



**GOVERNMENT OF KARNATAKA**

**Report on**

**Proposed Curricular Framework for Undergraduate  
Programme in Universities of Karnataka State in  
ENVIRONMENTAL SCIENCE**

*Submitted to*

**Karnataka State Higher Education Council  
Government of Karnataka  
Bengaluru**

6<sup>th</sup> September 2021



## GOVERNMENT OF KARNATAKA

**Report on**  
**Proposed Curricular Framework for Graduate Programme in**  
**Universities of Karnataka State**  
**ENVIRONMENTAL SCIENCE**

Submitted by

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<p><b>And</b></p> <p><b>Committee Members of Environmental Science</b></p> <ol style="list-style-type: none"><li>1. <b>Dr. N. S. Raju</b>, Professor, Department of Studies in Environmental Science, University of Mysore, Mysuru.</li><li>2. <b>Dr. S. V. Krishna Murthy</b>, Professor, Department of PG Studies and Research in Environmental Science, Kuvempu University, Shankaraghatta.</li><li>3. <b>Dr. S. Suresh</b>, Associate Professor, Yuvaraja's College (Autonomous), University of Mysore, Mysuru.</li><li>4. <b>Dr. B. S. Prabhakar</b>, Associate Professor, Department of Environmental Science, St. Joseph's College (Autonomous), Bengaluru.</li></ol>	

6<sup>th</sup> September 2021

## MODEL CURRICULUM

Name of the Degree Programme: **B.Sc**

Discipline Core: **Environmental Science**

Total Credits for the Programme: **184**

Starting year of implementation: **2021-22**

Programme Outcomes:

By the end of the Programme the students will be able to develop:

1. Disciplinary knowledge in fields related to Environmental Science
2. Systemic and critical thinking with reference to environment-people-economic-development attributes
3. Problem identification skills and sustainable solution provisioning
4. Analytical reasoning and appropriate interpretation skills
5. Self-directed learning efficiencies leading to a productive lifelong learning process
6. Research-related skills such as review of literature, design of experiments, statistical competence, report writing and prepare target specific communication packages
7. Cooperation/Team work
8. Reflective thinking
9. Multidisciplinary competence catering to environmental sustainability

Assessment:

Weightage for assessments (in percentage)

Type of Course	Formative Assessment/IA	Summative Assessment
Theory	<b>40</b>	<b>60</b>
Practical	<b>25</b>	<b>25</b>
Projects/Experiential Learning (Internships etc.)	<b>Viva-voce = 30</b>	<b>Report = 70</b>

## PROPOSED CURRICULUM STRUCTURE FOR UNDERGRADUATE ENVIRONMENTAL SCIENCE DEGREE PROGRAMME

### Model Programme structure for Bachelor of Science with practicals with one major and one minor

Semester	Discipline Core (DSC) (Credits) (L+T+P)	Discipline Specific Elective (DSE) /Open Elective (OE) (Credits) (L+T+P)	Ability Enhancement Compulsory Course (AECC) (L+T+P)		Skill Enhancement Course (SEC)			TOTAL CREDITS
					SKILL BASED (Credits) (L+T+P)	VALUE BASED (credits) (L+T+P)		
I	ES A1 (4+2) Other subject B1 (4+2)	OE-1 (3)	L1-1(3), L2-1(3), (4hrs. each)	-	SEC-1 Digital Fluency(2) (1+0+2)	Physical Education for fitness (1) (0+0+2)	Health & Wellness (1) (0+0+2)	25
II	ES-A2 (4+2) Other subject B2 (4+2)	OE-2 (3)	L1-2(3), L2-2(3), (4hrs. each)	Environmen tal Studies (2)	-	Physical Education - Yoga (1) (0+0+2)	NCC/NSS/R &R(S&G)/Cu ltural (1) (0+0+1)	25
<b>Exit option with Certificate in Science (50 credits)</b>								
III	ES A3 (4+2) Other subject B3 (4+2)	OE-3 (3)	L1-3 (2) L2-3 (2) (4hrs. each)	-	SEC-2: Artificial Intelligence (2) (1+0+2)	Physical Education - Sports (1) (0+0+2)	NCC/NSS/R &R(S&G)/Cu ltural (1) (0+0+1)	25
IV	ES-A4 (4+2) Other subject B4 (4+2)	OE-4 (3)	L1-4(3) L2-4(3) (4hrs. each)	Constitution of India (2)	-	Physical Education - Games (1) (0+0+2)	NCC/NSS/R &R(S&G)/Cu ltural (1) (0+0+1)	25
<b>Exit option with Diploma in Science (100 credits) OR Choose any one of the core subjects as Major and other as Minor</b>								

\*L+T+P= Lecturing in Theory + Tutorial + Practicals. Numbers in the parenthesis refer to credits.

\*In lieu of the research project, two additional elective papers/ Internship may be offered

## CURRICULUM STRUCTURE FOR THE UNDERGRADUATE DEGREE PROGRAMME - B.Sc.

Total Credits for the Programme: **184**

Starting year of implementation: **2021-2022**

Name of the Degree Programme: **B.Sc.**

Discipline/Subject: **Environmental Science**

### Programme Articulation Matrix

Semester	Title /Name of the course	Programme outcomes that the course addresses (not more than 3 per course)	Pre-requisite course(s)	Pedagogy	Assessment
<b>1</b>	<b>ES 1T1</b> – Divisions of Environment	Have developed knowledge and understanding of the Divisions of the Environment and able to appreciate the holistic relationship between them.	PUC or equivalent in Science subjects	Theory and course projects	Continuous internal assessment (Formative assessment) - 30%. End Semester Examination (Summative assessment) - 70%
	<b>ES 1P1</b> – Water quality analysis	Be able to analyze the vital physicochemical parameters of water, interpret and suggest suitable treatment methods.		Hands-on-training	
	<b>ES OE1</b> – Environmental Conservation Movements <b>OR</b> <b>ES OE1</b> – Environment and Sustainable Agriculture <b>OR</b> <b>ES OE1</b> – Environmental Pollution	Be able to get an introductory account of the chosen open elective paper and use the acquired knowledge in decision making and hence add to quality of life.		Theory, case studies and self-study	

