ST. ALBERT'S COLLEGE (AUTONOMOUS)
ERNAKULAM

Affiliated to Mahatma Gandhi University, Kottayam, Kerala

SYLLABUS FOR UNDERGRADUATE PROGRAMME

BA/ BBA (HONOURS) /
BBA (HONOURS WITH RESEARCH)

SACA – UGP

(WITH EFFECT FROM 2024 ADMISSION)

Syllabus of B.Sc. (Honours) Biochemistry

Proposed by the Board of Studies on 29th February 2024

Dr. Vibin M

Chairman, Board of Studies

Approved by the Academic Council on 14th March 2024

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Adopted by the Governing Council on 27th March 2024

Rev. Fr. Dr. Antony Thoppil
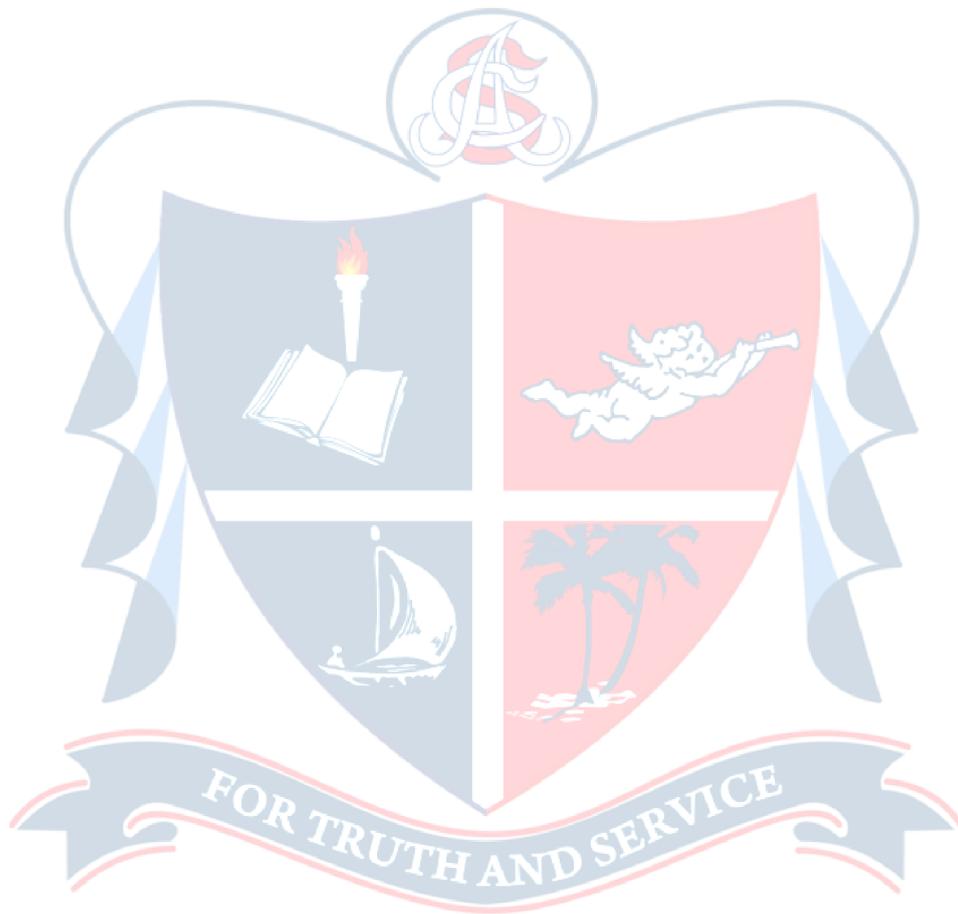
Chairman, Governing Council

Board of Studies

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Preface

THE ST. ALBERTS COLLEGE (AUTONOMOUS) UNDERGRADUATE PROGRAMMES (HONOURS) REGULATIONS, 2024

SACA-UGP (Honours)

PREAMBLE

The University Grants Commission (UGC) has issued the Curriculum and Credit Framework for Undergraduate Programmes 2023 (CCFUP) which would provide a flexible choice-based credit system, multidisciplinary approach, multiple entry and exit options, and establish three Broad Pathways, (a) 3-year UG Degree, (b) 4-year UG Degree (Honours), and 4-year UG Degree (Honours with Research).

The Kerala Higher Education Reforms Commission has recommended a comprehensive reform in the undergraduate curriculum for the 2023-24 academic year, adopting 4-year undergraduate programmes to bring Kerala's undergraduate education at par with well acclaimed universities across the globe.

The Kerala State Curriculum Committee for Higher Education has been constituted and have proposed a model Kerala State Higher Education Curriculum Framework (KSHECF) for Undergraduate Education. Further, an Executive Committee and various sub committees were constituted for the implementation of the Regulations. Further, MGU has framed the Rules and Regulations based on this namely: THE MAHATMA GANDHI UNIVERSITY UNDERGRADUATE PROGRAMMES (HONOURS) REGULATIONS, 2024 {MGU-UGP (Honours)} under the New Curriculum and Credit Framework, 2024. Being an Autonomous college affiliated to MG University, St. Albert's College is adopting all the major components of MGU UGP (Honours) 2024 in the title SACA-UGP (Honours) to our UG curriculum from the academic year (2024-25) onwards.

1. **Short Title and Commencement**

    i. The Regulations will be called as "THE ST. ALBERT'S COLLEGE (AUTONOMOUS) UNDERGRADUATE PROGRAMMES (HONOURS) REGULATIONS, 2024 {SACA-UGP (Honours)}" under the New Curriculum and Credit Framework 2024.

    ii. These Regulations will come into effect from the academic year 2024-2025 and will have prospective effect.

2. **Scope, Application**

    These Regulations shall apply to all undergraduate programmes (except B. Voc.) of ST.ALBERT'S COLLEGE (AUTONOMOUS) for the Admissions commencing in the academic year 2024-2025.

Every programme conducted under the SACA-UGP shall be monitored by the SACA-UGP Academic Committee (Academic Council).

3. Definitions

Unless context otherwise required,

i. FYUGP means Four Year Undergraduate Programme.

ii. Academic Year: Two consecutive (one odd and one even) semester followed by a vacation in one academic year.

iii. Academic Coordinator/Nodal Officer: Academic Coordinator/Nodal Officer is a faculty nominated by the College Council to co-ordinate the effective conduct of the FYUGP including Continuous Comprehensive Assessment (CCA) undertaken by various departments within the College. She/ he/ they shall be the convenor for the College level Academic Committee.

iv. 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.

v. 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 seminar 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/ fieldwork/ practicum and 30 hours learner engagement.

vi. Academic Bank of Credits (ABC): An academic service mechanism as a digital/ virtual entity established and managed by Government of India to facilitate the learner to become its academic account holders and facilitating 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 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.

vii. 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.

viii. Credit Recognition: The credits earned through eligible/ partnering HEIs and transferred directly to the ABC by the HEIs concerned.

ix. Credit Redemption: The process of commuting the accrued credits in the ABC of the learner for the purpose of fulfilling the credits 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.

x. Credit Transfer: The mechanism by which the eligible HEIs registered with ABC are able to receive or provide prescribed credits to individuals registered with ABA in adherence to the UGC credit norms for the course(s) registered by the learner in any HEIs within India.

xi. Credit Cap: Maximum number of credits that a student can take per semester, which is restricted to 30.

xii. Continuous Comprehensive Assessment (CCA): The mechanism of evaluating the learner by the course faculty at the institutional level.

xiii. End Semester Evaluation (ESE): The mechanism of evaluating the learner at the end of each semester.

xiv. Audit Course: A course that the learner can register without earning credits and is not mandatory for completing the SACA-UGP. 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 are eligible for a pass in that course, without any credit (zero-credit).

xv. Courses: Refer to the papers which are taught and evaluated within a programme, which include lectures, tutorials, laboratory work, studio activity, fieldwork, project work, vocational training, viva, seminars, term papers, presentations, assignments, self-study, group discussion, internship, etc., or a combination of some of these elements.

xvi. Choice Based Credit System (CBCS) means the system wherein students have the option to select courses from the prescribed list of courses.

xvii. College-level Academic Committee: Is a committee constituted for the FYUGP at the College level comprising the Principal as the Chairperson, the Academic Co-ordinator/ Nodal Officer as its convenor.

xviii. Academic Co-ordinator/ Nodal Officer: A senior faculty member nominated by the College Council.

xix.   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 of FYUGP.

xx.   Department means any teaching department in a college offering a course of study approved by the Governing body and statutory bodies of the College.

xxi.   Senior Faculty Advisor (SFA) is a faculty nominated by a Department Council to coordinate all the necessary work related to FYUGP undertaken in that department, including the Continuous Comprehensive Assessment.

xxii.   Department Council means the body of all teachers of a department in a college.

xxiii.   Faculty Advisor (FA) means a teacher from the parent department nominated by the Department Council to advise students in academic matters.

xxiv.   Graduate Attributes means the qualities and characteristics to be obtained by the graduates of a programme of study at the College, which include the learning outcomes related to the disciplinary areas in the chosen field of learning and generic learning outcomes. The graduate attributes for its programmes will be specified

xxv.   Programme means the entire duration of the educational process including the evaluation leading to the award of a degree.

xxvi.   Programme Pathway: Combination of courses that can be chosen by a student that give options to pursue interesting and unconventional combinations of courses drawn from different disciplinary areas, like the sciences and the social sciences/ humanities. The pathways could be in terms of major- minor options with different complementary/allied disciplines.

xxvii.   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.

xxviii.   Signature Courses: Signature courses are the specialized Discipline Specific Elective courses or skill enhancement/value addition courses offered by the regular/ ad hoc/visiting/ emeritus/ adjunct faculty member of a particular Department with the prior recommendation of the BoS and the approval of Academic Council of the College.

xxix.   Letter Grade or simply 'Grade' in a course is a letter symbol (O, A+, A, B+, B, C, P, F, and Ab). 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-pointscale.

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 M. G. University Act and Statutes, and College handbook shall have the meaning assigned to them in the Act and Statutes and handbook

4. Features and Objectives of SACA-UGP 2024

The features and objectives of the SACA-UGP 2024 shall be:

i. The features, meaning, and purpose of FYUGP shall be as stipulated by the UGC and as adapted by the Kerala State Higher Education Curriculum Framework (KSHECF) and MGU-UGP (Honours) for undergraduate education.

ii. 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.

iii. FYUGP shall have three Broad Pathways, (a) 3-year UG Degree, (b) 4-year UG Degree (Honours), and (c) 4-year UG Degree (Honours with Research).

iv. Students who choose to exit after 3 years shall be awarded UG Degree in their respective Discipline/ Disciplines after the successful completion of the required minimum Courses with 133 credits.

v. A 4-year UG Degree (Honours) in the Discipline/ Disciplines shall be awarded to those who complete the SACA-UGP with a specific number of Courses with 177 credits including 12 credits from a capstone level graduate project/dissertation. Those students who are not doing capstone project shall do three courses at the level 400 or above or three vocational training courses or internships for 12 credits.

vi. Students who acquire minimum 75% in their graduation (upto 6th semester) are eligible for Honours with Research Programme. However, if necessary, College may

conduct screening test for the honours with research programme in accordance with University and College Regulations time to time.

vii. 4-year UG Degree (Honours with Research): Students who aspire to pursue research as a career may opt for 4-year UG Degree Honours with Research stream under FYUGP with a specific number of Courses with 177 credits including 12 credits from a research project in their major 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

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. Students shall also be allowed to pursue these three courses of 12 credits from suitable interdisciplinary/ transdisciplinary/ multidisciplinary/ vocational areas of their choice.

