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KISHKINDA UNIVERSITY
BALLARI

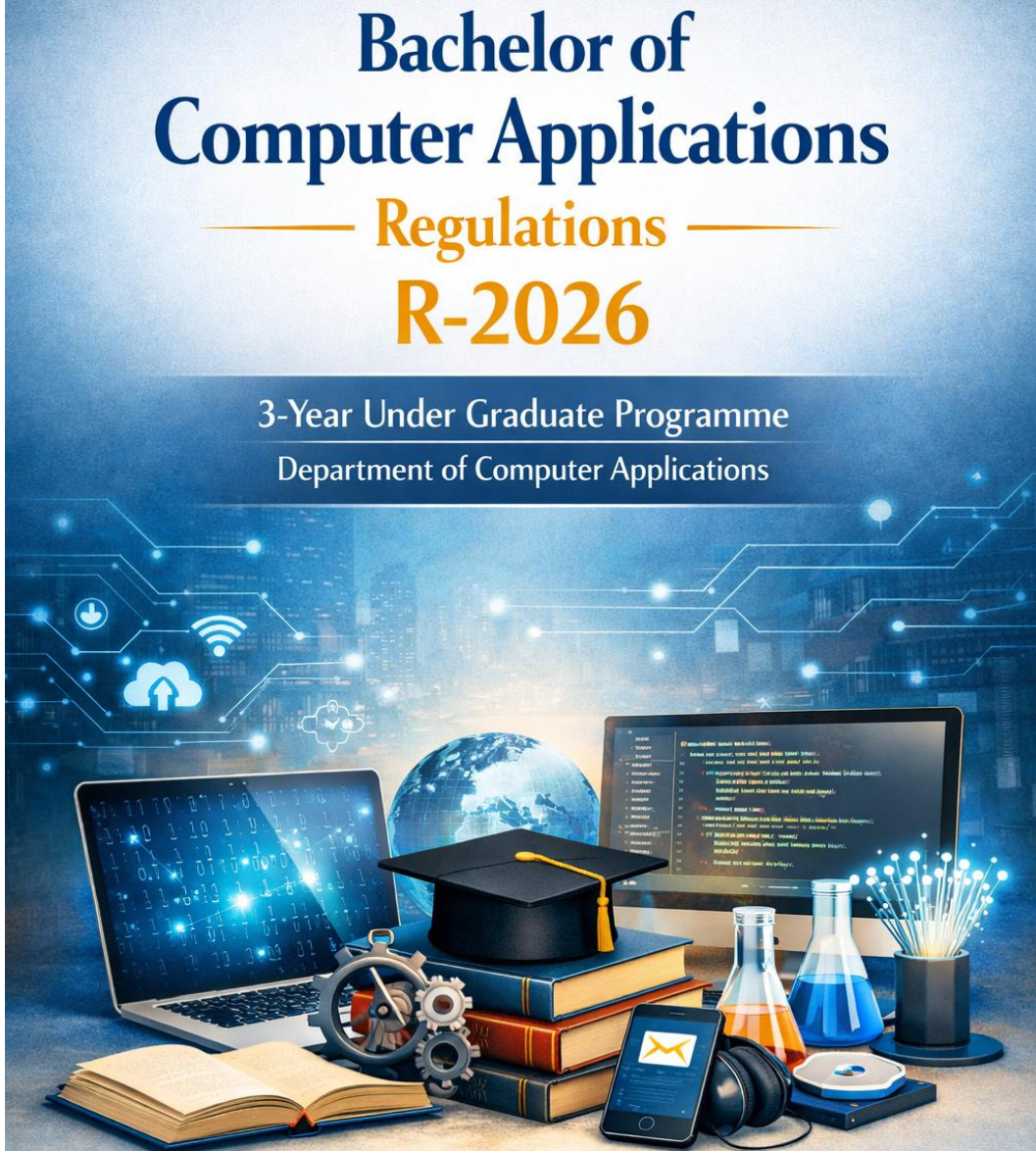
Bachelor of Computer Applications

Regulations

R-2026

3-Year Under Graduate Programme

Department of Computer Applications



Version 1.0



T.E.H.R.D. Trust®

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**Kishkinda University
Ballari**

**Approved by Karnataka Act 20 of 2023, Government of Karnataka dated: 05/08/2023
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BCA Regulations R-2026

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

For and on behalf of the Board of Management

Prof. T.N. Nagabhushana
Vice Chancellor

Executive Abstract

The Academic Regulations 2026(R-2026), Curriculum, and Course Structure of Kishkinda University State Private University are designed in alignment with NEP-2020, emphasizing continuous learning, continuous assessment, and competency-based education. This regulation built upon the experiences gained from the implementation of previous regulations and incorporate refinements in curriculum, pedagogy and assessment tools, resulting in a more mature, robust and adaptive educational framework

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

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

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

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

Salient Features of the Regulation:

- Multidisciplinary
- Continuous learning and continuous assessment
- T-Shaped Learning Philosophy
- Pre-Semester Initiative
- Value Addition
- Honors / Minor
- Sabbatical Semester Drop option to pursue innovation, incubation, entrepreneurial and advanced exploratory activities and subsequent re-entry
 - Credit earning by credit transfer

Table of Contents

Sl.No	Particulars		Page Numbers
	Executive Abstract		3
1	Introduction		8
	1.1	Definition	8-9
	1.2	Academic Administration	10
	1.3	Programme Duration	
	1.4	Courses and Credits	
	1.4.1	Content Delivery of a Course	
	1.5	BCA Degree	11-12
	1.5.1	BCA with Honours Specialization: XX	
	1.5.2	BCA with Minor Specialization: XXX	
	1.6	Composition of an Academic Year	
	1.7	Semester-wise Provisions	12-13
	1.8	Pre-Semester Programme	
2	Curriculum		
	2.1	Distribution of credits	13
	2.2	Organization of course contents	
	2.3	Pre-requisite Knowledge	
3	National Credit Framework / Choice Based Credit System		
	3.1	Core Courses (CC)	14
	3.1.1	Basic Sciences and Humanities	
	3.1.2	Basic Engineering	
	3.2	Electives	15
	3.3	Ability Enhancement Courses (AEC)	
	3.3.1	Department Electives	15-16
	3.3.2	Open Electives	
	3.4	Multi-Disciplinary Elective Courses (MDE)	16
	3.5	Value Added Courses (VAC)	
	3.6	Skill Enhancement Courses (SEC)	
	3.7	Project/Internship	16-17

