

**LEARNING OUTCOMES BASED CURRICULUM  
FRAMEWORK (LOCF) FOR UNDERGRADUATE  
PROGRAMMES**

**School of Human Excellence**



**LOYOLA COLLEGE (AUTONOMOUS)  
CHENNAI 600034**

## **VISION AND MISSION OF LOYOLA COLLEGE**

### **VISION**

- ❖ Towards holistic formation of youth, grounded in excellence, through accompaniment to serve the humanity.

### **MISSION**

- ❖ To provide inclusive education through an integral and holistic formative pedagogy.
- ❖ To promote skills that prepare them for the future.
- ❖ To kindle in young minds the spirit of social and environmental justice with a blend of academic excellence and empathy.
- ❖ To stimulate critical and conscientious scholarship leading to meaningful and innovative human Capital.

### **CORE VALUES**

- ❖ Cura Personalis
- ❖ Pursuit of Excellence
- ❖ Moral Rectitude
- ❖ Social Equity
- ❖ Fostering solidarity
- ❖ Global Vision
- ❖ Spiritual Quotient

## **VISION AND MISSION OF SCHOOL OF HUMAN EXCELLENCE**

### **VISION**

- Enhance learners' attitude and values for life

### **MISSION**

- Make learners to connect with self, spirituality, society and nature for a better tomorrow

## **PROGRAMME EDUCATIONAL OBJECTIVES (PEOs)**

- PEO 1:** To provide holistic development for the learners
- PEO 2:** To help the learners in making decisions based on values and ethics
- PEO 3:** To enhance the learners in celebrating the differences and living in harmony with others
- PEO 4:** To create an improved awareness on Social Values
- PEO 5:** To groom the learners for a positive change in adapting sustainable, healthy and a purposeful lifestyle
- PEO 6:** To develop the learners' knowledge about the interconnectedness between humans and nature

## **PROGRAMME OBJECTIVES (POs)**

- PO 1:** To groom the learners towards integrated personality development
- PO 2:** To enhance the learners to develop habits, attitudes, good qualities and infuse values for becoming responsible citizens
- PO 3:** To enable the learners to address social issues with right perspective for a societal change
- PO 4:** To articulate the learners about the interdisciplinary framework for understanding the relationship between humans and their environment
- PO 5:** To enable the learners to manage the mixed competencies at all levels for achieving excellence with core values and ethics
- PO 6:** To equip the learners with social and interpersonal skills that help to cope with the demands of everyday life
- PO 7:** To promote the learners' psychological, emotional, social and physical well-being

### MAPPING COLLEGE VISION AND MISSION WITH PEOs

	PEO 1	PEO 2	PEO 3	PEO 4	PEO 5	PEO 6
Vision 1	3	3	3	3	3	3
Mission 1	3	3	3	3	3	3
Mission 2	3	3	3	3	3	3
Mission 3	3	3	3	3	3	3
Mission 4	3	3	3	3	3	3

### MAPPING PEOs WITH POs

	PEO 1	PEO 2	PEO 3	PEO 4	PEO 5	PEO 6
PO 1	3	3	2	1	2	1
PO 2	1	3	3	3	2	2
PO 3	2	3	3	3	3	1
PO 4	2	3	3	1	3	3
PO 5	3	3	3	2	2	2
PO 6	3	3	3	3	2	2
PO 7	3	1	3	2	2	2

### School of Human Excellence Restructured curriculum with effective from June, 2019

PART	SEMESTER I	SEMESTER II	SEMESTER III	SEMESTER IV
<b>Common Paper</b>	Personality Development (3 Hour / 1 credit)	Life Issues and Coping Strategies (3 Hour / 2 credit)	Social Awareness (2 Hour / 1 credit)	Environmental Studies (2 Hour / 1 credit)

**LOYOLA COLLEGE (AUTONOMOUS), CHENNAI**  
**SCHOOL OF HUMAN EXCELLENCE**  
**(2019 - Restructured Curriculum) OVERALL COURSE STRUCTURE**

