

1.3.1 GENDER ENVIRONMENT AND SUSTAINABILITY, HUMAN VALUES AND PROFESSIONAL ETHICS IN THE CURRICULUM

S.NO	TYPE OF AWARENESS	COURSE NAME	DEPARTMENT
1.	Environment And Sustainability	Foundation Course- Environmental Studies	History Economics Mathematics English Botany Commerce Computer Science & Applications
2.	Human Values	Foundation Course- Value Education	History Economics Mathematics English Botany Commerce Computer Science & Applications
3.		Part IV- Yoga For Human Excellence	Economics Mathematics English Botany Commerce Computer Science & Applications
4.		Women's Rights	History
5.	Gender	Core XIV- Gender Studies	English
6.		Core XVI- Introduction To Women Studies	

ENVIRONMENTAL STUDIES
FOR UNDER GRADUATE COURSES OF ALL BRANCHES
OF HIGHER EDUCATION

The importance of environmental science and environmental studies cannot be disputed. The need for sustainable development is a key to the future of mankind. Continuing problems of pollution, loss of forest, solid waste disposal, degradation of environment, issues like economic productivity and national security, Global warming, the depletion of ozone layer and loss of biodiversity have made everyone aware of environmental issues. The United Nations Conference on Environment and Development held in Rio de Janeiro in 1992 and world Summit on Sustainable Development at Johannesburg in 2002 have drawn the attention of people around the globe to the deteriorating condition of our environment. It is clear that no citizen of the earth can afford to be ignorant of environment issues. Environmental management has captured the attention of health care managers. Managing environmental hazards has become very important.

Human beings have been interested in ecology since the beginning of civilization. Even our ancient scriptures have emphasized about practices and values of environmental conservation. It is now even more critical than ever before for mankind as a whole to have a clear understanding of environmental concerns and to follow sustainable development practices.

India is rich in biodiversity which provides various resources for people. It is also basis for biotechnology.

Only about 1.7 million living organisms have been described and named globally. Still many more remain to be identified and described. Attempts are made to conserve them in ex-situ and in-situ situations. Intellectual property rights (IPRs) have become important in a biodiversity-rich country like India to protect microbes, plants and animals that have useful genetic properties. Destruction of habitats, over-use of energy resource and environmental pollution has been found to be responsible for the loss of a large number of life-forms. It is feared that a large proportion of life on earth may get wiped out in the near future.

In spite of the deteriorating status of the environment, study of environment have so far not received adequate attention in our academic programmes. Recognizing this, the Hon'ble Supreme Court directed the UGC to introduce a basic course on environment at every level in college education. Accordingly, the matter was considered by UGC and it was decided that a six

months compulsory core module course in environmental studies may be prepared and compulsorily implemented in all the University/Colleges of India.

The experts committee appointed by the UGC has looked into all the pertinent questions, issues and other relevant matters. This was followed by framing of the core module syllabus for environmental studies for undergraduate courses of all branches of Higher Education. We are deeply conscious that there are bound to be gaps between the ideal and real. Genuine endeavor is required to minimize the gaps by intellectual and material inputs. The success of this course will depend on the initiative and drive of the teachers and the receptive students.

BHARATHIAR UNIVERSITY : COIMBATORE 641 046
PART-IV GENERAL AWARENESS
FOR B.A.,B.Sc., B.C.A., B.S.W., B.Com., B.B.M. and B.B.A. DEGREE
EXAMINATIONS

This book aspires at imparting knowledge on “General Awareness” prescribed for the examination to be taken by the Undergraduate students of degree courses (Arts, Science, Commerce and Management) at the end of the fourth semester of Bharathiar University.

The book aims to inherit confidence among the students to face competitive examinations as UPSC, TNPSC, BSRB, LIC and other such recruiting agencies. The thorough knowledge of the book will equip the students with high level of competence.

