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KISHKINDA UNIVERSITY

BALLARI

Version 1.0

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Kishkinda University
Ballari

Approved by Karnataka Act 20 of 2023, Government of Karnataka dated: 05/08/2023
Recognized by the UGC under section 2f, dated: 22/11/2023

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B.Tech. Regulations

R-2026

Approved in: 5th Academic council Meeting **Dated:** 06/06/2026

For and on behalf of the Board of Management

Prof. T.N. Nagabhushana
Vice Chancellor

Executive Abstract

Due to artificial intelligence impact, higher education systems are compelled to embark on new knowledge domains and skill sets powered by AI to meet evolving industry requirements. The demand for manpower with critical thinking and problem-solving capabilities has become the most important factor to prepare future ready man power.

Considering these developments, Kishkinda University is introducing a new system of regulations-R-2026, effective from the academic year 2026-27. The new regulations aim to strengthen foundational knowledge, conceptual clarity, higher-order thinking, problem-solving and innovation. The curriculum adopts the *'T-shaped learning philosophy'*, balancing breadth and depth in knowledge acquisition. The vertical line represents deep expertise in core engineering domains, while the horizontal line encourages cross-disciplinary learning and adaptability, thus preparing students with strong foundations and diverse competencies. Adequate emphasis is placed on ensuring a rigorous learning experience across Science, Humanities, Management, Basic Engineering and Specialized Engineering Domains.

The regulations emphasize a major proportion of learning during formative stages, comprising lectures, transactions and practice sessions alongside self-learning. Experiences through industry collaborations, prototype development and research initiatives are integrated with assessments designed to capture the depth and authenticity of experiential learning.

The University shall introduce a Pre-Semester Initiative, a first-of-its-kind approach enabling students to undertake preparatory learning modules before the formal commencement of the first semester. This initiative is unique in bridging knowledge gaps, strengthening foundational concepts and providing early exposure to key subject areas.

The assessment strategy is structured into seven formative assessment stages (T1, T2, T3, T4 ,T5,T6 and T7), ensuring a continuous and comprehensive assessment model that progressively aligns with revised Bloom's Taxonomy and the T-shaped learning framework, reinforcing Learning–Thinking–Understanding–Skilling–Applying–Creating at each stage. The emphasis on continuous assessment is driven by the principle of continued learning, where students are consistently engaged with concepts and skills throughout their academic journey.

The four-year B.Tech. Program follows a flexible and student-centric approach, incorporating lateral entry and honorable exit options. Students completing the required credits after three years may earn an Engineering Diploma or a three-year Bachelor's Degree, facilitating early career opportunities while retaining the option to return and upgrade their qualifications. However, the primary focus remains on ensuring students acquire a full B.Tech. Degree, enriched by add-on certifications such as Honors, Minors, and Add-on Diplomas. Additionally, for students who wish to progress at a slower pace, a spill over period of up to four additional years is available for degree completion, ensuring academic flexibility without compromising learning outcomes. By integrating multidisciplinary exposure, skill-based learning, and holistic assessment, Kishkinda University reaffirms its commitment to developing well-rounded, future-ready professionals in accordance with the changing landscape of higher education.

Salient Features of R- 2026:

- Multidisciplinary
- Continuous learning
- Continuous assessment
- T-Shaped Learning Philosophy
- Pre-Semester Initiative
- Value Addition
- Minor / Add-on Diploma / Add-on Certification
- Lateral entry and honorable exit options
- Sabbatical Semester Drop option to pursue innovation, incubation, entrepreneurial and advanced exploratory activities and subsequent re-entry
- Credit earning by credit transfer

1. Introduction

B.Tech Regulations R-2026 outline the scheme of assessments, curriculum framework, detailed syllabi, course contents with recommended text/reference books, course outcomes, expected skill acquisition, and the projects/assignments to be undertaken for each course in the four-year B.Tech degree programs.

The various B.Tech degree programs under the Faculty of Engineering and Technology at Kishkinda University are listed below. The character codes in parentheses indicate their branch discipline codes:

i. Electronics and Communication Engineering (ECE)
ii. Computer Science and Engineering (CSE)
iii. Computer Science and Engineering - Artificial Intelligence and Machine Learning (AIML)
iv. Computer Science and Engineering - Artificial Intelligence and Data Science (AI & DS)
v. Electrical And Electronics Engineering (EEE)
vi. Pharmaceutical Engineering (PHE)

1.1. Definitions

For the purpose of R-2026 regulations, definitions as follows shall apply:

- **"Degree"** shall refer to the B.Tech. Degree Program.
- **"Course"** shall refer to such Course(s) for which a student shall earn Credits after due assessment as per the laid provisions. Project and internship are also treated as a Course.
- **"Academic activities"** shall refer to the activities like Lecture-L (Lecture Session), Transactions (Tutorial)-T (Participatory discussion / Self-Study / Desk Work / Quiz / Seminar Presentation, etc. activities that make the student absorb & assimilate, the delivered contents effectively), Practical / Practice Sessions-P (includes Hands on Experience / Lab experiments/ Field Studies / Case Studies etc. activities that enable the student to acquire the requisite skill) and Self learning-S.
- **"Credit"** refers to a unit of measurement assigned to courses based on the weekly instructional hours. Typically, one credit corresponds to one hour of lecture (L) or two hours of transaction (T) / practices (P) sessions per week.
- **"Continuous Assessment"** shall refer to the assessment of the student spread over the entire semester on the various constituent components of the prescribed course**.**
- **"Semester"** shall refer to a period covering the two assessment periods viz Formative and Summative Assessment period. A semester would generally be spread over twenty weeks.
- **"Pre-Semester"** refers to a short six week program held before the first-year first semester. It primarily focuses on improving students' proficiency in English and Mathematics to help them reach the desired academic level.
- **"Course Drop"** shall refer to a student having to undertake a 'Repeat (R)' of the Course(s) not being able to complete the Credit requirements of the Course(s), under the conditions stipulated in the regulation.

- **"Supplementary Examinations"** shall refer to the examination(s) conducted to allow the student to appear in the un-cleared / Incomplete (I) Semester - End summative assessment component.
- **"Blank Semester"** shall refer to a Semester in which a student either does not register for any course at the beginning of the Semester OR chooses to DROP all courses OR is so compelled to DROP all the courses, as the case may be.
- **"Semester Drop"** shall refer to availing a blank semester. However, if drop is availed to pursue a creative extension activity, then it is defined as semester sabbatical.
- **"Spill over Semester"** shall refer to the additional semester(s) beyond the completion of prescribed normal semesters.
- **"FET- Faculty of Engineering and Technology, Section"** headed by a Dean shall look into the Academics, Assessment and Awards.
- **"Attendance"** refers to the Physical personal presence in an academic activity session.
- **"Summer Semester"** refers to a Semester that is scheduled to be held during the intervening period of Even and Odd Semester (i.e. Summer Vacation period).
- **"Themes"** refer to the courses offered in a particular stream other than offered by the regular departments, for example Sports, NCC, Entrepreneurship, NSS, Yoga, Fitness, Mental health and wellbeing, Universal human values, Social connect & responsibility, AVGC (Animation, Visual Effects, Gaming, and Comics), Media & Arts, (Film, music, television, performing arts, and visual arts), Design (Fashion, graphic design, architecture, and advertising), Digital Content (Social media content creation, apps, software development, and robotics), Heritage, (Arts and crafts, museums, festivals, and cultural tourism), etc.
- **"Program"** refers to a division of institute dealing with a specific area of discipline / study.
- **"Chair persons"** refers to the Head of the respective Department, where the student is enrolled for his / her Branch of Study.
- **"Center"** refers to a structured unit within the school / department established with the purpose to carry out advanced research.
- **"Grade Point"** refers to the quantification of the performance of a candidate in a particular course as defined herein.
- **"SGPA"** refers to the Semester Grade Point Average and is calculated as detailed in the regulations subsequently.
- **"CGPA**" refers to the Cumulative Grade Point Average and is calculated as detailed in the regulations subsequently.
- **"Division"** refers to the Division awarded to the student as per the mechanism detailed in the regulations subsequently.

- **"Internship"** refers to On & Offsite Practical Training (OPT) offered by reputed companies / Institutions, in India or abroad. To be undertaken with (or seeking) prior approval of the respective Chairpersons.
- **"Project"** refers to a course executed by a candidate on a specific research problem / product or process development at Kishkinda University or any organization of repute. To be undertaken with (or seeking) prior approval of the respective Chairpersons.
- **"Credit equivalence and credit transfer committee"** refers to the committee designated to look into for credit equivalence and credit transfer.
- **"Honorable Exit Option"** refers to the Exit Options available to students, when they are unable to complete the prescribed four-year B.Tech. Degree program in eight successive years or would like to voluntarily exit.

1.2. Academic Administration

The academic programs of Kishkinda University are governed by the rules and regulations approved by the Academic Council from time to time. All academic activities are conducted according to a fixed schedule duly approved by the Academic Council, in line with State Government and UGC regulations.

The academic calendar, meticulously prepared and approved by the Academic Council, is shared with all stakeholders well before the commencement of each academic year.

The curriculum and course contents of all programs are discussed by the respective Board of Studies (BoS), analyzed and recommended for implementation.

The Academic Council, being the highest statutory body chaired by the Vice-Chancellor, meets two to four times a year to discuss, suggest and approve all important academic matters. This includes curriculum and course content decisions, particularly those recommended by the BoS.

1.3. Program Duration

For the branch disciplines listed in Section (1), the regular courses, including theory and practical components, are offered over a period of four years, divided into eight semesters. The normal duration to complete the B.Tech program is four years.

Students may also benefit from the Extended Degree Program, which allows a spill-over period of an additional four years, thereby permitting a maximum duration of eight years to complete the B.Tech program at a slower pace if desired. This flexibility caters to diverse learner needs and career aspirations. Candidates failing to complete the requirements within this period will be considered for an honorable exit, as applicable. An honorable exit may also be exercised voluntarily by a candidate.

For lateral entry students, the spill-over period is three years.

1.4. Courses and Credits

The term course is used in a broader sense to refer to academic components such as theory subjects, laboratory work, inter-departmental/field projects, and major projects. A course may be theoretical and/or practical in nature, and a specific number of credits are allotted to it depending on the number of instructional hours per semester.

For a course offered in a semester:

- One hour of lecture (L) per week is considered equivalent to one credit.
- Two hours of practical (P) sessions per week are considered equivalent to one credit.
- Depending on the course, two hours of tutorial/transaction (T) sessions per week may also be considered equivalent to one credit.

