



RANI CHANNAMMA UNIVERSITY, BELAGAVI

WEL-COME

**TO THE COURSE STRUCTRE AND SYLLABUS OF UNDERGRADUATE
PROGRAMMES –B.S.W**

II Semester

**w.e.f.
Academic Year 2011-12 and onwards**

B.S.W SEMESTER-II

COURSE STRUCTURE

Sl. No.	Group	Code No.	Title of the Paper	Max. Marks		Total Marks	Teaching hours/week
				IA	Sem Exam		
1	I	2.1	First Language	20	80	100	5
2	I	2.2	Second Language	20	80	100	5
3	II	2.3	Social Sciences for Social Workers-II (Political Science and Anthropology)	20	80	100	5
4	II	2.4	Work with Individuals and Families	20	80	100	5
5	II	2.5	Contemporary Ideologies of Social Work	20	80	100	5
6	II	2.6	Social Work Practicum	20	80	100	10
7	III	2.7	Environmental Studies and Human Rights	20	80	100	5

Total for II semester = 700

B.S.W SEMESTER-II

SYLLABUS

GROUP -1 (LANGUAGES)

Paper 2.1 and Paper 2.2 are common as per under graduate (Bachelor of Arts).

1. English Basic :

Detailed Syllabus for B.A. / BSW 1st Year
Basic English

Teaching Hours : 5 Hours per week

(80 Marks per paper of three hours)

(20 Marks for I.A)

Pattern of question paper

1) Objective type questions (Five each from prose & Poetry)	10X1=	10	
2) Reference to context (Two each from prose and poetry to be asked) (One each from prose and poetry to be answered)	2X5 =	10	
3) Essay type Question on Prose (One out of two)		10	
4) Essay type question on poetry (One out of two)		10	
5) Short notes (Two each from prose and poetry to be asked) (One each from prose and poetry to be answered)	2X5=	10	
6) A. Use of forms of BE, DO and HAVE	5X1=	05	
B. Affixation	5X1=	05	10
7) A) Combining of sentence with Wh- words	5X1=	05	
B) Framing Wh- questions	5X1=	05	10
8) Letter Writing : Informal / personal			<u>10</u>
			80

Text Book :

Prose And poetry for the Young Reader, (Eds) D.K. Sebastian , A.G. Xavier,
(MACMILLAN Publishers India Ltd.)

Only the following Lessons And Poems are to be studied

- 1) Our Civilization , - C.E.M Joad.
 - 2) Food , - J.B.S .Haldane.
 - 3) A Hero on Probation – B. R. Nanda
 - 4) On Letter Writing – A. G. Gardiner
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- 1) La Belle Dame Sans Merci , - John Keats.
 - 2) Laugh and Be Merry – John Masefield.
 - 3) Stopping by Woods on a Snowy Evening - Robert Frost
 - 4) The Ballad of Father Gilligan

Following Prefixes are to be taught :

Anti-, Arch-, Bi-, Co-, Contra-, Dis-, En-, Extra-, Hyper-, Mis-, Mono-, Poly-, Pre-, Semi-, Un-, Im-, Il-, Ir-, Non-

Following Suffixes are to be taught :

-age, -dom, -hood, -al, -tion, -ise, ize, -ify, -ment, -less, -able, -ness, -ity, -er, -ism, -ist, -ship, -wise, -wards, -ious

MODERN INDIAN LANGUAGES (MIL)/ ADDITIONAL ENGLISH

Additional English

Semester –II

Detailed Syllabus for BA / BSW / BA in CCJ 1st Year

Teaching Hours : 5 Hours per week

(80 Marks per paper of three hours)

(20 Marks for I.A)

Pattern of question paper

1) Objective type questions	10X1=10
2) Reference to context	2X5 =10
3) Essay type question on the Short Stories (One out of two)	10
4) Essay type question on The Short Stories (One out of two)	10
5) Short notes on the Short Stories (Two out of four)	2X5 = 10
6) Use of words as Two different forms of Speech	5X2 = 10
7) Use of words, phrases and idioms (text based)	10
8) Essay writing on Current Topics	<u>10</u>
	80

