



MAHATMA GANDHI UNIVERSITY, KERALA

Abstract

Academic - Regulations - The Mahatma Gandhi University Bachelor in Computer Applications (Honours) Regulations, 2024 {MGU-BCA (Honours) Regulations 2024} (As per AICTE Norms) - Approved - Orders Issued.

LEGISLATION

No. 1439/LEGN/2025/MGU

Priyadarsini Hills, Dated: 14.02.2025

Read:-(1). Mahatma Gandhi University Bachelor in Computer Applications (Honours) Regulations 2024, {MGU-BCA (Honours) Regulations, 2024} (As per AICTE Norms), submitted by the Convener, Sub-Committee for framing Rules and Regulations for the Four Year Undergraduate Programmes, to the Professor in charge of the Vice Chancellor on 12.02.2025.

(2). Orders of the Professor in charge of the Vice Chancellor under Section 10(17), Chapter III of the Mahatma Gandhi University Act 1985, dated 12.02.2025.

ORDER

All India Council for Technical Education (AICTE), as per the Provisions of All India Council for Technical Education Act, 1987 (AICTE Act), as mentioned in its Chapter 2-g, shall regulate Under Graduate (UG) Programme in Computer Applications (BCA) and Management (BBA/BMS) along with Post Graduate Courses in Computer Applications (MCA) and Management (MBA/MMS) from the Academic Year 2024-25. Accordingly, all the existing institutes offering or intending to offer UG Courses in Computer Applications (BCA) and Management (BBA/BMS) must get AICTE Approval from the Academic Year 2024-25.

In this context, colleges under Mahatma Gandhi University, Kottayam, already running Under Graduate Programme in Computer Applications (BCA) and existing/new institutes intending to offer UG Courses in Computer Applications (BCA) are required to follow the curriculum frameworks provided by AICTE in September 2024.

Further, an Expert Committee was constituted for the implementation of the AICTE Regulations. The committee drafted the regulations for BCA Programme namely, THE MAHATMA GANDHI UNIVERSITY BACHELOR IN COMPUTER APPLICATIONS (HONOURS) REGULATIONS, 2024 {MGU-BCA (HONOURS) REGULATIONS, 2024}, as per the model Curriculum for UG Programme in Bachelor in Computer Applications provided by AICTE in September 2024. The Expert Committee vide read (1) above submitted the Regulations to the Hon. Vice Chancellor.

In view of the urgency of the matter, sanction has been accorded by the Professor in charge of the Vice Chancellor, by exercising the powers of the Academic Council vested under Section 10(17) of the Mahatma Gandhi University Act, 1985, vide read (2) above, to approve "THE MAHATMA GANDHI UNIVERSITY BACHELOR IN COMPUTER APPLICATIONS (HONOURS) REGULATIONS,

2024 {MGU-BCA (HONOURS) REGULATIONS, 2024} (As per AICTE Norms), appended along with this order.

These Regulations shall come into force with effect from 2024-2025 academic year.

Orders are issued accordingly.

SMITHA V M

ASSISTANT REGISTRAR VII (ADMIN)
For REGISTRAR

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THE MAHATMA GANDHI UNIVERSITY
BACHELOR IN COMPUTER APPLICATIONS (HONOURS)
REGULATIONS, 2024
MGU-BCA (HONOURS)



Mahatma Gandhi University
Priyadarshini Hills
Kottayam-686560
Kerala, India

**THE MAHATMA GANDHI UNIVERSITY BACHELOR IN COMPUTER
APPLICATIONS (HONOURS) REGULATIONS, 2024**

MGU-BCA (HONOURS)

(As per AICTE Norms)

PREAMBLE

All India Council for Technical Education (AICTE), as per the provisions of All India Council for Technical Education Act, 1987 (For short, "AICTE Act") as mentioned in its Chapter 2-g shall regulate Under Graduate (UG) Programme in Computer Applications (BCA) and Management (BBA/BMS) along with Post Graduate Courses in Computer Applications (MCA) and Management (MBA/MMS) from the Academic Year 2024-25. Accordingly, all the existing institutes offering or intending to offer UG Courses in Computer Applications (BCA) and Management (BBA/BMS) must get AICTE Approval from the Academic Year 2024-25.

In this context, colleges under Mahatma Gandhi University, Kottayam, already running Under Graduate Programme in Computer Applications (BCA) and existing /new institutes intending to offer UG Courses in Computer Applications (BCA) are required to follow the curriculum frameworks provided by AICTE in September 2024.

Further, an Expert Committee was constituted for the implementation of the AICTE Regulations. The committee drafted the regulations for the BCA programme namely: **THE MAHATMA GANDHI UNIVERSITY BACHELOR IN COMPUTER APPLICATIONS (HONOURS) REGULATIONS, 2024 {MGU-BCA (HONOURS) REGULATIONS, 2024}**, as per the model Curriculum for UG programme in Bachelor in Computer Applications provided by AICTE in September 2024.

**MGU-BCA (HONOURS)
REGULATIONS, 2024**

REGULATIONS

1. Short Title and Commencement

- i. These Regulations may be called **THE MAHATMA GANDHI UNIVERSITY BACHELOR IN COMPUTER APPLICATIONS (HONOURS) REGULATIONS, 2024** {MGU-BCA (HONOURS) REGULATIONS, 2024}, as per the AICTE model Curriculum for UG programme in Bachelor in Computer Applications, 2024.
- ii. These Regulations will come into effect from the academic year 2024-2025 and will have a prospective effect.

2. Scope and Application

- i. These Regulations shall apply to the Under Graduate programme in Computer Applications conducted by THE MAHATMA GANDHI UNIVERSITY, KOTTAYAM and its affiliating institutions for the admissions commencing in the academic year 2024-2025.

3. Definitions

Unless the context is otherwise required,

- i. **University** means MAHATMA GANDHI UNIVERSITY, KOTTAYAM established by an Act of the State Legislature.
- ii. **'Act'** means the MAHATMA GANDHI University Act 1985.
- iii. **FYUGP** means Four Year Under Graduate Programme.
- iv. **Academic Year:** Two consecutive (one odd and one even) semesters followed by a vacation in one academic year.
- v. **Academic Week:** A unit of five working days in which the distribution of work is organized, with five contact hours of one-hour duration on each day.
- vi. **Academic Credit:** A unit by which the course work is measured. It determines the number of hours of instructions required per week in a semester. It is defined both in terms of student efforts and teacher's efforts. A course which includes one hour of lecture or tutorial or minimum 2 hours of lab work/ practical work/ field work per week is given one credit hour. Accordingly, one credit is equivalent to one hour of lecture or tutorial or two hours of lab work/ practical work/ field work/ practicum and learner engagement in terms of course related activities (such as seminars preparation, submitting assignments, group discussion, recognized club-related activities etc.) per week. Generally, a one credit course in a semester should be designed for 15 hours Lecture/ tutorials or 30 hours of practical/ field work/practicum and 30 hours learner engagement.
- vii. **Abbreviations and Definition:**

Abbreviations	Definitions
L	Lecture
T	Tutorial
P	Practical
CC	Core Courses
AEC	Ability Enhancement Courses
MDE	Multi Disciplinary Elective Course

VAC	Value Added Courses
SEC	Skill Enhancement Courses
DSE	Discipline Specific Elective
OE	Open Elective

