

# GOVERNMENT DEGREE COLLEGE KARVETINAGARAM



## Criteria-1

### 1.3.1 (Additional information)

*Institution integrates cross-cutting issues relevant to Professional Ethics, Gender, Human Values, Environment and Sustainability, into the Curriculum*

**2017-2018 to 2021-2022**

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/ Week	Total 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 Technology (ICT) – 1	II	2	30	2	50
4	Communication and Soft Skills (CSS)-1	II	2	30	2	50
5	Information and Communication 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 Prakasan 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.

  
PRINCIPAL  
Govt. Degree College  
KARVETINAGAR - 517582  
Chittoor Dt. A.P.

CS Scanned with CamScanner

List of courses which address the Professional Ethics, Gender, Human Values, Environment and Sustainability into the Curriculum.

HUMAN VALUES PROFESSIONAL ETHICS

ENVIRONMENTAL EDUCATION

ENVIRONMENTAL AUDIT

PERSONALITY ENHANCEMENT AND LEADERSHIP

  
PRINCIPAL  
Govt. Degree College  
KARVETINAGAR - 517582  
Chittoor Dt. A.P.





## **ANDHRA PRADESH STATE COUNCIL OF HIGHER EDUCATION**

(A Statutory body of the Government of Andhra Pradesh)

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Atmakur (V), Mangalagiri(M), Guntur-522 503, Andhra Pradesh  
**Web:** [www.apsche.org](http://www.apsche.org) **Email:** [acapsche@gmail.com](mailto:acapsche@gmail.com)

### **SYLLABUS OF HUMAN VALUES PROFESSIONAL ETHICS AS PART OF LIFE SKILLS COURSES**

**UNDER CBCS FRAMEWORK WITH EFFECT FROM 2020-21**

**PROGRAMME: FOUR-YEAR UG HONOURS PROGRAMME**

# HUMAN VALUES AND PROFESSIONAL ETHICS (HVPE)

## (SYLLABUS)

### Learning Outcome:

On completion of this course, the UG students will be able to

- ✓ Understand the significance of value inputs in a classroom and start applying them in their life and profession
- ✓ Distinguish between values and skills, happiness and accumulation of physical facilities, the Self and the Body, Intention and Competence of an individual, etc.
- ✓ Understand the value of harmonious relationship based on trust and respect in their life and profession
- ✓ Understand the role of a human being in ensuring harmony in society and nature.
- ✓ Distinguish between ethical and unethical practices, and start working out the strategy to actualize a harmonious environment wherever they work.

### UNIT: 1 Introduction – Definition, Importance, Process & Classifications of Value Education

- ❖ Understanding the need, basic guidelines, content and process for Value Education
- ❖ Understanding the thought provoking issues; need for Values in our daily life
- ❖ Choices making – Choosing, Cherishing & Acting
- ❖ Classification of Value Education: understanding Personal Values, Social Values, Moral Values & Spiritual Values.

### UNIT: 2 Harmony in the Family – Understanding Values in Human Relationships

- ✓ Understanding harmony in the Family- the basic unit of human interaction
- ✓ Understanding the set of proposals to verify the Harmony in the Family;
- ✓ Trust (*Vishwas*) and Respect (*Samman*) as the foundational values of relationship
- ✓ Present Scenario: Differentiation (Disrespect) in relationships on the basis of body, physical facilities, or beliefs.
- ✓ Understanding the Problems faced due to differentiation in Relationships
- ✓ Understanding the harmony in the society (society being an extension of family): *Samadhan*, *Samridhi*, *Abhay*, *Sah-astitva* as comprehensive Human Goals
- ✓ Visualizing a universal harmonious order in society- Undivided Society (*AkhandSamaj*), Universal Order (*SarvabhaumVyavastha* )- from family to world family.

