## GUJARAT UNIVERSITY BCA II SYLLABUS

COURS	ETITLE	ENVIRONMENTAL STUDIES			
COURSE CODE		EC-102			
COURSE CREDIT		2			
Session Per Week		2			
Total Te	eaching Hours				
AIM					
To deve To make	lop the skill about e the students abl	the basic and important terminology of Internet. e for web site design fundamentals using HTML sci	ripting.		
LEARN	ING OUTCOMES				
<ul> <li>1. Understand the meaning and syntax of different tags of HTML5</li> <li>2. Learn the basic differences between HTML and HTML5</li> <li>3. Understand the basic internet terminology and technology</li> <li>4. To design web pages using simple and advanced tags of HTML5.</li> <li>5. To understand the fundamental concept of Google AdSense and Analytics.</li> </ul>					
DETAIL	SYLLABUS				
UNIT		TOPIC / SUB TOPIC	TEACHING HOURS		
1	Multidisciplinary	rature of environmental studies	2		
	Definition, scope	and importance, need for public awareness.			
	Natural Resource	ces : Renewable and non-renewable resources	8		
2	<ul> <li>a) Forest resource studies. Timber e and tribal people.</li> <li>b) Water resource water, floods, dro problems.</li> <li>c) Mineral resource of extracting and</li> <li>d) Food resource agriculture and ov pesticide problem</li> </ul>	es : Use and over-exploitation, deforestation, case extraction, mining, dams and their effects on forest es : Use and over-utilization of surface and ground ought, conflicts over water, dams-benefits and ces : Use and exploitation, environmental effects using mineral resources, case studies. s : World food problems, changes caused by ver-grazing, effects of modern agriculture, fertilizer- ns, water logging, salinity, case studies.			

	e) Energy resources : Growing energy needs, renewable and non	
	renewable energy sources, use of alternate energy sources. Case	
	studies.	
2 Cnt	f) Land resources : Land as a resource, land degradation, man	
2 011	induced landslides, soil erosion and desertification.	
	Role of an individual in conservation of natural resources.	
	Equitable use of resources for sustainable lifestyles.	
	Ecosystems	6
	• Concept of an ecosystem.	
	• Structure and function of an ecosystem.	
	• Producers, consumers and decomposers.	
	• Energy now in the ecosystem.	
3	• Ecological succession.	
	• Food chains, food webs and ecological pyramius.	
	• Introduction, types, characteristic features, structure and function	
	of the following ecosystems :-	
	a. Forest ecosystem	
	b. Grassland ecosystem	
	c. Desert ecosystem	•
	Biodiversity and its conservation	ŏ
	• Introduction – Definition : genetic, species and ecosystem	
	diversity.	
	• Biogeographical classification of India	
	• Value of biodiversity : consumptive use, productive use, social,	
	ethical, aesthetic and option values	
4	• Biodiversity at global, National and local levels.	
	Inida as a mega-diversity nation	
	• Hot-sports of biodiversity.	
	<ul> <li>I hreats to biodiversity : habitat loss, poaching of wildlife, man-</li> </ul>	
	wildlife conflicts.	
	Endangered and endemic species of India	
	<ul> <li>Conservation of biodiversity : In-situ and Ex-situ conservation of</li> </ul>	
	biodiversity.	
	Environmental Pollution	8
	Definition	
	<ul> <li>Cause, effects and control measures of :-</li> </ul>	
	a. Air pollution	
	b. Water pollution	
	c. Soil pollution	
5	d. Marine pollution	
	e. Noise pollution	
	f. Thermal pollution	
	g. Nuclear hazards	
	<ul> <li>Solid waste Management : Causes, effects and control measures</li> </ul>	
	of urban and industrial wastes.	
	<ul> <li>Role of an individual in prevention of pollution.</li> </ul>	

Social Issues and the Environment         7           • From Unsustainable to Sustainable development         • Urban problems related to energy           • Water conservation, rain water harvesting, watershed management         • Resettlement and rahabilitation of people; its problems and concerns. Case Studies           6         • Environmental ethics: Issues and possible solutions.         • 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.         • Water (Prevention and control of Pollution) Act.         • Population explosion – Family Welfare Programme. VII           • Population growth, variation among nations.         • Population explosion – Family Welfare Programme. VII         • Wrivornment and human health.           • Human Rights. • Value Education.         • HIV/AIDS.         • Women and Child Welfare.           • Noist to a local area to document environment and human         Field work         • Visit to a local polluted site-Urban/Rural/Industrial/Agricultural           • Visit to a local apolitude site-Urban/Rural/Industrial/Agricultural         • Study of simple ecosystems-pond, river, hill slopes, etc. (Field work tegual to 5 lecture hours)           SIX MONTHS COMPULSORY CORE MODUL						
From Unsustainable to Sustainable development     Urban problems related to energy     Water conservation, rain water harvesting, watershed     management         Resettlement and rahabilitation 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.         Human Rights. • Value Education.         HUXAIDS.         Volution explosion – Family Welfare Programme. VII         Environment and human health.         Human Rights. • Value Education.         HIV/AIDS.         Volute Education.         HIV/AIDS.         Visit to a local area to document environment and human         Field work         Visit to a local area to document environmental assets river/         forest/grassland/hil/mountain         Visit to a local polluted site-Urban/Rural/Industrial/Agricultural         Study of common plants, insects, birds.         Study of common plants, insects, birds.         Study of common plants, insects, birds.         Study of common plants insects, birds.         Study of core Module Syllabus for Environment Studies includes class         room taching and Field Work. The syllabus is divided into eight units covering 50 lectures. The         first seven units will cover 45 lectures which are class room based to enhance knowledge skills         and attitude to environment. Tield studies are as essential as class work         and form an irreplaceable syneables is divided into eight units cov		Social Issues and the Environment	7			
<ul> <li>Urban problems related to energy</li> <li>Water conservation, rain water harvesting, watershed management</li> <li>Resettlement and rahabilitation of people; its problems and concerns. Case Studies</li> <li>Environmental ethics: Issues and possible solutions.</li> <li>Climate change, global warming, acid rain, ozone layer depletion, nuclear accidents and holocaust. Case Studies.</li> <li>Wasteland reclamation.</li> <li>Consumerism and waste products.</li> <li>Environment Protection Act.</li> <li>Water (Prevention and Control of Pollution) Act.</li> <li>Population growth, variation among nations.</li> <li>Population growth, variation among nations.</li> <li>Population splosion – Family Welfare Programme. VII</li> <li>Environment and human health.</li> <li>Human Rights. • Value Education.</li> <li>HIV/AIDS.</li> <li>Women and Child Welfare.</li> <li>Role of Information Technology in Environment and human</li> <li>Field work</li> <li>Visit to a local area to document environmental assets river/ forest/grassland/hill/mountain</li> <li>Study of simple ecosystems-pond, river, hill slopes, etc. (Field work Equal to 5 lecture hours)</li> <li>SIX MONTHS COMPULSORY CORE MODULE COURSE IN ENVIRONMENTAL STUDIES FOR UNDERGRADUATES</li> <li>Teaching Methodologies The core Module Syllabus for Environment Studies includes class room teaching and Field Work. The syllabus is divided into eight units covering 50 lectures. The first seven units will cover 45 lectures which are class room based to enhance knowledge skills and attitude to environmental. Unit eight is based on field activi</li></ul>		<ul> <li>From Unsustainable to Sustainable development</li> </ul>				
