



T.E.H.R.D. Trust®

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KISHKINDA UNIVERSITY BALLARI

M.Tech CSE Regulations R-2026

2-Year Postgraduate Programme



Version 1.0



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**Kishkinda University
Ballari**

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M.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

The Academic Regulations - R-2026, Curriculum, and Course Structure of Kishkinda University, a State Private University, are designed in alignment with NEP-2020, emphasizing outcome-based education through continuous learning, continuous assessment, and competency-based learning. These regulations build upon the experiences gained during the implementation of R-2025 since A.Y. 2025-26, which was also an exercise of inculcating and internalizing NEP-2020. Recognizing the limitations of the 2025 regulations has led to refinements in the curriculum, course structure, pedagogy, and assessment tools, resulting in a strengthening foundational knowledge, more mature, robust, and adaptive educational framework under R-2026.

The new course structure incorporates a two-module system, where Module-1 focuses on knowledge and conceptual clarity, while Module-2 fosters higher-order thinking, problem-solving, and innovation. The curriculum adopts the T-shaped learning philosophy, balancing breadth (horizontal line) and depth (vertical line) in knowledge acquisition. The vertical line represents deep expertise in core engineering domains, while the horizontal line encourages cross-disciplinary learning and adaptability, equipping students with both rich foundations and diverse competencies for research, industry, and entrepreneurship.

Furthermore, the program ensures an integrated and rigorous learning experience across science, humanities, management, basic engineering, and specialized engineering domains. Rather than offering superficial exposure, the curriculum is designed to provide in-depth engagement in these areas. It offers students the flexibility to choose electives not randomly from other fields but from domains related to and enhancing the scope of their cognitive field, ensuring meaningful multidisciplinary learning..

To provide greater academic flexibility, R-2026 introduces a provision of ‘Creative Work-in-Lieu of a Course’, enabling students to substitute a conventional elective with creativity driven exploration that leads to research-based outcomes such as peer-reviewed publications, patents, or innovative projects. This initiative encourages students to engage with impactful research and real-world problem-solving, fostering a culture of innovation and intellectual contribution. Additionally, experiential learning has been infused throughout the curriculum, ensuring students gain hands-on experience through industry collaborations, prototype development, and applied research initiatives. Experiential learning is seamlessly integrated into the academic structure, with assessments aligned to capture the depth and authenticity of learning through experience.

The assessment strategy is structured into six 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 Two-year M.Tech. Program follows a flexible and student-centric approach, incorporating honourable exit options. Students completing the required credits after two years may earn a Master's Degree, facilitate early career opportunities while retain the option to return and upgrade their qualifications. Additionally, for students who wish to progress at a slower pace, a spill over period of up to two 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 NEP-2020's transformative vision.

Salient Features of the Regulation

- Multidisciplinary
- Continuous learning
- Continuous assessment
- T-Shaped Learning Philosophy
- Onward Continuation to PhD Program

Value Addition

- 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
- Online Course Certification.

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1. Introduction

This document contains the academic regulations, scheme of assessments, curriculum, detailed syllabi, course contents with text / reference books recommended, course outcomes, skills expected to be acquired and the projects / assignments that are to be performed for each course for the conduct of 2-year M.Tech. Degree programmes.

1.1. Definition

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

- **“Degree”** shall refer to the M.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 is also treated as a Course.
- **“Academic activities”** shall refer to the activities like Lecture-L (Physical 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) and 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).
- **“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.
- **“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 Section”** shall refer to the Academics, Formative Assessment and analysis related to Outcome Based education
- **“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 NCC, Entrepreneurship, Fitness and Living, 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 / 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 two-year M.Tech. Degree program in four successive years or would like to voluntarily exit.

1.2. Academic Administration

The academic programmes of Kishkinda University are governed by the rules and regulations approved by the Academic Council from time to time. The various academic activities are conducted following a fixed time schedule duly approved by the Academic Council in line with State Government / UGC regulations. The academic activities of Kishkinda University are followed meticulously as specified in the academic calendar as approved by the Academic Council. This academic calendar is shared with all the stake holders well before the beginning of the respective academic year. The curriculum and the course contents of all the programmes 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 times a year and discusses, suggests and approves all the important academic matters related to curriculum and course contents in particular including the recommendations of BoS.

1.3. Program Duration

The normal duration to complete the M.Tech. Program is Two years. Additionally, students can benefit from the extended duration program, allowing the maximum duration of four years to complete the M.Tech. Programme at a slower pace if he / she desires. This flexibility allows for diverse learner needs and career aspirations, supporting both accelerated and extended degree pathways. Candidates failing to complete the requirements within this period will be considered for an honorable exit, as applicable. Honorable exit can also be exercised by a candidate voluntarily.

