



GOVERNMENT DEGREE COLLEGE :: KANIGIRI

Established in 1983, Accredited with NAAC 'C'
Affiliated to Acharya Nagarjuna University (Guntur),
Prakasam District, Andhra Pradesh - 523230



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1.3 CURRICULUM ENRICHMENT

1.3.1 Institution integrates crosscutting issues relevant to Professional Ethics, Gender, Human Values, Environment and Sustainability into the curriculum

- GUIDELINES FOR THE REVISED CHOICE BASED CREDIT SYSTEM CBCS
- LIST OF LIFE SKILL COURSES
- CBCS CURRICULAR FRAMEWORK (ANNEXURE I & II)
- LSC SYLLABUS
- SDC SYLLABUS
- PROCEEDINGS OF THE COMMISSIONER REGARDING LSC AND SDC
- PROCEEDINGS OF THE COMMISSIONER ON CODE OF CONDUCT
- PROCEEDINGS OF THE COMMISSIONER REGARDING GENDER BASED AWARENESS PROGRAMMES

A.P. STATE COUNCIL OF HIGHER EDUCATION
GUIDELINES FOR THE REVISED CHOICE BASED CREDIT SYSTEM CBCS
(W.E.F 2020-21)

I. Preamble:

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

17. Similarly, online programmes such as Webinars, with greater participation of students, may be encouraged in colleges.
18. The system of credit transfer facilitates students getting better training at appropriate places. The universities may discuss and develop a uniform system and guidelines in this regard across the state. The number of credits earned under credit transfer shall, however, be limited to a small number. APSCHE will issue separate guidelines.
19. To ensure inculcating social responsibility and compassionate commitment among the students, the summer vacation in the intervening 1st and 2nd years of study shall be for Community Service. Detailed guidelines on the Community Service will be circulated shortly.
20. To make the students employable, an Apprenticeship / Internship / On the job training shall be undertaken by the students in the intervening summer vacation between the 2nd and 3rd years.
21. During the entire 6th Semester, the student shall undergo Apprenticeship / Internship / On the Job Training. This is to ensure that the students develop hands on technical skills which will be of great help in facing the world of work.
22. APSCHE shall issue guidelines for the implementation and assessment of the Apprenticeship / Internship / On the job Training.

LIST OF LIFE SKILL COURSES

Semester	No. of Courses	Choices	Preferred Teaching Dept.
I	01	Computer Applications	Computers
		Human Values and Professional Ethics	English/Telugu/Any Dept
		Entrepreneurship	Commerce
II	01	Information and Communication Technology	Computers
		Indian Culture and Science	History/Telugu
		Elementary Statistics	Statistics/Maths/Economics/Commerce
III	02	Health and Hygiene	Zoology/Botany
		Personality Development and Leadership	English/ Any Dept
		Analytical Skills	Maths/Statistics
		Environmental Education	Botany/Zoology/Environmental Sciences/Any Dept.

List of Skill Development Courses along with their Semester-wise allotment with choices. Preferred Teaching Departments are given in the parenthesis.

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

ANNEXURE - I CBCS CURRICULAR FRAMEWORK (2020 - 21 ONWARDS) - BACHELOR OF ARTS															
Subjects		SEM I		SEM II		SEM III		SEM IV		SEM V		SEM VI			
		Hrs/W	Credits	Hrs/W	Credits	Hrs/W	Credits	Hrs/W	Credits	Hrs/W	Credits	Hrs/W	Credits		
Languages															
English		4	3	4	3	4	3								
Language (H/T/S)		4	3	4	3	4	3								
Life Skill Courses		2	2	2	2	2+2	2+2								
Skill Development Courses		2	2	2+2	2+2	2	2								
Core Papers															
Major 1	Core 1,2,3,& 4	5	4	5	4	5	4	5	4			THIRD PHASE of APPRENTICESHIP Entire 5th / 6th Semester	FIRST and SECOND PHASES (2 spells) of APPRENTICESHIP between 1st and 2nd year and between 2nd and 3rd year (two summer vacations).		
Major 2	Core 1,2,3,& 4	5	4	5	4	5	4	5	4						
Major 3	Core 1,2,3,& 4	5	4	5	4	5	4	5	4						
Major 1	Core -5							5	4						
Major 2	Core -5							5	4						
Major 1	Skill Enhancement Core Courses 6 & 7									5	4				
Major 2	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

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

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

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



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SYLLABUS OF

ENVIRONMENTAL AUDIT

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

PROGRAMME: FOUR-YEAR UG HONOURS PROGRAMME

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

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

SCIENCE STREAM

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

Learning Outcomes:

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

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

UNIT – I

Industrial Pollution and its effects

06h

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

UNIT - II

Environmental Law & Policy:

09h

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

UNIT - III

Environmental Audit - Scope & Requisites:

10h

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

Co-curricular Activities Suggested:

05h

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

Reference books and websites:

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

Recommended MODEL QUESTION PAPER FORMAT

Max. Marks: 50

Time: 1½ hrs (90 Minutes)

SECTION- A

(4x5M=20 Marks)

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

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

SECTION B

(3x10M = 30 Marks)

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

1.	
2.	
3.	
4.	
5.	

