

BHARATI VIDYAPEETH UNIVERSITY, PUNE (INDIA)

Bachelor of Arts (B.A.) (CBCS 2018 COURSE)

**Under: The Faculty of Arts, Social Sciences and Commerce
(To be implemented from June 2018)**

The B.A. Degree programme provides an opportunity to acquire advanced knowledge in the main areas of respective discipline and enhance the ability for better understanding the subject.

1. Aims of Bachelor's Degree Programme in English

The Bachelor's Degree programme in any subject is, in effect, a bridge between secondary and tertiary level education and postgraduate education. So it is important to make the courses in this programme as inclusive and broad as possible even as they also carry the imprints of specialized programmes of study. Bachelor's courses are specialised and remain within the boundaries of accepted and current knowledge. The importance of student research is an integral part of any Bachelor's Degree Programme, particularly the English programme.

The objectives of the LOCF in English, therefore, revisit traditional expectations of teaching and learning English by centre-staging outcomes that are demonstrable through five key attributes: understanding, use, communication, expansion, and application of subject knowledge with a clear awareness and understanding of one's location in the immediate and global environment.

1.1 The broad objectives of the Learning Outcomes-based Curriculum Framework (LOCF) of Bachelor's Degree programme in English:

- **Prospects of the Curriculum:** Formulating graduate attributes, qualification descriptors, programme learning outcomes and course learning outcomes that are expected to be demonstrated by the holder of a degree in English;
- **Core Values:** Enabling prospective students, parents, employers and others to understand the nature and level of learning outcomes (knowledge, skills, attitudes and human and literary values) or attributes for Bachelor's Degree in English;
- **Bridge to the World:** Providing a framework to see the subject as a bridge to the world in such a way that while recognizing the different conditions in pluralistic society, the students also are aware of a core of shared values such as (i) a commitment to the knowledge to understand the world and how to make a contribution to it; (ii) development of each person's unique potential; (iii) respect for others and their rights; (iv) social and civic responsibility, participation in democratic processes; social justice and cultural diversity; and (v) concern for the natural and cultural environment;
- **Assimilation of Ability, Balance, harmony and Inclusiveness:** Identifying and defining such aspects or attributes of Bachelor's Degree in English that a graduate of the subject should be able to demonstrate on successful completion of the programme of study;
- **Frame for National Standards:** Providing a frame of reference for maintaining national standards with international compatibility of learning outcomes of Bachelor's

Degree in English and academic standards to ensure global competitiveness, and to facilitate student/graduate mobility;

- **Pliability:** Formulating outcomes that are responsive to social and technological changes in order that the pedagogy will meet student's needs arising from the changes. LOCF encourages effective use of new technologies as tools for learning and provide a balance between what is common to the education of all students and the kind of flexibility and openness required for education;
- **Pedagogy:** Providing higher education institutions an important point of reference for designing teaching-learning strategies, assessing student learning levels, and periodic review of programmes and academic standards for Bachelor's Degree in English with shift from domain knowledge to processes of realising the outcomes;
- **Development:** Providing HEIs a developmental approach through LOCF that would accommodate social needs and provide students a clear direction of learning.

1.2 The specific objectives of the BA programme in English are to develop in the student the ability to demonstrable the following outcomes:

1. Disciplinary Knowledge of English Literature and Literary Studies
2. Communication Skills
3. Critical Thinking
4. Analytical Reasoning
5. Problem Solving
6. Research-Related Skills
7. Self-Directing Learning
8. Multicultural Competence
9. Values: Moral and Ethical, Literary and Human
10. Digital Literacy

The details are explained in the sections that follow.

1.3 Graduate Attributes

i) Disciplinary Knowledge:

- a. ability to identify, speak and write about different literary genres, forms, periods and movements
- b. ability to understand and engage with various literary and critical concepts and categories
- c. ability to read texts closely, paying attention to themes, generic conventions, historical contexts, and linguistic and stylistic variations and innovations
- d. ability to understand appreciate, analyze, and use different theoretical frameworks
- e. ability to locate in and engage with relevant scholarly works in order to develop one's own critical position and present one's views coherently and persuasively
- f. ability to situate one's own reading, to be aware of one's position in terms of society, religion, caste, region, gender, politics, and sexuality to be self-reflexive and self-questioning
- g. ability to understand the world, to think critically and clearly about the local and the global through a reading of literatures in translation and in the original, to be a located Indian citizen of the world

h. ability to see and respect difference and to transcend binaries

ii) Communication Skills:

- a. ability to speak and write clearly in standard, academic English
- b. ability to listen to and read carefully various viewpoints and engage with them.
- c. ability to use critical concepts and categories with clarity

iii) Critical Thinking:

- a. ability to read and analyze extant scholarship
- b. ability to substantiate critical readings of literary texts in order to persuade others
- c. ability to place texts in historical contexts and also read them in terms of generic conventions and literary history

iv) Problem Solving:

- a. ability to transfer literary critical skills to read other cultural texts b) ability to read any unfamiliar literary texts

v) Analytical Reasoning:

- a. ability to evaluate the strengths and weaknesses in scholarly texts spotting flaws in their arguments
- b. ability to use critics and theorists to create a framework and to substantiate one's argument in one's reading of literary texts

vi) Research-Related Skills:

