

A.P. STATE COUNCIL OF HIGHER EDUCATION

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

I. Preamble:

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

LIST OF LIFE SKILL COURSES

Semester	No. of Courses	Choices	Preferred Teaching Dept.
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. Preferred Teaching Departments are given in the parenthesis.

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



ANDHRA PRADESH STATE COUNCIL OF HIGHER EDUCATION

(A Statutory Body of the Government of A.P)

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**PROF.B.SUDHEER PREM KUMAR
SECRETARY**

Lr.No.APSCHE/AC/CBCS-2019-20/Review/22

Dt. 27.06.2022

To
The Registrars of

Andhra University	Acharya Nagarjuna University	Sri Venkateswara University
Krishna University	Vikrama Simhapuri University	Adikavi Nannayya University
Yogi Vemana University	Sri Krishnadevaraya University	Rayalaseema University
Dr.B.R.Ambedkar University		

Sir/Madam,

Sub: APSCHE-AC-Revision of syllabus under CBCS with effect from 2020-21-Guidelines
-Corrigendum issued – Reg

Ref: 1. G.O Ms.No.46 HE (CE) Dept. Dt: 22.12.2020

2. Lr.No.APSCHE/AC/CBCS-2019-20/Review/22 Dt. 25.03.2022

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The Council vide letter under reference 2 has informed that:

- i. as per the guidelines placed in the website of the APSCHE, there shall be a mandatory 10 month internship for all UG programmes in 3 phases – 1st phase of Internship is a Community Service Project after the end of 2nd semester examinations; 2nd phase of Apprenticeship / Internship / On the Job Training is after the end of 4th semester examinations and the 3rd and final phase of Apprenticeship / Internship / On the Job Training in semester 5/6 is to ensure that the students develop hands on technical skills which will be of great help in facing the world of work along with developing social consciousness and compassionate commitment towards the neighbourhood.
- ii. in order to ensure presence of work force in firms/companies/organisations etc., throughout the year and to balance the work load in Degree Colleges, only 50% of students in a class shall be allotted Internship in V Semester and the remaining 50% shall attend classes on Skill Enhancement Courses (SECs).
- iii. The 50% of students who attended internship in V semester shall attend classes for SECs in VI Semester and the 50% students who attend classes for SECs in Semester V shall go for internship in VI Semester. In either Semester V or VI only 50% of students in a class will be in Internship or

attend classes for SECs. The students may be given a choice to opt for internship either in semester-V or semester-VI.

Accordingly, the contents of the table in the letter under reference 2 with regard to duration and hours of the 10 month mandatory Apprenticeship / Internship / On the Job Training for UG programmes as per the revised CBCS curriculum with effect from 2020-21 have been modified and shall be read as follows:

Internship Number	Apprenticeship / Internship / On the Job Training	Duration	To be held	Hours	Credits
1 st internship	Community Service Project	8 weeks	After the end of 2 nd semester, i.e during intervening summer of semesters 2 and 3	180	4
2 nd internship	Apprenticeship / Internship / On the Job Training	8 weeks	After the end of 3 rd semester, i.e during intervening summer of semesters 4 and 5	180	4
3 rd and final internship	Apprenticeship / Internship / On the Job Training	One semester	5 th or 6 th semester - 50% of students in a class to undergo in 5 th semester while the rest 50% to undergo in 6 th semester	540	12

It is further informed that for the students who are admitted in first year during the academic years 2020-21 and 2021-22, the Community Service Project can be done anytime during III to VI semesters, including weekends or holidays, completing the mandatory 8 weeks.

The Universities are therefore requested to note the changes in execution of the final internship and communicate it to all the Degree colleges affiliated to the University.

Yours faithfully,


27/6/2022
SECRETARY

Copy to:

The Vice Chancellors of the affiliating Universities

The Deans, Academic Affairs of the affiliating Universities

Principals of all Autonomous Colleges in the State of AP

ANNEXURE - I CBCS CURRICULAR FRAMEWORK (2020 - 21 ONWARDS) - BACHELOR OF ARTS

Subjects		SEM I		SEM II		SEM III		SEM IV		SEM V		SEM VI			
		Hrs/W	Credits	Hrs/W	Credits	Hrs/W	Credits	Hrs/W	Credits	Hrs/W	Credits	Hrs/W	Credits		
Languages															
English		4	3	4	3	4	3								
Language (H/T/S)		4	3	4	3	4	3								
Life Skill Courses		2	2	2	2	2+2	2+2								
Skill Development Courses		2	2	2+2	2+2	2	2								
Core Papers															
Major 1	Core 1,2,3,& 4	5	4	5	4	5	4	5	4			THIRD PHASE of APPRENTICESHIP Entire 5th / 6th Semester		FIRST and SECOND PHASES (2 spells) of APPRENTICESHIP between 1st and 2nd year and between 2nd and 3rd year (two summer vacations).	
Major 2	Core 1,2,3,& 4	5	4	5	4	5	4	5	4						
Major 3	Core 1,2,3,& 4	5	4	5	4	5	4	5	4						
Major 1	Core -5							5	4						
Major 2	Core -5							5	4						
Major 1	Skill Enhancement Core Courses 6 & 7									5	4				
										5	4				
Major 2	Skill Enhancement Core Courses 6 & 7									5	4				
										5	4				
Major 2	Skill Enhancement Core Courses 6 & 7									5	4				
										5	4				
Hrs/W (Academic Credits)		27	22	29	24	29	24	30	24	30	24	0	12	4	4
Project Work															
Extension Activities (Non Academic Credits)															
NCC/NSS/Sports/Extra Curricular									2						
Yoga							1		1						
Extra Credits															
Hrs/W (Total Credits)		27	22	29	24	29	25	30	27	30	24	0	12	4	4