1.4. Courses and Credits

The term course is used in a broader sense to refer to so called papers such as ‘theory subject’, ‘laboratory’, ‘inter-departmental / field project’, ‘major-project’ etc. A course can be of theoretical and/ or of practical nature, and certain number of credits are allotted to it depending on the number of hours of instruction per semester. For a course offered in a semester, one hour of lecture (L) instructions carried out in a week is considered equivalent to one credit, whereas two hours of practical (P) sessions done in a week are considered equivalent to one credit respectively. Depending on the course two hours of tutorial/ transaction (T) sessions may be considered equivalent to one credit. A student earns these credits when he/ she successfully completes the course. The details of credits of such activities will be provided by the respective course coordinators and assessment of student performance in the activities will be carried out objectively by the constituted committees appointed by the Dean FET. The criteria of assessment for these activities will include aspects like regular attendance in the programme and satisfactory completion of it through assessments conducted at university level or by participation / performance at university level events, state level or national level participation etc.

1.4.1. Content Delivery of a Course

Content delivery of a Course in the M.Tech. Degree Program shall be through, either or all, of the following Methods:

- i. **Lecture** - refers to Lecture Session(s) through classroom contact session wherein students will learn by listening. Denoted by “L”.
- ii. **Tutorial** - refers to transaction(s) consisting of Participatory discussion / Self-study / Desk work / Brief presentations by students along with such other novel met Chairpersons that enable a student to efficiently & effectively absorb and assimilate the contents delivered in the lecture sessions. Denoted by “T”.
- iii. **Practice** - refers to Practice / Practical sessions and it consists of Hands-on- Experience / Laboratory Experiments / Field projects / Case Studies / Minor / Major Project, that equip the students to acquire the much-required skill component. Denoted by “P”.
- iv. **Self- Learning** - refers to students taking initiative or as directed by the faculty to and for their own educational journey acquiring knowledge and skills

1.5. M.Tech. Degree

All students formally and conventionally enroll for M.Tech. Degree programme. They have to earn **80** credits for the award of degree as specified in the Curriculum, wherein 80 credits shall be referred as ‘Post Graduating credits’ and assigned towards courses such as Professional Core Courses, Electives Course, Integrated Professional Core Course, Online Courses, Project, Seminar and Internship etc.

1.6. Composition of an Academic year

An academic year is composed of an odd semester (15 – 20 weeks), an Even semester (15 – 20 weeks) and a summer semester (6 – 8 weeks). The regular semester that begins in August / September is known as odd semester and the one that begins in January/February is known as even (Figure 1). The instructional days for a regular semester shall be a minimum of 90 working days exclusive of days earmarked for summative assessment.

Table 1: Distribution of semesters during an Academic Year.

YEAR OF 12 MONTHS											
1	2	3	4	5	6	7	8	9	10	11	12
Aug./ Sept.	Sept./ Oct.	Oct./ Nov.	Nov./ Dec.	Dec./ Jan.	Jan./ Feb.	Feb./ Mar.	Mar./ Apr.	Apr./ May	May/ June	June/ July	July/ Aug
ODD SEM/ FIRST SEM					EVEN SEM/ SECOND SEM					SUMMER SEM	

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 20 credits. The intended semester wise coverage will be as presented in the curriculum.

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 obtained 'R' (Repeat) grade in any course(s) 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.**

1.7. Semester wise provisions

A student may register for a max of 20 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 20, 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 20 credits; in case he / she cannot be sure of completing the 'R' credits in summer semester.

- 1.7.1. During the first two years from the date of admission to M.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 two years up to a maximum of four 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.

2. Curriculum

Each engineering faculty offers different M.Tech. Degree programmes and the departments concerned prescribes semester-wise curriculum encompassing different courses. Every course offered will be designated in a L-T-P-S 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 'S' represents the expected self- learning hours (to be carried out by each student) in a particular course.

2.1. Distribution of credits

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

Table 2: Credits Distribution for various categories of courses

Category of Courses	Number of Credits	Percentage of Credits
Professional Core	5	6.25%
Integrated Professional Core	20	25%
Electives including Online Courses	15	18.75%
Multidisciplinary	3	3.75%
Internship	12	15%
Projects with seminar	25	31.25%
Total	80	100%

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.

2.3. Pre-requisite Knowledge

Wherever pre-requisite knowledge is mentioned, a student must register for the required courses covering the specified content before he/she register in a higher-level course. There are two types of pre-requisites: for some courses, successful completion of the prerequisite (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 M.Tech. Programme 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 (2).

