



# BAGALKOTUNIVERSITY

MudholRoad,Jamkhandi-587301Dist.:Bagalkote

“THEDRAFT”

PROGRAM/COURSESTRUCTUREANDSYLLABUS

As per the Choice Based Credit System (CBCS) designed in accordance with Learning Outcomes-BasedCurriculumFramework(LOCF)ofNationalEducationPolicy(NEP) 2020 for

## BACHELOR OF ARTS (B.A.)/ BACHELOR OF ARTS(HONS.)

As per NEP 2020 and adapted from RCUBelagavi applicable from the

Academic Year 2023-24

## Preamble for UG Syllabus of Bagalkot University

Bagalkot University Jamkhandi has been established by the Government of Karnataka and has started functioning from the academic year 2023-24. All the degree colleges other than engineering and medical colleges in the district of Bagalkote, are affiliated to this university as per the Karnataka State Universities Act 2000, as modified by the 26th Act of 2022. The students taking admission to any of the colleges in the district of Bagalkote, from the academic year 2023-24 will be students of Bagalkot University. The Chancellor of the university, the honorable Governor of Karnataka, has instructed the Vice Chancellor and the university to adapt, the rules and regulations of the parent university, Rani Channamma University, Belagavi for the immediate activities (Letter from the office of the Governor GS 01 BGU 2023 dated 17/05/2023).

In this connection, Bagalkot University has adapted the undergraduate syllabus from RCU, Belagavi for all the 3/4 year degree programmes such as BA, BSC, BCOM, BCA, BSW etc. The syllabus follows the NEP 2020 format and the first year syllabus is being published. The higher semester syllabi will be published in due course. The syllabus is being published as one electronic file for each degree and is self contained. Only the subject codes/ question paper codes are changed. The subject code format is described in the following.

### Subject Code Format

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17
Ver	Uni.Code		DEGREE			SEM		DISCIPLINE			SUB.TYPE			SL.NO.IN DISC.&S. TYPE		TH/LAB/B/INT.
1	2	6	B	S	C	0	1	P	H	Y	D	S	C	0	1	T
1	2	6	B	A	B	0	1	H	I	S	D	S	C	0	1	T

[1]The Ver information gives the version of the syllabus. It can take values 1,2..9,a,b,...

[2-3]The University UUCMS Code

[4-6]The UG degree code to be provided as

Sl.No	Degree Code	Degree
1	BSC	Bachelor of Science
2	BAB	Bachelor of Arts
3	BCM	Bachelor of Commerce
4	BBA	Bachelor of Business Administration
5	BCA	Bachelor of Computer Applications
6	BSW	Bachelor of Social Work

[7-8]The Semester Information is provided as

Sl.No	Semester
1	'01
2	'02
3	03
....	

**[9-11]The Discipline Information to be provided as**

Sl.No	Degree	DisciplineCode
1	BCM-BCOM	XXX
2	BCA	XXX
3	BBA	XXX
4	BSW	XXX
5	BA	'HIS', 'GEO', 'KAN', 'HIN' etc. The detailed list is to be provided
6	BSC	'PHY', 'CHE', 'BOT', 'ELN' etc. The detailed List is to be Provided

**[12-14]The Subject Type to be provided as**

Sl.No.	TYPE	Description
1	DSC	Discipline Specific Core
2	DSE	Discipline Specific Elective
3	OEC	Open Elective Course
4	AEC	Ability Enhancement Course
5		

**[15-16]The Running Serial Number is to be provided for a particular discipline and subject type 01 to 99**

**[17] This character specifies the category of the subject namely, T=theory, L-Lab, P-Project, I-Internship, B- Bothe theory and Lab**



## **Introduction to B.A./B.A.(Hons)**

The Choice Based Credit System (CBCS) provides an opportunity to a student to choose courses from the syllabus comprising Core, Elective, Vocational and Skill based courses. It offers a flexibility of programme structure while ensuring that the student gets a strong foundation in the subject and gains in-depth knowledge. The learning outcome based curriculum framework (LOCF) will provide students with a clear purpose to focus their learning efforts and enable them to make a well-judged choice regarding the course they wish to study. This will suit the present day needs of students in terms of securing their paths towards higher studies or employment.

## **Programme Structure**

**Discipline Specific Core (DSC) Courses:** First, second, third and fourth semesters will have one DSC course in each semester. Every DSC course has 6 credits and a practical component (4 credits for theory and 2 credits for practical). Fifth and sixth semesters will have two Discipline Specific Core (DSC) courses in each semester. Every DSC course has 5 credits and has practical component (3 credits for theory and 2 credits for practical). Seventh and eighth semesters will have three Discipline Specific Core (DSC) courses in each semester; three DSC courses have 6 credits each (4 credits for theory and 2 credits for practical).

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

**Vocational Courses:** Fifth and sixth semester will have one each vocational courses of each 3 credits. In sixth semester students have 2 credits internship course (usually on research related work (basic knowledge about research, how to start, literature, journals, reviews and more can be taught and ask students to do and submit a final report for assessment). These courses can enable students to obtain the required basic research insights knowledge along with online resource or practical skills.

**Discipline Specific Elective (DSE) Courses:** Seventh and eighth semesters will have two DSE courses. In seventh semester will have one research methodology (3 credits) and another subject to meet the equivalence of first year master degree (4 credits). In eighth semester again one DSE 4 credits theory and another research project for 4 credits need to perform one semester project work by selecting suitable problems by the mentors.

**Note, Abbreviation Explanation and Coding: Concept Note:**

1. **CBCS** is a mode of learning in higher education which facilitates a student to have some freedom in selecting his/her own choices, across various disciplines for completing a UG/PG program.
2. A credit is a unit of study of a fixed duration. For the purpose of computation of workload as per UGC norms the following mechanism be adopted in the University:  
One credit (01) = One Theory Lecture (L) period of one (1) hour. One credit (01) = One Tutorial (T) period of one (1) hour. One credit One practical (P) period of two (2) hours.
3. Course: paper/subject associated with AECC, DSC, DSEC, SEC, VBC, OEC, VC, IC and MIL
4. In case of B.A. Once a candidate chose two courses/subjects of a particular two department in the beginning, he/she shall continue the same till the end of the degree/Hons, and then there is no provision to change the course(s) and Department(s) in between.
5. A candidate shall choose one of the Department's courses as a major and other Department course as a minor in fifth and sixth semester and major course will get continued in higher semester.
6. Wherever there is a practical there will be no tutorial and vice-versa
7. A major subject is the subject that's the main focus of Core degree/concerned.
8. A minor is a secondary choice of subject that complements core major/concerned.
9. Vocational course is a course that enables individual to acquire skills set that are required for a particular job.
10. Internship is a designated activity that carries some credits involving more than **25 days** of working in an organization (either in same organization or outside) under the guidance of an identified mentor. Internship shall be an integral part of the curriculum.

**OEC: Should be other than DSC and DSEC subjects. For example Chemistry students have to opt for OEC from departments other than major and minor disciplines.**

## **AbbreviationExplanations:**

1. AECC:AbilityEnhancementCompulsoryCourse.
2. DSC:DisciplineSpecificCoreCourse.
3. DSEC:DisciplineSpecificElectiveCourse.
4. SEC:SkillEnhancement Course.
5. VBC:ValueBasedCourse.
6. OEC:Open/GenericElectiveCourse
7. VC:VocationalCourse.
8. IC:InternshipCourse
9. L1:LanguageOne
10. L2:MIL
11. L3:Languagethree
12. L4:MIL
13. L=Lab;T=Theory;P=Project.
14. MIL=ModernIndianLanguage;EnglishorHindiorTeluguorSanskritorUrdu

Semester– I								
Sl. No.	CourseCode	TitleOfThe Course	Category OfCourse	Teaching Hrs/Week (L+T+P)	SEE	CIE	Total Marks	Credits
<b>1. POLITICALSCIENCE</b>								
1	126BAB01POLDSC01T	BasicConceptsInPolitical Science	DSC	3+0+0	60	40	100	3
2	126BAB01POLDSC02T	PoliticalTheory	DSC	3+0+0	60	40	100	3
3	126BAB01POLOEC01T	Human Rights	OEC	3+0+0	60	40	100	3
<b>2. PSYCHOLOGY</b>								
	126BAB01PSYDSC01T	FoundationsOfPsychology– I	DSC	4+0+0	60	40	100	4
	126BAB01PSYDSC02L	Practical–I		0+0+4	25	25	50	2
	126BAB01PSYOEC01T	HealthManagement	OEC	3+0+0	60	40	100	3
<b>3. SOCIOLOGY</b>								
	126BAB01SOCDSC01T	UnderstandingSociology	DSC	3+0+0	60	40	100	3
	126BAB01SOCDSC02T	ChangingSocialInstitutionsInIndia	DSC	3+0+0	60	40	100	3
	126BAB01SOCOEC01T	Indian Society: Continuity And Change	OEC	3+0+0	60	40	100	3
	126BAB01SOCOEC02T	SociologyOfEveryDaylife						
	126BAB01SOCOEC03T	SociologyOfMassMedia						
<b>4. CRIMINOLOGYANDFORENSICSCEINCE</b>								
	126BAB01CRIDSC01T	FundamentalOfCriminologyTheory	DSC	4+0+0	60	40	100	4
	126BAB01CRIDSC02L	Practical		0+0+4	25	25	50	2
	126BAB01CRIOEC01T	POLICE ORGANISATION IN INDIA	OEC	3+0+0	60	40	100	3
	126BAB01CRIOEC02T	ELEMENTS OF FORENSIC SCIENCE	OEC					
<b>5. JOURNALISMANDMASSCOMMUNICATION</b>								
	126BAB01JOU DSC01T	IntroductionToJournalismTheory	DSC	4+0+0	60	40	100	4
	126BAB01JOU DSC02L	Practical		0+0+4	25	25	50	2
	126BAB01JOUOEC01T	WritingForMedia	OEC	3+0+0	60	40	100	3
	126BAB01JOUSEC01T	SkillEnhancementCourse	SEC	3+0+0	25	25	50	2
<b>6. AGRICULTUREMARKETING</b>								
1	126BAB01AGR DSC01T	BasicEconomics-I	DSC	4+0+2	60	40	100	6

2	126BAB01AGROEC01T	Kautilya'sArthashastra	OEC	3+0+0	60	40	100	3
3	126BAB01AGROEC02T	Pre-ReformsIndianEconomy	OEC	3+0+0	60	40	100	3
4	126BAB01AGROEC03T	DevelopmentStudies	OEC	3+0+0	60	40	100	3
<b>7. EDUCATION</b>								
1	126BAB01EDUDSC01T	FoundationsOfIndianEducation	DSC	3+0+0	60	40	100	3
2	126BAB01EDUDSC02T	Philosophical Foundations Of Education	DSC	3+0+0	60	40	100	3
3	126BAB01EDUOEC01T	HistoryOfEducation	OEC	3+0+0	60	40	100	3
<b>8. GEOGRAPHY</b>								
1	126BAB01GEGDSC01T	PrinciplesofGeomorphology	DSC	4+0+0	60	40	100	4
2	126BAB01GEGDSC02L	TopographicalAnalysis	DSC	0+0+4	25	25	50	2
3	126BAB01GEGOEC01T	EarthSystemDynamics	OEC	3+0+0	60	40	100	3
4	126BAB01GEGOEC02T	IntroductiontoNaturalResources	OEC	3+0+0	60	40	100	3
5	126BAB01GEGOEC03T	IntroductiontoPhysicalGeography	OEC	3+0+0	60	40	100	3
6	126BAB01GEGOEC04T	FundamentalsofRemoteSensing	OEC	3+0+0	60	40	100	3
<b>9. SOCIALWORK</b>								
1	126BAB01SOWDSC01T	Foundations Of Social Work , Along With Field Work Practice – I	DSC	4+0+0 02+0+0	60 25	40 25	100 50	6
2	126BAB01SOWOEC01T	EssentialsOfSocialWork	OEC	3+0+0	60	40	100	3
3	126BAB01SOWOEC02T	YouthDevelopmentThroughSocial Work	OEC	3+0+0	60	40	100	3
<b>10.STATISTICS</b>								
1	126BAB01STADSC01T	DescriptiveStatistics-I	DSC	3+0+0	60	40	100	3
2	126BAB01STADSC02T	DescriptiveStatistics-II		3+0+0	60	40	100	3
3	126BAB01STAOEC01T	Statistics In Competitive Examinations	OEC	3+0+0	60	40	100	3
<b>11.ECONOMICS</b>								
1	126BAB01ECODSC01T	BasicEconomics-I	DSC	3+0+0	60	40	100	3
2	126BAB01ECODSC02T	ContemporaryIndianEconomy	DSC	3+0+0	60	40	100	3
3	126BAB01ECOEC01T	Kautilya'sArthashastra	OEC	3+0+0	60	40	100	3
4	126BAB01ECOEC02T	Pre-ReformsIndianEconomy	OEC	3+0+0	60	40	100	3
5	126BAB01ECOEC03T	DevelopmentStudies	OEC	3+0+0	60	40	100	3

12.HISTORY								
1	126BAB01HISDSC01T	PoliticalHistoryOfKarnataka(BCE-3To10CE)Part-1	DSC	2+1+0	60	40	100	3
2	126BAB01HISDSC02T	CulturalHeritageOfIndia	DSC	2+1+0	60	40	100	3
3	126BAB01HISOEC01T	Cultural HistoryOf Karnataka (CE3-CE 10) Part-I	OEC	2+1+0	60	40	100	3
4	126BAB01HISOEC02T	IntroductionToArcheology						
13.PHILOSOPHY								
1	126BAB01PHIDSC01T	AncientIndianPhilosophy	DSC	3+0+0	70	30	100	3
2	126BAB01PHIDSC02T	AncientWesternPhilosophy	DSC	3+0+0	70	30	100	3
3	126BAB01PHIDSC03T	TraditionalDeductiveLogic	DSC	3+0+0	60	40	100	3
4	126BAB01PHIDSC04T	IndianLogic	DSC	3+0+0	60	40	100	3
5	126BAB01PHIOEC01T	TraditionalDeductiveLogic	OEC	3+0+0	70	30	100	3
14.FOLKLORE								
1	126BAB01FOLDSC01T	IntroductionToFolklore	DSC	03	60	40	100	3
2	126BAB01FOLDSC02T	GenresOfFolkLiterature	DSC	03	60	40	100	3
3	126BAB01FOLOEC01T	NatureOfFolklore	OEC	03	60	40	100	3
15.KANNADA								
1	126BAB01KANDSC01T	ಇಂದಿನ ಕನ್ನಡದ ಸಂವಹನ ಮತ್ತು ಚರಿತ್ರೆ	DSC	3+0+0	60	40	100	3
2	126BAB01KANDSC02T	ಇಂದಿನ ಕನ್ನಡದ ಧರ್ಮ	DSC	3+0+0	60	40	100	3
3	126BAB01KANOEC01T	ಕನ್ನಡದ ಸಂಸ್ಕೃತಿಗಳು	OEC	3+0+0	60	40	100	3
16.ENGLISH								
1	126BAB01ENGDSC01T	IntroductionToLiterature	DSC	3+0+0	60	40	100	3
2	126BAB01ENGDSC02T	IndianWritingInEnglish Part- I	DSC	3+0+0	60	40	100	3
3	126BAB01ENGOEC01T	FunctionalEnglish,GrammarAnd StudySkills	OEC	3+0+0	60	40	100	3
4	126BAB01LANAEC03T	English	AEC	3+0+0	60	40	100	3
17.HINDI								
	126BAB01HINDSC01T	CollectionOfShortStories+ Terminology	DSC	3+0+0	60	40	100	3
	126BAB01HINDSC02T	HindiGrammar	DSC	3+0+0	60	40	100	3
	126BAB01HINOEC01T	संभाषणकलातथाचलचित्रलेखन	OEC	3+0+0	60	40	100	3
	126BAB01LANAEC04T	HINDI	AEC	3+0+0	60	40	100	3
18.URDU								
	126BAB01URDDSC01T	Prose(Classic & Modern),Poetry (Classic),HistoryOfUrdu Literature:Part-1	DSC	4+0+1	60	40	100	3
	126BAB01URDDSC02T	Prose (Classic & Modern), Poetry (Classic),Urdu Literature OfDakhani Aadil	DSC	4+0+1	60	40	100	3

		ShahiandQutubShahiera						
126BAB01URDOEC01T		UrduAdabAurDrama	OEC	4+0+0	60	40	100	3
126BAB01LANAEC07T		URDU	AEC	4+0+0	60	40	100	3
<b>19.ARABIC</b>								
126BAB01ARADSC01T		Prose (Classic & Modern), Poetry (Classic), History Of Arabi Literature:Chapter-1PreIslamicPeriod Unit I & II, Grammar	DSC	4+0+1	60	40	100	3
126BAB01ARADSC02T		Prose (Classic & Modern), Poetry (Classic), History Of Arabi Literature:Chapter-1PreIslamicPeriod Unit III& IV-ClassicProse, Grammar	DSC	4+0+1	60	40	100	3
126BAB01ARAOEC01T		IntroductionOfArabicLanguage	OEC	4+0+0	60	40	100	3
126BAB01LANAEC08T		ARABIC	AEC	4+0+0	60	40	100	3
<b>20.SANSKRIT</b>								
126BAB01SANDSC01T		Classical SanskritLiterature-Gadyakavya	DSC	3+0+0	60	40	100	3
126BAB01SANDSC02T		Padyakavya	DSC	3+0+0	60	40	100	3
126BAB01SANOEC01T		SamskrutaBhashaKalike	OEC	3+0+0	60	40	100	3
126BAB01LANAEC05T		SANSKRIT	AEC	4+0+0	60	40	100	3
<b>21.MARATHI</b>								
126BAB01MARDSC01T		Wangmayaprakar:Katha	DSC	4+0+0	60	40	100	3
126BAB01MARDSC02T		Wangmayaprakar : Kavya + Mudritashodhan	DSC	4+0+0	60	40	100	3
126BAB01MAROEC01T		MarathiSahityaAniNatak	OEC	4+0+0	60	40	100	3
126BAB01LANAEC06T		MARATHI	AEC	4+0+0	60	40	100	3
<b>22.MUSIC</b>								
126BAB01MUSDSC01T		HindustaniMusicTheory(TheoryIs Common For Vocal, SitarandTabla)	DSC	3+0+0	60	40	100	3
126BAB01MUSDSC02L		Course-2:Practical (ForVocal,SitarandTabla)	DSC	3+0+0	60	40	100	3
126BAB01MUSOEC01T		Vocal	OEC	3+0+0	60	40	100	3
126BAB01MUSOEC02T		Sitar						
126BAB01MUSOEC03T		Tabla						

Semester– II								
Sl. No.	CourseCode	TitleOfThe Course	Category OfCourse	Teaching Hrs/Week (L+T+P)	SEE	CIE	Total Marks	Credits
<b>1. POLITICALSCIENCE</b>								
1	126BAB02POLDSC03T	WesternPoliticalThought	DSC	3+0+0	60	40	100	3
2	126BAB02POLDSC04T	IndianNationalMovementAnd ConstitutionalDevelopment	DSC	3+0+0	60	40	100	3
3	126BAB02POLOEC02T	IndianPolity:IssuesAnd Concerns	OEC	3+0+0	60	40	100	3
<b>2. PSYCHOLOGY</b>								
1	126BAB02PSYDSC03T	FoundationsOfPsychology–II	DSC	4+0+0	60	40	100	4
2	126BAB02PSYDSC04L	Practical–I		0+0+4	25	25	50	2
3	126BAB02PSYOEC02T	PsychologyAndMentalHealth	OEC	3+0+0	60	40	100	3
<b>3. SOCIOLOGY</b>								
1	126BAB02SOCDSC03T	FoundationsOfSociologicalTheory	DSC	3+0+0	60	40	100	3
2	126BAB02SOCDSC04T	SociologyOfRuralLifeInIndia	DSC	3+0+0	60	40	100	3
3	126BAB02SOCOEC04T	SocietyThroughGenderLens	OEC	3+0+0	60	40	100	3
4	126BAB02SOCOEC05T	SocialDevelopmentInIndia						
5	126BAB02SOCOEC06T	SociologyOfHealthCare						
<b>4. CRIMINOLOGYANDFORENSICSCIENCE</b>								
1	126BAB02CRIDSC03T	CRIMINALISTICS	DSC	4+0+0	60	40	100	4
2	126BAB02CRIDSC04L	PRACTICAL-II		0+0+4	25	25	50	2
3	126BAB02CRIOEC03T	SOCIALPROBLEMSANDCRIME	OEC	3+0+0	60	40	100	3
4	126BAB02CRIOEC04T	FINGERPIRINTSCIENCE	OEC	3+0+0	60	40	100	3
<b>5. JOURNALISMANDMASSCOMMUNICATION</b>								
1	126BAB02JOU DSC03T	ComputerApplications For Media: Theory	DSC	4+0+0	60	40	100	4
2	126BAB02JOU DSC04L	Practical		0+0+4	25	25	50	2
3	126BAB02JOU OEC02T	PhotoJournalism	OEC	3+0+0	60	40	100	3
<b>6. AGRICULTUREMARKETING</b>								
1	126BAB02AGR DSC02T	BasicEconomicsII	DSC	4+0+2	60	40	100	6



2	126BAB02AGROEC04T	ContemporaryIndianEconomy	OEC	3+0+0	60	40	100	3
3	126BAB02AGROEC05T	SustainableDevelopment	OEC	3+0+0	60	40	100	3
4	126BAB02AGROEC06T	EconomicsOfBusinessEnvironment	OEC	3+0+0	60	40	100	3
<b>7. EDUCATION</b>								
1	126BAB02EDUDSC03T	Sociological Foundations Of Education	DSC	3+0+0	60	40	100	3
2	126BAB02EDUDSC04T	Psychological Foundations Of Education	DSC	3+0+0	60	40	100	3
3	126BAB02EDUOEC02T	ICTInEducation	OEC	3+0+0	60	40	100	3
<b>8. GEOGRAPHY</b>								
1	126BAB02GEODSC03T	IntroductionToClimatology	DSC	4+0+0	60	40	100	4
	126BAB02GEODSC04L	WeatherAnalysis		0+0+4	25	25	50	2
2	126BAB02GEOOEC05T	IntroductionToHumanGeography	OEC	3+0+0	60	40	100	3
	126BAB02GEOOEC06T	FundamentalsOfNaturalDisasters						
	126BAB02GEOOEC07T	ClimateChange:VulnerabilityAnd Adaptation						
	126BAB02GEOOEC08T	BasicsOfGIS						
<b>9. SOCIALWORK</b>								
1	126BAB02SOWDSC02T	Social Case Work(4) AlongWith Field Work Practice – II	DSC	4+0+0 2+0+0	60 25	40 25	100 50	6
2	126BAB02SOWOEC03T	BasicsOfPsychologyForSocial Work Practice	OEC	3+0+0	60	40	100	3
3	126BAB02SOWOEC04T	LifeSkillsEducation	OEC	3+0+0	60	40	100	3
<b>10.STATISTICS</b>								
1	126BAB02STADSC02T	ProbabilityAndDistributions Statistics For Economics	DSC	3+0+0	60	40	100	3
2	126BAB02STAOEC02T	StatisticalMethods	OEC	3+0+0	60	40	100	3
<b>11.ECONOMICS</b>								
1	126BAB02ECODSC03T	BasicEconomicsII	DSC	3+0+0	60	40	100	3
2	126BAB02ECODSC04T	KarnatakaEconomy	DSC	3+0+0	60	40	100	3
3	126BAB02ECOEC04T	ContemporaryIndianEconomy	OEC	3+0+0	60	40	100	3
4	126BAB02ECOEC05T	SustainableDevelopment	OEC	3+0+0	60	40	100	3
5	126BAB02ECOEC06T	EconomicsOfBusinessEnvironment	OEC	3+0+0	60	40	100	3
<b>12.HISTORY</b>								
1	126BAB02HISDSC03T	PoliticalHistoryOfKarnataka(CE-11 To CE 1750 )	DSC	2+1+0	60	40	100	3
2	126BAB02HISDSC04T	CulturalHeritageOfKarnataka	DSC	2+1+0	60	40	100	3
3	126BAB02HISOEC03T	Cultural HistoryOfKarnataka (CE11 To CE 1750 )	OEC	2+1+0	60	40	100	3

4	126BAB02HISOEC04T	Manuscriptology	OEC	2+1+0	60	40	100	3
<b>13.PHILOSOPHY</b>								
1	126BAB02PHIDSC05T	HETERODOX SYSTEMS OF INDIANPHILOSOPHY	DSC	3+0+0	70	30	100	3
2	126BAB02PHIDSC06T	MEDIEVAL WESTERN PHILOSOPHY	DSC	3+0+0	70	30	100	3
3	126BAB02PHIDSC07T	INDUCTIVELOGIC	DSC	3+0+0	70	30	100	3
4	126BAB02PHIDSC08T	INDIANEPISTEMOLOGY	DSC	3+0+0	70	30	100	3
5	126BAB02PHIOEC02T	CRITICAL THINKING AND DECISIONMAKING	OEC	3+0+0	70	30	100	3
<b>14.FOLKLORE</b>								
1	126BAB02FOLDSC03T	HistoryOfKarnatakaFolklore Studies	DSC	3+0+0	60	40	100	3
2	126BAB02FOLDSC04T	TheoriesOfFolklore-1	DSC	3+0+0	60	40	100	3
3	126BAB02FOLOEC02T	InterdisciplinaryInFolklore	OEC	3+0+0	60	40	100	3
<b>15.KANNADA</b>								
1	126BAB02KANDSC03T	ಮಧ್ಯಯುಗದಲಿಂಗನಕವನದಸಂಹಿತೆಯಚರಿತ್ರೆ	DSC	3+0+0	60	40	100	3
2	126BAB02KANDSC04T	ಮಧ್ಯಯುಗದಲಿಂಗನಕವನದಸಂಹಿತೆಯಪಠ್ಯಗಳಿ೩	DSC	3+0+0	60	40	100	3
3	126BAB02KANOEC02T	ಕನ್ನಡಕರದೀ೦ಬರಿ	OEC	3+0+0	60	40	100	3
<b>16.ENGLISH</b>								
1	126BAB02ENGDSC03T	Introduction ToPhoneticsAnd Linguistics	DSC	3+0+0	60	40	100	3
2	126BAB02ENGDSC04T	IndianWritingInEnglishPart-II (Post-Independence)	DSC	3+0+0	60	40	100	3
3	126BAB02ENGOEC02T	CriticalThinking	OEC	3+0+0	60	40	100	3
4	126BAB02LANAEC11T	GenericEnglish-II	AEC	3+0+0	60	40	100	3
<b>17.HINDI</b>								
1	126BAB02HINDSC03T	CollectionOfPoems	DSC	3+0+0	60	40	100	3
2	126BAB02HINDSC04T	FunctionalHindi	DSC	3+0+0	60	40	100	3
3	126BAB02HINOEC02T	SocialMediaAndHindi	OEC	3+0+0	60	40	100	3
4	126BAB02LANAEC12T	Collection Of Short Stories+Functional Hindi	AEC	3+0+0	60	40	100	3
<b>18.URDU</b>								
1	126BAB02URDDSC03T	Prose(Modern Andclassic) Historyof urdu language an literature:	DSC	4+0+1	60	40	100	3
2	126BAB02URDDSC04T	Prose(Modernandclassic), Historyof urdu humourand satire	DSC	4+0+1	60	40	100	3
3	126BAB02UEDOEC02T	IntroductionToUrduLiterature beginning Of Urdu Language	OEC	4+0+0	60	40	100	3
4	126BAB02LANAEC15T	Prose(Modern and classic),Poetry (Modern),Historyofurdu literature	AEC	4+0+0	60	40	100	3
<b>19.ARABIC</b>								

1	126BAB02ARADSC03T	Prose (ModernAndClassic),Qaseeda BurdaShareef1st-4thChapter,)History Of ArabicLiterature:Chapter-1 IslamicPeriod, Grammar.	DSC	4+0+0	60	40	100	3
2	126BAB02ARADSC04T	Prose(ModernAndClassic),QaseedaBurdaShareefHistory Of Arabic Literature, Grammar.	DSC	4+0+0	60	40	100	3
3	126BAB02ARAOEC02T	IntroductionToArabicLiterature	OEC	4+0+0	60	40	100	3
4	126BAB02LANAEC16T	Prose (Modern And Classic), Poetry Modern) , History Of Arabic Literature, Grammar	AEC	4+0+0	60	40	100	3
<b>20.SANSKRIT</b>								
1	126BAB02SANDSC03T	Champurkavya	DSC	3+0+0	60	40	100	3
2	126BAB02SANDSC04T	Nataka	DSC	3+0+0	60	40	100	3
3	126BAB02SANOEC02T	SamskrutaSubhashitaParichaya	OEC	3+0+0	60	40	100	3
4	126BAB02LANAEC13T	SanskritProseLiterature,Grammar and Translation	AEC	3+0+0	60	40	100	3
<b>21.MARATHI</b>								
1	126BAB02MARDSC03T	MarathiFineProse	DSC	4+0+0	60	40	100	3
2	126BAB02MARDSC04T	UpayojitMarathi/Patrarakrita	DSC	4+0+0	60	40	100	3
3	126BAB02MAROEC02T	Marathi Literature AndShortStories/Novels/Drama /Biography/Autobiography	OEC	4+0+0	60	40	100	3
4	126BAB02LANAEC14T	WangmayPrakar:Charitra/Atmacharitra+VyavaharikMarathi	AEC	4+0+0	60	40	100	3
<b>22.MUSIC</b>								
1	126BAB02MUSDSC03T	Hindustani Music Theory (Theoryiscommonforvocal, Sitarandtabla)	DSC	3+0+0	60	40	100	3
2	126BAB02MUSDSC04L	Practical (ForVocal,SitarAnd Tabla)	DSC	3+0+0	60	40	100	3
3	126BAB02MUSOEC02T	Vocal Sitar Tabla	OEC	3+0+0	60	40	100	3

**Programme Structure of B.A. I and II Semester**

<b>SEMESTER-I</b>										
Category	Coursecode	Title of the Paper	Marks			Teaching hours/week			Credit	Duration of exams (Hrs)
			IA	SEE	Total	L	T	P		
L1	126BAB01LANA EC01T	Kannada	40	60	100	4	-	-	3	2
	126BAB01LANA EC02T	Functional Kannada								
L2	126BAB01LANA EC03T	ENGLISH	40	60	100	4	-	-	3	2
	126BAB01LANA EC04T	HINDI								
	126BAB01LANA EC05T	SANSKRIT								
	126BAB01LANA EC06T	MARATI								
	126BAB01LANA EC07T	URDU								
	126BAB01LANA EC08T	ARABIC								
DSC1	126BAB01XXX DSC01T	XXX	40	60	100	4	-	-	4	2
	126BAB01XXX DSC02B	XXX	25	25	50	-	-	4	2	4
DSC1	126BAB01XXX DSC01T	XXX	40	60	100	4	-	-	4	2
	126BAB01XXX DSC02B	XXX	25	25	50	-	-	4	2	4
SEC1	126COM01XXX SE C01T	Digital Fluency	25	25	50	1	-	2	2	2
VBC1	126COM01XXX V BC01B	Yoga/Sports	25	-	25	-	-	2	1	-
VBC2	126COM01XXX V BC02T	Health & Wellness	25	-	25	-	-	2	1	-
OEC1	126BAB01XXX OEC01T	XXX	40	60	100	3		-	3	2
<b>TOTAL</b>					<b>700</b>	<b>SEMESTER CREDITS</b>			<b>25</b>	
<p>*XXX represents Discipline, *COM Common for all UG courses, *LAN Languages            Note: Students can select either Digital Fluency or Environmental Studies 126COM01XXXAEC01T</p>										

**SEMESTER-II**

Category	Coursecode	Titleofthe Paper	Marks			Teaching hours/week			Credit	Duration ofexams (Hrs)
			IA	SEE	Total	L	T	P		
L3	126BAB02LANA EC09T	Kannada	40	60	100	4	-	-	3	2
	126BAB02LANA EC10T	Functional Kannada								
L4	126BAB02LANA EC11T	ENGLISH	40	60	100	4	-	-	3	2
	126BAB02LANA EC12T	HINDI								
	126BAB02LANA EC13T	SANSKRIT								
	126BAB02LANA EC14T	MARATI								
	126BAB02LANA EC15T	URDU								
	126BAB02LANA EC16T	ARABIC								
DSC2	126BAB02XXX DSC01T	XXX	40	60	100	4	-	-	4	2
	126BAB02XXX DSC02T	XXX	40	60	100	4	-	-	4	2
DSC2	126BAB02XXX DSC01T	XXX	40	60	100	4	-	-	4	2
	126BAB02XXX DSC02T	XXX	40	60	100	4	-	-	4	2
AEC1	126COM01XXX AEC01T	Environmental Studies	25	25	50	1	-	2	2	2
VBC3	126COM02XXX VBC03B	Physical Education&Sports	25	-	25	-	-	2	1	-
VBC4	126COM02XXX VBC04B	NCC/NSS/R &R(S&G)/ Cultural	25	-	25	-	-	2	1	-
OEC2	126BAB02XXX OEC02T	XXX	40	60	100	3		-	3	2
<b>TOTAL</b>					<b>700</b>	<b>SEMESTER CREDITS</b>			<b>25</b>	
<p>*XXXrepresentsDiscipline,*COMCommonforallUGcourses,*LANLanguages            Note:StudentscanselcteitherDigitalFluencyorEnvironmentalStudies 126COM02XXXAEC01T</p>										



# BAGALKOTUNIVERSITY

MudholRoad,Jamkhandi-587301Dist.:Bagalkote

## PROGRAM/COURSESTRUCTUREANDSYLLABUS

As per the Choice Based Credit System (CBCS) designed in accordance with Learning Outcomes-Based Curriculum Framework(LOCF)ofNationalEducationPolicy(NEP)2020For Undergraduate Program in

### POLITICAL SCIENCE

(BA/BSc/BCom/BSW/BBA/BCAandotherfaculties)

AsperNEP 2020and adapted from RCU Belagavi applicablefrom the Academic Year 2023-24

## Program Objectives in Political Science

- To understand the importance of concepts in Political Science.
- To familiarize the students with the basic ideas, thoughts and theories in Political Science.
- To help them to understand and make distinction among Political Theory, Political Philosophy and Political Science and help them to understand the importance of these in the national and global contexts.
- To help them to understand the emergence and growth of modern States and give them an idea of their functioning and relate them to the political realities.
- To equip them to critically relate the theoretical aspects of Political Science to the socio economic and political realities of our times.
- 

## Program Learning Outcomes in Political Science:

At the end of the successful completion of the course, the students will be able to-

- Acquire domain knowledge.
- Study and analyze political contexts from critical and constructive perspective.
- Have a better understanding of the working of various political institutions including decentralized institutions, state legislatures and parliament and relate this functioning to the greater cause of nation building as a responsible citizen.
- Assess how global, national and regional development affects polity and society.
- To gain critical thinking and develop the ability to make logical inferences about socio-economic and political issues, on the basis of comparative and contemporary political discourses in India.
- Contemplate about national and international issues involving States having different political ideologies and historical contexts.
- Pursue higher education such as Post Graduate Studies and Research in Political Science and in other interdisciplinary areas to provide qualitative insights to create a better world.

# Proposed Structure for Political Science Discipline

<b>Semester I</b>				
<b>Course</b>	<b>Paper</b>	<b>Credits</b>	<b>No. of Teaching Hours/Week</b>	<b>Total Marks/ Assessment</b>
<b>DSC-1</b>	<b>Basic Concepts in Political Science</b>	<b>3</b>	<b>3</b>	<b>100(60+40)</b>
<b>DSC-2</b>	<b>Political Theory</b>	<b>3</b>	<b>3</b>	<b>100(60+40)</b>
<b>OE-1</b>	<b>Human Rights</b>	<b>3</b>	<b>3</b>	<b>100(60+40)</b>
<b>Semester II</b>				
<b>DSC-3</b>	<b>Western Political Thought</b>	<b>3</b>	<b>3</b>	<b>100(60+40)</b>
<b>DSC-4</b>	<b>Indian National Movement and Constitutional Development</b>	<b>3</b>	<b>3</b>	<b>100(60+40)</b>
<b>OE-2</b>	<b>Indian Polity: Issues and Concerns</b>	<b>3</b>	<b>3</b>	<b>100(60+40)</b>



# Model Curriculum

Name of the Degree Program: **BA/BSc/BCom/BBA/BCA... Without Practical Course**

Discipline Core: **Political Science**

Total Credits for the Program:

Starting year of implementation: **2021-22**

## Program Outcomes:

By the end of the program the students will be able to:

- Acquired domain knowledge.
- Study and analyze political contexts from critical and constructive perspective.
- Have a better understanding of the working of various political institutions including decentralized institutions, state legislatures and parliament and relate this functioning to the greater cause of nation building as a responsible citizen.
- Assess how global, national and regional development affect polity and society.
- To gain critical thinking and develop the ability to make logical inferences about socio-economic and political issues, on the basis of comparative and contemporary political discourses in India.
- Contemplate about national and international issues involving States having different political ideologies and historical contexts.
- Pursue higher education such as Post Graduate Studies and Research in Political Science and in other interdisciplinary areas to provide qualitative insight to create a better world.