School of Human Excellence (SHE) is the unique department at Loyola College which offers courses to shape students' personality and facilitate them to understand social reality, environment consciousness and honing 21<sup>st</sup> century skills accordingly. The College along with SHE proactively kindled a concrete step to disseminate attitudes, values, ethics among students community. SHE is firmly rooted from Ignatian Pedagogical Paradigm, the very core of Jesuit Education to accompany the learners in their growth and Development. The rationale of the department is I, We, Society and Environment that connects through holistic formation for transformation. SHE is always happy to quote that **“Others Teach.....We Touch.....”** The Learnings and Performance of the students are assessed periodically with continuous monitoring through various class activities, projects, worksheets and Field Visit.

<b>Sem.</b>	<b>Subject Code</b>	<b>Course Title</b>	<b>T/L/P</b>	<b>Category</b>	<b>Credit</b>	<b>Hours</b>
I	UHE1001 / UHE 1002 / UHE 1003	Personality Development / Value Education – I / Soft Skills - I	P	Common Paper	1	3
II	UHE2001 / / UHE 2002 / UHE 2005	Life Issues and Coping Strategies / Value Education-II / Soft Skills - II	P	Common Paper	2	3
III	UHE3001	Social Awareness	P	Common Paper	1	2
IV	UHE4001 / UHE 3002/ UHE 3003	Environmental Studies	P	Common Paper	1	2

## COURSE DESCRIPTOR – SEMESTER I

<b>Course Code</b>	UHE 1001 / UHE 1002 / UHE 1003
<b>Course Title</b>	PERSONALITY DEVELOPMENT / VALUE EDUCATION – I / SOFT SKILLS - I
<b>Credits</b>	ONE
<b>Hour/Week</b>	3
<b>Category</b>	COMMON PAPER - PRACTICAL
<b>Semester</b>	1
<b>Regulation</b>	2021-2022
<b>Course Overview</b> <ol style="list-style-type: none"><li>1. Personality Development is a major core that construct psychological aspects and the physiological processes scientifically and needs are influenced.</li><li>2. Personality Development lay a strong foundation of a learner to lead a value based life.</li><li>3. Learning Personality helps the learners to move and respond in the environment and act in certain ways like improving confidence, creating positivity, reducing stress, making friends and making himself /herself presentable.</li><li>4. Personality development helps to assess one’s unique strengths, weaknesses and preferences.</li><li>5. Different types of personality connects physical and mental health to have sound body and mind.</li><li>6. Integration of different personalities create a professionalism and uniqueness of a learner and develops Holistic formation that leads to excel in everything.</li></ol>	
<b>Course Objectives</b> <ol style="list-style-type: none"><li>1. Know themselves better</li><li>2. Identify their own potentials and accept their own limitations</li><li>3. Consciously overcome their challenges and move towards self esteem</li><li>4. Maximize their own potential in enabling a holistic development</li></ol>	

<b>SYLLABUS</b>		
<b>UNIT</b>	<b>CONTENT</b>	<b>HOURS</b>
<b>Introduction</b>	Personality – Definition, concepts, Dimensions, influences, theories	<b>4</b>
<b>I</b>	<b>Self-knowledge:</b> <ul style="list-style-type: none"> <li>❖ Identifying oneself</li> <li>❖ Becoming aware of strengths and weaknesses (Johari window &amp; PLOT)</li> <li>❖ Exploring one’s habits, attitudes, preferences and experience</li> <li>❖ Feelings and Emotions</li> <li>❖ Values, Goals and Ambitions</li> </ul>	<b>7</b>
<b>II</b>	<b>Self-Management:</b> <ul style="list-style-type: none"> <li>❖ Enhancing self-image, self-esteem, self-confidence</li> <li>❖ Sharpening the intellect</li> <li>❖ Managing change, confusion and uncertainty</li> <li>❖ Time management</li> </ul>	<b>6</b>
<b>III</b>	<b>Academic Adaptive Strategies:</b> <ul style="list-style-type: none"> <li>❖ Memory</li> <li>❖ Learning strategies</li> <li>❖ Art of listening, reading and writing</li> </ul>	<b>4</b>
<b>IV</b>	<b>Personal Competence and Maturity:</b> <ul style="list-style-type: none"> <li>❖ Motivation (Abraham Maslow)</li> <li>❖ Giving and receiving constructive criticism (TA)</li> <li>❖ Assertiveness and negotiation skills</li> <li>❖ Leadership</li> </ul>	<b>6</b>
<b>V</b>	<b>Integrated Personality Development</b> <ul style="list-style-type: none"> <li>❖ Recognizing the gradual growth in different dimension of one’s personality such as (a). Physical (b). Intellectual (c). Emotional (d). Moral (e). Social and (f). Spiritual</li> <li>❖ Striving towards Excellence</li> </ul>	<b>8</b>

