

**SSUS Curriculum Framework for Four-Year Under Graduate
Programmes**

[SSUS-FYUG Programmes]

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Introduction to FYUG Programmes of SSUS

The State of Kerala in the Indian Union is known for its achievements in general education. In the social distribution of functional literacy, and in setting up school-level educational facilities, Kerala ranks first among Indian States, often on a par with some of the developed countries of the Global North. But at the same time, the State and its home-grown public [i.e., government-funded and managed] institutions are often appraised as facing serious challenges in ensuring these standards in undergraduate and postgraduate learning and research. Added to these challenges is their relatively under-used potential and inflexibility in sustaining and enhancing the skill-based employment capabilities of outgoing graduates. In the post-liberalization scenario of higher education [hereafter HE] in India, the institutions are increasingly evaluated and ranked based on their research and employability credentials. In this regard, the Kerala HE institutions not only trail behind their international counterparts but at times even fail to get profiled along with the HE stakeholders of other Indian states. This situation is particularly felt in the learner domains of humanities and social sciences [hereafter HSS] which, it is important to note, is usually reckoned as a field of disciplines sensitive to their specific and historically constituted contexts of learning and investigation.

However, it has been a long-term trend in Kerala that the HSS learners and researchers, even when their themes of learning and research are related to Kerala materials and settings, prefer HE options outside the State. This trend has become even more acute during the post-liberalization era and has risen to an unprecedented extreme with the entry into the Indian HE of high-end private universities. With the liberalized opening of international studentships abroad in recent years, the HE markets in Europe, Northern America and Australia have also started attracting candidates from Kerala even though the State's share in the students going abroad is currently around 4 percent of the national total. The high-end private universities in India operate their programs with an emphasis on HSS disciplines and they try to benefit from the Governments' withdrawal from HSS funding and institutional support.

As a university established (in 1994) by the Government of Kerala to promote 'learning and research in Sanskrit, Indology, Indian Philosophy, and Indian languages', the Sree Sankaracharya University of Sanskrit, Kalady [hereafter SSUS] faces the same challenges as other public-run HSS institutions in the country. However, the 'paradigm shift' envisaged in the recent HE policy of the Government of Kerala comes up with possibilities for the SSUS to cope

up with these challenges, and even turn them into opportunities for development and diversification.. The signature component of the paradigm shift is an innovative pedagogic initiative known as the 'Four Year UG Programme' [hereafter FYUGP]. The programmes of FYUGP prioritize students' choices, flexible curriculum structures and critical thinking. These features are integral to the skill-based and multi/interdisciplinary learner pathways found in the FYUGP design which intends to ensure employability and potential for research. The policy and practical guidelines for FYUGP were prepared by the Kerala State Higher Education Council [KSHEC]. KSHEC has taken into account the ongoing nationwide HE revamping which is resulting from the implementation of the National Education Policy [hereafter NEP]- 2020.

At the same time, the FYUGP mission of KSHEC has an existence of its own in that it emerged out of the recommendations for reforms in the state-level HE tabled by the 'Commission for Reforms in Higher Education-2022', headed by Prof Shyam B Menon. FYUGP and the paradigm shift that it promises in the Kerala HE scenario thus represent an important initiative running parallel to the NEP landscape. Another policy initiative which informs the FYUGP (and the HE restructuring it proposes) is the 'Kerala Knowledge Economy Mission' [KKEM] of the Government of Kerala which aims to 'transform the State of Kerala into a Knowledge Society' with a logistical emphasis on the creation of knowledge-based opportunities of employment and research on a massive scale.

Following the Government of Kerala's decision, the SSUS has resolved to start FYUGP in the academic session of 2024. The SSUS curriculum framework of FYUGP plans to follow the KSHEC guidelines and carry forward the best ethos of its own composite academic culture. It envisions three thrust areas which can also be understood as the axis of change. They are the following; disciplinary knowledge, skill-based education, and cutting-edge research. The new paradigm is student-centric and it offers experiential learning methods based on critical pedagogy. The student-centric approach would enable a graduate candidate to figure out customized pathways from the FYUGP architecture. Students will be able to choose programmes (and courses) according to their preference which lead them either into research or to the acquisition of employment-intended skills.

As a public HE institution, and as a specialized university for Sanskrit, Sanskrit Studies, and their allied knowledge fields, SSUS has a preference for HSS disciplines and their state-of-the-art interdisciplinarity. National-level HE evaluation bodies have already noticed this aspect and appreciated the SSUS layout of programmes as an adaptable model for other universities specialising in Sanskrit. The learner and research community at SSUS has been successful in

harvesting the academic and professional benefits of this layout. The uniqueness of the SSUS lies in the rare discipline-based combinations that it has been nurturing over the years. The presence of Sanskrit, Sanskrit Studies along with the disciplines of liberal arts, humanities, languages, and social sciences places SSUS in a rare advantage of being a compact HSS unit with the potential for collaboration among several disciplines. As teaching and research departments, SSUS departments are familiar with the research-oriented pedagogy. These features place SSUS on a firm and competitive footing to profile itself along with the high-end private universities and other HE intuitions in the country and even beyond.

The competent policy-making and consultation bodies have taken a deep cognizance of the unique institutional features and potentials of SSUS while thinking about the HE ‘paradigm shift’, right from the very beginning. The SSUS Syndicate, the highest decision-making body of the university, has appropriately resolved to constitute a composite model for its curriculum restructuring and institutional development. The result is an innovative UG-cum-PG package in HSS known as ‘Four Year UG and One Year Post Graduate Programmes’ [hereafter FYUG-OYPG-Programmes] which is modelled after, but customised from, the most prestigious Five-Year Integrated Masters Programmes [for instance, IMA/ and IMS] run by the UoH, several IITs and the IISC-Bengaluru¹. **However, the One Year Post Graduate Programme of SSUS although conceptualised at policy level would figure in the Regulations and Curriculum only after the release of UGC Regulations on One Year Post Graduate Programme.**

FYUG-OYPG-Programmes offer a composite learning framework with Four Year-long UG programs leading to a One-Year PG programme with a curricular emphasis on research. The framework proposes to reorganize the existing Two-Year Post Graduate Programmes into One Year. However, it simultaneously maintains, but with statutory conditions, the Two-Year PG possibility within the FYUG-OYPG architecture. FYUG-OYPG-Programmes could accommodate the HE credit-levels [i.e., from 4.5 to 6.5] delineated in the National Credit Framework [NCrF] prepared by the University Grants Commission (UGC) of India in 2023. This accommodation not only provides a critical parity between SSUS credit-levels and other HE institutions within the country, but, perhaps more importantly, they agree with international credit-level specifications mandated by foreign universities and research institutions. In the context of the SSUS-Office of International Affairs (OIA) projects of international collaboration—both in conducting joint programmes and in setting up collaborative research—this credit-level parity acquires a strategic importance in that it could facilitate student and faculty mobility without

¹ [1] UoH- University of Hyderabad, IIT- Indian Institute of Technology, IISC- Indian Institute of Science

logistical anomalies. Moreover, for the research aspirants in Sanskrit and Sanskrit Studies, the FYUG-OYPG-Programmes offer the possibility of a decade-long learnership within the SSUS academic community, which could lay the foundations for the creation of high-end scholars who can bring together the best of traditional and modern scholarship.

In full agreement with the philosophy of learning outlined in the KSHEC Curriculum Framework, the Curriculum Framework of SSUS FYUG-OYPG Programmes, proposes to foster a dynamic learning environment based on the idea of progressive self-learning, and Outcome Based Education (OBE). In the FYUG-OYPG Programme setup, teachers take on the role of guiding students on how to learn not only by inculcating in them a self-driven library culture but also by accessing diverse resources available in the ICT environment. This approach not only connects students with a global community of learners but emphasizes learning through active engagement with scholarly and archival material and through interface with technology. The Curriculum Framework prioritizes hands-on learning experiences both in the classroom, field, the library/online resources, industry and other socially relevant institutions/organizations. It plans to encourage self-driven initiatives such as tutorial assignments, seminars, interactive group sessions, practical workshops, and credited internships. It encourages students to harness the wealth of available E-resources for self-directed online learning, complemented by interactive face-to-face sessions guided by scholarly mentors.

In higher education, the essence lies in learning, not just teaching. It's a personalized, self-directed journey undertaken by students, continuously monitored and evaluated by teachers serving as facilitators in the learning process. To foster quality learning experiences, academically challenging courses and assignments are crucial, and they should aim for competency development. Thus, meticulously planned academic challenges serve as pivotal learning tools, which could enable students to achieve higher cognitive benefits. The determination of these cognitive benefits as learning outcomes, linked to the course structure, learning exercises, teaching methodologies, and evaluation strategies, is of paramount importance to the SSUS FYUG-OYPG Programmes.

While pedagogical reorientation prioritizes learning over teaching, it's essential to ensure that learners encounter cognitive challenges to maximize their potential. In this scenario, Outcome Based Education (OBE) becomes imperative to ensure that the majority of students reap the benefits of the learning-focussed approach. The OBE strategy facilitates and thus becomes a means of an effective learning experience for all. SSUS has distinguished itself in the State by

pioneering the implementation of Outcome-Based Teaching, Learning, and Evaluation (OBTLE) across all academic programs from 2019. OBTLE stands as a student-centered educational approach and philosophy, reshaping academic programs and instructional strategies around specific 'outcomes.' This model revolves around measuring student performance based on these outcomes. These outcomes encompass a blend of knowledge, skills, abilities, attitudes, and understanding that a student is expected to achieve through her/his engagement in higher education experiences. In contrast to the education system concentrating on teachers' inputs in learning, OBTLE shifts the focus to what students can accomplish. It provides clear objectives or the 'Outcomes' that are predetermined. These objectives delineate precisely what needs to be achieved. OBTLE surpasses mere 'structured tasks', and it requires the students to actively participate in the learning process and demonstrate their skills through more demanding tasks and higher-order thinking. By emphasizing predetermined outcomes, OBTLE not only serves as a focal point for assessment but also aids in illustrating the advantages of educational programs to prospective employers. It highlights the practical skills and competencies that students acquire, making it easier for the students themselves to understand the benefits of a particular program. In other words, the OBTLE of the SSUS FYUG-OYPG Programmes is helpful for the students to choose what courses they want, in terms of what they plan to achieve by the end of the programme. If a student wants to go into research, she should be choosing those courses the outcomes of which will enable her to be a researcher.

'Outcomes' indicate the ability that a student gains at the end of a Programme/Course. **Programme Outcomes (POs), Programme Specific Outcomes (PSOs) and Course Outcomes (COs)** are to form an integral link so that ultimately the stated Course Outcomes help fulfil both the stated Programme Specific Outcomes as well as the stated Programme Outcomes.

Programme Outcomes (POs) indicate the knowledge, skills and attitudes that a student is expected to acquire while completing any of the Under-Graduate Programmes of SSUS. It includes both disciplinary and professional competencies in addition to critical social perspectives.

Programme Specific Outcomes (PSOs) indicate the knowledge, perspectives and abilities expected to be attained by the student while completing the specific Under-Graduate Programme. It includes both disciplinary and professional competencies as well as specific skills associated with the discipline.

Course Outcomes (COs) indicate what a student is able to achieve at the end of that specific course. It is an effective ability, i.e., qualities, skills, knowledge, to successfully carry out an identified academic goal. Most important aspect of CO is that it is measurable with appropriate assessment modalities. COs are framed by addressing various Cognitive Domains as per OBTLE paradigm i.e., 'Remember', 'Understand', 'Apply', 'Analyse', 'Create' and 'Evaluate', as well as the Affective and Psychomotor Domains as deemed applicable to the specific Under-Graduate Programme. It has to address the different knowledge categories of Factual, Conceptual, Procedural and Metacognitive knowledge as deemed suitable to the specific Under-Graduate Programme.

