



UNIVERSITY OF CALICUT

Abstract

General & Academic - Regulations for B.Voc. Programmes under University of Calicut with effect from 2025 admissions onwards - Approved exercising the powers conferred under Clause 10(13) of Calicut University act- Implemented - Orders issued.

G & A - I - F

U.O.No. 8018/2025/Admn

Dated, Calicut University.P.O, 29.05.2025

- Read:-*1. U.O.No. 11600/2024/Admn dated, 27/07/2024
2. U.O.No. 17602/2024/Admn dated, 25/11/2024
3. Item No. 177, Part III of the minutes of LXXXVIII meeting of Academic Council.
4. U.O.No. 1260/2025/Admn dated, 24/01/2025
5. U.O.No. 4896/2025/Admn, dated, 22/03/2025
6. Email from the Convener, B.Voc Regulation revision committee dated 29.5.25
7. Email from the Convener, B.Voc Steering Committee, dated 29/05/2025
8. Orders of the Vice Chancellor in the file of even No. dated 29/05/2025

ORDER

1. As per the ref. cited (1) above, a committee was constituted for studying the guidelines given by Kerala State Higher Education Council (KSHEC) for B.Voc. programmes in the University and Colleges, in accordance with the FYUGP Curriculum.
2. As per the ref. cited (2) above, a joint meeting of B.Voc Chairpersons and the members of the above committee, resolved to conduct a workshop with Chairpersons of Boards of Studies and representatives of Boards of Studies, colleges and B.Voc Co-ordinators to finalise the new regulations for B.Voc programmes in FYUGP pattern.
3. The LXXXVIII meeting of Academic Council held on 17.8.2024 approved the action of the Vice Chancellor, in approving the proposal for introduction of FYUGP pattern in B.Voc programmes in University of Calicut, vide ref. cited (3) above.
4. As per the ref. cited (4) above, the B.Voc Steering Committee meeting held on 14/01/2025 resolved to review the draft guidelines for the FYUGP pattern, published by the KSHEC and to direct the Colleges to align their curricula with the same and prepare for transitioning to the FYUGP framework.
5. As per the reference cited (5) above, the Committee constituted for the preparation of curriculum and credit framework for B.Voc programmes resolved to make requisite modifications in the existing B.Voc Regulation in accordance to the revision of regulation into FYUGP pattern and formulated a schedule for finalising the same.
6. Vide paper read (6) above, the meeting of the B.Voc Regulation revision committee held on 28.05.2025, finalised the Regulations for BVoc Programmes under Calicut with effect from 2025 admissions and forwarded the same for approval.

7. Vide paper read (7) above, the B.Voc Steering Committee, considered the Regulations submitted by the revision committee and forwarded the approved Regulations for BVoc Programmes under Calicut University with effect from 2025 admissions.
8. Considering the exigency, the Vice-Chancellor has approved the recommendation of B.Voc Steering Committee, exercising the powers of Academic Council, vide paper read (8) above.
9. Sanction has therefore been accorded to implement the Regulations for B.Voc Programmes under the University of Calicut from 2025 admission onwards.
10. Orders are issued accordingly. (Regulation appended)

Arsad M

Deputy Registrar

To

Principals of all Colleges offering B Voc Programmes

Copy to: PS to VC/PA to Registrar/PA to CE/KSAD/DoA/CDC/JCE 7/GA IV B & E/GA I
F/SF

Forwarded / By Order

Section Officer

UNIVERSITY OF CALICUT കാലിക്കറ്റ് സർവ്വകലാശാല

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BACHELOR OF VOCATION (B.VOC.) PROGRAMMES

REGULATIONS 2025

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PREFACE

The Bachelor of Vocation (B.Voc.) Programme represents a transformative step in the evolution of higher education in India. Anchored in the operational framework of the National Skill Qualification Framework (NSQF), the B.Voc. Programme seeks to bridge the longstanding divide between theoretical academic learning and practical skill acquisition. This integration of vocational education within the higher education system is both timely and essential in the context of a rapidly evolving knowledge economy and a dynamic employment landscape.

Recognising the urgent need to enhance employability, entrepreneurship, and life skills among graduates, the University of Calicut has taken proactive steps to design and implement B.Voc. programmes that are aligned with national development goals, industry requirements, and global standards. These programmes provide multiple exit and re-entry option, flexible learning pathways, and a robust mechanism for credit accumulation and transfer through the Academic Bank of Credits (ABC). They are also structured to ensure parity of esteem between vocational and general education streams.

This regulation document lays down the comprehensive academic and administrative framework for the effective governance of B.Voc. programmes offered by affiliated colleges and autonomous institutions under the University of Calicut. It articulates the structure of the programme, types of courses, credit distribution, eligibility norms, curricular design, assessment strategies, and academic progression rules. A notable feature of this regulation is its adoption of Outcome-Based Education (OBE), ensuring that all academic activities are focused on the attainment of clearly defined learning outcomes that are measurable, achievable, and relevant to both academic and industry contexts.

Each B.Voc. programme, as envisaged under this framework, is aligned with Qualification Packs (QPs) and National Occupational Standards (NOS) as prescribed by the relevant Sector Skill Councils under NSQF. This ensures that the competencies acquired by students are nationally recognised and industry-validated, enhancing their mobility across educational and occupational sectors. Furthermore, the regulation emphasises academic integrity, transparency in assessment, continuous monitoring, and quality assurance mechanisms to uphold the academic standards of the University.

This document serves as a vital guide for all stakeholders—including students, faculty members, curriculum designers, academic administrators, industry partners, and policymakers. It aims to facilitate a shared understanding of the principles, procedures, and expectations associated with B.Voc. education, thereby ensuring consistency, accountability, and innovation across institutions.

The University of Calicut reaffirms its commitment to expanding access to quality vocational education and enabling learners to thrive in diverse professional environments. It is anticipated that these regulations will not only standardise the implementation of B.Voc. programmes but also inspire continuous improvement, responsiveness to emerging industry trends, and the holistic development of students.

1. Introduction:

The Bachelor of Vocation (B.Voc.) programme offered by the University of Calicut is designed to equip students with industry-relevant practical skills and theoretical knowledge, in alignment with the National Skills Qualification Framework (NSQF). By integrating features of the Four-Year Undergraduate Programme (FYUGP) and emphasising vocational education, this three-year programme—along with an optional one-year apprenticeship embedded PG diploma, equivalent to the Honours degree programme of FYUGP—ensures employability, lifelong learning, and both horizontal and vertical mobility through structured pathways.

The provisions of these Regulations shall govern all policies and procedures relating to the admission and registration of students in B.Voc. programmes including the conduct of instruction, examinations, evaluation, and certification of student performance leading to the award of the B.Voc. Degree from the University of Calicut. The University reserves the right to modify these Regulations from time to time. Any amendments or revisions issued shall be binding on all parties concerned, including students, faculty, staff, and the management of affiliated colleges. In all matters arising under these Regulations, the decision of the University, as recommended by the Academic Council and sanctioned by the Syndicate, shall be final and conclusive. Words and expressions used in these Regulations that are not defined herein but are defined in the Calicut University Act, Statutes, or Ordinances shall have the meanings assigned to them in the relevant provisions of those documents.

2. Short Title:

This regulation shall be called the **Bachelor of Vocation Programme Regulations, 2025 (B.Voc. Regulations 2025)**.

3. Programme Commencement and Applicability:

3.1. Programme Commencement:

These Regulations shall come into force from the academic year 2025 - 2026.