Semester	Title /Name of the course	Programme outcomes that the course addresses (not more than 3 per course)	Pre-requisite course (s)	Pedagogy	Assessment
2	ES 2T1 – Ecology – Theory and Practice	Have developed sound knowledge of Basic and Applied Ecology.	-	Theory, case studies and course projects	Continuous internal assessment (Formative assessment) - 30%. End Semester Examination (Summative assessment) - 70%
	ES 2P1 – Ecological analysis	Be able to Identify and Enumerate Planktons, Estimate the Primary Productivity of an Aquatic Ecosystem, study the characteristics of a Biotic Community; Be able to Compute Carbon Sequestration of trees.		Hands-on-training	
	ES OE2 – Climate Change and Its Implications OR ES OE2 – Environment and Public Health in Contemporary Society OR ES OE2 – Wildlife and Conservation	Be able to get an introductory account of the chosen open elective paper and use the acquired knowledge in decision making and hence add to quality of life.		Theory, Case studies and Self-study	
<b>Exit option with Certificate in Science (50 credits)</b>					
<b>Job opportunities for the Exit option with Certificate</b>					
<ul style="list-style-type: none"> <li>• Sampling Assistant in wastewater treatment plants</li> <li>• Analytical Assistant/Intern analyst in water testing laboratories</li> <li>• Laboratory instructor in educational institutions</li> <li>• Field Technician in mobile environmental laboratories</li> <li>• Field Technician in Research institutions/NGOs involved in environmental monitoring/carbon credit establishment/productivity studies.</li> <li>• Sampling and execution assistant in environmental auditing</li> <li>• Garden/nursery Supervisor/Entrepreneurship</li> </ul>					

- NGOs/Consultancy firms
- Self-employment

Semester	Title /Name of the course	Programme outcomes that the course addresses (not more than 3 per course)	Pre-requisite course (s)	Pedagogy	Assessment
3	ES 3T1 – Natural Resources and Management	Have developed a sound knowledge and understanding of Natural Resources and Application of various management practices.	Certificate in Science with Environmental Science as a subject and a total credit score of 50	Theory, case studies and problem solving methods	Continuous internal assessment (Formative assessment) -30%. End Semester Examination (Summative assessment) -70%
	ES 3P1 – Mineralogy, Petrology, Energy Resources and Medicinal Plants	Be able to Identify Major Rock forming Minerals and Rocks. Learn basic skills of mapping and cartography.		Hands-on-training and field studies	
	ES OE3 – Women and Environment OR ES OE3 – Food Adulterants and Safety OR ES OE3 – Environmental Disasters of India	Be able to get an introductory account of the chosen open elective paper and use the acquired knowledge in decision making and hence add to quality of life.		Theory, Case studies and Self-study	



Semester	Title /Name of the course	Programme outcomes that the course addresses (not more than 3 per course)	Pre-requisite course (s)	Pedagogy	Assessment
4	ES 4T1 – Biodiversity, Wildlife and Conservation	Have developed an understanding of the biodiversity resources, status of wildlife, the pressures faced by wildlife areas and cultivate an insight into the conservation practices.		Theory, case studies and field studies	Continuous internal assessment (Formative assessment) - 30%. End Semester Examination (Summative assessment) - 70%
	ES 4P1 – Meteorology, Biodiversity Assessment, Ecosystem Services and conservation case studies	Be able to analyse the behaviour of local weather patterns by monitoring meteorological parameters. Develop wind and pollution roses; analyse climate maps and make interpretations.  Be able to execute sampling and data collection skills with reference to biodiversity and wildlife. Will have an exposure to wildlife monitoring techniques such as quadrats, line transects and mark-release-recapture methods.		Data handling and Hands-on-training	
	ES OE4 – Environmental Education <b>OR</b> ES OE4 – Environment and Green Marketing <b>OR</b> ES OE4 – Modern Technologies for Environmental Management	Be able to get an introductory account of the chosen open elective paper and use the acquired knowledge in decision making and hence add to quality of life.		Theory, Case studies and Self-study	
<b>Exit option with Diploma in Science (100 credits) OR Choose any one of the core subjects as Major and other as Minor</b>					

### **Job opportunities for the Exit option with Diploma in Science**

- Procurement, processing, value addition and Marketing of NTFPs - Executive/Entrepreneurship
- Procurement of Medicinal Plants – Marketing/Entrepreneurship
- Lab assistant in educational institutions
- Wildlife and Ecotourism guides
- Public Health/Waste Management Assistants in Municipalities
- Incinerator operators in small establishments
- NGOs/Consultancy firms
- Self-employment

### **Job opportunities for the Exit option with Bachelor of Science Degree**

- Assistants in Central and State Pollution Control Boards
- Environmental Health and Safety Assistant in industries
- Occupational Health and Safety Assistant in industries/theme parks
- Public Health/Waste Management Officers in Municipalities
- Wastewater Treatment Plant Managers
- Environmental/Production Quality Assurance Executive - Junior
- Environmental Analyst (Validation)
- Research Assistant/Staff
- R&D Lab Assistant
- Water testing labs or chemical suppliers/ Entrepreneurship
- Liaison Officer
- Watershed Management Assistant
- Mineral/Energy Resource Exploration Assistant
- Solar energy/alternate energy Executives
- Micro irrigation Executives
- Organic Farming Executives/Entrepreneurship
- NGOs/Consultancy firms
- Teachers in Schools
- Self-employment

## SYLLABUS – Theory and Practicals

### B.Sc. Semester 1

Title of the Course: **ES 1T1 - DIVISIONS OF THE ENVIRONMENT**

Number of Theory Credits	Number of lecture hours/ semester	Number of Practical Credits	Number of practical hours/ semester
<b>4</b>	<b>60</b>	<b>2</b>	<b>4hrs/week</b>

<b>Programme specific objectives</b>	
PSO 1	To develop competency in understanding the interrelatedness of the divisions of the Environment.
PSO 2	To instill an introductory knowledge of the divisions of Environment and develop necessary analytical skills to characterise their variations.
PSO 3	To motivate and inspire to acquire contemporary understanding and skills leading to issue identification.
PSO 4	To inculcate creativity and innovative spirit in the domain of human-environment interface leading to vocation/entrepreneurial opportunities.

