

Syllabus covering Cross Cutting issues

ABILITY ENHANCEMENT COMPULSORY COURSE (AECC) ENVIRONMENTAL STUDIES
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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
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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.

SEMESTER I& II

COMPULSORY PAPERS(THEORY)

Semester- I				
Course	Paper	Credits	No. of Teaching Hours/ Week	Total Marks/ Assessment
Compulsory Paper - I Theory	Constitutional Values- I	2	3	50(40+10)
Semester- II				
Compulsory Paper – II Theory	Constitutional Values- II	2	3	50(40+10)

CONSTITUTIONAL VALUES – I

Course Objectives:

This course aims to provide a comprehensive understanding of constitutional values in India, focusing on the foundational principles, evolution, and practical application of the Constitution. It seeks to analyze the interplay between constitutional rigidity and flexibility in shaping democratic governance and the role of constitutionalism in upholding democratic ideals.

Course Outcome:

By the end of this course, students will be able to:

- Analyze and explain the significance of constitutional rigidity and flexibility in the context of democratic values.
- Evaluate the contributions of key figures like Dr. B.R. Ambedkar, Nehru, and Patel in the making of the Indian Constitution.
- Assess the impact of Fundamental Rights, Directive Principles, and Fundamental Duties in promoting social justice, unity, and integrity in India.

Course Content:

Unit - 1

- i. The Making of the Constitution of India: Evolution, Nationalist Movement, Composition of the Constituent Assembly, Committees of the Constituent Assembly, Enactment of the Constitution.
- ii. Constituent Assembly: Role of Dr B.R. Ambedkar, Javaharlal Nehru, Sardar Vallababhai Patel
- iii. Preamble of the Indian Constitution – Values enshrined in the Preamble; Sovereign, Secular, Socialistic, Democratic, Republic, Justice, Liberty, Equality and Fraternity.

Unit - 2

- i. Salient Features of Indian Constitution and Basic Structure
- ii. Fundamental Rights and how these Rights are safeguarding individual liberties
- iii. Directive Principles of the State Policy; Socialist, Gandhian, and Liberal-Intellectual.
- iv. Fundamental Duties

Unit - 3

- i. Union Legislature – Parliament; Lok Sabha, Rajya Sabha – Composition, powers, functions
- ii. Union Executive – President, Vice – President, Prime Minister, Union Council of Ministry, powers and functions, Leadership and collective responsibility
- iii. Judiciary – Supreme Court, High Courts, powers and functions and Judicial Activism in India

Suggested Readings:

- D. D. Basu, *Introduction to the Constitution of India*, Prentice Hall of India, New Delhi, 1982.
- B. K. Sharma, *Introduction to the Constitution of India*, Prentice Hall of India, New Delhi, 2002.
- P. M Bakshi, *Constitution of India*, Universal Law Publishing House, New Delhi, 1999.
- D. C. Gupta, *Indian Government and Politics*, Vikas publishing House, New Delhi, 1975

- S. N. Jha, Indian Political System, Historical Developments, Ganga Kaveri Publishing House, Varanasi, 2005
- Arora & Mukherji, Federalism in India, Origin and Developments, Vikas publishing House, New Delhi, 1992
- Subba Rao, P. V. (2005). *Constitutional Morality*. Eastern Book Company.
- Kesavan, M. S. (2011). *Constitutionalism: Evolution and Practice*. Oxford University Press.
- Austin, G. (1999). *The Indian Constitution: Cornerstone of a Nation*. Oxford University Press.
- Basu, D. D. (2016). *Fundamental Rights and Constitutional Remedies*. LexisNexis.
- Bhattacharya, S. (2008). *Directive Principles of State Policy: A Comparative Study of the Indian and Irish Constitutions*. Universal Law Publishing Co.
- Jain, M. P. (2013). *Fundamental Rights and Judicial Activism*. Universal Law Publishing Co

SEMESTER- II

CONSTITUTIONAL VALUES – II

Course Objective:

This course aims to provide an proper understanding of state legislature, executive and High Court. Students will explore key constitutional provisions, debates, and contemporary issues to critically analyze the impact of constitution on governance and social equity.

