

Bachelor of Arts (Economics) 4-yrs Honors

Programme Project Report (PPR)

Revised Choice Based Credit System (CBCS) based on NEP-2020

(w.e.f. A.Y. 2020-21)

Course Co-ordinator(s):

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Centre for Distance and Online Education (CDOE) YOGI VEMANA UNIVERSITY

Re-accredited by NAAC 'A' Grade with CGPA of 3.13/4.0 (2nd Cycle)

Vemanapuram, Kadapa-516005, Andhra Pradesh, India

Academic session beginning July-August, 2025 and onwards

Bachelor of Arts (Economics) 4-yrs Honors

(Open & Distance Learning Programme – Undergraduate Honors Programme)

1. Programme's mission and objectives:

Yogi Vemana University implemented a choice-based credit system in the academic year 2020-21. In line with the NEP-2020, the university introduced a four-year undergraduate honors program starting in 2020-21. To accommodate this new program structure, the university redesigned its curriculum framework for four-year Honors degrees with a major/core course (CC), Life Skill Courses (LSC), Skill Development Courses (SDC), Internship (Long) (IPL), Internship (Short)(IPS), and Community Service Project (CSP).

This redesign was prompted by the University Grants Commission's (UGC) release of guidelines for a new student-centric curriculum framework called the "Curriculum and Credit Framework for Undergraduate Programmes" (CCFUP). The CCFUP emphasizes a flexible choice-based credit system, a multidisciplinary approach, and multi-entry and exit options. These features empower students to pursue their desired career paths by selecting subjects or fields that align with their interests.

Yogi Vemana University's Centre for Distance and Online Education (CDOE) offers a wide range of high-quality Open Distance Learning (ODL) programs to students pursuing higher education.

Mission:

The Centre for Distance and Online Education (CDOE) is committed to excellence in higher education. We achieve this by:

- Our programmes are designed to be well-developed, convenient, and competitively priced, allowing learners to contribute to their own growth and the betterment of society.
- We provide opportunities to those who cannot attend traditional programs at affiliated colleges. Our focus is on reaching students in rural and remote areas of YSR-Kadapa and Annamayya District of Rayalaseema region.
- We view distance education as a solution for those facing challenges with access, infrastructure, or socioeconomic factors.

Objectives:

- We introduce students to the vast possibilities within higher education, igniting their academic curiosity.

- We offer a cost-effective and resource-rich educational experience through distance learning methods.
- We strive to make education accessible to all qualified and motivated individuals.
- We foster a love of learning and encourage students to continuously expand their knowledge.
- We aim to raise the overall enrollment rate in higher education.

2. Relevance of the program with HEI's Mission and Goals:

Yogi Vemana University strives to be India's leading university, renowned for excellence in teaching, research, and providing top-tier educational opportunities for a diverse student body. The University fosters intellectual growth, nurturing students to become well-rounded global citizens who are:

- Multi-skilled
- Socially responsible
- Creative
- Adaptable
- Contributing members of society
- Morally sound

We provide opportunities and support to students from all backgrounds, helping them develop their full intellectual, moral, civic, and creative potential. Through multifaceted education and engagement with local, national, and global communities, we empower students to become informed global citizens.

The University fosters excellence through active and dynamic student-teacher participation in the academic process. We instill high moral, ethical, and professional standards, equipping students with the knowledge and skills needed to achieve their professional goals, improve performance, and serve as leaders and role models within their communities.

3. Nature of prospective target group of learners:

- Students who have dropped out of their studies
- Women seeking higher education
- Unemployed youth seeking to upskill
- Working professionals looking to advance their careers
- Defense personnel
- Primary school teachers pursuing professional development

These groups share a common desire for higher education but may face social or economic barriers to attending regular programs. Our curriculum is specifically designed to address the academic needs of this diverse audience.

4. Programme Structure and Curriculum

Following the recommendations of a committee established by the Andhra Pradesh State Council for Higher Education (APSCHE), a 4-year undergraduate Honors program has been introduced starting in the academic year 2020-2021.

- i. The Curricular Framework for UG– Commerce are appended as Table 1.
- ii. **Life Skill Courses (LSC):** 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.
- iii. **Skill Development Courses (SDC):** 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).
- iv. The preferred departments for teaching LSCs and SDCs are appended.
- v. 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.
- vi. **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.
- vii. **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.
- viii. 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.

