|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Hasil gambar untuk UNP LOGO** | **MODULE HAND BOOK**  **INFORMATIC EDUCATION STUDY PROGRAM**  **FACULTY OF ENGINEERING – UNIVERSITAS NEGERI PADANG** | | | | | | | | | |
| **COURSE NAME** | | | **CODE** | | **Course classification** | | **CU** | | **Sem** | **Version** |
| **Theory** | **Pract** |
| **Pancasila** | | | UNP.1.60.1402 / 1403 | | National Compulsory Courses / character buildings | | 2 | 0 | 2 |  |
| **Responsible** | | | Drs. Nurman S, M.Si, Rita Angraini, M.Pd, Irwan, M.Sc and Zaky Farid Luthfi, M.Pd | | | | Signature  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | | | |
| **INFORMATION** | | | **Dean of Faculty of Engineering** | | | **Department head** | **Responsible of study program** | | | |
| Dr. Fahmi Rizal, M.Pd., M.T  NIP. 195912041985031004 | | | Thamrin, S.Pd., MT.  NIP. 197701012008121001 | Khairi Budayawan, S.Pd., M. Kom.  NIP. 197608102003121002 | | | |
| **Program Learning Outcomes** | | **Program Learning Outcomes (PLO):** | | | | | | | | |
| |  |  | | --- | --- | | * 1. Possess a good ability to apply the basic science (mathematics and natural sciences) and other disciplines in profesional jobs / projects (Knowledge-understanding) | | |  | * 1. possess a good understanding and can apply the basic concept of mathematics to solve various technical problems   2. possess a good understanding and can apply basic the concept of physic to solve various technical problems | |  | * 1. possess a good understanding and can apply basic the concept of chemistry to solve various technical problems | | 1. Possess a critical and creative thingking in identifying, formulating, problem solving and evaluating various problems in mechanical engineering using the most appropriate and effective scientific method ***(Engineering analysis, investigations and assessment):*** | | |  | * 1. problem identification skills | |  | * 1. problem analysis skills | |  | * 1. problem evaluation skills | | 1. Possess a good ability in designing, manufacturing and operating machines ***(Engineering design)*** | | |  | * 1. able to formulate ideas/concepts into a technical drawing, design and budget plans | |  | * 1. able to operate various machines and other engineering equipment with the correct standard operating procedure | |  | * 1. able to design a machine or machinery system based on a valid scientific theory | |  | * 1. able to realize a concept/design into a prototype, manufacturing process and engineering system | | 1. Possess a good ability to design, organize and evaluate the education and learning process in *mechanical engineering vocational education.* ***(Education design)*** | | |  | * 1. able to design curriculum and learning process by considering various aspects | |  | * 1. able to organize, control, evaluate and improve the quality of the learning process | |  | * 1. able to develop an interesting, effective and efficient learning medias | | 1. Possess a good ability to adapt to development in science and technology and apply it into professional jobs by considering any non-technical aspects. ***(Engineering practice)*** | | |  | * 1. able to innovate and develop technology in the field of mechanical engineering by considering social, economic and environmental aspects | |  | * 1. able to carry out the optimization process and increase the efficiency of machines or machining system. | |  | * 1. able to improve the performance of machine/ machinery system by applying the information technology | | 1. Possess a good softskil and spirit of lifelong learning ***(Transferable skill / softskill)*** | | |  | * 1. possess a religious character | |  | * 1. possess a spirit of nasionalisme, social sensitivity and environmental consevation orientation | |  | * 1. possess the ability to communicate effectively and work together in teamwork | |  | * 1. possess the ability to transfer science and technology to society to improve the quality of life | |  | * 1. possess a good characters of entrepreneur | | | | | | | | | |
| **Course Learning Outcomes** | | **Course Learning Outcomes (CLO)** | | | | | | | | |