### UNIT: 3 Professional Ethics in Education

- ✓ Understanding about Professional Integrity, Respect & Equality, Privacy, Building Trusting Relationships.
- ✓ Understanding the concepts; Positive co-operation, Respecting the competence of other professions.
- ✓ Understanding about Taking initiative and Promoting the culture of openness.
- ✓ Depicting Loyalty towards Goals and objectives.

**Text Books:**

R R Gaur, R Sangal, G P Bagaria, 2009, A Foundation Course in Human Values and Professional Ethics.

Bhatia, R. & Bhatia, A (2015) Role of Ethical Values in Indian Higher Education.

**References:**

- Ivan Illich, 1974, Energy & Equity, The Trinity Press, Worcester, and Harper Collins, U
- E.F. Schumacher, 1973, Small is Beautiful: a study of economics as if people mattered, Blond & Briggs, Britain.
- Sussan George, 1976, How the Other Half Dies, Penguin Press. Reprinted 1986, 1991
- Donella H. Meadows, Dennis L. Meadows, Jorgen Randers, William W. Behrens III, 1972, Limits to Growth – Club of Rome’s report, Universe Books.
- A Nagraj, 1998, Jeevan Vidya EkParichay, Divya Path Sansthan, Amarkantak.
- P L Dhar, RR Gaur, 1990, Science and Humanism, Commonwealth Publishers.
- A N Tripathy, 2003, Human Values, New Age International Publishers.

**Mode of Evaluation:**

Assignment/ Seminar/Continuous Assessment Test/Semester End Exam.

**Co curricular Activities:**

1. Visit to an Old Age Home and spending with the inmates for a day.
2. Conduct of Group Discussions on the topics related to the syllabus.
3. Participation in community service activities.
4. Working with a NGO like Rotary Club or Lions International, etc.

**Subject Committee Members**

*Dr.A.S.Dayakar,*  
Head, Dept. of Political Science,  
Andhra Loyola College,  
Vijayawada

*Sri.R.John,*  
Dept. of Service Learning,  
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## **ANDHRA PRADESH STATE COUNCIL OF HIGHER EDUCATION**

(A Statutory body of the Government of Andhra Pradesh)

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### **SYLLABUS OF**

## **ENVIRONMENTAL EDUCATION**

**AS PART OF LIFE SKILLS COURSES**

**UNDER CBCS FRAMEWORK WITH EFFECT FROM 2020-21**

**PROGRAMME: FOUR-YEAR UG HONOURS PROGRAMME**

**AP State Council of Higher Education**

**Revised Syllabus under CBCS Pattern**

(w.e.f. 2020-'21 Academic Year)

**A Mandatory Course for BA/BCom/BSc etc.**

**ENVIRONMENTAL EDUCATION**

(Total hours of Teaching – 30 Hrs. @ 02 Hrs. per Week)

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**Course objective:** A Generic Course intended to create awareness that the life of human beings is an integral part of environment and to inculcate the skills required to protect environment from all sides.

**Learning outcomes:** On completion of this course the students will be able to .....

1. Understand the nature, components of an ecosystem and that humans are an integral part of nature.
2. Realize the importance of environment, the goods and services of a healthy biodiversity, dependence of humans on environment.
3. Evaluate the ways and ill effects of destruction of environment, population explosion on ecosystems and global problems consequent to anthropogenic activities.
4. Discuss the laws/ acts made by government to prevent pollution, to protect biodiversity and environment as a whole.
5. Acquaint with international agreements and national movements, and realize citizen's role in protecting environment and nature.

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**Unit 1: Environment and Natural Resources**

**06 Hrs.**

1. Multidisciplinary nature of environmental education; scope and importance.
2. Man as an integral product and part of the Nature.
3. A brief account of land, forest and water resources in India and their importance.

4. Biodiversity : Definition; importance of Biodiversity - ecological,consumptive, productive, social, ethical and moral, aesthetic, and option value.
5. Levels of Biodiversity: genetic, species and ecosystem diversity.