- a. ability to problematize; to formulate hypothesis and research questions, and to identify and consult relevant sources to find answers
- b. ability to plan and write a research paper

vii) Teamwork and Time Management:

- a. ability to participate constructively in class discussions
- b. ability to contribute to group work
- c. ability to meet a deadline

viii) Scientific Reasoning:

- a. ability to analyze texts, evaluating ideas and literary strategies
- b. ability to formulate logical and persuasive arguments

ix) Reflective Thinking:

- a. ability to locate oneself and see the influence of location—regional, national, global—on critical thinking and reading

x) Self-Directing Learning:

- a. ability to work independently in terms of reading literary and critical texts
- b. ability to carry out personal research, postulate questions and search for answers

xi) Digital Literacy:

- a. ability to use digital sources, and read them critically
- b. ability to use digital resources for presentations

xii) Multicultural Competence:

- a. ability to engage with and understand literature from various nations and reasons and languages
- b. ability to respect and transcend differences

xiii) Moral and Ethical Values:

- a. ability to interrogate one's own ethical values, and to be aware of ethical issues
- b. ability to read values inherited in literary texts and criticism vis a vis, the environment, religion and spirituality, as also structures of power

xiv) Leadership Readiness:

- a. ability to lead group discussions, to formulate questions for the class in literary and social texts

xv) Life-long Learning:

- a. ability to retain and build on critical reading skills
- b. ability to transfer such skills to other domains of one's life and work

1.4 Qualification descriptors for a bachelor's degree with English

The qualification descriptors for the BA (English) programme in English shall be five learning attributes such as understanding, use, communication, expansion, and application of subject knowledge with a clear understanding of one's location. This also involves an awareness on the students' part of differences pertaining to class, caste, gender, community, region, etc. in order that they can transcend these differences with transparency of purpose and thought. The key qualification descriptors for a bachelor's degree with English shall be clarity of communication as well as critical thinking and ethical awareness. Each Graduate in English should be able to

- demonstrate a coherent and systematic knowledge and understanding of the field of literary and theoretical developments in the field of English Studies and English Studies in India. This would also include the student's ability to identify, speak and write about genres, forms, periods, movements and conventions of writing as well as the ability to understand and engage with literary-critical concepts, theories and categories
- demonstrate the ability to understand the role of literature in a changing world from the disciplinary perspective as well as in relation to its professional and everyday use. While the aspect of disciplinary attribute is covered by the ability of the students to read texts with close attention to themes, conventions, contexts and value systems, a key aspect of this attribute is their ability to situate their reading, their position(s) in terms of community, class, caste, religion, language, region, gender, politics, and an understanding of the global and the local
- demonstrate the ability to think and write critically and clearly about one's role as a located Indian citizen of the world through a reading of English literatures and literatures in translation
- communicate ideas, opinions and values—both literary values and values of life in all shades and shapes—in order to expand the knowledge of the subject as it moves from the classroom to life and life-worlds
- demonstrate the ability to share the results of academic and disciplinary learning through different forms of communication such as essays, dissertations, reports, findings, notes, etc, on different platforms of communication such as the classroom, the media and the internet
- recognize the scope of English studies in terms of career opportunities, employment and lifelong engagement in teaching, publishing, translation, communication, media, soft skills and other allied fields
- apply subject-specific skills in language and literature to foster a larger sense of ethical and moral responsibility among fellow humans in order to see and respect

differences in and among various species and life-forms and learn to transcend them

- The programme will strengthen the student's ability to draw on narratives that alert us to layers and levels of meaning and differences in situations and complexities of relations. Linguistic and literary competence should help the students identify, analyze and evaluate key issues in the text and around in the world—thematic, contextual, professional, processual—and think of ways to find acceptable and sustainable solutions. Students will have the ability to understand and articulate with clarity and critical thinking one's position in the world as an Indian and as an Indian citizen of the world.

1.5 Programme Specific Learning Outcomes (BA English)

The programme learning outcomes relating to BA degree programme in English:

- demonstrate a set of basic skills in literary communication and explication of literary practices and process with clarity
- demonstrate a coherent and systematic knowledge of the field of English literature and Bhasha literatures in English showing an understanding of current theoretical and literary developments in relation to the specific field of English studies.
- display an ability to read and understand various literary genres and stylistic variations and write critically
- cultivate ability to look at and evaluate literary texts as a field of study and as part of the wider network of local and global culture
- demonstrate a critical aptitude and reflexive thinking to systematically analyze the existing scholarship and expand critical questions and the knowledge base in the field of English studies using digital resources
- display knowledge to cultivate a better understanding of values – both literary values that aid us in literary judgment and also values of life at all stages; apply appropriate methodologies for the development of the creative and analytical faculties of students, their overall development of writing, including imaginative writing
- recognize employability options in English studies programme as part of skill development and as career avenues open to graduates in today's global world such as professional writing, translation, teaching English at different levels, mass media, journalism, aviation communication and personality development
- channelize the interests of the students and analytical reasoning in a better way and make more meaningful choices regarding career after completion of graduate programme
- to enable students to develop an awareness of the linguistic-cultural richness of India as an important outcome of English literary studies in India

2. Aims of Bachelor's Degree Programme in Economics (BA Economics)

The Bachelor's Degree programme in any subject is, in effect, a bridge between secondary and tertiary level education and postgraduate education. So it is important to make the courses in this programme as inclusive and broad as possible even as they also carry the imprints of specialized programmes of study. Bachelor's courses are specialized and remain within the boundaries of accepted and current knowledge. The importance of student research is an integral part of any Bachelor's Degree Programme, particularly the Economics programme.

