

Syllabus of courses which address the Professional Ethics, Gender, Human Values, Environment and Sustainability into the Curriculum

**SEMESTER VII (4<sup>TH</sup> YEAR)**  
**PAPER XIX (P19x)**  
**ENVIRONMENT STUDIES IN PHYSICAL EDUCATION**

T-04/P

**Credit: 04**  
**Course outcomes:**

- To Understand core concepts and methods from ecological and physical science and their application in environment problem-solving.
- Appreciate the ethical, cross cultural and historical context of environmental issues and the links between human and nature system.
- To acquire knowledge and skills enabling feasibility in field work.
- To possess intellectual flexibility necessary to view environmental questions from multiple perspectives.

**Introduction** **UNIT I**

- Meaning, Definition and Concept of environmental education
- Need, importance and scope of environment studies.
- Historical background of environment education
- Celebration of various days in relation with environment studies.

**Resources** **UNIT II**

- Plastic recycling & probation of plastic bag/cover
- Role of school in environmental
- Conservation and sustainable development
- Water resources, food resources and Land resources

**Pollution** **UNIT III**

- Definition, effects and control measures of
- Air pollution, water pollution, Soil pollution
- Noise pollution, thermal pollution
- Management of environment and Govt. policies, role of pollution control board

**Ecosystems** **UNIT IV**

- Concept of an ecosystem
- Structure and function of an ecosystem
- Introduction, types, characteristic features, structure and function of the following ecosystem- forest, grassland, desert and aquatic ecosystems (ponds, streams, lakes, rivers, oceans, estuaries)

Pg.39

**References:**

**Text Books:**

- Agrawal, K.C. (2001). *Environmental biology*. Bikaner: Nidhi publishers Ltd.
- Frank, H. & Walter, H., (1976). *Turners school health education*. Saint Louis: The C.V. Mosby Company.
- Suggested References:
- Nemir, A. (N.D.). *The school health education*. New York:Harber and Brothers.
- Odum, E.P. (1971). *Fundamental of ecology*. U.S.A.: W.B. Saunders Co
- Related Sports Journals International & National Journals

**Web References:**

- [www.academicearths.org](http://www.academicearths.org)
- [www.coursera.com](http://www.coursera.com)
- Other centrally/state operated Universities / MOOC platforms such as "SWAYAM" in India and Ahmed.
- Encyclopedias



IHSVNC-301	<b>Garbh Sanskar</b>
Objectives	<ul style="list-style-type: none"> <li>• To understand the role of prenatal care.</li> <li>• To aware students about all stages of pregnancy and health issues.</li> </ul>
Unit-1	<b>Prenatal Development:</b> Meaning of prenatal Development, concept of conception, Process of conception, Early sign of pregnancy, symptoms of pregnancy, physiological changes during pregnancy, complication during pregnancy.
Unit-2	<b>Sanskar:</b> Scientific explanation of Garbh Sanskar, Different therapies in Garbh Sanskar, Garbh Samvaad, Fetal Communication to keep piece rapidly growing fetal brain mother establishes conversation with child in uterus by various means-Music, Storytelling, Thought transfer swadhyay Meditation
Unit-3	<b>Care of pregnant women:</b> Birth process. Maternal care. Nutrition during pregnancy. Dress during pregnancy.
Unit-4	<b>Care of the mother after delivery:</b> Ideal practices for the new mother. Role of health practitioner. Prenatal influences on fetus: family environment, social environment, maternal nutrition, age of mother.
Unit-5	Some essential activities during pregnancy. Yoga: Meaning and definition of yoga ,Role and importance of yoga as a Garbh Sanskar. Role of Ayurveda therapy during Pregnancy.
Practical	<p>Presentation and seminars on special topics .</p> <p>Preparation of Teaching Aids-Chart-Poster, Leaflet -pamphlet ,Booklet, Flipchart etc.</p>
References	<ol style="list-style-type: none"> <li>1.Guyton,A.c.(1985):Function of the Human Body,</li> <li>2.Gopalan.C.and Kaur S.(1989):Women and Nutrition in India, Nutrition Foundation in India.</li> <li>3. Brijesh Shukl, Karm Kaumudi, Nag Publisher, New Delhi.</li> <li>4.P.C. Mishra, Aj ka Vikasatamk Manovigyan, Sahitya prakashan , Agra</li> </ol>

