



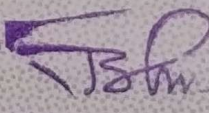
RANI CHANNAMMA UNIVERSITY
Vidyasangama, NH-04, Bhutaramanahatti, Belagavi - 591 156

SYLLABUS FOR 1st & 2ND SEMESTERS

ENVIRONMENTAL STUDIES - (AECC)

(as per National Education Policy - 2020)


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G.S.Sc. College, Belagavi

ENVIRONMENTAL STUDIES

ABILITY ENHANCEMENT COMPULSORY COURSE (AECC)

Number of Theory Credits	Number of lecture hours + field work
2	45

Content of ENVIRONMENTAL STUDIES - AECC		45 Hours
Unit 1	<p>Introduction to Environmental Studies: Multidisciplinary nature of environmental studies. Scope and importance; Concept of sustainability and sustainable development.</p> <p>Ecosystems: What is an ecosystem? Structure and function of ecosystem; Energy flow in an ecosystem: food chains, food webs and ecological succession. Case studies of the following ecosystems:</p> <ul style="list-style-type: none"> a) Forest ecosystem b) Grassland ecosystem c) Desert ecosystem <p>Aquatic ecosystems (ponds, streams, lakes, rivers, oceans, estuaries)</p> <p>Natural Resources: Renewable and Non-Renewable Resources</p> <p>Land resources and land-use change; Land degradation, soil erosion and desertification.</p> <p>Deforestation: Causes and impacts due to mining, dam building on environment, forests, biodiversity and tribal populations.</p> <p>Water: Use and over-exploitation of surface and ground water, floods, droughts, conflicts over water (International & Inter-state).</p> <p>Energy resources: Renewable and non-renewable energy sources, use of alternate energy sources, growing energy needs, case studies.</p>	15
Unit 2	<p>Biodiversity and Conservation: Levels of biological diversity: Genetic, species and ecosystem diversity; Biogeographic zones of India; Biodiversity patterns and global biodiversity hotspots.</p> <p>India as a mega-biodiversity nation; Endangered and endemic species of India.</p> <p>Threats to biodiversity: Habitat loss, poaching of wildlife, man-wildlife conflicts, biological invasions; Conservation of</p>	12

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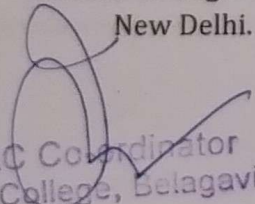
	<p>biodiversity: In-situ and Ex-situ conservation of biodiversity. Ecosystem and biodiversity services: Ecological, economic, social, ethical, aesthetic and Informational value.</p> <p>Environmental Pollution: Types, causes, effects and controls; Air, water, soil and noise pollution.</p> <p>Nuclear hazards and human health risks.</p> <p>Solid waste management, Control measures of urban and industrial waste.</p> <p>Pollution case studies.</p>	
Unit 3	<p>Environmental Policies and Practices: Climate change, global warming, ozone layer depletion, acid rain and impacts on human communities and agriculture.</p> <p>Environment Laws: Environment Protection Act; Air (Prevention & Control of Pollution) Act; Water (Prevention and Control of Pollution) Act; Wildlife (Protection) Act; Forest Conservation Act. International agreements: Montreal and Kyoto protocols and Convention on Biological Diversity (CBD).</p> <p>Nature reserves, tribal populations and rights, and human wildlife conflicts in Indian context.</p> <p>Human Communities and the Environment</p> <p>Human population growth: Impacts on environment, human health and welfare.</p> <p>Resettlement and rehabilitation of project affected persons; case studies.</p> <p>Disaster management: Floods, Earthquake, Cyclones and Landslides.</p> <p>Environmental movements: Chipko, Silent valley, Bishnois of Rajasthan.</p> <p>Environmental ethics: Role of Indian and other religions and cultures in environmental conservation.</p> <p>Environmental communication and public awareness, case studies (e.g., CNG vehicles in Delhi).</p> <p>Field work (5 hours)</p>	18

Reference

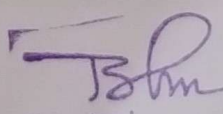
Bharucha, E. (2015). *Textbook of Environmental Studies*.

Carson, R. (2002). *Silent Spring*. Houghton Mifflin Harcourt.

Climate Change: Science and Politics. (2021). *Centre Science and Environment*, New Delhi.


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Syllabus

(III & IV Semester)

INDIA AND INDIAN CONSTITUTION

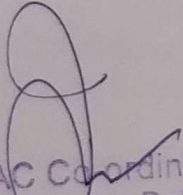
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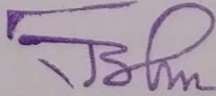
Submitted to

Principal Secretary to the Govt.
Higher Education Department,
Bengaluru

Submitted by

Chairman and Members
NEP-2020 Committee for Curriculum Framing in Political Science and Public
Administration


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INDIA AND INDIAN CONSTITUTION	
Ability Enhancement Compulsory Courses (AECC)	
Course Title: INDIA AND INDIAN CONSTITUTION	
Total Contact Hours: 45	Course Credits: 3
No. of Teaching Hours/Week:3	Duration of ESA/Exam: 2 Hours
Formative Assessment Marks: 40	Summative Assessment Marks: 60+40=100