Sl.No	Particulars			Page Numbers
	3.8	Binary Graded Courses		
		3.8.1	Orientation session	17
		3.8.2	Physical Fitness	
		3.8.3	Life Skills	
		3.8.4	Constitution of India	18
		3.8.5	Self-empowerment & Gender Sensitization	
		3.8.6	Universal Human Values	
		3.8.7	Indian Knowledge Systems	
		3.8.8	Indian Culture & Heritage	
		3.8.9	Gerontology	
		3.8.10	Fix-It Yourself: Home Electronics and Appliance Repair	19
		3.8.11	Stories of Indian Independence	
		3.8.12	Participation in NCC/NSS/SAC/E-Cell/Student Mentoring/Social Activities	
4	Attendance			20
5	Assessment			
	5.1	Marks Distribution		20-21
	5.2	Qualifying Criteria		21-22
	5.3	L-based courses integrated with P/T		22
		5.3.1	Formative Assessment - FA-1: Group-wise	22-24
			5.3.1.1 Distribution of Marks	24
			5.3.1.2 Implementation During Transactions Hours	25
			5.3.1.3 FA-2 Regularity	
			5.3.1.4 Eligibility Criteria	
			5.3.1.5 Timeline for Assessment – FA-1	25-26
			5.3.1.6 Summary	
			5.3.1.7 Question Paper Format, Results and Grading	27
		a)	Question Paper Format	
		b)	Quality and Structure of Questions	
		c)	Distribution of Marks Within a Question	

			d)	Outcome of the Question paper format	28	
			e)	Computation of Final Results		
			f)	Component-wise Evaluation		
			g)	Normalization of Formative Assessment Marks	28-29	
			h)	Scaling Approach	29	
			i)	Final Score Computation	29-30	
			5.3.2.	Summative Assessment & Final Evaluation Guidelines	30	
			5.3.2.1	Final Result Criteria and Grading		
			5.3.2.2	Grading System (Bilateral Relative Grading)	31	
			5.3.2.3	Summative Assessment Question Paper Pattern		
						5.3.2.4
	5.4	P-based Courses			32	
		5.4.1	Formative Assessment for Practical Course.		32-33	
		5.4.2	Summative Assessment for Practical Course.		33	
	5.5	Assessment and Grading MOOCs-based Electives				
	5.6	Inter-Departmental Project/Field Project/Societal-Centric Projects			34	
		5.6.1	Formative Assessment			
		5.6.2	Summative Assessment			
	5.7	Major Project			35	
		5.7.1	Formative Assessment		35-36	
		5.7.2	Summative Assessment		36	
	5.8	Binary Graded Courses				
		5.8.1	Formative Assessment		36-37	
	5.9	Pre-Semester Courses			37	
	6	Semester-End Assessment Activities				37-38
	7	Grading Policy				38

8	Supplementary Examinations	38-39
9	Grade Point Average	39
	9.1 SGPA	
	9.2 CGPA	
10	Award of Class	40
11	Award of Degree	40-41
12	Interpretation of Rules	41
	Annexure-1 Supplement Regulation for Pursuing BCA with Honours Specialization	42
	Annexure-2 Minor Degree through Swayam	43-45

1. Introduction

This document contains the academic regulations, scheme of assessments, curriculum, detailed syllabi, course contents with text/reference books recommended, course outcomes, skills expected to be acquired and the projects/assignments that are to be performed for each course for the conduct of the 3-year BCA Degree programme under Kishkinda University.

1.1. Definition

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

- **"Degree"** shall refer to the BCA Degree Programme.
- **"Course"** shall refer to such Course(s) for which a student shall earn Credits after due assessment as per the laid provisions. Project is also treated as a Course.
- **"Academic activities"** shall refer to the activities like Lecture-L (Physical Learning Session), Transactions (Tutorial)-T (Participatory discussion / Self-Study / Desk Work / Quiz / Seminar Presentation, etc.) and Practical/Practice Sessions-P (includes Hands-on Experience / Lab experiments / Field Studies / Case Studies etc.).
- **"Credit"** refers to a unit of measurement assigned to courses based on weekly instructional hours. Typically, one credit corresponds to one hour of lecture (L) or two hours of transaction (T)/practices (P) sessions per week.
- **"Continuous Assessment"** shall refer to the assessment of the student spread over the entire semester on the various constituent components of the prescribed course.
- **"Semester"** shall refer to a period covering the two assessment periods viz Formative and Summative Assessment period. A semester would generally be spread over twenty weeks.
- **"Pre-Semester"** refers to a short 6–8-week programme held before the first-year first semester. It primarily focuses on improving student's proficiency in English, Mathematics and IT Tools to help them reach the desired academic level.
- **"Course Drop"** shall refer to a student having to undertake a 'Repeat (R)' of the Course(s) not being able to complete the Credit requirements of the Course(s) under the conditions stipulated in the regulation.
- **"Supplementary Examinations"** shall refer to the examination(s) conducted to allow the student to appear in the un-cleared / incomplete (I) Semester-End summative assessment component.
- **"Blank Semester"** shall refer to a Semester in which a student either does not register for any course OR chooses to DROP all courses OR is compelled to DROP all the courses.
- **"Semester Drop"** shall refer to availing a blank semester. However, if drop is availed to pursue a creative extension activity, then it is defined as semester sabbatical.

- **"Spill Over Semester"** shall refer to the additional semester(s) beyond the completion of prescribed normal semesters.
- **"FET - Faculty of Engineering and Technology Section"** headed by Dean shall look into the Academics, Assessment and Awards.
- **"Attendance"** refers to the physical personal presence in an academic activity session.
- **"Summer Semester"** refers to a Semester that is scheduled to be held during the intervening period of Even and Odd Semester (i.e. Summer Vacation period).
- **"Themes"** refer to the courses offered in a particular stream other than offered by the regular departments, for example Sports, NCC, Entrepreneurship, NSS, Yoga, Fitness, Mental health and wellbeing, Universal human values, Social connect & responsibility, AVGC (Animation, Visual Effects, Gaming, and Comics), Media & Arts, (Film, music, television, performing arts, and visual arts), Design (Fashion, graphic design, architecture, and advertising), Digital Content (Social media content creation, apps, software development, and robotics), Heritage, (Arts and crafts, museums, festivals, and cultural tourism), etc.
- **"Program"** refers to a division of institute dealing with a specific area of discipline / study.
- **"Chair persons"** refers to the Head of the respective Department, where the student is enrolled for his / her Branch of Study.
- **"Center"** refers to a structured unit within the school / department established with the purpose to carry out advanced research.
- **"Grade Point"** refers to the quantification of the performance of a candidate in a particular course as defined herein.
- **"SGPA"** refers to the Semester Grade Point Average and is calculated as detailed in the regulations subsequently.
- **"CGPA"** refers to the Cumulative Grade Point Average and is calculated as detailed in the regulations subsequently.
- **"Division"** refers to the Division awarded to the student as per the mechanism detailed in the regulations subsequently.
- **"Internship"** refers to onsite Practical Training offered by reputed companies/Institutions, in India or abroad. To be undertaken with (or seeking) prior approval of the respective Chairpersons.
- **"Project"** refers to a course executed by a candidate on a specific research problem/product or process development.
- **"Credit equivalence and credit transfer committee"** refers to the committee designated to look into for credit equivalence and credit transfer.