Instructional Design:

Each Course consists 5 Units with each Unit having 12 hours of class- work

Table-1: Main Features of the Courses in the Revised Curricular Framework

CBCSCoursestructure-SEMESTER – I

Subject/ Course type	Programme title	Teaching hours	Marks			Credits
			Internal	External	Total	
Language -English(LE)	English	4	30	70	100	3
Language - Telugu	Telugu	4	30	7	100	3
Core Course (CC)	Ancient Indian History and Culture	5	30	0	100	4
	Micro Economic Analysis	5	30	70	100	4
	Introduction to Political	5	30	70	100	4

	Science					
Life Skill Course (LSC)	Human Values and Professional Ethics(LSC)	2	15	35	50	2
Skill Development course(SDC)	Public Relations (SDC)	2	15	35	50	2

SEMESTER – II

Subject/ Course type	Programme title	Teaching hours	Marks			Credits
			Internal	External	Total	
Language -English(LE)	English	4	30	70	100	3
Language - Telugu	Telugu	4	30	70	100	3
Core Course (CC)	Medieval Indian History & Culture (1206 AD To1757AD)	5	30	70	100	4
	Macro Economic Analysis	5	30	70	100	4
	Basic Organs of the Government	5	30	70	100	4
Life Skill Course (LSC)	Information and Communication Technology (LSC)	2	15	35	50	2
Skill Development course(SDC)	Journalistic Reporting (SDC)	2	15	35	50	2
	Survey and Reporting(SDC)	2	15	35	50	2

SEMESTER - III

Subject/ Course type	Programme title	Teaching hours	Marks			Credits
			Internal	External	Total	
Language -English(LE)	English	4	30	70	100	3
Language - Telugu	Telugu	4	30	70	100	3
Core Course (CC)	Modern Indian History & Culture (1757-1947A.D)	5	30	70	100	4
	Development Economics	5	30	70	100	4
	Indian Government and Politics	5	30	70	100	4
Life Skill Course (LSC)	Environmental Education (LSC)	2	15	35	50	2
	Health and Hygiene (LSC)	2	15	35	50	2
Skill Development course(SDC)	Financial Markets (SDC)	2	15	35	50	2

SEMESTER - IV

Subject/ Course type	Programme title	Teaching hours	Marks			Credits
			Internal	External	Total	
Core Course (CC)	History & Culture of Andhra (from 1512 To 1956 AD)	5	30	70	100	4
	Economic Development in India and Andhra Pradesh	5	30	70	100	4
	Indian Political Process	5	30	70	100	4
	History of Modern World (from 15th Cent. AD To 1945 AD)	5	30	70	100	4
	Statistical Methods for Economics	5	30	70	100	4
	Western Political Thought	5	30	70	100	4

SEMESTER - V

Subject/ Course type	Programme title	Teaching hours	Marks			Credits
			Internal	External	Total	
Core Course (CC)	Tourism and Hospitality Services	5	30	70	100	4
	Insurance Services	5	30	70	100	4
	Electoral Politics and Voting Behaviour	5	30	70	100	4
	Tourism Guidance and Operating Skills	5	30	70	100	4
	Banking and Financial Services	5	30	70	100	4
	Legislative Procedures and Practices	5	30	70	100	4

SEMESTER - VI

Subject/ Course type	Programme title	Teaching hours	Marks			Credits
			Internal	External	Total	
Internship (Long) (IPL)	Long term Internship	15 Weeks				12
Internship (Short)(IPS)	Short term Internship	180 Hours				4
Community Service Project(CSP)	Community Service Project	180 Hours				4

SEMESTER - VII

Subject/ Course type	Programme title	Teaching hours	Marks			Credits
			Internal	External	Total	
Core Course (CC)	Agricultural Economics	5	30	70	100	4
	Research Methodology for Economics	5	30	70	100	4
	Environmental Economics	5	30	70	100	4
	Gender and Social Economics	5	30	70	100	4
	Financial Management	5	30	70	100	4
	Logistic and Supply Chain Management	5	30	70	100	4

