

North East Institute of Social Sciences and Research  
(NEISSR)7<sup>th</sup>Mile Chümoukedima,Nagaland.



Semester Lesson Plan  
SEMESTER III, 2023

**Paper code: BSW 304**

**Paper title: Environmental**

**Studies**

**Course Teacher: Dr. Toil H. Kiba, Asst. prof.**

**Time:1Hr.**



## **Course Summary**

Social work involves the comprehensive pursuit of well-being for individuals, families, communities, and society as a whole, wherein the intricate influence of environmental factors on these realms cannot be overstated. The integration of environmental studies into social work education empowers students to fathom the intricate interplay of social, economic, and ecological systems. The global scope of environmental issues, transcending

geographical boundaries, necessitates that social workers cultivate a global perspective to adeptly comprehend and address the intricate nexus of environmental and social challenges worldwide. The intricate nature of these challenges underscores the imperative for interdisciplinary collaboration, wherein social workers armed with a robust comprehension of environmental issues can seamlessly collaborate with scientists, policymakers, and other professionals to architect holistic solutions. At the heart of this symbiotic relationship lies the inextricable tie between environmental sustainability and community well-being.

Equipped with insights from environmental studies, social workers can actively contribute to the cultivation of sustainable practices, heightened access to clean resources, and an overall enhanced quality of life within communities. Recognizing the far-reaching consequences, environmental predicaments like pollution, climate change, and natural disasters extend their impact beyond the physical realm, exerting profound social and psychological effects on both individuals and communities. In this context, social workers armed with environmental acumen are primed to proactively engage in preventative measures and deliver efficacious interventions aimed at alleviating the adverse repercussions of these issues. Upholding the tenets of social justice, human rights, and ethical conduct, the field of social work inherently aligns with the imperative of addressing environmental concerns, given the intimate entwining of human well-being with the vitality of our planet. The assimilation of environmental studies into the fabric of social work education augments the skill repertoire and knowledge foundation of upcoming social workers, thereby fortifying their capacity to serve as potent catalysts for positive transformation, spanning individuals, communities, and the environment alike.

## **COURSE OBJECTIVES**

- To understand the interrelatedness of human life, living organisms, and environment

## **COURSE OUTCOMES**

- Students show ability to analyze and understand the interactions between social and environmental processes through assignments.

# SYLLABUS

## UNIT I: THE CONCEPTS AND PERSPECTIVES

- Ecology, environment and society
- Perspective on environment: Marxist, Rama Chandra Guha
- Indian thought on environment - traditional and Gandhian

## UNIT II: DEVELOPMENT PROCESSES, ENVIRONMENT ISSUES, AND CONSCIOUSNESS

- Urbanization and Globalization
- Environment degradation and pollution of natural resources
- Deforestation and ecological imbalance - forestation programmes and policies

## UNIT III: ENVIRONMENT ACTION, MANAGEMENT AND LAW

- Rio Summit and its implications
- Government policies and programmes for preservation of environment
- Role of traditional, people controlled and waste management

## UNIT IV: CLASSIFICATION OF DISASTER AND DISASTER MANAGEMENT

- Meaning of natural and human made disasters
- Famine, drought, tsunami and earthquakes and floods, cyclone, storms, and landslides
- Riots, industrial accidents, and road-air-rail accidents and

## UNIT V: DISASTER RESPONSES, MITIGATION, AND SOCIAL ACCOUNTABILITY

- Prevention and preparedness: pre-disaster and post-disaster steps
- Social and political dimensions of aid for disasters
- Relief, damage and needs assessment

## Suggested Readings

Barrow, C.J. (1999). Environmental Management. N.Y: Routledge.

Benny Joseph. (2005). Environmental Studies, New Delhi, Tata McGraw Hill Publishing Co. Ltd

Chadha, K.L. and Swaminathan, M.S. (2006). Environment and Agriculture. New Delhi: Malhotra Publishing House.

Deswal, S. and Deswal, A., 2003, Energy, ecology, Environment and Society. Delhi: Dhanpat Rai & Co Ltd.