1.2. Academic Administration

The academic programmes of Kishkinda University are governed by the rules and regulations approved by the Academic Council from time to time. The curriculum and the course contents of all the programmes are discussed by the respective Board of Studies (BoS), analyzed and recommended for implementation. The Academic Council, being the highest statutory body, chaired by the Vice-Chancellor, meets four times a year and approves all important academic matters. The intended revision R-2026 was accepted and recommended by the Academic Council.

1.3. Programme Duration

For the BCA programme, the regular courses including theory and practical are offered over a period of three years in six semesters. The normal duration to complete the BCA Programme is three years. However, in alignment with NEP-2020 and UGC provisions, a student can avail the benefit of a spill-over period of 3 years, allowing a maximum duration of six years to complete the BCA programme at a slower pace if candidate desires. Candidates failing to complete the requirements within this period will be considered for an honorable exit, as applicable.

1.4. Courses and Credits

The term course is used in a broader sense to refer to theory subjects, computing practices, socially relevant projects using design thinking, major projects etc. For a course offered in a semester, one hour of lecture (L) instructions carried out in a week is considered equivalent to one credit, whereas two hours of practical (P) sessions done in a week are considered equivalent to one credit. Depending on the course, two hours of transaction (T) sessions may be considered equivalent to one credit. A student earns these credits upon successfully completion of the course.

1.4.1. Content Delivery of a Course

- **Lecture (L):** Classroom contact session wherein students learn by listening.
- **Tutorial (T):** Participatory discussion, self-study, desk work, brief presentations and novel methods enabling students to absorb and assimilate lecture content.
- **Practice (P):** Hands-on experience, laboratory experiments, field projects, case studies and minor/major projects.
- **Self-Learning (SL)** - Refers to students taking initiative or as directed by the faculty to and for their own educational journey acquiring knowledge and skills.

1.5. BCA Degree

All students formally and conventionally enroll for the BCA Degree programme. They have to earn 120 + 8 credits for the award of degree as specified in the Curriculum, wherein 120 credits shall be referred as 'Graduating credits' and 8 credits as 'Compulsory Binary Grade Credits'. Additionally, student can opt to earn up to 12 more credits as Add-on credits to earn the academic benefits as specified below.

1.5.1. BCA with Honors Specialization: XX

A candidate may earn additional 12 credits, cumulatively totaling to 120+12+8 credits in the respective discipline spread over three to sixth semesters to become eligible for the award of BCA with Honors in Computer Applications (Specialization: XX). Annexure-1 provides the supplement regulations for the award of BCA with Honors.

1.5.2. BCA with Minor Specialization in XXX

A candidate may earn additional 12 credits, cumulatively totaling to 120+12+8(Binary) credits in anyone of the other disciplines spread over third to sixth semesters to become eligible for the award of BCA. in YYY Engineering with Minor Specialization in XXX (Refer Annexure 2).

1.6. Composition of an Academic Year

An academic year is composed of an odd semester (15-16 weeks), an Even semester (15-16 weeks) and a summer semester (6-8 weeks). The regular semester that begins in July/August is known as the odd/first semester and the one that begins in December/January is known as the even/second semester (Table1). The instructional days for a regular semester shall be a minimum of 90 working days exclusive of days earmarked for summative assessment. However, the first-year academic calendar varies slightly to accommodate the 'Pre-semester' (Section 1.8 for details).

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

Table 1: Distribution of semesters during an Academic Year.

- Before the commencement of the semester, a candidate has to pay the stipulated tuition fee and submit an application detailing the courses candidate intends to register.
- Summer semester is a short-duration semester generally conducted during the semester break. Students with 'R' (Repeat grade) courses may register during this semester. A student may register up to a max. of 16 credits in a summer semester.

- A student can register in a course offered by a visiting expert during summer vacation, equivalent to an open elective or a department elective or an Add-on course, within the scope of 16 credits.
- Summer internship credits will also be appended to the credits of Department elective / Honors / Minor / Add-on certification provided the theme of internship is in accordance with guidelines

1.7. Semester-wise Provisions

A student may register for a max. of 20 credits per semester as prescribed. Candidate may include Repeat courses in the event of not having successfully completed a course in the earlier semester. A student may also opt to go at a slower pace.

- During the first three years from the date of admission, a candidate has to pay the semester/annual fees as prescribed irrespective of the smaller number of credits registered.
- If a candidate gets into a spill-over semester beyond three years up to a maximum of six years, Candidate has to pay semester fee proportional to the credits registered.
- A candidate has to pay additional fee proportional to the number of credits for registering in a summer semester.

1.8. Pre-Semester

The Pre-Semester is an integral addition to the first-year academic structure, complementing the existing Odd, Even and summer semesters. Positioned before the first regular semester, it is designed to equip newly admitted students with essential academic skills, ensuring a smooth transition into professional education. Recognizing that students come from diverse educational backgrounds, this programme bridges the gap by emphasizing the application of mathematical concepts in problem-solving and fostering effective communication skills. Based on a preliminary assessment, students will be grouped into four levels - Beginner, Intermediate, Advanced, and Proficient and classwork will be tailored to address their specific needs. The pre-semester (Table 2) encompasses the following courses:

Sl. No.	Course Title	Credits	Category
1	Orientation Session (Induction Program)	1	Ability Enhancement
2	Foundational Mathematics	2	Basic Sciences
3	Foundational English (B)	1	Binary Graded
4	Computing & Life Skills (B)	1	Binary Graded
5	Universal Human Values (UHV) (B)	1	Binary Graded
6	Mental Health & Wellbeing (B)	1	Binary Graded
7	Constitution of India & Professional Ethics	1	Binary Graded

Table 2: List of courses and credits offered during the Pre-Semester (Tentative)

The teaching-learning process in these courses is activity-based, prioritizing conceptual understanding and skill development rather than mere scoring. The programme follows an assessment structure with 100% weightage for formative assessment and no summative assessment.

2. Curriculum

The Department of Computer Applications prescribes the semester-wise curriculum encompassing different courses. Every course offered will be designated in a L-T-P-SL structure. The theory courses comprise of L (and/or T & P hours) whereas the practice courses include T and P sessions. The 'SL' represents the expected self-learning hours to be carried out by each student.