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 12 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.

xxxvi. The proposed FYUGP curriculum comprises three broad parts: a) Foundation Components, b) Discipline Specific Pathway components (Major/ Minor), and c) Discipline Specific Capstone Components.

xiii. The Foundation component of the FYUGP shall consist of a Set of General Foundation Courses and a Set of Discipline Specific Foundation Courses.

xiv. General Foundation Courses shall be grouped into 4 major baskets as Ability Enhancement Courses (AEC), Skill Enhancement Courses (SEC), Value Addition Courses (VAC), and Multi-Disciplinary Courses (MDC).

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. Separate courses will be designed for Science, Humanities and Commerce streams.

xvii. Multi-Disciplinary Courses (MDC) shall be so designed as to enable the students to broaden their intellectual experience by understanding the conceptual foundations of Science, Social Sciences, Humanities, and Liberal Arts. Students shall not be eligible to take the MDC in the same discipline that they have studied during their Plus Two. Third semester MDC can be Kerala specific content. Each BoS can prepare basket of courses under MDC.

xviii. Skill Enhancement Courses (SEC) shall be designed to enhance 21st century workplace skills such as creativity, critical thinking, communication, and collaboration.

xix. Discipline Specific Courses shall include Discipline Specific Pathway Courses, both Major and Minor streams, enabling students to gain basic knowledge in the chosen discipline.

xx. Discipline Specific Foundation Courses shall focus on foundational theories, concepts, perspectives, principles, methods, and critical thinking essential for taking up advanced/ Capstone Courses. Practical courses shall be included in discipline specific foundation courses.

xxi. The curriculum of the SEC should be designed in a manner that at the end of year-1, year-2, year-3, and year-4 students are able to meet the level descriptors for levels 5, 6, 7, and 8 of the UGC Guidelines on National Skills Qualifications Framework (NSQF).

xxii. Value Addition Courses (VAC) shall be so designed as to empower the students with personality development, perspective building, and self-awareness.

xxiii. Discipline Specific Pathway Components (Major/Minor) shall provide the students with an opportunity to pursue in-depth study of a particular subject or discipline and develop competency in that chosen area, which includes Discipline Specific Core (DSC) courses and Discipline Specific Elective (DSE) courses as Major and Minor courses.

xxiv. Major components consist of three types: Discipline Specific Core or the Discipline Specific Elective Courses, and the research/laboratory/fieldwork.

xxv. Minor Courses can be selected from any discipline. A student who completes 12 credits in a particular stream will be eligible for a minor.

xxvi. Students who complete a sufficient number of Courses in a discipline or an interdisciplinary area of study other than their chosen Major shall qualify for a Minor in that discipline or in a chosen interdisciplinary area of study.

xxvii. Major Components shall be the main focus of study. By selecting a Major, the student shall be provided with an opportunity to pursue an in-depth study of a particular discipline.

xxviii. Each Board of Studies (BoS) shall identify specific Courses or baskets of Courses towards Minor Course credits. Students shall have the option to choose Courses from disciplinary/ interdisciplinary minors and skill-based courses related to a chosen programme.

xxix. Students can opt for a change of Major at the end of the second semester to any Minor discipline studied among the foundation level courses. Students can also opt for a change of Major at the end of the second semester to any MDC.

xxx. Students should opt their 5th and 6th semester VAC and SEC from their Major disciplines only.

xxxi. Course cum Credits Certificate: After the successful completion of a semester, this certificate is essential as proof for re-entry to another institution. This will help the learner for preserving the credits in the Academic Bank of Credits.

xxxii. The Advanced Level/ Capstone Level Courses shall be designed in such a manner as to enable students to demonstrate their cumulative knowledge in their main field of study, which shall include advanced thematic specialization or internships or community engagement or services, vocational or professional training, or other kinds of work experience.

xxxiii. Advanced/ Capstone level Major Specialization shall include Courses focused on a specific area of study attached to a specific Major, which could be an Elective Course. They shall include research methodology as well.

xxxiv. The student has the option to register for and attend a course without taking part in the CCA and ESE of that course. Such a course is called the Audit Course. If the student has 75% attendance in an Audit Course, he/she/they is eligible for a pass in that course, without any credit (zero-credit). The Audit Course will be recorded in the final grade card of the student.

xxxv. 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. A separate guideline for Internship Programmes will be published.

xxxvi. Students will be provided the opportunities for internships with local industries, business organizations, agriculture, health and allied sectors, Local Government institutions (such as panchayats, municipalities), State Planning Board, State Councils/Boards, Research Institutions, Research Labs, Library, 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 improve their employability.

xxxvii. The College will assist in providing opportunities for field-based learning/minor Projects enabling them to understand the different socio-economic and development-related issues in rural and urban settings. The College will assist in providing the students with opportunities for Community engagement and services, exposing them to socio-economic issues to facilitate theoretical learning in real-life contexts.

xxxviii. Additional Credits will be awarded for those who actively participate in Social Activities, which may include participation in 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 College.

xxxix. Grace marks shall be awarded to a student for meritorious achievements in co-curricular 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 of awarding the grace marks.

xl. 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 from time to time.

xli. Students shall be entitled to gain credits from courses offered by other recognized institutions directly as well as through distance learning.

xlii. For the effective operation of the FYUGP, a system of flexible academic transaction timings shall be implemented for the students and teachers.

xliii. Specialization: Student will have the option to achieve specialization within their Major by securing 12 credits from a disciplinary/interdisciplinary area. By choosing atleast 3 courses from discipline specific elective basket under a chosen field (preferably one from 200 level course and two 300 level courses) student will be awarded specialization in that particular area of study. Each student will have the option to achieve two specializations at a time from the institution

5. Eligibility for Admission and Reservation of Seats

i. The eligibility for admissions and reservation of seats for various FYUG Degree Programmes shall be in accordance with the norms/ rules made by the Government/University/College from time to time.

ii. No student shall be eligible for admission to FYUG Degree Programmes in any of the disciplines unless he/she/they have successfully completed the examination conducted by a Board/University at the Plus Two level of schooling or its equivalent.

iii. Students shall be admitted and enrolled in the respective programmes solely based on the availability of the academic and physical facilities within the institution. The College shall provide all students with a brochure detailing the Courses offered by the various departments under the various Programmes and the number of seats sanctioned for each Programme.

iv. 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 students so that his ID can be transferred if required to other higher education institutions as well.

v. The students at the end of second semester may be permitted to change their major programme of study to any course/ institution/ university across the state. Based on the availability of seats and other facilities, the students may be permitted to opt any discipline which he/she/they had studied during the first two semesters as Discipline Specific Foundation courses/ Multidisciplinary Foundation courses. If ranking is required, it will be in the order of the highest-grade points secured in the discipline to which the switching of Major is sought.

vi. Students shall be allowed to change their major programmes, if required, to a maximum of 10% of the sanctioned strength of that particular programmes depending upon the academic and infrastructural facilities available in the Institution.

vii. Depending upon the availability of academic and infrastructural facilities, the Institution may also admit a certain number of students who are registered for particular programmes in each semester by transfer method, if required, from other Institutions subject to conditions as may be issued by the University.

viii. 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.

ix. A Student can also be admitted for an additional major/ second major/ additional minor and on completion of the required credits he/she/they can be awarded a second major/ additional major/ minor. He/she/they may be exempted from minor pathway

and general foundation course requirement.

x. The HEIs can also enrol students in certain courses as per their choice depending upon the availability of infrastructure and other academic facilities from other recognized HEIs who are already registered for a particular programme there either through regular/online/distance mode irrespective of the nature of programme (Govt/ Aided/ Self- finance/ Autonomous). On successful completion of the course the credits may be transferred through the Academic Bank of Credit (ABC), against the unique higher education ID provided by the College at the time of admission

6. Academic Monitoring and student Support

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

i. College should appoint a Senior Faculty member as Academic Co-ordinator/Nodal officer for the smooth conduct of FYUGP.

ii. 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.

iii. The documents regarding all academic activities of students in a class shall be kept under the custody of the FA/SFA.

iv. All requests / applications from a student or parent to higher offices are to be forwarded / recommended by FA / SFA.

v. Students shall first approach their FA/ SFA for all kinds of advice, clarifications, and permissions on academic matters.

vi. 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.

vii. 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.

viii. 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.

ix. 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).

x. The CCA related results shall be uploaded on the College portal only after displaying the same on the department notice board/other official digital platforms of the college

at least for two working days.

   i. 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.

   ii. If the concerns are not resolved at the advisor's level, the same can be referred to the properly constituted department-level grievance redressal committees

   iii. The HOD shall ensure the proper redressal of the concerns raised by the students regarding CCA.

   iv. If the students raise further concerns about the issue, the Principal shall refer the issue to the College-level grievance committee with proper documents and minutes of all the committees.

xi. 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 Governing body of the College as and when required.

xii. 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.

xiii. 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 College norms, regulations, guidelines and procedures on all academic and other College related matters.

xiv. An integrated educational planning and administration software will be made available by the College 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.

xv. 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. Course Registration

   i. Each department shall publish well in advance the relevant details of courses offered,

such as the name, academic level, expected outcomes, time slot, and course faculty members.

ii. Students shall be allowed to visit and interact with respective faculty members during the first week of each semester, to gather more information about the courses and the availability of seats.

iii. Based on consultations and advice from the faculty adviser, each student shall complete course registration within one week from the commencement of each semester.

iv. The number of credits that a student can take in a semester is governed by the provisions in these Regulations, subject to a minimum of 16 and a maximum of 30 Credits.

v. A student can opt out of a Course or Courses registered, subject to the minimum Credit/ Course requirement, if he/she/they feel that he/she/they has registered for more Courses than he/she/they can handle, within 30 days from the commencement of the semester. An option can be given to the student to convert this course as audit course if he/she/they wishes to do so.

vi. The college shall publish a list of the students registered for each course including audit course, if any, along with the chosen Programmes, repeat/reappearance courses, if any, and shall forward the same to the university.

vii. The higher education institutions shall admit candidates not only for programmes, but also for courses.

8. **Re-admission and Scheme Migration**
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.

ii. Students who have successfully completed a particular programme pathway maybe permitted to take an additional minor or second major.

iii. Those students who are opting for a second major are eligible for getting certain credit transfer/ credit exemption from their previous minor programs of study, subject to the prior recommendation of the BoS that, those credits are relevant for the present major programme of study.

9. **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 FYUG programme 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 FYUGP.

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.

iv. For students who crossed 6 semesters at a slower space, the requirement of 16 credits per semester from the institutions where they enrolled may be relaxed.

