KANNUR UNIVERSITY

(Abstract)

Regulations for Five Year Integrated Masters Programme (FYIMP) in University Teaching Departments/ Schools- Approved and Implemented w.e.f 2024-'25 Academic Year - Orders Issued.

ACADEMIC C SECTION

ACAD/ACAD C3/22488/2023   Dated: 15.03.2024

Read:-1. Minutes of the meeting of the Academic Council (XXVI Meeting) held on 14/07/2023

2. Email dated 10/11/2023 from Prof Anil Ramachandran, Convenor, Curriculum Committee

3. Minutes of the Special Meeting of the Academic Council (XXVII Meeting) held on 14/11/2023

4. U.O of even number dated 29/12/2023

5. Email dated 11/03/2024 from Dr T V Ramakrishnan, Convenor, Regulation Framing Committee

6. Orders of Vice Chancellor in file of even No.dtd 15-3-2024.

ORDER

1. In the meeting of the Academic Council held on 14/07/2023, as per paper read (1) above, the Vice Chancellor reported the introduction of Five Year Integrated Masters Programme in University Teaching Departments/ Schools of Kannur University w. e. f the Academic Year 2024-'25.

2.The Special Meeting of the Academic Council held on 14/11/2023 vide paper read (3) above resolved to implement Five Year Integrated Masters Programmes (FYIMP) in University Teaching Departments/ Schools w. e. f the Academic Year 2024-'25 and approved the draft Regulation prepared and submitted (Paper read 2) by the Convenor, Curriculum Committee in principle and entrusted the Vice Chancellor to bring further modifications, if any.

3. Meanwhile, a Regulation Framing Committee for University Teaching Departments was constituted vide paper read (4) above.

4. Series of meetings/discussions were held on the draft FYIMP Regulations approved by the Special Meeting of the Academic Council held on 14/11/2023 and finally the Convenor, Regulation Framing Committee vide paper read (5) above, submitted the Regulations of FYIMP with modifications for approval and implementation w. e. f 2024- '25 Academic Year in University Teaching Departments/ Schools of Kannur University.

5. Considering the matter in detail and in tune with the resolution of the Special Meeting of the Academic Council held on 14/11/2023 the Vice Chancellor has approved the Regulation of Five Year Integrated Masters Programme to be implemented in University Teaching Departments w. e. f 2024-'25 Academic Year subject to reporting to the Academic Council.

6. The Regulations for Five Year Integrated Masters Programme in the University Teaching Departments / Schools of Kannur University, is uploaded on the University Website (www.kannuruniversity.ac.in).

7. Orders are issued accordingly

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Sd/-

Narayanadas K
DEPUTY REGISTRAR (ACAD)
For REGISTRAR

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To: 1. Heads of all Teaching Departments/Course Directors/Assistant Directors/Course Co-ordinators
        2. Convenor & Members, Regulation Framing Committee
        3. Convenor, Curriculum Committee
        4. Convenor & Members, FYIMP Implementation Committee

Copy To: 1. PS to VC/ PA to Registrar/PA to FO
        2. PA to CE (to circulate among the sections under the Examination Branch concerned)
        3. JR II Exam
        4. EP IV / EX C1/EG VIII
        5. DR/ AR I/ AR II (Academic)
        6. All Sections of Academic Branch
        7. Web manager (to publish on the website)
        8. Computer Programmer
        9. SF/DF/FC

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Forwarded / By Order

SECTION OFFICER

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KANNUR UNIVERSITY

Regulations and Curriculum Framework for FIVE-YEAR INTEGRATED MASTERS PROGRAMME (FYIMP) in University Departments

(Effective from 2024 admissions)

Regulations and Curriculum Framework - 2024

INTRODUCTION

1. FIVE YEAR INTEGRATED MASTERS PROGRAMME – BACKDROP AND CONTEXT

With the urgent need to meet the expectations of the contemporary challenges and need for modern skills with a curriculum that was revamped almost four decades ago, the Four-year Undergraduate Programme (FYUGP) has been proposed and implemented. The curriculum being the backbone of any education system, it requires regular tuning and updating with the evolving socio-economic and other factors. Higher education needs to equip the students with practical and technical skills in the field of their interests. Therefore, continuous efforts are required to be made to fulfil the needs and aspirations of the students by framing job-oriented curriculum. Though over the years there has significant increase in access and expansion of higher education, quality, and relevance of educational outcomes with respect to employability skills and competency have been a major concern. As the world becomes increasingly interconnected, it gives rise to a wide range of opportunities and challenges. Our education system must swiftly evolve to be able to inculcate 21st century skills to help students not just to survive but to thrive in such an environment. The higher education system needs to become more socially responsible and help develop a knowledge society which can drive development through social and technological innovations in a sustainable manner.

It is in with the central objective of building a strong knowledge society which can help develop and sustain a knowledge economy that the Government of Kerala initiated steps to reform higher education and accordingly three commissions were step up with respect to suggest reform in higher education policy; legal and regulatory mechanisms; and evaluation and examination reforms. Since the university teaching departments offer post graduate and research programmes, in this context, a comprehensive reform of the post graduate curriculum has been proposed by restructuring into the Five Year Integrated Masters Programme (FYIMP).

2. Kannur University Five Year Integrated Masters Programme (FYIMP) – Regulations and Curriculum Framework

Apart from ensuring quality education, the proposed FYIMP is intended to make curriculum and courses more student-centric and industry-centric. The transformative initiate introduces holistic and multidisciplinary undergraduate education that would help develop all capacities of human beings - intellectual, aesthetic, social, physical, emotional, ethical, and moral - in an integrated manner; soft skills, such as complex problem solving, critical thinking, creative thinking, communication skills; and rigorous specialization in a chosen field (s) of learning. It proposes adoption of flexible curricular structures in order to enable creative combinations of disciplinary areas for study in multidisciplinary contexts that would also allow flexibility in course options that would be on offer to students, in addition to rigorous specialization in a subject or subjects. It provides self-paced learning and options for multiple entry, exit and re-entry points.

Outcome based approach, a student-centric instructional model shall be the thrust of the curriculum and syllabus. The Outcome Based Education model focusing on "what the students are capable of doing" provides clarity on what is to be achieved and that achievement (outcome) is pre- determined. It goes beyond usual structured tasks. It demands the students to actively engage in the learning process and demonstrate their skills through more challenging tasks and higher order of thinking. Learning is the core function of education, and teaching is to nurture and facilitate it. In that sense, teaching should be seen as a composite activity that also includes construction of curriculum, syllabi and learning materials as well as assessment This curriculum framework is designed to act as a stimulus for constructive dialogue about how our undergraduate degree programmes are to be designed and how our students should learn. The framework comprises a core educational principle that students should learn predominantly through research and critical enquiry, rather than by passively receiving accepted knowledge. Knowledge at many points is being counted as a mere articulation of the understanding of a concept. If we need to enhance the capability of a student to create new knowledge through our curriculum, it should offer a flexibility to design courses that connect knowledge from a range of disciplines. and evaluation. The curriculum envisages that the teacher who teaches should also be the one who designs the courses and develops syllabi based on curricula developed collectively. Hence, the restructured FYIMP enables teachers to be autonomous and creative in designing courses and syllabuses.

Graduate Attributes

The graduate attributes reflect the quality and feature or characteristics of an individual, including the knowledge, skills, attitudes, and values that are expected to be acquired by a graduate through studies at the Higher Education Institution (HEI) such as a college or a university. These attributes are not intended to make all learners the same, but unique to each. The graduate attributes include capabilities that help strengthen one's abilities for widening current knowledge base and skills, gaining new knowledge and skills, undertaking future studies, performing well in a chosen career and playing a constructive role as a responsible citizen in the society. The graduate attributes define the characteristics of a student's university degree programme(s), and describe a set of characteristics/competencies that are transferable beyond the study of a particular subject area and programme contexts in which they have been developed. Graduate Attributes are fostered through meaningful learning experiences made available through the curriculum, the total college/university experiences and a process of critical and reflective thinking. The learning outcomes-based curriculum framework is based on the premise that every student and graduate is unique. Each student or graduate has his/her own characteristics in terms of previous learning levels and experiences, life experiences, learning styles and approaches to future career-related actions. The quality, depth and breadth of the learning experiences made available to the students at the HEIs help develop their characteristic attributes. The Graduate Attributes reflect both disciplinary knowledge and understanding, generic skills, including global competencies that all the students in different academic fields of study should acquire and demonstrate.

Graduate Attributes

Kannur University is fundamentally dedicated to nurturing well-rounded individuals with a comprehensive set of graduate attributes. Graduates from Kannur University emerge equipped with a multidisciplinary approach, allowing them to integrate knowledge across various domains for a holistic understanding of complex issues. With a strong emphasis on critical thinking and effective problem-solving skills, Kannur University's graduates demonstrate intellectual curiosity and the ability to tackle challenges creatively. Proficient in communication and social interaction, they engage adeptly in diverse settings, fostering collaboration and effective interpersonal connections. Moreover, the graduates embody effective citizenship and leadership, showcasing a sense of responsibility, community engagement, and leadership qualities. With a global perspective, ethical grounding, and a

commitment to environmental sustainability, our students are well-prepared for active participation in an interconnected world. Embracing self-directed and lifelong learning, they continually adapt to evolving challenges, embodying the university's commitment to producing resilient, knowledgeable, and socially responsible individuals.

