



**WAVOO WAJEEHA WOMEN'S COLLEGE
OF ARTS & SCIENCE - KAYALPATNAM**

(Affiliated to Manonmaniam Sundaranar University, Tirunelveli)
Run by Wavoo SAR Educational Trust
(Minority Institution)

CRITERION I

Curricular Aspects

**CURRICULUM RELEVANT TO ENVIRONMENT AND
SUSTAINABILITY**

Submitted to

**THE NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL
(NAAC)**

PART IV- COMPULSORY PAPER - ENVIRONMENTAL STUDIES

Course Objectives:

This course will help the students

1. This course is designed to give a basic understanding of the Earth's life-supporting, ecological systems and the threats to those systems.
2. As a member of this society/planet it is up to everyone to make educated choices when voting on (or influencing) environmental issues or political candidates.
3. The information in this class should help to inform the citizen of those correct choices.

UNIT I: THE MULTIDISCIPLINARY NATURE OF ENVIRONMENTAL STUDIES

Definition, scope and importance

Natural resources and associated problems:

- a) Forest resources: Use and over-exploitation, deforestation, timber extraction, dams and their effects on forests and tribal people.
- b) Water resources: Use and over-utilization of surface and ground water, floods, drought, dams- benefits and problems, water conservation and watershed management.
- c) Mineral resources: Use and exploitation, environmental effects.
- d) Food resources: World food problems, changes, effects of modern agriculture, fertilizer-pesticide problems.
- e) Energy resources: Growing energy needs, renewables and non renewable energy sources, alternate energy sources.
- f) Land resources: Land as a resource, land degradation, man-induced landslides, soil erosion and desertification.

UNIT II: ECOSYSTEMS

- a) Forest Ecosystem
- b) Grassland Ecosystem
- c) Desert ecosystem
- d) Aquatic Ecosystem (Ponds, rivers, oceans, estuaries) Energy flow in the ecosystem
Ecological succession
Food Chains, Food Webs and Ecological Pyramids.

UNIT III: BIODIVERSITY AND ITS CONSERVATION

Introduction Definition: Genetic, species and ecosystem diversity. Biogeographical

classification of India

Values of Biodiversity

Biodiversity at global, national and local levels India as a

mega-diversity nation

Hot-Spots of biodiversity Threats to biodiversity

Endangered and endemic species of India

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

UNIT IV: ENVIRONMENTAL POLLUTION

Definition- Causes, effects and control measures of:-

- a) Air Pollution
- b) Water Pollution
- c) Soil Pollution
- d) Marine Pollution
- e) Noise Pollution.
- f) Thermal Pollution

Solid Waste Management

Disaster Management: Floods, earthquake, cyclone and landslides.

UNIT V: SOCIAL ISSUES AND THE ENVIRONMENT

Climatic change, global warming, acid rain, ozone depletion. Wasteland reclamation

Consumerism and Waste products, use and through plastics Environment Protection Act

Air (Prevention and Control of Pollution) Act Water

(Prevention and Control of Pollution) Act Wildlife

Protection Act

Forest Conservation Act

Population Explosion — Family Welfare Programme Human

Rights

REFERENCES:

1. G.S. Vijayalakshmi, A.G. Murugesan and N. Sukumaran. 2006. Basics of Environmental Science, Manonmaniam Sundaranar University Publications, Tirunelveli, pp.160.
2. Agarwal. K.C. 2001. Environmental Biology, Nidi Publications Limited, Bikaner.
3. A.K.De. 1999. Environmental Chemistry, Wiley Eastern Limited, India.

Hrs/Week	Credits
4	4

Eco English

Objectives: The course will enable the students:

- To improve their communicative competence in English both speaking and writing.
- To augment their ability to read fast with better understanding.
- To express themselves clearly and concisely using right words in right places.

Unit I:

1. A Mini-story
2. Will the world come to an End?

Unit II:

3. Noah Today
4. Mass Extinction

Unit III:

5. A Poem about Climate Change
6. No one is Happy!

Unit IV:

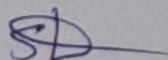
7. "The Happy Man's Shirt" – Italian Folktale – Retold
8. Polluting the World

Unit V:

9. Can Earth be Earth?
10. Animal Farm

Prescribed Text:

Eco English: Learning English through Environmental Issues: An Integrated, Interactive Anthology. N. Krishnaswamy, Lalitha Krishnaswamy and Dr. B. S. Valke. Bloomsbury Pub. India. Pvt. Ltd. New Delhi.



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R. C. Vasanthi

Literature and Ecology

Hrs Credits
5 4

OBJECTIVES

1. To direct the students into a new focus of literature.
2. To make the students understand the relationship of literature with issues of nature.

OUTCOME

This course deals with nature issues and the writers' concern for Nature.

Unit – I Introduction

Ecology, Literature and Language

Peter Barry – *Beginning Theory* 3rd Edition (Chapter 13 “Eco Criticism”)

(15L)

Unit – II Poetry

- | | | |
|-----------------|---|---------------------------|
| S.T. Coleridge | - | To Nature |
| Emily Dickinson | - | Summer Shower |
| Toru Dutt | - | Our Casuarina Tree |
| Muhammed Iqbal | - | A Mountain and a Squirrel |

(15L)

Unit – III Prose

Terry Tempest William - Refugee: An Unnatural History of Family and Place

Margaret Atwood - Survival – Chapter I Nature the Monster

(15L)

Unit – IV Fiction

Amitav Ghosh - The Hungry Tide

Margaret Atwood - Surfacing

(15L)

Unit – V Drama

William Shakespeare - As You Like It

(15L)

Reference:

1. *The Eco Criticism Reader: Landmarks in Literary Ecology* by Harold Fromm and Cheryll Glotfelty
2. *The Environmental Imagination: Thoreau Nature Writing and the Formation of American Culture* by Lawrence Buell
3. *Bloomsbury* by N. Krishnaswamy



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GREEN LITERATURE		
Hrs / Week: 5	Hrs / Semester: 75	Credits: 3

Scope: To create an awareness among the students about Ecocriticism and the role of literature in addressing contemporary issues of environmental concerns.