10. Credit Structure
The proposed number of credits per course and the credit distribution of them for the FYUG
Programmes 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/fieldwork/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, assignment submission, 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 4 (Four).

ix. All Discipline Specific Major/Minor Courses shall be of 4 (Four) credits.

x. For all Discipline Specific Major/Minor Courses, there may be practical/ practicum.

xi. All Courses under the Multi-Disciplinary, Ability Enhancement, Value Addition and Skill Enhancement categories are of 3 credits. Practical/Practicum credits can also be included in this category.

xii. Summer Internship, Apprenticeship, Community Outreach activities, etc. may require sixty hours (or as appropriate) of engagement for acquiring one credit.

xiii. 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.

xiv. 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 3-year (6-semester) UG programmes and 240 credits for a 4-year (8-semester) programmes.

xv. Each faculty member shall offer a maximum of 16 credits per semester. However, those who are offering both practical and theory courses shall offer a maximum of 12-16 credits per semester.

xvi. For a four-credit theory course, 60 hours of lecture/ tutorial class shall be assured as a mandatory requirement for the completion of that course.

11. Course Structure of the SACA-UGP Programmes

The SACA-UGP consists of the following categories of courses and the minimum credit requirements for pathway option-one shall be as follows:

Sl. No.	Categorization of Courses for all Programmes	Minimum Number of Credit Required	
		3-yearUG	4-yearUG
1	Major	68	88
2	Minor	24	24+12*
3	Multi-Disciplinary Courses (MDC)	9	9
4	Skill Enhancement Courses (SEC)	9	9
5	Ability Enhancement Courses (AEC)	12	12
6	Value Addition Courses (VAC)	9	9
7	Summer Internship, field-based learning etc.	2	2
8	Research Project/Dissertation		12**
	Total Credits	133	177

*The students can acquire advanced/capstone level courses with 12 credits from their DSC/ DSE/ Minor courses depending upon their pathway choice. The Minor courses can be of level 300 or above.

** The students pursuing the 4-year honours with research have to complete a capstone project with 12 credits and for the 4-year honours degree students have to complete a project with 12 credits. Those honours students who are not doing capstone project shall do three courses at the level 400 or above or three vocational training courses or internships for 12 credits.

    i.   20% syllabus of each course will be prepared by the teacher as 'Teacher Specific Content' and will be evaluated under CCA.

   ii.   In case of MDC, SEC, VAC courses coming under 3rd & 4th semester, college should make necessary arrangements to give adequate preference to courses designed by language departments. MDC in the 3rd semester can be Kerala Specific Content

12. Academic Levels of Pathway Courses

Semester	Difficulty level	Nature of Course
1&2	100-199	Foundation level or introductory courses
3&4	200-299	Intermediate level courses
5&6	300-399	Higher level courses
7&8	400-499	Advanced/Capstone level courses

13. Signature Courses

   i. With a prior recommendation of BoS and the approval of academic council, each faculty member can design and offer at least one signature course in every semester, which may be offered as DSE/SEC/VAC.

   ii. College may publish a list of their signature courses in DSE/ SEC/ VAC offered by their faculty members with a prior recommendation of BoS and the approval of Academic Council.

   iii. College may empanel distinguished individuals who have excelled in their field of specialization like science and technology, industry, commerce, social research, media, literature, fine arts, civil services etc. as adjunct faculty as per the UGC guidelines with the approval of the University/College. With a prior recommendation of BoS and the approval of academic council, the adjunct faculty can offer SEC/VAC as signature course.

   iv. Adhoc/ Guest faculty/ Visiting faculty/ Visiting Scholars can also offer DSE/SEC/ VAC as signature courses with a prior recommendation of BoS and the approval of

academic council.

v. The faculty concerned may design the particular course and it should be forwarded to the BoS after the approval of department council.

vi. The examinations and evaluation of the signature courses designed by the faculty shall be conducted by the faculty themselves and an external expert faculty chosen by the college from a panel of experts submitted by the faculty and recommend by the BoS concerned.

14. Programme Pathways and Curriculum Structure

Students who have joined for any programme under these regulations shall have the option
to choose the following pathways for their UG degree and Honours programme.

i. **Degree with single Major**: A student pursuing the FYUG programme in a specific discipline shall be awarded a Major degree if he secures at least 50% of the total credits in the specific discipline required for the award of the Degree in that Discipline.
Example: Physics Major/Economics Major/Commerce Major

ii. **Degree Major with Minor**: If a student pursuing the FYUG Programme is awarded a Major Degree in a particular discipline, he/she/they are eligible to be awarded a Minor in another discipline of his choice, if he earns a minimum of 32 credits (approximately 25% of credit required for the three-year programme) from 8 pathway courses in that discipline.
Example: Physics Major with Chemistry Minor/ Chemistry Major with English Minor/ Commerce Major with Economics Minor/ English Major with Functional English Minor/Hindi Major with Malayalam Minor etc.

iii. **Major with Multiple Disciplines of Study**: This pathway is recommended for students who wish to develop core competencies in multiple disciplines of study. In this case, the credits for the minor pathway shall be distributed among the constituent disciplines/ subjects. If a student pursuing FYUG Degree Programme is awarded a major Degree in a particular discipline, he/she/they are eligible to get mentioned his core competencies in other disciplines of his choice if he has earned 12 credits from the pathway courses of that discipline.
Example: Physics Major with Minors in Chemistry and Mathematics, Economics Major with Minors in History and English, Commerce Major with Minors in Economics and Statistics.

iv. **Interdisciplinary Major**: For these programme pathways, the credits for the major and minor pathways shall be distributed among the constituent disciplines/subjects

to attain core competence in the inter disciplinary programme.
Example: Econometrics Major, Global Studies Major, Biostatistics Major.

v. **Multi-Disciplinary Major**: For multidisciplinary major pathways, the credits for the major and minor pathways will be distributed among the broad disciplines such as Life Sciences, Physical Sciences, Mathematical and Computer Sciences, Data Analysis, Social Sciences, Humanities, etc.
Example: Life Science, Data Science, Nano Science.

vi. **Degree with Double Major**: A student who secures a minimum of 50% credits from the first major will be awarded a second major in another discipline if he could secure 40% of credit from that discipline for the 3-year/ 4-year UG degree to be awarded a double major degree.
Example: Physics and Chemistry Major, Economics and History Major, Economics and History Major, Commerce and Management Major
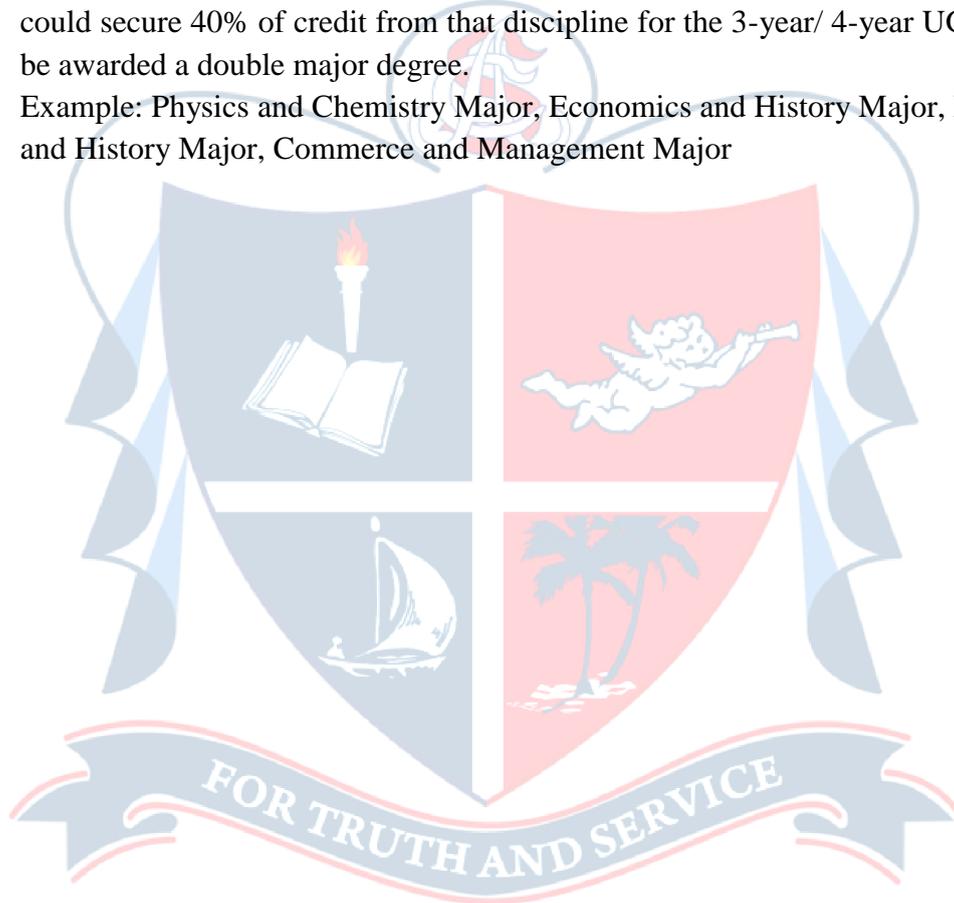
Pathway Option1-Degree Major or Major with Multiple Disciplines of Study

Course Components	No. of Courses											
	Semester 1	Semester2	Semester3	Semester4		Semester5#	Semester6#	Total	Remarks	Semester 7	Semester 8	Total
DSCA (4 Credit/ Course)	1(P)	1(P)	3 (2P)	3 (2P)		5	4	17	7 Out of 17 can be opted as DSE	3	2	22
DSCB&C (4 Credit /Course)	2(P)	2(P)	1(P) (BorC)	1(P) (CorB)				6		3		9
Multidisciplinary Courses (MDC) (3 Credit/ Course)	1(P)	1(P)	1*					3	*Cannot opt from DSC			3
Ability Enhancement Courses (AEC) (3 Credit/ Course)	1 (English) 1 (OL)	1 (English)1 (OL)			Internship of 2 Credits			4				4
Skill Enhancement Courses (SEC) (3 Credit/ Course)				1*		1**	1**	3	*Cannot opt from DSCA **From DSCA only			3
Value Addition Courses (VAC) (3 Credit/ Course)			1*	1*			1**	3	*Cannot opt from DSCA **From DSCA only			3
Project/ Dissertation 12 credits for Honours with Research & 8 for Honours											12 (1 DSC /DSE for Honours	
Total Courses	6	6	6	6		6	6	36		6	2+1	
Total Credits	21	21	22	22	2	23	22		Total Credits 133	24	20	Total Credits 177
Total Hours per Week	25	25	25	25		25	25		Exit option available	25	25	