<ul> <li>Water conservation, rain water harvesting, watershed management</li> <li>Resettlement and rahabilitation of people; its problems and concerns. Case Studies</li> <li>Environmental ethics : Issues and possible solutions.</li> <li>Climate change, global warming, acid rain, ozone layer depletion, nuclear accidents and holocaust. Case Studies.</li> <li>Wasteland reclamation.</li> <li>Consumerism and waste products.</li> <li>Environment Protection Act.</li> <li>Air (Prevention and Control of Pollution) Act.</li> <li>Water (Prevention and the Environment 6</li> <li>Population growth, variation among nations.</li> <li>Population explosion – Family Welfare Programme. VII</li> <li>Environment and human health.</li> <li>Human Rights. • Value Education.</li> <li>HIV/AIDS.</li> <li>Women and Child Welfare.</li> <li>Role of Information Technology in Environment and human</li> <li>Field work</li> <li>Visit to a local area to document environmental assets river/ forest/grassland/hill/mountain</li> <li>Visit to a local area to document environmental assets river/ forest/grassland/hill/mountain</li> <li>Study of simple ecosystems-pond, river, hill slopes, etc. (Field work Equal to 5 lecture hours)</li> <li>SIX MONTHS COMPULSORY CORE MODULE COURSE IN ENVIRONMENTAL STUDIES FOR UNDERGRADUATES</li> <li>Teaching Methodologies The core Module Syllabus for Environment Studies includes class room teaching and Field Work. The syllabus is divided into eight units covering 50 lectures. The first seven units will cover 45 lectures which are class room based to enhance knowledge skills and attitude to environment. Unit eight is based on field activities, which will be covered in five lecture hours and would provide student first hand knowledge on various local env</li></ul>		<ul> <li>Urban problems related to energy</li> </ul>				
management       • Resettlement and rahabilitation of people; its problems and concerns. Case Studies         6       • 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.         • Population explosion – Family Welfare Programme. VII         • Environment and human health.         • Human Rights. • Value Education.         • HIV/AIDS.         • Women and Child Welfare.         • Role of Information Technology in Environment and human         Field work         • Visit to a local area to document environmental assets river/forest/grassland/hil/mountain         • Visit to a local polluted site-Urban/Rural/Industrial/Agricultural         • Study of simple ecosystems-pond, river, hill slopes, etc. (Field work Equal to 5 lecture hours)         SIX MONTHS COMPULSORY CORE MODULE COURSE IN ENVIRONMENTAL STUDIES FOR UNDERGRADUATES         Teaching Methodologies The core Module Syllabus for Environment Studies includes class room based to environment. The syllabus is divided into eight units covering 50 lectures. The first seven units will cover 45 lectures which are class room based to environmental aspects. Field experience is one of the		<ul> <li>Water conservation, rain water harvesting, watershed</li> </ul>				
Resettlement and rahabilitation of people; its problems and concerns. Case Studies     Vase Studies     Climate change, global warming, acid rain, ozone layer depletion, nuclear accidents and holocaust. Case Studies.     Vasteland reclamation.     Consumerism and waste products.     Environment Protection Act.     Vater (Prevention and Control of Pollution) Act.     Vater (Prevention and Control of Pollution) Act.     Vater (Prevention and Control of Pollution) Act.     Vater (Prevention and the Environment     G     Population growth, variation among nations.     Population explosion – Family Welfare Programme, VII     Furivonment and human health.     Human Rights. • Value Education.     HIV/AIDS.     Women and Child Welfare.     Role of Information Technology in Environment and human     Field work     Visit to a local area to document environmental assets river/     forest/grassland/hill/mountain     Visit to a local area to document environmental assets river/     forest/grassland/hill/mountain     Visit to a local area to document environmental assets river/     forest/grassland/hill/mountain     Study of common plants, insects, birds.     Study of simple ecosystems-pond, river, hill slopes, etc. (Field     work Equal to 5 lecture hours)     SIX MONTHS COMPULSORY CORE MODULE COURSE IN ENVIRONMENTAL STUDIES FOR UNDERGRADUATES Teaching Methodologies The core Module Syllabus for Environment Studies includes class     room teaching and Field Work. The syllabus is divided into eight units covering 50 lectures. The     first seven units will cover 45 lectures which are class room based to enhance knowledge skills     and attitude to environment. Unit eight is based on field activities, which will be covered in five     lecture hours and would provide student first hand knowledge on various local environmental     aspects. Field experience is one of the most effective learning tools for environmental     appects. Field experience is one of the most effective learning tools for environmental     appects. Fie		management				
concerns. Case Studies         6       • 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.         • Population growth, variation among nations.         • Population explosion – Family Welfare Programme. VII         • Environment and human health.         • Human Rights. • Value Education.         • HIV/AIDS.         • Women and Child Welfare.         • Role of Information Technology in Environment and human         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)         SIX MONTHS COMPULSORY CORE MODULE COURSE IN ENVIRONMENTAL STUDIES FOR UNDERGRADUATES         Teaching Methodologies The core Module Syllabus for Environment Studies includes class room teaching and Field Work. The syllabus is divided in the eight units covering 50 lectures. The first seven units will cover 45 lectures which are		<ul> <li>Resettlement and rahabilitation of people; its problems and</li> </ul>				
6       • 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.         • Wasteland reclamation and control of Pollution) Act.         • Water (Prevention and control of Pollution) Act.         • Population explosion – Family Welfare Programme. VII         • Environment and human health.         • Population explosion – Family Welfare Programme. VII         • Environment and human health.         • Human Rights. • Value Education.         • HIV/AIDS.         • Women and Child Welfare.         • Role of Information Technology in Environment and human         Field work         • Visit to a local area to document environmental assets river/ forest/grassiand/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)         SIX MONTHS COMPULSORY CORE MODULE COURSE IN ENVIRONMENTAL STUDIES FOR UNDERGRADUATES         Teaching Methodologies The core Module Syllabus for Environment Studies includes class room teaching and Field Work. The syllabus	6	concerns. Case Studies				
