



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 Strem/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	126BAB01ECOEC01T	Kautilya's Arthashastra	OEC	3+0+0	60	40	100	3
2	126BAB01ECOEC02T	Pre-Reforms Indian Economy	OEC					
3	126BAB01ECOEC03T	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
	Chapter 1: Features of Indian Economy <ul style="list-style-type: none"> • India as a developing economy, • Demographic features • Human Development (HDI), • Problems of Poverty, Unemployment, Inflation, income inequality 	4
	Chapter 2: Issues in Agriculture sector in India <ul style="list-style-type: none"> • Land reforms • Green Revolution • Agriculture marketing in India • Agricultural price policy 	6
	Chapter 3: Industrial and Service Sector <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. 	5
	Practicum: 1. Identifying economic problems and their causes; 2. Mini-project on any aspect of Indian agriculture, industry, service and public sectors	
II	Economic Policies	13
	Chapter 4: Planning <ul style="list-style-type: none"> • Mixed Economy • Bombay Plan • Gandhian Model • Nehru Mahalanobis Model • Objectives and achievements of economic planning in India 	5
	Chapter 5: Monetary policy in India <ul style="list-style-type: none"> • Instruments of Monetary Policy 	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

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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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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.

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Suggested readings:		
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Semester 1

Course Title: OEC 1.2: Pre-Reforms Indian Economy (OEC)	
Course Code:- 126BAB01ECOEC02T	
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. Trace the evolution of Indian Economy
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Semester 1

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Course Code:- 126BAB01ECOEC03T	
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Model Syllabus Authors:	Summative Assessment Marks: 60

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

Course Outcomes (COs):

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- 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.
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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. b. c. d.	4X3=12
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.
7. qÁ. PÀaÀÄ`AQë vÀqÀ ÀzÀ, "aÀiÁ£ÀaÀ oÀPÀÄÏUÀ1/4À ZÁjwæPÀzÀ±ÀðfÀ oÁUÀÆ 1zÁPvÀUÀ1/4ÄÄ", ¥Áæ ÁgÁAUÀ, PÀ£ÁðIPÀ «±Àé«zÁâ@AiÄÄ, zsÁgÁaÁqÀ 2015.
8. Donnelly, Jack and Rhoda Howard (ed.), International Handbook of Human Rights, Westport, Connecticut: Greenwood Press, 1987.
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.
19. CdÄðfizÉÄai, EAçgÁCdÄðfizÉÄai, ÄÄ¥ÁÛzÁ ÿ ÄÄ¥ÁzÀPÀgÄÄ, C£ÄÄaÁzÀPÀgÄÄ PÉ. JZi. 2æÃcaÁ ÿ, aÀiÁ£ÀaÀ oÀPÀÄÏUÀ1/4ÄÄ: MAzÄÄDPÀgAUÀæAxÀ, £ÁâµÀ£À ÿ §ÄPílæ ÿÖ, EArAiÀiÁ

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. $5 \times 5 = 25$

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

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 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%

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 ಸ್ವ ೨೦೧೭ ಪಾಶಾ ತಯ ಸಾಮಾಜಿಕ ಚಿಂತನೆ, ಸೃಷ್ಟಿ ಪ್ರ ಕಾಶ್ಯ, ಧಾರವಾಡ ಮುಳುಗಂದ, ಐ ಸ್ವ ೨೦೧೮, & ರತದಲ್ಲೆ ಗ್ರ ಮಣ ಅಕ್ಷಿವೃದ್ಧಿ , ಸೃಷ್ಟಿ ಪರ ಕಾಶ್ಯನ, ಧಾರವಾಡ
- ಶಂಕರ ರಾವ್, ಚ ನ ೨೦೧೨ ಸಮಾಜಶಾಸ್ತ್ರ ರ ದಶೈ ನ, & ಗ ೨, ಜಯ, & ರತ ಪ್ರ ಕಾಶ್ಯ, ಮಂಗಳೂರು
- ಶಂಕರ ರಾವ್, ಚ ನ ೨೦೧೨ (ಪರೀಷಕ ೃತ ಆವೃತ್) , ಧಾರವಾಡ ಸಮಾಜ, ಜಯ, ಭರತ ಪರ ಕಾಶ್ಯ 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 ಅಥವಾ ಟಿಪ್ಪಣಿ ಅಥವಾ ಸಂದರ್ಭದ ಸ್ವಾರಸ್ಯ ಅಥವಾ ಕಾವ್ಯದ ಅರ್ಥವ್ಯಾಖ್ಯಾನ, ಸಾರಾಂಶ) ಐದಕ್ಕೆ ಉತ್ತರಿಸಲು ಹೇಳುವುದು.
3X5=15

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

ಪತ್ರಿಕೆ (ಓ.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	3
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	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 ಬಚ್ಚಿಕ 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

1. ಪ್ರತಿ ಘಟಕದಿಂದ ಒಂದರಂತೆ ಐದನ್ನು ಕೇಳಿ ಮೂರಕ್ಕೆ ಉತ್ತರಿಸಲು ಹೇಳುವುದು.

