



BAGALKOT UNIVERSITY

Mudhol Road, Jamkhandi – 587301 Dist.: Bagalkote

“THE DRAFT”

OPEN ELECTIVE COURSES (OECs) FROM ARTS STREAM

**As per NEP 2020 and adapted from RCU Belagavi applicable
from the Academic Year 2023-24**

Open Elective Courses for the First Semester

Details of Open Elective Courses from Arts Stream

First and Second semesters will have one OE course. Each OE course has 3 credits and with no practical component. OE courses are for other subject students (other than major and minor/ other than discipline core subjects), and the candidate has to choose one OE course for each semester.

-: NOTE:-

The Students Have to Opt the OEC of Their Interest Other Than Their Respective Stremns/Subjects

Semester – I								
Sl. No.	Course Code	Title of the Course	Category Of Course	Teaching Hrs/Week (L+T+P)	SEE	CIE	Total Marks	Credits
AGRICULTURE MARKETING								
1	126BAB01AGROEC01T	Kautilya's Arthashastra	OEC	3+0+0	60	40	100	3
2	126BAB01AGROEC02T	Pre-Reforms Indian Economy	OEC					
3	126BAB01AGROEC03T	Development Studies	OEC					
ECONOMICS								
1	126BAB01ECOEOEC01T	Kautilya's Arthashastra	OEC	3+0+0	60	40	100	3
2	126BAB01ECOEOEC02T	Pre-Reforms Indian Economy	OEC					
3	126BAB01ECOEOEC03T	Development Studies	OEC					
SOCIAL WORK								
1	126BAB01SOWOEC01T	Essentials Of Social Work	OEC	3+0+0	60	40	100	3
2	126BAB01SOWOEC02T	Youth Development Through Social Work	OEC					
STATISTICS								
1	126BAB01STAOEC01T	Statistics In Competitive Examinations	OEC	3+0+0	60	40	100	3
EDUCATION								
1	126BAB01EDUOEC01T	History Of Education	OEC	3+0+0	60	40	100	3
HISTORY								

1	126BAB01HISOEC0 1T	Cultural History Of Karnataka (CE3-CE 10) Part-I	OEC	2+1+0	60	40	100	3
2	126BAB01HISOEC0 2T	Introduction To Archeology						
PHILOSOPHY								
1	126BAB01PHIOEC0 1T	Traditional Deductive Logic	OEC	3+0+0	70	30	100	3
POLITICAL SCIENCE								
1	126BAB01POLOEC0 1T	Human Rights	OEC	3+0+0	60	40	100	3
PSYCHOLOGY								
1	126BAB01PSYOEC0 1T	Health Management	OEC	3+0+0	60	40	100	3
GEOGRAPHY								
1	126BAB01GEGOEC0 1T	Earth System Dynamics	OEC	3+0+0	60	40	100	3
2	126BAB01GEGOEC0 2T	Introduction to Natural Resources	OEC					
3	126BAB01GEGOEC0 3T	Introduction to Physical Geography	OEC					
4	126BAB01GEGOEC0 4T	Fundamentals of Remote Sensing	OEC					
SOCIOLOGY								
1	126BAB01SOCOEC0 1T	Indian Society: Continuity And Change	OEC	3+0+0	60	40	100	3
2	126BAB01SOCOEC0 2T	Sociology Of Every Day life						
3	126BAB01SOCOEC0 3T	Sociology Of Mass Media						
JOURNALISM AND MASS COMMUNICATION								
1	126BAB01JOUOEC0 1T	Writing For Media	OEC	3+0+0	60	40	100	3
CRIMINOLOGY AND FORENSIC SCIENCE								
1	126BAB01CRIOEC0 1T	Police Organisation In India	OEC	3+0+0	60	40	100	3
2	126BAB01CRIOEC0 2T	Elements Of Forensic Science	OEC					
MUSIC								
1	126BAB01MUSOEC 01T	Vocal	OEC	3+0+0	60	40	100	3
2	126BAB01MUSOEC 02T	Sitar						
3	126BAB01MUSOEC 03T	Tabla						
FOLKLORE								
1	126BAB01FOLOEC0	Nature Of Folklore	OEC	03	60	40	100	3

	1T								
MARATHI									
1	126BAB01MAROEC 01T	Marathi Sahitya Ani Naatak	OEC	4+0+0	60	40	100	3	
KANNADA									
1	126BAB01KANOEC 01T	ಕನ್ನಡ ಸಣ್ಣಕತೆಗಳು	OEC	3+0+0	60	40	100	3	
ENGLISH									
1	126BAB01ENGOEC 01T	Functional English, Grammar And Study Skills	OEC	3+0+0	60	40	100	3	
HINDI									
1	126BAB01HINOEC0 1T	संभाषण कला तथा चलचित्र लेखन	OEC	4+0+0	70	30	100	3	
URDU									
1	126BAB01URDOEC 01T	Urdu Adab aur Drama	OEC	4+0+0	60	40	100	3	
ARABIC									
1	126BAB01ARAOEC 01T	Introduction Of Arabic Language	OEC	3+1+0	60	40	100	3	
SANSKRIT									
1	126BAB01SANOEC0 1T	Sanskruta Bhasha Kalike	OEC	3+0+0	60	40	100	3	
PHYSICAL EDUCATION									
1	126COM01PHYOEC 01B	Yoga and Fitness							
2	126COM01PHYOEC 02B	Sports and Recreation	OEC	1+0+4	60	40	100	3	

OEC Offered by Department of Agriculture Marketing and Economics

Sl.No	Title of the Course	Category of Courses	Credit		Marks						Credits
			T	P	IA		Sem. End Exams		Total		
					T	P	T	P	T	P	
1	1. Kautilya's Arthshastra 2. Pre reforms Indian Economy 3. Development Studies	OEC	3	-	40	-	60	-	100	-	3

Pattern for the CIE Marks.

Sl.No.	Parameters for the Evaluation	Marks
Continuous Internal Evaluation (CIE)		
A	Continuous & Comprehensive Evaluation (CCE)	20 Marks
B	Internal Assessment Tests (IAT)	20 Marks
	Total of CIE (A+B)	40 Marks
C	Semester End Examination (SEE)	60 Marks
	Total of CIE and SEE (A + B + C)	100 Marks

The outline for continuous assessment activities for Component-I (C1) and Component-II (C2) of a course shall be as under: Outline for continuous assessment activities for C1 and C2

Activities	C1	C2	Total Marks
Session Test	10 marks	10 marks	20
Seminars etc.	10 marks		10
Case study / Assignment / Field work / Project work/ Academic Economics Quiz/Review of the Book/ etc		10 marks	10
Total	20 marks	20 marks	40

OECs from Department of Agriculture Marketing

Course Title: OEC 1.1: Kautilya's Arthashastra (OEC)	
Course Code:- 126BAB01AGROEC01T	
Total Contact Hours: 42	Course Credits: 3
Formative Assessment Marks: 40	Summative Assessment Marks: 60
Duration of ESA/Exam: 3 Hrs.	

Course Pre-requisite(s): *12th Standard Pass*

Course Outcomes (COs):

At the end of the course the student should be able to:

1. This course will enlighten the students about the ancient fundamentals about political and economic constituents, which will frame out a basic land of understanding the modern trends. This will help them to understand the upcoming needs in the area of policy making for states at national and international level.
2. This treatise deals with the science of Governance, so it projects out all the dimensions needed to be understood by students about the present socio-economic and political rules and regulations of the state.

Unit	Description	Hours
I	Chapter 1: Introduction to the Arthashastra, Chapter 2: Various disciplines of Indian Education System, Chapter 3: Place of Kautilya Arthashastra among them,	2 2 2
II	Chapter 4: Importance of science dealing with governance - Introduction to Tantrayuktis – The methods of preparing a compendium, tools and techniques of writing a compendium. Chapter 5: Governance Procedure- Appointment of the ministers, duties of Government superintendents, treasury, spies, royal writ, punishment- Vakparushya and Dandaparushya; Chapter 6: Laws of Inheritance – Determination of forms of Agreements, determination of legal disputes, Division of inheritance, Special shares in inheritance, Distinction between sons	5 5 5
III	Chapter 7: Economic Dimension- Body of income of the state, collection of revenue, duties of a Chamberlin (koshadhyksha), forty ways of embezzlement of the revenue, punishment for the embezzlement of revenue, expenditure, Loss and Profit, Keeping up the Accounts, Recovery of Debts, Deposits of the state, Resumption of the gifts, Remission of Taxes Chapter 8: Political Dimension- Six-fold Policy- War, Combination of Powers, Agreement of Peace with or without definite terms, Double Policy, Circle of States, Conduct of Corporations, Secret means, Plan of treatise, Chapter 9: Defence and Warfare: Planning of different Vyuhas in War	9 9 3

Suggested readings:

1. Arthashastra of Kautilya by T. Ganapati Shastri, Chaukhambha Surbharti Prakashana, Varanasi, India, 2005.
2. Arthashastra of Kautilya by Sri. Vacaspati Gairola, Chaukhambha VidyaBahavan, Varanasi, India, 2013.
3. Kautilya, The Arthashastra by L.N. Rangarajan, Penguin Books Ltd, London.
4. Kautilya's Arthashastra: The Way of Financial Management and Economic Governance, Jaico Publishing House, Mumbai, India.

Semester 1

Course Title: OEC 1.2: Pre-Reforms Indian Economy (OEC)	
Course Code:- 126BAB01AGROEC02T	
Total Contact Hours: 42	Course Credits: 3
Formative Assessment Marks: 40	Duration of ESA/Exam: 3 Hrs.
Model Syllabus Authors:	Summative Assessment Marks: 60

Course Pre-requisite(s): 12th Standard Pass

Course Outcomes (COs):

At the end of the course the student should be able to:

- i. Trace the evolution of Indian Economy
- ii. Identify the structural features and constraints of the Indian economy
- iii. Evaluate planning models and strategy adopted in India
- iv. Analyze the sector specific problems and contributions towards overall economic growth
- v. Review various economic policies adopted

Unit	Description	Hours
I	Features and problems of Indian Economy	15
	<p>Chapter 1: Features of Indian Economy</p> <ul style="list-style-type: none"> • India as a developing economy, • Demographic features • Human Development (HDI), • Problems of Poverty, Unemployment, Inflation, income inequality <p>Chapter 2: Issues in Agriculture sector in India</p> <ul style="list-style-type: none"> • Land reforms • Green Revolution • Agriculture marketing in India • Agricultural price policy <p>Chapter 3: Industrial and Service Sector</p> <ul style="list-style-type: none"> • Industrial development; • Micro, Small and Medium Enterprises, • Industrial Policy • Performance of public sector in India, • Service sector in India. <p>Practicum: 1. Identifying economic problems and their causes; 2. Mini-project on any aspect of Indian agriculture, industry, service and public sectors</p>	4 6 5
II	Economic Policies	13
	<p>Chapter 4: Planning</p> <ul style="list-style-type: none"> • Mixed Economy • Bombay Plan • Gandhian Model • Nehru Mahalanobis Model • Objectives and achievements of economic planning in India <p>Chapter 5: Monetary policy in India</p> <ul style="list-style-type: none"> • Instruments of Monetary Policy 	5 2

	<ul style="list-style-type: none"> • Black money in India – Magnitude and Impact <p>Chapter 6: Fiscal Policy in India</p> <ul style="list-style-type: none"> • Tax Revenue • Public expenditure • Budgetary deficits • Fiscal reforms • Public debt management and reforms • Centre state Finance Relations and Finance commissions in India. <p>Practicum: Assignment on successes and failures of India's planning; Monetary and Fiscal Policy instruments</p>	6
III	External sector and Nature of Reforms in India	14
	<p>Chapter 7: India's foreign trade</p> <ul style="list-style-type: none"> • Salient features • Value, composition and direction of trade • Balance of payments • Goal of self-reliance based on import substitution and protection • Tariff policy • Exchange rate <p>Chapter 8: Post-1991 strategies</p> <ul style="list-style-type: none"> • Stabilisation and structural adjustment packages • Liberalisation Privatisation Globalisation (LPG) Model • Impact of LPG Policies on Indian Economy <p>Chapter 9: NITI Ayog</p> <ul style="list-style-type: none"> • Organization • Functions <p>Practicum: Calculation of BoP and evaluating trade policies; Assignment and group discussion on the impact of LPG Policies</p>	6 6 2
<p>Suggested Readings:</p> <ol style="list-style-type: none"> 1. Dutt Ruddar and K.P.M Sundaram (2001): Indian Economy, S Chand & Co. Ltd. New Delhi. 2. Mishra S.K & V.K Puri (2001) —Indian Economy and –Its development experiencel, Himalaya Publishing House. 3. Kapila Uma: Indian Economy: Policies and Performances, Academic Foundation 4. Bardhan, P.K. (9th Edition) (1999), The Political Economy of Development in India, Oxford University Press, New Delhi. 5. Jalan, B. (1996), India's Economic Policy- Preparing for the Twenty First Century, Viking, New Delhi. 		

Semester 1

Course Title: OEC 1.3: Development Studies (OEC)	
Course Code:- 126BAB01AGROEC03T	
Total Contact Hours: 42	Course Credits: 3
Formative Assessment Marks: 40	Duration of ESA/Exam: 3 Hrs
Model Syllabus Authors:	Summative Assessment Marks: 60

Course Pre-requisite(s): 12th Standard Pass

Course Outcomes (COs):

At the end of the course the student should be able to:

- i. Graduates will be able to excel in higher studies and/or to succeed in profession.
- ii. Graduates will get a solid foundation of fundamentals required to solve socioeconomic problems and also to pursue higher studies.
- iii. Graduates will demonstrate knowledge to appreciate of the dimensions of contemporary development issues, to generate sensitivity to problems concerning ethics and human values to develop orientation towards effective communication and critical analysis, and to appreciate the interrelationships among disciplines as they relate to everyday realities.
- iv. Graduates will cultivate professional and ethical attitude, effective Communication skills, teamwork skills, multidisciplinary approach, and to facilitate an advanced understanding and appreciation of the principles, methodologies, value systems, and thought processes employed in human inquiries.

Unit	Description	Hrs
I	Development: Meaning and Current Challenges	9
	Chapter 1: Meaning of Development <ul style="list-style-type: none"> • The concept of development, • Growth and Development • Transition from quantitative to qualitative indices 	3
	Chapter 2: Modern economic growth <ul style="list-style-type: none"> • Characteristics of modern economic growth • Regional and global disparities • Common characteristics and dissimilarities among developing countries. 	3
	Chapter 3: Current Development Challenges <ul style="list-style-type: none"> • Inequality • Migration • Conflicts Practicum:	3
II	Approaches to Development	12
	Chapter 4: Development Ethics <ul style="list-style-type: none"> • Concept and meaning • Principles and importance of Development Ethics 	2
	Chapter 5: Assessing Development <ul style="list-style-type: none"> • Per capita income 	4

	<ul style="list-style-type: none"> • PQLI • Choice and Capabilities • HDI <p>Chapter 6: Approaches of Development</p> <ul style="list-style-type: none"> • Adam Smith • Marx • Schumpeter • Structuralist approach • Neo-liberalism, IMF and structural adjustment • Capabilities Approach <p>Practicum:</p>	6
III	Theories and Current Issues in Development	21
	<p>Chapter 7: Theories of Development</p> <ul style="list-style-type: none"> • Theorizing Development - Modernization Theory, Dependency Theory • Capitalist World System • The evolution of thought on poverty reduction • Colonial Regimes and Their Legacies <p>Chapter 8: The Industrial Revolution</p> <ul style="list-style-type: none"> • Genesis and Spread • International specialization of Labour/Industry • Industrial Labour • ILO and its activities to promote labour standards <p>Chapter 9: Environment and development</p> <ul style="list-style-type: none"> • Increasing degradation of natural environment – water and air pollution and deforestation • Depletion of global commons • Sustainable development - concept and measures • SDGs • Climate Change – Causes, Impact, Measures of Mitigation and Adaptations <p>Practicum:</p>	6 5 10
<p>Suggested Readings:</p> <ol style="list-style-type: none"> 1. Crocker, D. (2008). Ethics and development theory-practice, Ethics of Global Development Agency, Capability, and Deliberative Democracy, 67-106 2. Des Gasper (2008), _Denis Goulet and the Project of Development Ethics: Development, 8, 99. 481-9, Elsevier Science, 1, pp.10-26. 3. Drèze, Jean and Amartya Sen(2002), India: Development and Participation, second edition. Oxford: Oxford University Press. 4. Gasper, D. (2004). The ethics of development: From Economism to human development. Edinburgh: Edinburgh University Press 5. Huntington, Samuel (1971), The change to change: Modernization, development and politics. Comparative Politics, 3. 6. Myrdal, Gunnar. (1974), -What is Development? Journal of Economic Issues 8(4):729-736. 7. Peet, Richard with Elaine Hartwick (2009), Theories of Development: Contentions, Arguments, Alternatives (2nd edition). New York: Guilford. 8. Sen, Amartya (1999) Development as Freedom. New York: Anchor Books. 		

MODEL QUESTION PAPER

Time 3 Hours

Max. Marks: 60

Instruction to candidates:

1. Answer all the three sections
2. Draw the diagrams wherever necessary
3. Section D is Compulsory

Section A

1. Answer any Three of the following Questions in one or two sentences 5X2=10
- a.
 - b.
 - c.
 - d.
 - e.
 - f.
 - g.

Section B

- Answer any five of the following questions 3X5=15
- 2.
 - 3.
 - 4.
 - 5.
 - 6.
 - 7.
 - 8.

Section C

- Answer any Two of the following questions 2X10=20
- 9.
 - 10.
 - 11.
 - 12.

Section D (Compulsory)

15 Marks

13. Caselet

OECs from Department of Economics

Course Title: OEC 1.1: Kautilya's Arthashastra (OEC)	
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Course Pre-requisite(s): *12th Standard Pass*

Course Outcomes (COs):

At the end of the course the student should be able to:

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II	Chapter 4: Importance of science dealing with governance - Introduction to Tantrayuktis – The methods of preparing a compendium, tools and techniques of writing a compendium. Chapter 5: Governance Procedure- Appointment of the ministers, duties of Government superintendents, treasury, spies, royal writ, punishment- Vakparushya and Dandaparushya; Chapter 6: Laws of Inheritance – Determination of forms of Agreements, determination of legal disputes, Division of inheritance, Special shares in inheritance, Distinction between sons	5 5 5
III	Chapter 7: Economic Dimension- Body of income of the state, collection of revenue, duties of a Chamberlin (koshadhyksha), forty ways of embezzlement of the revenue, punishment for the embezzlement of revenue, expenditure, Loss and Profit, Keeping up the Accounts, Recovery of Debts, Deposits of the state, Resumption of the gifts, Remission of Taxes Chapter 8: Political Dimension- Six-fold Policy- War, Combination of Powers, Agreement of Peace with or without definite terms, Double Policy, Circle of States, Conduct of Corporations, Secret means, Plan of treatise, Chapter 9: Defence and Warfare: Planning of different Vyuhās in War Practicum · Taxation policy of Kautilya	9 9 3
Suggested readings:		
<ol style="list-style-type: none"> 1. Arthashastra of Kautilya by T. Ganapati Shastri, Chaukhambha Surbharti Prakashana, Varanasi, India, 2005. 2. Arthashastra of Kautilya by Sri. Vacaspati Gairola, Chaukhambha Vidyabahavan, Varanasi, India, 2013. 3. Kautilya, The Arthashastra by L.N. Rangarajan, Penguin Books Ltd, London. 4. Kautilya's Arthashastra: The Way of Financial Management and Economic Governance, Jaico Publishing House, Mumbai, India. 		

	<ul style="list-style-type: none"> • Black money in India – Magnitude and Impact <p>Chapter 6: Fiscal Policy in India</p> <ul style="list-style-type: none"> • Tax Revenue • Public expenditure • Budgetary deficits • Fiscal reforms • Public debt management and reforms • Centre state Finance Relations and Finance commissions in India. <p>Practicum: Assignment on successes and failures of India’s planning; Monetary and Fiscal Policy instruments</p>	6
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Semester 1

Course Title: OEC 1.3: Development Studies (OEC)	
Course Code:- 126BAB01ECOEC03T	
Total Contact Hours: 42	Course Credits: 3
Formative Assessment Marks: 40	Duration of ESA/Exam: 3 Hrs
Model Syllabus Authors:	Summative Assessment Marks: 60

Course Pre-requisite(s): 12th Standard Pass

Course Outcomes (COs):

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- i. Graduates will be able to excel in higher studies and/or to succeed in profession.
- ii. Graduates will get a solid foundation of fundamentals required to solve socioeconomic problems and also to pursue higher studies.
- iii. Graduates will demonstrate knowledge to appreciate of the dimensions of contemporary development issues, to generate sensitivity to problems concerning ethics and human values to develop orientation towards effective communication and critical analysis, and to appreciate the interrelationships among disciplines as they relate to everyday realities.
- iv. Graduates will cultivate professional and ethical attitude, effective Communication skills, teamwork skills, multidisciplinary approach, and to facilitate an advanced understanding and appreciation of the principles, methodologies, value systems, and thought processes employed in human inquiries.

Unit	Description	Hrs
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	Chapter 2: Modern economic growth <ul style="list-style-type: none"> • Characteristics of modern economic growth • Regional and global disparities • Common characteristics and dissimilarities among developing countries. 	3
	Chapter 3: Current Development Challenges <ul style="list-style-type: none"> • Inequality • Migration • Conflicts Practicum: <ul style="list-style-type: none"> • Qualitative and Quantitative Indices • Global and Regional Disparity in Growth 	3
II	Approaches to Development	12
	Chapter 4: Development Ethics <ul style="list-style-type: none"> • Concept and meaning • Principles and importance of Development Ethics 	2
	Chapter 5: Assessing Development <ul style="list-style-type: none"> • Per capita income • PQLI 	4

	<ul style="list-style-type: none"> • Choice and Capabilities • HDI <p>Chapter 6: Approaches of Development</p> <ul style="list-style-type: none"> • Adam Smith • Marx • Schumpeter • Structuralist approach • Neo-liberalism, IMF and structural adjustment • Capabilities Approach <p>Practicum:</p> <ul style="list-style-type: none"> • CALCULATION OF PQLI • CALCULATION OF HDI 	6
III	Theories and Current Issues in Development	21
	<p>Chapter 7: Theories of Development</p> <ul style="list-style-type: none"> • Theorizing Development - Modernization Theory, Dependency Theory • Capitalist World System • The evolution of thought on poverty reduction • Colonial Regimes and Their Legacies <p>Chapter 8: The Industrial Revolution</p> <ul style="list-style-type: none"> • Genesis and Spread • International specialization of Labour/Industry • Industrial Labour • ILO and its activities to promote labour standards <p>Chapter 9: Environment and development</p> <ul style="list-style-type: none"> • Increasing degradation of natural environment – water and air pollution and deforestation • Depletion of global commons • Sustainable development - concept and measures • SDGs • Climate Change – Causes, Impact, Measures of Mitigation and Adaptations <p>Practicum:</p> <ul style="list-style-type: none"> • ILO AND LABOUR STANDARDS • SDGs PERFORMANCE 	6 5 10
<p>Suggested Readings:</p> <ol style="list-style-type: none"> 1. Crocker, D. (2008). Ethics and development theory-practice, Ethics of Global Development Agency, Capability, and Deliberative Democracy, 67-106 2. Des Gasper (2008), _Denis Goulet and the Project of Development Ethics: Development, 8, 99. 481-9, Elsevier Science, 1, pp.10-26. 3. Drèze, Jean and Amartya Sen(2002), India: Development and Participation, second edition. Oxford: Oxford University Press. 4. Gasper, D. (2004). The ethics of development: From Economism to human development. Edinburgh: Edinburgh University Press 5. Huntington, Samuel (1971), The change to change: Modernization, development and politics. Comparative Politics, 3. 6. Myrdal, Gunnar. (1974), -What is Development? Journal of Economic Issues 8(4):729-736. 7. Peet, Richard with Elaine Hartwick (2009), Theories of Development: Contentions, Arguments, Alternatives (2nd edition). New York: Guilford. 8. Sen, Amartya (1999) Development as Freedom. New York: Anchor Books. 		

MODEL QUESTION PAPER

Time 3 Hours

Max. Marks: 60

Instruction to candidates:

4. Answer all the three sections
5. Draw the diagrams wherever necessary
6. Section D is Compulsory

Section A

14. Answer any Three of the following Questions in one or two sentences 5X2=10

- h.
- i.
- j.
- k.
- l.
- m.
- n.

Section B

Answer any five of the following questions

3X5=15

- 15.
- 16.
- 17.
- 18.
- 19.
- 20.
- 21.

Section C

Answer any Two of the following questions

2X10=20

- 22.
- 23.
- 24.
- 25.

Section D (Compulsory)

15 Marks

26. Caselet

OEC Offered by Department of Social Work

Title of the Course: Essentials of Social work (OE-01)

Year	I	Course Code:- 126BAB01SOWOEC01T	Credits	3
Sem.	1	Course Title: Essentials of Social Work	Hours	40

Formative Assessment Marks: 40 Summative Assessment Marks: 60 Duration of ESA: 2 Hrs

Course Outcomes

At the end of the course the student should be able to:

1. To understand concept, scope, methods, values and principles of Social Work; 2. To understand skills, techniques and roles of social work practice;
3. To understand concept of community, types, community development and areas of social work intervention in community;
4. To understand school and its functions, problems of children in schools and areas of social work intervention.
5. To understand medical and psychiatric social work, hospital setting and areas of social work intervention.

Unit No.	Course Content	Hours
Unit I	Fundamentals of Social Work	10
	Social Work: Meaning, Definitions, Nature and Scope. Values and Principles of Social Work. Skills and Techniques of Social Work Practice.	
Unit II	Social Work with Communities	10
	Community: Meaning, Definitions, Nature and Types (Rural, Urban and Tribal Community). Concept of Community Development. Areas of Social Work Intervention: Marginalized, Youth, Elderly, Women and Children.	
Unit III	Social Work in School Setting	10
	School: Concept and Functions. Problems of Children in Schools. Areas of Social Work Intervention: Children with Physical, Learning and Emotional Problems. School Dropout, Working with Teachers, Administrators, and Other Professionals.	
Unit IV	Social Work in Hospital Setting	10
	Medical and Psychiatric Social Work: An Introduction. Hospitals: Types, Structure, and Functions. Areas of Social Work Intervention: Working with Health Care Teams, Patients, Care Takers, Care Givers, Para-Medical Staff and Hospital Administration.	

Suggested Pedagogy(For All the four Units)

i) Lecture method, ii) Tutorials, iii) Assignments, iv) Group Discussion and v) Virtual Mode

Recommended Learning Source:

Print Resources:

1. Encyclopedia of Social Work in India (1968 & 1978). Vol. 1, 2,3. Director, Publications Division, Ministry of Information and Broadcasting. New Delhi.
2. Bhattacharya, S. (2012). Social Work an Integrated Approach. New Delhi: Deep and Deep Publication
3. Manshardt, Clifford (1967), Pioneering on Social Frontiers in India, Lalvani Pub House, Bombay.
4. Madan, G.R (2003), Indian Social Problems, Allied Publishers Private Limited
5. Desai, M. 2000, Curriculum Development on History and Ideologies for Social Change and Social Work, TISS, Mumbai.
6. Stroup H.H (1965), Social Work: An Introduction to the Field, Second Edition, American Book Company
7. Fink.A.E. (1945) The Field of Social Work. New York: Henry Holt & Co.
8. Fried Lander. W.A. (1958) Concepts and Methods of Social Work, Engle Wood Cliffs: Prentice – Hall
9. Gore, M.S. (1965) Social Work and Social Work Education, Bombay: Asia Publishing House
10. Gunjal, B., and Gangabhushan, M. M. (2010). Fields of Social Work Practice. Bangalore: Baraha Publisher.
11. Kinduka, S.K. (1965) Social work in India, Sarvodaya Sahitya Samaj, Rajasthan
12. Ramaswamy, B. (2013). Modern International Encyclopedia of Social Work. New Delhi: Anmol Publication.
13. Ramesh, B., Parashurama, K., Ashok, A. D., and Loksha, M. (2012). Social Work Education in India: Issue and Concerns, Tumkur University, Tumakuru.
14. Reamer F.G. (1995). Social work Values and Ethics, New York: Columbus
15. Siddiqui, H. (2015). Social Work and Human Relations. Jaipur: Rawat Publication.
15. Siddiqui, H. (2015). Social Work and Human Relations. Jaipur: Rawat Publication.
16. Suresh, S. (2013). Modernization of Social Work Practices. New Delhi: Centrum Press.
17. Suresh, S. (2013). Realities and Prospectus of Social Work. New Delhi: Centrum Press
18. UGC Review of Social Work Education in India—Retrospect and Prospect, Report of the Second Review Committee, New Delhi 1980, University Grants Commission.
19. S D Gokhale(ed) Social Welfare-Legend and Legacy, Popular Prakashan, Bombay.
20. UGC, Social Work Education in Indian Universities, New Delhi 1965, University Grants Commission.

Digital Resources:

1. USC Suzanne Dworak-Peck School of Social Work (2014), Introduction to Social Work (Extended Version): Available at: <https://www.youtube.com/watch?v=jJXRB1V5eVw&t=5s>
2. UH Class OET (2016) Introduction To Social Work, University of Houtson: Available at <https://www.youtube.com/watch?v=LtaCmORiP9A>
3. The Audiopedia (2017), What is SOCIAL WORK? What does SOCIAL WORK mean? SOCIAL WORK meaning, definition & explanation, Available at <https://www.youtube.com/watch?v=xj5-Vdh1B3E>
4. USC Suzanne Dworak-Peck School of Social Work (2017), Legacies of Social Change: 100 Years of Professional Social Work in the United States, Available at <https://www.youtube.com/watch?v=a4VzRSnksmA>

OEC Offered by Department of Social Work

Title of the Course: Youth Development through Social Work (OE-02)

Year	I	Course Code: 126BAB01SOWOEC02T	Credits	3
Sem.	1	Course Title: YOUTH DEVELOPMENT THROUGH SOCIAL WORK	Hours	40

Formative Assessment Marks: 40 Summative Assessment Marks: 60 Duration of ESA: 2 hour

Course Outcomes

At the end of the course the student should be able to:

- 1) Understand the concept and perspective of Youth;
- 2) Gain knowledge about the status of youth;
- 3) Understand the approaches, techniques and models of youth work;
- 4) Acquire the skills of working with youth; and
- 5) Understand the different strategies by which youth development could be achieved.

Units	Course Content	Hours
Unit I	<p>Understanding Youth:</p> <p>Defining Youth - Social Construction of Youth – Changing conceptions of Youth. Youth Demographics.</p> <p>Theories on Adolescence: Hall’s storm and stress model, Blo’s theory of Process of Disengagement by adolescents, Richard Jessor’s Problem behaviour theory.</p>	10
Unit II	<p>Challenges and Opportunities for Youth:</p> <p>Youth power: youth as social capital - youth as change agents – youth in socio-political movements.</p> <p>Youth in the context of globalization.</p> <p>Education and Skill Development, Employability and Employment.</p>	10
Unit III	<p>Youth Development</p> <p>Youth Led Development: Concept - Youth Led Sustainable Development in the focus areas of Education and Skill development, Gender equality and Women empowerment, Peace and Non-violence and Climate.</p> <p>Positive Youth Development: Conceptual Understanding of Positive Youth Development (Competence, Character, Confidence, Connection and Caring).</p> <p>Community engagement framework for youth development - Factors promoting and hindering youth engagement in the Community.</p>	10
Unit IV	<p>Approaches and Models of Youth Work</p> <p>Nature and definition of Youth Work.</p> <p>Approaches to Youth Work – Relief based approach, Welfare based approach, Development based approach and Policy Development based approach.</p> <p>Models of Youth work – Treatment model, Reform model, Advocacy model, Conscientization model.</p>	10

Suggested Pedagogy(For All the four Units)

- i) Lecture method, ii) Tutorials, iii) Assignments, iv) Group Discussion and v) Virtual Mode

Recommended Learning sources

Print Resources:

1. Balan K., (1985), Youth Power in the Modern World, Ajanta Publications, New Delhi.
2. Bob Coles (2002), Youth and Social Policy, Routledge, London.
3. Chowdhry D.P.1988. Youth Participation and Development. New Delhi.
4. John Cotterell (2007), Social Networks in Youth and Adolescence, Routledge, London.
5. Jones Gill, (2009), Youth, Polity Press, UK.
6. Kehily Jane Mary (Etd.) (2007), Understanding Youth: Perspectives, Identities and Practices, Sage Publication, London.
7. Landis H. Paul, (2011), Adolescence and Youth: The Process of Maturing, Sarup Book Publishers Pvt. Ltd., New Delhi.
8. M Sarumathi and Kalesh (2007), Youth Policies and Programmes in South Asia Region, RGNIYD Publication, Sripeumbudur.
9. Philip and MCMichael 1996. Development and Social Change, A global Perspective. Sage publications, London.
10. PhilMizem (2004) The Changing state of Youth, Palgrave Publishers, New York.
11. Rajendran Vasanthi & Paul David (2006), Youth and Globalisation, Proceedings of the Workshop on Youth and Globalisation, Rajiv Gandhi National Institute of Youth Development, Sriperumbudur and Tata Institute of Social Sciences, Mumbai.
12. Sibereisen K. and Richard M. Lerner. 2007. Approaches to Positive Youth Development. Sage Publications. New Delhi.
13. Verma.M.L. (2010) Youth and Revolutionary Upsurge, Sarup Book Publishers Pvt. Ltd., New Delhi
14. Wood Jason and Hine Jean (2009), Theory and Policy for Practice, Sage Publications New Delhi.
15. Wyn J and R. White. 1997. Rethinking Youth. London. Sage Publications limited. Monica Barry (2005), Youth Policy and Social Inclusion, Routledge, London.

Question Paper Pattern

The question paper for the semester-end exam will have the following three parts:

Part A - (Objective type or very short answer type questions: carrying 2 marks each)

Part B - (Short answer questions carrying 5 marks each)

Part C - (Long answer questions carrying 15 marks each)

The pattern of the Question Paper will be as follows:

Note: Answer any five divisions from Part-A, four questions from Part-B and two questions from Part C.

All answers should be either in English or Kannada

PART – A (5×2=10)

(Answer any five divisions. All divisions carry equal marks)

1.
 - a.
 - b.
 - c.
 - d.
 - e.
 - f.
 - g.

PART – B (4×5=20)

(Answer any four questions. All questions carry equal marks)

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

PART – C (2×15=30)

(Answer any two questions. All questions carry equal marks)

- 09.
- 10.
- 11.

OEC Offered by Department of Statistics (B.A. in Statistics)

Title of the Course: Statistics in Competitive Examinations (Open Elective)

Course Code:- 126BAB01STAOEC01T

Course Objectives

To train the students to solve the problems of statistics that appear in most of the competitive exams conducted by Banking, State and Central Governments and other agencies.

Course Outcomes (CO)

After the successful completion of the course, the students will be able to develop the data analysis skills required for Competitive Examinations.

Pedagogy

1. The course is taught using traditional chalk and talk method using problem solving through examples and exercises.
2. Students are encouraged to use resources available on open sources.

CONTENTS

Unit 1: Collection Classification and Presentation of Statistical Data (6 hours)

Primary and Secondary data, Methods of data collection; Tabulation of data; Graphs and charts; Frequency distributions; Diagrammatic presentation of frequency distributions.

Unit 2: Measures of Central Tendency and Dispersion (12 hours)

Meaning of central tendency and essentials of a good measure of central tendency. Types of measures of central tendency, Arithmetic mean, Median, Mode, Geometric mean and Harmonic mean - definition, merits and demerits. Properties of arithmetic mean. Empirical relation between mean median and mode. Problems on both grouped and ungrouped data for all the measures. Partition values-definition and types of partition values: quartiles, deciles and percentiles. Problems on Quartiles for grouped ungrouped data only. Meaning and objectives of measures of dispersion. Essentials of a good measure of dispersion, absolute and relative measures of dispersion. Types of measures of dispersion- Range, Quartile deviation, Mean deviation and standard deviation with relative measures – definition, merits and demerits. Properties of Standard deviation, simple problems on ungrouped and grouped data.

Unit 3: Aptitude Ability and Reasoning (14 hours)

Area, Banker's Discount, Surds and Indices, Ratio and Proportion, Simple Interest, Problems on Trains, Profit and Loss, Compound Interest. Reasoning: Number series, Analogy, Classifications, Blood relations Coding-decoding, Puzzle test, Logical Venn diagram. Alphabet-test, Alpha-numerical sequence puzzle, Mathematical operations, Numbers, ranking & time sequence test, Logical sequence test, Arithmetical operations.

Unit 4: Introduction to Probability (10 hours)

Introduction to probability, Basic concepts: Random experiment, Sample space, Mutually exclusive, exhaustive, equally likely events, complimentary events, classical, statistical and axiomatic definition of probability, properties, Addition theorem of Probability and Definition of independent, dependent events, Conditional probability, Multiplication theorem of Probability without proof. Simple numerical problems.

References

1. Freedman, D., Pisani, R. and Purves, R. (2014), Statistics, 4th Edition, W. W. Norton & Company.
2. Gupta S. C. Fundamentals of Statistics, Himalaya Publishing House, Bombay.
3. Gani S. G., Sankhyashastra and Ganakayantra. Udaya Ravi Publications, Bijapur.

Question Paper Pattern:

Department of Statistics

I Semester B.A Statistics

Sub: Code: Maximum Marks: 60 a. Answer any Six Questions from Question 1 b. Answer any Three each Questions from Question 2, 3,4and 5

Q.No.1.	Answer any Six Questions (At least Two question from Each Unit) a. b. c. d, e. f. g. h.	2X6=12
Q.No.2.	(Should cover Entire Unit-I) a. b. c. d.	4X3=12
Q.No.3.	(Should cover Entire Unit-II) a. b. c. d.	4X3=12
Q.No.4.	(Should cover Entire Unit-III)a.	4X3=12
	b. c. d.	
Q.No.5.	(Should cover Entire Unit-IV) a. b. c. d.	4X3=12

OEC Offered by Department of Education

Course Title: History of Education

Course Code:- 126BAB01EDUOEC01T

Total Contact Hours: **42** Course Credits:**03** Formative Assessment Marks: **40** Summative Assessment Marks: **60**

Program Outcomes:

On completion of the course, the student will be able to:

- Acquaint or familiarize himself/herself with the various terms and vocabulary related to various periods and systems of education in India.
- Recognize the salient features of the various systems of education that prevailed in India in the past.
- Compare and contrast the Vedic, Buddhist, Medieval and Contemporary systems of Education.
- Make a critical analysis of the different systems that prevailed in India at various points of time.

Unit 1 : Education in the Vedic Period

(14 Hours)

- | | |
|--|---------|
| 1.1 Aims of education. | 2 hours |
| 1.2 Special features of the system. | 6 hours |
| - Initiation ceremony (Upanayana). | |
| - Centers of learning (Gurukulas). | |
| - Teacher pupil relation. | |
| - Curriculum and approaches/methods. | |
| - Status of women Education. | |
| - Discipline. | |
| - Closing ceremony. | |
| 1.3 Merits and limitations of the system. | 3 hours |
| 1.4 Relevancy of the system to contemporary education. | 3 hours |

Unit 2 : Education in Budhistic Period

(14 Hours)

- | | |
|--|---------|
| 2.1 Aims of education. | 2 hours |
| 2.2 Special features of the system. | 6 hours |
| - Initiation ceremony (Pabbaja). | |
| - Centers of learning (Monastaries/Viharars). | |
| - Teacher pupil relation. | |
| - Curriculum and approaches/methods. | |
| - Status of women Education. | |
| - Discipline. | |
| - Closing ceremony. | |
| 2.3 Merits and limitations of the system. | 3 hours |
| 2.4 Relevancy of the system to contemporary education. | 3 hours |

Unit 3: Education in Medieval Period

(14 Hours)

- | | |
|-------------------------------------|---------|
| 3.1 Aims of education. | 2 hours |
| 3.2 Special features of the system. | 6 hours |

- Initiation ceremony (Bismillah).
- Centers of learning (Maktabs/Madrassahs).
- Teacher pupil relation.
- Curriculum and approaches/methods.
- Status of women Education.
- Discipline.
- Closing ceremony.

3.3 Merits and limitation of the system of education. 3 hours

3.4 Relevancy of the system to contemporary education. 3 hours

3.5 A comparative study of Medieval education with Budhistic and Vedic system of education.

References:

1. History of Indian Education and its contemporary problems *(Dobhahouse – 1995) S.D. Khanna and othes.
2. Land mark of in the history of Modern Indian Education. – J.C. Agarwall
*Vikas Publication 1983.
3. History of Education in India *(Acharya Book Depot – 1951) – S.N.Mukharji.
4. Education in ancient and medieval India. (Vikas publication) S.R. Chaubeand A. Chaube.
5. Educaiton in ermging India – D. Veeraiah.
6. Educaiton in Muslim India *(Delhi-Idrah-I Abaliyat-I) – S.N. Joffer.
7. ಭಾರತದಲ್ಲಿ ಶಿಕ್ಷಣ- ಡಾ.ಎ. ವಿ. ಶಿವಶಂಕರ ಹಂಪಿ ಪ್ರಕಾಶನ
8. ಭಾರತದಲ್ಲಿ ಶಿಕ್ಷಣ ಹಾಗೂ ಪ್ರಚಲಿತ ಸಮಸ್ಯೆಗಳು, ವಿದ್ಯಾನಿಧಿಪ್ರಕಾಶನ) -ಡಾ.ಎನ್. ಬಿ ಕೊಂಗವಾಡ
9. ಭಾರತದಲ್ಲಿ ಶಿಕ್ಷಣ+ (ಪ್ರಕಾಶನ ಸಂಸ್ಥೆ -ಬಿ. ಎಲ್. ನರಸಿಂಹಚಾ
10. ಭಾರತದಲ್ಲಿ ಶಿಕ್ಷಣ ಇತಿಹಾ- ನಂಜುಂಡಸ್ವಾಮಿ
11. ಉದಯೋನ್ಮುಖ ಭಾರತದಲ್ಲಿ ಶಿಕ್ಷಣ ವಿದ್ಯಾನಿಧಿಪ್ರಕಾಶನ -ಎಸ್.ಬಿ. ಯಾದವಾಡ್
12. ಉದಯೋನ್ಮುಖ ಭಾರತದಲ್ಲಿ ಶಿಕ್ಷಣ ಮತ್ತು ಪ್ರಚಲಿತವರು ಸೈಗಳು -ಡಾ.ಆರ್. ಜಂತಲಿ

Assessment:

Weightage for assessments (in percentage)

Type of Course	C1	C2	Formative Assessment	summative assessment C3
Session Test	10	10	20	60
Seminars/Presentation/Activity	10		10	
Case study/Assignment/Field work/Project work		10	10	
Total	20	20	40	60

Model Question Paper

Time: 2Hours

Max. Marks: 60

Instructions to the candidate:

1. Write the Answer according to the instruction given

2. Answer to the questions should be specific

- I. Answer any FIVE of the following in 2-3 sentences each. (5*2=10)**
- 1.
 - 2.
 - 3.
 - 4.
 - 5.
 - 6.
 - 7.
- II. Answer any FIVE of the following in about One page each. (5*5=25)**
- 8.
 - 9.
 - 10.
 - 11.
 - 12.
 - 13.
 - 14.
- III. Answer any ONE of the following in about Two pages each. (1*10=10)**
- 15.
 - 16.
- IV. Answer any ONE of the following in about Three pages each. (1*15=15)**
- 17.
 - 18.

OEC Offered by Department of History

Title of the Course: Cultural History of Karnataka (CE 3-CE 10) Part-I (OE-1)

Course Code:-126BAB01HISOEC01T

Course Credits: 03

Number of lecture hours/semester: 39 or 42

Content of Course 1	39/42 Hrs
Unit – 1 Introduction	13/14
Chapter No. 1 Antiquity of Karnataka- Language and Script – Inscriptions and Development of Literature	03
Chapter No. 2 Agriculture and Land Grants	05
Chapter No. 3 Education and Emergence of Agraharas	06
Unit – 2 Social Conditions	13/14
Chapter No. 4. Society – Family and Customs – Marriage system – Food habits	05
Chapter No. 5. Religion – Traditions and Rituals	05
Chapter No. 6. Festivities – Dasara, Karaga, Mahamasthaka Abisheka; Pilgrimages – Savadati, Kudalasangama, Bande Navaz Urs	04
Unit – 3 Religious Traditions	13/14
Chapter No. 7 Pilgrim Circuits of Jainism and Buddhism	04
Chapter No. 8. Hinduism – Various Cults: Shaiva-Vaishnava- Bhagavatha	05
Chapter No. 9 Art and Architecture – Fine Arts and Performing Arts	05
Books for Reference 1. S. Settar - “Halagannada – Lipi, Lipikara, LipiVyavasaya” 2. K.R Basavaraja - “History and Culture of Karnataka” 3. R. Rajanna & A.CNagesh - “Karnatakada Charithre” Volume-I 4. P.B.Desai - “A History of Karnataka” 5. A.Sundara(Ed) - “Karnataka Charitre” Volume-I 6. B. SurendraRao(Ed.) - “Karnataka Charitre” Volume-II 7. S.Settar - “ Halagannada; Bhashe, Bhasha Vikasa, Bhasha Bandhavya” 8. M. Chidananda Murthy - “Karnataka Shasanagala Samskrutika Adhyayana” 9. S.Rajashekara - “ Karnataka Architecture” 10. K.A. Nilakanta Sastri - “A History of South India	

OEC Offered by Department of History

Title of the Course: Introduction to Archeology

Course Code:- 126BAB01HISOEC02T

Course Credits: 03

Number of lecture hours/semester: 39 or 42

Content of Course 1	39/42 Hrs
Unit – 1 Introduction	13/14
Chapter No. 1 Definition – Scope - Nature	03
Chapter No. 2 Concepts – Artifacts – Assemblage – Industry – Culture -Layer	05
Chapter No. 3 Kinds of Archaeology – Ethno, Marine and Salvage	06
Unit – 2 Archaeology by Period	13/14
Chapter No. 4. Lower Paleolithic – Middle Paleolithic – Upper Paleolithic Mesolithic – Chalcolithic – Bronze age – Iron Age	05
Chapter No. 5. Development in the Global Context – From Antiquarians to Scientific Archaeology – Finders Petrie- Pitt Riveres – Leonard Wooly.	05
Chapter No. 6. Archaeology in India – William Jones to Wheeler – The Allchins – S.R. Rao – Archaeological Survey of India – Department of Archaeology Government of Karnataka	04
Unit – 3 Exploration, Excavation and Analysis	13/14
ChapterNo.7 Identification of a site – field survey – sampling techniques – Application of scientific methods.	05
ChapterNo.8. Methods of Excavation – vertical and horizontal – Trenching – Gridding	05
Chapter No. 9 Excavation of burial mounds – Open Stripping – Quadrant method – Excavation of pits – Excavation of a typical site	04
Books for Reference <ol style="list-style-type: none"> 1. Agrawal D.P - Archaeology in India 2. Aiken M.J - Science based dating in archaeology 3. Allchin Bridget and Raymond Allchin - Rise of Civilisation in India and Pakistan 4. Atkinson RJC - Field Archaeology 5. Basker. P - Techniques of Archaeological Excavation 6. Chakrabarthy D.K - A History of Indian Archaeology from the beginning to 1947 7. Chakrabarthy D.K - Theoretical Perspectives in Indian Archaeology 8. Gosha. A - Encyclopaedia of Indian Archaeology 9. Rajan. K - Archaeology, Principles and Methods 10. Raman K.V - Principles and Methods in Archaeology 	

Outline for continuous assessment activities for C1 and C2 are as follows:

Activities	C1	C2	TotalMarks
SessionTest	10% marks	10% marks	20%
Seminars/Presentations/Activity	10% marks		10%
Casestudy/Assignment/Field work/Projectworketc.		10% marks	10%
Total	20% marks	20% marks	40%

BA in History Model Question Paper

Title of the Paper:

Time-2 hours

Max Marks-60

Note: All Parts – A,B and C are Compulsory

Part-A

Answer any Two of the following Short Notes

2 x 5=10

1

2

3

4

Part-B

Answer any Two of the following Question

2 x 10 =20

5

6

7

8

Part-C

Answer any Two of the following Question

2 x 15 =30

9

10

11

12 Map Questions

5 Places Mark in the Map and Brief Explain

OEC Offered by Department of Philosophy

Title of the Course: Traditional Deductive Logic (OEC)

Course Code: - 126BAB01PHIOEC01T

Course Credits: 03 Total Contact Hours: 42 Formative Assessment Marks: 30 Summative Assessment Marks: 70

Duration of ESA: 3 Hours

Course Objectives:

1. To impart the learners basic knowledge of Traditional Deductive Logic.
2. To explore the arguments for Deductive Logic.
3. To throw light on Aristotelian logic.

Course Outcomes (COs):

At the end of the course the student should be able to:

1. To understand the reasoning process well and to apply it upon arguments or decision procedures to find out the truth.
2. To be able to form standard syllogisms out of grammatical sentences and cumbersome thoughts of daily life.
3. To introduce the ideas of terms showing a clear distinction among them.

Content of Course OEC-1	Hrs
Unit - 1	14
Chapter No. 1 : Definitions of Logic, its nature and scope	6
Chapter No. 2 : Formal character: Validity and Truth	5
Chapter No. 3 : Uses of Logic	3
Unit - 2	14
Chapter No. 4: Definition and nature of Propositions: Sentence and Proposition	5
Chapter No. 5: Classification of Propositions	5
Chapter No. 6: Distribution of Terms	4
Unit - 3	14
Chapter No. 7 : Laws of thought: Law of Identity, Law of Contradiction and Law of Excluded middle	4
Chapter No. 8: Definition of Syllogism: Rules and Validity	5
Chapter No. 9: Categorical, Hypothetical & Disjunctive Syllogisms	5

References

- 1) Copi, I. M & Cohen: *Introduction to Logic*, Prentice Hall of India, New Delhi. 1996
- 2) Cohen, M.R & E. Nagel: *An Introduction to Logic and Scientific Method*, Allied Publishers, New Delhi. 1972
- 3) Stebbing, L.S: *A Modern Introduction to Logic*, Methuen and Company, Ltd. London, 1954
- 4) W.V. Quine: *Methods of Logic (Revised Ed.)* Harvard University Press, Cambridge (mass). 1951
- 5) Richard Jaffery: *Formal Logic its Scope and Limits*, McGraw-Hill Book Company, New York. 1967
- 6) G. Hanumantharao: *Tarkashastra (Nigamana, Anugamana)* – (K) Prasara, University of Mysore, Mysore. 2004

7) ಮಹದೇವಪ್ಪ ಎನ್. ಜಿ.:ತರ್ಕಶಾಸ್ತ್ರ (ನಿಗಮನ), ಪ್ರಸಾರಾಂಗ, ಕ.ವಿ.ವಿ., ಧಾರವಾಡ, ೧೯೭೧

Pedagogy

Formative Assessment	
Assessment Occasion	Weightage in Marks
a) Semester End Examinations	70
b) Internal Assessment:-	30
i) Home assignments -1	05
ii) Seminar -1	05
iii) Internal test - 2	10x2=20
Total	100

OEC Offered by Department of Political Science

Title of the Course: Human Rights (OE)

Course Code: - 126BAB01POLOEC01T

Course Credits: 3

Total Contact Hours: 45

No. of Teaching Hours/Week: 3

Formative Assessment Marks: 40

Summative Assessment 60+40=100

Course Objective:

This course aims to introduce the students to basic concepts and practices of Human Rights in the global and local domain. This course also exposes them to certain recent issues confronting the Human Rights debates.

Learning Outcomes:

After completing this course students will be able to-

*Explain the basic concept of Human Rights and its various formulations.

*Have necessary knowledge and skills for analyzing, interpreting, and applying the Human Rights standards and sensitize them to the issues.

*Develop ability to critically analyse Human Rights situations around them.

Unit	Contents of Course- OE-1	45 Hours
Unit-I	Chapter-1 Meaning, nature, scope and importance of Human Rights Chapter-2 The Human Rights of First generation (Civil and Political Rights), Second generation (Economic, Social and Cultural Rights), Third generation (Collective Rights) Chapter-3 Universal Declaration of Human Rights	15 Hours
Unit-II	Chapter-4 Human Rights, Fundamental Rights and Fundamental Duties in India Chapter- 5 National Human Rights Commission (NHRC) - Composition and its function Chapter-6 Karnataka State Human Rights Commissions (KSHRCs) – Composition and its functions	15 Hours
Unit- III	Chapter -7 National Commission and Committees for SCs/STs, Minorities“ Commission, Women“ Commission Chapter-8 Major issues, concerns and challenges to Human Rights	15 Hours

Exercise:

- Group Discussion on Human Rights and its types (comparison of Western and Eastern Concept of Human Rights).
- Students can be asked to do collage making and present the same.

- Find out the different types of complaints received by NHRC and bring out the end results on any one of such case.
- In order to make it more participatory learning, the students are required to visit the website of NHRC (www.nhrc.nic.in), wherein at the left-hand side, a link is provided to the instructions. After going through the guidelines issued by NHRC's, briefly explain the guidelines on – Custodial death/rape, Encounter death, and Guidelines on arrest.

Suggested Readings

1. Baxi Upendra (ed.), The Right to be Human, Lancer International, Crawford, New Delhi, 1987.
2. James (ed.), the Rights of People, Oxford, New York, 1988.
3. Craston, M. What are Human Rights, Bodely Head, London, 1973
4. Rhonda L. Callaway& Julie Harrelson- Stephens, "International Human Rights", Published by viva books private limited, New Delhi, 2010.
5. Janusz Symonides, "Human Rights Concept and Standards", Rawat Publications, New Delhi , 2019.
6. Sunil Deshta and Kiran Deshta, "Fundamental Human Rights", Deep and Deep Publications, New Delhi, 2011.
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9. Donnelly, Jack, Universal Human Rights in Theory and Practice, New Delhi, Manas, 2005.
10. Dr. Tapan Biswal, "Human Rights Gender and Environment", Viva Books Private Limited Publishers, New Delhi 2006
11. Satya.P. Kanan, "Human Rights Evolution and Development", Wisdom Press, New Delhi 2012.
12. Gerwith, Human Rights: Essays on Justification and Application, University of Chicago Press, Chicago, 1982.
13. Khan, Mumtaz Ali, Human Rights and the Dalits, Uppal Publishing House, New Delhi, 1995.
14. V.T.Patil, "Human Rights Developments in South Asia", Authors Press Publishers, Delhi 2003.
15. Dr.S.K. Gupta, "Statewise Comprehensive Information on Human Right Violation", Published by ALP Books, Delhi. 2009
16. Acharya, B.C. A Handbook of Wome;s Human Rights, Wisdom Press, New Delhi, 2011.
17. South Asia Human Rights Documentation Centre, Introducing Human Rights, Oxford, New Delhi, 2006.
18. Lillich, R. International Human Rights: Law Policy and Practice, Boston: Little Brown and Co., 1991 2ndEdn.
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Pedagogy:

The course shall be taught through the Bridge Courses, Lecture, Tutorial, Interactive Sessions, Self-guided Learning Materials, Open Educational Recourses (OER) as reference materials, Practical Exercises, Assignments, Seminars, Group Discussions and Week-end Counseling Classes.

Formative Assessment	
Assessment Occasion/ type	Weightage in Marks
Assessment Test-1	10
Assessment Test-2	10
Seminar/Presentation/Fieldwork/Project work	10
Assignment	5
Attendance	5
Total	40

POLITICAL SCIENCE

Introduction to Political Science (DSC) Regular

Time: 2 Hours

Maximum Marks 60

Instructions to Candidates: All parts are compulsory. Subject to internal choice.

PART A

Note: Answer any five questions in 100 words each. All questions carry equal marks. 5x5=25

1. Explain the meaning and scope of Political science
2. Discuss the meaning of Historical Approach.
3. Explain the concept of civil society
4. Discuss the Gandhi an theory of state
5. What is Liberty? Discuss its aspects
6. Explain meaning of Monistic theory of sovereignty
7. What is Political obligation? Explain
8. Explain the concept of power

PART B

Note: Answer any two questions in 300 words each. All questions carry equal marks. 2x10=20

1. Discuss the important elements of state
2. Explain the features of Marxian theory of state
3. What is law? discuss its various kinds
4. Define sovereignty and discuss its features

PART C

Note: Answer any one question in 500 words. All questions carry equal marks. 1x15=15

1. Explain the meaning and importance of political Science
2. Discuss the challenges of state sovereignty in Globalization
3. Discuss meaning and Importance of Justice

OEC Offered by Department of Psychology

Title of the Course: Health Management (OE)

Course Code: - 126BAB01PSYOE01T

Total Contact Hours: 40 (03 hours per week)

Course Credits: 03

Formative Assessment Marks: 40

Summative Assessment Marks: 60

Course Outcomes: The students will be able to:

- understand health, illness and their continuum
- understand the sources of stress and gain skills to overcome stress in their life and work
- identify strengths and weaknesses in themselves and adopt strategies to enhance their strengths and minimize their weaknesses

UNIT I: Introduction to Health and Wellbeing (10 hours)

Health and Wellbeing; Health Continuum; and Illness,
Models of Health and Illness: Medical, Bio-psycho-social-emotional and holistic health.

UNIT II: Stress and its Management (10 hours)

Nature, Causes of Stress; Personal and Social Causes of Stress,
Effects of Stress on Physical and Mental Health; Coping and Stress Management.

UNIT III: Health Management (10 hours)

Health enhancing behaviours: Exercise, Nutrition, Meditation, Yoga; Health Compromising
Behaviours (alcoholism, smoking, internet/mobile and drug addiction)
Health Protective behaviours, Illness Management.

UNIT IV: Promoting Human Strengths and Life Enhancement (10 hours)

Strength: Meaning; Realizing Strength; Maximizing Hidden Strength.
Weakness: Meaning, Identifying and Overcoming Weakness. Strategies to develop Hope and Optimism.

References:

- Carr. A. (2004) Positive Psychology: The science of happiness and human strength UK: Routledge.
- DiMatteo, M. R. & Martin, L. R. (2002). Health Psychology. New Delhi: Pearson.
- Forshaw, M. (2003). Advanced Psychology: Health Psychology. London: Hodder and Stoughton.
- Hick. J. W. (2005). Fifty signs of Mental Health. A Guide to Understanding Mental Health. Yale University Press.
- Snyder, C. R., & Lopez, S.J. (2007) Positive Psychology: The scientific and Practical Explorations of Human Strengths. Thousand Oaks, CA Sage.
- Taylor. S. E. (2006). Health Psychology (6th Edition). New Delhi: Tata McGraw Hill.

Pedagogy:

Pedagogy includes lecture, active learning, course projects, problem or project- based learning, case studies, self-study like seminar, assignments, demonstration, discussion methods

Formative Assessment	
Assessment Occasion / Type	Weightage in Marks (40)
1 st IA Test	10
2 nd IA Test	10
Seminars / Presentations / Activity	10
Case Study / Assignment / Field Work / Project Work, etc.	10
Total	40

OEC Offered by Department of Geography

Question Paper Pattern for Theory

Department of Geography

Sub: Code:

Maximum Marks: 60

Duration: 3 hours

Instructions:

Answer the questions from every Section i.e. A, B, C, D, and E

Section A	Answer any Five Questions out of six questions	2 X 5 = 10 Marks
Section B	Answer any Four Questions out of Six questions	5 X 4 = 20 Marks
Section C	Answer any Three Questions out of Five questions 10 marks Each	10 X 3 = 30 Marks
	Total	60 Marks

Title of the Course: Earth System Dynamics (OE – 1)

Course Code:- 126BAB01GEGOEC01T

Number of Theory Credits: 3

56 hrs

Number of lecture hours/ semester:

Number of Theory classes per week /Number of practical hours/ semesters: 3 hrs

Course Outcomes:

1. This course is to make understand the basic concepts of earth and to impart necessary skills of earth system, and dynamics to the students. So that, students acquire basic understanding of the mother earth
2. To articulate the synergies and trade-offs of earth system and interconnected subs stems to the students of interdisciplinary students.

Course Objectives: This course aims to

1. Understand the concepts in Earth Sciences
2. To study the global issues in the Earth system
3. To stud application of geoinformatics to solve the disaster and hazards

Content of Theory Course	56Hrs
Unit — 1 Earth System Dynamics	10
Origin of Earth and its forms, plate tectonics, layers of earth and composition, geological epochs, evolution of species, extinctions, ice ages, continental drift theory, Process of atmosphere, hydrosphere, biosphere, lithosphere, and their interaction. Trajectories of the Earth System in the Anthropocene.	
Unit — 2 Issues in Earth System	14
Global warming, greenhouse effect, carbon cycle, nitrogen cycle, water cycle, ozone	

depletion, floods, droughts, weather variations, sea level rise, changing ecosystems, snow / glaciers melting and impact of pollution.	
Unit — 3 Climate Change	14
The physical science of climate system and change, concepts, causes, effects, measures, climate change; Land — Climate interactions and climatic zones of world and India; Climate change and linkages with energy, emerging diseases, community response.	
Unit — 4 Geo informatics Applications: Concepts of hazards, risks and vulnerability; their analysis relating climate projections and their uncertainties; global warming, floods and droughts, and weather variations, ecosystems changes, and snow/glaciers melting, energy studies, health and diseases studies and other case studies.	14
References <ol style="list-style-type: none"> 1. The Dynamic Earth System (2012), Prentice Hall India Learning Private Limited; Third edition (2012) A.M. Patwardhan 2. Earth's Dynamic Systems (2003), Pearson; 10th edition (2003), W. Kenneth Hamblin & Eric H. Christiansen 3. Planet Earth: Cosmology, Geology, and the Evolution of Life and Environment (1992) Cesare Emiliani 4. Earth: Evolution of a Habitable World, 2nd edn., Cambridge, UK: Cambridge University Press (2013) Jonathan I. Lunine. 5. Evolution of the Earth, McGraw-Hill Education; 8th edition (2009) Donald Prothero, Robert Dott, Jr. 6. A Textbook of Climatology, Wisdom Press (2015) Tapas Bhattacharya 	

Pedagogy

Formative Assessment	
Assessment Occasion/ type	Weightage in Marks
Case studies	30%
Assignment	20%
CIA	50%
Total	100%

OPEN ELECTIVE (OE) – 2 THEORY

Title of the Course: Introduction to Natural Resources Course Code:-126BAB01GEGOEC02T

Number of Theory Credits	Number of lecture hours/ semester	Number of lecture hours/ week
3	42 hrs	3 hrs
<p>Course Outcomes: At the end of the course the students will:</p> <ol style="list-style-type: none"> 1. Understand concepts of different natural resources, its use, overuse, with its solution by natural resource management methods. 2. Appreciate the need for managing land and water resources for sustainable growth and development, managerial skills such as land evaluation and landclassification. 3. Also, able to understand the causes and consequences of water stress and draw water conservation and management plans. 		
<p>Course Objectives: This course aims to</p> <ol style="list-style-type: none"> 1. explain the types of natural resources that exist. 2. Study the role of government and different agencies in the natural resource management 3. Stud the threat to the natural resources and the polycies to solve it. 		
Content of Theory Course		42Hrs
Unit — 1 Concept of Resources		12
Meaning, Definition, importance and classification of Resources, Appraisal of Natural Resources, Natural Resources Economics, History of Conservation, needfor conservation and Management of Natural Resources —Role of Government and NGO Agencies, Resource Creating Factors. Environmental Risk- types, wildlife, forest risk and its impact on environment and its management.		
Unit — 2 Land Resources		10
Land Evaluation Methods, Land classification Methods, Land use and Land cover Mapping changes. Issue related to land use change —Land use and population, Land use pattern in the world. Land source at stress, land use planning and development. Soil erosion, soil degradation, methods of conservation.		
Unit — 3 Water Resources		10
Importance of water, Recent trends in water use in the world and in India, water crises, (stress) causes and consequences of water stress or crises, methods of water conservation, watershed management, coastal and ocean Resources management, Fisheries Management		
Unit — 4 Minerals Resources		10
Types of minerals, classifications of Major Minerals, their distribution and production. Such as Petroleum, Coal, Iron ore, Bauxite and Copper etc, and its uses. Mineral exploration methods, Mining, and its effects on environment. Mineral's conservation and mining policy		

References

1. Dr.Alka Gautham: Geography of Resources: Exploitation, Conservation and Mangement,Sharada Pustak Bhavan, Allahabad.
2. Dr.P.S.Negi: Geography of Resources: Kedarnath Ramnath Publishers, New Delhi
3. Dr.Rajashekara Shetty(2009): An Analysis of World Resources with reference to India, Sarala Raj, Ria Publishers, Mysore
4. Khanna K.K and Gupta V.K.(1993): Economic and Commercial Geography, Sultan Chand, New Delhi
5. Prof. Zimmerwan — World Resources and Industries
6. Roy, P.R(2001) Economic Geography — A Study of Resources, New Central Book Agency, Calcutta.

Pedagogy

Formative Assessment	
Assessment Occasion/ type	Weightage in Marks
Case studies	30%
Assignment	20%
CIA	50%
Total	100%

OPEN ELECTIVE (OE) – 3 THEORY

Title of the Course: Introduction to Physical Geography Course Code:-126BAB01GEGOEC03T

Number of Theory Credits	Number of lecture hours/ semester	Number of lecture hours/ week
3	42 hrs	3 hrs
<p>Course Outcomes:</p> <ol style="list-style-type: none"> 1. Students will be able to understand the fundamental concepts in Earth Sciences 2. Understands basic terminology used to describe physical processes and landscape forms. 3. Describe elements of the atmosphere and the oceans 		
<p>Course Objectives:</p> <p>This course aims to</p> <ol style="list-style-type: none"> 1. Study basic principles of the Earth Sciences 2. Understand the landforms, atmospheric elements and structure and basics of oceanography 		
Content of Theory Course		42Hrs
Unit - 1		12
Origin, Shape and Size of the Earth, Movement of the Earth- Rotation and Revolution, Effects of the movement of Earth, Coordinates -Latitude, Longitude and Time. Structure of the Earth,		
Unit— 2		10
Rocks - types, significance, Weathering —types. Agents of Denudation - River, Glacier, Wind and Under Ground Water. Volcanicity, Earthquakes and Tsunamis		
Unit -3		10
Structure and Composition of Atmosphere, Weather and Climate. Atmospheric Temperature, Heat Budget of the atmosphere Atmospheric Pressure, Winds and Precipitation		
Unit — 4		10
Distribution of Land and Sea, Submarine Relief of the Ocean, Temperature and Salinity of Sea Water. Ocean Tides, Waves and Deposits, Ocean currents - Atlantic, Pacific and Indian Oceans. Marine Resources: Biotic, mineral and energy resources		

References

1. B.S. Negi (1993) Physical Geography. S.J. Publication, Meerut
2. D.S. Lal (1998) Climatology. Chaitnya publishing house, Allahabad
3. K. Siddhartha (2001) Atmosphere, Weather and Climate. Kisalaya publication, New Delhi
4. R.N. Tikka (2002) Physical Geography. Kedarnath Ramnath & co, Meerut
5. Willian D. Thornbury (1997) Principle of Geomorphology. New Age International (Pvt Ltd.) New Delhi.

Pedagogy

Formative Assessment	
Assessment Occasion/ type	Weightage in Marks
Case studies	30%
Assignment	20%
CIA	50%
Total	100%

OPEN ELECTIVE (OE) - 4 THEORY

Title of the Course: Fundamentals of Remote Sensing

Course Code:-126BAB01GEGOEC04T

Number of Theory Credits	Number of lecture hours/ semester	Number of lecture hours/ week
3	42 hrs	3 hrs
<p>Course Outcomes:</p> <ol style="list-style-type: none"> 1. This course is to make understand the basic concepts of Remote Sensing and to impart necessary skills of remote sensing analysis, and image interpretation to the students. So that, students acquire employable skills in remote sensing. 2. Students will learn how to handle and process the satellite images for understanding of bio physical phenomena of the earth s stem. 		
<p>Course Objectives:</p> <ol style="list-style-type: none"> 1. To congregate the basic concepts and fundamentals of physical principlesof remote sensing 2. To create a firm basis for successful integration of remote sensing in any field of application. 3. To study basics of digital image processing and image interpretation techniques. 4. To stud the applications of the remote sensing to solve the real-world Problems. 		
Content of Theory Course		42Hrs
Unit— I Introduction		10
Definition of Remote Sensing, developmental stages, Laws of Physics, electromagnetic waves, spectrum, regions, wavelength, frequencies, and applications. Types-Satellites, Sensors, Payloads, Orbits, Telemetry of satellites.		
Unit – 2 Process and types of Remote Sensing		12
Process of remote sensing, interaction of radiation with atmosphereand targets, atmospheric noises, attenuation in radiance, resolutionsof remote sensing, optical remote sensing, visible region of the spectrum, thermal remote sensing, microwave remote sensing, Hyperspectral remote sensing, LiDAR, and other remote sensing platforms.		
Unit — 3 Image Classification and Interpretation		10
Satellite products and its spectral characteristics, composite images, band ratios; Land use land cover classification schemes-Anderson andNRSC; Visual image interpretation, elements, stages of interpretation and interpretation keys. Image classification- supervised, unsupervised, and principal component analysis (PCA) and accuracy assessment.		

Unit — 4 Applications of Remote Sensing	10
Disaster Management, Meteorological Studies, Agricultural and Irrigation Studies, Forestry Studies, Hydrological Studies, NaturalResource, Oceanic and Coastal mapping, Soil resource mapping, Urban and Rural Mapping and Management.	