## Assessment:

Weightage for assessments (in percentage)

Type of Course	Formative Assessment/IA	Summative Assessment
Theory	40	60=100
Practical	-	-
Projects	-	-
Experiential Learning (Internship etc.)	-	-

# Curriculum Structure for the Undergraduate Degree

## Program BA BSc/BCom/BBA/BCA

Total Credits for the Program:

Starting year of implementation: 2021-22

Name of the Degree Program: BA/BSc/BCom/BBA/BCA... Without Practical Course

Discipline/Subject: Political Science

### Program Articulation Matrix: Core Courses

This matrix lists only the core courses. Core courses are essential to earn the degree in that discipline/subject. They include courses such as theory, laboratory, project, internships etc. Elective courses may be listed separately

Semester	Title /Name Of the course	Program outcomes that the course addresses (not more than 3 per course)	Pre- requisite course(s)	Pedagogy##	Assessment\$
1	<b>Basic Concepts in Political Science</b>	1. Political Science, theoretically and will gain knowledge to explain and analyze politics at large. 2. The dynamics of politics. 3. To inculcate the democratic spirit.		The course shall be taught through the Bridge Courses, Lecture, Tutorial, Interactive	60+40=100

				Sessions, Self-guided Learning Materials, Open Educational Recourses (OER) as reference materials, Practical Exercises, Assignments, Seminars, Group Discussions and Week- end Counseling Classes.	
	<b>Political Theory</b>	<p>1. The nature and relevance of Political Theory.</p> <p>2. The different concepts like Liberty, Equality, Justice and Rights.</p> <p>3. To reflect upon some of the important debates in</p>		-do-	60+40=100

		Political Theory.			
2	<b>Western Political Thought</b>	<p>1. And get an introduction to the Schools of Political Thought and Theory making in the West.</p> <p>2. And introduce the richness and variations in the political perceptions of Western Thinkers.</p> <p>3. And familiarize themselves to the Thought and Theory of Western Philosophy.</p>		-do-	60+40=100
	<b>Indian National Movements And Constitutional Development</b>	<p>1. Understand how the colonial rule was overthrown by the Indian nationalists.</p> <p>2. Appreciate the ideals and values of Gandhi that resulted in freedom.</p> <p>3. Examine the problem of Independent India and the role played by great leaders in solving them.</p>		-do-	60+40=100

## Program Articulation Matrix: Elective Course

This matrix lists only the core courses. Core courses are essential to earn the degree in that discipline/subject. They include courses such as theory, laboratory, project, internships etc. Elective courses may be listed separately

Semester	Title /Name Of the course	Program outcomes that the course addresses (not more than 3 per course)	Pre- requisite course(s)	Pedagogy##	Assessment\$
1	Human Rights	<p>1. Explain the basic concept of Human Rights and its various formulations.</p> <p>2. Have necessary knowledge and skills for analyzing, interpreting, and applying the Human Rights standards and sensitize them to the issues.</p> <p>3. Develop ability to critically Analyse Human Rights situations around them</p>		<p>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,</p>	60+40=100

				Assignments, Seminars, Group Discussions and Week- end Counseling Classes.	
2	Indian Polity: Issues and Concerns	<p>1. Understand the reasons behind the causes of these issues and also the constitutional provisions that existed.</p> <p>2. Familiarize with the debates that emerged.</p> <p>3. Be able to suggest the measures to control such issues.</p>			60+40=100

# SEMESTER-I

## BASIC CONCEPTS IN POLITICAL SCIENCE

### DSC-1

<b>Course Title: BASIC CONCEPTS IN POLITICAL SCIENCE</b>	
<b>Course Code: -126BAB01POLDSC01T</b>	
Total Contact Hours: <b>45</b>	Course Credits: <b>3</b>
No. of Teaching Hours/Week: <b>3</b>	Duration of ESA/Exam: <b>2 Hours</b>
Formative Assessment Marks: <b>40</b>	Summative Assessment Marks: <b>60+40=100</b>

**Course Objective:**

Develop an understanding about the nature and philosophy of Political Science and its interface with society. Enable the students to develop qualities of responsible and active citizens in a democracy.

**Learning Outcome:**

At the end of the course the students shall understand-

- Political Science, theoretically and will gain knowledge to explain and analyze politics at large.
- The dynamics of politics.
- To inculcate the democratic spirit.

Unit	Contents of Course-1	45 Hours
<b>Unit-I</b>	<p><b>Chapter -1</b> Meaning, Nature, Scope and Importance of Political Science, Approaches to the study of Political Science (Traditional and modern).</p> <p><b>Chapter- 2</b> Meaning, Definitions and Elements of State, Theories of State- Idealist Theory, Liberal, Neo-Liberal Theory, Marxist and Gandhian Theory of State</p> <p><b>Chapter-3</b> Civil Society- Meaning and Importance.</p>	<b>15 Hours</b>
<b>Unit-II</b>	<b>Chapter-4</b> Meaning, Characteristics and Kinds of	<b>15 Hours</b>



	Sovereignty and Law <b>Chapter-5</b> Theories of Sovereignty-Monistic, Pluralistic, Historical, Philosophical, Challenges to the State Sovereignty in the age of Globalization.	
<b>Unit- III</b>	<b>Chapter-6</b> Liberty: Meaning and Kinds; Positive and Negative <b>Chapter-7</b> Equality: Meaning and Kinds (Social, Economic and Political) <b>Chapter-8</b> Power and Justice: Meaning and kinds, Political Obligation: Meaning and Importance	<b>15 Hours</b>

**Exercise:**

1. List out the modern elements of State
2. List out the countries and identify the issues related to equality
3. Identify an issue and discuss the role of civil society

**Suggested Readings:**

1. Political Theory: Ideas & Concepts, S. Ramswamy, Delhi, Macmillan, 2002.
2. Modern Political Theory, S.P. Verma, New Delhi, Vikas, 1983.
3. Principles of Modern, Political Science, J.C. Johri, Sterling Publishers Pvt. Ltd. 1995.
4. Principles of Political Science, A.C. Kapur, New Delhi, Sultan Chand and Sons, 2004.
5. Principles of Political Science, N.N. Agarwal, Vidya Bhushan, Vishnu Bhawan, R. Chand & Co, New Delhi, 1998.
6. Political Science Theory, S.C. Pant, Prakashan Kendra, Lucknow, 1998.
7. Political Science Theory, S.N. Dubey, Lakshmi Narain Agarwal, Agra, 2002.
8. Principle of Modern Political Science, J.C. Johari, Sterling Publications, New York, 2009.
9. Principles of Political Science, Anup Chand Kapur, S. Chand & Co Ltd, 2010.
10. Political Theory and Socio-Political Philosophy, J.C. Johari, Sterling Publication Ltd., New Delhi, 2020
11. Politics, Andrew Heywood, Palgrave Foundation, New York, 1997
12. Rajakeeya Sidhant, Meena Deshpande & Dattatrey, Benaluru

## Pedagogy:

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

<b>Formative Assessment</b>	
<b>Assessment Occasion/type</b>	<b>Weightage in Marks</b>
Assessment Test-1	10
Assessment Test-2	10
Seminar/Presentation/Fieldwork/Projectwork	10
Assignment	5
Attendance	5
<b>Total</b>	<b>40</b>

# POLITICAL THEORY

## DSC-2

<b>Course Title: POLITICAL THEORY</b>	
<b>Course Code: -126BAB01POLDSC02T</b>	
Total Contact Hours: <b>45</b>	Course Credits: <b>3</b>
No. of Teaching Hours/Week: <b>3</b>	Duration of ESA/Exam: <b>2 Hours</b>
Formative Assessment Marks: <b>40</b>	Summative Assessment Marks: <b>60+40=100</b>

### Course Outcome:

This course aims to introduce certain key aspects of conceptual analysis in political theory and the skills required to engage in debates surrounding the application of the concepts.

### Learning Outcomes:

At the end of the course the students shall understand-

- The nature and relevance of Political Theory.
- The different concepts like Liberty, Equality, Justice and Rights.
- To reflect upon some of the important debates in Political Theory.

Unit	Contents of Course-2	45 Hours
<b>Unit-I</b>	<b>Chapter-1</b> Meaning, Nature and Importance of Political Theory, Traditional Approaches to Political Theory- Normative, Historical, Philosophical. <b>Chapter-2</b> Modern Approaches- Behavioral, Post-Behavioral, David Easton's Political System and Marxian Approach <b>Chapter-3</b> Relevance, Decline and Resurgence of Political Theory	<b>15 Hours</b>
<b>Unit-II</b>	<b>Chapter-4</b> Liberalism: J. S Mill <b>Chapter-5</b> Neo-Liberalism: Rawls	<b>15 Hours</b>

<b>Unit- III</b>	<p><b>Chapter-6</b> Communitarianism and Multiculturalism: Indian perspective, Colonial Discourse and Post Colonialism.</p> <p><b>Chapter-7</b> Proponents of Secularism—Nehru, Gandhi</p> <p><b>Chapter-8</b> Models of Democracy: Classical Democracy, Developmental Democracy and Participatory Democracy</p>	<b>15 Hours</b>

### Exercise:

- Write about the Myth and Reality on Communitarianism in India
- Compare the concept of Liberty, Equality and Justice to the Modern world
- Write the understanding of secularism in India

### Suggested Readings:

1. Ahmed.V, Theory: Classes, Nations Literatures. Verso, London, 1992.
2. Arendt.H., On Revolution, Viking, New York, 1963
3. Ashcroft.B, The Post-Colonial Studies Reader, Routledge London, 1995
4. Bryson.V, Feminist political Theory, Macmillan, London, 1992.
5. Christopher Butler. Postmodernism: A Very Short Introduction, OUP Oxford, 2002.
6. Christopher Norris, the Truth about Postmodernism. Wiley-Blackwell, New Jersey, 1993.
7. Connolly.W, Identity/Difference: Democratic Negotiations, Cornell University Press, NY, 1991.
8. Edward Said Orientalism, Pantheon Books, New York, 1978.
9. Elshtain.J. B, Public Man, Private Man: women in Social and Political Thought, Princeton University Press, Princeton NJ, 1981.
10. Fanon.F. Black Skin, white Masks, translated by C.L. Markham, Grove Press, New York, 1967.
11. Jean-François Lyotard. The Postmodern Condition—A Report on Knowledge. Paris: Minuit, 1979.
12. Balagangadhara, S.N., and Jakob De Roover, “The Secular State and “Religious Conflict: Liberal neutrality and the Indian Case of Pluralism”. The Journal of Political Philosophy 15, no. 1: 67-92, 2007.

13. Bhargava, Rajeev. Ed. Secularism and Its Critics, Oxford University Press, New Delhi, 1998.
14. Veena Das, Dipankar Gupta and Patricia. Eds. Tradition, Pluralism and Identity, Uberoi New Delhi, 1999.
15. Nehru, Jawaharlal. 1946. The Discovery of India. Jawaharlal Nehru Memorial Fund, Oxford University Press, New Delhi, 1988.
16. Rochana Bajpai, The conceptual vocabularies of secularism and minority rights in India, Journal of Political Ideologies, 2002.
17. ರೋಷಿಣಿ ಮಠುರಾ, ಮಹಿಮಾ ಮತ್ತು ಸದಾಶಿವನಿರೂಪಣೆ, ಪಿ.ಎಚ್.ಎಸ್. 9ನೇ ವರ್ಷ, ಧರ್ಮಶಾಸ್ತ್ರ, 79ನೇ ಸಂ. 02ನೇ ಸಂಚಿಕೆ, 2016

### Pedagogy:

The course shall be taught through the Bridge Courses, Lecture, Tutorial, Interactive Sessions, Self-guided Learning Materials, Open Educational Resources (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/Projectwork	10
Assignment	5
Attendance	5
<b>Total</b>	<b>40</b>

**SEMESTER-II**  
**WESTERN POLITICAL THOUGHT**

<b>Course Title: WESTERN POLITICAL THOUGHT</b>	
<b>Course Code: -126BAB02POLDSC03T</b>	
Total Contact Hours: <b>45</b>	Course Credits: <b>3</b>
No. of Teaching Hours/Week: <b>3</b>	Duration of ESA/Exam: <b>2 Hours</b>
Formative Assessment Marks: <b>40</b>	Summative Assessment Marks: <b>60+40=100</b>

**Course Objective:** The Syllabus is designed to understand Political Philosophy, traditions that evolved in Europe from Ancient to the beginning of modern era. To examine the contributions of the Greek, Medieval and early Modern thinker's Philosophical thought.

**Learning Outcomes:**

At the end of the course the students shall understand-

- And get an introduction to the Schools of Political Thought and Theory making in the West.
- And introduce the richness and variations in the political perceptions of Western Thinkers.
- And familiarize themselves to the Thought and Theory of Western Philosophy.

Unit	Contents of Course-3	45 Hours
<b>Unit-I</b>	<p><b>Chapter -1</b> Salient Features of the Greek Political Thought, <b>Plato:</b> Theory of Justice, Philosopher King, <b>Aristotle:</b> State and Its Classification, Theory of Revolution</p> <p><b>Chapter -2</b> Salient Features of Medieval-Political Thought</p> <p><b>Chapter-3</b> <b>St. Thomas Aquinas:</b> Church v/s State, <b>St. Augustine:</b> Theory of Two Swords, <b>Machiavelli:</b> On Politics and State Craft, Views on ends and means</p>	<b>15 Hours</b>

<b>Unit-II</b>	<b>Chapter -4 Hobbes:</b> TheoryofSovereignty, <b>Locke:</b> Social Contractand Theory of Government, Tolerance; <b>Rousseau:</b> SocialContract,GeneralWill	<b>15 Hours</b>
	<b>Chapter-5Bentham:</b> TheoryofUtilitarianism <b>Chapter-6J.S.Mill:</b> ViewsonLiberty	
<b>Unit- III</b>	<b>Chapter-7A.Hegel-</b> DialecticalMaterialism <b>B.KarlMarx-</b> Classlessandstatelessociety <b>Chapter-8JurgenHabermas-</b> Communicativeaction, Theoryof truth and knowledge <b>Chapter-9HannahArendt-</b> TheoryofAction, Modernity, Conception of Citizenship.	<b>15 Hours</b>

### Exercise:

- CompareGreekStatewiththeRomanstateandmake points
- ImaginethepresentsituationwiththatofContractualist"sSocialContract Theoryand write thesummary
- Canwehaveaclasslessocietyinthemodern world?Comment

### Suggested Readings:

1. A.Hacker,PoliticalTheory:Philosophy,Ideology,ScienceNewYork,Macmillan,1961.
2. G.H.Sabine.AHistoryofPolitical Theory.NewDelhi:OxfordandIBH,1937.
3. C.L.Wayper.PoliticalThought.Bombay:B.I. Publications,1977.
4. ErnestBarker,GreekPoliticalTheory:Plato andhisPredecessors.London: Metheun & Co.,1970.
5. M.Butterfield,theStateCraft ofMachiavelli, NewYork: TheMacmillanCompany,1956.
6. O.P.Bakshi;PoliticsandPrejudice:NotesonAristotle"sPoliticalTheory.Delhi: The DelhiUniversityPress,1975.
7. M.A.Shepard, "Sovereignty atthe Crossroads:A Studyof Bodin", Political Science QuarterlyXLV, pp.580-603.
8. L.Colleti. FromRousseautoLenin.NewDelhi:OxfordUniversityPress,1969.
9. G.H.Sabine.AHistoryofPolitical Theory.NewDelhi:J.L.Thorson,Oxford andIBH, 1937.
10. C.E.Vanghan.ThePoliticalWritingsofJeanJacquesRousseau, 2Vols.New York,JojnWiley, 1962.
11. C.L.Wayper,PoliticalThought.Bombay:B.I.Publication,1977.
12. H.Warrender.ThePoliticalPhilosophyofHobbes:HisTheoryofObligation,

Oxford:ClarendonPress,1957.

13. A.Hacker,PoliticalTheory:Philosophy,IdeologyScience.NewYork:Macmillan,1961.

14. D.BoucherandP.Kelly,(eds),„PoliticalThinkers:FromSocratestothePresent“,  
Oxford,OxfordUniversityPress.2009

15. J.Coleman,„aHistoryof PoliticalThought: FromAncient Greece to Early  
Christianity,Oxford, Blackwell Publishers, 2000.

16. Mukherjee,Subrato and Susheela Ramaswamy, „History ofpoliticalThought:  
Plato toMarx“, PHI Publishers, New Delhi, 2011.

17. A.SkobleandT.Machan,„PoliticalPhilosophy:EssentialSelections“,NewDelhi,  
PearsonEducation,2007.

### **Pedagogy:**

The course shall be taught through the Bridge Courses, Lecture, Tutorial, Interactive Sessions, Self-guided Learning Materials, and Open Educational Recourses (OER) as referencematerials,PracticalExercises,Assignments,Seminars,GroupDiscussionsand Week-end Counseling Classes.

<b>FormativeAssessment</b>	
<b>AssessmentOccasion/type</b>	<b>Weightagein Marks</b>
AssessmentTest-1	10
AssessmentTest-2	10
Seminar/Presentation/Fieldwork/Projectwork	10
Assignment	5
Attendance	5
<b>Total</b>	<b>40</b>



**INDIANATIONALMOVEMENTANDCONSTITUTIONALDEVELOPMENTDSC-4**

<b>CourseTitle:INDIANNATIONALMOVEMENTANDCONSTITUTIONAL DEVELOPMENT</b>	
<b>CourseCode:-126BAB02POLDSC04T</b>	
TotalContactHours: <b>45</b>	CourseCredits: <b>3</b>
No.ofTeachingHours/Week: <b>3</b>	DurationofESA/Exam: <b>2Hours</b>
FormativeAssessmentMarks: <b>40</b>	SummativeAssessmentMarks: <b>60+40=100</b>

**CourseObjective:**

- To familiarize the students with the ideas of Nationalism and contemplate on how colonial rule was overthrown by the Indian Nationalists.
- To acquaint the students with the problems of Independent India.
- To enable the students to understand the role of India in World affairs and the contributions of great men towards freedom.

**LearningOutcome:**

At the end of the course the students shall-

- Understand how the colonial rule was overthrown by the Indian nationalists.
- Appreciate the ideals and values of Gandhi that resulted in freedom.
- Examine the problem of Independent India and the role played by great leaders in solving them.

<b>Unit</b>	<b>ContentsofCourse-4</b>	<b>45Hours</b>
<b>Unit-I</b>	<b>Chapter-1</b> Indian National Movement: The Liberal, The Extremist and Revolutionary Phase  <b>Chapter-2</b> The Gandhian Phase: Non-Cooperation movement  <b>Chapter-3</b> Civil Disobedience Movement and the Quit India Movement.	<b>15Hours</b>

<b>Unit-II</b>	<p><b>Chapter-4</b> Morley-Minto Reform Act of 1909, Montague Chelmsford Act of 1919: main provisions and Dyarchy</p> <p><b>Chapter-5</b> Government of India Act of 1935: main provisions</p> <p><b>Chapter-6</b> Indian Independence Act of 1947: main provisions, Cabinet Mission Plan</p>	<b>15Hours</b>
<b>Unit-III</b>	<p><b>Constituent Assembly Debates on</b></p> <p><b>Chapter-7</b> Citizenship State Structure</p> <p><b>Chapter-8</b> Language and Union of States</p> <p><b>(The above three should be discussed in the context of Constituent Assembly Debates)</b></p>	<b>15Hours</b>

#### Exercise:

- Think over a situation in India and identify at least two political and socio-economic conditions that are present and two that are not present in Indian democracy
- List out in a table giving some democratic roles of a citizen, explore yourself how democratic you are.
- Write some good qualities required in a citizen

#### Suggested Readings

1. Bandopadhyay, S. From Plassey to Partition: A History of Modern India. New Delhi: Orient Longman, 2004.
2. Thapar, R. „Interpretations of Colonial History: Colonial, Nationalist, Post-colonial“, in De Souza, P.R. (ed.) Contemporary India: Transitions. New Delhi: Sage Publications, 2000.
3. Sarkar, S. Modern India (1885-1947). New Delhi: Macmillan, 1983.
4. Jalal, A. and Bose, S. Modern South Asia: History, Culture, and Political Economy. New Delhi: Oxford University Press, 1997.
5. Smith, A.D. Nationalism. Cambridge: Polity Press, 2001.
6. Islam, S. „The Origins of Indian Nationalism“, in Religious Dimensions of Indian Nationalism. New Delhi: Media House, 2004.

7. Chatterjee, P. „A Brief History of Subaltern Studies“, in Chatterjee, Partha Empire&Nation:EssentialWritings(1985-2005).NewDelhi:PermanentBlack, 2010.

8. Mani, B.R. Debrahmanising History, Dominance and Resistance in Indian Society. NewDelhi: Manohar Publishers, 2005.

**Pedagogy:**

The course shall be taught through the Bridge Courses, Lecture, Tutorial, Interactive Sessions, Self-guided Learning Materials, Open Educational Recourses (OER)as referencematerials,PracticalExercises,Assignments,Seminars,GroupDiscussions and Week-end Counseling Classes.

<b>FormativeAssessment</b>	
<b>AssessmentOccasion/type</b>	<b>Weightagein Marks</b>
AssessmentTest-1	10
AssessmentTest-2	10
Seminar/Presentation/Fieldwork/Projectwork	10
Assignment	5
Attendance	5
<b>Total</b>	<b>40</b>

**I Semester B. A. Degree Model Question Paper 2021 POLITICAL  
SCIENCE**

Introduction to Political Science (DSC) Regular

**Time: 2 Hours**

**Maximum Marks**

**60**

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

**PART A**

Note: Answer any five questions in 100 words each. All questions carry equal marks.

5x5=25

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

**PART B**

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

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

**PART C**

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

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



# BAGALKOT UNIVERSITY

Mudhol Road, Jamkhandi-587301 Dist.: Bagalkote

**PROGRAM/COURSE STRUCTURE AND SYLLABUS**

**As per the Choice Based Credit System (CBCS) designed in  
accordance with**

**Learning Outcomes-Based Curriculum Framework (LOCF)  
of National Education Policy (NEP) 2020 for**

**Undergraduate Program in**

**PSYCHOLOGY**

**As per NEP 2020 and adapted from RCU Belagavi applicable from the**

**Academic Year 2023-24**

# PROGRAM OUTCOMES

**By the end of the program the students will be able to:**

1. Gain in-depth knowledge regarding the scientific and humanistic study of the complexities of human mind and behaviour;
2. Acquire knowledge of basic psychological concepts and methods, and develop ability to appreciate the challenges in field settings;
3. Develop cognitive, affective and behavioural abilities so that they develop as responsible psychology professionals and researchers;
4. Acquire basic skills in major areas of application (e.g. psychological testing, experimentation, counselling, interviewing, developing psychological tools, behaviour modification, data analysis, report writing);
5. Promote self-understanding, reflexivity and personal growth by understanding the complexities of self and human relationships and how they make each other up;
6. Develop a strong sense of ethical and moral aptness in general and in the context of learning and its assessment in particular;
7. Master the basic reflective, analytical, scientific writing, computational and communicative competencies; and
8. Develop respect for social diversity and increasing social and cultural relevance of learning.

## PROGRAM ARTICULATION MATRIX

Semester	Title/Name of the course	Program outcomes that the course addresses	Pedagogy	Assessment Marks
I	Foundations of Psychology-I	<ul style="list-style-type: none"> <li>- The students will be able to understand the fields and methods of Psychology</li> <li>- They will be able to effectively use memory techniques in learning and remembering</li> </ul>	<ul style="list-style-type: none"> <li>- Lecture</li> <li>- Assignment</li> <li>- Individual and Group Discussion</li> <li>- Casestudy</li> <li>- Projectbased learning</li> </ul>	<b>1. IA=40</b> 1 <sup>st</sup> Test =10 2 <sup>nd</sup> Test = 10 Seminar / Presentation / Activity = 10 Case Study / Assignment/Field Work / Project Work, etc. = 10 <b>Total=40</b>  <b>2. Sem.EndExam= 60 marks</b>  <b>Total(40+60)=100</b>
I	Practical-I	The students will be able to assess different psychological phenomena like i. perception, ii. attention, iii.memory, and iv. Illusions.	<ul style="list-style-type: none"> <li>- Conducting experiments</li> <li>- applying statistics</li> <li>- individual and groups discussions</li> <li>- arriving at conclusion</li> <li>- Lecture</li> <li>- Demonstration</li> </ul>	<b>1. IA =25</b> <b>2. Exam=25</b> a. Plan&procedure =05 b. Conducting one experiment =05 c. Results and discussion =05 d. Viva =05 e. Statistics =05 <b>Total(25+25)=50</b>
II	Foundations of Psychology-II	<ul style="list-style-type: none"> <li>- Students will be able to understand the Cognitive Processes</li> </ul>	<ul style="list-style-type: none"> <li>- Lecture</li> <li>- Assignment</li> <li>- Individual and</li> </ul>	<b>1.IA=40</b> 1 <sup>st</sup> Test =10 2 <sup>nd</sup> Test =10

		- Students will be able to apply the knowledge of Psychology in everyday life	Group Discussion - Case study - Project based learning	Seminar / Presentation / Activity = 10 Case Study / Assignment / Field Work / Project Work, etc. = 10 <b>Total=40</b> <b>2.Sem.EndExam =60marks</b> <b>Total(40+60)=100</b>
II	Practical–II	The students will be able to assess different psychological phenomena like 1. Emotion 2. Motivation 3. Intelligence 4. Thinking & Reasoning.	- Conducting experiments - applying statistics - individual and group discussions - arriving at conclusion - Lecture - Demonstration	<b>1. IA =25</b> <b>2. Exam=25</b> a. Plan & procedure=05 b. Conducting one experiment =05 c. Results and discussion =05 d. Viva =05 e. Statistics =05 <b>Total(25+25)=50</b>

## ASSESSMENT METHODS

Type of Course	Formative Assessment/IA	Summative Assessment
Theory	<b>40(40%)</b>	<b>60(60%)</b>
Practical	<b>25(50%)</b>	<b>25(50%)</b>
Projects	--	--
Experiential Learning (Internships/Social Work Practicum etc.)	--	--



### **Evaluation process of I A marks shall be as follows:**

- a) The first component (C1) of assessment is for 20% marks. This shall be based on test, assignment, seminar, case study, fieldwork, project work etc. This assessment and score process should be completed after completing 50% of syllabus of the course/s and within 45 working days of semester program.
- b) The second component (C2) of assessment is for 20% marks. This shall be based on test, assignment, seminar, case study, field work, internship / industrial practicum / project work etc. This assessment and score process should be based on completion of remaining 50 percent of syllabus of the courses of the semester.
- c) During the 17<sup>th</sup>– 19<sup>th</sup> week of the semester, a semester end examination shall be conducted by the University for each course. This forms the third and final component of assessment (C3) and the maximum marks for the final component will be 60%.
- d) In case of a student who has failed to attend the C1 or C2 on a scheduled date, it shall be deemed that the student has dropped the test. However, in case of a student who could not take the test on scheduled date due to genuine reasons, such a candidate may appeal to the Program Coordinator / Principal. The Program Coordinator / Principal in consultation with the concerned teachers shall decide about the genuineness of the case and decide to conduct special test to such candidate on the date fixed by the concerned teacher but before commencement of the concerned semester end examinations.
- e) For assignments, tests, case study analysis etc., of C1 and C2, the students should bring their own answerscripts (A4 size), graph sheet etc., required for such tests/assignments and these be stamped by the concerned department using their department seal at the time of conducting tests / assignment / work etc.
- f) 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 for theory component are as follows:

<b>Activities</b>	<b>C1</b>	<b>C2</b>	<b>Total Marks</b>
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%

For practical course of full credits, Seminar shall not be compulsory. In its place, marks shall be awarded for Practical Record Maintenance. (the ratio is 50%:50%)

Conduct of Seminar, Case study/Assignment, etc. can be either in C1 or in C2 component at the convenience of the concerned teacher.

## COURSE-WISE SYLLABUS

### Semester I

#### PART A: THEORY COMPONENT

<b>Course Title: Foundations of Psychology – I (DSCCA1)</b>	
<b>Course Code: -126BAB01PSYDSC01T</b>	
Total Contact Hours: 56 (04 hours per week)	Course Credits: 04
Formative Assessment Marks: 40	Summative Assessment Marks: 60

#### Course Outcome:

- The students will be able to understand the fields and methods of Psychology
- They will be able to effectively use memory techniques in learning and remembering
- They will be able to assess various psychological phenomena

#### **UNIT – I: GENESIS AND GOALS OF PSYCHOLOGY (12 hours)**

Psychology: Emergence and Development; Definition and Importance of Psychology.

Perspectives: Psychodynamic, Behavioural, Humanistic, Biological and Cognitive

Psychology as Basic Science: General, Bio-Physiological, Social, Child, Developmental, Abnormal and Cognitive Psychology

Psychology as Applied Science: Educational, Clinical, Industrial, Sports and Military psychology

Methods of Psychology: Introspection, Observation, Experimental, Clinical and Survey Method

Goals of Psychology: Understanding, Describing, Predicting and Control of Behaviour.

#### **UNIT – II: BIOLOGY AND BEHAVIOUR (12 hours)**

Neuron: Structure and functions; Neural impulse; Synapse and Neurotransmitters

Nervous system: Structure and Functions of Central nervous system and Peripheral nervous system

Methods of Studying Brain Functions: Chemical and stimulation method.

Endocrine system: Functions and Effects: Pituitary, Thyroid, Parathyroid, Adrenal and Gonads

### **UNIT-III: SENSATION, ATTENTION AND PERCEPTION (14 hours)**

Sensation: Definition and Characteristics; Types of Senses and Receptors involved in each Sensation.

Attention: Meaning and Phenomena (Span of Attention, Division of Attention, Fluctuation and Distraction), Determinants: Objective and Subjective.

Perception: Meaning and Characteristics, Gestalt Laws of Perceptual Organization.

Errors in Perception: 1) Illusion: Horizontal & Vertical, Muller-Lyer and Illusion of Movement. 2) Hallucination: Visual, Auditory and Tactile.

### **UNIT-IV: LEARNING AND MEMORY (18 hours)**

Introduction: Definition, Factors influencing Learning: Motivation, Reinforcement and Association.

Theories of Learning: Trial and Error Learning: Experiment and Laws. Classical Conditioning: Experiment and Laws of Extinction, Spontaneous Recovery, Generalization.

Operant Conditioning: Experiment (experiment on Pigeons) Reinforcement, Schedules of Reinforcement, Cognitive Learning: Insightful (Kohler).

Memory: Basic Processes - Encoding, Storage and Retrieval; Types of Memory: Sensory Memory, Short-Term Memory, Long-Term Memory, Working Memory, Semantic Memory.

Techniques to improve Memory: Mnemonics, Chunking, SQ3R (Survey, Question, Read, Recite and Review); Forgetting: Nature and Causes of Forgetting.

#### **Text Books:**

- Robert Feldman. (2011). *Essential of Understanding Psychology* (10th Edition)
- Morgan, C. T., King, R. A., Weiss, J. R. & Schopler, J. (2012). (Latest Edition). *Introduction to Psychology*. Tata McGraw Hill Education Pvt. New Delhi
- Nataraj, P. (latest edition). *Psychology for Beginners*. Mysore: Srinivasapublication
- Parameshwaran, E. G., & Beena, C. (2010). *An Invitation to Psychology*, Neelkamal Pvt. Ltd. Hyderabad

### BooksforReference:

- MangalS.K.(2000).GeneralPsychology.New Delhi: SterlingPublishers Pvt.Ltd
- ShashiJain(Latestedition).IntroductiontoPsychology.NewDelhi:KalyaniPublishers
- Rajamanickam,M.(2008).ModernGeneralPsychology.Vol1&2.Concept Publisher.NewDelhi

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

<b>FormativeAssessment</b>	
<b>AssessmentOccasion /Type</b>	<b>WeightageinMarks(40)</b>
1 <sup>st</sup> IA Test	10
2 <sup>nd</sup> IA Test	10
Seminars/Presentations /Activity	10
CaseStudy/Assignment/FieldWork/ProjectWork,etc.	10
<b>Total</b>	<b>40</b>

## PART B: PRACTICAL COMPONENT

Course Title: Practical-I (DSCCA1)	
Course Code: -126BAB01PSYDSC02L	
Total Contact Hours: 56 (04 Hours per week)	Course Credits: 02
Formative Assessment Marks: 25	Summative Assessment Marks: 25

**Course Outcomes:** The students will be able to:

- Conduct experiments
- Learn and apply the statistics for data interpretation
- Do individual and group discussions
- Measure various psychological phenomena

### Minimum 5 practicals to be conducted

1. Directed observation on the accuracy of report
2. Colour blindness
3. Localization of sound
4. Mapping of colour zones
5. Seton attention
6. Bilateral transfer of training
7. Muller-Lyer illusion
8. Meaning on retention
9. Retroactive inhibition
10. Proactive inhibition
11. Span of attention

### STATISTICS (Compulsory)

- Grouping of Data: Tabulation and frequency distribution
- Measures of Central tendency: Mean and Median for Grouped and Ungrouped data

**Practical Batches:** 10 students per batch

**For Exam** : 10 students per batch

**Pedagogy:** Pedagogy includes lecture, active learning, problem solving learning, case studies, self demonstration, discussion methods

**Mark: 25 marks for semester end examination + 25 marks for Journal records as an internal assessment (Total 50 Marks)**

<b>25 marks for exam:</b> Plan and procedure	05
Conducting one experiment	05
Results and discussion	05
Viva	05
<u>Statistics</u>	<u>05</u>
<b>Total</b>	<b>25</b>

## Semester II

### PART A: THEORY COMPONENT

<b>Course Title: Foundations of Psychology – II (DSCCA2)</b>	
<b>Course Code: -126BAB02PSYDSC03T</b>	
Total Contact Hours: 56 (04 hours per week)	Course Credits: 04
Formative Assessment Marks: 40	Summative Assessment Marks: 60

#### Course Outcome:

- Students will be able to understand the Cognitive Processes
- Students will be able to apply the knowledge of Psychology in everyday life
- Students will be able to assess various psychological processes such as emotion, motivation, intelligence and personality

#### UNIT-I: EMOTION (12 Hours)

Definition and Characteristics of Emotions, Types of Emotions - Primary and Secondary.  
Enhancing Positive Emotions.

Theories of Emotions: James-Lange and Cannon-Bard.

Changes accompanying Emotions: Physical, Physiological and Psychological, Physiological basis of Emotions

Measurement of Emotions and Emotional Intelligence.

#### UNIT-II: MOTIVATION (14 Hours)

Meaning, Definition and Motivation Cycle.

Maslow's Theory of Motivation; Physiological motives: Hunger, Thirst, Sex, Sleep and Maternal; Psychosocial motives: Affiliation, Achievement, Power and Aggression.  
Actualizing Self.  
Strategies to Enhance Motivation.

#### UNIT-III: INTELLIGENCE, MENTAL ABILITY (Thinking & Reasoning)

(18 Hours)

Intelligence: Meaning and definition, factors influencing intelligence; Theories: Spearman, Thurstone.

Distribution of Intelligence: Concept of IQ, Mentally-gifted (Genius) and Mentally Challenged (APA classification); Measurement of Intelligence: Tests: Verbal, Non-Verbal and Performance tests, Power and Speed tests, Individual and Group tests, Culture Fair and Culture Free Tests

Thinking: Nature and Definitions; types of thinking: Convergent and Divergent thinking, language and thought; Concept Formation.

Divergent

Mental Ability and Reasoning: Inductive Reasoning and Deductive Reasoning, Problem-solving, Coding and Decoding; Decision-making; Creative thinking.

#### **UNIT-IV: PERSONALITY (12 Hours)**

Meaning and Definitions; Approaches: Freud's Psychodynamic, Cattell's Trait Approach, Bandura's Social learning,

Types of Personality: Sheldon, Jung, Type A, B, C and D

Assessment of Personality: Objective methods (Rating Scales, Inventories, Interview, Projective and Behavioural Tests (Rorschach's, TAT and CAT: Nature, merits and demerits of each method)

#### **Text Books:**

- Morgan, King, Weisz and Schopler (Latest edition). Introduction to Psychology, New Delhi: Tata McGraw Hill
- Nataraj, P. (Latest edition). General Psychology. Mysore: Srinivasa Publication
- Baron, Robert A. (2002). Psychology. New Delhi: Prentice Hall of India
- Feldman, Robert S. (2004). Understanding Psychology. New Delhi: Tata McGraw Hill

#### **Books for References:**

- Mangal S. K. (2000). General Psychology. New Delhi: Sterling Publishers Pvt. Ltd
- Vinay Prabhu. (2002). General Psychology. Mumbai: Vipul Prakashana
- Shashi Jain (Latest edition). Introduction to Psychology. New Delhi: Kalyani Publishers
- Hilgard, Atkinson & Atkinson (Latest edition). Introduction to Psychology. Oxford: IBH Publishing Co. Pvt. Ltd

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

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

## PART B: PRACTICAL COMPONENT

<b>Course Title: Practical-II (DSCCA2)</b> <b>Course Code: -126BAB02PSYDSC04L</b>	
<b>Total Contact Hours: 56 (04 Hours per week)</b>	<b>Course Credits: 02</b>
<b>Formative Assessment Marks: 25</b>	<b>Duration of SEA/Exam: 25</b>

**Course Outcomes:** The students will be able to:

- Conduct experiments
- Learn and apply the statistics for data interpretation
- Do individual and group discussions
- Measure various psychological phenomena

### Minimum 5 practicals to be conducted

1. Judgement of Emotions
2. Emotion and Free Association
3. Achievement Motivation
4. Assessment of Aggression
5. Otistest of Intelligence
6. Raven's Progressive Matrices (RPM)
7. Yerke's Multiple-choice test
8. Concept Formation
9. Eysenck Personality Inventory (EPI)
10. Bell's Adjustment Inventory
11. Reasoning Test
12. Emotional Intelligence

### STATISTICS (Compulsory)

- Measures of Variability: Range, Quartile Deviation and Average Deviation (for Grouped and Ungrouped data).

