

# **A.P. STATE COUNCIL OF HIGHER EDUCATION**

## **GUIDELINES FOR THE REVISED CHOICE BASED CREDIT SYSTEM CBCS (W.E.F 2020-21)**

### **I. Preamble:**

Choice Based Credit System (CBCS) was introduced, under the aegis of Andhra Pradesh State Council of Higher Education (APSCHE), at the insistence of the University Grants Commission, for the general undergraduate programmes, i.e., BA, BCom, BSc, BCA, BBA, UG Honours etc., by the affiliating universities in all government, aided and private degree colleges in the state of Andhra Pradesh in 2015 - 2016.

The system of CBCS has been in vogue for the undergraduate programmes in all the advanced countries for several decades and proved to be advantageous to the students of higher education because of its features like courses in place of papers, availability of diverse courses, scope for choice, weightages with credits, space for multiple kinds of teaching, learning and assessing methods which can effectively cater to the diverse needs of students.

As the existing CBCS would be completing five years by 2019-20, the APSCHE decided to revise and strengthen the scheme while addressing the following issues.

- a. Overcoming the shortages in the existing system.
- b. Consolidating the system in its true spirit by providing multiple choices in domain as well as general courses.
- c. Revising the curricular framework wherever needed.
- d. Orienting syllabus to the course outcomes as advised by UGC
- e. Updating of syllabus to match to the present needs
- f. Replacing papers with courses
- g. Introducing better skill-oriented courses to align with the emerging and employment areas.

For carrying out the above task, the APSCHE constituted a Committee for recommending revised curricular framework and updated syllabus of UG Programmes,

i.e., B.A., B.Com., B.Sc., BCA, BBA, UG Honours etc., under CBCS pattern from the year 2020-21.

Based on the recommendations of the Committee, the following Guidelines are formulated. These Guidelines of Curricular Framework with revised Choice Based Credit System comes into effect from the academic year 2020 – 2021, to be strictly adhered for all Undergraduate Programmes offered in Affiliated Colleges and Autonomous Colleges.

1. The Curricular Framework for UG – Arts; UG – Science and UG – Commerce are appended as Annexures – I, II & III respectively.
2. **Life Skill Courses:** There will be 4 Life Skill Courses in place of earlier 10 foundation courses with the same hours, credits and maximum marks. The objective is to inculcate the required simple life-long skills. While the course in 'Environmental Education' continued to be mandatory, in case of others, students can opt one out of three courses, unlike in the existing system, where no choice is being given to students.
3. **Skill Development Courses:** A new set of 4 Skill Development Courses will be offered with 2 hours of teaching per week, two credits, 50 maximum marks and only external assessment. These courses are intended to train students in broad-based multiple career oriented general skills, in Arts, Commerce and Science streams but open to all students. A wider choice is given to students as they can choose one course from a total of six courses (two from each stream).
4. The preferred departments for teaching LSCs and SDCs are appended.
5. To ensure accountability among the teachers teaching LSCs and SDCs courses, the workload of these is to be reckoned for the calculation of workload of teachers.
6. **Core Courses:** Three core courses of Domain subjects will be in the first three semesters, and the fourth and fifth courses will be in the fourth semester. Two domain SECs will be in the fifth semester. There will be uniformly five Core Courses in each Domain Subject in BA and BSc, and 15 in BCom.

7. **Skill Enhancement Courses:** Two Skill Enhancement Courses will be offered for each domain subject, in Semester V. The two Skill Enhancement Courses of each domain subject will be linked for a wider basic and practical experience to students.
8. Programmes like BCA, BBA, UG Honours etc. will broadly have a similar framework as prescribed for B.Com considering them as single major subject programme.
9. Table-1: Main Features of the Courses in the Revised Curricular Framework.

| Subject/Course               | Hours / Week Theory | Hours / Week Practicals | Total Hours | Credits  | Max Marks Internal Assessment | Max Marks University Exam | Total |
|------------------------------|---------------------|-------------------------|-------------|----------|-------------------------------|---------------------------|-------|
| Life Skills Course           | 02                  | -                       | 02          | 02       | -0-                           | 50                        | 50    |
| Skill Development Course     | 02                  | -                       | 02          | 02       | -0-                           | 50                        | 50    |
| Language Subject             | 04                  | -                       | 04          | 03       | 25                            | 75                        | 100   |
| Domain Arts/Commerce Subject | 05                  | -                       | 05          | 04       | 25                            | 75                        | 100   |
| Domain Science Subject       | 04                  | 02                      | 05          | 05 (4+1) | 25                            | 75                        | 100   |
| Mathematics                  | 06                  | -                       | 06          | 05       | 25                            | 75                        | 100   |

10. The four courses of LSCs, SDCs and three courses of Languages (as they exist now) will be offered in the first three semesters as shown in the table below. The detailed structure is shown in Tabel-2 below.

| <b>Courses of</b> | <b>Sem-I</b> | <b>Sem-II</b> | <b>Sem-III</b> | <b>Sem-IV</b> | <b>Sem-V</b> |
|-------------------|--------------|---------------|----------------|---------------|--------------|
| Life Skills       | 1 (02)       | 1 (02)        | 2 (04)         |               |              |
| Skill Development | 1 (02)       | 2 (04)        | 1 (02)         |               |              |
| Language – 1      | C-1 (04)     | C-2 (04)      | C-3 (04)       |               |              |
| Language – 2      | C-1 (04)     | C-2 (04)      | C-3 (04)       |               |              |
| Domain Sub -1     | C-1 (06)     | C-2 (06)      | C-3 (06)       | C-4 (06)      | SEC-1(06)    |

|                  |          |          |          |                      |                         |
|------------------|----------|----------|----------|----------------------|-------------------------|
|                  |          |          |          | C-5 (06)             | SEC-2 (06)              |
| Domain Sub -2    | C-1 (06) | C-2 (06) | C-3 (06) | C-4 (06)<br>C-5 (06) | SEC-1(06)<br>SEC-2 (06) |
| Domain Sub -3    | C-1 (06) | C-2 (06) | C-3 (06) | C-4 (06)<br>C-5 (06) | SEC-1(06)<br>SEC-2 (06) |
| Total Hours/Week | 30       | 32       | 32       | 36                   | 36                      |

\* Figures in parenthesis are hours per week of Core Courses of Science. In respect of Arts and Commerce Courses, the hours per week for Core Courses will be 5.

\*\* SEC1 and SEC-2 in Sem-V are C-6 and C-7 respectively.

11. Teaching of two appropriate LSCs/SDCs are to be assigned to the language departments to mitigate the workload shortage for the language subjects, as being done in respect of Foundation Courses in the previous system. The workload for teaching LSCs and SDCs by the respective language department shall be reckoned while calculating their workload.
12. The syllabus was revised and updated keeping the Learning Outcomes in view for ensuring higher order learning and skills, a requirement in higher education. The Universities and colleges shall make certain that teaching, learning and assessment are outcome oriented.
13. In the affiliation system which imposes limitations in assessing students, the internal assessment is crucial in ensuring the right learning. Universities and colleges may strengthen the internal assessment without disturbing its flexibility.
14. Co-curricular activities play an important role in promoting experiential self-learning and field-based learning in students, especially in learning higher order skills. The measurable pedagogical activities can be a small part of internal assessment.
15. The respective Boards of Studies of the affiliating universities/autonomous colleges may modify the syllabus prepared by the subject committees as mentioned above to a limited extent, without disturbing the Frame work recommended above.
16. In view of the advantages of using ICT in teaching and learning, the universities and colleges may offer 'online courses' on extra credits. They may take into consideration the standardized online courses offered by various government/public agencies and also may design their own new online courses following due procedures.

17. Similarly, online programmes such as Webinars, with greater participation of students, may be encouraged in colleges.
18. The system of credit transfer facilitates students getting better training at appropriate places. The universities may discuss and develop a uniform system and guidelines in this regard across the state. The number of credits earned under credit transfer shall, however, be limited to a small number. APSCHE will issue separate guidelines.
19. To ensure inculcating social responsibility and compassionate commitment among the students, the summer vacation in the intervening 1<sup>st</sup> and 2<sup>nd</sup> years of study shall be for Community Service. Detailed guidelines on the Community Service will be circulated shortly.
20. To make the students employable, an Apprenticeship / Internship / On the job training shall be undertaken by the students in the intervening summer vacation between the 2<sup>nd</sup> and 3<sup>rd</sup> years.
21. During the entire 6<sup>th</sup> Semester, the student shall undergo Apprenticeship / Internship / On the Job Training. This is to ensure that the students develop hands on technical skills which will be of great help in facing the world of work.
22. APSCHE shall issue guidelines for the implementation and assessment of the Apprenticeship / Internship / On the job Training.