References:

1. Remote Sensing of the Environment: An Earth Resource Perspective (Prentice Hall Series in Geographic Information Science) – Second Edition (2006), John Jensen
 2. Remote Sensing and GIS, Second Edition (2011), Bhatta, B.
 3. Introduction to Remote Sensing and Image Interpretation (2003); Lillesand T.M.
 4. Remote sensing and image interpretation (2015); Chipman, Jonathan W., Kiefer, Ralph W., Lillesand
 5. Introduction to Remote Sensing, Fifth Edition (2011); James B. Campbell, Randolph H. Wynne
 6. Practical handbook of remote sensing, First Edition (2016) – Lavender, Andrew, Lavender, Samantha
 7. Introductory Digital Image Processing: A Remote Sensing Perspective, Fourth Edition (2015) – John R. Jensen
 8. Image processing and GIS for remote sensing: techniques and applications; Second Edition (2016) – Liu, Jian-Guo, Mason, Philippa J
- 1 . https://onlinecourses.nptel.ac.in/noc19_e41/preview

Pedagogy

Formative Assessment	
Assessment Occasion/ type	Weightage in Marks
Case studies	30%
Assignment	20%
CIA	50%
Total	100%

INTERNAL ASSESSMENT FOR THEORY

Maximum Marks: 40

S.No.	Particulars	Details	Marks
1	Two Case studies	a. Introduction	
		b. Identification of problem	
		c. Collection of data/Field visit/ Photos	
		d. Analysis and Findings	
		e. Suggestions/Recommendation/Conclusion	
		Total	20
2.	Two Internal Test	(2 x 10)	Total
			20
		Grand Total	40

Area of Case Study

The student should carry out their case study by selecting one of the below mentioned field within the vicinity of 20 kms from their institute.

1. Agricultural region (rainfed / irrigated)
2. Urban area
3. Rural area
4. Watershed area
5. Industrial region
6. Forest region
7. Population
8. Landscape
9. Tourism
10. Natural elements
11. Global warming
12. Market study

Question Paper Pattern for Theory

Sub:

Code:

Maximum Marks: 60

Duration: 2 hours

Instructions:

Answer the questions from every Section i.e. A, B and C

Section A	Answer any Ten Questions out of Twelve questions (Minimum two questions from each unit)	2 X 10 = 20 Marks
Section B	Answer any Four Questions out of Six questions (Minimum one question from each unit)	5 X 4 = 20 Marks
Section C	Answer any Two Questions out of Four questions (One Question from Each Unit)	10 X 2 = 20 Marks
	Total	60 Marks

Open Elective Courses offered by the Department of Sociology

Title of the Course: Indian Society: Continuity and Change

Course Code:- 126BAB01SOCOEC01T

B.A. Semester I - Open Elective 1.1

Number of Theory Credits:3

Number of lecture hours/semester:39

Formative Assessment Marks: 40

Summative Assessment Marks: 60

At the end of the course the student should be able to:

1. Analyse the nature and direction of change in Indian society, basically from traditional to modernity of Social Institutions.
2. Understand the Indicators of change and participation in democratic process.
3. Examine the changing conditions of socially excluded groups through movement for social justice.
4. To critically look at the two way street of globalization and its impact on Indian society and communicate in clear terms Communicate critical observations with clarity
5. Communicate critical observations with clarity.

Articulation Matrix: Mapping of Course Outcomes (COs) with Program Outcomes (POs 1-12)

Course Outcomes (Cos) / Programme Outcomes (POs)	1	2	3	4	5	6	7	8	9
Analyse the nature and direction of change in Indian society, basically from traditional to modernity of Social Institutions	X	X	X	X	X		X	X	X
Understand the Indicators of change and participation in democratic process	X	X	X	X	X	X			X
Examine the changing conditions of socially excluded groups through movement for social justice	X	X	X	X	X	X	X	X	X
To critically look at the two way street of globalisation and its impact on Indian society and communicate in clear terms	X	X		X	X	X	X	X	X
Communicate critical observations with clarity	X	X	X	X	X	X	X	X	X

Course Articulation Matrix relates course outcomes of course with the corresponding program outcomes whose attainment is attempted in this course. Mark 'X' in the intersection cell if a course outcome addresses a particular program outcome.

Content of Course 1- Indian Society: Continuity and Change	39 Hrs
Unit - 1 Traditions in Transition	13
Chapter 1: The Nature and Direction of Change in Indian Society Chapter 2: The Changing Face of Indian Social Institutions: Family, Caste, Polity and Economy Chapter 3: The Rural-Urban Divide: Infrastructure, Education, Health and Local Governance	
Unit - 2 Movements for Social Justice	13
Chapter No. 4: A Background View: Role of the Constitution of India and Legislation Chapter No. 5: Backward Classes and Dalit Movements Chapter No. 6: New Social Movements: LGBTQ, Civil Rights, Ecological, Anticorruption Movements Chapter No. 9 Opportunities for Social Mobility for Scheduled Castes, Scheduled Tribes and Women	
Unit - 3 India in the Globalisation Era	13
Chapter No. 10: Globalisation and Indian Culture: Impact on Food Habits, Language, Ideas and Life Styles Chapter No. 11: Globalisation and Social Values: Impact on Youth and their World View, Changing Landscape of Love and Marriage, Impact on Familial Relationships and Understanding Others	

Text Books

- Ahuja, Ram 1993, Indian Social System, Rawat Publications, Jaipur
- Ambedkar, B R 1948, The Untouchable: Who are they and Why they become Untouchable? Amrith Book Co., New Delhi
- Beteille, Andre 1965, Caste, Class and Power, University of California Press, Berkeley
- Das, Veena 2004, Handbook of Indian Sociology, Oxford University Press, New Delhi
- Dube, S C 1991, Indian Society, National Book Trust, New Delhi
- Gouda, M Sateesh, Khan, A G and Hiremath, S L 2019, Spouse Abusal in India: A Regional Scenario, GRIN Publishing, Munich
- Mandelbaum, D G 1970, Society in India, University of California Press, Berkeley Mulagund, IC 2008 Readings in Indian Sociology, Srushti Prakashana, Dharwad Shah, A M 1973, The Household Dimension of Family in India, Orient Longman, New Delhi
- Singh, Yogendra 1984, Modernisation of Indian Tradition, Rawat Publications, Jaipur
- Srinivas, M N 1992, Social Change in Modern India, Orient Longman, New Delhi Srinivas, MN 1962, Caste in Modern India and Other Essays, Asia Publishing House, Bombay
- ಇಂದಿರಾ, ಆರ್ ೧೯೯೫, ಭಾರತೀಯ ಸಮಾಜ, ಕನನ ಡ ಪುಸ್ತಕ ಕಾರ್ಯಾಲಯ, ಬೆಂಗಳೂರು
- ಶಂಕರ ರಾವ್, ಚ ನ ೨೦೧೨ ಸಮಾಜಶಾಸ್ತ್ರದ ದೃಷ್ಟಿ, ಭಾಗ ೧, ಜಯಪ್ರಕಾಶ್ ಪುಸ್ತಕಾಲಯ, ಮಂಗಳೂರು · ಶಂಕರ ರಾವ್, ಚ ನ ೨೦೧೨ (ಪ್ರವೇಶ ಪುಸ್ತಕ)

Reference Works:

- https://www.un.org/development/desa/youth/wp-content/uploads/sites/21/2019/08/WYP2019_10-Key-Messages_GZ_8AUG19.pdf
<https://www.intechopen.com/chapters/38348> Globalisation and Culture: The Three H Scenarios
- https://www.business-standard.com/article/education/india-s-gross-enrolment-in-higher-education-rose-marginally-in-2019-20-121061001249_1.html
- <https://www.un.org/development/desa/indigenouspeoples/wp-content/uploads/sites/19/2018/04/Indigenous-Languages.pdf>
- <http://employmentnews.gov.in/newemp/MoreContentNew.aspx?n=SpecialContent&k=53> An article on Yoga and its world wide popularity
<https://www.wionews.com/south-asia/yoga-indias-new-cultural-tool-of-global-dominance-17104>
- <https://theprint.in/world/indian-food-fourth-most-popular-in-the-world-a-study-of-cuisine-trade-Ginds/283119/>

Pedagogy: Field work, micro projects, group discussion, role play, written/oral presentation by students

Suggested Activities

Unit 1: Traditions in Transition

1. Students can be made to interview their grandparents, elderly people in their family/neighbourhood to map the changes in social norms and values.
2. A project on dynamics of decision making in family related to spending money, marriage, education etc. can be done and presented in the class room. Students should support their conclusions by way of instances they observed in their families and highlight the change and continuity
3. Data sheets can be used to discuss about the rural-urban divide and identify the reasons for the gap
4. Students can narrate/document their own experiences with respect to availability of infrastructure, health facilities, educational facilities etc. in their own villages or places of residence
5. A project on participation of common people in the local governance

Unit 2: Movements for Social Justice

1. “10th AISHE results for 2019-20 show that Gross Enrolment Ratio in the age group of 18-23 years as 27.1%. At Undergraduate level, the highest number of students at 32.7 per cent are enrolled in Arts/Humanities/Social Sciences courses followed by Science (16 per cent), Commerce (14.9) and Engineering and Technology (12.6). Whereas, at Ph.D. level, maximum number of students are enrolled in Engineering and Technology stream followed by Science.” Students can discuss about - How can we understand this data in terms of social justice and accessibility to higher education? Does this mean that 27.1% are privileged? Or, can we say that there is differential privilege among the students of arts/humanities, Science and Commerce?
6. Students can be assigned to write a report of about 500-750 words on any one social movement like LGBTQ activists, environmentalists, Dalit activists etc.with emphasis on objectives and social impact

Unit 3: India in the Globalisation Era

1. Preferences and changes in food habits of persons belonging to different age groups can be mapped to identify the factors responsible for changing food habits or dressing styles and presented for discussion in the class room by students
7. Yoga has become very popular across regions, communities and religions. Students can discuss and present their conclusions on, whether the spread of yoga can be called as globalization? Also they can discuss about the nature of this phenomena (spiritual or physical exercise or choice of healthy life style) and its impact on Yoga as originally taught by ancient Indians. Similar exercises can be conducted on Ayurveda, Indian music, Indian food etc.
8. Students can discuss, note and present their reasons for extent and intensity of influence of English, Hindi, Tamil and Telugu languages on Kannada by way of analysing their usage in day to day language, in television programs etc. and its impact on Kannada as a language
9. “Family as an institution is changing towards more equalitarian relationships” - students can be asked to assess this statement in the background of their personal experience, write and present their report
10. According to a study by 2050, India’s elderly population will rise to 13% and will not be a young nation. In this context, teacher can elicit students’ opinion about what social values should govern our behaviour towards elderly and aged, to understand their world view
11. We are living in an era of internet - physically distant yet socially connected. A group discussion can be conducted to understand the extent of acceptance/non- acceptance of Others (not belonging to one’s group)

Formative Assessment	
Assessment Occasion/ type	Weightage in Marks
Activities	20
Written Test	20
Total	40

Teachers can adopt best of three or best of five principle for both activities and written test

B.A. Semester I: Open Elective 1.2

Course Title: Sociology of Everyday Life

Course Code:- 126BAB01SOCOEC02T

Total Contact Hours: 39	Course Credits: 3
Formative Assessment Marks: 40	Duration of ESA/Exam: 2 hours
Model Syllabus Authors:	Summative Assessment Marks: 60

Course Outcomes (COs):

At the end of the course the student should be able to:

1. Look at the familiar world from a new perspective
2. Able to appreciate how our social world is constructed
3. Able to communicate effectively in written and oral formats

Articulation Matrix: Mapping of Course Outcomes (COs) with Program Outcomes (POs 1-12)

Course Outcomes (COs)/ Program Outcomes (POs)	1	2	3	4	5	6	7	8	9
Look at the familiar world from a new perspective	X	X	X	X	X				X
Able to appreciate how our social world is constructed	X	X	X	X	X	X			X
Able to communicate effectively in written and oral formats	X	X	X	X	X	X	X	X	X

Course Articulation Matrix relates course outcomes of course with the corresponding program outcomes whose attainment is attempted in this course. Mark 'X' in the intersection cell if a course outcome addresses a particular program outcome.

Content of Open Elective Course 1: Sociology of Everyday Life	39 Hrs
Unit - 1 Introduction	14
<p>Chapter No. 1: Sociology as a study of Social Interactions and its Need Social processes:- Nature, types: Cooperation, Competition, accommodation, assimilation.</p> <p>Chapter No. 2: Everyday Life - Meaning; Why Study Everyday Life? (Contributions of Erving Goffman and Anthony Giddens); Role of Socialisation in establishing habits and practices- action, thinking and feeling</p> <p>Chapter No. 3: Social Institutions as Established Practices and Customs - Definition and Elements</p> <p>Chapter No. 4: Challenges and Problems of Everyday Life</p>	
Unit - 2 Self and Society	13
<p>Chapter No. 5: Definition of Situation (W I Thomas' Principle)</p> <p>Chapter No.6: The Looking-Glass Self; Relation between Individual and Society</p> <p>Chapter No. 7: Role of Social Media in Constructing Self and Identity</p>	
Unit - 3 Culture in Everyday Life	12
<p>Chapter No. 8: Definition of Culture; Types of Culture: High Culture, Popular Culture, Recorded Culture and Lived Culture</p> <p>ChapterNo. 9: Mass Media and Everyday Life</p> <p>Chapter No. 10: Globalisation and Cultural Diffusion</p>	

Text Books:

- Berger, P L 1963, Invitation to Sociology: A Humanistic Perspective, Doubleday, Garden City, N.Y
- Bruce, Steve, 2018, Sociology: A Very Short Introduction, 2nd edition, Oxford University Press, New York
- Corrigan-Brown, Catherine 2020, Imagining Sociology: An Introduction with Readings, 2nd Edition, Oxford University Press, Canada
- Coser, Lewis 1977 Masters of Sociological Thought, Harcourt Brace Jovanovich, New York
- Davis, Kingsley 1949, Human Society, Macmillan, Delhi
- Ferrante, Joan 2013, Seeing Sociology: An Introduction, 3rd Edition, Cengage Learning, USA
- Ferris, Kerry and Jill Stein, 2018, The Real World: An Introduction to Sociology, 6th Edition, W W Norton, New York
- Giddens, Anthony and Philip W Sutton, 2013, Sociology, 7th edition, Wiley India Pvt. Ltd. New Delhi
- Harlambos, M and R M Heald, 1980, Sociology: Themes and Perspectives, Oxford University Press, Delhi
- Inkeles, Alex 1987, What is Sociology? Prentice-Hall of India, New Delhi
- Jayaram, N 1989, Sociology - Methods and Theories, Macmillan India Ltd. Bangalore
- Johnson, H M 1995, Sociology: A Systematic Introduction, Allied Publishers, New Delhi
- Lemert, Charles 2012, Social Things: An Introduction to the Sociological Life, Rowman and Littlefield Publishers, Maryland
- Maclver R M and Page C M 1974, Society: An Introductory Analysis, Macmillan India Ltd, New Delhi
- Macionis, John 2018, Sociology Global Edition, Pearson, England
- Merton, R K 1968, Social Theory and Social Structure, The Free Press, Glencoe Mulagund, I C 2008 Readings in General Sociology, Srushti Prakashana, Dharwad Mulagund, I C 2008

Readings in Indian Sociology, Srushti Prakashana, Dharwad Ritzer, George and W W Murphy, 2020, Introduction to Sociology, 5th edition, Sage Publications, New Delhi

- ಮುಳುಗಂದ, ಐ ಸ್ತ ೨೦೧೭ ಪಾಶಾ ತಯ ಸಾಮಾಜಿಕ ಚಿಂತನೆ, ಸೃಷ್ಟಿ ಪ್ರ ಕಾಶ್ನ, ಧಾರವಾಡ ಮುಳುಗಂದ, ಐ ಸ್ತ ೨೦೧೮, & ರತದಲ್ಪಿ ಗ್ರಂ ಮಣ ಅಕ್ಷಿವೃದ್ಧಿ , ಸೃಷ್ಟಿ ಪರ ಕಾಶ್ನ, ಧಾರವಾಡ
- ಶಂಕರ ರಾವ್, ಚ ನ ೨೦೧೨ ಸಮಾಜಶಾಸ್ತ್ರ ರ ದಶೈ ನ, & ಗ ೨, ಜಯ, & ರತ ಪ್ರ ಕಾಶ್ನ, ಮಂಗಳೂರು
- ಶಂಕರ ರಾವ್, ಚ ನ ೨೦೧೨ (ಪ್ರಕರಣಕ ೃತ ಆವೃತ್) , ಧಾರವಾಡ ಸಮಾಜ, ಜಯ, ಭರತ ಪರ ಕಾಶ್ನ ಮಂಗಳೂರು

Reference Works:

Suggested Internet Resources <http://www.csun.edu/~hbsoc126/soc1/Charles%20Horton%20Cooley.pdf>

<https://www.khanacademy.org/test-prep/mcat/individuals-and-society/self-identity/v/charles-cooley-looking-glass-self> <https://www.oxfordbibliographies.com/view/document/obo-9780199756384/obo-9780199756384-0186.xml> An article on Habit <https://courses.lumenlearning.com/alamo-sociology/chapter/reading-pop-culture-subculture-and-cultural-change/> https://en.wikisource.org/wiki/Body_Ritual_among_the_Nacirema This is an

excellent article on how a group of people take care of their body everyday of their life.

Pedagogy: Field work, micro projects, group discussion, role play, written/oral presentation by students

Suggested Activities

Unit 1: Introduction

1. Students can be asked to answer a simple question - Who am I? They have to write describe themselves in 20 words/sentences. Students can write in any order, logic or importance. Their answers can be utilised to demonstrate how we are socialised by our interaction with others, mass media, family and educational system. Privacy of students has to be respected, however.
2. Students can be sent to a book store and asked to browse through children's books and identify how those stories depict different roles - description of the hero/heroine, villain/vamp, beggar or king
3. Students can visit a kids clothing store and record gender classification of dresses based on - colour, design, style and fabric.

Unit 2: Perception is Reality

1. Think of a Self-Fulfilling Prophecy you have experienced. Does it confirm Thomas' theorem? Illustrate with current examples
2. Students can share their thoughts about how they feel and become conscious about oneself when they (a) wear a new dress, (b) dress out of their way, (c) dress outrageously
3. Students can list the reasons for choosing their display picture in their social media accounts (any one or two accounts) and a discussion can follow about the need for validation by others, especially strangers

Unit 3: Culture in Everyday Life

1. This is an activity for group discussion. Students are given few statements and they have to discuss among themselves and arrive at unanimous opinion about whether following can be called as culture or not:
 - a. Classical dance and music constitutes culture
 - b. Folk literature is a part of culture
 - c. Pickpocketing is part of culture
 - d. Newspapers and magazines are part of culture
 - e. Killing is an art; therefore it is part of culture

Please note: Students should be clearly cautioned that, if they do not arrive at unanimous decision, then the whole group will stand to lose points in evaluation. (This is an exercise which demonstrates the leadership, ability to adjust to the group's opinion, convincing capacity of students apart from reasoning, logic and presentation skills. This can also be used as an example to illustrate the concept of over socialisation given by Durkheim)

2. Can we call the popularity of tandoori chicken or vada pav an example for globalisation? Students should be encouraged to give their reasons for their answer (<https://www.timesnownews.com/the-buzz/article/this-dish-has-topped-the-global-list-of-most-searched-indian-food/548297> This news item can be used to generate discussion)

3. In the theatre actors routinely perform different roles. Do public figures, celebrities, political parties, or corporate bodies, in the media, alter their role playing according to the context or audience?

Formative Assessment	
Assessment Occasion/ type	Weightage in Marks
Activities	20
Written Test	20
Total	40

Teachers can adopt best of three or best of five principle for both activities and written test

B.A. Semester I - Open Elective 1.3

Course Title:- Sociology of Mass Media

Course Code:- 126BAB01SOCOEC03T

1.3 SOCIETY AND MASS MEDIA	
Total Contact Hours: 39	Course Credits: 3
Formative Assessment Marks: 40	Duration of ESA/Exam: 2 hours
Model Syllabus Authors:	Summative Assessment Marks: 60

Course Outcomes (COs):

At the end of the course the student should be able to:

- Analyze the relationship between mass media and society and role of Mass Media in the Development of Society.
- The learner will be familiarize with nature, characteristics and functions of mass media in modern society and able to develop analytical capacity.
- Students will be provided Sociological Perspective on the role of Mass Media in Indian Society.
- The course seeks to improve the employability of students who are willing to make career as Journalists, Reporters editors and Freelance Writers

Open Elective 3: Sociology of Mass Media	39 Hrs
Unit - 1 Introduction to Mass Media	13
Chap 1 Meaning, Definitions, Characteristics and functions of mass media Chap 2. Evolution of mass media and digital revolution in India Chap 3. Importance of Mass media and communication	
Unit - 2 Types of Mass media	13
Chap 4. Typology of Media Chap 5. Print Media: Merits and demerits Chap 6. Electronic Media: Merits and demerits, digital divide Chap 7. Social Media: Types and Implications	
Unit- III Mass Media and society	13
Chap 8: Impact of media on culture, education, consumer behaviour and politics Chap 9: Impact of Globalization and Mass Media Chap 9: Abuse of Media, commercialization of news & media imperialism Chap 10: Ethics and Social Responsibility of Mass media, Media, technology and culture	

Suggested Internet Resources

Unit 1 : Introduction to Mass Media

- <https://sendpulse.com/support/glossary/mass-media>
- <http://indiannewsmediawatch.blogspot.com/2015/11/mass-media-definition-types-and-nature.html>
- <https://www.crisis-control.com/blogs/the-evolution-of-mass-communication/>
- <https://www.virtuakollage.com/2019/03/the-advantages-or-importance-of-massmedia.html>
- <http://www.universityofcalicut.info/cuonline/exnotif/ex4235.pdf>

Unit 2 : Types of Mass Media

- <https://sendpulse.com/support/glossary/mass-media>
- <https://www.ssim.ac.in/blog/role-of-media-in-society/>

- <http://csjournals.com/IJITKM/PDF%208-1/3.%20Manvi.pdf>
- <https://journals.sagepub.com/doi/full/10.1177/0263276418808592>
- [https://en.wikipedia.org/wiki/John_Thompson_\(sociologist\)](https://en.wikipedia.org/wiki/John_Thompson_(sociologist))

Unit 3 : Media and Society

- https://www.profseema.com/social-media-marketing/what-is-the-impact-of-media-on_society/
- <https://www.simplilearn.com/real-impact-social-media-article>
- <https://www.ssim.ac.in/blog/role-of-media-in-society/>
- https://www.researchgate.net/publication/322676918_ROLE_AND_IMPACT_OF_MEDIA_ON_SOCIETY_A_SOCIOLOGICAL_APPROACH_WITH_RESPECT_TO_DEMONETISATION
- <https://reports.weforum.org/human-implications-of-digital-media-2016/section-3-impact-of-digital-media-on-individuals-organizations-and-society/>

Reference Books

- Allan, Wells. (1979), Mass Media and Society. Mayfield, California.
- Aveseh, Asough. (2012). Social Media And Ethics - The Impact of Social Media on Journalism Ethics,. Center for International Media Ethics (CIME).
- Bausinger, H. (1984). Media, technology and daily life. Media, Culture and Society, 6, 343-351.
- Berger, Asa Authur (1998). Media Analysis Techniques. Sage Publication
- Brandtzaeg, P. B. (2012). Social networking sites: Their users and social implications—A longitudinal study. Journal of Computer-Mediated Communication, 17(4), 467–488.
- Chatterjee. R.K. (1978), Mass Communication. NBT, New Delhi.
- Donner, J. (2015). After access: Inclusion, development, and a more mobile Internet. Cambridge, MA: MIT Press.
- Downing, John, Mohammadi Ali and Srebemy-Mohammadi (1992). Questioning the Media: A Critical Introduction. New Delhi, Sage
- Evans, Lewis and hall, Staurt (2000). Visual Culture: The Reader. Sage Publications
- Grossberg, Lawrence et al (1998). Media-Making: Mass Median in a Popular Culture. Sage Publications
- Hamelink, C. and Nordenstreng, K. (2007) 'Towards Democratic Media Governance'. In E. de Bens (ed.), Media between Culture and Commerce. Bristol: Intellect.
- Johnson, K. (2000), Television and Social Change in Rural India, London: Sage.
- Linz, D., Penrod, S., & Donnerstein, E. (1986). Issues bearing on the legal regulation of violent and sexually violent media. Journal of Social Issues, 42(3), 171-193. [52]
- Murthy, D. (2013). Twitter: Social Communication in the Twitter Age. Cambridge: Polity Press
- Potter, James W (1998). Media Literacy. Sage Publications
- Pradip N. Thomas (eds.) (2004). Who Owns the Media? Zed Books, London.
- Shabnoor, S. Tajinder. (2016). Social Media its Impact with Positive and Silverstone, Rogers (1999). Why Study Media? Sage Publications
- Willis, S. and Tranter, B. (2006). Beyond the 'digital divide': Internet diffusion and inequality in Australia. Journal of Sociology
- Yigit, F. & Tarman, B. (2013). The Impact of Social Media on Globalization, Democratization and Participative Citizenship, Journal of Social Science Education, vol. 12, No 1, 75-80.

Suggested Activities

Unit 1: Introduction to Mass Media

1. Students can be encouraged to prepare a profile of newspapers being published in their district
2. Group Discussion can be conducted on nature and functions of mass media
3. Group Discussion can be conducted on importance of mass media and communication
4. Students can be asked to find out and introspect the negative impact of mass media
5. Students can be asked to present a synoptic view on emergence of media houses and globalization

Unit 2: Types of Mass Media

1. Students can be encouraged to visit News Paper printing press/ Radio Stations to gain firsthand knowledge regarding the operation of Mass media
2. Group Discussion can be organized on types and usage of electronic media
3. Themes like relative merits of electronic and print media can be assigned to group of students for discussion
4. Students can be encouraged to present seminar on demerits of electronic and print media
5. Students can be asked to discuss the impact of digital divide
6. Students can be encouraged to present seminar on evolution of mass media and digital revolution in India
7. Students can be encouraged to write a Report on the college /local events, functions and activities

Unit 3: Media and Society

1. Students can be encouraged to discuss the impact of media on culture and education
2. Discussion can be conducted on issues like abuse of media and commercialization of mass media
3. Students can be encouraged to present seminar on role of mass media in promoting consumerism
4. Students can be asked to discuss how media influences voting behavior and formation of public opinion
5. A group discussion can be arranged on how media influences online purchases and virtual marketing.
6. Issues like role of media in echoing the grievances and demands of people can be assigned to students
7. Preparing a video/Advertisement page for a new product

Formative Assessment	
Assessment Occasion/ type	Weightage in Marks
Activities	20
Written Test	20
Total	40

Teachers can adopt best of three or best of five principle for both activities and written test

EXAMINATION PATTERN	
PAPERS	QUESTION PAPER PATTERN
Theory Paper - 60 Marks	<ul style="list-style-type: none"> ❖ Theory Paper has Three Parts. ➤ Part - A $5 \times 2 = 10$ ➤ Part - B $4 \times 5 = 20$ ➤ Part - C $3 \times 10 = 30$
Internal Assessment - 40 Marks	<ul style="list-style-type: none"> ❖ Two Internal Assessment Tests 20 Marks (10 Marks each)
	<p style="text-align: center;">Suggested Activities (20 Marks)</p> <ul style="list-style-type: none"> ❖ Seminars; Group Discussions, Assignment ❖ Field Work, Micro Project, role play Written/Oral Presentation, etc.
Duration of the Theory Paper	<ul style="list-style-type: none"> ❖ Two (02) Hours

Question Paper Pattern

SOCIOLOGY NEP-2020 B.A. Degree Examination (Regular)

Paper: _____

Time: 2 Hours

Max. Marks: 60

Instruction: 1) Answer All the Section

Part-A

Answer Any Five of the Following $5 \times 2 = 10$

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____

Part-B

Answer Any Four of the Following $4 \times 5 = 20$

8. _____
9. _____
10. _____
11. _____
12. _____
13. _____

Part-C

Answer Any Three of the Following $3 \times 10 = 30$

14. _____
15. _____
16. _____
17. _____
18. _____

OEC Offered by Department of Journalism and Mass Communication

Title of the Course: Writing for Media (OEC) Course Code:- 126BAB01JOUOEC01T

Course Credits:- 03 Instruction hour per week: 03 Total No. of Lectures/Hours/Semester :42Hrs
Formative Assessment Marks:40 Summative Assessment Marks:60

Course Outcome (CO):

- To give a glimpse of writing for media and develop an interest in writing
- Introduce the students to Media Writing.
- Equip the students with new trends in Media Writing.

After completion of course, students will be able to:

- CO 1:** The student will be ready to work as amateur reporter
CO 2 : He/she will be through with the techniques of reporting
CO 3 :: He/she is able to understand the mistakes committed by the reporters
CO 4: Understand the writing skills for various mass media.

Syllabus- OEC: Title- Writing for Media	Total Hrs: 42
Unit-I	14 hrs
Chapter No.1: Print Media: Introduction to writing for print media. Media Ethics Chapter No.2: Forms of Journalistic writing: (News writing, column, article, feature, editorial, letter to the editor, preparing press release etc). Chapter No.3: News Sources. Importance of Re-writing	
Unit-II	14 hrs
Chapter No.4. : Radio: Introduction to writing for radio, principles and elements of scripting, News scripting. Chapter No.5. : Television: Basic principles and Techniques of TV writing, elements of TV scripting, language and grammar, TV Script formats; Writing News script. Chapter No.6: New Media: Introduction to Writing for online Media. Introduction to Blogging, Web Journalism.	
Unit-III	14 hrs
Chapter No.7: Introduction to writing for films. Chapter No.8: Process and Creativity in scripting. Chapter No.9 : Definition of Film Review and criticism.	
References: 1) C.A Sheenfield- Effective Feature Writing. 2) Nelson R.P – Article Writing. 3) D K choler; Broadcast Journalism. 4) KM Shreevastava; Radio and TV journalism	

- 5) Mehara Massani_ ; Broadcasting and people
- 6) PC Chattarje _ ; Broadcasting in India.
- 7) EE Wills; Writing Television and Radio programme
- 8) Paul G Smeyak _ Broadcast News Writing.
- 9) ಸಿ.ಯು.ಬೆಳ್ಳಕ್ಕಿ, ರೇಡಿಯೋ ಲೋಕ, ಸಾಹಿತ್ಯ ಪ್ರಕಾಶನ-ಹುಬ್ಬಳ್ಳಿ
- 10) ಬಿ ಎನ್ ಗುರುಮೂರ್ತಿ, ರೇಡಿಯೋ ಟೆಲಿವಿಷನ್ ಭಾಷಾ ಸಂವಹನ, ಕರ್ನಾಟಕ ಮಾಧ್ಯಮ ಅಕಾಡೆಮಿ ಬೆಂಗಳೂರು.
- 11) ಬಿ.ಕೆ.ರವಿ.ಬಾನುಲಿ ಬರಹಗಳು, ಜೈತ್ರ ಕಮ್ಯೂನಿಕೇಷನ್ ಬೆಂಗಳೂರು
- 12) Paul Sureya _Broadcast News Writing: Radio, The fifth Estate.
- 13) Berkeley, California UV: What is cinema?

Books recommended.

1. Jason Whittaker ; - 2000 Producing for the Web.(Media Skills)
2. Timothy Garrand ; - Writing For Multimedia and The Web - A Practical guide to content development for interactive Media.
3. Stepen Pite - The digital Designer, 101 Graphics Design Project for Print,The web , Multimedia, Motion graphics.
4. J.G Stonell- Writing for MassMedia .

Details of Formative assessment (IA) for DSCC theory/OEC: 40% weight age for total marks

Type of Assessment	Weight age	Duration	Commencement
Written test-1	10%	1 hr	8 th Week
Written test-2	10%	1 hr	12 th Week
Seminar	10%	10 minutes	--
Case study / Assignment / Field work / Project work/ Activity	10%	-----	--
Total	40% of the maximum marks allotted for the paper		

GENERAL PATTERN OF THEORY QUESTION PAPER FOR DSCC/ OEC

(60 marks for semester end Examination with 2 hrs duration)

Part-A

1. Question number 1-06 carries 2 marks each. Answer any 05 questions : 10marks

Part-B

2. Question number 07- 11 carries 05Marks each. Answer any 04 questions : 20 marks

Part-C

3. Question number 12-15 carries 10 Marks each. Answer any 03 questions : 30 marks

(Minimum 1 question from each unit and 10 marks question may have sub questions for 7+3 or 6+4 or 5+5 if necessary)

Total: 60 Marks

Note: Proportionate weight age shall be given to each unit based on number of hours prescribed.

OEC Offered by Criminology and Forensic Science Department

Title of the Course: Police Organization in India Course Code:- 126BAB01CRIOEC01T

Course Outcome:

- Understand the concept and purpose of Police Organization in India, the developmental process over the years according to the needs of the society.
- Develop the knowledge regarding the historical development of police system, organization, structure and functions of police.
- Explain the different Police Units at the Centre and at the State
- Become aware about the different Auxiliary Units and their functions.

Number of Theory Credits	Number of lecture hours/semester	Number of practical Credits	Number of practical hours/semester
3	42	-----	-----
Content of Theory Course			42Hrs
Unit-I: Introduction to Police Organization			14
Chapter-1 Police Organization: Concept and Brief Historical Background Chapter-2 Central Police Organization and Institutes (National Cadet Corps- NCC, Narcotic Control Bureau-NCB, NIA, RAW, SPG, BPR&D,NCRB, NPA and NSG) Chapter-3 Relationship between Police and Local Government: Magistracy, Executive Magistrates and Other Departments (Forest, Excise, Prison, Health etc) Chapter-4 Police Administration: Enforcing law of the land, Maintaining Law and Order, other citizen services etc			
Unit-II: State Police Special Units			14
Chapter-5 State Crime Record Bureau, State Finger Print Bureau, State Forensic Science Laboratory and Intelligence Department/Special branch Chapter-6 Women Police Stations, Cybercrime Police Stations, DCRE, DCIB Chapter-7 Vigilance Units: KPTCL, KSRTC, BMTF, BDA, Revenue Task Force			
Unit-III: Auxiliary Units and Other Organizations			14
Chapter-8 Home guards, Special Police Officers, Students Police Cadets and Civil Defense Chapter-9 Karnataka State and District Legal Authority and their functions Chapter-10 State women commission, State SC/ST and Minority Commissions, State Human Rights Commissions			

Reference

1. Banerjee,D, 2005, Central Police Organization, Part I & Part II, Allied Publishers. Pvt. Ltd.,
2. DovalAjit and Lal BR, 2010, Manas Police Security Year Book 2010-2011, Manas Publications.
3. Earle Howard H. 1970, Police Community relations, Charles C. Thomas Publisher.
4. Ghosh Gautam, 2007 Police Accountability at the Cutting Edge Level, APH PublishingCorporation.
5. Guharoy J T, 1999, Policing in the 21st Century Indian Institute of Public Administration.
6. Gupta, Anandswarup, 2007, Crime and Police in India, Sahitya Bhavan, Agra.
7. James, Vadckumchery, 1998, Crime, Police and Correction, APH Publishing C., New Delhi.
8. Justice Mallimath Committee on Criminal Justice Reforms, Universal Law Pub, 2003.
9. K. Padmanabaiah Committee on Police Reforms, 2001.
10. Ramanjam,T, 1992, Prevention and Detection of Crime, Madras Book Agency.
11. Misra K.K., 1987, Police Administration in Ancient India, K.K. Publications.
12. Mayhill, Parnela D, 1998 Police – Community relations & administration of justice, Prentice HallEnglewood Cliffs.
13. Ramanjam,T, 1992, Prevention and Detection of Crime, Madras Book Agency.
14. Singh SoibamIbocha, 2007 Community Polciing, Akansha Publishing House, New Delhi
15. Srivastava Aparna, 1999, Role of Police in Changing Society, APH Publishing House.

Journals:

Indian Police Journal published by Bureau of Police Research and Development New Delhi.

Crime in India published by National Crime Record Bureau. MHA Government of India New Delhi

Pedagogy: Lecture, Assignments, Interactive Sessions, ICT, Group Discussion

Formative Assessment 40 (Weightage in Marks includes: Written Tests, Activity/Assignment/Seminar/Presentation etc)			
Assessment Occasion/ Type	C1	C2	Total Marks
Session Test (2)	10	10	20
Seminar/Presentation/ Activity	10	---	10
Case study/ Assignment/Field work/ Project work etc	---	10	10
Total	20	20	40

OEC Offered by Criminology and Forensic Science Department

title of the Course: Elements of Forensic Science

Course Code:-126BAB01CRIOEC02T

Course Outcome:

- Understand the definition, nature, scope, role of forensic science and historical background of Forensic science
- Explain the basic elements, different branches and principles of forensic science.
- Describe the scope and importance of Central and State Forensic Science Laboratories
- Explain the role of National Crime Record Bureau , BPRD and DTI

Number of Theory Credits	Number of lecture hours/semester	Number of practical Credits	Number of practical hours/semester
3	42	-----	-----
Content of Theory Course 1			42Hrs
Unit-I: Fundamental Concepts of Forensic Science			14
Chapter-1 Definitions, Nature, Scope and role of forensic science. Chapter-2 Historical development and contribution of pioneers Chapter-3 Principles of forensic science			
Unit-II: Branches of Forensic Science			14
Chapter-4 Branches of Forensic Science Chapter-5 Traditional and Contemporary Chapter-6 Frye Case and Daubert Standards.			
Unit-III: Forensic Science Laboratories and Training institutes			14
Chapter-7 Hierarchical set up of Central Forensic Science Laboratories, StateForensic Science Laboratories and Directorate of Forensic Science. Chapter-8 Government Examiners of Questioned Documents and Fingerprint Bureaus. Chapter-9 National Crime Records Bureau, Police & Detective Training Institutes, Chapter-10 Bureau of Police Research & Development,			

References:

1. B.B. Nanda and R.K. Tiwari, Forensic Science in India: A Vision for the Twenty First Century, Select Publishers, New Delhi (2001).
2. M.K. Bhasin and S. Nath, Role of Forensic Science in the New Millennium, University of Delhi, Delhi (2002).
3. S.H. James and J.J. Nordby, Forensic Science: An Introduction to Scientific and Investigative Techniques, 2nd Edition, CRC Press, Boca Raton (2005).
4. W.G. Eckert and R.K. Wright in Introduction to Forensic Sciences, 2nd Edition, W.G. Eckert (ED.), CRC Press, Boca Raton (1997).
5. R. Saferstein, Criminalistics, 8th Edition, Prentice Hall, New Jersey (2004).

Journals:

Journal of Forensic Research ISSN: 2157-7145

Journal of Forensic Sciences & Criminal Investigation, ISSN: 2476-1311.

Pedagogy: Lecture, Assignments, Interactive Sessions, ICT, Group Discussion

Formative Assessment 40 (Weightage in Marks includes: Written Tests, Activity/Assignment/Seminar/Presentation etc)			
Assessment Occasion/ Type	C1	C2	Total Marks
Session Test (2)	10	10	20
Seminar/Presentation/ Activity	10	---	10
Case study/ Assignment/Field work/ Project work etc	---	10	10
Total	20	20	40

Question Paper Pattern:**Criminology and Forensic Science**

I /II Semester B

Sub:

Code:

Maximum Marks: 60

The question paper for the semester-end exam will have the following three parts:

Part A - (Objective type or very short answer type questions: carrying 2 marks each)

Part B - (Short answer questions carrying 5 marks each)

Part C - (Long answer questions carrying 15 marks each)

Note: Answer any five questions from Part-A, four questions from Part-B and two questions from Part-C

The pattern of the Question Paper will be as follows:

PART – A

(5×2=10)

Q 1. (Answer any five questions. All divisions carry equal marks) a.

b.

c.

d.

e.

f.

g.

PART – B

(4×5=20)

(Answer any four questions. All questions carry equal marks)

Q 2.

Q 3.

Q 4.

Q 5.

Q 6.

Q 7.

PART – C

(2×15=30)

(Answer any two questions. All questions carry equal marks) Q 09.

Q 10.

Q 11.

OEC Offered by Department of Music

ಹಿಂದೂಸ್ತಾನಿ ಸಂಗೀತ ವಿಷಯದ ಪಠ್ಯಕ್ರಮ ಹಾಗೂ ಆಂತರಿಕ ಮತ್ತು ಥಿಯರಿ ಪರೀಕ್ಷಾ ವಿಧಾನವು ಮೊದಲ ವರ್ಷಕ್ಕಾಗಿ ಅಂದರೆ 2021-22ನೇ ಸಾಲಿನ ಮೊದಲ ಮತ್ತು ಎರಡನೆಯ ಸೆಮಿಸ್ಟರ್ ಹಿಂದೂಸ್ತಾನಿ ಸಂಗೀತ ವಿಷಯದ ಪಠ್ಯಕ್ರಮ ಹಾಗೂ ಪರೀಕ್ಷಾ ವಿಧಾನವು ಈ ಮುಂದಿನಂತಿರುತ್ತದೆ.

1. ಆಂತರಿಕ ಅಂಕಗಳ ಮಾದರಿ ಮತ್ತು ನೀಡುವ ವಿಧಾನ : ಸಮಗ್ರ ಮತ್ತು ನಿರಂತರ ಮೌಲ್ಯಮಾಪನ ಮಾದರಿಯನ್ನು ಅನುಸರಿಸಬೇಕಾಗಿರುತ್ತದೆ. ರಚನಾತ್ಮಕ ಮೌಲ್ಯಮಾಪನ (Formative Assessment) ಅಂತಿಮ ಹಂತದಲ್ಲಿ ಸಂಚಿತ ಮೌಲ್ಯಮಾಪನ (Summative Assessment) ಕ್ರಮದಂತೆ ಆಂತರಿಕ ಅಂಕಗಳನ್ನು ನಿರಂತರ ಮೌಲ್ಯಮಾಪನದ ವರದಿ ಮತ್ತು ಸಂಚಿತ ಮೌಲ್ಯಮಾಪನದ ವರದಿಯ ಆಧಾರದ ಮೇಲೆ ನೀಡುವುದು.

- i. ಪತ್ರಿಕೆ ಒಟ್ಟು 100 ಅಂಕಗಳು
- ii. ಘಟಕ 1ರ (Component 1- C1) ನಿರಂತರ ಮೌಲ್ಯಮಾಪನಕ್ಕೆ 20 ಆಂತರಿಕ ಅಂಕಗಳು (ಸೆಮಿಸ್ಟರ್‌ನ ಮೊದಲೆರಡು ತಿಂಗಳು)
- iii. ಘಟಕ 2ರ (Component 2- C2) ನಿರಂತರ ಮೌಲ್ಯಮಾಪನಕ್ಕೆ 20 ಆಂತರಿಕ ಅಂಕಗಳು (ಸೆಮಿಸ್ಟರ್‌ನ ನಂತರದೆರಡು ತಿಂಗಳು)
- iv. ಸೆಮಿಸ್ಟರ್ ಅಂತ್ಯದ ಪರೀಕ್ಷೆಗೆ 60 ಅಂಕಗಳು.

The outline for continuous assessment activities for Component-1 (C1) and Component - 2 (C2) of a course shall be as under

Activities	C1	C2	Total Marks
Session Test	10% marks	10% marks	20%
Seminars/Presentations/Activity	10% marks		10%
Case study /Assignment / Field work / Project work etc.		10% marks	10%
Total	20% marks	20% marks	40%

Model Question Paper

Max Marks: 60 Max

Time: 2 hrs

1. ಎಲ್ಲಾ ಘಟಕಗಳಿಂದ ಕನಿಷ್ಠ ಒಂದು ಪ್ರಶ್ನೆ ಇರುವಂತೆ ನೋಡಿಕೊಂಡು ಐದನ್ನು ಕೇಳಿ ಮೂರಕ್ಕೆ ಉತ್ತರಿಸಲು ಹೇಳುವುದು.
10X3=30
2. ಎಲ್ಲಾ ಘಟಕಗಳಿಂದ ಕನಿಷ್ಠ ಒಂದು ಪ್ರಶ್ನೆ ಇರುವಂತೆ ನೋಡಿಕೊಂಡು ಐದನ್ನು ಕೇಳಿ ಮೂರಕ್ಕೆ ಉತ್ತರಿಸಲು ಹೇಳುವುದು.
5X3=15
3. ಎಲ್ಲ ಘಟಕಗಳಿಂದ ಒಟ್ಟು ಐದು ಪ್ರಶ್ನೆಗಳನ್ನು ಕೇಳಿ (ಲಘು ಪ್ರಶ್ನೆ ಅಥವಾ ಟಿಪ್ಪಣಿ ಅಥವಾ ಸಂದರ್ಭದ ಸ್ವಾರಸ್ಯ ಅಥವಾ ಕಾವ್ಯದ ಅರ್ಥವ್ಯಾಖ್ಯಾನ, ಸಾರಾಂಶ) ಐದಕ್ಕೆ ಉತ್ತರಿಸಲು ಹೇಳುವುದು.
3X5=15

<u>OEC Vocal</u>
Unit – 1 :
Chapter No.1: Learn to sing Different Swaras (Komal and Teevra)
Chapter No. 2: Learn to sing six alankaras in thaat bhairav
Chapter No. 3: Learn to sing six alankaras in thaat bilawal
Unit – 2 :
Chapter No.4: Theoretical knowledge of raag bhairav
Chapter No.5: Learn to sing Sargam geet and Chota Khayal in raag bhairav.
Chapter No.6: Learn to sing Chota Khayal with four aalaps and four taans in raag bhairav.
Unit – 3 :
Chapter No.7: Learn to sing bhada khyal and chota khyal with four aalaps and four tans in raag bhairav.
Chapter No.8: Learn to sing bhada khyal and chota khyal with four aalaps and four tans in raag durga.
Chapter No.9: Knowledge of following taalās with demonstration a) Dadra b) Teen taal

Text Books References

1. Raag darshan – Rajeev Purandare – Prasaranga, Karnataka University, Dharwad
2. Sangeet Visharad – Laxminarayan Garg - Sangeet Karyalaya, Hataras
3. Bhatkande Kramika pusthaka malika – V N Bhatkande – Sangeet Karyalaya, Hataras
4. Swara Kalpa Volume-1,2,3, Dr. Rohini Gangadhar, Nadaprasanga Publications, Shivadwait, Shivabasava Nagara, Sector-2, Belagavi-590009.
5. Sangeet Shastra parichaya-A.U.Patil, S H taralagatti, GB Awate, Prasarang KUD

Title of the Course: Sitar (OE)

Course Code:- 126BAB01MUSOEC02T

<u>OEC Sitar</u>	
Unit – 1 :	
Chapter No.1: Knowledge of basic strokes of sitar	
Chapter No. 2: Learn to play six alankaras in thaat bilawal	
Chapter No. 3: Learn to play six alankaras in thaat kalyan	
Unit – 2 :	
Chapter No.4: Theoretical knowledge of raag yaman and Aliya bilawal	
Chapter No.5: Learn to play razakhani gat in raag yaman	
Chapter No.6: Learn to play razakhani gat in Aliya bilawal.	
Unit – 3 :	
Chapter No.7: Learn to play Maseetkhani gat and razakhani gat with four aalaps and four taans in raag yaman.	
Chapter No.8: Learn to play Maseetkhani gat and razakhani gat with four aalaps and four tans in raag Aliya bilawal.	
Chapter No.9: Knowledge of following taal as with demonstration a) Dadra b) Teen taal	

Text Books References

1. Raag darshan – Rajeev Purandare – Prasaranga, Karnataka University, Dharwad
2. Swara Kalpa Volume-1,2,3, Dr. Rohini Gangadhar, Nadaprasanga Publications, Shivadwait, Shivabasava Nagara, Sector-2, Belagavi-590009.
3. Sangeet Visharad – Laxminarayan Garg - Sangeet Karyalaya, Hataras
4. Bhatkande Kramika puthaka malika – V N Bhatkande – Sangeet Karyalaya, Hataras
5. Sangeet Shastra parichaya-A.U.Patil, S H taralagatti, GB Awate, Prasarang KUD

Title of the Course: Tabla (OE)

Course Code:- 126BAB01MUSOEC03T

<u>OEC Tabla</u>	
Unit – 1 :	
Chapter No.1: learn to play basic bols of Tabla	
Chapter No. 2: Learn to play basic bols of Dagma	
Chapter No. 3: Learn to play different bols in Tabla	
Unit – 2 :	
Chapter No.4: Learn to play the following thekas a)Teental b) Zaptal	
Chapter No.5: Learn to play 2 Badal Thekas of following Talas a)Teental b) Zaptal.	
Chapter No.6: Learn to play a kayda in taal teental	
Unit – 3 :	
Chapter No.7: Learn to play teental kayda with four paltas ending with tihai.	
Chapter No.8: Learn to play Jhaptal Kayda with four platas ending with tihai.	
Chapter No.9: learn to play 2 Mukhdas in taal Teental	

Text Books References

1. Abhinav Tal Manjari – By Sathyanarayan Vashisth
2. Swara Kalpa Volume-1,2,3, Dr. Rohini Gangadhar, Nadaprasanga Publications, Shivadwait, Shivabasava Nagara, Sector-2, Belagavi-590009.
3. The Music of India-Sripasdh Bandopadhya-
D.B.Tanpurewale Sonsand co. pvt. ltd. Bombay
4. Nibaddha Sangeeth-Sangeet Karyalaya Hathras
5. Taal marthand- Laxmi narayan garage- Sangeet karyalaya hathras

OEC Offered by Department of Folklore

Course Title:- Nature of Folklore

Course Code:- 126BAB01FOLOEC01T

ಜಾನಪದ ಐಚ್ಛಿಕ ವಿಷಯದ ಪಠ್ಯಕ್ರಮ ಹಾಗೂ ಆಂತರಿಕ ಮತ್ತು ಥಿಯರಿ ಪರೀಕ್ಷಾ ವಿಧಾನವು ಮೊದಲ ವರ್ಷಕ್ಕಾಗಿ ಅಂದರೆ 2021-22ನೇ ಸಾಲಿನ ಮೊದಲ ಮತ್ತು ಎರಡನೆಯ ಸೆಮಿಸ್ಟರ್ ಜಾನಪದ ಐಚ್ಛಿಕ ವಿಷಯದ ಪಠ್ಯಕ್ರಮ ಹಾಗೂ ಪರೀಕ್ಷಾ ವಿಧಾನವು ಈ ಮುಂದಿನಂತಿರುತ್ತದೆ.

1. ಆಂತರಿಕ ಅಂಕಗಳ ಮಾದರಿ ಮತ್ತು ನೀಡುವ ವಿಧಾನ : ಸಮಗ್ರ ಮತ್ತು ನಿರಂತರ ಮೌಲ್ಯಮಾಪನ ಮಾದರಿಯನ್ನು ಅನುಸರಿಸಬೇಕಾಗಿರುತ್ತದೆ. ರಚನಾತ್ಮಕ ಮೌಲ್ಯಮಾಪನ (Formative Assessment) ಅಂತಿಮ ಹಂತದಲ್ಲಿ ಸಂಚಿತ ಮೌಲ್ಯಮಾಪನ (Summative Assessment) ಕ್ರಮದಂತೆ ಆಂತರಿಕ ಅಂಕಗಳನ್ನು ನಿರಂತರ ಮೌಲ್ಯಮಾಪನದ ವರದಿ ಮತ್ತು ಸಂಚಿತ ಮೌಲ್ಯಮಾಪನದ ವರದಿಯ ಆಧಾರದ ಮೇಲೆ ನೀಡುವುದು.

- ಪತ್ರಿಕೆ ಒಟ್ಟು 100 ಅಂಕಗಳು
- ಘಟಕ 1ರ (Component 1- C1) ನಿರಂತರ ಮೌಲ್ಯಮಾಪನಕ್ಕೆ 20 ಆಂತರಿಕ ಅಂಕಗಳು (ಸೆಮಿಸ್ಟರ್‌ನ ಮೊದಲೆರಡು ತಿಂಗಳು)
- ಘಟಕ 2ರ (Component 2- C2) ನಿರಂತರ ಮೌಲ್ಯಮಾಪನಕ್ಕೆ 20 ಆಂತರಿಕ ಅಂಕಗಳು (ಸೆಮಿಸ್ಟರ್‌ನ ನಂತರದೆರಡು ತಿಂಗಳು)
- ಸೆಮಿಸ್ಟರ್ ಅಂತ್ಯದ ಪರೀಕ್ಷೆಗೆ 60 ಅಂಕಗಳು.

The outline for continuous assessment activities for Component-1 (C1) and Component - 2 (C2) of a course shall be as under

Activities	C1	C2	Total Marks
Session Test	10% marks	10% marks	20%
Seminars/Presentations/Activity	10% marks		10%
Case study /Assignment / Field work / Project work etc.		10% marks	10%
Total	20% marks	20% marks	40%

Model Question Paper

Max Marks: 60 Max

Time: 2 hrs

- ಎಲ್ಲಾ ಘಟಕಗಳಿಂದ ಕನಿಷ್ಠ ಒಂದು ಪ್ರಶ್ನೆ ಇರುವಂತೆ ನೋಡಿಕೊಂಡು ಐದನ್ನು ಕೇಳಿ ಮೂರಕ್ಕೆ ಉತ್ತರಿಸಲು ಹೇಳುವುದು.
10X3=30
- ಎಲ್ಲಾ ಘಟಕಗಳಿಂದ ಕನಿಷ್ಠ ಒಂದು ಪ್ರಶ್ನೆ ಇರುವಂತೆ ನೋಡಿಕೊಂಡು ಐದನ್ನು ಕೇಳಿ ಮೂರಕ್ಕೆ ಉತ್ತರಿಸಲು ಹೇಳುವುದು.
5X3=15
- ಎಲ್ಲ ಘಟಕಗಳಿಂದ ಒಟ್ಟು ಐದು ಪ್ರಶ್ನೆಗಳನ್ನು ಕೇಳಿ (ಲಘು ಪ್ರಶ್ನೆ ಆಥವಾ ಟಿಪ್ಪಣಿ ಆಥವಾ ಸಂದರ್ಭದ ಸ್ವಾರಸ್ಯ ಆಥವಾ ಕಾವ್ಯದ ಆರ್ಥವ್ಯಾಖ್ಯಾನ, ಸಾರಾಂಶ) ಐದಕ್ಕೆ ಉತ್ತರಿಸಲು ಹೇಳುವುದು.
3X5=15

ಮೊದಲ ಸೆಮಿಸ್ಟರ್ BA Folklore (ಜಾನಪದ) Open Elective Course-1

ಪತ್ರಿಕೆ (ಪಿ.ಇ.ಸಿ) : ಜಾನಪದ ಸ್ವರೂಪ

ಘಟಕ 1 : ಜಾನಪದ ಅರ್ಥ, ಸ್ವರೂಪ ಹಾಗೂ ವ್ಯಾಪ್ತಿ

ಘಟಕ 2 : ಜನಪದ ಸಾಹಿತ್ಯ

1. ಗೀತ ಕಥನಗಳು
2. ಗದ್ಯ ಕಥನಗಳು
3. ಇತರೆ ಪ್ರಕಾರಗಳು

ಘಟಕ 3 : ಜನಪದಕಲೆ

1. ಪ್ರದರ್ಶನಾತ್ಮಕ ಕಲೆಗಳು
2. ರಂಗಭೂಮಿ ಕಲೆಗಳು
3. ಕರಕುಶಲ ಕಲೆಗಳು

ಘಟಕ 4 : ಇತರೆ ಸಂಪ್ರದಾಯಗಳು

1. ನಂಬಿಕೆ
2. ಸಂಪ್ರದಾಯ
3. ಆಚರಣೆ

ಪರಾಮರ್ಶನ ಗ್ರಂಥಗಳು :

1. ಚಕ್ರಿರೆ ಶಿವಶಂಕರ, ಜಾನಪದ ತಿಳುವಳಿಕೆ, ಸಾಗರ ಪ್ರಕಾಶನ, ಬೆಂಗಳೂರು-2008.
2. ರಾಗೌ, ಜನಪದ ಸಾಹಿತ್ಯ ರೂಪಕಗಳು, ತನುಮನ ಪ್ರಕಾಶನ, ಶ್ರೀರಾಂಪುರ ಬಡವಾಣಿ, ಮೈಸೂರು-1978.
3. ಸೋಮಶೇಖರ ಇಮ್ಮಾಪೂರ, ಜಾನಪದ ವಿಜ್ಞಾನ, ಚೇತನಾ ಪ್ರಕಾಶನ, ಶಿವಮೊಗ್ಗ-2015.
4. ಹಾ. ಮಾ. ನಾಯಕ, ಜಾನಪದ ಸ್ವರೂಪ, ಗೀತಾಂಜಲಿ ಪುಸ್ತಕ ಪ್ರಕಾಶನ, ಶಿವಮೊಗ್ಗ-2015.
5. ಸುದಂರಂ ಆರ್. ವಿ. ಎಸ್., ಜನಪದ ಸಾಹಿತ್ಯ ಪ್ರಕಾರಗಳು, ಪಬ್ಲಿಕೇಷನ್, ಡಿಸ್ಟ್ರಿಬ್ಯೂಟರ್ಸ್, ಬೆಂಗಳೂರು.
6. Alan Dundas, Essays in Folkloristics, Meerut Folklore Institute-1978.
7. Ben-Amos, Dan, **Folklore Genres**, Austin: University of Texas Press, 1976
8. Dorson Richard M, **Folklore and Folk life**, Chicago, Chicago University Press, 1972
9. Handoo Jawaharlal, **Folklore: An Introduction**, CILL, Mysore
10. Kenneth S Goldstein, **A Guide for Filed Workers in Folklore**, American Folklore Society, 1964
11. Nallur Prasad, **Janapada Karnataka**, Karnataka JanapadaYakshagana Academy, B.lore
12. American Folklore Centerer, **Folklife Fieldwork**, American Folklore Society-2016

OEC-1 Offered by Department of Marathi

Course Code: - 126BAB01MAROEC01T

Assessment

Total Marks for each course = 100%

Continuous assessment (C1) = 20% marks

Continuous assessment (C2) = 20% marks

Semester End Examination (C3) = 60% marks.

Discipline Specific Core / Discipline Elective / Open Elective MARATHI (DSC /DSE /OE)

QUESTION PAPER PATTERN WITOUT PRACTICAL

Qn. No.	Particulars		Marks	Total
Theory				
I	Objective Type Questions (Compulsory)	5 out of 5	02	10
II	Short Answer Questions	4 out of 6	05	20
III	Essay type Answer Questions	3 out of 5	10	30
TOTAL				60
Internal Assessment	IA Test (I & II)		20	40
	Assignment		10	
	Seminar/Activity/Presentation Etc.		10	
TOTAL				100

MARATHI (OE)

Title of the Subject/ Discipline : MARATHI			
Year	1	Course Code : OE -1 : MARATHI	Credits
Sem.	I	Course Title : Discipline : OE-1-मराठी साहित्य आणि कथा (Marathi Sahitya ani Natak) Text- 'नागीण' - चारुता सागर, साकेत प्रकाशन, औरंगाबाद (निवडक कथा) (नागीण, कुठं वाचता नसावी, दावं, ढोलगं, म्हस, न लिहिलेलं पत्र, पुंगी, वाट, दर्शन)	Total Hours
			3
			64
Formative Assessment Marks : 40		Summative Assessment Marks : 60	Duration of ESA: 4 Hrs.
Learning Outcomes	<ol style="list-style-type: none"> 1. To create and cultivate taste in Marathi Literature 2. To get acquainted to various movement in modern Marathi short story literature 3. To get major movement related to short story ,and works 4. To acquire literature sensibility for use of language in writers and various world views 5. To understand and to get the eternal life values 		
Unit No.	Course Content/ अभ्यासघटक	Suggested Pedagogy अध्यापनशास्त्र	Hours U/P/L
I	मराठी कथा : स्वरूप आणि वाटचाल	1.Lecture Method	12
II	कथाकार चारुता सागर	2. Assignment	13
III	'नागीण' मधील आशयविश्व	3. Individual and group presentation	13
IV	'नागीण' मधील व्यक्तिरेखा	4. Virtual mode	13
V	'नागीण' ची वाङ्मयीन गुणविशेष	5.PPT Presentation 6.Class Seminar 7.Visit to Zoo 8.Interview of animal lovers 9.Awareness of environment	13
Recommended Learning Resources			
Print Resources	<ol style="list-style-type: none"> 1. मराठी कथा : उगम आणि विकास - इंदुमती शेवडे, सोमय्या प्रकाशन, मुंबई 2. मराठी कथा : स्वरूप आणि परिसर - म. द. हातकर्णगलेकर 3. ग्रामीण : समाज आणि कथा साहित्य - डॉ. मनोहर सुरवाडे, सुगम प्रकाशन, अमरावती 4. मराठी ग्रामीण कथा - संपा. प्रा. अंबादास माडगूळकर / सूर्यकांत खांडेकर, ठोकळ प्रकाशन, पुणे 5. ग्रामीण साहित्य : स्वरूप आणि समस्या - आनंद यादव, मेहता पब्लिशिंग हाऊस, पुणे 6. मराठीतील कथा रूपे - रा. ग. जाधव, स्नेहवर्धन प्रकाशन, पुणे 		
Digital Resources	http://storymirror.com http://marathivishwakosh.org http://marathi.pratilipi.com http://mr.vikaspedia.in http://www.maayboli.com http://esahity.com		

OEC Offered by Department of Kannada

Course Code:- 126BAB01KANOE01T

ಕನ್ನಡ ವಿಷಯದ ಪಠ್ಯಕ್ರಮ ಹಾಗೂ ಆಂತರಿಕ ಮತ್ತು ಥಿಯರಿ ಪರೀಕ್ಷಾ ವಿಧಾನವು ಮೊದಲ ವರ್ಷಕ್ಕಾಗಿ ಅಂದರೆ 2021-22ನೇ ಸಾಲಿನ ಮೊದಲ ಮತ್ತು ಎರಡನೆಯ ಸೆಮಿಸ್ಟರ್ ಕನ್ನಡ ಐಚ್ಛಿಕ ವಿಷಯದ ಪಠ್ಯಕ್ರಮ ಹಾಗೂ ಪರೀಕ್ಷಾ ವಿಧಾನವು ಈ ಮುಂದಿನಂತಿರುತ್ತದೆ.

1. ಆಂತರಿಕ ಅಂಕಗಳ ಮಾದರಿ ಮತ್ತು ನೀಡುವ ವಿಧಾನ : ಸಮಗ್ರ ಮತ್ತು ನಿರಂತರ ಮೌಲ್ಯಮಾಪನ ಮಾದರಿಯನ್ನು ಅನುಸರಿಸಬೇಕಾಗಿರುತ್ತದೆ. ರಚನಾತ್ಮಕ ಮೌಲ್ಯಮಾಪನ (Formative Assessment) ಅಂತಿಮ ಹಂತದಲ್ಲಿ ಸಂಚಿತ ಮೌಲ್ಯಮಾಪನ (Summative Assessment) ಕ್ರಮದಂತೆ ಆಂತರಿಕ ಅಂಕಗಳನ್ನು ನಿರಂತರ ಮೌಲ್ಯಮಾಪನದ ವರದಿ ಮತ್ತು ಸಂಚಿತ ಮೌಲ್ಯಮಾಪನದ ವರದಿಯ ಆಧಾರದ ಮೇಲೆ ನೀಡುವುದು.

- ಪತ್ರಿಕೆ ಒಟ್ಟು 100 ಅಂಕಗಳು
- ಘಟಕ 1ರ (Component 1- C1) ನಿರಂತರ ಮೌಲ್ಯಮಾಪನಕ್ಕೆ 20 ಆಂತರಿಕ ಅಂಕಗಳು (ಸೆಮಿಸ್ಟರ್‌ನ ಮೊದಲೆರಡು ತಿಂಗಳು)
- ಘಟಕ 2ರ (Component 2- C2) ನಿರಂತರ ಮೌಲ್ಯಮಾಪನಕ್ಕೆ 20 ಆಂತರಿಕ ಅಂಕಗಳು (ಸೆಮಿಸ್ಟರ್‌ನ ನಂತರದೆರಡು ತಿಂಗಳು)
- ಸೆಮಿಸ್ಟರ್ ಅಂತ್ಯದ ಪರೀಕ್ಷೆಗೆ 60 ಅಂಕಗಳು.

The outline for continuous assessment activities for Component-1 (C1) and Component - 2 (C2) of a course shall be as under

Activities	C1	C2	Total Marks
Session Test	10% marks	10% marks	20%
Seminars/Presentations/Activity	10% marks		10%
Case study /Assignment / Field work / Project work etc.		10% marks	10%
Total	20% marks	20% marks	40%

Model Question Paper

Max Marks: 60 Max

1. ಪ್ರತಿ ಘಟಕದಿಂದ ಒಂದರಂತೆ ಐದನ್ನು ಕೇಳಿ ಮೂರಕ್ಕೆ ಉತ್ತರಿಸಲು ಹೇಳುವುದು.

Time: 2 hrs

10X3=30

2. ಪ್ರತಿ ಘಟಕದಿಂದ ಒಂದರಂತೆ ಐದನ್ನು ಕೇಳಿ ಮೂರಕ್ಕೆ ಉತ್ತರಿಸಲು ಹೇಳುವುದು.

5X3=15

3. ಎಲ್ಲ ಘಟಕಗಳಿಂದ ಒಟ್ಟು ಐದು ಪ್ರಶ್ನೆಗಳನ್ನು ಕೇಳಿ (ಲಘು ಪ್ರಶ್ನೆ ಅಥವಾ ಟಿಪ್ಪಣಿ ಅಥವಾ ಸಂದರ್ಭದ ಸ್ವಾರಸ್ಯ ಅಥವಾ ಕಾವ್ಯದ ಅರ್ಥವ್ಯಾಖ್ಯಾನ, ಸಾರಾಂಶ) ಐದಕ್ಕೆ ಉತ್ತರಿಸಲು ಹೇಳುವುದು.

3X5=15

Course Outcome

1 st Semester OEC-1	ಕನ್ನಡ ಸಣ್ಣಕತೆಗಳು OEC-1	ಕನ್ನಡಿಗರ ಸ್ವನಿರೀಲತೆಯ ಮೂಲಕ ಅಭಿವ್ಯಕ್ತವಾದ ಸಾಹಿತ್ಯ ಪ್ರಕಾರಗಳಲ್ಲಿ ಸಣ್ಣಕತೆಯು ಮಹತ್ವದ್ದಾಗಿದೆ. ಸಮಾಜದ ಪ್ರತಿಯೊಬ್ಬನಿಗೂ ನಿಲ್ಲುವ ಸಾಹಿತ್ಯವು ಕಥೆಗಳ ಮೂಲಕ ಸಮಕಾಲೀನ ಸಮಾಜಗಳನ್ನು ಅರ್ಥೈಸಿಕೊಳ್ಳುವುದು ಹಾಗೂ ಆ ಮೂಲಕ ಸಮಾಜಗಳನ್ನು ಪ್ರತಿರೋಧವನ್ನು ತೋರಿದ ರೀತಿಯನ್ನು ಸೂಕ್ತವಾಗಿ ಆವಲೋಕಿಸುವುದು ಹಾಗೂ ಸ್ವನಿರೀಲ ಬದುಕಿನಲ್ಲಿ ಕಲಾತ್ಮಕವಾಗಿ ಬದುಕಿನ ಹೋರಾಟಗಳು ರೂಪಗೊಂಡ ವಿನ್ಯಾಸವನ್ನು ಚರ್ಚಿಸುವುದು.
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ಕನ್ನಡ ಪಠ್ಯಕ್ರಮ

ಮೊದಲ ಸೆಮಿಸ್ಟರ್ ಮುಕ್ತ ಅಯ್ಕೆ (OEC-1)

ಕನ್ನಡ ಸಣ್ಣಕತೆಗಳು

ಪಠ್ಯಕ್ರಮ

ಸುವರ್ಣ ಕಥಾ ಸಂಕಲನ (ಸಂಪಾದಕರು ಕೃಷ್ಣಮೂರ್ತಿ ಹನೂರ ಮತ್ತು ಬಾನು ಮುಷ್ತಾಕ್) ದಲ್ಲಿಯ ಈ ಕೆಳಗಿನ ಕಥೆಗಳನ್ನು ಮಾತ್ರ ಆಯ್ದುಕೊಳ್ಳಲಾಗಿದೆ.

ಘಟಕ - 1

1. ಗೌತಮಿ ಹೇಳಿದ ಕಥೆ - ಮಾಸ್ತಿ ವೆಂಕಟೇಶ ಅಯ್ಯಂಗಾರ
2. ಜೋಗತಿಕಲ್ಲು - ಆನಂದಕಂದ
3. ಪ್ರಕೃತಿ - ಯು. ಆರ್. ಅನಂತಮೂರ್ತಿ

ಘಟಕ - 2

4. ಮಾಯಾಮೃಗ - ಕೆ. ಪಿ. ಪೂರ್ಣಚಂದ್ರ ತೇಜಸ್ವಿ
5. ಧರ್ಮ ಬಲೆ ಬೀಸಿದಾಗ - ಸಾರಾ ಅಬೂಬಕ್ಕರ್
6. ಒಂದು ಹುಡುಗನಿಗೆ ಬಿದ್ದ ಕನಸು - ಬೆಸಗರಹಳ್ಳಿ ರಾಮಣ್ಣ

ಘಟಕ - 3

7. ಬಸ್ಸು ಹೊರಟು ಹೋಯಿತು - ಮಲ್ಲಿಕಾರ್ಜುನ ಹಿರೇಮಠ
8. ಸತ್ಯಾಗ್ರಹ - ಶಾಂತಾರಾಮ ಸೋಮಯಾಜಿ
9. ಕಾಡಜ್ಜ - ರಾಘವೇಂದ್ರ ಪಾಟೀಲ

ಘಟಕ - 4

10. ಮಾಯಾಲೋಕ - ತುಂಬಾಡಿ ರಾಮಯ್ಯ
11. ಅಗಸರ ಅಣ್ಣಮ್ಮ - ಚನ್ನಣ್ಣ ವಾಲೀಕಾರ
12. ಅಳಬೇಡ ಕಂದ - ನಾಗತಿಹಳ್ಳಿ ಚಂದ್ರಶೇಖರ್

ಘಟಕ - 5

13. ಮಣ್ಣಸೇರಿದ ಬೀಜ - ಅಮರೀಶ ನುಗಡೋಣಿ
14. ತಾಯ್ತನ - ಹೆಚ್. ನಾಗವೇಣಿ
15. ಮಗು ಚಿತ್ರ ಬರೆಯಿತು - ಸುನಂದಾ ಪ್ರಕಾಶ ಕಡಮೆ

ಪರಾಮರ್ಶನ ಗ್ರಂಥ :

1. ಸುವರ್ಣ ಕಥಾ ಸಂಕಲನ, ಸಂ. ಕೃಷ್ಣಮೂರ್ತಿ ಹನೂರ ಮತ್ತು ಬಾನು ಮುಷ್ತಾಕ್, ಕನ್ನಡ ಮತ್ತು ಸಂಸ್ಕೃತಿ ಇಲಾಖೆ, ಕನ್ನಡ ಭವನ, ಬೆಂಗಳೂರು-56002, ಪ್ರಕಟಣೆಯ ವರ್ಷ-2006.

