

AP STATE COUNCIL OF HIGHER EDUCATION

B.A,B.com & B.Sc Programmes

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

ADVERTISING

Total 30 hrs (2hrs/wk) 02 credits & Maximum 50 Marks

Learning Outcomes:

After Successful completion of this course, the students are able to;

- 1. Understand the field of Advertising*
- 2. Comprehend opportunities and challenges in Advertising sector*
- 3. Prepare a primary advertising model*
- 4. Understand applying of related skills*
- 5. Examine the scope for making advertising a future career*

Syllabus

UNIT I: 06hrs

Introduction of advertising concepts- functions - Types of advertising - Creative advertising messages - Factors determining opportunities of a product/service/Idea

UNIT II: 10 hrs

Role of advertising agencies and their responsibilities - scope of their work and functions -
- Ethical issues - Identifying target groups -Laws in advertising. Advertising Statutory Bodies in India - Role of AAAI (Advertising Agencies Association of India), ASCI (Advertising Standard Council of India)

UNIT III: 10hrs

Types of advertising – Basic characteristics of a typical advertisement –Reaching target groups - Local advertising – Feedback on impact of advertisement - Business promotion.

Recommended Co-curricular Activities (04 hrs):

1. Collection and segmentation of advertisements
2. Invited Lectures/skills training on local advertising basics and skills
3. Visit to local advertising agency
4. Model creation of advertisements in compliance with legal rules
5. Assignments, Group discussion, Quiz etc.

Reference booksand Websites:

- 1.Bhatia. K.Tej - Advertising and Marketing in Rural India - Mc Millan India

2. Ghosal Subhash - Making of Advertising - Mc Millan India
3. JethWaneyJaishri& Jain Shruti - Advertising Management - Oxford university Press
Publications of Indian Institute of Mass Communications
4. Websites on Advertising

MODEL QUESTION PAPER FORMAT

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
(At least 1 question should be given from each Unit)

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SECTION B

(Total: 3x10 = 30 Marks)

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

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Web: www.apsche.org **Email:** 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.
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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

FOOD ADULTERATION

**UNDER 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
FOOD ADULTERATION

Total 30 hrs (02h/wk),

02 Credits & Max Marks: 50

Learning Outcomes:

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

- 1. Get basic knowledge on various foods and about adulteration.*
- 2. Understand the adulteration of common foods and their adverse impact on health*
- 3. Comprehend certain skills of detecting adulteration of common foods.*
- 4. Be able to extend their knowledge to other kinds of adulteration, detection and remedies.*
- 5. Know the basic laws and procedures regarding food adulteration and consumer protection.*

SYLLABUS:

UNIT-I – Common Foods and Adulteration: (07hrs)

Common Foods subjected to Adulteration - Adulteration – Definition – Types; Poisonous substances, Foreign matter, Cheap substitutes, Spoiled parts. Adulteration through Food Additives – Intentional and incidental. General Impact on Human Health.

UNIT-II –: Adulteration of Common Foods and Methods of Detection: (10hrs)

Means of Adulteration Methods of Detection Adulterants in the following Foods; Milk, Oil, Grain, Sugar, Spices and condiments, Processed food, Fruits and vegetables. Additives and Sweetening agents (at least three methods of detection for each food item).

UNIT-III –: Present Laws and Procedures on Adulteration: (08hrs)

Highlights of Food Safety and Standards Act 2006 (FSSA) – Food Safety and Standards Authority of India – Rules and Procedures of Local Authorities.
Role of voluntary agencies such as, Agmark, I.S.I. Quality control laboratories of companies, Private testing laboratories, Quality control laboratories of consumer co-operatives.
Consumer education, Consumer's problems, rights and responsibilities, COPRA 2019 - Offenses and Penalties – Procedures to Complain – Compensation to Victims.

Recommended Co-curricular Activities (including Hands on Exercises): (05hrs)

1. Collection of information on adulteration of some common foods from local market
2. Demonstration of Adulteration detection methods for a minimum of 5 common foods (one method each)

3. Invited lecture/training by local expert
4. Visit to a related nearby laboratory
5. Assignments, Group discussion, Quiz etc.

Reference e Books and Websites:

1. A firstcourseinFoodAnalysis–A.Y.Sathe,NewAgeInternational(P)Ltd.,1999
2. FoodSafety,case studies–Ramesh.V.Bhat,NIN,1992
3. https://old.fssai.gov.in/Portals/0/Pdf/Draft_Manuals/Beverages and confectionary.pdf
4. <https://cbseportal.com/project/Download-CBSE-XII-Chemistry-Project-Food-Adulteration#gsc.tab=0> (Downloadable e material on food adulteration)
5. <https://www.fssai.gov.in/>
6. <https://indianlegalsolution.com/laws-on-food-adulteration/>
7. <https://fssai.gov.in/dart/>
8. <https://byjus.com/biology/food-adulteration/>
9. Wikiepedia
10. Vikaspedia

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)*

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SECTION B

(3x10M = 30 Marks)

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

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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. Define food adulteration?
2. Explain the adulteration through Food Additives
3. Name few cheap substitutes used in food adulteration
4. Give examples for food additives and sweetening agents
5. Write a short notes on processed food
6. Explain the procedures to complain about the food adulteration
7. Name the laws that governs the food adulteration
8. Explain the procedure to get compensation to the victims of food adulteration

SECTION B

(3x10M = 30 Marks)