## LIST OF LIFE SKILL COURSES

| Semester   | No. of Courses | Choices                                  | Preferred Teaching Dept.                        |
|------------|----------------|--|---|
| <b>I</b>   | <b>01</b>      | Computer Applications                    | Computers                                       |
|            |                | Human Values and Professional Ethics     | English/Telugu/Any Dept                         |
|            |                | Entrepreneurship                         | Commerce  |
| <b>II</b>  | <b>01</b>      | Information and Communication Technology | Computers                                       |
|            |                | Indian Culture and Science               | History/Telugu                                  |
|            |                | Elementary Statistics                    | Statistics/Maths/Economics/Commerce             |
| <b>III</b> | <b>02</b>      | Health and Hygiene                       | Zoology/Botany                                  |
|            |                | Personality Development and Leadership   | English/ Any Dept                               |
|            |                | Analytical Skills                        | Maths/Statistics                                |
|            |                | Environmental Education                  | Botany/Zoology/Environmental Sciences/Any Dept. |

**List of Skill Development Courses along with their Semester-wise allotment with choices. Preferred Teaching Departments are given in the parenthesis.**

| Sem        | No. of Courses | Stream – A (Arts)   | Stream – B (Commerce)   | Stream – C (Science)   |
|------------|----------------|---|---|--|
| <b>I</b>   | <b>01</b>      | Tourism Guidance (History)<br><br>Public Relations (Pol Sci /English)   | Secretaryship<br><br>Insurance Promotion  | Electrical Appliances (Physics)<br><br>Plant Nursery (Botany)  |
| <b>II</b>  | <b>02</b>      | Journalistic Reporting (English)<br><br>Survey & Reporting (Economics/History)<br><br>Social Work Methods (Pol Sci)<br><br>Performing Arts (Telugu) | Agricultural Marketing<br><br>Business Communication (English)<br><br>Advertising<br><br>Logistics & Supply Chain | Solar Energy (Physics)<br><br>Fruit & Vegetable Preservation (Botany)<br><br>Dairy Techniques (Zoology)<br><br>Food Adulteration (Chemistry) |
| <b>III</b> | <b>01</b>      | Financial Markets (Economics)<br><br>Disaster Management (English /Telugu)  | Online Business<br><br>Retailing  | Environment Audit (Chemistry)<br><br>Poultry Farming (Zoology)   |

**ANNEXURE - I CBCS CURRICULAR FRAMEWORK (2020 - 2021 ONWARDS) - BACHELOR OF ARTS**

| Subjects   |   | SEM I |         | SEM II |         | SEM III |         | SEM IV |         | SEM V |         | SEM VI |         |   |   |
|--|---|-------|---------|--------|---------|---------|---------|--------|---------|-------|---------|--------|---------|---|---|
|  |   | Hrs/W | Credits | Hrs/W  | Credits | Hrs/W   | Credits | Hrs/W  | Credits | Hrs/W | Credits | Hrs/W  | Credits |   |   |
| <b>Languages</b>                                   |   |       |         |        |         |         |         |        |         |       |         |        |         |   |   |
| English  |   | 4     | 3       | 4      | 3       | 4       | 3       |        |         |       |         |        |         |   |   |
| Language (H/T/S)                                   |   | 4     | 3       | 4      | 3       | 4       | 3       |        |         |       |         |        |         |   |   |
| Life Skill Courses                                 |   | 2     | 2       | 2      | 2       | 2+2     | 2+2     |        |         |       |         |        |         |   |   |
| Skill Development Courses                          |   | 2     | 2       | 2+2    | 2+2     | 2       | 2       |        |         |       |         |        |         |   |   |
| <b>Core Papers</b>                                 |   |       |         |        |         |         |         |        |         |       |         |        |         |   |   |
| Major 1  | Core 1,2,3,& 4                          | 5     | 4       | 5      | 4       | 5       | 4       | 5      | 4       |       |         |        |         |   |   |
| Major 2  | Core 1,2,3,& 4                          | 5     | 4       | 5      | 4       | 5       | 4       | 5      | 4       |       |         |        |         |   |   |
| Major 3  | Core 1,2,3,& 4                          | 5     | 4       | 5      | 4       | 5       | 4       | 5      | 4       |       |         |        |         |   |   |
| Core   | Core -5                                 |       |         |        |         |         |         | 5      | 4       |       |         |        |         |   |   |
| Major 2  | Core -5                                 |       |         |        |         |         |         | 5      | 4       |       |         |        |         |   |   |
| Major 3  | Core -5                                 |       |         |        |         |         |         | 5      | 4       |       |         |        |         |   |   |
| Major 1  | Skill Enhancement<br>Core Courses 6 & 7 |       |         |        |         |         |         |        |         | 5     | 4       |        |         |   |   |
|  |   |       |         |        |         |         |         |        |         | 5     | 4       |        |         |   |   |
| Major 2  | Skill Enhancement<br>Core Courses 6 & 7 |       |         |        |         |         |         |        |         | 5     | 4       |        |         |   |   |
|  |   |       |         |        |         |         |         |        |         | 5     | 4       |        |         |   |   |
| Major 3  | Skill Enhancement<br>Core Courses 6 & 7 |       |         |        |         |         |         |        |         | 5     | 4       |        |         |   |   |
| <b>Hrs/W (Academic Credits)</b>                    |   | 27    | 22      | 29     | 24      | 29      | 24      | 30     | 24      | 30    | 24      | 0      | 12      | 4 | 4 |
| Project Work                                       |   |       |         |        |         |         |         |        |         |       |         |        |         |   |   |
| <b>Extension Activities (Non Academic Credits)</b> |   |       |         |        |         |         |         |        |         |       |         |        |         |   |   |
| NCC/NSS/Sports/Extra Curricular                    |   |       |         |        |         |         |         |        | 2       |       |         |        |         |   |   |
| Yoga   |   |       |         |        |         |         | 1       |        | 1       |       |         |        |         |   |   |
| Extra Credits                                      |   |       |         |        |         |         |         |        |         |       |         |        |         |   |   |
| <b>Hrs/W (Total Credits)</b>                       |   | 27    | 22      | 29     | 24      | 29      | 25      | 30     | 27      | 30    | 24      | 0      | 12      | 4 | 4 |

THIRD PHASE of  
APPRENTICESHIP  
Entire 5th / 6th  
Semester

FIRST and SECOND  
PHASES (2 spells) of  
APPRENTICESHIP  
between 1st and 2nd  
year and between 2nd  
and 3rd year (two  
summer vacations).



**ANNEXURE - II CBCS CURRICULAR FRAMEWORK (2020 - 2021 ONWARDS) - BACHELOR OF SCIENCES**

| Subjects                                    |                                   | SEM I |         | SEM II |         | SEM III |         | SEM IV |         | SEM V |         | SEM VI |         |   |   |
|---|-----------------------------------|-------|---------|--------|---------|---------|---------|--------|---------|-------|---------|--------|---------|---|---|
|   |                                   | Hrs/W | Credits | Hrs/W  | Credits | Hrs/W   | Credits | Hrs/W  | Credits | Hrs/W | Credits | Hrs/W  | Credits |   |   |
| <b>Languages</b>                            |                                   |       |         |        |         |         |         |        |         |       |         |        |         |   |   |
| English                                     |                                   | 4     | 3       | 4      | 3       | 4       | 3       |        |         |       |         |        |         |   |   |
| Language (H/T/S)                            |                                   | 4     | 3       | 4      | 3       | 4       | 3       |        |         |       |         |        |         |   |   |
| Life Skill Courses                          |                                   | 2     | 2       | 2      | 2       | 2+2     | 2+2     |        |         |       |         |        |         |   |   |
| Skill Development Courses                   |                                   | 2     | 2       | 2+2    | 2+2     | 2       | 2       |        |         |       |         |        |         |   |   |
|   |                                   |       |         |        |         |         |         |        |         |       |         |        |         |   |   |
| Major 1                                     | Core 1,2,3,& 4                    | 4+2   | 4 + 1   | 4+2    | 4 + 1   | 4+2     | 4 + 1   | 4+2    | 4 + 1   |       |         |        |         |   |   |
| Major 2                                     | Core 1,2,3,& 4                    | 4+2   | 4 + 1   | 4+2    | 4 + 1   | 4+2     | 4 + 1   | 4+2    | 4 + 1   |       |         |        |         |   |   |
| Major 3                                     | Core 1,2,3,& 4                    | 4+2   | 4 + 1   | 4+2    | 4 + 1   | 4+2     | 4 + 1   | 4+2    | 4 + 1   |       |         |        |         |   |   |
| Core  | Core -5                           |       |         |        |         |         |         | 4+2    | 4 + 1   |       |         |        |         |   |   |
| Major 2                                     | Core -5                           |       |         |        |         |         |         | 4+2    | 4 + 1   |       |         |        |         |   |   |
| Major 3                                     | Core -5                           |       |         |        |         |         |         | 4+2    | 4 + 1   |       |         |        |         |   |   |
| Major 1                                     | Skill Enhancement Courses (6 & 7) |       |         |        |         |         |         |        |         | 4+2   | 4 + 1   |        |         |   |   |
| Major 2                                     | Skill Enhancement Courses (6 & 7) |       |         |        |         |         |         |        |         | 4+2   | 4 + 1   |        |         |   |   |
| Major 3                                     | Skill Enhancement Courses (6 & 7) |       |         |        |         |         |         |        |         | 4+2   | 4 + 1   |        |         |   |   |
|   |                                   |       |         |        |         |         |         |        |         | 4+2   | 4 + 1   |        |         |   |   |
| <b>Hrs/W (Academic Credits)</b>             |                                   | 30    | 25      | 32     | 27      | 32      | 27      | 36     | 30      | 36    | 30      |        | 12      | 4 | 4 |
| Project Work                                |                                   |       |         |        |         |         |         |        |         |       |         |        |         |   |   |
| Extension Activities (Non Academic Credits) |                                   |       |         |        |         |         |         |        |         |       |         |        |         |   |   |
| NCC/NSS/Sports/Extra Curricular             |                                   |       |         |        |         |         |         |        | 2       |       |         |        |         |   |   |
| Yoga  |                                   |       |         |        |         |         | 1       |        | 1       |       |         |        |         |   |   |
| Extra Credits                               |                                   |       |         |        |         |         |         |        |         |       |         |        |         |   |   |
| <b>Hrs/W (Total Credits)</b>                |                                   | 30    | 25      | 32     | 27      | 32      | 28      | 36     | 33      | 36    | 30      |        | 12      | 4 | 4 |

THIRD PHASE of APPRENTICESHIP Entire 5th / 6th Semester

FIRST and SECOND PHASES (2 spells) of APPRENTICESHIP between 1st and 2nd year and between 2nd and 3rd year (two summer vacations).