**Practical Batches:** 10 students per batch

**For Exam** : 10 students per batch

**Pedagogy:** Pedagogy includes lectures, active learning, problem solving learning, case studies, self-demonstration, discussion methods

**Mark: 25 marks for semester end examination + 25 marks for Journal records as an internal assessment (Total 50 Marks)**

<b>25 marks for exam:</b> Plan and procedure	05
Conducting one experiment	05
Results and discussion	05
Viva	05
Statistics	05
<b>Total</b>	<b>25</b>





# BAGALKOTUNIVERSITY

MudholRoad,Jamkhandi-587301Dist.:Bagalkote

## DepartmentofStudiesinSociology

PROGRAM/COURSESTRUCTURE&SYLLABUS

As per the Choice Based Credit System (CBCS)  
designedinaccordancewith

LearningOutcomes-BasedCurriculumFramework (LOCF)of National  
Education Policy (NEP) 2020 For

Asper NEP 2020 and adapted from RCU Belagavi applicable from the Academic

Year 2023-24

# SOCIOLOGY

NEP2020-UGSOCIOLOGY: Syllabus			
SE M	Paper	Title of paper	Credits
1	DSC-1	Understanding Sociology	3
	DSC-2	Changing Social Institutions in India	3
	OE-1	OE1.1: Indian Society: Continuity and Change or OE1.2: Sociology of Everyday Life or OE1.3: Sociology of Mass Media	3
2	DSC-3	Foundations of Sociological Theory	3
	DSC-4	Sociology of Rural Life in India	3
	OE-2	OE2.1: Society through Gender Lens or OE2.2: Social Development in India or OE2.3: Sociology of Health Care	3

**DSC:** Discipline Specific

Core DSE: Discipline Specific

Elective **SEC:** Skill

Enhancement Course

**OE:** Open Elective

# IIB.ProgramStructurefortheUG&PGProgramsin Universities andColleges in Karnataka

## BachelorofArts(Basic/Hons.)inSociology/MasterofArtsinSociology

Se m	Discipline Core(DSC) (Credits) (L+T+P)	Discipline Elective (DSE) / Open Elective (OE) (Credits)(L +T+P)	Ability Compulsory (AECC), Languages(Credits) (L+T+P)	Enhancement Courses	SkillEnhancement Courses (SEC)		Tot al Cre dits
					Skill Based (Credits) (L+T+P)	Value Based (Credits) (L+T+P)	
I	<b>DSC-1:</b> Understanding Sociology(3)  <b>DSC-2:</b> Changing Social Institutionsin India(3)  <i>DisciplineB1(3), B2(3)</i>	<b>OE-1:</b> <i>Indian Society Continuity and Change</i> (3) <b>OR</b> Sociology of verydayLife (3) <b>OR</b> Sociologyof MassMedia	L1(3), L2(3) (3+1+0) Each		<b>SEC-1:</b> Digital Fluency(2)  (1+0+2) 2credits		23
II	<b>DSC-3:</b> Foundationsof Sociological Theory(3)  <b>DSC-4:</b> Sociology of Rural Lifein India (3)  <i>DisciplineB3(3), B4(3)</i>	<b>OE-2:</b> Society through Gender Lens(3) <b>OR</b> Social Development in India <b>OR</b> Sociologyof HealthCare	L1(3), L2 (3) (3+1+0) Each	Environ mental Studies ((2)		Health and Wellness / Social and Emotio nal Learning (2) (1+0+2)	25

# Sociology Curriculum

**Name of the Degree Program: BA**

**Discipline Core: Sociology Total Credits for the Program:**

**Starting year of implementation: 2021-22**

**Program Structure for the UG & PG Programs in**

**Universities and Colleges in Karnataka**

**Bachelor of Arts (Basic/Hons.) in Sociology / Master of Arts in Sociology**

## Program Outcomes:

By the end of the program the students will be able to:

1. Think critically by exercising sociological imagination
2. Question common wisdom, raise important questions and examine arguments
3. Collect and analyse data, make conclusions and present arguments
4. Think theoretically and examine the empirical data
5. Skillfully Participate in Research Groups and market Research Firms
6. Serve in Development Agencies, Government Departments and Projects
7. Be a Social Entrepreneur, Community Worker, Survey Designer, Research Analyst, Social Statistician
8. Transfer Skills as a Teacher, Facilitator of Community Development
9. Competent to make a difference in the community

## Assessment:

**Weightage for assessments (in percentage)**

Type of Course	Formative Assessment/IA	Summative Assessment
Theory	40	60
Practical	-	-
Projects	-	-
Experiential Learning (Internships etc.)	40	60

**Curriculum Structure for the Undergraduate Degree Program BA Total Credits for the Program: 18 (9+9) Starting year of implementation: 2021 Name of the Degree Program: B A Discipline/Subject: Sociology**

# Program Articulation Matrix:

This matrix lists only the core courses. Core courses are essential to earn the degree in that discipline/subject. They include courses such as theory, laboratory, project, internships etc.

Se m	Title /Name of the Course	Program outcomes that the course addresses(not more than 3 per course)	Pre- requis ite course (s)	Pedagogy# #	Assessment\$
1	Understanding Sociology	1. Understand the nature and role of Sociology in a changing world 2. Recognise different perspectives of perceiving the workings of social groups 3. Express one's understanding of current social issues in oral and written forms	10+2 or PUC	Experiential learning (activity- based learning)	Oral or written presentations to assess analysing capability, creativity and communication skills
1	Changing Social Institutions in India	1. Identify the new forms taken by social institutions 2. Critically understand the implications of changes occurring 3. Undertake micro research work and communicate effectively	10+2 or PUC	Micro projects Activity based learning	Presentation of micro projects Questions asked and answered

2	Foundations of Sociological Theory	<p>1. Appreciate the contemporaneity of classical sociological thought</p> <p>2. Appreciate the need for thinking in theoretical terms and concepts</p> <p>3. Demonstrate Basic Understanding of Theory and Research</p>	DSC-1 An DS C -2	Role Play Group discussion Micro projects	Ability to analyse a social situation within the framework of theory Assess the relevance of a theory in Contemporary terms
2	Sociology of Rural Life in India	<p>1. Understand the myths and realities of village India constructed by Western scholars</p> <p>2. Appreciate the role of traditional social institutions and how they have responded to forces of change</p> <p>3. Make an informed analysis of various development programmes and challenges encountered</p>	DSC-1 and DS C -2	Field visit and data collection Interviews	Data collection Data analysis Presentation of data

##Pedagogy for student engagement is predominantly lectures. However, other pedagogies enhancing better student engagement to be recommended for each course. The list includes active learning/course projects/problem or project based learning/case studies/self study like seminar, term paper or MOOC

\$Every course needs to include assessment for higher order thinking skills (Applying/Analyzing/Evaluating/Creating). However, this column may contain alternate assessment methods that help formative assessment (i.e. assessment for learning).

BA  
Semester1

Course Title: Understanding Sociology	
Total Contact Hours: 42	Course Credits: 3
Formative Assessment Marks: 40	Duration of ESA/Exam: 2 hours
Model Syllabus Authors:	Summative Assessment Marks: 60

**Course Outcomes:**

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

1. Understand the nature and role of Sociology in a changing world
2. Comprehend the uniqueness of sociological imagination in the study of real world
3. Recognize different perspectives of perceiving the workings of social groups
4. Differentiate between sociology's two purposes - science and social reform
5. Express one's understanding of current social issues in oral and written forms

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 nature and role of Sociology in a changing world	X	X		X		X	X	X	X
Comprehend the uniqueness of sociological imagination in the study of real world	X	X		X	X	X	X	X	X
Recognize different perspectives of perceiving the workings of social groups	X		X	X	X	X	X	X	X
Differentiate between sociology's two purposes - science and social reform	X	X	X	X	X	X	X	X	X
Express one's understanding of current social issues in oral and written forms		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.





<b>Unit- 3 Social Change</b>	<b>11</b>
<b>Chapter No. 9</b> Meaning, Definitions and Features, Changes due to Industrialization, Rationalization, Globalization, Urbanization and Information Explosion	
<b>Chapter No. 10.</b> Consequences of Change: Changing age Structure of Societies: Technological Impact on Social Life; Changing Environment	

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[https://courses.lumenlearning.com/boundless-sociology/chapter/theories-of-](https://courses.lumenlearning.com/boundless-sociology/chapter/theories-of-culture/)

socialization/

- <https://www.google.com/url?sa=t&rct=j&q=&esrc=s&source=web&cd=&ved=2ahUKEwix4ciCu9XyAhUQYysKHQP7BTEQFnoECCYQAQ&url=https%3A%2F%2Fopen.lib.umn.edu%2Fsociology>
- [https://www.newworldencyclopedia.org/entry/Information\\_explosion](https://www.newworldencyclopedia.org/entry/Information_explosion)[https://edisciplinas.usp.br/pluginGile.php/4408475/mod\\_resource/content/1/](https://edisciplinas.usp.br/pluginGile.php/4408475/mod_resource/content/1/)
- <https://www.grin.com/document/453828> An article on the impact of digital life on society from a sociological perspective
- <https://www.pewresearch.org/internet/2019/10/28/5-leading-concerns-about-the-future-of-digital-life/><https://blogs.ed.ac.uk/keywordsindigitalsociology/2020/01/09/the-digital-divide/>
- <https://www.webroot.com/in/en/resources/tips-articles/netiquette-and-online-ethics-what-are-they>
- <https://www.britannica.com/topic/netiquette><https://blog.citl.mun.ca/instructionalresources/netiquette><https://www.rasmussen.edu/student-experience/college-life/netiquette-guidelines-every-online-student-needs-to-know>

### Unit 3

- <https://www.britannica.com/topic/social-change>
- <https://www.cpp.edu/~ddwills/courses/ant352/readings352/McDonaldization.htm>
- <http://web.simmons.edu/~chen/nit/NIT%2796/96-----171-Larney.html> On McDonaldization of Information
- <https://www.encyclopedia.com/social-sciences/dictionaries-thesauruses-pictures-and-press-releases/mcdonaldization>
- <https://www.un.org/development/desa/undesa/voicereporter/2017/04/32476.html>
- <https://www.unescap.org/our-work/social-development/ageing-societies>
- <https://www.who.int/news-room/fact-sheets/detail/ageing-and-health>
- <https://www.who.int/westernpacific/news/q-a-detail/ageing-ageism>
- <https://academic.oup.com/gerontologist/article/41/5/576/596571>
- [https://saylordotorg.github.io/text\\_sociology-understanding-and-changing-the-social-world-comprehensive-edition/s23-social-change-and-the-environment.html](https://saylordotorg.github.io/text_sociology-understanding-and-changing-the-social-world-comprehensive-edition/s23-social-change-and-the-environment.html)
- <https://courses.lumenlearning.com/sociology/chapter/social-change/>
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- [http://philosophy.com/UPLOADS/PHILOSOCIOLOGY.ir\\_Blackwell%20Encyclopedia%20of%20Sociology\\_George%20Ritzer.pdf](http://philosophy.com/UPLOADS/PHILOSOCIOLOGY.ir_Blackwell%20Encyclopedia%20of%20Sociology_George%20Ritzer.pdf) Blackwell Encyclopedia of Sociology, edited by George H Ritzer

**Pedagogy: Group discussions, Roleplay, microproject, field visit**

## Suggested Activities

### Unit1:Sociologyasa Science

1. A discussion can be conducted on Commonsense explanation Vs Sociological Explanation on topics like reasons for poverty, literacy level, health status, divorce, arranged or love marriage and students can present their ideas.
2. Students can be asked to identify the differences between methods of study adopted in subjects like Physics or Chemistry in comparison with Sociology, list them and present
3. Students can be asked to find the common methods of study adopted in subjects like Botany or Zoology and Sociology and find commonalities or differences
4. Issues like social status, economic inequality, sharing of natural resources, language issues etc. can be assigned to group of students for discussion and presentation on how they can be analyzed from different sociological perspectives (Functional vs Conflict, Functional Vs Symbolic Interaction, Feminist Vs Functional for example)
5. Students can be encouraged to share their views on ideal qualities of a woman or man in India and it can lead to a discussion on how these qualities are socially constructed rather than inborn/natural/god given

### Unit2:CultureandSocialisation

1. Students can be encouraged to observe social norms in two different social environments - one familiar and another unfamiliar. It is necessary that the social environments should be sufficiently public in nature and they can spend time observing and noting how people act, behave, how social space is maintained etc. They can note down different types of norms like obedient behaviour, authority, friendly behaviour etc. and write down the basis for their conclusion. Observations should be of at least 45-60 minutes duration
6. A discussion/assignment can be given to compare and contrast the ideas of melting pot principle of the USA and unity in diversity principle of India.
7. An exercise can be conducted to stimulate thinking and discussion among students about the relationship between the way they dress and acculturation. For example, they can identify the changes in how men and women dress since last 75 years and differences in the level of acculturation and possible reasons for these differences.
8. Drama or role play can be enacted to illustrate the changing social values in the areas of social interaction (breakdown of caste barriers, for example), changes in relationship between women and men, or increasing importance of values like liberty, equality, fraternity and such other issues
9. Students can discuss in small groups about the use of cell phones among the youth and relate it to consumer culture. They can focus on issues like - increasing use of cell phones, increasing dependence on them, frequent exchange of old phones to new and the reasons for such behavior. Other commodities like branded dress, computers, fashion products etc. nbe

taken up depending on the situation. It can also be used to introduce concepts like conspicuous consumption, traditional culture, anti-consumers, brand indifference etc to encourage further studies

10. Issues like gaming, online community, social media usage - their impact on identity and privacy in the life of modern youth can be taken up for discussion and presentation. Students can share their experiences related to the above topics and how it defines their personality
11. Is there any difference between online world and real world? Should one use same set of rules and norms while interacting with friends, elders, younger ones in the online/real world? Can one be rude, harassing in the online world? Does the violence in online gaming, for example, a mirror of our real life expectations? Is there any difference between writing an Email/paper application to ask for job interview? These are some examples for discussing about Netiquette.
12. To understand the theories of socialization, students can share their experiences related to - how they choose a new dress? Criteria used to buy a vehicle or consumer goods like cell phone, write a report by observing and reporting on differences in expected behaviour of a six months child and one year old child.

### Unit 3: Social Change

1. A comparative report writing can be assigned on why handloom cottons are so expensive etc are costlier than industry produced clothes (both cotton and synthetic) by way of collecting opinion of the dealers, producers and consumers
2. Assign groups of students to observe, discuss and report on the working of a darshini cafe, big restaurant/hotel and a street side tea shop in the context of rationalization and McDonaldization.
3. Make the students to express their dreams and aspirations about the type of place/community in which they wish to live when they grow up and ask them to identify the urban/rural elements that are absolutely essential
4. A project on loss of green/lung spaces in the normal area of residence of students - like loss of gomals, parks, forest etc.
5. A project on crop pattern, tools used including fertilizers and pesticides, preferred crop, problems faced by the agriculturists in the students' place of residence or nearby village
6. A project in nearby village on how many elderly persons are living alone or with their partners but children have moved to urban areas and how they experience social life

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

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

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



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.

<b>Content of Course 2: Changing Social Institutions in India</b>	<b>42 Hrs</b>
<b>Unit-1 Family and Marriage</b>	<b>16</b>
<p><b>Chapter No. 1</b> Family - Definitions of Family and Household; Changing structure of family; changes in size and composition</p> <p><b>Chapter No. 2</b> Weakening of gender and age stratification - democratization of relationships: between spouses, parent-children; step-parenting</p> <p><b>Chapter No. 3</b> Changes in care giving of children and elderly</p> <p><b>Chapter No. 4</b> Marriage - Definition; changing patterns of marital relations - cohabitation, separation, divorce and remarriage.</p> <p><b>Chapter No. 5</b> Changes in age of marriage, marriage decision making and regional variations</p> <p><b>Chapter No. 6</b> Decrease in number of children and voluntary childlessness</p>	
<b>Unit- 2 Religion and Education</b>	<b>13</b>
<p><b>Chapter No. 4. Religion:</b> - Definition; secularisation vs resurgence of religion in modern world</p> <p><b>Chapter No. 5.</b> Challenge of diversity - religious freedom vs state laws</p> <p><b>Chapter No. 6.</b> Education: Definition; education as socialization; types of education - formal and informal</p> <p><b>Chapter No. 6</b> Functional view - manifest and latent functions; Conflict view - education as tool for perpetuating inequality</p> <p><b>Chapter No. 7</b> Schooling and Life Chances (Max Weber's views) – increasing Enrolment Ratio</p> <p><b>Chapter No. 8</b> Education and Employability - Technology and Digital Divide</p>	
<b>Unit-3 Economic and Political Institutions</b>	<b>13</b>
<p><b>Chapter No. 9</b> Definition of Economy and Work</p> <p><b>Chapter No. 10</b> Gender stratification in work and its feminization</p> <p><b>Chapter No. 11</b> Job insecurity, Unemployment; Outsourcing – opportunities and threats</p> <p><b>Chapter No. 12</b> Definition of Political Institution, Government, Governance and State</p> <p><b>Chapter No. 13</b> Status of Democracy in India: - Social Reality</p> <p><b>Chapter No. 14</b> Challenges: Militancy, Fundamentalism, Regionalism</p>	

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- ಇಂದಿರಾ, ಆರ್ ೨೦೦೦, ಮಹಿಳೆ ಮತ್ತು ಕೌಟುಂಬಿಕ ಹಿಂಸೆ, ಯಶೋದ ರಾಗ್ ಟ್ರಸ್ಟ್, ಮೈಸೂರು ಇಂದಿರಾ, ಆರ್ ೨೦೦೭ ಸ್ತ್ರೀವಾದ ದಿಕ್ಕೊಚ್ಚಿ, ಕನ್ನಡ ವಿಶ್ವವಿದ್ಯಾನಿಲಯ, ಹಂಪಿ
- ಇಂದಿರಾ, ಆರ್ ೨೦೦೭ ಮಾನುಷಿ (ಪ್ರಜಾನುಡಿ ಪತ್ರಿಕೆಯಲ್ಲಿ, 2002-2006 ರವರೆಗೆ ಲಿಂಗ ವ್ಯವಸ್ಥೆಯನ್ನು ಕುರಿತು ಪ್ರಕಟವಾದ ಅಂಕಣ ಬರಹಗಳ ಸಂಕಲನ), ಸಾರಾ ಎಂಟರ್ಪ್ರೈಸ್ ಸಸ್, ಮೈಸೂರು
- ಇಂದಿರಾ, ಆರ್ ೨೦೧೨ (ಪ್ರಧಾನ ಸಂಪಾದಕರು) ಸಮಾಜಶಾಸ್ತ್ರ(ವಿಷಯವಾರು ವಿಶ್ವಕೋಶ) ಕುವೆಂಪು ಕನ್ನಡ

## Sociology B A NEP 2020

ಅಧ್ಯಯನ ಸಂಸ್ಥೆ, ಮೈಸೂರು ವಿಶ್ವವಿದ್ಯಾನಿಲಯ, ಮೈಸೂರು

- ನಾಗೇಶ್, ಹೆಚ್ ವಿ ೧೯೯೫, ಕುಟುಂಬ, ಕನ್ನಡ ಪುಸ್ತಕ ಪ್ರಾಧಿಕಾರ, ಬೆಂಗಳೂರು
- ನಾಗೇಶ್ ಹೆಚ್ ವಿ ಸಾಮಾಜಿಕ ಚಿಂತನೆ (ಪಾಶ್ಚಾತ್ಯ ಮತ್ತು ಭಾರತೀಯ), ೧೯೯೮, ಭಾರತ ಪ್ರಕಾಶನ, ಧಾರವಾಡ
- ನಾಗೇಶ್, ಹೆಚ್ ವಿ ೨೦೦೦ (ಪರಿಷ್ಕೃತ ಮುದ್ರಣ) ಗ್ರಾಮಾಂತರ, ಕನ್ನಡ ಪುಸ್ತಕ ಪ್ರಾಧಿಕಾರ, ಬೆಂಗಳೂರು
- ಮುಳುಗುಂದ, ಐ ಸಿ ೨೦೧೭, ಭಾರತದ ಸಾಮಾಜಿಕ ಸಮಸ್ಯೆಗಳು, ಸೃಷ್ಟಿ ಪ್ರಕಾಶನ, ಧಾರವಾಡ
- ಮುಳುಗುಂದ, ಐ ಸಿ ೨೦೧೭, ಭಾರತೀಯ ಸಮಾಜದ ಅಧ್ಯಯನ, ಸೃಷ್ಟಿ ಪ್ರಕಾಶನ, ಧಾರವಾಡ
- ಮುಳುಗುಂದ, ಐ ಸಿ ೨೦೧೭ ಪಾಶ್ಚಾತ್ಯ ಸಾಮಾಜಿಕ ಚಿಂತನೆ, ಸೃಷ್ಟಿ ಪ್ರಕಾಶನ, ಧಾರವಾಡ
- ಶಂಕರ ರಾವ್, ಚ ನ ೨೦೧೨ ಸಮಾಜಶಾಸ್ತ್ರ, ದರ್ಶನ, ಭಾಗ ೨, ಜಯ, ಭಾರತ ಪ್ರಕಾಶನ, ಮಂಗಳೂರು
- ಶಂಕರ ರಾವ್, ಚ ನ ೨೦೧೨ (ಪರಿಷ್ಕೃತ ಆವೃತ್ತಿ), ಭಾರತೀಯ ಸಮಾಜ, ಜಯ, ಭಾರತ ಪ್ರಕಾಶನ, ಮಂಗಳೂರು

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- <https://courses.lumenlearning.com/wmopen-introsociology/chapter/marriage-and-family/>
- <https://courses.lumenlearning.com/boundless-sociology/chapter/recent-changes-in-family-structure/>
- <https://www.thehindu.com/news/national/how-the-nature-of-indian-families-is-changing/article28281107.ece>
- <https://www.bbc.com/news/world-asia-india-54053091>WhyIndiansContinue to Live in Joint Families
- <https://opentextbc.ca/introductiontosociology/chapter/chapter14-marriage-and-family/>
- <https://www.asanet.org/sites/default/Giles/savvy/introsociology/Documents/ActivitiesForExploringFamilyBobGreene.html>This site by American Sociological Association provides many examples for conducting activities related to family and marriage
- [http://rchiips.org/nGhs/factsheet\\_NFHS-5.shtml](http://rchiips.org/nGhs/factsheet_NFHS-5.shtml)Data of National Family and Health Survey-5 is available for every district in this website

### Unit2:ReligionandEducation

- <https://www.pewresearch.org/fact-tank/2018/06/29/5-facts-about-religion-in-india/>
- <https://www.pewresearch.org/fact-tank/2015/04/21/by-2050-india-to-have-worlds-largest-populations-of-hindus-and-muslims/>
- <https://www.pewresearch.org/fact-tank/2018/06/29/5-facts-about-religion-in-india/>
- <https://www.pewresearch.org/fact-tank/2015/04/02/7-key-changes-in-the-global-religious-landscape/>
- <https://www.pewresearch.org/search/secular>Women in many countries face problem about their dress by religious groups/secular groups
- <https://en.unesco.org/news/unesco-launches-2020-state-education-report-india-vocational-education-GirstLinktothecompletereportavailablealongwithresources>

likevideoetc.

### Unit3:EconomicandPoliticalInstitutions

- <https://courses.lumenlearning.com/cochise-sociology-os/chapter/women-in-the-workplace/>
- <https://www.orfonline.org/research/rewriting-the-rules-women-and-work-in-india-47584/>
- <https://www.bbc.com/worklife/article/20210712-paternity-leave-the-hidden-barriers-keeping-men-at-work>
- <https://www.nytimes.com/2020/02/19/parenting/why-dads-dont-take-parental-leave.html>
- <https://askanydifference.com/difference-between-government-and-governance/>  
<https://onlinelibrary.wiley.com/doi/pdf/10.1111/j.1468-2397.2008.00575.x>economicglobalisationaffects thewelfare state? Howdoes
- [https://www.bertelsmann-stiftung.de/Gileadmin/Giles/BSI/Publikationen/GrauePublikationen/NW\\_Glo balisation and the Welfare State.pdf](https://www.bertelsmann-stiftung.de/Gileadmin/Giles/BSI/Publikationen/GrauePublikationen/NW_Globalisation_and_the_Welfare_State.pdf)

## Pedagogy

Fieldwork, microprojects, group discussion, roleplay, written/oral presentation by students

### Suggested Activities

#### Unit 1: Family and Marriage

1. NFHS data related to Karnataka can be used to illustrate the change in family size over a period of time. Similarly, reports cited in Suggested Internet Resources can be used to involve students in analysis of secondary data
2. Students can interview a small sample of 10-15 persons, in the neighborhood of their residence and elicit answers for two questions:  
(a) Between arranged and love marriages, which do they prefer? (b) Reason for their answer to (a). Different groups of students are assigned to interview people of different age groups. Students should collate the data they have collected and present it as a small project report. Size of the report can vary from 750-2000 words, depending on the number of students involved and they should use appropriate tables and charts to present their data.
3. Activity 1 can be carried out with by varying questions related to respondents' opinion on age of marriage, divorce, separation and cohabitation etc. associated with the institution of family

#### Unit 2: Religion and Education

1. Students can be made to collect information about the level of participation in religious organizations and programmes among 15-20 young persons (as an individual or group activity) and submit their data as a report that can vary from 750-2000 words with appropriate tables and charts
2. Debates about State interfering in religious beliefs associated with social institutions like family, marriage, divorce, property rights are seen since many decades in India. Students can conduct a micro-study on common people's opinion about these issues, present their data in the classroom along with a report
3. In the Suggested Internet Links, UNESCO Report on Education in India 2020 is provided. Summary/datasheets can be used to cover topics like literacy level, enrolment ratio, gender and education etc. Similarly State of Education - India can be fruitfully utilized by students to present their understanding of issues and reasons for lack of quality education in India
4. A survey of students/youth of college can be conducted to understand their concerns about their opportunities in employment market by asking four-five questions - sex, age, education level and opinion, for example.
5. A report can be prepared by students about the problems faced by special children at different levels of schools/college and present it in the context of inclusive education policy
6. Movies like Sarkari Hiriyaprathamikashaale can be screened/viewed and students can participate in discussion or present in writing their opinions

#### Unit 3: Economic and Political Institutions

1. Indian amended the Maternity Benefit Act in 2017 extending many benefits to women workers, including 6 months maternity leave. How has this

amendment benefited women in private sector, can be examined by students and discuss whether this act is beneficial to women "employment opportunities in the long run

2. <https://www.nytimes.com/2020/02/19/parenting/why-dads-dont-take-parental-leave.html> This article in New York Times reports various reasons for fathers not opting for paternal leave while it is "mandatorily" expected that mothers should utilise the facility. A discussion can be held in the class room to understand the sociological roots of this behaviour difference in men and women, pressure of expectations, gender division of labour. Teachers can present the news report as a summary or reading sheet to facilitate the discussion. One more article which can be used is: <https://www.bbc.com/worklife/article/20210712-paternity-leave-the-hidden-barriers-keeping-men-at-work>
3. BPOs provide ample opportunities for young women and men to work in India. It is a growing market and on-site training are given for new recruits. It is also an area where job insecurity is very high. Students can interview a few employees to understand the opportunities and threats they face in this area of work.
4. Seasonal unemployment is very common for agricultural laborers. How do laborers cope with this situation and the problems they encounter can be documented by students
5. Migration from rural to urban areas is increasing. Experience of these migrant laborers can be reported as case study
6. <https://supplychaindigital.com/supply-chain-2/indias-bpo-market-could-reach-dollar250-billion>
7. Every rural/urban area has its own elected local body. Students can find out the difference between government and governance by documenting how people's representatives are elected (government) and the level of adherence to rules and regulations by these representatives and bureaucrats (governance) by doing social audit of public infrastructure like roads, availability/supply of water, response to complaints by public etc.

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

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

## BASemester2

TitleoftheCourse:

Course 3		Course4	
Foundations of Sociological Theory		SociologyofRuralLifeinIndia	
Number of TheoryCredits	Numberoflecture hours/semester	Number of TheoryCredits	Numberoflecture hours/semester
3	42	3	42

### BA SemesterII

CourseTitle:FoundationsofSociologicalTheory	
CourseCode:-126BAB02SOCDSC03T	
TotalContactHours:42	CourseCredits:3
FormativeAssessmentMarks:40	DurationofESA/Exam:2hours
ModelSyllabusAuthors:	SummativeAssessmentMarks:60

### CourseOutcomes

Attheendofthecoursethestudentsshouldbeableto:

1. Contextualize the social andintellectual background of classical sociologists
2. Appreciatethecontemporaneityofclassicalsociologicalthought
3. Appreciatetheneedforthinkingintheoreticaltermsandconcepts
4. Demonstrate BasicUnderstanding of Theory and Research **Articulation**

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

CourseOutcomes(COs)/ ProgramOutcomes(POs)	1	2	3	4	5	6	7	8	9
Contextualise the social and intellectual background of classicalsociologists		X	X	X	X	X	X	X	X
Appreciate the contemporaneity of classical sociologicalthought	X	X	X	X	X	X	X	X	X
Appreciate the need for thinking in theoretical terms and concepts	X	X	X	X	X	X	X		X
Demonstrate Basic Understanding of Theory andResearch	X	X	X	X	X	X	X	X	X

CourseArticulationMatrixrelatescourseoutcomesofcoursewiththe correspondingprogramoutcomeswhoseattainmentisattemptedinthiscourse. Mark„X“intheintersectioncellifacourseoutcomeaddressesaparticular program outcome.

<b>Content of Course 3: Foundations of Sociological Theory</b>	<b>Hrs 42</b>
<b>Unit-1 August Comte and Herbert Spencer</b>	<b>12</b>
Chapter 1: Auguste Comte: Intellectual context, Positivism, Law of Three Stages, Classification of Sciences	
Chapter 2: Herbert Spencer: Theory of Social Evolution, Organic Analogy, Types of Society	
<b>Unit-2 Karl Marx and Georg Simmel</b>	<b>14</b>
<b>Chapter 3:</b> Karl Marx: Dialectical Materialism, Economic Determinism, Class Struggle, Alienation	
<b>Chapter 4:</b> Georg Simmel: Formal Sociology, Theory of Sociation, Theory of Conflict	
<b>Unit-3. Emile Durkheim and Max Weber</b>	<b>16</b>
<b>Chapter 5:</b> Emile Durkheim: Social Facts, Division of Labour in Society, Suicide, Sociology of Religion	
<b>Chapter 6:</b> Max Weber: Social Action, Ideal Types, Bureaucracy, Types of Authority, Protestant Ethics and Spirit of Capitalism	

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- Morrison,Ken.(1985):Marx,Durkheim,Weber-FormationofModernSocialThought. LondonSagePublishers.
- RitzierGeorge(1996):SociologicalTheory. TataMcGrawHill,NewDelhi
- ShankarRao,C.N.(2001):StudyofSocialThought.JaiBharat,Mangalore.
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- ಮುಳಗುಂದ, ಐ ಸಿ ೨೦೧೭ ಪಾಶ್ಚಾತ್ಯ ಸಾಮಾಜಿಕ ಚಿಂತನೆ, ಸೃಷ್ಟಿ ಪ್ರಕಾಶನ, ಧಾರವಾಡ
- ಸೋಮಯ್ಯ, ಕೆ ಎನ್ ೧೯೮೯, ಸಮಾಜಶಾಸ್ತ್ರದ ಆಚಾರ್ಯರು, ಸರಸ್ವತಿ ಪುರಂ, ಮೈಸೂರು

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- <https://courses.lumenlearning.com/sociology/chapter/the-history-of-sociology/>
- <https://www.oxfordbibliographies.com/view/document/obo-9780199756384/obo-9780199756384-0140.xml> Contains many useful links <https://www.britannica.com/biography/Auguste-Comte><https://plato.stanford.edu/entries/comte/>
- <https://nptel.ac.in/content/storage2/courses/109103023/download/Lecture%2036.pdf>
- <https://www.britannica.com/biography/Herbert-Spencer><https://www.smithsonianmag.com/science-nature/herbert-spencer-survival-of-the-fittest-180974756>
- <https://iep.utm.edu/spencer/><https://anthropology.ua.edu/theory/social-evolutionism>

### Unit2KMarxandGSimmel

- [https://scholar.harvard.edu/Giles/michaelrosen/Giles/karl\\_marx.pdf](https://scholar.harvard.edu/Giles/michaelrosen/Giles/karl_marx.pdf)  
<https://www.britannica.com/biography/Karl-Marx/Character-and-significance>  
<https://www.encyclopedia.com/social-sciences/applied-and-social-sciences-magazines/marx-karl-impact->



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- <http://e-np.uir.npu.edu.ua/bitstream/handle/123456789/9425/Pet%27ko%2C%20Borisyuk%2C%202014.pdf?sequence=1&isAllowed=y> [https://brocku.ca/MeadProject/Simmel/Simmel\\_1904a.html](https://brocku.ca/MeadProject/Simmel/Simmel_1904a.html)

### Unit 3: Durkheim and M. Weber

- <https://www.britannica.com/biography/Emile-Durkheim> <https://iep.utm.edu/durkheim/> <http://uregina.ca/~gingrich/250j1503.htm>
- <https://opentextbc.ca/introductiontosociology/chapter/chapter-15-religion/> <http://home.dsoc.uevora.pt/~eje/weber.html> <https://plato.stanford.edu/entries/weber/> <http://uregina.ca/~gingrich/wqw03.htm> <https://www.britannica.com/topic/bureaucracy> <https://archive.law.upenn.edu/institutes/cerl/conferences/ethicsofsecrecy/papers/reading/Weber.pdf>
- [https://ccsuniversity.ac.in/bridge-library/pdf/Sociological\\_Theory%20Ritzer.pdf](https://ccsuniversity.ac.in/bridge-library/pdf/Sociological_Theory%20Ritzer.pdf)

### Pedagogy

Fieldwork, microprojects, group discussion, role play, written/oral presentation by students

### Suggested Activities

#### Unit 1

1. Students can be made to sit in groups and discuss about the hierarchy of sciences that is seen in today's India - importance attached to Science, Technology, Engineering and Medicine (STEM) courses vis-à-vis social sciences and humanities using data from Ministry of Education (AISHE Survey results)
2. Group discussion/role play on the coexistence of religion and science of modern India by way of students' identifying such instances in their daily life
3. Presentation by students on consequences of accepting social evolution theory and its implication on welfare schemes
4. Group discussion on how modern societies can be categorised in comparison with Spencer's typology.
5. Teachers may help the students through preparation and distribution of a handout (limited to one typed page) or a brief introductory lecture before group discussion or presentation by students and encourage them to actively discuss, take notes and present group's ideas by rotation. It is preferable to form separate groups frequently so that students will have a chance to interact with as many as possible.

## Unit2

1. Students can be encouraged to interact with a cross-section of workers like industrial labourers, artisans, folk artists etc. and present their life experience to understand the relevance of economic determinism and alienation and present it as an assignment/presentation before their friends
5. Students can be shown/encouraged to see movies which help in the understanding of concepts of alienation and struggle like Puttakkana Highway and present their ideas in the form of presentation/written assignments within 500-750 words
6. Students can be shown/encouraged to see movies which help in the understanding of group dynamics. Movies having very common themes of one male lead actor or two female lead actors or vice versa, entry of third person in the life of couple or friends etc. can be used to present their ideas in the form of presentation/written assignments within 500-750 words

## Unit3

1. Ask the students to imagine themselves as one of the above thinkers and write an application to the post of professor in a university by giving brief bio-data, contribution to the field of sociology, their strengths, criticism of their work and answer to their critics. This can either be an individual activity or group activity.
2. Students can discuss and write a report about primary values of their own religion and how those values have impacted the economic activities in their own community.
3. Movies like Tabarana Katha can be screened and discussed to understand the principle of iron cage of bureaucracy which was explained by Max Weber
4. Mapping of types of authority over the Indian political system can be discussed to understand the dynamics of tradition and change.

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

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

**BA**  
**SemesterII**

<b>CourseTitle:SociologyofRuralLifeinIndia</b> <b>CourseCode:-126BAB02SOCDSC04T</b>	
<b>TotalContactHours:42</b>	<b>CourseCredits:3</b>
<b>FormativeAssessmentMarks:40</b>	<b>DurationofESA/Exam:2hours</b>
<b>ModelSyllabusAuthors:</b>	<b>SummativeAssessmentMarks:60</b>

**CourseOutcomes(COs):**

Attheendofthecoursethestudentsshouldbeableto:

1. UnderstandthemythsandrealitiesofvillageIndiaconstructedbyWestern scholars
2. Understandthechangesinlandtenuresystemsandconsequences
3. Appreciatetheroleoftraditionalsocialinstitutionsandhowtheyhave responded to forces of change
4. Make an informed analysis of various development programmes andchallenges encountered

**ArticulationMatrix:MappingofCourseOutcomes(COs)with  
ProgramOutcomes (POs 1-12)**

<b>CourseOutcomes(COs ) / ProgramOutcomes(POs)</b>	1	2	3	4	5	6	7	8	9
Understandthemythsand r a l i t i e s of v i l l a g e I n d i constructed by Western scholars	X	X		X	X	X		X	X
Understand thechangesinlandtnuresystems san consequences	X	X		X	X	X	X	X	X
Appreciatetheroleoftraditional social institutions and how they have responded to forcesofchange			X	X	X	X	X	X	X
Make aninformed analysis ofva r i o u s d e v e l o p m e n programmes and challenges encountered	X	X	X	X	X	X	X	X	X

CourseArticulationMatrixrelatescourseoutcomesofcoursewiththe correspondingprogramoutcomeswhoseattainmentisattemptedinthiscourse. Mark,,X"inthecorrespondingcellifacourseoutcomeaddressesaparticular program outcome.

<b>Content of Course 4: Sociology of Rural Life in India</b>	<b>42 Hrs</b>
<b>Unit-1 Rural and Agrarian Social Structure</b>	<b>16</b>
<b>Chapter No. 1:</b> Social Construction of Rural Societies: Myth and Reality (M N Shrinivas)	
<b>Chapter No. 2:</b> Agrarian Social Structure: Land Tenure Systems (Colonial Period); Post-Independence Indian Land Reform Laws	
<b>Chapter No. 3:</b> Commercialization of Agriculture	
<b>Chapter No. 4:</b> Commoditization of Land	
<b>Unit-2. Themes of Rural Society in India</b>	<b>14</b>
<b>Chapter No. 4:</b> Rural Caste and Class Structure	
<b>Chapter No. 5:</b> Gender and Agrarian Relations	
<b>Chapter No. 6:</b> Impact of Panchayat Raj System and Rural Politics	
<b>Chapter No. 7:</b> Actors in Market- Weekly Fairs, Trading Castes, Emerging Trading Classes and Key Role of Intermediaries	
<b>Chapter No. 8:</b> Emergence of Online and Virtual Commodity Markets- Features and Impact on Traditional Sellers and Buyers	
<b>Unit- 3 Rural Development</b>	<b>12</b>
<b>Chapter No. 9:</b> Objectives of Rural Development:- Induced Intervention PURA, MGNREGA, Swach Bharat Abhiyan, Akshara Dasoha, Water and Land Development Efforts	
<b>Chapter No. 10:</b> Challenges to Sustainable Rural Development: Casteism, Factional Politics, Natural Calamities (Droughts and Floods), Utilization of Water, Fertilizers and Pesticides	

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- ಇಂದಿರಾ, ಆರ್ ೨೦೦೨ (ಪ್ರಧಾನ ಸಂಪಾದಕರು) ಸಮಾಜಶಾಸ್ತ್ರ,(ವಿಷಯವಾರು ವಿಶ್ವಕೋಶ) ಕುವೆಂಪು ಕನ್ನಡ ಅಧ್ಯಯನ ಸಂಸ್ಥೆ, ಮೈಸೂರು ವಿಶ್ವವಿದ್ಯಾನಿಲಯ, ಮೈಸೂರು
- ನಾಗೇಶ್, ಹೆಚ್ ವಿ ೧೯೯೪, ಕುಟುಂಬ, ಕನ್ನಡ ಪುಸ್ತಕ ಪ್ರಾಧಿಕಾರ, ಬೆಂಗಳೂರು
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- ಮುಳುಗುಂದ, ಐ ಸಿ ೨೦೦೮,ಭಾರತದಲ್ಲಿ ಗ್ರಾಮೀಣ ಅರ್ಥವ್ಯವಸ್ಥೆ, ಸೃಷ್ಟಿ ಪ್ರಕಾಶನ, ಧಾರವಾಡ
- ಶಂಕರ ರಾವ್, ಚ ನ ೨೦೦೨ ಸಮಾಜಶಾಸ್ತ್ರ, ದರ್ಶನ, & ಗ ೨, ಜಯಭಾರತ ಪ್ರಕಾಶನ, ಮಂಗಳೂರು
- ಶಂಕರ ರಾವ್, ಚ ನ ೨೦೦೨ (ಪರಿಷ್ಕೃತ ಆವೃತ್ತಿ), & ರತೀಯ ಸಮಾಜ, ಜಯಭಾರತ ಪ್ರಕಾಶನ, ಮಂಗಳೂರು
- ಶ್ರೀನಿವಾಸ್ ಎಂ ಎನ್ (೨೦೦೮) ಆಧುನಿಕ ಭಾರತದಲ್ಲಿ ಸಾಮಾಜಿಕ ಬದಲಾವಣೆ, ಅನುವಾದ - ಇಂದಿರ, ಆರ್ (ಸಂ) ರಾಷ್ಟ್ರೀಯ, & ಷಾಂತರ ಪ್ರಾಧಿಕಾರ, ಮೈಸೂರು

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## **Pedagogy:**

Fieldwork, microprojects, group discussion, roleplay, written/oral presentation by students

## **Suggested Activities**

### **Unit 1: Rural Agrarian Structure**

1. Students can write a note on the social history of their village or nearby village by talking to the elders and compare notes to discuss about MN Shrinivas' argument on social construction of village communities
2. A report on presence or absence of beneficiaries of land to tiller programme can be prepared to understand the success of land reform laws
3. Opinion of villagers can be collected on the impact of converting agricultural land to residential layouts or other commercial purposes. This can be in the form of case study or taking a small purposive sample. Students can assess the impact of dreaming (sell land and become rich) and the reality (becoming rich or end losing one's livelihood)

### **Unit 2: Themes of Rural Society in India**

1. A visit to two of the nearest weekly market and document the diversity and local flavour in terms of goods sold, traders and buyers' place of origin etc. can be documented systematically
4. Impact of online market on the life of villagers selling their products like Jishor agricultural commodity, economic benefits and social advantages etc. can be collected and presented
5. Big retailers like Jiomart, Big Basket, Amazon Pantry have entered both rural and urban markets to supply vegetables, fruits, milk etc. What are the possible results of this entry of corporate retailer on neighborhood vendors? How does it affect both the seller and buyer?