- viii. **Academic Bank of Credits (ABC):** An academic service mechanism as a digital/virtual entity established and managed by the Government of India to facilitate the learner to become its academic account holders and facilitate seamless learner mobility, between or within degree-granting Higher Education Institutions (HEIs) through a formal system of credit recognition, credit accumulation, credit transfers and credit redemption to promote a distributed and flexible process of teaching and learning. This will facilitate the learner to choose their own learning path to attain a Degree/ Diploma/ Certificate, working on the principle of multiple entry and exit, keeping to the doctrine of anytime, anywhere, and any level of learning.
- ix. **Credit Accumulation:** The facility created by ABC in the Academic Credit Bank Account (ABA) opened by the learner across the country in order to transfer and consolidate the credits earned by them by undergoing courses in any of the eligible HEIs.
- x. **Credit Recognition:** The credits earned through eligible/ partnering HEIs and transferred directly to the ABC by the HEIs concerned.
- xi. **Credit Redemption:** The process of commuting the accrued credits in the ABC of the learner for the purpose of fulfilling the credit requirements for the award of various degrees. Total credits necessary to fulfil the criteria to get a degree shall be debited and deleted from the account concerned upon collecting a degree by the learner.
- xii. **Credit Transfer:** The mechanism by which the eligible HEIs registered with ABC are able to receive or provide prescribed credits to individual's registered with ABA in adherence to the UGC/AICTE credit norms for the course(s) registered by the learner in any HEIs within India.
- xiii. **Credit Cap:** Maximum number of credits that a student can take per semester, which is restricted to 30.
- xiv. **Continuous Comprehensive Assessment (CCA):** The mechanism of evaluating the learner by the course faculty at the institutional level.
- xv. **End Semester Evaluation (ESE):** The mechanism of evaluating the learner at the end of each semester.
- xvi. **Audit Course:** A course that the learner can register without earning credits, and is not mandatory for completing the MGU-BCA (Honours). The student has the option not to take part in the CCA and ESE of the Audit Course. If the student has 75% attendance in an Audit Course, he/she/they is/are eligible for a pass in that course, without any credit (zero-credit).
- xvii. **Courses:** Refer to the papers which are taught and evaluated within a programme, which include lectures, tutorials, laboratory work, studio activity, field work, project work, vocational training, viva, seminars, term papers, presentations, assignments, self-study, group discussion, internship, etc., or a combination of some of these elements.

- xviii. **Choice Based Credit System (CBCS)** means the system wherein students have the option to select courses from the prescribed list of courses.
- xix. **Academic Co-ordinator/ Nodal Officer:** A senior faculty member nominated by the college council.
- xx. **College-level Academic Committee:** Is a committee constituted for the FYUGP at the college level comprising the Principal as the Chairperson, the Academic Coordinator/ Nodal Officer as its convenor.(Ref 26.1 of THE MAHATMA GANDHI UNIVERSITY UNDER GRADUATE PROGRAMMES (HONOURS) REGULATIONS, 2024)
- xxi. **Course Faculty:** A faculty member nominated by the Head of the Department shall be in charge of offering a particular course in a particular semester.
- xxii. **Department** means any teaching department in a college offering a course of study approved by the University as per the Statutes and the Act of the University and it includes a Department, Centre, or School of Teaching and Research conducted directly by the University.
- xxiii. **Senior Faculty Advisor (SFA)** is a faculty nominated by a Department Council to co-ordinate all the necessary work related to MGU-BCA (Honours) undertaken in the department, including the continuous comprehensive assessment.
- xxiv. **Department Council** means the body of all teachers of a department in a college.
- xxv. **Faculty Adviser (FA)** means a teacher from the parent department nominated by the Department Council to advise students in academic matters.
- xxvi. **Graduate Attributes** means the qualities and characteristics to be obtained by the graduates of a programme of study at the University or the Higher Education Institution, which include the learning outcomes related to the disciplinary areas in the chosen field of learning and generic learning outcomes. University will specify graduate attributes for its programmes.
- xxvii. **Programme** means the entire duration of the educational process including the evaluation leading to the award of a degree.
- xxviii. **Regulatory Body** Regulatory Body means University Grants Commission (UGC), All India Council for Technical Education (AICTE), National Council for Teacher Education (NCTE), Medical Council of India (MCI), Pharmacy Council of India (PCI), Indian Council for Agricultural Research (ICAR), Bar Council of India, Council of Architecture, National Assessment and Accreditation Council (NAAC) and National Board of Accreditation (NBA) etc.
- xxix. **Letter Grade** or simply 'Grade' in a course is a letter symbol (A+, A, B+, B, C+, C, D, F). Grade shall mean the prescribed alphabetical grade awarded to a student based on their performance in various examinations. The Letter grade that corresponds to a range of CGPA.
- xxx. **Grade Point:** Each letter grade is assigned a 'Grade point' (G) which is an integer indicating the numerical equivalent of the broad level of performance of a student in each course. Grade Point means point given to a letter grade on 10-point scale.
- xxxi. **Semester Grade Point Average (SGPA)** is the value obtained by dividing the sum of credit points obtained by a student in the various courses taken in a semester by the total number of credits in that semester. SGPA shall be rounded off to two decimal places. SGPA determines the overall performance of a student at the end of a semester.

- xxxii. **Credit Point (P)** of a course is the value obtained by multiplying the grade point (G) by the credit (C) of the course: $P = G \times C$.
- xxxiii. **Cumulative Grade Point Average (CGPA)** is the value obtained by dividing the sum of credit points in all the semesters earned by the student for the entire programme by the total number of credits in the entire programme and shall be rounded off to two decimal places.
- xxxiv. **Grade Card** means the printed record of students' performance, awarded to them.
- xxxv. Words and expressions used and not defined in this regulation, but defined in the Mahatma Gandhi University Act and Statutes shall have the meaning assigned to them in the Act and Statutes.

4. Features and Objectives of MGU-BCA (Honours)

The features and objectives of the MGU-BCA (Honours) shall be:

- i. **BCA is a stand-alone** program as envisaged by the AICTE, and switching between BCA and other programs is not permitted.
- ii. **Name of the programme:** BACHELOR IN COMPUTER APPLICATIONS {BCA}, BACHELOR IN COMPUTER APPLICATIONS (HONOURS) {BCA (HONOURS)}, BACHELOR IN COMPUTER APPLICATIONS (HONOURS WITH RESEARCH) {BCA (HONOURS WITH RESEARCH) }
- iii. The practice of lateral entry of students to various semesters exists, but an exit with a Degree shall be awarded only upon successful completion of 133 credits as per the conditions stipulated in this regulation.
- iv. Students who choose to exit after 3 years shall be awarded BCA Degree after the successful completion of the required minimum courses with 133 credits.
- v. A 4-year BCA (Honours) Degree shall be awarded to those who complete the MGU-BCA (Honours) with a specific number of courses with 177 credits including 8 credits from a capstone level graduate project/ dissertation. Those students who are not doing capstone level graduate project shall do courses at level 400 or above or vocational training course or internship for 8 credits.
- vi. Students who acquire minimum 75% in their graduation (upto 6th semester) are eligible for Honours with Research Programme. However if necessary, university may conduct screening test for the honours with research programme in accordance with University Regulations time to time.
- vii. 4-year BCA (Honours with Research): Students who aspire to pursue research as a career may opt for 4-year BCA Degree Honours with Research stream with a specific number of Courses with 177 credits including 20 credits from a research project in the major/allied discipline.
- viii. The recognized research departments or departments with at least two faculty members having PhD shall offer the Honours with Research programme. Minimum 2 students (mentees) should be allotted to a faculty member (Mentor).
- ix. Students who have chosen the honours with research stream shall do their entire fourth year under the mentorship of a mentor.
- x. The mentor shall prescribe suitable advanced level/capstone level courses for a minimum of 20 credits to be taken within the institutions along with the courses on research methodology, research ethics, and research topic-specific courses for a minimum of 12 credits which may be obtained either within the institution or from other recognized institutions, including online and blended modes.
- xi. Students who have opted for the honours with research should successfully complete a research project under the guidance of the mentor and should submit a research report for evaluation. They need to successfully defend the research project to obtain 20 credits