OEC Offered by Department of English

Year	2023	Course Code:- 126BAB01ENGOEC01T	Credits	3
Sem.	I	Course Title: Functional English, Grammar and Study Skills	Hours	3
Course Pre-requisites, if any		NA		
Formative Assessment Marks: 40		Summative Assessment Marks: 60		
Course Outcomes	<p>At the end of the course the student should be able to:</p> <ol style="list-style-type: none"> 1. Acquire the LSRW (Listening, Speaking, Reading, and Writing) skills. 2. Acquire the skills of creativity to express one's experiences. 3. Develop the critical thinking skills. 4. Become employable with requisite professional skills and values 			
Unit No.	Course Content		Suggested Pedagogy	60 Hours
Unit I	<p>Functional English Grammar</p> <ol style="list-style-type: none"> 1. Grammar of Spoken and Written English 2. Basic Sentence Patterns in English – Analysis of Sentence Patterns (SVO, SV, SVOC, SVOA, SVOA/C) 3. Functions of Various Types of Phrases: Noun Phrases, Verb Phrases, Adjective Phrases, Adverbial Phrases, Prepositional Phrases 4. Functions of Clauses: Noun Clause, Adjective Clause and Adverbial Clause and Prepositional Clauses 5. Verbs – Tense and Aspects, Modal Verbs, Functions and Uses 		Lectures Tutorials Group Discussion	20 hrs
Unit II	<p>Writing Skills</p> <ol style="list-style-type: none"> 1. Writing as a Skill – Its Importance, Mechanism of Writing, Words and Sentences, Paragraph as a Unit of Structuring the Whole Text, Analysis of Paragraph 2. Functional Uses of Writing: Personal, Academic and Business 3. Writing Process: Planning a Text, Finding Materials, Drafting, Revising, Editing, Finalising Draft 4. Models of Writing: Expansion of Ideas, Dialogue Writing, Drafting an Email 		Lectures Tutorials Group Discussion	20 hrs
Unit III	<ol style="list-style-type: none"> 1. Meaning and Process of Reading 2. Strategies and methods to Improve Reading Skill 3. Sub-skills of Reading: Skimming, Scanning, Extensive Reading, Intensive Reading 		Lectures Tutorials Group Discussion Role Play	20 hrs
Recommended Learning Resources				
Print Resources	<ol style="list-style-type: none"> 1. Geoffrey Leech and Svartik. Communicative Grammar of English, Pearson 2. Geoffrey Leech. English Grammar for Today, Palgrave 3. Prasad P. The Functional Aspects of Communicative Skills. 4. Leena Sen. Communication Skills, Princeton Hall 5. Vandana Singh. The Written Word, OUP 			

**Digital
Resources**

<http://orelt.col.org/module/unit/4-grammar-improving-composition-skills>
https://www.academia.edu/26724441/A_Concise_Grammar_for_English_Language_Teachers.
<https://www.efluniversity.ac.in/EnglishPro.php>
<https://www.britishcouncil.in/>.

Assessment

Total Marks for each course = 100%

Continuous assessment (C1) = 20% marks

Continuous assessment (C2) = 20% marks

Semester End Examination (C3) = 60% marks

Question Paper Pattern

1. Very Short Answer Questions on all sections **10x2 = 20 Marks**

2. Four Short Notes on all sections **4x5 = 20 Marks**

3. Close Test **10x1= 10 Marks**

4. Short notes (Questions on dialogue and expansion of an idea) **2x5 = 10 Marks**

Total: **60**

OEC Offered by Department of Hindi

**BA with One Major and One Minor / Without Practical Discipline
Specific Core / Discipline Elective / Open Elective HINDI (DSC /DSE
/OE)**

QUESTION PAPER PATTERN WITOUT PRACTICAL

Qn. No.	Particulars		Marks	Total
I	Objective Type Questions (Compulsory)	10 out of 12	01	10
II	Short Answer Questions	5 out of 7	02	10
III	Essay type Answer Questions	2 out of 4	10	20
IV	Short Answer Questions	4 out of 6	5	20
Total				60
Internal Assessment	1st Interenal Test		10	40
	2nd Interenal Test		10	
	Assignment		10	
	Attendance		10	
	Total			

Course Code:- 126BAB01HINOEC01T

Title of the Subject/Discipline : A1 संभाषण कला तथा चलचित्र लेखन				
Year	1	Course Code : OE-1-HINDI (B.A./B.Com./ B.Sc./ B.B.A./ B.S.W/C.C.J)	Credits	3
Sem.	1	Course Title/Discipline :-> संभाषण कला तथा चलचित्र लेखन	Hours	4
Formative Assessment Marks :30 Summative Assessment Marks :70 Duration of ESA :64 hrs.				
Learning Outcomes	1. छात्रों में अंतर्निहित संप्रेषण एवं बोलने की कला का विकास होगा। 2. व्यक्तित्व विकास होगा। 3. मानक उच्चारण का अभ्यास होगा। 4. संभाषण कला के विविध रूपों का ज्ञान होगा। 5. सिनेमा में रोजगार के अवसरों से परिचित होंगे। 6. हिंदी के विविध मौखिक रूपों का प्रयोग होगा। 7. हिंदी सिनेमा समीक्षा कर सकेंगे।			
Unit No.	Course Content		Suggested Pedagogy	Hours L/P/L
Unit I	संभाषण के विविध रूप : वार्तालाप, व्याख्यान, वाद-विवाद, जनसंबोधन		1. कक्षा व्याख्यान	16
Unit II	संभाषण कला के अन्य रूप : उद्घोषणा कला (announcement), आँखों देखा हाल (commentry), संचालन (anchoring)		2. संवाद एवं बहस 3. सामूहिक चर्चा	16
Unit III	हिंदी सिनेमा का विकास, बॉलिवूड का फिल्म उद्योग		4. रचनात्मक अभिव्यक्ति	16
Unit IV	सिनेमा समीक्षा - 1) बागवान (निर्देशक : रवि घोषा) 2) नीरजा (निर्देशक : राम माधवानी) 3) दंगल (निर्देशक : नितेन तिवारी) 4) सुपर-30 (निर्देशक : विकास बहल) 5) शेरशाह (निर्देशक : विष्णुवर्धन)		5. आई सी टी का प्रयोग 6. यू ट्यूब चॅनेल का प्रयोग	16
Recommended Learning Resources				
Print Resources	1. भाषण कला : डॉ. महेश शर्मा, ज्ञान गंगा, दिल्ली 2. सिनेमा-कल आज और कल : विनोद भारद्वाज			
Digital Resources	https://hindi.mapsofindia.com/my-india/history/history-of-indian-cinema https://hindi.webdunia.com/article/know-the-institute/फिल्मों-में-कैरियर-की-असीम-संभावनाएं-111112300078_1.htm			

OEC-1 Offered by Urdu Department

Course Code:- 126BAB01URDOEC01T
URDU (OEC)

Year	I	Title of the subject/discipline: URDU	Credit	03
Sem.	I	OE- URDU اردو ادب اور ڈرامہ: Discipline : Title Course (Urdu Adab aur Drama) Text: Urdu Main Darama Nigari - Syed Badshah Hussain – Publishe by Education Book House Aligarh	Total Hours	64
Formative Assessment Marks: 40		Summative Assessment Marks: 60	Duration of ESA: 4 Hrs.	
Outcomes:	1. Brief Knowledge about Urdu Language 2. Brief Knowledge about Urdu Literature 3. Development of Urdu Reading & Writing Skills			
Unit No.	Course Content Urdu Adab Aik TarooF		Suggested Pedagogy	Hours U/P/L
Unit I	Dastaan 1) Dastaan ki tareef 2) Dastaan ka aagaz wa irtaqa 3) Dastan ki ajajaye tarkibi		i) Lecture method, ii) Assignments, iii) Individual and Group Presentations and activities iv) Virtual Mode v) Power Point Presentation	12
Unit II	Navel: 1) Navel ka aagaz wa irtaqa 2) Navel ki ajajaye tarkibi 3) Palat, Kirdar, Makalma, Kirdar nigari, Qaseeda wagaira			13
Unit III	Afsana: 1) Afsane ki tareef 2) Afsane ka aagaz 3) Afsane ky ajajaye tarkibi (Plat, Kirdar, Qasida, Zaman wa Makan, Pas Manzar wagaira)			13
Unit IV	Darama: 1) Darama ki tareef 2) Darama ka aagaz wa irtaqa 3) Darama ki ajajaye tarkibi (Qaseeda, Kirdar, Naqs Mauzo, Makalmo, Mausiqui, Basari mawad, Stage)			13
Unit V	Khaka Nigari: 1) Khakanigari ki tareef wa irtaqa 2) Khakanigari ka fun 3) Khakanigari ki ajajaye tarkibi (Ikhtesar, Wahadat Tasir, Kirdarnigari, Waqiyaniigari, Manzar kashi, Zuban wa Bayan)			13
Recommended Learning Resources				

Print Resources	<ol style="list-style-type: none"> 1. Urdu Zaban aur Fun-e-Dastan goi, Kalimuddin Ahmed 2. Bisavin Sadi Main Urdu Navel, Dr. Yusuf Sarmast 3. Urdu Navel Azadi ke bad, Dr. Aslam Azad 4. Urdu Adab main Khaka Nigari, Sabera Sayeed 5. Urdu Main Darama Nigari, Syed Badshah Hussain 6. Urdu Afsane ki Riwayat, Mirza Hamid Baig
Digital Resources	<ol style="list-style-type: none"> 1. http://www.urdubazar.com 2. http://www.rekhta.org 3. http://kitabghar.com

**B.A. with One Major and One Minor / Without
Practical Discipline Specific Core / Discipline
Elective / Open Elective URDU (DSC /DSE /OE)**

QUESTION PAPER PATTERN (WITOUT PRACTICAL)

Qn. No.	Particulars		Marks	Total
Theory				
I	Objective Type Questions (Compulsory)	5 out of 5	02	10
II	Short Answer Questions	4 out of 6	05	20
III	Essay type Answer Questions	3 out of 5	10	30
TOTAL				60
Internal Assessment	IA Test		20	40
	Assignment		10	
	Seminar/Activity/ Presentation Etc.		10	
TOTAL				100

OEC-1 Offered by Arabic Department

Course Code:- 126BAB01ARAOEC01T

ARABIC (OE)

		Title of the subject/Discipline: ARABIC	Credit	03
Year	I			
Sem.	I	Corse Code: OE -1- Arabic Corse Title: Discipline: OE-1- تعريف اللغة العربية (Introduction of Arabic Language) Text: دروس اللغة العربية لغير الناطقين بها لدكتور ف عبد الرحيم – اسلامك فاونديشن ثرسث - جنائ	Total Hours	64
Formative Assessment Marks: 40		Summative Assessment Marks: 60	Duration of ESA: 4 Hrs	
Learning Outcomes	1. Brief Knowledge about Arabic Language 2. Brief Knowledge about Arabic Literature 3. Development of Arabic Reading & Writing Skills 4. Communication in Arabic Language 5. Development of Translation Skills			
Unit No.	Course Content	Suggested Pedagogy	Hours U/P/L	
Unit I	دروس اللغة العربية لغير الناطقين بها (الجزء الأول – كاملا)	i) Lecture method,	12	
Unit II	سورة القمر، سورة العلق	ii) Assignments,	13	
Unit III	حق الأم، العلم والأخلاق، الساعة، الشيخ الهرم، نابتة البلاد	iii) Individual and Group Presentations and activities	13	
Unit IV	العصر الأموي (الأدب الإسلامي)	iv) Virtual Mode	13	
Unit V	الجملة المفيدة، أجزاء الجملة، الفعل الماضي، الفعل المضارع	v) Power Point Presentation	13	
Recommended Learning Resources				
Print Resources	1- دروس اللغة العربية لغير الناطقين بها (الجزء الأول) لدكتور ف عبد الرحيم 2- القرآن الكريم 3- تاريخ الأدب العربي للأستاذ أحمد حسن الزيات 4- النحو الواضح (الجزء الأول) لطي الجارم ومصطفى أمين 5- مختارات الأدب لزيدان بدران			
Digital Resources	1. http://www.almaany.com 2. http://naseemalsham.com 3. http://m.marefa.org			

**BA with One Major and One Minor / Without Practical
Discipline Specific Core / Discipline Elective / Open Elective
ARABIC (DSC /DSE /OE)**

QUESTION PAPER PATTERN WITOUT PRACTICAL

Qn. No.	Particulars		Marks	Total
Theory				
I	Objective Type Questions (Compulsory)	5 out of 5	02	10
II	Short Answer Questions	4 out of 6	05	20
III	Essay type Answer Questions	3 out of 5	10	30
	Total			60
Internal Assessment	IA Test		20	40
	Assignment		10	
	Seminar/Activity/ Presentation Etc.		10	
	TOTAL			100

OEC-1 Offered by Department of Sanskrit

Course Title:- Samskruta Bhasha Kalike

Course Code:- 126BAB01SANOE01T

ಸಂಸ್ಕೃತ ಐಚ್ಛಿಕ ವಿಷಯದ ಪಠ್ಯಕ್ರಮ ಹಾಗೂ ಆಂತರಿಕ ಮತ್ತು ಥಿಯರಿ ಪರೀಕ್ಷಾ ವಿಧಾನವು ಮೊದಲ ವರ್ಷಕ್ಕಾಗಿ ಅಂದರೆ 2021-22ನೇ ಸಾಲಿನ ಮೊದಲ ಮತ್ತು ಎರಡನೆಯ ಸೆಮಿಸ್ಟರ್ ಸಂಸ್ಕೃತ ಐಚ್ಛಿಕ ವಿಷಯದ ಪಠ್ಯಕ್ರಮ ಹಾಗೂ ಪರೀಕ್ಷಾ ವಿಧಾನವು ಈ ಮುಂದಿನಂತಿರುತ್ತದೆ.

1. ಆಂತರಿಕ ಅಂಕಗಳ ಮಾದರಿ ಮತ್ತು ನೀಡುವ ವಿಧಾನ : ಸಮಗ್ರ ಮತ್ತು ನಿರಂತರ ಮೌಲ್ಯಮಾಪನ ಮಾದರಿಯನ್ನು ಅನುಸರಿಸಬೇಕಾಗಿರುತ್ತದೆ. ರಚನಾತ್ಮಕ ಮೌಲ್ಯಮಾಪನ (Formative Assessment) ಅಂತಿಮ ಹಂತದಲ್ಲಿ ಸಂಚಿತ ಮೌಲ್ಯಮಾಪನ (Summative Assessment) ಕ್ರಮದಂತೆ ಆಂತರಿಕ ಅಂಕಗಳನ್ನು ನಿರಂತರ ಮೌಲ್ಯಮಾಪನದ ವರದಿ ಮತ್ತು ಸಂಚಿತ ಮೌಲ್ಯಮಾಪನದ ವರದಿಯ ಆಧಾರದ ಮೇಲೆ ನೀಡುವುದು.

- ಪತ್ರಿಕೆ ಒಟ್ಟು 100 ಅಂಕಗಳು
- ಘಟಕ 1ರ (Component 1- C1) ನಿರಂತರ ಮೌಲ್ಯಮಾಪನಕ್ಕೆ 20 ಆಂತರಿಕ ಅಂಕಗಳು (ಸೆಮಿಸ್ಟರ್‌ನ ಮೊದಲೆರಡು ತಿಂಗಳು)
- ಘಟಕ 2ರ (Component 2- C2) ನಿರಂತರ ಮೌಲ್ಯಮಾಪನಕ್ಕೆ 20 ಆಂತರಿಕ ಅಂಕಗಳು (ಸೆಮಿಸ್ಟರ್‌ನ ನಂತರದೆರಡು ತಿಂಗಳು)
- ಸೆಮಿಸ್ಟರ್ ಅಂತ್ಯದ ಪರೀಕ್ಷೆಗೆ 60 ಅಂಕಗಳು.

The outline for continuous assessment activities for Component-1 (C1) and Component -2 (C2) of a course shall be as under

Activities	C1	C2	Total Marks
Session Test	10% marks	10% marks	20%
Seminars/Presentations/Activity	10% marks		10%
Case study /Assignment / Field work / Project work etc.		10% marks	10%
Total	20% marks	20% marks	40%

Model Question Paper DSC and OEC

Max Marks: 60 Max

Time: 2 hrs

- ಐದು ಪ್ರಶ್ನೆಗಳನ್ನು ಕೇಳಿ ಮೂರಕ್ಕೆ ಉತ್ತರಿಸಲು ಹೇಳುವುದು. 10X3=30
- ಐದು ಪ್ರಶ್ನೆಗಳನ್ನು ಕೇಳಿ ಮೂರಕ್ಕೆ ಉತ್ತರಿಸಲು ಹೇಳುವುದು. 5X3=15
- ಏಳು ಪ್ರಶ್ನೆಗಳನ್ನು ಕೇಳಿ (ಲಘು ಪ್ರಶ್ನೆ ಅಥವಾ ಟಿಪ್ಪಣಿ ಅಥವಾ ಸಂದರ್ಭದ ಸ್ವಾರಸ್ಯ ಅಥವಾ ಕಾವ್ಯದ ಅರ್ಥವ್ಯಾಖ್ಯಾನ, ಸಾರಾಂಶ) ಐದಕ್ಕೆ ಉತ್ತರಿಸಲು ಹೇಳುವುದು. 3X5=15

Discipline Elective(DSE) / Open Elective (OE)	Max Marks	
	Theory	IA
OE-1 (3) Samskruta Bhasha Kalike Ed: Dr. N S Suresh	60	40

OEC Offered by Department of Physical Education

***Curriculum**

Name of the Degree Program: BA/BSc/BCom/BBA/BCA & all other UG Courses

- 1. Open Electives: 03 Credits each (BA/BSc/BCom/BBA/BCA & all other UG Courses)*
- 2. Skill Enhancement Courses: 01 Credit each (BA/BSc/BCom/BBA/BCA & all other UG Courses)*

Starting Year of Implementation: 2023-24

Aims & Objectives:

- To bring the Physical Education, Sports and Yoga awareness among the students. To encourage every student, to actively participate at least in any one form of physical activity.
- To work their optimal level of Physical Fitness.
- To develop the individual as a fit citizen in the society.
- To enhance the mass participation.
- To get knowledge in different sport, Games, Athletics and Yoga.
- To Develop the activities required for organizing Physical Education, sports and Yoga.
- To acquire knowledge about yoga & physical exercises.
- To initiate job oriented training and certificate courses for students in various training program. (Gym instructor, yoga instructor, coaching of various sports/games etc.)

Program Outcomes:

Physical Education, sports and Yoga are very wide subjects in which biological, psychological, physical, health and functional aspects of sports and body are studied. It is noteworthy that it is such a subject with the help of which human body both internally and externally can be kept healthy. Students will definitely be able to discharge duties towards themselves and society through these subjects. Under these subjects, the students can demonstrate excellently their skills and perfection particularly in sports ability, management, leadership, health plan, event management, sports budgeting, physiology, teaching methods, sports psychology and research along with getting information regarding to the importance of Physical Education, Sports and Yoga for Students.

Opportunities after completion of the course

1. Students acquire the knowledge of Physical Education, Sports and Yoga and understand the purpose and its development
2. Student will learn theoretical and practical aspects of game of his choice to apply at various levels for teaching, learning and coaching purposes efficiently
3. Student acquire the knowledge of opted games, sports and yoga and also learn the technical and tactical experience of the same.
4. The students to be entrepreneur to start their own fitness center, gym, etc for different genders and age groups at all level
5. The students are enable to officiate, supervise and organize various sports events.
6. Student will learn to apply the knowledge of managing the fitness equipment's
7. Student will learn to apply knowledge of Physical fitness and exercise management to lead better quality life
8. The student will earn and contribute on fitness management and fitness diet.
9. Students will understand and learn different dimension of active lifestyle
10. The student will gain knowledge of professional preparation In Physical Education, Sports and Yoga
11. Students will be able to assess the Physical Fitness in Scientific way
12. The students will be able to continue professional courses and research in Physical Education, sports and yoga.

Assessment

Weightage for Assessments

Semester-I				
Open Electives (BA/BSc/BCom/BBA/BCA & all other UG Courses)				
Course Theory Instructions & Demonstration	Papers	Credits	No. of Teaching Hours/Week	Total Marks/ Assessment
PET-OE1-1 PET-OE1-2				60 (40+20)
Theory	Yoga & Fitness/	1	1	
PEP-OE1/2	Sports & Recreation			
Practical's		2	4	40 (20+20)
Total		3	3(5)	100
<i>Note: For Open Electives the No: of Credits for Practical's & Theory shall be altered as per requirement.(1 Theory+2Practical or 2 Theory+1 Practical)</i>				
Semester-1 Skill Enhancement Courses (SEC) ValueBased-1Physical EducationandYoga-1 (BA/BSc/B.Com/BBA/BCA&all other UG Courses)				
Course Theory Instructions & Demonstration	Paper	Credits	No. of Teaching Hours/Week	Total Marks/ Assessment
PEP-SEC1-1 Practical	Physical Education and Yoga-1	1	2	25
Total		1	2	25
Skill Enhancement Courses(SEC) Value Based-2 Health and Wellness (BA/BSc/B.Com/BBA/BCA&all other UG Courses)				
PET-SEC1-2 Practical Instructions & Demonstrations	Health and Wellness	1	2	25
Total		1	2	25 (IA)

Note: As Health & Wellness components include more of fitness components and Wealth & wellness is a component of physical education curriculum, HEALTH AND WELLNESS paper shall mandatorily handled by Physical Education professionals only. Instructions & Demonstrations to be given wherever necessary in HEALTH AND WELLNESS.

References

1. Ajith „Yoga pravesha“ Rashtrtana parishad Bangalore
2. B K S Iyengar „Light on Yoga“ Rashtrtana parishad Bangalore
3. B.K.S.Iyengar „Yoga the path to holistic Health“, Dorling Kindersley Delhi 2001
4. Leslie Kaminoff, Amy Matthews „Yoga Anatomy“ Human Kinetics U.S.A. 2007
5. Muller, J. P.(2000). Health, Exercise and Fitness. Delhi: Sports
6. Swami Sachidananda „the yoga sutras of Pathanjali Integral yoga Publications 2012.

Title of the Course: Sports and Recreation (OEC)

Course Code:- 126COM01PHYOEC02B

Content of Theory Course

Theory1 <ul style="list-style-type: none">• Meaning, Definition and Concept of Fitness and Recreation · Objectives, Characteristics and Principles of Fitness and Recreation• Importance, Purpose, Benefits of Fitness and Recreation · Types of Recreation• Recreation through Sports and Games• Use of Leisure Time Activities and their educational values	14
Practical <ul style="list-style-type: none">• Traditional, Folk and Indigenous Games• ·K8Three Days outdoor camp and Hiking• ·Cycling ,tie up with District/State Association• ·Visit to Recreational Clubs	56
Formative Assessment	
Assessment type	Weightage in Marks
Theory	Theory - 40 Marks Internal-20 Marks
Practicals	Practical - 20 Marks Internal-20 Marks
Total	100Marks

References

1. Bucher.C.A (1979) foundation of Physical Education (5thedition Missouri CV Mosby Co.)
2. Coalter, F. (2013) Sport for Development: What game are we playing? Routledge.
3. Puri .k. Chandra S.S (2005) "Health and Physical Education" New Delhi: Surjeet Publication
4. Thomas D Fahey and others. Fit and well: 6th Edition New York: McGraw Hill Publishers, 2005

Recommendations

1. The various papers in the subject of Physical Education, Sports and Yoga of undergraduate programmes, in core discipline, specific discipline elective, Health Education and Skill Enhancement Courses, shall be taught (theory and practicals) by Physical Education Faculty, qualified as per the UGC guidelines.
2. Physical Education Faculty shall be enriched with additional knowledge through short term courses/workshops/refresher/orientation/training programmes as per requirements.
3. Health and Wellness (Value based paper under SEC) paper shall be taught by Physical Education Faculty only.
4. Appropriate Sporting and Yoga infrastructure and necessary Books/reference materials shall be ensured at all Higher Education Institutions (HEIs).
5. Recruitment of Faculty shall be ensured in all Government, Aided, Constituent and Private HEIs.
6. Open Elective Papers and Skill Enhancement Papers in Physical Education, Sports and Yoga shall be made available in all HEIs across all UG Programs (Arts, Science & Commerce, i.e. BA/BSc/BCom/BBA/BCA & all other UG Courses) starting from the academic year 2023-24.
7. The existing work load of the Physical Education Faculty for preparing colleges sports teams (training and coaching hours) for University/State/National level competitions shall also be considered along with the workload of papers made available under NEP.
8. Along with Discipline Specific Core papers, appropriate measures shall be ensured to conduct practical and theory assessments for Open Electives and skill enhancement courses.

Model Question Paper
Scheme of Evaluation Open Elective

Maximum Marks: 40

Time : 90 Minutes

Instructions:

1. Answer any FIVE questions in the Part-A, each question carries 2 marks.
2. Answer any FOUR questions in the Part-B, each question carries 5 marks.

PART – A

I. Answer any FIVE questions 10x2 Marks = 20 Marks

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.
- 9.
- 10.
- 11.
- 12.

PART – B

II. Answer any FOUR questions 4x5Marks = 20 Marks

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

**OPEN ELECTIVE COURSES
FOR THE
SECOND SEMESTER**

-: NOTE:-

The Students Have to Opt the OEC of Their Interest Other Than Their Respective Streams/Subjects

Semester II								
Sl. No.	Course Code	Title Of The Course	Category Of Course	Teaching Hrs/Week (L+T+P)	SEE	CIE	Total Marks	Credits
AGRICULTURE MARKETING								
1	126BAB02AGROEC04T	Contemporary Indian Economy	OEC	3+0+0	60	40	100	3
2	126BAB02AGROEC05T	Sustainable Development	OEC					
3	126BAB02AGROEC06T	Economics of Business Environment	OEC					
ECONOMICS								
1	126BAB02ECOEC04T	Contemporary Indian Economy	OEC	3+0+0	60	40	100	3
2	126BAB02ECOEC05T	Sustainable Development	OEC					
3	126BAB02ECOEC06T	Economics of Business Environment	OEC					
EDUCATION								
1	126BAB02EDUOEC02T	ICT In Education	OEC	3+0+0	60	40	100	3
GEOGRAPHY								
1	126BAB02GEGOEC05T	Introduction To Human Geography	OEC	3+0+0	60	40	100	3
2	126BAB02GEGOEC06T	Fundamentals Of Natural Disasters						
3	126BAB02GEGOEC07T	Climate Change: Vulnerability And Adaptation						
4	126BAB02GEGOEC08T	Basics Of GIS						
SOCIAL WORK								
1	126BAB02SOWOEC03T	Basics Of Psychology For Social Work Practice	OEC	3+0+0	60	40	100	3
2	126BAB02SOWOEC04T	Life Skills Education	OEC					
STATISTICS								
1	126BAB02STAOEC02T	Statistical Methods	OEC	3+0+0	60	40	100	3
HISTORY								

1	126BAB02HISOEC03T	Cultural History Of Karnataka (CE11 To CE 1750)	OEC	2+1+0	60	40	100	3
2	126BAB02HISOEC04T	Manuscriptology						
PHILOSOPHY								
1	126BAB02PHIOEC02T	CRITICAL THINKING AND DECISION MAKING	OEC	3+0+0	70	30	100	3
POLITICAL SCIENCE								
1	126BAB02POLOEC02T	Indian Polity: Issues And Concerns	OEC	3+0+0	60	40	100	3
PSYCHOLOGY								
1	126BAB02PSYOEC02T	Psychology And Mental Health	OEC	3+0+0	60	40	100	3
SOCIOLOGY								
1	126BAB02SOCOEC04T	Society Through Gender Lens	OEC	3+0+0	60	40	100	3
2	126BAB02SOCOEC05T	Social Development In India						
3	126BAB02SOCOEC06T	Sociology Of Health Care						
JOURNALISM AND MASS COMMUNICATION								
1	126BAB02JOUOEC02T	Photo Journalism	OEC	3+0+0	60	40	100	3
CRIMINOLOGY AND FORENSIC SCIENCE								
1	126BAB02CRIOEC03T	SOCIAL PROBLEMS AND CRIME	OEC	4+0+0	60	40	100	3
2	126BAB02CRIOEC04T	FINGERPIRNT SCIENCE	OEC	4+0+0	60	40	100	3
MUSIC								
1	126BAB02MUSOEC04T	Vocal	OEC	3+0+0	60	40	100	3
2	126BAB02MUSOEC05T	Sitar						
3	126BAB02MUSOEC06T	Tabla						
FOLKLORE								
1	126BAB02FOLOEC02T	Interdisciplinary In Folklore	OEC	3+0+0	60	40	100	3
MARATHI								
1	126BAB02MAROE	Marathi Sahitya ani Kadambari	OEC	4+0+0	60	40	100	3

	C02T								
KANNADA									
1	126BAB02KANOEC 02T	ಕನ್ನಡ ಕಾದಂಬರಿಗಳು	OEC	3+0+0	60	40	100	3	
ENGLISH									
1	126BAB02ENGOEC 02T	Critical Thinking	OEC	3+0+0	60	40	100	3	
HINDI									
1	126BAB02HINOEC 02T	Social Media And Hindi	OEC	4+0+0	70	30	100	3	
URDU									
1	126BAB02URDOEC 02T	Shayari aur Drama	OEC	4+0+0	60	40	100	3	
ARABIC									
1	126BAB02ARAOEC 02T	Introduction of Arabic Literature	OEC	3+1+0	60	40	100	3	
SANSKRIT									
1	126BAB02SANOEC 02T	Sanskrita Subhashita Parichaya	OEC	3+0+0	60	40	100	3	
PHYSICAL EDUCATION									
1	126COM02PHYOE C03B	Physical Fitness For Career	OEC	1+0+4	60	40	100	3	
2	126COM02PHYOE C04B	Sports Event Management							

OEC Offered by Department of Agricultural Marketing

Course Title: Contemporary Indian Economy

Course Code:- 126BAB02AGROEC04T

Name of the Course: OE 2.1 Contemporary Indian Economy		
Course Credits	Duration of ESA/Exam	Total No. of Teaching Hours
3 Credits	3Hrs	42 Hrs
Formative Assessment Marks: 40		Summative Assessment Marks: 60
<p>Course Outcomes: At the end of the course the student should be able to</p> <ul style="list-style-type: none"> • Understand the current problems of Indian Economy • Identify the factors contributing to the recent growth of the Indian economy • Evaluate impact of LPG policies on economic growth in India • Analyze the sector specific policies adopted for achieving the aspirational goals • Review various economic policies adopted 		
Units	Syllabus	Teaching Hours 42
Unit-I	LPG POLICIES, ECONOMIC REFORMS AND AGRICULTURE:	14
	<p>Chapter No. 1 Recent Issues</p> <ul style="list-style-type: none"> • Genesis and Impact of LPG • India's population policy • Demographic Dividend • India's human development in global perspective <p>Chapter No. 2 Urbanization and governance</p> <ul style="list-style-type: none"> • Urbanization and Smart City Mission • Informal sector • Impact of COVID-19 Pandemic • Atma Nirbhara Bharat Abhiyan <p>Chapter No. 3 Economic Reforms and Agriculture</p> <ul style="list-style-type: none"> • Agriculture and WTO • Price policy and Subsidies • Commercialization and Diversification • Public Distribution System • Impact of public expenditure on agricultural growth • Agrarian Crisis, Doubling Farm Incomes, MGNREGS <p>Practicum:</p> <p>3. Mini-project to ascertain the impact of pandemic on lives of different sections of population</p> <p>4. Field visits to understand the agrarian situation</p>	4 4 6
Unit-II	INDUSTRY, BUSINESS, FISCAL POLICY	14
	<p>Chapter No. 4. Industrial Policy</p> <ul style="list-style-type: none"> • New Industrial Policy and changes • Public sector reform • Privatization and Disinvestment • Competition Policy <p>Chapter No. 5. Business</p> <ul style="list-style-type: none"> • Ease of Doing Business • Performance of MSMEs • Role of MNC's in Industrial Development • Make in India, development of economic and social infrastructure • National Monetization Pipeline <p>(The teacher should include the latest policy of the government)</p>	4 5

	Chapter No. 6. Fiscal Policy <ul style="list-style-type: none"> • Tax, Expenditure, Budgetary deficits • Pension and Fiscal Reforms • Public debt management and reforms • Fiscal Responsibility and Budget Management (FRBM) Act • GST, Fiscal Federalism and Fiscal Consolidation • Recommendations of the Current Finance Commission Practicum: Mini-projects to assess the business climate	5
Unit III	MONETARY POLICY, FOREIGN TRADE AND INVESTMENT	14
	Chapter No. 7 Monetary Policy <ul style="list-style-type: none"> • Organization of India's money market • Financial sector reforms • Interest rate policy • Review of monetary policy of RBI Chapter No. 8. Money and Capital Markets <ul style="list-style-type: none"> • Working of SEBI in India • Changing roles of the Reserve Bank of India • Commercial banks, • Development Finance Institutions • Foreign banks and Non-banking financial institutions • Analysis of price behaviour in India, Anti-inflationary measures • Demonetization and its impact Chapter No. 9. Foreign Trade and Investment <ul style="list-style-type: none"> • India's foreign trade • India Balance of payment since 1991 • New Exchange Rate Regime: Partial and full convertibility • Capital account convertibility • FDI – Trends and Patterns • New EXIM policy, WTO and India • Bilateral and Multilateral Trade Agreements and Associations Practicum: <p>3. Computation and analysis of Wholesale Price Index, Consumer Price Index: Components and trends.</p> <p>4. Group Discussions on India's trade policies and trade agreements</p>	3 5 6

Reference Books:

1. Bardhan, P.K. (9th Edition) (1999), The Political Economy of Development in India, Oxford University Press, New Delhi.
2. Bhaduri Amit, (2015), A Model of Development By Dispossession, Fourth Foundation
3. Byres Terence J. (ed.), (1998), The State, Development Planning and Liberalization 'in India, Delhi, OUP
4. Dutt Ruddar and K.P.M Sundaram (2001): Indian Economy, S Chand & Co. Ltd. New
5. Frankel Francine R., (2004), India's Political Economy, Delhi. OUP Jenkins Rob, 2000,
6. Economic Reform in India, Cambridge, CUP
7. Jalan, B. (1996), India's Economic Policy- Preparing for the Twenty First Century, Viking, New Delhi.
8. Joshi Vijaya and L.M.D. Little, (1998), India's Economic Reform 1991-2001, Delhi, OUP.
9. Kapila Uma: Indian Economy: Policies and Performances, Academic Foundation.
10. Mishra S.K & V.K Puri (2001) –Indian Economy and –Its development experience||, Himalaya Publishing House.
11. Mukharji Rahul (ed.) (2007), India's Economic Transition: The Politics of Reforms, edited by Rahul Mukherji, Oxford University Press, New Delhi.
12. Stuart and John Harris, (2000), Reinventing India, Cambridge Polity

Course Title: OEC 2.2: Sustainable Development	
Total Contact Hours: 42	Course Credits: 3
Formative Assessment Marks: 40	Duration of ESA/Exam: 3 Hrs
Model Syllabus Authors:	Summative Assessment Marks: 60

Course Outcomes (COs):

At the end of the course the student should be able to:

I. Understand the basic concept of Sustainable Development (SD), the environmental, social and economic dimensions.

ii. Know the history of the SD idea.

iii. be able to discuss the conflicts which are involved in the SD concept on the national as well as on the global scale.

iv. Be able to discuss the (dis-)advantages of instruments for SD;

v. Evaluate the sustainable development goals and their attainments

Unit	Description	Hrs
I	Environment, Development and Pollution	15
	<p>Chapter 1: Meaning Characteristics of Environmental Goods and Services</p> <ul style="list-style-type: none"> · Relationship between Environment and Development · Environmental Kuznets Curve – Meaning and Evidence · Sustainable Development – Meaning and Indicators <p>Chapter 2: Resource Use and Management</p> <ul style="list-style-type: none"> · Resource Taxonomy – Renewable and nonrenewable resources · Economic Theory of Depletable Resources · Optimal Use of Renewable Resources · Resource Scarcity and Economic Growth – Limits to Growth Model · Tragedy of Commons and common property Resources · Resource Pricing and Resource Conservation <p>Chapter 3: Sustainable Development</p> <ul style="list-style-type: none"> · Definitions, Objectives and Principles · Processes and Indicators of Sustainable Development · Approaches and Strategies for Sustainable Development · Environmental accounting Measures <p>Practicum: Miniproject on impact of development on local environment</p>	<p>3</p> <p>6</p> <p>6</p>
II	Sustainable Development Goals	10

	<p>Chapter 4: Introduction and History</p> <ul style="list-style-type: none"> · Brundtland Committee Recommendations · Rio Summit and Agenda 21 · SDGs: Goals, Targets and Indicators <p>Chapter 5: Government and the SDGs</p> <ul style="list-style-type: none"> · Planning · Localizing the SDGs · SDG Policy Instruments · Industrial Policies and the SDGs <p>Chapter 6: Financing the SDGs</p> <ul style="list-style-type: none"> · Types of financing · New financing mechanisms and global funds <p>Practicum: Assignments on Progress in attainment of various SDGs in India and her states</p>	3 4 3
III	Issues in Implementing SDGs	17
	<p>Chapter 7: Means to Realizing the SDGs</p> <ul style="list-style-type: none"> · Degrowth and circular economy · Sustainable production and consumption · Sustainable cities and transportation · Sustainable designs, technology, digital revolution and innovation · Renewable energy <p>Chapter 8: Implementing SDGs</p> <ul style="list-style-type: none"> · governance and policy tools · openness, participation and accountability, · effectiveness and coherence; · India's framework for sustainable development <p>Chapter 9: Other Issues</p> <ul style="list-style-type: none"> · Social business, CSOs, and operations · Development Assistance · Cross-Border Cooperation <p>Practicum: Group Discussion on case studies on sustainable practices and processes</p>	8 5 4
<p>Suggested Readings:</p> <ul style="list-style-type: none"> · Baumol, W.J. and W.E. Oates (1988): <i>The Theory of Environmental Policy</i> (2e), CUP, Cambridge. · Bhattacharya, R.N. (Ed): <i>Environmental Economics: An Indian Perspective</i>, OUP, New Delhi. · Dalby, Simon, et al. <i>Achieving the Sustainable Development Goals: Global Governance Challenges</i>. Routledge, 2019. · Day, G.S., and P.J.H. Schoemaker (2011), <i>Innovating in uncertain markets: 10 lessons for green technologies</i>, MIT Sloan Management Review, 52.4: 37-45. · Elliott, Jennifer. <i>An introduction to sustainable development</i>. Routledge, 2012. · Gagnon, B., Leduc, R., and Savard, L., <i>Sustainable development in engineering: a review of principles and definition of a conceptual framework</i>. Working Paper 08-18, 2008. · Hanley, Shogren and White (1997): <i>Environmental Economics in Theory and Practice</i>, Macmillan. · Kolstad, C.D. (1999): <i>Environmental Economics</i>, OUP, ND. · Pearce, D.W. and R. Turner (1991): <i>Economics of Natural Resource Use and Environment</i>, John Hopkins Press, Baltimore. · Sachs, Jeffrey D. <i>The age of sustainable development</i>. Columbia University Press, 2015 · Tietenberg, T. (1994): <i>Environmental Economics and Policy</i>, Harper Collins, NY. 		

	<p>Chapter 4: Social and Cultural Environment</p> <ul style="list-style-type: none"> · Business and Society · Social Objectives of Business · Corporate Social Responsibility · Consumer Rights & Corporate Governance · Business Ethics <p>Chapter 5: Technological Environment:</p> <ul style="list-style-type: none"> · Meaning · Technological changes – R & D in India · Public and Private Investment in R and D. <p>Chapter 6: Financial Environment</p> <ul style="list-style-type: none"> · Introduction and Meaning · An Overview of Indian Financial System · Financial Institutions and their Roles · Role of Foreign Direct Investment and its impact on Indian Business <p>Practicum: Students are expected to analyze the major economic and financial indicators such as GDP, Inflation, CPI, BSE, NSE, Currency, Gold rate, Oil barrel price etc., for a particular period of time and submit the report on the same.</p>	4 2 4
III	Government and Business in India	22
	<p>Chapter 7: Political Environment</p> <ul style="list-style-type: none"> · Introduction and Meaning · Political Environment and the Economic system · Government and Business Relationship in India · Provisions of Indian Constitution for Business <p>Chapter 8: Legal Environment of Business</p> <ul style="list-style-type: none"> · Indian Company Law · Competition policy and law · Patents & Trademarks · Industrial Policy- An overview · Labor Laws & Social Security, · Environmental Laws. <p>Chapter 9: Current Issues</p> <ul style="list-style-type: none"> · Ease of Doing Business · Performance of MSMEs · Make in India, · Development of economic and social infrastructure · National Monetization Pipeline <p>(The teacher should include the latest policy of the government)</p> <p>Practicum: Students are expected to give a report on how the economic environment has affected the performance of any five large Indian Business Houses.</p>	4 8 10
	<p>REFERENCES:</p> <p>Francis Cherunilam: Business Environment, Himalaya Publishing House, Mumbai. K. V. Sivayya and VBM Das: Indian Industrial Economy, Sulthan Chand Publications, Delhi. M. Adhikari: Economic Environment of Business, Sulthan Chand and Sons, New Delhi. Raj Agarwal: Business Environment, Excel Publications, New Delhi.</p>	

MODEL QUESTION PAPER

..... Semester B.A. (Hon.) Economics Degree Examination 2023-2024

Time 3 Hours Max Marks: 60

Instruction to candidates:

1. Answer all the three sections
2. Draw the diagrams wherever necessary
3. Section D is Compulsory

SECTION-A

1. Answer any Five of the following Questions in one or two sentences $5 \times 2 = 10$

- (a)
- (b)
- (c)
- (d)
- (e)
- (f)
- (g)

SECTION-B

Answer any Three of the following Questions $3 \times 5 = 25$

- 2.
- 3.
- 4.
- 5.
- 6.

SECTION-C

Answer any Two of the following Questions $2 \times 10 = 20$

- 7.
- 8.
- 9.
- 10.

SECTION-D

11. Caselet

15 Marks

OEC Offered by the Department of Economics

Course Title: Contemporary Indian Economy

Course Code:- 126BAB02ECOEC04T

Name of the Course: OE 2.1 Contemporary Indian Economy		
Course Credits	Duration of ESA/Exam	Total No. of Teaching Hours
3 Credits	3Hrs	42 Hrs
Formative Assessment Marks: 40		Summative Assessment Marks: 60
<p>Course Outcomes: At the end of the course the student should be able to</p> <ul style="list-style-type: none"> • Understand the current problems of Indian Economy • Identify the factors contributing to the recent growth of the Indian economy • Evaluate impact of LPG policies on economic growth in India • Analyze the sector specific policies adopted for achieving the aspirational goals • Review various economic policies adopted 		
Units	Syllabus	42 Hours
Unit-I	LPG POLICIES, ECONOMIC REFORMS AND AGRICULTURE:	14
	<p>Chapter No. 1 Recent Issues</p> <ul style="list-style-type: none"> • Genesis and Impact of LPG • India's population policy • Demographic Dividend • India's human development in global perspective <p>Chapter No. 2 Urbanization and governance</p> <ul style="list-style-type: none"> • Urbanization and Smart City Mission • Informal sector • Impact of COVID-19 Pandemic • Atma Nirbhara Bharat Abhiyan <p>Chapter No. 3 Economic Reforms and Agriculture</p> <ul style="list-style-type: none"> • Agriculture and WTO • Price policy and Subsidies • Commercialization and Diversification • Public Distribution System • Impact of public expenditure on agricultural growth • Agrarian Crisis, Doubling Farm Incomes, MGNREGS <p>Practicum:</p> <p>3. Mini-project to ascertain the impact of pandemic on lives of different sections of population</p> <p>4. Field visits to understand the agrarian situation</p>	4 4 6
Unit-II	INDUSTRY, BUSINESS, FISCAL POLICY	14
	<p>Chapter No. 4. Industrial Policy</p> <ul style="list-style-type: none"> • New Industrial Policy and changes • Public sector reform • Privatization and Disinvestment • Competition Policy <p>Chapter No. 5. Business</p> <ul style="list-style-type: none"> • Ease of Doing Business • Performance of MSMEs • Role of MNC's in Industrial Development • Make in India, development of economic and social infrastructure • National Monetization Pipeline <p>(The teacher should include the latest policy of the government)</p> <p>Chapter No. 6. Fiscal Policy</p>	4 5 5

	<ul style="list-style-type: none"> • Tax, Expenditure, Budgetary deficits • Pension and Fiscal Reforms • Public debt management and reforms • Fiscal Responsibility and Budget Management (FRBM) Act • GST, Fiscal Federalism and Fiscal Consolidation • Recommendations of the Current Finance Commission <p>Practicum: Mini-projects to assess the business climate</p>	
Unit III	MONETARY POLICY, FOREIGN TRADE AND INVESTMENT	14
	<p>Chapter No. 7 Monetary Policy</p> <ul style="list-style-type: none"> • Organization of India's money market • Financial sector reforms • Interest rate policy • Review of monetary policy of RBI <p>Chapter No. 8. Money and Capital Markets</p> <ul style="list-style-type: none"> • Working of SEBI in India • Changing roles of the Reserve Bank of India • Commercial banks, • Development Finance Institutions • Foreign banks and Non-banking financial institutions • Analysis of price behaviour in India, Anti-inflationary measures • Demonetization and its impact <p>Chapter No. 9. Foreign Trade and Investment</p> <ul style="list-style-type: none"> • India's foreign trade • India Balance of payment since 1991 • New Exchange Rate Regime: Partial and full convertibility • Capital account convertibility • FDI – Trends and Patterns • New EXIM policy, WTO and India • Bilateral and Multilateral Trade Agreements and Associations <p>Practicum: 3. Computation and analysis of Wholesale Price Index, Consumer Price Index: Components and trends. 4. Group Discussions on India's trade policies and trade agreements</p>	3 5 6
Reference Books:		
<p>10. Bardhan, P.K. (9th Edition) (1999), The Political Economy of Development in India, Oxford University Press, New Delhi.</p> <p>11. Bhaduri Amit, (2015), A Model of Development By Dispossession, Fourth Foundation</p> <p>12. Byres Terence J. (ed.), (1998), The State, Development Planning and Liberalization 'in India, Delhi, OUP</p> <p>13. Dutt Ruddar and K.P.M Sundaram (2001): Indian Economy, S Chand & Co. Ltd. New</p> <p>14. Frankel Francine R., (2004), India's Political Economy, Delhi. OUP Jenkins Rob, 2000,</p> <p>15. Economic Reform in India, Cambridge, CUP</p> <p>16. Jalan, B. (1996), India's Economic Policy- Preparing for the Twenty First Century, Viking, New Delhi.</p> <p>17. Joshi Vijaya and L.M.D. Little, (1998), India's Economic Reform 1991-2001, Delhi, OUP.</p> <p>18. Kapila Uma: Indian Economy: Policies and Performances, Academic Foundation.</p> <p>10.Mishra S.K & V.K Puri (2001) –Indian Economy and –Its development experience , Himalaya Publishing House.</p> <p>11.Mukharji Rahul (ed.) (2007), India's Economic Transition: The Politics of Reforms, edited by Rahul Mukherji, Oxford University Press, New Delhi.</p> <p>12.Stuart and John Harris, (2000), Reinventing India, Cambridge Polity</p>		

Course Title: OEC 2.2: Sustainable Development	
Total Contact Hours: 42	Course Credits: 3
Formative Assessment Marks: 40	Duration of ESA/Exam: 3 Hrs
Model Syllabus Authors:	Summative Assessment Marks: 60

Course Outcomes (COs):

At the end of the course the student should be able to:

i. Understand the basic concept of Sustainable Development (SD), the environmental, social and economic dimensions.

ii. Know the history of the SD idea.

iii. be able to discuss the conflicts which are involved in the SD concept on the national as well as on the global scale.

iv. Be able to discuss the (dis-)advantages of instruments for SD;

v. Evaluate the sustainable development goals and their attainments

Unit	Description	Hrs
I	Environment, Development and Pollution	15
	<p>Chapter 1: Meaning Characteristics of Environmental Goods and Services</p> <ul style="list-style-type: none"> · Relationship between Environment and Development · Environmental Kuznets Curve – Meaning and Evidence · Sustainable Development – Meaning and Indicators <p>Chapter 2: Resource Use and Management</p> <ul style="list-style-type: none"> · Resource Taxonomy – Renewable and nonrenewable resources · Economic Theory of Depletable Resources · Optimal Use of Renewable Resources · Resource Scarcity and Economic Growth – Limits to Growth Model · Tragedy of Commons and common property Resources · Resource Pricing and Resource Conservation <p>Chapter 3: Sustainable Development</p> <ul style="list-style-type: none"> · Definitions, Objectives and Principles · Processes and Indicators of Sustainable Development · Approaches and Strategies for Sustainable Development · Environmental accounting Measures <p>Practicum: Miniproject on impact of development on local environment</p>	<p>3</p> <p>6</p> <p>6</p>
II	Sustainable Development Goals	10

	<p>Chapter 4: Introduction and History</p> <ul style="list-style-type: none"> · Brundtland Committee Recommendations · Rio Summit and Agenda 21 · SDGs: Goals, Targets and Indicators <p>Chapter 5: Government and the SDGs</p> <ul style="list-style-type: none"> · Planning · Localizing the SDGs · SDG Policy Instruments · Industrial Policies and the SDGs <p>Chapter 6: Financing the SDGs</p> <ul style="list-style-type: none"> · Types of financing · New financing mechanisms and global funds <p>Practicum: Assignments on Progress in attainment of various SDGs in India and her states</p>	3 4 3
III	Issues in Implementing SDGs	17
	<p>Chapter 7: Means to Realizing the SDGs</p> <ul style="list-style-type: none"> · Degrowth and circular economy · Sustainable production and consumption · Sustainable cities and transportation · Sustainable designs, technology, digital revolution and innovation · Renewable energy <p>Chapter 8: Implementing SDGs</p> <ul style="list-style-type: none"> · governance and policy tools · openness, participation and accountability, · effectiveness and coherence; · India's framework for sustainable development <p>Chapter 9: Other Issues</p> <ul style="list-style-type: none"> · Social business, CSOs, and operations · Development Assistance · Cross-Border Cooperation <p>Practicum: Group Discussion on case studies on sustainable practices and processes</p>	8 5 4
<p>Suggested Readings:</p> <ul style="list-style-type: none"> · Baumol, W.J. and W.E. Oates (1988): <i>The Theory of Environmental Policy</i> (2e), CUP, Cambridge. · Bhattacharya, R.N. (Ed): <i>Environmental Economics: An Indian Perspective</i>, OUP, New Delhi. · Dalby, Simon, et al. <i>Achieving the Sustainable Development Goals: Global Governance Challenges</i>. Routledge, 2019. · Day, G.S., and P.J.H. Schoemaker (2011), <i>Innovating in uncertain markets: 10 lessons for green technologies</i>, MIT Sloan Management Review, 52.4: 37-45. · Elliott, Jennifer. <i>An introduction to sustainable development</i>. Routledge, 2012. · Gagnon, B., Leduc, R., and Savard, L., <i>Sustainable development in engineering: a review of principles and definition of a conceptual framework</i>. Working Paper 08-18, 2008. · Hanley, Shogren and White (1997): <i>Environmental Economics in Theory and Practice</i>, Macmillan. · Kolstad, C.D. (1999): <i>Environmental Economics</i>, OUP, ND. · Pearce, D.W. and R. Turner (1991): <i>Economics of Natural Resource Use and Environment</i>, John Hopkins Press, Baltimore. · Sachs, Jeffrey D. <i>The age of sustainable development</i>. Columbia University Press, 2015 · Tietenberg, T. (1994): <i>Environmental Economics and Policy</i>, Harper Collins, NY. 		

	<p>Chapter 4: Social and Cultural Environment</p> <ul style="list-style-type: none"> · Business and Society · Social Objectives of Business · Corporate Social Responsibility · Consumer Rights & Corporate Governance · Business Ethics <p>Chapter 5: Technological Environment:</p> <ul style="list-style-type: none"> · Meaning · Technological changes – R & D in India · Public and Private Investment in R and D. <p>Chapter 6: Financial Environment</p> <ul style="list-style-type: none"> · Introduction and Meaning · An Overview of Indian Financial System · Financial Institutions and their Roles · Role of Foreign Direct Investment and its impact on Indian Business <p>Practicum: Students are expected to analyze the major economic and financial indicators such as GDP, Inflation, CPI, BSE, NSE, Currency, Gold rate, Oil barrel price etc., for a particular period of time and submit the report on the same.</p>	4 2 4
III	Government and Business in India	22
	<p>Chapter 7: Political Environment</p> <ul style="list-style-type: none"> · Introduction and Meaning · Political Environment and the Economic system · Government and Business Relationship in India · Provisions of Indian Constitution for Business <p>Chapter 8: Legal Environment of Business</p> <ul style="list-style-type: none"> · Indian Company Law · Competition policy and law · Patents & Trademarks · Industrial Policy- An overview · Labor Laws & Social Security, · Environmental Laws. <p>Chapter 9: Current Issues</p> <ul style="list-style-type: none"> · Ease of Doing Business · Performance of MSMEs · Make in India, · Development of economic and social infrastructure · National Monetization Pipeline <p>(The teacher should include the latest policy of the government)</p> <p>Practicum: Students are expected to give a report on how the economic environment has affected the performance of any five large Indian Business Houses.</p>	4 8 10
	<p>REFERENCES:</p> <p>Francis Cherunilam: Business Environment, Himalaya Publishing House, Mumbai. K. V. Sivayya and VBM Das: Indian Industrial Economy, Sulthan Chand Publications, Delhi. M. Adhikari: Economic Environment of Business, Sulthan Chand and Sons, New Delhi. Raj Agarwal: Business Environment, Excel Publications, New Delhi.</p>	

MODEL QUESTION PAPER

..... Semester B.A. (Hon.) Economics Degree Examination 2023-2024

Time 3 Hours Max Marks: 60

Instruction to candidates:

1. Answer all the three sections
2. Draw the diagrams wherever necessary
3. Section D is Compulsory

SECTION-A

1. Answer any Five of the following Questions in one or two sentences $5 \times 2 = 10$

- (a)
- (b)
- (c)
- (d)
- (e)
- (f)
- (g)

SECTION-B

Answer any Three of the following Questions $3 \times 5 = 25$

- 2.
- 3.
- 4.
- 5.
- 6.

SECTION-C

Answer any Two of the following Questions $2 \times 10 = 20$

- 7.
- 8.
- 9.
- 10.

SECTION-D

11. Caselet

15 Marks

OEC OFFERED BY DEPT. OF EDUCATION

Course Title: ICT in Education

Course Code:- 126BAB02EDUOEC02T

Course Title: ICT in Education	
TotalContactHours: 42	CourseCredits: 03
FormativeAssessmentMarks: 40	DurationofTheoryExam: 03hrs
Model Syllabus Authors:	SummativeAssessmentMarks: 60
<p>Program Outcomes: On completion of the course, the student will be able to</p> <ul style="list-style-type: none"> • Understand the process of communication and Information Technology. • Appreciate the role of New Educational Technology. • Use open source content for instruction. Initiate online discussion group. • Understand the concept to presentation software 	42Hrs
Unit–1 Information & communication technology {ICT} in education	14
1.1 Meaning & importance of ICT & ICT in education.	3hours
1.2 Meaning & use of Technology tools : Bluetooth, webcam, WinZip, USB	4hours
1.3 Meaning & use of Communication Tools: Blogs ,Wikis, YouTube	4hours
1.4 Meaning, Scope & Importance of multimedia in Education.	3hours
Unit–2 New Technologies in Education.	14
2.1 Computer assisted Instruction, Internet, Multimedia	3 hours
2.2 Tele Lecture, Tele conference ,Tele seminar, Inter active video, Video text, Video conferencing,	4 hours
2.3 digital resources	3hours
2.4 Smart Board, Virtual classroom, Artificial Intelligence,	4hours
Unit–3:WebTools	14
3.1 Open source content–Wikipedia, wiki educator, school education,	5hours
3.2 Blog discussion group, online forum, online video conference, using in teaching and learning.	5hours
3.3 Social networking–Orkut, facebook, twitter–Instructional use.	4hours

Text Books–References

1. Essentials of educational technology-innovations in teaching-learning by J.C. Aggarwal.
2. Educational Technology by C.V.Myageri.
3. Introduction to Educational Technology by K.Sampath ,A.Pannerselvam, S.Santhanma.
4. Educational Technology by Dr. S.K.Murthy.
5. Shaikshkanikathanraganaparichaya by Dr. C. R. Jantli.
6. Educational Technology by Tara Chand.
7. Essentials of Educational Technology by S. K. Mangal; UmaMangal.
8. Instructional Technology by V.K.Rao.
9. Teaching Technology for College Teacher by E.G.Vedanayagam.
10. Technology of Teaching by R.A.Sharma.
11. Instructional Technology in Education by Y. K. Singh.
12. Educational Technology by Jagannath Mohaty.
13. Educational Technology by Dr. Haseen Taj
14. Educational Technology by Dr. B.CAnanthaRam
15. Educational Technology by Dr. S.K.Murthy

Assessment: Weightage for assessments (in percentage)

Type of Course	C1	C2	Formative Assessment	summative assessment C3
Session Test	10	10	20	60
Seminars/Presentation/Activity	10		10	
Case study/Assignment/ Field work/Project work		10	10	
Total	20	20	40	60

Model Question Paper

Time: 2Hours

Max. Marks: 60

Instructions to the candidate:

3. Write the Answer according to the instruction given

4. Answer to the questions should be specific

I. Answer any FIVE of the following in 2-3 sentences each. (5*2=10)

1.

2.

3.

4.

5.

6.

7.

II. Answer any FIVE of the following in about One page each. (5*5=25)

8.

9.

10.

11.

12.

13.

14.

III. Answer any ONE of the following in about Two pages each. (1*10=10)

15.

16.

IV. Answer any ONE of the following in about Three pages each. (1*15=15)

17.

18.

OECs OFFERED BY DEPT. OF GEOGRAPHY

Question Paper Pattern for Theory

Department of Geography

Sub: Code:

Maximum Marks: 60

Duration: 3 hours

Instructions:

Answer the questions from every Section i.e. A, B, C, D, and E

Section A	Answer any Five Questions out of six questions	2 X 5 = 10 Marks
Section B	Answer any Four Questions out of Six questions	5 X 4 = 20 Marks
Section C	Answer any Three Questions out of Five questions 10 marks Each	10 X 3 = 30 Marks
	Total	60 Marks

Course Title: Introduction to Human Geography (OE-1)

Course Code: -126BAB02GEGOEC05T

Number of Theory Credits	Number of lecture hours/ semester	Number of lecture hours/week
3	42 hrs	3 hrs
Course Outcomes:		
<ol style="list-style-type: none"> 1. Students will learn how human, physical, and environmental components of the world interact. 2. Students will be familiarized with economic processes such as globalization, trade and their impacts on economic, cultural and social activities. 3. The student will describe what geography and human geography are. 4. Understand population dynamics and migration. 		
Course Objectives:		
This course aims to		
<ol style="list-style-type: none"> 1. Understand the basics concepts of human geography 2. Study population attributes and dynamic nature of it 3. Introduce economic, cultural, and trade activities and their impact on the development of the region 		
Content of Theory Course		56Hrs
Unit — 1 Introduction to Human Geography		10
Nature and scope, Development Environmental Determinism and Possiblism, Neo determinism (stop and go determinism) Approaches to human geography: Exploration and Descriptive approach, regional analysis Approach, Areal Differentiation Approach, Spatial organization Approach. Modern approaches: Welfare or Humanistic Approach, Radical Approach, Behavioral Approach, Post Modernism in geography Fields and sub fields in Human geography		
Unit — 2 Geographical Analysis of Population		16
Distribution and Growth of Population Density of population: meaning and Types: Arithmetic Density and		

Physiological Density. Regional distribution of Density of Population. Carrying capacity and sustainability, population Pyramid. Population Theories: Malthus Theory of Population, Demographic Transition Theory Population Movement: Migration, Ravenstein's Law of Migration, Factors of population Migration, Economic Push and Pull factors, Cultural Push and Pull Factors, Environmental Push and Pull Factors. Migration Types: Immigration and Emigration, Internal and International Migration	
Unit — 3 Cultural Patterns and Processes	15
Concept of Culture, Material and Non material culture Cultural Regions, cultural Traits and Complexes, cultural Hearths, cultural Diffusion. Languages of the World: Types, Classification and Distribution. Language Extinction Religions: Types and Classification. Distribution. Universalizing Religions: Christianity, Islam, Buddhism. Ethnic Religions: Hinduism, the Chinese religion, Shintoism, Judaism. The Major tribal population of the world.	
Unit — 4 Human Economic Activities, Development and Settlements	15
Primary Economic Activities — Agriculture, Types: Primitive Subsistence, Intensive subsistence, Plantation Agriculture, Extensive Commercial grain cultivation, Mixed Farming, Dairy Farming Secondary and Tertiary Activities: Manufacturing, classification — based on size — Small Scale and Large scale. Based on Raw material — Argo-based, Mineral based, Chemical Based and Forest based. Industrial Regions of the World. Tertiary Activities: Types: Trade and commerce, Retail Trading services, Wholesale trading. Transport and communications: Factors, communication services — Telecommunication. Services: Informal and Non formal sector. Information technology and service. Human Settlements: Factors, Classification, Types and Patterns: Rural, Urban. Compact or Nucleated and Dispersed settlements. Rural settlement Patterns: linear, rectangular, circular, star shaped, T shaped. Urban settlements: urbanism, classification — population size, occupation structure, Administration. Functional classification of urban centres, types of urban settlements: towns, city, conurbation, Megalopolis, Million cities.	

References

1. Hartshorne, T. A., & Alexander, J. W. (2010). Economic Geography. New Delhi: PHI Learning.
2. Knox, P., Agnew, J., & McCarthy, L. (2008). The Geography of the World Economy. London: Hodder Arnold.
3. Lloyd, P., & Dicken, B. (1972). Location in Space: A Theoretical Approach to Economic Geography. New York: Harper and Row.
4. Siddhartha, K. (2000). Economic Geography: Theories, Process and Patterns, New Delhi: Kisalaya Publications.
5. Smith, D. M. (1971). Industrial Location: An Economic Geographical Analysis, New York: John Wiley and Sons.

Pedagogy

Formative Assessment	
Assessment Occasion/ type	Weightage in Marks
Quiz	30%
Assignment	20%
CIA	50%
Total	100%

Course Title: Fundamentals of Natural Disasters (OE)-2

Course Code:-126BAB02GEGOEC06T

Number of Theory Credits	Number of lecture hours/ semester	Number of lecture hours/week
3	42 hrs	3 hrs
Course Outcomes: Students will be able to 1. Understand the basics concepts in natural disasters 2. Studied of natural disasters and their effects		
Course Objectives: 1. The paper is intended to provide a general concept in the dimensions of disasters caused by nature beyond the human control. 2. Introduce a holistic classification of natural disasters considering the Earth Sciences 3. Demonstrate the devastating effect of natural disasters to society ,		
Content of Theory Course		42 Hrs
Unit — 1 Introduction to Natural Disaster		10
Meaning, definition, and scope. Lithosphere and Natural Disasters Earthquakes and volcanoes, Landslides and Avalanches		
Unit — 2 Atmosphere and Natural Disasters		10
Heat wave and wildfire, Cloud burst, hailstorm, Drought and famines		
Unit — 3 Hydrosphere and Natural Disaster		10
Tsunami, Hurricanes and cyclones, Floods and flash floods		
Unit — 4 Biosphere and Natural Disasters		12
Epidemics and pandemics, Covid -19 and its effects Techniques and technology to mitigate natural disasters		

References

- 1 . Dr. Mrinalini Pandey Disaster Management Wiley India Pvt. Ltd.
2. Tushar Bhattacharya Disaster Science and Management McGraw Hill Education (India) Pvt. Ltd.
3. Jagbir Singh Disaster Management: Future Challenges and Opportunities K W Publishers Pvt. Ltd.
4. J. P. Singhal Disaster Management Laxmi Publications.
5. Shailesh Shukla, Shamna Hussain Biodiversity, Environment and Disaster Management Unique Publications
6. C. K. Rajan, Navale Pandharinath Earth and Atmospheric Disaster Management: Nature and Manmade B S Publication

Pedagogy

Formative Assessment	
Assessment Occasion/ type	Weightage in Marks
Quiz	30%
Assignment	20%
CIA	50%
Total	100%

Course Title: Climate Change: Vulnerability and Adaptation (OE)-3

Course Code:- 126BAB02GEGOEC07T

Number of Theory Credits	Number of lecture hours/ semester	Number of lecture hours/week
3	42 hrs	3 hrs
Course Outcomes: 1. This course is to make understand the basic concepts of Climate-Weather systems and to impart necessary skills of Climate change, and its impact on earth systems to the students. So that, students acquire basic understanding of the climate systems of the earth and to study the applications of the Geoinformatics to study the climate change.		
Course Objectives: 1. To provide a sound understanding of the economics of climate change from multiple viewpoints 2. Demonstrate knowledge of the projected impacts of climate change and potential strategies 3. For alleviating their negative impacts. 4. Define key terms (e.g., adaptation, resilience, vulnerability, mainstreaming) 5. Study application of the Geoinformatics in the Climate Change and Adaptation		
Content of Theory Course		42 Hrs
Unit — 1 Introduction to Climate Change Meaning and concept of climate change. Origin of atmosphere. Concepts of weather and climate. Evidence of Climate Change: Historical and current weather and climate events: Meteorological, Lithogenic and biological, Greenhouse Effect, Greenhouse Gases, Global Warming. Extreme weather and climate event: Drought, Extreme Heat, Extreme Precipitation, Hurricanes, Tornadoes and Wildfire.		10
Unit — 2 Causes and Effect of climate change Natural cause: Solar variation, Volcanic eruption, ocean currents, Earth orbital change and internal variability Human causes: Burning fossil fuel, Deforestation, Intensive Agriculture, And industries. Impacts of climate change: Water resources, agriculture, human health, vegetation, economy and El nino, La Nina and Arctic Oscillation International efforts to control the climate change: UNFCC its policy framework and provisions, Earth Summit Rio-de-Janeiro, World summit, Kyoto Protocol, Copenhagen summit and Doha Conference		10
Unit — 3 Climate change Vulnerability and Adaptation Meaning and type of vulnerability Meaning, Definition, and types of adaptation Approaches of adaptation and Adaptation Strategies. Adaptation in different sectors: Agriculture, Forest, Water resources, Biodiversity, Disaster Risk Management		10

<p>Unit — 4 Vulnerability Assessment and climate change mitigation Climate change vulnerability assessment Global Initiatives to climate change mitigation: Kyoto Protocol, carbon Trading, clean development mechanism, COP. Indian initiative to support climate change mitigation: Improving energy efficiency, Diversification of energy sources, Modifying industrial processes, a multipronged strategy for sustainable Development and Clean Development Mechanism (CDM) in India. Case studies: MGNREGA (Mahatma Gandhi National Rural Employment 16 Guarantee Act) potential of generating co-benefits, Vertical Shaft Brick Kiln (VSBK) or Ecolkiln</p>	<p>12</p>
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References

- 1 Earth: Evolution of a Habitable World, 2nd edn., Cambridge, UK: Cambridge University Press (2013) Jonathan I. Lunine.
2. Evolution of the Earth, McGraw-Hill Education; 8th edition (2009) Donald Prothero, Robert Dott, Jr.
3. A Textbook of Climatology, Wisdom Press (2015) Tapas Bhattacharya Global Warming: The Complete Briefing, Cambridge University Press; 4th edition (2009), John Houghton
4. K.Siddhartha (2020): Climatology, Atmosphere, Weather and Climate. Kitaba Mahal Publication, New Delhi.
5. K.Siddhartha and others (2014): Basic Physical Geography Kishalaya Publications Pvt, Publication , New Delhi.
6. Satapathy. S: Adaptation to Climate Change with a Focus on Rural Areas and India. Indian Ministry of Environment and Forests, Director of the Climate Change Division.
7. Patricia Butler, Chris Swanston, Maria Janowiak, Linda Parker, Matt St. Pierre, and Leslie Brandt: Adaptation strategies and Approaches.
8. Ministry of Environment and Forest Government of India: Adaptation to Climate Change with a Focus on Rural Areas and India.
9. Neelam Rana, Anand Kumar, Kavita Syal and Mustafa Ali Khan: Climate Change Mitigation in India

Web Resources

- 1 . IEA Training Material: Vulnerability and Climate Change Impact Assessment for Adaptation.
2. http://www.iisd.org/pdf/2010/iea_training_vol_2_via.pdf
3. Guidance on Integrating Climate Change Adaptation into Development Co-operation.
4. <http://www.oecd.org/dac/43652123.pdf>
5. Mainstreaming Climate Change Adaptation into Development Planning: A Guide for

Practitioners.