ANNEXURE - II CBCS CURRICULAR FRAMEWORK (2020 - 21 ONWARDS) - BACHELOR OF SCIENCES

Subjects		SEM I		SEM II		SEM III		SEM IV		SEM V		SEM VI			
		Hrs/W	Credits	Hrs/W	Credits	Hrs/W	Credits	Hrs/W	Credits	Hrs/W	Credits	Hrs/W	Credits		
Languages															
English		4	3	4	3	4	3								
Language (H/T/S)		4	3	4	3	4	3								
Life Skill Courses		2	2	2	2	2+2	2+2								
Skill Development Courses		2	2	2+2	2+2	2	2								
Major 1	Core 1,2,3,& 4	4+2	4 + 1	4+2	4 + 1	4+2	4 + 1	4+2	4 + 1			THIRD PHASE of APPRENTICESHIP Entire 5th / 6th Semester		FIRST and SECOND PHASES (2 spells) of APPRENTICESHIP between 1st and 2nd year and between 2nd and 3rd year (two summer vacations).	
Major 2	Core 1,2,3,& 4	4+2	4 + 1	4+2	4 + 1	4+2	4 + 1	4+2	4 + 1						
Major 3	Core 1,2,3,& 4	4+2	4 + 1	4+2	4 + 1	4+2	4 + 1	4+2	4 + 1						
Major 1	Core -5							4+2	4 + 1						
Major 2	Core -5							4+2	4 + 1						
Major 3	Core -5							4+2	4 + 1						
Major 1	Skill Enhancement Courses (6 & 7)									4+2	4 + 1				
Major 2	Skill Enhancement Courses (6 & 7)									4+2	4 + 1				
Major 3	Skill Enhancement Courses (6 & 7)									4+2	4 + 1				
Major 3	Skill Enhancement Courses (6 & 7)									4+2	4 + 1				
Hrs/W (Academic Credits)		30	25	32	27	32	27	36	30	36	30		12	4	4
Project Work															
Extension Activities (Non															
NCC/NSS/Sports/Extra Curricular									2						
Yoga							1		1						
Extra Credits															
Hrs/W (Total Credits)		30	25	32	27	32	28	36	33	36	30		12	4	4

ANNEXURE - III CBCS CURRICULAR FRAMEWORK (2020 - 21 ONWARDS) - B.Com., BBA, BCA etc.															
Subjects		SEM I		SEM II		SEM III		SEM IV		SEM V		SEM VI			
		Hrs/W	Credits	Hrs/W	Credits	Hrs/W	Credits	Hrs/W	Credits	Hrs/W	Credits	Hrs/W	Credits		
Languages															
English		4	3	4	3	4	3								
Language (H/T/S)		4	3	4	3	4	3								
Life Skill Courses		2	2	2	2	2+2	2+2								
Skill Development Courses		2	2	2+2	2+2	2	2								
Core Courses***															
Core		5	4	5	4	5	4	5	4			THIRD PHASE of APPRENTICESHIP Entire 5th / 6th Semester		FIRST and SECOND PHASES (2 spells) of APPRENTICESHIP between 1st and 2nd year and between 2nd and 3rd year (two summer vacations).	
Core		5	4	5	4	5	4	5	4						
Core		5	4	5	4	5	4	5	4						
Core								5	4						
Core								5	4						
Core								5	4						
(Domain Related) Skill Enhancement Courses**** (SECs)										5	4				
										5	4				
										5	4				
										5	4				
										5	4				
Hrs/W (Academic Credits)		27	22	29	24	29	24	30	24	30	24	0	12	4	4
Project Work															
Extension Activities															
NCC/NSS/Sports/Extra Curricular									2						
Yoga						1		1							
Extra Credits															
Hrs/W (Total Credits)		27	22	29	24	29	25	30	27	30	24	0	12	4	4



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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 (*SarvabhaumVyawastha*)- 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.
- Susan 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,
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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)

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.

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.

