



S.V.L.N.S GOVERNMENT DEGREE COLLEGE, BHEEMUNIPATNAM

VISAKHAPATNAM DISTRICT

ACCREDITED BY NAAC WITH B GRADE

1.3.1: *Institution integrates crosscutting issues relevant to Professional Ethics, Gender, Human Values, Environment and Sustainability in transacting the Curriculum*

Our institution is committed to the holistic development of our students, which includes academic excellence, ethical and moral values, gender equality, environmental awareness, and human rights. We have implemented various programs and initiatives to ensure that our students are well-rounded individuals who are capable of making a positive impact on society.

Professional Ethics is an essential part of our curriculum, and we have included courses like Human Values and Professional Ethics, Indian Culture and Science in the UG syllabus for B.Sc/B.Com/B.A students. These courses are taught by language teachers and focus on developing students' leadership skills, group work abilities, and social responsibility. Field visits to nearby orphanages and old age homes are regularly organized to help students understand the importance of empathy and compassion towards others.

Moral and Ethical Values are fundamental components of our educational philosophy, and we strive to groom our students into responsible citizens who uphold these values in their personal and professional lives. We celebrate national days of importance such as Independence Day, Republic Day, and Gandhi Jayanti, to instil patriotism and social consciousness among students.

Gender Equality and equal opportunity for women are essential values of our institution, and we ensure that all activities and programs are inclusive of female staff and students. The Women Development Cell, Anti-Ragging Cell, and Legal Cell are active in promoting equality and support for female staff and students. Regular meetings are conducted to discuss issues and find solutions to create a better environment for women.

Environmental Awareness is a crucial issue, and we aim to instil a sense of responsibility towards the environment in our students. The Environment Study is a part of our curriculum, and we organize tree plantation and cleanliness programs. Seminars are conducted on topics like Ozone Day, Energy

Conservation Day, and other environmental issues. We also organize community service projects on raising awareness about the conservation of energy and planting saplings in the adopted village.

Human Rights are basic rights enjoyed by all, and we celebrate Human Rights Day every year to spread awareness and motivate everyone to make proper use of their basic rights. Constitution Day is also celebrated to raise awareness about the importance of the constitution and its values among students.

In conclusion, our institution is committed to developing responsible and compassionate citizens who are capable of making a positive impact on society. We strive to instill values like Professional Ethics, Moral and Ethical Values, Gender Equality, Environmental Awareness, and Human Rights among our students. By implementing various programs and initiatives, we ensure that our students are well-rounded individuals who are capable of making a positive impact on society.



Constitution Day 2019 Organized at the College on 20th Nov 2019

A programme organized on Ek Bharat Shreshtha Bharat



Human Rights Day 2017

NCC Day



Vana samaaradhana Dinosthavam



UNO Formation Day 2017



Unity Day 2017



NSS Day



Clean and Green Activities



Ozone Layer Preservation day 2017



International Telugu language Day 2017



Independence Day 2017



Human Rights Day 2021



National Consumer Rights Day 2021



National Voters day 2022



Women's Day 2022



Beach Cleaning



Birth anniversary of Alluri Seetha Rama Raju



Birth Anniversary Of Pingali Venkayya



Azadi Ka Amruth Mahosthav



Independence Day 2022



Annual Day



National Sports Day





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
Web: www.apsche.org **Email:** acapsche@gmail.com

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 GurrarnJashua (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)

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



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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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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

-oOo-

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,


23/6/2022
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						
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				
Major 2	Skill Enhancement Core Courses 6 & 7									5	4				
Major 2	Skill Enhancement Core Courses 6 & 7									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

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).

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						
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				
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

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).

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						
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

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).

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 Credit System (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)