

Choice - Based Credit System (CBCS)

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University of Mysore

Choice - Based Credit System (CBCS)

A Move towards Choice-Based Credit System and Continuous Assessment and Grading Pattern

PREAMBLE:

The University of Mysore (UOM), recognized as an **Institution of Excellence** by the Government of India (2008) and nominated as a **Model University** by the Government of Karnataka (2009), has been in the forefront in promoting the cause of higher education since 1916. Commensurate with the times and taking into account the challenges the age of globalization and knowledge-societies pose, UOM is aware of the urgent need to move towards semesterized Choice-Based Credit System (CBCS) and Continuous Assessment and Grading Pattern (CAGP). Agencies like UGC and NAAC have been advocating CBCS and CAGP. A number of universities and institutes of higher learning in the country have already adopted CBCS and CAGP. Though UOM has accepted and implemented semester system for more than nine years now, and has encouraged Choice Based Syllabus (CBS) in all departments, and a few select departments are already following Credit System, it is yet to put into practice the new system comprehensively and realize fully the objectives of CBCS and CAGP.

The time has come for UOM to think of an action-plan for reforming academic practices both at PG and UG levels so as to move towards accomplishing world - class standard in the field of higher education in tune with the recommendations and guidelines provided by UGC for the 11th Plan period. 'Building human capital by learning across disciplines', 'being familiar with learner-centric approaches' in terms of pedagogies, and 'ensuring high quality in teaching and research' are given highest priority in the forthcoming Vision-Document of UOM. These priorities entail that we adopt CBCS and CAGP at the earliest.

1. MOTIVATION

Nothing could be permanent except change. To seek change is to strive towards perfection. Once the goal is set and strategies are worked out, the thrill of achieving it fascinates the seekers of perfection. Moving towards the goal becomes the only objective, which implies that a typical seeker of change keeps on pushing forward his strategies and approaches to accomplish the target.

Time is ripe right now for UOM to think of making incremental changes in academic practices so that the University could at least claim with confidence that our academic practices are comparable with the best progressive practices elsewhere in the globe. Our earnest effort is to move towards the final objective of generating the finest breed of citizens equipped with knowledge and talent to serve the society.

Keeping these goals and objectives in mind, let us introspect critically on issues such as:

- Are we effectively transforming our students as knowledge practitioners?
- Are our students merely loaded with information and compelled to memorize the whole lot of them?
- Have we been successful in elevating our students to such a level that they could critically assimilate and comprehend whatever they have gathered?
- Are our students endowed with talents to acquire skills so that they can make things happen?

When we look back, we should be quite happy that our academic practices have been addressing these issues to a considerable extent but we cannot afford to remain contented and become complacent with the existing teaching-learning mechanism. UGC's 11th Plan has stressed on speedy and substantive academic and administrative reforms in higher education for promotion of quality and excellence. The Action Plan proposed by UGC outlines the need to consider and adopt Semester System, Choice Based Credit System, and Flexibility in Curriculum Development and Examination Reforms in terms of adopting Continuous Evaluation Pattern reducing the weightage on the semester-end examination so that students enjoy a de-stressed learning environment all through. Further, UGC expects that institutions of higher learning draw a road map with action plan in time bound manner to accomplish the above.

Against this backdrop, it shall be our privilege to aspire to excel, to march forward to achieve world class standards, and to take our University to greater heights. We could begin with effecting reforms at all levels – both at Undergraduate and Postgraduate.

This document is composed of 7 Sections. The rest of the document is organized as follows. Section 2 covers credit based teaching–learning mechanism. Section 3 deals with different types of papers in a credit based-learning system. Section 4 provides a picture of workload calculations. Section 5 presents the scheme of credit based education for different types of programs. In Section 6, the assessment pattern is described. Section 7 gives the status of special programs under the proposed changes. The document concludes in section 8.

2. CREDIT BASED TEACHING–LEARNING MECHANISM

A closer look and critical analysis of the existing teaching–learning model reveals that theory classes are more often lecture based and the laboratory/field works have been limited to just routinely implementing the practical procedures. It is high time that we examine critically whether our teaching efforts have been towards making students creative and whether they inspire students to acquire skill and talent - based knowledge.

No doubt that the material content passed on to students through lecture classes are rich with information. But, unfortunately, little provision is created for reinforcement of the information through students' assimilation, absorption, and creative utilization of the same in the course of solving problems. Even the knowledge component, present within the information input, is fed to a student through lectures. The student is not challenged to acquire knowledge and to create knowledge as well. It is possible to strengthen these aspects by compelling a student through some drilling/reinforcing tutorial sessions and by encouraging students to design and conduct suitable practical/field/case studies to experience and acquire the knowledge. This approach will facilitate a student to acquire a command over two major components of learning, viz., (i) acquisition of talent and skill required for designing, devising and conducting practical/case/field studies, and (ii) the intelligence to approach a subject critically and from a research-perspective. This approach enriches the analytical capabilities of a learner. In other words, what is to be appreciated is that students' acquisition of knowledge should be tempered with and tamed by practical experiences. Curriculum content of every subject/paper should have an integrated composition of information, knowledge and skill parameters to be learnt. It is important to note that practical/field studies should not be isolated as independent papers of study. Both theory and practice should be taught in a holistic manner.

Experts recommend reduction of lecture - oriented theory classes and integration of tutorial/practical classes for reinforced learning. The model proposed is phrased as **L-T-P** structure that focuses on learner-centric-teaching. '**L**' (Lecture classes) stands for conventional class room contact sessions. '**T**' stands for Tutorial sessions for reinforced learning through participatory discussion/self study/desk work and such other novel methods that make a student absorb and assimilate more effectively the contents delivered in the

lecture classes. ‘**P**’ stands for **Practice/Practical** sessions for laboratory/field studies that equip students to acquire the much required skill component.

It may be possible in some specific papers to fuse together T & P components or to drop either T or P component depending upon the nature and content of the paper. However, it cannot be ignored that both knowledge and talent for skills are picked up by the learner through T and/or P sessions whereas L sessions highlight the contents to be learnt.

In a semester pattern, the task of teaching a paper is completed in a span of 16 weeks. If a paper is taught by administering all three L, T & P components, one possible distribution of learning hours/week in that paper could be as follows:

- L: 2 Hours/week amounting to 2 credits of learning/semester by a student in the paper;
- T: At least 2 Hours/week amounting to 1 credit of learning per semester by a student in the paper;
- P: At least 2 Hours/week amounting to 1 credit of learning per semester by a student in the paper.

This distribution of 2 credits for L (through 2 hrs of Lecture classes), one credit for T (through a session of 2 hours of tutorial) and 1 credit for P (through a session of 2 hours of practical) defines a value of $2+1+1 = 4$ credits for the paper.