Course ID	Course (DEC)
MHSEL401A/B/C	<b>Gender in Extension and Development</b>
Objectives	<ul style="list-style-type: none"> <li>• To understand the concept, need, relevance and dimensions of gender empowerment.</li> <li>• To get sensitized to gender disparities and problems of women.</li> <li>• To understand the efforts at different levels for empowering women</li> </ul>
Unit-1	<b>Gender and Development:</b> Concept of gender, gender roles, changing trends, gender analysis matrix; Shift from welfare to development and empowerment, gender in development, gender and development; National and international efforts for gender empowerment
Unit-2	<b>Status of Women:</b> Status- meaning, status of women-a situational analysis, demographic, education, employment, political and health (general, occupational and reproductive); Changing scenario.
Unit-3	<b>Violence Against Women:</b> Dowry, divorce, female foeticide and infanticide, domestic violence, sexual harassment and exploitation, portrayal of women in mass media; Efforts for elimination of all forms of discrimination.
Unit-4	<b>Policies and Programmes for Women's Development:</b> National Policy for Empowerment of women, policy perspectives, mainstreaming, a gender perspective in the development process; Economic empowerment: poverty eradication, micro-credit, self-help groups, women and agriculture, women and industry and support services; Social empowerment: education, health, nutrition, drinking water and sanitation, housing and shelter, environment; Legal empowerment: legal literacy on personal and family laws, role of family court and legal aid centers; Political empowerment: role of Panchayati Raj in the political empowerment of women.
Unit-5	<b>Support System:</b> Role and functions of the Department of Women and Child Development, Central Social Welfare Board, State Social Welfare Boards, National Commission for Women, Women's Development Corporation.
Practical	<ul style="list-style-type: none"> <li>• Study of women's status in a community</li> <li>• Identification of women's problems in a community</li> <li>• Preparation of an album on women's issues.</li> <li>• Visit to Women Welfare Organizations.</li> </ul>
References	<ol style="list-style-type: none"> <li>1. Choudhary, D.Paul- Child Welfare and Development.</li> <li>2. Desai, N and Pate, V., Indian Women: Change and Challenge in the International Decade.</li> <li>3. Singh, Surendra and Srivastavam S.P. Gender Equality Through Women's Empowerment:</li> <li>4. Strategies and Approaches</li> </ol>

**DISCIPLINE 3: Extension and Communication**

<b>Course ID</b>	<b>Course (Core)</b>
MHSCC-103	<b>Extension and Communication Concepts in Community Development</b>
Objectives	<ul style="list-style-type: none"> <li>• To be aware of the approaches to development.</li> <li>• To understand the existing support structure for development efforts.</li> <li>• To understand the process of communication in development work</li> </ul>
Unit-1	<b>Community:</b> Definition, concept and characteristics of a community; Structure and organization of different types of communities: tribal, rural and urban.
Unit-2	<p><b>Social groups and Organizations:</b> Concept, types, characteristics of different social groups, interests, attitudes and motivations for affiliation.</p> <p><b>Community Leadership:</b> Concept, leadership theories; patterns and characteristics of leadership in different communities; Role of leadership in community development.</p>
Unit-3	<p><b>Extension:</b> Meaning, changing concept of extension, philosophy, objectives, principles, functions, components of extension.</p> <p><b>Extension systems:</b> Outline of National Extension Systems in India: Community Development Programme, ICAR Extension System; State Agricultural Universities; KVK; Role of State Governments in Extension Programmes related to Community Health and other policies, Central Social Welfare Board, Panchayati Raj System.</p>
Unit-4	<b>Extension Teaching:</b> Methods and Process; Steps in extension teaching methods; Teaching Aids: types, characteristics and functions; Role of Media in the Process of Learning; Cone of Learning.
Unit-5	<b>Development Communication:</b> Definition, Nature, Role and Significance of Development Communication; Interrelation between Development and Development Communication; Models of Development Communication.
Practical	<ul style="list-style-type: none"> <li>• Preparation of Teaching Aids: Charts, Posters, Flash Cards and Literature</li> <li>• Visit to nearby slum areas and other places</li> <li>• Preparation of reports based on survey</li> </ul>
References	<ol style="list-style-type: none"> <li>1. Communication for Development in the Third World Theory and Practices (1991) . Sage Publication, New Delhi.</li> <li>2. Chaubey BK (1990) A Handbook of Education Extension, Jyoti Publication, Allahabad</li> <li>3. Singh , R. (1987)Text Book of Extension Sahitya Kala Prakashan , Ludhiana</li> <li>4. Extension Education in Community (1961) Ministry of Food and Agriculture, Government of India, New Delhi</li> <li>5. Extension Programme Planning, Oxford and IBH Publishing Company Pvt. Ltd. New Delhi</li> </ol>