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

9. Write an essay on the common Foods which are subjected to Adulteration and explain the types poisonous substances added for food adulteration
10. Describe the highlights of Food Safety and Standards Act 2006 (FSSAI)
11. Explain the food testing and standardized testing methods and protocols
12. Write in detail about the general Impact of food adulteration on Human Health
13. Write an essay on different types of offenses of food adulteration and the penalties imposed



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SYLLABUS OF

FRUITS AND VEGETABLE PRESERVATION

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
FRUITS AND VEGETABLES PRESERVATION

Total 30 hrs (02h/wk),

02 Credits & Max Marks: 50

Learning Outcomes:

On successful completion of this course the students will be able to;

- 1. Identify various types of fruits and vegetables and explain their nutritive value.*
- 2. Understand the fragile nature of fruits and vegetables and causes for their damage.*
- 3. Explain various methods of preservation for fresh fruits and vegetables.*
- 4. Get to know the value-added products made from fruits and vegetables.*

Syllabus:

Unit – 1 : Introduction to fruits and vegetables

06 Hrs.

1. Fruits: Definition, elementary knowledge on types of fruits (fleshy and dry) with local /common examples.
2. Vegetables: Definition, elementary knowledge on types of vegetables (root, leafy, stem, flower and fruit) with local/ common examples.
3. Importance of fruits and vegetables in human nutrition.
4. Concept of perishable plant products – maturation and spoilage, shelf life; preservation – definition and need for preservation of fruits and vegetables.

Unit – 2 :Preservation of Fruit

09 Hrs.

1. Fruits – ripening and biological aging; storage and preservation concerns.
2. Preservation of fresh fruits at room temperature and in cold storage.
3. Fruit preservation at room temperature as juices, squashes and syrups.
4. Preservation of fruits by application of heat; making of fruit products (jams, jellies and fruit slices in processing factories).
5. Preservation by dehydration (Eg. banana chips), application of sugar (Eg. mango candy), application of salt (pickling).
6. Fruit preservation by freezing – storage at the lowest temperatures.

Unit – 3 :Preservation of vegetables

09 Hrs.

1. Vegetables – losses after harvesting and causes; problems in handling and storage.
2. Modern methods of packaging and storage to reduce losses.
3. Trimming of vegetables and packing in cartons; dehydration technique -factory processing.
4. Making of vegetable products (flakes/chips of potato and onion; garlic powder).
5. Frozen vegetables – Carrots, Cauliflower, Okra and Spinach.
6. Preservation of sliced vegetables in factories by canning and bottling.
- 7.

Suggested Co-curricular activities (6 Hrs.)

1. Assignments/Group discussion/Quiz/Model Exam.
2. Invited lecture and demonstration by local expert
3. Exhibition of various types of locally available fruits and vegetables.
4. Hands on training on handling and packaging methods of fresh fruits and vegetables.
5. Hands on training on making fruit juices.
6. Display of various preserved fruit products available in local markets.
7. Hands on training on making of potato, yam, onion chips.
8. Display of various preserved vegetable products available in local markets.
9. Watching videos on preservation of fruits and vegetables.
10. Visit to Horticulture University or research station to learn about value added products of fruits and vegetables.

Suggested text books/reference books :

1. Giridharilal, G. S. Siddappa and G.L.Tandon(2007) *Preservation of Fruits and Vegetables*, Indian Council of Agri. Res., New Delhi
2. Srivastava, R.P., and Sanjeev Kumar (2019) *Fruit and Vegetable Preservation : Principles and Practices*, CBS Publishers & Distributors Pvt., Ltd., New Delhi
3. Thompson, A.K. (1995) *Post Harvest Technology of Fruits and Vegetables*. Blackwell Sci.,U.K.
4. Verma, L.R. and V.K. Joshi (2000) *Post Harvest Technology of Fruits and Vegetables*. Indus Publ., New Delhi

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)*

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SECTION B

(3x10M = 30 Marks)

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

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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 aspathaal), 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 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,
Head, Dept. of Political Science,
Andhra Loyola College,
Vijayawada

Sri.R.John,
Dept. of Service Learning,
Andhra Loyola College,
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ANDHRA PRADESH STATE COUNCIL OF HIGHER EDUCATION

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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 Acheivements
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)

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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)

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Subject Experts:

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

Dr. J. Krishna Prasad Babu,
Associate Professor,
Dept. of History,
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Kavali

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



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SYLLABUS OF

INSURANCE PROMOTION

**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

To be Offered from Semesters I to IV

COMMERCE STREAM

Syllabus of

INSURANCE PROMOTION

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 field level structure and functioning of insurance sector and it's role in protecting the risks*
- 2. Comprehend pertaining skills and their application for promoting insurance coverage*
- 3. Prepare better for the Insurance Agent examination conducted by IRDA*
- 4. Plan 'promoting insurance coverage practice' as one of the career options.*

SYLLABUS:

Section I: 06 Hrs

Introduction of Insurance - Types of insurances. Growth of Insurance sector in India - Regulatory mechanism (IRDA) - Its functions

Section II: 10 Hrs

Life Insurance plans. Health insurance plans. Products and features. Contents of documents – Sales Promotion methods - Finding prospective customers – Counselling – Helping customers in filing - Extending post-insurance service to customers.