Programme Outcomes of SSUS FYUGP

I. Holistic Knowledge Integration:

Demonstrate proficiency in Sanskrit or other linguistic studies, imbibe cultural understanding, foster democratic principles and develop critical thinking across societal, cultural, natural, historical and artistic realms.

II. Research and Adaptability:

Display proficient research skills, adaptability, and preparedness for continuous learning to conduct scholarly investigations; navigate transforming academic and professional environments and succeed in multiple career paths.

III. Career Readiness and Communication:

Demonstrate professional readiness aligned with academic pathways, preparing to excel in chosen professions; to demonstrate effective communication skills and cross-cultural competencies, facilitating meaningful engagement in diverse settings fostering cultural understanding and inclusiveness.

IV. Ethical Citizenship and Community Leadership:

Exhibit ethical and social responsibility, actively participating in societal development as responsible citizens; to exhibit leadership qualities and engage with communities, contributing to societal betterment through critical knowledge production and social commitment.

V. Self-Reflection and Lifelong Learning:

Develop a culture of continual self-reflection and intellectual curiosity; to assess personal growth and adaptability thereby encouraging a lifelong pursuit of knowledge through multiple experiences.

Credit Pattern, Structure and Curriculum of FYUGP

2. SEMESTER, COURSE AND CREDIT

2.1. Academic Credit

‘**Credit**’ is a unit by which the Course work is measured. The workload relating to a Course – how much a student has to study – is measured in ‘Credit Hours’. A Course which includes one hour of lecture or tutorial or minimum two hours of lab-work/practical/field work per week is given one Credit Hour. Accordingly, a ‘One Credit Course’ in a semester should be designed for 15 hours lecture/tutorials and 30 hours of learner engagement in terms of course-related activities such as seminars preparation, assignment submission and other activities.

2.2. Semester-wise Credit Calculation

- A student shall get admission to any of the notified programmes on the basis of the 12th grade results and if need be, the respective BoS shall recommend for the conduct of an aptitude based entrance examination for the purpose of admission. Lateral entry is permissible for students from other disciplines and HEIs at all semesters. A student willing to join any programme in the seventh semester shall have to undertake an entrance examination as notified by the concerned Departments.
- One semester is defined as 90 working days and an academic year is divided into two semesters and an optional semester fast track courses (refer 2.1.1.5). In addition to the 90 working days, 10 working days in a semester can be used for extracurricular activities of the students and for conducting the orientation programmes for the students.
- An academic year shall consist of 200 working days.
- One semester consists of 18 weeks with 5 working days per week.
- In each semester 15 days (3 weeks) shall be kept aside for examinations including internal examinations, evaluation and other academic activities.
- The maximum available weeks for curriculum transactions shall be fixed as 15 in each semester.
- Minimum of 6 teaching/tutorial hours, out of which 5 contact hours of one hour duration shall be made available for a day in a 5-day week so that a total of 450 teaching/tutorial hours will be available for each semester. (For courses with field

practicum/ practical or lab components sufficient number of practical hours shall be included as per the course requirement).

- Maximum number of credits that a student can take per semester shall be restricted to 28.
- Courses up to 25 credits shall be designed compulsory for each programme in each semester.
 - A student shall get an option /choice for acquiring a maximum of 157 credits for a 6 Semester UG programme.
 - A student shall get an option /choice for acquiring a maximum of 209 credits for a 4 year (8 semester UG programme)
- In the broad-based curriculum, the core component, consisting of the major discipline and a minor/allied discipline/vocational discipline, contributes to at least 70% while the multidisciplinary components account for the remaining 30% of the credits.
- A 4-year Undergraduate Degree with Honours / Research programme shall have a minimum credit requirement of 177.
- A 3-year exit option with Undergraduate Degree will be given to a student completing 133 credits.
- The curriculum of a 4-year program, in the years 1-3, shall consist of three components with credit distributions suggested in brackets for an exit at the end of the 3rd year. All multidisciplinary credits must be completed within the first three years.
 - i. Major Disciplinary Pathway Courses (50%)
 - ii. Minor Disciplinary Pathway Courses including Vocational Minor (20%)
 - iii. General Foundation Courses (30%)*

*If a student takes a Multidisciplinary Foundation Course (which included in the General Foundation Courses) from the same major subject the credit of the same may be counted against the total 50% of credits required for obtaining the major.

(For example, if a student from +2 science group joins for BA Sanskrit Vyakarana she may be allowed to take the Multidisciplinary foundation courses offered by the Sanskrit Vyakarana Department. In that case she may be required to earn only the

remaining credits from the core disciplinary courses from the department. In all cases a minimum of 50% credits should be from the respective discipline to obtain a major in that discipline.)

- In programmes that are more multidisciplinary in nature, Major components vary between 35% to 45%, and Minor between 25% and 35%. Combined, they still account for 70%.
- A student may opt for a certain number of extra credits over and above the requirements for the award of a degree. The modalities for these, including academic, infrastructural and financial constraints, must be worked out at the Department level with the approval of the University.
- Minimum credit of one course shall be 2 credits and the maximum credit shall be 4 credits
 - Each faculty may offer a maximum of 16 credits per semester.
 - For a 4-credit lecture course, 60 hours of lecture/tutorial class should be ensured as a mandatory requirement for the completion of that course.
 - For a 4-credit practical or field work course, 120 hrs of practical and field work must be ensured as a mandatory requirement of that course.

2.3. Structure of Curricular Contents

a. Foundation Components (4 major course baskets)

- Ability Enhancement Courses (AEC)- Four courses of three credits each
- Skill Enhancement Courses (SEC)- Three courses of three credits each.
- Value Addition Courses (VAC)- Three courses of three credits each.
- Multi-disciplinary Courses (MDC)- Three courses of three credits each.

b. Discipline Specific Pathway Components (Major/ Minor)

- Discipline Specific Core Courses (DSC) (Level 100-300)
- Discipline Specific Elective Courses (DSE) (Level 300- 399)

c. Discipline Specific Capstone Components

- Advanced DSC and DSE Courses (Level 400 and above)
- Projects, field training internship, community activity etc
- Any programmes to promote experiential learning.

2.3.1 Foundation Component

The foundation component within the FYUGP curriculum comprises both General and Discipline-Specific Courses in the difficulty level of 100-299. General Foundation courses are shared by all students and are categorized into four major sections: Ability Enhancement Courses (AEC), Skill Enhancement Courses (SEC), Value Addition Courses (VAC), and Multi-disciplinary courses (MDC); if a department decides to offer SEC or VAC as vocational track, then the difficulty level shall be in a gradational manner.

Additionally, the Discipline-Specific Courses include introductory level paths in both Major and Minor streams, intended to provide students with foundational knowledge and understanding of the respective disciplines. These courses primarily focus on essential theories, concepts, perspectives, principles, methods, and critical thinking approaches, laying a comprehensive groundwork for more advanced studies. Advisably, students should aim to complete the required foundational courses by the third or fourth semester.

2.3.1.1: General Foundation Courses:

General foundation courses are organised into four major baskets: Ability Enhancement courses (AEC), Skill Enhancement Courses (SEC), Value Addition courses (VAC), and Multi-disciplinary courses (MDC). A brief overview of these course baskets is provided below:

a) Ability Enhancement Courses (AEC):

These courses aim to develop competency in both Modern Indian Languages (MIL) and other world languages including English Language, emphasizing language proficiency and communication skills. They enable students to acquire and exhibit core linguistic skills, encompassing critical reading, expository writing, and academic writing. Moreover, they facilitate a deeper understanding of the cultural and intellectual heritage associated with the chosen MIL and English Language. Out of the four AEC courses, of three credits each, a student has to choose two English Language Courses and two courses from any of the MIL.

[Implementation of AEC: Language Boards of Studies (BoSs) should design a minimum of two 3-credit courses each to enhance language and communication abilities. All Sanskrit, MIL and English departments are encouraged to design and offer more than one AEC course in order to ensure wider choice for the students.

b) Multi-Disciplinary Courses (MDC):

The purpose of these courses is to broaden the students' intellectual horizon and establish foundational concepts across arts, science, commerce, language, humanities and social sciences. All Undergraduate students must undertake three introductory-level MDC courses, of three credits each, related to disciplines other than their primary area of study. One of these should be from any of the Sanskrit disciplines and the other mandatory course should be on 'Kerala Studies' which can be taken from any department offering Kerala Studies course. The remaining MDC can be taken from any discipline/department.

[Implementation of MDC: Each BoSs is responsible for designing an introductory course in their respective disciplines. The syllabi for introductory courses in a discipline should aim to foster a comprehensive understanding of essential concepts, structures, and intellectual methods characterising the discipline. Learning outcomes should focus on instilling broad comprehension and appreciation of academic themes in respective disciplines. Courses from diverse major disciplines such as Sanskrit, Other Languages, Humanities and Social Sciences, Visual and Performing Arts can be included as MDC courses. Students who studied a particular subject during their higher secondary level are not eligible to enroll in the MDC for that particular subject, except Sanskrit.]

The following are some examples for MDC courses and their titles are self-explanatory

- Culture and Heritage
- Poverty and Social Inequalities
- Language and Culture
- Nature and Society
- History and Past
- Fundamentals of Logic and Reasoning
- Mind and Behaviour
- Reading Texts
- Introduction to Writers
- Sanskrit Knowledge Systems
- Logical Fallacies
- Art Appreciation

c) Skill Enhancement Courses (SEC):

These courses include psychomotor and cognitive skills, emphasizing abilities necessary for performing various skill-based targets. The focus lies on capabilities such as creativity, critical thinking, communication, and collaboration which are crucial skills for achieving career

opportunities from local and global workplaces. Emphasis is placed on applying knowledge in real-world situations, developing technology-related awareness and proficiency. Additionally, the SECs are intended to foster self-learning and lifelong learning skills essential for students to adapt to evolving and demanding work environments.

Each department may offer courses, of three credits each, in elementary, intermediate and advanced levels of learning on particular skill-sets, either discipline specific or skills towards life building. On successful completion, the student may be issued with a certificate documenting proficiency in that skill from the concerned department. This is with a view of enhancing their employment possibility.

[Implementation: Each BoSs shall design courses based on training needs in consultation with employers, alumni and industry experts. This is to identify gaps and emerging trends. Suitable syllabi need to be developed for each course based on content and the target audience, employing appropriate pedagogical methods in the curriculum. Each BoS shall seek the possibility of offering courses that ensure employability in that particular discipline. For instance, the courses offered by the Department of Theatre, in three difficulty levels, uniquely designed, such as script writing, stage design, and make-up would ensure developing a skill edge to a student. Some other examples could be, Epigraphy course offered by the Department of History, Informatics and Computational Linguistics course offered by Sanskrit departments. Similarly, the English department may design three SEC courses on academic writing, business writing, translation, communication, writing for policy and legal documents etc. The introductory courses in SEC shall be at the difficulty level of 100-199 in first and second semesters and extend up to a difficulty level of 200-299 in third and fourth semesters].

d) Value Added Courses (VAC):

These courses aim at personality development, perspective building and fostering self-awareness among graduate students. They aid students in self-identification, understanding their thoughts, feelings, abilities, and actions. Such courses empower students to recognize their strengths and overcome challenges, leading to enhanced confidence, mindset, and emotional intelligence. Possible courses in this category may cover topics such as Self and Identity, Indian Constitution, Indian Society and Economy, Environment and Climate Change, Gender and Social Equity, History of Thought, NSS/NCC-related activities/ courses, Diversity and Social Inclusion, Ethics and Values and Science, Technology, and Society. Out of three VAC

courses of three credits each, students have to choose one from any of the Sanskrit disciplines and two from any disciplines.