3.2. Applicability: These Regulations shall apply to all students admitted to the B.Voc. programmes offered by colleges affiliated to the University of Calicut, including autonomous colleges, and shall extend to any B.Voc. programme(s) that may be introduced by the University in the future.

4. Scope:

The B. Voc. Programme is designed for students seeking practical skills and knowledge aligned with the National Skills Qualification Framework (NSQF). It applies to:

- Undergraduate vocational education programs across all disciplines.
- Institutions implementing skill-based and industry-integrated courses

5. Definitions:

For the purposes of these Regulations,

- **‘Course’** means a theory, project, or practical subject that is normally included in the curriculum for study for a BVoc programme; which are taught and evaluated within a programme, including lectures/ tutorials, laboratory work, fieldwork, project work,

vocational training, viva, seminars, term papers, presentations, assignments, presentations, self- study, internship, *etc.*, or a combination of these elements.

- **‘Programme’** means the entire duration of the educational process including the evaluation leading to the award of a degree, and having a well-defined programme-specific outcome.
- **‘Duration of Programme’** means the time period required for the conduct of the programme. A B.Voc. programme spans six semesters over a period of three years. For students who opt for a PG Diploma, the programme's duration extends to eight semesters over four years.
- Discipline Specific **‘Signature Courses’** / Skill Specific Signature courses are the specialised elective courses or skill courses designed and offered by the regular/ ad hoc/ visiting/ emeritus/ adjunct faculty member of a particular college with the prior approval of the Board of Study of the University.
- **‘Audit Course’** is a course that the student can register without earning credits, and is not mandatory for completing the degree programme. The student has the option not to take part in the continuous assessment and end-semester examination of the Audit Course. If the student has 75% attendance in an Audit Course, he/she is eligible for a pass in that course, without any credit (zero-credit).
- **‘Choice-Based Credit System (CBCS)’** means the system wherein students have the option to select courses from the prescribed list of courses.
- **‘Credit Based Semester System (CBSS)’** means the system wherein the requirements for awarding a degree are prescribed in terms of the number of credits to be earned.
- **‘Discipline’** means a specific branch of B.Voc, such as Computer Science, Forensic Science, or Agriculture. Each discipline encompasses a set of specialised courses designed to provide students with in-depth knowledge and skills relevant to that particular area of study;
- **‘Department’** means any Teaching Department in a college offering a course of study approved by the University as per the Statutes and the Act of the University and it includes a Department, Centre, or School of Teaching and Research conducted directly by the University.
- **‘Parent Department’** means the Department which offers a particular degree programme.
- **‘Department Council’** means the body of all teachers of a department in a college.
- **‘Department Coordinator’** includes a teacher nominated by the Department Council to co-ordinate all the necessary work related to B.Voc. programme undertaken in that department, including continuous evaluation.
- **‘Faculty Advisor’** means a teacher from the parent department nominated by the Department Council to advise students in academic matters.
- **‘Course Faculty’** is a faculty member nominated by the Head of the Department, who shall be in charge of running a particular course in a particular semester of B.Voc. programme.
- **‘Academic Coordinator’** is a teacher nominated by the College Council to co-ordinate the effective conduct of the B.Voc. programme including internal evaluation undertaken by various departments within the college.
- **‘University’** means the University of Calicut established by an Act of the State Legislature;

- **‘Act’** means the University of Calicut Act, 1969;
- **‘Graduate Attributes’** means the qualities and characteristics possessed by the graduates of a programme of study at the University, which include the learning outcomes related to the disciplinary areas in the chosen field of learning and generic learning outcomes.
- **‘Credit’(C)** is a unit of academic input measured in terms of weekly contact hours / course contents assigned to a course. A course that includes one hour of lecture or tutorial, or a minimum of two hours of lab work /practical work /field work per week is given one credit hour.
- **‘Letter Grade’** or simply **‘Grade’** in a course is a letter symbol (O, A+, A, B+, B, C, P, F and Ab) that represents the alphabetical grade awarded to a student based on his/her performance in various examinations.
- Each letter grade is assigned a **‘Grade Point’** (G) which is an integer indicating the numerical equivalent of the broad level of performance of a student in each course. Grade Point means point given to a letter grade on 10-point scale.
- **‘Credit Point’(P)** of a course is the value obtained by multiplying the grade point (G) divided by the credit (C) of the course: $P = G \times C$.
- **‘Semester Grade Point Average’** (SGPA) is the value obtained by dividing the sum of credit points obtained by a student in various courses taken in a semester divided by the total number of credits in that semester. SGPA shall be rounded off to three decimal places. SGPA determines the overall performance of a student at the end of a semester.
- **‘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 three decimal places.
- **‘Grade Card’** means the printed record of students’ performance, awarded to him/her
- **‘Academic Bank of Credit’** is a digital repository established by University Grants Commission to accumulate an archive in the academic accounts of the students, the credits earned by them through different courses and programmes across various higher educational institutions.
- **‘Academic Council’** means the Academic Council of the University constituted in accordance with the provisions of the Act;
- Words and expressions used and not defined in this regulation, but defined in the Calicut University Act and Statutes shall have the meaning assigned to them in the Act and Statutes.

6. Programme Objectives:

The objectives of the B.Voc. degree programme are:

- To provide a balanced blend of professional skills and general education for comprehensive student development.
- To integrate the National Skills Qualifications Framework (NSQF) into undergraduate education, thereby enhancing employability and ensuring industry alignment at local, regional, national, and global levels.

- To align the curriculum with National Occupational Standards (NOS) and Qualification Packs (QPs) to ensure work readiness at each exit point.
- To offer flexible entry, exit, and re-entry option, facilitating vertical mobility for students transitioning from vocational streams at the 10+2 level and allowing them to progress at their own pace.
- To develop critical thinking, problem-solving, adaptability, and lifelong learning skills for sustained career growth.
- To foster research and innovation in vocational domains through structured pathways.

7. Types of Courses and Awards:

The B.Voc. programme follows a credit-based modular structure that allows banking of credits for both skill and general education components, enabling multiple entry and exit option. Students can exit the programme at different stages with recognised qualifications, ensuring flexibility in their academic and professional pathways.

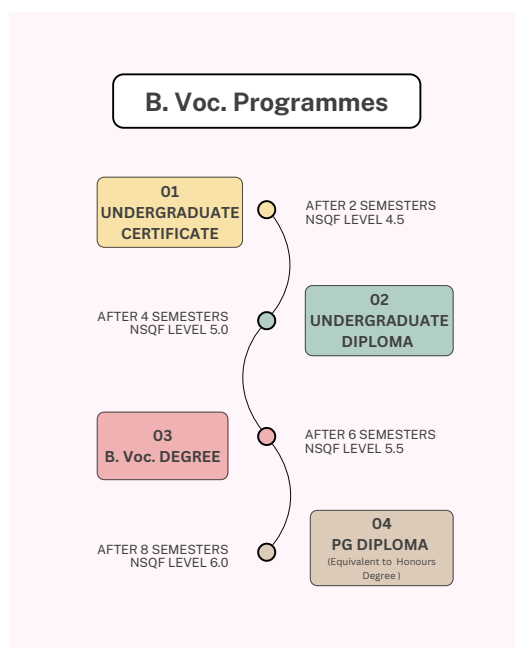


Figure 1: Credit-Based Modular Structure

B.Voc. Programme offered by the University of Calicut provides four exit options: upon completing two semesters, students receive an Undergraduate Certificate (NSQF Level 4.5); after four semesters, an Undergraduate Diploma (NSQF Level 5.0); after six semesters, a B.Voc Degree (NSQF Level 5.5); and after eight semesters, a PG Diploma equivalent to the Honours Degree (NSQF Level 6.5).