**Unit-2: Environmental degradation and impacts**

**10Hrs**

1. Human population growth and its impacts on environment; land use change, land degradation, soil erosion and desertification.
2. Use and over-exploitation of surface and ground water, construction of dams, floods, conflicts over water (within India).
3. Deforestation: Causes and effects due to expansion of agriculture, firewood, mining, forest fires and building of new habitats.
4. Non-renewable energy resources, their utilization and influences.
5. A brief account of air, water, soil and noise pollutions; Biological, industrial and solid wastes in urban areas. Human health and economic risks.
6. Green house effect - global warming; ocean acidification, ozone layer depletion, acid rains and impacts on human communities and agriculture.
7. Threats to biodiversity: Natural calamities, habitat destruction and fragmentation, over exploitation, hunting and poaching, introduction of exotic species, pollution, predator and pest control.

**Unit 3: Conservation of Environment**

**10 Hrs**

1. Concept of sustainability and sustainable development with judicious use of land, water and forest resources; afforestation.
2. Control measures for various types of pollution; use of renewable and alternate sources of energy.
3. Solid waste management: Control measures of urban and industrial waste.
4. Conservation of biodiversity: In-situ and ex-situ conservation of biodiversity.
5. Environment Laws: Environment Protection Act; Act; Wildlife Protection Act; Forest Conservation Act.
6. International agreements: Montreal and Kyoto protocols; Environmental movements: Bishnois of Rajasthan, Chipko, Silent valley.

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**Suggested activities to learner: (4 hours)**

1. Visit to an area to document environmental assets: river/ forest/ flora/fauna, etc
2. Visit to a local polluted site-Urban/Rural/Industrial/Agricultural site.
3. Study of common plants, insects, birds and basic principles of identification.
4. Study of simple ecosystems-forest, tank, pond, lake,mangroves etc.
5. Case study of a Forest ecosystem or a pond ecosystem.

**Suggested text book :**

- ErachBarucha (2004) *Text book of Environmental Studies for Undergraduate courses* (Prepared for University Grants Commission) Universities Press.
- PurnimaSmarath (2018) *Environmental studies* Kalyani Publishers, Ludhiana

**Reference books :**

- Odum, E.P., Odum, H.T. & Andrews, J. (1971) *Fundamentals of Ecology*. Philadelphia: Saunders.
- Pepper, I.L., Gerba, C.P. & Brusseau, M.L. (2011). *Environmental and Pollution Science*. Academic Press.
- Raven, P.H., Hassenzahl, D.M. & Berg, L.R. (2012) *Environment. 8th edition*. John Wiley & Sons.
- Singh, J.S., Singh, S.P. and Gupta, S.R. (2014) *Ecology, Environmental Science and Conservation*. S. Chand Publishing, New Delhi.
- Sengupta, R. (2003) *Ecology and economics: An approach to sustainable development*. OUP.
- Wilson, E. O. (2006) *The Creation: An appeal to save life on earth*. New York: Norton.
- Groom, Martha J., Gary K. Meffe, and Carl Ronald Carroll (2006) *Principles of Conservation Biology*. Sunderland: Sinauer Associates,

**Model question paper for theory examination at the end of IV Semester  
Life Skill Course / ENVIRONMENTAL SCIENCE**

**Max. Time : 2 Hrs.**

**Max. Marks: 50**

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Max. Marks: 50 Time: 1 1/2 hrs (90 Minutes)

**Section -A**

(Total: 4x5=20 Marks)

(Answer any **four questions**. Each answer carries **5 marks**)

(Total 8 questions. At least 1 question should be given from each Unit)

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.

**Section- B**

(Total: 3x10 = 30 Marks)

(Answer any **three questions**. Each answer carries **10 marks**)

(Total five questions. At least 1 question should be given from each Unit)

- 1.
- 2.
- 3.
- 4.
- 5.

