

SRI VENKATESWARA UNIVERSITY

CBCS/ SEMESTER SYSTEM

(w.e.f 2021-22)

ANALYTICAL SKILLS

Syllabus

Total 30 Hrs

Course Objective: Intended to inculcate quantitative analytical skills and reasoning as an inherent ability in students.

Course Outcomes:

After successful completion of this course, the student will be able to;

- 1) Understand the basic concepts of arithmetic ability, quantitative ability, logical reasoning, business computations and data interpretation and obtain the associated skills.
- 2) Acquire competency in the use of verbal reasoning.
- 3) Apply the skills and competencies acquired in the related areas
- 4) Solve problems pertaining to quantitative ability, logical reasoning and verbal ability inside and outside the campus.

UNIT – 1: (10 Hours)

Arithmetic ability: Algebraic operations BODMAS, Fractions, Divisibility rules, LCM & GCD (HCF).

Verbal Reasoning: Number Series, Coding & Decoding, Blood relationship, Clocks, Calendars.

UNIT – 2: (10 Hours)

Quantitative aptitude: Averages, Ratio and proportion, Problems on ages, Time-distance – speed.

Business computations: Percentages, Profit & loss, Partnership, simple compound interest.

UNIT – 3: (07 Hours)

Data Interpretation: Tabulation, Bar Graphs, Pie Charts, line Graphs. Venn diagrams.

Recommended Co-Curricular Activities (03 hrs)

Surprise tests / Viva-Voice / Problem solving/Group discussion.

Text Book:

Quantitative Aptitude for Competitive Examination by R.S. Agrawal, S.Chand Publications.

Reference Books

1. Analytical skills by Showick Thorpe, published by S Chand And Company Limited, Ramnagar, New Delhi-110055
2. Quantitative Aptitude and Reasoning by R V Praveen, PHI publishers.
3. Quantitative Aptitude for Competitive Examination by Abhijit Guha, Tata Mc Graw Hill Publications.

SRI VENKATESWARA UNIVERSITY

LIFE SKILL COURSES

III SEMESTER

REVISED SYLLABUS UNDER CBCS - W.E.F. 2021-22

MODEL QUESTION PAPER

Time: 1 ½ hours (90 Min.)

Marks: 50 marks

PART – A

Answer any Four of the following question.

(4X5=20M)

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

PART – B

Answer any Three The Questions. Each question carries 10 marks

(3X10= 30M)

9.	
10.	
11.	
12.	
13.	
14.	

SRI VENKATESWARA UNIVERSITY

Revised Syllabus under CBCS Pattern

(w.e.f. 2021-22 Academic Year)

LIFESKILLCOURSE

III-SEMESTER-

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 Commmission) 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 : $1\frac{1}{2}$ Hrs. 90 mins

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. Explain the scope and importance of Environmental Education.
2. Explain the term Biodiversity and discuss its importance.
3. Global warming impact.
4. Renewable energy and its applications.
5. Air pollution in brief.
6. Environmental protection act.
7. Explain the In-Site and Ex-Site conservation of Biodiversity.
8. Biological, Industrial & solid waste in urban areas.

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)

9. Write about different types of Biodiversity values
10. Discuss the population explosion & its impact on environment.
11. Ozone layer depletion, Acid rains and impact on human communities and agriculture.
12. Write about judicious use of land, water and forest resources.
13. Explain international agreements & Environmental movements.

Note: Questions may be set in such a way to test the outcomes instead of recalling of information.