Conversely, if a paper in a particular semester is defined as a 4 credit paper, then a candidate is said to have earned 4 credits in that semester by successfully completing the said paper within the duration of 16 weeks in that semester. The typical L-T-P structure, as illustrated above for a 4 credit paper is of 2:1:1 type with the split up for L, T and P sessions as indicated in the previous paragraph, resulting in a credit value of $2+1+1=4$ for that paper.

If one intends to absorb the essence of learning conveyed by T and P sessions together, then the above **L:T:P** structure can be simplified into a **X:Y** structure where **X** represents the credits because of lecture sessions and **Y** collectively represents the credits because of tutorial and practice sessions. This **X:Y** representation is more simplified and is already in existence in the Department of Studies in Computer Science in the University for the past nine years.

To summarize, if a paper is of X:Y credit type, where X indicates the credits because of X number of lecture sessions/week of one hour each and Y indicates the credits because of Y number of tutorial/practical sessions/ week of at least two hours each, and the paper is taught/learnt in this way in a semester period of 16 weeks, then the credit earned by a candidate at the end of the semester upon successful completion of the paper is (X+Y).

It is not necessary that every paper should be designed as a paper of credit value 4, in a 2:2 pattern. It is possible that even a paper of 4 credits, in practice can have different credit patterns such as 3:1 (3:0:1 or 3:1:0 in L:T:P structure), 2:2 (2:1:1 or 2:2:0 or 2:0:2 in L:T:P structure) and 1:3 (1:1:2 or 1:2:1 or 1:0:3 or 1:3:0 in L:T:P structure). In principle, it is also possible that if a paper has to be made as a self-study paper or tutorial/practical paper in toto, it may be designed as 0:4 (0:3:1 or 0:2:2 or 0:1:3 in L:T:P structure) credit patterned paper. These diversities illustrate the amount of flexibilities possible in designing a course/paper and in deciding how the contents of the course/paper should be taught/learnt.

It is not necessary that every paper should be a paper of 4 credit value. In fact in M.Tech programs, the Computer Science Department has offered papers of 1 credit, 2 credits, 3 credits, 4 credits and occasionally 5 credits also. However, at this point of time, it may not be recommended to go for designing a paper with a very high credit value like 5 and a very low credit value like 1. With more and more experience gained with the credit culture, all these combinations/options may be tried in due course.

Depending upon the content, volume of content and the nature of the course to be taught, generally the papers can be of 3 credits or 4 credits, and occasionally, there may be some papers of 2 credits and rarely of 5 credits. In order to enthuse students to participate in creative activities through independent thinking and researching, a minor project work called term work of 4 credits and/or a project/dissertation/research work of 8 credits may also be included in the course work. In fact, it is good if a candidate can take up both a minor project called term work and a project work during the tenure of his/her Master's degree (Honor's and Master's degrees).

3. DIFFERENT TYPES OF PAPERS IN CREDIT BASED LEARNING SYSTEM

While working for the curriculum content every paper should be designed as a self contained complete module to the extent possible. However, it is necessary to define the pre-requisite knowledge level which should have been acquired by a candidate before registering for a particular paper. The pre-requisite may even warrant the successful completion of one or some papers.

The title of the paper should be carefully chosen because for a long time to come the title of the paper should remain invariant and it should reflect the content covered in that paper. The syllabus for the paper may preferably be provided in a broad frame work. The teacher concerned should generally enjoy the freedom to work out a detailed syllabus depending upon the recent requirements. The teacher should have the freedom and wisdom to choose the latest books and reference papers as study material. To account for pragmatic aspects, the contents of a paper may be distributed into 4 broad units such that every unit could be covered in a time frame of nearly 4 weeks out of 16 weeks in a semester.

In case of a term work (minor project work) of 4 credits or a project work of 8 credits, the first unit may consist of identification of problem area and literature survey, the second unit may consist of study of specific literature in detail pertaining to the statement of the problem, the third unit may consist of developing a solution methodology or proposing a hypothesis to solve the problem, and the fourth unit may consist of experimental analysis, results, discussions, conclusions and recommendations.

Different papers of study may be labeled and defined as follows:

3.1 Common Paper

A paper which should compulsorily be completed by a candidate irrespective of the discipline or major stream of study chosen by him/her is called a common paper.

For instance a student at Bachelor's degree level has to complete quite handful of common papers.

Ex: Language Papers, A paper on Environment Science, A paper on Indian Constitution.

3.2 Core Paper

A paper which should compulsorily be studied by a candidate as a core-requirement to complete the requirements of a degree (Bachelor's/Honors/ Master's) in a said discipline of study is defined as a Core Paper.

A Core paper may be a **Soft Core** if there is a choice or an option for the candidate to choose a paper from a pool of papers from the main discipline of study or from a sister/related discipline which supports the main discipline. In contrast to the phrase Soft Core, a compulsory core paper is called a **Hard Core Paper**.

3.3 Elective Paper

Generally a paper which can be chosen from a pool of papers and which may be very specific or specialized or advanced or supportive to the discipline of study or which provides an extended scope or which enables an exposure to some other discipline/domain or nurtures the candidate's proficiency/ skill is called an Elective Paper.

An elective paper may be discipline centric. A soft core paper may also be considered as **discipline centric elective**. Such elective papers may be offered by the main discipline of study or by sister/related discipline of study.

An elective paper chosen generally from an unrelated discipline, with an intention to seek exposure is called an **open elective**.

An elective paper opted to enhance the proficiency/ skill is called **support elective**. Support elective may be related to discipline of study or may be a generic proficiency enabler.

Some such generic proficiency enablers or support electives could be Computer Awareness, Information Processing, Office Automation, Programming, Communication Skills, Reasoning and Writing skills, Translation skills, Soft Skills, Basics of Business and

Management, Basic numerical skills, Entrepreneurship development. In addition to generic support electives, discipline centric support electives may also be designed and offered.

Project Work is a special paper where a candidate carries out the application of knowledge in solving/studying/ exploring a real life/difficult problem in a creative way. Depending upon the scope defined and time frame available, a project work is called **Term Work** if it is of 4 credits or **Project Work** if it is of 8 credits.

In lieu of a term work or a project work, a candidate may opt for discipline centric electives / self study electives, if the discipline provides such a provision.

An elective paper designed to acquire a special/advanced knowledge as a supplement study/support study to a project work and a candidate studies such a paper on his own with an advisory support by a teacher is called a **Self Study Elective**.

A core paper offered in a discipline may be treated as an elective by other discipline and vice versa.