Program Outcomes (POs):

Program Outcomes (POs) serve as a foundational framework defining the skills, knowledge, and attributes that students of Kannur University are expected to acquire upon completion of a specific academic program. Tailored to the unique goals of each program, POs articulate the overarching learning objectives that guide curriculum design and assessment. These outcomes encompass a diverse range of competencies, including critical thinking, problem-solving, effective communication, and discipline-specific expertise. POs play a crucial role in shaping educational experiences, ensuring alignment with academic standards and industry expectations. By articulating clear and measurable expectations, POs contribute to the continuous improvement of academic programs and provide a roadmap for students to develop into well-rounded, competent professionals within their chosen fields.

PO1: Critical Thinking and Problem-Solving-Apply critical thinking skills to analyze information and develop effective problem-solving strategies for tackling complex challenges.

PO2: Effective Communication and Social Interaction-Proficiently express ideas and engage in collaborative practices, fostering effective interpersonal connections.

PO3: Holistic Understanding-Demonstrate a multidisciplinary approach by integrating knowledge across various domains for a comprehensive understanding of complex issues.

PO4: Citizenship and Leadership-Exhibit a sense of responsibility, actively contribute to the community, and showcase leadership qualities to shape a just and inclusive society.

PO5: Global Perspective-Develop a broad awareness of global issues and an understanding of diverse perspectives, preparing for active participation in a globalized world.

PO6: Ethics, Integrity and Environmental Sustainability-Uphold high ethical standards in academic and professional endeavors, demonstrating integrity and ethical decision-making. Also acquire an understanding of environmental issues and sustainable practices, promoting responsibility towards ecological well-being.

PO7: Lifelong Learning and Adaptability-Cultivate a commitment to continuous self-directed learning, adapting to evolving challenges, and acquiring knowledge throughout life.

It is in line with UGC and as envisaged by Government of Kerala that the regulations and curriculum framework for the Kannur University Five Year Integrated Masters Programme (KU – FYIMP) has been framed.

KU-FYIMP - REGULATIONS

1. Title, Application and Commencement

1.1　These Regulations shall be called '**Kannur University – Five Year Integrated Masters Programme (KU - FYIMP) 2024** under the Choice Based Credit and Semester System (CBCSS).

1.2　The Regulation provided herein shall apply for all **Five-Year Integrated Masters Programmes (FYIMP) of Kannur University.**

1.3　These regulations shall come into force with effect from Academic Year 2024-2025.

1.4　The curriculum and credit requirements for programmes like Management / Computer Science / Education / Physical Education / Law, hall be governed by the norms laid down by the regulatory external bodies such as AICTE, NCTE, Bar Council of India, etc.

2. Definitions Unless context otherwise requires:

2.1　*"Curriculum Committee"* refers to the committee constituted by the Vice Chancellor under these regulations to monitor the choice-based credit semester programme. One of the Professor from the university shall be the convenor.

2.2　*"Academic Year"* means two consecutive (one odd + one even) semesters followed by an optional summer fast-track semester/vacation in one academic year.

2.3　"*Act*' means the Kannur University Act.

2.4　*"Academic Coordinator"* is a teacher nominated head of the department of the university teaching department.

2.5　*"Course"* comprises papers which are taught and evaluated within a programme, including lectures/ tutorials, laboratory work, fieldwork, project work, vocational training, viva, seminars, term papers, presentations,

assignments, presentations, self-study, internship, etc., or a combination of some of these elements.

2.6   "*Choice-Based Credit Semester System (CBCSS)*" means the system wherein students have the option to select courses from the prescribed list of courses.

2.7   "*Institutional-level academic committee*" means a committee constituted for the FYIMP at department level (university teaching department) comprising the Head of the department (university department) as the Chairperson and the Academic Co-ordinator as Convener.

2.8   "*Choice Based Credit Semester System (CBCSS)*" means the system wherein the students have option to selected courses of their choice; and the requirements for awarding a degree, diploma, and certificate are prescribed in terms of the number of credits to be earned.

2.9   '*Department*' includes a Department, Centre, or School of Teaching and Research conducted directly by the University.

2.10   "*Department Coordinator*" includes a teacher nominated by a Department Committee to co-ordinate all the necessary work related to FYIMP undertaken in that department, including continuous evaluation.

2.11   "*Department Council*" means the body of all teachers of the teaching department.

2.12   '*Faculty Adviser*" means a teacher from the parent department nominated by the Department Council to advise students in academic matters.

2.13   "*Graduate Attributes*': means the qualities and characteristics possessed by the graduates of a programme of study at Kannur University or the Higher Education Institutions affiliated to Kannur University, which include the learning outcomes related to the disciplinary areas in the chosen field of learning and generic learning outcomes.

2.14   "*Programme*" means the entire duration of the educational process including the evaluation leading to the award of a degree, and having a well-defined programme- specific outcome.

2.15 *"Regulatory Body"* means the University Grants Commission, All India Council for Technical Education, National Council for Teacher Education, and it includes Medical Council of India (MCI), Pharmacy Council of India (PCI), and Indian Council for Agricultural Research (ICAR), Bar Council of India, Council of Architecture, National Assessment and Accreditation Council (NAAC) and National Board of Accreditation (NBA).

2.16 *"Kannur University"* means Kannur University constituted as per Kannur University act of 1996.

2.17 **'Letter Grade'** or simply 'Grade' in a course is a letter symbol (O, A+, A, B+, B, C, P,F and Ab). Grade shall mean the prescribed alphabetical grade awarded to a studentbased on his/her performance in various examinations. The Letter grade that corresponds to a range of CGPA is given in table at 19.1.

2.18 Each letter grade is assigned a 'Grade point' (G) which is an integer indicating thenumerical equivalent of the broad level of performance of a student in each course. Grade Point means a point given to a letter grade on 10-point scale.

2.19 '*Semester Grade Point Average*' (SGPA) is the value obtained by dividing the sum of credit points obtained by a student in the various courses taken in a semester by the total number of credits in that semester. SGPA shall be rounded off to three decimal places. SGPA determines the overall performance of a student at the end of a semester 'Credit Point'(P) of a course is the value obtained by multiplying the grade point (G) by the credit (C) of the course: $P = G \times C$

2.20 '*Cumulative Grade Point Average'* (CGPA) is the value obtained by dividing the sum of credit points in all the semesters earned by the student for the entire programme by the total number of credits in the entire programme and shall be rounded off to two decimal places.

2.21 '*Grade Card*' means the printed record of students' performance, awarded to him/her

2.22 '*Course faculty*': A faculty member nominated by the Head of the Department shall be in charge of running a particular course in a particular semester of

FYIMP programme.

2.23 '*Discipline Specific Signature Courses*' (DSS)/Skill Specific Signature courses are the specialized elective courses or skill courses designed and offered by the regular/adhoc/visiting/emeritus/adjunct faculty member of a particular department with the prior approval of the department council.

3. Features and Objectives of KU-FYIMP

3.1 The features, meaning, and purpose of KU-FYIMP shall be as stipulated by the UGC and as adapted by the Kerala State Higher Education Curriculum Framework for Undergraduate programs and the Post Graduate Curriculum of the University.

3.2 The Kannur University FYIMP curriculum aims at the following:

3.2.1 To increase access to higher education ensuring social justice and equity besides fostering scientific temper, secularism, and democracy.

3.2.2 To strengthen the knowledge society and increase economy by means of increased innovation, entrepreneurship, and dynamism.

3.2.3 To empower the knowledge society with social perception, multicultural adaptability, plurality, inclusiveness, solidarity and cooperation.

3.2.4 To provide student centric education thereby heading towards a people centered knowledge society.

3.2.5 Promote interdisciplinary and multidisciplinary learning and research.

3.2.6 To provide enormous opportunities of flexibility and choices for student learning and research through network and collaboration.

3.2.7 To promote and emphasis learning by doing through self-engagement, assignments, seminars, practical workshop, and credit internships.

3.2.8 Adapting new technologies and practices to improve quality of learning, promote self-directed and curiosity driven learning.

3.2.9 Design courses aligned with clear learning outcomes for developing student knowledge, skill, and competency to adopt pedagogical approach based on OBE.

3.2.10 Consider assessment as integrated and collaborative learning experience; and to employ effective assessment strategies and tools based on expected learning outcomes.

3.2.11 Use education as a tool for emancipation and empowerment of humanity.

3.3   The practice of lateral entry of students to various years exists, but an exit with a Degree shall be awarded only upon successful completion of the third year.

3.4   FYIMP shall have four Broad Pathways: (a) 3-year UG Degree; (b) 4-year UG Degree (Honours); (c) 4-year UG Degree (Honours with Research); and 5-year Integrated PG Degree.

3.5   Students who choose to exit after 3 years shall be awarded UG Degree in their respective Major discipline after the successful completion of the required minimum of courses of 133 credits as specified in Annexure 1.

3.6   A four-year UG Honours Degree with Research or Honours Degree in the Major discipline shall be awarded to those who complete the FYIMP and exit after fourth year, with a specific number of courses of 177 credits including 12 credits from a graduate project /dissertation in their major discipline in case of Honours with Research or corresponding credits from Discipline Specific Courses for Honours as specified in Annexure 1.

3.7   A five-year Integrated Postgraduate degree shall be awarded to those who complete the FYIMP with specific number of courses of minimum 217 credits as specified in Annexure 1.

3.8   The credit requirements, intake, eligibility, curriculum and syllabi for programmes like MCA. ITEP, Physical Education, Law, MBA, etc shall be governed by the existing norms and regulations of the regulatory external bodies.

3.9   For Integrated Programme in Physical Education (IMPES), where the practical components are more, non-credit pre-requisite courses may be added to integrate the mandatory practicum components. This may not be added to the total credits of the programme.