SEMESTER - VIII

Subject/ Course type	Programme title	Teaching hours	Marks			Credits
			Internal	External	Total	
Core Course (CC)	Public Economics	5	30	70	100	4
	International Economics	5	30	70	100	4
	Contemporary Developmental Issues in Indian Economy	5	30	70	100	4
	Management of Cooperatives	5	30	70	100	4
	Corporate Social Responsibility	5	30	70	100	4
	Energy Literacy	5	30	70	100	4

Table 2: Semester-wise distribution of courses

Subject/ Course type	SEMESTER(S)							
	I	II	III	IV	V	VI	VII	VIII
LE	LE	LE	LE					
LT	LT	LT	LT					
CC1	(3) CC1	(3) CC1	(3) CC1	(6) CC1	(6) CC1			
CC2							(5) CC2	(5) CC2
LSC	LSC	LSC	(2)LSC					
SDC	SDC	(2) SDC	SDC					
IPL						IPL		
IPS						IPS		
CSP						CSP		

LE- Language English; **LT-** Language Telugu; **CC1-** Core Course (up to V Semester); **CC2-** Core Course (VII & VIII Semesters); **LSC-**Life Skill Course; **SDC-**Skill Development course; **IPL-** Internship (Long); **IPS-** Internship (Short), and **CSP-**Community Service Project

Note: Number in () represents number of courses.

For syllabus and information extracted from Andhra Pradesh State Council for Higher Education (APSCHE) website: https://apsche.ap.gov.in/cbcs_sylb.php

Also from the College Development Council of Yogi Vemana University, Kadapa website: https://cdc.yvu.edu.in/cdcnew/wp-content/uploads/2023/02/CBCS_Framework_BCom_Computer-Applications.pdf

Table .3: Credit Requirements

Subject/ Course type	Abbreviation	No.of courses	Credit Point	Total Credit	Credit Distribution
Language -English	LE	3	3	9	---
Language -Sanskrit	LS	3	3	9	---
Core Course	CC	33	4	132	---
Life Skill Course	LSC	4	2	8	---
Skill Development course	SDC	4	2	8	---
Internship (Long)	IPL	1	12	12	---
Internship (Short)	IPS	1	4	4	---
Community Service Project	CSP	1	4	4	---
GRAND TOTAL				186	

- ix. 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.
- x. 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.
- xi. 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.
- xii. 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.
- xiii. 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.
- xiv. 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.
- xv. Similarly, online programmes such as Webinars, with greater participation of students, may be encouraged in colleges.
- xvi. 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.
- xvii. To ensure inculcating social responsibility and compassionate commitment among the students, the summer vacation in the intervening 1st and 2nd years of study shall be for Community Service. Detailed guidelines on the Community Service will be circulated shortly.
- xviii. 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 2nd and 3rd years.
- xix. During the entire 6th 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.
- xx. APSCHE shall issue guidelines for the implementation and assessment of the Apprenticeship / Internship / On the job Training.

Table.4: LIST OF LIFE SKILL COURSES

Semester	No. of Courses	Choices	Preferred Teaching Dept.
I	01	Computer Applications	Computers
		Human Values and Professional Ethics	English/Telugu/Any Dept
		Entrepreneurship	Commerce
II	01	Information and Communication Technology	Computers
		Indian Culture and Science	History/Telugu
		Elementary Statistics	Statistics/Maths/Economics/Commerce
III	02	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.

Table.5: Preferred Teaching Departments are given in the parenthesis.

Sem	No. of Courses	Stream – A (Arts)
I	01	Tourism Guidance (History) Public Relations (Pol Sci /English)
II	02	Journalistic Reporting (English)
		Survey & Reporting (Economics/History)
		Social Work Methods (Pol Sci)
		Performing Arts (Telugu)
III	01	Financial Markets (Economics)
		Disaster
		Management (English /Telugu)

Framework and Guidelines for Preparing Syllabus for V Semester Skill Enhancement Courses (SECs)

A. FRAMEWORK

I. Framework for B.Com:

- i. There will be Six SECs for B.Com. Programme in Semester V as in case of BA/BSc.
- ii. Since B.Com. students pursue only one major domain subject, i.e., Commerce, all six SECs will belong to Commerce.
- iii. However, the Six SECs are offered as 3 pairs preferably in 3 areas to avoid studying six altogether different skills. In each pair, the two SECs will be linked or related, as far as possible (*for example, (SEC-1) Advertising and (SEC-2) Sales Promotion*).
- iv. To give choice under CBCS to students, a total of 9 SEC sets (18 Courses) will be offered in each college. Therefore, a total of 18 SECs are to be prepared for B.Com. That means skills in a total of 9 areas of Commerce will be offered. Student can choose three pairs.