BHARATHIAR UNIVERSITY : COIMBATORE 641 046.
Value Education – Human Rights
(2 hours per week)
(FOR THE UNDER GRADUATE STUDENTS OF AFFILIATED COLLEGES
WITH EFFECT FROM 2008-2009)

Human rights education lies at the heart of all efforts to develop a culture of human rights and a society that embraces dignity, inclusion, and equality. Human rights education contributes to social cohesion, democracy, conflict prevention and resolution, and understanding of diversity. It

is a means to develop societies where the human rights of all are respected, protected and fulfilled. The provision of human rights education is a legal obligation on States under international human rights law, and one which is essential for the enjoyment of all other rights in a pluralistic democracy

This paper provides context and background for the Education International Baltic Symposium on Human Rights and Values in Education from 7 to 8 June 2016 in Riga, Latvia, and is structured in two parts. The first part explores what we mean by human rights education. It presents the normative basis for human rights education, including laws, standards and policies on education for human rights and democratic citizenship at international and regional levels.

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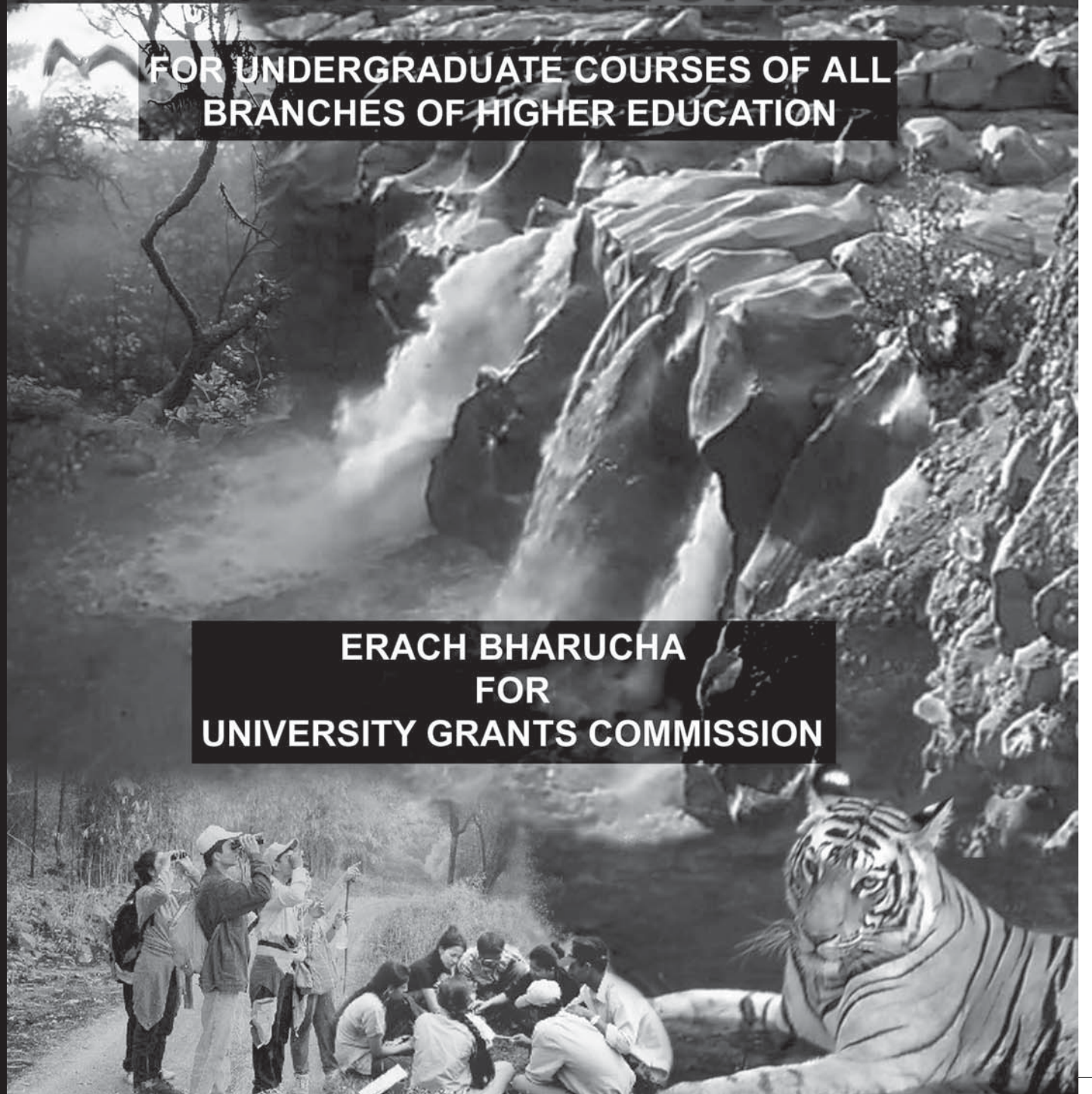
Environmental Studies For Undergraduate Courses