MODEL QUESTION PAPER

Max. Marks: 50

Time: 1½ hrs (90 Minutes)

SECTION- A

(4x5M=20 Marks)

Answer any four questions. Each answer carries 5 marks

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

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

SECTION B

(3x10M = 30 Marks)

Answer any three questions. Each answer carries 10 marks

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

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



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SYLLABUS OF

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 andGroup 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 – byRaymond Greenlaw and Ellen Hepp, Publishers : TMH
2. Internet technology and Web design, ISRD group, TMH.
3. Information Technology – The breaking wave, Dennis P.Curtin, Kim Foley, Kunai Sen and Cathleen Morin, TMH.

Model Question Paper Format

Time: 1 1/2 hrs (90 Minutes)

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

Section -A

(Total: 4x5=20 Marks)

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

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

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

Section- B

(Total: 3x10 = 30 Marks)

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

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

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



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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,
Vijayawada

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

DEI curriculum effectively integrates cross-cutting issues relevant to gender, environment and sustainability, human values and professional ethics and leads to a strong value-based holistic development of students. Various activities are organized throughout the year as part of the curriculum that help in this endeavor.

1. Gender Sensitivity:

Gender related courses are an integral component of various programmes. Students are sensitized and encouraged to work towards gender equity from a cross-cultural perspective.

Free counseling services are provided through a Counseling Cell. Gender sensitization camps are organized in slums and rural areas of Agra district that include, women's rights, human rights, child rights, gender justice and gender equality.

Compulsory core courses along with the wide range of community outreach programmes that include health and hygiene camps, hole-in-the-wall and village adoption, enable exposure to real life situations. DEI annually organizes seminars, conferences, guest lectures, exhibitions, street plays and literary activities that help in gender sensitization.

2. Environment and Sustainability: DEIs strong community orientated work culture is based on the *Sigma-Six Q* sustainable way of life, that involves integration of water quality, air quality, education and healthcare, agriculture and dairy practices, innovation and human values. DEI has pioneered vocational and skill development education by introducing UG/PG programmes in Water, Sanitation and Waste Management, Renewable Energy, Dairy Technology, Agriculture and Environmental and Green Technology. A compulsory core course on Environment studies is included in all UG programmes. Environment awareness camps, seminars, workshops, guest lectures, industry visits and field excursions are organized. Environment Day, Earth Day and Water Day are annually celebrated.

DEI accords great importance to research in inter-disciplinary areas focused on renewable energy, environmental pollution, agriculture, education and healthcare.

3. Human Values and Professional Ethics

The curriculum has the following compulsory core courses in all UG programmes specially focused on the development of human values and professional ethics:

1. Cultural Education (*to take pride in national ethos so that one may not lose one's moorings*).
2. Scientific Methodology, General Knowledge and Current Affairs: (*to nurture a scientific temper and be aware of contemporary developments*).
3. Rural Development: (*to foster a fuller understanding of the rural life with a view to appreciate properly the polity and economy of our country and social forces at work*).
4. Agricultural Operations (*to inculcate a spirit of working with one's own hands and develop an understanding of the contribution of rural life*)
5. Social Service: (*to engender the spirit of brotherhood of man and to facilitate the establishment of casteless and classless society*). [SEP]
6. Comparative Study of Religion: (*to create a spirit of tolerance and awaken the spirit of Brotherhood of Man and Fatherhood of God*).
7. Co-curricular Activities (*for all-round development of personality*)
8. Environment Studies (*for environment consciousness and its impact on everyday life*)
9. Disaster Management

A compulsory course on Professional Ethics and Values is also offered in M.Tech. Engg. Systems, Value Education in B.Ed. and Professional Ethics as part of School Management.

The Institute also has a Model Code of Ethics to curb various malpractices.

Links:

Core Courses Syllabus

<https://www.dei.ac.in/dei/files/NAAC%20Self%20Qualitative%20Assessment/CORECourseSyllabus%201.3.1.pdf>

Core Course Committees (Sample Science)

<https://www.dei.ac.in/dei/files/NAAC%20Self%20Qualitative%20Assessment/Core%20Course%20Committees%20Science%205.3.2.pdf>

Compulsory Courses in B.Ed. (EDM 106 : School Mngt. & Professional Ethics and SDC171: Safety and Disaster Management)

<https://www.dei.ac.in/dei/education/files/Syllabus%20B.Ed..pdf>

Prospectus (Compulsory Core Courses, Page 44)

[https://www.dei.ac.in/dei/admission/files/admission2019/Prospectus%20-2019-20%20\(FINAL\).pdf](https://www.dei.ac.in/dei/admission/files/admission2019/Prospectus%20-2019-20%20(FINAL).pdf)

