



I SEMESTER
BASCIF 131: CONSTITUTION OF INDIA
 (Elective Foundation Course)

Credit: 1
 Marks: 50

Hours of instruction/week: 2
 Total hours of instruction: 28

Unit 1: Constitution – Structure and Principles

3 hours

- 1.1: Meaning and importance of Constitution
- 1.2: Making of Indian Constitution – Sources
- 1.3: Salient features of Indian Constitution

Unit 2: Fundamental Rights and Directive Principles

5 hours

- 2.1: Fundamental Rights
- 2.2: Fundamental Duties
- 2.3: Directive Principles

Unit 3: Government of the Union

5 hours

- 3.1: President of India – Election and Powers
- 3.2: Prime Minister and Council of Ministers
- 3.3: Lok Sabha – Composition and Powers
- 3.4: Rajya Sabha – Composition and Powers

Unit 4: Government of the States

5 hours

- 4.1: Governor – Powers
- 4.2: Chief Minister and Council of Ministers
- 4.3: Legislative Assembly – Composition and powers
- 4.4: Legislative Council – Composition and powers

Unit 5: The Judiciary

4 hours

- 5.1: Features of judicial system in India
- 5.2: Supreme Court – Structure and jurisdiction
- 5.3: High Court – Structure and jurisdiction

6 hours

Unit 6: Administrative organisation and constitution

- 6.1: Federalism in India – Features
- 6.2: Local Government -Panchayats – Powers and functions; 73rd and 74th amendments
- 6.3: Election Commission – Organisation and functions
- 6.4: Citizen oriented measures – RTI and PIL – Provisions and significance



II SEMESTER
BASHRF 181: HUMAN RIGHTS
(Elective Foundation Course)

Hours of instruction/week: 2
Total hours of instruction: 28

Credit: 1
Marks: 50

4 hours

Unit 1: An Introduction to Human Rights

- 1.1: Values – Dignity, Liberty, Equality, Justice, Unity in Diversity
- 1.2: Human Rights – Meaning and features; Significance of the study
- 1.3: Classification of Human Rights
- 1.4: Rights and Duties – Correlation

7 hours

Unit 2: International Protection and promotion of Human Rights

- 2.1: Universal Declaration of Human Rights
- 2.2: International Covenants – ICCPR and ICESCR
- 2.3: Convention on the Elimination of All Forms of Discrimination against Women, 1979 and Convention on the Rights of the Child, 1989

6 hours

Unit 3: Human Rights in India

- 3.1: Human Rights and Fundamental Rights
- 3.2: Fundamental Rights and Fundamental Duties
- 3.3: Directive Principles
- 3.4: Role of Judiciary in the protection of Human Rights

5 hours

Unit 4: Protection and promotion of Human Rights in India

- 4.1: National Human Rights Commission – Composition and functions
- 4.2: Karnataka State Human Rights Commission – Composition and functions
- 4.3: Human Rights and NGOs
- 4.4: Human Rights and Media

6 hours

Unit 5: Issues and concerns in Human Rights

- 5.1: Changing dimensions of Human Rights
- 5.2: Challenges to Human Rights promotion in India – Poverty, Illiteracy, Communal and caste conflicts, patriarchal values, lack of inclusive development
- 5.3: Human Rights and Terrorism
- 5.4: Human Rights and problems of health and environment



III SEMESTER
BASGEF 231: GENDER EQUITY
 (Elective Foundation Course)

Hours of instruction/week: 2
 Total hours of instruction: 28

Credit: 1
 Marks: 50

Unit 1: Understanding Gender Equity

- 1.1: Basic concepts - Sex, Gender, Sexuality, Patriarchy, Gender Stereotypes, Gender Division of Labour. 7 hours
 Gender Bias.
 1.2: Socialisation, Internalisation of Gender values, Devaluation and Marginalisation
 1.3: Gender Equity - Meaning and Definition; Gender Equality - Meaning and Definition; Gender Equity and Gender Equality - Relationship; The importance of Gender Equity and Gender Equality in society. 9 hours

Unit 2: Discrimination and Violence

- 2.1: Indicators of inequality - Sex Ratio, Education, Health and nutrition, Work participation.
 2.2: Institutions of Gender Inequality- Family, Economy, Religion, Education and Political institutions.
 2.3: Discrimination and Violence - Female Foeticide, Infanticide, Child Marriage, Domestic Violence. 9 hours
 Unequal access to property, Unequal access to political participation.
 2.4 Trafficking and commodification of Women's body, Representation of women in Media.