It may be observed that the present practice of semester - wise distribution of papers loses the meaning in the proposed context. In place of this, departments should prepare a list of papers to be offered in odd semester and even semester period. Some papers including term work and project work may be offered in both odd and even semesters. A department should be in a position to offer papers amounting up to 40 credits in odd/even semester consisting of core papers, elective papers and project works at Honor's/Master's degree level. Since every paper as said earlier is independent and self- contained, some papers can be permitted to be registered by the students of other departments also enabling trans-border/cross-border/inter-disciplinary mobility of students. Preparing class timetable may be slightly complicated. However, that is all together a different issue. On the contrary, the advantage is that new papers can be introduced by the department at any time depending upon the requirements..

4. WORK LOAD CALCULATIONS

From the earlier section it may be recalled that successful completion of a paper in a semester makes a candidate to earn a credit value of X+Y if the credit pattern is expressed in X:Y structure (or L+T+P if the credit pattern is in L:T:P structure) for that paper.

It may also be recalled that essentially L-T-P model of education is in principle what was followed by great GURUS in GURUKULA system in ancient India. Thus the origin of credit system of education may be traced to our own Indian culture of learning. It should therefore, be understood that a disciple used to stay all through the term of study in Gurukula with the Guru. This should imply the type of workload on both disciple and the teacher.

If a candidate registers for a paper of the type 2:2 (2:1:1), then he/she has to attend 2 hours/week of lecture classes and 4 hours/week of tutorial/practical/field work. Hence the total contact hours/week for this paper will become 6 hours. If a candidate registers for a total of 20 credits per semester, opting for such 2:2 credit papers, then the total contact hours will be 30 hrs/week.

The following points should be taken into account while calculating the workload:

- A candidate can register for credits as high as permissible maximum per semester.
- A candidate can register for credits as low as permissible minimum per semester.
- A normal workload that a candidate may opt is about 20 credits per semester.
- A candidate is said to have completed the requirements for
 - (i) a Bachelor's degree (BA, B.Sc, B.Com, BBM, BCA) if he/she completes a total of 120 credits in a minimum duration of 6 semesters and a maximum duration of 12 semesters.
 - (ii) a Honor's degree (BA-Honors, BSc-Honors, B.Com-Honors, BBM-Honors, BCA-Honors) subsequent to the successful completion of a Bachelor's degree if he/she completes a total of 40 credits in a minimum duration of 2 semesters and maximum duration of 4 semesters.
 - (iii) a Master's degree, subsequent to the successful completion of Honor's degree if he/she completes a total of 36 credits in a minimum duration of 2 semesters and a maximum duration of 4 semesters.

- A candidate may register for a minimum of say, 12 credits per semester, but it is possible that he/she may earn less than 12 credits in a semester. It may be theoretically possible that he/she may just earn ZERO credits in a semester. However, he/she should register for credits less than or equal permissible maximum and more than or equal to permissible minimum per semester, including the uncleared papers of earlier semester(s), if any.
- A candidate may opt for one paper as self study paper during the Honor's degree course and one paper as a self study paper during the Master's degree course. A self study paper may have a pattern of 1:2 (3 credits) or 1:3 (4 credits), minimizing the contact hours per week with the teacher.
- One minor project called term work may be assigned to a group of two or three students. Accordingly, the quantum of work per student needs to be properly distributed. A 4 credit term work may have a pattern of 1:3 where the students have to contact their supervisor for one hour per week. The workload for a supervisor for two batches of three students is accordingly one hour per week.
- A regular project may be assigned to a single student or to a group of 2 students. Accordingly, the quantum of work per student needs to be properly distributed. A 8 credit project may have a pattern of 1:7 where a student has to contact his/her supervisor for 1 hour per week. The workload for the supervisor for two batches is accordingly 1 hour per week.

In case of core paper and elective paper the workload is calculated as follows:

- The teacher to student ratio for lecture classes can be as high as 1:60 (even upto 1:90 may be considered).
- The teacher to student ratio for tutorial/practical/practice sessions can be 1:20 in case of Humanities subjects and 1:10 in case of Science and Technology subjects.

The workload arising out of a 2:2 credit patterned paper in Humanities stream for a class of 60 students will be

[2 hours of lecture class]+ [2x2 hours of tutorials/practice session X 3 batches of 20 students each] = 14 hours per week.

The work load arising out of a 2:2 credit patterned paper in Science and Technology stream for a class of 60 students will be

[2 hours of lecture class] + [2x2 hours of tutorials/practical sessions X 6 batches of 10 students each) = 26 hours per week.

It should be noted that actual hours spent by a teacher in conducting tutorial/practical may be slightly more than the duration shown above.

Workload of a self-study paper can be interpreted as that of a term work or minor project for a batch of two or three candidates. Not more than 2 batches totaling up to a maximum of 6 candidates may be assigned to a teacher for supervising self study papers.

The proposed teaching workload as per the calculations shown above could be as follows:

10 hours per week for Professor and Chairperson/Professor with additional administrative responsibilities

12 hours per week for Professor/ Associate Professor and Chairperson/Associate Professor with additional administrative responsibilities.

14 hours per week for Associate Professor

16 hours per week for Senior Assistant Professor

18 hours per week for Assistant Professor

This work load excludes the work load of Ph.D and other research candidates/activities.

A group of senior teachers and one or two younger teachers or teaching assistants can jointly offer a course in view of multiple batches arising out of a class of 60 or more students.

The assignments for tutorial and practical sessions should be set by the teachers based on the subject matter covered in the lecture classes. A separate set of supplementary and/ or complementary practical/tutorial exercises may also be assigned.

Some core papers, elective papers, open elective papers and self study elective papers may be designed and offered by Special study Chairs, Special Centres of Studies such as Jagajivan Ram studies, Ambedkar Studies, Gandhian Studies, Women Studies, Law Studies and so on.

Services of recently retired teachers, qualified senior citizens, external experts and veterans in the field may be availed for designing and offering open elective papers, special elective papers, self-study elective papers, term works and project works.

An adjunct faculty member may be assigned with the responsibility of offering one full paper for a class.

Services of all Post Doctoral Fellows (PDFs), Ph.D scholars, research assistants and teaching cum research assistants should be richly utilized for conducting tutorial/practice/field/practical sessions for Honor's classes/Master's Classes.

Services of some of the highly performing Master's degree students may be utilized for conducting tutorials/practice/ practical sessions for Bachelor's degree classes.

In addition to the tutorial/practical exercises assigned individually to every student, to encourage peer/group participation, assignments to a group of 2-3 candidates may also be designed.