2.1. Distribution of Credits

Credits Distribution for various categories of courses as provided in Table 3.

Category of Courses	Number of Credits	Percentage of Credits	AICTE Recommendation (%)
Core Courses (CC)	42	35.71%	30–36%
Ability Enhancement Courses (AEC)	10	8.57%	6–8%
Multi-Disciplinary Elective Courses (MDE)	4	2.86%	2–4%
Value Added Courses (VAC)	6	4.29%	4–6%
Skill Enhancement Courses (SEC)	24	20.00%	18–22%
Discipline Specific Electives (DSE)	24	20.00%	18–22%
Projects / Internship	10	8.57%	8–10%
Total	120	100%	—
Binary Graded (Compulsory)	8	—	—

Table 3: Credit Distributions

2.2. Organization of Course Contents

Courses offered in the programme are composed of five modules, covering all the course contents required for a candidate to obtain knowledge and skill. Module-1 focuses on the Fundamentals and Broad Perspective of the course while also introducing basic applications to establish a practical context. Modules 2–5 encompass the extension and advanced topics of Module-1.

Each course must have 4 to 6 course outcomes (COs) mapped to relevant programme outcomes (POs), aligning with the revised Bloom's Taxonomy levels 3, 4, 5, and 6 ensuring progressive cognitive development. Furthermore, every course has at least one mandatory textbook and two to three reference books.

2.3. Pre-requisite Knowledge

Wherever prerequisite knowledge is mentioned, a student must register for the required courses covering the specified content before Candidate registers in a higher-level course. There are two types of prerequisites: for some courses, successful completion of the prerequisite (i.e., earning credits) is mandatory before registration, for others completion of formative assessments in the pre-requisite course is sufficient provided the student does not have an 'R-grade' in the pre-requisite

3. National Credit Framework / Choice Based Credit System

The BCA programme comprises a set of courses - Core Courses, Ability Enhancement Courses, Multi-Disciplinary Elective Courses, Value Added Courses, Skill Enhancement Courses, and Discipline-Specific Electives. Kishkinda University offers flexibility for students to choose courses of their choice and obtain the credits satisfying the minimum credits criterion in each category.

3.1. Core Courses (CC)

Core Courses are mandatory for all students enrolled in the BCA programme. They are designed to provide a solid foundation in the essential domains of computing, programming and problem-solving. They cover primary functional areas including computer fundamentals, data structures, algorithms, databases, operating systems, computer networks, software engineering and emerging fields like machine learning.

3.1.1. Basic Sciences and Humanities

Basic science courses are included to provide engineering students with a strong foundation in scientific principles that support technological advancements and problem-solving. Courses in Management and Humanities are also included to develop their professional competence and interpersonal skills. Management courses equip students with essential skills in leadership, decision-making, and project management, preparing them for both technical and managerial roles in their careers. Humanities courses enhance their ability to communicate effectively, think critically and uphold ethical and professional responsibilities.

3.1.2. Basic Engineering

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

3.2. Electives

A candidate has the flexibility to choose elective courses. Electives are offered in curated pools enabling students to either focus on a specific area of interest or diversify their learning. Elective courses in the BCA programme are classified as Discipline Specific Electives (DSE). These courses are designed to offer advanced or specialized knowledge within the domain of computing, allowing students to deepen expertise in streams such as Cloud Computing, Data Science, Artificial Intelligence, Full Stack Technologies and Mobile Application Development, among others.

Out of the total elective requirements 2 credits must be earned through MOOCs offered via the Swayam platform to promote self-learning.

3.3. Ability Enhancement Courses (AEC)

3.3.1. Department Electives

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

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

3.3.2. Open Electives

The elective courses offered by the departments/ centers/ themes for other department students are called as open electives. These electives are offered to enable students understand interdisciplinary nature of courses. A student's enrolment for pursuing an open elective course(s) is based on his/her choice and order of merit and subject to availability of seats.

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

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

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

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

3.4. Multi-Disciplinary Elective Courses (MDE)

Multi-Disciplinary Elective Courses aim to expand student's horizons beyond the core computer applications curriculum. They allow exploration of subjects from diverse knowledge domains, fostering cross-disciplinary thinking and the ability to integrate concepts from multiple fields.

3.5. Value Added Courses (VAC)

Value Added Courses complement the formal curriculum by focusing on holistic development, ethical understanding and contextual awareness. These courses include themes such as Environmental Studies, Physical Fitness, Universal Human Values, Indian Knowledge Systems and other binary graded compulsory courses.

3.6. Skill Enhancement Courses (SEC)

Skill Enhancement Courses are intended to equip students with practical, industry-relevant skills that strengthen their employability and entrepreneurial capabilities. Covering areas such as digital tools, analytics, design thinking, communication and research, these courses emphasize application-oriented learning.

3.7. Project/Internship

BCA students undertake a major project in the final semester (Semester VI) for 06 credits. An additional 4 credits gained by opting internship undertaken training at an industry of repute under the joint supervision of industry personnel and an internal faculty member within a duration of 90 days.

Students may opt for Project work in lieu of internship. Such students may avail research-internship support from any institution well known for research and development (R&D). They may also take up project work in Kishkinda University itself. Each candidate has to submit interim reports and a final report which are mandatory requirements towards the partial fulfilment of project credits requirements. It bears a weightage of 10 credits with a duration of 90 working days.

During the semester the student under the guidance of a faculty member(s) will involve in innovative design / research through the application of the candidate knowledge gained in various courses studied. The candidate is therefore expected to present a survey of literature on the topic, work out a project plan and carry it out through experimentation / modelling / simulation / computation. Through such a project work, the student is expected to demonstrate system analysis, design, presentation and execution skills. Students are expected to integrate design component into their project to realize various aspects such as User-Centric Focus, Consistency and Branding, Efficiency and Scalability, Improved Communication, Adaptability and Innovation, Faster Development Cycles, Enhanced User Engagement and Satisfaction etc. Comprehending design component should be documented in the project report by incorporating Major Design Experience Information Sheet. Performance in the project will also be assessed in the modular framework for formative and semester-end summative.

3.8. Binary Graded courses

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

3.8.1. Orientation session (Induction program)

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

3.8.2. Physical Fitness

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

3.8.3. Life Skills

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

3.8.4. Constitution of India

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

3.8.5. Self-empowerment & Gender Sensitization

This course aims to foster personal growth, promote gender equality, and create a more inclusive and respectful campus environment. It is designed to equip students with the skills and awareness necessary to navigate and challenge societal norms related to gender, and to empower themselves and their peers.

