

U.G. I year Semester-I - (B.Sc/B.A./B.Com) CBCS

Environmental Studies

AECC-2 (2 hrs./week)

Credits – 2

(30 hours)

UNIT - I : Ecosystem, Biodiversity & Natural Resources

(15 hrs.)

1. Definition, Scope & Importance of Environmental Studies.
2. Structure of Ecosystem – Abiotic & Biotic components Producers, Consumers, Decomposers, Food chains, Food webs, Ecological pyramids)
3. Function of an Ecosystem :Energy flow in the Ecosystem (Single channel energy flow model)
4. Definition of Biodiversity , Genetic,Species & Ecosystem diversity , Hot-spots of Biodiversity, Threats to Biodiversity , Conservation of Biodiversity (Insitu & Exsitu)
5. Renewable & Non – renewable resources, Brief account of Forest , Mineral & Energy (Solar Energy & Geothermal Energy) resources
6. Water Conservation , Rain water harvesting & Watershed management.

UNIT – II: Environmental Pollution , Global Issues & Legislation

(15 hrs.)

1. Causes, Effects & Control measures of Air Pollution, Water Pollution
2. Solid Waste Management
3. Global Warming & Ozone layer depletion.
4. Ill – effects of Fire- works
5. Disaster management – floods, earthquakes & cyclones
6. Environmental legislation :-
(a) Wild life Protection Act (b) Forest Act (c) Water Act (d) Air Act
7. Human Rights
8. Women and Child welfare
9. Role of Information technology in environment and human health

❖ Field Study:

(5 hours)

- Pond Ecosystem
- Forest Ecosystem

REFERENCES:

- Environmental Studies - from crisis to cure – by R. Rajagopalan (Third edition) Oxford University Press.
- Text book of Environmental Studies for undergraduate courses (second edition) by Erach Bharucha
- A text book of Environmental Studies by Dr.D.K.Asthana and Dr. Meera Asthana

U.G. I - Year I - Semester (B.Sc./ B.A. / B.Com.) CBCS

AECC - I Paper

Environmental Studies

THEORY MODEL PAPER

Time : 1½ Hours

Max. Marks : 40

Section - A (2 x 5 = 10 Marks)
(Short Answer Type)

Answer the following questions: (one question from each unit)

1

2

Section - B (2 x 15 = 30 Marks)
(Essay Answer Type)

Answer the following questions.

1 (a)

OR

(b)

2 (a)

OR

(b)

U.G. I year Semester – II – CBCS

GENDER SENSITISATION (COURSE - SYLLABUS)

AECC – 2 (2hrs/week)

Credits – 2

(30 hours)

Unit – I: Gender – An Overview

(15 hours)

1. Gender: Definition, Nature and Evolution, Culture, Tradition, Historicity.
2. Gender Spectrum: Biological, Sociological, Psychological Conditioning
3. Gender based division of labour – domestic work and use value.

Unit – II Gender – Contemporary Perspectives

(15 hours)

1. Gender Justice and Human Rights : International Perspectives
2. Gender: Constitutional and Legal Perspectives
3. Media and Gender
4. Gender: Emerging Issues and Challenges

Code No:

Faculty of Social Sciences
BA. II – Semester (CBCS) Examination, _____

Subject: Ability Enhancement Compulsory Course (AECC)

Paper – : GENDER SENSITIZATION

Time: 3 Hours

Max. Marks: 40

Note: Answer all questions from Part-A and Part-B.
Each question carries 5 marks in Part-A and 15 marks in Part-B.

PART-A (5 x 2 = 10 marks)
(Short Answer Type)

1.

2.

PART-B (2x15=30 marks)
(Essay Answer Type)

3. (a)

(b)

OR

4. (a)

(b)

OR

Course 3: Leadership and Management Skills

Context with Justification :

Leaders are foundations of the society, who face and win against adversities and odds of life. Through their words and deeds, they show path to others and transform into inspirational role models, affecting social life vividly. In the current times of cut-throat competitions, disbelief in values, techno-centric complex lifestyles, there is a dire need to emphasise the 'human' agency in community living. This can be done by cultivating and nurturing the innate leadership skills of the youth so that they may transform these challenges into opportunities and become torch bearers of the future by developing creative solutions.

Objectives :

The Module is designed to:

- Help students to develop essential skills to influence and motivate others
- Inculcate emotional and social intelligence and integrative thinking for effective leadership
- Create and maintain an effective and motivated team to work for the society
- Nurture a creative and entrepreneurial mindset
- Make students understand the personal values and apply ethical principles in professional and social contexts.

