

# **Regulations Governing the Choice Based Credit System Semester Scheme in the Four Year Under Graduate Programmes:2023**

(Approved by Academic Council vide resolution no. AC – 02/2023/04, Dated : 04 – 07 – 2023 )



**Arya Vidyapeeth College (Autonomous)**  
**ARYA NAGAR, Guwahati – 16**

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ज्ञान-विद्यया विमुक्तये

सचिव

Secretary

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F.No:- 1-1/2021(QIP)(CBCS)

12.12.2022

**Public Notice****Subject: - Curriculum and Credit Framework for Undergraduate Programmes**

As you are aware, the revision of the Choice Based Credit System (CBCS) is one of the recommendations of the National Education Policy (NEP) 2020 to instill innovation and flexibility in higher education. Keeping in view of NEP's recommendation, the UGC has revised the CBCS and developed Curriculum and Credit Framework for Undergraduate Programmes.

I am happy to share a copy of the Curriculum and Credit Framework for Undergraduate Programmes for implementation in Higher Educational Institutions. All Higher Educational Institutions (HEIs) are requested to take necessary measures to adopt the Curriculum and Credit Framework for Undergraduate programmes.

  
(P. K. Thakur)

To: -

The Vice-Chancellors of all State/Private/ Deemed to be University

The Principals of all Colleges

**Letter from UGC**

AHE-11/33/2022-HIGHER EDU.-Higher Education

I/112987/2023

GOVERNMENT OF ASSAM  
HIGHER EDUCATION DEPARTMENT  
DISPUR, GUWAHATI-6

Ecf No.225781/20

Dated Dispur, the 27<sup>th</sup> January, 2023**NOTIFICATION****ORDERS BY THE GOVERNOR OF ASSAM**

The Government of Assam in Higher Education Department is pleased to constitute the Model Framework for UnderGraduate(UG) and Post-Graduate(PG) programmes based on Office Memorandum No.AHE.156/2022/4 and UGC Curriculum Framework for UG Programme, 2022 as below :

**National Education Policy 2020**

**Model Framework  
For  
Undergraduate (UG) and Postgraduate (PG) Programmes**

*(Adapted and upgraded version based on OM No. AHE156/2022/4 and UGC Curriculum and Credit Framework for Undergraduate Programme, 2022)*

Signed by Narayan Konwar  
(Shri Narayan Konwar, IAS)  
Date: 27-01-2023 12:37:07  
Secretary to the Govt. of Assam  
Higher Education Department

Memo Ecf No.225781/20-A

Dated Dispur the 27<sup>th</sup> January, 2023**Copy to :**

- 1) The Director of Higher Education, Assam, Kahilipara, Guwahati-19- He is requested to circulate among all concerned.
- 2) The Director of Technical Education, Assam, Kahilipara, Guwahati-19- He is requested to circulate among all concerned.
- 3) P.S. to Hon'ble Minister, Education, Assam, Dispur, Guwahati-06 for kind information
- 4) P.S. to Hon'ble Adviser, Education, Assam, Dispur, Guwahati-06 for kind information
- 5) P.S. to Secretary to the Govt. of Assam, Higher Education Department, Assam, Dispur, Guwahati-06 for kind information.

**Letter from Govt. of Assam**



*Office of the Principal*

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**NOTIFICATION**

No.AVC/Notification/2023/736, dated 05/04/2023

This is to notify that Academic Council of Arya Vidyapeeth College (Autonomous) has resolved vide resolution No. AC-01/2023/02(a), dated 31/03/2023, to implement UGC FYUGP in the College w.e.f. the academic session 2023-24.

This is in accordance with the Governing Body resolution No.5, dated 10/12/2022 regarding implementation of NEP-2020 in Arya Vidyapeeth College (Autonomous)

Principal,  
Arya Vidyapeeth College (Autonomous)  
Guwahati-16

**Notification of the College**

## **Regulations Governing the Choice Based Credit System Semester Scheme in the Four Year Under Graduate Programmes**

### **Unit 1. Preamble**

Globally the educational system has been evolving and it has to keep pace with the ever changing situations. A nation's development, growth and well-being is often measured by the versatility of its educational system. In the present day scenario, for a nation to be visible, it is very much required that it has a vibrant and a flexible educational system. Education plays a very critical role in a nation's progress. Access to high quality education in India is crucial for the country to attain economic growth, equality, social fairness, scientific advancement, cultural preservation and national integration. In order to make full use of India's vast skills and resources for the benefit of the entire nation and the world as a whole the prevalence of a systematic and structured educational system has become very essential.

The National Education Policy 2020 has been framed against the backdrop of the UN's 17 Sustainable Development Goals (SDGs) including the fourth objective (SDG-4) on quality education. The main aim of the National Education Policy 2020 is to re-conceptualize and re-design the essential components of higher education in India keeping in line with the UN's SDGs. NEP 2020 aims to fulfill the objectives of the education system of the 21<sup>st</sup> century. It lays emphasis on various aspects like 'foundational capacities' of literacy and numeracy, 'higher-order' cognitive capacities, such as critical thinking and problem solving and social, ethical, and emotional capacities and dispositions. Thus, broadly speaking NEP 2020 wants to come up with an education system which is rooted in the Indian ethos and which can make India a vibrant knowledge society which provides high-quality education to all and which can in the long run make India a global knowledge superpower.

With the idea of promoting a vibrant and flexible education system the Government of India under the Chairmanship of the great Educationist and Scientist Dr. Kasturirangan had constituted a committee. The committee had initiated an exhaustive study of the prevalent educational system. Upon examining the existing system the committee had felt the need to accommodate for the changing condition of Young India which aspires for greater skills and knowledge and has in the process come up with a voluminous Document known as 'The National Education Policy (NEP) – 2020'.

All the States and their respective Central and State Universities has been directed by the University Grants Commission UGC, New Delhi to implement the NEP – 2020. The main idea of NEP-2020 is to develop a globally competitive student centric educational system where students shall get the opportunity to learn multiple courses and programmes. The existing Higher Educational System shall be transformed into a creative, innovative and research oriented system. The NEP provides opportunity to the young students to acquire and enhance their knowledge with Honours and Research qualifications, in addition to the traditional system of the 3-year educational programme. The four-year under-graduate programme shall create better avenues for higher-degree study at Master's / Ph.D. level.

The Government of Assam has taken the initiative of implementing the National Education Policy (NEP) – 2020 in right earnest. A model framework for Undergraduate (UG) and Postgraduate (PG) studies curriculum for Universities /colleges/institutions under the Acts, Rules and Regulations of Government of Assam has been made. Task force has been constituted in the HEIs for implementation of NEP 2020. Digital Learning Cells has been constituted in the colleges of Assam to execute the MoU with Infosys on Digital learning and overall digital teaching-learning in blended mode. A comprehensive study of NITI Aayog's suggestive themes of Access, Quality and Future Readiness has been made by conducting a purposive stratified sampling of Higher Education Institutions across the state to understand the ground realities and institutional level preparedness related to implementation of NEP 2020. All the colleges of Assam have been mandated to prepare and submit a strategic Institutional Development Plan in lines of requirements of NEP 2020 A state Assessment and Monitoring cell has been formed for enhancement of quality education and to ensure optimal implementation of NEP 2020. To promote innovative research with quantifiable outcome, there shall be a State Research Foundation in lines of NRF, as envisaged in NEP 2020. A State Level Quality Assurance Cell has been framed in order to guide and coordinate the work of the Internal Quality Assurance Cell of colleges to achieve the desired quality in higher education and to obtain good grades in the National Assessment and Accreditation Council (NAAC) A & A process. Department of Higher Education shall collaborate with other related departments to develop skill and training modules to up-skill the potential workforce for industry/ market requirements. The process to establish Teaching-Learning Centres (under Pandit Madan Malviya National Mission on Teachers Training) scheme is also being considered

For the smooth implementation of NEP 2020, Arya Vidyapeeth College (Autonomous) has registered in the Academic Bank of Credit. The college shall deliver digital education from SWAYAM and other MOOCs, develop courses in which it has proficiency and expertise keeping in line with NEP 2020 the college shall offer internship embedded degree programmes, offer courses related to Indian Knowledge System, collaborate for teaching and research with foreign HEIs and initiate industry sponsored projects

Arya Vidyapeeth College (Autonomous) is a premier college of the state of Assam and has been accredited by NAAC with an A grade. The college strives to bring about all contemporary changes and developments which are student-centric and society-growth oriented. Arya Vidyapeeth College (Autonomous) shall implement NEP 2020 from the session 2023-24. The Autonomous College has constituted a committee under the Chairmanship of the Principal to frame regulations for the under-graduate programmes under NEP 2020. These regulations shall be known as the **“Regulations Governing the Choice Based Credit System Semester Scheme in the Four Year Under Graduate Programme”** of Arya Vidyapeeth College (Autonomous), Guwahati, Assam

This Four Year Undergraduate Programme (FYUGP) aims to improve the student community in a holistic manner with the implementation of flexible and creative curriculum which encompasses a wide variety of components in order to expose students towards vocational, professional, and skill development by incorporating humanities, arts, social, physical, and mathematical sciences, life sciences, sports, and culture and other aspects.

Hence the regulations are framed.

**Unit 2. Regulations**

**a. Title of the regulation:** The regulations shall be called "**Regulations Governing the Choice Based Credit System Semester Scheme in the Four Year Under Graduate Programmes**".

**b. Commencement of the regulation:** These regulations shall come into force from the Academic Year 2023-24.

**Unit 3. Prime features of FYUGP:**

- The FYUGP is a Choice Based Credit System under Semester Scheme.
- Each course carries a defined number of credits and the credits given against a course implies relative importance of Courses offered.
- The candidate has an option to exit after **TWO, FOUR** and **SIX** semesters of the programme and shall be awarded Certificate, Diploma, and General Degree, respectively
  - a. The student may exit after **two semesters** with a **UG certificate** on earning 40 credits in different courses and an additional 04 credits earned from internship.
  - b. The student may exit after **four semesters** with a **UG diploma** on earning 80 credits in different courses and an additional 04 credits earned from internship.
  - c. The student may exit after **six semesters** with a **UG degree with single major** on earning **120 credits** in different courses. The **UG degree with single major** programme comprise of:
    - 60 credits for Discipline Specific Core Courses (CE) as Major subjects
    - 24 credits for Discipline Specific Core Courses as Minor courses
    - 09 credits for Skill Enhancement Courses (SEC)
    - 09 credits for Inter Disciplinary/Multi Disciplinary courses (IDC/MDC)
    - 08 credits for Ability Enhancement Courses (AEC)
    - 08 credits for Value Added Course/Foundation Course (VAC/FC)
    - 02 credits for Internship.
  - d. The student shall be awarded with a **UG degree with Honours** after eight semesters on earning **160 credits** in different courses. The **UG degree with Honours** programme comprise of:
    - 92 credits for Discipline Specific Core Courses (CE) as Major subjects
    - 32 credits for Discipline Specific Core Courses as Minor courses

- 09 credits for Skill Enhancement Courses (SEC)
  - 09 credits for Inter Disciplinary/Multi Disciplinary courses (IDC/MDC)
  - 08 credits for Ability Enhancement Courses (AEC)
  - 08 credits for Value Added Course/Foundation Course (VAC/FC)
  - 02 credits for Internship
- e. The student shall be awarded with a **UG degree with Research** after eight semesters on earning **160 credits** in different courses. The **UG degree with Research** programme comprise of:
- 80 credits for Discipline Specific Core Courses (CE) as Major subjects
  - 32 credits for Discipline Specific Core Courses as Minor courses
  - 12 credits for Research,
  - 09 credits for Skill Enhancement Courses (SEC)
  - 09 credits for Inter Disciplinary/Multi Disciplinary courses (IDC/MDC)
  - 08 credits for Ability Enhancement Courses (AEC)
  - 08 credits for Value Added Course/Foundation Course (VAC/FC)
  - 02 credits for Internship
- The credits earned by a student may be transferred from one institution to other in case of transfer of the student.
  - The credits earned by a student will be deposited in Academic Bank of Credits (ABC).
  - The programme allows the students to earn credits from MOOCs recognized courses.
  - The students shall take part in value-based activities.
  - The result of the student is declared on basis of Aggregate Percentage of marks obtained and Cumulative Grade Point Average (CGPA) earned.
  - Slow track completion of FYUGP: The students may complete the undergraduate programme in slow track. They may pursue the three years or six semester programme within 5 years and four years or eight semester programme within 7 years.
  - The programme allows the students to re-enter the course within a time of 3 years.
  - The curriculum for the FYUGP includes the following components: taught courses, practicum, laboratory work, seminars, field work and internship and community services.