<ul> <li>Climate change, global warming, acid rain, ozone layer depletion, nuclear accidents and holocaust. Case Studies.</li> <li>Wasteland reclamation.</li> <li>Consumerism and waste products.</li> <li>Environment Protection Act.</li> <li>Air (Prevention and Control of Pollution) Act.</li> <li>Water (Prevention and control of Pollution) Act.</li> <li>Water (Prevention and the Environment 6</li> <li>Population growth, variation among nations.</li> <li>Population explosion – Family Welfare Programme. VII</li> <li>Environment and human health.</li> <li>Human Rights. • Value Education.</li> <li>HIV/AIDS.</li> <li>Women and Child Welfare.</li> <li>Role of Information Technology in Environment and human</li> <li>Field work</li> <li>Visit to a local area to document environmental assets river/ forest/grassland/hil/mountain</li> <li>Visit to a local polluted site-Urban/Rural/Industrial/Agricultural</li> <li>Study of simple ecosystems-pond, river, hill slopes, etc. (Field work Equal to 5 lecture hours)</li> <li>SIX MONTHS COMPULSORY CORE MODULE COURSE IN ENVIRONMENTAL STUDIES FOR UNDERGRADUATES</li> <li>Teaching Methodologies The core Module Syllabus for Environment Studies includes class room teaching and Field Work. The syllabus is divided into eight units covering 50 lectures. The first seven units will cover 45 lectures which are class room based to enhance knowledge skills and attitude to environment. Unit eight is based on field activities, which will be covered in five lecture hours and would provide student first hand knowledge on various local environmental concerns. This moves out of the scope of the text book mode of teaching into the realm of real learning in the field, where the teacher merely acts as a catalyst to interpret what the student observes or discovers in his/her own environment. Field studies are as essential as class work and form an irreplaceable synergistic tool in the entire learning procees. Course material pr</li></ul>		<ul> <li>Environmental ethics : Issues and possible solutions.</li> </ul>				
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.         • Population growth, variation among nations.         • Population explosion – Family Welfare Programme. VII         • Environment and human health.         • Human Rights. • Value Education.         • Women and Child Welfare.         • Role of Information Technology in Environment and human         Field work.         • Visit to a local area to document environmental assets river/ forest/grassland/hil/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)         SIX MONTHS COMPULSORY CORE MODULE COURSE IN ENVIRONMENTAL STUDIES FOR UNDERGRADUATES         Teaching Methodologies The core Module Syllabus for Environment Studies includes class room teaching and Field Work. The syllabus is divided into eight units covering 50 lectures. The first seven units will cover 45 lectures which are class room based to enhance knowledge skills and attitude to environment. Unit eight is based on field activities, which will be covered in five lecture hours and would provide student first hand knowledge on various local environmental aspects. Field experience is one of the mo		• Climate change, global warming, acid rain, ozone layer depletion,				
<ul> <li>Wasteland reclamation.</li> <li>Consumerism and waste products.</li> <li>Environment Protection Act.</li> <li>Air (Prevention and Control of Pollution) Act.</li> <li>Water (Prevention and the Environment 6</li> <li>Population explosion – Family Welfare Programme. VII</li> <li>Environment and human health.</li> <li>Human Rights. • Value Education.</li> <li>HIV/AIDS.</li> <li>Women and Child Welfare.</li> <li>Role of Information Technology in Environment and human</li> <li>Field work</li> <li>Visit to a local area to document environmental assets river/ forest/grassland/hill/mountain</li> <li>Visit to a local polluted site-Urban/Rural/Industrial/Agricultural</li> <li>Study of common plants, insects, birds.</li> <li>Study of simple ecosystems-pond, river, hill slopes, etc. (Field work Equal to 5 lecture hours)</li> </ul> SIX MONTHS COMPULSORY CORE MODULE COURSE IN ENVIRONMENTAL STUDIES FOR UNDERGRADUATES Teaching Methodologies The core Module Syllabus for Environment Studies includes class room teaching and Field Work. The syllabus is divided into eight units covering 50 lectures. The first seven units will cover 45 lectures which are class room based to enhance knowledge skills and attitude to environment. Unit eight is based on field activities, which will be covered in five lecture hours and would provide student first hand knowledge on various local environmental concerns. This moves out of the scope of the text book mode of teaching into the realm of real learning in the field, where the teacher merely acts as a catalyst to interpret what the student observes or discovers in his/her own environment. Field studies are as esesential as class work and form an irreplaceable synergistic to		nuclear accidents and holocaust. Case Studies.				
<ul> <li>Consumerism and waste products.</li> <li>Environment Protection Act.</li> <li>Air (Prevention and control of Pollution) Act.</li> <li>Water (Prevention and control of Pollution) Act.</li> <li>Water (Prevention and control of Pollution) Act</li> </ul> <b>Human Population and the Environment</b> 6 Population growth, variation among nations. <ul> <li>Population explosion – Family Welfare Programme, VII</li> <li>Environment and human health.</li> <li>Human Rights. • Value Education.</li> <li>HIV/AIDS.</li> <li>Women and Child Welfare,</li> <li>Role of Information Technology in Environment and human</li> </ul> <b>Field work</b> <ul> <li>Visit to a local area to document environmental assets river/forest/grassland/hill/mountain</li> <li>Visit to a local area to document environmental assets river/forest/grassland/hill/mountain <ul> <li>Visit to a local polluted site-Urban/Rural/Industrial/Agricultural</li> <li>Study of common plants, insects, birds.</li> <li>Study of simple ecosystems-pond, river, hill slopes, etc. (Field work Equal to 5 lecture hours)</li> </ul> SIX MONTHS COMPULSORY CORE MODULE COURSE IN ENVIRONMENTAL STUDIES FOR UNDERGRADUATES Teaching Methodologies The core Module Syllabus for Environment Studies includes class room teaching and Field Work. The syllabus is divided into eight units covering 50 lectures. The first seven units will cover 45 lectures which are class room based to enhance knowledge skills and attitude to environment. Unit eight is based on field activities, which will be covered in five lecture hours and would provide student first hand knowledge on various local environmental aspects. Field experience is one of the most effective learning tools for environmental aspects. Field experience is one of the most effective learning tools for environmental aspects. Field experience is one of the most effective learning process. Course material provided by UGC for class room nearching and field activities work and form an irreplaceable synergistic too</li></ul>		Wasteland reclamation.				