- under a faculty member of the University/ College/ Recognized Research Institute. The research shall be in the Major/ allied discipline.
- xii. The research outcomes of their project work may be published in peer-reviewed journals or presented at conferences or seminars or patented.
 - xiii. Courses shall be grouped into 6 major baskets as Core Courses (CC), Ability Enhancement Courses (AEC), Skill Enhancement Courses (SEC), Value Added Courses (VAC), Multi-Disciplinary Electives (MDE) and Discipline Specific Elective Courses (DSE).
 - xiv. **Core Courses (CC)** shall provide the students with an opportunity to pursue in-depth study of the discipline and Discipline Specific Elective (DSE) courses develop competency in the chosen area of specialization.
 - xv. **Ability Enhancement Courses** shall be designed specifically to achieve competency in English, other languages as per the student's choice with special emphasis on language and communication skills.
 - xvi. English or other language courses shall be designed to enable the students to acquire and demonstrate the core linguistic skills, including critical reading, academic and expository writing skills as well as the cultural and intellectual heritage of the language chosen. Courses designed for Science stream can be adopted for MGU-BCA (Honours).
 - xvii. **Skill Enhancement Courses (SEC)** shall be designed to enhance 21st century workplace skills such as programming, software development, creativity, critical thinking, communication, and collaboration.
 - xviii. **Value Added Courses (VAC)** shall be designed to empower the students with personality development, perspective building, and self-awareness.
 - xix. **Multi-Disciplinary Electives (MDE)** are elective course designed to enable the students to broaden their intellectual experience in the Emerging / Multidisciplinary Areas viz., Internet of Things (IoT), Block chain, Robotics, Quantum Computing, Cyber Security, Augmented Reality / Virtual Reality (AR / VR) etc.
 - xx.
 - i. **Discipline-Specific Electives (DSE)** are designed to provide students with an opportunity to pursue an in-depth study of a particular subject or discipline and develop competency in their chosen area.
 - ii. To be eligible for the award of a specialization, a learner must acquire 13 credits in the discipline-specific electives of a particular specialization (Preferably 3 credits from Sem 3/Sem 4 courses and 5 credits each from Sem 5 and Sem 6 courses). Each student will have the opportunity to obtain a dual specialization.
 - xxi. **Course cum Credits Certificate:** After the successful completion of a semester as proof for re-entry to another institution this certificate is essential. This will help the learner for preserving the credits in the Academic Bank of Credits.
 - xxii. **Summer Internship:** All students shall undergo Summer Internship or Apprenticeship in a Firm, Industry or Organization; or Training in labs with faculty and researchers or other Higher Education Institutions (HEIs) or Research Institutions. University will publish a separate guideline for Internship Programmes.
 - xxiii. Students will be provided opportunities for internships with local industries, business organizations, agriculture, health and allied sectors, Local Government institutions (such as panchayats, and municipalities), State Planning Boards, State Councils/ Boards, Research Institutions, Research Labs, Libraries, elected representatives to the parliament/ state assembly/ panchayath, media organizations, artists, crafts persons etc. These opportunities will enable the students to actively engage with the practical aspects of their learning and to improve their employability.
 - xxiv. **For Summer Internship / Projects / Seminar etc.,** evaluation is based on work done, quality of report, performance in viva-voce, presentation etc.

- xxv. **Additional Credits** will be awarded to those who actively participate in Social Activities, which may include participation in the National Service Scheme (NSS), Sports and Games, Arts, participation in University/ college union-related activities (for respective elected/ nominated members), National Cadet Corps (NCC), adult education/ literacy initiatives, mentoring school students, and engaging in similar social service organizations that deemed appropriate to the University.
- xxvi. **Grace marks** shall be awarded to a student for meritorious achievements in cocurricular activities (in Sports/ Arts/ NSS/ NCC etc.). Such a benefit is applicable in the same academic year spreading over two semesters, in which the said meritorious achievements are earned. The Academic Council will decide from time to time the eligibility and other rules for awarding the grace marks.
- xxvii. Options will be made available for students to earn credit by completing quality assured remote learning modes, including Online programmes offered on the Study Webs of Active-Learning for Young Aspiring Minds (SWAYAM) or other Online Educational Platforms approved by the competent body/university from time to time.
- xxviii. **Student Induction Programme (SIP):** A mandatory 3-week induction programme for the students has to be given at the beginning of the programme. The Essence and Details of the Induction program can also be understood from the 'Detailed Guide on Student Induction program', as available on AICTE Portal.
[Link:https://www.aicteindia.org/sites/default/files/Detailed%20Guide%20on%20Student%20Induction%20program.pdf](https://www.aicteindia.org/sites/default/files/Detailed%20Guide%20on%20Student%20Induction%20program.pdf)
- A detailed guideline for the conduct of SIP is given in **Annexure 1**
- xxix. **Mandatory Visits/ Workshop/Expert Lectures:**
- It is mandatory to arrange one industrial visit every year for the students.
 - It is mandatory to conduct a One-week workshop after the fifth semester on professional/ industry/ entrepreneurial orientation.
 - It is mandatory to organize at least one expert lecture per semester by inviting resource persons from domain-specific industries.

5. Eligibility for Admission and Reservation of Seats

- i. The eligibility for admissions and reservation of seats for MGU-BCA (Honours) shall be in accordance with the norms/ rules made by the Government/ University from time to time.
- ii. During the time of admission each student may be provided with a unique higher education student ID which may be linked with the Aadhar number of the student so that this ID can be transferred if required to other higher education institutions as well.
- iii. A student who has already successfully completed a First-Degree Programme and is desirous of and academically capable of pursuing another First-Degree Programme may also be admitted with the prior approval of the University as per the conditions regarding programme requirements specified by the University.
- iv. Depending upon the availability of academic and infrastructural facilities, an institution may also admit a certain number of students who are registered for BCA programmes in each semester by transfer method, if required, from other institutions subject to conditions as may be issued by the University.

6. Academic Monitoring and Student Support

The academic monitoring and student support shall be in the following manner, namely

- i. **Advisory System:** There shall be one Senior Faculty Advisor (SFA) for each department and one Faculty Advisor (FA) for 20 to 30 students of the class to provide

- advice in all relevant matters. The Head of the Department, in consultation with the SFA, shall assign FA for each student.
- ii. The documents regarding all academic activities of students in a class shall be kept under the custody of the FA/ SFA.
 - iii. All requests/ applications from a student or parent to higher offices are to be forwarded/ recommended by FA/ SFA.
 - iv. Students shall first approach their FA/ SFA for all kinds of advice, clarifications, and permissions on academic matters.
 - v. It is the official responsibility of the institution to provide the required guidance, clarifications, and advice to the students and parents strictly based on the prevailing academic regulations.
 - vi. The SFA shall arrange separate or combined meetings with FA, faculty members, parents, and students as and when required and discuss the academic progress of students.
 - vii. The FA/ SFA shall also offer guidance and help to solve the issues on academic and non-academic matters, including personal issues of the students.
 - viii. Regular advisory meetings shall be convened immediately after the commencement of the semester and immediately after announcing the marks of the Continuous Comprehensive Assessment (CCA).
 - ix. The CCA related results shall be uploaded on the University portal only after displaying the same on the department notice board/ other official digital platforms of the college at least for two working days.
 - a. Any concern raised by the students regarding CCA shall be looked into in the combined meetings of advisors, HoD, course faculty, and the students concerned.
 - b. If the concerns are not resolved at the advisor's level, the same can be referred to the properly constituted college-level grievance redressal committees as per the existing UGC/ University/ Government norms.
 - c. The Principal/ HOD shall ensure the proper redressal of the concerns raised by the students regarding CCA.
 - d. If the students raise further concerns about the issue, the principal shall refer the issue to the University-level grievance committee with proper documents and minutes of all the committees.
 - x. The FA/ SFA shall be the custodian of the minutes and action taken reports of the advisory meetings. The SFA shall get the minutes and action taken reports of advisory meetings approved by the Head of Department and the Principal. It shall be the duty of the HoD and the Principal to produce them before the University as and when required.
 - xi. The Principal shall inform/ forward all regulations, guidelines, communications, announcements, etc. issued by the University regarding student academic and other matters to the HODs/ SFA for information and timely action.
 - xii. It shall be the official responsibility of the Principal to extend the required administrative and financial support to the HODs, SFAs and FAs to arrange necessary orientation programmes for students regarding student counselling, the prevailing University norms, regulations, guidelines and procedures on all academic and other University related matters.