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

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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SYLLABUS OF

INDIAN CULTURE AND SCIENCE

AS PART OF

LIFE SKILLS 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

Indian Culture & Science

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. Understand the evolution of India's culture
2. Analyze the process of modernization of Indian society and culture from past to future
3. Comprehend objective education and evaluate scientific development of India in various spheres
4. Inculcate nationalist and moral fervor and scientific temper

Syllabus:

Unit – I: Unity in Diversity in India: (09 hrs)

Coexistence of various religions since ancient times - Hinduism, Buddhism, Jainism and Atheism, and later Sikhism, Islam and Christianity

The Bhakti (Vishnavite and Saivaite) and Sufi Movements

The concepts of seela, karuna, kshama, maitri, vinaya, santhi and ahimsa Achievements in Literature, Music, Dance, Sculpture and Painting - Craftsmanship in cloth, wood, clay, metal and ornaments

Cultural diversity, Monogamy, Family system, Important seasonal festivals

Unit – II: Social Reforms and Modern Society: (09 hrs)

Reforms by Basaveswara - Raja Rama Mohan Roy – Dayananda Saraswathi –Swamy Vivekananda –Mahatma Gandhi - B. R. Ambedkar - Reforms in Andhra by Vemana, Veerabrahmam, Gurajada, Veeresalingam and GurramJashua (only reforms in brief, biographies not needed)

Modern Society: Family unity, Community service, Social Harmony, Civic Sense, Gender Sensitivity, Equality, National Fervor

Unit – III: Science and Technology: ((09 hrs)

Objectivity and Scientific Temper – Education on Scientific lines (Bloom's Taxonomy) - Online Education

Developments in Industry, Agriculture, Medicine, Space, Alternate Energy, Communications, Media through ages

Co-curricular Activities Suggested: (03 hrs)

1. Assignments, Group discussions, Quiz etc
2. Invited Lecture by a local expert
3. Visit to a scientific institutions, local heritage sites, museums, industries etc

Reference Books:

1. History of India and Culture (Upto 1526 A.D), Telugu Academy
2. History of India and Culture (1526 A.D to 1964), Telugu Academy
3. Basham, A.L (ed), A Cultural History of India
4. Hana S. Noor Al-Deen&J.A.Hendricks, Social Media : Usage and Impact
5. Bipan Chandra, Aditya Mukherjee, Mridula Mukherjee, India After Independence
6. S.K.Thakur, ISRO: History and Achievements
7. V. Ramakrishna, Social Reform Movement Andhra, Vikas Publications

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

@@@@@

Subject Experts:

Prof. S. Murali Mohan,
Dept. of History,
Acharya Nagarjuna University,
Guntur

Dr. J. Krishna Prasad Babu,
Associate Professor,
Dept. of History,
Jawahar Bharathi U.G &P.G College,
Kavali

Vetted by:
Prof. G. Sambasiva Reddy,
Dept. of History,
Y. V. University,
Kadapa



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SYLLABUS OF

HEALTH AND HYGIENE

AS PART OF LIFE SKILLS COURSES

UNDER CBCS FRAMEWORK WITH EFFECT FROM 2020-21

PROGRAMME: FOUR-YEAR UG HONOURS PROGRAMME

APSCHE/ Life Skill Course / HEALTH & HYGIENE

IV Semester/ Optional

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

The course is designed to provide a complete guidance on health and hygiene systems, guidelines for implementing and role of government and public in maintaining a healthy life. At the end of the course the student shall be able to understand –

- the importance of health and hygiene in life
- the importance of nutrition for a healthy life
- different health care programmes of India
- basic concept of health impact assessment as a means of assessing the policies, plans and projects using quantitative and qualitative techniques
- importance of community and personal health & hygiene measures
- Importance of food, social tenets, mental condition, physical activity on health

Learning Objectives:

- To provide knowledge on different health indicators and types of hygiene methods
- To impart knowledge on different health care programmes taken up by India
- To make student understand the latest concepts of health such as HIA, EIA, SIA and SEA
- To enable student with disaster mitigation strategies
- To create awareness on community health and hygiene
- To enrich knowledge on communicable and non-communicable diseases and their control
- To aware the student on the importance of food, social strategies, mental status and physical activities on health
- To introduce different community-based mobile apps on health to student and thereby to the community

Learning / Course Outcomes: On completion of this course, the students will be able to understand -

- What is a healthy diet
- How can we use available information to optimize our diet?
- Can nutrition be used for a healthy life?
- Is there a one-size-fits-all “good” diet or should we individualize our dietary goals?
- Disaster management and responsiveness of public in pandemic and epidemic diseases
- Assess the impact of policies on health and hygiene Health measures to consider while travelling
- Awareness in public through digital media viz., mobile apps

Unit I: Basics of Nutrition**10 Hrs.**

1. Nutrition – definition, importance, Good nutrition and mal nutrition; Balanced Diet: Basics of Meal Planning
2. Carbohydrates –functions, dietary sources, effects of deficiency.
3. Lipids –functions, dietary sources, effects of deficiency.
4. Proteins –functions, dietary sources, effects of deficiency.
5. Brief account of Vitamins- functions, food sources, effects of deficiency,
6. Macro and micro minerals –functions, effects of deficiency; food sources of Calcium, Potassium and Sodium; food sources of Iron, Iodine and Zinc
7. Importance of water– functions, sources, requirement and effects of deficiency.