3.10   Honours students who have not undertaken their graduate project shall do three additional Courses for 12 credits, with each course comprising four credits.

3.11   Students who aspire to pursue research as a career may opt for honours with research stream in the fourth year.

3.12   The recognized research departments/ departments with at least two faculty as research supervisors may be permitted to offer the honours with research programme

3.13 The number of seats for the honours with research shall be determined as per the availability of research guides.

3.14 The selection criteria for honours with research stream shall be in accordance with the guidelines of UGC or as approved by Kannur University

3.15 Students who have chosen the honours with research stream shall do their entire fourth year under the mentorship of a faculty member who shall be a recognized research supervisor.

3.16 The mentor shall prescribe suitable advanced-level courses for a minimum of 20 credits to be taken within the institutions along with the papers on research methodology, research ethics, and research topic-specific courses for a minimum of 12 credits which may be obtained either within the institution or from other recognized institutions, including online and blended modes.

3.17 Students who have opted for the honours with research should successfully complete a research project under the guidance of the mentor and should submit a research report for evaluation. They need to successfully defend the research project to obtain 12 credits under a faculty who is a research supervisor. The research shall be in the Major/allied discipline.

3.18 The research outcomes of students' project work may be published in peer-reviewed journals or presented at conferences or seminars or patented.

3.19 The fifth year comprise of three pathways with a total credit of 40, the pathways are: 1) Course work (20 credits) + research (20 credits) OR 2) Coursework alone (40 credits) OR Research alone (40 credits). The course level in the fifth year will be 500.

3.20 The proposed FYIMP curriculum shall comprise Three Broad Parts: a) Foundation Components, b) Discipline Specific Pathway components (Major/Minor), and c) Discipline Specific Capstone Components.

3.21 The Foundation component of the FYIMP shall consist of a set of General courses and a set of Discipline Specific Courses.

3.22 General Foundation Courses shall be common for all students and shall be grouped into 4 major baskets as Ability Enhancement courses (AEC), Skill Enhancement Courses (SEC), Value Addition Courses (VAC), and Multi- disciplinary Courses (MDC).

3.23 Discipline Specific Courses shall include Discipline Specific Pathway Courses, both Major and Minor streams, enabling students to gain basic knowledge in the chosen discipline.

3.24 Discipline Specific Foundation Courses shall focus on foundational theories, Concepts, perspectives, principles, methods, and critical thinking essential for taking up advanced Courses. Practical courses shall be included in discipline specific foundation courses only if it is necessary for the course content.

3.25 Ability Enhancement Courses shall be designed specifically to achieve competency in Modern Indian Language (MIL), other world languages as per the student's choice along with the English language with special emphasis on language and communication skills.

3.26 The Modern Indian Language (MIL) or other language courses shall be designed to enable the students to acquire and demonstrate the core linguistic skills, including critical readingand academic writing skills, expository as well as the cultural and intellectual heritage of the language chosen.

3.27 Multi-disciplinary Courses (MDC) shall be so designed as to enable the students to broaden their intellectual experience by understanding the conceptual foundations of Science, Social Sciences, Humanities, and Liberal Arts. All UG students shall be required to complete three extra introductory-level MDC relating to any of the broad disciplines and it shall be mandatory for all students to take one Course from the Humanities and the other two are optional. Students shall not be eligible to take the MDC in the same course that they have studied during their +2. It will be mandatory to take one MDC in Kerala Studies, preferably in the third semester.

3.28 Skill Enhancement Courses (SEC) shall be designed to enhance workplace skills such as Creativity, Critical Thinking, Communication, and collaboration—21st-century skills.

3.29 The curriculum of the SEC should be designed in a manner that these 3 credit courses at foundation level (100 to 299) may be preferably kept in the first four semesters, however, may be flexibly offered from Semester 1 to 6, according to the convenience of the departments.

3.30 The progressive curriculum proposed shall systematically develop the knowledge and skills required, starting with novice problem solvers at the programme's entry-

level and progressing to expert problem solvers by the time of graduation.

3.31 The students should acquire the ability for well-defined problem-solving at the end of the first year and the ability to solve broadly defined problems at the end of the second year, and they should be able to demonstrate the ability to solve complex problems that require multidisciplinary skills at the end of the third year.

3.32 During the fourth year, the students shall engage in workplace problem-solving through internships and research experiences, which will help them develop adequate skills suitable for their higher education or Entrepreneurship.

3.33 Value Added Courses (VAC) shall be so designed as to empower the students with personality development, perspective building, and self-awareness.

3.34 Discipline Specific Pathway Components (Major/Minor) shall provide the students with an opportunity to pursue in-depth study of a particular subject or discipline and develop competency in that chosen area, which includes Major courses, Minor Courses and Optional Courses.

3.35 Minor Component Courses (MCC) should be selected from other disciplines that may supplement or complement the Main Courses (disciplinary-specific core courses or discipline-specific elective courses), but MCC shall not be related to the students' Major.

3.36 Each Department Council/Board of Studies shall identify specific Courses or baskets of Courses designed by other Department Council/Board of Studies towards Minor Course credits. Students shall have the option to choose Courses from disciplinary/interdisciplinary minors and skill-based Courses related to a chosen vocational education programme.

3.37 Students who complete enough courses in a discipline or an interdisciplinary area of study other than their chosen Major shall qualify for a Minor in that discipline or in a chosen interdisciplinary area of study.

3.38 A student shall declare choice of the Minor and vocational stream at the end of the second semester.

3.39 Major components shall be the focus of study. By selecting a Major, the student shall be provided with an opportunity to pursue an in-depth study of a particular discipline.

3.40 Students shall be permitted to change their Major within the broad spectrum at the

end of the second semester by giving them sufficient time to explore interdisciplinary courses during the first year. Students can opt for a change in major or minor after having completed one course in the respective discipline or MDC.

3.41 Major components consist of three types: Discipline Specific Core or the Discipline Specific Elective Courses, and the research/laboratory/fieldwork.

3.42 The Capstone -Level Courses shall be designed in such a manner as to enable students to demonstrate their cumulative knowledge in their main field of study, which shall include advanced thematic specialization or internships or community engagement or services, vocational or professional training, or other kinds of work experience.

3.43 Advanced Major Specialization shall include Courses focused on a specific area of study attached to a specific Major, which could be an Elective Course. They shall include research methodology as well.

3.44 All students shall undergo a 2 to 4 credit Summer Internship /Apprenticeship in a Firm, Industry or Organization; or Training in labs with faculty and researchers or other Higher Education Institutions (HEIs) or research institutions or field visit/industry visit as mandate before the three-year exit.

3.45 Students shall be provided with opportunities for internships with local industries, business organizations, agriculture, health and allied sectors, Local Government institutions (such as panchayats, municipalities), State Planning Board, State Councils/ Boards, elected representatives to the parliament/state assembly/panchayath, media organizations, artists, crafts persons etc. These opportunities will enable the students to actively engage with the practical aspects of their learning and to improve their employability.

3.46 Social Activities shall include participation in National Service Scheme (NSS), Sports and games, arts, participation in university/college union related activities (for respective elected /nominated members), National Cadet Corps (NCC), adult education/literacy initiatives, mentoring school students, and engaging in similar social service organizations that deemed appropriate to the University.

3.47 Options shall be made available for students to earn credit by completing quality assured remote learning modes, including online programmes offered on the Study

Webs of Active Learning for Young Aspiring Minds (SWAYAM) or other online Educational Platform approved by the competent body from time to time.

3.48 Students shall be entitled to earn upto 12 credits through such Courses required for the award of the Degree.

3.49 The University shall advise the students to opt for such Online/MOOC Courses that have a comprehensive graded evaluation with proper grades and grade points.

3.50 Students shall be entitled to gain credits from Courses offered by other recognized institutions directly as well as through distance learning.

3.51 For every course, 20% of syllabus, curriculum transaction and evaluation shall be done by individual teachers handling the course.

4. *Eligibility for Admission and reservation of seats.*

4.1 The eligibility for admissions and reservation of seats for various FYIMP shall be in accordance with the norms /rules made by the Government/ University from time to time.

4.2 No student shall be eligible for admission to FYIMP in any of the disciplines unless he/she has successfully completed the examination conducted by a Board/University at the +2 level of schooling or its equivalent.

4.3 Students shall be admitted and enrolled in the respective programmes solely based on the availability of the academic and physical facilities within the Institution. The University shall provide all students with a brochure detailing the Courses offered by the various departments under the various Programmes, the eligibility criteria and the number of seats sanctioned by the University for each Programme.

4.4 The students at the end of second semester may be permitted to change their major programme of study. Based on the availability of seats and infrastructure facilities the students may be permitted to opt any discipline which he/she had studied during the first two semesters as discipline specific foundation course/multidisciplinary foundation course. Students are permitted to change major minor after completing at least one course of three credits in discipline.

4.5 At the time of admission each student will be provided with a unique Higher education student ID which may linked with the Aadhar number of the student so that this ID can be transferred if required to other higher education institutions as well.

4.6 Students shall be allowed to transfer their major programmes, if required, to a maximum of 10% of the sanctioned strength of that particular programmes depending upon the academic and infrastructural facilities available in the departments.

4.7 Depending upon the availability of academic and infrastructural facilities, the institution may also admit a certain number of students who are registered for particular programmes in each semester, from the 3rd or 5th or 7th semester, by transfer method, if required, from other institutions subject to conditions as may be issued by the University.

4.8 A student who has already successfully completed a First-Degree Programme and is desirous of and academically capable of pursuing another Degree Programme may also be admitted with the prior approval of the University as per the conditions regarding programme requirements specified by the University.