Erach Bharucha

TEXTBOOK FOR
ENVIRONMENTAL STUDIES

FOR UNDERGRADUATE COURSES OF ALL
BRANCHES OF HIGHER EDUCATION

ERACH BHARUCHA
FOR
UNIVERSITY GRANTS COMMISSION



University Grants Commission, New Delhi

and

Bharati Vidyapeeth Institute of Environment Education and Research, Pune

CORE MODULE SYLLABUS FOR ENVIRONMENTAL STUDIES
FOR UNDER GRADUATE COURSES OF ALL BRANCHES
OF HIGHER EDUCATION

Vision

The importance of environmental science and environmental studies cannot be disputed. The need for sustainable development is a key to the future of mankind. Continuing problems of pollution, loss of forest, solid waste disposal, degradation of environment, issues like economic productivity and national security, Global warming, the depletion of ozone layer and loss of biodiversity have made everyone aware of environmental issues. The United Nations Conference on Environment and Development held in Rio de Janeiro in 1992 and World Summit on Sustainable Development at Johannesburg in 2002 have drawn the attention of people around the globe to the deteriorating condition of our environment. It is clear that no citizen of the earth can afford to be ignorant of environment issues. Environmental management has captured the attention of health care managers. Managing environmental hazards has become very important.

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SYLLABUS

Unit 1 : Multidisciplinary nature of environmental studies

Definition, scope and importance

(2 lectures)

Need for public awareness.

Unit 2 : Natural Resources :

Renewable and non-renewable resources :

Natural resources and associated problems.

- a) Forest resources : Use and over-exploitation, deforestation, case studies.
Timber extraction, mining, dams and their effects on forest and tribal people.
 - b) Water resources : Use and over-utilization of surface and ground water, floods, drought, conflicts over water, dams-benefits and problems.
 - c) Mineral resources : Use and exploitation, environmental effects of extracting and using mineral resources, case studies.
 - d) Food resources : World food problems, changes caused by agriculture and overgrazing, effects of modern agriculture, fertilizer-pesticide problems, water logging, salinity, case studies.
 - e) Energy resources : Growing energy needs, renewable and non renewable energy sources, use of alternate energy sources. Case studies.
 - f) Land resources : Land as a resource, 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.

(8 lectures)

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 ecosystem :-

- a. Forest ecosystem
- b. Grassland ecosystem
- c. Desert ecosystem
- d. Aquatic ecosystems (ponds, streams, lakes, rivers, oceans, estuaries)

(6 lectures)

Unit 4 : Biodiversity and its conservation

- Introduction – Definition : genetic, species and ecosystem diversity.
- Biogeographical classification of India
- Value of biodiversity : consumptive use, productive use, social, ethical, aesthetic and option values
- Biodiversity at global, National and local levels.
- India as a mega-diversity nation

- Hot-spots of biodiversity.
- Threats to biodiversity : habitat loss, poaching of wildlife, man-wildlife conflicts.
- Endangered and endemic species of India
- Conservation of biodiversity : In-situ and Ex-situ conservation of biodiversity.

