

The Constitution of India, Human Rights, Gender Equity and Environmental Studies

The attitude, ideas and character of young minds to a large extent are influenced by the context and environment of their upbringing, education and socialisation. In this transformational stage the curriculum plays a vital role in shaping the personality and moulding of future citizens for a healthy society. Therefore, the Foundation course seek to impart and promote the necessary knowledge, skills and attitudes among the students to enable them to critically reflect, and act positively on issues and decisions concerning their own lives and on society. It enables them to inculcate values and character that prompt them to approach issues sensitively and responsibly with the insights provided in the courses on the Constitution of India, Human Rights, Gender Equity and Environmental studies, the understanding of which is a must for individual and collective good.

Programme Objectives

The Foundation courses aim to –

1. Mould the students as active and responsible citizens imbued with the knowledge and values of the Constitution, operation of the political system and processes of the country.
2. Familiarise and sensitise students with the fundamentals of Human Rights, enable respect for human dignity and fundamental freedoms, and to understand the personal and social stake in evolving a just society.
3. Make students comprehend the bases, forms and impact of gender discrimination and to inculcate the spirit of gender equity and equality.
4. Make students realise the importance and their role in the protection and maintenance of a healthy environment for sustainable development.

Programme Outcome

With the study of foundational courses students would:

1. Acquire and internalize the knowledge and values of the Constitution, political system and processes of the country to perform their role as active and responsible citizens.
2. Grasp and internalise the values of Human Rights, and sensitively and appropriately respond to the individual and societal issues.
3. Develop a critical understanding of the societal values and norms impacting gender perception, power relations and discrimination, thereby imbibing the values of gender equity and equality.
4. Understand the importance and dimensions of healthy environment, become environmentally conscious, skilled and responsible in all their actions with concern for sustainable development.

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

Credit: 1
Marks: 50

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

Course objectives:

The course on the Constitution of India aims to:

- 1. Familiarise students with the principles and vision of the constitution enabling them to reflect and internalise its values for an active and responsible citizenry.*
- 2. Provide an understanding of the constitutional provisions, federalism, nature and working of Legislature, Executive and Judiciary at central and state levels.*
- 3. Instil a critical thinking on the institutions and working of constitutional democracy and elections, and to impart a basic knowledge of governance and skills in democratic leadership.*
- 4. Acquaint students with the citizens' empowerment structures and processes at grass-root level, and legal mechanisms available for grievance redressal, transparency and effectiveness in administration.*

Course Outcome

With the study of the Constitution of India students would:

- 1. Internalise the values of the Constitution with an understanding and appreciation of the Constitutional principles that enable them to be well-informed and conscientious citizens.*
- 2. Comprehend the Constitutional provisions and working of governmental apparatus at different levels enriching their perception of the political system and response.*
- 3. Understand the nature and operation of the constitutional democracy and political process, and acquire the knowledge and skills for a democratic leadership.*
- 4. Become aware of the participative and empowerment mechanisms at the local level and the legal opportunities provided against mal-administration.*

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	
Unit 6: Administrative organisation and constitution	6 hours
6.1: Federalism in India – Features	
6.2: Local Government -Panchayats –Powers and functions; 73 rd and 74 th amendments	
6.3: Election Commission – Organisation and functions	
6.4: Citizen oriented measures – RTI and PIL – Provisions and significance	

Reference:

1. Durga Das Basu, *Introduction to the Constitution of India*, Gurgaon; LexisNexis, 2018 (23rd edn.)
2. M.V.Pylee, *India's Constitution*, New Delhi; S. Chand Pub., 2017 (16th edn.)
3. J.N. Pandey, *The Constitutional Law of India*, Allahabad; Central Law Agency, 2018 (55th edn.)
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. Durga Das Basu, *Bharatada Samvidhana Parichaya*, Gurgaon; LexisNexis Butterworths Wadhwa, 2015
6. Kb Merunandan, *Bharatada Samvidhana Ondu Parichaya*, Bangalore, Meragu Publications, 2015

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

Credit: 1
Marks: 50

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

Course objectives

The course on Human Rights aims to:

- 1. Provide an understanding of the concept of Human Rights, its classifications, and the correlation between rights and duties.*
- 2. Offer an insight on the global efforts and major instruments for promotion of Human Rights.*
- 3. Enable critical understanding of the Constitutional provisions, role of judiciary and other statutory/legal bodies as well as civil society agencies in promotion of Human Rights in India.*
- 4. Make students grasp the nature, issues and concerns of Human Rights in Indian society and the challenges in its implementation.*