Table 1: Exit Points / Awards of B.Voc. Programmes

NSQF Level	Skill Component Credits	General Educational Components	Total Credit for Award	Normal Duration	Exit Point / Award
4.5	28	20	48	2 Semesters	UG Certificate*
5.0	56	40	96	4 Semesters	UG Diploma*
5.5	86	54	140	6 Semesters	B.Voc. Degree
6.0	110	70	180	8 Semesters	PG Diploma

*Students exiting with a UG Certificate or UG Diploma must complete a mandatory 4-credit SEC course.

8. Course Structure:

Table 2: B.Voc. Course Structure

Duration	General Education Components (GEC) (Credits)					Total Credits (GEC)	Total Credits (SDC)	Total Credits
BVoc Degree (3 Years)	MDC	AEC	VAC	SEC*	Minor			
	9	9	9	3	24	54	86	140
	Exit with a B.Voc. Degree with 140 credits or proceed to the PG Diploma							
PG Diploma (4 Years)	3 Online Courses of 4 Credits each (12 Credits)					66	114	180
	Exit with PG Diploma (180 credits)							

The B.Voc. curriculum comprises two key components: General Education Components (GEC) and Skill Development Components (SDC). Each academic year integrates both to ensure a well-rounded learning experience. SDC constitutes a minimum of 60% and a maximum of 70% of the total credits, while GEC makes up the remaining portion. Students shall earn 140 credits over three years to graduate with a B.Voc. degree. Additionally, they can complete a one-year apprenticeship or internship to earn 40 more credits, leading to a Post Graduate Diploma.

8.1. General Education components

Students must earn 54 credits from the General Education Components (GEC), which consist of:

(A) Foundation Components

(B) Minor Pathway Components

These components align with the existing FYUGP structure of the University of Calicut to provide greater flexibility for both B.Voc and FYUGP students. This alignment facilitates

seamless credit transfer and interdisciplinary learning, ensuring a balanced integration of foundational knowledge and specialised skills while enhancing academic rigour and career readiness.

8.1.1. Foundation components

B.Voc. students must earn 30 credits from General Foundation Courses, which include Ability Enhancement Courses (AEC), Value-Added Courses (VAC), Skill Enhancement Courses (SEC), and Multidisciplinary Courses (MDC). Students are required to complete three AECs (9 credits), consisting of two mandatory English courses and one additional language course. Skill Enhancement Courses (SEC) focus on Employability Skills, Soft Skills, and Life Skills, with specific modules designed to enhance career readiness. Value-Added Courses (VACs) shall be aligned with the skill domains of students and shall be designed by the respective Boards of Studies (BoS) or an Expert Committee, with support from the Centre for Skill Development, Career Counselling and Placement (CSDCCP). These courses shall be incorporated into the University-approved VAC course baskets.

Table 3: Credit Distribution - General Foundation Courses

Sl.	General Foundation Courses	Required Credit
1	Ability Enhancement Course (AEC)	9
2	Value Added Course (VAC)	9
3	Multi- Disciplinary Course (MDC)	9
4	Skill Enhancement Course (SEC)*	9

* 6 credits of the skill enhancement courses are part of the skill development component.

8.1.2. Minor Pathway components

B.Voc. students are required to earn 24 credits from Discipline-Specific Pathway Components, selected from any FYUG programs or from other B.Voc. programmes. Ideally, these credits should be earned within a single discipline, allowing students to qualify for a minor degree in that field. This minor degree enhances their academic profile and supports vertical mobility for higher studies in the chosen discipline. These components offer the flexibility to select subjects either related or unrelated to their vocational domain, promoting interdisciplinary learning and broadening academic horizons. Students benefit from an enriched educational experience, gaining diverse knowledge and skills that align with their interests and long-term career aspirations. This approach integrates vocational training with academic learning, equipping students for various professional pathways while maintaining the flexibility to transition into higher education in a specific field. Such a structured yet adaptable curriculum supports comprehensive development, ensuring graduates are academically, professionally, and socially empowered.

Table 4: Credit Distribution - Minor Courses

Sl.	Pathway Course	Required Credits
1	Minor Pathway Component	24

In alignment with the National Higher Education Qualifications Framework (NHEQF), three-year B.Voc. students must complete 24 credits, while four-year PG Diploma students must complete 32 credits under a Minor Pathway Component. This component is designed to provide flexibility and an interdisciplinary learning experience that complements their core vocational discipline.

Board of Studies or Expert Committee may design customised courses tailored to the needs of B.Voc. students, focusing on general skills or industry-relevant knowledge to enhance employability. Examples include courses in digital literacy, entrepreneurship, sustainability, and soft skills. These courses should align with NHEQF guidelines and the overarching goals of the B.Voc. programmes. Alternatively, students may choose discipline-specific courses from the university's Four-Year Undergraduate Program (FYUGP), allowing them to explore interests across various fields such as Humanities, Sciences, and Commerce.

If a student completes 24 to 32 credits in a specific discipline, they will be awarded a Minor Degree in that subject in addition to their B.Voc. degree. For example, a B.Voc. student in Retail Management who earns 24 or more credits in Business Administration will graduate with a B.Voc. in Retail Management along with a Minor in Business Administration. These pathway promotes academic flexibility, interdisciplinary learning, and career readiness, enriching the overall educational experience of B.Voc. students.

8.1.3. Vocational Minor Programme as Part of Skill Development and Training

As an extension of the B.Voc programme and in alignment with the Four-Year Undergraduate Programme (FYUGP), colleges can offer minor programmes based on the skill development component of B.Voc Programmes. These vocational minors, designed as standalone or additional minors, aim to enhance students' skill sets and employability. They are structured for a maximum of 36 credits. The vocational minor is built around Qualification Packs (QPs) and National Occupational Standards (NOS) under the National Skills Qualification Framework (NSQF). A typical vocational minor focuses on a single QP comprising three NOS, each assigned 12 credits or more, aligning with NSQF Level 4.5 or above. For instance, a QP in Digital Marketing may include NOS for content creation, social media marketing, and SEO (Search Engine Optimisation), each modular and credit-based. Students completing these NOS earn industry-relevant skills while receiving academic recognition. This approach also supports interdisciplinary learning. For example, a Journalism student completing the NOS for Social Media and Content Creation under the Digital Marketing QP can graduate with a Degree in Journalism with Social Media and Content Creation. Similarly, a B.Voc. student completing the entire QP in DigitalMarketing alongside their regular curriculum would be eligible for a B.Voc. Degree with an Additional Minor in Digital Marketing. This framework enables colleges to seamlessly integrate skill development into traditional programmes, fostering career readiness, practical expertise, and industry certification together with academic qualifications.

8.2. Skill Development Components (SDC).

Skill Development refers to domain-specific, demand-driven training aimed at enhancing employability or leading to employment.

8.2.1. Curricular components of Skill based courses:

A skill-based course/ qualification may have the following components of learning:

- Lecture/ Theory/ Assignment
- Practical/ Hands-on Skill Training
- Internship/ Project work
- Apprenticeship
- On the Job Training (OJT)
- Assessment

8.2.2. Assigning Credits to courses and qualifications

All NSQF-aligned and approved skill-based courses or qualifications shall be structured in multiples of 15 or 30 notional hours. Individual National Occupational Standards (NOSs) may be offered in multiples of 15 or 30 hours, whereas Micro-Credentials (MCs) may be structured in multiples of 7.5 hours. As per the National Credit Framework (NCrF), 30 notional hours of learning shall be considered equivalent to one credit.