(8 lectures)

Unit 5 : Environmental Pollution

Definition

- Cause, effects and control measures of :-
 - a. Air pollution
 - b. Water pollution
 - c. Soil pollution
 - d. Marine pollution
 - e. Noise pollution
 - f. Thermal pollution
 - g. Nuclear hazards
- Solid waste Management : Causes, effects and control measures of urban and industrial wastes.
- Role of an individual in prevention of pollution.
- Pollution case studies.
- Disaster management : floods, earthquake, cyclone and landslides.

(8 lectures)

Unit 6 : Social Issues and the 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. Case Studies
- Environmental ethics : Issues and possible solutions.
- Climate change, global warming, acid rain, ozone layer depletion, nuclear accidents and holocaust. Case Studies.
- Wasteland reclamation.
- Consumerism and waste products.
- Environment Protection Act.
- Air (Prevention and Control of Pollution) Act.
- Water (Prevention and control of Pollution) Act
- Wildlife Protection Act
- Forest Conservation Act
- Issues involved in enforcement of environmental legislation.
- Public awareness.

(7 lectures)

Unit 7 : Human Population and the Environment

- Population growth, variation among nations.
- Population explosion – Family Welfare Programme.

- Environment and human health.
- Human Rights.
- Value Education.
- HIV/AIDS.
- Women and Child Welfare.
- Role of Information Technology in Environment and human health.
- Case Studies.

(6 lectures)

Unit 8 : Field work

- Visit to a 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-pond, river, hill slopes, etc. (Field work Equal to 5
lecture hours)

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PART-IV GENERAL AWARENESS
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GENERAL AWARENESS

NON-MAJOR ELECTIVE – II

SEMESTER – IV

IN CBCS PATTERN

WITH EFFECT FROM 2011-2012

QUESTION BANK

(For B.A., B.Sc., B.C.A., B.S.W., B.Com., B.B.M., and B.B.A)

BHARATHIAR UNIVERSITY
Coimbatore – 641 046

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PART-IV GENERAL AWARENESS
FOR B.A.,B.Sc., B.C.A., B.S.W., B.Com., B.B.M. and B.B.A. DEGREE EXAMINATIONS

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FOR B.A.,B.Sc., B.C.A., B.S.W., B.Com., B.B.M. and B.B.A. DEGREE EXAMINATIONS

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PREFACE

This book aims at imparting knowledge on “General Awareness” prescribed for the examination to be taken by the Undergraduate students of degree courses (Arts, Science, Commerce and Management) at the end of the fourth semester of Bharathiar University.

Following are the areas which cover the various test items prescribed in the syllabus:

1. Verbal Aptitude
2. Numerical Aptitude
3. Abstract Reasoning
4. Tamil and Other Literature
5. General Science and Technology and Education
6. Computer
7. Economics and Commerce
8. Social Studies
9. Sports
10. Current Affairs

In the question paper, there will be ten questions from each one of the ten areas cited above and totally 100 questions will be asked. A set of model questions is also provided in the appendix. The examinations will consist of items given in this book only. For questions on current affairs answers may be updated.

The book aims to inherit confidence among the students to face competitive examinations as UPSC, TNPSC, BSRB, LIC and other such recruiting agencies. The thorough knowledge of the book will equip the students with high level of competence.

CONTENTS

1. VERBAL APTITUDE
2. NUMERICAL APTITUDE
3. ABSTRACT REASONING
4. TAMIL AND OTHER LITERATURE
5. GENERAL SCIENCE AND TECHNOLOGY
AND EDUCATION
6. COMPUTER SCIENCE
7. ECONOMICS AND COMMERCE
8. HISTORY AND FREEDOM STRUGGLE
9. SPORTS
10. CURRENT AFFAIRS
11. MODEL QUESTION PAPER

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COONOR-543104.