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 ಸೃಜನಶೀಲತೆಯ ಮೂಲಕ ಅಭಿವ್ಯಕ್ತಿಸಿದ ಸಾಹಿತ್ಯ ಪ್ರಕಾರಗಳಲ್ಲಿ ಸಣ್ಣಕತೆಯು ಮಹತ್ವದ್ದಾಗಿದೆ. ಸಮಾಜದ ಪ್ರತಿಬಿಂಬವಾಗಿ ನಿಲ್ಲುವ ಸಾಹಿತ್ಯವು ಕಥೆಗಳ ಮೂಲಕ ಸಮಕಾಲೀನ ಸಮಾಜಗಳನ್ನು ಅರ್ಥೈಸಿಕೊಳ್ಳುವುದು ಹಾಗೂ ಆ ಮೂಲಕ ಸಮಾಜಗಳನ್ನು ಪ್ರತಿರೋಧವನ್ನು ತೋರಿದ ರೀತಿಯನ್ನು ಸೂಕ್ತವಾಗಿ ಅವಲೋಕಿಸುವುದು ಹಾಗೂ ಸೃಜನಶೀಲ ಬದುಕಿನಲ್ಲಿ ಕಲಾತ್ಮಕವಾಗಿ ಬದುಕಿನ ಹೋರಾಟಗಳು ರೂಪಗೊಂಡ ವಿಸ್ಮಯವನ್ನು 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 घोष्रा) 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, Waqiyanigari, Manzar kashi, Zuban wa Bayan)			13
Recommended Learning Resources				

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

Course Title: Economics of Business Environment Course Code: - 26BAB02AGROEC06T

Course Title: OEC 2.3: Economics of Business Environment	
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. Explain the elements of Business environment.
- ii. Identify the environmental constraints in the growth of a business firm.
- iii. Analyze the ways to utilize the current environmental conditions to achieve higher business growth.

Unit	Content of Course	42 Hrs
I	Introduction to Business Environment	12
	<p>Chapter 1: Introduction</p> <ul style="list-style-type: none"> · Meaning and definition, objectives, importance and uses of study of business environment. Environmental analysis · Meaning, process of environmental analysis, limitations of environmental analysis, environmental factors · The Micro environment of business and the macro environment of business. <p>Chapter 2: Economic Environment</p> <ul style="list-style-type: none"> · Meaning of Economic Environment · Characteristics of Indian economy · Impact of Liberalization Privatization & Globalization of Indian Business. · Monetary policy – Meaning, objectives · Fiscal policy – Meaning, objectives, budget and importance · EXIM policy – meaning and objectives · Industrial policy – meaning, objectives (Latest Policy Measures). <p>Chapter 3: Global Business Environment</p> <ul style="list-style-type: none"> · Meaning · Globalization: Nature and Impact of globalization · Challenges of international business · GATT and WTO and its implications on Indian economy. <p>Practicum</p> <ol style="list-style-type: none"> 1. Identification of the impact of business environment through surveys 2. Group discussion on WTO and its impact on Indian business 	3 6 3
II	Non-Economic Environment	10

	<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:</p> <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>	<p>3</p> <p>5</p> <p>6</p>
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 style="text-align: right;">3</p> <p style="text-align: right;">6</p> <p style="text-align: right;">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. 		

Course Title: Economics of Business Environment Course Code: - 126BAB02ECOEC06T

Course Title: OEC 2.3: Economics of Business Environment	
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. Explain the elements of Business environment.
- ii. Identify the environmental constraints in the growth of a business firm.
- iii. Analyze the ways to utilize the current environmental conditions to achieve higher business growth.

Unit	Content of Course	42 Hrs
I	Introduction to Business Environment	12
	<p>Chapter 1: Introduction</p> <ul style="list-style-type: none"> · Meaning and definition, objectives, importance and uses of study of business environment. Environmental analysis · Meaning, process of environmental analysis, limitations of environmental analysis, environmental factors · The Micro environment of business and the macro environment of business. 	3
	<p>Chapter 2: Economic Environment</p> <ul style="list-style-type: none"> · Meaning of Economic Environment · Characteristics of Indian economy · Impact of Liberalization Privatization & Globalization of Indian Business. · Monetary policy – Meaning, objectives · Fiscal policy – Meaning, objectives, budget and importance · EXIM policy – meaning and objectives · Industrial policy – meaning, objectives (Latest Policy Measures). 	6
	<p>Chapter 3: Global Business Environment</p> <ul style="list-style-type: none"> · Meaning · Globalization: Nature and Impact of globalization · Challenges of international business · GATT and WTO and its implications on Indian economy. <p>Practicum</p> <ol style="list-style-type: none"> 1. Identification of the impact of business environment through surveys 2. Group discussion on WTO and its impact on Indian business 	3
II	Non-Economic Environment	10

	<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. Essentialsofeducationaltechnology-innovationsinteaching–learningby 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. Essestials of Educational Technology be 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: 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%

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		10
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.		
Unit — 2 Causes and Effect of climate change		10
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		
Unit — 3 Climate change Vulnerability and Adaptation		10
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>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. Kuppuswamy, 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 your suggestions • 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. <p>Note: Latest edition of text books may be used.</p>		