Text Book:

Meenakshi Mukherjee (Ed) Let's Go Home and Other Stories, New Delhi : Orient Blackswan, 2009

- 1) Jai Nimbkar : Death of a Hero
- 2) Shama Futehally : Photograph
- 3) Indrayani Sawkar : The White Dove
- 4) Bhabani Bhattacharya : Glory at Twilight
- 5) Sujata Balasubramanyam : The Zamindar of Pallipuram
- 6) Arun Joshi : Home Coming
- 7) Raja Rao : Companions

2. Kannada Basic

ಬಿ.ಎ./ಬಿ.ಎಸ್.ಡಬ್ಲ್ಯೂ./ಬಿ.ಎ.(ಸಿಸಿಜೆ)

II ಸೆಮಿಸ್ಟರ್

ಕನ್ನಡ ಆವಶ್ಯಕ ಪಠ್ಯ

ಸಂಪಾದಕರು : ಡಾ.ಯಲ್ಲಪ್ಪ ಹಿಮ್ಮಡಿ

: ಪ್ರೊ.ವಿಜಯಮಾಲಾ ನಾಗನೂರಿ

ಬೋಧನಾ ಅವಧಿ: ವಾರಕ್ಕೆ 5 ಗಂಟೆಗಳು

ಸಾಹಿತ್ಯ ಸವಿ -9

80 ಅಂಕಗಳು

ನಿಜಸಾಹಸ್ಯಕ ದೇಶಾನುಮರಣಮಮಗಕ್ಕೆ ಗಡಾ

ಪೊಲ್ಲಮೆಯ ಲೇಸು ನಲ್ಲರ ಮೆಯ್ಯೊಳ್

ಕಲ್ಯಾಣದಲ್ಲಿ ಕತ್ತಲೆಯನ್ನ ಬಿಟ್ಟು ಹೋದ!

ಕಳ್ಳುಬಳ್ಳಿ

ಬಡವನೆಂದಳಲದಿರು!

ಹೆಣದ ಮೇಲಿನ ದುಡ್ಡು ಮತ್ತು ಮದುವೆಯ ಊಟ

ಚೆನ್ನಮ್ಮ ರಾಣಿಯ ಕೊನೆಯ ಕಾಳಗ

ಬುರ್ರಕಥಾ ಈರಮ್ಮನ ಆತ್ಮಕಥನ

ನನ್ನ ಅವಮಾನ ಮತ್ತು ದುಃಖ

ಹೆಡ್ ಹಂಟರ್

- ರನ್ನ
- ಜನ್ನ
- ಡಾ. ಚಂದ್ರಶೇಖರ ಕಂಬಾರ
- ಬಿ.ಟಿ. ಜಾಹ್ನವಿ
- ಈಶ್ವರ ಸಣಕಲ್ಲ
- ಅರವಿಂದ ಮಾಲಗತ್ತಿ
- ಜನಪದ
- ಡಾ.ಮುದೇನೂರು ನಿಂಗಪ್ಪ
- ಮಹಾತ್ಮ ಗಾಂಧೀಜಿ :
- ಅನು : ಕೆ.ವಿ.ಸುಬ್ಬಣ
- ವಸುಧೇಂದ್ರ

3. Marathi Basic

Syllabus for B.A. /BSW/BACCJ

Semester – II

Basic Marathi

Teaching Hours : 5 Hours per week

Scheme of

Examination : a) One paper carrying 80 marks and of 3 hours duration

b) Internal Assessment 20 marks

Course : Literary form – Poetry

Text : Dalit Kavyadarshan – Ed. Narayan Surve
Lokwangamay Gruh Prakashan, Mumbai

Distribution of marks: 16x5

- Q.1. Essay writing (One out of four) 1x16
Q.2. Objective type questions (Eight out of twelve) 8x2
Q.3. Essay type question (One out of three) 1x16
Q.4. Short Notes (Two out of four) 2x8
Q.5. Reference to Context (Two out of four) 2x8

