

Lady Irwin works strongly with respect to creating a strong lineage in understanding the mainstreaming socio-cultural issues and putting it in its teaching pedagogy. Gender equity and sustainability are core values that are interwoven in curricular and co-curricular activities of the college. In this regard, the college has always consciously made concentrated efforts using innovative strategies and approaches.

Working with Communities

Working with communities is a key focus of all programmes in the college and sensitizes students to various social issues and segments of society. This is an opportunity for them to understand current issues such as human rights, livelihood, community resource mobilization and the socio cultural diversity of people. It further helps in enriching and enhancing the quality of experience for our students.

Both at the UG and PG level, various departments, organize regular events around social issues. Yuva Shakti Mela, annual program involves participation of stakeholders for advocating health, gender and issues of adolescents. Field trips are organized consistently by respective departments to provide an opportunity to students for direct experiential learning in conjunction with sound theoretical base. The various departments encourage students to attend seminars, conferences, symposiums and discussions organized in the city and around for in-depth holistic understanding of issues.

Experiential Learning

As part of the curriculum, the students engage in a range of community development tasks that help them recognize the needs of different community stakeholders and empathetically understand the challenges they face. As part of many courses the students get to work with persons from disadvantaged backgrounds, like persons with disabilities, victims of substance abuse, neo-literate women and girls, elderly etc. College departments regularly organize workshops and training sessions that enable students to develop understandings and specific skills for actively engaging with these groups in community outreach /extension activities according to their niche area. Experiential learning of this nature is designed to have a long term impact on the overall personality of the students.

The Each one Enable one is one of the oldest community outreach programmes of the college. Students engage with adolescents and women from marginalized community groups for imparting functional literacy. Special orientation programmes are organized to orient and develop skills amongst students to undertake literacy and other activities as per the needs of the individuals. Ongoing since the early 1980s, the programme has enabled generations of students comprehend the disparities they witness and opt for ethical practices while engaging with people at the grassroots.

Inclusive Atmosphere

At Lady Irwin College we believe that ethics and fair practices should always be given priority. Therefore, various mechanisms have been put in place to ensure that each student gets equal

opportunity without any bias from college. Equal Opportunity Cell in college guarantees that students with special needs are admitted and get support from the faculty whenever required. For last few years, students from the North-East India have been given special attention to prevent them from feeling marginalized at any point and are encouraged to remain in regular touch with the students' advisor and their nodal officer from the faculty for any of their issues and concerns.

We attempt to impart moral and ethical values not as mere concepts but encourage these to be adopted as day-to-day practices both by the faculty and students community. These concepts are inter-woven in the transaction of our curriculum. Participating in the college co-curricular and cultural societies is an integral part of students' life at college and students get to practice ethics while participating and organizing events. We strive to make our students socially and ethically rooted citizens.

Ethics in Research

Special focus has been given to ethical practices in research. College has a recognized Institutional Ethics Committee that scrutinizes all Masters and Ph.D. research proposal as well as projects and research grants. Departments also have Technical Research Board committees consisting faculty members and external experts as per the mandates of the ICMR ethic committee formulation guidelines. These systems have been created to underline the relevance of ethics and best practices in research to meet the international standards. Special FEP was organized for orienting faculty members about Ethics issues and protocols to be adhered to in researches and projects. Special sessions on Plagiarism in association with university Library personnels have been regularly organized for faculty, doctoral and PG students.

Teaching Life Skills

Developing Life Skills in our students is a cross cutting aspect inbuilt into the curriculum and is especially oriented towards better employability and responsible citizenship. Strong emphasis is provided in building the value base and humanitarian outlook amongst the students. Special workshops and sessions are organized for developing professional skills which not only build their professional skills in resume writing, conducting group discussions, creating portfolios but also ethical work practices and work life balance.

Sensitization through Co-curricular Activities

Co-curricular activities have also been encouraged in this respect. The various student bodies and student led initiatives also focus upon current socio-economic political debates of society. For instance, societies like Eco Club work towards spreading awareness and persuade students, faculty and general public to follow healthy lifestyles and how to create and become part of clean environment. Dramatics and Fine arts society have focused on issues of violence against women, LGBT rights, Autism in the past.