Unit II: Health**10 Hrs.**

8. Health - Determinants of health, Key Health Indicators, Environment health & Public health; Health-Education: Principles and Strategies
9. Health Policy & Health Organizations: Health Indicators and National Health Policy of Govt. of India-2017; Functioning of various nutrition and health organizations in India viz., NIN (National Institution of Nutrition), FNB (Food and Nutrition Board), ICMR (Indian Council of Medical Research), IDA (Indian Dietetics Association), WHO-India, UNICEF-India
10. National Health Mission: National Rural Health Mission (NRHM) Framework, National Urban Health Mission (NUHM) Framework
11. Women & Child Health Care Schemes: Reproductive, Maternal, Newborn, Child and Adolescent Health (RMNCH+); Janani Shishu Suraksha Karyakaram (JSSK); Rashtriya Bal Swasthya Karyakram(RBSK); India Newborn Action Plan (INAP); Adolescent Health- Rashtriya Kishor Swasthya Karyakram (RKSK)
12. Disaster Management – Containment, Control and Prevention of Epidemics and Pandemics – Acts, Guidelines and Role of Government and Public

Unit III: Hygiene

10 Hrs.

13. Hygiene – Definition; Personal, Community, Medical and Culinary hygiene; WASH (WATER, Sanitation and Hygiene) programme
14. Rural Community Health: Village health sanitation & Nutritional committee (Roles & Responsibilities); About Accredited Social Health Activist (ASHA); Village Health Nutrition Day, Rogi Kalyan Samitis
15. Community & Personal Hygiene: Environmental Sanitation and Sanitation in Public places
16. Public Awareness through Digital Media - An Introduction to Mobile Apps of Government of India: NHP, Swasth Bharat, No More Tension, Pradhan Mantri Surakshit Mantritva Abhiyan (PM Suman Yojana), My Hospital (Mera aspataal), India fights Dengue, JSK Helpline, Ayushman Bhava, Arogya Setu, Covid 19AP

REFERENCES

- **Bamji, M.S., K. Krishnaswamy & G.N.V. Brahmam (2009)** *Textbook of Human Nutrition(3rd edition)* Oxford and IBH Publishing Co. Pvt. Ltd., New Delhi
- **Swaminathan (1995)** *Food & Nutrition*(Vol I, Second Edition) The Bangalore Printing &Publishing Co Ltd., , Bangalore
- **Vijaya Khader (2000)** *Food, nutrition & health*, Kalyan Publishers, New Delhi
- **Srilakshmi, B., (2010)** *Food Science, (5th Edition)* New Age International Ltd., New Delhi
- Weblinks: <https://nhm.gov.in/>
 - National Rural Health Scheme:
<https://nhm.gov.in/index1.php?lang=1&level=1&sublinkid=969&lid=49>
 - National Urban Health Scheme:
<https://nhm.gov.in/index1.php?lang=1&level=1&sublinkid=970&lid=137>
 - Village health sanitation & Nutritional committee
<https://nhm.gov.in/index1.php?lang=1&level=1&sublinkid=149&lid=225>
 - About Accredited Social Health Activist (ASHA)
<https://nhm.gov.in/index1.php?lang=1&level=1&sublinkid=150&lid=226>
 - Village Health Nutrition Day
<https://nhm.gov.in/index1.php?lang=1&level=1&sublinkid=152&lid=228>

- Rogi Kalyan Samitis
<https://nhm.gov.in/index1.php?lang=1&level=1&sublinkid=153&lid=229>
- Health Impact Assessment - <https://www.who.int/hia/about/faq/en/>
(suggested information only)
http://www.euro.who.int/_data/assets/pdf_file/0011/261929/Health-in-Impact-Assessments-final-version.pdf?ua=1
- WASH <https://www.unicef.org/wash/> and
https://www.unicef.org/wash/files/UNICEF_Strategy_for_WASH_2016_2030.PDF
- Healthy Living <https://www.nhp.gov.in/healthylivingViewall>

Note: The above web links are from MoHFW, GoI. Teachers can prepare their notes from other resources also.



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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.	
2.	
3.	
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8.	

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.	

@@@@@

SUBJECT COMMITTEE MEMBERS

Dr. G. Koteswaraiah,
Associate Professor,
Dept. of Psychology,
Govt. College (Men), Autonomous,
Kadapa

Dr. B. R. Prasad Reddy,
Associate Professor,
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SYLLABUS OF

ANALYTICAL SKILLS

AS PART OF LIFE SKILLS COURSES

UNDER CBCS FRAMEWORK WITH EFFECT FROM 2020-21

PROGRAMME: FOUR-YEAR UG HONOURS PROGRAMME

CBCS/ SEMESTER SYSTEM
(w.e.f 2020-21)
ANALYTICAL SKILLS

Syllabus

Total 30 Hrs

Course Objective: Intended to inculcate quantitative analytical skills and reasoning as an inherent ability in students.