- The student has to select a ‘**major/core discipline/subject**’ and a ‘**minor discipline/subject**’ at the time of admission.
- The student can choose subject combination available in the institution.
- The student may change his/her major/core **discipline/subject** after completion of two semesters.
- Students are allowed to study two subjects (one **Major/Core** and one **Minor**) in each semester up to the eight semester.
- In FYUGP skills are explicitly integrated and are included in language, communication skill, life skills, problem-solving, critical thinking, data analysis etc.
- There is no rigorous barrier among the streams.
- IDC is compulsory and students must choose IDC from different discipline from what he/she was taught in 12<sup>th</sup> level.
- The programme permits horizontal mobility in course selections for the students.
- The FYUGP is a Credit Based Semester Scheme:
  - Each of the courses carries a definite number of credits which is based on the course structure, number of contact hours, course content and teaching methodology.
  - The marks earned in a course and the credits given to that course are used to calculate the Semester Grade Point Average (SGPA) or Cumulative Grade Point Average (CGPA).

#### **Unit 4. Definitions of Key Words**

- **Academic Year:** Academic year means two consecutive (one odd and one even) semesters.
- **Choice Based Credit System (CBCS):** The CBCS provides options for students to select courses from the prescribed courses (core, minor, ability enhancement and skill enhancement etc).
- **Course:** The term course referred to as ‘papers’ is a component of a programme. Courses may carry different weightage. The courses must define learning objectives and learning outcomes. A course may comprise of lectures / tutorials / laboratory work / field work / project work / seminars / assignments/ presentations or a combination of some of these.
- **Credit:** The workload relating to a course is measured in terms of credit hours. A credit is a unit by which the coursework is measured. It specifies the number of hours of instructions required per week in a semester. One hour of theory/tutorial teaching per

week equals one credit, and two hours of laboratory/demonstration classes per week equals one credit.

- **Credit-Based Semester System (CBSS):** Under the CBSS, award of a degree /diploma /certificate is prescribed in terms of the number of credits to be earned.
- **Credit Point:** It means the product of grade points and the number of credits for a course.
- **Cumulative Grade Point Average (CGPA):** It is the ratio of total credit points earned by the student in various courses in all the semesters to the sum of the total credits of all courses in all the semesters. It is expressed up to two decimal places.
- **Grade Point:** It is a numerical weight allotted to each letter grade on a 10-point scale.
- **Letter Grade:** It is an index of the performance of students in a said course. Grades are denoted by letters O, A+, A, B+, B, C, P and F.
- **Programme:** It means a programme leading to the award of a Degree, diploma or Certificate.
- **Semester:** A semester consists of 15 weeks of academic work equivalent to 90 actual teaching days. The odd semester is scheduled from July to December and the even semester from January to June.
- **Semester Grade Point Average (SGPA):** It is a measure of performance of a student in a particular semester. It is expressed as the ratio of total credit points earned by a student in various courses in a semester to the full course credits taken during that semester. It shall be expressed up to two decimal places.
- **Transcript or Grade Card or Certificate:** It displays grades earned by the student. The grade certificate shall be issued to all the registered students after every semester. The grade certificate must display the course details (code, title, number of credits, grade secured against each courses).

## **Unit 5. Programmes Offered:**

### **5.1 Programmes Offered under Faculty of Arts in different discipline**

- Bachelor of Arts (B.A) in Anthropology (Major)
- Bachelor of Arts (B.A) in Anthropology (Honours)
- Bachelor of Arts (B.A) in Assamese (Major)
- Bachelor of Arts (B.A) in Assamese (Honours)
- Bachelor of Arts (B.A) in Assamese (Honours with Research)
- Bachelor of Arts (B.A) in Bengali (Major)

- Bachelor of Arts (B.A) in Bengali (Honours)
- Bachelor of Arts (B.A) in Economics (Major)
- Bachelor of Arts (B.A) in Economics (Honours)
- Bachelor of Arts (B.A) in Education (Major)
- Bachelor of Arts (B.A) in Education (Honours)
- Bachelor of Arts (B.A) in English (Major)
- Bachelor of Arts (B.A) in English (Honours)
- Bachelor of Arts (B.A) in Geography (Major)
- Bachelor of Arts (B.A) in Geography (Honours)
- Bachelor of Arts (B.A) in History (Major)
- Bachelor of Arts (B.A) in History (Honours)
- Bachelor of Arts (B.A) in History (Honours with Research)
- Bachelor of Arts (B.A) in Philosophy (Major)
- Bachelor of Arts (B.A) in Philosophy (Honours)
- Bachelor of Arts (B.A) in Political Science (Major)
- Bachelor of Arts (B.A) in Political Science (Honours)
- Bachelor of Arts (B.A) in Sanskrit (Major)
- Bachelor of Arts (B.A) in Sanskrit (Honours)
- Bachelor of Arts (B.A) in Statistics (Major)
- Bachelor of Arts (B.A) in Statistics (Honours)
- Bachelor of Arts (B.A) in Statistics (Honours with Research)

## **5.2 Programmes Offered under Faculty of Science in different discipline**

- Bachelor of Science (B.Sc) in Anthropology (Major)
- Bachelor of Science (B.Sc) in Anthropology (Honours)
- Bachelor of Science (B.Sc) in Botany (Major)
- Bachelor of Science (B.Sc) in Botany (Honours)
- Bachelor of Science (B.Sc) in Chemistry (Major)
- Bachelor of Science (B.Sc) in Chemistry (Honours)
- Bachelor of Science (B.Sc) in Chemistry (Honours with Research)
- Bachelor of Science (B.Sc) in Economics (Major)

- Bachelor of Science (B.Sc) in Economics (Honours)
- Bachelor of Science (B.Sc) in Geography (Major)
- Bachelor of Science (B.Sc) in Geography (Honours)
- Bachelor of Science (B.Sc) in Geology (Major)
- Bachelor of Science (B.Sc) in Geology (Honours)
- Bachelor of Science (B.Sc) in Mathematics (Major)
- Bachelor of Science (B.Sc) in Mathematics (Honours)
- Bachelor of Science (B.Sc) in Mathematics (Honours with Research)
- Bachelor of Science (B.Sc) in Physics (Major)
- Bachelor of Science (B.Sc) in Physics (Honours)
- Bachelor of Science (B.Sc) in Statistics (Major)
- Bachelor of Science (B.Sc) in Statistics (Honours)
- Bachelor of Science (B.Sc) in Statistics (Honours with Research)
- Bachelor of Science (B.Sc) in Zoology (Major)
- Bachelor of Science (B.Sc) in Zoology (Honours)

### **5.3 Programmes Offered under Faculty of Commerce in different discipline**

- Bachelor of Commerce (B.Com) in Accountancy (Major)
- Bachelor of Commerce (B.Com) in Accountancy (Honours)
- Bachelor of Commerce (B.Com) in Finance (Major)
- Bachelor of Commerce (B.Com) in Finance (Honours)
- Bachelor of Commerce (B.Com) in Management (Major)
- Bachelor of Commerce (B.Com) in Management (Honours)

### **Unit 6. Duration of Programmes and credit requirements**

The duration of the FYUGP is four years, with multiple entries and exit options within this period. The FYUGP may also lead to a degree in Research if the student completes a rigorous

research project in her/his major area(s) of study in the 4th year of a bachelor’s degree. The FYUGP shall extend over four academic years (Eight Semesters).

- The students can exit after the completion of one academic year (Two semesters) with the under graduate (UG) Certificate in a discipline.
- The students can exit after the completion of two academic years (four semester) with a under graduate (UG) Diploma
- The students can exit after the completion of three academic years (sixsemesters) with a Regular Bachelor Degree with major.
- The successful completion of FYUGP would lead to Bachelor Degrees with Honours in a discipline/subject.
- Each semester consisting of 15 weeks or a minimum of 90 working days (excluding time spent for the conduct of final examination of each semester).
- The credit requirements are as follows:

**Table 1:** The credit requirements for UG certificate, UG diploma, Regular Bachelor Degree with major and Bachelor Degrees with Honours/research.

Exit with	Minimum credits required
UG certificate	40 (additional 4 credits has to earn in internship)
UG diploma	80 (additional 4 credits has to earn in internship)
Regular Bachelor Degree with Major	120
Bachelor Degrees with Honours/Research	160

- The students must earn **at least 60% of the total credits** (and rest may be from other HEIs) from the Higher Education Institution (HEI) for awarding the degree or diploma or Certificate. Further, the student shall be required to earn the required number of credits for the award of the degree or Diploma or Certificate, as specified in **Table no. 1**.

- A student after successful completion of a three year Bachelor degree, with a minimum CGPA of 7.5 only is allowed to pursue the fourth year of the undergraduate programme with Research to obtain Bachelor Degrees with research. Otherwise he/she may go for Bachelor Degrees with Honours.
- **Earning additional credits:** The student shall have an option to study any number of additional IDC/SEC/VAC/FC from recognized MOOCs platforms.

### 6.1 Eligibility for FYUGP

A student who has completed (10+2) level examination from any institutions of India recognised by CBSE, ICSE, state boards etc. are eligible for the admission to the FYUGP as per pre-requisites given in **Table. 2**

## Unit 7. Admission Procedure

### 7.1 Invitation of applications:

- The institution shall issue a notification for admission to various UG Programmes of 1<sup>st</sup> Semester.
- Admissions shall be purely based on merit and follow the reservation policy as per the norms of Government of Assam issued from time to time.
- A candidate to opt for a subject in FYUGP should have studied the concerned subject at the qualifying examination. The additional conditions of eligibility are as follows:

**Table: 2** Pre-requisites for core/major subject

Core/Major	Pre-requisites (Subjects required to be passed in class 12/ qualifying examination)
Physics	Physics and Mathematics
Chemistry	Chemistry and Mathematics
Botany	Biology
Zoology	Biology
Statistics	Mathematics
Geology	Any two subjects belonging to science stream

- The new admissions are allowed in the beginning of an academic year.
- Academic year commences in the month of July every year. The exact date for commencement of academic year shall be decided by the institution.

