



## INDIAN HERITAGE & CULTURE (THEORY)

Credits : 2  
Subject code : IC 19101

I Year / I Semester  
No. of lecture hours: 30

### Objectives:

- To apprise the students with a sound background of Indian Culture.
- To equip the students with social & community problems of India.
- To prepare the student for civil service exams where Indian Heritage & Culture paper is compulsory for all the streams.

**Outcome:** Students will be knowledgeable about Indian customs and traditions and will also be able to attempt competitive exams.

### COURSE OUTCOMES:

- CO1. Understand better about the origin of ancient Indian culture and the contributions of great rulers from both north and south India for Indian culture in ancient days.
- CO2. Indicate how Persian culture entered into India and its influence.
- CO3. Express how Indian orthodox society turn into modern and western lifestyle in 19th century.
- CO4. Point out the various challenges faced by the youth of Indian society, the evils of terrorism and its impact on society.
- CO5. Identify and express various gender issues like women rights and LGBT issues.

### UNIT-I

No. of hours: 6

#### INTRODUCTION – IMPACT OF GEOGRAPHY ON INDIAN CULTURE:

- Meaning of culture – Characteristics of Indian Culture, Caste system
- Indus Valley Civilization and Vedic/Aryan Culture
- Golden Age of Indian Culture– Mauryas and Guptas, Satavahavas, Pallavas, Cholas.

### UNIT-II

No of hours: 6

#### MEDIEVAL INDIA – INFLUENCE OF ISLAM ON INDIAN CULTURE:

- Cultural Development under the Delhi Sultanate and Mughals
- Contribution of Sher Shah and Akbar to Indian Administrative System
- Cultural Achievements of Vijayanagara and Kakatiya rulers
- Fine Arts – Sculpture, Painting, Music and Dance

### UNIT-III

No of hours: 6

#### INDIAN RELIGION AND IMPACT OF WEST:

- Western Education – Socio Religious Reform Movement
- Rise of Indian National movement – Mahatma Gandhi – Non violence and Satyagraha – Eradication of untouchability
- Ishwara Chandra Vidyasagar and Veerasalingam – Emancipation of women and struggle against caste.
- Hinduism – Islam – Christianity – Sikhism – Zoroastrianism – Jainism and Buddhism

### UNIT-IV

No of hours: 6

#### CHILDREN AND YOUTH ISSUES:

- Child Abuse, Child Labour – Effects of Abuse on Children



- Youth Unrest – Important agitations and movements by Youth
- Terrorism – Causes and Consequences
- Alcoholism, Drug Addiction and other deviations

**UNIT-V**

**No of hours: 6**

**WOMEN, GENDER RELATED ISSUES AND RIGHTS**

- Violence against Women – Transgender issues – LGBT
- Know your Rights – Classification of Rights and Importance
- Changing local and national politics – Making our world a better place

**REFERENCE BOOKS:**

1. Jha, Dr K.N. 2006. **Studies in ancient & Medieval India.** COSMOS Book Hive Ltd: Gurgaon.
2. Mahajan, V.D. 2008. **Ancient India.** S. Chand, New Delhi.
3. Manasseh, Dr P. 2010. **An Overview of Indian Culture.** Gamaleil Publishers, Hyderabad.
4. Malpani, Madanlal & Malpani, Shamsunder. 2014. **Indian Heritage and Culture.** Kalyani Publishers, Ludhiana.
5. Mhaske, Dr R.H. 2012. **Human Rights, Social Justice and Political Challenges.** Chandralok Prakashau, Kanpur.
6. Singh, Gurdip & Ahuja, V.K. 2012. **Human Rights in 21<sup>st</sup> Century.** Universal Law Publisher, New Delhi.

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## ENVIRONMENTAL STUDIES & GENDER SENSITIZATION

Credits : 3

Semester: III

Subject Code : ES18001

No. of lecture hours: 45

### Objectives:

- To understand the importance of ecological balance for Sustainable Development
- To understand the impacts of developmental activities and mitigation measures
- To understand the environmental policies and regulations.
- To develop students sensibility with regard to issues of gender in contemporary India
- To provide a perspective on the socialization of men and women
- To expose the students to debate on the politics and economic works and on gender violence

### Outcome:

- Students will gain knowledge on environmental aspects and involve themselves in acquiring a sustainable environment.
- Students will be sensitized towards gender issues in the society and the laws enforced for their protection.

