

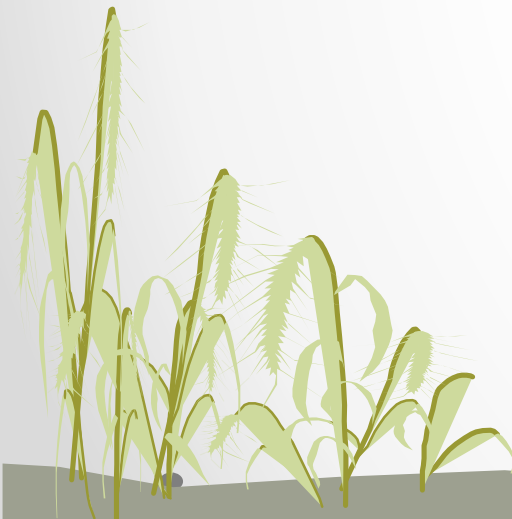
# Teaching Environmental Studies in Institutes of Higher Education

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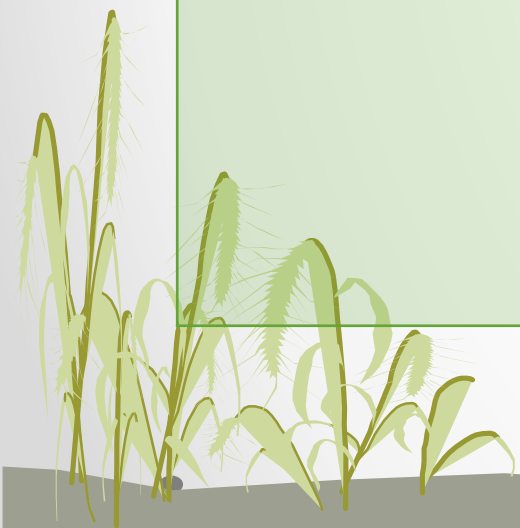
St. Joseph's College (Autonomous)

Bengaluru 560 027



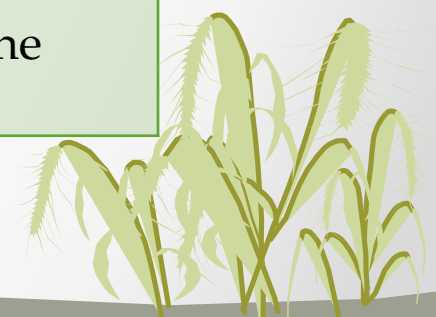
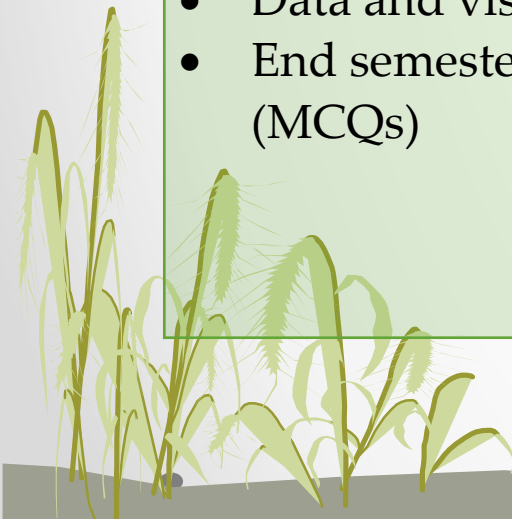
# Teaching methods followed in IHEs → ES

Type of content delivery	Facilitator	Advantages	Disadvantages
<p>Regular classes</p> <ul style="list-style-type: none"><li>• Like any other subject</li><li>• Time table spread out through the semester</li><li>• End semester exams</li><li>• Number of students moderate*</li></ul>	<ul style="list-style-type: none"><li>• M.Sc. Environmental Science</li><li>• Has an awareness of the local env. issues</li><li>• Has access to data</li><li>• Has facilities to disseminate</li></ul>	<ul style="list-style-type: none"><li>• Quality delivery of the content</li><li>• Sufficient time for assimilation, discussions and experimental learning</li><li>• Comprehensive evaluation</li><li>• Relate to the immediate / long term needs</li><li>• Attitudinal change and action</li></ul>	<ul style="list-style-type: none"><li>• Time management (Class and Exam)</li><li>• Space management</li><li>• Financial burden</li><li>• Availability of teachers*</li><li>• Burden on students?</li></ul>