Course Outcome:

By the end of this course, students will be able to:

- Analyze the role of decentralization and cooperative federalism in strengthening the Indian political system.
- Assess the effectiveness of constitutional provisions and affirmative actions in promoting social welfare, equality, and protection of vulnerable groups.

Course Content:

Unit - 1

- i. State Legislature – Vidhana Sabha, Vidhana Parishath, Composition, powers and functions
- ii. State Executive – Governor, Chief Minister, State Council of Ministry, powers and functions
- iii. Centre-State Relations, Cooperative Federalism and Its Challenges

Unit - 2

- i. Democratic Decentralization; Local Self-Government, Urban Governments - 73rd and 74th Constitutional amendments, contemporary challenges.
- ii. Constitutional Amendment Procedure in India; Simple, Special and Special with Concurrence of States.
- iii. Basic Structure of Indian Constitution with special reference to Keshavananda Bharathi Case

Unit - 3

- i. Election Commission of India; Composition, Powers and Functions.
- ii. Public Service Commissions; UPSC and State Public Service Commission
- iii. Affirmative Action; Reservation for SC/ST(23%), OBC(27%), EWC(10%) and Women(33% Reservation within)It's Relevance.

Suggested Readings:

- Ambedkar, B. R. (1948), The Constitution of India, Government of India.
- Austin, G. (1999). The Indian Constitution: Cornerstone of a Nation, Oxford University Press.
- Basu, D. D. (2018). Introduction to the Constitution of India, LexisNexis.
- Granville, A. (1966). Working a Democratic Constitution: The Indian Experience, Oxford University Press.
- Jayal, N. G., & Mehta, P. B. (Eds.). (2010). The Oxford Companion to Politics in India. Oxford University Press.
- Khosla, M. (2012). The Indian Constitution, Oxford University Press.
- Sarkar, S. (2006). Modern India: 1885-1947. Macmillan.
- Sharma, B. K. (2021). Introduction to the Constitution of India. Prentice Hall.
- Singh, M. P., & Saxena, R. (2008). Indian Politics: Constitutional Foundations and Institutional Functioning. PHI Learning.
- Weiner, M. (1989). The Indian Paradox: Essays in Indian Politics. Sage Publications.

**CURRICULUM STRUCTURE FOR THE UNDERGRADUATE DEGREE PROGRAMME
B.B.A. AND OTHER PROGRAMMES UNDER FACULTY OF MANAGEMENT
III SEMESTER - GENERAL ENGLISH**

Starting year of implementation: 2025-26	Total Credits for the Programme: 04
Subject: GENERAL ENGLISH	Teaching hour per week: 04
Name of the Degree Programme – B.B.A.	Total number of lecture hours/semester 60/64

III SEMESTER B.B.A. AND OTHER PROGRAMMES UNDER FACULTY OF MANAGEMENT		60/64hrs	80 marks
UNIT - 1			
LITERARY SKILLS		30 hrs	40 marks
PLAY	All My Sons – Arthur Miller	14 hrs	20 marks
SHORT STORY	Black Cobra – Banu Mushtaq	4hrs	5 marks
SPEECH	Sportsmanship & Leadership – Rahul Dravid	4hrs	5 marks
POEM	Redemption Song– Bob Marley	4hrs	5 marks
POEM	Introduction – Kamala Das	4hrs	5 marks
UNIT – 2			
COMMUNICATIVE SKILLS (LSRW SKILLS)		30 hrs	40 marks
LISTENING AND SPEAKING SKILLS	PRESENTATION SKILLS	5 hrs	
	Types - • Informative/Instructional Presentation • Persuasive Presentation • Decision Making Presentation • Demonstrative Presentation		5 marks
READING AND WRITING SKILLS	• Comprehension Passage	3 hrs	5 marks
	• Precise Writing	3 hrs	5 marks
	• Story Writing	3hrs	5 marks
	CORRESPONDENCES		
	• Resume and Cover Letter	2 hrs	5 marks
	Formal Letters: • Leave Letter • Application Letters • Enquiry Letter • Inviting Letter	3hrs	5 marks
	Business Correspondence: • Letters of Enquiry • Placing an Order Letters • Letters of Complaint • Reply to Letter of Complaint	6 hrs	5 marks
	COMMERCIAL WRITING	5 hrs	5 marks
	• Advertisement Writing (Classifieds & Commercial) • Poster and Brochure Writing/Designing		