5. DIFFERENT COURSES AND PROPOSED CREDIT DISTRIBUTION

5.1 Admission

- 5.1.1 A candidate should have completed +2/PUE/ Equivalent as prescribed by the University to seek admission to Bachelor's degree.
- 5.1.2 A candidate should have completed Bachelor's degree of 3 years (6 Semesters) and should have earned a minimum of 120 credits to seek admission to Honor's Degree or P.G. Diploma.
- 5.1.3 A candidate should have completed Honor's degree/ P.G. Diploma of 1 year (2 semesters) and should have earned a minimum of 40 credits in a cognate discipline or in a discipline recognized as eligible for admission to Master's degree or should have completed a Bachelor's degree of 4 years duration.
- 5.1.4 A Master's degree, subsequent to Honor's/P.G. Diploma of 1 year will be of 1 year (2 semesters) duration and the candidate should earn a minimum of 36 credits to successfully complete Master's degree.

However, the final statement of grades which would be issued after the successful completion of Master's degree (for a candidate who enters into Master's degree subsequent to Honor's degree/PG Diploma) will contain the list of all papers studied and grades earned both at Honor's/P.G. Diploma level and Master's level.

5.2 Add-on facilities

- 5.2.1 A candidate can opt to complete a minimum of 40 credits in excess to the expected 120 credits at Bachelor's degree in one major subject, which enables him/her to earn an **Add-on Diploma** in that subject together with the Bachelor's degree.

However, if a candidate opts to earn a maximum of upto 40 credits in excess to the expected 120 credits at Bachelor's degree choosing different papers then an **Add-on Certification** will be issued to the candidate listing the papers studied and grades earned.

5.2.2 A candidate can opt to complete a minimum of 9 credits in excess to the expected 40 credits at Honor's level/ PG Diploma level in one discipline, which enables him/her to earn an **Add-on Graduate Diploma** together with Honor's degree/PG Diploma.

However, if a candidate opts to earn upto a maximum of 9 credits in excess to the expected normal 40 credits at Honor's level/PG Diploma level by choosing different papers at Honor's level then an **Add-on Graduate Certification** will be issued to the candidate listing the papers studied and grades earned.

5.2.3 A candidate can opt to complete a minimum of 6 credits in excess to the expected 36 credits of Master's level in the concerned discipline of study to acquire proficiency to supplement his/her discipline of study which enables him/her to earn an **Add-on-Proficiency Diploma** together with Master's degree.

However, if a candidate opts to earn upto a maximum of 6 credits in excess of the expected 36 credits at Master's level, as said above, then an **Add-on-Proficiency Certification** will be issued to the candidate listing the papers studied and grades earned.

5.3 Structures of different courses

5.3.1 Bachelor's degree program

A Bachelor's degree course is of 6 Semesters- 3 years duration. A candidate can avail a maximum of 12 semesters – 6 years (in a continuous stretch of 6 years from the date of admission) to complete Bachelor's degree.

A candidate has to complete a total of 120 credits covering Common papers, Core papers, Support elective papers as detailed below:

- Language papers – (Common Papers): 2 languages – English and One more language other than English, 4 papers for each language each with a credit value of 3 in the credit pattern of 2:1 amounting to 24 credits.
- Additional Common Papers – covering Indian Constitution, Environmental Science – 2 papers each with a credit value of 2 in the credit pattern of 2:0 or 1:1 amounting to 4 credits.

- Core-Papers: B.Sc., BA program will be having two major streams. Each major stream should have papers totaling to 40 credits. From two major streams, a candidate has to earn 80 credits.

In case of B.Com, BBM, BCA, all 80 credits will be in a single major stream with the necessary ancillary papers.

Balance of 12 credits should be completed in terms of a term work of 4 credits in a major stream subject to a maximum of 2 term works one per each major stream, and/ or elective papers which may be major centric elective/ language centric elective/ support elective/ an open elective. All these electives in general aim at improving the proficiency of a student at Bachelor's level.

- Provision for an add-on-facility upto a maximum of 40 credits as explained in section 5.2.1 will be created. A candidate who opts to earn an **Add-on-Diploma** will effectively be studying 3 major streams at Bachelor's degree level. To the extent possible provision will be created to accommodate such students who opt for Add-on-Diploma to study 3 major subjects such as PCM, CBZ, PMCSc, PME, MECs..... HEG, HEP..... (Similar to B.Sc/BA courses of 3 optional subjects earlier to the inception of this scheme)
- Proposed distribution of credits for coverage in a normal pace is shown in Table 5.1.




Paper 	Common		CORE		Electives			TOTAL
	Semester 	Language Papers	Additional Common Paper	Major 1	Major 2	Term work	Language Centric/ Major Centric	
Credit Pattern 	2:1	1:1 or 2:0	2:1 or 3:0 or 1:2 for 3 credit courses 2:2 or 3:1 for 4 credit courses		1:3	2:0 or 1:1	1:1	120
I	3+3	2	3+3	3+3	-	-	-	20
II	3+3	2	3+3	3+3	-	-	-	20
III	3+3	-	3+3	3+3	-	-	2	20
IV	3+3	-	3+3	3+3	-	-	2	20
V	-	-	4+4	4+4	4	or 2+2	or 2+2	20
VI	-	-	4+4	4+4	4	or 2+2	or 2+2	20
Total	12 +12=24	04	40 + 40 = 80		12			120

Table 5.1

- A candidate has a provision to go with a slow pace by registering for a minimum of 12 credits in a semester or may go with an accelerated pace by registering for a maximum of 23 credits. A candidate who maintains a pace of 23 credits per semester would be permitted to complete a maximum of 112 credits over 5 semesters. Such a candidate may opt to register for two term works - one in each major stream, in the final semester. This will enable a student to concentrate full time on term works and may seek internship also during such a semester.
- The tuition fee and examination fee of a semester will be in accordance with the number of credits a candidate has registered in that semester.
- A candidate may avail a maximum of two blank semesters in one stretch. However, he has to pay a nominal fee for maintaining a blank semester.

- If a candidate takes more than six semesters to complete the requirement of 120 credits, then he/she has to pay a nominal extra fee for the credits registered during the spilled over semester(s).
- A candidate who decides/opto to avail the add-on facility can register for a maximum of 28 credits per semester including 12-23 credits of regular papers. Such a candidate has to pay extra fee for add-on credits registered.
- Only such candidates who register for a minimum of 20 credits per semester (except in the last semester) excluding the credits of add-on-facility, will be called full time candidates, and only such candidates are eligible to apply for fellowships, scholarships, freeships etc.

5.3.2 Honor’s degree program/ PG Diploma program

A Honor’s degree program/PG Diploma program treated as the first half of a conventional Master’s degree program is of 2 Semesters – one year duration. A candidate can avail a maximum of 4 semesters – two years (in one stretch) to complete Honor’s degree/ PG Diploma.

In a Honor’s degree/PG Diploma, a candidate can specialize in one subject/discipline. The pre-requisite to join a Honor’s degree program/PG Diploma is that a candidate should have successfully completed a Bachelor’s degree with a major subject as specified for admission to Honor’s degree.