Table 5: SDC - Course Details

a	Theoretical Learning or Lecture (L)	Calculated in Hours
b	Practical Learning or hands on Learning Skills (P)	Calculated in Hours
c	On the Job Training (OJT) - (O)	Calculated in Hours
d	Internship - (I)	Calculated in Months
e	Apprenticeship - (A)	Calculated in Months

8.2.3. The theoretical instruction (lecture), practical learning (hands-on training), and On-the-Job Training (OJT) components within a qualification or course shall be quantified in terms of notional learning hours. In contrast, apprenticeship and internship components shall be calculated based on their duration in months.

For the purpose of creditisation of a skill-based course or qualification, applicable across all types of programmes, the following formula may be used:

$$C = [(L + P + O)/12] + [(I + A) * 40/12]$$

Where:

C = Total number of credits

L = Notional hours of theoretical (lecture) learning

P = Notional hours of practical or hands-on learning

O = Notional hours of On-the-Job Training (OJT)

I = Duration of internship (in months)
A = Duration of apprenticeship (in months)

As per the National Credit Framework (NCrF), 30 notional learning hours are considered equivalent to one credit, and one month of internship or apprenticeship is equated to 40 notional hours.

Table 6: Credit Distribution - Major Courses

Sl.	Pathway Course	Required Credits
1	Major Pathway : Skill Development Components	86

8.3. Fourth year of the B.Voc. Programme:

- PG diploma program may be designed based on the UGC guidelines for Apprenticeship-Embedded Degree Program to enhance employability and practical exposure for students.
- This allows students to integrate hands-on industry experience through a structured apprenticeship program. Students must complete a minimum of one year of structured apprenticeship / on the job training / internship during the course of their undergraduate degree.
- The apprenticeship / on the job training / internship along with online course (12 credits) contributes 40 credits, which are integral to the degree's total credit requirements.
- The one-year apprenticeship is designed to provide students with an immersive work-based learning experience.

9. Outcome-Based Education (OBE):

9.1. This Regulations adopt Outcome-Based Education (OBE) as the guiding academic philosophy for B.Voc. Programmes. OBE is an approach that emphasises clearly defined learning outcomes that students are expected to achieve by the end of a learning experience. It prioritises the demonstration of knowledge, skills, and attitudes over the mere coverage of content. The core principles of OBE are as follows:

- Clearly defined learning outcomes: All programmes and courses shall define outcomes that are Specific, Measurable, Achievable, Relevant, and Time-bound (SMART), and reflect the competencies required by relevant sectors.
- Alignment of curriculum, pedagogy, and assessment: The curriculum, teaching-learning processes, and assessment strategies shall be structured to provide students with adequate opportunities to attain the stated outcomes.
- Student-centred learning: Teaching shall be organised to actively engage students in the learning process through diverse instructional methods including experiential, collaborative, and problem-based learning.

9.2. Each academic programme shall develop and implement a comprehensive Outcome-Based Education (OBE) plan. This plan shall be aligned with the National Skill Qualification Framework (NSQF) and integrate relevant National Occupational Standards (NOS) and Qualification Packs (QPs), as defined by the appropriate Sector Skill Councils. The OBE plan shall include the following elements:

9.2.1. Programme Outcomes (POs): Programme Outcomes are broad descriptors of the knowledge, skills, values, and attitudes that graduates are expected to acquire by the time of programme completion. These outcomes shall be mapped to national skill standards and reflect the holistic development of the learner, including domain expertise, employability skills, ethics, social responsibility, and lifelong learning capabilities.

9.2.2. Programme-Specific Outcomes (PSOs): Programme-Specific Outcomes provide discipline-level specifications of the expected graduate attribute competencies. They shall articulate the critical knowledge and skill areas associated with both major and minor academic components of the programme. These outcomes shall be contextualised to the relevant industry or vocational sector and shall be aligned with the applicable QPs and NOS.

9.2.3. Course Outcomes (COs): Course Outcomes are precise statements detailing what learners are expected to know, perform, and demonstrate upon successful completion of each course. COs shall be aligned with the relevant Programme Outcomes, Programme-Specific Outcomes, and applicable occupational standards. Each course shall define outcomes that support progressive and cumulative achievement of programme-level competencies.

9.2.4. Assessment Plan: Each programme shall formulate a structured assessment plan specifying the tools, methods, and criteria for evaluating the attainment of learning outcomes. The assessment process shall include both formative and summative evaluations and may incorporate theory, practical, project-based, and skill demonstration components, consistent with QP/NOS benchmarks.

9.2.5. Evaluation and Continuous Improvement: Programmes shall incorporate mechanisms for the periodic review and evaluation of outcome attainment. Feedback from stakeholders—including students, faculty, alumni, and industry representatives—shall be used to inform curriculum updates, teaching practices, and assessment reforms, ensuring continual alignment with sectoral requirements and learner needs.

9.3. The Boards of Studies (BoS) / Expert Committee shall support the implementation of Outcome-Based Education by providing necessary academic frameworks, model outcome templates, assessment guidelines, and curated question banks, all mapped to sectoral QPs and NOS.

9.4. Faculty members shall be responsible for designing and aligning Course Outcomes with Programme Outcomes and Programme-Specific Outcomes. They shall adopt effective instructional strategies, implement outcome-aligned assessments, participate in continuous

improvement processes, and ensure that students are provided opportunities to achieve the stated outcomes.

9.5. The Department Council shall oversee the effective implementation of the University's OBE policy at the programme level. It shall periodically review outcome achievement data, conduct stakeholder consultations, and recommend revisions to ensure the ongoing relevance, quality, and impact of the programme.

10. Course Distribution:

Table 7: Semesterwise Course Distribution

Semester	Major	Minor	AEC	SEC	MDC	VAC	Total	OJT/ Apprentic eship/ Internship	Total Credits
I	3	1	1	1	1		7	-	25
II	3	1	2		1		7	*	25
III	3	2			1	1	7	-	26
IV	4	1		1		1	7	*	26
V	4	1		1		1	7	-	26
VI	Project / On-the-Job Training / Apprenticeship / Internship							12	12
									140
VII & VIII	3 Online Courses (12 Credits)							28	40
									180

Note:

In order to enhance practical exposure and skill development, students are encouraged to undertake On-the-Job Training (OJT) / Apprenticeship / Internship during the summer vacations at the end of the first and second academic years.

11. Course Coding Scheme:

11.1. Each course shall be assigned a unique alphanumeric code to ensure systematic identification and compatibility with the Calicut University Four-Year Undergraduate Programme (CU FYUGP) framework. The course code shall consist of the following components, in the order specified:

1. Subject Abbreviation: A three-letter code representing the subject area (e.g., CSC for Computer Science, FSC for Forensic Science);

2. Semester Number: A single digit indicating the semester in which the course is offered (ranging from 1 to 8);
3. Course Category Code: A two-letter code denoting the category of the course (e.g., CJ for Core Major, EJ for Elective Major, MN for Minor, VN for Vocational, FA for Foundation);
4. Course Level and Serial Number: A three-digit number indicating the academic level and the serial order of the course (e.g., 101, 206).

This coding structure shall be uniformly applied across all courses offered under the programme and shall be used for all official purposes including syllabi, transcripts, and academic audits.

