knowledge-based society. A progressive higher education curriculum is deemed essential to achieve this transformation, coinciding with a significant national qualification framework overhaul, resulting in a four-year undergraduate programme.

Historically, higher education in Kerala was established during the colonial era, mirroring the British government's efforts to produce a class of middle-class professionals for various roles in public administration. While there was a minor shift in focus following independence, the significant sociopolitical changes in Kerala, driven by cultural movements, land reforms, emigration to the Middle East, progressive administrative reforms, and other factors, led to increased participation of underprivileged sections of society in public and higher education. Inclusion, access, and infrastructure development became the cornerstones of Kerala's higher education system. The state achieved nearly universal enrollment in school education, with approximately 43% of the relevant age group attending higher education. When accounting for out-migration, this figure could exceed 50%.

However, these impressive achievements were soon accompanied by challenges. An improvement is needed to match the expansion of access and enrollment in quality. The curriculum, syllabi, and program structures needed more opportunities for interdisciplinary or multidisciplinary approaches and innovative content and methodologies. The system remained inflexible, primarily focused on producing a middle-class workforce, neglecting the state's developmental needs. There needed to be an effective mechanism to adapt curricula to the dynamic requirements of a vibrant society and economy like Kerala's. Simultaneously, despite the equitable distribution of educational opportunities, there was stagnation in the "Kerala model" of development. This, coupled with the growth in unemployment among educated individuals and the introduction of neoliberal economic reforms, changed perspectives on education and its objectives.

This shift in perspective led to a substantial increase in self-financing educational institutions in the state since the 1990s, becoming another significant concern in Kerala's higher education landscape. The absence of adequate regulatory measures, influenced by the Union government's policies and judicial interventions in favour of these institutions, compromised quality, equity, and access.

1.2 Towards a new Kerala

Over three decades under a neoliberal economic regime in the country, the celebrated Kerala model's adverse effects and certain shortcomings became increasingly evident. This was particularly evident when the state faced two floods and the COVID-19 pandemic. These crises transcended conventional social divisions and highlighted a significant issue in the education sector: digital illiteracy and inequity.

As the momentum for building a new Kerala gathered pace, it became evident that the higher education sector would play a pivotal role in this transformation. It was clear that creating a knowledge society depended on a revitalised higher education sector. In the current context, any economic revival requires a technologically proficient workforce with knowledge and skills meeting international standards. Moreover, this workforce needed a solid commitment to social well-being, equity, social justice, scientific rationality, secularism, and democracy.

Developing such a workforce necessitated substantially overhauling the existing higher education framework. This does not necessarily mean dismantling the current system; some beneficial elements shall be retained, while others shall be integrated into the new vision.

In this context, the Government of Kerala has taken steps to reform higher education by establishing three commissions. The first commission proposes policy changes related to higher education's structure, content, and institutional practices. The second commission suggests changes in the legal and regulatory mechanisms governing higher education institutions, while the third commission reviews the current evaluation and examination systems in higher education.

1.3 Recommendations of the commissions and the formulation of the curriculum

The curriculum is a comprehensive statement that must reflect upon and articulate the totality of experiences conceived in a teaching-learning environment. The totality of such experience shall include activities like research, teaching, and learning, as well as extension within its broad ambit. Curriculum is thus a blueprint for the entirety of the learning experiences that an institution wishes to impart to the learner. Inevitably, it has to be a public document readily accessible to various sections of stakeholders. An effective curriculum shall inspire the learners to participate in an acquisitive learning procedure facilitated by the study materials and the teachers.

According to the reports submitted by the three commissions, ensuring the quality

of higher education and preparing for future challenges require continuous engagement with curricula and syllabi. The Higher Education Reforms Commission has recommended a significant transformation in undergraduate curricula, proposing replacing the current three-year structure with a four-year program with a single lateral exit option.

These proposed changes also extend to postgraduate and doctoral programs, where the fourth year of the undergraduate curriculum will be integrated with the first year of postgraduate programs. In line with these recommendations, the Government of Kerala has established a 39-member State Level Curriculum Committee, chaired by Prof. Suresh Das, to lead the curriculum development process in the state. This committee has developed a model called the 'Kerala State Higher Education Curriculum Framework for Undergraduate Programs.' The University of Kerala is now working on formulating a new curriculum framework for four-year undergraduate programs, emphasising the core objective of building a "knowledge society." This framework is built on the principle that all knowledge shall ultimately serve the greater social good, not just a select few. It shall consider the rich diversity and aspirations of our society.

One of the primary goals of this curriculum document is to address the following issues:

1. Reducing regulations and practices that restrict learner autonomy.
2. Moving away from discipline-centered syllabi.
3. Giving priority to learning over teaching.
4. Shifting away from the practice of rote learning.
5. Bridging the gap between knowledge and skill.

1.4 Aims and objectives of UoK-FYUGP curriculum

A curriculum document serves as both a pedagogical and social blueprint, outlining the knowledge, domain-specific skills, critical thinking, and creativity that learners shall acquire through the courses offered in an academic program. It also considers the specific context in which learners develop their capabilities, recognising that this context may vary based on geographical and temporal factors. While adhering to international and national benchmarks for knowledge, it is equally essential to anchor the curriculum in the regional, historical, and socio-economic context. Curriculum design shall be sensitive to the unique characteristics of educational development in the respective region. The locality's socio-economic, political, and cultural factors shall manifest in the program's curriculum and each

course's syllabus.

The 21st century has witnessed rapid and unprecedented changes across all aspects of life, challenging traditional educational approaches. Our educational system must swiftly adapt to instil 21st-century skills in students, enabling them to thrive in an ever-changing environment. Higher education must embrace a heightened social responsibility and foster the development of a knowledge society capable of driving sustainable growth through social and technological innovations.

The University of Kerala FYUGP Curriculum aims at:

1. To protect the nation's sovereignty, advance toward a socialist society, and uphold its secular principles.
2. To maintain a scientific attitude and encourage a spirit of inquiry.
3. Increasing accessibility to higher education within a defined period.
4. Promoting social justice and equity across all levels and domains, which includes implementing measures to include marginalised communities.
5. Fostering constitutional values and raising awareness about gender, social, and environmental justice.
6. Sustained enhancement in the quality of higher education through ongoing improvements in research, teaching, and learning.
7. Advocating for and ensuring interdisciplinary and multidisciplinary approaches in learning.
8. Facilitating collaborations among educational institutions and academics to broaden opportunities for learning and research
9. Development of a comprehensive set of regulations to guarantee academic autonomy and excellence.
10. Encouraging community engagement and offering opportunities to participate in society's developmental initiatives.
11. Promoting mobility, exchange, and collaboration opportunities among higher education institutions.
12. Ensuring a "rights-based framework" that guarantees the ease of pursuing

education.

13. Commitment to ensuring the rights for a "respectful student life" and a "respectful teacher life."
14. Embracing innovative technologies and methods to enhance quality, enable experiential learning, and broaden access to higher education for the masses.
15. Implementing initiatives for learning centred around libraries and the development of library infrastructure and networks.;
16. Advocating critical thinking as both a philosophy and methodology for learning.
17. Foster a culture of empowerment and individual agency through meaningful economic production via innovation, incubation, and entrepreneurship.

The primary goal of the curriculum framework is to nurture a group of scientifically and technologically proficient individuals capable of making valuable contributions to the diverse dimensions of Kerala's social and economic development. These contributions encompass social, economic, scientific, technological, administrative, cultural, aesthetic, political, and physical domains.

In contrast to the neoliberal perspective, which often prioritises market profit, we aim to address fundamental human needs. The essence of education lies in equipping individuals with the skills and capabilities that serve the market and empower learners to maintain their autonomy and not be subject to the market's whims. Therefore, innovative approaches like online courses, blended learning, twinning programs, and credit transfers shall depend on the learner's desire to acquire optimal skills and abilities within a given area. This includes a wide range of competencies, encompassing performative, aesthetic, and kinesthetic skills.

1.5 Outcome-based approach

The graduate of the University of Kerala must be a leader of society, capable of aiding society by providing it with knowledge, skills, cultural values, and models of social behaviour. They must be able to lead the nation in techno-economic advancement and statecraft.

The curriculum and syllabus will primarily adopt an outcome-based approach, emphasising student-centred instruction that involves assessing students' performance through outcomes. These outcomes typically encompass a blend of knowledge, skills, abilities, attitudes,

and understanding that students are expected to achieve through successful engagement in higher education experiences.

In contrast to the traditional education system, which focuses on teachers' input and assumes that learning has occurred, the Outcome-Based Education model prioritises "what students are capable of doing." It sets clear objectives and predetermined outcomes. This approach extends beyond routine, structured tasks and necessitates that students actively participate in the learning process, showcasing their skills through more demanding assignments and higher-order thinking.

Education centres on the core function of learning, with teaching serving as the means to nurture and facilitate it. In this sense, teaching shall be viewed as a comprehensive activity that includes instructing and the construction of curriculum, syllabi, learning materials, assessment, and evaluation. The curriculum envisions that the instructors or teachers responsible for teaching a course shall also be involved in designing the courses and developing syllabi based on collectively developed curricula.

As a preliminary step toward achieving this objective, each instructor/teacher will be responsible for creating 20 per cent of the syllabus for each course. Over time, the University of Kerala aims to realise this broader objective fully.

1.6 Salient features of the curriculum

This curriculum framework is intended to catalyse constructive discussions on the design of our undergraduate degree programs and the methods through which our students shall learn. This framework's core educational principle emphasises that students primarily acquire knowledge through research and critical inquiry rather than passively receiving established knowledge. At various junctures, knowledge shall be regarded as more than just the regurgitation of concepts. Enhancing a student's capacity to generate new knowledge through our curriculum shall allow the flexibility to create courses that draw from various disciplines. For instance, a single course might introduce students to concepts from philosophy, social psychology, and other fields. These courses shall bridge the gap between classroom-based instruction, community-based service learning, and traditional printed texts and other media. Overcoming these boundaries presents opportunities to explore the world's complexity and society. The curriculum shall foster more democratic classrooms where learners and teachers collaborate in creating knowledge.