[Implementation: Each BoSs should design these courses or similar ones. Students shall be required to take three VAC courses of three credits each for enhancing their possibilities of personality development and ethical being. The following are some examples: Kerala Model of Development, Sustainable Development, Environment and Climate Change, Social and Emotional Learning, Personality Development and Health and Well-being]

S l . N o .	Name of the General Foundation Course	No. of Cours es	Required Credits	Distribution among the Semesters and the Departments in SSUS-FYUGP		
1	Ability Enhancement Course (AEC)	4	12	Sem I	AEC 1	English
					AEC2	MIL (Malayalam/Hindi /Sanskrit/ Arabic/Urdu)
				Sem II	AEC3	English
					AEC4	MIL (Malayalam/Hindi /Sanskrit/ Arabic/Urdu)
2	Multi-Disciplinary Course (MDC)	3	9	Sem I	MDC1	All Departments
				Sem II	MDC 2 (Sanskrit)	Any Sanskrit Disciplines
				Sem III	MDC3 (Kerala Studies)	All Departments
3	Value-Added Course (VAC)	3	9	Sem III	VAC 1 (Sanskrit)	Any Sanskrit Disciplines
				Sem IV	VAC2	All Departments
					VAC3	All Departments
4	Skill Enhancement Course (SEC)	3	9	Sem IV	SEC1	All Departments
				Sem V	SEC2	All Departments
				Sem VI	SEC3	All Departments
	Total in the first three years of FYUGP	13	39			

(Distribution of General Foundation Courses in SSUS-FYUGP)

2.3.2 Discipline Specific Pathway Core Components (Major/Minor)

The Discipline Specific Pathways provide the learner with an opportunity to pursue in-depth study of a particular subject or discipline and develop competency in that discipline. These include Major Courses and Minor Courses in the difficulty level ranging from Level-100 (which is the foundational course level) to Level-699 (which is at the postgraduate level)

a) Discipline Specific Pathway Components - Major

The Major is the discipline which is the main focus of a programme that a student chooses to study and in which she is awarded with the Degree. By selecting a Major, the student would be provided with an opportunity to pursue in-depth study in a particular discipline. Students may be allowed to change their choice of Major at the end of the second semester by giving them sufficient time to explore courses from other disciplines during the first two semesters. The Major component consists of primarily three types of courses; Discipline Specific Core (DSC) and Discipline Specific Electives (DSE).

Students must select a specific discipline as their Major and achieve a minimum of 50 per cent of the total credits in that chosen Major discipline. In the three-year UG programme, students must earn at least 68 credits in the Major discipline out of the total 133 to qualify for a UG Degree in that Major. In the four-year UG programme, the requirement increases to a minimum of 88 credits in the Major discipline out of the total 177 credits. In addition to the 88 Major credits, four-year programme students must complete either three courses totalling 12 credits in the Major discipline to earn a Honors-Degree in that Major. If the student opts for a project/dissertation involving 12 credits, under a qualified supervisor in the department, meeting the university's standards, the student qualifies for a UG Honors with Research Degree in that Major discipline.

[Implementation: Core and Electives are identified and designed by each BoS for that specific discipline. These courses will be clearly indicated in the programme curriculum document along with their prerequisites]

b) Discipline Specific Pathway Components - Minor

These are a group of courses in a particular discipline that complement the Major. The Discipline Specific Core (DSC) or Discipline Specific Elective (DSE) courses offered by the

respective disciplines can fall under this category. The Minor can be from a discipline of student's interest. The Minor can be related or unrelated to the Major.

[Implementation: Each BoS shall identify certain courses or baskets of courses offered by them as Minor courses. Students will have the option to choose courses from disciplinary/interdisciplinary minors and skill- based courses relating to a chosen vocational education programme. Students who take a sufficient number of courses in a discipline or an interdisciplinary area of study other than the chosen major will qualify for a minor in that discipline or in the chosen interdisciplinary area of study. A student may declare the choice of the minor at the end of the second semester, after exploring various courses. In the three year UG programme, in the Single-Major Pathway, students must earn 12 credits in a discipline other than the Major to complete the Minor stream. In the Major with Multiple Discipline Pathway, the student needs to earn 12 credits each in two different disciplines apart from the Major. In the Major with Minor Pathway, the student must attain at least 24 credits in a single discipline other than the Major, to term the Minor Discipline.

In the four year UG programme, in the Single-Major Pathway, students must earn 24 credits in a discipline other than the Major to complete the Minor stream. In the Major with Multiple Discipline Pathway, the student needs to earn 12 credits each in three different disciplines apart from the Major. In the Major with Minor Pathway, the student must attain at least 36 credits in a single discipline other than the Major, to term the Minor Discipline.

2.3.3 Discipline Specific Capstone Components

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

- a. **Discipline Specific Pathway Elective [DSE] Components.** These are four credit courses with a focused area of study attached to a specific discipline which are optional in nature. They are at the difficulty levels starting from 300 in the fifth semester to level 499 in the eighth semester. These courses may enable a student to choose specialization within the discipline leading to a graduate research project.

Departments may offer multiple baskets of DSE courses reflecting faculty specialization and facilitating cutting edge research. These courses will help the graduates to deepen their knowledge on a particular area of study with more focus and direction. The DSE courses from the difficulty level 400 and above may be considered as Discipline Specific Capstone Components.

- b. **Summer Internship/Apprenticeship:** This is a two credit mandatory course intended to promote induction into actual work situations. All students will undergo internships/ apprenticeships in a firm, industry, educational institutions or organizations or working in institutional projects (such as Strengthening of Sanskrit), or working in labs with faculty and researchers in their own or other HEIs/research institutions during the break after the fourth semester. Students will be provided with opportunities for internships with local industry, business organizations, health and allied areas, local governments (such as panchayats and municipalities), parliament or with elected representatives, media organizations, artists, crafts persons, in the agricultural sector, in publishing houses and in NGOs. Through the internship students shall actively engage with the practical side of their learning and, as a by-product, further improve their employability. The FYUGP Department-Level Committee is in charge of listing possible internship opportunities pertaining to their discipline. An intern must complete a minimum of 60 hours of work in her internship tenure.
- c. **Field-Based Learning/ Minor Project:** It provides opportunities for students to understand the different socio-economic contexts. It will aim at giving students exposure to development-related issues in rural and urban settings. This can also be in the form of minor productions/workshops/art and knowledge exhibitions undertaken by the students to get their expertise.
- d. **Community Engagement and Service:** It seeks to expose students to societal issues so that the theoretical learning they have acquired can be supplemented by actual life experiences in order to generate solutions to real-life problems.
- e. **Vocational Education and Training:** The ever-changing global scenario has made the world highly competitive and this requires students to develop high levels of lateral thinking and the spirit of entrepreneurship to cope up with the emerging challenges. Many times, the defined skill sets that are being imparted to students today with programme-specific outcomes in our educational institutions become redundant sooner than later due to rapid technological advancements. It is

important for SSUS to supplement our curriculum with components that will equip students with flexible, anticipatory sets of competence that will make students better prepared to meet industry and societal demands as well as develop their own interests and aptitudes.

The vocational and skill enhancement courses are designed to provide necessary skills to increase the employability quotient and equip the students with essential skills to succeed in life. The main objectives of Vocational Education and Training is to provide students an understanding of the expectations of industry, to improve employability potential of students, to bridge skill gaps and make students industry ready, to provide an opportunity for developing inter- disciplinary skills, and to mould the students as job makers and job providers rather than job seekers.

[Implementation of Vocational Education and Training: The vocational education and training should be designed for a minimum of 24 credits for three year degree and 36 credits for four year Honors Degree which will include a specific job oriented additional skill enhancement course and job-specific internship/apprenticeship. The vocational courses would involve workshop/field-based activities requiring engagement of students in hands-on activities related to work/vocation or professional practice. The departments have to identify and list out the accredited agencies for providing vocational training and internships. SSUS shall put into use different levels of collaborations and Memoranda of Understanding to enable internships and training of students in different institutions so as to enable them for job- readiness and to take up courses at advanced levels or entrepreneurial enterprises of their own.]

- f. **Capstone Project/ Research Project / Dissertation:** Students choosing a 4-Year Bachelor's degree (Honours) may opt to take up a capstone project in their eighth semester with the mentorship of a faculty advisor or an expert from an industry or in the specialised area of the project. A student shall earn up to 12 credits in lieu of the three 4 credit courses. The primary purpose of the capstone project is to demonstrate students' mastery of their subject matter and develop suitable research skills. It helps to broaden the students' perspectives in order to think critically, develop communication skills, and obtain a culture of teamwork. This will help them develop many other life

skills that are required to face real-world problems once they come out of University. Such skills help the students analyse problems carefully and find solutions to them accordingly. A capstone project can take different forms including research papers, presentations, translation work, writing commentaries, creative work including art-shows, exhibitions and theatre productions, business plans, software development, community service projects and more. The specific format for the final submission may depend upon the programme and goals of the project and it can be a presentation, a demonstrative film, or a report. Doing a capstone project is highly recommendable and helpful for the honours students who are planning to end their academic career and wish to start their professional career. As the capstone project demands the long-term involvement of students and requires them to take responsibility and stay committed to a certain goal through a great amount of hard work, completing such a project helps boost confidence and set right the false precepts students may have about themselves.

Students choosing a Four -Year Bachelor's degree (Honours with Research) are required to take up research projects/dissertation under the guidance of a recognized research guide. The students are expected to be involved in original research. They shall investigate specific research questions, gather data, analyse findings, draw conclusions and submit a short documentary or an exposition, or some other forms of expression, accompanied by a short report of the work undertaken for final evaluation and defense. The research outcomes of their project work may be published in peer-reviewed journals or may be presented in conferences /seminars or may be patented/copyrighted. A student shall be enabled in choosing courses that would facilitate in undertaking independent research projects at higher learning levels, in terms of theoretical and methodological courses appropriate for moving into disciplinary specialization.

Notes:

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

Remote / Blended Learning Modes: Options should be made available for students to earn credit by completing quality-assured online programs listed by BoSs of the University from time to time from SWAYAM, ARPIT, NPTEL. Courses offered by other online educational platforms,

including private platforms (as approved by the BoS of the concerned Departments) must be approved by the Directorate of Programmes and Courses of the University. Students may opt to earn credits from such courses up to 8 credits required for the award of Degree. Students should be advised to opt for such online/MOOC courses which will have a comprehensive graded evaluation with proper grades and grade points.

Semester Fast Track Courses: The Semester Fast Track Courses are already approved courses but which could be completed by a student in a shorter duration during the semester break, under certain conditions. Offering courses in Fast Track Mode is not mandatory to the Faculty. A willing faculty member needs to offer only one course in a semester break in the Fast Track Mode. A student shall earn credits in semester fast track mode under two conditions.

1. The Fast Track Mode may be resorted to for acquiring sufficient prerequisite level to pursue courses in higher difficulty levels with the approval of the FYUGP Department Committee and the concerned faculty member.
2. The Fast Track Mode may be resorted to earn extra credits for the faster completion of the graduate programme. The students who have a track record of securing CGPA grades at B+ [B Plus] are eligible to apply for the Fast Track Mode. The SSUS Directorate of Programme and Courses is the competent authority to consider such applications and make appropriate decisions. The student can earn up to a maximum of eight credits from SSUS departments in the Fast Track Mode.
3. The students of SSUS earning credits in Fast Track Mode from other HEIs or approved online platforms shall get prior approval from the concerned FYUGP Department Committees, for the credits to be counted towards the award of the Degree.

Twining Courses - Faculty from two different disciplines can team together to form courses which may become signature courses that assert the unique identity of SSUS. For example, if it is a four-credit course with four modules, two modules can be designed by one faculty and the remaining two by another faculty from another discipline. Eg. Faculty from Theatre and Sanskrit could jointly form a course, Geography and History forming a course, Social Work and Malayalam forming a course etc.

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

- All discipline-specific courses (Major or Minor) shall be of four hours per week or as appropriate inclusive of one hour of tutorial.
- One credit of the practical course requires eight hours of student-teacher engagement in a week.
- All courses under the Multi-Disciplinary, Ability Enhancement, Skill Enhancement and Value-Added categories shall be given three hrs. per week.
- Summer Internship/ Apprenticeship/ Community outreach activities, etc., may be 60 hours of engagement.
- For each programme, the required level of knowledge, skill, ability, attributes, capstone, vocational training that could be achieved by a graduate shall be determined by the concerned BoS.