The objectives of the LOCF in Economics, therefore, revisit traditional expectations of teaching and learning Economics by centre-staging outcomes that are demonstrable through

five key attributes: understanding, use, communication, expansion, and application of subject knowledge with a clear awareness and understanding of one's location in the immediate and global environment.

2.1 The broad objectives of the Learning Outcomes-based Curriculum Framework (LOCF) of Bachelor's Degree programme in Economics:

- **Prospects of the Curriculum:** Formulating graduate attributes, qualification descriptors, programme learning outcomes and course learning outcomes that are expected to be demonstrated by the holder of a degree in Economics;
- **Core Values:** Enabling prospective students, parents, employers and others to understand the nature and level of learning outcomes (knowledge, skills, attitudes and human and literary values) or attributes for Bachelor's Degree in Economics;
- **Bridge to the World:** Providing a framework to see the subject as a bridge to the world in such a way that while recognizing the different conditions in pluralistic society, the students also are aware of a core of shared values such as (i) a commitment to the knowledge to understand the world and how to make a contribution to it; (ii) development of each person's unique potential; (iii) respect for others and their rights; (iv) social and civic responsibility, participation in democratic processes; social justice and cultural diversity; and (v) concern for the natural and cultural environment;
- **Assimilation of Ability, Balance, harmony and Inclusiveness:** Identifying and defining such aspects or attributes of Bachelor's Degree in Economics that a graduate of the subject should be able to demonstrate on successful completion of the programme of study;
- **Frame for National Standards:** Providing a frame of reference for maintaining national standards with international compatibility of learning outcomes of Bachelor's Degree in Economics and academic standards to ensure global competitiveness, and to facilitate student/graduate mobility;
- **Pliability:** Formulating outcomes that are responsive to social and technological changes in order that the pedagogy will meet student's needs arising from the changes. LOCF encourages effective use of new technologies as tools for learning and provide a balance between what is common to the education of all students and the kind of flexibility and openness required for education;
- **Pedagogy:** Providing higher education institutions an important point of reference for designing teaching-learning strategies, assessing student learning levels, and periodic review of programmes and academic standards for Bachelor's Degree in Economics with shift from domain knowledge to processes of realizing the outcomes;
- **Development:** Providing HEIs a developmental approach through LOCF that would accommodate social needs and provide students a clear direction of learning.

2.2 The specific objectives of the BA programme in Economics are to develop in the student the ability to demonstrable the following outcomes:

1. Disciplinary Knowledge of Economics
2. Communication Skills
3. Critical Thinking
4. Analytical Reasoning

5. Problem Solving
6. Research-Related Skills
7. Self-Directing Learning
8. Multicultural Competence
9. Values: Moral and Ethical, Literary and Human
10. Digital Literacy

The details are explained in the sections that follow.

2.3 Graduate Attributes

• Disciplinary Knowledge:

The proposed curriculum is expected to provide the students a good overall knowledge of Economics covering various aspects. As a result, they will not only be able to understand the important Economics models but also able to apply some commonly used Economics models to other fields.

• Critical Thinking:

The proposed course is designed to enrich the students with ability to examine basic economics issues in a more logical and methodical manner. It is expected that the students will strengthen themselves both computationally and analytically.

• Problem Solving:

The students will be able to examine various hypotheses involved, and will be able to identify and consult relevant resources to find their rational answers.

• Analytical Reasoning:

The students are expected to develop capability to identify logical flaws and loopholes in the arguments of economics, analyze and synthesize data from a variety of sources and accordingly prepare the conclusions.

• Research Related Skills:

The students should be able to develop original thinking for new problems of economics and providing their solutions. As a result, they will be able to develop thought provoking skills for their own subject as well as for those who are practicing economics model.

• Communication Skills and Team Work:

The students are expected to develop effective and confident Communication skill after completion of the course. They will have an ability to work in a team as well as in isolation.

• Moral and Ethical Awareness:

The students are expected to develop ethical and social responsibility as well. As a result, the students will be able to identify ethical issues, avoid unethical behavior such as fabrication, falsification or misrepresentation and misinterpretation of data.

• Scientific Reasoning:

The students will be able to analyze, interpret and appropriate conclusions from both quantitative and qualitative data and critically evaluate ideas, evidence and experiences with an unbiased and consistent approach.

• Reflective thinking:

The students should be sensitive to real experiences with respect to self, society and nation.

• Information/Digital literacy:

The proposed course is expected to develop digital literacy among the students for using ICT in different learning situations. The students should be able to equip themselves with in depth programming and simultaneously use appropriate Statistical software for Statistical computing (like SPSS software).

