



## **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**

### **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.



## **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**

## **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.
- 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.



## **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 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.

-----



## **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 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.
- 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,  
Andhra Loyola College,  
Vijayawada