The category-wise percentage of different courses for three year and four year UG programmes are shown in the table below.

S I N O	Categorization of Courses for all Programmes	Minimum Requirement of Percentage Courses [Approximately]	
		3 year UG	4 year UG
1	Major (Core)	50%	50%
2	Minor	18.5%	20%
3	Multi-Disciplinary (MDC)	7%	5%
4	Skill Enhancement Courses (SEC)	7 %	5%
5	Ability Enhancement Courses (AEC)	9 %	7%
6	Value-Added Courses	7%	5%
7	Summer Internship, Field-based Learning etc.	1.5%	1%
8	Capstone Project / Dissertation		7%
	Total	100%	100%

Sl.No.	Categorization of Courses for all programmes	Minimum Number of courses required	
		3 year UG	4 year UG
1	Major (Core)*	17	22
2	Minor*	6	9
3	Multi-disciplinary	3	3
4	Skill Enhancement Courses (SEC)	3	3
5	Ability Enhancement Courses (AEC)	4	4
6	Value Added Courses common for all UG	3	3
7	Summer Internship, field based learning etc	1	1
8	Capstone Project / Dissertation		1 (or 3 courses)
	Total Courses	37	46

* The number of courses in the Major and Minor will vary based on the pathway selected by the student

2.4 Possible Programme Pathways for the Award of Degree: Three Year UG Degree, Four Year UG Honours Degree, and Four Year UG Honours Degree With Research

The four-year undergraduate programme offers three options for the students, suitable for their future plans and interests. The options are, Three-Year UG Degree, Four-Year Honours Degree and Four-Year Honours Degree with Research. The SSUS FYUGP put forward a pyramidal composite educational plan for students to enhance their career opportunities in interdisciplinary research with a multidisciplinary academic training for different employment prospects. For the student from the same department in SSUS, entry into the fourth year is inbuilt in their normal course of progression which is followed by an exit at the end of the fourth year.

For the students seeking admission to the fourth year through lateral entry, the admission to the fourth year will be through an entrance examination. The student admission to the four year honours degree with research will be on the basis of an aptitude test conducted by the concerned department.

- (a) **Three-year UG Degree:** Students who wish to exit after 3 years of a 4 year degree programme will be awarded UG Degree in the Major discipline/s after successful completion of three years, securing 133 credits or above and satisfying the minimum course requirements. Those students need to do a group project and earn credits (as decided by the BoS) for obtaining research experience in the discipline specific area of the program. Number of students for the group and the evaluation methods can be decided by the Department/ BoS.
- (b) **Four Year UG Degree (Honours):** A four-year UG Honours Degree in the major discipline/s will be awarded to those who complete a four-year degree programme with 177 credits or above, and have satisfied the minimum course requirements. Honors students not undertaking a capstone project of 12 credits will have to do three courses of 4 credits each.
- (c) **Four-year UG Degree (Honours with Research):** Students who are highly motivated to opt research as their career can choose honours with research stream in the eighth semester. The selection criteria for this stream is an aptitude test conducted by the concerned department. The students shall prepare and submit a research project or dissertation under the guidance of a research supervisor of the university. The research project/dissertation will be in the Major discipline. The students who secure a minimum of 177 credits, including 12 credits from research project/dissertation, shall be awarded the UG Degree (Honours with Research).

The Departments offering a Four-year UG Degree (Honours with Research) must have the required infrastructure such as the library, access to journals, computer lab and software, laboratory facilities to carry out experimental research work, and at least two permanent faculty members who are recognized as Ph.D. supervisors. The Departments already recognized for conducting the Ph.D. programme are eligible to offer a Four-year UG Degree (Honors with Research) without any further approval.

(d) **UG Degree Programmes with Single Major:** A student has to secure a minimum of 50 percent credits from the Major discipline for the three-year/four-year UG degree to be awarded a Single Major Degree. They should also satisfy the minimum course requirements. See table in the annexure 1.

(e) **UG Degree Programmes with Double Major:** A student has to secure a minimum of 50 percent credits from the First Major discipline, and 40 percent from the Second Major discipline for the Four-year/Four-year UG degree to be awarded a Double Major Degree. This may be acquired from MDC, SEC, VAC, internship courses, project and online courses. The remaining credits may be acquired from AEC. See table in the annexure 1.

(f) **Interdisciplinary UG Programmes:** These are the programmes to be offered jointly by two or three specific disciplines. The credits for core courses shall be distributed among the constituent disciplines so as to get core competence in the interdisciplinary programme. Suitable programmes should be identified such as, Language and Cultural Studies (where Languages, Fine and Performing Arts and Social Sciences are involved), Gender Studies (Social Sciences and Languages could be involved). See table in the annexure 1.

(g) **Multidisciplinary UG Programmes:** In the case of students pursuing a multidisciplinary programme of study, the credits of core courses [i.e., DSC and DSE] will be distributed among the broad disciplines such as Social Sciences, Liberal Arts etc. See table in the annexure 1.

[Note: In programmes that are more multidisciplinary in nature, the Minor component may be between 25 percent and 30 percent and the Major component may be 40% - 45%. The overall fraction of Major and Minor components shall however be 70% (excluding the credits for internship) of the total credits. In the case of honours programme the credits of Major and Minor, including project, should be 70% of the total credits.]

Note: Enabling Pathways: All departments shall allow the pathways options in the first semester of the programme by enabling DSC - A, B, C options to students. If a student is admitted to the Pathway Major of A, she shall be allowed to choose B and C from other disciplines.

2.5 Coding of the Courses

For credit transfer purposes the number of credits acquired by a student of FYUGP at each level in a particular discipline from a department/ university/ college may be directly transferred to the same discipline at the same difficulty level offered by SSUS and vice versa. Pathway courses may be coded alpha-numerically. Each course shall have a unique alpha-numeric number with eleven characters. It includes the following components: 1. Abbreviation of the subject in three letters (Eg. HIS- for History, SAV- for Sanskrit Vyakarana, ENG- for English), 2. The semester number in which the course is offered (numbers 1 to 8), 3. Abbreviation of the sub-category in three letters (DSC, DSE, AEC, MDC etc.), 4. The general category of the course in a single letter (A- for Major, B-for Minor, D- for General Foundation Course), 5. The academic level and serial number of the course in three digits (101, 206, 405 etc.). Example of a course code: **HIS1DSCA101** represents a Major course in History in level 100 with a serial number of 101 offered in the first semester.

2.6 Academic Levels of Pathway Courses

S . L	Academic Level	Nature of Courses	Semester	Approximate Percentage of Credit Distribution at Each Level
1	0 – 99	Prerequisites for foundation courses	-	-
2	100-199	Disciplinary Foundation courses	1 & 2	13
3	200-299	Intermediate level courses	3 & 4	18
4	300 – 399	Higher level courses	5 & 6	21
5	400 – 499	Advanced / Capstone / Signature courses	7 & 8	24

[Notes: The difficulty level of common foundation courses may not always be limited to the range of 100- 199, but can be of different difficulty levels and spread across different semesters].

2.7 Semester Wise Course Design and Levels of Courses:

Academic road map for each programme has to be designed and for that the required courses shall be coded based on the learning outcomes, level of difficulty, and academic rigor.

- a. **Difficulty Level 0-99: Prerequisite Courses:** These are the introductory courses which will be pass or fail courses with no credits. They will replace the existing informal way of offering bridge courses that are conducted in some of the departments. Prerequisite courses may be designed and implemented for all programmes and courses as required. These courses are to be designed to provide the students with a solid foundation in the basic academic skills and knowledge that they need for the successful completion of the programme or course. These courses may typically be useful for those students who wish to Major in subjects which they have not studied during their higher secondary level and need extra preparation. The students' status of Prerequisite Courses will appear in their final transcript/grade card.
- b. **Difficulty Level 100-199: Foundation Courses:** These are intended for students to gain an understanding and basic knowledge about the discipline and help them decide the courses and pathways of interest. These courses may also be a prerequisite for courses in the Majoring discipline. These courses generally would focus on foundational theories, concepts, perspectives, principles, methods and procedures for critical thinking in order to provide a broad basis for taking up more advanced courses.
- c. **Difficulty Level 200-299: Intermediate-level Courses:** This category includes discipline-specific courses intended to meet the credit requirements for Major and Minor areas of learning. These courses can be a part of Major and can be prerequisite for advanced level Major courses.
- d. **Difficulty Level 300-399: Higher-level Courses:** This set of courses are required for majoring in a disciplinary / interdisciplinary area of study for award of degree. These courses can be a part of the Major pathway and can be prerequisite courses for advanced level Major courses.
- e. **Difficulty Level 400-499: Advanced/Capstone/Signature Courses:** These courses include taught courses, practicum, seminar-based courses, term papers, research methodology, advanced lab experiments, software training, capstone projects, research projects, hands-on training, internship / apprenticeship projects at the undergraduate level or first year postgraduate degree level theoretical and practical courses (Credit Level 6 of NCrF).

- f. **Difficulty Level 500-599:** Courses offered at One Year Master's Degree Programme or Courses offered at the second year of the Two Year Master's Degree Programme or Courses offered at the first year of the Two Year Master's Degree Programme (such as 4+2 BFA-MFA). These courses are at the Credit Level 6.5 of National Credits Framework (NCrF).
- g. **Difficulty Level 600-699:** Courses for second-year of the Two Year Master's Degree Programme (such as 4+2 BFA-MFA). These courses are at the Credit Level 7 of NCrF.

2.8 Semester- wise Distribution of Curricular Components:

The Under-Graduate Programme seeks to equip students with capacities in fields across arts, humanities, languages, natural sciences, and social sciences. It offers an ethic of social engagement; soft skills such as complex problem solving, critical thinking, creative thinking, and communication skills. The Under-Graduate programme ensures rigorous specialisation in a chosen disciplinary or interdisciplinary Major and Minor(s). Lateral entry is possible into every odd semester of the Under-Graduate programme as per SSUS Regulation.

- a. **Semesters 1 & 2:** The students will undergo courses in 4 broad disciplines (i.e., DSC A, B, C and MDC) to have basic knowledge not only in Major but also in two other disciplines. Apart from this, the students have to take courses of Ability Enhancement (AEC), and Value Addition (VAC).

Change of Major: Students can opt for a change of major at the end of the first year as per the conditions mentioned in the SSUS Regulations of FYUGP.

Additional Seats: SSUS may create 10% additional seats over and above the sanctioned strength to accommodate the request for a change of Major at the beginning of second year. Any unfilled or vacant seats may be filled with those seeking a change of Major.

- b. **Semesters 3&4:** Students will choose courses of their interest in major and minor to build a career pathway of their choice. They can also pursue courses to strengthen their language skills and other skill-augmenting courses and vocational training.
- c. **Semesters 5&6:** Students will undergo higher level courses and related courses during the 5th and 6th semesters in order to gain in-depth knowledge in the major

and also in the related disciplines through the minor stream. Students will also gain work- related skills through courses in vocational education. The programme structure will enable the students to gain sufficient knowledge and skills to meet the industry/society requirements.

- d. **Semesters 7 & 8:** During the fourth and the final years, students will undertake advanced level courses in both Major and Minor streams to get a UG Degree Honours or UG Degree Honours with Research. The students need to complete all the required minimum number of foundation, introductory, intermediate and higher level courses successfully and should earn 133 credits from the previous six semesters for taking these advanced level courses. This will be the mandatory prerequisite condition for the honours programme. Students who choose a research component with courses relating to research methodology, advanced courses in theory and applied areas, may be permitted to carry out a research project or dissertation in another department of the same institution or another institution provided the required facilities are available.

2.9 Letter Grades and Grade Points

The Semester Grade Point Average (SGPA) is computed from the grades as a measure of the student's performance in a given semester. The SGPA is based on the grades of the current term, while the Cumulative GPA (CGPA) is based on the grades in all courses taken after joining the programme of study.