• **Self-directed Learning:**

The students are expected to be familiar with data collection, compilation, analysis and interpretation and writing of project reports independently.

• **Multicultural Competence:**

The students are expected to be aware of values and beliefs of different cultures and have a global perspective by examining various forms of primary and secondary data resources.

• **Leadership Readiness/Qualities:**

The students will be capable of mapping out the tasks of a team or an organization, formulating an inspiring vision, building a team for achieving the desired objectives, motivating and inspiring team members accordingly, and using management skills to guide people in the right direction smoothly and efficiently.

• **Lifelong Learning:**

The proposed course is designed to develop independent, coherent and decisive thoughts among the students that will ultimately develop competency in their lives.

2.4 Qualification descriptors for a bachelor's degree with Economics

The qualification descriptors for the BA (Economics) programme in Economics shall be five learning attributes such as understanding, use, communication, expansion, and application of subject knowledge with a clear understanding of one's location. This also involves an awareness on the students' part of differences pertaining to class, caste, gender, community, region, etc. in order that they can transcend these differences with transparency of purpose and thought. The key qualification descriptors for a bachelor's degree with Economics shall be clarity of communication as well as critical thinking and ethical awareness. Each Graduate in Economics should be able to

- Demonstrate the ability to understand the role of Economics in a changing world from the disciplinary perspective as well as in relation to its professional and everyday use.
- demonstrate the ability to think and write critically and clearly about one's role as a located Indian citizen of the world through a reading of of Economic concepts and theories.
- Communicate ideas, opinions and values both literary values and values of life in all shades and shapes in order to expand the knowledge of the subject as it moves from the classroom to life and life-worlds.
- Demonstrate the ability to share the results of academic and disciplinary learning through different forms of communication such as essays, dissertations, reports, findings, notes, etc, on different platforms of communication such as the classroom, the media and the internet.
- Recognize the scope of Economics studies in terms of career opportunities, employment and lifelong engagement in teaching, publishing, analysis and other allied fields
- Apply subject specific skills in economics to foster a larger sense of ethical and moral responsibility among fellow humans in order to see and respect differences in and among various species and life-forms and learn to transcend them.
- The programme will strengthen the student's ability to draw on narratives that alert us

to layers and levels of meaning and differences in situations and complexities of relations. Economic study should help the students identify, analyze and evaluate key issues in the text and around in the world thematic, contextual, professional, processual and think of ways to find acceptable and sustainable solutions. Students will have the ability to understand and articulate with clarity and critical thinking one's position in the world as an Indian and as an Indian citizen of the world.

2.5 Programme Specific Learning Outcomes (B.A. Economics)

The programme learning outcomes relating to M.A. degree programme in Economics:

- The behavioural patterns of different economic agents, advance theoretical issues and their applications.
- Use the spoken and written word, graphs, and mathematics to present economic phenomena and arguments.
- Able to use theoretical and empirical methods to analyze socio-economic issues.
- Apply their knowledge and learning to engage in informed debate and to analyze and solve problem.
- Develop critical thinking capacity.
- Develop capability in using computer software for the purpose of research.
- Delineate the fiscal policies designed for developed and developing economics.
- Facilitate the historical developments in the economic thoughts propounded by different schools.
- Learn the basic concept of monetary analysis and financial marketing in Indian financial markets.
- Learn the development issues of Indian economy.
- Acquaint with some basic concept of environmental economics along with the solution of the environmental problems.

3. Eligibility for admission to B.A. degree programme:

A candidate who has passed the Higher Secondary School Certificate Examination of the Maharashtra State Board or an equivalent examination of any other statutory Board or University with English as a passing subject will be admitted to the first year of this course.

4. Intake Capacity:

The intake capacity of the course will be 120 seats every year.

5. Course Structure and scheme of credits of B.A. Course:

The B.A. programme will be of three years duration consisting of six semesters and of minimum 150 Credits: Semester I (24Credits), Semester II (26 Credits), Semester III (26 Credits), and Semester IV (24 Credits) Semester V (26 Credits), and Semester VI (24 Credits). In all six Semesters, there will be six theory courses (Core and Elective Courses) of 04 credits each and one theory course (Ability Enhancement course OR Skill Enhancement course) in Semester II, Semester III and Semester V of 02 credits each. All 36 Core and Elective Courses papers will have 100 marks each out of which 40 marks will be for Internal Assessment and 60 marks for University Examination. The Ability Enhancement courses OR Skill Enhancement Courses will have 50 marks each out of which 20 marks will be for Internal Assessment and 30 marks for University Examination. Thus B.A. degree examination, six Semesters shall be of 3700 marks and of 150 credits altogether. The following shall be the course structure:

F.Y.B.A.:

A student joining the First year B.A. course shall offer six subjects mentioned below. He/she is advised to select the subjects of First Semester very carefully because he/she has to select subjects for the following semesters from the subjects offered at First Semester.

- 1) Subject in Core course is compulsory.
- 2) A student has to offer five subjects from Elective Courses given above.

