

Institutional Initiatives towards:

Providing an inclusive environment i.e., tolerance and harmony towards cultural, regional, linguistic, communal socio-economic diversity and Sensitization of students and employees to the constitutional obligations: values, rights, duties and responsibilities of citizens

REPORT

At SSC Shivamogga, we believe in giving holistic all-round education to the students. And sensitizing students on our constitutional rights, values, duties and responsibilities is one of the primary education given at the institute through various means. Sensitization of students and employees of the Institution to the constitutional obligations is done through **curriculum as well as through extra-curricular activities.**

There is one **Ability Enhancement Compulsory Courses (AECC)** all students take on "**INDIA AND INDIAN CONSTITUTION**" which helps to sensitize them to their role and responsibilities as citizens enshrined in the constitution giving insights in to the world of knowledge system India has had. Also, they are given a course on "**ENVIRONMENTAL STUDIES**" in their first year which gives them insight into environment acts, wildlife protection act, forest act, global environmental concerns etc.

In addition to this, many regular programs are conducted by department seminars and workshops are conducted **on days of national importance on various rights, duties and responsibilities of citizens.** Also, every year ex-defense or police personnel are invited to share their experience and inspire and motivate young minds to contribute in building the nation.

Seminars and skits on topics like gender/caste discrimination, sexual harassment, and anti-ragging are conducted periodically. In the seminar on Right to Information, various sections and categories of the act are explained.

NSS unit of the institution conducts a cleanliness drive to mark the occasion of **Swachh Bharat Abhiyan** in the college campus as well as in the nearby village area. An oath is taken by all students and faculties to keep their surroundings clean. Also, many skits and dance performances are presented in various events related to sensitization. Various topics covered include **corruption, responsibility of young, Child labor, harmony in diversity, negative influence of Society on our Passion & Dreams, Social media abuse, Favoritism, Mental Health** etc.


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Sensitization through curriculum



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(ಕುವೆಂಪು ವಿಶ್ವವಿದ್ಯಾನಿಲಯದ ಸ್ವಾಯತ್ತ ಘಟಕ ಕಾಲೇಜು)

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INDIA AND INDIAN CONSTITUTION

Ability Enhancement Compulsory Courses (AECC)	
Course Title: INDIA AND INDIAN CONSTITUTION	
Total Contact Hours: 45	Course Credits: 3
No. of Teaching Hours/Week:3	Duration of ESA/Exam: 2 Hours
Formative Assessment Marks: 40	Summative Assessment Marks: 60+40=100

Course Objective:

The purpose of the course is to help students to learn and explain the journey of India as a republic. They will, through this paper appreciate the varied perspective of describing India, its political culture, essence of its traditions, values and ideals of freedom struggle, sacrifices made and the constitution as India's conscience. It will help them determine the role and responsibilities of citizens as enshrined in the constitution giving insights in to the world of knowledge system India has had. The course also covers the goals and policies framed under the constitution for the national well-being. This will enable the students to demonstrate how vibrant is our constitution and the various institutions that are functional under it.

Learning Outcomes:

After completing this course students will be able to-

- Explain the philosophy of the Constitution and its structure.
- Measure the powers and functions of various offices under the Constitution.
- Demonstrate the Indian values, Ideals and the role of Constitution in a Democracy