- xiii. An integrated educational planning and administration software will be made available by the University to manage the academic information of all students which include student admissions and registration, managing student personal and academic information, course registrations, attendance management, all process related to assessments including regular & online examinations, grading, publishing of results, supplementary examinations, LMS, stakeholders' feedback, etc.
- xiv. Faculty, staff, students, and parents shall be allowed to access this software system over a highly secure authenticated mechanism from within the campus and outside the campus.

7. Re-admission

- i. Students who opt out before the completion of the third year shall be provided with a 'Course cum Credits Certificate' after the successful completion of a semester as proof for re-entry to another institution.

8. Duration of Programmes, Credits Requirements and Options

- i. Students will be offered the opportunity to take breaks during the programme and resume after the break, but the total duration for completing the MGU-BCA (Honours) shall not exceed 7 years.
- ii. Students who wish to complete the undergraduate programmes faster may do so by completing different courses equivalent to the required number of credits and fulfilling all other requirements in N-1 semesters, where N is the number of semesters in the MGU-BCA (Honours).
- iii. Provided further that the students may complete the undergraduate programme in slower pace, they may pursue the three years or six semester programme in 4 to 5 years (8 to 10 semesters), and four years, or eight semester programme in 5 to 6 years (10 to 12 semesters) without obtaining readmission.

9. Credit Structure

The proposed number of credits per course and the credit distribution of them for the MGU-BCA(Honours) Programme are given below-

- i. An academic year shall consist of 200 working days; one semester consists of 90 working days; and an academic year consists of two semesters.
- ii. Ten working days in a semester shall be used for extracurricular activities. One semester consists of 18 weeks with 5 working days per week. In each semester, 15 days (3 weeks) should be kept aside for End Semester Evaluation (ESE) and CCA.
- iii. The maximum number of available weeks for curriculum transactions should be fixed at 15 in each semester. A minimum of 5 teaching or tutorial hours could be made available for a day in a 5-day week.
- iv. A course that includes one hour of lecture/ tutorial or two hours of lab work/ practical work/ field work/ practicum per week is given one credit hour.
- v. One credit in a semester should be designed for 15 hours of lectures/ tutorials or 30 hours of lab work/ practical work/ field work/ practicum and 30 hours of learner engagement in terms of course-related activities such as seminar preparation, submitting assignments, etc.
- vi. A one-credit seminar or internship or studio activities or field work/ projects or community engagement and service will have two-hour engagements per week (30 hours of engagement per semester).

- vii. A course can have a combination of Lecture (L)/ Tutorial (T)/Practicum or Practical (P)/& Others (O) credits.
- viii. Minimum credit for one Course should be 2 (Two), and the maximum credit should be 5 (Five).
- ix. For all Courses there may be practical component.
- x. All Courses under the Ability Enhancement categories are of 3 credits.
- xi. A student shall be able to opt for a certain number of extra credits over and above the requirements for the award of a degree.
- xii. Maximum number of credits that a student can earn per semester shall be restricted to 30. Hence, a student shall have the option of acquiring credits to a maximum of 180 credits for a 6-semester BCA programme and 240 credits for a 4-year (8-semester) BCA (Honours) / BCA (Honours with Research) programmes.

10. Course Structure of the MGU-BCA (Honours) Programme

The MGU-BCA (Honours) consists of the following categories of courses and the minimum credit requirements shall be as follows;

Description	Core Courses	Ability Enhancement Courses	AEC-OL	Multi-Disciplinary Elective course	Value Added Courses	Skill Enhancement Courses	Discipline Specific Elective	Total
BCA	52	6	6	3	4	31	31	133
BCA (Honours)	61	6	6	6	4	43	51	177
BCA (Honours with Research)	68	6	6	3	4	51	39	177

Note:

- Internship of 4 credits in both the fifth and seventh semesters comes under the SEC category.
- Project/ Dissertation of 8 credits in BCA (Honours) and 20 credits in BCA (Honours with Research) in the eighth semester also comes under the SEC category

Semester	Core Courses	Ability Enhancement Courses	AEC-OL	Multi-Disciplinary Elective course	Value Added Courses	Skill Enhancement courses	Discipline Specific Elective	Total
I	8	3	#3	3	0	6	-	23
II	13	3	#3	-	2	2	-	23
III	15	0		0	0	4	3	22

IV	7	0		0	0	11	3	21
V	5	0		0	2	4	15	26
VI	4	0		0	0	4	10	18
Total (up to 6 Semesters)	52	6	6	3	4	31	31	133
BCA (Honours)								
VII	*9	0	0	3	0	4	8	24
VIII	0	0	0	0	0	8**	12	20
Total (up to 8 Semesters)	61	6	6	6	4	43	51	177
BCA (Honours with Research)								
VII	*16	0	0	0	0	0	8	24
VIII	0	0	0	0	0	20**	0	20
Total (up to 8 Semesters)	68	6	6	3	4	51	39	177

* 4 credits are from OE/online course

#Online/Offline

**Project

3 Years BCA Program	Total Credits = 133
4 Years BCA (Honours) and BCA (Honours with Research)	Total Credits = 177

11. Guidelines for Acquiring Credit from Other Institutions/Online/Distance Mode

- i. Students can take extra credit courses from other institutions (AICTE approved)/approved online platforms like SWAYAM, Coursera, NPTEL as per the Admitting Body / University norms.
- ii. A student shall be able to pursue online courses for the courses mentioned in section 10 of these regulations. This can be taken from approved online platforms like SWAYAM, Coursera, NPTEL, etc as per the Admitting Body / University norms.
- iii. At the end of each semester university will include the credit acquired by the student through online courses in their semester grade card subject to a maximum of 30 credits.

12. Attendance

- i. A student shall be permitted to register for the end-semester evaluation of a specific course to acquire the credits only if they have completed 75% of the prescribed classroom activities in physical, online, or blended modes, including any makeup activities as specified by the course faculty of that particular course.
- ii. Student is eligible for attendance as per the existing university and government orders which includes participation in a meeting, or events organized by the college or the university, a regularly scheduled curricular or extracurricular activity prescribed by the college or the university. Due to unavoidable or other legitimate circumstances such as illness, injury, family emergency, care-related responsibilities, bad or severe weather conditions, academic or career-related interviews students are eligible for authorized absence. Apart from this, all other eligible leaves such as maternity leave, and menstrual leave shall also be treated as authorized absences.
- iii. The condonation facility can be availed as per the university norms.

13. Workload

- i. The workload of a faculty who offers only lecture courses during an academic year shall be 32 credits.
- ii. The workload of a faculty offering both practical courses and theory courses may be between 24-32 credits per academic year.
- iii. An academic year shall consist of two semesters.
- iv. The teachers given administrative responsibilities in the department and college level may give a relaxation in their workload as specified in the UGC regulations 2018.

14. Credit Transfer and Credit Accumulation

- i. The university will establish a digital storage (DIGILOCKER) of academic credits for the credit accumulation and transfer in line with ABC.
- ii. The validity of credits earned shall be for a maximum period of seven (7) years or as specified in the university/ UGC regulations.

