SCHOOL OF OPEN LEARNING, CAMPUS OF OPEN LEARNING

PROGRAMME PROJECT REPORT (PPR)

for the

Four-Year Undergraduate Programme Bachelor of Science (Honors) Computer Science as per NEP 2020

Submitted to:

Distance Education Bureau (DEB) | UGC

Submitted by:

DEPARTMENT OF DISTANCE AND CONTINUING EDUCATION, SCHOOL OF OPEN LEARNING, CAMPUS OF OPEN LEARNING UNIVERSITY OF DELHI

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Contents

1. About the Institution 2
2. Name of the Programme 2
3. Introduction 2
4. Program Mission 4
5. Objectives 4
6. Relevance of the Programme with HEI's Mission and Goals 6
7. Nature of Prospective Target Group of Learners 7
8. Appropriateness of the Programme to be Conducted in the Open and Distance Learning (ODL) Mode to Acquire Specific Skills and Competence 9
9. Instructional Design 10
9.1 Academic Counselling Sessions/Personal Contact Programmes 10
9.2 Open Learning Development Centre (OLDC) 11
9.3 Educational Technology Lab 11
9.4 COL Radio 12
10. Procedure for admission, curriculum transaction and Evaluation 13
10.1 Procedure of Online Admissions: 13
10.2 Eligibility (New Session) 2025-26 13
10.3 Curriculum and Evaluation Criteria 14
10.4 Guidelines for IAPC/Internships/Apprenticeship 21
10.5 Evaluation Criteria 23
10.7 Fee Structure 26
11. About Department of Computer Science
11.1 Faculty Profile
12. Requirement of Laboratory Support and Library Resources 29
12.1 Library Resources 29
13. Quality Assurance of the Programme and Expected Outcomes 32
14. Annexures 33

1. About the Institution

The School of Open Learning was founded with the vision of providing educational opportunities beyond traditional classrooms. Initially serving 900 students in humanities and commerce, it has since grown to accommodate over 4,00,000 students enrolled in 17 different academic programs. Since its establishment in 1962, the School of Open Learning has continually evolved, responding to the dynamic educational landscape and the changing needs of society.

The year 2022 marked a significant milestone with the establishment of the Department of Distance and Continuing Education within the Campus of Open Learning, University of Delhi. This initiative expanded the distance learning opportunities at the University of Delhi. Today, the School of Open Learning offers a variety of undergraduate and postgraduate programs across diverse disciplines, including Commerce, Economics, Education, English, Environmental Science, History, Hindi, Political Science, Punjabi, Sanskrit, Urdu, Management Studies, Financial Studies, Library and Information Science, Computer Application, and Psychology.

The institute strives to become an internationally acclaimed premier institution of open, distance, and online education. To achieve this goal, we have developed a robust and comprehensive array of Self Learning Materials which are developed by a team of subject matter experts and educators who collaborate closely to develop and refine the study materials. Each piece of content undergoes multiple rounds of rigorous scrutiny, encompassing content accuracy, clarity, relevance, and alignment with learning objectives. We are also in the process of developing an online learning platform, which augments students' learning experiences and facilitates in-depth understanding

2. Name of the Programme

Bachelor of Science (Honors) Computer Science Four Year Undergraduate Programme as per the National Education Policy (NEP) 2020.

3. Introduction

The **B.Sc. (H) Computer Science** program is a flagship undergraduate course designed to align with the vision of the **National Education Policy (NEP) 2020** and implemented under the **Undergraduate Curriculum Framework (UGCF)**. This comprehensive program offers a blend of theoretical foundations, practical skills, and research-oriented learning to prepare students for the rapidly evolving technological landscape. The course is structured to provide flexibility, multidisciplinary exposure, and employability-

focused education, ensuring students develop critical thinking, problem-solving abilities, and strong technical expertise.

Course Highlights include a rigorous curriculum covering core subjects such as Data Structures, Algorithms, Operating Systems, Artificial Intelligence, Machine Learning, Database Management Systems, Computer Networks, and emerging areas like Information security, and Cloud Computing. The program incorporates skill enhancement courses, discipline-specific electives, and research projects, enabling students to specialize in their areas of interest. Practical exposure through lab-based training, coding assignments, and collaborative projects ensures that theoretical knowledge is effectively translated into real-world applications. Moreover, the introduction of multidisciplinary courses, value-based learning, and internships in the NEP 2020 framework provides holistic education and prepares students for both employment and higher education.

The B.Sc. (H) Computer Science program offers immense benefits to students. With an emphasis on experiential learning, it nurtures technical proficiency alongside essential soft skills like teamwork, communication, and adaptability. The credit-based system and multiple exit options under NEP 2020 ensure flexibility for students to chart their educational journey according to their aspirations. The program also integrates industry-oriented skills to enhance employability and entrepreneurship, providing an edge in competitive job markets.

The future scope of this program is vast and diverse. Graduates can explore opportunities in top IT companies, tech startups, and multinational corporations as software developers, data scientists, cybersecurity analysts, systems engineers, and AI specialists. The strong foundational knowledge prepares students for advanced studies in prestigious institutions in India and abroad, including master's and doctoral programs in Computer Science and related disciplines. Additionally, the program equips students with the expertise to innovate and excel as entrepreneurs in the technology sector or contribute to groundbreaking research.

The B.Sc. (H) Computer Science is thus, a gateway to a successful career in the technology domain. By integrating the principles of NEP 2020 and UGCF, the course fosters a forward-looking, student-centric educational experience that bridges the gap between academia and industry. It empowers students to become global professionals, researchers, and innovators in the rapidly growing field of Computer Science.

4. Program Mission

The B.Sc. (H) Computer Science provides a high-quality, forward-thinking education that empowers students to thrive in the ever-evolving technological landscape. Guided by the principles of the National Education Policy (NEP) 2020 and implemented under the Undergraduate Curriculum Framework (UGCF), the program is designed to bridge the gap between theoretical knowledge, practical application, and industry demands.

The program aims to nurture students into competent professionals by fostering critical thinking, analytical abilities, and creativity through a robust curriculum that balances core concepts, emerging technologies, and hands-on learning. By promoting interdisciplinary learning, ethical values, and a research-driven mindset, the program prepares students not only to adapt to technological changes but also to lead them.

With a strong emphasis on innovation, problem-solving, and professional ethics, the program seeks to develop graduates who can contribute meaningfully to society as developers, researchers, entrepreneurs, and thought leaders. The mission is to empower students with skills that are globally relevant, ensuring they are prepared for advanced studies, competitive careers, and entrepreneurial endeavours in the field of computer science while embracing lifelong learning and societal responsibility.

5. Objectives

The B.Sc. (H) Computer Science program offered by University of Delhi is designed to prepare students for the rapidly evolving digital age by blending foundational principles of Computer Science with practical, industry-oriented skills. This program reflects the vision of the National Education Policy (NEP) 2020, which emphasizes holistic and flexible learning, critical thinking, and skill-based education. By integrating modern tools, cutting-edge technologies, and interdisciplinary approaches, the course empowers students to excel in academics, research, and professional roles across the technology domain.

The program aims to equip learners with the knowledge and skills necessary to solve complex problems and develop innovative solutions. Instead of focusing solely on theoretical learning, the course incorporates hands-on training, coding laboratories, software development projects, and research assignments to ensure a strong link between classroom learning and real-world application. By covering a wide array of topics—ranging from Programming, Data Structures, Algorithms, Operating Systems, and

Computer Networks to emerging technologies like Artificial Intelligence, Machine Learning, Cybersecurity, and Cloud Computing—the program ensures that students remain future-ready in a fast-changing technological landscape.

This course promotes critical thinking, logical reasoning, and a problem-solving mindset. Students are trained to analyse complex scenarios, break them into manageable components, and design solutions using computational techniques. The curriculum also supports experiential learning through industry internships, live projects, and workshops, fostering skills that make students confident professionals.

The interdisciplinary nature of the program further enhances its scope. Students can explore courses from allied disciplines such as Mathematics, Economics, English, Psychology, Humanities, Commerce and Management, allowing them to develop a holistic understanding of technology and its applications. This approach reflects the NEP 2020's focus on a broad-based, multidisciplinary education, encouraging students to think across domains and prepare for diverse professional roles.

In addition to technical skills, the program instils values of professional ethics, teamwork, and leadership. Students are encouraged to understand the broader implications of technology in society, including ethical challenges, environmental sustainability, and social impact. By participating in group projects, seminars, and presentations, learners develop strong communication and collaborative skills, ensuring they are equipped to work effectively in teams and lead initiatives.

The program also supports students' aspirations for higher education and research. By fostering analytical thinking, curiosity, and a research-driven mindset, learners are well-prepared to pursue master's degrees, doctoral research, or other advanced certifications in Computer Science and related fields.

After completing the B.Sc. (H) Computer Science, students will achieve the following outcomes:

- Develop a strong understanding of core and advanced concepts in computer science.
- Gain practical problem-solving skills through programming, software development, and research activities.
- Acquire expertise in emerging fields like Artificial Intelligence, Cybersecurity and Machine Learning.

- Foster critical thinking, analytical reasoning, and a research-oriented approach to real-world problems.
- Apply professional ethics, social responsibility, and sustainable practices to technology-driven solutions.
- Cultivate teamwork, leadership, and effective communication skills for professional success.
- Prepare for advanced studies, research, entrepreneurial ventures, and professional roles across global industries.
- Adapt to evolving technological trends and contribute meaningfully to the advancement of the digital economy.

In essence, the B.Sc. (H) Computer Science program aims to develop graduates who are technically proficient, innovative, and socially conscious. By integrating theoretical knowledge with practical experience, the program ensures that students are well-prepared to lead and excel in a technology-driven world while addressing global challenges with creativity and responsibility.

