

1. Curricular Aspects (150)

1.1 Curriculum Design and Development (50)

1.1.2 Percentage of programs where syllabus revision was carried out during the last five year

Programme Code	Programme name	Name of the Department
BA01	BA in History, Economics, Geography	Arts
BA02	BA in History, Economics, Political Science	Arts
BA03	BA in Kannada, Economics, Geography	Arts
BA04	BA in Kannada, Economics, Political Science	Arts
BA05	BA in History, Economics, English	Arts
BA06	BA in Journalism, Political Science, English	Arts
BA01	BA in History, Economics, Geography	Arts
BA02	BA in History, Economics, Political Science	Arts
BA03	BA in Kannada, Economics, Geography	Arts
BA04	BA in Kannada, Economics, Political Science	Arts
BA05	BA in History, Economics, English	Arts
BA06	BA in Journalism, Political Science, English	Arts
BA03	BA in Kannada, Economics, Geography	Arts
BA04	BA in Kannada, Economics, Political Science	Arts
BA11	BA in Economics, Geography	Arts
BA12	BA in History, Political Science	Arts
BA13	BA in Kannada, Geography	Arts
BA14	BA in History, English	Arts
BA15	BA in Journalism, English	Arts
BSc01	BSc in Physics, Chemistry, Mathematics	Science
BSc02	BSc in Physics, Mathematics, Computer Science	Science
BSc05	BSc in Chemistry, Zoology, Biotechnology	Science
BSc06	BSc in Biochemistry, Microbiology, Biotechnology	Science

BSc07	BSc in Botany, Biochemistry, Microbiology	Science
BSc08	BSc in Chemistry, Botany, Zoology	Science
BSc01	BSc in Physics, Chemistry, Mathematics	Science
BSc02	BSc in Physics, Mathematics, Computer Science	Science
BSc03	BSc in Physics, Mathematics, Computer Maintenance	Science
BSc04	BSc in Physics, Mathematics, Electronics	Science
BSc05	BSc in Chemistry, Zoology, Biotechnology	Science
BSc06	BSc in Biochemistry, Microbiology, Biotechnology	Science
BSc07	BSc in Botany, Biochemistry, Microbiology	Science
BSc08	BSc in Chemistry, Botany, Zoology	Science
BSc01	BSc in Physics, Chemistry, Mathematics	Science
BSc02	BSc in Physics, Mathematics, Computer Science	Science
BSc03	BSc in Physics, Mathematics, Computer Maintenance	Science
BSc04	BSc in Physics, Mathematics, Electronics	Science
BSc01	BSc in Physics, Chemistry, Mathematics	Science
BSc02	BSc in Physics, Mathematics, Computer Science	Science
BSc03	BSc in Physics, Mathematics, Computer Maintenance	Science
BSc04	BSc in Physics, Mathematics, Electronics	Science
BSc05	BSc in Chemistry, Zoology, Biotechnology	Science
BSc06	BSc in Biochemistry, Microbiology, Biotechnology	Science
BSc07	BSc in Botany, Biochemistry, Microbiology	Science
BSc08	BSc in Chemistry, Botany, Zoology	Science
BCA01	Bachelor of Computer Applications	Science
BCA01	Bachelor of Computer Applications	Science
BCA01	Bachelor of Computer Applications	Science
BCA01	Bachelor of Computer Applications	Science
BCOM01	Bachelor of Commerce	Commerce
BCOM01	Bachelor of Commerce	Commerce
BBM01	Bachelor of Business Management	Commerce
BBA01	Bachelor of Business Administration	Commerce

BVOFP	BVoc in Food Processing and Engineering	Vocation
BVOFP	BVoc in Food Processing and Engineering	Vocation
BVOSD	BVoc in Software Development	Vocation
PHY	MSc in Physics	Physics
PHY	MSc in Physics	Physics
CHE	MSc in Chemistry	Chemistry
CHE	MSc in Chemistry	Chemistry
CHE	MSc in Chemistry	Chemistry
MAT	MSc in Mathematics	Mathematics
CS	MSc in Computer Science	Computer Science
CS	MSc in Computer Science	Computer Science
CS	MSc in Computer Science	Computer Science
CS	MSc in Computer Science	Computer Science
BIC	MSc in Biochemistry	Biochemistry
BIC	MSc in Biochemistry	Biochemistry
BIT	MSc in Biotechnology	Biotechnology
BIT	MSc in Biotechnology	Biotechnology
KAN	MA in Kannada	Kannada
KAN	MA in Kannada	Kannada
ENG	MA in English	English
ENG	MA in English	English
ENG	MA in English	English
ENG	MA in English	English
MSW	Social Work	Social Work
MSW	Social Work	Social Work
MSW	Social Work	Social Work
MCO	Commerce	Commerce
MCO	Commerce	Commerce
MCO	Commerce	Commerce
FPE17	Master of Vocational	Food Processing & Engineeri

s (20)

Year of Introduction	If revision has been carried out in the syllabus during last 5 years	Year of revision	Percentage of Syllabus content added or replaced
1964	YES	2013-14	12%
1964	YES	2013-14	12%
1964	YES	2013-14	12%
1964	YES	2013-14	12%
1964	YES	2013-14	27%
2015	YES	2013-14	15%
1964	YES	2015-16	7%
1964	YES	2015-16	12%
1964	YES	2015-16	3%
1964	YES	2015-16	13%
1964	YES	2015-16	25%
2015	YES	2015-16	28%
1964	YES	2016-17	3%
1964	YES	2016-17	3%
1964	YES	2017-18	86%
1964	YES	2017-18	65%
1964	YES	2017-18	60%
1964	YES	2017-18	62%
2017	YES	2017-18	96%
1964	YES	2013-14	2%
1988	YES	2013-14	10%
2001	YES	2013-14	6%
2001	YES	2013-14	12%

1993	YES	2013-14	12%
1964	YES	2013-14	5%
1964	YES	2014-15	16%
1988	YES	2014-15	10%
2001	YES	2014-15	9%
1983	YES	2014-15	14%
2001	YES	2014-15	9%
2001	YES	2014-15	9%
1993	YES	2014-15	9%
1964	YES	2014-15	9%
1964	YES	2016-17	10%
1988	YES	2016-17	10%
2001	YES	2016-17	10%
1983	YES	2016-17	10%
1964	YES	2017-18	38%
1988	YES	2017-18	43%
2001	YES	2017-18	35%
1983	YES	2017-18	49%
2001	YES	2017-18	27%
2001	YES	2017-18	16%
1993	YES	2017-18	16%
1964	YES	2017-18	27%
2008	YES	2013-14	37%
2008	YES	2014-15	16%
2008	YES	2015-16	2%
2008	YES	2017-18	41%
1964	YES	2015-16	58%
1964	YES	2017-18	100%
1968	YES	2015-16	48%
1968	YES	2017-18	81%

2014	YES	2015-16	6%
2014	YES	2016-17	20%
2014	YES	2016-17	27%
2011	YES	2015-16	21%
2011	YES	2017-18	12%
2011	YES	2014-15	10%
2011	YES	2016-17	3%
2011	YES	2017-18	5%
2012	YES	2017-18	9%
2008	YES	2013-14	6%
2008	YES	2015-16	28%
2008	YES	2016-17	17%
2008	YES	2017-18	4%
2007	YES	2015-16	8%
2007	YES	2016-17	3%
2006	YES	2016-17	1%
2006	YES	2017-18	34%
2011	YES	2013-14	7%
2011	YES	2015-16	19%
2012	YES	2013-14	35%
2012	YES	2014-15	23%
2012	YES	2016-17	14%
2012	YES	2017-18	5%
2001	YES	2015-16	3%
2001	YES	2016-17	6%
2001	YES	2017-18	6%
2010	YES	2013-14	19%
2010	YES	2016-17	8%
2010	YES	2017-18	30%
2014	YES	2016-17	60%



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# **University of Mumbai**



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NAAC ACCREDITED  
(2001-2006)

## **Manual**

**On**

### **Semester Based, Credit and Grading System**

**For**

### **Under Graduate (UG) Programmes**

**Under**

### **The Faculty of Arts**

**With Effect from the Academic Year  
2011-12**

# Manual on Semester Based Credit and Grading System implemented in University of Mumbai:–

@ University of Mumbai, 2011,

First Edition: June, 2011

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An official Manual of Semester Based Credit and Grading System is being published for the first time for the use of administrators, teachers, administrative staff and learners to make them acquainted with the Semester Based Credit and Grading system to be implemented at the University of Mumbai with effect from the Academic Year 2010-11. The following members have contributed for writing of the content of this manual and its preparation.

## **Contributed by,**

- Dr. Rajan M. Welukar, Vice Chancellor, University of Mumbai,
- Prin. Dr. S. T. Gadade, Member, Management Council & Former Dean, Faculty of Commerce,
- Prin. (Mrs.) Parvati Venkatesh, Former Dean, Faculty of Arts,
- Prof. S. B. Patil, Former Dean, Faculty of Science,
- Prin. Dr. T. P. Madhu Nair, Dean, Faculty of Commerce,
- Dr. P. G. Jogdand, Dean, Faculty of Arts,
- Prin. Dr. (Mrs.) Madhuri Pejawar, Dean, Faculty of Science,
- Dr. Suresh K Uakrande, Dean. Faculty of Technology
- Prin. Sunil B. Mantri, Member, SVKM's Narsee Monjee College of Commerce & Economics
- Dr. (Mrs.) Anuradha Deshmukh, Director, Centre for Collaboration & Special initiatives, Special Invitee from YCMOU, Nasik,
- Prof. Vilas B. Shinde, Controller of Examinations, University of Mumbai and Member Secretary of the Committee.

## **Compiled & Published by,**

Prof. Vilas B. Shinde, Controller of Examinations, University of Mumbai, Vidyanagari, Mumbai

## **Front Page Cover Designed by,**

Prof. Nitin Keny, Former Dean, Faculty of Fine Arts,

## **Printed at,**

Mumbai University Press, M. J. Phule Bhavan, Vidyanagari, Santacruz (East), Mumbai- 400 098

# Contents

Foreword by the Vice-Chancellor

Preface by the Controller of Examinations

Unit 1: Introduction

- 1.1 Need for academic reforms in Indian Higher Education.
- 1.2 Recommendations of National Regulatory Authorities.
- 1.3 Rationale for introduction of CBCS.
- 1.4 Scientific approach to implementation.
- 1.5 General recommendations for use of CBCS.

Unit 2: Basic Concepts

- 2.1 Overview.
- 2.2 Key Terms (Terminology).
- 2.3 Dimensions of Credit Transfer.
- 2.4 Types of Credit Transfer.
- 2.5 Issues to be addressed.

Unit 3: Curriculum Development Policy of University of Mumbai

- 3.1 Introduction.
- 3.2 Levels of Programmes
- 3.3 Programmes available in the University of Mumbai under the faculty of Arts.

Unit 4: Assigning Course wise Credits: Steps for implementation

- 4.1 General guidelines.
- 4.2 Assignment of Credits.
- 4.3 Credit Based Evaluation System.
- 4.4 Performance Grading.

Unit 5: Introduction of the Grading System in University of Mumbai

- 5.1 Introduction.
- 5.2 What is grading?
- 5.3 Encumbrances to Evaluations Reforms.
- 5.4 Deficiencies in the traditional Marking system.
- 5.5 Advantages of grading system.
- 5.6 The seven point Grading System.
- 5.7 Conversion of Marks into Grades & Calculation of GPA.
- 5.8 Reporting of learner performance.(Grade Card)
- 5.9 Format of the Grade Cards.

Unit 6: Programmes under the faculty of Arts along with the assignment of Credits.

Annexure

Acknowledgment

# University of Mumbai



## FOREWORD

It gives me great pleasure to present the first edition of the Manual on Semester Based Credit and Grading System developed for the University of Mumbai. This, to my mind, is not just a matter of mere compliance of directives or recommendations stipulated from time to time by the University Grants Commission, the National Knowledge Commission and the Governmental bodies, but rather is the outcome of an exhaustive exercise involving serious deliberations with representatives of all the Faculties under the University of Mumbai. While doing so, conscious efforts have been made to incorporate the unique needs of each faculty and align these with the credit based systems operating elsewhere in the country as well as in other parts of the globe.

It is hardly a debatable matter now as to whether a University or any other higher education provider for that matter should adopt a Credit Based System or not. We must recognize the fact that every student has the right to learn what he wants to learn and from wherever he wants to learn. The system of assigning Credits to each course or module undertaken and allowing flexibility of course combinations both within an institution as well as across institution respects this 'Autonomy' of the student. We are today living in an age where – thanks to the interventions of technology – it should be possible for every student to create his own course combinations through picking and choosing from various institutions and construct his own degree in a typical 'cafeteria' approach to learning. This will only happen if all the higher education providers speak the same language. The Credit Based System which provides a clear accounting of the student's efforts and learning load, places the student at the centre stage of all academic transactions and facilitates the bringing of all the education providers on a common platform. In this sense, the system is ideally suited for respecting the independence of the student and promoting the much required 'Learner Mobility'. It is imperative; therefore, that every forward looking institution takes a bold step in setting up an appropriate Credit Based System and the University of Mumbai cannot afford to lag behind.

This being the First Edition of the specially prepared Manual in this regard, we are fully aware that there are bound to be modifications that would be required in subsequent editions. An attempt has been made here, however, to explain each new concept and term, relate it to the prevalent system, and illustrate how it can be implemented. While it cannot be claimed that every conceivable issue arising as a result of adoption of the Credit Based System has been addressed in this manual, I do believe that the major matters have been



suitable dealt with. I am especially thankful to all the Deans of the different Faculties of the University and all the others who have painstakingly contributed in one way or the other to see that the Manual has reached its present form.

I now request each user of this Manual to not only acquaint himself/ herself with the basic concepts, terminology and operational steps stated herein, but to actually implement the system and experience its strengths. I am fully aware that switching over from an age-old system to a completely new one is not an easy task, particularly in view of the fact that the implementation has to take place on a massive scale. This is undoubtedly going to call for a new learning, additional efforts on the part of the teaching community and above all, a different mind-set. I am confident, however, that in due course, all the doubts and misgiving that may exist about this system will be sorted out and that with all the inputs and suggestions coming from different quarters, we shall soon be able to come out with a modified and improved next edition of this manual. I look forward to this day and I wish each one of you the very best in your efforts at serving the students better.

Keeping in mind the learner centric approach.

Best wishes!

Date: - 09<sup>th</sup> June, 2011  
Place: - Mumbai

(Dr. Rajan Welukar)  
Vice Chancellor

# University of Mumbai



## **PREFACE**

It is a great pleasure for me to get the opportunity to contribute in writing of this manual and present this information and guidelines of Semester Based Credit and Grading System in the form of Manual.

The Ordinances and Regulations related to introduction of semester pattern with Credit and Grading System for UG and PG programmes of Arts, Science and Commerce faculties have been accepted by the Academic Council at its meeting held on 10<sup>th</sup> June, 2010 vide Item No. 4.86, 4.61 and 4.66 respectively and subsequently the Management Council has given the concurrence at its meeting held on 18<sup>th</sup> July, 2010 to the Credit and Grade Point System with minor changes and resolved to conduct the workshops and training programmes for the teachers and administrative staff to make them acquainted with the system of Credit and Grade Point System. In pursuance of the resolution of the Management Council, a series of meetings of all the Deans of faculties and Controller of Examinations were convened by the Hon'ble Vice Chancellor. The Deans of various faculties submitted a strategy for implementation steps of this Semester Based Credit System.

This manual of information containing the guidelines of Semester Based, Credit and Grade Point System about the programmes under the faculty of Arts, Science and Commerce. This manual consists of six units with subunits. The first unit has explained about all the introductory information about the need of reforms in the higher education, recommendation of various committees, national regulatory bodies and the information of the reforms are taking place at the international & national level. It is also explain about the introduction of Choice Based Credit System and its scientific approach of the implementation.

The second unit of this manual has explained about the basic concept of credit based systems and its terminology with credit transfer, credit shelf and so on. The credit transfer is one of the best practices which will help the learner to transfer from one course to another with accumulating the required credits. The third unit has elaborated the curriculum development policy of University of Mumbai which has explained the various levels of the programme along with its duration and the eligibility criteria. The fourth and fifth unit has explained about the assignments of credits to the courses, semesters & programmes and the complete grade point system & its calculations respectively.

I am very much thankful to the present & former Deans of Various Faculties, Chairpersons of various BOS and Dr. (Mrs.) Anuradha Deshmukh for contributing the scientific information about credit system in this manual. I am grateful to the Hon'ble Vice Chancellor Dr. Rajan Welukar for giving me the opportunity to publish this informative document in the form of Manual and also for his continuous support and guidance to me in compiling this valuable information and present before to you all.

I am sure that this manual of detailed information will easy to understand the credit & grading system and definitely useful to all the stake holders and learner/s in particular.

Thanking You!

Place: - Mumbai

Date: - 09<sup>th</sup> June, 2011

(Prof. Vilas B. Shinde)

Controller of Examinations

# Unit 1: Introduction

## 1.1 Need for academic reforms in Indian Higher Education

Higher education today, especially in the Indian context has assumed major importance. Although operating one of the largest systems of higher education in the world and despite the fact that India is a much favoured destination for education especially among the developing countries, there are frequent concerns about the quality of education imparted and its overall impact on the country's nation building process. Particularly under attack is the resistance to bring about long term academic reforms in the system. Among the various lacunas in the system is the absence of a comprehensive national framework for facilitating mutual give and take of the academic programmes offered by the different higher education providers in the country. With 'twinning programmes' and 'joint degree' initiatives as well as 'study abroad' programmes gaining increased momentum in several parts of the globe, the importance given to 'mobility of learners' and the need for offering flexible curricular choices to them, it has now become necessary to take a serious re-look at the system and introduce reforms wherever possible.

## 1.2 Recommendations of National Regulatory Authorities

- **The University Grants Commission (UGC), the National Assessment and Accreditation Council (NAAC), the Distance Education Council (DEC) and even the National Knowledge Commission (NKC)** have time and again come out with recommendations for improving the quality and effectiveness of Higher education provisions in the country. The ministry of Human Resource Development at the Central level and the Ministry of Higher & Technical Education, Govt. of Maharashtra have also repeatedly stressed on the need for universities to pay prompt attention to some of the weaknesses that plague the system and undermine its very credibility. An important concern voiced more strongly in recent times, is the need to develop a Choice-Based Credit System (CBCS) in tune with global trends and the adoption of a sound grading system for reflecting learner performance. To quote Shri S. K. Tripathi, former Secretary, Dept. of Secondary and Higher Education, Ministry of Human Resource Development, Govt. of India, “..... *The demand for socially relevant, economically productive, globally competitive, culturally sustaining and individually satisfying programmes that cater to the needs of the present times is fast growing. The constraints of pursuing programmes and participation in pre-determined combination of subjects pose rigidities not in keeping with the demands of the changing times....* ***There is today a need for a fully convertible credit-based system acceptable to other universities.***

**Recommendation of the UGC** in its *Action Plan for Academic and Administrative Reforms* (Ref. UGC letters January 2008; March 2009)

*“..... Curricular flexibility and learners' mobility is an issue that warrants our urgent attention. These can be addressed by introducing credit based courses and credit accumulation. In order to provide with some degree of flexibility to learners, we need to provide for course duration in terms of credit hours and also a minimum as well as a maximum permissible span of*

*time in which a course can be completed by a learner... The Choice-Based Credit System (CBCS) imminently fits into the emerging socioeconomic milieu, and could effectively respond to the educational and occupational aspirations of the upcoming generations. In view of this, institutions of higher education in India would do well to invest thought and resources into introducing CBCS. Aided by modern communication and information technology, CBCS has a high probability to be operationalised efficiently and effectively — elevating learners, institutions and higher education system in the country to newer heights... ”.*

**The National Knowledge Commission (NKC)** under the chairmanship of Mr. Sam Pitroda, in its report to the Prime Minister on 29th November 2006) has also reiterated the importance of Higher education and the contribution it has made to economic development, social progress and political democracy in independent India. However, the Commission has also pointed out to a “serious cause for concern” at this juncture. According to Mr. Pitroda, “ .... *it is important for us to recognize that there is a quiet crisis in higher education in India which runs deep. And the time has come to address this crisis in a systematic, forthright manner. .... There is today a need for a transition to a course credit system where degrees are granted on the basis of completing a requisite number of credits from different courses, which provides learners with choices....*

The **National Assessment and Accreditation Council (NAAC)** also gives special importance to ascertaining whether a Choice Based Credit System (CBCS) is in place in any given institution when assessing it.

### **1.2.1 At the global level**

All the major higher education providers across the globe are operating a system of credits. The European Credit Transfer System (ECTS), the ‘National Qualifications Framework’ in Australia, the Pan-Canadian Protocol on the Transferability of University Credits, the Credit Accumulation and Transfer System (CATS) in the UK as well as the systems operating in the US, Japan, etc are examples of these.

### **1.2.2 The Concept of CBCS in brief**

While explanations of the several terms related to the development of a Choice-Based Credit System are given later, it is important to know that CBCS essentially implies a redefining of the curriculum into smaller measurable entities or ‘modules’ with the hours required for studying/‘learning’ these – not ‘teaching’ - being at the primary focus and the development of a mechanism whereby these modules can be combined in different ways so as to qualify for a Certificate, Diploma or Degree. In a sense, therefore, the completion of a single ‘Module’ of learning can pave the way for learning other modules either in the same institution or elsewhere and a combination of modules in keeping with the needs and interests of the learners illustrates the much talked about ‘cafeteria approach’ to learning with the Learner at the centre stage of all academic transactions.

### 1.3 Rationale for introduction of CBCS

The UGC while outlining the several unique features of the Choice-Based Credit System (CBCS) has, in fact, given in a nutshell, the rationale for its introduction. Among the features highlighted by the UGC are: *Enhanced learning opportunities, ability to match learners' scholastic needs and aspirations, inter-institution transferability of learners (following the completion of a semester), part-completion of an academic programme in the institution of enrolment and part-completion in a specialized (and recognized) institution, improvement in educational quality and excellence, flexibility for working learners to complete the programme over an extended period of time, standardization and comparability of educational programmes across the country, etc.* Some of the specific advantages of using the Credit system as outlined in the available literature on the topic are as listed below:

#### Advantages of the Credit System

- Represents a much-required shift in focus from teacher-centric to learner-centric education since the workload estimated is based on the investment of time in learning, not in teaching.
- Helps to record course work and to document learner workload realistically since all activities are taken into account - not only the time learners spend in lectures or seminars but also the time they need for individual learning and the preparation of examinations etc.
- Segments learning experience into calibrated units, which can be accumulated in order to gain an academic award.
- Helps self-paced learning. Learners may undertake as many credits as they can cope with without having to repeat all the courses in a given semester if they fail in one or more courses. Alternatively, they can choose other courses and continue their studies.
- Affords more flexibility to the learners allowing them to choose inter-disciplinary courses, change majors, programmes, etc.
- Respects 'Learner Autonomy'. Allows learners to choose according to their own learning needs, interests and aptitudes.
- Makes education more broad-based. One can take credits by combining unique combinations. For example, if a learner is studying music, he/she can also simultaneously take a course in Business Management.
- Facilitates Learner Mobility. Offers the opportunity to study at different times and in different places. Credits earned at one institution can be transferred to another.
- Helps in working out twinning programmes.
- Is beneficial for achieving more transparency and compatibility between different educational structures.
- A credit system can facilitate recognition procedures as well as access to higher education for non-traditional learners.

## **1.4 Scientific approach to implementation**

Any institution desirous of working out a comprehensive Credit system needs to adopt a systematic approach that handles most, if not all the aspects that need attention. Introducing the Credit system without adequate policy formulation and clear implementation guidelines is quite likely to encounter problems that are dealt with through ad hoc decisions. Such decisions may have long-term consequences which cannot easily be set right. Care has to be taken to see that the learner, who must be the ultimate beneficiary of the system, does not suffer academically because of absence of procedures or lack of adequate attention to detail when evolving the system. Apart from the fact that any form of injustice caused to the learner - the ultimate 'consumer' in the educational process – can lead to legal issues, the lack of a comprehensive approach may affect the key features like curricular flexibility, learner autonomy and learner mobility that are central to the system. The following major steps should, therefore, be taken by any higher education provider wanting to introduce the Credit System. The steps given herein apply both to the annual pattern as well as the semester pattern. These have been grouped into two categories viz. steps to be taken at the programme level, involving a micro-approach and steps to be taken at the institutional level, involving a somewhat macro approach.

### **A] At the Programme level**

1. Specify for each academic programme considered at the Certificate / Diploma / Degree level (Undergraduate or Post-graduate level), the programme structure (core courses, optional courses, etc and their year wise distribution if applicable), entry level requirements, minimum and maximum duration for successful completion, programme objectives, teaching-learning strategies (number of teaching hours/lecture hours, tutorial hours, practical conduct hours, etc involved) and evaluation components (nature and number of assignments, tutorials, tests, etc.) for the entire programme. Identify also the modules / courses that may be studied either as part of the programme or may be taken up independently.
2. Given the syllabus to be considered under each course included in a given programme, specify the objectives of each course.
3. Break up the syllabus of each course into smaller components called 'Units' and state the Specific Learning Outcomes (SLO) for each Unit.
4. By and large, in a given year consider that on an average a learner may undertake courses totaling between 36 to 40 Credit Points (Taking into consideration that 1 Credit Point is equal to approximately 30 hours of study.)
5. Considering the nature of content to be studied for each course, number of lectures / practicals to be conducted and the evaluation components to be completed under each course, distribute the credit points among the different course components of the programme to be completed in a given year. As a thumb rule, each course should normally be in the range of 4 to 6 Credit Points.
6. Allocate the course wise credits based on an estimate of the number of hours that would be required by an average learner to fulfill the basic requirements of the course including time spent on attending lectures, preparing for all the evaluation components, etc.(Learning hours).

7. Credits should also be allocated to all the units included within a given course - for compulsory or core courses as well as elective courses.
8. Credits should also be allocated to project work, thesis, industrial placements, etc where these components are a part of a degree programme.

**B] At the institutional level**

1. Programme wise catalogues should be prepared in detail for all the academic programmes offered by the institution. Apart from basic information regarding admission procedure, fees to be paid, eligibility criteria, academic calendar and overall programme structure, each catalogue should contain other details like course choices available, course wise syllabi, course wise learning outcomes (what learners are expected to know, understand and be able to do after studying a given course)) and workload (the time learners typically need to achieve the learning outcomes), expressed in terms of credits.
2. The programme wise catalogues thus prepared should be published in print form as well as made available on the web for open and transparent dissemination of information to all.
3. In addition to programme wise catalogues, certain other key documents will also be required viz. the Learning Agreement and the Transcript of Records in order to assist the process of Credit accumulation and Credit Transfer from one programme to another or from one institution to another [Specimen Formats of a Learning Agreement as well as Transcript of Records are provided in the Appendix and have been adapted from the European Credit Transfer System (ECTS) that has been accepted as a model by many countries across the globe.]

When the three parties involved - the learner, the home institution and the host institution - agree about offering Credit Transfer facilities for a certain academic programme (especially in cases wherein the learner completes some amount of course work in an overseas institution), they should sign a **Learning Agreement** which should be attached to an application form submitted by the learner. Such a Learning Agreement should specify that the learner agrees to undertake the programme of study at another 'host' institution as an integral part of his or her higher education. The 'home institution' according to this Agreement will also provide an assurance to the learner that the home institution will give full academic recognition in respect of the courses listed in the agreement. Ideally, the host institution should also explicitly state as to how exactly the academic recognition will be executed while confirming that the programme of study does not conflict with the host institution's rules. A copy of the signed learning agreement should be given to all parties involved, the home institution, the host institution and the learner.

A **Transcript of records** should describe the learning achievements of the concerned learner prior to and after the period of study in another institution. Every course taken by the learner should be recorded on the transcript of records with the corresponding credits and the grade/marks awarded. A signed copy of the transcripts of records should be given to all parties involved, the home institution, the host institution and the learner.

4. An internal Coordination Committee should be established to handle all matters related to the implementation of the Credit System. Apart from assisting in inter-departmental coordination, this Committee should also look into matters like inter-institutional credit transfer arrangements and course equivalence with the assistance of the concerned departments/officials from the university.

## 1.5 General Condition for Use of CBCS

There are general recommendations for the development and implementation of a Choice Based Credit System as follows

1. It is always advisable that credits are allocated on a “top-down” basis. The starting point should be the full programme taken into account and then one should move on to assigning credits to the constituent courses. Allocating credits to individual course units on a “bottom-up” basis may result in complications that are difficult to handle.
2. The use of decimals in coursewise credit allocations (e.g. 4.85 credits) should be avoided. To the extent possible, unitwise credit allocations should be limited to the use of half credits.
3. Although credits may be allocated on a unitwise basis for computational purposes, they should only be awarded to learners who successfully complete the qualifying criteria for an entire course. In other words, learners should not be given credits for partial work completed for a given course like submission of assignments or attendance at tutorials, etc.
4. The mere existence of a facility for credit transfer should not by itself be a sufficient condition for making it available to the learner. The learner wanting to avail such a facility should apply for the same in a prescribed form with a certain ‘processing fee’ and also with adequate substantiating and properly authenticated documents accompanying his application.
5. In cases where in two or more institutions desire to give joint degrees/ diplomas, a Memorandum of Understanding should be signed specifying the particular responsibility of each partner in the Alliance and the operational modalities involved properly documented.

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## Unit 2: Basic Concepts

### 2.1 Overview

In the last Unit, we have studied the rationale and advantages of introducing the Choice Based Credit System for any institution of higher education. While there is complete consensus among educationists and policy-makers about its need and importance, there is relatively less clarity about operationalising the system. The development of any comprehensive Choice-Based Credit System pre-supposes that there is complete conceptual understanding of the associated terms and their interpretation. These terms must not only be understood uniformly by all those using the system, but must also be well documented so as to facilitate provisions for learner mobility between two or more academic programmes within a single institution or across educational institutions within and outside the country. A review of the Credit Systems operating in many parts of the globe does indicate some nationwide variations in terms of the numerical values assigned to a single Credit Point, but the conceptual meanings of the related terms remain uniform across the board. In this Unit, an attempt has been made to explain some of the concepts that are central to the Choice-Based Credit System. The reader is advised to apply some of these terms in his/her own context and refine his/her understanding of the same.

### 2.2 Key Terms (Terminology)

#### 2.2.1 Programme:

A Programme is a set of courses that are linked together in an academically meaningful way and generally ends with the award of a Certificate or Diploma or Degree depending on the level of knowledge attained and the total duration of study. For example, Certificate in office Computing, Diploma in Journalism, B.A, M.A etc. would be called as **‘Programmes’** at the Certificate, Diploma, Degree and Post Graduate Degree level respectively. Over the years, most of the Universities have been using the term ‘Course’ to indicate what is meant here by ‘Programme’. In order to use common nomenclature, therefore, **let us refer to B.A, B.Sc and B.Com as Programmes, and not Courses.**

#### 2.2.2 Course:

A ‘course’ in simple terms corresponds to the word ‘subject’ used in many Universities. A course is essentially a constituent of a ‘programme’ and may be conceived of as a composite of several learning topics taken from a certain knowledge domain, at a certain level. All the learning topics included in a course must necessarily have academic coherence, that is, there must be a common thread linking the various components of a course. A number of linked courses considered together are in practice form a programme. For instance, **various subjects in humanities and social sciences as well as in languages offered under the B.A programme would be called ‘Courses’.** Thus, **Communication Skills, Marathi, Population Studies, Travel and Tourism etc included in B.A. Programme are called as Courses’.**

### 2.2.3 Module and Unit:

A course which is generally an independent entity having its own separate identity, is also often referred to as a 'Module' in today's parlance, especially when we refer to a 'modular curricular structure'. A module may be studied in conjunction with other learning modules or studied independently. While it is a common practice to treat a single course as an independent module, there are instances where in a single 'Unit' or a Topic within a course is treated as a Module. For instance, one Topic in a course on 'Micro **Economics**' could be '**Market structure**' **such a topic would be called as 'Unit'**. If this Unit can operate as a single separate entity, it may be called a 'Module'. Every course in each subject under Faculty of Arts is a separate entity and hence it is a course.

Structuring the entire curriculum of a programme in terms of independent modules helps to provide a lot of flexibility and choice for the learner. He/She can then work out his own combination of courses as per his/her own inclinations.

### 2.2.4 Credit Point:

This has a reference to the 'Workload' of a learner and is an index of the number of learning hours deemed for a certain segment of learning. These learning hours may include a variety of learning activities like reading, reflecting, discussing, attending lectures / counseling sessions, watching especially prepared videos, writing assignments, preparing for examinations, etc. Generally, a system of assigning Credit Points (CP) for a single course is practiced in most countries across the globe. Credits assigned for a single course always pay attention to how many hours it would take for an average learner to complete a single course successfully. The fallacy of assigning credits to a course purely based on how many lectures (contact hours) are conducted for a learner at a certain level needs to be avoided. Although there is no hard and fast rule regarding how many credit points a single course should have, by and large a course may be assigned anywhere between 3 to 8 credit points wherein 1 credit is construed as corresponding to approximately 30 learning hours.

### 2.2.5 Credit completion and Credit accumulation:

Each module of an academic programme that has been assigned specific credit points also has a certain scheme of learner evaluation as well as certain specific criteria defining successful completion. Credit completion or Credit acquisition may be considered to take place after the learner has successfully cleared all the evaluation criteria with respect to a single course. Thus, a learner who successfully completes a course having 4 Credit Points may be considered to have collected or acquired 4 credits. His level of performance above the minimum prescribed level (viz. grades / marks obtained) has no bearing on the number of credits collected or acquired. A learner keeps on adding more and more credits as he completes successfully more and more courses. Thus he 'accumulates' course wise credits.

### **2.2.6 Credit Bank:**

The process of accumulating Credits over a period of time, leads to the idea of a ‘Credit Bank’. Conceptually, a Credit Bank in simple terms refers to stored and dynamically updated information regarding the number of Credits obtained by any given learner along with details regarding the course/s for which Credit has been given, the course-level, nature, etc. In addition, all the information regarding the number of Credits transferred to different programmes or credit exemptions given may also be stored with the individual’s history. In short, like a regular Bank, this would involve maintaining all the Credit-related transactions of an individual. Credit Banking, when practiced would go a long way in facilitating credit transfers and learner mobility.

### **2.2.7 Credit Transfer:**

Apart from maintaining an account of credits acquired by a learner over a period of time for a wide range of courses, the main idea behind implementing the credit system is to make provision for learner mobility. Credit Transfer means that credits earned at one institution for one or more courses under a given programme are accepted under another programme either by the same institution or another institution. In practice this means that it is accepted that a certain chunk of learning has already been successfully completed by a learner. This acceptance of earlier acquired credits may be reflected in one of two ways: (i) Direct Performance Transfer, **or** (ii) Course exemption.

### **2.2.8 Performance transfer:**

When a learner who has successfully completed a certain academic programme, is allowed to transfer his past performance to another academic programme having some common courses, *performance transfer* is said to have taken place. In such cases, the grades or marks obtained by the learner in the common courses of the earlier completed programme are reflected unchanged in the new programme. Thus for example, if two academic programmes have 3 common courses, the grades (or marks) in each of them would be reflected in the same way when considering the new academic programme.

### **2.2.9 Course exemption:**

Occasionally, two academic programmes offered by a single university or by more than one university may have some common or equivalent course-content. The learner who has already completed one of these academic programmes is then allowed to skip these ‘equivalent’ courses when registering for the new programme. He is then ‘exempted’ from ‘re-learning’ the common or equivalent content area and from re-appearing for the concerned examinations. It is thus taken for granted that the learner has already collected in the past the credits corresponding to the exempted courses.

### **2.2.10 Block Transfer:**

This refers to a group of courses, such as a completed certificate or diploma programme that are accepted for transfer of credit into a degree programme.

### 2.2.11 Shelf Life:

This has a reference to the time duration for which the content of a given course is relevant and is directly linked with the obsolescence of knowledge in a certain field. Some institutions have time limits for granting credit transfer. Courses with a short 'shelf life' are most common in areas such as Computer Science and Information Technology where dynamically updated curriculum is essential.

### 2.2.12 Transfer Agreement:

This is an agreement that must be made between two institutions (a sender and a receiver) that specifies how the sending institution's course or programme will be accepted (for transfer of credits) at the receiving institution.

## 2.3 Dimensions of Credit Transfer

Credit Transfer may be conceived of as operating along two **planes: lateral (or horizontal) and vertical**. When an individual having successfully completed the courses included in an academic programme at a certain level, is allowed to transfer his achievement in some of these courses to another same-level academic programme having these courses in common, this may be referred to as '**Horizontal or Lateral credit transfer**'. This would mean in practice that credit transfer takes place between two certificate level programmes, two diploma level programmes, two degree-level programmes or two post-graduate level programmes. For example, a learner completing his B. Sc (Computer Science / Electronics) degree from Pune University may seek Horizontal / Lateral Credit Transfer for the common courses while securing admission to the B.C.A (Bachelor in Computer Applications) programme in the same university. '**Vertical credit transfer**', sometimes referred to as '**Career Laddering**' may be said to occur when an individual's performance in some courses within a certain academic programme at a particular level is carried over to a higher-level academic programme having these or equivalent courses in common. Making a provision for 'upward mobility' of the learner is the rationale behind this dimension of credit transfer. An example of this would be when in a conventional university, a learner completing a Diploma programme in Engineering gets direct admission to the Second Year in an Engineering degree programme.

## 2.4 Types of Credit Transfer

Besides the fact that credit transfer may operate along either of the two above-mentioned planes, it may also be seen as being of one of two **types: intra-institutional or inter-institutional**. When the process of credit transfer takes place *within* a university or institution, it may be called intra-institutional credit transfer; on the other hand, when the credit transfer process operates *across two or more* institutions, this may be viewed as inter-institutional credit transfer. Both inter-institutional / intra-institutional credit transfer may operate across levels – vertical or horizontal. Thus, the following four possible combinations of credit transfer emerge:

#### **2.4.1 Intra-institutional lateral credit transfer:**

This would be illustrated if there is movement from one Diploma/Degree to another at the same level in the same or related field within the same university.

#### **2.4.2 Intra-institutional vertical credit transfer:**

An example of this is seen in the case of a learner from Mumbai University who after completing a 3-year Diploma in Computer Science from MSBTE, gets admission directly to the Second year of the B. Sc. (IT) programme.

#### **2.4.3 Inter-institutional lateral credit transfer:**

This would be illustrated in all cases of learners moving from one university to another for doing academic programmes at the same level viz. two different Diplomas or two different Degrees, etc.

#### **2.4.4 Inter-institutional vertical credit transfer:**

This is best illustrated if a learner who completes one year of the Bachelor of Arts /Science programme at say, Babasaheb Ambedkar Marathwada University, Aurangabad gets admission directly to the Second year of the degree programme at Mumbai University.

By and large, when implementing the different types of Credit Transfer as stated above, a simple thumb rule would be to directly reflect the grades/marks obtained for one or more courses that have been successfully completed for all cases of Intra-institutional Credit Transfer. On the other hand, a convenient way to handle cases of Inter-Institutional Credit Transfer would be to grant Course Exemptions for the common or equivalent courses.

### **2.5 Issues to be addressed**

Even though there are institutions as well as universities in the country that have implemented a Choice-Based Credit System, it must be recognized that there are issues that need to be handled through appropriate policy guidelines so as to ensure smooth implementation. Some of these are stated in the following.

- Need for using a common nomenclature e.g. 'Programme', 'Course', for all the academic offerings of the university.
- Arriving at a common meaning of the term Credit in strict numerical terms.
- Extent of content equivalence expected between two or more courses before considering them for credit transfer arrangements.
- Amount of permissible time lapse between the successful study of certain courses and the admission to courses/ programmes for which transfer is sought.
- Need for a separate mechanism (e.g. Entrance test / Skill test) to ascertain whether after having completed a certain course sometime in the past, the learner has retained the minimum required level of knowledge / conceptual understanding / skill level before granting 'credit transfer'.
- Degree of 'openness' vs 'restricted entry' (like for instance, stipulating a minimum achievement level) to be exercised when considering vertical credit transfer.

- Need to evolve uniform definitions of terms like ‘Certificate’, ‘Diploma’ and ‘Degree’ level programmes, both in terms of hours of study generally required as well as depth of content to be covered.
- Proportion of the total number of courses to be studied under a new programme that may be given the benefit of past collection of credits. (i.e. maximum number of credit points that may be considered under Credit Transfer at any given point of time for a given programme level.
- Role of contextual variables like learning facilities offered, teaching-learning approach adopted, evaluation strategy employed, etc when contemplating credit transfer possibilities.

These and other issues when worked out in detail will lead to the formulation of a full-fledged Credit Transfer Policy document that must be evolved by any university desirous of introducing the Choice-Cased Credit System. To sum up, it may, therefore, be emphasized that merely expressing courses offered in terms of Credit Points is not adequate for implementing the Choice-Based Credit System. Rather, a comprehensive exercise taking into account all the major implications of the system from the point of view of the learner must remain at the core of all activities in this regard.

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## Unit 3:

### Curriculum Development Policy of University of Mumbai

#### 3.1 Introduction

University of Mumbai is one of the largest and oldest Universities to impart the various courses through the various levels of programmes in systems of higher education. As of now there are more than 475 courses conducted through the Nine (09) various levels of programmes in the University Department, recognized institutions and the affiliated colleges. These programmes have been designed by the concerned Board of Studies of the various faculties on the basis of the UGC guidelines and subsequently approved by the Academic Council and Management Council. Most of the programmes have been conducted at the University Departments and some of the programme has been conducted at the affiliated colleges & recognized institutions. The examinations for the semesters I to IV (First and Second Year) of UG programmes conducted by the Colleges and Institutions on behalf of the University and remaining two semesters V & VI (Third Year) by the University. The examinations for all semesters of PG programmes are conducted by the University only. The examinations for other programs like certificate and diploma is conducted by the colleges and departments and certificate is being issued by the Vice Chancellor of the University of Mumbai.

#### 3.2 Levels of the programmes

Sr. No.	Levels of Program	Nomenclature of Degree	Eligibility	Minimum Duration
1	Certificate / Foundation	Certificate in *	10+2	3 to 6 Months
2	Diploma	Diploma in *	10+2	6 Months to 1 Year
3	Advance Diploma	Advance Diploma in *	Undergraduate degree	1 year
4	Post Graduate Diploma	Post Graduate Diploma in *	Undergraduate degree	2 years
5	Under Graduate (UG)	Bachelor of *	10+2	3years
6	Post Graduate (PG)	Master of *	Undergraduate degree	2 years
7	Pre Doctoral	Master of Philosophy (M. Phil) *	Post Graduate Degree	2 years
8	Doctoral	Doctor of Philosophy (Ph.D.) *	Undergraduate/ Post Graduate degree	3 / 2 Years
9	Post Doctoral	D. Lit. *	Ph.D.	2years

**\* Programmes from the respective faculties**

### 3.3 Programmes Available in University of Mumbai under the Faculty of Arts

The levels of the various programmes have been designed as per the UGC guidelines, the various programmes conducted at the various levels is shown below under the faculty of Arts of the University of Mumbai.

#### Courses: -

Sr. No.	Level	Nomenclatures of Degrees	Duration in Years	Eligibility Requirement
1.	<b>Certificates</b>	<ul style="list-style-type: none"> <li>• Certificate Course in Functional Hindi</li> <li>• Certificate Course in Parliamentary Procedure</li> <li>• Certificate Course in Islamic Studies</li> <li>• Certificate Course in Jainology</li> <li>• Certificate Course in yoga</li> <li>• Certificate Course in Environment Management &amp; Disaster Mitigation</li> <li>• Certificate Course in Disaster Counseling</li> <li>• Certificate Course in Crucial Issues in Disaster Management</li> <li>• Certificate Course in Music Appreciation and Music Journalism</li> <li>• Certificate Course in Sound Recording and Sound Reproduction.</li> <li>• Certificate Course in Urdu</li> <li>• Certificate Course in Russian</li> <li>• Certificate Course in German</li> <li>• Certificate Course in French</li> <li>• Certificate Course in Persian</li> <li>• Certificate Course in Italian</li> <li>• Certificate Course in Sanskrit</li> <li>• Certificate Course in Marathi</li> <li>• Certificate Course in Kannada</li> </ul>		10+2
2.	<b>Diploma</b>	<ul style="list-style-type: none"> <li>• Diploma Course in Management of Education</li> <li>• Diploma in Early Childhood Care and Education</li> <li>• Diploma in Counselling</li> <li>• Diploma in Education of the Physically Handicapped (Dip.Ph.H.)</li> <li>• Diploma in Yogic Education</li> <li>• Diploma in Russian</li> <li>• Diploma in German</li> </ul>		Undergraduate Degree



		<ul style="list-style-type: none"> <li>• Diploma in French</li> <li>• Diploma in Persian</li> <li>• Diploma in Arabic</li> <li>• Diploma in Pali</li> <li>• Diploma in Sanskrit</li> <li>• Diploma in Marathi</li> <li>• Diploma in Kannada</li> <li>• Diploma Course in Urdu</li> <li>• Diploma in Comparative Mythology</li> <li>• Diploma Course in Prakrit</li> <li>• Diploma Course in Labour Laws and Labour Welfare</li> <li>• Diploma in Geography (Dip. Geog.)</li> <li>• One Year Part Time Course for the Diploma in Islamic Studies</li> <li>• Part-Time Diploma Course in Jainology</li> </ul>		
3.	<b>Advanced Diploma</b>	<ul style="list-style-type: none"> <li>• Advanced Diploma Course in Arabic</li> <li>• Advanced Diploma in Course in German</li> <li>• Advanced Diploma Course in Russian</li> </ul>		Undergraduate Degree
4.	<b>PG Diploma</b>	<ul style="list-style-type: none"> <li>• Post-Graduate Diploma Course in Linguistics</li> </ul>		Undergraduate Degree
		<ul style="list-style-type: none"> <li>• Post-Graduate Diploma in Kannada</li> <li>• One Year Post-Graduate Diploma Course in Human Rights</li> <li>• Post-Graduate Diploma Course in Journalism and Mass Communication</li> </ul>		Undergraduate Degree
5.	<b>Under Graduate</b>	<ul style="list-style-type: none"> <li>• Bachelor of Arts(B.A.)</li> <li>• Bachelor of Mass Media</li> <li>• Bachelor of Social Work (B.S.W.)</li> <li>• Bachelor of Physical Education</li> <li>• Bachelor of Heritage management</li> </ul>	3 years	10+2 (HSC)
6.				
7.				
8.				
9.				
10.		<ul style="list-style-type: none"> <li>• Bachelor of Education (Full &amp; Part-Time)</li> <li>• Bachelor of Library and Information science (B.L.I.Sc )</li> </ul>	1 year	Undergraduate Degree with 45 percent marks
11.				
12.	<b>Post Graduate</b>	<ul style="list-style-type: none"> <li>• Master of Arts (M.A.)</li> <li>• Master of Education (M.Ed)</li> <li>• M.Ed. (Hearing Impaired)</li> </ul>	2 years	Undergraduate Degree
13.				
14.				

15.		• Master of Physical Education (M.P.Ed)		
16.		• Master of Labour Studies (M.L.S.) • Master of Social Work (M.S.W.)		
17.	Pre Doctoral	• Advanced Diploma (Post M.A.) in Clinical Psychology • Master in Philosophy (M.Phil.)		Postgraduate Degree
18.	Doctoral	• Doctorate in Philosophy (PhD)		Postgraduate Degree
20	Post Doctoral	• Doctor of Letters (D.Litt.)	Ph.D.	

**Note: -**

**1. for eligibility criteria for each individual programme, refer the relevant Ordinance and regulations.**

**2. The above list is only indicative. Many other Diplomas, PG Diplomas & Certificate courses offered by various departments /affiliated colleges in the subjects of Faculty of Arts approved by Academic Council as per the UGC guidelines are listed in the Catalogue regarding admission criteria published by UG / PG section of the University.**

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## **Unit 4:**

### **Assigning Course wise Credit: Steps for Implementation**

#### **4.1 General Guidelines**

The Credits are defined in terms of the learner's hours which are divided into two parts such as Actual and Notional. The value of a particular course can be measured in number of Credit Points. The value of One (01) Credit is equal to 30 Hours.

The scheme of Examination shall be divided into two parts i.e. Internal Assessment includes Assignments, Seminars, Case Studies and Unit Tests which will be of 40 marks and the Semester End Examinations which will be of 60 marks. The semester wise Credit Points will be varied from program to program but the value of Credits for Under Graduate Programmes shall be of 120 Credits and for Post graduate Degree programmes it will be 80 credits in the Faculty of Arts. The programme wise illustrations have been given for Under Graduate and Post Graduate Programmes separately.

#### **4.2 Assignment of Credits**

One (01) credit is approximately equal to thirty (30) hours of the learners load for all UG (Undergraduate) programmes and One (01) credit is equal to twenty (20) hours for theory & One (01) credit is equal to twenty (24) hours for practical of the learners load for PG (Postgraduate) Programmes. This credits is divided in to two parts, one is half of the hours actually spent in class room / practical / field work instructions and half of the hours notional spent for self study in library, institutions or at home, case study, writing of journal and assignments, projects etc by the learners him/her self for the completion of that course. The UG programmes carry a value of 120 credits for all courses under the faculty of Commerce, Arts & Science and PG programmes of Faculties of Arts and Commerce have 80 credits and the same for Faculty of Science is 96.

- **Undergraduates Programmes (3 Years Programmes of Arts, Commerce & Science)**
  - All 3 years undergraduate programmes are of 120 credits
  - 17-23 credits in each semester
  - One (01) Credit = Thirty (30) Hours of learners load

#### **4.3 Credit Based Evaluation System**

##### **4.3.1. Scheme of Examination**

The performance of the learners shall be evaluated into two components. The learner's performance shall be assessed by Internal Assessment with 40% marks in the first component by conducting the Semester End Examinations with 60% marks in the second component. The allocation of marks for the Internal Assessment and Semester End Examinations are as shown below:-

**a) Internal Assessment – 40%****40 Marks****For all courses except Foundation Course I & II**

Sr. No.	Particulars	Marks
1	One periodical class test held in the given semester	10 Marks
2	Subject specific Term Work Module/assessment modes – <i>atleast two</i> - as decided by the department in the beginning of the semester (like Extension/field/experimental work, Short Quiz; Objective test, lab practical, open book test etc and written assignments, Case study, Projects, Posters and exhibits etc for which the assessment is to be based on class presentations wherever applicable) to be selflessly assessed by the teacher/s concerned	20 Marks
3	Active participation in routine class instructional deliveries (and in practical work, tutorial, field work etc as the case may be )	05 Marks
4	Overall conduct as a responsible learner, mannerism and articulation and exhibit of leadership qualities in organizing related academic activities	05 Marks

**Only for Course in Foundation Course I and Course II.**

Sr. No.	Particulars	Marks
1	One periodical class test/ case study / online examination to be conducted in the given semester	10 Marks
2	Assignment/project based on curriculum to be assessed by the teacher concerned. The learner will have to submit the assignment/project before appearing for the Semester End Examination. Assignment will be entirely based on Unit 6 and can take the form of street-plays / exhibition/power-point presentation or similar other modes suitable to the topic selected. Learners can work in a group of not more than 8 learners for the purpose of assignment/project. Learners will have to submit the hard copy of the assignment/project before appearing for the Semester End Examinations. The assignment will be evaluated for 20 marks of which 10 marks shall be allotted to Viva, to assess the level of engagement of the learners with the topic concerned.	20 Marks
3	Active participation in routine class instructional deliveries	05 Marks
4	Overall conduct as a responsible learner, mannerism and articulation and exhibit of leadership qualities in organizing related academic actives	05 Marks

**b) Semester End Examinations – 60%****60 Marks**

- i) **Duration** – These examinations shall be of **2 Hours** duration.
- ii) **Theory Question Paper Pattern:-**
  - 1) There shall be four questions each of 15 marks.
  - 2) All questions shall be compulsory with internal choice within the questions.
  - 3) Question may be subdivided into sub-questions a, b, c... and the allocation of marks depends on the weightage of the topic.

The assessment of **Part ‘A’ i.e. Internal Assessment** and **Part ‘B’ i.e. Semester End Examination** as mentioned above for the Semesters I to IV shall be processed by the Colleges / Institutions of their learners and issue the grade cards to them after the conversion of marks into grade as per the procedure mentioned in this manual. The format of the grade card is given in the Chapter 5 of the manual to maintain the uniformity across the all colleges for the examinations conducted by the colleges on behalf of the University.

The assessment of **Part ‘A’ i.e. Internal Assessment** as mentioned above for the **Semesters V & VI shall be processed by the Colleges / Institutions** of their learners admitted for the programme while the University shall conduct the assessment of **Part ‘B’ i.e. Semester End Examination** for Semesters V & VI. The Internal Assessment marks of learners appearing for Semesters V & VI shall be submitted to the University by the respective colleges/ Institutions before the commencement of respective Semester End Examinations. The Semester End Examinations for Semesters V & VI shall be conducted by the University and the results shall be declared after processing the internal assessment and the marks awarded to the learners. The grade card shall be issued by the University after converting the marks into grades.

**4.3.2 PASSING STANDARD**

The learners to pass a course shall have to obtain a minimum of 40% marks in aggregate for each course where the course consists of Internal Assessment & Semester End Examination. The learners shall obtain minimum of 40% marks (i.e. 16 out of 40) in the Internal Assessment and 40% marks in Semester End Examination (i.e. 24 Out of 60) separately, to pass the course and minimum of Grade E in each project, wherever applicable, to pass a particular semester. A learner will be said to have passed the course if the learner passes the Internal Assessment & Semester End Examination together.

**4.3.3 CARRY FORWARD OF THE MARKS IN CASE IF THE LEARNER GETS ‘F’ GRADE IN ONE OR MORE SUBJECTS:**

- 1) A learner who PASSES in the Internal Examination but FAILS in the Semester End Examination of the course shall reappear for the Semester End Examination of that course. However his/her marks of the Internal Examinations shall be carried over and he/she shall be entitled for grade obtained by him/her on passing.
- 2) A learner who PASSES in the Semester End Examination but FAILS in the Internal

Assessment of the course shall reappear for the Internal Examination of that course. However his/her marks of the Semester End Examination shall be carried over and he/she shall be entitled for grade obtained by him/her on passing.

**3) A) For Courses without practical's (including Foundation Course Paper I & II)**

In case of a learner who is reappearing for the Internal Examination, the examination =will consist of one project of 40 marks which will be divided into 20 marks for the documentation of the project, 10 marks for the presentation and 10 marks for the viva and the interaction.

**B) For Courses with practical/field work.**

In case of a learner who is reappearing for the Internal Examination for subjects with Practical/fieldwork, the examinations will consist of practical examination of 40 marks which will be divided into 20 marks for the laboratory work, 10 marks for the Viva Examination and 10 marks for the Journal.

**4.3.4 ALLOWED TO KEEP TERMS (ATKT):**

- a) A learner shall be allowed to keep term for Semester II irrespective of number of heads of failure in the Semester I.
- b) A learner shall be allowed to keep term for Semester III if he/she passes each of Semester I and Semester II

**OR**

A learner who fails in not more than two courses of Semester I and Semester II taken together.

- c) A learner shall be allowed to keep term for Semester IV irrespective of number of heads of failure in Semester III. However, the learner shall pass each course of Semester I and Semester II in order to appear for Semester IV.
- d) A learner shall be allowed to keep term for Semester V if he/she passes Semester I, Semester II, Semester III and Semester IV

**OR**

A learner shall pass Semester I and Semester II and fails in not more than two courses of Semester III and Semester IV taken together.

- e) A learner shall be allowed to keep term for Semester VI irrespective of number of heads of failure in the Semester V. However, the learner shall pass each course of Semester III and Semester IV in order to appear for Semester VI.
- f) The result of Semester VI shall be kept in abeyance until the learner passes each of Semester I, Semester II, Semester III, Semester IV and Semester V.

**4.3.5 Additional Examinations**

**A) INTERNAL ASSESSMENT:**

**Eligibility norms to appear for the additional class test or assignment or project for learners who remained absent:-**

- a) The learner must apply to the Head of the Institution giving the reason(s) for absence within 8 days of the conduct of the examination along with the necessary documents and testimonials.
- b) If the learner is absent for participation in Inter Collegiate events, State or National or International level events, Training camp or coaching camp organized by authorized

university or state or national or international bodies, NSS / NCC Events / Camps / cultural activities / sports activities / research festival or any other activities authenticated by the head of the institution, the head of the Institution shall generally grant permission to the learner to appear for the additional class test or assignment.

- c) The Head of the Institution, on scrutiny of the documents and testimonials, may grant the permission to the learner to appear for the additional examination.

**Class test or assignment for Internal Assessment (except for Foundation Course I & II):**

- a) A learner who is absent for the class test and the assignment/s will be declared fail in the Internal Assessment Scheme.
- b) A learner who is absent for the class test and has appeared for the assignment/s will be allowed to appear for the additional class test of 10 marks.
- c) A learner who has appeared for the class test but remains absent for the assignment/s will be allowed to appear for one additional assignment out of 10 marks and the internal assessment will be calculated as out of 40 marks.
- d) A learners who is absent for the class test or one assignment as the case may be the learner will be allowed to appear for the additional class test/assignment and the internal assessment will be calculated as out of 40 marks.

**Class test or assignment for Internal Assessment (for Foundation Course I & II):**

- a) A learner who is absent for the class test and has submitted the assignment/project as per schedule will be allowed to appear for the Semester End Examination. However, his/her marks for the class test will be forfeited and the internal assessment will be calculated as out of 40 marks.
- b) A learner who has appeared for the class test but fails to submit the assignment/project or remains absent for the assignment/project will be allowed to submit an additional assignment/project for 20 marks and the Internal Assessment will be calculate out of 40 marks.