Course Objective

The purpose of the course is to help students to learn and explain the journey of India as a republic. They will, through this paper learn to contextualise the depth of India as a nation with its diverse socio-political culture, its philosophical traditions, values and Ideals. It will give them knowledge to expound the breadth of freedom struggle in various parts of India, its significance in nation building and the sacrifices made both by its leaders and followers. It will help them to demonstrate their knowledge regarding the efforts made at working towards a constitution as India's conscience cherishing the values of Justice, Liberty, Equality and Fraternity. Consequently it will enable students to contextualise the powers and functions of various offices under the Constitution. It will help them determine the role and responsibilities of citizens as enshrined in the Constitution, offering insights in to the contributions of personalities like Gandhiji, Dr B.R.Ambedkar and Jawahar Lal Nehru, Bal Gangadhar Tilak, the values tolerance, equality of treatment, scientific secularism and swarajya and the processes of policymaking keeping national wellbeing in the forefront. This paper will enable students to illustrate how vibrant our Constitution is, how farsighted were its makers and how efficient are the various institutions that are functioning under it.

Learning outcomes

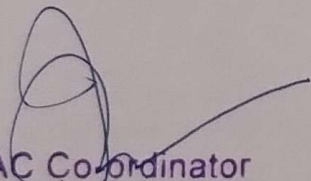
Upon completion of this course students will be able to—

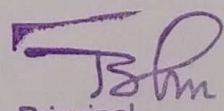
- Explain the philosophy and the structure of the Constitution.
- Measure the powers, functions and limitations of various offices under the Constitution.
- Demonstrate the values, ideals and the role of Constitution in a democratic India.

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Unit	Contents of Course:	45 Hours
Unit-I	<p>Background to the study of Indian Constitution**</p> <p>Chapter 1: Philosophical and Political foundations of India: Meaning of Dharma and Danda. Nationalistic perspectives of Raja Rammohun Roy, Swamy Vivekananda and Sri Aurobindo</p> <p>Chapter 2: Political values and Ideals during freedom struggle: Gandhi: Truth and Non Violence, Satyagraha and Swadeshi, Tilak :Swaraj Deen Dayal Upadhyay: Integral Humanism Vinoba Bhave. Voluntarism</p> <p>Chapter 3: Political Contribution of Regional freedom struggle: Kittur Rani Chennamma, Hardekar Manjappa, Madikeri Peasants, Halagali Bedas.</p>	<p>6 Hours</p> <p>5 Hours</p> <p>4 Hours</p>
Unit-II	<p>Constitutional Development and its Philosophy</p> <p>Chapter- 4: Historical background of Constitutional development in India – Indian Councils Act of 1861 and 1892, Features Government of India Act 1909,1919,1935 Indian Independence Act 1947</p> <p>Chapter 5: Philosophy and features of Indian Constitution - Preamble*, Salient features** Dr B.R. Ambedkar and Nehru's contribution in making of the Constitution.</p> <p>Chapter- 6: Working of the Constitution - Fundamental Rights, Union-State Relations, Amendment procedures to the Constitution, Parliamentary committees' nature purpose and classifications</p>	<p>5 Hours</p> <p>5 Hours</p> <p>5 Hours</p>


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Unit-III	Constitutional Institutions and Citizen's role	
	Chapter 7: Parliamentary and Constitutional Institutions: Legislature: * Lok Sabha Rajya Sabha-Composition and powers Executive: President, Prime minister composition and powers, Judiciary: Supreme court, High court composition and jurisdiction, Comptroller and Auditor General, Election Commission. Powers	6 Hours
	Chapter 8: Role and Responsibilities of Citizens under Indian Constitution: Concept of Citizenship, Person of Indian Origin PIO Overseas Citizen of India OCI, Fundamental Duties,	4 Hours
	Chapter 9: Goals and Policies of National Development enshrined in the Constitution: NITI Ayoga, National Development Council, Goals of National Educational Policy 2020*	5 Hours

(**Note-This is a compulsory, foundational and value additional course to be taught to students at the graduate level under NEP 2020. The paper is expected to impart the structure and functional aspects of constitution while giving them the background of a diverse country like India and the nuances of its social fabric and the why of such an elaborate constitution. The introductory chapter therefore is designed to familiarise students about their country and culture before they understand their constitution).

(Please note: The question paper pattern is indicative of the way a teacher needs to teach this paper. The pedagogical choice of a teacher helps to make an impact of his/her teaching on the student. Activity based and experiential teaching methods help student centric learning process - these are tips to make this paper more meaningful- the ultimate choice is left to the teacher)

Exercise:

- Department can debate on the role of Constitution in the development of India.
- Students can empirically evidence the effectiveness of concepts like –Freedom, Equality, Justice, Rights and Duties by conducting empirical studies.
- Can invite experts to deliver special lectures on various provisions and amendments of the Constitution like the functioning of Election Commission, Article 246, 356 etc.

Suggested Readings:

1. Aiyangar K.R. 1941. "Ancient Indian Polity". Oriental Bokks Agency. Poona.
2. Altekar A.S. 1949. "State and Government in Ancient India". Motilal Banarsidass Chowk, Banaras.
3. Andre Beteille, 1965. Caste,class, and Power. University of California Press, Berkley.
4. Arora & Mukherji, 1992. Federalism in India, Origin and Developments, Vikas Publishing House, New Delhi.
5. Bakshi, 1999. P.M Constitution of India, Universal Law Publishing House, New Delhi,
6. Balagangadhar, S.N. 2021, "What Does it mean to be 'Indian' Notion Press, Indica Academy, Chennai.

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