### **7.2 Admission eligibility for second and subsequent semesters:**

All undergraduate programme shall have carryover system up to 8th semester (for Honors/Honors with research programme). The admission conditions are:

- i. 75% attendance shall be mandatory for each semester and for each course to appear for semester-end examination. Further, 20% attendance shall be condoned for the students participating/involved in Co-curricular/Extra-Curricular activities like NCC/NSS/Sports/Cultural Activities/Study Tours/Field Work/Seminars etc. with prior permission of the Principal of the College in writing.
- ii. Candidates with 75% attendance but failing to appear for semester-end examination shall also be eligible to seek the admission for immediate higher semester.
- iii. Mere submission of application by the candidate to appear for semester-end examination without 75% attendance shall not be eligible for higher semester.
- iv. There shall be no minimum attendance requirement for the Co- curricular and extension activities.

### **7.3 Medium of instruction:**

The medium of instruction shall be Assamese/English as decided by the concerned BoS. However, the candidate can write the examination either in English or Assamese.

### **7.4 Change of Programme:**

Every FYUG Programme is specific in nature and hence, there shall not be any provision for the students to change the programme in between.

### **7.5 Change of subject:**

- a) The change of core (major) subject is allowed in 3<sup>rd</sup> semester only. Subject to availability of the seats and condition lay down by the concerned department.
- b) The change of minor subject is allowed in 3<sup>rd</sup>, 5<sup>th</sup> and 7<sup>th</sup> semester .
- c) The change of IDC in 3<sup>rd</sup> semester only.
- d) The pre-requisites shall be framed by the concern departments.

## **Unit 8. Academic Bank of Credits**

The “Academic Bank of Credits” (ABC) is a National Level facility and its main purpose is to facilitate students’ seamless mobility between or within degree-granting Higher Education Institutions (HEIs) via a formal system of credit recognition, credit accumulation, credit transfers and credit redemption. ABC is a national-level credit-based, student-centric, and highly flexible digital platform for students to store their academic credits. The mechanism of ABC will help promote flexible teaching and learning. Working on the principle of multiple entries and exits as well as anytime, anywhere and any level of learning, ABC will facilitate the students to choose their own learning path to attain a Degree/ Diploma/Certificate. ABC will lead to the integration of multiple disciplines of higher learning and this will help in the attainment of the desired learning outcomes comprising of critical analysis, enhanced creativity, innovation and higher order thinking. Significant autonomy is given to the students by ABC as it provides extensive choice of courses for a programme of study, flexibility in curriculum, novel and engaging course options across a number of higher education disciplines or institutions.

It is mandatory on the part of the HEIs which offer programmes with multiple entries and exits to register in the ABC in order to enable acceptance of multidisciplinary courses, credit transfer and credit acceptance. The credits earned will be valid for a maximum period of seven years or as specified by the ABC. The procedure for depositing credits earned, its shelf life, the redemption of credits would be as per UGC (Establishment and Operationalization of Academic Bank of Credits (ABC) scheme in Higher Education) Regulations, 2021

ABC has been established on the lines of the National Academic Depository (NAD), where the students' academic data are held and academic awards are stored. Despite the fact that ABC enables students to register or commence credit transfer, the final outcomes of credit redemption and issuance of certificates, as well as the compilation of award records are administered by academic institutions via the NAD Platform. Hence being the owner of academic awards, Academic Institutions must mandatorily register themselves under ABC via NAD. Arya Vidyapeeth College (Autonomous) has registered itself under ABC via NAD. The NAD ID being NAD044818.

The ABC platform will provide students with the opportunity to register for a unique ABC ID. The students are also provided an interactive dashboard to see their credit accumulation and options to begin a choice-based credit transfer mechanism.

It is required on the part of a student to open and operate an individual account with the ABC where all academic credits earned by him/her from course(s) of study are deposited, recognised, maintained, accumulated, transferred, validated, or redeemed for the purposes of the award of degree/diploma/certificate.

**It is mandatory for the FYUGP students to register in ABC.**

**Unit 9. Graduate Attributes:**

Graduate attributes are the high level qualities, skills and understandings that a student should gain as a result of the learning and experiences they engage with, while at the institute.

<b>Expected attributes of graduates of the four year undergraduate programme</b>	
<b>Type of learning outcomes</b>	<b>Expected Learning Outcomes</b>
	<b>Graduate should be able to demonstrate the acquisition of:</b>
Learning Outcomes that are specific to the chosen disciplinary Or Interdisciplinary areas of learning	<ul style="list-style-type: none"> <li>• Graduates shall acquire comprehensive knowledge and understanding of their subject area, the ability to engage with different traditions of thought, and the ability to apply their knowledge in practice including in multi-disciplinary or multi-professional contexts.</li> </ul>
	<ul style="list-style-type: none"> <li>• Practical, professional, and procedural knowledge required for carrying out professional or highly skilled work/tasks related to the chosen field(s) of learning. Also they should be able to find new ways to address problems</li> </ul>
	<ul style="list-style-type: none"> <li>• Skills in areas related to specialization in the chosen disciplinary/interdisciplinary/major/minor area(s) of learning in a broad multidisciplinary context. In addition create, select, and apply appropriate modern techniques, resources and IT tools.</li> </ul>
	<ul style="list-style-type: none"> <li>• Graduates need to be effective problems-solvers, able to apply critical, creative and evidence-based thinking to conceive innovative solutions to future issues in the chosen disciplinary/interdisciplinary/major/minor area(s) of learning.</li> </ul>
Generic Learning Outcomes	<ul style="list-style-type: none"> <li>• <b>Problem solving skills:</b> A capacity for problem identification, the collection of evidence, synthesis and dispassionate analysis and apply one’s learning in real – life situations.</li> </ul>
	<ul style="list-style-type: none"> <li>• <b>Critical thinking:</b> <ol style="list-style-type: none"> <li>i. A capacity for independent, conceptual and creative thinking.</li> <li>ii. A capacity for problem identification, the collection of evidence, synthesis and dispassionate analysis.</li> <li>iii. A capacity for attentive exchange, informed argument and reasoning.</li> <li>iv. A capacity to analyze and synthesize data from a variety of sources and draw valid conclusions and support them with evidence and examples</li> </ol> </li> </ul>

<p>Generic Learning Outcomes</p>	<ul style="list-style-type: none"> <li>• <b>Creative Thinking:</b> <ol style="list-style-type: none"> <li>i. An ability to create, perform or think in different and diverse ways about the same objects or scenarios</li> <li>ii. An ability to communicate effectively for different purposes and in different contexts.</li> <li>iii. An ability to work independently and as part of a team.</li> <li>iv. An ability to generate “out of the box” solutions to complex problems if needed.</li> </ol> </li> <li>• <b>Communication Skills:</b> <ol style="list-style-type: none"> <li>i. Ability to recognize and value communication as the tool for negotiating and creating new understanding, collaborating with others, and furthering their own learning</li> <li>ii. Skills that enable to openly and honestly communicate and listen in a way that creates mutual understanding with others from diverse cultures, perspectives and backgrounds.</li> <li>iii. Skills to convey ideas and information effectively to a range of audiences for a variety of purposes and contribute in a positive and collaborative manner to achieving common goals.</li> <li>iv. Skills that enable a person to confidently share his/her views and express himself/herself.</li> </ol> </li> <li>• <b>Co-ordinating and collaborating with others:</b> <ol style="list-style-type: none"> <li>i. Ability to function effectively as an individual, and as a member or leader in diverse teams, and in multidisciplinary settings.</li> <li>ii. Able to work productively with others, no matter their culture, perspective or background, and complete joint projects and also to work in partnership.</li> </ol> </li> <li>• <b>Leadership readiness/qualities:</b> <ol style="list-style-type: none"> <li>i. Able to lead and support others by inspiring them with a clear vision and motivating them to achieve goals.</li> <li>ii. Ability to mapping out the tasks of a team or an organization and setting directions.</li> </ol> </li> </ul>
<p>Generic Learning Outcomes</p>	<ul style="list-style-type: none"> <li>• <b>Environmental Awareness and action:</b> <ol style="list-style-type: none"> <li>i. Capacity to realize of the individual’s responsibility in protecting and conserving the environment</li> <li>ii. Capacity to understand the impact of the professional solutions in societal and environmental contexts, and demonstrate the knowledge of need for sustainable development.</li> </ol> </li> <li>• <b>Skills to apply digital and technological solutions:</b> <ol style="list-style-type: none"> <li>i. Able to use the devices, applications and software commonly used</li> </ol> </li> </ul>

	<p>in the discipline and in general use effectively and to adapt to new developments in digital technology.</p> <p>ii. Able to create new digital artefacts, use digital evidence to solve problems and use digital technology to develop new ideas, projects or opportunities.</p> <p>iii. Able to communicate and collaborate effectively in digital media and spaces and build digital networks, while managing digital identity, reputation, wellbeing and safety on platforms such as LinkedIn, whatsapp etc.</p> <p>• <b>Community engagement and service:</b></p> <p>i. An understanding of social and civic responsibilities, and of the rights of individuals and groups</p> <p>ii. The graduates should be able to demonstrate the capability to participate in community-engaged services/ activities for promoting the wellbeing of the society which includes participation in NSS,NCC, adult literacy etc</p>
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**Unit 10. Learning outcome based curriculum framework:**

A learning outcome based education clearly states and specifies what the students are expected to learn and also arranges the curriculum in such a manner that these intended outcomes are achieved. The learning outcomes provide the base for an effectively aligned and integrated curriculum. Here the instructional activities and the strategies for assessment are explicitly linked to course-specific and degree-level learning outcomes.

Learning outcomes provide a powerful framework for structuring the curricula. The outcome-based education is a student-centric teaching and learning methodology. In case of the outcome based approach the course delivery, assessments are planned in such a way that it leads to the achievement of the stated objectives and outcomes. It lays emphasis on measuring student performance i.e. outcomes at different levels. The important aspects of the outcome based approach are:

- The course is defined as a theory, practical or theory cum practical subject which is studied in a semester
- Course outcomes (CO) are statements that describe significant and essential learning that the learners have been able to achieve, and can thereby reliably demonstrate at the end of a course.

- Programme is defined as the specialization or discipline of a Degree. It is the interconnected arrangement of courses, co-curricular and extracurricular activities to accomplish predetermined objectives which shall lead to the awarding of a degree.
- Programme Outcomes (POs) are narrower statements that describe what the students are expected to be able to do by the time of graduation.
- Program Educational Objectives (PEOs) of a program refers to the statements that describe the expected achievements of graduates in their career, and also in particular, what the graduates during the first few years after their graduation are expected to perform and achieve.
- Programme Specific Outcomes (PSO) are what the students should be able to do at the time of their graduation with reference to a specific discipline.