6. Relevance of the Programme with HEI's Mission and Goals

The B.Sc. (H) Computer Science program aligns with the institution's mission and goals of providing quality education, fostering innovation, and creating skilled professionals to address the growing technological needs of society. Designed to create equity and access to higher education, this program is structured to empower learners from diverse backgrounds, including rural and underserved communities, enabling them to gain valuable technical knowledge and skills for career advancement.

The program contributes to fulfilling the institution's mission and goals by:

- **Enhancing Knowledge**: The B.Sc. Computer Science program provides learners with a strong foundation in computing concepts, programming principles, and advanced topics like Artificial Intelligence, Machine Learning, Data Science, and Cybersecurity. By blending theoretical understanding with practical exposure, the course ensures that students acquire in-depth knowledge of modern technologies and computational systems, preparing them to tackle real-world challenges effectively.

- **Enhancing Skills:** This program focuses on developing technical, analytical, and problem-solving skills critical for both academic and professional success. Students are equipped to design, develop, and implement technology-driven solutions, enabling them to address complex technological and societal problems. Through hands-on projects, industry internships, and skill-based learning, learners gain expertise in programming, software development, data analysis, and system optimization, enhancing their employability and adaptability in a rapidly changing digital world.
- **Personality Enhancement**: The program nurtures holistic development by fostering critical thinking, teamwork, leadership, and communication skills. Students engage in group projects, coding competitions, seminars, and research activities, allowing them to develop confidence, interpersonal skills, and adaptability. The interdisciplinary nature of the program encourages a well-rounded personality, preparing learners to excel as professionals, researchers, or entrepreneurs.
- **Societal Impact**: The B.Sc. Computer Science program plays a pivotal role in driving technological and societal change. With increasing reliance on technology across industries, graduates of this program will act as innovators and problem solvers, contributing to the advancement of society. From building software for education, healthcare, and rural development to designing sustainable technological solutions, learners are equipped to make a positive impact on their communities. Additionally, the program emphasizes ethical and responsible use of technology, ensuring that students contribute to building a more inclusive and equitable digital society.

By providing an education that integrates technical expertise with personal growth and societal responsibility, the B.Sc. (H) Computer Science program aligns perfectly with the institution's commitment to promoting innovation, inclusivity, and knowledge dissemination. It empowers learners to lead technological advancements, fulfil future career aspirations, and contribute meaningfully to the progress of society.

7. Nature of Prospective Target Group of Learners

The B.Sc. (H) in Computer Science program at University of Delhi aims to provide opportunities for learners from diverse backgrounds, fostering inclusivity and access to higher education. The program

caters to a wide range of learners with varied interests and career aspirations in the growing field of technology and computing. By emphasizing both theoretical knowledge and practical skills, this course enables learners to achieve their professional goals and contribute to the rapidly advancing digital world.

The following are the key characteristics of the target audience for this program:

- **Learners with a passion for technology**: Individuals who have a strong interest in computers, coding, software development, and emerging technologies such as Artificial Intelligence, Cybersecurity, and Data Science. These learners are curious about understanding how computer systems work and eager to explore ways to innovate and solve real-world problems through technology.
- **Learners with strong analytical and problem-solving abilities**: The program is ideal for those who enjoy applying logical reasoning, critical thinking, and analytical skills to solve complex technical challenges. It caters to individuals who excel in tasks such as coding, system design, debugging, and algorithm development.
- **Skill-oriented learners:** The course is designed for those who are eager to gain hands-on, skill-based, and practical knowledge in the field of Computer Science. Learners who wish to acquire skills in programming, software development, data analysis, and system management to pursue careers in technology-driven industries will benefit significantly from this program.
- **Learners aspiring for professional and academic growth**: This program appeals to individuals looking for career opportunities in sectors like IT, software development, research, data analytics, cybersecurity, and entrepreneurship. It is also suitable for those planning to pursue higher studies, such as master's or doctoral programs in Computer Science or related fields.
- **Learners from underserved communities**: The program provides opportunities to students from rural, underprivileged, and marginalized sections of society who are passionate about technology but lack access to advanced learning resources. By offering a well-structured curriculum, it empowers these learners to compete in a globalized, technology-driven economy.
- **Lifelong learners with a curiosity for innovation**: The program is ideal for individuals who enjoy exploring new technologies, emerging trends, and cutting-edge tools in Computer Science. These learners are committed to continuous learning, adapting to technological changes, and developing innovative solutions to societal and industry-specific challenges.

This program thus caters to a diverse learner base, ranging from those seeking skill development and career readiness to individuals striving for higher education and innovation. By addressing the educational needs of learners from all walks of life, the program contributes to building a skilled, inclusive, and technology-savvy workforce for the future.

8. Appropriateness of the Programme to be Conducted in the Open and Distance Learning (ODL) Mode to Acquire Specific Skills and Competence

The B.Sc. (H) in Computer Science program is highly appropriate for delivery in the Open and Distance Learning (ODL) mode due to its inherent flexibility, accessibility, and focus on skill-based learning. The program is designed to meet the demands of learners who wish to gain technical expertise and professional competence but may face geographical, financial, or time constraints in pursuing traditional on-campus education. Launching a B.Sc. (Hons) Computer Science program through distance learning is a revolutionary step toward democratization catering a greater number of students than regular mode. The students from diverse backgrounds and remote locations will have access to a high-quality curriculum through this mode, without having the need to relocate or disrupt their existing commitments. The flexibility offered allows students to pursue dual degrees; thus, they will have enhanced skill sets and career prospects simultaneously. The program ensures that the quality of education is on par with traditional classroom learning, fostering academic excellence while catering to a broader and more inclusive student community, with modern e-learning tools, interactive platforms, and rigorous assessment mechanisms.

The ODL mode enables learners to acquire specific skills in programming, software development, data analysis, and system design through a combination of self-paced learning materials, virtual labs, interactive sessions, and online resources. With the availability of technology-based platforms, learners can participate in coding exercises, virtual simulations, and project-based assessments, ensuring practical, hands-on experience that is essential for building technical skills.

The program's modular structure allows learners to progress at their own pace while gaining foundational and advanced knowledge in core areas such as data structures, algorithms, database management, cloud computing, cybersecurity, and artificial intelligence. The ODL format also emphasizes experiential

learning through real-world case studies, assignments, and collaborative projects, enabling students to apply theoretical concepts to practical scenarios.

Furthermore, the program leverages digital tools such as online coding platforms, video tutorials, webinars, and virtual workshops to facilitate active engagement and continuous learning. This ensures that learners acquire competence in problem-solving, logical reasoning, and technical communication—skills critical for success in the IT industry.

By democratizing access to high-quality education and incorporating a skill-driven, flexible approach, the ODL mode makes this program ideal for working professionals, rural learners, and other aspirants who cannot afford face to face education due to various reasons. It not only empowers individuals to gain industry-relevant skills but also prepares them for higher education, entrepreneurship, and global career opportunities in the rapidly evolving technology sector.

9. Instructional Design

The course shall be taught in English for the learners. The course will be presented via printed and online study materials in SLM format, audio-video materials, a personal contact plan, counselling sessions, group discussions, laboratory and practical activities, assignments, and so on. The learners will be guided and the entire process of delivering the honours programme in Computer Science will be monitored by competent teaching staff. The Computer Science programme offers a student-centric approach as per the requisite of the National Education Policy, fulfilling the needs and requirements of the learner taking this programme.

Student Support System:

The following are the instructional methods used:

9.1 Academic Counselling Sessions/Personal Contact Programmes:

The Personal Contact Programme (PCP) at the School of Open Learning (SOL), University of Delhi, is an essential part of the learning experience, offering face-to-face interactions with experienced faculty members each semester. Designed to supplement self-study and online learning, PCP sessions allow students to clarify doubts, engage in meaningful discussions, and gain deeper insights into their subjects. The PCP covers essential course topics, ensures comprehensive understanding, and focuses on developing critical thinking, communication, and analytical skills. Through interactive lectures, workshops, and practical sessions, the programme bridges the gap between distance learning and traditional classroom education, offering a supportive environment where students can address academic challenges and receive personalised guidance.

Academic Counselling Sessions are conducted on Sundays/Gazetted holidays. Moreover, the

Department/School also conducts a few batches on regular weekdays at the regional centres to provide maximum face-to-face counselling sessions to the students. Classroom lectures and discussions are organized at various centres for a specified period.

9.2 Open Learning Development Centre (OLDC)

The Open Learning Development Centre (OLDC) at the Campus of Open Learning, Department of Distance and Continuing Education, promotes open learning approaches and enhances educational experiences at the School of Open Learning (SOL) and the University of Delhi. Our mission is to support innovative, research-based, and development-focused projects that improve the quality and availability of open learning opportunities, helping learners achieve their academic and professional goals. OLDC prioritizes curriculum evaluation, assessment verification, and ongoing feedback systems, ensuring compliance with accrediting systems and regulatory criteria.

Our state-of-the-art computer lab offers hands-on learning experience in programming, design, and digital advertising. We are developing a powerful Learning Management System (LMS) to provide centralized access to educational content and ensure test integrity. Individuals from diverse backgrounds are welcome to join us in exploring and embracing the future of education. The Open Learning Development Centre is here to help you achieve your personal and professional goals.

9.3 Educational Technology Lab

The Educational Technology Lab (ET Lab), part of the Open Learning Development Centre (OLDC), provides technological resources to create digital learning materials such as MOOCs, films, and web-based content. It offers comprehensive resources and training for faculty and staff through development programs.