A student earns these credits upon successful completion of the course. Credits may also be obtained through recognized co-curricular and extra-curricular activities such as NCC, NSS, Yoga, Dance, Music, Painting, etc. The details of credits for such activities will be provided by the respective course coordinators, and student performance will be assessed objectively by committees constituted by the Dean, Faculty of Engineering & Technology (FET).

The criteria for assessment of these activities include regular attendance, satisfactory completion of program requirements, and performance at university-level assessments or participation in university, state, or national-level events.

Add-on credits earned in the prescribed manner may lead to the award of:

- B.Tech
- B.Tech with Minor
- B.Tech with Add-on Diploma
- B.Tech with Add-on Certification

1.4.1. Content Delivery of a Course

Content delivery in the B.Tech degree program shall be through one or more of the following methods:

- **Lecture (L)** – Refers to classroom contact sessions wherein students learn primarily by listening.
- **Tutorial (T)** – Refers to participatory transactions consisting of discussions, self-study, desk work, brief student presentations, and other innovative methods that enable efficient and effective absorption of lecture content.
- **Practice (P)** – Refers to practical sessions such as hands-on experience, laboratory experiments, field projects, case studies, and minor/major projects that equip students with essential skill components.
- **Self-Learning** – Refers to students taking initiative, either independently or under faculty guidance, to pursue their own educational journey for acquiring knowledge and skills.

1.5. B.Tech. Degree

All students formally and conventionally enroll for B.Tech. Degree programs. They have to

earn 160+10 credits for the award of degree as specified in the Curriculum, wherein 160 credits shall be referred as 'Graduating credits' and assigned towards courses such as Professional Core, Electives, Basic Engineering, Humanities and Management, Basic Sciences and Projects. Additional 10 credits are referred as *'Compulsory Binary Grade Credits'* such as constitution of India, health & wellness etc., and shall be awarded for various binary grade courses specified in the curriculum. However, additionally the candidates can opt to earn up to minimum 18 credits as Add-on credits, to earn the academic benefits as specified below.

1.5.1. B.Tech. with Minor Specialization in XXX

A candidate may earn *additional 18 credits*, cumulatively totaling to *160+18+10(Binary)* credits in anyone of the other disciplines spread over fifth to eight semesters to become eligible for the award of B.Tech. in YYY Engineering with Minor Specialization in XXX. YYY refers to name of the Branch discipline (E.g. CSE / ECE); XXX refers to a particular specialization within a Branch discipline.

1.5.2. B.Tech. with Add-on Diploma

If a candidate earns add-on 18 credits from assorted disciplines/ themes/ centers, then he/ she will be eligible for the award of B.Tech. with Add-on Diploma.

1.5.3. B.Tech. with Add-on Certification

If a candidate in accordance with the sections of 1.5.1, 1.5.2 and 1.5.3 earn additional credits, but will not satisfy the completion of 18 credits, then he / she will be eligible to receive B.Tech. with Add-on Certification. However, such a candidate may also avail a spill over semester to complete 18 credits.

Note: The consolidated transcript will contain the credits and grade details of all courses amounting to 160+10 (Binary Graded) + up to 18 credits.

1.6. Composition of an Academic year

An academic year is composed of an odd semester (20 – 22 weeks), an Even semester (20 – 22 weeks) and a summer semester (6 – 8 weeks). The regular semester that begins in August / Sept. is known as odd / first semester and the one that begins in January / February is known as even / second semester ***(Figure 1).*** The instructional days for a regular semester shall be a minimum of 90 working days exclusive of days earmarked for summative assessment. However, the first-year academic calendar varies slightly to accommodate the 'Pre-semester' as well as completion of the state government counseling process ***(Section 1.8 for details).***

Year of 12 Months											
1	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**	**11**	**12**
Sept./ Oct.	**Oct./ Nov.**	**Nov./ Dec.**	**Dec./ Jan.**	**Jan./ Feb.**	**Feb./ Mar**	**Mar./ Apr.**	**Apr./ May**	**May/ June**	**June/ July**	**July/ Aug**	**Sept/ Oct**
Odd Sem/ First Sem					**Even Sem/ Second Sem**					**Summer Sem**	

Figure 1: Distribution of semesters during an Academic Year

1.6.1. Before the commencement of the semester, a candidate has to pay the stipulated tuition fee and submit an application detailing the courses he / she intended to register, valid for that

respective Odd / Even semester. The maximum number of credits per semester will be 24 credits inclusive of add-on credits. The intended semester wise coverage will be as presented in the curriculum.

1.6.2. **Summer semester** is a short duration semester program that will be generally conducted during the semester break between even semester and odd semester. The students having 'R' (Repeat grade) courses may register for the course work during this semester to get a chance for successfully completing the 'R' courses. In general, supplementary assessments are conducted in the later part of the summer semester. However, the courses offered in summer semester and the number of courses a student can register are subjected to academic and administrative convenience. A student may register up to a max. of **16 credits in a summer semester.**

1.6.3. Exception to the routine practice of registering for 'R' courses in summer semester, a student can register in a course offered by a visiting expert during the summer vacation which may be equivalent to an open elective or a department elective or an Add-on-course. The candidates can register for such courses **within the scope of 16 credits**. Candidate may also avail summer semester for summer internship opportunities, which may be considered as Add-on credits.

1.6.4. Summer internship credits will also be appended to the credits of Department elective / Honors / Minor / Add-on certification provided the theme of internship is in accordance with guidelines.

1.7. Semester wise provisions

A student may register for a max of 24 credits per semester as prescribed or otherwise he/ she may include the Repeat courses in the event of having not successfully completed a course or courses in the earlier semester. However, a student may also opt to go in a slower pace to earn the credits less than the prescribed max of 24, including even 'Dropping' a semester for special reasons.

It should be clearly underscored that a candidate should on priority register for Repeat (R) credits if any, during a regular semester, within the said scope of 24 credits; in case he / she cannot be sure of completing the 'R' credits in summer semester.

1.7.1. During the first four years from the date of admission to B.Tech. a candidate has to pay the semester / annual fees as prescribed irrespective of the smaller number of credits / semesters that he / she would register or even opt to Drop a semester.

1.7.2. If a candidate gets into spill over semester beyond four years up to a maximum of eight years he / she has to pay semester fee proportional to the credits that he/ she registered in that spill over semester as prescribed from time to time.

1.7.3. A candidate has to pay additional fee proportional to the number of credits for registering in a summer semester as prescribed from time to time.

1.8. Pre-Semester Program

The Pre-Semester Program is an integral addition to the first-year academic structure,

complementing the existing Odd, Even and summer semesters. Positioned between the orientation program and the first regular semester, it is designed to equip newly admitted students with essential academic skills, ensuring a smooth transition into engineering education. By addressing foundational learning gaps and strengthening core competencies, this preparatory phase enhances students' readiness for the rigorous curriculum ahead.

Recognizing that students come from diverse educational backgrounds and the specific requirements of engineering education, this program bridges the gap by emphasizing the application of mathematical concepts in problem-solving and fostering effective communication skills. By assessing students' prior knowledge, the program identifies learning gaps and systematically addresses them. Students who complete this pre-semester are better positioned to assimilate course content effectively and make the most of the skill-building opportunities embedded in the curriculum. Engineering education demands analytical thinking, continuous learning, and the ability to apply foundational knowledge in real-world scenarios, making this preparatory program essential.

To achieve these objectives, the Pre-Semester Program encompasses six 1-credit courses **(Table 1)** during the orientation session that precedes the pre-semester program, a preliminary assessment will be conducted to evaluate students' proficiency levels. Based on their performance, students will be grouped into four levels: Beginner, Intermediate, Advanced, and Proficient. Classwork will then be tailored to each batch to address their specific needs, ensuring that all students, regardless of their academic background, are brought to a common baseline before formally entering the B.Tech. Program.

Table 1: **List of courses and credits offered during the Pre-Semester Program (Tentative)**

Course Title	**Credits**
Induction & Orientation Program (B)	1
Foundational Mathematics	2
Foundational English	1
Computing & Life Skills(B)	1
Universal Human Values (B)	1
Mental health & Wellbeing. (B)	1
Indian Constitution (B)	1
Total	**8**

1.8.1. Binary Graded Subjects

The teaching-learning process in these courses is activity-based, prioritizing conceptual understanding and skill development rather than mere scoring. To align with this philosophy, the program follows an assessment structure with 100% weightage for formative assessment and no summative assessment. This ensures that learning is continuous, interactive and application-driven, helping students internalize concepts effectively.

A dedicated academic calendar has been developed to seamlessly integrate this program into the academic structure, reinforcing continuous learning practices and preparing students

for the rigors of engineering education **(Figure-2).**

<table>
<tr><td colspan="12">Year of 12 Months – Extended Calendar (I year)</td></tr>
<tr><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td><td>7</td><td>8</td><td>9</td><td>10</td><td>11</td><td>12</td></tr>
<tr><td>Sept. / Oct.</td><td>Oct./ Nov.</td><td>Nov./ Dec.</td><td>Dec./ Jan.</td><td>Jan./ Feb.</td><td>Feb./ Mar</td><td>Mar ./ Apr</td><td>Apr./ May</td><td>May/ June</td><td>June/ July</td><td>July/ Aug</td><td>Sept/Oct</td></tr>
<tr><td colspan="3">IP/Pre – Sem.</td><td colspan="3">FA</td><td>SA</td><td colspan="3">Formative Assessment</td><td>SA</td><td>V/SS</td></tr>
<tr><td colspan="3">Odd Sem/ First Sem</td><td colspan="4">Odd Sem/ First Sem</td><td colspan="4">Even Sem/ Second Sem</td><td></td></tr>
<tr><td colspan="12">IP = Induction Program Formative Assessment (FA)
SA = Summative Assessment (10 days); V =Vacation / Summer Semester (SS) (30 Days)</td></tr>
</table>

Figure 2: Distribution of semesters during First Academic Year

2. Curriculum

Each Faculty offers different B.Tech. Degree programs and the departments concerned prescribes semester-wise curriculum encompassing different courses. Every course offered will be designated in a L-T-P-SL structure. The theory courses comprise of L (and / or T & P hours) whereas the practical courses include transactions (T) and practical sessions (P). Amalgamation of theory courses with practical sessions is predominantly seen in this curriculum. The 'SL' represents the expected self- learning hours (to be carried out by each student) in a particular course.

During the first year, some of the courses may be offered in a swap mode that is the same course is offered in both the semesters of I-year to accommodate the academic and administrative requirements.

