DIRECTION

No. : 86/2023 Date : 20/12/2023

Subject :- Direction Leading to the Post Graduate Diploma in Communication Skills in English (One Years- Two Semesters Post Graduate Diploma Programme) under National Education Policy-2020, V-1, Direction, 2023.

Whereas, the Ordinance No. 36 and Direction No.08/2022, leading to the Post Graduate Diploma (P. G.Diploma) are in existence in the University,

AND

Whereas, Government of Maharashtra has constituted a steering committee on 26th of December, 2022 for implementing National Education Policy, 2020 to all the Under Graduate and Post Graduate Programmes of the University Grants Commission approved courses,

AND

Whereas, a joint meeting of all the Pro-Vice Chancellors and the Deans was held with steering Committee at Pune on 23rd and 24th January, 2023,

AND

Whereas, as per the letter from the Government, a workshop of all the Principals and Nodal Officers were heldwith the Steering Committee member Dr. Jogendrasingh Bisen on 21/02/2023 in this University,

AND

Whereas, as per the instructions of Government of Maharashtra, Hon'ble Pro-Vice Chancellor has constituted a13 member Committee under his Chairmanship to formulate the Teaching, Learning, Examination and Evaluation Scheme and Draft Provisions for Direction/Ordinance as per the National Education Policy-2020 on 28/02/2023,

AND

Whereas, meeting of the said committee was held on 16/03/2023 and in this meeting a Sub-Committee was formed of the Dean's of all the 04 faculties under the Chairmanship of Dr. A.B. Marathe, Retired Principal, College of Engineering & Technology of H.V.P.M.,

AND

Whereas, series of meetings of the said sub- committee were held on 17/03/2023, 20/03/2023, 21/03/2023, 23/03/2023, 24/03/2023, 12/04/2023, 13/04/2023, 21/05/2023 and 22/05/2023 and in this meeting a Sub-Committee was formed of the Dean's of all the 04 faculties under the Chairmanship of Dr. A.B. Marathe, Retired Principal, College of Engineering & Technology of H.V.P.M.,

AND

Whereas, as per the instructions given by the Joint Direction, Higher Education, Pune Region, Pune a joint meeting of the Principals of 20 colleges, the Deans of all the 04 Faculties, Dr. A. B. Marathe Sir was held on 07/04/2023 under the Chairmanship of the Dean of the Faculty of Humanities Studies in virtual mode,

AND

Whereas, a joint meeting of all the Principals, all the 04 Deans' of the Faculties, Dr. A.B. Marathe, Joint Director, Higher Education, Amravati Region, Amravati was held in virtual mode on 17/04/2023 regarding the workload,

AND

Whereas, joint meeting of all the 04 Deans of the Faculties along with the members of Steering Committeewere held on 15/06/2023 at Mumbai,

AND

Whereas, a Joint meeting of all the Principals of Post Graduate Colleges, All the 04 Deans of the Faculties, Heads of the Departments of University along with Steering Committee members Dr. Rajshekhar Pillai and Dr. Yugank Goyal was held on 03/0/2023 in University,

AND

Whereas, on 11/07/2023 a joint meeting was held under the Chairmanship of Pro-Vice-Chancellor with all the Principals of Post Graduate Colleges, Heads of the Departments of University, Joint Director, Higher Education, Amravati Region, Amravati and all the 04 Deans of the Faculties,

AND

Whereas, Board of Studies meetings and Ad-hoc Committee meeting were held during the period of 01/07/2023 to 31/07/2023 for the preparation of Syllabi of Post Graduate Programmes as per National Education Policy, 2020,

AND

Whereas, the Management Council in its meeting dated 06/06/2023 (adjourned on 26/04/2023) has takencognizance of various Government Resolutions issued from time to time with respect to National Education Policy, 2020,

AND

Whereas, In an Online meeting dated 22/05/2023, recommendations of Sub-Committee were submitted beforethe main Committee constituted under the Chairmanship of Pro-Vice Chancellor for National Education Policy, 2020,

AND

Whereas, In an Online meeting dated 22/05/2023, recommendations of Sub-Committee were submitted beforethe main Committee constituted under the Chairmanship of Pro-Vice Chancellor for National Education Policy, 2020,

AND

Whereas, an online meeting was held under the Chairmanship of Pro-Vice Chancellor of all the Principals ofNAAC Accredited A, A+ and A++ colleges affiliated to this University,

AND

Whereas, a syllabus recommended by the various Board of Studies under the Faculty of Inter-disciplinaryStudies were approved by the Faculty of Humanities Studies on 29/07/2023,

AND

Whereas, the recommendations of the Faculty of Humanities were approved by Vice-Chancellor on dated03/08/2023 under the provision 12(7) of the Maharashtra Public Universities Act, 2016

AND

Whereas, making Ordinance/Regulation is a time consuming process,

Now, therefore, I , Dr. Pramod G. Yeole, In-charge Vice-Chancellor, Sant Gadge Baba Amravati University, Amravati in exercise of the powers conferred upon me under sub-section (8) of section 12 of the Maharashtra Public Universities Act, 2016, do hereby direct as under :-

1. This Direction may be called, "Examinations leading to the the **Post Graduate Diploma in Communication Skills in English (पदव्यूत्तर पदविका) (**One Year - Two Semesters – Diploma Programme) - under National Education Policy – 2020, Direction 2023".

2. The **Post Graduate Diploma in Communication Skills in English** shall belongs to the Faculty of HumanitiesStudies,

3. This Direction shall come into force from the Academic Session as follows :
i) Semester I and II – from the Academic Session 2023-2024,

4. The Provision of Direction, eligibility Criterion and other details are as follows and the Scheme of Teaching, learning, Examination and Evaluation of Semester I and Semester –II is appended herewith vide Annexure A-1 and A-2

Common Provisions

5. In this Direction unless context otherwise requires–

Any other definition, word and expression used herein and note defined but defined in *pari material* such as the Maharashtra Public Universities Act, 2016 and UGC regulations shall have the same meaning as assigned to them in the said enactments.

NEP Implementation in First Phase:

The credit and curricular framework is to be made applicable, in the first phase, to the following programs (other than those regulated by AICTE, PCI, BCI, CoA, NCTE etc.) with effect from Academic Year 2023- 24: PG: M.A., M.Sc., M.Com. and all Non-AICTE professional PG degree programs and Diploma Programmes

6. With effect from Academic Year 2023-2024, One Year P G Diploma Programme with Exit option will not be introduced in Sant Gadge Baba Amravati University, hereinafter, referred to as the University in this document.

7. As per the scheme of teaching, learning, examination and evaluation, theory/practical examinations of Semester-I & II shall be conducted by the University (except for Internal Examinations as applicable) at the end of each semester.
The theory/practical examination for the Semesters shall be held as per the following Schedule.

Table1

Sr. No.	Name of the Examination	Main Examination	Supplementary Examination
1	Semester-I	Winter	Summer
2	Semester-II	Summer	Winter

8. The practical examination of all the semesters shall be conducted by the University as prescribed. Practical examination of all the add-on papers of all semesters will be conducted by the College/Institution/University Department.

9. The examinations specified in Para 2 shall be held twice in a year at such places and on such dates as may beprescribed by the University.

10. An applicant to an examination specified in Para 2 shall pursue a regular course of study in courses prescribed for the examination concerned for not less than one semester in a particular semester in a College/Institute/University Department.

Provided that the student shall be eligible to appear for examination if,

a. he/she complies with the provisions of the Ordinance pertaining to the Examination in general fromtime to time.
b. he/she has prosecuted a regular course of study in a University Department/College affiliated to theUniversity.
c. he/she has in the opinion of the Principal shown satisfactory progress in his/her studies.

11. Without prejudice to the provisions of Ordinance No. 6 shall be applicable in *mutatis-mutandis* to everycollegiate/non-collegiate student.

12. The fees for each theory examination conducted by the University shall be asprescribed by the University, fromtime to time.