Expected Outcomes :

Upon completion of the course students will be able to:

1. Examine various leadership models and understand/assess their skills, strengths and abilities that affect their own leadership style and can create their leadership vision
2. Learn and demonstrate a set of practical skills such as time management, self management, handling conflicts, team leadership, etc.
3. Understand the basics of entrepreneurship and develop business plans
4. Apply the design thinking approach for leadership
5. Appreciate the importance of ethics and moral values for making of a balanced personality.

Credit: 02

Duration: 30 Hours

Number & Titles of Modules:

Module 1	Leadership Skills	6 Hours
Module 2	Managerial Skills	6 Hours
Module 3	Entrepreneurial Skills	6 Hours
Module 4	Innovative Leadership and Design Thinking	6 Hours
Module 5	Ethics and Integrity	6 Hours

Module Outline :

Module 1- Leadership Skills

6 Hours

a. Understanding Leadership and its Importance

- What is leadership?
- Why Leadership required?
- Whom do you consider as an ideal leader?

b. Traits and Models of Leadership

- Are leaders born or made?
- Key characteristics of an effective leader
- Leadership styles
- Perspectives of different leaders

c. Basic Leadership Skills

- Motivation
- Team work
- Negotiation
- Networking

Module 2 - Managerial Skills

6 Hours

a. Basic Managerial Skills

- Planning for effective management
- How to organise teams?
- Recruiting and retaining talent
- Delegation of tasks
- Learn to coordinate
- Conflict management

b. Self Management Skills

- Understanding self concept
- Developing self-awareness
- Self-examination
- Self-regulation

Module 3 - Entrepreneurial Skills

6 Hours

a. Basics of Entrepreneurship

- Meaning of entrepreneurship
- Classification and types of entrepreneurship
- Traits and competencies of entrepreneur

b. Creating Business Plan

- Problem identification and idea generation
- Idea validation
- Pitch making

Module 4 - Innovative Leadership and Design Thinking

6 Hours

a. Innovative Leadership

- Concept of emotional and social intelligence

- Synthesis of human and artificial intelligence
- Why does culture matter for today's global leaders

b. Design Thinking

- What is design thinking?
- Key elements of design thinking:
 - Discovery
 - Interpretation
 - Ideation
 - Experimentation
 - Evolution.
- How to transform challenges into opportunities?
- How to develop human-centric solutions for creating social good?

Module 5- Ethics and Integrity

6 Hours

a. Learning through Biographies

- What makes an individual great?
- Understanding the persona of a leader for deriving holistic inspiration
- Drawing insights for leadership
- How leaders sail through difficult situations?

b. Ethics and Conduct

- Importance of ethics
- Ethical decision making
- Personal and professional moral codes of conduct
- Creating a harmonious life

Pedagogy : Pedagogy for the modules is as follows:

1. Leadership Skills - Lectures (augmented with videos); role-plays for leadership models; team building games
2. Managerial Skills - Lectures (augmented with videos), case studies (AMUL, TESLA, Toyota, DMRC, Tata Group, Google, The Mumbai Dabbawala), SWOT analysis, Johari window
3. Entrepreneurial Skills - Lectures (augmented with videos), case studies and practicing business plans
4. Innovative Leadership and Design Thinking- Concept discussion through lecture and videos followed by role-plays and exercises for each set of intelligence, activities using 5 steps – discovery, interpretation, ideation, experimentation, and evolution (Ref.: Workbook of Design Thinking by IDEO)
5. Ethics and Integrity- Experiential learning through stories suggested list (Ahilya Bai, Holkar, Abdul Kalam, Raja Harishchandra, Mahatma Gandhi, Abraham Lincoln), audio visual augmented role plays and storytelling (leaders from varied fields like academics, corporate, social, sports, art, etc.)

Assessment : It can be combination of written evaluation and presentations, including simulations, case studies and business plan.