National Social Service

<https://www.dei.ac.in/dei/nss/>

<https://www.dei.ac.in/dei/nss/files/NSS.pdf>



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

PERSONALITY ENHANCEMENT AND LEADERSHIP

AS PART OF

LIFE SKILL COURSES

UNDER CBCS FRAMEWORK WITH EFFECT FROM 2020-2021

PROGRAMME: FOUR-YEAR UG HONOURS PROGRAMME

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

Revised CBCS w.e.f 2020-21

LIFE SKILL COURSE

Personality Enhancement & Leadership

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

Learning Outcomes:

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

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

Syllabus:

Unit – I:(7 hrs)

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

Unit – II: (8 hrs)

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

Unit – III:(10 hrs)

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

Co-curricular Activities Suggested: (05 hrs)

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

Reference Books:

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

MODEL QUESTION PAPER & PATTERN

Max Marks: 50

Time: 1 ½ hr (90 Min)

SECTION A (Total: 4x5=20 Marks)

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

1.	
2.	
3.	
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 COMMITTEE MEMBERS

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

Dr. B. R. Prasad Reddy,
Associate Professor,
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Vetted by:
Prof. S. Samiullah,
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Tirupati



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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.
- 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.

Proceedings of the Commissioner of Collegiate Education:AP: Mangalagiri
Present: Dr.Pola Bhaskar, IAS

Rc.No: 6/LSC_SDC/CCE/2022

Dated: 27.09.2022

Sub: Collegiate Education-Implementation of LSCs/SDCs across all the colleges from this academic year-Reg

- Ref:** 1. CCE initiative on E-Content generation for Non-Core Subject namely: Life Skills courses (LSCs) and Skill Development Courses(SDCs) through Note File C.No: I /LSC_SDCI e-Content/CCE12022.
2. Progs. Rc.No: I/LSC_SDC/e-Content/CCE12022 date: 30-05.2022 of this office.
- 3.D.O. Lr to the Chairman, APSCHC Rc.No.06/ Uni_Cir /AC-5/ CCE-2022 dated 03.08.2022
- 4.Rc.No: 5/LSC SDC-Phase III/e-Content/CCE/2022 I) dated: 18.08.2022.

Order:

It is to inform that the Commissionerate of Collegiate Education (CCE), as part of its initiatives for implementation of Revised Curriculum Framework:2020 in UG programmes in line with National Education Policy: 2020 (NEP:2020) has undertaken the task of content generation for all skill courses (i.e.) Life Skill Courses (LSCs) and Skill Development Courses (SDCs) as there are no specified Text Books for these courses.

However, for the immediate benefit of students, content generation for seventeen (17) select skill courses have been taken up with focus on courses that would provide UG students with multidisciplinary and digital edge. The following are the Four (04) Life Skill courses and thirteen (13) Skill Development courses:

Semester	Life Skill Courses (04)		
I	Human Values and Professional Ethics		
II	Information & Communication Technology		
III	Analytical Skills		
	Environmental Education		
Skill Development Courses (13)			
Semester	Stream – A (Arts)	Stream – B (Commerce)	Stream – C (Science)
I	Tourism Guidance	Insurance Promotion	Electrical Appliances
			Plant Nursery
II	Survey & Reporting	Business Communication	Solar Energy
	Social Work Methods	Logistics & Supply Chain Management	Dairy Techniques
III	Financial Markets	Retailing	Poultry Farming

Further, it is informed that the subject experts/content generators who have been instrumental in preparing textbooks and e-content in four quadrants and podcasts are trained as 'Master Trainers' in content delivery for the effective realization of Objectives and Learning Outcomes pertaining to skill courses. These master trainers in turn have trained teachers teaching the respective skill courses through "Training of Teachers".

In view of the above, the Principals of Government Degree Colleges (GDCs) are requested to make use of the available resources in the form of textbooks, e-content in four quadrants on CCE-LMS site and podcast effectively. This can only be ensured by the Principals through mandatory implementation of these select seventeen (17) skill courses at their respective GDCs.

Hence, the Principals of GDCs are instructed to make it compulsory for UG students studying in their colleges to opt from among the above mentioned seventeen (17) skill courses without any deviation.

Sd/- Dr Pola Bhaskar, IAS
Commissioner of Collegiate Education

To

The Principals of all GDCs

Copy To

The RJDCEs of Zone I, II, III & IV

//Attested//


Officer On Special Duty

PROCEEDINGS OF THE COMMISSIONER OF COLLEGIATE EDUCATION

AP::VIJAYAWADA

Present: Sri Pola Bhaskar, IAS.

Re.No:04 /Acad.Cell-Policies/A.C-6/2022

Date: 17-05-2022

Sub: Commissionerate of Collegiate Education – Code of Professional Ethics, Roles and Responsibilities of Principals, Lecturers, Physical Directors, and College Librarians working in Government Degree Colleges – Standard Operating Procedure (SOP) to be followed- reg.