CONTENTS

UNIT - 1				
LITERARY SKILLS		30 hrs	40 marks	Page No
PLAY	Death of a Salesman- Arthur Miller	14 hrs	20 marks	1-23
Extract from <i>Driven: The Virat Kohli Story</i>	The Early Years of Virat Kohli- Vijay Lokapally	4hrs	5 marks	24-32
SPEECH	Stay Hungry, Stay Foolish- Steve Jobs	4hrs	5 marks	33-41
POEM	Mother – Jyothi Lanjewar	4hrs	5 marks	42-47
POEM	I Hear America Singing – Walt Whitman	4hrs	5 marks	48-51
	Model Question Paper			52-53
UNIT – 2				
COMMUNICATIVE SKILLS (LSRW SKILLS)		30 hrs	40 marks	Page No
LISTENING AND SPEAKING SKILLS				
PRESENTATION SKILLS Types - ● Informative/Instructional Presentation ● Persuasive Presentation ● Decision Making Presentation ● Demonstrative Presentation		5 hrs	5 marks	
READING AND WRITING SKILLS				
● Comprehension Passage		3 hrs	5 marks	
● Para Jumble		3 hrs	5 marks	

ಕಾವ್ಯ ಭಾಗ :

1. ಕನಸಿನೊಳಗೊಂದು ಕಣಸು	: ದ.ರಾ. ಬೆಂದ್ರೆ	02
2. ದೇವರು ರುಜುಮಾಡಿದನು	: ಕುವೆಂಪು	05
3. ಇಡದಿರು ನನ್ನ ನಿನ್ನ ಸಿಂಹಾಸನದ ಮೇಲೆ	: ಕೆ.ಎಸ್. ನರಸಿಂಹಸ್ವಾಮಿ	08
4. ಕಲ್ಲಾಗು, ಕಲ್ಲಾಗು!	: ಎಂ. ಗೋಪಾಲಕೃಷ್ಣ ಅಡಿಗ	13
5. ಕಾಲ ನಿಲ್ಲುವುದಿಲ್ಲ	: ಚನ್ನವೀರ ಕಣವಿ	18
6. ಸುಟ್ಟಾವು ಬೆಳ್ಳಿಕಿರಣ	: ಡಾ. ಸಿದ್ಧಲಿಂಗಯ್ಯ	24
7. ನಾವು ಹುಡುಗಿಯರೇ ಹೀಗೆ	: ಪ್ರತಿಭಾ ನಂದಕುಮಾರ್	27
8. ಅಮೃತಮತಿಯ ಸ್ವಗತ	: ಎಚ್.ಎಲ್. ಪುಷ್ಪಾ	30

ಕಥಾ ಭಾಗ :

1. ಪಂಜರದ ಗಿಣಿ	: ಯು.ಆರ್. ಅನಂತಮೂರ್ತಿ	33
2. ಒಂದು ಬಾಗಿಲು	: ಪಿ. ಲಂಕೇಶ್	44
3. ಅವ್ವ	: ಬೆಸಗರಹಳ್ಳಿ ರಾಮಣ್ಣ	62

ಪ್ರಬಂಧ ಭಾಗ :