The proposed four-year undergraduate program curriculum represents a structural

and methodological departure from the three-year curriculum. The current three-year program will be integrated into the four-year program, with options for lateral entry and a single exit. The curriculum will be designed using Outcome-Based Education (OBE) practices. The development of Graduate Attributes at an appropriate level will serve as a common foundation for curricula across universities. The curriculum will emphasise critical thinking and problem-solving, actively cultivating cognitive and non-cognitive problem-solving skills among learners. Using Bloom's Taxonomy in curriculum design will facilitate the transition from lower-order thinking to higher-order thinking skills. The programs aim to empower graduates as expert problem-solvers, leveraging their disciplinary knowledge and collaborating in multidisciplinary teams. The curriculum outlined here seeks to synthesise degrees, aligning with international standards adopted by universities worldwide. In this approach, there will be minimal restrictions on the subjects or courses drawn from various disciplines, emphasising integral education as part of foundational skills.

1.7 Graduate attributes

Graduate attributes encompass the distinctive qualities, features, knowledge, skills, attitudes, and values students are expected to acquire during their higher education journey at institutions such as colleges and universities. These attributes are not intended to homogenise all learners but to celebrate their uniqueness. They encompass capabilities that enhance students' ability to expand their existing knowledge base, develop new skills, pursue further studies, excel in their chosen careers, and contribute positively as responsible citizens.

Graduate attributes define the essential characteristics of a student's university degree program(s) and outline a set of competencies that extend beyond the confines of a specific subject area or program context in which they were cultivated. These attributes are nurtured through meaningful learning experiences provided by the curriculum and the overall college/university environment, coupled with a process of critical and reflective thinking.

The learning outcomes-based curriculum framework operates on the premise that each student and graduate is unique. Everyone brings distinct characteristics regarding prior learning levels, life experiences, learning styles, and approaches to future career-related endeavours. The quality, depth, and breadth of learning experiences offered to students at higher education institutions play a pivotal role in shaping their characteristic attributes. These graduate attributes encompass disciplinary knowledge, understanding, and generic skills, including global competencies that all students across diverse academic fields shall acquire

and demonstrate.

A Graduate of the University of Kerala shall

- Continuously strive for excellence in education
- Continue life-long learning as an autonomous learner
- Apply and nurture critical and creative thinking
- Promote sustainable development practices
- Promote cooperation over competition
- Balance rights with responsibilities
- Understand and respect diversity and difference
- not be prejudiced by gender, age, caste, religion, or nationality
- Use education as a tool for the emancipation and empowerment of humanity

CHAPTER 02: DESIGN AND REGULATIONS OF UoK FYUGP

WHEREAS, the University Grants Commission has issued the Curriculum and Credit Framework for undergraduate programmes (CCFUGP), which would provide a flexible choice-based credit system, multidisciplinary approach, multiple entry and exit options, and establish three Broad Pathways, (a) 3-year UG Degree, (b) 4-year UG Degree (Honours), and (c) 4-year UG Degree (Honours) with Research);

AND WHEREAS, The Kerala Higher Education Reforms Commission has recommended a comprehensive reform in the undergraduate curriculum for the academic year 2023-24 with the adoption of the 4-year undergraduate Programmes, which will bring undergraduate education in Kerala at par with the universities abroad;

AND WHEREAS the Kerala State Curriculum Committee for Higher Education has been constituted, and they have proposed a model Kerala State Higher Education Curriculum framework for undergraduate education;

AND WHEREAS, the Academic Council of the **University of Kerala**, at its meeting held on **10/05/2024**, has resolved to introduce the Four-Year Undergraduate Programmes (UoK-FYUGP) in affiliated colleges.

NOW, THEREFORE, in exercise of the powers conferred under sections 38&39 of the Kerala University Act 1974 read with chapter 39 of the Kerala University first statute. The Academic Council of the **University of Kerala** at this moment makes the following Regulations, namely:-

2.1. Short Title and Commencement. –

1. These Regulations may be called the Four Year Under Graduate Programmes (UoK-FYUGP)Regulations,2024.
2. They shall come into force with effect from the academic year 2024-2025.

Scope & Application. -

These Regulations shall apply to all Undergraduate Programmes under various Faculties conducted by the University and Higher Education institutions for admissions commencing from the academic year 2024-2025.

2.2 Definitions. - Unless the context otherwise requires, -:

1. **Academic Year:** Two consecutive (one odd and one even) semesters followed by vacation in one academic year.
2. **Act** means The Kerala University Act, 1974.
3. **Academic Coordinator:** The Academic Coordinator is a teacher nominated by the college council to coordinate the effective conduct of the UoK-FYUGP, including Continuous Comprehensive Assessment (CCA) undertaken by various departments within the college.
4. **Academic Credit:** A unit measuring the course work. It determines the number of hours of instruction required per week in a semester. It is defined both in terms of student efforts and teacher efforts. A course that includes one credit for a lecture/tutorial and one hour of engagement per week. In a semester of 15 weeks duration, a one-credit lecture/tutorial in a course is equivalent to 15 hours of engagement. A one-credit course in practicum/lab work/community engagement and services/fieldwork/seminar/internship/studio activities/field practice/field projects means two hours of weekly engagement. Accordingly, in a semester of 15 weeks, one credit in these courses is equivalent to 30 hours of engagement.
5. **Academic Bank of Credits (ABC):** An academic service mechanism as a digital/virtual/ online entity established and managed by the Government of India to facilitate students to become its academic account holders and facilitate seamless student mobility between or within degree-granting Higher Education Institutions (HEIs) through a formal system of credit recognition, credit accumulation, credit transfers and credit redemption to promote distributed and flexible process of teaching and learning.
Credit accumulation: ABC created the facility in the Academic Bank Account opened by students nationwide to transfer and consolidate their credits earned by undergoing courses in any eligible HEIs.
6. **Academic Bank Account:** An individual account with the Academic Bank of Credits opened and operated by a student, to which all academic credits earned by the student from course(s) of study are deposited, recognised, maintained, accumulated, transferred, validated, or redeemed to award a degree.
7. **Credit recognition:** The credits earned through eligible/ partnering HEIs are transferred directly to the ABC by the HEIs concerned.

8. **Credit redemption:** The process of commuting the accrued credits in the Academic Bank credits of the students to fulfil the credit requirements for the award of various Degrees. Total credits necessary to achieve the criteria to get a degree shall be debited and deleted from the account concerned upon collecting a degree by a candidate.
9. **Credit Transfer** is the mechanism by which eligible HEIs registered with ABC can receive or provide prescribed credits to the individual registered ABC accounts in adherence to the UGC credit norms for the course(s) registered by the desirous students in any HEI.
10. **Credit Cap:** The maximum number of credits a student can acquire per semester is 28.
11. **Course:** It refers to the papers/subjects taught and evaluated within a UoK—FYUGP, which include lectures/ tutorials, laboratory work, fieldwork, project work, vocational training, viva, seminars, term papers, presentations, assignments, self-study, internship, etc., or a combination of some of these elements.
12. **Choice-Based Credit System (CBCS):** This system allows students to select courses from a prescribed list. To award the degree, a specified number of credits must be earned.
13. **College-Level Academic Committee (CLAC):** A committee constituted for the UoK-FYUGP at the college level by the college council comprising the Principal as the Chairperson and the Academic Co-Ordinator as its Convenor.
14. **Course Faculty:** The faculty member in charge of running a particular course in a specific semester of the FYUG programme.
15. **Department:** means any Teaching Department in a college offering a course of study approved by the University as per the Statutes and the Act of the University, and it includes a Department, Centre, or School of Teaching and Research conducted directly by the University.
16. **Department Coordinator:** A teacher nominated by a Department Committee to coordinate all the necessary work related to UoK-FYUGP undertaken in that department, including the Continuous Comprehensive Assessment (CCA).
17. **Department Level Academic Committee (DLAC):** The body of all department teachers in a college.
18. **Faculty Advisor (FA):** A teacher from the parent department nominated by the

Department Council to advise students in academic matters.

19. **Graduate Attributes:** The qualities and characteristics possessed by the graduates of a programme of study at the University or the Higher Education Institution, which include the learning outcomes related to the disciplinary areas in the chosen field of learning and generic learning outcomes.
20. **Major Discipline:** The discipline or subject of primary focus and the degree will be awarded. Students shall secure 50 per cent of total credits through Discipline Specific Core (DSC) and Discipline Specific Elective (DSE) courses in the major discipline.
21. **Minor Discipline:** The discipline chosen by the student beyond the major discipline. It helps the student to gain a broader understanding beyond the major discipline.
22. **Programme:** The entire duration of the educational process, including the evaluation leading to the award of a degree and having well-defined programme-specific outcomes.
23. **Programme pathway:** A combination of courses that can be chosen by a student, giving options to pursue exciting and unconventional combinations of courses drawn from different disciplinary areas, like the sciences and the social sciences/ humanities /Commerce.
24. **Regulatory Body:** This means the University Grants Commission (UGC), All India Council for Technical Education (AICTE), National Council for Teacher Education, Medical Council of India (MCI), Pharmacy Council of India (PCI), Indian Council for Agricultural Research (ICAR), Bar Council of India, Council of Architecture, National Assessment and Accreditation Council (NAAC), and National Board of Accreditation (NBA).
25. **Signature Courses:** Signature courses are the specialised elective courses or skill courses designed and offered by the regular/ ad hoc/ visiting/ emeritus/ adjunct faculty member of a particular college with the prior approval of the Board of Studies (BoS) and Academic Council of the University.
26. **University:** the University of Kerala was established by an Act of the State Legislature in 1974.
27. **Letter Grade:** A letter Grade in a course is a letter symbol (O, A+, A, B+, B, C, P, F, and Ab). The grade shall mean the prescribed alphabetical grade awarded to a student

based on the student's performance in various examinations. The Letter grade corresponding to a CGPA range is given in Table 11. Each letter grade is assigned a 'Grade point' (G), an integer indicating the numerical equivalent of a student's broad performance level in each course. Grade Point means a point given to a letter grade on a 10-point scale.

28. **Semester Grade Point Average (SGPA):** The SGPA is the ratio of the sum of the product of the number of credits with the grade points scored by a student in all the courses taken by a student and the sum of the number of credits of all the courses undergone by a student in the semester. SGPA shall be rounded off to two decimal places. SGPA determines a student's overall performance at the end of a semester.
29. **Credit Point (P):** of a course is the value obtained by multiplying the grade point (G) by the credit (C) of the course: $P = G \times C$
30. **Cumulative Grade Point Average (CGPA):** The value obtained by dividing the sum of credit points in all the semesters earned by the student for the entire programme by the total number of credits in the whole programme shall be rounded to two decimal places.
31. **Grade Card:** This is the printed record of students' performance awarded to them.