Verified
Chandrasekhar
(M. VANI)
BOS chairman zoology VU
HEAD
DEPARTMENT OF ZOOLOGY
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TIRUPATI

SRI VENKATESWARA UNIVERSITY

Life Skill Course

HEALTH & HYGIENE

III-SEMESTER-W.E.F.2021-22

(Total teaching hours – 30 Hrs. @ 02 Hrs. per Week)

The course is designed to provide a complete guidance on health and hygiene systems, guidelines for implementing and role of government and public in maintaining a healthy life. At the end of the course the student shall be able to understand –

- the importance of health and hygiene in life
- the importance of nutrition for a healthy life
- different health care programmes of India
- basic concept of health impact assessment as a means of assessing the policies, plans and projects using quantitative and qualitative techniques
- importance of community and personal health & hygiene measures
- Importance of food, social tenets, mental condition, physical activity on health

Learning Objectives:

- To provide knowledge on different health indicators and types of hygiene methods
- To impart knowledge on different health care programmes taken up by India
- To make student understand the latest concepts of health such as HIA, EIA, SIA and SEA
- To enable student with disaster mitigation strategies
- To create awareness on community health and hygiene
- To enrich knowledge on communicable and non-communicable diseases and their control
- To aware the student on the importance of food, social strategies, mental status and physical activities on health
- To introduce different community-based mobile apps on health to student and thereby to the community

Learning / Course Outcomes: On completion of this course, the students will be able to understand -

- What is a healthy diet
- How can we use available information to optimize our diet?
- Can nutrition be used for a healthy life?
- Is there a one-size-fits-all “good” diet or should we individualize our dietary goals?
- Disaster management and responsiveness of public in pandemic and epidemic diseases
- Assess the impact of policies on health and hygiene Health measures to consider while travelling
- Awareness in public through digital media viz., mobile apps

Unit I: Basics of Nutrition**10 Hrs.**

1. Nutrition – definition, importance, Good nutrition and mal nutrition; Balanced Diet: Basics of Meal Planning
2. Carbohydrates –functions, dietary sources, effects of deficiency.
3. Lipids –functions, dietary sources, effects of deficiency.
4. Proteins –functions, dietary sources, effects of deficiency.
5. Brief account of Vitamins- functions, food sources, effects of deficiency,
6. Macro and micro minerals –functions, effects of deficiency; food sources of Calcium, Potassium and Sodium; food sources of Iron, Iodine and Zinc
7. Importance of water– functions, sources, requirement and effects of deficiency.

Unit II: Health**10 Hrs.**

8. Health - Determinants of health, Key Health Indicators, Environment health & Public health; Health-Education: Principles and Strategies
9. Health Policy & Health Organizations: Health Indicators and National Health Policy of Govt. of India-2017; Functioning of various nutrition and health organizations in India viz., NIN (National Institution of Nutrition), FNB (Food and Nutrition Board), ICMR (Indian Council of Medical Research), IDA (Indian Dietetics Association), WHO-India, UNICEF-India
10. National Health Mission: National Rural Health Mission (NRHM) Framework, National Urban Health Mission (NUHM) Framework
11. Women & Child Health Care Schemes: Reproductive, Maternal, Newborn, Child and Adolescent Health (RMNCH+); Janani Shishu Suraksha Karyakaram (JSSK); Rashtriya Bal Swasthya Karyakram(RBSK); India Newborn Action Plan (INAP); Adolescent Health- Rashtriya Kishor Swasthya Karyakram (RKSK)
12. Disaster Management – Containment, Control and Prevention of Epidemics and Pandemics – Acts, Guidelines and Role of Government and Public

Unit III: Hygiene

10 Hrs.

13. Hygiene – Definition; Personal, Community, Medical and Culinary hygiene; WASH (WATER, Sanitation and Hygiene) programme
14. Rural Community Health: Village health sanitation & Nutritional committee (Roles & Responsibilities); About Accredited Social Health Activist (ASHA); Village Health Nutrition Day, Rogi Kalyan Samitis
15. Community & Personal Hygiene: Environmental Sanitation and Sanitation in Public places
16. Public Awareness through Digital Media - An Introduction to Mobile Apps of Government of India: NHP, Swasth Bharat, No More Tension, Pradhan Mantri Surakshit Mantritva Abhiyan (PM Suman Yojana), My Hospital (Mera aspathaal), India fights Dengue, JSK Helpline, Ayushman Bhava, Arogya Setu, Covid 19AP