Pathway Option 2 – Major with Minor

| Course Components | No. of Courses | | | | | | | | | | | |
	Semester 1	Semester 2	Semester 3	Semester 4		Semester 5#	Semester 6#	Total	Remarks	Semester7	Semester8	Total
DSCA (4Credit/ Course)	1(P)	1(P)	3 (2P)	3 (2P)		4	3	15	7 Out of 15 can be opted as DSE	3	2	22
DSCB (4Credit/ Course)	2(P)	2(P)	1(P)	1(P)		1	1	8	1 Out of 8 can be opted as DSE	3		11
Multidisciplinary Courses (MDC)/ (3Credit/ Course)	1(P)	1(P)	1*					3	*Cannot opt from DSC			3
Ability Enhancement Courses (AEC) (3Credit/ Course)	1 (English)1 (OL)	1 (English) 1 (OL)			Internship of 2 Credits			4				4
Skill Enhancement Courses (SEC) (3Credit/ Course)			1*			1**	1**	3	*Cannot opt from DSCA **From DSCA only			3
Value Addition Courses (VAC) (3 Credit/ Course)			1*	1*			1**	3	*Cannot opt from DSCA **From DSCA only			3
Project/ Dissertation 12 credits for Honours with Research & 8 for Honours											12 (1DSC/ DSE for Honours	
Total Courses	6	6	6	6		6	6	36		6	2+1	
Total Credits	21	21	22	22	2	23	22		Total Credits 133	24	20	Total Credits 177
Total Hours per Week	25	25	25	25		25	25		Exit option available	25	25	

Pathway Option 3 – Double Major

Course Components	No. of Courses										
	Seme-ster 1	Seme-ster 2	Seme-ster 3	Seme-ster 4		Seme-ster 5#	Seme-ster 6#	Total	Remarks	Seme-ster 7	Seme-ster 8	Total
DSC A (4 Credit/ Course)	1(P)	1(P)	2(2P)	2(1P)		4	3	13	7 Out of 13 can be opted as DSE	3	2	18
DSC B (4 Credit/ Course)	2(P)	2(P)	2(1P)	2(2P)		1	1	10	2 Out of 10 can be opted as DSE	3		13
Multidisciplinary Courses (MDC) (3 Credit/ Course)	1(P)	1(P)	1*					3	*Cannot opt from DSC			3
Ability Enhancement Courses (AEC) (3 Credit/ Course)	1 (English)1 (OL)	1 (English) 1 (OL)						4				4
Skill Enhancement Courses (SEC) (3 Credit/ Course)				1		1	1	3				3
Value addition Courses (VAC) (3 Credit/ Course)			1	1			1	3				3
Project/Dissertation 12 credits for Honours with Research & 8 for Honours											12 (1 DSC/DSE for Honours	
Total Courses	6	6	6	6		6	6	36		6	2+1	
Total Credits	21	21	22	22	2	23	22		TotalCredits133	24	20	Total Credits 177
Total Hours per Week	25	25	25	25		25	25		Exit option available	25	25	

(The vertical spanning column between Semester 4 and Semester 5 reads: "Internship of 2 Credits")

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

   i. A student shall register to a minimum of 16 credit per semester from the college/ department where he/ she/ they is officially admitted for a particular programme. However, students enrolled for a particular programme in one institution can simultaneously enrol for additional credits from other HEIs within the University or outside the University subject to a maximum of 30 credits per semester including the 16 institutional credits.

   ii. The College shall publish a list of courses that are open for admission for students from other institutions well in advance before the commencement of each semester.

   iii. Each BoS shall prepare and publish a list of online courses at different levels before the commencement of each semester offered in various online educational platforms recognized by the academic council of the College, which can be opted by the students for acquiring additional credits.

   iv. Each BoS shall prepare and publish a list of allied/relevant pathway courses before the commencement of each semester offered by other Board of Studies that can be considered as pathway courses for major/minor for their disciplines at different levels.

   v. At the end of each, the semester College will include the credit acquired by the student through online courses in their semester grade cards subject to a maximum of 30 credits.

16 **Attendance**

   i.   A student shall be permitted to register for the end-semester evaluation of a specific course to acquire the credits only if he/ she has completed 75% of the prescribed classroom activities in physical, online, or blended modes, including any other activities as specified by the faculty coordinator of that particular course.

   ii. A 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 leave such as maternity leave, and menstrual leave shall also be treated as authorized absences.

   iii. The condonation facility can be availed as per the College norms

17. **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.   To protect the existing language workload, college should make necessary arrangements to give adequate preference to those courses designed by language departments coming under MDC, SEC and VAC of 3rd & 4th semester.

v.   Programme wise workload calculation will be as per the FYUGP workload ordinance 2024.

vi.   The teachers given the administrative responsibilities in the department and college level may give a relaxation in their workload as specified in the UGC regulations 2018.

18. Credit Transfer and Credit Accumulation

i.   College 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.

iii. The students shall be required to earn at least 50% of the credits from the College.

iv.   Students shall be required to earn the required number of credits as per any of the pathway structure specified in this regulation for the award of the degree

19. Outcome Based Approach

The curriculum will be designed based on Outcome Based Education (OBE) practices. The Graduate Attributes (GA) and Programme Outcomes (PO) are provided in appendix-1. The OBE based syllabus template is provided in appendix-2.

20. Assessment and Evaluation

i.   The assessment shall be a combination of 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. Teacher Specific Content will be evaluated under CCA.

iv. CCA will have two subcomponents: Formative Assessment (FA) and Summative Assessment (SA). Each of these components will have equal weightage and must be conducted by the course faculty/course coordinator offering the course.

v. 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 of students. FA will help students become more aware of their learning needs, strengths, and interests so they can take greater responsibility for their educational growth. FA will be the prerogative of the course faculty/course coordinator based on specific requirement of the student.

vi. Suggested methods of FA are as follows: (any one or in combination could be followed 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

vii. 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 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 evidence 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

viii. 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.

ix. A student may repeat SA only if there are any compulsive reasons due to which the student could not attend the assessment

x. The prerogative of arranging a CCA lies with the course faculty/course coordinator with the approval of SACA-UGP Academic Committee based on justified reasons

xi. 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.

xii. 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.

xiii. The course faculty may provide options for students to improve their performance through continuous assessment mechanism.

xiv. There shall be theory and practical examinations at the end of each semester.

xv. Regarding evaluation, one credit may be evaluated for 25 marks in a semester; thus, a 4-credit course will be evaluated for 100 marks; and 2-credit courses for 50 marks. However, for tabulation purpose course with 1-credit will be evaluated for 50 marks and will be converted to 25 marks

xvi. Odd semester examinations will be conducted by the institution and will be evaluated at the institution level. However, even semester examinations will be conducted and evaluated by internal and external faculty.

xvii. 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.

xviii. Distribution of CCA & ESE will be as given below

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

21. 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 internal examiner	70%

iv. Those who have completed the CCA alone will be permitted to appear for the ESE.

v. For grievance redressal purposes, the university shall have the right to call for all the records of CCA.

vi. Duration of Examination
Questions shall be set as per the defined Outcome. The question setter shall 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.

Mode	Time (in Hours)	
	Minimum	Maximum
Written Examination	1	2
Multiple Choice	1	1.5
Open Book	1	2
Any Other Mode	1	2

22. 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 (12 credits)	200	60	140
Project of Honours (8 credits)	100	30	70

23. Evaluation of Internship

The evaluation of 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 2 Credits / 50Marks
CCA	30%	15
ESE	70%	35

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

24. Letter Grades and Grade Points

A Mark system is followed for evaluating each question. For each course in the semester, letter grades and grade points 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. Based on the marks obtained, the weighted grade point will be mentioned in the student's grade cards.

Letter Grade	Grade Point	Percentage of Marks (Both Internal & External Marks put together)	Class
O (Outstanding)	10	95% and above	First Class with Distinction
A+ (Excellent)	9	Above 85% and below 95%	
A (Very good)	8	Above 75% and below 85%	

B+ (Good)	7	Above 65% and below 75%	First Class
B (Above average)	6	Above 55% and below 65%	First Class
C (Average)	5	Above 45% and below 55%	Second Class
P(Pass)	4	Above 35% and below 45% Aggregate (external and internal put together) with a minimum of 30% in external	Third Class
F(Fail)	0	Below an aggregate of 35% or Below 30% in external evaluation	Fail
Ab (Absent)	0		Fail

iii.   When students take audit courses, they may be given pass (P) or fail (F) grade without any credits

25. 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 undertaken 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 ith semester, C_i is the number of credits of the ith course and G_i is the grade point scored by the student in the ith course.

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

Illustration–Computation of SGPA

Semester	Course	Credit	Letter Grade	Grade point	Credit Point (Credit Grade)
I	DSC A	4	A	8	4x8=32
I	DSC B	4	B+	7	4x7=28
I	DSC C	4	B	6	4x6=24
I	MDC	3	B	6	3x6=18
I	AEC 1	3	O	10	3x10=30

I	AEC 2	3	C	5	3x5=15
	Total	21			147
	SGPA				147/21=7

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

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

Where S_i is the SGPA in the ith semester, C_i is the total number of credits in the ith semester.

$$CGPA = \frac{Sum\ of\ the\ credits\ of\ all\ the\ courses\ in\ six/eight\ semesters}{Total\ Credits\ in\ Six(133)/Eight(177)\ semesters}$$

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

26. Committees to be Constituted for the Implementation and Monitoring of SACA-UGP

i. There shall be a college level SACA-UGP Academic Co-ordinator/Nodal Officer, academic committee and SACA-UGP department committee in each department.

ii. The tenure of the college level committees will be 4 years

SACA-UGP Academic Committee

i. The Principal (Chairman)

ii. Academic Co-ordinator/Nodal Officer (Convenor)

iii. All the Heads of Departments in the college

iv. Four teachers of the college representing different discipline nominated by the college council by rotation

v. Not less than four experts/academicians from outside the college representing areas such as Industry, Commerce, Education, Sciences etc., to be nominated by the college council preferably from the alumni of the college

vi. Three nominees of the affiliating University (not less than the designation of associate professor in a college/university department)

Functions of SACA-UGP Academic Committee

i.   Scrutinize, approve, and recommend to the University all the proposals submitted by the department committee with regard to the SACA-UGP such as, academic pathway, allowed syllabi enrichment/updation, details of elective courses, Online courses, blended teaching, courses offering to the students of other HEIs, panel of examiners, summative and formative evaluation tools proposed by the concerned course faculty, new courses and syllabus proposed by the faculty members as signature courses etc. The Academic Committee can differ on any proposal, and it shall have the right to return the matter for reconsideration to the concerned Department committee or reject it, after giving sufficient reasons to do so.

ii.   Scrutiny of all documents related to Teacher Specific Content.

iii. Recommend to the College Governing Body for starting innovative programmes using the flexibility and holistic nature of the SACA-UGP curriculum framework

SACA-UGP Department Committee

i.   Head of the Department concerned (Chairman)

ii.   The entire faculties of the Department

iii. Two subject experts from outside the college to be nominated by the MGU-UGP Academic Committee

iv.   One representative from industry/ corporate sector/ allied area relating to placement

v.   One meritorious alumnus of the department to be nominated by the department council

vi.   The department council of the SACA-UGP, may with the approval of the principal of the college, co-opt:

    (a) Experts from outside the college whenever special courses of studies are to be formulated.