SSUS may also mention marks obtained in each course and a weighted average of marks based on marks obtained in all the semesters taken together for the benefit of students. When students take prerequisite courses, they may be given a pass (P) or fail (F) grade without any credits.

2.10 Computation of SGPA and CGPA

The following procedure can be used to compute the Semester Grade Point Average (SGPA) and Cumulative Grade Point Average (CGPA):

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

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

Where C_i is the number of credits of the i th course and G_i is the grade point scored by the student in the i th course.

Example for Computation of SGPA

Seme ster	Cour se	Cr e di t	Le tt er Gr ad e	Grade point	Credit Point (Credit x Grade)
I	Cour se 1	3	A	8	$3 \times 8 = 24$
I	Cour se 2	4	B +	7	$4 \times 7 = 28$
I	Cour se 3	3	B	6	$3 \times 6 = 18$
I	Cour se 4	3	O	10	$3 \times 10 = 30$
I	Cour se 5	3	C	5	$3 \times 5 = 15$
I	Cour se 6	4	B	6	$4 \times 6 = 24$
		20			139

	SGPA	$139/20=6.95$
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ii. The Cumulative Grade Point Average (CGPA) is also calculated in the same manner taking into account all the courses undergone by a student over all the semesters of a programme, i.e.

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

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

Example for Computation of CGPA

Semester 1	Semester 2	Semester 3	Semester 4	Semester 5	Semester 6
Credit: 21 SGPA: 6.9	Credit: 21 SGPA: 7.8	Credit: 22 SGPA: 5.6	Credit: 24 SGPA: 6.0	Credit: 23 SGPA: 6.3	Credit: 22 SGPA: 8.0
CGPA = 6.74 $(21 \times 6.9 + 21 \times 7.8 + 22 \times 5.6 + 24 \times 6.0 + 23 \times 6.3 + 22 \times 8.0) / 133$					

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

Transcript (Format): Based on the above recommendations on Letter grades, grade points and SGPA and CGPA, the university may issue the transcript for each semester and a consolidated transcript indicating the performance in all semesters.

2.11 Credit transfer and Academic Bank of credits:

The process of accumulating Credits over a period of time, leads to the idea of a 'Credit Bank.' Credit Banking, when practiced, would go a long way in facilitating credit transfers and learner mobility. Along with the implementation of this curriculum framework the students will have the right and provisions for the inter departmental, inter faculty and inter university credit transfers between the institutions which follow this framework. Each BoSs has to consider the application of a student for credit transfer. Separate guidelines and a broad framework for credit transfer system should be developed for facilitating the students who wish to bring the credits from outside this framework.

Important Notes:

- Students who have already enrolled and are pursuing a UG programme as per the Choice Based Credit System (CBCS) are eligible to pursue a Four-year undergraduate programme. The admission through lateral entry for students from other universities and colleges and for students who have already enrolled and are pursuing UG programme as per CBCS, will be based on the necessary credits the students have acquired in the previous semesters, and the deficiency of credits to join the new scheme. The FYUGP committee at the Department will take decisions regarding the lateral entry case by case and the student shall have to acquire the required credits from recognised online/offline platforms to make up the deficit. The Department may provide necessary support system and if possible prerequisite courses to enable them for transition into FYUGP. Lateral entry to the BA Honours Degree or BA Honours with Research Degree at the Seventh semester will be based on entrance examination.

2.12. Curriculum Transaction and Timings

Flexible timings shall be implemented for the students and teachers from 8.30 am to 5.30 pm, six days a week. The faculty and students engaged in a course shall choose convenient time slots so as to fulfil the credit requirements. Library and laboratory facilities may be made accessible to the students throughout. The students will get the support of the campus facilities for a minimum of 48 hours in a week out of which maximum 22 to 25 hours should be devoted for lectures and tutorials and the rest of the time can be devoted for other activities. The workload of an Assistant Professor per academic year should be a maximum of 32 credit hours. The workload of Associate Professor and Professor should be a maximum of 28 credit hours in a year. An academic year consists of two semesters and the Semester Fast Track during the semester breaks.

2.14. BoS and BoSN

BoS

The existing BoS bodies will continue to function for FYUGP. They are expected to undertake the following responsibilities.

1. The BoS shall ensure that the FYUGP Programme design should strictly adhere to the OBTLE (Outcome-Based Teaching, Learning, and Evaluation) principles outlined in the updated OBE handbook of KSHEC, which has been circulated to all departments.

2. Before embarking on the preparation and design of courses, all faculty members and BoS members are encouraged to familiarize themselves with the Curriculum Framework recommended by SSUS and KSHEC.
3. Following the University Syndicate's decision to implement a composite system comprising a four-year undergraduate programme followed by a one-year postgraduate programme, it is imperative that all BoSs devise a comprehensive and internally consistent five-year curriculum. This curriculum should delineate the courses offered at each progressive stage, ensuring alignment with disciplinary depth, intensity, and specialization at the advanced levels.
4. Each BoS must meticulously define the intended learning outcomes - Program Specific Outcomes (PSOs), encompassing both the generic skills and knowledge expected from graduates in a specific discipline. This requires designing courses with distinct outcomes (Cos) that align with the PSOs.
5. The BoS should verify that the syllabus for each course adheres to the specific format provided in this document. The syllabi must prioritize a student-centric approach, facilitating self-study for every student.
6. The BoS is mandated to create tailored to their PSOs, ensuring alignment with the University's overarching Program Outcomes (POs). This strategic alignment necessitates consideration of outcome mapping and potential requirements for calculating outcome attainment at a later stage.
7. Each BoS should consider the PSOs when designing the program architecture, ensuring alignment with the composite structure of both the Four-Year Undergraduate Programme and the One-Year Postgraduate Programme proposed by the University.
8. Each BoS has the discretion to develop a collection of non-credit prerequisite courses (ranging from levels 0 to 99) tailored to suit the requirements of their specific programme.
9. Each BoS is tasked with meticulously curating a collection of courses at every level. Specifically, courses within the 100-199 range should be structured to guarantee that selecting any course from this level ensures both equal horizontal and vertical mobility opportunities.
10. Great care should be exercised in designing the Disciplinary Foundation Courses and Common Foundation Courses. These courses will empower students to explore diverse pathways aligned with their individual interests.

11. The BoS is tasked with ensuring that departments provide a minimum of 6 courses at the 100-199 level and 8 courses within the 200-299 level
12. Each BoS shall curate collections of vocational course baskets.
13. The BoS will designate sets of advanced-level (300-399 and 400-499 level), specialized, discipline-specific elective courses. These courses will enable students to develop expertise within specific streams of the program, thereby paving the way for their eventual participation in graduate research projects.
14. The BoS is responsible for compiling and publishing a comprehensive list of signature courses, including specialized electives at the advanced level (400-499) offered by faculty members from other departments or external higher education institutions.
15. Each BoS shall prepare a list of online courses at different levels offered in various online educational platforms to enable the students to opt such courses for acquiring credits. This shall accommodate the choices of the students too.
16. Each BoS shall ensure the preparation of online materials of courses that must be made available in the form of e-content on the Learning Management System.
17. BoS shall allow students to take credits from vocational/skill courses from B. Voc Programmes/ other UG level Programmes offered by other recognised higher education institutions.
18. Each BoS shall determine the admission procedure to the FYUGP for that specific programme.
19. Each BoS shall determine the selection criteria for the UG Honours with Research Programme.
20. Each BoS shall identify and approve the appropriate assessment process and evaluation pattern for each course developed by the concerned BoS
21. Each BoS is tasked with formulating effective strategies for outreach programmes aimed at drawing in the most talented students for each academic programme. These strategies should encompass a multifaceted approach, incorporating various methods to engage potential students and showcase the distinct advantages and opportunities offered within each program.

BoSN

A Board of Studies Network (BoSN) consisting of the Deans of all Faculties in the University, members of the Academic Committee under the Directorate of Programmes and Courses in SSUS will be constituted with the Pro- Vice Chancellor as the Chairperson and Director of Directorate of Programmes and Courses as convenor. It shall also include members from other

Universities or Higher Education Institutions. BoSN is an advisory body to look after the overall design and structure of the Four-Year Under-Graduate Programme. The BoSN shall

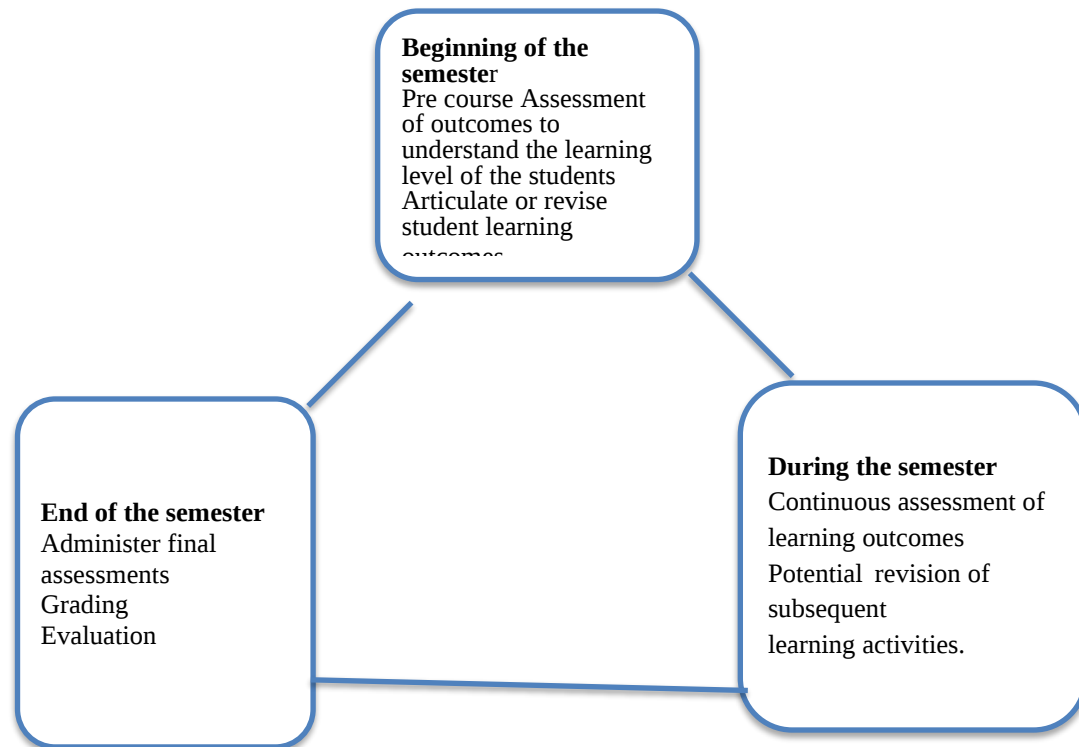
1. Standardise Programmes across the BoSs as per the FYUGP Regulations of SSUS.
2. Ensure uniform Course formats to be followed by each BoS.
3. Collaborate with BoSN of other HEIs at the state level.
4. Form the modalities of credit transfer from other foreign higher education institutions or any other learning platforms outside the National Credit Framework.
5. Design and develop multidisciplinary programmes and courses specifically towards foreign collaborations.
6. Design and develop general foundation courses that are multidisciplinary in nature.
7. Collaborate with other HEIs towards formulating HEI clusters (Main campus and Regional Campus levels) for enabling student mobility, sharing courses and other infrastructural facilities.
8. Invite eminent academicians and experts in various fields and disciplines to offer unique Signature courses at University level available to students within SSUS and other HEIs.
9. Support academic Departments to enable students for wider international internship/apprenticeship/ field based project work.