Deswal, S. and Deswal, A. (2005). A Basic Course in Environmental Studies. Delhi: Dhanpat Rai & Co Ltd.

Kumar, P. (2001). Valuation of ecological services of wetland ecosystems: A case study of Yamuna flood plains in the corridors of Delhi. Mimeograph, Institute of Economic Growth, Delhi.

Singh, G.B. and Sharma, B.R. (1998). Fifty Years of Natural Resource Management Research. New Delhi: Indian Council of Agriculture Research,

Sharma, P.D. (1994). Ecology and Environment. Patna: Ashish Publications.

## TEACHINGMETHODS

This course will be taught using various teaching methods such as:

1. Lecture with audiovisual supplements
2. Group discussion, Debate, Quiz
3. Roleplay, streetplay
4. Library Assignments
5. Field based assignments
6. Presentation by students

## ASSIGNMENTS AND EVALUATION

The criterion for evaluation of the course is as follows:

• University Examination (External)	70 Marks
• Internal Assessment	30 Marks
Written Internal Test	20 Marks
Assignment	05 Marks
Class Participation and attendance	05 Marks
Total	100 Marks

(\*Class participation includes daily attendance, participation in group discussion, roleplay, preparing project proposal and other various classroom activities)

## FACESHET/COVERPAGE OF THE ASSIGNMENT

Name of the student:

Semester and year:

Paper No.

Paper Title:

Category of assignment: Individual or Group

Types of Assignment

1. Case study
2. Documentation
3. Role-plays/PPT presentation
4. Book Review

5. Title of the

Assignment

6. Name of the Course

Teacher

7. Date of Submission

## August- (UNITI: THE CONCEPTS AND PERSPECTIVES)

### Importance of environmental studies

- Environmental studies provide a comprehensive framework for addressing environmental concerns and creating a more sustainable and harmonious relationship between humans and the natural world.
- Environmental studies are a multidisciplinary field of study that explores the complex interactions between human beings and the natural world. It seeks to understand the various ways in which people and their activities impact the environment, as well as how the environment, in turn, influences human societies.
- Environmental studies encompass a wide range of subjects, including ecology, biology, chemistry, geology, sociology, economics, politics, and ethics.
- The primary goal of environmental studies is to promote sustainability and responsible stewardship of our planet's resources. It involves examining the relationships between ecological systems, biodiversity, ecosystems, and human activities, with a focus on finding solutions to environmental challenges.
- This field emphasizes the interconnectedness of all living things and the importance of maintaining a delicate balance between human needs and the health of the planet.

### Worldview on environment:

- **Concept of Sustainable development**
- **Development and Environment**
- **SDGs**

#### Teaching Method

1. Lecture and discussion
2. Brainstorming
3. Group discussion

#### Suggested Reading

1. SDGs-UNDP Reports
2. Benny Joseph. (2005). Environmental Studies, New Delhi, Tata McGraw Hill Publishing Co. Ltd

### August

1. Topic 1: Concept of Ecology
2. Topic 2: Concept of environment and society

#### Teaching Method

1. Lecture with Discussion
2. Brainstorming
3. Group discussion

#### Suggested Reading

- Benny Joseph. (2005). Environmental Studies, New Delhi, Tata McGraw Hill Publishing Co. Ltd

### August

1. Topic 1- Perspective on environment: Marxist, Rama Chandra Guha
2. Topic 2- Indian thought on environment - traditional and Gandhian

#### Teaching Method

1. Lecture with Discussion
2. Group discussion

#### Suggested reading

1. Benton, T. (1991). Marxism and Natural Limits: An Ecological Critique and Reconstruction. Guilford Press.
2. Guha, R. (2000). Environmentalism: A Global History. Longman.