Course Outcomes:

After successful completion of this course, the student will be able to;

- 1) Understand the basic concepts of arithmetic ability, quantitative ability, logical reasoning, business computations and data interpretation and obtain the associated skills.
- 2) Acquire competency in the use of verbal reasoning.
- 3) Apply the skills and competencies acquired in the related areas
- 4) Solve problems pertaining to quantitative ability, logical reasoning and verbal ability inside and outside the campus.

UNIT – 1: (10 Hours)

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

Verbal Reasoning: Number Series, Coding & Decoding, Blood relationship, Clocks, Calendars.

UNIT – 2: (10 Hours)

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

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

UNIT – 3: (07 Hours)

Data Interpretation: Tabulation, Bar Graphs, Pie Charts, line Graphs. Venn diagrams.

Recommended Co-Curricular Activities (03 hrs)

Surprise tests / Viva-Voice / Problem solving/Group discussion.

Text Book:

Quantitative Aptitude for Competitive Examination by R.S. Agrawal, S.Chand Publications.

Reference Books

1. Analytical skills by Showick Thorpe, published by S Chand And Company Limited, Ramnagar, New Delhi-110055
2. Quantitative Aptitude and Reasoning by R V Praveen, PHI publishers.
3. Quantitative Aptitude for Competitive Examination by Abhijit Guha, Tata Mc Graw Hill Publications.



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SYLLABUS OF

BASIC COMPUTER APPLICATIONS

AS PART OF

LIFE SKILLS COURSES

UNDER CBCS FRAMEWORK WITH EFFECT FROM 2020-21

PROGRAMME: FOUR-YEAR UG HONOURS PROGRAMME

ANDHRA PRADESH STATE COUNCIL OF HIGHER EDUCATION

B.Sc. / B.Com / B.A

Revised Syllabus under CBCS w.e.f. 2020-2021

**LIFE SKILL COURSE
BASIC COMPUTER APPLICATIONS**

Semester	Course Code	Course Title	Hours	Credits
I	Life skill course	BASIC COMPUTER APPLICATIONS	30	2

Objectives:

This course aims at providing exposure to students in skill development towards basic office applications.

Course Learning Outcomes:

After successful completion of the course, student will be able to:

1. Demonstrate basic understanding of computer hardware and software.
2. Apply skills and concepts for basic use of a computer.
3. Identify appropriate tool of MS office to prepare basic documents, charts, spreadsheets and presentations.
4. Create personal, academic and business documents using MS office.
5. Create spreadsheets, charts and presentations.
6. Analyze data using charts and spread sheets.

Unit-I: (08 hrs)

Basics of Computers: Definition of a Computer - Characteristics of computers, Applications of Computers – Block Diagram of a Digital Computer – I/O Devices, hardware, software human ware, application software, system software, Memories - Primary, Auxiliary and Cache Memory.

MS Windows – Desktop, Recycle bin, My Computer, Documents, Pictures, Music, Videos, Task Bar, Control Panel.

Unit-II: (08 hrs)

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, Mail Merge.

Unit-III: (10 hrs)

MS-Excel : Overview of Excel features – Creating a new worksheet, Selecting cells, Entering and editing Text, Numbers, Inserting Rows/Columns –Changing column widths and row heights, Formulae, Referencing cells , Changing font sizes and colors, Insertion of Charts, Auto fill, Sort.

MS-PowerPoint: Features of PowerPoint – Creating a Presentation - 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.

RECOMMENDED CO-CURRICULAR ACTIVITIES: (04 hrs)

(Co-curricular activities shall not promote copying from textbook or from others work and shall encourage self/independent and group learning)

1. Assignments (in writing and doing forms on the aspects of syllabus content and outside a. the syllabus content. Shall be individual and challenging)
2. Student seminars (on topics of the syllabus and related aspects (individual activity))
3. Quiz, Group Discussion
4. Solving MCQ's available online.
5. Suggested student hands on activities:
 - Create two folders, Rename the folder, create two files each using notepad and paint, move the files from one folder to another folder, delete a file you have created, copy and paste text within notepad.
 - Create a letter head for your college with watermark, your resume, visiting card, brochure for your college activity, organization chart for your college, any advertisement, Prepare your Class time table.
 - Prepare your mark sheet, Prepare your class time table, Prepare a salary bill for an organization, Sort the bill as per the alphabetical order of the names, Get online weather data and analyze it with various charts.
 - Create a PowerPoint presentation for a student seminar.

REFERENCE BOOKS:

1. Working in Microsoft Office – Ron Mansfield - TMH.
2. MS Office 2007 in a Nutshell –Sanjay Saxena – Vikas Publishing House.
3. Excel 2020 in easy steps-Michael Price – TMH publications

Model Question Paper Format

Time: 1 1/2 hrs (90 Minutes)

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.



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SYLLABUS OF

ELEMENTARY STATISTICS

AS PART OF

LIFE SKILLS COURSES

UNDER CBCS FRAMEWORK WITH EFFECT FROM 2020-21

PROGRAMME: FOUR-YEAR UG HONOURS PROGRAMME

Elementary Statistics

Objective: To provide basic understating of general statistical tools and their elementary applications and to create awareness on Indian Statistical System.