3. Assessment and Evaluation

FYUGP is a student-centered educational approach that focuses on measuring student performances through outcomes. Outcomes are usually expressed in terms of a mixture of knowledge, skills, abilities, attitudes and understanding that a student will attain as a result of their successful engagement in a particular set of higher education experience. It demands the students to be actively engaged in the learning process and demonstrate their skills through more challenging tasks and higher order of thinking. The process of assessment will be carried on in a manner that encourages better student-participation and rigorous study. Assessment tasks assess the capacity to analyse and synthesize new information and concepts rather than simply recall information previously presented. So, there is adequate scope and autonomy to individual faculty to come up with innovative and interesting assignments based on their own choice and understandings keeping in mind the larger outcomes of the course.

- For each Course there should be continuous comprehensive assessment and end semester evaluation. Faculty in charge of the Courses of study will be responsible for preparing the assessment methods that are most appropriate for evaluating the progress towards achievement of Learning Outcomes. The assessment methods should be detailed while preparing the syllabi of each course and should be approved by the department council and the concerned Board of studies. All assessment modes need to be used to improve and update both the teaching and learning methods. The assessment should be viewed as a part of integrated and collaborative learning experience. The assessment plan shall include the outcomes and nature of the assessment tool and the criteria for assessment. The students should be given a clear idea of the rationale and purpose of each type of assessment.

- **Course Assessment Cycle**



- **Pre-course assessments** are non graded assessment tools administered at the beginning of the course to assess a student’s pre-existing subject knowledge to identify any need for additional and remedial tutoring. The faculty can also use pre-course assessment as a prerequisite criteria for registering in the course. It gives the faculty an indication of the overall background knowledge on each topic covered and the variance of that knowledge amongst the students. This will help the faculty in arranging the class rooms sessions to address such variations effectively. Pre-course assessments can also be used as a pedagogic tool to generate class room discussions. One example is using multiple choice quizzes in which there are no right or wrong answers and the reasons for choosing an answer will be a way for understanding students’ perspective.
- **Continuous Comprehensive Assessment (CCA)** will be up to 50 percent of the total evaluation. CCA may be administered at equal intervals throughout the course.
- 30 percent of CCA at the end of first month
- 30 percent of CCA at the end of second month

- 40 percent of CCA during the last two to three weeks of the course.

At least two assessments should be completed by the end of 8 weeks. All continuous assessment should be over at least three/two weeks before the end of the course. The continuous evaluation scores should be exhibited on the Dept. notice board within a week, and student grievances, if any, addressed in the manner detailed in the Regulations. The dates when continuous assessment components are administered should be previously announced to the students and at least one chance to improve their CCA grades should be given to any student if requested. The finalised scores at the end of each month shall be submitted to the HoD. The final continuous assessment scores of the semester shall be submitted two weeks before the final examination. Assessments must be flexible and inclusive in order to ensure that all students have a consistent and fair opportunity to demonstrate their achievement of Learning Outcomes. For instance, a peer assessment or a project-based assessment or a problem solving task, in which students provide proof of their constructive thinking, inquisitiveness, and creative ability can be an option.

- CCA will have two subcomponents: Formative Assessment (FA) and Summative Assessment (SA). Each of these components will have equal weightage and to be conducted by the faculty/ course coordinator handling the course.

- **Formative Assessment (FA)** refers to a wide variety of methods that teachers use to conduct in-process evaluations of students' comprehension, learning needs, and academic progress during a lesson, unit, or course. FA is to encourage students to build on their strengths rather than fixate or dwell on their deficits. FA can help to clarify and calibrate learning expectations for both students and teachers. FA will help students become more aware of their learning needs, strengths, and interests so they can take greater responsibility over their own educational growth. FA will be the prerogative of the faculty offering the course based on specific requirements of the student. The criteria for evaluation of assignments must be clearly communicated to the students. The weight given to the various assessment components within a course is left to the discretion of the faculty. Formative assessment will also help the student to better understand their aptitude and ability to pursue the course and if the student so wishes should be given an option to withdraw from the course either after pre-

course assessment or at the end of the first formative assessment. In such cases the grade for that course can be shown as 'W' (withdrawn) in their grade sheet.

Suggestive methods of FA are as follows: (anyone or in combinations as decided by the faculty)

- Practical Assignments
 - Observation of practical skills
 - Library assignments like book review, journal article review etc
 - Film review/ policy document review/ review of creative works etc
 - Viva voce
 - Quiz
 - Interview
 - Oral presentations
 - Computerized adaptive testing
 - In-class discussions/ debates
 - Case analysis
 - Group Tutorial work
 - Reflection writing assignments
 - Home assignments
 - Self and peer Assessments
 - Any other method as may be required for specific course / student by the faculty
 - Any other mode of assessment requested by student(s) in keeping with their aptitudes but in alignment with the nature and content of the course
-
- **Summative assessments (SA)** are used to evaluate student learning, skill acquisition, and academic achievement at the conclusion of a defined instructional period; typically at the end

of a project, unit, course or semester. SA may be a class test, assignments, or project, used to determine whether students have learned what they were expected to learn. It will be based on evidence, collected using single or multiple ways of assessment. Systematically collected evidence should be kept in record by faculty and the grades should be made available to the students before the end semester examinations. Appropriate components have to be developed for assessment and stated beforehand to ensure transparency.

- The method of SA will be as follows: (as decided by the faculty)
 - Written test
 - Open book test
 - Laboratory report
 - Problem based assignments
 - Individual project report
 - Case study report
 - Team project report
 - Literature survey
 - Standardised Test
 - Play Production
 - Fieldwork Report and presentations
 - Project preparation
 - Art Installation
 - Choreography and performance
 - Vyakyartham
 - Shalaka Pareeksha
 - Any other pedagogic approach specifically designed for a particular course by the faculty.
 - Any other mode of assessment requested by student(s) in keeping with their aptitudes but in alignment with the nature and content of the course

Notes: A student may be permitted to repeat summative assessment only if there is any compulsive reason. The faculty offering the course shall be responsible for evaluating all the components of CCA. Faculty offering the course, in consultation with the FYUGP Department Committee, can introduce new CCA methods (up to 20 percent of the total CCA), which is not included in the existing course document. This shall later be ratified by the concerned BoS. Written tests shall be precisely designed using a variety of tools and processes (e.g., constructed responses, open-ended items, multiple-choice), and the students should be informed about the evaluation modalities well in advance.

End Semester Evaluation (ESE) will be 50 percent of the total evaluation. The end semester evaluation may be conducted by written examinations, project reports, computer-based examinations, oral examination, practical examinations, or by performance, art shows or installations or any other mode approved by respective BoS. They may be conducted either in person or in online mode. The duration of written examinations will be a minimum of one and half hours and a maximum of two hours, based on the credit requirements of the course. Student performance should be assessed by an assessor or group of assessors against predetermined standards and criteria. Assessments must be flexible and inclusive in order to ensure that all students have a consistent and fair opportunity to demonstrate their achievement of Learning Outcomes. For instance, a peer assessment or a project-based assessment or a problem solving task, in which students provide proof of their constructive thinking, inquisitiveness, and creative ability can be an option.

- The ESE of courses taken in every even semester will be conducted at the department level. University level ESE shall be conducted for the students opting for the three year UG programme in the second semester, fourth semester and the sixth semester. The University shall conduct ESE for a student undergoing Four year Honors Degree or Four year Honors Degree with Research also at the end of seventh and eighth semesters. Universities shall make necessary provisions in the examination regulation to incorporate flexible and inclusive assessment systems as ESE.
- The student may repeat the course in case of failure or due to the inability in partaking in the ESE process. In case the course is not offered by the department in the coming semesters, the student may take a course of the same difficulty level.
- Individual Learning Plans (ILPs) and/ or specific assessment arrangements may be put in place for differently abled students. Suitable evaluation strategies approved by FYUGP department committee, including technology assisted examinations/ alternate examination

strategies may be designed and implemented for differently abled students. Such evaluation strategies may later be ratified by the concerned BOS and incorporated in the syllabi of the programme.

Practical Examination

- The external and internal components in the evaluation of the practical courses will be decided by the respective BoS. If the evaluation of the final practical examination of a programme should involve external examiners shall be decided by the respective BoS.
- Continuous Evaluation is applicable to practical courses as well.
- Those who have completed the continuous evaluation alone will be permitted to appear for the end semester practical/ viva-voce.
- **For grievance redressal purposes**, the University shall have the right to call for all the records of continuous assessment maintained by the faculty.

What Grades Mean

Letter Grade	Grade Point
O (outstanding)	10
A+ (Excellent)	9
A (Very good)	8
B+ (Good)	7
B (Above average)	6
C (Average)	5
P (Pass)	4
F (Fail)	0
Ab (Absent)	0
W (Withdrawn)	0

Annexure 1

Minimum Credit requirements for Different pathways
UG DEGREE [For 3 year Exit]

Course	Major stream (A) DSC/ DSE		Minor stream (B/C/B&C)DS C/ DSE		DSC / DSE	MDC	SEC	VAC	AEC	intern ship	Project	Online courses	Total Credit
Single major	72	8		12		9	9	9	12	2	0		133
MDC Major	40	28	12	12		9	9	9	12	2	0		133
Major with Minor	40	28	20*	4		9*	9*	9*	12	2*	0		133
Major with Voc Minor	40	28	20*	4		9*	9*	9*	12	2*	0		133
Double Major #	24	24**	48**			9**	9**	9**	12	2**	0		133

HONOURS / HONOURS WITH RESEARCH [For 4 year Exit]

Course	Major stream (A) DSC/ DSE		Minor stream (B/C/B&C)DS C/ DSE		DSC /DSE	MDC	SEC	VAC	AEC	Intern sip	Project	Online courses	Total Credit
Single major	80	12 (24)	24(12)			9	9	9	12	2	12	8	177
MDC Major	48	32	12	12	12	9	9	9	12	2	12	8	177
Major with Minor	48	32	32*	4		9*	9*	9*	12	2*	12	8	177
Major with Voc Minor	48	32	32*	4		9*	9*	9*	12	2*	12	8	177
Double Major #	56 [§]		60 ^{&}			9 ^{&}	9 ^{&}	9 ^{&}	12	2 ^{&}	12 ^{&}	8 ^{&}	177

*Those who opt for minor /vocational minor programmes within three years/four years have to do at least one MDC course, One SEC, one or two VAC and an internship from their minor discipline in order to obtain 25% credits from those disciplines.

**Those who opt for double major have to obtain 54 credit each from respective disciplines, accordingly they have to do MDC,SEC,VAC and an internship courses from these disciplines to earn 12 credits .

For double major courses one of the major can be from vocational stream as well.

& those who opt for double major with honours programme has to obtain at least 71 credits from respective disciplines. Accordingly they have to earn 34 credits from their respective MDC, SEC,VAC and internship, project and online courses.

Pathway templates

Example 1 -Graduate in Major A / Graduate with Honours in Major

Semester	Discipline Specific courses Major + Minor		Multidisciplinary Stream (MDC) (General Elective)	Ability Enhancement courses (language) (AEC)	Skill Enhancement courses /Internship /Dissertation (SEC) 3C	Common Value- Added Courses (VAC) 3 C	Total Credits
	DSC	DSE					
I 100-199	DSC(A)-1 (100) -4C		MDC-1(3c)	AEC-1 3 C			21
	DSC(B)-1 (100)-4C			AEC-2 3C			
	DSC(C)-1 (100)-4C						
II 100-199	DSC(A)-2 (100) -4C		MDC-2(3C)	AEC-3 3C			21
	DSC(A)- 3 (100)-4C			AEC-4 3C			
	DSC(B/C)-2(100)-4C						
III 200-299	DSC(A)-4		MDC-3			VAC-1	22
	DSC(A)-5						
	DSC(A)-6						
	DSC(A)-7						
IV 200 -299	DSC(A)-8				SEC-1 3C & (Internship)	VAC-2	24
	DSC(A)-9						
	DSC(A)-10						
	DSC(A)-11						
V 300-399	DSC(A)-12	DSE-1			SEC-2	-	23
	DSC(A)-13						
	DSC(A)-14						
	DSC(A)-15						
VI 300-399	DSC(A)-16	DSE-2			SEC-3	VAC-3	22
	DSC(A)-17						
	DSC(A)- 18						
	Students who want to exit after 3-yr UG programme will be awarded UG Degree in the relevant Discipline /Subject upon securing 133credits						133
VII 400-499	DSC(A)-19	DSE-3		-	-		24
	DSC(A)-20	DSE* -4					
	DSC(A/B/C)-21*	DSE* -5					
	DSC(A/B/C)-22*	DSE* -6					
	DSC(A/B/C)-23*						
VIII 400-499			Mooc-1 4c		(Research Project/ Dissertation) 12C		20
			Mooc-2 4C				
	Students will be awarded UG Degree (Honours) or UG (Honors) with Research in the relevant field *any one either core or elective paper as per choice						177

A student pursuing the FYUG Degree Programme in **MALAYALAM** can be awarded a BA with **MALAYALAM** Major if he secures 68 credits from approximately 17 pathway courses in **MALAYALAM**, out of which 10 courses should be above level 300.