It is possible that such a specified major subject could have been completed by a candidate in Bachelor’s degree through add-on-facility.

- A candidate has to complete a total of 40 credits covering the concerned discipline of study, trans-border/cross discipline of study and at least one open elective as detailed below:

-	Core (Hard Core and/ or Soft Core) in the concerned discipline of study	:16 credits
-	Soft Core or Electives in the trans-border/cross discipline of study	:4- 8 credits
-	Open elective entirely from different discipline of study	:3 – 4 credits
-	One term work (minor project work)	:4 credits
-	Balance has to be covered in terms of electives or soft cores from discipline of study or related discipline of study.	

- A candidate can go with a normal pace of 20 credits per semester. However, he/she has a provision to go with a slow pace of 12 credits per semester or an accelerated pace of 26 credits per semester.
- The tuition fee and examination fee of a semester will be in accordance with the number of credits registered in that semester.
- If a candidate takes more than two semesters to complete the requirement of 40 credits, then he/she has to pay a nominal extra fee for the credits registered during the spilled over semester(s).
- A candidate may avail a maximum of two blank semesters in one stretch. However, he/she has to pay a nominal fee for maintaining a semester blank.
- A candidate who decides to avail the add-on-facility can register for a maximum of 28 credits per semester including 12-26 credits of regular papers of Honor's degree/PG diploma. Such a candidate has to pay an additional fee for add-on-credits.
- In lieu of term work a candidate can opt for discipline centric elective or a self study elective.
- Only such candidates who register for a minimum of 20 credits per semester (except in the last semester) excluding the credits of add-on-facility, will be called full time candidates, and only such candidates are eligible to apply for fellowships, scholarships, freeships etc.

5.3.3 Master's degree program

A Master's degree program, treated as second half of a conventional Master's degree program is of 2 semesters one year duration. A candidate can avail a maximum of 4 semesters – 2 years (in one stretch) to complete Master's degree.

In a Master's degree, a candidate should specialize in the same discipline/subject chosen at Honor's degree/PG Diploma. The pre-requisite to join a Master's degree is that a candidate should have successfully completed a Honor's degree/PG diploma in the corresponding subject/discipline or a Bachelor's degree of 4 years duration.

- A candidate has to complete a total of 36 credits covering the concerned discipline of study, trans-border/cross disciplines of study, one project work as detailed below:

-	Core (in the concerned discipline of study)	8 - 10 credits
-	Soft Core/Elective in the trans-border/cross discipline of study	4 - 8 credits
-	Elective from the discipline	4 - 8 credits
-	One term work/One project work	4/8 credits
-	One self study elective in the area of project work	0/3/4 credits
-	Balance, if any, has to be completed in terms of electives or soft cores from discipline of study or related discipline of study	

- A candidate has a provision to go with a normal pace of 18 credits per semester. However, he/she may opt to go with a slow pace of as low as 10 credits per semester or with an accelerated pace of as high as 24 credits per semester.
- The tuition fee and examination fee of a semester will be in accordance with the number of credits registered in that semester.
- If a candidate takes more than two semesters to complete the requirement of 36 credits, then he/she has to pay a nominal extra fee for the credits registered during the spilled over semester (s).
- A candidate may avail a maximum of two blank semesters in one stretch. However, he/she has to pay a nominal fee for maintaining a semester blank.
- A candidate who decides to avail add-on proficiency-facility can register for a maximum of 26 credits per semester including 10-24 credits of regular papers of Master's degree. Such a candidate has to pay additional fee for add-on-credits.
- In lieu of term work/project work a candidate can opt for discipline centric electives including a maximum of two self study electives.

- If a candidate who opts for a project work of 8 credits together with a supporting self study elective of 4 credits can complete the requirement of 24 credits in the first semester and can avail the second semester exclusively for the project work during which period he/she can avail the benefit of internship.
- The teacher who is designated/has opted to supervise would administer the self study elective also for the corresponding candidate(s).
- Only such candidates who register for a minimum of 18 credits per semester (except in the last semester) excluding the credits of add-on-facility, will be called full time candidates, and only such candidates are eligible to apply for fellowships, scholarships, freeships etc.

6. CONTINUOUS ASSESSMENT, EARNING OF CREDITS AND AWARD OF GRADES

Recalling the parallel with the ancient Gurukula system of education, it should be appreciated that the Guru subjected the disciple to continuous assessment and the Guru on one fine day would declare the candidate's graduation.

It should also be emphasized that even in our primary and high school education, it is the teacher who teaches the students assesses their performance and it is he/she who sets the question paper, evaluates the answer books and grades his/her students.

The very notion that every lecture class will be integrated with tutorial/practical session, suggests that the information provided in an abstract form during the lecture class will be assimilated and transformed into knowledge through self-study/assignments to be worked out, to be discussed, presented and/or executed in tutorial/practical sessions. Therefore, every tutorial/practical session provides a slot in which the candidate's performance is assessed and evaluated. The process of such an assessment happens transparently in the presence of the candidate himself/herself.

A teacher who offers a paper shall be responsible in assessing the candidate in that paper. The evaluation of the candidate shall be based on continuous assessment.

A broader structure for evaluation is as follows:

Although assessment and evaluation process happens in time continuous mode, for the purpose of finally letting the candidate know his/her progress periodically, a semester is divided into 3 discrete components for reporting the scores earned by the candidate.

The performance of a student in paper will be assessed for a maximum of 100 marks as explained below.

The continuous assessment and scores of first half of the semester will be consolidated during the 8th week of the semester. During the first half of the semester, the first two units (out of proposed 4 units in a paper) will be completed. This forms the first component of assessment, which will have a weightage of 20% in case of Bachelor's degree and 25% in case of Honor's/Master's degree.

The continuous assessment and scores of second half of the semester will be consolidated during the 16th week of the semester. During the second half of the semester the remaining two units (out of proposed 4 units in a paper) will be completed. This forms the second component of assessment, which will have a weightage of 20% and 25% respectively for Bachelor's and Honor's/Master's degree.

During the 18th -20th week of the semester, a semester-end examination will be conducted. The examinations will be conducted at a pace of one or two papers per day. This forms the third/final component of assessment and the weightage for the final component will be 60% for Bachelor's degree and 50% for Master's degree. The examination will be conducted at the University level. However, a BoS can also exercise its choice to allow at Honor's/Master's degree level, the concerned teachers/department themselves/itself to conduct and evaluate the third/final component without having a formal BoE, as implemented in the Department of Studies in Computer Science.

Finally, awarding the grades should be completed latest by 24th week of the semester.

The details of continuous assessment are summarized in the Table 6.1 and Table 6.2. Table 6.1 is for Bachelor's degree program, Table 6.2 is for Honor's and Master's degree programs.