II. Hours, Credits and Marks for B.A :

The details of hours, credits and marks for BA and BSc are as shown below.

Table: For B.Com. Programme:

Sem	Domain Sub	Course	Hours/wk	Credits	Max Marks	Remarks
V	Commerce Area-1	Course – 16	5	4	100	
		Course – 17	5	4	100	
	Commerce Area-2	Course – 18	5	4	100	
		Course – 19	5	4	100	
	Commerce Area-3	Course – 20	5	4	100	
		Course – 21	5	4	100	

III. The Format:

The overall format for the curriculum of SECs will be more or less the same as Core Courses 1) to 5), and as shown below.

- 1) **Title** of the Course along with other details, total hours, maximum marks etc.
- 2) **Outcomes:** Not more than five. Shall focus on skills outcomes along with knowledge outcomes. There is no need for writing 'Objectives' of the SEC.
(Outcomes are different from objectives and are usually written as possible future attainments. For example, outcomes in Economics can be written like this.

At the end of the course the student will be able to;

1. *Analyse the annual budget of the country/state.*
2. *Prepare a real time budget document*

- i. **Syllabus Content:** Will consist of Five units. Unlike the Core Courses, SEC syllabus content will be more oriented towards learning of field related skills rather than mere knowledge content by students. The skills to be learnt by students shall match with 'Outcomes' mentioned.
- ii. **Hours:** Total classroom/lab/field hours for each course: 90 in Science (incl. Maths) and 75 in Arts/Commerce.
 - a. Science subjects: The total 90 hours include 80 hours of theory and practical classes in classroom and lab, 10 hours for imparting field related skills in the lab/field and 05 hours for training in the field by the teacher. The remaining 05 hrs are for other activities including unit tests.
 - b. Arts and Commerce subjects: 65 hours for teaching and other activities including tests etc. and 10 hours for training in the actual field related skills in the classroom/field by the teacher.
- iii. **Maximum Marks:** Maximum marks for a SEC in arts/commerce are 100 (incl IE). For a SEC in science: 150 (theory, incl IE: 100 and Practical: 50) as in core courses.
- iv. **References:** list of textbooks/practical/field manuals/reference books and web sources.
- v. **Co-curricular activities:** Mandatory and Suggested.
 - a) **Mandatory:**
 - i. As suggested above teacher shall impart actual field related skills to students for 15 hours in Science and 10 hours in Arts/Commerce subjects in the classroom/lab/field. A list of suggested skills (based on the syllabus of the course) to be taught to students in the classroom/lab/field may be recommended under this title. The skills suggested may be related to the outside field/agency/lab/industry concerned.

- ii. Field work will be mandatory for students of both science and arts/commerce domains for learning/practicing skills (this is in addition to the laboratory work and record in case of science subjects). The curriculum document may suggest some areas of field work related to the SEC.
 - iii. Each student has to submit a simple, hand-written Fieldwork Report on white paper not exceeding 10 pages as an evidence of his/her work in the field. A maximum of 5 marks may be allotted for this report from the Internal Assessment quota.
 - iv. A format for the Fieldwork Report may be suggested for the SEC.
- b) **Suggested Co-curricular activities:** a few co-curricular activities like assignments, seminars, invited lectures, group discussion, quiz, compilation of information including model documents, photographs of tools/equipment, visits, preparation of videos etc. may be suggested under this title.