In the outcome based approach of higher education the educational outcomes are clearly specified. In the teaching/learning process learning outcomes are extremely important in order to enable both teachers and students understand the purpose of the education.

Outcome based education system helps the teachers to set objectives/goals in an organized and systematic manner. This approach also aids the teachers to plan and deliver appropriate instructions for all classes of students, design valid assessment tasks and strategies, ensure that instruction and assessment are aligned with the objectives.

The main advantages of the outcome-based approach are

- Clarity: The focus and importance laid on outcomes create a clear expectation of what needs to be accomplished by the end of the course. This approach makes the students understand what is expected of them and the teachers also are clear about what they need to teach during the course.
- Flexibility: Instructors will be able to structure their lessons around the student's needs. Since the outcomes based education does not specify a specific method of instruction it leaves the instructors free to teach their students using any appropriate method.

Outcome Based Education is a student-centric teaching and learning methodology where the course delivery and assessment are planned appropriately to achieve the stated objectives and outcomes. It focuses on measuring students' performance i.e outcomes at different levels. The main emphasis is on what a student is able to do after completing a course or a programme. As

this approach is student-centric, it gives full freedom to the students to choose what and how they would like to study. For outcome-based learning, a certain framework model has to be developed and followed - identify desired outcomes, design outcome-based curriculum, adopt and use appropriate teaching-learning pedagogical tools and design suitable assessment to measure attainment of the learning outcomes. In the outcome based education, the teacher is a co-learner and collaborator and plays the role of a mentor and facilitator.

### **Unit 11. Curriculum Framework for FYUGP**

Curriculum refers to the knowledge and skills that the students are expected to learn. This includes the learning standards they are expected to meet; the units and lessons that teachers teach; the assignments and projects which are assigned to the students; the books, materials, videos, presentations, and readings used in a course; and the tests, assessments, and other methods used to evaluate student learning. Components of curriculum refer to those essential elements (parts) which make the instructional activities effective and result-oriented.

The curriculum component for FYUGP as envisaged by Arya Vidyapeeth College (Autonomous) would include taught courses, practicum, laboratory work, seminars, field work, and internship and community services. The objective of the curricular components is to equip students to build their capacities in diverse fields across the arts, humanities, natural sciences, social sciences, languages, communication skills, soft skills, critical thinking, creative analysis, together with rigorous specialisation in a chosen discipline. The curriculum components aim at helping the students attain holistic learning which caters to their overall development as it goes beyond core academics to address other aspects like emotional, social and ethical development.

#### **11.1 Types of course curriculum:**

##### **i. Taught Courses:**

- Will mean lectures by an expert or person qualified in a particular field or discipline, vocation or professional practice.
- For a three credit taught course, the total learner engaged time will be 45 hours
- For grading of credit, the out of class activities will not be measured and quantified.

##### **ii. Practicum:**

- It is a course that requires students to take part in an approved practical/project activity which will apply the already studied theory to the chosen field of learning, vocation/work or professional practice.

- This will be done under the supervision of an expert or person qualified in the concerned field.

**iii. Laboratory work:**

- This will involve a course that would require students to practice application of scientific/technical theories.
- It will also require research focussed on scientific experimental work wherein the students will (i) observe, (ii) test, (iii) conduct experiment (iv) practice application of the theories related to one's field of learning, vocation/work or professional practice.
- For a one credit laboratory work the total learner engaged time will be 30 hrs. Of this 15 hours in lab activities per credit in a semester and 15 hours in out of class activities like (i) preparation of practicum (ii) assignment work(part of the course) and (iii) independent study.

**iv. Field work:**

- It would involve courses that will require the students to take part in field based learning under the supervision of an employee of the given external entity.
- It would involve 30 hours per credit in a semester along with 15 hrs of activities like (i) preparation of field work,(ii) preparation of reports, (iii) data analysis and (iv) independent study.

**v. Seminar:**

- This would entail students to take part in a well formulated discussion/debate with focus on tasks or reading assignments on current/historical events or shared experiences.
- This will be guided or led by expert/qualified personnel.
- In a semester the seminar presentation would carry 1 credit
- In a semester, a minimum of 15 hrs of participation in seminar activity per credit will be required.
- 15 hrs of out of class activity like (i) preparation of the seminar, (ii) assignments and (iii) independent reading will be involved.

**vi. Community Services:**

- The curricular component here involves activities that will give exposure to the students to the various socio – economic issues/problems in the society, with the aim that

theoretical learning may be augmented by real life experiences to generate solutions to various problems.

- This will entail 30 hrs of contact time per credit in a semester
- This will also in addition involve 15 hrs of activities like (i) preparation of the community engagement/service, (ii) preparations of reports and (iii) related independent study.

**vii. Internship:**

- This would require students to take part in practical work experience/co-operative educational activity with an external organisation.
- The students will be supervised by an employee of the given external organisation.
- Internship will be aimed at actual induction into work situation.
- Internship as such will entail working with local artists/craft persons, business houses or industries etc. This will enable students to actively engage with practical learning.

**Table 3: Credit points for each paper**

Credit distribution matrix under FYUGP (single major)									
Year	Semester	Core	Minor	SEC	AECC	VAC/FC	MDC/I DC	Internship	Total
1	1 <sup>st</sup>	4	4	3	2	4	3		20
	2 <sup>nd</sup>	4	4	3	2	4	3		20
Exit with “UG Certificate” (40 credits and internship of 4 credits)									
2	3 <sup>rd</sup>	8	4	3	2		3		20
	4 <sup>th</sup>	12	4		2			2	20
Exit with “UG diploma” (80 credits and internship of 4 credits)									
3	5 <sup>th</sup>	16	4						20
	6 <sup>th</sup>	16	4						20
Total		60	24	9	8	8	9	2	120
Exit with “Regular Bachelor Degree with major”(120 credits)									
4	7 <sup>th</sup>	16	4						20
	8 <sup>th</sup>	4 + 12(Research /3 Core papers in lieu of research)	4						20
Total		80 + 12	32	9	8	8	9	2	160
Exit with “Bachelor Degree with Honours/research”(160 credits)									

**Table 4:** Semester wise and component wise distribution of courses under FYUGP (Single major)

Sem	Core		Minor	IDC	Ability Enhancement Courses (language)	Skill Enhancement courses	Common Value-Added Courses	Internship	Total
I	Core1	(100 level)	Minor 1 (100 level)	IDC-1 (1 course)	AEC – 1 (1 course)	SEC -1 (1 course)	VAC/FC – 1 VAC/FC – 2 (1 or 2 courses)	-	20
II	Core 2	(100 level)	Minor 2 (100 level)	IDC-2 (1 course)	AEC – 2 (1 course)	SEC - 2 (1 course)	VAC/FC – 3 VAC/FC – 4 (1 or 2 courses)	-	20
Exit with “UG Certificate” (40 credits and internship of 4 credits)									
III	Core 3	(200 level)	Minor 3 (200 level)	IDC-3 (1 course)	AEC –3 (1 course)	SEC - 3 (1 course)	-	-	20
	Core 4								
IV	Core 5	(200 level)	Minor 4 (200 level)	-	AEC – 4 (1 course)	-	-	IN (1 course)	20
	Core 6								
	Core 7								
Exit with “UG diploma” (80 credits and internship of 4 credits)									
V	Core 8	(300 level)	Minor 5 (200 level)	-	-	-	-	-	20
	Core 9								
	Core 10								
	Core 11								
VI	Core 12	(300 level)	Minor 6 (200 level)	-	-	-	-	-	20
	Core 13								
	Core 14								
	Core 15								
Exit with “Regular Bachelor Degree with major” (120 credits)									
VII	Core 16	(400 Level)	Minor 7 (300 Level)	-	-	-	-	-	20
	Core 17								
	Core 18								
	Core 19								
VIII	Core 20	(400 Level)	Minor 8 (300 Level)	-	-	-	-	-	20
	Core 21*								
	Core 22*								
	Core 23*								
Exit with “Bachelor Degrees with Honours/research” (160 credits)									

\* Students who secure < 7.5 CGPA at the end of 6<sup>th</sup> Semester (3<sup>rd</sup> Year) can opt for a research dissertation of 12 credits instead of three core papers in the fourth year.

**Table 5(a):** Semester wise and component wise distribution of no. of courses and course codes for “UG Certificate”.

Yr	Semester	Curricular Components	Course	Course Code	No of Courses	Credit per Course	Total Credits	
1	1 <sup>st</sup>	Core	Core -1	CE-1114	1	4 (Theory:3 + Practical/Tutorial: 1)	4	
		Minor	Minor -1	MN-1114	1	4 (Theory:3 + Practical/Tutorial: 1)	4	
		Skill Enhancement Course	SEC -1	SE-1113	1	3 (Theory:2 + Practical/Tutorial: 1)	3	
		Ability Enhancement Course	English/MIL - 1 (Communication)	AE-1112	1	2	2	
		Value added Course	VAC – 1 (Ancient Indian Studies)	VL-1112	2	2	4	
			VAC – 2 (EVS)					
		Multidisciplinary/ Interdisciplinary	MDC/IDC - 1	MD/ID-1113	1	3	3	
	Total credits earned							20
	2 <sup>nd</sup>	Core	Core -2	CE-2114	1	4 (Theory:3 + Practical/Tutorial: 1)	4	
		Minor	Minor -2	MN-2114	1	4 (Theory:3 + Practical/Tutorial: 1)	4	
		Skill Enhancement Course	SEC -2	SE-2113	1	3 (Theory:2 + Practical/Tutorial: 1)	3	
		Ability Enhancement Course	English/MIL - 1 (Language)	AE-2112	1	2	2	
		Value added Course	VAC – 3 (Ancient Indian Studies)	VL-2112	2	2	4	
			VAC – 4 (EVS)					
Multidisciplinary/ Interdisciplinary		MDC/IDC - 2	MD/ID-2113	1	3	3		
Total credits earned							20	
Exit with “UG Certificate” upon the successful completion of the First Year (Two Semesters) and with 40 Credit Points together with an internship of 4 credits								

**Table 5(b):** Semester wise and component wise distribution of no. of courses and course codes for “UG Diploma”.

Year	Semester	Curricular Components	Course	Course Code	No of Courses	Credit per Course	Total Credits
2	3 <sup>rd</sup>	Core	Core - 3	CE-3214	2	4 (Theory:3 + Practical/Tutorial: 1)	8
			Core - 4	CE-3224			
		Minor	Minor - 3	MN-3214	1	4 (Theory:3 + Practical/Tutorial: 1)	4
		Skill Enhancement Course	SEC - 3	SE-3213	1	3 (Theory:2 + Practical/Tutorial: 1)	3
		Ability Enhancement Course	English/MIL - 2 (Communication)	AE-3212	1	2	2
		Multidisciplinary/ Interdisciplinary	MDC/IDC - 3	MD/ID-3213	1	3	3
		Total credits earned					
	4 <sup>th</sup>	Core	Core - 5	CE-4214	3	4 (Theory:3 + Practical/Tutorial: 1)	12
			Core - 6	CE-4224			
			Core - 7	CE-4234			
		Minor	Minor - 4	MN-4214	1	4 (Theory:3 + Practical/Tutorial: 1)	4
		Ability Enhancement Course	English/MIL - 2 (Language)	AE-4212	1	2	2
		Internship	Internship	IN-4212	1	2	2
Total credits earned						20	