| |  |  | | --- | --- | | **CLO** | **PLO** | | 1. Be able to explain the concepts: the urgency of Pancasila in Higher Education, Pancasila in the context of the history of the nation's struggle, Pancasila as the basis of the state, Pancasila as an ideology, Pancasila as a philosophy, Pancasila as an ethical system, and Pancasila as the basis for developing science | 6.2, 63 | | 1. Able to analyze: the urgency of Pancasila in Higher Education, Pancasila in the context of the history of the nation's struggle, Pancasila as the basis of the state, Pancasila as an ideology, Pancasila as a philosophy, Pancasila as an ethical system, and Pancasila as the basis for developing science | 6.2, 63 | | 1. Able to identify: the urgency of Pancasila in Higher Education, Pancasila in the context of the history of the nation's struggle, Pancasila as the basis of the state, Pancasila as an ideology, Pancasila as a philosophy, Pancasila as an ethical system, and Pancasila as the basis for developing science | 6.2, 63 | | 1. Able to show attitudes in accordance with the values ​​of Pancasila | 6.2, 63 | | 1. Able to say, act and behave in accordance with the values ​​of Pancsila | 6.2, 63 | | | | | | | | | |
| **Course descriptions** | | The Pancasila Education course makes students become scientists who have a Pancasila spirit and behave and behave in accordance with Pancasila values, understand and live the state system based on the 1945 Constitution, understand the history of the struggle of the Indonesian nation so that it can foster an attitude of nationalism and patriotism and have critical insight and thoughts. In addition, students are expected to be able to apply Pancasila values ​​in the life of society, nation and state through the study of Pancasila as a philosophy and philosophical system, designing assessments and assessment rubrics and conducting case studies so that they are able to behave in faith and devote to God Almighty, with fair humanity. and civilized, supporting national unity, and society which prioritizes common interests above personal and group interests to achieve social justice for all Indonesian people. Have critical and communicative skills and attitudes with the professions of teachers, technicians, analysts and administrators. | | | | | | | | |
| **References** | | **Main references (RU):** | | | | | | | | |
| 1. Jakarta: Idayu Foundation. 2. Admoredjo, Sudjito bin. 2009. "The rule of law in the perspective of Pancasila". Paper at the Pancasila Congress at UGM Yogyakarta, 30 - 31 May to 1 June 2009. 3. Aiken, HD. 2009. Ideology Century, Yogyakarta: Relief Publishers. 4. Ali, As'ad Said. 2009. The State of Pancasila is the Way of National Benefit. Jakarta: LP3ES Library. 5. Asdi, Endang Daruni. 2003. Whole Man in the Moral of Pancasila. Jogjakarta: Pustaka Raja. 6. Bahar, Saafroedin, Ananda B. Kusuma, and Nannie Hudawati (ed.). 1995, Minutes of the Session of the Investigation Committee for Preparatory Efforts for Independence (BPUPKI), Preparatory Committee for Indonesian Independence (PPKI) 28 May 1945 - 22 August 1945, State Secretariat of the Republic of Indonesia, Jakarta. 7. Bahm, Archie. 1984. Axiology: The Science of Values. New Mexico: Albuquerque. 8. \_\_\_\_\_\_\_\_\_ .. 1995. Epistemology; Theory of Knowledge. New Mexico: Albuquerque. 9. Bakker, Anton. 1992. Ontology: General Metaphysics. Yogyakarta: Kanisius. 10. Bakry, Noor Ms. 2010. Pancasila Education. Student Library: Yogyakarta. 11. Branson, MS 1998. The Role of Civic Education, A Fortcoming education policy Task Force Position. Paper from the Communitarian Network. 12. Darmodiharjo, Darjidkk. 1991. Santiaji Pancasila: A Constitutional Philosophical, Historical and Juridical Review. Surabaya: National Business. 13. Darmodihardjo, D. 1978. Brief Orientation of Pancasila. Jakarta: PT. Gita Karya. 14. Delors, J. et al. 1996. Learning the Treasure Within, Education for the 21th Century. New York: UNESCO. 15. Diponolo.GS 1975. State Science Volume 1. Jakarta: PN Balai Pustaka. Directorate of Learning and Student Affairs 16. Directorate General of Higher Education. 2013. Teaching Materials for Pancasila Education Subjects. Jakarta: Ministry of National Education, Ministry of Education and Culture of the Republic of Indonesia. 17. Driyarkara.tt. Pancasila and Religion. Without cities and publishers. 18. Federick, Risieri. 2001. What is in Value ?. Cuk Ananta Wijaya's translation. Yogyakarta: Student Library 19. Hatta, Muhammad. 1977. Definition of Pancasila. Jakarta: Idayu Press. 20. Todung Mulya Lubis, tt. "Pancasila, Globalization and Human Rights: in: Pancasila Restoration Reconciling Identity Politics and Modernity. Editors, Irfan Nasution and Ronny Agustinus. Jakarta: Democracy Education Association. 