## Text Books

### English

1. A Text-Book of Psychology, James Rowland Angell & Edward Bradford Titchener *Philosophical Review* 20 (5):545 (1911)
2. Covey, Stephen R. *The 7 Habits of Highly Effective People: Restoring the Character Ethic*. [Rev. ed.]. Free Press, 2004.
3. McAdams, D. P., Josselson, R., & Lieblich, A. (Eds.). (2006). *Identity and story: Creating self in narrative*. American Psychological Association
4. "The Hard side of Change Management" by Harold L. Sirkin, Perry keenan and Alan Jackson October 2015
5. Maslow, A. H. (1943). A theory of human motivation. *Psychological Review*, 50(4), 370–396.
6. Bennis, W. G. (1989). *On becoming a leader*. Reading, Mass.: Addison-Wesley Pub. Co.
7. Rashmi Bansal (2001); I Have a Dream, Published by Westland books
8. Yandamoori Veerendranath (2013); The Five Steps to Success - Published by Navasahithi Book House
9. Dr APJ Abdul Kalam (2008); You Are Born To Blossom: Take My Journey Beyond, published in 2008
10. Arundhati Roy (2015); The God of Small Things published by BookRags
11. "Emotional Intelligence" by Daniel Goleman
12. David Viscott (2003); "Finding Your Strength In Difficult Times", Published by McGraw Hill Education (India) Private Limited
13. Thomas Harris(2004); "I'm OK, You're OK" , Published by Harper Perennia

### Tamil

1. 'சின்னஞ்சிறு பழக்கங்கள்' எழுதியவர் ஜேம்ஸ் கிளியர் (தமிழில் எழுதியவர் நாகலட்சுமி சண்முகம்)
2. 'நிரந்தர வெற்றிக்கு வழிவகுக்கும் சுயபேச்சு' எழுதியவர் ஹெம்ஸ்டெட்டர் - தமிழில் எழுதியவர் நாகலட்சுமி சண்முகம்
3. 'திறனின் திறவுகோல் அமைப்பு' எழுதியவர் சார்லஸ் எப். ஹைனல்
4. 'நண்பர்களை வெற்றி கொள்வதும் மற்றவர்களை கவர்ந்திழுப்பதும் எப்படி' எழுதியவர் டேல் கார்னகி
5. 'வெற்றி தரும் ஆளுமை ஆற்றல்' எழுதியவர் சி. எஸ். தேவநாத்
6. 'உங்களால் அதிகம் சாதிக்க முடியும்' எழுதியவர் ஷிவ் கேரா
7. 'எமோஷனல் இன்டெலிஜன்ஸ்' எழுதியவர் சோம வள்ளியப்பன்



**Web Resources**

<http://eprints.gla.ac.uk/166402/>

[The Change Game: Engaging Exercises to Teach Change \(isixsigma.com\)](http://isixsigma.com)

[How to Study Effectively for School or College \[Top 6 Science-Based Study Skills\] - YouTube](#)

[How to Build Trust and Relationships - YouTube](#)