<ul> <li>Environment Protection Act.</li> <li>Air (Prevention and Control of Pollution) Act.</li> <li>Water (Prevention and control of Pollution) Act.</li> <li>Water (Prevention and the Environment 6</li> <li>Population growth, variation among nations.</li> <li>Population explosion – Family Welfare Programme. VII</li> <li>Environment and human health.</li> <li>Human Rights. • Value Education.</li> <li>HIV/AIDS.</li> <li>Women and Child Welfare.</li> <li>Role of Information Technology in Environment and human</li> <li>Field work</li> <li>Visit to a local area to document environmental assets river/ forest/grassland/hill/mountain</li> <li>Visit to a local area to document environmental assets river/ forest/grassland/hill/mountain</li> <li>Study of common plants, insects, birds.</li> <li>Study of simple ecosystems-pond, river, hill slopes, etc. (Field work Equal to 5 lecture hours)</li> <li>SIX MONTHS COMPULSORY CORE MODULE COURSE IN ENVIRONMENTAL STUDIES FOR UNDERGRADUATES</li> <li>Teaching Methodologies The core Module Syllabus for Environment Studies includes class room teaching and Field Work. The syllabus is divided into eight units covering 50 lectures. The first seven units will cover 45 lectures which are class room based to enhance knowledge skills and attitude to environment. Unit eight is based on field activities, which will be covered in five lecture hours and would provide student first hand knowledge on various local environmental aspects. Field experience is one of the most effective learning tools for environmental concerns. This moves out of the scope of the text book mode of teaching into the realm of real learning in the field, where the teacher merely acts as a catalyst to interpret what the student observes or discovers in his/her own environment. Field studies are as essential as class work and form an irreplaceable synergistic tool in the entire learning process. Course material provided by UGC for class room teaching a</li></ul>		<ul> <li>Consumerism and waste products.</li> </ul>				
<ul> <li>Air (Prevention and Control of Pollution) Act.</li> <li>Water (Prevention and control of Pollution) Act.</li> <li>Water (Prevention and control of Pollution) Act.</li> <li>Human Population and the Environment 6</li> <li>Population growth, variation among nations.</li> <li>Population explosion – Family Welfare Programme, VII</li> <li>Environment and human health.</li> <li>Human Rights. • Value Education.</li> <li>HIV/AIDS.</li> <li>Women and Child Welfare.</li> <li>Role of Information Technology in Environment and human</li> <li>Field work</li> <li>Visit to a local area to document environmental assets river/ forest/grassland/hill/mountain</li> <li>Visit to a local area to document environmental assets river/ forest/grassland/hill/mountain</li> <li>Visit to a local area to document environmental assets river/ forest/grassland/hill/mountain</li> <li>Visit to a local polluted site-Urban/Rural/Industrial/Agricultural</li> <li>Study of common plants, insects, birds.</li> <li>Study of simple ecosystems-pond, river, hill slopes, etc. (Field work Equal to 5 lecture hours)</li> <li>SIX MONTHS COMPULSORY CORE MODULE COURSE IN ENVIRONMENTAL STUDIES FOR UNDERGRADUATES</li> <li>Teaching Methodologies The core Module Syllabus for Environment Studies includes class room teaching and Field Work. The syllabus is divided into eight units covering 50 lectures. The first seven units will cover 45 lectures which are class room based to enhance knowledge skills and attitude to environment. Unit eight is based on field activities, which will be covered in five lecture hours and would provide student first hand knowledge on various local environmental aspects. Field experience is one of the most effective learning tools for environmental aspects. Field experience is one of the most effective learning tools for environmental aspects. Field experience is one of the most effective learning tools for environmental concerns. This moves out of the scope</li></ul>		Environment Protection Act.				
Water (Prevention and control of Pollution) Act     Human Population and the Environment 6     Population growth, variation among nations.     Population explosion – Family Welfare Programme. VII     Environment and human health.     Human Rights. • Value Education.     HIV/AIDS.     Women and Child Welfare.     Role of Information Technology in Environment and human     Field work     Visit to a local area to document environment and human     Visit to a local area to document environmental assets river/     forest/grassland/hill/mountain     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 common plants, insects, birds.     Study of simple ecosystems-pond, river, hill slopes, etc. (Field     work Equal to 5 lecture hours)  SIX MONTHS COMPULSORY CORE MODULE COURSE IN ENVIRONMENTAL STUDIES FOR UNDERGRADUATES Teaching Methodologies The core Module Syllabus for Environment Studies includes class room teaching and Field Work. The syllabus is divided into eight units covering 50 lectures. The first seven units will cover 45 lectures which are class room based to enhance knowledge skills and attitude to environment. Unit eight is based on field activities, which will be covered in five lecture hours and would provide student first hand knowledge on various local environmental aspects. Field experience is one of the most effective learning tools for environmental concerns. This moves out of the scope of the text book mode of teaching into the realm of real learning in the field, where the teacher merely acts as a catalyst to interpret what the student observes or discovers in his/her own environment. Field studies are as essential as class work and form an irreplaceable synergistic tool in the entire learning process. Course material provided by UGC for class room teaching and field activities be utilized. The universities/colleges can als		<ul> <li>Air (Prevention and Control of Pollution) Act.</li> </ul>				
Human Population and the Environment         6           • Population growth, variation among nations.         • Population explosion – Family Welfare Programme. VII           • Environment and human health.         • Human Rights. • Value Education.           • HIV/AIDS.         • Women and Child Welfare.           • Role of Information Technology in Environment and human         • 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           8         • Study of common plants, insects, birds. • Study of simple ecosystems-pond, river, hill slopes, etc. (Field work Equal to 5 lecture hours)           SIX MONTHS COMPULSORY CORE MODULE COURSE IN ENVIRONMENTAL STUDIES FOR UNDERGRADUATES           Teaching Methodologies The core Module Syllabus for Environment Studies includes class room teaching and Field Work. The syllabus is divided into eight units covering 50 lectures. The first seven units will cover 45 lectures which are class room based to enhance knowledge skills and attitude to environment. Unit eight is based on field activities, which will be covered in five lecture hours and would provide student first hand knowledge on various local environmental aspects. Field experience is one of the most effective learning tools for environmental concerns. This moves out of the scope of the text book mode of teaching into the realm of real learning in the field, where the teacher merely acts as a catalyst to interpret what the student observes or discovers in his/her own environment. Field studies are as essential as class work and form		<ul> <li>Water (Prevention and control of Pollution) Act</li> </ul>				