### **Unit 3: Rural Development**

1. Students can be asked to collect data on why do people opt to work under the MGNREGS scheme? Did they have any choice? How this scheme has helped them? When the program is not in operation, how do they manage their livelihood? A systematic presentation will help them in understanding the harsh realities of life
6. We know that the level of participation among villagers is very high when election to local bodies take place when compared to assembly or parliamentary elections. Students can find out the reasons for this asymmetrical participation and understand the role of casteism, factionalism, bonds of kinship etc.

7. Political factors raise issues to get votes, gain following and attract the public. Students can do an exercise to list all those issues and categorize them under different headings like - Issues that bring about real change in people's lives, give people a sense of their own power, emotional appeal, issues that affect their existence etc. and provide reasons for their categorization.
8. How people rebuild their life when they are affected by droughts/floods or relocated or displaced? Case studies or small sample surveys can be conducted and reported in the classroom along with their impressions and suggestions.

Apart from the above,

1. Students may be asked to assess Self-help groups, Sthree Shakti units, or to assess women's participation in rural administration
2. Information on village sanitation, water facilities, irrigation, etc may be collected.
3. An assessment of recent programmes, policies, and developments took place in the villages may be done by the students.
4. Resource mapping, Problem identification, problem solving activities may be assigned to the students.
5. Comparative analysis of villages and urban areas, enumeration of rural customs and practices may be advised.

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

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

<b>EXAMINATION PATTERN</b>	
<b>PAPERS</b>	<b>ESTIONPAPERPATTERN</b>
<b>TheoryPaper- 60Marks</b>	<ul style="list-style-type: none"> <li>❖ TheoryPaperhasThreeParts.</li> <li>➤ Part–A5×2=10</li> <li>➤ Part–B4×5=20</li> <li>➤ Part–C3×10=30</li> </ul>
<b>InternalAssessment- 40Marks</b>	<ul style="list-style-type: none"> <li>❖ TwoInternalAssessmentTests 20Marks(10Markseach)</li> </ul>
	<p><b>SuggestedActivities(20Marks)</b></p> <ul style="list-style-type: none"> <li>❖ Seminars;GroupDiscussions,Assignment</li> <li>❖ Field Work, Micro Project, role play Written/Oral Presentation,etc.</li> </ul>
<b>DurationoftheTheory Paper</b>	<ul style="list-style-type: none"> <li>❖ Two(02)Hours</li> </ul>



# Question Paper Pattern

## SOCIOLOGY NEP-2020

B.A. Degree  
Examination (Regular)  
Paper: \_\_\_\_\_

Time: 2 Hours  
60

Max. Marks:

Instruction: 1) Answer All the Section

### Part-A

Answer Any Five of the Following

5×2=10

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_

### Part-B

Answer Any Four of the Following

4×5=20

8. \_\_\_\_\_
9. \_\_\_\_\_ 10. \_\_\_\_\_ 11. \_\_\_\_\_ 12. \_\_\_\_\_ 13. \_\_\_\_\_

### Part-C

Answer Any Three of the Following

3×1

0=30

14. \_\_\_\_\_
15. \_\_\_\_\_
16. \_\_\_\_\_
17. \_\_\_\_\_
18. \_\_\_\_\_



# BAGALKOT UNIVERSITY

Mudhol Road, Jamkhandi-587301 Dist.: Bagalkote

PROGRAM/COURSE STRUCTURE AND SYLLABUS

Choice Based Credit System (CBCS)

Designed in accordance with

Learning Outcome-Based Curricular Framework (LOCF)

Under National Education Policy (NEP) 2020 for

**B.A/B.Sc**

**Criminology and Forensic Science (Basic/Hons)**

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

# **COURSE AIM**

Provide students with a learning experience that will help instill deep interest in the subject; develop broad, balanced knowledge and understanding of key criminological and Forensic Science concepts, principles and theories; and equip students with the appropriate tools of analysis to tackle problems in the field of crime and its detection to help the Criminal Justice System in maintaining law and order in the society.

Develop students' ability to understand the *modus operandi* of crimes and the variations involved in it; the approaches required to handle these circumstances; and to draw appropriate inferences from them.

Provide students with the knowledge and skill base that would enable them to undertake further studies in Criminology and Forensic Science related areas or in multi-disciplinary areas.

## **COURSE OBJECTIVES**

Crime is one of the major social problems. It has posed a threat to social organization. To maintain peace, harmony and social order scientific approach to this problem is need of the hour. The problem of crime can be effectively tackled with the help of different agencies of Criminal Justice like Police, Prison, Law, Court and various other agencies. The study pertaining to different agencies of Criminal Justice is scientifically studied at the graduation level in Forensic Science and Criminology.

The students are exposed in this course on various aspects of Crime, Criminality, Reformation and Rehabilitation of Criminal, Victim of Crime, Victim Compensation, Victim Assistance and Restorative Justice to the parties concerned Victim of Crime, Criminal Law, Forensic Science, Forensic Medicine and Toxicology and other branches.

Objectives of the study of this science are to make the students to understand the process of making laws, breaking of the laws, societal reaction to breaking of the laws and modern crimes. To understand the application of science in the identification and analysis of physical clues found at the Crime Scene, Criminal and Victims.

To prepare the students to pursue their career in the State and Central Forensic Science Institutes, Law enforcement agencies and Judiciary. To pursue their career in Social Security and Voluntary Organizations and prevent the occurrence of Crime.

It is a professional course with emphasis on development of necessary skills for a Criminological profession in police, forensic science, private security management, private detective work, corrections, and Juvenile Institutions.

**ANNEXURE-II**  
(MODELIIA-SUBJECTWITHPRACTICAL-ONEMAJOREANDONEMINOR)



RaniChannamma University,Belagavi  
CHOICE BASED CREDIT SYSTEM SYLLABUS  
B.A/B.ScCRIMINOLOGY AND FORENSIC SCIENCE  
(w.e.f.2021-22onwards)

Sem	CourseCode	CourseType	TitleofthePaper	InstructionsHrs/PerWeek			Duration ofExam	Marks			Credits
				Lecture	Tutorials	Practical		Formative Assessment	Summative Assessment	Total	
I	126BAB01CR IDSC01T	DSC	FUNDAMENTALOF CRIMINOLOGY	4Hrs	--	--	2	40	60	100	4
	126BAB01CR IDSC02L	DSC	PRACTICAL-I	-	--	4Hrs	3	25	25	50	2
	126BAB01CR IOEC01T	OE1.1	POLICEORGANISATION ININDIA/	3Hrs	--	--	2	40	60	100	3
	126BAB01C RIOEC02T	OE1.2	ELEMENTSOFFORENSIC SCIENCE								

Sem	CourseCode	CourseType	TitleofthePaper	InstructionsHrs/PerWeek			Duration ofExam	Marks			Credits
				Lecture	Tutorials	Practical		Formative Assessment	Summative Assessment	Total	
II	126BAB02CR IDSC03T	DSC	CRIMINALISTICS	4Hrs	-	--	2	40	60	100	4
	126BAB02CR IDSC04L	DSC	PRACTICAL-II	-	-	2Hrs	3	25	25	50	2
	126BAB02CR IOEC03T	OE2.1	SOCIALPROBLEMSAND CRIME/	4Hrs	-	---	2	40	60	100	3
	126BAB02CR IOEC04T	OE2.2	FINGERPIRNTSCIENCE								

## ANNEXURE-III

### B.A/B.Sc CRIMINOLOGY AND FORENSIC SCIENCE (BASIC/HONS)

#### Syllabus

**Name of the Degree Program:** B.A/B.Sc Criminology and Forensic Science (Basic/Hons)

**Discipline Core:** Criminology and Forensic Science

Total Credits for the Program: 180

#### **Programme Outcomes:**

**By the end of the program the students will be able to:**

1. Demonstrate (i) a systematic or coherent understanding of the fundamental concepts, principles and processes underlying the academic field of Criminology and Forensic Science, its application in different subfields (law, Policing, Investigation Techniques, Investigation of Scene of Crime, Penology, Human Rights, Victimology, Criminal Psychology, Security Management and in other allied fields), and its linkages with related disciplinary areas/subjects; (ii) procedural knowledge that creates different types of professionals in the field of Criminology and Forensic Science related fields such as teaching, research and development, private investigations, security industry, victim assistance, non-governmental organizations, juvenile justice system, correctional system, policing, and crime analyst; (iii) skills related to specialization areas within Criminology and Forensic Science as well as within subfields of Criminology and Forensic Science (policing, investigative techniques, crime scene management, penology, victimology, criminal psychology, security management), and other related fields of study, including broader interdisciplinary subfields (forensic science, human rights, gender studies, sociology and law).
2. Apply appropriate methodologies in order to conduct analysis and detect patterns of crime and victimization and apply relevant knowledge and skills to seek solutions to problems that emerge from the subfields of Criminology and Forensic Science as well as from broader interdisciplinary subfields relating to Criminology and Forensic Science.
3. Use techniques relevant to academia and industry, generic skills and global competencies, including knowledge and skills that enable students to undertake further studies in the field of Criminology and Forensic Science, its related field, and work in the government and non-government sectors.
4. Undertake hands-on field work and practical activities that develop problem-solving abilities required for successful career in research and development, policy-making, teaching, security management, private investigation, disaster management, non-governmental organizations, victim assistance programmes, correctional institutions, after-care programs, criminal justice administration, etc.
5. Recognize and appreciate the importance of Criminology and Forensic Science, its application in an academic, social, legal, industrial, economic and environmental context.

## CURRICULUM STRUCTURE

This matrix lists only the core courses. Core courses list the courses that are essential for every student to earn his degree. It includes all types of courses (theory, lab, tutorial, Project, Internships, ... that every student of the course). Electives are not part of this list.

Semester	Name of the course	What all program outcomes the course addresses (not exceeding three per course)	Pre requisite course(s)	Concurrent course#	Pedagogy##	Assessment\$
1	Fundamentals of Criminology (4=2)	<p>1. A systematic disciplinary knowledge of the fundamental concepts, analytical reasoning, principles and processes.</p> <p>2. Apply appropriate methodologies in order to conduct analytical skills and detect patterns of crime and victimization.</p> <p>3, Apply moral and ethical awareness/reasoning</p>	NIL	NIL	<p>i. Lecture Method,</p> <p>ii. Interactive Sessions</p> <p>iii. Activities (Seminar and Assignments, Outdoor learnings, Individual &amp; Group presentation)</p> <p>iv. ICT Based (Video-Audio (virtual) Mode and PowerPoint Presentation)</p>	<p>i Semester End Examination (Written) for 70 Marks</p> <p>ii Internal Assessment for 30 Marks including (two written tests, Seminar, assignment/ attendance)</p>
1						
2	Criminalistics (4+2)	<p>1. A systematic understanding of the fundamental concepts, principles of Forensic Science with an interdisciplinary domain</p> <p>2. Apply appropriate knowledge with reflective thinking</p>			<p>i. Lecture Method,</p> <p>ii. Interactive Sessions</p> <p>iii. Activities (Seminar and Assignments, Outdoor learnings, Individual &amp; Group presentation)</p>	<p>i Semester End Examination (Written) for 70 Marks</p> <p>ii Internal Assessment for 30 Marks including 6 (two written tests,</p>



		and to examine the physical clues			iv. ICT Based (Video-Audio (virtual) Mode and PowerPoint Presentation	Seminar, assignment/ attendance)
2		3, Apply relevant knowledge and analytical reasoning				

#Concurrent course is a core (lab / tutorial/ project/ ... ) course that a student has to take along with this course in the same semester for effective learning. Course design of concurrent courses is preferred to be done by the same team.

##Pedagogy for student engagement is predominantly lectures. However, other pedagogies enhancing better student engagement to be recommended for each course. This list includes active learning / course projects / Problem Based or Project Based Learning / Case studies / Self study like seminar, term paper or MOOC)

\$Every course needs to include assessment for higher order thinking skills (Applying/Analysing

/Evaluating/Creating). However, this column may contain alternate assessment methods that help formative assessment (i.e. assessment for learning)

## Structure of B.A/B.Sc Criminology and

## Forensic Science Discipline Specific Core Course

### (DSC)

DSC-1: Fundamentals of Criminology (4)

: Practicals-I

(2) DSC-2:

DSC-3: Criminalistics (4)

: Practicals

(2) DSC-4:

### Open Electives

OE-1.1 Police Organization in India/

1.2. Elements of Forensic

Science (3) OE-2.1 Social Problems and

Crime

2.2 Fingerprint Science (3)

# The First Year

Sem.	Discipline Core(DSC)	(Credits) (L+T+P)	Open Elective (OE)	(Credits) (L+T+P)	Skill Enhancement Courses(SEC)			
					Skill based	(Credits) (L+T+P)	Value based	(Credits) (L+T+P)
I	Core 1: Fundamentals of Criminology	(4+0+2)	OE- Police Organization in India  Elements of Forensic Science	3	SEC-1: Digital Skills for Crime Data Analysis	2		
II	Core 2: Criminalistics	(4+0+2)	OE-2 2.1. Social Problems and Crime  2.2 Fingerprint Science	3			Health and Wellness/Social & Emotional Learning (2)	2

- **One core paper each semester**
- **Open elective papers for each semester (may be more than 1 per semester)**
- **Skill based skill enhancement courses in the first semester (preferably relating to computer skill)**
- **Value based skill enhancement courses in the second semester**

### Assessment Method

Types of Course	Formative Assessment/IA	Summative Assessment
Theory	40	60
Practical	25	25
Projects	40	60
Experiencing Learning (Internship/Field Work Placements)	40	60

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

Course Outcomes (COs)/Program Outcomes (POs)	DSC	DSC	OE	OE	OE	OE	SHCI
			1.1	1.2	2.1	2.2	
1. Disciplinary knowledge and skills	X	X	X	X	X	X	
2. Skilled communicator	X	X	X	X	X	X	X
Critical thinker and problem solver	X	X	X	X	X	X	X
4. Team player/worker	X	X	X	X	X	X	X
5. Skilled project manager	X	X	X	X	X	X	X
6. Digitally literate		X		X		X	X
7. Analytical reasoning	X	X	X	X	X	X	X
8. Research-related skills	X	X	X	X	X	X	X
9. Multicultural competence	X	X	X	X	X	X	X
10. Moral, Ethical & Legal reasoning	X	X	X	X	X	X	X
11. Develop scientific temper and self-motivating learnings	X	X	X	X	X	X	X
12. Lifelong learner		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

## ANNEXURE-III

### Semester-I

**B.A/B.Sc Criminology and Forensic  
Science Title of the Course: Fundamentals  
of Criminology**

**Course Code:-126BAB01CRIDSC01T**

**Course Outcome:**

- Explain the history, origin, scope and definition of crime, its relevance in the present scenario and its relation to other social sciences.
- Understand the interdisciplinary nature of Criminology and the role of criminologist in the criminal justice system.
- Describe the different schools of Criminology and critically identify the contribution of each school of thought for the growth and development of Criminology.
- Describe the different typologies of crime including crimes against body, crimes against property, contemporary crimes like cybercrime, white collar crime, etc.
- Apply the concept of crime and criminal behavior to understand juvenile delinquency.
- Describe different typology of criminal behaviour like dossier criminal, habitual offenders, professional criminals, etc.
- Explain the different concepts and methods of crime prevention.
- Describe the source of crime statistics and its current trends.

Number of Theory Credits	Number of lecture hours/semester	Number of practical Credits	Number of practical hours/semester
4	56	2	56
<b>Content of Theory Course 1</b>			<b>56Hrs</b>
<b>Unit-1 Introduction to Criminology</b>			14
<b>Chapter-1 Concept of Crimes</b> <ul style="list-style-type: none"><li>• Crime-Etymology</li><li>• Meaning and Definitions</li><li>• Difference between Crime, Sin, Vice and Tort</li><li>• Classification of Crimes</li></ul>			
<b>Chapter-2 Historical Perspective</b> <ul style="list-style-type: none"><li>• Historical perspectives of Criminology</li><li>• Nature, origin and scope of Criminology</li><li>• Deviance, social context of deviance, delinquency</li><li>• Criminology and its relations with other social sciences – Criminology's interdisciplinary nature</li></ul>			

<b>Unit–2ExplanationsofCrime</b>	14
----------------------------------	----

<p><b>Chapter-3 Explanation of Crime by Different Schools</b></p> <ul style="list-style-type: none"> <li>• School of Criminology: Meaning and its Importance in Explanation of Crime</li> <li>• Pre-classical school: Religious Leaders and Philosophical thoughts</li> </ul> <p><b>Chapter-4 Classical School</b></p> <ul style="list-style-type: none"> <li>• Classical school, Propounder and their contribution</li> <li>• Neo-classical school</li> <li>• Positive School- Biological positivism, Propounder and their contribution</li> <li>• Cartographic school, Propounder and their contribution</li> </ul>	
<b>Unit-3 Typology of Crime and Criminal Behaviour</b>	13/14
<p><b>Chapter-5 Typology of Crime</b></p> <ul style="list-style-type: none"> <li>• Typology of crime: Meaning and its importance</li> <li>• Criminal Behavior: Component of Criminal Behaviour</li> </ul> <p><b>Chapter-6 Crime under Indian Penal Code</b></p> <ul style="list-style-type: none"> <li>• Crime against person and Crime against property</li> <li>• Conventional crime and White-collar crime</li> </ul> <p><b>Chapter-7 Other Forms of Crimes</b></p> <ul style="list-style-type: none"> <li>• Organized crime, Cybercrime and Environmental crime</li> <li>• Habitual offenders, Professional criminals and Recidivists</li> <li>• Violent and aggressive offenders, sexual offenders</li> </ul>	
<b>Unit-4 Prevention of Crime and Crime Statistics</b>	14
<p><b>Chapter-8 Concept of Crime Prevention</b></p> <ul style="list-style-type: none"> <li>• Definition of concepts: Primary, secondary and tertiary crime prevention</li> <li>• Prevention of various types of crime and Methods: Punitive methods, defence methods, intervention method-</li> <li>• Crime Prevention Through Environmental Design (CPTED)-Crime prevention by police-Crime Prevention Organizations.</li> </ul> <p><b>Chapter-9 Crime Statistics and Current Trend</b></p> <ul style="list-style-type: none"> <li>• Crime statistics: Meaning and Its Importance</li> <li>• National Crime Record Bureau: Reporting crime and Recording crime</li> <li>• Crime/victim surveys: International crime comparisons, Changing crime patterns and Unreported crime.</li> </ul>	

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**Pedagogy:**Lecture,Assignments,InteractiveSessions,ICT,GroupDiscussion

Formative Assessment 40(Weightage in Marks includes: Written Tests, Activity/Assignment/Seminar/Presentation etc)			
AssessmentOccasion/Type	C1	C2	TotalMarks
SessionTest(2)	10	10	20
Seminar/Presentation/Activity	10	---	10
Casestudy/Assignment/Fieldwork/Projectworketc	---	10	10
<b>Total</b>	<b>20</b>	<b>20</b>	<b>40</b>

DateCourseCo-OrdinatorSubjectCommitteeChairperson



**Semester I**  
**Course Code:-126BAB01CRIDSC02L**  
**Content of Practical Course DSC**

Number of practical Credits	Number of practical hours/semester
<b>2</b>	<b>52</b>
<b>Content of Practical Course 1</b>	
	<b>52 Hrs</b>
<b>Practical-I: Analysis of news items of criminology importance from the daily news papers</b>	08
<b>Practical-II: Collection of crime news clippings</b>	07
<b>Exercise:</b> Collection of Crime news items clippings from the print media/social media/news channel etc. Print Media includes (newspapers, weeklies, magazines, monthlies and other forms of printed journals etc Social Media/Electronic Media includes (Facebook, Twitter and LinkedIn TV etc)	
<b>Practical-III: Pioneers of classical and positive criminology with their Contributions</b>	07
<b>Exercise:</b> Collection of the Photos of Pioneers along with their contribution to Criminology and Criminal Justice System	
<b>Practical-IV: Classification/types of cyber crimes</b>	07
<b>Exercise:</b> Identify the different types of cyber crimes along with the nature of commission of cyber crime (Modus Operandi)	
<b>Practical-V: Crime statistics analysis-crime against person and property</b>	08
<b>Case Study Exercise:</b> Collect the data of last 5-10 years from Crime in India-NCRB and analyze it critically ( <a href="http://www.ncrb.org.in">www.ncrb.org.in</a> )	
<b>Practical-VI: Study of Graphical Representation of Crime Statistics</b>	08
<b>Case Study Exercise:</b> Collect the graphical representation of any two major crimes from Crime in India-NCRB and analyze it critically ( <a href="http://www.ncrb.org.in">www.ncrb.org.in</a> )	
<b>Practical-VII: Kim's Game: Observation, Retention, Memory and Interpretation</b>	07
<b>Exercise:</b> Keenly observe the items (10-15) kept on particular table/scene of crime in given time for the Kim's Game	

Formative Assessment 25 (Weightage in Marks includes: Written Tests, Activity/Assignment/Seminar/Presentation etc)	
Assessment Occasion/Type	Total Marks
Session Test	<b>15</b>
Viva-voce/Activity/Basic Understanding of the concepts	<b>05</b>
Practical/Fieldwork/Projectwork/Journal/Record etc	<b>07</b>
<b>Total</b>	<b>25</b>

Date Course Co-Ordinator Subject Committee Chairperson

## SemesterII

### B.A/B.ScCriminologyandForensicScience

<b>CourseTitle:Criminalistics</b>	<b>CourseCode:-126BAB02CRIDSC03T</b>
<b>TotalContactHours:56</b>	<b>CourseCredits:04</b>
<b>FormativeAssessmentMarks:30</b>	<b>DurationofESA/Exam:03</b>
<b>ModelSyllabusAuthors:</b>	<b>SummativeAssessmentMarks:30</b>

**CoursePre-requisite(s):***Mentiononlycoursetitlesfromthecurriculumthat areneededto betaken by the students before registering for this course.*

### **CourseOutcomes(COs):**

Attheendofthecoursethestudentsshouldbeableto:

- Understand the definition, scope and basic principles of Criminalistics, exhibitthevarioustoolsandtechniquesutilizedintheapplicationofthe subject.
- Explainthesignificance of evidence,typesandclassificationof physical evidencesuch as blood, fibre, paint, firearms, fingerprints, etc.
- Examinetheforensicdocuments,toolsandtechniquesemployed,typesof forgeries,types of handwriting and its characteristics, etc.
- Explainthebasicprinciplesandstagesinvolvedincrimescenereconstruction.
- Describethescopeandimportanceofmedicalevidencesuchasoraland documentary,etc.
- Importanceofmedico-legalautopsyandtypeandcharacteristicsofwounds,etc.

## SemesterII

### B.A/B.SCCriminologyandForensicScience

CourseCode:-126BAB02CRIDSC03T

TitleoftheCourse:DSC-3:Criminalistics

Number of Theory Credits	Number of lecture hours/semester	Number of practical Credits	Number of practical hours/semester
4	56	2	56
<b>ContentofTheoryCourse1</b>			<b>56Hrs</b>
<b>UnitI:Introduction–ForensicScience</b>			14
<b>Chapter-1</b> ForensicScience:Meaning,ConceptualdefinitionandScope <b>Chapter-2</b> Basicprinciples;Forensictoolsandtechniques <b>Chapter-3</b> Applicationofforensicscience.			
<b>UnitII:PhysicalEvidence</b>			14
<b>Chapter-4</b> Physical Evidence: Significance of evidence and Lockards principle <b>Chapter-5</b> Types of evidence–Classification of physical evidence:Blood, fiber, paint, firearms, tyre marks, fingerprints, footprints, bite marks. <b>Chapter-6</b> DNA: Meaning, Background and typing. <b>Chapter-7</b> Collection of evidence–Preservation of evidence–Forensic anthropology.			
<b>UnitIII:ForensicDocumentExamination</b>			14
<b>Chapter-8</b> ForensicDocumentExamination:IntroductionandTypesofdocuments <b>Chapter-9</b> Tools and techniques for examination and identification <b>Chapter-10</b> Types of forgeries, characteristics and detection <b>Chapter-11</b> Types of handwriting and its characteristics.			
<b>UnitIVCrimeSceneReconstruction(CSR)</b>			14
<b>Chapter-12</b> NatureandimportanceofCSR <b>Chapter-13</b> Basicprinciplesand stages involved  <b>Chapter-14</b> Typesandclassificationofreconstruction  <b>Chapter-15</b> RoleoflogicinCSRandWritingareconstructionreport <b>Chapter-16</b> Casesofspecialimportancepertainingtoforensicexamination			

#### BooksReferences:

1. DeKal, V. (2014). Exam preparatory manual for undergraduates: Forensic medicine & toxicology (theory & practical). New Delhi: Jaypee Brothers Medical.
2. Gardner, R., & Bevel, T. (2009). Practical crime scene analysis and reconstruction. Boca Raton, FL: CRC Press.
3. Lewis, J. (2014). Forensic document examination. New York: Academic Press. Nagesh Kumar, G. (2007). Practical forensic medicine. New Delhi: Jaypee Brothers Medical.
4. Nanda, B., & Tewari, R. (2001). Forensic science in India: A vision for the twenty-first century. New Delhi:

Select Publishers.

6. Subrahmanyam, B. (2001). *Modi's medical jurisprudence & toxicology*. New Delhi: Butterworth India.
7. Turvey, B., & Crowder, S. (2017). *Forensic investigations – an introduction*. Academic Press.
8. Academic Press.
9. Young, T., & Ortmeier, P. (2010). *Crime scene investigation*. Pearson.

## Journals:

Indian journal of criminology and criminalistics, ISSN: 0970-4345

International journal of Forensic and Legal Medicine, ISSN: 1752-

928XJournal of Forensic Pathology, ISSN: 2684-1312

## DigitalReference

1. <https://books.google.co.in/books?hl=en&lr=&id=zIRQOssWbaoC&oi=fnd&pg=PA1&dq=forensic+science+research+articles&ots=wJ-Zt0UQ2U&sig=v7wufZJrViWiMCo3YwG8d0sguCc>
2. <https://link.springer.com/article/10.1007%2Fs10657-005-4196-6#citeas>
3. <https://www.ojp.gov/ncjrs/virtual-library/abstracts/forensic-science-handbook-volume-2>
4. [https://books.google.co.in/books?hl=en&lr=&id=cuTnMnlvZMC&oi=fnd&pg=PP1&dq=forensic+science+research+articles&ots=dGYy\\_obgyD&sig=pRc8BvVP4AOrw5E7vfCfwhoWFR8](https://books.google.co.in/books?hl=en&lr=&id=cuTnMnlvZMC&oi=fnd&pg=PP1&dq=forensic+science+research+articles&ots=dGYy_obgyD&sig=pRc8BvVP4AOrw5E7vfCfwhoWFR8)
5. [https://books.google.co.in/books?hl=en&lr=&id=wK9c4KtXj0C&oi=fnd&pg=PP1&dq=forensic+science+research+articles&ots=b3wV8PRtsy&sig=t1DV5xrKLcUCPwYOBskxYQW8\\_Jl](https://books.google.co.in/books?hl=en&lr=&id=wK9c4KtXj0C&oi=fnd&pg=PP1&dq=forensic+science+research+articles&ots=b3wV8PRtsy&sig=t1DV5xrKLcUCPwYOBskxYQW8_Jl)

**Pedagogy:**Lecture,Assignments,InteractiveSessions,ICT,GroupDiscussion

FormativeAssessment40(WeightageinMarksincludes:Written Tests,Activity/Assignment/Seminar/Presentation etc)

AssessmentOccasion/Type	C1	C2	TotalMarks
SessionTest(2)	10	10	20
Seminar/Presentation/Activity	10	---	10
Casestudy/Assignment/Fieldwork/Projectworketc	---	10	10
<b>Total</b>	<b>20</b>	<b>20</b>	<b>40</b>

DateCourseCo-OrdinatorSubjectCommitteeChairperson

Semester-II

Content of Practical Course DSC-3

Course Code:-126BAB02CRIDSC04L

Number of practical Credits	Number of practical hours/semester
2	52
Content of Practical Course 3	
52 Hrs	
<b>Practical-I: Pioneers of forensic science with their contributions</b>	08
<b>Exercise:</b> Collection the Photos of Pioneers along with their contribution to Forensic Science and Criminal Justice System	
<b>Practical-II: Study of Basic Forensic Science Equipment</b>	07
<b>Exercise:</b> Study of different types of Microscopes/Magnifying glasses: its operation and function etc	
<b>Practical-III: Identification, location and preservation of physical evidences robbery &amp; dacoity, suicide, murder, sexual assault.</b>	08
<b>Exercise:</b> Physical clues/evidences are to be collected from the given simulated scene of crime and form the theory on commission of crime.	
<b>Practical-IV: Scene of crime – reconstruction, searching sketching (rough and neat), photography and videography</b>	07
<b>Exercise:</b> Systematic Investigation of given Simulated Scene of Crime and its reconstruction	
<b>Practical-V: Questioned documents: characteristics of handwriting, identification of forgeries.</b>	07
<b>Exercise:</b> Studying the different characteristics and types of handwriting and identification of forgeries from the given samples	
<b>Practical-VI: Collection of physical evidences</b>	08
<b>Exercise:</b> Collection (handling, packing, preserving and forwarding of the physical clues/evidences) for further examination in Forensic Labs	
<b>Practical-VII: Study of Different types of Forensic Light Sources</b>	07

Formative Assessment 25 (Weightage in Marks includes: Written Tests, Activity/Assignment/Seminar/Presentation etc)	
Assessment Occasion/Type	Total Marks
Session Test	15
Viva-voce/Activity/Basic Understanding of the concepts	05
Practical/Fieldwork/Projectwork Journal/Record set etc	07
<b>Total</b>	<b>25</b>

Date Course Co-Ordinator Subject Committee Chairperson

## Annexure IV

Question Paper Pattern:

**B.A/B.Sc**

### 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:

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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

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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)

Q2.

Q3.

Q4.

Q5.

Q6.

Q7.

PART-C

(2×15=30)

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

Q 09.

Q10.

Q11.

**Practical:**

**Scheme of Evaluation for Practical Examination**

<b>Sl. No.</b>	<b>Particulars</b>	<b>Marks Allotted Max. 25</b>
1.	<b>Answer any FIVE Question out of SEVEN (5X5=25).</b> <b>The Practical/Fieldwork question should be tested on the following grounds:</b> <b>Q1:</b> <b>Q2:</b> <b>Q3:</b> <b>Q4:</b> <b>Q5:</b> <b>Q6:</b> <b>Q7:</b>	25
	Wherever necessary need to draw neat diagram with appropriate description	
	Examination of Physical clues/Scene of crime inspection is to be done wherever necessary.	
	Knowledge of testing/examinations/comparison of physical clues/evidences/apparatus/equipments will be tested wherever necessary	
	Accuracy of results of the given practical/exercise/observation etc	
	<b>Total</b>	<b>25</b>





# BAGALKOTUNIVERSITY

MudholRoad,Jamkhandi-587301Dist.:Bagalkote

**PROGRAM/COURSESTRUCTUREANDSYLLABUS**  
**Choice BasedCreditSystem(CBCS)Designed in**  
**accordance with**  
**LearningOutcome-BasedCurricularFramework(LOCF) Under**  
**National Education Policy (NEP) 2020for**

**B.A/B.Sc**

**JournalismandMassCommunication(Basic/Hons)**

**Asper NEP 2020 and adapted fromRCU Belagavi applicable from the**

**Academic Year 2023-24**

**Four Years Undergraduate Program in Journalism and Mass Communication for B.A. (Hons.)  
Effective from 2021-22**

Sem	Type of Course	Theory/ Practical	Instruction hour per week	Total hours of Syllabus /Sem	Duration of Exam	Formative Assessment Marks	Summative Assessment Marks	Total Marks	Credits
I	DSCC1	Theory	04hrs	56	02hrs	40	60	100	04
		Practical	04hrs	52	03hrs	25	25	50	02
	OEC-1	Theory	03hrs	42	02hrs	40	60	100	03
	*SEC-1	Practical	03hrs	30	02hrs	25	25	50	02
II	DSCC2	Theory	04hrs	56	02hrs	40	60	100	04
		Practical	04hrs	52	03hrs	25	25	50	02
	OEC-2	Theory	03hrs	42	02hrs	40	60	100	03
<b>Details of the other Semesters will be given later</b>									

**\*Student can opt digital fluency as SEC or the SEC of his/her any one DSCC selected**

**Name of Course (Subject): Journalism and Mass Communication Programme Specific Outcome (PSO):**

On completion of the 03/04 years Degree in Journalism and Mass Communication students will be able to:

**PSO:1. Understand the basics of media.** Four year Integrated Course in Journalism and Mass Communication will bring in an overall familiarity of the field to the students. They should be proficient in theory and practice of the media in general.

**PSO:2.** The programme should prepare the students as „ready to be recruited by the media houses“, where the programme will ensure jobs to all the students who undergo this programme.

**PSO:3.** The products of the programme are open for changes in the field, that happen time to time and cope up the new challenges.

**PSO:4.** The programme ensures responsible citizen to the society as a product.

**PSO:5.** The programme will facilitate job opportunities for all those who invest four years in attending this programme.

**PSO:6.** The programme ensures that the products of the programme are not only good in technology but also respect the ethics of the field.

## B.A.Semester-I

**Subject: Introduction to Journalism Discipline  
Specific Course (DSC)**

**Course Code:-126BAB01JOU DSC01T**

**Course No.-1(Theory)**

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
Course-01	DSCC	Theory	04	04	56hrs	2hrs	40	60	100

### Course Outcome(CO):

- 1) To identify the distinct nature of Journalism and its professional aspects including career opportunities
- 2) To recognize and use the terms specific to media
- 3) To recognize the significance of changes in the practice of journalism

### After completion of course (No.1), students will be able to:

**CO1:** Understand the concept, history, origin, scope and definitions of Journalism and Mass Communication and its relevance in the present scenario.

**CO2:** Understand the interdisciplinary nature of Journalism and Mass Communication and the role of Journalist in the contemporary society.

**CO3:** Describe the different branches of journalism and critically identify the contributions of Journalism and Mass Communication to the growth and development of the society.

**CO4:** Explain the different concepts and practices of Journalism and Mass Communication.

**CO 5:** Understand the fundamentals of journalism and mass communication concepts, principles and processes underlying the academic field and practice in print media,

Syllabus-Course1:(Theory):Title-Introduction to Journalism	Total Hrs:56
<b>Unit-I</b>	<b>14hrs</b>
<b>Chapter No.1:</b> Definition of Journalism – Nature and Scope of Journalism. <b>Chapter No.2:</b> Qualities, Duties, Responsibilities and ethics of Journalists. Career opportunities in Journalism . Journalism as a Profession. <b>Chapter No.3:</b> Influence of Journalism on society and development.	
<b>Unit-II</b>	<b>14hrs</b>
<b>Chapter No.4.:</b> History of Journalism – Development of Journalism in the world. <b>Chapter No. 5. :</b> A brief History of Journalism in India – A brief history of Kannada Press- Role of Journalism during freedom struggle and Growth of the Press after independence.	
<b>Unit-III</b>	<b>14hrs</b>
<b>Chapter No.6.:</b> Challenges and Present status of Journalism, Professional Organizations <b>Chapter No.7:</b> Glossary of Journalism- Basic terms used in the Press and media in general.	
<b>Unit-IV</b>	<b>14hrs</b>
<b>Chapter No. 8. :</b> Traditional and modern branches of Journalism like Magazine Journalism, Community Journalism – Investigative Journalism – Development Journalism. <b>Chapter No.9:</b> Theories of Press-1. Authoritarian theory 2. Libertarian Theory. 3. Social Responsibility Theory. 4. Soviet Communist Theory	

Booksrecommended.