Unit 3: Gender Equity and Legal provisions

- 3.1: International Conventions - CEDAW, Millennium Development Goals (MDG's), Sustainable Development Goals (SDG's)
 3.2: Constitutional Rights of Women in India (Relevant articles of Fundamental Rights and Directive Principles)
 3.3: Protective Legislation for Women in India - The Dowry Prohibition Act, 1961; Sexual Harassment of Women at Workplace (Prevention, Prohibition and Redressal) Act, 2013; Protection of Women from Domestic Violence Prevention Act, 2005
 3.4: National Commission for Women - Composition, powers and functions; Karnataka State Commission for Women - Composition, powers and functions 3 hours

Unit 4: Towards Measuring Gender Equity and Equality

- 4.1: Gender Empowerment measure (GEM) - Meaning and Indicators
 4.2: Global Gender Gap Index - Meaning and indicators
 4.3: Gender Disaggregated Data - Meaning and importance
 4.4: Gender Audit - Meaning and importance



IV SEMESTER
BASESF 281: ENVIRONMENTAL STUDIES
 (Elective Foundation Course)

Credit: 1
 Marks: 50

Hours of instruction/week: 2
 Total hours of instruction: 28

6 hours

Unit 1: Introduction

- 1.1: Environmental Studies – Importance and scope
- 1.2: Ecosystems – Concept, structure and function; Pond ecosystem
- 1.3: Bio-geographical classification of India.
- 1.4: Biodiversity – Meaning; Hotspots of biodiversity in India; Threats to biodiversity; Endangered and endemic species - Meaning.

Unit 2: Environmental pollution and its management

8 hours

- 2.1: Air pollution, water pollution, noise pollution, - Cause, effect and control measures.
- 2.2: Global Warming – Meaning, causes and effects
- 2.3: Solid waste management - biodegradable and non-biodegradable waste
- 2.4: Segregation of domestic waste at source; Impact of plastic on human and animal health

Unit 3: Natural resources and management

8 hours

- 3.1: Types of natural resources and energy resources.
- 3.2: Water conservation - rain water harvesting; water shed management – Meaning and importance
- 3.3: Wasteland reclamation, soil conservation, afforestation – Meaning and importance
- 3.4: Disaster – Definition and types (Natural and Man-made); Self-protection during disasters (Fire, Floods, Earth quakes)

Unit 4: Environmental awareness and Legislations

6 hours

- 4.1: Environment movements – Chipko, Appiko, Narmada Bachao Andolan
- 4.2: Individual and community initiatives – *Salu Marada Thimmakka*; Concept of Sacred Groves
(*Devarakadu*)
- 4.3: National Environmental Policy, 2006 – Provisions and importance; *Swachh Bharat Mission* – Objectives
- 4.4: Environmental ethics - Issues & possible solutions.

AECC – 2: CONSTITUTION OF INDIA
Ability Enhancement Compulsory Course (AECC)

Course Title: CONSTITUTION OF INDIA	
Course Code: AECC-2	Course Credits: 2
No. of Teaching Hours/Week: 3	Duration of End Sem. Exam: 2 Hours
Total Contact Hours: 42	Assessment (Marks): 30 (Theory) + 20 (IA) =50

Course Objectives:

1. To familiarize the students with the key elements of the Indian constitution.
2. To enable students to grasp the constitutional provisions and values.
3. To acquaint the students with the powers and functions of various constitutional offices and institutions.
4. To make students understand the basic premises of Indian politics and role of constitution and citizen oriented measures in a democracy.