Exit with “UG Diploma” upon the successful completion of the Second Year (Four Semesters) and with 80 Credit Points together with an internship of 4 credits

**Table 5(c):** Semester wise and component wise distribution of no. of courses and course codes for “Bachelor Degree (Major)”

Yr	Semester	Curricular Components	Course	Course Code	No of Courses	Credit per Course	Total Credits	
3	5 <sup>th</sup>	Core	Core - 8	CE - 5314	4	4 (Theory:3 + Practical/Tutorial: 1)	16	
			Core - 9	CE - 5324				
			Core - 10	CE - 5334				
			Core - 11	CE - 5344				
		Minor	Minor - 5	MN - 5214	1	4 (Theory:3 + Practical/Tutorial: 1)	4	
	Total credits earned							20
	6 <sup>th</sup>	Core	Core -12	CE - 6314	4	4 (Theory:3 + Practical/Tutorial: 1)	16	
			Core - 13	CE - 6324				
			Core - 14	CE - 6334				
			Core - 15	CE - 6344				
Minor		Minor - 6	MN - 6214	1	4 (Theory:3 + Practical/Tutorial: 1)	4		
Total credits earned							20	
Exit with “ Bachelor Degree (Major)” upon the successful completion of the Third Year (Six Semesters) and with 120 Credit Points								

**Table 5(d):** Semester wise and component wise distribution of no. of courses and course codes for “Bachelor Degrees (Honours)”

Yr	Semester	Curricular Components	Course	Course Code	No of Courses	Credit per Course	Total Credits	
4	7 <sup>th</sup>	Core	Core - 16	CE - 7414	4	4 (Theory:3 + Practical/Tutorial: 1)	16	
			Core - 17	CE - 7424				
			Core - 18	CE - 7434				
			Core - 19	CE - 7444				
		Minor	Minor -7	MN - 7314	1	4 (Theory:3 + Practical/Tutorial: 1)	4	
	Total credits earned							20
	8 <sup>th</sup>	Core	Core - 20	CE-8414	4	4 (Theory:3 + Practical/Tutorial: 1)	16	
			Core - 21	CE-8424				
			Core - 22	CE-8434				
			Core - 23	CE-8444				
Minor		Minor - 8	MN-8314	1	4 (Theory:3 + Practical/Tutorial: 1)	4		
Total credits earned							20	
Exit with “Bachelor Degree (Honours)” upon the successful completion of the Fourth Year (Eight Semesters) and with 160 Credit Points								

**Table 5(e):** Semester wise and component wise distribution of no. of courses and course codes for “Bachelor Degree (Honours with Research)”

Yr	Semester	Curricular Components	Course	Course Code	No of Courses	Credit per Course	Total Credits	
4	7 <sup>th</sup>	Core	Core - 16	CE - 7414	4	4 (Theory:3 + Practical/Tutorial: 1)	16	
			Core - 17	CE - 7424				
			Core - 18	CE - 7434				
			Core - 19	CE - 7444				
		Minor	Minor -7	MN - 7314	1	4 (Theory:3 + Practical/Tutorial: 1)	4	
	Total credits earned							20
	8 <sup>th</sup>	Core	Core - 20	CE - 8414	4	4 (Theory:3 + Practical/Tutorial: 1)	4	
			Research/Dissertation		1	12	12	
		Minor	Minor - 8	MN - 8314	1	4 (Theory:3 + Practical/Tutorial: 1)	4	
		Total						
Exit with “Bachelor Degree (Honours with research)” upon the successful completion of the Fourth Year (Eight Semesters) and with 160 Credit Points								

**11.2 Abbreviation of Course Components:**

CE (Core), MN (Minor), SE(Skill Enhancement Course), AE (Ability Enhancement Course), VL (Value added Course), ID (Interdisciplinary Course), IN (Internship)

**11.3 Course code:** First two letters is the abbreviation of course components

First digit implies semester number

Second digit implies course level(as shown in table 6)

Third digit implies course number

Fourth digit implies credit points per course.

Digit	Course Level
1	100 - 199
2	200 - 299
3	300 - 399
4	400 - 499

**11.4 Subject Code:**

Subject	Code	Subject	Code
Accountancy	AC	Geography	GG
Anthropology	AN	Geology	GL
Assamese	AM	Hindi	HN
Bengali	BN	History	HS
Botany	BT	Management	MG
Chemistry	CH	Mathematics	MT
Commerce	CM	Philosophy	PH
Economics	EC	Physics	PY
Education	ED	Political Science	PO
English	EN	Sanskrit	SN
Environmental Studies	EV	Statistics	ST
Finance	FI	Zoology	ZL

**11.5 Paper Code:**

The pattern of paper code shall be a combination of Subject code and Course code as shown below:

- The paper code of History minor in the first semester will be: HS – MN – 1114
- The paper code of History minor in the second semester will be: HS – MN – 2114
- The paper code of History core in the third semester will be: HS – CE – 3214 and HS – CE – 3224
- The paper code of Value added Course framed by Sanskrit Department in the first semester will be: SN – VL – 1112

**Unit 12. Entry Requirements:**

**Table 7:** Minimum entry requirements

Level	Entry Requirements
Undergraduate Certificate (First Year)	<ul style="list-style-type: none"> <li>• Successful completion of HS Class 12 or equivalent stage of education.</li> <li>• Marks/grades obtained in HS Class 12</li> <li>• Availability of seats.</li> </ul>
Undergraduate Diploma (Second Year)	<ul style="list-style-type: none"> <li>• Successful completion of level 5 of undergraduate programme with minimum of 40 credits and an internship of 4 credits.</li> <li>• Marks/grades obtained in level 5 of undergraduate programme</li> <li>• Availability of seats.</li> </ul>
Undergraduate Major (Third Year)	<ul style="list-style-type: none"> <li>• Successful completion of level 6 of undergraduate programme with minimum of 80 credits and an internship of 4 credits.</li> <li>• Marks/grades obtained in level 6 of undergraduate programme</li> <li>• Availability of seats.</li> </ul>
Bachelor's Degree with Hons./Research (Fourth Year)	<ul style="list-style-type: none"> <li>• An individual seeking admission to the bachelor's degree (Honours/Research) in a specified field of learning should complete all requirements of the relevant 3-year Bachelor's degree. After completing requirements of a 3-year bachelor's degree, candidates who meet a minimum CGPA of 7.5 will be allowed to continue studies in the fourth year of the undergraduate programme leading to the bachelor's degree (Honours with Research).</li> <li>• Availability of seats.</li> </ul>

**Unit 13. Structure of Four Year Undergraduate Course:**

The objective of FYUGP is to equip students to build their capacities in fields across the arts, humanities, natural sciences, social sciences, languages, communication skills, soft skills, critical thinking, creative thinking, together with rigorous specialisation in a chosen discipline or interdisciplinary major and minor. The first 3 Semesters of the FYUGP seeks to develop an understanding and an appreciation in all major areas of learning such as natural sciences, social sciences, humanities, computational thinking and analysis, creative expressions and vocational education which provide a different perspective on learning. A general understanding of all and in-depth study of at least one area is required for the students.

Choosing the major and minor subjects will start at the end of the third semester. The performance and academic interest will be considered for allocation of the desired subject to a student, who will choose and read a number of papers of major/core and minor disciplinary/subject during the 4th, 5th and 6th semesters. In the seventh semester and eight semester, each student will study advanced disciplinary courses and research methodology courses. If they wish, students securing more than 7.5 CGPA at the end of 6<sup>th</sup> semester shall devote the eighth semester exclusively to the research work. The selected research project should be related to a topic in the chosen 'Major' disciplinary programme of study or a related interdisciplinary topic of study.

The following course structure is adopted in our college:

**1<sup>st</sup> and 2<sup>nd</sup> semester:**

Students will choose two subjects as core and minor from a pool and these will be of 100–199 level (Level 5). Together with these they shall have to choose two skill enhancement courses and two MDC/IDC from a pool of courses. In Ability enhancement course, during the first semester the students shall study language in MIL/English and communication during 2<sup>nd</sup> semester. In value added course the students shall study two courses (i) Ancient Indian Studies and (ii) EVS.

**3<sup>rd</sup> and 4<sup>th</sup> semester:**

In the third semester, the students shall declare their preferred major subject from the two subjects chosen in the 1<sup>st</sup> year as core and minor. The other subject shall be continued as minor. Together with this, they shall study a skill enhancement course and MDC/IDC in the third semester. Ability enhancement course consisting of language and communication in

MIL/English shall be continued in both the semesters. In addition the students shall have to do compulsory internship course during the summer term.

**5<sup>th</sup> and 6<sup>th</sup> semester:**

Students will undergo higher level courses during these two semesters in order to gain in-depth knowledge in the major and also shall study one course in minor discipline in each semester.

**7<sup>th</sup> and 8<sup>th</sup> semester:**

During the 4<sup>th</sup> and final year, students will undertake advanced level courses in both major and minor streams to get a UG Degree (Honours). Students who secure a minimum of 7.5 CGPA at the end of 3<sup>rd</sup> year can take up a research project and research methodology courses. The final semester will be devoted exclusively to the research project for such students. But they shall also have to study one course in minor discipline in each semester

**Unit 14. Curricular components of FYUGP:**

**14.1 Disciplinary major/core:**

The major/core would provide the opportunity for a student to pursue in-depth study of a particular subject or discipline. These courses shall be chosen from a pool of subjects. These subject pools are from the disciplines of Natural Science, Social Science/Humanities and Commerce. In the first two semesters these shall be introductory level courses. Students may be allowed to change major within the broad discipline at the end of the second semester by giving her/him sufficient time to explore interdisciplinary courses during the first year. Advanced-level disciplinary/interdisciplinary courses, a course in research methodology, and a project/dissertation will be conducted in the seventh semester. The final semester will be devoted to seminar presentation, preparation, and submission of project report/dissertation.

**14.2 Disciplinary minor:**

Students will have the option to choose courses from disciplinary/interdisciplinary minors. Students who take a sufficient number of courses in a discipline or an interdisciplinary area of study other than the chosen major will qualify for a minor in that discipline or in the chosen interdisciplinary area of study. Here also, the courses shall be chosen from a pool of subjects. These subject pools are from the disciplines of Natural Science, Social Science/Humanities and Commerce. In the first two semesters these shall be introductory level courses.