- 1) MassCommunicationinIndia,KevalJ KumarJaicoPublicationPhirozaMehtaroad  
mumbai – 400001
- 2) MassCommunicationinIndia,ValanilamSagePublications,MathurroadNewDelhi–  
110044

- 3) ಭಾರತೀಯ ಪತ್ರಿಕೋದ್ಯಮ ನಾಡಿಗ ಕೃಷ್ಣಮೂರ್ತಿ, ಪ್ರಸಾರಾಂಗಮೈಸೂರು ವಿಶ್ವವಿದ್ಯಾಲಯ ಮತ್ತು ಕರ್ನಾಟಕ ಮಾಧ್ಯಮ ಅಕಾಡೆಮಿ ಡಾ.ಬಿ.ಆರ್.ಅಂಬೆಡ್ಕರ ರಸ್ತೆ – 560001
- 4) ಸಂಪನ್ಮಾಧ್ಯಮಗಳು, ಬಿ.ಎಸ್.ಚಂದ್ರಶೇಖರ, ಪ್ರಸಾರಾಂಗ ಕನ್ನಡ ವಿಶ್ವವಿದ್ಯಾಲಯ ಹಂಪಿ ವೃತ್ತಪತ್ರಿಕೆ ಡಿ.ವಿ.ಜಿ ಕಾವ್ಯಾಲಯ ಪ್ರಕಾಶನ ಜಯನಗರ ಮೈಸೂರು 570014
- 5) ಕನ್ನಡ ಪತ್ರಿಕೋದ್ಯಮ – ಒಂದು ಪರಿಚಯ, ಎನ್.ಎಸ್.ಸೀತಾರಾಮಶಾಸ್ತ್ರಿ ಕರ್ನಾಟಕ ಮಾಧ್ಯಮ ಅಕಾಡೆಮಿ ಡಾ.ಬಿ.ಆರ್.ಅಂಬೆಡ್ಕರ ರಸ್ತೆ – 560001
- 6) ಸಿ. ಜೆ. ಮಂಗಲಾ, ಕನ್ನಡ ಪತ್ರಿಕಾಲೋಕ ಮಹಿಳೆ ಹೆಚ್ಚಿ ಗುರುತು. ಕರ್ನಾಟಕ ಮಾಧ್ಯಮ ಅಕಾಡೆಮಿ ಬೆಂಗಳೂರು
- 7) ಕೆ. ಆರ್ ಮಂಗಲಾ, ಪತ್ರಿಕೋದ್ಯಮದ ಬಾಗಿಲು, ಕರ್ನಾಟಕ ಮಾಧ್ಯಮ ಅಕಾಡೆಮಿ ಬೆಂಗಳೂರು.
- 8) ಡಾ. ಬಿ. ಕೆ. ರವಿ. ಕನ್ನಡ ಜರ್ನಲಿಸಂ & ಟಿ ಎಸ್ ಅರ್, ಕರ್ನಾಟಕ ಮಾಧ್ಯಮ ಅಕಾಡೆಮಿ ಗೆಂಗಳೂರು.
- 9) ಡಾ. ಜೆ. ಎಂ. ಚಂದುನವರ, ಪತ್ರಕರ್ತರಾಗಿ ಮೊಹರೆ ಹಣಮಂತರಾಯ : ಒಂದು ಅಧ್ಯಯನ, ಮಧುರಾ ಪ್ರಕಾಶನ, ಧಾರವಾಡ
- 10) ಡಿ ವಿ. ಜಿ. ವೃತ್ತ ಪತ್ರಿಕೆ, ಕರ್ನಾಟಕ ಮಾಧ್ಯಮ ಅಕಾಡೆಮಿ ಬೆಂಗಳೂರು

- 3) AveryshortintroductiontoJournalismbyOxfordPress
- 4) MasscommunicationinIndia-KevalJKumar
- 5) GlobalJournalism-AnintroductionbyVeraSlavtecheva,MichelBromley
- 6) UndertakingJournalismbyBarunRoy
- 7) MassCommunicationandJournalisminIndiaby DMehta
- 8) IndianJournalismbyNadigaKrishnamurthy(Kannada&EnglishVersion)
- 9) PatrikodyambyG.N.Rangnath Rao
- 10) VrittiPatrikodyambyM.V.Kamath
- 11) PatrikodyambyShivanandJoshi
- 12) PatrikodyamadBaagilubyK.R.Mangala
- 13) KannadaJournalismbyB.K.Ravi
- 14) M.A.JournalismNantraMundenu?ByDr.A.S.Balasubramanya

# B.A. Semester-I

**Subject: Introduction to Journalism Discipline  
Specific Course (DSC)**

**Course No.-1 Course Code:-126BAB01JOU DSC02L  
(Practical)**

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
Course-01	DSCC	Practical	02	04	52hrs	3hrs	25	25	50

Course No.1(Practical): Title of the Course(Practical) Introduction to Journalism

## Course Outcome(CO):

**CO1:** To identify the distinct nature of Journalism and its professional aspects including career Opportunities

**CO2:** To recognize and use the terms specific to media

**CO3:** To recognize the significance of changes in the practice of journalism

**CO 4:** To educate the students about the role of journalism in society and development.

## After completion of course(Practical), students will be able to:

CO 1. Understand and appreciate various dimensions of mass

communication CO2. Develop an understanding of the fundamental

concepts in journalism CO3. Analyze the scope and dimensions in journalism

CO4. Discuss the recent trends in mass media 5. Analyze and review different newspapers

## List of the Experiments for 52hrs/Semesters

1. Developing a habit of writing, among the students by giving assignments to write any topic of their choice (Minimum of 5 assignments should be written)
2. Studying various types of writings in newspapers like news, articles, features, editorials and middles
3. Writing articles and features (Minimum of 5 assignments should be written)
4. Writing for social media (Minimum of 5 assignments should be written)
5. Content analysis of a newspaper (of their choice)
6. Find out the investigative reports appeared in newspapers.
7. List out the professional originations of media
8. List out glossary of journalistic terms (20)
9. Find out the development stories appeared in dailies
10. Reading of newspapers in the class particularly the front page and the local news pages.

## General instructions:

1. Students should understand the prime objective of the subject.
2. To keep the students updating with changing technology

Scheme of Practical Examination (distribution of marks): 25 marks for Semester end examination.

## Scheme of Practical Examination (distribution of marks): 25 marks for Semester end examination

1. Reading of newspapers in the class particularly the front page and the local newspapers: **04 Marks**
2. List out the professional originations of media: **04 Marks**
3. Find out the development stories appeared in dailies: **04 Marks**
4. Viva: **03 Marks**
5. Journal: **10 Marks**

**Total 25 marks**

**Note: Same Scheme may be used for IA (Formative Assessment) examination**

## Books recommended.

- 1) A very short introduction to Journalism by Oxford Press
- 2) Mass communication in India - Keval J Kumar
- 3) Global Journalism - An introduction by Vera Slavtecheva, Michel Bromley
- 4) Undertaking Journalism by Barun Roy
- 5) Mass Communication and Journalism in India by D S Mehta

- 6) ಸಂವಹನ ಮಾಧ್ಯಮಗಳು, ಬಿ.ಎಸ್.ಚಂದ್ರಕೇಶವರ, ಪ್ರಸಾರಾಂಗ ಕನ್ನಡ ವಿಶ್ವವಿದ್ಯಾಲಯ ಹಂಪಿ ವೃತ್ತಪತ್ರಿಕೆ ಡಿ. ಕಾವ್ಯಾಲಯ ಪ್ರಕಾಶನ ಜಯನಗರ ಮೈಸೂರು 570014
- 7) ಕನ್ನಡ ಪತ್ರಿಕೋದ್ಯಮ - ಒಂದು ಪರಿಚಯ, ಎನ್.ಎಸ್.ಸೀತಾರಾಮಶಾಸ್ತ್ರಿ ಕರ್ನಾಟಕ ಮಾಧ್ಯಮ ಅಕಾಡೆಮಿ ಡಾ.ಬಿ.ಆರ್.ಅಂಬೇಡ್ಕರ ರಸ್ತೆ - 560001
- 8) ಸಿ. ಜೆ. ಮಂಗಣ, ಕನ್ನಡ ಪತ್ರಿಕಾಲೋಕ ಮಹಿಳೆ ಹೆಚ್ಚೆ ಗುರುತು. ಕರ್ನಾಟಕ ಮಾಧ್ಯಮ ಅಕಾಡೆಮಿ ಬೆಂಗಳೂರು
- 9) ಕೆ. ಆರ್ ಮಂಗಣ, ಪತ್ರಿಕೋದ್ಯಮದ ಬಾಗಿಲು, ಕರ್ನಾಟಕ ಮಾಧ್ಯಮ ಅಕಾಡೆಮಿ ಬೆಂಗಳೂರು.
- 10) ಡಾ. ಬಿ. ಕೆ. ರಮಿ, ಕನ್ನಡ ಜರ್ನಲಿಸಂ & ಟಿ ಎಸ್ ಆರ್, ಕರ್ನಾಟಕ ಮಾಧ್ಯಮ ಅಕಾಡೆಮಿ ಬೆಂಗಳೂರು.
- 11) ಡಾ. ಜೆ. ಎಂ. ಚಂದುನವರ, ಪತ್ರಕರ್ತರಾಗಿ ಮೊಹರೆ ಹಣಮಂತರಾಯ : ಒಂದು ಅಧ್ಯಯನ, ಮಧುರಾ ಪ್ರಕಾಶನ ದಾರವಾಡ

# B.A.Semester-I

Subject: Skill Enhancement Course

## SKILLENHANCEMENT COURSE (SEC)-I

Title of Paper: Skill Enhancement Course

Course Code: -126BAB01JOUSEC01B

Type of Course	Theory/ Practical	Credits	Instruction hour per week	Total No. of Lectures/Hours /Semester	Mode of Examination	Duration of Exam	Formative Assessment Marks	Summative Assessment Marks	Total Marks
SEC-I	Theory+ Practical	02	03hrs	30	Practical	2hr	25	25	50

### Course Outcome (CO):

1. To make them familiar with writing for media and develop interest in writing.
2. Equip the students with new trends in media writing.

After completion of Skill Enhancement course, students will be able to:

- CO1 Understand the importance of specific writing skills.
- CO2 To give a glimpse of writing for media and develop an interest in writing CO
- 3 Equip the students with new trends in Media Writing. CO
- 4 Encourage to develop the necessary writing skills.

Syllabus-SEC-1: Title- Writing Skills (SEC)	Total Hrs: 30
Unit-I: Writing for TV Print Media and Radio	10hrs
Chapter 1: Print Media- News writing methods, Editorial, letter to the editor writing short stories, Chapter 2: Travel article writing.	
Unit-II Writing for T.V, Film and New Media	10hrs
Chapter 3: Writing for Radio- News writing, Radio programme scripts writing techniques. Chapter-4: News writing methods, scripts writing Documentary scripting	
Unit-III	10hrs
Chapter 5: Film- Definition of film Review Techniques of film script writing scene and dialogue writing. Chapter 6: New Media: Blog and content writing	

Books recommended.

- 1) PC Chattarje; Broadcasting in India.
- 2) EE Wills; Writing Television and Radio programme
- 3) Paul G Smeyak; Broadcast News Writing.
- 4) Paul Sureya; Broadcast News Writing: Radio, The fifth Estate.

4) ಸಿ.ಯು.ಬೆಳ್ಳಕ್ಕಿ, ರೇಡಿಯೋ ಲೋಕ, ಸಾಹಿತ್ಯ ಪ್ರಕಾಶನ, ಹುಬ್ಬಳ್ಳಿ

5) ಬಿ ಎನ್ ಗುರುಮೂರ್ತಿ, ರೇಡಿಯೋ ಟೆಲಿವಿಜನ್ ಭಾಷಾ ಸಂವಹನ, ಕರ್ನಾಟಕ ಮಾಧ್ಯಮ ಅಕಾಡೆಮಿ ಬೆಂಗಳೂರು.

6) ಬಿ.ಕೆ.ರವಿ, ಬಾನುಲಿ ಬರಹಗಳು, ಚೈತ್ರ ಕಮ್ಯೂನಿಕೇಷನ್, ಬೆಂಗಳೂರು

### List of the Experiments for 52hrs/Semesters

1. Writing Articles and Feature stories-(2 stories)
2. Writing for Social Media- Long-form and Short-form content-5 assignments
3. Photography- shoot and submit Nature, Human interest, and Portraits photographs-5 each
4. Caption writing for Photographs

5. LetterstotheEditor(2letters)8.ReviewofcontentofNewspapers/Magazines.
6. AllstudentsofthecourseshallcreateaBlog
7. Createayoutubechannelandupload2videoclipsourownchoice
8. PreparingscriptforaradioTalkof3mints- 2
9. Picturecaptionwriting-5
10. Lettertoeditor-2



## General instructions:

1. Equip the students with new trends in media writing
2. To make them familiar with writing for media and develop interest in writing.

## Scheme of Practical Examination (distribution of marks): 25 marks for Semester end examination

1. Writing Articles Marks: 03
2. Picture caption writing-5: Marks: 03
3. Preparing script for a radio talk of 3 mints- 5
4. Viva-Marks: 04
5. Journal-Marks: 10

Total 25 marks

## Note: Same Scheme may be used for IA (Formative Assessment) examination

Books recommended.

- 1) PC Chattarje; Broadcasting in India. 2)
- 3) EE Wills; Writing Television and Radio programme
- 4) Paul G Smeyak; Broadcast News Writing.
- 5) Paul Sureya; Broadcast News Writing: Radio, The fifth Estate.

- 4) ಸಿ.ಯು.ಬೆಳ್ಳಕ್ಕಿ, ರೇಡಿಯೋ ಲೋಕ, ಸಾಹಿತ್ಯ ಪ್ರಕಾಶನ, ಹುಬ್ಬಳ್ಳಿ
- 5) ಬಿ ಎನ್ ಗುರುಮೂರ್ತಿ, ರೇಡಿಯೋ ಟೆಲಿವಿಷನ್ ಭಾಷಾ ಸಂವಹನ, ಕರ್ನಾಟಕ ಮಾಧ್ಯಮ ಅಕಾಡೆಮಿ ಬೆಂಗಳೂರು.
- 6) ಬಿ.ಕೆ.ರವಿ, ಬಾನುಲಿ ಬರಹಗಳು, ಚೈತ್ರ ಕಮ್ಯೂನಿಕೇಷನ್ಸ್, ಬೆಂಗಳೂರು

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

Type of Assessment	Weightage	Duration	Commencement
Writtentest-1	10%	1 hr	8 <sup>th</sup> Week
Writtentest-2	10%	1 hr	12 <sup>th</sup> Week
Seminar	10%	10 minutes	--
Casestudy/Assignment/Field work / Project work/ Activity	10%	-----	--
Total	40% of the maximum marks allotted for the paper		

**Faculty of Social Science**  
**04-Year UG Honors programme: 2021-22**  
**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 :10 marks

**Part-B**

2. Question number 07-11 carries 05 Marks 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 weightages shall be given to each unit based on number of hours prescribed.**

## B.A.Semester–II

**Subject:ComputerApplicationsforMedia**

**Discipline Specific Course (DSC)**

**CourseCode:-126BAB02JOU DSC03T**

**The course Computer Applications for Media in I semester has two papers (Theory Paper –I for 04 credits & Practicalpaper-IIfor2credits)for06credits:Boththepapersarecompulsory.Detailsofthecoursesareasunder.**

### CourseNo.-2(Theory)

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
Course-02	DSCC	Theory	04	04	56hrs	2hrs	40	60	100

CourseNo.2(Theory):TitleoftheCourse(Theory):ComputerApplicationsforMedia

### CourseOutcome(CO):

- Understand the computer applications for print, electronic and new media. Software skills applicable to page design, photo editing, graphic design, video editing, audio editing and animation.

### After completion of course (No.3), students will be able to: CO

**CO1** To Introduce students the basics of computers

**CO2** To Familiarize the applications of computers in Print and Electronic Journalism

**CO3** To Facilitate the students to practically learn the applications of computers at different levels in media

**CO 4** Understand the basics of media related computer applications.

<b>Syllabus- Course3: Title- Computer Application for Media</b>	<b>Total Hrs: 42</b>
<b>Unit-I</b>	<b>14hrs</b>
<b>Chapter No.1:</b> Computer: Evolution of computers, Generation of computers. Introduction to input and output devices, hardware and software (MS Word and MS Publisher). <b>Chapter No. 2:</b> Various applications of computers in media: Media software's and application. <b>Chapter No.3:</b> Media websites, digital paper and blogs and podcasts. In design, Corel Draw, DTP.	
<b>Unit–2:</b>	<b>14hrs</b>
<b>Chapter No.4.:</b> Nudi, Role of Computers in Media industry <b>Chapter No.5.:</b> Internet concept, significance, elements, functions of Internet. <b>Chapter No.6.:</b> Basics of e-mail, web browsers, search engines, basics of computer network.	
<b>Unit–3:</b>	<b>14hrs</b>
<b>Chapter No.7:</b> Fundamentals of Multimedia: Definition, concepts and elements of multimedia. <b>Chapter No.8:</b> Fundamentals of visual communication, Video conferencing, <b>Chapter No.9:</b> graphics and animation Social media and their applications.	

Booksrecommended.

1. Sunder,R.,2000.ComputersTodayEd.2,JohnWiley.
2. Benedict,M.,Cyberspace:Firststeps,ed.Cambridge,MA.MITPress.
3. ChapmanandChapman,DigitalMultimedia,Wiley Publication.
4. JamesC.Foust,OnlineJournalism:
5. PrinciplesandPracticesofNewsfortheWeb,Scottsdale,AZ:HolcombHathaway.
6. Janet H. Murray, Hamlet on the Holodeck: The Future of Narrative in Cyberspace, NewYork: Free Press, 1997.
7. Macintosh,AdvancedAdobephotoshop,Adobepublishers.
8. Satyanarayana, R.,InformationTechnologyanditsfacets,Delhi,Manak2005.
9. Smith,Gene.Tagging:People-poweredMetadatafortheSocialWeb, Indianapolis,Indiana: New Riders Press, 2008.
10. DigitalMediabyT.K.Ganesh

## B.A. Semester–II

Subject:ComputerApplicationsforMedia  
Discipline Specific Course (DSC)

**CourseCode:-126BAB02JOU DSC04L**

**CourseNo.-2(Practical)**

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
Course-02	DSCC	Practical	02	04	52hrs	3hrs	25	25	50

Course No.2(Practical):TitleoftheCourse(Practical):**ComputerApplicationsforMedia**

### CourseOutcome(CO):

1. To enable the students to develop an intuitive sense of working with computers for academic and professional work more efficient

### Aftercompletionofcourse(No.4),students willbeableto: CO

**1** : To understand basics of computer.

**CO2** :Tounderstandtheoperatingsystemssoftwareanddifferentapplicationssoftware

### ListoftheExperimentsfor52hrs/Semesters

1. Createyourowne-mailaddress,Facebook,Twitter,LinkedIn,Instagramaccounts.
2. CreateaFacebookpage.
3. Blog/Vlog
4. Creating PowerPointPresentationusingMultimediatools
5. Creatingablogwithacontentofyourchoice
6. DTP
7. Studentsshallpreparehis/herboidatausingmicrosoftward
8. WorkingwithNudi/Barahandotherapplicationssoftwareforpractice
9. WorkwithPhotoShopandeditthephotos.
10. FileManagement(Practice)

### Generalinstructions:

1. Toenablethestudentstodevelopanintuitivesense ofworkingwithcomputer for academican professional work.

### SchemeofPracticalExamination(distributionofmarks):25marksforSemesterendexamination

1. DTP-Marks:05
2. Studentsshallpreparehis/herboidatausingmicrosoftward- **Marks:04**
3. WorkwithPhotoShopandeditthephotos- **Marks:04**
4. Viva- **Marks:04**
5. Journal- **Marks:08**

**Totalmarks25**

**Note: Same Scheme may be used for IA( FormativeAssessment) examination**

Booksrecommended.

1. Sunder,R.,2000.ComputersTodayEd.2,JohnWiley.
2. Benedict,M.,Cyberspace:Firststeps,ed.Cambridge,MA.MITPress.
3. ChapmanandChapman,DigitalMultimedia,WileyPublication.
4. JamesC.Foust,OnlineJournalism:
5. PrinciplesandPracticesofNewsfortheWeb,Scottsdale,AZ:Holcomb Hathaway.
6. Janet H. Murray, Hamlet on the Holodeck: The Future of Narrative in Cyberspace, NewYork: Free Press, 1997.
7. Macintosh,AdvancedAdobephotoshop,Adobepublishers.
8. Satyanarayana, R.,InformationTechnologyanditsfacets,Delhi,Manak2005.
9. Smith,Gene.Tagging:People-poweredMetadatafortheSocial Web, Indianapolis,Indiana: New Riders Press, 2008.
10. DigitalMediabyT.K.Ganesh

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

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

**Faculty of Social Science**

**04-Year UG Honors programme: 2021-22**

**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 :10 marks

**Part-B**

2. Question number 07-11 carries 05 marks 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 weightage shall be given to each unit based on number of hours prescribed.**



# **BAGALKOTUNIVERSITY**

MudholRoad,Jamkhandi-587301Dist.:Bagalkote

## **DepartmentofStudiesinEconomics**

### **PROGRAM/COURSESTRUCTURE&SYLLABUS**

**As perthe ChoiceBasedCredit System(CBCS)  
designed in accordance with Learning  
Outcomes-BasedCurriculumFramework(LOCF)of  
National Education Policy (NEP) 2020**

**For**

### **B.A.(Hon.)AgriculturalMarketing**

**AsperNEP2020andadaptedfromRCUBelagaviapplicablefromthe Academic**

**Year 2023-24**



## Program Outcomes:

By the end of the program the students will be able to:

1. Get an understanding of basic economic theory and agricultural marketing
2. Learn the techniques necessary for a proper understanding of the discipline
3. Get an introduction to real world economic issues and problems facing the country and the world
4. Gain an understanding of proper policy responses to agricultural problems
5. Get trained to collect primary data and learn sampling techniques
6. Learn to use scientific empirical methods to arrive at conclusions about the validity of agricultural marketing strategies

## CONTINUOUS INTERNAL EVALUATION AND SEMESTER END EXAMINATION

Total marks for each course shall be based on continuous assessments and term end examinations. As per the decision of the Karnataka State Higher Education Council, it is necessary to have uniform pattern of 40: 60 for CIA and Semester End examinations respectively, among all the Universities, their affiliated and autonomous colleges.

The committee deliberated on the same and suggested the following pattern for the CIE Marks.

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

**Evaluation process of IA marks may be as follows:**

- The first component (C1), of assessment is for 20 marks. This shall be based on test, assignment, seminar, case study, fieldwork, project work etc. This assessment and score process should be completed after completing 50% of syllabus of the course/s and within the first half of the semester.
- The second component (C2), of assessment is for 20 marks. This shall be based on test, assignment, seminar, case study, fieldwork, internship / industrial practicum / project work etc. This assessment and score process should be based on completion of the remaining 50 percent of syllabus of the courses of the semester.
- During the 17<sup>th</sup>- 20<sup>th</sup> week of the semester, a semester end examination of 3 hours duration shall be conducted by the University for each course. This forms the third and final component of assessment (C3) and the maximum marks for the final component will be 60%.
- In case of a student who has failed to attend the C1 or C2 on a scheduled date, it shall be deemed that the student has dropped the test. However, in case of a student who could not take the test on scheduled date due to genuine reasons, such a candidate may appeal to the concerned teacher/ Program Coordinator / HOD and suitable decision taken accordingly.
- For assignments, tests, case study analysis etc., of C1 and C2, the students should bring their own answer scripts (of A4 size), graph sheet etc., required for such tests/ assignments and these be stamped by the concerned department using their department seal at the time of conducting tests / assignment / work etc.

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

under:

OutlineforcontinuousassessmentactivitiesforC1andC2

Activities	C1	C2	Total Marks
SessionTest	10marks	10marks	20
Seminarsetc.	10marks		10
Casestudy/Assignment / Field work / Project work/ Academic EconomicsQuiz/Review of the Book/ etc		10 marks	10
<b>Total</b>	<b>20marks</b>	<b>20marks</b>	<b>40</b>

**IICModelProgramStructurefortheUndergraduateinUniversitiesandCollegesinKarnataka**

**B.A.(Basic/Hons)AgriculturalMarketing**

(Foronesubject Withpractical\_sandtheotherwithout practical\_s)

Sem.	DSC	DSE/OE	Ability Enhancement Compulsory Courses (AECC), Languages (L+T+P)		Skill EnhancementCourse(SEC)			Total Credits
					Skill-based (L+T+P)	Value-based(L+T+P)		
I	DSC-A1Basic Economics-I (4+2)	OE-1.1Kautilya_sArthashastra(3) OE-1.2 Pre- reforms Indian Economy(3) OE-1.3Developmentstudies(3)	L1-1(3),L2-1 (3) (4hrseach)		SEC-1:Digital Fluency (2) (1+0+2)	Physical Educationfor Fitness (1) (0+0+2)	HealthandWellness(1) (0+0+2)	25
II	DSC-A2Basic Economics-II (4+2)	OE-2.1ContemporaryIndian Economy (3) OE-2.2SustainableDevelopmental Goals (3) OE-2.3EconomicsofBusiness Environment (3)	L2-1(3),L2-1 (3) (4hrseach)	Environmen tal Studies (2)		Physical Education- Yoga (1)(0+0+2)	NCC/NSS/R&R (S&G)/Cultural(1)(0+0+2)	25
<b>Exit optionwithCertificate(48Credits)</b>								



**II Semester**

Sl.No	CourseCode	Titleofthe Course	Category of Courses	Credit		Marks						Credits
				T	P	IA		Sem. End Exams		Total		
						T	P	T	P	T	P	
1	126BAB02AGRDSC02T	BasicEconomics-II	DSC	4	2	40	15	60	35	100	50	6
2	126BAB02AGROEC04T	Contemporary IndianEconomy	OEC	3	-	40	-	60	-	100	-	3
3	126BAB02AGROEC05T	Sustainable Development										
4	126BAB02AGROEC06T	EconomicsofBusiness Environment										

# PROGRAM ARTICULATION MATRIX

## X

Semester	Name of the course- Discipline Specific Core Course (DSCC)	What all program outcomes the course addresses (not exceeding three per course)	Pre-requisite course(s)	Pedagogy	Assessment
1	Basic Economics-I	<ol style="list-style-type: none"> <li>1. Basic economic concepts and terms.</li> <li>2. Operation of a market system;</li> <li>3. Production and cost relationships of a business firm;.</li> </ol>	Nil	Lecture	<ol style="list-style-type: none"> <li>i) Internal Assessment for 30 marks comprising two written tests, assignment/seminar, and attendance; and</li> <li>ii) Written Semester-end Examination for 70 marks</li> </ol>
2	Basic Economics-II	<ol style="list-style-type: none"> <li>1. Operation of the overall economic system;</li> <li>2. Calculation of national income</li> <li>3. Relationship between macroeconomic aggregates;</li> </ol>	Nil	Lecture	<ol style="list-style-type: none"> <li>i) Internal Assessment for 30 marks comprising two written tests, assignment/seminar, and attendance; and</li> <li>ii) Written Semester-end Examination for 70 marks</li> </ol>

### ASSESSMENT METHODS

Type of Course	Formative Assessment/ IA	Summative Assessment
Theory	40	60
Practical	15	35
Projects	30	70
Experiential Learning (Internships/Social Work Practicum etc.)	-	-

**DSC1.2:BasicEconomics–I**CourseTitle:**DSC1.1:BasicEconomics–I**CourseCode:-**126BAB01AGR DSC01T****CourseOutcomes:**

Bytheendofthecoursethestudentwillbeableto:

1. Identifythefacetsofaneconomicproblem.
2. Learnbasiceconomicconceptsandterms.
3. Explainthe operationofamarketsystem;
4. Analysetheproductionandcostrelationshipsofabusinessfirm;
5. Evaluatethepricingdecisionsunderdifferentmarketstructures; and
6. Use basic cost-benefit calculations asa means of decision making(i.e., thinking like an economist)

<b>Contentof BasicEconomics1</b>	<b>42Hrs</b>
<b>Unit–1 BasicConceptsinEconomics</b>	14
<b>ChapterNo. 1Nature andScope ofEconomics</b>	5
<ul style="list-style-type: none"> <li>• MeaningofEconomics</li> <li>• NatureofEconomics</li> <li>• ScopeofEconomics</li> <li>• MethodsofEconomics</li> <li>• WhyStudyEconomics?</li> </ul>	
<b>ChapterNo.2ThinkingLikeanEconomist</b>	
<ul style="list-style-type: none"> <li>• ThinkingLikeanEconomist</li> <li>• TheEconomistasScientist</li> <li>• TheEconomistasPolicyAdviser</li> <li>• EconomicPolicy</li> </ul>	4
<b>ChapterNo.3Economic System</b>	
<ul style="list-style-type: none"> <li>• TypesofEconomicActivities</li> <li>• OrganisationofEconomicActivities</li> <li>• CircularFlowofEconomicActivities</li> <li>• EvolutionofthePresentEconomicSystems</li> </ul>	5
<b>Unit–2Demand,SupplyandMarkets</b>	14
<b>ChapterNo.4.FirmsandHousehold</b>	
<ul style="list-style-type: none"> <li>• MeaningofFirmsandHousehold</li> <li>• RelationshipBetweenFirmsandHousehold</li> <li>• InputMarkets</li> <li>• OutputMarkets</li> </ul>	4
<b>ChapterNo.5.DemandandSupply</b>	
<ul style="list-style-type: none"> <li>• IndividualDemand</li> <li>• MarketDemand</li> <li>• DemandDeterminants</li> <li>• Supplyandits Determinants</li> <li>• MarketEquilibrium</li> </ul>	5

<p><b>ChapterNo.6.ElasticityanditsMeasurement</b></p> <ul style="list-style-type: none"> <li>• TypesofElasticityof Demand</li> <li>• Price,IncomeandCrossElasticities</li> <li>• MeasurementofElasticityofDemand</li> <li>• DeterminantsofElasticityofDemand</li> </ul> <p><b>Practicum:</b> 1.Estimationofdemandandsupplyelasticities 2.solvinganequilibriumproblem</p>	5
<p><b>Unit–3CostandMarket Structures</b></p>	14
<p><b>ChapterNo.7Productionand Costs</b></p> <ul style="list-style-type: none"> <li>• Production Function</li> <li>• TotalProductionCost</li> <li>• MarginalProductionCost</li> <li>• AverageProductionCost</li> <li>• RevenueFunctions</li> </ul>	4
<p><b>ChapterNo.8.Accounting andEconomicCosts</b></p> <ul style="list-style-type: none"> <li>• CostintheShort run</li> <li>• FixedCostsandVariableCosts</li> <li>• MarginalCosts</li> <li>• LongrunACandMC</li> <li>• TR,MR, AR</li> </ul>	5
<p><b>ChapterNo.9.Market Structures</b></p> <ul style="list-style-type: none"> <li>• Markets</li> <li>• PerfectandImperfectCompetition</li> <li>• FeaturesofPerfectCompetition</li> <li>• Monopoly,OligopolyandMonopolisticCompetition</li> <li>• PricingStrategies</li> </ul>	5
<p><b>Practical’s(Credits2)</b></p>	
<ol style="list-style-type: none"> <li>1. ConstructionofDemandCurve&amp;SupplyCurves.</li> <li>2. DemandForecasting.</li> <li>3. Visitto LocalMarkets.</li> <li>4. Study&amp;differenttypesofMarkets.</li> <li>5. VisittoSuperMarket&amp;BigBazar</li> </ol>	
<p>VisittoSuperMarkets &amp;BigBazars.<b>References(indicative)</b></p>	
<ol style="list-style-type: none"> <li>1. Cohen, A.J. (2020). <i>Macroeconomics for Life: Smart Choices for All? + MyLab EconomicswithPearsoneText</i>(updated2<sup>nd</sup> ed.).Toronto,ON:PearsonCanada Inc. Type: Textbook: ISBN: 9780136716532</li> <li>2. Cohen, A.J. (2015). <i>Microeconomics for Life: Smart Choices for You + MyLab Economics with Pearson eText</i>(2<sup>nd</sup> ed.). Toronto, ON: Pearson Canada Inc. Type: Textbook: ISBN: 9780133899368</li> <li>3. Case Karl E. and Fair RayC. Principles of Economics, Pearson Education Asia, 2014.</li> <li>4. MankiwN.Gregory.PrinciplesofEconomics,Thomson,2013.</li> <li>5. Stiglitz J.E. and Walsh C.E. Principles of Economics, W.W. Norton &amp;Co, New York, 2011.</li> </ol>	



## Semester II

Course Title: **DSC2.1: Basic Economics-II**

Course Code: **-126BAB02AGR DSC02T**

Course Pre-requisite(s): *Basic Economics I*

### Course Outcomes (COs):

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

1. Understand the operation of the overall economic system;
2. Calculate national income and related aggregates
3. Explain the relationship between macroeconomic aggregates;
4. Analyse the nature of business cycles and policies towards controlling them;
  - a. Evaluate the macroeconomic policies for solving major problems like poverty and unemployment

Unit	Description	Hrs
<b>I</b>	<b>Macroeconomic Concepts and Relationships</b>	<b>12</b>
	<b>Chapter 1: Macroeconomy</b> <ul style="list-style-type: none"> <li>• Introduction to National Income Accounting</li> <li>• Concepts of GDP, GNP and national income</li> <li>• Approaches to calculating GDP, personal income, Nominal and real GDP</li> <li>• Limitations of the GDP concept</li> </ul>	5
	<b>Chapter 2: Monetary economy</b> <ul style="list-style-type: none"> <li>• Characteristics</li> <li>• The demand for money</li> <li>• The supply of money and overall liquidity position</li> <li>• credit creation</li> </ul>	4
	<b>Chapter 3: Inflation</b> <ul style="list-style-type: none"> <li>• Meaning and causes of inflation</li> <li>• Calculating inflation rate</li> <li>• Impact of inflation</li> </ul>	3
<b>II</b>	<b>Macroeconomic Challenges and Policies</b>	<b>12</b>
	<b>Chapter 4: Macroeconomic challenges</b> <ul style="list-style-type: none"> <li>• Unemployment</li> <li>• Economic Growth</li> <li>• Business Cycles</li> </ul>	3
	<b>Chapter 5: Monetary Policy</b> <ul style="list-style-type: none"> <li>• Objectives</li> <li>• Instruments</li> </ul>	3
	<b>Chapter 6: Fiscal Policy</b> <ul style="list-style-type: none"> <li>• Public finance vs. Private finance</li> <li>• Fiscal functions and role of government: allocation, distribution and stabilisation</li> <li>• Characteristics of public goods,</li> </ul>	6

	<ul style="list-style-type: none"> <li>Rationale of public provision of public goods</li> </ul> Practicum: 1. Reviewing the monetary policy of RBI; 2. A project to identify the nature and causes of poverty and the latest central budget	
III	<b>Public Policy and Globalization</b>	18
	<b>Chapter 7: Poverty and public policy</b> <ul style="list-style-type: none"> <li>Meaning, measurement and types of poverty</li> <li>Poverty alleviation strategies in India</li> </ul> <b>Chapter 8: International Trade</b> <ul style="list-style-type: none"> <li>The economic basis for trade—absolute advantage and comparative advantage,</li> <li>terms of trade</li> <li>exchange rates</li> <li>Trade Barriers—tariffs, subsidies and quotas</li> </ul> Balance of Payments—The current and capital account	6
	<b>Chapter 9: Globalization</b> <ul style="list-style-type: none"> <li>Meaning</li> <li>Importance</li> <li>Pros and cons of Globalization</li> </ul> <b>Practical's (Credits 2)</b> <ol style="list-style-type: none"> <li>Calculation of GDP, GNP &amp; NNP.</li> <li>Construction of Price Index Numbers.</li> <li>Analysis of State and Central Budget.</li> <li>Evaluation of Poverty Alleviation Programs of India.</li> <li>Calculation of Balance of Payment.</li> </ol>	9
	<b>References (indicative)</b> <ol style="list-style-type: none"> <li>Cohen, A.J. (2020). <i>Macroeconomics for Life: Smart Choices for All? + MyLab Economics with Pearson eText</i> (updated 2<sup>nd</sup> ed.). Toronto, ON: Pearson Canada Inc. Type: Textbook: ISBN: 9780136716532</li> <li>Cohen, A.J. (2015). <i>Microeconomics for Life: Smart Choices for You + MyLab Economics with Pearson eText</i> (2<sup>nd</sup> ed.). Toronto, ON: Pearson Canada Inc. Type: Textbook: ISBN: 9780133899368</li> <li>Case Karl E. and Fair Ray C. <i>Principles of Economics</i>, Pearson Education Asia, 2014.</li> <li>Mankiw N. Gregory. <i>Principles of Economics</i>, Thomson, 2013.</li> <li>Stiglitz J. E. and Walsh C. E. <i>Principles of Economics</i>, W. W. Norton &amp; Co, New York, 2011.</li> </ol>	3

## MODELQUESTIONPAPER

..... Semester B.A.(Hon.)Economics Degree Examination 2021-

2022 Time 3 Hours

Max Marks: 60

Instruction to candidates:

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

### SECTION-A

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

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

### SECTION-B

Answer any Three of the following Questions 3X5=25

- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.
- 9.
- 10.

### SECTION-C

Answer any Two of the following Questions 2X10=20

### SECTION-D 15 Marks

11. Caselet



# **BAGALKOTUNIVERSITY**

**MudholRoad,Jamkhandi-587301Dist.:Bagalkote**

**NATIONAL EDUCATION POLICY - 2020**

**CURRICULUMFRAMEWORKFORUNDERGRADUATE  
PROGRAM/COURSESTRUCTUREANDSYLLABUS**

**As per the Choice Based Credit System (CBCS)  
designedinaccordancewithLearningOutcomes-  
BasedCurriculumFramework(LOCF)ofNational  
Education Policy (NEP) 2020**

**UGPROGRAMME(MULTIDISCIPLINARY)IN EDUCATION**

**AsperNEP2020andadaptedfromRCUBelagaviapplicablefromtheAcademic Year**

**2023-24**

## PROGRAM OUTCOMES

**By the end of the program the students will be able to:**

The learning outcomes-based curriculum framework is based on the premise that every student and graduate is unique. Each student or graduate has his/her own characteristics in terms of previous learning levels and experiences, life experiences, learning styles and approaches to future career-related actions.