2.3 SEMESTER, COURSE AND CREDIT

2.3.1 Semester-wise Credit Calculation

- One semester is defined as 90 working days, and an academic year is divided into two semesters.
- In addition to the 90 working days, ten working days in a semester can be used for the student's co-curricular activities and for conducting orientation programmes.
- An academic year shall consist of 200 working days.
- One semester consisting of 18 weeks with five working days per week.
- Each semester, 15 days (3 weeks) shall be kept aside for exams, including internal examination evaluations and other academic activities.
- The maximum available weeks for curriculum transactions shall be fixed as 15 each semester.
- A minimum of 6 teaching/tutorial hours, out of five contact hours of one-hour duration,

could be made available for a day in a 5-day week so that 450 teaching/tutorial hours will be available for each semester.

- The maximum number of credits a student can take per semester may be restricted to 28.
- A 4-year Undergraduate Degree with Honours / Research programme shall have a minimum credit requirement of 177.
- A 3-year exit option with an Undergraduate Degree is given to students completing 133 credits.
- A student may opt for a certain number of extra credits over and above the requirements for awarding a degree. These modalities must be worked out at the University level, including academic, infrastructural, and financial constraints.
- Students shall have the option of acquiring 150 credits for a 3-year (6 Semester) UG programme.
- Students shall be able to acquire a maximum of 200 credits for a 4-year (8-semester) UG programme.

2.4 Structure of Curricular Contents

The proposed UoK-FYUGP curriculum consists of **Three Broad** Parts.

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

2.4.1 Foundation Component

General foundation courses are standard for all students. They can be grouped into four major baskets: Ability Enhancement Courses (AEC), Skill Enhancement Courses (SEC), Value-Added Courses (VAC) and Multi-Disciplinary Courses (MDC). A brief description of these course baskets is given below.

(i) Ability Enhancement Courses (AEC)

These are courses explicitly designed to achieve competency in English (E) and other languages (OL) with particular emphasis on language and communication skills. The courses aim to enable the students to acquire and demonstrate core linguistic skills, including critical reading and expository and academic writing skills. They would also allow students to

acquaint themselves with cultural and intellectual heritage and the chosen other languages. The Boards of Study (BoS) for English and other languages are tasked with creating at least two courses, each worth 3 credits, to improve students' language proficiency and communication skills.

(ii) Skill Enhancement Courses (SEC)

Skills are psychomotor as well as cognitive. They are about the abilities that students develop to perform various tasks. The 4Cs – Creativity, Critical thinking, Communication and Collaboration – are 21st-century skills for students to survive and work in any local or global workplace. So, the focus of the knowledge component shall be encouraging the ability to apply knowledge in real-world situations, enhancing the 4C skills, awareness, and skills for using the most modern and relevant technology for change. Along with this, the development of self-learning skills and lifelong learning skills are also crucial for the students to cope with the ever-changing and demanding work challenges. Each Board of Studies (BoS) must develop at least two courses following an analysis of training needs and consultations with representatives from various industries, alumni, and experts. The aim is to pinpoint discrepancies between acquired skills and evolving trends. Subsequently, a relevant syllabus must be devised for each course. Pedagogical approaches should be tailored to the content and audience, with consideration given to incorporating laboratory sessions for science disciplines and courses focusing on soft skills. Integration of IT skills is mandatory within the curriculum, particularly within the SEC.

(iii) Value-Added Courses (VAC)

These courses will develop a graduate student's personality, perspective building, and self-awareness. These courses will help the students identify themselves and their true feelings, thoughts, abilities and actions, empowering them to recognise their strengths and give insights to overcome the challenges. As a result, the learner will be able to develop confidence, appropriate mindset and emotional intelligence. Some of the possible courses under this category could be self and identity, theatre, music, sports and games, health and wellness, Indian constitution, Indian society and economy, environment and climate change, gender and social equity, history of thought, NSS/NCC-related activities, IT Skills, diversity and inclusion, ethics and values, the relationship between science, technology and society etc. A shared pool of experts from different BoS shall design the VAC courses.

(iv) Multi-Disciplinary Courses (MDC)

These courses broaden students' intellectual experience and build conceptual foundations for the arts, science, commerce, language, and social sciences. All UG students are required to undergo three introductory-level MDCs in any discipline other than their chosen Major. Each Board of Studies (BoS) is tasked with designing at least two introductory courses in their respective subjects to be offered as MDC (Multi Discipline Courses). These courses aim to cultivate a broad understanding and appreciation of the subject. This entails offering foundational-level courses across various disciplines. Except for the double major pathway, every student must enrol in one compulsory course entitled “Kerala Studies” in the third semester, while the remaining two are optional.

2.4.2 Discipline-Specific Pathway Components (Major/Minor)

The discipline-specific pathways allow the learner to pursue in-depth study of a particular subject or discipline and develop competency. These pathways include Major courses, Minor courses, and other optional courses.

(i) Major Component

The major is the subject that is the main focus of study. The student can conduct an in-depth analysis of a particular topic or discipline by selecting a major. Students may be allowed to change majors within the broad discipline at the end of the second semester by being given sufficient time to explore interdisciplinary courses during the first year. The primary component consists of three types: Discipline-Specific Core (DSC) or Discipline-Specific Elective courses (DSE), research, laboratory, and fieldwork. Every Board of Studies (BoS) selects core and elective courses from their offerings or those provided by other BoS. These courses and their prerequisites are specified in the programme curriculum document.

(ii) Minor Component

It helps the student to gain a broad understanding beyond the major discipline. Students can choose courses from various disciplinary/interdisciplinary minors and skill-based courses relating to a vocational education programme. Students who take a sufficient number of courses in a discipline or an interdisciplinary area of study other than the chosen major will qualify for a minor in that discipline or the chosen interdisciplinary area of study. After exploring various courses, students may change the minor and vocational stream choice at the end of the second semester.

2.4.3 Discipline-Specific Capstone Components

The capstone-level courses (400-499) allow the students to demonstrate their cumulative knowledge in their field of study. It plays a vital role in preparing students for the world of practical applications with professional knowledge and skills. At this stage, the student will understand how to use appropriate and relevant knowledge to ideas and products. Capstone-level courses include specialised/advanced topics, internships, community engagement and services, vocational training, professional training, and other work experiences. The various capstone-level components are described below.

(i) Advanced Major

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

(ii) Summer Internship / Apprenticeship

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

(iii) Field-Based Learning

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

(iv) Community Engagement and Service

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

(v) Vocational Education and Training

The ever-changing global scenario makes the world more competitive and requires high levels of lateral thinking and the spirit of entrepreneurship to cope with emerging challenges. Many times, the defined skill sets that are being imparted to students today with programme-specific objectives in our educational institutions become redundant sooner rather than later due to rapid technological advancements. University curricula can only adequately cover some areas of importance or relevance. Higher education institutions must supplement the curriculum to prepare students better to meet industry demands and develop their interests and aptitudes. The vocational and skill enhancement courses provide the necessary skills to increase employability and equip students with essential skills to succeed. The main objectives of the skill enhancement and vocational courses are to provide students with an understanding of the expectations of industry, to improve the employability skills of students, to bridge the skill gaps and make students industry-ready, to provide an opportunity for developing interdisciplinary skills, and to mould the students as job providers rather than job seekers.

Vocational education and training programmes may be structured to encompass a minimum of ten credits, incorporating a dedicated job-oriented additional skill enhancement course alongside a job-specific internship or apprenticeship. At the culmination of their studies, students can pursue either a minor stream course or an additional skills enhancement course to ensure they possess the necessary competencies for employment. Practical aspects of vocational courses entail workshops or field-based activities that engage students in hands-on experiences relevant to their chosen vocation or professional field. The university identifies and catalogues accredited agencies offering vocational training and internships. Higher Education Institutions (HEIs) can select accredited agencies from the University-approved list.

(vi) Research Projects / Dissertations

Students choosing a 4-year Bachelor's degree (Honours with Research) must undertake research projects of 12 credits under the guidance of a faculty member who is a university-approved research guide or qualified for a university-approved research guide. The students are expected to be involved in original research. They shall investigate specific research questions, gather data, analyse findings, draw conclusions, and submit a detailed report for final evaluation and defence. The research outcomes of their project work may be published in peer-reviewed journals, presented at conferences/seminars, and patented.

(vii) Other Activities

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

2.4.4 Remote / Blended Learning Modes

Options shall be made available for students to earn credit by completing quality-assured online programs listed by BoS of the University from time to time from SWAYAM, NPTEL and other agencies approved by BoS. The BoS of the University of Kerala shall approve courses offered by different online educational platforms. Students shall be advised to opt for such online/MOOC courses with a comprehensive graded evaluation with proper grades and grade points.

2.5 Guidelines for Acquiring Credit from Other Institutions/online/Distance mode, etc.

1. A student shall register for at least 21 to 24 credits as per the respective semester from the home HEI, where the student is officially admitted for a particular programme. However, students enrolled for a specific programme in one HEI can simultaneously enroll for extra credits from other HEIs within the University or outside the University, subject to a maximum of 28 credits per semester, including the credits registered from home HEI.
2. Each institution shall publish a list of courses open for admission to students from other institutions well before each semester's commencement.
3. Each Board of Studies shall prepare and publish a list of online courses at different levels before the commencement of classes in each semester offered in various online educational platforms recognised by the academic council of the University, which can be opted by the students for acquiring additional credits.
4. At the end of each semester, the University shall include the credit acquired by the student through online courses, if any, in their semester grade card.

2.6 Course Participation/Attendance

The following are the provisions relating to Course participation:

1. A student shall be permitted to register for the end-semester evaluation of a specific course to acquire the credits only if he has completed 75% of the prescribed classroom

activities in physical, online, or blended modes, including any compensatory activities as specified by the faculty of that particular course.

2. Participation in activities outlined in the college or university curriculum, engagement in co-curricular activities, attendance at career-related interviews, dealing with illness, injury, family emergencies, parental care duties, and encountering adverse weather conditions may be regarded as authorised absences. All other permissible leaves, including maternity and menstrual, are also authorised absences. The existing university norms from time to time shall be binding in this regard.
3. The condonation facility shall be available per the existing university norms.