6. <http://www.unep.org/pdf/mainstreaming-cc-adaptation-web.pdf>
7. CGE Climate Change Training Materials.
8. http://unfccc.int/national_reports/nonannex_i_natcom/training_material/methodological_documents/items/349.php
9. Compendium on Methods and Tools to Evaluate Impacts of, and Vulnerability and Adaptation to, Climate Change.
10. http://unfccc.int/adaptation/nairobi_work_programme/knowledge_resources_and_publications/items/5457.php
11. Centre for climate and Energy solutions.
<https://www.c2es.org/content/extremeweather-and-climate-change/>
12. <https://www.history.com/topics/natural-disasters-and-environment/history-of-climatechange>
13. http://www.ozcoasts.org.au/glossary/images/VulnerabilityDiag_AllenConsulting
14. <http://ccafs.cgiar.org/news/media-centre/climatehotspots>
15. <http://pmindia.nic.in/Pg01-52.pdf>

Pedagogy

Formative Assessment	
Assessment Occasion/ type	Weightage in Marks
Quiz	30%
Assignment	20%
CIA	50%
Total	100%

Course Title: Basics of Geographic Information Systems (OE) - 4

Course Code:- 126BAB02GEGOEC08T

Number of Theory Credits	Number of lecture hours/ semester	Number of lecture hours/ week
3	42 hrs	3 hrs
<p>Course Outcomes:</p> <ol style="list-style-type: none"> 1. Students are trained to adapt the theoretical concepts in a practical way through the mathematical models of geography. 2. Students will have the hands-on training on various modes of spatial and non-spatial data collection, data storage, data analytics, data interpretation and data display through the thematic maps. 3. Students are exposed on spatial thinking to solve the geographical problems with range of proven mathematical and statistical models. 4. Students can employ in various corporate and government organisation where they deal to solve Geographical problems. 		
<p>Course Objectives: This course aims to:</p> <ol style="list-style-type: none"> 1. Understand the concept and techniques of the Geographic Information Systems. 2. Define the GIS data types and structures. 3. Study geo processing and visualization concepts and techniques in GIS. 		
Content of Theory Course		42Hrs
Unit— I Introduction		10
Emergence of GI Science, Milestone and Developmental stages in GIS, Definition, scope, role of GIS in digital world; Components, functionalities, merits and demerits, global market, interdisciplinary domains, and its integration with GIS.		
Unit — 2 Geodesy and Spatial Mathematics		10
Cartesian coordinates, latitude, longitudes, formats of angular units, geographical coordinates, Datum: WGS84, vs NAD32. U TM, Aerial Distance measurement using Geographic and projected coordinates, Area, Perimeter, length by coordinates and various international measures.		
Unit - 3 GIS Data and Scale		10
Spatial Data and its structures; sources and types of data collection; data errors, topology of data and relationship. Large Scale vs Small Scale, generalization; precision and accuracy of data-logical consistency and non-spatial data integration		
Unit — 4 Geoprocessing and Visualization		12

Spatial and Non-Spatial Queries, proximity analysis, Preparation of Terrain and Surface models. Hotspot and density mapping. Types of maps, thematic maps and its types, relief maps, flow maps and cartograms. Tabulations: Graphs and Pivot tables.	
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References

1. An Introduction to Geographical Information Systems - Ian Heywood (2011)
2. Geographic Information Systems: A Management Perspective - Aronoff, S. (1989).
3. GIS - Fundamentals, Applications, and Implementations - Elangovan, K. (2006)
4. Introduction to Geographical Information Systems - Chang, Kang-Tsung (2015)
5. Remote Sensing and GIS - Bhatta, B. (2011)
6. Mathematical Modelling in Geographical Information System, Global Positioning System and Digital Cartography - Sharma, H.S. (2006)
7. Spatial analysis and Location-Allocation Models - Ghosh, A. and G. Rushton (1987)
8. Geographic Information Systems and Cartographic Modelling - Tomlin, C.D. (1990)
9. Geographic Information Systems and Science - Paul A. Longley, et. al. (2015)
10. Geographic Information Systems and Environmental Modelling - Clarke, C., K. (2002)

Reference Websites

1. I IRS MOOC programme: <https://isat.iirs.gov.in/mooc.php>

Pedagogy

Formative Assessment	
Assessment Occasion/ type	Weightage in Marks
Quiz	30%
Assignment	20%
CIA	50%
Total	100%

INTERNAL ASSESSMENT FOR THEORY

Maximum Marks: 40

S.No.	Particulars	Details	Marks
1	Two Case studies	a. Introduction	
		b. Identification of problem	
		c. Collection of data/Field visit/ Photos	
		d. Analysis and Findings	
		e. Suggestions/Recommendation/Conclusion	
		Total	20
2.	Two Internal Test	(2 x 10)	Total 20
		Grand Total	40

Area of Case Study

The student should carry out their case study by selecting one of the below mentioned field within the vicinity of 20 kms from their institute.

1. Agricultural region (rainfed / irrigated)
2. Urban area
3. Rural area
4. Watershed area
5. Industrial region
6. Forest region
7. Population
8. Landscape
9. Tourism
10. Natural elements
11. Global warming
12. Market study

Question Paper Pattern for Theory

Sub:

Code:

Maximum Marks: 60

Duration: 2 hours

Instructions:

Answer the questions from every Section i.e. A, B and C

Section A	Answer any Ten Questions out of Twelve questions (Minimum two questions from each unit)	2 X 10 = 20 Marks
Section B	Answer any Four Questions out of Six questions (Minimum one question from each unit)	5 X 4 = 20 Marks
Section C	Answer any Two Questions out of Four questions (One Question from Each Unit)	10 X 2 = 20 Marks
	Total	60 Marks

OEC OFFERED BY DEPT. OF SOCIAL WORK

Course Title: Basics of Psychology for Social Work Practice

Course Code: - 126BAB02SOWOEC03T

Year	I	Course Title: BASICS OF PSYCHOLOGY FOR SOCIAL WORK PRACTICE		Credits 3
Sem.	2			Hours 40
Formative Assessment Marks: 40		Summative Assessment Marks: 60		Duration of ESA:2 hours
Course Outcomes	<p>At the end of the course the student should be able to:</p> <ol style="list-style-type: none"> 1. Understand the fundamentals of psychology. 2. An understanding of the characteristic needs, and normal development stages of human life cycle 3. Understand the role of heredity and environment on human behaviour. 4. Understand various psychological situations and usefulness of social work in handling dysfunctional/unhealthy behavioural patterns/situations 5. An understanding about abnormal behavior pattern, its causes, and treatment. 			
Unit No.	Course Content		Suggested Pedagogy	Hours
Unit I	<p>Psychology: Meaning, Definitions, Nature, Scope and Importance.</p> <p>Basic Psychological concepts: Perception, Learning, Motivation, Emotions, Memory.</p> <p>Process of Human Growth and Development: brief explanation of Physical, social and Sexual development in all 7 stage of development.</p>		Lecture, Tutorials and Group Discussion	10
Unit II	<p>Introduction to Lifespan: Developmental Stages from conception to Old age. Developmental tasks.</p> <p>Personality: Meaning, Definitions, Characteristics, and Types. Theories of Personality: Sigmund Freud and Carl Rogers.</p> <p>Human Behavior: Concept, Determinants and Reflectors. Influence of Heredity and Environment.</p>		Lecture, Tutorials and Group Discussion	10
Unit III	<p>Social Psychology: Meaning and Definition, Scope Relevance to Social Work.</p> <p>Socio-psychological concepts – Collective Behavior, Leadership, Public Opinion, Propaganda.</p>		Lecture, Tutorials and Group Discussion	10

Unit IV	<p>Abnormal Psychology – Meaning, definition and scope. Concepts of normality and abnormality. Causation of mental illness – Bio-genic, Psychogenic and Socio-genic.</p> <p>Types – Psychogenic, Personality, Organic and Psycho-somatic disorders.</p> <p>Management of Mental Disorders.</p>	Lecture, Tutorials and Group Discussion	10
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Recommended Learning Resources

Print Resources	<ol style="list-style-type: none"> 1. 1. Atkinson, R. L., Atkinson, R. C., Smith, E. E., Bem, D. J. and Hilgard, E. R. (2013) Introduction to Psychology. New York: H. B. J. Inc. 2. Baron, R.A. and Byron, D. (1998). Social Psychology. New Delhi: Prentice Hal. Dandapani, S. (2005). General Psychology. Hyderabad: Neel Kamal Publications. 3. Elizabeth, H. (1968). Development Psychology. New York: Mc Graw Hill. 4. Feldman, R.S. (1985). Social Psychology: Theories, Research and Applications. New York: McGraw hill. 5. Feldman, R.S. (1997). Understanding Psychology. New Delhi: Mc Graw Hill. Hall, C.S. Lindzey, G. and Cambell J.B. (2004). Theories of Personalities. New York: Wiley M. 6. Kuppaswamy, B. (1972). Elements of Social Psychology. New York: Asian Publishing House. 7. Morgan, C.T., King, R.A. Weisz, J.R., Schopler, J. (2001). Introduction to Psychology. New Delhi: Tata McGraw and Hill. 8. Myers, D.G. (2005). Social Psychology (8th ed.). New Delhi: Tata McGraw Hill Pub. Co Ltd.
Digital Resources	<ol style="list-style-type: none"> 1. Current Opinion in Psychology : http://bit.ly/2DWs5VT 2. Journal of Applied Developmental Psychology : http://bit.ly/2nG9mTl 3. Journal of Education Psychology : http://bit.ly/2FI9Gs3 4. Journal of Experimental Psychology : http://bit.ly/2nHuVmO 5. CarloW (2011), Stages of Human Development, Available at https://www.youtube.com/watch?v=ld8GLIzIWKU 6. Leisure Information Network (2014), Ages and Stages of Middle Childhood 6 to 12 Year Olds, Available at https://www.youtube.com/watch?v=OtpiBtL_7zc 7. Michelle Hancock(2016), Middle Childhood Social Emotional Development, Available at https://www.youtube.com/watch?v=PR-7SM2a_7g 8. Amanda Price (2012), Adolescence & Young Adulthood, Available at https://www.youtube.com/watch?v=n5ERlf-4f_c 9. Learning Outcomes based Curriculum Framework (LOCF) for Bachelor of

	Social Work (BSW)(2019) https://www.ugc.ac.in/pdfnews/1366718_Social_Work.pdf
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Course Title: Life Skills Education Course Code:- 126BAB02SOWOEC04T

Year	I	Course Title: Life Skills Education	Credits	03
Sem.	2		Hours	40
Formative Assessment Marks: 40		Summative Assessment Marks: 60	Duration of ESA: 2 hours	
Course Outcomes	<p>1. Develop adequate understanding about lifestyle and its influence on the wellbeing of the students in particular and general population in totality.</p> <p>2. Develop appreciation of lifestyles as a product of social inequality and interaction.</p> <p>3. Examine the social and economic consequences of different lifestyles for individuals and society.</p> <p>4. Understand the proper management of consumerist lifestyle related risks.</p>			
Unit No.	Course Content		Suggested Pedagogy	Hours
Unit I	Introduction; Understand the concepts of Basics of Life Skills and Social Skills - Environment, health and Lifestyle, Relationship between Environment and health; Food habits and health; Lifestyle related diseases (stress, depression, hypertension, diabetes, obesity etc) and management.		Lecture, Tutorials, Activity and Group Discussion	10
Unit II	Lifestyle Management: Meaning and Determinants of health; Concept and importance of Social, Psychological, Emotional and Physical wellbeing; Coping with social, psychological, economic, academic and market challenges and needs. Ways and means of living Fit: Yoga, Meditation, Exercises and Balanced Food.		Lecture, Tutorials, Activity and Group Discussion	10
Unit III	Lifestyle and Academics Study habits; Qualities of a student; Attitudes of a student; Participation of students in academic programs; Time management, Leadership in student life: Vision of leadership - Making choices and taking decisions about course, career, marriage, family and life as a whole.		Lecture, Tutorials, Activity and Group Discussion	10

Unit IV	Life Skills and Employability; Self-Awareness through SWOT Analysis, Johari Window – Empathizing with Others. Employability Attributes & Skills – Initiative, Self-presentation, Personal responsibility, Self – Management, Sustaining motivation in life.	Lecture, Tutorials, Activity and Group Discussion	10
Recommended Learning Resources			
Print Resources	<ol style="list-style-type: none"> 1. Giddens, A. 1991. Modernity and self-identity: self and society in the late modern age. Cambridge: Polity Press. 2. Giuffr�e, K., &DiGeronimo, T. (1999). Care and Feeding of Your Brain: How Diet and Environment Affect What You Think and Feel. Career Press. 3. Spaargaren, G., and B. VanVliet. 2000. ‘Lifestyle, Consumption and the Environment: The Ecological Modernisation of Domestic Consumption.’ Environmental Politics. 9(1): 50-75. 4. U.S. Environmental Protection Agency; Backyard Composting: It's Only Natural; October 2009 5. Delors, Jacques (1997). Learning: The Treasure Within, UNESCO, Paris. 6. Nair.V. Rajasenan, (2010). Life Skills, Personality and Leadership, Rajiv Gandhi National Institute of Youth Development, Tamil Nadu. Page 8 of 62 7. UNESCO (1997). Adult Education: The Hamburg Declaration, UNESCO, Paris. 8. UNESCO (2005). Quality Education and Life Skills: Darkar Goals, UNESCO, Paris. 9. WHO (1999). Partners in Life Skills Education: Conclusions from a United Nations Inter-Agency Meeting, WHO, Geneva. 10. Nair. A. Radhakrishnan, (2010). Life Skills Training for Positive Behaviour, Rajiv Gandhi National Institute of Youth Development, Tamil Nadu. 11. Santrock W. John (2006). Educational Psychology. (2nd Edn.)New Delhi: Tata McGraw-Hill Publishing Company Ltd. 12. Life Skills Resource Manual, Schools Total Health Program, (2006). Health Education and Promotion International Inc., Chennai. 13. Kumar. J. Keval, (2008).Mass Communication in India, JAICO Publication India Pvt. Ltd 14. Morgan and King, (1993). Introduction to Psychology, Tata McGraw-Hill Publishing Company Ltd, New Delhi. 15. Rao P.L. (2008). Enriching Human Capital through Training and Development, Excel Books, Delhi. 16. Singh Madhu, (2003). Understanding Life Skills, Background paper prepared for Education for All: The Leap to Equality 17. UNESCO and Indian National Commission for Co-operation with UNESCO(2001). Life Skills in Non-formal Education: A Review 18. YUVA School Life Skills Programme: Handbook for Teachers, Vol. I – IV, (2008), Department of Education and State Council of Educational Research and Training, Delhi. 19. Dakar Framework for Action, (2000). Education for All: Meeting our Collective Commitments, Dakar, Senegal. 20. Ropke, I. 1999. ‘The Dynamics of Willingness to Consume. Ecological Economics. 28: 399-420. 		
Digital Resource	<ol style="list-style-type: none"> 1. B�genhold, Dieter. "Social Inequality and the Sociology of Life Style: Material and Cultural Aspects of Social Stratification". American Journal of Economics and Sociology. http://onlinelibrary.wiley.com/doi/10.1111/1536-7150.00125/abstract. Retrieved 26 April 2012. 2. Life Skills New Mantra of Indian Education: 		

	<p>https://www.educationworld.in/life skills-new-mantra-of-indian-education/</p> <p>3. Retrieved from http://jyotikalash.net/lifestyle.html</p> <p>4. Retrieved from https://www.scientificworldinfo.com/2019/12/essential-life-skills-everyone-should-learn.html</p> <p>5. Retrieved From; http://tumkuruniversity.ac.in/oc_pg/msw/MSW%20II%20sem_Need_and_Importance_of_Life_Skill_education_in_Institutional_and_Non-Institutional_Settings.pdf</p> <p>6. Retrieved from http://en.wikipedia.org/w/index.php?title=Lifestyle (sociology)&oldid=505958877</p>
Journal	Indian Journal of Life Skills Education, Rajiv Gandhi National Institute of Youth Development, Tamil Nadu.
YouTube	Life Skill Education https://www.rajeevelt.com/category/life-skill/

Question Paper Pattern

The question paper for the semester-end exam will have the following three parts:

Part A - (Objective type or very short answer type questions: carrying 2 marks each)

Part B - (Short answer questions carrying 5 marks each)

Part C - (Long answer questions carrying 15 marks each)

The pattern of the Question Paper will be as follows:

Note: Answer any five divisions from Part-A, four questions from Part-B and two questions from Part C.

All answers should be either in English or Kannada

PART – A (5×2=10)

(Answer any five divisions. All divisions carry equal marks)

1.

a.

b.

c.

d.

e.

f.

g.

PART – B (4×5=20)

(Answer any four questions. All questions carry equal marks)

2.

3.

4.

5.

6.

7.

PART – C (2×15=30)

(Answer any two questions. All questions carry equal marks)

09.

10.

11

OEC OFFERED BY DEPT. OF STATISTICS

Course Title: Statistical Methods

Course Code:- 126BAB02STAOEC02T

Course Objectives

This is an open elective course for social science and life science students. The students will learn the elements of descriptive statistics, probability, statistical methods such as tests of hypotheses, correlation and regression.

Course Outcomes (CO)

Students will be able to

CO1. Acquire the knowledge of statistical methods.

CO2. Identify types of data and visualization, analysis and interpretation.

CO3. Know about elementary probability and probability models.

CO4. Employ suitable test procedures for given data set.

Pedagogy

The course is taught using traditional chalk and talk method using problem solving through examples and exercises. Students are encouraged to use resources available on open sources.

Contents

Unit 1: Introduction

(10 Hours)

Definition and scope of Statistics. Data: quantitative and qualitative, attributes, variables, scales of measurement - nominal, ordinal, interval and ratio. Presentation: tabular and graphic, including histogram and ogives. Concepts of statistical population and sample. Sampling from finite population - Simple random sampling, Stratified and systematic random sampling procedures (definitions and methods only). Concepts of sampling and non-sampling errors.

Unit 2: Univariate and Bivariate Data Analysis

(10 Hours)

Measures of Central Tendency: mathematical and positional. Measures of Dispersion: range, quartile deviation, mean deviation, standard deviation, coefficient of variation, moments, skewness and kurtosis. Bivariate data, scatter diagram, Correlation, Karl-Pearson's correlation coefficient, Rank correlation.

Simple linear regression, principle of least squares and fitting of polynomials and exponential curves.

Unit 3: Probability and Distributions

(12 Hours)

Probability: Random experiment, trial, sample space, events-mutually exclusive and exhaustive events. Classical, statistical and axiomatic definitions of probability, addition and multiplication theorems, Bayes theorem (only statements). Discrete and continuous random variables, probability mass and density functions, distribution functions, expectation of a random variable.

Standard univariate distributions: Binomial, Poisson and Normal distributions (Elementary properties and applications only).

Unit 4: Sampling Distributions and Testing of Hypothesis

(10 Hours)

Distribution of sample mean from a normal population, Chi-square, t and F distributions (No derivations) and their applications.

Statistical Hypothesis - null and alternative hypothesis, simple and composite hypothesis. Type I and Type II errors, level of significance, critical region, P-value and its interpretation.

Test for single mean, equality of two means, single variance, and equality of two variances for normal populations.

References

1. Daniel, W. W. (2007) Biostatistics - A Foundation for Analysis in the Health Sciences, Wiley
2. T.W. Anderson and Jeremy D. Finn(1996). The New Statistical Analysis of Data, Springer.
3. MukhyopadyayaP(1999). Applied Statistics, New Central book Agency , Calcutta.
4. Ross,S.M.(2014) Introduction to Probability and Statistics For Engineers and Scientists.
5. Cochran, W G (1984): Sampling Techniques, Wiley Eastern, New Delhi.

Question Paper Pattern:

Department of Statistics

I Semester B.A Statistics

Sub: Code: Maximum Marks: 60 a. Answer any Six Questions from Question 1 b.

Answer any Three each Questions from Question 2, 3,4and 5

Q.No.1.	Answer any Six Questions (At least Two question from Each Unit) a. b. c. d, e. f. g. h.	2X6=12
Q.No.2.	(Should cover Entire Unit-I)a. b. c. d.	4X3=12
Q.No.3.	(Should cover Entire Unit-II)a. b. c. d.	4X3=12
Q.No.4.	(Should cover Entire Unit-III)a. b. c. d.	4X3=12
Q.No.5.	(Should cover Entire Unit-IV)a. b. c. d.	4X3=12

OEC OFFERED BY DEPT. OF HISTORY

Course Title: Cultural History of Karnataka (CE11 to CE1750)

Course Code: - 126BAB02HISOEC03T

Course 1		Course 2	
Number of Theory Credits	Number of lecture hours/semester	Number of Theory Credits	Number of lecture hours/semester
3	39 or 42	3	39 or 42
Content of Course 1			39/42 Hrs
Unit – 1 Introduction			13/14
Chapter No. 1 Vachana Literature – Anubhava Mantappa			05
Chapter No. 2 Bhakti Movement of Karnataka – Literature Movement			04
Chapter No. 3 Sufism and Christian missionaries in Karnataka			05
Unit – 2 Society and Economy			13/14
Chapter No. 4. Social Conditions – Caste System – Rituals and Customs			05
Chapter No. 5. Economic Conditions – Agriculture - Irrigation			04
Chapter No. 6. Indigenous Industries - Trade and Commerce			05
Unit – 3 Art and Architecture			13/14
Chapter No. 7 Temple Architecture – Islamic Architecture			05
Chapter No. 8. Church Architecture			04
Chapter No. 9 Painting			05

Books for Reference

1. P.BDesai - History ofKarnataka
2. K.R Basavaraja - History and Culture ofKarnataka
3. B.RHiremath - Karnataka ShasanagalalliVartakaru 4. RahamatTarikere - KarnatakaSufigalu
5. RajaramHegde& M.VVasu - Dakshina Karnataka ArasuManethangalu 6. R.RDiwakar Karnatka Through theAges
7. SuryanathU.Kamath - A History of Karnataka
8. H.K Sherwani - TheBahamani*softheDeccan
9. Dept.of Archaeology - VijayanagarAdhayayana
10. BaragurRamachandrappa - KarnatakaSangathi

Course Title: Manuscriptology Course Code:- 126BAB02HISOEC04T

Course 1		Course 2	
Number of Theory Credits	Number of lecture hours/semester	Number of Theory Credits	Number of lecture hours/semester
3	39 or 42	3	39 or 42
Content of Course 1			39/42 Hrs
Unit – 1 Introduction			13/14
Chapter No. 1 Meaning – Definition - Characteristics			04
Chapter No. 2 Scope and importance			05
Chapter No. 3 Types of Manuscripts - Methods of Study			04
Unit – 2 Collection			13/14
Chapter No. 4. History of Manuscriptology			05
Chapter No. 5. Indian Manuscriptology			04
Chapter No. 6. Manuscripts in Kannada, Brahmi, Sanskrit, Malayalam, Devanagari and Modi Script			05
Unit – 3 Editing			13/14
Chapter No. 7 Collection of Manuscripts			03
Chapter No. 8. Process of Editing			05
Chapter No. 9 Preservation of Manuscripts			06

Books for Reference

1. ChinthaharChakravathi - Study ofManuscriptology
2. M.V Seetharamiah& M.Chidanadamurthy - HastipratiSastra
3. N.Geethacharya - HastipratiSastraAdhyayana
4. SitharamJahagirdar - Kannada GranthaSampadhanaSastraParichaya
5. S Jagannath - GranthaSampadanaShastra
6. Devarakondareddy - LipiyaHuttumattuBelavanige
7. MadhavaNaKatti - LipishastraPravesha
8. B.SSanaya - Kannada Hasta Prathigala Micro filmSoochi
9. T.VVenkatalachalaSastri - HalayaHonnu

BA in History Model Question Paper

Title of the Paper:

Time-2 hours

Max Marks-60

Note: All Parts – A,B and C are Compulsory

Part-A

Answer any Two of the following Short Notes

2 x 5=10

1

2

3

4

Part-B

Answer any Two of the following Question

2 x 10 =20

5

6

7

8

Part-C

Answer any Two of the following Question

2 x 15 =30

9

10

11

12 Map Questions

5 Places Mark in the Map and Brief Explain

OEC OFFERED BY DEPT. OF PHILOSOPHY

Course Title: Critical Thinking and Decision Making

Course Code:-126BAB02PHIOEC02T

Course Title: CRITICAL THINKING AND DECISION MAKING (OEC-2)	Course Credits: 3 Credits
Total Contact Hours: 42	Duration of ESA: 3 hours
Formative Assessment Marks: 30	Summative Assessment Marks: 70
Model Syllabus Authors: Subject Committee in Philosophy	

Course Objectives:

1. Learn to identify and understand the problem, and interpret information effectively relative to the problem.
2. Learn to combine creative thinking and critical thinking to solve problems and develop alternatives to address criteria to predict implications and consequences.
3. Construct well-reasoned solutions/conclusions and support conclusions with fact in the process of decision making.

Course Outcomes (COs):

At the end of the course the student should be able to:

- Analyze context and information to clearly understand and identify a problem.
- Establish relevant criteria and standards for acceptable solutions by applying problem solving steps and tools.
- Work through the critical thinking process to build, analyze and evaluate varying viewpoints and avoid common decision-making mistakes.

Title of the Course: CRITICAL THINKING AND DECISION MAKING (OEC-2)

Content of Course OEC-2	Hrs
Unit - 1	14
Chapter No. 1 : Logical Thinking	4
Chapter No. 2 :Critical Thinking and its components	3
Chapter No. 3 :Critical Thinking : A Second order activity	7
Unit - 2	14
Chapter No. 4 :Detecting problems / Errors	3
Chapter No. 5 :Identification and Analysis of the problem, Organizing the data and Identifying the errors	6

Chapter No. 6 : Problems Analysis, Decision making and wrapping up for solution	5
Unit - 3	14
Chapter No. 7 : Evaluating the Argument : Validity soundness and strength reflecting upon the issue with sensitivity and fairness	4
Chapter No. 8 : Identifying inconsistencies, understanding dilemma and looking for appropriate solution within limitation	5
Chapter No. 9 :Evaluating Decision options from multiple perspectives	5

References

1. Hurley, Patrick. J.: A Concise Introduction to Logic, Ward worth, Cengage Learning. 2007
2. Kam Chuan Aik, & Stephen Edmonds: Critical Thinking: Selected Topics for Discussion and Analysis, Longman. 1977
3. Dewey, John: How we Think: A Restatement of the Relation of Reflective Thinking to the Educative Process. D C Heath & Co, Boston. 1985
4. Noirich, Gerald M: Learning to Think Things Through: A Guide to Critical Thinking, Prentice Hall. 2002

Pedagogy

Formative Assessment	
Assessment Occasion	Weightage in Marks
a) Semester End Examinations	70
b) Internal Assessment:-	30
i) Home assignments -1	05
ii) Seminar -1	05
iii) Internal test - 2	10x2=20
Total	100

OEC OFFERED BY DEPT. OF POLITICAL SCIENCE

Course Title: Indian Polity: Issues and Concerns

Course Code:- 126BAB02POLOEC02T

Name of the Course: OE 2.1 INDIAN POLITY: ISSUES AND CONCERNS		
Course Credits	No. of Teaching Hours per Week	Sociology of Health Care
3 Credits	3+0+0	45 Hrs
Formative Assessment Marks: 40		Summative Assessment Marks: 60+40=100
<p>Course Objective: To make the students aware on different issues that exists in Indian polity. Through this paper students need to understand the emerging issues and their causes to the Indian Democracy</p> <p>Learning Outcomes: At the end of the course the student should be able to</p> <ol style="list-style-type: none"> 1. Understand the reasons behind the causes of these issues and also the constitutional Provisions that existed. 2. Familiarize with the debates that emerged. 3. Be able to suggest the measures to control such issues. 		
Unit	Syllabus	Teaching Hours 45Hrs.
I	<p>Chapter-1 National Integration and Social Harmony – Meaning and Need of National Integration and Suggestions for securing National Integration</p> <p>Chapter-2 Society and Politics in India: Role of Caste and its Impact on Indian Polity.</p> <p>Chapter-3 Language and Religion: Constitutional Provisions</p>	15
II	<p>Chapter-4 Development and Inclusiveness: Issues and Concerns</p> <p>Chapter-5 Regionalism: Reasons and implications</p>	15
III	<p>Chapter-6 Corruptions- Causes and Measures</p> <p>Chapter-7 Terrorism- Causes and Measures</p> <p>Chapter-8 Unity in Diversity – Consensus and Challenges</p>	15
<p>Exercise:</p> <ul style="list-style-type: none"> • Classify the major factors which are an impediment to National Integration and give yoursuggestions • Identify the terrorist"s group in the world • Make a point on 2011 Anti- Corruption movement in India <p>Reference Books:</p> <ol style="list-style-type: none"> 1. M. Galanter, „The Long Half-Life of Reservations“, in Z. Hasan, E. Sridharan and R. Sudarshan (eds.) India"s Living Constitution: Ideas, Practices, Controversies, New Delhi: Permanent Black, 2002. 2. C. Jaffrelot, „The Politics of the OBCs“, in Seminar, Issue, 2005. 3. Singh, M.P. & Saxena, R. Indian Politics: Contemporary Issues and Concerns. New Delhi: PHI Learning, 2008. 4. Vanaik, A. & Bhargava, R. (eds.) Understanding Contemporary India: Critical Perspectives. New Delhi: Orient Blackswan, 2010. 5. Dunkin Jalaki "Bharatadalli Jativyavste ideye?", Malladahalli Publication, Malladahalli.Note: Latest edition of text books may be used. 		

Pedagogy:

The course shall be taught through the Bridge Courses, Lecture, Tutorial, Interactive Sessions, Self-guided Learning Materials, and Open Educational Recourses (OER) as reference materials, Practical Exercises, Assignments, Seminars, Group Discussions and Week-end Counseling Classes.

Formative Assessment	
Assessment Occasion/ type	Weightage in Marks
Assessment Test-1	10
Assessment Test-2	5
Seminar/Presentation/Fieldwork/Project work	10
Assignment	5
Attendance	30

I Semester B. A. Degree Model Question Paper 2023

POLITICAL SCIENCE

Introduction to Political Science (DSC) Regular

Time: 2 Hours

Maximum Marks 60

Instructions to Candidates: All parts are compulsory. Subject to internal choice.

PART A

Note: Answer any five questions in 100 words each. All questions carry equal marks. $5 \times 5 = 25$

1. Explain the meaning and scope of Political science
2. Discuss the meaning of Historical Approach.
3. Explain the concept of civil society
4. Discuss the Gandhi an theory of state
5. What is Liberty? Discuss its aspects
6. Explain meaning of Monistic theory of sovereignty
7. What is Political obligation? Explain
8. Explain the concept of power

PART B

Note: Answer any two questions in 300 words each. All questions carry equal marks. $2 \times 10 = 20$

1. Discuss the important elements of state
2. Explain the features of Marxian theory of state
3. What is law? discuss its various kinds
4. Define sovereignty and discuss its features

PART C

Note: Answer any one question in 500 words. All questions carry equal marks. $1 \times 15 = 15$

1. Explain the meaning and importance of political Science
2. Discuss the challenges of state sovereignty in Globalization
3. Discuss meaning and Importance of Justice

OEC Offered By Department of Psychology

Course Title: Psychology and Mental Health

Course Code:- 126BAB02PSYOEC02T

Course Title: Psychology and Mental Health (OEC 02)	
Total Contact Hours: 40 (03 hours per week)	Course Credits: 03
Formative Assessment Marks: 40	Summative Assessment Marks: 60

Learning Outcomes: The students will be able to:

1. Understand the status of mental health problem in India and the world.
2. Start conversations about mental health and create mental health awareness amongst non-Psychology students.
3. Identify people suffering from common mental health problems like anxiety and depression and learn to provide psychological first aid to people
4. Understand and enhance positive mental health and wellbeing

UNIT 01: Introduction to Mental Health

(10 Hours)

Mental Health, Concept of mental health, Issues of mental health in India and the world.

Importance of mental health, identify mental health challenges to help reduce the stigma of mental illness.

Mental Health issues in adolescence and young adults: Bullying, body image, relational issues with parents and friends/romantic partners, sexual orientation.

UNIT 02: Anxiety and Depression

(10 Hours)

Causes and Symptoms of Anxiety. Ways to overcome anxiety.

Causes and Symptoms of Depression. Ways to overcome Depression.

Suicide: Preventative and treatment measures.

UNIT 03: Counselling and Treatment

(10 Hours)

Psychological first aid: Utilizing the RAPID model (Reflective listening, Assessment of needs, Prioritization, Intervention, and Disposition), guiding the person towards appropriate professional help.

Reaching out and providing initial help.

Recognizing the symptoms that someone may need help/support.

Do's and Don'ts of Counsellors.

UNIT 04: Practice and Care of Mental Health

(10 Hours)

Counseling, therapy, guidance, mentoring, peer mentoring: concept and skills.

References:

1. Butcher, J.N., Hooly, J. M, Mineka, S. & Dwivedi, C.B (2017).abnormal Psychology. New Delhi: Pearson.
2. Muir-Cochrane, E., Barkway, P. & Nizette, D. (2018). Pocketbook of Mental Health (3rd Edition). Elsevier
3. Snider, Leslie and WHO (2011). Psychological First Aid: Guide for Field Workers. Retrieved from http://www.aaptuk.org/downloads/Psychological_first_aid_Guide_for_field_workers.pdf
4. WHO (2003). Investing in Mental Health. Retrieved from https://www.who.int/mental_health/media/investing_mnh.pdf

Pedagogy: Pedagogy includes lecture, active learning, course projects, problem or project-based learning, case studies, demonstration, discussion methods.

Formative Assessment	
Assessment Occasion / Type	Weightage in Marks (40)
1 st IA Test	10
2 nd IA Test	10
Seminars / Presentations / Activity	10
Case Study / Assignment / Field Work / Project Work, etc.	10
Total	40

OEC OFFERED BY DEPT. OF SOCIOLOGY

OE Course 2 : Society Through Gender Lens		OE Course 2: Social Development in India		OE Course 2: Sociology of Health Care	
Number of Theory Credits	Number of lecture hours/semester	Number of Theory Credits	Number of lecture hours/semester	Number of Theory Credits	Number of lecture hours/semester
3	39	3	39	3	39

Course Title: Society Through Gender Lens

Course Code: - 126BAB02SOCOEC04T

Course Outcomes: At the end of the course the student should be able to

1. Understand the role of socialization as a constructor of gender roles and status
2. Appreciate the role of defining one's self identity in terms of gender
3. Identify the gender bias and discrimination present in everyday social structure
4. Take informed decisions about addressing gender justice issues

Articulation Matrix: Mapping of Course Outcomes (COs) with Program Outcomes (POs 1-12)

Course Outcomes (COs)/ Program Outcomes (POs)	1	2	3	4	5	6	7	8	9
Understand the role of socialisation as a constructor of gender roles and status to look at the familiar world from a new perspective	X	X	X	X	X	X		X	X
Appreciate the role of defining one's self identity in terms of	X	X	X	X	X	X	X	X	X
gender Identify the gender bias and discrimination present in everyday social structure	X	X	X	X	X	X	X	X	X
Take informed decisions about addressing gender justice issues			X	X	X	X	X	X	X

Course Articulation Matrix relates course outcomes of course with the corresponding program outcomes whose attainment is attempted in this course. Mark 'X' in the intersection cell if a course outcome addresses a particular program outcome.

Name of the Course: OE 2.1 Society Through Gender Lens		
Course Credits	No. of Hours per Week	Total No. of Teaching Hours
3 Credits	3+0+0	39 Hrs
Pedagogy : Field work, micro projects, group discussion, role play, written/oral presentation by students		
Formative Assessment Marks: 40		Summative Assessment Marks: 60
Unit	Syllabus	Teaching Hours 39
I	Social Construction of Gender: Chapter 1: Gender and Sex, Patriarchy, Gender Relations, Gender Discrimination, Gender Division of Labour Chapter 2: Gender Equality, Gender Neutrality, Androgyny and Gender Sensitivity Chapter 3: Gender Representation of Women and Transgender in Indian Social Institutions	14
II	Gender Representation and Violence: Chapter 4: Mass Media and Politics Chapter 5: Education, Employment and Health Chapter 6: Domestic Violence, Sexual Harassment at Work Place, Dowry and Rape, Dishonour Killing	14
III	Addressing Gender Justice: Chapter 7: The Convention on the Elimination of All Forms of Discrimination Against Women (CEDAW) Chapter 8: 73rd and 74th Constitutional Amendment and Women's Empowerment Chapter 9: Right to self-determination of gender - Supreme Court of India's Judgment in NLSA Vs Union of India and others (Writ Petition (Civil) No 400 of 2012).	11
Reference Books: <ol style="list-style-type: none"> 1. Alfred De Souza (1980). Women in contemporary India and South Asia. Allyn and Bacon. 2. Anju Vyas (1993). Women's Studies in India: Information Sources. 3. Ann Oakley. (1972). Sex, Gender and Society. New York: Harper and Row. Cambridge University Press, 1980. Delhi: Ajantha, 1987. 4. Chaudhuri, Maitrayee ed. (2004). Feminism in India. New Delhi: Kali for Women and Women Giddens, Anthony and Philip W Sutton, 2013, Sociology, 7th edition, Wiley India Pvt. Ltd. New Delhi 5. Gouda, M Sateesh, Khan, A G and Hiremath, S L 2019, Spouse Abusal in India: A Regional Scenario, GRIN Publishing, Munich 6. Harlambos, M and R M Heald, 1980, Sociology: Themes and Perspectives, Oxford University Press, Delhi 7. Indira R 2011, Themes in Sociology of Indian Education, Sage Publications, Delhi Inkeles, 8. Alex 1987, What is Sociology? Prentice-Hall of India, New Delhi 9. Johnson, H M 1995, Sociology: A Systematic Introduction, Allied Publishers, New Delhi 10. Laura, Kramer. (2004). The Sociology of Gender: A Brief Introduction. Rawat Limited, New Delhi. 11. Linda L. Lindsey. (2011). Gender Roles: A Sociological Perspective. PHI Learning Private 12. Maithreyi Krishna Raj (Ed.), (1986). Women's Studies in India. Some Manohar Margaret L Anderson. Thinking About Women: Sociological Perspective on Sex and Gender. 13. McCormack, C. and M. Strathern (ed.) (1980 & 87). Nature, Cultural and Gender. Cambridge: Neera Desai & Maithreyi Krishna Raj. (1984). Women & Society in India. Pal, M. P. B. (2011). Gender and Discrimination. New Delhi: Oxford University Press. 14. Perspectives Popular Prakashan, Bombay. Publication, Jaipur. Publications, New Delhi. 		

15.Ray, R. (2012). Handbook of Gender. New Delhi: Oxford University.

16.Rege, Sharmila (ed.), (2003). Sociology of Gender: The Challenge of Feminist Sociological Knowledge.

17.Simone de Beauvoir. (1953). the Second Sex. London: Penguin. Unlimited.

- ಇಂದಿರಾ, ಆರ್ ೧೯೯೫ ,ಭಾರತೋಪಯುಕ್ತತೆ, ಕನನ ಡೆ ಪುಸ್ ಕಪಾರ ಧಿಕಾರ, ಬಂಗಳೂರು
- ಇಂದಿರಾ, ಆರ್ ೨೦೦೦, ಮಹಿಳೆಮತ್ತ ಕೌಟಂಬಿಕ ಹಿಂಸೆ, ಯಶೋದರಾಗೌ ಟ್ರ ಸ್ಟ, ಮೈಸೂರು .
- ಇಂದಿರಾ, ಆರ್ ೨೦೦೭ ಸ್ತ್ರ ರೋವಾದ ದಿಕ್ಕು ಚಿ, ಕನನ ಡೆ ವಿಶ್ವ ವಿದ್ಯಯ ನಿಲಯ, ಹಂಪಿ
- ಇಂದಿರಾ, ಆರ್ ೨೦೦೭ಮಾನುಷ್ (ಪ್ರ ಜಾನುಡಿ ಪ್ರ ಕೆಯಲ್ಲಿ 2002-2006 ರವರೆಗೆ ಲ್ಲಂಗ ವಯ ವಸ್ಥೆ ಯನುನ ಕುರಿತ ಪ್ರ ಕಟ್ಟಾದ ಅಂಕಣ ಬರಹಗಳಸಂಕಲನ), ಸಾರಾಎಂಟ್ರ ರ ರೈ ಸಸ್, ಮೈಸೂರು
- ಇಂದಿರಾ, ಆರ್ ೨೦೧೨ (ಪ್ರ ಧಾನಸಂಪಾದಕರು) ಸಮಾಜಶಾಸ್ತ್ರ ರ(ವಿಷಯವಾರು ವಿಶ್ವ ಕೋಶ್) ಕುವಂಪು ಕನನ ಡೆ ಅಧ್ಯ ಯನಸಂಸ್ಥೆ, ಮೈಸೂರುವಿಶ್ವ ವಿದ್ಯಯ ನಿಲಯ, ಮೈಸೂರು
- ಇಂದಿರಾ, ಆರ್ ೨೦೧೬, ಹೆಚ್ಚು ಹಕುತ ಮತ್ತೆ ಹೋರಾಟ್ (ಪ್ರ ಜಾವಾಣಿ ಪ್ರ ಕೆಯಲ್ಲಿ 2009-2013 ರ ವರೆಗೆ ಹಸದ್ಯರಿ ಅಂಕಣದಲ್ಲಿ ಪ್ರ ಕಟಿತವಾದ ಲ್ಲಂಗ ವಯ ವಸ್ಥೆ ಯನುನ ಕುರಿತ ಬರಹಗಳು), ಪ್ರ ಗತ ಪ್ರ ಕಾಶ್, ಮೈಸೂರು .
- ನಾಗೇಶ್, ಹೆಚ್ಚಿ ೧೯೯೪, ಕುಟಂಬ, ಕನನ ಡೆ ಪುಸ್ ಕಪಾರ ಧಿಕಾರ, ಬಂಗಳೂರು
- ಶಂಕರ ರಾವ್, ಚ ನ ೨೦೧೨ ಸಮಾಜಶಾಸ್ತ್ರ ರ ದಶ್ೈ ನ ,&ಗ ೨, ಜಯ,&ರತ ಪ್ರ ಕಾಶ್, ಮಂಗಳೂರು
- ಶಂಕರ ರಾವ್, ಚ ನ ೨೦೧೨ (ಪ್ರಿಷಕ ೃತ ಆವೃತ್) ,ಭಾರತೋಪಯುಕ್ತತೆ, ಜಯ,&ರತ ಪ್ರ ಕಾಶ್, ಮಂಗಳೂರು
- ಶ್ರ ೌನಿವಾಸ್ ಎಂ ಎನ್(೨೦೧೮) ಆಧುನಿಕ ,ಭಾರತದಲ್ಲಿ ಸಾಮಾಜಿಕ ಬದಲಾವಣೆ, ಅನುವಾದ -

Reference Works

Unit 1: Social Construction of Gender

- <https://web.stanford.edu/~eckert/PDF/Chap1.pdf> An Introduction to Gender
- <https://www.unicef.org/rosa/media/1761/Gile/Gender%20glossary%20of%20terms%20and%20concepts%20.pdf> Gender Equality: Glossary of Terms and Concepts
- <https://www.coe.int/en/web/gender-matters/sex-and-gender>
- <https://opentextbc.ca/introductiontosociology/chapter/chapter12-gender-sex-and-sexuality/>

Unit 2: Gender Representation and Violence

- <https://hbr.org/2019/06/tackling-the-underrepresentation-of-women-in-media>
<https://gsdrc.org/topic-guides/gender/gender-and-media/>
<https://www.unwomen.org/en/digital-library/multimedia/2020/2/infographic-visualizing-the-data-womens-representation>
- <https://www.unwomen.org/en/what-we-do/leadership-and-political-participation/facts-and-figures>

- <https://www.cambridge.org/core/journals/government-and-opposition/information/gender-and-political-representation>
- <https://www.oxfordhandbooks.com/view/10.1093/oxfordhb/9780199751457.001.0001/oxfordhb-9780199751457-e-34>

Unit 3: Addressing Gender Justice

- https://en.wikipedia.org/wiki/National_Legal_Services_Authority_v._Union_of_India · <https://web.archive.org/web/20140527105348/http://supremecourtindia.nic.in/outtoday/wc40012.pdf>
- <https://www.equalrightstrust.org/news/indian-supreme-court-recognises-right-self-identify-third-gender>
- <https://core.ac.uk/download/pdf/236436832.pdf> Third Gender Rights: Right to Equality · <https://legislative.gov.in/sites/default/files/A2013-14.pdf> THE SEXUAL HARASSMENT OF WOMEN AT WORKPLACE (PREVENTION, PROHIBITION AND REDRESSAL) ACT, 2013
- <https://www.mondaq.com/india/employee-rights-labour-relations/876830/sexual-harassment-of-women-at-workplace-a-brief-analysis-of-the-posh-act-2013> · <https://vikaspedia.in/social-welfare/women-and-child-development/women-development1/meera-didi-se-poocho/sexual-harassment-at-work-place>
- https://www.education.gov.in/sites/upload_giles/mhrd/giles/upload_document/74amend.pdf

Pedagogy : Field work, micro projects, group discussion, role play, written/oral presentation by students

Suggested Activities

Unit 1: Social Construction of Gender

1. Ask the students to answer the question - Why am I a boy or girl? Their answers lead to the question or discussion on - Do I identify myself as boy or girl because of physical features or social behaviour? What moulds our social behaviour? Finally the role of socialisation and social construction of gender can be explained
2. Movies like Naanu avanalla, avalu can be screened/discussed to understand the social construction of reality

Unit 2: Gender Representation and Violence

1. Students can be asked to write a report on portrayal of women, men and third gender in - print media, television, cinema and magazines.

<https://theprint.in/features/art-life-and-bollywoods-role-in-violence-against-women/331977/>

This article can be used to generate a discussion on role of Bollywood in violence against women

<https://www.deccanherald.com/entertainment/where-are-kannada-cinemas-strong-women-762811.html>

State of Sandalwood and women - such articles can be used to generate discussion and sensitise

Students can prepare a survey report about the composition of their political representatives at different levels, assess the political representation of different genders and the reasons behind such representation or absence

Prepare case studies about personally experienced instances of domestic violence, sexual harassment, dowry. Can also collate data about dishonour killing in various parts of the country for last few years or so

Formative Assessment	
Assessment Occasion/ type	Weightage in Marks
Activities	20
Written Test	20
Total	40

Teachers can adopt best of three or best of five principle for both activities and written test

Course Title: Social Development in India

Course Code:- 126BAB02SOCOEC05T

Articulation Matrix: Mapping of Course Outcomes (COs) with Program Outcomes (POs 1-12)

Course Outcomes (COs)/ Program Outcomes (POs)	1	2	3	4	5	6	7	8	9
Distinguish between growth and development	X	X		X	X	X	X	X	X
Appreciate the importance of social component of development			X	X	X	X	X	X	X
Appreciate the need for sustainable and inclusive human development	X	X	X	X	X	X	X	X	X
Recognise the necessity for focus on changing social values to realise the full potential of growth	X	X	X	X	X	X	X	X	X

Course Articulation Matrix relates course outcomes of course with the corresponding program outcomes whose attainment is attempted in this course. Mark 'X' in the intersection cell if a course outcome addresses a particular program outcome

OEC offered from Sociology Dept.		
Name of the Course: OE 2.2 Social Development in India		
Course Credits	Duration of ESA/Exam	Total No. of Teaching Hours
3 Credits	2 hours	39 Hrs
Formative Assessment Marks: 40		Summative Assessment Marks: 60
Course Outcomes: At the end of the course the student should be able to <ol style="list-style-type: none"> 1. Distinguish between growth and development 2. Appreciate the importance of social component of development 3. Appreciate the need for sustainable and inclusive human development 4. Recognize the necessity for focus on changing social values to realize the full potential of growth 		
Unit	Syllabus	Teaching Hours
I	Social Change and Development Chapter No. 1: Rethinking Development: From economic development to social development and Human Development Index (HDI) Chapter No. 2: Development: Concept - changes in values and social relations as development; Shama Charan Dube's (S C Dube) contributions; Importance of Social	13

	Development Chapter No. 3: Indian thinking about Social Development – Swami Vivekananda, Rabindranath Tagore, M K Gandhi and Dr B .R. Ambedkar	
II	Components of Social Development Chapter No. 4: Political Freedom, Economic Facilities Chapter No 5: Social Opportunities, Transparency, Security	13
III	Challenges to Social Development Chapter No. 6: Sustainable and Inclusive Development, Environmental Sustainability ChapterNo.7: Responsible Private Corporations, Redressing Regional Imbalance, Harnessing Demographic Dividend	13
Reference Books:		
<ol style="list-style-type: none"> 1. So, Alvin Y 1990 Social Change and Development. Sage Publication. 2. Sen, Amartya 1999 Development as Freedom, Oxford University Press, Delhi 3. Rai, Hirendranath 2013 Economic Thinking of Swami Vivekananda, Mahatma Gandhi and 4. Ravindranath Tagore : Advaita Ashrama Calcutta 5. Dayal, P 2006 Gandhian Theory of Reconstruction. Atlantic 6. Pearson, P W 1996 Post –Development Theory. Sage Publication 7. Srivatsava S P 1998 The Development Debate. Rawat Publication 8. ಇಂದಿರಾ, ಆರ್ ೧೯೯೫ ಭಾರತೋದಯನಮಾಜಿ, ಕನನ ಡೆವ್ಲಪ್ ಕಪಾರ ಧಿಕಾರ, ಬಂಗಳೂರು 		

Reference Works

- <https://blogs.lse.ac.uk/southasia/2016/01/13/5689/> Top 100 economic and development challenges for India 220016 http://dotcue.net/swtn/upload_newgiles/2.SocialDevelopmentTheConcept.pdf
https://uk.sagepub.com/sites/default/giles/upm-assets/57961_book_item_57961.pdf Decining Social Development http://www.gsdr.org/wp-content/uploads/2015/10/SD_HD.pdf Social Development and Human Development · <http://csdindia.org/wp-content/uploads/2017/10/Working-Paper-Impact-of-Economic-Growth-on-Social-Development-2017.pdf>
- <https://documents.worldbank.org/en/publication/documents-reports/documentdetail/200011468764675475/social-development-is-economic-development> · <https://www.oecd-ilibrary.org/sites/c1265e4f-en/index.html?itemId=/content/component/c1265e4f-en> <https://www.asiancenturyinstitute.com/development/333-amartya-sen-on-development-as-freedom>
<https://www.adb.org/sites/default/giles/publication/29778/social-exclusion.pdf> · <https://www.adb.org/sites/default/giles/evaluation-document/35886/giles/op7-conceptualizing-inclusive-development.pdf>

Pedagogy : Field work, micro projects, group discussion, role play, written/oral presentation by students

Suggested Activities

Unit 1: Social Change and Development

- <https://www.indiaspend.com/fewer-girls-born-in-northern-western-and-richer-indian-states-79517/> The link is a news item about economically rich states of India having fewer girls born. Provides useful data to show that economic growth is not development
- <https://www.statista.com/statistics/633011/reported-dowry-death-cases-by-state-india/> This link provides data for dowry deaths in different states of India for the year 2019. This can be used to demonstrate the gap between growth and desired change in social values
- https://censusindia.gov.in/2011-prov-results/data-files/india/Final_PPT_2011_chapter6.pdf State of Literacy Report by Census of India authority. Once again, data in this document can be used for different purposes to generate discussion on need for social development and inadequacy of economic growth

Unit 2: Components of Social Development

1. A project on life chances and social opportunities can be conducted within the college or across colleges to understand its influence on educational attainments
2. Micro projects can be assigned to understand the Sustainable Development Goals
3. Filing RTI application: to help students to learn how to file an application, procedure involved and problems they may face can be experienced and presented in the classroom

Unit 3: Social Development: Challenges and Crisis

1. Students can be asked to visit a slum, nearby village or tribal area and collect data about lack or presence of social infrastructure and their quality to assess the inclusive/exclusive nature of development. Teachers can assign this to individual/group of students and ask them to present their findings. Students can also be encouraged to take photos or make videos and an exhibition can be arranged in the college
2. Different Development Reports can be used to present a writeup on regional imbalances at different levels (international, national, statewide or even within one's city/town/village). Students' writeup can contain - indicators used, graphs and explanations apart from photos/videos.
3. Activity (2) can be combined with those listed under Unit 1

Formative Assessment	
Assessment Occasion/ type	Weightage in Marks
Activities	20
Written Test	20
Total	40

Teachers can adopt best of three or best of five principle for both activities and written test

Course Title: Sociology of Health Care

Course Code:- 126BAB02SOCOEC06T

Learning Outcomes:

At the end of the course the student should be able to

1. Explain health and illness and health inequities, social constructions of illness and need for health care, interventions and institutional responses
2. Understand social processes across lines of gender, socio-economic status, age and how these are implicated in health and illness.
3. The learner acquires knowledge of how social organization in the form of institutions impacts the prevention and treatment of health and illness.
4. Relate medical and health issues to the social structure of a society
5. Understand the net-work of health administration and their roles at various levels learning.

Articulation Matrix: Mapping of Course Outcomes (COs) with Program Outcomes (POs 1-12)

Course Outcomes (COs)/ Program Outcomes (POs)	1	2	3	4	5	6	7	8	9
Distinguish between growth and development	X	X		X	X	X	X	X	X
Appreciate the importance of social component of development			X	X	X	X	X	X	X
Appreciate the need for sustainable and inclusive human development	X	X	X	X	X	X	X	X	X
Recognize the necessity for focus on changing social values to realize the full potential of growth	X	X	X	X	X	X	X	X	X

Course Articulation Matrix relates course outcomes of course with the corresponding program outcomes whose attainment is attempted in this course. Mark 'X' in the intersection cell if a course outcome addresses a particular program outcome

OEC offered from Sociology Dept.		
Name of the Course: OE 2.3 Sociology of Health Care		
Course Credits	Duration of ESA/Exam	Sociology of Health Care
3 Credits	2 hours	39 Hrs
Formative Assessment Marks: 40		Summative Assessment Marks: 60
Unit	Syllabus	Teaching Hours
I	Health as a Social System Chapter 1 Definitions, Concept of Health and Wellbeing, Illness, sickness, diseases, hygiene; Significance of Sociology of Health Care Chapter 2 Sociological Perspective on Health, The determinants of Health: The Social Basis of Health, Class, Gender and Health Inequalities Chapter 3 Diseases: Chronic and Other Diseases, Communicable and Non Communicable Diseases, Health and Sanitation, Measures to Control Diseases	13
II	Health Care Institutions Chapter 4. Significance of institutions in Context of health care and Illness: Family and Health care, The elderly and Gender, Chapter 5. Hospitals and Health Care: Hospital as a social organization (Doctors, Nurses and Patients); Community Health Care Chapter 6. State and health Care: Health for all, maternal and child health Chapter 7. NGOs and Health Care	13
III	Health Care System in India Chapter 8: Indigenous Knowledge systems of medicine in India, Systems of Medicine and alternative practices Chapter 9 Community Health Care; Rural Health Programs; Commercialization of health care services Chapter 10: Health as a fundamental right. Health policy of the Government of India	13
Reference Books: <ol style="list-style-type: none"> 1. Albert, Gary. L., and R. Fitzpatrick. (1994). Quality of Life in Health Care: Advance in Medical 2. Albrecht Gary L. and Fitzpatrick R, Quality of life in Health Care: Advances in Medical Sociology, Jai Press Mumbai, 1994 3. Arnold, 1994. Colonising the Body: State, Medicine and the Epidemic Disease in Nineteenth Century India, Oxford University Press, Delhi, 4. Banerjee 1982. Poverty, Class and Health Culture in India, Vol. 1, New Delhi: Prachi Prakasan Bird, Chloe E. and Patricia P. Rieker. 2008. Gender and Health: The Effects of Constrained Choices and Social Policies. Cambridge, UK: Cambridge University Press ("Gender Differences in Health" 16-45, "Gender Barriers to Health" 62-68). 5. Chloe Bird, Peter Conrad & Alan Fremont (2000) Handbook of Medical Sociology. New York 6. Cockerham, William C. 1997. Medical Sociology. New Jersey: Prentice Hall. Michael Bury, Jonathan Gabe , 2004. The Sociology of Health and Illness: A Reader, London: Routledge 7. Coe, Rodney M. (1970). Sociology of Medicine. New York: Mac Graw Hill. 		

8. Conard P. 2007. Medicalisation of Society: On the Transformations of Human Conditions into Treatable Disorders, Baltimore, John Hopkins University Press David.
9. Dak, T.M. Ed. 1991. Sociology of Health, Rawat Publications, New Delhi,
10. Dalal, Ajit, Ray Shubha, 2005. (Ed). Social Dimensions of Health, Rawat.
11. Das Gupa, Monica et.al. ed.1996. Women's Health in India: Risk and Vulnerability New Delhi: Oxford University Press Turner,
12. Dingwali, R. (1976). Aspects of Illness. Martin Robertson, London.
13. Dittap, R. (1955). Rural Health and Medical Care in India. Army Education Press, Ambala.
14. Govt. of Karnataka: Health Development Reports, 1990 to 2005.

- Gupta V.R Ed. 1981. The Social and Cultural Context of Medicine in India, New Delhi, Vikas Publications
- Madhulika Banerji, 2000. 'Wither Indian System of Medicine' www.india-seminar.com · Nagla Madhu 1988. Medical Sociology, Printwell Publishers, Jaipur Sontag Susan 1990. Illness and its Metaphors, London: Penguin pp 1-86
- Nagla, Madhu. 2013. Gender and Health, Jaipur Rawat Publications
- Rothman, Kenneth 2002. Epidemiology. An introduction, Oxford: Oxford University Press · Routledge Gunatillake, G. 1984. Inter-sectoral Linkages and Health Development: Case Studies in India (Kerala), Jamaica, Norway, Sri Lanka and Thailand (WHO Offset Series) Geneva: WHO · Somashekharappa, C. A. (2013). Sociology of Health and Wellness. (In Kannada), Prasaraanga, Vikas Publishing House.
- Sujatha V and Leena Abraham. 2009. 'Medicine State and Society' Economic and Political Weekly XLIV No 16 April
- Surbrigg 1984. Rekku Story: Structures of Illhealth and Source of Change, New Delhi · Turner Bryan , 1987. Medical Power and Social Knowledge, London; Sage Annandale, Ellen 1998. The Sociology of Health and Medicine: A Critical Introduction London: Polity Press · Venkataratnam, R. 1979. Medical sociology in an Indian setting, Madras: Macmillan. · Wilson Caroline 2009. Dis-embedding Health Care: Marketisation and the Rising Cost of Medicine in Kerala, South India Journal of South Asian Development April 4: 83-101, · Young Allan Anthropologies of Illness and Sickness. 1982. Annual Review of Anthropology, 11, pp 257-285

Suggested Activities

1. Students can be encouraged to prepare a profile Health status of Indian Population
2. Group Discussion can be conducted on Health disparities in terms of Gender, Class, Caste, Religion and Age.
3. Group Discussion can be conducted on importance of Health care in Families.
4. Students can be encouraged to present seminar on determinants of Health.
5. Students can be encouraged to prepare a list and write a Report on the health problems/conditions of students of their own college/locality /village
6. Students can be encouraged to present seminar on commercialization of Health care in India.
7. Students can be asked to discuss how media influences voting behavior and formation of public opinion
8. Student can be asked to prepare a list of rural Health programmes and to conduct a survey on the utilization of those programmes by conducting interview.
9. Preparing a list of NGO's and the other voluntary organization involved in health care of aged/children/women/persons with disability.
10. Students can be asked prepare the list of indigenous medicines used in their family/locality/community/village

11. Students can be assigned to list out and explained to hygiene practices in home/institution/colleges/public places

Formative Assessment	
Assessment Occasion/ type	Weightage in Marks
Activities	20
Written Test	20
Total	40

Teachers can adopt best of three or best of five principle for both activities and written test.

EXAMINATION PATTERN	
PAPERS	QUESTION PAPER PATTERN
Theory Paper - 60 Marks	<ul style="list-style-type: none"> ❖ Theory Paper has Three Parts. ➤ Part - A $5 \times 2 = 10$ ➤ Part - B $4 \times 5 = 20$ ➤ Part - C $3 \times 10 = 30$
Internal Assessment - 40 Marks	<ul style="list-style-type: none"> ❖ Two Internal Assessment Tests 20 Marks (10 Marks each)
	<p>Suggested Activities (20 Marks)</p> <ul style="list-style-type: none"> ❖ Seminars; Group Discussions, Assignment ❖ Field Work, Micro Project, role play Written/Oral Presentation, etc.
Duration of the Theory Paper	<ul style="list-style-type: none"> ❖ Two (02) Hours

Question Paper Pattern

SOCIOLOGY

NEP-2020

B.A. Degree Examination (Regular)

Paper: _____

Time: 2 Hours

Max. Marks: 60

Instruction: 1) Answer All the Section

Part-A

Answer Any Five of the Following $5 \times 2 = 10$

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____

Part-B

Answer Any Four of the Following $4 \times 5 = 20$

8. _____
9. _____
10. _____
11. _____
12. _____
13. _____

Part-C

Answer Any Three of the Following $3 \times 10 = 30$

14. _____
15. _____
16. _____
17. _____
18. _____

OEC Offered By Dept. of Journalism and Mass Communication

Course Title: Photo Journalism

Course Code:- 126BAB02JOUOEC02T

Course No.	Type of Course	Theory / Practical	Credits	Instruction hour per week	Total No. of Lectures/Hours / Semester	Duration of Exam	Formative Assessment Marks	Summative Assessment Marks	Total Marks
OEC-2	OEC	Theory	03	03	42 hrs	2hrs	40	60	100

Course Outcome (CO):

1. To train the students to understand the nature of photography, digital photography.
2. To practice the journalistic photography (news photography)

After completion of course, students will be able to:

- CO 1 :To understand the nature of photography
 CO 2 To the recent trends in photography.
 CO 3 To make the students aware about the Nature photography.
 CO 4 To understand the digital photography.

Syllabus- OEC: Title- Photo Journalism	Total Hrs: 42
Unit – I :	14 hrs
Chapter No. 1: Concept of Photography- Evolution of Photography. Chapter No. 2 Different types of cameras Manual, Digital and phone cameras Chapter No. 3 : Types of Photography- Light and light equipments - Latest trends in Photograph.	
Unit – 2 :	14 hrs
Chapter No. 4. : Concept of Photo Journalism- Nature and Scope of Photo Journalism Role and Responsibilities of Photo Journalists Chapter No. 5. : Sources of news photography, Techniques of Photo editing- Caption writing- Photo editing software's. Chapter No. 6. : Uploading news photos /videos on Digital platforms.	
Unit – 3 .	14 hrs
Chapter No. 7 : Importance of Mobile Journalism Chapter No.8: Mobile Photography Using smart phones for taking effective pictures and shooting videos. Chapter No.9 : Editing photos and videos taken on smart phones	

Books recommended.

1. N. Manjunath- Chayachitra Patrikodyama
2. Cyernshem G.R – History of Photography
3. Milten Feinberg – Techniques of Photo Journalism
4. Newspaper Photography – a Professional view of Photo Journalism Today
5. Tom Ang Digital Photography Masterclass: Advanced Photographic and Image manipulation techniques for creating perfect pictures.
6. Michael Langford, Anna Fox, Richard Sawdon Smith Langford’s Basic Photography : The Guide for Serious Photographers
7. Milten Feinberg- Techniques of Photo Journalism
8. Michel Long ford- Basic Photography
9. Tom Ang- Digital Photography- Mster classes
10. N manjunath- Chayachitra Patrikodyama
11. Cyernshem G R- History of Photography
12. Chaya chitra Patrikodyam by Astromohan
13. Chitra Jagattu by R.V. Kattimani

Details of Formative assessment (IA) for DSCC theory/OEC: 40% weight age for total marks

Type of Assessment	Weight age	Duration	Commencement
Written test-1	10%	1 hr	8 th Week
Written test-2	10%	1 hr	12 th Week
Seminar	10%	10 minutes	--
Case study / Assignment / Field work / Project work/ Activity	10%	-----	--
Total	40% of the maximum marks allotted for the paper		

**GENERAL PATTERN OF THEORY QUESTION PAPER FOR DSCC/ OEC
(60 marks for semester end Examination with 2 hrs duration)**

Part-A

1. Question number 1-06 carries 2 marks each. Answer any 05 questions: 10marks

Part-B

2. Question number 07- 11 carries 05Marks each. Answer any 04 questions: 20 marks

Part-C

3. Question number 12-15 carries 10 Marks each. Answer any 03 questions: 30marks
(Minimum 1 question from each unit and 10 marks question may have sub questions for 7+3 or 6+4 or 5+5 if necessary)

Total: 60 Marks

Note: Proportionate weight age shall be given to each unit based on number of hours prescribed.

9. Bhattacharya, Rinki. Ed. 2004. Behind Closed Doors: Domestic Violence in India. New Delhi: Sage.
10. Uberoi, Patricia. Ed. 1993. Family, Kinship and Marriage in India. Delhi, Oxford University Press.
11. Uberoi, Patricia. 2006. Freedom and Destiny : Gender, Family, and Popular Culture in India. Delhi: Oxford University Press.

Journals:

European Journal on Criminal Policy and Research, Springer
 The International Journal for Crime, Justice and Social Democracy ISSN 2202-8005

Digital Reference:

1. <https://www.taylorfrancis.com/books/mono/10.4324/9780203791578/framing-victim-nancy-berns>
2. <https://psycnet.apa.org/record/1973-31083-001>
3. <https://academic.oup.com/socpro/article/18/3/298/1691981?login=true>
4. <https://www.jstor.org/stable/798932>
5. <https://academic.oup.com/socpro/article-abstract/16/4/409/2925015>

Pedagogy: Lecture, Assignments, Interactive Sessions, ICT, Group Discussion

Formative Assessment 40 (Weightage in Marks includes: Written Tests, Activity/Assignment/Seminar/Presentation etc)			
Assessment Occasion/ Type	C1	C2	Total Marks
Session Test (2)	10	10	20
Seminar/Presentation/ Activity	10	---	10
Case study/ Assignment/Field work/ Project work etc	---	10	10
Total	20	20	40

Course Title: Fingerprint Science OE 2.2

Course Code:- 126BAB02CRIOEC04T

Number of Theory Credits: 03

Number of Lecture Hours/Semester: 42

Course Outcomes:

- Understand the meaning, concept, importance and historical background of fingerprints.
- Describe the biological formation of fingerprints, fundamental principles and its types.
- Learn the developing of latent fingerprints and their value in the court of law,
- Explain about the footprints and their importance in criminal investigation.

Content of Theory Course1

42Hrs

Unit-I: Basics of Fingerprinting

14 Hrs

Chapter-1Fingerprint: Meaning, Concept and history background, with special reference to India.

Chapter-2 Biological basis of fingerprints, Formation of ridges and Fundamental principles of fingerprinting.

Chapter-3 Types of fingerprints, Fingerprint patterns and Fingerprint characters/minutiae.

Chapter-4 Methods of Recording of Plain and rolled fingerprints.

Chapter-5 Classification of fingerprint record.

Unit-II: Development of Fingerprints

14 Hrs

Chapter-6 Type of Chance prints at a crime scene and their development.

Chapter-7 Latent fingerprints' detection by physical and chemical techniques.

Chapter-8 Preservation of developed fingerprints.

Chapter-9 Digital imaging for fingerprint enhancement.

Unit-III: Other Impressions and Prints

14 Hrs

Chapter-10 Footprints: Meaning and Importance.

Chapter-11 Casting of foot prints and Electrostatic lifting of latent foot prints.

Chapter-12 Palm prints and their historical importance.

Chapter-13 Gait Pattern and its use in crime investigation.

Books References:

1. B.S. Nabar., Forensic Science in Crime Investigation, 3rdEdn., Asia Law House, Hyderabad
2. Barry, A.J. Fisher; Techniques of Crime Scene Investigation, 7th Ed, CRC Press, NY, 2003.
3. Bennett, W.W. & Karen, M.Hass, Criminal Investigative, 6th Ed. Worsworth Thompson Learning, 2001.
4. Forensic Science, An Introduction to Criminalsitics. By Peter R.De Forest, R.E. Gaensslen and Henry C. Lee.
5. Forensic Science in Criminal Investigation and Trials, By Sharma. B. R.
6. Saferstein R. "Criminalsitics: - An Introduction to Forensic Science".
7. Wertheim K, Maceo A (2002) The critical stage of friction ridge and pattern formation. J for Ident
8. Wilder HH, Wentworth B Personal identification. Boston: Gorham Press 1918.
9. Dror IE, Charlton P, Peron AE (2006) Contextual information renders experts vulnerable to making erroneous identifications. Forensic Science International

10. Snady LZ (2005) Fingerprint evidence. L Law & Policy
11. Vokey JR, Tangen JM, Cole SA (2009) On the preliminary psychophysics of fingerprint identification. Quart J Exp Psycho
12. Senn DR, Stimson PG (2010) Forensic Dentistry. New York: CRC Press.

Journals:

The Journal of Forensic Sciences (JFS) ISSN: 1556-4029

Digital Reference: <http://www.fbi.gov/hq/cjisd/ident.pdf>

Pedagogy: Lecture, Assignments, Interactive Sessions, ICT, Group Discussion

Formative Assessment 40 (Weightage in Marks includes: Written Tests, Activity/Assignment/Seminar/Presentation etc)			
Assessment Occasion/ Type	C1	C2	Total Marks
Session Test (2)	10	10	20
Seminar/Presentation/ Activity	10	---	10
Case study/ Assignment/Field work/ Project work etc	---	10	10
Total	20	20	40

Question Paper Pattern:

Criminology and Forensic Science

I /II Semester B

Sub:

Code:

Maximum Marks: 60

The question paper for the semester-end exam will have the following three parts:

Part A - (Objective type or very short answer type questions: carrying 2 marks each) Part

B - (Short answer questions carrying 5 marks each)

Part C - (Long answer questions carrying 15 marks each)

Note: Answer any five questions from Part-A, four questions from Part-B and two questions from Part-C

The pattern of the Question Paper will be as follows:

PART – A

(5×2=10)

Q 1. (Answer any five questions. All divisions carry equal marks) a.

b.

c.

d.

e.

f.

g.

PART – B

(4×5=20)

(Answer any four questions. All questions carry equal marks)

Q 2.

Q 3.

Q 4.

Q 5.

Q 6.

Q 7.

PART – C

(2×15=30)

(Answer any two questions. All questions carry equal marks) Q

09.

Q 10.

Q 11.