<https://exploringyourmind.com/3-learning-strategies/>

## COURSE DESCRIPTOR – SEMESTER II

<b>Course Code</b>	<b>UHE2001 / UHE 2002 / UHE 2005</b>
<b>Course Title</b>	<b>Life Issues and Coping Strategies / Value Education – II / Soft Skills - II</b>
<b>Credits</b>	ONE
<b>Hour/Week</b>	3
<b>Category</b>	COMMON PAPER - PRACTICAL
<b>Semester</b>	2
<b>Regulation</b>	2021-2022
<b>Course Overview</b> <ol style="list-style-type: none"><li>1. Life issues and Coping Strategies is a major core that helps the learner to be aware of physical and emotional issues in life.</li><li>2. Life issues and Coping Strategies focuses inter personal development.</li><li>3. Learning the coping strategies helps the learners to face the life issues in a positive way. So that the learners will be able to develop positive emotions and coping strategies</li><li>4. Life issues and Coping Strategies helps the learners to know the right ways to deal with the problems or issues in life.</li><li>5. Life issues and coping strategies focuses on emotional and physical well-being of the learners.</li><li>6. Life issues and coping strategies enables the learners to understand the connection between human brain, human emotions, and human actions.</li></ol>	
<b>Course Objectives</b> <ol style="list-style-type: none"><li>1. To Identify various challenges (physical, emotional, and social) in adolescence</li><li>2. To strengthen relationship and empathize with others (and)</li><li>3. To develop positive emotions and coping strategies</li></ol>	

<b>SYLLABUS</b>		
<b>UNIT</b>	<b>CONTENT</b>	<b>HOURS</b>
	Bridging intra and inter development Seasoning the heart ( care for the individual, empathy, trust and forgiveness) Sharpening the intellect (Creative, critical thinking and problem solving) Self-centeredness vs. Sense of others	<b>4</b>
<b>I</b>	<b>Physical wellbeing :</b> <ul style="list-style-type: none"> <li>❖ Adolescent holistic health</li> <li>❖ Understand and appreciate physical self</li> <li>❖ Personal hygiene and grooming</li> <li>❖ Balanced diet</li> <li>❖ Health- habits, lifestyle, national health policy and people's health movement</li> </ul>	<b>7</b>
<b>II</b>	<b>Interpersonal relationship :</b> <ul style="list-style-type: none"> <li>❖ Communication strategies</li> <li>❖ Building relationship with friends and others</li> <li>❖ Situating self in family, friends and groups</li> <li>❖ Other centeredness and Empathy</li> </ul>	<b>6</b>
<b>III</b>	<b>Problem-solving and Decision making skills :</b> <ul style="list-style-type: none"> <li>❖ The process of Decision making</li> <li>❖ Lateral Thinking and problem-solving strategies</li> <li>❖ Case studies</li> </ul>	<b>4</b>
<b>IV</b>	<b>Critical Thinking :</b> <ul style="list-style-type: none"> <li>❖ Affective strategies</li> <li>❖ Cognitive strategies</li> <li>❖ Analysis, Interpretation and Alternatives</li> </ul>	<b>6</b>

<b>V</b>	<b>Life Coping Strategies :</b> <ul style="list-style-type: none"><li>❖ Crisis Intervention</li><li>❖ Coping with success and failure</li><li>❖ Time, Task and Resource Management</li><li>❖ Team management (Group dynamics)</li></ul>	<b>8</b>
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### Text Books

1. Napoleon Hill, Ben Holden-Crowther (2020), Think and Grow Rich Malcolm Gladwell (2019), Talking to Strangers: What We Should Know About the People We Don't Know
2. Ayoob M, Abdulrehman A (2017). Role of Coping in Health among College Students.
3. Steve Scott (2017), Habit Stacking: 127 Small Changes to Improve Your Health, Wealth, and Happiness
4. Butler, H. A. (2012). Halpern critical thinking assessment predicts real-world outcomes of critical thinking. Applied Cognitive Psychology.
5. Daniel Kahneman (2012), Thinking, Fast and Slow
6. Malcolm Gladwell (2008), Outliers The Story of Success
7. Christ, T.J. (2008). Best practices in problem Analysis.
8. Aldwin CM, Yancura LA, Boeninger DK (2007). Coping, health, and aging.
9. Peter F. Drucker (2007), Managing Oneself
10. Deno, S.L. (2005). Problem-Solving Assessment. In Brown-Chidsey, R.
11. (Ed). Assessment for intervention: A problem-solving approach.
12. Malcolm Gladwell (2005), Blink: The Power of Thinking Without Thinking
13. Marsten, D., Muyskens, P., Lau, M., & Canter, A. (2003). Problem-Solving Model for
14. Decision Making with High-Incidence Disabilities: The Minneapolis Experience.
14. Allen, S. J., & Graden, J. L. (2002). Best practices in collaborative problem solving for intervention design.
15. Deno, S. L. (2002). Problem-solving as "best practice." Best practices in school psychology IV: Vol. 1
15. ROCKETT, M. and PERCIVAL, S. (2002). Thinking for Learning.
16. Burnard, P. (1989) Teaching Interpersonal Skills. A handbook of experiential learning for health professionals.
17. Carnwell, R. and Buchanan, J. (2005) Effective Practice in Health and Social Care
18. Burbules, N. C., & Berk, R. (1999). Critical thinking and critical pedagogy: Relations, differences, and limits.

