

CBSS SYLLABUS FOR ENVIRONMENT AND PUBLIC HEALTH

1 Credits/Week= 3hrs/Week, 40hrs/semester

70 Marks

Unit I - Linkages between Environment and Health

Hours

Understanding linkages between Environment and Public Health: Effect of quality of air, water and soil on health. Perspective on Individual health: Nutritional, socio-cultural and developmental aspects, Dietary diversity for good health; Human developmental indices for public health.

06

Unit II - Climate Change and Implications on Public Health

Global warming - Agricultural practices (chemical agriculture) and Industrial technologies (use of non-biodegradable materials like plastics, aerosols, refrigerants, pesticides); Manifestations of Climate change on Public Health- Burning of Fossil fuels , automobile emissions and Acid rain.

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Unit III – Diseases in Contemporary Society

Definition- need for good health- factors affecting health. Types of diseases - deficiency, infection, pollution diseases- allergies , respiratory, cardiovascular, and cancer Personal hygiene- food - balanced diet. Food habits and cleanliness, food adulterants, avoiding smoking, drugs and alcohol.

Communicable diseases: Mode of transmission -epidemic and endemic diseases. Management of hygiene in public places - Railway stations, Bus stands and other public places. Infectious diseases: Role of sanitation and poverty case studies on TB, diarrhea, malaria, viral diseases .Non-communicable diseases: Role of Lifestyle and built environment. Diabetes and Hypertension.

10

Unit IV - Perspectives and Interventions in Public Health

Epidemiological perspectives — Disease burden and surveillance; Alternative systems of medicine - Ayurveda, Yoga, Unani, Siddha and Homeopathy (AYUSH); Universal Immunization Programme (UIP); Reproductive health-Youth Unite for Victory on AIDS (YUVA) programme of Government of India. Occupational health hazards-physical-chemical and biological. Occupational diseases- prevention and control.

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Unit V - Environmental Management Policies and Practices

Municipal solid waste management: Definition, sources, characterization collection and transportation and disposal methods. Solid waste management system in urban and rural areas. Municipal Solid waste rules.

Policies and practices with respect to Environmental Protection Act, Forest Conservation Act, Wild life protection Act, Water and Air Act, Industrial, Biomedical and E waste disposal rules.

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Assignment /Field Work

- Examining local cuisines for dietary diversity.
- Examining National Health Survey data e.g. National Family Health Survey, Annual Health surveys.
- Survey of Immunization coverage in a particular area.
- To establish if there is a relation between GDP and life expectancies/Health parameters.
- Survey of Respiratory allergies.
- Examining household/institutional/market/neighborhood wastes and their disposal mechanism.
- Survey of households along the Arkavathi and Cauvery River for life expectancy and common ailments and diseases.
- Determine the extent of use of paper and suggest means of reducing the use of paper and paper products.
- Documentation of festival/fasting and mapping of agro-ecological cycles.
- Definitions of poverty - Governmental policies on poverty mitigation - facts and fiction.
- Health indicators vis- a-vis income groups.
- Deforestation and flooding - myth or fact?
- Smoking and Lung Cancer
- Estimation of water-demands of a city/town.
- Adapting water-harvesting technology - survey, sustainability.

- Quantitative relation between bio-resource and consumer products - bathing soap, paper, furniture & construction as related to trees.
- Differential access to water - demand and actual access.
- Transport losses in water supply.
- Storage losses in food grain.
- Study of sewage treatment plants.
- Social perspective - child-health and small scale industries.
- Document infant immunization.
- Studying effective programme implementation - Reproductive health.
- Opportunities of physical activities in neighborhood - Study of built environment - Land-use pattern in Urban Settlements.
- Air quality in Delhi.
- Changing transport means in Delhi - CNG.
- Rituals and environmental pollution e.g. water, noise, air.
- Dialogue with doctors and paramedics.
- Methods of consultation of doctors.
- Population pressure/growth and resource degradation.
- Nutritional disorders/deficiencies in different populations groups-surveys.
- Compose and enact street plays. Create posters/ audio-video materials/ greeting cards highlighting environmental issues.
- Collecting information on medicinal plants.
- Collecting information from elders and other prominent persons.
- Occupational hazards and health issues.
- Water-borne diseases - exacerbation by irrigation projects.
- Alternate medicines - use of therapies for different diseases categories.
- Lifestyle diseases.
- Pollutants in air/water/soil and their effect on health.
- FDI in specific manufacturing Industries and local health problems.
- Differential pricing policy of petroleum products and environmental pollution - case studies.
- Wildlife Protection Act - case studies.
- Bhopal Gas Tragedy- Science, Laws and Public Health
- Changing Human Development Indices over time – in India/other countries.
- Supply, demand and gap filling –role of ground water