3.1. Professional Core

Professional Core courses are individualized for each programme 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 programme.

3.2. Integrated Professional Core

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

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 he/she 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'.

3.4. 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 20 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.

3.5. Internship

A student can undertake internship in lieu of project work in industry for one complete semester during third semester in lieu of major project work. 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.

3.6. Online Courses

Online courses are professional core courses are individualized for each program and they are mandatory for every student opting for that branch discipline. These credits are earned for NPTEL or if these are offered by the university standard adopted evaluation policy is followed. Designed to offer the essential fundamental theoretical and knowledge and skills required for that specific program.

3.7. Multidisciplinary Courses

Multidisciplinary online courses are professional core courses are individualized for each program and they are mandatory for every student opting for that branch discipline. These course are from other disciplines. These courses designed to offer the essential fundamental knowledge and skills of other discipline, required for that specific program. These courses are online courses.

3.8. Mini Project with Seminar

Students refers to advancement in technologies and presents the observations and experimental findings as seminar in class room for peer review and assessment. The course enables the students to conduct a study on the progress made in the specific domain and allows for peer-to-peer evaluation.

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.

- a) 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 15th week granting the advantage of the attendance for the 16th week for the purpose of attendance shortage calculations.
- b) 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.
- c) 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. 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.
- d) Prior approval has to be taken from the Chairpersons for the other types of leaves.
- e) 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 the summative assessment in that semester. In case due to lack and/or delay in information, if he/she 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.

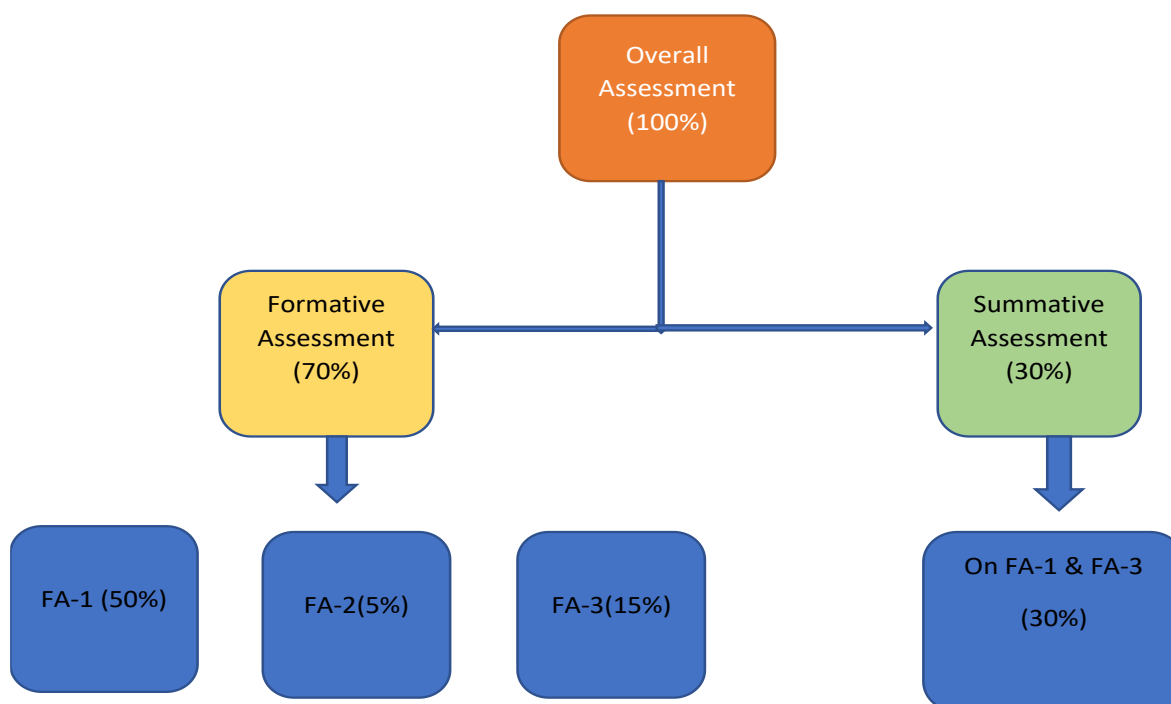


Figure 3: Categories of assessments in place for R-2026.

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 may be 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 has to choose either 'R' or 'I' grade duly being counselled.

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 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 & Summative 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 is proposed to be organized into three categories.

FA-1 (100 Marks), FA-2 (Related to attendance) (10 Marks) and FA-3 Internal Assessment IA-1 and IA-2 (30 Marks).

