

Syllabus covering Cross Cutting issues

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. As suggested by NEP-2020 State Level Subject Expert committee it is proposed staggered implementation for this course as shown below. This facilitates the distribution of the teaching workload of an institution in first and second Semester as follows;

Subject	Environmental studies	Semester
	Ability Enhancement Compulsory Courses(AECC)	
Course	B.Sc/BA/BCA/BSW	I
	B.Com, /B.B.A/BBA(T&T)	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 60 marks and 40 marks 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
2(L T P 3-1-0)	45	5

	Content of AECC-Environmental Studies	45 hours
Unit 1	Introduction to Environmental Studies	2
	Multidisciplinary nature of environmental studies Scope and importance; Concept of sustainability and sustainable development.	
Unit 2	Ecosystems	6
	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: a) Forest ecosystem, b) Grassland ecosystem, c) Desert ecosystem, Aquatic ecosystems(ponds, streams, lakes, rivers, oceans, estuaries)	
Unit 3	Natural Resources: Renewable and Non-Renewable Resources	8
	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 groundwater, 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.	

Unit 4	Biodiversity and Conservation	8
	Levels of biological diversity: Genetic, species and ecosystem diversity; Biogeographic zones of India; Biodiversity patterns and global biodiversity hotspots. India as a mega-biodiversity nation; Endangered and endemic species of India. Threats to biodiversity: Habitat loss, poaching of wildlife, man- wildlife conflicts, biological invasions; Conservation of biodiversity: In-situ and Ex-situ conservation of biodiversity. Ecosystem and biodiversity services: Ecological, economic, social, ethical, aesthetic and Informational value.	
Unit 5	Environmental Pollution	8
	Environmental pollution: types, causes, effects and controls; Air, water ,soil and noise pollution, Nuclear hazards and human health risks Solid waste management, Control measures of urban and industrial waste Pollution case studies.	
Unit 6	Environmental Policies & Practices	7
	Climate change, global warming, ozone layer depletion, acid rain and impacts on human communities and agriculture. Environment Laws: Environment Protection Act; Air(Prevention & 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). Nature reserves, tribal populations and rights, and human wildlife conflicts in Indian context	

Unit 7	Human Communities and The Environment	6
	Human population growth: Impacts on environment, human health and welfare. Resettlement and rehabilitation of project affected persons; case studies. Disaster management: floods, earthquake, cyclones and landslides. Environmental movements: Chipko, Silent valley, Bishnois of Rajasthan Environmental ethics: Role of Indian and other religions and cultures in environmental conservation Environmental communication and public awareness, case studies (e.g., CNG vehicles in Delhi).	
Unit8	Fieldwork	5

Reference

- Carson.(2002).Silent Spring. Houghton Mifflin Harcourt.
- Gadgil,M.,& Guha,R.(1993).This Fissured Land: An Ecological History of India. Univ. of California Press.
- Gleeson, B. and Low,N.(eds.)(1999).Global Ethics and Environment, London, Routledge.
- Glejck,P.H.(1993).Water in Crisis. Pacific Institute for Studies in Dev., Environment & Security. Stockholm Env. Institute, Oxford Univ.Press.
- Groom, MarthaJ., GaryK. Meffe, and Carl Ronald Carroll.(2006).Principles of Conservation Biology. Sunderland: Sinauer Associates.
- Grumbine, R.Edward and Pandit,M.K.(2013).Threats from India's Himalaya dams. Science, 339:36- 37.
- McCully,P.(1996). Rivers no more: the environmental effects of dams (pp.29-64).Zed Books.
- McNeill, JohnR.(2000).Something New Under the Sun: An Environmental History of the Twentieth Century.
- Nandini, N.(2019). A text book on Environmental Studies (AECC).Sapna Book House, Bengaluru.
- Odum, E.P.,Odum, H.T. &Andrews, J. (1971). Fundamentals of Ecology. Philadelphia: Saunders.
- Pepper, I.L, Gerba, C.P. & Brusseau, M.L. (2011). Environmental and Pollution Science.

Academic Press.