15. Outcome Based Approach

- i. The curriculum will be designed based on Outcome Based Education (OBE) practices. The Graduate Attributes (GA) and Programme Outcomes (PO) are provided as appendix-2. The OBE based syllabus template is provided as appendix-3

16. Assessment and Evaluation

- i. The assessment shall be a combination of a Continuous Comprehensive Assessment (CCA) and an End Semester Evaluation (ESE).
- ii. 30% weightage shall be given for CCA. The remaining 70% weight shall be for the ESE.
- iii. CCA will have two subcomponents Formative Assessment (FA) and Summative Assessment (SA). Each of these components will have equal weightage and to be conducted by the course faculty/ course coordinator offering the course.
- iv. FA refers to a wide variety of methods that teachers use to conduct in-process evaluations of student comprehension, learning needs, and academic progress during a lesson, unit, module or course. FA is to encourage students to build on their strengths rather than fixate or dwell on their deficits. FA can help to clarify and calibrate learning expectations for both students. FA will help students become more aware of their learning needs, strengths, and interests so they can take greater responsibility over their own educational growth. FA will be prerogative of the course faculty/ course coordinator based on specific requirement of the student.
- v. Suggestive methods of FA are as follows: (any one or in combinations as decided by the course faculty/ course coordinator)
 - a. Practical assignment
 - b. Observation of practical skills

- c. Viva voce
 - d. Quiz
 - e. Interview
 - f. Oral presentations
 - g. Computerized adaptive testing
 - h. In-class discussions
 - i. Group tutorial work
 - j. Reflection writing assignments
 - k. Home assignments
 - l. Self and peer Assessments
 - m. Any other method as may be required for specific course/ student by the course faculty/course coordinator.
- vi. Summative Assessments (SA) are used to evaluate student learning, skill acquisition, and academic achievement at the conclusion of a defined instructional period- typically at the end of a project, unit, module, course or semester. SA may be a class tests, assignments, or project, used to determine whether students have learned what they were expected to learn. It will be based on evidence, collected using single or multiple ways of assessment. The systematically collected evidences should be kept in record by course faculty/ course coordinator and the marks should be displayed on the college notice board/ other official digital platforms of the college before the end semester examinations.
- vii. The method of SA will be as follows: (any one as decided by the course faculty/ course coordinator)
- a. Written test
 - b. Open book test
 - c. Laboratory report
 - d. Problem based assignments
 - e. Individual project report
 - f. Case study report
 - g. Team project report
 - h. Literature survey
 - i. Standardized test
 - j. Any other pedagogic approach specifically designed for a particular course by the course faculty/ course coordinator.
- viii. A student may repeat SA only if for any compulsive reason due to which the student could not attend the assessment.
- ix. The prerogative of arranging a CCA lies with the course faculty/ course coordinator with the approval of the MGU-UGP Academic Committee(Ref 26.1 of THE MAHATMA GANDHI UNIVERSITY UNDER GRADUATE PROGRAMMES (HONOURS) REGULATIONS, 2024) based on justified reasons.
- x. The course faculty/ course coordinator shall be responsible for evaluating all the components of CCA. However, the university may involve any other person (External or Internal) for evaluation of any or all the components as decided by the Vice-Chancellor/ Pro-Vice Chancellor from time to time in case any grievances are raised.
- xi. Written tests shall be precisely designed using a variety of tools and processes (e.g., constructed responses, open-ended items, multiple-choice), and the students should be informed about the evaluation modalities before the commencement of the course.
- xii. The course faculty may provide options for students to improve their performance through a continuous assessment mechanism.
- xiii. There shall be theory and practical examinations at the end of each semester.

- xiv. Regarding evaluation, one credit may be evaluated for 25 marks in a semester; thus, a 5-credit course will be evaluated for 125 marks; 4-credit courses for 100; 2-credit courses for 50 marks. However, for tabulation purpose, courses with one credit will be evaluated for 50 marks and will be converted into 25 marks.
- xv. Odd semester examinations will be conducted by the university and will be evaluated at the institution level. However, even semester examinations will be conducted and evaluated by the university itself.
- xvi. Individual Learning Plans (ILPs) and/ or specific assessment arrangements may be put in place for differently abled students. Suitable evaluation strategies including technology assisted examinations/ alternate examination strategies will be designed and implemented for differently abled students.
- xvii. Distribution of CCA and ESE will be as given below

Credit	CCA	ESE
5	35	90
4	30	70
3	25	50
2	15	35

- xviii. **Duration of Examination:**
 Questions shall be set as per the defined Outcome. The question setter should ensure that there will be Time and Mode (T & M) flexibility for all External Examinations. BoS can recommend the T & M from the following list, considering a half-hour evaluation for the 1-credit course, except when the evaluation mode consists entirely of multiple-choice questions.

Mode	Time (in Hours)	
	Minimum	Maximum
Written Examination	1	2
MCQ	0.75	1.5
Open Book	1	2
Any other Mode	1	2

17. Practical Examination

- i. The end semester practical examination will be conducted and evaluated by the institution.
- ii. There shall be a CCA of practical courses conducted by the course faculty/course coordinator.
- iii. The scheme of evaluation of practical courses will be as given below:

Components for the Evaluation of Practical Courses	Weightage
CCA of practical/practicum.	30%
ESE conducted under the supervision of the internal examiner	70%

- iv. For grievance redressal purposes, the university shall have the right to call for all records of CCA.
- v. **Duration of Examination:** The BoS can suggest appropriate Time and Mode (T &M) for practical examinations.

18. Evaluation of Project/ Dissertation

The evaluation of project work shall be CCA with 30% and ESE 70%. The scheme of evaluation of the Project is given below:

Project type	Maximum Marks	CCA	ESE
Research Project of Honours with Research (20 credits)	300	90	210
Project of Honours (8 credits)	100	30	70

19. Evaluation of Internship

The evaluation of the internship shall be done by a committee constituted by the Department Council. The scheme of CCA and ESE is given below:

Components of Evaluation of Internship	Weightage	Marks for Internship 4 Credits/ 100 Marks
CCA	30%	30
ESE	70%	70

The department council may decide on any mode for the completion of the Internship. If in case evaluation is not specified in any of the selected internship programmes, the institution can adopt a proper evaluation method as per the weightage specified in the table above.

20. Letter Grades and Grade Points

A Mark system is followed for evaluating each question. For each course in the semester, letter grade and grade point are introduced in a 10-point indirect grading system as per the guidelines given below,

- i. The Semester Grade Point Average (SGPA) is computed from the grades as a measure of the student's performance in a given semester. The SGPA is based on the grades of the current term, while the Cumulative Grade Point Average (CGPA) is based on the grades in all courses taken after joining the programme of study.
- ii. The passing percentage of marks is 40% for the cumulative score of ESE and CCA, with a minimum of 35% required for ESE.
- iii. Cumulative percentage of CCA and ESE shall be rounded off to the nearest highest integer.
- iv. The mapping of marks to grades shall be done as per the following table. Based on the marks obtained, the grade point will be mentioned in the student's grade cards.

Grade Point	Range of Percentage of marks (Both CCA &ESE Marks put together)	Letter Grade	Class
10	91-100	A+ (Excellent)	First Class with Distinction
9	81-90	A (Very Good)	
8	71-80	B+ (Good)	

7	61-70	B (Above Average)	First Class
6	51-60	C+ (Average)	Second Class
5	46-50	C (Satisfactory)	Third Class
4	40-45	D (Pass)	
0	< 40 cumulative score of ESE and CCA or < 35 for ESE	F (Fail)	Fail
0		Ab(Absent)	Fail
		Students have to acquire minimum 75% of attendance for a course to make them eligible to appear for End Semester Assessment of that particular course	

- v. When students take audit courses, they may be given Pass (P) or Fail (F) without any credits.
- vi. If a course evaluation consists of both theory and practical components, the minimum pass criteria for each component must be met separately.
- vii. The marks for CCA components and ESE shall be rounded to two decimal places.

21. Computation of SGPA and CGPA

The following method is recommended to compute the Semester Grade Point Average (SGPA) and Cumulative Grade Point Average (CGPA):

- i. The SGPA is the ratio of the sum of the product of the number of credits with the grade points scored by a student in all the courses taken by a student and the sum of the number of credits of all the courses undergone by a student in the semester, i.e.

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

Where S_i is the SGPA in the i^{th} semester, 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.

$$SGPA = \frac{\text{Sum of the credit points of all the courses in a semester}}{\text{Total credits in that semester}}$$

- ii. The CGPA is also calculated in the same manner considering all the courses undergone by a student over all the semesters of a programme, i.e.