21. Hunnex, Milton D, 1986. Chronological and Thematic Charts of Philosophies and Philosophers. Michigan: Chandler Publishing Company 22. Hidayat, Arief. 2012. With the title of the rule of law Pancasila: an ideal model for the implementation of a rule of law, this article was presented at the Pancasila Congress IV at UGM Yogyakarta on 31 May-1 June 2012 23. Ismaun. 1978. Pancasila: Basic Philosophy of the State of the Republic of Indonesia: in the framework of the ideals and history of the struggle for independence. Bandung: Carya Remadja 24. Kaelan. 2000. Pancasila Education. Yogyakarta: Paradigm 25. Kaelan. 2013. The National Pancasila State: Cultural, Historical, Philosophical, Juridical, and Its Actualization. Yogyakarta: Paradigm Publisher | | | | | | | | |
| **Additional references (RP)** | | | | | | | | |
| 1. Publishing Agency, Faculty of Law, University of Indonesia 2. Koentjaraningrat. 2004. Culture Mentality and Development. Jakarta: PT. Gramedia Pustaka Utama 3. Kuntowijoyo. 2006. Islam as a Science: Epistemology, Methodology, and Ethics. Yogyakarta: Tiara Wacana 4. Lacey Hugh. 1999. Is Science Value Free? London: Routledge. 5. Latif, Yudi. 2011. The Plenary State: History, Rationality and Actuality of Pancasila. Jakarta: PT. Gramedia Pustaka Utama 2013. Four Pillars of National and State Life. Jakarta: Secretariat General of the MPR of the Republic of Indonesia. 6. Littlejohn, Stephen W. Foss, Karen A. 2008. Theories of Human Communication. Translator: Mohammad Yusuf Hamdan. (Communication Theory). Jakarta: Publisher Salemba Humanika. 7. Magee, Bryan. 2008. The Story of Philosophy. Translators: Marcus Widodo, Hardono Hadi. Yogyakarta: Kanisius. 8. Mahfud, M D. 2009. "Pancasila is the Result of Work and Common Property", Paper at the Pancasila Congress at UGM on May 30, 2009. 9. Magnis-Suseno, Franz. 2011. "Pancasila Values ​​as an Orientation for the Culture of Constitutional Life" in the Implementation of Pancasila Values ​​in Upholding Indonesia's Constitutionality, Collaboration between the Indonesian Constitutional Court and Gadjah Mada University, Yogyakarta, May 2--3, 2013. 10. Martodihardjo, Susanto, et al. 1993, Upgrading Material for the Appreciation and Practice of Pancasila. Jakarta: Central BP-7. 11. Muzayin. 1992. The Ideology of Pancasila (Guidance for Adolescence and Practice for Youth). Jakarta: Golden Terayon Press. 12. Notonagoro.1994. Pancasila is scientifically popular. Jakarta: Earth Literacy. 13. Nugroho, Tarli. tt. Pancasila Economics: Reflections After Three Decades. Without cities and publishers. 14. Oetojo Oesman and Alfian (Eds). 1991. Pancasila as an ideology in various fields of community, national and state life. Jakarta: Central BP-7 ,. 15. Ohmae, Kenichi. 1995. The End of the Nation-State: the Rise of Regional Economies. New York: Simon and Schuster Inc. 16. \_\_\_\_\_\_\_\_\_\_\_\_. 2002. The Destruction of the Nation-State: The Rise of the Regional States and the Rise of the Regional Economy in a Boundless World. Yogyakarta: Qalam. 17. Pabottinggi, Mochtar, 2006, "Pancasila as the Capital of Political Rationality", in the Symposium and Workshop on Pancasila as a Science and Nation Development Paradigm, August 14-15, 2006, Collaboration between Gadjah Mada University, KAGAMA, LIPI, and LEMHANNAS. Yogyakarta. 18. MPR Leadership and MPR Socialization Work Team for the Period of 2009--2014. (2013). The Four Pillars of National and State Life. Jakarta: Secretariat General of the MPR RI. 19. Prawirohardjo, Soeroso, et al. 1987. Pancasila as the Orientation for the Development of Science. Yogyakarta: Publishing House for Sovereignty of the People. Research and Technology (Ed.). 2009, Science and Technology: Sharing Ideas to Address Challenges and Needs. Jakarta: PT. Gramedia Pustaka Utama. 20. Research and Technology (Ed.). 2009, Science and Technology: Sharing Ideas to Address Challenges and Needs. Jakarta: PT. Gramedia Pustaka Utama. 21. Riyanto, Astim. 2009. “Papers on Pancasila Education in Higher Education: A Juridical Overview presented in the workshop on the Study of the Application of Pancasila Education Courses in Higher Education at Hotel Ambhara Jakarta. 22. Sastraprateja, M. 2001. Pancasila as a Vision and Reference for Social Criticism. Yogyakarta: Publishing Sanata Dharma University. 23. Soeharto. 1986. Address at the Opening of the Fourth National Science Congress, 8 September 1986. Jakarta. 24. Soepardo, et al. 1962. New Indonesian People and Society. Jakarta: Balai Pustaka Publishing Service. 25. Soeprapto, Bahar, S and Arianto, L. 1995. The Ideals of the Unitary State of Indonesia. Jakarta: Central BP-7 26. Taylor, AE1955. Aristotle New York: Dover Publication, Inc. 27. The Liang Gie. 1977. A Conception towards Ordering the Field of Philosophy. Yogyakarta: Karya Kencana. 28. Thomson, JB 1984. Studies in the Theory of Ideology Los Angeles: University of California Press. 29. Titus, Smith, and Nolan. 1984. Living Issues in Philosophy, translation: HM Rasjidi (Philosophy Issues). Jakarta: Bulan Bintang. | | | | | | | | |