Component	Units covered in a paper	Weightage	Weightage Unit-wise	Period of Continuous assessment
I	1,2	20%	10%	First half of the semester. To be consolidated by 8 th week
II	3,4	20%	10%	Second half of the semester. To be consolidated by 16 th week
III	Semester end examination	60%	15%	To be completed during 18 th -20 th Week.
Final grades to be announced latest by 24th week				

Table 6.1

Component	Units covered in a paper	Weightage	Weightage Unit-wise	Period of Continuous assessment
I	1,2	25%	12.5%	First half of the semester. To be consolidated by 8 th week
II	3,4	25%	12.5%	Second half of the semester. To be consolidated by 16 th week
III	Semester end examination	50%	12.5%	To be completed during 18 th -20 th Week.
Final grades to be announced latest by 24th week				

Table 6.2

It should be noted (and emphasized) that evaluated papers/assignments during component I and component II of assessment are immediately returned to the candidates. Similarly, photo copies of the evaluated answer books of component III are provided to the candidates at the time of announcement of final grades.

A candidate's performance in every tutorial/practical session is assessed and marks for a maximum of 10 is recorded. On an average one such assessment per week may be carried out.

The assignments that are administered to the candidates could involve: (i) Creative exploration, (ii) Designing and conducting practical experiment/case study, (iii) Problem solving, (iv) Solving desk work exercise problems and so on. The candidate should be compelled to utilize resources in library and from Internet. The assignments should expect creative write-ups, which will not exceed two typed pages. A candidate should be compelled to use computer to prepare such reports. During 7th week for component- I and during 15th week for component –II, the students may have to appear for a test in that paper. In general component I and II should be evaluated through test/seminar/discussion/presentation made by the candidate, assignments, performance in designing and conducting practical works, and such similar performance evaluating activities. However, for an entire batch of students, same criteria for evaluating them would be followed. Component III will be at the end the semester and is based on one written examination or one practical examination or a combination of both written and practical examination or a combination of written examination and viva-voce examination as decided by the Board of Studies. Semester end

examinations (Component III) will be at University level. As indicated earlier it is possible for a BoS to recommend the conduction of Component III also at department level by the teacher concerned without having a formal BoE.

The duration for semester-end practical examination will be 1 hour 30 minutes to 2 hours per paper. The duration for semester-end theory examination will be for 2 hours per paper. A student may have to appear for tests/semester-end examinations in 2 papers per day.

A question paper set for semester-end-examination should not expect a candidate to reproduce the answer by memorizing the topics that he/she has learnt, but should examine the candidate's creative, comprehending, problem solving, interpreting and awareness capabilities.

Single valuation scheme for Bachelor's degree level and for Honor's level and double valuation scheme for Master's degree level could be followed.

Then, a candidate's performance from all 3 components will be in terms of scores, and the total of all three scores will be for a maximum of 100 marks (20%+20%+60% for Bachelor's degree level and 25% + 25% + 50% for Master's/Honor's degree level).

The evaluation of semester-end practical/viva-voce examination, wherever such an examination is insisted to be conducted by Board of Studies, is carried out by a panel consisting of an internal examiner and an external examiner, in case BoS decides that such an examination shall be conducted at University level. The question set for practical examination should also envisage that a candidate should design/propose a practical set up to conduct the experiment. In case of viva-voce, the examiners should particularly test for the creative and problem solving capabilities in a candidate.

The distribution of maximum marks for practical examination is 20 and for theory examination is 40, and the total semester-end-examination is for 60 for Bachelor's degree programs.

The distribution of maximum marks for practical examination/viva-voce is 25 and for theory examination is 25 and the total for semester-end examination is 50 for Honor's/Master's degree program.

The evaluation of component III in case of term work of 4 credits is carried out by a committee of an internal examiner and an external examiner. The evaluation of component III in case of project work of 8 credits is carried out by a committee consisting of the Chairman of BoS/DoS/BoE, or his/her nominee, supervisor and an external examiner invited from other University/Industry/Society /Community/other department within the University.

In case a candidate has not scored 14 out of 40 in Bachelor's degree 20 out of 50 in Honor's/Master's degree in Component I and II put together, such a candidate is said to have DROPPED the paper, and such a candidate is not allowed to appear for third/final component.

The spirit behind continuous assessment is to enable the candidate to perform well and to improve his/her performance.

The successful completion of the paper or otherwise by the candidate is decided as follows:

The candidate will NEVER be said to have FAILED in a paper if he/she is unsuccessful in completing the paper by the end of the semester. On the contrary he/she is said to have DROPPED the paper.

In case a Bachelor's degree candidate has not successfully completed a paper after the semester-end-examination, he/she may avail the benefit of appearing for only semester-end-examination (component III) along with the examination of subsequent semester. A semester-end-examination implies that it is a combination of both practical and theory examinations of the paper, in case practical examination is part of component III of assessment.

However, an unsuccessful candidate has the provision to withdraw a paper and re-register for the paper. If the candidate is un-successful in the second attempt then he/she is deemed to have withdrawn / DROPPED the paper and such a candidate has to re-register for the paper.

In case of a Honor's degree/Master's degree, if a candidate has not successfully completed a paper, then the candidate is automatically assumed to have DROPPED the course. A candidate has to re-register the DROPPED paper when the paper is offered again by the department if it is a compulsory/core paper or can opt to choose a substitute core or an

alternate core or an alternate elective in case of soft core/elective courses. A candidate who is said to have dropped term work/project work has to re-register subsequently. **The details of any dropped paper will not appear in the grade card.**

The tentative/provisional grade card will be issued at the end of every semester indicating the papers completed successfully. Upon successful completion of the Bachelor's degree program a formal consolidated grade card will be issued by the Registrar (Evaluation) of the University. The format of the final grade card to be issued to a candidate who successfully completes a Bachelor's degree may be as shown in Table 6.3

UNIVERSITY OF MYSORE, MYSORE					
NAME					
REGISTER NUMBER					
DEGREE					
NAME OF THE INSTITUTION/COLLEGE					
MAJOR SUBJECTS (s)					
DATE OF JOINING					
DATE OF SUCCESSFUL COMPLETION					
Sl.No.	Code	Paper	Date of Completion	Credit Pattern & Credit Value	Grade Earned
		.			
		.			
		.			
TOTAL CREDITS EARNED					
Cumulative Grade Point Average: CGPA (in the scale of 10) :					
CGPA in terms of percentage :					
Descriptive Grade:					
----- Head of the Institution			----- Registrar (Evaluation)		

Table 6.3

Upon successful completion of Honor's degree/PG Diploma program, a final grade card will be issued by the Registrar (Evaluation) of the University.