Ref: 1.G.O Ms.No.14, Higher Education (U.E) Department dt.13-02-2019.
2.HandBook for College Principal, Commissionerate of Collegiate Education, dated: Nil.
3.A.P.Civil Service (conduct) rules of 1964 issued in G.O.Ms.No.468 G.A (ser .C.) dept dated 17-04-1964.

The Government of Andhra Pradesh is committed to maintain standards in Higher Education and prescribed the Code of Professional Ethics for College Teachers, Principals, Physical Directors and College Librarians vide ref.no1 cited, which emphasizes that whoever adopts teaching as a profession assumes the obligation to conduct himself / herself in accordance with the ideal of the profession. A teacher is constantly under the scrutiny of his students and the society at large. Therefore, every teacher should see that there is no incompatibility between his precepts and practice. The national ideals of education which have already been set forth and which he/she should seek to inculcate among students must be his/her own ideals. The profession further requires that the teacher should be calm, patient and communicative by temperament and amiable in disposition.

Educational institution is a place where the future of the students is shaped and thereby the destiny of the nation is carved. Hence it has a special place in the society and needs special code of conduct. National Education Policy (NEP) 2020 states that in order to ensure positive learning environments, the role expectations of Principals and teachers will explicitly include developing a caring and inclusive culture at their institutions for effective learning and the benefit of all stakeholders.

Along with general conduct rules prescribed by the Government and UGC, the Principals, Lecturers, Physical Directors, and College Librarians working in Government Degree Colleges shall follow the code of conduct and perform the following duties and responsibilities.

I. General: (AP Civil Services Conduct Rules)

The employees working in the department of Collegiate Education are governed by A.P.Civil Service (conduct) rules of 1964 issued in G.O.Ms.No 468 G.A (ser .C.) dept dated 17-04-1964.

The salient features of the conduct rules are:

1. Every Govt. employee shall be devoted to his/her duty and shall maintain absolute integrity, discipline, impartiality and sense of propriety. He/ she shall not join any organization or association, the objects of which are prejudicial to the state.
2. The Govt. employees shall not participate in any strike or similar activity and shall not participate in any demonstration, which is against the interest of the state.
3. The Govt. employees or his/her family members shall not accept gifts of any sort from any body.
4. The Govt. employees shall not raise subscription or any other pecuniary assistance in pursuance of any objective what so ever.
5. The Govt. employees or his/her family members shall not lend or borrow or deposit money or lend money to any person on interest.
6. The Govt. employees or his/her family members shall not acquire or dispose movable or immovable property exceeding the monetary limits prescribed by the Govt. except after previous intimation to the govt.
7. The Govt. employees shall not engage directly or indirectly in any trade or business.
8. The Govt. employees shall not promote or manage companies in private capacity.
9. The Govt. employees shall not, except with previous sanction of Govt. negotiate or undertake any employment or work other than that of his official duties,
10. No Govt. employee who has a wife living shall contract another marriage without obtaining permission of the Govt. No female Govt. employees shall marry any person who has a wife living without obtaining the permission from the Govt.
11. No Govt. employees shall, while on duty, be under the influence of liquor or drugs, which render him incapable of discharging his/her duty. No employee shall appear in a public place in a state of intoxication.
12. No Govt. employees shall criticize the policy and action of the Govt. or any other State Govt. or central Govt.
13. No Govt. employees shall participate in politics or elections.

Any violation of conduct Rules attracts the provision of APCS (CCA) Rules, 1991 for initiation of disciplinary action against such employee.

II. Code of Conduct for the College Principal:

A College Principal is the hub around which the entire activity of the institution revolves. The motive forces of activities in a College campus apparently are students,

academicians and non-teaching staff members. The latent forces, which work on the Principal, not felt by other, are the University, the Government and the Public at large. The Principals of the past also had to face several challenges posed by their own times. But the challenges faced by the present day Principals are far greater in their magnitude and complexity.

In day to day functioning, a Principal is expected to find solutions to many a tricky situations. He/she is cast in a multipurpose role. As a teacher, as an administrator, he/she is expected to project a good image of his/her College. By his/her conduct and behaviour, a principal is expected to be an example to others and provides inspiring leadership.

He/she is accountable to the CCE, the University, the Government, the Parents, and the Public and also no less to faculty and students. A Principal is expected to be endowed with such attributes as tact, patience, understanding and be at the same time able to maintain strict discipline in the campus.

Principal should:

- (a) Provide inspirational and motivational value-based academic and executive leadership to the college through policy formation, operational management, optimization of human resources and concern for environment and sustainability;
- (b) Conduct himself/herself with transparency, fairness, honesty, highest degree of ethics and decision making that is in the best interest of the college;
- (c) Act as steward of the College's assets in managing the resources responsibility, optimally, effectively and efficiently for providing a conducive working and learning environment;
- (d) Promote the collaborative, shared and consultative work culture in the college, paving way for innovative thinking and ideas;
- (e) Endeavour to promote a work culture and ethics that brings about quality, professionalism, satisfaction and service to the nation and society.
- (f) Adhere to a responsible pattern of conduct and demeanor expected of them by the community;
- (g) Manage their private affairs in a manner consistent with the dignity of the profession;
- (h) Discourage and not indulge in plagiarism and other non ethical behaviour in teaching and research;
- (i) Participate in extension, co-curricular and extra-curricular activities, including the community service.