**Class test or assignment for Internal Assessment for Courses with practicals:**

- a) A learner who is absent for the Semester End Practical Examination and the assignment/project will be declared fail in the Internal Assessment Scheme.
- b) A learner who is absent for the Semester End Practical Examination and has appeared for the assignment will be awarded marks for the Journal (out of 5 marks) & Viva (out of 5 marks) component of the Semester End Examination. Thus he will be evaluated for 10 marks instead of 20 marks and will lose the 10 marks for the Laboratory work. However, his marks for the Semester End Practical Examination will be taken as out of 20 (without conversion i.e. if the learner gets 4/10 marks in for Journal & Viva , his/her marks for the Semester End Practical Examination will be taken as 4/20) and internal assessment will be calculated as out of 40 marks and not 30 marks.
- c) A learner who has appeared for Semester End Practical Examination but remains absent for the assignment will be allowed to appear for the additional assignment and the internal assessment will be calculated as out of 40 marks.

**The Additional Class Test (or viva examination) or Assignment must be conducted 15 days prior to the commencement of the Semester End Examination after following the necessary procedure and completing the formalities.**

## **B) SEMESTER END EXAMINATIONS**

### **ELIGIBILITY TO APPEAR FOR ADDITIONAL SEMESTER END EXAMINATION:**

A learner who does not appear i.e. remains absent in some or all the courses on medical grounds or for representing the college / university in sports, cultural activities, activities of NSS, NCC or sports training camps conducted by recognized bodies / competent authorities or for any other reason which is considered valid under exceptional circumstances and to the satisfaction of the Principal or the Head of the Institute OR fails in some or all the subjects is eligible to appear for the additional examination.

A learner who does not appear for both the Internal Assessment and Semester End Examination shall not be eligible to appear for the additional Semester End Examination.

The additional Semester End Examination shall be of two hours duration and of 60 marks per course. The learner shall appear for the course of the Semester End Examination for which he/she was absent or has failed. Learners who are punished under O.5050 are not eligible to appear for this additional examination.

### **MODE OF CONDUCT OF SEMESTER END ADDITIONAL EXAMINATION:**

- a) There will be one additional examination for semester I, II, III and IV for those who have failed or remained absent.
- b) The absent learner will be allowed to appear for the examination by the head of the institution after following the necessary formalities subject to the reasons to the satisfaction of the head of the institution.

This examination will be held 20 days after the declaration of results but not later than 40 days

## **4.3.6 Evaluation of Projects (Wherever Applicable)**

- 1) A learner who PASSES IN ALL THE COURSES BUT DOES NOT secure minimum grade of E in project as applicable has to resubmit a fresh project till he/she secures a minimum of grade E. His/her marks in the theory papers that the learner has passed will be carried forward and he/she shall be entitled for grade obtained by them on passing.
- 2) The evaluation of project and viva-voce examination shall be by awarding grade in the seven point scale as given in (1) above.
- 3) A learner shall have to obtain minimum of grade E (or its equivalent marks) in project evaluation and viva/voce taken together to obtain 40% marks in project work.

## **4.3.7 Calculations of GPA & SGPA**

### **4.3.7.1 Grade Point Average (SGPA Calculation)**

Semester Grade point Average (SGPA):- It is the summation of product of Credit Points and Grade Points divided by the summation of Credits of all Courses.



$$\text{SGPA} = \frac{\sum \text{CG}}{\sum \text{C}} \quad \text{for a semester.}$$

Where G is grade and C is credit for Course.

#### 4.3.7.2 Cumulative Grade Point Average (CGPA) for the Entire Course

$$\text{CGPA} = \frac{\sum \text{CG}}{\sum \text{C}} \quad \text{for all semesters taken together.}$$

- The total credits cover the core, elective, field work or extension activities, soft skills etc.
- GPA is calculated at the end of each term after grades have been processed and after any grade have been updated or changed.
- Same criteria are to be followed for Individual assignment / Quizzes / Test / Unit Test / Tutorials / Practical / Projects/ Seminar.
- The teacher should convert his/ her marking in to the quality points and letter grade.

#### 4.4. PERFORMANCE GRADING

The PERFORMANCE GRADING of the learners shall be on the SEVEN point ranking system as under:

:

Grade	Marks	Grade Points
O	70 & above	7
A	60 to 69.99	6
B	55 to 59.99	5
C	50 to 54.99	4
D	45 to 49.99	3
E	40 to 44.99	2
F (Fail)	39.99 & below	1

- *The performance grading shall be based on the aggregate performance of Internal Assessment and Semester End Examination.*

#### Note:

- The marks obtained by the student/s to be converted in to grade points and accordingly letter grade by the concerned teacher/s.
- The total credit covers the core, elective, field work or extension activities, soft skills etc.
- GPA is calculated at the end of each term after grades are processed and after any grade is upgraded or changed. Same criteria is to be followed for Internal assessment/quizzes/test/tutorial/practical project /seminar etc

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## Unit 5

### Introduction of the Grading System in University of Mumbai

#### 5.1 Introduction:

The intellect, physique, emotions, ethics and aesthetics are some of the aspects of the learner's personality. The development in all these aspects should be taken care of for proper progress and career development. Each of these aspects is complementary to one another and therefore it is necessary to pay attention to the simultaneous development of each. A well designed evaluation system attempts to integrate all these aspects, with due attention to their relative importance in the context of any given academic programme.

The examination system has its existence since time immemorial. It has also been recognized as one of the most debatable features of the Indian education system since nearly half a century. The magnitude of the problems associated with Examinations has been growing at an alarming rate and it has in fact become one of the biggest challenges for the academic administrators and policy makers to create a transparent, fair and objective system that is self-sustaining. Unfortunately, although recommendations regarding Examination Reforms have been made from time to time, nothing substantial has yet appeared on the scene by way of implementation.

Curriculum design, teaching-learning and evaluation are the three important parameters of the educational system. The relationship between them is intimate and Evaluation plays an important role so that any improvement in this parameter automatically results in the improvement of others. Several commissions & committees had been constituted in the past to deliberate on the issue of Examination Reforms e.g. the University Education Commission (1948-49), the Mudaliar Commission (1952-54), the Education Commission (1964-66), the Council of Board of Secondary Education (1981), the NCERT (1987), Ramamurthy Committee (1990). Their reports have also been submitted and yet, the higher education system in the country has so far shown resistance to long-term reform in the system. One of the major recommendations made by all these Commissions and Committees is the introduction of the Grading system in place of the marking system.

#### 5.2 What is Grading?

The word Grade is derived from the Latin word *gradus*, meaning, step. Grading, in the educational context is a method of reporting the result of a learner's performance subsequent to his evaluation. It involves a set of alphabets which are clearly defined and designated and uniformly understood by all the stake holders. A properly introduced grading system not only provides for a comparison of the learners' performance but it also indicates the quality of performance with respect to the amount of efforts put in and the amount of knowledge acquired at the end of the course by the learners.

### **5.3 Encumbrances to Evaluations Reforms**

The issues related to examination and evaluations do not have any state or national boundaries, but are global in nature. It is accepted by all the stakeholders that our educational system is examination ridden. The declaration of examination results with award of marks and class has become of paramount importance for all the stakeholders in the system. In many cases, once the results are out, there is no scope for improvement in marks or performance improvement. This results in a lot of learners being deprived from further opportunities. In spite of the repeated regulations and reminders from the UGC and similar continuous follow up from the state government to implement some reforms in the examination system, the fact remains that most universities and higher education institutions have not adopted the same.

Some reasons for the delay in implementation of reforms in the academic and examination system are as follows:-

- 1) Unfortunately, a large section of the society suffers from inertia and is, therefore, reluctant to accept any change.
- 2) The new system which is planned for implementation has not been clearly explained.
- 3) Most of the teachers, academic administrators and community at large are inattentive to the intricate technicalities of examinations which affect their reliability, validity & objectivity.
- 4) There are vested interests that perpetuate the existing practices.
- 5) Additional time is required to prepare proper guidelines and manuals so as to enable the various stakeholders in understanding the new system.

### **5.4 Deficiencies in the Traditional Marking System**

Learners' Evaluation is the process of collecting, analyzing and interpreting the evidences to judge the level of performance performed by the individual learner or a group of learners for the purpose of making the decision of achievement level. The prevailing practice of evaluation of learners that has been in existence since long involves evaluating the performance of an individual or group of individuals at the end of an academic year within a stipulated time. The learners are often required to express their understanding or mastery over the content included in their curriculum for a complete year within a span of three hours and their efforts over the year are often completely ignored. The present system of evaluation also does not provide for the application of multiple techniques of assessment of the learner's performance in a valid and reliable way. Apart from the several ills that prevail in the examination system through inappropriate testing methods and tools, the current practice of awarding numerical marks for reporting the performance of learners suffers from several drawbacks and is a source of a variety of errors. Further, the problem gets compounded due to the variations in the marks awarded in different subjects. The 'raw score' obtained by the learner, is, therefore, not a reflection of his true ability.

Our aim to assess the learner's true ability is not being served by the current practice of evaluation. Excellence in quality education can be achieved by evaluating the true ability of the learners with the help of continuous evaluation. **Some deficiencies in the present marking system are listed as follows:-**

- 1) A difference of one mark is an unrealistic indication of difference in ability. Calibrating learners on a 101 point scale (0 to 100) as required in the marking system cannot be objectively achieved.
- 2) Judgmental bias reflected in the assessment of learners, particularly in the subjective type of answers results in subjectivity in marking.
- 3) The score of zero which is artificially created for the convenience of the user does not represent zero ability.
- 4) The score of hundred does not reflect perfection in performance.
- 5) Marks tend to be unreliable as a consequence of subjectivity due to inter and intra-examiner variability.
- 6) The magnitude of the subjective errors in marking is reported to vary from ten to twenty five (10-25) percentages.
- 7) Marks obtained in the examinations are considered as the yardstick of the quality of performance which is very sacrosanct for the society.
- 8) The marks awarded by examiners are often affected by many factors such as unfair means, erratic marking, and subjectivity of the examiners, etc.
- 9) It is unfair to label a learner as 'pass' or 'fail' on the basis of such unreliable evaluation.
- 10) The 'pass' or 'fail' system often results in promoting corrupt practices besides being discriminatory.

## **5.5 Advantages of Grading System**

In view of the deficiencies mentioned above, it is desirable that the marking system used for the declaration of results is replaced by the grading system. According to the grading system, learners are placed in ability bands that represent a range of scores. These ability bands may vary according to the number of categories for the classification of the performance of the learners. This ability range may be designated with alphabetical letters called as GRADE. The system of awarding grades would provide a more realistic picture of learner's ability than the prevailing marking system.

However, before we go in for the introduction of grades in place of marks, let us be very clear about one thing. Each method of reporting learner performance –marks or grades has its own set of problems and limitations. However, this should not prevent the efforts to use a more scientific and reliable system so as to minimize the shortcoming and difficulties. Due to the superiority of the grading system over the conventional marking system, several premier institutions and universities of high repute in India as well as abroad have introduced it successfully. **There are several advantages of the grading system; some of them are listed below:**

- 1) Grading is a far more satisfactory method than the numerical marking system as it reflects an individual learner's performance in the form of a certain level of achievement in relation to the whole group of learners.
- 2) The Grading system ensures natural classification in qualitative terms rather than quantitative terms since it expresses a range /band of scores to which a learner belongs such as O, A, B etc....
- 3) The award of grades provides a permanent record of the learner's growth and development that might be helpful for institutions of higher education for allocating seats for prospective employers.
- 4) It may be very helpful for the institutions itself in making a kind of decisions pertaining to placement and promotions.
- 5) Grading does not require making fine distinctions in performance when no such distinctions actually exist.
- 6) It is based on a realistic concept of 'errors of measurement'.
- 7) Grades are relatively free from extraneous factors like difficulty of the examination, examiner bias, nature of the subject being examined, etc.
- 8) Grades can be interpreted easily and directly and can be used to prepare an accurate 'profile' of a learner'.
- 9) The system of assigning Grades as opposed to giving Marks will help the creation of healthy competition among learners since the rat race for obtaining marks will be eliminated. This will indirectly contribute to relieving the learners from undue tension and pressure that may occasionally lead to suicides, trauma, etc.

## **5.6 The Seven Point Grading System**

Grading may be carried out in a variety of ways. The classification of grades depends upon the reference point. Grading may be classified in terms of direct grading and indirect grading when the reference point is 'Approach', whereas it can be classified as Absolute and Relative grading when the reference point is 'Standard of judgment'. The grading systems used in the world generally vary from the Five point grade system to the Nine point grade system.

When the performance exhibited by the examinees is assessed in qualitative terms and the impressions so obtained by the examiners are directly expressed in terms of letter grades, it is called, 'Direct Grading'.

When the performance displayed by the examinees is first assessed in terms of marks and subsequently transformed into letter grades by using different modes, it is called, 'Indirect Grading'.

The method that is based on a predetermined standard which becomes a reference point for the learner's performance is called 'Absolute Grading'. This involves direct conversion of marks into grades irrespective of the distribution of marks in a subject. This method of grading has several advantages such as, the procedure is simple and straightforward to use, each grade is distinctly understandable, the learner has the freedom to strive for the attainment of the highest possible grade and it enables the learners to know their strengths and weaknesses. The

limitations in this method are that the distribution of scores is taken at its face value regardless of the errors of measurement creeping in due to various types of subjectivity. Besides, the cut-offs of different categories are also arbitrarily decided.

Relative Grading is popularly known as grading on the curve. The curve refers to the normal distribution curve or some symmetric variant of it. This method amounts to determining in advance approximately what percentage of learners can be expected to receive different grades, such as A<sub>s</sub>, B<sub>s</sub>, C<sub>s</sub>,.... In this grading system the grade is not determined by the learner's performance but on the basis of group performance.

The Absolute Grading system of Seven (07) Points is the most popular grading system and has also been accepted by the UNESCO (United Nations Educational, Social & Cultural Organization). The Mumbai University has already decided and resolved in its Academic Council and subsequently in the meeting of the Management Council meeting to implement the grading system with minor changes in the academic year 2010-11. Therefore, a series of meetings of all the Deans & Controller of Examinations was organized by the Hon'ble Vice Chancellor and it was unanimously decided that the overall structure of the **Seven (07) Points Grading System** shall be adopted for the University of Mumbai which is as follows:-

Grade	Marks	Grade Points
O	70 & above	7
A	60 to 69.99	6
B	55 to 59.99	5
C	50 to 54.99	4
D	45 to 49.99	3
E	40 to 44.99	2
F (Fail)	39.99 & below	1

**Note: - Consider 1 Grade Point is equal to Zero for CG calculations of failed learner/s in the concerned course/s.**

## **5.7 Conversion of Marks to Grades and Calculations of GPA (Grade Point Average)**

In the Credit and Grade Point System, the assessment of individual Courses in the concerned examinations will be on the basis of marks only, but the marks shall later be converted into Grades by some mechanism wherein the overall performance of the Learners can be reflected after considering the Credit Points for any given course. However, the overall evaluation shall be designated in terms of Grade. There are some abbreviations used here that need understanding of each and every parameter involved in grade computation and the evaluation mechanism. The abbreviations and formulae used are as follows:-

### **5.7.1 Abbreviations and Formula's Used:-**

G: Grade

GP: Grade Points

C: Credits

CP: Credit Points

CG: Credits X Grades (Product of credits & Grades)

$\Sigma$ CG: Sum of Product of Credits & Grades points

$\Sigma$ C: Sum of Credits points

$$\text{SGPA} = \frac{\Sigma \text{CG}}{\Sigma \text{C}}$$

SGPA: Semester Grade Point Average shall be calculated for individual semesters. (It is also designated as GPA)

CGPA; Cumulative Grade Point Average shall be calculated for the entire Programme by considering all the semesters taken together.

***While calculating the CG the value of Grade Point 1 shall be consider Zero (0) in case of learners who failed in the concerned course/s i.e. obtained the marks below 40.***

After calculating the SGPA for an individual semester and the CGPA for entire programme, the value can be matched with the grade in the Grade Point table as per the Seven (07) Points Grading System and expressed as a single designated GRADE such as O, A, B, etc....

### 5.7.2 Illustrations of Calculation:-

The illustration for the conversion of marks into grades in theory & practical, if any in individual courses are as shown below:-

#### 1) Pass in all the courses with more than 40 marks

Courses in the semesters	Marks * Obtained	Grade	Grade Points (G)	Credits (C) per Course	$\Sigma$ CG = (C x G)	SGPA = $\Sigma$ CG/ $\Sigma$ C
Course - I	55	B	5	4	20	103/20 = 5.15
Course – II	60	A	6	4	24	
Course – III	70	O	7	4	28	
Course – IV	80	O	7	3	21	
Course – V	40	E	2	3	06	
Course - VI	45	E	2	2	04	
Passes <b>Credit Earned = 20</b>				$\Sigma$ C =20	$\Sigma$ CG =101	Grade = B

## 2) Failed in two courses & passed in three courses

Courses in the semesters	Marks * Obtained	Grade	Grade Points (G)	Credits (C) per Course	$\Sigma CG = (C \times G)$	SGPA $= \Sigma CG / \Sigma C$
Course - I	42	E	2	4	08	<b><math>34/20 = 1.7</math></b>
Course – II	28	F	1	4	00	
Course – III	40	E	2	4	08	
Course – IV	32	F	1	3	00	
Course – V	52	C	4	3	12	
Course - VI	48	D	3	2	06	
<b><i>FAIL</i></b> <b><i>Credit Earned = 13</i></b>				$\Sigma C = 20$	$\Sigma CG = 34$	<b><i>Grade = F</i></b>

\*: the marks indicated above are after implying the Gracing Criterion.

**Note: - Consider 1 Grade Point is equal to Zero for (C x G) calculations in case of failed Learner/s in the concerned course/s.**

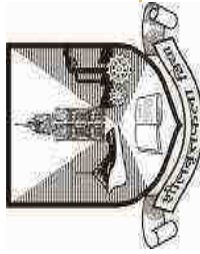
## 5.8 Reporting of Learners Performance (Grade Card)

The grade cards can be issued to the Learners on the basis of the above calculations in a uniform format given by the University. The format of the grade card for the examinations conducted by the colleges shall be the same as the format for all the concerned Programmes wherein the emblem of the University shall be printed on the right side & the emblem of the college will be on the left side of the face of the Grade Card. The Principal of the affiliated colleges and Director of the recognized institutions only will be authorized to sign the grade cards for the examinations conducted by Colleges / Institutions on behalf of the University in case of semesters I to IV. The grade cards of the Examinations conducted by the University shall be signed by the Controller of Examinations only as per the provision in the University Act.

The grade card will reflect the marks obtain by the learner, Credit points of the individual Course as well as Semester, conversion of marks into grades, calculation of SGPA for each individual semester and the CGPA for the complete Programme at the end of the final semester.



The grade card shall be issued with SGPA & Grade in case of middle semesters or CGPA & Grade in case of final semester only to those learners who have completed all the courses & semesters of that programme successfully. However, the learners those who are unsuccessful or carry the courses under ATKT rule will not get the SGPA & Grade in case of middle semesters or CGPA & Grade in case of the final semester unless and until they successfully complete their pending courses or semesters under the concerned programme. The credits points earned or accumulated will be shown on the grade card only. The calculation of SGPA for two-three cases is shown above in the illustrations and the format of grade card will be as per the given format.



**University of Mumbai**  
**ABC COLLEGE OF ARTS, SC & COM**  
(Affiliated to University of Mumbai)  
**B- Road, CHURCHGATE, MUMBAI-400 020, M.S. (INDIA)**

COLLEGE  
LOGO

**GRADE CARD**

**PROGRAMME: Bachelor of ARTS (B. A)**

**SEMESTER: - I**

Examination Seat No.	Name of the Candidates	Month & Year of Examination
1	A. B. C. D.	October, 2011

**Photo**

Course Code	Course Title	Marks Obtained		Total Marks (100)	Grades	Grade Points	Credits Points	CG = C x G	GPA = $\frac{\sum CG}{\sum C}$
		Int. Asst. (40)	Sem. End (60)						
UBARTFSL.1	Economics	25	30	55	B	5	3	15	$86 / 15 = 5.73$
UBARTFSL.2	Psychology	20	40	60	A	6	3	18	
UBARTFSL.4	History	30	40	70	O	7	3	21	
UBARTFSL.4	Marathi	32	48	80	O	7	2	14	
UBARTFSL.5	Communication Skills	16	24	40	E	2	2	04	
UBARTFSL.6	Foundation Course - I	30	45	75	O	7	2	14	
Remarks: PASSES		Credits Earned : 15			SGPA= 5.73				
							$\sum C = 15$	$\sum CG = 86$	Grade = B

**Result Declared on:** 24<sup>th</sup> January, 2011  
/ Female

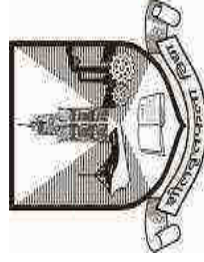
**Chairperson (Exam)**

college seal

**PRINCIPAL**

COE\_EXAM

Approved by A. C. & M. C. \_Manual\_Arts\_June, 2011



**University of Mumbai**  
**ABC COLLEGE OF ARTS, SC & COM**  
*(Affiliated to University of Mumbai)*  
**B- Road, CHURCHGATE, MUMBAI-400 020, M.S. (INDIA)**

**COLLEGE  
LOGO**

**GRADE CARD**

**PROGRAMME: Bachelor of ARTS (B. A)**

**SEMESTER: - I**

Examination Seat No.	Name of the Candidates	Month & Year of Examination
1	A. B. C. D.	October, 2011

**Photo**

Course Code	Course Title	Marks Obtained		Total Marks (100)	Grades	Grade Points	Credits Points	CG = C x G	GPA = $\frac{\sum CG}{\sum C}$
		Int. Asst. (40)	Sem. End (60)						
UBARTFSI.1	Economics	25	30	55	B	5	3	15	
UBARTFSI.2	Philosophy	10	15	25	F	1	3	F	
UBARTFSI.4	History	30	40	70	O	7	3	21	
UBARTFSI.4	French	32	48	80	O	7	2	14	
UBARTFSI.5	Communication Skills	16	24	40	E	2	2	04	
UBARTFSI.6	Foundation Course - I	10	18	28	F	1	2	F	
							$\sum C = 15$	$\sum CG = 54$	
<b>Remarks: ATKT for Sem II</b>					<b>Credits Earned : 10      SGPA=54/15 = 3.60</b>				

**Result Declared on:** 24<sup>th</sup> January, 2011  
/ Female

**Chairperson (Exam)**

college seal

**PRINCIPAL**

COE\_EXAM

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Page 39 of 56

## **Unit-6**

### **Programmes along with their Credits assignment under the Faculty of Arts**

The course content of the Under Graduate Programme leading to B.A. degree is such that the difficulty level of subjects is gradually raised to enable the learner to grasp all that is taught and also as a stepping stone to Post Graduate level study. The course content also incorporates non-core subject components aimed at all-round development.

#### **6.1. Subject composition at B.A. level**

There are Core/major subjects, non major/non-core subject, non credit (add on) optional component, compulsory component / electives etc. The total credits cover the core, elective, field work or extension activities, soft skills etc. Each core course has 3 credits whereas Foundation course, compulsory language and communication skills courses and general applied component course have 2 credits each. There is a project component (2 in number) for 2 credits in the last Semester.

#### **6.2. Subject Groups**

The division of subjects prescribed for B.A. Degree programme is in four groups: viz.

1. Languages group
2. Social sciences group
3. Foundation course group
4. Applied component group

##### **i) Languages group**

<b>(1) Modern Indian languages</b> viz.. Marathi, Gujarati, Kannada, Sindhi, Urdu, Hindi, Panjabi and Konkani
<b>(2) Classical Languages</b> viz.. Sanskrit, Pali, Ardhamagadhi, Arabic, Persian and Avasta-Pahlavi
<b>(3) English and modern Foreign Languages</b> viz..French, German, Portuguese, Russian, Chinese and Japanese

## ii) Social Sciences Group

1) Philosophy	6) Geography	11) Commerce
2) Psychology	7) Ancient Indian Culture	12) Rural Development
3) Economics	8) Political Science	13) Islamic Studies
4) History	9) Mathematics	14) Education
5) Sociology	10) Statistics	15) Linguistics

## iii) Foundation Course Group

**Four courses** one in each of first four semesters.

*(The **foundation courses** impart basic information, skills and perspectives about contemporary social realities to Undergraduate learners. **Content of the courses** relates to Indian society and social problems that afflict it, challenges arising due to globalization, to environmental concerns faced the world over today, communal tensions that threaten to destroy the fabric of any society and efforts to promote peace and harmony and Human rights.)*

## iv) Applied Component Group

- 1) **General Applied Component:** two courses one in each of third and fourth semesters. Any one title is to be selected by the learner out of a list of courses enlisted elsewhere in this manual.
- 2) **Specialised Applied Component:** two courses one in each of fifth and sixth semesters. Any one title is to be selected by the learner out of a list of courses designed by the respective Board of Studies of the subject/s in which the learner opts to specialise at the third year level.

**6.4. Institution specific add-on component** In addition to the above basic course content, affiliated colleges offering B.A. Degree may augment the value of U.G, learners of University of Mumbai by offering add-on courses at first four semesters of the degree course. An indicative list is given below:

- (1) Add on values like Value Education component may be institution specific, non credit, letter grade course.
- (2) Non credit, elective course (say on 'written assignment on Functions of Stock Market /of a NGO /content analysis of an author's work/a project on contribution of a saint or a social reformer/ a case study on a counseling center/ internet usage on Google map etc) may be an add on component.
- (3) Field Work may be by the end of 4<sup>th</sup> Semester may have 4 or 6 credits (or may lead to a certificate)

### 6.5. Courses Structure for Bachelor of Arts (B.A.) Degree Programme

Particulars	First Year		Second Year		Third Year		Total Courses
	First Semester	Second Semester	Third Semester	Fourth Semester	Fifth Semester	Sixth Semester	
Core Courses	03	03	06	06			18
<b>Non major courses</b>							<b>04</b>
(a)Compulsory skill based course	01	01					
(b) elective language course	01	01					
Foundation Course	01	01	01	01	---	---	04
General applied Component Courses	---	---	01	01			02
Major / Specialization Courses	---	---			06*	06*	12
<b>Total</b>	<b>06</b>	<b>06</b>	<b>08</b>	<b>08</b>	<b>06</b>	<b>06</b> +2 projects	<b>40</b> +2 projects

*Note : \* Out of 6 major/specialization courses, 2 courses (subject code 5.6 and 6.6) are specialized applied components related to the major subject/s chosen.*

The programme structure is so defined as to enable the learner to understand the nuance of minimum three subjects offered as core courses during the first four semester study so that he /she will be in a position to opt his / her preference for specialization at final year level. To get a degree with specialization in a particular subject, a learner will have to study atleast 12 courses with a project in the concerned subject (two core courses at first year, four in second year and six in case of double major).In case of single subject specialization, the learner will study in all 18 courses in that subject.

## 6.6. System of credit allotment

- *During the 1<sup>st</sup> and 2<sup>nd</sup> year level, there are combinations of core courses (3 credits each) and foundation courses (2 credits each).*
- *In addition, noncore course content of first and second year is as follows:*
  - a. In the first and second semesters, non major elective components of languages (2 credits each semester) and communication skills component (2 credits each semester) are added to enhance basic skills.
  - b. In the 3<sup>rd</sup> and 4<sup>th</sup> semesters, job oriented applied component (one course with 2 credits in each semester) is to be offered from a list of options.
  - c. Introduction to the subjects of Human Rights at I Semester level & Environment studies at II Semester level is to be included as per UGC requirement in the foundation course component.
- In the final year, 6 core courses are offered in a semester. (This can be either 6 courses specialization in any one subject out of the three offered at first and second year level or a combination of 2 subjects -3 courses each- out of the three offered at first and second year level).
- In the sixth semester, in addition to core courses, subject/s based projects (two in number) are also to be submitted followed by a viva voce to qualify a B.A. degree.
- Examinations for Semesters 1, 2, 3 & 4 will be conducted by the colleges on behalf of the University & examinations for Semester 5<sup>th</sup> & 6<sup>th</sup> (other than Part VII project component) will be conducted by the University.
- Credits of compulsory Part I, II, III& IV earned by the learners at lower examinations are to be reported by the colleges to the University before the commencement of V Semester Examination. However optional non credit letter grades, if gained by the learner will be declared by the colleges only in the respective Semester Mark sheets.

## 6.7. Semester wise Courses content

<b><u>1<sup>st</sup> YEAR B.A.</u></b>  15 credits * 2 SEM = <b>30 credits</b>	1 <sup>st</sup> Semester	<u>For Each Semester.</u> <ul style="list-style-type: none"> <li>• <b>3 core component</b> (3*3 =09 credits),</li> <li>• <b>1 skill based course C.S.</b> (2 credits),</li> <li>• <b>1 noncore elective component - language</b> (2 credits),</li> <li>• <b>Foundation course I</b> (2 credits)</li> </ul>
	2 <sup>nd</sup> Semester	
<b>1<sup>st</sup> and 2<sup>nd</sup> semester</b>		<b>Total: 15 credits per Semester (9 +2 +2+2 =15 credits)</b>
<b><u>2<sup>nd</sup> YEAR B.A.</u></b>  22 credits * 2 SEM = <b>44 credits</b>	3 <sup>rd</sup> Semester	<ul style="list-style-type: none"> <li>• 2 courses each of <b>3 core</b> subjects (2*3*3=18 credits for each semester)</li> <li>• <b>Inter-disciplinary applied component</b> elective (2 credits for each semester),</li> <li>• <b>Foundation Course II</b> (2 credits for each semester)</li> </ul>
	4 <sup>th</sup> Semester	
<b>3<sup>rd</sup> and 4<sup>th</sup> semesters</b>		<b>Total : 22 credits per semester (18+2+2 =22 credits)</b>
<b><u>3<sup>rd</sup> YEAR B.A.</u></b>  22 credits in 5 <sup>th</sup> SEM & 24 credits in 6 <sup>th</sup> sem = <b>46 credits</b>	5 <sup>th</sup> & 6 <sup>th</sup> Semesters	<ul style="list-style-type: none"> <li>• <b>Core component</b> of specialization consisting of <ul style="list-style-type: none"> <li>(a) one major subject - 2 groups with 3 courses in each group</li> <li><b>Or</b></li> <li>(b) Two subjects combination – one group per subject with 3 courses in each group.</li> </ul> </li> <li>• <b>2 projects</b> (1 credit each) one in each group at 6<sup>th</sup> Semester.</li> </ul>
<b>Total credits in 5<sup>th</sup> and 6<sup>th</sup> semesters</b> 5 <sup>th</sup> semester: 22 credits -- theory courses (4+4+3) + (4+4+3) = 22 credits & 6 <sup>th</sup> semester: 24 credits -- theory courses (4+4+3) + (4+4+3) + 2 Projects (2) = 24 credits = <b>46 credits</b> in final year.		



## 6.8. Courses, Marks allotment and Credits conversion

<b>First Year B.A. ( SEMESTER-I)</b>			
<b>Subject</b>	<b>No. of courses</b>	<b>Credits</b>	<b>Marks</b>
PART I			
1.1 to 1.3: Core subjects: Major Elective	03	09	300
1.4: Language subject: Non Major Elective	01	02	100
1.5: Skill-based subject: Communication Skills	01	02	100
1.6: Foundation Course	01	02	100
<b>Total</b>	<b>06</b>	<b>15</b>	<b>600</b>

<b>First Year B.A. ( SEMESTER-II)</b>			
<b>Subject</b>	<b>No. of courses</b>	<b>Credits</b>	<b>Marks</b>
Part-II:			
2.1 to 2.3:Core subjects: Major Elective (same subjects as at 1.1 to 1.3)	03	09	300
2.4: Language subject: Non Major Elective	01	02	100
2.5: Skill-based subject: Communication Skills	01	02	100
2.6: Foundation Course	01	02	100
<b>Total</b>	<b>06</b>	<b>15</b>	<b>600</b>

<b>Second Year B. A. (SEMESTER-III)</b>			
<b>Subject</b>	<b>No. of courses</b>	<b>Credits</b>	<b>Marks</b>
Part-III:			
3.1 to 3.6 Core subjects: Major Elective (2 Courses in each of 3 subjects which are the same subjects as at 1.1 to 1.3)	06	18	600
3.7 Foundation Course III	01	02	100
3.8. Inter-disciplinary applied component elective	01	02	100
<b>Total</b>	<b>08</b>	<b>22</b>	<b>800</b>

<b>Second Year BA (SEMESTER- IV)</b>			
<b>Subject</b>	<b>No. of Courses</b>	<b>Credits</b>	<b>Marks</b>
Part-IV: 4.1 to 4.6 <b>Core subjects:</b> Major Elective (2 Courses in each of 3 subjects which are the same subjects as at 1.1 to 1.3)	06	18	600
4.7 <b>Foundation Course IV</b>	01	02	100
4.8 <b>Inter-disciplinary applied component elective</b>	01	02	100
<b>Total</b>	<b>08</b>	<b>22</b>	<b>800</b>

<b>Third Year B.A. ( SEMESTER-V and SEMESTER-VI)</b>
<p>Part-V and Part VI:</p> <p>Specialization subjects: <b>(Core component</b> of specialization at the final year of B.A. Degree programme consists of 2 groups with 3 Courses in each group.)</p> <p>The specialization can be opted as a single major subject consisting two groups of the same subject. Alternatively a learner can opt for two major subjects with 3 Courses in each of the two combination subjects.</p> <p>Specialization subjects have to be selected only out of the core components 1.1 to 1.3 opted at 1<sup>st</sup> year level.</p>

<b>Third Year B.A. (SEMESTER-V)</b>			
<b>Subject</b>	<b>Courses</b>	<b>Credits</b>	<b>Marks</b>
PART V : Major Elective : <b>Group I</b> 5.1 to 5.3	03	11 (4+4+3)	300
Major Elective : <b>Group II</b> 5.4 to 5.6	03	11 (4+4+3)	300
<b>Total</b>	<b>06</b>	<b>22</b>	<b>600</b>

Third Year BA SEMESTER-VI			
Subject	No. of Courses & / projects	Credits	Marks
PART VI : Major Elective : <b>Group I</b> 6.1 to 6.3	03	11 (4+4+3)	300
Major Elective : <b>Group II</b> 6.4 to 6.6	03	11 (4 (4+4+3)	300
Part-VII projects 6.7 & 6.8	02	02	100
<b>Total</b>	<b>08</b>	<b>24</b>	<b>700</b>

<b>NOTE:</b>			
<i>Each 100 marks Course including language (excluding non-credit component) shall carry an internal assessment constituent.</i>			
<i>Distribution of marks between Theory and internal assessment is 60:40 respectively.</i>			
<i>For each Course there is passing minimum for internal assessment as 40% (16 marks), for external /semester end examination 40% (24marks) and overall 40%.</i>			
<i>To qualify for the degree, a minimum of 40% in the aggregate needed for all 6 Semesters taken together.</i>			
<b>Part VII : Final Semester Project evaluation</b>			
	<i>Report submitted</i>	<i>40</i>	
	<i>Presentation and Viva Voce</i>	<i>10</i>	
	<i>Total:</i>	<i>50</i>	

### 6.9. Scheme of Examination :

The performance of the learners shall be evaluated into two parts. The learner's performance shall be assessed by Internal Assessment with 40% marks in the first part by conducting the Semester End Examinations with 60% marks in the second part. The allocation of marks for the Internal Assessment and Semester End Examinations are as shown below:-

#### a) I Assessment – 40% (except Foundation Course I & II)

**40 Marks**

Sr. No.	Particulars	Marks
1	One periodical class test held in the given semester	10 Marks
2	Subject specific Term Work Module/assessment modes – <i>at least two</i> - as decided by the department in the beginning of the semester (like Extension/field/experimental work, Short Quiz, Objective test, lab practical, open book test, written assignments, Case study, Projects, Posters and exhibits, film appreciation, debate, discussions, role plays, simulations, street plays etc for which the assessment is to be based on class presentations wherever applicable) to be selflessly assessed by the teacher/s concerned	20 Marks
3	Active participation in routine class instructional deliveries (and in practical work, tutorial, field work etc as the case may be )	05 Marks
4	Overall conduct as a responsible learner, mannerism and articulation and exhibit of leadership qualities in organizing related academic activities	05 Marks

**Note:** The above is the overall evaluation pattern and marks allotment for various modes of internal assessment for 40 marks in the courses offered in the Faculty of Arts. However, the weightage of individual mode of assessment for total 40 marks of internal assessment will vary and subject specific as per the decisions taken by the concerned Board of Studies.[like **multiple choice / objective questions** for periodical test in Economics number of **practical's** for courses in the subjects of Psychology and **field work** for Geography and for Rural Development, **tutorials** for mathematics and for statistics, **soft skills assessment** in Communication Skills, **Exhibits or posters** in Foundation course etc. Wherever applicable, the department weightage to be assigned for maintaining journals(5 marks) and for viva voce (5 marks)]

**Only for Course in Foundation Course I and Course II:**

Sr. No.	Particulars	Marks
1	One periodical class test/ case study / online examination to be conducted in the given semester	10 Marks
2	Assignment/project based on curriculum to be assessed by the teacher concerned. The learner will have to submit the assignment/project before appearing for the Semester End Examination. Assignment will be entirely based on Unit 6 and can take the form of street-plays / exhibition/power-point presentation or similar other modes suitable to the topic selected. Learners can work in a group of not more than 8 learners for the purpose of assignment/project. Learners will have to submit the hard copy of the assignment/project before appearing for the Semester End Examinations. The assignment will be evaluated for 20 marks of which 10 marks shall be allotted to Viva, to assess the level of engagement of the learners with the topic concerned.	20 Marks
3	Active participation in routine class instructional deliveries	05 Marks
4	Overall conduct as a responsible learner, mannerism and articulation and exhibit of leadership qualities in organizing related academic activities	05 Marks

**b) Semester End Examinations – 60%****60 Marks****iii) Duration**

These examinations shall be of **2 Hours** duration.

**iv) Question Paper Pattern**

- 4) There shall be four questions each of 15 marks.
- 5) All questions shall be compulsory with internal choice within the questions.
- 6) Question may be subdivided into sub-questions a, b, c... and the allocation of marks depends on the weightage of the topic.

The following table illustrates part (a) and (b) described above.

Suppose the learner has opted History as one of the three core courses (1.1 -1.3) at entry point in the first semester. The marks allotted, the grade point earned and the corresponding letter grade assigned in the internal Assessment and the semester end examination taken together will be as follows :

Course	Credit		Internal Assessment(I.A.)					Semester end exam	Total	Grade point	Letter grade
History	3		A1	A2	A3	Test	Total				
		Max. marks	10	10	10	10	40	60	100		
		min. marks					16	24	40		
		Marks scored	6	7	7	8	28	45	73	7	‘O’

*Note : A1,A2 ,A3 & unit test are various modes of assessment*

The assessment of part ‘a’ and ‘b’ as mentioned above for the semester I to IV shall be processed by the Colleges / Institutions of their learners and issue the grade cards to them after the conversion of marks into grade as per the procedure mentioned in this manual. The format of the grade card is given in the Chapter 5 of this manual to maintain the uniformity across the all colleges for the examinations conducted by the colleges on behalf of the University.

The assessment of part ‘a’ as mentioned above for the semester V & VI shall be processed by the Colleges / Institutions of their learners admitted for the programme while the University shall conduct the Semester End Examination for semesters V & VI. The Internal Assessment marks of learners appearing for semester V & VI shall be sent to the University by the respective colleges/ Institutions before the commencement of respective Semester End Examinations. The semester end examinations for semester V & VI shall be conducted by the University and the results shall be declared after processing the internal assessment and the marks awarded to the learners. The grade card shall be issued by the University after converting the marks into grades.

## 6.10. PERFORMANCE GRADING

The PERFORMANCE GRADING of the learner shall be on the SEVEN point ranking system as under:

Grade	Marks	Grade Points
O	70 & above	7
A	60 to 69.99	6
B	55 to 59.99	5
C	50 to 54.99	4
D	45 to 49.99	3
E	40 to 44.99	2
F (Fail)	39.99 & below	1

*The performance grading shall be based on the aggregate performance of Internal Assessment and Semester End Examination.*

**6.11. CARRY FORWARD OF THE MARKS IN CASE IF THE LEARNER FAILS IN ONE OR MORE SUBJECTS:**

- 1) A learner who PASSES in the Internal Examination but FAILS in the Semester End Examination of the course shall reappear for the Semester End Examination of that course. However his/her marks of the Internal Examinations shall be carried over and he/she shall be entitled for grade obtained by him/her on passing.
- 2) A learner who PASSES in the Semester End Examination but FAILS in the Internal Assessment of the course shall reappear for the Internal Examination of that course. However his/her marks of the Semester End Examination shall be carried over and he/she shall be entitled for grade obtained by him/her on passing.
- 3) **A) For Courses without practical's (including Foundation Course Paper I & II)**  
In case of a learner who is reappearing for the Internal Examination, the examination -will consist of one project of 40 marks which will be divided into 20 marks for the documentation of the project, 10 marks for the presentation and 10 marks for the viva and the interaction.  
**B) For Courses with practical/field work.**  
In case of a learner who is reappearing for the Internal Examination for subjects with Practical/fieldwork, the examinations will consist of practical examination of 40 marks which will be divided into 20 marks for the laboratory work, 10 marks for the Viva Examination and 10 marks for the Journal.

**6.12. ALLOWED TO KEEP TERMS (ATKT):**

- a) A learner shall be allowed to keep term for Semester II irrespective of number of heads of failure in the Semester I.
- b) A learner shall be allowed to keep term for Semester III if he/she passes each of Semester I and Semester II

**OR**

A learner who fails in not more than two courses of Semester I and Semester II taken together.

- c) A learner shall be allowed to keep term for Semester IV irrespective of number of heads of failure in Semester III. However, the learner shall pass each course of Semester I and Semester II in order to appear for Semester IV.

d) A learner shall be allowed to keep term for Semester V if he/she passes Semester I, Semester II, Semester III and Semester IV

**OR**

A learner shall pass Semester I and Semester II and fails in not more than two courses of Semester III and Semester IV taken together.

e) A learner shall be allowed to keep term for Semester VI irrespective of number of heads of failure in the Semester V. However, the learner shall pass each course of Semester III and Semester IV in order to appear for Semester VI.

f) The result of Semester VI shall be kept in abeyance until the learner passes each of Semester I, Semester II, Semester III, Semester IV and Semester V.

### **6.13. ADDITIONAL EXAMINATION**

#### **A) INTERNAL ASSESSMENT:**

**Eligibility norms to appear for the additional class test or assignment or project for learners who remained absent:**

- a) The learner must apply to the Head of the Institution giving the reason(s) for absence within 8 days of the conduct of the examination along with the necessary documents and testimonials.
- b) If the learner is absent for participation in Inter Collegiate events, State or National or International level events, Training camp or coaching camp organized by authorized university or state or national or international bodies, NSS / NCC Events / Camps / cultural activities / sports activities / research festival or any other activities authenticated by the head of the institution, the head of the Institution shall generally grant permission to the learner to appear for the additional class test or assignment.
- c) The Head of the Institution, on scrutiny of the documents and testimonials, may grant the permission to the learner to appear for the additional examination.

**Class test or assignment for Internal Assessment for courses without practicals: (for**

**Class test or assignment for Internal Assessment:**

- a) A learner who is absent for the class test and the assignment/s will be declared fail in the Internal Assessment Scheme.
- b) A learner who is absent for the class test and has appeared for the assignment/s will be allowed to appear for the additional class test of 10 marks.
- c) A learner who has appeared for the class test but remains absent for the assignment/s will be allowed to appear for one additional assignment out of 10 marks and the internal assessment will be calculated as out of 40 marks.



- d) A learner who is absent for the class test or one assignment as the case may be the learner will be allowed to appear for the additional class test/assignment and the internal assessment will be calculated as out of 40 marks.

**Class test or assignment for Internal Assessment (for Foundation Course I & II):**

- a) A learner who is absent for the class test and has submitted the assignment/project as per schedule will be allowed to appear for the Semester End Examination. However, his/her marks for the class test will be forfeited and the internal assessment will be calculated as out of 40 marks.
- b) A learner who has appeared for the class test but fails to submit the assignment/project or remains absent for the assignment/project will be allowed to submit an additional assignment/project for 20 marks and the Internal Assessment will be calculated out of 40 marks.

**Class test or assignment for Internal Assessment for Courses with practicals:**

- a. A learner who is absent for the Semester End Practical Examination and the assignment/project will be declared fail in the Internal Assessment Scheme.
- b. A learner who is absent for the Semester End Practical Examination and has appeared for the assignment will be awarded marks for the Journal (out of 5 marks) & Viva (out of 5 marks) component of the Semester End Examination. Thus he will be evaluated for 10 marks instead of 20 marks and will lose the 10 marks for the Laboratory work. However, his marks for the Semester End Practical Examination will be taken as out of 20 (without conversion i.e. if the learner gets 4/10 marks in for Journal & Viva, his/her marks for the Semester End Practical Examination will be taken as 4/20) and internal assessment will be calculated as out of 40 marks and not 30 marks.
- c. A learner who has appeared for Semester End Practical Examination but remains absent for the assignment will be allowed to appear for the additional assignment and the internal assessment will be calculated as out of 40 marks.

**The Additional Class Test (or viva examination) or Assignment must be conducted 15 days prior to the commencement of the Semester End Examination after following the necessary procedure and completing the formalities.**

## **C) SEMESTER END EXAMINATIONS**

**ELIGIBILITY TO APPEAR FOR ADDITIONAL SEMESTER END EXAMINATION:**

A learner who does not appear i.e. remains absent in some or all the courses on medical grounds or for representing the college / university in sports, cultural activities, activities of NSS, NCC or sports training camps conducted by recognized bodies / competent authorities or for any other reason which is considered valid under exceptional circumstances and to the satisfaction of

the Principal or the Head of the Institute OR fails in some or all the subjects is eligible to appear for the additional examination.

A learner who does not appear for both the Internal Assessment and Semester End Examination shall not be eligible to appear for the additional Semester End Examination.

The additional Semester End Examination shall be of two hours duration and of 60 marks per course. The learner shall appear for the course of the Semester End Examination for which he/she was absent or has failed. Learners who are punished under O.5050 are not eligible to appear for this additional examination.

#### **MODE OF CONDUCT OF SEMESTER END ADDITIONAL EXAMINATION:**

- a) There will be one additional examination for semester I, II, III and IV only for those who have failed or remained absent.
- b) The absent learner will be allowed to appear for the examination by the head of the institution after following the necessary formalities subject to the reasons to the satisfaction of the head of the institution.
- c) This examination will be held 20 days after the declaration of results but not later than 40 days.

#### **6.14. EVALUATION OF PROJECT**

- a) A learner who PASSES IN ALL THE THEORY PAPERS BUT DOES NOT secure minimum grade of E in project as applicable has to resubmit a fresh project till he/she secures a minimum of grade E. His/her marks in the theory papers that the learner has passed will be carried forward and he/she shall be entitled for grade obtained by him/her on passing.
- b) The evaluation of project and viva-voce examination shall be by awarding grade in the seven point scale as given in grade table.
- c) A learner shall have to obtain minimum of grade E (or its equivalent marks) in project evaluation and viva/voce taken together.

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## **Annexure I**

### **Bachelor of Arts (B.A.) Degree Course**

#### **List of the General Applied component Courses**

The following is Indicative List of the General Applied component Courses (any one) offered at affiliated colleges to be selected by a learner at 3<sup>rd</sup> semester level and continued in the 4<sup>th</sup> semester.

#### **List of General Applied Component Courses**

##### **Electives at Semester III and IV**

2. Advertising
3. Population Studies
4. Travel and Tourism
5. Mass Communication
6. Computer System
7. Book keeping and Accountancy
8. Business Communication
9. Secretarial Practice
10. Investment and Portfolio Analysis
11. Introduction to journalism

*Note : The learner is to opt any One at 3<sup>rd</sup> semester and the same component is continued as course II at 4<sup>th</sup> Semester.*

### **Acknowledgement**

It is my pleasure to place on record my sincere thanks to all those members of Faculty of Arts, Principals, Heads of University Departments in the Faculty of Arts, and college teachers who have contributed for finalization of this draft with their valuable suggestions. Special thanks to Dr. Anuradha Deshmukh of YCMOU and to the Controller of Examinations Prof .Vilas Shinde for their constant support in finalizing the draft. I wish to take this opportunity to express my gratitude to Hon'ble Vice Chancellor Dr. Rajan Welukar who has been the driving spirit behind the process of introduction of the system in our University.

Prof. (Mrs) Parvathi Venkatesh

Former Dean, Faculty of Arts (2006 - 2011)

University of Mumbai

# **University of Mumbai**



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**NAAC ACCREDITED**  
**(2001-2006)**

## **Manual**

**On**

### **Semester Based,**

### **Credit and Grading System**

**For**

### **Under Graduates (UG) Programmes**

**Under**

### **The Faculty of Science**

**With Effect from the Academic Year**  
**2011-12**

# Manual on Choice Based Credit Systems (CBCS) and Grading implemented in University of Mumbai:–

@ University of Mumbai, 2011,

First Edition: May-June, 2011

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An official Manual of Choice Based Credit Systems (CBCS) and Grading is being published for the first time for the use of administrators, teachers, administrative staff and learners to make them acquainted with the Choice Based Credit and Grading system to be implemented at the University of Mumbai with effect from the Academic Year 2010-11. The following members have contributed for writing of the content of this manual and its preparation.

## **Contributed by,**

- Dr. Rajan M. Welukar, Vice Chancellor, University of Mumbai,
- Prin. Dr. S. T. Gadade, Former Dean, Faculty of Commerce,
- Prin. (Mrs.) Parvati Venkatesh, Former Dean, Faculty of Arts,
- Prof. S. B. Patil, Former Dean, Faculty of Science,
- Prin. Dr. T. P. Madhu Nair, Dean, Faculty of Commerce,
- Dr. P. G. Jogdand, Dean, Faculty of Arts,
- Prin. Dr. (Mrs.) Madhuri Pejaware, Dean, Faculty of Science,
- Dr. Suresh K Uakrande, Dean, Faculty of Technology
- Prin. Sunil B Mantri, Member, SVKM's Narsee Monjee College of Commerce & Economics
- Dr. (Mrs.) Anuradha Deshmukh, Director, Centre for Collaboration & Special initiatives, Special Invitee from YCMOU, Nasik,
- Prof. Vilas B. Shinde, Controller of Examinations, University of Mumbai and Member Secretary of the Committee.

## **Compiled & Published by,**

Prof. Vilas B. Shinde, Controller of Examinations, University of Mumbai, Vidyanagari, Mumbai

## **Front Page Cover Designed by,**

Prof. Nitin Keny, Dean, Faculty of Fine Arts,

## **Printed at,**

Mumbai University Press, M. J. Phule Bhavan, Vidyanagari, Santacruz (East), Mumbai- 400 098

# Contents

Foreword by the Vice-Chancellor

Preface by the Controller of Examinations

## Unit 1: Introduction

- 1.1 Need for academic reforms in Indian Higher Education.
- 1.2 Recommendations of National Regulatory Authorities.
- 1.3 Rationale for introduction of CBCS.
- 1.4 Scientific approach to implementation.
- 1.5 General recommendations for use of CBCS.

## Unit 2: Basic Concepts

- 2.1 Overview.
- 2.2 Key Terms (Terminology).
- 2.3 Dimensions of Credit Transfer.
- 2.4 Types of Credit Transfer.
- 2.5 Issues to be addressed.

## Unit 3: Curriculum Development Policy of University of Mumbai

- 3.1 Introduction.
- 3.2 Levels of Programmes
- 3.3 Programmes available in the University of Mumbai under the faculty of Science.

## Unit 4: Assigning Course wise Credits: Steps for implementation

- 4.1 General guidelines.
- 4.2 Assignment of Credits.
- 4.3 Credit Based Evaluation System.
- 4.4 Performance Grading.

## Unit 5: Introduction of the Grading System in University of Mumbai

- 5.1 Introduction.
- 5.2 What is grading?
- 5.3 Encumbrances to Evaluations Reforms.
- 5.4 Deficiencies in the traditional Marking system.
- 5.5 Advantages of grading system.
- 5.6 The seven point Grading System.
- 5.7 Conversion of Marks into Grades & Calculation of GPA.
- 5.8 Reporting of learner performance.(Grade Card)
- 5.9 Format of the Grade Cards.

## Unit 6: Programmes under the faculty of Science along with the assignment of Credits.

Annexure

Acknowledgment

# University of Mumbai



## FOREWORD

It gives me great pleasure to present the first edition of the Manual on Semester Based Credit and Grading System developed for the University of Mumbai. This, to my mind, is not just a matter of mere compliance of directives or recommendations stipulated from time to time by the University Grants Commission, the National Knowledge Commission and the Governmental bodies, but rather is the outcome of an exhaustive exercise involving serious deliberations with representatives of all the Faculties under the University of Mumbai. While doing so, conscious efforts have been made to incorporate the unique needs of each faculty and align these with the credit based systems operating elsewhere in the country as well as in other parts of the globe.

It is hardly a debatable matter now as to whether a University or any other higher education provider for that matter should adopt a Credit Based System or not. We must recognize the fact that every student has the right to learn what he wants to learn and from wherever he wants to learn. The system of assigning Credits to each course or module undertaken and allowing flexibility of course combinations both within an institution as well as across institution respects this 'Autonomy' of the student. We are today living in an age where – thanks to the interventions of technology – it should be possible for every student to create his own course combinations through picking and choosing from various institutions and construct his own degree in a typical 'cafeteria' approach to learning. This will only happen if all the higher education providers speak the same language. The Credit Based System which provides a clear accounting of the student's efforts and learning load, places the student at the centre stage of all academic transactions and facilitates the bringing of all the education providers on a common platform. In this sense, the system is ideally suited for respecting the independence of the student and promoting the much required 'Learner Mobility'. It is imperative; therefore, that every forward looking institution takes a bold step in setting up an appropriate Credit Based System and the University of Mumbai cannot afford to lag behind.

This being the First Edition of the specially prepared Manual in this regard, we are fully aware that there are bound to be modifications that would be required in subsequent editions. An attempt has been made here, however, to explain each new concept and term, relate it to the prevalent system, and illustrate how it can be implemented. While it cannot be claimed that every conceivable issue arising as a result of adoption of the Credit Based System has been addressed in this manual, I do believe



that the major matters have been suitably dealt with. I am especially thankful to all the Deans of the different Faculties of the University and all the others who have painstakingly contributed in one way or the other to see that the Manual has reached its present form.

I now request each user of this Manual to not only acquaint himself/ herself with the basic concepts, terminology and operational steps stated herein, but to actually implement the system and experience its strengths. I am fully aware that switching over from an age-old system to a completely new one is not an easy task, particularly in view of the fact that the implementation has to take place on a massive scale. This is undoubtedly going to call for a new learning, additional efforts on the part of the teaching community and above all, a different mind-set. I am confident, however, that in due course, all the doubts and misgivings that may exist about this system will be sorted out and that with all the inputs and suggestions coming from different quarters, we shall soon be able to come out with a modified and improved next edition of this manual. I look forward to this day and I wish each one of you the very best in your efforts at serving the students better.

Keeping in mind the learner centric approach.

Best wishes!

Date: - 09<sup>th</sup> June, 2011  
Place: - Mumbai

(Dr. Rajan Welukar)  
Vice Chancellor

# University of Mumbai



## PREFACE

It is a great pleasure for me to get the opportunity to contribute in writing of this manual and present this information and guidelines of Semester Based Credit and Grading System in the form of Manual.

The Ordinances and Regulations related to introduction of semester pattern with Credit and Grading System for UG and PG programmes of Arts, Science and Commerce faculties have been accepted by the Academic Council at its meeting held on 10<sup>th</sup> June, 2010 vide Item No. 4.86, 4.61 and 4.66 respectively and subsequently the Management Council has given the concurrence at its meeting held on 18<sup>th</sup> July, 2010 to the Credit and Grade Point System with minor changes and resolved to conduct the workshops and training programmes for the teachers and administrative staff to make them acquainted with the system of Credit and Grade Point System. In pursuance of the resolution of the Management Council, a series of meetings of all the Deans of faculties and Controller of Examinations were convened by the Hon'ble Vice Chancellor. The Deans of various faculties submitted a strategy for implementation steps of this Semester Based Credit and Grading System.

This manual of information containing the guidelines of Semester Based, Credit and Grade Point System about the programmes under the faculty of Arts, Science and Commerce. This manual consists of six units with subunits. The first unit has explained about all the introductory information about the need of reforms in the higher education, recommendation of various committees, national regulatory bodies and the information of the reforms are taking place at the international & national level. It is also explain about the introduction of Choice Based Credit System and its scientific approach of the implementation.

The second unit of this manual has explained about the basic concept of credit based systems and its terminology with credit transfer, credit shelf and so on. The credit transfer is one of the best practices which will help the learner to transfer from one course to another with accumulating the required credits. The third unit has elaborated the curriculum development policy of University of Mumbai which has explained the various levels of the programme along with its duration and the eligibility criteria. The fourth and fifth unit has explained about the assignments of credits to the courses, semesters & programmes and the complete grade point system respectively.

I am very much thankful to the present & former Deans of Various Faculties, Chairpersons of Various BOS and Dr. (Mrs.) Anuradha Deshmukh for contributing the information in this manual. I am grateful to the Hon'ble Vice Chancellor Dr. Rajan Welukar for giving me the opportunity to publish this informative document in the form of Manual and also for his continuous support and guidance to me in compiling this valuable information and present before to you all.

I am sure that this manual of detailed information will easy to understand the Credit & Grading system and definitely useful to all the stake holders and learners in particular.

Thanking You!