Upon successful completion of Master's degree program a final grade card will be issued by the Registrar (Evaluation) of the University, which will consist of grades of all papers of both Honor's degree/PG Diploma and Master's degree. Such a final grade card may be formatted as shown in Table 6.4.

UNIVERSITY OF MYSORE, MYSORE					
NAME					
REGISTER NUMBER		Honor's		Master's	
DEGREE					
DEPARTMENT / DISCIPLINE					
INSTITUTION					
SPECIALIZATION					
DATE OF JOINING		to Honor's		to Master's	
DATE OF SUCCESSFUL COMPLETION		of Honor's		of Master's	
Sl.No.	Code	Paper	Date of Completion	Credit Pattern & Credit Value	Grade Earned
Honor's					
		.			
		.			
		.			
CUMULATIVE GRADE POINT AVERAGE (CGPA in the scale of 10) AT THE END OF HONOR'S					
Master's					
		:			
		:			
		:			
Cumulative Grade Point Average: CGPA (in the scale of 10) at the end of Master's					
NET Credits earned					
NET CGPA from both Honor's and Master's					
CGPA in terms of percentage					
Descriptive Grade:					
----- Chairman/Head of the Institution			----- Registrar (Evaluation)		

Table 6.4

Following is the procedure for awarding the grades for Honor's/Master's degree program

Under the following circumstances a candidate is said to have DROPPED a paper:

1. If a candidate has failed to put in 75% of attendance
2. If a candidate decides to discontinue to study the paper
3. If the candidate has not secured the minimum prescribed in Components I & II put together (that is 20 out of 50).
4. Based on the cumulative assessment of the candidate at the end of Component III, if the candidate is said to have been unsuccessful.
5. If a candidate withdraws the paper within a week after the final grades are notified, to improve the performance.

If **M** is the marks secured by a candidate for a maximum of 100, in a paper, by summing up the scores for all three components, then the **Normalization Committee** (detailed below) will execute the following steps, to grade the performance of the candidate.

A **Normalization Committee** for every paper will be comprising of Chairman of the Department, Chairman of BoS, Chairman of BoE, One Senior faculty member, One more faculty member invited from the sister department and the teacher concerned.

STEP 1: Decide the LOWER CUTOFF to draw the boundary between unsuccessful and successful candidates. This will be based on deeper analysis and logical thinking. The unsuccessful candidates are assumed to have DROPPED the course as described above.

STEP 2: Decide the LOWER-END of the grade and HIGHER-END of the grade that the Committee thinks appropriate, based on careful, deeper and logical reasons, for grading the performance of his/her students in a scale of 10 from 4 to 10. (The Normalization Committee for instance, may decide to award grades from 4 to 8 only in a scale of 10, or to award grades from 5 to 9 only in a scale of 10 and so on).

STEP 3: Accordingly **M** is normalized to **P** as given by the following formulae:

An intermediate score called **U** (Unit score value), spread between 0 and 1 is computed using the expression 6.1.

$$U = [M - \text{Min}(M)] / [\text{Max}(M) - \text{Min}(M)] \quad 6.1$$

Where **M** is the score of the candidate, **Min (M)** is the minimum score in the class, and **Max (M)** is the maximum score in the class in the paper, after eliminating the scores of unsuccessful candidates.

If **A** is the marks corresponding to the LOWER LIMIT of the LOWER-END of the grade decided to be awarded and **B** is the marks corresponding to the UPPER LIMIT of the HIGHER-END of the grade decided to be awarded, then **P** (Normalized Percentage value) is given by the expression 6.2. To decide **A** and **B**, one should refer Table 6.5. For instance if the Normalization Committee decides to grade all successful candidate from 5 to 8 in a scale of 10, then **A=40** and **B=79**. For distribution of grades between 4 and 10, **A=30** and **B=99**. (However, it is also possible to define **A** higher than the lower limit and **B** lower than the upper limit. For instance, for distribution of grades in between 4 and 10, **A = 35, B = 94** may also be chosen)

$$P = [(B - A) \times U] + A \quad 6.2.$$

Finally Table 6.5 gives the grade to be awarded to the student, based on the range in which **P** as computed by 6.2, lies.

Grade (G)	Lower limit (A)	Upper limit (B)	For deciding the grade, range for P
Lowest: 4	30	39	$30 \leq P < 40$
5	40	49	$40 \leq P < 50$
6	50	59	$50 \leq P < 60$
7	60	69	$60 \leq P < 70$
8	70	79	$70 \leq P < 80$
9	80	89	$80 \leq P < 90$
Highest: 10	90	99	$90 \leq P < 100$

Table 6.5

Step 4: The semester-end Grade Point Average (SGPA) and the Course-end Cumulative Grade Point Average (CGPA) are computed as follows:

If G is the grade awarded to the candidate as described in Step 3, and if CV is the Credit Value for the paper (for instance CV=4 for 2:2 credit patterned paper) then the grade point in that paper is given by

$$GP = CV \times G \quad 6.3$$

Sum of all GPs in the semester

$$SGPA = \frac{\text{Sum of all GPs in the semester}}{\text{Sum of credits completed in the semester}} \quad 6.4$$

Sum of credits completed in the semester

Sum of all GPs

$$CGPA = \frac{\text{Sum of all GPs}}{\text{Sum of credits up to the end of the course}} \quad 6.5$$

Sum of credits up to the end of the course

Note that the expected sum of the credits up to the end of the course will be 120 for the successful completion of Bachelor's degree, 40 for the successful completion of Honor's degree, 36 for the successful completion of Master's and 76 (40+36) for formally issuing the grade card to a Master's degree holder.

Finally CGPA is expressed to an accuracy of three decimal digits.

If percentage equivalence is required it is CGPA multiplied by 10.

For the purpose of awarding descriptive gradation (if required), the Table 6.6 may be employed.

CGPA	% Equivalence (if required)	Description gradation (if required)
$7.5 \leq CGPA \leq 10$	$CGPA \times 10$	DISTINCTION
$6 \leq CGPA < 7.5$	$CGPA \times 10$	FIRST CLASS
$5 \leq CGPA < 6$	$CGPA \times 10$	SECOND CLASS
$4 \leq CGPA < 5$	$CGPA \times 10$	PASS CLASS

Table 6.6

Any candidate dissatisfied with the evaluation will be provided with a provision to appeal as per provision for appeal explained at the end of this section.

Following is the procedure for awarding the grades for Bachelor's degree program

Under the following circumstances a candidate is said to have DROPPED a paper

1. If a candidate has failed to put in 75% of attendance
2. If a candidate decides to discontinue to study the paper
3. If in component I and component II put together the candidate has not secured the minimum prescribed (that is 14 out of 40).
4. If at the end of component III the candidate has remained unsuccessful, and remains unsuccessful even after one re-appearance during the subsequent semester-end-examination
5. If a candidate withdraws a paper after final grades are notified to improve the performance.