Objectives:

- Develop Learning materials for SOL Courses.
- Generate Open Educational Resources (OERs) for global learners.
- Offer on-campus and off-campus services to assist institutions in creating and delivering educational resources.
- Become self-sustainable by utilizing the studio for various educational purposes.

Activities:

- Design & Development of Instructional Resources: In the form of videos and web-based.
- Provision and maintenance of AV equipment for classroom teaching.
- Video and computer-based instructional packages.
- Organizing training programmes for faculty and professionals across the country.
- Video conferencing for faculty selection interviews and meetings.
- E-Learning and MOOCs (Massive open online courses)
- Undertaking sponsored and research projects.

- Dissemination of Instructional Resources: Through the development of information brochures and databases.

Facilities

- The Educational Technology Services Centre has a computer laboratory with modern multimedia capabilities and internet connectivity.
- Non-linear editing setup and Live Streaming setup are available for post-production and Video streaming.
- The Centre has a modern video studio with recording and editing facilities in Digital format.
- Video conferencing for faculty selection interviews and meetings.
- Training programmes for faculty and professionals across the country.
- Video and computer-based instructional packages.
- Provision and maintenance of AV equipment for classroom teaching.

9.4 COL Radio

The campus of Open Learning Radio (COL Radio) is an innovative digital platform designed to connect learners globally and enhance education. Through podcasts, academic updates, and news via its YouTube channel, COL Radio embraces technological advances to foster a vibrant learning community. This dynamic hub aims to revolutionize Open and Distance Learning Education by bridging the gap between learners and institutions.

Academically, COL Radio supplements traditional learning with engaging content such as lectures, study sessions, and educational podcasts, creating a collaborative environment for intellectual discourse. It also addresses social issues within the Indian education system through discussions, expert interviews, and student-led initiatives, promoting inclusivity and equity.

Additionally, COL Radio offers segments for art, culture, sports, and more, allowing students to voice their opinions, share experiences, and showcase talents. With the potential for revenue generation through advertising, sponsorships, and partnerships, COL Radio aims for sustainable growth, reinvesting in scholarships, infrastructure, and innovative educational initiatives.

In essence, COL Radio is a transformative force driving positive change in education and empowering students to reach their full potential.

Fee Concession is provided to the students (details are elaborated ahead)

10. Procedure for admission, curriculum transaction and Evaluation

10.1 Procedure of Online Admissions:

1. Visit the SOL website (https://sol.du.ac.in) and click on the Undergraduate (U.G.) Admission link.
2. Fill in all the relevant information in the Personal Details page / Academic Details page
3. Upload all scanned copies of the relevant documents. (legible/clear),
4. After the upload of the documents, a payment link will be made available after only verification. (Verification of uploaded documents is a rigorous process hence in this process it may take a minimum of 3 to 5 days)
5. After successful payment, download the Fee Receipt and Identity Card.

10.2 Eligibility (New Session) 2025-26

Any one Language from List A+ Mathematics/ Applied Mathematics (Passed) + Any two subjects out of which at least one should be from List B1

And

- 45% Aggregate in Class XII
- SC/ST/PwBD: passed Class XII
- OBC: 40.5% Aggregate in class XII

List of Languages and Domain Specific Subjects to be chosen for admission to Undergraduate Programmes of the University of Delhi.

List A: Languages of Section 1A Section 1B

Candidates must appear in at least one language from the following			
Arabic	Gujarati	Manipuri	Sindhi
Assamese	Hindi	Marathi	Spanish
Bengali	Italian	Nepali	Tamil

Bodo	Japanese	Odia	Telugu
Chinese	Kannada	Persian	Tibetan
Dogri	Kashmiri	Punjabi	Urdu
English	Konkani	Russian	
French	Maithili	Sanskrit	
German	Malayalam	Santhali	

	Subjects in List B1		Subjects List B2
1	Accountancy/ Bookkeeping	1	Agriculture
2	Anthropology	2	Engineering Graphics
3	Biology/Biological Studies/ Biotechnology/Biochemistry	3	Entrepreneurship
4	Business Studies	4	Knowledge Tradition and Practices India
5	Chemistry	5	Fine Arts/ Visual Arts (Sculpture/ Painting)/ Commercial Arts
6	Computer Science/ Informatics Practices	6	Mass Media/ Mass Communication
7	Economics/ Business Economics	7	Physical Education/NCC/Yoga
8	Environmental Studies	8	Performing Arts – i) Dance (Kathak/Bharatnatyam/Kathakali/ Odissi/ Kuchipuri/ Manipuri (ii) Drama- Theatre (iii) Music General (Carnatic /Rabindra Sangeet/ Hindustani/Percussion/Non-percurssion
9	Geography/Geology	9	Teaching Aptitude
10	History		
11	Home Science		
12	Legal Studies		
13	Mathematics		
14	Physics		
15	Political Science		
16	Psychology		
17	Sanskrit		
18	Sociology		

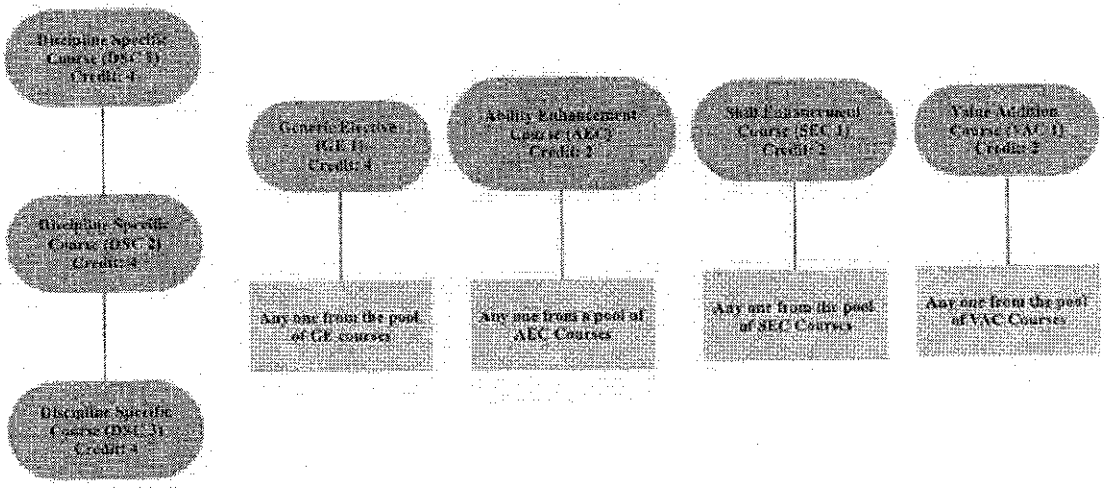
10.3 Curriculum and Evaluation Criteria

First Year	Semester – 1	Semester – 2
	DSC – 1 Programming Using Python	DSC – 4 Object Oriented Programming with C++

DSC (All core papers are compulsory) Each paper of 4 Credits *	DSC – 2 Computer System Architecture	DSC – 5 Discrete Mathematical Structures
	DSC – 3 Mathematics for computing	DSC – 6 Probability for Computing

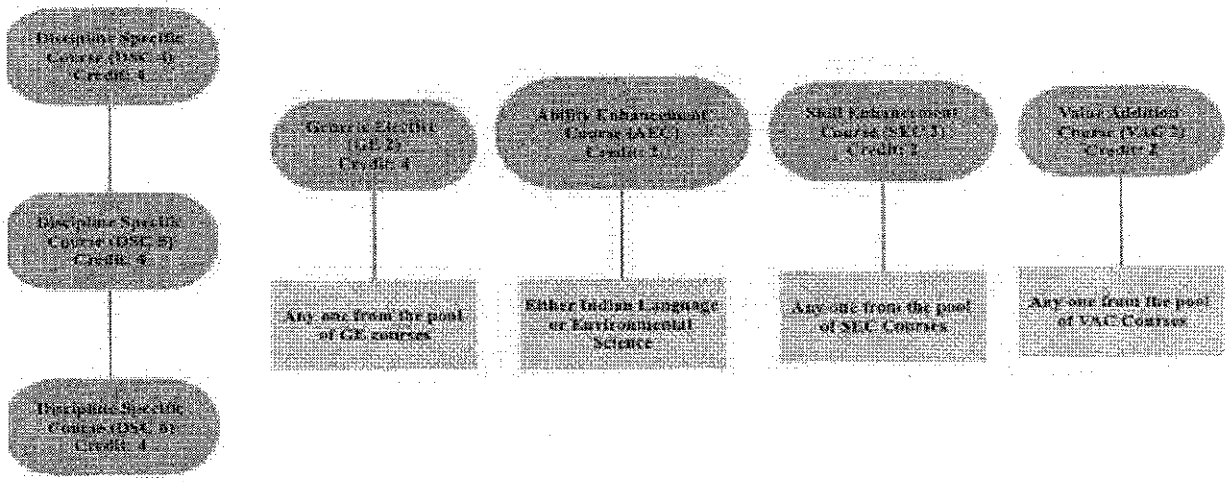
***1 credit= 30 learner study hours**
4 credits= 120 learner study hours