Objectives:

- To introduce the students to specific literary texts based on environmental concern and familiarize the students with the ecological concerns and the need to address the rising global threats.
- To express care and concern for the environment and advocate a more thoughtful and ecologically sensitive relationship between man and nature.

Course Outcomes:

C.O. No.	Upon the completion of this course, students will be able to	PSO Addressed	Cognitive Level
CO 1	understand the importance of nature, and the indomitable part of nature in life.	A	Re
CO 2	explore the most relevant critical theories through literary texts.	B	Un
CO 3	elucidate the role of literature in addressing contemporary issues such as environmental concerns.	E	Ap
CO 4	approach social issues eco-critically.	H	An
CO 5	appreciate the ethical, cross-cultural and historical context of environmental issues.	D	Ev

UNIT I -INTRODUCTION TO ECOCRITICISM- DEFINITION, SCOPE AND

IMPORTANCE OF ECOCRITICISM

John Ruskin	:	Landscape, Mimesis, Morality
Todd A. Borlik	:	Introduction: An Extract from <i>EcoCriticism: An Early Modern English Literature</i>
Glotfelty, Cheryl	:	"Literary Studies in an age of Environmental Crisis". An Extract from <i>The Ecocriticism Reader: Landmarks in Literary Ecology</i> .

Suggested Readings:

Timothy Clark, *The Cambridge Introduction to Literature and the Environment*. C.U.P. Illustrated Edition.

Laurence Coupe, *The Green Studies Reader: From Romanticism to EcoCriticism*, Routledge.

Linda Hutcheon, *The Eruption of Postmodernity: The Post-Colonial and the Ecological*

UNIT II –POETRY

William Cullen Bryant	:	The Gladness of Nature
Mamang Dai	:	The Voice of the Mountain
Dan Beachy Quick	:	Endangered Species
Gieve Patel	:	On Killing a Tree

Suggested Reading:

Louise Hutchings Westling. Ed. Cambridge Companion to Literature and Environment. C.U.P. 2013.

UNIT III- SHORT STORY

Mahasweta Devi	:	Pterodactyl
Liam O'Flaherty	:	The Waves
Ruskin Bond	:	The Tree Lover

Suggested Reading:

Pramod K. Nayar. *Ecoprecarity: Vulnerable Lives in Literature and Culture*, Routledge, 2019.

UNIT IV– FICTION

Indra Sinha	:	Animal's People
Margaret Atwood	:	Oryx and Crake

Suggested Reading:

Garrard Greg. Ed *The Oxford Handbook of Ecocriticism*, O.U.P., 2014

UNIT V – DRAMA

Henrik Ibsen : Enemy of the People
John Heywood : The Play of the Weather

Suggested Reading:

Scott Slovic, & et.al. Global Perspectives on Eco-Aesthetics and Eco-Ethics A Green Critique, Lexington Books, 2019.

References:

- Todd A. Borlik, *Ecocriticism and Early Modern English Literature: Green Pastures: 16* (Routledge Studies in Renaissance Literature and Culture), Routledge, 2010.
Cheryll Glofelty (Ed), Harold Fromm (Ed), *The Ecocriticism Reader: Landmarks in Literary Ecology*, University of Georgia Press, 1996.
Mamang Dai, "The Voice of the Mountain",
https://www.asu.edu/pipercenter/how2journal/archive/online_archive/v2_4_2006/current/indian/dai.html
William Cullen Bryant, The Gladness of Nature, <https://poets.org/poem/gladness-nature>
Dan Beachy Quick, Endangered Species, <https://poets.org/poem/endangered-species#:~:text=About%20This%20Poem,species%2C%20most%20notably%20the%20monarch>
Gieve Patel, On Killing a Tree, <https://www.poemhunter.com/poem/on-killing-a-tree/>
Mahasweta Devi (Au), Gayatri Chakravorty Spivak (Tr), *Imaginary Maps*, Thema, 2001.
Henrik Ibsen, *An Enemy of the People*, Sovereign, 2018.
Liam O'Flaherty, Angeline A. Kelly (Ed), *The Wave*, Prentice Hall Press, 1980.
Ruskin Bond, *The Tree Lover*, Penguin Random House India, 2017.
Indra Sinha, *AnimalsPeople*, Simon & Schuster, 2008.
John Heywood, *The Play of the Weather*, Andesite Press, 2017.
Margaret Atwood, *Oryx and Crake*, Virago, 2013.

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R. C. Yasuh

V SEMESTER

25

CORE 13 - CASE ANALYSIS

No. of Credits : 4

No. of instructional Hours : 4 Hours per week

Course Objective :

- To analyse the different functional areas of management.
- To discuss the 'case' in groups for identifying the problems
- To develop leadership and communication skills of the students
- To know the decision making capacity of the students and solving methods of the problems.

One case per week is to be discussed by the students. The cases could be from different functional areas of management.

The students would be provided with the case lets. They would discuss the 'case' in groups. The teacher would guide and facilitate group discussions so as to impart, develop and hone the GD Skills.

Since, this subject focuses on developing GD Skills, the scheme of examination has two main components' and respective sub - components and marks. The marks are to be distributed as follows:

Components	External	Internal (25 Marks)			Test
	(3 Hours Examination)	Skill Components			
		Communication Skill	Leadership Skill	Inter Personal Skill	
Marks	75	5	5	5	10
Total	75	15			10