Table 8: Abbreviation of the Course Category

CJ	CORE IN MAJOR	FA	ABILITY ENHANCEMENT COURSE
EJ	ELECTIVE IN MAJOR	FS	SKILL ENHANCEMENT COURSE
MN	MINOR	FV	VALUE ADDED COURSE
VN	VOCATIONAL MINOR	FM	MULTI-DISCIPLINARY COURSE

Examples:

- i. CSC1CJ101 represents a Major course of Level 100 in Computer Science with serial number 101 offered in the first semester.
- ii. FSC5EJ307 represents an Elective course (Major) of Level 300 in Forensic Science with serial number 307 offered in the fifth semester.

11.2 The AEC, MDC, VAC and SEC offered by English and Additional Languages for B.Voc. Programmes can be differentiated by adding (4), after the serial No. of the Course.

Examples:

- i. ENG2FA103(4) represents Ability Enhancement Course in English of Level 100 with serial number 103, offered in the second semester for B.Voc. Programmes.
- ii. MAL3FM107(4) represents Multi-Disciplinary Course MDC3(KS) in Malayalam of level 100 with serial number 107, offered in the third semester for B.Voc. Programmes.

11.3 The codes of General Foundation Courses are given in Table 9. In the case of courses reserved for the language disciplines, those offered by English and Malayalam disciplines to the B.Voc. stream are given as examples. In the case of MDC1, MDC2, SEC2 and SEC3, the courses offered by different disciplines are given at random as examples.

Table 9: Codes of General Foundation Courses

Sl. No.	Semester	Abbreviated Title of the Course	Code
1	1	AEC1	ENG1FA101(4)
2		AEC2	MAL1FA102(4)

3	2	AEC3	ENG2FA103(4)
4		AEC4	MAL2FA104(4)
5	1	MDC1	HIS1FM105
6	2	MDC2	ECO2FM106
7	3	MDC3(KS)	MAL3FM107(4)
8		VAC1	ENG3FV108(4)
9	4	VAC2	ENG4FV109(4)
10		VAC3	MAL4FV110(4)
11		SEC1	ENG4FS111(4)
12	5	SEC2	COM5FS112
13	6	SEC3	PHY6FS113

12. Eligibility for Admission and Reservation of Seats:

The eligibility for admission and the reservation of seats to various B.Voc. Programmes shall be governed by the norms/rules prescribed by the Government and the University from time to time. No student shall be eligible for admission to any B.Voc. Programme unless he/she has successfully completed the qualifying examination conducted by a recognised Board or University at the +2 level or its equivalent. The college shall provide all admitted students with a prospectus listing the courses offered by various departments during a given semester. The information shall include the title of the courses, the semester in which each course is offered, and the corresponding credits. Detailed syllabi shall be made available on the websites of the University and the respective colleges. There shall be a uniform academic calendar, prepared by the University, governing course registration, conduct of classes, examinations, and publication of results. The University shall ensure strict adherence to the academic calendar. Students shall be admitted to the B.Voc. Programmes under the Faculty of Science, Humanities, Language and Literature, Commerce and Management, Fine Arts, Journalism, or any other faculty constituted by the University from time to time.

Admission and enrolment shall be governed by the availability of academic and infrastructural facilities within the institution and shall not exceed the maximum intake limit prescribed by the University. At the time of admission, each student shall be issued a unique Higher Education Student ID, which may be linked with the Aadhar number of the student for the purposes of academic portability. The upper limit on the number of students to be enrolled in a Minor course shall be determined by the college, taking into account infrastructural and academic constraints.

Colleges may also enroll students registered in other institutions for individual courses, subject to infrastructural capacity. Such enrolment shall be in the regular mode irrespective of the nature of the programme (aided/self-financing/autonomous). On successful completion of the course, the earned credits may be transferred *via* the Academic Bank of Credits or reported to the University against the student's unique ID. This facility shall be limited to one

course per semester and to a maximum of four courses (16 credits) throughout the four-year programme.

13. Course Registration:

The procedure for admission into the B.Voc. Programmes shall be as prescribed for the existing undergraduate programmes. Upon admission, students shall be registered to a specific Major discipline. During the first week of each semester, students shall be permitted to interact with the faculty to gather information on the courses and availability of seats. Each student shall, in consultation with a faculty advisor, complete course registration within two weeks from the commencement of each semester, using the prescribed registration form. The minimum and maximum number of credits per semester shall be as specified in the applicable tables, subject to a maximum of 30 credits. The college shall submit to the University, in the prescribed format, a list of students registered for each programme and the courses chosen, within 45 days from the start of the semester. Students shall be required to register for the semester examination in the same academic year.

A student shall be permitted to register for the examination only if he/she has a minimum of 75% attendance in the semester. In cases where attendance falls between 50% and 75%, the student may proceed to the next semester with Provisional Registration but may only take the examination for the affected semester as a supplementary examination after programme completion. A written request shall be submitted through the Principal to the Controller of Examinations within two weeks of the semester's commencement. Students with attendance below 50% shall not be permitted to continue in the programme and must seek readmission. Students who meet the attendance requirement but fail to register for the examination must submit an application for token registration within two weeks of the commencement of the next semester.

14. Course Participation and Attendance:

14.1 Students acquire knowledge and understand course materials by way of classroom participation. But due to exceptional circumstances, students may occasionally be unable to attend classes.

14.2 Absence from classes due to valid reasons shall be treated as authorised absence and appropriate chances for make-up shall be provided to ensure timely completion of the course.

14.3 The authorized absence includes absence due to participation in meetings or events organized by the college or the University, or in a regularly scheduled curricular or extracurricular activity prescribed by the college or the University, and absence due to unavoidable or other legitimate circumstances such as illness, injury, family emergency, care related responsibilities, severe weather conditions, academic or career-related interviews etc. Apart from this, all other eligible leaves such as maternity leave, and menstrual leave shall also be treated as authorized absences.

14.4 Participation in such activities shall be treated as presence in lieu of their absence on production of participation / attendance certificate (within two weeks) in curricular / extracurricular activities (maximum 9 days in a semester). The attendance shall be calculated by considering the period of participation / authorized absence by the students as duty.

14.5 In all these cases, students should inform the faculty concerned in advance, where ever possible, and discuss the implications of the absence. Missing class, even for a legitimate purpose in certain cases, the student may not be able to make up the missed work completely, resulting in a negative impact on the student's grade. Students should be prepared to furnish proper documentation to justify their absence from the class.

14.6 In such situations, the faculty should offer guidance on making such suitable plans that the student can complete in advance or immediately upon returning. It is essential to recognize that not all missed work can be made up, and absences may ultimately affect a student's performance in the course

14.7 The faculty shall advise students to access the classes online or in blended mode to make up the pending works.

14.8 A student shall be permitted to appear for the end-semester examination of a specific course to acquire the credits only if he/she has minimum 75% attendance (has completed minimum 75% of the prescribed classroom activities in physical, online, or blended modes, including any compensating activities as specified by the faculty of that particular course).

14.9 Records for class participation shall be maintained by the concerned faculty.

14.10 Condonation of shortage of attendance to a maximum of 10% in the case of single condonation and 20% in the case of double condonation in a semester shall be granted by the University on the remittance of the required fee by the candidate.

14.11 Students can avail condonation of shortage of attendance in a maximum of four semesters during the entire programme (Either four single condonations or one double condonation and two single condonations during the entire programme).

14.12 If a student fails to get the required attendance within condonable limit, he/she can move to the next semester only if he/she acquires 50% attendance. In that case, a provisional registration is needed.

14.13 Such a student can write the examination for the entire courses of the semester, in which shortage of attendance occurs, as supplementary examination only after the completion of the entire programme.

14.14 If the attendance is less than 50%, the student is ineligible to continue the programme and has to seek readmission.