14. Credit Framework for One Year PG Programme Table A

Year(1 Yr PD)	Level	Sem.(1 Yr)	Major		RM	OJT / FP	CC (Optional)	Cum. Cr. Offered	Degree
			Mandatory	Electives					
I	6.0	Semester I	14	4	4			22	PG Diploma (after 3 Yr Degree)
		Semester II	14	4		4 Cum.		22	
Cum. Cr. For PG Diploma			28	08	4	4		44	

Table B Distribution of Credits across One Year PG Diploma Programme

Sr. No.	Type of Course		Total Credits Offered	Minimum Credits Required
1	**MAJOR**			
	i. DSC	**28**	**28**	**28**
	ii. DSE	**08**	**08**	**08**
	TOTAL		**36**	**36**
2	**Research Methodology (FSC/DSC: Major)**	**04**	**04**	**04**
3	On Job Training, Internship/ Apprenticeship; Field projects **Related to Major**	**04**	**(120 hours OJT/FP cum.) 04**	**(Minimum 60 hours OJT/FP is mandatory) 04**
	OPTIONAL			
4	**Co-Curricular Courses (offline and/or online as applicable): Co-curricular Courses: Public Speaking, Cultural Activities, Fine/Applied/Visual /**CC also include but not limited to Academic activities like paper presentations in conferences, Aavishkar, start-ups, Quiz competitions, Article published, Participation in Summer school/ Winter School / Short term course, Field Visits, Study tours, online/offline Courses on LSRW skills for the improvement of Communication Skills, Communication Skills for Group discussion, Elocution, Debate and Presentation etc.).		**(Limited to Maximum 90 Hours [3 Credits] of cumulatively only) 03**	**00**
	TOTAL		**47**	**44**

15. **After earning minimum 44 Credits** as given in above Table B from Semester I & II cumulatively, the student shall be awarded PG **Diploma in Communication Skills in English.**
16. **(a).** Record of student's Performance cum Evaluation (containing attendance, concept knowledge, intellectual/decision making ability, handling skill, sense of responsibility, cooperative/leadership quality, presentation/demonstration) related to OJT: *Internships/Apprenticeship etc.* shall be maintained by the college/institute/university department.
17. **(b).** For allotment of OJT: *Internships/Apprenticeship, etc.*, theCollege/Institute/University Department shall follow standard operating procedures(SOP)with concerned College/Institute/University Department/Organization/ Industry on the basis of Memorandum Of Understanding (MOU) /Letter of Intent and Joining letter. Further, for validation, progress records, Evaluation Sheet etc. shall bemaintained by the College/Institute/University Department.

18. **(c).** For award of Credits to Co-curricular Courses: Co-curricular Courses: Public Speaking, Cultural Activities, Fine/Applied/Visual /CC also include but not limited to Academic activities like paper presentations in conferences, Aavishkar, start-ups, Quiz competitions, Article published, Participation in Summer school/ Winter School / Short term course, Field Visits, Study tours, online/offline Courses on LSRW skills for the improvement of Communication Skills, Communication Skills for Group discussion, Elocution, Debate and Presentation etc.).the College/Institute/University Department should maintain a record of the student.
19. In the Scheme of Teaching, learning, Evaluation & Examination, credits are to be given with the maximum marks allotted to the Semester Examination in each paper for the theory of the two examinations. Also Computation of SGPA and CGPA, letter grades and grade point, equivalence of class/division to corresponding CGPA shall be indicated as given in Appendix A.

    For computation of SGPA and CGPA, grade points earned by the students in all Courses shall be considered except for OJT and Co-curricular courses.
20. The system of evaluation will be as follows:
    Theory papers and internal assessment will be evaluated in terms of marks. The marks will be added together and then converted into a grade and later a grade point average. Results will be declared for each semester and the final examination will give total grades and grade point average
21. Internal assessment marks (Theory) shall be based on two class tests. The distribution will be decided by the respective Board of Study. Internal assessment of practical/practicum/other relevant courses will be continuous and based on the performance of a student throughout the session along with satisfactory submission of the termwork.

    There shall be a separate passing in Theory course so far as Internal and External Examinations are concerned. Student shall have to pass separately in the Internal Theory Examination as well as External (Theory) End-semester University Examination.

    For Examination and Evaluation of Theory Courses, 40 % Marks shall be assigned to Internal Examination and 60%Marks shall be assigned to end-semester external university examination. Now, MCQ, if any, will be part of the Internal Assessment only (40%).

    The internal theory examination is based on two class tests. As 40% Marks are assigned for the Internal Theory Examination, student will have to score at least 40% Marks, that is, 16 Marks for passing the internal theory course of 100 marks. Similarly, as 60 Marks are assigned for the External end-semester University Theory Examination, Student will have to score at least 40 % Marks, that is, 24 Marks for passing the theory course of 100 Marks.

    In case, even after completing the requisite term-work, the student is unable to score minimum prescribed marks in Internal Theory Examination, that is, 16, he/she will be declared as Fail.

    However, the concerned College/Institute/University Department shall give one more opportunity to such failure students. Thus, failure students will get another chance to clear their theory courses/subjects. The remedial re- examination of such failure students shall be conducted before the commencement of end-semester University examinations, so that the concerned College/Institute/University Department can submit the revised internal marks of such failure students to the University in due course of time as instructed by the University.

22. The **computation of Semester Grade Point Average (SGPA) and Cumulative Grade Point Average (CGPA)** of an examinee of *post graduate course* shall be as given in **Appendix A**.

23. Provisions of Ordinance No.18/2001in respect of an Ordinance to provide grace marks for passing in a Head of passing and Improvement of Division (Higher Class) and getting Distinction in the subject and condonation of deficiency of marks in a subject shall apply to the examination under this Direction.
24. An unsuccessful examinee at any of the above examination shall carry College assessment marks (Sessional Marks) of the theory/Practical examination to the successive attempt at the examination. The examinee however can go for his/her College assessment marks in the subject or subjects in which he/she shall be examined for total marks comprising of theory and sessional together at his/her successive attempts.

25. As per Maharashtra Public Universities Act, 2016, Section 89 Chapter VIII, the results of every examination and evaluation conducted by the University will be declared within 30 days from the last date of examination for that particular course and in any case declare the results latest within 45 days. The names of the examinees passing the examination as a whole in the minimum prescribed period and obtaining the prescribed number of places in the CGPA shall be arranged in order of merit as provided in the examination in general Ordinance No.6 provided that the merit list only be published in summer examination.

26. Subject to provisions in other ordinances, directions, no person shall be admitted to an examination under this Direction, if he / she has already passed the same examination of this University or an equivalent examinationof any other University.

27. An examinee who has completed the term satisfactorily but fails to present himself/herself for the **examination shall be eligible for re-admission to the same examination, on payment of fresh fees and** other fees as may be prescribed by the University from time to time.

28. A Student who could not complete a semester satisfactorily or did not keep term will be eligible for readmissionto the same semester. However, readmission to the semester should be allowed only in regular session of that semester. In such case, the candidate will not be eligible to get admission in higher semester.

29. A candidate/student who has successfully completed all requisite courses approved by the University and earned minimum prescribed total credits for which he/she is admitted for the Post-graduate Diploma programme and accumulated the required credits for the program and who has put in the minimum residence time prescribed for each semester of the program shall be eligible to receive the diploma.

30. Examinations will be conducted in offline mode in accordance with Ordinance No.9. However, under special circumstances and in specific cases, those can be conducted in online mode on the recommendations of Boardof Examination & Evaluation and approval by the Academic Council.

31. Generally and preferably, College / Institute/Department internal assessment examinations and university examinations papers should be set from the Question Bank prepared by the university.

32. **Guidelines to Paper Setters** are provided in Appendix B, Instructions to BOS in Appendix C, Guidelines for Glossary of Terms in Appendix D and Abbreviations in Appendix E, respectively. Further, at the end of Appendix F, list of references employed to compose this document is also furnished.

33. Power to modify and remove difficulties:-

a. Notwithstanding anything contained in the foregoing, Hon'ble Vice-Chancellor in consultation with theDean of the faculty shall have the power to issue directions or orders to remove any difficulty,

b. Nothing in the foregoing may be construed as limiting the power of the University to **amend,** modifyor repeal any or all of the above.

34. Power to modify and remove difficulties:-

a. Notwithstanding anything contained in the foregoing, Hon'ble Vice-Chancellor in consultation with the Dean of the faculty shall have the power to issue directions or orders to remove any difficulty,
b. Nothing in the foregoing may be construed as limiting the power of the University to **amend,** modify or repeal any or all of the above.