OEC OFFERED BY DEPT. OF FOLKLORE

Course Code:- 126BAB02FOLOEC02T

ಚಾನಪದ ಐಚ್ಛಿಕ ವಿಷಯದ ಪಠ್ಯಕ್ರಮ ಹಾಗೂ ಆಂತರಿಕ ಮತ್ತು ಥಿಯರಿ ಪರೀಕ್ಷಾ ವಿಧಾನವು ಮೊದಲ ವರ್ಷಕ್ಕಾಗಿ ಅಂದರೆ 2021-22ನೇ ಸಾಲಿನ ಮೊದಲ ಮತ್ತು ಎರಡನೆಯ ಸೆಮಿಸ್ಟರ್ ಚಾನಪದ ಐಚ್ಛಿಕ ವಿಷಯದ ಪಠ್ಯಕ್ರಮ ಹಾಗೂ ಪರೀಕ್ಷಾ ವಿಧಾನವು ಈ ಮುಂದಿನಂತಿರುತ್ತದೆ.

1. ಆಂತರಿಕ ಅಂಕಗಳ ಮಾದರಿ ಮತ್ತು ನೀಡುವ ವಿಧಾನ : ಸಮಗ್ರ ಮತ್ತು ನಿರಂತರ ಮೌಲ್ಯಮಾಪನ ಮಾದರಿಯನ್ನು ಅನುಸರಿಸಬೇಕಾಗಿರುತ್ತದೆ. ರಚನಾತ್ಮಕ ಮೌಲ್ಯಮಾಪನ (Formative Assessment) ಅಂತಿಮ ಹಂತದಲ್ಲಿ ಸಂಚಿತ ಮೌಲ್ಯಮಾಪನ (Summative Assessment) ಕ್ರಮದಂತೆ ಆಂತರಿಕ ಅಂಕಗಳನ್ನು ನಿರಂತರ ಮೌಲ್ಯಮಾಪನದ ವರದಿ ಮತ್ತು ಸಂಚಿತ ಮೌಲ್ಯಮಾಪನದ ವರದಿಯ ಆಧಾರದ ಮೇಲೆ ನೀಡುವುದು.

- ಪತ್ರಿಕೆ ಒಟ್ಟು 100 ಅಂಕಗಳು
- ಘಟಕ 1ರ (Component 1- C1) ನಿರಂತರ ಮೌಲ್ಯಮಾಪನಕ್ಕೆ 20 ಆಂತರಿಕ ಅಂಕಗಳು (ಸೆಮಿಸ್ಟರ್‌ನ ಮೊದಲೆರಡು ತಿಂಗಳು)
- ಘಟಕ 2ರ (Component 2- C2) ನಿರಂತರ ಮೌಲ್ಯಮಾಪನಕ್ಕೆ 20 ಆಂತರಿಕ ಅಂಕಗಳು (ಸೆಮಿಸ್ಟರ್‌ನ ನಂತರದೆರಡು ತಿಂಗಳು)
- ಸೆಮಿಸ್ಟರ್ ಅಂತ್ಯದ ಪರೀಕ್ಷೆಗೆ 60 ಅಂಕಗಳು.

The outline for continuous assessment activities for Component-1 (C1) and Component - 2 (C2) of a course shall be as under

Activities	C1	C2	Total Marks
Session Test	10% marks	10% marks	20%
Seminars/Presentations/Activity	10% marks		10%
Case study /Assignment / Field work / Project work etc.		10% marks	10%
Total	20% marks	20% marks	40%

Model Question Paper

Max Marks: 60 Max

Time: 2 hrs

- ಎಲ್ಲಾ ಘಟಕಗಳಿಂದ ಕನಿಷ್ಠ ಒಂದು ಪ್ರಶ್ನೆ ಇರುವಂತೆ ನೋಡಿಕೊಂಡು ಐದನ್ನು ಕೇಳಿ ಮೂರಕ್ಕೆ ಉತ್ತರಿಸಲು ಹೇಳುವುದು.
10X3=30
- ಎಲ್ಲಾ ಘಟಕಗಳಿಂದ ಕನಿಷ್ಠ ಒಂದು ಪ್ರಶ್ನೆ ಇರುವಂತೆ ನೋಡಿಕೊಂಡು ಐದನ್ನು ಕೇಳಿ ಮೂರಕ್ಕೆ ಉತ್ತರಿಸಲು ಹೇಳುವುದು.
5X3=15
- ಎಲ್ಲ ಘಟಕಗಳಿಂದ ಒಟ್ಟು ಏಳು ಪ್ರಶ್ನೆಗಳನ್ನು ಕೇಳಿ (ಲಘು ಪ್ರಶ್ನೆ ಅಥವಾ ಟಿಪ್ಪಣಿ ಅಥವಾ ಸಂದರ್ಭದ ಸ್ವಾರಸ್ಯ ಅಥವಾ ಕಾವ್ಯದ ಅರ್ಥವ್ಯಾಖ್ಯಾನ, ಸಾರಾಂಶ) ಐದಕ್ಕೆ ಉತ್ತರಿಸಲು ಹೇಳುವುದು.
3X5=15

ಜಾನಪದ ಪಠ್ಯಕ್ರಮ

ಎರಡನೆಯ ಸೆಮಿಸ್ಟರ್ BA Folklore (ಜಾನಪದ) Open Elective Course-2

ಪತ್ರಿಕೆ : ಜಾನಪದ ಅಂತರ್-ಶಿಕ್ಷಣ ಅಧ್ಯಯನ

ಘಟಕ 1 : ಜಾನಪದ ಮತ್ತು ಸಾಮಾಜಿಕ ವಿಜ್ಞಾನಗಳು

1. ಮಾನವಶಾಸ್ತ್ರ
2. ಸಮಾಜಶಾಸ್ತ್ರ
3. ಇತಿಹಾಸ

ಘಟಕ 2 : ಜಾನಪದ ಮತ್ತು ಮನೋವಿಜ್ಞಾನಗಳು

1. ಮನೋವಿಜ್ಞಾನ
2. ತತ್ವಶಾಸ್ತ್ರ
3. ಪರಾಧಶಾಸ್ತ್ರ

ಘಟಕ 3 : ಜಾನಪದ ಮತ್ತು ನೈಸರ್ಗಿಕ ವಿಜ್ಞಾನಗಳು

1. ಕೃಷಿ ವಿಜ್ಞಾನ
2. ಪರಿಸರ ವಿಜ್ಞಾನ
3. ಜನಪದ ಆಹಾರ ಪದ್ಧತಿ

ಘಟಕ 4 : ಜಾನಪದ ಮತ್ತು ವಿಜ್ಞಾನಗಳು

1. ಸಸ್ಯಶಾಸ್ತ್ರ
2. ಪ್ರಾಣಿಶಾಸ್ತ್ರ
3. ಜೈವಿಕ ತಂತ್ರಜ್ಞಾನ

ಪರಾಮರ್ಶನ ಗ್ರಂಥಗಳು :

1. ಚಕ್ರೇದ ತಿವರಂಕರ, ಜಾನಪದ ತಿಳುವಳಿಕೆ, ಸಾಗರ ಪ್ರಕಾಶನ, ಬೆಂಗಳೂರು-2008.
2. ಜವರೇಗೌಡವೇ, ಜಾನಪದ ಅಧ್ಯಯನ, ಡಿ.ಎ.ಕೆ. ಮೂರ್ತಿ, ಮೈಸೂರು, ಮೈಸೂರು-1976.
3. ಒಸವರಾಜ ನೆಲ್ಸಿನ್ (ಸಂ), ಜಾನಪದ ಮತ್ತು ಪೂರಕ ಕ್ಷೇತ್ರಗಳು, ಕನ್ನಡ ಅಧ್ಯಯನ ವಿಭಾಗ, ಕುವೆಂಪು ವಿಶ್ವವಿದ್ಯಾಲಯ, ಬಿ. ಆರ್. ಪಾಠಶಾಲೆ 15.
4. ವಸು ಮೂಲೆ, ಜನಪದ ಇತಿಹಾಸ, ಆಂಕಿತ ಪ್ರಕಾಶನ, ಬೆಂಗಳೂರು-2004.
5. ವಿಲ್ಯಂ ಮಾಲ್ಡ್ರೆ, ಜಾನಪದ ವೈಜ್ಞಾನಿಕ ಅಧ್ಯಯನ ಮತ್ತು ಸಂಕೀರ್ಣ ವೈಜ್ಞಾನಿಕ ವಿಶ್ಲೇಷಣೆ, ವಿದ್ಯಾನಿಧಿ ಪ್ರಕಾಶನ, ಗವಗ-1999.
6. Krappe, A.H. The Science Of Folklore, Kessinger Publishing,LLC-1930

OEK OFFERED BY DEPT. OF MARATHI

Course Code:- 126BAB02MAROEC02T

Assessment

Total Marks for each course = 100%

Continuous assessment (C1) = 20% marks

Continuous assessment (C2) = 20% marks

Semester End Examination (C3) = 60% marks.

Discipline Specific Core / Discipline Elective / Open Elective MARATHI (DSC /DSE /OE)

QUESTION PAPER PATTERN WITOUT PRACTICAL

Qn. No.	Particulars		Marks	Total
Theory				
I	Objective Type Questions (Compulsory)	5 out of 5	02	10
II	Short Answer Questions	4 out of 6	05	20
III	Essay type Answer Questions	3 out of 5	10	30
TOTAL				60
Internal Assessment	IA Test (I & II)		20	40
	Assignment		10	
	Seminar/Activity/Presentation Etc.		10	
TOTAL				100

Title of the Subject/ Discipline : MARATHI

Year	1	Course Code : OE-2 : MARATHI	Credits	3
Sem.	II	Course Title : Discipline : OE-2- मराठी साहित्य आणि कादंबरी (Marathi Sahitya ani Kadambari) Text- 'नदीए' - मनोज बोरगावकर, ग्रंथाली प्रकाशन, मुंबई	Total Hours	64
Formative Assessment Marks : 40		Summative Assessment Marks : 60	Duration of ESA: 4 Hrs.	
Learning Outcomes	<ol style="list-style-type: none">1. To understand the basics of Short Stories as a literary form2. To aware of different types and aspects of Short Stories3. To develop literary sensibility and sense of cultural diversity4. To acquire ability to apply the acquired linguistic skills in real life situations5. To acquire knowledge of about Marathi literature and language.			
Unit No.	Course Content/ अभ्यासघटक	Suggested Pedagogy अध्यापनशास्त्र	Hours U/P/L	
I	मराठी कादंबरी : स्वरूप आणि वाटचाल	1.Lecture Method	12	
II	'नदीए' मधील आशयसूत्र	2. Assignment	13	
III	'नदीए' मधील व्यक्तिरेखा	3. Individual and group presentation	13	
IV	'नदीए' मधून उलगडणारे समकालीन वास्तव	4. Virtual mode	13	
V	'नदीए' - वाङ्मयीन विशेष	5.PPT Presentation 6.Class Seminar 7.Environment and rivers	13	
Recommended Learning Resources				
Print Resources	<ol style="list-style-type: none">1. आधुनिक मराठी वाङ्मयाचा इतिहास - डॉ.मोहन शेळके, अल्फा पब्लिकेशन्स, नांदेड2. कादंबरी : सार आणि विस्तार - डॉ. महेंद्र कदम, अक्षरदीप प्रकाशन, कोल्हापूर3. कादंबरी समीक्षा - श्री. मा. कुलकर्णी, उन्मेष प्रकाशन, नागपूर4. धार आणि काठ - नरहर कुरुदकर, देशमुख आणि कंपनी, पुणे5. मराठी कादंबरी: तंत्र आणि विकास - प्रभाकर बापट/ नारायण गोडबोले, व्हिक्टोरिया कॉलेज, लष्कर, ग्वाल्हेर6. मराठी साहित्य : स्वरूप आणि समीक्षा - संपा. जयद्रथ जाधव / डॉ. भरत देशमुख, अरुणा प्रकाशन, नागपूर			
Digital Resources	http://storymirror.com http://marathivishwakosh.org http://marathi.pratilipi.com http://mr.vikaspedia.in http://www.maayboli.com http://esahity.com www.bbc.com			

OEC OFFERED BY DEPT. OF KANNADA

Course Code:- 126BAB02KANOEC02T

ಕನ್ನಡ ವಿಷಯದ ಪಠ್ಯಕ್ರಮ ಹಾಗೂ ಆಂತರಿಕ ಮತ್ತು ಥಿಯರಿ ಪರೀಕ್ಷಾ ವಿಧಾನವು ಮೊದಲ ವರ್ಷಕ್ಕಾಗಿ ಅಂದರೆ 2021-22ನೇ ಸಾಲಿನ ಮೊದಲ ಮತ್ತು ಎರಡನೆಯ ಸೆಮಿಸ್ಟರ್ ಕನ್ನಡ ಐಚ್ಛಿಕ ವಿಷಯದ ಪಠ್ಯಕ್ರಮ ಹಾಗೂ ಪರೀಕ್ಷಾ ವಿಧಾನವು ಈ ಮುಂದಿನಂತಿರುತ್ತದೆ.

1. ಆಂತರಿಕ ಅಂಕಗಳ ಮಾದರಿ ಮತ್ತು ನೀಡುವ ವಿಧಾನ : ಸಮಗ್ರ ಮತ್ತು ನಿರಂತರ ಮೌಲ್ಯಮಾಪನ ಮಾದರಿಯನ್ನು ಅನುಸರಿಸಬೇಕಾಗಿರುತ್ತದೆ. ರಚನಾತ್ಮಕ ಮೌಲ್ಯಮಾಪನ (Formative Assessment) ಅಂತಿಮ ಹಂತದಲ್ಲಿ ಸಂಚಿತ ಮೌಲ್ಯಮಾಪನ (Summative Assessment) ಕ್ರಮದಂತೆ ಆಂತರಿಕ ಅಂಕಗಳನ್ನು ನಿರಂತರ ಮೌಲ್ಯಮಾಪನದ ವರದಿ ಮತ್ತು ಸಂಚಿತ ಮೌಲ್ಯಮಾಪನದ ವರದಿಯ ಆಧಾರದ ಮೇಲೆ ನೀಡುವುದು.

- i. ಪತ್ರಿಕೆ ಒಟ್ಟು 100 ಅಂಕಗಳು
- ii. ಘಟಕ 1ರ (Component 1- C1) ನಿರಂತರ ಮೌಲ್ಯಮಾಪನಕ್ಕೆ 20 ಆಂತರಿಕ ಅಂಕಗಳು (ಸೆಮಿಸ್ಟರ್‌ನ ಮೊದಲೆರಡು ತಿಂಗಳು)
- iii. ಘಟಕ 2ರ (Component 2- C2) ನಿರಂತರ ಮೌಲ್ಯಮಾಪನಕ್ಕೆ 20 ಆಂತರಿಕ ಅಂಕಗಳು (ಸೆಮಿಸ್ಟರ್‌ನ ನಂತರದೆರಡು ತಿಂಗಳು)
- iv. ಸೆಮಿಸ್ಟರ್ ಅಂತ್ಯದ ಪರೀಕ್ಷೆಗೆ 60 ಅಂಕಗಳು.

The outline for continuous assessment activities for Component-1 (C1) and Component - 2 (C2) of a course shall be as under

Activities	C1	C2	Total Marks
Session Test	10% marks	10% marks	20%
Seminars/Presentations/Activity	10% marks		10%
Case study /Assignment / Field work / Project work etc.		10% marks	10%
Total	20% marks	20% marks	40%

Model Question Paper

Max Marks: 60 Max

1. ಪ್ರತಿ ಘಟಕದಿಂದ ಒಂದರಂತೆ ಐದನ್ನು ಕೇಳಿ ಮೂರಕ್ಕೆ ಉತ್ತರಿಸಲು ಹೇಳುವುದು.

2. ಪ್ರತಿ ಘಟಕದಿಂದ ಒಂದರಂತೆ ಐದನ್ನು ಕೇಳಿ ಮೂರಕ್ಕೆ ಉತ್ತರಿಸಲು ಹೇಳುವುದು.

3. ಎಲ್ಲ ಘಟಕಗಳಿಂದ ಒಟ್ಟು ಐದು ಪ್ರಶ್ನೆಗಳನ್ನು ಕೇಳಿ (ಲಘು ಪ್ರಶ್ನೆ ಅಥವಾ ಟಿಪ್ಪಣಿ ಅಥವಾ ಸಂದರ್ಭದ ಸ್ವಾರಸ್ಯ ಅಥವಾ ಕಾವ್ಯದ ಅರ್ಥವ್ಯಾಖ್ಯಾನ, ಸಾರಾಂಶ) ಐದಕ್ಕೆ ಉತ್ತರಿಸಲು ಹೇಳುವುದು.

Time: 2 hrs

10X3=30

5X3=15

3X5=15

Course Outcome

2 nd Semester OEC-2	ಕನ್ನಡ ಕಾದಂಬರಿ OEC-2	ಸಮಕಾಲೀನ ಸಂದರ್ಭದ ಕನ್ನಡ ಸಾಹಿತ್ಯದ ಸತ್ಯ ಪ್ರಕಾರಗಳಲ್ಲಿ ಕಾದಂಬರಿ ಸಾಹಿತ್ಯವು ಒಂದು ಸ್ವಜನತೀಲತೆ ಮತ್ತು ಕಥನ ಕ್ರಮವನ್ನು ರೂಪಿಸುವಲ್ಲಿ ಈ ಪ್ರಕಾರವು ಮಹತ್ವದ ಪಾತ್ರವನ್ನು ವಹಿಸುತ್ತದೆ. ಕನ್ನಡ ಕಾದಂಬರಿಯು ಸ್ವಜನತೀಲತೆಯ ಪ್ರತೀಕವಾಗಿ ಹಾಗೂ ಜ್ಞಾನದ ಒಂದು ಭಾಗವಾಗಿ ಅಧ್ಯಯನಿಸುವ ಒಂದು ವಿಶಿಷ್ಟವುಷಯ ಇಲ್ಲಿ ಯೋಚಿಸಿಕೊಳ್ಳಲಾಗಿದೆ.

ಕನ್ನಡ ಪತ್ರಿಕೆ

ಎರಡನೆಯ ಸೆಮಿಸ್ಟರ್ ಮುಕ್ತ ಆಯ್ಕೆ (OEC-2)
ಕನ್ನಡ ಕಾದಂಬರಿಗಳು

ಘಟಕ - 1 ಕನ್ನಡ ಕಾದಂಬರಿಗಳ ಹುಟ್ಟು, ಬೆಳವಣಿಗೆ

ಘಟಕ - 2 ಮತ್ತು 3

1. ಬೆಟ್ಟದ ಜೀವ - ಶಿವರಾಮ ಕಾರಂತರ

ಘಟಕ - 4 ಮತ್ತು 5

2. ಕದಲಿಯ ಕರ್ಪೂರ - ತಿಪ್ಪೇರುದ್ರಸ್ವಾಮಿ

ಪರಾಮರ್ಶನ ಗ್ರಂಥಗಳು :

1. ಯುಗಧರ್ಮ ಮತ್ತು ಸಾಹಿತ್ಯ ದರ್ಶನ: ಕೀರ್ತಿನಾಥ ಕುರ್ತಕೋಟಿ, ಮನೋಹರ ಗ್ರಂಥಮಾಲೆ, ಧಾರವಾಡ
2. ಕನ್ನಡ ಕಾದಂಬರಿಯ ಮೊದಲ ಹೆಜ್ಜೆಗಳು (ಸಂ): ಎಮೇಕ ರೈ, ಮಂಗಳೂರು ಎಎ
3. ಕನ್ನಡ ಕಾದಂಬರಿ ನಡೆದು ಬಂದ ರೀತಿ: ಶಾಂತಿನಾಥ ದೇಸಾಯಿ
4. ಆಧುನಿಕ ಭಾರತೀಯ ಸಾಹಿತ್ಯ: ಎಂ.ಜಿ. ಕೃಷ್ಣಮೂರ್ತಿ, ಅಕ್ಷರ ಪ್ರಕಾಶನ, ಹೆಗ್ಗೋಡು, ಶಿವಮೊಗ್ಗ
5. ಕನ್ನಡ ಕಥನ ಸಾಹಿತ್ಯ: ಕಾದಂಬರಿ : ಡಾ. ಜಿ.ಎಸ್. ಅಮೂರ, ಸ್ವಪ್ನ ಬುಕ್‌ಹೌಸ್, ಬೆಂಗಳೂರು
6. ಕನ್ನಡ ಮೊದಲ ಕಾದಂಬರಿಗಳು: ಜಿ.ಎಸ್. ರಂಗನಾಥರಾವ್, ವಸಂತ ಪ್ರಕಾಶನ, ಬೆಂಗಳೂರು
7. ನಾಡು ನುಡಿಯ ರೂಪಕ: ಶಿವರಾಮ ಪಡಿಕೆಲ್, ಮಂಗಳೂರು ಎಎ
8. ಸಾಹಿತ್ಯ ಕಥನ: ಡಿ.ಆರ್. ನಾಗರಾಜು, ಅಕ್ಷರ ಪ್ರಕಾಶನ, ಹೆಗ್ಗೋಡು, ಶಿವಮೊಗ್ಗ
9. ಕನ್ನಡ ಕಥನ ಸಾಹಿತ್ಯ: ಸಣ್ಣ ಕಥೆ: ಡಾ. ಜಿ.ಎಸ್. ಅಮೂರ, ಪ್ರೀಯದರ್ಶಿನಿ ಪ್ರಕಾಶನ ಬೆಂಗಳೂರು

OEC OFFERED BY DEPT. OF ENGLISH

Course Title: Critical Thinking

Course Code:- 126BAB02ENGOEC02T

Year	2023	Course Title: Critical Thinking	Credits	3
Sem.	II		Hours	3
Course Pre-requisites, if any		NA		
Formative Assessment Marks: 40		Summative Assessment Marks: 60		
<p>Course Outcomes At the end of the course the student should be able to:</p> <ol style="list-style-type: none"> 1. Understand issues about the nature and techniques of critical thought 2. View as a way to establish a reliable basis for our claims, beliefs, and attitudes about the world. 3. Explore multiple perspectives, placing established facts, theories, and practices in tension with alternatives to see how could be otherwise. 4. Translate what is learned into strategies, materials, and interventions for use in own educational and professional settings 				
Unit No. & Course Content		Suggested Pedagogy		60 Hours
Unit I Introduction to Critical Thinking 1. Definition and nature of critical thinking 2. Why critical thinking is important? 3. Benjamin Bloom’s thinking skills and thinking triangle 4. Higher order thinking skills		Lectures Tutorials Group Discussion		20 hrs
Unit II 1. Reading with a critical eye 2. The Enquiry cycle 3. Argument and nature of argument 4. Elements of Argument, flawed argument, Process of argument, evaluate an argument and Taking notes critically		Lectures Tutorials Group Discussion		20 hrs
Unit III 1. Writing with a critical voice 2. Structuring devices in writing 3. Link and signpost 4. A process for getting critical thinking into your writing, critical thinking and etiquette and thinking for yourself		Lectures Tutorials Group Discussion Role Play		20 hrs
Recommended Learning Resources				
Print	1. Bloom, B.S. (ed.) (1956) Taxonomy of Educational Objectives. Handbook 1, Cognitive Domain, London, Longman.			
Resources	2. Booth, W., Colomb, G.G., Williams, J.M. (1995) ‘Making good arguments: an overview’, in The Craft of Research, The University of Chicago Press, London. 3. Furedi, F. (1998) Culture of Fear: Risk-taking and the Morality of Low Expectation, London, Cassell. NSPCC (2006) 4. Smith, B. and Goldblatt, D. (2004) ‘Whose health is it anyway?’ in Hinchliffe, S. and Woodward, K.,			

	The Natural and the Social: Uncertainty, Risk, Change (2nd edn) Rutledge/The Open University, Milton Keynes. 5. Toulmin, S. (1958) The Uses of Argument, Cambridge University Press, and Cambridge.
Digital Resources	https://www.researchgate.net/publication/301286584_With_Good_Reason_A_Guide_to_Critical_Thinking http://www.ergen.gr/images/Smart_Thinking_Skills.pdf https://www.criticalthinking.org/data/pages/55/e003d59eabfff337e0d0dbdec054ab0951352cf133f63.pdf

Question Paper Pattern

1. Short Answer Questions on all sections	10x2 = 20 Marks
2. Short Notes on all sections	4x5 = 20 Marks
3. Short notes	4x5 = 20 Marks
Total:	60

Assessment

Total Marks for each course = 100%

Continuous assessment (C1) = 20% marks

Continuous assessment (C2) = 20% marks

Semester End Examination (C3) = 60% marks

OEC OFFERED BY DEPT. OF HINDI

**BA with One Major and One Minor / Without Practical Discipline
Specific Core / Discipline Elective / Open Elective HINDI (DSC /DSE
/OE)**

QUESTION PAPER PATTERN WITOUT PRACTICAL

Qn. No.	Particulars		Marks	Total
I	Objective Type Questions (Compulsory)	10 out of 12	01	10
II	Short Answer Questions	5 out of 7	02	10
III	Essay type Answer Questions	2 out of 4	10	20
IV	Short Answer Questions	4 out of 6	5	20
Total				60
Internal Assessment	1st Interenal Test		10	40
	2nd Interenal Test		10	
	Assignment		10	
	Attendance		10	
	Total			

Course Code:- 126BAB02HINOEC02T

Hindi

Syllabus of Open Elective B.A./B.Com./ B.Sc./ B.B.A./ B.S.W/C.C.J

For all the streams across the discipline

OE

Title of the Subject/Discipline : A2 सोशल मीडिया और हिंदी				
Year	1	Course Code : OE-2-HINDI (B.A./B.Com./ B.Sc./ B.B.A./ B.S.W/C.C.J)	Credits	3
Sem.	2	Course Title/Discipline : Social Media and Hindi	Hours	4
Formative Assessment Marks :30 Summative Assessment Marks :70 Duration of ESA :64 hrs.				
Learning Outcomes	1. सोशल मीडिया के स्वरूप तथा महत्त्व को जान सकेंगे। 2. हिंदी भाषा के अध्ययन से अपने भविष्य का निर्माण कर सकेंगे। 3. स्वयं के चरित्र निर्माण द्वारा समाज को विकास के पथ पर अग्रसर करेंगे। 4. आदर्श समाज की स्थापना में स्वयं की भागीदारी को अंकित कर सकेंगे। 5. यू ट्यूब चैनल बनाना सीखेंगे।			
Unit No.	Course Content		Suggested Pedagogy	Hours L/P/L
Unit I	सोशल मीडिया का स्वरूप		1. कला व्याख्यान	16
Unit II	सोशल मीडिया के प्रकार और विकास फेसबुक, व्हाट्सअप, ट्विटर, इन्स्टाग्राम में हिंदी		2. सामूहिक चर्चा 3. रचनात्मक अभिव्यक्ति	16
Unit III	सोशल मीडिया में हिंदी का प्रसार और प्रयोग		4. आईसीटी का उपयोग	16
Unit IV	यू ट्यूब और हिंदी		5. कलास सेमिनार	16
Recommended Learning Resources				
Print Resources	1. आधुनिक जनसंचार और हिंदी : हरिमोहन 2. हिंदी वेब साहित्य : डॉ. सुनीलकुमार लवटे 3. पत्रकारिता से मीडिया तक : मनोज कुमार 4. सोशल मीडिया : योगेश पटेल 5. सोशल नेटवर्किंग : नए समय का संवाद : संपादक संजय दविदेदी 6. उत्तर आधुनिक मीडिया तकनीक : हर्षदेव			
Digital Resources	https://www.mpgkpdf.com/2020/06/social-media-ke-prakar.html			

OEC OFFERED BY DEPT. OF URDU

Course Code: - 126BAB02URDOEC02T

Syllabus of B.A. with One Major and One Minor URDU (OE)

		Title of the subject/discipline: URDU			
Year	I			Credit	03
Sem.	II	Course Code: OE - 2 URDU Course Title/Discipline: شاعری اور ڈرامہ (Shayari aur Drama) Text: Urdu Masnavi Shumali Hind Main - Gyanchand Jain – Publishe by Publication Bombay		Total Hours	64
Formative Assessment Marks: 40		Summative Assessment Marks: 60		Duration of ESA: 4 Hrs.	
Outcomes:	1. Know Urdu Fiction and Fiction writers. 2. Get opportunity to learn and write Urdu Ghazals. 3. Learn about famous Urdu elegies and elegy writers 4. Get knowledge about Urdu Qasidanigari (ode) and their writers.				
Unit No.	Course Content			Suggested Pedagogy	Hours U/P/L
Unit I	Ibtedai Urdu Zuban: 1) Nazam – Nazam ki tareef 2) Mauara Nazam 3) Paband Nazam 4) Aazad Nazam 5) Nasari Nazam			i) Lecture method, ii) Assignments, iii) Individual and Group Presentations and activities iv) Virtual Mode v) Power Point Presentation	12
Unit II	Guzal ki riwayat: 1) Gazal ki tareef 2) Gazal ki ahmiyat 3) Gazal ka mani awr mafhoom				13
Unit III	Qaseeda: 1) Qaseeda ki tareef 2) Qaseeda ka Agaz wa Irteqa 3) Qaseeda ke Mani w Mafhoom 4) Urdu Adab main Qaseeda ki Ahamiyat				13
Unit IV	Marsiya: 1) Marsiya ki tareef 2) Marsiya ka agaz wa irteqa 3) Anees aur Dabeer ki tareef				13
Unit V	Rubayee: 1. Rubayee ka Aagaz wa Irteqa				13
Recommended Learning Resources					
Print Resources	1. Urdu Masnavi Shumali Hind Main, Gyanchand Jain 2. Urdu Shayeri main Nazm-e-Moarra aur Azad Nazm, Hanif Kaifi 3. Urdu Main Qaseed nigari, Abu Muhammad Sahar 4. Urdu Masnavi ka Irteqa, Masiuzzama 5. Gazal ki Sargajisht, Akhtar Ansari 6. Asnaf-e-Adab Urdu, Qamar Rayees				
Digital Resources	4. http://www.urdubazar.com 5. http://www.rekhta.org 6. http://kitabghar.com				

**B.A. with One Major and One Minor / Without
Practical Discipline Specific Core / Discipline
Elective / Open Elective URDU (DSC /DSE /OE)**

QUESTION PAPER PATTERN (WITOUT PRACTICAL)

Qn. No.	Particulars		Marks	Total
Theory				
I	Objective Type Questions (Compulsory)	5 out of 5	02	10
II	Short Answer Questions	4 out of 6	05	20
III	Essay type Answer Questions	3 out of 5	10	30
TOTAL				60
Internal Assessment	IA Test		20	40
	Assignment		10	
	Seminar/Activity/ Presentation Etc.		10	
TOTAL				100

OE OFFERED BY DEPT. OF ARABIC

Course Code:- 126BAB02ARAOEC02T

ARABIC (OE)

		Title of the subject/Discipline: ARABIC			
Year	I		Credit	03	
Sem.	II	Course Code: OE -2- Arabic Course Title: Discipline: OE-1- تعريف الأدب العربي -1 (Introduction of Arabic Literature) Text: دروس اللغة العربية لغير الناطقين بها لدكتور ف عبد الرحيم - اسلامك فاونيشن ترست - جنائ		Total Hours	64
Formative Assessment Marks: 40		Summative Assessment Marks: 60		Duration of ESA: 4 Hrs	
Learning Outcomes		1. Brief Knowledge about Arabic Language 2. Brief Knowledge about Arabic Literature 3. Development of Arabic Reading & Writing Skills 4. Communication in Arabic Language 5. Development of Translation Skills			
Unit No.	Course Content		Suggested Pedagogy	Hours U/P/L	
Unit I	دروس اللغة العربية لغير الناطقين بها (الجزء الثاني - كاملا)		i) Lecture method,	12	
Unit II	سورة البلد، سورة المدثر		ii) Assignments,	13	
Unit III	الكتاب، أنشودة العيد، العلم، أنشودة الصباح، نشيد الكشافة، الضاحية		iii) Individual and Group Presentations and activities	13	
Unit IV	دراسة شعراء المخضرمين والشعراء الإسلاميين		iv) Virtual Mode	13	
Unit V	الحروف الجارة، الحروف العاطفة، الحروف الاستفهامية، حروف النداء		v) Power Point Presentation	13	
Recommended Learning Resources					
Print Resources	1- دروس اللغة العربية لغير الناطقين بها (الجزء الثاني) لدكتور ف عبد الرحيم 2- القرآن الكريم 3- مختارات الأدب لزيدان بدران 4- مختصر تاريخ انبياء عربي - لدكتور أبو الفضل 5- النحو الواضح (الجزء الأول) لعلي الجارم ومصطفى أمين 6- عربي كما معلم (الجزء الأول) لمولوي عبد الستار خان				
Digital Resources	1. http://www.almaany.com 2. http://naseemalsham.com 3. http://m.marefa.org				

**BA with One Major and One Minor / Without Practical
Discipline Specific Core / Discipline Elective / Open Elective
ARABIC (DSC /DSE /OE)**

QUESTION PAPER PATTERN WITOUT PRACTICAL

Qn. No.	Particulars		Marks	Total
Theory				
I	Objective Type Questions (Compulsory)	5 out of 5	02	10
II	Short Answer Questions	4 out of 6	05	20
III	Essay type Answer Questions	3 out of 5	10	30
	Total			60
Internal Assessment	IA Test		20	40
	Assignment		10	
	Seminar/Activity/ Presentation Etc.		10	
	TOTAL			100

OEC-1 Offered by Department of Sanskrit

Course Title:- Samskruta Subhashita Parichaya

Course Code:- 126BAB02SANOEC02T

ಸಂಸ್ಕೃತ ಐಚ್ಛಿಕ ವಿಷಯದ ಪಠ್ಯಕ್ರಮ ಹಾಗೂ ಆಂತರಿಕ ಮತ್ತು ಥಿಯರಿ ಪರೀಕ್ಷಾ ವಿಧಾನವು ಮೊದಲ ವರ್ಷಕ್ಕಾಗಿ ಅಂದರೆ 2021-22ನೇ ಸಾಲಿನ ಮೊದಲ ಮತ್ತು ಎರಡನೆಯ ಸೆಮಿಸ್ಟರ್ ಸಂಸ್ಕೃತ ಐಚ್ಛಿಕ ವಿಷಯದ ಪಠ್ಯಕ್ರಮ ಹಾಗೂ ಪರೀಕ್ಷಾ ವಿಧಾನವು ಈ ಮುಂದಿನಂತಿರುತ್ತದೆ.

1. ಆಂತರಿಕ ಅಂಕಗಳ ಮಾದರಿ ಮತ್ತು ನೀಡುವ ವಿಧಾನ : ಸಮಗ್ರ ಮತ್ತು ನಿರಂತರ ಮೌಲ್ಯಮಾಪನ ಮಾದರಿಯನ್ನು ಅನುಸರಿಸಬೇಕಾಗಿರುತ್ತದೆ. ರಚನಾತ್ಮಕ ಮೌಲ್ಯಮಾಪನ (Formative Assessment) ಅಂತಿಮ ಹಂತದಲ್ಲಿ ಸಂಚಿತ ಮೌಲ್ಯಮಾಪನ (Summative Assessment) ಕ್ರಮದಂತೆ ಆಂತರಿಕ ಅಂಕಗಳನ್ನು ನಿರಂತರ ಮೌಲ್ಯಮಾಪನದ ವರದಿ ಮತ್ತು ಸಂಚಿತ ಮೌಲ್ಯಮಾಪನದ ವರದಿಯ ಆಧಾರದ ಮೇಲೆ ನೀಡುವುದು.

- ಪತ್ರಿಕೆ ಒಟ್ಟು 100 ಅಂಕಗಳು
- ಘಟಕ 1ರ (Component 1- C1) ನಿರಂತರ ಮೌಲ್ಯಮಾಪನಕ್ಕೆ 20 ಆಂತರಿಕ ಅಂಕಗಳು (ಸೆಮಿಸ್ಟರ್‌ನ ಮೊದಲೆರಡು ತಿಂಗಳು)
- ಘಟಕ 2ರ (Component 2- C2) ನಿರಂತರ ಮೌಲ್ಯಮಾಪನಕ್ಕೆ 20 ಆಂತರಿಕ ಅಂಕಗಳು (ಸೆಮಿಸ್ಟರ್‌ನ ನಂತರದೆರಡು ತಿಂಗಳು)
- ಸೆಮಿಸ್ಟರ್ ಅಂತ್ಯದ ಪರೀಕ್ಷೆಗೆ 60 ಅಂಕಗಳು.

The outline for continuous assessment activities for Component-1 (C1) and Component -2 (C2) of a course shall be as under

Activities	C1	C2	Total Marks
Session Test	10% marks	10% marks	20%
Seminars/Presentations/Activity	10% marks		10%
Case study /Assignment / Field work / Project work etc.		10% marks	10%
Total	20% marks	20% marks	40%

Model Question Paper DSC and OEC

Max Marks: 60 Max

Time: 2 hrs

- ಐದು ಪ್ರಶ್ನೆಗಳನ್ನು ಕೇಳಿ ಮೂರಕ್ಕೆ ಉತ್ತರಿಸಲು ಹೇಳುವುದು. 10X3=30
- ಐದು ಪ್ರಶ್ನೆಗಳನ್ನು ಕೇಳಿ ಮೂರಕ್ಕೆ ಉತ್ತರಿಸಲು ಹೇಳುವುದು. 5X3=15
- ಏಳು ಪ್ರಶ್ನೆಗಳನ್ನು ಕೇಳಿ (ಲಘು ಪ್ರಶ್ನೆ ಅಥವಾ ಟಿಪ್ಪಣಿ ಅಥವಾ ಸಂದರ್ಭದ ಸ್ವಾರಸ್ಯ ಅಥವಾ ಕಾವ್ಯದ ಅರ್ಥವ್ಯಾಖ್ಯಾನ, ಸಾರಾಂಶ) ಐದಕ್ಕೆ ಉತ್ತರಿಸಲು ಹೇಳುವುದು. 3X5=15

Discipline Elective(DSE) / Open Elective (OE)	Max Marks	
	Theory	IA
OE-2 (3) Samskruta Subhashita Parichaya, Ed: Dr. Nagalakshmi	60	40

OEC OFFERED BY DEPARTMENT OF PHYSICAL EDUCATION

***Curriculum**

Name of the Degree Program: BA/BSc/BCom/BBA/BCA & all other UG Courses

- 1. Open Electives: 03 Credits each (BA/BSc/BCom/BBA/BCA & all other UG Courses)*
- 2. Skill Enhancement Courses: 01 Credit each (BA/BSc/BCom/BBA/BCA & all other UG Courses)*

Starting Year of Implementation: 2023-24

Aims & Objectives:

- To bring the Physical Education, Sports and Yoga awareness among the students. To encourage every student, to actively participate at least in any one form of physical activity.
- To work their optimal level of Physical Fitness.
- To develop the individual as a fit citizen in the society.
- To enhance the mass participation.
- To get knowledge in different sport, Games, Athletics and Yoga.
- To develop the activities required for organizing Physical Education, sports and Yoga.
- To acquire knowledge about yoga & physical exercises.
- To initiate job oriented training and certificate courses for students in various training program. (Gym instructor, yoga instructor, coaching of various sports/games etc.)

Program Outcomes:

Physical Education, sports and Yoga are very wide subjects in which biological, psychological, physical, health and functional aspects of sports and body are studied. It is noteworthy that it is such a subject with the help of which human body both internally and externally can be kept healthy. Students will definitely be able to discharge duties towards themselves and society through these subjects. Under these subjects, the students can demonstrate excellently their skills and perfection particularly in sports ability, management, leadership, health plan, event management, sports budgeting, physiology, teaching methods, sports psychology and research along with getting information regarding to the importance of Physical Education, Sports and Yoga for Students.

Opportunities after completion of the course

1. Students acquire the knowledge of Physical Education, Sports and Yoga and understand the purpose and its development
2. Student will learn theoretical and practical aspects of game of his choice to apply at various levels for teaching, learning and coaching purposes efficiently
3. Student acquire the knowledge of opted games, sports and yoga and also learn the technical and tactical experience of the same.
4. The students to be entrepreneur to start their own fitness center, gym, etc for different genders and age groups at all level
5. The students are enable to officiate, supervise and organize various sports events.
6. Student will learn to apply the knowledge of managing the fitness equipment's
7. Student will learn to apply knowledge of Physical fitness and exercise management to lead better quality life
8. The student will earn and contribute on fitness management and fitness diet.
9. Students will understand and learn different dimension of active lifestyle
10. The student will gain knowledge of professional preparation In Physical Education, Sports and Yoga
11. Students will be able to assess the Physical Fitness in Scientific way
12. The students will be able to continue professional courses and research in Physical Education, sports and yoga.

Assessment

Weightage for Assessments

Semester-II				
Open Electives (BA/BSc/BCom/BBA/BCA & all other UG Courses)				
Course Theory Instructions & Demonstration	Paper	Credits	No. of Teaching Hours/Week	Total Marks/Assessment
PET-OE2-1				
Theory	Fitness for Career/	1	1	60 (40+20)
PEP-OE2-2	Sports Event Management			
Practical's		2	4	40 (20+20)
Total		3	3 (5)	100
Semester-II				
Skill Enhancement Courses(SEC)				
Value Based-1 Physical Education and Sports-1				
(BA/BSc/B.Com/BBA/BCA&allotherUGCourses)				
Course Theory Instructions & Demonstration	Paper	Credits	No. of Teaching Hours/Week	Total Marks/Assessment
PETP-SEC2-1 Theory & Practical	Physical Education and Sports-2	1	2	25
Total		1	2	25 (IA)

Course Code	Theory/ Practical	Credits	No. Of Teaching Hours/ Week	Total No. Of Teaching Hours	Duration of Exam in hrs	Internal Assessment Marks	Semester End Exam Marks	Total Marks
PET OE2-1	Fitness for career/ Sports Event Management	2	2	14/28	3hrs	20	40	60
PEP OE2-2		1	2	56/28	3hrs	20	20	40
Total		3	4	-	-	40	60	100

Content of Theory Course

<p>Theory</p> <ul style="list-style-type: none"> ● Importance of Yoga and Fitness ● Physical Standards: Men and Women ● Standard Fitness Tests: Fitness Tests for Defence Forces, PSI, Police Constable, Fire Force, Forest Department, Professional Courses-Sports & Physical Education ● General and Specific Conditioning and its importance ● Specific Tests for Strength Test, Speed Test, Agility Test, Flexibility Test, Coordinative abilities, etc Mode of Selections and Qualifying Standards 	14
<p>Practical's</p> <ul style="list-style-type: none"> ● General and Specific Warm up ● Training for Endurance, Speed, Strength, Agility, Flexibility etc ● Required Physical Fitness Tests: Strength Test, Speed Test, Agility Test, Flexibility Test, Coordinative abilities, etc 	56
Formative Assessment	
Assessment type	Weightage in Marks
Theory	Theory-40 Marks, Internal-20 Marks
Practicals	Practical -20 Marks, Internal -20 Marks
Total	100Marks

Title of the Course: Sports Event Management

Course Code:- 126COM02PHYOEC04B

Content of Theory Course		14 Hrs
Theory of Sports Event Management <ul style="list-style-type: none">• Meaning, Definition and importance of Sports Management• Scope of Sports Event Management• Principles of Sports Event Management• Major and Minor Sports Events• Traditional Games Management		28
Practical's of Sports Event Management <ul style="list-style-type: none">• Organization of Indoor Sports and Games Events• Project on Outdoor Sports and Games Events• Visits to Sports Clubs, Sports Stadiums, IPL. KPL and League Tournaments• Organization of Intramural - Sports Events, Sports Fests, Traditional Games Fest• Report Preparation, Records and PPT		28
Formative Assessment		
Assessment type	Weightage in Marks	
Theory	Theory-40 Marks, Internal-20 Marks	
Practicals	Practical -20 Marks, Internal -20 Marks	
Total	100Marks	

Recommendations

1. The various papers in the subject of Physical Education, Sports and Yoga of undergraduate programmes, in core discipline, specific discipline elective, Health Education and Skill Enhancement Courses, shall be taught (theory and practicals) by Physical Education Faculty, qualified as per the UGC guidelines.
2. Physical Education Faculty shall be enriched with additional knowledge through short term courses/workshops/refresher/orientation/training programmes as per requirements.
3. Health and Wellness (Value based paper under SEC) paper shall be taught by Physical Education Faculty only.
4. Appropriate Sporting and Yoga infrastructure and necessary Books/reference materials shall be ensured at all Higher Education Institutions (HEIs).
5. Recruitment of Faculty shall be ensured in all Government, Aided, Constituent and Private HEIs.
6. Open Elective Papers and Skill Enhancement Papers in Physical Education, Sports and Yoga shall be made available in all HEIs across all UG Programs (Arts, Science & Commerce, i.e. BA/BSc/BCom/BBA/BCA & all other UG Courses) starting from the academic year 2021-22.
7. The existing work load of the Physical Education Faculty for preparing colleges sports teams (training and coaching hours) for University/State/National level competitions shall also be considered along with the workload of papers made available under NEP.
8. Along with Discipline Specific Core papers, appropriate measures shall be ensured to conduct practical and theory assessments for Open Electives and skill enhancement courses.

Model Question Paper
Scheme of Evaluation Open Elective

Maximum Marks: 40

Time : 90 Minutes

Instructions:

1. Answer any FIVE questions in the Part-A, each question carries 2 marks.
2. Answer any FOUR questions in the Part-B, each question carries 5 marks.

PART – A

I. Answer any FIVE questions 10x2 Marks = 20 Marks

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.
- 9.
- 10.
- 11.
- 12.

PART – B

II. Answer any FOUR questions 4x5Marks = 20 Marks

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



BAGALKOT UNIVERSITY

Mudhol Road, Jamkhandi – 587301 Dist: Bagalkote

The Draft

OPEN ELECTIVE COURSES FROM COMMERCE STREAM

For I and II Semester

As Per NEP – 2020 and Adapted from RCU Belagavi

Applicable from the Academic Year 2023-24

Open Elective Courses (OEC)

The Department of Commerce is Offering Two OECs in each semester. The students other than from commerce stream can choose any one among two OECs in each semester. Every OE course has 3 credits with no practical component.

Credit Structure for Open Elective Course

w.e.f. 2023-24 and Onwards

Category	Course Code	Title of the Paper	Marks			Teaching Hours/Week			Credits	Duration of Exams (Hrs)
			IA	Sem	Total	L	T	P		
OEC-1	126BCM01XXXOEC01T	1. Entrepreneurship Development	40	60	100	3	0	0	3	2
	126BCM01XXXOEC02T	2. Accounting for Everyone								
OEC-2	126BCM02XXXOEC03T	1. Event Management	40	60	100	3	0	0	3	2
	126BCM02XXXOEC04T	2. Investing in StockMarkets								

Semester I

Name of the Program: Bachelor of Commerce (B.Com.) Course Code: 126BCM01XXXOEC01T Name of the Course: 1. ENTREPRENEURSHIP DEVELOPMENT		
Course Credits	No. of Hours Per Week	Total No. of Teaching Hours
3 Credits	3+0+0	42 Hours
Pedagogy: Classrooms lecture, tutorials, Group discussion, Seminar, Case studies & field work etc.,		
Course Outcomes: On successful completion of the course, the Students will be able to <ol style="list-style-type: none"> 1. Analyze the problems and challenges of entrepreneurs 2. Understand the various institutions involved in entrepreneurship development 3. Have broad idea of entrepreneurship stimulation. 4. Understand the various schemes available for rural entrepreneurship. 5. Know the government support available to entrepreneurship activities. 		
Module	Syllabus	Teaching Hours
I	INTRODUCTION TO ENTREPRENEURSHIP: Evolution of Entrepreneurship - Introduction to the concept of Entrepreneurs - Entrepreneurship and Enterprise - Reasons for growth of Entrepreneurship - Characteristics and Classification of Entrepreneurs - Intrapreneurs - Women Entrepreneurs - Problems and Challenges; Competency requirement for entrepreneurs.	08
II	ENTREPRENEURSHIP DEVELOPMENT: Concept - Objectives - Process - EDP in India - Problems and measures - Institutions involved in Entrepreneurship Development - NIESBUD - TCOs - CEDOK - SFCs and KVIC	10
III	ENTREPRENEURSHIP STIMULATION: Concept - Public and private system of stimulation - Support and sustainability of entrepreneurship –Requirement - Availability and access to finance - Marketing assistance – Technology and industrial accommodation - Role of industries/entrepreneur’s associations and self-help groups - Business incubators - Concept - Role and functions - Angel investors - Venture capital and private equity fund.	08
IV	RURAL ENTREPRENEURSHIP: Concept - Rural Entrepreneurial Environment - Problems of Rural Entrepreneurs - Schemes for Rural Entrepreneurship Development - TRYSEM - DOWCRA - Stories of successful Entrepreneurs - Ratan Tata -Dhirubai Ambani - Narayan Murthy - Azim Premji - Laxmipathi Mittal.	08

V	<p>GOVERNMENT SUPPORT FOR ENTREPRENEURSHIP: Start-up India - Make in India - Atal Innovation Mission (AIM) - Support to Training and Employment Programme (STEP) - Jan Dhan - Aadhaar - Mobile (JAM) - Digital India - Trade Related Entrepreneurship Assistance and Development (TREAD) - Pradhan Mantri Kausalya Vikas Yojana (PMKVY) - National Skill Development Mission (NSDM). (Concepts only)</p>	08
<p>Skill Developments Activities:</p> <ul style="list-style-type: none"> ➤ Visit to small-scale industry and prepare a SWOC analysis report. ➤ Draft the success stories of business entrepreneurs in your region. ➤ List out at least ten successful entrepreneurs in Karnataka. ➤ List out the problems of rural entrepreneurs ➤ List out the government support schemes for the entrepreneurship. 		
<p>Reference Books:</p> <ol style="list-style-type: none"> 1. Tandon B.C: Environment and Entrepreneur; Chugh Publications, Allahabad. 2. Siner A David: Entrepreneurial Mega books; John Wiley and Sons, NewYork. 3. Srivastava S. B: A Practical Guide to Industrial Entrepreneurs; S. Chand, New Delhi. 4. Prasanna Chandra: Project Preparation, Appraisal, Implementation; TMH, New Delhi 5. Kuratko and Rao, Entrepreneurship: A South Asian Perspective, Cengage Learning. 6. Robert Hisrich, Michael Peters, Dean Shepherd, Entrepreneurship, McGraw-Hill Education. 7. Desai, Vasant. Dynamics of Entrepreneurial Development and Management. Mumbai,Himalaya Publishing House. 8. Dollinger, Mare J. Entrepreneurship: Strategies and Resources. Illinois, Irwin. 9. Holt, David H. Entrepreneurship: New Venture Creation. Prentice-Hall of India, New Delhi. 10. Singh, Nagendra P. Emerging Trends in Entrepreneurship Development. New Delhi 11. S. S. Khanka, Entrepreneurial Development, S. Chand & Co, Delhi. 12. Hifrich, Manimala, Peters & Shepherd, Entrepreneurship, McGraw-Hill 13. Kumar Arya, Entrepreneurship, Pearson 14. Bamford and Bruton, Entrepreneurship, McGraw Hill <p>Note: Latest edition of textbooks may be used</p>		

Name of the Program: Bachelor of Commerce (B.Com.) Course Code: 126BCM01XXXOEC02T Name of the Course: 2. ACCOUNTING FOR EVERYONE		
Course Credits	No. of Hours Per Week	Total No. of Teaching Hours
3 Credits	3+0+0	42 Hours
Pedagogy: Classrooms lecture, tutorials, Group discussion, Seminar, Case studies & field work etc.,		
Course Outcomes: On successful completion of the course, the Students will be able to <ol style="list-style-type: none"> 6. Analyze the problems and challenges of entrepreneurs 7. Understand the various institutions involved in entrepreneurship development 8. Have broad idea of entrepreneurship stimulation. 9. Understand the various schemes available for rural entrepreneurship. 10. Know the government support available to entrepreneurship activities. 		
Module	Syllabus	Teaching Hours
I	INTRODUCTION TO ACCOUNTING: Meaning - Importance and Need - Its objectives and relevance to business establishments and other organizations, and individuals - Accounting information: meaning - users and utilities - sources of accounting information - Some Basic Terms – Transaction – Account – Asset – Liability – Capital - Expenditure & Expense – Income – Revenue – Gain – Profit – Surplus – Loss – Deficit - Debit – Credit - Accounting Year - Financial Year.	08
II	TRANSACTIONS AND RECORDING OF TRANSACTIONS: Features of recordable transactions and events - Basis of recording – vouchers and another basis - Recording of transactions: Personal account - Real Account and Nominal Account; Rules for Debit and Credit; Double Entry System - journalizing transactions; Preparation of Ledger - Cash Book including bank transactions. (Simple Problems)	08
III	PREPARATION OF FINANCIAL STATEMENTS: Fundamental Accounting Equation; Concept of revenue and Capital; Preparation of financial statements. (Simple problems)	10
IV	COMPANY ACCOUNTS: Explanation of certain terms – Public Limited Company, Private Limited Company - Share - Share Capital - Shareholder - Board of Directors - Stock Exchange - Listed Company - Share Price - Sensex – BSE - NSE; Annual report etc. Contents and disclosures in Annual Report - Company Balance Sheet and Statement of Profit and Loss - Content Analysis based on annual report including textual analysis.	08
V	MANAGEMENT REPORTS: Reports on Management Review and Governance; Report of Board of Directors - Management discussion analysis - Annual Report on CSR – Business responsibility report – Corporate governance report – Secretarial audit report.	08

Skill Developments Activities:

- Download annual reports of business organisations from the websites and go through the contents of the annual report and present the salient features of the annual report using some ratios and content analysis including textual analysis.
- Prepare accounting equation by collecting necessary data from medium sized firm.
- Prepare financial statements collecting necessary data from small business firms.
- Collect the management reports of any large scale organisation and analyse the same.
- Any other activities, which are relevant to the course.

Reference Books:

1. Hatfield, L. (2019). Accounting Basics. Amazon Digital Services LLC.
2. Horngren, C. T., Sundem, G. L., Elliott, J. A., & Philbrick, D. (2013). Introduction to Financial Accounting. London: Pearson Education.
3. Siddiqui, S. A. (2008). Book Keeping & Accountancy. New Delhi: Laxmi Publications Pvt. Ltd.
4. Sehgal, D. (2014). Financial Accounting. New Delhi: Vikas Publishing House Pvt. Ltd.
5. Tulsian, P. C. (2007). Financial Accounting. New Delhi: Tata McGraw Hill Publishing Co. Ltd.
6. Mukharji, A., & Hanif, M. (2015). Financial Accounting. New Delhi: Tata McGraw Hill Publishing Co. Ltd.
7. Maheshwari, S. N. & Maheshwari, S. K. (2018). Financial Accounting. New Delhi: Vikas Publishing House Pvt. Ltd.
8. Khan, M.Y. and Jain, P.K. Management Accounting. McGraw Hill Education.
9. Arora, M.N. Management Accounting, Vikas Publishing House, New Delhi

Note: Latest edition of text books may be used.

Semester II

Name of the Program: Bachelor of Commerce (B.Com) Course Code: 126BCM02XXXOEC03T Name of the Course: 1. EVENT MANAGEMENT		
Course Credits	No. of Hours per Week	Total No. of Teaching Hours
4 Credits	3+0+0	42 Hrs
Pedagogy: Classrooms lecture, Case studies, Group discussion, Seminar & field work etc.,		
Course Outcomes: On successful completion of the course, the Students will be able to <ol style="list-style-type: none"> 1. Develop their own career opportunity and build their life through event management activities. 2. Train students in skills to plan, manage and implement various types of events. 3. Gain confidence and enjoyment from involvement in the event management. 4. Identify best practice in the development and delivery of successful conferences and corporate gatherings. 5. Obtain a sense of responsibility for the multi-disciplinary nature of event management. 		
Module	Syllabus	Teaching Hours
I	INTRODUCTION: Understanding the concept of event and event management, Concept and design, Historical Perspective, , Size & type of event, Event Team, Planning and SWOT analysis, Emergency planning, Code of ethics.	08
II	EVENT ORGANIZATION: Operations and logistics, Catering, organizing accommodations, managing environment, Training and development.	08
III	HRD IN EVENT MANAGEMENT: HR Selection, Staffing, Staff motivation, Measuring performance, Monitoring control and evaluation, Event sponsorship.	08
IV	STRATEGIC EVENT MANAGEMENT: Strategic alternatives for growth, Segmentation and targeting markets forevents, Job opportunities in event management, Event tourism.	08
V	EVENT MARKETING AND ADVERTISING: Nature of event Marketing, Process of event marketing, Marketing mix, Sponsorship, Image, Branding, Advertising Publicity and Public relations, Case studies on various aspects of event management, Presentations on event management.	10
Skill Developments Activities: <ul style="list-style-type: none"> ➤ Visit any event organized by the business organizations and list out the steps in conducting anevent. ➤ Visit any organization which conduct event as its business operations and prepare a report. ➤ Conduct an activity to demonstrate the selection process for an educational event ➤ Conduct an event in the institution and evaluate the effectiveness of conducting an event. 		

- Prepare an advertisement copy of any event of your interest.
- Any other activities, which are relevant to the course

Reference Books:

1. Singh, Sita Ram- Event Management, ATH Publishers, New Delhi.
2. Mahendi Ratta, Vaibhav- Career in Event Management, Publisher Abhishek, Chandigarh
3. Wagen Lynn Van Der- Event Management, Carlos Brenda R. Dorling Kindersley (India) Pvt.Ltd. And Pearson Education, Inc.
4. Mani K, Shulle, W. Ray- Event Processing, Tata Mc. Graw Hill New Delhi.
5. Saggere, Sanjay V.Gaur, Sanjaya Singh, Event Marketing and Mgt., Vikas Pub. House.
6. Divaker Sharma, Event Planning Management, Deep and Deep Publication.
7. Savita Mohan, Event Management and Public Relations, Enkay Publication House.
8. Successful Event Management By Anton Shone & Bryn Parry

Note: Latest edition of textbooks may be used.

Name of the Program: Bachelor of Commerce (B.Com)		
Course Code: 126BCM02XXXOEC04T		
Name of the Course: 2. INVESTING IN STOCK MARKETS		
Course Credits	No. of Hours per Week	Total No. of Teaching Hours
4 Credits	3+0+0	42 Hrs
Pedagogy: Classrooms lecture, Case studies, Group discussion, Seminar & field work etc.,		
Course Outcomes: On successful completion of the course, the Students will be able to		
<ol style="list-style-type: none"> 1. Explain the basics of investing in the stock market, the investment environment as well as risk & return; 2. Analyze Indian securities market; 3. Examine EIC framework and conduct fundamental analysis; 4. Perform technical analysis; 5. Invest in mutual funds market. 		
Module	Syllabus	Teaching Hours
I	BASICS OF INVESTING: Basics of Investment & Investment Environment. Risk and Return, Avenues of Investment - Equity shares, Preference shares, Bonds & Debentures, Insurance Schemes, Mutual Funds, Index Funds. Indian Security Markets - Primary Market, Secondary Market and Derivative Market. Responsible Investment.	10
II	FUNDAMENTAL ANALYSIS: Top down and bottom up approaches, Analysis of international & domestic economic scenario, Industry analysis, Company analysis (Quality of management, financial analysis: Both Annual and Quarterly, Income statement analysis, position statement analysis including key financial ratios, Cash flow statement analysis, Industry market ratios: PE, PEG, Price over sales, Price over book value, EVA), Understanding Shareholding pattern of the company.	08
III	TECHNICAL ANALYSIS: Trading rules (credit balance theory, confidence index, filter rules, market breath, advances v/s declines and charting (use of historic prices, simple moving average and MACD) basic and advanced interactive charts. Do's & Don'ts of investing in markets.	08
IV	INDIAN STOCK MARKET: Market Participants: Stock Broker, Investor, Depositories, Clearing House, Stock Exchanges. Role of stock exchange, Stock exchanges in India- BSE, NSE and MCX. Security Market Indices: Nifty, Sensex and Sectoral indices, Sources of financial information. Trading in securities: Demat trading, types of orders, using brokerage and analyst recommendations	08
V	INVESTING IN MUTUAL FUNDS:	08

	<p>Concept and background on Mutual Funds: Advantages, Disadvantages of investing in Mutual Funds, Types of Mutual funds- Open ended, close ended, equity, debt, hybrid, index funds and money market funds. Factors affecting choice of mutual funds. CRISIL mutual fund ranking and its usage, calculation and use of Net Asset Value.</p>	
<p>Skill Developments Activities:</p> <ul style="list-style-type: none"> ➤ Work on the spreadsheet for doing basic calculations in finance. ➤ Learners will also practice technical analysis with the help of relevant software. ➤ Practice use of Technical charts in predicting price movements through line chart, bar chart, candle and stick chart, etc., moving averages, exponential moving average. ➤ Calculate of risk and return of stocks using price history available on NSE website. ➤ Prepare equity research report-use of spreadsheets in valuation of securities, fundamental analysis of securities with the help of qualitative and quantitative data available in respect of companies on various financial websites, etc. ➤ Any other activities, which are relevant to the course. 		
<p>Reference Books:</p> <ol style="list-style-type: none"> 1. Chandra, P. (2017). Investment Analysis and Portfolio Management. New Delhi: TataMcGraw Hill Education. 2. Kevin, S. (2015). Security Analysis and Portfolio Management. Delhi: PHI Learning.Ranganatham, 3. M., & Madhumathi, R. (2012). Security Analysis and Portfolio Management. Uttar Pradesh: Pearson (India) Education. 4. Pandian, P. (2012). Security Analysis and Portfolio Management. New Delhi: VikasPublishing House. <p>Note: Latest edition of text books may be used.</p>		

QUESTION PAPER PATTERN

Maximum Marks: 60

Exam Duration: 2 Hours

Section – A (5X2=10)

1. Answer any five sub questions, each sub question carries two marks

- a.
- b.

- c.
- d.

- e.
- f.

- g.

Section – B (3X5=15)

Answer any three questions; each question carries five marks (in case of practical papers four problems and one theory question)

- 2.
- 3.
- 4.
- 5.
- 6.

Section-C (2X10=20)

Answer any two questions; each question carries fifteen marks (in case of practical papers three problems and one theory question)

- 7.
- 8.
- 9.
- 10.

Section-D (1X15=15)

Compulsory question (Case study/problem)

- 11.



BAGALKOT UNIVERSITY

Mudhol Road, Jamkhandi-587301 Dist: Bagalkot

Open Elective Courses from Science

Stream

**As per NEP 2020 and adapted From RCU Belagavi Applicable from the
Academic Year 2023-24**

Open Elective (OE) Courses

First and second, semesters will have one OE course. In each semester. Every OE course has 3 credits and with no practical component. OE courses are for other subject students (other than major and minor), and the candidate has to choose one OE from the each semester.

Details of Open Elective courses from Science Stream

Sl. No	Subject	Category	Semester	Course code	Title
1	Chemistry	OEC1	I	126BSC01CHEOEC01T	Chemistry in daily life
		OEC1	II	126BSC02CHEOEC02T	Molecules of life
2.	Physics	OEC1	I	126BSC01PHYOEC01T	Energy Sources
		OEC2	II	126BSC02PHYOEC02T	Optical Instruments
3	Mathematics	OEC1	I	126BSC01MATOEC01T	Mathematics – I
		OEC1	I	126BSC01MATOEC02T	Business Mathematics – I
		OEC2	II	126BSC02MATOEC01T	Mathematics – II
		OEC2	II	126BSC02MATOEC02T	Business Mathematics-II
4	Botany	OEC1	I	126BSC01BOTOEC01T	Plants and Human welfare
		OEC 2	II	126BSC02BOTOEC02T	Bio-fuels

5	Zoology	OEC1	I	126BSC01ZOOOEC01T	Economic Zoology
		OEC 2	II	126BSC02ZOOOEC02T	Parasitology
6	Electronics	OEC 1	I	126BSC01ELEOEC01T	Basics of Electronics, Computers and PCB Design
		OEC 2	II	126BSC02ELEOEC02T	Electronic s for Everyone
7	Statistics	OEC 1	I	126BSC01STSOEC01T	Statistical Methods
		OEC 2	II	126BSC02STSOEC02T	Business Statistics
8	Biotechnology	OEC 1	I	126BSC01BITOEC01T	Biotechnology for Human welfare
		OEC 2	II	126BSC02BOTOEC02T	Applications of Biotechnology in Agriculture
9.	Microbiology	OEC 1	I	126BSC01MIBOEC01T	Microbial Technology for Human Welfare
		OEC 2	II	126BSC02MIBOEC02T	Environmental and Sanitary Microbiology
10	Computer Science	OEC 1	I	126BSC01CSCOEC01T	C Programming Concepts
		OEC 2	II	126BSC02CSCOEC02T	Web Designing
11	Geography	OEC1	I	126BSC01GEGOEC01T	Earth System Dynamics
			I	126BSC01GEGOEC02T	Introduction to Natural Resources
			I	126BSC01GEGOEC03T	Introduction to Physical Geography
			I	126BSC01GEGOEC04T	Fundamentals of Remote Sensing
		OEC2	II	126BSC02GEGOEC01T	Introduction to Human Geography

			II	126BSC02GEGOEC02T	Fundamentals of Natural Disasters
			II	126BSC02GEGOEC03T	Climate change : Vulnerability and Adaptation
			II	126BSC02GEGOEC04T	Basics of GIS

Chemistry Open Elective Course

Credit Structure of Chemistry Open Elective Course for the B.Sc./B.A./B.Com Undergraduate Honors Programme with effect from 2023-24.

SEMESTER-I										
Category	Course code	Title of the Paper	Marks			Teaching hours/week			Credit	Duration of exams (Hrs)
			IA	SEE	Total	L	T	P		
OEC1	126BSC01CHEOE C01T	Chemistry in daily life	40	60	100	3		-	3	2

SEMESTER-II										
Category	Course code	Title of the Paper	Marks			Teaching hours/week			Credit	Duration of exams (Hrs)
			IA	SEE	Total	L	T	P		
OEC2	126BSC02CHEO EC02T	Molecules of life	40	60	100	3	-	-	3	2

BSc Semester 1 – B.Sc/(Hons) Chemistry

Title of the Course: Open Elective (OE-1): CHEMISTRY IN DAILY LIFE
Course code: 126BSC01CHEOEC01T

Courses	Credits	No. of Classes /Week	Total No. of Lectures/Hours	Duration of Exam hrs	Internal Assessment Marks	Semester End Exam Marks	Total Marks
Theory	03	03	42	2	40	60	100
Content of Theory Course 1							42 Hrs

Unit – 1

14 hours

Dairy Products: Composition of milk and milk products. Analysis of fat content, minerals in milk and butter. Estimation of added water in milk. Beverages: Analysis of caffeine in coffee and tea, detection of chicory in coffee, chloral hydrate in toddy, determination of methyl alcohol in alcoholic beverages.

Food additives, adulterants, and contaminants- Food preservatives like benzoates, propionates, sorbates, disulphites. Artificial sweeteners: Aspartame, saccharin, dulcin, sucralose, and sodium cyclamate. Flavors: Vanillin, alkyl esters (fruit flavors), and monosodium glutamate.

Artificial food colorants: Coal tar dyes and non-permitted colors and metallic salts. Analysis of pesticide residues in food.

Unit – 2

14 hours

Vitamins: Classification and Nomenclature. Sources, deficiency diseases, and structures of Vitamin A1, Vitamin B1, Vitamin C, Vitamin D, Vitamin E & Vitamin K1.

Oils and fats: Composition of edible oils, detection of purity, rancidity of fats and oil. Tests for adulterants like argemone oil and mineral oils. Halphen test.

Soaps & Detergents: Definition, classification, manufacturing of soaps and detergents, composition and uses.

Unit – 3

14 hours

Chemical and Renewable Energy Sources:

Principles and applications of primary & secondary batteries and fuel cells. Basics of solar energy, future energy storer.

Polymers: Basic concept of polymers, classification and characteristics of polymers. Applications of polymers as plastics in electronic, automobile components, medical fields, and aerospace materials. Problems of plastic waste management. Strategies for the development of environment-friendly polymers.

COURSE OUTCOMES: OEC-1 Chemistry

On completion of the course students will be able to:

- _ Understand the chemical constituents in various day today materials using by a common man.
- _ Understand the chemical constituents in fertilizers, insecticides and pesticides, chemical explosives etc.
- _ Understand the chemical constituents in polymers, surface coatings etc.

References Text Books

1. B. K. Sharma: Introduction to Industrial Chemistry, Goel Publishing, Meerut (1998)
2. Medicinal Chemistry- Ashtoush Kar.
3. Analysis of Foods – H.E. Cox: 13.
4. Chemical Analysis of Foods – H.E. Cox and Pearson.
5. Foods: Facts and Principles. N. Shakuntala Many and S. Swamy, 4thed. New Age International (1998)
6. Physical Chemistry – P I Atkins and J. de Paula – 7thEd. 2002, Oxford University Press.

B.Sc. Semester –II

Open Elective Course-Chemistry

Title of the Course: OEC-2: Subject code: 126BSCO2CHEOEC02T; Paper: Molecules of Life

Course	Credits	No. of Classes/Week	Total No. of Lecture Hours	Duration of Exam in hrs	Internal Assessment Marks	Semester End Exam Marks	Total Marks
Theory	03	03	42	2	40	60	100

UNIT I

Carbohydrates

Sugars, non-sugars, reducing and non-reducing sugars. Occurrence and general properties of glucose and fructose. Open chain and Haworth ring structures of glucose and fructose. Epimers, mutarotation and anomers. Disaccharides: Occurrence of disaccharides (Sucrose, Maltose and Lactose). Glycosidic linkage in disaccharides. Ring structures of sucrose, maltose and lactose. Polysaccharides: Starch – monomer units, glycosidic linkage, components-difference in their structure (explanation only) and solubility in water. Cellulose and glycogen – monosaccharide, glycosidic linkage, structure (explanation only). Biological importance of carbohydrates

8hrs

Amino Acids, Peptides and Proteins

α - amino acids, general formula, zwitter ion form of α - amino acid, general formula. Isoelectric point and its importance. Classification of amino acids as essential and non-essential-examples. Configuration of optically active α -amino acids (found in proteins). Peptide bond. Proteins: classification based on molecular shape – fibrous and globular, examples. Structure of protein – qualitative idea about primary, secondary, tertiary, and quaternary structures (diagrams not required). Denaturation of protein.