Place: - Mumbai  
Date: - 09<sup>th</sup> June, 2011

(Prof. Vilas B. Shinde)  
Controller of Examinations

## Unit 1: Introduction

### 1.1 Need for academic reforms in Indian Higher Education

Higher education today, especially in the Indian context has assumed major importance. Although operating one of the largest systems of higher education in the world and despite the fact that India is a much favoured destination for education especially among the developing countries, there are frequent concerns about the quality of education imparted and its overall impact on the country's nation building process. Particularly under attack is the resistance to bring about long term academic reforms in the system. Among the various lacunas in the system is the absence of a comprehensive national framework for facilitating mutual give and take of the academic programmes offered by the different higher education providers in the country. With 'twinning programmes' and 'joint degree' initiatives as well as 'study abroad' programmes gaining increased momentum in several parts of the globe, the importance given to 'mobility of learners' and the need for offering flexible curricular choices to them, it has now become necessary to take a serious re-look at the system and introduce reforms wherever possible.

### 1.2 Recommendations of National Regulatory Authorities

**The University Grants Commission (UGC), the National Assessment and Accreditation Council (NAAC), the Distance Education Council (DEC) and even the National Knowledge Commission (NKC)** have time and again come out with recommendations for improving the quality and effectiveness of Higher education provisions in the country. The ministry of Human Resource Development at the Central level and the Ministry of Higher & Technical Education, Govt. of Maharashtra have also repeatedly stressed on the need for universities to pay prompt attention to some of the weaknesses that plague the system and undermine its very credibility. An important concern voiced more strongly in recent times, is the need to develop a Choice-Based Credit System (CBCS) in tune with global trends and the adoption of a sound grading system for reflecting learner performance. To quote Shri S. K. Tripathi, former Secretary, Dept. of Secondary and Higher Education, Ministry of Human Resource Development, Govt. of India, "..... *The demand for socially relevant, economically productive, globally competitive, culturally sustaining and individually satisfying programmes that cater to the needs of the present times is fast growing. The constraints of pursuing programmes and participation in pre-determined combination of Courses pose rigidities not in keeping with the demands of the changing times....* ***There is today a need for a fully convertible credit-based system acceptable to other universities.***

**Recommendation of the UGC** in its *Action Plan for Academic and Administrative Reforms* (Ref. UGC letters January 2008; March 2009)

*"..... Curricular flexibility and learners' mobility is an issue that warrants our urgent attention. These can be addressed by introducing credit based courses and credit accumulation. In order to provide with some degree of flexibility to learners, we need to provide for course duration in terms of credit hours and also a minimum as well as a maximum permissible span of time in which a course can be completed by a learner... The*

*Choice-Based Credit System (CBCS) imminently fits into the emerging socioeconomic milieu, and could effectively respond to the educational and occupational aspirations of the upcoming generations. In view of this, institutions of higher education in India would do well to invest thought and resources into introducing CBCS. Aided by modern communication and information technology, CBCS has a high probability to be operationalised efficiently and effectively — elevating learners, institutions and higher education system in the country to newer heights... ”.*

The **National Knowledge Commission (NKC)** under the chairmanship of Mr. Sam Pitroda, in its report to the Prime Minister on 29th November 2006) has also reiterated the importance of Higher education and the contribution it has made to economic development, social progress and political democracy in independent India. However, the Commission has also pointed out to a “serious cause for concern” at this juncture. According to Mr. Pitroda, “.... it is important for us to recognize that there is a quiet crisis in higher education in India which runs deep. And the time has come to address this crisis in a systematic, forthright manner. .... There is today a need for a transition to a course credit system where degrees are granted on the basis of completing a requisite number of credits from different courses, which provides learners with choices....

The **National Assessment and Accreditation Council (NAAC)** also gives special importance to ascertaining whether a Choice Based Credit System (CBCS) is in place in any given institution when assessing it.

### **1.2.1 At the global level**

All the major higher education providers across the globe are operating a system of credits. The European Credit Transfer System (ECTS), the ‘National Qualifications Framework’ in Australia, the Pan-Canadian Protocol on the Transferability of University Credits, the Credit Accumulation and Transfer System (CATS) in the UK as well as the systems operating in the US, Japan, etc are examples of these.

### **1.2.2 The Concept of CBCS in brief**

While explanations of the several terms related to the development of a Choice-Based Credit System are given later, it is important to know that CBCS essentially implies a redefining of the curriculum into smaller measurable entities or ‘modules’ with the hours required for studying/‘learning’ these – not ‘teaching’ - being at the primary focus and the development of a mechanism whereby these modules can be combined in different ways so as to qualify for a Certificate, Diploma or Degree. In a sense, therefore, the completion of a single ‘Module’ of learning can pave the way for learning other modules either in the same institution or elsewhere and a combination of modules in keeping with the needs and interests of the learners illustrates the much talked about ‘cafeteria approach’ to learning with the Learner at the centre stage of all academic transactions.

### 1.3 Rationale for introduction of CBCS

The UGC while outlining the several unique features of the Choice-Based Credit System (CBCS) has, in fact, given in a nutshell, the rationale for its introduction. Among the features highlighted by the UGC are: *Enhanced learning opportunities, ability to match learners' scholastic needs and aspirations, inter-institution transferability of learners (following the completion of a semester), part-completion of an academic programme in the institution of enrolment and part-completion in a specialized (and recognized) institution, improvement in educational quality and excellence, flexibility for working learners to complete the programme over an extended period of time, standardization and comparability of educational programmes across the country, etc.* Some of the specific advantages of using the Credit system as outlined in the available literature on the topic are as listed below:

#### Advantages of the Credit System

- Represents a much-required shift in focus from teacher-centric to learner-centric education since the workload estimated is based on the investment of time in learning, not in teaching.
- Helps to record course work and to document learner workload realistically since all activities are taken into account - not only the time learners spend in lectures or seminars but also the time they need for individual learning and the preparation of examinations etc.
- Segments learning experience into calibrated units, which can be accumulated in order to gain an academic award.
- Helps self-paced learning. Learners may undertake as many credits as they can cope with without having to repeat all the courses in a given semester if they fail in one or more courses. Alternatively, they can choose other courses and continue their studies.
- Affords more flexibility to the learners allowing them to choose inter-disciplinary courses, change majors, programmes, etc.
- Respects 'Learner Autonomy'. Allows learners to choose according to their own learning needs, interests and aptitudes.
- Makes education more broad-based. One can take credits by combining unique combinations. For example, if a learner is studying music, he/she can also simultaneously take a course in Business Management.
- Facilitates Learner Mobility. Offers the opportunity to study at different times and in different places. Credits earned at one institution can be transferred to another.
- Helps in working out twinning programmes.
- Is beneficial for achieving more transparency and compatibility between different educational structures.
- A credit system can facilitate recognition procedures as well as access to higher education for non-traditional learners.

## 1.4 Scientific approach to implementation

Any institution desirous of working out a comprehensive Credit system needs to adopt a systematic approach that handles most, if not all the aspects that need attention. Introducing the Credit system without adequate policy formulation and clear implementation guidelines is quite likely to encounter problems that are dealt with through ad hoc decisions. Such decisions may have long-term consequences which cannot easily be set right. Care has to be taken to see that the learner who must be the ultimate beneficiary of the system, does not suffer academically because of absence of procedures or lack of adequate attention to detail when evolving the system. Apart from the fact that any form of injustice caused to the learner - the ultimate 'consumer' in the educational process – can lead to legal issues, the lack of a comprehensive approach may affect the key features like curricular flexibility, learner autonomy and learner mobility that are central to the system. The following major steps should, therefore, be taken by any higher education provider wanting to introduce the Credit System. The steps given herein apply both to the annual pattern as well as the semester pattern. These have been grouped into two categories viz. steps to be taken at the programme level, involving a micro-approach and steps to be taken at the institutional level, involving a somewhat macro approach.

### A] At the Programme level

1. Specify for each academic programme considered at the Certificate / Diploma / Degree level (Undergraduate or Post-graduate level), the programme structure (core courses, optional courses, etc and their year wise distribution if applicable), entry level requirements, minimum and maximum duration for successful completion, programme objectives, teaching-learning strategies (number of teaching hours/lecture hours, tutorial hours, practical conduct hours, etc involved) and evaluation components (nature and number of assignments, tutorials, tests, etc.) for the entire programme. Identify also the modules / courses that may be studied either as part of the programme or may be taken up independently.
2. Given the syllabus to be considered under each course included in a given programme, specify the objectives of each course.
3. Break up the syllabus of each course into smaller components called 'Units' and state the Specific Learning Outcomes (SLO) for each Unit.
4. By and large, in a given year consider that on an average a learner may undertake courses totaling between 36 to 40 Credit Points (Taking into consideration that 1 Credit Point is equal to approximately 30 hours of study.)
5. Considering the nature of content to be studied for each course, number of lectures / practical's to be conducted and the evaluation components to be completed under each course, distribute the credit points among the different course components of the programme to be completed in a given year. As a thumb rule, each course should normally be in the range of 4 to 6 Credit Points.
6. Allocate the course wise credits based on an estimate of the number of hours that would be required by an average learner to fulfill the basic requirements of the course including time spent on attending lectures, preparing for all the evaluation components, etc.(Learning hours).

7. Credits should also be allocated to all the units included within a given course - for compulsory or core courses as well as elective courses.
8. Credits should also be allocated to project work, thesis, industrial placements, etc where these components are a part of a degree programme,

#### **B] At the institutional level**

1. Programme wise catalogues should be prepared in detail for all the academic programmes offered by the institution. Apart from basic information regarding admission procedure, fees to be paid, eligibility criteria, academic calendar and overall programme structure, each catalogue should contain other details like course choices available, course wise syllabi, course wise learning outcomes (what learners are expected to know, understand and be able to do after studying a given course) and workload (the time learners typically need to achieve the learning outcomes), expressed in terms of credits.
2. The programme wise catalogues thus prepared should be published in print form as well as made available on the web for open and transparent dissemination of information to all.
3. In addition to programme wise catalogues, certain other key documents will also be required viz. the Learning Agreement and the Transcript of Records in order to assist the process of Credit accumulation and Credit Transfer from one programme to another or from one institution to another [Specimen Formats of a Learning Agreement as well as Transcript of Records are provided in the Appendix and have been adapted from the European Credit Transfer System (ECTS) that has been accepted as a model by many countries across the globe.]

When the three parties involved - the learner, the home institution and the host institution - agree about offering Credit Transfer facilities for a certain academic programme (especially in cases where the learner completes some amount of course work in an overseas institution), they should sign a **Learning Agreement** which should be attached to an application form submitted by the learner. Such a Learning Agreement should specify that the learner agrees to undertake the programme of study at another 'host' institution as an integral part of his or her higher education. The 'home institution' according to this Agreement will also provide an assurance to the learner that the home institution will give full academic recognition in respect of the courses listed in the agreement. Ideally, the host institution should also explicitly state as to how exactly the academic recognition will be executed while confirming that the programme of study does not conflict with the host institution's rules. A copy of the signed learning agreement should be given to all parties involved, the home institution, the host institution and the learner.

A **Transcript of records** should describe the learning achievements of the concerned learner prior to and after the period of study in another institution. Every course taken by the learner should be recorded on the transcript of records with the corresponding credits and the grade/marks awarded. A signed copy of the transcripts of records should be given to all parties involved, the home institution, the host institution and the learner.

4. An internal Coordination Committee should be established to handle all matters related to the implementation of the Credit System. Apart from assisting in inter-departmental

coordination, this Committee should also look into matters like inter-institutional credit transfer arrangements and course equivalence with the assistance of the concerned departments/officials from the university.

### **1.5 General Recommendations for Use of CBCS**

There are general recommendations for the development and implementation of a Choice Based Credit System as follows

1. It is always advisable that credits are allocated on a “top-down” basis. The starting point should be the full programme taken into account and then one should move on to assigning credits to the constituent courses. Allocating credits to individual course units on a “bottom-up” basis may result in complications that are difficult to handle.
2. The use of decimals in course wise credit allocations (e.g. 4.85 credits) should be avoided. To the extent possible, unit wise credit allocations should be limited to the use of half credits.
3. Although credits may be allocated on a unit wise basis for computational purposes, they should only be awarded to learners who successfully complete the qualifying criteria for an entire course. In other words, learners should not be given credits for partial work completed for a given course like submission of assignments or attendance at tutorials, etc.
4. The mere existence of a facility for credit transfer should not by itself be a sufficient condition for making it available to the learner. The learner wanting to avail such a facility should apply for the same in a prescribed form with a certain ‘processing fee’ and also with adequate substantiating and properly authenticated documents accompanying his application.
5. In cases where in two or more institutions desire to give joint degrees/ diplomas, a Memorandum of Understanding should be signed specifying the particular responsibility of each partner in the Alliance and the operational modalities involved properly documented.

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## Unit 2: Basic Concepts

### 2.1 Overview

In the last Unit, we have studied the rationale and advantages of introducing the Choice Based Credit System for any institution of higher education. While there is complete consensus among educationists and policy-makers about its need and importance, there is relatively less clarity about operationalising the system. The development of any comprehensive Choice-Based Credit System pre-supposes that there is complete conceptual understanding of the associated terms and their interpretation. These terms must not only be understood uniformly by all those using the system, but must also be well documented so as to facilitate provisions for learner mobility between two or more academic programs within a single institution or across educational institutions within and outside the country. A review of the Credit Systems operating in many parts of the globe does indicate some nationwide variations in terms of the numerical values assigned to a single Credit Point, but the conceptual meanings of the related terms remain uniform across the board. In this Unit, an attempt has been made to explain some of the concepts that are central to the Choice-Based Credit System. The reader is advised to apply some of these terms in his/her own context and refine his/her understanding of the same.

### 2.2 Some Key Terms

#### 2.2.1 Program:

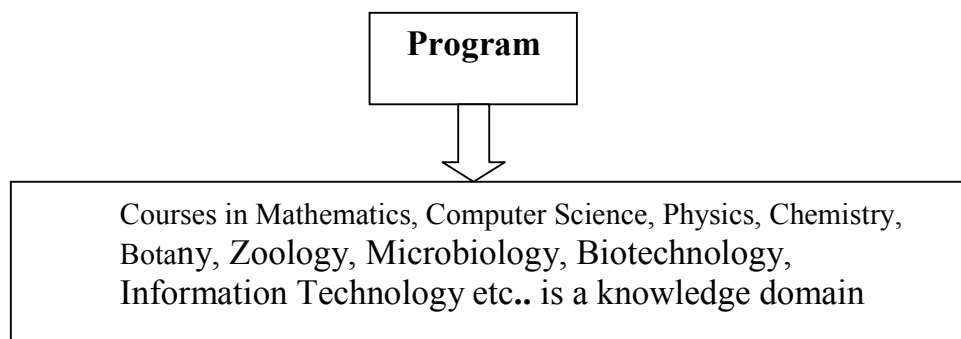
A Program is a set of courses that are linked together in an academically meaningful way and generally ends with the award of a Certificate or Diploma or Degree depending on the level of knowledge attained and the total duration of study. For example, Certificate in office Computing, Diploma in Journalism, BA and BSc , etc. would be called ‘Programs’ at the Certificate, Diploma and Degree level respectively. Over the years, most universities have been using the term ‘Course’ to indicate what is meant here by ‘Program’. **In order to use common nomenclature, therefore, let us refer to BA, B.Sc and B.Com as Programs, not Courses.**

#### 2.2.2 Course:

A ‘course’ in simple terms corresponds to the word ‘subject’ used in many universities. A course is essentially a constituent of a ‘program’ and may be conceived of as a composite of several learning topics taken from a certain knowledge domain, at a certain level. All the learning topics included in a course must necessarily have academic coherence, that is, there must be a common thread linking the various components of a course. A number of linked courses considered together are in practice, a ‘program. For instance,

1. ‘Compulsory English’, ‘General Marathi’, ‘ Micro-Economics’, etc. included under the BA program would be called ‘Courses’

2. Chemistry, Physics, Mathematics, Zoology, Botany, Microbiology, Computer Science etc. included under the B.Sc. Programme would be called ‘Courses’ for single major Microbiology and Bio-Chemistry, Mathematics and Statistics, Zoology and Bio-Chemistry would be included under the B.Sc. program would be called ‘Courses’ for double major.
3. A B.Sc. program in Mathematics (as a single major) will include 18 courses from Mathematics, 10 courses from Computer Science, 4 courses from Physics, 4 courses from Applied component and 4 courses from Foundation Course and practical courses.



### 2.2.3 Module and Unit:

A course which is generally an independent entity having its own separate identity, is also often referred to as a ‘Module’ in today’s parlance, especially when we refer to a ‘modular curricular structure’. A module may be studied in conjunction with other learning modules or studied independently. While it is a common practice to treat a single course as an independent module, there are instances where in a single ‘Unit’ or a Topic within a course is treated as a Module. For instance,

- One Topic in a course on ‘Compulsory English’ could be ‘Reading Skills’. Such a topic would be called a ‘Unit’. If this Unit can operate as a single separate entity, it may be called a ‘Module’.
- One Topic in a course on ‘Mathematics’ could be ‘Double integral’. Such a topic would be called a ‘Unit’. If this Unit can operate as a single separate entity, it may be called a ‘Module’.
- One paper in mathematics will be called one course. Thus in Mathematics at FYBSC level (Semester I and semester II) paper I will be called one module. Every paper in each subject under science faculty will be separate entity and hence it is a course.

Structuring the entire curriculum of a program in terms of independent modules helps to provide a lot of flexibility and choice for the learner. He/She can then work out his own combination of courses as per his/her own inclinations.

#### **2.2.4 Credit Point:**

This has a reference to the ‘Workload’ of a learner and is an index of the number of learning hours deemed for a certain segment of learning. These learning hours may include a variety of learning activities like reading, reflecting, discussing, attending lectures / counseling sessions, watching especially prepared videos, writing assignments, preparing for examinations, etc.. Generally, a system of assigning Credit Points (CP) for a single course is practiced in most countries across the globe. Credits assigned for a single course always pay attention to how many hours it would take for an average learner to complete a single course successfully. The fallacy of assigning credits to a course purely based on how many lectures (teaching hours) are conducted for a learner at a certain level needs to be avoided. Although there is no hard and fast rule regarding how many credit points a single course should have, by and large a course may be assigned anywhere between 2 to 8 credit points wherein **1 credit is construed as corresponding to approximately 30 to 40 learning hours.**

#### **2.2.5 Credit completion and Credit accumulation:**

Each module of an academic program that has been assigned specific credit points also has a certain scheme of learner evaluation as well as certain specific criteria defining successful completion. Credit completion or Credit acquisition may be considered to take place after the learner has successfully cleared all the evaluation criteria with respect to a single course. Thus, a learner who successfully completes a 4 CP (Credit Point) course may be considered to have collected or acquired 4 credits. His level of performance above the minimum prescribed level (viz. grades / marks obtained) has no bearing on the number of credits collected or acquired. A learner keeps on adding more and more credits as he completes successfully more and more courses. Thus he ‘accumulates’ course wise credits.

#### **2.2.6 Credit Bank:**

The process of accumulating Credits over a period of time, leads to the idea of a ‘Credit Bank’. Conceptually, a Credit Bank in simple terms refers to stored and dynamically updated information regarding the number of Credits obtained by any given learner along with details regarding the course/s for which Credit has been given, the course-level, nature, etc. In addition, all the information regarding the number of Credits transferred to different programs or credit exemptions given may also be stored with the individual’s history. In short, like a regular Bank, this would involve maintaining all the Credit-related transactions of an individual. Credit Banking, when practiced would go a long way in facilitating credit transfers and learner mobility.

#### **2.2.7 Credit Transfer:**

Apart from maintaining an account of credits acquired by a learner over a period of time for a wide range of courses, the main idea behind implementing the credit system is to make provision for learner mobility. Credit Transfer means that credits earned at one institution for one or more courses under a given program are accepted under another program either by the same institution or another institution. In practice this means that it is accepted that a certain

chunk of learning has already been successfully completed by a learner. This acceptance of earlier acquired credits may be reflected in one of two ways:

(i) Direct Performance Transfer **or** (ii) Course exemption.

#### **2.2.8 Performance transfer:**

When a learner who has successfully completed a certain academic program, is allowed to transfer his past performance to another academic program having some common courses, ***performance transfer*** is said to have taken place. In such cases, the grades or marks obtained by the learner in the common courses of the earlier completed program are reflected unchanged in the new program. Thus for example, if two academic programs have 3 common courses, the grades (or marks) in each of them would be reflected in the same way when considering the new academic program. **For example B.A. and B. Sc. programme in Mathematics at FYBA and FYBSC has two courses in common, four courses in SYBA and SYBSC and eight courses in TYBA and TYBSC.**

#### **2.2.9 Course exemption:**

Occasionally, two academic programs offered by a single university or by more than one university may have some common or equivalent course-content. The learner who has already completed one of these academic programs is then allowed to skip these 'equivalent' courses when registering for the new program. He is then 'exempted' from 're-learning' the common or equivalent content area and from re-appearing for the concerned examinations. It is thus taken for granted that the learner has already collected in the past the credits corresponding to the exempted courses.

#### **2.2.10 Block Transfer:**

This refers to a group of courses, such as a completed certificate or diploma program that are accepted for transfer of credit into a degree program.

#### **2.2.11 Shelf Life:**

This has a reference to the time duration for which the content of a given course is relevant and is directly linked with the obsolescence of knowledge in a certain field. Some institutions have time limits for granting credit transfer. Courses with a short 'shelf life' are most common in areas such as Computer Science and Information Technology where dynamically updated curriculum is essential.

#### **2.2.12 Transfer Agreement:**

This is an agreement that must be made between two institutions (a sender and a receiver) that specifies how the sending institution's course or program will be accepted (for transfer of credits) at the receiving institution.

### **2.3 Dimensions of Credit Transfer**

Credit Transfer may be conceived of as operating along two **planes: lateral (or horizontal)** and **vertical**. When an individual having successfully completed the courses included in an academic program at a certain level, is allowed to transfer his achievement in

some of these courses to another same-level academic program having these courses in common, this may be referred to as '**Horizontal or Lateral credit transfer**'. This would mean in practice that credit transfer takes place between two certificate level programs, two diploma level programs, two degree-level programs or two post-graduate level programs. **For example, a learner completing his B. Sc (Computer Science) degree from Mumbai University may seek Horizontal / Lateral Credit Transfer for the common courses while securing admission to the B.Sc (Bachelor in Information Technology) program in the same University.** '**Vertical credit transfer**', sometimes referred to as '**Career Laddering**' may be said to occur when an individual's performance in some courses within a certain academic program at a particular level is carried over to a higher-level academic program having these or equivalent courses in common. Making a provision for 'upward mobility' of the learner is the rationale behind this dimension of credit transfer. An example of this would be when in a conventional university, a learner completing a Diploma program in Engineering gets direct admission to the Second Year in the Science degree program.

## **2.4 Types of Credit Transfer**

Besides the fact that credit transfer may operate along either of the two above-mentioned planes, it may also be seen as being of one of two **types: intra-institutional and inter-institutional**. When the process of credit transfer takes place *within* a university or institution, it may be called intra-institutional credit transfer; on the other hand, when the credit transfer process operates *across two or more* institutions, this may be viewed as inter-institutional credit transfer. Both inter-institutional / intra-institutional credit transfer may operate across levels – vertical or horizontal. Thus, the following four possible combinations of credit transfer emerge:

### **2.4.1 Intra-institutional lateral credit transfer:**

This would be illustrated if there is movement from one Diploma/Degree to another at the same level in the same or related field within the same university.

### **2.4.2 Intra-institutional vertical credit transfer:**

**An example of this is seen in the case of a learner from Mumbai University who after completing a 3-year Diploma in Computer Technology from MSBTE gets admission directly to the Second year of the B. Sc. programme (Refer to Ordinance)**

### **2.4.3 Inter-institutional lateral credit transfer:**

This would be illustrated in all cases of learners moving from one university to another for doing academic programs at the same level viz. two different Diplomas or two different Degrees, etc.

### **2.4.4 Inter-institutional vertical credit transfer:**

This is best illustrated if a learner who completes one year of the Bachelor of Arts /Science program at say, Babasaheb Ambedkar Marathwada University, Aurangabad gets admission directly to the Second year of the degree program at Mumbai University.

By and large, when implementing the different types of Credit Transfer as stated above, a simple thumb rule would be to directly reflect the grades/marks obtained for one or more courses that have been successfully completed for all cases of Intra-institutional Credit Transfer. On the other hand, a convenient way to handle cases of Inter-Institutional Credit Transfer would be to grant Course Exemptions for the common or equivalent courses.

## **2.5 Issues to be addressed**

Even though there are institutions as well as universities in the country that have implemented a Choice-Based Credit System, it must be recognized that there are issues that need to be handled through appropriate policy guidelines so as to ensure smooth implementation. Some of these are stated in the following.

- Need for using a common nomenclature e.g. ‘Program’, ‘Course’, for all the academic offerings of the university.
- Arriving at a common meaning of the term Credit in strict numerical terms.
- Extent of content equivalence expected between two or more courses before considering them for credit transfer arrangements.
- Amount of permissible time lapsed between the successful study of certain courses and the admission to courses/ programs for which transfer is sought.
- Need for a separate mechanism (e.g. Entrance test / Skill test) to ascertain whether after having completed a certain course sometime in the past, the learner has retained the minimum required level of knowledge / conceptual understanding / skill level before granting ‘credit transfer’.
- Degree of ‘openness’ vs ‘restricted entry’ (like for instance, stipulating a minimum achievement level) to be exercised when considering vertical credit transfer.
- Need to evolve uniform definitions of terms like ‘Certificate’, ‘Diploma’ and ‘Degree’ level programs, both in terms of hours of study generally required as well as depth of content to be covered.
- Proportion of the total number of courses to be studied under a new program that may be given the benefit of past collection of credits. (i.e. maximum number of credit points that may be considered under Credit Transfer at any given point of time for a given program level.
- Role of contextual variables like learning facilities offered, teaching-learning approach adopted, evaluation strategy employed, etc when contemplating credit transfer possibilities.

These and other issues when worked out in detail will lead to the formulation of a full-fledged Credit Transfer Policy document that must be evolved by any university desirous of introducing the Choice-Cased Credit System. To sum up, it may, therefore, be emphasized that merely expressing courses offered in terms of Credit Points is not adequate for implementing the Choice-Based Credit System. Rather, a comprehensive exercise taking into account all the major implications of the system from the point of view of the learner must remain at the core of all activities in this regard.

## Unit 3:

### Curriculum Development Policy of University of Mumbai

#### 3.1 Introduction

The University of Mumbai is one of the largest and oldest Universities in the country to impart various courses under different levels of programmes within the framework of higher education. As of now, there are more than 475 courses conducted through nine (09) levels of programmes in the University Department, recognized institutions and the affiliated colleges. These programmes have been designed by the concerned Board of Studies of the various faculties on the basis of the UGC guidelines and subsequently approved by the Academic Council and Management Council. Most of the programmes are conducted at the University Departments and some of the programmes are conducted at the affiliated colleges & recognized institutions. The examinations for the semesters I to IV (First and Second Year) of the UG programmes are conducted by the Colleges and Institutions on behalf of the University and the examinations for the remaining two semesters V & VI (Third Year) are conducted by the University. The examinations for all semesters of PG programmes are conducted by the University only. The examinations for other programmes at the certificate and diploma levels are conducted by the colleges and departments and the corresponding certificates are issued by the Vice Chancellor of the University of Mumbai.

#### 3.2 Levels of the programmes

Sr. No.	Levels of Program	Nomenclature of Degree	Eligibility	Minimum Duration
1	Certificate / Foundation	Certificate in *	10+2	3 to 6 Months
2	Diploma	Diploma in *	10+2	6 Months to 1 Year
3	Advance Diploma	Advance Diploma in *	Undergraduate degree	1 year
4	Post Graduate Diploma	Post Graduate Diploma in *	Undergraduate degree	2 years
5	Under Graduate (UG)	Bachelor of *	10+2	3years
6	Post Graduate (PG)	Master of *	Undergraduate degree	2 years
7	Pre Doctoral	Master of Philosophy (M. Phil) *	Post Graduate Degree	2 years
8	Doctoral	Doctor of Philosophy (Ph.D.) *	Undergraduate/ Post Graduate degree	3 / 2 Years
9	Post Doctoral	D. Lit. *	Ph.D.	2years

\* Programmes from the respective faculties

### 3.3 Programmes Available in the University of Mumbai under the Faculty of Science

The levels of the various programmes have been designed as per the UGC guidelines, the various programmes conducted at the various levels are shown below under the faculty of Science of the University of Mumbai.

#### Program

Sr. No.	Level	Nomenclatures of Degrees	Duration in Years	Eligibility Requirement
1	Under Graduate	B. Sc	3 Years	10+2 (HSC) Refer to ordinance
2		B. Sc(Information Technology)	3 Years	
3		B. Sc (Home Science)	3 Years	
4		B. Sc (Aviation)	3 Years	
5		B. Sc(Hospitality studies Arts) BSc(Maritime Hospitality studies)	3 Years	
6		B.Sc. (Aeronautics-Mechanical and Avionics)	3 years	
7		B.Sc.(Forensic Science)	3 years	
8	Post Graduate	M. Sc(By papers)	2 Years	Undergraduate Degree Refer to ordinance
9		M. Sc(By research)	2 Years	
10	Pre Doctoral	M. Phil.	1 Year	Postgraduate Degree Refer to ordinance
11	Doctoral	Ph. D	2 Years Minimum	Postgraduate Degree Refer to ordinance

#### Note

- For eligibility, refer to ordinances and regulations.
- Many other Diplomas, PG Diplomas & Certificate courses approved by the Academic Council as per the UGC guidelines under the faculty of Commerce are listed in the Catalogue published by the UG / PG section.

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## Unit 4:

### Assigning Course wise Credit: Steps for Implementation

#### 4.1 General Overviews

The Credits are defined in terms of the learner's time spent in hours which are divided into two parts such as face to face instructions and Notional. The value of a particular course can be measured in number of Credit Points. The value of One Credit is equal to 30 to 40 learning hours.

The scheme of Examination shall be divided into two parts: Internal assessment and External assessment (semester end examination). Internal Assessment includes Assignments, Seminars, Case Studies, Quizzes, Viva, Open book test, Unit Tests etc..

Internal assessment	Semester end examination	Total (for each course or head of passing)
40 %	60 %	100%

The semester wise Credit Points will be varied from program to program but the total credits to be earned by learner to achieve Under Graduate Program degree shall be 120 Credits and for postgraduate it will be 96 credits.

Program	Sem. I	Sem. II	Sem. III	Sem. IV	Sem. V	Sem. VI	Total Credits
Undergraduate	20	20	20	20	20	20	120
Postgraduate	24	24	24	24			96

#### 4.2 Credit Based Evaluation System

##### 4.2.1. Scheme of Examination

The Scheme of Examination shall be divided into two components: Internal assessment and External assessment (semester end examination) for each course of the program. Internal Assessment includes Assignments, Seminars, Case Studies, Quizzes, Viva, Open book test, Unit Tests etc. For each course, there is a passing minimum for internal Assessment as 40% (16 out of 40 marks), for External / Semester End Examination 40% (24 out of 60 marks) and overall 40% (40 out of 100 marks).

**The performance of the learner will be evaluated in each course in the following manner**

Internal assessment	Semester end examination	Total (for each course or head of passing)
40 %	60 %	100%

**The internal assessment of 40 % for each course will be as follows:**

**Courses with practical's (for Theory Component)**

Sr. No	Evaluation type	Marks
1	Two Assignments/Case study/Project	20
2	One class Test (multiple choice questions objective)	10
3	Active participation in routine class instructional deliveries(case studies/ seminars//presentation)	05
4	Overall conduct as a responsible learner, manners, skill in articulation, leadership qualities demonstrated through organizing co-curricular activities, etc.	05

**Only for Course in Foundation Course I and Course II (For the Faculty of Arts, Science & Commerce)**

Sr. No.	Particulars	Marks
1	One periodical class test/ case study / online examination to be conducted in the given semester	10 Marks
2	Assignment/project based on curriculum to be assessed by the teacher concerned. The student will have to submit the assignment/project before appearing for the Semester End Examination. Assignment will be entirely based on Unit 6 and can take the form of street-plays / exhibition/power-point presentation or similar other modes suitable to the topic selected. Students can work in a group of not more than 8 students for the purpose of assignment/project. Students will have to submit the hard copy of the assignment/project before appearing for the Semester End Examinations. The assignment will be evaluated for 20 marks of which 10 marks shall be allotted to Viva, to assess the level of engagement of the students with the topic concerned.	20 Marks
3	Active participation in routine class instructional deliveries	05 Marks
4	Overall conduct as a responsible learner, mannerism and articulation and exhibit of leadership qualities in organizing related academic actives	05 Marks

**Practical's**

Each practical course can be conducted out of 50 marks with 20 marks for internal and 30 marks for external

**Practical's (Internal component of the Practical Course)**

Sr. No	Evaluation type	Marks
1	Two best practical	10
2	Journal	05
3	Viva	05

**Courses with tutorials (Mathematics):**

Sr. No	Evaluation type	Marks
1	Two Assignments ( one Tutorial converted into assignment ) / Case studies / Project	20
2	One class Test [Tutorial converted into test]	10
3	Active participation in routine class instructional deliveries/Tutorials	05
4	Overall conduct as a responsible learner, mannerism and articulation and exhibit of leadership qualities in organizing related academic actives	05

**The semester end examination (external component) of 60 % for each course will be as follows:**

i) **Duration – 2 Hours**

ii) **Theory Question Paper Pattern:-**

1. There shall be four questions each of 15 marks. On each unit there will be one question and the fourth one will be based on entire syllabus.
2. All questions shall be compulsory with internal choice within the questions. (Each question will be of 20 to 23 marks with options.)
3. Question may be subdivided into sub-questions a, b, c... and the allocation of marks depend on the weightage of the topic.

The marks will be given for all examinations and they will be converted into grade (quality) points. The semester-end, final grade sheets and transcripts will have only credits, grades, grade points, SGPA and CGPA.

The following tables illustrate part (a) and (b) described above.

**Chemistry theory (Sem. I and II)**

		Assignment								
Paper/ Course	Cr	A1	A2	Unit Test	Seminar / Case Studies	Internal 40	External 60	Total	Grade Point	Letter grade
		10	10	10	10	16/40	24/60	100		
I	4	7	8	6	8	29	30	59	6	A
II		6	7	7	8	28	45	73		

**Chemistry practical (Each practical will be evaluated out of 50)**

		Practical								
Paper	Cr	P1	P2	J	Viva	Internal 20	External 30	Total 50	Grade Point	Letter grade
		5	5	5	5	8/20	12/30	20/50		
I	2	4	4	5	3	16	20	36	7	O
II		4	5	4	4	17	25	42		

**Mathematics theory and tutorial (Sem. I and II)**

Paper	Cr	A1	A2 (Tut)	Unit Test (Tut)	Active Part. in Tut	Tut book	Internal 40	External 60	Total	Grade Point	Letter grade
	2+1	10	10	10	5	5	16/40	24/60	100		
I	3	7	8	7	4	4	30	30	60	5	B
II	3	6	7	9	4	4	30	28	58		

The assessment of part 'a' and (b) as mentioned above for the semester I to IV shall be processed by the Colleges / Institutions of their learners and issue the grade cards to them after the conversion of marks into grade as per the procedure mentioned in this manual.

The format of the grade card is given in Chapter 5 of this manual to maintain uniformity across all colleges for the examinations conducted by the colleges on behalf of the University.

The assessment of part 'a' as mentioned above for the semester V & VI shall be processed by the Colleges / Institutions of their learners admitted for the program while the University shall conduct for part (b) the Semester End Examination for semesters V & VI.

The Internal Assessment marks of learners appearing for semester V & VI shall be sent to the University by the respective colleges/ Institutions before the commencement of respective Semester End Examinations. The semester end examinations for semester V & VI shall be conducted by the University and the results shall be declared after processing the internal assessment and the marks awarded to the learners. The grade card shall be issued by the University after converting the marks into grades.

**4.2.2 PASSING STANDARD AND PERFORMANCE GRADING:****PASSING STANDARD**

**“Passes” means minimum grade ‘E’ or above in 7 point scale**

**“Fails” means grade ‘F’ in 7 point scale**

The learners to pass a course shall have to obtain a minimum of 40% marks in aggregate for each course where the course consists of Internal Assessment & Semester End Examination. The learners shall obtain minimum of 40% marks (i.e. 16 out of 40) in the Internal Assessment and 40% marks in Semester End Examination (i.e. 24 Out of 60) separately, to pass the course and minimum

of Grade E in each project, wherever applicable, to pass a particular semester. A learner will be said to have passed the course if the learner passes the Internal Assessment & Semester End Examination together.

#### **PERFORMANCE GRADING**

The PERFORMANCE GRADING of a learner shall be on the SEVEN point ranking system as under:

<b>Grade</b>	<b>Marks</b>	<b>Grade Points</b>
O	70 & above	7
A	60 to 69.99	6
B	55 to 59.99	5
C	50 to 54.99	4
D	45 to 49.99	3
E	40 to 44.99	2
F (Fail/Unsatisfactory)	39.99 & below	1

The performance grading shall be based on the aggregate performance of Internal Assessment and Semester End Examination.

#### **4.2.3 CARRY FORWARDS OF MARKS IN CASE OF A LEARNER WHO FAILS IN THE INTERNAL ASSESSMENT AND/OR SEMESTER END ASSESSMENT IN ONE OR MORE SUBJECTS:**

- 1) A learner who PASSES in the Internal Examination but FAILS in the Semester End Examination of the course shall reappear for the Semester End Examination of that course. However his/her marks of the Internal Examinations shall be carried over and he/she shall be entitled for grade obtained by him/her on passing.
- 2) A learner who PASSES in the Semester End Examination but FAILS in the Internal Assessment of the course shall reappear for the Internal Examination of that course. However his/her marks of the Semester End Examination shall be carried over and he/she shall be entitled for grade obtained by him/her on passing.
- 3) **A) For Courses without practical's**  
In case of a learner who is reappearing for the Internal Examination, the examination will consist of one project of 40 marks which will be divided into 20 marks for the documentation of the project, 10 marks for the presentation and 10 marks for the viva and the interaction.  
**B) For Courses with practical,** In case of learners who is reappearing for the internal Assessment of the Practical Course, the internal assessment

will consist of one project of 40 marks which will be divided into 20 marks for the documentation of the project, 10 marks for the presentation and 10 marks for the viva and the interaction and the marks thus obtained out of 40 will be converted to marks out of 20 (marks in decimal after conversion will be moved to the next integer).

#### **4.2.4 ALLOWED TO KEEP TERMS (ATKT):**

- i) A learner shall be allowed to keep term for Semester II irrespective of grades obtained in each course of Semester I.
- ii) A learner shall be allowed to keep term for Semester III if he/she passes (grade 'E' or above in each course ) each of Semester I and Semester II

OR

He/she fails in not more than two courses of Semester I and Semester II taken together.

- iii) A learner shall be allowed to keep term for Semester IV irrespective of grades obtained in each course of Semester III. However learner has to pass either of Semester I or Semester II in order to appear for Semester IV
- iv) A learner shall be allowed to keep term for Semester V if he/she passes Semester I, Semester II, Semester III and Semester IV

OR

He/she has passed Semester I and Semester II and fails in not more than two courses of Semester III and Semester IV taken together

OR

He/she has passed Semester III and Semester IV and fails in not more than two courses of Semester I and Semester II taken together

- v) A learner shall be allowed to keep terms for Semester VI irrespective of grades obtained in each course of Semester V.
- vi) The result of Semester VI shall be kept in abeyance until the learner passes each of Semester I, Semester II, Semester III, Semester IV and Semester V.

#### **4.2.5 ADDITIONAL EXAMINATION**

##### **A) INTERNAL ASSESSMENT:**

**Eligibility norms to appear for the additional class test or assignment for learners who remained absent:**

- a) The learner must apply to the Head of the Institution giving the reason(s) for absence within 8 days of the conduct of the examination along with the necessary documents and testimonials.

- b) If the learner is absent for participation in Inter Collegiate events, State or National or International level events, Training camp or coaching camp organized by authorized university or state or national or international bodies, NSS / NCC Events / Camps / cultural activities / sports activities / research festival or any other activities authenticated by the head of the institution, the head of the Institution shall generally grant permission to the learner to appear for the additional class test or assignment.
- c) The Head of the Institution, on scrutiny of the documents and testimonials, may grant the permission to the learner to appear for the additional examination.

### **Mode of conduct of Internal Assessment for Additional Examination**

#### **Class test or assignment for Internal Assessment:**

- 1) A learner who is absent for the class test and the assignment/s will be declared fail in the Internal Assessment Scheme.
- 2) A learner who is absent for the class test and has appeared for the assignment/s will be allowed to appear for the additional class test of 10 marks.
- 3) A learner who has appeared for the class test but remains absent for the assignment/s will be allowed to appear for one additional assignment out of 10 marks and the internal assessment will be calculated as out of 40 marks.
- 4) A learners who is absent for the class test or one assignment as the case may be the learner will be allowed to appear for the additional class test/assignment and the internal assessment will be calculated as out of 40 marks.

**The Additional Class Test or Assignment must be conducted 15 days prior to the commencement of the Semester End Examination after following the necessary procedure and completing the formalities.**

## **B) SEMESTER END EXAMINATIONS**

### **ELIGIBILITY TO APPEAR FOR ADDITIONAL SEMESTER END EXAMINATION:**

A learner who does not appear i.e. remains absent in some or all the courses on medical grounds or for representing the college / university in sports, cultural activities, activities of NSS, NCC or sports training camps conducted by recognized bodies / competent authorities or for any other reason which is considered valid under exceptional circumstances and to the satisfaction of the Principal or the Head of the Institute OR fails in some or all the subjects is eligible to appear for the additional examination.

A learner who does not appear for both the Internal Assessment and Semester End Examination shall not be eligible to appear for the additional Semester End Examination.

The additional Semester End Examination shall be of two hours duration and of 60 marks per course. The learner shall appear for the course of the Semester End Examination for which he/she was absent or has failed. Learners who are punished under O.5050 are not eligible to appear for this additional examination.

### **MODE OF CONDUCT OF SEMESTER END ADDITIONAL EXAMINATION:**

- a) There will be one additional examination for semester I, II, III and IV only for those who have failed or remained absent.
- b) The absent learner will be allowed to appear for the examination by the head of the institution after following the necessary formalities subject to the reasons to the satisfaction of the head of the institution.
- c) This examination will be held 20 days after the declaration of results but not later than 40 days.

### **4.2.6 Evaluation of Projects (Where ever Applicable)**

- i) A learner who passes in all the theory papers but does not secure minimum grade 'E' in project as applicable has to resubmit a fresh project till he/she secures a minimum grade 'E'. His/her marks and/or grades in the theory papers that the learner has passed will be carried forward but he/she shall be entitled for grade "E" on passing.
- ii) The evaluation of project and viva-voce examination shall be by awarding grade in the seven point scale as given in (1) above.
- iii) A learner shall have to obtain minimum of grade 'E' (or its equivalent marks) in project evaluation and viva/voce taken together. i.e. 40% marks in project work.

Subject where there are more than one papers/courses, the credits and grade will be awarded only when he/she obtains grade 'E' or above in seven point scale in each of the paper/course. The course in which grade 'E' or above is obtained, the credits of that course will be carried forward and will be put in credit bank till he/she gets grade 'E' or above in papers/paper in which learner has failed to get minimum grade 'E'.

### **4.2.7 Calculations of GPA & SGPA**

#### **4.2.7.1 Grading and Average (GPA Calculation)**

Semester Grade point Average (SGPA):- Each Semester grade point average is calculated by dividing the total of Product of grade (quality) point and course credit by sum of all course credits in a semester.

$$SGPA = \frac{\sum CG}{\sum C} \quad \text{for a semester.}$$

Where G is grade and C is credit for paper / course.

#### **4.2.7.2 Cumulative Grade Point Average (CGPA) for the Entire Course**

$$CGPA = \frac{\sum CG}{\sum C} \quad \text{for all semesters taken together.}$$



Note:-

- The total credits cover the core, elective, field work or extension activities, soft skills etc..
- GPA is calculated at the end of each term after grades have been processed and after any grade have been updated or changed.
- Same criteria are to be followed for Individual assignment / Quizzes / Test / Unit Test / Tutorials / Practical / Projects/ Seminar.
- The teacher should convert his/ her marking in to the quality points/ grade points and letter grade.

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## Unit 5

### Introduction of the Grading System in University of Mumbai

#### 5.1 Introduction:

The intellect, physique, emotions, ethics and aesthetics are some of the aspects of the learner's personality. The development in all these aspects should be taken care of for proper progress and career development. Each of these aspects is complementary to one another and therefore it is necessary to pay attention to the simultaneous development of each. A well designed evaluation system attempts to integrate all these aspects, with due attention to their relative importance in the context of any given academic programme.

The examination system has its existence since time immemorial. It has also been recognized as one of the most debatable features of the Indian education system since nearly half a century. The magnitude of the problems associated with Examinations has been growing at an alarming rate and it has in fact become one of the biggest challenges for the academic administrators and policy makers to create a transparent, fair and objective system that is self-sustaining. Unfortunately, although recommendations regarding Examination Reforms have been made from time to time, nothing substantial has yet appeared on the scene by way of implementation.

Curriculum design, teaching-learning and evaluation are the three important parameters of the educational system. The relationship between them is intimate and Evaluation plays an important role so that any improvement in this parameter automatically results in the improvement of others. Several commissions & committees had been constituted in the past to deliberate on the issue of Examination Reforms e.g. the University Education Commission (1948-49), the Mudaliar Commission (1952-54), the Education Commission (1964-66), the Council of Board of Secondary Education (1981), the NCERT (1987), Ramamurthy Committee (1990). Their reports have also been submitted and yet, the higher education system in the country has so far shown resistance to long-term reform in the system. One of the major recommendations made by all these Commissions and Committees is the introduction of the Grading system in place of the marking system.

#### 5.2 What is Grading?

The word Grade is derived from the Latin word *gradus*, meaning, step. Grading, in the educational context is a method of reporting the result of a learner's performance subsequent to his evaluation. It involves a set of alphabets which are clearly defined and designated and uniformly understood by all the stake holders. A properly introduced grading system not only provides for a comparison of the learners' performance but it also indicates the quality of performance with respect to the amount of efforts put in and the amount of knowledge acquired at the end of the course by the learners.

### 5.3 Encumbrances to Evaluations Reforms

The issues related to examination and evaluations do not have any state or national boundaries, but are global in nature. It is accepted by all the stakeholders that our educational system is examination ridden. The declaration of examination results with award of marks and class has become of paramount importance for all the stakeholders in the system. In many cases, once the results are out, there is no scope for improvement in marks or performance improvement. This results in a lot of students being deprived from further opportunities. In spite of the repeated regulations and reminders from the UGC and similar continuous follow up from the state government to implement some reforms in the examination system, the fact remains that most universities and higher education institutions have not adopted the same.

Some reasons for the delay in implementation of reforms in the academic and examination system are as follows:-

- 1) Unfortunately, a large section of the society suffers from inertia and is, therefore, reluctant to accept any change.
- 2) The new system which is planned for implementation has not been clearly explained.
- 3) Most of the teachers, academic administrators and community at large are inattentive to the intricate technicalities of examinations which affect their reliability, validity & objectivity.
- 4) There are vested interests that perpetuate the existing practices.
- 5) Additional time is required to prepare proper guidelines and manuals so as to enable the various stakeholders in understanding the new system.

### 5.4 Deficiencies in the Traditional Marking System

Learners' Evaluation is the process of collecting, analyzing and interpreting the evidences to judge the level of performance performed by the individual learner or a group of learners for the purpose of making the decision of achievement level. The prevailing practice of evaluation of learners that has been in existence since long involves evaluating the performance of an individual or group of individuals at the end of an academic year within a stipulated time. The learners are often required to express their understanding or mastery over the content included in their curriculum for a complete year within a span of three hours and their efforts over the year are often completely ignored. The present system of evaluation also does not provide for the application of multiple techniques of assessment of the learner's performance in a valid and reliable way. Apart from the several ills that prevail in the examination system through inappropriate testing methods and tools, the current practice of awarding numerical marks for reporting the performance of learners suffers from several drawbacks and is a source of a variety of errors. Further, the problem gets compounded due to the variations in the marks awarded in different subjects. The 'raw score' obtained by the learner, is, therefore, not a reflection of his true ability.

Our aim to assess the learner's true ability is not being served by the current practice of evaluation. Excellence in quality education can be achieved by evaluating the true ability of the learners with the help of continuous evaluation. **Some deficiencies in the present marking system are listed as follows:-**

- 1) A difference of one mark is an unrealistic indication of difference in ability. Calibrating students on a 101 point scale (0 to 100) as required in the marking system cannot be objectively achieved.
- 2) Judgmental bias reflected in the assessment of learners, particularly in the subjective type of answers results in subjectivity in marking.
- 3) The score of zero which is artificially created for the convenience of the user does not represent zero ability.
- 4) The score of hundred does not reflect perfection in performance.
- 5) Marks tend to be unreliable as a consequence of subjectivity due to inter and intra-examiner variability.
- 6) The magnitude of the subjective errors in marking is reported to vary from ten to twenty five (10-25) percentages.
- 7) Marks obtained in the examinations are considered as the yardstick of the quality of performance which is very sacrosanct for the society.
- 8) The marks awarded by examiners are often affected by many factors such as unfair means, erratic marking, and subjectivity of the examiners, etc.
- 9) It is unfair to label a student as 'pass' or 'fail' on the basis of such unreliable evaluation.
- 10) The 'pass' or 'fail' system often results in promoting corrupt practices besides being discriminatory.

## **5.5 Advantages of Grading System**

In view of the deficiencies mentioned above, it is desirable that the marking system used for the declaration of results is replaced by the grading system. According to the grading system, students are placed in ability bands that represent a range of scores. These ability bands may vary according to the number of categories for the classification of the performance of the learners. This ability range may be designated with alphabetical letters called as GRADE. The system of awarding grades would provide a more realistic picture of learner's ability than the prevailing marking system.

However, before we go in for the introduction of grades in place of marks, let us be very clear about one thing. Each method of reporting student performance –marks or grades has its own set of problems and limitations. However, this should not prevent the efforts to use a more scientific and reliable system so as to minimize the shortcoming and difficulties. Due to the superiority of the grading system over the conventional marking system, several premier institutions and universities of high repute in India as well as abroad have introduced it successfully. **There are several advantages of the grading system; some of them are listed below:**

- 1) Grading is a far more satisfactory method than the numerical marking system as it reflects an individual learner's performance in the form of a certain level of achievement in relation to the whole group of learners.

- 2) The Grading system ensures natural classification in qualitative terms rather than quantitative terms since it expresses a range /band of scores to which a student belongs such as O, A, B etc....
- 3) The award of grades provides a permanent record of the learner's growth and development that might be helpful for institutions of higher education for allocating seats for prospective employers.
- 4) It may be very helpful for the institutions itself in making a kind of decisions pertaining to placement and promotions.
- 5) Grading does not require making fine distinctions in performance when no such distinctions actually exist.
- 6) It is based on a realistic concept of 'errors of measurement'.
- 7) Grades are relatively free from extraneous factors like difficulty of the examination, examiner bias, nature of the subject being examined, etc.
- 8) Grades can be interpreted easily and directly and can be used to prepare an accurate 'profile' of a student'.
- 9) The system of assigning Grades as opposed to giving Marks will help the creation of healthy competition among students since the rat race for obtaining marks will be eliminated. This will indirectly contribute to relieving the students from undue tension and pressure that may occasionally lead to suicides, trauma, etc.

## 5.6 The Seven Point Grading System

Grading may be carried out in a variety of ways. The classification of grades depends upon the reference point. Grading may be classified in terms of direct grading and indirect grading when the reference point is 'Approach', whereas it can be classified as Absolute and Relative grading when the reference point is 'Standard of judgment'. The grading systems used in the world generally vary from the Five point grade system to the Nine point grade system.

When the performance exhibited by the examinees is assessed in qualitative terms and the impressions so obtained by the examiners are directly expressed in terms of letter grades, it is called, 'Direct Grading'.

When the performance displayed by the examinees is first assessed in terms of marks and subsequently transformed into letter grades by using different modes, it is called, 'Indirect Grading'.

The method that is based on a predetermined standard which becomes a reference point for the learner's performance is called 'Absolute Grading'. This involves direct conversion of marks into grades irrespective of the distribution of marks in a subject. This method of grading has several advantages such as, the procedure is simple and straightforward to use, each grade is distinctly understandable, the learner has the freedom to strive for the attainment of the highest possible grade and it enables the students to know their strengths and weaknesses. The limitations in this method are that the distribution of scores is taken at its face value regardless of the errors of measurement creeping in due to various types of subjectivity. Besides, the cut-offs of different categories are also arbitrarily decided.

Relative Grading is popularly known as grading on the curve. The curve refers to the normal distribution curve or some symmetric variant of it. This method amounts to determining in advance approximately what percentage of students can be expected to receive different grades, such as A<sub>s</sub>, B<sub>s</sub>, C<sub>s</sub>..... In this grading system the grade is not determined by the learner's performance but on the basis of group performance.

The Absolute Grading system of Seven (07) Points is the most popular grading system and has also been accepted by the UNESCO (United Nations Educational, Social & Cultural Organization). The Mumbai University has already decided and resolved in its Academic Council and subsequently in the meeting of the Management Council meeting to implement the grading system with minor changes in the academic year 2010-11. Therefore, a series of meetings of all the Deans & Controller of Examinations was organized by the Hon'ble Vice Chancellor and it was unanimously decided that the overall structure of the **Seven (07) Points Grading System** shall be adopted for the University of Mumbai which is as follows:-

Grade	Marks	Grade Points
O	70 & above	7
A	60 to 69.99	6
B	55 to 59.99	5
C	50 to 54.99	4
D	45 to 49.99	3
E	40 to 44.99	2
F (Fail)	39.99 & below	1

**Note: - Consider 1 Grade Point is equal to Zero for CG calculations of failed learner/s in the concerned course/s.**

## **5.7 Conversion of Marks to Grades and Calculations of GPA (Grade Point Average)**

In the Credit and Grade Point System, the assessment of individual Courses in the concerned examinations will be on the basis of marks only, but the marks shall later be converted into Grades by some mechanism wherein the overall performance of the Learners can be reflected after considering the Credit Points for any given course. However, the overall evaluation shall be designated in terms of Grade. There are some abbreviations used here that need understanding of each and every parameter involved in grade computation and the evaluation mechanism. The abbreviations and formulae used are as follows:-

### **5.7.1 Abbreviations and Formula's Used:-**

G: Grade

GP: Grade Points

C: Credits

CP: Credit Points

CG: Credits X Grades (Product of credits & Grades)

$\Sigma CG$ : Sum of Product of Credits & Grades points

$\Sigma C$ : Sum of Credits points

$$SGPA = \frac{\Sigma CG}{\Sigma C}$$

SGPA: Semester Grade Point Average shall be calculated for individual semesters. (It is also designated as GPA)

CGPA; Cumulative Grade Point Average shall be calculated for the entire Programme by considering all the semesters taken together.

***While calculating the CG the value of Grade Point 1 shall be consider Zero (0) in case of learners who failed in the concerned course/s i.e. obtained the marks below 40.***

After calculating the SGPA for an individual semester and the CGPA for entire programme, the value can be matched with the grade in the Grade Point table as per the Seven (07) Points Grading System and expressed as a single designated GRADE such as O, A, B, etc....

### 5.7.2 Illustrations of Calculation:-

The illustration for the conversion of marks into grades in theory & practical, if any in individual courses are as shown below:-

#### 1) Pass in all the courses with more than 40 marks

Courses in the semesters	Marks * Obtained	Grade	Grade Points (G)	Credits (C) per Course	$\Sigma CG = (C \times G)$	SGPA = $\Sigma CG / \Sigma C$
Course - I	55	B	5	4	20	103/20 = 5.15
Course – II	60	A	6	4	24	
Course – III	70	O	7	4	28	
Course – IV	80	O	7	3	21	
Course – V	40	E	2	3	06	
Course - VI	45	E	2	2	04	
Passes  Credit Earned = 20				$\Sigma C = 20$	$\Sigma CG = 101$	Grade = B

## 2) Failed in two courses & passed in three courses

Courses in the semesters	Marks * Obtained	Grade	Grade Points (G)	Credits (C) per Course	$\Sigma CG = (C \times G)$	SGPA $= \Sigma CG / \Sigma C$
Course - I	42	E	2	4	08	<b><math>34/20 = 1.7</math></b>
Course – II	28	F	1	4	00	
Course – III	40	E	2	4	08	
Course – IV	32	F	1	3	00	
Course – V	52	C	4	3	12	
Course - VI	48	D	3	2	06	
<b><i>FAIL</i></b> <b><i>Credit Earned = 13</i></b>				$\Sigma C = 20$	$\Sigma CG = 34$	<b><i>Grade = F</i></b>

\*: the marks indicated above are after implying the Gracing Criterion.

**Note: - Consider 1 Grade Point is equal to Zero for (C x G) Calculations of failed learner/s in the concerned course/s.**

## 5.8 Reporting of Learners Performance (Grade Card)

The grade cards can be issued to the Learners on the basis of the above calculations in a uniform format given by the University. The format of the grade card for the examinations conducted by the colleges shall be the same as the format for all the concerned Programmes wherein the emblem of the University shall be printed on the right side & the emblem of the college will be on the left side of the face of the Grade Card. The Principal of the affiliated colleges and Director of the recognized institutions only will be authorized to sign the grade cards for the examinations conducted by Colleges / Institutions on behalf of the University in case of semesters I to IV. The grade cards of the Examinations conducted by the University shall be signed by the Controller of Examinations only as per the provision in the University Act.

The grade card will reflect the marks obtain by the learner, Credit points of the individual Course as well as Semester, conversion of marks into grades, calculation of SGPA for each individual semester and the CGPA for the complete Programme at the end of the final semester.



The grade card shall be issued with SGPA & Grade in case of middle semesters or CGPA & Grade in case of final semester only to those learners who have completed all the courses & semesters of that programme successfully. However, the learners those who are unsuccessful or carry the courses under ATKT rule will not get the SGPA & Grade in case of middle semesters or CGPA & Grade in case of the final semester unless and until they successfully complete their pending courses or semesters under the concerned programme. The credits points earned or accumulated will be shown on the grade card only. The calculation of SGPA for two-three cases is shown above in the illustrations and the format of grade card will be as per the given format.