4.9 A student can also be admitted for an additional major/second major/additional minor and on completion of the required credits he can be awarded a second major/additionalmajor/minor. Such students may be exempted from minor pathway and General foundation course in case he opts for additional major/second major degree.

4.10 The HEI can also enroll students in certain courses as per their choice depending upon the availability of infrastructure and other academic facilities from other recognized HEI whoare already registered for a particular programme there through regular/online/distance mode irrespective of the nature of programme. On successful completion of the course the credits may be transferred through the Academic Bank of Credit, or it may be communicated to the University against the unique ID provided by the university at the time of admission.

5. *Academic monitoring and student support.*

Academic monitoring and student support shall be organised in the following manner, namely:

5.1 Advisory System: There shall be one Senior Faculty Advisor (SFA) for each class and one faculty advisor (FA) for 20 to 30 students of the class to provide adviceon all relevant matters. The HOD (university department) shall, preferably, assign a senior faculty member as the senior Faculty Advisor (SFA) with the approval of the department council. The Head of the Department, in consultation with the SFA,

shall assign faculty advisers (FA) for each student.

5.2 The documents regarding all academic activities of students in a class shall be kept in the custody of the Head of the department.

5.3 All requests/applications from a student or parent to higher offices are to be forwarded/recommended by his/her Faculty Advisor/Senior Faculty Advisor.

5.4 Students and parents shall first approach their Faculty Advisor/ Senior Faculty Advisor for all kinds of advice, clarifications, and permissions on academic matters.

5.5 It is the official responsibility of the institution to provide the required guidance, clarifications, and advice to the students and parents strictly based on the prevailing academic regulations.

5.6 The SFA shall arrange separate or combined meetings with advisors; course faculty, parents, and students as and when required and discuss the academic progress of students under their advisory group.

5.7 The Senior Faculty Advisor/ Faculty Advisor shall also offer guidance and help to solve the issues on academic and non-academic matters, including personal issues of the students in their advisory group.

5.8 Regular Advisory meetings shall be convened: immediately after the commencement of the semester and immediately after announcing the marks of the internal evaluation test.

5.9 The internal marks, classroom presence/participation, etc. shall be uploaded on the University portal only after displaying the same on the department notice board at least for two working days.

5.10 Any concern raised by the students regarding attendance and internal marks shall be looked into in the combined meetings of advisors, course faculty, and the students concerned.

5.11 If the concerns are not resolved at the advisor's level, the same can be referred to the properly constituted department-level grievance redressal committee as per existing UGC/University/Government norms.

5.12 The HOD shall ensure the proper redressal of the concerns raised by the students regarding internal assessment and attendance.

5.13 If students raise further concerns about the issue, the Head of the department shall refer the issue to the University- level grievance committee with proper documents

and minutes of all the committees.

5.14 The FA/SFA shall be the custodian of the minutes and action taken reports of the advisory meetings.

5.15 The SFA shall get the minutes and action taken reports of advisory meetings approved by the Head of Department. It shall be the duty of the Head of the department to produce them before the University as and when required.

5.16 Regular communication with the parents of students in respect of progress in academic matters and other general issues shall be the responsibility of the Senior Faculty Advisor/Faculty Advisor.

5.17 The HOD in the university department shall inform/forward all regulations, guidelines, communications, announcements, etc. issued by the University regarding student academic and other matters to the Senior Faculty Advisors for information and timely action.

5.18 It shall be the official responsibility of the University to extend the required administrative and financial support to the SFAs and SAs to arrange necessary orientation programmes for students regarding student counselling, the prevailing University norms, regulations, guidelines and procedures on all academic and other University related matters.

6. Re-admission and Scheme Migration.

6.1 Students who have discontinued from the previous CBCSS regulations can resume their studies under the new regulations upon obtaining readmission, and such students have to complete their programmes as per the new regulations.

6.2 Assessment of the transitory courses/ additional courses to be done by the student, as per the academic requirement of the University, shall be prescribed by the respective department where the student intends to take readmission, and the same shall be forwarded to the department council for approval.

6.3 Students who opt out before the completion of the third year shall be provided with a 'Course cum Credit Certificate' as proof for re-entry to another institution, and this certificate is essential for preserving the credits in the Academic Bank of Credits.

6.4 Students who have completed a particular programme pathway may be readmitted

to take an additional minor, second major after successfully completing their programme.

6.5 Those students who are opting for a second major are eligible for getting certain credit transfer/Credit exemption from their previous minor programs of study provided the department council should recommend those credits are relevant for the present major programme of study.

7. *Duration of programmes, credits requirements and options.*

7.1 The Five-Year Integrated Masters programme is the preferred option as it allows students the opportunity to experience the full range of holistic and multidisciplinary education with a focus on major and minor subjects according to their preference. The emphasis is on credits rather than a fixed duration, allowing for different lengths/durations of programmes.

7.2 Students will be offered the opportunity to take breaks during the programme and resume after the break, but the total duration for completing the programme shall not exceed 8 years.

7.3 Candidates who wish to complete the undergraduate programmes faster may do so by completing different courses equivalent to the required number of credits and fulfilling all other requirements in N-1 semesters (where N is the number of semesters in an undergraduate/postgraduate programme)

7.4 Provided further that the candidates may complete both the undergraduate and PG programmes in slower pace, - they may pursue the three years or six semester programmes within 5 years, and four years, or eight semester programmes within 6 years; and five year, or ten semester programme within 8 years.

7.5 For students who crossed 6 semesters at a slower pace, the requirement of 16 credits from the institutions where they enrolled may be relaxed.

8. *Different types of courses/activities.*

The following types of Courses/Activities constitute the programmes of study, namely:

8.1 *Lecture Courses*: Courses involving lectures relating to a field or discipline by a faculty member.

8.2 *Tutorials*: Courses involving problem-solving and discussions relating to a field or

discipline under the guidance of qualified personnel in a field of learning,

8.3 *Practicum or Laboratory work*: A course requiring students to participate in a project or practical or lab activity that applies previously learned/studied principles/theory related to the chosen field of learning, work/vocation, or professional practice under the supervision of an instructor.

8.4 *Seminar:* A course requiring students to participate in structured discussion/conversationor debate focused on assigned tasks/readings, current or historical events, or shared experiences guided or led by an expert or qualified personnel in a field of learning Internship*:* : A course requiring students to participate in a professional activity or gain work experience, or engage in cooperative education activities with an entity external tothe education institution shall, normally, be under the supervision of an expert of the given external entity.

8.5 *Studio activities*: Studio activities involve the engagement of students in creative or artistic activities.

8.6 *Field practice or projects:* Courses requiring students to participate in field-based learningor projects shall, generally, be under the supervision of an expert from the given external entity.

8.7 *Community engagement and service*: Courses requiring students to participate in field- based learning/projects shall, generally, be under the supervision of an expert from the given external entity. The curricular component of 'community engagement and service' will involve activities that would expose students to the socio-economic issues in society.

9. Credit Structure.

The proposed number of credits per course and the credit distribution of them for the Programmes are given below-

9.1 A course that includes one hour of lecture or tutorial or a minimum of two hours of labwork, practical work, or field work per week is given one credit hour.

9.2 One credit in a semester should be designed for 15 hours of Lectures or tutorials or 30 hours of practicum; in addition, 30 hours of learner engagement in terms of course-related activities such as seminar preparation, submitting assignments, etc.

9.3 A one-credit Seminar or Internship or Studio activities or Field practice/projects or

Community engagement and service means two-hour engagements per week (30 hours of engagement per semester)

9.4 A course can have a combination of lecture credits, tutorial credits, and practicum credits.

9.5 Minimum credit for one course should be 2 (Two), and the maximum credit should be 4 (Four).

9.6 All Discipline- specific Courses (Major or Minor) shall be of 4 (Four) hours duration per week.

9.7 For all Discipline Specific Major/Minor Courses, there is a weekly tutorial of one hour and Practical's can be of two to four hours per week.

9.8 All Courses under the Multi-disciplinary, Ability Enhancement (language), Value Added Courses (VAC) and Skill Enhancement categories shall be given three hours per week.

9.9 Summer Internship, Apprenticeship, Community outreach activities, field/industry visit etc. may require sixty hours of engagement for acquiring one credit.

9.10 A student shall have the option of acquiring extra credits to a maximum of 300 credits for a 5-year (10-semester) PG programme.

9.11 A student shall have the option of acquiring extra credits to a maximum of 240 creditsfor a 4-year (8-semester) UG programme.

9.12 A student shall have the option of acquiring extra credits to a maximum of 180 creditsfor a 6-semester UG programme.

9.13 Courses up to 25 credits shall be designed for each programme in each semester with the available teaching hours for each semester. If there are not sufficient teaching hours, online courses for equivalent level may be prescribed by the Department.

9.14 A student shall be able to opt for a certain number of extra credits over and above the requirements for the award of a Degree.

9.15 Maximum number of credits that a student can take per semester shall be restricted to 30.

9.16 Each faculty member shall offer a maximum of 16 credits per semester.

9.17 For a Four- credit Lecture Course, 60 hours of lecture or tutorial class shall be

assured as a mandatory requirement for the completion of that course.

9.18 For the effective operation of the FYIMP, a system of flexible timings shall be implemented for the students and teachers.

9.19 An academic year shall consist of 200 working days; one semester consists of 90 working days; and an academic year consists of two semesters and an optional summer fast track semester.

9.20 Ten working days in a semester shall be used for extracurricular activities. One semester consists of 18 weeks with 5 working days per week. In each semester, 15 days (3 weeks) should be kept aside for exams, including internal examination evaluations and other academic activities.