Similarly, he may be eligible for an Honours degree with **MALAYALAM** major if he earns 88 credits or above from 22 pathway courses in **MALAYALAM**, out of which 5 papers should be above level 400.

Example 2: Undergraduate Programme Multidisciplinary with MajorPathway
Graduate in Major A with B and C: Graduate (honours) in Major A with B and C

Semester/ Level of Courses	Discipline Specific courses Major + Minor		Multi-disciplinary Stream (MDC) (General Elective)	Ability Enhancement courses (language) (AEC)	Skill Enhancement courses /Internship /Dissertation (SEC) 3C	Common Value-Added Courses (VAC) 3C	Total Credits
	DSC	DSE					
I 100-199	DSC(A)-1 (100) -4C		MDC-1 (3c)	AEC-1 3 C			21
	DSC(B)-1 (100)-4C			AEC-2 3C			
	DSC(C)-1 (100)-4C						
II 100-199	DSC(A)-2 (100) -4C		MDC-2 (3C)	AEC-3 3C			21
	DSC(B)- 2 (100)-4C			AEC-4 3C			
	DSC(C)- 2 (100)-4C						
III 200-299	DSC(A)-3		MDC-3			VAC-1	22
	DSC(A)-4						
	DSC(B)-3						
	DSC(C)-3						
IV 200-299	DSC(A)-5				SEC-1 3C & (Internship)	VAC-2	24
	DSC(A)-6						
	DSC(A)-7*						
	DSC(A)-8*						
V 300-399	DSC(A)-9	DSE-1			SEC-2	-	23
	DSC(A)-10						
	DSC(A)-11*						
	DSC(A)-12*						
VI 300-399	DSC(A)-13*	DSE-2			SEC-3	VAC-3	22
	DSC(A)-14*						
	DSC(A)-15*						
	Students who want to exit after 3-year UG programme will be awarded UG Degree in the relevant Discipline /Subject upon securing 133credits						133
	*instead of these papers elective papers may be opted						
VII 400 - 499	DSC(A)-16	DSE-3					24
	DSC(A)-17	DSE -4*					
	DSC(A/B/ C)-18*	DSE -5*					
	DSC(A/B/ C)-19*	DSE -6*					
	DSC(A/B/ C)-20*						
VIII 400-499			Mooc-1 4C		(Research Project/ Dissertation) 12C		20
			Mooc-2 4c				
	Students will be awarded UG Degree (Honours) or UG (Honors) with Research in the relevant field						177
	*Any one either core or elective paper as per choice						
BA MALAYALAM Major with HINDI and HISTORY: if he secures 68 credits from MALAYALAM , 12 credits from HINDI , and 12 credits from HISTORY .							
A student may be awarded an Honours degree in MALAYALAM major if he earns 88 credits or above from 22 pathway courses, out of which 5 papers should be above level 400							

Example 3: Undergraduate Programme (Major with a minor)
Pathway Graduate in Major A with minor (B/C): Graduate (honours) in Major A with minor (B/C)

Semester/ Level of Courses	Discipline Specific courses Major + Minor		Multi- disciplinary Stream (MDC) (General Elective)	Ability Enhancem ent courses (language) (AEC)	Skill Enhancem ent courses /Internship /Dissertation (SEC) 3C	Commo n Value- Added Courses (VAC) 3C	Total Credits
	DSC	DSE					
I 100-199	DSC(A)-1 (100) -4C		MDC-1 (3c)	AEC-1 3 C			21
	DSC(B)-1 (100)-4C						
	DSC(B)-2 (100)-4C			AEC-2 3C			
II 100-199	DSC(A)-2 (100) -4C		MDC-2 (3C)	AEC-3 3C			21
	DSC(A)- 3 (100)-4C						
	DSC(B)- 3 (100)-4C			AEC-4 3C			
III 200- 299	DSC(A)-4		MDC-3			VAC-1	22
	DSC(A)-5						
	DSC(A)-6						
	DSC(B)-4						
IV 200-299	DSC(A)-7*				SEC-1 3C & (Internship)	VAC-2	24
	DSC(A)-8*						
	DSC(A)-9*						
	DSC(A)-10*						
V 300-399	DSC(A)-11	DSE-1			SEC-2	-	23
	DSC(A)-12*						
	DSC(A)-13*						
	DSC(B)-5						
VI 300 -399	DSC(A)-14	DSE-2			SEC-3	VAC-3	22
	DSC(A)-15*						
	DSC(B)-6*						
	Students who want to exit after 3-year UG programme will be awarded UG Degree in the relevant Discipline /Subject upon securing 133credits						133
	*instead of these papers elective papers may be opted						
VII 400-499	DSC(A)-16	DSE 3					24
	DSC(A)-17	DSE.4*					
	DSC(A/B)-18*	DSE.5*					
	DSC(A/B)-19*	DSE 6*					
	DSC(A/B)-20*						
VIII 400-499			Mooc-1 4C		(Research Project/ Dissertation) 12C		20
			Mooc-2 4c				
	Students will be awarded UG Degree (Honours) or UG (Honors) with Research in the relevant field *any one either core or elective paper as per choice						177

BA with **MALAYALAM** Major and **HINDI** Minor: If a student secures 68 credits from **MALAYALAM** and 32 credit from HINDI, out of which at least 8 credits should be acquired from advanced level courses in HINDI (level 300 or above).
He is eligible for an Honours degree with **MALAYALAM** Major if he earns 88 credits or above from 22 pathway courses, out of which 5 papers should be above level 400.

***Those who opt for minor /vocational minor programmes within three years/four years have to do at least one MDC course, One SEC, one or two VAC and an internship from their minor discipline in order to obtain 25% credits from those disciplines.**

Example 4 -Graduate with Double Major

Semester/ Level of Courses	Discipline Specific courses Major + Minor		Multi- disciplinary Stream (MDC) (General Elective)	Ability Enhancement courses (language) (AEC)	Skill Enhancemen t courses /Internship /Dissertation (SEC) 3C	Commo n Value- Added Courses (VAC) 3 C	Total Credits
	DSC	DSE					
I 100-199	DSC(A)-1 (100) -4C		MDC-1(3c)	AEC-1 3 C			21
	DSC(B)-1 (100)-4C			AEC-2 3C			
	DSC(B)-2 (100)-4C						
II 100-199	DSC(A)-2 (100) -4C		MDC-2(3C)	AEC-3 3C			21
	DSC(A)- 3 (100)-4C			AEC-4 3C			
	DSC(B)-3 (100)-4C						
III 200-299	DSC(A)-4		MDC-3			VAC-1	22
	DSC(A)-5						
	DSC(B)-4						
	DSC(B)-5						
IV 200 -299	DSC(A)-6				SEC-1 3C & (Internship)	VAC-2	24
	DSC(A)-7						
	DSC(B)-6						
	DSC(B)-7						
V 300-399	DSC(A)-8	DSE-1 A 10			SEC-2	-	23
	DSC(A)-9						
	DSC(B)-8						
	DSC(B)-9						
VI 300-399	DSC(A)-11	DSE-2 B 11			SEC-3	VAC-3	22
	DSC(A)-12						
	DSC(B)- 10						
	Students who want to exit after 3-yr UG programme will be awarded UG Degree in the relevant Discipline /Subject upon securing 133credits						133
VII 400-499	DSC(A)-13	DSE-3 B 12					24
	DSC(B)-13	DSE* -4 A/B					
	DSC(A/B) 14*	DSE* -5 A/B					
	DSC(A/B)15*	DSE* -6 A/B					
	DSC(A/B)16*						
VIII 400-499			Mooc-1 4C		(Research Project/ Dissertation) 12C		20
			Mooc-2 4c				
	Students will be awarded UG Degree (Honours) or UG (Honors) with Research in the relevant field *any one either core or elective paper as per choice						177

Those who opt for double major have to obtain 54 credit each from respective disciplines, accordingly they have to do MDC,SEC,VAC and an internship courses from these disciplines to earn 12 credits .

Those who opt for double major with honours programme has to obtain at least 71 credits from respective disciplines. Accordingly they have to earn 34 credits from their respective MDC, SEC,VAC and internship, project and online courses.

Example 5: Multidisciplinary / Interdisciplinary¹

Semester	Discipline Specific courses Major + Minor		Multidisciplinary Stream (MDC) (General Elective)	Ability Enhancement courses (language) (AEC)	Skill Enhancement courses /Internship /Dissertation (SEC) 3C	Common Value- Added Courses (VAC) 3 C	Total Credits
	DSC	DSE					
I 100-199	DSC(A)-1 (100) -4C		MDC-1(3c)	AEC-1 3 C			21
	DSC(B)-1 (100)-4C			AEC-2 3C			
	DSC(C)-1 (100)-4C						
II 100-199	DSC(A)-2 (100) -4C		MDC-2(3C)	AEC-3 3C			21
	DSC(B)- 2 (100)-4C			AEC-4 3C			
	DSC(C)-2 (100)-4C						
III 200-299	DSC(A)-3		MDC-3			VAC-1	22
	DSC(A)-4						
	DSC(B)-3						
	DSC(C)-3						
IV 200 -299	DSC(A)-5				SEC-1 3C & (Internship)	VAC-2	24
	DSC(B)-4						
	DSC(B)-5						
	DSC(C)-4						
V 300-399	DSC(A)-6	DSE-1			SEC-2	-	23
	DSC(A)-7						
	DSC(B)-6						
	DSC(C)-5						
VI 300-399	DSC(A)-8	DSE-2			SEC-3	VAC-3	22
	DSC(B)-7						
	DSC(C)- 6						
	Students who want to exit after 3-yr UG programme will be awarded UG Degree in the relevant Discipline /Subject upon securing 133credits						133
VII 400-499	DSC(A)-9	DSE-3					24
	DSC(C)-7	DSE* -4					
	DSC(A10/B8/C8)*	DSE* -5					
	DSC(A11/B9/C9)*	DSE* -6					
	DSC(A12/B10/C10)*						
VIII 400-499			Mooc-2 4C		(Research Project/ Dissertation) 12C		20
			Mooc-1 4c				
	Students will be awarded UG Degree (Honours) or UG (Honors) with Research in the relevant field *any one either core or elective paper as per choice						177
Those who opt for a multidisciplinary or interdisciplinary pathway should obtain 70% of the relevant credits from their respective subjects. The credits from each discipline may vary depending on the selection of courses by the student.							

1. Multi-disciplinary and interdisciplinary pathways have the same program structure, i.e., 70% of credits should be from the chosen disciplines.

Annexure III - Examples of Programme Pathways

(Students have the freedom to choose their Pathways, which depend on the range of disciplines offered at each campus)

I. Bachelor's Degree (Honours/Honours with Research) with Single Major

Example 1. - A student pursuing the FYUG Degree Programme in Sanskrit Vedanta can be awarded a B.A with Sanskrit Vedanta Major if she/he secures 68 Credits from approximately 17 Pathway Courses in Sanskrit Vedanta, out of which 10 Courses should be above Level 300. Similarly, she/he may be eligible for an Honours degree with Sanskrit Vedanta major if he earns 88 Credits or above from 22 Pathway Courses in Sanskrit Vedanta, out of which 5 Courses should be above Level 400.