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

Where S_i is the SGPA in the i^{th} semester, C_i is the total number of credits in the i^{th} semester.

$$\text{CGPA} = \frac{\text{Sum of the credit points of all the course in six or eight semesters}}{\text{total credits in six (133) or eight (177) semesters}}$$

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

22. Proposed Options for Higher Studies for the Students of MGU-BCA (Honours)

The following higher studies options at the level of post-graduation/research was described by UGC in the national higher education qualification frame work;

- i. The two-year master programme will continue (with an option of having the second year devoted entirely to research) for those who have completed a 3-year BCA programme under the MGU-BCA regulations.
- ii. For students who have completed a 4-year honours degree could complete their master programme within one year by acquiring the required credits as per the Post Graduate curriculum frame work requirement.
- iii. For enrolling in a PhD programme the candidate should have acquired a master degree or a 4-year honours degree with research.

23. Power to Remove Difficulties

If any difficulty arises in giving effect to the provisions of these Regulations, the Vice Chancellor may by order make such provisions not inconsistent with the Act, Statutes, Ordinances or other Regulations, which appears to him to be necessary or expedient for removing the difficulty. Every order made under this rule shall be subject to ratification by the appropriate university authorities.

24. Modifications to the Regulations.

Notwithstanding anything contained in these Regulations, any amendments or modifications issued or notified by the UGC/AICTE or the State Government, from time to time, shall be deemed to have been incorporated into these regulations and shall constitute an integral part thereof.



Appendix -1

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GUIDELINES FOR CONDUCTION STUDENT INDUCTION PROGRAM FOR BBA AND BCA

There will be a mandatory 3-week long induction program for the UG students entering the institution right at the start. Students are to be graded by giving satisfactory (S) or unsatisfactory (X) grades at the completion of this mandatory non-credit activity. Normal classes start only after the induction program is over.

1.1 PURPOSE OF THE STUDENT INDUCTION PROGRAM

The purpose of the Induction Program is to help new students adjust and feel comfortable in their new environment, inculcate in them the ethos and culture of the institution, help them build bonds with other students and faculty members, and expose them to a sense of larger purpose and self-exploration.

The term induction generally describes the process whereby the incumbents adjust to or acclimatise to their new roles and environment. In other words, it is a well-planned event to educate the new entrants about the environment in a particular institution and connect them with the people in it.

The Student Induction Program engages with new students as soon as they arrive at the institution; regular classes start only after that. At the start of the induction, the incumbents learn about the institutional policies, processes, practices, culture, and values, and their mentor groups are formed. Then, the different activities start.

The time during the Induction Program is also used to rectify some critical lacunas, such as English, maths, and accountancy, for students who have deficiency in them. These are included under Proficiency Modules.

Thus, the SIP will help students to:

- Become familiar with the ethos and culture of the institution (based on institutional culture and practices)
- Set a healthy daily routine, create bonding in batch as well as between faculty members and students
- Get an exposure to a holistic vision of life, develop awareness, sensitivity and understanding of the Self---family---Society---Nation---International--- Entire Nature
- Facilitate them in creating new bonds with peers and seniors who accompany them through their college life and beyond

- Overcome weaknesses in some essential professional skills – only for those who need it (e.g. Mathematics, Language proficiency modules)

Here is a list of activities to be conducted during the program:

- Physical Activity
- Creative Arts and Culture
- Mentoring & Universal Human Values
- Familiarization with College, Dept./Branch
- Literary Activity
- Proficiency Modules
- Lectures & Workshops by Eminent People
- Visits in Local Area
- Extra-curricular activities in College
- Feedback and Report on the Program

1.2 FORMATION OF SIP and UHV CELL

Every institution/college is expected to conduct the 3-week SIP under the guidance of the Director/Principal/Dean of the institute. For this, the institution is expected to make an SIP Cell. The SIP Cell (or Induction Unit) will be managed by faculty members with the help of student volunteers. Five to seven faculty members will be members, including the head of the institution and the department. This Cell will be responsible for planning, organising, coordinating, and reporting the annual Student Induction Program with the help of other faculty members and student volunteers.

A UHV Cell is also expected to be set up at each college and University. The members of the cell will work to incorporate human values in every aspect of education at the institute/college and student monitoring sessions. The cell should consist of a UHV Convener / Coordinator, Head of the department, and certified UHP trainers/ mentors (1 for every 20 new students) under the chairmanship of the principal. Only certified faculty members are eligible to teach the UHV courses. Each AICTE-approved college is expected to prepare a minimum number of faculty to mentor students and to teach UHV.

1.3 PREPARING FOR THE CONDUCT OF THE PROGRAM

Induction is a well-planned process of introducing new students to higher education, the institution, etc. Before it is conducted, it is essential to plan all the activities in advance. The following preparations are recommended:

1. Ensure full support from the head of the institution and top management.
2. Joint meeting of all the partners involved (see below), in getting their participation in the process of education.
3. At the institutional level, constitute an Induction Committee, chaired by the Director/Principal and convened by the Dean/Vice Principal, which will prepare a detailed plan of the induction programme in consultation with the head of the departments of AICTE approved programmes, facilitate the conduct, monitor and coordinate the whole induction programme. In the case of institutes with a single AICTE programme, the SIP cell and the Induction Committee may be one and the same.
4. A hyperlink on the Student Induction of new students is to be created on the institution's website, which will contain information about the induction, a detailed schedule, provision for daily reporting, feedback, etc.
5. New students be informed that the Induction is a mandatory non-credit course for which a certificate will be issued by the institution.
6. Ensure compulsory participation by the involved teachers and other partners.
7. Detailed scheduling of the activities based on the nature, size and location of the institution.
8. Preparing induction policy and charter for students stating their responsibilities.
9. Conducting a half-day workshop for partners on how to conduct student induction.
10. Appoint UHV cum Mentor Coordinator before the Induction Program begins. This faculty will be in charge of the Mentoring and Universal Human Values activity of the Program for the entire college (in case of more than one programme is running under AICTE in an institute). His/her responsibility is to form mentor groups, ensure the smooth running of the universal human values group discussions, and hold meetings with mentors periodically.
11. In case institutes with more than one programme under AICTE, appoint a departmental nodal mentor in each department. The Department nodal mentors will play a crucial role in assisting the overall UHV Mentor Coordinator.

12. Training program for faculty to be conducted on how to mentor students based on universal human values and imparting holistic education and a larger vision of life. Only those faculty members are to be mentors and are to conduct the group discussions in universal human values, who have received a certificate after going through a 3-day followed by a 7-day Faculty Development Program for Student Induction, approved by AICTE. AICTE offers free online and offline FDPs for this purpose. Provide them duty leave to attend full-time. The FDP is full time 9:30 AM to 5:00 PM, with daily assignments

Link for registration: <https://fdp-si.aicte-india.org/verifiedProgramDetailsList.php>

<https://www.risekrishnasaiprakasam.edu.in/wp-content/uploads/2022/06/Information-on-UHV-FDPs-Online-from-AICTE-Reg.pdf>

Partners in Induction:

- Head of the institution
- Important functionaries
- Faculty mentors
- Student council/association
- Selected senior students (student guides)
- Selected alumni
- Civil society
- Invited distinguished people

1.4 DAILY ACTIVITY

The following are the activities under the induction program in which the student would be fully engaged throughout the day for the entire duration of the program.

1.4.1 Physical Activity

This would involve a daily physical activity routine with games, sports, and yoga. These would help develop teamwork besides health. Fitness sessions, yoga classes, lecture(s) on facing the world with sportsman spirit, making young students aware that there is nothing like being a failure in the world. The world gives opportunities to all. The physical activity should start from Day 3 onwards as a daily activity, wherein the student learns and plays his assigned activity during the induction program. Yoga session about life, meditation, etc. by Ramakrishna Mission, Art of Living, Vivekanand Kendras, S-VYASA, SAHAJA YOGA etc. may be organized. Workshops which rejuvenate or bring relief to students would also be welcome, such as, Art of Living workshops.

Fitness test and yoga test to be conducted during the last two days. Students are to be given satisfactory (S) or unsatisfactory (X) grades on the non-credit activity.