References

1. Indian Academy of Paediatrics. (2011). *Guidebook on Immunization*. mfc bulletin, 45-50.
2. Nandini N, Sunitha N. and Sucharita Tandon, (2007), *Environmental Studies*, Sapna Book House, Bangalore
3. Michel, Mckinney, Robert and Logan (2007). *Environmental Science – Systems & Solutions*. Jones & Barlett Publishers, Canada.
4. Minkoff, E., & Baker, P. (2003). *Biology Today: An Issues Approach* (3 ed.).
5. Park, K. (2011). *Preventive and Social Medicine*. Benarsi Das Publications, (pp. 16- 19,24-27).
6. *Public Health Nutrition in Developing Countries Part-2*). Wood head Publishing India.
7. Sadgopal, M., & Sagar, A. (2007, July-September). Can Public Health open up to the AYUSH Systems and give space for People’s views of health and disease?.
8. Sekhsaria, P. (2007). Conservation in India and the Need to Think Beyond 'Tiger vs. Tribal'. *Biotropica*, 39(5), 575-577.
9. Tyler Miller and Scott E. Spoolman 'Environmental Science' (2012) 13th edition First Indian Reprint Chapters 14-17 (total pages 108) Cengage Learning, New Delhi. www.cengage.co.
10. UNDP. (2013). *The Human Development Report, The Rise of the South: HumanProgress in Diverse World*. New York: UNDP, (also available in Hindi),
11. Wani, M., & Kothari, A. (2007, July 15). Protected areas and human rights India: the impact of the official conservation model on local communities. *Policy Matters*, 100-114.

E-resources:

1. www.traditionalmedicine.nic.in
2. www.moef.nic.in
3. www.iucn.org/india/
4. www.who.int
5. www.wwfindia.org
6. www.unep.org

Bengaluru Central University

DEPARTMENT OF POLITICAL SCIENCE

INDIAN CONSTITUTION AND HUMAN RIGHTS

(Compulsory Paper for all U.G. Courses)

Chapter 1: Indian Constitutional philosophy

- a) Features of the constitution; preamble
- b) Fundamental Rights and Fundamental Duties
- c) Directive Principles of State Policy

Chapter 2: Union and state Legislature, Executive and judiciary

- a) Union parliament and state Legislature: Powers and functions
- b) President, prime minister and council of ministers
- c) State Governor, Chief minister and council of ministers
- d) The Supreme Court and High Court; Powers and Functions

Chapter 3: Concept and Development of Human Rights

- a) Meaning Scope and Development of Human Rights.
- b) First, Second, Third and Fourth Generation Human Rights
- c) U.N. and Human Rights – UNHRC
- d) Human Rights Groups- Amnesty international & Human Rights Watch.

Chapter 4: Human Rights in India

- a) Protection of Human Rights Act, 1993 (NHRC and SHRC)
- b) Judicial Activism and Human Rights
- c) Women Rights, Child rights, Green Rights, Minority rights, Tribal rights and LGBT Community.