4. Hindi Basic

Syllabus for B.A. /BSW
Semester – II
Basic Hindi

Teaching Hours : 5 Hours per week

SEM II 2011-12
<p>1. Sahitya Sarita Ed. Prof. Jogendrasinha Bisen Orient BlackSwan Private Ltd., Bangalore. Note: Only Poetry Section of the book.</p> <p>2. Grammar: Shabdha Bheda (Vikari Avikari ka Poorna Adhyan)</p>

5. Praakrit Basic

Syllabus for B.A. /BSW
Semester – II
Basic Praakrit

Teaching Hours : 5 Hours per week

B. A. Part -I. Second Semester

Basic - Praakrit		
Teaching hours	-	5 hours per week
Exam marks	-	80+20=100 of 3 hours Duration
Text 1)	कहाणयतिगं- बारवई	40 Marks
2)	करगुण्डुचरियं	40 Marks
3)	Internal Assessment	20 Marks
	Assignment, Class records Skill, development	
Total		100 Marks

**B. A. Part - I
Basic - Praakrit**

**Question Paper Pattern
First Semester**

I.	New type Questions/ Select the correct answer	10 Marks
II.	Translate passages (any two out of three)	14 Marks
III.	Explain with reference to contest (any four out of six)	12 Marks
IV.	Essay type from कहाणयतिगं (with internal choice)	15 Marks
V.	Essay type from स्वप्नवासवदत्तम् (with internal choice)	14 Marks
VI.	Short notes (any three out of five)	15 Marks
Total		80 Marks

6. Sanskrit Basic

**Syllabus for B.A. /BSW
Semester - II
Basic Sanskrit**

Teaching Hours : 5 Hours per week

Examination. Marks : One paper carrying 100 marks (80+20) of 3 hours duration.

Text :

1. नीतिशतकम् of भर्तृहरि : Samaj Pustakalay, Dharwad,
2. कर्णभारम् of भास : Samaj Pustakalay, Dharwad,

	Marks
a) नीतिशतकम् of भर्तृहरि :	40
b) कर्णभारम् of भास :	30
b) Grammar – Conjugation (लट्, लृट्. लङ्, लोट् क्रियापदानि)	10
c) Internal Assessment	20
i) Internal Assessment	
ii) Assignment, Class- records	
Skill – development-	10
Total	<u>100</u>

Question Paper Pattern:

Basic – Sanskrit

I. Multiple choice questions from the prescribed text नीतिशतकम् of भर्तृहरि : (Any ten out of twelve)	10 Marks
II. a) Translation and explanation of Verses from नीतिशतकम् (Any three out five)	15 Marks
b) Translation and explanation of Verses / Prose from कर्णभारम् (Any one out of two)	5 Marks
III. a) Critical Explanation from नीतिशतकम् (Any ten out four)	6 Marks
b) Reference to the Context from कर्णभारम् (Any ten out four)	6 Marks
IV. Essay type question	
a) From नीतिशतकम् (Any ten out two)	4 Marks
b) From कर्णभारम् (Any ten out two)	4 Marks
V. Essay Type question	
a) On नीतिशतकम् (Any ten out two)	10 Marks
b) On कर्णभारम् (Any ten out two)	10 Marks
VI. Grammer	<u>10 Marks</u>
Total	80

7. Arabic Basic:

Syllabus for B.A/BSW Semester –I Basic Arabic

Paper : Prose, Poetry and Biography

Scheme of teaching : 5 hours per week

Prescribed Text Books

1. **Al-Qiratul Wadhiha Part-II Prose**
Lesson No. 11 to 16
By: Waheeduz.zama-Zam-Al-Kiranvi.
Pub.By:Maktaba Husainia Deoband (U.P)
2. **Qaseeda-e-Burdah (Poetry)**
Chapter No.5
By: Imam Boosary
Pub.By:Azeem Book Dept Deoband (U.P)
3. **The Holy Quraan.**
Sura-Aala
Pub.By:Taj Company Mumbai.

The question paper should be broadly based on the following pattern.