Value Education –Human Rights

Foundation Course –I (Part-IV)

for
Undergraduate Programmes

Learning Material
based on

Syllabus
(2008-2009)

**Bharathiar University
Coimbatore**

Compiled by

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SRMV College of Arts & Science
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Under the guidance of

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Vice Chancellor
Bharathiar University
2. **Dr.P.Thirumalvalavan**
Registrar
Bharathiar University
3. **Dr. M.A. Kandaswamy**
Dean, College Development Council
Bharathiar University

BHARATHIAR UNIVERSITY : COIMBATORE 641 046.

Value Education – Human Rights

(2 hours per week)

(FOR THE UNDER GRADUATE STUDENTS OF AFFILIATED COLLEGES

WITH EFFECT FROM 2008-2009)

UNIT – I : Concept of Human Values, Value Education Towards Personal Development

Aim of education and value education; Evolution of value oriented education; Concept of Human values; types of values; Components of value education.

Personal Development :

Self analysis and introspection; sensitization towards gender equality, physically challenged, intellectually challenged. Respect to - age, experience, maturity, family members, neighbours, co-workers.

Character Formation Towards Positive Personality:

Truthfulness, Constructivity, Sacrifice, Sincerity, Self Control, Altruism, Tolerance, Scientific Vision.

UNIT – II : Value Education Towards National and Global Development

National and International Values:

Constitutional or national values - Democracy, socialism, secularism, equality, justice, liberty, freedom and fraternity.

Social Values - Pity and probity, self control, universal brotherhood.

Professional Values - Knowledge thirst, sincerity in profession, regularity, punctuality and faith.

Religious Values - Tolerance, wisdom, character.

Aesthetic values - Love and appreciation of literature and fine arts and respect for the same.

National Integration and international understanding.

UNIT – III : Impact of Global Development on Ethics and Values

Conflict of cross-cultural influences, mass media, cross-border education, materialistic values, professional challenges and compromise.

Modern Challenges of Adolescent Emotions and behavior; Sex and spirituality: Comparison and competition; positive and negative thoughts.

Adolescent Emotions, arrogance, anger, sexual instability, selfishness, defiance.

UNIT - IV : Therapeutic Measures

Control of the mind through

- a. Simplified physical exercise
- b. Meditation – Objectives, types, effect on body, mind and soul
- c. Yoga – Objectives, Types, Asanas
- d. Activities:
 - (i) Moralisation of Desires
 - (ii) Neutralisation of Anger
 - (iii) Eradication of Worries
 - (iv) Benefits of Blessings

UNIT; V : Human Rights

1. Concept of Human Rights – Indian and International Perspectives
 - a. Evolution of Human Rights
 - b. Definitions under Indian and International documents
2. Broad classification of Human Rights and Relevant Constitutional Provisions.
 - a. Right to Life, Liberty and Dignity
 - b. Right to Equality
 - c. Right against Exploitation
 - d. Cultural and Educational Rights
 - e. Economic Rights
 - f. Political Rights
 - g. Social Rights
3. Human Rights of Women and Children
 - a. Social Practice and Constitutional Safeguards
 - (i) Female Foeticide and Infanticide
 - (ii) Physical assault and harassment
 - (iii) Domestic violence
 - (iv) Conditions of Working Women
4. Institutions for Implementation
 - a. Human Rights Commission
 - b. Judiciary
5. Violations and Redressal
 - a. Violation by State
 - b. Violation by Individuals
 - c. Nuclear Weapons and terrorism
 - d. Safeguards.

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SYLLABUS FOR

“Women’s Rights

FOR PART – IV IN THIRD SEMESTER OF UNDERGRADUATE CANDIDATES
WITH EFFECT FROM 2008-09
IN CBCS PATTERN

UNIT I

Laws, Legal Systems and Change

Definition - Constitutional law, CEDAW and International Human Rights – Laws and Norms – Laws and Social Context – Constitutional and Legal Framework.