- Rao, M.N. & Datta, A.K. (1987). Waste Water Treatment. Oxford and IBH Publishing Co. Pvt. Ltd.
- Raven, P.H., Hassenzahl, D.M. & Berg, L.R. (2012). Environment. 8th edition. John Wiley & Sons.
- Rosencranz, A., Divan, S., & Noble, M.L. (2001). Environmental law and policy in India. Tripathi 1992.
- Sengupta, R. (2003). Ecology and economics: An approach to sustainable development. OUP.
- Singh, J.S., Singh, S.P. and Gupta, S.R. (2014). Ecology, Environmental Science and Conservation. S. Chand Publishing, New Delhi.
- Sodhi, N.S., Gibson, L. & Raven, P.H. (eds). (2013). Conservation Biology: Voices from the Tropics. John Wiley & Sons.
- 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.
- 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.

CONSTITUTION OF INDIA

Ability Enhancement Compulsory Courses(AECC) III Sem B.Com/BBA and IV Sem BA/B.SC/BCA/BHM/BSW and other Courses	
Course Title: CONSTITUTION OF INDIA	
Total Contact Hours:24	Course Credits:2
No. of Teaching Hours/Week:2	Duration of ESA/Exam:1Hours
Formative Assessment Marks:20	Summative Assessment Marks:30+20=50

Course Objective:

The purpose of the course is to familiarize the students with the key elements of Indian constitution. The course has been designed to cover the journey of the India from its emergence as a Republic. This will enable the students to understand various political Institutions that are operationalised under the Indian Constitution.

Learning Outcomes:

After completing this course students will be able to-

- Understand the philosophy of the Constitution and its structure.
- Measure the powers and functions of various offices under the Constitution.
- Appreciate the role of Constitution in a Democracy

Unit	Contents of Course:	24Hours
Unit-I	Chapter- 1 Making of Indian Constitution : Constituent Assembly-Composition, Objectives, Preamble and Salient features of the Indian Constitution.	8Hours
	Chapter-2 Fundamental Rights, Fundamental Duties, Directive Principles.	
Unit-II	Chapter-3 Union Government -President, Prime Minister and Council of Ministers	8Hours
	Chapter-4 State Government -Governor, Chief Minister and Council of Ministers	

Unit- III	Chapter- 5 Judiciary-Supreme Court and High Court: Composition, Powers and Functions and Judicial Review. Chapter-6 Electoral Process: Election Commission- Composition, Powers and Functions, Electoral Reforms.	8Hours
-----------	--	--------

Exercise:

- Department can debate on the role of Constitution in the country's development.
- Students can empirically evidence 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, 356etc.

Kindly Note:

- The Ability enhancement compulsory courses (AECC) paper – “Constitution of India” (a) should be taught only by the Political Science/Law teachers. (b) This paper should be offered in IIIrd semester for B.Com/BBA courses. In the IVth Semester, this paper should be offered to BA/BSc/BFA/BCA/BHM/BSW and other all UG courses.

Suggested Readings:

1. DurgaDasBasu, 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. KB Merunandan, Bharatada Samvidhana Ondu Parichaya, Bangalore, Meragu Publications, 2015.
6. ಪ್ರೊ.ಎಚ್.ಎಂ.ರಾಜಶೇಖರಭಾರತಸರ್ಕಾರ ಮತ್ತು ರಾಜಕೀಯ, ಕಿರಣ ಪ್ರಕಾಶನ, ಮೈಸೂರು 2020.
7. K. Sharma, Introduction to the Constitution of India, Prentice Hall of India, New Delhi, 2002.
8. P.M Bakshi, Constitution of India, Universal Law Publishing House, New Delhi, 1999.
9. D.C.Gupta, Indian Government and Politics, Vikas publishing House, New Delhi, 1975.
10. S.N.Jha, Indian Political System, : Historical Developments, Ganga Kaveri Publishing House, Varanasi, 2005.
11. Arora & Mukherji, Federalism in India, Origin and Developments, Vikas Publishing House, New Delhi, 1992.



Government of Karnataka

Model Curriculum

Name of the Degree Program	: BA (EDUCATION)	Discipline Core	: EDUCATION
Total Credits for the Program	: 25	Year of implementation	: 2021-22

BA-Semester III

Course Title: LIFE SKILLS IN EDUCATION			
COURSE CODE	: OE-3(3): EDU (OE): 3		
TOTAL CONTACT HOURS	: 42hrs	COURSE CREDIT	: 3
FORMATIVE ASSESMENT MARKS	: 40	SUMMATIVE ASSESMENT MARKS	: 60
MODEL SYLLABUS AUTHORS	: KSHCEC	DURATION OF SE EXAM	: 3hrs