35. NEP working committee:-

A) University Level:-

There shall be a NEP working committee in the University comprising of the following members

1.	**Vice-Chancellor**	**-**	**Chairman**
2.	Pro-Vice Chancellor	-	Member
3.	Deans of all faculties	-	Members
4.	Two Experts not below the rank of Professors nominated by Honorable Vice-Chancellor	-	Member
5.	Concerned Head of the Department	-	Member
6.	D.R.(Academic)	-	Member-secretary

B. University Department Level:-

There shall be a NEP working committee in each University Department comprising of the following members

Head of the University Department	**-**Chairman
One Teacher nominated by Honourable Vice-Chancellor	-Member

C. College Level

There shall be a NEP working committee in each affiliated college comprising of the following members

1.	Principal	-	Chairman
2.	HoDs of the Teaching Departments of a College	-	Members
3.	IQAC Co-ordinator/Nodal Officer	-	Member- secretary

Powers and Duties of the NEP working committee

1. Committee shall take review of the Implementation of the NEP after completion of every Semester
2. The committee shall report to the university about difficulties faced during the implementation of the NEP to the university.
3. The committee should also consider the grievances of the students regarding the difficulties/disadvantages put to them if any during their studies under NEP.
4. For college level and University level, the committee will also be a grievance redressal committee for implementation of NEP, respectively.
5. The committee may consider any other matter in the interest of the students as far as the NEP is concerned.

Appendix- A

COMPUTATION OF SGPA AND CGPA AND AWARD OF DEGREE

Letter Grades and Grade Points :

i. Two methods -relative grading or absolute grading have been in vogue for awarding grades in a course. The relative grading is based on the distribution (usually normal distribution) of marks obtained by all the students of the course and the grades are awarded based on a cut-off marks or percentile. Under the absolute grading, the marks are converted to grades based on pre-determined class intervals. Sant Gadge Baba Amravati University has implemented absolute grading. The UGC recommends a 10-point grading system with the following letter grades as given below:

1) Marks of each paper/subject shall be converted into grades as given in the Table No. 1.

Letter Grades and Grade Points

TABLE-1

Semester GPA/ Program CGPA Semester/Program	**% of Marks**	**Alpha-Sign/Letter Grade Result**
9.00-10.00	90.0-100	0(Outstanding)
8.00-<9.00	80.0-<90.0	A+(Excellent)
7.00-<8.00	70.0-<80.0	A(Very Good)
6.00-<7.00	60.0-<70	B+(Good)
5.50-<6.00	55.0-<60.0	B(Above Average)
5.00-<5.50	50.0-<55.0	C(Average)
4.00-<5.00	40.0-<50.0	P(Pass)
Below4.00	Below40	F(Fail)
Ab(Absent)	-	Absent

A student obtaining Grade F or Ab shall be considered failed and will be required to reappear in the examination.

1. **Curriculum & Credits :-**

As per National Credit Framework the curriculum framework requirement is of 700hours per year. (The extract of therule is enclosed.)

As per the scheme and syllabus of one year P.G. Diploma in communication Skills in English the total per year learninghours are more than 700 hours (The copy of scheme of teaching and learning of P.G. Diploma course is enclosed).

Duration :-

The Post Graduate Diploma programme is of (1 years)

It should be noted that there will be no educational loss while awarding students.

2. **Computation of SGPA and CGPA**

The UGC recommends the following procedure to compute the Semester Grade Point Average (SGPA) and Cumulative GradePoint Average (CGPA) :

i. The SGPA is the ratio of 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

It should be noted that there will be no educational loss while awarding P.G. Diploma in Communication Skills in English.

Computation of SGPA:

Semester Grade Point Average (SGPA) is the weight age average of point obtained by a student in a semester andcomputed as follows.

$$SGPA\ (Si) = \sum Ci\ x\ Gi\ /\ \sum Ci$$

Where Ci denotes the number of credits of the i^{th} course and G_i denotes the grade points scored by a student in the i^{th}Course.

ii. The 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.

Computation of CGPA :

The CGPA is computed as follows

$$\text{CGPA} = \sum(Ci \times Si) / \sum Ci$$

Where Si denotes the SGPA of the i^{th} Semester and C_i denotes the total number of credits in that Semester.

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

3. Illustration of Computation of SGPA and CGPA and Format for Transcripts

i. Computation of SGPA and CGPA

***Illustration* for SGPA :**

Course	Credit	Grade letter	Grade point	Credit Point (Credit x Grade Point)
Course 1	3	A	8	3 X 8 = 32
Course 2	4	B+	7	4 X 7 = 28
Course 3	3	B	6	3 X 6 = 18
Course 4	3	O	10	3 X 10 = 30
Course 5	3	C	5	3 X 5 = 15
Course 6	4	B	6	4 X 6 = 24
	20			139

Thus, SGPA =139/20 =6.95

***Illustration* for CGPA :**

Semester 1	Semester 2	Semester 3	Semester 4
Credit : 22 SGPA:6.95	Credit : **2** SGPA:7.8	Credit – 25 SGPA : 5.6	Credit – 26 SGPA : 6.0
Semester 5	**Semester 6**		
Credit – 26 SGPA : 6.3	Credit – 25 SGPA : 8.0		

Thus, CGPA = 20 x 6.9 + 22 x 7.8 + 25 x 5.6 + 26 x 6.0 + 26 x 6.3 + 25 x 8.0

= 6.73

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

3) Equivalence of the conventional division/class to the corresponding C.G.P.A. in final semester is in accordance with the following table

Equivalence of Class/Division to C.G.P.A.

Sr. No.	C.G.P.A.	Class/Division
1.	7.5 or more than 7.5	First Class with Distinction
2.	6.00 or more but less than or equal to 7.49	First Class
3.	5.50 or more but less than or equal to 5.99	Higher Second Class
4.	5.00 or more but less than or equal to 5.49	Second Class
5.	4.00 or more but less than or equal to 4.99	Pass

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Appendix-B

GUIDELINES TO PAPER SETTERS

Medium of Instructions and for examination shall be as prescribed by the BOS.

1. For the internal assessment & University end semester theory examinations, the paper should be set preferablyfrom the question bank prepared by the university.

The question should be based on bloom's Taxonomy levels of (a) Remembering (b) Understanding (c) Application (d) Analysis
(e) Evaluation and (f) Synthesis

Remember:-

Skill Demonstrated	Question Ques/ Verbs for tests
• Ability to recall of information like, facts, conventions, definitions, jargon, technical terms, classifications, categories, and criteria ability to recall methodology and procedures, abstractions, principles and theories in the field • Knowledge of dates, events, places. • Mastery of subject matter	List, define, describe, state, recite, recall, identify, show, label, tabulate, quote, name, who, when where, etc.

Understand:-

Skill Demonstrated	Question Ques/Verbs for test
• Understanding information grasp • meaning • translate knowledge into new context • interpret facts, compare, contrast order, group, infer causes predict consequence	Describe, explain, paraphrase, restate, associate, contrast, summarize, differentiate interpret, discuss.

Apply:-

Skill Demonstrated	Question Ques/Verbs for test
•• Use information Use methods ,concepts, laws, theories in new • situations solve problems using required skills of knowledge • Demonstrating correct usage of method or procedure	Calculate, predict, apply, solve, illustrate, use, demonstrate, determine, model, experiment, Show, examine, modify.

Analysis:-

Skill Demonstrated	Question Ques/Verbs for test
• Break down a complex problem into parts. Identify the relationships and interaction • Between the different parts of complex problem.	Classify, outline, breakdown, categorize, analyze, diagram,illustrate, infer, select.

Evaluation (Judging) Analysis:-

Skill Demonstrated	Question Ques /Verbs for test
Evaluation questions encourage students to develop opinions and make value decisions about issues based on specific criteria	Assess, Critique, Determine, Evaluate, Judge, Justify, Measure & Recommend **Examples of questions:** • "How could you select...?" • "How could you prove...?" • "How would you prioritize...?" • "What information would you use to support...?"

Synthesis (Creating)

Skill Demonstrated	Question Ques/Verbs for test
These questions encourage students create something new by using a combination of ideas from different sources to form a new whole	Arrange, Combine, Create, Design, Develop Formulate, Integrate & Organize. **Examples of questions:** • "What could be changed to improve...?" • "How would you test...?" • "What way would you design...?" • "What outcome would you predict for...?"