The quality, depth and breadth of the learning experiences made available to the students while at the higher education institutions help develop their characteristic attributes. The graduate attributes reflect both disciplinary knowledge and understanding, generic skills, including global competitiveness all students in different academic fields of study should acquire/attain and demonstrate. Some of the characteristic attributes that a graduate should demonstrate are as follows:

- **Disciplinary knowledge:** Capable of demonstrating comprehensive knowledge and understanding of one or more disciplines that form a part of an undergraduate programme of study.
- **Communication Skills:** Ability to express thoughts and ideas effectively in writing and orally; Communicate with others using appropriate media; confidently share one's views and express herself/himself; demonstrate the ability to listen carefully, read and write analytically, and present complex information in a clear and concise manner to different groups.
- **Critical thinking:** Capability to apply analytic thought to a body of knowledge, analyses and evaluate evidence, arguments, claims, beliefs on the basis of empirical evidence; identify relevant assumptions or implications; formulate coherent arguments; critically evaluate practices, policies and theories by following scientific approach to knowledge development.
- **Problem solving:** Capacity to extrapolate from what one has learned

and apply their competencies to solve different kinds of non-familiar problems, rather than replicate curriculum content knowledge; and apply one's learning to real life situations.

- **Analytical reasoning:** Ability to evaluate the reliability and relevance of evidence; identify logical flaws and holes in the arguments of others; analyze and synthesize data from a variety of sources; draw valid conclusions and support them with the evidence and examples, and addressing opposing viewpoints.
- **Research-related skills:** A sense of inquiry and capability for asking relevant/appropriate questions, problematizing, synthesizing and articulating; Ability to recognise cause-and-effect relationships, define problems, formulate hypotheses, test hypotheses, analyse, interpret and draw conclusions from data, establish hypotheses, predict cause-and-effect relationships; ability to plan, execute and report the results of an experiment or investigation.
- **Cooperation/Teamwork:** Ability to work effectively and respectfully with diverse teams; facilitate cooperative or coordinated effort on the part of a group, and act together as a group or team in the interests of a common cause and work efficiently as a member of a team.
- **Scientific reasoning:** Ability to analyse, interpret and draw conclusions from quantitative/qualitative data; and critically evaluate ideas, evidence and experiences from an open-minded and reasoned perspective.
- **Reflective thinking:** Critical sensibility to lived experiences, with self-awareness and reflexivity of both self and society.
- **Information/digital literacy:** Capability to use ICT in a variety of learning situations, demonstrate ability to access, evaluate, and use a variety of relevant information sources; and use appropriate software for analysis of data.
- **Self-directed learning:** Ability to work independently, identify

appropriate resources required for a project, and manage a project through to completion.

- **Multicultural competence:** Possess knowledge of the values and beliefs of multiple cultures and a global perspective; and capability to effectively engage in a multicultural society and interact respectfully with diverse groups.

- **Moral and ethical awareness/reasoning:** Ability to embrace moral/ethical values in conducting one's life, formulate a position/argument about

an ethical issue from multiple perspectives, and use ethical practices in all work. Capable of demonstrating the ability to identify ethical issues related to one's work, avoid unethical behaviours such as fabrication, falsification or misrepresentation of data or committing plagiarism, not adhering to intellectual property rights; appreciating environmental and sustainability issues; and adopting objective, unbiased and truthful actions in all aspects of work.

- **Leadership readiness/qualities:** Capability for mapping out the tasks of a team or an organization, and setting direction, formulating an inspiring vision, building a team who can help achieve the vision, motivating and inspiring team members to engage with that vision, and using management skills to guide people to the right destination, in a smooth and efficient way.

- **Lifelong learning:** Ability to acquire knowledge and skills, including learning how to learn, that are necessary for participating in learning activities throughout life, through self-paced and self-directed learning aimed at personal development, meeting economic, social and cultural objectives, and adapting to changing trades and demands of workplace through knowledge/skill development/ reskilling.

**PROGRAM STRUCTURE:**

**The following is the Program Structure for the UG Program in Education of Rani Channamma University:**

Sem .	Discipline Core (DSC) (Credits) (L+T+P)	Discipline Elective (DSE) / Open Elective (OE) (Credits) (L+T+P)	Ability Enhancement Compulsory Courses (AECC), Languages (Credits) (L+T+P)		Skill Enhancement Courses (SEC)			Total Credits
					Skill based (Credits) (L+T+P)	Value based (Credits) (L+T+P)		
I	<p><b>DSCA1(3):</b> <b>EDU(DC):1</b> Foundations of Indian Education (4)</p> <p><b>DSC-A2(3):</b> <b>EDU(DC):2</b> Philosophical Foundations of Education (4)</p>	<p><b>OE-1(3):</b> <b>EDU(OE):1</b> History of Education (3)</p>	L1-1(3) L2-1(3) (4 hrs. each)		SEC-1: Digital Fluency (2) (1+0+2)	Physical Education- Yoga (1) (0+0+2)	Health & Wellness (1) (0+0+2)	25
II	<p><b>DSC-A3(3):</b> <b>EDU(DC):3</b> Sociological Foundations of Education</p> <p><b>DSC-A4(3):</b> <b>EDU(DC):4</b> Psychological Foundations of Education</p>	<p><b>OE-2(3):</b> <b>EDU(OE):2</b> ICT in Education</p>	L1-2(3), L2-2(3) (4 hrs. each)	Environmental Studies (2)		Physical Education- Sports (1) (0+0+2)	NCC/NSS/R&R(S&G)/ Cultural (1) (0+0+2)	25



### COURSE STRUCTURE SEMESTER-I

Sl. No.	Course Code	Course Type	Title of the Course/Paper	Instruction hrs/week (L+T+P)	Duration of Examination for Summative Assessment (in hrs.)	Marks			Credits
						Formative Assessment	Summative Assessment	Total	
1.	126BAB01EDUDSC01T	DSC	Foundations of Indian Education	3+0+0	3	40	60	100	3
2.	126BAB01EDUDSC02T	DSC	Philosophical Foundations of Education	3+0+0	3	40	60	100	3
3.	126BAB01EDUOEC01T	OE1	History of Education	3+0+0	3	40	60	100	3
4.									
5.									
6.									
7.									
8.									
9.									
<b>Total</b>								<b>700</b>	<b>25</b>

\* Please note that in this Course Code, first three alphabets (i.e. EDU) represent the discipline (i.e. Education); next three alphabets (i.e. DSC) represent the type of the Course (i.e. Discipline Core); and the last two digits EDU OE represent the open elective subject.

# SEMESTER-II

Sl. No.	CourseCode	CourseType	Titleof theCourse/Paper	Instruction hrs/week(L+T+P)	Duration ofExamination forSummativeAssessment	Marks			Credits
						FormativeAssessment	SummativeAssessment	Total	
1.	126BAB01EDUDSC03T	DSC	Sociologicalfoundationof Education	4(3+1+0)	3	40	60	100	4
2.	126BAB01EDUDSC04T	DSC	PsychologicalFoundationsofEducation	4(3+1+0)	3	40	60	100	4
3.	126BAB01EDUOEC02T	OE2	ICTinEducation	4(3+1+0)	3	40	60	100	4
4.									
5.									
6.									
7.									
8.									
9.									
<b>Total</b>								<b>700</b>	<b>25</b>

## PROGRAM ARTICULATION MATRIX

Sem.	Name of the course- Discipline Specific Core Course (DSCC)	What all program outcomes the course addresses (not exceeding three per course)	Pre-requisite course(s)	Pedagogy	Assessment
1	Foundation of Indian Education (FOE)	i) Disciplinary knowledge, ii) analytical reasoning, and, iii) moral and ethical awareness/reasoning.	Nil	i) Lecture method, ii) Assignments, and iii) Individual and Group Presentations iv) Virtual Mode v) PowerPoint Presentation	i) Internal Assessment for 40 marks comprising two written tests, assignment/seminar, and attendance; and ii) Written Semester-end Examination for 60 marks
1	Philosophical Foundations of Education (PFE)	i) Disciplinary knowledge (supportive/interdisciplinary domain), ii) reflective thinking, and iii) analytical reasoning.	Nil	i) Lecture method, ii) Assignments, and iii) Individual and Group Presentations iv) Virtual Mode v) PowerPoint Presentation	i) Internal Assessment for 40 marks comprising two written tests, assignment/seminar, and attendance; and ii) Written Semester-end Examination for 60 marks
1	History of Education (HE)	i) Disciplinary knowledge (supportive/interdisciplinary domain), ii) critical thinking, and iii) moral and ethical Awareness/reasoning.	Nil	i) Lecture method, ii) Field-based Learning, iii) Assignments iv) Individual and Group Activities v) Virtual Mode vi) PowerPoint Presentation	i) Internal Assessment for 40 marks comprising two written tests, assignment/seminar, and attendance; and ii) Written Semester-end Examination for 60 marks

2	Sociological foundation of Education (SFE)	i) Disciplinary knowledge, ii) professional skills, ii) applications skills, and ii) moral and ethical awareness/reasoning.	Nil	i) Lecture method, ii) Assignments, iii) Individual and Group Activities  iv) Virtual Mode v) PowerPoint Presentation	i) Internal Assessment for 40 marks comprising two written tests, assignment/seminar, and attendance; and ii) Written Semester-end Examination for 60 marks
2	Psychological Foundation of Education (PFE)	i) Disciplinary knowledge (supportive/interdisciplinary domain), ii) reflective thinking, and iii) self-directed learning.	Nil	i) Lecture method, ii) Assignments, and iii) Individual and Group Presentations  iv) Virtual Mode v) PowerPoint Presentation	i) Internal Assessment for 40 marks comprising two written tests, assignment/seminar, and attendance; and ii) Written Semester-end Examination for 60 marks
2	ICT in Education (ICTE)		Nil	i) Orientation Lecture ii) Practical exposure iii) Onfield Training iv) Visit to various Agencies v) Field-based Learning, vi) Individual and Group Activities	i) Internal Assessment for 40 marks comprising two written tests, assignment/seminar, and attendance; and ii) Written Semester-end Examination for 60 marks



**Evaluation process of IA marks shall be as follows:**

- a) The first component (C1) of assessment is for 10 % marks. This shall be based on test, assignment, seminar, case study, filed work, project work etc. This assessment and score process should be completed after completing 50% of syllabus of the course/s and within 45 working days of semester of program.
- b) The second component (C2) of assessment is for 10 % marks. This shall be based on test, assignment, seminar, case study, filed work, internship/ practicum/ project work etc. This assessment and score process should be based on completion on remaining 50% of syllabus of the courses of the semester.
- c) During the 17<sup>th</sup> - 19<sup>th</sup> week of the semester, a semester end examination shall be conducted by the University for each course. This for the 3<sup>rd</sup> and final component of the summative assessment (C3) and the maximum marks for the final component will be 60%.
- d) In case of a student who has failed to attend C1 or C2 on a scheduled date, it shall be deemed that the student has dropped the test. However in case of a student who could not take the rest on scheduled date due to genuine reasons, such candidate may appeal to Program Co coordinator /Principal. The program Coordinator /Principal in consultation with the concerned teacher shall decide about the genuineness of the case and decide to conduct special test to such candidate on the date fixed by the concerned teacher but before commencement of the concern semester end examinations.
- e) For assignments , tests, case study analyses etc., of C1 and C2, the students should bring their own answer scripts (A4 size), etc., required for such tests/assignments and these be stamped by the concerned by the department using their department seal at the time of conducting tests/assignment/work etc.
- f) The outline for continuous assignment activities for the Components -I (C1) and Components -II (C2) of courses shall be as under.

Outline for Continuous assessment activities for C1 and C2 areas follows.

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/ Fieldwork/Projectwork		10	10	
<b>Total</b>	<b>20</b>	<b>20</b>	<b>40</b>	<b>60</b>

## COURSEWISE SYLLABUS

Name of the Degree Program: UG PROGRAMME

Discipline Core: EDUCATION

Total Credits for the Program: 3(24) Starting

year of implementation: 2021-22

### Semester 1

Course Title: FOUNDATIONS OF INDIAN EDUCATION	
Course Code: -126BAB01EDUDSC01T	
Total Contact Hours: 42	Course Credits: 3
Formative Assessment Marks: 40	Duration of Theory Exam: 3hrs
Model Syllabus Authors: KSHE	Summative Assessment Marks: 60

### Semester 1

Title of the Course: FOUNDATIONS OF INDIAN EDUCATION

Course: EDU(DC)01			
Number of Theory Credits	Number of lecture hours/semester	Number of Theory Credits	Number of lecture hours/semester
3	42	3	42

<p><b>Program Outcomes:</b> On completion of the course, the student will be able to:</p> <ul style="list-style-type: none"> <li>Recognize the salient features of the various systems of education that prevailed in India in the past.</li> <li>Compare and contrast the Vedic, Buddhist, Medieval and Contemporary systems of Education.</li> <li>Appreciate the great educational heritage of India.</li> <li>Make a critical analysis of the different systems that prevailed in India at various points of time.</li> <li>Synthesize the various beneficial aspects of the different systems.</li> <li>Analyze the contributions of the various education commissions / committees / policies in shaping the present systems of education.</li> </ul> <p><b>Content of Course 1</b></p>	<b>42Hrs</b>
<b>Unit-1 Preindependence Education period</b>	<b>14</b>
1.1 Meaning and importance of Education	-2hours

VEDIC SYSTEM OF EDUCATION- WITH REFERENCE TO - BACKGROUND AIMS RITUALS,TEACHING, CURRICULUM,PUPIL-TEACHER RELATIONSHIP AND OTHER CHARACTERISTICS.	4hours
BUDDHIST SYSTEM OF EDUCATION- EDUCATION WITH REFERENCE TO BACKGROUND , AIMS, RITUALS,TEACHING, CURRICULUM,PUPIL-TEACHER RELATIONSHIP AND MERITS AND DEMERITS	4hours
IN MEDIEVAL INDIA-. EDUCATION WITH REFERENCE TO - BACKGROUND AIMS RITUALS,TEACHING,CURRICULUM,PUPIL-TEACHER RELATIONSHIP AND MERITS AND DEMERITS.	4hours
<b>Unit-2 BRITISH SYSTEM OF EDUCATION</b>	<b>14</b>
BRITISH SYSTEM OF EDUCATION- WITH REFERENCE TO INTRODUCTION, OBJECTIVES, BACKGROUND MACAULAY'S MINUTE AND WOODS DISPATCH HORTOG COMMITTEE SARGENT COMMISSION	5hours
	3hours
	3hours
	3hour
<b>Unit-3 POST INDEPENDENCE PERIOD</b>	<b>14</b>
UNIVERSITY EDUCATION COMMISSION, MUDALIAR COMMISSION KOTHARI EDUCATION COMMISSION, NATIONAL EDUCATIONAL POLICY 1986	3hours
	3hours
	4hours
	4hours

#### **Text Books-References**

- a) Guha, R. (2007). India
2. National Education Commission. (1964-66). Ministry of Education, Government of India, New Delhi.
3. National Policy on Education. (1986 & 92). Ministry of Human Resource
4. Development Government of India, New Delhi.
5. Right to Education Act (2009). Ministry of Human Resource Development, Government of India, New Delhi.
6. Aggarwal, J. C. (1992). Development and Planning of Modern Education. Vikas Publishing House Pvt. Ltd., New Delhi.
7. Ain, L. C. (2010). Civil Disobedience, Book Review Literary Trust: New Delhi. Select chapters. Haseen Taj (2008) Current Challenges in Education Neelkamal publications ; Hyderabad
8. Anand, S. P. (1993). The Teacher & Education in Emerging Indian Society. NCERT, New Delhi.
9. Bhat, B. D. (1996). Educational Documents in India. Arya Book Depot, New Delhi.



10. Bhatia, K., & Bhatia, B. (1997). The Philosophical and Sociological Foundations. Doaba House, New Delhi.
11. Biswas.A.(1992).EducationinIndia.AryaBookDepot,NewDelhi.
12. Biswas. A., & Aggarwal, J.C. (1992).Education in India, Arya Book Depot, New Delhi.
13. Chakravarty, S. (1987). Development Planning: The Indian Experience. Oxford University press, New Delhi.
14. Chandra,B.(1997).NationalismandColonialism,OrientLongman,Hyderabad.
15. Choudhary.K.C.,&Sachdeva,L.(1995).Totalliteracyby2000,IAE Association, New Delhi.
16. DeatonA.,&Dreze,J.(2008-2009).PovertyandInequalityinIndiainRaj Kapila and Uma Kapila (Ed.) in Indian Economy since Independence.Oxford University Press, New Delhi.
17. Deshpande,S.(2004).ContemporaryIndia:ASociologicalView. Penguin, New Delhi.
18. Dubey,S.C.(2001).IndianSociety,NationalBookTrust,NewDelhi.
19. FamousSpeechesofGandhiji:SpeechontheEveofTheLastFast, January 12, 1948.
20. <http://unesdoc.unesco.org/images/0023/002322/232205e.pdf>

### **Assessment:**

#### **Weightageforassessments(in percentage)**

TypeofCourse	C1	C2	Formative Assessment	summative assessment C3
SessionTest	10	10	20	60
Seminars/Presentation/Activity	10		10	
Casestudy/Assignment/ Fieldwork/Projectwork		10	10	
<b>Total</b>	<b>20</b>	<b>20</b>	<b>40</b>	<b>60</b>

## UG PROGRAMME

### SEMESTER 1

Course Title: <b>Philosophical Foundations of Education</b>	
Course Code: <b>-126BAB01EDUDSC02T</b>	
Total Contact Hours: <b>42</b>	Course Credits: <b>03</b>
Formative Assessment Marks: <b>40</b>	Duration of Theory Exam: <b>03hrs</b>
Model Syllabus Authors:	Summative Assessment Marks: <b>60</b>

#### Semester 1

#### Title of the Course: **Philosophical Foundations of Education**

<b>Course: EDUDC(02)</b>		
<b>Number of lecture hours/semester</b>	<b>Number of Theory Credits</b>	<b>Number of lecture hours/semester</b>
<b>42</b>	<b>3</b>	<b>42</b>

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

1. Recognize the meaning of philosophy and Philosophy of education.
2. Relate Philosophy to education.
3. Understand the Need for Philosophical Inquiry of Education
4. Appreciate the role of Philosophy in Human Development.

<b>Content of Course</b> 2	<b>42Hrs</b>
<b>Unit-1: Concept of Philosophy</b>	<b>14</b>
Chapter No.	
Meaning, Definitions and Scope of Philosophy	<b>4hours</b>
Branches of Philosophy- Metaphysics, Epistemology, and Axiology	<b>5hours</b>
Methods of Philosophical Inquiry.	<b>3hours</b>
Criteria of Educative Process	<b>2hours</b>
<b>Unit-2 Education and Philosophy</b>	<b>14</b>
2.1 Relationship between Education and Philosophy- with Special Reference to Aims, Curriculum, Teacher and Discipline.	<b>6hours</b>
2.2 Modern Concept of Philosophy of Education	<b>3hours</b>
2.3 The need for Philosophical Inquiry of Education	<b>3hours</b>
2.4 Ethics in Education	<b>2hours</b>
<b>Unit-3 Philosophy for development of Humanity</b>	<b>14</b>

3.1 Education and Development of Values	4 hours
3.2 Education for National Integration	4 hours
3.3 Education for International Understanding	3 hours
3.4 Education for peace and Harmony	3 hours

#### Text Books–References

1. NCERT, The Teacher and Education in Emerging India Society, New Delhi.
2. Mohanty J. Indian Education in the Emerging Society Sterling publications, Bangalore.
3. Yadav and Yadav : Education in the Emerging Indian Society, Tandon Publications.
4. B.N. Dash, Principles of Education in Emerging Indian Society.
5. Humayun Kabir: Indian philosophy of Education, Bombay Asia publication House.
6. National Curriculum Framework School Education 2000. NCERT.
7. R.S. Peters: Concept of Education.
8. O'Connoz, philosophy of Education.
9. Paulo Friere: Pedagogy of oppressed.
10. The Teacher and Education in Emerging Indian Society, New Delhi. NCERT, 1985.
11. A.L. Narasimhachar: Bharatha dalli Shikshana, Shikshana Prakashana, Mysore.
12. NCERT–2005: National Curriculum Framework, New Delhi.
13. ಭಾರತದ ಶಿಕ್ಷಣ ಇತಿಹಾಸ-ಶ್ರೀ ನಂಜುಂಡಸ್ವಾಮಿ.
14. ಭಾರತದ ಶಿಕ್ಷಣ ಚರಿತ್ರೆ - ಶ್ರೀ ಕರಜಗಿ.
15. ಭಾರತದಲ್ಲಿ ಶಿಕ್ಷಣ ಹಾಗೂ ಶಿಕ್ಷಕರ ಸಮಸ್ಯೆಗಳು - ಡಾ. ಶಿವಶಂಕರ್.
16. ಉದಯೋನ್ಮುಖ ಭಾರತದಲ್ಲಿ ಶಿಕ್ಷಣ-ಸುಗಂಧಿ.
17. ನವನೀತ ಪ್ರಕಾಶನ- ದಾವಣಗೆರೆ- ಉದಯೋನ್ಮುಖ ಭಾರತದಲ್ಲಿ ಶಿಕ್ಷಣ.

#### 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/Fieldwork/Projectwork		10	10	
Total	20	20	40	60

## UGPROGRAMME

### SEMESTER 2

<b>COURSE TITLE:-SOCIOLOGICAL FOUNDATIONS OF EDUCATION</b>	
<b>Course Code:-126BAB02EDUDSC03T</b>	
<b>TOTAL CONTACT HOURS:42hrs</b>	<b>COURSE CREDIT:3</b>
<b>FORMATIVE ASSESSMENT MARKS:40</b>	<b>DURATION OF FESA \EXAM;3hrs</b>
<b>MODEL SYLLABUS AUTHORS:KSHEC</b>	<b>SUBMATIVE ASSESSMENT MARKS:60</b>

**Title of the Course: SOCIOLOGICAL FOUNDATIONS OF EDUCATION**

<b>Course: EDUDC(03)</b>			
<b>Number of Theory Credits</b>	<b>Number of lecture hours/semester</b>	<b>Number of Theory Credits</b>	<b>Number of lecture hours/semester</b>
3	42	3	42

<p><b>Program Outcomes:</b></p> <p>On completion of the course, the student will be able to effect on the concepts of 'Sociology' and 'Sociology of Education'.</p> <ul style="list-style-type: none"> <li>• Identify the various social processes involved in education.</li> <li>• Analyse the role of different modes of education.</li> <li>• Identify and relate education to various factors of social development like social change, modernization and social mobility.</li> <li>• Develop concern for various social issues and relate education to social development.</li> </ul> <p><b>Content of Course 3</b></p>	<b>42Hrs</b>
<b>Unit – MEANING AND SCOPE OF EDUCATIONAL SOCIOLOGY</b>	<b>14hrs</b>
1.1. MEANING AND SCOPE OF SOCIOLOGY OF EDUCATION,	2hrs
1.2. SCHOOL AS SOCIAL SYSTEM	4hrs
1.2. MEANING OF SOCIAL CHANGE FACTORS INFLUENCING SOCIAL CHANGES.	4hrs
1.4. ROLE OF EDUCATION IN BRINGING ABOUT DESIRABLE SOCIAL CHANGES.	4hrs

<b>Unit-2SOCIALAGENCIESOFEDUCATION</b>	<b>14hrs</b>
2.1.PRIMARYGROUP-FAMILYTHEFAMILYPATRONININDIAN SOCIETYANDITSEFFECTONSOCIOLIZATION.	<b>3hrs</b>
2.2.SECONDARYGROUP-THESCHOOL,THESCHOOLANDTHE COMMUNITYRELATIONSHIP,	<b>4hrs</b>
2.3.INTERDEPENDENCEOFSCHOOL,COMMUNITYANDFAMILYINTHE PROCESSOFSOCIALIZATIONOFTHECHILD.	<b>4hrs</b>
2.4.ROLEOFNGOANDSTATE	<b>3hrs</b>
<b>UNIT-3-EDUCATIONANDSOCIALPROCESS</b>	<b>14hrs</b>
3.1EDUCATIONANDSOCIALSTRATIFICATION	<b>2hrs</b>
3.2EDUCATIONANDSOCIALMOBILITY,	
3.3ROLEOFCOMMUNICATIONINSOCIALINTERACTIONS.	<b>3hrs</b>
3.4ROLEOFEDUCATIONINTHEPROCESSOFMODERNIZATIONU- EDUCATIONANDCULTURE,IMPORTANCEOFCULTURE,CULTUREAND EDUCATION.ACCULTURATION,CULTURALLAGCULTUREAND	<b>3hrs</b>
PERSONALITY.ROLEOFEDUCATIONINNATIONALINTEGRATION	<b>6hrs</b>

**References;-**

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2. Education in Ancient and Medieval India – S.P. Chaube, A. Chaube. Vikas Publishing House Pvt. Ltd., New Delhi.
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5. Education in Emerging Indian Society – Dr. S.S. Wadhwa. Tandon Publications, Ludhiana – 2006.
6. Indian Education– Muniruddin. AnmolPublications Pvt. Ltd.,NewDelhi– 2005.
7. Fundamentals of Basic Education – S. Venkataiah. Anmol Publications Pvt. Ltd., New Delhi – 2005.
8. EducationandSocialchange–vijayaKumariKoushik,S.R.Sharma.Anmol Publications Pvt.Ltd., New Delhi–2005.
9. Philosophical and Sociological Bases of Education. – K.K. Bhatir, C.L. Narang. Tandon Publications, Ludhiana.
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11. NationalconcernandEducation–Prof.P.S.Suresh,Prof.T.P.S.Rao.Anuradha Publications, Bengaluru– 2008.

12. Education&NationalConcerns–C.G.Prasad.S.M.V.PublicationsKolar–2006.
13. Theory of principles of Education Philosophical and Sociological Bases of Education. – J.C. Aggarwal. Vikas Publishing House Pvt. Ltd., 2007.
14. ProblemsofIndianEducation–RaghunathSaurya.
15. ProblemsofIndianEducation–Khohli.
16. HumanRightsEducation–C.Naseema.
17. ConstitutionofIndia.
18. Landmarksinthehistoryofmodern'IndianEducation–J.C.Aggarwal'.
19. ಭಾರತದಲ್ಲಿ ಶಿಕ್ಷಣ- ಡಾ.ಹೆಚ್. ವಿ. ಶಿವಶಂಕರ, ಹಂಜಿ, ಪ್ರಕಾಶನ ದಾವಣಗೆರೆ-2007
20. ಶಿಕ್ಷಣ ಮತ್ತು ರಾಷ್ಟ್ರೀಯ ಕಾಳಜಿಗಳು -ಸಿ. ವಿ. ಜಯಲಕ್ಷ್ಮಿ ಸಪ್ತಮ್ ಹೌಸ್-2007
21. ಶಿಕ್ಷಣ ಮತ್ತು ರಾಷ್ಟ್ರೀಯ ಕಾಳಜಿ - ಕೆ.ಬಿ.ಮಾತಾ ಪ್ರಿಂಟರ್ಸ್, ಮೈಸೂರು 2007
22. ಜೀವನಕೌಶಲಗಳು - ಅರವಿಂದ ಚೊಕ್ಕಾಡಿ ನವಕರ್ನಾಟಕ ಪ್ರಕಾಶನ-2005
23. ಡಾ. ಎನ್. ಪಿ. ಪದ್ಮ ಪ್ರಸಾದ -ಶಿಕ್ಷಣ ಮತ್ತು ರಾಷ್ಟ್ರೀಯಕಾಳಜಿಗಳು ಸುಮುಖ ಪ್ರಕಾಶನ- 2007
24. ಸಮಕಾಲೀನ ಭಾರತದ ವಿನೂತನ ಶಿಕ್ಷಣ ವಿನ್ಯಾಸ -ಪಿ.ನಾಗರಾಜ ವಿದ್ಯಾನಿಧಿಪ್ರಕಾಶನ ಗದಗ - 1999
25. ಭಾರತದಲ್ಲಿ ಶಿಕ್ಷಣ ಮತ್ತು ಸಮಾಜ - ಪಿ.ನಾಗರಾಜ ಲಕ್ಷ್ಮಿ ಮತ್ತು ಚೇತನ ಬುಕ್ ಹೌಸ್ ಮೈಸೂರು - 2005
26. ಶಿಕ್ಷಣದಲ್ಲಿ ತತ್ವಶಾಸ್ತ್ರ ಮತ್ತು ಸಮಾಜಶಾಸ್ತ್ರ - ಪಿ.ನಾಗರಾಜ ವಿದ್ಯಾನಿಧಿಪ್ರಕಾಶನ ಗದಗ - 2005
27. ಪ್ರಗತಿಶೀಲ ಭಾರತದಲ್ಲಿ ಶಿಕ್ಷಣ -ಡಾ.ಬಿ.ಆರ್.ವಿದ್ಯಾನಿಧಿ ಪ್ರಕಾಶನ ಗದಗ-2007
28. ರಾಷ್ಟ್ರೀಯ ಕಾಳಜಿ ಮತ್ತು ಶಿಕ್ಷಣ -ಪ್ರೊ.ಪಿ.ಎಸ್.ಸುರೇಶ ಚಿತ್ತಾರ ಪ್ರಕಾಶನ ಮೈಸೂರು-2009
29. ಉದಯೋನ್ಮುಖ ಭಾರತದಲ್ಲಿ ಶಿಕ್ಷಣ-ನರಸಿಂಹಚಾರ್.ಭಾರತಿ ಪ್ರಕಾಶನ ಮೈಸೂರು-2009
30. ಉದಯೋನ್ಮುಖ ಭಾರತದಲ್ಲಿ ಶಿಕ್ಷಣ- ರುದ್ರೇಶ್
31. ಉದಯೋನ್ಮುಖ ಭಾರತದಲ್ಲಿ ಶಿಕ್ಷಣ -ಡಾ.ಶಿವಯ್ಯಎಸ್
32. ಸೌರಭ **DSERT** ಬೆಂಗಳೂರು.

### Assessment: Weightageforassessments(inpercentage)

TypeofCourse	C1	C2	Formative Assessment	summative assessmentC3
SessionTest	10	10	20	60
Seminars/Presentation/Activity	10		10	
Casestudy/Assignment/ Fieldwork/Projectwork		10	10	
<b>Total</b>	<b>20</b>	<b>20</b>	<b>40</b>	<b>60</b>

**UGPROGRAMME**  
**SEMESTER 2**

<b>Titleofthe Course:PSYCOLOGICALFOUNDATIONSOFEDUCATION</b>			
<b>CourseCode:-126BAB02EDUDSC04T</b>			
<b>Number of TheoryCredits-</b>	<b>Numberoflecture hours/semester-</b>	<b>NumberofTheory Credits</b>	<b>Numberoflecture hours/semester-</b>
<b>3</b>	<b>42</b>	<b>3</b>	<b>42</b>
<b>Programmeoutcomes</b>			<b>42Hrs</b>
<p>Oncompletionofthecourse,thestudentteacherwillbeableto:</p> <ul style="list-style-type: none"> <li>● Identifytherelevanceofimplicationsofeducationalpsychology.</li> <li>● Developan understanding of differentdimensions and stages of human development and developmental tasks.</li> <li>● Analysetherangeofcognitivecapacitiesamonglearners.</li> <li>● Reflectontheunderstandingofthenatureoflearningandthefactors influencinglearning.</li> <li>● Explaintheinfluenceofsocio-culturalfactorsonlearning.</li> </ul>			
<b>ContentofCourse-4</b>			
<b>Unit–1:INTRODUCTIONTOEDUCATIONALPSYCHOLOGY</b>			<b>12Hrs</b>
Psychology-MeaningandBranches.			<b>2hrs</b>
EducationalPsychology-Meaning,NatureandScope.Usefulness to classroomTeacher.			<b>3hrs</b>
2.3RelationshipofEducationalPsychologywithimportantbranchesofPsychology. (Child, Clinical, Social Developmental psychology)			<b>4hrs</b>
2.4MethodsofPsychology(Observation,Experimentaland CaseStudy)			<b>3hrs</b>
<b>Unit–2UNDERSTANDINGTHECHILD</b>			<b>13Hrs</b>
Growthand Development– MeaningandPrinciples.			<b>2hrs</b>
Salient features of Cognitive development (Piaget) Psycho–Social Development (Erickson)(WithspecialreferencetoChildhoodandAdolescence			<b>4hrs</b>
Adolescent–Meaning,DevelopmentalTasks.			<b>4hrs</b>
Needs&ProblemsofAdolescents-theirEducationalImplications			<b>4hrs</b>
<b>Unit–3 INDIVIDUALDIFFERENCESAMONGTHECHILDRENS</b>			<b>16Hrs.</b>
IndividualDifferences-MeaningCausesandAreas.Measuresto meet Individual Differences (with special reference to Gifted &Backward)			<b>5hrs</b>
Intelligence-Meaning,importanceandtypes.ConceptsofMA&IQ, Distribution of I Q. Emotional Intelligence- Meaning, importance an 12 dimensions			<b>5hrs</b>

3.3 Aptitude-Meaning&Dimensions	2hrs
3.4 MentalHealthandHygiene-Meaning,aspectsandmeasuresto preserve and promotemental health in children.	4hrs

### References

Gagne R.M. (1985) 'The conditions of learning and theory of instruction' IVeditionNewYork,Holt,RinchartandWinston.

1. Lindgren H.C. (1980) 'Educational psychology in the classroom, New York,Oxford University Press.
2. Dececo "Psychology of learning and instruction New Delhi – Anmol Publications.
3. PatriciaA.Alexander,PhillipH Winne(2006)HandBookof Educational Psychology.
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5. DandapaniS. AdvancededucationalpsychologyAnmol Publications(2005).
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9. ಡಾ.ವಾಮದೇವಪ್ಪ ಹೆಚ್.ವಿ. ಶೈಕ್ಷಣಿಕ ಮನೋವಿಜ್ಞಾನ ಶ್ರೇಯಸ್ ಪಬ್ಲಿಕೇಶನ್ ದಾವಣಗೆರೆ (2010).
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11. ಉಮೇಶ ಹೆಚ್.ಎಸ್.ಶೈಕ್ಷಣಿಕ ಮನೋವಿಜ್ಞಾನ,ವಿಸ್ಮಯ ಪ್ರಕಾಶನ,ಮೈಸೂರು.
12. ಡಾ.ಕೊಂಗವಾಡ್-ಶೈಕ್ಷಣಿಕಮನೋವಿಜ್ಞಾನ,-ವಿದ್ಯಾನಿಧಿಪ್ರಕಾಶನ,ಗದಗ.
13. ಡಾ.ಮಹಾಬಲೇಶ್ವರರಾವ್,ಶಿಕ್ಷಣದಲ್ಲಿ ಮನೋವಿಜ್ಞಾನ,ಪೇರಮುಗೆರು,ಶೈಂತಜೆ ಪ್ರಕಾಶನ.
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15. ಚಂದ್ರಶೇಖರ ಸಿ. ಆರ್(1996)ವಿದ್ಯಾರ್ಥಿಗಳ ಮಾನಸಿಕ ಸಮಸ್ಯೆಗಳು.

### Assessment:Weightageforassessments(inpercentage)

TypeofCourse	C1	C2	Formative Assessment	summative assessment C3
SessionTest	10	10	20	60
Seminars/Presentation/Activity	10		10	
Case study/Assignment/Fieldwork/Projectwork		10	10	
<b>Total</b>	<b>20</b>	<b>20</b>	<b>40</b>	<b>60</b>



## Model Question Paper

**Time: 2 Hours**

**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.



# BAGALKOT UNIVERSITY

Mudhol Road, Jamkhandi-587301 Dist.: Bagalkote

PROGRAM/COURSE STRUCTURE AND SYLLABUS

As per the Choice Based Credit System (CBCS) designed in  
accordance with

Learning Outcomes-Based Curriculum Framework (LOCF) of  
National Education Policy (NEP) 2020

For

**B.A./B.Sc. Geography Degree  
(Basic/Honours)**



As per NEP 2020 and adapted from RCUB Belagavi applicable from the Academic

Year 2023-24

## **Program Structure**

**Discipline Specific Core (DSC) Courses:** First, second, third and fourth semesters will have one DSC course each. Every DSC course has 6 credits and a practical component (4 credits for theory and 2 credits for practical). Fifth and sixth semesters will have two Discipline Specific Core (DSC) courses each. Every DSC course has 5 credits and has practical component (3 credits for theory and 2 credits for practical). Seventh and eighth semesters will have three Discipline Specific Core (DSC) courses each. In seventh semester, two DSC courses have 5 credits each (3 credits for theory and 2 credits for practical) and one course has 3 credits with no practical component. Whereas in eighth semester, one DSC course has 5 credits and a practical component (3 credits for theory and 2 credits for practical). Remaining two DSC courses have 3 credits each with no practical component. Totally, the program has 14 DSC courses.

**Open Elective (OE) Courses:** First, second, third and fourth semesters will have one OE course each. Every OE course has 3 credits and with no practical component. OE courses are for other disciplines and the candidate has to choose one OE from the pool in each semester. The OE courses enhance the geographical knowledge and help students in preparation for the competitive examinations. There are totally 4 OE courses in the program. Candidates entering into the fifth semester from the social science background like, political science, economics, history, sociology etc. can opt for 4 credits DSC as major /minor (without practical) in the semester of fifth and sixth. Further, the students coming from arts and science background with practical can opt course with 3+2 credits DSC as major / minor.

**Vocational Courses:** Fifth and Sixth semester will have two vocational courses each for 3 credits. The candidate has to choose one vocational course from the pool. There is 2 credits internship course which has to be selected by the candidate. These courses can enable students to obtain the required technical knowledge along with artistic or practical skills.

**Discipline Specific Elective (DSE) Courses:** Seventh and eighth semesters will have DSE courses. All the DSE courses have 3 credits and with no practical component. The seventh semester will have research methodology for 3 credits and the eighth semester will either be a research project or Internship for 6 credits. If candidate is not interested to opt for the Research Methodology in the seventh semester the candidate can opt one more DSE course from the given pool. However, the candidates willing to pursue a PhD program in future can select a Research Project in the eighth semester. The candidates should have opted for the Research Methodology course in the seventh semester itself. If candidate is not interested to opt for the Research project in the eighth semester, the candidate can opt two more DSE courses from the given pool. The DSE courses enhance the geographical knowledge and help students in preparation for the competitive examinations.

### Eligibility for Admission

Candidates who have passed any PUC Science, Commerce, Art examinations in Karnataka State or any other States in India with equal qualifications are eligible for admission to the course.

### Duration of the Course

The duration of the B.A./B.Sc. Geography Program shall extend over 8 semesters (four academic years) of 16 weeks or more, each with a maximum of 90 actual working days of instruction in each semester.

### Medium of Instruction:

The medium of instruction shall be English and Kannada.

## MODEL CURRICULUM

**Degree Program:** B.A./B.Sc. (Basic/Honours) Degree in Geography

**Discipline Core:** Geography

**Total Credits for the Program:** 186

### PROGRAM OUTCOMES

#### PO1: Relating to Knowledge

By the end of the program the students will be able to:

Give explanation of relevant terms and concept of geography including definitions.