**Note:** Questions may be set in such a way to test the outcomes instead of recalling of information.

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## **ANDHRA PRADESH STATE COUNCIL OF HIGHER EDUCATION**

(A Statutory body of the Government of Andhra Pradesh)

3<sup>rd</sup>, 4<sup>th</sup> and 5<sup>th</sup> floors, Neeladri Towers, Sri Ram Nagar, 6<sup>th</sup> Battalion Road,  
Atmakur (V), Mangalagiri(M), Guntur-522 503, Andhra Pradesh

**Web:** [www.apsche.org](http://www.apsche.org) **Email:** [acapsche@gmail.com](mailto:acapsche@gmail.com)

### **SYLLABUS OF**

## **ENVIRONMENTAL AUDIT**

**AS PART OF SKILL DEVELOPMENT COURSES  
UNDER CBCS FRAMEWORK WITH EFFECT FROM 2020-21**

**PROGRAMME: FOUR-YEAR UG HONOURS PROGRAMME**

A.P. STATE COUNCIL OF HIGHER EDUCATION  
B A, B Com & B Sc Programmes

Revised CBCS w.e.f. 2020-21  
**SKILL DEVELOPMENT COURSES**

**SCIENCE STREAM**

Syllabus of  
**ENVIRONMENTAL AUDIT**  
Total 30 hrs (02h/wk), 02 Credits & Max 50 Marks

**Learning Outcomes:**

By successful completion of the course, students will be able to;

1. *Understand the basic concepts Environmental health*
2. *Learn and identify the industrial pollution*
3. *Explain the highlights in the regulatory aspects of Environmental law and policy*
4. *Understand the various phases of Environmental Audit*

**UNIT – I**

**Industrial Pollution and its effects**

06h

Climate – Weather and Air Pollution – Classification of water and water bodies – Water Quality Parameters – Water Pollution – Sources – Classification, nature and Toxicology of water pollutants. - Soil parameters –Soil pollution and impacts – Soil conservation

**UNIT - II**

**Environmental Law & Policy:**

09h

Highlights of the Acts, Institutional arrangements for: (1) The Water (Prevention & Control of Pollution) Act, 1974 amended in 1988; (2) The Air (Prevention and Control of Pollution) Act, 1981 amended in 1987; (3) The Water (Prevention and Control of Pollution) Cess Act, 1977 amended in 1991; (4) The Environment (Protection) Act, 1986; (5) The Public Liability Insurance Act, 1991; – Indian Policy Statement for abatement of Pollution, 1992.

**UNIT - III**

**Environmental Audit - Scope & Requisites:**

10h

Environmental Audit: Definition; Objectives; Scope, Coverage - GOI Notification on Environmental Audit - Benefits to Industry. Reporting Environmental Audit Findings - Importance of Environmental Audit Report to industry, public and the governments.

**Co-curricular Activities Suggested:**

05h

1. Visit to understand Institutional arrangements and functioning of Pollution Control Boards.
2. Visiting different Ecosystems
3. **Soil analysis:** Determination of soil type and texture, pH, Soil Moisture, Nitrogen, Potassium and Phosphorous.
4. **Water analysis:** Determination of pH, Dissolved solids and suspended solids, Dissolved Oxygen, COD, BOD.
5. Assignments, Group discussion, Quiz etc.

**Reference books and websites:**

1. Environmental Education in India by K.R. Gupta
2. Environmental Legislation in India by K.R. Gupta
3. <https://parivesh.nic.in/>
4. <https://www.cpcb.nic.in/>
5. <https://www.free-ebooks.net/environmental-studies-academic>

**Recommended MODEL QUESTION PAPER FORMAT**

Max. Marks: 50

Time: 1½ hrs (90 Minutes)

SECTION- A

(4x5M=20 Marks)

*Answer any four questions. Each answer carries 5 marks  
(At least 1 question should be given from each Unit)*

1.	
2.	
3.	
4.	
5.	
6.	
7.	
8.	

SECTION B

(3x10M = 30 Marks)

*Answer any three questions. Each answer carries 10 marks  
(At least 1 question should be given from each Unit)*

1.	
2.	
3.	
4.	
5.	