2.7 Roles of University and Board of Studies- The roles of the university and the Board of Studies shall be as follows

1. All programmes and courses shall be designed to reflect the integral system of education based on learner-centric pedagogy.
2. The design system of Degrees across disciplines shall be followed in alignment with the international pattern. There shall be no bar or restriction on the subjects/courses from different disciplines. Accordingly, all degrees shall be developed based on the choices of the individual student.
3. A Board of Studies Network (BoSN) represented by the Chairpersons of respective subjects' Board of Studies within the University shall be established.
4. The BoSN shall recommend academic roadmap, design, and required courses.
5. The University shall provide maximum flexibility in terms of the choice of disciplines of study and allow students to move from one discipline to another.
6. The University shall ensure the availability of options for developing various academic pathways through creative combinations of disciplines of study.
7. The University shall empower students to determine their semester-wise academic load and facilitate learning at their preferred pace to the extent possible.
8. The University shall increase the number of available choices of Courses for students and ensure flexibility to choose the courses of their interest from all Disciplines.
9. The University shall provide multidisciplinary and holistic education emphasising research, skill development, higher-order thinking, innovation, and student

employability.

10. The university shall ensure the students' flexibility to move from one institution to another as they choose and permit them to switch to alternative modes of learning, such as offline, ODL, and hybrid modes of learning.
11. The BOS shall determine the required knowledge, skills, ability, attributes, capstone projects, and vocational training under each Programme as Programme learning outcomes.
12. Based on the criteria, the number of Courses, hours of Courses per week, etc., shall be determined within the prescribed limits, and the credits for each Course shall be predetermined.

2.8 Credit Transfer and Accumulation Facilities

Provisions relating to Credit Transfer and Accumulations facilities are as follows:

1. The university shall establish digital storage (DIGILOCKER) of academic credits for credit transfer and accumulation with the Academic Bank of Credit (ABC) facility provided by the University Grants Commission (UGC).
2. The University will create a dedicated Cell to manage credit transfer and accumulation, incorporating the Academic Bank of Credit (ABC) facility offered by the University Grants Commission (UGC).
3. Every student has to create an APAAR (Automated Permanent Academic Account Registry) ID generated by the Ministry of Education, Government of India.
4. The validity of credits earned shall be for a maximum period of seven (7) years or as specified in the university/UGC regulations.
5. Students must earn at least fifty per cent of the credits from the University.
6. Students shall be required to earn the required number of credits in the core subject area

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

- All discipline-specific courses (major or minor) may be transacted at least 4 hours weekly.
- Practical sessions in a course may be allotted for either 2, 4, or 6 hours per week.

- The maximum number of students in a practical batch for science disciplines is limited to 16. If the total number of students or the sanctioned strength, whichever is less, is less than or equal to 18, the students shall be accommodated in the same batch. If the total number of students or the sanctioned strength, whichever is less, exceeds 18, a second batch can be formed, with 16 students in the first batch. If the total number of students or the sanctioned strength, whichever is less, exceeds 36, the third batch can be formed.
- The number of students in theory batches will be decided according to the orders issued by the University of Kerala and the Government of Kerala from time to time.
- Three credits shall be given to all courses under the Multidisciplinary, Ability Enhancement (language), Skill Enhancement, and Value Addition categories.
- Summer Internship/ Apprenticeship/ Community Outreach Activities shall be 60 hours of engagement.
- First, the required level of knowledge, skill, ability, attributes, capstone, and vocational training that a graduate could achieve for each programme could be determined.
- The number of courses, hours of instruction per week, etc., could be determined within the percentage limits specified in the course structure.
- The credit shall be assigned based on the hours per week required for each course.

2.10 Degree, Honours Degree and Honours Degree with Research

The proposed four-year undergraduate program offers three options for students, suitable for their plans and interests. The possibilities are a Three-Year UG Degree, a Four-Year Honours Degree, and a Four-Year Honours with Research Degree.

- a) **Three-year UG Degree:** Students who wish to exit after three years of a four-year degree programme will be awarded a UG Degree in the Major discipline after completing three years, securing a specific number of credits (133 or above) and satisfying the minimum course requirement as given in tables.
- b) **Four-year UG Degree (Honours):** A four-year UG Honours degree in the major discipline will be awarded to those who complete a four-year degree programme with the specific number of credits (177 or above) and satisfy the minimum course requirement as given in tables. To acquire an Honours Degree, the student shall pursue at least three courses in their major subject in the VII semester. This enables them to obtain

in-depth knowledge in one of the subject areas. Students shall be allowed to pursue three courses (12 credits) from suitable interdisciplinary/transdisciplinary/multidisciplinary/vocational areas of their choice. Students shall be allowed to choose two online courses/courses (eligible for credit transfer) in their major area of study (with a course level of 400 or above) in the VIII semester. Students may be encouraged to do a project in their VIII Semester. Those students who are not doing the project shall do three courses, online or offline, for 12 credits or an internship project of 15 weeks. The three courses shall be selected from a pool of courses approved by the Board of Studies.

- c) Four-year UG Degree (Honours with Research):** Students highly motivated to opt for research as their career can choose honours with a research stream in the fourth year. The student who secures a minimum of 177 credits, including 12 credits from a research project/dissertation, is awarded a UG Degree (Honours with Research).
- d) Fast track Mode:** Students can choose a fast track to complete the degree/Honours programme in N-1 semesters. The additional credits required to complete the course in N-1 semesters shall be acquired every semester subject to a maximum of 28 credits per semester, including 21 to 24 credits, which varies with each semester from the home HEI. However, the maximum number of credits in a six-semester degree is limited to 150 credits and 200 credits for eight semesters in Honours Degree. The student shall select courses from a pool of courses approved by the Board of Studies.
- e) Minimum Eligibility Criteria for Implementing UG Honours with Research**
- A postgraduate/research department can offer four-year honours with research as an optional pathway along with the four-year honours programme, which is mandatory and subject to the fulfilment of other conditions.
 - The Departments recognised as Research Centers by the University shall conduct a 4-year UG Degree (Honours with Research) without obtaining further approval from the university.
 - Colleges offering postgraduate programmes can introduce a four-year undergraduate honours programme with a research degree within their approved undergraduate programmes. This initiative requires a minimum of two permanent faculty members who are university-approved research guides or who are qualified for a university-approved research guide. Prior approval from the University is necessary to offer the Honours with a Research Degree.

- When a recognised department loses one of its two permanent faculty members who is a university-approved research guide or qualified for a university-approved research guide, it will be ineligible to offer the programme until new faculty with the requisite qualifications are recruited.
- Upon satisfactorily finishing all courses up to the sixth semester within the same institution, students with a CGPA of 7.5/10 or equivalent to 75% marks and above will qualify to select the Honours programme with a Research Degree during the upcoming seventh and eighth semesters.
- A relaxation of 0.5 score, i.e. CGPA of 7/10 or an equivalent relaxation of grade, may be allowed for those who belong to SC/ST/OBC (non-creamy layer)/Differently Abled, Economically Weaker Section (EWS) and other categories as per the UGC norms from time to time.
- Admission shall be based on the criteria notified by the University, keeping in view the guidelines/norms issued by the UGC and other statutory bodies concerned and taking into account the government's reservation policy from time to time.
- The number of seats in Honours with Research depends upon the number of faculty members who are university-approved research guides or who are qualified for a university-approved research guide. No more than five students shall be allotted to eligible faculty at any time. Based on this, the department's maximum intake may be fixed.
- Eligible students who pursue the first three years in a college shall automatically be promoted to the fourth year of a four-year Degree programme. The total intakes of the Honours program plus the Honours with Research programme shall not exceed the total sanctioned seats of the UG programme, including the marginal increase, if any.
- Suppose a more significant number of eligible students opt for the Honours with Research programme than the number of available seats. In that case, the allotment shall be based on the existing rules of reservations and merits.
- Infrastructure facilities like libraries, access to journals, computer labs and software, laboratory facilities for experimental research work, and any other requirements of the University shall be provided to the students.
- Admissions to the 4th year of UoK-FYUGP Honours with Research Degree shall

commence only after the VI semester results are declared.

- Students may be admitted depending on the number of available Research Supervisors and other academic, research, and infrastructural facilities available, keeping in mind the norms regarding the student-teacher ratio, laboratory, library, and other facilities.
- Colleges shall inform the affiliating university of vacancies in their programmes only after admitting their students. The affiliating university shall fill such vacancies with students from other colleges, following the rule of reservation and merit.
- Affiliating colleges that lack research centres yet meet eligibility criteria and aim to introduce the 4th year of the UoK-FYUGP Honours with Research Degree Programme must apply to the affiliating university. Following an initial review of the application and submitted documents, the university will notify the institution of any deficiencies. Upon rectifying these issues and subsequent inspection of instructional and infrastructural requirements by the inspection committee, permission will be granted to implement the Honours with Research Programme.
- A student admitted for Honours with Research shall pursue at least three courses in their major subject in level 400 or above. This enables them to acquire in-depth knowledge in one of the subject areas.
- The student shall take five research methodology/area-specific courses, out of which 3 shall be Discipline-Specific Courses in the seventh semester.
- Students choosing UoK-FYUGP (Honours with Research) must take up research projects under the guidance of a faculty member who is a university-approved research guide or who is qualified for a university-approved research guide. The students shall have to complete the Research project in the VIII semester (total of 12 credits)

2.11 Academic Levels of Pathway Courses

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

1. **0 – 99:** Prerequisite courses for a foundation / introductory course. They will be pass or fail courses with no credits. They will replace the informal way of offering bridge courses in some colleges or universities.

2. **100 – 199:** Foundation or Introductory courses are intended for students to gain an understanding and basic knowledge about the subjects and to help them decide on the topic or discipline of interest. These courses may also be prerequisites for courses in the major subject. These courses generally focus on foundational theories, concepts, perspectives, principles, methods, and procedures for critical thinking to provide a broad basis for taking up more advanced courses. These courses seek to equip students with the general education needed for advanced study and further expose students to the breadth of different fields of study. These courses may also be prerequisites for major and minor courses taught in semesters 1 and 2 of UoK-FYUGP.
3. **200 – 299:** Intermediate-level courses, including discipline-specific courses, intended to meet the credit requirements for Major and Minor areas of learning. These courses can be part of a Major and prerequisite courses for advanced-level Major courses taught in semesters 3 and 4 of UoK-FYUGP.
4. **300 – 399:** Higher-level courses required for majoring in a disciplinary/interdisciplinary area of study for the award of a degree. These courses can be part of the Major pathway and prerequisite courses for advanced-level Major courses taught in semesters 5 and 6 of UoK-FYUGP.
5. **400 – 499:** Advanced courses/capstone-level courses, which would include taught courses with practicum, first-year postgraduate degree-level courses, seminar-based courses, term papers, research methodology, advanced lab experiments, software training, capstone projects, research projects, hands-on training, internship/apprenticeship projects at the undergraduate level, etc. These courses are taught in semesters 7 and 8 of UoK-FYUGP.