REFERENCES

- **Bamji, M.S., K. Krishnaswamy & G.N.V. Brahmam (2009)** *Textbook of Human Nutrition(3rd edition)* Oxford and IBH Publishing Co. Pvt. Ltd., New Delhi
- **Swaminathan (1995)** *Food & Nutrition*(Vol I, Second Edition) The Bangalore Printing &Publishing Co Ltd., , Bangalore
- **Vijaya Khader (2000)** *Food, nutrition & health*, Kalyan Publishers, New Delhi
- **Srilakshmi, B., (2010)** *Food Science, (5th Edition)* New Age International Ltd., New Delhi
- Weblinks: <https://nhm.gov.in/>
 - National Rural Health Scheme:
<https://nhm.gov.in/index1.php?lang=1&level=1&sublinkid=969&lid=49>
 - National Urban Health Scheme:
<https://nhm.gov.in/index1.php?lang=1&level=1&sublinkid=970&lid=137>
 - Village health sanitation & Nutritional committee
<https://nhm.gov.in/index1.php?lang=1&level=1&sublinkid=149&lid=225>
 - About Accredited Social Health Activist (ASHA)
<https://nhm.gov.in/index1.php?lang=1&level=1&sublinkid=150&lid=226>
 - Village Health Nutrition Day
<https://nhm.gov.in/index1.php?lang=1&level=1&sublinkid=152&lid=228>

- Rogi Kalyan Samitis
<https://nhm.gov.in/index1.php?lang=1&level=1&sublinkid=153&lid=229>
- Health Impact Assessment - <https://www.who.int/hia/about/faq/en/>
(suggested information only)
http://www.euro.who.int/_data/assets/pdf_file/0011/261929/Health-in-Impact-Assessments-final-version.pdf?ua=1
- WASH <https://www.unicef.org/wash/> and
https://www.unicef.org/wash/files/UNICEF_Strategy_for_WASH_2016_2030.PDF
- Healthy Living <https://www.nhp.gov.in/healthylivingViewall>

Note: The above web links are from MoHFW, GoI. Teachers can prepare their notes from other resources also.

Model question paper for theory examination at the end of IV
Semester Health and Hygiene

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)

I. Answer any five questions

1. Balance Diet.
2. Minerals.
3. Carbohydrates.
4. Health education.
5. Health indicators.
6. I C M R.
7. Wash programme.
8. Arogyasetu.

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)

9. Write in detail about the functions sources, effects of deficiency of proteins.
10. Give a brief account on vitamins.
11. Describe the women and child health care schemes.
12. What is hygiene. Explain various methods of hygiene.
13. Give on account an public awareness of hygiene through digital media..

Note: Questions may be set in such a way to test the outcomes instead of recalling of information.

Verified
Chauhan
(H-V-1)
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SRI VENKATESWARA UNIVERSITY

Revised CBCS w.e.f 2021 -22

LIFE SKILL COURSE

III-SEMESTER

Personality Enhancement & Leadership

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

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

M. S. Srinivas

Chairperson
BOS in English
(PASS)

III SEMESTER
Life Skill Course

Personality Enhancement & Leadership
Model Question Paper

Time: **1 ½ hours (90 Min.)**

Max. Marks: 50

Section A

I. Answer any Four Questions. Each Question carries 5 marks

4 X5=20

1. What are the characteristics of Personality?
2. What is Personality? Discuss its Nature.
3. What are the strengths and weaknesses of Projective techniques?
4. Discuss the importance of Team.
5. What techniques can be used for effective Team Building?
6. Explain the differences between Work Groups and Work Teams.
7. What do you understand by the term "Leadership"?
8. What are the Determinants of Personality?

Section B

II. Answer any Three Questions. Each Question carries 10 marks

3 X10=30

1. Describe the assumptions of the psychodynamic perspective on personality development, including the id, ego, and superego.
2. Discuss the "Big Five Personality Traits".
3. How do culture and family determine the development of the Personality?
4. How does an individual build self-confidence?
5. What do you understand by the term Leadership? Enumerate its important characteristics.
6. Explain the different types of Leadership.

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