    (b) Other faculty members of the same Faculty within the college

Functions of SACA-UGP Department Committee

i.   Prepare teacher specific content of syllabi for various courses keeping in view the objectives of the SACA-UGP and submit the same for the approval of the academic committee

ii. Scrutinize the signature course content and its evaluation techniques.

iii. Suggest methodologies for innovative teaching and evaluation techniques.

iv. Suggest panel of examiners to the academic committee.

v. Coordinate research, teaching, extension and other academic activities in the department/college.

27. Proposed Options for Higher Studies for the Students of SACA-UGP

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

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 UG programme under the SACA-UGP 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 framework requirement.

iii. For enrolling in a PhD programme the candidate should have acquired a master degree or a 4-year honours degree with research.

28. Power to Remove Difficulties

If any difficulty arises in giving effect to the provisions of these Regulations, the Principal 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 Governing body.

29. Modifications to the Regulations

Not with standing anything contained in these Regulations, any amendments or modifications issued or notified by the University Grants Commission 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

Graduate Attributes (GA) of St. Albert's College (Autonomous)

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 St. Albert's College (Autonomous) are:

GA1: 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.

GA2: 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.

GA3: Multidisciplinary / interdisciplinary / trans disciplinary 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 to formulate constructive arguments and rational analysis for achieving common goals and objectives.

GA4: 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.

GA5: 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.

GA6: 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.

GA7: Social Competency

Ability to contemplate on 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.

GA8: 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.

GA9: Lifelong Learning

Ability to acquire knowledge and skills, including learning how to gain knowledge, 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 workplace through knowledge / skill development/ reskilling.

Programme Outcomes (PO)

PO1: 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 the self and the society.

PO2: 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.

PO3: Multi-disciplinary/interdisciplinary/transdisciplinary Approach

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

PO4: Communication Skills

Ability to express thoughts and ideas effectively in writing and in speech; 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.

PO5: Leadership Skills

Ability to work effectively and lead respectfully with diverse teams; setting direction, formulating an inspiring vision, building a team that 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.

PO6: Social Consciousness and Responsibility

Ability to contemplate on 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.

PO7: 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.

PO8: 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 behaviour.

PO9: Networking and Collaboration

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

PO10: 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 workplace through knowledge/skill development/reskilling

SYLLABUS INDEX - SEMESTER 1

Course Code	Title of the Course	Type of the Course CC, MDE, VAC, SEC etc.	Credit	Hours / week	Hour Distribution /Week			
					L	T	P	O
3 WEEKS COMPULSORY INDUCTION PROGRAM								
24SACBUS1DA102	Principles and Practices of Management	CC	4	4	4	0	0	0
24SACBUS1DA101	Financial Accounting	CC	4	4	4	0	0	0
24SACBUS1DA103	Business Statistics and Logic	CC	4	4	4	0	0	0
24SACBUS1DA104	Business Communication - 1	CC	3	3	3	0	0	0
24SACBUS1MD101	Indian Systems of Health and Wellness	MDE	2	2	2	0	0	0
24SACBUS1VA101	Environmental Science and Sustainability	VAC	2	2	2	0	0	0
	AEC English	AEC	3	3	3	0	0	0
	AEC - Other Languages	AEC - OL	3	3	3	0	0	0
	TOTAL CREDIT AND HOURS		25	25				

	Department of Business Administration **St. Albert's College (Autonomous)** **Ernakulam**

Programme	**BBA**
Course Name	**Principles and Practices of Management**
Type of Course	**CORE COURSE**
Course Code	**24SACBUS1DA102**
Course Level	**NA**
Course Summary	This course introduces the student to the key aspects of management - planning, organizing, leading, and controlling by integrating both classical and contemporary management practices. Through case studies, interactive sessions, and practical exercises, students will learn to apply these principles to real-world scenarios that will prepare them for leadership roles in diverse organisational settings. The goal is to equip students with the tools and insights necessary to manage effectively and drive organisational success

Semester	1	Credits			4	Total Hours
Course Details	Learning Approach	Lecture	Tutorial	Practical	Others	
		4	0	0		4
Pre-requisites, if any	NA					

COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains *	PO No
1	Understand management principles and demonstrate how they are used to solve practical business problems	U, A	1
2	Compare and contrast different management theories and their effectiveness in various organisational contexts.	An, E	2
3	Design a management strategy for a hypothetical or real organisation using a mix of management theories and practices.	C	5
4	Propose innovative management solutions to enhance efficiency and effectiveness in given business scenarios	C	10

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

COURSE CONTENT

Content for Classroom transaction (Units)

Module	Units	Course description	Hrs	CO No.
1	1.1	Definition, nature, and significance of management, principles of management	8	CO1, CO2, CO3
	1.2	management and administration, levels of management, role of managers and managerial skills;	5	
	1.3	Evolution of management thought: Classical-Scientific, Administrative and Bureaucratic, Human Relations, Quantitative,Systems, and Contingency approaches	8	
	1.4	Management as a science and an art; Functions of management: Planning, organizing, directing, and controlling	4	
2	2.1	Planning, Organizing and Staffing Nature, Importance and Purpose of planning in management; Types of plans: Strategic, tactical, operational; Planning process and techniques	5	CO1, CO2, CO3
	2.2	Decision making- Importance and steps	5	
	2.3	Organisational structure, types of organisational structures: Functional, divisional, matrix; Authority,responsibility,delegation, Centralization Vs Decentralization of authority– Span of Control; Coordination and integration, MBO and MBE; Nature and Importance of staffing – recruitment, selection	8	
3	3.1	Directing and Controlling,Meaning and nature of directing, Leadership, Motivation, Communication (meaning and importance) in management;	5	CO1, CO2, CO3
	3.2	Controlling-meaning and steps in controlling, control process, essentials of sound control system, methods of establishing control.	5	
4	4.1	Strategic Management, Ethics and Social Responsibility,Overview of strategic management, SWOT analysis	3	CO4
	4.2	Ethical issues in management,Corporate social responsibility (CSR)	4	

Teaching and Learning Approach	**Classroom Procedure (Mode of transaction)** Lecture Seminars and Presentations, Assignments, Case Studies		

Assessment Types

MODE OF ASSESSMENT

Continuous Comprehensive Assessment (CCA)

Continuous Comprehensive Assessment (CCA 30 marks)

1 Test (Best out of two)		15
Group Project and Presentation	Students form groups to research a specific management theory or approach and present their findings to theclass.	15

B Semester End Examination

Written Examination – 70 marks, duration 2 hrs.

Type	Number of Questions to be added	Marks
Written Examination	Short Answer- 5 out of 8 questions- 3 marks each	5x3=15
Short Essay	3 out of 6 questions -5 marks each	3x5 =15
Essay Question	2 questions of 20 marks each from a choice of 4 questions (Long Essay and Case study)	2x20=40
	Total Marks	**70**

References

SUGGESTED READINGS

Text Books (Latest Editions):

1. Prasad, L. M, Principles and Practice of Management, Sultan Chand & Sons-New Delhi.

2. Tripathi P C Principles of Management, Tata McGraw Hill Publishing Company Ltd.

3. Rao, V. S. P. Management Principles and Applications. Taxmann Publications.

4. Kapoor, Premvir, Principles of Management, Khanna Book Publishing.

5. Weihrich, H., & Koontz, H. (1993). Management: A global perspective. (No Title). McGRAW Hill

6. Koontz, H., O'Donnell, C., & Weihrich, H. (1986). Essentials of management (Vol.18)

.New York: McGraw-Hill.

Other References:

1. Indian Business Rising: The Contemporary Indian Way of Conducting Business-And How It Can Help You Improve Your Business | Harvard Business Review Press | 5813BC-PDF-ENG | https://hbsp.harvard.edu/product/5813BC-PDF-ENG

Reflective Exercises and Cases:

1. ATH Technologies by Robert Simons and Jennifer Packard
   https://www.hbs.edu/faculty/Pages/item.aspx?num=52711

2. Review of Lincoln Electric Co. by Norman Berg.

3. Leadership Lessons from India | Peter Cappelli, Harbir Singh, Jitendra V. Singh, Michael Useem | Harvard Business Review | R1003G-PDF-ENG | https://hbsp.harvard.edu/product/R1003G-PDF-ENG?

4. Bharti Airtel (A) | C.K. Prahalad, M.S. Krishnan, Sheel Mohnot | WDI Publishing|W88C34-PDF-ENG   https://hbsp.harvard.edu/product/W88C34-PDF-ENG?

5. http://www.ibscdc.org/Case_Studies/Leadership/Leadership%2C

6. Organisational Change and CEOs/LDS0028.html

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	Department of Business Administration St. Albert's College (Autonomous) Ernakulam

Programme	BBA/ BBA (HONOURS) / BBA (HONOURS WITH RESEARCH)
Course Name	Financial Accounting
Type of Course	CORE COURSE
Course Code	24SACBUS1DA101
Course Level	NA
Course Summary	This course intends to introduce basic accounting principles and practices. The students will have knowledge about the fundamental accounting processes such as journalising, ledger posting, preparation of trial balance and final accounts in sole trading and familiarise the company form of business. It also deals with providing an overview of accounting standards on sustainability accounting as value creation for business. Course Objectives: To provide an understanding of the application of various principles and practices of accounting. 1. To demonstrate knowledge of the accounting cycle process and the basic steps involved in accounting. 2. To apply the knowledge of systematic maintenance of books of accounts to real-life business. 3. To estimate annual financial statements for sole proprietorships form of business and familiarize with the company form of business.

Semester	One		Credits		2	Total Hours
Course Details	Learning Approach	Lecture	Tutorial	Practical	Others	
		4	0	0		4
Pre-requisites, if any	NA					

COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains*	PO No
1	Identify the application of various principles and practices of accounting in the preparation of accounting statements.	U	
2	Familiarize the Annual Financial statements of Company form of business	U	
3	Demonstrate knowledge of the process of the accounting cycle	A	
4	Apply the knowledge of systematic maintenance of books of accounts to real life business	A, An	
5	Estimate Annual Financial statements of Sole proprietorship	An	

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

COURSE CONTENT

Content for Classroom transaction (Units)

Module	Units	Course description	Hrs	CO No.
Introduction to Accounting, Accounting system and process				
1	1.1	Meaning, Need for accounting and accounting information systems	2	CO 1
	1.2	Stakeholder using accounting information	2	
	1.3	Qualitative aspects of financial accounting, Accounting standards in India and International (outline)	2	
	1.4	Branches of Accounting	1	
	1.5	Types of Business Organisations	1	
	1.6	Accounting concepts and conventions, Accounting concept of income and expenditure	2	
	1.7	Classification of capital and revenue- expenditure and income, accounting equation,	2	

	1.8	accounting process, contingent assets and liabilities, Fictitious assets	2	
		Recording transactions and Trial balance Transactions		
2	2.1	Rule of debit and credit.	2	CO 2
	2.2	Entry in Journal.	3	
	2.3	Understanding the concepts of Subsidiary books (such as Purchases, Sales, Returns,Receivables, and Payables; theory only)	2	
	2.4	Simple cash book	2	
	2.5	Cash book with Cash, Bank and Discount Columns (Simple problems only),	2	
	2.6	Entry in Ledger	3	
	2.7	Trial balance preparation.	2	
3		**Final Accounts**		CO3,CO5
	3.1	Preparation of Trading and Profit and Loss account(Basic Adjustments)	5	
	3.2	Balance Sheet of sole trading Concerns with basic adjustments such as stock, accrued, pre-paid & outstanding entries, depreciation and provisions.	5	
	3.3	Importance of disclosures in final accounts.	2	
4		**Introduction to company**		CO 2
	4.1	Kinds	2	
	4.2	Share capital	2	
	4.3	Issue of shares (conceptsonly)	2	
	4.4	Financial statements as per Companies Act- 2013	3	
	4.5	Familiarisation with the content and format of Income statement and Balance sheet (horizontal and Vertical)	4	
	4.6	Green Accounting- need and objectives	1	
	4.7	Sustainability Reporting- need and methods..	2	

Teaching and Learning Approach	**Classroom Procedure (Mode of transaction)** Interactive Lectures and Discussions, Case Studies and Real-Life Applications Assignments, Quizzes

| Assessment Types | **MODE OF ASSESSMENT**

Continuous Comprehensive Assessment (CCA)

Continuous Comprehensive Assessment (CCA 25 marks) (Maximum Marks 30) |

Sl. No.	Component	Activity	Marks
1.	Test (Best out of two)		15
2.	Assignments (Group)	Provided below	15
	Total Marks		30

B Semester End Examination

Maximum Marks: 70 Duration 2 hrs.