### Illustration 1

Student's performance in semester I with courses in Chemistry, Physics, Botany and Foundation course is as follows

#### Chemistry theory

		Assignment								
Course	Cr	A1	A2	Seminar / Case Studies	Unit Test 10	Internal 40	External 60	Total	Grade Point	Letter grade
		10	10	10	10	16/40	24/60	100		
I	4	7	8	8	6	29	30	59	6	A
II		6	7	8	7	28	45	73		

#### Chemistry practical

		Practical									
Course	Cr	P1	P2	J		Viva	Internal 20	External 30	Total 50	Grade Point	Letter grade
		5	5	5		5	8/20	12/30	20/50		
I	2	4	4	5		3	16	20	36	7	O
II		4	5	4		4	17	25	42		

#### Physics theory

		Assignment								
Course	Cr	A1	A2	Seminar / Case Studies	Unit Test	Internal 40	External 60	Total	Grade Point	Letter grade
		10	10	10	10	16/40	24/60	100		
I	4	6	6	7	5	24	32	56	6	A
II		5	7	6	7	25	39	64		

### Physics practical

		Practical										
Course	Cr	P1	P2	J			Viva	Internal 20	External 30	Total 50	Grade Point	Letter grade
		5	5	5			5	8/20	12/30	20/50		
I	2	5	3	4			4	16	19	35	7	O
II		4	5	5			5	19	21	40		

### Botany Theory

		Assignment								
Course	Cr	A1	A2	Seminar / Case Studies	Unit Test 10	Internal 40	External 60	Total	Grade Point	Letter grade
		10	10	10	10	16/40	24/60	100		
I	4	7	8	8	6	29	36	65	7	O
II		6	7	7	7	27	50	77		

### Botany Practical

		Practical										
Course	Cr	P1	P2	J			Viva	Internal 20	External 30	Total 50	Grade Point	Letter grade
		5	5	5			5	8/20	12/30	20/50		
I	2	5	4	4			4	17	19	36	7	O
II		4	5	5			5	19	21	40		

### Foundation Course I

		Assignment										
Course	Cr	A1	A2	A3			Unit Test	Internal 40	External 60	Total	Grade Point	Letter grade
		10	10	10			10	16/40	24/60	100		
I	2	6	5	6			3	20	30	50	4	C



# University of Mumbai

## ABC COLLEGE OF ARTS, SC & COM

(Affiliated to University of Mumbai)

B- Road, CHURCHGATE, MUMBAI-400 020, M.S. (INDIA)

### GRADE CARD

**PROGRAMME: Bachelor of Science (B. Sc.)**

**SEMESTER: - I**

**COLLEGE  
LOGO**

**Photo**

Examination Seat No.	Name of the Candidates	Month & Year of Examination
1	A. B. C. D.	October, 2011

Course Code	Course Title	Marks Obtained		Marks (100)	Grades	Grade Points	Credits Points	CG = C x G	GPA = $\frac{\sum CG}{\sum C}$
		Int. Asst (40)	Sem. End (60)						
USFCT01	Foundation Course	18	32	50	C	4	2	8	126/20 = 6.3
USCHT01	Chemistry Theory	19	40	59	A	6	4	24	
USCHT02		20	53	73					
USCHP01	Chemistry Practical	30	48	78	O	7	2	14	
USPHT01	Physics Theory	16	40	56	A	6	4	24	
USPHT02		20	44	64					
USPHP01	Physics Practical	30	45	75	O	7	2	14	
USBOT01	Botany Theory	20	45	65	O	7	4	28	
USBOT02		27	50	77					
USBOP01	Botany Practical	30	46	76	O	7	2	14	
							$\Sigma C = 20$	$\Sigma CG = 126$	Grade = A
Remarks : PASS		Credit Earned : 20				SGPA = 6.3			

Result Declared on: 24<sup>th</sup> January, 211

Chairperson (Exam)

PRINCIPAL

## Illustration 2

Courses/Subjects offered by (361-2102) are Chemistry, Physics, Botany and Foundation course I

### Chemistry theory

		Assignment								
Course	Cr	A1	A2	Seminar / Case Studies	Unit Test 10	Internal 40	External 60	Total	Grade Point	Letter grade
		10	10	10	10	16/40	24/60	100		
I	4	7	8	8	6	29	9	38	1	F
II		6	7	8	7	28	45	73		

Remarks: Student will appear in Course I external component

### Chemistry practical

		Practical								
Course	Cr	P1	P2	J	Viva	Internal 20	External 30	Total 50	Grade Point	Letter grade
		5	5	5	5	8/20	12/30	20/50		
I	2	4	4	5	3	16	20	36	7	O
II		4	5	4	4	17	25	42		

### Physics theory

		Assignment								
Course	Cr	A1	A2	Seminar / Case Studies	Unit Test 10	Internal 40	External 60	Total	Grade Point	Letter grade
		10	10	10	10	16/40	24/60	100		
I	4	6	6	7	5	24	32	56		F
II		5	7	6	7	25	12	37		

Remarks: Student will appear only in Course II external component.

### Physics practical

		Practical								
Course	Cr	P1	P2	J	Viva	Internal 20	External 30	Total 50	Grade Point	Letter grade
		5	5	5	5	8/20	12/30	20/50		
I	2	5	3	4	4	16	19	35	7	O
II		4	5	5	5	19	21	40		

### Botany Theory

		Assignment								
Course	Cr	A1	A2	Seminar / Case Studies	Unit Test 10	Internal 40	External 60	Total	Grade Point	Letter grade
		10	10	10	10	16/40	24/60	100		
I	4	7	8	8	6	29	36	65	7	O
II		6	7	7	7	27	50	77		

### Botany Practical

		Practical									
Cours e	Cr	P1	P2	J		Viva	Internal 20	External 30	Total 50	Grade Point	Letter grade
		5	5	5		5	8/20	12/30	20/50		
I	2	5	4	4		4	17	2	19		F
II		4	5	5		5	19	21	40		

**Remarks: Student will appear only in Course I practical external component.**

### Foundation Course I

		Assignment										
Cours e	Cr	A1	A2	A3	T2	T3	Unit Test	Internal 40	External 60	Total	Grade Point	Letter grade
		10	10	10			10	16/40	24/60	100		
I	2	6	5	6			3	20	30	50	4	C



**University of Mumbai**  
**ABC COLLEGE OF ARTS, SC & COM**  
*(Affiliated to University of Mumbai)*

**B- Road, CHURCHGATE, MUMBAI-400020, M.S. (INDIA)**

**GRADE CARD**

**PROGRAMME: Bachelor of Science (B. Sc.)**

**SEMESTER: - I**

**COLLEGE  
LOGO**

**Photo**

Examination Seat No.	Name of the Candidates	Month & Year of Examination
1	A. B. C. D.	October, 2011

Course Code	Course Title	Marks Obtained		Marks (100)	Grades	Grade Points	Credits Points	CG = C x G	GPA = $\frac{\sum OG}{\sum C}$
		Int. Asst (40)	Sem. End (60)						
USFCT01	Foundation Course	18	32	50	C	4	2	8	50/20 = 2.5
USCHT01	Chemistry Theory	19	19	38	F	1	4	00	
USCHT02		20	53	73					
USCHP01	Chemistry Practical	30	48	78	O	7	2	14	
USPHT01	Physics Theory	16	14	30	F	1	4	00	
USPHT02		20	44	64					
USPHP01	Physics Practical	30	45	75	O	7	2	14	
USBOT01	Botany Theory	20	08	28	F	1	4	00	
USBOT02		27	50	77					
USBOP01	Botany Practical	30	46	76	O	7	2	14	
							$\Sigma C = 20$	$\Sigma CG = 50$	Grade = F
Remarks : ATKT						Credit Earned : 08		SGPA = 2.5	

Result Declared on: 24<sup>th</sup> January, 2011

Chairperson (Exam)

PRINCIPAL

### Illustration 3 (361-2103)

#### Chemistry theory

		Assignment								
Course	Cr	A1	A2	Seminar / Case Studies	Unit Test 10	Internal 40	External 60	Total	Grade Point	Letter grade
		10	10	10	10	16/40	24/60	100		
I	4	7	8	8	6	29	21	50		F
II		6	7	8	7	28	45	73		

Remarks: Student will appear in Course I external component

#### Chemistry practical

		Practical								
Course	Cr	P1	P2	J	Viva	Internal 20	External 30	Total 50	Grade Point	Letter grade
		5	5	5	5	8/20	12/30	20/50		
I	2	4	4	5	3	16	20	36	7	O
II		4	5	4	4	17	25	42		

#### Physics theory

		Assignment								
Paper / Course	Cr	A1	A2	Seminar / Case Studies	Unit Test 10	Internal 40	External 60	Total	Grade Point	Letter grade
		10	10	10	10	16/40	24/60	100		
I	4	6	6	7	5	24	32	56		F
II		5	7	6	7	25	12	37		

Remarks: Student will appear only in Course II external component.

### Physics practical

		Practical								
Course	Cr	P1	P2	J	Viva	Internal 20	External 30	Total 50	Grade Point	Letter grade
		5	5	5	5	8/20	12/30	20/50		
I	2	5	3	4	4	16	Abs	16	7	F
II		4	5	5	5	19	Abs	19		

### Botany Theory

		Assignment								
Course	Cr	A1	A2	Semin ar / Case Studie s	Unit Test 10	Internal 40	External 60	Total	Grade Point	Letter grade
		10	10	10	10	16/40	24/60	100		
I	4	7	8	8	6	29	36	65	7	O
II		6	7	7	7	27	50	77		

### Botany Practical

		Practical									
Course	Cr	P1	P2	J		Viva	Internal 20	External 30	Total 50	Grade Point	Letter grade
		5	5	5		5	8/20	12/30	20/50		
I	2	5	4	4		4	17	20	37	7	O
II		4	5	5		5	19	21	40		

### Foundation Course I

		Assignment										
Course	Cr	A1	A2	A3	T 2	T 3	Unit Test	Internal 40	External 60	Total	Grade Point	Letter grade
		10	10	10			10	16/40	24/60	100		
I	2	6	5	6			3	20	30	50	4	C



## Illustration 4

Student's performance (361-2102) in Semester I in additional examination is as follows

### Chemistry theory

		Assignment								
Course	Cr	A1	A2	Seminar / Case Studies	Unit Test 10	Internal 40	External 60	Total	Grade Point	Letter grade
		10	10	10	10	16/40	24/60	100		
I	4	7	8	8	6	29	31	60	6	A
II		6	7	8	7	28	45	+73		

### Chemistry practical

		Practical								
Course	Cr	P1	P2	J	Viva	Internal 20	External 30	Total 50	Grade Point	Letter grade
		5	5	5	5	8/20	12/30	20/50		
I	2	4	4	5	3	16	20	+36	7	O
II		4	5	4	4	17	25	+42		

### Physics theory

		Assignment								
Course	Cr	A1	A2	Seminar / Case Studies	Unit Test 10	Internal 40	External 60	Total	Grade Point	Letter grade
		10	10	10	10	16/40	24/60	100		
I	4	6	6	7	5	24	32	+56	5	B
II		5	7	6	7	25	35	60		

### Physics practical

		Practical								
Course	Cr	P1	P2	J	Viva	Internal 20	External 30	Total 50	Grade Point	Letter grade
		5	5	5	5	8/20	12/30	20/50		
I	2	5	3	4	4	16	19	35	7	O
II		4	5	5	5	19	21	40		

### Botany Theory

		Assignment								
Course	Cr	A1	A2	Seminar / Case Studies	Unit Test 10	Internal 40	External 60	Total	Grade Point	Letter grade
		10	10	10	10	16/40	24/60	100		
I	4	7	8	8	6	29	36	65	7	O
II		6	7	7	7	27	50	77		

### Botany Practical

		Practical										
Course	Cr	P1	P2	J			Viva	Internal 20	External 30	Total 50	Grade Point	Letter grade
		5	5	5			5	8/20	12/30	20/50		
I	2	5	4	4			4	17	13	30	7	O
II		4	5	5			5	19	21	+40		

### Foundation Course I

		Assignment										
Course	Cr	A1	A2	A3	T 2	T3	Unit Test	Internal 40	External 60	Total	Grade Point	Letter grade
		10	10	10			10	16/40	24/60	100		
I	2	6	5	6			3	20	30	50	4	C

## Unit-6

### Programmes Under the Faculty of Science along with the assignment of Credits

#### Title of the Programme: - Bachelor of Science (B.Sc.) Degree Programme Structure of the Programme with Credit System

To obtain under graduate degree in science learner will have to choose Courses from physical science, biological science, social science, applied component and foundation course group. The physical science group includes Mathematics, Statistics, Computer science, Geology, Physics, Chemistry and Biological science group includes Botany, Zoology, Microbiology, Biochemistry, and Biotechnology. There are 23 different courses under applied component group and 2 courses under foundation course. [Refer to ordinances and regulations]

The number of subjects and courses to be taken by learner at first year, second year and third year is given in the following table. S1, S2, S3 are subjects from physical, biological or social science group as per the combination of subjects allowed in ordinance and regulations for admission to the first year BSc programme. FC is foundation course.

Year	Semester	Subject	Courses with practicals	Credits Theory	Practical	Total		
First	I	S1	2	4	2	6		
		S2	2	4	2	6		
		S3	2	4	2	6		
		FC	1	2		2		
	II	S1	2	4	2	6		
		S2	2	4	2	6		
		S3	2	4	2	6		
		FC	1	2		2		

In the second year learner will select any two subjects from the subjects he/she has offered in first year. Assuming that student has offered S1 and S2 subjects

Year	Semester	Subject	Courses with practical's	Credits Theory	Practical	Total		
Second	III	S1	3	6	3	9		
		S2	3	6	3	9		
		FC	1	2		2		
	IV	S1	3	6	3	9		
		S2	3	6	3	9		
		FC	1	2		2		

In the third year learner will select any one/two subjects from the subjects he/she has offered in second year. Assuming that student has offered S1 subject

Year	Semester	Subject	Courses with practical's	Credits Theory	Practical	Total		
Third	V	S1	4	10	6	16		
		AC	2	2	2	4		
	VI	S1	4	10	6	16		
		AC	2	2	2	4		

The credits earned by learner in duration of three year undergraduate programme in different disciplines is shown in the following table assuming that student has offered Chemistry, Mathematics, Physics and Foundation course at first year and Chemistry, Physics and Foundation course in second year and Chemistry and Applied Component in third year.

Year	Sem	Chemistry		Physics		Mathematics		FC	AC		Total
		Th	Pr	Th	Pr	Th	Tut	Th	Th	Pr	
1	I	4	2	4	2	4	2	2	-	-	20
	II	4	2	4	2	4	2	2	-	-	20
2	III	6	3	6	3	--	--	2	-	-	20
	IV	6	3	6	3	--	--	2	-	-	20
3	V	10	6	-	-	--	--	-	2	2	20
	VI	10	6	-	-	--	--	-	2	2	20
Total		40	22	20	10	8	4	8	4	4	
		62		32		12		8	8		120

The credits earned by learner in duration of three year undergraduate programme in different disciplines is shown in the following table assuming that student has offered Chemistry, Mathematics, Physics and Foundation course at first year and Chemistry, Physics and Foundation course in second year and Chemistry and Physics and Applied Component in third year.

Year	Sem	Chemistry		Physics		Mathematics		FC	AC		Total
		Th	Pr	Th	Pr	Th	Tut	Th	Th	Pr	
1	I	4	2	4	2	4	2	2	-	-	20
	II	4	2	4	2	4	2	2	-	-	20
2	III	6	3	6	3	--	--	2	-	-	20
	IV	6	3	6	3	--	--	2	-	-	20
3	V	5	3	5	3	--	--		2	2	20
	VI	5	3	5	3	--	--		2	2	20
Total		30	16	30	16	8	4	8	4	4	
		46		46		12		8	8		120

## **Acknowledgement**

I take this opportunity to thank all the members of Faculty of Science, Principals, Heads of University Departments and college teachers whose suggestions were helpful in brining logical consistency in write up. Special thanks to Dr. Anuradha Deshmukh for giving scientific thought for credit system and Hon'ble Vice Chancellor Dr. Rajan Welukar who encouraged all the times.

Prof. S. B. Patil  
Ex Dean, Faculty of Science (2006-2011),  
Mumbai University

# **University of Mumbai**



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NAAC ACCREDITED  
(2001-2006)

## **Manual**

**On**

### **Semester Based, Credit and Grading System**

**For**

### **Under Graduates (UG) Programmes**

**Under**

### **The Faculty of Commerce**

**With Effect from the Academic Year  
2011-12**

# Manual on Choice Based Credit Systems (CBCS) and Grading implemented in University of Mumbai:–

@ University of Mumbai, 2011,

First Edition: May-June, 2011

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An official Manual of Choice Based Credit Systems (CBCS) and Grading is being published for the first time for the use of administrators, teachers, administrative staff and learners to make them acquainted with the Choice Based Credit and Grading system to be implemented at the University of Mumbai with effect from the Academic Year 2010-11. The following members have contributed for writing of the content of this manual and its preparation.

## **Contributed by,**

- Dr. Rajan M. Welukar, Vice Chancellor, University of Mumbai,
- Prin. Dr. S. T. Gadade, Former Dean, Faculty of Commerce,
- Prin. (Mrs.) Parvati Venkatesh, Former Dean, Faculty of Arts,
- Prof. S. B. Patil, Former Dean, Faculty of Science,
- Prin. Dr. T. P. Madhu Nair, Dean, Faculty of Commerce,
- Dr. P. G. Jogdand, Dean, Faculty of Arts,
- Prin. Dr. (Mrs.) Madhuri Pejaware, Dean, Faculty of Science,
- Dr. Suresh K. Uakrande, Dean, Faculty of Technology
- Prin. Sunil B. Mantri, Member, SVKM's Narsee Monjee College of Commerce & Economics
- Dr. (Mrs.) Anuradha Deshmukh, Director, Centre for Collaboration & Special initiatives, Special Invitee from YCMOU, Nasik,
- Prof. Vilas B. Shinde, Controller of Examinations, University of Mumbai and Member Secretary of the Committee.

## **Compiled & Published by,**

Prof. Vilas B. Shinde, Controller of Examinations, University of Mumbai, Vidyanagari, Mumbai

## **Front Page Cover Designed by,**

Prof. Nitin Keny, Dean, Faculty of Fine Arts,

## **Printed at,**

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# Contents

Foreword by the Vice-Chancellor

Preface by the Controller of Examinations

## Unit 1: Introduction

- 1.1 Need for academic reforms in Indian Higher Education.
- 1.2 Recommendations of National Regulatory Authorities.
- 1.3 Rationale for introduction of CBCS.
- 1.4 Scientific approach to implementation.
- 1.5 General recommendations for use of CBCS.

## Unit 2: Basic Concepts

- 2.1 Overview.
- 2.2 Key Terms (Terminology).
- 2.3 Dimensions of Credit Transfer.
- 2.4 Types of Credit Transfer.
- 2.5 Issues to be addressed.

## Unit 3: Curriculum Development Policy of University of Mumbai

- 3.1 Introduction.
- 3.2 Levels of Programmes
- 3.3 Programmes available in the University of Mumbai under the faculty of Commerce.

## Unit 4: Assigning Course wise Credits: Steps for implementation

- 4.1 General guidelines.
- 4.2 Assignment of Credits.
- 4.3 Credit Based Evaluation System.
- 4.4 Performance Grading.

## Unit 5: Introduction of the Grading System in University of Mumbai

- 5.1 Introduction.
- 5.2 What is grading?
- 5.3 Encumbrances to Evaluations Reforms.
- 5.4 Deficiencies in the traditional Marking system.
- 5.5 Advantages of grading system.
- 5.6 The seven point Grading System.
- 5.7 Conversion of Marks into Grades & Calculation of GPA.
- 5.8 Reporting of learner performance.(Grade Card)
- 5.9 Format of the Grade Cards.

Unit 6: Programmes under the faculty of commerce along with the assignment of Credits.

Annexure

Acknowledgment

# University of Mumbai



## FOREWORD

It gives me great pleasure to present the first edition of the Manual on Semester Based Credit and Grading System developed for the University of Mumbai. This, to my mind, is not just a matter of mere compliance of directives or recommendations stipulated from time to time by the University Grants Commission, the National Knowledge Commission and the Governmental bodies, but rather is the outcome of an exhaustive exercise involving serious deliberations with representatives of all the Faculties under the University of Mumbai. While doing so, conscious efforts have been made to incorporate the unique needs of each faculty and align these with the credit based systems operating elsewhere in the country as well as in other parts of the globe.

It is hardly a debatable matter now as to whether a University or any other higher education provider for that matter should adopt a Credit Based System or not. We must recognize the fact that every student has the right to learn what he wants to learn and from wherever he wants to learn. The system of assigning Credits to each course or module undertaken and allowing flexibility of course combinations both within an institution as well as across institution respects this 'Autonomy' of the student. We are today living in an age where – thanks to the interventions of technology – it should be possible for every student to create his own course combinations through picking and choosing from various institutions and construct his own degree in a typical 'cafeteria' approach to learning. This will only happen if all the higher education providers speak the same language. The Credit Based System which provides a clear accounting of the student's efforts and learning load, places the student at the centre stage of all academic transactions and facilitates the bringing of all the education providers on a common platform. In this sense, the system is ideally suited for respecting the independence of the student and promoting the much required 'Learner Mobility'. It is imperative; therefore, that every forward looking institution takes a bold step in setting up an appropriate Credit Based System and the University of Mumbai cannot afford to lag behind.

This being the First Edition of the specially prepared Manual in this regard, we are fully aware that there are bound to be modifications that would be required in subsequent editions. An attempt has been made here, however, to explain each new concept and term, relate it to the prevalent system, and illustrate how it can be implemented. While it cannot be claimed that every conceivable issue arising as a result

of adoption of the Credit Based System has been addressed in this manual, I do believe that the major matters have been suitably dealt with. I am especially thankful to all the Deans of the different Faculties of the University and all the others who have painstakingly contributed in one way or the other to see that the Manual has reached its present form.

I now request each user of this Manual to not only acquaint himself/ herself with the basic concepts, terminology and operational steps stated herein, but to actually implement the system and experience its strengths. I am fully aware that switching over from an age-old system to a completely new one is not an easy task, particularly in view of the fact that the implementation has to take place on a massive scale. This is undoubtedly going to call for a new learning, additional efforts on the part of the teaching community and above all, a different mind-set. I am confident, however, that in due course, all the doubts and misgivings that may exist about this system will be sorted out and that with all the inputs and suggestions coming from different quarters, we shall soon be able to come out with a modified and improved next edition of this manual. I look forward to this day and I wish each one of you the very best in your efforts at serving the students better.

Keeping in mind the learner centric approach.

Best wishes!

Date: - 09<sup>th</sup> June, 2011  
Place: - Mumbai

(Dr. Rajan Welukar)  
Vice Chancellor

# University of Mumbai



## **PREFACE**

It gives me great pleasure to get the opportunity to contribute in writing of this manual and present this information and guidelines of Semester Based Credit and Grading System in the form of Manual.

The Ordinances and Regulations related to introduction of semester pattern with Credit and Grading System for UG and PG programmes of Arts, Science and Commerce faculties have been accepted by the Academic Council at its meeting held on 10<sup>th</sup> June, 2010 vide Item No. 4.86, 4.61 and 4.66 respectively and subsequently the Management Council has given the concurrence at its meeting held on 18<sup>th</sup> July, 2010 to the Credit and Grade Point System with minor changes and resolved to conduct the workshops and training programmes for the teachers and administrative staff to make them acquainted with the system of Credit and Grade Point System. In pursuance of the resolution of the Management Council, a series of meetings of all the Deans of faculties and Controller of Examinations were convened by the Hon'ble Vice Chancellor. The Deans of various faculties submitted a strategy for implementation steps of this choice based Credit System.

This manual of information containing the guidelines of Credit Based, Semester and Grade Point System about the programmes under the faculty of Arts, Science and Commerce. This manual consists of six units with subunits. The first unit has explained about all the introductory information about the need of reforms in the higher education, recommendation of various committees, national regulatory bodies and the information of the reforms are taking place at the international & national level. It is also explain about the introduction of Choice Based Credit System and its scientific approach of the implementation.

The second unit of this manual has explained about the basic concept of credit based systems and its terminology with credit transfer, credit shelf and so on. The credit transfer is one of the best practices which will help the learner to transfer from one course to another with accumulating the required credits. The third unit has elaborated the curriculum development policy of University of Mumbai which has explained the various levels of the programme along with its duration and the eligibility criteria. The fourth and fifth unit has explained about the assignments of credits to the courses, semesters & programmes and the complete grade point system respectively.

I am very much thankful to the present & former Deans of Various Faculties and Dr. (Mrs.) Anuradha Deshmukh for contributing the information in this manual. I am grateful to the Hon'ble Vice Chancellor Dr. Rajan Welukar for giving me the opportunity to publish this informative document in the form of Manual and also for his continuous support and guidance to me in compiling this valuable information and present before to you all.

I am sure that this manual of detailed information will easy to understand the system and definitely useful to all the stake holders.

Thanking You!

Place: - Mumbai

Date: - 09<sup>th</sup> June, 2011

(Prof. Vilas B. Shinde)

Controller of Examinations

## Unit 1: Introduction

### 1.1 Need for academic reforms in Indian Higher Education

Higher education today, especially in the Indian context has assumed major importance. Although operating one of the largest systems of higher education in the world and despite the fact that India is a much favoured destination for education especially among the developing countries, there are frequent concerns about the quality of education imparted and its overall impact on the country's nation building process. Particularly under attack is the resistance to bring about long term academic reforms in the system. Among the various lacunas in the system is the absence of a comprehensive national framework for facilitating mutual give and take of the academic programmes offered by the different higher education providers in the country. With 'twinning programmes' and 'joint degree' initiatives as well as 'study abroad' programmes gaining increased momentum in several parts of the globe, the importance given to 'mobility of learners' and the need for offering flexible curricular choices to them, it has now become necessary to take a serious re-look at the system and introduce reforms wherever possible.

### 1.2 Recommendations of National Regulatory Authorities

The University Grants Commission (UGC), the National Assessment and Accreditation Council (NAAC), the Distance Education Council (DEC) and even the National Knowledge Commission (NKC) have time and again come out with recommendations for improving the quality and effectiveness of Higher education provisions in the country. The ministry of Human Resource Development at the Central level and the Ministry of Higher & Technical Education, Govt. of Maharashtra have also repeatedly stressed on the need for universities to pay prompt attention to some of the weaknesses that plague the system and undermine its very credibility. An important concern voiced more strongly in recent times, is the need to develop a Choice-Based Credit System (CBCS) in tune with global trends and the adoption of a sound grading system for reflecting learner performance. To quote Shri S. K. Tripathi, former Secretary, Dept. of Secondary and Higher Education, Ministry of Human Resource Development, Govt. of India, "..... *The demand for socially relevant, economically productive, globally competitive, culturally sustaining and individually satisfying programmes that cater to the needs of the present times is fast growing. The constraints of pursuing programmes and participation in pre-determined combination of Courses pose rigidities not in keeping with the demands of the changing times.... There is today a need for a fully convertible credit-based system acceptable to other universities.*

**Recommendation of the UGC** in its *Action Plan for Academic and Administrative Reforms* (Ref. UGC letters January 2008; March 2009)

*"..... Curricular flexibility and learners' mobility is an issue that warrants our urgent attention. These can be addressed by introducing credit based courses and credit accumulation. In order to provide with some degree of flexibility to learners, we need to*

*provide for course duration in terms of credit hours and also a minimum as well as a maximum permissible span of time in which a course can be completed by a learner... The Choice-Based Credit System (CBCS) imminently fits into the emerging socioeconomic milieu, and could effectively respond to the educational and occupational aspirations of the upcoming generations. In view of this, institutions of higher education in India would do well to invest thought and resources into introducing CBCS. Aided by modern communication and information technology, CBCS has a high probability to be operationalised efficiently and effectively — elevating learners, institutions and higher education system in the country to newer heights... ”.*

**The National Knowledge Commission (NKC)** under the chairmanship of Mr. Sam Pitroda, in its report to the Prime Minister on 29th November 2006) has also reiterated the importance of Higher education and the contribution it has made to economic development, social progress and political democracy in independent India. However, the Commission has also pointed out to a “serious cause for concern” at this juncture. According to Mr. Pitroda, “.... it is important for us to recognize that there is a quiet crisis in higher education in India which runs deep. And the time has come to address this crisis in a systematic, forthright manner. .... There is today a need for a transition to a course credit system where degrees are granted on the basis of completing a requisite number of credits from different courses, which provides learners with choices....

The **National Assessment and Accreditation Council (NAAC)** also gives special importance to ascertaining whether a Choice Based Credit System (CBCS) is in place in any given institution when assessing it.

### **1.2.1 At the global level**

All the major higher education providers across the globe are operating a system of credits. The European Credit Transfer System (ECTS), the ‘National Qualifications Framework’ in Australia, the Pan-Canadian Protocol on the Transferability of University Credits, the Credit Accumulation and Transfer System (CATS) in the UK as well as the systems operating in the US, Japan, etc are examples of these.

### **1.2.2 The Concept of CBCS in brief**

While explanations of the several terms related to the development of a Choice-Based Credit System are given later, it is important to know that CBCS essentially implies a redefining of the curriculum into smaller measurable entities or ‘modules’ with the hours required for studying/‘learning’ these – not “teaching” - being at the primary focus and the development of a mechanism whereby these modules can be combined in different ways so as to qualify for a Certificate, Diploma or Degree. In a sense, therefore, the completion of a single ‘Module’ of learning can pave the way for learning other modules either in the same institution or elsewhere and a combination of modules in keeping with the needs and interests of the learners illustrates the much talked about ‘cafeteria approach’ to learning with the Learner at the centre stage of all academic transactions.

### 1.3 Rationale for introduction of CBCS

The UGC while outlining the several unique features of the Choice-Based Credit System (CBCS) has, in fact, given in a nutshell, the rationale for its introduction. Among the features highlighted by the UGC are: *Enhanced learning opportunities, ability to match learners' scholastic needs and aspirations, inter-institution transferability of learners (following the completion of a semester), part-completion of an academic programme in the institution of enrolment and part-completion in a specialized (and recognized) institution, improvement in educational quality and excellence, flexibility for working learners to complete the programme over an extended period of time, standardization and comparability of educational programmes across the country, etc.* Some of the specific advantages of using the Credit system as outlined in the available literature on the topic are as listed below:

#### Advantages of the Credit System

- Represents a much-required shift in focus from teacher-centric to learner-centric education since the workload estimated is based on the investment of time in learning, not in teaching.
- Helps to record course work and to document learner workload realistically since all activities are taken into account - not only the time learners spend in lectures or seminars but also the time they need for individual learning and the preparation of examinations etc.
- Segments learning experience into calibrated units, which can be accumulated in order to gain an academic award.
- Helps self-paced learning. Learners may undertake as many credits as they can cope with without having to repeat all the courses in a given semester if they fail in one or more courses. Alternatively, they can choose other courses and continue their studies.
- Affords more flexibility to the learners allowing them to choose inter-disciplinary courses, change majors, programmes, etc.
- Respects 'Learner Autonomy'. Allows learners to choose according to their own learning needs, interests and aptitudes.
- Makes education more broad-based. One can take credits by combining unique combinations. For example, if a learner is studying music, he/she can also simultaneously take a course in Business Management.
- Facilitates Learner Mobility. Offers the opportunity to study at different times and in different places. Credits earned at one institution can be transferred to another.
- Helps in working out twinning programmes.
- Is beneficial for achieving more transparency and compatibility between different educational structures.
- A credit system can facilitate recognition procedures as well as access to higher education for non-traditional learners.

### **1.3 Scientific approach to implementation**

Any institution desirous of working out a comprehensive Credit system needs to adopt a systematic approach that handles most, if not all the aspects that need attention. Introducing the Credit system without adequate policy formulation and clear implementation guidelines is quite likely to encounter problems that are dealt with through ad hoc decisions. Such decisions may have long-term consequences which cannot easily be set right. Care has to be taken to see that the learner who must be the ultimate beneficiary of the system, does not suffer academically because of absence of procedures or lack of adequate attention to detail when evolving the system. Apart from the fact that any form of injustice caused to the learner - the ultimate 'consumer' in the educational process – can lead to legal issues, the lack of a comprehensive approach may affect the key features like curricular flexibility, learner autonomy and learner mobility that are central to the system. The following major steps should, therefore, be taken by any higher education provider wanting to introduce the Credit System. The steps given herein apply both to the annual pattern as well as the semester pattern. These have been grouped into two categories viz. steps to be taken at the programme level, involving a micro-approach and steps to be taken at the institutional level, involving a somewhat macro approach.

#### **A] At the Programme level**

1. Specify for each academic programme considered at the Certificate / Diploma / Degree level (Undergraduate or Post-graduate level), the programme structure (core courses, optional courses, etc and their year wise distribution if applicable), entry level requirements, minimum and maximum duration for successful completion, programme objectives, teaching-learning strategies (number of teaching hours/lecture hours, tutorial hours, practical conduct hours, etc involved) and evaluation components (nature and number of assignments, tutorials, tests, etc.) for the entire programme. Identify also the modules / courses that may be studied either as part of the programme or may be taken up independently.
2. Given the syllabus to be considered under each course included in a given programme, specify the objectives of each course.
3. Break up the syllabus of each course into smaller components called 'Units' and state the Specific Learning Outcomes (SLO) for each Unit.
4. By and large, in a given year consider that on an average a learner may undertake courses totaling between 36 to 40 Credit Points (Taking into consideration that 1 Credit Point is equal to approximately 30 hours of study.)
5. Considering the nature of content to be studied for each course, number of lectures / practical's to be conducted and the evaluation components to be completed under each course, distribute the credit points among the different course components of the programme to be completed in a given year. As a thumb rule, each course should normally be in the range of 4 to 6 Credit Points.
6. Allocate the course wise credits based on an estimate of the number of hours that would be required by an average learner to fulfill the basic requirements of the course including



time spent on attending lectures, preparing for all the evaluation components, etc.(Learning hours).

7. Credits should also be allocated to all the units included within a given course - for compulsory or core courses as well as elective courses.
8. Credits should also be allocated to project work, thesis, industrial placements, etc where these components are a part of a degree programme,

#### **B] At the institutional level**

1. Programme wise catalogues should be prepared in detail for all the academic programmes offered by the institution. Apart from basic information regarding admission procedure, fees to be paid, eligibility criteria, academic calendar and overall programme structure, each catalogue should contain other details like course choices available, course wise syllabi, course wise learning outcomes (what learners are expected to know, understand and be able to do after studying a given course) and workload (the time learners typically need to achieve the learning outcomes), expressed in terms of credits.
2. The programme wise catalogues thus prepared should be published in print form as well as made available on the web for open and transparent dissemination of information to all.
3. In addition to programme wise catalogues, certain other key documents will also be required viz. the Learning Agreement and the Transcript of Records in order to assist the process of Credit accumulation and Credit Transfer from one programme to another or from one institution to another [Specimen Formats of a Learning Agreement as well as Transcript of Records are provided in the Appendix and have been adapted from the European Credit Transfer System (ECTS) that has been accepted as a model by many countries across the globe.]

When the three parties involved - the learner, the home institution and the host institution - agree about offering Credit Transfer facilities for a certain academic programme (especially in cases wherein the learner completes some amount of course work in an overseas institution), they should sign a **Learning Agreement** which should be attached to an application form submitted by the learner. Such a Learning Agreement should specify that the learner agrees to undertake the programme of study at another 'host' institution as an integral part of his or her higher education. The 'home institution' according to this Agreement will also provide an assurance to the learner that the home institution will give full academic recognition in respect of the courses listed in the agreement. Ideally, the host institution should also explicitly state as to how exactly the academic recognition will be executed while confirming that the programme of study does not conflict with the host institution's rules. A copy of the signed learning agreement should be given to all parties involved, the home institution, the host institution and the learner.

A **Transcript of records** should describe the learning achievements of the concerned learner prior to and after the period of study in another institution. Every course taken by the learner should be recorded on the transcript of records with the corresponding credits

and the grade/marks awarded. A signed copy of the transcripts of records should be given to all parties involved, the home institution, the host institution and the learner.

4. An internal Coordination Committee should be established to handle all matters related to the implementation of the Credit System. Apart from assisting in inter-departmental coordination, this Committee should also look into matters like inter-institutional credit transfer arrangements and course equivalence with the assistance of the concerned departments/officials from the university.

### **1.5 General Recommendations for Use of CBCS**

There are general recommendations for the development and implementation of a Choice Based Credit System as follows

1. It is always advisable that credits are allocated on a “top-down” basis. The starting point should be the full programme taken into account and then one should move on to assigning credits to the constituent courses. Allocating credits to individual course units on a “bottom-up” basis may result in complications that are difficult to handle.
2. The use of decimals in coursewise credit allocations (e.g. 4.85 credits) should be avoided. To the extent possible, unitwise credit allocations should be limited to the use of half credits.
3. Although credits may be allocated on a unitwise basis for computational purposes, they should only be awarded to learners who successfully complete the qualifying criteria for an entire course. In other words, learners should not be given credits for partial work completed for a given course like submission of assignments or attendance at tutorials, etc.
4. The mere existence of a facility for credit transfer should not by itself be a sufficient condition for making it available to the learner. The learner wanting to avail such a facility should apply for the same in a prescribed form with a certain ‘processing fee’ and also with adequate substantiating and properly authenticated documents accompanying his application.
5. In cases where in two or more institutions desire to give joint degrees/ diplomas, a Memorandum of Understanding should be signed specifying the particular responsibility of each partner in the Alliance and the operational modalities involved properly documented.

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## Unit 2: Basic Concepts

### 2.1 Overview

In the last Unit, we have studied the rationale and advantages of introducing the Choice Based Credit System for any institution of higher education. While there is complete consensus among educationists and policy-makers about its need and importance, there is relatively less clarity about operationalising the system. The development of any comprehensive Choice-Based Credit System pre-supposes that there is complete conceptual understanding of the associated terms and their interpretation. These terms must not only be understood uniformly by all those using the system, but must also be well documented so as to facilitate provisions for learner mobility between two or more academic programmes within a single institution or across educational institutions within and outside the country. A review of the Credit Systems operating in many parts of the globe does indicate some nationwide variations in terms of the numerical values assigned to a single Credit Point, but the conceptual meanings of the related terms remain uniform across the board. In this Unit, an attempt has been made to explain some of the concepts that are central to the Choice-Based Credit System. The reader is advised to apply some of these terms in his/her own context and refine his/her understanding of the same.

### 2.2 Key Terms (Terminology)

#### 2.2.1 Programme:

A Programme is a set of courses that are linked together in an academically meaningful way and generally ends with the award of a Certificate or Diploma or Degree depending on the level of knowledge attained and the total duration of study. For example, Certificate in office Computing, Diploma in Journalism, B. Com, M. Com etc. would be called '**Programmes**' at the Certificate, Diploma, Degree and Post Graduate Degree level respectively. Over the years, most of the Universities have been using the term 'Course' to indicate what is meant here by 'Programme'. In order to use common nomenclature, therefore, **let us refer to B.A, B.Sc and B.Com as Programmes, and not Courses.**

#### 2.2.2 Course:

A 'course' in simple terms corresponds to the word 'subject' used in many Universities. A course is essentially a constituent of a 'programme' and may be conceived of as a composite of several learning topics taken from a certain knowledge domain, at a certain level. All the learning topics included in a course must necessarily have academic coherence, that is, there must be a common thread linking the various components of a course. A number of linked courses considered together are in practice form a programme. For instance, **Accountancy & Financial Management, Business Economics, Foundation Course, Commerce etc. included under the B. Com programme would be called 'Courses'.**

### 2.2.3 Module and Unit:

A course which is generally an independent entity having its own separate identity, is also often referred to as a 'Module' in today's parlance, especially when we refer to a 'modular curricular structure'. A module may be studied in conjunction with other learning modules or studied independently. While it is a common practice to treat a single course as an independent module, there are instances where in a single 'Unit' or a Topic within a course is treated as a Module. For instance, one Topic in a course on '**Accountancy & Financial Management**' could be '**Accountancy**' such a topic would be called as 'Unit'. If this Unit can operate as a single separate entity, it may be called a 'Module'. Structuring the entire curriculum of a programme in terms of independent modules helps to provide a lot of flexibility and choice for the learner. He/She can then work out his own combination of courses as per his/her own inclinations.

### 2.2.4 Credit Point:

This has a reference to the 'Workload' of a learner and is an index of the number of learning hours deemed for a certain segment of learning. These learning hours may include a variety of learning activities like reading, reflecting, discussing, attending lectures / counseling sessions, watching especially prepared videos, writing assignments, preparing for examinations, etc. Generally, a system of assigning Credit Points (CP) for a single course is practiced in most countries across the globe. Credits assigned for a single course always pay attention to how many hours it would take for an average learner to complete a single course successfully. The fallacy of assigning credits to a course purely based on how many lectures (teaching hours) are conducted for a learner at a certain level needs to be avoided. Although there is no hard and fast rule regarding how many credit points a single course should have, by and large a course may be assigned anywhere between 4 to 8 credit points wherein 1 credit is construed as corresponding to approximately 30 learning hours.

### 2.2.5 Credit completion and Credit accumulation:

Each module of an academic programme that has been assigned specific credit points also has a certain scheme of learner evaluation as well as certain specific criteria defining successful completion. Credit completion or Credit acquisition may be considered to take place after the learner has successfully cleared all the evaluation criteria with respect to a single course. Thus, a learner who successfully completes a 4 CP course may be considered to have collected or acquired 4 credits. His level of performance above the minimum prescribed level (viz. grades / marks obtained) has no bearing on the number of credits collected or acquired. A learner keeps on adding more and more credits as he completes successfully more and more courses. Thus he 'accumulates' course wise credits.

### 2.2.6 Credit Bank:

The process of accumulating Credits over a period of time, leads to the idea of a 'Credit Bank'. Conceptually, a Credit Bank in simple terms refers to stored and dynamically updated information regarding the number of Credits obtained by any given learner along with details regarding the course/s for which Credit has been given, the course-level, nature, etc. In addition, all the information regarding the number of Credits transferred to different

programmes or credit exemptions given may also be stored with the individual's history. In short, like a regular Bank, this would involve maintaining all the Credit-related transactions of an individual. Credit Banking, when practiced would go a long way in facilitating credit transfers and learner mobility.

#### **2.2.7 Credit Transfer:**

Apart from maintaining an account of credits acquired by a learner over a period of time for a wide range of courses, the main idea behind implementing the credit system is to make provision for learner mobility. Credit Transfer means that credits earned at one institution for one or more courses under a given programme are accepted under another programme either by the same institution or another institution. In practice this means that it is accepted that a certain chunk of learning has already been successfully completed by a learner. This acceptance of earlier acquired credits may be reflected in one of two ways: (i) Direct Performance Transfer, **or** (ii) Course exemption.

#### **2.2.8 Performance transfer:**

When a learner who has successfully completed a certain academic programme, is allowed to transfer his past performance to another academic programme having some common courses, *performance transfer* is said to have taken place. In such cases, the grades or marks obtained by the learner in the common courses of the earlier completed programme are reflected unchanged in the new programme. Thus for example, if two academic programmes have 3 common courses, the grades (or marks) in each of them would be reflected in the same way when considering the new academic programme.

#### **2.2.9 Course exemption:**

Occasionally, two academic programmes offered by a single university or by more than one university may have some common or equivalent course-content. The learner who has already completed one of these academic programmes is then allowed to skip these 'equivalent' courses when registering for the new programme. He is then 'exempted' from 're-learning' the common or equivalent content area and from re-appearing for the concerned examinations. It is thus taken for granted that the learner has already collected in the past the credits corresponding to the exempted courses.

#### **2.2.10 Block Transfer:**

This refers to a group of courses, such as a completed certificate or diploma programme that are accepted for transfer of credit into a degree programme.

#### **2.2.11 Shelf Life:**

This has a reference to the time duration for which the content of a given course is relevant and is directly linked with the obsolescence of knowledge in a certain field. Some institutions have time limits for granting credit transfer. Courses with a short 'shelf life' are most common in areas such as Computer Science and Information Technology where dynamically updated curriculum is essential.

### 2.2.12 Transfer Agreement:

This is an agreement that must be made between two institutions (a sender and a receiver) that specifies how the sending institution's course or programme will be accepted (for transfer of credits) at the receiving institution.

## 2.3 Dimensions of Credit Transfer

Credit Transfer may be conceived of as operating along two **planes: lateral (or horizontal) and vertical**. When an individual having successfully completed the courses included in an academic programme at a certain level, is allowed to transfer his achievement in some of these courses to another same-level academic programme having these courses in common, this may be referred to as '**Horizontal or Lateral credit transfer**'. This would mean in practice that credit transfer takes place between two certificate level programmes, two diploma level programmes, two degree-level programmes or two post-graduate level programmes. For example, a learner completing his B. Sc (Computer Science / Electronics) degree from Pune University may seek Horizontal / Lateral Credit Transfer for the common courses while securing admission to the B.C.A (Bachelor in Computer Applications) programme in the same university. '**Vertical credit transfer**', sometimes referred to as '**Career Laddering**' may be said to occur when an individual's performance in some courses within a certain academic programme at a particular level is carried over to a higher-level academic programme having these or equivalent courses in common. Making a provision for 'upward mobility' of the learner is the rationale behind this dimension of credit transfer. An example of this would be when in a conventional university, a learner completing a Diploma programme in Engineering gets direct admission to the Second Year in an Engineering degree programme.

## 2.4 Types of Credit Transfer

Besides the fact that credit transfer may operate along either of the two above-mentioned planes, it may also be seen as being of one of two **types: intra-institutional or inter-institutional**. When the process of credit transfer takes place *within* a university or institution, it may be called intra-institutional credit transfer; on the other hand, when the credit transfer process operates *across two or more* institutions, this may be viewed as inter-institutional credit transfer. Both inter-institutional / intra-institutional credit transfer may operate across levels – vertical or horizontal. Thus, the following four possible combinations of credit transfer emerge:

### 2.4.1 Intra-institutional lateral credit transfer:

This would be illustrated if there is movement from one Diploma/Degree to another at the same level in the same or related field within the same university.

### 2.4.2 Intra-institutional vertical credit transfer:

An example of this is seen in the case of a learner from Mumbai University who after completing a 3-year Diploma in Computer Science from MSBTE, gets admission directly to the Second year of the B. Sc. (IT) programme.

#### **2.4.3 Inter-institutional lateral credit transfer:**

This would be illustrated in all cases of learners moving from one university to another for doing academic programmes at the same level viz. two different Diplomas or two different Degrees, etc.

#### **2.4.4 Inter-institutional vertical credit transfer:**

This is best illustrated if a learner who completes one year of the Bachelor of Arts /Science programme at say, Babasaheb Ambedkar Marathwada University, Aurangabad gets admission directly to the Second year of the degree programme at Mumbai University.

By and large, when implementing the different types of Credit Transfer as stated above, a simple thumb rule would be to directly reflect the grades/marks obtained for one or more courses that have been successfully completed for all cases of Intra-institutional Credit Transfer. On the other hand, a convenient way to handle cases of Inter-Institutional Credit Transfer would be to grant Course Exemptions for the common or equivalent courses.

### **2.5 Issues to be addressed**

Even though there are institutions as well as universities in the country that have implemented a Choice-Based Credit System, it must be recognized that there are issues that need to be handled through appropriate policy guidelines so as to ensure smooth implementation. Some of these are stated in the following.

- Need for using a common nomenclature e.g. ‘Programme’, ‘Course’, for all the academic offerings of the university.
- Arriving at a common meaning of the term Credit in strict numerical terms.
- Extent of content equivalence expected between two or more courses before considering them for credit transfer arrangements.
- Amount of permissible time lapse between the successful study of certain courses and the admission to courses/ programmes for which transfer is sought.
- Need for a separate mechanism (e.g. Entrance test / Skill test) to ascertain whether after having completed a certain course some time in the past, the learner has retained the minimum required level of knowledge / conceptual understanding / skill level before granting ‘credit transfer’.
- Degree of ‘openness’ vs ‘restricted entry’ (like for instance, stipulating a minimum achievement level) to be exercised when considering vertical credit transfer.
- Need to evolve uniform definitions of terms like ‘Certificate’, ‘Diploma’ and ‘Degree’ level programmes, both in terms of hours of study generally required as well as depth of content to be covered.
- Proportion of the total number of courses to be studied under a new programme that may be given the benefit of past collection of credits. (i.e. maximum number of credit points that may be considered under Credit Transfer at any given point of time for a given programme level.

- Role of contextual variables like learning facilities offered, teaching-learning approach adopted, evaluation strategy employed, etc when contemplating credit transfer possibilities.

These and other issues when worked out in detail will lead to the formulation of a full-fledged Credit Transfer Policy document that must be evolved by any university desirous of introducing the Choice-Cased Credit System. To sum up, it may, therefore, be emphasized that merely expressing courses offered in terms of Credit Points is not adequate for implementing the Choice-Based Credit System. Rather, a comprehensive exercise taking into account all the major implications of the system from the point of view of the learner must remain at the core of all activities in this regard.

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## Unit 3:

### Curriculum Development Policy of University of Mumbai

#### 3.1 Introduction

The University of Mumbai is one of the largest and oldest Universities in the country to impart various courses under different levels of programmes within the framework of higher education. As of now, there are more than 475 courses conducted through nine (09) levels of programmes in the University Department, recognized institutions and the affiliated colleges. These programmes have been designed by the concerned Board of Studies of the various faculties on the basis of the UGC guidelines and subsequently approved by the Academic Council and Management Council. Most of the programmes are conducted at the University Departments and some of the programmes are conducted at the affiliated colleges & recognized institutions. The examinations for the semesters I to IV (First and Second Year) of the UG programmes are conducted by the Colleges and Institutions on behalf of the University and the examinations for the remaining two semesters V & VI (Third Year) are conducted by the University. The examinations for all semesters of PG programmes are conducted by the University only. The examinations for other programmes at the certificate and diploma levels are conducted by the colleges and departments and the corresponding certificates are issued by the Vice Chancellor of the University of Mumbai.

#### 3.2 Levels of the programmes

Sr. No.	Levels of Program	Nomenclature of Degree	Eligibility	Minimum Duration
1	Certificate / Foundation	Certificate in *	10+2	3 to 6 Months
2	Diploma	Diploma in *	10+2	6 Months to 1 Year
3	Advance Diploma	Advance Diploma in *	Undergraduate degree	1 year
4	Post Graduate Diploma	Post Graduate Diploma in *	Undergraduate degree	2 years
5	Under Graduate (UG)	Bachelor of *	10+2	3years
6	Post Graduate (PG)	Master of *	Undergraduate degree	2 years
7	Pre Doctoral	Master of Philosophy (M. Phil) *	Post Graduate Degree	2 years
8	Doctoral	Doctor of Philosophy (Ph.D.) *	Undergraduate/ Post Graduate degree	3 / 2 Years
9	Post Doctoral	D. Lit. *	Ph.D.	2years

\* Programmes from the respective faculties

### 3.3 Programmes Available in the University of Mumbai under the Faculty of Commerce

The levels of the various programmes have been designed as per the UGC guidelines, the various programmes conducted at the various levels are shown below under the faculty of commerce of the University of Mumbai.

Courses:- Commerce/ Business Management / Management Studies/ Accounting & Finance

Sr. No.	Level	Nomenclatures of Degrees	Duration in Years	Eligibility Requirement
1	Certificates	Certificates Courses in Accountancy	One Year	10+2
2	Diploma	Diploma in Management Studies	2 Years	Undergraduate Degree
2	Diploma	Diploma in Operation Management	1 Years	Undergraduate Degree
3	PG Diploma	Diploma in Operations Research Management	2 Years	Undergraduate Degree
4	PG Diploma	Diploma in Finance Management	2 Years	Undergraduate Degree
1	Under Graduate	B. Com	3 Years	10+2 (HSC)
2		B. Com (Accounting & Finance)	3 Years	
3		B. Com (Banking & Insurance)	3 Years	
4		B. Com (Financial Market)	3 Years	
5		B. M. S.	3 Years	
6	Post Graduate	M. Com (Advanced Accountancy)	2 Years	Undergraduate Degree
7		M. Com (Banking & Finance)	2 Years	
8		M. Com (Business Management)	2 Years	
9		M. Com (E-Commerce)	2 Years	
10		M.M.S. (Finance)	2 Years	
11		M.M.S. (Marketing)	2 Years	
12		M.M.S. (Human Resources)	2 Years	
13		M.F.M. (Part Time)	3 Years	
14		M.M.M.(Part Time)	3 Years	
15		M. I. M. (Part Time)	3 Years	
	Pre Doctoral	M. H. R. D. M. (Part Time)	3 Years	Postgraduate Degree
		M.F.S.M. (Part Time)	3 Years	
15		M. Phil.	1 Years	
16	Doctoral	Ph. D	2 Years Minimum	Postgraduate Degree

Note: - Many other Diplomas, PG Diplomas & Certificate courses approved by the Academic Council as per the UGC guidelines under the faculty of Commerce listed are in the Catalogue published by the UG / PG section.

## **Unit 4:**

### **Assigning Course wise Credit: Steps for Implementation**

#### **4.1 General Guidelines**

The Credits are defined in terms of the learner's hours which are divided into two parts such as Actual and Notional. The value of a particular course can be measured in number of Credit Points. The value of One (01) Credit is equal to 30 Hours.

The scheme of Examination shall be divided into two parts i.e. Internal Assessment, including Assignments, Seminars, Case Studies and Unit Tests which will be of 40 marks and the Semester End Examinations which will be of 60 marks. The semester wise Credit Points will vary from programme to programme but the value of Credits for Under Graduate Programmes shall be of 120 Credits. The programme wise illustrations have been given for Under Graduate in the tables shown.

#### **4.2 Assignment of Credits**

One (01) credit is equal to thirty (30) hours of the learners load for all UG (Undergraduate) programmes. The Learner's load for each Credit Point may be considered under two equal parts - one consisting of the hours actually spent in class room / practical / field work instructions and the other part consisting of notional hours spent by the Learner in self study, in the library, peer interactions, case study, writing of journals and assignments, projects etc for the completion of that course.

- **Undergraduate Programmes of a general nature (3 Years' Programmes of Arts, Commerce & Science)**
  - All the undergraduate programmes are of 120 credits
  - The numbers of credits in each semester vary between 17-23.
  - One (01) Credit Point= Thirty (30) Hours of learners' load
- **Undergraduates Programmes of a professional nature (e.g. 4 & 5 Years' UG Programmes in Engineering & Law)**
  - All 4 & 5 years undergraduate programmes are of 160 credits each (20 credits in each semester for Engineering, 16 credits in each semester for Law)
  - One (01) Credit = Thirty (30) Hours of learners load

#### **4.3 Credit Based Evaluation System**

##### **4.3.1. Scheme of Examination**

The performance of the learners will be evaluated in two Components. One component will be the Internal Assessment component carrying 40% marks and the second component

will be the Semester wise End Examination component carrying 60% marks. The allocation of marks for the Internal Assessment and Semester End Examinations will be as shown below:-

**A) Internal Assessment – 40%**

**40 Marks**

**1. For Courses without practical.**

Sr. No.	Particulars	Marks
1	Two periodical class tests/ case study / online examination to be conducted in the given semester	20 Marks
2	One assignment based on curriculum to be assessed by the teacher concerned	10 Marks
3	Active participation in routine class instructional deliveries	05 Marks
4	Overall conduct as a responsible learner, mannerism and articulation and exhibit of leadership qualities in organizing related academic actives	05 Marks

**2. For Courses with Practical:**

Sr. No.	Particulars		Marks
1	Semester End Practical Examination		20 Marks
	Journal	05 Marks	
	Viva Voce	05 Marks	
	Laboratory Work	10 Marks	
2.	One assignment/project with class presentation to be assessed by teacher concerned		10 Marks
	Presentation	05 Marks	
	Written Document	05 Marks	
3	Active participation in routine class instructional deliveries		05 Marks
4	Overall conduct as a responsible learner, mannerism and articulation and exhibit of leadership qualities in organizing related academic actives		05 Marks

**A.1 Eligibility norms to appear for the additional class test or assignment or project for learners who remained absent:**

- If the learner is absent on medical ground or for any reason/emergency beyond the control of the learner, the learner must apply to the Head of the Institution giving the reason(s) for absence within 8 days of the conduct of the examination along with the necessary documents and testimonials.
- If the learner is absent for participation in Inter Collegiate events, State or National or International level events, Training camp or coaching camp organized by authorized university or state or national or international bodies, NSS / NCC Events / Camps / cultural activities / sports activities / research festival or any other activities

authenticated by the head of the institution, the head of the Institution shall generally grant permission to the learner to appear for the additional class test or assignment.

- c) The Head of the Institution, on scrutiny of the documents and testimonials, may grant the permission to the learner to appear for the additional examination.

**A.2 Class test or assignment for Internal Assessment for courses without practical:**

- a) A learner who is absent for the two class test and the assignment will be declared fail in the Internal Assessment Scheme.
- b) A learner who is absent for the two class tests and has appeared for the assignment will be allowed to appear for the additional class test of 10 marks. However, his marks for the class test will be taken as out of 20. However, his marks for the class tests will be taken as out of 20 i.e. he/she will forfeit his/her 10 marks of one class test (without conversion i.e. if the learner gets 4/10 marks in his additional class test, his/her marks for the class tests will be taken as 4/20) and internal assessment will be calculated as out of 40 marks and not 30 marks.
- c) A learner who has appeared for both the class test but remains absent for the assignment will be allowed to appear for the additional assignment and the internal assessment will be calculated as out of 40 marks.
- d) A learner who is absent for one of the two class tests/assignment as the case may be the learner will be allowed to appear for one additional class test/one additional assignment and the internal assessment will be calculated as out of 40 marks.