Course Outcome/ LOCF	
On completion of the course, the student teacher will be able to:	42 Hrs
➤ Justifies the significance of life skill education. ➤ Suggest the ways and means for life skills. ➤ Elaborates on the different types of Life skills. ➤ Explains the role of education in developing life skills.	
Content of Course- OE-3(3): EDU (OE): 3	
Unit-1 Concepts of Life Skills	14 Hrs
1.1. Meaning and importance of Life Skills.	
1.2. Recommendations of Life Skills by World Health Organisation (WHO) - Problem solving, Decision making, Critical thinking, Creative thinking, Effective communication, understanding others, controlling emotions, Controlling mental stress, empathy.	
1.3. Strategies for Development of Life Skills.	

Unit-2 Communication and Professional Skills	14 Hrs
2.1. Communication Skills-Listening, Speaking, Reading, and Writing. 2.2. Professional Skills- Resume Skills, Career. Skills- Interview Skills, Group discussion skills, Exploring career opportunities. Team Skills 2.3. Brain storming, Social and cultural Etiquettes	
Unit-3 Leadership and Managerial Skills	14 Hrs
3.1. Leadership skills and Managerial skills. 3.2. Universal Human Values- Love and Compassion, Constitutional values, Justices, and human rights. 3.3. Role of education in developing life skills.	

Suggested Practical activities: -

1. Case study about the successful Leaders in varied fields.
2. Submission of a report on the conduct of an interview for successful educational leaders.
3. Survey of leadership programmes conducted in Educational Institutional (any ten Educational Institutions)
4. Survey of Educational Institutional to investigate the implementation of life skills activities.

Bibliography and Suggested Readings Books	
1	Ashokan,M.S. (2015) Karmayogi: A Biography of E.Sreedharan, London UK Penguin Brown T. 2012 Change by Design New York, Harper Business.
2	Chandra P., 2017 Financial Management: Theory & Practice 9 th edition New York, Mc Graw Hill Education.
3	Dawkins, E.R.(2016), 52 Weeks of Self Reflection – Your Guided Journal of Self Reflection Chicago, A.B Johnson Publishing.
4	Elkington J. and Hartigan, P. 2008. The Power of Unreasonable People: How Social Entrepreneurs Create Markets that Change the World. Boston, MA: Harvard Business Press Goleman, D. 1995. Emotional Intelligence. New Delhi: Bloomsbury Publishing India Private Limited.
5	Kalam A.P.J. 2003 Ignited Minds: Unleashing the Power within India. New Delhi Penguin Books India.
6	Kelly T., and Kelly, D. 2014 Creative Confidence: Unleashing the Creative Potential Within UsA ll NewDelhi, Harper Collins Publishers India.
7	Kurien. V., andSalve, G.2012 IToo Hada Dream, New Delhi, Roli, Books Private Limited.
8	Livermore D.A.2010 Leading with Cultural Intelligence: The New Secret to Success New York, American Management Association.

Contents

Course Book

‘Little drops of water make a mighty ocean’

1. A Service of Love	O’ Henry	- 9
2. Acceptance	Bhaswar Mukherjee	- 21
3. Sonnet 106	William Shakespeare	- 33
4. The Sporting Spirit	George Orwell	- 38
5. Marriage is a Private Affair	Chinua Achebe	- 46
6. On Buying and Selling	Khalil Gibran	- 56
7. Towards a Competitive Nation	A.P.J. Abdul Kalam	- 60
8. Freedom and Choice	N. Krishnaswamy Lalitha Krishnaswamy and Revathi Krishnaswamy	- 67

Workbook

‘Little strokes fell great Oaks’

1. Correction of Sentences	- 73
2. Rearrangement of Sentences	- 88
3. Comprehension Passages	- 100
4. Expanding News Paper Captions	- 121
5. Idioms and Phrases	- 125
6. Derivatives	- 132
7. Data Interpretation	- 136

अनुक्रमणिका

<u>क्र.सं.</u>	<u>कहानी</u>	<u>लेखक</u>	<u>पृ. सं</u>
1.	नदी गायब है	- एस.आर.हरनोट	01-12
2.	कुसुम कथा	- ऋषिकेश सुलभ	13-27
3.	मनुष्य का परम धर्म	- प्रेमचन्द	28-35
4.	काबुलीवाला	- रबीन्द्रनाथ टैगोर	36-49
5.	दृष्टिकोण	- सुभद्रा कुमारी चौहान	50-61
6.	जीवन का अर्थ	- ज्ञानचंद मर्मज्ञ	62-68
7.	गूँगे	- रांगेय राघव	69-78