**ANNEXURE - III CBCS CURRICULAR FRAMEWORK (2020 - 2021 ONWARDS) - B.Com., BBA, BCA etc.**

| Subjects   | SEM I |         | SEM II |         | SEM III |         | SEM IV |         | SEM V |         | SEM VI |         |   |   |
|--|-------|---------|--------|---------|---------|---------|--------|---------|-------|---------|--------|---------|---|---|
|  | Hrs/W | Credits | Hrs/W  | Credits | Hrs/W   | Credits | Hrs/W  | Credits | Hrs/W | Credits | Hrs/W  | Credits |   |   |
| <b>Languages</b>   |       |         |        |         |         |         |        |         |       |         |        |         |   |   |
| English  | 4     | 3       | 4      | 3       | 4       | 3       |        |         |       |         |        |         |   |   |
| Language (H/T/S)   | 4     | 3       | 4      | 3       | 4       | 3       |        |         |       |         |        |         |   |   |
| Life Skill Courses   | 2     | 2       | 2      | 2       | 2+2     | 2+2     |        |         |       |         |        |         |   |   |
| Skill Development Courses  | 2     | 2       | 2+2    | 2+2     | 2       | 2       |        |         |       |         |        |         |   |   |
| <b>Core Courses***</b>   |       |         |        |         |         |         |        |         |       |         |        |         |   |   |
| Core   | 5     | 4       | 5      | 4       | 5       | 4       | 5      | 4       |       |         |        |         |   |   |
| Core   | 5     | 4       | 5      | 4       | 5       | 4       | 5      | 4       |       |         |        |         |   |   |
| Core   | 5     | 4       | 5      | 4       | 5       | 4       | 5      | 4       |       |         |        |         |   |   |
| Core   |       |         |        |         |         |         | 5      | 4       |       |         |        |         |   |   |
| Core   |       |         |        |         |         |         | 5      | 4       |       |         |        |         |   |   |
| Core   |       |         |        |         |         |         | 5      | 4       |       |         |        |         |   |   |
| <b>(Domain Related)<br/>Skill Enhancement Courses****<br/>(SECs)</b> |       |         |        |         |         |         |        |         | 5     | 4       |        |         |   |   |
|  |       |         |        |         |         |         |        |         | 5     | 4       |        |         |   |   |
|  |       |         |        |         |         |         |        |         | 5     | 4       |        |         |   |   |
|  |       |         |        |         |         |         |        |         | 5     | 4       |        |         |   |   |
|  |       |         |        |         |         |         |        |         | 5     | 4       |        |         |   |   |
| <b>Hrs/W (Academic Credits)</b>                                      | 27    | 22      | 29     | 24      | 29      | 24      | 30     | 24      | 30    | 24      | 0      | 12      | 4 | 4 |
| Project Work   |       |         |        |         |         |         |        |         |       |         |        |         |   |   |
| <b>Extension Activities<br/>(Non Academic Credits)</b>               |       |         |        |         |         |         |        |         |       |         |        |         |   |   |
| NCC/NSS/Sports/Extra Curricular                                      |       |         |        |         |         |         |        | 2       |       |         |        |         |   |   |
| Yoga   |       |         |        |         | 1       |         | 1      |         |       |         |        |         |   |   |
| Extra Credits  |       |         |        |         |         |         |        |         |       |         |        |         |   |   |
| <b>Hrs/W (Total Credits)</b>   | 27    | 22      | 29     | 24      | 29      | 25      | 30     | 27      | 30    | 24      | 0      | 12      | 4 | 4 |

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8. Programmes like BCA, BBA, UG Honours etc. will broadly have a similar framework as prescribed for B.Com considering them as single major subject programme.
9. Table-1: Main Features of the Courses in the Revised Curricular Framework.

| Subject/Course               | Hours / Week Theory | Hours / Week Practicals | Total Hours | Credits  | Max Marks Internal Assessment | Max Marks University Exam | Total |
|------------------------------|---------------------|-------------------------|-------------|----------|-------------------------------|---------------------------|-------|
| Life Skills Course           | 02                  | -                       | 02          | 02       | -0-                           | 50                        | 50    |
| Skill Development Course     | 02                  | -                       | 02          | 02       | -0-                           | 50                        | 50    |
| Language Subject             | 04                  | -                       | 04          | 03       | 25                            | 75                        | 100   |
| Domain Arts/Commerce Subject | 05                  | -                       | 05          | 04       | 25                            | 75                        | 100   |
| Domain Science Subject       | 04                  | 02                      | 05          | 05 (4+1) | 25                            | 75                        | 100   |
| Mathematics                  | 06                  | -                       | 06          | 05       | 25                            | 75                        | 100   |

10. The four courses of LSCs, SDCs and three courses of Languages (as they exist now) will be offered in the first three semesters as shown in the table below. The detailed structure is shown in Tabel-2 below.

| <b>Courses of</b> | <b>Sem-I</b> | <b>Sem-II</b> | <b>Sem-III</b> | <b>Sem-IV</b> | <b>Sem-V</b> |
|-------------------|--------------|---------------|----------------|---------------|--------------|
| Life Skills       | 1 (02)       | 1 (02)        | 2 (04)         |               |              |
| Skill Development | 1 (02)       | 2 (04)        | 1 (02)         |               |              |
| Language – 1      | C-1 (04)     | C-2 (04)      | C-3 (04)       |               |              |
| Language – 2      | C-1 (04)     | C-2 (04)      | C-3 (04)       |               |              |
| Domain Sub -1     | C-1 (06)     | C-2 (06)      | C-3 (06)       | C-4 (06)      | SEC-1(06)    |

|                  |          |          |          |                      |                         |
|------------------|----------|----------|----------|----------------------|-------------------------|
|                  |          |          |          | C-5 (06)             | SEC-2 (06)              |
| Domain Sub -2    | C-1 (06) | C-2 (06) | C-3 (06) | C-4 (06)<br>C-5 (06) | SEC-1(06)<br>SEC-2 (06) |
| Domain Sub -3    | C-1 (06) | C-2 (06) | C-3 (06) | C-4 (06)<br>C-5 (06) | SEC-1(06)<br>SEC-2 (06) |
| Total Hours/Week | 30       | 32       | 32       | 36                   | 36                      |

\* Figures in parenthesis are hours per week of Core Courses of Science. In respect of Arts and Commerce Courses, the hours per week for Core Courses will be 5.

\*\* SEC1 and SEC-2 in Sem-V are C-6 and C-7 respectively.

11. Teaching of two appropriate LSCs/SDCs are to be assigned to the language departments to mitigate the workload shortage for the language subjects, as being done in respect of Foundation Courses in the previous system. The workload for teaching LSCs and SDCs by the respective language department shall be reckoned while calculating their workload.
12. The syllabus was revised and updated keeping the Learning Outcomes in view for ensuring higher order learning and skills, a requirement in higher education. The Universities and colleges shall make certain that teaching, learning and assessment are outcome oriented.
13. In the affiliation system which imposes limitations in assessing students, the internal assessment is crucial in ensuring the right learning. Universities and colleges may strengthen the internal assessment without disturbing its flexibility.
14. Co-curricular activities play an important role in promoting experiential self-learning and field-based learning in students, especially in learning higher order skills. The measurable pedagogical activities can be a small part of internal assessment.
15. The respective Boards of Studies of the affiliating universities/autonomous colleges may modify the syllabus prepared by the subject committees as mentioned above to a limited extent, without disturbing the Frame work recommended above.
16. In view of the advantages of using ICT in teaching and learning, the universities and colleges may offer 'online courses' on extra credits. They may take into consideration the standardized online courses offered by various government/public agencies and also may design their own new online courses following due procedures.

17. Similarly, online programmes such as Webinars, with greater participation of students, may be encouraged in colleges.
18. The system of credit transfer facilitates students getting better training at appropriate places. The universities may discuss and develop a uniform system and guidelines in this regard across the state. The number of credits earned under credit transfer shall, however, be limited to a small number. APSCHE will issue separate guidelines.
19. To ensure inculcating social responsibility and compassionate commitment among the students, the summer vacation in the intervening 1<sup>st</sup> and 2<sup>nd</sup> years of study shall be for Community Service. Detailed guidelines on the Community Service will be circulated shortly.
20. To make the students employable, an Apprenticeship / Internship / On the job training shall be undertaken by the students in the intervening summer vacation between the 2<sup>nd</sup> and 3<sup>rd</sup> years.
21. During the entire 6<sup>th</sup> Semester, the student shall undergo Apprenticeship / Internship / On the Job Training. This is to ensure that the students develop hands on technical skills which will be of great help in facing the world of work.
22. APSCHE shall issue guidelines for the implementation and assessment of the Apprenticeship / Internship / On the job Training.