Semester I



Total Credits Semester I: 22

Semester II

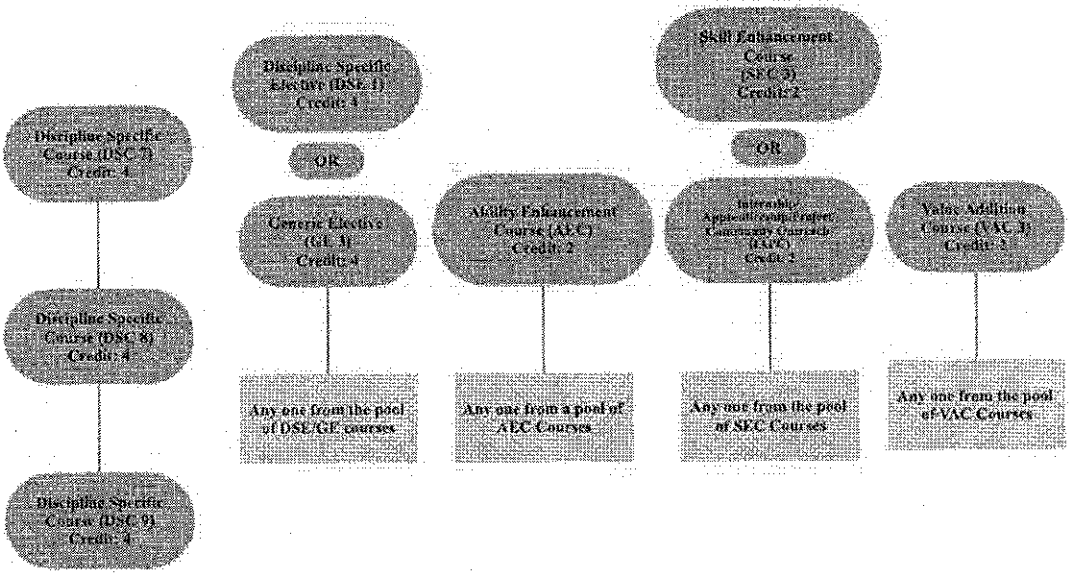


Total Credits Semester II: 22

Undergraduate Certificate **(in the field of Study/Discipline) with a total of 44 Credits**
(If student exists after two semesters)

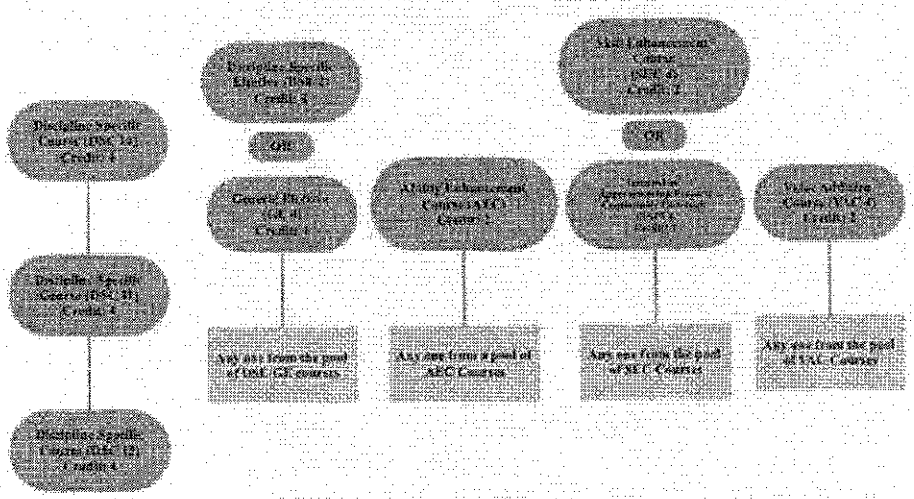
Second Year	Semester – 3	Semester – 4
DSC (All core papers are compulsory) Each paper of 4 Credits	DSC – 7 Data Structures	DSC – 10 Design and Analysis of Algorithm s
	DSC – 8 Operating Systems	DSC – 11 Database Management System
	DSC – 9 Computer Graphics	DSC – 12 Computer Networks

Semester III



Total Credits Semester III: 22

Semester IV

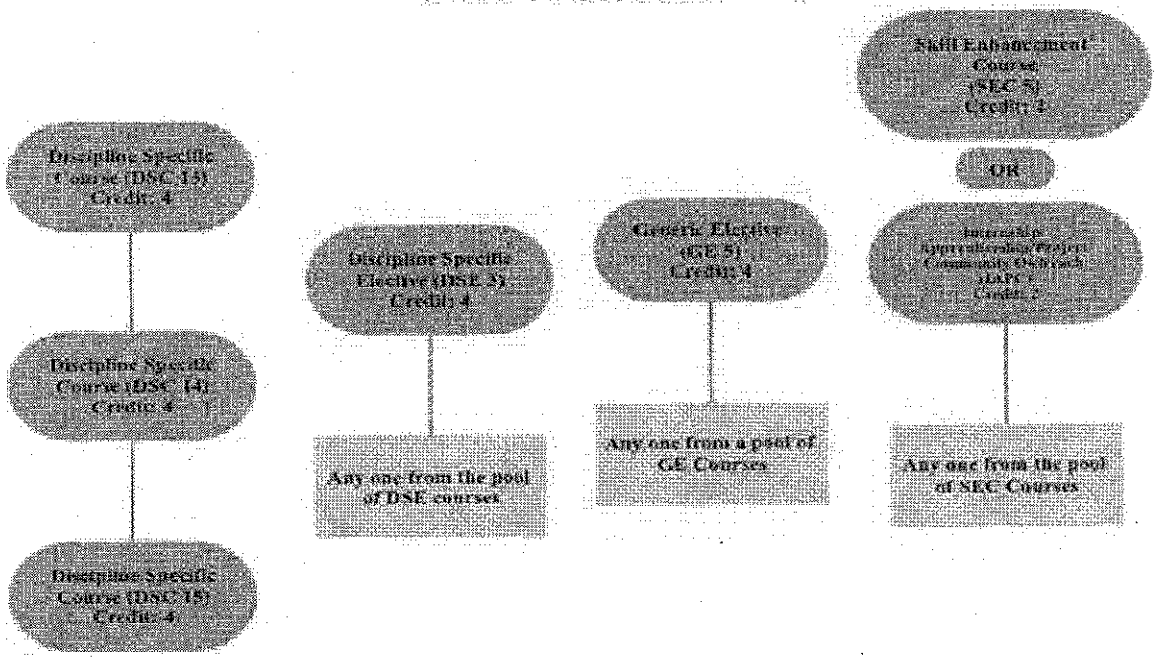


Total Credits Semester IV: 22

Undergraduate Diploma **(in the field of Study/Discipline) with a total of 88 Credits (if student exists after four semesters)**

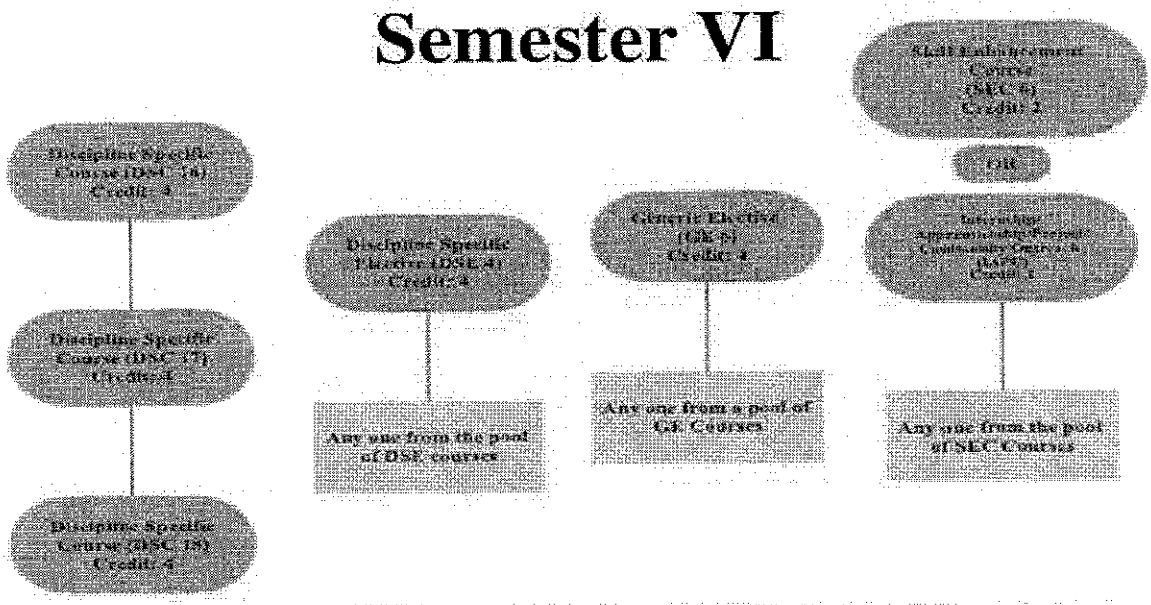
Third Year	Semester – 5	Semester – 6
DSC (All core papers are compulsory) Each paper of 4 Credits	DSC – 13 Algorithms and Advanced Data Structures	DSC – 16 Artificial Intelligence
	DSC – 14 Theory of Computation	DSC – 17 Machine Learning
	DSC – 15 Software Engineering	DSC – 18 Introduction to Parallel Programming