<ul> <li>Population growth, variation among nations.</li> <li>Population explosion – Family Welfare Programme. VII</li> <li>Environment and human health.</li> <li>Human Rights. • Value Education.</li> <li>HIV/AIDS.</li> <li>Women and Child Welfare.</li> <li>Role of Information Technology in Environment and human</li> </ul> Field work <ul> <li>Visit to a local area to document environmental assets river/ forest/grassland/hill/mountain</li> <li>Visit to a local area to document environmental assets river/ forest/grassland/hill/mountain</li> <li>Visit to a local polluted site-Urban/Rural/Industrial/Agricultural</li> <li>Study of common plants, insects, birds.</li> <li>Study of simple ecosystems-pond, river, hill slopes, etc. (Field work Equal to 5 lecture hours)</li> </ul> SIX MONTHS COMPULSORY CORE MODULE COURSE IN ENVIRONMENTAL STUDIES FOR UNDERGRADUATES Teaching Methodologies The core Module Syllabus for Environment Studies includes class room teaching and Field Work. The syllabus is divided into eight units covering 50 lectures. The first seven units will cover 45 lectures which are class room based to enhance knowledge skills and attitude to environment. Unit eight is based on field activities, which will be covered in five lecture hours and would provide student first hand knowledge on various local environmental aspects. Field experience is one of the most effective learning tools for environmental concerns. This moves out of the scope of the text book mode of teaching in the realm of real learning in the field, where the teacher merely acts as a catalyst to interpret what the student observes or discovers in his/her own environment. Field studies are as essential as class work and form an irreplaceable synergistic tool in the entire learning process. Course material provided by UGC for class room teaching and field activities be utilized. The universities/colleges can also draw upon expertise of outside resource persons for teaching purose. E		Human Population and the Environment	6			
<ul> <li>Population explosion – Family Welfare Programme, VII</li> <li>Environment and human health.</li> <li>Human Rights. • Value Education.</li> <li>HIV/AIDS.</li> <li>Women and Child Welfare.</li> <li>Role of Information Technology in Environment and human</li> </ul> Field work <ul> <li>Visit to a local area to document environmental assets river/ forest/grassland/hill/mountain</li> <li>Visit to a local polluted site-Urban/Rural/Industrial/Agricultural</li> <li>Study of common plants, insects, birds.</li> <li>Study of simple ecosystems-pond, river, hill slopes, etc. (Field work Equal to 5 lecture hours)</li> </ul> SIX MONTHS COMPULSORY CORE MODULE COURSE IN ENVIRONMENTAL STUDIES FOR UNDERGRADUATES Teaching Methodologies The core Module Syllabus for Environment Studies includes class room teaching and Field Work. The syllabus is divided into eight units covering 50 lectures. The first seven units will cover 45 lectures which are class room based to enhance knowledge skills and attitude to environment. Unit eight is based on field activities, which will be covered in five lecture hours and would provide student first hand knowledge on various local environmental concerns. This moves out of the scope of the text book mode of teaching into the realm of real learning in the field, where the teacher merely acts as a catalyst to interpret what the student observes or discovers in his/her own environment. Field studies are as essential as class work and form an irreplaceable synergistic tool in the entire learning process. Course material provided by UGC for class room teaching and field activities be utilized. The universities/colleges can also draw upon expertise of outside resource persons for teaching purpose. Environmental Core Module shall be integrated into the teaching programmes of all		• Population growth, variation among nations.				
<ul> <li><sup>7</sup> Environment and human health.</li> <li><sup>8</sup> Human Rights. • Value Education.</li> <li><sup>9</sup> HIV/AIDS.</li> <li><sup>9</sup> Women and Child Welfare.</li> <li><sup>9</sup> Role of Information Technology in Environment and human</li> </ul> Field work <ul> <li><sup>9</sup> Visit to a local area to document environmental assets river/ forest/grassland/hill/mountain</li> <li><sup>9</sup> Visit to a local polluted site-Urban/Rural/Industrial/Agricultural</li> <li><sup>9</sup> Study of common plants, insects, birds.</li> <li><sup>9</sup> Study of simple ecosystems-pond, river, hill slopes, etc. (Field work Equal to 5 lecture hours)</li> </ul> SIX MONTHS COMPULSORY CORE MODULE COURSE IN ENVIRONMENTAL STUDIES FOR UNDERGRADUATES Teaching Methodologies The core Module Syllabus for Environment Studies includes class room teaching and Field Work. The syllabus is divided into eight units covering 50 lectures. The first seven units will cover 45 lectures which are class room based to enhance knowledge skills and attitude to environment. Unit eight is based on field activities, which will be covered in five lecture hours and would provide student first hand knowledge on various local environmental aspects. Field experience is one of the most effective learning tools for environmental concerns. This moves out of the scope of the text book mode of teaching into the realm of real learning in the field, where the teacher merely acts as a catalyst to interpret what the student observes or discovers in his/her own environment. Field studies are as essential as class work and form an irreplaceable synergistic tool in the entire learning process. Course material provided by UGC for class room teaching and field activities be utilized. The universities/colleges can also draw upon expertise of outside resource persons for teaching purpose. Environmental Core Module shall be integrated into the teaching programmes of all		• Population explosion – Family Welfare Programme. VII				
<ul> <li>Human Rights. • Value Education.         <ul> <li>HIV/AIDS.</li> <li>Women and Child Welfare.</li> <li>Role of Information Technology in Environment and human</li> </ul> </li> <li>Field work         <ul> <li>Visit to a local area to document environmental assets river/ forest/grassland/hill/mountain</li> <li>Visit to a local polluted site-Urban/Rural/Industrial/Agricultural</li> <li>Study of common plants, insects, birds.</li> <li>Study of simple ecosystems-pond, river, hill slopes, etc. (Field work Equal to 5 lecture hours)</li> </ul> </li> <li>SIX MONTHS COMPULSORY CORE MODULE COURSE IN ENVIRONMENTAL STUDIES FOR UNDERGRADUATES         <ul> <li>Teaching Methodologies The core Module Syllabus for Environment Studies includes class room teaching and Field Work. The syllabus is divided into eight units covering 50 lectures. The first seven units will cover 45 lectures which are class room based to enhance knowledge skills and attitude to environment. Unit eight is based on field activities, which will be covered in five lecture hours and would provide student first hand knowledge on various local environmental aspects. Field experience is one of the most effective learning into the realm of real learning in the field, where the teacher merely acts as a catalyst to interpret what the student observes or discovers in his/her own environment. Field studies are as essential as class work and form an irreplaceable synergistic tool in the entire learning process. Course material provided by UGC for class room teaching and field activities be utilized. The universities/colleges can also draw upon expertise of outside resource persons for teaching programmes of all</li> </ul></li></ul>	7	• Environment and human health.				
<ul> <li>HIV/AIDS.</li> <li>Women and Child Welfare.</li> <li>Role of Information Technology in Environment and human</li> <li>Field work</li> <li>Visit to a local area to document environmental assets river/ forest/grassland/hill/mountain</li> <li>Visit to a local polluted site-Urban/Rural/Industrial/Agricultural</li> <li>Study of common plants, insects, birds.</li> <li>Study of simple ecosystems-pond, river, hill slopes, etc. (Field work Equal to 5 lecture hours)</li> <li>SIX MONTHS COMPULSORY CORE MODULE COURSE IN ENVIRONMENTAL STUDIES FOR UNDERGRADUATES</li> <li>Teaching Methodologies The core Module Syllabus for Environment Studies includes class room teaching and Field Work. The syllabus is divided into eight units covering 50 lectures. The first seven units will cover 45 lectures which are class room based to enhance knowledge skills and attitude to environment. Unit eight is based on field activities, which will be covered in five lecture hours and would provide student first hand knowledge on various local environmental aspects. Field experience is one of the most effective learning tools for environmental concerns. This moves out of the scope of the text book mode of teaching into the realm of real learning in the field, where the teacher merely acts as a catalyst to interpret what the student observes or discovers in his/her own environment. Field studies are as essential as class work and form an irreplaceable synergistic tool in the entire learning process. Course material provided by UGC for class room teaching and field activities be utilized. The universities/colleges can also draw upon expertise of outside resource persons for teaching purpose. Environmental Core Module shall be integrated into the teaching programmes of all</li> </ul>		• Human Rights. • Value Education.				