2.1. Distribution of credits

The overall distribution of credits for various categories of courses in the curriculum of B.Tech. Programs is represented in **Table 2** as given below.

Category of Courses	**Number of Credits**	**Percentage of Credits**	**AICTE Recommendation (%)**
Professional Core	50	31.25%	30 - 36%
Electives (Department & Open / Industry – Interface (I^2) courses)	33	20.63%	19 - 23%
Basic Engineering	20	12.42%	10 - 18%
Humanities and Management	13	8.13%	08 - 09%
Basic Sciences	30	18.75%	12 - 16%
Projects	14	08.75%	08 - 11%
Total	160	100%	-
Binary graded	**10**	-	-

Table 2: Credits Distribution for various categories of courses

2.2. Organization of course contents

Courses offered in the program are composed of FIVE modules, covering all the course contents required for a candidate to obtain knowledge and skill.

Each course must have 4 to 5 course outcomes (COs) mapped to relevant program outcomes (POs), aligning with the revised Bloom's Taxonomy levels 3, 4, 5 and 6 ensuring progressive cognitive development. Furthermore, every course has at least one mandatory textbook and two to three reference books to provide students with credible and in-depth learning resources. Adequate references should be included from NPTEL courses for supplementary study. Overall about 200 (250) Pages of relevant material is to be taken from the adapted textbook.

2.3. Pre-requisite Knowledge

Wherever prerequisite knowledge is mentioned, a student must register for the required courses covering the specified content before The Candidates register in a higher-level course. There are two types of pre-requisites: for some courses, successful completion of the pre-requisite (i.e., earning credits) is mandatory before registration in the higher-level course; for others, completion of formative assessments in the pre-requisite course is sufficient and students become eligible to register for the higher-level course as long as they do not have an 'R-grade' in the pre-requisite course.

3. National Credit Framework / Choice Based Credit System

Each branch discipline of the B.Tech. Programs comprises of a set of courses - basic sciences, humanities and management, basic engineering, professional core, electives, employability & life skill courses. Kishkinda University offers flexibility for students to choose courses of their choice and obtain the credits satisfying the minimum credits criterion in each category as given in **Table (1).**

3.1. Common (Core) Courses for all branch disciplines

First year curriculum is intended to provide foundational understanding of basic concepts across various engineering disciplines. It covers fundamental subjects like basic sciences, basic engineering, humanities and management. Curriculum have common first-year course structure (streams such as combinations of Physics, Chemistry, Biology, Mathematics & Computers etc., background) to ensures that all students regardless of their prior education should acquire similar level of knowledge and skills before they start their specialized courses in the second year. In some cases, students might want to change their specialization after the first year. A common first-year structure makes it easier for them to switch between different engineering disciplines without having to repeat a significant portion of their coursework.

3.1.1. Basic Sciences and Humanities

Basic science courses are included to provide engineering students with a strong foundation in scientific principles that support technological advancements and problem-solving. Courses in

Management and Humanities are also included to develop their professional competence and interpersonal skills. Management courses equip students with essential skills in leadership, decision-making, and project management, preparing them for both technical and managerial roles in their careers. Humanities courses enhance their ability to communicate effectively, think critically and uphold ethical and professional responsibilities.

3.1.2. Basic Engineering

Basic engineering courses are those that every engineer, irrespective of his discipline, ought to understand to perform well in his/her discipline. IT Tools & Cyber security, Computer Programming are some of the courses that fall in this category.

3.2. Professional Core

Professional Core courses are individualized for each programs and they are mandatory for every student opting for that branch discipline. These are designed to offer the essential fundamental knowledge and skills required for that specific program.

3.3. Electives

A candidate has a choice to choose the elective courses. A list of elective courses is pooled together, enabling a candidate to choose electives from a pool so that the candidates can focus on a specific theme. Otherwise also he/ she can also exercise the choice to choose electives from across the pools. There may be courses which may not be listed under any pool, which are called “Free elective courses”.

Elective courses offered for each programs are categorized as ‘department electives’ and open electives. Some electives may have pre-requisites i.e., successful completion of a course / knowledge of a course / the department’s consent.

3.3.1. Department Electives

‘Department electives’ are those courses that are aimed at offering the advanced/ additional knowledge in the chosen branch discipline.

Care should be exercised while opting for departmental elective courses and specialization courses such that a course opted as departmental elective should not be registered as a course under Specialization and vice versa.

3.3.2. Industry – Interface (I^2) courses

I^2 courses are offered with the support of industry personnel and are also included in department elective category. These courses are of one credit, and are offered by experts from industry / academia. The I^2 course is offered to B.Tech. Students with 15 hours’ duration as Binary graded course. The duration of 15 hours can be spread across 3 days continuously or 3 different slots of 5 hours each on consecutive weeks. Students who successfully complete the course will be awarded one credit.

3.3.3. Open Electives

The elective courses offered by the departments/ centres/ themes for other department students are called as open electives. These electives are offered to enable students understand

interdisciplinary nature of courses. A student's enrolment for pursuing an open elective course(s) is based on his/her choice and order of merit and subject to availability of seats.

Elective courses are spread over four semesters from fourth to seventh semester, to enable students earn credits from a chosen pool or otherwise.

Care should be exercised by the candidate while opting for Open electives and minor courses, such that a course opted as Open elective should not be registered as a course under Minor and vice versa.

In 'electives' category, a student is required to secure a minimum of 33 credits. These credits can be obtained through a combination of courses from his / her own department and other departments.

Out of 33 credits, 6 credits have to be earned through MOOCs offered via Swayam platform. A student may also be permitted to earn more elective credits through MOOCS. This will promote self-learning and drive students towards innovative learning approaches. To facilitate the process of acquiring the elective credits through MOOCS, Kishkinda University has constituted "Online course committee" at Central level with 1-2 members represented from each of the department to guide students in selection of courses and to assist them with further steps if required until completion of the courses.

3.4. Inter-departmental Project

These projects are designed and executed by students during the second and third year of their program in lieu of Field projects. By doing these projects, students will get an idea of how technologies or processes, prototype or working model can be developed by culmination of technologies from courses of different programs / departments. One of objectives identified for successful execution of the project should be of other departmental nature which may influence either process adopted or product developed. The minimum duration of inter-departmental project during the semester is 90 hours including writing of project report and submission for assessment. A batch of 4 students from across or within the departments can take part in the inter-departmental projects. Performance will also be assessed in the modular framework for formative and semester-end summative with a weightage of 1 credit per project.

3.5. Field projects

In lieu of Inter-departmental project, students can enrol for field projects during the second and third year of their program. These projects are intended to emphasize learning through direct experience, allowing students to apply theoretical knowledge in real-world contexts. This hands-on approach provides students with meaningful learning experiences that not only deepen their understanding of academic concepts but also cultivate essential skills and attitudes needed for success in their future careers and as responsible members of society. The minimum duration of field project during the semester is 90 hours including writing of project report and submission for assessment. A batch of 4 students can take part in each project. Performance will also be assessed in the modular framework for formative and semester-end summative with a weightage of 1 credit per project.

Students are recommended to select 'Societal-centric projects' during choosing a problem statement after enrolling either for field project or Inter-departmental project. Research on

such problems offers students' a platform to make meaningful contributions to their communities while developing essential skills and ethical awareness. Engaging in these projects help students to become better-rounded, socially conscious, and professionally prepared engineers.

3.6. Project

Students may opt for Project work in lieu of internship. Such students may avail research-internship support from any institution well known for research and development (R&D). They may also take up project work in Kishkinda University itself. Each candidate has to submit interim reports and a final report which are mandatory requirements towards the partial fulfilment of project credits requirements. It bears a weightage of 12 credits with a duration of 90 working days. During the semester the student under the guidance of a faculty member(s) will involve in innovative design / research through the application of his / her knowledge gained in various courses studied. He / she is therefore expected to present a survey of literature on the topic, work out a project plan and carry it out through experimentation / modelling / simulation / computation. Through such a project work, the student is expected to demonstrate system analysis, design, presentation and execution skills. Students are expected to integrate design component into their project to realize various aspects such as User-Centric Focus, Consistency and Branding, Efficiency and Scalability, Improved Communication, Adaptability and Innovation, Faster Development Cycles, Enhanced User Engagement and Satisfaction etc., Comprehending design component should be documented in the project report by incorporating 'Major Design Experience Information Sheet'. Performance in the project will also be assessed in the modular framework for formative and semester-end summative.

3.7. Internship

A student can undertake internship in lieu of project work in industry for one complete semester during seventh / eighth semester in lieu of major project work. If the Internship is under taken during 7th semester, then the regular course work of 7th semester should be taken up during the 8th semester (7th and 8th semester happen in a swapped mode). It bears a weightage of 12 credits. This is aimed at training students in solving / understanding real-life problems through application of engineering analysis, design, evaluation and creation, particularly in association with practitioners and experts in the industry. The procedures for obtaining the internship placements and allocation of the same to the students are as per university defined norms. Even during internship, a student is preferably expected to carry out a focused study on one topic/ problem in consultation with the interning institute. Internship progress report should be submitted periodically and finally a detailed internship report should be submitted duly certified by a mentor from the internship institute. Performance in the internship will also be assessed in the modular framework for formative and semester-end summative.

Furthermore, a special provision has been introduced to enable students to undertake a year-long internship at industries. Under this framework, students will complete a 13-credit internship in the 7^{th} semester, while the 8th semester will follow the standard 12-credit internship structure. Students choosing the yearlong industry internship will gain hands-on

experience in a professional environment, integrating academic knowledge with industry applications.

3.8. Binary Graded courses

3.9. Apart from I^2 courses, following courses shall also be offered as *'Compulsory Binary Grade Courses'* with a weightage of 1-credit per course. Courses like the Orientation session (Induction program); Constitution of India; Self-empowerment & Gender Sensitization; Physical fitness, Sports & Games; Life skills; Indian Culture & Heritage; Gerontology; Participation in NCC/NSS/SAC/E-cell/Student Mentoring/ Social activities; Stories of Indian Independence; Fix-It Yourself: Home Electronics and Appliance Repair; Universal Human Values; and Indian Knowledge Systems will be offered to students during the first four semesters of the programs. This list is not comprehensive; the institution may add or remove courses based on their relevance and student registrations.