Essential Reading

- Bakshi, P.M. (2012). *The Constitution of India*. New Delhi: Universal Law.
- Fadia, B.L. (2013). *Indian Government and Politics*. Agra: Sahitya Bhawan.
- Ghai, K.K. (2012). *Indian Government and Politics*. Noida: Kalyani.
- Ghosh, P. (2012). *Indian Government and Politics*. New Delhi: PHI Learning.
- Avasthi, AP. (2012). *Indian Government and Politics*. Agra: Lakshmi Narain Agarwal.
- Kashyap, S. (2011). *Our Parliament*. New Delhi: National Book Trust.
- Kashyap, S.C. (2011). *Our Constitution*. New Delhi: National Book Trust.
- Saxena, R. and Singh, M.P. (2011). *Indian Politics: Constitutional Foundations and Institutional Functioning*. New Delhi: PHI Learning.
- Chakrabarty, B. and Pandey, R.K. (2008). *Indian Government and Politics*. New Delhi: Sage.
- Johari, J.C. (2004). *The Constitution of India: A politico-Legal Study*. New Delhi: Sterling.

CULTURE, DIVERSITY AND SOCIETY

2 Credits

Max. Marks: 100

Hours of Teaching: 42

Objectives

- To help B.Sc. and B.C.A. students gain a better understanding and comprehension of Indian culture, diversity and society.
- To instil in the students a healthy respect for the rich diversity in Indian society and culture.
- To help them understand the problems of rural society.
- To develop in them the secular values of tolerance, communal amity and peaceful co-existence.
- To help them address the contemporary challenges before Indian society like communalism, ethnocentrism and gender discrimination.
- To remind the youth that they have a key role to play in the promotion of national integration, and in promoting the unity and integrity of the country.

Syllabus

Unit-1: Understanding the Diversity of Indian Society

(12-14 Hours)

- Geographical diversity. 5 Hrs.
- Religious diversity. 3 Hrs.
- Cultural diversity. 2 Hrs.
- Unity in Diversity. 2 Hrs.

Unit-2: Family, Caste, Village and Women in India

(12-14 Hours)

- Family as a basic institution of Indian Society; Indian family in transition. 3 Hrs.
- Social stratification and disparities; the Caste System and its evils; the predicament of the weaker sections: Scheduled Castes and Tribes; Backward Classes and Religious Minorities. 4 Hrs.
- Rural society and its problems; Rural-Urban migration. 3 Hrs.
- Gender Discrimination; Violence against women; Measures to improve the status of women. 3 Hrs.

- Child labour; Migrant labour; Bonded labour; Contract labour. 4 Hrs.
 - Mass Media and its impact on society. 2 hrs.
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Reference List

- Beteille, Andre, *Social Inequality*, New Delhi, OUP, 1974.
 - Bose, N.K., *Culture and Society in India*, Bombay, Asia Publishing House, 1967.
 - Deshpande, Satish, ed., *The Problem of Caste*, Orient Blackswan, 2014.
 - Dube, S.C., *Indian Village*, London, Routledge, 1955.
 - Dube, S.C., *Society in India*, New Delhi, National Book Trust, 1990.
 - Jodhka, Surinder, *Village Society*, Orient Blackswan, 2012.
 - Lannoy, Richard, *The Speaking Tree: A Study of Indian Society and Culture*, New Delhi, OUP, 1971.
 - Majumdar, D.N., *Races and Cultures of India*, Bombay, Asia Publishing House, 1958.
 - Mukherjee, D.P. *Diversities*, Delhi, People's Publishing House, 1958.
 - Satyamurty, T.V., *Region, Religion, Caste, Gender and Culture in Contemporary India*, New Delhi, OUP, 1996.
 - Srinivas, M.N., *India: Social Structure*, New Delhi, Hindustan Publishing Corporation, 1980.
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Scheme of Examination

End-Semester Examination:	70 marks
Internal Assessment:	<u>30 marks</u> (Test/s: 20 marks; Seminar: 5 marks; Project: 5 marks)
<u>Total:</u>	<u>100 marks</u>

Question Paper Pattern for End-Semester Examination

- 40 Multiple-Choice Questions x 1 mark = 40 marks
 - 15 Multiple-Choice Questions x 2 marks = 30 marks
- Total = 70 marks**
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Eligibility for Teaching

The Paper shall be taught by a qualified Post-Graduate teacher from the Arts/Social Sciences/Humanities faculty, preferably from the Department of Sociology. If the Sociology teachers are available in the college, it shall be taught by them. If the Sociology teachers are not available, other faculty from the Arts/Social Sciences/Humanities can teach the paper.