Curriculum depicting Cross- cutting issues relevant to Gender, Environment and Sustainability, Human Values and Professional Ethics

B.sc. (Honours) Home Science

Course Title – CC 4: Resource Management

**Core Course 4: RESOURCE MANAGEMENT
(CREDITS: THEORY-4, PRACTICAL-2)**

THEORY

LECTURES: 60

Unit I: Introduction to Resource Management

18

- Concept, universality and scope of management
- Approaches to management
- Ethics in management
- Motivation Theory

Unit II: Resources

20

- Understanding meaning, classification and characteristics of resources, factors affecting utilization of resources.
- Maximizing use of resources and resource conservation.
- Availability and management of specific resources by an individual/ family
 - Money
 - Time
 - Energy
 - Space
- Application of Management Process in:
 - Event Planning & Execution

Unit III: Functions of Management: An overview

22

- Decision Making
- Planning
- Supervising
- Controlling
- Organizing
- Evaluation

Course Title - DSE 13: Child Rights and Gender Justice

DSE 13: CHILD RIGHTS AND GENDER JUSTICE (CREDITS: THEORY-4, PRACTICAL-2)

THEORY

LECTURES: 60

Unit I: Introduction to Child Rights

15

- Child rights: concept

46

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- Demographic profile of Indian children
 - Disadvantage, deprivation and social exclusion with reference to children
 - Laws, policies and programmes for children in India
 - UNCRC

Unit II: Children in need of care and protection

15

- Vulnerable groups: causes and consequences
- Street, homeless, institutionalized and working children
- Child Abuse
- Child Trafficking
- Children in conflict with the law
- Children living with: chronic illness, HIV

Unit III: Social construction of gender

14

- Socialization for gender: gender roles, stereotypes and identity
- Gender in the workplace and in public spaces
- Contemporary influences: media and popular culture
- Demographic profile of women and children in India

Unit IV: Gender and Indian society

16

- Sex and Gender, Masculinity and Femininity, biological and cultural determinants
- Patriarchy and social institutions
- Being male and female in Indian society-social traditions and contemporary issues
- Exploring the issues of violence against females
- Laws, policies and programmes for children and women

PRACTICAL

1. Visits to organizations working in the area of Child Rights and Gender to understand their objectives, programmes and experiences.
2. Workshops on relevant issues like Gender, domestic violence, gendering of public spaces
3. Understanding child rights and gender issues in diverse social groups through field visits and interactions
4. Media portrayals of women and children.

RECOMMENDED READINGS

- Agarwal, A. & Rao, B.V. (2007). Education of Disabled Children. New Delhi: Eastern Book Corporation.
- Agnes, F. (1999). Law and Gender Inequality: The politics of Women's Rights in India. Oxford University Press.

Course Title - DSE 13: Gender, Media and Society

DSE 15: GENDER, MEDIA AND SOCIETY (CREDITS: THEORY-4, PRACTICAL-2)

THEORY

LECTURES 60

Unit I: Social construction of Gender

15

- Concept of gender
- Differences between sex and gender
- Patriarchal social order and status of women
- Socio Cultural practices influencing women's status development
- Shifts in Status of women – historical and contemporary perspectives
- Feminist theories and perspectives
- Role of Media in construction of gender

Unit II: Gender and Development

20

- Concept of Gender and Development – Indicators of human and gender development
- Approaches to women's participation in development
- Status, issues and challenges in context to violence against women,
- Gender differentials: Women and health, women and education, women's work and economic participation, women and leadership

Unit III: Gender and Media

15

- Social construction of gender reality by contemporary media
- Media and perpetuation of gender stereotypes: Rhetoric of the image, narrative
- Mainstream media and gender
- Representation of women in media in political, cultural and social landscape
- Researching and analyzing media from a gender perspective: In broadcast, print, new media.
- Gender and ICTs

Unit IV: Gender, Law and Advocacy

10

- Human rights and Right to development
- Women, Human Rights and Women's right to access information
- Framework for gender responsive media and gender mainstreaming
- Gender and media ethics

PRACTICAL

1. Analysis of gender differentials using development indicator
2. Gender based analysis of media with special reference to portrayal of women.
3. Case studies for programmes and campaign for women's development.