Learning Outcomes:

At the end of the course the students will-

1. Understand the key aspects of the Indian Constitution.
2. Comprehend the structure and philosophy of the Constitution
3. Understand the power and functions of various constitutional offices and institutions.
4. Realise the significance of the constitution and appreciate the role of constitution and citizen oriented measures in a democracy.

AECC – 2: CONSTITUTION OF INDIA

Unit 1:	Indian Constitution: Making and basic premise	10 Hours
1.1	Meaning and Significance of Constitution.	
1.2	Constituent Assembly- Composition, Objectives	
1.3	Preamble and Salient features of the Indian Constitution.	
1.4	Fundamental Rights, Fundamental Duties. Directive Principles	
Unit 2:	Union and State Government	10 Hours
2.1	President of India- Election, Powers and functions	
2.2	Prime Minister and Cabinet – Structure and functions	
2.3	Governor- Powers and functions	
2.4	Chief Minister and Council of Ministers – Functions.	
Unit 3:	Legislature and Judiciary	11 Hours
3.1	Parliament – Lok Sabha and Rajya Sabha – Composition and powers	
3.2	State Legislative Assembly and Legislative Council – Composition and powers	
3.3	Judicial System in India – Structure and features	
3.4	Supreme Court and High Court: Composition, Jurisdiction.	
Unit 4:	Governance and Constitution	11 Hours
4.1	Federalism in India - Features	
3.2	Local Government -Panchayats –Powers and functions; 73 rd and 74 th amendments	
3.3	Election Commission – Composition, Powers and Functions; Electoral Reforms	
3.4	Citizen oriented measures – RTI and PIL – Provisions and significance.	

Pedagogy:

Lectures/ Tutorials/ Interactive Sessions/ Self-guided Learning Materials/ Open Educational Resources (as reference materials)/ Practical Exercises/ Assignments/ Seminars/ Group Discussions and Week-end Counselling.

Exercise:

- Department can debate on the role of Constitution in the country's development.
- Students can empirically find evidence on the effectiveness of concepts like–Freedom, Equality, Justice, Rights and Duties by conducting surveys.
- Can hold special lectures on various provisions of Constitution like working of Election Commission, Art 246,356 etc

Suggested Readings:

1. Durga Das Basu, *Introduction to the Constitution of India*, Gurgaon; LexisNexis, (23rd edn.) 2018.
2. M.V. Pylee, *India's Constitution*, New Delhi; S.Chand Pub., (16th edn.) 2017.
3. J.N.Pandey, *The Constitutional Law of India*, Allahabad; Central Law Agency, (55th edn.) 2018.
4. *Constitution of India* (Full Text), India.gov.in., National Portal of India, https://www.india.gov.in/sites/upload_files/npi/files/coi_part_full.pdf
5. K B Merunandan, *Bharatada Samvidhana Ondu Parichaya*, Bangalore, Meragu Publications, 2015.
6. K.Sharma, *Introduction to the Constitution of India*, Prentice Hall of India, NewDelhi, 2002.
7. P.M Bakshi, *Constitution of India*, Universal Law Publishing House, NewDelhi, 1999.
8. D.C.Gupta, *Indian Government and Politics*, Vikas publishing House, NewDelhi, 1975.
9. S.N.Jha, *Indian Political System: Historical Developments*, Ganga Kaveri Publishing House, Varanasi, 2005.
10. Arora & Mukherji, *Federalism in India, Origin and Developments*, Vikas Publishing House, New Delhi, 1992.

Model Question Paper

AECC – 2: CONSTITUTION OF INDIA

Ability Enhancement Compulsory Course (AECC)

----- Semester Examination, (Month & Year)

Time: 2 hours

Maximum Marks: 30

Section A

(2 x 5 = 10 marks)

Note: Answer **any five** of the following, each not exceeding 2-3 sentences

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.