**MA ECONOMICS  
SEMESTER-IV**

**GENDER ECONOMICS**

**Course Code: ECOEL- 401C**

**Credit: 04**

**Aim:** To introduce students to the discipline of Gender Studies and its specific purposes and perspectives and to understand the basic concepts of Gender Studies

**Unit 1: Defining Gender:** Difference between Gender and Sex, Types of Gender, Patriarchy, Gender Stereotypes, From Women's Studies to Gender Studies: A Paradigm Shift, Waves of Feminism, GDI, GEM, GNI, Gendered Social Movements, International Initiatives for Women Development

**Unit 2: Approaches to Gender:** Pre and Post- Colonial Feminism, Capability approach, Approaches to Women and development (WIN, WAD, GAD), Intersectionality

**Unit 3: Women and Health:** Reproductive Health, Family planning, New Reproductive Technology, Maternal Health, Violence against women and Mental health

**Unit 4: Women and Work:** Women in primary, secondary and tertiary sectors, Gender Gap in access to Resources and Control over Economic Resources, Gender Discrimination, Impact of gender equality on economic development, Marginalisation and Glass Ceiling, Gender issues at the work place.

**Unit 5: Contemporary Issues:** Women and Planning, Gender Budgeting, Gender Mainstreaming, Migration and Displacement of women, Women in Discourse

**Selected Readings:**

- Agarwal Bina, Gender Challenges, Oxford University Press
- Ahlawat Neerja, Gender Discrimination and Development Paradox, Rawat Publications, Jaipur
- Boserup Ester, Women's Role in Economic Development, George Allen and Unwin, Routledge
- Chattopadhyay S.K., Gender Socialization and the Making of Gender in the Indian Context, Sage
- Chowdhry Prem, Understanding Women's Land Rights: Gender Discrimination in Ownership, Sage
- Dreze J & Sen A, India: Development and Participation, Oxford University Press.
- John Mary E., Women Studies in India: A Reader, Penguin, India
- Judith Butler, Gender Trouble, Routledge
- Menon Nivedita, Seeing like a Feminist, Penguin
- Misra. Roli, Migration and Gender Construction: Women in Transition (ed) by Sage Stree
- Misra. Roli, Rethinking Gender (ed) by Rawat Publications, Jaipur
- Moser Caroline, Gender Planning and Development, Routledge

## **Paper-XIII Corporate Social Responsibility (SOC VNC-201)**

### **Rationale:**

India is the first country in the World to legislate Corporate Social Responsibility through Companies Act 2013. The Companies Act 2013 has introduced several new provisions which change the face of Indian Corporate Business; one of such new provisions is Corporate Social Responsibility (CSR). As per **India Company law 2013**, It is mandatory for companies to adopt a business – like approach and to create a strategic CSR framework, that leads to socio-economic development and curb environmental issues by promoting sustainable and scientific solutions, but where does these sustainable solutions come from? It comes from education in CSR, which lay seeds for better tomorrow and help fighting economic, social and environmental difficulties. The concept has evolved as a result of socio-economic deficits and provides a framework to survival and sustainability. Skilled CSR graduate plants the seed of better tomorrow, by thinking intensively innovative, welcoming and promoting social changes and evolve as productive leaders. The course has been designed to sensitize the students about government’s vision of increased higher education enrolments and promotion of CSR through classroom learning & skill enhancement. CSR education is about a new society and every corporation employee should have at least basic knowledge of CSR so that corporation can perform a better CSR instead of Just a CSR. The course will enlighten and empower to current and budding professionals with knowledge, people and business skills to excel as leaders in socially responsible corporates. Our students would be able to think progressively and contextually while integrating values, skills and acumen into better decision making process. The course is about People, Planet and Profit.