The Weightage of marks should be given preferably in the range of:

(a)	Remembering	10 to 20%
(b)	Understanding	30 to 45%
(c)	Application	30 to 45%
(d)	Analysis	10 to 20%
(e)	Evaluation(Judging)	10 to 15%
(f)	Synthesis(Creating)	10 to 15%
		100 to 160%

Types of Questions :-
Internal Theory Examination
Multiple Choice Questions (M.C.Q.) :-

1. **Relevant content:** The question should be based on the relevant and important content.
2. **Application of knowledge, not only theory:** The question tests the application of knowledge, does not only test howthe candidate recalls isolated theoretical facts.
3. **Focused questions and homogeneous answers:** The question focuses on one relevant aspect of the topic, all proposed answers belong to the same content dimension (i.e., diagnosis, or causes, or managements decisions etc.)
4. **Clear and unambiguous answer:** The best answer clearly stands out. Avoid" correct" answers with existingcontroversial doctrines.
5. **Appropriate level of difficulty (50%-90%correctanswers):**
   Too difficult-even the best candidates need to guess Too easy - weak candidates get a "present"
6. **Unambiguous, concise and simple phrasing :** Avoid trick questions, double negatives.
   Use only common abbreviations, short sentences etc.Avoid imprecise qualifications (often, usually) etc.
7. **Avoid clues:**
   Clues can help candidates guess the correct answer. Examples are:

- One answer is much more detailed than the others
- Only one answer follows grammatically from the stem• Non logical order of the answers

General strategies :

- **Test comprehension and critical thinking, not just recall**
  Ask MCQ so as to interpret facts, evaluate situations, explain cause and effect, make inferences, and predict results.
- **Use simple sentence structure and precise wording**
  Write test questions in a simple structure that is easy to understand. And try to be as accurate as possible in yourword choices. Words can have many meanings depending on colloquial usage and context.
- **Use familiar language.**
  The question should use the same terminology that was used in the course. Avoid using unfamiliar expressions or foreign language terms, unless measuring knowledge of such language is one of the goals of the question. Studentsare likely to dismiss distracters with unfamiliar terms as incorrect.
- **Place most of the words in the question stem**
  While using a question stem, rather than an entire question, ensure that most of the words are in the stem. This way, the answer options can be short, making them less confusing and more legible.
- **Avoid giving verbal association clues from the stem in the key.**
  If the key uses words that are very similar to words found in the stem, students are more likely to pick it as thecorrect answer.
- **Avoid trick questions**
  Questions should be designed so that students who know them at real can find the correct answer. Questions designed to lead students to an incorrect answer, through misleading phrasing or by emphasizing an otherwise unimportant detail of the solution, violate this principle.
- **Avoid negative wording**
  Students often fail to observe negative wording and it can confuse them. As a result, students who are familiar withthe material often make mistakes on negatively worded questions. In general, avoid having any negatives in the stem or the options. In the rare cases where you use negatives be sure to emphasize the key words by putting the upper case, and bolding or underlining them.
- **Avoid double negatives**
  Don't use combinations of the words like not, no, nor, the-unprefix, etc. in the same question.
- **Make the choices grammatically consistent with the stem.**
  Read the stem and each of the choices aloud to make sure that they are grammatically correc

- **As far as possible, keep all answer choices of the same length.**
  This can be difficult to achieve, but expert test-takers can use answer length as a hint to the correct answer often the longest answer is the correct one. When one can't get all four answers to the same length, two short and two long can be used.
- **Place the choices in some meaningful order.**
  When possible, place the choices in numerical, chronological or conceptual order. A better structured question is easier to read and respond.
- **Randomly distribute the correct response.**
- The exam should have roughly the same number of correct answers that are a's,b's,c's and d's(assuming there arefour choices per question)
- **Avoid using "all of the above"**
  If "all of the above " is an option and students know two of the options are correct, the answer must be "all of the above". If they know one is incorrect, the answer must not be "all of the above". A student may also read the first option, determine that it is correct, and be misled into choosing it without reading all of the options.
- **Avoid using "none of the above"**
  The option" none of the above" does not test whether the student knows the correct answer, but only that he/sheknows the distracters aren't correct.
- **Refrain from using words such as always, never, all, or none.**
  Most students know that few things are universally true or false, so distracters with these words in them canoftenbe easily dismissed.
- **Avoid overlapping choices**
  Make the alternatives mutually exclusive. It should never be the case that if one of the distracters is true, anotherdistractor must be true as well.
- **Avoid questions of the form " Which of the following statements are correct?"**
  There is no clear question being asked, and the choices are often heterogeneous. Such questions are betterpresented in the form of True/ False questions.
- **Instruct students to select the" best answer" rather than the" correct answer"**
  By doing this, you acknowledge the fact that the distracters may have an element of truth to them and discouragearguments from students who may argue that their answer is correct as well.

Designing Stems :

- **Express the full problem in the stem.**

When creating the item, ask yourself if the students would be able to answer the question without looking at the options.This makes the purpose of the question clear.

- **Put all relevant material in the stem.**
  Do not repeat in each of the alternatives information that can be included in the stem. This makes options easier to read and understand, and makes it easier for students to answer the question quickly.
- **Eliminate excessive wording and irrelevant information from the stem.**
  Irrelevant information in the stem confuses students and leads them to waste time.

Designing alternatives

- **Limit the number of alternatives.**
  Use between three and five alternatives per question. Research shows that three choice items are about as effectiveas four or five-choice items, mainly because it is difficult to come up with plausible distracters.
- **Make sure there is only one best answer.**
  Avoid having two or more options that are correct, but where one is "more" correct than the others. The distracters should be in correct answers to the question posed in the stem. **Make the distracters appealing and plausible.**

  All of the wrong answer choices should be completely reasonable. If the distracters are farfetched, students will too easily locate the correct answer, even if they have little knowledge. When testing for recognition of key terms and ideas keep the distractors similar in length and type of language as the correct solution. When testing conceptual understanding, distractors should represent common mistakes made by students.

End Semester University External Theory Examination

.a) Short Answer (SA) descriptive ..... marks as applicable)

A short answer question as the term indicate is one to which a brief answer can be given. When the students are required to give a brief and precisely defined response, the suitable type is the restricted response questions. The specific form of the answer should also be indicated, e.g., List, Define, Give reason etc.

While framing a question requiring short answer it should be ensured that:

1. The statement constituting the question is simple, clear and unambiguous.
2. The scope of the answer is limited.
3. The direction given in the question is clear.
4. The question constitutes a valid testing situation for the ability under consideration
5. The question is likely to be interpreted in the same way by teachers/students/examiners.
6. The question does not require further restructuring.

b) Long Answers (LA) descriptive…marks as applicable)

Long Answer (LA)

As the term indicates along answer question is the one that needs a comprehensive explanation incorporating different ideas. The question should require the student to organize his ideas, choose the form of his answer and answer in his own words.
While framing a question requiring along answer it should be ensured hat:

1. The situation presented in the question is not new to most of the students.
2. The student will not be able to produce in the full, memorized answer.
3. The question involves the use of judgment on the part of student.
4. The answer can be completed within the limited time given.
5. The length and the scope of the answer is specified.

Appendix-C

Instructions to the BOS

Curriculum/syllabus shall be modified/prepared for the courses/subjects prescribed as in the NEP direction.Each BOS shall create a separate basket of courses with respect to Elective Courses.
Students shall be given options to choose a course from the relevant Basket.
Each BOS shall design the syllabus for all courses along with the applicable baskets in relation to the P G Diploma programme.

The Programme Educational Objectives (PEOs), Program Outcomes (POs), Programme Specific Outcomes(PSOs)should be well defined.

For each course of the Program, learning objectives and learning outcomes: Course Outcomes (COs) should bedefinedcarefully in accordance with Bloom's Taxonomy.

As a first step, determine the *Learning Objectives* for the entire course. List down the Course Outcomes. Then, use the COs to order the assessments, learning activities and interactions. Finally, use the COs to create learning units designed to support student achievement of these objectives.
Course Outcomes should be S.M.A.R.T.:

- **Specific;**
- **Measurable/Observable;**
- **Attainable for students with in scheduled time;**
- **Relevant and results-oriented;**
- **Targeted to the learner and to the desired level**

of learningIn general, Course Outcomes should have

these four components:

- **A measurable verb;**
- **The important condition under which the performance is to occur;**
- **The criterion of acceptable performance;**
- **The time-frame for achievement.**

Course Outcomes should focus on these three domains:

- **Cognitive: knowledge, intellectual skills;**
- **Affective: attitudes, interests, feelings, values, adjustments;**
- **Psychomotor: motor and manipulations skills.**

A comprehensive note on employability potential of the program should be added separately at the Preface/Preamble of the Program Curriculum

Bloom's hierarchy takes students through a process of synthesizing information that allows them to think critically. Studentsstart with a piece of information and are motivated to ask questions and seek out answers.

