



VALUE EDUCATION AND PERSONALITY DEVELOPMENT

Credits: 2

Subject Code: VE18201

Semester: II

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.
- CO 2: Students will be able to demonstrate Love and Experience of God and identify the Basic Issues of Life and Happiness as a life goal.
- CO 3: They will be able to understand the importance of Concern for others and critique the various problems that deter the growth of the society.
- CO 4: The students will be able to recognize the traits of a good personality and practice Self-exploration.
- CO 5: Students will be able to interpret the Purpose of Life and Goal Setting and demonstrate Self-management.

UNIT-I

6Hrs

Self-Knowledge and Management

- Exploring Habits, Attitudes, Preferences and Experience.
- Becoming aware of Strengths and Weaknesses, Talents and Problems, Emotion and Ideas.
- Understanding Feelings and Emotions- Primary and Secondary Feelings and Self-regulating Emotions.
- IQ, EQ, SQ, MI
- Managing Changes, Confusion and Uncertainty
- Schooling the Mind.

UNIT-II

6Hrs

Personal Competence and Maturity

- Art of Listening and Receptive Skills.
- Leadership, Giving and Receiving Constructive Criticism.
- Helping to maximize one's Potentials.
- Enhancing one's Self-image, Self-esteem and Self-confidence.
- Recognizing the gradual growth in different dimension in one's personality such as:
 - a) Physical



- b) Intellectual
- c) Emotional
- d) Moral
- e) Social and
- f) Spiritual

UNIT-III

6Hrs

Problem Solving and Decision Making Skills

- Winning friends and influencing others.
- Situating self in Family, Friends and Groups.
- Decision making Processes.
- Lateral thinking and Problem solving Strategies.
- Gain familiarity with concepts such as Performance indicators and Bench marking.

UNIT-IV

6Hrs

Critical Thinking

- Affective Strategies
- Cognitive Strategies
- Forming Opinion
- Taking Stand
- Suggesting Alternative
- Reflective Skills

UNIT-V

6Hrs

Life Coping Strategies

- Crisis Intervention.
- Coping with Success and Failure
- Time, Task and Resources management.
- Anger / Stress and Conflict management.
- Team Management (Group Dynamics)

ESSENTIAL READING:

Human values – Development Programme In Harmony –AIACHE

ENVIRONMENTAL STUDIES & GENDER SENSITIZATION

Credits: 3

Subject Code: ES23401

Semesters: IV

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.
- CO2: Understand the pollution problems and apply the environmental science knowledge on solid waste management, disaster management.
- CO3: Apply the environmental science knowledge to improve the resources Evaluate and understand the sustainable environmental conditions and control methods.
- CO4: Identify the interactions and inter sections 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 legislation

UNIT-I

NATURAL RESOURCES, ECOSYSTEMS & BIODIVERSITY

9hr

- 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 ecosystem
- 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

ENVIRONMENTAL POLLUTION

9hrs

- Definition of Environmental pollution
- Brief account on causes, effects, prevention and control measures of
 - (f) Air pollution
 - (g) Water Pollution
 - (h) Soil pollution
 - (i) Noise pollution
 - (j) Marine Pollution
- Solid Waste Management: Causes, Effects & Control measures of urban and industrial wastes
- Disaster Management: floods, Earthquakes, and Cyclones.

CHAIR PERSON B.O.S. in
Environmental Science
University College of Science
Ganania University

UNIT-III

Social Issues and Environment

9hrs

- 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

Gender Studies

9hrs

- 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

Gender & Labour -Gender Violence & Law

9hrs

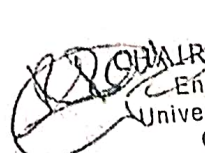
- Housework: The invisible labour-my mother doesn't work "share the load"
- Women's Work: Role in Politics and Economics Fact and Fiction. Unrecognized and Unaccounted work. Wages and Conditions of Work.
- Sexualharassment-saynoeveteasing-thecaste-basedviolence-NirbhayaAct
- Domestic violence-Is home a safe place? - Blaming the victim. -Domestic violence Act
- Forums of justice-Hindu Inheritance Act (2005)

SUGGESTED READING:

- A. Suneetna, Uma Bhrugubanda, Duggirala Vasanta, Rama Melkote, Vasudha Nagaraj, Asma Rasheed, Gogu Shyamala, Deepa Sreenivas and Susie Tharu. 201. **Towards a World of Equals: A Bilingual Text on Gender.** Hyderabad: Telugu Akademi.
- Rajagopalan R.2015. **Environmental Studies-from Crisis to Cure.** Third Edition. Chennai: Oxford University Press.
- Dr D K Asthana and Dr Meera Asthana. 2014. **A Text Book of Environmental Studies Revised Edition.** New Delhi: S.Chand & Company.
- Anubha Kaushik and C.P. Kaushik Published. 2016. **Perspectives in Environmental Studies.** Fifth Edition. New Delhi: New Age International.