**A.3 Class test or assignment for Internal Assessment for Courses with practicals:**

- a. A learner who is absent for the Semester End Practical Examination and the assignment/project will be declared fail in the Internal Assessment Scheme.
- b. A learner who is absent for the Semester End Practical Examination and has appeared for the assignment will be awarded marks for the Journal (out of 5 marks) & Viva Voce (out of 5 marks) component of the Semester End Examination. Thus he will be evaluated for 10 marks instead of 20 marks and will lose the 10 marks for the Laboratory work. However, his marks for the Semester End Practical Examination will be taken as out of 20 (without conversion i.e. if the learner gets 4/10 marks in for Journal & Viva Voce, his/her marks for the Semester End Practical Examination will be taken as 4/20) and internal assessment will be calculated as out of 40 marks and not 30 marks.
- c. A learner who has appeared for Semester End Practical Examination but remains absent for the assignment will be allowed to appear for the additional assignment and the internal assessment will be calculated as out of 40 marks.

**A.4 The Additional Class Test (or Viva Voce examination) or Assignment must be conducted 15 days prior to the commencement of the Semester End Examination after following the necessary procedure and completing the formalities.**

**B) Semester End Examinations – 60%****60 Marks**

- I. **Duration** – These examinations shall be of **2 Hours** duration.
- II. **Question Course Pattern:-**
  - 1) There shall be four questions each of 15 marks.
  - 2) All questions shall be compulsory with internal choice within the questions.
  - 3) Question may be subdivided into sub-questions a, b, c... and the allocation of marks depend on the weightage of the topic.

**B.1 Responsibility of Assessment**

- a) The assessment of Part “A” and “B” i.e. Internal Assessment & Semester End Examination as mentioned above for the Semester I to IV shall be processed by the Colleges / Institutions of their learners and issue the grade cards to them after the conversion of marks into grade as per the procedure mentioned in this manual. The format of the grade card is given in the Chapter 5 of this manual to maintain the uniformity across the all colleges for the examinations conducted by the colleges on behalf of the University.
- b) The assessment of Part “A” i.e. Internal Assessment as mentioned above for the Semester V & VI shall be processed by the Colleges / Institutions of their learners admitted for the programme while the University shall conduct the assessment of Part “B” i.e. the Semester End Examination for Semesters V & VI. The Internal Assessment marks of learners appearing for semester V & VI shall be submitted to the University by the respective colleges/ Institutions before the commencement of respective Semester End Examinations. The results shall be declared by the University after processing the marks obtained by the learner in the Internal Assessment and the marks awarded to the learners in Semester End Examination. The grade card shall be issued by the University after converting the marks into grades.

**B.2 Important Notes**

Kindly note that the gracing norms are to be applied first and then the marks obtained by the learner are to be converted to credits and then to grades based on the 7 point scale that is defined.

**4.3.2 Standard of Passing**

The learners to pass a course shall have to obtain a minimum of 40% marks in aggregate for each course where the course consists of Internal Assessment & Semester End Examination. The learners shall obtain minimum of 40% marks (i.e. 16 out of 40) in the Internal Assessment and 40% marks in Semester End Examination (i.e. 24 Out of 60) separately, to pass the course and minimum of Grade E in the project component, wherever applicable to pass a particular semester. A learner will be said to have passed the course if the learner passes the Internal Assessment & Semester End Examination together.

**4.3.3 Carry Forward of the Marks in Case if the Learner Fails in One or More Courses:**

- 1) A learner who passes in the Internal Examination but fails in the Semester End Examination of the course shall reappear for the Semester End Examination of that

course. However his/her marks of the Internal Examinations shall be carried over and he/she shall be entitled for grade obtained by him/her on passing.

- 2) A learner who passes in the Semester End Examination but fails in the Internal Assessment of the course shall reappear for the Internal Examination of that course. However his/her marks of the Semester End Examination shall be carried over and he/she shall be entitled for grade obtained by him/her on passing.

3) **a) For Courses without practical.**

In case of learner who is reappearing for the Internal Examination, the examination will consist of one project of 40 marks which will be divided into 20 marks for the documentation of the project, 10 marks for the presentation and 10 marks for the Viva Voce and the interaction.

**b) For Courses with practical.**

In case of learner who is reappearing for the Internal Examination for subjects with Practical, the examinations will consist of practical examination of 40 marks which will be divided into 20 marks for the machine work / laboratory work, 10 marks for the Viva Voce Examination and 10 marks for the Journal.

#### **4.3.4 Allowed to Keep Terms (ATKT):**

- 1) A learner shall be allowed to keep term for Semester II irrespective of number of courses of failure in the Semester I.
- 2) A learner shall be allowed to keep term for Semester III if he/she passes each of Semester I and Semester II

**OR**

A learner fails in not more than two courses of Semester I and Semester II taken together.

- 3) A learner shall be allowed to keep term for Semester IV irrespective of number of courses of failure in Semester III. However, the learner has to pass each of Semester I and Semester II in order to appear for Semester IV.
- 4) A learner shall be allowed to keep term for Semester V if he/she passes Semester I, Semester II, Semester III and Semester IV

**OR**

A learner shall pass Semester I and Semester II and fails in not more than two courses of Semester III and Semester IV taken together.

- 5) A learner shall be allowed to keep term for Semester VI irrespective of number of courses of failure in the Semester V.
- 6) The learner can appear for the semester VI examination but the result of Semester VI shall be kept in abeyance until the learner passes each of Semester I, Semester II, Semester III, Semester IV and Semester V.

#### **4.3.5 ADDITIONAL SEMESTER END EXAMINATION:**

**Eligibility to appear for additional semester end examination:**

A learner who does not appear i.e. remains absent in some or all the courses on medical grounds or for representing the College / University in sports, cultural activities,

activities of NSS, NCC or sports training camps conducted by recognized bodies / competent authorities or for any other reason which is considered valid under exceptional circumstances and to the satisfaction of the Principal or the Head of the Institute OR fails in some or all the courses is eligible to appear for the additional examination.

A learner who does not appear for both the Internal Assessment and Semester End Examination shall not be eligible to appear for the additional Semester End Examination.

The additional Semester End Examination shall be of two hours duration and of 60 marks per course. The learner shall appear for the Semester End Examination of the course for which he/she was absent or has failed. Learners who are punished under O.5050 shall not be eligible to appear for this additional examination.

**Mode of semester end additional examination:**

- a) There will be one additional examination for **semester I, II, III and IV only for those who have failed or remained absent.**
- b) The absent learner will be allowed to appear for the examination by the head of the institution after following the necessary formalities subject to the reasons to the satisfaction of the head of the institution.
- c) This examination will be held 20 days after the declaration of results but not later than 40 days.

**4.3.6 Evaluation of Projects (Wherever Applicable)**

- a. A learner who PASSES IN ALL THE COURSES BUT DOES NOT secure minimum grade of E in project as applicable has to resubmit a fresh project for evaluation till he/she secures a minimum of grade E. His/her marks in the theory Courses that the learner has passed will be carried forward and he/she shall be entitled for grade obtained by him/her on passing.
- b. The evaluation of project and viva-voce examination shall be by awarding grade in the seven point scale as given in the grade point table.
- c. A learner shall have to obtain minimum of Grade “E” (or its equivalent marks) in project evaluation and viva voce taken together.

**4.3.7 Calculations of GPA & SGPA**

**4.3.7.1 Grade Point Average (SGPA Calculation)**

Semester Grade point Average (SGPA):- It is the summation of product of Credit Points and Grade Points divided by the summation of Credits of all Courses.

$$SGPA = \frac{\sum CG}{\sum C} \quad \text{for a semester.}$$

Where G is grade and C is credit for Course.



#### 4.3.7.2 Cumulative Grade Point Average (CGPA) for the Entire Course

$$\text{CGPA} = \frac{\sum \text{CG}}{\sum \text{C}} \text{ for all semesters taken together.}$$

- The total credits cover the core, elective, field work or extension activities, soft skills etc.
- GPA is calculated at the end of each term after grades have been processed and after any grade have been updated or changed.
- Same criteria are to be followed for Individual assignment / Quizzes / Test / Unit Test / Tutorials / Practical / Term work / Projects/ Seminar.
- The teacher should convert his/ her marking in to the quality points and letter grade.

#### 4.4 PERFORMANCE GRADING

The PERFORMANCE GRADING of the learners shall be on the SEVEN point ranking system as under:

Grade	Marks	Grade Points
O	70 & above	7
A	60 to 69.99	6
B	55 to 59.99	5
C	50 to 54.99	4
D	45 to 49.99	3
E	40 to 44.99	2
F (Fail)	39.99 & below	1

- *The performance grading shall be based on the aggregate performance of Internal Assessment and Semester End Examination.*

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## Unit 5

### Introduction of the Grading System in University of Mumbai

#### 5.1 Introduction:

The intellect, physique, emotions, ethics and aesthetics are some of the aspects of the learner's personality. The development in all these aspects should be taken care of for proper progress and career development. Each of these aspects is complementary to one another and therefore it is necessary to pay attention to the simultaneous development of each. A well designed evaluation system attempts to integrate all these aspects, with due attention to their relative importance in the context of any given academic programme.

The examination system has its existence since time immemorial. It has also been recognized as one of the most debatable features of the Indian education system since nearly half a century. The magnitude of the problems associated with Examinations has been growing at an alarming rate and it has in fact become one of the biggest challenges for the academic administrators and policy makers to create a transparent, fair and objective system that is self-sustaining. Unfortunately, although recommendations regarding Examination Reforms have been made from time to time, nothing substantial has yet appeared on the scene by way of implementation.

Curriculum design, teaching-learning and evaluation are the three important parameters of the educational system. The relationship between them is intimate and Evaluation plays an important role so that any improvement in this parameter automatically results in the improvement of others. Several commissions & committees had been constituted in the past to deliberate on the issue of Examination Reforms e.g. the University Education Commission (1948-49), the Mudaliar Commission (1952-54), the Education Commission (1964-66), the Council of Board of Secondary Education (1981), the NCERT (1987), Ramamurthy Committee (1990). Their reports have also been submitted and yet, the higher education system in the country has so far shown resistance to long-term reform in the system. One of the major recommendations made by all these Commissions and Committees is the introduction of the Grading system in place of the marking system.

#### 5.2 What is Grading?

The word Grade is derived from the Latin word *gradus*, meaning, step. Grading, in the educational context is a method of reporting the result of a learner's performance subsequent to his evaluation. It involves a set of alphabets which are clearly defined and designated and uniformly understood by all the stake holders. A properly introduced grading system not only provides for a comparison of the learners' performance but it also indicates the quality of performance with respect to the amount of efforts put in and the amount of knowledge acquired at the end of the course by the learners.

### **5.3 Encumbrances to Evaluations Reforms**

The issues related to examination and evaluations do not have any state or national boundaries, but are global in nature. It is accepted by all the stakeholders that our educational system is examination ridden. The declaration of examination results with award of marks and class has become of paramount importance for all the stakeholders in the system. In many cases, once the results are out, there is no scope for improvement in marks or performance improvement. This results in a lot of learners being deprived from further opportunities. In spite of the repeated regulations and reminders from the UGC and similar continuous follow up from the state government to implement some reforms in the examination system, the fact remains that most universities and higher education institutions have not adopted the same.

Some reasons for the delay in implementation of reforms in the academic and examination system are as follows:-

- 1) Unfortunately, a large section of the society suffers from inertia and is, therefore, reluctant to accept any change.
- 2) The new system which is planned for implementation has not been clearly explained.
- 3) Most of the teachers, academic administrators and community at large are inattentive to the intricate technicalities of examinations which affect their reliability, validity & objectivity.
- 4) There are vested interests that perpetuate the existing practices.
- 5) Additional time is required to prepare proper guidelines and manuals so as to enable the various stakeholders in understanding the new system.

### **5.4 Deficiencies in the Traditional Marking System**

Learners' Evaluation is the process of collecting, analyzing and interpreting the evidences to judge the level of performance performed by the individual learner or a group of learners for the purpose of making the decision of achievement level. The prevailing practice of evaluation of learners that has been in existence since long involves evaluating the performance of an individual or group of individuals at the end of an academic year within a stipulated time. The learners are often required to express their understanding or mastery over the content included in their curriculum for a complete year within a span of three hours and their efforts over the year are often completely ignored. The present system of evaluation also does not provide for the application of multiple techniques of assessment of the learner's performance in a valid and reliable way. Apart from the several ills that prevail in the examination system through inappropriate testing methods and tools, the current practice of awarding numerical marks for reporting the performance of learners suffers from several drawbacks and is a source of a variety of errors. Further, the problem gets compounded due to the variations in the marks awarded in different subjects. The 'raw score' obtained by the learner, is, therefore, not a reflection of his true ability.

Our aim to assess the learner's true ability is not being served by the current practice of evaluation. Excellence in quality education can be achieved by evaluating the true ability of the learners with the help of continuous evaluation. **Some deficiencies in the present marking system are listed as follows:-**

- 1) A difference of one mark is an unrealistic indication of difference in ability. Calibrating learners on a 101 point scale (0 to 100) as required in the marking system cannot be objectively achieved.
- 2) Judgmental bias reflected in the assessment of learners, particularly in the subjective type of answers results in subjectivity in marking.
- 3) The score of zero which is artificially created for the convenience of the user does not represent zero ability.
- 4) The score of hundred does not reflect perfection in performance.
- 5) Marks tend to be unreliable as a consequence of subjectivity due to inter and intra-examiner variability.
- 6) The magnitude of the subjective errors in marking is reported to vary from ten to twenty five (10-25) percentages.
- 7) Marks obtained in the examinations are considered as the yardstick of the quality of performance which is very sacrosanct for the society.
- 8) The marks awarded by examiners are often affected by many factors such as unfair means, erratic marking, and subjectivity of the examiners, etc.
- 9) It is unfair to label a learner as 'pass' or 'fail' on the basis of such unreliable evaluation.
- 10) The 'pass' or 'fail' system often results in promoting corrupt practices besides being discriminatory.

## **5.5 Advantages of Grading System**

In view of the deficiencies mentioned above, it is desirable that the marking system used for the declaration of results is replaced by the grading system. According to the grading system, learners are placed in ability bands that represent a range of scores. These ability bands may vary according to the number of categories for the classification of the performance of the learners. This ability range may be designated with alphabetical letters called as GRADE. The system of awarding grades would provide a more realistic picture of learner's ability than the prevailing marking system.

However, before we go in for the introduction of grades in place of marks, let us be very clear about one thing. Each method of reporting learner performance –marks or grades has its own set of problems and limitations. However, this should not prevent the efforts to use a more scientific and reliable system so as to minimize the shortcoming and difficulties. Due to the superiority of the grading system over the conventional marking system, several premier institutions and universities of high repute in India as well as abroad have introduced it successfully. **There are several advantages of the grading system; some of them are listed below:**

- 1) Grading is a far more satisfactory method than the numerical marking system as it reflects an individual learner's performance in the form of a certain level of achievement in relation to the whole group of learners.
- 2) The Grading system ensures natural classification in qualitative terms rather than quantitative terms since it expresses a range /band of scores to which a learner belongs such as O, A, B etc....
- 3) The award of grades provides a permanent record of the learner's growth and development that might be helpful for institutions of higher education for allocating seats for prospective employers.
- 4) It may be very helpful for the institutions itself in making a kind of decisions pertaining to placement and promotions.
- 5) Grading does not require making fine distinctions in performance when no such distinctions actually exist.
- 6) It is based on a realistic concept of 'errors of measurement'.
- 7) Grades are relatively free from extraneous factors like difficulty of the examination, examiner bias, nature of the subject being examined, etc.
- 8) Grades can be interpreted easily and directly and can be used to prepare an accurate 'profile' of a learner'.
- 9) The system of assigning Grades as opposed to giving Marks will help the creation of healthy competition among learners since the rat race for obtaining marks will be eliminated. This will indirectly contribute to relieving the learners from undue tension and pressure that may occasionally lead to suicides, trauma, etc.

## **5.6 The Seven Point Grading System**

Grading may be carried out in a variety of ways. The classification of grades depends upon the reference point. Grading may be classified in terms of direct grading and indirect grading when the reference point is 'Approach', whereas it can be classified as Absolute and Relative grading when the reference point is 'Standard of judgment'. The grading systems used in the world generally vary from the Five point grade system to the Nine point grade system.

When the performance exhibited by the examinees is assessed in qualitative terms and the impressions so obtained by the examiners are directly expressed in terms of letter grades, it is called, 'Direct Grading'.

When the performance displayed by the examinees is first assessed in terms of marks and subsequently transformed into letter grades by using different modes, it is called, 'Indirect Grading'.

The method that is based on a predetermined standard which becomes a reference point for the learner's performance is called 'Absolute Grading'. This involves direct conversion of marks into grades irrespective of the distribution of marks in a subject. This method of grading has several advantages such as, the procedure is simple and straightforward to use, each grade is distinctly understandable, the learner has the freedom to

strive for the attainment of the highest possible grade and it enables the learners to know their strengths and weaknesses. The limitations in this method are that the distribution of scores is taken at its face value regardless of the errors of measurement creeping in due to various types of subjectivity. Besides, the cut-offs of different categories are also arbitrarily decided.

Relative Grading is popularly known as grading on the curve. The curve refers to the normal distribution curve or some symmetric variant of it. This method amounts to determining in advance approximately what percentage of learners can be expected to receive different grades, such as A<sub>s</sub>, B<sub>s</sub>, C<sub>s</sub>..... In this grading system the grade is not determined by the learner's performance but on the basis of group performance.

The Absolute Grading system of Seven (07) Points is the most popular grading system and has also been accepted by the UNESCO (United Nations Educational, Social & Cultural Organization). The Mumbai University has already decided and resolved in its Academic Council and subsequently in the meeting of the Management Council meeting to implement the grading system with minor changes in the academic year 2010-11. Therefore, a series of meetings of all the Deans & Controller of Examinations was organized by the Hon'ble Vice Chancellor and it was unanimously decided that the overall structure of the **Seven (07) Points Grading System** shall be adopted for the University of Mumbai which is as follows:-

Grade	Marks	Grade Points
O	70 & above	7
A	60 to 69.99	6
B	55 to 59.99	5
C	50 to 54.99	4
D	45 to 49.99	3
E	40 to 44.99	2
F (Fail)	39.99 & below	1

**Note:** - Consider 1 Grade Point is equal to Zero for CG calculations of failed learner/s in the concerned course/s.

## **5.7 Conversion of Marks to Grades and Calculations of GPA (Grade Point Average)**

In the Credit and Grade Point System, the assessment of individual Courses in the concerned examinations will be on the basis of marks only, but the marks shall later be converted into Grades by some mechanism wherein the overall performance of the Learners can be reflected after considering the Credit Points for any given course. However, the overall evaluation shall be designated in terms of Grade. There are some abbreviations used here that need understanding of each and every parameter involved in grade computation and the evaluation mechanism. The abbreviations and formulae used are as follows:-

### **5.7.1 Abbreviations and Formula's Used:-**

G: Grade

GP: Grade Points

C: Credits

CP: Credit Points

CG: Credits X Grades (Product of credits & Grades)

$\Sigma$ CG: Sum of Product of Credits & Grades points

$\Sigma$ C: Sum of Credits points

$$SGPA = \frac{\Sigma CG}{\Sigma C}$$

SGPA: Semester Grade Point Average shall be calculated for individual semesters. (It is also designated as GPA)

CGPA; Cumulative Grade Point Average shall be calculated for the entire Programme by considering all the semesters taken together.

***While calculating the CG the value of Grade Point 1 shall be consider Zero (0) in case of learners who failed in the concerned course/s i.e. obtained the marks below 40.***

After calculating the SGPA for an individual semester and the CGPA for entire programme, the value can be matched with the grade in the Grade Point table as per the Seven (07) Points Grading System and expressed as a single designated GRADE such as O, A, B, etc....

### 5.7.2 Illustrations of Calculation:-

The illustration for the conversion of marks into grades in theory & practical, if any in individual courses are as shown below:-

#### 1) Pass in all the courses with more than 40 marks

Courses in the semesters	Marks * Obtained	Grade	Grade Points (G)	Credits (C) per Course	$\Sigma$ CG = (C x G)	SGPA = $\Sigma$ CG/ $\Sigma$ C
Course - I	55	B	5	4	20	103/20 = 5.15
Course – II	60	A	6	4	24	
Course – III	70	O	7	4	28	
Course – IV	80	O	7	3	21	
Course – V	40	E	2	3	06	
Course - VI	45	E	2	2	04	
Credit Earned = 20				$\Sigma$ C =20	$\Sigma$ CG =101	Grade = B

## 2) Failed in two courses & passed in three courses

Courses in the semesters	Marks * Obtained	Grade	Grade Points (G)	Credits (C) per Course	$\Sigma CG = (C \times G)$	SGPA $= \Sigma CG / \Sigma C$
Course - I	42	E	2	4	08	<b><math>34/20 = 1.7</math></b>
Course – II	28	F	1	4	00	
Course – III	40	E	2	4	08	
Course – IV	32	F	1	3	00	
Course – V	52	C	4	3	12	
Course - VI	48	D	3	2	06	
<b><i>FAIL</i></b> <b><i>Credit Earned = 13</i></b>				$\Sigma C = 20$	$\Sigma CG = 34$	<b><i>Grade = F</i></b>

\*: the marks indicated above are after implying the Gracing Criterion.

**Note: - Consider 1 Grade Point is equal to Zero for (C x G) calculations of failed Learner/s in the concerned course/s.**

## 5.8 Reporting of Learners Performance (Grade Card)

The grade cards can be issued to the Learners on the basis of the above calculations in a uniform format given by the University. The format of the grade card for the examinations conducted by the colleges shall be the same as the format for all the concerned Programmes wherein the emblem of the University shall be printed on the right side & the emblem of the college will be on the left side of the face of the Grade Card. The Principal of the affiliated colleges and Director of the recognized institutions only will be authorized to sign the grade cards for the examinations conducted by Colleges / Institutions on behalf of the University in case of semesters I to IV. The grade cards of the Examinations conducted by the University shall be signed by the Controller of Examinations only as per the provision in the University Act.

The grade card will reflect the marks obtain by the learner, Credit points of the individual Course as well as Semester, conversion of marks into grades, calculation of SGPA for each individual semester and the CGPA for the complete Programme at the end of the final semester.



The grade card shall be issued with SGPA & Grade in case of middle semesters or CGPA & Grade in case of final semester only to those learners who have completed all the courses & semesters of that programme successfully. However, the learners those who are unsuccessful or carry the courses under ATKT rule will not get the SGPA & Grade in case of middle semesters or CGPA & Grade in case of the final semester unless and until they successfully complete their pending courses or semesters under the concerned programme. The credits points earned or accumulated will be shown on the grade card only. The calculation of SGPA for two-three cases is shown above in the illustrations and the format of grade card will be as per the given format.

COLLEGE  
LOGO

# University of Mumbai

## ABC COLLEGE OF COMMERCE

(Affiliated to Mumbai University)

B Road, CHURCHGATE, MUMBAI-400 020, M.S. (INDIA)



### GRADE CARD

PROGRAMME: Bachelor of Commerce (B. Com)

SEMESTER: - I

Examination Seat No.	Name of the Learners	Month & Year of Examination
1	BACCHAN ABHISHEK AMITABH JAYA	October, 2010

Course Number	Course Title	Marks Obtained			Grade Points	Credits Points	CG = C x G	GPA = $\sum CG / \sum C$
		Intern al	Sem. End.	Total				
UBCOMFSI.1	Accountancy and Financial Management-I	16	39	55	5	3	15	106 / 20 = 5.3
UBCOMFSI.2	Commerce-I (Business Development)	20	40	60	6	3	18	
UBCOMFSI.4	Business Economics-I	20	50	70	7	3	21	
UBCOMFSI.4	Business Communication-I	18	62	80	7	3	21	
UBCOMFSI.5	Environmental Studies-I	16	24	40	2	3	06	
UBCOMFSI.6	Mathematical and Statistical Techniques-I	20	50	70	7	3	21	
UBCOMFSI.7	Foundation Course-I	25	50	75	7	2	14	
						$\sum C = 20$	$\sum CG = 106$	Grade = B
Remarks: PASS		Credits Earned : 20			SGPA= 5.3			

Verified by **Chairman, Examination Committee**  
Result Declared on: 24<sup>th</sup> January, 2011  
/- female

College seal

PRINCIPAL

COLLEGE  
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# University of Mumbai

## ABC COLLEGE OF COMMERCE

(Affiliated to Mumbai University)

B Road, CHURCHGATE, MUMBAI-400 020, M.S. (INDIA)



### GRADE CARD

PROGRAMME: Bachelor of Commerce (B. Com)

SEMESTER: - I

Examination Seat No.	Name of the Learners	Month & Year of Examination
2	KHAN SHARHUKH	April, 2010

Course Number	Course Title	Marks Obtained			Grade Points	Credits Points	CG = C x G	GPA = $\sum CG / \sum C$
		Internal	Sem. End.	Total				
UBCOMFSI.1	Accountancy and Financial Management-I	16	39	55	5	3	15	
UBCOMFSI.2	Commerce-I (Business Development)	10	15	25	1	3	F	
UBCOMFSI.4	Business Economics-I	35	35	70	7	3	21	
UBCOMFSI.4	Business Communication-I	38	42	80	7	3	21	
UBCOMFSI.5	Environmental Studies-I	16	24	40	2	3	06	
UBCOMFSI.6	Mathematical and Statistical Techniques-I	12	16	28	1	3	F	
UBCOMFSI.7	Foundation Course-I			75	7	2	14	
						$\sum C = 20$	$\sum CG = 77$	Grade = F
Remarks: FAIL		Credits Earned : 14			SGPA= -----			

Verified by Chairman, Examination Committee

Result Declared on: 25<sup>th</sup> June 2010

/- female

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PRINCIPAL

## Unit-6

### Programmes under the Faculty of Commerce along with the assignment of Credits

#### 6.1) Title of the Programme: - Bachelor of Commerce (B.Com.)

##### 6.1.1) Structure of the Programme with Credit System

Year	Semester	Course	Code	Title of the Course	Lectures / Tutorials	Credit
I	I	<b>Core Courses / Commerce Discipline</b>				
		1	UBCOMFSI.1	Accountancy and Financial Management-I	04	03
		2	UBCOMFSI.2	Commerce-I (Business Development)	03	03
		3	UBCOMFSI.3	Business Economics-I	03	03
		<b>Allied Courses</b>				
		4	UBCOMFSI.4	Business Communication-I	03 (Tut.-1 per Batch)	03
		5	UBCOMFSI.5	Environmental Studies-I	04	03
		6	UBCOMFSI.6	Mathematical and Statistical Techniques-I	05 (Tut.-1 per Batch)	03
		<b>Foundation Course (Interdisciplinary)</b>				
		7	UBCOMFSI.7	Foundation Course-I	03	02
I	II	<b>Core Courses / Commerce Discipline</b>				
		1	UBCOMFSII.1	Accountancy and Financial Management-I	04	03
		2	UBCOMFSII.2	Commerce-I (Business Development)	03	03
		3	UBCOMFSII.4	Business Economics-I	03	03
		<b>Allied Courses</b>				
		4	UBCOMFSII.3	Business Communication-I	03 (Tut.-1 per Batch)	03
		5	UBCOMFSII.5	Environmental Studies-I	04	03
		6	UBCOMFSII.6	Mathematical and Statistical Techniques-I	05 (Tut.-1 per Batch)	03
		<b>Foundation Course (Interdisciplinary)</b>				
		7	UBCOMFSII.7	Foundation Course-I	03	02

Year	Semester	Course	Code	Title of the Course	Lectures /Tutorials	Credit
II	III	Core Courses / Commerce Discipline				
		1	UBCOMSSIII.1	Accountancy and Financial Management-III	04	03
		2	UBCOMSSIII.2	Commerce–III (Management and Finance)	03	03
		3	UBCOMSSIII.4	Business Economics-III	03	03
		Allied Course				
		4	UBCOMSSIII.3	Business Law-I	04	03
		Applied Component Courses (Any One)*				
		5	UBCOMSSIII.5	Any One Course from the List	03	03
		Foundation Course (Interdisciplinary)				
		6	UBCOMSSIII.6	Foundation Course-III	03	02
II	IV	Core Courses / Commerce Discipline				
		1	UBCOMSSIV.1	Accountancy and Financial Management-III	04	03
		2	UBCOMSSIV.2	Commerce–III (Management and Finance)	03	03
		3	UBCOMSSIV.4	Business Economics-III	03	03
		Allied Course				
		4	UBCOMSSIV.3	Business Law-I	04	03
		Applied Component Courses (Any One)*				
		5	UBCOMSSIV.5	Any One Course from the List	03	03
		Foundation Course (Interdisciplinary)				
		6	UBCOMSSIV.6	Foundation Course-III	03	02
*Referred the List of the courses						

Year	Semester	Course	Code	Title of the Course	Lectures / Tutorials	Credit
III	V	Core Courses / Special Group				
		1	UBCOMTSV.1	Course-V	04	04
		2	UBCOMTSV.2	Course-VI	04	04
		3	UBCOMTSV.3	Related Applied Component	03	03
		Core Courses / Commerce Discipline				
		4	UBCOMTSV.4	Commerce–V (Marketing and Human Resource)	03	03
		5	UBCOMTSV.5	Business Economics-V	03	03
		Applied Component Courses (Any Two)*				
		6	UBCOMTSV.6	Any Two Courses from the List	03	03
		7	UBCOMTSV.7		03	03
III	VI	Core Courses / Special Group				
		1	UBCOMTSV.1	Course-V	04	04
		2	UBCOMTSV.2	Course-VI	04	04
		3	UBCOMTSV.3	Related Applied Component	03	03
		Core Courses / Commerce Discipline				
		4	UBCOMTSV.4	Commerce–V (Marketing and Human Resource)	03	03
		5	UBCOMTSV.5	Business Economics-V	03	03
		Applied Component Courses (Any Two)*				
		6	UBCOMTSV.6	Any Two Courses from the List	03	03
		7	UBCOMTSV.7		03	03

\*Referred the List of the courses

**6.1.2) List of the Optional Courses Selected from the table  
(Bachelor of Commerce (B.Com.) Undergraduate Degree Programme)**

<p><b>List of Applied Component Courses for Semester III and IV (Any One)</b></p> <ol style="list-style-type: none"> <li>1. Advertising</li> <li>2. Field Sales Management</li> <li>3. Public Relations</li> <li>4. Mass Communication</li> <li>5. Travel &amp; Tourism Management</li> <li>6. Journalism</li> <li>7. Company Secretarial Practice</li> <li>8. Rural Development</li> <li>9. Co-operation</li> <li>10. Mercantile Shipping</li> <li>11. Indian Economic Problem</li> <li>12. Computer Programming (1 Assignment per Batch)</li> </ol>	<p><b>List of Core Courses / Special Group for Semester V and VI (Any One)</b></p> <ol style="list-style-type: none"> <li>1. Financial Accounting &amp; Auditing</li> <li>2. Economics</li> <li>3. Business Management</li> <li>4. Commerce</li> <li>5. Quantitative Techniques</li> <li>6. Banking and Finance</li> </ol>
	<p><b>List of Applied Component Courses for Semester V and VI (Any Two)</b></p> <ol style="list-style-type: none"> <li>1. Trade Unionism and Industrial Relations</li> <li>2. Computer System &amp; Applications (1 Assignment per Batch)</li> <li>3. Export Marketing</li> <li>4. Marketing Research</li> <li>5. Investment Analysis Portfolio Management</li> <li>6. Transport Management</li> <li>7. Entrepreneurship &amp; M.S.S.I.</li> <li>8. International Marketing</li> <li>9. Merchant Banking</li> <li>10. Direct &amp; Indirect Taxation</li> <li>11. Labour Welfare &amp; Practice</li> <li>12. Purchasing &amp; Store Keeping</li> <li>13. Inventory Management &amp; Cost Reduction Techniques</li> <li>14. Insurance</li> <li>15. Banking Law &amp; Practice</li> <li>16. Regional Planning</li> <li>17. Rural Marketing</li> <li>18. Elements of Operations Research</li> </ol>

### 6.1.3) Structure of the programme: Allocation of Credits to the various Courses and its total value (Bachelor of Commerce (B.Com.) Undergraduate Degree Programme)

Particulars	First Year		Second Year		Third Year		Total
	First Semester	Second Semester	Third Semester	Fourth Semester	Fifth Semester	Sixth Semester	
Core Courses	03*03	03*03	03*03	03*03	04*02	04*02	<b>52</b>
Allied Courses	03*03	03*03	03*01	03*01	---	---	<b>24</b>
Foundation Course	02*01	02*01	02*01	02*01	---	---	<b>08</b>
Core / Special Courses	---	---	---	---	03*03	03*03	<b>18</b>
Applied Component Courses	---	---	03*01	03*01	03*02	03*02	<b>18</b>
<b>Total</b>	<b>20</b>	<b>20</b>	<b>17</b>	<b>17</b>	<b>23</b>	<b>23</b>	<b>120</b>

### 6.1.4) Scheme of Examination

The performance of the learners will be evaluated in two components. One component will be the Internal Assessment component carrying 40% marks and the second component will be the Semester wise End Examination component carrying 60% marks. The allocation of marks for the Internal Assessment and Semester End Examinations will be as shown below:-

#### A) Internal Assessment – 40%

**40 Marks**

#### 1. For Courses without practical.

Sr. No.	Particulars	Marks
1	Two periodical class tests/ case study / online examination to be conducted in the given semester	20 Marks
2	One assignment based on curriculum to be assessed by the teacher concerned	10 Marks
3	Active participation in routine class instructional deliveries	05 Marks
4	Overall conduct as a responsible learner, mannerism and articulation and exhibit of leadership qualities in organizing related academic actives	05 Marks



## 2. For Courses with Practical.

Sr. No.	Particulars		Marks
1	Semester End Practical Examination		20 Marks
	Journal	05 Marks	
	Viva Voce	05 Marks	
	Laboratory Work	10 Marks	
2.	One assignment/project with class presentation to be assessed by teacher concerned		10 Marks
	Presentation	05 Marks	
	Written Document	05 Marks	
3	Active participation in routine class instructional deliveries		05 Marks
4	Overall conduct as a responsible learner, mannerism and articulation and exhibit of leadership qualities in organizing related academic actives		05 Marks

### A.1 Eligibility norms to appear for the additional class test or assignment or project for learners who remained absent:

- a) If the learner is absent on medical ground or for any reason/emergency beyond the control of the learner, the learner must apply to the Head of the Institution giving the reason(s) for absence within 8 days of the conduct of the examination along with the necessary documents and testimonials.
- b) If the learner is absent for participation in Inter Collegiate events, State or National or International level events, Training camp or coaching camp organized by authorized university or state or national or international bodies, NSS / NCC Events / Camps / cultural activities / sports activities / research festival or any other activities authenticated by the head of the institution, the head of the Institution shall generally grant permission to the learner to appear for the additional class test or assignment.
- c) The Head of the Institution, on scrutiny of the documents and testimonials, may grant the permission to the learner to appear for the additional examination.

### A.2 Class test or assignment for Internal Assessment for courses without practical:

- a) A learner who is absent for the two class test and the assignment will be declared fail in the Internal Assessment Scheme.
- b) A learner who is absent for the two class tests and has appeared for the assignment will be allowed to appear for the additional class test of 10 marks. However, his marks for the class test will be taken as out of 20. However, his marks for the class tests will be taken as out of 20 i.e. he/she will forfeit his/her 10 marks of one class test (without conversion i.e. if the learner gets 4/10 marks in his additional class test, his/her marks for the class tests will be taken as 4/20) and internal assessment will be calculated as out of 40 marks and not 30 marks.

- c) A learner who has appeared for both the class test but remains absent for the assignment will be allowed to appear for the additional assignment and the internal assessment will be calculated as out of 40 marks.
- d) A learners who is absent for one of the two class tests/assignment as the case may be the learner will be allowed to appear for one additional class test/one additional assignment and the internal assessment will be calculated as out of 40 marks.

### **A.3 Class test or assignment for Internal Assessment for Courses with practicals:**

- a) A learner who is absent for the Semester End Practical Examination and the assignment/project will be declared fail in the Internal Assessment Scheme.
- b) A learner who is absent for the Semester End Practical Examination and has appeared for the assignment will be awarded marks for the Journal (out of 5 marks) & Viva Voce (out of 5 marks) component of the Semester End Examination. Thus he will be evaluated for 10 marks instead of 20 marks and will lose the 10 marks for the Laboratory work. However, his marks for the Semester End Practical Examination will be taken as out of 20 (without conversion i.e. if the learner gets 4/10 marks in for Journal & Viva Voce , his/her marks for the Semester End Practical Examination will be taken as 4/20) and internal assessment will be calculated as out of 40 marks and not 30 marks.
- c) A learner who has appeared for Semester End Practical Examination but remains absent for the assignment will be allowed to appear for the additional assignment and the internal assessment will be calculated as out of 40 marks.

### **A.4 The Additional Class Test (or Viva Voce examination) or Assignment must be conducted 15 days prior to the commencement of the Semester End Examination after following the necessary procedure and completing the formalities.**

### **B) Semester End Examinations – 60% 60 Marks**

- I. **Duration** – Theses examinations shall be of **2 Hours** duration.
- II. **Question Course Pattern:-**
  - 1) There shall be four questions each of 15 marks.
  - 2) All questions shall be compulsory with internal choice within the questions.
  - 3) Question may be subdivided into sub-questions a, b, c... and the allocation of marks depend on the weightage of the topic.

### **B.1 Responsibility of Assessment**

- a) The assessment of Part “A” and “B” i.e. Internal Assessment & Semester End Examination as mentioned above for the Semester I to IV shall be processed by the Colleges / Institutions of their learners and issue the grade cards to them after the conversion of marks into grade as per the procedure mentioned in this manual. The format of the grade card is given in the Chapter 5 of this manual to maintain the

uniformity across the all colleges for the examinations conducted by the colleges on behalf of the University.

- b) The assessment of Part “A” i.e. Internal Assessment as mentioned above for the Semester V & VI shall be processed by the Colleges / Institutions of their learners admitted for the programme while the University shall conduct the assessment of Part “B” i.e. the Semester End Examination for Semesters V & VI. The Internal Assessment marks of learners appearing for semester V & VI shall be submitted to the University by the respective colleges/ Institutions before the commencement of respective Semester End Examinations. The results shall be declared by the University after processing the marks obtained by the learner in the Internal Assessment and the marks awarded to the learners in Semester End Examination. The grade card shall be issued by the University after converting the marks into grades.

## **B.2 Important Notes**

Kindly note that the gracing norms are to be applied first and then the marks obtained by the learner are to be converted to credits and then to grades based on the 7 point scale that is defined.

### **6.1.5. Standard of Passing**

The learners to pass a course shall have to obtain a minimum of 40% marks in aggregate for each course where the course consists of Internal Assessment & Semester End Examination. The learners shall obtain minimum of 40% marks (i.e. 16 out of 40) in the Internal Assessment and 40% marks in Semester End Examination (i.e. 24 Out of 60) separately, to pass the course and minimum of Grade E in the project component, wherever applicable to pass a particular semester. A learner will be said to have passed the course if the learner passes the Internal Assessment & Semester End Examination together.

### **6.1.6. PERFORMANCE GRADING**

The PERFORMANCE GRADING of the learners shall be on the SEVEN point ranking system as under:

<b>Grade</b>	<b>Marks</b>	<b>Grade Points</b>
O	70 & above	7
A	60 to 69.99	6
B	55 to 59.99	5
C	50 to 54.99	4
D	45 to 49.99	3
E	40 to 44.99	2
F (Fail)	39.99 & below	1

- *The performance grading shall be based on the aggregate performance of Internal Assessment and Semester End Examination.*

#### **6.1.7. Carry Forward of the Marks in Case if the Learner Fails in One or More Courses:**

- 1) A learner who passes in the Internal Examination but fails in the Semester End Examination of the course shall reappear for the Semester End Examination of that course. However his/her marks of the Internal Examinations shall be carried over and he/she shall be entitled for grade obtained by him/her on passing.
- 2) A learner who passes in the Semester End Examination but fails in the Internal Assessment of the course shall reappear for the Internal Examination of that course. However his/her marks of the Semester End Examination shall be carried over and he/she shall be entitled for grade obtained by him/her on passing.
- 3) **a) For Courses without practical.**

In case of learner who is reappearing for the Internal Examination, the examination =will consist of one project of 40 marks which will be divided into 20 marks for the documentation of the project, 10 marks for the presentation and 10 marks for the Viva Voce and the interaction.

#### **b) For Courses with practical.**

In case of learner who is reappearing for the Internal Examination for subjects with Practical, the examinations will consist of practical examination of 40 marks which will be divided into 20 marks for the machine work / laboratory work, 10 marks for the Viva Voce Examination and 10 marks for the Journal.

#### **6.1.8. Allowed to Keep Terms (ATKT):**

- 1) A learner shall be allowed to keep term for Semester II irrespective of number of courses of failure in the Semester I.
- 2) A learner shall be allowed to keep term for Semester III if he/she passes each of Semester I and Semester II

**OR**

A learner fails in not more than two courses of Semester I and Semester II taken together.

- 3) A learner shall be allowed to keep term for Semester IV irrespective of number of courses of failure in Semester III. However, the learner has to pass each of Semester I and Semester II in order to appear for Semester IV.
- 4) A learner shall be allowed to keep term for Semester V if he/she passes Semester I, Semester II, Semester III and Semester IV

**OR**

A learner shall pass Semester I and Semester II and fails in not more than two courses of Semester III and Semester IV taken together.

- 5) A learner shall be allowed to keep term for Semester VI irrespective of number of courses of failure in the Semester V.

- 6) The learner can appear for the semester VI examination but the result of Semester VI shall be kept in abeyance until the learner passes each of Semester I, Semester II, Semester III, Semester IV and Semester V.

#### **6.1.9. ADDITIONAL SEMESTER END EXAMINATION:**

##### **Eligibility to appear for additional semester end examination:**

A learner who does not appear i.e. remains absent in some or all the courses on medical grounds or for representing the College / University in sports, cultural activities, activities of NSS, NCC or sports training camps conducted by recognized bodies / competent authorities or for any other reason which is considered valid under exceptional circumstances and to the satisfaction of the Principal or the Head of the Institute OR fails in some or all the courses is eligible to appear for the additional examination.

A learner who does not appear for both the Internal Assessment and Semester End Examination shall not be eligible to appear for the additional Semester End Examination.

The additional Semester End Examination shall be of two hours duration and of 60 marks per course. The learner shall appear for the Semester End Examination of the course for which he/she was absent or has failed. Learners who are punished under O.5050 shall not be eligible to appear for this additional examination.

##### **Mode of semester end additional examination:**

- a) There will be one additional examination for **semester I, II, III and IV only for those who have failed or remained absent**.
- b) The absent learner will be allowed to appear for the examination by the head of the institution after following the necessary formalities subject to the reasons to the satisfaction of the head of the institution.
- c) This examination will be held 20 days after the declaration of results but not later than 40 days.

#### **6.1.10. Evaluation of Projects (Wherever Applicable)**

- a. A learner who PASSES IN ALL THE COURSES BUT DOES NOT secure minimum grade of E in project as applicable has to resubmit a fresh project for evaluation till he/she secures a minimum of grade E. His/her marks in the theory Courses that the learner has passed will be carried forward and he/she shall be entitled for grade obtained by him/her on passing.
- b. The evaluation of project and Viva Voce examination shall be by awarding grade in the seven point scale as given in the grade point table.
- c. A learner shall have to obtain minimum of Grade “E” (or its equivalent marks) in project evaluation and viva voce taken together.

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## 6.2) Title of the Programme - Bachelor of Commerce (Accounting & Finance) (B.Com.-Accounting & Finance) Undergraduate Degree Programme

### 6.2.1) Structure of the Programme with Credit System

Year	Semester	Course	Code	Title of the Course	Lectures / Tutorials	Credit
I	I	<b>Core Courses</b>				
		1	UA&FFSI.1	Financial Accounting-I	04	03
		2	UA&FFSI.2	Cost Accounting-I	04	03
		3	UA&FFSI.3	Economics-I	04	03
		4	UA&FFSI.4	Commerce-I	04	03
		<b>Allied Courses</b>				
		5	UA&FFSI.5	Information Technology-I	04	03
		6	UA&FFSI.6	Business Communication-I	04	03
		7	UA&FFSI.7	Foundation Course-I	04	03
I	II	<b>Core Courses</b>				
		1	UA&FFSII.1	Financial Accounting-II	04	03
		2	UA&FFSII.2	Auditing-I	04	03
		3	UA&FFSII.3	Financial Management-I	04	03
		4	UA&FFSII.4	Taxation-I	04	03
		<b>Allied Courses</b>				
		5	UA&FFSII.5	Business Law-I	04	03
		6	UA&FFSII.6	Quantitative Methods for Business-I	04	03
		7	UA&FFSII.7	Business Communication-II	04	03

Year	Semester	Course	Code	Title of the Course	Lectures / Tutorials	Credit
II	III	<b>Core Courses</b>				
		1	UA&FFSIII.1	Financial Accounting-III	04	03
		2	UA&FFSIII.2	Cost Accounting-II	04	03
		3	UA&FFSIII.3	Auditing-II	04	03
		4	UA&FFSIII.4	Economics-II	04	03
		5	UA&FFSIII.5	Management-I	04	03
		<b>Allied Courses</b>				
		6	UA&FFSIII.6	Business Law-II	04	03
		7	UA&FFSIII.7	Foundation Course-II	04	03
II	IV	<b>Core Courses</b>				
		1	UA&FFSIV.1	Financial Accounting-IV	04	03
		2	UA&FFSIV.2	Management Accounting-I	04	03
		3	UA&FFSIV.3	Taxation-II	04	03
		4	UA&FFSIV.4	Commerce-II	04	03
		<b>Allied Courses</b>				
		5	UA&FFSIV.5	Business Law-III	04	03
		6	UA&FFSIV.6	Information Technology-II	04	03
		7	UA&FFSIV.7	Quantitative Methods for Business-II	04	03

Year	Semester	Course	Code	Title of the Course	Lectures / Tutorials	Credit
III	V	<b>Core Courses</b>				
		1	UA&FFSV.1	Financial Accounting- V	04	03
		2	UA&FFSV.2	Cost Accounting- III	04	03
		3	UA&FFSV.3	Financial Accounting-VI	04	03
		4	UA&FFSV.4	Management Accounting- II	04	03
		5	UA&FFSV.5	Taxation- III	04	03
		6	UA&FFSV.6	Economics-III	04	03
III	VI	<b>Core Courses</b>				
		1	UA&FFSVI.1	Financial Accounting- VII	04	03
		2	UA&FFSVI.2	Cost Accounting -IV	04	03
		3	UA&FFSVI.3	Auditing- III	04	03
		4	UA&FFSVI.4	Financial Accounting- VIII	04	03
		5	UA&FFSVI.5	Taxation-IV	04	03
		6	UA&FFSVI.6	Management-II	04	03



### 6.2.2) Structure of the Programme: Allocation of Credits to the various Courses and its total value (B.Com. in Accounting & Finance)

Particulars	First Year		Second Year		Third Year		Total Courses
	First Semester	Second Semester	Third Semester	Fourth Semester	Fifth Semester	Sixth Semester	
Core Courses	03*04	03*04	03*05	03*04	03*06	03*06	<b>87</b>
Allied Courses	03*03	03*03	03*02	03*03	---	---	<b>33</b>
<b>Total</b>	<b>21</b>	<b>21</b>	<b>21</b>	<b>21</b>	<b>18</b>	<b>18</b>	<b>120</b>

### 6.2.3) Scheme of Examination

The performance of the learners will be evaluated in two components. One component will be the Internal Assessment component carrying 40% marks and the second component will be the Semester wise End Examination component carrying 60% marks. The allocation of marks for the Internal Assessment and Semester End Examinations will be as shown below:-

#### A) Internal Assessment – 40%

**40 Marks**

##### 1. For Courses without practical.

Sr. No.	Particulars	Marks
1	Two periodical class tests/ case study / online examination to be conducted in the given semester	20 Marks
2	One assignment based on curriculum to be assessed by the teacher concerned	10 Marks
3	Active participation in routine class instructional deliveries	05 Marks
4	Overall conduct as a responsible learner, mannerism and articulation and exhibit of leadership qualities in organizing related academic actives	05 Marks

## 2. For Courses with Practical.

Sr. No.	Particulars		Marks
1	Semester End Practical Examination		20 Marks
	Journal	05 Marks	
	Viva Voce	05 Marks	
	Laboratory Work	10 Marks	
2.	One assignment/project with class presentation to be assessed by teacher concerned		10 Marks
	Presentation	05 Marks	
	Written Document	05 Marks	
3	Active participation in routine class instructional deliveries		05 Marks
4	Overall conduct as a responsible learner, mannerism and articulation and exhibit of leadership qualities in organizing related academic actives		05 Marks

### A.1 Eligibility norms to appear for the additional class test or assignment or project for learners who remained absent:

- If the learner is absent on medical ground or for any reason/emergency beyond the control of the learner, the learner must apply to the Head of the Institution giving the reason(s) for absence within 8 days of the conduct of the examination along with the necessary documents and testimonials.
- If the learner is absent for participation in Inter Collegiate events, State or National or International level events, Training camp or coaching camp organized by authorized university or state or national or international bodies, NSS / NCC Events / Camps / cultural activities / sports activities / research festival or any other activities authenticated by the head of the institution, the head of the Institution shall generally grant permission to the learner to appear for the additional class test or assignment.
- The Head of the Institution, on scrutiny of the documents and testimonials, may grant the permission to the learner to appear for the additional examination.

### A.2 Class test or assignment for Internal Assessment for courses without practical:

- A learner who is absent for the two class test and the assignment will be declared fail in the Internal Assessment Scheme.
- A learner who is absent for the two class tests and has appeared for the assignment will be allowed to appear for the additional class test of 10 marks. However, his marks for the class test will be taken as out of 20 However, his marks for the class tests will be taken as out of 20 i.e. he/she will forfeit his/her 10 marks of one class test (without conversion i.e. if the learner gets 4/10 marks in his additional class test, his/her marks for the class tests will be taken as 4/20) and internal assessment will be calculated as out of 40 marks and not 30 marks.

- c) A learner who has appeared for both the class test but remains absent for the assignment will be allowed to appear for the additional assignment and the internal assessment will be calculated as out of 40 marks.
- d) A learners who is absent for one of the two class tests/assignment as the case may be the learner will be allowed to appear for one additional class test/one additional assignment and the internal assessment will be calculated as out of 40 marks.

### **A.3 Class test or assignment for Internal Assessment for Courses with practical:**

- a) A learner who is absent for the Semester End Practical Examination and the assignment/project will be declared fail in the Internal Assessment Scheme.
- b) A learner who is absent for the Semester End Practical Examination and has appeared for the assignment will be awarded marks for the Journal (out of 5 marks) & Viva Voce (out of 5 marks) component of the Semester End Examination. Thus he will be evaluated for 10 marks instead of 20 marks and will lose the 10 marks for the Laboratory work. However, his marks for the Semester End Practical Examination will be taken as out of 20 (without conversion i.e. if the learner gets 4/10 marks in for Journal & Viva Voce , his/her marks for the Semester End Practical Examination will be taken as 4/20) and internal assessment will be calculated as out of 40 marks and not 30 marks.
- c) A learner who has appeared for Semester End Practical Examination but remains absent for the assignment will be allowed to appear for the additional assignment and the internal assessment will be calculated as out of 40 marks.

### **A.4 The Additional Class Test (or Viva Voce examination) or Assignment must be conducted 15 days prior to the commencement of the Semester End Examination after following the necessary procedure and completing the formalities.**

### **B) Semester End Examinations – 60%**

**60 Marks**

- I. **Duration** – Theses examinations shall be of **2 Hours** duration.
- II. **Question Course Pattern:-**
  - 1) There shall be four questions each of 15 marks.
  - 2) All questions shall be compulsory with internal choice within the questions.
  - 3) Question may be subdivided into sub-questions a, b, c... and the allocation of marks depend on the weightage of the topic.

### **B.1 Responsibility of Assessment**

- a) The assessment of Part “A” and “B” i.e. Internal Assessment & Semester End Examination as mentioned above for the Semester I to IV shall be processed by the Colleges / Institutions of their learners and issue the grade cards to them after the conversion of marks into grade as per the procedure mentioned in this manual. The format of the grade card is given in the Chapter 5 of this manual to maintain the

uniformity across the all colleges for the examinations conducted by the colleges on behalf of the University.

- b) The assessment of Part “A” i.e. Internal Assessment as mentioned above for the Semester V & VI shall be processed by the Colleges / Institutions of their learners admitted for the programme while the University shall conduct the assessment of Part “B” i.e. the Semester End Examination for Semesters V & VI. The Internal Assessment marks of learners appearing for semester V & VI shall be submitted to the University by the respective colleges/ Institutions before the commencement of respective Semester End Examinations. The results shall be declared by the University after processing the marks obtained by the learner in the Internal Assessment and the marks awarded to the learners in Semester End Examination. The grade card shall be issued by the University after converting the marks into grades.

## **B.2 Important Notes**

Kindly note that the gracing norms are to be applied first and then the marks obtained by the learner are to be converted to credits and then to grades based on the 7 point scale that is defined.

### **6.2.4. Standard of Passing**

The learners to pass a course shall have to obtain a minimum of 40% marks in aggregate for each course where the course consists of Internal Assessment & Semester End Examination. The learners shall obtain minimum of 40% marks (i.e. 16 out of 40) in the Internal Assessment and 40% marks in Semester End Examination (i.e. 24 Out of 60) separately, to pass the course and minimum of Grade E in the project component, wherever applicable to pass a particular semester. A learner will be said to have passed the course if the learner passes the Internal Assessment & Semester End Examination together.

### **6.2.5. PERFORMANCE GRADING**

The PERFORMANCE GRADING of the learners shall be on the SEVEN point ranking system as under:

<b>Grade</b>	<b>Marks</b>	<b>Grade Points</b>
O	70 & above	7
A	60 to 69.99	6
B	55 to 59.99	5
C	50 to 54.99	4
D	45 to 49.99	3
E	40 to 44.99	2
F (Fail)	39.99 & below	1

- *The performance grading shall be based on the aggregate performance of Internal Assessment and Semester End Examination.*

#### **6.2.6. Carry Forward of the Marks in Case if the Learner Fails in One or More Courses:**

- 1) A learner who passes in the Internal Examination but fails in the Semester End Examination of the course shall reappear for the Semester End Examination of that course. However his/her marks of the Internal Examinations shall be carried over and he/she shall be entitled for grade obtained by him/her on passing.
- 2) A learner who passes in the Semester End Examination but fails in the Internal Assessment of the course shall reappear for the Internal Examination of that course. However his/her marks of the Semester End Examination shall be carried over and he/she shall be entitled for grade obtained by him/her on passing.

3) **a. For Courses without practical**

In case of learner who is reappearing for the Internal Examination, the examination =will consist of one project of 40 marks which will be divided into 20 marks for the documentation of the project, 10 marks for the presentation and 10 marks for the Viva Voce and the interaction.

**b. For Courses with practical**

In case of learner who is reappearing for the Internal Examination for subjects with Practical, the examinations will consist of practical examination of 40 marks which will be divided into 20 marks for the machine work / laboratory work, 10 marks for the Viva Voce Examination and 10 marks for the Journal.

#### **6.2.7. Allowed to Keep Terms (ATKT):**

- 1) A learner shall be allowed to keep term for Semester II irrespective of number of courses of failure in the Semester I.
- 2) A learner shall be allowed to keep term for Semester III if he/she passes each of Semester I and Semester II

**OR**

A learner fails in not more than two courses of Semester I and Semester II taken together.

- 3) A learner shall be allowed to keep term for Semester IV irrespective of number of courses of failure in Semester III. However, the learner has to pass each of Semester I and Semester II in order to appear for Semester IV.
- 4) A learner shall be allowed to keep term for Semester V if he/she passes Semester I, Semester II, Semester III and Semester IV

**OR**

A learner shall pass Semester I and Semester II and fails in not more than two courses of Semester III and Semester IV taken together.

- 5) A learner shall be allowed to keep term for Semester VI irrespective of number of courses of failure in the Semester V.
- 6) The learner can appear for the semester VI examination but the result of Semester VI shall

be kept in abeyance until the learner passes each of Semester I, Semester II, Semester III, Semester IV and Semester V.

#### **6.2.8. ADDITIONAL SEMESTER END EXAMINATION:**

##### **Eligibility to appear for additional semester end examination:**

A learner who does not appear i.e. remains absent in some or all the courses on medical grounds or for representing the College / University in sports, cultural activities, activities of NSS, NCC or sports training camps conducted by recognized bodies / competent authorities or for any other reason which is considered valid under exceptional circumstances and to the satisfaction of the Principal or the Head of the Institute OR fails in some or all the courses is eligible to appear for the additional examination.

A learner who does not appear for both the Internal Assessment and Semester End Examination shall not be eligible to appear for the additional Semester End Examination.

The additional Semester End Examination shall be of two hours duration and of 60 marks per course. The learner shall appear for the Semester End Examination of the course for which he/she was absent or has failed. Learners who are punished under O.5050 shall not be eligible to appear for this additional examination.

##### **Mode of semester end additional examination:**

- a) There will be one additional examination for **semester I, II, III and IV only for those who have failed or remained absent**.
- b) The absent learner will be allowed to appear for the examination by the head of the institution after following the necessary formalities subject to the reasons to the satisfaction of the head of the institution.
- c) This examination will be held 20 days after the declaration of results but not later than 40 days.

#### **6.2.9. Evaluation of Projects (Wherever Applicable)**

- a) A learner who PASSES IN ALL THE COURSES BUT DOES NOT secure minimum grade of E in project as applicable has to resubmit a fresh project for evaluation till he/she secures a minimum of grade E. His/her marks in the theory Courses that the learner has passed will be carried forward and he/she shall be entitled for grade obtained by him/her on passing.
- b) The evaluation of project and viva-voce examination shall be by awarding grade in the seven point scale as given in the grade point table.
- c) A learner shall have to obtain minimum of Grade "E" (or its equivalent marks) in project evaluation and viva voce taken together.