8hrs

UNIT II

Enzymes and correlation with drug action

Mechanism of enzyme action, factors affecting enzyme action, Co-enzymes and cofactors and their role in biological reactions, Specificity of enzyme action (including stereo specificity), Enzyme inhibitors and their importance, phenomenon of inhibition (Competitive and Non-competitive inhibition including allosteric inhibition).

7hrs

Drug action- Receptor theory. Structure-activity relationships of drug molecules, binding role of –OH group, –NH₂ group, double bond and aromatic ring.

4hrs

Oils and fats

Biological Importance of oils and fats. Fatty acids (saturated, unsaturated fatty acids, formation of triglycerides and general formula of triglycerides. Chemical nature of oils and fats- saponification, acid hydrolysis, rancidity and its prevention methods, refining of oils, hydrogenation of oils, drying of oils. Iodine value. Introduction to lipids, classification. Biological importance of triglycerides, phospholipids, glycolipids, and steroids (cholesterol).

6hrs

UNIT III

Nucleic Acids

Components of nucleic acids: Adenine, guanine, thymine and cytosine (Structure only), other components of nucleic acids, Nucleosides and nucleotides (nomenclature), Structure of polynucleotides; Structure of DNA (Watson-Crick model) and RNA (types of RNA), Genetic Code, Biological roles of DNA and RNA:

Replication, Transcription and Translation.

6hrs

Vitamins and Hormones

Classification and biological significance, source and structure of Vitamin A, B1 (thiamine), B2 (riboflavin), B6 (pyridoxine), α -tocopherol, K1 (phyloquinone), C (ascorbic acid). Deficiency diseases of vitamins,

Hormones: definition, classification with examples, functions and deficiency diseases of hormones.

5hrs

Course Outcome / Learning Outcome:

After studying this paper the student would be able to

1. Acquire knowledge about different types of sugars and their chemical structures.
2. Identify different types of amino acids and determine the structure of peptides.
3. Explain the actions of enzymes in our body and interpret enzyme inhibition.
4. Predict action of drugs. Depict the biological importance of oils and fats. Importance of lipids in the metabolism Differentiate RNA and DNA and their replication. Explain production of energy in our body.

Reference Books:

1. Morrison, R. T. & Boyd, R. N. *Organic Chemistry*, Dorling Kindersley (India) Pvt. Ltd. (Pearson Education).
2. Finar, I. L. *Organic Chemistry (Volume 1)*, Dorling Kindersley (India) Pvt. Ltd. (Pearson Education).
3. Finar, I. L. *Organic Chemistry (Volume 2)*, Dorling Kindersley (India) Pvt. Ltd. (Pearson Education).
4. Nelson, D. L. & Cox, M. M. *Lehninger's Principles of Biochemistry 7th Ed.*,
5. W. H. Freeman. Berg, J.M., Tymoczko, J.L. & Stryer, L. *Biochemistry*, 2002.

Assessment Criteria	40 marks
1 st Internal Assessment Test for 30 marks 1 hr after 8 weeks and 2 nd Internal Assessment Test for 30 marks 1 hr after 15 weeks. Average of two tests should be considered.	30
Assignment	10
Total	40
Assessment Criteria	25 marks
1 st Internal Assessment Test for 20 marks 1 hr after 8 weeks and 2 nd Internal Assessment Test for 20 marks 1 hr after 15 weeks. Average of two tests should be considered.	20
Assignment	05
Total	25

Question Paper Pattern:

Duration: 2hr

I Semester B.Sc. _____

Sub:

Code: Maximum Marks

:60

a. Answer any SIX Questions from Question 1

b. Answer any Three in each Question from 2,3,4 and 5 questions.

Q.No.1.	Answer any SIX Questions (Two question from each Unit) a. b. c. d, e. f. g. h.	2X6=12
Q.No.2.	(Should cover entire unit-I) a. b. c. d.	4X3=12
Q.No.3.	(Should cover Entire Unit-II) a. b. c. d.	4X3=12
Q.No.4.	(Should cover Entire Unit-III) a. b. c. d.	4X3=12
Q.No.5.	(Should cover Entire Unit-IV) a. b. c. d.	4X3=12

Physics Open Elective course

Credit Structure of Physics Open Elective Course for the B.Sc./B.A./B.Com Undergraduate Honors Programme with effect from 2023-24.

SEMESTER-I										
Category	Course code	Title of the Paper	Marks			Teaching hours/week			Credit	Duration of exams (Hrs)
			IA	SEE	Total	L	T	P		
OEC1	126BSC01PHYOEC01T	Energy Sources	40	60	100	3		-	3	2

SEMESTER-II										
Category	Course code	Title of the Paper	Marks			Teaching hours/week			Credit	Duration of exams (Hrs)
			IA	SEE	Total	L	T	P		
OEC2	126BSC02PHYOEC02T	Optical Instruments	40	60	100	3	-	-	3	2

OPEN- ELECTIVE SYLLABUS:

Year	I	Course Code: 126BSC01PHYOEC01T		Credits	03
Sem.	1	Course Title: Energy Sources		Hours	40
Formative Assessment Marks:40	Summative Assessment Marks:60		Duration of ESA: 02hrs.		
Unit No.	Course Content			Hours	
Unit I	Introduction: Energy concept-sources in general, its significance & necessity. Classification of energy sources: Primary and Secondary energy, Commercial and Non-commercial energy, Renewable and Non-renewable energy, Conventional and Non-conventional energy, Based on Origin-Examples and limitations. Importance of Non-commercial energy resources.			05	
	Renewable energy sources: Need of renewable energy, non-conventional energy sources. An overview of developments in Offshore Wind Energy, Tidal Energy, Wave energy systems, Ocean Thermal Energy Conversion, solar energy, biomass, biochemical conversion, Biogas generation, geothermal energy tidal energy, Hydroelectricity.			05	
Unit II	Conventional energy sources: Fossil fuels & Nuclear energy-production & extraction, usage rate and limitations. Impact on environment and their issues & challenges. Overview of Indian & world energy scenario with latest statistics-consumption & necessity. Need of eco-friendly & green energy & their related technology.			10	
Unit III	Solar energy: Solar Energy-Key features, its importance, Merits & demerits of solar energy, Applications of solar energy. Solar water heater, flat plate collector, solar distillation, solar cooker, solar green houses, solar cell –brief discussion of each. Need and characteristics of photovoltaic (PV) systems, PV models and equivalent circuits, and sun Tracking systems.			10	
Unit IV	Fundamentals of Wind energy, Wind Turbines and different electrical machines in wind turbines, Power electronic interfaces, and grid interconnection topologies. Ocean Energy Potential against Wind and Solar, Wave Characteristics and Statistics, Wave Energy Devices. Tide characteristics and Statistics, Tide Energy Technologies, Ocean Thermal Energy.			08	
	Geothermal and hydro energy: Geothermal Resources, Geothermal			02	

	Technologies. Hydropower resources, hydropower technologies, Environmental impact of hydropower sources.	
	<p>Activity</p> <ol style="list-style-type: none"> 1. Demonstration of on Solar energy, wind energy, etc, using training modules at Labs. 2. Conversion of vibration to voltage using piezoelectric materials. 3. Conversion of thermal energy into voltage using thermoelectric (using thermo couples or heat sensors) modules. 4. Project report on Solar energy scenario in India 5. Project report on Hydro energy scenario in India 6. Project report on wind energy scenario in India 7. Field trip to nearby Hydroelectric stations. 8. Field trip to windenergy stations like Chitradurga, Hospet, Gadag,etc. 9. Fieldtrip to solar energy parks like Yeramaras near Raichur. 10. Videos on solar energy, hydro energy and wind energy. 	
	<p>Reference Books:</p> <ol style="list-style-type: none"> 1. Non-conventional energy sources- G.DRai-Khanna Publishers, New Delhi 2. Solar energy-M P Agarwal- S Chand and Co. Ltd. 3. Solar energy - Suhas P Sukhative Tata McGraw - Hill Publishing Company Ltd. 4. Godfrey Boyle, “Renewable Energy, Power for a sustainable future”, 2004, Oxford University Press, in association with The Open University. 5. Dr. P Jayakumar, Solar Energy: Resource Assessment Handbook, 2009 6. J.Balfour,M. ShawandS. Jarosek, Photovoltaics, Lawrence J Goodrich (USA). <p>http://en.wikipedia.org/wiki/Renewable_energy</p>	

OPEN-ELECTIVESYLLABUS:

Year	1	Course Code: 126BSC02PHYOEC02T	Credits	03
Sem.	2		Course Title: Optical instruments	Hours
Formative Assessment Marks:40		Summative Assessment Marks:60	Duration of ESA:.02hrs.	
Unit No.	Course Content			Hours
Unit I	Basics of Optics Scope of optics, optical path, laws of reflection and refraction as per Fermat's principle, magnifying glass, Lenses (thick and thin),convex and concave lenses, Lens makers formulae for double concave and convex lenses, lens equation.			10
Unit II	Focal and nodal points, focal length, image formation, combination of lenses, dispersion of light: Newton's experiment, angular dispersion and dispersion power. Dispersion without deviation . (Expressions need not be derived, but have to be discussed qualitatively).			10
Unit III	Camera and microscopes Human eye (constitution and working),Photographic camera (principle, construction and working), construction, working and utilities of Simple microscopes, Compound microscope, Electron microscopes, Binocular microscopes Self-study Experimental determination of magnifying power of a microscope.(Construction part can be discussed through block diagrams)			10

Unit IV	<p>Telescopes and Spectrometer Construction, working and utilities of Astronomical telescopes Terrestrial telescopes Reflecting telescopes, Construction, working and utilities of Eyepieces or Oculars (Huygen, Ramsden’s, Gauss) Spectrometer Construction, working and utilities, measurement of refractive index.</p> <p>Self-study Telescopes used at different observatories in and outside India. Hydropower resources, hydropower technologies, environmental impact of hydro power sources. Carbon captured technologies, cell, batteries, power consumption</p>	10
	<p>Activities:</p> <ol style="list-style-type: none"> 1) Find position and size of the image in a magnifying glass and magnification. 2) Observer a in bows and understand optics. 3) Create a rainbow. 4) Find out what makes a camera to be of good quality. 5) Observe the dispersion of light through prism. 6) Make a simple telescope using magnifying glass and lenses. 7) Learn principle of refraction using prisms. 8) Check bending of light in different substances and find out what matters here. 9) Learn about different telescopes used to see galaxies and their ranges. 10) Many more activities can be tried to learn optics by going through you tubes and website’s such as https://spark.iop.org, http://www.yenka.com, https://publiclab.org etc. 	

ASSESSMENT METHODS

Theory :Evaluation Scheme for Internal Assessment:

Assessment Criteria	40 marks
1 st Internal Assessment Test for 30 marks 1 hr after 8 weeks and 2 nd Internal Assessment Test for 30 marks 1 hr after 15 weeks. Average of two tests should be considered.	30
Assignment	05
Activity	05
Total	40

Assessment Criteria	25 marks
1 st Internal Assessment Test for 20 marks 1 hr after 8 weeks and 2 nd Internal Assessment Test for 20 marks 1 hr after 15 weeks. Average of two tests should be considered.	20
Assignment/Activity	05
Total	25

**Question Paper Pattern:
I/II Semester B.Sc.**

Sub:

Code:

Maximum Marks: 60

Q.No.1.	Answer any Six Questions (Two question from Each Unit to be asked) a. b. c. d, e. f. g. h.	6X2=12
Q.No.2.	(Questions from Unit-I) a. b. <p style="text-align: center;">OR</p> c. d.	08 04 08 04
Q.No.3.	(Questions from Entire Unit-II) a. b. <p style="text-align: center;">OR</p> c. d.	08 04 08 04
Q.No.4.	(Questions from Unit-III) a. b. <p style="text-align: center;">OR</p> c. d.	08 04 08 04
Q.No.5.	(Questions from Unit-IV) a. b. <p style="text-align: center;">OR</p> c. d.	08 04 08 04

Note:

1. There should be a problem of marks from each unit and may be asked in either b or d in questions 2 to 5.

2. If necessary, sub questions a and c from 2 to 5 may be subdivided in to i. and ii. Without exceeding maximum 08 marks.

Mathematics
Open Elective Course

w.e.f.

AcademicYear2023-24 and onwards

Question Paper Pattern:
Department of Mathematics
I Semester B.Sc (Mathematics)

- Sub:** **Code:** **MaximumMarks: 70**
- a. **Answer any Six Questions from Question 1**
- b. **Answer any Three Questions from Question 2,3,4 and 5**

Q.No.1.	Answer any Five Questions (Two question from Each Unit) a. b. c. d, e. f. g. h.	2X6=12
Q.No.2.	(Should cover Entire Unit-I) a. b. c. d.	4X3=12
Q.No.3.	(Should cover Entire Unit-II) a. b. c. d.	4X3=12
Q.No.4.	(Should cover Entire Unit-III) a. b. c. d.	4X3=12

ASSESSMENT METHODS

Theory : Evaluation Scheme for Internal Assessment:

Assessment Criteria	40 marks
1 st Internal Assessment Test for 30 marks 1 hr after 8 weeks and 2 nd Internal Assessment Test for 30 marks 1 hr after 15 weeks. Average of two tests should be considered.	30
Assignment	05
Activity	05
Total	40

Assessment Criteria	25 marks
1 st Internal Assessment Test for 20 marks 1 hr after 8 weeks and 2 nd Internal Assessment Test for 20 marks 1 hr after 15 weeks. Average of two tests should be considered.	20
Assignment/Activity	05
Total	25

OPEN-ELECTIVE SYLLABUS (Ist Semester):

A: For students of Science stream who have not chosen Mathematics as one of Core Subjects

Year	I	Course Code: 126BSC01MATOEC01T	Credits	03
Sem.	I		Hours	42
		Course Title: Mathematics – I		
Course Pre-requisites, if any		NA		
Formative Assessment Marks: 40		Summative Assessment Marks: 60	Duration of ESA: 02 hrs.	
Course Outcomes	<p>This course will enable the students to</p> <ul style="list-style-type: none"> • Learn to solve system of linear equations. • Solve the system of homogeneous and non-homogeneous m linear equations by using the concept of rank of matrix, finding eigen values and eigen vectors. • Students will be familiar with the techniques of differentiation of function with real variables. • Identify and apply the intermediate value theorems and L' Hospital rule. • Learn to trace some standard curves. 			

Unit No.	Course Content	Hours
Unit I	<p>Matrices: Recapitulation of Symmetric and Skew Symmetric matrices, Cayley- Hamilton theorem, inverse of matrices by Cayley-Hamilton theorem(Without Proof). Algebra of Matrices; Row and column reduction, Echelon form. Rank of a matrix; Inverse of a matrix by elementary operations; Solution of system of linear equations; Criteria for existence of non-trivial solutions of homogeneous system of linear equations. Solution of non-homogeneous system of linear equations. Eigen values and Eigen vectors of square matrices, real symmetric matrices and their properties, reduction of such matrices to diagonal form.</p>	1 4
Unit II	<p>Differential Calculus: Limits, Continuity, Differentiability and properties. Intermediate value theorem, Rolle's Theorem, Lagrange's Mean Value theorem, Cauchy's Mean value theorem and examples. Taylor's theorem, Maclaurin's series, Indeterminate forms and examples.</p>	1 4
Unit III	<p>Successive Differentiation: nth Derivatives of Standard functions e^{ax+b}, $(ax + b)^m$, $\log(ax + b)$, $\sin(ax + b)$, $\cos(ax + b)$, $e^{ax} \sin(bx + c)$, $e^{ax} \cos(bx+c)$, Leibnitz theorem and its applications. Tracing of curves (standard curves)</p>	1 4
	<p>References:</p> <ol style="list-style-type: none"> 1. University Algebra - N.S. Gopala Krishnan, New Age International (P)Limited 2. Theory of Matrices - B S Vatsa, New Age International Publishers. 3. Matrices – A. R. Vasista, Krishna Prakashana Mandir. 4. Applications of Calculus, Debasish Sengupta, Books and Allied (P) Ltd.,2019. 5. Differential Calculus - Shanti Narayan, S. Chand & Company, New Delhi. 6. Calculus – Lipman Bers, Holt, Rinehart & Winston. 7. Calculus – S. Narayanan & T. K. Manicavachogam Pillay, S.Viswanathan Pvt. Ltd.,vol. I & II. 8. Schaum's Outline of Calculus - Frank Ayres and Elliott Mendelson, 5th ed. USA: Mc.Graw. 9. Text Book of B.Sc. Mathematics, G K Ranganath, S Chand & Company. 	

B: For Students of other than Science Stream

Year	I	Course Code: 126BSC01MATOEC02T	Credits	03
Sem.	I	Course Title: Business Mathematics – I	Hours	42
Course Pre-requisites, if any	NA			
Formative Assessment Marks: 40	Summative Assessment Marks: 60		Duration of ESA:.02 hrs.	
Course Outcomes	<p>This course will enable the students to</p> <ul style="list-style-type: none"> • Translate the real word problems through appropriate mathematical modelling. • Explain the concepts and use equations, formulae and mathematical expression and relationship in a variety of context. • Finding the extreme values of functions. • Analyze and demonstrate the mathematical skill require in mathematically intensive areas in economics and business. 			
Unit No.	Course Content			Hours
Unit I	<p>Algebra – Set theory and simple applications of Venn Diagram, relations, functions, indices, logarithms, permutations and combinations. Examples on commercial mathematics.</p>			14

Unit II	<p>Matrices: Definition of a matrix; types of matrices; algebra of matrices.</p> <p>Properties of determinants; calculations of values of determinants upto third order; Adjoint of a matrix, elementary row and column operations; solution of a system of linear equations having unique solution and involving not more than three variables. Examples on commercial mathematics.</p>	14
Unit III	<p>Differential Calculus: Constant and variables, functions, Limits & continuity. Differentiability and Differentiation, partial differentiation, rates as a measure, maxima, minima, Partial Derivatives up to second order; Homogeneity of functions and Euler’s Theorem; Total Differentials; Differentiation of implicit function with the help of total differentials, Maxima and Minima; cases of one variable involving second or higher order derivatives; Cases of two variables involving not more than one constraint</p>	14
Recommended Learning Resources		

Print Resources	<p>References:</p> <ol style="list-style-type: none">1. Basic Mathematics, Allel R.G.A, Macmillan, New Delhi.2. Mathematics for Economics, Dowling, E.T. , Schaum's Series, McGraw Hill, London.3. Quantitative Techniques in Management, Vohra, N.D., Tata McGraw Hill, New Delhi.
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OPEN-ELECTIVE SYLLABUS (IInd Semester) :

A: For students of Science stream who have not chosen Mathematics as one of Core Subjects

Year	I	Course Code: 126BSC02MATOEC01T		Credits	03
Sem.	II	Course Title: Mathematics – II		Hours	42
Course Pre-requisites, if any		NA			
Formative Assessment Marks: 40		Summative Assessment Marks: 60	Duration of ESA:.02 hrs.		
Course Outcomes	<p>This course will enable the students to</p> <ul style="list-style-type: none"> • Recognize the mathematical objects called Groups. • Link the fundamental concepts of groups and symmetries of geometrical objects. • Explain the significance of the notions of Cosets, normal subgroups and factor groups. • Understand the concept of differentiation and fundamental theorems in differentiation and various rules. • Find the extreme values of functions of two variables. • To understand the concepts of multiple integrals and their applications. 				
Unit No.	Course Content			Hours	
Unit I	<p>Groups: Definition of a group with examples and properties, congruence, problems. Subgroups, center of groups, order of an element of a group and its related theorems, cyclic groups, Coset decomposition, Factor groups, Lagrange's theorem and its consequences. Fermat's theorem and Euler's ϕ function.</p>			14	
Unit II	<p>Partial Derivatives: Functions of two or more variables-explicit and implicit functions, partial derivatives. Homogeneous functions- Euler's theorem, total derivatives, differentiation of implicit and composite functions, Jacobians and standard properties and illustrative examples. Taylor's and Maclaurin's series for functions of two variables, Maxima-Minima of functions of two variables.</p>			14	
Unit III	<p>Integral Calculus: Recapitulation of definite integrals and its properties. Line integral: Definition of line integral and basic properties, examples on evaluation of line integrals. Double integral: Definition of Double integrals and its conversion to iterated integrals. Evaluation of double integrals by changing the order of integration and change of variables. Computation of plane surface areas, volume underneath a surface of revolution using</p>			14	

	double integral. Triple integral: Definition of triple integrals and evaluation-change of variables, volume as triple integral. Differentiation under the integral sign by Leibnitz rule.	
Recommended Learning Resources		
Print Resources	<p>References:</p> <ol style="list-style-type: none"> 1. Topics in Algebra, I N Herstein, 2nd Edition, Wiley Eastern Ltd., New Delhi. 2. Higher algebra, Bernard & Child, Arihant Pub. 3. Modern Algebra, Sharma and Vasishta, Krishna Prakashan Mandir, Meerut, U.P. 4. A Course in Abstract Algebra, Vijay K Khanna and S K Bhambri, Vikas Publications. 5. Differential Calculus, Shanti Narayan, S. Chand & Company, New Delhi. 6. Integral Calculus, Shanti Narayan and P K Mittal, S. Chand and Co. Pvt. Ltd., 7. Schaum's Outline Series, Frank Ayres and Elliott Mendelson, 5th ed. USA: McGraw Hill., 2008. 8. Mathematical Analysis, S C Malik, Wiley Eastern. 9. Text Book of B.Sc. Mathematics, G K Ranganath, S Chand & Company. 	

B: For Students of other than Science Stream

Year	I	Course Code: 126BSC02MATOEC02T		Credits	03
Sem.	II	Course Title: Business Mathematics – II		Hours	42
Course Pre-requisites, if any		NA			
Formative Assessment Marks: 40		Summative Assessment Marks: 60	Duration of ESA:.02 hrs.		
Course Outcomes	<p>This course will enable the students to</p> <ul style="list-style-type: none"> • Integrate concept in international business concept with functioning of global trade. • Evaluate the legal, social and economic environment of business. • Apply decision-support tools to business decision making. • Will be able to apply knowledge of business concepts and functions in an integrated manner. 				
Unit No.	Course Content			Hours	
Unit I	<p>Commercial Arithmetic: Interest: Concept of Present value and Future value, Simple interest, Compound interest, Nominal and Effective rate of interest, Examples and Problems Annuity: Ordinary Annuity, Sinking Fund, Annuity due, Present Value and Future Value of Annuity, Equated Monthly Instalments (EMI) by Interest of Reducing Balance and Flat Interest methods, Examples and Problems.</p>			14	
Unit II	<p>Measures of central Tendency and Dispersion: Frequency distribution: Raw data, attributes and variables, Classification of data, frequency distribution, cumulative frequency distribution, Histogram and give curves. Requisites of ideal measures of central tendency, Arithmetic Mean, Median and Mode for ungrouped and grouped data. Combined mean, Merits and demerits of measures of central tendency, Geometric mean: definition, merits and demerits, Harmonic mean: definition, merits and demerits, Choice of A.M., G.M. and H.M. Concept of dispersion, Measures of dispersion: Range, Variance, Standard deviation (SD) for grouped and ungrouped data, combined SD, Measures of relative dispersion: Coefficient of range, coefficient of variation. Examples and problems.</p>			14	
Unit III	<p>Correlation and regression: Concept and types of correlation, Scatter diagram,</p>			14	

	<p>Interpretation with respect to magnitude and direction of relationship. Karl Pearson's coefficient of correlation for ungrouped data. Spearman's rank correlation coefficient. (with tie and without tie) Concept of regression, Lines of regression for ungrouped data, predictions using lines of regression. Regression coefficients and their properties (without proof). Examples and problems.</p>	
Recommended Learning Resources		
Print Resources	<p>References:</p> <ol style="list-style-type: none"> 1. Practical Business Mathematics, S. A. Bari New Literature Publishing Company New Delhi. 2. Mathematics for Commerce, K. Selvakumar Notion Press Chennai 3. Business Mathematics with Applications, Dinesh Khattar & S. R. Arora S. Chand Publishing New Delhi 4. Business Mathematics and Statistics, N.G. Das & Dr. J.K. Das McGraw Hill New Delhi 5. Fundamentals of Business Mathematics, M. K. Bhowal, Asian Books Pvt. Ltd New Delhi 6. Mathematics for Economics and Finance: Methods and Modelling, Martin Anthony and Norman, Biggs Cambridge University Press Cambridge 7. Financial Mathematics and its Applications, Ahmad Nazri Wahidudin Ventus Publishing APS Denmark 8. Fundamentals of Mathematical Statistics, Gupta S. C. and Kapoor V. K., Sultan Chand and Sons, New Delhi. 9. Statistical Methods, Gupta S. P.: Sultan Chand and Sons, New Delhi. 10. Applied Statistics, Mukhopadhyaya Parimal New Central Book Agency Pvt. Ltd. Calcutta. 11. Fundamentals of Statistics, Goon A. M., Gupta, M. K. and Dasgupta, B. World Press Calcutta. 12. Fundamentals of Applied Statistics, Gupta S. C. and Kapoor V. K., Sultan Chand and Sons, New Delhi. 	

Botany Open Elective course

Credit Structure of Botany Open Elective Course for B.Sc./B.A./B.Com Undergraduate Honours Programme with effect from 2023-24.

SEMESTER-I										
Category	Course code	Title of the Paper	Marks			Teaching hours/week			Credit	Duration of exams (Hrs)
			IA	SEE	Total	L	T	P		
OEC1	126BSC01BOTOEC01T	Plants and Human welfare	40	60	100	3		-	3	2

SEMESTER-II										
Category	Course code	Title of the Paper	Marks			Teaching hours/week			Credit	Duration of exams(Hrs)
			IA	SEE	Total	L	T	P		
OEC2	126BSC02BOTOEC02T	Bio-fuels	40	60	100	3	-	-	3	2

ASSESSMENT METHODS
Evaluation Scheme for Internal Assessment:

Theory

Assessment Criteria	40marks
1 st Internal Assessment Test for 30 marks 1 hr after 8 weeks and 2 nd Internal Assessment Test for 30 marks 1hr after 15weeks .Average of two tests should be considered.	30
Assignment	10
Total	40

Assessment Criteria	25marks
1 st Internal Assessment Test for 20 marks 1 hr after 8weeks and 2 nd Internal Assessment Test for 20marks 1 hr after 15weeks. Average of two tests should be considered.	20
Assignment	05
Total	25

Question Paper Pattern:

Botany *BSc (botany)*

Sub: Code: Maximum Marks: 60

a. Answer any Six Questions from Question 1

b. Answer any Three each Questions from Question 2,3,4 and

Q.No.1.	Answer any Six Questions (Atlest Two question from Each Unit) a. b. c. d, e. f. g. h.	2X6=12
Q.No.2.	(Should cover Entire Unit- I) a. b. c. d.	4X3=12
Q.No.3.	(Should cover Entire Unit-II) a. b. c. d.	4X3=12
Q.No.4.	(Should cover Entire Unit-III) a. b. c. d.	4X3=12
Q.No.4.	(Should cover Entire Unit-IV) a. b. c. d.	4X3=12

Open Elective Syllabus

Year	I	Course Code: 126BSC01BOTOEC01T Course Title: PLANTS AND HUMAN WELFARE	Credits	03
Sem.	I		Hours	40
Course Pre-requisites, if any		NA		
Formative Assessment Marks:40		Summative Assessment Marks:60	Duration of ESA: .02hrs.	
Course Outcomes	Attend of the course the student should be able to: <ol style="list-style-type: none"> 1. To make the students familiar with economic importance of diverse plants that offers our ces to human life. 2. To make the students known about the plant subsidies-food, medicinal value and also plant source of different economic value. 3. To generate interest amongst the students on plants importance in day today life, conservation, ecosystem and sustainability. 			
Unit No.	Course Content			Hours
Unit I	Origin of Cultivated Plants. Concept of Centres of Origin, their importance with reference to Vavilov’s work. Examples of major plant introductions. Crop domestication and loss of genetic diversity (Only conventional plant breeding methods). Importance of plant bio-diversity and conservation. Cereals: Wheat and Rice(origin, evolution, morphology, post-harvest Processing &uses). Green revolution. Brief account of millets and their nutritional importance.			10
Unit II	Legumes: General account (including chief pulses grown in Karnataka- red gram , green gram, chick pea, soybean). Importance to man and ecosystem. Cash crops: Morphology, new varieties and processing of sugarcane, products and by- products of sugarcane industry. Natural Rubber–cultivation, tapping and processing.			10
Unit III	Spices: Listing of important spices, their family and parts used, economic importance with special reference to Karnataka. Study of fennel, clove, black pepper and cardamom. Fruits: Mango, grapes and Citrus(Origin, morphology, cultivation ,processing and uses)			10
Unit IV	Oils and fats: General description, classification, extraction, their uses and health implications; groundnut, coconut, sunflower and mustered (Botanical name, family & uses). Nonedible oil yieldingtrees and importance as bio fuel. Neem oil and applications. Beverages: Tea, Coffee (morphology, processing & uses)			10

Recommended Learning Resources

Print Resources	<p>Text Books:</p> <ol style="list-style-type: none">1. Kochhar, S.L. (2012). Economic Botany in Tropics. MacMillan & Co. New Delhi.2. Wickens, G.E. (2001). Economic Botany: Principles & Practices. The Netherlands: Kluwer Academic Publishers. Netherland.3. Chrispeels, M.J. and Sadava, D.E. (1994) Plants, Genes and Agriculture. Jones & Bartlett- Publishers. Lincoln, United Kingdom
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OPEN-ELECTIVESYLLABUS:

SEMESTER-II

Year	I	Course Code: 126BSC02BOTOEC02T	Credits	03
Sem.	II		Course Title: Bio-fuels	Hours
Course Pre-requisites, if any		NA		
FormativeAssessmentMarks:40		SummativeAssessmentMarks:60	DurationofESA:.02hrs.	
Course Outcomes	At the end of the course the student should be able to: <ol style="list-style-type: none">1. To make the students familiar with Bio-fuel plant species cultivation for commercial exploitation.2. To makethestudentsknownabouttheBio-fuelusedinautomobileindustriesandsolvingfuelproblemsinfeature.3. TogenerateinterestamongstthestudentstoknowtheimportanceofBio-fuelindaytodaylifeandeconomicwellbeing.			

Unit No.	Course Content	Hours
Unit I	Introduction, definition, scope and Importance of Bio-fuel with respect to climate change and environmental issues. Public awareness. Biofuels scenario in India and world. History of Biofuels. Advantages and disadvantages of biofuels. Developmental generation of biofuels: first, second, third and fourth generation of biofuels and present status.	10

Unit II	Biofuel feed stocks: Agricultural waste, farm waste, forestry waste, organic wastes from the residential, institutional and industrial waste and its importance. (Biomass-plant, animal and microbial based waste).Algal biofuel.	10
Unit III	Biodiesel species: <i>Pongamia pinnata</i> , <i>Simarouba gluca</i> , <i>Jatropha curcas</i> , <i>Azardirachtaindia</i> , <i>Madhucaindica</i> and <i>Callophylluminnophyllum</i> .Seedharvesting,processing,oilextraction, and characterization.	10
Unit IV	Introduction to biodiesel ,bioethanol, biogas andbiohydrogen.Productiontechnologyofbiofuels(Biodiesel,ehanolandbiogas).Quality analysis of biodiesel, bioethanol and biogas and its comparison with national and international standards. Biofuel sustainability; BiofuelPolicyinKarnatakaandIndia.Biofuelproductionstatistics.Fuel Against food security concepts.	10

Recommended Learning Resources

Print Resources	<p>Text Books and References</p> <ol style="list-style-type: none"> 1) TheBiodieselHandbook(2005).JurgenKrahl,JonHarlanVanGerpen.AOCSPress . 2) BioenergyandBiofuels(2017).OzcanKonur.CRCPress,Taylor&Franci'sgroup. 3) https://mnre.gov.in/biofuels
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Zoology Open Elective Course

Credit Structure of Zoology Open Elective Course for the B.Sc./B.A./B.Com Undergraduate Honors Programme with effect from 2023-24.

SEMESTER-I										
Category	Course code	Title of the Paper	Marks			Teaching hours/week			Credit	Duration of exams (Hrs)
			IA	SE E	Total	L	T	P		
OEC1	126BSC01ZOOOEC01T	Economic Zoology	40	60	100	3	-	-	3	2

SEMESTER-II										
Category	Course code	Title of the Paper	Marks			Teaching hours/week			Credit	Duration of exams (Hrs)
			IA	SE E	Total	L	T	P		
OEC2	126BSC02ZOOOEC02T	Parasitology	40	60	100	3	-	-	3	2

OPEN ELECTIVE SYLLABUS

Year	I	Course Code: 126BSC01ZOOOEC01T	Credits	03
Sem.	1	Course Title: Economic Zoology	Hours	42
Unit No.	Course Content		Hours	
Unit I	<p>1. Sericulture:</p> <ul style="list-style-type: none"> • History and present status of sericulture in India • Mulberry and non-mulberry species in Karnataka and India • Mulberry cultivation • Morphology and life cycle of <i>Bombyxmori</i> • Silkworm rearing techniques: Processing of cocoon, reeling • Silkworm diseases and pest control <p>2. Apiculture:</p> <ul style="list-style-type: none"> • Introduction and present status of apiculture • Species of honey bees in India, life cycle of <i>Apisindica</i> • Colony organization, division of labour and communication • Bee keeping as an agro based industry; methods and equipments: indigenous methods, extraction appliances, extraction of honey from the comb and processing • Bee pasturage, honey and bees wax and their uses <p>Pests and diseases of bees and their management</p>		14	
Unit II	<p>3. Live Stock Management:</p> <p>Dairy:</p> <ul style="list-style-type: none"> • Introduction to common dairy animals and techniques of dairy management • Types, loose housing system and conventional barn system; advantages and limitations of dairy farming • Establishment of dairy farm and choosing suitable dairy animals-cattle • Cattle feeds, milk and milk products • Cattle diseases <p>Poultry:</p> <ul style="list-style-type: none"> • Types of breeds and their rearing methods • Feed formulations for chicks • Nutritive value of egg and meat • Disease of poultry and control measures <p>4. Aquaculture:</p> <ul style="list-style-type: none"> • Aquaculture in India: An overview and present status and scope of aquaculture <p>Types of aquacultures: Pond culture: Construction, maintenance and management; carp culture, shrimp culture, shellfish culture, composite fish culture and pearl culture</p>		14	
Unit III	<p>5. Fish culture:</p> <ul style="list-style-type: none"> • Common fishes used for culture. 		14	

	<ul style="list-style-type: none"> • Fishing crafts and gears. • Ornamental fish culture: Fresh water ornamental fishes- biology, breeding techniques • Construction and maintenance of aquarium: Construction of home aquarium, materials used, setting up of freshwater aquaria, aquarium plants, ornamental objects, cleaning the aquarium, maintenance of water quality. control of snail and algal growth. • Modern techniques of fish seed production <p>6. Prawn culture:</p> <ul style="list-style-type: none"> • Culture of fresh and marine water prawns. • Preparation of farm. • Preservation and processing of prawn, export of prawn. <p>7. Vermiculture:</p> <ul style="list-style-type: none"> • Scope of vermiculture. • Types of earthworms. • Habit categories - epigeic, endogeic and anecic; indigenous and exotic species. • Methodology of vermicomposting: containers for culturing, raw materials required, preparation of bed, environmental pre-requisites, feeding, harvesting and storage of vermicompost. • Advantages of vermicomposting. • Diseases and pests of earthworms. <p>8. Lac Culture:</p> <ul style="list-style-type: none"> • History of lac and its organization, lac production in India. • Life cycle, host plants and strains of lac insect. • Lac cultivation: Local practice, improved practice, propagation of lac insect, inoculation period, harvesting of lac. • Lac composition, processing, products, uses 	
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Text Books: Suggested Readings:

1. Eikichi, H. (1999). Silkworm Breeding (Translated from Japanese). Oxford & IBH Publishing Co.Pvt. Ltd., New Delhi.
2. Ganga, G. (2003). Comprehensive Sericulture Vol-II: Silkworm Rearing and Silk Reeling.
3. Oxford & IBH Publishing Co. Pvt. Ltd., New Delhi.
4. Mahadevappa, D., Halliyal, V.G., Shankar, D.G. and Bhandiwad, R., (2000). Mulberry Silk
5. Reeling Technology Oxford & IBH Publishing Co. Pvt. Ltd., New Delhi.
6. Roger, M (1990). The ABC and Xyz of Bee Culture: An Encyclopedia of

Beekeeping, Kindle Edition.

7. Shukla and Upadhyaya (2002). Economic Zoology, Rastogi Publishers
8. YadavManju (2003). Economic Zoology, Discovery Publishing House.
9. JabdePradip V (2005). Textbook of applied Zoology, Discovery Publishing House, New Delhi.
10. Cherian & Ramachandran Bee keeping in-South Indian Govt. Press, Madras.
11. Sathe, T.V. Vermiculture and Organic farming.
12. Bard. J (1986). Handbook of Tropical Aquaculture.
13. Santhanam, R. A. Manual of Aquaculture.
14. Zuka. R.1 and Hamiyn (1971). Aquarium fishes and plants
15. Jabde, P.V. (2005) Text Book of Applied Zoology: Vermiculture, Apiculture, Sericulture, Lac culture.
16. Animal Disease- Bairagi K. N. Anmol Publications Pvt.Ltd 2014
17. Economics of Aquaculture - Singh (R.K.P) - Danika Publishing Company 2003
18. Applied and Economic Zoology (SWAYAM) web
https://swayam.gov.in/nd2_cec20_ge23/preview Course Books published in English and Kannada may be prescribed by the Universities and College

Pedagogy: Chalk and Talk, PPT, Group discussion, Seminar, Field vis

OPEN-ELECTIVE SYLLABUS:

Year	I	Course Code: 126BSC02ZOOOEC02T Course Title: Parasitology	Credits	03
Sem	II		Hours	42
Unit No.		Course Content	Hours	
Unit I		<p>1. General Concepts</p> <ul style="list-style-type: none"> • Introduction, Parasites, parasitoids, host, zoonosis • Origin and evolution of parasites • Basic concept of Parasitism, symbiosis, phoresis, commensalisms and mutualism • Host-parasite interactions and adaptations • Life cycle of human parasites • Occurance, mode of infection and prophylaxis <p>2. Parasitic Platyhelminthes Study of morphology, life cycle, pathogenicity, prophylaxis and control measures of</p> <ul style="list-style-type: none"> • <i>Fasciolopsisbuski</i> • <i>Schistosomahaematobium</i> • <i>Taeniasolium</i> • <i>Hymenolepis nana</i> <p>3. Parasitic Protists Study of morphology, life cycle, pathogenicity, prophylaxis and control <i>measures</i> of</p> <ul style="list-style-type: none"> • <i>Entamoeba histolytica</i> • <i>Giardia intestinalis</i> • <i>Trypanosomagambiense</i> • <i>Plasmodium vivax</i> <p>4. Parasitic Nematodes Study of morphology, life cycle, pathogenicity, prophylaxis and control measures of</p> <ul style="list-style-type: none"> • <i>Ascarislumbricoides</i> • <i>Ancylostomaduodenale</i> • <i>Wuchereriabancrofti</i> • <i>Trichinellaspiralis</i> • Nematode plant interaction ; Gall formation <p>5. Parasitic Arthropods Biology, importance and</p>	14	

	control of <ul style="list-style-type: none"> • Ticks (Soft tick <i>Ornithodoros</i>, Hard tick <i>Ixodes</i>) • Mites (<i>Sarcoptes</i>) • Lice (<i>Pediculus</i>) • Flea (<i>Xenopsylla</i>) • Bug (<i>Cimex</i>) • Parasitoid (Beetles) 6. Parasitic Vertebrates <ul style="list-style-type: none"> • Cookicutter Shark • Hood Mocking bird and 	
Unit II	Vampire bat and their parasitic behavior and effect on host	14
Unit III	7. Molecular diagnosis & clinical parasitology <ul style="list-style-type: none"> • General concept of molecular diagnosis for parasitic infection • Advantages and disadvantages of molecular diagnosis • Fundamental techniques used in molecular diagnosis of endoparasites • Immunoassay or serological techniques for laboratory diagnosis of endoparasites on the basis of marker molecules like <i>G.intestinalis</i>, <i>B. coli</i>, <i>E. histolytica</i>, <i>L. donovani</i>, Malarial parasite using • ELISA, RIA Counter Current Immuno electrophoresis (CCI) Complement Fixation Test (CFT) PCR, DNA, RNA probe	14

Suggested Readings:

1. Arora, D. R and Arora, B. (2001) Medical Parasitology. II Edition. CBS Publications and Distributors.
2. E.R. Noble and G.A. Noble (1982) Parasitology: The biology of animal parasites. V Edition, Lea & Febiger.
3. Ahmed, N., Dawson, M., Smith, C. and Wood, Ed. (2007) Biology of Disease. Taylor and Francis Group.
4. Parija, S. C. Textbook of medical parasitology, protozoology & helminthology (Text and colour Atlas), II Edition, All India Publishers & Distributors, Medical Books Publishers, Chennai, Delhi.
5. Meyer, Olsen & Schmidt's Essentials of Parasitology, Murray, D. Dailey, W.C. Brown Publishers.
5. K. D. Chatterjee (2009). Parasitology: Protozoology and Helminthology. XIII Edition, CBS Publishers & Distributors (P) Ltd.
6. Gunn, A. and Pitt, S.J. (2012). Parasitology: an Integrated Approach. Wiley Blackwell.
7. Noble, E. R. and G.A. Noble (1982) Parasitology: The biology of animal

- parasites. Vth Edition, Lea & Febiger.
8. Paniker, C.K.J., Ghosh, S. [Ed] (2013). Paniker's Text Book of Medical Parasitology. Jaypee, New Delhi.
 9. Parija, S.C. Text book of medical parasitology, protozoology & helminthology (Text and color Atlas), II Edition, All India Publishers & Distributors, Medical Books Publishers, Chennai, Delhi.
 10. Roberts, L.S and Janovy, J. (2009). Smith & Robert's Foundation of Parasitology. 8th. Edn. McGraw Bogitsh, B. J. and Cheng, T. C. (2000). Human Parasitology. 2nd Ed. Academic Press, New York.
 11. Chandler, A. C. and Read. C. P. (1961). Introduction to Parasitology, 10th ed. John Wiley and Sons Inc.
 12. Cheng, T. C. (1986). General Parasitology. 2nd ed. Academic Press, Inc. Orlando. U.S.A.
 13. Schmidt, G. D. (1989). Essentials of Parasitology. Wm. C. Brown Publishers (Indian print 1990, Universal Book Stall).
 14. John Hyde (1996) Molecular Parasitology Open University Press.

ASSESSMENT METHODS

Evaluation Scheme for Internal Assessment:

Theory:

Assessment Criteria	40marks
1 st Internal Assessment Test for 30 marks 1 hr after 8 weeks and 2 nd Internal Assessment Test for 30 marks 1hr after 15weeks .Average of two tests should be considered.	30
Assignment	10
Total	40

Assessment Criteria	25marks
1 st Internal Assessment Test for 20 marks 1 hr after 8 weeks and 2 nd Internal Assessment Test for 20marks 1 hr after 15weeks. Average of two tests should be considered.	20
Assignment	05
Total	25

Question Paper Pattern:

BSc

Sub:

Code:

Maximum Marks: 60

- a. Answer any Six Questions from Question 1
- b. Answer any Three each Questions from Question 2,3,4 and 5

Q.No.1.	Answer any Six Questions (Atlest Two question from Each Unit) a. b. c. d, e. f. g. h.	2X6=12
Q.No.2.	(Should cover Entire Unit- I) a. b. c. d.	4X3=12
Q.No.3.	(Should cover Entire Unit-II) a. b. c. d.	4X3=12
Q.No.4.	(Should cover Entire Unit-III) a. b. c. d.	4X3=12

Electronics Open Elective Course

Credit Structure of Electronics Open Elective Course for the B.Sc./B.A./B.Com Undergraduate Honors Programme with effect from 2023-24.

SEMESTER-I										
Category	Course code	Title of the Paper	Marks			Teaching hours/week			Credit	Duration of exams (Hrs)
			IA	SEE	Total	L	T	P		
OEC1	126BSC01ELEOEC01T	Basics of Electronics, Computers and PCB Design	40	60	100	3		-	3	2

SEMESTER-II										
Category	Course code	Title of the Paper	Marks			Teaching hours/week			Credit	Duration of exams (Hrs)
			IA	SEE	Total	L	T	P		
OEC2	126BSC02ELEOEC02T	Electronics for Everyone	40	60	100	3	-	-	3	2

Year	I	Course Code: 126BSC01ELEOEC01T		Credits	03
Sem.	1	Course Title: Basics of Electronics, Computers and PCB Design		Hours	40
Course Pre-requisites, if any		NA			
Formative Assessment Marks: 40		Summative Assessment Marks: 60	Duration of ESA: 2 hrs.		
Unit No.	Course Content				Hours
Unit- I	<p>Basics Electronics: Basic circuit elements (Resistor, Inductor & Capacitor), Basic principle of Transformer. Wave form types (Sine, Square, Triangular, Trigger pulses & Saw tooth). Voltage & Current sources. Ohms law, Kirchhoff's laws- Statement. Basics of Semiconductor Diode, Zener diode, LED, Transistor (Symbol and types only), Basics of IC.</p> <p>COMPUTER CONCEPTS: Introduction to computer, brief history of computer generations, block diagram of Computer system, central processing unit (CPU), ALU, Control Unit, main memory, Secondary memory, Cache memory.</p> <p>Hardware: Input devices (Key board, mouse and scanner). Output devices (various types of printers). Secondary storage devices (CDROM, optical disk).</p> <p>Software: System software, Operating system & Application software. Machine Language, Assembly Language & High-Level Language. Assembler, Compiler and Editor. Algorithm, Characteristics of an algorithm and flow charts.</p> <p>Inverter: Inverter, Uninterrupted Power supply (UPS) – online and off line UPS, SMPS.</p>				10
Unit- II	<p>PCB Design: Types of PCB, Single sided board – double sided – Multilayer boards – Plated through holes technology – Benefits of Surface Mount Technology (SMT) – Limitation of SMT – Surface mount components: Resistors, Capacitor, Inductor, Diode and IC's.</p> <p>LAYOUT AND ARTWORK: Layout Planning – General rules of Layout – Resistance, Capacitance and Inductance – Conductor Spacing – Supply and Ground Conductors – Component Placing and mounting–Cooling requirement and package density–Layout check. Basic artwork approaches– Artwork taping guideline–General artwork rules– artwork check and Inspection.</p>				10
Unit –III	<p>LAMINATES AND PHOTO PRINTING: Manufacture of copper clad laminates – Properties of laminates – Types of Laminates – Manual cleaning process – Basic printing process for double sided PCB's – Photo resists – wet film resists – Coating process for wet film resists – Exposure and further process for wet film resists – Dry film resists.</p>				10

Unit -IV	ETCHING AND SOLDERING: Introduction – Etching machine – Etchant system. Soldering: Principles of Solder connection – Solder joints – Solder alloys – Soldering fluxes. Soldering Tools: Soldering, Desoldering tools and Techniques – Man Soldering – Solder mask – Safety, health and medical aspects in Soldering practice.	10
Laboratory Demonstration	<ol style="list-style-type: none"> 1. Unboxing and assembling of desktop computers, 2. Types of PCB and fabrication process. 	
Recommended Learning Resources		

Reference Books	<ol style="list-style-type: none"> 1. Computer fundamentals - Anita Goel, Pearson Edition. 2. Fundamentals of Computers - V Rajaram, NeeharikaAdabala - PHI. 3. Computer Fundamentals - Peter Norton, McGraw-Hill Education 4. Walter C. Bosshart “PCB Design and Technology” Tata McGraw Hill, Publications, Delhi. 1983. 5. Clyde F. Coombs “Printed circuits Handbook” III Edition McGraw-Hill Kraig Mitzner, “Complete PCB Design Using OrCAD Capture and Layout,” Elsevier, Amsterdam, 6. Walter C Bosshart, “Printed Circuit Board Design and Technology”,1st ed., McGraw Hill Education
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OPEN ELECTIVE

Year	I	Course Code: 126BSC02ELEOEC02T	Credits	03
Sem.	1		Course Title: Electronics for Everyone	Hours
Course Pre-requisites, if any		NA		
Formative Assessment Marks: 40		Summative Assessment Marks: 60	Duration of ESA: 2 hrs.	
Unit No.	Course Content			Hours
Unit- I	<p>Timer (IC 555): Introduction, Block diagram, Astable and Monostable multivibrator circuits and its application</p> <p>Phase Locked Loop (PLL): Functional block diagram – Phase detector / Comparator, Voltage Controlled Oscillator, Low pass filter.</p> <p>Applications of PLL: Frequency multiplier / Division, AM detection.</p>			10
Unit- II	<p>Operational Amplifier: Introduction to Differential Amplifier, Block diagram of Op-Amp, Schematic symbol, Equivalent circuit for ideal op-amp, ideal voltage transfer curve, Characteristics Op-Amp, Op-Amp parameters, Op-Amp configurations (Open and closed loop configuration), Concept of Virtual Ground.</p> <p>Op-Amp Applications: Inverting and non-inverting amplifier, Summing Amplifier, Difference Amplifier, Integrator, Differentiator, Instrumentation Amplifier, Phase-shift and Wein bridge oscillator.</p>			10
Unit -III	<p>Transducers (Basic Working): Introduction, types of transducer, Displacement transducers - Resistive (Potentiometric, Strain Gauges – Types, Gauge Factor, bridge circuits, Semiconductor strain gauge) Capacitive (diaphragm), Hall effect sensors, Magneto-strictive transducers, Microphone, Touch Switch, Piezoelectric sensors, Opto- Electronic transducer (Photo conductive or LDR, Photo emissive, Photo voltaic, Semiconductor Photo diode, Photo transistor), Temperature sensor (electrical and non-electrical), Pressure sensor.</p>			10
Unit -IV	<p>Data Acquisition using Arduino: Arduino--Birth, Open-Source community, Functional Block Diagram, Functions of each Pin, Arduino Development Boards: IDE, I/O Functions, Looping Techniques, Decision Making Techniques, Designing of 1st sketch, Programming of an Arduino (Arduino ISP), Serial port Interfacing, Basic Interfacing and I/O Concept, Interfacing LED, Switch, 7seg LED, different sensors.</p>			10
Laboratory Demonstration	<ol style="list-style-type: none"> 1. Study of basic Monostable / Astable multivibrator. 2. Light detection using 555 timers. 3. Study of basic inverting and non-inverting amplifier. 4. Study of basic integrator / differentiator circuit. 5. Test the different Arduino Boards, Open-Source and Arduino Shields. 6. Install Arduino IDE and its development tool. 7. Develop a program to Blink LED for 1second. 8. Interfacing of various sensors with Arduino development board. 			

Recommended Learning Resources	
Reference Books	1.R.P. Bali, Consumer Electronics, Pearson Education (2008) 2.R.G. Gupta, Audio and Video systems, Tata McGraw Hill (2004)

ASSESSMENT METHODS

Evaluation Scheme for Internal Assessment:

Theory:

Assessment Criteria	40 marks
1 st Internal Assessment Test for 30 marks 1 hr after 8 weeks and 2 nd Internal Assessment Test for 30 marks 1 hr after 15 weeks. Average of two tests should be considered.	30
Assignment	05
Activity	05
Total	40

Assessment Criteria	25 marks
1 st Internal Assessment Test for 20 marks 1 hr after 8 weeks and 2 nd Internal Assessment Test for 20 marks 1 hr after 15 weeks. Average of two tests should be considered.	20
Assignment/Activity	05
Total	25

Question Paper Pattern:
I /II Semester B.Sc.

Sub:

Code:

Maximum Marks: 60

Q.No.1.	Answer any Six Questions (<i>Two question from Each Unit to be asked</i>) a. b. c. d, e. f. g. h.	6X2=12
Q.No.2.	(Questions from Unit-I) a. b. <p style="text-align: center;">OR</p> c. d.	08 04 08 04
Q.No.3.	(Questions from Entire Unit-II) a. b. <p style="text-align: center;">OR</p> c. d.	08 04 08 04
Q.No.4.	(Questions from Unit-III) a. b. <p style="text-align: center;">OR</p> c. d.	08 04 08 04
Q.No.4.	(Questions from Unit-IV) a. b. <p style="text-align: center;">OR</p> c. d.	08 04 08 04

Note:

There should be a problem of marks from each unit and may be asked in either b or d in questions 2 to 5.

If necessary, sub questions a and c from 2 to 5 may be subdivided in to i. and ii. Without exceeding maximum 08 marks.

Statistics Open Elective Course

Credit Structure of Statistics Open Elective Course for the B.Sc./B.A./B.Com Undergraduate Honors Programme with effect from 2023-24.

SEMESTER-I										
Category	Course code	Title of the Paper	Marks			Teaching hours/week			Credit	Duration of exams (Hrs)
			IA	SEE	Total	L	T	P		
OEC1	126BSC01STSOEC01T	Statistical Methods	40	60	100	3		-	3	2

SEMESTER-II										
Category	Course code	Title of the Paper	Marks			Teaching hours/week			Credit	Duration of exams (Hrs)
			IA	SEE	Total	L	T	P		
OEC2	126BSC02STSOEC02T	Business Statistics	40	60	100	3	-	-	3	2

1. Statistical Methods (Open Elective)

Year	I	Course Code: 126BSC01STSOEC01T	Credits	03
Sem.	1	Course Title: Statistical Methods	Hours	40
Course Pre-requisites, if any		NA		
Formative Assessment Marks: 40		Summative Assessment Marks: 60	Duration of ESA:.02 hrs.	

Course Objectives

1. This is an open elective course for other than statistics students.
2. The students will learn the elements of descriptive statistics, probability, statistical methods such as tests of hypotheses, correlation and regression.

Course Outcomes

Students will be able to;

CO1. Acquire knowledge of statistical methods.

CO2. Identify types of data and visualization, analysis and interpretation.CO3.

Know about elementary probability and probability models.

CO4. Employ suitable test procedures for given data set.

Contents

Unit 1: Introduction

10 Hours

Definition and scope of Statistics. Data: quantitative and qualitative, attributes, variables, scales of measurement - nominal, ordinal, interval and ratio. Presentation: tabular and graphic, including histogram and ogives. Concepts of statistical population and sample. Sampling from finite population - Simple random sampling, Stratified and systematic random sampling procedures (definitions and methods only). Concepts of sampling and non-sampling errors.

Unit 2: Univariate and Bivariate Data Analysis

10 Hours

Measures of Central Tendency: mathematical and positional. **Measures of Dispersion:** range, quartile deviation, mean deviation, standard deviation, coefficient of variation, moments, skewness and kurtosis.

Bivariate data, scatter diagram, Correlation, Karl-Pearson's correlation coefficient, Rank correlation. Simple linear regression, principle of least squares and fitting of polynomials and exponential curves.

Unit 3 : Probability and Distributions

10 Hours

Random experiment, trial, sample space, events-mutually exclusive and exhaustive events Classical, statistical and axiomatic definitions of probability, addition and multiplication theorems, Bayes theorem (only statements). Discrete and continuous random variables, probability mass and density functions, distribution functions, expectation of a random variable.

Standard univariate distributions: Binomial, Poisson and Normal distributions (Elementary properties and applications only).

Unit 4: Sampling Distributions and Testing of Hypothesis

10 Hours

Distribution of sample mean from a normal population, Chi-square, t and F distributions (No derivations) and their applications. Statistical Hypothesis – null and alternative hypothesis, simple and composite hypothesis. Type I and Type II errors, level of significance, critical region, P-value and its interpretation. Test for single mean, equality of two means, single variance, and equality of two variances for normal populations

References 1. Daniel, W. W. (2007 Biostatistics - A Foundation for Analysis in the Health Sciences, Wiley

2. T.W. Anderson and Jeremy D. Finn(1996). The New Statistical Analysis of Data, Springer.

3. Mukhyopadyaya P(1999). Applied Statistics, New Central book Agency, Calcutta.

4. Ross, S.M.(2014) Introduction to Probability and Statistics For Engineers and Scientists.

5. Cochran, W G (1984): Sampling Techniques, Wiley Eastern, New Delhi

2. Business Statistics (Open Elective)

Year	I	Course Code: 126BSC02STSOEC02T	Credits	03
Sem.	II		Course Title: Business Statistics	Hours
Course Pre-requisites, if any		NA		
Formative Assessment Marks: 40		Summative Assessment Marks: 60	Duration of ESA:.02 hrs.	

Course Objectives 1. Provide an introduction to basics of statistics within a financial context.

2.To enable students to use statistical techniques for analysis and interpretation of business data.

Course Outcomes (CO) Upon the completion of this course students should be able to:

CO1.Frame and formulate management decision problems.

CO2. Understand the basic concepts underlying quantitative analysis.

CO3. Use sound judgment in the applications of quantitative methods to management decisions

Pedagogy 1. The course is taught using traditional chalk and talk method using problem solving through examples and exercises.

2. Students are encouraged to use resources available on open sources

Contents

Unit 1: Statistical Data and Descriptive

Statistics

10 Hours

Nature and Classification of data: univariate, bivariate and multivariate data; time-series and cross- sectional data. Measures of Central Tendency: mathematical averages including arithmetic mean geometric mean and harmonic mean, properties and applications. Positional Averages Mode and Median (and other partition values including quartiles, deciles, and percentiles). Measures of Variation: absolute and relative. Range, quartile deviation, mean deviation, standard deviation, and their coefficients, Properties of standard deviation/variance Skewness: Meaning, Measurement using Karl Pearson and Bowley's measures; Concept of Kurtosis.

Unit 2: Simple Correlation and Regression Analysis **10 Hours**

Correlation Analysis: Meaning of Correlation: simple, multiple and partial; linear and non-linear, Correlation and Causation, Scatter diagram, Pearson's co-efficient of correlation; calculation and properties (Proof not required). Correlation and Probable error; Rank Correlation.

Regression Analysis: Principle of least squares and regression lines, Regression equations and estimation; Properties of regression coefficients; Relationship between Correlation and Regression coefficients; Standard Error of Estimate and its use in interpreting the results.

Unit 3: Index Numbers **10 Hours**

Definition, Problems involved in the construction of index numbers, methods of constructing index numbers of prices and quantities, simple aggregate and price relatives method, weighted aggregate and weighted average of relatives method, important types of weighted index numbers: Laspeyre's, Paasche's, Bowley's, Marshall-Edgeworth, Fisher's, method of obtaining price and quantity index numbers, tests consistency of index numbers, time reversal test and factor reversal test for index numbers, Uses and limitations of index numbers. Consumer price index number: Problems involved in the construction of cost of living index number, advantages and disadvantages, Aggregative expenditure method and Family budget method for the construction of consumer price index numbers. Applications of Cost of Living Index numbers. Definition and measurement of Inflation rate – CPI and GNP Deflator.

Unit 4: Time Series Analysis **10Hours**

Introduction, definition and components of Time series, illustrations, Additive, Multiplicative and mixed models, analysis of time series, methods of studying time series: Secular trend, method of moving averages, least squares method – linear, quadratic, exponential trend fittings to the data. Seasonal variation - definition, illustrations, measurements, simple average method, ratio to moving average method, ratio of trend method, link relatives method, Cyclical variation- definition, distinction from seasonal variation, Irregular variation- definition, illustrations.

References

1. Levin, Richard, David S. Rubin, Sanjay Rastogi, and H M Siddiqui. Statistics for Management. 7th ed., Pearson Education.
2. David M. Levine, Mark L. Berenson, Timothy C. Krehbiel, P. K. Viswanathan, Business Statistics: A First Course, Pearson Education.
3. Siegel Andrew F. Practical Business Statistics. McGraw Hill Education
4. Gupta, S.P., and Archana Agarwal. Business Statistics, Sultan Chand and Sons, New Delhi.
5. Vohra N. D., Business Statistics, McGraw Hill Education.
6. Murray R Spiegel, Larry J. Stephens, Narinder Kumar. Statistics (Schaum's Outline Series), Mc-Graw Hill Education.
7. Gupta, S.C. Fundamentals of Statistics. Himalaya Publishing House.
8. Anderson, Sweeney, and Williams, Statistics for Students of Economics and Business, Cengage Learning

ASSESSMENT METHODS

Evaluation Scheme for Internal Assessment:

Theory:

Assessment Criteria	40marks
1 st Internal Assessment Test for 30 marks 1 hr after 8 weeks and 2 nd Internal Assessment Test for 30 marks 1hr after 15weeks .Average of two tests should be considered.	30
Assignment	10
Total	40

Assessment Criteria	25marks
1 st Internal Assessment Test for 20 marks 1 hr after 8weeks and 2 nd Internal Assessment Test for 20marks 1 hr after 15weeks. Average of two tests should be considered.	20
Assignment	05
Total	25

Question Paper Pattern:

Statistics

I Semester B.Sc Statistics

Sub:

Code:

Maximum

Marks: 60

- a. Answer any Six Questions from Question 1 b. Answer any Three each Questions from Question 2,3,4 and 5

Q.No.1.	Answer any Six Questions (At least Two question from Each Unit) a. b. c. d, e. f. g. h.	2X6=12
Q.No.2.	(Should cover Entire Unit-I) a. b. c. d.	4X3=15
Q.No.3.	(Should cover Entire Unit-II) a. b. c. d.	4X3=15
Q.No.4.	(Should cover Entire Unit-III) a. b. c. d.	4X3=15

Biotechnology Open Elective Course

Credit Structure of Biotechnology Open Elective Course for the B.Sc./B.A./B.Com Undergraduate Honors Programme with effect from 2023-24.

Semester- I

SEMESTER-I										
Category	Course code	Title of the Paper	Marks			Teaching hours/week			Credit	Duration of exams (Hrs)
			IA	SE E	Total	L	T	P		
OEC1	126BSC01BITOEC01T	Biotechnology for Human welfare	40	60	100	3	-	-	3	2

SEMESTER-II										
Category	Course code	Title of the Paper	Marks			Teaching hours/week			Credit	Duration of exams (Hrs)
			IA	SE E	Total	L	T	P		
OEC1	126BSC02BOTOEC02T	Applications of Biotechnology in Agriculture	40	60	100	3	-	-	3	2

OPEN-ELECTIVE SYLLABUS:

Title of the Course: Open Elective (OE-1): Biotechnology for Human Welfare

Course code: 126BSC01BITOEC01T

Unit No.	Course Content	Hours
Unit I	Industry Application of biotechnology in industry: Industrial production of alcoholic beverage (wine), antibiotic (Penicillin), enzyme (lipase) Protein engineering applications in food , detergent and pharmaceutical industry	14
Unit II	Environment Application of biotechnology in environmental aspects : Degradation organic pollutants - chlorinated and non- chlorinated compounds; degradation of hydrocarbons and agricultural wastes, PHB –production and its futuristic applications	14
Unit III	Forensic science Application of biotechnology in forensic science: Solving crimes of murder and rape; solving claims of paternity and theft by using DNA finger printing techniques Health Application of biotechnology in health: Genetically engineered insulin, recombinant vaccines, gene therapy, molecular diagnostics using ELISA, PCR; monoclonal antibodies and their use in cancer; human genome project	14

Reference:

1. Crueger W and Crueger A. (2000). Biotechnology: A textbook of Industrial Microbiology. 2nd edition. Panima Publishing Co. New Delhi.
2. Patel AH. (1996). Industrial Microbiology. 1st edition, Macmillan India Limited.
3. Stanbury PF, Whitaker A and Hall SJ. (2006). Principles of Fermentation Technology. 2nd edition, Elsevier Science Ltd.
4. Environmental Biotechnology, Pradipta Kumar Mohapatra

5. Environmental Biotechnology – Concepts and Applications, Hans-Joachim Jordening and Jeseff Winter
6. B.B. Nanda and R.K. Tiwari, Forensic Science in India: A Vision for the Twenty First Century, Select Publishers, New Delhi (2001).
7. M.K. Bhasin and S. Nath, Role of Forensic Science in the New Millennium, University of Delhi, Delhi (2002).
8. S.H. James and J.J. Nordby, Forensic Science: An Introduction to Scientific and Investigative Techniques, 2nd Edition, CRC Press, Boca Raton (2005).
9. W.G. Eckert and R.K. Wright in Introduction to Forensic Sciences, 2nd Edition, W.G.Eckert (ED.), CRC Press, Boca Raton (1997).

OPEN-ELECTIVE SYLLABUS

Title of the Course: OEC-2: Subject code: 126BSC02BOTOEC02T

Paper: Applications of Biotechnology in Agriculture

B.Sc. Semester – II

Unit No.	Course Content	Hours
Unit I	Agricultural Biotechnology Concepts and scope of biotechnology in Agriculture. Plant tissue culture, micro propagation, entrepreneurship in commercial plant tissue culture. Banana tissue culture - primary and secondary commercial setups ,Small scale bio enterprises: Mushroom cultivation	14
Unit II	Transgenic plants The GM crop debate – safety, ethics, perception and acceptance of GM crops GM crops case study :Bt cotton, Bt brinjal Plants as biofactories for molecular pharming : edible vaccines, plantibodies, nutraceuticals.	14
Unit III	Bt based pesticides Baculo virus pesticides, Mycopesticides, Post-harvest Protection : Antisense RNA technology for extending shelf life of fruits and shelf life of flowers. Genetic Engineering for quality improvement: Seed storage proteins, Flavours–capsaicin, vanillin	14

Text Books / References

1. Prescott, Harley, Klein's Microbiology, J.M. Willey, L.M. Sherwood, C.J. Woolverton, 7th International, edition 2008, McGraw Hill.
2. Foundations in Microbiology, K. P. Talaro, 7th International edition 2009, McGraw Hill.
3. A Textbook of Microbiology, R. C. Dubey and D. K. Maheshwari, 1st edition, 1999, S. Chand & Company Ltd.
4. Brock Biology of Microorganisms, M.T.Madigan, J.M.Martinko, P. V. Dunlap, D. P. Clark- 12th edition, Pearson International edition 2009, Pearson Benjamin Cummings.
5. Microbiology – An Introduction, G. J.Tortora, B. R.Funke, C. L. Case, 10th ed. 2008,Pearson Education.
6. General Microbiology, Stanier, Ingraham et al, 4th and 5th edition 1987, Macmillan education limited.
7. Microbiology- Concepts and Applications, PelczarJr,Chan, Krieg, International ed, McGraw Hill.

8. Alexopoulos, C.J., Mims, C.W., and Blackwell, M. 2002. Introductory Mycology. JohnWiley and Sons (Asia) Pvt. Ltd. Singapore. 869 pp.
9. Atlas, R.M. 1984. Basic and practical microbiology. Mac Millan Publishers, USA. 987pp.
10. Black, J.G. 2008. Microbiology principles and explorations. 7edn. John Wiley and SonsInc., New Jersey 846 pp.
11. Pommerville, J.C. Alcamo"s Fundamentals of Microbiology. Jones and BartlettPub..Sudbury, 835 pp.
12. Schlegel, H.G. 1995.General Microbiology. Cambridge University Press, Cambridge, 655pp.
13. Toratora, G.J., Funke, B.R. and Case, C.L. 2007. Microbiology 9th ed. Pearson EducationPte. Ltd., San Francisco. 958pp.

ASSESSMENT METHODS

Evaluation Scheme for Internal Assessment:

Theory:

Assessment Criteria	40marks
1 st Internal Assessment Test for 30 marks 1 hr after 8 weeks and 2 nd Internal Assessment Test for 30 marks 1hr after 15weeks .Average of two tests should be considered.	30
Assignment	10
Total	40

Assessment Criteria	25marks
1 st Internal Assessment Test for 20 marks 1 hr after 8weeks and 2 nd Internal Assessment Test for 20marks 1 hr after 15weeks. Average of two tests should be considered.	20
Assignment	05
Total	25

Question Paper Pattern:

Biotechnology

BSc

Sub:

Code:

Maximum Marks: 60

- a. Answer any Six Questions from Question 1
- b. Answer any Three each Questions from Question 2,3,4 and 5

Q.No.1.	Answer any Six Questions (Atlest Two question from Each Unit) a. b. c. d, e. f. g. h.	2X6=12
Q.No.2.	(Should cover Entire Unit- I) a. b. c. d.	4X3=12
Q.No.3.	(Should cover Entire Unit-II) a. b. c. d.	4X3=12
Q.No.4.	(Should cover Entire Unit-III) a. b. c. d.	4X3=12

Microbiology Open Elective Course

Credit Structure of Microbiology Open Elective Course the B.Sc./B.A./B.Com

Undergraduate Honors Programme with effect from 2023-24

SEMESTER-I										
Category	Course code	Title of the Paper	Marks			Teaching hours/week			Credit	Duration of exams (Hrs)
			IA	SEE	Total	L	T	P		
OEC1	126BSC01MIBOEC01T	Microbial Technology for Human Welfare	40	60	100	3	-	-	3	2

SEMESTER-II										
Category	Course code	Title of the Paper	Marks			Teaching hours/week			Credit	Duration of exams (Hrs)
			IA	SEE	Total	L	T	P		
OEC2	126BSC02MIBOEC02T	Environmental and Sanitary Microbiology	41	60	100	3	-	-	3	2

Semester-I

Open elective-Microbiology (OEC1)

Course code: 126BSC01MIBOEC01T

Title of the paper: Microbial Technology for Human Welfare

	42Hrs
Unit – 1: Food and Fermentation Microbial Technology	14Hrs
Fermented Foods – Types, Nutritional Values, Advantages and Health Benefits Prebiotics, Probiotics, Synbiotics and Nutraceutical Foods Fermented Products – Alcoholic and nonalcoholic beverages, fermented dairy products, Fruit fermented drinks,	
Unit – 2: Agriculture Microbial Technology	14Hrs
Microbial Fertilizers, Microbial Pesticides, Mushroom Cultivation, Biogas Production	
Unit – 3: Pharmaceutical Microbial Technology	14Hrs
Microbial Drugs – Types and Development of Drug Resistance Antibiotics – Types, Functions and Antibiotic Therapy Vaccines – Types, Properties, Functions and Schedules	

Pedagogy:

The general pedagogy to be followed for theory and practicals are as under. Lecturing, Tutorials, Group/Individual Discussions, Seminars, Assignments, Counseling, Remedial Coaching. Field/Institution/Industrial visits, Hands on training, Case observations, Models/charts preparations, Problem solving mechanism, Demonstrations, Project presentations, Experiential documentation and Innovative methods. Active learning as per LSSSDC (NSDC) LFS/Q0509 guidelines, at skill training Level Case studies about application of microbial biomolecules in various industries. Seminar on topics of microbial biochemistry

Semester-II
Open elective-Microbiology (OEC2)Course code: 126BSC02MIBOEC02T

Title of the paper: Environmental and Sanitary Microbiology

	42 Hrs
Unit – 1: Soil and Air Microbiology	14 Hrs
Soil and Air as a major component of environment. Types, properties and uses of soil and air, Distribution of microorganisms in soil and air, Major types of beneficial microorganisms in soil, Major types of harmful microorganisms in soil	
Unit – 2: Water Microbiology	14 Hrs
Water as a major component of environment. Types, properties and uses of water. Microorganisms of different water bodies, Standard qualities of drinking water	
Unit – 3: Sanitary Microbiology	14 Hrs
Public health hygiene and communicable diseases. Survey and surveillance of microbial infections. Airborne microbial infections, waterborne microbial infections , Food borne microbial infections. Epidemiology of microbial infections, their detection and control.	