Give better explanation about relevant principles, theories and models in geography. Show clear knowledge relating to man and environmental process and factors.

#### P02: Understanding and application

By the end of the program the students will be able to:

Identify the importance of spatial scale and time scale.

Know the complex and interactive nature of physical and human environments.

Identify the importance of the resemblances and variance between places, environments and people.

Comprehend how processes bring changes in systems, distributions and environments.

#### P03: Students Skills

By the end of the program the students will be able to:

Interpret a variety of types of geographical data and sources and recognise their limitations.

Communicate geographical evidence, ideas and arguments. Use geographical data to identify trends and patterns.

Use diagrams and sketch maps to demonstrate geographical aspects.

Demonstrates skill of analysis and synthesis of geographical information

P04: Students Evaluation

By the end of the program the students will be able to:

Critically evaluate geographical principles, theories and models

Assess the effects of geographical processes and change on physical and human environments.

Assess how the viewpoints of different groups of people, potential conflicts of interest and other factors interact in the management of physical and human environments.

Evaluate the relative success or failure of initiatives.

**Question Paper Pattern for Theory**

**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 <b>Five</b> Questions out of six questions	2X5= 10 Marks
Section B	Answer any <b>Four</b> Questions out of Six questions	5X4= 20 Marks
Section C	Answer any <b>Three</b> Questions out of <b>Five</b> questions 10 marks Each	10X 3=30 Marks
	<b>Total</b>	<b>60 Marks</b>

**Question Paper Pattern for Practical**

**Sub:**

**Code:**

**Maximum Marks: 25**

**Duration: 3 hours**

**Instructions:**

Answer all the sections

Section A	Answer any <b>Two</b> Questions out of <b>Four</b> questions	4X2=8 Marks
Section B	Answer any <b>Two</b> Questions out of <b>Four</b> questions	5X2=10 Marks
Section C	Answer any <b>One</b> Question out of <b>Three</b> questions	7X1=7 Marks
	<b>Total</b>	<b>25 Marks</b>

**Proposed Curricular and Credits Structure under Choice Based Credit System [CBCS] of Geography Discipline Scheme for the Four Years Geography B.A.  
/B.Sc.**

**Undergraduate Honors Program with effect from 2021-22**

<b>B.A./B.Sc.SEMESTER-I</b>										
Category	Coursecode	Title of the Paper	Marks			Teaching hours/week			Credit	Duration of exams(Hrs)
			IA	SEE	Total	L	T	P		
DSC1	126BAB01GEGDSC01T	Principles of Geomorphology	40	60	100	4	-	-	4	2
	126BAB01GEGDSC02L	Topographical Analysis	25	25	50	-	-	4	2	3
OE (Anyone)	126BAB01GEGOEC01T	Earth System Dynamics	40	60	100	3	-	-	3	2
	126BAB01GEGOEC02T	Introduction to Natural Resources								
	126BAB01GEGOEC03T	Introduction to Physical Geography								
	126BAB01GEGOEC04T	Fundamentals of Remote Sensing								
<b>Total Marks</b>					<b>700</b>	<b>Semester Credits</b>			<b>25</b>	
<b>B.A./B.Sc.SEMESTER-II</b>										
Category	Coursecode	Title of the Paper	Marks			Teaching hours/week			Credit	Duration of exams(Hrs)
			IA	SEE	Total	L	T	P		
DSC2	126BAB02GEGDSC03T	Introduction to Climatology	40	60	100	4	-	-	4	2
	126BAB02GEGDSC04L	Weather Analysis	25	25	50	-	-	4	2	3
OE2 (Anyone)	126BAB02GEGOEC05T	Introduction to Human Geography	40	60	100	3	-	-	3	3
	126BAB02GEGOEC06T	Fundamentals of Natural Disasters								
	126BAB02GEGOEC07T	Climate change: Vulnerability and Adaptation								
	126BAB02GEGOEC08T	Basics of GIS								
<b>Total Marks</b>					<b>700</b>	<b>Semester Credits</b>			<b>25</b>	

## B.A./B.Sc.Semester1THEORY

**Title of the Course:** Principles of Geomorphology

**Course Code:-**126BAB01GEGDSC01T

Number of Theory Credits	Number of lecture hours/ semester	Number of Theory Classes per week
4	56hrs	4hrs
<p><b>Course Outcomes:</b></p> <ol style="list-style-type: none"> <li>1. After the completion of this course, students should be able to:</li> <li>2. Define the field of Geomorphology and to explain the essential principles of it.</li> <li>3. To outline the mechanism of dynamic nature of the Earth's surface and interior of the Earth.</li> <li>4. To illustrate and explain the forces affecting the crust of the earth and its effect on it.</li> <li>5. To understand the conceptual and dynamic aspects of landform development</li> </ol>		
<p><b>Course Objectives:</b></p> <p><b>This course aims to:</b></p> <ol style="list-style-type: none"> <li>1. to define the concepts in Geomorphology and Physical Geography</li> <li>2. to introduce various concepts to understand cycles of the solid Earth's surface</li> <li>3. To understand the dynamic nature of the Earth's surface, various processes, and landforms.</li> <li>4. To study the impact of human on geomorphic system.</li> </ol>		
<b>Content of Theory Course 1</b>		56Hrs.
<b>Unit—1 Geomorphology</b>		10
Introduction to Geography: Physical and Human Geography Introduction to Geomorphology: Meaning, Nature, Development, and Scope Principles of Geomorphology, Geological Time Scale Distribution of continents and oceans basins		
<b>Unit—2 Systems and Cycles of the Solid Earth</b>		15
Internal structure of the earth, Alfred Wegener's continental drift, Concept of Isostasy Holmes Convectional current theory, Theory of Plate Tectonics: plate boundaries, subduction, concept of sea floor spreading, Volcanicity and earthquake Case Studies: Volcano, Earthquake: reporting of latest incidents		
<b>Unit—3 The Dynamics of Earth</b>		15
Earth's Movements: Endogenetic and Exogenetic forces, Sudden and Diastrophic movements-Epeirogenetic and Orogenetic Movements. Process of folding and faulting Rocks: Characteristics, types, importance, and rock cycle, Weathering: meaning, types and controlling factors Mass Movement: meaning, controlling factors, types-landslides, rock-falls		

<b>Unit—4EvolutionofLandforms</b>	16
<p>Evolution of Landforms</p> <p>Landforms: meaning, types and factors controlling landforms development Slope development: Concept and types</p> <p>Concept of Cycle of Erosion—W.M. Davis</p> <p>Agents of Denudation: River; Groundwater, Seawaves, Wind and Glaciers and resultant landforms.</p> <p>Application of geomorphology: in India and Karnataka (Regional planning, urban</p>	

#### Textbooks

1. Ahmed E. (1985) Geomorphology, Kalyani Publishers, New Delhi.
2. P Mallappa, Physical Geography (Kannada Version)
3. Ranganath Principles of Physical Geography (Kannada Version)
4. Nanjannavar SS: Physical Geography (Kannada Version)
5. Hugar MR Physical Geography part 1 (Kannada Version)
6. Goudar MB, Physical Geography (Kannada Version)
7. Kolhapure and SS Nanjan, Physical Geography (Kannada Version)

#### References

1. Bloom A.L. (1978) Geomorphology: A Systematic Analysis of Late Cenozoic Landforms Prentice-Hall of India, New Delhi.
2. Brunnsden D. (1985) Geomorphology in the Service of Man: The Future of Geography, Methuen, U.K.
3. Chorley, R.J., Schumm, S.A. and Sugden, D.E. 1984: Geomorphology, Methuen, London
4. Cooke, R.U. and Warren, 1973: Geomorphology in Deserts, Batsford, London
5. Dayal, P. 1996: Textbook of Geomorphology, Shukla Book Depot, Patna.
6. Goudie Anrewet. al. (1981) Geomorphological Techniques, George Allen & Unwin, London.
7. Homes A. (1965) Principles of Physical Geology, 3rd Edition, ELBSS Edn.
8. Strahler A. N. (1968) The Earth Sciences, Harper & Row Intl. Edn, New York
9. Thornberry W. D. (1969) Principles of Geomorphology 2nd Edition, Wiley Intl. Edn. & Wiley, 1984.
10. Verstappen H. (1983) Applied Geomorphology, Geomorphological Surveys for Environmental Development, Elsevier, Amsterdam.

#### Reference Websites

1. <http://www.solarviews.com/eng/earth.htm>
2. <http://www.moorlandschool.co.uk/earth/tectonic.htm>
3. <https://www.usgs.gov/4>. <https://www.ksndmc.org>

#### Pedagogy

<b>Formative Assessment</b>	
Assessment Occasion/ type	Weightage in Marks
Case study	30%
Assignment	20%
CIA	50%
Total	100%



**B.A./ B.Sc.Semester1****PRACTICAL**

Title of the Course: Topographical Analysis

Course Code:-126BAB01GEGDSC02L

Number of practical Credits	Number of practical hours/ semesters	Number of practical classes per week
2	52hrs	4hrs
<b>Content of Practical Course 1</b>		52 Hrs.
<b>Exercise-I: Identification of Rocks and Minerals: Minerals samples: Iron ore, Bauxite ore and Manganese, Rock Samples: Granite, Basalt, Lime Stones, Sandstone, quartzite, and marble.</b>		6
<b>Exercise-2: Extraction and interpretation of Geomorphical information from Topographical maps</b>		6
<b>Exercise-3: Preparation of contour map from topographic sheet</b>		6
<b>Exercise-4: Interpretation of Physical features of SOI Maps (2 Exercise)</b>		7
<b>Exercise-5: Interpretation of Cultural features of SOI Maps (2 Exercise)</b>		7
<b>Exercise 6: Interpretation of relationship between physical and cultural features (1 Exercise)</b>		8
<b>Field Work: Identification of physical and cultural features of local area.</b>		6
<b>Case Study: students must be taken to observe local land formation and degradation and write a report on their effectiveness.</b>		6

**Pedagogy**

<b>Formative Assessment</b>	
Assessment Occasion/type	Weightage in Marks
Case study	30%
Assignment	20%
CIA	50%
Total	100%

## B.A./B.Sc.Semester IITHEORY

**Title of the Course:** Introduction to Climatology

**Course Code:** -126BAB02GEGDSC03T

Number of Theory Credits	Number of lecture hours/semester	Number of Theory classes/week
<b>4</b>	<b>56hrs</b>	<b>4 hrs</b>
<p>Course Outcomes: After the completion of this course, students should be able to</p> <ol style="list-style-type: none"> <li>1. define the field of climatology and to understand the atmospheric composition and structure.</li> <li>2. to outline the mechanism and process of solar radiation transfer to earth's surface and to explain the temperature distribution and variation according to time and space.</li> <li>3. to illustrate and explain the air pressure system, wind regulating forces and the formation of the Atmospheric Disturbance.</li> <li>4. to understand and compute the air humidity as well as to explain the process of Condensation and formation of precipitation and its types.</li> </ol>		
<p>Course Objectives: This course aims to:</p> <ol style="list-style-type: none"> <li>1. to define the field of climatology and components of the climate system</li> <li>2. to introduce various dimensions of climatology like structure and composition.</li> <li>3. to understand the global atmospheric pressure, temperature, and wind system.</li> <li>4. to study the concept of atmospheric moisture and its types</li> </ol>		
<b>Content of Theory Course 1</b>		<b>56Hrs</b>
<p><b>Unit—1 Composition and Structure of the Atmosphere</b>            Nature and Scope of Climatology, Atmospheric Sciences; Climatology and Meteorology            Origin and structure of the Atmosphere: Troposphere, Stratosphere, Mesosphere, Ionosphere, Exosphere and their characteristics.            Composition of the atmosphere, Weather and Climate</p>		10
<p><b>Unit—2 Atmospheric Temperature</b>            Insolation: Definition, Mechanism, Solar Constant. Factors affecting the Insolation.            Heating and cooling process of the atmosphere- Radiation, Conduction, convection, and advection.            Temperature: meaning and Influencing Factors on the Distribution of Temperature            Distribution of the temperature: Vertical, Horizontal, and Inversion of temperature.            Global Energy Budget: Incoming shortwave solar radiation, Outgoing Longwave Terrestrial radiation, Albedo. Net Radiation and Latitudinal Heat Balances.</p>		16
<p><b>Unit—3 Atmospheric Pressure and Winds</b>            Atmospheric Pressure: Influencing factors on atmospheric pressure. Vertical and Horizontal Distribution of the atmospheric pressure and Pressure Belts, Pressure Gradient. Ferrel's Law            Winds: influencing factors, Types - planetary, seasonal, local wind Variable winds-Cyclones and anti-cyclones.</p>		15

Air-Masses and Fronts: Definition, Nature, Source Regions, Classification.	
<b>Unit—4 Atmospheric Moisture</b> Humidity: Sources, influencing factors and types - Absolute, Relative and Specific. Hydrological cycle: process of evaporation, condensation. Clouds and its types Precipitation and its forms. Climate Change: Causes and consequences, recent issues - floods, drought,	15

#### Textbooks

1. Lal, D.S. (1998). Climatology. Allahabad: Chaitanya Publishing House.
2. P Mallappa, Physical Geography (Kannada Version)
3. Ranganath Principles of Physical Geography (Kannada Version)
4. Nanjannavar S.S.: Physical Geography (Kannada Version)
5. Hugar M.R. Physical Geography part 2 (Kannada Version)
6. Goudar M.B., Physical Geography (Kannada Version)
7. Kolhapure and S.S. Nanjan, Physical Geography (Kannada Version)
8. Hangaragi S.S., Climatology and Biogeography (Kannada Version)

#### References

1. Lutgens, Frederic K. & Tarbuck, Edward J. (2010). The Atmosphere: An Introduction to Meteorology. New Jersey: Pearson Prentice Hall.
2. Oliver, John E. & Hidore, John J. (2003). Climatology: An Atmospheric Science. Delhi: Pearson Education.
3. Singh, S. (2005). Climatology. Allahabad: Prayag Pustak Bhawan.
4. Barry, R.G. and Chorley, R.J. (2003): Atmosphere, Weather and Climate; Psychology Press, Hove; East Sussex.
5. Critchfield, H.J., (1975): general Climatology, Prentice Hall, New Jersey.
6. Mather, J.R. (1974): Climatology: Fundamentals and Applications; McCraw Hill Book Co., U.S.A.
7. Rumney, G.R. (1968): Climatology and the World Climates, Macmillan, London.

#### Reference Websites

1. <https://earthobservatory.nasa.gov/>
2. <https://mausam.imd.gov.in/>
3. <https://www.weatheronline.in/>
4. <https://earthexplorer.usgs.gov/>
5. <https://www.nhc.noaa.gov/satellite.php>

#### Pedagogy

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

**B.A./B.Sc.SemesterII****PRACTICAL****TitleoftheCourse:**WeatherAnalysis**Code:-** 126BAB02GEGDSC04L

<b>Numberofpractical Credits</b>	<b>Numberofpractical hours/semesters</b>	<b>Numberofpracticalhours/ week</b>
2	52hrs	4hrs
<b>ContentofPracticalCourse2</b>		52 Hrs.
<b>Content of Practical Course 1:</b> ListofExperiments tobeconducted ConductallexerciseswithGoal,Procedure,devices,andfindings.		5
<b>Exercise1:</b> StructureandfunctionsoftheIndianMeteorologicalDepartment(IMD).		3
<b>Exercise2:</b> CollectionoftemperaturedatafromIMDwebsite.		4
<b>Exercise3:</b> Plottingofdownloadedtemperaturedatausinggraphical methods-line graph.		4
<b>Exercise4:</b> CentigradeandFahrenheitthermometerformeasuring temperature.		4
<b>Exercise 5:</b> MercurialBarometerandAneroidBarometerformeasuringatmospheric pressure		4
<b>Exercise6:</b> WindVaneandcup-anemometer.		4
<b>Exercise7:</b> WetandDrybulbthermometerformeasuringhumidity		4
<b>Exercise8:</b> Rainguage-Dialtypeformeasuringrainfall		4
<b>Exercise9:</b> RainfallTrendAnalysis(monthlyandannual)		4
<b>Exercise10:</b> InterpretationofIndianDailyWeather charts.(EachoneofFour seasons) Note:Studentsareexpectedtodownloadweatherchartsofthefourseasons.		12

**Pedagogy**

<b>FormativeAssessment</b>	
<b>AssessmentOccasion/type</b>	<b>Weightagein Marks</b>
Quiz	30%
Assignment	20%
CIA	50%
Total	100%

## INTERNALASSESSMENTFORTHEORY

MaximumMarks: 40

S.No.	Particulars	Details	Marks
1	Two Casestudies	a.Introduction	
		b.Identificationofproblem	
		c.Collectionofdata/Fieldvisit/Photos	
		d.AnalysisandFindings	
		e.Suggestions/Recommendation/Conclusion	
		Total	20
2.	TwoInternalTest	(2x 10)	Total 20
		<b>GrandTotal</b>	<b>40</b>

### AreaofCaseStudy

Thestudentshouldcarryouttheir casestudybyselectingoneofthebelow mentionedfieldwithinthecityof 20 kms from their institute.

- 1.Agriculturalregion(rainfed/irrigated)
- 2.Urbanarea
- 3.Ruralarea
- 4.Watershed area
- 5.Industrialregion
6. Forestregion
7. Population
- 8.Landscape
9. Tourism
- 10.Naturalelements
11. Globalwarming
- 12.Marketstudy

### Question Paper Pattern for Theory

**Maximum Marks: 60**

**Duration: 2 hours**

Instructions:

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

Section A	Answer any <b>Ten</b> Questions out of <b>Twelve</b> questions (Minimum two questions from each unit)	2X10=20 Marks
Section B	Answer any <b>Four</b> Questions out of <b>Six</b> questions (Minimum one question from each unit)	5X4=20 Marks
Section C	Answer any <b>Two</b> Questions out of <b>Four</b> questions (One Question from Each Unit)	10X 2=20 Marks
	<b>Total</b>	<b>60 Marks</b>

### Question Paper Pattern for Practical

**Sub:**

**Code:**

**Maximum Marks: 25**

**Duration: 2 hours**

Instructions:

Answer all these sections

Section A	Answer any <b>Two</b> Questions out of <b>Four</b> questions	4X2= 8 Marks
Section B	Answer any <b>Two</b> Questions out of <b>Four</b> questions	5 X2=10 Marks
Section C	Answer any <b>One</b> Question out of <b>Three</b> questions	7X1= 7 Marks
	<b>Total</b>	<b>25 Marks</b>



# BAGALKOT UNIVERSITY

Mudhol Road, Jamkhandi-587301 Dist.: Bagalkote

## PROGRAM/COURSE STRUCTURE AND SYLLABUS

As per the Choice Based Credit System (CBCS) designed in accordance with

Learning Outcomes-Based Curriculum Framework (LOCF) of National Education Policy (NEP) 2020 for

## SOCIAL WORK

For the Under-Graduate (UG) Level

As per NEP 2020 and adapted from RCUB Belagavi applicable from the Academic

Year 2023-24

## PROGRAM OUTCOMES

**By the end of the program the students will be able to:**

1. Gain in-depth knowledge of the history, philosophy, values, ethics and functions of social work profession, and its linkages with other social science disciplines;
2. Have complete understanding of the core and ancillary methods of professional social work, and its practice base;
3. Imbibe the spirit of enquiry and research; and thereby develop problem solving and decision-making abilities;
4. Prepare themselves as professionals to practice in diverse social work settings and to address contemporary issues and concerns of marginalized and hitherto excluded population groups;
5. Be sensitive and empathetic to the needs of the people at individual, group and community levels and to social problems in changing social, cultural and techno-economic context;
6. Develop as young professionals with good communication skills and quest for a self-motivated life-long learning, focusing on skilling and re-skilling in their respective field of social work practice;
7. Develop a perspective on understanding planning and development at the national and international levels; and also, a thrust on national policies directed towards achieving sustainable development; and
8. Imbibe the values of social justice, human rights, empathy, hard and honest work - Thereby developing in them the vision to work towards an egalitarian society.
9. Develop Digital Skills and inculcate the importance of Physical Education, Health and Wellness other extracurricular activities.



## PROGRAM STRUCTURE

The following is the Program Structure for the Social Work as a Discipline Core (Basic/Hons.) Program:

Sem	Discipline Core (DSC) (Credits) (L+T+P)	Discipline Elective (DSE) / Open Elective (OE) (Credits) (L+T+P)	Ability Enhancement Compulsory Courses (AECC), Languages (Credits) (L+T+P)		Skill Enhancement Courses (SEC)			Total Credits
					Skill based (Credits) (L+T+P)	Value based (Credits) (L+T+P)		
I	SWDC01(T) with Field Work Practice -I(P)(4+2) along with any other Discipline (4+2 / 3 +3)	OE-1(3)	L1-1(3), L2-1(3) (4hrs. each)		SEC-1: Digital Fluency (2)(1+0+2)	Yoga(1) (0+0+2)	Health & Wellness (1)(0+0+2)	25
II	SWDC02(T) with Field Work Practice -II(P)(4+2) along with any other Discipline (4+2 / 3 +3)	OE-2(3)	L1-2(3), L2-2(3) (4hrs. each)	Environmental Studies(2)		Sports(1) (0+0+2)	NCC/NSS/R&R(S&G)/ Cultural (1)(0+0+2)	25
<b>Exit Option with Certificate</b>								

### COURSE PATTERN, SCHEME OF EXAMINATION AND CREDITS

T-Theory; P-Practical; AECC-Ability Enhancement Compulsory Courses, ES- Environmental Studies; CoI- Constitution of India; SEC- Skill Enhancement Courses, CC/EA&CA-Co-curricular/Extension and Cultural Activities.

#### a) I-IV Semesters

Sem.	Subjects	Course/ Paper	Instruction hrs/week	Hrs. of Exam	Marks			Credits
					IA	Exam	Total	
I-IV	Discipline Core Courses	1T 1P	1x4 1x4*	1x2 Viva - voce	1x40 1x25	1x60 1x25	1x100 1x50	1x4 1x2
	1 Open Elective	1T	1x3	1x2	1x40	1x60	1x100	1x3
I-IV	2 Languages	2T	2x4	2x2	2x40	2x60	2x100	2x3
II /IV	ES or CoI	1T	1x3	1x2	1x20	1x30	1x50	1x2
I & III	SEC	T+P	1+2	2	1x25	1x25	1x50	1x2
I-IV	Yoga/Sports	1P	1x2	-	1x25	-	1x25	1x1
I-IV	H&W/NC C/ NSS/R&R/CA	1P	1x2	-	1x25	-	1x25	1x1

### **\*Workload for Field Work Practice:**

Social Work Practicum workload for faculty includes delivering Orientation Lectures, arranging for Orientation Visits, taking the students for Orientation Visits, Concurrent Fieldwork Placements for students, Individual Conferences for every student placed under a faculty on a weekly basis (16 students per faculty, i.e. ten Individual Conferences per batch), Group Conference for all the students placed under a faculty on a weekly basis (16 students make a batch), Structured Experience Laboratory (SEL) for students placed under a faculty on a weekly basis (16 students make a batch), liaison with fieldwork agencies, Periodic Agency Visits for monitoring the progress of the students, evaluation of students' Fieldwork Reports on a weekly basis, taking the students for Exposure Visits, , organizing rural/tribal camp and administration of field service activities. Thus, there is Field Work Practice workload for every faculty throughout the Semester.

The *UGC Model Curriculum for Social Work Education* (2001, p.14) states that "...each learner should get about forty-five to sixty minutes of individual instruction..." and that "hence teacher-learner ratio suggested is 1:8..." (enclosed as "Annexure 1"). Thus, it may be noted that the instructional hours for "Social Work Practicum" vary depending on the number of students allocated for supervision to each of the faculty. In keeping with the guidelines given in the *UGC Model Curriculum for Social Work Education*, for a batch of eight students, the faculty is expected to provide eight hours of individual and group instruction as is specified in the syllabus. However, wherever the Course/paper is of two credits (for 50 marks) only half an hour instructional hours per student suffices. Hence, the total workload for the faculty for a batch of 16 students is 4 hours per week (i.e. 8 hrs./2 = 4). Hence, **the Workload for Social Work Practicum per week will be four hours for a batch of sixteen students.** Further, the workload for each of the faculty proportionately increases with the increase in the number of students allocated under his/her guidance for Social Work Practicum.

### **Evaluation process of I Marks shall be as follows:**

- a) The first component (C1) of assessment is for 20% marks. This shall be based on test, assignment, seminar, case study, field work, project work etc. This assessment and score process should be completed after completing 50% of syllabus of the course/s and within 45 working days of semester program.
- b) The second component (C2) of assessment is for 20% marks. This shall be based on test, assignment, seminar, case study, field work, internship / industrial practicum / project work etc. This assessment and score process should be based on completion of remaining 50 percent of syllabus of the courses of the semester.
- c) During the 17<sup>th</sup>-19<sup>th</sup> week of the semester, a semester end examination shall be conducted by the University for each course. This forms the third and final component of assessment (C3) and the maximum marks for the final component will be 60%.
- d) In case of a student who has failed to attend the C1 or C2 on a scheduled date, it shall be deemed that the student has dropped the test. However, in case of a student who could not take the test on scheduled date due to genuine reasons, such a candidate may appeal to the Program Coordinator / Principal. The Program Coordinator / Principal in consultation with the concerned teacher shall decide about the genuineness of the case and decide to conduct special test to such candidate on the date fixed by the concerned teacher but before commencement of the concerned semester end examinations.
- e) For assignments, tests, case study analysis etc., of C1 and C2, the students should bring their own answer scripts (A4 size), graph sheet etc., required for such tests/assignments and these be stamped by the concerned department using their department seal at the time of conducting tests/assignment/work etc.
- f) The outline for continuous assessment activities for Component-I (C1) and

Component-II(C2)ofacourseshallbeasunder.

OutlineforcontinuousassessmentactivitiesforC1andC2areasfollows:

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

ConductofSeminar,Casestudy/Assignment,etc.canbeeitherinC1orin C2component at the convenience of the concerned teacher.

## FIELDWORKPRACTICE

Supervised Concurrent Field Work Practice isanintegralpartofSocialWorkTraining Programme. It consists of practicing Social Work undertheguidanceof trained field instructors in selected Social Welfare Agencies/Institutions/Organizations and other type of placements. The Educational Programme is incomplete without guided practice learning satisfactorily provided. Practicum is designed to provide a variety of opportunities to develop and enhance professional skills. It enables the students to see the applicability of theoretical knowledge taught in the class room to actual situations requiring Social Work Intervention.LearningisaddedthroughObservation,AnalysisofSocialRealitiesand Experience of participation in designing and providing Social Work Intervention. Students are encouraged toacquirevariousskillsfromsimpletocomplex, to becomegraduallyindependentworkers.Pracicumprogrammeistobecarriedout for16 hours for two days in a week.

## FieldWorkPracticeEvaluation

OutlineforcontinuousassessmentactivitiesforC1andC2forFieldWorkPracticeareasfollows:

Activities	C1	C2	TotalMarks
Regularity, level of participation and leadership intheexecutionofplanned field work activities	7%marks	8%marks	15%
Regularity and levelof participation in Individual andGroupConferences(50% weightage) and regularity and neatness in writing and submission of Field Work reports / records (50% weightage)		05%marks	05%
Casestudy /Assignment relatedtoFieldwork		05%marks	05%
Total	7%marks	18%marks	25%

Aviva-voce examination (based on various components of curriculum specified in Field Work Practice Course) shall be conducted for 25 marks at the end of each semester to assess the performance and reports of the student with respect to Field Work Practice. The performance of the candidates shall only be assessed by a Committee consisting of one internal and one external faculty member as decided by the Chairperson of the Board of Examiners (BoE) in coordination with the Registrar (Evaluation). The number of such committees depends on the number of candidates. To be eligible to be the member of the evaluation committee the faculty member has either hold a Doctoral degree in Social Work or have qualified UGC- NET / KSET. However, in such colleges, where no qualified examiner is available both the examiners shall be external.

## 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.

## COURSE STRUCTURE FOR THE FIRST YEAR OF BSW PROGRAM

Following is the Course Structure for the First Year (Two Semesters) of BSW Program:

Sem.	Discipline Core (DSC) (Credits) (L+T+P)	Discipline Elective (DSE)/Open Elective (OE) (Credits) (L+T+P)	Ability Enhancement Compulsory Courses (AECC), Languages (Credits) (L+T+P)		Skill Enhancement Courses (SEC)			Total Credits
					Skill based (Credits) (L+T+P)	Value based (Credits) (L+T+P)		
I	DSC-1: (126BAB01SOWDC01T) Foundation of Social Work (4), along with Field Work Practice - I (126BAB01SOWDSC02F)(2)	OE-1:  SWOE01(a): Essentials of Social Work (3)  <b>OR</b> SWOE01(b): Youth Development through Social Work (3)	L1-1(3),  L2-1(3) (4hrs. each) As per the norms and syllabus provided by the University		SEC-1: Digital Fluency (2) (1+0+2) As per the norms and syllabus provided by the University	Yoga (1) (0+0+2) As per the norms and syllabus provided by the University	Health and Wellness (1) (0+0+2) As per the norms and syllabus provided by the University	25
II	DSC-2: (126BAB02SOWDC03T) Social Case Work (4) along with Field Work Practice - II (126BAB01SOWDSC04F)  (2)	OE-2:  SWOE02(a): Basics of Psychology for Social Work Practice (3)  <b>OR</b> SWOE02(b): Life Skills Education (3)	L1-2(3),  L2-2(3) (4hrs. each) As per the norms and syllabus provided by the University	Environmental Studies (2) As per the norms and syllabus provided by the University		Sports (1) (0+0+2) As per the norms and syllabus provided by the University	NCC/NSS/R&R (S&G)/ Cultural (1) (0+0+2) As per the norms and syllabus provided by the University	25
Exit option with Certificate in Social Work								

## COURSE-WISE SYLLABUS

### Semester I

<b>Year</b>	I	<b>Course Code:-126BAB01SOWDSC01T</b>		<b>Credits</b>	4
<b>Sem.</b>	1			<b>Course Title:Foundations of Social Work</b>	
Course Pre-requisites, if any		NA			
Formative Assessment Marks:40		Summative Assessment Marks:60		Duration of ESA:2hrs.	
<b>Course Outcomes</b>	<p>At the end of the course the students should be able to:</p> <ol style="list-style-type: none"> <li>1. To understand various ideologies and demonstrate values, ethics of Social Work Profession;</li> <li>2. To understand various social science concepts, knowledge and structure and its relationship with society;</li> <li>3. To understand, analyse, address, preventive and remedial measures for contemporary social problems and concerns; and</li> <li>4. To understand different fields, Methods, Attributes and Competencies of Social Work Practice.</li> </ol>				
<b>Unit No.</b>	<b>Course Content</b>			<b>Suggested Pedagogy</b>	<b>Hours</b>
Unit I	<p><b>Introduction to Social Work:</b></p> <p>Social Work: Meaning and Definitions, Objectives, Goals and Functions.</p> <p>Social Work and related concepts: Social service, social development, social welfare, social security and social reform.</p> <p>Nature and Philosophy of Social Work.</p> <p>Historical development of Social Work in UK, USA, India and Karnataka.</p>			Lecture, Tutorials and Group Discussion	16
Unit II	<p><b>Principles, Values and Ethics of Social Work:</b></p> <p>Principles of Social Work.</p> <p>Values and Code of Ethics (NASW) of Social Work.</p> <p>Social Work and its relation to Human Rights and Social Justice.</p>			Lecture, Tutorials and Group Discussion	14
Unit III	<p><b>Social Work as a Profession:</b></p> <p>Profession: Meaning, Definitions and Attributes.</p> <p>Social Work Profession: Issues and Challenges.</p> <p>Perspectives of Social Work Profession in Indian context.</p>			Lecture, Tutorials and Group Discussion	12

UnitIV	<p><b>ApproachesandFields ofSocialWork:</b> Professional v/sVoluntaryApproachestoSocialWork.</p> <p>Fields of Social Work: Community Development, Correctional Settings, Medical and Psychiatric Social Work, Family, Women and Child centred Social Work, Industrial Social Work, and Social Work with Marginalized Sections of the Society.</p>	Lecture, Tutorialsand Seminars	12
<b>RecommendedLearningResources</b>			
Print Resources	<ol style="list-style-type: none"> <li>1. AnniePullen-Sansfaçon(2013),TheEthicalFoundationsofSocialWork, Stephen Cowden Routledge,</li> <li>2. Banks,S.(1995).EthicsandValuesinSocialWork:PracticalSocialWork Series, London: Macmillan Press Ltd.</li> <li>3. Compton,B.R.(1980).IntroductiontoSocialWelfareandSocialWork. Illinois: The Dorsey Press.</li> <li>4. Desai,Murli,(2006).Ideologiesand SocialWork: Historical and Contemporary Analyses, Rawat Publication, New Delhi</li> <li>5. Friedlander,WalterA.(1977)ConceptsandMethodsofSocialWork,New Delhi: Prentice Hall of India Pvt. Ltd</li> <li>6. Heun,LindaR.,Heun,RichardE. (2001)DevelopingSkillsforHuman Interaction, London: Charles E. Merrill Co.</li> <li>7. Jacob,K.K.(Ed.)(1994)SocialWork Education inIndia–Retrospectand Prospect. Udaipur, Himansu Publications.</li> <li>8. Joseph, Sherry (Ed.) (2000) Social Work: In the Third Millennium (Some Concerns and Challenges), Sriniketan, Department of Social Work, Visva-Bharati.</li> <li>9. National Association of Social Workers. (2008). Code of EthicsoftheNational Associationof Social Workers. Washington, D.C.: NASW Press.</li> <li>10. O’ Hagan, Kieran, Kingsley, Jessica (2003) Competence in Social Work Practice - A Practical Guide for Professionals, London.</li> <li>11. Reamer &amp; Fredric (2005) Social Work Values and Ethics, New Delhi: Rawat Publication Singh, D. K. and Bhartiya, A.K.(2010).Social Work: Conceptand Methods. Lucknow: New Royal Book Company.</li> <li>12. Skidmore,RexA.(1982),IntroductiontoSocialWork,NewJersey,Thackeray, Milton G. Prentice-Hall, Englewood Cliffs.</li> <li>13. SurendraSingh(ChiefEditor).(2012):Encyclopedia ofSocialWorkinIndia. Lucknow: New Royal Book Company.</li> <li>14. ತೇಜಪ್ಪ, ಉಮೇಶ, (2018), ವೃತ್ತಿಪರ ಸಮಾಜಕಾರ್ಯ ಇತಿಹಾಸ ಮತ್ತು ವಿಚಾರಧಾರೆಗಳು, ಬೆಂಗಳೂರು ಪ್ರಾಣಿತಿ (ರಿ) ವರ್ಕಿಂಗ್ ಆರ್ಗನೈಸಷನ್ ಫಾರ್ ಅಂಡ್ ಚೈಲ್ಡ್.</li> <li>15. ಸೋನಕಾಂಬಳೆ, ರಮೇಶ ಎಂ. (2008), ವಿಜಯಪುರ, ಶಾರದಾ ಪಬ್ಲಿಕೇಷನ್ಸ್.</li> </ol>		



<b>Digital Resources</b>	<p>USC Suzanne Dworak-Peck School of Social Work (2014), Introduction to Social Work: Available at <a href="https://www.youtube.com/watch?=-jJXRb1V5eVw&amp;t=5s">https://www.youtube.com/watch?=-jJXRb1V5eVw&amp;t=5s</a></p> <p>UHClassOET(2016)IntroductiontoSocialWork,UniversityofHoutson: Available at <a href="https://www.youtube.com/watch?=-LtaCmORiP9A">https://www.youtube.com/watch?=-LtaCmORiP9A</a></p> <p>TheAudiopedia(2017),WhatisSOCIAL WORK?WhatdoesSOCIALWORKmean? SOCIAL WORK meaning, definition and explanation: Available at <a href="https://www.youtube.com/watch?v=xj5-Vdh1B3E">https://www.youtube.com/watch?v=xj5-Vdh1B3E</a></p> <p>USCSuzanneDworak-PeckSchoolofSocialWork(2017),LegaciesofSocialChange. 100 years of Professional Social Work in the United States: Available at <a href="https://www.youtube.com/watch?v=a4VzRSnksmA">https://www.youtube.com/watch?v=a4VzRSnksmA</a></p>
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<b>Year</b>	I	<b>126BAB01SOWDSC02F</b> (Practical)	<b>Credits</b>	2
<b>Sem.</b>	1	<b>Course Title: FILEDWORKPRACTICE-I</b>	<b>Hours</b>	4per week
FormativeAssessmentMarks:25		SummativeAssessmentMarks: 25	DurationofESA:NA(viva)	
<b>Course Outcomes</b>	<p>Attheendofthe course thestudentshouldbeableto:</p> <ol style="list-style-type: none"> <li>1) Develop conceptualclarityregardingdifferentapproaches ofprovidinghelp topeoplein need;</li> <li>2) Getacquaintedwiththeprofessionalrole ofsocialworkers;</li> <li>3) Developself-awarenessandorientationtotework;</li> <li>4) Developintroductoryskills inuseofprogrammmedia;and</li> <li>5) Developskillsinreportwritinganduseofsupervision.</li> </ol>			
<b>CourseContent</b>				
<p>This Coursecomprises:</p> <p>Aminimumof05<b>OrientationLectures</b>givenbytheFacultyontopics suchas:</p> <ul style="list-style-type: none"> <li>➤ Concept,purposeandimportanceofFieldWorkPracticeinSocialWork Education;</li> <li>➤ DifferentcomponentsofSocialWorkPracticumfromfirstto finalsemesteroftheBSWCourse;</li> <li>➤ RolesandresponsibilitiesoftheStudent/SocialWorkTrainee, FacultySupervisor andAgency Supervisor;</li> <li>➤ Needand significanceofOrientation Visits;</li> <li>➤ PurposeandtypesrecordinginFieldWorkPractice;</li> <li>➤ Understandingself-awarenessandself-management, timemanagement, and goalsettingforeffective Field Work Practice;</li> <li>➤ EthicalprinciplesinFieldWorkPractice;and</li> <li>➤ Techniqueslikereportbuilding, observationandanalysis, advocacy, andnetworkingwithindividual, group and community.</li> </ul> <p>Aminimumof05 <b>OrientationVisits</b>tovariousgovernmentalandnon-governmentalsettingsofSocial Work Practice organized bythe Facultyat the beginningofthe Course.</p>				