### 14.3 Common Courses:

The courses during the first three semesters of the FYUGP will consist of a set of courses that are common for all students:

- **Language Education and Language Communication in MIL/English:** It is a 2 credit course per semester for four semesters. This course aims to:
  - ◆ Give special emphasis on language and communication skills.
  - ◆ To enable the students to acquire and demonstrate the core linguistic skills, including critical reading and expository and academic writing skills
  - ◆ To develop the ability to participate/conduct discussion and debate.
  - ◆ To acquaint with the cultural and intellectual heritage of the chosen MIL and English language
- **Understanding India:** It is a 2 credit course per semester for two semesters under value added course. This course shall enable the students to acquire and demonstrate the: knowledge and understanding of contemporary India with its historical perspective
- **Environmental Education:** It is a 2 credit course per semester for two semesters under value added course. Through this course the students shall learn:
  - ◆ The effects of environmental degradation, climate change and pollution
  - ◆ Effective waste management
  - ◆ Conservation of biological diversity
  - ◆ Management of biological resources
  - ◆ Forest and wildlife conservation
  - ◆ Sustainable development and living
  - ◆ To Understand of India's environment in its totality
- **Digital & Technological Solutions:** This is a three credit course under skill enhancement course. In this course the students shall Basic Hardware & Software, Operating System, Word Processing, Spread Sheets and Presentation and Internet
- **Mathematical and Computational Thinking and Analysis:** This is a three credit course under skill enhancement course. This course shall focus primarily on:
  - ◆ The mathematical and statistical tools used to support the study of natural and social sciences

- ◆ The methodology used to analyse quantitative information to make decisions
- ◆ Deducing inferences, formulating alternatives, and predicting cause and effect relationships.
- ◆ Organizing data sets to reveal patterns that suggest relationships.
- **Multidisciplinary/Interdisciplinary Course:** This is also a 3 credit course per semester for three semesters. The level of this course is 99. The students can take those IDC courses which they have not studied in class 12. This course shall enable a student to study a subject other than his/her major discipline. These courses are intended to broaden the intellectual experience of students.

### **Summer Internship /Apprenticeship:**

Internship is one of the important aspects of FYUGP. It is a programme to develop professional ability through an appropriate training. These are educational and career development opportunities, providing practical experience in a field or discipline. Following are the intended objectives of internship training:

- Will expose students to the industrial environment, which cannot be simulated in the classroom and hence creating competent professionals for the industry.
- Provide possible opportunities to learn, understand and sharpen the real time managerial skills required at the job.
- Exposure to the current technological developments relevant to the subject area of training
- Create conditions conducive to quest for knowledge and its applicability on the job

Students who wish to exit after the first two semesters will undergo a 4-credit work based learning/internship during the summer term in order to get a UG Certificate. Similarly, Students who wish to exit after the first four semesters will undergo a 4-credit work based learning/internship during the summer term in order to get a UG Diploma. The college has offered a 2 credit compulsory internship for students under FYUGP.

### **Community engagement and service:**

'Community engagement and service' in the curricular component seeks to expose students to the socio-economic issues in society so that the theoretical learning can be supplemented by actual life experiences to generate solutions to real-life problems.

### **Research project/Dissertation:**

Project work is considered a unique course involving applying knowledge in solving analysing/exploring a real-life situation/complex problems and data analysis. Project work has the intention to provide research competencies at the undergraduate level. It enables the acquisition of special advanced knowledge through support study/a project work. This course is applicable to students in 8<sup>th</sup> semester of FYUGP.

**Other Activities:**

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

**Unit 15. Level of Courses:**

Courses shall be coded based on the learning outcomes, level of difficulty and academic rigor. The coding structures are as follows:

**0-99:** Pre-requisite courses required to undertake an introductory course which will be a pass or fail courses with no credits. It will replace the existing informal way of offering bridge courses that are conducted in some of the colleges/ universities.

**100-199:** Foundation or introductory courses that are intended for students to gain an understanding and basic knowledge about the subjects and help decide the subject or discipline of interest. These courses may also be pre-requisites for courses in the majoring subject. These courses generally would focus on foundational theories, concepts, perspectives, principles, methods, and procedures of critical thinking in order to provide a broad basis for taking up more advanced courses. These courses seek to equip students with the general education needed for advanced study, to expose students to the breadth of different fields of study; provide a foundation for specialized higher-level coursework; acquaint students with the breadth of (inter) disciplinary fields in the arts, humanities, social sciences, and natural sciences, and to the historical and contemporary assumptions and practices of vocational or professional fields; and to lay the foundation for higher-level coursework.

**200-299:** Intermediate- level courses including subject specific courses intended to meet the credit requirements for minor or major area of learning. These courses can be part of major and can be pre-requisite courses for advanced level major courses.

**300-399:** Higher-level courses which are required for majoring in a disciplinary/interdisciplinary area of study for award of degree.

**400-499:** Advanced courses which would include taught courses with practicum, seminar-based course, term papers, research methodology, advanced laboratory experiments/software training, research projects, hands-on-training, internship I apprenticeship projects at the under-graduate level or First year Post-graduate theoretical and practical courses.

**500-599:** Courses at first-year Master's degree level for 2-year Master's degree programme

**600-699:** Courses for 2nd year of 2-years Master's or 1-year Master's degree programme

**700 -799 & above:** Courses limited to doctoral students.

**Unit 16. Subjects of study:**

**Table 8:** The category of courses and the descriptions are given in the following table:

Serial No	Category of Courses	Objective/Outcome
1	Ability Enhancement Courses (Languages)	<p>These courses are designed to help students enhance their skills in communication, language, and personality development. Language courses are included in AEC as it provides the medium to transfer thoughts from one mind to another mind. Learning languages also enable the student to become a critical and competent communicator.</p> <p>These are taught in the first four semesters</p>
2	Skill Enhancement Courses	<p>These courses cater towards the holistic development of students. The training through these courses helps the students to develop skills that will help them to connect with industry before they step into employment. These courses aim to provide students with life skills in the hands-on mode to increase their employability/ Self-employment.</p> <p>These courses are offered in the first three semesters</p>

3	Foundation/ Discipline- based Introductory Courses	<p>The introductory courses provide the fundamental principles and concepts on which the student will build throughout their academic career. These courses bridge the gap for a student if they have not got a basic groundwork in a specific area of discipline</p> <p>These courses are offered in the first two semesters</p>
4	Major Discipline Core Courses	<p>Major Discipline core course of study refers to a series or selection of courses that all students are required to complete before they can move on to the next level in their education or earn a diploma/degree. The general educational purpose of a core course of study is to ensure that all students take and complete courses that are considered to be academically and culturally essential, i.e., the courses that teach students the foundational knowledge and skills they will need in college, careers, and adult life. They provide fundamental knowledge and expertise to produce competent, creative graduates with strong scientific, technical and academic understanding</p> <p>These courses are offered from 3<sup>rd</sup> semester.</p>
5	Minor Discipline Courses	<p>A minor discipline course is a secondary academic discipline. It may complement a student's major. It may be related areas of studies or two distinct areas of studies which are not inter-related at all.</p> <p>These courses are offered from 3<sup>rd</sup> semester.</p>
6	Value added Courses	<p>These courses aim for holistic development of a student. These courses enable a student to acquire and demonstrate the knowledge and understanding of contemporary India, environment and the need for sustainable development.</p> <p>These courses are offered in the first two semesters</p>

7	Inter disciplinary Courses	<p>The courses shall be such that the students studying these courses shall learn how to access, understand, employ, and synthesise the expertise from various disciplines.</p> <p>These courses are offered in the first three semesters</p>
8	Research Project work/ Dissertation	<p>Research Project work is considered a unique course involving applying knowledge in solving analysing/exploring a real-life situation/complex problem/data analysis. Project work has the intention to provide research competencies at the undergraduate level. It enables the acquisition of special advanced knowledge through support study/a project work. This course is applicable to students in 8<sup>th</sup> semester of undergraduate research program who secure above 7.5 CGPA at the end of third year of FYUGP.</p>
9	Internship/ Entrepreneurship	<p>It shall be a short-term course for job/professional training in a suitable organization or hands on training or activity-based course at college level in order to gain work experience. The internship shall be under a college teacher who will be designated as Internship Supervisor. After completion of summer internship students will have to produce a report related to the work carried out.</p> <p>This is offered in the 4<sup>th</sup> semester and is a 2 credit course.</p>
10	Sports, cultural and Extension Activities	<p>They facilitate the development of various domains of mind and personality such as intellectual, emotional, social, moral and aesthetic developments.</p> <p>The students of the college can enrol themselves in NCC/NSS. Yoga courses are also offered.</p>

**16.1 ABILITY ENHANCEMENT COURSES:**

These courses are offered in the first four semesters and shall be of 2 credits each. Language courses are offered under this category. The students shall have to choose either English or MIL(Assamese/Hindi/Bengali). Language communication will be taught in the 1<sup>st</sup> and

3<sup>rd</sup> semesters while Language education shall be given in 2<sup>nd</sup> and 4<sup>th</sup> semesters. The courses shall be of 2 credits in each semester.

### 16.2 Core/Minor subjects:

The students shall choose two subjects from a pool of subjects out of which one subject shall be core and the other shall be minor for bachelor certificate/diploma/degree. Different subjects pools for Science, Humanities/Social Science and Commerce shall be offered. In the third semester, the students shall declare his/her core/major subject out of the two subjects selected. These courses shall be of 4 credits. The core/minor subjects that a candidate can choose under the Faculty of Humanities/Social Science, Science and commerce include the following:

#### a. Undergraduate programme in Science:

**Pool 1:** Physics, Chemistry, Mathematics, Statistics, Economics, Management

**Pool 2:** Botany, Zoology, Chemistry, Anthropology, Management

**Pool 3:** Geology, Geography, Physics, Statistics, Anthropology, Management

#### b. Undergraduate programme in Humanities/Social Science:

**Pool 1:** Anthropology, Education, History, Assamese, English, Political Science, Management

**Pool 2:** Economics, Mathematics, Statistics, Political Science, English, Bengali, Education, Management

**Pool 3:** Geography, Philosophy, Sanskrit, Hindi, History, Economics, Statistics, Management

#### c. Undergraduate programme in Commerce:

**Pool 1:** Economics, Statistics, Management, Accountancy and Finance

### 16.3 Subject pool for Skill Enhancement Courses:

The students shall choose one course for each semester and each course shall be of 3 credits

#### Semester 1:

Tourism Anthropology – 1, Basic Analytical Chemistry – 1, Gardening, Environmental Geography, Environmental Geology, Computer Algebra – 1, Statistical Analysis using MS EXCEL, Basic Computer Knowledge, Apiculture, Translation (Hindi) – 1, Silpakala, Computational Economics, Public Speaking, Personality development, E-commerce, Historical tourism in North – East India, PandulipiPrastuti.

**Semester 2:**

Tourism Anthropology – 2, Floriculture and Interior Decoration with Indoor plants, Basic Analytical Chemistry – 2, Tourism Geography, Structural Geology, Hyper Text Markup Language, Statistical Analysis using SPSS, Programming skills with Python, Ornamental fish and fisheries, Translation (Hindi) – 2, Axomiya bhashar Akhor jutoni, Data Analysis, Argumentative Philosophy, Entrepreneurship Plan and Development, Ancient Remains and Important tourist places of N-E India , Proof reading(Bangla).

**Semester 3:**

Public Health and Epidemiology, Bio-informatics, Pharmaceutical Chemistry, Cartographic Technique, Basic Field Training, LATEX, R, Research and Technical Writing, Freshwater pearl culture, Social Media and Blog Writing, Research Methods in Social Science, Abbriti Kala, Management Philosophy, Computer Application in Business, Fairs and festivals of N – E India, Translation (Bangla), Extension activities

**16.4 Subject Pool for Value Added Course/ Foundation Course:**

The credit for these courses shall be 4 in each semester. The two courses below shall carry 2 credits each.