Bibliography and Suggested Readings :

Books

- Ashokan, M. S. (2015). *Karmayogi: A Biography of E. Sreedharan*. Penguin, UK.
- Brown, T. (2012). *Change by Design*. Harper Business
- Elkington, J., & Hartigan, P. (2008). *The Power of Unreasonable People: How Social Entrepreneurs Create Markets that Change the World*. Harvard Business Press.
- Goleman D. (1995). *Emotional Intelligence*. Bloomsbury Publishing India Private Limited
- Kalam A. A. (2003). *Ignited Minds: Unleashing the Power within India*. Penguin Books India
- Kelly T., Kelly D. (2014). *Creative Confidence: Unleashing the Creative Potential Within Us All*. William Collins
- Kurien V., & Salve G. (2012). *I Too Had a Dream*. Roli Books Private Limited
- Livermore D. A. (2010). *Leading with cultural intelligence: The New Secret to Success*. New York: American Management Association
- McCormack M. H. (1986). *What They Don't Teach You at Harvard Business School: Notes From A Street-Smart Executive*. RHUS
- O'Toole J. (2019) *The Enlightened Capitalists: Cautionary Tales of Business Pioneers Who Tried to Do Well by Doing Good*. Harpercollins
- Sinek S. (2009). *Start with Why: How Great Leaders Inspire Everyone to Take Action*. Penguin
- Sternberg R. J., Sternberg R. J., & Baltes P. B. (Eds.). (2004). *International Handbook of Intelligence*. Cambridge University Press.

E-Resources

- Fries, K. (2019). 8 Essential Qualities That Define Great Leadership. *Forbes*. Retrieved 2019-02-15 from <https://www.forbes.com/sites/kimberlyfries/2018/02/08/8-essential-qualities-that-define-great-leadership/#452ecc963b63>.
- How to Build Your Creative Confidence, Ted Talk by David Kelly - https://www.ted.com/talks/david_kelley_how_to_build_your_creative_confidence
- India's Hidden Hot Beds of Invention Ted Talk by Anil Gupta - https://www.ted.com/talks/anil_gupta_india_s_hidden_hotbeds_of_invention
- Knowledge@Wharton Interviews Former Indian President APJ Abdul Kalam - . "A Leader Should Know How to Manage Failure" <https://www.youtube.com/watch?v=laGZaS4sdeU>
- Martin, R. (2007). How Successful Leaders Think. *Harvard Business Review*, 85(6): 60.
- NPTEL Course on Leadership - <https://nptel.ac.in/courses/122105021/9>

Course 4: Universal Human Values

Context with Justification :

Human civilisation is known for the values that it cherishes and practices. Across various times and places, sages, saints and seers, drawing on their experience, developed practices that placed central importance on values, though the names used by them differed, as their languages varied but the spirit was same. Universal human values are values that human beings cherish and hold in common consciously and otherwise in most of the places and times and practice them.

Renunciation is the foundational value. Renunciation or greedlessness has two preconditions: love for all living beings and absence of selfishness. Renunciation is not self-directed but other-directed and is for life in all forms and shapes, for welfare of all. Renunciation begins when selfishness ends. Renunciation to run away from the problems of life is cowardice. Renunciation without action means parasitic life. Also, service can be practised only when renunciation with action begins. Unegoistical service is inconceivable without renunciation; and true service is possible only through love and compassion. Life and death are eternal truths, so is the truth as fact and truth as value. Truth exists between the two ends of life and death and is to be pursued.

Truth, Love, Peace, Non-Violence and Righteous Conduct are the Universal Human Values. Renunciation (sacrifice), Compassion and Service are also commonly acceptable human values, which at the operation level have been named differently as sincerity, honesty, righteousness, humility, gratitude, aspiration, prosperity, non-violence, trust, faith, forgiveness, mercy, peace and so on. These are needed for well-being of an individual, society and humanity and ultimately Peace in the world.

This course aims at making learners conscious about universal human values in an integral manner, without ignoring other aspects that are needed for learner's personality development.

Objectives :

The present course deals with meaning, purpose, and relevance of universal human values and how to inculcate and practice them consciously to be a good human being and realise one's potentials.

Learning outcomes :

By the end of the course the learners will be able to:

1. Know about universal human values and understand the importance of values in individual, social circles, career path, and national life.
2. Learn from case studies of lives of great and successful people who followed and practised human values and achieved self-actualisation.
3. Become conscious practitioners of human values.
4. Realise their potential as human beings and conduct themselves properly in the ways of the world.