Women and Child Weifare.     Role of Information Technology in Environment and human     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)     SIX MONTHS COMPULSORY CORE MODULE COURSE IN ENVIRONMENTAL     STUDIES FOR UNDERGRADUATES     Teaching Methodologies The core Module Syllabus for Environment Studies includes class     room teaching and Field Work. The syllabus is divided into eight units covering 50 lectures. The     first seven units will cover 45 lectures which are class room based to enhance knowledge skills     and attitude to environment. Unit eight is based on field activities, which will be covered in five     lecture hours and would provide student first hand knowledge on various local environmental     aspects. Field experience is one of the most effective learning tools for environmental     concerns. This moves out of the scope of the text book mode of teaching into the realm of real     learning in the field, where the teacher merely acts as a catalyst to interpret what the student     observes or discovers in his/her own environment. Field studies are as essential as class work     and form an irreplaceable synergistic tool in the entire learning process. Course material     provided by UGC for class room teaching and field activities be utilized. The     universities/colleges can also draw upon expertise of outside resource persons for teaching     proyade by UGC for class room teaching and field activities be utilized. The     universities/colleges can also draw upon expertise of outside resource persons for teaching     proyade by UGC for class room teaching and field activities be utilized. The		• HIV/AIDS.				
<ul> <li>Role of information Technology in Environment and numan</li> <li>Field work         <ul> <li>Visit to a local area to document environmental assets river/ forest/grassland/hill/mountain</li> <li>Visit to a local polluted site-Urban/Rural/Industrial/Agricultural</li> <li>Study of common plants, insects, birds.</li> <li>Study of simple ecosystems-pond, river, hill slopes, etc. (Field work Equal to 5 lecture hours)</li> </ul> </li> <li>SIX MONTHS COMPULSORY CORE MODULE COURSE IN ENVIRONMENTAL STUDIES FOR UNDERGRADUATES</li> <li>Teaching Methodologies The core Module Syllabus for Environment Studies includes class room teaching and Field Work. The syllabus is divided into eight units covering 50 lectures. The first seven units will cover 45 lectures which are class room based to enhance knowledge skills and attitude to environment. Unit eight is based on field activities, which will be covered in five lecture hours and would provide student first hand knowledge on various local environmental aspects. Field experience is one of the most effective learning tools for environmental concerns. This moves out of the scope of the text book mode of teaching into the realm of real learning in the field, where the teacher merely acts as a catalyst to interpret what the student observes or discovers in his/her own environment. Field studies are as essential as class work and form an irreplaceable synergistic tool in the entire learning process. Course material provided by UGC for class room teaching and field activities be utilized. The universities/colleges can also draw upon expertise of outside resource persons for teaching purpose. Environmental Core Module shall be integrated into the teaching programmes of all</li> </ul>		• Women and Child Welfare.				
<ul> <li>Visit to a local area to document environmental assets river/ forest/grassland/hill/mountain</li> <li>Visit to a local polluted site-Urban/Rural/Industrial/Agricultural</li> <li>Study of common plants, insects, birds.</li> <li>Study of simple ecosystems-pond, river, hill slopes, etc. (Field work Equal to 5 lecture hours)</li> <li>SIX MONTHS COMPULSORY CORE MODULE COURSE IN ENVIRONMENTAL STUDIES FOR UNDERGRADUATES</li> <li>Teaching Methodologies The core Module Syllabus for Environment Studies includes class room teaching and Field Work. The syllabus is divided into eight units covering 50 lectures. The first seven units will cover 45 lectures which are class room based to enhance knowledge skills and attitude to environment. Unit eight is based on field activities, which will be covered in five lecture hours and would provide student first hand knowledge on various local environmental aspects. Field experience is one of the most effective learning tools for environmental concerns. This moves out of the scope of the text book mode of teaching into the realm of real learning in the field, where the teacher merely acts as a catalyst to interpret what the student observes or discovers in his/her own environment. Field studies are as essential as class work and form an irreplaceable synergistic tool in the entire learning process. Course material provided by UGC for class room teaching and field activities be utilized. The universities/colleges can also draw upon expertise of outside resource persons for teaching purpose. Environmental Core Module shall be integrated into the teaching programmes of all</li> </ul>		• Role of Information Technology in Environment and numan				
<ul> <li>A visit to a local alea to document environmental assets interview</li> <li>forest/grassland/hill/mountain</li> <li>Visit to a local polluted site-Urban/Rural/Industrial/Agricultural</li> <li>Study of common plants, insects, birds.</li> <li>Study of simple ecosystems-pond, river, hill slopes, etc. (Field work Equal to 5 lecture hours)</li> <li>SIX MONTHS COMPULSORY CORE MODULE COURSE IN ENVIRONMENTAL STUDIES FOR UNDERGRADUATES</li> <li>Teaching Methodologies The core Module Syllabus for Environment Studies includes class room teaching and Field Work. The syllabus is divided into eight units covering 50 lectures. The first seven units will cover 45 lectures which are class room based to enhance knowledge skills and attitude to environment. Unit eight is based on field activities, which will be covered in five lecture hours and would provide student first hand knowledge on various local environmental aspects. Field experience is one of the most effective learning tools for environmental concerns. This moves out of the scope of the text book mode of teaching into the realm of real learning in the field, where the teacher merely acts as a catalyst to interpret what the student observes or discovers in his/her own environment. Field studies are as essential as class work and form an irreplaceable synergistic tool in the entire learning process. Course material provided by UGC for class room teaching and field activities be utilized. The universities/colleges can also draw upon expertise of outside resource persons for teaching purpose. Environmental Core Module shall be integrated into the teaching programmes of all</li> </ul>		Visit to a local area to document environmental assets river/				
<ul> <li>Notist to a local polluted site-Urban/Rural/Industrial/Agricultural</li> <li>Visit to a local polluted site-Urban/Rural/Industrial/Agricultural</li> <li>Study of common plants, insects, birds.</li> <li>Study of simple ecosystems-pond, river, hill slopes, etc. (Field work Equal to 5 lecture hours)</li> </ul> SIX MONTHS COMPULSORY CORE MODULE COURSE IN ENVIRONMENTAL STUDIES FOR UNDERGRADUATES Teaching Methodologies The core Module Syllabus for Environment Studies includes class room teaching and Field Work. The syllabus is divided into eight units covering 50 lectures. The first seven units will cover 45 lectures which are class room based to enhance knowledge skills and attitude to environment. Unit eight is based on field activities, which will be covered in five lecture hours and would provide student first hand knowledge on various local environmental aspects. Field experience is one of the most effective learning tools for environmental concerns. This moves out of the scope of the text book mode of teaching into the realm of real learning in the field, where the teacher merely acts as a catalyst to interpret what the student observes or discovers in his/her own environment. Field studies are as essential as class work and form an irreplaceable synergistic tool in the entire learning process. Course material provided by UGC for class room teaching and field activities be utilized. The universities/colleges can also draw upon expertise of outside resource persons for teaching purpose. Environmental Core Module shall be integrated into the teaching programmes of all		forest/grassland/bill/mountain				