19. Zeidner, M., & Endler, N. S. (1996). Handbook of coping: Theory, research, applications.
20. 21. Shinn, M. R. (1995). Best practices in curriculum based measurement and its use in the problem-solving model.
21. 22. Moos, R. H. (1986). Coping with life crises: An integrated approach. New York: Plenum Press.

#### **Web Resources**

<https://my.clevelandclinic.org/health/articles/6392-stress-coping-with-lifes-stressors>

<https://www.verywellmind.com/forty-healthy-coping-skills-4586742>

<https://positivepsychology.com/coping/>

<https://blog.cheapism.com/life-challenge-strategies/#close>

<https://www.healthlinkbc.ca/health-topics/ta5463>

## COURSE DESCRIPTOR – SEMESTER III

<b>Course Code</b>	<b>UHE 3001 / UHE 3004</b>
<b>Course Title</b>	<b>Social Awareness / Soft Skills - III</b>
<b>Credits</b>	TWO
<b>Hour/Week</b>	2
<b>Category</b>	COMMONPAPER –PRACTICAL
<b>Semester</b>	3
<b>Regulation</b>	2021-2022
<b>Course Overview</b> This formation programme prepares students to become socially conscious and responsible citizens with skills and abilities to voice out for one's own rights and those of other people. The central focus of this programme is to enable students to develop a sense of social justice through the Human Rights perspective. The students will undergo a formation process through which they will be able to apply social consciousness and civic sense in local, national, and global forefronts. The themes are covered through regular class sessions, lecture series, presentations and group discussions.	
<b>Course Objectives</b> <ol style="list-style-type: none"><li>1. To become agents of social change</li><li>2. To impart scientific methods to analyze divided society through rights-based approach</li><li>3. To Identify social and economic problems that affect majority and to learn the emerging alternatives</li></ol>	

SYLLABUS		
UNIT	CONTENT	HOURS
	<p><b>Introduction</b></p> <p>Introduction to society- sociological perspective followed by Social Awareness indicators Test in the form of Questions list</p>	2
I	<p><b>Unit – 1</b></p> <p><b>World trends today:</b> Some basic data - Globalization- World Social Forum vs. World Economic Forum-the North South divide</p> <p>Emerging challenges in contemporary India- (social, political, economic and cultural issues).</p>	4
II	<p><b>Unit - 2: INDIA: A LAND OF CULTURAL AND RELIGIOUS DIVERSITY</b></p> <p>secularism-communalism- fundamentalism-Indian politics and religion-problems of the minority and women empowerment</p> <p><b>Unity and Diversity</b></p> <ul style="list-style-type: none"> <li>a) Pluralism - Introduction with glocal context with special reference to India</li> <li>b) Types of Diversity in India: Religious Diversity, Linguistic diversity Cultural diversity</li> <li>c) Diversity as an unifying force in India- Best Practices and live examples of integrity and unity</li> <li>d) Challenges and threats to diversity in the recent times - case studies</li> </ul>	6