1. ದೀಪಾವಳಿಯ ನೆನಪುಗಳು	: ಹಾ.ಮಾ. ನಾಯಕ	73
2. ಮಳೆಗಾಲದ ಚಕ್ರ	: ಕೆ.ಪಿ. ಪೂರ್ಣಚಂದ್ರ ತೇಜಸ್ವಿ	86
3. ಸ್ನೇಹಕ್ಕೆ ಯಾವ ಸರಹದ್ದು	: ನೇಮಿಚಂದ್ರ	100
ಎರಡನೆ ಸೆಮಿಸ್ಟರ್ ಪಠ್ಯ ಮಾಹಿತಿ		105
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ಕವನಗಳು:

- | | | |
|-------------------------|---|----------------------|
| 1. ಕನ್ನಡಿಗರತಾಯಿ | : | ಎಂ. ಗೋವಿಂದ ಪೈ |
| 2. ಸುಗ್ಗಿ ಬರುತಿದೆ | : | ಕುವೆಂಪು |
| 3. ಹುಬ್ಬಳ್ಳಿಯಾಂವ | : | ದ.ರಾ. ಬೇಂದ್ರೆ |
| 4. ನಾವೆಲ್ಲರೂ ಒಂದೆ ಜಾತಿ: | : | ಎಂ. ಗೋಪಾಲಕೃಷ್ಣ ಅಡಿಗ |
| 5. ನಾಡದೇವಿಯೇ | : | ಕೆ.ಎಸ್. ನಿಸಾರ್ ಅಹಮದ್ |
| 6. ಅಂಬೇಡ್ಕರ್ | : | ಡಾ.ಸಿದ್ದಲಿಂಗಯ್ಯ |
| 7. ಅಮ್ಮನಗುಡ್ಡ | : | ಚ. ಸರ್ವಮಂಗಳ |
| 8. ಧನ್ಯವಾದಗಳು | : | ಲಲಿತಾ ಸಿದ್ದಬಸವಯ್ಯ |

ಕಥೆಗಳು:

- | | | |
|------------------|---|-------------------------|
| 1. ಮೊಸರಿನ ಮಂಗಮ್ಮ | : | ಮಾಸ್ತಿ ವೆಂಕಟೇಶಅಯ್ಯಂಗಾರ್ |
| 2. ತಿರುಗಿ ಹೋದಳು | : | ವೀಣಾ ಶಾಂತೇಶ್ವರ |
| 3. ದೇವರ ಹೆಣ | : | ಕುಂ. ವೀರಭದ್ರಪ್ಪ |

ಪ್ರಬಂಧಗಳು:

- | | | |
|-------------------|---|---------------------------|
| 1. ಮಸಾಲೆ ದೋಸೆ | : | ಪು.ತಿ. ನರಸಿಂಹಾಚಾರ್ |
| 2. ವೈಚಾರಿಕತೆ | : | ಎಚ್. ನರಸಿಂಹಯ್ಯ |
| 3. ಸ್ಕೂಟರ್‌ರಿಪೇರಿ | : | ಕೆ.ಪಿ. ಪೂರ್ಣಚಂದ್ರ ತೇಜಸ್ವಿ |