3.9.1. Orientation session (Induction program)

Orientation session is an induction program floated to set a positive tone for the rest of the B.Tech program by helping students feel welcomed, informed, and prepared. This course is intended to play a crucial role in ensuring that students start their engineering education on the right foot, with a clear understanding by organizing activities related to Campus Tour, Orientation to the Institution, Academic Preparedness, Social Integration, lectures by eminent personalities, Team-Building Activities, Introduction to Student Clubs, Cultural Programs and Recreational Activities.

3.9.2. Physical Fitness

As physical fitness contributes to physical, mental and social development, it is offered as a coursework. Physical Directors and trainers will assist the students for improving physical fitness in regular sessions.

3.9.3. Life Skills

Realizing the Kishkinda University's Vision of preparing multifaceted personalities, Kishkinda University floats various credit-based life skill activities for students such as yoga, dance, music etc., under the guidance of experienced coaches.

3.9.4. Constitution of India

With an intention to transform students into responsible citizens and professionals, a course on the Constitution of India is offered for B. Tech students to provide a foundational understanding of India's legal framework, governance structure, and fundamental rights and duties.

3.9.5. Self-empowerment & Gender Sensitization

This course aims to foster personal growth, promote gender equality, and create a more inclusive and respectful campus environment. It is designed to equip students with the skills

and awareness necessary to navigate and challenge societal norms related to gender, and to empower themselves and their peers.

3.9.6. Universal Human Values

Integrating Universal Human Values course into the B.Tech. Curriculum aims to instill a deep understanding of ethical, moral, and human values, fostering holistic development. This course emphasizes the importance of values in personal and professional life, encouraging students to lead a life of integrity, empathy and respect.

3.9.7. Indian Knowledge Systems

A course on Indian Knowledge Systems (IKS) is designed to provide insights into the rich and diverse heritage of traditional Indian knowledge, encompassing various domains such as science, technology, philosophy, arts, and culture. This course aims to create an appreciation for the indigenous knowledge systems and their relevance in contemporary times

3.9.8. Indian Culture & Heritage

This course explores the rich legacy of India's cultural and historical heritage, offering insights into its art, architecture, traditions, and values. By fostering a deep appreciation for India's legacy, students are encouraged to preserve and celebrate the diversity and wisdom of the nation.

3.9.9. Gerontology

A course on Gerontology introduces students to the social, psychological, and biological aspects of aging. It equips them with the knowledge and sensitivity to address the challenges faced by the elderly, promoting intergenerational understanding and societal support for aging populations.

3.9.10. Fix-It Yourself: Home Electronics and Appliance Repair

This hands-on course empowers students with practical skills in troubleshooting and repairing everyday home electronics and appliances. It promotes self-reliance, sustainability, and an understanding of basic engineering concepts applicable in real-world scenarios.

3.9.11. Stories of Indian Independence

Through a narrative approach, this course immerses students in the inspiring stories and events that shaped India's struggle for independence. It highlights the sacrifices and vision of freedom fighters, instilling a sense of patriotism and respect for India's history.

3.9.12. Participation in NCC/ NSS/ SAC/ E-Cell/ Student Mentoring/ Social Activities

Participation in these co-curricular and extracurricular activities fosters personal growth, leadership, teamwork, and social responsibility. These activities provide students with opportunities to contribute meaningfully to society, develop organizational skills, and enhance their overall personality through community engagement and mentorship.

In case the candidate does not successfully complete the binary graded courses, they will be placed under 'R' category. However, such R should be completed in regular Odd / Even semester whenever these courses are offered. In special cases provision of summer semester may

be provided.

4. Attendance

It is mandatory for the student to attend the course work in each semester as per the academic schedule of that semester. Kishkinda University expects 100% attendance. However, the attendance in each course shall not be less than 75% of the aggregate of all L, T, P sessions conducted in that course.

- The attendance calculations will be periodically reviewed at the end of every 4 weeks. The details of attendance status will be shared with the parents / guardian. The final status of attendance will be reported at end of 15^{th} week granting the advantage of the attendance for the 16^{th} week for the purpose of attendance shortage calculations.

- The shortage of attendance may be condoned up to 10% on the ground of ill-health, social obligations, participating / representing in sports/cultural events, placement activities etc.

- Documentary evidence like medical reports and certificates issued by concerned bodies is to be produced on time as support for the attendance shortage due to ill-health and these are to be informed to the Dean / Chairperson of the department with prior permission. These cases are subjected to the scrutiny of a committee constituted for this purpose by the Vice-Chancellor. The decision of the committee shall be final.

- The courses where the student shortage of attendance was not condoned shall be considered as 'Repeat' category courses and will be under 'R' grade in the student's semester transcript. Student should re-register for these courses during the summer semester or whenever the course is offered next time during regular semesters. These re-registrations are subjected to the regulations at the time of re-registration. In case of core courses, the same core has got to be re-registered. However, in case of an elective a candidate may exercise a choice of choosing different elective in place of 'R' graded elective.

  The students who are put into 'R' grade will not be allowed to take up summative assessment in that semester. In case due to lack and/or delay in information, if the candidates appears for the summative assessment in that course, office of FET is empowered to cancel the attended assessments. The scores obtained either in formative or summative assessment will not be considered for grading.

5. Assessment

Teaching-Learning and Assessment should go hand in hand and complement each other. Continuous assessment plays a vital role to enable the student to get synchronized with the teaching-learning process. Assessment mechanism adopted in the institute is aimed at testing the learning outcomes in tune with the outcome-based model of education. The focus, is thus on assessing whether the outcomes are realized by the end of the course.

The performance of a student in each course is assessed on a continuous basis during the semester through various in-semester and end-semester assessment models. The marks awarded through continuous assessment are referred to as Formative assessment marks.

The marks awarded through end-semester tests are referred to as Summative assessment marks (Figure 3). Both the formative and summative assessment marks are considered for awarding the final marks and the grade point in a particular course.

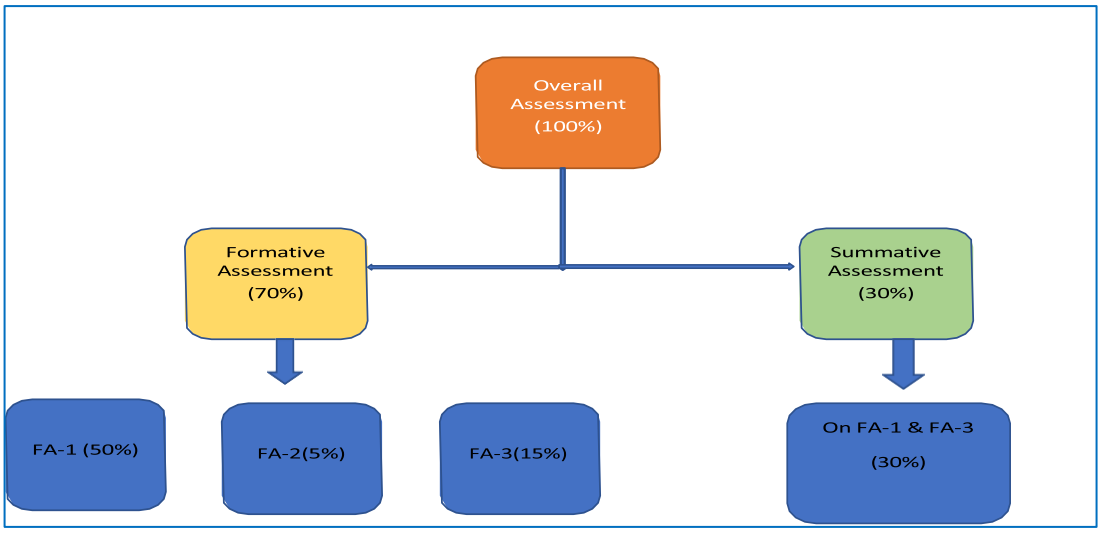

Figure 3: Categories of assessments in place for AR-2026.

5.1. Marks distribution

For each course, the maximum sum of formative and summative assessment marks put together is 100, in the ratio of 70:30, respectively. Furthermore, the 30 marks allocated for the summative assessment maybe divided between P-based and L-based assessments in a ratio as recommended by the faculty and approved by Dean FET.

5.2. Qualifying criteria

To be declared successful in a course, a student must secure a minimum grade of **5.0 on a 10-point scale**, calculated based on the total maximum marks, including both **formative and summative assessments**.

In addition, the student must obtain **at least 50% of the maximum marks in formative assessment** and **at least 40% of the maximum marks in summative assessment**.

If a student secures **less than 50% in formative assessment**, they will be awarded an **R grade (Repeater)**.

If a student secures **less than 40% in the summative examination**, they will be awarded an **I grade (Incomplete)**.

If any course has only formative assessment, it shall be evaluated for a total of 140 marks as per the above assessment scheme. These marks shall then be scaled down to 100, and the final grades shall be awarded accordingly.

Binary graded subjects shall be assessed for a total of 100 marks. The results will not be graded; instead, they will be reported as “Completed” or “Not Completed. Student should secure minimum of 50 Marks. There is no Summative examination.

The hierarchy of qualifying criteria is as follows:

i. Attendance compliance should be 75% or within condonable range; else the candidate

is put into 'R' grade.

ii. In formative assessment, a candidate should secure a minimum of 50% i.e. 35 marks out of 70; else the candidate is put into 'R' grade.

iii. In summative assessment, a candidate should secure a minimum of 40% i.e. 12 marks out of 30; else the candidate is put into 'I' (Incomplete) grade.

iv. Collectively the candidate should secure a min. grade of 5.0 in a scale of 10 after relative grading (section 8); else the candidate will be in either 'R' or 'I' grade.

The candidates with 'R' grade should re-register for 'R' courses either in summer semester or in a regular semester as and when the courses are offered. The candidates in 'I' grade are allowed to appear for supplementary summative assessment whenever the semester-end assessments are conducted.

To assess Binary graded courses / special projects / courses, not fitting into the categories described here, a suitable assessment procedure will be evolved in consultation with experts of that area and adjudicated by the committee constituted for that purpose. The decision given by the committee will be final. The appended assessment scheme shall be announced by the course coordinator during the commencement of course.

5.3. L-based courses integrated with P/T

5.3.1. Formative Assessment

The scheme of formative assessment is designed to promote the continuous learning. Scheme consists of assessments planned at institute level and assessment that may be scheduled by the course instructor. Institute level assessments shall be scheduled by the office of FET. Respective Faculty Member(s) shall declare the schedule of Continuous Laboratory Assessments (CLA), Quiz, Tutorials, Assignments, Seminars, Discussions, etc. Some of the components may also however take place in an unscheduled manner like Surprise Tests. However, students shall be made aware of the assessment modalities that are going to be followed in a course by the faculty, under information to the Chairpersons. Regularity of the students considered for formative assessment.