## LIST OF LIFE SKILL COURSES

| Semester   | No. of Courses | Choices                                  | Preferred Teaching Dept.                        |
|------------|----------------|--|---|
| <b>I</b>   | <b>01</b>      | Computer Applications                    | Computers                                       |
|            |                | Human Values and Professional Ethics     | English/Telugu/Any Dept                         |
|            |                | Entrepreneurship                         | Commerce  |
| <b>II</b>  | <b>01</b>      | Information and Communication Technology | Computers                                       |
|            |                | Indian Culture and Science               | History/Telugu                                  |
|            |                | Elementary Statistics                    | Statistics/Maths/Economics/Commerce             |
| <b>III</b> | <b>02</b>      | Health and Hygiene                       | Zoology/Botany                                  |
|            |                | Personality Development and Leadership   | English/ Any Dept                               |
|            |                | Analytical Skills                        | Maths/Statistics                                |
|            |                | Environmental Education                  | Botany/Zoology/Environmental Sciences/Any Dept. |



**List of Skill Development Courses along with their Semester-wise allotment with choices. Preferred Teaching Departments are given in the parenthesis.**

| Sem        | No. of Courses | Stream – A (Arts)   | Stream – B (Commerce)   | Stream – C (Science)   |
|------------|----------------|---|---|--|
| <b>I</b>   | <b>01</b>      | Tourism Guidance (History)<br><br>Public Relations (Pol Sci /English)   | Secretaryship<br><br>Insurance Promotion  | Electrical Appliances (Physics)<br><br>Plant Nursery (Botany)  |
| <b>II</b>  | <b>02</b>      | Journalistic Reporting (English)<br><br>Survey & Reporting (Economics/History)<br><br>Social Work Methods (Pol Sci)<br><br>Performing Arts (Telugu) | Agricultural Marketing<br><br>Business Communication (English)<br><br>Advertising<br><br>Logistics & Supply Chain | Solar Energy (Physics)<br><br>Fruit & Vegetable Preservation (Botany)<br><br>Dairy Techniques (Zoology)<br><br>Food Adulteration (Chemistry) |
| <b>III</b> | <b>01</b>      | Financial Markets (Economics)<br><br>Disaster Management (English /Telugu)  | Online Business<br><br>Retailing  | Environment Audit (Chemistry)<br><br>Poultry Farming (Zoology)   |

A.P. State Council of Higher Education  
Revised Common Framework of CBCS for Colleges in Andhra Pradesh  
w.e.f. 2015-16, Revised in April, 2016

Table-7: B.Sc., SEMESTER – I

| Sno | Course   | Total Marks | Mid Sem Exam* | Sem End Exam | Teaching Hours | Credits |
|-----|--|-------------|---------------|--------------|----------------|---------|
| 1   | First Language (Tel/Hin/Urdu/Sans...)                    | 100         | 25            | 75           | 4              | 3       |
| 2   | Second Language English                                  | 100         | 25            | 75           | 4              | 3       |
| 3   | Foundation Course - 1 Human Values & Professional Ethics | 50          | 0             | 50           | 2              | 2       |
| 4   | Foundation course -2 Environmental Studies               | 50          | 0             | 50           | 2              | 2       |
| 5   | DSC-1 Paper-1 (Core)                                     | 100         | 25            | 75           | 4              | 3       |
| 6   | DSC 1 Lab Practical                                      | 50          | 0             | 50           | 2              | 2       |
| 7   | DSC 2 Paper-1 (Core)                                     | 100         | 25            | 75           | 4              | 3       |
| 8   | DSC 2 Lab Practical                                      | 50          | 0             | 50           | 2              | 2       |
| 9   | DSC 3 Paper-1 (Core)                                     | 100         | 25            | 75           | 4              | 3       |
| 10  | DSC 3 A Lab Practical                                    | 50          | 0             | 50           | 2              | 2       |
|     | Total  | 750         | -             | -            | 30             | 25      |

#DSC: Domain (Subject) Specific Course (Paper)

Foundation Course: value or skill based

Note: For Science Domain Subjects which had no lab practical component earlier (eg. Mathematics) the following format is applicable. They, however, will have co-curricular activities (eg. Problem solving sessions etc.). The total marks will change accordingly for such combinations. For example for Maths, Physics and Chemistry the total marks will be 700.

|  |                             |     |    |    |   |   |
|--|-----------------------------|-----|----|----|---|---|
|  | DSC (without Lab Practical) | 100 | 25 | 75 | 6 | 5 |
|--|-----------------------------|-----|----|----|---|---|

\*Mid sem exam at the college (The marks split between Formal Test and Co-curricular activities may be decided by the University concerned). End Sem Exam by the Univ.

\*Practical component will not be applicable to those science subjects which had no such component earlier (ex. Mathematics)

\*\*Syllabus size shall be in accordance with the number of teaching hours

**Table-8: B.Sc., SEMESTER – II**

| Sno | Course                                   | Total Marks | Mid Sem Exam | Sem End Exam | Teaching Hours | Credits |
|-----|--|-------------|--------------|--------------|----------------|---------|
| 1   | First Language<br>(Tel/Hin/Urdu/Sans...) | 100         | 25           | 75           | 4              | 3       |
| 2   | Second Language<br>English               | 100         | 25           | 75           | 4              | 3       |
| 3   | <i>Foundation course – 3</i><br>ICT – I  | 50          | 0            | 50           | 2              | 2       |
| 4   | <i>Foundation course – 4</i><br>CSS – I  | 50          | 0            | 50           | 2              | 2       |
| 5   | DSC 1 Paper-2<br>(Core)                  | 100         | 25           | 75           | 4              | 3       |
| 6   | DSC 1 Lab Practical                      | 50          | 0            | 50           | 2              | 2       |
| 7   | DSC 2 Paper-2<br>(Core)                  | 100         | 25           | 75           | 4              | 3       |
| 8   | DSC 2 Lab Practical                      | 50          | 0            | 50           | 2              | 2       |
| 9   | DSC 3 Paper-2<br>(Core)                  | 100         | 25           | 75           | 4              | 3       |
| 10  | DSC 3 Lab Practical                      | 50          | 0            | 50           | 2              | 2       |
|     | Total                                    | 750         | -            | -            | 30             | 25      |

B.Sc.Table-9: B.Sc., SEMESTER – III

## SEMESTER – III

| Sno | Course                                   | Total Marks | Mid Sem Exam | Sem End Exam | Teaching Hours | Credits |
|-----|--|-------------|--------------|--------------|----------------|---------|
| 1   | First Language<br>(Tel/Hin/Urdu/Sans...) | 100         | 25           | 75           | 4              | 3       |
| 2   | Second Language<br>English               | 100         | 25           | 75           | 4              | 3       |
| 3   | <i>Foundation Course - 5</i><br>ICT – II | 50          | 0            | 50           | 2              | 2       |
| 4   | <i>Foundation course– 6</i><br>CSS – II  | 50          | 0            | 50           | 2              | 2       |
| 5   | DSC 1 Paper-3<br>(Core)                  | 100         | 25           | 75           | 4              | 3       |
| 6   | DSC 1 Practical                          | 50          | 0            | 50           | 2              | 2       |
| 7   | DSC 2 Paper-3<br>(Core)                  | 100         | 25           | 75           | 4              | 3       |
| 8   | DSC 2 Practical                          | 50          | 0            | 50           | 2              | 2       |
| 9   | DSC 3 Paper-3<br>(Core)                  | 100         | 25           | 75           | 4              | 3       |
| 10  | DSC 3 Practical                          | 50          | 0            | 50           | 2              | 2       |
|     | Total                                    | 750         | -            | -            | 30             | 25      |

Table-10: B.Sc., SEMESTER – IV**SEMESTER – IV**

| Sno | Course   | Total Marks | Mid Sem Exam* | Sem End Exam | Teaching Hours** | Credits |
|-----|--|-------------|---------------|--------------|------------------|---------|
| 1   | Foundation Course – 7<br>CSS – 2               | 50          | 0             | 50           | 2                | 2       |
| 2   | Foundation Course – 8<br>Analytical Skills     | 50          | 0             | 50           | 2                | 2       |
| 3   | Foundation Course - 9<br>Entrepreneurship      | 50          | 0             | 50           | 2                | 2       |
| 4   | Foundation course – 10<br>Leadership Education | 50          | 0             | 50           | 2                | 2       |
| 5   | DSC 1 Paper-4<br>(Core)                        | 100         | 25            | 75           | 4                | 3       |
| 6   | DSC 1 Lab Practical                            | 50          | 0             | 50           | 2                | 2       |
| 7   | DSC 2 Paper-4<br>(Core)                        | 100         | 25            | 75           | 4                | 3       |
| 8   | DSC 2 Lab Practical                            | 50          | 0             | 50           | 2                | 2       |
| 9   | DSC 3 Paper-4<br>(Core)                        | 100         | 25            | 75           | 4                | 3       |
| 10  | DSC 3 Lab Practical                            | 50          | 0             | 50           | 2                | 2       |
|     | Total  | 750         | -             | -            | 30               | 23      |