- (j) Refrain from allowing considerations of caste, creed, religion, race, gender or sex in their professional endeavour.
- (k) Conduct himself/herself in such a way that both the staff and the students look upto him/her for guidance
- (l) Be impartial, secular, dignified and punctual in discharging his duties.
- (m) Be present in the college at least half-an-hour before the commencement of the college timings and leave the college after the day's work is over.
- (n) Be a pace setter in dress, demeanor, attendance, punctuality etc.
- (o) Handle the minimum number of classes prescribed in the rules and should endeavor to be an example as the first teacher in the college.
- (p) The Principal should be in constant touch with students and residents of the hostel (wherever hostel is attached) which will greatly solve the problem of indiscipline and discontent in the college and on the campus.
- (q) The Principal should be a true academic and administrative leader and assume full responsibility for discipline in the college.
- (r) The Principal should exhibit qualities of effective leadership in all academic and administrative activities of the college.

III. Duties and Responsibilities of the College Principal:

- (a) As an administrator, he/she is supposed to administer the College in such a manner that the stakeholders viz., students, academicians, non-teaching staff function promptly.
- (b) Should oversee the conduct of classes and other academic activities such as Curricular, Co-curricular and extra-curricular activities given by CCE and universities and implement academic innovations given by apex bodies from time to time.
- (c) To Implement Continuous Internal Assessment (CIA) as per the Standard Operating Procedure (SOP) issued by the CCE.
- (d) To take classes as per the teaching workload norms in vogue for college principals
- (e) To maintain the college Website as per the SOP issued by the CCE.
- (f) To prepare the Monthly News Letters and upload in College Website and CCE website.
- (g) To organize the placement drives at college level in order to explore and promote better employment opportunities for students.
- (h) To mobilize resources for the development of the college through CSR/Alumni/Philanthropic contributions

- (i) Maintain records, files, note files of academic, administrative and financial activities
- (j) Should make sure that each staff member handover the records of that particular academic year (ASAR with evidences, Lecturer wise Academic Audit forms with evidences, Departmental NAAC records as per NAAC SOP) before the summer vacation
- (k) Should take measures to utilize the available resources in the college, Virtual Class, Digital Class, ELL, Library, Laboratories, Sports facilities etc.,
- (l) To take measures for improving college admissions
- (m) maintenance of stock registers and Stock verification in March/April every year
- (n) To maintain the Service Registers of all teaching and non-teaching staff
- (o) Should implement e-office and other digital initiatives such as biometric and TLP
- (p) To prepare Annual Confidential Reports (ACRs) of the teaching staff and non teaching staff (Superintendents and Administrative Officers).
- (q) To maintain staff attendance registers and Movement register.
- (r) To support for research
- (s) To prepare the college for assessment and rankings
- (t) To update the data from time to time
- (u) To implement green initiatives and best practices

IV. Code of Conduct for Lecturers:

Lecturer should:

- (a) Respect the rights and dignity of the student in expressing his/her opinion;
- (b) Deal justly and impartially with students regardless of their religion, caste, gender, political, economic, social and physical characteristics; Recognise the difference in aptitude and capabilities among students and strive to meet their individual needs;
- (c) Encourage students to improve their attainments, develop their personalities and at the same time contribute to community welfare;
- (d) Inculcate among students scientific temper, spirit of inquiry and ideals of democracy, patriotism, social justice, environmental protection and peace;
- (e) Treat the students with dignity and not behave in a vindictive manner towards any of them for any reason;
- (f) Pay attention to only the attainment of the student in the assessment of merit;
- (g) Make themselves available to the students even beyond their class hours and help and guide students without any remuneration or reward;

- (h) Aid students to develop an understanding of our national heritage and national goals; and
- (i) Refrain from inciting students against other students, colleagues or administration.
- (j) Treat other members of the profession in the same manner as they themselves wish to be treated;
- (k) Speak respectfully of other teachers and render assistance for professional betterment;
- (l) Refrain from making unsubstantiated allegations against colleagues to higher authorities; and
- (m) Refrain from allowing considerations of caste, creed, religion, race or sex in their professional endeavour.
- (n) Discharge their professional responsibilities according to the existing rules and adhere to procedures and methods consistent with their profession in initiating steps through their own institutional bodies and / or professional organisations for change of any such rule detrimental to the professional interest;
- (o) Refrain from undertaking any other employment and commitment, including private tuitions and coaching classes which are likely to interfere with their professional responsibilities;
- (p) Co-operate in the formulation of policies of the institution by accepting various offices and discharge responsibilities which such offices may demand;
- (q) Co-operate through their organisations in the formulation of policies of the other institutions and accept offices;
- (r) Co-operate with the authorities for the betterment of the institutions keeping in view the interest and in conformity with the dignity of the profession;
- (s) Adhere to the terms of contract;
- (t) Give and expect due notice before a change of position takes place; and
- (u) Refrain from availing themselves of leave except on unavoidable grounds and as far as practicable with prior intimation, keeping in view their particular responsibility for completion of academic schedule.
- (v) Treat the non-teaching staff as colleagues and equal partners in a cooperative undertaking, within every educational institution;
- (w) Help in the functioning of joint-staff councils covering both the teachers and the non-teaching staff.
- (x) Recognise that education is a public service and strive to keep the public informed