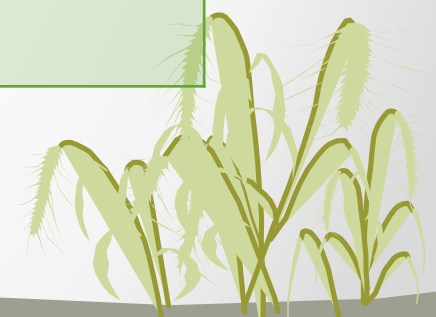
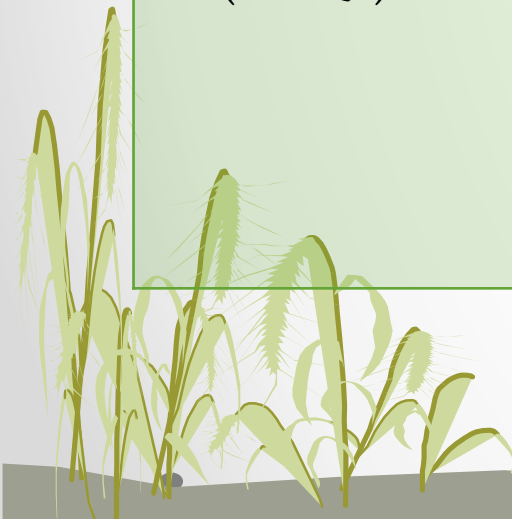
# Teaching methods followed in IHEs → ES

Type of content delivery	Facilitator	Advantages	Disadvantages
<p>Mass interaction</p> <ul style="list-style-type: none"><li>• Students of different streams addressed together</li><li>• Classes held in auditoria</li><li>• Speakers relay (content discontinuous)</li><li>• Data and visuals</li><li>• End semester exams (MCQs)</li></ul>	<ul style="list-style-type: none"><li>• May not be a teacher</li><li>• Public speaker</li><li>• May not be a subject teacher</li><li>• Available in-house</li><li>• Videos / films</li></ul>	<ul style="list-style-type: none"><li>• Awareness creation</li><li>• Cost of delivery</li><li>• Time management</li><li>• Space management</li><li>• Reduced financial burden</li><li>• Fulfils mandatory requirement</li></ul>	<ul style="list-style-type: none"><li>• Minimum and less effective content delivery</li><li>• No connectivity</li><li>• Minimum reception and assimilation</li><li>• Burden on students</li><li>• Question paper oriented</li><li>• Ineffective evaluation</li><li>• Undermines/ trivialises the significance of the objective and the subject</li></ul>



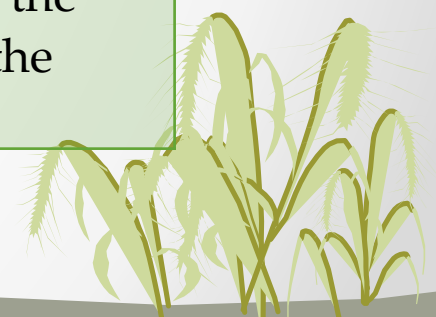
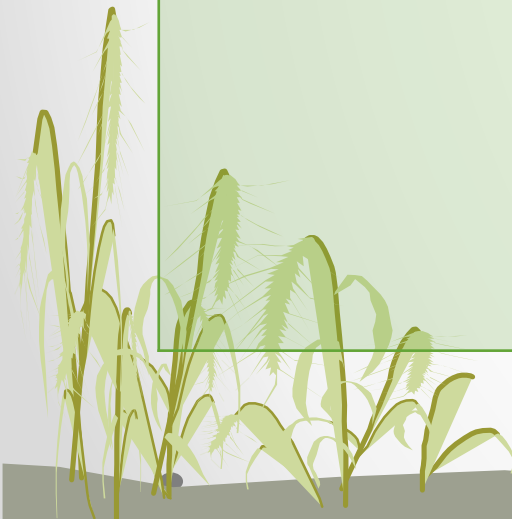
# Teaching methods followed in IHEs → ES