Not only does Bloom's Taxonomy help teachers understand the process of learning, but it also provides more concreteguidance on how to create effective learning objectives.

Table1. Bloom's Taxonomy

Bloom's Level	**Key Verbs (keywords)**	**Example Learning Objective**
Create	Design, formulate, build, invent, create, compose, generate, derive, modify, develop.	*By the end of this lesson, the student will be able to Design An original homework problem dealing with the principle of conservation of energy.*
Evaluate	choose, support, relate, determine, defend, judge, grade, compare, contrast, argue, justify, support, convince, select, evaluate.	By the end of this lesson, the student will be able to determine whether using conservation of energy or conservation of momentum would be more appropriate For solving a dynamics problem.

Analyze	classify, break down, categorize, analyze, diagram, illustrate, criticize, simplify, associate.	*By the end of this lesson, the student will be able to* differentiate between potential and kinetic energy.
Apply	calculate, predict, apply, solve, illustrate, use, demonstrate, determine, model, perform, present.	*By the end of this lesson, the student will be able to* calculate the kinetic energy of a projectile.
Understand	describe, explain, paraphrase, restate, give original examples of, summarize, contrast, interpret, discuss.	*By the end of this lesson, the student will be able To* describe Newton's three laws of motion to in her/his own words
Remember	list, recite, outline, define, name, match, quote, recall, identify, label, recognize.	*By the end of this lesson ,the student will be able to* recite Newton's three laws of motion.

This also reminds teachers that learning is an active process, stressing the importance of including measurable verbs in the objectives. And the clear structure of the taxonomy itself emphasizes the importance of keeping learning objectives clear andConcise as opposed to vague and abstract.

OBE (Outcome Based Education) starts with a clear statement on what Knowledge, Skills and Attitudes, the Student will be able to demonstrate as having acquired on successful completion of a program of study. These should be clearly measurable.

Program Educational Objectives (PEOs):

Program educational objectives are broad statements that describe the career and professional accomplishments that the program is preparing graduates to achieve.

GRADUATE ATTRIBUTES

The graduate attributes reflect the particular 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 University. 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 diploma programme (s), and describe a set of characteristics/competencies that are transferable beyond 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.

Some of the characteristic attributes that a graduate should demonstrate are as follows:

- ***Disciplinary knowledge:*** Capable of demonstrating comprehensive knowledge and understanding of one or more disciplines that form a part of an undergraduate programme of study.
- ***Communication Skills:*** Ability to express thoughts and ideas effectively in writing and orally; Communicate with others using appropriate media; confidently share one's views and express herself/himself; demonstrate the ability to listen carefully, read and write analytically, and present complex information in a clear and concise manner to different groups.
- ***Critical thinking:*** Capability to apply analytic thought to a body of knowledge; analyze and evaluate evidence, arguments, claims, beliefs on the basis of empirical evidence; identify relevant assumptions or implications; formulate coherent arguments; critically evaluate practices, policies and theories by following scientific approach toknowledge development.
- ***Problem solving:*** Capacity to extrapolate from what one has learned and apply their competencies to solve differentkinds of non-familiar problems, rather than replicate curriculum content knowledge; and apply one's learning to real life situations.
- ***Analytical reasoning:*** Ability to evaluate the reliability and relevance of evidence; identify logical flaws and holes in the arguments of others; analyze and synthesize data from a variety of sources; draw valid conclusions and support them with evidence and examples, and addressing opposing viewpoints.
- ***Research-related skills:*** A sense of inquiry and capability for asking relevant/appropriate questions, problematising, synthesizing and articulating; Ability to recognize cause-and-effect relationships, define problems, formulate hypotheses, test hypotheses, analyze, interpret and draw conclusions from data, establish hypotheses, predict cause- and-effect relationships; ability to plan, execute and report the results of an experiment or investigation.
- ***Cooperation/Team work:*** Ability to work effectively and respectfully with diverse teams; facilitate cooperative or coordinated effort on the part of a group, and act together as a group or a team in the interests of a common cause and work efficiently as a member of a team.

- ***Scientific reasoning:*** Ability to analyze, interpret and draw conclusions from quantitative/qualitative data;and critically evaluate ideas, evidence and experiences from an open-minded and reasoned perspective.
- ***Reflective thinking:*** Critical sensibility to live the experiences, with self awareness and reflexivity of both self andsociety.
- ***Information/digital literacy:*** Capability to use ICT in a variety of learning situations, demonstrate ability to access,evaluate, and use a variety of relevant information sources; and use appropriate software for analysis of data.

- ***Self-directed learning:*** Ability to work independently, identify appropriate resources required for a project, and manage a project through to completion.
- ***Multicultural competence:*** Possess knowledge of the values and beliefs of multiple cultures and a global perspective; and capability to effectively engage in a multicultural society and interact respectfully with diverse groups.
- ***Moral and ethical awareness/reasoning:*** Ability to embrace moral/ethical values in conducting one's life, formulate a position/ argument about an ethical issue from multiple perspectives, and use ethical practices in all work. Capable of demonstrating the ability to identify ethical issues related to one's work, avoid unethical behavior such as fabrication, falsification or misrepresentation of data or committing plagiarism, not adhering to intellectual property rights;
  Appreciating environmental and sustainability issues; and adopting objective, unbiased and truthful actions in all aspects of work.
- ***Leadership readiness/qualities:*** Capability for mapping out the tasks of a team or an organization, and setting direction, formulating an inspiring vision, building a team who can help achieve the vision, motivating and inspiring team members to engage with that vision, and using management skills to guide people to the right destination, in a smooth and efficient way.
- ***Lifelong learning:*** Ability to acquire knowledge and skills, including learning how to learn", that are necessary for participating in learning activities throughout life, through self-paced and self-directed learning aimed at personal development, meeting economic, social and cultural objectives, and adapting to changing trades and demands of work place through knowledge/skill development/ re-skilling.
- **The Learning Outcomes for PG Diploma as per NHEQF, would be as follows :-**

  i) have demonstrated knowledge and understanding that is founded upon and extends and/or enhances that typically associated with the first cycle, and that provides a basis or opportunity for originality in developing and/or applying ideas, often within a research context;
  ii) can apply their knowledge and understanding, and problem solving abilities in new or unfamiliar environments within broader (or multi-disciplinary) contexts related to their field of study;
  iii) have the ability to integrate knowledge and handle complexity, and formulate judgments within complete or limited information, and that includes reflecting on social and ethical responsibilities linked to the application of their knowledge and judgments;
  iv) can communicate their conclusions, and the knowledge and rationale under pinning these, to specialist and non-specialist audiences clearly and unambiguously;
  v) have the learning skills to allow them to continue to study in a manner that may be largely self-directedor autonomous.

Program Outcomes (POs):

Program outcomes : Describe what students are expected to know and would be able to do by the time of graduation.Theserelate to the skills, knowledge, and behaviors that students acquire as they progress through the program.
Program outcomes basically describe knowledge, skills and behavior of students as they progress through the program aswell as by the time of graduation and must reflect all GAs (Graduate Attributes).

Program Specific Outcomes (PSOs):

Program Specific Outcomes are statements that describe what the graduates of a specific program should be able to do.

Course Outcomes (COs) :
Statements indicating what a student can do after the successful completion of a course. Every Course leads to some Course Outcomes. The CO statements are defined by considering the course content covered in each module of a course. For every course there may be 5 or 6 COs. The keywords used to define COs are based on Bloom's Taxonomy.

Typically 4-6 Cos should be identified/Course. COs are major domain specific outcomes written using action verbs which are specific, measurable and can be demonstrated by students on completion of the course. Course Outcomes should aim to develop higher order skills in each Domain of Learning. Evaluation, Synthesis, Analysis are typical examples in Cognitive Domain. Outcomes which can be mastered in a significantly lower number of lessons are likely to be too trivial and more suitable for Unit or Module Outcomes. Attainment of each CO should lead to attainment of one or more PO s.

For the internal assessment & University end semester theory examinations, the paper should be set preferably from question bank. Hence question bank should be prepared.
Also Board of Studies shall prepare a question bank of MCQs from units of all subjects.

Curriculum/syllabus of concerned DSC, DSE and Research Methodology shall be prepared by the respective BOS as Prescribed inthe NEP-v23 scheme.

For all such courses the content of the syllabus shall be divided equally into prescribed number of different Units as shown in the following **Table**. The assignment of the lecture hours to complete the unit should be based on the volume and/or complexity of its content.