The course would be a value addition to current education which not only increase students’ potential, but also help them to think and implement more progressively and contextually while integrating imbibed values, job core functions and acumen into better decision making.

**Unit- I:** Module 1: Introduction to CSR: What and Why of CSR, Emergence of CSR: History and current scenario

**Unit- II:** Stakeholders: Organization, Government, Society and Regulatory Environments

**Unit- III:** Planning and Implementing CSR activities, Issues in Indian Economy and Social Development

**Unit- IV:** Evaluating and developing CSR activities, Corporate Governance Social Impact Assessment and CSR Audit;

**Unit- V:** CSR and Sustainability and Case Studies (Sector specific); Role of Civil Society; Sustainable Development Goals (SDGs)

### **REFERENCES:**

Werther, William B and David Chandler Strategic Corporate Social Responsibility: Stakeholders in a Global Environment.

The business of social responsibility — Harsh Sluivastava , books for change, Bangalore, Yr 2005.

Corporate social responsibility — concepts and cases, CV. Baxi, yr 2005. .





## **Paper-XI Perspectives on Indian Society (SOC CC-205)**

**Objectives:** This course aimed to familiarize students with perspectives on Indian society in relation to thought and theory in sociology. This course is designed as a core course to equip the student with a second theoretical understanding of the development of sociological "understanding of Indian society. In a way it is also Sociology of Indian society. Beginning with the orientalist and industrial construction of India. The student is exposed to the developments in what may be called main stream sociology of India. Contributions of D P Mukherjee, G S Ghurye, M N Srinivas, Louis Dumont, Andre Beteille, and others are sought to be understood in the context of the changes and shifts in sociological paradigm.

**Unit-I:** Indological /Textual – G. S. Ghurye and Louis Dumont; Synthesis of Textual and Field Views – Irawati Karve.

**Unit-II:** Structural-functional Approach – M. N. Srinivas, S.C. Dube and B. R. Chauhan

**Unit-III:** Marxian Approach – D. P. Mukerji, A. R. Desai and Ramkrishna Mukherjee.

**Unit-IV:** Civilizational View – N. K. Bose and Surjit Sinha;

**Unit-V:** Subaltern Perspective – B. R. Ambedkar and David Hardiman; Weberian Approach: Andre Beteille and T. K. Oommen

### **READINGS:**

Beteille, Andre. 1967. *Caste, Class and Power*, New Delhi: Oxford University Press.

Bose, N. K. 1972. "An Anthropological View of Indian Civilization", *Man in India*, 52 (2).

----- 1975. *The Structure of the Hindu Society*, New Delhi: Orient and Longman

Chauhan, B. R. *A Rajasthan Village*, 1967. New Delhi: Associated Publishing House.

Desai, A.R. 1966. *Social Background of Indian Nationalism*, Bombay: Popular Prakashan.

Dhanagre, D. N. 1993. *Themes and Perspective in Indian Sociology*, Jaipur: Rawat.

Dube, S.C. 1955. *Indian Village*, London: Routledge and Kegan Paul.

----- 1955. *India's Changing Villages*, London: Routledge and Kegan Paul.

Dumont, L. 1970. *Homo Hierarchicus: The Caste System and Its Implications*, London: Routledge and Kegan Paul and Nicolson.

Ghurye, G.S. 1969. *Caste and Race*, Bombay: Popular Prakashan,

Gore, M.S. 1993. *The Social Context of an Ideology: The Social and Political Thoughts of Babasaheb Ambedkar*, New Delhi: Sage.