<b>Programme outcomes</b>	
PO 1	Demonstrate an entry level competence in understanding the environmental divisions and associated processes.
PO 2	Demonstrate the ability to carry out water quality analysis in the laboratory and interpret the results.
PO 3	Ability to understand and appreciate the role of environmental parameters in specific day-to-day activities.
PO 4	Be able to understand the demands and function in work environment dealing with environmental systems

<b>Content of Theory Course 1</b>	<b>60Hrs</b>
<b>Unit - 1</b>	<b>12</b>
<p>Environmental Education: Definition, Aim, Objectives and Scope.</p> <p>Environmental Science: Definition, Aim of study and Scope. Differences between Ecology and Environmental Science; Various approaches of studying Environmental Science.</p> <p>Components of the Environment: Definitions of Atmosphere, Hydrosphere, Lithosphere and Biosphere - their complex interactions and significance.</p>	
<b>Unit - 2</b>	<b>16</b>
<p>Atmosphere: Evolution of the atmosphere – Principal components – Permanent and variable gases. Structure of the atmosphere on the basis of temperature and composition.</p> <p>Ozone chemistry - Depletion and recovery of stratospheric ozone – monitoring, effects and control measures.</p> <p>Climatology: Differences between weather and climate; Insolation - Factors affecting the distribution. Solar (short-wave) and terrestrial (long-wave) radiations. Earth's Albedo and Heat budget of the earth. Tropical monsoon climate – Tropical cyclones and their impacts. Weather forecasting and modification. El-Nino and La-Nina effect.</p> <p>Global warming, effects and control measures; Global dimming - Definition, causes and implications; Urban Heat Islands.</p>	
<b>Unit - 3</b>	<b>18</b>
<p>Hydrosphere: Hydrologic cycle - process of heat energy transfer - Radiation, Conduction and Convection. Types of lifting and precipitation - Bergeron process – Cloud formation and classification. Forms of condensation; Forms of precipitation. Cloud seeding.</p> <p>Limnology: Definition – Lotic and Lentic environment. Differences between Lotic and Lentic systems.</p> <p>Lotic environment: Springs, Stream profile: Potomon and Rhithron.</p> <p>Lentic environment: Ponds, lakes and estuaries – their types. Photic and thermal stratification of Lentic systems.</p> <p>Marine environment: Zonation, Salinity status of marine environment, biotic communities of oceanic zones, acidification of sea water; ocean currents and tides –significance; Polymetallic nodules.</p> <p>Ground water: Definition. Zonation; Types of wells. Salinization of ground water in coastal regions.</p>	

<b>Unit - 4</b>	<b>14</b>
<p>Lithosphere: Definition. Internal structure of the earth.</p> <p>Endogenic processes: Plate Tectonics – Earthquake and Volcanism – Causes, Effects, and Management.</p> <p>Exogenic processes: River, Sand dunes, Glaciation, Avalanches and Landslides.</p> <p>Mineralogy: Definition. Outline classification of minerals</p> <p>Petrology: Definition. Classification - Igneous, Sedimentary and Metamorphic rocks – their formation – types – uses.</p> <p>Pedology: Soil – definition – formation – soil profile. Types – Alluvial; Black; Red and Laterite; Arid and Desert; Saline and Alkaline; Peaty and Marshy; Grassland, Forest and Mountain Soils. A brief account of Soil biota. Soil weathering and erosion – Types, effects and management.</p>	

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- Allaby, M. (2002). Basics of Environmental Science. Routledge.
- Barry, G. R. and Chorley, J. R. (2003). Atmosphere, Weather and Climate. Routledge, London.
- Critchfield, H. J. (1995). General Climatology. Printice Hall of India.
- Horne, A. J., & Goldman, C. R. (1994). Limnology (Vol. 2). New York: McGraw-Hill.
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- Manahan, S. E. (2011). Fundamentals of environmental chemistry. CRC press.
- Miller, G. T., & Spoolman, S. (2015). Environmental Science. Cengage Learning.
- Miller, Jr. G. T. (1994). Living in the Environment: Principles, Connections and Solutions. Wadsworth Publishing Co.
- Miller, R. W. and Donahue, R. L. (1992). Soils – Introduction to Soils and Plant Growth. Prentice Hall of India.
- Mitra, A., & Chaudhuri, T. R. (2020). Basics of Environmental Science. New Central Book Agency.
- Nandini, N. (2019). A text book on Environmental Studies (AECC). Sapna Book House, Bengaluru.

Wright, R. T. (2007). Environmental science: toward a sustainable future. Jones & Bartlett Publishers.

Formative Assessment – Continuous Internal Assessment = 40% (40 Marks)	
Assessment Occasion/ type	Weightage in Marks
End Semester Examination	60% (60 Marks)
Total	100% (100 Marks)

Date

Course Co-ordinator

Subject Committee Chairperson

## Content of Practical Course 1: List of experiments to be conducted

### ES 1P1: WATER QUALITY ANALYSIS

(Total Teaching Hours = 60; Total Credits = 2)

1. Sampling technique of water
2. Determination of pH – pH metric method
3. Determination of Electrical Conductance – Conductivity meter method
4. Estimation of Turbidity – Nephelometric method
5. TS, TSS & TDS – Gravimetric and Filtration method
6. Estimation of Acidity – Alkalimetric method / CO<sub>2</sub> – NaOH titration method
7. Estimation of Alkalinity – Acidimetric method
8. Estimation of Hardness – EDTA Complexometric method
9. Estimation of Chlorides – Argentometric method
10. Estimation of Dissolved Oxygen – Modified Winkler's method
11. Estimation of Nitrates – Phenoldisulfonic Acid method
12. Estimation of Fluorides – Fluoride meter method/SPADNS Reagent method
13. Estimation of Sulphates – Barium chloride method

### References

- Nandini, N. (2009). Handbook on water quality monitoring and Assessment. Sapna Book House, Bengaluru.
- Sawyer, C. N. and Mc Carty, P. L. (1978). Chemistry for Environmental Engineering. Mc Graw – Hill International.
- Saxena M M. (1990). Environmental Analysis: Water, Soil and Air. Edition, 2. Publisher, Agro Botanical Pub.
- Standard Methods for Examination of Water and Wastewater. (2017). APHA – WEF.
- Trivedi, P. K. and Goel, P. K. (1984). Chemical and Biological Methods of Water Pollution Studies. Environmental Publication.
- Zhang, C. (2007). Fundamentals of environmental sampling and analysis. John Wiley & Sons.