Design of a Syllabus for a course involves creating units. Contents of the Course must be divided into digestible pieces, called units. For creating the units, the following steps may be followed:

1. Identify and make a list of your course units, in accordance with
   - Content specific topics or unit specific
   - timeframe/Lecture Hours
   - steps in a process
2. Sequence your units appropriately within the content section of the syllabus (Ex. Unit I, Unit II, Unit III --etc.).
3. Indicate the estimated/expected number of lecture hours required to complete at the end of each unit

Table : Organization of Syllabus for Theory Courses

Theory Course	*Min. Lecture Hours per Semester	Number of Units in the Syllabus	Total Marks	Illustrative Distribution
1 Credit if applicable	*15 Hours	02**	25 (No University Exam)	Unit I(7H), Unit II(8H)
2 Credit if applicable	*30 Hours	04**	50 No (University Exam)	Unit I(7H), Unit II(7H),Unit III(8H), Unit IV(8 H)
3 Credits	*45 Hours	06**	100	Unit I(7H), Unit II(7H), Unit III(8H), Unit IV(8H), Unit V (8 H), Unit VI (7 H)
4 Credits	*60 Hours	06**	100	Each Unit (10H) or Number of H may vary with respect to the volume/complexity of the unit
5 Credits if applicable	*75 Hours	06**	100	Unit I (12 H), Unit II (12 H), Unit III (13 H), Unit IV (13 H), Unit V (13 H), Unit VI (12 H)

Note 1: * Calculations are based with the presumption that a semester is comprised of at least 15 week. College/Institution/University Department should try to engage the students for
Maximum possible number of weeks to the best of their abilities, in accordance with the prevalent operative Academic Calendar notified by the University in action. As Number of weeks in a semester may be increased up to 18, the figures shown in the above table shall change accordingly. [e.g., 1 Credit: 18 H, 2 Credits: 36 H, 3 Credits: 54 H, 4 Credits: 72 H, 5Credits: 90 H etc.].

Note 2: **A Faculty/concerned BOS may decide the precise number of Units in the syllabus.

Note 3: Any Theory Course of 2 or Less Credits should have only Internal Assessment and such theory course won't have University Examination.

In the above Table, H denotes Number of Lecture Hours Required to complete the Unit after ensuring accomplishment of the listed course outcome prescribed for the said unit.

COURSE OUTCOMES (COS) :
Upon completion of this course successfully, students would be able to

Learn the most advanced and recent developments in Major Courses and also courses related/allied to the Major of theP G Diploma Programme.

The course content could be the fusion of different advanced topics related or in support to the Major, which could not be covered in either DSC or DSE because of imposed constraints of the scheme in relation to distribution of credits amongstdifferent type of courses.

If necessary, the BOS may change the nomenclature of this course

APPENDIX -D

Glossary of Terms

Academic Credit: An academic credit is a unit by which the course work (theory/ practical/ training) is measured. Each course may be allotted credits in proportion to the time expected to be devoted by the student for that course. Thus, it determines the number of hours of instructions required per week. One credit means the standard methodology of calculating one hour of theory or one hour of tutorial or two hours of laboratory work or one week of internship per week for a duration of a semester (13-15 weeks) resulting in the award of one credit; which is awarded by a higher educational institution on which these regulations apply.

Academic Bank of Credits (ABC): ABC is an academic service mechanism as a digital/virtual/online entity established and managed by MoE/UGC to facilitate students to become its academic account holders and paving theway for seamless student mobility. Between or within degree-granting Higher Education Institutions (HE is) through a formal system of credit recognition, credit accumulation, credit transfers and credit redemption to promote distributed and flexible teaching-learning.

Academic Year: Two consecutive (one odd + one even) semesters constitute one academic year.
Assessment: It is the process of collecting, recording, scoring, describing and interpreting information about learning.

Academic Flexibility: It is the provision for innovative and interchangeable curricular structures to enable creative combinations of Courses/Programmes in Disciplines of study leading to Degree/Diploma/PG Diploma/Certificate of Study offering multiple entry and multiple exit facilities in tune with National Education Policy-2020, while removing the rigid curricular boundaries and creating new possibilities of life-long learning.

Affiliated College: It implies any higher education institution approved by the affiliating university on the basis of the stipulated norms and guidelines by virtue of which it provides for a course/programme of study for obtaining any qualification from a university.

Autonomous College: It means any institution, whether known as such or by any other name accorded with autonomous status by the UGC upon the recommendations of the affiliating university and the State Government concerned, by virtue of which it provides for a course/programme of study with academic and innovation flexibility for obtaining any qualification from a university and which, in accordance with the Rules and Regulations of such university, is recognized as competent to provide for such course/programme of study and present students undergoing such course/programme of study for the examination leading to the award of such qualification.

Choice Based Credit System (CBCS): The CBCS provides choice for students to select from the prescribedcourses (core major, electives, minor, soft skill courses etc.)

Code: Each course shall bear a distinguishing code (three letters and three digits) that identifies the discipline fromwhich it is being offered.

Conventional Mode of Learning: It means a mode of providing learning opportunities through face to face interaction between the teacher and learner in regular class room environment but does not exclude supplementary instructions if any for the learner through use of online.
Core or Major Course: A course, which should compulsorily be studied by the student as a requirement of core or major subject is termed as a Core Course.

Course: A basic unit of education and/or training. It means a paper which is taught for at least one semester as a part of a subject and is a component of a program. All courses need not carry the same weightage. A collection of courses forms a program of study.

Credit Point: It is the product of grade point and number of credits for a course.

Cumulative Grade Point Average (CGPA): Weighted average of the grade points obtained in all coursesregistered by the student across semesters.

Elective Course: Generally, a course which can be chosen from a pool of courses and which may be veryspecific orspecialized or advanced or supportive to the discipline/ subject of study or which provides an extended scope or which enables an exposure to some other discipline/subject/domain or nurtures the candidate's proficiency/skill is called an Elective Course.

Evaluation: It is the process of making judgments based on evidences and interpretations gathered throughexamination and assessment and on the basis of agreed upon criteria.

Foreign Higher Educational Institution: It represents a Higher Educational Institution duly established or incorporated or recognised in a foreign country and offering academic and research programmes at the undergraduate and/or higher levels.

Generic Elective (GE) or Open Elective (OE) Course: An elective course chosen generally from an unrelateddiscipline/subject, with an intention to seek multidisciplinary exposure is called a Generic Elective.

Grade Point: Numeric weightage attached to each letter grade.

Grade Point Average (GPA): A system of calculating academic achievement based on an average, calculated bymultiplying the numerical grade point received in each course by the number of credits.

Graduate Attributes (GAs): It is a set of individually assessable outcomes that are indicative of thegraduate's potential to acquire competencies in that programme.

Higher Education Institutions: The Higher Education Institutions (HE is) who are empowered to award degrees bythemselves or through their affiliating universities m accordance with Section 22 of the UGC Act, 1956.

Lateral Entry: Lateral entry or admission is granted to those students who have exit after award of Certification, Diploma, or a Basic Bachelor's Degree and are eligible for and desirous of re-entering into the second year/ third year/ fourth year, respectively of same four year multidisciplinary degree programme at any ABC registered HEI within stipulated/ permissible period of years as decided by Statutory Councils of that HEI. Lateral entry is also open to those students, if he/she has already successfully completed a multidisciplinary four year first degree programme and is desirous of and academically capable of pursuing another multidisciplinary four year first degree programme m an allied subject.

Learning Management System (LMS): It means a system to keep track of delivery of e-Learning Programmes, learner's engagement, assessment, results, reporting and other related details in one centralized location

Learning Outcome Based Education (LOBE): Adherence to student-centric learning approach to measurestudent's performance based on pre-determined set of outcomes.

Letter Grade: Index of performance resulting from the transformation of actual marks obtained by a student in acourse.

Major Courses: The discipline in which the student shall pursue major study in his/her Undergraduate/Master'sProgramme.

Proctored Examination: It means the examination conducted under the supervision of approved person or technology enabled proctoring which ensures the identity of the test taker and the integrity of the test taking environment, either in pen-paper mode or in computer based testing mode or in full-fledged online mode, as may be permissible.

Programme: Programme /Programme of study means a higher education programme pursued for a degreespecified by the Commission under Section 22 (3) of the UGC Act. It also refers to a collection of courses in which astudent enrols and which contributes to meeting the requirements for the awarding of one or more Certificates/ Diplomas/ Degrees.

Programme Education Objectives (PEOs): PEOs are broad statements that describes what graduates are expectedto attend within few years of graduation.