9.21 The maximum number of available weeks for curriculum transactions should be fixed at 15 in each semester. A minimum of 6 teaching or tutorial hours could be made available for a day in a 5-day week, so a total of 450 teaching hours will be available for each semester.

9.22 The academic transaction time shall be flexible and staggered in principle, but for convenience it shall be from 8.30 am to 5 pm and six days a week. For faculties it is 5 days per week, based on existing norms. A faculty member who works on Saturday can be given off on any of the other working days.

9.23 Library and Laboratory facilities shall be accessible for the students for at least three more hours after the regular academic transactions.

9.24 Faculty shall be present on campus at least 5 days a week, excluding Sunday for a minimum campus presence of 35 hours per week.

9.25 The students will get the support of the campus facilities for a minimum of 48 hours a week, out of which a maximum of 22 to 25 hours shall be devoted to contact classes and the rest of the time for other activities. Students will attend classes for six days a week.

10. *Course structure of the FYIMP*

The FYIMP shall consist of the following categories of courses and the minimum credit requirements for each of them shall be as follows-

10.1 General foundation Courses.

10.1.1 It is mandatory for all students who enroll in an FYIMP to acquire a minimum of

33 credits from general foundation courses, which are classified into four different sub-categories as listed below.

10.1.2 The suggested minimum credit distribution for each of the sub-categories of General foundation courses (to be completed within 3 years) is given below-

a.	Ability Enhancement Courses (AEC)	9 credits
b.	Skill Enhancement Courses (SEC)	9 credits
c.	Value Added Courses (VAC)	6 credits
d.	Multi-disciplinary Courses (MDC)	9 credits

10.2 Discipline Specific Foundation and Pathway courses for 3-year Degree

10.2.1 Students shall acquire the following credits for the Discipline Specific foundation and pathway courses for 3-year Degree programme

10.2.2 The student who wishes to exit with a degree after three years needs to acquire a minimum of 94 credits from Discipline- specific foundation and pathway courses, approximately 70% of the total credit requirement for the three year programme.

10.2.3 The suggested credit distribution for each of the sub-categories of Discipline-Specific Courses is given below. It should be noted based on the choice of the student's choice of the pathway the number of credits under major and minor may vary.

		Min. Credits
a.	Major pathway courses	68 credits
b.	Minor pathway course	28 credits
c.	Internship	4 Credits

10.3 Discipline Specific foundation and pathway courses for four-year Honours/Honours with Research Degree.

10.3.1 Students shall successfully complete minimum 33 credits from General foundation courses and minimum 94 credits from discipline specific foundation and pathway courses and another 6 credits from courses of students' choice (major or minor) to complete 100 credits as described above to enter for the fourth year for the honours programme.

10.3.2 The student who enters the honours programme after successfully acquiring 133 credits is required to earn an additional 44 credits within one year from the discipline specific capstone components, minor components and the research

project

10.3.3   The suggested credit distribution for each of the sub-categories of different levels of courses is given below-

	Curricular components	Honours	Honours with Research
a.	Major pathway/capstone courses	20 credits	20 credits
b.	Minor pathway courses	12 credits	12 credits
c.	Additional Major pathway courses	12 credits	-
d.	Research project/dissertation	-	12 credits

Note: For Honours with research programme the mentor will specify the relevant major and minor pathway courses and the credits.

10.4 *Discipline Specific courses for Five-year Integrated Masters Programme*

10.4.1 Students who successfully completed four-year honours with a minimum of 177 credits should earn an additional 40 credits for the fifth year for the award of Five year integrated PG degree.

10.4.2 Three pathways are suggested to earn 40 credits for the fifth year for the Integrated Masters programme as given below:

Pathways	Curricular components	Coursework	Research thesis/Project/Patent	Total Credits
1	Coursework + Research	20 credits	20 credits	40
2	Course work	40 credits	-	40
3	Research	-	40 credits	40

10.4.3 The mentor shall specify the courses for course work, the course level should be 500.

10.4.4 The curricular components and credits shall be modified by the university as and when the regulations are modified/finalized by UGC/Kerala State Higher Education committee.

11. Course Registration.

11.1 Each department shall publish well in advance the relevant details of courses offered, such as the name, level, expected outcomes, time slot, eligibility criteria / pre-requisite for a course and names of faculty members.

11.2 Students shall be allowed to visit and interact with respective faculty members

during the first week of each semester, to gather more information about the courses and the availability of seats.

11.3 Based on consultations and advice from the faculty adviser, each student shall complete course registration using the prescribed registration form within two weeks from the commencement of each semester.

11.4 The number of credits that a student can take in a semester is governed by the provisions in these Regulations, subject to a minimum of 16 and a maximum of 30 credits.

11.5 A student can opt out of a Course or Courses registered, subject to the minimum Credit/Course requirement, if he feels that he has registered for more Courses than he can handle, within thirty days from the commencement of the semester.

11.6 The department shall publish a list of the students registered for each course along with the chosen Programmes, repeat/reappearance Courses, if any, and shall forward the same to the university.

12. Programme pathways. -

12.1 The flexible choice-based credit system, and multidisciplinary approach, will facilitate students to pursue their career paths by choosing the subject or field of their interest.

12.2 Students who have joined for any programme under these FYIMP regulations shall have the option to choose the following pathways for their degree and Honours programme.

a. *Degree with single Major*: A student pursuing the FYIMP in a specific discipline shall be awarded a Major degree if he secures at least 50% of the total credits in the specific discipline required for the award of the Degree in that Discipline.

b. *Degree Major with Minor*: If a student pursuing the FYIMP Programme is awarded a Major Degree in a particular discipline, he is eligible to be awarded a Minor if he completes 36 credits in the four-year programme. Provided that the concept of Minor is relevant only when there is a Major discipline.

c. *Major with multiple disciplines of Study*: This pathway is recommended for students who wish to develop core competencies in multiple disciplines of study. In this case, the credits for the minor pathway shall be distributed among the constituent disciplines/subjects. If a student pursuing FYIMP Degree Programme

is awarded a major Degree in a particular discipline, he is eligible to get mentioned his core competencies in other disciplines of his choice if he has earned 12 credits from the pathway courses of that discipline.

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

e. ***Multi-disciplinary Major***: For multidisciplinary Major pathways, the credits for the major and minor pathways will be distributed among the broad disciplines.

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

12.3 The existing regulations for the programmes should suitably align with these pathways/curriculum and credit structure.

12.4 The existing integrated programmes may be redesigned in such a way that the students may opt for an exit at third/fourth/fifth year with degree/Honours/PG as per this credit structure. Additional 40 credits in discipline specific capstone courses with research or research alone or courses alone may be earmarked for the fifth year.

13. *Level of courses*

13.1 The design of courses in various fields, aligned with the provisions of the Regulations, shall be the prerogative and responsibility of the University, its Faculty / Boards of Studies / Department Councils.

13.2 Courses shall be categorized and coded based on the learning outcomes, level of difficulty, and academic rigour. The Codes shall be necessarily common to all universities in the state, namely:-

0-99: *Pre-requisite courses*: These are introductory courses designed to provide foundational knowledge and preparation for students who intend to major in subjects they have not studied during their plus two programme. These courses shall be as pass or fail, carrying no credits.

100-199: Foundation or Introductory courses: These are intended for students to acquire fundamental understanding and basic knowledge about the subjects and help them decide the subject or discipline of their interest. These courses may also

be prerequisites for courses in the major and minor subjects. Students of the FYIMP Degree programme may opt for a **minimum of 24 credits at this level**.

200-299: Intermediate-level courses: *Intermediate-level courses* including subject-specific are intended to meet the credit requirements for minor or major areas of learning. Students of the FYIMP Degree programme may opt for a **minimum of 32 credits at this level.**

300-399: Higher-level courses: These are required for majoring in a disciplinary/ interdisciplinary area of study for obtaining a degree. Students of the FYIMP Degree programme may opt for a **minimum of 38 credits at this level.**

400-499: Advanced courses: These specialized courses include research projects at the first-year post-graduate program level. Students of the FYIMP Degree programmes may opt for a **minimum of 44 credits at this level** including the credits from the Elective or specialization courses in the minor stream at the level 300.

500-599: Specialized Capstone courses: These specialized courses include research projects/dissertation at the second-year post-graduate program level. Students of the FYIMP Degree programmes may opt for a **minimum of 40 credits at this level** in the major area.

13.3   For credit transfer purposes, the credits earned by a student of the FYUG/FYIMP Degree programmes at each level and discipline from any university/college within Kerala, which adopts these regulations, may be directly transferred to the corresponding discipline and level at any other university/college.

13.4   Pathway courses may be designated alpha-numerically with four alphabets representing the discipline code and three numerals indicating the level.

Example - "PHYS095" means it is a pre-requisite course in physics, and

"PHYS405" means an advanced course in physics.

14.   *Credit Requirement for Different Academic Pathways*

In FYIMP, the existing UG and PG programme with one core subject and two complementary subjects is modified into five possible structures or combinations, called academic pathways. Each pathway is defined by a specific combination of Discipline-Specific Courses (DSC). The five pathways are the following:

14.1   **Single Major Pathway:** This pathway may be recommended to those students who opt for an in-depth study in a particular discipline, without systematically exploring

any other discipline. The students pursuing FYIMP in a specific discipline shall be awarded a UG Degree in a Major discipline if they secure minimum **68 credits in that Major discipline from 17 courses** (total credits of 133 required for the three-year programme).