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## 6.3) Title of the Programme - Bachelor of Commerce – Financial Markets

### (B.Com.-FM) Undergraduate Degree Programme

#### 6.3.1) Structure of the Programme with Credit System

Year	Semester	Course	Code	Title of the Course	Lectures / Tutorials	Credit
I	I	<b>Core Courses</b>				
		1	UFMFSI.1	Principles of Investment	04	03
		2	UFMFSI.2	Micro-Economics	04	03
		3	UFMFSI.3	Financial Accounting	04	03
		4	UFMFSI.4	Business Environment	04	03
		<b>Allied Courses</b>				
		5	UFMFSI.5	Basic Statistics	04	03
		6	UFMFSI.6	Basic Computer Skills	04	03
I	II	<b>Core Courses</b>				
		1	UFMFSII.1	Environment of Financial System	04	03
		2	UFMFSII.2	Macro-Economics	04	03
		3	UFMFSII.3	Management Accounting	04	03
		4	UFMFSII.4	Principles of Business Management	04	03
		<b>Allied Courses</b>				
		5	UFMFSII.5	Statistical Applications	04	03
		6	UFMFSII.6	Communication Skills	04	03

Year	Semester	Course	Code	Title of the Course	Lectures / Tutorials	Credit
II	III	<b>Core Courses</b>				
		1	UFMFSIII.1	Debt Markets	04	03
		2	UFMFSIII.2	Corporate Finance-I	04	03
		3	UFMFSIII.3	Equity Markets-I	04	03
		4	UFMFSIII.4	Banking in Financial System	04	03
		5	UFMFSIII.5	Business Ethics	04	03
		6	UFMFSIII.6	Organizational Behavior	04	03
		<b>Allied Course</b>				
		7	UFMFSIII.7	Computer Applications in Investments	04	03
II	IV	<b>Core Courses</b>				
		1	UFMFSIV.1	Commodities Markets	04	03
		2	UFMFSIV.2	Corporate Finance-II	04	03
		3	UFMFSIV.3	Equity Markets-II	04	03
		4	UFMFSIV.4	Financial Services	04	03
		5	UFMFSIV.5	Taxation for Investments	04	03
		6	UFMFSIV.6	Security Analysis	04	03
		<b>Allied Course</b>				
		7	UFMFSIV.7	Business Law	04	03



Year	Semester	Course	Code	Title of the Course	Lectures / Tutorials	Credit
III	V	<b>Core Courses</b>				
		1	UFMFSV.1	Global Capital Markets	04	03
		2	UFMFSV.2	Regulations of Securities Markets	04	03
		3	UFMFSV.3	Insurance (Fund) Management	04	03
		4	UFMFSV.4	Derivative Markets	04	03
		5	UFMFSV.5	Foreign Exchange Markets	04	03
		6	UFMFSV.6	Portfolio Management	04	03
		<b>Allied Course</b>				
		7	UFMFSV.7	Project -I	04	03
III	VI	<b>Core Courses</b>				
		1	UFMFSVI.1	Risk Management	04	03
		2	UFMFSVI.2	Corporate Governance	04	03
		3	UFMFSVI.3	Computer Applications in Financial Services	04	03
		4	UFMFSVI.4	Marketing of Financial Services	04	03
		5	UFMFSVI.5	Mutual Fund Management	04	03
		6	UFMFSVI.6	Customer Relationship Management in Financial Services	04	03
		<b>Allied Course</b>				
		7	UFMFSVI.7	Project -II	04	03

### 6.3.2) Structure of the Programme: Allocation of Credits to the various Courses and its total value

Particulars	First Year		Second Year		Third Year		Total Courses
	First Semester	Second Semester	Third Semester	Fourth Semester	Fifth Semester	Sixth Semester	
Core Courses	03*04	03*04	03*06	03*06	03*06	03*06	<b>96</b>
Allied Courses	03*02	03*02	03*01	03*01	03*01	03*01	<b>24</b>
<b>Total</b>	<b>18</b>	<b>18</b>	<b>21</b>	<b>21</b>	<b>21</b>	<b>21</b>	<b>120</b>

### 6.3.3) Scheme of Examination

The performance of the learners will be evaluated in two components. One component will be the Internal Assessment component carrying 40% marks and the second component will be the Semester wise End Examination component carrying 60% marks. The allocation of marks for the Internal Assessment and Semester End Examinations will be as shown below:-

#### A) Internal Assessment – 40%

**40 Marks**

##### 1. For Courses without practical.

Sr. No.	Particulars	Marks
1	Two periodical class tests/ case study / online examination to be conducted in the given semester	20 Marks
2	One assignment based on curriculum to be assessed by the teacher concerned	10 Marks
3	Active participation in routine class instructional deliveries	05 Marks
4	Overall conduct as a responsible learner, mannerism and articulation and exhibit of leadership qualities in organizing related academic actives	05 Marks

## 2. For Courses with Practical's.

Sr. No.	Particulars		Marks
1	Semester End Practical Examination		20 Marks
	Journal	05 Marks	
	Viva Voce	05 Marks	
	Laboratory Work	10 Marks	
2.	One assignment/project with class presentation to be assessed by teacher concerned		10 Marks
	Presentation	05 Marks	
	Written Document	05 Marks	
3	Active participation in routine class instructional deliveries		05 Marks
4	Overall conduct as a responsible learner, mannerism and articulation and exhibit of leadership qualities in organizing related academic actives		05 Marks

### A.1 Eligibility norms to appear for the additional class test or assignment or project for learners who remained absent:

- If the learner is absent on medical ground or for any reason/emergency beyond the control of the learner, the learner must apply to the Head of the Institution giving the reason(s) for absence within 8 days of the conduct of the examination along with the necessary documents and testimonials.
- If the learner is absent for participation in Inter Collegiate events, State or National or International level events, Training camp or coaching camp organized by authorized university or state or national or international bodies, NSS / NCC Events / Camps / cultural activities / sports activities / research festival or any other activities authenticated by the head of the institution, the head of the Institution shall generally grant permission to the learner to appear for the additional class test or assignment.
- The Head of the Institution, on scrutiny of the documents and testimonials, may grant the permission to the learner to appear for the additional examination.

### A.2 Class test or assignment for Internal Assessment for courses without practical:

- A learner who is absent for the two class test and the assignment will be declared fail in the Internal Assessment Scheme.
- A learner who is absent for the two class tests and has appeared for the assignment will be allowed to appear for the additional class test of 10 marks. However, his marks for the class test will be taken as out of 20 However, his marks for the class tests will be taken as out of 20 i.e. he/she will forfeit his/her 10 marks of one class test (without conversion i.e. if the learner gets 4/10 marks in his additional class test , his/her marks for the class tests will

be taken as 4/20) and internal assessment will be calculated as out of 40 marks and not 30 marks.

- c) A learner who has appeared for both the class test but remains absent for the assignment will be allowed to appear for the additional assignment and the internal assessment will be calculated as out of 40 marks.
- d) A learners who is absent for one of the two class tests/assignment as the case may be the learner will be allowed to appear for one additional class test/one additional assignment and the internal assessment will be calculated as out of 40 marks.

### **A.3 Class test or assignment for Internal Assessment for Courses with practicals:**

- a) A learner who is absent for the Semester End Practical Examination and the assignment/project will be declared fail in the Internal Assessment Scheme.
- b) A learner who is absent for the Semester End Practical Examination and has appeared for the assignment will be awarded marks for the Journal (out of 5 marks) & Viva Voce (out of 5 marks) component of the Semester End Examination. Thus he will be evaluated for 10 marks instead of 20 marks and will lose the 10 marks for the Laboratory work. However, his marks for the Semester End Practical Examination will be taken as out of 20 (without conversion i.e. if the learner gets 4/10 marks in for Journal & Viva Voce , his/her marks for the Semester End Practical Examination will be taken as 4/20) and internal assessment will be calculated as out of 40 marks and not 30 marks.
- c) A learner who has appeared for Semester End Practical Examination but remains absent for the assignment will be allowed to appear for the additional assignment and the internal assessment will be calculated as out of 40 marks.

### **A.4 The Additional Class Test (or Viva Voce examination) or Assignment must be conducted 15 days prior to the commencement of the Semester End Examination after following the necessary procedure and completing the formalities.**

### **B) Semester End Examinations – 60% 60 Marks**

- I. **Duration** – Theses examinations shall be of **2 Hours** duration.
- II. **Question Course Pattern:-**
  - 1) There shall be four questions each of 15 marks.
  - 2) All questions shall be compulsory with internal choice within the questions.
  - 3) Question may be subdivided into sub-questions a, b, c... and the allocation of marks depend on the weightage of the topic.

### **B.1 Responsibility of Assessment**

- a) The assessment of Part “A” and “B” i.e. Internal Assessment & Semester End Examination as mentioned above for the Semester I to IV shall be processed by the Colleges / Institutions of their learners and issue the grade cards to them after the conversion of marks into grade as per the procedure mentioned in this manual. The format of the grade card is

given in the Chapter 5 of this manual to maintain the uniformity across the all colleges for the examinations conducted by the colleges on behalf of the University.

- b) The assessment of Part “A” i.e. Internal Assessment as mentioned above for the Semester V & VI shall be processed by the Colleges / Institutions of their learners admitted for the programme while the University shall conduct the assessment of Part “B” i.e. the Semester End Examination for Semesters V & VI. The Internal Assessment marks of learners appearing for semester V & VI shall be submitted to the University by the respective colleges/ Institutions before the commencement of respective Semester End Examinations. The results shall be declared by the University after processing the marks obtained by the learner in the Internal Assessment and the marks awarded to the learners in Semester End Examination. The grade card shall be issued by the University after converting the marks into grades.

## **B.2 Important Notes**

Kindly note that the gracing norms are to be applied first and then the marks obtained by the learner are to be converted to credits and then to grades based on the 7 point scale that is defined.

### **6.3.4. Standard of Passing**

The learners to pass a course shall have to obtain a minimum of 40% marks in aggregate for each course where the course consists of Internal Assessment & Semester End Examination. The learners shall obtain minimum of 40% marks (i.e. 16 out of 40) in the Internal Assessment and 40% marks in Semester End Examination (i.e. 24 Out of 60) separately, to pass the course and minimum of Grade E in the project component, wherever applicable to pass a particular semester. A learner will be said to have passed the course if the learner passes the Internal Assessment & Semester End Examination together.

### **6.3.5. PERFORMANCE GRADING**

The PERFORMANCE GRADING of the learners shall be on the SEVEN point ranking system as under:

<b>Grade</b>	<b>Marks</b>	<b>Grade Points</b>
O	70 & above	7
A	60 to 69.99	6
B	55 to 59.99	5
C	50 to 54.99	4
D	45 to 49.99	3
E	40 to 44.99	2
F (Fail)	39.99 & below	1

- *The performance grading shall be based on the aggregate performance of Internal Assessment and Semester End Examination.*

### **6.3.6. Carry Forward of the Marks in Case if the Learner Fails in One or More Courses:**

- 1) A learner who passes in the Internal Examination but fails in the Semester End Examination of the course shall reappear for the Semester End Examination of that course. However his/her marks of the Internal Examinations shall be carried over and he/she shall be entitled for grade obtained by him/her on passing.
- 2) A learner who passes in the Semester End Examination but fails in the Internal Assessment of the course shall reappear for the Internal Examination of that course. However his/her marks of the Semester End Examination shall be carried over and he/she shall be entitled for grade obtained by him/her on passing.

#### **3) a) For Courses without practical.**

In case of learner who is reappearing for the Internal Examination, the examination -will consist of one project of 40 marks which will be divided into 20 marks for the documentation of the project, 10 marks for the presentation and 10 marks for the Viva Voce and the interaction.

#### **b) For Courses with practical.**

In case of learner who is reappearing for the Internal Examination for subjects with Practical, the examinations will consist of practical examination of 40 marks which will be divided into 20 marks for the machine work / laboratory work, 10 marks for the Viva Voce Examination and 10 marks for the Journal.

### **6.3.7. Allowed to Keep Terms (ATKT):**

- 1) A learner shall be allowed to keep term for Semester II irrespective of number of courses of failure in the Semester I.
- 2) A learner shall be allowed to keep term for Semester III if he/she passes each of Semester I and Semester II

**OR**

A learner fails in not more than two courses of Semester I and Semester II taken together.

- 3) A learner shall be allowed to keep term for Semester IV irrespective of number of courses of failure in Semester III. However, the learner has to pass each of Semester I and Semester II in order to appear for Semester IV.
- 4) A learner shall be allowed to keep term for Semester V if he/she passes Semester I, Semester II, Semester III and Semester IV

**OR**

A learner shall pass Semester I and Semester II and fails in not more than two courses of Semester III and Semester IV taken together.

- 5) A learner shall be allowed to keep term for Semester VI irrespective of number of courses of failure in the Semester V.
- 6) The learner can appear for the semester VI examination but the result of Semester VI shall be kept in abeyance until the learner passes each of Semester I, Semester II, Semester III, Semester IV and Semester V.

### **6.3.8. ADDITIONAL SEMESTER END EXAMINATION:**

#### **Eligibility to appear for additional semester end examination:**

A learner who does not appear i.e. remains absent in some or all the courses on medical grounds or for representing the College / University in sports, cultural activities, activities of NSS, NCC or sports training camps conducted by recognized bodies / competent authorities or for any other reason which is considered valid under exceptional circumstances and to the satisfaction of the Principal or the Head of the Institute OR fails in some or all the courses is eligible to appear for the additional examination.

A learner who does not appear for both the Internal Assessment and Semester End Examination shall not be eligible to appear for the additional Semester End Examination.

The additional Semester End Examination shall be of two hours duration and of 60 marks per course. The learner shall appear for the Semester End Examination of the course for which he/she was absent or has failed. Learners who are punished under O.5050 shall not be eligible to appear for this additional examination.

#### **Mode of semester end additional examination:**

- a) There will be one additional examination for **semester I, II, III and IV only for those who have failed or remained absent.**
- b) The absent learner will be allowed to appear for the examination by the head of the institution after following the necessary formalities subject to the reasons to the satisfaction of the head of the institution.
- c) This examination will be held 20 days after the declaration of results but not later than 40 days.

### **6.3.9. Evaluation of Projects (Wherever Applicable)**

- a) A learner who PASSES IN ALL THE COURSES BUT DOES NOT secure minimum grade of E in project as applicable has to resubmit a fresh project for evaluation till he/she secures a minimum of grade E. His/her marks in the theory Courses that the learner has passed will be carried forward and he/she shall be entitled for grade obtained by him/her on passing.
- b) The evaluation of project and viva-voce examination shall be by awarding grade in the seven point scale as given in the grade point table.
- c) A learner shall have to obtain minimum of Grade “E” (or its equivalent marks) in project evaluation and viva voce taken together.

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## 6.4) Title of the Programme - Bachelor of Commerce – Banking & Insurance

### (B.Com.-Banking & Insurance) Undergraduate Degree Programme

#### 6.4.1) Structure of the Programme with Credit System

Year	Semester	Course	Code	Title of the Course	Lectures /Tutorials	Credit
I	I	<b>Core Courses</b>				
		1	UBIFSI.1	Environment and Management of Financial Services	04	03
		2	UBIFSI.2	Principles of Management	04	03
		3	UBIFSI.3	Economics-I (Micro)	04	03
		<b>Allied Courses</b>				
		4	UBIFSI.4	Effective Communication-I	04	03
		5	UBIFSI.5	Qualitative Methods-I	04	03
		6	UBIFSI.6	Introduction to Computer Systems	04	03
I	II	<b>Core Courses</b>				
		1	UBIFSII.1	Principles and Practices of Banking and Insurance	04	03
		2	UBIFSII.2	Financial Accounting	04	03
		3	UBIFSII.3	Economics-II (Micro)	04	03
		<b>Allied Courses</b>				
		4	UBIFSII.4	Effective Communication-II	04	03
		5	UBIFSII.5	Qualitative Methods-II	04	03
		6	UBIFSII.6	Business Law	04	03



Year	Semester	Course	Code	Title of the Course	Lectures / Tutorials	Credit
II	III	<b>Core Courses</b>				
		1	UBIFSIII.1	Laws Governing Banking and Insurance	04	03
		2	UBIFSIII.2	Financial Management-I	04	03
		3	UBIFSIII.3	Management Accounting (Tools and Techniques, Focus on Banking and Insurance)	04	03
		4	UBIFSIII.4	Customer Relationship Management in Banking and Insurance	04	03
		5	UBIFSIII.5	Taxation of Financial Services	04	03
		6	UBIFSIII.6	Organizational Behaviour	04	03
		<b>Allied Course</b>				
		7	UBIFSIII.7	Information Technology in Banking and insurance	04	03
II	IV	<b>Core Courses</b>				
		1	UBIFSIV.1	Universal Banking	04	03
		2	UBIFSIV.2	Financial Management-II	04	03
		3	UBIFSIV.3	Innovations in Banking and Insurance	04	03
		4	UBIFSIV.4	Cost Accounting of Banking and Insurance	04	03
		5	UBIFSIV.5	Entrepreneurship Management	04	03
		6	UBIFSIV.6	Financial Markets (Equity, Debt, Forex and Derivatives)	04	03
		<b>Allied Course</b>				
		7	UBIFSIV.7	Corporate Law and Laws Governing Capital Markets	04	03

Year	Semester	Course	Code	Title of the Course	Lectures / Tutorials	Credit
III	V	<b>Core Courses</b>				
		1	UBIFSV.1	Marketing in Banking and Insurance	04	03
		2	UBIFSV.2	Financial Services Management	04	03
		3	UBIFSV.3	International Banking and Finance	04	03
		4	UBIFSV.4	Financial Reporting and Analysis (Corporate Banking and Insurance)	04	03
		5	UBIFSV.5	Security Analysis and Portfolio Management	04	03
		6	UBIFSV.6	Auditing	04	03
		<b>Project Work</b>				
		7	UBIFSV.7	Project on Banking	04	03
III	VI	<b>Core Courses</b>				
		1	UBIFSVI.1	Strategic Management (Banking and Insurance)	04	03
		2	UBIFSVI.2	Central Banking	04	03
		3	UBIFSVI.3	International Business (Banking and Insurance)	04	03
		4	UBIFSVI.4	Human Resource Management in Banking and Insurance	04	03
		5	UBIFSVI.5	Business Ethics and Corporate Governance	04	03
		6	UBIFSVI.6	Turnaround Management	04	03
		<b>Project Work</b>				
		7	UBIFSVI.7	Project on Insurance	04	03

### 6.4.2) Structure of the Programme: Allocation of Credits to the various Courses and its total value (B.Com.-Banking & Insurance)

Particulars	First Year		Second Year		Third Year		Total Courses
	First Semester	Second Semester	Third Semester	Fourth Semester	Fifth Semester	Sixth Semester	
Core Courses	03*06	03*06	03*06	03*06	03*06	03*06	108
Allied Courses	---	---	03*01	03*01	---	---	06
Project	---	---	---	---	03*01	03*01	06
<b>Total</b>	<b>18</b>	<b>18</b>	<b>21</b>	<b>21</b>	<b>21</b>	<b>21</b>	<b>120</b>

### 6.4.3) Scheme of Examination

The performance of the learners will be evaluated in two components. One component will be the Internal Assessment component carrying 40% marks and the second component will be the Semester wise End Examination component carrying 60% marks. The allocation of marks for the Internal Assessment and Semester End Examinations will be as shown below:-

#### A) Internal Assessment – 40%

**40 Marks**

##### 1. For Courses without practical.

Sr. No.	Particulars	Marks
1	Two periodical class tests/ case study / online examination to be conducted in the given semester	20 Marks
2	One assignment based on curriculum to be assessed by the teacher concerned	10 Marks
3	Active participation in routine class instructional deliveries	05 Marks
4	Overall conduct as a responsible learner, mannerism and articulation and exhibit of leadership qualities in organizing related academic actives	05 Marks

## 2. For Courses with Practical's.

Sr. No.	Particulars		Marks
1	Semester End Practical Examination		20 Marks
	Journal	05 Marks	
	Viva Voce	05 Marks	
	Laboratory Work	10 Marks	
2.	One assignment/project with class presentation to be assessed by teacher concerned		10 Marks
	Presentation	05 Marks	
	Written Document	05 Marks	
3	Active participation in routine class instructional deliveries		05 Marks
4	Overall conduct as a responsible learner, mannerism and articulation and exhibit of leadership qualities in organizing related academic actives		05 Marks

### A.1 Eligibility norms to appear for the additional class test or assignment or project for learners who remained absent:

- If the learner is absent on medical ground or for any reason/emergency beyond the control of the learner, the learner must apply to the Head of the Institution giving the reason(s) for absence within 8 days of the conduct of the examination along with the necessary documents and testimonials.
- If the learner is absent for participation in Inter Collegiate events, State or National or International level events, Training camp or coaching camp organized by authorized university or state or national or international bodies, NSS / NCC Events / Camps / cultural activities / sports activities / research festival or any other activities authenticated by the head of the institution, the head of the Institution shall generally grant permission to the learner to appear for the additional class test or assignment.
- The Head of the Institution, on scrutiny of the documents and testimonials, may grant the permission to the learner to appear for the additional examination.

### A.2 Class test or assignment for Internal Assessment for courses without practical:

- A learner who is absent for the two class test and the assignment will be declared fail in the Internal Assessment Scheme.
- A learner who is absent for the two class tests and has appeared for the assignment will be allowed to appear for the additional class test of 10 marks. However, his marks for the class test will be taken as out of 20. However, his marks for the class tests will be taken as out of 20 i.e. he/she will forfeit his/her 10 marks of one class test (without conversion i.e. if the learner gets 4/10 marks in his additional class test, his/her marks for the class tests will be taken as 4/20) and internal assessment will be calculated as out of 40 marks and not 30 marks.

- c) A learner who has appeared for both the class test but remains absent for the assignment will be allowed to appear for the additional assignment and the internal assessment will be calculated as out of 40 marks.
- d) A learners who is absent for one of the two class tests/assignment as the case may be the learner will be allowed to appear for one additional class test/one additional assignment and the internal assessment will be calculated as out of 40 marks.

### **A.3 Class test or assignment for Internal Assessment for Courses with practical:**

- a. A learner who is absent for the Semester End Practical Examination and the assignment/project will be declared fail in the Internal Assessment Scheme.
- b. A learner who is absent for the Semester End Practical Examination and has appeared for the assignment will be awarded marks for the Journal (out of 5 marks) & Viva Voce (out of 5 marks) component of the Semester End Examination. Thus he will be evaluated for 10 marks instead of 20 marks and will lose the 10 marks for the Laboratory work. However, his marks for the Semester End Practical Examination will be taken as out of 20 (without conversion i.e. if the learner gets 4/10 marks in for Journal & Viva Voce , his/her marks for the Semester End Practical Examination will be taken as 4/20) and internal assessment will be calculated as out of 40 marks and not 30 marks.
- c. A learner who has appeared for Semester End Practical Examination but remains absent for the assignment will be allowed to appear for the additional assignment and the internal assessment will be calculated as out of 40 marks.

### **A.4 The Additional Class Test (or Viva Voce examination) or Assignment must be conducted 15 days prior to the commencement of the Semester End Examination after following the necessary procedure and completing the formalities.**

### **B) Semester End Examinations – 60% 60 Marks**

- I. **Duration** – Theses examinations shall be of **2 Hours** duration.
- II. **Question Course Pattern:-**
  - 1) There shall be four questions each of 15 marks.
  - 2) All questions shall be compulsory with internal choice within the questions.
  - 3) Question may be subdivided into sub-questions a, b, c... and the allocation of marks depend on the weightage of the topic.

### **B.1 Responsibility of Assessment**

- a) The assessment of Part “A” and “B” i.e. Internal Assessment & Semester End Examination as mentioned above for the Semester I to IV shall be processed by the Colleges / Institutions of their learners and issue the grade cards to them after the conversion of marks into grade as per the procedure mentioned in this manual. The format of the grade card is given in the Chapter 5 of this manual to maintain the uniformity across the all colleges for the examinations conducted by the colleges on behalf of the University.

b) The assessment of Part “A” i.e. Internal Assessment as mentioned above for the Semester V & VI shall be processed by the Colleges / Institutions of their learners admitted for the programme while the University shall conduct the assessment of Part “B” i.e. the Semester End Examination for Semesters V & VI. The Internal Assessment marks of learners appearing for semester V & VI shall be submitted to the University by the respective colleges/ Institutions before the commencement of respective Semester End Examinations. The results shall be declared by the University after processing the marks obtained by the learner in the Internal Assessment and the marks awarded to the learners in Semester End Examination. The grade card shall be issued by the University after converting the marks into grades.

## **B.2 Important Notes**

Kindly note that the gracing norms are to be applied first and then the marks obtained by the learner are to be converted to credits and then to grades based on the 7 point scale that is defined.

### **6.4.4. Standard of Passing**

The learners to pass a course shall have to obtain a minimum of 40% marks in aggregate for each course where the course consists of Internal Assessment & Semester End Examination. The learners shall obtain minimum of 40% marks (i.e. 16 out of 40) in the Internal Assessment and 40% marks in Semester End Examination (i.e. 24 Out of 60) separately, to pass the course and minimum of Grade E in the project component, wherever applicable to pass a particular semester. A learner will be said to have passed the course if the learner passes the Internal Assessment & Semester End Examination together.

### **6.4.5. PERFORMANCE GRADING**

The PERFORMANCE GRADING of the learners shall be on the SEVEN point ranking system as under:

<b>Grade</b>	<b>Marks</b>	<b>Grade Points</b>
O	70 & above	7
A	60 to 69.99	6
B	55 to 59.99	5
C	50 to 54.99	4
D	45 to 49.99	3
E	40 to 44.99	2
F (Fail)	39.99 & below	1

- *The performance grading shall be based on the aggregate performance of Internal Assessment and Semester End Examination.*

#### **6.4.6. Carry Forward of the Marks in Case if the Learner Fails in One or More Courses:**

- 1) A learner who passes in the Internal Examination but fails in the Semester End Examination of the course shall reappear for the Semester End Examination of that course. However his/her marks of the Internal Examinations shall be carried over and he/she shall be entitled for grade obtained by him/her on passing.
- 2) A learner who passes in the Semester End Examination but fails in the Internal Assessment of the course shall reappear for the Internal Examination of that course. However his/her marks of the Semester End Examination shall be carried over and he/she shall be entitled for grade obtained by him/her on passing.

#### **3) a) For Courses without practical.**

In case of learner who is reappearing for the Internal Examination, the examination will consist of one project of 40 marks which will be divided into 20 marks for the documentation of the project, 10 marks for the presentation and 10 marks for the Viva Voce and the interaction.

#### **b) For Courses with practical.**

In case of learner who is reappearing for the Internal Examination for subjects with Practical, the examinations will consist of practical examination of 40 marks which will be divided into 20 marks for the machine work / laboratory work, 10 marks for the Viva Voce Examination and 10 marks for the Journal.

#### **6.4.7. Allowed to Keep Terms (ATKT):**

- 1) A learner shall be allowed to keep term for Semester II irrespective of number of courses of failure in the Semester I.
- 2) A learner shall be allowed to keep term for Semester III if he/she passes each of Semester I and Semester II

**OR**

A learner fails in not more than two courses of Semester I and Semester II taken together.

- 3) A learner shall be allowed to keep term for Semester IV irrespective of number of courses of failure in Semester III. However, the learner has to pass each of Semester I and Semester II in order to appear for Semester IV.
- 4) A learner shall be allowed to keep term for Semester V if he/she passes Semester I, Semester II, Semester III and Semester IV

**OR**

A learner shall pass Semester I and Semester II and fails in not more than two courses of Semester III and Semester IV taken together.

- 5) A learner shall be allowed to keep term for Semester VI irrespective of number of courses of failure in the Semester V.
- 6) The learner can appear for the semester VI examination but the result of Semester VI shall be kept in abeyance until the learner passes each of Semester I, Semester II, Semester III, Semester IV and Semester V.

#### **6.4.8. ADDITIONAL SEMESTER END EXAMINATION:**

##### **Eligibility to appear for additional semester end examination:**

A learner who does not appear i.e. remains absent in some or all the courses on medical grounds or for representing the College / University in sports, cultural activities, activities of NSS, NCC or sports training camps conducted by recognized bodies / competent authorities or for any other reason which is considered valid under exceptional circumstances and to the satisfaction of the Principal or the Head of the Institute OR fails in some or all the courses is eligible to appear for the additional examination.

A learner who does not appear for both the Internal Assessment and Semester End Examination shall not be eligible to appear for the additional Semester End Examination.

The additional Semester End Examination shall be of two hours duration and of 60 marks per course. The learner shall appear for the Semester End Examination of the course for which he/she was absent or has failed. Learners who are punished under O.5050 shall not be eligible to appear for this additional examination.

##### **Mode of semester end additional examination:**

- a) There will be one additional examination for **semester I, II, III and IV only for those who have failed or remained absent.**
- b) The absent learner will be allowed to appear for the examination by the head of the institution after following the necessary formalities subject to the reasons to the satisfaction of the head of the institution.
- c) This examination will be held 20 days after the declaration of results but not later than 40 days.

#### **6.4.9. Evaluation of Projects (Wherever Applicable)**

- a) A learner who PASSES IN ALL THE COURSES BUT DOES NOT secure minimum grade of E in project as applicable has to resubmit a fresh project for evaluation till he/she secures a minimum of grade E. His/her marks in the theory Courses that the learner has passed will be carried forward and he/she shall be entitled for grade obtained by him/her on passing.
- b) The evaluation of project and viva-voce examination shall be by awarding grade in the seven point scale as given in the grade point table.
- c) A learner shall have to obtain minimum of Grade “E” (or its equivalent marks) in project evaluation and viva voce taken together.

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## 6.5) Title of the Programme - Bachelor of Management Studies

### B.M.S. Undergraduate Degree Programme

#### 6.5.1) Structure of the Course and the Scheme of Examination with Credit System

Year	Semester	Course	Code	Title of the Course	Lectures / Tutorials	Credit
I	I	<b>Core Courses</b>				
		1	UBMSFSI.1	Foundation of Human Skills	04	03
		2	UBMSFSI.2	Introduction to Financial Accounts	04	03
		3	UBMSFSI.3	Principles of Management-I	04	03
		<b>Allied Courses</b>				
		4	UBMSFSI.4	Business Law	04	03
		5	UBMSFSI.5	Business Statistics	04	03
		6	UBMSFSI.6	Business Communication	04	03
		7	UBMSFSI.7	Introduction to Computers	04	03
I	II	<b>Core Courses</b>				
		1	UBMSFSII.1	Business Environment	04	03
		2	UBMSFSII.2	Industrial Law	04	03
		3	UBMSFSII.3	Managerial Economics-I	04	03
		4	UBMSFSII.4	Business Mathematics	04	03
		5	UBMSFSII.5	Introduction to Cost Accounting	04	03
		<b>Allied Courses</b>				
		6	UBMSFSII.6	Computer Applications in Business	04	03
		7	UBMSFSII.7	Environmental Management	04	03

Year	Semester	Course	Code	Title of the Course	Lectures / Tutorials	Credit
II	III	<b>Core Courses</b>				
		1	UBMSFSIII.1	Management Accounting	04	03
		2	UBMSFSIII.2	Managerial Economics-II	04	03
		3	UBMSFSIII.3	Marketing Management	04	03
		4	UBMSFSIII.4	Materials Managements	04	03
		5	UBMSFSIII.5	Principles of Management-II	04	03
		<b>Allied Course</b>				
		6	UBMSFSIII.6	Effective Communication	04	03
II	IV	<b>Core Courses</b>				
		1	UBMSFSIV.1	International Marketing-I	04	03
		2	UBMSFSIV.2	Elements of Direct & Indirect Taxes	04	03
		3	UBMSFSIV.3	EXIM Procedures & Documentation	04	03
		4	UBMSFSIV.4	Management of Small Scale Industries	04	03
		5	UBMSFSIV.5	Productivity & Quality Management	04	03
		6	UBMSFSIV.6	Public Relations Management	04	03

Year	Semester	Course	Code	Title of the Course	Lectures / Tutorials	Credit
III	V	<b>Compulsory Courses</b>				
		1	UBMSFSV.1	Human Resource Management	04	03
		2	UBMSFSV.2	Service Sector Management	04	03
		3	UBMSFSV.3	Financial Management	04	03
		4	UBMSFSV.4	Elements of Logistics and Supply chain Management	04	03
		5	UBMSFSV.5	Business Ethics and Corporate Social Responsibility	04	03
		<b>Elective Courses (Any One)</b>				
		6	UBMSFSV.6	Special Studies in Marketing	04	03
		7	UBMSFSV.7	Special Studies in Finance	04	03
		8	UBMSFSV.8	E Commerce	04	03
		<b>Project Work</b>				
		9	UBMSFSV.9	Project Work-I	--	03
III	VI	<b>Compulsory Courses</b>				
		1	UBMSFSVI.1	Entrepreneurship & Management of Small & Medium Enterprises	04	03
		2	UBMSFSVI.2	Operations Research	04	03
		3	UBMSFSVI.3	International Finance	04	03
		4	UBMSFSVI.4	Indian Management Thought and Practices	04	03
		5	UBMSFSVI.5	International Marketing	04	03
		6	UBMSFSVI.6	Retail Management	04	03
		<b>Applied Component Courses (Any Two)</b>				
		7	UBMSFSVI.7	Investment Analysis & Portfolio Management	04	03
		8	UBMSFSVI.8	Econometrics	04	03

### 6.5.2) Structure of the Programme: Allocation of Credits to the various Courses and its total value

#### B.M.S Undergraduate Degree Programme

Particulars	First Year		Second Year		Third Year		Total Courses
	First Semester	Second Semester	Third Semester	Fourth Semester	Fifth Semester	Sixth Semester	
Core Courses	03*03	03*05	03*05	03*06	03*05	03*06	<b>90</b>
Allied Courses	03*04	03*02	03*01	---	03*01	03*01	<b>27</b>
Project	---	---	---	---	03*01	---	<b>03</b>
<b>Total</b>	<b>21</b>	<b>21</b>	<b>18</b>	<b>18</b>	<b>21</b>	<b>21</b>	<b>120</b>

### 6.5.3) Scheme of Examination

The performance of the learners will be evaluated in two components. One component will be the Internal Assessment component carrying 40% marks and the second component will be the Semester wise End Examination component carrying 60% marks. The allocation of marks for the Internal Assessment and Semester End Examinations will be as shown below:-

#### A) Internal Assessment – 40%

**40 Marks**

##### 1. For Courses without practical.

Sr. No.	Particulars	Marks
1	Two periodical class tests/ case study / online examination to be conducted in the given semester	20 Marks
2	One assignment based on curriculum to be assessed by the teacher concerned	10 Marks
3	Active participation in routine class instructional deliveries	05 Marks
4	Overall conduct as a responsible learner, mannerism and articulation and exhibit of leadership qualities in organizing related academic actives	05 Marks

## 2. For Courses with Practical.

Sr. No.	Particulars		Marks
1	Semester End Practical Examination		20 Marks
	Journal	05 Marks	
	Viva Voce	05 Marks	
	Laboratory Work	10 Marks	
2.	One assignment/project with class presentation to be assessed by teacher concerned		10 Marks
	Presentation	05 Marks	
	Written Document	05 Marks	
3	Active participation in routine class instructional deliveries		05 Marks
4	Overall conduct as a responsible learner, mannerism and articulation and exhibit of leadership qualities in organizing related academic actives		05 Marks

### A.1 Eligibility norms to appear for the additional class test or assignment or project for learners who remained absent:

- If the learner is absent on medical ground or for any reason/emergency beyond the control of the learner, the learner must apply to the Head of the Institution giving the reason(s) for absence within 8 days of the conduct of the examination along with the necessary documents and testimonials.
- If the learner is absent for participation in Inter Collegiate events, State or National or International level events, Training camp or coaching camp organized by authorized university or state or national or international bodies, NSS / NCC Events / Camps / cultural activities / sports activities / research festival or any other activities authenticated by the head of the institution, the head of the Institution shall generally grant permission to the learner to appear for the additional class test or assignment.
- The Head of the Institution, on scrutiny of the documents and testimonials, may grant the permission to the learner to appear for the additional examination.

### A.2 Class test or assignment for Internal Assessment for courses without practical:

- A learner who is absent for the two class test and the assignment will be declared fail in the Internal Assessment Scheme.
- A learner who is absent for the two class tests and has appeared for the assignment will be allowed to appear for the additional class test of 10 marks. However, his marks for the class test will be taken as out of 20. However, his marks for the class tests will be taken as out of 20 i.e. he/she will forfeit his/her 10 marks of one class test (without conversion i.e. if the learner gets 4/10 marks in his additional class test, his/her marks for the class

tests will be taken as 4/20) and internal assessment will be calculated as out of 40 marks and not 30 marks.

- c) A learner who has appeared for both the class test but remains absent for the assignment will be allowed to appear for the additional assignment and the internal assessment will be calculated as out of 40 marks.
- d) A learners who is absent for one of the two class tests/assignment as the case may be the learner will be allowed to appear for one additional class test/one additional assignment and the internal assessment will be calculated as out of 40 marks.

### **A.3 Class test or assignment for Internal Assessment for Courses with practicals:**

- a) A learner who is absent for the Semester End Practical Examination and the assignment/project will be declared fail in the Internal Assessment Scheme.
- b) A learner who is absent for the Semester End Practical Examination and has appeared for the assignment will be awarded marks for the Journal (out of 5 marks) & Viva Voce (out of 5 marks) component of the Semester End Examination. Thus he will be evaluated for 10 marks instead of 20 marks and will lose the 10 marks for the Laboratory work. However, his marks for the Semester End Practical Examination will be taken as out of 20 (without conversion i.e. if the learner gets 4/10 marks in for Journal & Viva Voce , his/her marks for the Semester End Practical Examination will be taken as 4/20) and internal assessment will be calculated as out of 40 marks and not 30 marks.
- c) A learner who has appeared for Semester End Practical Examination but remains absent for the assignment will be allowed to appear for the additional assignment and the internal assessment will be calculated as out of 40 marks.

### **A.4 The Additional Class Test (or Viva Voce examination) or Assignment must be conducted 15 days prior to the commencement of the Semester End Examination after following the necessary procedure and completing the formalities.**

#### **B) Semester End Examinations – 60%**

**60 Marks**

- I. **Duration** – Theses examinations shall be of **2 Hours** duration.
- II. **Question Course Pattern:-**
  - 4) There shall be four questions each of 15 marks.
  - 5) All questions shall be compulsory with internal choice within the questions.
  - 6) Question may be subdivided into sub-questions a, b, c... and the allocation of marks depend on the weightage of the topic.

#### **B.1 Responsibility of Assessment**

- a) The assessment of Part “A” and “B” i.e. Internal Assessment & Semester End Examination as mentioned above for the Semester I to IV shall be processed by the Colleges / Institutions of their learners and issue the grade cards to them after the conversion of marks into grade as per the procedure mentioned in this manual. The format

of the grade card is given in the Chapter 5 of this manual to maintain the uniformity across the all colleges for the examinations conducted by the colleges on behalf of the University.

- b) The assessment of Part “A” i.e. Internal Assessment as mentioned above for the Semester V & VI shall be processed by the Colleges / Institutions of their learners admitted for the programme while the University shall conduct the assessment of Part “B” i.e. the Semester End Examination for Semesters V & VI. The Internal Assessment marks of learners appearing for semester V & VI shall be submitted to the University by the respective colleges/ Institutions before the commencement of respective Semester End Examinations. The results shall be declared by the University after processing the marks obtained by the learner in the Internal Assessment and the marks awarded to the learners in Semester End Examination. The grade card shall be issued by the University after converting the marks into grades.

## **B.2 Important Notes**

Kindly note that the gracing norms are to be applied first and then the marks obtained by the learner are to be converted to credits and then to grades based on the 7 point scale that is defined.

### **6.5.4. Standard of Passing**

The learners to pass a course shall have to obtain a minimum of 40% marks in aggregate for each course where the course consists of Internal Assessment & Semester End Examination. The learners shall obtain minimum of 40% marks (i.e. 16 out of 40) in the Internal Assessment and 40% marks in Semester End Examination (i.e. 24 Out of 60) separately, to pass the course and minimum of Grade E in the project component, wherever applicable to pass a particular semester. A learner will be said to have passed the course if the learner passes the Internal Assessment & Semester End Examination together.

### **6.5.5. PERFORMANCE GRADING**

The PERFORMANCE GRADING of the learners shall be on the SEVEN point ranking system as under:

<b>Grade</b>	<b>Marks</b>	<b>Grade Points</b>
O	70 & above	7
A	60 to 69.99	6
B	55 to 59.99	5
C	50 to 54.99	4
D	45 to 49.99	3
E	40 to 44.99	2
F (Fail)	39.99 & below	1

- *The performance grading shall be based on the aggregate performance of Internal Assessment and Semester End Examination.*

#### **6.5.6. Carry Forward of the Marks in Case if the Learner Fails in One or More Courses:**

- 1) A learner who passes in the Internal Examination but fails in the Semester End Examination of the course shall reappear for the Semester End Examination of that course. However his/her marks of the Internal Examinations shall be carried over and he/she shall be entitled for grade obtained by him/her on passing.
- 2) A learner who passes in the Semester End Examination but fails in the Internal Assessment of the course shall reappear for the Internal Examination of that course. However his/her marks of the Semester End Examination shall be carried over and he/she shall be entitled for grade obtained by him/her on passing.

#### **3) a) For Courses without practical.**

In case of learner who is reappearing for the Internal Examination, the examination =will consist of one project of 40 marks which will be divided into 20 marks for the documentation of the project, 10 marks for the presentation and 10 marks for the Viva Voce and the interaction.

#### **b) For Courses with practical.**

In case of learner who is reappearing for the Internal Examination for subjects with Practical, the examinations will consist of practical examination of 40 marks which will be divided into 20 marks for the machine work / laboratory work, 10 marks for the Viva Voce Examination and 10 marks for the Journal.

#### **6.5.7. Allowed to Keep Terms (ATKT):**

- 1) A learner shall be allowed to keep term for Semester II irrespective of number of courses of failure in the Semester I.
- 2) A learner shall be allowed to keep term for Semester III if he/she passes each of Semester I and Semester II

**OR**

A learner fails in not more than two courses of Semester I and Semester II taken together.

- 3) A learner shall be allowed to keep term for Semester IV irrespective of number of courses of failure in Semester III. However, the learner has to pass each of Semester I and Semester II in order to appear for Semester IV.
- 4) A learner shall be allowed to keep term for Semester V if he/she passes Semester I, Semester II, Semester III and Semester IV

**OR**

A learner shall pass Semester I and Semester II and fails in not more than two courses of Semester III and Semester IV taken together.

- 5) A learner shall be allowed to keep term for Semester VI irrespective of number of courses of failure in the Semester V.



- 6) The learner can appear for the semester VI examination but the result of Semester VI shall be kept in abeyance until the learner passes each of Semester I, Semester II, Semester III, Semester IV and Semester V.

#### **6.5.8. ADDITIONAL SEMESTER END EXAMINATION:**

##### **Eligibility to appear for additional semester end examination:**

A learner who does not appear i.e. remains absent in some or all the courses on medical grounds or for representing the College / University in sports, cultural activities, activities of NSS, NCC or sports training camps conducted by recognized bodies / competent authorities or for any other reason which is considered valid under exceptional circumstances and to the satisfaction of the Principal or the Head of the Institute OR fails in some or all the courses is eligible to appear for the additional examination.

A learner who does not appear for both the Internal Assessment and Semester End Examination shall not be eligible to appear for the additional Semester End Examination.

The additional Semester End Examination shall be of two hours duration and of 60 marks per course. The learner shall appear for the Semester End Examination of the course for which he/she was absent or has failed. Learners who are punished under O.5050 shall not be eligible to appear for this additional examination.

##### **Mode of semester end additional examination:**

- a) There will be one additional examination for **semester I, II, III and IV only for those who have failed or remained absent.**
- b) The absent learner will be allowed to appear for the examination by the head of the institution after following the necessary formalities subject to the reasons to the satisfaction of the head of the institution.
- c) This examination will be held 20 days after the declaration of results but not later than 40 days.

#### **6.5.9. Evaluation of Projects (Wherever Applicable)**

- a) A learner who PASSES IN ALL THE COURSES BUT DOES NOT secure minimum grade of E in project as applicable has to resubmit a fresh project for evaluation till he/she secures a minimum of grade E. His/her marks in the theory Courses that the learner has passed will be carried forward and he/she shall be entitled for grade obtained by him/her on passing.
- b) The evaluation of project and viva-voce examination shall be by awarding grade in the seven point scale as given in the grade point table.
- c) A learner shall have to obtain minimum of Grade “E” (or its equivalent marks) in project evaluation and viva voce taken together.

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## **Acknowledgement**

It is my pleasure to put on record that our University of Mumbai has taken the decision to introduce the innovative Choice Based Credit System (CBCS), in the first stage Semester Based Credit and Grading System is implementing from the academic year 2011-2012 for all the undergraduate programmes under the faculty of commerce. I feel myself proud to be the active constituents of this process from the beginning where the concept is initiated, conceived and formulated in the present form. In this planned process we received valuable input from different personalities and authorities.

I, being the Former Dean of Faculty of Commerce would like to thank to our beloved Hon'ble Vice-Chancellor, Dr. Rajan Welukar for his guidance, demonstration of high quality leadership and continuous encouragement for the process.

My fellow Deans, Principal colleagues, teachers from different colleges, friends from academics are equally entitled for the credit of the process. During the journey of finalization of the system, Dr. Anuradha Deshmukh and Prof. Vilas Shinde, Controller of Examinations, University of Mumbai has taken the painstaking efforts at every stage of the process. I am very much thankful of them.

Thanks to all who are engaged for the process of implementation of this system.

**Prin. (Dr.) S.T. Gadade**

Member, Management Council,

Former, Dean, Faculty of Commerce (2006-2011),

University of Mumbai

And

Principal, Changu Kana Thakur Arts,

Commerce and Science College, New Panvel, Navi Mumbai

**Academic Council 25/05/2011**

**Item No. 4.101**

**University of Mumbai**



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NAAC ACCREDITED  
(2001-2006)

**Additional Provisions**

**To**

**General Ordinances**

**With Respect to**

**Credit Based Semester and Grading System  
(CBSGS)**

**For the Programmes**

**Under**

**The Faculty of Arts, Commerce & Science**

**With effect from the Academic year 2011-12**

# University of Mumbai

## **ORDINANCE O.5042 – A: - Grace Marks passing in each course/ head of passing (Theory/ Practical/ Oral/ Sessional/ TW/ External / Semester End Exam / Internal Assessment)**

The examinee shall be given the benefit of grace marks only for passing in each course / head of passing (Theory / Practical / Oral / Sessional/ TW) in External / Semester End Examination or Internal Examination Assessment as follows:

<b>Head of Passing</b>	<b>Grace Marks Upto</b>
Upto - 50	2
051 - 100	3
101 - 150	4
151 - 200	5
201 - 250	6
251 - 300	7
301 - 350	8
351 - 400	9
And 401 and above	10

Provided that the benefit of such gracing marks given in different courses/ head of passing shall not exceed 1% of the aggregate marks in that examination.

Provided further that the benefit of gracing of marks under this Ordinance, shall be applicable only if the candidate passes the entire examination of semester / year.

Provided further that this gracing is concurrent with the rules and guidelines of professional statutory bodies at the All India level such as AICTE, MCI, Bar Council, CCIM, CCIH, NCTE, UGC etc.

## **ORDINANCE O. 5043-A: - Grace Marks for getting Higher Class / Grade**

A candidate/learners who passes in all the subjects / courses and heads of passing in the examination without the benefit of either gracing or condonation rules and whose total number of marks falls short for securing Second Class / Higher Second Class/ First Class or next Higher Grade by marks not more 1% of the aggregate marks of that examination or up to 10 marks, which ever is less, shall be given the required marks to get the next higher or grade as the case may be.

# University of Mumbai

Provided that benefits of above mentioned grace marks shall not be given, if the candidate fails to secure necessary passing marks in the aggregate course / head of passing also, if prescribed, in the examination concerned.

Provided further that benefits of above mentioned grace marks shall be given to the candidate for such examination/s only for which provision of award of Class / Grade has been prescribed.

Provided further that this gracing is concurrent with the rules and guidelines of professional statutory bodies at the All India level such as AICTE, MCI, Bar Council, CCIM, CCIH, NCTE etc.

## **ORDINANCE O.5044-A: - Grace Marks for getting distinction / Grade 'O' in the subject / course only**

A candidate/learners who passes in all the Courses or Subjects/ Heads of passing in the examination without benefit of either gracing or condonation rules and whose total number of marks in the courses/ subject/s falls short by not more than three marks for getting Grade 'O'/ distinction in the courses / subject/s respected shall be given necessary grace marks up to three (03) in maximum two subjects, courses subject to maximum 1% of the total marks of that Head of Passing whichever is more, in a given examination.

Provided that benefits of above mentioned grace marks shall not be given to the candidate only for such examination/s for which provision for distinction in a course / subject has been prescribed.

Provided further that this gracing is concurrent with the rules and guidelines of professional statutory bodies at the All India level such as AICTE, MCI, Bar Council, CCIM, CCIH, NCTE etc.

## **ORDINANCE O. 5045-A: - Condonation**

If a candidate/learners fails in only one course/ head of passing, having passed in all other courses/ heads of passing, his/her deficiency of marks in such head of passing may be condoned by not more than 1% of the aggregate marks of the examination or 10% of the total number of marks of that course / head of passing in which he/she is failing, whichever is less. However condonation, whether in one head of passing or aggregate head of passing be restricted to maximum up to 10 marks only.

# University of Mumbai

Condonation of deficiency of marks be shown in the Grade Card/ Statement of Marks in the form of asterisk and Ordinance number.

Provided that this condonation of marks is concurrent with the rules and guidelines of professional statutory bodies at the All India level such as AICTE, MCI, Bar Council, CCIM, CCIH, NCTE etc.

## **ORDINANCE O. 5046-A: - Moderation**

1. The Moderation System shall be application to all the faculties for Under Graduate and Post Graduate Semester End Examination / External Theory Examination.
2. 100% moderation of the answer book shall be carried out in the case of candidates failing by 10% of marks of the aggregate marks of that course / paper.
3. In case of professional faculties / courses, 100% moderation shall be carried out in case of candidates obtaining 70% and above marks or Grade 'O'. For non-professional faculties / courses 100% moderation shall be carried out in case of candidates obtaining First Class Grade 'A' and above marks.
4. The moderation of answer books of at least 5% of total number of candidates obtaining marks between Grade 'E' / minimum passing marks and marks required for Grade 'A' and above First Class/ distinction shall be carried out on random sample basis.
5. One moderator shall be appointed per five examiners. However Chairman, Board of paper setters will act as the moderator, where there are less than five examiners.
6. Moderation work shall be carried out simultaneously with the central assessment of answer books at CAPs.
7. Where marks awarded by the moderator vary from those awarded by original examiner, the marks awarded by the moderator shall be taken as final.
8. Each University shall formulate detailed scheme of moderation on the basis of guidelines given above.

## **ORDINANCE O.5047-A: - Vigilance Squad**

1. The Vigilance Squad/s of not less than three and not more than four members shall be appointed by the Vice Chancellor to visit the Centres of University Examinations to:
  - i. Ensure that the University Examinations are conducted as per norms laid down.

# University of Mumbai

- i. Observe whether the Senior Supervisors and Block Supervisors are following scrupulously instructions for conduct of the University Examinations.
- ii. Check the students who try to resort to malpractices at the time of University Examinations and report such case to the University.

2. The Vigilance Squad is authorized to visit any Examination Centre without prior intimation and enter office of the In-charge of the Examination Centre to check the record and other material relating to the conduct of Examination. They can enter in any block of Examination for checking the candidates identify card, fee receipt, hall tickets etc. to ascertain the authenticity of the Candidate. The Vigilance Squad shall e authorized to detect use of malpractices and unfair means in the University Examination.
3. The Vice Chancellor shall appoint Vigilance Squad which may include:  
Senior Teachers of Affiliated College/Recognized Institution/ University Departments / Teachers and desirably one lady teacher; and any other person as the Vice Chancellor considers appropriate.
4. The Chairman of Vigilance Squad/s shall submit the report on surprise visit directly to the Vice Chancellor with a copy to the concerned Principal. The Vigilance Squad/s may make suggestions in the matter of proper conduct of examinations, if necessary.
5. The Principal of the College where the centre of examination is located shall be responsible for the smooth conduct of examination. He/ She shall ensure strict vigilance against the use of unfair means by the students and shall be responsible for reporting such cases to the University as well as the law of enforcing authority.

## **ORDINANCE O. 5048-A: - Amendments of Results**

### **Due to errors**

In any case where it is found that the result of an examination has been affected by errors, the Controller of Examinations shall have power to amend such result in such manner as shall be in accordance with the true position and to make such declaration as is necessary, with the necessary approval of Vice Chancellor / Pro Vice Chancellor, provided the errors are reported / detected within 6 months from the date declaration of results. Errors detected thereafter shall be placed before the Board of Examinations.

### **Error means:-**

- i) Error in computer/data entry, printing or programming and the like.
- ii) Clerical error, manual or machine, in totaling or entering of marks on ledger/register.

# University of Mumbai

iii) Error due to negligence or oversight of examiner or any other person connected with evaluation, moderation and result preparation.

## **A. Due to fraud, malpractices etc.**

In any case where the result of an examination has been ascertained and published and it is found that such result has been affected by any malpractices, fraud or any other improper conduct whereby an examinee has benefited and that such examinee, has in the opinion of the Board of Examination been party of privy to or connived at such malpractice, fraud or improper conduct, the Board of Examination shall have power at any time notwithstanding the issue of the Certificate or the award of a Prize or Scholarship, to amend the result of such examinee and to make such declaration as the Board of Examination considers necessary in that behalf

**Note:** a) The Ordinances 0.5049, 0.5050 will be as per the existing ordinances. However, the term “Student” be read as “Learners”

b) The Number of the Ordinances will be same. However, it is followed by alphabet ‘A’ only.



## Evaluative Report

**Name of the Institution:**JSS College of Arts, Commerce and Science

**District:**Mysuru

**Total Number of Departments in the institution**

Sl. No.	Name of the Department
1.	Year of Establishment
2.	Is the Department part of a School / Faculty of the Institution
3.	Names of programmes offered
4.	Number of teaching posts Sanctioned/Filled
5.	Number of Research Projects. Total grants received
#	Inter —institutional collaborative projects and Associated grants received
#	National collaboration
#	International collaboration
7.	Departmental projects funded by DST-FIST, UGC—SAP/CAS,DPE, DBT, ICSSR, AICTE etc., : Total grants received

8.	Special research laboratories sponsored by / created by industry or corporate bodies
9.	Publications:
	Number of Papers published
	Number of Books with ISBN
	Number of Citation Index – range / average
	Number of Impact Factor – range / average
	Number of h-index
10	Details of patents and income generated
11	Areas of consultancy and income generated
12	Awards/Recognitions received at the National and International level by :
	Faculty
	Doctoral/Post doctoral fellows
	Students
13	How many students have cleared Civil Services and Defense Se examinations, NET, SET (SLET), GATE services and other competitive examinations
14	List of doctoral, post-doctoral students and research associates
	From the host institution/university
	From other institutions/universities
15	Number of Research Scholars/ Post Graduate students getting financial assistance from the University/State/ Central

***Note: Provide data for the last five years***

## ort of the Department

Name of the Department:Arts			
State:Karnataka			
Arts			
1964, 1967			
Yes			
BA in Economics and Geography,BA in History and Political Science,BA in Kannada and Geography,BA in History and English,BA in Journalism and English,BA in History, Economics, Geography,BA in History, Economics, Political Science,BA in Kannada, Economics, Geography,BA in Kannada, Economics, Political Science,BA in History, Economics, English,BA in Journalism, Public Adminsitration, English,BA in Journalism, Political Science, English.			
27			
Nil			
Nil			
Nil			
Nil			

6			
Nil			
-			
-			
-			
-			
-			
-			
14			
Nil			
Nil			
3			
Nil			
-			
-			
-			



[illegible]

[illegible]



# University of Mumbai



AA/ICD/2014-15/511  
23/09/2014

## Circular :-

A reference is invited to this office circular no. UG/04-A of 2014 dtd. 23<sup>rd</sup> June, 2014, the Principals of the affiliated Colleges in Arts, Science and Commerce are hereby reminded that University Circular No. UG/04-A of 2014, dtd. 23<sup>rd</sup> June, 2014 regarding the modified pattern (75:25) for Credit Based Semester and Grading System from academic year 2014-15 be implemented simultaneously at the F.Y., S.Y. & T.Y. examinations at Under Graduate (UG) level in Arts, Science and Commerce.

The question paper pattern (both at Semester End Examination and Internal Assessment) as accepted by the Academic Council and Management Council be implemented in all the Semesters of Arts, Science and Commerce. The pattern is to be implemented simultaneously for all the examinations of all the Semesters of U.G. programmes for Credit Based Semester and Grading System from academic year 2014-15 under Faculties of Arts, Science and Commerce and is available on University website. (mu.ac.in)

*[Signature]*  
23/9/14.