FA-1 has 7 Assessments which are categorised as T1, T2, T3, T4, T5 (100 Marks) and T6, T7 (30 Marks)

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

- The course is divided into five modules (as per the syllabus).
- For each modules, a group-based assessment is conducted.
- Each modules carries a maximum of 20 marks, resulting in a total of 100 marks for five units.

Group Formation:

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

Assessment Timeline:

- Each modules assessment should be conducted at the end of every three weeks.

5.3.1.1. Distribution of Marks (20 Marks/ Per Unit):

Each unit assessment is divided into three components:

1. Group Report (6 Marks):

- Marks are awarded based on 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.

2. 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.

3. 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

- All the above formative assessment activities should be conducted during the designated 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)

Module 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) hours**
 - **Practice (Laboratory/Activity) classes**

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 – FA-1 (Group-Based Continuous 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:** 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 Internal Assessment – 2 (IA-2) (30 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** (Module-wise group assessments) (100 marks)
- **FA-2** (Attendance/Regularity) (10 marks)
- **FA-3** (Individual Assessment through two tests) (30 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 suggested 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.

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

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:

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

Given:

- Marks obtained = 85 out of 170
- Min = 60
- Max = 110
- a = 40 , b = 65

$$\text{Scaled Marks} = 40 + (65 - 40) * ((85 - 60) / (110 - 60)) = 52.5$$

Scaled Formative Marks = 52.5 (out of 70) passed because he is above 50 % marks (70 marks)

5.3.2 Summative Assessment & Final Evaluation Guidelines

Similarly, the summative examination marks shall be scaled down to 30 marks using the same methodology adopted for formative assessment.

- 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 **PASS** if:

- The **total marks $\geq 50\%$ (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. Categorization of TS

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

5.3.2.3 Summative Examination 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 Artificial Intelligence, Machine learning, Advanced design and algorithm, Advanced Computer Networks, Deep learning, Mini project with seminar etc. are 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 he/she 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

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 School 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, he/ she has to learn and undergo assessment as per norms set by KISHKINDA UNIVERSITY 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 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. Every student, 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 Head 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, work out 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

5.6.1 Formative Assessment

The progress of project is reviewed twice in a semester by the Project Review Committee (PRC) and formative assessment marks are awarded based on these reviews. The Project review committee consists of

- a) Head 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 (6).

Table 6: Formative assessment of Project work

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

5.6.2 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.

5.7 Semester-long Internship

Internship work is undertaken in the III 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 30% are based on end semester assessment.

Table 7: 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

- The progress of internship work is reviewed by the "Internship Review Committee" and marks for formative assessment are awarded based on these reviews.
- The Internship Review Committee (IRC) consists of Head of Department or his/her nominee (Chairperson), the internal and external (industry) supervisors.
- 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.
- 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.

5.7.1 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 (8).

- 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 programme, and the same has to be presented before the supervisors.
- 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 8: Suggested scheme of assessment for every review

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

5.7.2 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 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, 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.

6 Semester-End Assessment Activities

- 6.1. Setting of semester-end summative assessment question papers will be coordinated by the lead instructor assigned for a particular course. Two sets of question papers will be submitted latest by 12th 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 14th week of the semester. The review process will be coordinated by a committee of School 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 design, 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 he/she had completed his/her formative assessment.
- 8.3. Whenever a candidate clears courses with 'R'/'I' 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 ith course registered in the semester under consideration.

C_i = the number of credits assigned to ith course registered in the semester under consideration.

9.2. CGPA

The Cumulative Grade Point Average (CGPA) shall be computed after successful completion of the programme. The CGPA shall be expressed in different flavors to reflect M.Tech. of 80 credits, Accordingly, the computations will be as below:

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

Where

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

P_j = grade points secured for the jth course.

C_j = the number of credits assigned to jth 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 (10) given below:

Table 10: 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 accomplishees 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 programme, 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 and undergone the course work of not less than two academic years and not more than four 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. 80 credits for the award of M.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 / any other certification provided by the University. 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. Honorable Exit Option

12.1. Volunteer 'Drop' and Sabbatical Semester option

A candidate may exercise his option to voluntarily exit from M.Tech. Programme temporarily for a semester during the M.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 4 semesters of M.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 M.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.

12.2. Volunteer ‘Drop’ with Semester Drop option

A candidate may exercise his option to voluntarily exit from M.Tech. Programme temporarily for a semester during the M.Tech. Programme, 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 (12.1) shall be applicable for the candidates utilizing semester drop option.

13. 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 University 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 University.
- 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.



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Chairman

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