<p style="text-align: center;"><b>III</b></p>	<p><b>Unit -3</b></p> <p><b>Major social problems and Mindset in India</b></p> <p>a) Indian resources and Poverty; Manifestation and Measurement; Incidence and Magnitude; Causes, problems of poor and pains of poverty</p> <p>b) Ignorance in Governance and corruption- The Concept; Causes and Impact of Corruption; Combating Corruption- Right to information act.</p> <p>c) Indian education system and illiteracy Illiteracy-Magnitude, Causes and Consequences -Functional illiteracy.</p> <p>d) Caste Discrimination – caste discrimination and process of exclusion, untouchability, caste and politics, Reservation policy.</p> <p>e) Child abuse, child labour -Child Population and the Working Children; Effects of Abuse on Children;</p> <p>f) Violence against woman- Women’s Harassment; Nature, Extent and Characteristics of Violence Against Women; Trans Gender issues</p>	<p style="text-align: center;"><b>6</b></p>
<p style="text-align: center;"><b>IV</b></p>	<p><b>Unit – 4</b></p> <p><b>Role of the youth in social engineering</b></p> <p>a) Concept of Youth Unrest; Youth Protests, Agitations and Movements; Important Youth Agitations in India; Youth Leadership</p> <p>b) Social Demands and Terrorism- The Concept; Characteristics, Causes and Consequences</p> <p>c) Alcoholism, Drug Abuse , Drug Addiction and other social deviations- Aberrant Behaviour; Basic Concepts; Nature and Impact of Abusable Drugs; Extent and Nature of Drug Abuse; Role of Family &amp; Peer Group in Drug in Abuse; Control over Drug Abuse</p> <p>d) Youth and politics effective intervention by youth</p> <p>e) Effective intervention by youth</p>	<p style="text-align: center;"><b>6</b></p>

<p style="text-align: center;"><b>V</b></p>	<p><b>Unit – 5</b></p> <p><b>Emerging alternatives</b></p> <p>a) Participation in governance and Social Activism - Discovering social roles of individuals and groups</p> <p>b) Making your voice heard. Mobilizing people to take action</p> <p>c) Human rights: Know your rights: Human rights (Universal Declaration of Human Rights- Concepts in human rights- Human rights violations.)and Economic, Social, Cultural rights .</p> <p>d) Educating the community - Influencing key decision makers</p> <p>e) Changing local and national politics - Making our world a better place</p>	<p style="text-align: center;"><b>6</b></p>
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## Reference

### Books

1. Social Problems, 6e, 2015, John Macionis, Pearson, paper (hereby abbreviated as SP; 6e sold or rented in the bookstore, or 5e used at [www.amazon.com](http://www.amazon.com) for \$23 and up. A 5<sup>th</sup> edition of the textbook is on reserve at the library.
2. Leon-Guerrero, Anna. 2014. "Social Problems: Community, Policy, and Social Action." (4th ed.), Sage. [ISBN: 978-1-4522-0543-4]
3. Camic, Charles, Neil Gross, Michèle Lamont, eds. 2011. *Social Knowledge in the Making*. Chicago: University of Chicago Press.
4. Mills, C.W. 2010. "The Promise" Pp. 1-7 in *Mapping the Social Landscape*, 6th Edition, S. J. Ferguson, ed. McGraw-Hill.
5. Pfohl, Stephen J. 1977. "The 'Discovery' of Child Abuse." *Social Problems*, vol. 24, no.3, 310-323.
6. Goode, Erich and Nachman Ben-Yehuda, 2009, "Drug Abuse Problems," Pp. 197-217 in *Moral Panics: The Social Construction of Deviance*. Wiley-Blackwell.
7. Reinerman, Craig. 1988. "The Social Construction of an Alcohol Problem: The Case of Mothers against Drunk Drivers and Social Control in the 1980s." *Theory and Society*, vol. 17, no. 1, 91-120.
8. Hilgartner, Stephen and Bosk, Charles L. 1988. "The Rise and Fall of Social Problems: A Public Arenas Model." *American Journal of Sociology*, vol. 94, no. 1, 53-78.
9. Ball, Richard A. and Lilly, J. Robert. 1982. "The Menace of Margarine: The Rise and Fall of a Social Problem." *Social Problems*, vol. 29, no. 5, 488-498.
10. Jacobs, Garry and Asokan N., "Towards a Comprehensive Theory of Social Development &quot;. In: *Human Choice, World Academy of Art & Science*, USA, 1999, p.152.
11. International Commission on Peace and Food, *Uncommon Opportunities: An Agenda for Peace and Equitable Development*, Zed Books, UK, 1994, p. 163.
12. Jacobs, Garry and Asokan, N., "Towards a Comprehensive Theory of Social Development &quot;. In: *Human Choice, World Academy of Art & Science*, USA, 1999, p. 51.