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Unit	Contents of Course:	45 Hours
Unit-I	Understanding India:	04 Hours
	Chapter 1: India in its historical perspective: India as a nation- discourses : Marxist, Orientalist, Nationalist and subaltern.	05 Hours
	Chapter- 2: Political Culture of India - Origin and Growth: Revivalism (Vivekananda, Dayananda Saraswati,) , Communalism (Sir Syed Ahmed Khan and Savarkar) and Secularism (Gandhi and Nehru)	
	Chapter- 3: Religions and Dharma- Semitic Religions and Way of Life; Mathas (Traditions)- Shaiva, Vaisnava, Jaina, Bouddha, Veerashaiva Lingayata, and Sikh; Understanding Castes and Traditions (M.N Srinivas).	06 Hours
Unit-II	Indian freedom struggle- Ideals, Values and Contributions:	05 Hours
	Chapter 4: Indian Freedom Struggle: British Rule in India and Indian Freedom Struggle: Early Phase, Moderates, Extremists and Gandhian Phase; Subaltern (Peasants, Tribals and Artisans) Response to Colonial Rule.	
	Chapter 5: Indian Ideals and Values: Swatantra (Dharampal), Swarajya, Swadeshi, Patriotism, Voluntarism- Shramadhan, Bhoodan, (Gandhi, Vinoba Bhave, Deen Dayal Upadhyay).	05 Hours
	Chapter 6: Regional Contributions: Sangolli Rayanna, Kittur Rani Chennamma, Rani Abbakka Devi, Hardekar Manjappa, Kambali Siddappa; Regional Struggles: Madikeri Peasants, Halagali Bedas, Isuru, Vidurashwatha and Nagara Struggles.	05 Hours
Unit- III	Constitutional Values and Role of Citizens:	
	Chapter 7: Making of Indian Constitution: Constituent Assembly- Composition; Salient features of the Indian Constitution, Preamble Fundamental Rights, Fundamental Duties, Citizenship, Directive Principles, Union and State Governments.	06 Hours
	Chapter 8: Role and Responsibilities of Citizens (Ecological and Environmental Awareness, National Well being, Respect to National Anthem and National Symbols); Goals and Policies of National Development (Goals: Eradication of Poverty and Hunger, Gender Equity, Empowerment, Sustainable Development; Policies: Swachh Bharat, Pradhan Mantri Awas Yojana, Gram Jyoti Yojana).	05 Hours
	Chapter 9: Indian Knowledge System: Evolution, Ancient Universities (Takshashila, Nalanda etc.), Gurukula and Oral Traditions, Vocational Education in India, Role of teachers and students in Nation Building, Obligation (Vrutti Dharma) towards Institution and Society.	04 Hours


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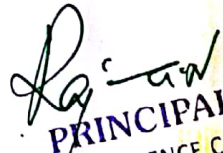
ENVIRONMENTAL STUDIES

ABILITY ENHANCEMENT COMPULSORY COURSE (AECC)

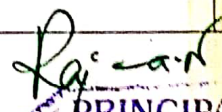
This module consists of 3 units, covering 40 lecture hours which are classroom based and 5 hours of field work intended to create awareness, enhance knowledge, develop skills and attitudes necessary to understand the Environment in its totality and enables students to participate proactively for the cause of the environment.

1. Environmental Studies (AECC) is made compulsory core module syllabus framed by UGC for all the Indian Universities/Colleges 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 included into the education process. As suggested by NEP-2020 State Level Environmental Science Subject Expert Committee, Chairpersons of Board of Studies, Board of Examiners and subject experts it is proposed to implement the details listed in the tabular column below, **mandatorily**.

Environmental Studies (AECC) - Ability Enhancement Compulsory Course		Semester in which the course is to be taught
Streams	B.Sc/BA/BCA/BSW/BFA and other streams of Humanities and Science	I
	B.Com, /B.B.A/BBA (T&T)/BFT and other streams of Commerce and Management	II