Programme Learning Outcomes (PLOs): They represent the knowledge, skills and attitudes a student shouldattain at the end of the programme.

Qualifications: Qualifications are final 'awards' such as a certificate, diploma or a degree. Qualifications are awarded by a competent authority such as a college or university in recognition ofthe attainment by students of the expected learning outcomes on the successful completion of a particularprogramme of study. Qualifications can alsosignify the competence to follow an occupational practice.

Research Project/ Dissertation: Project work is considered as a special course involving application of knowledge in solving / analyzing /exploring a real life situation / difficult problem. The student undertakes research in specific areas of his Major/ Core Subject with an advisory support by a teacher/faculty member.

Rubric (Assessment Rubric): A rubric for assessment, also called a scoring guide, is a tool used to interpret andgrade students on any kind of work against criteria and standards.

Semester Grade Point Average (SGPA): Performance of a student in a given semester.

APPENDIX -E

Abbreviations

ABC	Academic Bank of Credits
AICTE	All India Council for Technical Education
AISHE	All India Survey of Higher Education
AIU	Association of Indian Universities
B.A.	Bachelor of Arts
B.Com.	Bachelor of Commerce
B.Ed.	Bachelor of Education
B.Sc.	Bachelor of Science
B.Voc.	Bachelor of Vocation
BCI	Bar Council of India
BLA	Bachelor of Liberal Arts
BLE	Bachelor of Liberal Education
BoD	Board of Deans
BoS	Board of Studies
BoG	Board of Governors
CAD/CAM	Computer-Aided Design/ Computer-Aided Manufacturing
CBCS	Choice Based Credit System
CDAC	Centre for Development of Advanced Computing
CEP	Continuing Education Programme
CIET	Central Institute of Educational Technology
CSIR	Council of Scientific and Industrial Research
CUET	Common University Entrance Test
CSR	Corporate Social Responsibility
CSTT	Commission for Scientific and Technical Terminology
CTE	College of Teacher Education
CU	Central Universities
DAE	Department of Atomic Energy
DARE	Department of Agricultural Research and Education
DBT	Department of Biotechnology
DSC	Department/ Subject Specific Course
DSE	Department/Subject Specific Elective
DST	Department of Science and Technology
DTE	Department/ Directorate of Technical Education EVLSC Professional Ethics, Value Education andLife Skills ourses
FSC	Faculty/ Discipline Specific Course
FSE	Faculty/ Discipline Specific Electives
FOSSEE	Free and Open-Source Software in Education
GA	Graded Accreditation
GCCs	Global Capability Centers
GEC	General Education Council
GEs	Generic Electives
GER	Gross Enrolment Ratio\
GoI	Government of India
HBCSE	Homi Bhabha Centre for Science Education
HEI	Higher Education Institutions
HRDC	Human Resource Development Centre
IAF	Institutional Accreditation Framework
IASE	Institute of Advanced Studies in Education
ICAR	Indian Council of Agricultural Research
ICT	Information and Communication Technology
IDP	Institutional Development Plan
IIEC	India International Education Centre
IIT	Indian Institute of Technology
IKS	Indian Knowledge System
INI	Institutions of National Importance
INSA	Indian National Science Academy
ITI	Industrial Training Institute
IUC	Inter-University Consortium
MERU	Multi-disciplinary Education and ResearchUniversities
MoE	Ministry of Education
MOOC	Massive Open Online Course

MoU	Memorandum of Understanding
MSDE	Ministry of Skill Development and Entrepreneurship
MSRIC	Maharashtra State Research and Innovation Council
MSME	Micro, Small and Medium Enterprises
NAAC	National Assessment and Accreditation Council
NASSCOM	National Association of Software and Services Companies
NCC	National Cadet Corps
NCERT	National Council of Educational Research and Training
NCF	National Curriculum Framework
NCrF	National Credit Framework
NCTE	National Council for Teacher Education
NCVET	National Council for Vocational Education and Training
NCVIE	National Committee for the Integration of Vocational Education
NEET	National Eligibility cum Entrance Test
NETF	National Educational Technology Forum
NGO	Non Governmental Organization
NHEQF	National Higher Education Qualifications Framework
NHERA	National Higher Education Regulatory Authority
NIEPA	National Institute of Educational Planning and Administration
NIOS	National Institute of Open Schooling
NIT	National Institutes of Technology
NITI	Aayog National Institution for Transforming India
NMEICT	National Mission on Education through ICT
NPSDE	National Policy on Skills Development and Entrepreneurship
NQR	National Qualifications Register
NRED	National Repository of Educational Data
NRF	National Research Foundation
NROER	National Repository of Open Educational Resources
NSDA	National Skill Development Agency
NSDC	National Skill Development Corporation
NSQF	National Skills Qualifications Framework
NSS	National Service Scheme
NTA	National Testing Agency
ODL	Open and Distance Learning
OEs	Open Electives
OER	Open Educational Resources
PG	Postgraduate
PSSB	Professional Standard Setting Body
PTO	Patent and Trademark Office
RCI	Rehabilitation Council of India
RHEI	Registered Higher Education Institutions
RSA	Rashtriya Shiksha Aayog
RUSA	Rashtriya Uchchtar Shiksha Abhiyan SC - Scheduled Caste(s)
SAMVAY	Skill Assessment Matrix for Vocational Advancement of Youth
SCERT	State Council of Educational Research and Training
SDG	Sustainable Development Goals
SEC	State Education Commission
SEZ	Special Education Zone·
SHEC	State Higher Education Council

SKP	Skill Knowledge Provider
SSC	School Specific Course
SSE	School Specific Electives
SSD	Ms State Skill Development Mission
SSRA	State School Regulatory Authority
STEAM	Science, Technology, Engineering, Art & Design, and Mathematics
STEM	Science, Technology, Engineering, and Mathematics
SVE	School of Vocational Education
SWAYAM	Study Webs of Active Learning for Young Aspiring Minds
TEI	Teacher Education Institution
U-DISE	Unified District Information System for Education
UG	Undergraduate
UGC	University Grants Commission
UHV	Universal human values
VESB	Vocational Education Skills Board

References :

1. **Prof. R. D. Kulkarni Report** Page No. 19 [Point No. 2.1 (b) i) For the Master's Programmes]
2. **G. R. No. NEP/2022/ Pr. Kr. 09/ Vishi-3/Shikshana dated 16 May 2023 (Structure andCredit distribution of PG Degree Program)**

Programme Specific Provisions

36. There shall be Four Examinations leading to the Post Graduate Diploma in (Communication Skills in English) namely :
i) the Post Graduate Diploma in (Communication Skills in English) Semester – I & II at the end of the Semester.

37. The Examinations specified in Para 30 shall be held twice in a year at such places and on such dates as may bedecided by the University.

38. Subject to his/her compliance with the provisions of this Direction and of other Ordinances enforced from time totime, an applicant –
Admission to (Post Graduate Diploma in Communication Skills in English) (पदव्यूत्तर पदविका सत्र - १) Semester-I.

A candidate shall have passed the examination of any bachelor degree of a Statutory University (not less thanthree Academic Years programme) with any subject.

Table No. 6.
Eligibility for Admission, Examination and Promotion

Sr. No.	Name of the Exam. Admission to Semester	The student should have passed the exam. of	The student should have completed the following session / term satisfactorily with minimum prescribed residence time.	The student shall have earned/accumulate minimum Credits
1	P.G. Diploma Semester-I	As mentioned in Para 38	Semester-I	--
2	P.G. Diploma Semester-II	--	Semester-II	50 % of examinations Credits from semester I & II taken together

39. (i) The scope of the subjects shall be as indicated in the Syllabus.
(i) The medium of instruction and examination shall be English as per the scheme ofteaching, learning,examination and evaluation for the programme/subject/paper/course.

40. An examinee for the P.G. Diploma Semester - I -II examination shall be examined in the following subjectsnamely:-For P.G. Diploma (Semester-I - II) Examination –

(A) Discipline Specific Core (DSC) Course : Semester I & II

This component will include the subjects of cores studies having credits as per Teaching, Learning, Examination & Evaluation scheme for each course. The examination assessment (internal & External will be as per the scheme.)

(B) Discipline Specific Elective (DSE) : Semester I & II

There shall be Discipline Specific Elective (DSE) courses related to a specialized area of study in the subjectas per the Teaching, Learning, Examination & Evaluation scheme.

41. (i) The scope of the subjects shall be as indicated in the Syllabus.