F.Y.B.A.: Semester I

Subject Type	Code	Title of the paper	Hrs/ Week	Credits	Exam Hrs	Maximum Marks		
						Internal Assessment	University Examination	Total
Core Course	A101	1. Compulsory English – I	04	04	03	40	60	100
Elective Courses	Any Five from the following:							
	A111	1. English (G1) – I	04	04	03	40	60	100
	A121	2. Economics (G1) – I	04	04	03	40	60	100
	A131	3. Marathi (G1) – I	04	04	03	40	60	100
	A141	4. Geography (G1) – I	04	04	03	40	60	100
	A151	5. Political Science (G1) – I	04	04	03	40	60	100
	A161	6. Sociology (G1) – I	04	04	03	40	60	100

F.Y.B.A.: Semester II

Subject Type	Code	Title of the paper	Hrs/ Week	Credits	Exam Hrs	Maximum Marks		
						Internal Assessment	University Examination	Total
Core Course	A201	1. Compulsory English – II	04	04	03	40	60	100
Elective Courses	Any Five from the following:							
	A211	1. English (G1) – II	04	04	03	40	60	100
	A221	2. Economics (G1) – II	04	04	03	40	60	100
	A231	3. Marathi (G1) – II	04	04	03	40	60	100
	A241	4. Geography (G1) – II	04	04	03	40	60	100
	A251	5. Political Science (G1) – II	04	04	03	40	60	100
	A261	6. Sociology (G1) – II	04	04	03	40	60	100
Skill Enhancement Course	SEC21	Basics of Information Technology	02	02	02	20	30	50

S.Y.B.A.:

A student studying at Semester III & IV for the B.A. Degree shall study the subject as given below:

- 1) Compulsory English from Core courses.

- 2) He/she has to select one group as a special subject from the given Core courses groups and which is included in the subjects offered at the First Semester. There will be three papers of special subject.
- 3) He/she has to select two general subjects i.e. First paper in each Special Group and which is not included in Core courses and from the subjects offered at the First Semester.

ENVIRONMENT STUDIES:

As per the order of Honourable Supreme Court of India, this course is compulsory for every undergraduate student. The college is implementing this module course in Environment Studies in the second year of all degree courses. There will be 02 lectures per week for this course. The examination will be conducted at the end of Semester IV and will carry 50 marks. These marks will be converted into the grades accordingly. These grades will be mentioned in the degree Grade Sheet. It is mandatory for every student to pass this course. If any student fails in this course, the result of his/her degree course will be withheld by the university.

S.Y.B.A.: Semester III

Subject Type	Code	Title of the paper	Hrs/ Week	Credits	Exam Hrs	Maximum Marks		
						Internal Assessment	University Examination	Total
Core Courses	A301	1. Compulsory English – I	04	04	03	40	60	100
	Any One group from the following:							
	A) Special Level: English							
	A311	1. English (G2) – I	04	04	03	40	60	100
	A312	2. English (S1) – I	04	04	03	40	60	100
	A313	3. English (S2) – I	04	04	03	40	60	100
	B) Special Level: Economics							
	A321	1. Economics (G2) – I	04	04	03	40	60	100
	A322	2. Economics (S1) – I	04	04	03	40	60	100
	A323	3. Economics (S2) – I	04	04	03	40	60	100
	C) Special Level: Marathi							
	A331	1. Marathi (G2) – I	04	04	03	40	60	100
	A332	2. Marathi (S1) – I	04	04	03	40	60	100
	A333	3. Marathi (S2) – I	04	04	03	40	60	100
	D) Special Level: Geography							
	A341	1. Geography (G2) – I	04	04	03	40	60	100
	A342	2. Geography (S1) – I	04	04	03	40	60	100
	A343	3. Geography (S2) – I	04	04	03	40	60	100
	E) Special Level: Political Science							
	A351	1. Political Science (G2) – I	04	04	03	40	60	100
	A352	2. Political Science (S1) – I	04	04	03	40	60	100
	A353	3. Political Science (S2) – I	04	04	03	40	60	100
	F) Special Level: Sociology							
	A361	1. Sociology (G2) – I	04	04	03	40	60	100
	A362	2. Sociology (S1) – I	04	04	03	40	60	100
	A363	3. Sociology (S2) – I	04	04	03	40	60	100

Subject Type	Code	Title of the paper	Hrs/ Week	Credits	Exam Hrs	Maximum Marks		
						Internal Assessment	University Examination	Total
Skill Enhancemen t Course	SEC31	Communication Skills in English	02	02	02	20	30	50