- of the educational programmes which are being provided;
- (y) Work to improve education in the community and strengthen the community's moral and intellectual life ;
 - (z) Be aware of social problems and take part in such activities as would be conducive to the progress of society and hence the country as a whole;
 - (aa) Perform the duties of citizenship, participate in community activities and shoulder responsibilities of public offices;
 - (bb) Refrain from taking part in or subscribing to or assisting in any way activities, which tend to promote feeling of hatred or enmity among different communities, religions or linguistic groups but actively work for national integration.

V. Duties and Responsibilities of a Lecturer:

The Lecturer is the main pillar on which the system of Collegiate Education rests. Teaching is the most important function of the lecturer which should be undertaken with utmost dedication and sincerity. The duties and responsibilities of lecturers are detailed below.

- (a) The lecturer has the primary duty to disseminate the knowledge in his/ her subject to all the students.
- (b) At the beginning of the academic year, the lecturer in-charge of the department should distribute syllabus to the members of the department, by convening the meeting of all staff members in the department.
- (c) Taking into consideration the number of working days and periods available for each subject, the month-wise annual plan should be prepared for each lecturer in the department. Provision should be made for revision of the syllabus before the end of the academic year.
- (d) The lecturer should follow the month-wise annual plan and complete the syllabus allotted to him/her. In case of any dislocation in working days, either due to disturbances or due to his/her own absence in the college, the syllabus should be completed by taking extra classes.
- (e) The lecturer should inform the students regarding the schedule of coverage of syllabus.
- (f) The lecturer-in-charge of the department should review the progress of coverage of syllabus at the end of every month and inform the Principal. If the schedule is not completed, he/she should discuss with the concerned lecturer and plan for the completion of the backlog in the succeeding month.
- (g) The lecturer concerned should also plan the seminars, tutorial and assignments and such other academic activities.

- (h) Along with the lecture method, the lecturer should also motivate the students and enliven the process of learning by adopting student centric methods
- (i) To achieve the best results, it is necessary for the lecturer to give regular assignments to the students, preferably every fortnight.
- (j) The lecturer should compulsorily take the help of audio-visual methods of teaching by using over-head projector, slide projector, charts, etc.
- (k) He should also organise screening of educational films where-ever possible.
- (l) The lecturer should maintain the teaching diary in the given proforma. This should be submitted to the Principal, through In-charge of department every month.
- (m) The lecturer should maintain synopsis of each lesson prepared by him/ her. As far as possible, a copy of the synopsis should be provided to the students. The record of synopsis maintained by the lecturer will be checked by the Principal every month.
- (n) The lecturer should conduct periodic tests in the subject and motivate the slow-learners to bring them on par with other students in the class. A record of internal tests should be maintained in the department. Incentives in the form of prizes may be provided to those who get higher ranks. The progress of the students should be submitted to the Principal through in-charge lecturer, so that a consolidated progress report can be sent to the parents.
- (o) Remedial coaching should be arranged for academically backward students, outside the college hours.
- (p) The lecturer should participate in Students Counselling/mentoring Programmes organized by the Principal. He/she should give necessary counselling to 20 to 30 students allotted to him/her. As a Counsellor, the lecturer should act as a liaison between college administration and his wards. He/she should enlighten the wards about the facilities available in library, games etc., and orient them to the traditions, rules and regulations of the college.
- (q) The lecturer working in Science subjects should see that practical classes are conducted immediately after the theory class of a particular topic is completed. There should be a perfect co-ordination of theory and practical classes. In practical classes, the lecturer should bestow personal attention on every student and verify his/her work. The practical class should be continued till the end of the specified period.
- (r) The lecturer should co-operate and participate in all co-curricular and extra-curricular activities in the college.