Type of content delivery	Facilitator	Advantages	Disadvantages
<p>End semester classes</p> <ul style="list-style-type: none"><li>• Students of different streams addressed at the same time (vacations)</li><li>• Speakers relay (content discontinuous)</li><li>• Data and visuals</li><li>• End semester exams (MCQs)</li></ul>	<ul style="list-style-type: none"><li>• May not be a subject teacher</li><li>• Available in-house</li><li>• PG students of select subjects</li><li>• Chapter experts</li><li>• Videos / films</li></ul>	<ul style="list-style-type: none"><li>• Awareness creation</li><li>• Cost of delivery</li><li>• Time management</li><li>• Space management</li><li>• Reduced financial burden</li><li>• Fulfills mandatory requirement</li></ul>	<ul style="list-style-type: none"><li>• Minimum and less effective content delivery</li><li>• Minimum reception and assimilation</li><li>• Burden on students</li><li>• Question paper oriented</li><li>• Ineffective evaluation</li><li>• Undermines/ trivialises the significance of the objective and the subject</li></ul>



# Teaching methods followed in IHEs → ES

Type of content delivery	Facilitator	Advantages	Disadvantages
<p>Printed notes provided</p> <ul style="list-style-type: none"><li>• Available for download</li><li>• Available in the photocopying shop</li><li>• On WhatsApp</li><li>• On e-mail</li><li>• A text-book suggested</li></ul>	<ul style="list-style-type: none"><li>• No interaction with teacher / facilitator</li></ul>	<ul style="list-style-type: none"><li>• No financial burden</li><li>• No logistics to be organised except exams and publishing of results</li></ul>	<ul style="list-style-type: none"><li>• Uncertain delivery</li><li>• Rote learning?</li><li>• No clarifications</li><li>• No follow-up</li><li>• Minimum reception and assimilation</li><li>• Burden on students</li><li>• Question paper oriented</li><li>• Ineffective evaluation</li><li>• Undermines/ trivialises the significance of the objective and the subject</li></ul>



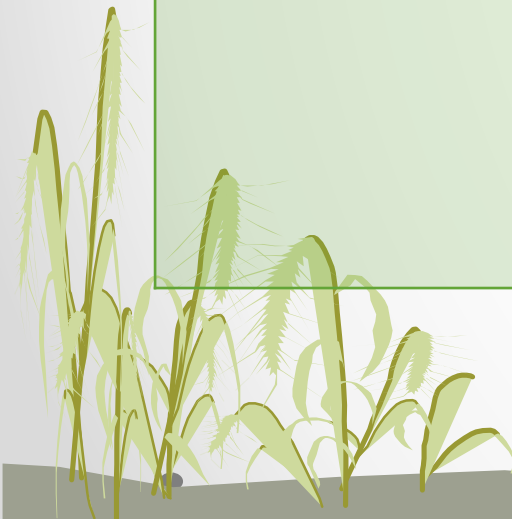
# Teaching methods followed in IHEs → ES

Type of content delivery	Facilitator	Advantages	Disadvantages
<p>Only MCQs provided</p> <ul style="list-style-type: none"><li>• Available in the photocopying shop</li><li>• On WhatsApp</li><li>• On e-mail</li></ul>	<ul style="list-style-type: none"><li>• No interaction</li></ul>	<ul style="list-style-type: none"><li>• No financial burden</li><li>• No logistics to be organised except exams and publishing of results</li></ul>	<ul style="list-style-type: none"><li>• No content delivery</li><li>• No learning</li><li>• No clarifications</li><li>• No follow-up</li><li>• Minimum reception and assimilation</li><li>• Burden on students</li><li>• Question paper oriented</li><li>• Ineffective evaluation</li></ul> <p>Undermines/ trivialises the significance of the objective and the subject</p>