RECOMMENDED READINGS

- Bhasin, Kamla (2000). Understanding Gender. New Delhi. Kaali for Women.
- Goel, A, Kaur, A and Sultana, A (2006). Violence against women: Issues and Perspectives. New Delhi, Deep& Deep Publishers.
- Sohoni, K Neeraja, (1994), Status of Girls in Development Strategies, New Delhi, Har-Anand Publications.

Course Title – SEC 19: Resources and Sustainable Development

SEC 9: RESOURCES AND SUSTAINABLE DEVELOPMENT (CREDITS 2 : PRACTICAL 2)

PRACTICAL

- Introduction to concept and dimensions of sustainable development, major conferences and agreements on sustainable development - Power point presentation and group discussion 1
- MDG's and challenges to sustainable development (Climate and Global Change, Energy, Water Resources, Population, Economic Development, etc.); (Case study approach) 2

74

- Water/Air analysis - Lab testing and class presentation 2
- Experiential learning through field visit: Sewage treatment plant/ Vermicomposting unit/ Air Monitoring Laboratory/ Environment Pollution Detecting Laboratory/ Rain Water Harvesting System/ Biogas Plant/ Green Building/ Ecotel Hotel/ CPCB/ Greenhouse/ Solid Waste Management Plant/ hydro/thermal power plants/ Environmental Agencies or National Parks/ Sanctuaries/ Biosphere Reserves. 2
- Development of awareness programme on sustainable consumption practices for masses. 6
- A Survey related to environmental issues amongst the citizens: Data to be collected and analyzed statistically with suggestions for environmental management Or Secondary data collection/Case profile of any one govt. or non-govt. organization that contributed to environmental protection in India. 1

Course Title – GE 5: Gender and Social Justice

GE 5: GENDER AND SOCIAL JUSTICE (CREDITS : THEORY 5 , TUTORIAL 1)

THEORY

LECTURES: 75

Unit I: Understanding Gender

18

- Sex and gender
- Masculinity and femininity
- Biological & cultural determinants of being male & female

Unit II: Social Construction of Gender

20

- Socialization for gender
- Gender roles, stereotypes and identity
- Influences on gender: mythology, literature, work, media, popular culture, caste

Unit III: The girl Child and Women in India

18

- Demographic profile
- Status of health, nutrition & education
- Female feticide, infanticide and violence against women

Unit IV: Gender Justice

19

- Women's movement in India
- Laws, policies & programs for female children and women

Course Title – GE 10: Gender, Media and Society

GE 10: GENDER, MEDIA AND SOCIETY (CREDITS: THEORY - 5, TUTORIAL - 1)	
THEORY	LECTURES: 75
Unit I: Social construction of Gender	20
<ul style="list-style-type: none"> • Concept of gender • Differences between sex and gender • Patriarchal social order and status of women • Socio Cultural practices influencing women's position in development • Shifts in Status of women – historical and contemporary perspectives • Feminist theories and perspectives • Role of Media in construction of gender 	
Unit II: Gender and development	20
<ul style="list-style-type: none"> • Concept of Gender and Development – Indicators of human and gender development • Approaches to women's participation in development • Status, issues and challenges in context to violence against women, • Gender differentials: Women and health, women and education, women's work and economic participation, women and leadership • Legal provision for women's rights 	
Unit III: Gender and Media	20
<ul style="list-style-type: none"> • Social construction of gender reality by contemporary media • Media and perpetuation of gender stereotypes: Rhetoric of the image, narrative • Mainstream media and gender • Representation of women in media in political, cultural and social landscape • Researching and analyzing media from a gender perspective: In broadcast, print, new media • Gender and ICTs 	
Unit IV: Gender, law and Advocacy	20
<ul style="list-style-type: none"> • Human rights and Right to development • Women, Human Rights and Women's right to access information 	