Section III : 10 Hrs

General Insurance - It's products (Motor, Marine, Machinery, Fire, Travel and Transportation) and features. Contents of documents. Dealing with customers – Explaining Products to Customers - Promoting Customer loyalty. Maintenance of Records.

Co-curricular Activities Suggested: (4 hrs)

1. Collection of pamphlets of various insurance forms and procedures
2. Invited Lectures by Development Officers concerned

3. Mock practice of selling of insurance products
4. Preparation of working documents
5. Assignments, Group discussion, Quiz etc.

Reference books:

1. Principles of Insurance, Himalaya publishing House
2. Principles and Practice of Insurance, "
3. Fundamentals of insurance, "
4. Life and General Insurance Management, "
5. Financial services, Tata McGraw hill
6. Insurance Principles and Practices, Sultan Chand & Sons
7. Websites on insurance promotion

MODEL QUESTION PAPER FORMAT

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
(At least 1 question should be given from each Unit)

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SECTION B

(Total: 3x10 = 30 Marks)

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

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SYLLABUS OF ONLINE BUSINESS AS PART OF SKILL DEVELOPMENT COURSES UNDER CBCS FRAMEWORK WITH EFFECT FROM 2020-21

PROGRAMME: FOUR-YEAR UG HONOURS PROGRAMME

(To be Implemented from 2020-21 Academic Year)

A.P. State Council of Higher Education
B A, B Com & B Sc Programmes

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

COMMERCE STREAM

Syllabus of
ONLINE BUSINESS

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

Learning Outcomes:

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

- 1. Understand the online business and its advantages and disadvantages*
- 2. Recognize new channels of marketing, their scope and steps involved*
- 3. Analyze the procurement, payment process, security and shipping in online business*
- 4. Create new marketing tools for online business*
- 5. Define search engine, payment gateways and SEO techniques.*

SYLLABUS:

Section-I: 06 Hrs

Introduction to Online-business-Definition-Characteristics-Advantages of Online Business- Challenges- Differences between off-line business, e-commerce and Online Business.

Section-II: 10 Hrs

Online-business Strategies-Strategic Planning Process- Procurement -Logistics & Supply Chain Management- Customer Relationship management.

Section-III: 10 Hrs

Designing Online Business Website – Policies - Security & Legal Issues - Online Advertisements - Payment Gateways - Case Study

Co-curricular Activities Suggested: (4 hrs)

1. Assignments, Group discussion, Quiz etc.
2. Short practical training in computer lab
3. Identifying online business firms through internet
4. Invited Lectures by e-commerce operators
5. Working with Google and HTML advertisements.
6. Visit to a local online business firm.

Reference books:

1. David Whiteley, "E-Commerce", Tata McGraw Hill, 2000.
2. E Business by Jonathan Reynolds from Oxford University Press.
3. Soka, From EDI to Electronic Commerce, McGraw Hill.
4. Websites on Online business.

MODEL QUESTION PAPER FORMAT

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)

(At least 1 question should be given from each Unit)

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SECTION B

(Total: 3x10 = 30 Marks)

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

(At least 1 question should be given from each Unit)

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SYLLABUS OF

PERFORMING ARTS

AS PART OF

SKILL DEVELOPMENT 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

SKILL DEVELOPMENT COURSES

ARTS STREAM

Syllabus of

PERFORMING ARTS

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

Learning Outcomes:

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

1. Acquire the basic knowledge in performing arts
2. Understand the modern stage and performance on the stage
3. Comprehend and improve the skills related to performing arts on the stage
4. Understand various Telugu folk arts and their significance
5. Know the modes of presentation and skills pertaining to folk arts.

SYLLABUS:

Unit-I: Introduction to performing Arts

06 Hrs

Arts – and its definition; Fine Arts; Arts - Learning & Imitation – Rasaas, Bhaavas and Rasa Sutra. Dasaroopakaas; Nritha, Nrithya, Natya; Action – Kinds of Actions; Ancient Costume style

Unit-II: Performing Arts – Stage Arts

10 Hrs

Origin of Drama (Theatre); Features of Stage; Varieties of Modern Telugu Drama; Famous Telugu Dramas.

Stage performance; Dramatic Actor and its definition; Actor-characteristics, Functions and Responsibilities.

Traits of an Actor – Diction, Articulation, Dialogue modulation, Time sense, Observation, Mime, Improvisation, Commentary,

Dress code, Make-up, lighting & Stage Direction.

Unit-III: Performing Arts – Forms

10 Hrs

Folk Arts, their nature and significance – Brief introduction to Pagavateshaalu, Bommalaatalu, Veedhinaatakaalu, Yakshaganaalu, Harikathalu, Burrakathalu, Oggukathalu, Chindu, Yakshaganaam, Kolaatam and Pulivesham.

Co-curricular Activities Suggested: (4 hrs)

1. Collection of information on modern stage plays, natakasamajams and audio visual material.
2. Providing training classes/inviting lectures with the help of local artists
3. Visit to a real time performing folk arts, if possible.
4. Mock experience classes of Stage plays and Folk arts.
5. Assignments, Group discussion, Quiz etc.

References:

1. Andhra Naataka Ranga Charithra –Mikkilineni Radha Krishna Murthy
2. Telugu Sahithya Sameeksha (Vol-II) – Dr. G. Nagaiah
3. Telugu Naataka Vilaasam – Dr. P.S.Rappa Rao
4. Telugu Jaanapada Vignanam – Prof. Tangirala Venkata Subba Rao
5. Jaanapada Vignandhyayanam – Prof. G.S. Mohan
6. Naatya Sasthramu (Visleshanathmaka Adhyayanam) – Dr. P.S.Rappa Rao
7. Sahithya Silpa Sameeksha – Prof. Pingali Lakshmikantham
8. Nurella Telugu Nataka Rangam – Prof. Modali Nagabhushana Sarma
9. Websites on Performing Arts.