(ii) The medium of instructions and examinations shall be English.

42. There shall be no classification of examinees successful at the Post Graduate Diploma (पदव्यूत्तर पदविका) in Communication Skills in English) Semester- I to II Examination.

43. Successful examinees at the Post Graduate Diploma in Communication Skills in English) Examination shall be placed inClass / Division as follows :

Equivalence of Class/Division to corresponding C.G.P.A.

Sr. No.	C.G.P.A.	Class/Division
1	7.5 or more than 7.5	First Class with Distinction
2	6.00 or more but less than or equal to 7.49	First Class
3	5.50 or more but less than or equal to 5.99	Higher Second Class
4	5.00 or more but less than or equal to 5.49	Second Class
5	4.00 or more but less than or equal to 4.99	Pass

44. The student who has earned Credits as per the Table B of Credit Distribution of the programme at Post Graduate Diploma in Communication Skills in English (Semester-I & II) Examination and Post Graduate Diploma in Communication Skills in English out of minimum credits prescribed for Post Graduate Diploma in Communication Skills in English Diploma Examination, shall be entitled to receive a Grade report signed by the Director, Examination and Evaluation. After passing the Post Graduate Diploma in Communication Skills in English Examination and satisfying other conditions as per Ordinance No. 19 and on payment of prescribed fee, the examinee will receive a Diploma in the prescribed form signed by the Vice- Chancellor.

Further, on request & payment of prescribed fees, the examinee shall receive a transcript signed by the Director, Examination &Evaluation. The Diploma will be awarded on the basis of CGPA.

45. Ordinance No.36 and the Direction No. 62 of 2023 of the Programme shall be repealed stage-wise and only applicable to the students who have already sought their admissions as per its provisions and shall repealed after exhausting the chances given to the failure students of old Programme by the University.

Date :-20/12/2023.

Sd/-
(Dr. Pramod G. Yeole)
In-charge Vice-Chancellor
Sant Gadge Baba Amravati University

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Sant Gadge Baba Amravati University, Amravati

FACULTY: Humanities

Scheme of Teaching, Learning, Examination & Evaluation leading to One Year P G Diploma in Communication Skills in English following One Year P G Diploma w.e.f. 2023-24 (One Year- Two Semesters Diploma Programme)-

Semester- I

S. N.	Subject	Name of Subject	Type of Course	Subject Code	Teaching& Learning Scheme							Duration on Of Exam Hours	Examination & Evaluation Scheme							
					Teaching Period Per Week				Credits				Maximum Marks					Minimum Passing		
													Theory		Practical		Total Marks			
					L	T	P	Total	L/T	Practical	Total		Theory Internall	Theory +MCQ Extern	Internal	External		Marks Internal	Marks External	Grade
1	Research Methodology	Research Methodology	Th-Major	CSE -101	4			4	4		4	3	40	60			100	16	24	P
2	DSC-I.1	Communication Skills in English -I (CSE-I)	Th-Major	CSE -102	4			4	4		4	3	40	60			100	16	24	P
3	DSC-II.1	Practical English (CSE -II)	Th-Major	CSE -103	4			4	4		4	3	40	60			100	16	24	P
4	DSC-III.1	Functional Grammar paper-I	Th-Major	CSE -104	4			4	4		4	3	40	60			100	16	24	P
5	DSE-I.A or DSE-I.B	Interview and Presentation or Personality Development and Soft skills Components	Th-Major Elective	CSE -105 A CSE -105 B	4			4	4		4	3	40	60			100	16	24	P
													Presentation Viva-voce					Minimum Passing Marks		Grade
6	DSC-I.1 (STC)	Functional Grammar -II	Short Term Course	CSE -106			4	4		2	2	3			25	25	50	25		P
7	# On Job Training, Internship/Apprenticeship ; Field projects**Related to Major @ during vacations cumulatively**		Related to DSC		120 Hours cumulatively during vacations of Semester I and Semester II						4*									P*
	TOTAL										22						550			

L: Lecture, T: Tutorial, P: Practical/Practicum

Pre-requisite Course mandatory if applicable: **Prq**, Theory : **Th**, Practical/Practicum: **Pr**, Faculty Specific Core: **FSC**, Discipline Specific Core: **DSC**, Discipline Specific Elective: **DSE**, Laboratory: **Lab**, **OJT:** On Job Training: Internship/ Apprenticeship; Field projects: **FP**; **RM:** Research Methodology; Research Project: **RP, Co-curricular Courses: CC**

Note : # On Job Training, Internship/ Apprenticeship; Field projects **Related to Major (During vacations of Semester I and Semester II) for duration of 120 hours mandatory to all the students, to be completed during vacations of Semester I and/or II. This will carry 4 Credits for learning of 120 hours. Its credits and grades will be reflected in Semester II credit grade report.**

Note: Co-curricular Courses: In addition to the above, CC also include but not limited to Academic activities like paper presentations in conferences, Aavishkar, start-ups, Quiz competitions, Article published, Participation in Summer school/ Winter School / Short term course, Field Visits, Study tours, online/offline Courses on LSRW skills for the improvement of Communication Skills, Communication Skills for Groupdiscussion, Elocution, Debate and Presentation etc. These can be completed cumulatively during **Semester I and II. Its credits and grades will be reflected in semester II credit grade report.**

Sant Gadge Baba Amravati University, Amravati

FACULTY: Humanities

Scheme of Teaching, Learning, Examination & Evaluation leading to One Year PG Diploma in Communication Skills in English following One Year PG Diploma w.e.f. 2023-24 (One Year- Two Semesters Diploma Programme)-

Semester- II

S.N.	Subject	Name of Subjects	Type of Course	Subject Code	Teaching & Learning Scheme							Duration of Exam Hours	Examination & Evaluation Scheme							
					Teaching Period Per Week				Credits				Maximum Marks					Minimum Passing		
													Theory		Practical					
					L	T	P	Total	L/T	Practical	Total		Theory Internal	Theory +MCQ Extern	Internal	External	Total Marks	Marks Internal	Marks External	Grade
1	DSC-I.2	Specialized Communications Skills in English	Th-Major	CSE--201	4			4	4		4	3	40	60			100	16	24	P
2	DSC-II.2	Communication Skills in English - II (CSE -II)	Th-Major	CSE-202	4			4	4		4	3	40	60			100	16	24	P
3	DSC-III.2	Practical English - II (CSE-IV)	Th-Major	CSE-203	4			4	4		4	3	40	60			100	16	24	P
4	DSE-II.A or DSE-II.B	Dialogue Writing and Comprehension Skills or Practical Uses of English	Th-Major Elective	CSE-204 A CSE-204 B	4			4	4		4	3	40	60			100	16	24	P
												Presentation Viva-voce						Minimum Passing		Grade
5	DSC-I.2 (STC)	Functional Grammar -III	(Short Term Course)	CSE-205			4	4		2	2	3			25	25	50	25		P
9	# On Job Training, Internship/ Apprenticeship; Field projects **Related to Major @ during vacations cumulatively**		Related to Major		120 Hours cumulativelyduring vacations of Semester I and Semester II						4*									P*
	TOTAL										18+4*						450			

L: Lecture, T: Tutorial, P: Practical/Practicum

Pre-requisite Course mandatory if applicable: **Prq**, Theory :**Th**, Practical/Practicum: **Pr**, Faculty Specific Core: **FSC**, Discipline Specific Core: **DSC**, Discipline Specific Elective: **DSE**, Laboratory: **Lab**, **OJT:** On JobTraining: Internship/ Apprenticeship; Field projects: **FP**; **RM:** Research Methodology; Research Project: **RP, Co-curricular Courses: CC**

Note : # ***On Job Training, Internship/ Apprenticeship; Field projects **Related to Major (During vacations of Semester I and Semester II) for duration of 120 hours mandatory to all the students, to be completedduring vacations of Semester I and/or II. This will carry 4 Credits for learning of 120 hours. Its credits and grades will be reflected in Semester II credit grade report.

Note: Co-curricular Courses: In addition to the above, CC also include but not limited to Academic activities like paper presentations in conferences, Aavishkar, start-ups, Quiz competitions, Article published, Participation in Summer school/ Winter School / Short term course, Field Visits, Study tours, online/offline Courses on LSRW skills for the improvement of Communication Skills, Communication Skills for Groupdiscussion, Elocution, Debate and Presentation etc. These can be completed cumulatively during **Semester I and II. Its credits and grades will be reflected in semester II credit grade report**