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

Table 01: Academic Levels of Pathway Courses

Sl. No.	Academic Level	Nature of the Courses	Implementation in UOK-FYUGP	
			Semester s	Minimum Credits Needed
1	0 – 99	Prerequisites for foundation courses	-	-
2	100 – 199	Introductory/Foundation level courses	1 & 2	42
3	200 – 299	Intermediate level courses	3 & 4	45*
4	300 – 399	Higher level courses	5 & 6	46
5	400 – 499	Advanced/Capstone/Research Project/Internship Project	7 & 8	44**

* Out of 45 credits, two credits are from Summer Internship.

** In the case of students opting for a pathway with a Minor, 12 credits out of 44 can be of 300-399 level

2.12 Eligibility for Admission and reservation of seats.

1. Eligibility for admissions and seat reservation for various UoK-FYUGP shall follow the norms /rules made by the Government/ University from time to time.
2. No student shall be eligible for admission to UoK-FYUG Degree Programmes in any discipline unless the student has successfully completed the examination conducted by a Board/University at the +2 level of schooling or its equivalent. OR Students who have completed Level 4 of National Credit Framework (NCrF).
3. Students shall be admitted and enrolled in the respective major programmes solely based on the availability of the academic and physical facilities within the Institution. The College shall provide all students with a brochure detailing the Courses offered by the various departments under the various Programmes and the number of seats sanctioned by the University for each Programme.
4. The students, at the end of the second semester, may be permitted to change their major programme of study. Based on the availability of seats and infrastructure facilities, the students may be allowed to opt for any discipline which they had studied during the first two semesters as a discipline-specific foundation course/ multidisciplinary foundation course based on merit, as per results obtained from the first two semesters for the relevant choice subject.
5. Students shall be allowed to change their major programmes if required to another. This can be done by providing an extra 10% seats, over and above the sanctioned strength,

of the new Major Discipline if academic and infrastructural facilities are available in the Institution

6. Depending upon the availability of academic and infrastructural facilities, the Institution may also permit the admission of a limited number of students to programmes from the 3rd to 5th semester by transfer method, even from other Institutions, subject to conditions as may be issued by the University from time to time.
7. A student who has already successfully completed a First-Degree Programme and is desirous of and academically capable of pursuing another First-Degree Programme may also be admitted with the prior approval of the University as per the conditions regarding programme requirements specified by the University.
8. Students are free to select different courses to opt for an additional major/ second major/ additional minor/ etc. and, on acquiring stipulated credits, can be admitted to the degree with a second major/ additional major/ minor/ etc., as the case may be. They may be exempted from opting for minor pathways or general foundation courses in the later semesters if they opt for the same.
9. The HEI can also facilitate enrolment in courses offered by it for students of other recognised HEIs (who are already registered/pursuing programmes there, irrespective of the nature of the programme as either through regular/online/distance mode / Government/aided/ self-finance depending upon the availability of infrastructure and other academic facilities. On successful completion of the course, the credits may be transferred through the Academic Bank of Credit, or it may be communicated to the University against the unique ID provided by the university at the time of admission.

2.13 Academic monitoring and student support- The academic monitoring and student support shall be in the following manner:

1. Each class shall have a Faculty Advisor (FA) to advise students on all relevant matters.
2. The documents regarding all academic activities of students in a class shall be kept under the custody of the Faculty Advisor.
3. Internal marks, classroom presence/participation, etc., shall be uploaded to the university portal only after being displayed on the department notice board for at least two working days.
4. The Department-Level Academic Committee (DLAC) will address students' concerns

regarding attendance and internal marks.

5. If the concerns are not resolved at the DLAC level, the same can be referred to the College Level Academic Committee (CLAC).
6. The Principal/ HOD shall ensure the proper redressal of the students' concerns regarding internal assessment and attendance.
7. If the students raise further concerns about the issue, the principal shall refer the problem to the University Level Monitoring Committee (ULMC)
8. The Principal shall inform/forward all regulations, guidelines, communications, circulars, announcements, etc., issued by the University regarding student academic and other matters to the CLAC, HODs/ Faculty Advisors for information and timely action.
9. The university shall make integrated Educational Recourse Planning and Administration Software available to manage all students' academic information. Key functionalities of this software shall include student admissions and registration, managing student personal and educational information, course registrations, attendance management, and all processes related to assessments, including online examinations, grading, publishing of results, supplementary examinations, faculty feedback, etc. The software system shall be a complete solution for all processes related to a student's life cycle at the university/college.
10. Faculty, staff and students shall be allowed to access this software system over a highly secure authenticated mechanism from within the campus and outside the campus
11. Easy access to information shall be ensured to all stakeholders 24/7.
12. A Learning Management System (LMS) with all components necessary for the faculty to administer the courses they conduct shall be an integral part of this software system. The LMS shall also have functionalities which enable students to access all information related to the course, including the syllabus, announcements from the faculty regarding the course, and learning resources related to the course, including study material, assignments, etc.
13. This software shall also have the required modules, which help the Examination Department with processes related to the issue of Admit Cards, Grade Sheets, Convocation, Transcripts, an online question bank, online question paper delivery, etc.

2.14. Course Registration

1. Each department shall publish the relevant details of courses offered well in advance, such as the name, academic level, expected outcomes, time slot, and course faculty members.
2. Students shall be allowed to visit and interact with respective faculty members during the first week of each semester to gather more information about the courses and the availability of seats.
3. Based on consultations and advice from the faculty adviser, each student shall complete course registration within one week from the commencement of each semester.
4. A student can opt out of a Course or Course registered, subject to the minimum Credit/Course requirement, if the student feels that the student has registered for more Courses than the student can handle within 30 days from the commencement of the semester.
5. The college shall publish a list of the students registered for each course, along with the chosen Programmes and repeat/ reappearance courses, and forward the same to the university.
6. The higher education institutions shall admit candidates not only for programmes but also for courses.

2.15 Re-admission and Scheme Migration

1. Students who opt out before the completion of the third year shall be provided with a 'Course cum Credits Certificate' as proof of re-entry to another institution, and this certificate is essential for preserving the credits in the Academic Bank of Credits.
2. Students who have completed a particular programme pathway may be readmitted to take an additional minor or second major after successfully completing their programme.
3. Students opting for a second major are eligible for specific credit transfer/Credit exemption from their previous minor programs of study, provided the BOS recommends that those credits are relevant to the present major programme of study.

2.16 Credit Structure. - The proposed number of credits per course and the credit distribution of them for the Undergraduate Programmes are given below-

1. One credit is given for a course that includes one hour of lecture or tutorial or a minimum

of two hours of lab work, practical work, or fieldwork per week.

2. One credit in a semester shall be designed for 15 hours of Lectures or tutorials or 30 hours of practicum etc.
3. A one-credit Seminar or Internship or Studio activities or Field practice/projects or Community engagement and service means two-hour engagements per week (30 hours of engagement per semester)
4. A course can have lecture, tutorial, and practicum credits.
5. Minimum credit for one Course shall be 2 (Two), and the maximum credit shall be 4 (Four).
6. All DSC (Major or Minor) and DSE shall be four credits.
7. All Courses under the Multi-disciplinary, Ability Enhancement (language), and Skill Enhancement categories shall be given Three Credits.
8. Summer Internship, Apprenticeship, Community Outreach Activities, etc., may require sixty hours of engagement to acquire two credits.
9. Students can acquire extra credits up to a maximum of 200 credits for a 4-year (8-semester) UG program.
10. A student can acquire extra credits to a maximum of 150 credits for a 6-semester UG program.
11. A student may opt for a certain number of extra credits in addition to the requirements for awarding a Degree.
12. A student's maximum number of credits allowed per semester is 28, with 21 to 24 credits required to be taken from their home HEI.
13. To ensure the effective operation of the UoK-FYUGP, a system of flexible timings shall be implemented for students and teachers.
14. An academic year consists of 200 working days, one semester consists of 90 working days, and an academic year consists of two semesters and an optional fast-track semester.
15. Ten working days per semester shall be used for co-curricular activities. One semester consists of 18 weeks, with five working days per week. Each semester, 15 days (3 weeks)

shall be kept aside for exams, including internal examination evaluations and other academic activities.

16. The maximum number of weeks available for curriculum transactions shall be fixed at 15 in each semester. A minimum of 6 teaching or tutorial hours out of five contact hours of one-hour duration could be available for a day in a 5-day week, so a total of 450 teaching hours will be available each semester.
17. The academic transaction time shall be flexible and staggered in principle, five days a week.
18. Library and laboratory facilities shall be accessible to the students for at least three more hours after the regular academic transactions.

CHAPTER 3: COURSE AND PROGRAMME PATHWAYS OF UOK-FYUGP

3.1 Credit Distribution of the Components of UoK-FYUGP

The Four-Year UG Programme (UoK-FYUGP) has two possible versions:

(a) The UG Honours Programme consists of different courses in four years; (b) the UG Honours with Research Programme consists of different courses in four years; and there is a mandatory research project in the fourth year. In either version, the student has the exit option with a UG Degree at the end of the third year. The students who complete the four-year UG Honours programme must do only one year of PG programme. The students who exit at the end of the third year must complete two years of the PG programme. The students who complete the four-year UG Honours with Research programme can go directly to the PhD programme in the concerned discipline. The total credits of the three-year UG Programme are 133, and those of the four-year UG Programme are 177.

3.1.1 Major

The student shall choose any one discipline as the Major and earn a minimum of 50% credits in it out of the total credits. In the three-year UG programme, it is specified that the student shall earn a minimum of 68 credits in the Major discipline out of the total credits of 133 to qualify for a UG Degree in that Major. The four-year UG program specifies that the student shall earn at least 88 credits in the Major discipline out of 177 credits. In the four-year programme, in addition to the 88 credits in the Major, the student shall do three courses of 12 credits in the Minor discipline to qualify for a UG Honours Degree/UG Honours with Research Degree in that Major discipline.