After the completion of the valuation of answer scripts of semester-end examination, a **Review Committee** for every paper consisting of two experienced/senior teachers is constituted. If the answer scripts pertaining to a paper is valued by K number of teachers, then about 9K number of valued answer scripts are drawn randomly from the pool of answer books evaluated by all K examiners in such a way that there are $\frac{2}{3}$ scripts from the range of minimum marks awarded by each examiner, $\frac{2}{3}$ scripts from the range of maximum marks awarded by each examiner and remaining $\frac{2}{3}$ scripts from the middle range of marks awarded by each examiner. The two examiners of the review committee jointly will evaluate these papers again. This process will provide the **true-minimum** and **true-maximum** to be awarded and also will provide the average deviation in marks with respect to all those answer scripts valued by a particular examiner. Finally, the K-sets of such details would be provided by the Review Committee, each set of details corresponding to the answer scripts evaluated by each examiner.

With this knowledge the marks awarded by a valuer for all the answer scripts evaluated by him/her are normalized to lie in between the true-minimum and true-maximum. Same process is repeated for all K sets.

Once this process is completed, then the total marks in a paper is the accumulated total of components I and II, normalized component III and marks in practical/viva-voce examination if applicable. This will be for a maximum of 100 marks. Let this be M.

Henceforth, the procedure is same as described earlier for awarding the grades for Honor's/Master's degree program.

Provision for appeal

A candidate, if dissatisfied with the grades that he/she has got with a feeling that he/she is unnecessarily penalized can approach the grievance cell with the written submission together with all facts, factual and all the assignments, test papers etc, which were evaluated. He/she can do so before the semester-end examination (based on 2 continuous assessment components already completed) or after the semester-end examination. The grievance cell is empowered to revise the grades if the case is genuine and is also empowered to penalize the candidate if his/her submission is found to be baseless and unduly motivated. This cell may recommend to take disciplinary/corrective action on an evaluator if he/she is found guilty. The decision taken by the grievance cell is final.

The Registrar (Evaluation) will be the Chairman and Convenor of the grievance cell. For every subject there will be one grievance cell. The composition of the grievance cell is as follows.

1. Three senior faculty members (other than those concerned with the evaluation of the paper concerned) drawn from the department/discipline and/or from the sister departments/sister disciplines.
2. Three senior faculty members/subject experts drawn from outside the University department.
3. The Registrar (Evaluation) ex-officio Chairman/Convenor
4. The Dean, of the respective faculty
5. Additional lady faculty member (in case not covered by 1,2,3,4,6 and 7).
6. Additional faculty member from a minority community (in case not covered by 1,2,3,4,5 and 7) and
7. The Chairman BoS, Chairman DoS and Chairman BoE

The appropriate fee as fixed by the University shall be collected from the candidate who goes for an appeal to the grievance cell.

7. SPECIAL PROGRAMS

M.Tech program for which the admission is based on BE/BTech of 4 years duration or Master's degree in Mathematical Sciences will continue to remain as a program of 4 semesters – 2 years. MCA and MBA program for which admission is based on a Bachelor's degree of 3 years/ 4 years will also continue to maintain the status quo. LLM program continues to be a Master's degree of 2 years/ 4 semesters. MS program in Computer Science which is a program of 3 years (6 semesters) subsequent to Bachelor's degree of 3 years shall henceforth provide three exit and two entry points in place of one entry and two exit points. BScEd, BAEd programs continue to be of 8 semesters. However, BEd program will be on par with Honor's/PG diploma program. The MEd program is already in the format of one year Master's degree program.

Similar to MS program in Computer Science, it could be possible to extend Master's degree by one more year (two semesters) to provide a more professional exit to a candidate with an award of Master's degree with Honor's. It may also be possible to treat this Master's with Honors as a program coinciding with the course work period of Ph.D program.

8. CONCLUSION:

In conclusion it could be observed that a student is provided with such an academically rich, highly flexible learning system blended with abundant provision for skill-practice that he/she could learn in-depth, could transform him/herself to be creative, penetrative and applicative and finally he/she could become potential enough to excel in any career he/she chooses.

A student can exercise the option to decide his/her pace of learning-slow, normal or accelerated, plan and sequence his/her choice of papers, learn to face challenges through term work/project work and further, may venture out to acquire extra knowledge/ proficiency through add-on-facilities created. A student enjoys an extra-ordinary benefit that no more his scores would be in terms of marks which may fail to portray effectively his/her performance always and in all papers studied by him/her, but would be in terms of grades, computed through a more scientific and a logical process of normalization, which imbibes the advantages of relative weighing of the performances against evaluating in an absolute way, overcoming the differences in scores due to valuation by different evaluators and their possible inclination towards subjectivity, and surpassing such other inconveniences that could happen in a conventional evaluation system.

The greatest advantage is that the learning process is made continuous and equally the evaluation process is not only made continuous also made learner-centric and is designed to recognize the creativity, talent, intelligence, originality and capability in a candidate. The evaluation process is kept transparent. Above all a learner still has an advantage to appeal in case he/she is unsatisfied with the grade he/she has got.

Learning process is made student-friendly through more tutorial/practical/practice sessions and by bringing a teacher closer and closer to students in such sessions for interactions. Lecture classes of monologue nature are avoided.

Over a span of 5 years of higher education, a student can now enjoy to acquire three degrees- Bachelor's degree at the end of 3 years, Honor's degree at the end of next one year and Master's degree by the end of subsequent one year. At every level a student would be made to feel that he is fit enough to continue further or opt to quit and take up a job or deviate

his course of study. Honor's degree is so designed to give much anticipated stretch of one more year to Bachelor's degree providing a candidate with a specific orientation and sophistication in a particular discipline of study. Honor's degree can also be viewed as the first half of Master's degree providing a candidate with a strong foundation to accomplish the much anticipated mastery in the discipline of study during the year of Master's program subsequent to the period Honor's program.

Thus a candidate who successfully completes a Master's degree would have got trained in one discipline/subject in two years undergoing learning process through a sequence of proposed Honor's and Master's programs. It may also be proposed to extend Master's degree by one more year (two semesters) for an award of Master's degree with Honors.

Although the major thrust is to make the entire program learner-centric, the new credit based choice based grading pattern education system is so designed that every teacher also would equally enjoy teaching and training the students. Therefore, and also since, the University is already recognized as a Model University and an Institution of Excellence, the University of Mysore cannot just afford to stand static, and just cannot afford to sidetrack from the distinguished status of being a lead institution. Hence, the University shall step towards credit based, choice based continuous assessment and grading pattern.