| **Learning Media** | | **Software:** | | **Hardware:** | | | | | | |
|  | | Computer, LCD Projector and Whiteboard and peripherals | | | | | | |
| **Team Teaching** | |  | | | | | | | | |
| **Assessment** | | Mid-Term Exam, Final Exam, Independent & group assignments, Group presentations | | | | | | | | |
| **Requirements Subject** | | There is no | | | | | | | | |

**LEARNING MATERIALS**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Week | Expected  competencies | Learning activities / Indicator | Subjects | Method /  Learning strategies | Assessment Criteria / Technique | References |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 1 | Understand the lecture contract, RPS and the Assessment System in the Pancasila Education course | 1. Understand the Lecture contract 2. Understand RPS and SAP 3. Understanding learning strategies, dividing groups and assignments 4. Understanding the Rating System | 1. Lecture Contract 2. RPS and SAP Recovery 3. Learning strategies and assignments 4. Assessment System |  |  |  |
| **2** | Students are able to understand the concept and urgency, foundation and goals of Pancasila education (C3, A3, P2) | * Students read a summary of lecture material * The lecturer gives a lecture about the lecture material in brief * The lecturer leads the question and answer among the students while the students are provoked to ask questions * Students together with the lecturer make a summary / conclusion of the lecture * The lecturer gives assignments for the next meeting | 1. Concept and Urgency of Pancasila Education 2. Reasons for the Need for Pancasila Education 3. Historical, Sociological, Political Sources of Pancasila Education 4. Dynamics and Challenges of Pancasila Education 5. The essence and urgency of Pancasila education for the future | Lectures vary, problem solving and question and answer | 1. KKM: 70% 2. Assessment Techniques 3. Assessment of the Learning Process 4. Assessment of Learning Outcomes | 1,11,14,16,24,41,47 |
| **3, 4,** | Students are able to understand and master Pancasila in the context of the history of the struggle of the Indonesian nation from the time of kingdoms, colonial times, proclamation to the present (C4, A4, P4) | * Students read a summary of lecture material * The lecturer gives a lecture about the lecture material in brief * The lecturer leads the question and answer among the students while the students are provoked to ask questions * Students together with the lecturer make a summary / conclusion of the lecture * The lecturer gives assignments for the next meeting | The Concept and Urgency of Pancasila in the Flow of National History  Indonesia   1. Pancasila Proposal Period 2. Period of the Formulation of Pancasila 3. The Period of Ratification of the Pancasila   Reasons for the Need for Pancasila in Historical Studies  Indonesian nation   1. Pancasila as the Identity of the Indonesian Nation 2. Pancasila as the Personality of the Indonesian Nation 3. Pancasila as the Way of Life of the Indonesian people 4. Pancasila as the soul of the nation 5. Pancasila as a Noble Agreement   Historical, Sociological, and Political Sources on Pancasila in the Study of Indonesian History  Dynamics and Challenges of Pancasila  in the Study of the History of the Indonesian Nation  The Essence and Urgency of Pancasila in Historical Studies  Indonesian Nation for the Future    The essence of Pancasila in the Study of Indonesian History for the future of the nation | Lectures vary, problem solving and question and answer | 1. KKM: 80% 2. Assessment Techniques 3. Assessment of the Learning Process 4. Assessment of Learning Outcomes | 4,9,10,43,48 |