अनुक्रमणिका

01. परमात्मा का कुत्ता मोहन राकेश	01
02. दही वाली मंगम्मा (कन्नड़ कहानी) अनुवादक : मास्ति वेंकटेश अय्यंगार "श्रीनिवास"	07
03. गौरी सुभद्रा कुमारी चौहान	15
04. फैसला मैत्रेयी पुष्पा	22
05. जवांमर्दी (उर्दू कहानी) अनुवादक : महमूद जाफर	26
06. पोस्टमास्टर रबीन्द्रनाथ ठाकुर	31
07. मैं नरक से बोल रहा हूँ हरिशंकर परसाई	36
08. प्रेम तरु सुदर्शन	40

अनुक्रमणिका

पृ.सं

- ✓ 1. बिहारी लाल-दोहे
2. रसखान - सवैये
3. मैथिलीशरण गुप्त - निर्झर
- ✓ 4. महादेवी वर्मा - कह दे माँ क्या अब देखूँ
5. रामधारी सिंह दिनकर - जनतंत्र का जन्म
- ✓ 6. डॉ. राम निवास मानव - बंदर की व्यथा
7. दिविक रमेश - महात्मा गांधी अंतरराष्ट्रीय विश्वविद्यालय में टहलते हुए
- ✓ 8. अनामिका - बेजगह
9. गोरख पाण्डे - बन्द खिडकियों से टकराकर

अनुक्रमणिका

1. सोना-कहानी 3
विध्यासागर नौटियाल
2. धिक्कार - कहानी 12
प्रेमचंद
3. जान से प्यारे - एकांकी 27
ममता कालिया
4. कर कमल हो गये - व्यंग 44
हरिशंकर परसाई
5. कीड़े का लार:कपड़े का तार - वैज्ञानिक लेख 52
प्रेमानन्द चन्दोला
6. देखना एक दिन - संस्मरण 62
दिनेश पाठक
7. उत्साह - निबंध 81
आचार्य रामचन्द्र शुक्ल

ನಿರ್ವಹಣ ಸೌರಭ - ೨

ಘಟಕ I. ಕಾಯಕ :

1.1 ಕಟ್ಟಡದ ಕೆಲಸಗಾರರು (ಕವಿತೆ)	: ಎಚ್.ಎಸ್. ಶಿವಪ್ರಕಾಶ್	003
1.2 ಭಜನೆಯ ಬುಡೇನ್‌ಸಾಬಿ (ಕಥೆ)	: ಬೆಳಗೆರೆ ಕೃಷ್ಣಶಾಸ್ತ್ರಿ	005
1.3 ನೇಕಾರರ ಸಾಂಸ್ಕೃತಿಕ ಹಿನ್ನೆಲೆ (ಲೇಖನ)	: ಕೆ.ಜಿ. ನಾಗರಾಜಪ್ಪ	012
1.4 ಶರೀರ ಶ್ರಮ (ಅನ್ನಕಾಯಕ) (ಲೇಖನ)	: ನೀಲತ್ತಹಳ್ಳಿ ಕಸ್ತೂರಿ	020

ಘಟಕ II. ಸಾಮರಸ್ಯ :

2.1 ನನ್ನ ನಿನ್ನ ನಡುವೆ (ಕವಿತೆ)	: ಜಿ.ಎಸ್. ಶಿವರುದ್ರಪ್ಪ	028
2.2 ಗೋಳಬಾರ್ (ಕಥೆ)	: ಬಿ.ಜಿ. ಸತ್ಯಮೂರ್ತಿ	030
2.3 ಮೊತ್ತು ಮಾರುವವರು (ಲೇಖನ)	: ಡಾ. ಎಲ್. ಸಿ. ಸುಮಿತ್ರ	041
2.4 ಓದುಪಠ್ಯ : ತಾಯಿ-ಮಗ	: ಎಂ.ವಿ. ಸೀತಾರಾಮಯ್ಯ	048

ಘಟಕ III. ಅಂತಃಕರಣ :