1) Multiple choice from all text	1x10	=	10
2) Summary from first text with choice	2x7½	=	15
3) R.C. from first text with choice	3x5	=	15
4) Appreciation of verses from second text 3 out of 5	3x5	=	15
5) Question on Sura	1x15	=	15
6) Question on Author and Book	1x10	=	10

			80

8. Persian Basic:

Syllabus for B.A/BSW Semester –II Basic Persian

Teaching Hours : 5 Hours per week

1. PRESCRIBED TEXT BOOK

Following portion only

Baharistan(Jami).

Textbook

Shahkar-E-Farsi by Hafez Abdul Alim Khan

Pub by:-Ram Narayanlal Bani mahdho2

katra road Allahabad(U.P)

2. PRESCRIBED TEXT BOOK

Following portion only

Rubaiyaat—Qataa-aath.

Textbook

Nisab-E-Farsi(PartII) by Dr.Aftaab Akhtar Razvi & Prof M.M. Jalali

Pub by:-Shahnaz publication Shamatganj Barilly(U.P)

9. Urdu Basic:

Syllabus for B.A/BSW Semester –II Basic Urdu

Paper –II – Prose & Poetry

Scheme of teaching: Duration 16 weeks, 5 hours per week

Prescribed Text

I. Naya Adabi Nisab

Ed by Azeemulla Haq
Educational Book House
Aligarh

The following lessons only

1. Shairi ki Haqeeqat
2. Ek kahani
3. Talash
4. Akhra Qadam
5. Mohlle ki Holi

Gazals

1. Khatir se yaar
2. Phir Nigahen yaar jise
3. Khalq kahti hai jise
4. Aalam-e-rozgar ko
5. Duniya ke Sitam yaaad
6. Nigahe-e-Nazjise

Poems

1. Raat aur rail
2. Watan
3. Naw jawano ki halat
4. Hazrat hur ki shahadat

II. Hamare pasandeeda afsane

1. Lajwanti
2. **Allao**
3. Nahni ki nani
4. Bajuka

III. Translation

IV. Scheme of Examination :

Total marks 100 (Theory 80 + Internal Assessment 20 marks)

- I. Each paper of 100 marks shall carry 20 marks Internal Assessment out of the 20 marks 10 shall be for semester test & remaining 10 shall be for assignment records skill developments.
- II. In each paper two test shall be conducted for the award of Internal Assessment marks & each of one hour duration for maximum of 20 marks reduced to ten later. First test shall be conducted in 8th week & II test in 12th week of respective semester .The average marks shall be taken as final Internal Assessment marks for assignment marks for the test component.
- III. The award of the Internal Assessment marks for assignment records skill development shall be based on the submission of the same by the candidates duly certified by the concerned teacher.

The question paper should be broadly based on the following pattern

Q1. Multiple choice questions from all text	$1 \times 10 = 10$
Q2. Essay type question on the prose(1out of 2)	$1 \times 10 = 10$
Q3. RC from first text (4 out of 6)	$2 \frac{1}{2} \times 4 = 10$
Q4. Summary of the poem (1out of 2)	$1 \times 10 = 10$
Q5. Appreciation of verses(from Gazals only) (4 out of 6)	$3 \frac{1}{2} \times 4 = 15$
Q6. Summary Essay type question on non-detailed (1out of 2)	$1 \times 10 = 10$
Q7. Short Notes	$1 \times 10 = 10$

B.S.W SYLLABUS

SEMESTER-II

Paper- 2.3: SOCIAL SCIENCES FOR SOCIAL WORKERS-II (Political Science and Anthropology)

Teaching Hours : 5 Hours per week

Objectives:

1. Understanding the concepts to examine social phenomenon.
2. Understand the relevance of Political Science and Anthropology for Social Work.
3. Understanding processes of Social Change and Conflicts.

Unit I: Definition of Politics in terms of state, power, resolution of conflicts. Laswell's "who gets what, when and how" and Eastern's "authoritative allocation of values". Concepts of Rights, Liberty, Justice and Equality, Power, Authority, Legitimacy, Totalitarianism and Autocracy.

Unit II: Resources of power, the Weberian models of authority, how regimes acquire and lose legitimacy. A critique of the Marxian theory of class. Communism. Fabian socialism, elites and masses, Power structure, classical theories of democracy.