UNIT II

Politics of land and gender in India

Introduction – Faces of Poverty – Land as Productive Resources – Locating Identities – Women’s Claims to Land – Right to Property - Case Studies.

UNIT III

Women’s Rights: Access to Justice

Introduction – Criminal Law – Crime Against Women – Domestic Violence – Dowry Related Harassment and Dowry Deaths – Molestation – Sexual Abuse and Rape – Loopholes in Practice – Law Enforcement Agency.

UNIT IV

Women’s Rights

Violence Against Women – Domestic Violence - The Protection of Women from Domestic Violence Act, 2005 - The Marriage Validation Act, 1982 - The Hindu Widow Re-marriage Act, 1856 - The Dowry Prohibition Act, 1961

UNIT V

Special Women Welfare Laws

Sexual Harassment at Work Places – Rape and Indecent Representation – The Indecent Representation (Prohibition) Act, 1986 - Immoral Trafficking – The Immoral Traffic (Prevention) Act, 1956 - Acts Enacted for Women Development and Empowerment - Role of Rape Crisis Centers.

References

1. Nitya Rao “Good Women do not Inherit Land” Social Science Press and Orient Blackswan 2008
2. International Solidarity Network “Knowing Our Rights” An imprint of Kali for Women 2006
3. P.D.Kaushik “Women Rights” Bookwell Publication 2007
4. Aruna Goal “Violence Protective Measures for Women Development and Empowerment” Deep and Deep Publications Pvt 2004
5. Monica Chawla “Gender Justice” Deep and Deep Publications Pvt Ltd.2006
6. Preeti Mishra “Domestic Violence Against Women” Deep and Deep Publications Pvt 2007
7. ClairM.Renzetti, Jeffrey L.Edleson, Raquel Kennedy Bergen, Source Book on “Violence Against Women” Sage Publications 2001

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Course code	GENDER STUDIES		L	T	P	C
Core	Core-XIV		4	-	-	4
Pre-requisite	Basic Knowledge of Women writers		Syllabus Version		2021-2022	
Course Objectives:						
To make the student familiar with the writings of women writers To analyse a literary work with the socio-cultural point of view						
Expected Course Outcomes:						
On the successful completion of the course, student will be able to:						
1	Understand the layers of meaning in the writings of women writers			K2		
2	Analyse the female consciousness in literary works			K4		
3	Explore the gender issues in the literary works of women writers			K2, K5		
4	Know the various social discriminations towards womenfolk through the literary works			K3		
K1 - Remember; K2 - Understand; K3 - Apply; K4 - Analyze; K5 - Evaluate; K6 – Create						
Unit:1	POETRY				15hours	
1. Lakshman – Toru Dutt 2. The Old Playhouse – Kamala Das 3. The Mother – Gwendolyn Brooks						
Unit:2	SHORT STORIES				15hours	
Mahasweta Devi- 1. Breast Giver, 2. Dhouli, 3. Draupadi						
Unit:3	NOVEL				15hours	
The Palace of Illusions – Chitra Banerjee Divakaruni						
Unit:4	DRAMA				15hours	

Lights Out – Manjula Padmanabhan		
Unit:5	THEORY	15 hours
What is Patriarchy? – Kamala Bhasin		
	Total Lecture hours	75hours
Text Book(s)		
1	Outcaste 4 stories by Mahasweta Devi. Seagull Books.	
2	The Palace of Illusions by Chitra Banerjee Divakaruni. Anchor	
3	Lights Out by Manjula Padmanabhan. Worldview Publications	
4	What is Partiarchy by Kamala Bhasin. Kali for Women.	
5	Narain's: Toru Dutt's Selected Poems, Lakshmi Narain Agarwal	
Related Online Contents [MOOC, SWAYAM, NPTEL, Websites etc.]		
https://www.classcentral.com/course/queeringidentities-17017		
Course Designed By: Dr. N. Bhuvana & Dr. R. Amudha		