To monitor the progress of students, continuous assessment comprising of Seven targets (T1, T2, T3, T4, T5, T6 and T7) is advocated for a maximum of 130 marks. Students in each section are randomly grouped into batches comprising of 3 to 4 members. These batches remain same for all courses and also for the P-sessions in the courses in that semester and are created in the beginning of that semester. For a regularity of the students 10 marks are awarded proportional to the % attendance.

The suggestive modality of evaluation of Seven targets is listed here under and their timeline:

Formative Assessment (FA) is organized into three categories:

FA-1 Group-wise assessment T1 to T5 (100 Marks), FA-2 Related to attendance (10 Marks) and FA-3 Individual Performance Assessment IA-1 and IA-2: T6 & T7 (30 Marks).

FA-1: Group-wise Continuous Assessment (100 Marks)

- The course is divided into **five modules** (as per the syllabus).
- For each module, a **group-wise assessment** is conducted.
- Each module carries a **maximum of 20 marks**, resulting in a total of **100 marks** for five modules.
- However exceptions may be allowed by the competent authority to have it as 5 group wise assessments not module wise 5 assessments. However all 5 modules should be cover through 5 assessments.

Group Formation:

- Students should be divided into **small groups**, with **not more than four students per group**.

Assessment Timeline:

- Each group wise assessment should be conducted generally **at the end of every three weeks**.

5.3.1.1. Distribution of Marks:

Each group wise assessment is divided into three components:

i. Group Performance and Report (6 Marks):
- Marks are awarded based on the overall quality of the work carried out and the **quality of the group report**.
- All members of the group receive **equal marks**, provided the work is carried out and the report is prepared and presented satisfactorily with due participation of all members in the group.

ii. Individual Presentation (7 Marks):
- Each student must deliver an **individual presentation**.
- Duration: **4 minutes per student if T/P is covered over 2 sessions per week; 2 to 2.5 min per student if T/P is covered over 1 session per week.**
- Evaluation is based on clarity, understanding, and communication skills and his /her involvement in the work carried out.

iii. Individual Discussion / Viva Voce (7 Marks):
- Each student is assessed individually through a **viva or discussion**.
- Duration: **4 minutes per student if T/P is covered over 2 sessions per week; 2 to 2.5 min per student if T/P is covered over 1 session per week.**
- Focus is on conceptual understanding and subject knowledge.

If the course has both theory (transaction hours) and practical components, equal weightage should be given to both assessments.

5.3.1.2. Implementation During Transaction Hours

- A typical **4-credit course** follows the structure:
  L: T : P : S = 2 : 1 : 1 : 2
  - **Lecture (L):** 2 hours
  - **Transaction (T):** 2 hours
  - **Practical (P):** 2 hours
  - **Self-Learning (S):** 2 hours
- The **Transaction (T) and Practice (P) hours** should be effectively utilized for conducting these assessments.

5.3.1.3. FA-2: Regularity (Attendance-Based Assessment)

FA - 2 focuses on student regularity, emphasizing the importance of consistent attendance and active participation in all academic activities.

Key Guidelines:

- Students are required to maintain a **minimum of 75% attendance** in each course.
- Attendance will be monitored across all instructional components, including:
  - Lecture sessions
  - Transaction (Tutorial) sessions
  - Practice (Laboratory/Activity) sessions

5.3.1.4. Eligibility Criteria:

Students who fail to meet the **minimum attendance requirement (75%)** will be:

- Awarded an **"R-Grade" (Repeater Grade)**
- Not permitted to appear for the Summative Assessment (End-Semester Examination).

5.3.1.5. Timeline for Assessment

A semester is of 16 weeks duration for teaching- learning activities. The suggested timeline for continuous assessment is as follows:

Weeks 1–4

- **Weeks 1–2:** Teaching–Learning Process
- **Week 3: Target 1 (T1)** – Group wise Assessment 1(Generally may correspond to module1)
- **Week 4:** Finalization of **T1 Marks (20 Marks)**

Weeks 5–7

- **Week 5:** Teaching–Learning Process
- **Week 6: Target 2 (T2)** – Group wise Assessment 2 (Generally may correspond to module2)
- **Week 7:** Finalization of **T2 Marks (20 Marks)**
- Conduct of **Individual Performance Assessment – 1 (IA-1: T6) (15 Marks)**

Weeks 8–10

- **Week 8:** Teaching–Learning Process
- **Week 9: Target 3 (T3)** – Group wise Assessment 3 (Generally may correspond to module3)
-
- **Week 10:** Finalization of **T3 Marks (20 Marks)**

Weeks 11–13

- **Week 11:** Teaching–Learning Process
- **Week 12: Target 4 (T4)** – Group wise Assessment 4(Generally may correspond to module4)
- **Week 13:** Finalization of **T4 Marks (20 Marks)**

Weeks 14–16

- **Week 14:** Conduct of **Individual Performance Assessment – 2 (IA-2: T7) (15 Marks)**
- **Week 15: Target 5 (T5)** – Group wise Assessment 5 (Generally may correspond to module5)
- **Week 16:**
  - Completion and finalization of **T5 Marks (20 Marks)**
  - Consolidation of **IA-1 and IA-2 (30 Marks)**
  - Final evaluation and grading of Formative Assessment
  - Attendance assessment (10 Marks)

5.3.1.6. Summary

- FA-1: Total 5 Group wise Assessments (T1–T5) → 100 Marks
- FA-3: Two Individual Assessments (IA-1 & IA-2(T6 &T7)) → 30 Marks
- FA-2: Attendance assessment (10 Marks)

This structured timeline ensures continuous evaluation, timely feedback and effective academic monitoring throughout the semester.

5.3.1.7. Question Paper Format, Results and Grading

a) Question Paper Format

The question paper should be designed without any internal choices, ensuring that:

- All questions are compulsory for students to attempt.
- Questions are inter-modular and shall not be module wise.
- This approach promotes comprehensive learning and avoids selective study patterns.

b) Quality and Structure of Questions

Special emphasis was placed on maintaining the quality and standard of the question paper, ensuring alignment with Bloom's Taxonomy levels and course outcomes.

- Each question should be carefully structured to assess different cognitive levels.
- Questions are inter-modular and shall not be module wise.
- A typical question should be divided into three to four sub-questions, arranged in an increasing order of difficulty.

c) Distribution of Marks Within a Question

For example, a **20-mark question** may be structured as follows:

i) First Sub-question:

- Covers Level 1 & Level 2 (Remembering & Understanding)
- Marks: 8

ii) Second Sub-question:

- Covers Level 3 (Application)
- Marks: 7

iii) Third Sub-question:

- Covers Level 4 and above (Analysis, Evaluation, Creation)
- Marks: 5

Note: *The weightages of sub questions may vary as per the course requirements and there should not be more than four sub questions.*

d) Outcome of the Question paper format

The question paper pattern will:

- Encourage deep learning and conceptual clarity
- Ensure uniform assessment standards across courses
- Evaluate students across multiple cognitive levels
- Reduce the scope for guesswork or selective preparation

e) Computation of Final Results

The final results for each course shall be computed based on a structured normalization and grading process, ensuring fairness and consistency across all student groups.

f) Component-wise Evaluation

The total marks (200) are divided into:

- **Formative Assessment:** 140 Marks
- **Summative Assessment:** 60 Marks

- The Formative Assessment marks shall be scaled/normalized before being combined with the Summative Assessment marks. The formative assessment component shall be scaled to 70 marks**,** while the summative assessment component shall be scaled to 30 marks**.**

- The final result shall be computed as the sum of the scaled formative and summative marks**,** and the student shall be awarded a grade based on this combined score.

g. Normalization of Formative Assessment Marks: The raw formative marks (out of 140) shall be scaled down to 70 marks using a normalization process based on statistical bounds.

Key Parameters:

- **GLB (Greatest Lower Bound):** Represents the highest mark among the lower-performing group, referred to as the Minimum parameter (Min).

- **LUB (Least Upper Bound):** Represents the maximum mark below the outliers, referred to as the Maximum parameter (Max).

- **Parameters 'a' and 'b':**
  - Decided by the Chairperson / Course Coordinator
    - **'a' (lower threshold):** Should be greater than 50% of 70 marks (i.e., > 35)
    - **'b' (upper threshold):** Should be less than the highest scorer's marks, ensuring exclusion of extreme outliers.

$$\boldsymbol{Scaled\ down\ marks = a + (b\text{-}a)(marks - min/max - min)}$$

The value ***a*** and ***b*** are to be decided by course coordinator along with chairperson based on the difficulty level of the question paper.

h. Scaling Approach

- The marks between Min (GLB) and Max (LUB) are proportionally scaled into the defined range (a to b).
- This ensures:

- Reduction of extreme variations
- Fair representation of student performance
- Control over outliers (both low and high)

- **Students scoring**:
  - **Below Min (GLB):** are adjusted appropriately at the lower bound
  - **Above Max (LUB):** are capped/normalized near the upper bound

i. Final Score Computation

- The normalized formative marks (scaled to 70 (140 marks)) are combined with:
  - Summative marks (scaled to 30 (60 marks))
- The final score is then used for:
  - Grade allocation (Bilateral Relative Grading)
  - Performance classification

This normalization approach is designed to:

- Ensure equity across different evaluation groups
- Minimize bias due to varying difficulty levels or evaluation patterns
- Maintain academic standards and consistency
- Support a relative grading framework

We use the given normalization formula:

Scaled Marks=a+ ((b−a) (marks−min/ (max−min))

Given:

- Marks obtained = 85 out of 140
- Min = 60
- Max = 110
- a = 40
- b = 65

Scaled Marks=40+(65−40)*((85−60)/(110−60)) = 52.5

Scaled Formative Marks = 52.5 (out of 70) indicates successful completion of Formative assessment because he has scored more than or equal to 50 % of marks (for a maximum of 70 marks)

5.3.2. Summative Assessment & Final Evaluation Guidelines

Similarly, the summative examination marks shall be scaled down to 30 marks.

- A candidate must secure at least 40% marks (12 out of 30) in the summative examination to pass successfully complete summative assessment.

5.3.2.1. Final Result Criteria and Grading

The final marks shall be the sum of:

- Formative Assessment (70 marks), and
- Summative Assessment (30 marks)

A student shall be declared to have successfully cleared if:

- The total marks ≥ 50% (i.e., 50 out of 100), and
- * However occasionally total marks ≥ 47 subject to FA marks ≥ 35 and SA marks ≥ 12

5.3.2.2. Grading System (Bilateral Relative Grading)

The total score (TS) shall be categorized into the following 11 grades as Shown in Table 3.