**B.Sc. (SEMESTER-IV)**

**BOTANY**

**BOT-401T: ECOLOGY, SOIL SCIENCE AND ENVIRONMENTAL POLLUTION**

**Theory-4 Credits**

**Course Outcome:**

After the completion of the course the students will be able to:

1. Appreciate complex interrelationship between organisms and environment
2. Understand methods for studying vegetation, community patterns and processes, ecosystem functions, and principles of phytogeography
3. Gain knowledge that is critical in evolving strategies for sustainable natural resource management and biodiversity conservation

**Unit- I**

Ecosystem: Concepts and components.  
Kinds of ecosystems; Food chains, webs and ecological pyramids.  
Plant community and Plant succession - hydrosere, xerosere etc.  
Ecology: definition and scope.  
Ecological adaptations and ecological groups: hydrophytes, xerophytes, halophytes

**Unit-II**

Phytogeography: Biogeographic regions of India and world, Agroecological and Floristic zones of India . Natural vegetation of India, static and dynamic plant geography, basic principles governing geographical distribution of plants, Phytogeographical regions of India, Vegetational types in Uttar Pradesh.

**Unit III**

Mineral resources of planet earth, conservation of mineral resources.  
Soil science: soil formation, profile development; soil composition.  
Properties of soil (Texture, density, temperature, organic matter, soil pH, ion exchange)  
Soil types, properties and various problem soils  
Soil erosion and soil conservation.  
Problem soils and their reclamation.

**Unit-IV**

Environmental pollution: air, water, soil, radioactive, thermal and noise pollutions;  
their sources, effects and control.





# लखनऊ विश्वविद्यालय, लखनऊ

आवश्यक

संख्या : लवि/पनिका/2015-295/  
दिनांक: 17.08.2015

सेवा में,

1. समस्त संकायाध्यक्ष।
2. समस्त विभागाध्यक्ष।
3. विशेषकार्याधिकारी, आई०एम०एस०।
4. लखनऊ विश्वविद्यालय से सहयुक्त समस्त महाविद्यालयों के प्राचार्य/प्राचार्या।

विषय: राष्ट्रगौरव व इन्वॉयरमेंटल स्टडीज आर्डिनेन्स 2015 का प्रेषण तथा उसे कार्यान्वित किये जाने के सम्बन्ध में।

महोदय/महोदया,

उपर्युक्त विषय के सन्दर्भ में लखनऊ विश्वविद्यालय तथा सहयुक्त महाविद्यालयों में विज्ञान/वाणिज्य/कला विषयों में संचालित समस्त यू०जी० पाठ्यक्रमों के विद्यार्थियों के सम्बन्ध में राष्ट्रगौरव व इन्वॉयरमेंटल स्टडीज आर्डिनेन्स 2015 संलग्न कर प्रेषित करते हुए अनुरोध है कि उक्त के अनुसार विद्यार्थियों को सूचित करने का कष्ट करें, कि उन्हें शैक्षिक सत्र 2015-16 की वार्षिक परीक्षा में उक्त पाठ्यचर्यानुसार परीक्षा सम्मिलित होना अनिवार्य है तथा आर्डिनेन्स के अनुसार पठन-पाठन की व्यवस्था समयानुसार सुनिश्चित कराने की कृपा करें।

2. यह आर्डिनेन्स सत्र 2015-16 में समस्त स्नातक पाठ्यक्रमों में प्रवेशित विद्यार्थियों से अनुवर्ती शैक्षिक सत्रों में लागू होंगे।
3. कृपया इस पत्र तथा आर्डिनेन्स को दृश्य स्थानों पर सूचना पट्टों पर चरपा करवाते हुए सत्र 2015-16 में प्रथम वर्ष में प्रवेश लेने वाले विद्यार्थियों को उक्तानुसार अवगत कराना सुनिश्चित करने की कृपा करें।

संलग्नक: यथोपरि।

पृष्ठांक संख्या एवं दिनांक: उपरोक्त।

प्रतिलिपि निम्नलिखित को सूचनार्थ एवं आवश्यक कार्यवाही हेतु प्रेषित:-

1. सचिव कुलपति को माननीय कुलपति जी के अवलोकनार्थ।
2. वैयक्तिक सहायक प्रतिकुलपति को मा० प्रतिकुलपति जी के अवलोकनार्थ।
3. कुलसचिव।
4. वित्त अधिकारी।
5. निदेशक, आई०पी०पी०आर०।
6. प्रभारी, वेवसाइट।
7. प्रोग्रामर, डी०टी०पी० अनुभाग।
8. समस्त उप कुलसचिव/सहायक कुलसचिव।
9. सूचना एवं गाइडेन्स ब्यूरो।
10. परीक्षा नियंत्रक कार्यालय।