II Sem BDA

ಚಂದ್ರಗಿರಿಯ ತೀರದಲ್ಲಿ (ಕಾದಂಬರಿ) ಸಾ.ರಾ.ಅಬೂಬ್ಕರ್

CHANDRAGIRIYA THEERADALLI (NOVEL) SA.RA. ABBUBAKAR

‘ಚಂದ್ರಗಿರಿ ತೀರದಲ್ಲಿ’ - ಶೀರ್ಷಿಕೆಯ ಅರ್ಥ ಮತ್ತು ಸಾಮಾಜಿಕ ತಾತ್ಪರ್ಯ

ಲೇಖಕಿ: ಡಾ. ಸಾರಾ ಅಬೂಬಕ್ಕರ್

‘ಚಂದ್ರಗಿರಿ ತೀರದಲ್ಲಿ’ ಎಂಬ ಶೀರ್ಷಿಕೆ ಕೇವಲ ಒಂದು ಭೌಗೋಳಿಕ ಸ್ಥಳವಾಚಕವಲ್ಲ; ಅದು ಒಂದು ಸಾಮಾಜಿಕ-ಮಾನಸಿಕ ಸಂಕೇತ. ಚಂದ್ರಗಿರಿ ನದಿ ಈ ಕಾದಂಬರಿಯಲ್ಲಿ ಒಂದು ನಿಶ್ಚಯ ಸಾಕ್ಷಿಯಂತೆ ಕಾರ್ಯನಿರ್ವಹಿಸುತ್ತದೆ. ಶತಮಾನಗಳಿಂದ ಹರಿಯುತ್ತಿರುವ ಈ ನದಿ, ಕರಾವಳಿ ಪ್ರದೇಶದ ಮುಸ್ಲಿಂ ಸಮುದಾಯದ ಹೆಣ್ಣುಮಕ್ಕಳು ಅನುಭವಿಸಿದ ದಮನ, ಮೌನ, ನಿಟ್ಟುಸಿರು ಮತ್ತು ಅಸಹಾಯಕತೆಯ ಕಥೆಗಳನ್ನು ತನ್ನೊಳಗೆ ಹೊತ್ತುಕೊಂಡಿರುವಂತೆ ಚಿತ್ರಿತವಾಗುತ್ತದೆ.

ಚಂದ್ರಗಿರಿ ತೀರವು ಹೆಣ್ಣುಮಕ್ಕಳ ಬದುಕಿನ ಸೀಮಾರೇಖೆಯಂತೆ ಕಾಣಿಸುತ್ತದೆ. ಒಂದು ಕಡೆ ಸಂಪ್ರದಾಯ, ಧಾರ್ಮಿಕ ನಿಯಮಗಳು, ಪುರುಷ ಪ್ರಧಾನ ವ್ಯವಸ್ಥೆ; ಇನ್ನೊಂದು ಕಡೆ ಸ್ವಾತಂತ್ರ್ಯ, ಶಿಕ್ಷಣ, ಆತ್ಮಗೌರವ ಮತ್ತು ಸ್ವಯಂನಿರ್ಣಯದ ಕನಸುಗಳು. ಈ ಎರಡು ದಿಕ್ಕುಗಳ ಮಧ್ಯೆ ಸಿಲುಕಿರುವ ಹೆಣ್ಣುಮಕ್ಕಳ ಮನಸ್ಥಿತಿಯನ್ನು ನದಿ ತನ್ನ ಮೌನದ ಮೂಲಕ ಪ್ರತಿಬಿಂಬಿಸುತ್ತದೆ.

ಈ ನದಿ ಅನೇಕ ಮುಸ್ಲಿಂ ಹೆಣ್ಣುಮಕ್ಕಳ ಅಳಲು-ನಿಟ್ಟುಸಿರಿನ ಸಾಕ್ಷಿ. ತಲಾಕ್, ಬಹುಪತ್ನಿತ್ವ, ಶಿಕ್ಷಣದ ನಿರಾಕರಣೆ, ಬಾಲ್ಯವಿವಾಹ, ಆರ್ಥಿಕ ಅವಲಂಬನೆ ಮುಂತಾದ ಸಾಮಾಜಿಕ ಸಮಸ್ಯೆಗಳು ಅವರ ಬದುಕನ್ನು ಹೇಗೆ ಬಂಧಿಸಿದ್ದವೆಂಬುದನ್ನು ಲೇಖಕಿ ಸೂಕ್ಷ್ಮವಾಗಿ ಚಿತ್ರಿಸುತ್ತಾರೆ. ನದಿ ಅವರ ನೋವನ್ನು ಕೇಳುತ್ತದೆ; ಆದರೆ ಉತ್ತರ ನೀಡುವುದಿಲ್ಲ. ಈ ಮೌನವೇ ಕಾದಂಬರಿಯ ಅತ್ಯಂತ ಬಲವಾದ ಧ್ವನಿ.

