

# **FACULTY OF LIFE SCIENCES SYLLABUS FOR THE**

**SUBJECT : ENVIRONMENTAL STUDIES  
(COMPULSORY PAPER) (VALUE ADDED COURSE)**

**For The Award of Degree**

**Bachelor of Arts/Bachelor of Science  
(Under NEP 2020)  
(Credit Based Grading System)  
(Batch 2024-27)**

**The Degree Programme Offered under 4 Years U.G. Programme :**

- **Bachelor of Arts/Bachelor of Science (3 Year Duration)**



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**GURU NANAK DEV UNIVERSITY  
AMRITSAR**

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- (i) **Copy rights are reserved.  
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1  
Bachelor of Arts/Bachelor of Science  
Environmental Studies (Compulsory Paper) (Value Added Course)  
(CBGS) (Under NEP 2020) (Batch 2024-27) (Semester-III)  
(Faculty of Life Sciences)

**SCHEME**

**ENVIRONMENTAL STUDIES (COMPULSORY PAPER)  
(VALUE ADDED COURSE)**

**SEMESTER - III**

<b>Sr. No.</b>	<b>Course Code</b>	<b>Course Title</b>	<b>Credits L-T-P</b>
<b>1.</b>	<b>ESL 221</b>	ENVIRONMENTAL STUDIES (COMPULSORY PAPER) (VALUE ADDED COURSE)	<b>2-0-0</b>

2  
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**ESL-221 : Environmental Studies (Compulsory Paper)**  
**(Value Added Course)**

L	T	P
2	0	0

**Time: 3 Hrs.**

**Max. Marks: 100**

**Exam Pattern:**        **End Semester Examination- 75 marks**  
                              **Project Report/Field Study- 25 marks [based on submitted report]**  
                              **Total Marks- 100**

**Instructions for the Paper Setters:-75 marks**

Eight questions of equal marks (Specified in the syllabus) are to be set, two in each of the four Sections (A-D). Questions may be subdivided into parts (not exceeding four). Candidates are required to attempt five questions, selecting at least one question from each Section. The fifth question may be attempted from any Section.

**Project Report / Internal Assessment:**

**Field work – 25 marks [Field work equal to 5 lecture hours]**

The candidate will submit a hand written field work report showing photographs, sketches, observations, perspective of any topic related to Environment or Ecosystem. The exhaustive list for project report/area of study are given just for reference:

1. Visit to a local area to document environmental assets: River / Forest/ Grassland / Hill / Mountain / Water body / Pond / Lake / Solid Waste Disposal / Water Treatment Plant / Wastewater Treatment Facility etc.
2. Visit to a local polluted site – Urban / Rural / Industrial / Agricultural
3. Study of common plants, insects, birds
4. Study of tree in your areas with their botanical names and soil types
5. Study of birds and their nesting habits
6. Study of local pond in terms of wastewater inflow and water quality
7. Study of industrial units in your area. Name of industry, type of industry, Size (Large, Medium or small scale)
8. Study of common disease in the village and basic data from community health centre
9. Adopt any five young plants and photograph its growth
10. Analyze the Total dissolved solids of ground water samples in your area.
11. Study of Particulate Matter (PM<sub>2.5</sub> or PM<sub>10</sub>) data from Sameer website. Download from Play store.
12. Perspective on any field on Environmental Studies with secondary data taken from Central Pollution Control Board, State Pollution Control Board, State Science & Technology Council etc.

### SECTION-A

#### 1. The multidisciplinary nature of environmental studies

Definition, scope and importance, Need for public awareness

#### 2. Natural Resources: Renewable and non-renewable resources:

Natural resources and associated problems.

- (a) Forest resources: Use and over-exploitation, deforestation, case studies. Timber extraction, mining, dams and their effects on forests and tribal people.
- (b) Water resources: Use and over-utilization of surface and ground water, floods, drought, conflicts over water, dams-benefits and problems.
- (c) Mineral resources: Use and exploitation, environmental effects of extracting and using mineral resources, case studies.
- (d) Food resources: World food problems, changes caused by agriculture and overgrazing, effects of modern agriculture, fertilizer-pesticide problems, water logging, salinity, case studies.
- (e) Energy resources: Growing energy needs, renewable and non-renewable energy sources, use of alternate energy sources, case studies.
- (f) Land resources: Land as a resource, land degradation, man induced landslides, soil erosion and desertification.
  - Role of an individual in conservation of natural resources.
  - Equitable use of resources for sustainable lifestyles.