MODEL QUESTION PAPER FORMAT

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)
(At least 1 question should be given from each Unit)

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SECTION - B (Total: 3x10 = 30 Marks)

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

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MODEL QUESTION PAPER

Time: 1 ½ hours (90 Minutes)

Max. Marks: 50

SECTION – A (Total 4 x 5 = 20 Marks)

Answer any Four Questions. Each answer carries 5 marks.

1. Rasa Sutra
2. Fine Arts
3. Natya, Nrittha, Nrithya,
4. Stage - Features
5. Dialogue Modulation
6. *PagatiVeshaalu*
7. *Kolaatam*
8. *VeedhiNaatakaalu*

SECTION – B (Total 3 x 10 = 30 marks)

Answer any Three questions. Each answer carries 10 marks.

1. Write about Dasaroopakaas.
2. Describe the main Characteristics of a Stage Actor?
3. Explain about origin and developments of Drama (Theatre) and introduce famous Telugu actors.
4. Write about the importance of Performing Folk Art Forms.
5. Write an explanatory notes on the Folk Arts “*Pagativeshalu* and *Bommatalu*”.

Suggestions for Teachers:

1. The aim of Skill Development Course is to inculcate field – related practical skills with equal emphasis on theory and skills thereby learnt by all students irrespective of their streams.
2. Only a few field visits may be possible in view of large numbers and less time, hence, no undue emphasis on field learning.
3. As there will not be any practical examination for this course, the student shall be able to answer the skills part also theoretically.



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SYLLABUS OF

PLANT NURSERY

**UNDER 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
PLANT NURSERY

Total 30 hrs (02h/wk),

02 Credits & Max Marks: 50

Learning Outcomes :

On successful completion of this course students will be able to;

- 1. Understand the importance of a plant nursery and basic infrastructure to establish it.*
- 2. Explain the basic material, tools and techniques required for nursery.*
- 3. Demonstrate expertise related to various practices in a nursery.*
- 4. Comprehend knowledge and skills to get an employment or to become an entrepreneur in plant nursery sector.*

Syllabus:

Unit-1 :Introduction to plant nursery

06 Hrs.

1. Plant nursery: Definition, importance.
2. Different types of nurseries –on the basis of duration, plants produced, structure used.
3. Basic facilities for a nursery; layout and components of a good nursery.
4. Plant propagation structures in brief.
5. Bureau of Indian Standards (BIS-2008) related to nursery.

Unit- 2 :Necessities for nursery

09 Hrs.

1. Nursery beds – types and precautions to be taken during preparation.
2. Growing media, nursery tools and implements, and containers for plant nursery, in brief.
3. Seeds and other vegetative material used to raise nursery in brief.
4. Outlines of vegetative propagation techniques to produce planting material.
5. Sowing methods of seeds and planting material.

Unit-3 :Management of nursery

09 Hrs.

1. Seasonal activities and routine operations in a nursery.
2. Nursery management – watering, weeding and nutrients; pests and diseases.
3. Common possible errors in nursery activities.
4. Economics of nursery development, pricing and record maintenance.
5. Online nursery information and sales systems.

Suggested Co-curricular activities (6 Hrs.)

1. Assignments/Group discussion/Quiz/Model Exam.
2. Demonstration of nursery bed making.
3. Demonstration of preparation of media for nursery.
4. Hands on training on vegetative propagation techniques.
5. Hands on training on sowing methods of seeds and other material.
6. Invited lecture cum demonstration by local expert.
7. Watching videos on routine practices in plant nurseries.
8. Visit to an agriculture/horticulture /forest nursery.
9. Case study on establishment and success of a plant nursery.

Suggested text books/reference books :

1. Ratha Krishnan, M., et.al. (2014) *Plant nursery management : Principles and practices*, Central Arid Zone Research Institute (ICAR), Jodhpur, Rajasthan
2. Kumar, N., (1997) *Introduction to Horticulture*, Rajalakshmi Publications, Nagercoil.
3. KumarMishra, K., N.K. Mishra and Satish Chand (1994) *Plant Propagation*, John Wiley & Sons, New Jersey.

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)*

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SECTION B

(3x10M = 30 Marks)

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

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SYLLABUS OF

BUSINESS COMMUNICATION

**AS PART OF SKILL DEVELOPMENT COURSES
UNDER CBCS FRAMEWORK WITH EFFECT FROM 2020-2021**

PROGRAMME: FOUR-YEAR UG HONOURS PROGRAMME

(To be Implemented from 2020-21 Academic Year)

A.P.STATE COUNCIL OF HIGHER EDUCATION

B.A,B.Com & B.Sc Programmes

Revised CBCS w.e.f 2020-21

SKILL DEVELOPMENT COURSE

COMMERCE STREAM

BUSINESS COMMUNICATION

Total 30 hrs (02hrs/wk), 02 Credits, Max 50 marks

Learning Outcomes:

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

- 1. Understand the types of business communication and correspondence*
- 2. Comprehend the processes like receiving, filing and replying*
- 3. Acquire knowledge in preparing good business communications*
- 4. Acquaint with organizational communication requirements and presentations.*

SYLLABUS:

UNIT I : 06hrs

Introduction and Importance of communication an overview - meaning and process of communication - organizational communication and its barriers.