Semester V



Total Credits Semester V: 22

Semester VI



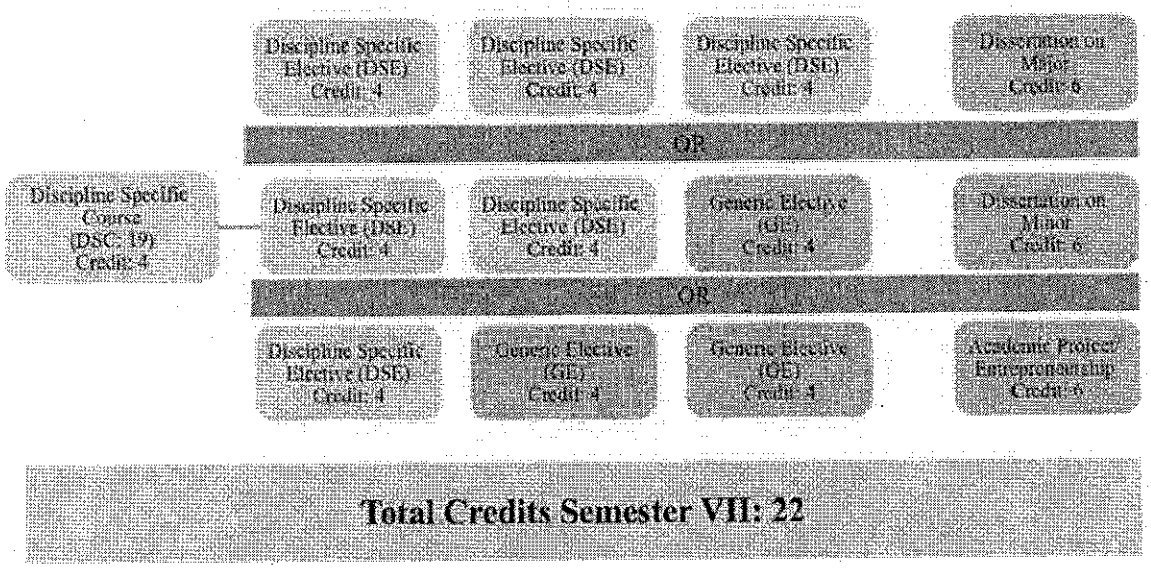
Total Credits Semester VI: 22

Bachelor of **(in the field of Study/Discipline)** ***Honours (3 Years)*** **with a total of 132 Credits**
(if student exists after four semesters)

Fourth Year	Semester – 7	Semester – 8
DSC (All core papers are compulsory) Each paper of 4 Credits	DSC – 19 Compiler Design	DSC – 20 Information Security

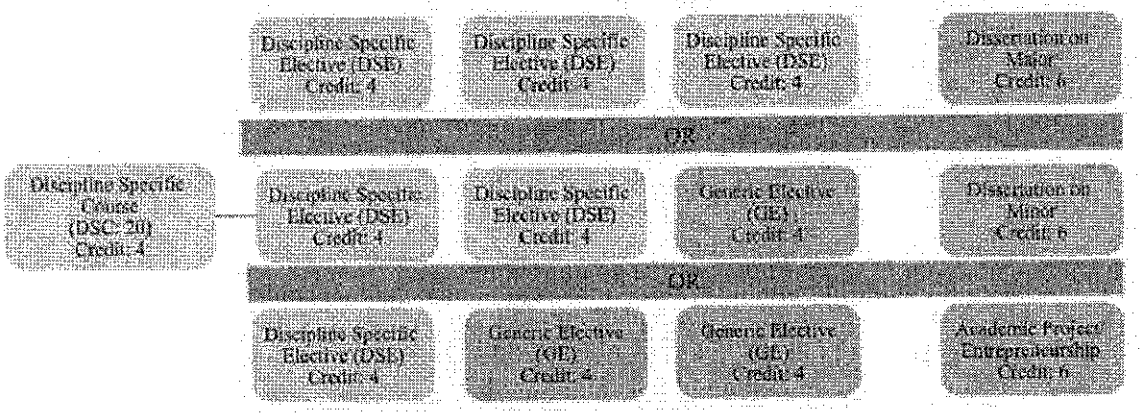
***The fourth (IV) Year syllabus is yet to be approved by the University.**

Semester VII



Total Credits Semester VII: 22

Semester VIII



Total Credits Semester VIII: 22

Bachelor of **(in the field of Study/Discipline)** ***Honours*** **with Research/Academic Projects/Entrepreneurship Discipline with a total of 176 Credits**

***GE, AEC, SEC and VAC will be offered based on the courses offered by the institution.**

10.4 Guidelines for IAPC/Internships/Apprenticeship

- Internship, Apprenticeship, or Community Outreach (IAPC) will be offered as an alternative to the SEC and carry 02 credits.
- Internship/Apprenticeship may be conducted within the semester or during summer/winter vacation.
- The spells of apprenticeship/internship shall be scheduled either continuously or at intervals depending upon the requirement and practicality of the discipline concerned.
- College offerings should have a prior MoU with discipline-specific commercial and non-commercial organizations or enterprises, and industry before introducing the apprenticeship/internship.
- The College may fix the number of seats for apprenticeship/training as per the infrastructure and facilities available.
- It is a course requiring students to participate in a professional activity work experience, or cooperative education activity with an entity external to the education institution, normally under the supervision of an expert of the given external entity.
- A key aspect of the internship/ apprenticeship is induction into actual work situations.
- It involves working with local industry, government or private organizations, business organizations, artists, crafts persons, and similar entities to provide opportunities for students to actively engage in on-site experiential learning.

Expected Outcome

- Demonstrate working knowledge and skill of the domain-specific learning outcomes or that of a specific branch/ section/ task in an industry/ organizational set-up.
- Achieve/complete assigned target(s)/ task(s) given by the person to whom the intern or apprentice is reporting.

Community Outreach

Students will develop an understanding of social issues, contribute to the welfare of communities, and develop a sense of empathy and compassion.

Expected outcome:

- Demonstrate an understanding of different approaches to working with communities and develop a sense of empathy and compassion.
- Being able to identify social issues faced by the community he/she is working with.

- Contribute to the solving of social problems or the welfare of the community or raise awareness and enable the community to find solutions to social problems.

Guidelines:

- As in SECs, any student from any department/program can opt for any IACs offered.
- Each category of IACs will be equivalent to 02 credits, like SECs.
- The total duration of the IAPCs shall be of 60 hours in a semester.
- Students who are desirous of exiting after the second year of the programme should choose internship/apprenticeship/community outreach in the relevant field, as far as possible, so that their employability increases.
- It is expected that students shall be engaged in an industry, company organization or NGO for internship/apprenticeship/community outreach (IAC).
- A department can offer any one or more of the IAC categories for all the programmes that it runs put together.

Role of Teacher:

- Monitoring by the teacher of the regularity of the intern at his/her workplace.
- Teachers shall regularly keep a tap of the Activity logbook which is to be maintained by every student.
- Observations of the Internship/ Apprenticeship/outreach Supervisor should be taken by the teacher concerned regarding the student(s) associated with the Supervisor.

Evaluation Guideline for IAPC/Internship/Community Outreach:

- The student will be evaluated through a seminar on his work, by a duly constituted expert committee, on the following suggestive aspects. The expert committee shall include at least one external expert.
- The evaluation and assessment shall be done based on the following:

  - Activity logbook and evaluation report of Internship Supervisor
  - Format of presentation and the quality of the intern's report
  - Acquisition of skill sets by the student (given the expected output)
  - Originality and any innovative contribution (or problem-solving etc.)
  - Significance of outcomes (given the expected output)

10.5 Evaluation Criteria

Period: The period is four years for all undergraduate courses from the year of admission.

Centre for End Semester Examination: The Centre of Examination shall only be Delhi.

Admission Ticket and Date Sheet

The Admission Ticket containing the Examination Roll Number, Examination Centre and the Date Sheet for the examination will only be available on the COL/SOL website https://sol.du.ac.in. Students are advised to download the Admission Ticket, Date Sheet etc., well before the commencement of the said examination, failing which, the consequences shall solely be the responsibility of the concerned student. COL/SOL provides important information to the students through SMS on their Mobile Numbers registered with the Department/School and through notices posted on the COL/SOL website. Students are strictly advised to keep visiting the COL/SOL Website regularly and log in to their respective Student Dashboard for Information and Updates.

The student must download the Date Sheet and Admission Ticket from the COL/SOL Website – https://sol.du.ac.in.

Internal Assessment

- As per the AC Resolution No. 14 dated. 3.8.2022 and EC Resolution No 18 (18-11) dated 18.8.2022. The continuous assessment (Internal Assessment) has been implemented in all the programmes being offered by the Department/School from the Academic Session 20224-25. The details of the procedures of Internal Assessment will be available on the COL/SOL website.
- For this purpose, DDCE/SOL/COL has decided to conduct online Multiple-Choice Questions (MCQ) based Internal Assessments including Continuous Assessments for each Semester separately which will be conducted before the Semester Examinations.
  The Internal Assessment including Continuous Assessment will be 30 marks in each semester and the Semester Examination will be 70 marks out of 100 marks.

Minimum Acceptable Level of Academic Standards

The minimum acceptable level of achievement that a student must demonstrate to be eligible for the award of academic credit or qualification is the minimum acceptable level of academic standards. The

Letter Grades and Grade Points which shall be used to reflect the outcome of the assessment process of the student's performance indicated below:

Letter Grades and Grade Points

Letter Grade	Grade Point
O (outstanding)	10
A+ (Excellent)	9
A (Very Good)	8
B+ (Good)	7
B (Above Average)	6
C (Average)	5
P (Pass)	4
F (Fail)	0
Ab (Absent)	0

The awards of the Practical/Tutorial/Internal Assessment shall be uploaded on the Samarth Portal as per the mark's distribution table below –

Practical	Credit	Maximum Marks
	1	40
	2	80
	3	120
	4	160
Tutorial	Credit	Maximum Marks
	1	40
Internal Assessment	Credit of Theory Paper	Maximum Marks
	1	10
	2	20
	3	30

A student who becomes eligible for the certificate/diploma, or bachelor's degree as per Ordinance IX, 12(1). Such a student shall be categorized based on the combined result of the semester I to semester II/IV/VI/VIII examination under NEP-UGCF-2022 on a 10-point grading system with the following Letter Grades as given below –

Letter Grade	Grade Points
O (Outstanding)	10 (TEN)
A+ (Excellent)	9 (Nine)
A (Very Good)	8 (Eight)
B+ (Good)	7 (Seven)
B (Above Average)	6 (Six)
C (Average)	5 (Five)
D (Pass)	4 (Four)
F (Fail)	0 (Zero)
Ab (Absent)	0 (Zero)

10.6 Passing/Promotion Criteria

a. A Student shall be eligible for promotion from Part-1 to Part-2 of the Course provided S/he has passed at least 50% papers of Semester-I and Semester-II taken together.
b. Similarly, a student (irrespective of the Part-1 results) shall be eligible for promotion from Part-2 to Part-3 of the course provided s/he has passed 50% papers of Semesters III and IV taken together.
c. Similarly, a student (irrespective of the Part-1 and Part-2 results) shall be eligible for promotion from Part-3 to Part-4 of the course provided s/he has passed 50% papers of Semester V and VI taken together.
d. Students who do not fulfil the promotion criteria a, b, and c above shall be declared fail in the Part Concerned. However, they shall have the option to retain the marks in the papers in which they have secured passing marks as per applicable rules.