Formative Assessment – Practical Internal Assessment = 50% (50 Marks)	
Assessment Occasion/ type	Weightage in Marks
End Semester Examination	50% (50 Marks)
Total	100% (50 Marks)

Date

Course Co-ordinator

Subject Committee Chairperson



## ES OE1: ENVIRONMENTAL CONSERVATION MOVEMENTS

Number of Theory Credits	Number of lecture hours/ semester
<b>3</b>	<b>45</b>

<b>Content of OPEN ELECTIVE Theory Course 1</b>	<b>45Hrs</b>
<b>Unit - 1</b>	<b>15</b>
<p>Environment: Definition, role of environment in shaping civilisations. Interrelations between civilisation and environment – ecological economic and socio-cultural.</p> <p>Industrial revolution and environmental pollution. Globalisation and environmental pollution. Modern agriculture and environmental degradation.</p> <p>Development: Definition, Growth and development. Population growth and its impact on natural resources, Modernization and population. Causes for industrialization, changing life styles, regulatory aspects of industrialization, overall impact of industrialization on quality of human life, negative impacts of industrialization and urbanization.</p>	
<b>Unit - 2</b>	<b>15</b>
<p>Development and Environment: Types of development. Sustainable development – Need, relevance in contemporary society.</p> <p>Principles of Sustainable Development: History and emergence of the concept of Sustainable Development, Definitions, Environmental issues and crisis, Resource degradation, greenhouse gases, desertification, invasive species, wildlife depletion and social insecurity.</p> <p>United Nations Sustainable Development Goals. Strategies for implementing eco-development programmes, Sustainable development through - trade, economic growth, carrying capacity and public participation.</p>	
<b>Unit - 3</b>	<b>15</b>
<p>People movements: Types – Concept of environmental movements, Definition, levels of collective action, the local grassroots movement level; the social movement level; a cycle of protest.</p> <p>Environmental Movements: United Nations Conference on Human Environment, 1972 – 'Limits to Growth'. The Brundtland Commission, 1987 – 'Our Common Future'. The United Nations Conference on</p>	

Environment and Development, 1992.	
Environmental Movements of India: Bishnoi Movement, The Chipko Movement, Appiko Movement, Silent Valley Movement, Narmada Bachao Andolan, Jungle Bachao Andolan, Beej Bachao Andolan.	
Urban-based Environmental Movements – Local case studies.	

## References

- Bindra, P. S. (2017). *The Vanishing: India's Wildlife Crisis*. Penguin Random House India.
- Climate Change: Science and Politics. (2021). Centre Science and Environment, New Delhi.
- Edwards, Andres R. (2005). *The Sustainability Revolution: Portrait of a Paradigm Shift*. New Society Publishers.
- Flanders, L. (1997). The United Nations' department for policy coordination and sustainable development (DPCSD). *Global Environmental Change*, 7(4), 391-394.
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- Nagendra, H., & Mundoli, S. (2019). *Cities and canopies: trees in Indian cities*. Penguin Random House India Private Limited.
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- Rachel Carson. (2002). *Silent spring*. Houghton Mifflin Harcourt.
- Rajit Sengupta and Kiran Pandey. (2021). *State of India's Environment 2021: In Figures*. Centre Science and Environment.
- Sustainable development in India: Stocktaking in the run up to Rio+20. (2011). TERI for MoEF&CC.

Formative Assessment – Continuous Internal Assessment = 40% (40 Marks)	
Assessment Occasion/ type	Weightage in Marks
End Semester Examination	60% (60 Marks)
Total	100% (100 Marks)

Date

Course Co-ordinator

Subject Committee Chairperson

## ES OE1: ENVIRONMENT AND SUSTAINABLE AGRICULTURE

Number of Theory Credits	Number of lecture hours/ semester
<b>3</b>	<b>45</b>

<b>Content of OPEN ELECTIVE Theory Course 1</b>	<b>42Hrs</b>
<b>Unit - 1</b>	<b>15</b>
<p>Environment – Definition, scope and significance.</p> <p>Agriculture – Definition, scope and significance. Environmental basis for agriculture and food. Agricultural patterns in India. Socio-economic pressures on agriculture. Food security and food scarcity.</p> <p>Types of agriculture – rain-fed cultivation and irrigation – water intensive agriculture – Reservoirs and ground water exploitation. Conventional and mechanised agriculture.</p> <p>Natural and chemical agriculture. Subsistence and commercial agriculture. Environmental effects of land use and landscape changes.</p>	
<b>Unit - 2</b>	<b>15</b>
<p>Environmental determinants of agriculture – role of rainfall, humidity, wind, topography and edaphic factors in crop selection.</p> <p>Animal husbandry – Dairy and poultry – role of transboundary species of cattle in Indian scenario.</p> <p>Pisciculture – Environmental effects of intensive pisciculture.</p> <p>Agricultural biodiversity: Crop diversity – Definition and significance. Poly culture and mono culture. Influences of green revolution on modern agricultural practices of India – Loss of agrobiodiversity – Influence of transboundary crops. Agricultural biotechnology – Genetically Modified Crops – Influence on environment. Pollination crisis. Integrated pest management.</p>	
<b>Unit - 3</b>	<b>15</b>
<p>Environmental impacts of agriculture – Loss of biodiversity – soil salinity – fertiliser and pesticide pollution, Climate change and global warming. Erosion and problems of deposition in irrigation systems. Desertification. Biomagnification – Case studies.</p> <p>Contemporary issues and management – Farmer distress – market mechanisms – natural farming methods/organic farming. Urban</p>	

agriculture and hydroponics.

Ecological principles of farming – Sustainable agriculture – Significance of indigenous crops and cattle varieties. Watershed management. Agricultural policies of India.

## References

Altieri, M. A. (2018). *Agroecology: the science of sustainable agriculture*. CRC Press.

Campanhola, C., & Pandey, S. (Eds.). (2018). *Sustainable food and agriculture: An integrated approach*. Academic Press.

de Zeeuw, H., & Drechsel, P. (Eds.). (2015). *Cities and agriculture: Developing resilient urban food systems*. Routledge.

Eric Lichtfouse, Mireille Navarrete, Philippe Debaeke, Souchere Veronique, Caroline Alberola. (2009). *Sustainable Agriculture*. Springer Science & Business Media.

Kazim B. Rahim Debash Sarkar Bidhan Chand. (2012). *Sustainable Agriculture and Environment*. New Delhi Publishers.

Satyanarayana, T., Johri, B. N., & Prakash, A. (Eds.). (2012). *Microorganisms in sustainable agriculture and biotechnology*. Springer Science & Business Media.