UNIT II: 10hrs

Types of Business Communications –Categories, methods and formats - Business vocabulary - Business idioms and collocations – Organisational Hierarchy - Various levels of communication in an organization – Top-down, Bottom-up and Horizontal-Business reports, presentations– Online communications.

UNIT III: 10hrs

Receiving business communications -Filing and processing -Sending replies. Routine cycle of communications – Writing Communications - Characteristics of a good business communication -Preparation of business meeting agenda – agenda notes - minutes –circulation of minutes – Presentations of communication using various methods.

Recommended Co-curricular Activities (04hrs):

1. Collection of various model business letters
2. Invited lecture/field level training by a local expert
3. Reading of various business reports and minutes and its analysis
4. Presentations of reports, charts etc.
5. Assignments, Group discussion, field visit etc.

Reference books:

1. Chaturvedi. P.D.Chaturvedi.M - Business Communication concepts, Cases and applications - Pearsons Education
2. Kaul Asha - Effective Business Communication - PHI Learning pvt Ltd
3. www.swayam.gov.in
4. Websites on business communication

MODEL QUESTION PAPER FORMAT

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
(At least 1 question should be given from each Unit)

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SECTION B

(Total: 3x10 = 30 Marks)

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

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SYLLABUS OF

DAIRY TECHNOLOGY

**AS PART OF SKILL DEVELOPMENT 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

SKILL DEVELOPMENT COURSES

To be Offered from Semesters I to IV

ZOOLOGY STREAM

Syllabus of

DAIRY TECHNOLOGY

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

Learning Outcomes:

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

1. Understand the pre-requisites for starting a Dairy farm
2. Recognize different breeds of Cows & buffaloes following safety precautions.
3. Prepare and give recommended feed and water for livestock
4. Maintain health of livestock along with productivity
5. Vaccination of cattle, nutrients requirements
6. Entrepreneurship i.e., Effectively market dairy products
7. Ensure safe and clean dairy farm and Standard safety measures to be taken in establishing an industry
8. Efficiently start and manage to establish or develop a Dairy Industry

SYLLABUS:

Section I (Introduction and Establishment of a Dairy Farm):

05 Hrs

- 1.1 Dairy development in India – Dairy Cooperatives (NDRI, NDDB, TCMFP)(1hr)
- 1.2 Constraints of Present Dairy Farming and Future Scope of Dairy Farmer.(1 hr)
- 1.3 Selection of site for dairy farm; Systems of housing – Loose housing system, Conventional Dairy Farm; Records to be maintained in a dairy farm. (2 hrs)

Section II (Livestock Identification and Management): 13 Hrs

- 2.1 Breeds of Dairy Cattle and Buffaloes – Identification of Indian cattle and buffalo breeds and Exotic breeds; Methods of selection of Dairy animals. (5 hrs)
- 2.2 Systems of inbreeding and crossbreeding. (2 hrs)
- 2.3 Weaning of calf, Castration, Dehorning, Deworming and Vaccination programme (3 hrs)
- 2.4 Care and management of calf, heifer, milk animal, dry and pregnant animal, bulls and bullocks. (3 hrs)

Section III (Feed Management, Dairy Management, Cleaning and Sanitation): 8 Hrs

- 3.1 Basic Principles of Feed, Important Feed Ingredients, Feed formulation and Feed Mixing(2 hrs)
- 3.2 Operation Flood –Definition of Milk and Nutritive value of milk and ICMR recommendation of nutrients –Per Capita Milk production and availability in India and Andhra Pradesh -Methods of Collection and Storage of Milk–Labelling and Storage of milk products (4 hrs)
- 3.3 Cleaning and sanitation of dairy farm – Safety precautions to prevent accidents in an industry. (2 hrs)

Co-curricular Activities Suggested: (4 hrs)

1. Group discussion&SWOT analysis
2. Visit to a Dairy Farm
3. Visit to Milk Cooperative Societies
4. Visit to Feed Milling Plants
5. Market Study and Identification of Government Schemes, Insurance and Bank Loans in relation to dairy farming

Reference books:

1. Dairy Science: Petersen (W.E.) Publisher – Lippincott & Company
2. Principles and practices of Dairy Farm –Jagdish Prasad
3. Text book of Animal Husbandry - G C Benarjee
4. Hand book of Animal Husbandry - ICAR Edition
5. Outlines of Dairy Technology – Sukumar (De) – Oxford University press
6. Indian Dairy Products – Rangappa (K.S.) & Acharya (KT) – Asia Publishing House.
7. The technology of milk Processing – Ananthakrishnan, C.P., Khan, A.Q. and Padmanabhan, P.N. – Shri Lakshmi Publications.
8. Dairy India 2007, Sixth edition
9. Economics of Milk Production – Bharati Pratima Acharya Publishers.
10. <http://www.asci-india.com/BooksPDF/Dairy%20Farmer%20or%20Entrepreneur.pdf>
11. <https://labour.gov.in/industrial-safety-health>

Model Format for Question Paper:

MODEL QUESTION PAPER & PATTERN

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**
(At least **1 question** should be given from each Unit)

1.	Conventional Dairy Farm
2.	Animal Inbreeding
3.	Sanitation of Dairy Farm
4.	Dairy development in India
5.	Feed Mixing
6.	Deworming
7.	Milk Storage Methods
8.	Identification of characters of any Two Dairy cattle

SECTION B

(Total: 3x10 = 30 Marks)

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

1.	Write an essay on Dairy development in India, its current position and future scenario.
2.	List our different methods involved in selection of dairy animals and discuss briefly.
3.	Give an account of feed ingredients and feed management required for dairy animals.
4.	Explain different methods of collection of milk.
5.	Explain two methods of systems of housing of dairy animals.