| **5,6** | Students are able to understand and master Pancasila as the basis of the Republic of Indonesia (C4, A4, P4) | * Students read a summary of lecture material * The lecturer gives a lecture about the lecture material in brief * The lecturer leads the question and answer among the students while the students are provoked to ask questions * Students together with the lecturer make a summary / conclusion of the lecture * The lecturer gives assignments for the next meeting | Concept of State, State Purpose and Urgency  National principle  Reasons for the Need for a Pancasila Study as  National principle  Juridical, Historical, Sociological, and Political Resources  Pancasila as the State Foundation  Arguments on the Dynamics and Challenges of Pancasila  as the State Foundation  The essence and urgency of Pancasila as  National principle   1. The essence and urgency of Pancasila as the basis of the state 2. The relationship between Pancasila and the Proclamation of Indonesian Independence 3. The Relationship between Pancasila and the Preamble of the 1945 Constitution 4. The description of Pancasila in the Articles of the 1945 Constitution of the Republic of Indonesia 5. Implementation of Pancasila in Policy Formulation | Lectures vary, problem solving and question and answer | 1. KKM: 80% 2. Assessment Techniques 3. Assessment of the Learning Process 4. Assessment of Learning Outcomes | 2,10,15,17,40,47 |
| **7,8** | Students are able to understand and analyze Pancasila as a philosophical system (C6, A5, P4) | * Students read a summary of lecture material * The lecturer gives a lecture about the lecture material in brief * The lecturer leads the question and answer among the students while the students are provoked to ask questions * Students together with the lecturer make a summary / conclusion of the lecture * The lecturer gives assignments for the next meeting | The Concept and Urgency of Pancasila as a Philosophical System   1. The Study of Pancasila as a System   Philosophy   1. The philosophy of Pancasila as Genetivus Objectivus and Genetivus   *Subjectivus*   1. The ontological basis of the Pancasila philosophy 2. Epistemology Basis Philosophy of Pancasila 3. The axiological basis of Pancasila   Historical, Sociological, and Political Sources about Pancasila  as a Philosophical System  Building Arguments about the Dynamics and Challenges of Pancasila  as a Philosophical System  Describing the essence and urgency of Pancasila as  Philosophical System | Lectures vary, problem solving and question and answer | 1. KKM: 80% 2. Assessment Techniques 3. Assessment of the Learning Process 4. Assessment of Learning Outcomes | 8,9,10,17,25,30,33,48,55 |
| **9** | **Mid Semester Exam (UTS)** | | | | |  |
| **10.11** | Students are able to analyze Pancasila as a State Ideology system, and students are able to compare Pancasila with the big ideologies of the world (C6, A5, P4) | * Students read a summary of lecture material * The lecturer gives a lecture about the lecture material in brief * The lecturer leads the question and answer among the students while the students are provoked to ask questions * Students together with the lecturer make a summary / conclusion of the lecture * The lecturer gives assignments for the next meeting | The Concept and Urgency of Pancasila as the State Ideology  Reasons for the Need for Pancasila Studies as Ideology  Country  Historical, Sociological, and Political Sources about Pancasila  as the State Ideology  Arguments on the Dynamics and Challenges of Pancasila  as the State Ideology  The Essence and Urgency of Pancasila as Ideology  Country | Lectures vary, problem solving and question and answer | 1. KKM: 80% 2. Assessment Techniques 3. Assessment of the Learning Process 4. Assessment of Learning Outcomes | 24,25,27,36,48,50,13,51,38,37,34 |
| **12, 13** | Students are able to analyze and implement Pancasila as an Ethical System (C5, A5, P4) | * Students read a summary of lecture material * The lecturer gives a lecture about the lecture material in brief * The lecturer leads the question and answer among the students while the students are provoked to ask questions * Students together with the lecturer make a summary / conclusion of the lecture * The lecturer gives assignments for the next meeting | The Concept and Urgency of Pancasila as an Ethical System  Reasons for the Need for Pancasila as an Ethical System  Historical, Sociological, and Political Sources about Pancasila  as an Ethical System  Dynamics and Challenges of Pancasila  as an ethical system  The Essence and Urgency of Pancasila as an Ethical System | Lectures vary, problem solving and question and answer | 1. KKM: 80% 2. Assessment Techniques 3. Assessment of the Learning Process 4. Assessment of Learning Outcomes | 7,24,25,29,48 |