15. Assessment and Evaluation:

The assessment and evaluation framework of the Bachelor of Vocational (B.Voc.) Programme shall be designed to ensure systematic and transparent measurement of academic performance, skill acquisition, and workplace competencies. The evaluation process shall be outcome-based, continuous, and comprehensive, with a clear alignment to the National Skills Qualification Framework (NSQF) levels and relevant National Occupational Standards (NOS). The primary objective shall be to equip students with domain-specific knowledge, practical skills, and industry-aligned capabilities, thereby enhancing their employability and readiness for gainful employment in the respective sectors. The assessment framework shall consist of two sub-components, *viz.*, Formative Assessment and Summative Assessment.

15.1. Formative Assessment:

Formative Assessment refers to a wide variety of methods employed by instructors to conduct in-process evaluations of student comprehension, learning needs, and academic progress during a lesson, unit, or course. Its primary goal is to encourage students to build upon their strengths rather than dwell on their deficits. Formative Assessment helps clarify and calibrate learning expectations for both students and parents. It supports learners in becoming more aware of their learning needs, strengths, and interests, enabling them to take greater responsibility for their own educational development. The design and implementation of Formative Assessments shall be at the discretion of the course coordinator, tailored to the specific requirements of the student and the course. Suggested methods of Formative Assessment include: Practical Assignments, Observation of Practical Skills, Viva Voce, Quizzes, Interviews, Oral Presentations, Computerised Adaptive Testing, In-Class Discussions, Instructor-Created Exams, Seminar Presentations, Clicker Questions, Low-Stakes Group Work, Group Tutorial Work, One-Minute Reflection Writing Assignments, Home Assignments, Self and Peer Assessment or Any other method deemed appropriate by the BOS / Expert Committee, based on the specific course context.

15.2. Summative Assessment:

Summative Assessments are employed 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, course, or semester. These assessments help determine whether students have achieved the intended learning outcomes. Summative Assessments may take the form of class tests, assignments, or projects and are used to verify that students have learned what they were expected to learn. Course faculty must systematically collect and retain evidence of these assessments. Marks obtained in the Summative Assessment should be displayed on the college notice board prior to the End-Semester Examinations. Suggested methods of Summative Assessment include: Written Tests, Open Book Tests, Laboratory Reports, Problem-Based Assignments, Individual Project Reports, Case Study Reports, Team Project Reports, Literature Surveys, Standardised Tests or Any other pedagogic approach specifically designed for the course by the the BOS / Expert Committee.

The courses in the Bachelor of Vocational (BVoc) Programme shall generally carry 3, or 4 credits. Three-credit and four credit courses may comprise theory only or a combination of theory and practical components. A separate evaluation scheme is prescribed for each category of course.

The following paragraphs provide a detailed description of the evaluation schemes applicable to all course types under the B.Voc. Programmes. For General Educational Components, the evaluation shall be in the ratio 30:70 between Continuous Comprehensive Assessment and End-Semester Evaluation and is listed in Annexure 1. For Skill-based Courses (Discipline-Specific Courses), the evaluation shall be in the ratio 40:60 and the same is summarised in Annexure II.

In the case of a 4-credit DSC course comprising 3 credits for the theory / tutorial component and 1 credit for the practical component, the total evaluation shall be for 100 marks, with 60 marks allocated to the End-Semester Evaluation and 40 marks to the Continuous Comprehensive Assessment. The practical component shall be assessed entirely through

Continuous/Internal Evaluation, which includes 5 marks for regular practical work and performance, 5 marks for documentation or report submission, and 20 marks for an end-semester practical examination and viva voce conducted by internally appointed members of the Department Council. The theory component shall be evaluated with 10 marks assigned to Continuous/Internal Evaluation and 60 marks to End-Semester External Evaluation.

In the case of a 4-credit DSC course comprising only theory component, the evaluation shall be conducted out of 100 marks, of which 60 marks allocated to the End-Semester Evaluation and 40 marks to the Continuous Comprehensive Assessment. When the course is structured into five modules, the Continuous/Internal Evaluation marks (40) shall be distributed as follows: 15 marks for the open-ended module, and 25 marks for the remaining four modules. The External Evaluation marks (60) shall be based exclusively on the four modules other than the open-ended module.

In the case of a 3-credit DSC course comprising 2 credits for the theory component and 1 credit for the practical/practicum component, the course may be structured into four theory-based modules and one practical module. The total evaluation shall be for 75 marks, of which 15 marks shall be allocated to the practical/practicum component. This component shall be assessed through Continuous/Internal Evaluation, including an end-semester practical examination and viva voce conducted by internally appointed members of the Department Council. Out of the remaining 60 marks allotted to the theory component, 10 marks shall be assigned to Continuous/Internal Evaluation and 50 marks to External Evaluation.

In the case of a 3-credit DSC course comprising only theory component, the evaluation shall be conducted out of 75 marks, of which 35 marks shall be allocated to Continuous/Internal Evaluation and 40 marks to External Evaluation. When such a course is structured into five modules, the Continuous/Internal Evaluation marks (25) shall be distributed as follows: 10 marks for the open-ended module and 15 marks for the remaining four modules. The External Evaluation marks (50) shall be based exclusively on the four modules other than the open-ended module.

Table 10: Course Evaluation

Course Type	Theory Evaluation	Practical Evaluation
4-Credit DSC Course (3 Theory + 1 Practical)	70 Marks (10 Internal + 60 External)	40 Marks (10 for Performance + 10 for Documentation + 20 Viva/ Practical)
4-Credit DSC Course (Theory Only)	50 Marks Internal (20 Open-ended Module + 30 Other Modules)Â 50 Marks External (Only for 4 Non-open-ended Modules)	Not Applicable
3-Credit DSC Course (2 Theory + 1 Practical)	50 Marks (10 Internal + 40 External)	25 Marks (Internal including end-semester practical & viva)
3-Credit DSC Course (Theory Only)	35 Marks Internal (10 Open-ended Module + 25 Other Modules)Â 40 Marks External (Only for 4 Non-open-ended Modules)	Not Applicable

In odd semesters (Semester I, III, V, and VII) the end-semester examinations for all courses shall be conducted by the respective colleges, and the evaluation of answer scripts shall also be carried out at the college level under the supervision of the University. In even semesters (Semester II, IV, VI, and VIII), the University shall conduct the end-semester examinations for all courses, using question papers drawn from the question bank prepared by the respective Boards of Studies, and shall also undertake centralised evaluation of the answer scripts.

The general schemes of the question papers for the end-semester examination of the theory component of a course are provided in Appendix # and Appendix #. These two schemes shall be uniformly applicable across all disciplines.

Each college shall constitute a Moderation Board / Committee to review and moderate the marks awarded to candidates through Continuous Internal Assessment. The University shall decide on moderation measures for each semester in accordance with the norms prescribed by the Academic Council from time to time.

To ensure transparency in the evaluation process, the internal assessment marks awarded to students in each course of a semester shall be published on the college notice board at least one week prior to the commencement of the end-semester examination or before forwarding the marks to the Controller of Examinations, whichever is earlier. No provision for improvement of internal marks shall be permitted.

The course teacher(s) shall maintain an academic record of each student registered for the course. The marks awarded through Continuous Internal Assessment for both theory and

practical components shall be forwarded to the Controller of Examinations, as and when notified by the University, prior to the commencement of the end-semester examination. The Controller of Examinations reserves the right to call for all relevant records pertaining to Continuous Internal Assessment and to moderate the evaluation, if deemed necessary, in specific cases.