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Note: Please read the following in addition to the Guidelines sent.

1. *In Unit-2 and Unit-3, Sub-titles highlighted in Yellow colour are Skills. Sub-titles not highlighted are of Theoretical base.*
2. *Skills, though separately shown, shall also have 'content' to be learnt and written in the examination by the students.*
3. *The field (hands on) skills are learnt through the Co-curricular Activities.*
4. *One or two books referred shall be related to 'learning of skills'*
5. *Topics and syllabus may be prepared keeping all (BA/BSc/BCom) urban as well as rural students in view.*



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SYLLABUS OF

DISASTER MANAGEMENT

UNDER SKILL DEVELOPMENT 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

SKILL DEVELOPMENT COURSES

ARTS STREAM

DISASTER MANAGEMENT

Total 30hrs (2hrs/week) 2 Credits Total 50 Marks

Learning Outcomes:

After successful completion of the course, the students are able to;

- 1. Understand the nature, cause and effects of disasters*
- 2. Comprehend the importance of Disaster Management and the need of awareness*
- 3. Acquire knowledge on disaster preparedness, recovery remedial measures and personal precautions*
- 4. Volunteer in pre and post disaster management service activities*

Syllabus:

UNIT-I: 06 hrs

Introduction of Disaster - Different types of disasters- Natural- (flood, cyclone, earthquake, famine and pandemic) - Accidental- (Fire, Blasting, Chemical leakage, Rail, Aviation, Road boat tragedies and nuclear pollution) - Disaster Management Act 2005

UNIT-II: 09hrs

Causes and immediate effects of Disasters - Preparedness of disasters –Precautions – Dissemination of information - Nature and concepts - Role of National Disaster Management Authority and Role of Government and non governmental organizations in protecting human livestock and natural resources.-Use of technology -Role of Citizens and Youth in the prevention.

UNIT-III - 09 hrs

Post disaster effects - short term - Procedures for Rehabilitation and Recovery - Role of volunteers and Safety Precautions - Long term remedial and preventive measures – Collection, filing and storage of information - Case studies

Suggested co curriculum Activities: (06 hrs)

1. Invite lectures by local experts
2. Training on preparedness, post disaster services
3. Analysis of Case studies
4. Visit to a disaster management office and facility
5. Assignments, Group discussion, quiz etc.

References:

1. Jagbirsingh - Disaster Management Future challenges and opportunities- - K.W.Publishers

2. GOI - UNDP Disaster Management Guidelines
3. J.P.Singhal - Disaster Management - Laxmi Publications
4. www.ndma.gov.in
5. Wikipedia and other websites on Disaster management.

MODEL QUESTION PAPER FORMAT

Max Marks: 50

Time: 1 ½ hr (90 Min)

SECTION A (Total: 4x5=20 Marks)

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

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SECTION B

(Total: 3x10 = 30 Marks)

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

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Subject Committee Member:

1. Dr. J. Sanath Kumar, Principal (Retd.), GDC, Tanuku, WG Dt.



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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)

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- 2.
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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.
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SYLLABUS OF

LOGISTICS AND SUPPLY CHAIN MANAGEMENT

**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

COMMERCE STREAM
Syllabus of
LOGISTICS AND SUPPLY CHAIN MANAGEMENT
Total 30 hrs (02h/wk), 02 Credits & Max 50 Marks

Learning Outcomes:

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

- 1. Summarize relationship between marketing and Logistic Management*
- 2. Understand the concepts of Supply Chain Management in connection with products.*
- 3. Understanding various types of seller and suppliers*
- 4. Evaluate best logistic method among all means of transport operations*
- 5. Analysis of different distribution strategies - online and physical distribution*
- 6. Compare the Logistics in National and International Scenario.*
- 7. Design and develop new methods and models of Logistics in SCM*

SYLLABUS:

Unit-1: Introduction to Logistics and Supply Chain Management (SCM):

Functions of Logistics - Structure of logistics - Logistics Costs - Modes of Logistics - Logistics in 21st Century -- Role of Supply Chain Management - Design and Development of Supply Chain Network - Different types of Supply Chain Networks

Unit-II: Logistics:

Customer Selection - Process - Customer Service and Customer Retention – Relationship Management - Integrating Logistics and Customer Relationship Management

Unit-III: Supply Chain Management:

Managing and Estimating Supply Chain Demand – Forecasting Techniques – Supplier Networks – Skills to Manage SCM - Recent Trends in SCM

Suggested Co-curricular Activities:

1. Invited lecture from Domain/Industry Experts
2. Field Visit (Manufacturing units, Suppliers)
3. Assignments, Seminars, Group Discussion, Quiz and Role Play
4. Poster presentations on SCM
5. Case Study Development

References:

1. Shailesh Kasande, Materials and logistics Management, NiraliPrakashan
2. Jhamb LC, Materials and logistics Management, Everest Publishing House.
3. Martin Christopher, Logistics & Supply Chain Management, Prentice Hall.
4. Alan Rushton, Phil Croucher & Peter Baker (CILT), Logistics and Distribution Management, Kogan Page Ltd.
5. G. Raghuram , Logics and Supply Chain Management, Macmillan.
6. Dr. Gopal Krishnan – Material Management Rearview, Pearson New Delhi.
7. B.S. Sahay, Macmillan, Supply Chain Management, Pearson Education.
8. Bowersox, Closs & Cooper, Supply Chain Logistics Management, McGraw-Hill.
9. Websites on Logistics and supply chain management.