The remaining **32 credits (28 credits from 7 different courses and 4 credits from Internship)** in Discipline Specific Courses (DSC) can be acquired either from the same Major discipline or from other disciplines. If the students continue to the fourth year of FYIMP, to be eligible for a UG Honours Degree in the Major discipline, they should earn a further **32 credits in that Major discipline from capstone level courses and project, and an additional 8 credits from any disciplines.**

14.2 **Major with Multiple Disciplines Pathway (Multidisciplinary Major):** This pathway may be recommended for students who wish to develop core competency in multiple disciplines of study. In this case, the credits for the minor pathway shall be distributed among the constituent disciplines/subjects. If students pursuing FYIMP are awarded a UG Degree in a Major discipline, they are eligible to get mentioned their core competencies in other discipline(s) of their choice if they have earned 12 credits from the pathway courses of a particular discipline. In the first three years of FYIMP, this pathway is composed of one Major discipline with 68 credits from 17 courses, and maximum two other disciplines, with 12 credits from 3 courses in each discipline. If the students continue to the fourth year of FYIMP, to be eligible for a UG Honours Degree in the Major discipline, they should earn a further 36 credits in that Major discipline from capstone level courses and project, and an additional 8 credits from any disciplines.

Multidisciplinary UG Programme – Programmes of a multidisciplinary nature with credits distributed among the broad disciplines. The overall fraction of major and minor constituent disciplines or broad disciplines should be 70 %. For a 3-year programme the credit requirements in the constituent discipline should be 94 credits and for 4-year honours programme should be 124 credits including project.

14.3 **Interdisciplinary UG Programme** – Programmes offered jointly by two or three disciplines with credits distributed among the constituent discipline / subjects so as to get core competence in the interdisciplinary. The overall fraction of major and

minor constituent disciplines should be 70 %. For a 3-year programme the credit requirements in the constituent discipline should be 94 credits and for 4-year honours programme should be 124 credits including project.

14.4 **Major with Minor pathway:** This pathway may be recommended to those students who wish for an in-depth study in more than one discipline with a more focus on one discipline (Major) and relatively less focus on the other (Minor). The concept of Minor is relevant only when there is a Major discipline. If students pursuing FYIMP are awarded a Major Degree in a particular discipline, they are eligible to be awarded a Minor in another discipline of their choice, if they earn a minimum of 36 credits in that Minor discipline within the four years. The details of the credits in the Major discipline are the same as given for the Single Major Pathway.

14.5 **Major with Vocational Minor pathway:** This pathway may be recommended to those students who wish for an exposure in a vocational discipline in addition to in-depth study in the Major discipline. In the first three years of FYUGP, this pathway is composed of one Major discipline with 68 credits from 17 courses, and one vocational Minor discipline with 27 credits from seven discipline-specific pathway courses and one Skill Enhancement Course (SEC) in that vocational Minor discipline. If the students continue to the fourth year of FYIMP, to be eligible for a UG Honours Degree in a Major with a Vocational Minor, they should earn a further 8 credits from two courses in the chosen Vocational Minor discipline to have a total of 36 credits in that Vocational Minor discipline. The details of the credits in the Major discipline are the same as given for the Single Major Pathway.

Examples: BSc Physics Major with Data Analysis Minor, BA English Major with Translation Minor, BCom Commerce Major with Company Secretaryship Minor.

14.6 **Double Major Pathway:** This pathway may be recommended to those students who wish for an in-depth study in two disciplines to more or less equal extent. It is composed of two Major disciplines with minimum 50% credits in one Major (A1) and minimum 40% credits in another Major (A2) out of the total credits. In the three-year UG programme, it is specified that the student should earn minimum 68 credits in Major A1 and 53 credits in Major A2 out of the total credits of 133 to qualify for a UG degree with a Double Major. The Double Major pathway is not extended to the fourth year. In the

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fourth year, the student should continue to earn the required credits in Major A1 to qualify for a UG Honours Degree / Honours with Research Degree in A1.

Students who wish to opt for a Double Major may either have to acquire extra credits from the two disciplines or include the credits earned by them from the Multi-Disciplinary Courses, Skill Enhancement Courses and Value-Added Courses offered by the respective departments to secure the required minimum credits in each discipline.

14.6.1 Student securing 50 percent credit from the first major discipline for a 3-year/4-year Undergraduate degree will be awarded a second major if she/he secures 40% of credit from that discipline for the 3-year UG degree. In case of double major, 14 credits should be from common approved DSE which are interdisciplinary or cross disciplinary in nature. They should satisfy the minimum course and credit requirement as below:

14.6.2 For double major in the 3-year programme, 66 credits are required from the first major discipline with total credits in the DSC / DSE for the major shall be 48 (24 DSC and 24 DSE). An additional 18 credits shall be earned from DSC/DSE or MDC/SEC/VAC/ and 2 credits from Internship from the discipline concerned. For the second major 53 credits are required from the respective discipline with total credits of DSC / DSE for the major shall be 44 (20/24 DSC and 20/24 DSE); and additional 9 credits from MDC/SEC/VAC/Internship from the discipline concerned.

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

For the first six semesters, candidates must undergo the prescribed course of study leading to the award of respective bachelor's degree; and the subsequent two semesters leading to bachelor's degree with honours / honours with research. The minimum credits required for the FYIMP will be 177 credits with a minimum 133 credits for Semesters I to VI; minimum 44 credits for Semesters VII to VIII; and 40 credits from Semester IX and X Semester. The credit distribution shall be as follows:

14.7 TOTAL CREDITS FOR SIX SEMESTERS (THREE YEAR EXIT) = 133

COURSES	CREDITS	Semesters
Major / Minor Stream (DSC /DSE)	96 (4 credit courses)	Within all six semesters
Multidisciplinary Courses (MDC)	9 (3 credit three courses)	1 to 4
Skill Enhancement Courses (SEC)	9 (3 credits three courses)	1 to 6
Value Addition Courses (VAC)	6 (3 credits two courses)	1 to 4
Ability Enhancement Courses (AEC)	9 (3 Credits three courses)	1 and 2
Internship / Field Visit	4 (either one 4C internship or two 2C internships)	3 to 6
Total credits for first six semesters	**133**	

14.7 TOTAL CREDITS FOR SEMESTERS 7 and 8 = 44

(For Exit with UG Honours/Honours with Research the total credit =177)

COURSES	CREDITS	Semesters
Major / Minor Stream (DSC /DSE)	24 (4 credit 6 courses)	7
Additional DSC / DSE for Honours (in Major discipline)	12 (2 DSC and 1 DSE in the Major)	8
Project	12 Credits	8
MOOC / ONLINE COURSES (Blended Mode)	8 (4 credits 2 courses)	7 and 8
Total credits for Semester 7 and 8	**44***	

*For Honours with Research 12 credits Project in Semester 8 and for Honours additional 12 credits DSC / DSE in Semester 8 which should include Capstone level courses

14.9 TOTAL CREDITS FOR SEMESTERS 9 and 10 = 40

(For Exit with PG under FYIMP the total credit =217)

Pathway 1

COURSES	CREDITS	Semesters
Coursework	20 (4 credit 5 courses)*	9
Research	20	10
Total credits for Semester 9 and 10	**40**	

 * Among the 5 courses in semester 9 one course can be online/MOOC/blended mode at level 500, and one course can be a 4 credit Internship.

Pathway 2

COURSES	CREDITS	Semesters
Coursework	20 (4 credit 5 courses)*	9
	20 (4 credit 5 courses)*	10
Total credits for Semester 9 and 10	**40**	

* Among the 5 courses each in semester 9 and 10, one course each can be online/MOOC/blended mode at level 500, and one course each can be a 4 credit Internship in both semesters.

Pathway 3

COURSES	CREDITS	Semesters
Research	40	9 and 10
Total credits for Semester 9 and 10	**40**	

14.10 If the candidate takes an exit option after semester 6, the total credits for the Degree programme is 133. If the candidate takes admission to Semester 7 through lateral entry, the minimum credits required for the FYUGP Honours / Honours with Research is 44. The total credits required for the FYUGP is 177 (133 + 44).

14.11 The number of courses and their respective credits can be decided by the department council/ board of studies. The department council shall design Core courses (Discipline Specific Core and Discipline Specific Elective)

14.12 The syllabus for Multidisciplinary courses is to be designed by another faculty / department, whereas for Skill Enhancement courses and Value Addition courses the syllabus may be prepared by the same department or another faculty/department. However, the choice of opting MDC, VAC and SEC courses will with the student.

14.13 The courses developed by individual faculty members shall be approved by the respective Department Council. The Department Council shall have the freedom to approve and introduce new courses and/or to modify/redesign existing Courses and replace any existing Course with a new Course to facilitate better exposure and training for the students, with the approval of the University and the Academic Council. Any such change in the syllabus or course during a programme shall be affected before the commencement of the semester with prior approval from the university.

14.14   A student shall declare choice of minor / vocational stream at the end of the second semester.

14.15   The number of seats for honours with research shall be determined as per the availability of research guides.

14.16   Community engagement, social activities such as NSS, NCC, Sports and Games, participation in Arts, other social service activities as deemed appropriate by the university shall also be considered for awarding credits.

14.17   SWAYAM / Online Courses may also be opted for by students for earning credits.

14.18   University shall have a list of approved online /MOOC Courses that have a comprehensive graded evaluation with proper grades and grade points.

14.19   Grace mark for student achievement shall be awarded for UG and PG programmes as per university / government rules.

14.20   Different categories of courses shall be designed as per the guidelines suggested for each course by the university.

14.21   Credit transfer shall be done through the Academic Bank of Credits in general and for in case of credit transfer for the FYUGP adopted in the universities of Kerala as per the common regulations shall be done directly to the corresponding discipline and level at other university / college.