Registrar  
University of Mumbai





JSS MAHAVIDYAPEETHA

## JSS COLLEGE OF ARTS, COMMERCE & SCIENCE

(An Autonomous College of University of Mysore)  
B.N. ROAD, MYSURU-570 025 KARNATAKA

Re-accredited by NAAC with 'A' grade  
Recognised by UGC as "College with Potential for Excellence"

Ph: 0821-2548236 & 2548380. FAX: 0821-2548238 E-mail: [jssautonomous@gmail.com](mailto:jssautonomous@gmail.com) Website: [JSSCACS.edu.in](http://JSSCACS.edu.in)

### About the college

### Following is a brief profile of JSS COLLEGE OF ARTS, COMMERCE AND SCIENCE

JSS College of Arts, Commerce and Science is a co-educational College established in 1964 under the aegis of JSS Mahavidyapeetha, Mysore. The College was started as an affiliated college of University of Mysore with undergraduate programmes in BA, BSc, BCom, BBM and was given permanent affiliation in 1993. The College is recognised by UGC under section 2(f) and 12(B) of the UGC Act 1956 and is receiving central assistance. The college has been functioning as an autonomous college from the academic year 2005-06. The distinctive features of autonomy are that the college is empowered to frame the syllabi, introduce new courses and conduct examinations independently. The degree is awarded by the University of Mysore. The college is situated on a sprawling 7.08 acres plot with a spacious building and a hostel in a picturesque surrounding at the foot of Chamundi Hills. The third floor to the existing building created additional space to meet the growing needs of the college. The women hostel has also been extended to accommodate 200 students. It has excellent infrastructure required for the pursuit of academic excellence Under the spiritual guidance of H.H Jagadguru Sri Shivarathri Deshikendra Mahaswamiji, the institution is desirous of scaling new heights in the days to come. The entire spectrum of management, staff and students are committed to put in their best to make this dream come true.

### Feedback Framework

Following is the list of questions, which is taken by the stakeholders

Question	Option
The learning objectives are clear and appropriate to the needs of the students.	agree
The learning objectives are clear and appropriate to the needs of the students.	disagree
The learning objectives are clear and appropriate to the needs of the students.	no opinion
The curriculum and syllabus are well organized and easy to follow.	agree
The curriculum and syllabus are well organized and easy to follow.	disagree
The curriculum and syllabus are well organized and easy to follow.	no opinion
Are the essential questions aligned to the objectives and instructional processes?	agree
Are the essential questions aligned to the objectives and instructional processes?	disagree
Are the essential questions aligned to the objectives and instructional processes?	no opinion
Should essential questions be added, changed or deleted?	agree
Should essential questions be added, changed or deleted?	disagree
Should essential questions be added, changed or deleted?	no opinion
Do the assessments and instructional activities align to the learning objectives?	agree

Do the assessments and instructional activities align to the learning objectives?	disagree
Do the assessments and instructional activities align to the learning objectives?	no opinion
Do the assessments provide opportunities for students to adequately demonstrate their learning through higher order thinking?	agree
Do the assessments provide opportunities for students to adequately demonstrate their learning through higher order thinking?	disagree
Do the assessments provide opportunities for students to adequately demonstrate their learning through higher order thinking?	no opinion
Are the instructional strategies and activities appropriate for the unit?	agree
Are the instructional strategies and activities appropriate for the unit?	disagree
Are the instructional strategies and activities appropriate for the unit?	no opinion
Do the strategies and activities address the learning needs of ALL students, including students with disabilities and dual language learners?	agree
Do the strategies and activities address the learning needs of ALL students, including students with disabilities and dual language learners?	disagree
Do the strategies and activities address the learning needs of ALL students, including students with disabilities and dual language learners?	no opinion
The texts / resources are appropriate for my students' level.	agree
The texts / resources are appropriate for my students' level.	disagree
The texts / resources are appropriate for my students' level.	no opinion
The texts / resources are sufficient - They cover most or all of what is needed to teach the course.	agree
The texts / resources are sufficient - They cover most or all of what is needed to teach the course.	disagree
The texts / resources are sufficient - They cover most or all of what is needed to teach the course.	no opinion

## Total questions answered by the all students

> Above framework has been selected for the feedback and here is the summary of responses

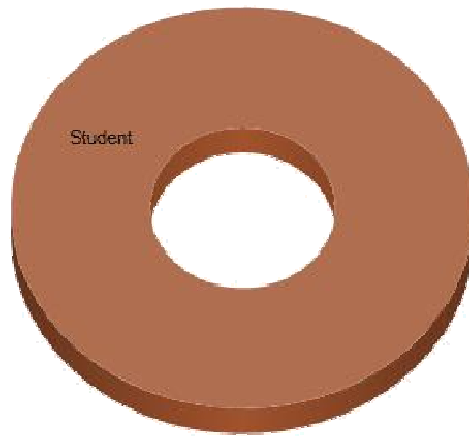


Figure1: Doughnut Diagram - number of responses

Type	Total Number
Student	480

## Average score per question

> Below is the data, that reflects average score per question

Question	Score
Are the instructional strategies and activities appropriate for the unit?	1.54
Do the strategies and activities address the learning needs of ALL students, including students with disabilities and dual language learners?	1.87
Should essential questions be added, changed or deleted?	1.58
The curriculum and syllabus are well organized and easy to follow.	1.5
The learning objectives are clear and appropriate to the needs of the students.	1.54
The texts / resources are sufficient - They cover most or all of what is needed to teach the course.	1.54
Do the assessments provide opportunities for students to adequately demonstrate their learning through higher order thinking?	1.43
Do the assessments and instructional activities align to the learning objectives?	1.47
The texts / resources are appropriate for my students' level.	1.47
Are the essential questions aligned to the objectives and instructional processes?	1.58

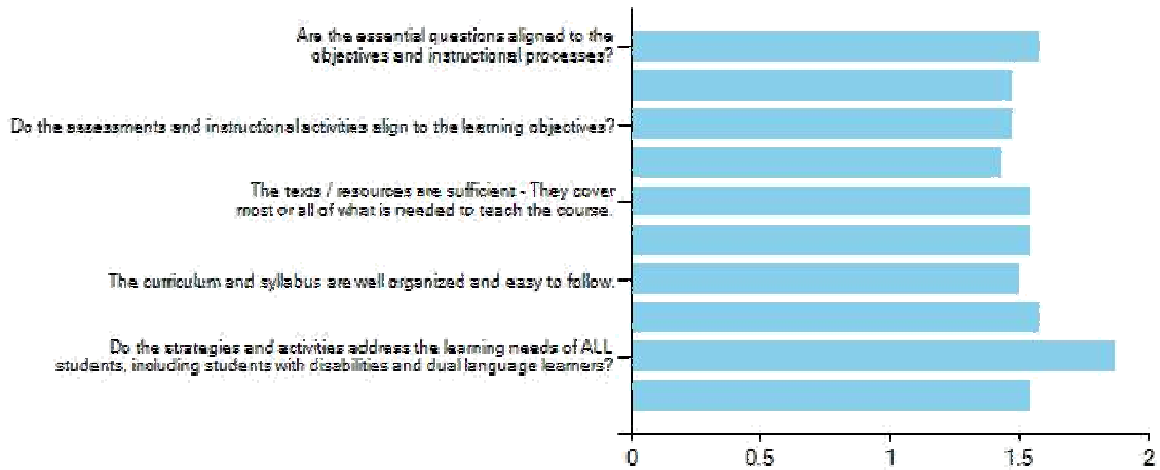


Figure3: Bar Diagram - average score per question

## Summary of responses for every option

> Below is the data that reflects, summary of responses for every option

Question	Option	Count
Are the essential questions aligned to the objectives and instructional processes?	agree	20
Are the instructional strategies and activities appropriate for the unit?	agree	22
Do the assessments and instructional activities align to the learning objectives?	agree	25
Do the assessments provide opportunities for students to adequately demonstrate their learning through higher order thinking?	agree	27
Do the strategies and activities address the learning needs of ALL students, including students with disabilities and dual language learners?	agree	6
Should essential questions be added, changed or deleted?	agree	20
The curriculum and syllabus are well organized and easy to follow.	agree	24
The learning objectives are clear and appropriate to the needs of the students.	agree	22
The texts / resources are appropriate for my students' level.	agree	25
The texts / resources are sufficient - They cover most or all of what is needed to teach the course.	agree	22
Are the essential questions aligned to the objectives and instructional processes?	disagree	28
Are the instructional strategies and activities appropriate for the unit?	disagree	26
Do the assessments and instructional activities align to the learning objectives?	disagree	23
Do the assessments provide opportunities for students to adequately demonstrate their learning through higher order thinking?	disagree	21
Do the strategies and activities address the learning needs of ALL students, including students with disabilities and dual language learners?	disagree	42
Should essential questions be added, changed or deleted?	disagree	28

The curriculum and syllabus are well organized and easy to follow.	disagree	24
The learning objectives are clear and appropriate to the needs of the students.	disagree	26
The texts / resources are appropriate for my students' level.	disagree	23
The texts / resources are sufficient - They cover most or all of what is needed to teach the course.	disagree	26

## Score across course

> Below is the data for the students, who have given the feedback across various courses offered

Question	PG	UG
Are the essential questions aligned to the objectives and instructional processes?	1.33	1.58
Are the instructional strategies and activities appropriate for the unit?	1.91	1.41
Do the assessments and instructional activities align to the learning objectives?	1.33	1.45
Do the assessments provide opportunities for students to adequately demonstrate their learning through higher order thinking?	1.16	1.5
Do the strategies and activities address the learning needs of ALL students, including students with disabilities and dual language learners?	1.83	1.87
Should essential questions be added, changed or deleted?	1.75	1.62
The curriculum and syllabus are well organized and easy to follow.	1.75	1.54
The learning objectives are clear and appropriate to the needs of the students.	1.66	1.33
The texts / resources are appropriate for my students' level.	1.83	1.45
The texts / resources are sufficient - They cover most or all of what is needed to teach the course.	1.58	1.5

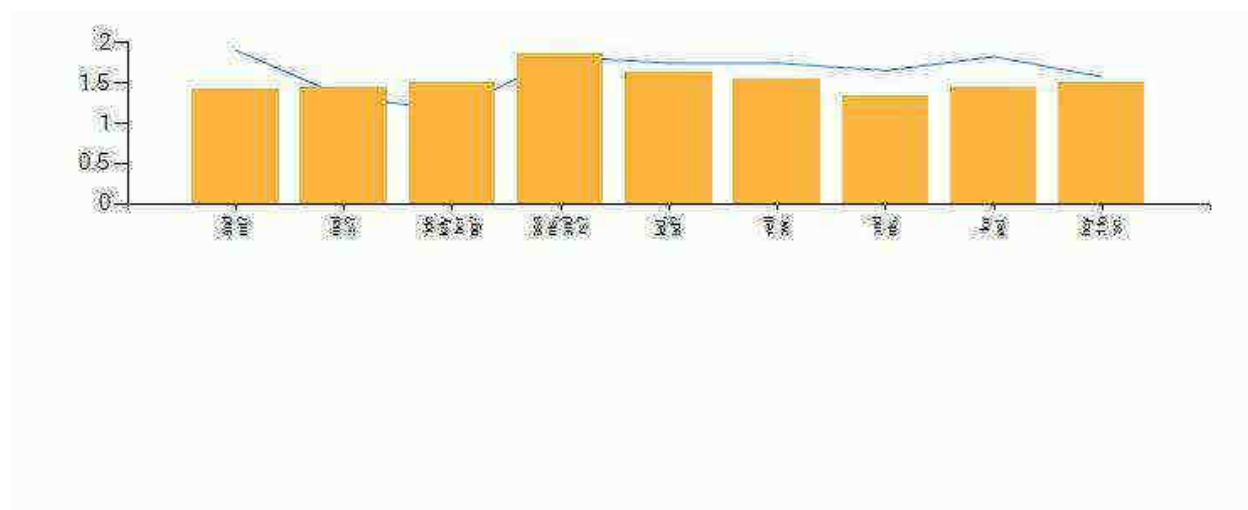


Figure4: Spline Diagram - score across course

## Score across batch

> Below is the data for the students, who have given the feedback across various batches

Question	2018-2019	August-2018	August-2019
Are the essential questions aligned to the objectives and instructional processes?	1.33	1.83	1.83
Are the instructional strategies and activities appropriate for the unit?	1.66	1.41	1.41
Do the assessments and instructional activities align to the learning objectives?	1.29	1.66	1.66
Do the assessments provide opportunities for students to adequately demonstrate their learning through higher order thinking?	1.25	1.58	1.66
Do the strategies and activities address the learning needs of ALL students, including students with disabilities and dual language learners?	1.83	1.91	1.91
Should essential questions be added, changed or deleted?	1.62	1.33	1.75
The curriculum and syllabus are well organized and easy to follow.	1.62	1.16	1.58
The learning objectives are clear and appropriate to the needs of the students.	1.45	1.83	1.41
The texts / resources are appropriate for my students' level.	1.58	1.16	1.58
The texts / resources are sufficient - They cover most or all of what is needed to teach the course.	1.5	1.58	1.58

## Comparison based on average score

- Average Score - Overall average of particular question
  - Total Average - Average of all questions and responses
  - Result - Based on comparison of Total Average with Average Score >
- Below is the data where, Institute can focus on improvement areas.

Question	Avg score	Total avg	Result
Are the essential questions aligned to the objectives and instructional processes?	1.58	1.55	Ok
Are the instructional strategies and activities appropriate for the unit?	1.54	1.55	Needs improvement
Do the assessments and instructional activities align to the learning objectives?	1.47	1.55	Needs improvement
Do the assessments provide opportunities for students to adequately demonstrate their learning through higher order thinking?	1.43	1.55	Needs improvement
Do the strategies and activities address the learning needs of ALL students, including students with disabilities and dual language learners?	1.87	1.55	Ok
Should essential questions be added, changed or deleted?	1.58	1.55	Ok
The curriculum and syllabus are well organized and easy to follow.	1.5	1.55	Needs improvement

The learning objectives are clear and appropriate to the needs of the students.	1.54	1.55	Needs improvement
The texts / resources are appropriate for my students' level.	1.47	1.55	Needs improvement
The texts / resources are sufficient - They cover most or all of what is needed to teach the course.	1.54	1.55	Needs improvement

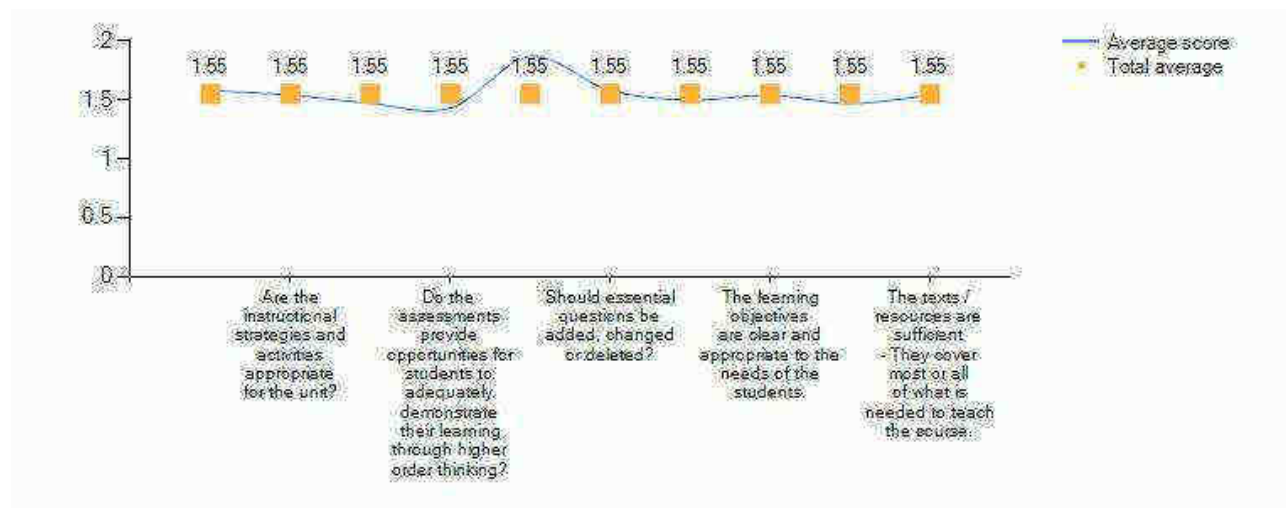


Figure5: Bar Spline Diagram - comparison based on average score

## Comparison of maximum and minimum score

- Average Score - Overall average of particular question
- Total Average - Average of all questions and responses
- Max Score - Maximum score of particular question
- Min Score - Minimum score of particular question
- Result - Based on comparison of Total Average with Average Score

Question	Avg score	Total avg	Max score	Min score	Result
Are the essential questions aligned to the objectives and instructional processes?	1.58	1.55	2	1	Ok
Are the instructional strategies and activities appropriate for the unit?	1.54	1.55	2	1	Needs improvement
Do the assessments and instructional activities align to the learning objectives?	1.47	1.55	2	1	Needs improvement
Do the assessments provide opportunities for students to adequately demonstrate their learning through higher order thinking?	1.43	1.55	2	1	Needs improvement
Do the strategies and activities address the learning needs of ALL students, including students with disabilities and dual language learners?	1.87	1.55	2	1	Ok
Should essential questions be added, changed or deleted?	1.58	1.55	2	1	Ok
The curriculum and syllabus are well organized and easy to follow.	1.5	1.55	2	1	Needs improvement
The learning objectives are clear and appropriate to the needs of the students.	1.54	1.55	2	1	Needs improvement



The texts / resources are appropriate for my students' level.	1.47	1.55	2	1	Needs improvement
The texts / resources are sufficient - They cover most or all of what is needed to teach the course.	1.54	1.55	2	1	Needs improvement

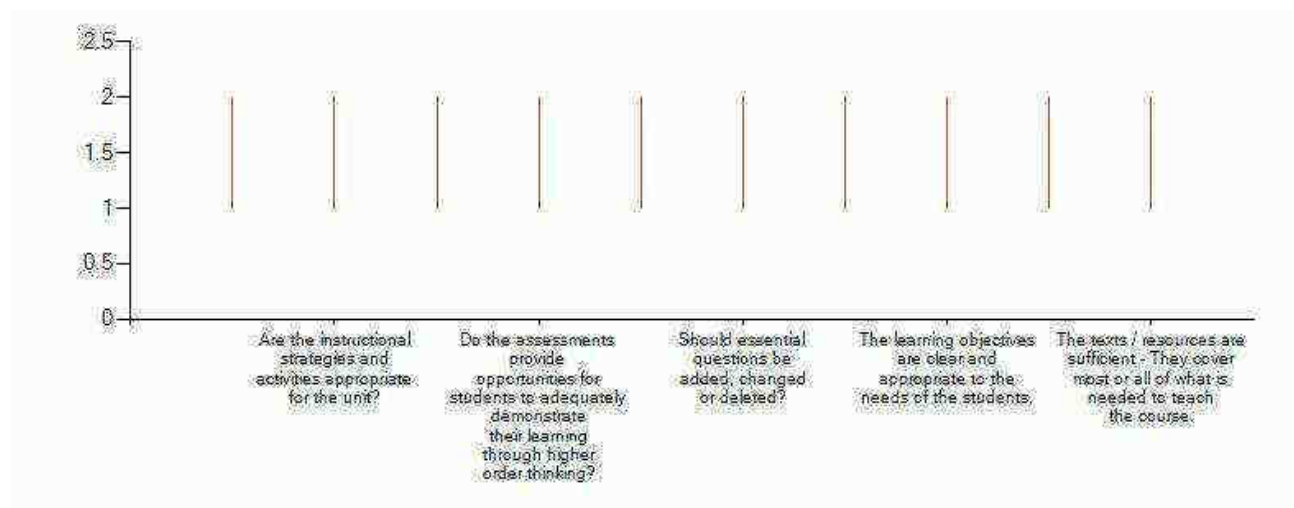


Figure6: Candlestick Diagram - reflects the max & min score

*M. Harty*  
Principal

**UNIVERSITY OF MUMBAI**  
**Revised Syllabus**  
**And**  
**Pattern of Question Paper**  
**In the**  
**Subject of Hindi**  
**At the**  
**F.Y.B.A. Compulsory & Ancillary**  
**Examination**  
**With effect from 2017-2018, 2018-2019, 2019-2020**

**Board of study**

- 1. Dr. Vishnu Sarwade ( Chairman)**
- 2. Dr. Manpreet Kaur ( Member)**
- 3. Dr. Anil Dhawale ( Member)**

**Sub – Committee**

- 1. Dr. Manpreet Kaur ( Convenor)**
- 2. Dr. Harish Arora ( Member)**
- 3. Dr. Rama Singh ( Member)**
- 4. Dr. Devidas Borde ( Member)**
- 5. Dr. Sangeeta Chitrakoti ( Member)**
- 6. Dr. Jayashree Singh ( Member)**

**F.Y.B.A. HINDI COMPULSORY LIST OF TEXT BOOK  
ACCORDING TO CHOICE BASED CREDIT GRADING SYSTEM  
SEMESTER –I COURSE CODE-UAHINCOM101**

**प्रथम सत्र**

**१. काव्य कुंज**

संपादन: हिंदी अध्ययन मंडल, मुंबई विश्वविद्यालय,

प्रकाशक: राजकमल प्रकाशन, नई दिल्ली

**२. श्रेष्ठ कहानियाँ भाग - १**

संपादन: हिंदी अध्ययन मंडल, मुंबई विश्वविद्यालय,

प्रकाशक: वाणी प्रकाशन, नई दिल्ली

**प्रथम सत्र**

**१. काव्य कुंज**

**पाठ्यक्रम के लिए निर्धारित कविताएँ**

१. बीती विभावरी जाग री- जयशंकर प्रसाद

२. भिक्षुक- सूर्यकांत त्रिपाठी निराला

३. मैं नीर भरी दुख की बदली- महादेवी वर्मा

४. नर हो न निराश करो मन को — मैथिलीशरण गुप्त

५. पुष्प की अभिलाषा- माखनलाल चतुर्वेदी

६. झाँसी की रानी- सुभद्राकुमारी चौहान

७. सिंदूर तिलकित भाल- नागार्जुन

८. दिया जलाना कब मना है- हरिवंशराय बच्चन

९. जलाओ दिये पर रहे ध्यान इतना- गोपाल दास सक्सेना नीरज

**२. श्रेष्ठ कहानियाँ भाग- १**

**पाठ्यक्रम के लिए निर्धारित कहानियाँ**

१. बड़े घर की बेटी- प्रेमचंद

२. पुरस्कार- जयशंकर प्रसाद

३. हार की जीत- सुदर्शन

४. चीफ की दावत- भीष्म साहनी

५. पाजेब- जैनेंद्र कुमार

**UNIVERSITY OF MUMBAI**

No. UG/ 51 of 2017-18

**CIRCULAR:-**

A reference is invited to the syllabi relating to the Bachelor of Arts (B.A.) Programme vide this office Circular No.UG/164 of 2016-17, dated 16<sup>th</sup> November, 2016 and the Principals of the affiliated Colleges in Arts are hereby informed that the recommendation made by the Board of Studies in Hindi at its meeting held on 4<sup>th</sup> March, 2017 has been accepted by the Academic Council at its meeting held on 11<sup>th</sup> May, 2017 vide item No.4.41 and that in accordance therewith, the revised syllabus as per the (CBCS) of F.Y.B.A. in Hindi (Compulsory & Ancillary) (Sem I & II), which is available on the University's web site ([www.mu.ac.in](http://www.mu.ac.in)) and that the same has been brought into force with effect from the academic year 2017-18 to 2019-20.

MUMBAI – 400 032

15<sup>th</sup> July, 2017

To

(Dr.M.A.Khan)  
REGISTRAR

The Principals of the affiliated Colleges in Arts

A.C/4.41/11/05/2017

\*\*\*\*\*

No. UG/ 51 -A of 2017

MUMBAI-400 032

15<sup>th</sup> July, 2017

Copy forwarded with Compliments for information to:-

- 1) The Co-ordinator, Faculty of Arts,
- 2) The Chairman, Board of Studies in Hindi,
- 3) The Offg. Director, Board of Examinations and Evaluation,
- 4) The Director of Board of Student Development,
- 5) The Professor-cum-Director, Institute of Distance and Open Learning (IDOL),
- 6) The Co-Ordinator, University Computerization Centre,

(Dr.M.A.Khan)  
REGISTRAR

....PTO



# University of Mumbai



No. UG/29 of 2019-20

## CIRCULAR:-

Attention of the Principals of the Affiliated Colleges and Directors of the recognized Institutions in Humanities Faculty is invited to this office Circular No. UG/51 of 2017-18, dated 15<sup>th</sup> July, 2017 relating to the revised syllabus as per (CBCS) of F.Y.B.A. in Hindi (Compulsory & Ancillary) (Sem. I & II).

They are hereby informed that the recommendations made by the Board of Studies in Hindi at its meeting held on 9<sup>th</sup> April, 2019 have been accepted by the Academic Council at its meeting held on 15<sup>th</sup> April, 2019 vide item No. 4.23 & 4.24 and that in accordance therewith, the revised syllabus as per the (CBCS) for the F.Y.B.A. Compulsory & Ancillary (Sem. I & II) in Hindi has been brought into force with effect from the academic year 2019-20, accordingly. (The same is available on the University's website [www.mu.ac.in](http://www.mu.ac.in)).

MUMBAI - 400 032

3<sup>rd</sup> June, 2019

To

  
(Dr. Ajay Deshmukh)  
REGISTRAR

The Principals of the affiliated Colleges and Directors of the recognized Institutions in Humanities Faculty. (Circular No. UG/334 of 2017-18 dated 9<sup>th</sup> January, 2018.)

## A.C./4.23 & 4.24 /15/04/2019

\*\*\*\*\*

No. UG/29 -A of 2019

MUMBAI-400 032

3<sup>rd</sup> June, 2019

Copy forwarded with Compliments for information to:-

- 1) The I/c Dean, Faculty of Humanities,
- 2) The Chairman, Board of Studies in Hindi,
- 3) The Director, Board of Examinations and Evaluation,
- 4) The Professor-cum-Director, Institute of Distance and Open Learning (IDOL),
- 5) The Director, Board of Students Development,
- 6) The Co-ordinator, University Computerization Centre,

  
(Dr. Ajay Deshmukh)  
REGISTRAR

**AC 19-3-2012**

**Item No. 4.8**

**UNIVERSITY OF MUMBAI**



**Revised Syllabus for the M.A.**

**Program: M.A.**

**Course: Hindi**

**Semester I & II**

**(As Per Credit Based Semester and Grading System**

**with effect from the academic year 2012–2013)**

# **M.A. PART-I (Hindi) Syllabus According to choice based course Semester and Credit System**



**Year 2017-18, 2018-19, 2019-20**

**प्रो.विष्णु सरवदे (अध्यक्ष, हिंदी अध्ययन मंडल)**

**डॉ. हूबनाथ पाण्डेय (सदस्य, हिंदी अध्ययन मंडल,)**      **डॉ. भंडारे उद्धव तुकाराम (सदस्य, हिंदी अध्ययन मंडल,)**

**डॉ. अनुपमा धनावडे (सदस्य, पाठ्यक्रमसमिति)**      **डॉ. सचिन गपाट (सदस्य, हिंदी अध्ययन मंडल,)**

**डॉ. शाहू मधाळे (सदस्य, पाठ्यक्रमसमिति)**      **डॉ. संतोष मोटवानी (सदस्य हिंदी अध्ययन मंडल,)**

**डॉ. संजय सिंह (सदस्य, पाठ्यक्रमसमिति)**



**UNIVERSITY OF MUMBAI**

No. UG/ 71 of 2018-19

**CIRCULAR:-**

Attention of the Principals of the Affiliated Colleges and Directors of the recognized Institutions in Humanities Faculty is invited to this office circular No. UG/38 of 2017-18, dated 15<sup>th</sup> July, 2017 relating to syllabus of Bachelor of Arts.

They are hereby informed that the recommendations made by the Board of Studies in Hindi at its meeting held on 2<sup>nd</sup> May, 2018 have been accepted by the Academic Council at its meeting held on 5<sup>th</sup> May, 2018 vide item No. 4.61 and that in accordance therewith, the revised syllabus as per the (CBCS) for the M.A. in Hindi – Sem I to IV has been brought into force with effect from the academic year 2018-19, accordingly. (The same is available on the University's website [www.mu.ac.in](http://www.mu.ac.in)).

MUMBAI – 400 032

To 6<sup>th</sup> June, 2018  
7<sup>th</sup> July

  
(Dr. Dinesh Kamble)  
I/c REGISTRAR

The Principals of the affiliated Colleges and Directors of the recognized Institutions in Humanities Faculty. (Circular No. UG/334 of 2017-18 dated 9<sup>th</sup> January, 2018.)

**A.C/4.61/05/05/2018**

\*\*\*\*\*

No. UG/ 71 -A of 2018

MUMBAI-400 032

6<sup>th</sup> June, 2018  
7<sup>th</sup> July

Copy forwarded with Compliments for information to:-

- 1) The I/c Dean, Faculty of Humanities,
- 2) The Chairman, Board of Studies in Hindi,
- 3) The Director, Board of Examinations and Evaluation,
- 4) The Director, Board of Students Development,
- 5) The Professor-cum-Director, Institute of Distance and Open Learning (IDOL),
- 6) The Co-Ordinator, University Computerization Centre,

  
(Dr. Dinesh Kamble)  
I/c REGISTRAR



Revised  
As per letter No. AA/ICD/2018-19/553  
dt. 29/9/2018

UNIVERSITY OF MUMBAI

No. UG/ 71 of 2018-19

CIRCULAR:-

Attention of the Principals of the Affiliated Colleges and Directors of the recognized Institutions in Humanities Faculty is invited to this office circular No. UG/38 of 2017-18, dated 15<sup>th</sup> July, 2017 relating to syllabus of Bachelor of Arts.

They are hereby informed that the recommendations made by the Board of Studies in Hindi at its meeting held on 2<sup>nd</sup> May, 2018 have been accepted by the Academic Council at its meeting held on 5<sup>th</sup> May, 2018 vide item No. 4.61 and that in accordance therewith, the revised syllabus as per the (CBCS) for the M.A. in Hindi – Sem I to IV has been brought into force with effect from the academic year 2018-19, accordingly. (The same is available on the University's website [www.mu.ac.in](http://www.mu.ac.in)).

MUMBAI – 400 032

To <sup>6<sup>th</sup> June, 2018</sup>  
<sub>6<sup>th</sup> July</sub>

  
(Dr. Dinesh Kamble)  
I/c REGISTRAR

The Principals of the affiliated Colleges and Directors of the recognized Institutions in Humanities Faculty. (Circular No. UG/334 of 2017-18 dated 9<sup>th</sup> January, 2018.)

A.C/4.61/05/05/2018

\*\*\*\*\*

No. UG/ 71 -A of 2018

MUMBAI-400 032

<sup>6<sup>th</sup> June, 2018</sup>  
<sub>6<sup>th</sup> July</sub>

Copy forwarded with Compliments for information to:-

- 1) The I/c Dean, Faculty of Humanities,
- 2) The Chairman, Board of Studies in Hindi,
- 3) The Director, Board of Examinations and Evaluation,
- 4) The Director, Board of Students Development,
- 5) The Professor-cum-Director, Institute of Distance and Open Learning (IDOL),
- 6) The Co-Ordinator, University Computerization Centre,

  
(Dr. Dinesh Kamble)  
I/c REGISTRAR

# University of Mumbai



No. UG/31 of 2019-20

## CIRCULAR:-

Attention of the Principals of the Affiliated Colleges, the Head University Departments and Directors of the recognized Institutions in Humanities Faculty is invited to this office Circular No. UG/71 of 2018-19, dated 6<sup>th</sup> July, 2018 relating to the revised syllabus as per (CBCS) for the M.A. in Hindi (Sem. I to IV).

They are hereby informed that the recommendations made by the Board of Studies in Hindi at its meeting held on 9<sup>th</sup> April, 2019 have been accepted by the Academic Council at its meeting held on 15<sup>th</sup> April, 2019 vide item No. 4.26 and that in accordance therewith, the revised syllabus as per the (CBCS) for the M.A. (Sem. I & II) in Hindi has been brought into force with effect from the academic year 2019-20, accordingly. (The same is available on the University's website [www.mu.ac.in](http://www.mu.ac.in)).

MUMBAI - 400 032

3<sup>rd</sup> June, 2019

To

  
(Dr. Ajay Deshmukh)  
REGISTRAR

The Principals of the affiliated Colleges and Directors of the recognized Institutions in Humanities Faculty. (Circular No. UG/334 of 2017-18 dated 9<sup>th</sup> January, 2018.)

A.C./4.26/15/04/2019

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No. UG/31 -A of 2019

MUMBAI-400 032

3<sup>rd</sup> June, 2019

Copy forwarded with Compliments for information to:-

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- 6) The Co-ordinator, University Computerization Centre,

  
(Dr. Ajay Deshmukh)  
REGISTRAR

# University of Mumbai

Revised syllabus and pattern of Question Papers in the subject of Hindi at the M.A. Part I Examination according to credit based semester and grading system.

(With effect from the Academic Year 2013-14)

Paper -I	:	Modern Prose (आधुनिक गद्य)
Paper -III	:	History of Hindi Literature (हिन्दी साहित्य का इतिहास)
Paper -V	:	Old and Medieval Poetry (प्राचीन एवं मध्यकालीन काव्य)
Paper -VII	:	Functional Hindi (प्रयोजनमूलक हिन्दी)
	:	Journalism(पत्रकारिता)
	:	Feminism and Hindi Literature(स्त्री विमर्श एवं हिन्दी साहित्य)



## **University of Mumbai**



\* \* \* \* \*

NAAC ACCREDITED WITH 'A' GRADE  
(2012-2017)

# **Modified Ordinances and Regulations**

**With Respect to**

**Semester and Choice Based Credit System  
(CBCS)**

**For the Programmes Under**

**The Faculty of Arts, Commerce & Science**

**With effect from the Academic year**

**2012-13**

## R. 8435: The Scheme of Examination:

### FACULTY OF COMMERCE

The performance of the learners shall be evaluated in two components: Internal Assessment with 40% marks by way of continuous evaluation and by Semester End Examination with 60% marks by conducting the theory examination.

**INTERNAL ASSESSMENT:-** It is defined as the assessment of the learners on the basis of continuous evaluation as envisaged in the credit based system by way of participation of learners in various academic and correlated activities in the given semester of the programme.

#### A). Internal Assessment – 40%

40 marks

##### 1. For Courses without practical.

Sr. No.	Particulars	Marks
1	<b>ONE</b> class test/ case study / online examination to be conducted in the given semester	20 Marks
2	One assignment based on curriculum to be assessed by the teacher concerned	10 Marks
3	Active participation in routine class instructional deliveries	05 Marks
4	Overall conduct as a responsible learner, mannerism and articulation and exhibit of leadership qualities in organizing related academic activities	05 Marks

##### 2. For Courses with Practical.

Sr. No.	Particulars		Marks
1	Semester End Practical Examination		20 Marks
	Journal	05 Marks	
	Viva	05 Marks	
	Laboratory Work	10 Marks	
2.	One assignment/project with class presentation to be assessed by teacher concerned		10 Marks
	Presentation	05 Marks	
	Written Document	05 Marks	

3	Active participation in routine class instructional deliveries	05 Marks
4	Overall conduct as a responsible learner, mannerism and articulation and exhibit of leadership qualities in organizing related academic actives	05 Marks

**SEMESTER END EXAMINATION:-** It is defined as the examination of the learners on the basis of performance in the semester end theory / written examinations.

**B. Semester End Examination --- 60 %**

**60 Marks**

- 1) Duration – These examinations shall be of 2 Hours duration.
- 2) Question Paper Pattern:-
  - i. There shall be four questions each of 15 marks.
  - ii. All questions shall be compulsory with internal choice within the questions.
  - iii. Question may be sub-divided into sub-questions a, b, c, d & e only and the allocation of marks depends on the weightage of the topic.

The assessment of **Part 'A' i.e. Internal Assessment** and **Part 'B' i.e. Semester End Examination** as mentioned above for the Semesters I to IV shall be processed by the Colleges / Institutions of their learners and issue the grade cards to them after the conversion of marks into grade as per the procedure mentioned in this manual. The format of the grade card is given in the Chapter 5 of the manual to maintain the uniformity across the all colleges for the examinations conducted by the colleges on behalf of the University.

The assessment of **Part 'A' i.e. Internal Assessment** as mentioned above for the **Semesters V & VI shall be processed by the Colleges / Institutions** of their learners admitted for the programme while the University shall conduct the assessment of **Part 'B' i.e. Semester End Examination** for Semesters V & VI. The Internal Assessment marks of learners appearing for Semesters V & VI shall be submitted to the University by the respective colleges/ Institutions before the commencement of respective Semester End Examinations. The Semester End Examinations for Semesters V & VI shall be conducted by the University and the results shall be declared after processing the internal assessment and the marks awarded to the learners. The grade card shall be issued by the University after converting the marks into grades.

**THE MARKS OF THE INTERNAL ASSESSMENT SHOULD NOT BE DISCLOSED TO THE STUDENTS TILL THE RESULTS OF THE CORRESPONDING SEMESTER IS DECLARED.**

## **R.8436 PASSING STANDARD AND PERFORMANCE GRADING:**

### **PASSING STANDARD**

The learners to pass a course shall have to obtain a minimum of 40% marks in aggregate for each course where the course consists of Internal Assessment & Semester End Examination. The learners shall obtain minimum of 40% marks (i.e. 16 out of 40) in the Internal Assessment and 40% marks in Semester End Examination (i.e. 24 Out of 60) separately, to pass the course and minimum of Grade E in each project, wherever applicable, to pass a particular semester. A learner will be said to have passed the course if the learner passes the Internal Assessment & Semester End Examination together.

### **PERFROMANCE GRADING:**

The PERFORMANCE GRADING of the learners shall be on the SEVEN point ranking system as under:

Grade	Marks	Grade Points
O	70 & above	7
A	60 to 69.99	6
B	55 to 59.99	5
C	50 to 54.99	4
D	45 to 49.99	3
E	40 to 44.99	2
F (Fail)	39.99 & below	1

*The performance grading shall be based on the aggregate performance of Internal Assessment and Semester End Examination.*

## **R: 8437 CARRY FORWARDS OF MARKS IN CASE OF A LEARNER WHO FAILS IN THE INTERNAL ASSESSMENT AND/OR SEMESTER END ASSESSMENT IN ONE OR MORE SUBJECTS:**

- 1) A learner who PASSES in the Internal Examination but FAILS in the Semester End Examination of the course shall reappear for the Semester End Examination of that course. However his/her marks of the Internal Examinations shall be carried over and he/she shall be entitled for grade obtained by him/her on passing.
- 2) A learner who PASSES in the Semester End Examination but FAILS in the Internal Assessment of the course shall reappear for the Internal Examination of that course. However his/her marks of

the Semester End Examination shall be carried over and he/she shall be entitled for grade obtained by him/her on passing.

3) **A) For Courses without practical (for Faculty of Arts, Commerce & Science including Foundation Course Paper I & II)**

In case of a learner who is reappearing for the Internal Examination, the examination will consist of one project of 40 marks which will be divided into 20 marks for the documentation of the project, 10 marks for the presentation and 10 marks for the viva and the interaction.

**B) For Courses with practical/field work (for Arts & Commerce Faculty)**

In case of a learner who is reappearing for the Internal Examination for subjects with Practical/fieldwork, the examinations will consist of practical examination of 40 marks which will be divided into 20 marks for the laboratory work, 10 marks for the Viva Examination and 10 marks for the Journal.

**For courses with practical for the program under Faculty of Science,** In case of learners who is reappearing for the internal Assessment of the Practical Course, the internal assessment will consist of one project of 40 marks which will be divided into 20 marks for the documentation of the project, 10 marks for the presentation and 10 marks for the viva and the interaction and the marks thus obtained out of 40 will be converted to marks out of 20 (marks in decimal after conversion will be moved to the next integer).

**R.8438 ALLOWED TO KEEP TERMS (ATKT): (Applicable to the courses under Faculty of Arts & Faculty of Commerce):**

a. A learner shall be allowed to keep term for Semester II irrespective of number of courses of failure in the Semester I.

b. A learner shall be allowed to keep term for Semester III if he/she passes each of Semester I and Semester II

**OR**

**A learner fails in not more than FOUR courses of Semester I and Semester II taken together with not more than TWO courses at each of Semester I & Semester II.**

c. A learner shall be allowed to keep term for Semester IV irrespective of number of courses of failure in Semester III.

d. A learner shall be allowed to keep term for Semester V if he/she passes Semester I, Semester II, Semester III and Semester IV

**OR**



A learner shall pass Semester I and Semester II and **fails in not more than FOUR courses of Semester III and Semester IV taken together with not more than TWO courses at each of Semester III & Semester IV.**

- e. A learner shall be allowed to keep term for Semester VI irrespective of number of courses of failure in the Semester V
- f. The learner can appear for the semester VI examination (subject to 9d) & 9e) above) but the result of Semester VI shall be kept in abeyance until the learner passes each of Semester I, Semester II, Semester III, Semester IV and Semester V.

#### **R. 8439 ADDITIONAL EXAMINATION:**

##### **INTERNAL ASSESSMENT:**

##### **Eligibility norms to appear for the additional class test or assignment or project for learners who remained absent:**

- a. The learner must apply to the Head of the Institution giving the reason(s) for absence within 8 days of the conduct of the examination along with the necessary documents and testimonials.
- b. If the learner is absent for participation in Inter Collegiate events, State or National or International level events, Training camp or coaching camp organized by authorized university or state or national or international bodies, NSS / NCC Events / Camps / cultural activities / sports activities / research festival or any other activities authenticated by the head of the institution, the head of the Institution shall generally grant permission to the learner to appear for the additional class test or assignment.
- c. The Head of the Institution, on scrutiny of the documents and testimonials, may grant the permission to the learner to appear for the additional examination.
- d. **It is not the right of the learner, who has failed or has remained absent, to appear for the additional examination without fulfilling the norms prescribed by the Head of the Institution / Department / Principal of the College.**

##### **Class test or assignment for Internal Assessment for courses without practical: (for Commerce Faculty):**

- a. A learner who is absent for the class test and the assignment will be declared fail in the Internal Assessment Scheme.
- b. A learner who **remains** absent for the class test **but** has appeared for the assignment will be allowed to appear for the additional class test.
- c. A learner who has appeared for the class test but remains absent for the assignment will be allowed to appear for the additional assignment.

### **Class test or assignment for Internal Assessment for Courses with practical:**

- a. A learner who is absent for the Semester End Practical Examination and the assignment/project will be declared fail in the Internal Assessment Scheme.
- b. A learner who is absent for the Semester End Practical Examination and has appeared for the assignment will be awarded marks for the Journal (out of 5 marks) & Viva (out of 5 marks) component of the Semester End Examination. Thus he will be evaluated for 10 marks instead of 20 marks and will lose the 10 marks for the Laboratory work. However, his marks for the Semester End Practical Examination will be taken as out of 20 (without conversion i.e. if the learner gets 4/10 marks in for Journal & Viva , his/her marks for the Semester End Practical Examination will be taken as 4/20) and internal assessment will be calculated as out of 40 marks and not 30 marks.
- c. A learner who has appeared for Semester End Practical Examination but remains absent for the assignment will be allowed to appear for the additional assignment and the internal assessment will be calculated as out of 40 marks.

**The Additional Class Test (or viva examination) or Assignment must be conducted 15 days prior to the commencement of the Semester End Examination after following the necessary procedure and completing the formalities.**

## **SEMESTER END EXAMINATIONS**

### **ELIGIBILITY TO APPEAR FOR ADDITIONAL SEMESTER END EXAMINATION:**

A learner who does not appear i.e. remains absent in some or all the courses on medical grounds or for representing the college / university in sports, cultural activities, activities of NSS, NCC or sports training camps conducted by recognized bodies / competent authorities or for any other reason which is considered valid under exceptional circumstances and to the satisfaction of the Principal or the Head of the Institute OR fails in some or all the subjects is eligible to appear for the additional examination.

A learner who does not appear for both the Internal Assessment and Semester End Examination shall not be eligible to appear for the additional Semester End Examination.

The additional Semester End Examination shall be of two hours duration and of 60 marks per course. The learner shall appear for the course of the Semester End Examination for which he/she was absent or has failed. Learners who are punished under O.5050 are not eligible to appear for this additional examination.

**It is not the right of the learner, who has failed or has remained absent, to appear for the additional examination without fulfilling the norms prescribed by the Head of the Institution / Department / Principal of the College.**

#### **MODE OF CONDUCT OF SEMESTER END ADDITIONAL EXAMINATION:**

- a) There will be one additional examination for semester I, II, III and IV for those who have failed or remained absent.
- b) The absent learner will be allowed to appear for the examination by the head of the institution after following the necessary formalities subject to the reasons to the satisfaction of the head of the institution.
- c) This examination will be held 20 days after the declaration of results but not later than 40 days.

#### **PROJECT EVALUATION (IF APPLICABLE)**

- 1. A learner who PASSES IN ALL THE COURSES BUT DOES NOT secure minimum grade of E in project as applicable has to resubmit a fresh project till he/she secures a minimum of grade E.
- 2. The credits and grade points secured by him/her in the other courses will be carried forward and he/she shall be entitled for grade obtained by them on passing of all the courses.
- 3. The evaluation of project and viva/voce examination shall be done by marks only and then it will be converted into grade in the seven point scale and award the same to the learner.
- 4. A learner shall have to obtain minimum of grade E (or its equivalent marks) in project evaluation and viva/voce taken together to obtain 40% marks in project work.

**\*\*\*\*\***

**UNIVERSITY OF MUMBAI**

**No. UG/04 of 2014**

**CIRCULAR:-**

A reference is invited to this office circular No. UG/267 of 2011, dated 30<sup>th</sup> August, 2011, the Principals of the affiliated Colleges in Arts, Science & Commerce are hereby informed that the recommendation made by the Review Committee at its meeting held on 13<sup>th</sup> March, 2014 and 7<sup>th</sup> April, 2014 has been accepted by the Academic Council at its meeting held on 7<sup>th</sup> April, 2014 vide item No.4.36 and subsequently approved by the Management Council at its meeting held on 28<sup>th</sup> April, 2014 vide item No. 4 and that in accordance therewith, in exercise of the powers conferred upon Management Council under Section 55(1) of the Maharashtra Universities Act, 1994, the Regulation 8435 relating to 60:40 (external : internal) pattern amended to 75:25 (external : internal) pattern for Credit Based Semester and Grading System, for the under-graduate programmes, Semester I to Semester VI, simultaneously, under Faculties of Arts, Science & Commerce from the academic year 2014-15 is as per Appendix, which is available on the University website i.e. mu.ac.in.

MUMBAI – 400 032

5<sup>th</sup> June, 2014

Sd/-

REGISTRAR

To,

The Principals of the affiliated Colleges in Arts, Science & Commerce.

A.C/4.36/07.04.2014

MC/04/28.04.2014

\*\*\*\*\*

No. UG/04 of 2014

MUMBAI-400 032

5<sup>th</sup> June, 2014

Copy forwarded with compliments for information to:-

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- 3) The Director, Board of College and University Development,
- 4) The Controller of Examinations,
- 5) The Co-Ordinator, University Computerization Centre.

Sd/-

REGISTRAR

# **University of Mumbai**



**Revised Scheme of Evaluation  
for  
Continuous Assessments and Semester End  
Examinations  
for  
Under-graduate Programmes  
of  
Faculty of Arts, Commerce and Science  
Under Credit Based Semester and Grading  
System**

***With Effect from Academic Year 2014-2015***

# Amended R8435 Revised Scheme of Examination

## Faculty of Arts (Undergraduate Programmes)

### Credit Based Evaluation System

#### Scheme of Examination

The performance of the learners shall be evaluated into two components. The learner's Performance shall be assessed by Internal Assessment with 25% marks in the first component by conducting the Semester End Examinations with 75% marks in the second component. The allocation of marks for the Internal Assessment and Semester End Examinations areas shown below:-

#### a) Internal Assessment–25% 25 Marks

Sr. No.	Particulars	Marks
1	One periodical class test*	20 Marks
2	Active participation in routine class instructional deliveries and overall conduct as a responsible learner, mannerism and articulation and exhibit of leadership qualities in organizing related academic activities	05 Marks

#### b) Semester End Examinations – 75% 75 Marks

- i) Duration–These examinations shall be of 2.5 Hours duration
- ii) Theory question paper pattern
  - There shall be five questions each of 15 marks.
  - All questions shall be compulsory with internal choice within the questions.
  - Question may be subdivided into sub-questions a, b, c... and the allocation of marks depends on the weightage of the topic.

#### Passing Standard

The learners to pass a course shall have to obtain a minimum of 40% marks in aggregate for each course where the course consists of Internal Assessment and Semester End Examination. The learners shall obtain minimum of 40% marks (i.e. 10 out of 25) in the Internal Assessment and 40% marks in Semester End Examination (i.e. 30 Out of 75) separately, to pass the course and minimum of Grade E, wherever applicable, to pass a particular semester. A learner will be said to have passed the course if the learner passes the Internal Assessment and Semester End Examination together.

#### \*Note:

#### Question Paper Pattern for Periodical Class Test for Courses at UG Programmes Written Class Test (20 Marks)

1.	Match the Column / Fill in the Blanks / Multiple Choice Questions (½ Marks each)	05 Marks
2.	Answer in One or Two Lines (Concept based Questions) (1 Mark each)	05 Marks
3.	Answer in Brief (Attempt Any Two of the Three) (5 Marks each)	10 Marks

# Faculty of Commerce

## (Undergraduate Programmes)

### Credit Based Evaluation System

#### Scheme of Examination

The performance of the learners will be evaluated in two Components. One component will be the Internal Assessment component carrying 25% marks and the second component will be the Semester-wise End Examination component carrying 75% marks. The allocation of marks for the Internal Assessment and Semester End Examinations will be as shown below:-

#### a) Internal Assessment–25%

**25 Marks**

##### For Courses without Practical

Sr. No.	Particulars	Marks
1	One class test *	20 Marks
2	Active participation in routine class instructional deliveries and overall conduct as a responsible learner, mannerism and articulation and exhibit of leadership qualities in organizing related academic activities	05 Marks

##### For Courses with Practical

Sr. No.	Particulars	Marks
1	Semester End Practical Examination	20 Marks
	Journal	05 Marks
	Viva	05 Marks
	Laboratory Work	10 Marks
2	Active participation in routine class instructional deliveries and overall conduct as a responsible learner, mannerism and articulation and exhibit of leadership qualities in organizing related academic activities	05 Marks

#### b) Semester End Examinations – 75%

**75 Marks**

- i) Duration–These examinations shall be of 2.5 Hours duration
- ii) Theory question paper pattern
  - There shall be five questions each of 15 marks.
  - All questions shall be compulsory with internal choice within the questions.
  - Question may be subdivided into sub-questions a, b, c... and the allocation of marks depends on the weightage of the topic.

#### Passing Standard

The learners to pass a course shall have to obtain a minimum of 40% marks in aggregate for each course where the course consists of Internal Assessment and Semester End Examination. The learners shall obtain minimum of 40% marks (i.e. 10 out of 25) in the Internal Assessment and 40% marks in Semester End Examination (i.e. 30 Out of 75) separately, to pass the course and minimum of Grade E to pass a particular semester. A learner will be said to have passed the course if the learner passes the Internal Assessment and Semester End Examination together.

#### \*Note:

##### Question Paper Pattern for Periodical Class Test for Courses at UG Programmes

##### Written Class Test (20 Marks)

1.	Match the Column / Fill in the Blanks / Multiple Choice Questions (½ Marks each)	05 Marks
2.	Answer in One or Two Lines (Concept based Questions) (1 Mark each)	05 Marks
3.	Answer in Brief (Attempt Any Two of the Three) (5 Marks each)	10 Marks

# Faculty of Science

## (Undergraduate Programmes)

### Credit Based Evaluation System

#### Scheme of Examination

The performance of the learners shall be evaluated into two components. The learner's Performance shall be assessed by Internal Assessment with 25% marks in the first component by conducting the Semester End Examinations with 75% marks in the second component. The allocation of marks for the Internal Assessment and Semester End Examinations are as shown below:-

#### Internal Assessment - 25%

**25 marks.**

##### a) Theory

**25 marks**

Sr No	Evaluation type	Marks
1	One class Test*	20
2	Active participation in routine class instructional deliveries Overall conduct as a responsible student, manners, skill in articulation, leadership qualities demonstrated through organizing co-curricular activities, etc.	05

#### Semester End Examination-

**Undergraduate Programmes of F. Y. B. Sc. and S. Y. B. Sc.**

#### Semester End Theory Assessment - 75%

**75 marks**

1. Duration - These examinations shall be of 2.5 hours duration.
2. Theory question paper pattern :-
  - i. There shall be four questions.
  - ii. On each unit there will be one question & fourth question will be based on entire syllabus.
  - iii. Question number 1,2 and 3 will be of 20 marks each (40 marks with internal options) , while Question 4 will be of 15 marks(30 marks with internal options).
  - iv. All questions shall be compulsory with internal choice within the questions.
  - v. Questions may be sub divided into sub questions as a, b, c, d & e, etc & the allocation of marks depends on the weightage of the topic.



## **Undergraduate Programmes of T. Y. B. Sc.**

### **Semester End Theory Assessment - 75%**

**75 marks**

1. Duration - These examinations shall be of 2.5 hours duration.
2. Theory question paper pattern :-
  - i. There shall be five questions each of 15 marks (30 marks with internal option)
  - ii. On each unit there will be one question & fifth question will be based on entire syllabus.
  - iii. All questions shall be compulsory with internal choice within the questions.
  - iv. Questions may be sub divided into sub questions as a, b, c, d & e, etc & the allocation of marks depends on the weightage of the topic.

### **Passing Standard:**

The learners to pass a course shall have to obtain a minimum of 40% marks in aggregate for each course where the course consists of Internal Assessment and Semester End Examination. The learners shall obtain minimum of 40% marks (i.e. 10 out of 25) in the Internal Assessment and 40% marks in Semester End Examination (i.e. 30 out of 75) separately, to pass the course and minimum of Grade E in each project, wherever applicable, to pass a particular semester. A learner will be said to have passed the course if the learner passes the Internal Assessment and Semester End Examination together.

### **\*Note:**

### **Question Paper Pattern for Periodical Class Test for Courses at UG Programmes Written Class Test (20 Marks)**

1.	Match the Column / Fill in the Blanks / Multiple Choice Questions (½ Marks each)	05 Marks
2.	Answer in One or Two Lines (Concept based Questions) (1 Mark each)	05 Marks
3.	Answer in Brief (Attempt Any Two of the Three) (5 Marks each)	10 Marks

**Note : As per previous ordinance there will not be any internal examination for practicals.**

**Note – It is noted that the amended regulation 8435 is to be implemented to all Semesters i.e. Semester I to Semester VI to all Undergraduate programmes, simultaneously, under faculty of Arts, Commerce and Science from the academic year 2014 – 2015.**

**UNIVERSITY OF MUMBAI**

**No. UG/04 of 2014**

**CIRCULAR:-**

A reference is invited to this office circular No. UG/267 of 2011, dated 30<sup>th</sup> August, 2011, the Principals of the affiliated Colleges in Arts, Science & Commerce are hereby informed that the recommendation made by the Review Committee at its meeting held on 13<sup>th</sup> March, 2014 and 7<sup>th</sup> April, 2014 has been accepted by the Academic Council at its meeting held on 7<sup>th</sup> April, 2014 vide item No.4.36 and subsequently approved by the Management Council at its meeting held on 28<sup>th</sup> April, 2014 vide item No. 4 and that in accordance therewith, in exercise of the powers conferred upon Management Council under Section 55(1) of the Maharashtra Universities Act, 1994, the Regulation 8435 relating to 60:40 (external : internal) pattern amended to 75:25 (external : internal) pattern for Credit Based Semester and Grading System, for the under-graduate programmes, Semester I to Semester VI, simultaneously, under Faculties of Arts, Science & Commerce from the academic year 2014-15 is as per Appendix, which is available on the University website i.e. mu.ac.in.

MUMBAI – 400 032

5<sup>th</sup> June, 2014

Sd/-

REGISTRAR

To,

The Principals of the affiliated Colleges in Arts, Science & Commerce.

A.C/4.36/07.04.2014

MC/04/28.04.2014

\*\*\*\*\*

No. UG/04 of 2014

MUMBAI-400 032

5<sup>th</sup> June, 2014

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Sd/-

REGISTRAR

# **University of Mumbai**



**Revised Scheme of Evaluation  
for  
Continuous Assessments and Semester End  
Examinations  
for  
Under-graduate Programmes  
of  
Faculty of Arts, Commerce and Science  
Under Credit Based Semester and Grading  
System**

***With Effect from Academic Year 2014-2015***

# Amended R8435 Revised Scheme of Examination

## Faculty of Arts (Undergraduate Programmes)

### Credit Based Evaluation System

#### Scheme of Examination

The performance of the learners shall be evaluated into two components. The learner's Performance shall be assessed by Internal Assessment with 25% marks in the first component by conducting the Semester End Examinations with 75% marks in the second component. The allocation of marks for the Internal Assessment and Semester End Examinations areas shown below:-

#### a) Internal Assessment–25% 25 Marks

Sr. No.	Particulars	Marks
1	One periodical class test*	20 Marks
2	Active participation in routine class instructional deliveries and overall conduct as a responsible learner, mannerism and articulation and exhibit of leadership qualities in organizing related academic activities	05 Marks

#### b) Semester End Examinations – 75% 75 Marks

- i) Duration–These examinations shall be of 2.5 Hours duration
- ii) Theory question paper pattern
  - There shall be five questions each of 15 marks.
  - All questions shall be compulsory with internal choice within the questions.
  - Question may be subdivided into sub-questions a, b, c... and the allocation of marks depends on the weightage of the topic.

### Passing Standard

The learners to pass a course shall have to obtain a minimum of 40% marks in aggregate for each course where the course consists of Internal Assessment and Semester End Examination. The learners shall obtain minimum of 40% marks (i.e. 10 out of 25) in the Internal Assessment and 40% marks in Semester End Examination (i.e. 30 Out of 75) separately, to pass the course and minimum of Grade E, wherever applicable, to pass a particular semester. A learner will be said to have passed the course if the learner passes the Internal Assessment and Semester End Examination together.