MODEL QUESTION PAPER FORMAT

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)

(At least 1 question should be given from each Unit)

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SECTION B

(Total: 3x10 = 30 Marks)

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

(At least 1 question should be given from each Unit)

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SYLLABUS OF

SOLAR ENERGY

**AS PART OF SKILL DEVELOPMENT 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
SKILL DEVELOPMENT COURSES

Science Stream

Syllabus of
SOLAR ENERGY

Total 30 hrs (02h/wk),

02 Credits & Max Marks: 50

Learning Outcomes:

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

- 1. Acquire knowledge on solar radiation principles with respect to solar energy estimation.*
- 2. Get familiarized with various collecting techniques of solar energy and its storage*
- 3. Learn the solar photovoltaic technology principles and different types of solar cells for energy conversion and different photovoltaic applications.*
- 4. Understand the working principles of several solar appliances like Solar cookers, Solar hot water systems, Solar dryers, Solar Distillation, Solar greenhouses*

SYLLABUS:

UNIT-I – Solar Radiation:

(6 hrs)

Sun as a source of energy, Solar radiation, Solar radiation at the Earth's surface, Measurement of Solar radiation-Pyroheliometer, Pyranometer, Sunshine recorder, Prediction of available solar radiation, Solar energy-Importance, Storage of solar energy, Solar pond

UNIT-II – Solar Thermal Systems:

(10 hrs)

Principle of conversion of solar radiation into heat, Collectors used for solar thermal conversion: Flat plate collectors and Concentrating collectors, Solar Thermal Power Plant, Solar cookers, Solar hot water systems, Solar dryers, Solar Distillation, Solar greenhouses.

UNIT-III – Solar Photovoltaic Systems:

(10 hrs)

Conversion of Solar energy into Electricity - Photovoltaic Effect, Solar photovoltaic cell and its working principle, Different types of Solar cells, Series and parallel connections, Photovoltaic applications: Battery chargers, domestic lighting, street lighting and water pumping

Co-curricular Activities (Hands on Exercises): (04 hrs)

[Any four of the following may be taken up]

- 1. Plot sun chart and locate the sun at your location for a given time of the day.*
- 2. Analyse shadow effect on incident solar radiation and find out contributors.*
- 3. Connect solar panels in series & parallel and measure voltage and current.*
- 4. Measure intensity of solar radiation using Pyranometer and radiometers.*
- 5. Construct a solar lantern using Solar PV panel (15W)*
- 6. Assemble solar cooker*
- 7. Designing and constructing photovoltaic system for a domestic house requiring 5kVA power*
- 8. Assignments/Model Exam.*

Reference Books:

1. Solar Energy Utilization, G. D. Rai, Khanna Publishers
1. Solar Energy- Fundamentals, design, modeling & applications, G.N. Tiwari, Narosa Pub., 2005.
2. Solar Energy-Principles of thermal energy collection & storage, S.P. Sukhatme, Tata McGraw Hill Publishers, 1999.
3. Solar Photovoltaics- Fundamentals, technologies and applications, Chetan Singh Solanki, PHI Learning Pvt. Ltd.,
4. Science and Technology of Photovoltaics, P. Jayarama Reddy, BS Publications, 2004.

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)*

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SECTION B

(3x10M = 30 Marks)

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

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SYLLABUS OF

SURVEY AND REPORTING

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

Arts Stream

SURVEY & REPORTING

Total Hours : 30 (2h/w), Credits : 02, Max Marks: 50.

Learning Outcomes:

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

- 1. Understand the basics of survey and reporting needs and methods*
- 2. Comprehend designing of a questionnaire*
- 3. Conduct a simple and valid survey and Collect data*
- 4. Organize and interpret data and Prepare and submit report.*

Syllabus:

- Unit I** Survey: Meaning and Definition –Identifying need for survey - Identifying
08Hrs Sample –Characteristics of Sample - Types of Survey – Survey Methods –
Advantages and Disadvantages of Survey – Essential Steps in Survey – Online
Survey.
- Unit II** Preparing Questionnaire: Types and Parts of Questionnaire – Qualities of good
09Hrs Questionnaire – Precautions inPreparing Questionnaire
Administering/Piloting Questionnaire –Collection of data -Dealing with People –
Maintaining objectivity/neutrality.
- Unit III** Methods of Organizing data – Forms of data presentation - Tables and Figures –
10Hrs Basic Statistical Methods of Analysis of data –Percentages - Mean, Mode and
Median –Simple Ways of showing Results– Tables/Graphs/Diagrams
Report Writing: Forms of Reporting - Parts of a Report - Title page to
Acknowledgements -Characteristics of a Good Report – Style of language to be
used - Explaining Data in the Report – Writing fact-based Conclusions – making
Recommendations – Annexing required material.