Unit III: Political participation, political socialization, political parties and interest groups. Anthropology as a field in understanding of tribal society. Tribal society, towards a systematic view, kinship, descent and social structure, marriage, family and community.

Unit IV: Social and economic development programmes (health, education, economic development etc) and their use to tribal groups, programmes, methods of implementations, benefits, future outlook. Development programmes and their impact on tribal population. Dislocation and resettlement, future directions of work in this area.

Unit V: Tribal population and development. Scope of social work intervention and the role of social workers.

Bibliography:

1. Bhatnagar, S: Political Theory: An Introduction, Meerut, Meenakshi Prakashan, 1985.

2. Bowie, N.E. and Simon, R.L: The Individual and the Political Order, Englewood Cliffs, Prentice- Hall, 1977.
3. Fredrich, C.J: An Introduction to Political Theory, Bombay, Jaico Publishing House, 1967.
4. Harris, Peter B: Foundations of Political Science, London, Hutchinson 1976.
5. Joshi, Ram and others: The Indian Constitution and its working, Bombay, Orient Longman, 1977.
6. Kolb, Eugene: A Framework for Political analysis, Englewood Cliffs, Prentice Hall, 1978.
7. Kothari, Rajni: Politics in India, New Delhi, Orient Longman, 1982.
8. Kumar, A: Tribal Development in India, Sarup and Sons, New Delhi, 2002.
9. Furar- Haimendorf, C.V: Tribes of India: The Struggle for Survival, Delhi, Oxford University Press, 1982.
10. Keesing, R.M: Cultural Anthropology: A Contemporary Perspective, New York: Holt, Rinehart and Winston, 1975.
11. Shah, V.P. and Patel, T: Social Context of Tribal Education, New Delhi, Concept Publishing Company, 1985.

Paper- 2.4: WORK WITH INDIVIDUALS AND FAMILIES

Objectives:

1. Understanding of behavior and coping capacities of individuals.
2. Understanding of principles and techniques of working with people.
3. Understanding of application of social case work in various settings.

- Unit I:** Understanding the individual and individual reactions to stress, coping and defense mechanisms, application of concepts from ego psychology, socialization and role theories, analysis of factors affecting individual differences in needs, behaviour and coping capacities, and family dynamics and their impact.
Historical development of the method of case work, importance of the method. Values and basic principles underlying work with individuals, viz. acceptance, confidentiality, non biased attitude and client participation.
- Unit.II** Application of method to concrete problems as a result of environmental/ circumstantial factors. Introduction to approaches in working with individuals and families, development, Promotive, remedial. Work with the individual in the context of the family and other sub-systems.
Major components in the methods; person, problem, place (setting/ organization/ agency) process. Phases of social case work.
- Unit III:** Communication: techniques of listening, giving feedback, verbal and non-verbal communication, skills to deal with barriers and enhance worker's and individual's communication skills.
Relationship: initiating contact and collecting information and sustaining professional relationships. Types of relationship. Collaborative, co-operative, conflictual, handling problems related to relationship viz, handling resistance, transference and counter transference.
Interview techniques, phases in the problem solving process from initial contact to termination.
- Unit IV:** Case work. Counselling, psychotherapy, family therapy. Similarities and differences. Role of social worker: enabler, facilitator, resource mobilizer and guide. Meaning, importance and uses of recording. Types of recording, summary and evaluation.

- Unit V:** Theories and models of helping. Psycho-analytical, psycho social, problem solving, crisis intervention. Growth of professional self.
Application of case work method in
- Family and child welfare settings.
 - School settings
 - Medical and psychiatric settings
 - Correctional settings
 - Industrial settings

Bibliography:

1. Biestek, F.P; The Case Work Relationship, London, George Allen & Unwin, 1957.
2. Friedlander, W.A.: Concepts and Methods of Social Work, New Delhi, Prentice-Hall, 1964.
3. Goldstein: Ego Psychology and Social Work Practice, New York, Free Press, 1984.
4. Hamilton: Principles of Social Case Recording, NY: Columbia University Press, 1946.
5. Hamilton, G: Theory and Practice in Social Case Work, NY: Columbia University Press, 1950.
6. Hollis: Case work: A Psychosocial Therapy, New York, Random House.
7. Mathew, Grace: An Introduction to Social Case Work, Bombay, Tata Institute of Social Sciences, 1992.
8. Perlman, H.H: Social Case Work: A Problem – Solving Process, Chicago, University of Chicago Press, 1957.
9. Richmond, Mary E: Social Diagnosis, New York, Free Press, 1917.
10. Roberts, Robert W and Robert H nee (Eds) 1970: Theories of Social Case Work, Chicago, University of Chicago Press, 1970.
11. Skid more, Rex A and Thackeray, Milton G: Introduction to Social Work, Prentice-Hall, Englewood Cliffs, New Jersey, 1982.
12. Timms, N: Social Case Work: Principles and Practice, London, Rout Ledge and Kegan Paul 1964.
13. Turner, Francis j (Ed); Social Work Treatment, New York, The Free Press 1974.
14. Turner, F.J(Ed): Differential Diagnosis and Treatment in Social Work, New York, The Free Press, 1976.
15. Upadhyay, R.K: Social Case Work- A Therapeutic Approach, Rawat Publications, Jaipur, 2003.
16. Young, Pauline V: Interviewing in Social Work, NY, McGraw Hill Book Co.1935.

Paper- 2.5: CONTEMPORARY IDEOLOGIES OF SOCIAL WORK

Objectives:

1. Gain information about contemporary ideologies of Social work and Social Change.
2. Develop the skills of decision making at different levels.
3. Understand the values of Social work and consciously apply those in practice

Unit-I Professionalization of Social Work- Values, Education, Knowledge and Professional Associations.

Unit-II Goals, Functions, Roles and Processes of Social Work, Welfare versus Development orientation to Social Work.

Unit-III Contemporary ideologies for Social Change, Neo-liberalism, Globalization, Feminism, Multi-Culturalism, Social Movement, Resurgence of the Civil Society.

Unit-IV Contemporary ideologies of social Work profession- Marginalization of vulnerable groups, Radical Social Work, Emergence of 'rights' Professional attributes of a Social Worker.

Unit-V Social Work Ethics-Concept and Philosophy, Ethical responsibilities in Social work, Ethical decision marking and dilemmas at different levels of Practice.

Bibliography:

1. Banks S. (1995): Ethics and values in Social Work Practical Social Work Series, London Macmillan Press
2. Bardon. D. (1976): Zon in the art of Helping, London, Rautledge and press. Congress.E.P.E. (1998): Social work values Aand Ethics chocago Nelson Hall Publishers.
3. Desai. M.(2000) Curriculum Development of history ideologies for social change and Social work education Practice Hall Cell.
4. Pereira.W (1997): in human Rights western system and Global Human rights Abuse Goa the other India press.
5. Tata I.S.S (SWEF)-(1997): declaration of Ethics for professional social Worker in India Journal of social Work 58(2) 235-341.
6. United Nations (1992) Human Rights teaching & Learning of Human Rights UN: New York.
7. Borgatta E.F (1992): Encyclopedia of Sociology' Ney York Macmillan.
8. Encyclopedia of society (1997): Encyclopedia of social work Silver Spring Maryland National Association of social Workers.
9. Encyclopedia of social work in India' New Delhi, Ministry of welfare

Paper-2.6: SOCIAL WORK PRACTICUM

2.7 ENVIRONMENTAL STUDIES AND HUMAN RIGHTS

Teaching Hours : 4 Hours per Week

(Total 60 Hours)

Section A : Environmental Studies

Unit 1: Nature of environmental studies

Definition, Scope and importance

Multidisciplinary nature of environmental studies

Need for public awareness.

(01 Hour)

Unit 2: Natural resources and associated problems

(a) **Forest resources:** Use and over-exploitation, deforestation Timber extraction, mining, dams and their effects on forests and tribal people.

(b) **Water resources:** Use and over-utilization of surface and ground water, floods, draught, Conflicts over water, dams-benefits and problems.

(c) **Mineral resources:** Use and exploitation, environmental effects of extracting and using mineral resources.