ಚಂದ್ರಗಿರಿ ತೀರವು ಒಂದು ನಿರೀಕ್ಷೆಯ ಸಂಕೇತವೂ ಹೌದು. ನದಿ ಹೇಗೆ ನಿರಂತರವಾಗಿ ಹರಿಯುತ್ತದೋ, ಹಾಗೆಯೇ ಹೆಣ್ಣುಮಕ್ಕಳೊಳಗಿನ ಬದಲಾವಣೆಯ ಆಕಾಂಕ್ಷೆ ಕೂಡ ನಿಧಾನವಾಗಿ ಹರಿಯುತ್ತದೆ. ಮೌನದಿಂದ ಮಾತಿಗೆ, ಬಂಧನದಿಂದ ಪ್ರಶ್ನೆಗೆ, ಅಂಧಕಾರದಿಂದ ಅರಿವಿಗೆ ಸಾಗುವ ಪ್ರಕ್ರಿಯೆಯನ್ನು ಈ ತೀರ ರೂಪಕವಾಗಿ ಸೂಚಿಸುತ್ತದೆ.

ಹೀಗಾಗಿ ‘ಚಂದ್ರಗಿರಿ ತೀರದಲ್ಲಿ’ ಎಂಬ ಶೀರ್ಷಿಕೆ ಮುಸ್ಲಿಂ ಸಮುದಾಯದ ಹೆಣ್ಣುಮಕ್ಕಳ ಐತಿಹಾಸಿಕ ನೋವು, ಸಾಮಾಜಿಕ ಬಂಧನ ಮತ್ತು ಮಾನಸಿಕ ಸಂಘರ್ಷಗಳ ಸಂಕಲನವಾಗಿದೆ. ಇದು ಕೇವಲ ನದಿಯ ತೀರವಲ್ಲ; ಅದು ಹೆಣ್ಣುಮಕ್ಕಳ ಬದುಕಿನ ಸಾಕ್ಷಿ ವೇದಿಕೆ, ನೋವಿನ ಭಂಡಾರ ಮತ್ತು ಭವಿಷ್ಯದ ಆಶಾಕಿರಣವಾಗಿದೆ.

II Sem BBA

‘ತಾಳಿ ಕಟ್ಟಕ್ಕೂ ಕೂಲಿನೇ - ವಿವರಣೆ

THALI KATTOKU KULINEE – EXPLANATION

ಲೇಖಕ: ಟಿ.ಪಿ. ಕೈಲಾಸಂ

ಟಿ.ಪಿ. ಕೈಲಾಸಂ ಅವರ ‘ತಾಳಿ ಕಟ್ಟಕ್ಕೂ ಕೂಲಿನೇ’ ನಾಟಕ ಕನ್ನಡ ನವ್ಯ ನಾಟಕ ಪರಂಪರೆಯಲ್ಲಿ ಒಂದು ಪ್ರಮುಖ ಸಾಮಾಜಿಕ ವ್ಯಂಗ್ಯನಾಟಕ. ಈ ನಾಟಕದ ಶೀರ್ಷಿಕೆ ಸ್ವತಃ ಸಮಾಜದ ಕಹಿ ವಾಸ್ತವವನ್ನು ಸೂಚಿಸುತ್ತದೆ. ‘ತಾಳಿ ಕಟ್ಟುವುದು’ ಎಂಬ ಪವಿತ್ರ ವಿವಾಹ ಕ್ರಿಯೆಯೂ ಸಹ ಇಲ್ಲಿ ಕೂಲಿಗೆ ನಡೆಯುವ ಕೆಲಸವಾಗಿ ಬಿಂಬಿತವಾಗಿದ್ದು, ಮದುವೆ ಎಂಬ ಸಂಸ್ಥೆ ಎಷ್ಟು ವ್ಯಾಪಾರೀಕೃತಗೊಂಡಿದೆ ಎಂಬುದನ್ನು ಲೇಖಕರು ತೀಕ್ಷ್ಣವಾಗಿ ಪ್ರಶ್ನಿಸುತ್ತಾರೆ.