Table 3

Total Score (TS)	Grade Point	Grade
TS ≥ 95.00	10.0	O
90.00 ≤ TS < 95.00	9.5	S
85.00 ≤ TS < 90.00	9.0	A++
80.00 ≤ TS < 85.00	8.5	A+
75.00 ≤ TS < 80.00	8.0	A
70.00 ≤ TS < 75.00	7.5	B++
65.00 ≤ TS < 70.00	7.0	B+
60.00 ≤ TS < 65.00	6.5	B
55.00 ≤ TS < 60.00	6.0	C+
50.00 ≤ TS < 55.00	5.5	C
*47.00 ≤ TS < 50.00	5.0	D
FA < 35.00 (50%) and/ or attendance < 75%	-	R (Repeat)
SA < 12.00 (40%)	-	I (incomplete)

5.3.2.3. Summative Assessment Question Paper Pattern

- The summative assessment shall be conducted for 60 marks.
- The question paper shall consist of three main questions, each carrying 20 marks.
- Each question will be inter- modular and no module wise.
- Each main question may include 3 to 4 sub-questions, covering the prescribed syllabus.
- The difficulty level of the questions should be comparable as mentioned in the clause 5.3.1.7 (c).
- The duration of the assessment shall be 2 hours and 30 minutes.

5.3.2.4. Option for course withdrawal

A candidate may be allowed to withdraw low grade courses within 15 days of

announcement of results. However, the candidate has to clearly indicate the option for either R Grade / I Grade.

5.4 P-based Courses

The detailed information consisting of experiments, batch formations, experiment schedules, etc., will be displayed / informed to the student in the first week of the semester so that the student comes prepared for the lab sessions. Copies of the lab manual will be made available to the students along with the schedule. The lab manual will consist of the list of equipment's, detailed procedure to conduct the experiment, format for record writing, outcomes for each experiment and possible set of short questions to help students gain critical understanding. The courses like IT Tools & Cyber security, Engineering Graphics, Design Thinking & Engineering will also be treated as P-based courses.

5.4.1 Formative Assessment

During laboratory sessions, a brief viva-voce is conducted for each student on the experiment, the Candidates is carrying out on that day. Some of the parameters that could be included in the Continuous Lab Practice Assessment (CLPA) are given in Table (4). The set of parameters may slightly differ from one laboratory to the other, and will be announced before the commencement of the lab session. These parameters are assessed for each laboratory session.

Table 4: Suggested parameters for Lab Practice Assessment (CLPA)

S. No	Component	Marks
1	Report of about 1 page on proposed experimental layout and background theory before the start of lab session	4
2	Viva and interaction to evaluate understanding of concepts	4
3	Experimentation and data collection	4
4	Analysis of experimental data and interpretation	4
5	Finalized report submitted in the next week	4
	Total	**20**

Each practice session is assessed for a total of 20 marks. The cumulative scores from all sessions will be **suitably mapped down** to a max. of 50 marks, with FA-1 and FA-3 contributing 20 marks toward the consolidated formative assessment.

5.4.2 Summative Assessment for Practical Course.

End semester examination for each practical course is conducted jointly by two examiners. The end-semester examination for each practical course is conducted jointly by two examiners. The panel of examiners is constituted by the respective Faculty Dean. The internal examiner is the faculty member who has conducted all practical sessions and associated activities throughout the semester. The external examiner is nominated from within the department and is familiar with the course's practical components but has not been directly involved in its delivery. The scheme of assessment may vary depending on the nature of the laboratory, which shall be shared with student by the laboratory in-charge. The summative assessment will be conducted

for a max. Marks of 30. The general scheme of assessment is given in Table (5).

Table 5: Suggested end-semester summative assessment pattern for P-based courses.

Component	Marks		
	Examiner 1	**Examiner 2**	**Total**
Objective & Procedure write up including outcomes	4	4	08
Experimentation and data collection	4	4	08
Computation of results	4	4	08
Analysis of results and Interpretation	4	4	08
Viva Voce	0	8	08
Total Marks	**16**	**24**	**40**

Remarks: This is applicable if the practical course is designed for summative assessment.

5.5 Assessment and grading of MOOCs based elective.

Whenever a candidate opts for a course through MOOCS offered via Swayam platform, the candidates has to learn and undergo assessment as per norms set by Kishkinda University / UGC for such MOOCs Courses. Upon the declaration of the result, that the candidate has successfully completed the course, the candidate is said to have earned the credits under credit equivalence and credit transfer.

Note: Absolute grading shall be followed.

5.6 Inter-departmental Project / Field Projects / Societal-Centric Projects

Inter departmental project / Field Projects / Societal-Centric Project work is undertaken in the even semester of II and III-year of programs for earning 1 credit per project by each candidate. It is expected that these inter-departmental projects result in publication of a technical paper in a peer-reviewed journal / conferences. For this purpose, Dean FET will identify and appoint faculty mentors who offer technical expertise/ guidance to students for defining clear, achievable objectives and milestones for their projects.

5.6.1. Formative Assessment

During laboratory sessions, a brief viva-voce is conducted for each student on the project of the candidate is carrying out on that day. Some of the parameters that could be included in the Continuous Lab Practice Assessment (CLPA) are given in Table (6). The set of parameters may slightly differ from one laboratory to the other, and will be announced before the commencement of the lab session. These parameters are assessed for each laboratory session.

S. No	Component	Marks
1	Report of about 1 page on proposed experimental layout and background theory before the start of lab session	4
2	Viva and interaction to evaluate understanding of concepts	4
3	Experimentation and data collection	4

4	Analysis of experimental data and interpretation	4
5	Finalized report submitted in the next week	4
	Total	**20**

Table 6: Suggested parameters for Lab Practice Assessment (CLPA)

Each practice session is assessed for a total of 20 marks. The cumulative scores from all sessions will be suitably mapped down to a max. of 50 marks as FA-1 and FA-3 contributing 70 marks toward the consolidated formative assessment.

5.6.2. Summative Assessment

Summative assessment will be done jointly by two examiners (both from Kishkinda University) wherein one as internal examiner and the other as external examiner. These examiners will be appointed by Registrar (Eval) from the panel of examiners suggested by the respective Deans and Chairperson of the Department. The scheme of assessment will be report (10 marks), presentation (10 marks) and demonstration (10 marks) respectively. Points to be considered during the review.

a. Presentation of results, analyses and conclusions

b. Meeting of objectives defined in first review

c. Preparation of report

d. Understanding by individual student on the overall project

e. Individual student contribution

5.7 Major Project

Those students who do not opt for the semester-long internship, carry out their major project at Kishkinda University and submit their report which is a mandatory requirement for the award of degree. These projects are usually done in batches (not exceeding five students in a batch), during the VIII semester, under the guidance of a faculty member. Every batch, in consultation with the guide, should define the project and also the probable procedure of carrying it out and submit the same to a committee consisting of 2 to 3 faculty members appointed by Chairperson of the department. This is to avoid the repetition and also to come up with a roadmap for completion of the project within the time stipulated. The students are encouraged to select topics related to ongoing research and consultancy projects. The students are expected to carry out and present a survey of literature on the topic, workout a project plan and its implementation through experimentation/modelling/simulation/computation. They are also expected to exhibit system analysis, design, and presentation and evaluation skills. The entire process of grouping of student batches, and identification of respective guides etc., is to be completed by the end of VII semester, so that students can start of their project work immediately after VII semester.

5.7.1 Formative Assessment

The progress of project is reviewed in a phase wise by the Project Review Committee (PRC) and formative assessment marks are awarded based on these reviews. The Project

review committee consists of

a) Chairperson of Department or his/her nominee – Chairperson

b) A senior faculty member identified by the Chairpersons – member

c) Project supervisor – member

Review schedules of PRC are to be announced by the department immediately after the commencement of class work. The review presentations are open to all the students of that section and attendance is compulsory. The first review should be of 15 minutes / batch; the remaining reviews should be around 30 minutes /batch. Before every review the batches should submit their PPT along with a brief report of not exceeding two pages. It is to be expected by the committee that student communicates/publishes research article based on the project work prior to graduation.

The following aspects may be considered by the committee for assessment **Table (7)**

Phase	Review	Points to be considered	Formative assessment marks
Phase-1	Review-1	• Identification of specific area out of broad areas under the supervisor • Identification of outcomes in line with programs objectives. • Identification of tools / equipment / surveys / training needs / etc. • Completion of literature survey • Readiness of about 25% documentation	35
Phase-2	Review-2	• Presentation of results, analyses and conclusions • Meeting of objectives • defined in first review • Preparation of report • Understanding by individual students on the overall project	35

5.7.2 Summative Assessment

At the end of the semester, the summative assessment will be conducted in two phases.

Phase–I: This is an evaluation for a max of 15 marks. A committee of two members comprising of Chairpersons' nominee and Guide will assess the project work which will involve going through the project report (5 marks), project presentation (5 marks) and demonstration of the project (5 marks).

Phase–II: A final presentation and defense assessment for a max. of 15 marks will be carried out by one-man committee composed of an external expert who is chosen by the Dean FET from a panel of examiners suggested by the Chairpersons. The format for evaluation will involve going through the project report's quality (5 marks), presentation

(5 marks) and interaction and defense (5 marks).

The qualifying marks will be finalized considering the marks scored in both the phases (I & II) of summative assessment.

In case the candidate is placed in 'I' grade, The Candidates has to appear for both Phase-I and Phase-II assessments, which will be held within the 15 days after declaration of results. In the consecutive assessment also if the candidate fails to secure min. required score then he/ she will be placed in 'R' grade.

5.8 Semester-long Internship

Internship work is undertaken either in the VII or VIII semester by a student in an industry, under the joint supervision of industry personnel and an internal faculty member. Seventy percentage of the marks of Internship are allotted through continuous evaluation as formative assessment and the remaining 40% are based on end semester assessment.

Table 8: Assessment scheme for Internship reviews.

Formative Assessment	Review	Formative assessment marks
FA-1	First review	20
FA-3	Second review	20
	Third review	30
Total		**70**

a) The progress of internship work is reviewed by the "Internship Review Committee" and marks for formative assessment are awarded based on these reviews.

b) The Internship Review Committee (IRC) consists of Chairperson of Department or his/her nominee (Chairperson), the internal and external (industry) supervisors.

c) The IRC may not be the same for all students; however, the same IRC should exist for entire duration of the internship program of any single student.

d) The schedule and the scheme of evaluation are to be announced with internship notification. The internship reviews may take place at the place of internship or at the university, as decided by the interning organization or may be conducted in the blended mode.