## COURSE DESCRIPTOR – SEMESTER IV

<b>Course Code</b>	UHE 4001 / UHE 3002/ UHE 3003
<b>Course Title</b>	ENVIRONMENTAL STUDIES
<b>Credits</b>	ONE
<b>Hour/Week</b>	2
<b>Category</b>	COMMON PAPER - PRACTICAL
<b>Semester</b>	IV
<b>Regulation</b>	2021-2022

### Course Overview

1. Environmental Studies is UGC approved course for under graduate students for future sustainable environment and the need for public awareness.
2. Environmental Studies course focuses on environmental issues in an interdisciplinary matrix. Environmental degradation; and biodiversity conservation and land management.
3. Environmental Studies provide the foundation for many conservation and management decisions regarding endangered and/or declining species.
4. Different Ecosystem and the impact of Globalization on ecosystem influence the human societies is one focus of discussion.
5. Destruction of habitats, over-use of natural resource and environmental pollution have been found to be responsible for the loss of a large number of life-forms..
6. A broad overview of the impacts of human activities on the global climate system, the influence of global climate change on biodiversity, ecosystem function, and consequences for the human enterprise
7. Learning the environmental policies and movements that help to explain environmental challenges.
8. Care for the Common Home way towards "Healing The Earth"

### Course Objectives

- Identify the environmental problems and offer alternatives by making interventions both individually and collectively
- Connect themselves with nature (GLOCAL-global to local)
- Propagate the importance of mother earth through environmental movements for a better tomorrow / healthy living.
- Voice out the issues of environmental problems through creative writing, art-illustration and documentaries.
- Achieve the goals of sustainable development.

SYLLABUS		
UNIT	CONTENT	HOURS
<b>Introduction</b>	<ul style="list-style-type: none"> <li>□ Environmental Studies- Definition,- scope- Multidisciplinary nature and Importance- public awareness</li> </ul>	<b>1</b>
<b>I</b>	<p><b>Natural Resources (7hrs)</b></p> <ul style="list-style-type: none"> <li>□ Introduction to natural resource: Renewable and Non-Renewable resources.</li> <li>□ Forest- Resources- forest and tribal people, Mining-Case Studies</li> <li>□ Water Resources- Current status of Ennore estuary- (Guest lecture)</li> <li>□ Land resources-Exploitation by fertilizers- Organic farming</li> <li>□ Food resources and energy resources.</li> <li>□ Role of Individual in conservations of natural resources.</li> </ul>	<b>7</b>
<b>II</b>	<p><b>Ecosystem (4hrs)</b></p> <ul style="list-style-type: none"> <li>□ Ecosystem types &amp; Functions</li> <li>□ Five Landscapes- Kurinji, Mullai, Marutham, Neithal and Paalai in Tamil Nadu- cause, effect, preventive measure.</li> <li>□ Evolution of water bottles and water packets-“Ban the Bottle water”</li> <li>□ Water Depletion- River Sand Hacking.</li> <li>□ Our thirsty world: Challenges to Water &amp; Water bodies.               <ul style="list-style-type: none"> <li>a. National level- Ganga River</li> <li>b. State level-Cauvery River</li> <li>c. Local Problem-Neduvasal Methane Project.                   <ul style="list-style-type: none"> <li>□ Water bodies in Chennai- Guest lecture.</li> <li>□ Impact of Globalization on the ecosystem.</li> </ul> </li> </ul> </li> </ul>	<b>4</b>