3) GUIDELINES

- i. SECs are different from Core Courses as well as SDCs. SDCs are introductory courses for general skills whereas SECs belong to the Domain Subject Concerned. The scope of SDC is small (2 hrs and 2 credits) while the scope of SEC is larger (5hrs and 4 credits for arts/commerce and 6hrs and 5 credits for science).
- ii. Curricula for SECs are to be prepared keeping in mind the students of urban, rural and remote areas including slow learners. The intention is to inculcate skills related to the domain subjects that are practiced in markets, industry, agencies around the college. The college shall be able to inculcate the skill with its available resources.
- iii. Since the main objective of SECs is to inculcate the skills related to the areas of domain subject concerned, the curriculum has to cover aspects such as knowledge, protocols of skills and practicing of skills in classroom/lab/field.
- iv. It is desirable that the skills part in the syllabus may be not less than 30%.
- v. The skills to be included in SECs, whether simple or advanced, shall be currently in practice in the field and available in all areas of the State. No use of including outdated skills.
- vi. As there will not be any separate practical examination for SECs in Arts and Commerce, the
 - a. student shall answer the skills part also theoretically. Hence, terms with high technicality and complicated procedures shall be avoided.
- vii. The existing domain subject lecturers shall be able to teach all the skills of the SECs concerned.
- viii. It is desirable that the format for field work report is very simple and short so that students of remote areas will also be able to prepare and submit.
- ix. The fact that our arts and commerce classrooms will have large student strengths shall be kept in mind while choosing the skills for syllabus.

- x. It is essential that the syllabus document is prepared in Word file with 12 Times New Roman font and in 'No Space' style. Tables copied and pasted from other files like pdf, MS power point & Excel etc. will seriously hamper correcting and editing. It is important that use of disabled tables in the syllabus document is avoided. Bolding, italicizing and colouring of sentences may be rare and for the purpose only.

6. Procedure for admissions, curriculum transaction and evaluation:

a. Procedure for Admission

For the B. Com (Commerce) Honour course, any candidate who has qualified Higher Secondary Level Examination from a recognized Board can apply. Applications for admission to the programme will be invited through advertisement in the print and social media. The applications will be scrutinized and applicants will be selected for admission on the basis of merit. Merit list will be prepared on the basis of percentage of marks in the higher secondary. The admissions are held completely in the online mode. After the process of admission is over, the candidate has to submit their completed application with the documental evidence to any of the institute designated study centers for verification. After the due verification the candidate is admitted to the course.

b. Curriculum Transaction

For delivering the guidance to the students to complete the said program the students are provided with Self Learning Material (SLM) for each paper. For the B Com (Commerce) course there is one course coordinator, one subject coordinator and one center coordinator. Contact and Counseling is done every session for 20 days in total, in which the students are given information on the course. WhatsApp groups are created for students of each session for proper delivery of the curriculum. If the students have any query regarding the curriculum they are also instructed over telephonic conversation. They can also contact the subject coordinator for assistance on curriculum completion.

c. Semester End Evaluation and Internal Assessment:

For BCom Honors (Commerce) course there are Eight semesters. Each semester is accompanied with one assignment and for 100 marks, out of which 30% marks are added to the final tally. There is an end semester exam after each semester for 70 marks. The qualifying marks for assignment are 40% and the end semester examination is 35 %. The aggregate pass percentage is 40%. Only after qualifying the assignment, the students are eligible for appearing

in their end semester exam. A candidate gets a total of 4 years to finish the course. The final examination will be conducted for which question papers will be set by experts and scripts will also be evaluated experts.

70 marks for Semester End Examination and 30 marks for Internal Assessment. Proportionate changes could be made if there is a change in the marks assigned for Semester End and Internal Assessments. The examination will have a maximum duration of 2 hours.

Multiple Entry and Multiple Exit Options (ME&NE):

The Multiple Entry and Multiple Exit Options (ME&ME) program aims to achieve the following objectives:

- **Reduce dropout rates and improve Gross Enrollment Ratio (GER):** By offering flexibility, ME&EO encourages students to continue their education.
- **Provide flexible learning paths:** Students can choose to complete their degree in four years straight or take breaks, work, and return later.
- **Offer diverse program structures:** Students can pursue certificates, diplomas, degrees, or even honors degrees depending on their goals.
- **Enable upward mobility:** Learners can begin with a certificate and gradually progress to a higher qualification like an honors degree.
- **Facilitate credit accumulation and ABC transfer:** Earned credits can be accumulated and transferred of Academic Bank of Credit between institutions, preventing wasted effort.
- **Minimize academic loss:** Students who need to leave the programme mid-way won't lose any academic year. They can re-enter seamlessly at a later point.