3.8.6. Universal Human Values

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

3.8.7. Indian Knowledge Systems

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

3.8.8. Indian Culture & Heritage

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

3.8.9. Gerontology

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

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

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

3.8.11. Stories of Indian Independence

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

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

Participation in these co-curricular and extracurricular activities fosters personal growth, leadership, teamwork, and social responsibility. These activities provide students with opportunities to contribute meaningfully to society, develop organizational skills, and enhance their overall personality through community engagement and mentorship. In case the candidate does not successfully complete the binary graded courses, they will be placed under 'R' category. However, such R should be completed in regular Odd / Even semester whenever these courses are offered. In special cases provision of summer semester may be provided.

4. Attendance

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

- a) The attendance calculations will be periodically reviewed at the end of every 4 weeks. The details of attendance status will be shared with the parents/guardian. The final status will be reported at the end of the 15th week.
- b) The shortage of attendance may be condoned up to 10% on the ground of ill-health, social obligations, participating/representing in sports/cultural events, placement activities etc.
- c) Documentary evidence like medical reports and certificates must be produced on time. These cases are subject to the scrutiny of a committee constituted by the Vice-Chancellor.
- d) Prior approval has to be taken from the Chairpersons for other types of leaves.
- e) Courses where attendance shortage was not condoned shall be considered as 'Repeat' (R) category. Students should re-register during summer semester or next regular semester.

5. Assessment

Teaching-Learning and Assessment should go hand in hand and complement each other. Continuous assessment plays a vital role to enable the student to get synchronized with the teaching-learning process. The performance of a student in each course is assessed on a continuous basis through various in-semester and end-semester assessment models.

5.1. Marks Distribution

For each course, the maximum sum of formative and summative assessment marks put together is 100, in the ratio of 70:30, respectively as shown in Figure 1 and Table 4 - 5.

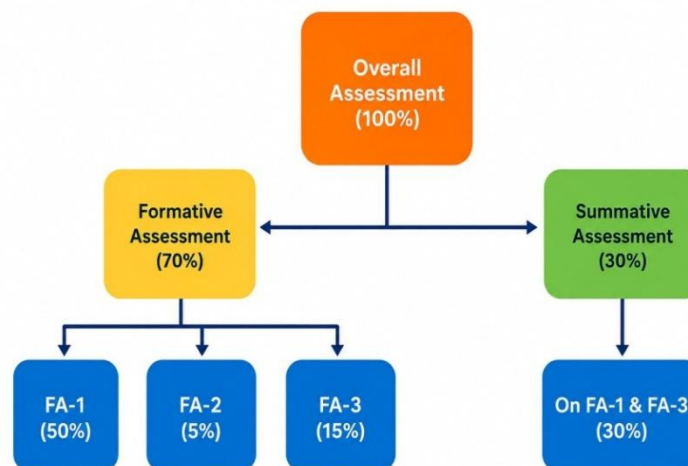


Figure 1: Marks Distribution

Assessment Component	Weightage	Maximum Marks
Formative Assessment (FA)	70%	70 Marks
Summative Assessment (SA)	30%	30 Marks
Total	100%	100 Marks

Table 4: Formative & Summative Assessment

The Formative Assessment is organized into three categories:

Category	Description	Marks
FA-1	Group-Wise Continuous Assessment (5 Module tests T1–T5)	100 Marks
FA-2	Regularity / Attendance-Based Assessment	10 Marks
FA-3	Internal Assessments IA-1 and IA-2	30 Marks each (2 × 30 = 60) scaled to 30
Total Formative	—	140 Marks (scaled to 70)

Table 5: Categories of Formative Assessment

5.2. Qualifying Criteria

To be declared successful in a course, a student must secure a minimum grade of 5.0 on a 10-point scale (50 out of 100). The hierarchy of qualifying criteria as given in Table 6:

- Attendance compliance should be 75% or within condonable range; else the candidate is put into 'R' grade.
- In formative assessment, a candidate should secure a minimum of 50% i.e. 35 marks out of 70; else the candidate is put into 'R' grade.
- In summative assessment, a candidate should secure a minimum of 40% i.e. 12 marks out of 30; else the candidate is put into 'T' (Incomplete) grade.
- Collectively the candidate should secure a min. grade of 5.0 in a scale of 10 after relative grading; else the candidate has to choose either 'R' or 'T' grade duly being counselled.

Condition	Grade	Action
Attendance < 75% (not condoned)	R (Repeat)	Re-register for course
Formative marks < 50% (< 35/70)	R (Repeat)	Re-register for course
Summative marks < 40% (< 12/30)	I (Incomplete)	Appear for supplementary exam
Total marks < 50% (< 50/100)	R or I	Counselled for appropriate grade

Table 6: Qualifying Criteria**5.3. L-based Courses integrated with P/T****5.3.1. Formative Assessment - FA-1: Group-Wise Continuous Assessment (100 Marks)**

The course is divided into five modules. For each module, a group-wise assessment (T1–T5) is conducted for 20 marks each. Students are randomly grouped into batches of 3–4 members.

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

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

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

Formative Assessment (FA) is organized into three categories:

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

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

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

Group Formation:

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

Assessment Timeline:

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

Assessment Component	Marks per Module	Duration
Group Report	6 marks	Submitted at end of module
Individual Presentation	7 marks	4 minutes per student
Individual Discussion / Viva Voce	7 marks	4 minutes per student
Total per module	20 marks	—

Table 7: Formative Assessment, Group-Wise continuous Assessment

Assessment Timeline:

Each module assessment should be conducted at the end of every three weeks as given in Table 8.

Weeks	Activity
Weeks 1–4	Teaching–Learning; Week 3: T1 (Module 1, 20 marks); Week 4: Finalize T1 marks
Weeks 5–7	Teaching–Learning; Week 6: T2 (Module 2, 20 marks); Week 7: Finalize T2 + IA-1 (T6, 30 marks)
Weeks 8–10	Teaching–Learning; Week 9: T3 (Module 3, 20 marks); Week 10: Finalize T3 marks
Weeks 11–13	Teaching–Learning; Week 12: T4 (Module 4, 20 marks); Week 13: Finalize T4 marks
Weeks 14–16	Week 14: IA-2 (T7, 30 marks); Week 15: T5 (Module 5, 20 marks); Week 16: Final compilation

Table 8: Assessment Timeline

5.3.1.1. Distribution of Marks:

Each group wise assessment is divided into three components:

- i. Group Performance and Report (6 Marks):**
 - Marks are awarded based on the overall quality of the work carried out and the **quality of the group report**.
 - All members of the group receive **equal marks**, provided the work is carried out and the report is prepared and presented satisfactorily with due participation of all members in the group.
- ii. Individual Presentation (7 Marks):**
 - Each student must deliver an **individual presentation**.
 - Duration: **4 minutes per student if T/P is covered over 2 sessions per week; 2 to 2.5 min per student if T/P is covered over 1 session per week.**
 - Evaluation is based on clarity, understanding, and communication skills and his /her involvement in the work carried out.
- iii. Individual Discussion / Viva Voce (7 Marks):**
 - Each student is assessed individually through a **viva or discussion**.
 - Duration: **4 minutes per student if T/P is covered over 2 sessions per week; 2 to 2.5 min per student if T/P is covered over 1 session per week.**
 - Focus is on conceptual understanding and subject knowledge.