Learning outcomes

Unit-I: To understand the concept of Statistics and its merits and demerits. Distinguishing primary and secondary data. Classification, Tabulation and Pictorial representation of data.

Unit - II: To understand the basic nature of data and how a single value describes the entire data set. Measuring the degree of departure of a distribution from symmetry and reveals the direction of scatterdness of the items.

Unit - III: To understand the spread of the data and to draw conclusions from the comparison of averages.
To understand the concept of correlation and regression and to learn the degree of association between two variables and establishing relationship between the variables.

Unit I: Meaning, scope and limitations of Statistics

Collection of data: Primary and Secondary, Classification and Tabulation, Construction of frequency distribution.

Graphical Representation: Histogram, Bar, Pie and Frequency polygon.
(8hrs)

Unit II: *Measures of Central Tendency:* Features of good average, Arithmetic Mean, Median, Mode. Empirical relationship between Mean Median and Mode and skewness based on central values. (8hrs)

Unit III: *Measures of Dispersion:* Range, Quartile Deviation(QD), Mean Deviation(MD), Variance, Standard Deviation(SD), relationship between QD, MD and SD. Familiarization of the concepts relating to Correlation and Linear Regression line. (8hrs)

Books for Study:

1. Statistics (Theory, Methods, Application) D C Sancheti, V K Kapoor, Sultan Chand and Sons, New Delhi
2. Statistical Methods, S.P. Gupta, Sultan Chand and Sons, New Delhi
3. Statistics (Theory and Practice) B.N Gupta, Sahitya Bhavan, Agra

Web sites for free download books for Statistics

<https://www.pdfdrive.com/introduction-to-statistics-books.html>

<http://www.freebookcentre.net/SpecialCat/Free-Statistics-Books-Download.html>

<https://bookboon.com/en/statistics-ebooks>

http://onlinestatbook.com/Online_Statistics_Education.pdf

Degree	:Arts/Science/Commerce
Program Name	:Foundation Course
Course Name	:Elementary Statistics
Semester	:I/II/III
Hrs/Week	: 2
Credits	:2

Co-curricular activities:

Objective is to apply the theoretical concept to real life data which enhances the learning and interpretation ability to the current environment.

CoCA I: (i) Collect primary or secondary data and establish frequency distribution.

(ii) Suitable pictorial/ Graphical representation to the established frequency distribution

CoCA II: (i) Select the data and then calculate AM,Median and Mode and interpret the result.

(ii) Calculate the skewness based on central values and interpret the degree of departure of a distribution from symmetry and the direction of scatterness of the items.

CoCA III: (i) Calculate the dispersion values of a data for a single or double data sets and to draw conclusions from the comparison of averages.

- (ii) Select the bivariate data (for example, select marks of any two subjects of your course) and calculate the degree of association and establish the linear relationship and find the forecasting value.

CoCA IV: If there is an internet facility at your college/home, go through the Ministry of Statistics and Program Implementationsite www.mospi.gov.in to know about the Indian Statistical System and <https://desap.cgg.gov.in> or www.apdes.in to know about the Andhra Pradesh Directorate of Economics and Statistics(APDES) and its activities.

SUBJECT COMMITTEE MEMBERS

Dr Nunna Srinivasa Rao,
Head Department of Statistics,
Andhra Loyola College,
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Dr D Giri,
Principal,
Govt Degree College,
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SYLLABUS OF

ENTREPRENEURSHIP DEVELOPMENT

AS PART OF

LIFE SKILLS COURSES

UNDER CBCS FRAMEWORK WITH EFFECT FROM 2020-21

PROGRAMME: FOUR-YEAR UG HONOURS PROGRAMME

ANDHRA PRADESH STATE COUNCIL OF HIGHER EDUCATION

PROGRAMME: THREE-YEAR B.A./B. Sc./B. Com.

LIFE SKILL COURSE

ENTREPRENEURSHIP DEVELOPMENT

(With Learning Outcomes, Unit-wise Syllabus, References, Co-curricular Activities & Model Question Paper

(To be Implemented from 2020-21 Academic Year)

Sl. No	Code	Sem	Course	Name of Life Skill Course (Course consists 3 Units)	Hours/ Week	Credits	Marks (Sem-End)
1		I		Entrepreneurship Development	2	2	50

Syllabus

ENTREPRENEURSHIP DEVELOPMENT

(Total 30Hrs)

Course Objective: A Generic Course that is intended to inculcate an integrated personal Life Skill to the student.

Learning Outcomes:

After successful completion of the course the student will be able to;

- Understand the concept of Entrepreneurship, its applications and scope.
- Know various types of financial institutions that help the business at Central, State and Local Level
- Understand Central and State Government policies, Aware of various tax incentives, concessions
- Applies the knowledge for generating a broad idea for a starting an enterprise/start up
- Understand the content for preparing a Project Report for a start up and differentiate between financial, technical analysis and business feasibility.