Sl. No.	Component	Activity	Marks
	Written Examination 2- hours exam	Short Answer- 5 out of 8 questions- 2 marks each (from all units; no problem-based questions included in this section)	20x2=40
		Short Essay - 4 questions 5 marks each (out of 6 choices; up to two questions from unit 1, 2 and 3 (including 2-3 problem-based questions from units 2 and/ or 3); one question from units 4).	4x5=20
		Essay Question: 2 questions of 20 marks each from a choice of 4 questions comprising of 1 problem-based question each from Unit 2 and 3 and 2 theory questions from unit 1, 2 and 3.	20x2=40
	Total Marks		70

Assignments

A. Based on Profit and Loss account and balance sheet of an existing private and/ or public limited company, oral presentation accompanied by slides and written record summarizing key insights and observations to be made. (5 marks)

B. Prepare a report on the Green Accounting Practices or Sustainability initiatives of at least one Indian company. The report should include sections such as a brief introduction to the company, regulatory requirements in the industry with respect to Green Accounting/sustainability practices, practices adopted by the company, suggestions, etc. (4 marks)

    Submit a hardcopy of the ppt and also maintain a digital copy in the department.

References

1. Jain S.P., & Narang K L., Basic Financial Accounting I, New Dehli, Kalyani publishers.

2. Kimmel, Financial accounting, Wiley Publications

3. Gupta, A. Financial Accounting for Management: An Analytical Perspective, Noida, Pearson Education.

4. S.N. Maheshwari, and. S. K. Maheshwari. Financial Accounting. Vikas Publishing House, New Delhi.

5. Ashish K Battacharya, Essentials of financial accounting for Business Managers, Six, PHL learning.

6. Accounting for sustainability: www.ifac.org

7. Peter Bartelmus, E K Seifert, Green Accounting, London, Routledge Publications.

	Department of Business Administration St. Albert's College (Autonomous) Ernakulam

Programme	BBA
Course Name	Business Statistics and Logic
Type of Course	CORE COURSE
Course Code	24SACBUSIDA103
Course Level	NA
Course Summary	Quantitative Aptitude tests have been one of the key components in all competitive exams across the globe in recent years. All tests include such aptitude problems to assess a candidate's arithmetic precision, conceptual numerical ability, analytical ability and rational thinking applicability. Hence this course on Business Statistics and Logic has been introduced as part of BBA programs. Business Statistics helps us to make business decisions under uncertainties. Such decisions must be objective and unbiased and based on quantitative data. This necessitates an analysis of data using appropriate statistical tools and hence understanding of these techniques and models. With the business entities keen on making the data driven decisions, it is essential for individuals working in this uncertain environment to possess such skills to make better decisions backed by data. Course Objectives: To establish importance of logical reasoning in human inquiry. To demonstrate data handling skills and summarize data with clarity. To extend an understanding of application of relevant concepts of Statistics to a given business scenario. To understand business problems and make decisions using appropriate statistical models and explain trends. To demonstrate the knowledge on the process of organizing a data and conduct statistical treatment.

Semester	One		**Credits**		**4**	**Total Hours**
Course Details	**Learning Approach**	**Lecture**	**Tutorial**	**Practical**	**Others**	
		4	0	0		**60**
Pre-requisites, if any	**NA**					

COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains *	PO No
1	Outline the relevant concepts of Statistics to a given context/ business scenario.	U	1
2	Demonstrate data handling skills with clarity and logical reasoning.	A	2
3	Organize business data and conduct statistical environment.	A	1
4	Evaluate and interpret data using appropriate statistical techniques.	E, C	2
5	Explain data trends using appropriate statistical models.	A	2

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

COURSE CONTENT

Content for Classroom transaction (Units)

Module	Units	Course description	Hrs	CO No.
Module 1 : Measures of Central Tendency, Dispersion, Measures of Skewness and Kurtosis				
1	1.1	Classification and tabulation of data - Frequency distribution - Diagrams and graphs	4	CO1, CO2
	1.2	Measure of central tendency – Arithmetic mean – Median – Mode - Geometric mean and harmonic mean (theory only)	8	
	1.3	Measures of dispersion – Range – Quartile deviation – Mean deviation from mean – Mean deviation from median – Standard deviation and coefficient of variation	8	
	1.4	Concepts of skewness and kurtoses – Importance	3	
Module 2 – Correlation and Regression				
2	2.1	Correlation – Meaning – Definition – Uses – Covariance – Scatter diagram – Types of correlation - Karl Pearson's correlation coefficient – Spearman's rank correlation coefficient – Probable error (theory only)	8	CO2, CO3
	2.2	Regression – Meaning – Utility – Comparison between correlation and regression – Regression lines – x on y, y on x – Regression equations – Regression coefficients	8	

Module 3 – Probability and Probability Distributions				
3	**3.1**	Introduction to probability – Basic concepts of probability – Classical definition	**3**	CO3, CO4
	3.2	Addition and multiplication rules – Probability distributions – Binomial – Poisson – Normal distribution (theory only)	**6**	
Module 4 – Introduction to Logic				
4	**4.1**	Number series – coding and decoding – Odd man out series – Direction sense test – Seating arrangements – linear and circular – Blood relations	**8**	CO4
	4.2	Arithmetic and geometric progressions – Inductive and deductive reasoning**.**	**6**	

Teaching and Learning Approach	Classroom Procedure (Mode of transaction) This course could be dealt using multiple pedagogies like interactive lecture, students' discussions, case studies and experiential learning. Note to instructor: Understanding basic concepts of statistics is possible by incorporating data sets from real life situations. In every unit one hour could be set aside to handle realistic data such as number of steps taken on a day, daily expenditures of students, air quality index in various months in various cities, stock prices etc.
Assessment Types	**MODE OF ASSESSMENT** **A. Continuous Comprehensive Assessment (CCA) (Maximum Marks : 30)** <table><tr><td>Sl. No.</td><td>Component</td><td>Activity</td><td>Marks</td></tr><tr><td>Test (Best of two)</td><td></td><td></td><td>15</td></tr><tr><td>Assignment (Individual/group)</td><td></td><td>Provided below</td><td>15</td></tr><tr><td>Total Marks</td><td></td><td></td><td>30</td></tr></table> **B. Semester End Examination (Maximum marks : 70)** <table><tr><td>Sl. No.</td><td>Component</td><td>Activity</td><td>Marks</td></tr><tr><td>1.</td><td>Written examination of 2 hours</td><td>Short answer of 2 mark each (from last two units) 5 questions of 8</td><td>$2 \times 5 = 10$</td></tr></table>

		Short Essay – 4 questions 5 mark each out of 6 choices (problem and theory)	$5 \times 4 = 20$	
		Essay question – 2 questions of 20 marks each from a choice of 4 questions (problem and case study)	$20 \times 2 = 40$	
	Total Marks		70	

Assignments

A. Using EXCEL and the statistical concepts studies in this course, students should anlayse any real-world data and interpret the results. Primary or Secondary data may be used for this purpose. For example, Calculate mean, median, mode, standard deviation, and range of sales data from a local vendor or environmental indicators such as air quality index, water usage, or carbon emissions; finding out the correlation and regression coefficient with expenditure and income data from 50 students

(5 marks) (group)

B. To understand and identify the skewness and kurtosis of a given dataset using real-life data. Choose a real-life dataset. This could be from sources such as:
- Public datasets available online (e.g., government databases)
- Data from a project at work or school.
- Personal data you have collected (e.g., daily step count, expenses).

C. Calculate basic statistics (mean, median, mode, standard deviation) of the chosen numerical variable.

D. Identify skewness and kurtosis and visualise data using histogram. Also overlay the normal distribution curve for comparison (4 marks) (individual).

References

Textbooks (Latest Editions):

- Levin R. I.& Rubin D. S. Statistics for Management. Delhi: Pearson.

- Pillai & Bagavathi. Statistics,Theory and Practice,S Chand Publishing.

- SP Gupta. Statistical Methods, Sultan Chand and Sons.

- SC Gupta. Fundamentals of Statistics, Himalaya Publishing House

- Sharma, Gupta, The Practice of Business Statistics, Khanna Publishing House.

- Sharma J.K. Business Statistics, Vikas Publishing House.

Reference Research Paper:

- Fildes, R . , &Goodwin, P . (2007). Against Yourbetterjudgment ? How organisations can improve their use of management judgment in forecasting. Interfaces, 37(6), 570-576.

- Stanovich,K.E.,&West,R.F.(2000).Individualdifferencesinreasoning:Implicationsfortherationalitydebate?BehavioralandBrainSciences,23(5),645-665.

	Department of Business Administration **St. Albert's College (Autonomous)** **Ernakulam**

Programme	BBA
Course Name	Business Communication-I
Type of Course	CORE COURSE
Course Code	24SACBUS1DA104
Course Level	NA
Course Summary	This course focuses on bringing in perspective the importance of Business Communication for organisations and individual employees in the context of multicultural workforce in a digital world. The course will focus on instilling effective communication skills in students for organisational set up. The course will be taught using texts, cases and classroom exercises for improving both written and oral communication in students.