#### \*Note:

#### Question Paper Pattern for Periodical Class Test for Courses at UG Programmes Written Class Test (20 Marks)

1.	Match the Column / Fill in the Blanks / Multiple Choice Questions (½ Marks each)	05 Marks
2.	Answer in One or Two Lines (Concept based Questions) (1 Mark each)	05 Marks
3.	Answer in Brief (Attempt Any Two of the Three) (5 Marks each)	10 Marks

# Faculty of Commerce

## (Undergraduate Programmes)

### Credit Based Evaluation System

#### Scheme of Examination

The performance of the learners will be evaluated in two Components. One component will be the Internal Assessment component carrying 25% marks and the second component will be the Semester-wise End Examination component carrying 75% marks. The allocation of marks for the Internal Assessment and Semester End Examinations will be as shown below:-

#### a) Internal Assessment–25%

**25 Marks**

##### For Courses without Practical

Sr. No.	Particulars	Marks
1	One class test *	20 Marks
2	Active participation in routine class instructional deliveries and overall conduct as a responsible learner, mannerism and articulation and exhibit of leadership qualities in organizing related academic activities	05 Marks

##### For Courses with Practical

Sr. No.	Particulars	Marks
1	Semester End Practical Examination	20 Marks
	Journal	05 Marks
	Viva	05 Marks
	Laboratory Work	10 Marks
2	Active participation in routine class instructional deliveries and overall conduct as a responsible learner, mannerism and articulation and exhibit of leadership qualities in organizing related academic activities	05 Marks

#### b) Semester End Examinations – 75%

**75 Marks**

- i) Duration–These examinations shall be of 2.5 Hours duration
- ii) Theory question paper pattern
  - There shall be five questions each of 15 marks.
  - All questions shall be compulsory with internal choice within the questions.
  - Question may be subdivided into sub-questions a, b, c... and the allocation of marks depends on the weightage of the topic.

#### Passing Standard

The learners to pass a course shall have to obtain a minimum of 40% marks in aggregate for each course where the course consists of Internal Assessment and Semester End Examination. The learners shall obtain minimum of 40% marks (i.e. 10 out of 25) in the Internal Assessment and 40% marks in Semester End Examination (i.e. 30 Out of 75) separately, to pass the course and minimum of Grade E to pass a particular semester. A learner will be said to have passed the course if the learner passes the Internal Assessment and Semester End Examination together.

#### \*Note:

##### Question Paper Pattern for Periodical Class Test for Courses at UG Programmes

##### Written Class Test (20 Marks)

1.	Match the Column / Fill in the Blanks / Multiple Choice Questions (½ Marks each)	05 Marks
2.	Answer in One or Two Lines (Concept based Questions) (1 Mark each)	05 Marks
3.	Answer in Brief (Attempt Any Two of the Three) (5 Marks each)	10 Marks

# Faculty of Science

## (Undergraduate Programmes)

### Credit Based Evaluation System

#### Scheme of Examination

The performance of the learners shall be evaluated into two components. The learner's Performance shall be assessed by Internal Assessment with 25% marks in the first component by conducting the Semester End Examinations with 75% marks in the second component. The allocation of marks for the Internal Assessment and Semester End Examinations are as shown below:-

#### Internal Assessment - 25%

**25 marks.**

##### a) Theory

**25 marks**

Sr No	Evaluation type	Marks
1	One class Test*	20
2	Active participation in routine class instructional deliveries Overall conduct as a responsible student, manners, skill in articulation, leadership qualities demonstrated through organizing co-curricular activities, etc.	05

#### Semester End Examination-

**Undergraduate Programmes of F. Y. B. Sc. and S. Y. B. Sc.**

#### Semester End Theory Assessment - 75%

**75 marks**

1. Duration - These examinations shall be of 2.5 hours duration.
2. Theory question paper pattern :-
  - i. There shall be four questions.
  - ii. On each unit there will be one question & fourth question will be based on entire syllabus.
  - iii. Question number 1,2 and 3 will be of 20 marks each (40 marks with internal options) , while Question 4 will be of 15 marks(30 marks with internal options).
  - iv. All questions shall be compulsory with internal choice within the questions.
  - v. Questions may be sub divided into sub questions as a, b, c, d & e, etc & the allocation of marks depends on the weightage of the topic.

## **Undergraduate Programmes of T. Y. B. Sc.**

### **Semester End Theory Assessment - 75%**

**75 marks**

1. Duration - These examinations shall be of 2.5 hours duration.
2. Theory question paper pattern :-
  - i. There shall be five questions each of 15 marks (30 marks with internal option)
  - ii. On each unit there will be one question & fifth question will be based on entire syllabus.
  - iii. All questions shall be compulsory with internal choice within the questions.
  - iv. Questions may be sub divided into sub questions as a, b, c, d & e, etc & the allocation of marks depends on the weightage of the topic.

### **Passing Standard:**

The learners to pass a course shall have to obtain a minimum of 40% marks in aggregate for each course where the course consists of Internal Assessment and Semester End Examination. The learners shall obtain minimum of 40% marks (i.e. 10 out of 25) in the Internal Assessment and 40% marks in Semester End Examination (i.e. 30 out of 75) separately, to pass the course and minimum of Grade E in each project, wherever applicable, to pass a particular semester. A learner will be said to have passed the course if the learner passes the Internal Assessment and Semester End Examination together.

### **\*Note:**

### **Question Paper Pattern for Periodical Class Test for Courses at UG Programmes Written Class Test (20 Marks)**

1.	Match the Column / Fill in the Blanks / Multiple Choice Questions (½ Marks each)	05 Marks
2.	Answer in One or Two Lines (Concept based Questions) (1 Mark each)	05 Marks
3.	Answer in Brief (Attempt Any Two of the Three) (5 Marks each)	10 Marks

**Note : As per previous ordinance there will not be any internal examination for practicals.**

**Note – It is noted that the amended regulation 8435 is to be implemented to all Semesters i.e. Semester I to Semester VI to all Undergraduate programmes, simultaneously, under faculty of Arts, Commerce and Science from the academic year 2014 – 2015.**

**UNIVERSITY OF MUMBAI**

**No. UG/ 21 of 2015-16**

**CIRCULAR:-**

A reference is invited to the Syllabi relating to the B.A. degree course vide this office Circular No.UG/37 of 2012-13, dated 21<sup>st</sup> June, 2012, and the Principals of the affiliated Colleges in Arts are hereby informed that the recommendation made by the Faculty of Arts at its meeting held on 5<sup>th</sup> March, 2015 has been accepted by the Academic Council at its meeting held 29<sup>th</sup> May, 2015 vide item No. 4.31 and that in accordance therewith, the revised syllabus as per Credit Based Semester and Grading System of Paper II & III in Semester III & IV of B.A. Programme in the course of Hindi which is available on the University's web site ([www.mu.ac.in](http://www.mu.ac.in)) and that the same has been brought into force with effect from the academic year 2015-16.

MUMBAI - 400 032

17<sup>th</sup> July, 2015

sd/-  
REGISTRAR

To,

The Principals of the affiliated Colleges in Arts.

A.C/4.31/29/05/2015

\*\*\*\*\*

No. UG/21 -A of 2015

MUMBAI-400 032 17<sup>th</sup> July, 2015

Copy forwarded with compliments for information to:-

- 1) The Dean, Faculty of Arts,
- 2) The Chairman, Board of Studies in Hindi
- 3) The Director, Board of College and University Development,
- 4) The Controller of Examinations
- 5) The Professor-cum-Director, Institute of Distance and Open Learning (IDOL),)
- 6) The Co-Ordinator, University Computerization Centre.

*[Signature]*  
16/7/15  
REGISTRAR

.....PTO



**UNIVERSITY OF MUMBAI**

**No. UG/ 21 of 2015-16**

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A reference is invited to the Syllabi relating to the B.A. degree course vide this office Circular No.UG/37 of 2012-13, dated 21<sup>st</sup> June, 2012, and the Principals of the affiliated Colleges in Arts are hereby informed that the recommendation made by the Faculty of Arts at its meeting held on 5<sup>th</sup> March, 2015 has been accepted by the Academic Council at its meeting held 29<sup>th</sup> May, 2015 vide item No. 4.31 and that in accordance therewith, the revised syllabus as per Credit Based Semester and Grading System of Paper II & III in Semester III & IV of B.A. Programme in the course of Hindi which is available on the University's web site ([www.mu.ac.in](http://www.mu.ac.in)) and that the same has been brought into force with effect from the academic year 2015-16.

MUMBAI - 400 032

17<sup>th</sup> July, 2015

sd/-  
REGISTRAR

To,

The Principals of the affiliated Colleges in Arts.

A.C/4.31/29/05/2015

\*\*\*\*\*

No. UG/21 -A of 2015

MUMBAI-400 032 17<sup>th</sup> July, 2015

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- 2) The Chairman, Board of Studies in Hindi
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- 4) The Controller of Examinations
- 5) The Professor-cum-Director, Institute of Distance and Open Learning (IDOL),)
- 6) The Co-Ordinator, University Computerization Centre.

*[Signature]*  
16/7/15  
REGISTRAR

.....PTO

**UNIVERSITY OF MUMBAI**

**No. UG/ 21 of 2015-16**

**CIRCULAR:-**

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MUMBAI - 400 032

17<sup>th</sup> July, 2015

sd/-  
REGISTRAR

To,

The Principals of the affiliated Colleges in Arts.

A.C/4.31/29/05/2015

\*\*\*\*\*

No. UG/21 -A of 2015

MUMBAI-400 032 17<sup>th</sup> July, 2015

Copy forwarded with compliments for information to:-

- 1) The Dean, Faculty of Arts,
- 2) The Chairman, Board of Studies in Hindi
- 3) The Director, Board of College and University Development,
- 4) The Controller of Examinations
- 5) The Professor-cum-Director, Institute of Distance and Open Learning (IDOL),)
- 6) The Co-Ordinator, University Computerization Centre.

*[Signature]*  
16/7/15  
REGISTRAR

.....PTO



**UNIVERSITY OF MUMBAI**

No. UG/25 of 2018-19

**CIRCULAR:-**

Attention of the Principals of the Affiliated Colleges and Directors of the recognized Institutions in Humanities Faculty is invited to this office circular No.UG/21 of 2015-16, dated 17<sup>th</sup> July, 2015 relating to syllabus of Bachelor of Arts.

They are hereby informed that the recommendations made by the Board of Studies in Hindi at its meeting held on 24<sup>th</sup> April, 2018 have been accepted by the Academic Council at its meeting held on 5<sup>th</sup> May, 2018 vide item No. 4.2 and that in accordance therewith, the revised syllabus as per the (CBCS) for the S.Y.B.A. in Hindi-Sem. III & IV has been brought into force with effect from the academic year 2018-19, accordingly. (The same is available on the University's website [www.mu.ac.in](http://www.mu.ac.in)).

MUMBAI-400 032

22<sup>nd</sup> June, 2018

To

  
(Dr. Dinesh Kamble)  
I/c REGISTRAR

The Principals of the affiliated Colleges and Directors of the recognized Institutions in Humanities Faculty. (Circular No. UG/334 of 2017-18 dated 9<sup>th</sup> January, 2018.)

**A.C/4.2/05/05/2018**

\*\*\*\*\*

No. UG/25 -A of 2018

MUMBAI-400 032 22<sup>nd</sup> June, 2018

Copy forwarded with Compliments for information to:-

- 1) The I/c Dean, Faculty of Humanities,
- 2) The Chairman, Board of Studies in Hindi,
- 3) The Director, Board of Examinations and Evaluation,
- 4) The Director, Board of Students Development,
- 5) The Professor-cum-Director, Institute of Distance and Open Learning (IDOL),
- 6) The Co-Ordinator, University Computerization Centre,

 15/6  
(Dr. Dinesh Kamble)  
I/c REGISTRAR

# **UNIVERSITY OF MUMBAI**



**Revised Syllabus**  
**and**  
**Pattern of Question Paper**  
**in the**  
**Subject of Hindi**  
**at the**  
**T.Y.B.A. Examination**  
**Credit and grading system**

**( Paper IV,V,VI )**

**(With effect from the academic year 2013-2016)**



**UNIVERSITY OF MUMBAI**  
**Revised Syllabus and**  
**Pattern of Question Paper in the**  
**Subject of**  
**Hindi**  
**at the**  
**T.Y.B.A. Examination**  
**Credit and grading system**  
**(Paper IV,V,VI)**  
**(With effect from the academic year 2017-2018)**



**UNIVERSITY OF MUMBAI**  
**Revised Syllabus and**  
**Pattern of Question Paper in the**  
**Subject of**  
**Hindi**  
**at the**  
**T.Y.B.A. Examination**  
**Choice Based Credit System (CBCS)**  
**(Paper - IV, V, VI, VII, VIII, IX)**  
**(With effect from the Academic Year: 2018-2019-2020)**



**UNIVERSITY OF MUMBAI**

No. UG/60 of 2018-19


**CIRCULAR:-**

Attention of the Principals of the Affiliated Colleges and Directors of the recognized Institutions in Humanities Faculty is invited to this office circular No. UG/213 of 2010, dated 27<sup>th</sup> July, 2010 relating to syllabus of Bachelor of Arts.

They are hereby informed that the recommendations made by the Board of Studies in Hindi at its meeting held on 11<sup>th</sup> June, 2018 have been accepted by the Academic Council at its meeting held on 14<sup>th</sup> June, 2018 vide item No. 4.8 and that in accordance therewith, the revised syllabus as per the (CBCS) for the T.Y.B.A. in Hindi - Sem V & VI has been brought into force with effect from the academic year 2018-19, accordingly. (The same is available on the University's website [www.mu.ac.in](http://www.mu.ac.in)).

MUMBAI - 400 032

6<sup>th</sup> June, 2018  
To 7<sup>th</sup> July

  
(Dr. Dinesh Kamble)  
I/c REGISTRAR

The Principals of the affiliated Colleges and Directors of the recognized Institutions in Humanities Faculty. (Circular No. UG/334 of 2017-18 dated 9<sup>th</sup> January, 2018.)

**A.C./4.8/14/06/2018**

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No. UG/60 -A of 2018

MUMBAI-400 032

6<sup>th</sup> June, 2018  
7<sup>th</sup> July

Copy forwarded with Compliments for information to:-

- 1) The I/c Dean, Faculty of Humanities,
- 2) The Chairman, Board of Studies in Hindi,
- 3) The Director, Board of Examinations and Evaluation,
- 4) The Director, Board of Students Development,
- 5) The Professor-cum-Director, Institute of Distance and Open Learning (IDOL),
- 6) The Co-Ordinator, University Computerization Centre,

  
(Dr. Dinesh Kamble)  
I/c REGISTRAR

**JSS COLLEGE OF ARTS, COMMERCE AND SCIENCE, OOTY ROAD, MYSURU-25**  
**(AUTONOMOUS)**



# **DEPARTMENT OF HINDI**

**LANGUAGE - HINDI**

**SYLLABUS**

**CBCS**

**2017-2020**



**SCHEME OF STUDY & ASSESSMENT**  
**B-COM/BBA/BCA**  
**CBCS**

Programme: Bachelor of Commerce

Programme: Bachelor of Business Administration

Programme: Bachelor of Computer Application

Semester	Course Title	Course code	No of credits L: T: P:	Assessment				Duration of Exam
				C1	C2	C3	TO	
I	Hindi Kahani aur Vyakarna	DNA 05001	2 : 1 : 0	15	15	70	100	03
		BDA 05001						
		DCA 05001						
II	Hindi Gadya aur Vyakarna	DNB 05001	2 : 1 : 0	15	15	70	100	03
		BDB 05001						
		DCB 05001						
III	Hindi Kavya aur Anuvada Paribhashik Shabdavali	DNC 05001	2 : 1 : 0	15	15	70	100	03
		BDC05001						
		DCC 050001						
IV	Hindi Upanyas Tatha Vanijya Hindi	DND 05001	2 : 1 : 0	15	15	70	100	03
		BDD05001						
		DCD 05001						

**B-COM**  
**CBCS AE**

Semester	Course Title	Course code	No of credits L: T: P:	Assessment				Duration of Exam
				C1	C2	C3	TO	
III	<b><u>Communicative Hindi</u></b>	DNC 30001	2 : 0 : 0	15	15	50	80	02

## **Programme Outcome for Bachelor of Commerce, Bachelor of Business Administration, Bachelor of Computer Applications**

After the completion of the graduation students are:

PO1: Motivated for higher education.

PO2: Able to write resume, application and business letters

PO3: Able to write and communicate effectively.

## **Programme Specific Outcome for Bachelor of Commerce, Bachelor of Business Administration, Bachelor of Computer Applications**

After the completion of the graduation students are:

PSO1: Able to write and communicate effectively.

PSO2: Able to avail job opportunity in translation.

**DNA 05001 /BDA 05001 /DCA 05001**

**I Semester**  
**Language Hindi**  
**Kahani aur Vyakarna**

## 60hrs (4hrs/week)

3 Credits

### Course out come

After successful completion of this course students are able to

## CO1.Deliberate in detail, short stores of 20<sup>th</sup> century

CO2. Deliberate in detail, Bade bhahe Sahab by Premchand

CO3. Understand the classification and characteristics of Akasha deep by Jayashankar Prasada

CO4. Understand with application, details of Hindi vyakaran

## UNIT A &amp; B Saat Shrest Kahaniyan

1. Bade bhai Saheb
2. Aakasha Beep
3. Chif ke Davath
4. Sabachar ka Thavej
5. Jalathe Huha Daine
6. Fas ke edar udar
7. Jahar

## UNIT C                      Hindi Vyakaran

Portions Prescribed:

- 1) Vyakaran ka samanya parichay
- 2) Varnamala : Swaron ka vargeekaran, vyanjanon ka vargeekaran
- 3) Shabdabhed; a) Vyuthpatthi ki dristi se  
b) Uthpatthi ki drishti se  
c) Roopantar ki drishti se
- 4) Sandhi : Paribhasha aur bhed
- 5) Sangya : Paribhasha aur bhed
- 6) Sangya ke roopantar:
  - a) Ling - Paribhasha aur bhed – Ling Nirnay ke niyam  
Ling parivarthan ke niyam
  - b) Vachan – Paribhasha aur bhed – Vachan parivarthan ke niyam
  - c) Karak – Paribhasha aur bhed
- 7) Sarvanaam : Paribhasha aur bhed
- 8) Visheshan – Paribhasha aur bhed

### Reference

- 1) Saral Hindi Vyakaran –Pb. Prabhath Prakashan, # 4/19, Asaf Ali road, New Delhi-02
- 2) Parishkrith Hindi Vyakaran - Badarinath Kapur
- 3) Abhinav Hindi Vyakaran - Prof. N.Nagappa, Pb. Rajpal & sons, New Delhi
- 4) Shikshaartha Hindi Vyakaran - Prof. N.Nagappa, Pb. Rajpal & sons, New Delhi
- 5) Sankshipta Hindi Vyakaran - Kamatha prasad Guru, Nagari Pracharini Sabha, kaashi.
- 6) Vyavaharik Hindi Vyakaran Tatha Rachana –Dr. Hardev Bahari, Lokabharathi prakashan, Allahabad -1

\*\*\*\*\*

**DNB 05001 /BDB050 01/DCB05001**

## **II Semester Language Hindi Hindi Gadya aur Vyakarna**

**60hrs (4hrs/week)**

**3 Credits**

### **Course out come**

After successful completion of this course students are able to

CO1. Understand with application, details of Hindi vyakaran

CO2. Understand the details of Prose of 20th century

CO3. Identify the classification and characteristics of Hindi vyakaran

**UNIT A&B Sahitya sapthak ( prescribed Lessons – 1,2,4,,7,8,11,13)**

Judge ka peissla

Vapasi

Irsha tu na gayi meri man se

Mai Narak se Bol Raha hoon

Adyaksha Mahodaya

Girimitiyonke Desh Mei

Jab maa Ro Padi

**UNIT C Hindi Vyakaran :**

- 1) Kriya-Paribhasha aur bhed ,‘NE–NiyaZm Kriya ke roopantar-Kaal, Vachya, Prayog , Arth
- 2) Kriya Visheshan - Paribhasha aur bhed
- 3) Sambandha boodhak avyay – Paribhasha aur bhed
- 4) Samucchaya boodhak avyay -- Paribhasha aur bhed
- 5) Vismayadi boodhak avyay --Paribhasha aur bhed
- 6) Upasarg aur Pratyay --Paribhasha aur bhed
- 7) Samas --Paribhasha aur bhed

8) Pad-parichay

Reference

- 1) Saral Hindi Vyakaran –Pb. Prabhath Prakashan, # 4/19, Asaf Ali road, New Delhi-02
- 2) Parishkrith Hindi Vyakaran - Badarinath Kapur
- 3) Abhinav Hindi Vyakaran - Prof. N.Nagappa, Pb. Rajpal &sons, New Delhi
- 4) Shikshaartha Hindi Vyakaran - Prof. N.Nagappa, Pb. Rajpal &sons, New Delhi
- 5) Sankshipta Hindi Vyakaran - Kamatha prasad Guru, Nagari Pracharini Sabha, kaashi.
- 6) Vyavaharik Hindi Vyakaran Tatha Rachana –Dr. Hardev Bahari, Lokabharathi prakashan, Allahabad -1

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**DNC05001 /BDC05001 /DCC05001**

**III Semester**  
**Language Hindi**  
**Hindi Kavya aur Anuvada Paribhashik Shabdavali**

**60hrs (4hrs/week)**

**3 Credits**

**Course out come**

After successful completion of this course students are able to

**CO1.** Deliberate the classification and characteristics of medieval and modern hindi kavya

**CO2:** Understand the details of Kaber by saakhe

**CO3:** Identify the characteristics of Hemala by ramadhare simha dinakar

**CO4:** Learn in depth preyatham by suryakanta threepati nirala

**CO5:** Understand the characteristics of Hindi Anuvada

**UNIT A&B- KAVYAGANGA (Prescribed Lessons 1,2,5,8,11,12,13,14,16,19)**

Kaber

Thulse Das

Bhihare Lal

Maithilisharan Gupta

Surya Kanth Tripathi Nirala

sumitranandan pant

Subhadra Kumari Chauhan

Ramkumar Verma

Ramdhari Simha Dinkar

Kuvempu

**UNIT C -Anuvad tatha Paribhashik Shabdavali**

**Portions Prescribed :**

- 1) Anuvad ki Paribhashayen , Adhunik jagat mein Anuvad ka mahatva  
Anuvadak kee Yogyathayen , Anuvad kala hai yaa vignan ?
- 2) Anuvad ke prakar:
- 3) Shabdanuvad
- 4) Bhavanuvad
- 5) Kavyanuvad
- 6) Saranuvad
- 7) Angreji / Kannad se Hindi me Anuvad – vice versa (passages)
- 8) Paribhashik Shabdavali

**Reference**

- 1) Anuvad Vignan – Bholanath Thiwari Pb. Shabdaker, Delhi -110092
- 2) Anuvad Kala Kuch Vichar –Anuvad Prakash Khemani , S.Chand & co. Delhi.

- 3) Anuvad Siddhant aur Samasyayen- R.N. Srivastava and K.K.Goswami
- 4) Alok Prakashan , Delhi Anuvad Patrika Ank, Pb. Anuvad Sahitya Parishad , New Delhi

\*\*\*\*\*

**DND05001 /BDD05001 /DCD05001**

**IV Semester  
Language Hindi**

**Hindi Upanyas Tatha Vanijya Hindi**

**60hrs (4hrs/wee**

**3 Credits**

**Course out come**

After successful completion of this course students are able to

**CO1:.** Learn in details Novel-Gaban by Premchand

**CO2:.** Learn the classification and characteristics of Vanijya Hindi

**CO3:.** Learn the application of Vanijya Hindi

UNIT A&B - Gaban(sankshith)

UNIT C - Vanijya Hindi

Portions Prescribed :

- 1) a. Patra Vyavahar ka Samanya Parichay tatha Mahatva  
b. Patron ke prakar
- 2) Vyavasaik patra Vyavahar :
  - a. Bank Sambandhi Patra
  - b. Beema Sambandhi Patra
  - c. Pooch-Taach Sambandhi Patra
  - d. Shikayati Sambandhi Patra
  - e. Naukari Sambandhi Patra
  - f. Pari patra
  - g. Agency Sambandhi Patra
- 3) Alekhan - Uttam Alekhan ke gun
- 4) Sampreshan - uske Prakar
- 5) Sankshiptikaran - Sankshipt Lekhan ke Pradhan gun aur udaaharan

Reference

- 1) Vyavasaik Sampreshan –Dr. Anup Chandra Bhayani Pb. Rajpal &sons, New Delhi-6
- 2) Karyalay Alekhan aur Tippan – Karnatak Mahila Hindi Seva Samithi, Chamarajpet,Bangalore.
- 3) Prashasanik Hindi – Ed. Ramdarash Mishra and amswaroop Shastry
- 4) Vanijya Patra Vyavahar,Anuvad,Nibandh tatha Sankshiptikaran – A V Narti, Gnanoday Prakashan , Dharwad.

\*\*\*\*\*



**DNC 30001**

**II B-COM  
III Semester  
Language Hindi**

**Communicative Hindi**

**30hrs (2hrs/week)**

**2 Credits**

**Course outcome**

After successful completion of this course students are able to

**CO1.** Learn the details of Communicative Hindi

**CO2.** Identify in depth Communicative Hindi

**CO3.** Deliberate in depth Communicative Hindi

**UNIT I: HINDI GRAMMAR**

- 1) Parts of speech – A general outlook
- 2) Gender -
  - a) Ling pehchanne ke niyam
  - b) Ling parivarthan ke niyam
- 3) Synonymns and Antonymns
  - a) Definition
  - b) Difference

**UNIT II : GENERAL COMMUNICATION AND PRACTICE**

- 1) Conversation - in market, hotel , journey etc.
- 2) Conversation on health , education etc.
- 3) Practice.

**Reference**

1. Saral Hindi Vyakaran –Pb. Prabhath Prakashan, # 4/19, Asaf Ali road, New Delhi-02
  2. Parishkrith Hindi Vyakaran - Badarinath Kapur
  3. Abhinav Hindi Vyakaran - Prof. N.Nagappa, Pb. Rajpal & sons, New Delhi
  4. Shikshaarthi Hindi Vyakaran - Prof. N.Nagappa, Pb. Rajpal & sons, New Delhi
  5. Sankshipta Hindi Vyakaran - Kamatha prasad Guru, Nagari Pracharini Sabha, kaashi.
  6. Anuvad Vignan - Bholanath Thiwari , Shabdakar , Delhi -92
  7. Anuvad Kala – Kuch Vichar - Anandprakash Khemani , S.Chand & Co., Delhi
- Anuvad siddhant aur Samasyayen

\*\*\*\*\*

## Model Question Paper

Language HINDI I ,II , & III SEMESTERS of B.COM / BBA / BCA

Time : 3 Hrs

Max. Marks : 70

- I) Total Main questions with internal choice on the prescribed text book 10 marks each  
10 x 2 = 20
- II) One Annotation question – three out of five on the prescribed text book 05 marks each  
05 x 3 = 15
- III) Two short answer questions with internal choice on Vyakaran /prayojan moolak Hindi / Anuvad as the case may be, 10 marks each  
10 x 2 = 20
- IV) 15 objective type questions on Vyakaran /prayojan moolak Hindi / Anuvad as the case may be, 01 mark each  
01 x 15 = 15

### MODEL QUESTION PAPER

- Qn.1. .... OR ..... 01 x 10 = 10
- Qn.2. ....OR ..... 01 x 10 = 10
- Qn. 3. Annotate three out of six 05 x 03 = 15
- Qn.4. ....OR..... 01 x 10 = 10
- Qn.5. ....OR..... 01 x 10 = 10
- Qn.6. Objective type questions 01 x 15 = 15

INTERNAL ASSESSMENT - 30 MARKS

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III SEMESTER - PAPER III  
Communicative Hindi

MODEL QUESTION PAPER

**TIME : 2HOURS**

**MAX. MARKS : 50**

Instructions: All sections are compulsory

UNIT-I: Hindi Grammar

I . Answer The Following Questions in a sentence or a ward.

1 X 10 = 10

1).....2)..... 3).....4).....5).....

6).....7).....8).....9).....10).....

II . Answer The Following Questions (Any four)

4 X 5 = 20

1).....2).....

3).....4).....

5).....6).....

UNIT II : GENERAL COMMUNICATION AND PRACTICE

2 X 10 = 20

I . Answer The Following Questions ( any two)

1..... 2.....

3..... 4.....

INTERNAL ASSESSMENT - 30 MARKS ,F-1 -15,F-2-15

.....

SCHEME OF STUDY & ASSESSMENT  
INSTRUCTION

BA CBCS

BAEG11/HP12/KG13/HE14/JE15

Semester	Course Title	Course code	No of credits L: T: P:	Assessment				Duration of Exam
				C1	C2	C3	TO	
I	Hindi Gadya aur Vyakarna	DLA 05011	2 : 1 : 0:	15	15	70	100	03
		DLA 05012						
		DLA 05013						
		DLA 05014						
		DLA 05015						
II	Hindi Kahani aur Vyakarna	DLB 05011	2 : 1 : 0:	15	15	70	100	03
		DLB 05012						
		DLB 05013						
		DLB 05014						
		DLB 05015						
III	Hindi Nataka aur Vanjya Hindi	DLC 05011	2 : 1 : 0:	15	15	70	100	03
		DLC 05012						
		DLC 05013						
		DLC 05014						
		DLC 05015						
IV	Hindi Kavya aur Anuvada Paribhashik Shabdavali	DLD 05011	2 : 1 : 0:	15	15	70	100	03
		DLD 05012						
		DLD 05013						
		DLD 05014						
		DLD 05015						

BA  
CBCS AECC

Semester	Course Title	Course code	No of credits L: T: P:	Assessment				Duration of Exam
				C1	C2	C3	TO	
III	Communicative Hindi	DLC 30001	2 : 0 : 0:	15	15	50	80	02

Programme: BSc-PCM / PMCS / PMC<sub>m</sub> / PME /CZBT/BMBt /BBM / CBZ

Semester	Course Title	Course code	No of credits L: T: P	Assessment				Duration of Exam
				C1	C2	C3	TO	
I	Hindi Gadya aur Vyakarna	CMA 05001	2 : 1 : 0	15	15	70	100	03
		CMA 05002						
		CMA 05003						
		CMA 05004						
		CMA 05005						
		CMA 05006						
		CMA 05007						
		CMA 05008						
II	Hindi Kahani aur Vyakarna	CMB 05001	2 : 1 : 0	15	15	70	100	03
		CMB 05002						
		CMB 05003						
		CMB 05004						
		CMB 05005						
		CMB 05006						
		CMB 05007						
		CMB 05008						
III	Hindi Nataka aur Vanjya Hindi	CMC 05001	2 : 1 : 0	15	15	70	100	03
		CMC 05002						
		CMC 05003						
		CMC 05004						
		CMC 05005						
		CMC 05006						
		CMC 05007						
		CMC 05008						
IV	Hindi Kavya aur Anuvada Paribhashik Shabdavali	CMD 05001	2 : 1 : 0	15	15	70	100	03
		CMD 05002						
		CMD 05003						
		CMD 05004						
		CMD 05005						
		CMD 05006						
		CMD 05007						
		CMD 05008						

## **Programme Outcome for Bachelor of Arts**

After the completion of the graduation student are able to:

PO1: Understand culture and heritage

PO2: Manage business affairs

PO3: Create interest in literature

PO4: Report and edit public events effectively

PO5: Develop reading, writing, communication and reasoning skills

## **Programme Specific Outcome for Bachelor of Arts**

After the completion of the Graduation Student are able to:

PSO1: Understand basic knowledge of Hindi grammar

PSO2: Understand the History of short stories and their relevance to society at large

PSO3: Avail job opportunity in translation

## **Programme Outcome for Bachelor of Science–PCM, PMCs, PMCM, PME, CZBt, BMBt, BBM, CBZ**

### **Programme Outcome for Bachelor of Science**

After the completion of the graduation student are able to:

PO1: Inculcate human values

PO2: Avail job opportunities in translation

PO3: Create interest in literature

### **Programme Specific Outcome for Bachelor of Science**

After the completion of the graduation student are able to:

PSO1: Get information about the History ancient medieval and modern Hindi literature

PSO2: Develop research aptitude

**DLA 05011 /12/13/14/15**  
**CMA 05001/2/3/4/5/6/7/8**

## **I Semester**

### **Hindi Gadya aur Vyakarna**

60hrs (4hrs/week)

3 Credits

#### **Course out come**

After successful completion of this course students are able to

- CO1: Identify in details with examples prose of 20th century
- CO2: Write down in depth prose of 20th century
- CO3: Deliberate in depth prose of 20th century
- CO4: Specify the classification and characteristics of Hindi vyakaran
- CO5: Identify the characteristics of Hindi vyakaran

UNIT-A & B: Sahitya sapthak (prescribed Lessons – 1,2,4,,7,8,11,13)

Judge ka peissla  
Vapasi  
Irsha tu na gayi meri man se  
Mai Narak se Bol Raha hoon  
Adyaksha Mahodaya  
Girimitiyonke Desh Mei  
Jab maa Ro Padi

UNIT C Hindi Vyakaran :Portions Prescribed :

- 1) Vyakaran ka samanya parichay
- 2) Varnamala : Swaron ka vargeekaran, vyanjanon ka vargeekaran
- 3) Shabdabhed; a) Vyuthpatthi ki dristi se  
b) Uthpatthi ki drishti se  
c) Roopantar ki drishti se
- 4) Sandhi : Paribhasha aur bhed
- 5) Sangya : Paribhasha aur bhed
- 6) Sangya ke roopantar:
  - a) Ling - Paribhasha aur bhed – Ling Nirnay ke niyam  
Ling parivarthan ke niyam
- b) Vachan – Paribhasha aur bhed – Vachan parivarthan ke niyam
- c) Karak – Paribhasha aur bhed
- 7) Sarvanaam : Paribhasha aur bhed
- 8) Visheshan – Paribhasha aur bhed



## Reference

1. Saral Hindi Vyakaran –Pb. Prabhath Prakashan, # 4/19, Asaf Ali road, New Delhi-02
2. Parishkrith Hindi Vyakaran - Badarinath Kapur
3. Abhinav Hindi Vyakaran - Prof. N.Nagappa, Pb. Rajpal &sons, New Delhi
4. Shikshaarathi Hindi Vyakaran - Prof. N.Nagappa, Pb. Rajpal &sons, New Delhi
5. Sankshipta Hindi Vyakaran - Kamatha prasad Guru, Nagari Pracharini Sabha, kaashi.
6. Vyavaharik Hindi Vyakaran Tatha Rachana –Dr. Hardev Bahari, Lokabharathi prakashan, Allahabad -1

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**DLB 05011 /12/13/14/15**

**CMB 05001/2/3/4/5/6/7/8**

## **II Semester Hindi Kahani aur Vyakarna**

**60hrs (4hrs/week)**

**3 Credits**

### **Course out comes**

After successful completion of this course students are able to

CO1:. Write down the details of short stories of 20th century

CO2: Identify in depth short stores of 20th century

CO3: Identify in details with application, if applicable, short stores of 20th century

CO4: Identify the classification and characteristics of Hindi vyakaran

CO5: Write down the characteristics of Hindi vyakaran

UNIT A & B Hindi ke Prathinidi Kahaneeya (Prescribed Lessons 1,2,3,7 ,9 10,12)

Usane kaha thank .

Puraskar

Pus ke Rath

Chif ke saath1.Jaj ka peissla

Dopahar ka Bhojan

Akeli

Prayaschita

UNIT C Hindi Vyakaran

Portions prescribed:

- 1) Kriya - Paribhasha aur bheda , 'NE' -Niyam  
Kriya ke roopantar - Kaal, Vachya, Prayog , Arth
- 2) Kriya Visheshan - Paribhasha aur bheda
- 3) Sambandha boodhak avyay – Paribhasha aur bheda
- 4) Samucchaya boodhak avyay -- Paribhasha aur bheda
- 5) Vismayadi boodhak avyay --Paribhasha aur bheda
- 6) Upasarg aur Pratyay --Paribhasha aur bheda
- 7) Samas --Paribhasha aur bheda
- 8) Pad-parichay

### Reference

1. Saral Hindi Vyakaran –Pb. Prabhath Prakashan, # 4/19, Asaf Ali road, New Delhi-02
2. Parishkrith Hindi Vyakaran - Badarinath Kapur
3. Abhinav Hindi Vyakaran - Prof. N.Nagappa, Pb. Rajpal &sons, New Delhi
4. Shikshaartha Hindi Vyakaran - Prof. N.Nagappa, Pb. Rajpal &sons, New Delhi

5. Sankshipta Hindi Vyakaran - Kamatha prasad Guru, Nagari Pracharini Sabha, kaashi.
- 6 .Vyavaharik Hindi Vyakaran Tatha Rachana –Dr. Hardev Bahari, Lokabharathi prakashan, Allaha

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**DLC 050 11/12/13/14/15**  
**CMC 05001/2/3/4/5/6/7/8**

### **III Semester**

#### **Hindi Nataka aur Vanjya Hindi**

**60hrs (4hrs/week)**

**3 Credits**

#### **Course outcome**

After successful completion of this course students are able to

- CO1. Understand the characteristics of Hindi Natak
- CO2. Deliberate in details with application, if applicable, Hindi Natak -deep daan by Ramkumar varma
- CO3. Deliberate the characteristics of Hindi Natak -Red ke haddi by Jagadeshachandra mathur
- CO4. Understand the details of Hindi Natak -sukhe dale by Upendranath ashka
- CO5. Write down in details with examples Hindi Natak -mai bee manav hu by Vishnu prabakar
- CO6. Identify the details of Hindi Vanijya Hindi
- CO7. Specify in depth Vanijya Hindi

#### **UNIT A &B -EKanki Sapthak (1 to 6)**

Deep daan  
Reed ke hadde  
Sukhi daal  
mai bhe Manav hu  
Ande ke chillke  
Bahu ke Bida

#### **UNIT C Vanijya Hindi**

Portions Prescribed :

- 1) a. Patra Vyavahar ka Samanya Parichay tatha Mahatva  
b. Patron ke prakar
- 2) Vyavasaik patra Vyavahar :
  - a. Bank Sambandhi Patra
  - b. Beema Sambandhi Patra
  - c. Pooch-Taach Sambandhi Patra
  - d. Shikayati Sambandhi Patra
  - e. Naukari Sambandhi Patra
  - f. Pari patra
  - g. Agency Sambandhi Patra

- 3) Alekhan - Uttam Alekhan ke gun
- 4) Sampreshan - uske Prakar
- 5) Sankshiptikaran - Sankshipt Lekhan ke Pradhan gun aur udaaharan

#### Reference Books

- 1) Vyavasaik Sampreshan –Dr. Anup Chandra Bhayani Pb. Rajpal &sons, New Delhi-6
- 2) Karyalay Alekhan aur Tippan – Karnatak Mahila Hindi Seva Samithi, Chamarajpet, Bangalore.
- 3) Prashasanik Hindi – Ed. Ramdarash Mishra and amswaroop Shastry
- 4) Vanijya Patra Vyavahar, Anuvad, Nibandh tatha Sankshiptikaran – A V Narti, Gnanoday Prakashan , Dharwad.

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**DLD 05011 /12/13/14/15**  
**CMD 05001/2/3/4/5/6/7/8**

## **IV Semester**

### **Hindi Kavya aur Anuvada Paribhashik Shabdavali**

**60hrs (4hrs/week)**

**3 Credits**

#### **Course out comes**

After successful completion of this course students are able to

- CO 1. Write down the classification and characteristics of medieval and modern Hindi Kavya
- CO2. Deliberate in details with application, if applicable, medieval - saakhi by Kabir
- CO3. Specify in details with examples Hemala by Ramadhare Simha Dinakar
- CO4. Specify in details with application, if applicable, Gurukul by Ramkumar Varma
- CO5. Specify the characteristics of Hindi Anuvada Paribhashik Shabdavali
- CO6. Learn in details with examples Hindi Anuvada Paribhashik Shabdavali

#### **UNIT A & B KAVYAGANGA (Prescribed Lessons-1, 2,5, 8, 11, 12, 13, 14, 16,19)**

Kabir  
Thulsi Das  
Bhikhar Lal  
Maithilisharan Gupta  
Surya Kant Tripathi Nirala  
Sumitranandan Pant  
Subhadra Kumari Chauhan  
Ramkumar Verma  
Ramdhari Simha Dinkar  
Kuvempu

#### **UNIT C Anuvad tatha Paribhashik Shabdavali**

##### Portions Prescribed :

- 1) Anuvad ki Paribhashayen , Adhunik jagat mein Anuvad ka mahatva  
Anuvadak ke Yogathayen , Anuvad kala hai yaa vignan ?
- 2) Anuvad ke prakar:
  - a) Shabdanuvad
  - b) Bhavanuvad

- c) Kavyanuvad
- d) Saranuvad
- 3) Angreji / Kannad se Hindi me Anuvad – vice versa (passages)
- 4) Paribhashik Shabdavali

Reference Books:

- 1) Anuvad Vignan – Bholanath Thiwari Pb. Shabdaker, Delhi -110092
- 2) Anuvad Kala Kuch Vichar –Anuvad Prakash Khemani , S.Chand & co. Delhi.
- 3) Anuvad Siddhant aur Samasyayen- R.N. Srivastava and K.K.Goswami
- 4) Alok Prakashan , Delhi Anuvad Patrika Ank, Pb. Anuvad Sahitya Parishad , New Delhi

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**DLC 30001**

**III Semester  
Communicative Hindi**

**30hrs (2hrs/week)**

**2 Credits**

**Course out comes**

After successful completion of this course students are able to

CO1. Learn the details of Communicative Hindi

CO2. Identify in depth Communicative Hindi

CO3. Deliberate in depth Communicative Hindi

**UNIT I: HINDI GRAMMAR**

- 1) Parts of speech – A general outlook
- 2) Gender -
  - a) Ling pehchanne ke niyam
  - c) Ling parivarthan ke niyam
- 3) Synonymns and Antonymns
  - a) Definition
  - b) Difference

**UNIT II : GENERAL COMMUNICATION AND PRACTICE**

- 4) Conversation - in market, hotel , journey etc.
- 5) Conversation on health , education etc.
- 6) Practice.

**Reference**

8. Saral Hindi Vyakaran –Pb. Prabhath Prakashan, # 4/19, Asaf Ali road, New Delhi-02
9. Parishkrith Hindi Vyakaran - Badarinath Kapur
10. Abhinav Hindi Vyakaran - Prof. N.Nagappa, Pb. Rajpal &sons, New Delhi
11. Shikshaarathi Hindi Vyakaran - Prof. N.Nagappa, Pb. Rajpal &sons, New Delhi
12. Sankshiapta Hindi Vyakaran - Kamatha prasad Guru, Nagari Pracharini Sabha, kaashi.
13. Anuvad Vignan - Bholanath Thiwari , Shabdakar , Delhi -92
14. Anuvad Kala – Kuch Vichar - Anandprakash Khemani , S.Chand & Co., Delhi  
Anuvad siddhant aur Samasyayen

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## Model Question Paper

Language HINDI I ,II , & III SEMESTERS of BA / BSC

Time : 3 Hrs

Max. Marks : 70

II) Total Main questions with internal choice on the prescribed text book 10 marks each

10 x 2 = 20

II) One Annotation question – three out of five on the prescribed text book 05 marks

each

05 x 3

= 15

III) Two short answer questions with internal choice on Vyakaran /prayojan moolak

Hindi / Anuvad as the case may be, 10 marks each

10 x 2 = 20

IV) 15 objective type questions on Vyakaran /prayojan moolak Hindi / Anuvad as the

case may be, 01 mark each

01 x 15 = 15

### MODEL QUESTION PAPER

Qn.1. .... OR .....

01 x 10 = 10

Qn.2. ....OR .....

01 x 10 = 10

Qn. 3. Annotate three out of six

05 x 03 = 15

Qn.4. ....OR.....

01 x 10 = 10

Qn.5. ....OR.....

01 x 10 = 10

Qn.6. Objective type questions

01 x 15 = 15

INTERNAL ASSESSMENT - 30 MARKS

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BA CBCS AECC  
III SEMESTER -PAPER III  
Communicative Hindi

**MODEL QUESTION PAPER**

TIME : 2 HOURS

MAX. MARKS : 50

Instructions: All sections are compulsory

UNIT-I:Hindi Grammar

I . Answer The Following Questions in a sentence or a ward.

1).....2)..... 3).....4).....5).....

6).....7).....8).....9).....10).....

1 X 10 = 10

II . Answer The Following Questions

(Any four)

4 X 5 = 20

1).....2).....

3).....4).....

5).....6).....

UNIT II : GENERAL COMMUNICATION AND PRACTICE

2 X 10 = 20

I . Answer The Following Questions ( any two)

1..... 2.....

3..... 4.....

INTERNAL ASSESSMENT - 30 MARKS ,F-1 -15,F-2-15

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**UNIVERSITY OF MUMBAI**

**No. UG/52 of 2013-2014**

**CIRCULAR:-**

A reference is invited to the Regulations relating to the B.A./B.Sc./B.Com. degree programmes **vide** this office Circular No. UG/02 of 2013, dated 4<sup>th</sup> April, 2013 and the Directors/ Heads of the University Departments, the Principals of the affiliated Colleges in Arts, Science and Commerce, the Heads of the recognized institutions concerned and the Captain Superintendent Training Ship “Chanakya” Government of India, Ministry of Surface Transport, Mumbai-400 001, are hereby informed that the recommendation made by the Review Committee at its meeting held on 25<sup>th</sup> April, 2013 has been accepted by the Academic Council at its meeting held on 7<sup>th</sup> June, 2013 **vide** item No. 4.14 and subsequently approved by the Management Council at its meeting held on 20<sup>th</sup> June, 2013, 21<sup>st</sup> June, 2013 & 11<sup>th</sup> July, 2013 **vide** item No.15. and that in accordance therewith, in exercise of the powers conferred upon Management Council under Section 55 (1) of the Maharashtra Universities Act, 1994, Regulations 8438 and 8439 relating to the ATKT for examinations as per Credit Based Semester and Grading System for UG programmes in faculties of Arts, Science and Commerce are amended which is available on the University’s web site ([www.mu.ac.in](http://www.mu.ac.in)) and that the same has been brought into force with effect from the academic year 2012-13 for amended R. 8438 and with effect from academic year 2013-14 for amended R. 8439.

MUMBAI – 400 032

26<sup>th</sup> August, 2013

REGISTRAR

To,

The Directors/ Heads of the University Departments, the Principals of the affiliated Colleges in Arts, Science and Commerce, the Heads of the recognized institutions concerned and the Captain Superintendent Training Ship “Chanakya” Government of India, Ministry of Surface Transport, Mumbai-400 001.

**A.C/4.14/07/06/2013**

**M.C/15/20/06/2013, 21/06/2013 &11/07/2013**

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No. UG/52-A of 2013-14

MUMBAI-400 032

26<sup>th</sup> August, 2013

Copy forwarded with compliments for information to:-

- 1) The Deans, Faculties of Arts, Science and Commerce.
- 2) The Director, Board of College and University Development,
- 3) The Professor-cum- Director, Institute of Distance and Open Learning (IDOL),
- 4) The Controller of Examinations,
- 5) The Co-Ordinator, University Computerization Centre.

Sd/-

Deputy Registrar  
Under Graduate Studies

# **UNIVERSITY OF MUMBAI**



Amended Regulations 8438 & 8439  
for all UG programs (aided and non-aided)  
in Faculties of Arts, Science & Commerce

(For Credit Based Semester and Grading System)

**Existing Regulation 8438**

ATKT for Faculties of Arts and Commerce

- (d) A learner shall be allowed to keep term for Semester V- if he/she passes Semester I, Semester II, Semester III and Semester IV **OR**  
A learner shall pass Semester I and Semester II and fails in not more than four courses of Semester III and Semester IV taken together with not more than two courses each in sem. III & Sem. IV
- (e) A learner shall be allowed to keep term for Semester VI irrespective of number of heads of failure in the Semester V. However, the learner shall pass each course of Semester III and Semester IV in order to appear for Semester VI.

ATKT for Faculties of Science

- (iv) A learner shall be allowed to keep term for Semester V if he/she passes Semester I, Semester II, Semester III and Semester IV  
**OR**  
He/she has passed Semester I and Semester II and fails in not more than three courses in each of Semester III and Semester IV. (For all Science programmes, carrying total 900 or more marks).  
He/she has passed Semester I and Semester II and fails in not more than three courses with not more than total 200 marks, in each of Semester III and Semester IV. (For all Science Programmes, carrying less than total 900 marks.)
- (v) A learner shall be allowed to keep terms for Semester VI irrespective of grades obtained to each course of Semester V.
- (vi) The result of Semester VI shall be kept in abeyance until the learner passes each of Semester I, Semester II, Semester III, Semester IV and Semester V.

**Amended R.8438**

(with effect from 2012-13)

**Eligibility for Admission to all the Under Graduate Programs (aided and non-aided) in the Faculties of Arts and Commerce under Credit Based Semester and Grading System**

- d) Eligibility criteria for a learner, to be admitted in Semester V (Third year) of UG programs (aided and non-aided) in Faculties of Arts and Commerce is amended as follows.
- i) Shall have passed Semester I, II, III and IV in full **OR**
- ii) Shall have passed Semester I and II in full and secured ATKT in the Second year by failing in not more than Two Courses in each of Semester III and Semester IV **OR**
- iii) Shall have Secured ATKT in First Year by failing in not more than Two Courses in each of Semester I and Semester II and have passed Semester III and Semester IV in full
- e) A learner shall be allowed to keep terms for Semester VI irrespective of grades obtained in each course of Semester V. The result of Semester VI shall be kept in abeyance until the learner passes each of Semester I, Semester II, Semester III, Semester IV and Semester V in full.

Eligibility for admission to Semester V (Third year) of UG programs (aided and non-aided) in Faculty of Science is amended as follows,

iv) Learner shall have passed Semester I, II, III and IV in full

OR

Learner shall have passed Semester I and Semester II in full and secured ATKT in Second Year by failing in

*For programs with 900 and above marks* in not more than Three Courses in each of Semester III and IV

*For programs with less than 900 marks* in not more than Three Courses with not more than total 200 marks in each of Semester III & IV

OR

Learner shall have passed Semester III and Semester IV in full and secured ATKT in First Year by failing in,

*For programs with 900 and above marks* in not more than Three Courses in each of Semester I and II

*For programs with less than 900 marks* in not more than Three Courses with not more than total 200 marks in each of Semester I & II.

v) A learner shall be allowed to keep terms for Semester VI irrespective of grades obtained in each course of Semester V.

vi) The result of Semester VI shall be kept in abeyance until the learner passes each of Semester I, Semester II, Semester III, Semester IV and Semester V in full.

### **Existing R 8439**

Mode of Conduct of Semester End Additional Examination :

- a) There will be one additional examination for semester I, II, III and IV for those who have failed or remained absent.
- b) The absent learner will be allowed to appear for the examination by the head of the institution after following the necessary formalities subject to the reasons to the satisfaction of the head of the institution.
- c) This examination will be held 20 days after the declaration of results but not later than 40 days.

### **Amended R.8439**

(with effect from 2013-14)

Additional Examination for Semester I and Semester II be held after the conduct of Semester II Examination in March/ April every year and Additional Examination for Semester III and Semester IV be held after the conduct of Semester IV Examination in March / April every year. However, Additional Examination for Semester II and Semester IV be held after 20 days and before 40 days from the date of declaration of result of the respective Semester End Examination.

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**UNIVERSITY OF MUMBAI**

**No. UG/61 of 2013-2014**

**CIRCULAR:-**

A reference is invited to the Ordinances and Regulations relating to the Under Graduate and Post Graduate programmes vide this office Circular Nos.UG/267 of 2011, dated 30<sup>th</sup> August, 2011 and UG/157 of 2012, dated 28<sup>th</sup> March, 2013 and the Directors/Heads of the University Departments, the Principals of the affiliated Colleges, the Heads of the Recognized Institutions concerned are hereby informed that the recommendation made by the Review Committee at its meeting held on 25<sup>th</sup> April, 2013 has been accepted by the Academic Council at its meeting held on 7<sup>th</sup> June, 2013 vide item No. 4.16 and subsequently approved by the Management Council at its meeting held on 20<sup>th</sup> June, 2013, 21<sup>st</sup> June, 2013 & 11<sup>th</sup> July, 2013 vide item No. 15 and that in accordance therewith, in exercise of the powers conferred upon Management Council under Section 55 (1) of the Maharashtra Universities Act, 1994, Regulation 8668 regarding the scaling down the marks in the internal examination for Under Graduate and Post Graduate programmes as per Credit Based Semester and Grading System for faculties of Arts, Science and Commerce are introduced, which is available on the University's web site ([www.mu.ac.in](http://www.mu.ac.in)) and that the same has been brought into force with effect from the academic year 2013–2014.

MUMBAI – 400 032  
20<sup>th</sup> September, 2013

REGISTRAR

To,

The Directors/Heads of the University Departments, Principals of the affiliated Colleges, the Heads of the Recognized Institutions concerned.

**A.C/4.16/07/06/2013**

**M.C/15/20/06/2013,21/06/2013 &11/07/2013**

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No. UG/61-A of 2013-14      MUMBAI-400 032      20<sup>th</sup> September, 2013

Copy forwarded with compliments for information to:-

- 1) The Deans, Faculty of Arts, Science and Commerce.
- 2) The Professor-cum- Director, Institute of Distance and Open Learning (IDOL),
- 3) The Director, Board of College and University Development,
- 4) The Controller of Examinations,
- 5) The Co-Ordinator, University Computerization Centre.

Sd/-

Deputy Registrar  
Under Graduate Studies

Copy to:-

The Director of Students Welfare, the Deputy Registrar (Eligibility and Migration Section), the Executive Secretary to the Vice-Chancellor, the P.A. to the Pro-Vice-Chancellor, the Registrar and the Assistant Registrar, Administrative sub-center, Ratnagiri for information.

The Controller of Examinations (10 copies), the Finance and Accounts Officer (2 copies), Record Section (5 copies), Publications Section (5 copies), the Deputy Registrar, Enrolment, Eligibility and Migration Section (3 copies), the Deputy Registrar (Accounts Section), Vidyanaagari (2 copies), the Deputy Registrar, Affiliation Section (2 copies), the Deputy Director, Institute of Distance and Open Learning (IDOL) , (10 copies) the Director University Computer Center (IDE Building), Vidyanaagari, (2 copies) the Deputy Registrar (Special Cell), the Deputy Registrar, (PRO). The Deputy Registrar, Academic Authorities Unit (2 copies) and the Deputy Registrar, Executive Authorities Unit (2 copies). They are requested to treat this as an action taken report on the concerned resolution adopted by the Academic Council referred to in the above circular and that no separate 'Action Taken Report' will be sent in this connection. The Deputy Registrar, Constituent Colleges & Institutions Unit (2 copies), BUCT (1 copy), the Deputy Account, Unit V (1 copy), the In-charge Director, Centralize Computing Facility (1 copy), the Receptionist (1 copy), the Telephone Operator (1 copy), the Secretary MUASA (1 copy), the Superintendent, Post-Graduate Section (2 copies), the Superintendent, Thesis Section (2 copies).

# *UNIVERSITY OF MUMBAI*



## **Regulation 8668 regarding scaling down the marks at internal examination**

(Introduced for Credit Based Semester and Grading  
System with effect from the academic year 2013–2014)



**R. 8668 Scaling Down the Marks Obtained by the Learner at the Internal Examination as Compared to the Marks Obtained by the Learner in the Semester End Theory Examination in the Course Concerned**

**Introduced with effect from 2013-14 and is applicable for all semesters of all programs (aided and non-aided) of UG and PG for Credit Based Semester and Grading System under Faculties of Arts, Science and Commerce**

- a. Concept of scaling shall be applicable only for the marks obtained by the learners at all the individual courses.
- b. Marks obtained by the learner at the Internal Assessment and Semester End Examinations should be converted to the percentage marks course wise.
- c. Concept of scaling shall be applicable only in cases where the marks obtained by the learner in the Internal Assessment and Semester End Assessment Examinations differ by more than 20% in the course concerned i.e. percentage marks of the learner at a course in the Internal Assessment is 20% more than the percentage of marks scored by the learner concerned in the Semester End Examination in the course concerned.
- d. Learner at the course concerned in the Internal Assessment should be scaled down to 20% plus the percentage score of the learner at the Semester End Examination.
- e. The concept of scaling shall be applicable only in course/s where the learner has passed the course. In case if a learner fails in one or more courses at an attempt then the concept of scaling shall be applied to the courses that the learner has passed at the attempt concerned and for the remaining courses where the learner has failed, the concept of scaling will be applicable as and when the learner passes the course or earns the credit for the course.
- f. The scaled marks can thus be used to calculate the Credits, Grades, Credit points earned by the learner can then be used to calculate the GPA, SGPA and CGPA.
- g. Concept of scaling shall not be applicable where the percentage of the marks scored by the learner at the Semester End Examination is more than the percentage marks scored by the learner in the Internal Assessment at the course concerned. One of the reasons for the learner scoring low marks at the Internal Assessment could be non-appearance for one of the components of the Internal Assessment.

**Sample Case of a Learner at F.Y.B.Com. Semester I of B.Com. Programme**

Marks Obtained	Max. Marks	Accts	B.C.	Com.	Eco.	EVS	FC	Maths
Internal Assessment	40	38	39	38	37	40	36	37
Semester End Examination	60	30	24	35	49	30	34	58

Marks Obtained	Max. Marks	Accts	B.C.	Com.	Eco.	EVS	FC	Maths
Internal Assessment	40	95.00%	98.00%	95.00%	93.00%	100.00%	90.00%	93.00%
Semester End Examination	60	50.00%	40.00%	58.00%	82.00%	50.00%	57.00%	97.00%

<b>Revised Internal Assessment Score</b>		<b>28</b>	<b>24</b>	<b>31</b>	<b>37*</b>	<b>28</b>	<b>31</b>	<b>37*</b>
Semester End Examination	60	30	24	35	49	30	34	58

\*In these cases the percentage difference in the marks of Internal Assessment and Semester End Examination is less than 20% hence the original marks are retained.

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