<b>August (UNIT II: DEVELOPMENT PROCESSES, ENVIRONMENT ISSUES, AND CONSCIOUSNESS)</b>	
<ol style="list-style-type: none"> <li>1. Urbanization and Globalization</li> <li>2. Environment degradation and pollution of natural resources</li> </ol>	
<b>Teaching Method</b>	<b>Suggested Reading</b>
<ol style="list-style-type: none"> <li>1. Lecture with audiovisual supplements</li> <li>2. Group discussion</li> </ol>	<ol style="list-style-type: none"> <li>1. Ali R., Bakhsh K., Yasin M.A. Impact of urbanization on CO2 emissions in emerging economy: evidence from Pakistan. <i>Sustain Cities Soc.</i> 2019; 48:101553.</li> <li>2. Shahbaz M., Mallick H., Mahalik M.K., Loganathan N. Does globalization impede environmental quality in India? <i>Ecol. Indicate.</i> 2015; 52:379–393.</li> </ol>
<b>September- (UNIT II)</b>	
<ol style="list-style-type: none"> <li>1. Deforestation and ecological imbalance</li> <li>2. forestation programs and policies</li> </ol>	
<b>Teaching Method</b>	<b>Suggested Reading</b>
<ol style="list-style-type: none"> <li>3. Lecture with audiovisual supplements</li> <li>4. Group discussion</li> </ol>	<ol style="list-style-type: none"> <li>1. Principal Chief Conservator of Forests, Policy and Implementation, p.8; <i>The Gazette of India</i>, 17 Dec. 1988.</li> <li>2. Forest Sector Report India (2010), India Council of Forestry Research and Education, Dehradun, Ministry of Environment and Forest, Government of India</li> </ol>
<b>September (UNIT III: ENVIRONMENT ACTION, MANAGEMENT AND LAW)</b>	
<ul style="list-style-type: none"> <li>• Rio Summit and its implications</li> <li>• Government policies and programs for preservation of environment</li> </ul>	
<b>Teaching Method</b>	<b>Suggested Reading</b>
<ol style="list-style-type: none"> <li>1. Lecture with audiovisual supplements</li> <li>2. Group discussion</li> </ol>	<ol style="list-style-type: none"> <li>1. Principal Chief Conservator of Forests, Policy and Implementation, p.8; <i>The Gazette of India</i>, 17 Dec. 1988.</li> <li>2. Forest Sector Report India (2010), India Council of Forestry Research and Education, Dehradun, Ministry of Environment and Forest, Government of India</li> </ol>
<b>September (UNIT III)</b>	
<ul style="list-style-type: none"> <li>• Role of traditional, people controlled</li> <li>• waste management</li> </ul>	
<b>Teaching Method</b>	<b>Suggested Reading</b>
<ol style="list-style-type: none"> <li>1. Lecture with audiovisual supplements</li> <li>2. Group discussion</li> </ol>	<ol style="list-style-type: none"> <li>1. Principal Chief Conservator of Forests, Policy and Implementation, p.8; <i>The Gazette of India</i>, 17 Dec. 1988.</li> <li>2. Ackerman, F., 2000: Waste Management and Climate Change. <i>Local Environment</i>, 5(2), pp.223-229.</li> </ol>
<b>SEPTEMBER (UNIT IV: CLASSIFICATION OF DISASTER AND DISASTER MANAGEMENT)</b>	
<ul style="list-style-type: none"> <li>• Assignment and class presentation</li> </ul>	
<b>Teaching Method</b>	<b>Suggested Reading</b>
Class presentation	

**OCTOBER(UNITV:DISASTERRESPONSES,MITIGATION,AND SOCIALACCOUNTABILITY )**

- Preventionandpreparedness:pre-disasterandpost-disastersteps
- Socialandpoliticaldimensionsof aidfordisasters

**TeachingMethod**

1. Lecturewith discussion
2. Workshop

**SuggestedReading**

1. Ayaz, . (2009). Disaster Management: Through theNewMillennium. Anmol Publications.
2. Narayan,B. (2009).DisasterManagement,NewDelhi:A.P.H. PublishingCorporation

**OCTOBER (UNIT V)**

- Relief,damageandneedsassessment

**TeachingMethod**

1. Lecturewith discussion
2. Groupactivities

**SuggestedReading**

1. Ayaz, . (2009). Disaster Management: Through theNewMillennium. Anmol Publications.
2. Narayan,B. (2009).DisasterManagement,NewDelhi:A.P.H. PublishingCorporation