## MODEL QUESTION PAPER

Max. Marks: 50

Time: 1½ hrs (90 Minutes)

### SECTION- A

(4x5M=20 Marks)

*Answer any four questions. Each answer carries 5 marks  
(At least 1 question should be given from each Unit)*

1. Write any three global environmental problems?
2. Write a short note on soil pollution and its impact?
3. What is BOD and explain its significance in determining the quality of water?
4. What are the objectives of the environmental Acts and the Institutional arrangements
5. Write a brief note on the environmental laws that governs the water pollution
6. Write a brief note on the functioning of central and state pollution control boards?
7. What are the objectives of environmental audit
8. What is GoI notification on environmental audit?

### SECTION B

(3x10M = 30 Marks)

*Answer any three questions. Each answer carries 10 marks  
(At least 1 question should be given from each Unit)*

1. What is water pollution and explain in detail about the water pollutants?
2. What is air pollution and explain in detail about the air pollutants?
3. Write an essay on the Water (Prevention & Control of Pollution) Act, 1974 amended in 1988
4. Write an essay on the Air (Prevention and Control of Pollution) Act, 1981 amended in 1987
5. What is environmental audit and explain the various stages involved in it and the benefits of environmental audit to the industry?

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**SYLLABUS OF**

**PERSONALITY ENHANCEMENT AND LEADERSHIP**

**AS PART OF**

**LIFE SKILL COURSES**

**UNDER CBCS FRAMEWORK WITH EFFECT FROM 2020-2021**

**PROGRAMME: FOUR-YEAR UG HONOURS PROGRAMME**

**A.P. STATE COUNCIL OF HIGHER EDUCATION**  
**B.A., B. Com & B. Sc Programmes**

**Revised CBCS w.e.f 2020-21**

**LIFE SKILL COURSE**

**Personality Enhancement & Leadership**

Total 30 hrs (02 h/wk, 02 Cr & Max 50 Marks)

**Learning Outcomes:**

By successful completion of the course, students will be able to:

1. Develop comprehensive understanding of personality
2. Know how to assess and enhance one's own personality
3. Comprehend leadership qualities and their importance
4. Understand how to develop leadership qualities

**Syllabus:**

**Unit – I:(7 hrs)**

Meaning of Personality – Explanations of Human Personality – Psychodynamic Explanations – Social Cognitive Explanation – Big Five traits of Personality

**Unit – II: (8 hrs)**

Assessment of Personality - Projective& Self Report Techniques - Building Self-Confidence – Enhancing Personality Skills

**Unit – III:(10 hrs)**

Leadership Characteristics – Types of Leaders – Importance of Leadership – Leadership Skills – Building and Leading Efficient Teams – Leadership Qualities of Abraham Lincoln, Mahatma Gandhi, Prakasam Pantulu, Dr. B. R. Ambedkar & J.R.D.Tata

**Co-curricular Activities Suggested: (05 hrs)**

1. Assignments, Group discussions, Quiz etc
2. Invited Lecture by a local expert
3. Case Studies (ex., on students behavior, local leaders etc.)

**Reference Books:**

- Girish Batra, Experiments in Leadership, Chennai: Notion Press, 2018
- Mitesh Khatri, Awaken the Leader in You, Mumbai: Jaico Publishing House, 2013
- Carnegie Dale, Become an Effective Leader, New Delhi: Amaryllis, 2012
- Hall, C.S., Lindzey. G. & Campbell, J.B Theories of Personality. John Wiley & Sons, 1998

**MODEL QUESTION PAPER & PATTERN**

**Max Marks: 50**

**Time: 1 ½ hr (90 Min)**

**SECTION A** (Total: 4x5=20 Marks)

(Answer any **four** questions. Each rewsna carries **5** marks  
(At least **1** question should be given from each Unit)

1.	
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**SECTION B**

(Total: 3x10 = 30 Marks)

(Answer any **three** questions. Each rewsna carries **10** marks  
(At least **1** question should be given from each Unit)

1.	
2.	
3.	
4.	
5.	
6.	

@@@@@

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