Songstad, D. D., Hatfield, J. L., & Tomes, D. T. (Eds.). (2014). *Convergence of food security, energy security and sustainable agriculture (Vol. 67)*. New York: Springer.

Formative Assessment – Continuous Internal Assessment = 40% (40 Marks)	
Assessment Occasion/ type	Weightage in Marks
End Semester Examination	60% (60 Marks)
Total	100% (100 Marks)

Date

Course Co-ordinator

Subject Committee Chairperson

### ES OE1: ENVIRONMENTAL POLLUTION

Number of Theory Credits	Number of lecture hours/ semester
<b>3</b>	<b>45</b>

<b>Content of OPEN ELECTIVE Theory Course 1</b>	<b>45Hrs</b>
<b>Unit - 1</b>	<b>15</b>
<p>Environmental pollution: Definition, Types. Environmental contaminants and environmental pollutants. Classification of pollutants – on the basis of physical properties and forms of their existence. Primary and secondary pollutants, degradable and non-degradable, point and non-point sources of pollution.</p> <p>Xenobiotics and persistent organic chemicals. Characteristics of pollution – Large production quantities, usage involving leakages, toxicity, persistence and accumulation.</p> <p>Air pollution: Definition, sources of air pollution and their effects on flora, fauna, human-beings and materials. Indoor pollution, automobile pollution, ozone depletion and recovery, global warming and climate change. London smog, Bhopal gas tragedy, Visakhapatnam gas leak and endosulphan tragedy in Karnataka. Air quality standards – NAAQS, AQI, Bharat Stage - VI Emission standards. Air pollution control measures.</p>	
<b>Unit - 2</b>	<b>15</b>
<p>Water pollution: Definition, sources of water pollution and their effects on flora, fauna, human-beings and materials. Surface water pollution – Dissolved oxygen, biochemical oxygen demand and chemical oxygen demand. Agriculture runoff and detergents as pollutants. Eutrophication. Heavy metal pollution – Minamata episode.</p> <p>Ground water pollution – fluoride, nitrate, Arsenic pollution and their control. Water quality criteria – specifications for drinking and inland surface waters. Water Quality Indices.</p> <p>Soil pollution: Definition, sources and types. Soil pollutants – metals, inorganic ions and salts; and organic substance. Effects of pollution on soil health and productivity. Effects of pesticides on soil. Soil erosion, types and control.</p>	
<b>Unit - 3</b>	<b>15</b>
<p>Noise pollution: Definition, sources and effects. Noise induced hearing loss. Decibel scale. Noise control measures.</p> <p>Solid waste pollution: Definition, origin, classification and characteristics</p>	

<p>of solid waste. Segregation, collection, transportation and disposal of solid waste. Solid waste treatment and disposal – Composting, open dumping, sanitary landfill, incineration, recycling and recovery.</p> <p>E-waste: Definition, sources, composition, recycling and disposal methods. Hazardous waste: Definition, sources, classification, effects and disposal methods.</p>	
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## References

- Bhatia H. S. (2003). A Textbook on Environmental Pollution and Control. Galgotia Publications Private Limited, Delhi.
- Mark L. Brusseau, Ian L. Pepper and Charles P. Gerba. (2019). Environmental and Pollution Science. Academic Press.
- Marquita K. Hill. (2012). Understanding Environmental Pollution. Cambridge University Press
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- Yogendra N Srivastava. (2009). Environmental Pollution. Ashish Publishing House - APH Publishing Corporation.

Formative Assessment – Continuous Internal Assessment = 40% (40 Marks)	
Assessment Occasion/ type	Weightage in Marks
End Semester Examination	60% (60 Marks)
Total	100% (100 Marks)

Date

Course Co-ordinator

Subject Committee Chairperson

## B.Sc. Semester 2

Title of the Course: **ES 1T2 - ECOLOGY – THEORY AND PRACTICE**

Number of Theory Credits	Number of lecture hours/semester	Number of practical Credits	Number of practical hours/ semester
<b>4</b>	<b>52</b>	<b>2</b>	<b>60</b>

### Programme specific objectives

PSO 1	To develop competency in understanding the ecological principles governing the biosphere.
PSO 2	To instill a knowledge of the Ecology and develop necessary analytical skills to understand the ecological systems.
PSO 3	To motivate and inspire to acquire contemporary understanding and skills leading to issue identification.
PSO 4	To inculcate creativity and innovative spirit in the domain of human-environment interface leading to vocation/entrepreneurial opportunities.

### Programme outcomes

PO 1	Demonstrate an entry level competence in understanding the ecological dynamics and their influence on humans and anthropogenic endeavours.
PO 2	Demonstrate the ability to carry out ecological analysis in field conditions/laboratories and make appropriate judgements.
PO 3	Ability to understand and appreciate the role of ecology and system dynamics in specific habitats/agroecosystems.
PO 4	Be able to understand the demands and function in work environment dealing with environmental systems.

<b>Content of Theory Course 2</b>	<b>60Hrs</b>
<b>Unit - 1</b>	<b>15</b>
<p>Levels of organization, Ecology: Divisions of Ecology - approaches in studying Ecology.</p> <p>Ecosystems – Definitions. Classification of ecosystem – Terrestrial and Aquatic with their divisions. Structure of the ecosystem - Function of ecosystem - food chain – food web – bio-magnification. Ecological pyramids – Types.</p> <p>Biogeochemical cycles: Classification. Carbon and Phosphorus cycles – anthropogenic influences on these cycles.</p> <p>Energy flow in an ecosystem – productivity - trophic levels; Study of pond and crop land ecosystems; homeostasis and feedback mechanisms.</p>	
<b>Unit - 2</b>	<b>15</b>
<p>Community Ecology: Definition, Characteristics of a Community – Species diversity, growth form and structure, dominance, relative abundance, trophic structure.</p> <p>Population Ecology: Definition, Characteristics of Population: Density – Natality – Mortality – Age distribution – Growth form-Population Equilibrium – Biotic potential – Carrying capacity – Dispersal – Dispersion – Population fluctuations – Population regulation.</p>	
<b>Unit - 3</b>	<b>15</b>
<p>Ecological succession – Primary and Secondary succession – Natural and man-influenced succession, – Hydrarch and Xerarch - Climax vegetation and their theories; Ecotone and Edge effect; Ecological equivalents; Ecotypes and Ecophenes; Ecological indicators.</p> <p>Ecological Niche: Concept and Types of niches: Spatial, Trophic and Multidimensional – Niche parameters: Form, Position and Width – Niche Partitioning - Realized and Fundamental Niche.</p> <p>Biomes: Definition and concept. Classification of biomes.</p>	
<b>Unit - 4</b>	<b>15</b>
<p>Biotic and Abiotic factors: Influence Temperature, Wind and Water, Edaphic, Topographic on flora and fauna.</p> <p>Concept of Limiting Factors: Liebig's Law of Minimum; Shelford's Law of Tolerance and the combined concept.</p> <p>Evolution: Definition – Darwin's postulates - Natural selection – Types –</p>	



Industrial Melanism - Pesticide resistance.