5.8.1 Formative assessment: Internal reviews at the place of internship

The internal supervisor will interact with the guide allotted at internship offering industry based on the schedule given to conduct the reviews. Scheduled reviews can be conducted by IRC on online mode for discussion/ presentation. The 20 marks obtained by students for each review will be scaled to allotted marks as given in Table (9).

a) Students should submit a report (not more than two pages) explaining about the progress of their work, mentioning clearly details like the machines or software handled / adopted, type of data collected and his/her understanding and contribution in the programs, and the same has to be presented before the supervisors.

b) The candidate should clearly present the completion of stipulated assignments set by the industry supervisor for that period.

c) The evaluation will be based on a & b above and also based on regularity and discipline maintained in the internship venue.

Table 9: Suggested scheme of assessment for every review

Component	Marks
Regularity and interaction	5
Application of knowledge	3
Gaining of new knowledge /skills / literature survey	5
Internship progress	4
Report	3
Total marks	**20**

5.8.2 Summative assessment – Internship

At the end of the semester, the student shall submit a comprehensive report of internship covering the work done and make a final presentation in two phases as follows:

Phase-I: A committee of two members comprising of internal supervisor and Chairpersons' nominee will assess the overall internship participation by the candidate and his final report through presentation made by the intern. The internship report (5 marks), presentation (5 marks) and overall impression (5 marks) during the internship will be evaluated respectively.

Phase-II: A final presentation and defense assessment for a max. of 15 marks will be carried out by one-man committee composed of an external expert who is chosen by the Dean AAA from a panel of examiners suggested by the Chairpersons. The format for evaluation will involve going through the project report's quality (5 marks), presentation (5 marks) and interaction and defense (5 marks).

The qualifying marks will be finalized considering the marks scored in both the phases (I & II) of summative assessment.

In case the candidate is placed in 'I' grade, he / she has to appear for both Phase-I and Phase-II assessments, which will be held within the 15 days after declaration of results. In the consecutive assessment also if the candidate fails to secure min. required score then he/ she will be placed in 'R' grade.

5.9 Binary graded courses

Binary graded courses aim to simplify the grading process and encourage students to focus on learning and achieving the mastery rather than the pursuit of specific grades. Students will enroll in these 1-credit courses during the I, II and III semesters of programs. Unlike traditional grading systems, binary graded courses offer only two possible outcomes i.e., pass grade/R-grade. To obtain Pass grade, a candidate should

maintain 75% of attendance and secure a minimum of 50% score (i.e. 50 marks out of 100) in each course; else the candidate shall be placed into 'R'-grade. There shall not be any summative assessment activity for Binary graded courses.

5.9.1 Formative assessment

The assessment will be carried in a systematic way wherein two reviews per Assessment schemes shall be conducted as mentioned in the Table (10).

Table 10: Schedule for formative assessment

Formative Assessment	Review	Formative assessment marks
FA-1	Activity - 1	20
	Activity - 2	20
FA-3	Activity - 1	30
	Activity - 2	30

5.10 Pre-Semester Courses

The pre-semester program is a structured six-week initiative designed to assess and strengthen students' foundational skills before the commencement of regular coursework. This program consists of two binary-graded courses and four additional Gradual category courses, including Mathematics, English, Aptitude & Logical reasoning and IT Tools. All courses under this program will have 100% weightage assigned towards formative assessment, ensuring continuous engagement and skill development without summative assessments. To secure a passing grade, students must maintain a minimum of 75% attendance in each course and obtain at least 50% in the assessment. Those unable to meet either criterion will be assigned an R-grade and must complete the course on a priority basis, either with the immediate subsequent batch or within the first academic year. The assessment will be carried in a systematic way as mentioned in the Table (10).

6 Semester-End Assessment Activities

6.1. Setting of semester-end summative assessment question papers will be coordinated by the course coordinator assigned for a particular course. Two sets of question papers will be submitted latest by 10^{th} week of the semester.

6.2. There shall be 'Summative Assessment Question Paper Scrutiny Committee' which would be constituted with external experts. Experts are empowered to modify / rephrase the questions to maintain a high standard of the semester-end assessment. The review should be completed by the 14^{th} week of the semester. The review process will be coordinated by a committee of Faculty Dean, Chairpersons and external experts.

6.3. The question wise marks scored in the summative assessment out of a total of 60 will be made available online within two weeks from the last date of examination and would be kept active for 24 hours. Latest by the end of 48 hours from the instant of notification any candidate can submit an appeal online providing question wise claim.

6.4. Claims for re-assessment on P-based courses are not allowed.

6.5. The appeals will be attended within next three working days. Fees for appeal, as decided from time to time, has to be remitted online along with the appeal.

6.6. Final results and grades will be computed as explained in the next section.

6.7. Final results and grades shall be announced within four weeks of completion of the last examination of the summative assessment (within two weeks from the last date of appeal). Grades are published on the University website, and also informed to the parents and students through SMS.

6.8. Provisional Grade cards will be issued within two weeks after the announcement of grades. Grade card will contain three parts. **Part 1:** Details of successfully completed courses. **Part 2:** Details of 'I' grade courses. **Part 3:** Details of 'R' grade courses.

7. GRADING POLICY

To ensure fair and context-sensitive assessment of student performance, a **Bilateral Relative Grading System** shall be adopted for all credit-based courses. This system permits the possibility of upward scaling, downward scaling, or retention of absolute scores, based on a holistic analysis of marks distribution, course complexity, assessment deign, and class performance. The decision regarding the direction and extent of scaling shall be made by a committee duly appointed by the Hon'ble Vice-Chancellor.

The grading for each course shall be finalized by the committee, ensuring that the influence of outlier scored is minimized while accurately representing the performance of the major cohort. This met Chairpersons supports equitable grade interpretation across diverse course deliveries and upholds the integrity of the assessment process.

8. SUPPLEMENTARY EXAMINATIONS

8.1. The supplementary examinations shall be conducted once in summer semester. Notifications will be released by the examination section informing the students about registration procedures, details of fee and timetables. Apart from these examinations the students who have courses with 'I'-grade can also write the supplementary examinations along with regular semester-end examinations of that academic (Odd/Even) semester.

8.2. Whenever a candidate clears courses with 'I' grade in a supplementary examination that are conducted during a regular semester, the Threshold value for computing his/her grade will be obtained from the same batch in which The Candidates had completed his/her formative assessment.

8.3. Whenever a candidate clears courses with 'R' grade in a summer semester, the Threshold value for computing his/her grade will be carry forwarded from the preceding Odd/Even semester for the respective courses.

8.4. Whenever a candidate clears courses with a 'R' grade in a regular semester along with his/ her junior batch then for this candidate the Threshold value will be corresponding to his/her junior batch for computing grade.

8.5. The results of summative assessment of Project/Internship will be announced only if the candidate successfully earns all the credits in courses registered during the program. If the candidate is with 'R'/'I' graded courses the results will be kept under **'Announced Later (L)'** status and will be announced only after candidate clears these courses.

9. GRADE POINT AVERAGE

The Academic Performance of a student in every semester is indicated by the Semester Grade Point Average (SGPA) and finally by Cumulative Grade Point Average (CGPA).

9.1. SGPA

The Semester Grade Point Average (SGPA) shall be computed using the formula given below:

$$SGPA = \frac{\sum_{i=1}^{n} C_i P_i}{\sum_{i=1}^{n} C_i}$$

Where

n = number of courses a student successfully completed in the semester under consideration

P_i = Grade points secured for the i^{th} course registered in the semester under consideration.

C_i =the number of credits assignedtoi^{th} course registered in the semester under consideration

9.2. CGPA

The Cumulative Grade Point Average (CGPA) shall be computed after successful completion of the programs. The CGPA shall be expressed in different flavours to reflect B.Tech. of 160+10 credits, B.Tech. with Research Honors of 176 credits, and different Add-on provisions up to 16 credits leading to Minor / Add-on Diploma/ Add-on certification.

$$\text{CGPA} = \frac{\sum_{j=1}^{m} C_j P_j}{\sum_{j=1}^{m} C_j}$$

Accordingly, the computations will be as below:

Where

m = total number of courses prescribed for the completion of the programs

P_j= grade points secured for the j^{th} course.

C_j = the number of credits assigned to j^{th} course

10. AWARD OF CLASS

The students who have become eligible for award of degree shall be classified based on their
CGPA secured, as per the Table (13) given below:

Table 13: Class/Division information.

Sl. No.	CGPA	Class / Division
1	8.0 and above	First Class with Distinction
2	6.5 and above but less than 8.0	First Class
3	6.0 and above but less than 6.5	Second Class
4	5.0 and above but less than 6.0	Pass class

a. For the purpose of rewarding the accomplishers with ranks and awards, toppers in each branch discipline are identified, based on their academic performance (CGPA).

b. In addition, the 'Gold medal' and other 'Endowment Awards' are awarded to the 'outstanding students' based on the overall performance (CGPA).

c. In addition, the institution may recognize exceptional performance such as music, dance, sports etc. and display of exceptional bravery from time to time.

d. Only such candidates who complete all the courses in the first attempt and securing of credits from second year to final year shall be eligible to receive awards/ ranks.

e. The candidates availing spill over semesters will not be eligible for the award of merit scholarships.

11. Award of Degree

On successful completion of prescribed requirements of the programs, the degree shall be conferred during the convocation of the Kishkinda University.

For the conferment of degree, the student has to fulfil the following requirements:

a. A bonafide student undergone the course work of not less than four academic years and not more than eight academic years from the date of joining.

b. Successfully completed all the courses as prescribed in the respective curriculum.

c. Acquired a minimum eligible credit i.e. 160+10 credits for the award of B.Tech. Degree.

d. Obtained no due certificates as prescribed by Kishkinda University.

e. No in-disciplinary proceedings pending against him / her.

Consequent upon being convinced, following an enquiry, the Academic council may resolve to withdraw the degree / diploma / any other certification provided by the institute. The aggrieved may however prefer for a review of such decision by the Academic Council, citing cogent reasons for review or go in for an appeal to the, Board of Governors of the University.