Credit: 02

Duration: 30 Hours

Number & Titles of Modules:

Module 1: Love & Compassion

5 Hours

Module 2: Truth

5 Hours

Module 3: Non-Violence	5 Hours
Module 4: Righteousness	5 Hours
Module 5: Peace	4 Hours
Module 6: Service	3 Hours
Module 7: Renunciation (Sacrifice)	3 Hours

Module Outline :

Module 1: Love & Compassion **5 Hours**

- Introduction: What is love? Forms of love—for self, parents, family, friend, spouse, community, nation, humanity and other beings, both for living and non-living
- Love and compassion and inter-relatedness
- Love, compassion, empathy, sympathy and non-violence
- Individuals who are remembered in history for practicing compassion and love.
- Narratives and anecdotes from history, literature including local folklore
- Practicing love and compassion: What will learners learn gain if they practice love and compassion? What will learners lose if they don't practice love and compassion?
- Sharing learner's individual and/or group experience(s)
- Simulated Situations
- Case studies

Module 2: Truth **5 Hours**

- Introduction: What is truth? Universal truth, truth as value, truth as fact (veracity, sincerity, honesty among others)
- Individuals who are remembered in history for practicing this value
- Narratives and anecdotes from history, literature including local folklore
- Practicing Truth: What will learners learn/gain if they practice truth? What will learners lose if they don't practice it?
- Learners' individual and/or group experience(s)
- Simulated situations
- Case studies

Module 3: Non-Violence **5 Hours**

- Introduction: What is non-violence? Its need. Love, compassion, empathy sympathy for others as pre-requisites for non-violence
- Ahimsa as non-violence and non-killing
- Individuals and organisations that are known for their commitment to non-violence
- Narratives and anecdotes about non-violence from history, and literature including local folklore
- Practicing non-violence: What will learners learn/gain if they practice non-violence? What will learners lose if they don't practice it?
- Sharing learner's individual and/or group experience(s) about non-violence
- Simulated situations
- Case studies

Module 4: Righteousness**5 Hours**

- Introduction: What is righteousness?
- Righteousness and *dharma*, Righteousness and Propriety
- Individuals who are remembered in history for practicing righteousness
- Narratives and anecdotes from history, literature including local folklore
- Practicing righteousness: What will learners learn/gain if they practice righteousness? What will learners lose if they don't practice it?
- Sharing learners' individual and/or group experience(s)
- Simulated situations
- Case studies

Module 5: Peace**4 hours**

- Introduction: What is peace? Its need, relation with harmony and balance
- Individuals and organisations that are known for their commitment to peace
- Narratives and Anecdotes about peace from history, and literature including local folklore
- Practicing peace: What will learners learn/gain if they practice peace? What will learners lose if they don't practice it?
- Sharing learner's individual and/or group experience(s) about peace
- Simulated situations
- Case studies

Module 5: Service**3 Hours**

- Introduction: What is service? Forms of service, for self, parents, family, friend, spouse, community, nation, humanity and other beings—living and non-living, persons in distress or disaster.
- Individuals who are remembered in history for practicing this value.
- Narratives and anecdotes dealing with instances of service from history, literature including local folklore
- Practicing service: What will learners learn/gain if they practice service? What will learners lose if they don't practice it?
- Sharing learners' individual and/or group experience(s) regarding service
- Simulated situations
- Case studies

Module 6: Renunciation (Sacrifice)**3 Hours**

- Introduction: What is renunciation? Renunciation and sacrifice. Self-restrain and Ways of overcoming greed. Renunciation with action as true renunciation
- Individuals who are remembered in history for practicing this value.
- Narratives and anecdotes from history and literature, including local folklore about individuals who are remembered for their sacrifice and renunciation.
- Practicing renunciation and sacrifice: What will learners learn/gain if they practice Renunciation and sacrifice? What will learners lose if they don't practice it?
- Sharing learners' individual and/or group experience(s)
- Simulated situations
- Case studies

ADDITIONAL PRACTICAL MODULES or OPERATIVE ELECTIVES:

NOTE: The faculty/institution may choose any/some of the following modules keeping in mind the level and specific needs of learners.

Module Outline :

MODULE A - Integral Human Well-Being

5 Hours

Importance of well-being, inter-relatedness of different kinds of well-being and definition of well-being (state of being comfortable, healthy, happy and equanimity)

Well-being and its Kinds

- (i) Physical (physical strength and endurance)
- (ii) Emotional (ability to respond to emotions and control them)
- (iii) Aesthetic (faculty to see and appreciate beauty in all beings)
- (iv) Intellectual (rational, logical well-being)
- (v) Relational well-being (obligation to self, parents, family society, nation humanity and other beings in the universe; living with others with their acceptance)
- (vi) Moral (difference between good and evil and practicing goodness; righteousness)
- (vii) Spiritual (thinking beyond self and journey from senses to spiritual level)

Establish and recognise various states of well-being, embedded in different creatures, but consciously understood by humans

Identify the most pronounced emotions in the individual through given activities

Anecdotes/video/activity to help identify different well-beings

Discussion of related values to well-beings: Aesthetics, ethics, gratitude, forgiveness, and spiritual health i.e., thinking beyond senses and self and for the welfare of others

Importance and practice of well-being through case study/ activity

Ways to attain different kinds of well-being

Activities

MODULE B - Yoga & Pranayama

5 Hours

Importance of Yoga and Pranayama

- Yoga and pranayama for integral well-being and balance in life
- Yoga & Pranayama: Introduction
- Mind - Body – Intellect
- Difference between Yoga and Pranayama and their inter-relatedness.