Syllabus:

Unit-I: Entrepreneurship: Definition and Concept of entrepreneurship - Entrepreneur Characteristics – Classification of Entrepreneurs – Role of Entrepreneurship in Economic Development – Start-ups.

Unit-II: Idea Generation and Project Formulation: Ideas in Entrepreneurships – Sources of New Ideas – Techniques for Generating Ideas – Preparation of Project Report – Contents; Guidelines for

Report preparation – Project Appraisal Techniques –Economic Analysis-Financial Analysis-Market Analysis.

Unit-III: Institutions Supporting and Taxation Benefits: Central level Institutions: NABARD; SIDBI,– State Level Institutions –DICs – SFC - Government Policy for MSMEs - Tax Incentives and Concessions.

Reference Books:

1. Arya Kumar, Entrepreneurship, Pearson, Delhi
2. Poornima MCH, Entrepreneurship Development –Small Business Enterprises, Pearson, Delhi
3. Sangeetha Sharma, Entrepreneurship Development, PHI Learning
4. Kanishka Bedi, Management and Entrepreneurship, Oxford University Press, Delhi
5. Anil Kumar, S., ET.al., Entrepreneurship Development, New Age International Publishers, New Delhi
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
9. Dr B E V L Naidu, Entrepreneurship. Seven Hills Publishers

Suggested Co-Curricular Activities(As far as possible)

1. Group Discussion
2. Debate
3. Seminar
4. Visit to an SSI and preparing of an outline Report
5. Invited Lecture by a Bank Employee on the Bank Support to a Start Up.
6. Chart showing tax concessions to SSI, MSME both direct and indirect.

Model Question Paper Format

Time: 1 1/2 hrs (90 Minutes)

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

Section -A(Total: 4x5=20 Marks)

(Answer any **four questions**. Each rewsna 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 rewsna carries **10 marks**

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

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

Subject Committee Members

Prof M.Venkateswarlu

Dept. of Commerce, S V University, Tirupathi

Dr D Jayarama Reddy

Dept of Commerce, Govt College (A), Anantapur

Dr K Sreenivasa Rao

Dept. of Commerce, Govt. Degree College, Ravulapalem

Vetted by:

Prof. M Rajasekhar

Dept. of Commerce, S V University, Tirupathi



ANDHRA PRADESH STATE COUNCIL OF HIGHER EDUCATION

(A Statutory body of the Government of Andhra Pradesh)

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

INFORMATION AND COMMUNICATION TECHNOLOGY

AS PART OF LIFE SKILLS COURSES

UNDER CBCS FRAMEWORK WITH EFFECT FROM 2020-21

PROGRAMME: FOUR-YEAR UG HONOURS PROGRAMME

ANDHRA PRADESH STATE COUNCIL OF HIGHER EDUCATION

B.Sc./B.Com/B.A

Syllabus under CBCS w.e.f.2020-21

INFORMATION & COMMUNICATION TECHNOLOGY

Semester	Course Code	Course Title	Hours	Credits
I	Life skill Course	INFORMATION & COMMUNICATION TECHNOLOGY	30	2

Objectives:

This course aims at acquainting the students with basic ICT tools which help them in their day to day and life as well as in office and research.

Course outcomes:After completion of the course, student will be able to;

1. Understand the literature of social networks and their properties.
2. Explain which network is suitable for whom.
3. Develop skills to use various social networking sites like twitter, flickr, etc.
4. Learn few GOI digital initiatives in higher education.
5. Apply skills to use online forums, docs, spreadsheets, etc for communication, collaboration and research.
6. Get acquainted with internet threats and security mechanisms.

SYLLABUS:

UNIT-I: (08 hrs)

Fundamentals of Internet: What is Internet?, Internet applications, Internet Addressing – Entering a Web Site Address, URL–Components of URL, Searching the Internet, Browser –Types of Browsers, Introduction to Social Networking: Twitter, Tumblr, LinkedIn, Facebook, flickr, Skype, yahoo, YouTube, WhatsApp .

UNIT-II:(08 hrs)

E-mail: Definition of E-mail -Advantages and Disadvantages –User Ids, Passwords, Email Addresses, Domain Names, Mailers, Message Components, Message Composition, Mail Management.

G-Suite: Google drive, Google documents, Google spread sheets, Google Slides and Google forms.

UNIT-III:(10 hrs)

Overview of Internet security, E-mail threats and secure E-mail, Viruses and antivirus software, Firewalls, Cryptography, Digital signatures, Copyright issues.

What are GOI digital initiatives in higher education? (SWAYAM, SwayamPrabha, National Academic Depository, National Digital Library of India, E-Sodh-Sindhu, Virtual labs, e-acharya, e-Yantra and NPTEL).