<ul> <li>Study of common plants, insects, birds.</li> <li>Study of simple ecosystems-pond, river, hill slopes, etc. (Field work Equal to 5 lecture hours)</li> <li>SIX MONTHS COMPULSORY CORE MODULE COURSE IN ENVIRONMENTAL STUDIES FOR UNDERGRADUATES</li> <li>Teaching Methodologies The core Module Syllabus for Environment Studies includes class room teaching and Field Work. The syllabus is divided into eight units covering 50 lectures. The first seven units will cover 45 lectures which are class room based to enhance knowledge skills and attitude to environment. Unit eight is based on field activities, which will be covered in five lecture hours and would provide student first hand knowledge on various local environmental aspects. Field experience is one of the most effective learning tools for environmental concerns. This moves out of the scope of the text book mode of teaching into the realm of real learning in the field, where the teacher merely acts as a catalyst to interpret what the student observes or discovers in his/her own environment. Field studies are as essential as class work and form an irreplaceable synergistic tool in the entire learning process. Course material provided by UGC for class room teaching and field activities be utilized. The universities/colleges can also draw upon expertise of outside resource persons for teaching purpose. Environmental Core Module shall be integrated into the teaching programmes of all</li> </ul>		Visit to a local polluted site. I Irban/Rural/Industrial/Agricultural				
<ul> <li>Study of simple ecosystems-pond, river, hill slopes, etc. (Field work Equal to 5 lecture hours)</li> <li>SIX MONTHS COMPULSORY CORE MODULE COURSE IN ENVIRONMENTAL STUDIES FOR UNDERGRADUATES</li> <li>Teaching Methodologies The core Module Syllabus for Environment Studies includes class room teaching and Field Work. The syllabus is divided into eight units covering 50 lectures. The first seven units will cover 45 lectures which are class room based to enhance knowledge skills and attitude to environment. Unit eight is based on field activities, which will be covered in five lecture hours and would provide student first hand knowledge on various local environmental aspects. Field experience is one of the most effective learning tools for environmental concerns. This moves out of the scope of the text book mode of teaching into the realm of real learning in the field, where the teacher merely acts as a catalyst to interpret what the student observes or discovers in his/her own environment. Field studies are as essential as class work and form an irreplaceable synergistic tool in the entire learning process. Course material provided by UGC for class room teaching and field activities be utilized. The universities/colleges can also draw upon expertise of outside resource persons for teaching purpose. Environmental Core Module shall be integrated into the teaching programmes of all</li> </ul>	8	Study of common plants insects hirds				
SIX MONTHS COMPULSORY CORE MODULE COURSE IN ENVIRONMENTAL STUDIES FOR UNDERGRADUATES Teaching Methodologies The core Module Syllabus for Environment Studies includes class room teaching and Field Work. The syllabus is divided into eight units covering 50 lectures. The first seven units will cover 45 lectures which are class room based to enhance knowledge skills and attitude to environment. Unit eight is based on field activities, which will be covered in five lecture hours and would provide student first hand knowledge on various local environmental aspects. Field experience is one of the most effective learning tools for environmental concerns. This moves out of the scope of the text book mode of teaching into the realm of real learning in the field, where the teacher merely acts as a catalyst to interpret what the student observes or discovers in his/her own environment. Field studies are as essential as class work and form an irreplaceable synergistic tool in the entire learning process. Course material provided by UGC for class room teaching and field activities be utilized. The universities/colleges can also draw upon expertise of outside resource persons for teaching purpose. Environmental Core Module shall be integrated into the teaching programmes of all		Study of simple ecosystems-pond river hill slopes etc. (Field				
SIX MONTHS COMPULSORY CORE MODULE COURSE IN ENVIRONMENTAL STUDIES FOR UNDERGRADUATES Teaching Methodologies The core Module Syllabus for Environment Studies includes class room teaching and Field Work. The syllabus is divided into eight units covering 50 lectures. The first seven units will cover 45 lectures which are class room based to enhance knowledge skills and attitude to environment. Unit eight is based on field activities, which will be covered in five lecture hours and would provide student first hand knowledge on various local environmental aspects. Field experience is one of the most effective learning tools for environmental concerns. This moves out of the scope of the text book mode of teaching into the realm of real learning in the field, where the teacher merely acts as a catalyst to interpret what the student observes or discovers in his/her own environment. Field studies are as essential as class work and form an irreplaceable synergistic tool in the entire learning process. Course material provided by UGC for class room teaching and field activities be utilized. The universities/colleges can also draw upon expertise of outside resource persons for teaching purpose. Environmental Core Module shall be integrated into the teaching programmes of all		work Equal to 5 lecture hours)				
SIX MONTHS COMPULSORY CORE MODULE COURSE IN ENVIRONMENTAL STUDIES FOR UNDERGRADUATES Teaching Methodologies The core Module Syllabus for Environment Studies includes class room teaching and Field Work. The syllabus is divided into eight units covering 50 lectures. The first seven units will cover 45 lectures which are class room based to enhance knowledge skills and attitude to environment. Unit eight is based on field activities, which will be covered in five lecture hours and would provide student first hand knowledge on various local environmental aspects. Field experience is one of the most effective learning tools for environmental concerns. This moves out of the scope of the text book mode of teaching into the realm of real learning in the field, where the teacher merely acts as a catalyst to interpret what the student observes or discovers in his/her own environment. Field studies are as essential as class work and form an irreplaceable synergistic tool in the entire learning process. Course material provided by UGC for class room teaching and field activities be utilized. The universities/colleges can also draw upon expertise of outside resource persons for teaching purpose. Environmental Core Module shall be integrated into the teaching programmes of all						
STUDIES FOR UNDERGRADUATES Teaching Methodologies The core Module Syllabus for Environment Studies includes class room teaching and Field Work. The syllabus is divided into eight units covering 50 lectures. The first seven units will cover 45 lectures which are class room based to enhance knowledge skills and attitude to environment. Unit eight is based on field activities, which will be covered in five lecture hours and would provide student first hand knowledge on various local environmental aspects. Field experience is one of the most effective learning tools for environmental concerns. This moves out of the scope of the text book mode of teaching into the realm of real learning in the field, where the teacher merely acts as a catalyst to interpret what the student observes or discovers in his/her own environment. Field studies are as essential as class work and form an irreplaceable synergistic tool in the entire learning process. Course material provided by UGC for class room teaching and field activities be utilized. The universities/colleges can also draw upon expertise of outside resource persons for teaching purpose. Environmental Core Module shall be integrated into the teaching programmes of all	SIX MO	NTHS COMPULSORY CORE MODULE COURSE IN ENVIRONMEN	NTAL			