3.1 ಕರ್ಣರಾಗ (ಕವಿತೆ)	: ಎಲ್. ಹನುಮಂತಯ್ಯ	061
3.2 ಕಣ್ಣವನ ಅಂತಿಮ ದಿನಗಳು (ಕಥೆ)	: ಪಿ. ಲಂಕೇಶ್	063
3.3 ಕೋಡುಗಲ್ಲ ಬಸವ (ಶಾಂತಲಾ) (ಕಾದಂಬರಿ)	: ಕೆ.ವಿ. ಅಯ್ಯರ್	071
3.4 ಓದುಪಠ್ಯ : ಅನುಕಂಪದ ಹತ್ತು ಮುಖಗಳು (ಲೇಖನ)	: ಮಾಲವಿಕಾ ಕಪೂರ್	079

ಘಟಕ IV. ಸಂಕೀರ್ಣ :

4.1 ನೂಲಲ್ಯಾಕ ಜನ್ನಿ! (ಕವಿತೆ)	: ಜಾನಪದ	090
4.2 ಜುಲಿಯ ಸವಾರಿ (ಕಥೆ)	: ವಿವೇಕ ಶಾನಭಾಗ	093
4.3 ಜಾಹಾನಿನ ಅಪೂರ್ವ ಕಲೆ ಚಾನೂಯು ಜಿ.ಎಸ್. ಆಮೂರ (ಲೇಖನ)		105
4.4 ಓದು ಪಠ್ಯ : ಬುರ್ಖಾ (ಕಥೆ)	: ಭಕೀರ್ ಮಹಮ್ಮದ್ ಕಟ್ಟಾಡಿ	112

ಮಾದರಿ ಪ್ರಶ್ನೆ ಪತ್ರಿಕೆ

124

ಭಾಗ-೨ ಧರ್ಮ

ಆರಂಭ : 'ನಯವಿಲ್ಲದ ಧರ್ಮ...' - ಬಸವಣ್ಣ ೪೦

~~೨.೦~~ ಧರ್ಮ - ಬೆಸಗರಹಳ್ಳಿ ರಾಮಣ್ಣ ೪೧

~~೨.೨~~ ದುರ್ಗಾಸ್ತಮಾನ - ತರಾಸು (ಆಯ್ದ ಭಾಗ) ೪೮

~~೨.೩~~ ಕತ್ತೆ ಮತ್ತು ಧರ್ಮ - ಸಿದ್ಧಲಿಂಗಯ್ಯ ೫೫

ಓದು ಪಠ್ಯ : ದೇವರ ನ್ಯಾಯ ೫೮

(ರಶಿಯಾ ಮೂಲ) - ಲಿಯೋ ಟಾಲ್‌ಟಾಯ್

(ಕನ್ನಡಕ್ಕೆ) - ಬಸವರಾಜ ಡೋಣೂರ

ಭಾಗ-೩ ದುಡಿಮೆ

ಆರಂಭ : ಪ್ರಣಾಳಿಕೆ - ರಂಜಾನ್‌ದರ್ಗಾ (ಆಯ್ದ ಭಾಗ) ೭೦

~~೪.೦~~ ನೇಗಿಲಯೋಗಿ - ಕುವೆಂಪು ೭೧

~~೪.೨~~ ನಾನೊಬ್ಬ ಉತ್ತಮ ಕ್ಷೌರಿಕನಾದೆ ೭೨

- ಅರವಿಂದ ಮಾಲಗತ್ತಿ

೪.೩ ಭಾರತದ ಪ್ರಪ್ರಥಮ ಪ್ರಜಾರಾಜ್ಯವಾದಿ ೭೭

- ಡಿ.ವಿ. ಗುಂಡಪ್ಪ (ಆಯ್ದ ಭಾಗ)

ಓದು ಪಠ್ಯ : ದಾಸಿಮಯ್ಯ ಮತ್ತು ಬೆಕ್ಕು ೮೩

- ಸು.ರಂ. ಎಕ್ಕುಂಡಿ

ಹರಿವಿಡಿ

ಘಟಕ 1. ಸಮಾಜ :