Co-evolution; Mimicry – Batesian and Mullerian mimicry, warning colouration.

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Formative Assessment – Continuous Internal Assessment = 40% (40 Marks)	
Assessment Occasion/ type	Weightage in Marks
End Semester Examination	60% (60 Marks)
Total	100% (100 Marks)

Date

Course Co-ordinator

Subject Committee Chairperson

## Content of Practical Course 2: List of Experiments to be conducted

### ES 2P1: ECOLOGICAL ANALYSIS

**(Total Teaching Hours = 60; Total Credits = 2)**

1. Sampling technique of phytoplankton
2. Sampling technique of zooplankton
3. Quantitative estimation of phytoplankton – Sedgwick-Rafter method
4. Quantitative estimation of zooplankton – Sedgwick-Rafter method
5. Determination of organic pollution – Palmer's Algal Pollution index
6. Estimation of primary productivity of a pond – Light and Dark bottle method
7. Estimation of primary productivity of terrestrial vegetation – Chlorophyll method
8. Estimation of primary productivity of grasses – Harvest method
9. Study of plant community – Individual count method/Quadrat method
10. Study of animal community – Line transect method
11. Determination of species diversity indices –Simpson and Shannon's Wiener Index
12. Estimation of carbon capture and storage of trees
13. Identification of ecological indicators

### References

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- Rolan, R. G. (1973). Laboratory and Field Investigations in General Ecology. Macmillan Co.
- Standard Method for Examination of Water and Wastewater. (2017). APHA – WEF.
- Subrahmanyam, N. S. and Sambamurty, A. V. S. S. (2000). Ecology. Narosa Publishing House.
- Trivedi, P. K. and Goel, P. K. (1984). Chemical and Biological Methods of Water Pollution Studies. Environmental Publications.

Formative Assessment – Practical Internal Assessment = 50% (25 Marks)	
Assessment Occasion/ type	Weightage in Marks
End Semester Examination	50% (25 Marks)
Total	100% (50 Marks)

Date

Course Co-ordinator

Subject Committee Chairperson

## ES OE2: CLIMATE CHANGE AND ITS IMPLICATIONS

Number of Theory Credits	Number of lecture hours/ semester
<b>3</b>	<b>45</b>

<b>Content of OPEN ELECTIVE Theory Course 2</b>	<b>45Hrs</b>
<b>Unit - 1</b>	<b>15</b>
<p>Climate Change: Definition, scope and facts of climate change. Origin and evolution of the earth's atmosphere. Composition and thermal structure of atmosphere; Weather and climate; Meteorological parameters - temperature, pressure, precipitation, humidity, wind speed &amp; direction. Introduction to the effects of various anthropogenic activities on earth's atmosphere.</p> <p>Monsoons - Definition, Indian monsoons - seasons: Cold weather season (Winter), the hot weather season (Summer), season of advancing monsoon (The rainy season) and season of retreating monsoon (The transition season). Cyclones of the Indian region; El-Nino, La Nina and their impacts.</p>	
<b>Unit - 2</b>	<b>15</b>
<p>Greenhouse effect and global warming: Definition, impacts, major greenhouse gases, sources and sinks of greenhouse gases; Urban Heat Islands; Ozone layer depletion and recovery, issues and remedies; ground level ozone and air pollution; global dimming. Carbon footprint.</p> <p>Impacts of global climate change: Increased surface mean temperature, insect outbreaks, vector borne/zoonotic diseases, forest fire, reduced water availability, influence on agriculture, increase in floods and drought incidences, loss of biodiversity and extinction of species, sea level rise. Climate change and food security. Vulnerable populations - The Kiribati story.</p>	
<b>Unit - 3</b>	<b>15</b>
<p>Climate change and policy frameworks - History of international climate change policies. United Nation Framework Convention on climate change (UNFCCC), The United Nations Conference on Environment and Development, Intergovernmental Panel on Climate Change (IPCC), Ministry of Environment, Forests &amp; Climate Change (MoEF&amp;CC), National Action Plan on Climate Change (NAPCC), Agenda 21, The Kyoto protocol, Paris agreement. Overview of Conference of Parties (CoP). Evolution of climate change negotiations.</p> <p>Climate change adaptation and mitigation: Definition, scope and objectives. Linkages between development, climate change impacts, their</p>	

mitigation and adaptation. Clean Development Mechanisms; Green Climate Fund, The Adaptation Fund. United Nations Sustainable Development Goals. Role of individuals in achieving Sustainable Development Goals.	
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## References

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- Agarwal K.M, Sikdar P.K. and Deb S.C. (2002). A text book of Environment – MacMiller India Ltd., Calcutta
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- Donald Ahrens.C. (2008). Essentials of Meteorology: An Invitation to the Atmosphere. Cengage Learning publication.
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- Mann, M. E. (2021). The New Climate War: the fight to take back our planet. Hachette UK.
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- Roger G. Barry and Richard J. Chorley. (2007). Atmosphere, weather and Climate, 8th Edition, Routledge Publishers.
- Romm, J. (2018). Climate Change: What Everyone Needs to Know®. Oxford University Press.