Example 2. A student pursuing the FYUG Degree Programme in Malayalam can be awarded a B.A with Malayalam Major if she/he secures 68 Credits from approximately 17 Pathway Courses in Malayalam, out of which 10 Courses should be above Level 300. Similarly, she/he may be eligible for an Honours degree with Malayalam major if she/he earns 88 Credits or above from 22 Pathway Courses in Malayalam, out of which 5 Courses should be above Level 400.

Example 3. A student pursuing the FYUG Degree Programme in Social Work can be awarded a BSW if she/he secures 68 Credits from approximately 17 Pathway Courses in Social Work, out of which 10 Courses should be above Level 300. Similarly, she/he may be eligible for an Honours degree in BSW if she/he earns 88 Credits or above from 22 Pathway Courses in Social Work, out of which 5 Courses should be above Level 400.

II. Bachelor's Degree (Honours/Honours with Research) with Major and Minor

Example - A student pursuing an FYUG Degree Programme in Sanskrit Vedanta can be awarded,

- i. **B.A with Sanskrit Vedanta Major and Sanskrit Nyaya Minor:** If a student secures **68 Credits from Sanskrit Vedanta** and **32 Credits from Sanskrit Nyaya**, out of which at least 8 Credits should be acquired from advanced level Courses **in Sanskrit Vedanta** (Level 300 or above). He is eligible for an Honours degree with **Sanskrit Vedanta Major** if he earns **88 Credits** or above from 22 Pathway Courses, out of which 5 papers should be above Level 400.

ii. **B.A with Sanskrit Vedanta Major and English Minor:** If a student secures 68 Credits from Sanskrit Vedanta and 32 Credits from English, out of which at least 8 Credits should be acquired from advanced level Courses in English (Level 300 or above). He is eligible for an Honours degree with Sanskrit Vedanta Major if he earns 88 Credits or above from 22 Pathway Courses, out of which 5 papers should be above Level 400.

iii. **B.A Sanskrit Vedanta Major and Philosophy Minor:** If a student secures 68 Credits from Sanskrit Vedanta and 32 Credits from Philosophy, out of which at least 8 Credits should be acquired from advanced level Courses in Sanskrit Vedanta (Level 300 or above). He is eligible for an Honours degree with Sanskrit Vedanta Major if he earns 88 Credits or above from 22 Pathway Courses, out of which 5 papers should be above Level 400

iv. **B.A Sanskrit Vedanta Major and History Minor:** If a student secures 68 Credits from Sanskrit Vedanta and 32 Credit from History, out of which at least 8 Credits should be acquired from advanced level Courses in Sanskrit Vedanta (Level 300 or above). He is eligible for an Honours degree with Sanskrit Vedanta major if he earns 88 Credits or above from 22 Pathway Courses, out of which 5 papers should be above Level 400.

v. **B.A Sanskrit Vedanta Major and Malayalam Minor:** If a student secures 68 Credits from Sanskrit Vedanta and 32 Credits from Malayalam, out of which at least 8 Credits should be acquired from advanced level Courses in Sanskrit Vedanta (Level 300 or above). He is eligible for an Honours degree with Sanskrit Vedanta major if he earns 88 Credits or above from 22 Pathway Courses, out of which 5 papers should be above Level 400.

Students at SSUS have the flexibility to choose from various combinations within each study stream, allowing them to align their academic pursuits with their preferences and interests. (Some of the such examples can be as follows)

i. **B.A with Music Major and Sanskrit Sahitya Minor:** If a student secures 68 Credits from Music and 32 Credit from Sanskrit Sahitya, out of which at least 8 Credits should be

acquired from advanced level Courses in Music (Level 300 or above). She/He is eligible for an Honours degree with Music Major if she/he earns 88 Credits or above from 22 Pathway Courses, out of which 5 Courses should be above Level 400.

ii. **B.A with Sanskrit General Major and English Minor:** If a student secures 68 Credits from Sanskrit General and 32 Credits from English, out of which at least 8 Credits should be acquired from advanced level Courses in English (Level 300 or above). She/He is eligible for an Honours degree with Sanskrit General Major if she/he earns 88 Credits or above from 22 Pathway Courses, out of which 5 Courses should be above Level 400.

iii. **B.A Mohiniyattom Major and Music Minor:** If a student secures 68 Credits from Mohiniyattom and 32 Credits from Music, out of which at least 8 Credits should be acquired from advanced level Courses in Mohiniyattom (Level 300 or above). She/He is eligible for an Honours degree with Mohiniyattom Major if she/he earns 88 Credits or above from 22 Pathway Courses, out of which 5 Courses should be above Level 400

iv. **B.A Philosophy and Vedanta Minor:** If a student secures 68 Credits from Philosophy and 32 Credit from Vedanta, out of which at least 8 Credits should be acquired from advanced level Courses in Philosophy (Level 300 or above). She/He is eligible for an Honours degree with Philosophy major if she/he earns 88 Credits or above from 22 Pathway Courses, out of which 5 Courses should be above Level 400.

v. **B.A Hindi and Malayalam Minor:** If a student secures 68 Credits from Hindi and 32 Credits from Malayalam, out of which at least 8 Credits should be acquired from advanced level Courses in Hindi (Level 300 or above). She/He is eligible for an Honours degree with Hindi major if she/he earns 88 Credits or above from 22 Pathway Courses, out of which 5 Courses should be above Level 400.

III. Bachelor's Degree (Honours/Honours with Research) with Major in multiple disciplines of Study

Example - A student pursuing the FYUG Degree Programme in **Sanskrit Vedanta** can be awarded,-

- i. **B.A Sanskrit Vedanta Major with Philosophy and History:** if she/he secures 68 Credits from Sanskrit Vedanta, 12 Credits from Philosophy, and 12 Credits from History.
- ii. **B.A Sanskrit Vedanta Major with Philosophy and Sanskrit Vyakarana:** if she/he secures 68 Credits from Sanskrit Vedanta, 12 Credits from Philosophy and 12 Credits from Sanskrit Vyakarana.
- iii. **B.A Sanskrit Vedanta Major with English and Sanskrit Nyaya:** If she/he secures 68 Credits from Sanskrit Vedanta, 12 Credits from English, and 12 Credits from Sanskrit Nyaya.
- iv. **B.A Sanskrit Vedanta Major with Malayalam:** if she/he secures 68 or more Credits from Sanskrit Vedanta and 12 or more Credits from Malayalam.

Note II.-A student may be awarded an Honours degree in Sanskrit Vedanta Major if he earns 88 Credits or above from 22 Pathway Courses, out of which 5 Courses should be above Level 400

Students at SSUS have the flexibility to choose from various combinations within each study stream, allowing them to align their academic pursuits with their preferences and interests. (Some such examples are as follows)

- i. **B.A English Major with Malayalam and Hindi:** if she/he secures 68 Credits from English, 12 Credits from Malayalam, and 12 Credits from Hindi.
- ii. **B.Sc Psychology Major with Sociology and Social Work:** if she/he secures 68 Credits from Psychology, 12 Credits from Sociology and, 12 Credits from Social Work.
- iii. **B.A English Major with Comparative Literature and Translation Studies:** If she/he secures 68 Credits from English, 12 Credits from Comparative Literature, and 12 Credits from Translation Studies.
- iv. **B.A Sanskrit Sahitya Major with Arabic:** if he secures 68 or more Credits from Sanskrit Sahitya and 12 or more Credits from Arabic.

IV. Bachelor's Degree (Honours/Honours with Research) with Interdisciplinary Major

Example -A student pursuing the FYUG Degree Programme can be awarded a Major in an Interdisciplinary area,-

- i. **B.A Sanskrit Sastras (traditional Subjects) Major:** If she/he secures 70% of relevant Credits from Sanskrit Vedanta, Nyaya, Vyakarana and Sanskrit Sahitya suitable to develop the required level of core competency in the field of Sanskrit Sastras,
- ii. **B.A. Cultural Studies Major:** If she/he secures 70% of relevant Credits from Social Sciences and Humanities suitable to develop the required level of core competency in the field of Cultural Studies.

V. Bachelor's Degree (Honours/Honours with Research) with multi-disciplinary Major

Example - A student pursuing the FYUG Degree Programme can be awarded a Major in a multi-disciplinary area.-

- i. **B.A. Liberal Arts:** if she/he secures 70% of relevant Credits from the core areas like Languages, humanities, fine arts and social sciences.

VI. Bachelor's Degree (Honours/Honours with Research) with Double Major

Example - A student pursuing FYUG Degree program in SSUS can be awarded,-

- i. **B.A Sanskrit Vedanta and Sanskrit Vyakarana Double Major:** If she/he secures 68 Credits, including some Credits relevant to Vyakarana from the Vedanta discipline, and 54 Credits, including some Credits relevant to Vedanta from the Vyakarana discipline. Students who wish to opt for a double major may either have to acquire extra Credits from Vedanta and Vyakarana disciplines or include the Credits earned by them (if any) from the multidisciplinary Courses, Skill Courses, and Value Addition Courses offered by the respective departments to

secure the required 54 Credits in each discipline. 10% of the Credits secured from Vedanta should be relevant for Vyakarana and vice versa.

ii. **BSC Geography and Psychology Double Major:** If she/he secures 68 Credits, including some Credits relevant to Geography from the Psychology discipline, and 54 Credits including some Credits relevant to Psychology from the Geography discipline. Students who wish to opt for a double major may either acquire extra Credits from Geography and Psychology disciplines or include the Credits earned by them from the multidisciplinary Courses, Skill Courses and Value Addition Courses offered by the respective departments to secure the required 54 Credits in each discipline. 10% of the Credits secured from Geography should be relevant for Psychology and vice versa.

iii. **BA Hindi and Malayalam Double Major:** If she/he secures 68 Credits, including some Credits relevant to Hindi from the Malayalam discipline, and 54 Credits including some Credits relevant to Malayalam from the Hindi discipline. Students who wish to opt for a double major may either acquire extra Credits from Hindi and Malayalam disciplines or include the Credits secured by them (if any) from the multidisciplinary Courses, Skill Courses and Value Addition Courses offered by the respective departments to secure the required 54 Credits in each discipline. 10% of the Credits secured from Hindi should be relevant for Malayalam and vice versa.

Note: The determination of the list of relevant Courses under the major category and the required percentage of Credit distribution for double major, interdisciplinary, and multidisciplinary programs shall rest with the statutory bodies of the University, such as the Board of Studies, Faculty and Academic Council.

Annexure IV - Course Format - Template

	Sree Sankaracharya University of Sanskrit
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Programme						
Course Name						
Type of Course						
Course Code						
Course Level						
Course Summary						
Semester		Credits				Total Hours
Course Details	Learning Approach	Lecture	Tutorial	Practical	Others	
Pre-requisites, if any						

COURSE OUTCOMES

CO No.	Expected Course Outcome	Learning Domains*	PSO No.	PO No.
<i>Upon the completion of the course, the student will be able to:</i>				
1				
2				
3				
4				
5				
6				
*Remember (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap), Synthesis (Sy)				

COURSE CONTENT

Content for Classroom transaction (Units)

Module	Units	Course description	Hrs	CO No.

TEACHING AND LEARNING APPROACH

Weeks	Session descriptions, Classroom activities, Required reading & recommended reading	Mode of Assessment Continuous comprehensive Assessment (CCA)
	Week 1- Week 2 Week 3 Week 4 Week 5 Week 6 Week 7 Week 8 Week 9 Week 10 Week 11 Week 12	
Assessment Types	MODE OF ASSESSMENT A. Continuous Comprehensive Assessment (CCA)	
	B. End Semester Evaluation (ESE)	

Classroom Schedule (Mode of Transaction) & Mode of Assessment

References