**Semester 1:** Ancient Indian Studies, EVS.

**Semester 2:** Ancient Indian Studies, EVS.

**16.5 Subject Pool for multidisciplinary/interdisciplinary courses:**

For students who studied in science stream in class 12	
1 <sup>st</sup> Semester	2 <sup>nd</sup> Semester
Introduction to Education	Introduction to Psychology
Introduction to Gender Studies	Contemporary issues in Gender Studies
Myth and Folklore-I	Myth and Folklore-II
Introduction to Philosophy	Epistemology, Metaphysics and Religion
Introduction to Political Science	Indian Constitution
আধুনিক বাংলা কবিতা, গল্প ও নাটক পাঠ	বাঙালি জাতির ইতিহাস, সামাজিক ও সাংস্কৃতিক পরিচয়
অসমৰ প্ৰাচীন লেখন কলা	সাহিত্য আৰু পৰিবেশ
Basics of Commerce	Financial Planning
हिंदी सिनेमा और साहित्य	लोक साहित्य
An Outline of Ancient Indian History	An Outline of Medieval Indian History

<b>For students who studied in arts stream in class 12</b>	
<b>1<sup>st</sup> Semester</b>	<b>2<sup>nd</sup> Semester</b>
Mathematical Aptitude	Sets And Numbers
Plant Biodiversity	Basics of Anthropology - II
Basics of Anthropology - I	Physics for All - Part 2
Physics for All - Part 1	Plants and Human Welfare
Environmental Geology	Disaster Management
Outlines of Zoology	Human Health and Diseases
Basic Statistics	Applied Statistics
Basics of Commerce	Financial Planning
Introduction To Geography	Geography of India
Chemistry in Practical Life- I	Chemistry in Practical Life-II

<b>For students who studied in commerce stream in class 12</b>	
<b>1<sup>st</sup> Semester</b>	<b>2<sup>nd</sup> Semester</b>
Introduction to Education	Introduction to Psychology
Mathematical Aptitude	Sets And Numbers
Introduction to Gender Studies	Contemporary issues in Gender Studies
Plant Biodiversity	Basics of Anthropology - II
Basics of Anthropology - I	Myth and Folklore-II
Myth and Folklore-I	Physics for All - Part 2
Physics for All - Part 1	Plants and Human Welfare
Introduction to Philosophy	Epistemology, Metaphysics and Religion
Introduction to Political Science	Indian Constitution
Environmental Geology	Disaster Management

Outlines of Zoology	Human Health and Diseases
আধুনিক বাংলা কবিতা, গল্প ও নাটক পাঠ	বাঙালি জাতির ইতিহাস, সামাজিক ও সাংস্কৃতিক পরিচয়
Basic Statistics	Applied Statistics
অসমৰ প্ৰাচীন লেখন কলা	সাহিত্য আৰু পৰিৱেশ
Introduction To Geography	Geography of India
Chemistry in Practical Life-I	Chemistry in Practical Life-II
हिंदी सिनेमा और साहित्य	লোক সাহিত্য
An Outline of Ancient Indian History	An Outline of Medieval Indian History

- These courses are offered in the first three semesters.
- Students need to choose Multidisciplinary/Interdisciplinary Courses from the stream other than the stream which he/she has studied in class 12.
- At the time of admission to the 1<sup>st</sup> semester the students shall choose two courses. One course from the subject pool of first semester and the other from the subject pool of the second semester
- In the second year, the students may choose one course from MOOCs subject to the approval from the competent college authority.

#### 16.6 Rules to choose core/minor Courses:

- A candidate opting for Physics/Statistics/Chemistry as a core subject may also opt for Mathematics as a minor subject
- A candidate opting for Botany/Zoology as a core subject may also opt for Chemistry/Zoology/Botany as a minor subject
- Management can only be a Minor subject for students belonging to Science and Humanities/Social Science Stream.
- Economics and Statistics can only be a Minor subject for students of Commerce Stream.

#### 16.7 General Rules:

- A candidate shall be considered to have satisfied the requirement of attendance for a semester if they attend not less than 75% of the number of classes held up to the end of

the semester in core subject. There shall be no minimum attendance requirement for the common courses (AEC, SEC, VAC, IDC).

- ii. An option to change a language/subject may be exercised only once within four weeks from the date of commencement of the III Semester.
- iii. Suppose a candidate represents their institution / University/ Assam State/ Nation in Sports / NCC / NSS / Cultural or any officially sponsored activities. In that case, they may be permitted to claim attendance for the actual number of days participated, based on the Head of the Institution's recommendation.

#### **Unit 17. Teaching-Learning Modes:**

The basic idea of Arya Vidyapeeth College (Autonomous) is to make the learning student-centric. With the aim to enhance the learning experiences of the students the college uses student centric methods like experiential learning, participative learning and problem solving methodologies. In order to involve all the students and with the intention of facilitating participative learning the faculties make use of suitable teaching and learning methodologies.

The faculties of science engage their students in lab practical as experiential learning. In order to expose the learners to realistic domains some programmes require field visits and practical assignments with industry. Further, in some courses, the students are provided hands-on experience through facilitating internships. However, in all the programmes, student seminars, group discussions and assignments are made mandatory. The college also encourages the students to take part in sports and extracurricular activities. The main focus of the teaching-learning process of the institute is not only to develop the skills and competencies among the students but also to make them self-independent. Regular student seminars are organized and the students are also encouraged to participate in student projects. Students are provided with learning resources and the college library subscribes to online e-journal/e-book which can be accessed by all the students. Even beyond the classrooms the faculty and students have access to each other. Thus the students are given all facilities for participative learning.

As the world has been changing constantly the various domains have been influenced by this change. The education domain has also experienced a lot of changes. There has been the evolution of the digital learning platforms which has had a great impact in the educational institutions and the traditional methods have been eventually put in the back seat. But it has been observed that there are demands for both technology and traditional learning methods. As such,

the art of combining digital learning tools with more traditional classroom face to face teaching has led to the emergence of the term “Blended Learning” (BL).

BL is not a mere mix of online and face-to-face mode. It is indeed a well-planned and well-structured combination of meaningful activities in both the modes. This blended mode gives importance to several aspects like emphasis on learning outcomes and the learner centered instructional environment. NEP 2020 recommends the use of blended mode of learning at the higher education level with the emergence of digital technologies and the emerging importance of leveraging technology for teaching-learning. In a blended environment, an effective teaching-learning process calls for understanding and skills of using appropriate pedagogies with suitable technologies. The NEP-2020 states that while promoting digital learning and education, the importance of face-to-face in-person learning has also to be fully recognized. As such, different effective models of blended learning have been identified for appropriate replication for different subjects. The advantages of BL for students include increased learning skills, greater access to Information, improved satisfaction and learning outcomes etc

### **Unit 18. Assessment and Evaluation**

**18.1 Assessment:** An essential part of the teaching-learning process is the assessment and evaluation. The main purpose of assessment and evaluation is to improve the student learning. The success of an education policy mostly depends on the assessment and evaluation as it indicates both faculty and student improvement. A proper assessment must be multidimensional to be effective. Assessment and evaluations are the tools that are used for designing curriculum and instructional approaches as per the need of the students. A well-designed assessments help to judge the level of performance of students. It is important that all the assessments are well aligned with learning outcomes of the programme.

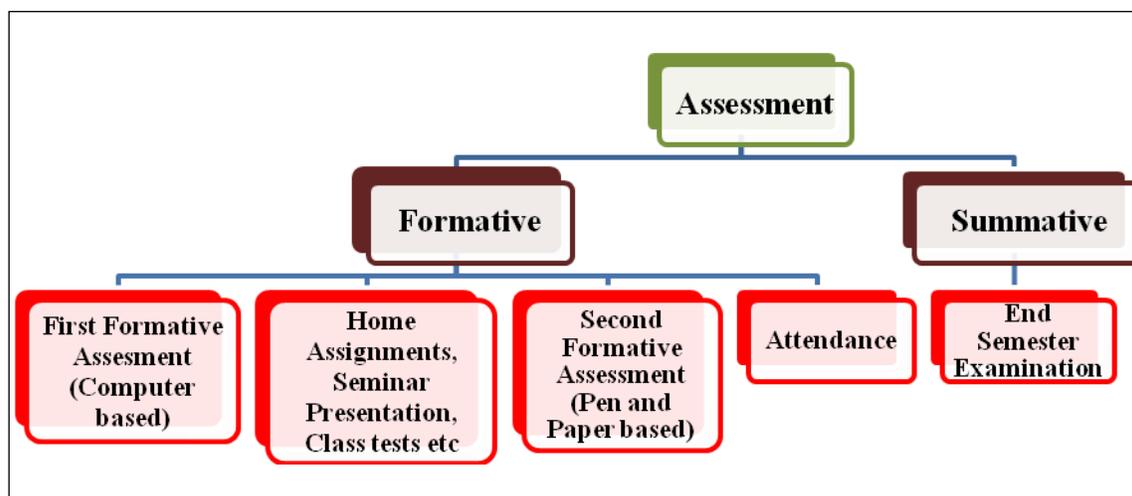
Assessment is dynamic in nature and it involves the cycle:

**Plan→Assess→Analyze→Improve→Plan**

The course curriculum of Arya Vidyapeeth College (Autonomous) shall be framed to make the learning learner-centric. But in the current challenging environment the present assessment system is not adequate because it is only able to assess the memorization skills of the students. The four basic aspects of assessment are Reliability, Standardization, Validity and Practicality. Based on these basic aspects the college plans to formulate an assessment process having the following characteristics:

- a. Student assessment would be as comprehensive as possible and provide meaningful and constructive feedback about the teaching-learning process to faculty and students.
- b. Assessment tasks would evaluate the capacity of the learners to analyse and synthesize new information and concepts rather than simply recalling .
- c. The assessment process shall be carried on in a manner that encourages better student participation and rigorous study.
- d. Continuous formative evaluation and an end summative evaluation combine to form a comprehensive assessment.
- e. A range of tools and processes for assessment should be used (e.g. open book tests, portfolios, case study/assignments, seminars/presentations, field work, projects, dissertations, peer and self-assessment) in addition to the standard paper-pencil test.

Based on the above characteristics the assessment module of Arya Vidyapeeth College (Autonomous) shall have two components (i) Formative Assessment and (ii) Summative Assessment



**ASSESMENT MODULE OF ARYA VIDYAPEETH COLLEGE (AUTONOMOUS)**

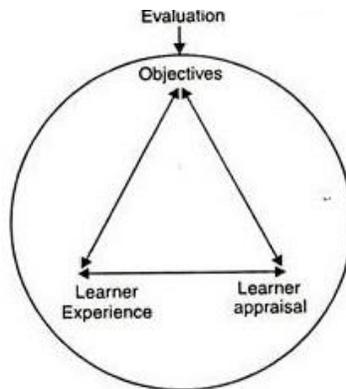
**18.2 Formative Assessment:** The formative assessments are ongoing assessments and they provide feedback which helps in the improvement of future performance. They emphasize on the process of learning and are often informal which may take many different forms like quizzes, discussions and self-assessments.