Semester	1		Credits		3	Total Hours
Course Details	Learning Approach	Lecture	Tutorial	Practical	Others	
		3	0	0		30
Pre-requisites, if any						

COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains *	PO No
1	Understand various barriers to communication and apply pre-emptive measures, including feedback, to minimize the same.	U	
2	Apply the skills of effective letter writing and be able to create various kinds of Business letters.	A	
3	Students shall be able to effectively analyze and evaluate various kinds of business correspondence and e correspondence.	An	
4	Able to present in front of audience with confidence and expertise.	S	
Remember (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap)			

COURSE CONTENT
Content for Classroom transaction (Units)

Module	Units	Course description	Hrs	CO No.
1		Introduction to Communication in Organisations		
	1.1	Introduction to Business Environment and Communication,Models of communication	4	CO1
	1.2	Basics of Communication (types, channels and barriers), 7Cs of communication	4	
	1.3	Formal and informal communication	3	
	1.4	Listening Skills, communication on social media platforms.	4	
2		Written Communication		
	2.1	Planning and executing different types of messages, emails, formal letters (Planning & Layout of Business Letter)	5	CO2
	2.2	Informal messages on e-platforms	5	
	2.3	request letters to various stakeholders, Sales Letters, Complaint & Follow up Letters, Promotion Letters, Job application Letters, cover letters, resume, Resignation.	5	
3		Interpersonal Communication		
	3.1	Team communication	3	CO3
	3.2	Managing communication during online meeting, communication with virtual team	4	
	3.3	Managing communication during online meeting, communication with virtual team,PowerPoint presentation skills; Infographics	4	
	3.4	Introduction to contemporary alternatives (such as- Prezi, Visme, Microsoft Sway, Zoho)	4	
4		Digital Communication		
	4.1	Social media and individual, social media organisations, Media Literacy;	3	CO4
	4.2	Strong Digital communication skills – email, instant messaging, video conferencing, e-meetings, Digital collaboration, digital citizenship	4	

	4.3	Digital etiquettes & responsibilities	4	
	4.4	Introduction to personal and organisational websites.	4	

Teaching and Learning Approach	**Classroom Procedure (Mode of transaction)** Lectures, Seminars and Presentations, Assignments, Case Studies, Group Discussions
Assessment Types	**MODE OF ASSESSMENT** **Continuous Comprehensive Assessment (CCA)** (Maximum Marks: 25) **B.END SEMESTER EVALUATION** (Maximum marks 50)

MODE OF ASSESSMENT

Continuous Comprehensive Assessment (CCA) (Maximum Marks: 25)

Sl no	component	Activity	Marks
1	Test (Best out of two)		10
2	presentation using tools specified in Unit 3 (PPT ,Infographics,prezi,visme,sway,zoho etc)individual	Business/Management related presentation	15
Total marks			25

B.END SEMESTER EVALUATION (Maximum marks 50)

sl no	component	Activity	max marks
1	Record submission and practical test	Record submission as per point No 4 in reflective Exercises and cases	10
2	written examination 1.5 hours	short essay - 2 out of 4 questions 5 marks each	2x5=10
		essay question 2 questions of 10 marks each from a choice of 4 questions (long essay and case study)	2x10=20
3.	Compulsory Question	Written random pick from a basket of questions (20 marks)	20
			50

References

Text Books (Latest Editions):

1. AICTE's Prescribed – Communication Skills in English, Khanna Book Publishing.

2. Lesikar, R.V. & M.E. Flatley, "Business Communication: Connecting in a Digital World", McGraw-Hill Education.

3. Murphy, H. A., Hildebrandt, H. & Thomas, J.P., Effective Business Communication. McGraw Hill.

4. Mukerjee H. S., Business Communication: Connecting at Work. Oxford Publication.

5. Boove, C.L., Thill, J. V. & Raina, R. L, Business Communication Today, Pearson.

6. Rajendra Pal Korahill, ―Essentials of Business Communication‖, Sultan Chand & Sons, New Delhi.

7. Ramesh, MS, & C. C Pattanshetti, ―Business Communication‖, R. Chand & Co, New Delhi.

8. Rodriquez M V, ―Effective Business Communication Concept‖ Vikas Publishing Company.

References:

1. Rao, M. T. (2023) Minor Hints: Lectures Delivered to H.H. the Maharaja Gaekwar, Sayaji Rao III. Gyan Publishing

2. Getting Ready for the Real World: HBR, 2020: The Science of Strong Business Writing. https://hbr.org/2021/07/the-science-of-strong business-writing

Reflective Exercises and Cases:

1. Preparing on curriculum vitae/resume and cover letter. 2. The Future of Internal Communication | Rita Linjuan Men, Shannon A. Bowen | Business Expert Press| BEP336-PDF-ENG | https://hbsp.harvard.edu/product/BEP336-PDF-ENG

3. Case study- Barry and effective communication barriershttp://www.lrjj.cn/encrm1.0/public/upload/Communication CaseStudy1.pdf

4. Prepare a record book of various letters mentioned in UNIT II. List of letters to be written in the record book.

Sales Letters

1. New Product Launch: Announcing and promoting a new product to existing and potential customers.

2. Seasonal Sale Promotion: Informing customers about an upcoming seasonal sale or special discount event.

3. Service Upgrade Offer: Encouraging clients to upgrade to a premium service with highlighted benefits.

4. Loyalty Program Invitation: Inviting valued customers to join an exclusive loyalty program with special perks.

Complaint & Follow-up Letters

1. Product Defect Complaint/wrong supply of goods: Addressing an issue with a defective product received by a customer.

2. Service Delivery Delay Complaint: Complaining about a delay in the delivery of a service or product.

3. Follow-up on Unresolved Issue: Following up on a previously reported issue that has not been resolved.

4. Complaint About Poor Customer Service: Reporting unsatisfactory customer service experience and seeking resolution.

Promotion Letters

1. Employee Promotion Announcement: Announcing the promotion of an employee to a higher position within the company.

2. Internal Promotion Application: Applying for an internal promotion by highlighting qualifications and achievements.

Job Application Letters

1. Application for Software Developer Role: Seeking a position as a Software Developer at a tech startup.

2. Application for Sales Representative Job: Applying for a Sales Representative position in a reputed sales company.

3. Application for Human Resources Specialist: Applying for a Human Resources Specialist position in a multinational corporation.
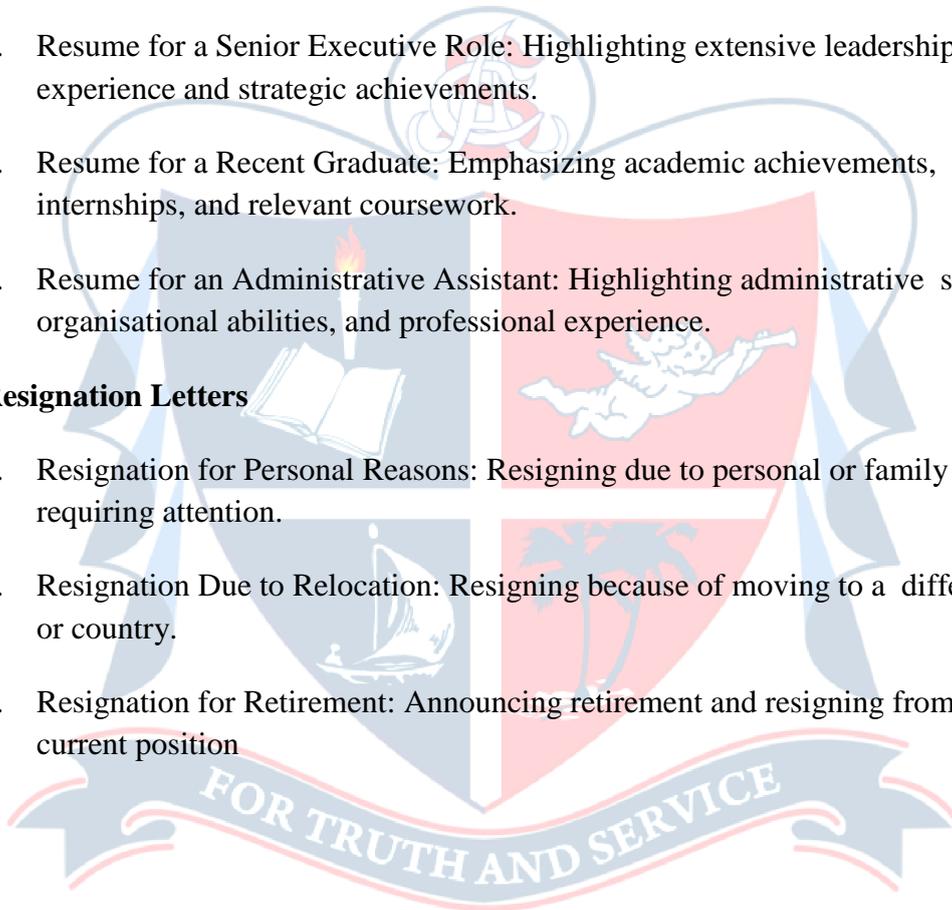
Cover Letters

1. Cover Letter for an Accounting Job: Emphasizing accounting qualifications and professional achievements.

2. Cover Letter for a Customer Service Position: Detailing customer service skills and experience in previous roles.

3. Cover Letter for an Internship: Applying for an internship by outlining educational background and career aspirations.

Resumes

1. Resume for a Senior Executive Role: Highlighting extensive leadership experience and strategic achievements.

2. Resume for a Recent Graduate: Emphasizing academic achievements, internships, and relevant coursework.

3. Resume for an Administrative Assistant: Highlighting administrative skills, organisational abilities, and professional experience.

Resignation Letters

1. Resignation for Personal Reasons: Resigning due to personal or family matters requiring attention.

2. Resignation Due to Relocation: Resigning because of moving to a different city or country.

3. Resignation for Retirement: Announcing retirement and resigning from the current position

Department of Business Administration
St. Albert's College (Autonomous) Ernakulam

Programme	**BBA/ BBA (HONOURS) / BBA (HONOURS WITH RESEARCH)**
Course Name	**Indian Systems of Health and Wellness**
Type of Course	MULTIDISCIPLINARY ELECTIVE COURSE
Course Code	24SACBUS1M0101
Course Level	**NA**
Course Summary	This course aims to emphasize the significance of maintaining a healthy lifestyle by educating students on the essential aspects of physical and mental well-being. It seeks to raise awareness about lifestyle-related diseases and equips students with knowledge and strategies for effective stress management. Course Objectives: To understand the importance of a healthy lifestyle. 1. To familiarize students about physical and mental health. 2. To create an awareness of various lifestyle related diseases. To provide understanding of stress management.