Section B

(5x 4 = 20 marks)

Note: Answer the following, each not exceeding two pages

9. (a)
OR
(b)
10. (a)
OR
(b)
11. (a)
OR
(b)
12. (a)
OR
(b)

LIFE SKILLS

III Semester B.Com, Mangalore University
(As per CBCS Syllabus)
ELECTIVE PAPER



Syllabus

Hours per week: 2

24 Hrs: No of Credit: 1

Unit 1: Developing Self and Enriching Ones Abilities:

5 hours

Self-Awareness: Meaning of Self-Awareness & Techniques of Self Awareness. Activity on Self Awareness.

Effective Communication (including Etiquette): Meaning of Communication, Types-Verbal (Oral and Written), Non-verbal (Sign language, Body Language, Haptics, Proxemics, Chronemics, Paralanguage), Listening as an important Skill. (Activity on Communication & Listening skill).

Interpersonal Skills: Meaning and Role of IP Skills in our day to day lives. Presentation Skills: What and How of Presentation, Activity on Presentation Skill & Empathy: Role of Empathy in one's life (clarity on difference between Sympathy and Empathy).

Unit 2: Managing self and Stress Free Living:

4 hours

Time Management: Relevance & Techniques - Urgency and Importance Matrix, Time Logs & Time Wasters. Activity on Time Management. Stress Management: Concept and relevance of stress and Stress Management, types of stress, Stress Management Techniques and Tips to avoid stress. Activity on stress Management.

Impact of emotions on problem solving and decision making: Activity on Problem Solving.

Unit 3: Thinking and Decision Making:

8 hours

Critical Thinking - Case Studies and Critical Thinking exercises
Creative and Logical Thinking activities - Brain Teasers, Sudoku, Puzzles and Logics. (Make it completely activity based).

Decision making techniques - Brain storming, Reverse Brainstorming, Fish Bone Analysis and Worst Case Scenario technique. (Activity wise discuss these concepts).

Unit 4: Working in Teams and conflict management:

7 hours

Team Building - Relevance, characteristics of an effective team (PERFORM Concept as given in Stephen Covey's Book on Seven Habits of Highly Effective People) & Team Building activities.

Conflict management - Role plays depicting real life scenarios.

Please Note: All Topics in the life skills syllabus must be compulsorily supplemented with Videos as given below. The list below is only illustrative and not exhaustive.

Videos:

1. TEAM Games: <https://youtu.be/rq0UkuSei7Q>
2. 25 etiquette Rules you should know and Follow:
<https://youtu.be/k1PVUa2TPaA>
3. Table manners 101: Basic Dinning Etiquette:
<https://youtu.be/FDGGv7z5r2c>
4. Time & Stress Management games:
<https://youtu.be/zN89P0tWHIA>
[https://youtu.be/fVOy7g V-s g](https://youtu.be/fVOy7gV-sg)
<https://youtu.be/IZyGbE8UghA>
5. Empathy games: Videos of Meir Kay on Empathy and Anger Management
<https://youtu.be/2Lh19BrRtwE>
[https://youtu.be/ujle 1t4ZW14](https://youtu.be/ujle1t4ZW14)
[https://youtu.be/g YHOD52fXe8](https://youtu.be/gYHOD52fXe8)
6. Communication games:
Listening Game: [https://youtu.be/2txkdNIQ 8](https://youtu.be/2txkdNIQ8)
[https://youtu.be/0 TpX1pxFoBI](https://youtu.be/0TpX1pxFoBI)
Non-verbal Communication: [https://youtu.be/FH 7F3K18YG](https://youtu.be/FH7F3K18YG)
Developing Communication Skills: <https://youtu.be/srn5igr9Tzo>
7. Emotion management games:
<https://youtu.be/SPAVcENGOWY>

AECC-1: ENVIRONMENTAL STUDIES
Ability Enhancement Compulsory Course (AECC)