Recommended Co-curricular Activities (03 hrs):

1. Invited Lecture/Training by a Local Expert
2. Collection and study of questionnaires
3. Preparation of sample questionnaire and conduct a live sample survey
4. Preparation of a sample Report
5. Assisting a real time field survey and report writing
6. Assignments, Group discussion, Quiz etc.

References:

1. Denscombe M., The Good Research Guide: For Small-Scale Social Research Projects, Open Uni. Press, 1998
2. Sudman S & Bradburn N.M., Asking Questions, 1973
3. Wayne W Daniel, Questionnaire Design, 1979
4. Websites on Survey and Reporting.

MODEL QUESTION PAPER FORMAT

Max. Marks: 50

Time: 1 1/2hrs (90 Minutes)

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)

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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)

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Subject Committee Members

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

Dr. J. Krishna Prasad Babu
Associate Professor,
Dept. of History
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SYLLABUS OF

SOCIAL WORK METHODS

UNDER SKILL DEVELOPMENT COURSES

UNDER CBCS FRAMEWORK WITH EFFECT FROM 2020-21

PROGRAMME: FOUR-YEAR UG HONOURS PROGRAMME

(To be Implemented from 2020-21 Academic Year)

A.P. State Council of Higher Education
B.A., B. Com., B.Sc. etc. Programmes
(Revised CBCS w.e.f.2020-2021)

**Skill Development Courses
To be offered from Semesters I to IV**

ARTS STREAM

Syllabus of **SOCIAL WORK**

(Total 25 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 relating to social work practice, values, principles of social work and social problems in India*
- 2. List out different approaches of providing help to the people in need.*
- 3. Acquaint the process of primary methods of social work*
- 4. Get to know the skills of working with individuals, groups and communities.*

Syllabus

Unit-I:(07Hrs)- Introduction to social work and concepts related to social work

Introduction to Social Work- Definition- Scope- objectives - Functions- social service, social welfare services, social reform, major social problems in India; Social work philosophy, values, objectives, principles, methods and fields of social work.

Unit-II:(09Hrs) Methods of Working with Individuals and Groups

Social case work –Definition-scope and importance of social case work, principles and process of social case work -Tools and techniques in social case work- Counselling skills. Social Group Work-Definition-scope- the need for social group work –Group work process - Principles of Group Work -Stages of Group Work-Facilitation skills and techniques.

Unit-III: (09Hrs)Workingwith Communitiesand Field Work in social work

Community – definition - characteristics- types- community organisation as a method of social work-definition-objectives-principles- phases of community organization -

concepts of community development, community participation and community empowerment.

Field work in social work – Nature, objectives and types of field work - Importance of field work supervision.

Suggested Co-curricular Activities:(05 hours)

1. Divide the students into groups, each group containing not exceeding 10 students depending upon the total number of students in a class or section. Each group can search in internet about any one of the institutions which work for the welfare of children or women or elderly or scheduled caste and scheduled tribe children or differently abled persons or Juvenile homes or Correctional homes or hospitals or Mahila Pragathi pranganam or Swadhar project or any social welfare project or non governmental organizations (NGOs) to have an idea about welfare agencies working for the needy.
2. Ask each group to exchange and discuss the information with other groups in the classroom with the information they collected on Internet.
3. Group Discussion with the students- what type of community problems they observe in their villages/towns/cities? Ask them to tell what are the line departments which will help to solve the problems of their communities and suggest them what type strategies help the communities to empower.
4. Invited lectures/Training by local experts
5. Visit to a community
6. Assignments, Quiz etc.

References:

1. Chowdhary, Paul. D. (1992). Introduction to Social Work. New Delhi: Atma Ram and Sons.
2. Friedlander W.A. (1955). Introduction to social welfare, New York, Prentice Hall.
3. Government of India, (1987). Encyclopedia of Social Work in India (Set of 4 Volumes). New Delhi, Publications Division, Ministry of Information and Broadcasting.
4. Lal Das, D.K. (2017). Practice of Social Research – Social Work Perspective, Jaipur, Rawat Publications.
5. Madan, G.R. (2009). Indian Social Problems (Volume 1 & 2). New Delhi: Allied publishers Private Limited.
7. Siddiqui, H.Y.(2007). Social Group Work. Jaipur: Rawat Publications
8. Pasty McCarthy & Carolin Hatcher, (2002). Presentation skills. The Essential Guide for Students. New Delhi, Sage Publications.
9. Websites on Social work methods.

MODEL QUESTION PAPER FORMAT

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)

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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)

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MODEL QUESTION PAPER

Max.Marks:50

Time: 1^{1/2} hour (90 minutes)

SECTION-A (Total 4x5=20 Marks)

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

1. Elucidate the objectives of social work.
2. Write the difference between social service and social welfare service.
3. Discuss about values of social work.
4. Write the various fields of social work.
5. Describe the techniques-ventilation and Empathy.
6. Write the qualities of a leader.
7. Explain the characteristics of community.
8. Describe the importance of field work in social work.

SECTION-B (Total=3x10 =30 marks)

(Answer any three questions. Each question carries 10 marks)

9. Discuss any two major social problems in India.
10. Write in detail principles of social work.
11. Define Social Case work and discuss the process of social case work.
12. Describe the stages of social group work and discuss how you resolve group conflicts in a group.
13. Define Community Organisation? Write the phases of community organisation?