3.1.2 Minor

Every student who chooses an academic pathway other than the double major pathway shall have minor courses of 24 credits in a three-year degree and 36 credits in 4-year honours or honours with a research degree. In the case of the “Major with Multiple Disciplines pathway”, the student shall earn 12 credits each in two disciplines other than the Major. In the case of the “Major with Minor pathway”, the student shall earn a minimum of 20% credits out of the programme's total credits in a single discipline other than the Major, which is called the Minor discipline. The three-year UG programme specifies that the student shall earn a minimum of 24 credits in the Minor discipline to qualify for a UG degree with a Major and

a Minor. The four-year UG programme specifies that the student shall earn a minimum of 36 credits in the Minor discipline to qualify for a UG Honours degree with a Major and a Minor. Students enrolled in a major discipline can select minor courses from diverse disciplines available in HEI.

3.1.3 General Foundation Courses

All students who enroll in a four-year UG programme must acquire 39 credits from 13 general foundation courses, which are classified into four different subcategories (approximately 30% of the total credits of 133 decided for the three-year programme). Each general foundation course has three credits. The general foundation courses shall be completed in the first three years of UoK-FYUGP. The suggested credit distribution for each subcategory of General Foundation Courses is given below.

Table 02: General Foundation Courses

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

Language departments offer the four Ability Enhancement Courses (AEC), two each in the first two semesters - two (AEC1 and AEC3) by the English department and the other two (AEC2 and AEC4) by Other Language departments.

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

In the case of the “Double Major pathway,” except for the four AECs, all the other nine general foundation courses will be distributed between the two Major disciplines. The departments shall provide various AEC, SEC, VAC, and MDC courses by including the maximum number of courses in the basket. The department councils of the programmes

offering Major courses shall decide on suitable general foundation courses for each programme.

3.1.4 Internship

All the students shall undergo internship/apprenticeship in a firm/industry or training in labs with faculty and researchers in their institution or other HEIs / research institutions during the summer term. The internship has two credits and shall be completed in the first three years of UoK-FYUGP. The Department Council of the HEI must approve the firm or institution from the University-approved list, ensuring its quality and authenticity before permitting a student to undertake an internship there.

3.1.5 Field trip/study tour:

A study tour to places of interest in India focusing on secularism and oneness promotes intercultural understanding, tolerance, and the appreciation of diversity, fostering the values of secularism and unity in a multicultural society. Field visits provide students with practical, hands-on experiences that enhance their understanding of theoretical concepts taught in the classroom. By seeing and experiencing real-world applications of what they learn, students are better equipped to grasp and retain knowledge. This engagement can lead to improved academic performance and a deeper comprehension of the subject matter.

3.1.6 Project for 4-year UG programme

In the 8th semester of the four-year UG programme, students can opt for UG Honours with a Research Degree; the student must do a mandatory research project under the supervision of a College /University /HEI faculty member who is a university-approved research guide or who is qualified for a university approved research guide. Those students who are not doing a capstone project shall do three courses at the level of 400 or above, three vocational training courses, or an internship project for 12 credits.

3.1.7 Signature Courses

Each institution may publish a list of their signature courses (300-399 level or above) in DSE /SEC offered by their faculty members with a prior BoS recommendation and the academic council's approval. With a previous recommendation of BoS and the approval of the academic council, each faculty member can design and offer at least one signature course every semester, which may be offered as DSE /SEC. The faculty concerned may create the particular course, which shall be forwarded to the University BoS after the approval of

department and college-level academic committees formed as part of the FYUG Degree Programme regulations.

3.2 Course Structure of the FYUG Degree Programmes

The FYUG Degree Programmes consist of the following categories of courses, and the minimum credit requirements for each are as follows.

Table 03: Minimum Credit requirement from each category of courses

Sl. No.	Categorisation of Courses for all Programmes	Minimum Number of Credit Required	
		3-year UG	4-year UG
1	Major	68	88
2	Minor	24	24+12*
3	Multi-disciplinary Courses (MDC)	9	9
4	Skill Enhancement Courses (SEC)	9	9
5	Ability Enhancement Course (AEC)	12	12
6	Value Addition Courses Common for all UG (VAC)	9	9
7	Summer Internship, field based learning etc.	2	2
8	Research Project/ Dissertation/Courses		12**
	Total Credits	133	177

*The students can acquire advanced-level courses with 12 credits from their DSC /DSE/ Minor, depending on their pathway choice.

** The four-year Honours degree students must acquire advanced-level courses with 12 credits from their DSC/ DSE/ Minor, depending on their pathway choice.

Table 04: Course and Credit Structure of UoK-FYUGP

SEM	DSC (Credit 4)	DSE (Credit 4)	AEC (Credit 3)	SEC (Credit 3)	MDC (Credit 3)	VAC (Credit 3)	Internship (credit-2)/ Project/ Additional Courses (credit-12)	Total Courses	Total Credits
I	A-1, B-1, C-1, etc.		AEC1 (EL) AEC2 (OL)		MDC-1			6	21
II	A-2, B-2, C-2, etc.		AEC3 (EL) AEC4 (OL)		MDC-2			6	21
III	A-3, B-3, C-3, etc.	DSE 1 A			MDC 3 (KS) (EL/OL)	VAC1		6	22
IV	A-4, A-5	DSE 2 A		SEC1		VAC2 VAC3	Internship	6	23
V	A-6, A-7, A-8,	DSE 3, DSE 4		SEC2				6	23
VI	A-9, A-10, A-11	DSE 5, DSE 6		SEC3				6	23
Total	A-11 B-3, C-3	6	4	3	3	3	1	36	133
Students exiting after three years – awarded UG Degree with Major in A									
VII	A-12 A-13 B/C- 4 B/C- 5 B/C- 6	DSE 7						6	24
VIII	MOOC courses A -14, A -15						Research Project/ Internship Project or 03 courses - 12C	2+1 [#] /3 ^{##}	20
Total	A -13 B/C etc. - 6	7	4	3	3	3	1+1 [#] /3 ^{##}	44+1 [#] /47 ^{##}	177

A: Major Subject

B, C, etc.: Minor Subjects

B, C etc., can be from the same Subject

EL: English Language

OL: Other Languages

KS: Kerala Studies

Research Project or Internship Project

03 Additional Courses

3.3 Programme Pathways

Students who have joined any programme under these regulations shall have the option to choose the following pathways for their UG degree and Honours programme. Annexure 1 provides detailed examples of Programme pathways.

3.3.1 Degree with single Major: A student pursuing the FYUG Degree programme in a specific discipline shall be awarded a Major degree if the student secures at least 50% of the total credits in the particular discipline required for granting the Degree in that Discipline.

Example: BSc Physics Major/ BA Economics Major/ BCom Commerce Major

3.3.2 Degree Major with Minor: If a student pursuing the FYUG Degree Programme is awarded a Major Degree in a particular discipline, they are eligible to be awarded a Minor in another discipline of his choice if the student earns a minimum of 36 credits from 9 pathway courses in that discipline. They provided that the concept of Minor is relevant only when there is a Major discipline.

Example: BSc Physics Major with Chemistry Minor/ BSc Chemistry Major with English Minor, BCom Commerce Major with Economics Minor/ BA Hindi Major with Malayalam Minor, etc.

3.3.3 Major with multiple disciplines of Study: This pathway is recommended for students who wish to develop core competencies in multiple disciplines of study. In this case, the credits for the minor pathway shall be distributed among the constituent disciplines/ subjects. Suppose a student pursuing the FYUG Degree Programme is awarded a major Degree in a particular discipline. In that case, the student can mention his core competencies in other disciplines of his choice if the student has earned 12 credits from the pathway courses of that discipline.

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

3.3.4 Interdisciplinary Major: For these programme pathways, the credits for the major and minor pathways shall be distributed among the constituent disciplines/subjects to attain core competence in the interdisciplinary programme.

Example: BA Econometrics Major, BSc Global Studies Major

3.3.5 Multidisciplinary Major: For multidisciplinary Major pathways, the credits for the major and minor pathways will be distributed among broad disciplines such as Life sciences, Physical Sciences, Mathematical and Computer Sciences, Data Analysis, Social Sciences, and

Humanities.

Example: BSc Life Science, BSc Data Science, BSc Nano Science

3.3.6 Degree with Double Major: A student who secures a minimum of 50% credits from the first major will be awarded a second major in another discipline if he can secure 40% of credit from that discipline for the 3-year/ 4-year UG degree to be awarded a double major degree.

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

3.4 Specialization in Major Discipline: If a minimum of four elective courses from semester III to VII, with a total of 16 credits, belong to one field, they constitute a specialisation in that Major discipline. BoS should specify the list of the four elective courses that comprise a specialisation. There can be more than one specialisation from the different combinations of the electives in semesters III to VII. The arrangements of elective courses in the basket should be such that a department can offer a minimum of four courses constituting a specialisation in the Major discipline if the grouping of the elective courses envisages at least one specialisation. However, offering specialised courses is not mandatory; it is the choice of individual departments.

Table 05: Pathway Option 1, 2 and 3 - Major with multiple Disciplines of Study

Course Components	No. of Courses												
	Semester 1	Semester 2	Semester 3	Semester 4	Internship of 2 Credits	Semester 5	Semester 6	Total	Remarks	Semester 7	Semester 8	Total	
DSC A (4 Credit /Course)	1	1	1	2			3	3	11		2	2	15
DSC B, C, D, E, F, G (4 Credit /Course)	2	2	2						6		3		9
DSE			1	1			2	2	6		1		7
Multidisciplinary Courses (MDC) (3 Credit /Course)	1	1	1*						3	Can opt from other than DSC A *Kerala Studies			3
Ability Enhancement Courses (AEC) (3 Credit /Course)	1 (English) 1 (OL)	1 (English) 1 (OL)							4				4
Skill Enhancement Courses (SEC) (3 Credit /Course)				1			1	1	3				3
Value Addition Courses (VAC) (3 Credit /Course)			1	1					3				3
Research Project/Internship project												1	1
Total Courses	6	6	6	6			6	6	36		6	2+ 1#/3##	45
Total Credits	21	21	22	21	2	23	23	133	Total Credits 133	24	20	Total Credits 177	
Total Hours per Week									Exit option available				