Mapping with Programme Outcomes:

Co s	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8
CO1	L	M	S	M	L	S	M	M
CO2	M	L	S	L	M	S	M	S
CO3	S	L	L	S	S	M	L	S
CO4	L	M	S	S	M	L	M	S

*S-Strong; M-Medium; L-Low

Course code		INTRODUCTION TO WOMEN'S STUDIES	L	T	P	C
Core/Elective/Supportive	CORE PAPER XVI					
Pre-requisite	A basic knowledge of some of the women's writings and the literature of the country to which they belong		Syllabus Version		2020	
Course Objectives:						
The main objectives of this course are to:						
1. Interpret the writings of women from different parts of the globe						
2. Identify different styles of writing						
3. Compare the literatures and themes of different nations						
Expected Course Outcomes:						
On the successful completion of the course, student will be able to:						
1	Relate the writings of women from other parts of the world to ours					K1
2	Interpret the works of prominent women writers					K2
3	Experiment with different writings for research					K3
4	Survey the literature of different countries on the style and themes					K4
5	Choose different areas for research from the knowledge gained					K5
K1 - Remember; K2 - Understand; K3 - Apply; K4 - Analyze; K5 - Evaluate; K6 – Create						

SEMESTER IV		
PAPER XVI - INTRODUCTION TO WOMEN'S STUDIES		
Unit:1	POETRY	15-- hours
Sylvia Plath :Lady Lazarus ImitiazDharker:Another Woman Anne Sexton : The Moss of his Skin Kamala Das : An Introduction Spoiling the Name Adrienne Rich : Snapshots of a Daughter-in-law Willa Cather: London Roses Judith Wright : The Old Prison Sarojini Naidu : Coromandel Fishers		
Unit:2	PROSE	15 hours
Maya Angelou : I Know Why the Caged Bird sings Virginia Woolf : A Room of One's Own		
Unit:3	DRAMA	15 hours
Uma Parameswaran: Sons Must Die Lorraine Hansberry : A Raisin in the Sun		
Unit:4	FICTION	15 hours
BapsiSidhwa : The Pakistani Bride Gita Haraharan: Thousand Faces of Night		
Unit:5	CRITICISM	15 hours
Elaine Showalter : Towards a Feminist Poetics		
Unit:6	Contemporary Issues	2 hours
Expert lectures, online seminars – webinars		

	Total Lecture hours	75 hours								
Text Book(s)										
1	Cornillon, Susan Koppelman. Ed. Images of Women in Fiction: Feminist Perspectives. Bowling Green, Ohio: Bowling Green University Popular Press, 1972.									
2	Coward, Rosalind. Female Desire: Women's Sexuality Today. London: Paladin, 1984.									
3	Kristeva, Julia. "Women's Time" Signs,7:1 (1981), 13-35									
Reference Books										
1	Code, Lorraine, ed. Encyclopedia of Feminist Theories									
2	Showalter, Elaine. A Literature of Their Own. London: Virago, 1978									
Related Online Contents [MOOC, SWAYAM, NPTEL, Websites etc.]										
1	https://onlinecourses.swayam2.ac.in/arp19_ap88/preview									
2	https://www.queensu.ca/artsci_online/courses/canadian-literature									
3	Any other online programme related to the content of the paper can also be used.									
Course Designed By: Dr. N. Bhavana & Dr. Anitha R										
Mapping with Programme Outcomes										
Cos	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	S	S	S	S	S	S	S	S	S	S
CO2	S	S	S	S	S	S	M	S	M	S
CO3	S	S	M	S	M	S	S	S	S	S
CO4	S	S	S	S	S	S	S	S	S	S
CO5	S	S	S	S	S	S	M	S	S	M
*S-Strong; M-Medium; L-Low										