\*Analytical Skills: To be taught by Maths/Stat Teachers (may be partly by English Teachers)

Entrepreneurship: To be taught by Commerce Teachers

Leadership Education: To be taught by Telugu Teachers

Table-11: B.Sc., SEMESTER – V

| Sno | Course                | Total Marks | Mid Sem Exam | Sem End Exam | Teaching Hours | Credits |
|-----|-----------------------|-------------|--------------|--------------|----------------|---------|
| 1   | DSC 1 Paper-5 (Core)  | 100         | 25           | 75           | 3              | 3       |
| 2   | DSC 1 Lab Practical   | 50          | 0            | 50           | 2              | 2       |
| 3   | DSC 2 Paper-5 (Core)  | 100         | 25           | 75           | 3              | 3       |
| 4   | DSC 2 Lab Practical   | 50          | 0            | 50           | 2              | 2       |
| 5   | DSC 3 Paper-5 (Core)  | 100         | 25           | 75           | 3              | 3       |
| 6   | DSC 3 Lab Practical   | 50          | 0            | 50           | 2              | 2       |
| 7   | DSC 1 Paper-6 (Core)  | 100         | 25           | 75           | 3              | 3       |
| 8   | DSC 1 Lab Practical   | 50          | 0            | 50           | 2              | 2       |
| 9   | DSC 2 Paper -6 (Core) | 100         | 25           | 75           | 3              | 3       |
| 10  | DSC 2 Lab Practical   | 50          | 0            | 50           | 2              | 2       |
| 11  | DSC 3 Paper-6 (Core)  | 100         | 25           | 75           | 3              | 3       |
| 12  | DSC 3 Lab Practical   | 50          | 0            | 50           | 2              | 2       |
|     | Total                 | 900         | -            | -            | 30             | 30      |

Table-12: B.Sc., SEMESTER – VI

| Sno | Course   | Total Marks | Mid Sem Exam | Sem End Exam | Teaching Hours | Credits |
|-----|--|-------------|--------------|--------------|----------------|---------|
| 1   | Elective 1:<br>DSC 1, Paper -7<br>(applied/adv)            | 100         | 25           | 75           | 3              | 3       |
| 2   | Elective-1 Lab Practical                                   | 50          | 0            | 50           | 2              | 2       |
| 3   | Elective-1:<br>DSC 2, Paper -7<br>(applied/adv)            | 100         | 25           | 75           | 3              | 3       |
| 4   | Elective-2 Lab Practical                                   | 50          | 0            | 50           | 2              | 2       |
| 5   | Elective-1:<br>DSC 3, Paper -7<br>(applied/adv)            | 100         | 25           | 75           | 3              | 3       |
| 6   | Elective-3 Lab Practical                                   | 50          | 0            | 50           | 2              | 2       |
| 7   | Elective -2:<br>DSC 1, Paper -8<br>App/Inter-domain/Gen EI | 100         | 25           | 75           | 3              | 3       |
| 8   | Elective-2 Lab Practical                                   | 50          | 0            | 50           | 2              | 2       |
| 9   | Elective -2:<br>DSC 2, Paper -8<br>App/Inter-domain/Gen EI | 100         | 25           | 75           | 3              | 3       |
| 10  | Elective-2 Lab Practical                                   | 50          | 0            | 50           | 2              | 2       |
| 11  | Elective -2:<br>DSC 3, Paper -8<br>App/Inter-domain/Gen EI | 100         | 25           | 75           | 3              | 3       |
| 12  | Elective-2 Lab Practical                                   | 50          | 0            | 50           | 2              | 2       |
|     | Total  | 900         | -            | -            | 30             | 30      |

\*7<sup>th</sup> paper of each of the domain specific subjects (1<sup>st</sup> paper of semester VI) will be a domain related Elective. More than one Elective may be offered giving choice to students. The Electives may be of Domain specific applied or advanced (specialization) in nature. The number of Electives may be decided (along with the syllabus) by the University concerned keeping the feasibility of conduct of University examinations in view.

\*\* Applied Elective: It is desirable that around 25% of syllabus is taught by field experts. The college has to make such an arrangement.

\*8<sup>th</sup> paper of each of the domain specific subjects (2<sup>nd</sup> paper of semester VI) will also be an Elective. The Electives may be of Inter-domain Clusters\*\* - each Cluster having three papers with or without project work. or General in nature. The number of Clusters may be decided (along with the syllabus) by the University concerned keeping the feasibility of conduct of University examinations in view. It is desirable that around 25% of syllabus is taught by field experts.

*\*\*Cluster: In the last semester, for paper-8, each domain subject has one elective totaling three papers for each student. Electives may be given as Clusters of three papers each for each subject. A student can opt for all the threepapers of the same subject (cluster or stream) including or excluding project work for a wider learning experience. The student will not study the other two domain subjects for paper-8.*

**Total Credits for a B.Sc. Course: 158**



A.P. State Council of Higher Education  
Revised Common Framework of CBCS for Colleges in Andhra Pradesh  
w.e.f..2015-16 (Revised in April, 2016)

**Table-1: B.A. / B.Com SEMESTER - I**

| Sno | Course   | Total Marks | Mid Sem Exam* | Sem End Exam | Teaching Hours | Credits |
|-----|--|-------------|---------------|--------------|----------------|---------|
| 1   | First Language (Tel/Hin/Urdu/Sans...)                              | 100         | 25            | 75           | 4              | 3       |
| 2   | Second Language English  | 100         | 25            | 75           | 4              | 3       |
| 3   | <i>Foundation Course – 1</i><br>Human Values & Professional Ethics | 50          | 0             | 50           | 2              | 2       |
| 4   | <i>Foundation Course -2</i><br>Environmental Studies               | 50          | 0             | 50           | 2              | 2       |
| 5   | DSC 1 Paper -1 (Core)  | 100         | 25            | 75           | 5              | 4       |
| 6   | DSC 2 Paper -1 (Core)  | 100         | 25            | 75           | 5              | 4       |
| 7   | DSC 3 Paper -1 (Core)  | 100         | 25            | 75           | 5              | 4       |
|     | Total  | 600         | -             | -            | 27             | 22      |

#DSC: Domain (Discipline/Subject) Specific Course (Paper),  
Foundation Course: value or skill related

\*At the college (The marks split between Formal Test and Co-curricular activities may be decided by the University concerned).

\*\*Syllabus size shall be in accordance with the number of teaching hours

**Table-2: B.A. / B.Com SEMESTER - II**

| Sno | Course                                  | Total Marks | Mid Sem Exam | Sem End Exam | Teaching Hours | Credits |
|-----|---|-------------|--------------|--------------|----------------|---------|
| 1   | First Language (Tel/Hin/Urdu/Sans...)   | 100         | 25           | 75           | 4              | 3       |
| 2   | Second Language English                 | 100         | 25           | 75           | 4              | 3       |
| 3   | <i>Foundation course – 3</i><br>ICT - I | 50          | 0            | 50           | 2              | 2       |
| 4   | <i>Foundation course – 4</i><br>CSS – I | 50          | 0            | 50           | 2              | 2       |
| 5   | DSC 1 Paper -2 (Core)                   | 100         | 25           | 75           | 5              | 4       |
| 6   | DSC 2 Paper -2 (Core)                   | 100         | 25           | 75           | 5              | 4       |
| 7   | DSC 3 Paper -2 (Core)                   | 100         | 25           | 75           | 5              | 4       |
|     | Total                                   | 600         | -            | -            | 27             | 22      |

**Table-3: B.A. / B.Com SEMESTER - III**

| Sno | Course                                | Total Marks | Mid Sem Exam | Sem End Exam | Teaching Hours | Credits |
|-----|---------------------------------------|-------------|--------------|--------------|----------------|---------|
| 1   | First Language (Tel/Hin/Urdu/Sans...) | 100         | 25           | 75           | 4              | 3       |
| 2   | Second Language English               | 100         | 25           | 75           | 4              | 3       |
| 3   | Foundation Course - 5 ICT – 2         | 50          | 0            | 50           | 2              | 2       |
| 4   | Foundation course - 6 CSS – 2         | 50          | 0            | 50           | 2              | 2       |
| 5   | DSC 1 Paper -3 (Core)                 | 100         | 25           | 75           | 5              | 4       |
| 6   | DSC 2 Paper -3 (Core)                 | 100         | 25           | 75           | 5              | 4       |
| 7   | DSC 3 Paper -3 (Core)                 | 100         | 25           | 75           | 5              | 4       |
|     | Total                                 | 600         | -            | -            | 27             | 22      |

**Table-4: B.A. / B.Com SEMESTER - IV**

| Sno | Course                                      | Total Marks | Mid Sem Exam* | Sem End Exam | Teaching Hours** | Credits |
|-----|---|-------------|---------------|--------------|------------------|---------|
| 1   | Foundation Course – 7 CSS – 3               | 50          | 0             | 50           | 2                | 2       |
| 2   | Foundation Course – 8 Analytical Skills     | 50          | 0             | 50           | 2                | 2       |
| 3   | Foundation Course – 9 Entrepreneurship      | 50          | 0             | 50           | 2                | 2       |
| 4   | Foundation course – 10 Leadership Education | 50          | 0             | 50           | 2                | 2       |
| 5   | DSC 1 Paper -4 (Core)                       | 100         | 25            | 75           | 5                | 4       |
| 6   | DSC 2 Paper -4 (Core)                       | 100         | 25            | 75           | 5                | 4       |
| 7   | DSC 3 Paper -4 (Core)                       | 100         | 25            | 75           | 5                | 4       |
|     | Total                                       | 500         | -             | -            | 23               | 20      |