14.22   University shall develop the credit transfer and credit accumulation facilities or utilize the facilities provided by the state government or the Academic Bank of Credit (ABC) facility provided by UGC.

15. *Course and Credit Structure for Different Pathways*

15.1 Model Course and Credit Structure of FYIMP with Single Major / Honours in Single Major (Example Major in A)

SEM	DSC (Credit 4)	DSE (Credit 4)	AEC (Credit 3)	SEC (Credit 3)	MDC (Credit 3)	VAC (Credit 3)	Internship (credit 4)	Total Courses	Total Credits
I	(3) A-1, B-1, C-1		(2) AEC-1, AEC-2		(1) MDC-1			6	21
II	(4) A-2, A-3, B/C-2, B/C-3		(1) AEC-3		(1) MDC-2			6	22
III	(4) A-4, A-5, A-6, A-7				(1) MDC-3	(1) VAC-1		6	22
IV	(4) A-8, A-9, A-10, A-11			(1) SEC-1		(1) VAC-2		6	22
V	(4) A-12, A-13, A-14, A-15	(1) DSE -1		(1) SEC-2				6	23
VI	(3) A-16, A-17, A-18	(1) DSE-2		(1) SEC-3			(1) Internship 4C*	6	23
Total	Major A – 18 B/C – 3	2	3	3	3	2	1	36	133
**Students exiting after 3 year – awarded UG Degree with Major in A**									
VII	A-19, A-20, A/B/C – 21, A/B/C – 22	DSE-3, DSE-4, DSE-5.	**5 Courses with 2 DSC from A, 1 DSE from A and choice of DSC or DSE from A/B/C** – including specialized capstone courses		MOOC / Online – 1 (4C)			6	24
VIII	DSC – A/B/C – 23	DSE-6	**I DSC or DSE**		MOOC / Online – 2 (4C)		Project /Dissertation -12C (Honours with Research) For Honours – additional 3 4C Courses in DSC or DSE		20
**Student exit 4 year degree (Hons/Hons with Research) with Major in A**									
IX	DSC A- 24, 25, 26, 27, 28	-					**One 4 Credit Internship in lieu of one DSC and/or One 4 C MOOC/Online/blended course in lieu of one DSC**		20
X	Research						**Dissertation 20 credits**		20
**Student exit with 5-year Integrated Post Graduate Degree****									

* Internship of 4 credits can be completed as 2 credits internship twice, or 4 credits at a single stretch between semester 3 to 6.

** For FYIMP, the 40 credits in 5th year can also be obtained with coursework alone or research alone.

16. *Pedagogy Across All Programmes*

16.1 Use of technology in creating a learning environment that connects learners with instructional content, peers, and instructors throughout the learning process, while respecting the pace of learners is to be ensured.

16.2 Cooperative and peer-supported activities must be part of empowering students to takecharge of their own learning.

16.3 The Faculty shall have the freedom to identify and employ the most suitable pedagogical approach to a particular course and students.

16.4 Pedagogical methodologies such as PBL (Problem / Project Based Learning), and Service Learning shall be brought into practice as part of the curriculum, and experiential learningin the form of internship with a specified number of credits is to be made mandatory

16.5 Blended learning (BL) mode shall be employed to help learners develop 21st-century skills along with effective learning and skill development related to the subject domains.

17. *Assessment and Evaluation*

17.1 The assessment shall be a combination of Continuous Comprehensive Assessment (CCA) and an End Semester Evaluation (ESE). There should be separate minimum of 40 % each for CCA and ESE.

17.2 Fifty percent of weightage shall be given for Continuous Comprehensive Assessment (CCA) and fifty percent weight for End Semester Evaluation (ESE).

17.3 Evaluation of the students shall be done by with a proportion of the distribution of marks among End Semester Examination and Continuous Evaluation shall be 50: 50.

17.4 Continuous Evaluation includes assignments, seminars, periodic written examinations, or other measures as proposed in the syllabus and approved by the university.

17.5 The percentage allocation for each component under Continuous Evaluation shall be usually in the following proportions:

Theory		Practical	
Components	Percentage	Components	Percentage
Test papers	40%	Tests	80%
Viva-voce, Seminar presentations, Discussion, Debate etc.relevant to the course	40%	Record	20%
Assignment	20%		

17.6 If these components and ratio of weightages assigned to the components are not ideal for a discipline, the department council may change it. In such cases, the mode of assessment and weightages for different components should be clearly specified in the syllabus.

17.7 A copy of all records of Continuous Evaluation shall be maintained in digital format in the Department and shall be made available for verification by the University.

17.8 Performance of each student in an assessment shall be intimated to the student within two weeks of the conduct of test/ submission of assignment/ report.

17.9 Continuous Comprehensive Assessment (CCA) will have two sub components: Formative assessment (FA) and Summative Assessment (SA).

17.10 Each of these components will have equal weightage and to be conducted by the teacher/ course coordinator handling the course. These assessments are to promote deeper learning, thinking and reflection to gauge student's achievement / performance.

17.10.1 Formative assessment (FA) refers to a wide variety of methods that teachers use to conduct in-process evaluations of student comprehension, learning needs, and academic progress during a lesson, unit, or course.

17.10.2 FA is to encourage students to build on their strengths rather than fixate or dwell on their deficits. Formative Assessment can help to clarify and calibrate learning expectations for both students and parents.

17.10.3 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.

17.10.4 Formative assessment will be prerogative of the course coordinator based

on specific requirement of the student.

17.10.5 Suggestive methods of formative assessment are as follows: (any o ne or incombinations as decided by the course coordinator)

    a. Practical Assignment
    b. Observation of practical skills
    c. Viva voce.
    d. Quiz
    e. Interview
    f. Oral presentations
    g. Computerized adaptive testing
    h. In-class discussions
    i. Group Tutorial work
    j. Reflection writing assignments.
    k. Home assignments
    l. Self and peer Assessments
    m. Any other method as may be required for specific course / student by the course faculty.

17.10.6 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.

17.10.7 Summative assessments may be a class tests, assignments, or project, used to determine whether students have learned what they were expected to learn.

17.10.8 It will be based on evidence, collected using single or multiple ways of assessment. The systematically collected evidences should be kept in record by course facultyand the marks should be displayed on the college notice board before the end semester examinations.

17.10.9 The method of summative assessment will be as follows: (any one as decided by the course coordinator).

    a. Written test
    b. Open book test
    c. Laboratory report
    d. Problem based assignments
    e. Individual project report
    f. Case study report
    g. Team project report
    h. Literature survey
    i. Standardized Test

j. Any other pedagogic approach specifically designed for a particular course by thecourse coordinator.

17.10.10 A Student may repeat summative assessment only if for any compulsive reason due to which the student could not attend the assessment. The prerogativeof arranging a CCA lies with the course Coordinator with the approval of the Head of the Department in which the student is admitted based on justified reasons.

17.10.11 The Course Coordinator shall be responsible for evaluating all the components of continuous assessment for the concerned subject of a course. However, the University may involve any other person (External or Internal) for Evaluation of any or all the components as decided by the Vice Chancellor from time to time in case any grievances are raised.

17.10.12 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.

17.10.13 The faculty may provide options for students to improve their performance through continuous assessment mode.

17.10.14 There shall be Theory and Practical examinations at the end of each semester, ordinarily during November-December for odd semesters and during April-May for even semesters, as prescribed in the Scheme of Examinations.

17.10.15 *On demand examination*: Considering the emergence of new technology-based methods and the integration of teaching-learning and examinations in novel forms, offering examinations on demand may be provided.

17.10.16 Regarding evaluation, total weightage of the questions will be proportional to the credit of the corresponding course.

17.10.17 In all cases, continuous formative evaluation may account for up to 50% of the total assessment.

17.10.18 The end semester evaluation of the odd semesters 1, 3, 5, 7 and 9 shall be conducted at the department itself; and end semester evaluation of all even semesters 2, 4, 6. 8 and 10 shall be conducted by the university.

17.10.19 Individual learning plans (ILPs) and/or specific assessment arrangements may be put in place for differently abled students.

17.10.20 Suitable evaluation strategies including technology assisted examinations/alternate examination strategies may be designed and implemented for differently abled students.

18. *Practical exams*

18.1 There shall be no external examiner for conducting Practical examination.

18.2 There shall be a Continuous Evaluation of practical courses conducted by the Course- In-Charge. Continuous evaluation of practical will carry a weightage of 50%.

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

Components of Evaluation of Practical Courses	Weightage
Continuous evaluation of practical/exercise performed in practical classes by the students	50%
End-semester practical/viva-voce examination to be conducted bycourse in charge along with an additional examiner arranged internally by the Department council	30%
Evaluation of the Practical records submitted for the end semester practical/viva –Voce Examination by the course in charge and additional examiner	20%

18.4 The process of continuous evaluation of all Practical Courses shall be completed at least 10 days before the end-semester examination.

18.5 If students fail in continuous assessment of a practical course due to some reason, the "Pending" course may be cleared during the next semesters/ a fast track semesters alongwith respective semester. The students shall be required to attend practical classes of that course by going through the continuous evaluation process.

18.6 Those who have completed the continuous evaluation alone will be permitted to appearfor the end semester (practical) viva-voce.

18.7 For grievance redressal purpose, the University shall have the right to call for all the records of teachers' continuous evaluation.

18.8 The grades awarded in each semester (Continuous Internal Assessment and Practical Examinations) shall be forwarded to the COE (one week before the last date of semester examination) after resolving all the grievances of the students.

19. *Grading*

19.1 A 10-point indirect grading system shall be adopted for evaluation. The following table gives the marks %, grade points and letter grade.