112

- Mainstream media and gender
- Representation of women in media in political, cultural and social landscape
- Researching and analyzing media from a gender perspective: In broadcast, print, new media
- Gender and ICTs

Unit IV: Gender, law and Advocacy	20
<ul style="list-style-type: none"> • Human rights and Right to development • Women, Human Rights and Women's right to access information 	

112

- Framework for gender responsive media and gender mainstreaming
- Gender and media ethics

TUTORIAL

- Gender based analysis of media with special reference to portrayal of women.
- Participation in campaigns for empowering women.
- Case studies for programmes and campaign for women's empowerment.

RECOMMENDED READINGS:

- Bhasin, Kamla (2000). Understanding Gender. New Delhi. Kaali for Women.
- Goel, A, Kaur, A and Sultana, A (2006). Violence against women: Issues and Perspectives. New Delhi, Deep& Deep Publishers.
- Sohoni, K Neeraj, (1994). Status of Girls in Development Strategies, New Delhi, Har-Anand Publications.
- Stevenson, N (2002). Understanding Media Studies: Social Theory And Mass Communication, 2nd edition, Sage publications
- Vivian, J (2012). The Media Of Mass Communication, Pearson

B.SC. PROGRAM HOME SCIENCE

Course Title – DSE 2B: Child Rights and Gender Empowerment

DSE 2 B : CHILD RIGHTS AND GENDER EMPOWERMENT (CREDITS: THEORY-4, PRACTICAL-2)

THEORY	LECTURES 60
Unit 1 Understanding Child Rights	15
<ul style="list-style-type: none">• Meaning of Child Rights and Convention on Child Rights• Knowing disadvantage and exclusion in relation to children• Demographic profile of the child in India• The role of state, family and children in promotion and protection of child rights	
Unit 2 Children in Difficult circumstances	15
<ul style="list-style-type: none">• Street children, working children and homeless children• Child Abuse• Child Trafficking• Children in conflict with law• Laws and policies	
Unit 3 Conceptualizing Gender	15
<ul style="list-style-type: none">• Defining terms- sex, gender, masculinity, femininity• Socialisation for gender- gender roles, gender stereotypes• Patriarchy and social institutions• Perspectives on feminism	
Unit 4 Gender Empowerment	15
<ul style="list-style-type: none">• Demographic profile• Issues and concerns related to girls and women in India• Media and gender• Laws, policies and programmes for girls and women in India	

PRACTICAL

1. Understanding child rights and gender in diverse social groups through visits
2. Interactions with children in difficult circumstances
3. Understanding gender realities in different social groups
4. Exploring the concept of child rights and gender through audio-visual sources and workshops
5. Programme planning for child rights and gender

RECOMMENDED READINGS:

- Agarwal, A. & Rao, B.V. (2007). Education of Disabled Children. New Delhi: Eastern Book Corporation.
- Agnes, F. (1999). Law and Gender Inequality: The politics of Women's Rights in India. Oxford University Press.
- Bajpai, A. (2006). Child Rights in India: Law, Policy and Practice. Oxford University Press.
- Kishwar, M. (1999). Off the Beaten Track: Rethinking Gender Justice for Indian Women. New Delhi: Oxford University Press.
- Satyarthi, K. and Zutshi, B. (Ed) (2006). Globalization, Development and Child Rights. New Delhi: Shipra Publication.
- Saikia, N. (2008). Indian women: A socio-legal perspective. New Delhi: Serials Publication.

Course Title – SEC 1: Sociology of Working with Families and Communities

SEC 1: SOCIOLOGY OF WORKING WITH FAMILIES AND COMMUNITIES (CREDITS: THEORY:-2)

THEORY

LECTURES 30

Unit 1

- Various dimensions of family, society and culture, cultural stereotypes, 10
- Poverty and deprivation.
- Customs, belief and folklore in everyday life.
- Cultural plurality, practices and ethnic identity.
- Role of media.

Unit 2

- Social mobility and social change 10
- Forms of stratification and their interrelationships: class, ethnicity, gender, caste, race and occupation.
- Ethnographic approaches to the study of groups.