1.4.2 Creative Arts

The students are to be divided into groups during the first week of the program itself. Art forms, such as vocal music, instrumental music, folk music, painting, sketching, dance, group dance, clay modelling, pottery, dramatics, etc. may be practised or taught. Qualified instructors for arts may be hired on a contract basis and be paid an honorarium as per the norms of the institute.

The creative skills of the groups are to be assessed based on cultural activities presented at the closing ceremony. Students are to be given satisfactory (S) or unsatisfactory (X) grades on the non-credit activity.

1.4.3 Mentoring and Universal Human Values

The SIP should include daily UHV classes/ discussions as per guidelines given by AICTE. Mentoring sessions should also be part of daily activities. The mentoring and Universal Human Values component helps to develop awareness and sensitivity, feeling of equality, compassion and oneness, draw attention to society and nature, and character to follow through. It makes students reflect on their relationships with their families and extended family in the college. Besides drawing the attention of the student to larger issues of life, it would build relationships between teachers and students which last for their entire 4-year stay and possibly beyond.

For the UHV classes, the teachers must come from all the departments rather than only one department. Methodology of teaching this content is extremely important. It must not be through do's and don'ts, but by getting the students to explore and think by engaging them in a dialogue. It is best taught through group discussions and real-life activities rather than lecturing. Discussions would be conducted in small groups of about 5-10 students. Universal Human Values discussions could even continue for rest of the semester as a normal course, and not stop with the induction program.

It is most important that the faculty members/teachers are well-equipped and prepared to conduct the SIP. AICTE formed the National Coordination Committee for Student Induction (NCC-IP) to ensure the implementation of SIP and, in particular, prepare the faculty. It offers various faculty development programs (FDPs) with support from AICTE HQ and Regional Offices. Every institution is expected to prepare mentors/ UHV facilitators in a ratio of 1:20 (1 faculty mentor per 20 newly admitted students). Only certified UHV Faculty are expected to teach UHV. The core of SIP is the UHV modules. The AICTE guidelines are to be followed while crafting the materials for UHV classes.

Refer <https://fdp-si.aicte-india.org/SIPTeachMaterialM1.php>

Watch online: https://www.youtube.com/watch?v=OgdNx0X923I&list=PLYwzG2fd7hzer-n_sVjmtFnuSs_Mph4Bi

1.4.5 Other Activities

✓ ***Familiarization with College, Department, Facilities and Clubs***

This includes introducing new students to various aspects of the college environment, understanding the college and its history, ethos, and values, getting to know their specific academic department, meeting faculty members, and learning about department resources. They will become acquainted with the college facilities, including the computer labs, library and other amenities. The dos and don'ts of utilising the facilities should be explained. The

Principal, Head of the department and other associated faculty should address the new students right on Day 2 or so.

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Students should also be given an opportunity to get introduced to the various clubs, NCC, NSS, etc, functioning in the college, learning how to join and the benefits of participation. Presentations by the club's members/ faculty can be arranged to introduce the students to their yesteryear performance and activities.

Students should be given the opportunity to interact with Alumni members and senior students of the department for insight and inspiration.

✓ **Literary Activity**

Any language faculty member interested in literary activity should be assigned for organizing the activity. A list of books which are interesting and educational should be prepared beforehand. Books in Indian languages must be included and even given priority. Students are losing connection with languages in general and their own language, in particular. Students should be assigned a book or other smaller reading material. They should be asked to read and write a critical summary. They should present their summary in front of their group.

A literary group may consist of around 5-10 students. Similarly, debating and public speaking activity could also be undertaken. If the college can arrange for a drama workshop where a group of students learn and enact a play it would be very good. Not all the incoming students would do this, but those who wish may be provided the opportunity. Help may be taken from senior students engaged in such extra curricular activities in the college.

✓ **Proficiency Modules**

A diagnostic test should on be conducted for English, Maths and Accountancy on Day 2 and 3 itself. Before the test, the students should be informed that the test would not affect their grades, branch change, or any aspect of their admission, placement, study, etc. Purpose of the test is to provide help to those students who need help in these courses.

Students having more than 80% marks in their high school or plus 2 in the respective subjects need not take the diagnostic test. For those below this cutoff, writing the test is mandatory. Students with weak performance on the test must attend a non-credit course or bridge course in their respective areas. Their attending the course is mandatory. A one-hour class should be conducted everyday. As the time slot would have to be found during the daytime, the students doing the course would miss some of the afternoon activities. (If it is possible to conduct the course in the evening, then the students would not miss the activities during the induction program. Option may be explored.)

✓ **Lectures & Workshops by Eminent People**

Eminent people from all walks of life may be invited to deliver lectures, namely, from industry, academia, social science (authors, historians), social work, civil society, alumni, etc., to be

identified and invited to come and address the new students. 3 to 5 lectures may be organised during the induction program, say, about one lecture a week. Local resource persons may be contacted for such purposes. Suitable slots in may be found for the lectures and workshops as per resource person convenience

✓ **Visits in Local Area**

Visit to a local heritage site or a local landmark should be organised. It exposes the student to the heritage or history of the place. One should try to make the trip educational and have guides who explain the history behind the place. If there is no such place nearby, alternatively, a trip to a local place of natural beauty may be organised. Another purpose such a visit serves is bonding among themselves and also with student guides and faculty mentors if they go with them. It is like going on a picnic. Necessary arrangements would have to be made for arranging buses, guides, food, etc. Besides the above, a visit may also be organised to a village, an orphanage, etc. The purpose of such a visit would be social awareness. Such a visit should be planned later on, possibly in the third week of the Induction Program.

✓ **Feedback and Report on the Program**

A final formal feedback at the end of the program should be collected from students by their filling a form in writing or online. Besides the above, each group should write a report on the Induction Program towards the end of the Program. Thus, there would be as many written reports as there are groups. They would also have to make a presentation of their report. They should be encouraged to use slides while making a presentation. Presentation of the report should be made in the language they are comfortable with, without any insistence that it should be in English. It is more important that they feel comfortable and confident. This would also serve as a grand closure to the program.

Some Important Points

The Student Induction Program is a mandatory non-credit program in the AICTE Model Curriculum 2018. It is the responsibility of the institute head and management to ensure the proper conduct of the SIP as per the AICTE norms and guidelines. Colleges have to ensure that students have completed the program satisfactorily. Attendance should be taken. For the creative arts and universal human values components, a test should be conducted to

determine that the students were able to gain from these activities. For physical education also, assessment should be done during the last few slots. For the other activities, attendance would serve to ensure participation. No fee should be collected from the student for the overall program or any component of the program. The expenses in running the program would have to be borne by the College.



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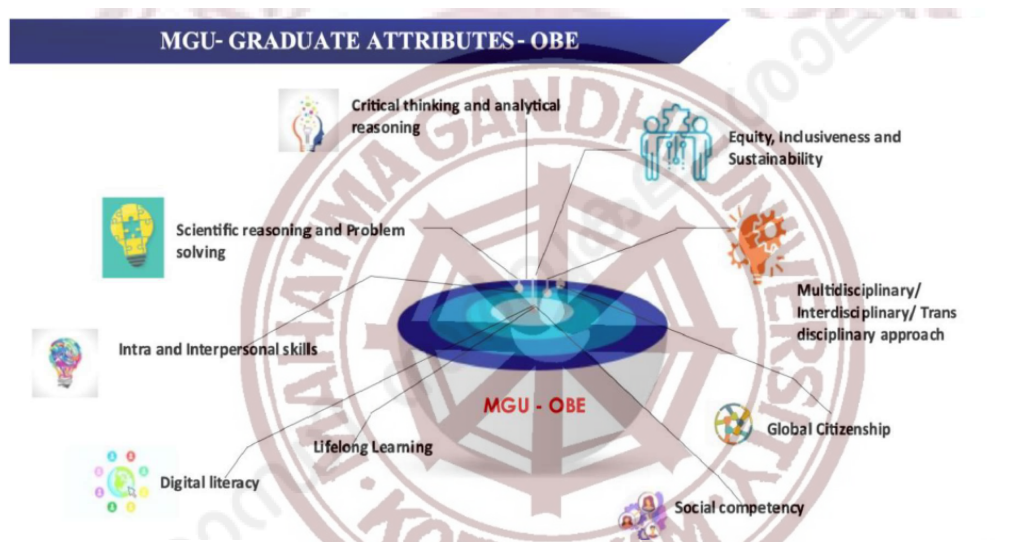