A student who fails to obtain a pass grade in any course shall be permitted to appear for the supplementary examination conducted by the University. Improvement and supplementary examinations shall not be undertaken concurrently. Students must first clear all failed courses through supplementary examinations before becoming eligible to register for improvement.

Improvement of courses in a particular semester shall be permitted only once and must be availed at the earliest subsequent opportunity after the successful completion of that semester. A student may improve a maximum of two courses per semester. Internal assessment marks already obtained shall be retained and carried forward for computing the revised grade or marks in the improvement examination.

If a student, after registering for improvement, either fails to appear for the examination or does not secure a higher grade or marks, the original result shall remain valid, and the attempt shall be marked as 'Improvement' without affecting academic standing.

15.3. Revaluation

If a student applies for revaluation of a course, the marks obtained through revaluation, together with the internal assessment marks, shall be considered for determining the final result. The aggregate grade shall be reflected in the revaluation result, and any change in grade arising from the revaluation shall be awarded to the candidate.

Students shall have the option to apply for photocopies of answer scripts of external examinations. Applications for photocopy, scrutiny, or revaluation shall be submitted within ten (10) days from the date of publication of the results. The fee for these processes shall be as prescribed by the University from time to time.

16. LETTER GRADES AND GRADE POINTS

16.1. Mark system is followed for evaluating each question.

16.2. For each course in the semester letter grade and grade point are introduced in 10- point indirect grading system as per guidelines given below. The Semester Grade Point Average (SGPA) is computed from the grades as a measure of the student's performance in a given semester.

16.3. The Cumulative GPA (CGPA) is based on the grades in all courses taken after joining the programme of study.

16.4. Only the weighted grade point based on marks obtained shall be displayed on the grade card issued to the students.

Table 11: Letter Grades and Grade Points

Letter Grade	Grade Point	Percentage of Marks (Internal & External 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	75 % to below 85%	
B+ (Good)	7	65 % to below 75%	First
B (Above Average)	6	55 % to below 65%	
C (Avrage)	5	45 % to below 55%	Second
P (Pass)	4	35 % to below 45% aggregate (Internal + External) with a minimum of 30 % in the external valuation	Third
F (Fail)	0	Below an aggregate of 35% or below 30% in external evaluation	Fail
Ab (Absent)	0	-	Fail

17. Computation of SGPA and CGPA

17.1. The successful completion of all the courses and capstone components prescribed for the three-year or four-year programme with 'P' grade shall be the minimum requirement for the award of B.Voc.. Degree or PG Diploma, as the case may be.

17.2. The following method shall be used to compute the Semester Grade Point Average (SGPA):

The SGPA equals the product of the number of credits (C_i) with the grade points (G_i) scored by a student in each course in a semester, summed over all the courses taken by a student in the semester, and then divided by the total number of credits of all the courses taken by the student in the semester,

$$i.e. \text{ SGPA } (S_i) = \sum_i (C_i \times G_i) / \sum_i (C_i)$$

where C_i is the number of credits of the i th course and G_i is the grade point scored by the student in the i th course in the given semester.

Sum of the credit points of all the courses in a semester

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

Total credits in that semester

Table 12: SGPA Calculation

Semester	Course	Credit	Letter Grade		Credit Point (Credit x Grade)
I	Course 1	3	A	8	3 x 8 = 24
	Course 2	3	B+	7	3 x 7 = 21
	Course 3	3	B	6	3 x 6 = 18
	Course 4	4	O	10	4 x 10 = 40
	Course 5	4	B	6	4 x 6 = 24
	Course 6	4	C	5	4 x 5 = 20
	Course 7	4	B	6	4 x 6 = 24
	Total	25			171
	SGPA		171 / 25		6.840

17.3. The Cumulative Grade Point Average (CGPA) of the student shall be calculated at the end of a programme. The CGPA of a student determines the overall academic level of the student in a programme and is the criterion for ranking the students.

CGPA for the three-year programme in CUFYUGP shall be calculated by the following formula.

$$\text{CGPA} = \frac{\text{Sum of the credit points of all the courses in six semesters}}{\text{Total credits in six semesters (140)}}$$

Total credits in six semesters (140)

CGPA for the four-year programme in CUFYUGP shall be calculated by the following formula.

$$\text{CGPA} = \frac{\text{Sum of the credit points of all the courses in eight semesters}}{\text{Total credits in eight semesters (180)}}$$

Total credits in eight semesters (180)

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

17.5. Based on the above letter grades, grade points, SGPA and CGPA, the University shall issue the transcript for each semester and a consolidated transcript indicating the performance in all semesters.

18. GRADE CARD

18.1. The University shall issue by online grade / marks card to the students on completion of each semester, which shall contain the following information:

- Name of University
- Name of College
- Name and Register Number of the student
- Title of the Programme
- Semester concerned
- Code number, Title and Credits of each Course opted in the semester
- Letter grade in each course in the semester
- The total credits, total credit points and SGPA in the Semester (corrected to three decimal places)

18.2. The final Grade card issued at the end of the final semester shall contain the details of all courses taken during the entire programme including those taken over and above the prescribed minimum credits for obtaining the degree. The following details will be shown in the final grade card:

- Name of University
- Name of College
- Name and Register Number of the student
- Title of the Programme
- Code number, Title, Credits and Grade Point of each Course opted
- The total credits, total credit points and SGPA (corrected to three decimal places) of each semester
- CGPA (corrected to three decimal places), calculated on a 10-point scale.
- Percentage of marks (corrected to two decimal places)
- Overall letter grade of the student for the entire programme.

- CGPA and percentage of marks separately for Major course, Minor courses, Internship, General Foundation Courses and Project (if applicable).
- The elective courses opted by the student.
- Specialisation of the student (if applicable)
- Details of credits earned by the student through online / additional courses

19. Academic Monitoring and Student Support:

Department-level Advisory Meetings shall be held immediately after the commencement of the semester and after the announcement of internal marks. Internal marks and attendance details shall be displayed on the department notice board for a minimum of two working days before being uploaded to the University portal. Concerns raised by students regarding attendance and internal marks shall be addressed initially in a meeting comprising the faculty advisor, course instructor and department coordinator for B.Voc. Programmes, and the students concerned. Unresolved grievances shall be escalated to the Department/College-level Grievance Redressal Committee, constituted in accordance with UGC/University/Government regulations. If grievances persist, the matter may be referred to the University-level Grievance Redressal Committee, along with supporting documents and minutes of all meetings held. The faculty in charge of the class shall be the custodian of advisory meeting records. The Head of Department and the Principal shall ensure the availability of such records for inspection by the University. Each department shall establish a Grievance Redressal Committee, and a College-level Committee shall also be formed, in accordance with relevant regulations.

The University shall maintain a digital repository (DIGILOCKER) for storing academic credits, supporting the Academic Bank of Credits (ABC) framework mandated by the UGC. The validity of earned credits shall be eight years, or as otherwise specified by the University or the UGC.

20. Modification of Existing Syllabus:

20.1. To incorporate technological advancements and emerging trends, modifications of up to 30% may be made to the existing course syllabi.

20.2. All such modifications shall be made solely on the recommendations of the relevant Board of Studies (BoS) or expert committee and require approval from the Academic Council. This should be completed before the commencement of the semester concerned.

21. Readmission and Scheme Migration:

Students are permitted to discontinue their programme and seek readmission. However, the total period for completing the programme shall not exceed six years for the three-year programme and eight years for the four-year programme. Failure to comply with this limit shall require cancellation of the existing registration and re-enrolment as a fresh candidate.