S.Y.B.A.: Semester IV

Subject Type	Code	Title of the paper	Hrs/ Week	Credits	Exam Hrs	Maximum Marks				
						Internal Assessment	University Examination	Total		
Core Courses	A401	1. Compulsory English – II	04	04	03	40	60	100		
	Any One group from the following:									
	A) Special Level: English									
	A411	1. English (G2) – II	04	04	03	40	60	100		
	A412	2. English (S1) – II	04	04	03	40	60	100		
	A413	3. English (S2) – II	04	04	03	40	60	100		
	B) Special Level: Economics									
	A421	1. Economics (G2) – II	04	04	03	40	60	100		
	A422	2. Economics (S1) – II	04	04	03	40	60	100		
	A423	3. Economics (S2) – II	04	04	03	40	60	100		
	C) Special Level: Marathi									
	A431	1. Marathi (G2) – II	04	04	03	40	60	100		
	A432	2. Marathi (S1) – II	04	04	03	40	60	100		
	A433	3. Marathi (S2) – II	04	04	03	40	60	100		
	D) Special Level: Geography									
	A441	1. Geography (G2) – II	04	04	03	40	60	100		
	A442	2. Geography (S1) – II	04	04	03	40	60	100		
	A443	3. Geography (S2) – II	04	04	03	40	60	100		
	Core Courses	E) Special Level: Political Science								
		A451	1. Political Science (G2) – II	04	04	03	40	60	100	
A452		2. Political Science (S1) – II	04	04	03	40	60	100		
A453		3. Political Science (S2) – II	04	04	03	40	60	100		
F) Special Level: Sociology										
A461		1. Sociology (G2) – II	04	04	03	40	60	100		
A462		2. Sociology (S1) – II	04	04	03	40	60	100		
A463	3. Sociology (S2) – II	04	04	03	40	60	100			

T.Y.B.A.:

A student studying at Semester V & VI for the Third Year B.A. Degree shall study the subjects as given below.

- 1) Compulsory English.
- 2) Five papers of the group selected as special subject.

T.Y.B.A.: Semester V

Subject Type	Code	Title of the paper	Hrs/ Week	Credits	Exam Hrs	Maximum Marks			
						Internal Assessment	University Examination	Total	
Core Courses	A501	1. Compulsory English – I	04	04	03	40	60	100	
	One group from the following which is concurrent with Semester III & IV:								
	A) Special Level: English								
	A511	1. English (S3) – I	04	04	03	40	60	100	
	A512	2. English (S4) – I	04	04	03	40	60	100	
	A513	3. English (S5) – I	04	04	03	40	60	100	
	A514	4. English (S6) – I	04	04	03	40	60	100	
	A515	5. English (S7) – I	04	04	03	40	60	100	
Core Courses	B) Special Level: Economics								
	A521	1. Economics (S3) – I	04	04	03	40	60	100	
	A522	2. Economics (S4) – I	04	04	03	40	60	100	
	A523	3. Economics (S5) – I	04	04	03	40	60	100	
	A524	4. Economics (S6) – I	04	04	03	40	60	100	
	A525	5. Economics (S7) – I	04	04	03	40	60	100	
	C) Special Level: Marathi								
	A531	1. Marathi (S3) – I	04	04	03	40	60	100	
	A532	2. Marathi (S4) – I	04	04	03	40	60	100	
	A533	3. Marathi (S5) – I	04	04	03	40	60	100	
	A534	4. Marathi (S6) – I	04	04	03	40	60	100	
	A535	5. Marathi (S7) – I	04	04	03	40	60	100	
	D) Special Level: Geography								
	A541	1. Geography (S3) – I	04	04	03	40	60	100	
	A542	2. Geography (S4) – I	04	04	03	40	60	100	
	A543	3. Geography (S5) – I	04	04	03	40	60	100	
	A544	4. Geography (S6) – I	04	04	03	40	60	100	
A545	5. Geography (S7) – I	04	04	03	40	60	100		

Subject Type	Code	Title of the paper	Hrs/ Week	Credits	Exam Hrs	Maximum Marks		
						Internal Assessment	University Examination	Total
Core Courses	E) Special Level: Political Science							
	A551	1. Political Science (S3) – I	04	04	03	40	60	100
	A552	2. Political Science (S4) – I	04	04	03	40	60	100
	A553	3. Political Science (S5) – I	04	04	03	40	60	100
	A554	4. Political Science (S6) – I	04	04	03	40	60	100
	A555	5. Political Science (S7) – I	04	04	03	40	60	100
	F) Special Level: Sociology							
	A561	1. Sociology (S3) – I	04	04	03	40	60	100
	A562	2. Sociology (S4) – I	04	04	03	40	60	100
	A563	3. Sociology (S5) – I	04	04	03	40	60	100
	A564	4. Sociology (S6) – I	04	04	03	40	60	100
A565	5. Sociology (S7) – I	04	04	03	40	60	100	
Ability Enhancement Compulsory Course	AEC51	Soft Skills	02	02	02	20	30	50

T.Y.B.A.: Semester VI

Subject Type	Code	Title of the paper	Hrs/ Week	Credits	Exam Hrs	Maximum Marks		
						Internal Assessment	University Examination	Total
Core Courses	A601	1. Compulsory English – II	04	04	03	40	60	100
	One group from the following which is concurrent with Semester III & IV:							
	A) Special Level: English							
	A611	1. English (S3) – II	04	04	03	40	60	100
	A612	2. English (S4) – II	04	04	03	40	60	100
	A613	3. English (S5) – II	04	04	03	40	60	100
	A614	4. English (S6) – II	04	04	03	40	60	100
	A615	5. English (S7) – II	04	04	03	40	60	100
	B) Special Level: Economics							
	A621	1. Economics (S3) – II	04	04	03	40	60	100
	A622	2. Economics (S4) – II	04	04	03	40	60	100
	A623	3. Economics (S5) – II	04	04	03	40	60	100
	A624	4. Economics (S6) – II	04	04	03	40	60	100
	A625	5. Economics (S7) – II	04	04	03	40	60	100