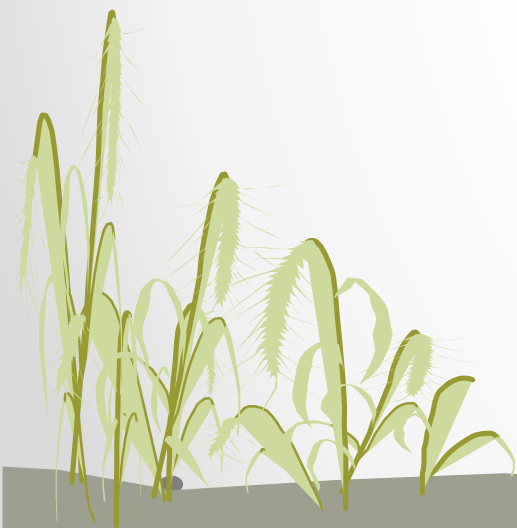


# Teaching methods followed in IHEs → ES

Type of content delivery	Facilitator	Advantages	Disadvantages
MOOCs / Online classes (Institution specific) <ul style="list-style-type: none"><li>• Monitored by mentors / office personnel</li><li>• Structured and periodic exams</li></ul>	<ul style="list-style-type: none"><li>• Subject expert</li><li>• Has access to data</li><li>• Innovative presentation possible</li></ul>	<ul style="list-style-type: none"><li>• Mass delivery</li><li>• Moderation and monitoring possible (indirect)</li><li>• Flexibility (time &amp; location)</li><li>• No Class room infrastructure required</li><li>• Student involvement</li><li>• Abandonment prevention protocols to be built-in</li></ul>	<ul style="list-style-type: none"><li>• Requires initial infrastructural investment</li><li>• Availability of skill-sets to develop material</li><li>• Institutions may settle for MCQs + OCR for evaluation</li></ul>

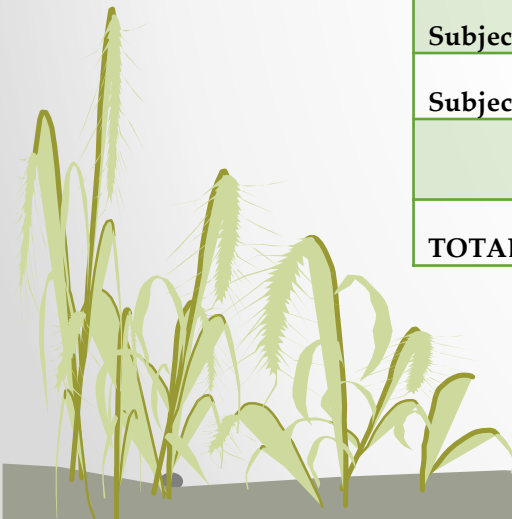


CREDITS FOR B.Sc. COURSES					
I -III SEMESTER					
	T/P	NUMBER OF TEACHING HRS PER WEEK	CREDITS	TOTAL CREDITS IN ONE SEMESTER	TOTAL CREDITS IN ALL SEMESTERS
General English	T	4	3	21	21X 3 =63
Languages	T	4	3		
Subject-1	T	4	4		
Subject-2	T	4	4		
Subject-3	T	4	4		
Subject-1	P	3	1		
Subject-2	P	3	1		
Subject-3	P	3	1		
IV SEMESTER					
General English	T	4	3	15	15
Languages	T	4	3		
Subject-1	T	2	2		
Subject-2	T	2	2		
Subject-3	T	2	2		
Subject-1	P	3	1		
Subject-2	P	3	1		
Subject-3	P	3	1		





V & VI SEMESTERS					
Subject-1 -PAPER-1	T	3	3	24	24 X 2 =48
Subject-1 -PAPER-2	T	3	3		
Subject-2 -PAPER-1	T	3	3		
Subject-2 -PAPER-2	T	3	3		
Subject-3 -PAPER-1	T	3	3		
Subject-3 -PAPER-2	T	3	3		
Subject-1	P	3	1		
Subject-2	P	3	1		
Subject-3	P	3	1		
Subject-1	P	3	1		
Subject-2	P	3	1		
Subject-3	P	3	1		
<b>TOTAL CREDITS IN LANGUAGES, ENGLISH AND SUBJECTS</b>					<b>126</b>



**COURSE COMPLETION REQUIREMENTS-SOFT CORE AND OPEN ELECTIVES**

**FOUNDATION COURSES (ENVIRONMENTAL STUDIES/ COMPUTER FUNDAMENTALS , INDIAN CONSTITUTION & HUMAN RIGHTS AND CULTURE , DIVERSITY & SOCIETY)**

**TERM PAPER / INTERNSHIP (DEPARTMENT MUST ORGANISE)**

**OUTREACH PROGRAMME**

**INTEGRAL FORMATION PROGRAMME (IGNITORS)**

**Human resource Development /Theology**

**OPEN ELECTIVE-I**

**OPEN ELECTIVE-II**

**OPEN ELECTIVE-III**

**All students must score 5 additional credits in sports/cultural activities/certificate courses-which will be mentioned in the consolidated marks card**

Thank You!