- | | | |
|--|-----|------|
| 1. ನಲವತ್ತೇಳರ ಸ್ವಾತಂತ್ರ್ಯ - ಡಾ. ಸಿದ್ದಲಿಂಗಯ್ಯ | 002 | |
| 2. ಪೂರ್ಣಾಹುತಿ - ವಸುಧೇಂದ್ರ | 004 | |
| 3. ನಮ್ಮೂರ ನಾಯಕರು - ಮಿರ್ಜೆ ಅಣ್ಣಾರಾಯ | 029 | |
| 4. (ಓದುಪಠ್ಯ) ಸಾಮಾಜಿಕ ಬದ್ಧತೆ - ಗುರುರಾಜ ಕರ್ಜಗಿ | 047 | * H. |

ಘಟಕ 2. ವೈಚಾರಿಕತೆ :

- | | | |
|--|-----|----|
| 1. ಭಗವದ್ಗೀತೆ ಹಾಗೂ ಅಪರಾಧ ಮತ್ತು ಶಿಕ್ಷೆ
- ಎಸ್. ವೆಂಕಟರಾಂ | 051 | |
| 2. ಯಾವ ಕಾಲದ ಶಾಸ್ತ್ರವೇನು ಹೇಳಿದರೇನು? -ಕುವೆಂಪು | 061 | |
| 3. ಬೆಂಕಿ ಮಳೆ - ಬಾನು ಮುಷ್ತಾಕ | 062 | |
| 4. (ಓದುಪಠ್ಯ) ದೇವರು ಬೇಡ, ಮಾನವೀಯತೆ ಬೇಕು
- ವಸುದೇವ ಭೂಪಾಲಂ | 084 | *' |

ಘಟಕ 3. ಜೀವನ ಮತ್ತು ಕಲೆ :

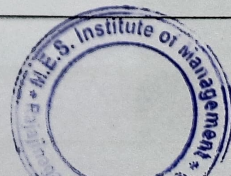
- | | | |
|--|-----|---|
| 1. ಬಿಡುಗಡೆ - ವೀಣಾಶಾಂತೇಶ್ವರ | 092 | W |
| 2. ಬೆಳಗಾಗ ನಾನೆದ್ದು - ಜಾನಪದ | 104 | |
| 3. ಮಸಾಲೆ ದೋಸೆ - ಪು.ತಿ.ನ. | 106 | |
| 4. (ಓದುಪಠ್ಯ) ಮುತ್ತುಗಳನ್ನಾಯ್ದುಕೊಡಲೇ? - ಶಾಂತರಸ | 116 | |

ಘಟಕ 4. ಸಂಕೀರ್ಣ :

- | | | |
|--|-----|---|
| 1. ವ್ಯವಹಾರ ಮತ್ತು ನೈತಿಕತೆ
- ಡಾ. ಜಿ. ಎನ್. ಮಲ್ಲಿಕಾರ್ಜುನಪ್ಪ | 127 | W |
| 2. ಕತ್ತೆ ಆದಳು ಅತ್ತೆ - ಜಾನಪದ | 132 | W |
| 3. ಪಿಕ್ಕಿಪೀಡಿಯ ಎಂದರೇನು? - ಯು. ಬಿ. ಪವನಜ | 135 | |
| 4. (ಓದುಪಠ್ಯ) ಅಯ್ಯೋ ಗಣೇಶ - ಎಚ್. ನರಸಿಂಹಯ್ಯ | 138 | |