Exit Options: The minimum credit to be earned by a student per semester is 18 credits and the maximum is 26 credits. However, students are advised to earn 22 credits per semester. This provision is meant to provide students with the comfort of the flexibility of semester-wise academic load and to learn at his/her own pace. However, the mandatory number of credits have to be secured for the award of an *Undergraduate Certificate/Undergraduate Diploma/ Appropriate Bachelor's Degree in the field of Study/ Discipline,* to a student who chooses to exit at the end of even semesters (details provided below).

10.7 Fee Structure

S.No.	Head	Fees in Rupees
1.	Tuition Fee	2000
2.	University Student Welfare Fund	200
3.	College Student Welfare Fund	200
4.	University Development Fund	1000
5.	College Development Fund	1000
6.	University Facilities and Services Charges	1000
7.	College Facilities and Services Charges	14600*
8.	Economically Weaker Section Support University Fund	150
9.	Examination Fee	1820
	Total	21,970

* As an eco-friendly incentive, students who do not wish to take Study Material in printed form will be given a rebate of Rs.400/- under "College Facilities and Services Charges.

- CATEGORY B – The details of fees are given in 3.3 and 3.4.
- CATEGORY C – The PwBD Category students will have to pay only Rs. 130/- These candidates are exempted from all types of fees.
- CATEGORY D – Orphan students have to pay Rs. 20/- (Admission fee Rs.10, Examination fee Rs.10) at the time of admission. These candidates are exempted from all types of fees.
- CATEGORY E - Armed forces and Central Police Armed Forces.
    - In-service personnel will get a 75% fee waiver (except university dues).
    - Superannuated personnel (not superannuated before 5 years) falling in the category will get a 50 % fee waiver (except university dues).
    - Wards of personnel will get a 25% fee waiver (except university dues).
- CATEGORY F - A full fee waiver is available to Transgender Students. (except university dues).
- CATEGORY G - For SOL/University employee and ward of SOL

3.3 Special Fee to be collected from Foreign Students	3.4 Indian Nationals Residing Abroad
As per letter No. Ref. No. FSR/6312, dated 24, Jan.2013 of Dy. Dean, (Foreign Students) University of Delhi, the department will charge (Rs. 6,000/-) Registration Fee for the Department of Distance & Continuing Education, Campus of Open Learning/School of Open Learning in addition to the total Fee as mentioned in Fee Structure for Category A and B to be paid to Department of Distance & Continuing Education, Campus of Open Learning/School of Open Learning, University of Delhi. Rs. 6000/- will be added to the head of college facilities and service charges.	Indian students residing abroad and falling under Category B would have to pay Rs.1500/-extra in addition to the total Fee as mentioned in the Fee Structure for Category A to be paid to the Department of Distance & Continuing Education, Campus of Open Learning/School of Open Learning, University of Delhi. This would include Tuition Fees and other charges.

The fees and other charges (as applicable) are to be paid ONLINE in Indian currency (Rupees) along with the application form for admission through a Credit Card/Debit Card.

Financial Support Scheme

The Department of Distance & Continuing Education, School of Open Learning, Campus of Open Learning (DDCE/SOL/COL) in the spirit of facilitating financially weak students as per guidelines decided by the University of Delhi, is announced the Financial Support Scheme for DDCE/SOL/COL students. This scheme is reflected through a fee waiver for the students enrolled in DDCE/SOL/COL and having their family income below the poverty line. The fee waiver includes all components of the fee paid by students except the Examination Fee.

(University Dues). To avail Financial Support Scheme in terms of Fee Waiver, the student has to determine the following:

Eligibility:

A student studying in DDCE/SOL/COL University of Delhi and his/her Annual Family Income falling in below below-mentioned categories is eligible to apply.

Category 1: Less than 4,00,000 Up to 100%

Category 2: 4,00,000-8.00,000 Up to 50 % (Candidates with ER/Arrears of previous examination papers are not eligible to apply)

PwBD Category

Persons with benchmark Physical Disabilities shall be waived off all the fees payable including

the Examination fee and other University fees (Except Admission fee).

Facilities for Students with Disabilities

The Department of Distance & Continuing Education, Campus of Open Learning/School of Open Learning has endeavoured to pay special attention to the academic needs of students with disabilities. Their number on Department/School rolls has been increasing steadily, indicating the growing importance of distance education for this critical sector.

As per the UGC guidelines, we are in the process of setting up an enabling unit with modern facilities such as computers and reading machines. The Department/School already has a Disability Coordinator and a Committee to help such students. As per University of Delhi's decisions, fee concession is provided to students with disabilities. Study material is being provided in DAISY audio format.

A Single Window Service counter is available for disabled students in the Record Room, on the ground floor of the main building of the Department/School. Such Students can approach this counter or get in touch with the Assistant Registrar, of Admissions in case they face any difficulty.

Financial Assistance to Transgender Students

The full fee waiver is available to Transgender Students. Please Contact Assistant Registrar North/ Assistant Registrar South/Convener, Admission & Students Welfare Committee. (Subject to acceptance of recommendation).

Fee Concession to University/Department/School Employee/Ward

- Permanent Employee/Ad hoc employee/Contractual employees of DDCE/COL/SOL- full fee concession (except university fee dues).
- Ward of Permanent Employee/Ad hoc employee/Contractual employees of DDCE/COL/SOL 50% fee concession (except university fee dues).
- Employees of the University of Delhi: exempted from tuition fees only.

Fee concession for meritorious female students

The female students of Undergraduate and Postgraduate Courses of DDCE, SOL, and COL who obtain an 8.5 CGPA in their examination will get a full fee concession for the next year. The students should have cleared all their examinations for the previous years.

11. About Department of Computer Science

The Department of Computer Science at the School of Open Learning, University of Delhi, stands as the nucleus of innovation and technological advancement. Nestled within one of India's most prestigious universities, it epitomizes academic excellence, fostering a dynamic environment that nurtures the brightest minds in the field. At its core, the department is committed to providing accessible, high-quality education to students from diverse backgrounds, embracing the ethos of inclusivity that defines the School of Open Learning. With a focus on open and distance learning, it extends its reach beyond traditional boundaries, catering to students who seek flexible pathways to academic success.

Led by a team of distinguished faculty members and through its interdisciplinary approach, the department of computer science acts as a nurturing environment for the upcoming generation of digital innovators, empowering students with the skills and knowledge necessary to navigate the ever-evolving landscape of computing. At the forefront of research and development, the department fosters groundbreaking discoveries in data analysis, cyber security, artificial intelligence, deep learning, design and analysis of algorithms, data structures, programming languages, data mining, predictive analysis, information technology management, e-business, software engineering, and beyond. Its faculty members, renowned for their expertise and dedication, nurture a culture of problem solving, critical analysis and exploration, inspiring students to push the boundaries of possibility. With state-of-the-art facilities and a vibrant community of learners, this department cultivates a dynamic environment where creativity flourishes, ideas converge, and transformative technologies emerge to shape the future.

The Department of Computer Science at the School of Open Learning is not just a place of learning; it's a vibrant community where curiosity is celebrated, ideas are exchanged, and boundaries are pushed. Whether pursuing undergraduate or postgraduate studies, students embark on a transformative journey that prepares them for leadership roles in academia, industry, and beyond. With its unwavering commitment to excellence and innovation, the department continues to shape the future of computer science education and make a lasting impact on the world.