Semester	2		**Credits**		2	Total Hours
Course Details	Learning Approach	Lecture	Tutorial	Practical	Others	
		2	0	0		2
Pre-requisites, if any						

COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains *	PO No
1	Explain the concept and nature of health, wellness and its various implications	U	
2	Demonstrate adequate knowledge on wellbeing and promotion of healthy behaviour	U	

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

COURSE CONTENT

Content for Classroom transaction (Units)

Module	Units	Course description	Hrs	CO No.
1	1.1	Definition of Health, Importance of health in everyday life, Components of health – physical, social, mental, spiritual and its relevance, Concept of wellness.	4	CO1
	1.2	Mental health and wellness, Determinants of health behaviour, Health and Wellness at work place.	4	1
2	2.1	Mind body connection in health – concept and relation, Implications of mind- body connection	3	2
	2.2	Wellbeing – why it matters? Digital wellbeing.	4	2
3	3.1	Malnutrition, under nutrition and over nutrition, Body system and common diseases	3	1
	3.2	Sedentary lifestyle and risk of disease, Modern lifestyle and associated health risks.	4	1
4	4.1	Health beliefs of India, Health systems in India – AYUSH.	4	2
	4.2	Perspective of indigenous people towards health, happiness and well-being in India.	4	2

Teaching and Learning Approach	**Classroom Procedure (Mode of transaction)** • Conduct interactive sessions and classes by health/medical/Ayush practitioners. • Students will have to create a comprehensive report and presentation on any one topic highlighting key findings and recommendations for promoting mental/ physical wellness in communities. A suggestive list of projects topics is provided below.
Assessment Types	**MODE OF ASSESSMENT** **A. Continuous Comprehensive Assessment (CCA)** (Maximum Marks: 15)

Sl. No	Component	Activity	Marks
1	Internal Exam 30 minutes (Best out of two)	Multiple Choice Question (30 questions of 1 mark each) (The marks obtained to be converted to 10)	10

	2	Assignments	(Any assignment topic related to the course objective)	5	
		Total Marks		15	

B. End Semester Evaluation (Maximum Marks: 35)

Sl No	Component	Activity	Marks
1	Project Presentation (Final Assessment)	Project presentation (Group project – 3 students in a group) 15 marks for project report and 20 marks for project presentation. (List of topics provided below)	35
Total Marks			**35**

Project Topics

- The Role of Mental Health in Overall Wellness

- The Comprehensive Definition of Health: Exploring the Multi-Dimensional Nature of Well-being

- The Role of Health in Daily Life: Enhancing Quality of Life Through Healthy Practices

- Components of Health: Analyzing the Interconnectedness of Physical, Social, Mental, and Spiritual Health

- Understanding Wellness: Beyond the Absence of Disease

- Mental Health and Wellness: Strategies for Promoting Mental Wellbeing in Modern Society

- Exploring the Mind-Body Connection: Understanding Its Impact on Physical Health

- Implications of the Mind-Body Connection in Chronic Disease Management

- Well-Being: Its Importance and How to Enhance It

- Digital Well-Being: Balancing Technology Use for Better Health

- Mind-Body Interventions: Evaluating Their Effectiveness in Promoting Well-Being

- The Impact of Malnutrition on Public Health: Addressing Undernutrition and Over-nutrition

- Understanding the Human Body Systems and Common Diseases: Prevention and Management

- The Sedentary Lifestyle Epidemic: Assessing the Risks and Solutions

- Health Risks of Modern Lifestyles: Balancing Convenience with Wellbeing

- Nutritional Deficiencies and Their Impact on Health: Identification and Intervention

- Health Beliefs in India: Understanding Traditional and Modern Perspectives

- AYUSH: A Comprehensive Overview of India's Traditional Health Systems

- Indigenous Health Perspectives: The Role of Traditional Knowledge in Modern Health Practices

- Happiness and Well-being in India: Cultural and Societal Influences

- Integrating Traditional and Modern Health Systems in India: Challenges and Opportunities.

"This is a list of project topics, but it is not an exhaustive

Text Books / References:

1. Carr, A. Positive Psychology: The science of happiness and human strength. UK: Routledge

2. C. Nyambichu & Jeff Lumiri, Lifestyle Disease: Lifestyle Disease management.

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References

1. Burum, Ivo, and Stephen Quinn. Mojo: *The Mobile Journalism Handbook*. Focal Press, 2016.

2. Kamath, M. V. *Professional Journalism.* Vikas Publishing House, 2009.

3. Rajan, Nalini, editor. *21st Century Journalism in India*. Sage, 2007.

4. Ray, Tapas. *Online Journalism: A Basic Text.* Foundation, 2006.

	Department of Business Administration **St. Albert's College (Autonomous)** **Ernakulam**

Programme	**BBA/ BBA (HONOURS) / BBA (HONOURS WITH RESEARCH)**
Course Name	**Environmental Science and Sustainability**
Type of Course	VALUE ADDED COURSE
Course Code	24SACBUS1VA101
Course Level	**NA**
Course Summary	This course aims to familiarize students with fundamental environmentalconcepts and their relevance to business operations, preparing them to addressforthcoming sustainability challenges. It is designed to equip students with theknowledge and skills needed to make decisions that account for environmentalconsequences, fostering environmentally sensitive and responsible futuremanagers. The course content is divided into four comprehensive units. Unit 1introduces basic environmentalprinciples, the man-environment relationship. Unit 2 focuses onecosystems, biodiversity, and sustainable practices. Unit 3 addresses environmental pollution, wastemanagement, and sustainable development strategies. Finally, Unit 4 exploressocial issues, environmental legislation, and practical applications throughhands-on fieldwork. Through this holistic approach, students will gain a deepunderstanding of environmental processes, the importance of sustainablepractices, and their role in promoting sustainability within business contexts.

Course Objectives:

. This course aims to familiarize students with basic environmental concepts, their relevance to business operations, and forthcoming sustainability challenges.
. This course will equip students to make decisions that consider environmental consequences.
. This course will enable future business graduates to become environmentally sensitive and responsible managers. |
Semester	One	Credits			2	Total Hours
Course Details	Learning Approach	Lecture	Tutorial	Practical	Others	
		2	0	0		2
Pre-requisites, if any	NA					

COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains *	PO No
1	Understand the basic environmental concept and issues relevant to thebusiness and management field.	U, R	PO1
2	Recognize the interdependence between environmental processes and socioeconomic dynamics.	U, An	PO3
3	Determine the role of business decisions,policies, and actions in minimizing environmental degradation.	E	PO3
4	Identify possible solutions to curbenvironmental problems caused by managerial actions.	An, E	PO4
5	Develop skills to address immediate environmental concerns through changesin business operations, policies, and decisions.	A, C	PO4
Remember (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap)			

COURSE CONTENT

Content for Classroom transaction (Units)

Module	Units	Course description	Hrs	CO No.
Understanding Environment, NaturalResources, and Sustainability:				
1	1.1	Fundamental environmental concepts and their relevance to business operations;	2	CO 1
	1.2	Components and segments of the environment, the man-environment relationship, andhistorical environmental movements.	2	
	1.3	Conceptof sustainability; Classification of natural resources	1	
	1.4	Sustainable practices in managing resources, including deforestation, water conservation, energy security, and food security issues.	2	
Ecosystems, Biodiversity, and SustainablePractices				
2	2.1	Various natural ecosystems, learning about their structure, functions, and ecological characteristics	2	CO2
	2.2	The importance of biodiversity, the threats it faces, and the methods used for its conservation.	2	
	2.3	Ecosystem resilience, homeostasis, and carrying capacity	1	

| | 2.4 | emphasizing the need for sustainable ecosystem management | 1 | |
| | 2.5 | Strategies for in situ and ex situ conservation, nature reserves, and the significance of India as a mega diverse nation. | 2 | |

Environmental Pollution, WasteManagement, and Sustainable Development

	3.1	Various types of environmental pollution,including air, water, noise, soil, andmarinepollution, and their impacts on businesses andcommunities	2	
3	3.2	Causes of pollution such asglobal climate change, ozone layer depletion,the greenhouse effect, and acid rain, with aparticular focus on pollution episodes in India	2	CO1
	3.3	Solid waste management	1	
	3.4	Natural and man- made disasters, their management and the roleof businesses in mitigating disaster impacts	2	

Social Issues, Legislation, and PracticalApplications

	4.1	Dynamic interactions between society and the environment, with a focus on sustainable development and environmental ethics	2	
	4.2	Role of businesses in achieving sustainable developmentgoals and promotingresponsible consumption	2	
4	4.3	Overview of key environmental legislation and the judiciary's role in environmental protection, including the Water (Prevention and Control of Pollution) Act of 1974, the Environment (Protection) Act of1986, and the Air(Prevention and Control of Pollution) Act of 1981	2	CO2
	4.4	Environmental justice ,environmental refugees, and the resettlement and rehabilitation ofaffected populations.	2	

Teaching and Learning Approach	**Classroom Procedure (Mode of transaction)** • Conduct interactive sessions and classes by health/medical/Ayush practitioners. • Students will have to create a comprehensive report and presentation on any one topic highlighting key findings and recommendations for promoting mental/ physical wellness in communities. A suggestive list of projects topics is provided below.
Assessment Types	**MODE OF ASSESSMENT** A. **Continuous Comprehensive Assessment (CCA)** (Maximum Marks: 15)

Sl.no	Component	Activity	Marks
1	Internal Exam 30 minutes (Best out of two)	Multiple Choice Question (30 questions of 1 mark each) (The marks obtained to be converted to 10)	10
2	Assignments	(Any assignment topic related to the course objective)	5
Total Marks			15

B. **End Semester Evaluation** (Maximum Marks: 35)

Sl. No.	Component	Activity	Marks
	Project Presentation (Final Assessment)	Project evaluation and viva voce 15 marks for project report and 20 marks for viva voce examination	35
Total Marks			35

Project Topics

• Ecosystem Analysis and Conservation Strategies: Study the structure and function of a local ecosystem and propose strategies for its conservation, both in situ and ex situ.

• India's Biodiversity and Conservation Efforts: Examine the significance of India as a mega diverse nation and evaluate current conservation efforts and nature reserves.

• Renewable vs Non-Renewable Resources: Analyze the usage, advantages, and

challenges associated with renewable and no renewable natural resources in a specific region

- Impact of Human Activities on Natural Resources: Investigate the impact of human activities on the availability and quality of natural resources, with a focus on sustainable utilization.

- Impact of Pollution on Human Health: Assess the effects of air, water, soil, or noise pollution on human health in an urban area.

- Deforestation and Its Impact on Biodiversity: Explore the causes and consequences of deforestation and propose measures to mitigate biodiversity loss.

- Climate Change Adaptation and Mitigation Strategies: Evaluate the effectiveness of current strategies to combat climate change and global warming in a specific country or region.

- Innovative Waste Management Solutions: Investigate and propose innovative methods for waste management, focusing on recycling, composting, and waste-to-energy technologies.

- Implementation of SDGs in Developing Countries: Case study analysis of the implementation of specific SDGs in a developing country, focusing on successes and challenges.

- Sustainable Practices in the Fashion Industry: Explore sustainable practices within the fashion industry and assess their impact on environmental conservation.

- Sustainability in Urban Planning: Investigate how urban planning practices can contribute to achieving sustainability and SDGs in growing cities.

- Comparative Study of SDG Implementation: Conduct a comparative study of the implementation of SDGs in two different countries, highlighting best practices and areas needing improvement.

- Technological Innovations in Sustainability: Examine emerging technological trends in sustainability and their potential impact on environmental conservation.
- Challenges in Promoting Sustainable Practices: Identify and analyze the major challenges faced in implementing sustainable practices in a specific industry or region.

- Role of Education in Sustainability: Investigate the role of education and awareness programs in promoting sustainability among different age groups.

- Future Career Opportunities in Sustainability: Explore the future prospects and career opportunities in the field of sustainability, including the skills required and potential job roles.

References

- Poonia, M.P. Environmental Studies , Khanna Book Publishing Co.

- Bharucha, E. Textbook of Environmental Studies, Orient Blackswan Private Ltd.

- Dave, D., & Katewa, S. S. Text Book of Environmental Studies. Cengage Learning India Pvt Ltd