Students who were enrolled under a previous scheme (e.g., CBCSS) may be readmitted to resume their studies under the B.Voc. Programme regulations 2025. Such students shall complete their programme in accordance with the new regulations. Readmission may be granted by the Principal, subject to the conditions specified below, and shall be reported to the Controller of Examinations within one month from the date of readmission.

- Readmission shall be permitted only once during the entire programme.
- A minimum gap of one semester is required before readmission.
- The student must have registered for the examination of the preceding semester.
- Readmission to the parent institution shall be allowed without regard to seat availability and is permitted from the second semester onwards.
- Readmission to a different institution is permitted in the third, fourth, or fifth semesters, subject to seat availability. Such readmission shall be deemed to include college transfer.
- All readmissions shall be completed within two weeks of the commencement of the relevant semester.

In the event of a scheme change during readmission, the Boards of Studies concerned shall issue guidelines for credit transfer. For readmission into the B.Voc. Programmes (2025 regulations), the Principal shall report to the Controller of Examinations within two weeks, detailing the student's previous courses and credits, so as to determine any credit deficiencies. Where additional or transitory courses are required for equivalency, assessment shall be conducted by the respective Boards of Studies. Students who discontinue the programme before completing the third year shall be issued a Courses cum Credits Certificate, which is required for preserving credits in the Academic Bank of Credits and for re-entry into other institutions.

22. General Guidelines

22.1. An academic year shall consist of 210 working days with two semesters and a summer vacation. In each semester there are 90 working days for academic activities, co-curricular and student orientation programmes. Academic week is a unit of five working days in which distribution of work is organised from day one to day five, with minimum six instructional hours on each day. A sequence of 18 such academic weeks constitutes a semester.

22.2. A semester consists of 18 weeks for academic activities with 5 working days per week. In each semester, 3 weeks (15 working days) should be kept aside for examinations, including internal examination evaluation and other academic activities.

22.3. A total of 540 instructional hours will be available for each semester, including 30 teaching hours per week.

22.4. For the effective implementation of B.Voc., a system of flexible timings and time table shall be provided for the students and teachers as per the choice of each college.

22.5. Library and Laboratory facilities shall be accessible for the students for at least two hours after the regular academic transactions.

22.6. A course that includes one hour of lecture or tutorial, or a minimum of two hours of lab work /practical work /field work per week, is given one credit hour. That is, 1 credit hour in theory per week equals 1 lecture or tutorial hour per week plus 2 hours of learner engagement in terms of course-related activities, and 1 credit hour in practical / practicum per week equals 2 hours of lab work / practical work / field work / hands-on experience per week.

22.7. One credit in a semester should be designed for 15 hours of lectures or tutorials or 30 hours of practicum plus 30 hours of learner engagement in terms of course-related activities such as seminar preparation, submitting assignments, *etc.*

22.8. A 4-credit discipline specific theory course (Major) / Minor Course consists of 4 hours of lecture / tutorial classes per week and 60 hours of lecture / tutorial classes in a semester.

22.9. A 3-credit general foundation course (AEC, SEC, VAC and MDC) in theory consists of 3 hours of lecture / tutorial classes per week and 45 hours of lecture / tutorial classes in a semester.

22.10. A discipline-specific course with theory component and practical / practicum component is of the form 3-credits in theory component and 1-credit in practical / practicum component. It consists of 3 hours of lecture / tutorial classes and 2 hours of practical / practicum classes per week. This amounts to 45 hours of lecture / tutorial classes and 30 hours of practical / practicum classes per semester.

22.11. A general foundation course with theory component and practicum component is of the form 2-credits in theory component and 1-credit in practicum component. It consists of 2 hours of lecture / tutorial classes and 2 hours of practicum classes per week. This amount to 30 hours of lecture / tutorial classes and 30 hours of practicum classes per semester.

22.12. In the syllabus of a course with only theory component, there can be five modules. Out of these, one module of 20% content of the syllabus should be left as open-ended. Only a broad outline of the content of this module needs to be given by the BoS / Expert Committee. The detailed content of this module can be decided by the individual instructor who teaches this module, and its evaluation can be completely done in the continuous assessment mode at the college. This module will not be included in the end-semester examination.

22.13. The open-ended module in theory is not included in the course with practical / practicum component. In such courses a part of the practical / practicum component should have the open-ended nature.

22.14. A one-credit Seminar or Internship or Studio activities or Field practice/ projects or Community engagement and service means two-hour engagements per week (30 hours of engagement per semester)

22.15. A course can have a combination of lecture credits, tutorial credits, and practicum credits.

22.16. Minimum credit for one course should be 2, and the maximum credit should be 4.

22.17. All discipline-specific courses (Major and Minor) shall be of 4 hours duration per week or as appropriate in the case of the addition of practical / practicum component.

22.18. All Courses under the Multi-disciplinary, Ability Enhancement, Skill Enhancement and Value-Added categories shall be given 3 hours per week or as appropriate in the case of the addition of practical / practicum component.

22.19. Internship, Apprenticeship, Community outreach activities, on job training etc. may require sixty hours of engagement for acquiring two credits.

22.20. Institute / Industry Visit can be a part of the successful completion of Internship, if the BoS of the Major discipline finds it necessary.

22.21 Students participating in activities of NCC / NSS / College Fitness Education Programme (COFE), students participating in zonal level events of arts and sports, and the elected members of the college union are eligible for 3 credits corresponding to SEC3 in semester VI. They are eligible for Pass (letter grade P) with grade point 4 and marks 33. Such students have the choice to improve their grade by taking part in the continuous assessment and the end-semester examination of this course. In that case, the higher grade point they subsequently acquire shall be considered as the final grade point, with corresponding letter grade, for SEC3.

22.22. Grace marks shall be awarded to a student for meritorious achievements in co-curricular activities (in Sports/ Arts/ NSS / NCC) carried out besides the regular hours. Such a benefit is applicable in the same academic year spreading over two semesters, in which the said meritorious achievements are earned. Grace marks shall also be awarded to a person with disability, and such other categories as may be decided by the University from time to time. The Academic Council shall decide from time to time the rules of awarding the grace marks.

22.23. A student should get an option for acquiring a maximum of 180 credits for a 3-year (6 semester) UG programme. The additional 40 credits over the minimum of 140 can be acquired through online courses.

22.24. A student should get an option for acquiring a maximum of 240 credits for a 4-year (8 semester) UG programme. The additional 60 credits over the minimum of 180 can be acquired through online courses.

22.25. Courses up to 30 credits shall be designed for each programme in each semester with the available teaching hours for each semester.

22.26. Maximum number of credits that a student can take per semester shall be 32.

23. Transitional Provision:

Notwithstanding anything contained in these Regulations, the Vice-Chancellor shall, for a period of three years from the date of coming into force of these Regulations, have the power to provide by order that these regulations shall be applied to any programme with such modifications as may be necessary.

24. Repeal:

The regulations now in force, in so far as they are applicable to programmes offered by the University and to the extent they are inconsistent with these regulations, are hereby repealed. In the case of any inconsistency between the existing Regulations and these Regulations relating the Calicut University B.Voc. Programme, in their application to any course offered.

25. Conclusion:

This regulation integrates academic flexibility from FYUGP with the vocational focus of B.Voc., ensuring a balance between theoretical knowledge and practical skills. By incorporating capstone components, online learning, advanced research, and teacher autonomy, it aims to meet the evolving demands of students, industries, and society.

Appendices

Appendix I: Evaluation : General Educational Courses

Appendix II: Evaluation : Discipline Specific Courses

Appendix III: Format of the Question Papers



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