Faculty Profile

Title	Dr.	First Name	Reema	Last Name	Thareja	
Designation		Assistant Professor				
College		School of open learning				
Department		Computer science				
Email		reema.thareja@sol.du.ac.in				

Employment Info	
Employee Type	**Nature Of Employment**
Teaching	Permanent

Degree/Certification Name	Institution	Year of Completion
Ph.D	Jagannath University, Jaipur	2017
MPhil	The Global Open University, Nagaland	2009
PG	Guru Gobind Singh Indraprastha University	2005
UG	Guru Gobind Singh Indraprastha University	2003
HSC	C.B.S.E board examination	1999
SSC	C.B.S.E board examination	1996

Title	Mrs.	First Name	Aishwarya	Last Name	Arora	
Designation		Assistant Professor				
College		School of open learning				
Department		Computer science				

Email	Aishwarya.arora@sol.du.ac.in

Employment Info	
Employee Type	**Nature Of Employment**
Teaching	Permanent

Educational Qualifications		
Degree/Certification Name	**Institution**	**Year of Completion**
PG	Guru Gobind Singh Indraprastha University	2014
UG	Maharishi Dayanand University, Rohtak	2011
HSC	C.B.S.E board examination	2007
SSC	C.B.S.E board examination	2005

Title	Mrs.	**First Name**	Varsha	**Last Name**	Agarwal
Designation	Assistant Professor				
College	School of open learning				
Department	Computer science				
Email	Varsha.agarwal@sol.du.ac.in				

Employment Info	
Employee Type	**Nature Of Employment**
Teaching	Permanent

Educational Qualifications

Degree/Certification Name	Institution	Year of Completion
PG	Uttar Pradesh Technical University, Lucknow, U.P.	2010
UG	CH. Charan Sing University, Meerut	2007
HSC	C.B.S.E board examination	2004
SSC	C.B.S.E board examination	2002

Title	Dr.	First Name	Charu	Last Name	Gupta
Designation		Assistant Professor			
College		School of Open Learning			
Department		Computer Science			
Email		Charu.gupta@sol.du.ac.in			

Employment Info	
Employee Type	**Nature Of Employment**
Teaching	Permanent

Educational Qualifications

Degree/Certification Name	Institution	Year of Completion
PhD	IGDTUW	2023
PG	Guru Gobind Singh Indraprastha University	2012
PG	Guru Gobind Singh Indraprastha University	2010
UG	University of Delhi	2007
HSC	C.B.S.E board examination	2003
SSC	C.B.S.E board examination	2001

Title	Mrs.	**First Name**	Asha	**Last Name**	Yadav
Designation	Assistant Professor				
College	School of Open Learning				
Department	Computer Science				
Email	asha.yadav@sol.du.ac.in				

Employment Info

Employee Type	**Nature Of Employment**
Teaching	Permanent

Educational Qualifications

Degree/Certification Name	Institution	Year of Completion
PhD	Pursuing from University of Delhi	--
PG	Guru Gobind Singh Indraprastha University	2012
UG	University of Delhi	2008
HSC	C.B.S.E board examination	2005
SSC	C.B.S.E board examination	2003

12. Requirement of Laboratory Support and Library Resources

12.1 Library Resources

The campus features a well-equipped library offering a wide range of books and reference materials to support learners in their academic pursuits. Additionally, the Learners Support Centre, which facilitates the Degree Programme, houses a comprehensive library stocked with books and journals specifically catering to the field of Computer Science.

The Department/School has a library at the Main Campus as well as at its South Regional Centre and the West Regional Centre, Keshavpuram Delhi. The library resources cover all aspects of Social Sciences, and humanities such as Mathematics, Computer Sciences, Nutrition and Food Science, Psychology, Management, Library and Information Sciences, History, Economics, Political Sciences, Education, English, Hindi, Sanskrit, Commerce, Accounting and many more.

The library has an ample collection of textbooks, general books, reference books, journals, and magazines. However, the library services to the students of Postgraduate courses are available from North Centre Only.

The following services /facilities are provided in the library:

- Registration & Renewal of Membership
- Lending Service
- Reference Service
- Reading Room facility
- Book Bank facility
- N-List (National Library and Information) Services & DELNET (Developing Library Network) Services.
- EOC (Equal Opportunity Cell) for visually impaired students.
- Web OPAC Service.
- DU E-Library Service
- E-Dues Clearance Service

The SOL (COL) library subscribes to the online database i.e. "National Library and Information Services Infrastructure for Scholarly Content (N-LIST)", The N-LIST database provides access to e-resources to students, researchers and faculty from colleges and other beneficiary institutions through server(s) installed at the INFLIBNET Centre. The students and faculty members of SOL, COL (Campus of Open

Learning) can access e-resources and download articles required by them directly from the publisher's website once they are duly authenticated as authorized users through servers deployed at the INFLIBNET Centre. Separate login ID sent to user email ID. After authentication, one can access (remotely) more than 160000 e-books and more than 10000 e-journals in the said database.

Students can borrow a maximum of four (04) books from the Student Unit at a time for a maximum period of 45 days. The students must return the books borrowed from the student unit within 45 days. Failing to do so will attract a late fine.

On Sundays and other Holidays, the library will remain open during Academic Counselling Sessions, and PCP Classes. Once the Fee Receipts, I-Card and School Admission Numbers of the students are generated, the students automatically become members of the library. Students desirous to use the library services will have to bring their fee receipt along with their Identity Card on every visit to the library and the same is to be shown as and when required.

If any book(s) issued is/are lost, the students will be required to replace it with the latest edition of the book(s) along with the late fine, if any.

Book Bank

The Department/School has the facility of a Book Bank for the marginalized/weaker section students.

12.2 Laboratory Support:

School of Open Learning (SOL), Campus of Open Learning, University of Delhi, is already provided with a sound laboratory infrastructure, which has been efficiently supporting the B.A. (Program) in Computer Applications. This infrastructural facility provides a sound base for the addition of the new proposed B.Sc. (Hons.) Computer Science course. With all facilities and resources available to support hands-on learning as well as research in academics, students will highly benefit from an effortless transition to higher computing studies.

The existing computer laboratory is intended to be flexible enough to accommodate the changing needs of students in the fast-paced areas of computer science and technology. It has state-of-the-art hardware, current software packages, and a suitable learning environment, which enables it to support both theoretical and practical aspects of the suggested program. This guarantees that students will be adequately equipped to address the challenges of contemporary computing and technological innovation.

The Open Learning Development Centre (OLDC) contains three computer laboratories specifically for exclusive use: Lab 1 and Lab 2, each having 40 machines, and Lab 3 having 30 machines. There are 50 computers in the School of Open Learning, North, and 25 in the School of Open Learning, West, that serve additional purposes across a variety of centers. Every computer is powered by a dedicated 1 KVA UPS to provide an uninterrupted power supply for a stable learning environment.

The infrastructure installed includes HP PRO 400 G9 Desktop PCs, with 12th Gen Intel® Core™ i7 processors, 16 GB DDR4 RAM, and 512 GB SSD storage. All the machines are installed with Windows 11 Pro, ensuring compatibility with the latest software and tools required for contemporary computing education. This infrastructure ensures that the School of Open Learning is well-equipped to provide a high-quality B.Sc. (Hons.) Computer Science program.

Objectives of Utilizing the Existing Laboratory:

1. Enhanced Practical Learning: The system shall allow hands-on experience on programming, design of algorithms and development of software among students through its already available resources. To allow the integration of theoretical approaches to real life such that a concept about computer science can be learned on a deeper dimension.

2. Optimal Utilization of Resources: Exploit all the capabilities of the current laboratory setup, including high-performance systems, licensed software, and reliable network connectivity. To avoid costly implementations of the new course on resources that already exist.

3. Support of Advanced Curriculum: To facilitate practical sessions in areas such as data structures, operating systems, database management, and artificial intelligence using the lab's current capabilities and to support project-based learning and research initiatives aligned with the B.Sc. (Honors) Computer Science curriculum.

4. Professional Skill Development: To train students for a career in IT and technology with exposure to the industry-standard tools and technologies already available in the lab. Encourage teamwork and collaboration through group projects and interactive learning sessions conducted in the lab environment.

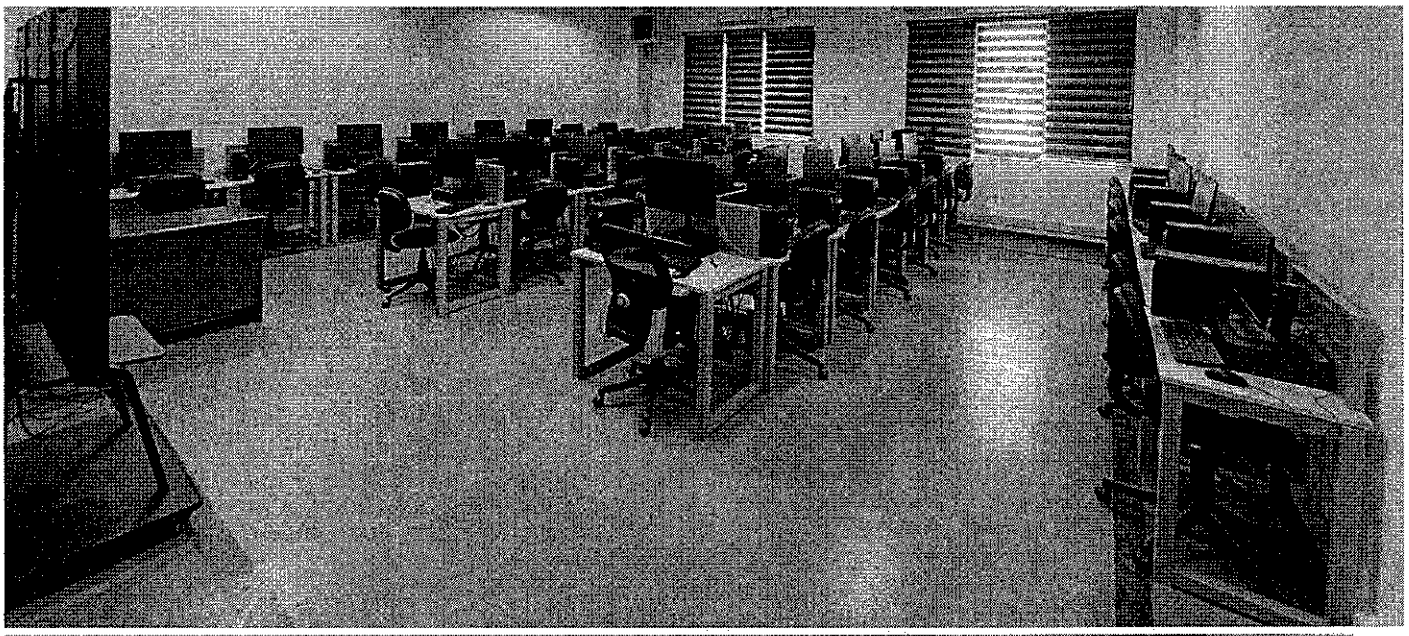
5. Scalability and Future Expansion: To cater to the rising number of students along with the changing requirements of the curriculum, existing resources can be upgraded further, providing specialized hardware for experiments in robotics, IoT, and machine learning. Ensuring that the new technologies and tools can be easily applied as the course progresses.