(d) **Food resources:** World food problems, changes caused by agriculture, effects of modern agriculture, fertilizer-pesticide problems, water logging and salinity.

(e) **Energy resources:** Growing energy needs, renewable and nonrenewable energy sources, use of alternate energy sources.

(f) **Land resources:** Land as resources and land degradation, man induced landslides, soil erosion and desertification.

Role of an individual in conservation of natural resources. Equitable use of resources for sustainable Lifestyles.

(5 Hours)

Unit 3: Ecosystems

- Concept of an ecosystem.
- Structure and function of an ecosystem.
- Producers, consumers and decomposers.
- Energy flow in the ecosystem.
- Ecological succession.
- Food chains, food webs and ecological pyramids.
- Introduction, types, characteristic features, structure and function of the following ecosystems.

a) Forest ecosystem

b) Grassland ecosystem

c) Desert ecosystem

d) Aquatic ecosystems (ponds, streams, lakes, rivers, oceans & estuaries).

(4 Hours)

Unit 4: Biodiversity and its conservation

- Introduction- Definition: genetic, species and ecosystem diversity.
- Biogeographical classification of India.
- Values of Biodiversity: Consumptive use, productive use, social, ethical, aesthetic and option values.
- Biodiversity at global, national and local levels.
- India as a megadiversity nation.
- Western ghats as a biodiversity, Hot-spots of biodiversity.

- Threats to biodiversity: Habitat loss, poaching of wild life, man-wildlife conflicts.
- Endangered and endemic species of India.
- Conservation of biodiversity.

Unit 5: Environmental Pollution

Definition, causes, effects and control measures of:

- Air pollution
 - Water pollution
 - Soil pollution
 - Marine pollution
 - Noise pollution
 - Thermal pollution
 - Nuclear hazards
- Solid waste Management: Causes, effects and control measures of urban and industrial wastes.
 - Role of an individual in prevention of pollution.
 - Disaster management: Floods, earthquake, cyclone, landslides and Tsunami.

(5 Hours)

Unit 6: Social Issues and Environment

- From Unsustainable to sustainable development.
- Urban problems related to energy.
- Water conservation, rain water harvesting, watershed management.
- Resettlement and rehabilitation of people; its problems and concerns.
- Environmental ethics: Issues and possible solutions.
- Climate change, global warming, acid rain, ozone layer depletion, nuclear accidents and holocaust.
- Wasteland reclamation.
- Consumerism and waste products
- Environment protection Act
- Air (prevention and pollution) Act.
- Water (prevention and pollution) Act.
- Wildlife protection Act.
- Issues involved in enforcement of environmental legislation.
- Public awareness.

(4 Hours)

Unit 7: Human Population and the Environment

- Population growth, variation among nations.
- Population explosion, Family welfare programme.
- Environment and human health.
- Value Education- HIV/ AIDS.
- Women and Child Welfare.
- Role of information technology in Environment and human health.

(3 Hours)

Unit 8 : Field Work

- Visit to local area to document environmental assets-river /forest/grassland/hill/mountain.

- Visit to a local polluted site-Urban/Rural/Industrial/Agricultural
- Study of common plants, insects & birds
- Study of simple ecosystems-ponds, river, hill slopes, etc.

(3 Hours)
Total 30 Hours

REFERENCES :

1. Text book of Environmental studies by S. Sinha, M. Shukla & R. Shukla (2005) AITBS Publishers, Delhi.
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Section B: Human Rights

Unit 1:

10 hours

FUNDAMENTALS OF HUMAN RIGHTS

Nature of Human Rights, Origin and development of the concept of Human Rights. Functions of Human rights in modern society. Human rights and democratic governance: Limitations of Human Rights.

Unit 2 :

10 hours

CLASSIFICATION OF HUMAN RIGHTS

Civil and Political Rights – Nature and functions Social and Economic Rights : Right of vulnerable groups such as women, Children minorities, tribal and the disabled. Constitutional incorporation or Human Rights in India.

Unit 3 :

10 hours

ENFORCEMENT OF HUMAN RIGHTS

Basic principles governing enforcement of human rights at national, regional and international levels. National Human Rights Commission – Organisation, functions and powers.

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