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

5.3.1.2. Implementation During Transaction Hours

- A typical 4-credit course follows the structure: L: T: P: S = 2: 1: 1: 0
 - Lecture (L): 2 hours
 - Transaction (T): 2 hours
 - Practical (P): 2 hours
 - Self-Learning (S): 2 hours

The Transaction (T) and Practice (P) hours should be effectively utilized for conducting these assessments.

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

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

Key Guidelines:

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

5.3.1.4. Eligibility Criteria:

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

- Awarded an “R-Grade” (Repeater Grade)
- Not permitted to appear for the Summative Assessment (End-Semester Examination)

5.3.1.5. Timeline for Assessment

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

Weeks 1–4

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

Weeks 5–7

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

Weeks 8–10

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

Weeks 11–13

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

Weeks 14–16

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

5.3.1.6. Summary

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

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

5.3.1.7. Question Paper Format, Results and Grading

a) Question Paper Format

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

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

b) Quality and Structure of Questions

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

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

c) Distribution of Marks Within a Question

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

- **First Sub-question:**
 - Covers Level 1 & Level 2 (Remembering & Understanding)
 - Marks: 8
- **Second Sub-question:**
 - Covers Level 3 (Application)
 - Marks: 7
- **Third Sub-question:**
 - Covers Level 4 and above (Analysis, Evaluation, Creation)
 - Marks: 5

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

d) Outcome of the Question paper format

The question paper pattern will:

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

e) Computation of Final Results

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

f) Component-wise Evaluation

The total marks (200) are divided into:

- **Formative Assessment:** 140 Marks
- **Summative Assessment:** 60 Marks
- The **Formative Assessment marks** shall be **scaled/normalized** before being combined with the **Summative Assessment marks**. The formative assessment component shall be **scaled to 70 marks**, while the summative assessment component shall be **scaled to 30 marks**.
- The **final result** shall be computed as the **sum of the scaled formative and summative marks**, and the student shall be **awarded a grade based on this combined score**.

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

Key Parameters:

- **GLB (Greatest Lower Bound):** Represents the highest mark among the lower-performing group, referred to as the Minimum parameter (Min).
- **LUB (Least Upper Bound):** Represents the maximum mark below the outliers, referred to as the Maximum parameter (Max).
- **Parameters 'a' and 'b':**
 - Decided by the Chairperson / Course Coordinator

- **‘a’ (lower threshold):** Should be greater than 50% of 70 marks (i.e., > 35)
- **‘b’ (upper threshold):** Should be less than the highest scorer’s marks, ensuring exclusion of extreme outliers.

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

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

h. Scaling Approach

- The marks between Min (GLB) and Max (LUB) are proportionally scaled into the defined range (a to b).
- This ensures:
 - Reduction of extreme variations
 - Fair representation of student performance
 - Control over outliers (both low and high)
- **Students scoring:**
 - **Below Min (GLB):** are adjusted appropriately at the lower bound
 - **Above Max (LUB):** are capped/normalized near the upper bound

i. Final Score Computation

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

This normalization approach is designed to:

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

We use the given normalization formula:

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

Given:

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

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

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

5.3.2. Summative Assessment & Final Evaluation Guidelines

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

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

5.3.2.1. Final Result Criteria and Grading

The final marks shall be the sum of:

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

A student shall be declared to have successfully cleared if:

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

5.3.2.2. Grading System (Bilateral Relative Grading)

The total score (TS) shall be categorized into the following 11 grades as Shown in Table 9.

Table 9: Result Criteria & Grading

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

5.3.2.3. Summative Assessment Question Paper Pattern

- The summative assessment shall be conducted for 60 marks as given in Table 10.
- The question paper shall consist of three main questions, each carrying 20 marks.
- Each question will be inter- modular and no module wise.
- Each main question may include 3 to 4 sub-questions, covering the prescribed syllabus.
- The difficulty level of the questions should be comparable as mentioned in the clause 5.3.1.7 (c).
- The duration of the assessment shall be 2 hours and 30 minutes.

5.3.2.4. Option for course withdrawal

A candidate may be allowed to withdraw low grade courses within 15 days of announcement of results. However, the candidate has to clearly indicate the option for either R Grade / I Grade.

5.4 P-based Courses

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

The summative examination is conducted for 60 marks (scaled to 30):

Component	Details
Total Marks	60 (scaled to 30)
Number of Questions	3 main questions × 20 marks each
Sub-questions per main question	3 - 4 sub-questions
Duration	2 hours 30 minutes
Internal choices	All questions compulsory
Minimum to pass (after scaling)	40% i.e. 12 out of 30

Table 10: Summative Assessment

5.4.1. Formative Assessment

During laboratory sessions, a brief viva-voce is conducted for each student on the experiment The Candidates is carrying out on that day. Some of the parameters that could be included in the Continuous Lab Practice Assessment (CLPA) are given in Table 11. The set of parameters may slightly differ from one laboratory to the other, and will be announced before the commencement of the lab session. These parameters are assessed for each laboratory session.

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

Table 11: Suggested parameters for Lab Practice Assessment (CLPA)

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

5.4.2. Summative Assessment for Practical Course.

End semester examination for each practical course is conducted jointly by two examiners. The end-semester examination for each practical course is conducted jointly by two examiners. The panel of examiners is constituted by the respective Faculty Dean. The internal examiner is the faculty member who has conducted all practical sessions and associated activities throughout the semester. The external examiner is nominated from within the department and is familiar with the course's practical components but has not been directly involved in its delivery. The scheme of assessment may vary depending on the nature of the laboratory, which shall be shared with student by the laboratory in-charge. The summative assessment will be conducted for a max. Marks of 30. The general scheme of assessment is given in Table 12.

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

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

Table 12: Suggested end-semester summative assessment pattern for P-based courses.

5.5. Assessment and Grading of MOOCs-based Electives

Whenever a candidate opts for a course through MOOCs offered via the Swayam platform, candidate has to learn and undergo assessment as per norms set by Kishkinda University. Upon successful completion, the candidate is said to have earned the credits under credit equivalence and credit transfer.