Course outcome

The course on Human Rights would enable students to:

- 1. Have a nuanced understanding of the concept and dimensions of Human Rights as well as prerequisites for translation of its objectives and principles into reality.*
- 2. Understand and appreciate the global efforts, standards and instruments for promotion of Human Rights.*
- 3. Comprehend the Constitutional provisions, contributions of the judiciary, and the efforts of state and civil society institutions in promotion and defence of Human Rights.*
- 4. Critically reflect on the nature and issues in Indian society that affects the practice and translation of Human Rights ideals into practice and to suggest policy alternatives to overcome challenges.*

Unit 1: An Introduction to Human Rights

4 hours

- 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

Unit 2: International Protection and promotion of Human Rights

7 hours

- 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

Unit 3: Human Rights in India

6 hours

- 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

Unit 4: Protection and promotion of Human Rights in India

5 hours

- 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

Unit 5: Issues and concerns in Human Rights

6 hours

- 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

Reference:

1. "Protect Human Rights", <http://www.un.org/en/sections/what-we-do/protect-human-rights/index.html>
2. Aftab Alam, ed., *Human Rights in India: Issues and Challenges*, Delhi; Raj Publications., 2012
3. D.D. Basu, *Human Rights in Constitutional Law*, Gurgaon; Lexis Nexis, 2008
4. Upendra Baxi, *The Future of Human Rights*, New Delhi; OUP India, 2012
5. Upendra Baxi, *Human Rights in a Posthuman World: Critical Essays*, New Delhi; OUP, 2009
6. Andrew Clapham, *Human Rights A Very Short Introduction*, Oxford; OUP, 2015
7. Darren J. O'Byrne, *Human Rights An Introduction*, New York; Routledge, 2013
8. M.P.Dube and Neeta Bora, eds., *Perspectives on Human Rights*, Delhi; Anamika Pub., 2000
9. Manisha Priyam, Krishna Menon and Madhulikea Banerjee, *Human Rights, Gender and the Environment*, Chennai; Pearson Education, 2009
10. K.P. Saksena, ed., *Human Rights and the Constitution: Vision and Reality*, New Delhi; Gyan Pub., 2003
11. Piarey Lal Mehta and Neena Verma, *Human Rights Under the Indian Constitution: The Philosophy and Judicial Gerrymandering*, Delhi; Deep& Deep, 1999
12. K.S. Pavithran, *Human Rights in India: Discourses and Contestations*, New Delhi; Gyan Pub., 2018
13. H.O. Agarwal, *Human Rights*, Allahabad: Central Law Pub., 2016
14. Claude E. Welch, Jr., ed., *NGOs and Human Rights Promise and Performance*, Philadelphia, University of Pennsylvania Press, 2001
15. Asish Kumar Das and Prasant Kumar Mohanty, *Human Rights in India*, New Delhi; Sarup & Sons, 2007
16. C.J. Nirmal, *Human Rights in India, Historical, Social and Political Perspectives*, New Delhi, OUP, 2002

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

Credit: 1
Marks: 50

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

Course Objectives:

The Course on Gender Equity aims to provide students:

1. An understanding of the basic concepts related to Gender, the norms and the processes that shape Gender perceptions and the importance of Gender equity and equality.
2. A comprehension of the various indicators of Gender inequality, and the institutions and processes that sustain it.
3. An awareness of the various Conventions, constitutional and legal provisions for Gender equity.
4. An understanding of the concept, importance, measurement and indicators of Gender disaggregated data and Gender audit.

Course Outcomes:

The course on Gender equity would enable the students to:

1. Have an understanding of the various concepts related to Gender, social norms and processes that foster gender inequality, and the importance of Gender equity and equality.
2. Understand the variables of Gender inequality, institutions and processes that foster discrimination, prejudiced portrayal and violence against women
3. Be equipped with the knowledge of various international conventions, Constitutional and legal provisions available for bringing about greater Gender equity and equality
4. Be aware of the concept, measurement and indicators of gender equity and gender equality and appreciate the value and importance of gender data and gender audit

Unit 1: Understanding Gender Equity

7 hours

- 1.1 : Basic concepts
- Sex, Gender, Sexuality, Patriarchy, Gender Stereotypes, Gender Division of Labour, 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.