Operative Details of ME-ME

Academic Year	Education Qualifications	
	Entry	Exit
I Year	Intermediate/12th class of CBSE/ or any other equivalent certificate approved by the Board of Intermediate Education	A Certificate will be awarded when a student exits at the end of the 1 st year. Certificate in Arts & Humanities is to be awarded if students exit after successful completion of 1 year of study in B.A.

II Year	The entry requirement for 2nd year of 4-year Degree (Level – 5 of NCrf of UGC) is a Certificate obtained after completing the first two semesters of the undergraduate programme.	A Diploma will be awarded when a student exits at the end of the 2nd year (Level 5 of NCrf). Diploma in Arts & Humanities is to be awarded if students exit after successful completion of 2 nd year of study in B.A.
III Year	The entry requirement for 3rd year of 4-year Degree (Level – 5.5 of NCrf of UGC) is a Diploma obtained after completing two years (4 semesters) of the undergraduate programme.	Bachelor's Degree in Arts & Humanities is to be awarded if students exit after successful completion of 3rd year of study. The Degree awarded shall include the Major and Minor/s in parenthesis. For Ex., B.A (History with Political Science or Economics as a Minor)
IV Year	The entry requirement for 4th year of 4-year Degree (Level – 6 of NCrf of UGC) is a degree obtained after completing three years (6 semesters) of the undergraduate programme.	A Degree with Honors will be awarded when a student exits at the end of the 4 th year (Level – 6 of NCrf). Bachelor's Degree with Honors in Arts & Humanities with Honors is to be awarded if students exit after successful completion of 4th year of study.

7. Requirement of the laboratory support and Library Resources:

Since the proposed discipline belongs to Social Sciences, laboratory work is not required.

Library Resources:

a. Library Resources & Access to the Library:

Dr.A.P.J.Abdul Khalam Central Library, Yogi Vemana University	
Category	No. of Titles
Books	1014
Journals	7
Canonical Literature	4
Encyclopedias	6
Ph.D. Theses	144
E-Journals (in UGC-Infonet, renamed as E-Shodh Sindhu)	1263
DVDs – Educational Videos	22

b. Infrastructure Facilities available in the Institute:

The Institute has well-equipped laboratories; smart classrooms for conducting Contact Classes; seminar halls for seminars/workshops/face-to-face discussions; guest house; canteen; gymnasium; auditorium for large gatherings etc.

8. Cost estimate of the programme and the provisions:

The Centre for Distance and Online Education (CDOE) receives an annual budget for the current fiscal year to cover expenses for all its programs. The following outlines the estimated cost to run the BA History programme for a single batch of Open Distance Learning (ODL) students over a four-year period.

S.N	Item	Amount (Rs.)
1.	Salary to Faculty	13,20,000
2.	Salary to Non-Teaching Staff	6,79,974
3.	Study Material (Printing & Consultancy)	4,00,000
4.	Laboratory facilities	0
5.	Internal Assessment (Evaluation)	1,00,000
6.	Examination & Evaluation	4,50,000
7.	Books & Periodicals	30,000
8.	Postage	60,000
Total		30,39,974

9. Quality assurance mechanism and expected programme outcomes:

a. Quality assurance mechanism:

- i. The Centre for Distance and Online Education (CDOE) uploads all policy decisions to the Yogi Vemana University (YVU) website.
- ii. This ensures interested learners can access detailed program information before enrolling. Additionally, counseling is available during the admission process.
- iii. Once enrolled, students receive comprehensive self-learning materials from CDOE.
- iv. CDOE utilizes multiple communication channels to keep learners informed. This includes email, postal mail, and, in recent times, social media platforms like Facebook and WhatsApp.

b. Expected programme outcomes:

The Bachelor of Arts (Economics) 4-yr Honor programme is designed to equip students with the knowledge and skills necessary for a successful career. Through their studies, students will develop the ability to:

- i. This includes analyzing both past and present events with a discerning eye.
- ii. Students will gain a comprehensive understanding of how societies have emerged and evolved, allowing them to analyze and apply these insights to contemporary situations.
- iii. By learning from past experiences, students will be able to critically consider the trajectory of societal progress.


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