\*Analytical Skills: To be taught by Maths/Stat Teachers (may be partly by English Teachers)

Entrepreneurship: To be taught by Commerce Teachers

Leadership Education: To be taught by Telugu Teachers

Table-5: B.A. / B.Com SEMESTER - V

| Sno | Course                   | Total Marks | Mid Sem Exam | Sem End Exam | Teaching Hours | Credits |
|-----|--------------------------|-------------|--------------|--------------|----------------|---------|
| 1   | DSC 1 Paper -5<br>(Core) | 100         | 25           | 75           | 5              | 4       |
| 2   | DSC 2 Paper -5<br>(Core) | 100         | 25           | 75           | 5              | 4       |
| 3   | DSC 3 Paper -5<br>(Core) | 100         | 25           | 75           | 5              | 4       |
| 4   | DSC 1 Paper -6<br>(Core) | 100         | 25           | 75           | 5              | 4       |
| 5   | DSC 2 Paper -6<br>(Core) | 100         | 25           | 75           | 5              | 4       |
| 6   | DSC 3 Paper -6<br>(Core) | 100         | 25           | 75           | 5              | 4       |
|     | Total                    | 600         | -            | -            | 30             | 24      |

\*Sem-I to V: All core papers in Domain Subjects

Table-6: B.A. / B.Com SEMESTER – VI

| Sno | Course   | Total Marks | Mid Sem Exam | Sem End Exam | Teaching Hours | Credits |
|-----|--|-------------|--------------|--------------|----------------|---------|
| 1   | Elective -1:<br>DSC 1, Paper -7                                    | 100         | 25           | 75           | 5              | 4       |
| 2   | Elective -1:<br>DSC 2, Paper -7                                    | 100         | 25           | 75           | 5              | 4       |
| 3   | Elective -1:<br>DSC 3, Paper -7                                    | 100         | 25           | 75           | 5              | 4       |
| 4   | Elective -2:<br>DSC 1, Paper -8<br>(Applied/Inter-domain/Gen Elec) | 100         | 25           | 75           | 5              | 4       |
| 5   | Elective -2:<br>DSC 2, Paper -8<br>(Applied/Inter-domain/Gen Elec) | 100         | 25           | 75           | 5              | 4       |
| 6   | Elective -2:<br>DSC 3, Paper -8<br>(Applied/Inter-domain/Gen Elec) | 100         | 25           | 75           | 5              | 4       |
|     | Total  | 600         | -            | -            | 30             | 24      |

\*7<sup>th</sup> paper of each of the domain specific subjects (1<sup>st</sup> paper of semester VI) will be a domain related Elective. More than one Elective may be offered giving choice to students. The Electives may be of Domain specific applied or advanced (specialization) in nature. The number of Electives may be decided (along with the syllabus) by the University concerned keeping the feasibility of conduct of University examinations in view.

\*\* Applied Elective: It is desirable that around 25% of syllabus is taught by field experts. The college has to make such an arrangement.

\*8<sup>th</sup> paper of each of the domain specific subjects (2<sup>nd</sup> paper of semester VI) will also be an Elective. The Electives may be of Inter-domain Clusters\*\* - each Cluster having three papers with or without project work or General in nature. The number of Clusters may be decided (along with the syllabus) by the University concerned keeping the feasibility of conduct of University examinations in view. It is desirable that around 25% of syllabus is taught by field experts.

\*\*Cluster: In the last semester, for paper-8, each domain subject has one elective totaling three papers for each student. Electives may be given as Clusters of three papers each for each subject. A student can opt for all the threepapers of the same subject (cluster or stream) including or excluding project work for a wider learning experience. The student will not study the other two domain subjects for paper-8.

**Total Credits for BA/B.Com Courses: 134**

Andhra Pradesh State Council of Higher Education : Hyderabad

**Foundation Courses under CBCS; Revised Syllabi**

**For All Degree Programmes**

w.e.f. 2015-16 (Revised in May 2016)

As a part of curriculum upgradation, Semester and CBCS systems were introduced in all affiliated colleges in Andhra Pradesh from 2015-16. As an effective part of the overall curriculum, Foundation Courses were introduced with an aim to prepare students in the required basic skills and values in diverse areas. Hence, courses covering a broad spectrum were introduced. The following are the revised syllabi of the ten Foundation Courses, each with 30 teaching hours per semester and worth 2 credits. They were spread in the first four semesters.

| Sno | Foundation Course                                     | Sem | Hrs/<br>Week | Total<br>Hrs | Credits | Marks |
|-----|---|-----|--------------|--------------|---------|-------|
| 1   | Human Values and Professional Ethics                  | I   | 2            | 30           | 2       | 50    |
| 2   | Environmental Studies                                 | I   | 2            | 30           | 2       | 50    |
| 3   | Information and Communication<br>Technology (ICT) – 1 | II  | 2            | 30           | 2       | 50    |
| 4   | Communication and Soft Skills (CSS)-1                 | II  | 2            | 30           | 2       | 50    |
| 5   | Information and Communication<br>Technology (ICT) – 2 | III | 2            | 30           | 2       | 50    |
| 6   | Communication and Soft Skills (CSS)-2                 | III | 2            | 30           | 2       | 50    |
| 7   | Communication and Soft Skills (CSS)-3                 | IV  | 2            | 30           | 2       | 50    |
| 8   | Analytical Skills                                     | IV  | 2            | 30           | 2       | 50    |
| 9   | Entrepreneurship                                      | IV  | 2            | 30           | 2       | 50    |
| 10  | Leadership Education                                  | IV  | 2            | 30           | 2       | 50    |

The objective of the foundation courses is to create awareness among students and train them in the skills of the course concerned. Hence, teaching learning may be focused, and limited to the hours prescribed.

## **Foundation Course - 1**

### **I. HUMAN VALUES AND PROFESSIONAL ETHICS Common for BA/BCom/BSc/BBA/BCA Programmes**

**I Semester**

(Total 30 Hrs)

#### **Unit-I : Introduction to Value Education**

1. Value Education, Definition, Concept and Need for Value Education
2. The Content and Process of Value Education
3. Self-Exploration as a means of Value Education
4. Happiness and Prosperity as parts of Value Education

#### **Unit-II : Harmony in the Human Being**

1. Human Being is more than just the Body
2. Harmony of the Self ('I') with the Body
3. Understanding Myself as Co-existence of the Self and the Body
4. Understanding Needs of the Self and the Needs of the Body

#### **Unit-III : Harmony in the Family and Society and Harmony in the Nature**

1. Family as a basic unit of Human Interaction and Values in Relationships
2. The Basics for respect and today's Crisis : Affection, Care, Guidance, Reverence, Glory, Gratitude and Love
3. Comprehensive Human Goal : The Five dimensions of Human Endeavour

#### **Unit-IV : Social Ethics**

1. The Basics for Ethical Human conduct
2. Defects in Ethical Human Conduct
3. Holistic Alternative and Universal order
4. Universal Human Order and Ethical Conduct

#### **Unit-V : Professional Ethics**

1. Value Based Life and Profession
2. Professional Ethics and Right Understanding
3. Competence in Professional Ethics

4. Issues in Professional Ethics – The Current scenario
5. Vision for Holistic Technologies, Production System and Management Models

Reference Books :

1. A.N.Tripathy, Human Values, New Age International Publishers, 2003
2. Bajpai.B.L., Indian Ethos and Modern Management, New Royal Book Co., Lucknow, Reprinted, 2004
3. Bertrand Russell, Human Society in Ethics and Politics
4. Corliss Lamont, Philosophy of Humanism
5. Gaur.R.R., Sangal.R, Bagaria.G.P., A Foundation Course in Value Education, Excel Books, 2009
6. Gaur.R.R., Sangal.R, Bagaria.G.P., Teacher's Manual, Excel Books, 2009
7. I.C.Sharma, Ethical Philosophy of India, Nagin & Co., Julundhar
8. Mortimer.J.Adler, What Man has Made of Man
9. R.Subramanian, Professional Ethics, Oxford University Press
10. Text Book for Intermediate Ethics and Human Values, Board of Intermediate Education & Telugu Academy, Hyderabad
11. William Lilly, Introduction to Ethics, Allied Publishers

## **Foundation Course - 2**

### **ENVIRONMENTAL STUDIES**

**Common for BA/BCom/BSc/BBA/BCA Programmes**

**Semester - I**

**(Total 30 Hours)**

#### **Unit-I : Natural Resources:**

**6 Hrs**

Definition, scope and importance. Need for public awareness.

Brief description of;

- Forest resources: Use and over-exploitation. Deforestation; timber extraction, mining, dams. Effect of deforestation environment and tribal people
- Water resources: Use and over-utilization. Effects of over utilisation of surface and ground water. Floods, drought.
- Mineral resources: Use and exploitation, environmental effects of extracting and using mineral resources.