Subject Type	Code	Title of the paper	Hrs/ Week	Credits	Exam Hrs	Maximum Marks			
						Internal Assessment	University Examination	Total	
Core Courses	C) Special Level: Marathi								
	A631	1. Marathi (S3) – II	04	04	03	40	60	100	
	A632	2. Marathi (S4) – II	04	04	03	40	60	100	
	A633	3. Marathi (S5) – II	04	04	03	40	60	100	
	A634	4. Marathi (S6) – II	04	04	03	40	60	100	
	A635	5. Marathi (S7) – II	04	04	03	40	60	100	
	D) Special Level: Geography								
	A641	1. Geography (S3) – II	04	04	03	40	60	100	
	A642	2. Geography (S4) – II	04	04	03	40	60	100	
	A643	3. Geography (S5) – II	04	04	03	40	60	100	
	A644	4. Geography (S6) – II	04	04	03	40	60	100	
	A645	5. Geography (S7) – II	04	04	03	40	60	100	
	E) Special Level: Political Science								
	A651	1. Political Science (S3) – II	04	04	03	40	60	100	
	A652	2. Political Science (S4) – II	04	04	03	40	60	100	
	A653	3. Political Science (S5) – II	04	04	03	40	60	100	
	A654	4. Political Science (S6) – II	04	04	03	40	60	100	
	A655	5. Political Science (S7) – II	04	04	03	40	60	100	
	Core Courses	F) Special Level: Sociology							
		A661	1. Sociology (S3) – II	04	04	03	40	60	100
A662		2. Sociology (S4) – II	04	04	03	40	60	100	
A663		3. Sociology (S5) – II	04	04	03	40	60	100	
A664		4. Sociology (S6) – II	04	04	03	40	60	100	
A665		5. Sociology (S7) – II	04	04	03	40	60	100	

5. Total required credits:

Semester	Core Course Credits	Elective Course Credits	Foundation Course Credits	Total Credits
Semester - I	04	20	00	24
Semester – II	04	20	02	26
Semester – III	16	08	02	26
Semester – IV	16	08	00	24
Semester – V	24	00	02	26
Semester - VI	24	00	00	24
Grand Total				150

6. Scheme of teaching:

Semester	Subject	Work Load per week		Total work load per week
		Theory	Tutorial	
F.Y.B.A. Semester – I & II	Each subject	3	1	04
S.Y.B.A. Semester – III & IV	Each subject	3	1	04
T.Y.B.A. Semester – V & VI	Each subject	3	1	04

7. Medium of instruction:

The medium of instruction and examination shall be English and Marathi. Students can choose any one medium of instruction.

8. University terms:

The dates for the commencement and conclusion of the First and the Second terms shall be fixed by the University authorities. The terms can be kept by students, who have registered their names with the University.

9. Scheme of examination:

The Assessment of the students of Bachelor of Arts (B.A.) course in the academic session 2018-19 and thereafter shall be based on

- (a) University Examinations (UE)
- (b) Internal Assessment (IE)
- (c) Choice Based Credit System, and
- (d) Semester Grade Point Average (SGPA) and Cumulative Grade Point Average system (CGPA)

For each paper of 100 marks, there will be Internal Assessment of 40 marks and the University Examination of 60 marks/3 hours duration at the end of each semester. The 04 credit will be given to a student who secures at least 40% of marks allotted to each paper. A candidate who does not pass the examination in any subject or subjects in one semester will be permitted to reappear in such failed subject or subjects along with the papers of following semesters.

The Internal Assessment (IA) for each paper will be of 40 marks. The Internal Assessment may be in the forms as follows:

- | | |
|---|----------|
| a) Attendance | 10 Marks |
| b) Home Assignment/Tutorial/Test/Presentation | 15 Marks |
| c) Mid Semester Examination | 15 Marks |

10. Standard of passing:

For all courses, both UE and IA constitute separate heads of passing. In order to pass in such courses and to earn the assigned credits, a student must obtain a minimum grade point of 5.0 (40% marks) at UE and also a minimum grade point of 5.0 (40% marks) at IA.

Even a student fails in IA, he/she shall be declared 'pass' in the course provided he/she obtains a minimum of 25% in IA and GPA for the course is at least 6.0 (50% in aggregate). The GPA for a course will be calculated only if the student passes at the UE.

A student who fails at UE in a course has to reappear only at UE as a backlog candidate and clear the head of passing. Similarly, a student who fails in a course at IA has to reappear only at IA as a backlog candidate and clear the head of passing.

A candidate shall be permitted to proceed further from the First Semester up to Fourth Semester irrespective of his/her failure in any of the Semester examinations subject to the condition that the candidates should register for all the backlog subjects of earlier semesters along with current (subsequent) semester subjects. However, he/she should have cleared all the papers at F.Y.B.A. Semester I & II when he/she admits to T.Y.B.A. Semester V.

The 10-point scale Grades and Grade Points according to the following table.