1.3.1 Critical issue in curriculum

Sl No	Description of critical issue	Title of course wherein the issue is addressed	Subject	Unit/chapter Name	Remarks
1	Environmental Sustainability	II Semester Bachelor of Commerce (BCOM) & Bachelor of Business administration	Environmental studies	UNIT 4: Biodiversity and its conservation	Students understand the conservation of all Biotic species and its impact on the environmental and economic growth on India and the world. Analysing and evaluating the importance of how plants and animals support each other in the food chain or food web, they also Identify human-caused species loss as one of the major current threats to biodiversity and how the disappearance of one species affects other species. Planning management of biodiversity and biological resources in the light of ecological and evolutionary dynamics.
	Environmental Sustainability	II Semester Bachelor of Commerce (BCOM) & Bachelor of Business administration	UNIT-7 Human Communities and its Environment	UNIT 5: Environmental pollution with Solid waste management	Students are able to gain awareness of current forms of environmental pollution and an overview of both their causes and consequences to natural, economic and social systems. Students are able to make physical and chemical analysis of municipal solid wastes and to apply the knowledge of mathematics, science, and engineering for effective solid waste collection systems, transport system, planning a recycling program and packaging waste separation facility. Awareness is created on World Earth Day celebrations on April 22 every year. The day aims to raise awareness about climate change and global warming. The day inspires to act towards the protection of the environment and focus on the need for conservation.
	Environmental Sustainability	II Semester Bachelor of Commerce (BCOM) & Bachelor of Business administration	UNIT-7 Human Communities and its Environment	Unit 7: Human Communities and Environment	To make Students to understood their responsibility over environment conservation in which Human lifestyle and well-being are interconnected with those of diverse biotic and abiotic components around the world, including impoverished communities. They appreciate the ethical, cross-cultural, and historical context of environmental issues and the links between human and natural systems by applying environment friendly technologies.
	Environmental Sustainability	II Semester Bachelor of Commerce (BCOM) & Bachelor of Business administration	1. Environment and Public health	1. Unit 3: Diseases in Contemporary society	Students able to illustrate successful public health strategies that: use education to support behavioural changes that enable people to protect themselves, their children or other community members from infections, promote resistance to infection in the human host, isolate a source of infection to prevent it from being passed on, tackle an environmental source of infection, they also able to identify the levels of prevention (primary, secondary, tertiary) involved in their implementation. Students were able to analyse examples of public health interventions to illustrate the importance of international and national prevention programmes, community participation and community health workers in controlling infectious disease. A webinar on COVID 19, CORONA VIRUS awarness program was conducted to the students on 17/2/2020 By Dr. Somashekar A R, pediatrician, Pulmonologist, M S Ramaiah Medical college, Bangalore
2	Gender	1 Sem BCOM and BBA	Language	Unit - 3 - Acceptance	Inclusion of LGBT people into mainstream society



3	Gender discrimination	I sem Bcom and BBA	Language (Hindi and Kannada)	Various chapters	the syllabus is focused to adress the young minds regarding the Gender discrimination, Women harrasment, Domination of male over female population etc.,
3	Human rights	III sem Bcom and BBA	Constitution of India	Entire course	Entire syllabus focus on the educating the young citizens of the country about their rights and duties as a responsible citizens
	cultural diversity	V sem Bcom and BBA	Culture Diversity and Society	Entire course	To help students gain a better understanding and comprehension of Indian culture, diversity and society. To instil in the students a healthy respect for the rich diversity in Indian society and culture. To help them understand the problems of rural society. To develop in them the secular values of tolerance, communal amity and peaceful co existence. To help them address the contemporary challenges before Indian society like communalism, ethnocentrism and gender discrimination. To remind the youth that they have a key role to play in the promotion of national integration, and in promoting the unity and integrity of the country.
	Life skills	III sem Bcom and BBA	Life Skills in Education	Entire course	As recommended by WHO, Life skills are a vast group of psycho-social and interpersonal skills that is needed for every individual to lead a healthy and productive life. These are the skills that help in promoting mental wellbeing and competence in young people. Adolescence is considered as a period of stress and storm in which teenagers go through different physical, emotional, social and cognitive changes. In this period teaching life skills is very much important for the adolescents which assist to effectively communicate, think critically and creatively, taking rational decisions in their life. Life skills education help in empowering the youths to act responsibly in the society.

NOTE: To educate the students regarding these above mentioned issues, Instituion has taken initiative through various club activities for students apart from teaching the same in curriculam	
1	HUMAN RIGHTS: Human rights, inherent to every individual by virtue of their humanity, were highlighted in a Human Rights Day celebration on December 10, 2022, at MESIOM, organized by the Equal Opportunity Cell "Abhisama." The event featured Smt. G.C. Shivamma, a Senior panel advocate from the Karnataka State Legal Services Authority, who expressively explained the origins and significance of human rights. Addressing the audience, she highlighted crucial issues such as bonded labour, racial and gender discrimination, and emphasized the responsible exercise of fundamental rights by all citizens. This initiative aimed to instill awareness and foster a culture of respect for human dignity and equality among students.
2	MES Institute of Management, alongside the Eco Club "DHARINI," conducted a Clean Campus Drive on February 16, 2023, fostering environmental awareness by cleaning surroundings and segregating waste, including near plants.
3	MES Institute of Management organized a Poster Making Competition on May 18, 2023, to commemorate Earth Day, focusing on key essentials for the planet. The event aimed to raise awareness among students about climate and environmental issues, providing a platform to express views and propose remedies.

sharada S

PRINCIPAL

MES Institute of Management
Rajajinagar, Bangalore-560 010