### SECTION-B

#### 3. Ecosystems

- Concept of an ecosystem
- Structure and function of an ecosystem
- Producers, consumers and decomposers
- Energy flow in the ecosystem
- Ecological succession
- Food chains, food webs and ecological pyramids
- Introduction, types, characteristic features, structure and function of the following ecosystem: Forest ecosystem, Grassland ecosystem, Desert ecosystem, Aquatic ecosystems ( ponds, streams, lakes, rivers, ocean estuaries)

#### 4. Biodiversity and its conservation

- Introduction – Definition: genetic, species and ecosystem diversity
- Biogeographical classification of India
- Value of biodiversity: consumptive use, productive use, social, ethical aesthetic and option values
- Biodiversity at global, national and local levels
- India as a mega-diversity nation
- Hot-spots of biodiversity
- Threats to biodiversity: habitat loss, poaching of wildlife, man wildlife conflicts
- Endangered and endemic species of India

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- Conservation of biodiversity: In-situ and Ex-situ conservation of biodiversity

### SECTION-C

#### 5. Environmental Pollution

##### Définition

- Causes, effects and control measures of Air pollution, Water pollution, Soil pollution, Marine pollution, Noise pollution, Thermal pollution, Nuclear pollution
- Solid waste management: Causes, effects and control measures of urban and industrial wastes.
- Role of an individual in prevention of pollution
- Pollution case studies
- Disaster management: floods, earthquake, cyclone and landslides

#### 6. Social Issues and the Environment

- From unsustainable to sustainable development
- Urban problems and related to energy
- Water conservation, rain water harvesting, watershed management
- Resettlement and rehabilitation of people; its problems and concerns. Case studies.
- Environmental ethics: Issues and possible solutions
- Climate change, global warming, acid rain, ozone layer depletion, nuclear accidents and holocaust. Case studies.
- Wasteland reclamation
- Consumerism and waste products
- Environmental Protection Act, 1986
- Air (Prevention and Control of Pollution) Act, 1981
- Water (Prevention and control of Pollution) Act, 1974
- Wildlife Protection Act
- Forest Conservation Act
- Issues involved in enforcement of environmental legislation
- Public awareness

### SECTION-D

#### 7. Human Population and the Environment

- Population growth, variation among nations
- Population explosion – Family Welfare Programmes
- Environment and human health
- Human Rights
- Value Education
- HIV / AIDS
- Women and Child Welfare
- Role of Information Technology in Environment and Human Health
- Case Studies

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**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 comprises of 5 hours of field work / visit/ assignment to be submitted by each candidate to the Teacher in-charge for evaluation latest by 1st week of before the commencement of theory exam.

**ADVISORY FOR PUSHPA GUJRAL SCIENCE CITY, KAPURTHALA :**

The Under Graduate students studying Environmental Studies (Compulsory Paper for All UG College Courses) may be taken to Pushpa Gujral Science City, Kapurthala in lieu of Field study report of 25 marks.

Although students will submit a hand written reports with pictures/ graphs/ tables related to biodiversity, ecology, health, biotechnology, energy, water etc. in about 10 pages to the teacher in-charge.

Above advisory is issued to promote scientific temperament in undergraduate classes and is optional. Further, the report will only be considered if there will be a minimum strength of 25 students along with deputed teacher by the college.

**References:**

1. Bharucha, E. 2005. Textbook of Environmental Studies, Universities Press, Hyderabad.
2. Down to Earth, Centre for Science and Environment, New Delhi.
3. Heywood, V.H. & Waston, R.T. 1995. Global Biodiversity Assessment, Cambridge House, Delhi.
4. Joseph, K. & Nagendran, R. 2004. Essentials of Environmental Studies, Pearson Education (Singapore) Pte. Ltd., Delhi.
5. Kaushik, A. & Kaushik, C.P. 2004. Perspective in Environmental Studies, New Age International (P) Ltd, New Delhi.
6. Rajagopalan, R. 2011. Environmental Studies from Crisis to Cure. Oxford University Press, New Delhi.
7. Sharma, J. P., Sharma. N.K. & Yadav, N.S. 2005. Comprehensive Environmental Studies, Laxmi Publications, New Delhi.
8. Sharma, P. D. 2009. Ecology and Environment, Rastogi Publications, Meerut.
9. State of India's Environment 2018 by Centre for Sciences and Environment, New Delhi
10. Subramanian, V. 2002. A Text Book in Environmental Sciences, Narosa Publishing House, New Delhi.