Unit 3 Emergence of New Ideological Orientations

10

- Conflicts and consensus in society.
- Changing gender spaces in family, work and its implication on the individual and society across cultures.
- Experiences of exclusion on the individual: caste, minority, disability, violence, immigration.

RECOMMENDED READINGS

- Abraham, M. F. (2006). Contemporary Sociology: An introduction to concepts and theories: New York: Oxford University Press.
- Beattie, J. (1964). Other cultures. Cohen and West.
- Das, V. (Ed.) (2003) The Oxford companion to sociology and social anthropology: volume 1 and 2. New Delhi: Oxford University Press.
- Johnson, M.H. (2001). Sociology: A systematic introduction. New Delhi: Allied Publishers Limited.

Course Title – SEC 14: Resource Management and Sustainable Development

SEC 14: RESOURCE MANAGEMENT AND SUSTAINABLE DEVELOPMENT (CREDITS-2 PRACTICAL-2)

PRACTICAL

- Introduction to concept and dimensions of sustainable development, major conferences and agreements on sustainable development - Power point presentation and group discussion
- MDG's and challenges to sustainable development (Climate and Global Change, Energy, Water Resources, Population, Economic Development, etc.); (Case study approach)
- Water/Air analysis - Lab testing and class presentation
- Experiential learning through field visit: Sewage treatment plant/ Vermicomposting unit/ Air Monitoring Laboratory/ Environment Pollution Detecting Laboratory/ Rain Water Harvesting System/ Biogas Plant/ Green Building/ Ecotel Hotel/ CPCB/ Greenhouse/ Solid Waste Management Plant/ hydro/thermal power plants/ Environmental Agencies or National Parks/ Sanctuaries/ Biosphere Reserves.
- Development of awareness programme on sustainable consumption practices for masses.
- A Survey related to environmental issues amongst the citizens: Data to be collected and analyzed statistically with suggestions for environmental management Or Secondary data collection/Case profile of any one govt. or non-govt. organization that contributed to environmental protection in India.

Course Title – SEC 14: Resource Management and Sustainable Development

FORM, NEW EDITION

SEC 24: LIFE SKILLS EDUCATION (CREDITS: THEORY 2)

THEORY

LECTURES: 30

Unit 1: Concept and Meaning of life skills

- Definitions and concept of life skills and life skills education.
- Importance in daily living; Criteria for using life skills.
- Evolution of Life Skills
- Core Life Skills- classification and concept
- Theoretical perspectives and models to understand life skills education.

Unit 2: Components for Planning & Organizing Life Skills Programs

A. Understanding group characteristics and needs

- Life skills in context: importance of focusing on contextual specificities and cultural ideologies as important aspects affecting individual ideas.
- Focusing on cultural practices that govern everyday life.
- Analyzing the gender nuances that exist within the group.
- Self components to imparting life skills program: critical thinking skills, decision making skills, interpersonal communication skills, coping with stress and emotions; self-management skills, etc.

B. Importance of communication in imparting life skills education

- Concept and Importance of communication
- Aspects to develop social potentials (effective listening, speaking, building and maintaining relationships, understanding group dynamics and functioning in groups, delegating responsibilities)

C. Core Approaches and Strategies to Implement Life Skills Program

- Understanding and developing self-skills/potential: self-awareness, self-esteem self-confidence, creative thinking, interpersonal skills, etc.
- Use of participatory techniques and methods: Individual exercises, Group activities, games etc.

D. Organizing a Life Skills Program

- Planning a need based viable life skills program (select components)
- Determining the purpose, collecting materials, organizing content.
- Getting prepared for the presentation: psychological level
- Delivering the presentation

E. Life Skills Assessment

- Scales and quantitative techniques
- Qualitative approaches

Unit 2: Life Skills and Youth Development

- Adolescence and Youth- Definitions, Conception- socio cultural perspectives
- Youth demographics and role in society
- Challenges of adolescence and youth development
- Formal and Non formal approaches to youth development
- Positive Youth Development

Learning Experiences

Students may be given several in house experiences to observe and evaluate existing life skills programs. They may also get experiences to interact with experts in the discipline through panel discussions and similar organized experiences.