| **14.15** | Students are able to make Pancasila as the basis for the development of knowledge in their respective fields of knowledge (C6, A5, P4) | * Students read a summary of lecture material * The lecturer gives a lecture about the lecture material in brief * The lecturer leads the question and answer among the students while the students are provoked to ask questions * Students together with the lecturer make a summary / conclusion of the lecture * The lecturer gives assignments for the next meeting | Pancasila as the Basic Value of Science Development   1. The concept of Pancasila as the basis for the value of science development. 2. The Urgency of Pancasila as the Basic Value of Science Development.   Reasons for the Need for Pancasila as the Basis of Value  Science Development  Historical, Sociological, and Political Sources about Pancasila  as the Basic Value of Science Development in Indonesia  Dynamics and Challenges of Pancasila  as the Basic Value of Science Development  The essence and urgency of Pancasila as the basis for the value of science development for the future | Lectures vary, problem solving and question and answer | 1. KKM: 80% 2. Assessment Techniques 3. Assessment of the Learning Process 4. Assessment of Learning Outcomes | 6,28,48,55, |
| **16** | Students are able to implement Pancasila values ​​in all aspects of community, national and state life | * Students read a summary of lecture material * The lecturer gives a lecture about the lecture material in brief * The lecturer leads the question and answer among the students while the students are provoked to ask questions * Students together with the lecturer make a summary / conclusion of the lecture | The concept and urgency of implementing Pancasila values ​​in every aspect of community, national and state life  The reason for the need for the implementation of Pancasila values ​​in every aspect of life as a society, nation and state  Sember, historical, sociological, political about the implementation of Pancasila values ​​in every aspect of social life, nation and state  The dynamics and challenges of implementing Pancasila values ​​in every aspect of life in society, nation and state  The essence and urgency of implementing Pancasila values ​​in every aspect of the life of the community, nation and state | Lectures vary, problem solving and question and answer | 1.KKM: 80%  2. Assessment Techniques   1. Assessment of the Learning Process 2. Assessment of Learning Outcomes |  |
| **17** | UAS (Final Semester Examination) | | | | | |

**Assessment components**

Mid test (UTS/Ujian Tengah Semester) : 35 %

Final test (UAS/Ujian Akhir Semester) : 35 %

Students assignment : 20 %

Presence : 10 %

Total : 100 %

**Scoring/Grading level description**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Excellent** | **Good** | **Satisfy** | **Fail** |
| ability to describe | Able to describe correctly and completely | Able to describe correctly but not complete | Able to describe but less clear and incomplete | Unable to describe |
| ability to formulate | Able to formulate correctly and completely | Able to formulate correctly but not complete | Able to formulate but less clear and incomplete | Unable to formulate |
| ability to calculate | Able to calculate correctly and completely | Able to calculate correctly but not complete | Able to calculate but less clear and incomplete | Unable to calculate |
| ability to analyze | Able to analysize correctly and completely | Able to analyze correctly but not complete | Able to analyze but less clear and incomplete | Unable to analyze |

**Scoring and grading system**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Score** | **Quality** | **Quality score** | **Designation** | **Score** | **Quality** | **Quality score** | **Designation** |
| 85 – 100 | A | 4.0 | Outstanding | 55 – 59 | C | 2.0 | Acceptable |
| 80 – 84 | A- | 3.6 | Excellent | 50 – 54 | C- | 1.6 | Poor |
| 75 – 79 | B+ | 3.3 | Very good | 40 – 49 | D | 1.0 | Poor |
| 70 – 74 | B | 3.0 | Good | ≤ 39 | E | 0.0 | Fail |
| 65 – 69 | B- | 2.6 | Good | - | T | - | Postpone |
| 60 – 64 | C+ | 2.3 | Acceptable |  |  |  |  |