Range of Marks%	Grade Point (P)	Letter Grade
95-100	10	O (Outstanding)
85-94	9	A+ (Excellent)
75-84	8	A (Very Good)
65-74	7	B+ (Good)
55-64	6	B (Above Average)
45-54	5	C (Average)
40-44	4	P (Pass)
Below 40	0	F (Fail)
	0	Ab (Absent)

19.2 A minimum of grade point 4 (Grade P) is needed for the successful completion of a Course. A student who has failed in a Course can reappear for the End Semester Examination of the same Course along with the next batch without taking re-admission or choose another Course in the subsequent semesters of the same programme to acquire the minimum credits needed for the completion of the Programme. There shall be no improvement for CCE.

19.3 Computation of SGPA and CGPA

The following method is recommended to compute the Semester Grade Point Average (SGPA) and Cumulative Grade Point Average (CGPA):

19.3.1 The SGPA is the ratio of the sum of the product of the number of credits with the grade points scored by a student in all the courses taken by a student and the sum of the number of credits of all the courses undergone by a student, i.e. **SGPA** $(S_i) = \Sigma (C_i \times G_i) / \Sigma C_i$ Where C_i is the number of credits of the course and G_i is the grade point scored by the student in the course.

Example for Computation of SGPA

Semester	Course	Credit	Letter Grade	Grade point	Credit Point (Credit x Grade)
I	Course 1	3	A	8	3 X 8 = 24
I	Course 2	4	B+	7	4 X 7 = 28
I	Course 3	3	B	6	3 X 6 = 18
I	Course 4	3	O	10	3 X 10 = 30
I	Course 5	3	C	5	3 X 5 = 15
I	Course 6	4	B	6	4 X 6 = 24
		20			139
				SGPA	139/20=**6.95**

19.3.2 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. **CGPA** $= \Sigma(C_i \times S_i) / \Sigma C_i$ Where S_i is the SGPA of the 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 x 6.9 + 21 x 7.8 + 22 x 5.6 + 24 x 6.0 + 23 x 6.3 + 22 x 8.0)/133					

19.3.3 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, Kannur University will issue the transcript for each semester and a consolidated transcript indicating the performance as a digital document.

19.4 Based on the CGPA, the overall letter grade of the student and classification shall be given in the following way.

CGPA	Overall Letter Grade	Classification
9.5 and above	**O**	Outstanding
8.5 and above but less than 9.5	A+	First Class with Distinction
7.5 and above but less than 8.5	A	
6.5 and above but less than 7.5	B+	First Class
5.5 and above but less than 6.5	B	
4.5 and above but less than 5.5	C	Second Class
4.0 and above but less than 4.5	D	Third Class
Less than 4.0	F	Fail

19.6 Appearance for Continuous Evaluation (CE) and End Semester Examination (ESE) are compulsory, and no Grade shall be awarded to a candidate if the candidate is absent for CE or ESE or both.

20. Grade card

20.1 The Controller of Examinations shall issue semester wise grade cards in digital form only, based on the details submitted by the Heads of the Departments concerned. On completion of the programme, consolidated grade cards and certificates (hard copy) will be issued.

20.2 The Grade Card shall contain the following: Title of the Courses taken as Core, Elective & Open Elective, Ability Enhancement / Skill Enhancement Courses separately for theory and Practicum Courses.

20.3 The credits associated with, and grades awarded for each Course. The number of credits (Major / Minor Stream – DSC/ DSE/ Ability Enhancement / Skill Enhancement Courses) separately earned by the student and the SGPA.

20.4 The total credits (Core / Elective/ Ability Enhancement / Skill Enhancement Courses) separately earned by a student till that Semester.

20.5 The consolidated grade statement issued on completion of the Programme shall

contain the name of the Programme, the Department offering the Programme, the title of the Courses taken, the credits associated with each Course, grades awarded, the total credits for Theory and Practicum (Core/ Elective/Ability Enhancement/Skill Enhancement Courses) separately earned by the student, the CGPA and the class in which the student is placed. Rank Certificates up to third rank will be issued based on CGPA calculated at the end of the last semester of that Programme.

21. *Committees to be constituted for the implementation and monitoring of FYIMP programmes*

21.1 There Shall be an **FYIMP Implementation cum monitoring committee** at the University level chaired by the Vice Chancellor to ensure the smooth implementation of the FYIMP programme.

21.2 Apart from this there shall be a department Level **FYIGP Academic committee and** in each department to execute the FYIMP programmes.

22. *Guidelines for Acquiring credit from other institutions/online/Distance mode etc.*

22.1 Students enrolled for a particular programme in one institution can simultaneously enroll for certain extra credits from other institutions within or outside University.

22.2 A student shall register for a minimum of 16 credits per semester.

22.3 For the 7th and 8th semesters of the FYIMP Degree programmes students may opt for more credits from outside the institution that they have joined.

22.4 Kannur University will publish a list of courses that are open for admission for students from other institutions well in advance with the approval of Department Council.

22.5 Kannur University will publish the list of courses which are being offered during the summer fast track semester as well.

22.6 Kannur University will publish a list of their signature courses, the specialized elective/skill/value added courses offered by their faculty members with a prior approval of theuniversity board of studies.

22.7 Kannur University may empanel distinguished individuals who have excelled in their field of specialization like science and technology, industry, commerce, social research media, literature, fine arts, civil services etc. as Adjunct faculty as per the UGC guidelines with the approval of the university.

22.8 With the approval of the University the adjunct faculty can offer specialized elective courses and skill based/Value added/Vocational Courses as signature courses.

22.9 All faculty including Guest faculty/Visiting faculty/Visiting Scholars can also offer specialized elective courses and skill based/Value added/Vocational Courses as signature courses with the approval of the Department Council/University

22.10 The Department Council shall prepare a list of online courses at different levels offered in various online educational platforms, which can be opted by the students for acquiring credits.

22.11 The Department Council may also prepare a list allied/relevant pathway course offered by other board of studies that can be considered as pathway course for major/minor for their disciplines at different levels.

22.12 The student while registering for the examinations should register for these online courses as well in respective semesters, the grade and mark obtained for the online course should be communicated to the university through the college to the university and the university should award the credit and include these results in the semester grade card of the students.

22.13 Students shall be given an option to opt from extra credits /cancel the registration of the online courses if they acquire the required number of credits for the award of the degree.

23. Attendance and Progress

23.1 The minimum attendance required for each Course shall be 60 % of the total number of classes conducted for that semester. Those who secure the minimum attendance in a semester alone will be allowed to register for the End Semester Examination.

23.2 Condonation of shortage of attendance for a maximum of 10 days in a semester, subject to a maximum of two spells for Semesters I to VI and 10 days in a semester, subject to maximum of two spells for semesters VII to VIII separately may be granted by Vice Chancellor.

23.3 Records of attendance shall be maintained by the concerned Department/College for a period 6 six years after the programme and the attendance register shall be made available for verification.

24. *Proposed Options for Higher studies for the students exit at different points in the FYIMP*

24.1 The following Higher studies options at the level of post-graduation/research was already described by UGC in the national Higher education qualification framework.

24.2 The two-year master programme will continue (with an option of having the second year devoted entirely to research) for those who have completed a 3-year bachelors programme under the FYUGP regulations. The regulation for two-year Master's program will be provided separately.

24.3 For students who have completed a 4-year bachelor's degree could complete their master programme within one year by acquiring the required credits as per the PG curriculum framework requirement or adaptation of 5 yr PG program initiated by UGC/KSHEC.

24.4 For enrolling in a PhD programme the candidate should have acquired a Masters degree or a 4-year honours degree with research.

24.5 Kannur University will restructure their PG programme according to the modifications suggested by UGC/Higher education council from time to time.

25. *Time limit for the completion of programme*

25.1 The maximum time limit to complete a 6 semester programme shall be 6 years after joining the programme.

25.2 The maximum time limit to complete the 10 semester programme for the FYIMP will be 8 years form the time of joining the programme.

26. *Transitory provision*

26.1 Notwithstanding anything contained in these regulations, the Vice Chancellor shall for a period of one year (may be revised) from the date of coming into force of these Regulations, have the power to provide by order that these Regulations shall be applied to any programme with such modifications as may be necessary.

26.2 Notwithstanding anything contained in these regulations, any amendments or modifications issued or notified by the UGC or state government, from time to time, shall be deemed to have been incorporated into these regulations and shall

constitute an integral part there.

26.2 These regulations or modifications as mentioned above will be applicable to admission of students to Five-year Integrated Masters program and also for one year post graduate programme (after completion of 4-year undergraduate programme).

26.3 The regulations for two-year postgraduate programme after completion of three year degree programme satisfying the credits as per the National Credit Framework and UGC regulations shall be prepared separately.

Annexure-1

Required Curricular Components and Credits for the FYIMP

Sl.No.	Categorization of Courses for all Programs	Minimum Number of Credit required		
		3-year UG	4-year UG	5-year Integrated PG (Coursework + Research or Coursework alone or Research alone)
1	Major (Core)	68	88*	20
2	Minor	28	36	
3	Multi-disciplinary	9	9	
4	Skill Enhancement Courses (SEC)	9	9	
5	Ability Enhancement Course(AEC)	9	9	
6	Value Added Courses Common for all UG	6	6	
7	Summer Internship, field based. learning etc.	4	4	
8	Research Project / Dissertation		12	20
	Total Credits	**133**	**177**	**40 (177+20=217)**

*The students pursuing the Honours degree may be permitted to earn a total of 12 credits through approved online courses in Major and Minor streams