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Content of ENVIRONMENTAL STUDIES – AECC		45 Hours
Unit 1	<p>Introduction to Environmental Studies: Multidisciplinary nature of environmental studies. Scope and importance; Concept of sustainability and sustainable development.</p> <p>Ecosystems: What is an ecosystem? Structure and function of ecosystem; Energy flow in an ecosystem: food chains, foodwebs and ecological succession. Case studies of the following ecosystems:</p> <ol style="list-style-type: none"> Forest ecosystem Grassland ecosystem Desert ecosystem <p>Aquatic ecosystems (ponds, streams, lakes, rivers, oceans, estuaries)</p> <p>Natural Resources: Renewable and Non-Renewable Resources</p> <p>Land resources and land-use change; Land degradation, soil erosion and desertification.</p> <p>Deforestation: Causes and impacts due to mining, dam building on environment, forests, biodiversity and tribal populations.</p> <p>Water: Use and over-exploitation of surface and ground water, floods, droughts, conflicts over water (International & Inter-state).</p> <p>Energy resources: Renewable and non-renewable energy sources, use of alternate energy sources, growing energy needs, case studies.</p>	15
Unit 2	<p>Biodiversity and Conservation: Levels of biological diversity: Genetic, species and ecosystem diversity; Biogeographic zones of India; Biodiversity patterns and global biodiversity hotspots.</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> <p>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.</p>	12
Unit 3	<p>Environmental Policies and Practices: Climate change, global warming, ozone layer depletion, acid rain and impact on human communities and agriculture.</p> <p>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.</p> <p>Human Communities and the Environment</p> <p>Human population growth: Impacts on environment, human health and welfare. 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 and cultures in environmental conservation. Environmental communication and public awareness, case studies (e.g., CNG vehicles in Delhi).</p> <p>Field work (5 hours)</p>	18


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KUVEMPU UNIVERSITY

DEPARTMENT OF ENGLISH JNANASAHYADRI
SHANKARAGHATTA SHIVAMOGGA

Gender Studies (Open Elective-I)

Teaching Hours : 03/week

Course Objectives:

- To define gender, gender concepts and terminologies
- To identify the differences between sex and gender
- To discuss the differences between gender and power

Course Outcomes:

CO1: Participants will have an understanding of gender concepts and terminologies and they learn to think critically regarding the gender roles.

CO2: They challenge the cultural construction of gender

Unit-1

12 hours

Introduction to Gender Studies:

1. What is Gender Studies
2. Why study gender
3. Scope of gender studies
4. Function of Gender Studies
5. Literature and Gender

Unit-2

12 hours

Gender Concepts:

1. Patriarchy
2. Masculinity
3. Femininity
4. Transgender
5. Gender empowerment


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Unit-3

10 hours

Poems:

1. Don't Look into Vandy Bag-Valdhehl
2. They Ask for Evidence for Everything-Pratibha Nandakumar (from Her Poems ed by Anupama H S)
3. Meenabatti-Shashikala Veerayya Swamy (from Women's Writing in India-Vol-II)
4. Fire Walking by Savita Nagabhushana

Unit-4

10 hours

Short Stories:

1. Red Parrot by Vasudhendra
2. The Shadow by Veena Shanteshwara (from selected Kannada short stories ed by G S Amur)
3. The Yellow Wall-paper by Charlotte Perkins Stetson.


Reference Works:

Butler, Judith. *Gender Trouble: Feminism and the Subversion of Identity*, Routledge -2007

Homes, Mary *what is Gender Sociological Approaches*, Sage Publisher 2007

Mary Exams and Carolyn H Williams eds. *Gender The Key Concepts*. Routledge 2013

Tharu, Susie and Lalita K eds. *Women's Writing from India* OUP 1997


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Kuvempu University

Undergraduate course: English Open Elective
Question paper pattern for B Com/BSc

I Semester

Paper -I Gender Studies

Time:

Max Marks: 60

Section-A Introduction to Gender Studies and Concepts

(20 Marks)

1. Select the most appropriate answer from the options provided
2. Write short note on any Two of the following in about a page and each

10x1=10

2x5=10

Section -B Poetry

(20 Marks)

1. Answer any ONE of the following in two pages
2. Write short note on any TWO of the following

1x10=10

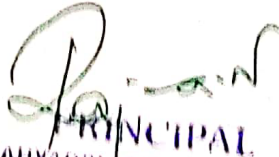
5x2=10

Section-C Short stories

(20 Marks)

1. Answer TWO of the following in two pages

2x10=20


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***Skits and programmes
promoting communal harmony***