Formative Assessment – Continuous Internal Assessment = 40% (40 Marks)	
Assessment Occasion/ type	Weightage in Marks
End Semester Examination	60% (60 Marks)
Total	100% (100 Marks)

Date

Course Co-ordinator

Subject Committee Chairperson

## ES OE2: ENVIRONMENT AND PUBLIC HEALTH IN CONTEMPORARY SOCIETY

Number of Theory Credits	Number of lecture hours/semester
<b>3</b>	<b>45</b>

<b>Content of OPEN ELECTIVE Theory Course 2</b>	<b>45Hrs</b>
<b>Unit - 1</b>	<b>15</b>
<p>Environment and public health: Definitions of health and disease. Perspectives on individual health: Nutritional, socio-cultural and developmental aspects, Dietary diversity for good health; Human developmental indices for public health. Effect of quality of air, water and soil on human health.</p> <p>Diseases in contemporary society: Need for good health - factors affecting health. Types of diseases - deficiency, infection, pollution diseases - allergies, respiratory, cardiovascular and cancer. Personal hygiene- food-balanced diet. Health effects of smoking, drugs and alcohol consumption.</p>	
<b>Unit - 2</b>	<b>15</b>
<p>Malnutrition: Vitamin deficiency diseases and Mineral deficiency diseases; Folic acid requirement during pregnancy; Food Safety- Adulterants and preservatives; Pesticide Toxicity: Endosulfan and DDT; Genetically Modified Food.</p> <p>Non-communicable diseases and Lifestyle diseases - Diabetes and Hypertension.</p> <p>Communicable diseases: Definition, mode of transmission – pandemic, epidemic and endemic diseases.</p> <p>Vector borne diseases: Plague and Malaria; emerging diseases: Dengue, Chikungunya, Zika, Ebola, Swine Flu, Bird Flu, Severe Acute Respiratory Syndrome (SARS), Middle East Respiratory Syndrome (MERS); Zoonosis- Leptospirosis; Kyasanur Forest Disease (KFD) Toxoplasmosis and Nipah.</p>	
<b>Unit - 3</b>	<b>15</b>
<p>Occupational health: Sick Building Syndrome; Noise and Radiation; Ergonomics - Stress and Fatigue; Carpal tunnel syndrome (CTS); Methyl mercury and cerebral palsy; Synergistic effect; Irritable bowel syndrome; Crohn's disease.</p> <p>Environmental Sanitation and Hygiene: Safe disposal of human excreta; Solid waste disposal; Sanitation value chain.</p>	

Drug safeties: Thalidomide Tragedy; Antibiotic stewardship; New Delhi Antibiotic-Resistant superbug.	
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### References

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- Van den Bosch, M., & Bird, W. (Eds.). (2018). Oxford textbook of nature and public health: The role of nature in improving the health of a population. Oxford University Press.
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Formative Assessment – Continuous Internal Assessment = 40% (40 Marks)	
Assessment Occasion/ type	Weightage in Marks
End Semester Examination	60% (60 Marks)
Total	100% (100 Marks)

Date

Course Co-ordinator

Subject Committee Chairperson

## ES OE2: WILDLIFE AND CONSERVATION

Number of Theory Credits	Number of lecture hours/ semester
<b>3</b>	<b>45</b>

<b>Content of OPEN ELECTIVE Theory Course 2</b>	<b>45Hrs</b>
<b>Unit - 1</b>	<b>15</b>
<p>Wildlife: Definition, significance - Values of wildlife: Ecological, Economic, Cultural, Aesthetic, Scientific, Recreational and Medicinal. Biogeographical zones of India. Significant wildlife of India. Causes for wildlife depletion - HIPPO (Habitat destruction, Invasive species, Pollution, Population (human overpopulation), Overharvesting by hunting and fishing. Forest fires and wildlife depletion. Effects of depletion of wildlife - Ecological, Economic Socio-cultural. Urban wildlife. Human-wildlife conflict and management.</p> <p>Categories of Wildlife: IUCN Red data categories - Extinct, Extinct in wild, Critically endangered, Endangered, Vulnerable, Near threatened, Least concerned, Data deficient, Not evaluated. IUCN Red data book. Keystone species, Flagship species, Umbrella species. Priority species, Indicator species.</p>	
<b>Unit - 2</b>	<b>15</b>
<p>Wildlife conservation: Need for conservation of wildlife. History of wildlife conservation in India. Biosphere reserves, National parks, Wildlife sanctuaries, wildlife reserves, protected areas, privately owned wildlife reserves &amp; Single species/single habitat-based conservation areas, Area of special scientific interest (ASSI). Conservation practices - <i>Ex-situ</i> and <i>in-situ</i> conservation. Captive breeding - Role of Zoos in conservation. Community conserved areas - <i>Devarakadu</i> and <i>Pavitra Vana</i>. Case studies: Project tiger, Project elephant. Role of BSI and ZSI in conservation.</p> <p>People and conservation: Traditional knowledge, Traditions and cultures, Women and people's participation in managing protected areas. Role of NGOs in conservation. Conservation Institutions - Bird Life International, GEF, IUCN, UNEP, WCS, WWF; BNHS, WTI.</p>	
<b>Unit - 3</b>	<b>15</b>
<p>Wildlife tourism: Definition, scope and relevance. Role of Zoos and Botanical parks in tourism and awareness creation. Bird and butterfly watching. Positive and negative impacts of wildlife tourism. Conflicts related to wildlife tourism.</p>	

Wildlife trade and legislation: Wildlife trade and impacts. The Convention on International Trade in Endangered Species of Wild Fauna and Flora (CITES). Wildlife Trade Monitoring Network (TRAFFIC). Salient features of Indian wildlife act 1972.	
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Goutam Kumar Saha , Subhendu Mazumdar. (2017). *Wildlife Biology: An Indian Perspective*, PHI Learning Pvt. Ltd. India

Herbert H. T. Prins, Jan Geu Grootenhuis and Thomas T. Dolan. (2000). *Wildlife Conservation by Sustainable Use*. Springer publication.

Jedediah F. Brodie, Eric S. Post, and Daniel F. Doak. (2012). *Wildlife Conservation in a Changing Climate*. The University of Chicago Press.

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Underkoffler, Susan C, Adams, Hayley R. (Eds.). (2021). *Wildlife Biodiversity Conservation - Multidisciplinary and Forensic Approaches*, Springer publication.

Formative Assessment – Continuous Internal Assessment = 40% (40 Marks)	
Assessment Occasion/ type	Weightage in Marks
End Semester Examination	60% (60 Marks)
Total	100% (100 Marks)

Date

Course Co-ordinator

Subject Committee Chairperson



## ABILITY ENHANCEMENT COMPULSORY COURSE (AECC) ENVIRONMENTAL STUDIES

The module consists of 8 units in which the first seven units will cover 45 lectures which are classroom based to enhance knowledge skills and attitude to environment. Unit 8 is based on field activities which will be covered in 5 lecture hours and would provide students first-hand knowledge on various local environmental aspects.