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 ಭಾರತೋಪನಿಷತ್, ಕನಕ ಡೆವೆಲಪ್ ಕಪಾಲ್ 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_newfiles/2.SocialDevelopmentTheConcept.pdf
https://uk.sagepub.com/sites/default/files/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/files/publication/29778/social-exclusion.pdf> · https://www.adb.org/sites/default/files/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

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 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. ಚಕ್ರವರ್ತಿ ತಿವರಂಕರ, ಜಾನಪದ ತಿಳುವಳಿಕೆ, ಸಾಗರ ಪ್ರಕಾಶನ, ಬೆಂಗಳೂರು-2008.
2. ಜವರೇಗೌಡದೇ, ಜಾನಪದ ಅಧ್ಯಯನ, ಡಿ.ಎ.ಕೆ. ಮೂರ್ತಿ, ಮೈಸೂರು, ಮೈಸೂರು-1976.
3. ಒಸವರಾಜ ನೆಲ್ಸನ್ (ಸಂ), ಜಾನಪದ ಮತ್ತು ಪೂರಕ ಕ್ಷೇತ್ರಗಳು, ಕನ್ನಡ ಅಧ್ಯಯನ ವಿಭಾಗ, ಕುವೆಂಪು ವಿಶ್ವವಿದ್ಯಾಲಯ, ಬಿ. ಆರ್. ಪಾಠಶಾಲೆ 15.
4. ವಸು ಮಠಲಿ, ಮೌಖಿಕ ಇತಿಹಾಸ, ಅಂಕಿತ ಪ್ರಕಾಶನ, ಬೆಂಗಳೂರು-2004.
5. ಎಲ್ಲಂ ಮಾಧ್ವ, 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- 'नदीष्ट' - 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	'नदीष्ट' मधील आशयसूत्र	2. Assignment	13	
III	'नदीष्ट' मधील व्यक्तिरेखा	3. Individual and group presentation	13	
IV	'नदीष्ट' मधून उलगडणारे समकालीन वास्तव	4. Virtual mode	13	
V	'नदीष्ट' - 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 ಸಶಕ್ತ ಪ್ರಕಾರಗಳಲ್ಲಿ ಕಾದಂಬರಿ ಸಾಹಿತ್ಯವು ಒಂದು ಸೃಜನಶೀಲತೆ ಮತ್ತು ಕಥನ ಕ್ರಮವನ್ನು ರೂಪಿಸುವಲ್ಲಿ ಈ ಪ್ರಕಾರವು ಮಹತ್ವದ ಪಾತ್ರವನ್ನು ವಹಿಸುತ್ತದೆ. ಕನ್ನಡ ಕಾದಂಬರಿಯು ಸೃಜನಶೀಲತೆಯ ಪ್ರತೀಕವಾಗಿ ಹಾಗೂ ಜ್ಞಾನದ ಒಂದು ಭಾಗವಾಗಿ ಅಧ್ಯಯನಿಸುವ ಒಂದು ವಿಶಿಷ್ಟವಾದ ಒಂದು ಯೋಚನಾಕೋಶವಾಗಿದೆ.

ಕನ್ನಡ ಪಠ್ಯಕ್ರಮ

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. ಕದಲಯ ಕರ್ಪೂರ - ತಿಪ್ಪೇರುದ್ರಸ್ವಾಮಿ

ಪರಾಮರ್ಶನ ಗ್ರಂಥಗಳು :

1. ಯುಗಧರ್ಮ ಮತ್ತು ಸಾಹಿತ್ಯ ದರ್ಶನ: ಕೀರ್ತಿನಾಥ ಕುರ್ತಕೋಟಿ, ಮನೋಹರ ಗ್ರಂಥಮಾಲೆ, ಧಾರವಾಡ
2. ಕನ್ನಡ ಕಾದಂಬರಿಯ ಮೊದಲ ಹೆಜ್ಜೆಗಳು (ಸಂ): ವಿವೇಕ ರೈ, ಮಂಗಳೂರು ವಿವಿ
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 ಪಡಿಕ್ಕಲ್, ಮಂಗಳೂರು ವಿವಿ
8. ಸಾಹಿತ್ಯ ಕಥನ: ಡಿ.ಆರ್. ನಾಗರಾಜು, ಅಕ್ಷರ ಪ್ರಕಾಶನ, ಹೆಗ್ಗೋಡು, ಶಿವಮೊಗ್ಗ
9. ಕನ್ನಡ ಕಥನ ಸಾಹಿತ್ಯ: ಸಣ್ಣ ಕಥೆ: ಡಾ. ಜಿ.ಎಸ್. ಅಮೂರ, ಪ್ರಿಯದರ್ಶಿನಿ 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/e003d59eabff337e0d0dbdec054ab0951352cf133f63.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	<ol style="list-style-type: none"> 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. कक्षा 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. कक्षा सेमिनार	16
Recommended Learning Resources				
Print Resources	<ol style="list-style-type: none"> 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 दूबिबेदी 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	Corse Code: OE - 2 URDU Corse 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 irtaqa 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.