- Food resources: World food problems, Effects of modern agriculture; fertilizer-pesticide, salinity problems.
- Energy resources: Growing energy needs, renewable and non-renewable energy sources, use of alternate energy sources.
- Land resources: Land as resources, land degradation, man induced landslides, soil erosion and desertification

## **Unit-II : Ecosystems, Biodiversity and its conservation**

**6 Hrs**

- Concept of an ecosystem
- Structure and function of an ecosystem
- Producers, consumers and decomposers
- Food chains, food webs and ecological pyramids
- Characteristic features of the following ecosystems:- Forest ecosystem, Desert ecosystem, Aquatic ecosystem.
- Value of biodiversity: Consumptive use, productive use. Biodiversity in India.
- Threats to biodiversity: habitat loss, poaching of wildlife, man wildlife conflicts.
- Endangered and endemic species of India
- Conservation of biodiversity

## **Unit-III : Environmental Pollution**

**6 Hrs**

- Definition
- Causes, effects and control measures of :-
  - a. Air pollution
  - b. Water pollution
  - c. Soil pollution
  - d. Noise pollution
- Solid waste management; Measures for safe urban and industrial waste disposal
- Role of individual in prevention of pollution
- Disaster management: Drought, floods and cyclones

## **Unit-IV : Social Issues and the Environment**

**6 Hrs**

- From Unsustainable to Sustainable development
- Water conservation, rain water harvesting, watershed management.
- Climate change, global warming, ozone layer depletion,
- Environment protection Act
- Wildlife Protection Act, Forest Conservation Act

## **Unit-V : Human Population and the Environment**

**6 Hrs**

- Population explosion, impact on environment.
- Family welfare Programme
- Environment and human health



- Women and Child Welfare
- Value Education
- Role of Information Technology in Environment and humanhealth.

Reference Books :

1. Environmental Studies by Dr.M.Satyanarayana, Dr.M.V.R.K.Narasimhacharyulu, Dr.G. Rambabu and Dr.V.VivekaVardhani, Published by Telugu Academy, Hyderabad.
2. Environmental Studies by R.C.Sharma, Gurbir Sangha, published by Kalyani Publishers.
3. Environmental Studies by Purnima Smarath, published by Kalyani Publishers.

### Foundation Course – 3

## **INFORMATION & COMMUNICATION TECHNOLOGY –1 (ICT-1)**

### **Computer Fundamentals and Office Tools**

Common for all Degree Programmes

### **II Semester**

(30 Hours of Teaching Learning including Lab)

#### **Unit-I:**

**Basics of Computers** :Definition of a Computer - Characteristics and Applications of Computers – Block Diagram of a Digital Computer – Classification of Computers based on size and working – Central Processing Unit – I/O Devices.

#### **Unit-II:**

Primary, Auxiliary and Cache Memory – Memory Devices. Software, Hardware, Firmware and People ware – Definition and Types of Operating System – Functions of an Operating System – MS-DOS – MS Windows – Desktop, Computer, Documents, Pictures, Music, Videos, Recycle Bin, Task Bar – Control Pane.

#### **Unit-III:**

##### **MS-Word**

Features of MS-Word – MS-Word Window Components – Creating, Editing, Formatting and Printing of Documents – Headers and Footers – Insert/Draw Tables, Table Auto format – Page Borders and Shading – Inserting Symbols, Shapes, Word Art, Page Numbers, Equations – Spelling and Grammar – Thesaurus – Mail Merge

#### **Unit-IV:**

### **MS-PowerPoint**

Features of PowerPoint – Creating a Blank Presentation - Creating a Presentation using a

Template - Inserting and Deleting Slides in a Presentation – Adding Clip Art/Pictures - Inserting Other Objects, Audio, Video - Resizing and Scaling of an Object – Slide Transition – Custom Animation

### **Unit-V:**

#### **MS-Excel**

Overview of Excel features – Creating a new worksheet, Selecting cells, Entering and editing Text, Numbers, Formulae, Referencing cells – Inserting Rows/Columns – Changing column widths and row heights, auto format, changing font sizes, colors, shading.

### **Reference Books:**

1. Fundamentals of Computers by ReemaThareja, Publishers : Oxford University Press, India
2. Fundamentals of Computers by V.Raja Raman, Publishers : PHI
3. Microsoft Office 2010 Bible by John Walkenbach, Herb Tyson, Michael R.Groh and FaitheWempen, Publishers : Wiley

## **Foundation Course - 5**

### **INFORMATION & COMMUNICATION TECHNOLOGY –2 (ICT-2)**

#### **Internet Fundamentals and Web Tools**

Common for BA / BCom / B Sc / BBA Programmes

### **III Semester**

(30 Hours of Teaching Learning including Lab)

#### **Unit-I :**

**Fundamentals of Internet** : Networking Concepts, Data Communication – Types of Networking, Internet and its Services, Internet Addressing – Internet Applications – Computer Viruses and its types – Browser –Types of Browsers.

#### **Unit-II:**

**Internet applications:** Using Internet Explorer, Standard Internet Explorer Buttons, Entering a Web Site Address, Searching the Internet – Introduction to Social Networking: twitter, tumblr, LinkedIn, facebook, flickr, skype, yelp, vimeo, yahoo!, google+, youtube, WhatsApp, etc.

**Unit-III :**

**E-mail :** Definition of E-mail - Advantages and Disadvantages – UserIds, Passwords, Email Addresses, Domain Names, Mailers, Message Components, Message Composition, Mail Management, Email Inner Workings.

**Unit IV:**

**WWW-** Web Applications, Web Terminologies, Web Browsers, URL – Components of URL, Searching WWW – Search Engines and Examples

**Unit-III :**

**Basic HTML:** Basic HTML – Web Terminology – Structure of a HTML Document – HTML, Head and Body tags – Semantic and Syntactic Tags – HR, Heading, Font, Image and Anchor Tags – Different types of Lists using tags – Table Tags, Image formats – Creation of simple HTML Documents.

**Reference Books :**

1. In-line/On-line : Fundamentals of the Internet and the World Wide Web, 2/e - by Raymond Greenlaw and Ellen Hepp, Publishers : TMH

*Foundation courses 4, 6 & 7*

**COMMUNICATION SKILLS AND SOFT SKILLS**

**(Three papers spread over three Semesters)**

(Each Paper: Total 30 hours of Teaching Learning)

The course helps the student hone their four skills – listening, speaking, reading, and writing – and also initiates them into the fifth skill, "thinking," in English. The learner-friendly material and the task-based activities enhance their communicative competence. The course focuses on all the four areas of knowledge and skill that constitute Communicative Competence: Linguistic/Grammatical Competence, Sociolinguistic Competence, Discourse Competence, and Strategic Competence. It also aims at equipping the student with a wide range of sub-skills: understanding gist in listening; skimming and scanning in reading; pronunciation and intonation, fluency, accuracy, and appropriacy in speaking; and organizational and editing skills in writing. In addition, the course helps the student acquire knowledge of soft skills. Thus the three-semester course helps the learner in their personal life as well as their professional life. The efficacy of the course largely depends on continuous and consistent practice by the students in and outside the classroom. Therefore, the designed content and the modules

thereof provide ample scope for activity based learning. The teacher shall ensure the conduct of activity in the classroom meticulously as per the syllabus.

## **Foundation Course - 4**

### **COMMUNICATION SKILLS AND SOFT SKILLS-1 (CSS -1)**

#### **COURSE CONTENT(30 hours)**

Vocabulary is considered the key to communication and it plays a great role for learners in acquiring a language. The first unit, therefore, is on the different aspects of vocabulary. Since English is a predicate-oriented language, there are two units on grammar focusing on the verb phrase. Listening and speaking are the two receptive skills. Listening is the basic skill of communication, and reading helps a person refine their writing skills. Unit IV and Unit V are on listening and reading respectively.

#### **Unit I: Vocabulary Building**

- 1a. Prefixes and Suffixes
- 1b. Conversion
- 1c. Compounding
- 1d. Analogy
2. One-Word Substitutes
3. Words Often Confused
4. Synonyms and Antonyms
5. Phrasal Verbs

#### **Unit II: Grammar - 1**

1. Types of Verbs
2. Subject-Verb Agreement

#### **Unit III: Grammar - 2**

1. Meanings of Modals
2. Tense (Present and Past) and Aspect
3. The Several Possibilities for Denoting Future Time
4. Articles and Prepositions

#### **Unit IV: Listening Skills**

1. The Importance of Listening

2. Types of Listening
3. Barriers/Obstacles to Effective Listening
4. Strategies for Effective Listening

#### **Unit V: Reading Skills**

1. Skimming
2. Scanning
3. Intensive Reading and Extensive Reading
4. Comprehension

### **Foundation Course - 6**

## **COMMUNICATION SKILLS AND SOFT SKILLS-2 (CSS -2)**

### **COURSE CONTENT(30 hours)**

CSS 02 aims at improving the speaking skills of the learner. For many learners of English, the sound-spelling relationship of the language appears anarchic. Another problem many Indian learners face is English word accent. Unit I and Unit II help learners overcome these problems to a great extent. The remaining units are on the two productive skills, speaking and writing. The techniques of day-to-day conversations and the important characteristics of interviews and GDs presented in this course strengthen the learner's speaking skills. The last unit presents various aspects of presentation in writing.