Text Books / References

1. Prescott, Harley, Klein"s Microbiology, J.M. Willey, L.M. Sherwood, C.J. Woolverton, 7th International, edition 2008, McGraw Hill.
2. Foundations in Microbiology, K. P. Talaro, 7th International edition 2009, McGraw Hill.
3. A Textbook of Microbiology, R. C. Dubey and D. K. Maheshwari, 1st edition, 1999, S. Chand & Company Ltd.
4. Brock Biology of Microorganisms, M.T.Madigan, J.M.Martinko, P. V. Dunlap, D. P. Clark-12th edition, Pearson International edition 2009, Pearson Benjamin Cummings.
5. Microbiology – An Introduction, G. J.Tortora, B. R.Funke, C. L. Case, 10th ed. 2008,Pearson Education.
6. General Microbiology, Stanier, Ingraham et al, 4th and 5th edition 1987, Macmillan education limited.
7. Microbiology- Concepts and Applications, PelczarJr,Chan, Krieg, International ed, McGraw Hill.
8. Alexopoulos, C.J., Mims, C.W., and Blackwell, M. 2002. Introductory Mycology. John Wiley and Sons (Asia) Pvt. Ltd. Singapore. 869 pp.

Pedagogy:

The general pedagogy to be followed for theory and practicals are as under.
Lecturing, Tutorials, Group/Individual Discussions, Seminars, Assignments, Counseling,Remedial Coaching. Field/Institution/Industrial visits, Hands on training, Case observations, Models/charts preparations, Problem solving mechanism, Demonstrations, Project presentations, Experiential documentation and Innovative methods.

ASSESSMENT METHODS
Evaluation Scheme for Internal Assessment:

Theory

Assessment Criteria	40marks
1 st Internal Assessment Test for 30 marks 1 hr after 8 weeks and 2 nd Internal Assessment Test for 30 marks 1hr after 15weeks .Average of two tests should be considered.	30
Assignment	10
Total	40

Assessment Criteria	25marks
1 st Internal Assessment Test for 20 marks 1 hr after 8weeks and 2 nd Internal Assessment Test for 20marks 1 hr after 15weeks. Average of two tests should be considered.	20
Assignment	05
Total	25

Question Paper Pattern:

Biotechnology

BSc

Sub: Code: Maximum Marks: 60

a. Answer any Six Questions from Question 1

b. Answer any Three each Questions from Question 2,3,4 and 5

Q.No.1.	Answer any Six Questions (Atlest Two question from Each Unit) a. b. c. d, e. f. g. h.	2X6=12
Q.No.2.	(Should cover Entire Unit- I) a. b. c. d.	4X3=12
Q.No.3.	(Should cover Entire Unit-II) a. b. c. d.	4X3=12
Q.No.4.	(Should cover Entire Unit-III) a. b. c. d.	4X3=12

Computer Science Open Elective Course

Credit Structure of Microbiology Open Elective Course the B.Sc./B.A./B.Com

Undergraduate Honors Programme with effect from 2023-24

Semester-I										
Category	Course code	Title of paper	Marks			Teaching hours/week			Credit	Duration exams (Hrs)
			IA	SEE	Total	L	T	P		
OEC1	126BSC01CSCOEC01T	C Programming Concepts	40	60	100	3	-	-	3	2

Semester-II										
Category	Course code	Title of paper	Marks			Teaching hours/week			Credit	Duration exams (Hrs)
			IA	SEE	Total	L	T	P		
OEC2	126BSC02CSCOEC02T	Web Designing	40	60	100	3	-	-	3	2

OPEN-ELECTIVE SYLLABUS : SEMESTER –I

Year	I	Course Code: 126BSC01CSOEC01T	Credits	03
Sem.	1	Course Title: C Programming Concepts	Hours	40
Course Pre-requisites, if any		NA		
Formative Assessment Marks: 40		Summative Assessment Marks: 60	Duration of ESA:.02 hrs.	
Course Outcomes	<p>At the end of the course the student should be able to:</p> <ol style="list-style-type: none"> 1. Read, understand and trace the execution of programs written in C language 2. Write the C code for a given problem 3. Perform input and output operations using programs in C 4. Write programs that perform operations on arrays 5. Write user defined functions to perform a task 			
Unit No.	Course Content			Hours
Unit I	<p>Introduction to C Programming: Overview of C; History and Features of C; Structure of a C Program with Examples; Creating and Executing a C Program; Compilation process in C. C Programming Basic Concepts: C Character Set; C tokens - keywords, identifiers, constants, and variables; Data types; Declaration & initialization of variables; Symbolic constants.</p>			10
Unit II	<p>Input and output with C: Formatted I/O functions – <i>printf</i> and <i>scanf</i>, control strings and escape sequences, output specifications with <i>printf</i> functions; Unformatted I/O functions to read and display single character and a string - <i>getchar</i>, <i>putchar</i>, <i>gets</i> and <i>puts</i> functions C Operators & Expressions: Arithmetic operators; Relational operators; Logical operators; Assignment operators; Increment & Decrement operators; Bitwise operators; Conditional operator; Special operators; Operator Precedence and Associativity; Evaluation of arithmetic expressions; Type conversion. Control Structures: Decision making Statements - <i>Simple if</i>, <i>if_else</i>, <i>nested if_else</i>, <i>else_if ladder</i>, <i>Switch Case</i>, <i>goto</i>, <i>break</i> & <i>continue</i> statements</p>			10

Unit III	<p>Looping Statements - Entry controlled and exit controlled statements, <i>while</i>, <i>do-while</i>, <i>for</i> loops, Nested loops.</p> <p>Derived data types in C: Arrays: One Dimensional arrays - Declaration, Initialization and Memory representation; Two Dimensional arrays - Declaration, Initialization and Memory representation.</p> <p>Strings: Declaring & Initializing string variables; String handling functions - <i>strlen</i>, <i>strcmp</i>, <i>strcpy</i> and <i>strcat</i>; Character handling functions - <i>tolower</i>, <i>toupper</i>, <i>isalpha</i>, <i>isnumeric</i> etc</p>	10
Unit IV	<p>User Defined Functions: Need for user defined functions; Format of C user defined functions; Components of user defined functions - return type, name, parameter list, function body, return statement and function call; Categories of user defined functions - With and without parameters and return type.</p>	10
	Recommended Learning Resources	
Print Resources	<p>Text Books:</p> <ol style="list-style-type: none"> 1. C: The Complete Reference, By Herbert Schildt. 2. C Programming Language, By Brian W. Kernighan 3. Kernighan & Ritchie: The C Programming Language (PHI) <p>References</p> <ol style="list-style-type: none"> 1. E. Balaguruswamy: Programming in ANSI C (TMH) 2. Kamthane: Programming with ANSI and TURBO C (Pearson Education) 3. V. Rajaraman: Programming in C (PHI -EEE) 4. S. Byron Gottfried: Programming with C (TMH) 5. Yashwant Kanitkar: Let us C 	

OPEN-ELECTIVE SYLLABUS:

Year	I	Course Code: 126BSC02CSOEC02T	Credits	03
Sem.	II		Hours	40
		Course Title: Web Designing		
Course Pre-requisites, if any		NA		
Formative Assessment Marks: 40		Summative Assessment Marks: 60	Duration of ESA:.02 hrs.	
Course Outcomes	<p>At the end of the course the student should be able to:</p> <ol style="list-style-type: none"> 1. Read, understand and trace the execution of programs 2. Write the code for a given problem 3. Perform input and output operations using programs 4. Write user defined functions to perform a task 			
Unit No.	Course Content			Hours
Unit I	<p>History of Internet, The World Wide Web, Web Browser, Web Server, URL, Working of Web, Web Page, Types of Web Pages, Web Content, Websites, Home Pages, Building Website, Website building tools;</p> <p>Web graphics design, basic tips for graphics design, Web Designing tools: Gimp-image resize, crop, edit background, save with different file types. Introduction to web programming: what is web programming? , web programming languages.</p>			10
Unit II	<p>Introduction to XHTML- Basic Syntax, Standard structure, Basic text markup, Images, Hypertext, Links, Lists, Tables, Forms- <form>, <input>, <label>, <select>, <textarea> tags and action buttons(submit and reset). CSS- Introduction, Levels of style sheets, Selector forms, Property value forms, Font properties, List properties, Color, Alignment of text, The box model, Background images, The and <div>tags.</p>			10
Unit III	<p>JavaScript: Object orientation and JavaScript; General syntactic characteristics; Primitives, operations, and expressions; Screen output and keyboard input; Control statements; Object creation and modification; Arrays; Functions; Constructor; Pattern matching using regular expressions; Errorsin scripts; Examples.</p>			10

Unit IV	Introduction to XML, Syntax of XML , XML document structure, Displaying raw XML documents, Displaying XML documents with CSS,XSLT Stylesheets and Displaying XML documents with XSLT. Web Design: Concepts of effective web design, Web design issues including Browser, Bandwidth and Cache, Display resolution, Look and Feel of the Website, Page Layout and linking, User centric design, Sitemap, Planning and publishing website, Designing effective navigation	10
Recommended Learning Resources		
Print Resources	<p>Text Books:</p> <ol style="list-style-type: none"> 1. Robert W. Sebestra, "Programming the World Wide Web", 7th Edition /4th edition Addison Wesley Publication,2013. <p>References:</p> <ol style="list-style-type: none"> 1. Developing Web Applications, Ralph Moseley and M. T. Savaliya, Wiley-India 2. Web Technologies, Black Book, dreamtech Press 3. HTML 5, Black Book, dreamtech Press 4. Web Design, Joel Sklar, Cengage Learning 5. Developing Web Applications in PHP and AJAX, Harwani, McGrawHill 6. Internet and World Wide Web How to program, P.J. Deitel& H.M. Deitel, Pearson 	

**Assessment method Evaluation Scheme for
Internal Assessment:**

Assessment Criteria	40 marks
1 st Internal Assessment Test for 30 marks 1 hr after 8 weeks and 2 nd Internal Assessment Test for 30 marks 1 hr after 15 weeks . Average of two tests should be considered.	30
Assignment	10
Total	40

Assessment Criteria	25 marks
1 st Internal Assessment Test for 20 marks 1hr after 8 weeks and 2 nd Internal Assessment Test for 20 marks 1hr after 15 weeks. Average of two tests should be considered.	20
Assignment	05
Total	25

Practical:

Assessment Criteria	25 marks
Semester End Internal Assessment Test for 20 marks 2 hrs	20
Journal (Practical Record)	05
Total	25

Question Paper Pattern:**Department of Computer Science***BSc(Computer Science)*

Sub:

Code:

Maximum Marks: 60

a. Answer any Six Questions from Question 1
Questions from Question 2,3,4 and 5

b. Answer any Three each

Q.No.1.	Answer any Six Questions (Atlest Two questionfrom Each Unit) a. b. c. d, e. f. g. h.	2X6=12
Q.No.2.	(Should cover Entire Unit-I)a. b. c. d.	4X3=12
Q.No.3.	(Should cover Entire Unit-II)a. b. c. d.	4X3=12
Q.No.4.	(Should cover Entire Unit-III)a. b. c. d.	4X3=12

Geography Open Elective Course

Credit Structure of Geography Open Elective Course the B.Sc./B.A./B.Com

Undergraduate Honors Programme with effect from 2023-24

SEMESTER-I										
Category	Course code	Title of the Paper	Marks			Teaching hours/week			Credit	Duration of exams (Hrs)
			IA	SE E	Total	L	T	P		
OEC1	126BSC01GEG OEC01T	Earth System Dynamics	40	60	100	3	-	-	3	2
	126BSC01GEG OEC02T	Introduction to Natural Resources	40	60	100	3	-	-	3	2
	126BSC01GEG OEC03T	Introduction to Physical Geography	40	60	100	3	-	-	3	2
	126BSC01GEG OEC04T	Fundamentals of Remote Sensing	40	60	100	3	-	-	3	2

SEMESTER-II										
Category	Course code	Title of the Paper	Marks			Teaching hours/week			Credit	Duration of exams (Hrs)
			IA	SE E	Total	L	T	P		
OEC2	126BSC02GEGOEC0 1T	Introduction to Human Geography	40	60	100	3	-	-	3	2
	126BSC02GEGOEC0 2T	Fundamentals of Natural Disasters	40	60	100	3	-	-	3	2
	126BSC02GEGOEC0 3T	Climate change : Vulnerability and Adaptation	40	60	100	3	-	-	3	2
	126BSC02GEGOEC0 4T	Basics of GIS	40	60	100	3	-	-	3	2

OPEN ELECTIVE (OE) - 1 THEORY

Title of the Course: Earth System Dynamics

Code : 126BSC01GEGOEC01T

Number of Theory Credits	Number of lecture hours/ semester	Number of Theory classes per week Number of practical hours/ semesters
3	56 hrs	3 hrs
<p>Course Outcomes:</p> <ol style="list-style-type: none"> 1. This course is to make understand the basic concepts of earth and to impart necessary skills of earth system, and dynamics to the students. So that, students acquire basic understanding of the mother earth 2. To articulate the synergies and trade-offs of earth system and interconnected sub stems to the students of interdisciplinary students. 		
<p>Course Objectives This course aims to</p> <ol style="list-style-type: none"> 1. Understand the concepts in Earth Sciences 2. To study the global issues in the Earth system 3. To stud application of geoinformatics to solve the disaster and hazards 		
Content of Theory Course		56Hrs
Unit — 1 Earth System Dynamics		10
Origin of Earth and its forms, plate tectonics, layers of earth and composition, geological epochs, evolution of species, extinctions, ice ages, continental drift theory, Process of atmosphere, hydrosphere, biosphere, lithosphere, and their interaction. Trajectories of the Earth System in the Anthropocene.		
Unit — 2 Issues in Earth System		14
Global warming, greenhouse effect, carbon cycle, nitrogen cycle, water cycle, ozone depletion, floods, droughts, weather variations, sea level rise, changing ecosystems, snow / glaciers melting and impact of pollution.		
Unit — 3 Climate Change		14
The physical science of climate system and change, concepts, causes, effects, measures, climate change; Land — Climate interactions and climatic zones of world and India; Climate change and linkages with energy, emerging diseases, community response.		
Unit — 4 Geoinformatics Applications: Concepts of hazards, risks and vulnerability; their analysis relating climate projections and their uncertainties; global warming, floods and droughts, and weather variations, ecosystems changes, and snow/glaciers melting, energy studies, health and diseases studies and other case studies.		14

References

1. The Dynamic Earth System (2012), Prentice Hall India Learning Private Limited; Third edition (2012) A.M. Patwardhan
2. Earth's Dynamic Systems (2003), Pearson; 10th edition (2003), W. Kenneth Hamblin & Eric H. Christiansen
3. Planet Earth: Cosmology, Geology, and the Evolution of Life and Environment (1992) Cesare Emiliani
4. Earth: Evolution of a Habitable World, 2nd edn., Cambridge, UK: Cambridge University Press (2013) Jonathan I. Lunine.
5. Evolution of the Earth, McGraw-Hill Education; 8th edition (2009) Donald Prothero, Robert Dott, Jr.
6. A Textbook of Climatology, Wisdom Press (2015) Tapas Bhattacharya

Pedagogy

Formative Assessment	
Assessment Occasion/ type	Weightage in Marks
Case studies	30%
Assignment	20%
CIA	50%
Total	100%

OPEN ELECTIVE (OE) - 2 THEORY

Title of the Course: Introduction to Natural Resources

Code: 126BSC01GEGOEC02T

Number of Theory Credits	Number of lecture hours/ semester	Number of lecture hours/ week
3	42 hrs	3 hrs
<p>Course Outcomes: At the end of the course the students will:</p> <ol style="list-style-type: none"> 1. Understand concepts of different natural resources, its use, overuse, with its solution by natural resource management methods. 2. Appreciate the need for managing land and water resources for sustainable growth and development, managerial skills such as land evaluation and landclassification. 3. Also, able to understand the causes and consequences of water stress and draw water conservation and management plans. 		
<p>Course Objectives: This course aims to</p> <ol style="list-style-type: none"> 1. Explain the types of natural resources that exist. 2. Study the role of government and different agencies in the natural resource management 3. Stud the threat to the natural resources and the polcies to solve it. 		
Content of Theory Course		42Hrs
Unit — 1 Concept of Resources		12
Meaning, Definition, importance and classification of Resources, Appraisal of Natural Resources, Natural Resources Economics, History of Conservation, needfor conservation and Management of Natural Resources —Role of Government and NGO Agencies, Resource Creating Factors. Environmental Risk- types, wildlife, forest risk and its impact on environment and its management.		
Unit — 2 Land Resources		10
Land Evaluation Methods, Land classification Methods, Land use and Land cover Mapping changes. Issue related to land use change —Land use and population, Land use pattern in the world. Land source at stress, land use planning and development. Soil erosion, soil degradation, methods of conservation.		
Unit — 3 Water Resources		10
Importance of water, Recent trends in water use in the world and in India, water crises, (stress) causes and consequences of water stress or crises, methods of water conservation, watershed management, coastal and ocean Resources management, Fisheries Management		
Unit — 4 Minerals Resources		10
Types of minerals, classifications of Major Minerals, their distribution and production. Such as Petroleum, Coal, Iron ore, Bauxite and Copper etc, and its uses. Mineral exploration methods, Mining, and its effects on environment. Mineral's conservation and mining policy		

References

1. Dr.Alka Gautham: Geography of Resources: Exploitation, Conservation and Mangement, Sharada Pustak Bhavan, Allahabad.
2. Dr.P.S.Negi: Geography of Resources: Kedarnath Ramnath Publishers, New Delhi
3. Dr.Rajashekara Shetty(2009): An Analysis of World Resources with reference to India, Sarala Raj, Ria Publishers, Mysore
4. Khanna K.K and Gupta V.K.(1993): Economic and Commercial Geography, Sultan Chand, New Delhi
5. Prof. Zimmerwan — World Resources and Industries
6. Roy, P.R(2001) Economic Geography — A Study of Resources, New Central Book Agency, Calcutta.

Pedagogy

Formative Assessment	
Assessment Occasion/ type	Weightage in Marks
Case studies	30%
Assignment	20%
CIA	50%
Total	100%

OPEN ELECTIVE (OE) - 3 THEORY

Title of the Course: Introduction to Physical Geography

Code : 126BSC01GEGOEC03T

Number of Theory Credits	Number of lecture hours/ semester	Number of lecture hours/ week
3	42 hrs	3 hrs
<p>Course Outcomes:</p> <ol style="list-style-type: none"> 1. Students will be able to understand the fundamental concepts in Earth Sciences 2. Understands basic terminology used to describe physical processes and landscape forms. 3. Describe elements of the atmosphere and the oceans 		
<p>Course Objectives: This course aims to</p> <ol style="list-style-type: none"> 1. Study basic principles of the Earth Sciences 2. Understand the landforms, atmospheric elements and structure and basics of oceanography 		
Content of Theory Course		42Hrs
Unit - 1		12
Origin, Shape and Size of the Earth, Movement of the Earth- Rotation and Revolution, Effects of the movement of Earth, Coordinates -Latitude, Longitude and Time. Structure of the Earth,		
Unit— 2		10
Rocks - types, significance, Weathering —types. Agents of Denudation - River, Glacier, Wind and Under Ground water. Volcanicity, Earthquakes and Tsunamis		
Unit -3		10
Structure and Composition of Atmosphere, Weather and Climate. Atmospheric Temperature, Heat Budget of the atmosphere Atmospheric Pressure, Winds and Precipitation		
Unit — 4		10
Distribution of Land and Sea, Submarine Relief of the Ocean, Temperature and Salinity of Sea Water. Ocean Tides, Waves and Deposits, Ocean currents - Atlantic, Pacific and IndianOceans. Marine Resources: Biotic, mineral and energy resources		

References

1. B.S. Negi (1993) Physical Geography. S.J. Publication, Meerut
2. D.S. Lal (1998) Climatology. Chaitnya publishing house, Allahabad
3. K. Siddhartha (2001) Atmosphere, Weather and Climate. Kisalaya publication, New Delhi
4. R.N. Tikka (2002) Physical Geography. Kedarnath Ramnath & co, Meerut
5. Willian D. Thornbury (1997) Principle of Geomorphology. New Age International (Pvt Ltd.) New Delhi.

Pedagogy

Formative Assessment	
Assessment Occasion/ type	Weightage in Marks
Case studies	30%
Assignment	20%
CIA	50%
Total	100%

OPEN ELECTIVE (OE) - 4 THEORY

Title of the Course: Fundamentals of Remote Sensing

Code : 126BSC01GEGOE04T

Number of Theory Credits	Number of lecture hours/ semester	Number of lecture hours/ week
3	42 hrs	3 hrs
<p>Course Outcomes:</p> <ol style="list-style-type: none"> 1. This course is to make understand the basic concepts of Remote Sensing and to impart necessary skills of remote sensing analysis, and image interpretation to the students. So that, students acquire employable skills in remote sensing. 2. Students will learn how to handle and process the satellite images for understanding of bio physical phenomena of the earth s stem. 		
<p>Course Objectives:</p> <ol style="list-style-type: none"> 1. To congregate the basic concepts and fundamentals of physical principles of remote sensing 2. To create a firm basis for successful integration of remote sensing in any field of application. 3. To study basics of digital image processing and image interpretation techniques. 4. To stud the applications of the remote sensing to solve the real-world problems. 		
Content of Theory Course		42Hrs
Unit— I Introduction		10
Definition of Remote Sensing, developmental stages, Laws of Physics, electromagnetic waves, spectrum, regions, wavelength, frequencies, and applications. Types-Satellites, Sensors, Payloads, Orbits, telemetry of satellites.		
Unit – 2 Process and types of Remote Sensing		12
Process of remote sensing, interaction of radiation with atmosphere and targets, atmospheric noises, attenuation in radiance, resolutions of remote sensing, optical remote sensing, visible region of the spectrum, thermal remote sensing, microwave remote sensing, Hyperspectral remote sensing, LiDAR, and other remote sensing platforms.		
Unit — 3 Image Classification and Interpretation		10
Satellite products and its spectral characteristics, composite images, band ratios; Land use land cover classification schemes-Anderson and NRSC; Visual image interpretation, elements, stages of interpretation and interpretation keys. Image classification- supervised, unsupervised, and principal component analysis (PCA) and accuracy assessment.		

Unit — 4 Applications of Remote Sensing	10
Disaster Management, Meteorological Studies, Agricultural and Irrigation Studies, Forestry Studies, Hydrological Studies, NaturalResource, Oceanic and Coastal mapping, Soil resource mapping, Urban and Rural Mapping and Management.	

References:

1. Remote Sensing of the Environment: An Earth Resource Perspective (Prentice Hall Series in Geographic Information Science) – Second Edition (2006), John Jensen
 2. Remote Sensing and GIS, Second Edition (2011), Bhatta, B.
 3. Introduction to Remote Sensing and Image Interpretation (2003); Lillesand T.M.
 4. Remote sensing and image interpretation (2015); Chipman, Jonathan W., Kiefer, Ralph W., Lillesand
 5. Introduction to Remote Sensing, Fifth Edition (2011); James B. Campbell, Randolph H. Wynne
 6. Practical handbook of remote sensing, First Edition (2016) – Lavender, Andrew, Lavender, Samantha
 7. Introductory Digital Image Processing: A Remote Sensing Perspective, Fourth Edition (2015) – John R. Jensen
 8. Image processing and GIS for remote sensing: techniques and applications; Second Edition (2016) – Liu, Jian-Guo, Mason, Philippa J
- 1 . https://onlinecourses.nptel.ac.in/noc19_e41/preview

Pedagogy

Formative Assessment	
Assessment Occasion/ type	Weightage in Marks
Case studies	30%
Assignment	20%
CIA	50%
Total	100%

SEMESTER-II

OPEN ELECTIVE (OE) – 2 THEORY

Title of the Course: Introduction to Human Geography

Code : 126BSC02GEGOEC01T

Number of Theory Credits	Number of lecture hours/ semester	Number of lecture hours/week
3	42 hrs	3 hrs
<p>Course Outcomes:</p> <ol style="list-style-type: none"> 1. Students will learn how human, physical, and environmental components of the world interact. 2. Students will be familiarized with economic processes such as globalization, trade and their impacts on economic, cultural and social activities. 3. the student will Describe what geography and human geography are. 4. Understand population dynamics and migration. 		
<p>Course Objectives:</p> <p>This course aims to</p> <ol style="list-style-type: none"> 1. Understand the basics concepts of human geography 2. Study population attributes and dynamic nature of it 3. Introduce economic, cultural, and trade activities and their impact on the development of the region 		
Content of Theory Course		56Hrs
Unit — 1 Introduction to Human Geography		10
<p>Nature and scope, Development Environmental Determinism and Possibilism, Neo determinism (stop and go determinism) Approaches to human geography: Exploration and Descriptive approach, regional analysis Approach, Areal Differentiation Approach, Spatial organization Approach. Modern approaches: Welfare or Humanistic Approach, Radical Approach, Behavioral Approach, Post Modernism in geography Fields and sub fields in Human geography</p>		
Unit — 2 Geographical Analysis of Population		16
<p>Distribution and Growth of Population Density of population: meaning and Types: Arithmetic Density and Physiological Density. Regional distribution of Density of Population. Carrying capacity and sustainability, population Pyramid. Population Theories: Malthus Theory of Population, Demographic Transition Theory Population Movement: Migration, Ravenstein's Law of Migration, Factors of population Migration, Economic Push and Pull factors, Cultural Push and Pull Factors, Environmental Push and Pull Factors. Migration Types: Immigration and Emigration, Internal and International Migration</p>		
Unit — 3 Cultural Patterns and Processes		15
<p>Concept of Culture, Material and Non material culture Cultural Regions, cultural Traits and Complexes, cultural Hearths, cultural</p>		

Diffusion. Languages of the World: Types, Classification and Distribution. Language Extinction Religions: Types and Classification. Distribution. Universalizing Religions: Christianity, Islam, Buddhism. Ethnic Religions: Hinduism, the Chinese religion, Shintoism, Judaism. The Major tribal population of the world.	
Unit — 4 Human Economic Activities, Development and Settlements	15
<p>Primary Economic Activities — Agriculture, Types: Primitive Subsistence, Intensive subsistence, Plantation Agriculture, Extensive Commercial grain cultivation, Mixed Farming, Dairy Farming</p> <p>Secondary and Tertiary Activities: Manufacturing, classification — based on size — Small Scale and Large scale. Based on Raw material — Argo-based, Mineral based, Chemical Based and Forest based. Industrial Regions of the world.</p> <p>Tertiary Activities: Types: Trade and commerce, Retail Trading services, Wholesale trading. Transport and communications: Factors, communication services — Telecommunication. Services: Informal and Non formal sector. Information technology and service.</p> <p>Human Settlements: Factors, Classification, Types and Patterns: Rural, Urban. Compact or Nucleated and Dispersed settlements. Rural settlement Patterns: linear, rectangular, circular, star shaped, T shaped.</p> <p>Urban settlements: urbanism, classification — population size, occupation structure, Administration. functional classification of urban centres, types of urban settlements: towns, city, conurbation, Megalopolis, Million cities.</p>	

References

1. Hartshorne, T. A., & Alexander, J. W. (2010). Economic Geography. New Delhi: PHI Learning.
2. Knox, P., Agnew, J., & McCarthy, L. (2008). The Geography of the World Economy. London: Hodder Arnold.
3. Lloyd, P., & Dicken, B. (1972). Location in Space: A Theoretical Approach to Economic Geography. New York: Harper and Row.
4. Siddhartha, K. (2000). Economic Geography: Theories, Process and Patterns, New Delhi: Kosalaya Publications.
5. Smith, D. M. (1971). Industrial Location: An Economic Geographical Analysis, New York: John Wiley and Sons.

Pedagogy

Formative Assessment	
Assessment Occasion/ type	Weightage in Marks
Quiz	30%
Assignment	20%
CIA	50%
Total	100%

OPEN ELECTIVE (OE) - 2 THEORY

Title of the Course: Fundamentals of Natural disasters

Code : 126BSC02GEGOEC02T

Number of Theory Credits	Number of lecture hours/ semester	Number of lecture hours/ week
3	42 hrs	3 hrs
Course Outcomes: Students will be able to 1. Understand the basics concepts in natural disasters 2. Study the effects of natural disasters and their effects		
Course Objectives: 1. The paper is intended to provide a general concept in the dimensions of disasters caused by nature beyond the human control. 2. Introduce a holistic classification of natural disasters considering the Earth Sciences 3. Demonstrate the devastating effect of natural disasters to society,		
Content of Theory Course 1		42 Hrs
Unit — 1 Introduction to Natural Disaster		10
Meaning, definition, and scope. Lithosphere and Natural Disasters Earthquakes and volcanoes, Landslides and Avalanches		
Unit — 2 Atmosphere and Natural Disasters		10
Heat wave and wildfire, Cloud burst, hailstorm, Drought and famines		
Unit – 3 Hydrosphere and Natural Disaster		10
Tsunami, Hurricanes and cyclones, Floods and flash floods		
Unit – 4 Biosphere and Natural Disasters		12
Epidemics and pandemics, Covid -19 and its effects Techniques and technology to mitigate natural disasters		

References

1. Dr. Mrinalini Pandey Disaster Management Wiley India Pvt. Ltd.
2. Tushar Bhattacharya Disaster Science and Management McGraw Hill Education (India) Pvt. Ltd.
3. Jagbir Singh Disaster Management: Future Challenges and Opportunities K W Publishers Pvt. Ltd.
4. J. P. Singhal Disaster Management Laxmi Publications.
5. Shailesh Shukla, Shamna Hussain Biodiversity, Environment and Disaster Management Unique Publications

6. C. K. Rajan, Navale Pandharinath Earth and Atmospheric Disaster Management: Nature and Manmade B S Publication

Pedagogy

Formative Assessment	
Assessment Occasion/ type	Weightage in Marks
Quiz	30%
Assignment	20%
CIA	50%
Total	100%

OPEN ELECTIVE (OE) - 3 THEORY

Title of the Course: Climate Change: Vulnerability and Adaptation

Code : 126BSC02GEGOEC03T

Number of Theory Credits	Number of lecture hours/ semester	Number of lecture hours/ week
3	42 hrs	3 hrs
<p>Course Outcomes:</p> <p>1. This course is to make understand the basic concepts of Climate-Weather systems and to impart necessary skills of Climate change, and its impact on earthsystems to the students. So that, students acquire basic understanding of the climate systems of the earth and to study the applications of the Geoinformatics to study the climate change.</p>		
<p>Course Objectives:</p> <ol style="list-style-type: none"> 1 . to provide a sound understanding of the economics of climate change from multiple viewpoints 2. Demonstrate knowledge of the projected impacts of climate change and potential strategies 3. for alleviating their negative impacts. 4. Define key terms (e.g., adaptation, resilience, vulnerability, mainstreaming) 5. Study application of the Geoinformatics in the Climate Change and Adaptation 		
Content of Theory Course		42 Hrs
<p>Unit — 1 Introduction to Climate Change Meaning and concept of climate change. Origin of atmosphere. Concepts of weather and climate. Evidence of Climate Change: Historical and current weather and climate events: Meteorological, Lithogenic and biological, Greenhouseeffect, Greenhouse Gases, Global Warming. Extreme weather and climate event: Drought, Extreme Heat, Extreme precipitation, Hurricanes, Tornadoes and Wildfire.</p>		10
<p>Unit — 2 Causes and Effect of climate change Natural cause: Solar variation, Volcanic eruption, ocean currents, Earth orbital change and internal variability Human causes: Burning fossil fuel, Deforestation, Intensive Agriculture, and industries. Impacts of climate change: Water resources, agriculture, human health, vegetation, economy and El nino, La Nina and Arctic Oscillation International efforts to control the climate change: UNFCCC its policy framework and provisions, Earth Summit Rio-de-Janeiro, World summit, Kyoto Protocol, Copenhagen summit and Doha Conference</p>		10

<p>Unit — 3 Climate change Vulnerability and Adaptation Meaning and type of vulnerability Meaning, Definition, and types of adaptation Approaches of adaptation and Adaptation Strategies. Adaptation in different sectors: Agriculture, Forest, Water resources, Biodiversity, Disaster Risk Management</p>	10
<p>Unit — 4 Vulnerability Assessment and climate change mitigation Climate change vulnerability assessment Global Initiatives to climate change mitigation: Kyoto Protocol, carbon trading, clean development mechanism, COP. Indian initiative to support climate change mitigation: Improving energy efficiency, Diversification of energy sources, Modifying industrial processes, a multipronged strategy for sustainable development and Clean Development Mechanism (CDM) in India. Case studies: MGNREGA (Mahatma Gandhi National Rural Employment Guarantee Act) potential of generating co-benefits, Vertical Shaft Brick Kiln (VSBK) or Ecolin</p>	12

References

1. Earth: Evolution of a Habitable World, 2nd edn., Cambridge, UK: Cambridge University Press (2013) Jonathan I. Lunine.
2. Evolution of the Earth, McGraw-Hill Education; 8th edition (2009) Donald Prothero, Robert Dott, Jr.
3. A Textbook of Climatology, Wisdom Press (2015) Tapas Bhattacharya Global Warming: The Complete Briefing, Cambridge University Press; 4th edition (2009), John Houghton
4. K.Siddhartha (2020): Climatology, Atmosphere, Weather and Climate. Kitaba Mahal Publication, New Delhi.
5. K.Siddhartha and others (2014): Basic Physical Geography Kishalaya Publications Pvt, Publication, New Delhi.
6. Satapathy. S: Adaptation to Climate Change with a Focus on Rural Areas and India. Indian Ministry of Environment and Forests, Director of the Climate Change Division.
7. Patricia Butler, Chris Swanston, Maria Janowiak, Linda Parker, Matt St. Pierre, and Leslie Brandt: Adaptation strategies and Approaches.
8. Ministry of Environment and Forest Government of India: Adaptation to Climate Change with a Focus on Rural Areas and India.
9. Neelam Rana, Anand Kumar, Kavita Syal and Mustafa Ali Khan: Climate Change Mitigation in India

Web Resources

1. IEA Training Material: Vulnerability and Climate Change Impact Assessment for Adaptation.
2. http://www.iisd.org/pdf/2010/iea_training_vol_2_via.pdf
3. Guidance on Integrating Climate Change Adaptation into Development Co-operation.
4. <http://www.oecd.org/dac/43652123.pdf>
5. Mainstreaming Climate Change Adaptation into Development Planning: A Guide for

Practitioners.

6. <http://www.unep.org/pdf/mainstreaming-cc-adaptation-web.pdf>
7. CGE Climate Change Training Materials.
8. http://unfccc.int/national_reports/nonannex_i_natcom/training_material/methodological_documents/items/349.php
9. Compendium on Methods and Tools to Evaluate Impacts of, and Vulnerability and Adaptation to, Climate Change.
10. http://unfccc.int/adaptation/nairobi_work_programme/knowledge_resources_and_publications/items/5457.php
11. Centre for climate and Energy solutions.
<https://www.c2es.org/content/extremeweather-and-climate-change/>
12. <https://www.history.com/topics/natural-disasters-and-environment/history-of-climatechange>
13. http://www.ozcoasts.org.au/glossary/images/VulnerabilityDiag_AllenConsulting
14. <http://ccaafs.cgiar.org/news/media-centre/climatehotspots>
15. <http://pmindia.nic.in/Pg01-52.pdf>

Pedagogy

Formative Assessment	
Assessment Occasion/ type	Weightage in Marks
Quiz	30%
Assignment	20%
CIA	50%
Total	100%

OPEN ELECTIVE (OE) - 4 THEORY

Title of the Course: Basics of Geographic Information Systems (GIS)

Code : 126BSC02GEGOE04T

Number of Theory Credits	Number of lecture hours/ semester	Number of lecture hours/ week
3	42 hrs	3 hrs
<p>Course Outcomes:</p> <ol style="list-style-type: none"> 1. Students are trained to adapt the theoretical concepts in a practical way through the mathematical models of geography. 2. Students will have the hands-on training on various modes of spatial and non- spatial data collection, data storage, data analytics, data interpretation and data display through the thematic maps. 3. Students are exposed on spatial thinking to solve the geographical problems with range of proven mathematical and statistical models. 4. Students can employ in various corporate and government organisation where they deal to solve Geographical problems. 		
<p>Course Objectives: This course aims to:</p> <ol style="list-style-type: none"> 1. Understand the concept and techniques of the Geographic Information Systems. 2. Define the GIS data types and structures. 3. Study geo processing and visualization concepts and techniques in GIS. 		
Content of Theory Course		42Hrs
Unit— I Introduction		10
Emergence of GI Science, Milestone and Developmental stages in GIS, Definition, scope, role of GIS in digital world; Components, functionalities, merits and demerits, global market, interdisciplinary domains, and its integration with GIS.		
Unit — 2 Geodesy and Spatial Mathematics		10
Cartesian coordinates, latitude, longitudes, formats of angular units, geographical coordinates, Datum: WGS84, vs NAD32. U TM, Aerial Distance measurement using Geographic and projected coordinates, Area, Perimeter, length by coordinates and various international measures.		
Unit - 3 GIS Data and Scale		10
Spatial Data and its structures; sources and types of data collection; data errors, topology of data and relationship. Large Scale vs Small Scale, generalization; precision and accuracy of data-logical consistency and non-spatial data integration		
Unit — 4 Geoprocessing and Visualization		12

Spatial and Non-Spatial Queries, proximity analysis, Preparation of Terrain and Surface models. Hotspot and density mapping. Types of maps, thematic maps and its types, relief maps, flow maps and cartograms. Tabulations: Graphs and Pivot tables.

References

1. An Introduction to Geographical Information Systems - Ian Heywood (2011)
2. Geographic Information Systems: A Management Perspective - Aronoff, S. (1989).
3. GIS - Fundamentals, Applications, and Implementations - Elangovan, K. (2006)
4. Introduction to Geographical Information Systems - Chang, Kang-Tsung (2015)
5. Remote Sensing and GIS - Bhatta, B. (2011)
6. Mathematical Modelling in Geographical Information System, Global Positioning System and Digital Cartography - Sharma, H.S. (2006)
7. Spatial analysis and Location-Allocation Models - Ghosh, A. and G. Rushton (1987)
8. Geographic Information Systems and Cartographic Modelling - Tomlin, C.D. (1990)
9. Geographic Information Systems and Science - Paul A. Longley, et. al. (2015)
10. Geographic Information Systems and Environmental Modelling - Clarke, C., K. (2002)

Reference Websites

1. I IRS MOOC programme: <https://isat.iirs.gov.in/mooc.php>

Pedagogy

Formative Assessment	
Assessment Occasion/ type	Weightage in Marks
Quiz	30%
Assignment	20%
CIA	50%
Total	100%

INTERNAL ASSESSMENT FOR THEORY

Maximum Marks : 40

S.No.	Particulars	Details	Marks
1	Two Case studies	a. Introduction	
		b. Identification of problem	
		c. Collection of data/Field visit/ Photos	
		d. Analysis and Findings	
		e. Suggestions/Recommendation/Conclusion	
		Total	20
2.	Two Internal Test	(2 x 10)	Total 20
		Grand Total	40

Area of Case Study

The student should carry out their case study by selecting one of the below mentioned field within the vicinity of 20 kms from their institute.

1. Agricultural region (rainfed / irrigated)
2. Urban area
3. Rural area
4. Watershed area
5. Industrial region
6. Forest region
7. Population
8. Landscape
9. Tourism
10. Natural elements
11. Global warming
12. Market study

Question Paper Pattern for Theory

Department of Geography

Sub:

Code:

**Maximum Marks: 60
hours**

Duration : 2

Instructions:

Answer the questions from every Section i.e. A, B and C

Section A	Answer any Ten Questions out of Twelve questions (Minimum two questions from each unit)	2 X 10 = 20 Marks
Section B	Answer any Four Questions out of Six questions (Minimum one question from each unit)	5 X 4 = 20 Marks
Section C	Answer any Two Questions out of Four questions (One Question from Each Unit)	10 X 2 = 20 Marks
	Total	60 Marks

Question Paper Pattern for Practical

Department of Geography

Sub:

Code:

**Maximum Marks: 25
hours**

Duration : 2

Instructions: Answer all the sections

Section A	Answer any Two Questions out of Four questions	4 X 2 = 8 Marks
Section B	Answer any Two Questions out of Four questions	5 X 2 = 10 Marks
Section C	Answer any One Question out of Three questions	7 X 1 = 7 Marks
	Total	25 Marks



BAGALKOT UNIVERSITY

**MUDHOL ROAD, JAMKHANDI-587301
DIST: BAGALKOTE**

**The Draft
Open Elective Courses From
BACHELOR OF COMPUTER APPLICATIONS (BCA)**

**As per NEP 2020 and adapted from RCU Belagavi
applicable from the Academic Year 2023-24**

BCA I SEMESTER OEC

NOTE: Students from Other Departments/Subjects may choose one OE course from BCA department.

FROM BCA(OEC)

SEMESTER-1									
Category	Course code	Title of the Paper	Marks			Teaching hours/week			Credit
			IA	SEE	Total	L	T	P	
OEC1	126BCA01XXXOEC01T	C Programming Concepts	40	60	100	3	0	0	3

OPEN-ELECTIVE SYLLABUS:

Year	I	Course Code: 126BCA01XXXOEC01T Course Title: C programming Concepts	Credits	03
Sem.	I		Hours	40
Course Pre-requisites, if any	NA			
Formative Assessment Marks:40	Summative Assessment Marks:60		Duration of ESA:..32hrs.	
Course Outcomes	<p>At the end of the course the student should be able to:</p> <ol style="list-style-type: none"> 1. Read, understand and trace the execution of programs written in C language 2. Apply programming control structures for a given problem to create C code 3. Understand derived data types and develop C code using arrays/strings 4. Understand user defined functions and data types to Develop C code 			
Unit No.	Course Content		Hours	
Unit I	<p>Introduction to C Programming: Overview of C; History and Features of C; Structure of a C Program with Examples; Creating and Executing a C Program; Compilation process in C. C Programming Basic Concepts: C Character Set; C tokens-keywords, identifiers, constants, and variables; Data type; Declaration & initialization of variables; Symbolic constants. Input and output with C: Formatted I/O functions - <i>printf</i> and <i>scanf</i>, control stings and escape sequences, output specifications with <i>printf</i> functions ;Unformatted I/O functions to read and display single character and a string - <i>getchar</i>, <i>putchar</i>, <i>gets</i> and <i>puts</i> functions C</p>		10	

Unit II	Operators & Expressions: Arithmetic operators; Relational operators; Logical operators; Assignment operators; Increment & Decrement operators; Bitwise operators; Conditional operator; Special operators; Operator Precedence and Associativity; Evaluation of arithmetic expressions; Type conversion. Control Structures: Decision making Statements - Simple if, if else, nested if else, else_if ladder ,Switch Case, go to, break & continue statements; Looping Statements-Entry controlled and exit controlled	10
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	statements, while, do-while, for loops, Nested loops.	
Unit III	Derived data types in C: Arrays: One Dimensional arrays-Declaration, Initialization and Memory representation; Two Dimensional arrays-Declaration, Initialization and Memory representation. Strings: Declaring & Initializing string variables; String handling functions - strlen ,strcmp,s trcpyandstrcat; Character handling Functions - toascii, toupper, tolower, isalpha ,is numericetc	10
Unit IV	User Defined Functions: Need for user defined functions; Format of Cuser defined functions; Components of user defined functions - return type, name, parameter list, function body, return statement and function call; Categories of user defined functions-With and without parameters and return type.	10
Recommended Learning Resources		
Print Resources	Reference Books: <ol style="list-style-type: none"> 1. C: The Complete Reference ,By HerbertSchildt. 2. C Programming Language, By BrainW.Kernighan 3. Kernighan&Ritchie:TheCProgrammingLanguage(PHI) 4. E.Balaguruswamy:ProgramminginANSIC(TMh) 5. Kamthane: Programming with ANSI and TURBO C(PearsonEducation) 6. V.Rajaraman:ProgramminginC(PHI-EEE) 7. S.ByronGottfried:ProgrammingwithC(TMh) 8. YashwantKanitkar:LetusC 9. P.B.Kottur:ProgramminginC(SapnaBookHouse) 	

BCA II nd
SEMESTER OEC

FROM BCA(OEC)

SEMESTER-2									
Category	Course code	Title of the Paper	Marks			Teaching hours/week			Credit
			IA	SEE	Total	L	T	P	
OEC2	126BCA02XXXOEC02T	Web Designing	40	60	100	3	0	0	3

NOTE:

Students from Other Departments/Subjects may choose one OE course from BCA department.

Year	I	Course Code: 126BCA02XXXOEC02T Course Title: Web Designing	Credits	03
Sem.	II		Hours	40
Course Pre-requisites, if any	NA			
Formative Assessment Marks:40	Summative Assessment Marks: 60		Duration of ESA:..02hrs.	
Course Outcomes	At the end of the course the student should be able to: <ol style="list-style-type: none"> 1. Understand the History of Internet and web Designing tools 2. Understand Markup Languages and style sheet 3. Implement Scripting 4. Appreciate website creation 			
Unit No.	Course Content		Hours	
Unit I	History of Internet, The World Wide Web, Web Browser, Web Server, URL, Working of Web, Web Page, Types of Web Pages, Web Content, Websites, Home Pages, Building Website, Website building tools; Web graphics design, basic tips for graphics design, to web programming: what is web programming?, web Programming languages.		10	
Unit II	Introduction to XHTML-Basic Syntax, Standard structure, Basic text markup, Images, Hypertext, Links, Lists, Tables, Forms- <form>, <input>, <label>, <select>, <textarea> tags and action buttons (submit and reset). CSS- Introduction, Levels of style sheets, Select or forms, Property value forms, Font properties, List properties, Color, Alignment of text, The box model, Background images, The and <div> tags.		10	
Unit III	JavaScript: Object orientation and JavaScript; General syntactic characteristics; Primitives, operations, and expressions; Screen output and keyboard input; Control statements; Object creation and modification; Arrays; Functions; Constructor; Pattern matching using regular expressions; Error in scripts; Examples.		10	
Unit IV	Introduction to XML, Syntax of XML, XML document structure, Displaying raw XML documents, Displaying XML documents with CSS, XSLT Style sheets and Displaying XML documents with XSLT.		10	

	<p>Web Design: Concepts of effective web design, Web design issues including Browser, Bandwidth and Cache, Display resolution, Look and Feel of the Website, Page Lay out and linking, User centric design, Sitemap, Planning and publishing website, Designing effective navigation</p>	
<p>Recommended Learning Resources</p>		
<p>Print Resources</p>	<p>Reference Books:</p> <ol style="list-style-type: none"> 1. Robert W. Sebestra, "Programming the World Wide Web", 7th Edition / 4th edition Addison Wesley Publication, 2013. 2. Developing Web Applications, Ralph Moseley and M.T. Savaliya, Wiley-India 3. Web Technologies, Black Book, dreamtech Press 4. HTML5, Black Book, dreamtech Press 5. Web Design, Joel Sklar, Cengage Learning 6. Developing Web Applications in PHP and AJAX, Harwani, McGraw Hill 7. Internet and World Wide Web How to program, P.J. Deitel & H.M. Deitel, Pearson 	

ASSESSMENTMETHODS

Evaluation Scheme for Internal Assessment:

Practical

Assessment Criteria	25marks
1 st InternalAssessment Testfor20marks1/2hrafter8weeksand2 nd InternalAssessmentTest for 20marks1/2hrafter15weeks. Average of two tests should be considered.	20
Assignment	05
Total	25

Assessment Criteria	25marks
SemesterEndInternalAssessmentTestfor20marks2hrs	20
Journal(Practical Record)	05
Total	25

Question Paper Pattern:

Bachelor of Computer Applications

Sub: Code: MaximumMarks:60

- a. Answer any Six Questions from Question 1
- b. Answer any Three each Questions from Question2,3,4and5

Q.No.1.	Answer any Six Questions (Atlest Two question from Each Unit) a. b. c. d, e. f. g. h.	2X6=12
Q.No.2.	(Should cover Entire Unit-I) a. b. c. d.	4X3=12
Q.No.3.	(Should cover Entire Unit-II) a. b. c. d.	4X3=12
Q.No.4.	(Should cover Entire Unit-III) a. b. c. d.	4X3=12
Q.No.5.	(Should cover Entire Unit IV) a. b. c. d.	4X3=12



Bagalkot University, (A State Public University of Govt. of Karnataka) **Jamkhandi**

The Draft

**DEPARTMENT OF STUDIES IN ENGLISH
SYLLABUS FOR M. A. IN ENGLISH
UNDER CHOICE BASED CREDIT SYSTEM**

**Adapted from RCU Belagavi applicable from
the Academic Year 2023-24**

Preamble for PG Syllabus of Bagalkot University

Bagalkot University Jamkhandi has been established by the Government of Karnataka and has started functioning from the academic year 2023-24. All the degree colleges other than engineering and medical colleges in the district of Bagalkote, are affiliated to this university as per the Karnataka State Universities Act 2000, as modified by the 26th August of 2022. The students taking admission to any of the colleges in the district of Bagalkote, from the academic year 2023-24 will be students of Bagalkot University. The Chancellor of the university, the honorable Governor of Karnataka, has instructed the Vice chancellor and the university to adapt, the rules and regulations of the parent university, Rani Channamma University, Belagavi for the immediate activities (Vide letter from the office of the Governor GS 01 BGU 2023 dated 17/05/2023).

In this connection, Bagalkot University has adapted the postgraduate syllabus from RCU, Belagavi for all the 2 years degree PG programmes such as M.A.(English), M.A.(Political Science), M.S.W.,M.Com, etc. The syllabus follows the Choice Based Credit System introduced by University and provides flexibility to the students to choose their course from a list of electives and soft-skill courses, which makes teaching-learning student-centric. The higher semester syllabi will be published in due course. The syllabus is being published as one electronic file for each degree and is self-contained. Only the subject codes/ question paper codes are changed, whereas the subject syllabi remains the same. The subject code format is described in the following.

Subject Code Format for M.A. (History) and M.Sc. (Physics)

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17
Ver	Uni. Code		DEGREE			SEM		DISCIPLINE			SUB. TYPE			SL. NO. IN DISC. & S. TYPE		TH/LAB/B/INT.
1	2	6	M	S	C	0	1	P	H	Y	C	S	C	0	1	T
1	2	6	M	A	M	0	1	H	I	S	C	S	C	0	1	T

[1]The Ver information gives the version of the syllabus. It can take values 1,2..9,a,b,...

[2-3] The University UUCMS Code

[4-6] The PG degree codes to be provided as

Sl. No	Degree Code	Degree
1	MSC	Master of Science
2	MAM	Master of Arts
3	MCM	Master of Commerce
4	MBA	Master of Business Administration
5	MCA	Master of Computer Applications
6	MSW	Master of Social Work
7	MED	Master of Education
8	MPE	Master of Physical Education

[7-8]The Semester Information is provided as

Sl. No	Semester
1	'01
2	'02
3	03
....	

[9-11]The Discipline Information to be provided as

SI No	Degree	Discipline Code
1	MCM-MCOM	XXX
2	MCA	XXX
3	MBA	XXX
4	MSW	XXX
5	MAM	'HIS','POL','KAN', 'ENG'
6	MSC	'PHY','CHE', 'MAT',
7	MED-MEd	XXX
8	MPE-MPEd	XXX

[12-14]The Subject Type to be provided as

Sl. No.	TYPE	Description
1	HCC	Hard Core Course
2	CSC	Core Subject Course
3	CMC	Core Management Course (Only For MBA)
4	SDC	Skill Development Course (Only For MBA)
5	SCC/SPC/OPC	Soft Core Course /Specialization Course/ Optional Course
6	OEC	Open Elective Course

[15-16] The Running Serial Number is to be provided for a particular subject type 01 to 99

[17] This character specifies the category of the subject namely, T=theory, L-Lab, P-Project, I-Internship, B- Bothe theory and Lab

ENGLISH

COURSE STRUCTURE 2020-21 & ONWARDS

Semester I								
Paper No	Title of the paper	Course Code	Instruction Hr/week	Duration Of exam hours	Marks			Credit
					IA	Exam	Total	
1.1	British Literature – 1	126MAM01ENG HCC01T	4	3	20	80	100	4
1.2	American Literature	126MAM01ENG HCC02T	4	3	20	80	100	4
1.3	Indian English Literature	126MAM01ENG HCC03T	4	3	20	80	100	4
1.4	Literary Criticism & Theory	126MAM01ENG HCC04T	4	3	20	80	100	4
1.5	Gender Studies	126MAM01ENG HCC05T	4	3	20	80	100	4
1.6 a	Subaltern Studies	126MAM01ENGSCC01T	4	3	20	80	100	4
1.6 b	Tribal Literature	126MAM01ENGSCC02T						
								24
Semester II								
2.1	British Literature - 2	126MAM02ENG HCC06T	4	3	20	80	100	4
2.2	Contemporary Literary Theory	126MAM02ENG HCC07T	4	3	20	80	100	4
2.3	Comparative Literature	126MAM02ENG HCC08T	4	3	20	80	100	4
2.4	Translation Studies	126MAM02ENG HCC09T	4	3	20	80	100	4
2.5 a	Indian Classics	126MAM02ENGSCC03T	4	3	20	80	100	4
2.5 b	European Classics	126MAM02ENGSCC04T						
2.6	English for Employability	126MAM02ENG OEC01T	4	3	20	80	100	4
								24

BAGALKOT UNIVERSITY, JAMKHANDI
MA English under CBCS Programme
SYLLABUS
 (With effect from the academic year 2020-21)

I SEM		II SEM	
Core Subject		Core Subject	
1.1	British Literature - 1	2.1	British Literature -2
1.2	American Literature	2.2	Contemporary Literary Theory
1.3	Indian English Literature	2.3	Comparative Literature
1.4	Literary Criticism & Theory	2.4	Translation Studies
1.5	Gender Studies	Soft Core	
Soft Core		2.5 a)	Indian Classics
1.6 a)	Subaltern Studies	2.5 b)	European Classics
1.6 b)	Tribal Literature	Open Elective	
		2.6	English for Employability

Semester-I

Objectives

1.1 British Literature - 1 (Fourteenth to Eighteenth Centuries) Course Code :- 126MAM01ENGHCC01T

- To acquaint the students to British Literature and transition from Fourteenth century to the Eighteenth century ethos
- To critically engage with representative mainstream English literature from the fourteenth to the eighteenth century, through selected texts and background readings
- To discuss a variety of texts in relation to their socio-cultural and historical contexts
- To motivate the students to develop independent critical thinking in their analysis of literary texts
- To interrogate superimposed schema and period descriptions

UNIT- I Background

1. Socio-cultural and religious background – Age of Chaucer, Renaissance, Reformation and Elizabethan and Jacobean age
2. Socio-cultural and Political background – Age of Dryden, Age of Pope and Age of Johnson

UNIT- II Poetry

1. Geoffrey Chaucer – Prologue to the Canterbury Tales
2. Wyatt – I Find No Peace and All My War Is Done
3. Edmund Spenser – Happy Ye Leaves... (Amoretti sonnet I)
4. Philip Sidney – Loving In Truth... (Sonnet I from Astrophel and Stella)
5. John Donne – Valediction: Forbidding Mourning
6. Andrew Marvell – The Garden

UNIT- III Play

1. Christopher Marlowe - Doctor Faustus
2. William Congreve: The Way of the World

UNIT – IV Novel

1. Jonathan Swift - Gullivers Travels
2. Daniel Defoe - Robinson Crusoe

Suggested Reading

1. Muir, Kenneth. Introduction to Elizabethan Literature. New York: Random House, 1967. Print.
2. Robertson, John .M. Elizabethan Literature. Forgotten Books, 2015. Print.
3. Brown, Georgia E. Redefining Elizabethan Literature. Cambridge, U.K.: Cambridge, 2004. Print.
4. Ronald Carter and John McRae. The Routledge History of Literature in English, Routledge, 2001. Print.
5. Evans. A Short History of English Literature. Penguin, 1990. Print.
6. The Norton Anthology of English Literature.
7. David Daiches, A Critical History of English Literature (4 Vols)
8. Arnold Kettle, The English Novel (2 Vols)
9. Ian Jack, The Augustan Satire
10. Boris Ford (Ed), Pelican Guide to English Literature (8 Vols)
11. Herbert Grierson, Metaphysical Poets
12. C. N. Ramachandran, (Ed), Five Centuries of Poetry, Delhi : Macmillan, 1991

1.2 American Literature

Course code:- 126MAM01ENGHCC02T

Objectives

- To motivate the students improve knowledge levels needed to form a perspective in American Literature
- To enable the students to develop an idea of how literature in the US evolved
- To discuss issues of race, class and gender in the context of American literary landscape
- To trace the development of the major ideas and concepts expressed in American literature
- To analyze and interpret representative texts, movements and authors in the American tradition

Unit- I Background

1. Foundations of American Literature
2. Puritanism and Transcendentalism
3. Harlem Renaissance and Literary representations of race
4. Notions of American Culture: The Melting Pot, The Salad Bowl and The American Dream

Unit - II Play

1. Eugene O'Neill - Desire Under the Elms
2. Arthur Miller - All My Sons

Unit - III Novel

1. Nathaniel Hawthorne – The Scarlet Letter
2. Herman Melville - Moby Dick

Unit - IV Poetry

1. Walt Whitman – Crossing Brooklyn Ferry
2. Emily Dickinson – Because I Could Not Stop For Death
3. Langston Hughes – The Negro Speaks of Rivers
4. Robert Frost – Stopping by Woods on a Snowy Evening

Suggested Reading

1. Kunitz, Stanley, and Howard Haycraft. *American Authors, 1600-1900: A Biographical Dictionary of American Literature*. New York: The H.W. Wilson Company, 1938. Print.
2. Hart, James David. *The Oxford Companion to American Literature*. New York: Oxford UP, 1983. Print.
3. Ross, Donald. *Companion to American Literature: Historical and Cultural Background*. New York: Peter Lang, 2000. Print.
4. Bradley, Sculley, Richmond C. Beatty, and E H. Long. *The American Tradition in Literature*. New York: Norton, 1967. Print.
5. Baym, Nina, ed. *Norton Anthology of American Literature*. NY: W.W. Norton & Co, 2007
6. Daniel Boorstin, *The Americans, The Colonial Experience Vol. - I. The Americans – The National Experience Vol. - II The Image Vol. - III*
7. Lammager, *The American Mind*
8. N. Foester, *Humanism and America*
9. Max Lerner, *American as a Civilization*
10. Boris Ford, *The New Pelican Guide to English Literature, Vol – 9*
RWB Lewis : *The American Adam*

1.3 Indian English Literature

Course code:- 126MAM01ENGHCC03T

Objectives

- To enable the students to develop overall perspective and understanding of Indian English Literature
- To help them to engage themselves with several problems and issues and the major debates in the area of IEL
- To make the learners aware of Indian sensibility in the representative works

Unit- I Background

1. The 19th century British idea of India and the ideology of colonialism: colonizer/colonized relations
2. The Indian response to the ideology of colonialism
 - a. Assimilation and Imitation
 - b. Sense of Nationalism
 - c. Forms of Resistance against Colonial Control
3. National and Cultural Identity: Indianness of IEL
4. Minute on Indian Education, Thomas Macaulay, 1935.

Unit -II Prose

1. Mahatma Gandhi - Hind Swaraj (Excerpts: What is Swaraj?, Civilization, Why India was Lost?)
2. B. R. Ambedkar - Gandhism – The Doom of the Untouchables

Unit- III Poetry

1. Jayant Mahapatra – Close the Sky Ten by Ten
2. Nissim Ezekiel – The Patriot
3. A.K. Ramanujan – A River
4. Toru Dutt – My Vocation

Unit- IV Novel

1. Basavaraj Naikar - The Queen of Kittur
2. Shashi Tharoor - The Great Indian Novel

Suggested Reading

1. Naik, M. K. A History of Indian English Literature
2. Naik, M. K. and Shyamala Narayan, Indian English Literature 1980 - 2000
3. Iyengar, K. R. S. : Indian Writing in English
4. Melhotra, A. K.: An Illustrated History of Indian Literature in English
5. 5. Walsh, William, Indian Literature in English
6. C. D. Narasimhaiah, "Towards an Understanding of the Species called `Indian Writing in English
7. Meenakshi Mukherji, Anxiety of Indianness
8. G.N. Devy, In Another Tongue : Essay on Indian English Literature , Chapters I, II, III
9. Ajaz Ahmad : Disciplinary English : Third Worldism and Literature
10. Kirpal, Viney (Ed) : The New Indian Novel in English : A Study of the 1980s
11. Kirpal, Viney (Ed) : The Postmodern Indian English Novel
12. Dallmayr, F and G. N. Devy: Between Tradition and Modernity
13. Naik, M. K. : Perspectives on Indian Prose in English
14. King, Bruce : Modern Indian Poetry in English
15. Prasad G. J. V. : Continuities in Indian English Poetry
16. Venugopal, C. V. : Indian English Short Story : A Survey
17. Naik, M. K., The Indian English Short Story : A Representative Anthology

1.4 Literary Criticism and Theory

Couse Code:-126MAM01ENGHCC04T

Objectives

- To introduce the students to seminal texts by literary theorists and philosophers who have shaped the study of Literature
- To sensitize the students to the transition from Humanistic to Modern and Post Modern Critical Tradition
- To provide an introduction to current critical theories
- To analyze literary writings, based on ever evolving traditions of criticism
- To enable the students to comprehend dominance of theory in the Postmodern phase

Unit – I Background

1. Plato – The Republic, Book II
2. Aristotle - The Poetics (Mimesis, Tragedy)
3. Longinus- On the Sublime
4. Sir Philip Sidney - An Apology for Poetry

Unit – II Essay 1

1. Wordsworth – Preface to Lyrical Ballads
2. S. T. Coleridge – Biographia Literaria (Chapter 14)

Unit - III Essay 2

1. Northrop Frye - Anatomy of Criticism
2. Roland Barthes – The Death of the Author

Unit – IV Essay 3

1. T.S. Eliot - Tradition and Individual Talent
2. Raymond Williams - Basic Concepts (in Marxism and Literature)

Suggested Reading

1. Dani and Madge (Ed), Classical Literary Theory, Delhi : Pencraft International, 2001
2. NEHU Anthology of Select Literary Criticism, Hyderabad: Orient Blackswan, 2011
3. Enright and Chikera (Ed), English Critical Texts, Delhi : OUP, 1982
4. Ramaswamy and Seturam, The English Critical Tradition (Vol. I and II)
6. Scott-James, R. A., The Making of Literature, www.archive.org
7. Devy, G. N. (Ed), Indian Literary Criticism, Hyderabad: Orient Longman, 2002
8. Krishna Rayan, The Lamp and the Jar, New Delhi : Sahitya Akademi, 2002
9. T. N. Sreekantaiyya, (Trn. N. Balasubramanya, Indian Poetics, New Delhi: Sahitya Akademi, 2001
10. M. H. Abrams, A Glossary of Literary Terms
11. Selden, R.: A Readers Guide to Contemporary Literary Theory.
12. Eagleton, Terry. Marxism and Literary Criticism.
13. Aizaz Ahmed, In Theory

1.5 Gender Studies

Course Code:- 126MAM01ENGHCC05T

Objectives

- To familiarise students with theorizing gender in feminism, queer studies or masculinity studies
- To introduce students to literary texts that prioritise issues of gender, both in India and the West
- To provide knowledge of gender theory, its evolution from feminism to queer theory, and masculinity studies
- To interpret a text and read social change through the lens of gender

Unit – I Background

1. Key Concepts: Gender, Sexuality, Sexual difference, The Other, Body, Desire, Patriarchy, Gender Stereotypes, Language and Representation, Gynocriticism, Androgyny, Gender and language, and Feminisms
2. Social Practices: Sati, Dowry, Rape, Widowhood, Female foeticide, Prostitution
3. History : An overview of women’s struggles and development of feminist theories

Unit – II Essay

1. Simone de Beauvoir - Introduction, (Second Sex)
2. Kate Millet - Theory of Sexual Politics, (Sexual Politics)

UNIT-III Short Story

1. Jhumpa Lahari – The Treatment of Bibi Haldar
2. Anita Desai – The Domestic Maid

Unit – IV Poetry

1. Mamata Kalia – Tribute to Papa
2. Eunice de Souza – Catholic Mother
3. Imtiaz Dharker – Purdah I
4. Taslima Nasrin – At the Back of Progress

Suggested Readings

1. Pilcher and Whelehan, *Fifty Key Concepts in Gender Studies*, London : Sage, 2004
2. Peter Brooker, *A Glossary of Cultural Theory*, London : Arnold
3. Dani Cavallaro, *Critical and Cultural Theory : Thematic Variations*, London : The Athlone Press
4. M. H. Abrams, *A Glossary of Literary Terms*
5. Fiona Tolan, *Feminisms, Literary Theory and Criticism*, Patricia Waugh (Ed), New Delhi : OUP, 2006
6. Cranny-Francis , et. al., *Gender Studies : Terms and Debates*, New York: Palgrave Macmillan, 2003
7. K. K. Ruthven, *Feminist Literary Studies : An Introduction*
8. Toril Moi, *Sexual/Textual Politics : Feminist Literary Theory*
9. Linda Nicholson (ed), *The Second Wave : A Reader in Feminist Theory*, New York : Routledge, 1997
10. Gilbert and Gubar, *The Norton Anthology of Literature by Women*, 1985
11. Susie Tharu and K. Lalita (Eds), *Women Writing in India*, Delhi : OUP, 1991
12. Laxmi Holmstrom (Ed), *The Inner Courtyard*, New Delhi : Roopa and Co., 1991
13. Brinda Bose (Ed), *Translating Desire : The Politics of Gender and Culture in India*, New Delhi : Katha, 2002,

1.6 Soft Core

a) Subaltern Studies

Course Code:-126MAM01ENGSCC01T

Objectives

- To deconstruct the traditional historiography which has erased histories of subordinated groups in a sustained manner
- To familiarize students about the basic concepts and theories related to subaltern discourse
- To enhance the skills of students to understand the issues related to socially excluded and marginalised groups
- To develop strategies to deal with subaltern issues successfully

Unit - I Background

1. Dipesh Chakrabarty, "Minority Histories, Subaltern Pasts"
Provincializing Europe: Postcolonial Thought and Historical Difference, Princeton University Press, 2000.
2. Amitav Ghosh, "The Slave of Ms. H. 6", (Subaltern Studies, vol. VII)
3. E. J. Hobsbawm, "Introduction", Primitive Rebels (Norton Publication. 1965)
4. Susie Tharu, "Response to Julie Stephens"(Subaltern Studies , Vol.VI)

Unit - II Essay 1

1. Ranajit Guha- "On Some Aspects of the Historiography of Colonial India"
(Selected Subaltern Studies, ed. R. Guha and Gayatri Spivak (New York: Oxford, 1988)
2. Partha Chatterjee, "Caste and Subaltern Consciousness", (Subaltern Studies VI)

Unit - III Essay 2

1. Ranajit Guha- "Chandra's Death", in Subaltern Studies V (Delhi: Oxford, 1987)
2. Vasantha Kannabiran and K. Lalitha, "That Magic Time: Women in the Telangana Peoples Struggle", (Recasting Women: Essays in Colonial History, eds. Kumkum Sangari and Sudesh Vaid, Rutgers University Press, 1989).