ಈ ನಾಟಕವು ಮುಖ್ಯವಾಗಿ ಬಡತನ, ನಿರುದ್ಯೋಗ, ಆರ್ಥಿಕ ಅಸಮಾನತೆ ಮತ್ತು ಮಾನವ ಮೌಲ್ಯಗಳ ಕುಸಿತವನ್ನು ಪ್ರತಿಬಿಂಬಿಸುತ್ತದೆ. ಸಮಾಜದಲ್ಲಿ ಹಣದ ಕೊರತೆಯಿಂದ ಮಾನವ ಸಂಬಂಧಗಳು ಹೇಗೆ ವ್ಯವಹಾರವಾಗಿ ಪರಿವರ್ತನೆಯಾಗುತ್ತವೆ ಎಂಬುದನ್ನು ಕೈಲಾಸಂ ವ್ಯಂಗ್ಯ ಮತ್ತು ತೀಕ್ಷ್ಣ ಸಂಭಾಷಣೆಗಳ ಮೂಲಕ ಅನಾವರಣಗೊಳಿಸುತ್ತಾರೆ.

ನಾಟಕದಲ್ಲಿನ ಪಾತ್ರಗಳು ಸಾಮಾನ್ಯ ಜನರ ಪ್ರತಿನಿಧಿಗಳಾಗಿವೆ. ಇಲ್ಲಿ ಮದುವೆ ಪ್ರೀತಿಯ ಬಂಧನವಲ್ಲ; ಅದು ಜೀವನ ಸಾಗಿಸಲು ಒಂದು ವ್ಯಕ್ತಿಯಂತೆ ಚಿತ್ರಿತವಾಗಿದೆ. ತಾಳಿ ಕಟ್ಟುವುದು ಪವಿತ್ರ ಸಂಸ್ಕಾರವಾಗಿದ್ದರೂ, ಆರ್ಥಿಕ ಸಂಕಷ್ಟದ ನಡುವೆ ಅದು ಕೂಲಿ ಕೆಲಸದ ಮಟ್ಟಕ್ಕೆ ಇಳಿದಿರುವುದು ಸಮಾಜದ ಕ್ರೂರ ಸತ್ಯವನ್ನು ತೋರಿಸುತ್ತದೆ.

‘ತಾಳಿ ಕಟ್ಟಕ್ಕೂ ಕೂಲಿನೇ’ ಯಲ್ಲಿ ಟಿ.ಪಿ. ಕೈಲಾಸಂ ಅವರು ಸಾಮಾಜಿಕ ವ್ಯಂಗ್ಯ, ಹಾಸ್ಯ ಮತ್ತು ಕಟುವಾದ ವಿಮರ್ಶೆಯನ್ನು ಸಮರ್ಥವಾಗಿ ಬಳಸಿದ್ದಾರೆ. ನಗು ತರಿಸುವ ಸಂಭಾಷಣೆಗಳ ಹಿಂದೆ ಇರುವ ನೋವು ಮತ್ತು ಕಹಿ ವಾಸ್ತವ ಪ್ರೇಕ್ಷಕರನ್ನು ಆಳವಾಗಿ ಚಿಂತನೆಗೆ ಒಡ್ಡುತ್ತದೆ. ಇದು ಕೇವಲ ನಾಟಕವಲ್ಲ; ಅದು ಸಮಾಜದ ಮೇಲೆ ಹಿಡಿದಿಟ್ಟಿರುವ ಕನ್ನಡಿಯಾಗಿದೆ.