A: Major Subject

B, C, D, E, F, G: Minor Subjects

Research Project or Project or Internship

03 Additional Courses

Table 06: Pathway Option 5 - Major with Minor/Major with Vocational Minor

Course Components	No. of Courses												
	Semester 1	Semester 2	Semester 3	Semester 4	Internship of 2 Credits	Semester 5	Semester 6	Total	Remarks	Semester 7	Semester 8	Total	
DSC A (4 Credit /Course)	1	1	1	2			3	3	11		2	2	15
DSC B (4 Credit /Course)	2	2	2						6		3		9
DSE			1	1			2	2	6		1		7
Multidisciplinary Courses (MDC) (3 Credit /Course)	1	1	1*						3	from other than DSC A *Kerala Studies			3
Ability Enhancement Courses (AEC) (3 Credit /Course)	1 (English) 1 (OL)	1 (English) 1 (OL)							4				4
Skill Enhancement Courses (SEC) (3 Credit /Course)				1			1	1	3				3
Value Addition Courses (VAC) (3 Credit /Course)			1	1					3				3
Research Project/Internship project													1
Total Courses	6	6	6	6			6	6	36		6	2+ 1#/3##	45
Total Credits	21	21	22	22	2	23	22	133	Total Credits 133	24	20	Total Credits 177	
Total Hours per Week									Exit option available				

A: Major Subject

B: Minor Subject/vocational Minor Subject

Research Project or Project or Internship

03 Additional Courses

Table 07: Pathway Option 3 - Double Major

Course Components	No. of Courses											
	Semester 1	Semester 2	Semester 3	Semester 4	Internship of 2 Credits	Semester 5	Semester 6	Total	Remarks	Semester 7	Semester 8	Total
DSC A (4 Credit /Course)	2	1	1	1			2	1	8		2	2
DSC B (4 Credit /Course)	1	2	2	1		1	2	9		3		12
DSE A			1	1		1	1	4		1		5
DSE B						1	1					2
Multidisciplinary Courses (MDC) (3 Credit /Course)	1 (A)	1(B)	1(A)					3				3
Ability Enhancement Courses (AEC) (3 Credit /Course)	1 (English) 1 (OL)	1 (English) 1 (OL)						4				4
Skill Enhancement Courses (SEC) (3 Credit /Course)				1(A)		1(A)	1(B)	3				3
Value Addition Courses (VAC) (3 Credit /Course)			1(A)	1(A) 1(B)				3				3
Project/Dissertation											1	1
Total Courses	6	6	6	6		6	6	36		6	2+ 1#/3##	45
Total Credits	21	21	22	21	2	23	23	133	Total Credits 133	24	20	Total Credits 177
Total Hours per Week									Exit option available			

A : 1st Major SubjectB: 2nd Major Subject

Research Project or Project or Internship

03 Additional Courses

CHAPTER 4: PEDAGOGY, ASSESSMENT AND EVALUATION ACROSS ALL PROGRAMMES

4.1 Syllabus

The Discipline Specific Major and Minor Course syllabus, Discipline Specific Elective courses and Discipline Specific Capstone courses with four credits can be designed with five modules. 20% of the course syllabus can be designed by the faculty in the HEI, who is offering the course, and to be approved by the BoS. This module can be allotted exclusively for conducting the continuous evaluation. The syllabus for the foundation courses needs to be designed by the respective BoS. The Syllabus of the Signature courses can be developed by the faculty concerned, and it needs to be approved by the Academic Council. The Syllabus of all the courses need to be revised at least every four years. However, the BOS can add new courses to the University basket whenever necessary, subject to the approval of the Academic Council.

4.2 Andragogy

1. The use of technology in creating a learning environment that connects learners with instructional content, peers, and instructors throughout the learning process while respecting learners' pace is to be ensured.
2. Cooperative and peer-supported activities must empower students to take charge of their learning.
3. The faculty shall be free to identify and employ the most suitable pedagogical approach to a particular course and students.
4. Project-based learning (PBL) and Problem-Based Learning (PBL) are both student-centred instructional approaches that emphasise active learning and critical thinking shall be brought into practice as part of the curriculum, and experiential learning in the form of internship with a specified number of credits is to be made mandatory
5. Blended learning (BL) mode shall help learners develop 21st-century skills, effective learning, and skill development related to the subject domains.
6. BL shall be implemented with great care, ensuring that it does not replace classroom time as a privilege.
7. The University shall provide an academic credit storage and transfer facility (Academic Bank of Credit) to ensure student mobility and flexibility.

4.3 Assessment and Evaluation

1. The assessment shall combine a Continuous Comprehensive Assessment (CCA) and an End Semester Evaluation (ESE).
2. 30% weightage shall be given for CCA. The remaining 70% of the weight shall be for the ESE.
3. CCA will have two sub-components: Formative Assessment (FA) and Summative Assessment (SA). Each of these components will have equal weightage and will be conducted by the faculty/ course coordinator handling the course.
4. FA refers to various methods teachers use to conduct in-process evaluations of student comprehension, learning needs, and academic progress during a lesson, unit, or course. FA encourages students to build on their strengths rather than fixate or dwell on their deficits. FA can help clarify and calibrate learning expectations for students and parents. FA will help students become more aware of their learning needs, strengths, and interests to take greater responsibility for their educational growth. FA will be the course coordinator's prerogative based on the student's specific requirements.
5. Suggestive methods of FA are as follows: (anyone or in combinations as decided by the faculty/ course coordinator)
 - a. Practical Assignment
 - b. Observation of practical skills
 - c. Viva voce
 - d. Quiz
 - e. Interview
 - f. Oral presentations
 - g. Computerized adaptive testing
 - h. In-class discussions
 - i. Group Tutorial work
 - j. Reflection writing assignments
 - k. Home assignments
 - l. Self and peer Assessments

- m. Any other method as may be required for a specific course/student by the faculty/course coordinator
6. Summative assessments (SA) evaluate student learning, skill acquisition, and academic achievement after a defined instructional period- typically at the end of a unit, module, course or semester. SA may be a class test, assignment, or project to determine whether students have learned what they were expected to know. It will be based on evidence collected using single or multiple ways of assessment. The systematically collected evidence shall be kept in the record by the faculty/course coordinator, and the marks shall be displayed on the college notice board before the end-semester examinations.

The method of SA will be as follows: (anyone as decided by the faculty/course coordinator)

- a. Written test
 - b. Open book test
 - c. Laboratory report
 - d. Problem-based assignments
 - e. Individual project report
 - f. Case study report
 - g. Team project report
 - h. Literature survey
 - i. Standardized Test
 - j. Any other educational approach designed for a particular course by the faculty/course coordinator.
7. A Student may repeat the summative assessment only if for any compulsive reason, which is why the student could not attend the assessment.
8. The prerogative of arranging a CCA lies with the faculty/course coordinator, with the Principal's approval through the department head to which the student is admitted based on justified reasons.
9. The Course Coordinator shall be responsible for evaluating all the components of CCA for the course in question. However, the University may occasionally involve any other person (External or internal) to evaluate any or all the components as the Syndicate

decides if any grievances are raised.

10. Written tests shall be precisely designed using a variety of tools and processes (e.g., constructed responses, open-ended items, multiple-choice), and the students shall be informed about the evaluation modalities well in advance.
11. The faculty may provide options for students to improve their performance through continuous assessment mode.
12. Theory and Practical examinations will be at the end of each semester.
13. Regarding evaluation, one credit may be evaluated for 20 marks in a semester; thus, a 4-credit course will be evaluated for 80 marks, and 2-credit courses for 40 marks.
14. The evaluation of the foundation-level courses and introductory-level courses shall be conducted at the college level.
15. 50% of the CCA of the Discipline Specific Major and Minor Course, Discipline Specific Elective courses and Discipline Specific Capstone courses must be allotted from the module designed by the faculty in the HEI who is offering the course. This assessment can be conducted as a class test.
16. Individual Learning Plans (ILPs) and specific assessment arrangements may be implemented for differently abled students. Suitable evaluation strategies approved by BoS, including technology-assisted examinations/ alternate examination strategies, may be designed and implemented for differently abled students.
17. Odd-semester evaluations must be done in the HEI itself. At the time of the end-semester evaluation, the University of Kerala shall depute an observer from another HEI to monitor the odd-semester examinations conducted at colleges.

4.4 Practical Examination

1. Continuous evaluation of practicals by the teacher-in-charge shall carry a weightage of 40%.
2. The end-semester practical examination, viva voce, and evaluation of practical records shall be conducted by the teacher in charge and an internal examiner appointed by the Department Council (60% weightage).

The scheme of evaluation of practical courses will be as given below:

Table 08: Scheme of Evaluation of Practical Courses

Components of Evaluation of Practical Courses	Weightage
Continuous evaluation	40%
The end-semester practical examination	60%

- Only those who have completed the continuous evaluation will be permitted to appear for the end-of-semester practical and viva voce.
- The University has the right to request all the records of teachers' continuous evaluation for grievance redressal purposes.
- Duration of end-semester practical examination can be decided by respective Board of studies.

4.5 Duration of examination

Questions shall be set according to the defined Outcome. The question setter shall ensure that Time and Mode (T&M) flexibility is maintained for all External Examinations. BoS can recommend the T&M from the following list.

Table 09: Table showing types and duration of exams

Mode	Time (in Hours)	
	Minimum	Maximum
Written Examination	1	2
Multiple Choice	1	1.5
Open Book	1	2
Any Other Mode	1	2

4.6 Letter Grades and Grade Points

A Mark system is followed to evaluate each question. For each course in the semester, letter grades and grade points are introduced in a 10-point indirect grading system as per the guidelines given below,

- The Semester Grade Point Average (SGPA) is computed from the grades to measure the student's performance in a given semester. The SGPA is based on the current term's grades, while the Cumulative Grade Point Average (CGPA) is based on the grades in all courses taken after joining the programme of study.
- The weighted grade point will be mentioned in the student's grade cards based on the marks obtained.

Table 10: Mark Distribution Table

Course	Credit		Marks		Lecture			Practical		
	Lecture	Practical	Lecture	Practical	CCA (30%)		ESE (70%)	CCA (40%)		ESE (60%)
					SA (50%)	FA (50%)		SA (50%)	FA (50%)	
4 Credit Course	4	0	80	0	12	12	56	0	0	0
	3	1	60	20	9	9	42	4	4	12
	2	2	40	40	6	6	28	8	8	24
	1	3	20	60	3	3	14	12	12	36
	0	4	0	80	0	0	0	16	16	48
	Lecture	Practical	Lecture	Practical	CCA (30%)		ESE (70%)	CCA (40%)		ESE (60%)
SA (50%)					FA (50%)	SA (50%)		FA (50%)		
3 Credit Course	3	0	60	0	9	9	42	0	0	0
	2	1	40	20	6	6	28	4	4	12
	1	2	20	40	3	3	14	8	8	24
	0	3	0	60	0	0	0	12	12	36

Table 11: Table showing Grades and Grade Points

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

4.7 Computation of SGPA and CGPA

The following method is recommended to compute the SGPA and CGPA:

1. The SGPA is the ratio of the sum of the product of the number of credits with the grade points scored by a student in all the courses taken by a student and the sum of the number of credits of all the courses undergone by a student in the semester, i.e.

$$\mathbf{SGPA} (S_i) = \Sigma(C_i \times G_i) / \Sigma C_i$$

Where S_i is the SGPA in the i th semester, C_i is the number of credits for the i th course, and G_i is the grade point scored by the student in the i th course.