Appendix -2

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Graduate Attributes (GAs) of Mahatma Gandhi University

The fundamental premise underlying the learning outcomes-based approach to curriculum planning and development is that higher education qualifications are awarded on the basis of demonstrated achievement of outcomes (expressed in terms of knowledge, understanding, skills, attitudes and values) and academic standards expected. The expected learning outcomes are used as reference points that would help formulate graduate attributes, qualification descriptors, programme outcomes and course outcomes which in turn will help in curriculum planning and development, and in the design, delivery and review of academic programmes. The graduate attributes of Mahatma Gandhi University are



GA 1: Critical thinking and analytical reasoning

Capability to analyse and evaluate evidence, arguments, claims, beliefs on the basis of empirical evidence; identify relevant assumptions or implications; formulate coherent arguments; critically evaluate practices, policies and theories to develop knowledge and understanding; critical sensibility to lived experiences, with self awareness and reflexivity of both self and society.

GA 2: Scientific reasoning and problem solving

Ability to analyse, interpret and draw conclusions from quantitative/qualitative data; and critically evaluate ideas, evidence and experiences from an open-minded and reasoned perspective; capacity to extrapolate from what one has learned and apply their competencies to solve different kinds of non-familiar problems, rather than replicate curriculum content knowledge; and apply one's learning to real life situations.

GA 3: Multidisciplinary/interdisciplinary/transdisciplinary approach

Acquire interdisciplinary /multidisciplinary/transdisciplinary knowledge base as a consequence of the learning they engage with their programme of study; develop a collaborative-multidisciplinary/interdisciplinary/transdisciplinary- approach for formulate constructive arguments and rational analysis for achieving common goals and objectives.

GA 4: Intra and interpersonal skills

Ability to work effectively and respectfully with diverse teams; facilitate cooperative or coordinated effort on the part of a group, and act together as a group or a team in the interests of a common cause and work efficiently as a member of a team; lead the team to guide people to the right destination, in a smooth and efficient way.

GA 5: Digital literacy

Capability to use ICT in a variety of learning situations, demonstrate ability to access, evaluate, and use a variety of relevant information sources; and use appropriate software for analysis of data.

GA 6: Global citizenship

Possess knowledge of the values and beliefs of multiple cultures and a global perspective; and capability to effectively engage in a multicultural society and interact respectfully with diverse groups.

GA 7: Social competency

Ability to contemplate of the impact of research findings on conventional practices, and a clear understanding of responsibility towards societal needs and reaching the targets for attaining inclusive and sustainable development.

GA 8: Equity, inclusiveness and sustainability

Appreciate equity, inclusiveness and sustainability and diversity; acquire ethical and moral reasoning and values of unity, secularism and national integration to enable to act as dignified citizens; able to understand and appreciate diversity (caste, ethnicity, gender and marginalization), managing diversity and use of an inclusive approach to the extent possible.

GA 9: Lifelong learning

Ability to acquire knowledge and skills, including “learning how to learn”, that are necessary for participating in learning activities throughout life, through self-paced and self-directed learning aimed at personal development, meeting economic, social and cultural objectives, and adapting to changing trades and demands of work place through knowledge/skill development/reskilling.

Programme Outcomes (POs)

PO 1: Critical thinking and analytical reasoning

Capability to analyse and evaluate evidence, arguments, claims, beliefs on the basis of empirical evidence; identify relevant assumptions or implications; formulate coherent arguments; critically evaluate practices, policies and theories to develop knowledge and understanding; critical sensibility to lived experiences, with self awareness and reflexivity of both self and society.

PO 2: Scientific reasoning and problem solving

Ability to analyse, interpret and draw conclusions from quantitative/qualitative data; and critically evaluate ideas, evidence and experiences from an open-minded and reasoned perspective; capacity to extrapolate from what one has learned and apply their competencies to solve different kinds of non-familiar problems, rather than replicate curriculum content knowledge; and apply one’s learning to real life situations.

PO 3: Multidisciplinary/interdisciplinary/transdisciplinary approach

Acquire interdisciplinary /multidisciplinary/transdisciplinary knowledge base as a consequence of the learning they engage with their programme of study; develop a collaborative-multidisciplinary/interdisciplinary/transdisciplinary- approach for formulate constructive arguments and rational analysis for achieving common goals and objectives.

PO 4: Communication skills

Ability to express thoughts and ideas effectively in writing and orally; Communicate with others using appropriate media; confidently share one’s views and express herself/himself; demonstrate the ability to listen carefully, read and write analytically, and present complex information in a clear and concise manner to different groups.

PO 5: Leadership skills

Ability to work effectively and lead respectfully with diverse teams; setting direction, formulating an inspiring vision, building a team who can help achieve the vision, motivating and inspiring team members to engage with that vision, and using management skills to guide people to the right destination, in a smooth and efficient way.

PO 6: Social consciousness and responsibility

Ability to contemplate of the impact of research findings on conventional practices, and a clear understanding of responsibility towards societal needs and reaching the targets for attaining inclusive and sustainable development.

PO 7: Equity, inclusiveness and sustainability

Appreciate equity, inclusiveness and sustainability and diversity; acquire ethical and moral reasoning and values of unity, secularism and national integration to enable to act as dignified citizens; able to understand and appreciate diversity (caste, ethnicity, gender and marginalization), managing diversity and use of an inclusive approach to the extent possible.

PO 8: Moral and ethical reasoning

Ability to embrace moral/ethical values in conducting one's life, formulate a position/argument about an ethical issue from multiple perspectives, and use ethical practices in all work. Capable of demonstrating the ability to identify ethical issues related to one's work, avoid unethical behavior.

PO 9: Networking and collaboration

Acquire skills to be able to collaborate and network with educational institutions, research organisations and industrial units in India and abroad.

PO 10: Lifelong learning

Ability to acquire knowledge and skills, including "learning how to learn", that are necessary for participating in learning activities throughout life, through self-paced and self-directed learning aimed at personal development, meeting economic, social and cultural objectives, and adapting to changing trades and demands of work place through knowledge/skill development/reskilling.




**MGU-BCA (HONOURS)
REGULATIONS, 2024**



Appendix: 3

**MGU-BCA (HONOURS)
REGULATIONS, 2024**

		<h1>Mahatma Gandhi University</h1> <h2>Kottayam</h2>			
Programme	Bachelor in Computer Applications(Honours)				
Course Name					
Type of Course	CC/MDE/AEC/SEC/VAC/DSE/OE				
Course Code	To be prepared by the University				
Course Summary					
Semester	Credits				Total Hours
Course Details	Learning Approach	Lecture	Tutorial	Practical	
Pre-requisites, if any					

COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains *	PO No
1			
2			
3			
4			
5			
6			
7			
8			

**Remember (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap)*

CO-PO ARTICULATION MATRIX



CO/PO	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10
CO 1										
CO 2										
CO 3										
CO 4										
CO 5										
CO 6										
CO 7										
CO 8										

'0' is No Correlation, '1' is Slight Correlation (Low level), '2' is Moderate Correlation (Medium level) and '3' is Substantial Correlation (High level).

COURSE CONTENT

Content for Classroom transactions (Units)

Module	Units	Course description	Hrs	CO No.
1	1.1			
	1.2			
	1.3			
2	2.1			
	2.2			
	2.3			

Teaching and Learning Approach	Classroom Procedure (Mode of transaction)
Assessment Types	MODE OF ASSESSMENT A. Continuous Comprehensive Assessment (CCA) 
	B. End Semester Evaluation (ESE)  MGU-BCA (HONOURS) REGULATIONS, 2024

References

1. (following any standard reference format like APA, MLA, Chicago....)

SUGGESTED READINGS