#### **Unit I: Pronunciation - 1**

The Sounds of English

#### **Unit II: Pronunciation – 2**

1. Word Accent
2. Intonation

#### **Unit III: Speaking Skills -1**

1. Conversation Skills
2. Interview Skills
3. Presentation Skills
4. Public Speaking

#### **Unit IV: Speaking Skills -2**

1. Role Play
2. Debate

### 3. Group Discussion

#### **Unit V: Writing Skills**

1. Spelling
2. Punctuation
3. Information Transfer
  - Tables
  - Bar Diagrams
  - Line Graphs
  - Pie Diagrams
  - Flow Charts
  - Tree Diagrams
  - Pictures

### **Foundation Course -7**

### **COMMUNICATION SKILLS AND SOFT SKILLS-3 (CSS -3)**

#### **COURSE CONTENT(30 hours)**

A current axiom is that hard skills will get a person an interview, but soft skills will get that person the job. Unit I of the course is on soft skills, which are absolutely necessary in the global job market. Writing is considered the most difficult of all the skills. Units II to V help the learner improve their writing skills, especially academic/formal writing.

#### **Unit I: Soft Skills**

1. Positive Attitude
2. Body Language
3. SWOT/SWOC Analysis
4. Emotional Intelligence
5. Netiquette

#### **Unit II: Paragraph Writing**

1. Paragraph Structure
2. Development of Ideas

#### **Unit III: Paraphrasing and Summarizing**

1. Elements of Effective Paraphrasing
2. Techniques for Paraphrasing
3. What Makes a Good Summary?

4. Stages of Summarizing

**Unit IV: Letter Writing**

1. Letter Writing (Formal and Informal)
2. E-correspondence

**Unit V:**

1. Resume and CV
2. Cover Letter

**SEMESTER-END EXAMINATION**

**Pattern of the Question Paper for CSS 01**

**Time: 2 Hours**

**Maximum Marks: 50**

**Part - A**

1. Comprehension - 5 Marks(Five Multiple Choice Questions)

**Part - B**

2. Objective Type Questions - 20 Marks (Twenty Multiple Choice Questions)

**Part - C**

3. One Word Answers - 10 Marks (Ten Questions)

**Part - D**

4. One Sentence Answers - 10 Marks (Five Questions)

**Part - E**

5. Matching - 5 Marks (5=6)

**Reference Books:**

Commissionerate of Collegiate Education, Government of Andhra Pradesh (2015)  
*JKC -Communication Skills and Soft Skills: Student's Book*

Sethi, J., and P.V. Dhamija (1999) *A Course in Phonetics and Spoken English*  
New Delhi: Prentice-Hall of India

Daniel Jones (2011) *English Pronouncing Dictionary* (18<sup>th</sup> Edition) Ed. Peter Roach, Jane Setter, and John Esling

Quirk, Randolph and Sydney Greenbaum (1973) *A University Grammar of English*.  
Harlow: Longman. Chapters 2, 3, and 7

White, Goodith (2010) *Listening (Resource Book for Teachers)*. Oxford University  
Press

Nageshwar Rao and Rajendra P. Das (2009) *Communication Skills*. Mumbai: Himalaya  
Publishing House

Burton, S.H. (1983) *Mastering English Language*. The Macmillan Press Limited  
Chapter 3: Comprehension

[Grellet](#), Françoise (2007) *Developing Reading Skills*. Cambridge University Press  
Roberts, Rachael, Joanne Gakonga, and Andrew Preshous (2004) *IELTS Foundation:  
Student's Book*. Oxford: Macmillan Education

Roberts, Rachael, Joanne Gakonga, and Andrew Preshous (2004) *IELTS Foundation:  
Study Skills*. Oxford: Macmillan Education



**Foundation Course - 8**  
**ANALYTICAL SKILLS**

Syllabus, For all Degree Programmes.

w.e.f. 2015-16 (Revised in April, 2016)

**Semester – IV**

(Total 30 Hrs)

**UNIT – 1**

**Data Analysis:-**The data given in a Table, Graph, Bar Diagram, Pie Chart, Venn diagram or a passage is to be analyzed and the questions pertaining to the data are to be answered.

**UNIT – 2**

**Sequence and Series:-** Analogies of numbers and alphabets completion of blank spaces following the pattern in A:b::C: d relationship odd thing out; Missing number in a sequence or a series.

**UNIT - 3**

**Arithmetic ability:-**Algebraic operations BODMAS, Fractions, Divisibility rules, LCM&GCD (HCF).

**Date, Time and Arrangement Problems:** Calendar Problems, Clock Problems, Blood Relationship.

**UNIT - 4**

**Quantitative aptitude:-** Averages, Ration and proportion, Problems on ages, Time-distance – speed.

**UNIT – 5**

**Business computations:-** Percentages, Profit & loss, Partnership, simple compound interest.

**Reference Books:**

1. Quantitative Aptitude for Competitive Examination by R S Agrawal, S.Chand publications.
2. Quantitative Aptitude and Reasoning by R V Praveen, PHI publishers.
3. Quantitative Aptitude : Numerical Ability (Fully Solved) Objective Questions, Kiran Prakashan, Pratogitaprakasan, Kic X, Kiran Prakashan publishers
4. Quantitative Aptitude for Competitive Examination by Abhijit Guha, Tata Mc Graw hill publications.
5. Old question Paper of the exams conducted by (Wipro, TCS, Infosys, Etc) at their recruitment process, source-Internet.

Note: The teachers/students are expected to teach /learn the contents by not converting them to the problems of algebra at the maximum possible extent, but to use analytical thinking to solve the exercises related to those topics. This is the main aim of the course.

**Foundation Course - 9**  
**ENTREPRENEURSHIP**

Syllabus, For all Degree Programmes.  
w.e.f. 2015-16 (Revised in April, 2016)

**Semester – IV**

(Total 30 Hrs)

**Unit-I: Entrepreneurship:** Entrepreneur characteristics – Classification of Entrepreneurships – Incorporation of Business – Forms of Business organizations – Role of Entrepreneurship in economic development – Start-ups.

**Unit-II: Idea Generation and Opportunity Assessment:** Ideas in Entrepreneurships – Sources of New Ideas – Techniques for generating ideas – Opportunity Recognition – Steps in tapping opportunities.

**Unit-III: Project Formulation and Appraisal :** Preparation of Project Report – Content; Guidelines for Report preparation – Project Appraisal techniques – economic – Steps Analysis; Financial Analysis; Market Analysis; Technical Feasibility.

**Unit-iv: Institutions Supporting Small Business Enterprises:** Central level Institutions: NABARD; SIDBI, NIC, KVIC; SIDIO; NSIC Ltd; etc. – state level Institutions – DICs- SFC- SSIDC- Other financial assistance.

**Unit-V: Government Policy and Taxation Benefits:** Government Policy for SSIs- tax Incentives and Concessions – Non-tax Concessions – Rehabilitation and Investment Allowances.

**Reference Books:**

1. Arya Kumar, Entrepreneurship, Pearson, Delhi, 2012.
2. Poornima M.CH., Entrepreneurship Development – Small Business Enterprises, Pearson, Delhi, 2009

3. Michael H. Morris, ET. al., Entrepreneurship and Innovation, Cen gage Learning, New Delhi, 2011
4. KanishkaBedi, Management and Entrepreneurship, Oxford University Press, Delhi, 2009
5. Anil Kumar, S., ET.al., Entrepreneurship Development, New Age International Publishers, New Delhi, 2011
6. Khanka, SS, Entrepreneurship Development, S. Chand, New Delhi.
7. Peter F. Drucker, Innovation and Entrepreneurship.
8. A.Sahay, M. S. Chhikara, New Vistas of Entrepreneurship: Challenges & Opportunities.

### **Foundation Course - 10**

## **LEADERSHIP EDUCATION**

Syllabus, For all Degree Programmes.

w.e.f. 2015-16 (Revised in April, 2016)

### **Semester – IV**

(Total 30 Hrs)

1. Organisation – Management – Leadership – Meaning and Significance – Different theories – Trait Theory, Blake & Mountan Theory – Other functions of Management.
2. Behavioral Concepts – Individual Behaviour – Perception – Learning – Attitude Formation and Change – Motivation – Theories of Motivation – Personality Development.
3. Interpersonal Behaviour – Communication – Leadership – Influencing Relations – Transactional Analysis.
4. Group Dynamics – Roles – Morale – Conflict – Groups – Inter-Group Behaviour – Inter-Group Collaboration and Conflict Management.
5. Team Building and Management – Developing team resources – Designing team – Participation and Repercussion – Team building activities.

### **Reference Books:**

1. Fred Luthans, "Organizational Behaviour", Tata McGraw Hill Publishing Co., New Delhi.
2. Robins, Stephen P, "Organisational Behaviour", 9<sup>th</sup> Edition, Prentice Hall of India, New Delhi.
3. Koontz and O "Donnell", Essentials of Management, Tata McGraw Hill Publishing Co., New Delhi, 2000.
4. Keith Davis, "Human Behaviour at Work", Tata McGraw Hill Publishing Co., New Delhi.
5. Aswathappa, "Organizational Behaviour", Himalaya Publishing House, Mumbai
6. Stoner Freeman, "Management", Prentice Hall of India, New Delhi.