Unit 2: Discrimination and Violence

9 hours

- 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, 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

9 hours

- 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

Unit 4: Towards Measuring Gender Equity and Equality

3 hours

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

Reference:

1. Neera Desai and Maithreyi Krishna Raj, *Women and Society in India*, Delhi: Ajantha, 1987.
2. Alfred D'Souza, ed., *Women in Contemporary India*, Delhi: Ajantha, 1997.
3. Maria Mies, *Indian Women and Patriarchy*, Delhi: Concept, 1980.
4. Flavia Agnes, Sudhir Chandra and Monmayee Basu, *Women and Law in India*, New Delhi: OUP, 2016.
5. Shailly Sahai. *Social Legislation and Status of Hindu Women*, Jaipur: Rawat, 1986.
6. Alka Singh, *Women in Muslim Personal Law*, Jaipur: Rawat 1991.
7. Devaki Jain and Pam Rajput, *Narratives from Women's Studies Family – Recreating Knowledge*, New Delhi: Sage, 2003
8. H.M. Hemalatha, *Mahila Adhyayana 1 mattu 2*, Mysore: DVK Murthy, 2004
9. R. Indira, *Mahila Mattu Kautimbika Himse*, Mysore: Srimati Yashoda Rana Trust, 2000
10. Kishori Nayak K.,ed., *Gender Equity*, Mangalagangothri, Centre for Women's Studies, MangaloreUniversity, 2007
11. Kishori Nayak K.,ed., *Lingatva Samanyaya*, Mangalagangothri, Centre for Women's Studies, Mangalore University, 2007
12. Human Development Reports, 2018, UNDP
13. Kamal Shankar Srivastava, *Women in Indian Constitution and Human Rights*, Ranchi, A.P.H. Pub., 2007
14. Tara Bai S.B., *Women's Studies in India*, New Delhi, APH Pub., 2000
15. H.S. Srimathi, *Mahila Adhyayana*, Hampi, Kannada University, 1999
16. Usha Sharma, ed., *Gender Mainstreaming and Women's Rights*, Authorpress, 2004
17. Mary E. John, *Women's Studies in India: A Reader*, Penguin India, 2008
18. Mohini Chatterjee, *Feminism and Gender Equality*, Jaipur, Aavishkar Pub., 2005

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

Credit: 1
Marks: 50

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

Course objectives

The course on Environmental Studies seek to –

1. Impart knowledge on Environment, Ecosystems, Bio-geographical classifications of India, Biodiversity and major threats to it.
2. Sensitise students about the types, causes and effects of pollution, Global warming and the importance and means of solid waste management.
3. Create an awareness about the natural resources, their conservation, disaster management and appropriate action during the different types of disasters.
4. Inspire and promote environmental consciousness among students by imparting knowledge on diverse environmental movements, individual and community initiatives, legal provisions and environmental ethics.

Course outcome

The course on Environmental Studies would equip the students with the:

1. Knowledge of the Environment, Ecosystems, Bio-geographical groups of India, and the importance and threats to Bio-diversity.
2. Insight on the management of pollution, solid wastes, global warming, its effects and preventive measures.
3. Proficiency on the conservation of resources and action required during disasters.
4. Awareness and motivation with an understanding of environmental movements, individual and community initiatives and existing legal provisions for protection of environment and environmental ethics.

Unit 1: Introduction

6 hours

- 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.

Reference:

1. K.C. Agarwal, *Environmental Biology*, Bikaner, Nidhi Pub. 2001.
2. Erach Bharucha, *Text book of Environmental Science*. Orient Black Swan, 2013.
3. E. P. Odum, *Basic Ecology*, W.B. Saunders Co. USA 1983.
4. G.N. Pandey, *Environmental Management*. Vikas Publishing House, 1997.
5. Pashupati Kumar Roy and Arvind Kumar, *Environmental Resource Management*. Daya Pub., 2008.
6. Robert Coenraads, *Natural disasters and how we cope*, Millennium House, 2010.
7. P.D. Sharma, *Ecology and Environment* Rastogi Publications, 2011..
8. Verma and Agarwal. *Environmental Biology*. S Chand and Company, 2000
9. Basker, Sushmitha & Bhasker, R., *Environmental Studies for Undergraduate Courses*, New Delhi, Unicorn Books, 2007
10. Harimohan Singh, *Waste Water Treatment Technology*, Alfa Publications, New Delhi, 2010
11. Janamjit Singh, *Biodiversity - planning for sustainable development*, New Delhi, Deep and Deep Pub., 2006
12. R.B. Singh and Suraj Mal, *Environmental change and bio-diversity*. Jaipur, Rawat Pub., 2009
13. K. N. Bhatt, *Population Environment and Health – emerging issues*, Jaipur, Rawat Pub., 2010
14. Aravinda Hebbar, *Parisara Vijnana*, Udupi, Lathangi Prakashana, 2003