Course Title: ENVIRONMENTAL STUDIES	
Course Code: AECC-1	Course Credits: 2
No. of Teaching Hours/Week: 2	Duration of End Sem. Exam: 2 Hours
Total Contact Hours: 28	Assessment (Marks): 30 (Theory) + 20 (IA) =50

Course Objectives:

1. To make students realize the importance and their role in the protection and maintenance of a healthy environment for sustainable development.
2. To enable students to grasp the significance and issues related to ecosystems, biodiversity and natural resources, and ways of managing/ protecting them.
3. To enable students to have a nuanced understanding of environmental pollution, solid waste management and climate change and to act with concern on environmental issues.
4. To make students aware of the environmental policies and movements, and the role of individuals and communities in environmental protection for educating and inspiring the young minds.

Learning Outcomes:

At the end of the course, students will –

1. Understand the importance and dimension of a healthy environment, become environmentally conscious, skilled and responsible in all their actions with a concern for sustainable development.
2. Comprehend the significance and issues related to ecosystems, natural resources and biodiversity and become aware of the need and ways to protect/ preserve them.
3. Grasp the issues related to environmental pollution, solid waste management and climate change, and become conscious and proactive in the discharge of their responsibilities towards the environment.
4. Become aware and appreciate the values and concerns of environmental movements and policies and the role of communities, and act responsibly on environment-related issues.

Pedagogy: Lectures/Tutorials/Interactive Sessions/Open Educational Resources (as reference materials), practical exercises/Assignments/ Seminars/Group discussions and Counselling.

AECC-1: ENVIRONMENTAL STUDIES

UNIT 1: Introduction

7 hours

- 1.1: Environmental Studies – Importance and scope, multidisciplinary nature; Concept of sustainability and sustainable development
- 1.2: Ecosystems –Concept, structure and function; Pond ecosystem, Forest ecosystem; Food chains, Food webs; Concept of ecological succession
- 1.3: Bio-geographical zones of India; Levels of biological diversity- Genetic, Species and ecosystem; Biodiversity Hotspots with special reference to India; Threats to biodiversity
- 1.4: Conservation of biodiversity: In-situ and Ex-situ; Endangered and endemic species – Concept; Afforestation – Social forestry, Agroforestry, Green belt

UNIT 2: Environmental pollution and its management

7 hours

- 2.1: Air pollution, water pollution, noise pollution, - Causes, effect and control measures.
- 2.2: Climate change, global warming, ozone layer depletion, acid rain and its impact on human communities and agriculture
- 2.3: Solid waste management - biodegradable and non-biodegradable waste; Segregation of domestic waste at source
- 2.4: Impact of plastic on human and animal health

UNIT 3: Natural resources and management

7 hours

- 3.1: Land resources and land-use changes; Land degradation, soil erosion and desertification
- 3.2: Water: Use and over-exploitation of surface and groundwater; Water conservation - rainwater harvesting; Watershed management – Meaning and importance
- 3.3: Energy resources: Renewable and non-renewable energy sources, use of alternate energy sources
- 3.4: Disaster management– Definition and types (Natural and Man-made); Self-protection during disasters (Fire, Floods, Earthquakes, landslides)

UNIT 4: Environmental Policies and Practices

7 hours

- 4.1: Human population growth: Impact on environment, human health and welfare; Environmental ethics– Role of religion and cultures
- 4.2: Environment movements – Chipko, Narmada Bachao Andolan, Silent valley, Bishnois of Rajasthan
- 4.3: Individual and community initiatives – *Salu Marada Thimmakka*; Concept of Sacred Groves (*Devarakadu*)
- 4.4: Environment Protection Act; Biodiversity Act (2002); National Environmental Policy, 2006 – Provisions and importance; Environmental Impact Assessment – Concept; *Swachh Bharat Mission*– Objectives; International agreements – Montreal and Kyoto protocols

Suggested Reading:

1. Agarwal, K.C. (2001) *Environmental Biology*, Bikaner, Nidhi Pub.
2. Basker, Sushmitha & Bhasker, R. (2007) *Environmental Studies for Undergraduate Courses*, New Delhi, Unicorn Books.
3. Bharucha, Erach, (2013) *Textbook of Environmental Science*. Orient Black Swan.
4. Bhatt, K. N. (2010) *Population Environment and Health – emerging issues*, Jaipur, Rawat.
5. Carson, R. (2002) *Silent Spring*. Houghton Mifflin Harcourt.
6. Coenraads, Robert (2010) *Natural disasters and how we cope* Millennium House.
7. Hebbar, Aravinda, (2003) *Parisara Vijnana*, Udupi, Lathangi Prakashana.
8. Gadgil, M., & Guha, R. (1993). *This Fissured Land: An Ecological History of India*, Univ. of California Press.
9. Gleeson, B. and Low, N. (eds.) (1999). *Global Ethics and Environment*, London, Routledge.
10. Glejck, P. H. (1993). *Water in Crisis*. Pacific Institute for Studies in Dev., Environment & Security. Stockholm Env. Institute, OUP.
11. Groom, Martha J., Gary K. Meffe, and Carl Ronald Carroll. (2006). *Principles of Conservation Biology*. Sunderland: Sinauer Associates.
12. McCully, P. (1996). *Rivers no more: the environmental effects of dams* (pp. 29-64) Zed Books.
13. McNeill, John R. (2000). *Something New Under the Sun: An Environmental History of the Twentieth Century*.
14. Nandini, N. (2019). *A textbook on Environmental Studies (AECC)*. Sapna BookHouse, Bengaluru.
15. Grumbine, R. Edward, and Pandit, M.K. (2013). *Threats from India's Himalayadams. Science*, 339: 36-37.
16. Odum, E. P. (1983) *Basic Ecology*, Saunders.
17. Odum, E.P., Odum, H.T. & Andrews, J. (1971). *Fundamentals of Ecology*, Philadelphia: Saunders.
18. Pandey, G.N. (1997) *Environmental Management*. Vikas Publishing House.
19. Roy, Pashupati Kumar and Kumar, Arvind (2008) *Environmental Resource Management*. Daya Pub.
20. Pepper, I.L, Gerba, C.P. & Brusseau, M.L. (2011). *Environmental and Pollution Science*. Academic Press.
21. Rao, M.N. & Datta, A.K. (1987). *Waste Water Treatment*. Oxford and IBH Pub.
22. Raven, P.H., Hassenzahl, D.M. & Berg, L.R. (2012). *Environment*. 8th edition. John Wiley & Sons.
23. Rosencranz, A., Divan, S., & Noble, M. L. (2001). *Environmental law and policy in India*. Tripathi 1992.
24. Sengupta, R. (2003). *Ecology and economics: An approach to sustainable development* OUP.
25. Sharma, P.D. (2011) *Ecology and Environment*, Rastogi Publications.

26. Singh, Harimohan (2010) *Waste Water Treatment Technology*, Alfa Publications, New Delhi,
27. Singh, Janamjit (2006) *Biodiversity - planning for sustainable development*, New Delhi, Deep and Deep Pub.
28. Singh, R.B. and Mal, Suraj (2009) *Environmental change and bio-diversity*. Jaipur, Rawat,
29. Singh, J.S., Singh, S.P. and Gupta, S.R. (2014). *Ecology, Environmental Science and Conservation*. S. Chand Publishing, New Delhi.
30. Sodhi, N.S., Gibson, L. & Raven, P.H. (eds). (2013). *Conservation Biology: Voices from the Tropics*. John Wiley & Sons.
31. Thapar, V. (1998) *Land of the Tiger: A Natural History of the Indian Subcontinent*, Warren, C. E. (1971). *Biology and Water Pollution Control*. WB Saunders.
32. Wilson, E. O. (2006). *The Creation: An appeal to save life on earth*. New York:Norton.
33. World Commission on Environment and Development. (1987). *Our CommonFuture*. Oxford University Press.