Teaching Methodologies The core Module Syllabus for Environment Studies includes class room teaching and Field Work. The syllabus is divided into eight units covering 50 lectures. The first seven units will cover 45 lectures which are class room based to enhance knowledge skills and attitude to environment. Unit eight is based on field activities, which will be covered in five lecture hours and would provide student first hand knowledge on various local environmental aspects. Field experience is one of the most effective learning tools for environmental concerns. This moves out of the scope of the text book mode of teaching into the realm of real learning in the field, where the teacher merely acts as a catalyst to interpret what the student observes or discovers in his/her own environment. Field studies are as essential as class work and form an irreplaceable synergistic tool in the entire learning process. Course material provided by UGC for class room teaching and field activities be utilized. The universities/colleges can also draw upon expertise of outside resource persons for teaching purpose. Environmental Core Module shall be integrated into the teaching programmes of all	STUDIE	S FOR UNDERGRADUATES				
room teaching and Field Work. The syllabus is divided into eight units covering 50 lectures. The first seven units will cover 45 lectures which are class room based to enhance knowledge skills and attitude to environment. Unit eight is based on field activities, which will be covered in five lecture hours and would provide student first hand knowledge on various local environmental aspects. Field experience is one of the most effective learning tools for environmental concerns. This moves out of the scope of the text book mode of teaching into the realm of real learning in the field, where the teacher merely acts as a catalyst to interpret what the student observes or discovers in his/her own environment. Field studies are as essential as class work and form an irreplaceable synergistic tool in the entire learning process. Course material provided by UGC for class room teaching and field activities be utilized. The universities/colleges can also draw upon expertise of outside resource persons for teaching purpose. Environmental Core Module shall be integrated into the teaching programmes of all	Teaching	g Methodologies The core Module Syllabus for Environment Studies inclu	des class			
first seven units will cover 45 lectures which are class room based to enhance knowledge skills and attitude to environment. Unit eight is based on field activities, which will be covered in five lecture hours and would provide student first hand knowledge on various local environmental aspects. Field experience is one of the most effective learning tools for environmental concerns. This moves out of the scope of the text book mode of teaching into the realm of real learning in the field, where the teacher merely acts as a catalyst to interpret what the student observes or discovers in his/her own environment. Field studies are as essential as class work and form an irreplaceable synergistic tool in the entire learning process. Course material provided by UGC for class room teaching and field activities be utilized. The universities/colleges can also draw upon expertise of outside resource persons for teaching purpose. Environmental Core Module shall be integrated into the teaching programmes of all	room tea	ching and Field Work. The syllabus is divided into eight units covering 50	lectures. The			
and attitude to environment. Unit eight is based on field activities, which will be covered in five lecture hours and would provide student first hand knowledge on various local environmental aspects. Field experience is one of the most effective learning tools for environmental concerns. This moves out of the scope of the text book mode of teaching into the realm of real learning in the field, where the teacher merely acts as a catalyst to interpret what the student observes or discovers in his/her own environment. Field studies are as essential as class work and form an irreplaceable synergistic tool in the entire learning process. Course material provided by UGC for class room teaching and field activities be utilized. The universities/colleges can also draw upon expertise of outside resource persons for teaching purpose. Environmental Core Module shall be integrated into the teaching programmes of all	first seve	en units will cover 45 lectures which are class room based to enhance kno	wledge skills			
lecture hours and would provide student first hand knowledge on various local environmental aspects. Field experience is one of the most effective learning tools for environmental concerns. This moves out of the scope of the text book mode of teaching into the realm of real learning in the field, where the teacher merely acts as a catalyst to interpret what the student observes or discovers in his/her own environment. Field studies are as essential as class work and form an irreplaceable synergistic tool in the entire learning process. Course material provided by UGC for class room teaching and field activities be utilized. The universities/colleges can also draw upon expertise of outside resource persons for teaching purpose. Environmental Core Module shall be integrated into the teaching programmes of all	and attitu	ude to environment. Unit eight is based on field activities, which will be cov	vered in five			
aspects. Field experience is one of the most effective learning tools for environmental concerns. This moves out of the scope of the text book mode of teaching into the realm of real learning in the field, where the teacher merely acts as a catalyst to interpret what the student observes or discovers in his/her own environment. Field studies are as essential as class work and form an irreplaceable synergistic tool in the entire learning process. Course material provided by UGC for class room teaching and field activities be utilized. The universities/colleges can also draw upon expertise of outside resource persons for teaching purpose. Environmental Core Module shall be integrated into the teaching programmes of all	lecture h	ours and would provide student first hand knowledge on various local env	ironmental			
concerns. This moves out of the scope of the text book mode of teaching into the realm of real learning in the field, where the teacher merely acts as a catalyst to interpret what the student observes or discovers in his/her own environment. Field studies are as essential as class work and form an irreplaceable synergistic tool in the entire learning process. Course material provided by UGC for class room teaching and field activities be utilized. The universities/colleges can also draw upon expertise of outside resource persons for teaching purpose. Environmental Core Module shall be integrated into the teaching programmes of all	aspects. Field experience is one of the most effective learning tools for environmental					
observes or discovers in his/her own environment. Field studies are as essential as class work and form an irreplaceable synergistic tool in the entire learning process. Course material provided by UGC for class room teaching and field activities be utilized. The universities/colleges can also draw upon expertise of outside resource persons for teaching purpose. Environmental Core Module shall be integrated into the teaching programmes of all	concerns. I his moves out of the scope of the text book mode of teaching into the realm of real					
and form an irreplaceable synergistic tool in the entire learning process. Course material provided by UGC for class room teaching and field activities be utilized. The universities/colleges can also draw upon expertise of outside resource persons for teaching purpose. Environmental Core Module shall be integrated into the teaching programmes of all	nearning in the neit, where the teacher merery acts as a catalyst to interpret what the student observes or discovers in his/her own environment. Field studies are as essential as class work					
provided by UGC for class room teaching and field activities be utilized. The universities/colleges can also draw upon expertise of outside resource persons for teaching purpose. Environmental Core Module shall be integrated into the teaching programmes of all	and form an irreplaceable synergistic tool in the entire learning process. Course material					
universities/colleges can also draw upon expertise of outside resource persons for teaching purpose. Environmental Core Module shall be integrated into the teaching programmes of all	provided by UGC for class room teaching and field activities be utilized. The					
purpose. Environmental Core Module shall be integrated into the teaching programmes of all	universit	ies/colleges can also draw upon expertise of outside resource persons for	teaching			

undergraduate courses.