भवदीय,

*S. S. Shukla*

(एस० के० शुक्ल)  
परीक्षा नियंत्रक।

*S. S. Shukla*

(एस० के० शुक्ल)  
परीक्षा नियंत्रक।

## UNIVERSITY OF LUCKNOW, LUCKNOW

(Approved by Executive Council in her meeting dated 05-06-2015 vide item no. 05/2015-07)

### RASHTRA GAURAV AND ENVIRONMENT STUDIES ORDINANCE 2015

1. This ordinance shall be applicable from the session 2015-16 onwards.
2. There would be one compulsory non credit paper 'Rashtra Gaurav and Environment Studies' at the Bachelors level.
3. It would be mandatory for all students at Bachelors level to pass this subject.
4. The teaching in the paper 'Rashtra Gaurav and Environment Studies' would be based on a combination of self study, assignments and contact classes.
5. Study material for the paper 'Rashtra Gaurav and Environment Studies' would be publishes on the University website.
6. **The question paper in 'Rashtra Gaurav and Environment Studies' would be of 100 marks** and would consist of 100 objective type questions with equal emphasis on all units of the syllabus. The students would be awarded +1 for each right answer and 0 for wrong or non attempted answer.
7. **The minimum pass marks will be 40.**
8. In case of Passing or Failing in the Rashtra Gaurav and Environment Studies paper only "PASS" or "FAIL" shall be mentioned on the marksheet of the examinee's.
9. This paper shall be compulsory for all 1st year Undergraduate students and **no grace marks shall be awarded in this paper, however back paper facility shall be given in IIrd and IIIrd year of the course.**
10. **A Student who fails to pass the Rashtra Gaurav and Environment Studies paper shall not be awarded Degree.**

### SYLLABUS

#### UNIT -1

- 1- Indian Society: Unity in Diversity
- 2- Indian Culture: Art forms, Literature and Architecture in India from ancient to modern times
- 3- Issues of gender equality and role of women's organisation.
- 4- Issues of poverty, development and urbanisation.
- 5- Social empowerment,
- 6- National and International awards and awardees.

#### UNIT-2

1. Impact of globalisation on Indian Society: Education, Health and Economy
2. Development of Science and technology in India
3. Issues relating to intellectual property rights.
4. Cultural heritage in India and important tourist destinations

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### UNIT-3

1. Multidisciplinary nature of environmental studies
2. Definition, scope and importance
3. Need for public awareness
4. Natural resources and associated problems.
  - a. Forest resources: Use and over-exploitation, deforestation.
  - 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,
  - d. Food resources: World food problems,
  - e. Energy resources: renewable and non renewable energy sources.
  - f. Land resources: Land as a resource, land degradation, soil erosion and desertification.
5. Role of an individual in conservation of natural resources.

### UNIT-4

1. Ecosystems: Concept and structure
  - a. Forest ecosystem
  - b. Grassland ecosystem
  - c. Desert ecosystem
  - d. Aquatic ecosystems
2. Biodiversity and its conservation
3. India as a mega-diversity nation
4. Hot-spots of biodiversity.
5. Environmental Pollution: 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
6. Solid waste Management: Causes, effects and control measures of urban and industrial wastes.
7. Role of an individual in prevention of pollution.

### UNIT-5

1. Disaster Management: floods, earthquake, cyclone and landslides.
2. Social Issues and the Environment
3. Concept of Sustainable development
4. Environmental Protection Act
5. Environmental ethics: Issues and possible solutions, Eco-Feminism.
6. Climate change, global warming,
7. Human Population and the Environment
8. Population explosion – Family Welfare Programme.
9. Human Rights & Value Education.
10. Women and Child Welfare.

Ashutosh