- Visiting and observing Life skills education programme
- Critique formal and non-formal life skills programmes
- Evaluate approaches and activities of life skills education for different target groups.

RECOMMENDED READINGS

- Agochiya D. 2010, life competencies for adolescents. Training manual for facilitators, teachers and parents. Sage Publications.
- Dakar Framework for Action,(2000).Education for All: Meeting our Collective Commitments, Dakar, Senegal
- Peace Corps, OPATS.2001, Life Skills Manual.
- Robbins S.P, Hunsaker P.L, Training in Interpersonal Skills (5th eds), PHI Learning Pvt. Ltd.
- National Aids Control Organization, 2008, Adolescence Education Programme, Life Skills Development.
- Nair. A. Radhakrishnan, (2010). Life Skills Training for Positive Behaviour , Rajiv Gandhi National Institute of Youth Development, Tamil Nadu.

Course Title: 1333 (a) Women and Society

1. **ASK** BOBSON AND BROWNE FOR CREDIT, AND **REQUIRE**

M.Sc. Development Communication and Extension

Course Title: 1252 – Gender and Development

GENDER AND DEVELOPMENT

Paper No : 1252
Max marks : 100
Teaching Periods : 4 /week
Teaching Load : 45-48 Periods/Semester

THEORY

OBJECTIVES

1. To understand the concept, need, relevance and dimensions of gender empowerment.
2. To be sensitized to gender disparities/imbbalances and problems of women.
3. To develop an insight into issues and strategies at different levels for empowering women.
4. To recognize the support system in the country for women's development.

CONTENTS

PERIODS

Unit I: Social Construction of Gender

12

- Concept of gender, difference between sex and gender
- Cultural construction of gender- socialization and gender roles-historical and contemporary perspectives
- Patriarchy and gender relations,
- Changing status of women- influencing factors, role of women's movements.
- Feminism, Feminist theories and gender perspectives
- Demographic analysis, Demarcations and differentials - variations and influencing factors.

Unit II: Gender and Development Perspectives

12

- Concept and importance of women's development
- Role and participation of women in development.
- Theoretical frameworks and approaches towards women and development.
- Mainstreaming gender concerns in development- gender auditing, gender budgeting, and gender analysis frameworks.
- Policies and initiatives for women's development- international and national perspectives.
- Globalization and its impact on Gender and development

Unit III: Gender Issues and Empowerment

15

- Problems, vulnerabilities and marginalization of women- lifecycle approach
- Issues and impact of marriage and kinship systems, socio cultural practices, health, education, livelihood, poverty- access and control of resources on women's lives.
- Violence in women's lives- concept, nature, impact
- Women and work- invisibility, opportunities and participation in workforce
- Political participation of women and leadership
- Women's empowerment problems and limitations.

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- International and national initiatives in gender sensitization and supporting women empowerment.

Unit IV: Gender and Advocacy

10

- Human Rights and women- women's right to development.
- Gender and Law- Laws governing gender empowerment-social, legal and political perspectives. Issues of enforcement of laws and women's protection.
- Women's Development Programmes and policies: National policy for empowerment of women, schemes and programmes.
- Role of government, civil society organizations and other stakeholders for empowerment of women
- Women's empowerment and Media- images and representation of women in different media, women's voice in media, participation in production.

Course Title: 1352 (b) Advocacy and Behaviour Change Communication: Environment

ADVOCACY AND BEHAVIOR CHANGE COMMUNICATION: (b) ENVIRONMENT

Paper No : 1352 (b) THEORY
Max marks : 100
Teaching Periods : 4 /week
Teaching Load : 45-48 Periods/Semester

OBJECTIVES

1. To be aware of the issues and perspectives influencing environmental sustainability.
2. To understand the dimensions of environmental problems and associated hazards and risks.
3. To be able to critique policies, programmes and strategies for environmental management and their ethical implications.

