

1. The following section has been included in the document **A review of the Evaluation Reforms Document in Light of the Recommendations of NEP-2020**. This document has been submitted to the University Grants Commission, New Delhi, by the expert committee constituted by them under the Chairmanship of Prof. Manikrao M. Salunkhe, Vice Chancellor, Bharati Vidyapeeth (Deemed to be University), Pune, India and of which Prof. Prem Kumar Kalra, Director, Dayalbagh Educational Institute (Deemed to be University), Dayalbagh, Agra, is a member.

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2. We have to provide Gender-Free opportunities for all Living Human Beings, along with Art, Science, Engineering and Other Affiliates. Engineering has been the origin of the whole concept of Liaison with Work-place for Training and Job Placements. With this as the foundation, the document **Guidelines For Credit Based Courses and Opportunities for Internship with local Industry, Business, Artists, Crafts Persons etc.** has been prepared by an expert committee constituted by the UGC under the Chairmanship of

Prof. (Dr.) T.G. Sitharam, Director, Indian Institute of Technology (IIT), Guwahati, and of which Prof. Prem Kumar Kalra, Director, Dayalbagh Educational Institute (Deemed to be University), Dayalbagh, Agra, is a member, and submitted to them for consideration. Computation and recording Grade Point Averages numerically up to three decimal places has also been included in this document also.

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8. 'Single' Grade Point Average and the Cumulative Grade Point Average

The 'Single' Grade Point Average (SGPA) computed for one Quarter/ Trimester/ Semester/ Module and even Sandwich System with multiple degrees of variety (Degrees of Freedom/ Independence) and Cumulative Grade Point Average (CGPA) are the measures of performance of students for the work done in a Quarter/ Trimester/ Semester/ Module and across all Quarters/ Trimesters/ Semesters/ Modules, respectively. **Numerically, it should be expressed up to three decimal places.**

The SGPA is the ratio of sum of the product of the number of credits with the grade points scored by a student in all the courses taken by a student in a Quarter/ Trimester/ Semester/ Module and the sum of the number of credits of all the courses completed by a student, i.e.,

$$\text{SGPA (Si)} = \frac{\sum(C_i \times G_i)}{\sum C_i}$$

(where C_i is the number of credits of the i^{th} course and G_i is the grade point scored by the student in the i^{th} course)

On the other hand, CGPA is also calculated in the same manner considering the overall performance of students in terms of all the courses undergone by a student across all the semesters of an academic programme, i.e.,

$$\text{CGPA} = \frac{\sum(C_i \times S_i)}{\sum C_i}$$

(where S_i is the SGPA of the i^{th} Quarter/ Trimester/ Semester/ Module and C_i is the total number of credits in that Quarter/ Trimester/ Semester/ Module)

Numerically, all GPA computations should be expressed up to three decimal places. This will ensure

- Greater precision in assigning credit to student's academic achievements
- Greater precision in discerning differences in achievement
- More precision in conversions from one format to another

8.1 10-Point Grading Mechanism

A 10-Point grading mechanism is in fact the union of two 5-point grading schemes already in vogue at Banaras Hindu University (now BHU-IIT) and other IITs, notably IIT Delhi. The 10-point grading is recommended to bring uniformity and to facilitate migration from one University to the other either for higher studies or as lateral transfer. It should be used as an index of performance of students undergoing a course. Corresponding letter grading is essentially at the levels, i.e., A, B, C, D and E (Extension) in place of F (Failure). Letter grade A indicates 'Outstanding' performance and going down to letter grade D which indicates 'Pass'. Increasing the granularity of letter grades, i.e., to A+, A-, etc. is permissible and can be decided by the respective Academic Council of universities/ IITs. A Super/ Honours Grade A++ can also be assigned to reflect extraordinary achievements. Numerically, this would be the same as the letter grade A, however, these may be used for scholarships, awards, special recognition etc. For non-credit courses, only 'Audit' rather than 'Satisfactory' or 'Unsatisfactory' shall be indicated instead of the letter grade.

All letter grades after D grade should indicate a 'Extension' rather than 'Fail' only. However, a 'Extension' rather than 'Fail' grade can also have levels of attendance, for instance, 'Extension' Grade with greater than or equal to 60% attendance and performance in a course can be allowed to register for courses that have this course as a prerequisite. Here, performance is in the context of submission of 60% of the Daily Home Assignments. Prerequisite courses broadly reflect the skill sets or competencies that must be acquired before registering for a course that requires foundational knowledge. Though, 'Extension'/ Audit Grade rather than 'Fail' grade, may reflect unsatisfactory performance in the concerned course, but may not always mean that the student has not acquired the prerequisite skill set for a future course. Therefore, to provide benefit, a student may be allowed to register for a course with prerequisites if the performance and attendance in the prerequisite course has at least

greater than or equal to 60% and the grade being 'Extension'/ Audit grade. This is not permissible for students with an F grade.

The respective Academic Council of universities can decide on the grade or percentage of marks required to pass in a course and the CGPA required to qualify for a degree. Grades can also be separately awarded for internal and external evaluation in each course. The weightage of internal and external evaluation can also be decided by the Academic Council of Universities. However, some minimum/ maximum Internal/ external weightage must be decided by them.

External evaluation is no longer in currency in Recognized Advanced Institutes like IITs, which may also be referred to as HEIs of stipulated quality.

As also recommended in Section 5, letter grades and credits should be assigned for Holistic Value Based Courses and for Ability Enhancement Courses.