- (s) He/she should accept the membership of the Committee to which he/she is nominated by the Principal and discharge the duties with commitment.
- (t) The lecturer should attend to all examination duties without fail.
- (u) The lecturer should assist the Principal in the maintenance of the discipline in the college.
- (v) He/she should remain in the college premises during the college working hours and even beyond the working hours, if required.
- (w) The lecturer should also conduct seminars, expert talks, commemoration days, etc., involving local experts, and the users for the benefit of the students and community. The lecturer of the subject concerned can act as moderator.
- (x) The lecturers should attend to any duty assigned to him/her by the Principal or any other higher authority.
- (y) As per the orders of the Government and the concerned University from time to time, the lecturers have to adhere to the work load prescribed.
- (z) The lecturer is accountable to the Principal of the College.
- (aa) The lecturers shall attend the college during the working hours on all working days. The staff is required to sign in the Attendance Register as soon as they come to college. For every three late attendances, one casual leave will be forfeited.
- (bb) One hour permission can be given to the staff to attend office / to leave office with valid reasons, occasionally and it is purely at the discretion of the Principal / Administrative Officer. Similarly, members of staff should not leave college during working hours without prior permission, save for valid reasons as in the case of late attendance. The period of absence in this case also should not exceed one hour. The members of the staff should obtain specific written permission for leaving the college and such permissions shall be recorded in a register **(Movement Register)**
- (cc) Lecturer shall maintain personal and departmental records for NAAC, Academic Audit, ASAR and update all the records monthly and submit to the Principal for verification.
- (dd) Lecturer shall make use of active blended learning pedagogical approach in order to make learning more experiential and activity-based.

VI. Code of Conduct for College Physical Director & College Librarian:

- (a) Adhere to a responsible pattern of conduct and demeanor expected of them by the community
- (b) Manage their private affairs in a manner consistent with the dignity of the

profession

- (c) Discourage and not indulge in plagiarism and other non ethical behaviour in teaching and research
- (d) Participate in extension, co-curricular and extra-curricular activities, including the community service.
- (e) Refrain from allowing considerations of caste, creed, religion, race, gender or sex in their professional endeavour

VII. Duties and Responsibilities of a College Physical Director

- (a) Ensures the regular functioning of the department by organizing games and sports in college.
- (b) Organise the practice of all games available in the college in consultation with the games committee of the college and the Principal.
- (c) As the convener of the Games and Sports committee of the college and organizes the meetings of the games committee at the beginning of every year to plan the Physical Education Programmes for the year (Semester Wise), which is to be reviewed every month.
- (d) To provide coaching to the students, with the correct techniques of various games and sports. Top players shall be encouraged to participate in District Level and University Level events.
- (e) To plan and invite experts in various games and sports to enable the students to learn correct techniques of various games.
- (f) To prepare the lists of games material, to be purchased every year, keeping in view the stocks available in the college and stocks required for the current year. The lists are to be placed before the games committee for approval.
- (g) To prepare the annual budget requirements for games and sports events and equipment.
- (h) To conduct coaching camps in the college to train students in various games and sports.
- (i) To inculcate general discipline among the players in particular and students of the college in general.
- (j) To encourage the students to develop sportsman spirit.
- (k) For making purchases of games and sports material the Physical Director should follow the purchase procedures prescribed by the Government from time to time. He should verify the samples before placing the orders, for the supply of material.
- (l) The Physical Director should follow the prescribed procedures while fixing the conveyance charges, training allowances, refreshments to the students taking part in games and sports competitions conducted outside the college.

- (m) The Physical Director, being the in-charge of the department of should maintain all records pertaining to the stocks, purchases and accounts of the department. The stock registers of consumable and non-consumable material should be maintained separately and the stock registers should be submitted to the Principal for verification once in every term.
- (n) Should help the annual stock verification of department of Physical Education conducted by the Committee appointed for the purpose by the Principal.
- (o) Physical Director should conduct annual games and sports of the college as per the Annual Institutional Plan.
- (p) The Physical Director is accountable to the Principal of the College.
- (q) While sending the teams to participate in tournaments, the Physical Director has to take care of the following.
- The well-trained teams will be sent to participate in the Inter-College tournaments.
 - The participating teams / players should be provided proper uniforms, playing material (sports kit), refreshment amount and conveyance charges.
 - The teams are instructed to maintain dignity, decency and decorum, at the venue of the tournaments.
 - They should participate with a "will to win", respecting the rules and regulations.
- (r) To improve General Knowledge on Sports and Games a Sports Quiz may be conducted in the college and prizes will be awarded at the Annual Day Function.
- (s) Sports Persons of high caliber shall be invited for Sports Day functions to inspire the students.
- (v) Annual stock verification report, submission of all records, and accounts of that particular academic year shall be submitted to the principal before the summer vacation

VIII. Duties and Responsibilities of a College Librarian

- (a) The Librarian is the convenor of the college Library Committee nominated by the Principal of the college.
- (b) He is responsible for properly administering the library grants in consultation with the Library Committee. The Committee shall allot funds to the various subject departments of the college.
- (c) The Librarian will ensure that an amount not exceeding 20% of the grant is normally utilized for purchase of reference books.
- (d) The Librarian will take necessary steps for the purchase of books as per the orders of the Principal. Books can be purchased directly from

the publishers and their sole distributors by taking usual discount or the books can be purchased from reputed and outstanding firms in the book trade after calling for quotations for terms of supply and the discount they offer.