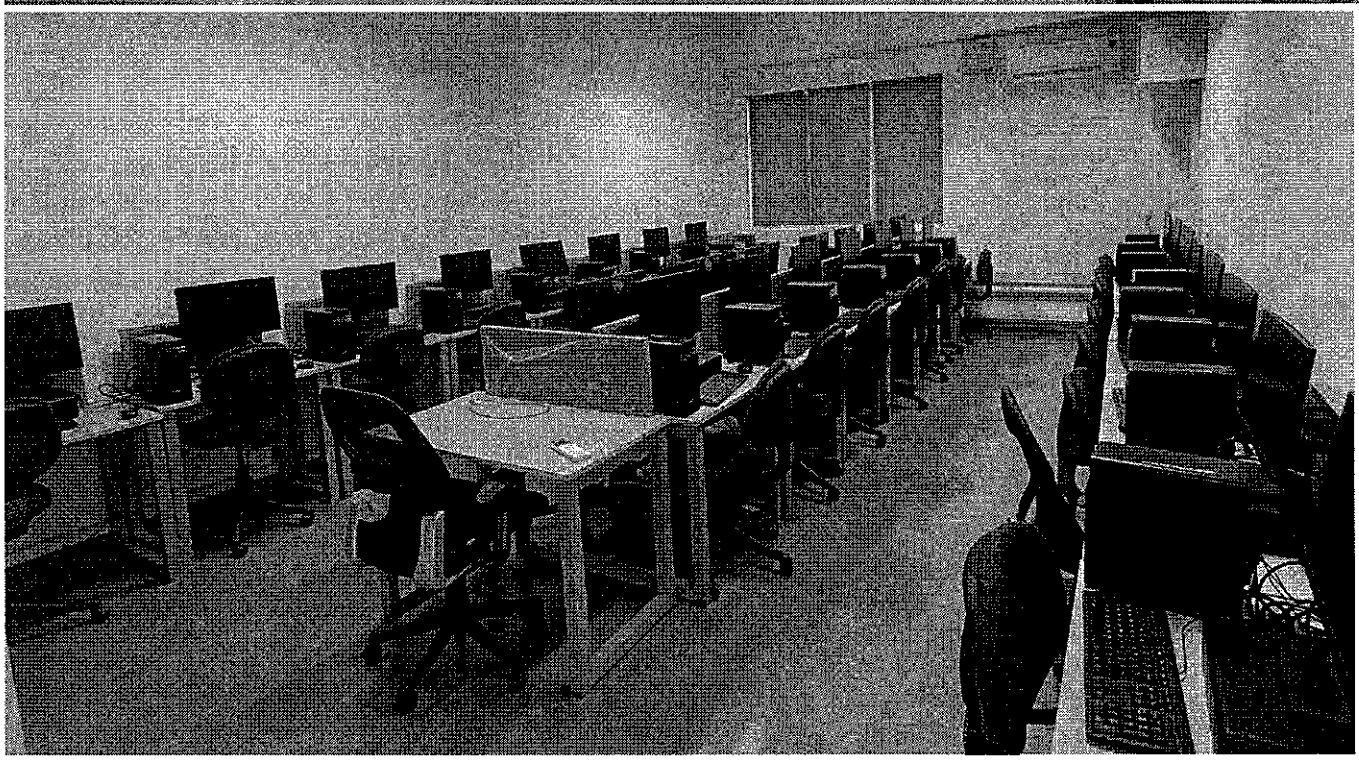
Current Features of the Laboratory:

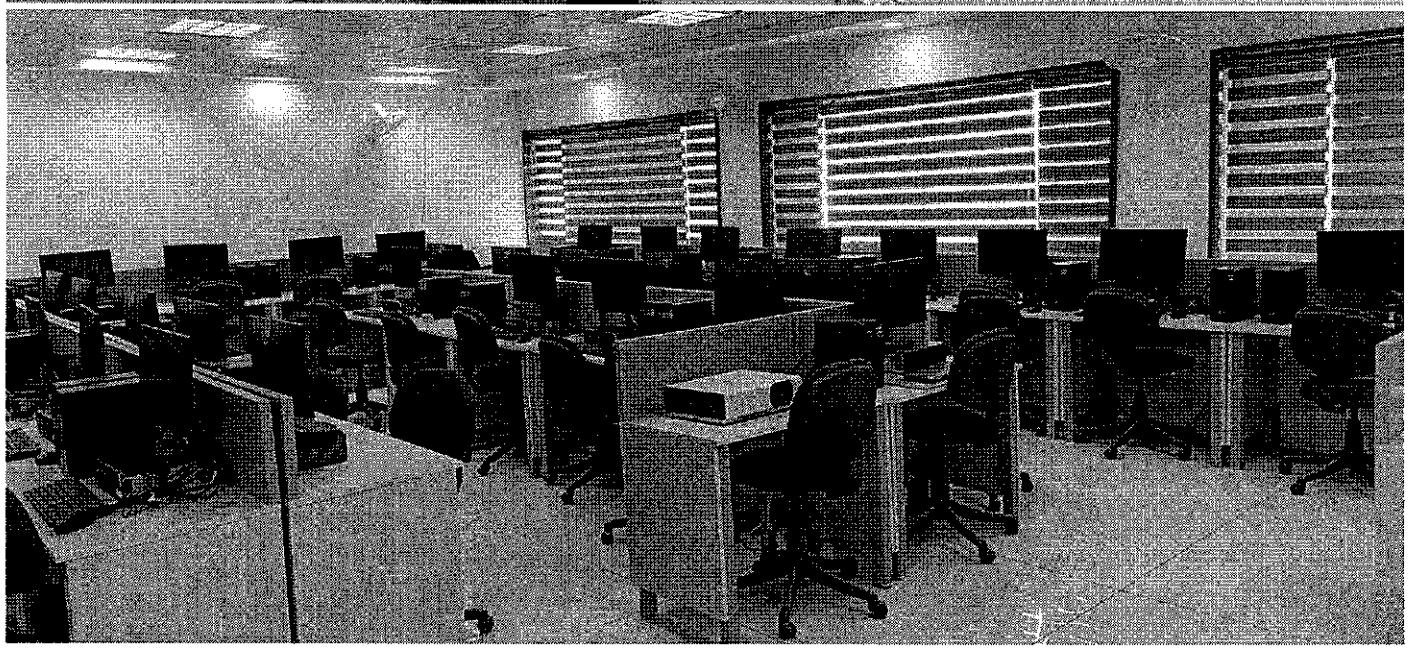
- High-speed internet and network connectivity for collaborative learning and research.
- Computers with the latest software and programming tools for coding, simulation, and data analysis.
- A dedicated space for project discussions, group activities, and presentations.
- Technical support staff to assist students during lab sessions and ensure smooth functioning of the facility.

The existing laboratory has already shown its effectiveness in supporting the B.A. (Program) Computer Applications. Building on this existing infrastructure, the School of Open Learning is well-poised to introduce the B.Sc. (H) Computer Science course. This will not only ensure continuity in quality education

but also strengthen SOL's commitment towards accessible and industry-relevant academic programs.







13. Quality Assurance of the Programme and Expected Outcomes

To ensure quality and achieve the desired outcomes, the institution adheres strictly to the guidelines provided by the Distance Education Board and the University Grants Commission (UGC). Additionally, the regulations and procedures established by the Executive and Academic Bodies of the University of Delhi are meticulously followed. These guidelines encompass various aspects, including the appointment of qualified faculty, the creation of content and study material (Self Learning Material - SLM), the delivery of contact and online classes, student feedback mechanisms, and the administration of mid-semester and end-semester examinations, among others. An Internal Quality Assurance Cell (CIQA) has been established within the institution to oversee and maintain the quality of teaching-learning practices and

to uphold the academic standards essential for the holistic development of students.

In the discipline of computer science, maintaining high-quality standards is critical to equipping students with the technical expertise and problem-solving skills necessary for thriving in the dynamic field of technology. The proposed B.Sc. (H) Computer Science program will adhere to the following strategies to ensure excellence:

1. Qualified Faculty: The program will be supported by the institution's already appointed qualified faculty members, who possess strong academic credentials and practical experience in computer science and related fields, ensuring expertise across core and emerging domains such as programming, artificial intelligence, data science, and cybersecurity.

2. Development of Study Material (SLM): The study material will be carefully curated to reflect the latest advancements in computer science, integrating theoretical concepts with practical applications to cater to diverse learning needs.

3. Flexible and Interactive Learning: The delivery of the program will include a blend of in-person contact classes, lab classes and online sessions, ensuring flexibility while maintaining an engaging and interactive learning environment.

4. Student Feedback and Evaluation: Continuous feedback mechanisms will be implemented to assess the effectiveness of teaching methods and identify areas for improvement. Regular mid-semester and end-semester examinations will ensure rigorous assessment of students' progress and understanding of the curriculum.

5. Quality Assurance Measures: The CIQA will regularly evaluate the teaching-learning process to ensure compliance with institutional and regulatory standards. Periodic reviews of curriculum, pedagogy, and infrastructure will be conducted to align with industry demands and technological advancements.

By adhering to these robust quality assurance measures, the proposed B.Sc. (Honors) Computer Science program aims to deliver a comprehensive and industry-relevant education. This approach ensures that students are equipped with the knowledge, technical skills, and ethical values required to excel in their careers and contribute meaningfully to the rapidly evolving technology sector.

14. Annexures