CONTENTS

PERIODS

Unit I: Understanding the Environment

10

- Structure and composition of environment- Ecosystems of the world, pathways in ecosystem and their interrelationships.
- Environmental Resources – Nature, types, status- national and international perspectives
- Ownership and control of natural resources- historical and contemporary perspectives.
- Common Property Resources (CPRs)- concept, status and management issues

Unit II: Environmental Challenges

15

- Changes in the environment- types, hazards and risks.
- Factors affecting changes in the environment –socio, economic, cultural and geographic.
- Environmental Crisis- Macro-micro perspectives- national and international scenario.
- Linkage between environment population and development
- Impact of lifestyles and changing consumption patterns on environment.
- Indigenous knowledge systems and environmental sustainability
- Environmental legislations and policies
- International Environment agreements/ protocols.

Unit III: Pollution Control and Management

15

- Environmental pollution- types, causes, level, effects on health and quality of life.
- Pollution monitoring and control- methods and techniques
- Environmental Impact Assessment -Energy budget, energy transfers, environmental foot-printing, energy ladder, population consumption patterns.

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- Indigenous and modern technology based solutions, their synergy, cost-benefit analysis of options.
 - People's participation in design and management of pollution control and management systems

Unit IV: Environmental Advocacy and Action

10

- Advocacy – Concept, process and functions. Differences between advocacy and behaviour change communication
- Strategizing environmental advocacy and BCC campaigns- Elements, tools and techniques
- Networking, Lobbying and mobilizing pressure groups. Citizen action and people's participation in environmental movement and campaigns.
- Synergizing inter-sectoral partnerships for environmental advocacy and action

Course Title: Socio Economic Environment and Sustainable Development

SOCIO-ECONOMIC ENVIRONMENT AND SUSTAINABLE DEVELOPMENT

Paper No :1154 THEORY
 Max Marks :100
 Teaching Periods: 4 /Week
 Teaching Load : 45-48Periods/Semester

OBJECTIVES

1. To understand the socio-economic structure of communities
2. To become aware of the problems of Indian economy
3. To understand the concept and aspects influencing sustainable development
4. To understand policies of development and their impact on communities

CONTENT	PERIODS
Unit I: Approaches to Development	12
<ul style="list-style-type: none"> • Meaning and concept of growth vs development, indicators of development • Characteristics and features of less developed countries • Factors in economic development • Stages of economic growth, self-sustaining growth, growth theories and models 	
Unit II: Sustainable Development perspectives	10
<ul style="list-style-type: none"> • Sustainable Development- Meaning, concept and dimensions • Aspects of sustainable development- status, trends and disparities • Challenges of sustainable development-socio-political, economic and cultural perspectives; local, national and global linkages • National and global policies and initiative 	
Unit III: Indian Economic Environment	15
<ul style="list-style-type: none"> • Structure of Indian Economy- Changing structure of Indian economy • Constraints on growth- issues of population, income distribution, poverty, unemployment, inequality, and migration • Role, importance and organization of Indian agriculture. Agricultural policy • Problems and prospects of food security and Indian agriculture • Role, importance and problems of industrialization. Industrial policy and impact of globalization on industrial development • Economic policies, socio-political environment, governance and development • Issues and correlates of health, education, environment degradation and gender on development 	
Unit IV Economic Planning	12
<ul style="list-style-type: none"> • Concept and dimensions of economic planning. Economic models and development planning • Development planning models and frameworks 	

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- Indian Economic Policy -States role in development, rural- urban development perspectives and challenges
 - Policies programmes and strategies for development- Role and approaches of five year plans economic growth and poverty alleviation
 - New Economic Policy, Globalization and liberalization- Impact on India, challenges for Indian Economy

M.Sc. Resource Management and Design Application

Course Title: 1123 – Sustainable Habitat and Socio Cultural Environment

SUSTAINABLE HABITAT AND SOCIO-CULTURAL ENVIRONMENT

THEORY

Paper no. : 1123
Maximum Marks : 100
Teaching Periods : 4/week
Teaching Load : 48 periods / semester