(for Gender Sensitization)

- Sen Amartya **More Than One Million Women Are Missing.** New York Review of Books 37.20 (20 December 1990). Print. **We Were Making History...Life Stories of Women in the Telangana People's Struggle.** NewDelhi: Kali for Women.1998.
- Tripti Lahiri. **By the Numbers: Where Indian Women Work.** *Women's Studies Journal.* (14November2012). Availableonlineat:<<http://blogs.wsj.com/Indiarealtime/2012/11/14/by-the-numbers-where-Indian-women-work>
- K. Satyanarayana and Susie Tharu. Ed. **Steel Nibs Are Sprouting: New Dalit Writing From South India, Dossier2: Telugu and Kanada Code=3732.**
- Vimala. Vantillu (The Kitchen)". **Women Writing in India: 600 Bc to the Present. VolumeII.** The 20th Century. Ed. Suisc Tharu and K. Laltitha. Delhi: Oxford University Press, 1995. 599-601.
- Shatrughna, Veena. **Women's Work and its Impact on Child Health and Nutrition.** Hyderabad: National Institute of Nutrition, Indian Council of Medical Research.1993.

 COORDINATOR PERSON B.O.S. in
Environmental Science
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Osmania University
Hyderabad-500 007.

INDIAN HERITAGE & CULTURE

Credits :2

Subject Code : IC23101

Semester: I

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:

- Student will have knowledge about Indian Customs and Traditions.
- Student can make use of the subject knowledge to attempt all kinds of competitive especially civil services.
- The Subject helps the student community to have knowledge of historical and contemporary social, religious and political issues of the nation.

UNIT I

No of hours: 6

INTRODUCTION-ANCIENT INDIAN HERITAGE AND CULTURE

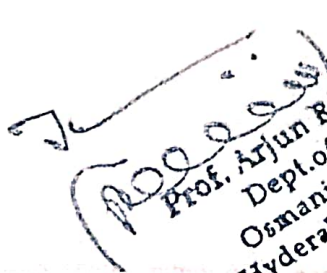
- Meaning of culture-Characteristics of Indian Culture
- Indus Valley Civilization and Vedic/Aryan Culture
- Mauryas and Guptas
- Ashoka the great and Harshavardana
- South Indian Kingdoms-Satavahanas, Pallavas, Cholas
- Development of the art and architecture -contributions of Buddhism and Jainism

UNIT II

No of hours: 6

MEDIEVAL INDIA-INFLUENCE OF ISLAM ON INDIAN CULTURE

- Cultural Development under the Delhi Sultanate and Mughals
- Sufi and Bakti Movement in Medieval period
- Cultural Achievements of Kakatiys and Qutubshahis
- Development of Art and Architecture during medieval India.


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UNIT III

No of hours: 6

IMPACT OF WEST AND REFORM MOVEMENTS

- Influence of Western culture on Indian Society
- 19th century Socio Religious Reform Movement-Raja Ram Mohan Roy, Ishwara Chandra Vidyasagar and Veerasalingam
- Subaltern Movements in India- Jyothirao Phule-Savitribai Phule,E.V Ramaswamy Naikar-Narayana Guru-Dr.B.R.Ambedkar
- Indian National movement-Moderate, Extremist and Gandhian phases

UNIT IV

No of hours: 6

RELIGIONS AND COSTITUTIONAL INSTITUTIONS

- Perceptions of all Major Religions-A critical analysis
- Rise of communalism in Indian Society
- Democratic system in India and its functions-Evolution of the constitution and organs of democracy.

UNIT V

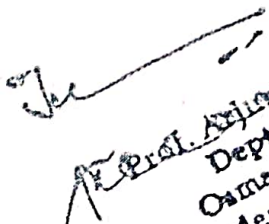
No of hours: 6

SOCIAL GROUPS AND RIGHTS

- Fundamental Rights,
- Women, Children and LGBTQ
- Tribal Culture- their Issues

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" Century. Universal Law Publisher, New Delhi.


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