### COURSE OUTCOMES:

CO1: Understand the importance of Environmental education, conservation of natural resources & understand the importance of ecosystems and biodiversity

CO1: Understand the pollution problems and apply the environmental science knowledge on solid waste management, disaster management

CO3: 1. Apply the environmental science knowledge to improve the resources

2. Evaluate and understand the sustainable environmental conditions and control methods

CO4: Identify the interactions and intersections of identities (e.g., gender, race, ethnicity, class, sexuality, and so on) and assess the ways in which they contribute to instances of privilege and power dynamics across cultures, space, and time. And their problems

CO5: Understand the gender problems and ways of addressing them, including interactions across local to global scales in communities and overcome inequalities with legislations

### UNIT-I

9hrs

#### NATURAL RESOURCES, ECOSYSTEMS, & BIODIVERSITY

- Definition, Scope and importance of environmental studies, Need for public awareness.
- Renewable & Non Renewable resources, Brief account on Forests, Water, Minerals and Energy (Solar, Wind, and Geo-thermal & Bio-energy).
- Definition of Ecosystem, Structure and functions—food chains, food webs, ecological pyramids, producers, consumers and decomposers.
- Energy flow and example ecosystems--- Forest, Desert, Aquatic ecosystems.
- Definition of Biodiversity, types (Genetic, Species, Ecosystem), India- mega diversity Nation.
- Hotspots, Threats to biodiversity, Conservation of biodiversity (In-Situ and Ex-Situ).



## UNIT-II

### 9hrs ENVIRONMENTAL POLLUTION

- Definition of Environmental pollution
- Brief account of causes, effects, prevention and control measures of
  - (a) Air pollution
  - (b) Water Pollution
  - (c) Soil pollution
  - (d) Noise pollution
  - (e) Marine Pollution
- Solid Waste Management: Causes, Effects & Control measures of urban and industrial wastes
- Disaster Management: floods, Earth quakes, and Cyclones.

## UNIT-III

### 9hrs Social Issues and Environment

- Rain-Water Harvesting, Water-shed Management, and From Unsustainable to Sustainable Development.
- Global Warming, Ozone depletion, and Acid rains
- Environmental Legislation: Air Act, Water Act, Environmental Protection Act, Forest Act, Wildlife Act.
- Environmental & Human Health---- HIV/AIDS
- Welfare Programs---- Family, Women & Child Welfare, Population Explosion
- Role of Information Technology in Environmental Studies.

## UNIT-IV

### 9hrs

### Gender Studies

- Why should we study gender issues?
- Socialization- Making women and making men
- Being together as equals-Through the lens of gender
- Missing women: Gender selection and its consequences
- Health issues of Women

## UNIT-V

### 9hrs

### Gender & Labour -Gender Violence & Law

- House work : The invisible labour- my mother doesn't work "share the load"
- Sexual harassment – say no eve teasing – the caste based violence –Nirbhaya Act
- Domestic violence - Is home a safe place? - Blaming the victim.-Domestic violence Act
- Forums of justice-Hindu Inheritance Act(2005)

### Field Visit for Environmental Studies:

1. Visit to a local Polluted site- Industrial effluent plant/ Polluted Lake/Agricultural Land
2. Visit to any Ecosystem



## VALUE EDUCATION & PERSONALITY DEVELOPMENT

Credits : 2

Subject code : VE1801

I Year / Semester

No. of lecture hours: 30

**Objective:** To produce intellectually competent, morally upright, socially committed, spiritually inspired citizens in the service of the nation and the world.

**Outcome:** Students will be transformed into conscientious citizens through holistic education and contribute to nation building.

### COURSE OUTCOMES:

**CO1:** Students will be able to differentiate Accepted norms and Counter values and be able to identify the various Dimensions of Human Development.

**CO2:** Students will be able to demonstrate Love and Experience of God and identify the Basic Issues of Life and Happiness as a life goal.

**CO3:** They will be able to understand the importance of Concern for others and critique the various problems that deter the growth of the society.

**CO4:** The students will be able to recognize the traits of a good personality and practice Self-exploration.

**CO5:** Students will be able to interpret the Purpose of Life and Goal Setting and demonstrate Self-management.

### UNIT-I

6

No. of hours:

#### INTRODUCTION TO ETHICS

- Why Value Education?
- Reasons to have Ethics for Life
- Accepted Norms and Counter Values
- Dimensions of Human Development: Physical, Intellectual, Emotional, Moral, Spiritual and Social

### UNIT-II

#### APPROACH TO LIFE

No of hours: 6

- Conscience and Pseudo-Conscience
- Happiness as Life-goal
- Values revealed and lived in Religions
- Experience of God
- Love: The three components of Love
- Some of the basic stages and issues of Life: Family, Love, Sex, Marriage

### UNIT-III

#### CONCERN FOR OTHERS

No of hours: 6

- Self and Another
- Human Context
- Moral Problems of a Society / True Society : Social Desire, Social Fear, Social Silence, Social Indifference



**UNIT-IV**

**No of hours: 6**

**TRANSFORMATION OF SELF**

- Definitions of personality
- Characteristics of personality
- Elements of personality
- Traits of good personality
- Self-Identity, self concept
- Self-Discovery, self-acceptance
- Self-Esteem

WORK SHEET (1): Self Estimation

**UNIT-V**

**No of hours: 6**

**LIFE ENRICHMENT SKILLS**

- Purpose of life - Goal setting
- Characteristics of Goals
- Building Relationships
- Time Management
- Stress Management
- Emotional Management
- Conflict Management
- Team Management (Group Dynamics)

WORK SHEETS (1) & (2): 1) Anger Management  
2) Team Management

**TEXT BOOKS:**

1. *Human Values - Development Programme - AIACHE*
2. *In Harmony*