1. Environmental Studies (AECC) is made compulsory core module syllabus framed by UGC for all the Indian Universities as per the directions given by the honorable Supreme court, which believed that, conservation of environment should be a national way of life and to be inculcated into the education process. The committee proposes a staggered implementation for this course as shown below. This facilitates the distribution of the teaching workload of an institution.

Subject	Environmental studies Ability Enhancement Compulsory Courses(AECC)	Semester
Course	B.Sc./ B.A./ BCA	I
	B.Com./B.B.A/B.H.M	II

2. To ensure the interdisciplinary spirit of the proposed curriculum, teaching must be carried out by the faculty who are trained at post-graduate (M.Sc.) and Ph.D. in the 'Environmental Science subject only. A candidate who is qualified with UGC-NET/K-SET in the area of Environmental Science will be well-equipped to teach this curriculum.

3. The scheme of Examination and the question paper pattern for AECC – Environmental Studies will be multiple choice questions (MCQ) for 70 marks and 30marks for internal assessment with 3 hours of teaching per week with 2 credits.

## AECC - ENVIRONMENTAL STUDIES SYLLABUS

Number of Theory Credits	Number of lecture hours	Number of field work hours
<b>2</b>	<b>45</b>	<b>5</b>

	<b>Content of AECC – Environmental Studies</b>	<b>45 hours</b>
<b>Unit 1</b>	<b>Introduction to Environmental Studies</b>	<b>2</b>
	Multidisciplinary nature of environmental studies Scope and importance; Concept of sustainability and sustainable development.	
<b>Unit 2</b>	<b>Ecosystems</b>	<b>6</b>
	What is an ecosystem? Structure and function of ecosystem; Energy flow in an ecosystem: food chains, food webs and ecological succession. Case studies of the following ecosystems:  <div style="margin-left: 40px;">                     a) Forest ecosystem,                      b) Grassland ecosystem,                      c) Desert ecosystem,                 </div> Aquatic ecosystems (ponds, streams, lakes, rivers, oceans, estuaries)	
<b>Unit 3</b>	<b>Natural Resources: Renewable and Non-Renewable Resources</b>	<b>8</b>
	Land resources and land-use change; Land degradation, soil erosion and desertification.  Deforestation: Causes and impacts due to mining, dam building on environment, forests, biodiversity and tribal populations.  Water: Use and over-exploitation of surface and ground water, floods, droughts, conflicts over water (international & inter-state).  Energy resources: Renewable and non-renewable energy sources, use of alternate energy sources, growing energy needs, case studies.	
<b>Unit 4</b>	<b>Biodiversity and Conservation</b>	<b>8</b>
	Levels of biological diversity: Genetic, species and ecosystem diversity; Biogeographic zones of India;	

	<p>Biodiversity patterns and global biodiversity hot spots.</p> <p>India as a mega-biodiversity nation; Endangered and endemic species of India.</p> <p>Threats to biodiversity: Habitat loss, poaching of wildlife, man-wildlife conflicts, biological invasions; Conservation of biodiversity: In-situ and Ex-situ conservation of biodiversity.</p> <p>Ecosystem and biodiversity services: Ecological, economic, social, ethical, aesthetic and Informational value.</p>	
<b>Unit 5</b>	<b>Environmental Pollution</b>	<b>8</b>
	<p>Environmental pollution: types, causes, effects and controls; Air, water, soil and noise pollution,</p> <p>Nuclear hazards and human health risks</p> <p>Solid waste management, Control measures of urban and industrial waste</p> <p>Pollution case studies.</p>	
<b>Unit 6</b>	<b>Environmental Policies &amp; Practices</b>	<b>7</b>
	<p>Climate change, global warming, ozone layer depletion, acid rain and impacts on human communities and agriculture.</p> <p>Environment Laws: Environment Protection Act; Air (Prevention &amp; Control of Pollution) Act; Water (Prevention and control of Pollution) Act; Wildlife Protection Act; Forest Conservation Act. International agreements: Montreal and Kyoto protocols and Convention on Biological Diversity (CBD).</p> <p>Nature reserves, tribal populations and rights, and human wildlife conflicts in Indian context</p>	
<b>Unit 7</b>	<b>Human Communities and the Environment</b>	<b>6</b>
	<p>Human population growth: Impacts on environment, human health and welfare.</p> <p>Resettlement and rehabilitation of project affected persons; case studies.</p> <p>Disaster management: floods, earthquake, cyclones and landslides.</p> <p>Environmental movements: Chipko, Silent valley, Bishnois of Rajasthan</p> <p>Environmental ethics: Role of Indian and other religions</p>	

	and cultures in environmental conservation Environmental communication and public awareness, case studies (e.g., CNG vehicles in Delhi).	
<b>Unit 8</b>	<b>Field work</b>	<b>5</b>



## Reference

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- Warren, C. E. (1971). Biology and Water Pollution Control. WB Saunders.
- Wilson, E. O. (2006). The Creation: An appeal to save life on earth. New York: Norton.
- World Commission on Environment and Development. (1987). Our Common Future. Oxford University Press.

**Subject Expert Committee Members** actively participated in the preparation of proposed curriculum for four years B.Sc. degree in Environmental Science.

Several meetings were conducted virtually and physically with Environmental Science subject committee experts; and the proposed curriculum was approved by the Chairpersons - Board of Studies and Board of Examiners of various Universities and Colleges of Karnataka State.

<b>SUBJECT EXPERT COMMITTEE - ENVIRONEMNTAL SCIENCE</b>			
<b>Name</b>	<b>Designation and address</b>	<b>Position</b>	<b>Signature</b>
<b>Dr. N. Nandini</b>	Professor, Department of Environmental Science, Bangalore University, Bengaluru	Chairperson	
<b>Dr. N. S. Raju</b>	Professor, Department of Studies in Environmental Science, University of Mysore, Mysuru	Member	
<b>Dr. S. V. Krishnamurthy</b>	Professor, Department of PG Studies and Research in Environmental Science, Kuvempu University, Shankaraghatta	Member	-Sd-
<b>Dr. S. Suresh</b>	Associate Professor, Yuvaraja's College(Autonomous), University of Mysore, Mysuru	Member	
<b>Dr. B. S. Prabhakar</b>	Associate Professor, Department of Environmental Science, St. Joseph's College (Autonomous), Bengaluru	Member	
<b>Sri. L. S. Ramesh</b>	Special Officer, Karnataka State Higher Education Council, Government of Karnataka	Member Convener	