In our college, the formative assessment shall have the following components:

- i. **Computer Based Examination:** It will be a Multiple Choice Questions (MCQ) based examination system which shall help to assess various learning attributes like knowledge, understanding, skill, application etc. The online examination system not only reflects the justification and objectivity of examination, but also lessens the workload of the teachers.
- ii. **Mid – term Sessional Examination:** This shall be a pen-paper based examination.
- iii. **Continuous Comprehensive Evaluation** by means of home assignment, seminar presentation etc.
- iv. **Attendance:** The following criteria will be adopted for awarding marks under attendance:
  - a) Class attendance below 75% ..... 0 mark.
  - b) Class attendance from 75% to 80%..... 1 mark.
  - c) Class attendance from 81% to 85%..... 2 marks.
  - d) Class attendance from 86% to 90%..... 3 marks.
  - e) Class attendance from 91% and above..... 4 marks.

**18.3 Summative Assessment:** The summative assessments are administered at the end of a unit or course. These assessments focus on the outcome and are more formal which take the form of exams or projects. Summative assessments provide a final evaluation of student learning. In our college, summative assessment shall be carried through end term examination, final projects, final presentations, final reports, final practical examination and final grades.

**18.4 Evaluation :** Evaluation plays an enormous role in the teaching-learning process. It helps to build an educational programme, assess its achievements and improve upon its effectiveness. Through evaluation process teachers and learners improve teaching and learning. Evaluation is a continuous process and a periodic exercise. It helps in forming the values of judgement, educational status, or achievement of student. Evaluation in one form or the other is inevitable in teaching-learning, as in all fields of activity of education judgements need to be made. A simple representation explaining the role of evaluation in the teaching-learning process is shown below:



Evaluation has its four different aspects namely:

- i. Objectives
- ii. Learning experiences
- iii. Learner appraisal
- iv. Relationship between the three.

### 18.5 Characteristics of Evaluation:

- a. Evaluation implies a systematic process which omits the casual uncontrolled observation of pupils.
- b. Evaluation is a continuous process. In an ideal situation, the teaching- learning process on the one hand and the evaluation procedure on the other hand, go together. It is certainly a wrong belief that the evaluation procedure follows the teaching-learning process.
- c. Evaluation emphasises the broad personality changes and major objectives of an educational programme. Therefore, it includes not only subject-matter achievements but also attitudes, interests and ideals, ways of thinking, work habits and personal and social adaptability.
- d. Evaluation always assumes that educational objectives have previously been identified and defined. This is the reason why teachers are expected not to lose sight of educational objectives while planning and carrying out the teaching-learning process either in the classroom or outside it.
- e. A comprehensive programme of evaluation involves the use of many procedures (for example, analytico-synthetic, heuristic, experimental, lecture, etc.); a great variety of

tests (for example, essay type, objective type, etc.); and other necessary techniques (for example, socio-metric, controlled-observation techniques, etc.).

- f. Learning is more important than teaching. Teaching has no value if it does not result in learning on the part of the pupils.
- g. Objectives and accordingly learning experiences should be so relevant that ultimately they should direct the pupils towards the accomplishment of educational goals.

**18.6 Scheme of Evaluation:**

**Table 9 (a):** Undergraduate Programme of 4/3 credits (100 marks) without practical

1	FORMATIVE ASSESSMENT :		30 Marks
2	SUMMATIVE ASSESMENT : (END SEMESTER EXAMINATION) (THEORY)		70 Marks
			Time: 3 hrs
TOTAL			100 Marks
PATTERN OF FORMATIVE ASSESSMENT			
1	FIRST FORMATIVE ASSESSMENT	THEORY (MCQ based) FA1	10 Marks
			30 Minutes
2	SECOND FORMATIVE ASSESSMENT	THEORY FA2	10 Marks
			1 Hour
3	Home Assignments, Seminars etc		6 Marks
4	Attendance		4 Marks
			TOTAL: (Marks) 10 + 10 + 6 + 4= 30

**Table 9 (b):** Undergraduate Programme of 4 /3 Credits (100 marks) with practical

1	FORMATIVEASSESSMENT :		30 Marks
2	SUMMATIVE ASSESMENT (ENDSEMESTER EXAMINATION)	THEORY	50 Marks
			Time : 2 hrs
		PRACTICAL	20 Marks
			Time: 3 hrs
TOTAL			100 Marks
PATTERN OF FORMATIVE ASSESSMENT			
1	FIRST FORMATIVE ASSESSMENT	THEORY (MCQ based) FA1	10 Marks
			30 Minutes
2	SECOND FORMATIVE ASSESSMENT	THEORY FA2	10 Marks
			1 Hour
3	Home Assignments/Seminars/Practical		6 Marks
4.	Attendance		4 Marks
			TOTAL: (Marks) 10 + 10 + 6 + 4= 30

**Table 9(c): Undergraduate Programme of 2 credits (50 marks) without practical**

1	FORMATIVE ASSESSMENT	20
		1 Hour
2	SUMMATIVE (END) SEMESTER EXAMINATION : (THEORY)	30
		Time: 2 hrs
TOTAL		50

**Table 9(d): Undergraduate Programme of 2 credits (50 marks) with practical/project/assignment**

1	FORMATIVE ASSESSMENT		10
			1 Hour
2	END SEMESTER EXAMINATION	Theory	30
			2 hrs
		Practical/Project/Assignment	10
TOTAL			50

- The sessional examination will be held for 20 marks for the convenience of setting questions and covering the syllabus and the marks secured by the students will be proportionately converted to be out of 10 marks.

The evaluation process for internal assessment shall be as follows:

- i. The first component of internal assessment, the computer based test (FA1) shall be held after completion of 6 weeks from the beginning of the semester. There shall be four sessions beginning from 9.00 a.m. To complete the entire process a minimum of four days shall be required. The examination shall be conducted from the Office of the Controller of Examinations.
- ii. The midterm sessional examination (FA2) shall be held after completion of 8 - 9 weeks from the beginning of the semester preferably. The departments shall conduct the examination for core courses and the rest shall be conducted from the Office of the Controller of Examinations. A minimum of 6 days shall be required to conduct the examination.

- iii. The departments shall begin to give home assignments, conduct seminar presentations etc after completion of 1 - 2 weeks from the beginning of the semester. The Heads of the concerned departments shall keep the record of performance of the students.
- iv. In case a student fails to attend the FA1 or FA2 examination on a scheduled date, it shall be deemed that the student has dropped the test. However, in case of a student who could not take the test on scheduled date due to genuine reasons, such a candidate may appeal to the Controller of Examination/ Principal. The Controller of Examination / Principal in consultation with the Head of the concerned department shall decide about the genuineness of the case and decide to conduct special test once in a semester to such candidate on the date fixed by the Head of the concerned department but before commencement of end semester examinations.
- v. The teachers concerned shall conduct class test / seminar etc. The students should be informed about the modalities well in advance.
- vi. The internal assessment marks shall be published on the notice board of the department/college for information of the students.
- vii. There shall be a provision to conduct internal assessment again for students whose performance is poor in both FA1 and FA2. The date fixed by the Head of the concerned department

The evaluation process for end semester examination assessment shall be as follows

- i. The end semester examination shall be held after the completion of 15 – 16 weeks from the commencement of the semester.
- ii. The Examination shall be conducted by the Office of the Controller of Examinations.
- iii. The notification schedule of the examination shall be given minimum of 45 days ahead of the commencement of examination.
- iv. The setting of question papers, moderation of question papers, evaluation of answer scripts shall be done both by external and internal faculty member in the ratio 60:40.
- v. The answer scripts, graph papers etc shall be provided to the students by the office of the Controller of Examinations.
- vi. The practical examinations shall be conducted preferably just after the completion of theory examination.
- vii. An effort shall be made to declare the results at the earliest.

viii. The students shall be able to download their grade sheet from the college website.  
At the end of each semester grade points and letter grade shall be awarded as follows:

**Table 10:** Grade Point table

Sl. No.	% marks	Grade point	Letter grade
1	91 – 100	10	O (Outstanding)
2	81 – 90	9	A+(Excellent)
3	71 – 80	8	A(Very Good)
4	61 – 70	7	B+ (Good)
5	51 – 60	6	B (Above Average)
6	41 – 50	5	C (Average)
7	30 – 40	4	P (Pass)
8	< 30	0	F(Fail)
9	Absent	0	Ab (Absent)

### 18.9 Computation of SGPA and CGPA

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

where  $C_i$  is the number of credits of the  $i^{\text{th}}$  course and  $G_i$  is the grade point scored by the student in the  $i^{\text{th}}$  course.

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

where  $S_i$  is the SGPA of the  $i^{\text{th}}$  semester and  $C_i$  is the total number of credits in that semester

### 18.10 Minimum for a pass:

No candidate shall be declared to have passed the Semester Examination as the case may be under each course/paper unless he/she obtains not less than CGPA of 4.0 (Letter Grade P) in aggregate of both formative and summative examination.

### 18.11 Declaration of result:

- a. The declaration of result is based on the Semester Grade Point Average (SGPA) earned towards the end of each semester or the Cumulative Grade Point Average (CGPA) earned towards completing all the eight semesters of the programme. If some candidates exit at the completion of first, the second or third year of the four years Undergraduate Programmes, with Certificate, Diploma or the Basic Degree, respectively, then the results

of successful candidates at the end of second, fourth or sixth semesters shall also be classified based on the Cumulative Grade Point Average (CGPA) obtained in the two, four, six or eight semesters, respectively for award of:

- Certificate in Arts/ Science/ Commerce
  - Diploma in Arts/ Science/ Commerce
  - Bachelor's Degree(Maj) in Arts/ Science/ Commerce
  - Bachelor's Degree with Honours/Research in a Discipline/Subject
- b. The results of the candidates who have passed the last semester examination but not passed the lower semester examinations shall be declared as “with-held”. Such candidates shall be eligible for the degree only after completion of all the lower semester examinations.
- c. If a candidate fails in a subject, either in theory or in practicals, he/she shall appear for that subject only and in theory or practical as the case may be at any subsequent regular examination. He/she must obtain the minimum marks for a pass in that subject (theory and practicals) as stated above.
- d. The candidates needs to take admission in every odd semester progressively till the completion of the programme under FYUGP. A candidate needs to complete the undergraduate programme (Maj) within five years from his/her date of admission to the programme. Also the undergraduate programme (Honours /Honours with Research) needs to be completed within seven years from his/her date of admission to the programme.

#### **18.12 Betterment of result:**

- a. A candidate who has passed in all the papers of a semester may be permitted to improve the result by reappearing for the whole examination of that semester.
- b. The student may be permitted to apply for improvement examination 45 days in advance of the pertinent semester examination whenever held.
- c. If a candidate passes in all the subjects in reappearance, higher of the two aggregate marks secured by the candidate shall be awarded for that semester. In case the candidate fails in the reappearance, candidate shall retain the earlier result.

**Unit 19. Power to remove difficulties**

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

**Unit 20. Modification to the regulations**

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

**Unit 21. Repeal and Savings**

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

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