<p style="text-align: center;"><b>III</b></p>	<p><b>Biodiversity &amp; its Conservation (4hrs)</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Introduction to Biodiversity</li> <li><input type="checkbox"/> Major threats to Biodiversity: Habitat loss, Habitat Fragmentation, Invasive species, Deforestation.</li> <li><input type="checkbox"/> Endanger species and extinct species: Honey Bees, Dargon fly, Elephants, One horned Rhino- benefits to the environment.</li> <li><input type="checkbox"/> Conservation of biodiversity: In-situ and Ex-situ conservation of biodiversity.</li> </ul>	<p style="text-align: center;"><b>4</b></p>
<p style="text-align: center;"><b>IV</b></p>	<p><b>Environmental Pollution (7hrs)</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Environmental Pollution-types, causes, effects and control measures.</li> <li><input type="checkbox"/> Environmental Disasters- Nature and Human made Disaster</li> <li><input type="checkbox"/> Role of Individual in prevention of pollution</li> <li><input type="checkbox"/> Solid Waste Management: Biomedical waste</li> <li><input type="checkbox"/> Climate changes and its Challenges -carbon footprint</li> </ul>	<p style="text-align: center;"><b>7</b></p>
<p style="text-align: center;"><b>V</b></p>	<p><b>Sustainable Environment (7hrs)</b></p> <p>Waste Management (Reduce, Reuse, Recycle)</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Rain Water harvesting.</li> <li><input type="checkbox"/> Environmental laws in India.</li> <li><input type="checkbox"/> Environmental Movements and International Agreements..</li> <li><input type="checkbox"/> Contribution of environmental activists.</li> <li><input type="checkbox"/> Sustainable Developmental Goals.</li> <li><input type="checkbox"/> Care for Our Common Home- Way Towards "Healing The Earth"</li> </ul>	<p style="text-align: center;"><b>7</b></p>

### **Text Books**

1. Sharma, J.P. Environmental Studies (for undergraduate classes) 3rd edition, University Science Press, 2016.
2. Bhattacharya, K.S. Arunima Sharma, Comprehensive Environmental Studies Narosa Publishing House Pvt.. Ltd., New Delhi, 2015.
3. Annamali, R. Tamilnadu Biodiversity Strategy and Action Plan-2004- T.N.Forest Department, Govt of TamilNadu, Chennai.
4. Bharucha Erach, 2003. The Biodiversity of India, Mapin Publishing Pvt. Ltd, Ahmedabad – 380013, India. Email: [mapin@icenet.net](mailto:mapin@icenet.net)
5. Agarwal KC, 2001. Environmental Biology, Nidi Publishers Ltd. Bikaner.
6. Cunningham WP, Cooper TH, Gorhani E & Hepworth MT, 2001. Environmental Encyclopaedia, Jaico Publishing House, Mumbai, 1196pgs.
7. Bhats, H.S. 1998, Environmental Pollution and Control, Galgotia Publications.
8. Gleick HP, 1993. Water in Crisis, Pacific Institute for Studies in Development, Environment and Security. Stockholm Environmental Institute, Oxford University Press, 473pgs.

### **BOOK FOR STUDY**

Bharucha, Erach. Textbook of Environmental Studies for Undergraduate Courses, (2nd Ed.)Universities Press, 2013.

**CL BASED CIA AND SEMESTER QUESTION PAPER FORMAT FOR UG  
PRACTICAL COURSE**

**CL BASED CIA AND SEMESTER QUESTION PAPER FORMAT FOR UG PRACTICAL COURSE**

SECTION	MARKS	ACTIVITIES / WORKSHEETS	K1	K2	K3	K4	K5	K6
A	20	Peer Group Learning & Outcome		+				
B		Project & Field Visit			+			
C		Content Creation			+			
D	20	Focused group Discussion				+		
		Book Reviews				+		+
E	10	Synthesis					+	
<b>No. of CL based Questions with Max. marks</b>			--	1(05)	2(8+7)	2(10)	1(10)	1(10)
<b>Maximum Marks</b>			--	1(05)	2(15)	2(10)	1(10)	1(10)