- (e) The Librarian shall maintain an Accession Register.
- (f) The Librarian shall adopt the scientific system of classification and cataloguing of books in the Library and library shall be fully automated
- (g) The Librarian shall maintain a catalogue of the books available in the library.
- (h) The library fee collected under special fee funds can be utilized for the purpose with the prior approval of the Commissioner/Director of Collegiate Education.
- (i) The Librarian shall frame the rules (Library Policy) and get the approval of the Principal regarding the issue of books, time limit for return of books and number of books to be issued to the students and the staff.
- (j) The Librarian should fully co-operate with the annual stock verification committee appointed by the Principal.
- (k) As per the report of the annual stock verification committee, the Librarian should prepare the list of books lost and books damaged after annual stock verification and submit the same for condemnation to the Principal, who will take appropriate action as per existing rules/waste management policy.
- (l) The Librarian is responsible for maintaining all records pertaining to the library like records relating to catalogues, accession registers issue registers, stock registers, etc,
- (m) The Librarian should see that the annual stock verification of books in the library is done before the end of each academic year (Before summer vacation). For the purpose of the stock verification, it should be seen that all staff and students return all the books borrowed by them to the library before the stock verification commences.
- (n) Fine for late return of copies, Cost of book for loss to be decided and collected by the Librarian as per the Library Policy of the College.
- (o) Librarian shall prepare the List of journals and newspapers subscribed for library (including e-books, e- journals etc.,)
- (p) Disposal of old magazines is to be done by the Librarian in accordance with the existing rules Library Policy of the College.
- (q) The Librarian is accountable to the Principal of the college.
- (r) The library shall be kept open at least one hour before and one hour after the regular College timings for the benefit of students.
- (s) Librarian shall take initiative to digitalize the library

(t) Librarian should encourage the students to make use of digital resources such as NLIST, INFLIBNET, e-sho dhsindhu, e-shodhganga etc.,

Sd/- Pola Bhaskar IAS
Commissioner of Collegiate Education

To
The Principals of all Govt Degree Colleges
Identified College Principals
RJDCes of Rajahmundry, Guntur and Kadapa.

//ATTESTED//


Academic Guidance Officer

Cir:01/CCE.AP/ECA/AC-12/2022-23

Dated:28-11-2022

CIRCULAR

Sub: Collegiate Education: Conduct of awareness Programme on Gender based Violence, a 3 week long Campaign from 25th November to 23rd December 2022 -Instructions Issued-Reg

Ref: 1.Lr. 13/SERP/NRLM/Gender Campaign/2022, Date .11.2022

2. Mail Received from CEO, SERP Dated 24th November 2022 6.30pm

With reference to the subject & Ref(1) & (2) cited above, the Deendayal Antyodaya Yojana-National Rural Livelihoods Mission(DAY-NRLM) through its gender interventions has been making strategized efforts in addressing issues of gender equality. The campaign was launched on 25th November'22.The goal of the campaign is to advance the agency and rights of women and gender-diverse individuals, by addressing structural barriers to a dignified life without fear, discrimination and violence. To give momentum to the ongoing work and visibility for addressing Gender Based Violence, a 3 week long **Gender Campaign is launched from 25th November'22 to 23rd December'22.**

In this regard all the Principals are requested to take necessary steps to organize the Programs for National Gender Campaign from 25-11-2022 to 23-12-2022.

Week	Topic	Sub Topic to be Covered	Suggested activities
1 st Week(25-11-2022 to 01-12-2022	Gender Discrimination	Discrimination at home, Discrimination at work place, Discrimination in education and career, Sexual harassment of women At work place (Prevention and Prohibition and Redressal)Act2013 and Rules, How to approach.	1.Orientation for Students 2.Slogans/Mikes, FilmShows, Rangoli, 3.Media Coverage
2 nd Week(02-12-2022 to 08-12-2022	Child Marriages	Child Marriage Definition, Effects on each gender, Causes, Consequences, International initiatives to prevent child marriage Relevant acts and Rules, Various Govt Schemes for Children, Prevention and how to approach(Process)	1Orientation for Students 2.Slogans/Mikes, Film Shows, Rallies, Rangoli, 3.Media Coverage
3 rd Week(09-12-2022 to 15-12-2022	Protection of Child from Sexual Offences(POCS	Definition &Forms of Child sexual abuse, Protection of Children from sexual Offences Act2012 Effects, Prevention and How to	1Orientation for Students 2.Slogans/Mikes, FilmShows, Rangoli,

	O)	approach(Process),How to use DISHA App.	3.Media Coverage
4 th Week(16-12-2022 to 23-12-2022)	Domestic Violence	Definition, Forms, Contributing factors, Effects, Various Acts ,Prevention, and How to approach(Process),How to use DISHA App	

Tulu
28/4/22

For Commissioner of Collegiate Education

TO

The Regional Joint Directors of Collegiate Education, Rajahmundry, Guntur, Kadapa for Information.

The Principals of Government Degree Colleges in the State of Andhra Pradesh