ಭಾಷೆಯ ದೃಷ್ಟಿಯಿಂದ ನಾಟಕ ಸರಳ, ನೇರ ಮತ್ತು ಜನಪದ ಶೈಲಿಯಲ್ಲಿದೆ. ಗ್ರಾಮೀಣ ಜೀವನದ ಮಾತು, ಹಾಸ್ಯ ಮತ್ತು ವ್ಯಂಗ್ಯ ಭಾಷೆ ನಾಟಕಕ್ಕೆ ಜೀವ ತುಂಬುತ್ತದೆ. ಕೈಲಾಸಂ ಅವರ ವಿಶಿಷ್ಟ ಶೈಲಿ ಇಲ್ಲಿ ಸ್ಪಷ್ಟವಾಗಿ ಕಾಣಿಸುತ್ತದೆ.

ಒಟ್ಟಿನಲ್ಲಿ, ‘ತಾಳಿ ಕಟ್ಟಕ್ಕೂ ಕೂಲಿನೇ’ ನಾಟಕವು ವಿವಾಹ ವ್ಯವಸ್ಥೆಯ ವ್ಯಾಪಾರೀಕರಣ, ಮಾನವ ಸಂಬಂಧಗಳ ಮೌಲ್ಯಹೀನತೆ ಮತ್ತು ಬಡವರ ಬದುಕಿನ ವಾಸ್ತವವನ್ನು ಪರಿಣಾಮಕಾರಿಯಾಗಿ ಅನಾವರಣಗೊಳಿಸುವ ಮಹತ್ವದ ಸಾಮಾಜಿಕ ಕೃತಿ. ಇದು ಕನ್ನಡ ನಾಟಕ ಸಾಹಿತ್ಯದಲ್ಲಿ ಸದಾ ಪ್ರಸ್ತುತವಾಗಿರುವ ತೀಕ್ಷ್ಣ ಸಾಮಾಜಿಕ ಸಂದೇಶವನ್ನು ಹೊತ್ತುಕೊಂಡಿದೆ.

अनुक्रमणिका

क्रमांक	पाठ का नाम	लेखक का नाम	पृष्ठ संख्या
1.	भारत एक है। – (निबंध)	: रामधारी सिंह 'दिनकर'	05-14
2.	रंगप्पा की शादी – (कन्नड़ कहानी)	: मास्ति वेंकटेश अय्यंगार 'श्रीनिवास'	15-25
3.	रजिया – (रेखचित्र)	: रामवृक्ष बेनीपुरी	26-36
4.	वह चीनी भाई – (संस्मरण)	: महादेवी वर्मा	37-48
5.	सदाचार का तावीज़ – (व्यंग्य)	: हरिशंकर परसाई	49-55
6.	बीमार का इलाज – (एकांकी)	: उदय शंकर भट्ट	56-67
7.	हिन्दुस्तान को सलाम: डॉ. बर्नर- (चर्चित यात्रा-कथा)	: कमलेश्वर	68-76
8.	नादान दोस्त - कहानी	: प्रेमचंद	77-83
9.	अनुवाद	वाणिज्यिक शब्दावली	84-85

अनुक्रमणिका

क्रमांक	पाठ का नाम	लेखक का नाम	पृष्ठ संख्या
1.	नए सिरे से - (कहानी)	: -मोटिलाल जोतवानी	05-17
2.	महाभारत की एक सांझ' - (एकांकी)	: -भारतभूषण अग्रवाल	18-32
3.	कथा साहित्य में कामकाजी - महिला का स्वरूप - (निबंध)	: -प्रो. एम विमला	33-42
4.	अण्डमान तथा निकोबार द्वीप- समूह"-कालापानी"- (यात्रा वृत्तांत)	: -बबन फाले	43-49
5.	आनन्द के क्षण - (ललित निबंध)	: -कन्हैयालाल मिश्र 'प्रभाकर'	50-57
6.	सर सैयद अहमद खान -(जीवनी)	: -प्रो.शैलेश जैदी	58-61
7.	अपनी अपनी हैसियत - (व्यंग्य)	: -हरिशंकर परसाई	62-66
8.	वह चेहरा - (कन्नड़ कहानी) -	: - त. रा. सुब्बराव	67-77
9.	अनुवाद	वाणिज्यिक शब्दावली	78-79