12. Lateral Entry and Lateral Exit Options

12.1. Lateral Entry into II year of B.Tech.

The students who have completed their diploma programs in recognized institutes can be admitted into the third semester of the undergraduate programs. The committee constituted by Vice-Chancellor, will establish the eligibility of admission into different branches offered by Kishkinda University. The committee may recommend additional Bridge courses to be studied by the candidate, which students will complete during their first year of study at Kishkinda University however subject to a maximum of 24 credits per semester. To earn B.Tech. Degree the student has to earn the same number of credits specified for regular B.Tech. in their 2nd, 3rd and 4th year of study. The student is eligible to register for Add-on credits as presented in section (1.5).

12.2. Inter- Institutional Credit Transfer

Students pursuing an undergraduate program in other recognized Higher Education Institute (HEI) could be admitted into Kishkinda University without appearing for the entrance exam to continue their studies, subject to the approval by a committee constituted by Vice-Chancellor. In this case, the student shall furnish the transcripts or grade cards, syllabus copies, educational certificates, and other relevant documents while applying for admission. The committee constituted by Vice-Chancellor, will establish the equivalency based on the marks / credits obtained in the courses in the previous institute by following the Inter- Institutional Credit Transfer policy.

12.3. Award of Degree for Diploma Graduates

All Lateral Graduates will be awarded the degree only after successful completion of 120 + 5 (Binary credits)

12.4. Volunteer 'Drop' and Sabbatical Semester option

A candidate may exercise his option to voluntarily exit from B.Tech. Programme temporarily for a semester during the B.Tech. Programme, by registering for a 'DROP option' in the beginning of the semester. The DROP can also be exercised to take up special Internship / Innovation / Exploratory.

/ Entrepreneurship / Advanced research / Start-up and such related activities. Under such circumstances a candidate can normally avail DROP over two successive semesters. Such 'Drop' semester will be identified as Sabbatical semesters.

Such a candidate has to pay the regular semester fee if such a Drop option is utilized during the first 8 semesters of B.Tech and has to pay a nominal semester maintenance fee during the spill over period, if a candidate has not yet completed the credit

requirements.

Upon returning from such a temporary exit, a candidate may continue his B.Tech. Studies utilizing the provision of spill over period. A candidate may also submit a claim for Credit equivalence for the activities undertaken during the sabbatical period. The equivalence committee would evaluate and assess the academic equivalence of the work carried out and would recommend the credit equivalence and credit transfer to be granted together with the grades that could be attributed, if applicable. However, the max duration of programme should be limited to seven years and further extension beyond the stipulated max duration of study has to be approved by Academic Council, if the candidate appeals for an extension.

12.5. Volunteer 'Drop' with Semester Drop option

A candidate may exercise his option to voluntarily exit from B.Tech. Programs temporarily for a semester during the B.Tech. Programs, by registering for a 'DROP option' in the beginning of the semester to meet the family / personal exigencies. All the norms as mentioned in the section (12.4) shall be applicable for the candidate's utilizing semester drop option.

13. Change of Branch Discipline

The students can request for change of branch after completing the first two semesters of study.

These requests are considered subject to the following conditions:

- **a.** Top one percent of the students in each branch based on CGPA at the end of the second semester are eligible for a change of branch.
- **b.** The seats must be available in the branch to which a student intends to change.
- **c.** The student opting for a change should have completed all the credit requirements of the first two semesters.
- **d.** The percentage of scholarship awarded at the time of admission may or may not be transferred in the case of a branch change and is subject to the availability of seats in the new branch.
- **e.** The decision of the Institution is final in this regard.

Note: The change of branch is subjected to the vacancy against the sanctioned intake of previous academic year including dropouts and the parent branch from which seeking transfer should not fall below 75% of the sanctioned intake.

All the above points are applicable for branch change cases based on the merit criterion. There may be branch change requests of another kind, from the students who are not able to cope up with the studies of the branch they are admitted into. All such requests are to be referred to a committee constituted for the purpose. The committee takes the decision based on the merit of each case, the availability of seats and various other factors. The decision of the committee in this regard is final. Because there may be a

difference of one or two courses in the first-year curriculum among different specializations, when the student changes his specialization after completing first year, The Candidates is required to complete those first-year courses of the new specialization which were not studied by him/her during the first year, which can be taken up in the immediate summer semester.

14. Interpretation of Rules

a) The academic rules and regulations should be read as a whole for the purpose of any interpretation.

b) For the matter(s) NOT covered herein above or for unforeseen circumstances, but arising during the course of the implementation of the above regulations. The Vice-Chancellor shall be authorized to remove the difficulties and decide upon the matters. The same shall be reported in the next meeting of Academic Council for ratification and subsequently informed to Board of Governors.

c) The Institution may change or amend the academic rules and regulations or curriculum at any time, and the changes or amendments made shall be applicable to all the students with effect from the dates, notified by the Institution.

d) Procedure and explanation to any section can be floated by the office of Dean FET as applicable from time to time with due approval by the Chairman of Academic Council.

Regulations R-2026

Tentative courses for 1st Year B. Tech Programs)

Course Structure

Induction Programs

SN	COURSE CODE	Course Title	L	T	P	SL	Credit	Marks	Course Category
1	26IND001	Orientation Programs (B)	Three-Days Program				1	100	Binary graded
	Total							100	

Pre- Semester

SN	Course	Course Code	Course Title	TD & QPSB	Credit Distribution				Assessment				Credit
					L	T	P	SL	EH	FA	SA	Total Marks	
1	BSC	26FMP002	Foundational Mathematics	MAT	1	1	0	2	2.5	70	30	100	2
2	BSC	26ENP003	Foundational English	H & S	0	0	1	1	-	100	-	100	1
3	ESC	26CLP004	Computing & Life Skills	Any Dept.	0	0	1	1	-	100	-	100	1
4	ESC	26UHV005	Universal Human Values (B)	H & S	0	1	0	1	-	100	-	100	1
5	SEC	26MWP006	Mental Health & Wellbeing (B)	H & S	0	1	0	1	-	100	-	100	1
Total Marks												500	06

Abbreviations:

BSC	Basic Science Course
ESC	Engineering Science Course
SEC	Skill Enhancement Course
H&S	Humanities & Science
B	Binary Graded Course
TD	Teaching Department
QPSB	Question Paper Setting Board
FA	Formative Assessment
SA	Summative Assessment
EH	Examination in Hours

Credit Definition:

Structure of Four Credit Course: Lecture (L), Tutorial (T) and Practice (P) are L: T:P is 2:1:1 and
One Tutorial session = Two hours, One Practice session = Two hours
Two hours of Tutorial / Practice per week = 1Credit

Physics Cycle

I - Semester													
SN	Course	CourseCode	Course Title	TD & QPSB	Credit Distribution			Hours	Assessment				Credits
					L	T	P	SL	EH	FA	SA	Total Marks	
1	BSC	26MAT110	Engineering Mathematics – I	MAT	2	1	1	2	2.5	70	30	100	4
2	BSC	26PHY120	Engineering Physics	PHY	2	1	1	2	2.5	70	30	100	4
3	ESC	26PSC130	Problem Solving through C	CSE	2	1	1	2	2.5	70	30	100	4
4	ESC	26ELN140	Basic Electronics Engineering	ECE	2	1	1	2	2.5	70	30	100	4
5	SEC	26SAL190	Sensors and Actuators Lab	ECE	0	0	1	1	-	100	0	100	1
Total Marks												500	17

Chemistry Cycle

I - Semester													
SN	Course	Course Code	Course Title	TD & QPSB	Teaching Hours / Week			Hours	Assessment				Credit
					L	T	P	SL	EH	FA	SA	Total Marks	
1	ASC	26MAT110	Engineering Mathematics-I	MAT	2	1	1	2	2.5	70	30	100	4
2	ASC	26CHE120	Engineering Chemistry	CHE	2	1	1	2	2.5	70	30	100	4
3	ESC	26PSC130	Problem Solving through C	CSE	2	1	1	2	2.5	70	30	100	4
4	ESC	26ELE140	Basic Electrical Engineering	EEE	2	1	1	2	2.5	70	30	100	4
5	H&S	26KVK150 26KAK150	Vyavaharika / Adalitha Kannada (B)	H & S	0	1	0	1	-	100	-	100	1
Total Marks												500	17

Physics Cycle

II - Semester													
SN	Course	Course Code	Course Title	TD & QPSB	Teaching Hours /Week			Hours	Assessment				Credit
					L	T	P	SL	EH	FA	SA	Total Marks	
1	BSC	26MAT210	Engineering Mathematics – II	MAT	2	1	1	2	2.5	70	30	100	4
2	BSC	26PHY220	Engineering Physics	PHY	2	1	1	2	2.5	70	30	100	4
3	ESC	26PYT230	Essentials of Python for Problem Solving	CSE	2	1	1	2	2.5	70	30	100	4
4	ESC	26ELN240	Basic Electronics Engineering	ECE	2	1	1	2	2.5	70	30	100	4
5	ESC	26SAL250	Sensors and Actuators Lab	ECE	0	0	1	1	-	100	-	100	1
6	AEC	26CAI260	Foundations in Cyber Security and AI	Any Dept.	0	1	0	1	-	100	-	100	1
7	H &S	26PWS270	Professional Writing Skills in English	H & S	0	1	0	1	2	70	30	100	1
8	H &S	26ENV280	Environmental Studies (B)	H & S	0	1	0	1	-	100	-	100	1
Total Marks												800	20

Chemistry Cycle

II - Semester													
SN	Course	CourseCode	Course Title	TD & QPSB	Teaching Hours /Week			Hours	Assessment				Credit
					L	T	P	SL	EH	FA	SA	Total Marks	
1	BSC	26MAT210	Engineering Mathematics-II	MAT	2	1	1	2	2.5	70	30	100	4
2	BSC	26CHE220	Engineering Chemistry	CHE	2	1	1	2	2.5	70	30	100	4
3	ESC	26PYT230	Essentials of Python for Problem Solving	CSE	2	1	1	2	2.5	70	30	100	4
4	ESC	26ELE240	Basic Electrical Engineering	EEE	2	1	1	2	2.5	70	30	100	4
5	H & S	26KVK250 26KAK250	Vyavaharika /Adalitha Kannada (B)	H & S	0	1	0	1	-	100	-	100	1
6	AEC	26CAI260	Foundations in Cyber Security and AI	Any Dept.	0	1	0	1	-	100	-	100	1
7	H &S	26PWS270	Professional Writing Skills in English	H & S	0	1	0	1	2	70	30	100	1
8	H &S	26ENV280	Environmental Studies (B)	H & S	0	1	0	1	Type	100	-	100	1
Total Marks												800	20