Unit – IV Short Story

1. Mahasweta Devi- Breast Giver (Seagull Books,1997)
2. Baburao Bagul – Mother (Poisoned Bread: Translation from Modern Marathi Dalit Literature, Arjun Dangale, Orient Longman 1992)

Suggested Reading

1. Ashis Nandy, "History's Forgotten Doubles", History and Theory (Vol. 34, No. 2, Theme Issue 34: World Historians and Their Critics (May, 1995), pp. 44-66) Published by Wiley for Wesleyan University.
- 2.---The Intimate Enemy: Loss and Recovery of self Under Colonialism, OUP, 2009.
3. Dipesh Chakrabarty: Habitations of Modernity: Essays in the Wake of Subaltern Studies, University of Chicago Press, 2002.
4. Edward W. Said: Orientalism. New York, Pantheon, 1978
5. Gayatri C. Spivak, "Can the Subaltern Speak?" in Reflections on the History of an Idea. Edited by Rosalind Morris, 2010.
6. Partha Chatterjee, Nationalist Thought and the Colonial World: A Derivative Discourse. University of Minnesota Press, 1986.
7. Ranajit Guha, Dominance Without Hegemony: History and Power in Colonial India, Harvard University Press, 1997.
- 8.---, A Subaltern Studies Reader, 1986-1995, University of Minnesota Press, 1997.
9. Sharma R. S., Indian Feudalism, Macmillan, 1981.
10. Uma Chakraborty, Gendering Caste Through a Feminist Lens, Popular Prakashan, 2003.
11. Vivek Chibber: Postcolonial Theory and Specter of Capital, Verso, 2013.

b) Tribal Literature

Course Code:-126MAM01ENGSCC02T

Objectives

- To know the nature, meaning and definition of Tribal Literature
- To understand the orality and cognitive approach
- To understand Mythological, Historical-Geographical, Psychological, Structural, Contextual, Nativism, Oral Formulaic etc.
- To master the theories of Tribal Literature

Unit - I Background

1. Tribal Literature—Meaning and Definitions, Nature of Tribal Literature
2. Orality and Tribal Literature, Cognitive Approach
3. Tribal Narratives- Contents and Forms, Scope of Tribal Literature, and Theories of Tribal Literature
4. Understanding Mythology, History, Geography, Psychology, Nativism, and Oral Formulaic of Tribal literature

Unit - II Essay

1. Excerpts from Bhilli Mahabharat (G. N. Devy: Painted Words: An Anthology of Tribal Literature. London: OUP, 2002. pp 11-34)
2. Excerpts from Kunkana Ramayana (Ibid: pp 35-59)

Unit - III Poetry

1. Jacinta Kerketta -The Six-Lane Freeway Of Deceit
2. Emily Washines - Its Never too late: A Life Story
3. Rm.Shanmugam Chettiar - We Are The Adivasis.[india]
4. Henry Kendall - The Last of His Tribe

Unit - IV Novel

1. Indira Goswamy - The Bronze Sword of Thengphakhri Tehsildar
2. Baraguru Ramachandrappa - Shabari (Tr. Basavaraj Donur and K Aravind Mitra)

Suggested Readings

1. Devy, GN. (Ed.) *Painted Words: An Anthology of Tribal Literature*. (Paperback) Penguin India, 2002.
2. Guha, Ramchandra. "Verrier Elwin" *A History of Indian Literature in English*. (Ed) Arvind Kishore Mehrotra, London: Hurst & Company, 2003.
3. Gupta, Ramnika.(Ed) *Adivasi Swar Aur Nai Satabdi*. New Delhi: Vani Prakashan, 2009.
4. "Verrier Elwin" < http://en.wikipedia.org/wiki/Verrier_elwin> 12/08/2014.
5. Khiangle, Laltluangliana. (Ed.) *Mizo Songs and Folk Tales*. New Delhi: Sahitya Akademy, 2009.
6. Sharma, D. (Ed.) *Writing from India's North-East: Recovering the Small Voices*. Jaipur: Aadi Publications, 2019.

Semester-II

2.1 British Literature - 2

(The Nineteenth & Twentieth Century)

Objectives

Course Code:-126MAM02ENGHCC06T

- To critically engage with representative mainstream English literature in the Nineteenth and Twentieth century, through selected texts and background readings
- To discuss a variety of texts in relation to their historical contexts and backgrounds
- To help the students to develop independent critical thinking in their analysis of literary texts
- To interrogate superimposed schema and period descriptions which ignore or gloss over the many complex relations between authors and their cultures

Unit – I Background

1. Socio- Cultural Background of 19th and 20th Century
2. Forms and Genres of Poetry, Novel and Drama
3. Romanticism, Modernism and Post Modernism
4. Representing Great Wars

Unit - II Poetry

1. S.T. Coleridge – Rime Ancient Mariner
2. P. B. Shelley – Ode to the West Wind
3. Rupert Brooke – Soldier
4. T. S. Eliot – The Love Song of J. Alfred Prufrock

Unit – III Play

1. G.B. Shaw - Pygmalion
2. Samuel Beckett - Waiting for Godot

Unit- IV Novel

1. Charles Dickens -A Tale of Two Cities
2. Virginia Woolf - To the Lighthouse

Suggested Reading

1. Ronald Carter and John McRae. *The Routledge History of Literature in English*, Routledge, 2001. Print.
2. Evans. *A Short History of English Literature*. Penguin, 1990. Print.
3. *The Norton Anthology of English Literature*.
4. David Daiches, *A Critical History of English Literature* (4 Vols)
5. Arnold Kettle, *The English Novel* (2 Vols)
6. David Daiches, *A Critical History of English Literature* (4 Vols)
7. Pramod Nayar, *Short History of English Literature*
8. Boris Ford (Ed), *Pelican Guide to English Literature* (8 Vols)
9. Vijayshree, C, *Victorian Poetry – An Anthology* (Orient Blackswan)

2.2 Contemporary Literary Theory

Course code:- 126MAM02ENGHCC07T

Objectives

- To explore the artistic, psychological, and political impact of colonization through a study of range of literary and theoretical texts
- To explore the concepts of history, culture, nationalism, gender and race in the context of postcolonial literature and theories
- To develop a critical understanding of colonial and postcolonial constructs such as Orientalism, the global and transnational, cosmopolitan and the international

Unit - I Background

1. Concepts: Colonialism, Imperialism, Neocolonialism, Postcolonialism, Hybridity, Discourse, Hegemony, Representation, othering, Resistance, Mimicry, Identity
2. Tamara Sivanandan: Anticolonialism, National liberation and Postcolonial nation formation, *The Cambridge Companion to Postcolonial Literary Studies*, Neil Lazarus (Ed), Cambridge: CUP, Pages 41 - 65
3. Ashcroft, Griffiths and Tiffin, Introduction, *The Empire Writes Back: Theory and Practice in Post-Colonial Literature*. London/New York: Routledge. 2005
4. Abdul R. Jan Mohamed, *The Economy of Manichean Allegory: The Function of Racial Difference in Colonialist Literature*, Ashcroft, Bill; Griffiths, Gareth and Tiffin, Helen (eds.). *The Post-Colonial Studies Reader*. London: Routledge, 1995, Pages 18 - 23

Unit - II Essay 1

1. Albert Memmi - *The Two Answers of the Colonized, The Colonizer and the Colonized*
2. Octave Mannoni- *Crusoe and Prospero*, in *Prospero and Caliban: The Psychology of Colonization* MI: University of Michigan Press, 1990, pp 97 – 110

Unit - III Essay 2

1. Ketu H. Katrak - Decolonizing Culture: Toward a Theory for Post-colonial Women's Texts
2. Chandra Talpade Mohanty - Under Western Eyes: Feminist Scholarship and Colonial Discourses

Unit - IV Essay 3

1. Tzvetan Todorov – Structural Analysis of Narrative
2. Terry Eagleton – Capitalism, Modernism ,Post Colonialism

Suggested Reading

1. Schoenberg, Thomas J, and Lawrence J. Trudeau. Twentieth-century Literary Criticism: Volume 213. Detroit: Gale, 2009. Print.
2. Wimsatt, William K. Literary Criticism. London: Routledge & Kegan Paul, 1970. Print.
3. Trilling, Lionel. Literary Criticism: An Introductory Reader. New York: Holt, Rinehart, and Winston, 1970. Print.
4. Rees, C.J Van. Literary Theory and Criticism: Conceptions of Literature and Their Application. S.l.: S.n., 1986. Print.
5. Ramaswamy, S., and V. S. Seturaman. The English Critical Tradition: An Anthology of English Literary Criticism. Bombay: MacMillan of India, 1977. Print.
6. Gorden, Michael, and Martin Kreiswirth. The Johns Hopkins Guide to Literary Theory and Criticism. Baltimore: Johns Hopkins UP, 1994. Print.

2.3 Comparative Literature

Course Code:-126MAM02ENGHCC08T

Objectives:

- To introduce the students to the theories and methods of comparative literature
- To help the learners to move beyond the frontiers of Europe and grasp alternative concepts of comparative literature

Unit – I Background

1. Henry Remak- Comparative Literature: Its Definition and Function (from Comparative Literature: Method and Perspective, ed. Newton Stallknecht and Horst Frenz, 1971).
2. Rene Wellek - The Name and Nature of Comparative Literature and Comparative Literature Today, Discriminations: Further Concepts of Criticism, New Haven: Yale University Press 1971, Pp 1-54
3. Indra Nath Choudhuri - Comparative Literature : Its Theory and Methodology, Comparative Indian Literature : Some Perspectives, New Delhi : Sterling Publishers, 1992, 1-10
4. Gayatri Spivak- Crossing Borders (from Death of a Discipline, 2003, Chapter 1)

Unit - II Comparative Poetics

1. Catharsis and Rasa
2. Formalism and Vakrokti

Unit – III - Frames of Comparison: Novel

1. Kiran Desai – The Inheritance of Loss
2. Arundhati Roy - The God of Small Things

Unit – IV - Frames of Comparison: Modern Indian Drama

1. Rabindranath Tagore- Red Oleanders
2. Vijay Tendulkar- Silence! The Court is in Session

Suggested Reading

1. Newton, P. Stalknecht and Horst Frenz, (eds.): Comparative Literature Method Perspective (University of Southern Illinois Press, 1961), Second enlarged and modified edition, 1971.
2. Ulrich Weisstein: Comparative Literature and Literature Theory: Survey and Introduction (Indiana University Press, 1973).
3. Rene Wellek and Austin Warren: Theory of Literature (New York : Harcourt, Brace and World Inc., 1942).
4. Praver S. S.: Comparative Literary Studies: An Introduction, (London: Duckworth, 1973).
5. Henry Gifford : Comparative Literature, (Lond : Routledge, Kegan Paul, 1969).
6. Harry, Levin : Ground for Comparison, (Cambridge, Massachusesetts, 1972).
7. Rene Wellek : Discriminations: Further Concepts of Criticism, (New Haven: Yale University Press, 1970).
8. George Watson : The Study of Literature (Orient Longmans, 1969).
9. Amiya Dev and Sisirkumar Das (Ed.): Comparative Literature; Theory and Practice, Applied Publishers, New Delhi.
10. Chandra Mohan (Ed.) : Aspects of Comparative Literature : Current Approaches, India Publisher & Distributors, New Delhi.
11. George K. A.: Comparative Indian Literature.

2.4 Translation Studies

Course Code:- 126MAM02ENGHCC09T

Objectives

- To familiarize the students with theoretical issues in Translation Studies and with the diverse aspects of the academic discipline
- To help them develop sound analytical skills in the study of semantic relationships between ST and TT
- To train the students in the art of translation

Unit - I Background

1. Translation in the Developing, Multilingual Countries
2. Place of Translation in literary studies
3. Translation as decolonizing tool
4. Culture and Translation

Unit - II Essay 1

1. George Steiner- After Babel: Aspects of Language and Translation
2. Walter Benjamin- The Task of the Translator

Unit - III Essay 2

1. Gayatri Chakravorty Spivak - The Politics of Translation
2. Tejaswini Niranjana - Translation as Disruption, Translation, Text and Theory : The Paradigm of India, Rukmini Bhaya Nair (Ed), New Delhi : Sage, 2002, 55-76

Unit - IV Problems of Translation

1. Lead, kindly light, amid the encircling gloom (Newman) v/s Karunalu Ba Belake (BM Sri)
2. Yayati by Karnad (Both Kannada and English)

Suggested Reading

1. Biguenet, John and Rainer Schulte, editors Theories of Translation: An Anthology of Essays from Dryden to Derrida. 260 p. 5-1/2 x 8-1/2 1992
2. Bassnet McGuire Susan : Translation Studies, Methuen, London and N.Y. 1980.
3. Catford J. C. : A Linguistic Theory of Translation, London OUP, 1965.
4. Holmes, James (ed.) : The Nature of Translation : Essays on the Theory and practice of Literary Translation, The Hague Mouton, 1970.
5. Jacobson, Roman (ed.) : On Linguistic Aspects of Translation, in R. Brower (ed.) On Translation, Cambridge Mass Harvard UP, 1959.
6. Kelly L. G. True Interpreter : A History of Translation Theory and Practice in the West, Oxford, Blackwell, 1979.
7. Nida, Eugene Anwar Dil, (ed.), Language Structure and Translation, Stanford University Press, 1975.
8. Sujeet Mukherjee : Translation as Discovery.
9. R. Raghunath Rao, Translation between Related and Nonrelated Languages, New Delhi : Bharatiya Anuvad Parishat, 1990 (70 pages)
10. Meenakshi Mukherjee, Divided by a Common Language, Culture and the Making of Identity in Contemporary India, Kamala Ganesh and Usha Thakkar, New Delhi : Sage, 2005

2.5 Soft Core
a) Indian Classics
Course Code:-126MAM02ENGSCC03T

Objectives

- To introduce the students to the select texts of Indian classical tradition
- To familiarize the students to theories of literature, specially drama, and aesthetics
- To develop certain competence in understanding Indian literature and aesthetics
- To enable the students to appreciate the writings of literary values, cultural importance, philosophical and socio-political background to facilitate the development of cross-cultural perspectives

Unit - I Background

1. The Indian Epic Tradition: Themes and Recessions Classical Indian Drama: Theory and Practice
2. Alankara and Rasa, Dharma and the Heroic

Unit - II Play

1. Kalidasa - Abhijnana Shakuntalam, tr.Chandra Rajan, The Loom of Time (New Delhi: Penguin,1989)
2. Sudraka- Mrcchakatika, tr. M. M. Ramachandra Kale (New Delhi: Motilal Banarasidass,1962)

Unit - III Prose

1. Ralph T. H. Griffith - The Ramayan of Valmiki
2. John D. Smith - The Mahabharat (Penguin Classics)

Unit - IV Novel

1. Chitra Banerjee Divakaruni- Palace of Illusions
2. Khushwant Singh - Train to Pakistan

Suggested Reading

1. Bharata, *Natyashastra*, tr. Manomohan Ghosh, vol. I, 2nd edn (Calcutta: Granthalaya, 1967) chap. 6: Sentiments, pp. 100–18.
2. Iravati Karve, *Draupadi*, in *Yuganta: The End of an Epoch* (Hyderabad: Disha, 1991) pp. 79–105.
3. J. A. B. Van Buitenen, *Dharma and Moksa*, in Roy W. Perrett, ed., *Indian Philosophy, vol. V, Theory of Value: A Collection of Readings* (New York: Garland, 2000) pp. 33–40.
4. Vinay Dharwadkar, *Orientalism and the Study of Indian Literature*, in *Orientalism and the Postcolonial Predicament: Perspectives on South Asia*, ed. Carol A. Breckenridge and Peter van der Veer (New Delhi: OUP, 1994) pp. 158–95.

b) European Classics

Course Code:-126MAM02ENGSCC04T

Objectives

- To introduce the students to ideas of classicism across languages and regions
- To open the argument to include the pre-modern world

Unit – I Epic

1. Virgil - The Aeneid, Book IV (438-563)
2. Homer – Odyssey, Book I

Unit –II Play

1. Henrik Ibsen - Ghosts
2. Johann Goethe – Faust, Part One

Unit – III Novel

1. Herman Hesse - Siddharta
2. Franz Kafka - The Metamorphosis

Unit IV Novel

1. Leo Tolstoy - Anna Karenina
2. Albert Camus -The Plague

Suggested Reading

1. Sarah Lawall, Preface and Introduction, in Reading World Literature: Theory, History, Practice,ed. Sarah Lawall (Austin, Texas: University of Texas Press, 1994) pp. ix–xviii, 1–64.
2. David Damrosch, How to Read World Literature? (Chichester:Wiley-Blackwell, 2009) pp. 1–64, 65–85.
3. Franco Moretti,Conjectures on World Literature,New Left Review,vol.1 (2000), pp. 54–68.
4. Theo Dhaen et.al.,eds.,Introduction, inWorld Literature: A Reader (London: Routledge, 2012)
5. Barman, Bhaskar Roy E L Dorado: An Anthology on World Literature Authors Press Global Network 2006

2.6 Open Elective

English for Employability

Course Code:- 126MAM02ENGOEC01T

Objectives

- To enable the students to learn language skills through LSRW
- To learn the application of English grammar for employability
- To develop communication skills for the job market

Unit – I Developing Skills –I

1. Listening
2. Speaking
3. Reading
4. Writing

Unit – II Developing Skills –II

1. Tenses
2. Parts of Speech
3. Vocabulary
4. Study skills

Unit – III Developing Skills –III

1. Narration
2. Description
3. Essay Writing
4. Dialogue writing

Unit – IV Developing Skills –IV

1. Communication Skills
2. Self introduction
3. Interview skills
4. Group discussions

Suggested Reading

1. Brown, H. Douglas. Principles of language Learning and Teaching. 2nd ed. Englewood Cliffs, N J: Prentice Hall, 1994. Print.
2. Corder, Stephen Pit. Introducing Applied Linguistics. Harmondsworth: Penguin, 1973. Print.
3. ---. The significance of learners errors. IRAL 5: 161-9, 1967. Print.
Ellis, Rod. Understanding Second Language Acquisition. Oxford: Oxford University Press, 2012. Print.
4. Gardner, Rodert C. and Lambert, Wallace E. Attitudes and Motivation in Second Language Learning. Rowley, M A: Newbury House, 1972. Print.
5. Krashen, Stephen D. Second Language Acquisition and Second Language Learning. Oxford: Pergamon Press, 1981. Print.
6. _____. Principles and Practice in Second Language Acquisition. Oxford: Pergamon Press, 1982. Print.
- 7.1985. The Input Hypothesis: Issues and Implications. New York: Longman.
8. Lado, Robert. Linguistics across Cultures. Ann Arbor: University of Michigan Press, 1957. Print.
9. Seely, John. *The Oxford Guide to Effective Writing and Speaking*. Oxford: OUP 2013.
10. Yadugiri, M.A. *Making Sense of English*. New Delhi, Viva Books, 2019.
11. Chaturvedi, P.D, Mukesh Chaturvedi. *Business Communication- Concepts, Cases, and Applications*. Delhi: Pearson, 2012.



Bagalkot University, (A State Public University of Govt. of Karnataka) **Jamkhandi**

The Draft

THE COURSE STRUCTURE & SYLLABUS OF POST GRADUATE MASTER OF COMMERCE

1ST to 2ND Semesters

w.e.f.

Adapted from RCU Belagavi applicable from the
Academic Year 2023-24

Under

**CHOICE BASED CREDIT SYSTEM
(CBCS)**

Preamble for PG Syllabus of Bagalkot University

Bagalkot University Jamkhandi has been established by the Government of Karnataka and has started functioning from the academic year 2023-24. All the degree colleges other than engineering and medical colleges in the district of Bagalkote, are affiliated to this university as per the Karnataka State Universities Act 2000, as modified by the 26th Act of 2022. The students taking admission to any of the colleges in the district of Bagalkote, from the academic year 2023-24 will be students of Bagalkot University. The Chancellor of the university, the honorable Governor of Karnataka, has instructed the Vice chancellor and the university to adapt, the rules and regulations of the parent university, Rani Channamma University, Belagavi for the immediate activities (Vide letter from the office of the Governor GS 01 BGU 2023 dated 17/05/2023).

In this connection, Bagalkot University has adapted the postgraduate syllabus from RCU, Belagavi for all the 2 years degree PG programmes such as M.A.(English), M.A.(Political Science), M.S.W.,M.Com, etc. The syllabus follows the Choice Based Credit System introduced by University and provides flexibility to the students to choose their course from a list of electives and soft-skill courses, which makes teaching-learning student-centric. The higher semester syllabi will be published in due course. The syllabus is being published as one electronic file for each degree and is self-contained. Only the subject codes/ question paper codes are changed, whereas the subject syllabi remains the same. The subject code format is described in the following.

Subject Code Format for M.A. (History) and M.Sc. (Physics)

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17
Ver	Uni. Code	DEGREE			SEM		DISCIPLINE			SUB. TYPE			SL. NO. IN DISC. & S. TYPE	TH/LAB/B/INT.		
1	2	6	M	S	C	0	1	P	H	Y	C	S	C	0	1	T
1	2	6	M	A	M	0	1	H	I	S	C	S	C	0	1	T

[1]The Ver information gives the version of the syllabus. It can take values 1,2..9,a,b,...

[2-3] The University UUCMS Code

[4-6] The PG degree codes to be provided as

Sl. No	Degree Code	Degree
1	MSC	Master of Science
2	MAM	Master of Arts
3	MCM	Master of Commerce
4	MBA	Master of Business Administration
5	MCA	Master of Computer Applications
6	MSW	Master of Social Work
7	MED	Master of Education
8	MPE	Master of Physical Education

[7-8]The Semester Information is provided as

Sl. No	Semester
1	'01
2	'02
3	03
....	

[9-11]The Discipline Information to be provided as

Sl No	Degree	Discipline Code
1	MCM-MCOM	XXX
2	MCA	XXX
3	MBA	XXX
4	MSW	XXX
5	MAM	'HIS', 'POL', 'KAN', 'ENG'
6	MSC	'PHY', 'CHE', 'MAT',
7	MED-MEd	XXX
8	MPE-MPEd	XXX

[12-14]The Subject Type to be provided as

Sl. No.	SUBJECT TYPE	Description
1	HCC	Hard Core Course

Sl. No.	SUBJECT TYPE	Description
2	CSC	Core Subject Course
3	SCC/SPC/OPC	Soft Core Course /Specialization Course/ Optional Course
4	OEC	Open Elective Course

[15-16] The Running Serial Number is to be provided for a particular subject type 01 to 99

[17] This character specifies the category of the subject namely, T=theory, L-Lab, P-Project, I-Internship, B- Bothe theory and Lab

Bagalkot University
(A State Public University of Govt. of Karnataka)
Jamkhandi

Master of Commerce(CBCS)
(With Effect from Academic Year 2023-24)

Subject Type	Course Code	Semester & Course	TeachingHours.	Credits	Maximum Marks			ExaminationDuration Hrs
					Internal Assessment	Semester EndExamination	Total	
Semester – I								
HC-1.1	126MCM01XXXHCC01T	Corporate Strategic Management	4	4	20	80	100	3
HC-1.2	126MCM01XXXHCC02T	Advanced Marketing Management	4	4	20	80	100	3
HC-1.3	126MCM01XXXHCC03T	Financial Management	4	4	20	80	100	3
HC-1.4	126MCM01XXXHCC04T	Applied Economics for Business	4	4	20	80	100	3
HC-1.5	126MCM01XXXHCC05T	Management Accounting	4	4	20	80	100	3
Elective Specializations: Students can select anyone soft core group having one course each								
Group-(AF) Accounting and Finance								
SC-1.6 (AF)	126MCM01XXXSCC01T	Stock Market Operations	4	4	20	80	100	3
Group-(CT) Costing and Taxation								
SC-1.6 (CT)	126MCM01XXXSCC02T	Principles and Practice of Taxation	4	4	20	80	100	3
Group-(HM) Human Resource and Marketing								
SC-1.6 (HM)	126MCM01XXXSCC03T	Human Resource Management	4	4	20	80	100	3
Semester Total			24	24	120	480	600	18
Semester-II								
HC-2.1	126MCM02XXXHCC06T	Corporate Restructuring	4	4	20	80	100	3
HC-2.2	126MCM02XXXHCC07T	Quantitative Techniques	4	4	20	80	100	3
HC-2.3	126MCM02XXXHCC08T	Dynamics of Entrepreneurship Development	4	4	20	80	100	3
HC-2.4	126MCM02XXXHCC09T	Advanced Corporate Accounting	4	4	20	80	100	3
Open Elective Courses offered to the students of other Departments								
OEC-2.5.1	126MCM02XXXOEC01T	Fundamentals of Business	4	4	20	80	100	3
OEC-2.5.2	126MCM02XXXOEC02T	Basics of Income Tax	4	4	20	80	100	3
Group-(AF) Accounting and Finance								
SC-2.6 (AF)	126MCM02XXXSCC04T	Accounting for Specialized Institutions	4	4	20	80	100	3
Group-(CT) Costing and Taxation								

SC-2.6 (CT)	126MCM02XXXSCC05T	Production and Operations Management	4	4	20	80	100	3
Group-(HM) Human Resource and Marketing								
SC-2.6 (HM)	126MCM02XXXSCC06T	Consumer Behaviour	4	4	20	80	100	3
Semester Total			28	24	120	480	600	18

Note:

- 1 Hard core papers are compulsory in each semester.
 - 2 Students have to select one soft core group out of three soft core groups, in the first semester and have to complete the M.Com programme in the same group up to fourth semester. They are not permitted to change the soft-core group in between the programme.
 - 3 Students have to select one OEC paper each in II and III semesters offered by the other departments/disciplines of the university.
- * For project work there shall be one working hour per week per guide for six students.

SEMESTER – I

Semester - I

Course Title: Corporate Strategic Management
Course Code: Course Code: 126MCM01XXXHCC01T
Subject Type: HC-1.1

Weekly Teaching Hours: 4

Credits: 04

Examination Duration: 3 Hours

Objective: The basic objective of the course is to educate about the basic inputs in making and implementing corporate strategic decisions.

Unit-I: Introduction

Meaning of Strategy, Reasons for Strategy, Relevance of Strategy in Modern Business, Concept of Strategy, Levels of Strategies, Strategic Intent and Strategic Fit, Vision, Mission and Purpose, Objectives and Goals, Strategic Business Unit and Ethics in Strategic Management.

Unit-II: Environmental Analysis and Diagnosis

Meaning of Business Environment, Types of Business Environment, Environment Scanning, Organizational Appraisal; Analysis of Michael Porter's Five Force Model, SWOT Analysis, ETOP Analysis, Value Chain Analysis, Core and Distinctive Competencies, Resources and Capabilities.

Unit-III: Types of Strategies

Modernization, Diversification & Integration Strategies, Merger, Takeover, Joint Venture and Strategy Alliance; Growth, Stability, Turnaround, Divestment, Liquidation and Reengineering Strategies; Generic Competitive Strategies, Cost Leadership, Differentiation, Bench Marking, Service Blue Print, Process of Strategic Choice; Factors Affecting Strategic Choice.

Unit-IV: Functional Strategies

Plans and Policies; Production/Operations, Marketing, Personnel, Financial, and R&D Strategy. Implementation of Strategy, Issues in Strategy Implementation, Strategy Activation; Organizational Structure, Commitment and Corporate Culture; Strategic Management Process of Indian Companies.

Unit-V: Strategic Evaluation and Control

Overview of Strategic Evaluation; Strategic Control; Techniques of Strategic Evaluation and Control. Evaluation of Strategic Alternatives - Product Portfolio Models, BCG Matrix, GE Matrix, Gap Analysis; Strategic Control System.

Reference Books:

1. Bartlett, C.A., Ghoshal, S. and P. Beamish, Transnational Management: Text, Cases, and Readings in Cross-Border Management, McGraw Hill.
2. Bhattachary S. K. and N. Venkataraman: Managing Business Enterprise: Strategies, Structures and Systems, Vikas Publishing House, New Delhi.
3. Hill and Jones, Strategic Management, All India Publishers, Chennai.
4. Porter, Michael E., The Competitive Advantage of Nations, Macmillan, London.
5. Sharma, R. A Strategic Management in Indian Companies, Deep and Publications, New Delhi.
6. Srivastava, R.M. Management Policy and Strategic Management, Himalaya Publishing.
7. Subba Rao, V., Strategic Management, Himalaya Publishing

Course Title: Advanced Marketing Management
Course Code: Course Code: 126MCM01XXXHCC02T
Subject Type: HC-1.2

Weekly Teaching Hours: 4

Credits: 04

Examination Duration: 3 Hours

Objective: To provide understanding of the decision variables a marketing manager may use in a marketing environment and to gain experience in developing marketing strategies.

Unit- I: Introduction:

Marketing: Meaning, Definition, Elements, Objectives, Importance, Advantages and limitations, Evolution and Scope Approaches to the study of Marketing Environment: Meaning and Definition, Internal and external Environmental factors influencing the marketing environment.

Unit-II: Product Mix and Price Mix

Marketing Mix: Meaning, Definition, Elements, Product Mix: Concept of Product, Product Lines, Product line length, depth, width. Product Mix Width, Product Simplification diversification and elimination. Product Management: New product development and Product Life Cycle Brand Management: concept definition and history of brand/branding Brand Creation, Rebranding, Brand Positioning, Brand Equity Brand Contract, Brand Factory; Labeling: Meaning and importance Price Mix: Price— Meaning, Definition and Elements of price mix. Need, importance and objectives of pricing; Factors influencing pricing; various Pricing Strategies

Unit-III: Place Mix and Promotion Mix

Place – Types of Distribution Channels , Advantages & Limitations, factors affecting selection channel; Promotion Mix : Meaning, Elements of Promotion Mix, Advertising – Concept, Classification, functions , benefits of advertising, Economic, Social & ethical issues, evaluating advertising effectiveness, Recent trends in advertising, Personal Selling – concept and importance, theories of selling, process of personal selling. Selling Methods, Limitations of personal selling. Publicity: Meaning, difference between advertising and publicity Sales.

Unit IV: Consumer Behaviour Analysis: Meaning and Characteristics, Importance, Factors Influencing Consumer Behaviour, Consumer Purchase Decision Process, Buying Roles, Buying Motives, Buyer Behaviour Models

Unit-V: Trends in Marketing

Service Marketing, E-Marketing, Green Marketing, Customer Relationship Management, Rural Marketing; Other Emerging Trends- Ethical Issues in Marketing.

Reference Books:

1. Czinkota, Michael R. & Kotabe, Masaaki, Marketing Management. Thomson Learning.
2. Etzel, Michael J., Walker, Bruce J., Staton, William J., & Ajay Pandit. Marketing Concepts and Cases. Tata Mcgraw Hill (Special Indian Edition).
3. Kotler, Philip & Keller, Kevin Lane, Marketing Management. Pearson.
4. Kotler, Philip, Keller, Kevin Lane, Koshy, Abraham, & Mithileshwar Jha. Marketing Management: A South Asian Perspective. Pearson.
5. Lamb, Charles W., Hair, Joseph, F. & Mcdaniel, Carl, Marketing. Cengage Learning.
6. Perrault, Willim, D., Cannon, Joseph, P. & Mccarthy, E. Jerome, Essentials of Marketing: A Marketing Strategy Planning Approach, Mcgraw-Hill.
7. Pride, William M. & Ferrell, O.C., Marketing. South-Western Cengage Learning

Course Title: Financial Management
Course Code: Course Code: 126MCM01XXXHCC03T
Subject Type: HC-1.3

Weekly Teaching Hours: 4 Credits: 04 Examination Duration: 3 Hours

Objective: The objective of the course is to acquaint the students with the basic analytical techniques and methods of financial management of business firms.

Unit-I: Financial Management

An Overview-Nature, Significance and Scope of Corporate Financial Management, Objectives and Agency Theory, Financial Management and its Relationship with other Disciplines, Business Policies and their Impact on Financial Management, Recent Trends and Contemporary Issues.

Unit-II: Capital Structure

Concept of Financial and Capital Structures; Classification, Theories of Capital Structure- NI, NOI, MM and Traditional Approaches, MM Approach and Corporate and Personal Income Taxes, Influence of Leverages on Capital Structure, Cost of Capital - Concept, Importance, Types and Measurement.

Unit-III: Capital Budgeting

Concept, Significance, Nature and Classification of Capital Budgeting Decisions, Cash Flow Computation- Incremental Approach; Evaluation Criteria - Pay Back Period, ARR, NPV, IRR and PI Methods; Capital Rationing, Capital Budgeting under Risk and Uncertainty.

Unit-IV: Dividend Decisions

Concepts and Classification, Legal Provisions Relating to Dividend in India; Dividend and Market Valuation, Walter's Model, Gordon's Model and MM Approach, Factors affecting Dividend Decision; Dividend Policies in Practice.

Unit-V: Working Capital Management

Concepts, Importance, Classification and Factors Determining Working Capital, Computation through Operating Cycle Approach; Walker's Four Part Theory of Working Capital Management; Investment and Financial Policies.

Reference Books:

1. Babhtosh Banerjee, Financial Policy & Management Accounting, World Press Pvt. Ltd., Calcutta.
2. I.M. Pandey, Financial Management, Vikas, New Delhi.
3. James C. Van Horne, Financial Management and Policy, Phi, New Delhi.
4. Khan and Jain, Financial Management, TMH, New Delhi.
5. Prasanna Chandra, Financial Management, TMH, New Delhi.
6. Rao R.K.S. Financial Management Mac Milan, New York.
7. Solomon E. Theory of Financial Management, Columbia University Press, New York.

Course Title: Applied Economics for Business
Course Code: Course Code: 126MCM01XXXHCC04T
Subject Type: HC-1.4

Weekly Teaching Hours: 4 Credits: 04 Examination Duration: 3 Hours

Objective: To acquaint students with the concepts of micro economic theory and principles and their application in business decision making.

Unit-I: Introduction to Economics for Business

Concept, Nature, Scope, Role with reference to Functional Areas of Business and Economic Analysis, Fundamental Principles, Managerial Economist's Role and Responsibilities, Limitations.

Unit-II: Elasticity of Demand and Forecasting

Elasticity; Concept, Types, Degree, Calculation and Application of Price, Cross Income, Advertising Elasticity; Demand Function, Estimation (Simple & Multiple Regression) Basic Mathematical Modules for Managerial Economics and Total Revenue, Total Cost, Total Profit, Marginal Revenue, Marginal Cost.

Unit-III: Production Analysis

Production Function – Law of Variable Proportion, Return to Scale and Business Decisions, Cobb Douglas Production Function, Application of Iso-Quant, Iso-Cost, Economic Region, Economies and Diseconomies of Scale.

Unit-IV: Cost and Revenue Analysis

Behaviour of Cost and Revenue Curves (Variable, Fixed, Marginal and Average) Short Run and Long Run; Equilibrium of Firm under Perfect Monopoly, Monopolistic and Oligopoly Market Condition – Benefits of Markets with Case Studies.

Unit-V: Objectives of the Firm & Pricing

Introduction, Objectives, Maximization of Sales, Growth, Staff, Profit Incremental Principle & Decision – Knowledge Profit – Pricing Practice under Product Life Cycle and Trade Cycle Phases.

Reference Books:

1. Adhikary M. Business Economics, Excel Books, New Delhi
2. Baumol, William J: Economic theory and Operations Analysis, Prentice Hall, London.
3. Baya, Michael R: Managerial Economics and Business Strategy, McGraw Hill Inc. New York.
4. Chopra, O.P: Managerial Economics, Tata McGraw Hill, Delhi.
5. Eaton, B.Curtis and Diane Faton; Micro Economics, Prentice Hall, New Jersey.
6. G.S. Gupta Managerial Economics – Tata McGraw Hill Publishing Company, New Delhi.
7. Petersen, H.Carig and W. Cris Lewis: Managerial Economics, Prentice Hall, Delhi.
8. Salvatore, Dominick: Managerial Economics in a Global Economy, McGraw Hill, New York.
9. Varian, H.R. International Microeconomics; A Modern Approach, East West Press, New Delhi.
10. Varsheny RL and Maheshwari KL: Managerial Economics; Sultan Chand and Sons, New Delhi.

Course Title: Management Accounting
Course Code: Course Code: 126MCM01XXXHCC05T
Subject Type: HC-1.5

Weekly Teaching Hours: 4 Credits: 04 Examination Duration: 3 Hours

Objective: To familiarize and acquaint the students with application of advanced managerial accounting techniques.

Unit-I: Introduction

Concept, Nature, Scope and Evolution of Management Accounting, Financial Accounting v/s Managerial Accounting, Utility and Limitations; Tools and Techniques of Managerial Accounting.

Unit-II: Marginal Costing and Break-Even Analysis

Concept, Nature and Scope of Marginal Costing, Marginal Costing v/s Absorption Costing; Marginal Costing Equation, Contribution Margin Ratio and Application of Marginal Costing in Decision Making. Cost volume Profit Relationship, Break Even Analysis, Preparation of Break-Even Charts and Profit Graphs.

Unit-III: Analysis and Interpretation of Financial Statements

Nature, Objectives, Latest Trends in Presenting Financial Data, Types and Tools of Financial analysis; Accounting Ratios – Classification, Advantages and Limitations.

Unit-IV: Funds Flow and Cash Flow Statements

Concepts of Funds and Objectives of Preparing Statement of Changes in Financial Position; Funds Flow v/s Income Statement; Procedure Involved in Funds Flow Statement, Advantages and Limitations of Funds Flow Statement; Cash Flow Statement – Classification of Cash Flow, Preparation and Usefulness, Accounting Standard and Cash Flow Preparation Practices in India.

Unit-V: Uniform and Inter-Firm Costing Methods

Meaning, Features, Significance, Steps Involved and Techniques of Uniform Costing and Inter-firm Comparison.

Reference Books:

1. Babhatosh Banerjee, Financial Policy and Management Accounting, World Press, Calcutta.
2. Charler Brandon, Managerial Accounting, TMH, New Delhi.
3. Horngren, et al., Introduction to Management Accounting, PHI, New Delhi.
4. Jawaharlal, Managerial Accounting, Himalaya, Bombay.
5. Maheswari S.N., Management Accounting and Financial Control, Sultan Chand and Sons, New Delhi.
6. Manmohan and Goyal, Management Accounting, Sahitya Bhavan, Agra.
7. Ravi M.Kishore, Advanced Management Accounting, Taxman, Publications, New Delhi.
8. Ray H.Garrison, Managerial Accounting, TMH, New Delhi.
9. Robert N.Anthony and James Reece, Accounting Principles, AITBS, New Delhi.
10. Sharma and Gupta, Management Accounting, Kalyani, New Delhi

Group-(AF) Accounting and Finance
Course Title: Stock Market Operations
Course Code: Course Code: 126MCM01XXXSCC01T
Subject Type: SC-1.6 (AF)

Weekly Teaching Hours: 4 Credits: 04 Examination Duration: 3 Hours

Objective: To equip the students with conceptual framework and functioning of stock markets.

Unit-I: Overview of Securities Market

Organisational Structure of Financial System - Functions of Securities Market - Securities Market and Economic Growth - Profile of Indian Securities Market - Market Regulation: SEBI Act, 1992 - Securities and Contracts Regulation Act 1956 - Reforms to Promote Investor Confidence - Role of IOSCO - International Organisation of Securities Commissions.

Unit-II: Primary Market

Primary Market - Its Role and Functions; Issue of Capital - Methods of Issuing Securities in Primary Market, Intermediaries in New Issue Market - Merchant Bankers, Underwriters, Brokers, Registrars and Managers, Bankers; Pricing of Issue - Book Building, Green Shoe Option, Procedure for New Issues and SEBI Guidelines for Issue in Primary Market.

Unit-III: Secondary Market

Importance and Functions, Listing of Securities in Stock Exchanges; Players in Stock Exchange - Investors, Speculators, Market Makers, Stock Brokers; Eligibility Criteria; Trading in Stock Exchange, Stock Exchanges - Bombay Stock Exchange, National Stock Exchange, Over-the-Counter Exchange of India; The SEBI Trading Mechanism - BOLT, NEAT System and Screen Based System.

Unit-VI: Depository Services

The Depositories Act, 1996; SEBI Depositories and Participants Regulations 1996 and 2012; Types of Depositories - NSDL, CDSL and Depository Participant; - International Securities Identification Number (ISIN) - Settlement of Off- Market Transactions: Insider Trading - Legal Framework for Investor Protection in India; Internet Initiatives at Depository services; Credit Rating- Meaning and Necessity, Methodology of Credit Rating, Credit Rating Agencies in India.

Unit-V: International Stock Market

Meaning, Environment, Raising of Finance in International Markets, Euro Issues, GDRs and ADRs Guidelines for Raising Funds in International Markets through various Instruments; Working of International Stock Exchanges with respect to their Size - Listing Requirements, Membership, Clearing and Settlement of New York Stock Exchange, NASDAQ, London Stock Exchange, Tokyo Stock Exchange, Luxembourg Stock Exchange, German and France Stock Exchanges.

Reference Books:

1. Cornett M. M and Saunders, Fundamentals of Financial Institutions Management, McGraw Hill
2. Dalton, John, How the Stock Market Works, Prentice Hall, New Delhi
3. E Gordon & K. Natarajan, Capital Market in India, Himalaya Publishing House
4. M.Y. Khan, Indian Financial System, TMH, Asaf Ali Road, New Delhi
5. Mandura Jeff, Financial Markets and Institutions, West Publishing Company
6. Mark Grinblatt, and Sheridan Titman, Financial Market and Corporate Strategy, Tata McGraw Hill
7. Meir Khon, Financial Institutions and Markets, Oxford University Press
8. N R Parasuraman, Fundamentals of Financial Derivatives, Wiley Publications, New Delhi.
9. Sundaram and Das, Derivatives - Principles and Practice, TMH, New Delhi.
10. V A. Avadhani, Financial Services in India, Himalaya Publishing House

Group-(CT) Costing and Taxation
Course Title: Principles and Practices of Taxation
Course Code: Course Code: 126MCM01XXXSCC02T
Subject Type: SC-1.6 (CT)

Weekly Teaching Hours: 4

Credits: 04

Examination Duration: 3 Hours

Objective: To acquaint the students with the basic principles of taxation, tax policy, and structure of Indian tax system.

Unit-I: Introduction

Tax Policy and Tax Base; Objectives of Tax Policy; Canons of Taxation; Determinants of Tax Yield; Effects of Taxes on Money and Real burden, Classification of Taxes: Direct and Indirect Taxes; OECD Classification; Progressive, Proportional and Regressive Taxes; Ad Valorem and Specific Taxes.

Unit-II: Tax Ratio, Tax Effort and Tax Incidence

Tax - GDP Ratio: Meaning, Significance and Determinants; Trends in Tax - GDP Ratio in India; Inter- Country Comparisons; Tax Capacity and Tax Effort; Tax Equity- Need and Approaches - Benefit Principle of Taxation and ability to Pay Principle of Taxation; Meaning and Types of Tax Incidence; Factors Determining Extent of Tax Shifting; Efficiency; Excess burden of Taxation; Administrative Costs; Compliance Costs; Distribution of Tax burden.

Unit-III: Tax Evasion and Tax Avoidance

Meaning of Tax Evasion and Tax Avoidance; Causes and Consequences of Tax Evasion, Methods to Curb Tax Evasion; Tax Evasion in India;

Unit-IV: Tax Incentives

Tax Incentives - Rationale, Benefits and Costs of Tax Incentives; Types of Tax Incentives; Tax Holidays, Investment Allowance, Deductions, Reinvestment Incentives.

Unit-V: Constitutional Provisions Pertaining to Taxes in India

Rationale for Constitutional Arrangements; Distribution of Taxation Powers between the Center and States in the Constitution of India; Sharing of Central Taxes; Recommendations of the Fourteenth Finance Commission.

Reference Books:

01. Easson, A., Tax Incentives for Foreign Direct Investment. New York: Kluwer Law International.
02. Musgrave, R. & Musgrave, P., Public Finance in Theory and Practice. McGraw Hill Book Company: New York.
03. Peerzade, S. A., Economics of Taxation. New Delhi: Atlantic Publishers & Distributors Pvt. Ltd.
04. Shome, P., Tax Policy Handbook. Washington, D. C.: International Monetary Fund, MF.
05. Sury, M. M., Tax Systems in India: Evolution and Present Structure. New Century Publications: New Delhi.

Group-(HM) Human Resource and Marketing

Course Title: Human Resource Management

Course Code: Course Code: 126MCM01XXXSCC03T

Subject Type: SC-1.6 (HM)

Weekly Teaching Hours: 4

Credits: 04

Examination Duration: 3 Hours

Objective: To acquaint students with the concepts of human resource management and their application to solving HR-related workplace problems.

Unit-I: Introduction

Human Resource Management: Concept, Objectives, Scope, Features of HRM, Role and Importance of HRM, Policies and Practices of HRM, Functions and Challenges of HRM. SHRM: Concept, Importance and Nature.

Unit-II: HR Acquisition & Retention

Human Resource Planning: Definition, Objective, Need and Importance, HRP Process, Barriers to HRP. Job Analysis: Job Description & Job Specification - Job Design: Factors affecting Job Design, Job Enrichment Vs Job Enlargement. Recruitment & Selection: Sources of Recruitment, Selection Process, Difference between Recruitment and Selection - Induction and Orientation, Career Planning: Process of career planning and development, Succession Planning Process, Transfer and Promotion. Retention of Employees: Importance and Strategies of Retention.

Unit-III: Managing Employee Performance and Training

Performance Appraisal & Performance Management: Definition, Objective, Importance, Appraisal Process and Appraisal Methods. Performance Appraisal Vs Performance Management, Potential Management - Training and Development: Definition, Scope, Role and Objectives of Training, Training and Development Process, Types of Training, Evaluation of Training Effectiveness, Difference between Training and Development, E-Learning.

Unit-IV: Compensation Management

Compensation Management: Concept, Objectives, and Importance, Process and Current Trends in Compensation, Factors in the compensation plan, Wage/Salary Differentials, Components of salary. Incentives and Benefits: Financial & Nonfinancial Incentive, Fringe Benefits. Employees Separation: Concepts & Methods of Retirement, Termination, VRS, Golden Handshake, Suspension.

Unit-V: Emerging Trends in HRM

HRIS: Need, Advantages & Uses of HRIS. HR Accounting: Concepts, Objectives, Advantages, Limitations & Methods - HR Audit: Concept, Objective, Scope & Process - HR Shared Services: Concept, Objective, Benefits and Issues of HR Shared Services.

Reference Books:

1. Human Resource Management, Dr S.S. Khanka, Sultan Chanda, Delhi
2. Human Resource Management, Deepak Bhattacharya, Sage Publishing Ltd.
3. Human Resource Management, Dr. P.C.Pardeshi, Niramli Publication
4. Human Resource Management, R.S.Dwiwedi, Vikas Publishing House.
5. Human Resource Management, C.B.Mamoria, Himalaya Publishing House
6. Human Resource Management, Gary Dessler Dorling Kindersley Pvt Ltd.
7. Human Resource Management, Text and Cases, K Aswathappa, Tata McGraw Hill Publishing Company.
8. Human Resource Management, Theory and Practices, R. C. Sharma, Nipun Sharma, Sage Publication
9. Human Resource Management, Arun Monppa, Tata McGraw Hill Publishing Company
10. Human Resource Management, Appasaba L.V and Kadakol A M., College Book House

SEMESTER – II

Semester – II
Course Title: Corporate Restructuring
Course Code: Course Code: 126MCM02XXXHCC06T
Subject Type: HC-2.1

Weekly Teaching Hours: 4

Credits: 04

Examination Duration: 3 Hours

Objective: The objective of the course is to teach the basic issues and techniques of corporate restructuring and corporate valuation.

Unit-I: Introduction

Meaning of Corporate Restructuring, Reasons for Corporate Restructuring, Significance of Corporate Restructuring, Forms of Corporate Restructuring, Sources of Value Creation in Corporate Restructuring, and Effects of Corporate Restructuring.

Unit-II: Mergers and Acquisitions

Meaning, Types and Motives for Corporate Mergers, Mergers and Strategic Perspective, Sources of Value Creation in Mergers, Synergy and Types - Theories of Corporate Mergers, Efficiency Theories, Information and Signaling, Agency Problems and Managerialism, Free Cash Flow, Market Power, Taxes and Redistribution, Cost and Benefits of Mergers, Methods of Financing of Mergers.

Unit-III: Valuation, Exchange Rate and Merger Failures

Legal Procedure for Mergers in India, Merger Trends in India - Methods of Valuation of Target Firms, Share Exchange Rate - Minimum and Maximum, EPS V/S MPS Methods, Discounted Cash Flow Analysis, Merger Gains and Distribution, Methods of Analysis of Post-Merger Performance.

Unit-IV: Corporate Control

Meaning, Objectives and Types of Takeovers, Open Offer V/S Tender Offer, SEBI's Takeover Code, Takeover Defenses - Need, Types and Effect of Takeover Defenses, Takeovers in India and Defenses Employed, Financing of Takeovers.

Unit-V: Industrial Sickness

Meaning, Causes, Symptoms of Industrial Sickness, Magnitude of Sickness, Univariate and Multivariate Methods of Sickness Prediction - Magnitude and Reasons for Industrial Sickness of SSI and Non-SSI Units in India, Summary of Tiwari Committee Recommendations, BIFR Establishment, Objectives, Procedure and Working Measures for Control of Industrial Sickness.

Reference Books

1. J.F.Weston, K.S.Chung & S.E.Hoag, Mergers Restructuring and Corporate Control, Prentice Hall of India, NewDelhi.
2. Khan and Jain Financial Management TMH, New Delhi.
3. Pandey, I.M. Financial Management, Vikas Publications, New Delhi.
4. Patrick Ganghan Mergers, Acquisitions and Corporate Restructuring John Wiley.
5. Prasanna Chandra Financial Management TMH, New Delhi.
6. Stephen Ross, Wsterfield Jaffee Corporate Finance, 7th Edition TMH, New Delhi.
7. Sudarshan, Creating Value through Mergers and Acquisition, PHI, New Delhi.

Course Title: Quantitative Techniques
Course Code: Course Code: 126MCM02XXXHCC07T
Subject Type: HC-2.2

Weekly Teaching Hours: 4

Credits: 04

Examination Duration: 3 Hours

Objective: The objective of this course is to acquaint the students with quantitative techniques that play an important role in analysing business issues to take effective managerial decisions.

Unit-I: Introduction

Meaning and Definition of Quantitative Techniques, Linkage between Business Decision Making and Quantitative Techniques, Different Quantitative Techniques, Areas for Application of Quantitative Techniques in Business. Types of Decisions; Steps in Decision Making; Quantitative Analysis and Decision Making; Different types of Models and their Uses; Model Building Steps.

Unit-II: Linear Programming

Introduction, Importance and Scope of Quantitative Techniques, Optimization Concept, Operations Research Models; Linear Programming - Introduction to Linear Programming, Problem Formulation, Product Mix and Managerial Applications, Graphical Method of Problem Solving, Alternate solution of Linear Programming Problems, Simplex Method, Duality in Linear Programming, Formulation of Dual Problems, Advantages, and Economic Interpretation of Dual Variables.

Unit-III: Transportation Models

Introduction, Nature and Scope of Transportation and Allocation Models, Methods of Allocation, Different Methods for Finding Initial Solution; VAM, North West Corner Rule, and other Methods, Degeneracy, Finding Optimal Solution, Test for Optimality, Imbalance in Total Availability and Total Requirement, Impossible Shipments, Alternate Methods of Solutions, and Maximization as Objective Application.

Unit-IV: Inventory and Queuing Management

Concepts of Inventory Management; Inventory Models, EOQ with Price Breaks, EOQ Model for Production Runs, Planned Shortage Model - Deciding Optimum Safety Stock and Reorder Level, Probabilistic Model; Techniques of Selective Control. Queuing Models: Elements of a Queuing System; Models with Poisson Arrival and Exponential Services; Cost Behaviour Analysis. Simulation: Monte Carlo Simulation, Application of Simulation in Inventory Management and Queuing Situation.

Unit-V: Network Models

Introduction to PERT and CPM Techniques, Determination of Critical Path - PERT, Estimating Activity Times, Network Components, Precedence, Events, Activities, Errors and Dummies, Critical Path Analysis, Float, Probabilities in PERT Analysis, Project Time Calculation, Project Crashing, Time, and Cost Considerations.

Reference Books:

1. Anitha H.S., Operations Research for Management, Mangala Deep Publications, Jaipur.
2. Gupta and Khanna, Quantitative Techniques for Decision Making, Prentice Hall of India.
3. J.K. Sharma, Quantitative Techniques, Macmillan India
4. K. Shridhar Bhat, Operation Research and Quantitative Techniques, Himalaya Publishing House
5. Kalavathy S: Operations Research, New Delhi: Vikas Publishing House
6. Kapoor V.K., Operations Research: Concepts, Problems and Solutions, Sultan Chand & Sons.
7. Kothari C R: Introduction to Operational Research, New Delhi: Vikas
8. N. P. Agarwal, Sonia Agarwal, and Himanshu Saxena, Quantitative Techniques, Professional RBD Publications
9. Srivastava and Others, Quantitative Techniques, New Age International
10. Vohra N D: Quantitative Techniques in Management, New Delhi: Tara McGraw-Hill

Course Title: Dynamics of Entrepreneurship Development

Course Code: Course Code: 126MCM02XXXHCC08T

Subject Type: HC-2.3

Weekly Teaching Hours: 4

Credits: 04

Examination Duration: 3 Hours

Objective: To enable the students to understand the dynamics of entrepreneurial development and imbibe the qualities to become the entrepreneurs.

Unit-I: Introduction

The Concept of Entrepreneur, Entrepreneurial Mindset, Entrepreneur V/S Small Business Owner, Characteristics associated with Entrepreneurship, The Myths of Entrepreneurship, The Schools of Entrepreneurial Thought; Macro (Environmental, Financial, Displacement) Micro (Trait, Venture Opportunity, Strategic formulation), Typology of Entrepreneurial Styles, Entrepreneur and Risk.

Unit-II: Entrepreneurial Creativity and Innovation

Opportunity Identification, Sources of Innovative Ideas, Entrepreneurial Creativity, Components, Indicators, Creative Process, Developing Individual's Creativity, Impediments, Creative Climate, Arenas of Creativity, Innovation - Concepts, Myths, Principles.

Unit-III: Initiating Ventures

Pathways to New Ventures, New-New and New-Old Approach, Acquiring an Established Venture, Opportunities, Advantages, Do's and Don'ts, Franchising, Features, Advantages and Disadvantages, Types of Franchising in India- Start Ups in India, Concept, Pitfalls in Selection of New Ventures.

Unit-IV: Business Plan for New Ventures

Concept of Business Plan, Pitfalls in Planning, Benefits, Developing a Business Plan, Elements of Plan, Hints to Prepare a Plan, Updating a Plan, Preparing a Business Plan, Phases of Starting a Small Scale Industry.

Unit-V: Entrepreneurship

The Indian Way; History, Global Indian Entrepreneur, Modern Entrepreneurs, Institutions Facilitating Entrepreneurship; Ministry of MSME, NIESBUD, EDI, Development Commissioner, CREED, ISB, WCED, NEN, SEE, NSTEDB, Ministry of SD & E-Credit Rating by CMERA.

Reference Books:

1. N Desai, Entrepreneurship Management, Ashish Publishing House.
2. M. Bamback and J. R. Manscusu, Entrepreneurship and Venture Management, Prentice Hall of India.
3. Chandra Prasanna, Project Preparation, Appraisal and Implementation, Tata Mcgraw Hill.
4. D.F. Kuratko and T.V.Roa, Entrepreneurship-A South Asian Perspective, Cenage Learning India Pvt. Ltd.2016
5. Hall B. L, Pickle and Yance, Small Business Management, John Wiley & Sons, USA.
6. Kenneth R. Van Vloorthis, Entrepreneurship and Small Business Management, Allyn and Bacon.
7. Nicholas, Project Management for Business and Technology: Principles and Practice, Prentice Hall Of India.
8. P. Gopal Krishnan and V. E Rama Moorthy, Project Management, Macmillan India.
9. Prasanna Chandra, Projects: Planning, Analysis, Selection, Implementation and Review, Tata Mcgraw Hill.
10. Vasanth Desai, The Dynamics of Entrepreneurial Development and Management, Himalaya Publishing House.

Course Title: Advanced Corporate Accounting
Course Code: Course Code: 126MCM02XXXHCC09T
Subject Type: HC-2.4

Weekly Teaching Hours: 4 Credits: 04 Examination Duration: 3 Hours

Objective: The objective of this course is to acquaint the students with company accounts and the issues related with accounting practices.

Unit-I: Company Accounts

Introduction, Provisions Relating to Maintenance of Accounts, Forms and Contents of Balance Sheet and Statement of Profit and Loss, Schedule III of Companies Act, 2014; Typical Adjustments Related to Company Final Accounts, Managerial Remuneration and Preparation of Final Accounts. (Theory and Problems)

Unit-II: Accounting for Amalgamation

Introduction, Forms of Amalgamation, Requisitions of the Companies Act, 2013; Types of Amalgamation, Methods of Accounting for Amalgamation, Intercompany debts and Inventories, Intercompany Investments. (Theory and Problems)

Unit-III: Accounting for Holding Companies

Meaning and definition, Requirements of Companies Act, 2013; Consolidation of Financial Statements and Accounting Standards, Accounting Treatment and Disclosures, Single Subsidiary, Chain Holdings and Cross Holdings. (Theory and Problems)

Unit-IV: Accounting for Buy Back of Shares

Introduction, Objectives of Buy Back, Conditions of Buy Back, Benefits and Limitations of Buy Back, Sources of Buy Back, Buy Back of Securities under Companies Act, 2013. Securities Premium Account, Proceeds of an Earlier Issue, Rule 17 of the Companies Rules, 2014; Methods of Buy Back (Theory and Problems)

Unit-V: Accounting for Financial Instruments

Meaning, Definition, Methods of trading - Margin, Option. Financial Instruments - Recognition, and Measurement - Presentation and Disclosures (Theory and Problems)

Reference Books:

1. Gupta and Radhaswami, Advanced Accountancy, Vol. II, Sultan Chand, New Delhi.
2. Hanif and Mukherji, Advanced Accountancy.
3. Jain and Narang, Advanced Accountancy, Vol. II, Kalyani, New Delhi.
4. P.V. Ratnam, Advanced Accountancy, Konark, New Delhi.
5. Rishikesh Chakraborty, Advanced Accounts, Oxford, New Delhi.
6. S.N. Maheshwari, Advanced Accountancy, Vol. II, Vikas, New Delhi.
7. Shukla and Grewal, Advanced Accounts, Vol.II, S. Chand and Co., New Delhi

Course Title: Fundamentals of Business

Course Code: 126MCM02XXXOEC01T

Subject Type: OEC 2.5.1

Weekly Teaching Hours: 4

Credits: 04

Examination Duration: 3 Hours

Objectives: The objective of the course is to acquaint the students with the basic business trends, forms of ownership, consumer protection act and business environment.

Unit-I: Introduction to Business

Concepts of Business, Need and Importance of Business, Principles and Process of Business, Factors affecting Business, Tools of Business, Financing of Business Planning, Relevance of Business with other Discipline, Ethical Behaviour in Business.

Unit-II: Forms of Ownership

Meaning, Definition, Nature, Scope and Importance of Ownership - Public, Private and Joint Sector Enterprise, Sole Proprietorships, Partnerships, Joint Hindu Family Business, Cooperative Society, Joint Stock Company, and Statutory Corporation.

Unit-III: Business Environment

Concept of Business Environment, Meaning, Definition, Nature and Importance of Business Environment, Levels of the Business Environment, Types of Business Environment - Internal, External, Micro and Macro.

Unit-IV: Consumer Protection Act

Introduction, Definition; Consumer, Defect, Deficiency and Unfair Trade Practices, Manufacturer, Consumer Councils, Consumer Protection Redressal Agencies- Jurisdiction. Penalties for Frivolous Complaints; Consumer Protection Act-2019.

Unit-V: Recent Trends in Business

Concept of Start-up India, Make in India; Use of Artificial Intelligence, Role of Leadership, Business Collaboration; Digitalization of Business; E-Business, E-Finance, E-Marketing.

Reference Books:

1. Ashwatappa K, Essentials of Business Environment, Himalaya Publishing House.
2. Dr. S. K. Mandal: Fundamental of Business: Principles and Practice.
3. Francis Cherunilam, Business Environment Text & Cases Himalaya Publications.
4. M.C. Kuchhal Business Legislation for Management 2nd ed. Vikas Publishing.
5. Prof. H.D Pithawalla, Consumer Protection Act, C. Jamnadas and Co.
6. R. N. Prasad and Acharya Seema, Fundamentals of Business Analytics, Wiley India Pvt. Ltd.
7. Raj Agrawal and Parag Diwan, Business Environment; Excel Books, New Delhi
8. Tandon B.C: Environment and Entrepreneur; Chugh Publications, Allahabad.
9. V. K. Bhalla and S. Shiva Ramu, International Business-Environment and management, Anmol Publications
10. Harold Koontz, O'Donnell and Heinz Weihrich, "Essentials of Management' New Delhi, Tata McGraw Hill.
11. R.D. Agrawal, "Organization and Management" New Delhi, Tata McGraw Hill.
12. Y.K. Bhushan: Fundamentals of Business Organisation & Management, Sultan Chand & Sons.

Course Title: Basics of Income Tax
Course Code: 126MCM02XXXOEC02T
Subject Type: OEC 2.5.2

Weekly Teaching Hours: 4 Credits: 04 Examination Duration: 3 Hours

Objective: To provide the basic knowledge of income and taxes on income to students in order to manage their tax liability efficiently.

Unit-I: Introduction to Income Tax

Brief History of Indian Income Tax - Legal Framework - Types of Taxes - Definitions - Assessment Year - Previous Year - Residential Status - Determination of Residential Status - Income - Scope of Total Income - Exempted Income - Agricultural Income - Capital Income and Expenditure – Revenue Income and Expenditure

Unit-II: Income from Salary

Meaning – Definition - Basis of Charge– Advance Salary – Arrears of Salary – Allowances – Perquisites– Provident Funds - Profits in Lieu of Salary – Gratuity -Commutation of Pension - Encashment of Earned leave -Deductions from Salary u/s 16 – Problems on Income from Salary (Only Individual Assessee).

Unit-III: Income from House Property

Basis of Charge; Deemed Owners, Exempted Incomes from House Property –Composite Rent - Annual Value – Determination of Annual Value – Treatment of Unrealized Rent – Loss due to Vacancy – Deductions from Annual Value – Problems on Income from House Property.

Unit-IV: Computation of Total Income

Income from Business or Profession, Capital Gains, Other Sources (Theory only) and deductions u/s 80C, 80D and 80G - Simple Problems on Computation of Total income of an Individual Assessee.

Unit-V: Tax Management, Administrative Procedure and ICDS

Tax Deduction at Source (excluding sections relevant to non-residents), Tax Collected at Source, Advance Tax - Administrative Procedures - Return & PAN, Intimation, Brief concepts of Assessment u/s 140A, 143 and 144 – ICDS: Basic Concepts of ICD

Reference Books:

1. B. B. Lal and Vashist, Direct Taxes, Konark Publisher (P) ltd.
2. Dinkar Pagare, Income Tax Law and Practice, Sultan Chand & Sons, New Delhi.
3. Dr. Vinod Singhania, Direct Taxes, Taxman publication, New Delhi
4. Gaur V.P & Narang K.L., Income Tax Law and Practice, Kalyani Publishers, New Delhi.
5. Mehrotra and Goyal, Direct Taxes – Law and Practice, Sahitya Bhavan Publication.
6. Income Tax Law and Practice: Gaur and Narang
7. Vinod K. Singhania: Students' Guide to Income Tax, Taxman Publications, New Delhi.
8. Government of India- Income Tax Manual 5. Income Tax Act and Latest Finance Act

Group-(AF) Accounting and Finance

Course Title: Accounting for Specialized Institutions

Course Code: 126MCM02XXXSCC04T

Subject Type: SC-2.6 (AF)

Weekly Teaching Hours: 4

Credits: 04

Examination Duration: 3 Hours

Objective: The course objective is to provide a critical understanding of accounting practices of various institutions, which enables students to develop accounting skills that will help them to practice the course in an effective manner.

Unit I- Accounting of Insurance Companies:

Legal provisions as per Insurance Act, 1930, LIC Act 1956 and GIC Act 1972 revenue account and final account of life and non life insurance companies, IRDA Act 1938 and provisions relating to final accounts.

Unit II- Double Account System:

Meaning of double account system, difference between single and double account system, advantage and disadvantages of double account system, preparation of final accounts of electricity companies.

Unit III- Accounting of Banking companies:

Legal provisions as per Banking Regulation Act, Narasimhan Committee recommendations and NPA treatment, classification of banking companies' assets, capital adequacy ratio and preparation of financial statements.

Unit IV-Accounting for Hotels:

Meaning, objectives and significance of hotel accounting: Visitor's ledger: methods of accounting and preparation of final accounts of hotel undertakings.

Unit V-Accounting for Hospitals:

Meaning, Need and significance of hospital accounting; forms of balance sheet, income statement- capital and revenue expenditure, and adjustments.

Reference Books:

1. S.N. Maheshwari, Advanced Accounting, Vol.II, Vikas Delhi.
2. Shukla and Grewal, Advance Accounting, Vol.II, S. Chand and Sons, New Delhi.
3. R.L. Gupta and Radhaswamy Advanced Accounting, Vol.II, Sultan Chand and Sons, New Delhi.
4. Hrishikesh Chakraborty, Advanced Accounting, Vol.II, Oxford Publishing House, New Delhi.
5. Jain and Narang, Advanced Accounting, Vol.II, Kalyani, New Delhi.
6. C.T. Horngren Introduction to Financial Accounting, PHI, New Delhi.
7. Mark, E., Harkins, International Financial Reporting and Analysis, TMH, New Delhi.
8. Thomas, P. Edmonds, Fundamentals of Financial Accounting Concepts, TMH, New Delhi.
9. Robert Libby, Financial Accounting, TMH, New Delhi.

Note: Latest edition of readings may be used

Group-(CT) Costing and Taxation

Course Title: Accounting for Specialized Institutions

Course Code: 126MCM02XXXSCC05T

Subject Type: SC-2.6 (CT)

Weekly Teaching Hours: 4

Credits: 04

Examination Duration: 3 Hours

Objective: To impart the knowledge regarding production and operations management techniques, process, tools, and acquaint the students with the skills of managing production and operations in organizations.

Unit-I: Introduction:

Historical Evolution of Production and Operations Management, production, production system and its classification, Production Management, Operations and operations management – objectives, Scope of Production and Operations Management, Characteristics of modern productions and operations, Duties and responsibilities of production manager, Recent trends in production and operations management, Managing Global Operations.

Unit-II: Plant Location and Layout:

Meaning, Need for Selecting a Suitable Location, freedom of location, errors in selection of location, Factors Influencing Plant Location, Steps in location selection, plant location models. **Plant Layout-** meaning, objectives and principles, Classification of Layout, Design of product, process and service layout, Methods of selection of layouts.

UNIT-III: Purchase Management:

Meaning, definition, objectives and functions of purchasing, Parameters of Purchasing, purchasing cycle, purchasing policies, Make or buy decisions, Role of Purchase manager, Vendor rating. **Inventory Management-** Meaning of Inventory, Reasons for Keeping Inventories, Objectives of Inventory Control, Benefits of Inventory Control, Techniques of Inventory Control, Inventory Model.

Unit -IV: Design of Work Systems:

Work Study- Meaning, definition, objectives, benefits and procedure. **Work measurement-** meaning, definition, benefits and techniques. Productivity and Employees. **Scheduling -** Principles of Scheduling, Scheduling Strategies, Types of Scheduling, Scheduling Methodology.

Unit-V: Quality Management:

Inspection- meaning, objectives and scope, Quality Control, Fundamental Factors Affecting Quality, Seven Tools for Quality Control, Statistical Quality Control- meaning, advantages and techniques, Types of Control Charts, construction of control charts, Total Quality Management.

Reference Books:

1. K Aswathappa K Shridhara. Bhat, Production and Operations Management, Himalaya Bombay.
2. Chary, Production and Operations Management, TMH, New Delhi.
3. Richard B. Chase, Production and Operations Management, TMH, New Delhi.
4. Mahadevan, The New Manufacturing Architecture, TMH, New Delhi. Nair.
5. Adam and others, Productions and Operations Management, PHI, New Delhi.
6. Chunawalla and Patel, Production and Operations Management, Himalaya, Bombay.

Group-(HM) Human Resource and Marketing

Course Title: Consumer Behaviour

Course Code: Course Code: 126MCM02XXXHCC06T

Subject Type: HC-2.6 (HM)

Weekly Teaching Hours: 4

Credits: 04

Examination Duration: 3 Hours

Objective: To provide an in-depth understanding of the consumer buying process and their determinants as relevant for marketing decision making.

Unit-I: Consumer Behaviour

Importance and Nature of Consumer Behaviour; Types of Consumers and their Role; Consumer Behaviour and Marketing Concepts; Changing Profile of Indian Consumers and New Consumption Patterns; Conducting Consumer Research - Overview of Process, Complexities and Issues.

Unit-II: Consumer Decision Making Process

Buying Motives; Buying Roles; Consumer Buying Process; Stages and Levels of Consumer Decision Making; Business Buying Behaviour - An Overview; Theories of Motivation and its Application.

Unit-III: Personal Factors Affecting Consumer Behaviour

Demographic Characteristics; Family, Family Life Cycle and Consumer Decision Making; Household Influence on Consumer Buying Behaviour; Needs and Motivation; Perception; Perceptual Mapping and Positioning; Value Perceptions; Attitude and Attitude Change; Attitude Models; Learning and Learning Theories; Consumer involvement- Antecedents and Consequences; Personality- Concept and Personality Theories; Psychographics; Life Style and Applications.

Unit-IV: Socio - Cultural Determinants of Consumer Behaviour

Reference Group Influences- Theories of Reference Group and Applications; WOM Communication and Opinion Leaders; Social Class and Social Class Stratification in India; Understanding Cultural and Sub- Cultural influences on Individual, Norms and their Role, Customs, Traditions and Value System; Consumer Socialization and Inter-Generational Influences; Cross-Cultural Dimensions of Consumer Behaviour.

Unit-V: Models of Consumer Behaviour and Business Buying Behaviour

An Overview of Contemporary Models; Deterministic and Probabilistic Approaches; Contemporary Models of Consumer Behaviour.

Reference Books:

1. Assael, H. Consumer Behaviour and Marketing Action. New Delhi: Cengage Learning.
2. Blackwell, R. D., Miniard, P. D., & Engle, J. F. Consumer Behaviour. USA: Thomson-South Western.
3. Evans, M., Jamal, A., & Foxall, G. Consumer Behaviour, New Jersey: John Wiley & Sons.
4. Hawkins, D. I., Mothersbaugh, D. L. & Mookerjee, A. Consumer Behavior: Building Marketing Strategy. New Delhi: McGraw-Hill.
5. Lindquist, J. D., & Sirgy, J. M. Consumer Behaviour. New Delhi: Cengage Learning.
6. Lindstrom M. Buyology: Truth and Lies About Why We Buy and The New Science of Desire. New York: Business Books.
7. Paul, P. J., & Olson, J. C. Consumer Behaviour and Marketing Strategy. McGraw Hill Education.
8. Schiffman, L. G., & Kanuk, L. L. Consumer Behaviour. Prentice Hall.