- Basic Yogasans and pranayamas for students:
 - a. Every morning
 - b. Before bedtime
 - c. Before a presentation
 - d. Before examination
 - e. To fight stomach cramps
 - f. To fight stress
- Healthy diet
- Healthy mind
- Recommended routine for yoga and pranayama

MODULE C - Gratitude

Outlines:

1. Gratitude, a great embellishment to a person's mental quality
2. Duty versus Rights
 - a. What is duty?
 - b. What is right?
3. Wonderment and simplicity
4. Gratitude to one's family
5. Gratitude to one's teachers
6. Gratitude to one's society
7. Gratitude to one's nation
8. Gratitude to the universe
9. Count your blessings (activity)
10. Live in an attitude of gratitude

Pedagogy :

Learning is a challenging, engaging, and enjoyable activity. Learners should be encouraged to engage in a rigorous process of learning and self-discovery by adopting a highly focused approach to education versus rote learning. In teaching and learning pedagogy of universal human values, there should be a shift from domain or conclusions-based approach to the experiential or process/es based approach.

The faculty should promote learning of values on a proportionate scale of 20:30:50 principle, where lectures constitute 20 percent of the delivery (Hear); visuals 30 percent of the learning methods (See); and experience 50 percent (Do). This ratio is subject to change as per the needs. In order to achieve its objective of focused-based learning and holistic development the faculty/facilitators should use a variety of knowledge delivery methods: interactive lecture so that students

SYLLABUS FOR BASIC COMPUTER SKILLS

OBJECTIVE:

The course is designed to impart a basic level understanding of working of a computer and its usage. After completing the course the students will be able to use the computer for basic purposes preparing to one's personnel/business letters, viewing information on Internet (the web), sending mails, using Internet banking services etc.

UNIT-1

Knowing computer: Basic Applications of Computer; Components of Computer System, Central Processing Unit (CPU), VDU, Keyboard and Mouse, Other input/output Devices, Computer Memory, Concepts of Hardware and Software; Concept of Computing, Data and Information; Connecting keyboard, mouse, monitor and printer to CPU, Checking Power Supply.

Operating Computer using GUI Based Operating System: Functions of Operating System; Basics of Popular Operating Systems(Linux, Windows); The User Interface: Status Bar, Using Menu and Menu-selection, Running an Application, Simple settings: Date And Time, Display Properties, Add Or Remove A Windows Component, Changing Mouse Properties, Adding and removing Printers, File and Directory Management: Viewing of File, Folders and Directories, Creating and Renaming of files and folders, Opening and closing of different Windows; Using help; Creating Short cuts, Basics of O.S Setup; Common utilities.

Understanding Word Processing: Word Processing Basics; Opening and Closing of documents; Text creation and Manipulation; Formatting of text; Table handling; Spell check, language setting and thesaurus; Printing of word document.

Unit-2

Using Spread Sheet: Basics of Spreadsheet; Manipulation of cells; Formulas and Functions; Editing of Spread Sheet, Printing of Spread Sheet.

Basics of presentation software; Creating Presentation; Preparation and Presentation of Slides; Slide Show

Introduction to Internet, WWW and Web Browsers: Basic of Computer networks; LAN, WAN; Concept of Internet; Applications of Internet; connecting to internet; ISP; Knowing the Internet; Basics of internet connectivity related troubleshooting, World Wide Web; Web Browsing software, Search Engines; Understanding URL; Domain name; IP Address; Using e-governance website, Using internet for Research.

Communications and collaboration: Basics of electronic mail; Getting an email account; Sending and receiving emails; Accessing sent emails; Using Emails; Document collaboration; Instant Messaging; Netiquettes.

Suggested Reading :

1. Introduction to Computers, Peter Norton, Mc GrawHill , 2012.
2. Using Information Technology, Brian K williams, StaceyC.Sawyer, Tata Mc GrawHill.

Web Resources :

1. <https://online.stanford.edu/courses/soe-yccscs101-sp-computer-science-101>
2. <https://www.extension.harvard.edu/open-learning-initiative/intensive-introduction-computer-science>