Note: *Absolute grading shall be followed.*

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

5.6.1. Formative Assessment (70 Marks)

During laboratory sessions, a brief viva-voce is conducted for each student on the experiment the candidate is carrying out on that day. Some of the parameters that could be included in the Continuous Lab Practice Assessment (CLPA) are given in Table 13. The set of parameters may slightly differ from one laboratory to the other, and will be announced before the commencement of the lab session. These parameters are assessed for each laboratory session.

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

Table 13: Suggested parameters for Lab Practice Assessment (CLPA)

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

5.6.2. Summative Assessment

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

- a. Presentation of results, analyses and conclusions
- b. Meeting of objectives defined in first review
- c. Preparation of report
- d. Understanding by individual student on the overall project
- e. Individual student contribution

5.7. Major Project

Candidates shall carry out their major project individually at Kishkinda University during the VI semester, and submission of the project report is mandatory for the award of the BCA degree. Each student shall carry out the project independently under the guidance of a faculty member and must define their project title and plan of execution and submit it to a committee of 2 to 3 faculty members appointed by the Chairperson of the department, so as to avoid repetition and ensure timely completion. Students are encouraged to choose topics relevant to contemporary computing practices such as software development, web and mobile applications, database systems, or networking, and are expected to demonstrate skills in systems analysis, design, implementation, and presentation. The allotment of individual projects and assignment of guides must be completed by the end of the V semester, enabling students to begin their project work without delay.

Phase	Schedule	Review	FA Marks
Phase-1	5 th – 6 th week: Review - 1	• Identification of specific area out of broad areas under the supervisor	5
		• Identification of outcomes in line with programs objectives.	5
		• Identification of tools / equipment / surveys / training needs / etc.	15
		• Completion of literature survey	5
		Readiness of about 25% documentation	5
			35
Phase-2	11 th – 12 th week: Review - 2	• Methodology & Implementations of Project	15
		• Presentation of results, analyses and conclusions	10
		• Objectives achieved	5
		• Preparation of report	5
			35
Total			70

Table 14:

Schedule for formative assessment

5.7.1. Formative Assessment

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

reviews as given in Table 14. The Project review committee consists of

- a) Chairperson of Department or his/her nominee – Chairperson
- b) A senior faculty member identified by the Chairpersons – member
- c) Project supervisor – member

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

5.7.2. Summative Assessment

At the end of the semester, the summative assessment will be conducted in single phase.

This is an evaluation for a max of 30 marks. A committee of two members comprising of Chairpersons' nominee and Guide will assess the project work which will involve going through the project report quality (10 marks), project presentation (10 marks) and demonstration of the project (10 marks).

The qualifying marks will be finalized considering the marks scored in summative assessment.

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

5.8. Binary Graded Courses

Courses such as Indian Knowledge Systems, Universal Human Values, Physical Fitness, Sports & Games, Constitution of India, etc. are categorized as Binary-graded courses. Binary graded courses offer only two possible outcomes: Pass grade or R-grade. To obtain Pass grade, a candidate should maintain 75% attendance and secure a minimum of 50% score (50 marks out of 100). There is no summative assessment for Binary graded courses

5.8.1. Formative Assessment

Formative assessment will be done jointly by two examiners (both from Kishkinda University) wherein one as internal examiner and the other as external examiner. These examiners will be appointed by Faculty Dean from the panel of examiners suggested by the respective Chairperson of the Department. The scheme of assessment will be report (10 marks), presentation (10 marks) and demonstration (10 marks) respectively.

Points to be considered during the review.

- a. Presentation of results, analyses and conclusions
- b. Meeting of objectives defined in first review
- c. Preparation of report
- d. Understanding by individual student on the overall project
- e. Individual student contribution

5.9. Pre-Semester Courses

The pre-semester program is a structured six-week initiative designed to assess and strengthen students' foundational skills before the commencement of regular coursework. This program consists of two binary-graded courses and four additional Gradual category courses, including Mathematics, English, Aptitude & Logical reasoning and IT Tools. All courses under this program will have 100% weightage assigned towards formative assessment, ensuring continuous engagement and skill development without summative assessments. To secure a passing grade, students must maintain a minimum of 75% attendance in each course and obtain at least 50% in the assessment. Those unable to meet either criterion will be assigned an R-grade and must complete the course on a priority basis, either with the immediate subsequent batch or within the first academic year. The assessment will be carried in a systematic way as mentioned in the Table 2.

6. Semester-End Assessment Activities

- Setting of semester-end summative assessment question papers will be coordinated by the course coordinator assigned for a particular course. Two sets of question papers will be submitted latest by 10th week of the semester.
- There shall be 'Summative Assessment Question Paper Scrutiny Committee' which would be constituted with external experts. Experts are empowered to modify / rephrase the questions to maintain a high standard of the semester-end assessment. The review should be completed by the 14th week of the semester. The review process will be coordinated by a committee of Faculty Dean, Chairpersons and external experts.
- The question wise marks scored in the summative assessment out of a total of 60 will be made available online within two weeks from the last date of examination and would be kept

active for 24 hours. Latest by the end of 48 hours from the instant of notification any candidate can submit an appeal online providing question wise claim.

- Claims for re-assessment on P-based courses are not allowed.
- The appeals will be attended within next three working days. Fees for appeal, as decided from time to time, has to be remitted online along with the appeal.
- Final results and grades will be computed as explained in the next section.
- Final results and grades shall be announced within four weeks of completion of the last examination of the summative assessment (within two weeks from the last date of appeal). Grades are published on the University website, and also informed to the parents and students through SMS.
- Provisional Grade cards will be issued within two weeks after the announcement of grades. Grade card will contain three parts.

Part 1: Details of successfully completed courses.

Part 2: Details of 'I' grade courses.

Part 3: Details of 'R' grade courses.

7. Grading Policy

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

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

8. Supplementary Examinations

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

conducted during a regular semester, the Threshold value for computing his/her grade will be obtained from the same batch in which The Candidates had completed his/her formative assessment.

- Whenever a candidate clears courses with 'R'/'I' grade in a summer semester, the Threshold value for computing his/her grade will be carry forwarded from the preceding Odd/Even semester for the respective courses.
- Whenever a candidate clears courses with a 'R' grade in a regular semester along with his/her junior batch then for this candidate the Threshold value will be corresponding to his/her junior batch for computing grade.
- The results of summative assessment of Project/Internship will be announced only if the candidate successfully earns all the credits in courses registered during the program. If the candidate is with 'R'/'I' graded courses the results will be kept under 'Announced Later (L)' status and will be announced only after candidate clears these courses.

9. Grade Point Average

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

9.1 SGPA

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

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

Where

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

P_i = Grade points secured for the ith course registered in the semester under consideration.