RECOMMENDED CO-CURRICULAR ACTIVITIES: (04 hrs)

(Co-curricular activities shall not promote copying from textbook or from others work and shall encourage self/independent and group learning)

1. Assignments(in writing and doing forms on the aspects of syllabus content and outside the syllabus content. Shall be individual and challenging)
2. Student seminars (on topics of the syllabus and related aspects (individual activity))
1. Quiz and Group Discussion
3. Slip Test
4. Try to solve MCQ's available online.
5. Suggested student hands on activities :
 - a. Create your accounts for the above social networking sites and explore them, establish a video conference using Skype.
 - b. Create an Email account for yourself- Send an email with two attachments to another friend. Group the email addresses use address folder.
 - c. Register for one online course through any of the online learning platforms like NPTEL, SWAYAM, Alison, Codecademy, Coursera. Create a registration form for your college campus placement through Google forms.

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
2. Internet technology and Web design, ISRD group, TMH.
3. Information Technology – The breaking wave, Dennis P.Curtin, Kim Foley, Kunai Sen and Cathleen Morin, TMH.

Model Question Paper Format

Time: 1 1/2 hrs (90 Minutes)

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.
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- 3.
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- 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.



GOVERNMENT DEGREE & P.G. COLLEGE, Salur

(Re-Accredited by NAAC with "B" Grade)

(College of Excellence & District Identified Degree College)

Parvathipuram(Manyam) Dist. -535591



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2	Internship	300-454


PRINCIPAL
GOVT. DEGREE COLLEGE
SALUR
PARVATHIPURAM MANYAM DIST.

PROCEEDINGS OF THE COMMISSIONER OF COLLEGIATE EDUCATION

AP::VIJAYAWADA

Present: Sri Pola Bhaskar, IAS

Rc.No.5/CCE-Acad.Cell-CSP/AC-6/2022

Date: 26-09-2022.

Sub: Collegiate Education – Community Service Project (CSP) –Guidelines for identifying the Best CSPs at College, District, Regional and State level – Communication - Reg.

Ref: 1. Proceedings of the CCE vide Rc.No.3/CCE-Acad.Cell-Policies/AC-6/2022 Dt: 10-05-2022.
2. Proceedings of the CCE vide Rc.No.3/CCE-Acad.Cell-Policies/AC-6/2022 Dated 22-06-2022.
3. Proceedings of the CCE vide Rc.No.4/CCE-Acad.Cell-Policies/AC-6/2022 Dated 07-07-2022.

Community Service Project (CSP) is being implemented successfully in all the Govt Degree Colleges for the first year and second year students in a laudable way as per the Standard Operating Procedures (SOP) and Additional Guidelines issued vided proceedings cited in the reference above.

In order to encourage the students and mentors (faculty), the Commissioner, Collegiate Educations desires to institute state level Best Community Service Project awards for B.A, B.Com (GEN), B.Com (CA), B.Sc in Mathematical and Biological Sciences Streams (one award for Each Stream). In this regard, the Best Projects on Community Service have to be identified/selected at College Level, District Level, and Zonal Level for the final level selection at the state level.

In this connection, subject wise experts are identified for the preparation of guidelines and criteria for the selection of Best Project in their respective subjects and a virtual meeting was held on 19-07-2022 at 3.30pm for discussion and finalization of guidelines and criteria. As per the suggestions given by the subject experts, the following guidelines are framed for the selection of best Community Service Project.

Selection of Best CSP at College Level:

Each College has to identify one best Community Service Project from each B.A, B.Com (GEN), B.Com (CA), B.Sc in Mathematical and Biological Sciences Streams (total 5 Best CSPs from each College). **Plagiarism free Community Service Projects with Innovative ideas and Quality** shall be considered for

selection of the best CSP at College level based on the following 100 point criteria:

1. Purpose and planning of the Project:	15 points
2. Uniqueness of the project:	15 points
3. Social relevance of the Project:	20 points
4. Understanding level of the student on the project:	20 points
5. Presentation of the Project:	20 points
6. Outcome of the Project	<u>10 Points</u>
Total:	<u>100 Points</u>

At each College Level, Principal of the College has to form Stream wise committees to select five best CSPs from B.A, B.Com (GEN), B.Com (CA), B.Sc in Mathematical and Biological Sciences Streams (One from each Stream) for the **the batch of 2020-21 students only**. After selection of the best CSPs at college level, the Principal of the College shall submit the best CSPs to the ID College of their respective District.

Selection of Best CSP at District Level:

ID Colleges on receiving the stream wise nomination for Best CSP from the Principals of the GDCs in the district concerned, District Level Committees (one for each Stream) with Subject Experts shall be formed to scrutinize the nominations and select one Best CSP from Each stream based on the above mentioned criteria. The ID college Principal has to submit the five best CSPs (One from each Stream) to the Regional Joint Director of the respective zone.

Selection of Best CSP at Regional/Zonal Level:

On receiving the nominations for the best CSP from the District ID Colleges, the RJDCEs shall constitute a committee at Zonal level for identifying the Five best CSPs from B.A, B.Com (GEN), B.Com (CA), B.Sc in Mathematical and Biological Sciences Streams (One from each Stream) based on the above mentioned criteria. After Selection of the stream wise best CSPs at Regional/ Zonal Level, The RJDCE has to submit the five best CSPs (One from each Stream) to the Commissionerate of Collegiate Education for the final selection