OBJECTIVES

1. To understand human habitation as part of the eco-system
2. To familiarize with socio-cultural aspects of human settlements including safety and security
3. To develop a holistic understanding of human settlements, neighborhood planning and land use.
4. To get acquainted with sustainable development and built environment

CONTENTS

PERIODS

UNIT I: Human settlement	14
<ul style="list-style-type: none">• Concept and characteristics of human settlement• Factors impacting human settlements / ecology• Impact of building materials on environment• Environmental resources: land, water, air, forests and other natural resources• Physical Planning and Zoning- concept of land use, zoning and neighborhood housing	
UNIT II: Socio-cultural aspects of human settlement	10
<ul style="list-style-type: none">• Sociology of housing and settlement structure• Socio-cultural aspects of human settlement and zoning• Integration of socio-cultural aspects in neighborhood planning	
UNIT III: Sustainable Development and Built Environment	14
<ul style="list-style-type: none">• Need for sustainable practices• Sustainable development policies and practices at the national, state and local levels.• Sustainable development guidelines (LEED and GRIHA)• Environmental Impact Assessment	
UNIT IV: Energy Efficiency and Indoor Environment Quality in building structures	18
<ul style="list-style-type: none">• Aspects of energy efficiency in buildings building materials and construction techniques• Significance of sun and wind orientation, green spaces and open spaces on indoor• comfort for structures in varied climatic Zones• Ways to improve indoor comfort• Case studies of high performance buildings (with both energy and IEQ features)	

Course Title: 1323(b) – Technologies for Sustainable Development

TECHNOLOGIES FOR SUSTAINABLE DEVELOPMENT

THEORY

Paper no. : 1323(b)

Maximum Marks : 100

Teaching Periods : 4/week

Teaching Load : 48 periods/semester

OBJECTIVES

To gain insight into the significance of sustainable development and the need for conservation of resources.

To study various techniques and technologies for sustainable development.

To understand and critically analyze the measures adopted at policy as well as implementation level for sustainable development.

CONTENTS PERIODS

UNIT I: Concept of sustainable development 12

Concept of sustainability, dimensions of sustainability- social, economic and

technological; promoting sustainable development

Need, indicators and measures for sustainable development

Challenges to Sustainable Development

-Agriculture, Population & Food Security

-Public Health and Nutrition

-Education

-Natural Resources (Forests, Energy, Water)

Responses to Sustainable Development Challenges

-Public Policy (Community Participation and Participatory Learning)

-Gender and Human Rights

-Technology and Engineering

-Economics and Policy Coherence Climate Change

UNIT II Assessing Environmental Impacts 12

Sustainable development tools and life cycle assessment

Environmental Impacts – examples, need for assessment, difficulties, The EIA Approach

- Background, Objectives, Components & Techniques, Impact prediction & analysis, .

EIA inputs to the project cycle and development planning

Environmental impact assessment, role of Government and non-governmental

organizations

EIA in India – Legislative aspects, Current practices & Constraints

Cycle of technology development and recycling environmental laws and legislations –

ISO/TC-207 standards, ISO-14000 series

UNIT III: Energy management and sustainable development 15

Relationship among energy, environmental and economic development

Energy budgeting of earth's atmosphere, programs and policies for energy management

Legislations guiding energy sector and Energy scenario in India.

Various conventional and non-conventional energy resources

Conventional Energy sources-Coal and lignite, Hydrocarbons- oilfields, natural gas,

LNG, petroleum products, Nuclear energy and their environmental issues.

Non-conventional energy sources- need, sources and significance- Solar thermal

energy; Solar photovoltaic, bio-energy, hydroelectricity, tidal power, wind energy,

wave energy, geothermal energy. Environmental impacts, Current potential and

future prospects of renewable energy in India.

Energy recovery from wastes and environment

Energy auditing

Energy use and global climate change, GHG emissions, climate change debate.

UNIT IV: Water and waste management systems 9

Need for waste/water management, systems

Water harvesting system traditional and modern systems and their efficacy

Waste water management- techniques and technologies

Need and significance of waste management