Range of Marks (Out of 100)	Grade	Grade Point
$80 \leq \text{Marks} \leq 100$	O	10
$70 \leq \text{Marks} < 80$	A+	9
$60 \leq \text{Marks} < 70$	A	8
$55 \leq \text{Marks} < 60$	B+	7
$50 \leq \text{Marks} < 55$	B	6
$40 \leq \text{Marks} < 50$	C	5
Marks < 40	D	0

The performances at UE and IA will be combined to obtain the Grade Point Average (GPA) for the course. The weights for performance at UE and IA shall respectively be 60% and 40%.

GPA is calculated by adding the UE marks out of 60 and IA marks out of 40. The total marks out of 100 are converted to grade point, which will be the GPA.

11. Formula to calculate grade points (GP):

Suppose that 'Max' is the maximum marks assigned for an examination or evaluation based on which GP will be computed. In order to determine the GP, Set $x = \text{Max} / 10$ (since we have adapted 10-point system). Then GP is calculated by the formulas shown as below.

Range of Marks at the evaluation	Formula for the Grade Point
$8x \leq \text{Marks} \leq 10x$	10
$5.5x \leq \text{Marks} < 8x$	Truncate (Marks/x) +2
$4x \leq \text{Marks} < 5.5x$	Truncate (Marks/x) +1

Two kinds of performance indicators, namely, the Semester Grade Point Average (SGPA) and the Cumulative Grade Point Average (CGPA) shall be computed at the end of each term. The SGPA measures the cumulative performance of a student in all the courses in a particular semester, while the CGPA measures the cumulative performance in all courses since his/her enrolment to the course. The CGPA of learner when he/she completes the programme is the final result of the learner.

The SGPA is calculated by the formula $\text{SGPA} = \frac{\sum C_k \times GP_k}{\sum C_k}$, where C_k is the credit-value assigned to a course and GP_k is the GPA obtained by the student in the course. In the above, the sum is taken over all the courses that the student has undertaken for the study during the semester, including those in which he/she might have failed or those for which he/she remained absent. The SGPA shall be calculated up to two decimal place accuracy.

The CGPA is calculated by the formula $\text{CGPA} = \frac{\sum C_k \times GP_k}{\sum C_k}$, where C_k is the credit-value assigned to a course and GP_k is the GPA obtained by the student in the course. In the above, the sum is taken over all the courses that the student has undertaken for the study from the time of his/her enrolment to the course and also the during the semester for which CGPA is calculated, including those in which he/she might have failed or those for which he/she remained absent. The CGPA shall be calculated up to two decimal place accuracy.

The Formula to compute equivalent percentage marks for specified CGPA:

% Marks (CGPA) =	$10 \times \text{CGPA} - 10$	if $5.00 \leq \text{CGPA} \leq 6.00$
	$5 \times \text{CGPA} + 20$	if $6.00 \leq \text{CGPA} \leq 8.00$
	$10 \times \text{CGPA} - 20$	if $8.00 \leq \text{CGPA} \leq 9.00$
	$20 \times \text{CGPA} - 110$	if $9.00 \leq \text{CGPA} \leq 9.50$
	$40 \times \text{CGPA} - 300$	if $9.50 \leq \text{CGPA} \leq 10.00$

12. Award of honours:

A student who has completed the minimum credits specified for the programme shall be declared to have passed in the programme. The final result will be in terms of letter grade only and is based on the CGPA of all courses studied and passed. The criteria for the award of honours are given below.

Range of CGPA	Final Grade	Performance Descriptor	Equivalent Range of Marks (%)
$9.50 \leq \text{CGPA} \leq 10.00$	O	Outstanding	$80 \leq \text{Marks} \leq 100$
$9.00 \leq \text{CGPA} \leq 9.49$	A+	Excellent	$70 \leq \text{Marks} < 80$
$8.00 \leq \text{CGPA} \leq 8.99$	A	Very Good	$60 \leq \text{Marks} < 70$
$7.00 \leq \text{CGPA} \leq 7.99$	B+	Good	$55 \leq \text{Marks} < 60$
$6.00 \leq \text{CGPA} \leq 6.99$	B	Average	$50 \leq \text{Marks} < 55$
$5.00 \leq \text{CGPA} \leq 5.99$	C	Satisfactory	$40 \leq \text{Marks} < 50$
CGPA Below 5.00	F	Fail	Marks Below 40

13. Gracing:

The gracing shall be done as per existing rules of the University.

14. Verification and Revaluation:

There is provision for verification and revaluation of the result. A student can apply for the verification and revaluation of the result within the two weeks from the declaration of the results with the prescribed fee. The verification and revaluation shall be done as per the existing rules of the University.

15. Format of the transcript:

The student will be given a transcript indicating his/her performance at the end of every semester examination. The transcript shall be given as per the following table along with other necessary details:

Course No.	Course Name	No. of Credits	University Examination		Internal Assessment		Grade Point Average	Result
			Grade	Grade Point	Grade	Grade Point		
1								
2								
3								
4								
5								
Total Cumulative Credits Completed			SGPA		CGPA		Equivalent Marks (%)	
<u>Note:</u> GPA is calculated by adding the UE marks out of 60 and IA marks out of 40. The total marks out of 100 are converted to Grade Point, which will be the GPA.								

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