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

9.2 CGPA

The Cumulative Grade Point Average (CGPA) shall be computed after successful completion of the programs. The CGPA shall be expressed in different flavours to reflect BCA of 120+8 credits, BCA with Research Honors of 128 credits, and different Add-on provisions up to 12 credits leading to minor / Add-on Diploma/ Add-on certification.

Accordingly, the computations will be as below:

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

Where

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

P_j = grade points secured for the jth course.

C_j = the number of credits assigned to jth course

10. Award of Class

The students who have become eligible for award of degree shall be classified based on their CGPA secured, as per the Table 15 given below:

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

Table 15: Class/Division information

- For the purpose of rewarding the accomplishes with ranks and awards, toppers in each branch discipline are identified, based on their academic performance (CGPA).
- The 'Gold medal' and other 'Endowment Awards' are awarded to the 'outstanding students' based on the overall performance (CGPA).
- In addition, the institution may recognize exceptional performance such as music, dance, sports etc. and display of exceptional bravery from time to time.
- Only such candidates who complete all the courses in the first attempt and securing of credits from second year to final year shall be eligible to receive awards/ ranks.
- The candidates availing spill over semesters will not be eligible for the award of merit scholarships.

11. Award of Degree

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

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

- a. A bonafide student undergone the course work of not less than four academic years and not more than eight academic years from the date of joining.
- b. Successfully completed all the courses as prescribed in the respective curriculum.
- c. Acquired a minimum eligible credit i.e. 120+8 credits for the award of BCA Degree.
- d. Obtained no due certificates as prescribed by Kishkinda University.
- e. No in-disciplinary proceedings pending against the candidate.

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

12. Interpretation of Rules

- The academic rules and regulations should be read as a whole for the purpose of any interpretation.
- For matters NOT covered herein or for unforeseen circumstances, the Vice-Chancellor shall be authorized to decide. The same shall be reported to the next meeting of the Academic Council for ratification.
- The Institution may change or amend the academic rules or curriculum at any time; changes shall be applicable to all students from the dates notified.
- Procedural explanations may be issued by the office of Dean FET with due approval by the Chairman of the Academic Council.

Annexure-1

Supplement Regulation for Pursuing BCA with Honours Specialization

- Candidate should have successfully completed all credit requirements up to the end of the 2nd semester without any 'R' or 'I' grades.
- Candidate should indicate willingness to pursue BCA with Honours during the Module-2 period of I-year Even semester (2nd semester), when the call is given by the office of Dean FET.
- Candidate has to appear for an aptitude test/interaction and the corresponding committee of experts must recommend Candidate name.
- The candidate should earn a total of 120 + 12 + 8 credits to be awarded BCA with Honours.
- The existing BCA fee structure will continue for the extended period.
- A provision is also available for onward continuation to the MCA Degree programme upon completing BCA requirements, as specified in the MCA Regulations R-2026.

Annexure – 2
Minor Degree through Swayam
Credit Transfer Certification Course – SWAYAM (UGC Initiative)

Minor Degree

In accordance with the resolution passed during the 3rd Academic Council Meeting held on 10 September 2024, it was proposed to introduce a Minor Degree Program in selected disciplines under the Department of Computer Applications.

The Minor Degree aims to broaden students' academic exposure and enhance their professional competencies by enabling them to acquire additional knowledge and skills beyond their core curriculum.

The Minor degree will enhance students' capabilities in the following areas:

1. Broadened Knowledge and Skillset:

A Minor allows students to acquire knowledge in a different field, complementing their major area of study. This broadens their overall skillset and academic expertise.

2. Enhanced Career Opportunities:

Pursuing a Minor in a relevant field can make students more competitive in the job market, giving them an edge over other candidates by showcasing versatility and additional qualifications.

3. Pursuing Personal Interests:

The Minor degree provides students with the chance to explore subjects they are passionate about, even if they are unrelated to their major. This adds variety to their education and makes the learning experience more enjoyable and fulfilling.

4. Interdisciplinary Understanding:

A Minor degree encourages interdisciplinary learning by combining knowledge from different fields. For example, a student majoring in FET with a Minor in Environmental Studies may gain insights into sustainable design and innovation, fostering a deeper understanding of cross-disciplinary applications.

5. Flexibility in Career Choices:

A Minor in a different discipline offers students more flexibility in their career choices. If they choose to pursue a profession related to their Minor later on, they will already have the educational foundation required for that field.

6. Networking and Collaboration:

Studying a Minor exposes student to new departments, faculty, and peers from different areas of study. This opens up opportunities for networking and interdisciplinary collaborations, enhancing both academic and professional development.

In line with the advantages of pursuing a Minor degree, it is proposed to introduce three Minor degree programs in advanced fields of Computer Science. The content for these Minor degrees will be delivered through online platforms such as SWAYAM. Students will have the flexibility to select any one of the online courses for their Minor degree learning. Upon completion, students are required to earn a total of 12 credits. The final examination for these courses will be proctored to ensure integrity and assess students' understanding of the material. Students are required to register at the end of II Semester. Duration Two Year.

Credit Transfer Certification Course – SWAYAM (UGC Initiative)

The Credit Transfer Certification Course is an initiative by the University Grants Commission (UGC) and is facilitated through the SWAYAM platform. It enables students to enroll in online courses across various engineering and related domains that are eligible for academic credit. These courses are designed to promote flexible learning and enhance subject knowledge beyond the regular curriculum.

Eligibility and Enrolment Requirements

- Students are required to enroll in a course equivalent to two academic credits, as identified and approved by their respective departments.
- The selected course must not overlap with subjects the student has already studied in previous semesters.
- Only those courses approved by the department and aligned with the curriculum will be considered for credit transfer.

University Participation

- In order to facilitate student participation, universities must register with the SWAYAM platform or establish a SWAYAM Local Chapter.
- This registration ensures institutional support for students and smooth implementation of the credit transfer process.

Course Content and Evaluation

- All learning materials, including video lectures, reading materials, and assignments, are provided by SWAYAM.
- The Continuous Internal Evaluation (CIE) comprises assignments and quizzes conducted on the SWAYAM platform and carries 30 marks.
- The Semester End Examination (SEE) will be conducted by the university under the supervision of the Controller of Examinations, and it carries 70 marks.
- The final grade will be based on the combined score from both the CIE and SEE. As per the UG/PG regulations of the university.

Course Monitoring and Substitution

- Each academic department is responsible for monitoring the availability of suitable SWAYAM courses and guiding students in selecting appropriate options.
- For Minor Degree Programs, course selection is subject to the availability of equivalent SWAYAM courses.
- In the event that a recommended course is unavailable, the Department Chairperson has the authority to approve suitable alternative subjects to fulfil the credit requirement.

This initiative empowers students to take advantage of national-level online resources while ensuring academic integrity and alignment with university standards.