2. The CGPA is also calculated in the same manner considering all the courses undergone by a student over all the semesters of a programme, i.e.

$$\mathbf{CGPA} = \Sigma(C_i \times S_i) / \Sigma C_i$$

Where S_i is the SGPA in the i th semester, C_i is the total number of credits in the i th semester.

3. The SGPA and CGPA shall be rounded to 2 decimal points and reported in the transcripts.

CHAPTER 5: COMMITTEES TO BE CONSTITUTED FOR THE IMPLEMENTATION AND MONITORING OF UoK FYUGP

- There shall be an UoK-FYUGP Implementation cum monitoring committee at the University level under the chairmanship of the Vice Chancellor/ Pro Vice-Chancellor to ensure the smooth implementation of the UoK-FYUG degree programme.
- Apart from this, there shall be a college-level UoK-FYUGP Academic committee and a UoK-FYUGP Department committee in each department of the affiliating college to execute the UoK-FYUG programs in affiliated colleges (other than autonomous colleges).
- The affiliating colleges shall provide an undertaking regarding the constitution of these two committees within one month from the date of effect of this UoK-FYUGP regulation.

5.1 College Level FYUGP Academic Committee Members

- ❖ The Principal (Chairman)
- ❖ A permanent faculty member nominated by the college council other than HoDs as Academic Coordinator (Convenor).
- ❖ Chief Superintendent of Examinations.
- ❖ All the Heads of Departments in the college
- ❖ Four college teachers representing different disciplines nominated by the college council by rotation. (2 years rotation duration)
- ❖ Not less than four experts/ academicians from outside the college representing areas such as Industry, Commerce, Education, Sciences, etc., to be nominated by the college council, preferably from the alums of the college

Functions of the FYUGP Academic Committee

1. The College Level FYUGP Academic Committee (CLAC) meetings require a quorum of 50%, and each CLAC shall last for four years.
2. The College Level FYUGP Academic Committee (CLAC) shall scrutinise, approve/recommend to the University all the proposals submitted by the Department committee about the FYUG degree programme, such as academic pathway, allowed

syllabi enrichment/ updating, Online courses, Blended teaching, Course offering to the students of other colleges, panel of examiners, summative and formative evaluation tools proposed by the faculty members, new courses and syllabus proposed by the faculty members as signature courses etc. The Academic Committee can differ on any proposal. It shall have the right to return the matter for reconsideration to the Department Committee concerned or reject it after giving sufficient reasons.

3. CLAC will propose to the college governing council the initiation of innovative programmes, utilising the adaptability and comprehensive approach of the FYUG curriculum framework.

5.2 FYUGP Department Committee

- ❖ Head of the Department concerned (Chairman)
- ❖ The entire faculty of the Department
- ❖ Two subject experts from outside the college to be nominated by the College level UoK-FYUGP Academic Committee
- ❖ One representative from the industry/corporate sector/allied area relating to the placement
- ❖ One meritorious alumnus of the department to be nominated by the principal
- ❖ Experts from outside the college whenever special courses of study are to be formulated.
- ❖ Other members of teaching staff of the same faculty within the college

Functions of UoK-FYUGP Department Committee

1. Prepare the required percentage of syllabi for various courses, keeping in view the objectives of the UoK-FYUGP degree programme, and submit the same for the approval of the academic committee.
2. Suggest methodologies for innovative teaching and evaluation techniques.
3. Suggest a panel of names to the academic committee to appoint examiners.
4. Coordinate research, teaching, extension and other academic activities in the department/college.

5. Overall monitoring of the UoK-FYUG degree programme and preparing suggestions for its betterment.

5.3 Proposed Options for Higher Studies for the students of the UoK-FYUG programme.

1. UGC has already described the following higher study options at the post-graduation/research level in the national higher education qualification framework.
2. Under the FYUG regulations, the two-year master's programme will continue (with the option of having the second year devoted entirely to research) for those who have completed a three-year bachelor's programme.
3. Students with a 4-year bachelor's degree could complete their master programme within one year by acquiring the required credits per the PG curriculum framework requirement.
4. To enrol in a PhD programme, the candidate must have a master's degree or a four-year Honours degree with research.
5. Universities may restructure their PG programme accordingly

5.4 Power to remove difficulties

Suppose any difficulty arises in giving effect to the provisions of these Regulations. In that case, the Syndicate may, by order, make such provisions that are not inconsistent with the Act, Statutes, Ordinances, or other Regulations, which appears to be necessary or expedient for removing the difficulty. Every order made under this rule shall be subject to ratification by the Academic Council.

5.5 Modifications to the Regulations

Notwithstanding anything contained in these Regulations, any amendments or modifications issued or notified by the University Grants Commission or the State Government, from time to time, shall be deemed incorporated into these Curriculum Framework and Regulations and constitute an integral part thereof.

Annexure 1

SOP for conducting odd semester theory examinations

1. The HEI's office of examination shall conduct odd-semester theory examinations and evaluations in consultation with the college-level Academic Committee.
2. The University of Kerala shall provide a schedule for conducting examinations and evaluations, question papers, and an evaluation scheme.
3. After the examinations, answer scripts are to be bundled and stored in the strong room of the examination office in the HEI. The Chief Superintendent of Examination shall be the custodian of these answer scripts.
4. The University shall appoint an external observer from another HEI during the evaluation.
5. Evaluation of these answer scripts shall be conducted in a centralised camp in the HEI.
6. The Academic Coordinator will prepare a panel of additional and Chief examiners in consultation with CLAC (College Level Academic Committee).
7. The panel of examiners, approved by the Academic Committee and duly signed by the Principal and the Academic Coordinator, will be handed over to the Chief Superintendent. All the panel of examiners shall be communicated to the University within the time limit prescribed by the University
8. The Chief Superintendent shall distribute the bundled answer scripts to the additional examiners.
9. All the answer scripts are to be scrutinised, and the Chief Examiner needs to re-evaluate 20% of them.
10. After scrutiny and revaluation, the answer scripts, along with the mark list duly signed by the Additional and Chief Examiner, in duplicate, shall be handed over to the Chief Superintendent. The academic coordinator shall collect one copy of the mark list from the Chief Superintendent.
11. The chief superintendent shall keep one copy of the mark list and answer scripts for five years.
12. After the Academic Coordinator approves all the mark lists (both CCA and ESE), the additional examiner enters the respective marks in the University portal, which the chief examiner and the Principal then approve. All the mark lists shall be transmitted to the University within the time limit prescribed by the University.

13. Any document regarding the odd-semester examinations and CCA evaluations must be submitted to the University of Kerala on demand for five years.
14. The University of Kerala shall publish the results of all semesters in the stipulated time.
15. After the results are published, if revaluation and scrutiny emerge, the CLAC (College Level Academic Committee) can send the answer scripts to another competent examiner from other HEIs.
16. CLAC (College Level Academic Committee) shall prepare and approve a panel of competent examiners from other HEIs before the commencement of the evaluation.

SOP for the conduct of End Semester Practical Evaluation

1. Departments of HEI can adopt suitable evaluation methodology for End Semester Practical Evaluation
2. All the practical examinations shall be completed within the time frame stipulated by the University.
3. The evaluation details and mark lists should be handed over to the Academic Coordinator by the respective HoDs of HEI—the same needs to be approved by the Academic Committee.
4. After the approval, the marks shall be uploaded to the University portal within the stipulated time frame.
5. The proposed list of examiners for the End Semester practical examination by the DLAC must be approved by the CLAC and transmitted to the University.
6. All the documents regarding the Practical Evaluation should be kept in the respective department for 5 years and must be submitted to the University of Kerala on demand.

SOP for the conduct of CCA

1. HEI can adopt a suitable methodology for CCA
2. The assessment details should be handed over to the Academic Coordinator by the respective HoDs of HEI.
3. The Academic Committee must approve each semester's assessment details.
4. After the approval of the CCA, the marks shall be uploaded to the University portal.
5. All the documents regarding the CCA should be kept in the respective department for 5 years.

Annexure 2



University of Kerala

Discipline					
Course Code					
Course Title					
Type of Course					
Semester					
Academic Level					
Course Details	Credit	Lecture per week	Tutorial per week	Practical per week	Total Hours/Week
Pre-requisites	1. 2.				
Course Summary					

Detailed Syllabus:

Module	Unit	Content	Hrs	CO
I		Module Title		
II		Module Title		
III		Module Title		
IV		Module Title		
V		Module Title		

PRACTICALS – if necessary				

SUGGESTED READINGS:

ADDITIONAL READINGS:

Course Outcomes

No.	Upon completion of the course the graduate will be able to	Cognitive Level	PSO addressed

R-Remember, U-Understand, Ap-Apply, An-Analyse, E-Evaluate, C-Create

Note: 1 or 2 COs/module

Name of the Course: Credits: 2:0:2 (Lecture:Tutorial: Practical)

CO No.	CO	PO/PSO	Cognitive Level	Knowledge Category	Lecture (L)/Tutorial (T)	Practical (P)

F-Factual, C- Conceptual, P-Procedural, M-Metacognitive

Mapping of COs with PSOs and POs :

	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6	PO1	PO2	PO3	PO4	PO5	PO6
CO 1												
CO 2												
CO 3												
CO 4												
CO 5												

Correlation Levels:

Level	Correlation
-	Nil
1	Slightly / Low
2	Moderate / Medium
3	Substantial / High

Assessment Rubrics:

- Quiz / Assignment/ Quiz/ Discussion / Seminar
- Midterm Exam
- Programming Assignments
- Final Exam

Mapping of COs to Assessment Rubrics:

	Internal Exam	Assignment	Project Evaluation	End Semester Examinations
CO 1				
CO 2				
CO 3				
CO 4				
CO 5				