<p>A minimum of 05 <b>Structured Experiences Laboratory (SEL)</b> to help students understand and practice various skills required for effective practice of Fieldwork Practicum.</p> <p>Stipulated hours for Social Work Practicum are four hours per week.</p>	
<p><b>Guidelines for Orientation Visits</b></p>	
<p>A minimum of four (4) hours is expected to be spent by the students in each and every organization. The chief functionary or the chief executive of the organization or his nominee is expected to share the details on all the relevant aspects of the organization. The social work faculty who accompany the students has to encourage, stimulate and also facilitate the students to gather more information on the clientele, services, societal reactions, outcome of the process, etc. Each and every student shall submit an individual hand written report in detail in the common format prepared and approved by the Head of the Department. A classroom discussion is to be organized immediately on the following day of each and every visit to have more clarity on all the aspects of the organization visited. The orientation visits are expected to be organized periodically at the rate of not more than two organizations in a week on the field work days throughout the semester.</p> <p>Soon after the completion of—orientation visits to fields of social work, a student conference shall be conducted to share the orientation visit experiences and learning.</p>	
<p><b>Note on the Calculation of Workload for Social Work Practicum</b></p>	
<p>Workload for Social Work Practicum shall strictly be calculated as per the guidelines given in the Course Structure of the BSW Course, worked out in keeping with the <i>UGC Model Curriculum for Social Work Education</i> (2001, p. 14).</p> <p>The <i>UGC Model Curriculum for Social Work Education</i> (2001, p. 14) states that —...each learner should get about forty-five to sixty minutes of individual instruction... and that —hence teacher-learner ratio suggested is 1:8... (enclosed as —Annexure 11). Thus, it may be noted that the instructional hours for —Social Work Practicum vary depending on the number of students allocated for supervision to each of the faculty. In keeping with the guidelines given in the <i>UGC Model Curriculum for Social Work Education</i>, for a batch of eight students, the faculty is expected to provide eight hours of individual and group instruction as is specified in the syllabus. However, wherever the Course/paper is of two credits (for 50 marks) only half an hour instructional hours per student suffices. Hence, the total workload for the faculty for a batch of 16 students is 4 hours per week (i.e. 8 hrs./2 = 4). Hence, <b>the workload for Social Work Practicum per week will be four hours for a batch of sixteen students.</b> Further, the workload for each of the faculty proportionately increases with the increase in the number of students allocated under his/her guidance for Social Work Practicum.</p>	
<p><b>Recommended Learning Resources</b></p>	
<p>Print Resources</p>	<p>1. Columbia University. 2015. <i>Handbook for Student Social Work Recording</i>. School of Social Work.</p>

	<ol style="list-style-type: none"> <li>2. Kadushin, Alfred Harkness, Daniel. 2005. <i>Supervision in Social Work</i>. New Delhi: Rawat Publications.</li> <li>3. Kohli, A.S. 2004. <i>Field Instruction and Social Work: Issues, Challenges and Response</i>. Delhi: Kanishka.</li> <li>4. Lawani, B.T. 2009. <i>Social Work Education and Field Instructions</i>. Agra: Current Publications.</li> <li>5. Mathew, G. <i>Supervision in Social Work</i>. Mumbai: TISS.</li> <li>6. Sajid, S.M. 1999. <i>Fieldwork Manual</i>. New Delhi: Department of Social Work, Jamia Milia Islamia.</li> <li>7. Roy, Sanjoy. 2012. <i>Field Work in Social Work</i>. Rawat Publication: Jaipur.</li> <li>8. Subedhar, I.S. 2001. <i>Fieldwork Training in Social Work</i>. New Delhi: Rawat.</li> <li>9. Tata Institute of Social Sciences. 1998. <i>Field Work Manual for First Year Social Work</i>. Tata Institute of Social Sciences, Mumbai.</li> <li>10. University Grants Commission. 1978. <i>Review of Social Work Education in India: Retrospect and Prospect</i>. New Delhi: UGC.</li> </ol>
Digital Resources	<ol style="list-style-type: none"> <li>1. IGNOU School of Social Work (2013), Field Work Practicum in Social Work, <a href="https://www.youtube.com/watch?v=a6u_YBsoKCc">https://www.youtube.com/watch?v=a6u_YBsoKCc</a></li> <li>2. The Maharaja Sayajirao University of Baroda (2019), <a href="https://www.msubaroda.ac.in/assets/storage/admission/FSW_Prospectus_2019.pdf">https://www.msubaroda.ac.in/assets/storage/admission/FSW_Prospectus_2019.pdf</a></li> <li>3. Learning Outcomes based Curriculum Framework (LOCF) for Bachelor of Social Work (BSW) (2019), <a href="https://www.ugc.ac.in/pdf/news/1366718_Social_Work.pdf">https://www.ugc.ac.in/pdf/news/1366718_Social_Work.pdf</a></li> </ol>

## SemesterII

<b>Year</b>	I	<b>CourseCode:-126BAB02SOWDSC03T</b> <b>CourseTitle:SocialCaseWork</b>	<b>Credits</b>	4
<b>Sem.</b>	2		<b>Hours</b>	56
FormativeAssessmentMarks:40		SummativeAssessmentMarks: 60	Duration of ESA:2hours	
<b>Course Outcomes</b>	<p>Atthe endofthecourse thestudentshouldbeableto:</p> <ol style="list-style-type: none"> <li>1. Tounderstandindividualneeds,conceptofcaseworkandhistorical development.</li> <li>2. Tounderstandcomponents,principles inpracticeofsocialcasework;</li> <li>3. Tounderstand,analyse,address,preventiveandremedialmeasuresfor individual and family problems in case work process.</li> <li>4. Tounderstanddifferenttools,skills,approachesandfieldsofSocialCaseWork Practice.</li> </ol>			
<b>UnitNo.</b>	<b>CourseContent</b>	<b>SuggestedPedagogy</b>	<b>Hours</b>	
UnitI	<b>Introduction to Social Case Work;</b> Social Casework: Meaning, Definitions, Nature, Objectives and Importance, Individual: Nature and Needs, Problems Faced by Individuals and Families. Historical Development of Social Casework.	Lecture, Assignment, Individual and Group, Discussion/Presentation	14	
UnitII	<b>Components, Principles and Process of SocialCaseWork;</b> ComponentsofSocial Case Work (Person, Problem, Place, and Process), Principles of Social Case Work Process of Social Work: Intake, study, Assessment/ Diagnosis, Treatment/ Intervention, Evaluation, Termination and Followup,	Lecture, Assignment, Individual and Group, Discussion/Presentation	14	
UnitIII	<b>Tools, Techniques and Skills of Social Casework;</b> Communication: Observation, Listening, Interviewing and Home Visits. Rapport Building and Resource Mobilization. Casework Relationship, Use of Authority andAdvocacy,Recording in Social Casework.	Lecture, Assignment, Individual and Group, Discussion/Presentation	14	
Unit IV	<b>Approaches and Practice of Social Casework;</b> Task Centered Approach, Psycho-social Approach, Problem Solving Approach and Integrated approach, <b>Casework</b> Practice in different settings: Medical andpsychiatric,School,Women and Child, Correctional setting. RoleofSocial Worker in case work settings.	Lecture, Assignment, Individual and Group, Discussion/Presentation Orientationvisits.	14	

### Recommended Learning Resources

Print Resources	<ol style="list-style-type: none"> <li>1. Aptekar, Herbert (1955) <i>The Dynamics of Casework and Counselling</i>, New York: Houghton Mifflin Co.</li> <li>2. Beistek, F.P. (1957). <i>The Casework Relationship</i>. Chicago: Loyola University Press.</li> <li>3. Fisher, J. (1978). <i>Effective Casework Practice: and Eclectic Approach</i>, New York: McGraw Hill</li> <li>4. Fuster, J.M. (2005). <i>Personal Counselling, Better Yourself Books</i>, Mumbai, Eleventh Edition.</li> <li>5. Hamilton, G. (1956): <i>Theory and Practice of Social Casework</i>. New York: Columbia University Press.</li> <li>6. Hamilton, Gordon (2013) <i>The Theory and Practice of Social Case Work</i>, Rawat Publication, New Delhi</li> <li>7. Keats, Daphne (2002) <i>Interviewing – A Practical Guide for Students and Professionals</i>, New Delhi: Viva Books Pvt. Ltd</li> <li>8. Mathew, G. (1992): <i>An Introduction to Social Case Work</i>. Bombay: Tata Institute of Social Sciences.</li> <li>9. Pearlman, H.H. (1957). <i>Social Case Work: A Problem Solving Process</i>. Chicago: University of Chicago.</li> <li>10. Rameshwari Devi, Ravi Prakash (2004) <i>Social Work Methods, Practice and Perspectives (Models of Case Work Practice)</i>, Vol. II, Ch.3, Jaipur: Mangal Deep Publication</li> <li>11. Richmond, Mary (1917) <i>Social Diagnosis</i>, New York: Free Press</li> <li>12. Sainsbury, Eric. (1970). <i>Social Diagnosis in Casework</i>. London: Routledge &amp; Kegan Paul.</li> <li>13. Skidmore, R. A. and Thakary, M.G. (1982): <i>Introduction to Social Work</i>. New Jersey: Prentice Hall.</li> <li>14. Timms, N. (1964): <i>Social Casework: Principles and Practice</i>. London: Routledge and Kegan Paul.</li> <li>15. Timms, N. (1972): <i>Recording in Social Work</i>. London: Routledge and Kegan Paul.</li> <li>16. Upadhyay, R.K. (2003). <i>Social Case Work: A therapeutic approach</i>. Jaipur: Rawat Publications.</li> </ol>
Digital Resources	<ol style="list-style-type: none"> <li>1. Methods of Working with Individuals and Families: e-pathashala, URL: <a href="https://www.youtube.com/watch?v=uHAW1E5QPM">https://www.youtube.com/watch?v=uHAW1E5QPM</a></li> <li>2. Stages of Case Work: MOOCs EMRC Osmania University. URL: <a href="https://www.youtube.com/watch?v=5dXLshcX4gU">https://www.youtube.com/watch?v=5dXLshcX4gU</a></li> <li>3. Social Case Work as a Method of Social Work: MOOCs EMRC Osmania University. URL: <a href="https://www.youtube.com/watch?v=ausahOeYOMQ">https://www.youtube.com/watch?v=ausahOeYOMQ</a></li> <li>4. Treatment in Social Case work: MOOCs EMRC Osmania University. URL: <a href="https://www.youtube.com/watch?v=oKnDldvSJXo">https://www.youtube.com/watch?v=oKnDldvSJXo</a></li> <li>5. Recording in Social Case Work: MOOCs EMRC Osmania University. URL : <a href="https://www.youtube.com/watch?v=8B0oagqBD6s">https://www.youtube.com/watch?v=8B0oagqBD6s</a></li> <li>6. Major Components of Social Case Work: MOOCs EMRC Osmania University. URL : <a href="https://www.youtube.com/watch?v=_AqQgCVaZ00">https://www.youtube.com/watch?v=_AqQgCVaZ00</a></li> <li>7. Skills and Techniques of Social Work Practice: MOOCs EMRC Osmania University. URL : <a href="https://www.youtube.com/watch?v=Nqo9owG8WkA">https://www.youtube.com/watch?v=Nqo9owG8WkA</a></li> </ol>

	<ol style="list-style-type: none"><li>8. SocialCaseWorkinSchoolSetting:MOOCsEMRCOsmaniaUniversity. URL : <a href="https://www.youtube.com/watch?v=61Dy8nOip7g">https://www.youtube.com/watch?v=61Dy8nOip7g</a></li><li>9. Processof Case Work:CH-03:PRABODH(SocialScience-I). URL:<a href="https://www.youtube.com/watch?v=6-4vFApTAGw">https://www.youtube.com/watch?v=6-4vFApTAGw</a></li><li>10. IGNOUStudymaterialavailableat website:<a href="http://www.ignouhelp.in/ignou-msw-study-material/">http://www.ignouhelp.in/ignou-msw-study-material/</a></li><li>11. Basicsof Social Case work: URL: <a href="http://www.ignou.ac.in/upload/bswe-02-block1-unit-2-small-size.pdf">http://www.ignou.ac.in/upload/bswe-02-block1-unit-2-small-size.pdf</a></li><li>12. Kumar Renuka: Social Work Methods, URL: <a href="http://ddceutkal.ac.in/Syllabus/MSW/Paper-5.pdf">http://ddceutkal.ac.in/Syllabus/MSW/Paper-5.pdf</a></li></ol>
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<b>Year</b>	I	<b>CourseCode:-126BAB02SOWDSC04F(Practical)</b>	<b>Credits</b>	2
<b>Sem.</b>	2	<b>CourseTitle:FILEDWORKPRACTICE-II</b>	<b>Hours</b>	4per week
FormativeAssessmentMarks:25		SummativeAssessmentMarks: 25	DurationofESA:NA(viva)	
<b>Course Outcomes</b>	Attheendofthecourse thestudentshouldbeableto: 1) Haveunderstandingaboutdifferentapproachesofprovidinghelptopeopleinneed; 2) Beacquaintedwiththeprofessionalroleofsocialworkers; 3) Developself-awarenessandorientationtototeam work; 4) Developintroductoryskillsinuseofprogrammmedia;and 5) Developskillsinreportwritinganduseofsupervision.			
<b>CourseContent</b>				
ThisCoursecomprises:  1) Observationvisitstowelfare,educational, developmental,industrialandalliedagencies; 2) StructuredExperiencesLaboratorytohelpstudentsunderstandandpractice various skills requiredfor effective practice of Fieldwork Practicum; and 3) SocialCaseWorks-atleastoneortwoguidedcaseworks.  StipulatedhoursforSocialWorkPracticumarefourhoursperweek.				
<b>GuidelinesforOrientationVisits</b>				
A minimum of four (4) hours is expected to be spent by the students in each and every organization. The chief functionary orthe chief executive of the organization or his nominee is expectedtoshare the details onallthe relevantaspectsoftheorganization.Thesocialworkfaculty whoaccompanythestudentshas to encourage, stimulate and also facilitate the students to gather more information on the clientele, services, societal reactions, outcome of the process, etc. Each and every student shall submit an individual hand written report in detail in the common format prepared and approved by the Head of the Department. A classroom discussion is to be organized immediately on the following day of each and every visit to have more clarity on all the aspects of the organization visited. The orientation visits are expectedtobeorganized periodically at the rate of not more than two organizations in a week on the field work days throughout the semester.  Soonafterthecompletionof—orientationvisitstofieldsocialworkl,astudentconferenceshallbe conducted to share the orientation visit experiences and learning.				
<b>NoteontheCalculationof WorkloadforSocialWorkPracticum</b>				
Workload for Social Work Practicum shall strictly be calculated as per the guidelines given in the Course Structure of the BSW Course, worked out in keeping with the <i>UGC Model Curriculum for Social Work Education</i> (2001, p. 14).  The <i>UGC Model Curriculum for Social Work Education</i> (2001, p. 14) states that —... each learner should getaboutforty-fivetosixtyminutesofindividualinstruction...landthat—henceteacher-learnerratio				

suggested is 1:8... (Enclosed as—Annexure 11). Thus, it may be noted that the instructional hours for —Social Work Practicum vary depending on the number of students allocated for supervision to each of the faculty. In keeping with the guidelines given in the *UGC Model Curriculum for Social Work Education*, for a batch of eight students, the faculty is expected to provide eight hours of individual and group instruction as is specified in the syllabus. However, wherever the Course/paper is of two credits (for 50 marks) only half an hour instructional hours per student suffices. Hence, the total workload for the faculty for a batch of 16 students is 4 hours per week (i.e. 8hrs./2=4). Hence, **the workload for Social Work Practicum per week will be four hours for a batch of sixteen students**. Further, the workload for each of the faculty proportionately increases with the increase in the number of students allocated under his/her guidance for Social Work Practicum.

### Recommended Learning Resources

Print Resources	<ol style="list-style-type: none"> <li>1. Columbia University. 2015. <i>Handbook for Student Social Work Recording</i>. School of Social Work.</li> <li>2. Kadushin, Alfred Harkness, Daniel. 2005. <i>Supervision in Social Work</i>. New Delhi: Rawat Publications.</li> <li>3. Kohli, A.S. 2004. <i>Field Instruction and Social Work: Issues, Challenges and Response</i>. Delhi: Kanishka.</li> <li>4. Lawani, B.T. 2009. <i>Social Work Education and Field Instructions</i>. Agra: Current Publications.</li> <li>5. Mathew, G. <i>Supervision in Social Work</i>. Mumbai: TISS.</li> <li>6. Sajid, S.M. 1999. <i>Fieldwork Manual</i>. New Delhi: Department of Social Work, Jamia Milia Islamia.</li> <li>7. Roy, Sanjoy. 2012. <i>Field Work in Social Work</i>. Rawat Publication: Jaipur.</li> <li>8. Subedhar, I.S. 2001. <i>Fieldwork Training in Social Work</i>. New Delhi: Rawat.</li> <li>9. Tata Institute of Social Sciences. 1998. <i>Field Work Manual for First Year Social Work</i>. Tata Institute of Social Sciences, Mumbai.</li> <li>10. University Grants Commission. 1978. <i>Review of Social Work Education in India: Retrospect and Prospect</i>. New Delhi: UGC.</li> </ol>
Digital Resources	<ol style="list-style-type: none"> <li>4. IGNOU School of Social Work (2013), Field Work Practicum in Social Work, <a href="https://www.youtube.com/watch?v=a6u_YBsoKCs">https://www.youtube.com/watch?v=a6u_YBsoKCs</a></li> <li>5. The Maharaja Sayajirao University of Baroda (2019), <a href="https://www.msubaroda.ac.in/asset/storage/admission/FSW_Prospectus_2019.pdf">https://www.msubaroda.ac.in/asset/storage/admission/FSW_Prospectus_2019.pdf</a></li> <li>6. Learning Outcomes based Curriculum Framework (LOCF) for Bachelor of Social Work (BSW) (2019), <a href="https://www.ugc.ac.in/pdf/news/1366718_Social_Work.pdf">https://www.ugc.ac.in/pdf/news/1366718_Social_Work.pdf</a></li> </ol>





# **BAGALKOTUNIVERSITY**

**MudholRoad,Jamkhandi-587301Dist.:Bagalkote**

## **PROGRAM/COURSESTRUCTUREAND SYLLABUS**

**AspertheChoiceBasedCreditSystem(CBCS)**

**Designed in accordance with  
LearningOutcomes-BasedCurriculum  
Framework(LOCF)ofNationalEducationPolicy  
(NEP) 2020**

**For**

**B.A.Statistics**

**AsperNEP2020andadaptedfromRCUBelagaviapplicable**

**fromtheAcademicYear2023-24**

**Syllabus&RegulationsGoverningtheChoice-BasedCreditSystem(CBCS)forthe  
Three-Years (Six Semesters) Bachelor of Arts (B.A**

**WithAppliedStatisticasMinorwithoutpracticals&othercourseasMajor without  
practicals Program Structure  
MODELCURRICULUM**

**DegreeProgram:**B.A.Degree

**DisciplineCore:**Statistics      **TotalCreditsfortheProgram:** 136(till6<sup>th</sup>Semester)

*ProgramOutcomes*

**Bytheendoftheprogramthestudentswillbeableto:**

1. Acquire fundamental/systematicorcoherent understanding of the academicfield of Statistics and its different learning areas andapplications.
2. Developanddemonstrateanabilitytounderstandmajorconceptsinvarious disciplines of Statistics.
3. Demonstrate the ability to use skills in Statistics anddifferentpracticingareasforformulatingandtackling Statisticsrelatedproblemsandidentifyingandapplyingappropriateprinciples and methodologiestosolveawiderangeofproblemsassociatedwithStatistics.
4. Understandproceduralknowledgethatcreatesdifferenttypesofprofessionalsrelatedto subject area of Statistics, including professionals engaged in government/public serviceand private sectors.
5. PlanandexecuteStatisticalexperimentsorinvestigations,analyzeandinterpret data/informationcollectedusingappropriatemethods,includingtheuseofappropriate statisticalsoftwareincludingprogramminglanguages,andreportaccuratelythefindingsof the experiment/investigations.
6. HaveaknowledgeregardinguseofdataanalyticstoolslikeExcelandR-programming.
7. Developed abilitytocriticallyassessastandardreporhavinggraphics,probability statements.
8. Analyze,interpretthedataandhencehelppolicymakers totakeaproperdecision.
9. Recognizetheimportanceofstatisticalmodellngandcomputing,andtheroleof approximation and mathematical approaches to analyze the realproblemsusingvarious statistical tools.
10. Demonstraterelevantgenericskillsandglobalcompetenciessuch as

- (i) Problem-solving skills that are required to solve different types of Statistics related problems with well-defined solutions, and tackle open-ended problems, that belong to the disciplinary-area boundaries;
- (ii) Investigative skills, including skills of independent thinking of Statistics-related issues and problems;
- (iii) Communications skills involving the ability to listen carefully, to read texts and reference material analytically and to present information in a concise manner to different groups/audiences of technical or popular nature;
- (iv) Analytical skills involving paying attention to details and ability to construct logical Arguments using correct technical language related to Statistics and ability to translate them with popular language when needed; ICT skills;

(i) Personal skills such as the ability to work both independently and in a group.

11. Undertake research projects by using research skills- preparation of questionnaire, conducting national sample survey, research projects using sample survey, sampling techniques.
12. Understand and apply principles of least squares to fit a model to the given data, study the association between the variables, applications of Probability Theory and Probability Distributions.

**Proposed Curricular and Credits Structure under Choice Based Credit System [CBCS] of Statistics Discipline Scheme for the four Years  
Statistics B.A. Undergraduate Honors Program with effect from 2021-22**

<b>B.A. SEMESTER-I</b>										
Category	Coursecode	Title of the Paper	Marks			Teaching hours/week			Credit	Duration of exams(Hrs)
			IA	SEE	Total	L	T	P		
DSC1	126BAB01STADSC01T	Descriptive Statistics – I	40	60	100	3	-	-	3	2
	126BAB01STADSC02L	Descriptive Statistics – II	30	70	100	3	-	-	3	2
OEC	126BAB01STAOEC01T	Statistics in Competitive Examinations	40	60	100	3	-	-	3	2
<b>Total Marks</b>					<b>800</b>	<b>Semester Credits</b>			<b>25</b>	

<b>B.A. SEMESTER-II</b>										
Category	Coursecode	Title of the Paper	Marks			Teaching hours/week			Credit	Duration of exams(Hrs)
			IA	SEE	Total	L	T	P		
DSC2	126BAB02STADSC03T	Probability and Distributions	40	60	100	3	-	-	3	2
	126BAB02STADSC04L	Statistics for Economics	40	60	100	3	-	-	3	2
OEC2	126BAB02STAOEC02T	Statistical Methods	40	60	100	3	-	-	3	2
<b>Total Mark</b>					<b>800</b>	<b>Semester Credits</b>			<b>25</b>	

BA

**Semester1**

CourseTitle:B.A	
TotalContactHours:42	CourseCredits:3
Formative AssessmentMarks:40	Durationof ESA/Exam:2hours
	SummativeAssessmentMarks:60

**CourseArticulationMatrix:MappingofCourseOutcomes (COs)withProgram Outcomes(POs1-12)**

CourseOutcomes(COs)/Program Outcomes (POs)	1	2	3	4	5	6	7	8	9	10	11	12
1.Organize,manageand present data.	X	X		X								
2.Analyzestatisticaldatagraphicallyusing frequencydistributionsandcumulative frequencydistributions.	X						X					
3.Analyzestatisticaldatausingmeasures of central tendency, dispersion.				X				X		X		
4.UnderstandSkewness andKurtosisand theiruseinstudyingvariouscharacteristics of data.			X									
5.Knowconceptofcorrelation,various correlation coefficients- Pearson's correlationcoefficient,Spearman'srank correlationcoefficient.			X									
6.Carryoutspatialanalysis.							X					
7.UnderstandthePriceandQuantityIndex numbers and their different measures, understand the applicability of cost of living Index number.									X	X		
8. Know the components and Need for Time series, understand the different methods of studying trend and Seasonal Index.	X								X	X		
9. Solve problems of economics concerns using demand analysis, supply functions, Gini's coefficient and Lorenz Curve.									X	X		



BA Semester 1

Title of the Course: Applied statistics

Course Code: -126BAB01STADSC01T

Course 1: Descriptive Statistics-I		Course 2: Descriptive Statistics-II	
Number of Theory Credits	Number of lecture hours/semester	Number of Theory Credits	Number of lecture hours/semester
3	42	3	42

Content of Course 1: Descriptive Statistics-I	42 Hrs
<b>Unit-1: Introduction to Statistics and Basic Concepts</b>	<b>12 Hrs</b>
<p>Meaning, origin, definition, functions, limitations and applications of Statistics. Primary and secondary data, different methods of collection of primary data with merits and demerits Sources of secondary data. Classification: meaning, objectives, types of classifications Chronological, Geographical, Qualitative and Quantitative classifications with illustrations Definition of some important terms- class, class limits, class intervals, width of class interval open-end classes, inclusive and exclusive classes. Formation of discrete and continuous frequency distributions. Tabulation: meaning, objectives and rules of tabulation, format of a statistical table and its parts. Types of table, examples of preparation of a blank table and tables with numerical information.</p>	
<b>Unit-2: Diagrammatic and Graphical representation of Data</b>	<b>10 Hrs</b>
<p>Diagrams: Meaning, importance of diagrams and general rules of construction of diagrams Types of Diagrams – simple, multiple, component, percentage bar diagrams and pie diagrams with simple illustrations.</p> <p>Graphs: Types of Graphs – Histogram, frequency Polygon, frequency curve and Ogives, simple problems, location of mode, median and partition values from the graphs. Difference between diagrams and graphs.</p>	

<b>Unit-3: Measures of Central Tendency</b>	<b>10 Hrs</b>
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.	
<b>Unit-4: Measures of Dispersion</b>	<b>10 Hrs</b>
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. <b>Skewness and Kurtosis:</b> Skewness - Definition, objectives and types of skewness explanation of positive and negative skewness with diagrams. Measures of skewness - Karl Pearson's coefficient of skewness and Bowley's coefficient of skewness. Simple problems. Kurtosis: Definition and types of kurtosis. Explanation of types of kurtosis with neat diagrams. Measure of skewness based on moments. Difference between skewness and kurtosis.	

### References

1. Gani S.G., Sankhyashastra and Ganakayantra. Udaya Ravi Publications, Bijapur.
2. Gupta S.C. Fundamentals of Statistics, Himalaya Publishing House, Bombay
3. Mukhopadhyaya, P. Applied Statistics, New Central Book Agency (P) Ltd., Calcutta
4. Gupta S.P. and V.K. Kapoor Fundamentals of Mathematical Statistics, Sultan Chand, New Delhi

### *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.



<b>Content of Course 2: Descriptive Statistics-II</b> <b>Course Code: -126BAB01STADSC02L</b>	<b>42 Hrs</b>
<b>Unit-1: Correlation</b>	<b>12 Hrs</b>
Definition of relationship, Definition, Types of correlation, Methods of measuring correlation, Scatter diagram, Correlation Coefficient for quantitative data: Prof. Karl Pearson's coefficient of linear correlation, its properties, Correlation Coefficient for qualitative data: Spearman's rank correlation coefficient, its properties. Simple regression analysis- regression equations by method of least squares, linear regression coefficients and its properties. Angle between the regression lines.	
<b>Unit-2: Association of Attributes</b>	<b>10 Hrs</b>
Meaning of association of attributes, definition of class of the first order and second order. Methods of studying association. Yule's coefficient of association and its interpretation. Determination of Yule's coefficient of association in case of two attributes.	
<b>Unit-3: Spatial Statistics</b>	<b>10 Hrs</b>
History and introduction, spatial characterization, spatial dependence, spatial autocorrelation, spatial association, spatial scaling, spatial sampling, errors in spatial analysis.	
<b>Unit:4: Multivariate data Analysis</b>	<b>10 Hrs</b>
Introduction: Yule's notations, distribution of two variables, distribution of three more variables, primary and secondary subscripts, Plane of regression and derivation, estimation of regression coefficients $a$ and $b$ in case of three variable partial regression coefficient in terms of $\Delta$ , Residual, properties of residual Standard deviation of residuals, Multiple and partial correlation, definition derivation and their standard properties.	

#### References

1. Agresti, A. (2010): Analysis of Ordinal Categorical Data, 2nd Edition, Wiley.
2. Anderson T. W. and Jeremy D. Finn (1996). The New Statistical Analysis of Data, Springer
3. Freedman, D., Pisani, R. and Purves, R. (2014), Statistics, 4th Edition, W. W. Norton & Company.
4. Gani S. G., Sankhyashastra and Ganakayantra. Udaya Ravi Publications, Bijapur.
5. Gupta S. C. Fundamentals of Statistics, Himalaya Publishing House, Bombay
6. Gupta S. P. and V. K. Kapoor, Fundamentals of Mathematical Statistics, Sultan Chand, New Delhi

#### 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.

*BA Semester 2 Title of the*

*Course: Applied Statistics*

<b>Course 3: Statistics for Economics</b>		<b>Course 4: Probability and Distributions</b>	
<b>Number of Theory Credits</b>	<b>Number of lecture hours/semester</b>	<b>Number of Theory Credits</b>	<b>Number of lecture hours/semester</b>
<b>3</b>	<b>42</b>	<b>3</b>	<b>42</b>

<b>Content of Course 3: Statistics for Economics Course</b>		<b>42 Hrs</b>
<b>Code:- 126BAB02STADSC03T</b>		
<b>Unit-1: Supply and Demand</b>		<b>10 Hrs</b>
How Markets Work, Markets and Welfare Markets and competition; determinants of individual demand/supply; demand/supply schedule and demand/supply curve; market versus individual demand/supply; shifts in the demand/supply curve, demand and supply together; how prices allocate resources; elasticity and its application; controls on prices taxes and the costs of taxation; consumer surplus; producer surplus and the efficiency of the markets.		
<b>Unit-2: Measuring income inequality: Lorenz curve &amp; Gini Coefficient</b>		<b>10 Hrs</b>
Measuring income inequality: Pareto law of Distribution, Lorenz curve and Gini's Coefficient, Limitations and interpretations of GC.		
<b>Unit-3: Index numbers</b>		<b>12 Hrs</b>
Definition, Problems involved in the construction of index numbers, methods of constructing index numbers of prices and quantities, simple aggregate and price relatives method, weighted aggregate and weighted average of relatives method, important types of weighted index numbers: Laspeyre's, Paasche's, Bowley's, Marshall-Edgeworth, Fisher's, method of obtaining price and quantity index numbers, tests consistency of index numbers, time reversal test, factor reversal test, and Circular test for index numbers, Uses and limitations of index numbers. Consumer price index number: Problems involved in the construction of cost of living index number, advantages and disadvantages, Aggregative expenditure method and Family budget method for the construction of consumer price index numbers. Applications of Cost of Living Index numbers. Definition and measurement of Inflation rate - CPI and GNP Deflator.		
<b>Unit 4: Time Series Analysis</b>		<b>10 Hrs</b>
Introduction, definition and components of Time series, illustrations, Additive, Multiplicative and mixed models, analysis of time series, methods of studying time series: Secular trend, method of moving averages, least squares method - linear, quadratic, exponential trend fittings to the data. Seasonal variation - definition, illustrations, measurements, simple average method, ratio to moving average method, ratio of trend method, link relatives method, Cyclical variation - definition, distinction from seasonal variation, Irregular variation - definition, illustrations.		

## References

1. Gupta S.C. Fundamentals of Statistics, Himalaya Publishing House, Bombay
2. Mukhopadhyaya, P. Applied Statistics, New Central Book Agency (P) Ltd., Calcutta
3. Gupta S.P. and V.K. Kapoor Fundamentals of Mathematical Statistics, Sultan Chand, New Delhi.

## *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.

<b>Content of Course 4: Probability and Distributions</b> <b>Course Code: -126BAB02STADSC04L</b>	<b>42Hr</b>
<b>Unit-1: Introduction to Probability</b>	<b>10 Hr</b>
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.	
<b>Unit-2: Random Variable and Mathematical Expectation</b>	<b>10Hr</b>
Definition of a random variable, discrete & continuous random variable, probability mass function, probability density function, distribution function. Definition of mathematical expectation, expected mean and variance of discrete random variable. Properties of Mathematical expectation. Statement of addition and multiplication theorem of expectation. Numerical problems on mathematical expectation.	
<b>Unit - 3: Discrete Distributions</b>	<b>12Hr</b>
<b>Binomial Distribution:</b> Definition of Binomial Distribution, mean and Variance of Binomial distribution, numerical problems on binomial distribution. Uses of binomial distribution. Fitting of Binomial distribution and obtaining expected probabilities. Simple problems. <b>Poisson Distribution:</b> Definition of Poisson distribution. Mean, Variance and its properties of Poisson variate. Uses of Poisson distribution. Simple problems on Poisson distribution. Computing probabilities for large $n$ and small $p$ for the given $\lambda$ , finding $\lambda$ for given two successive probabilities. Conditions for Poisson distribution as limiting form of Binomial distribution. Fitting of Poisson distribution.	
<b>Unit -4: Normal Distribution</b>	<b>10Hr</b>
Definition of normal variate. Application of Normal distribution. Definition of standard normal variate, standard normal distribution and properties of normal curve. Conditions under which binomial distribution tend to normal distribution (Statement only). Finding probabilities and expected numbers when mean and variance are given quartile deviation, mean deviation and standard deviation and problems.	

### References

1. Gupta S.C. Fundamentals of Statistics, Himalaya Publishing House, Bombay
2. Mukhopadhyaya, P. Applied Statistics, New Central Book Agency (P) Ltd., Calcutta
3. Gupta S.P. and V.K. Kapoor Fundamentals of Mathematical Statistics, Sultan Chand, New Delhi.
4. Gani S.G., Sankhyashastra and Ganakayantra. Udaya Ravi Publications, Bijapur.

### 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.

<b>Formative Assessment: 40 marks</b>	
<b>Assessment Occasion/type</b>	<b>Weightage in marks</b>
1 <sup>st</sup> Internal Assessment Test for 30 marks 1 hr after 8 weeks and 2 <sup>nd</sup> Internal Assessment Test for 30 marks 1 hr after 15 weeks . Average of two tests should be considered.	30
Assignment/Seminar (7 marks)+Attendance(3marks)	10
<b>Total</b>	40

Question Paper Pattern:

*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 2,3,4 and 5

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

List of Open Electives

1. Statistics in Competitive Examinations
2. Statistical Methods
3. Business Statistics
4. Quantitative Aptitude



# BAGALKOTUNIVERSITY

MudholRoad,Jamkhandi-587301Dist.:Bagalkote

DEPARTMENTOFSTUDIESIN  
ECONOMICS

PROGRAM/COURSESTRUCTURE  
ANDSYLLABUS

AspertheChoiceBasedCredit  
System (CBCS) designed in  
accordance with Learning  
Outcomes-Based Curriculum  
Framework(LOCF)ofNational  
Education

Policy(NEP)2020

For

**B.A.EconomicsDegree(Honours)**

AsperNEP2020andadaptedfromRCUBelagaviapplicablefromthe Academic

Year2023-24

## PROGRAM OUTCOMES

The Programme outcomes (POs) are expected to be as under:

- Students will be able to understand economic vocabulary, methodologies, tools and analysis procedures.
- Students will be familiar with the knowledge and application of micro economics for the formulation of policies and planning.
- Students will learn to apply economic theories and concepts to contemporary social issues, as well as analysis of policies.
- Students will be able to understand the impact of government policies and will be able to assess the consequences of the policies on the parties involved.
- As the programme along with economics contains like statistics, mathematics, it enhances them to compute and assess the real situation of the economy including the size and changes of population, income pattern, and rate of development with pattern of savings and investments and social security measures adopted in the country.
- Understand the basics of Quantitative techniques and their applications
- Critically evaluate the ongoing economic developments in India and abroad
- **Understand research methods in economics**
- Student develops an awareness of career choices and the option for higher studies.

## CONTINUOUS INTERNAL EVALUATION AND SEMESTER END EXAMINATION

Total marks for each course shall be based on continuous assessments and term end examinations. As per the decision of the Karnataka State Higher Education Council, it is necessary to have uniform pattern of 40:60 for CIA and Semester End examinations respectively, among all the Universities, their affiliated and autonomous colleges.

The committee deliberated on this and suggested the following pattern for the CIEMarks.

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



**Evaluation process of I marks may be as follows:**

- The first component (C1), of assessment is for 20 marks. This shall be based on test, assignment, seminar, case study, fieldwork, project work etc. This assessment and score process should be completed after completing 50% of syllabus of the course/s and within the first half of the semester.
- The second component (C2), of assessment is for 20 marks. This shall be based on test, assignment, seminar, case study, fieldwork, internship/industrial practicum/project work etc. This assessment and score process should be based on completion of the remaining 50 percent of syllabus of the courses of the semester.
- During the 17<sup>th</sup>- 20<sup>th</sup> week of the semester, a semester end examination of 3 hours duration shall be conducted by the University for each course. This forms the third and final component of assessment (C3) and the maximum marks for the final component will be 60%.
- In case of a student who has failed to attend the C1 or C2 on a scheduled date, it shall be deemed that the student has dropped the test. However, in case of a student who could not take the test on scheduled date due to genuine reasons, such a candidate may appeal to the concerned teacher/ Program Coordinator / HOD and suitable decision taken accordingly.
- For assignments, tests, case study analysis etc., of C1 and C2, the students should bring their own answer scripts (of A4 size), graph sheet etc., required for such tests / assignments and these be stamped by the concerned department using their department seal at the time of conducting tests / assignment/work etc.

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

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

# PROGRAM STRUCTURE

The following is the Program Structure for the B.A. (Hon.) Economics Program

Sem.	Discipline Core (DSC) (Credits) (L+T+P)	Discipline Elective (DSE) / Open Elective (OE) (Credits) (L+T+P)	Ability Enhancement Courses (AEC), Languages (Credits) (L+T+P)		Skill Enhancement Courses (SEC)		
			Compulsory Courses (AEC), Languages (Credits) (L+T+P)		Skill based (Credits) (L+T+P)	Value based (Credits) (L+T+P)	
1	DSC-1: Basic Economics-I (3)  DSC-2: Contemporary Indian Economy (3)	OE-1: Kautilya's Arthshastra 2. Pre-reforms Indian Economy 3. Development Studies (3)	L1-1(3), L2-1(3) (4 hrs. each)		SEC-1: Digital Fluency (2) (1+0+2)	Physical Education- Yoga (1) (0+0+2)	Health & Wellness (1) (0+0+2)
2	DSC-3: Basic Economics -II (3)  DSC-4: Karnataka Economy (3)	OE-2: 1. Contemporary Indian Economy 2. Sustainable Development 3. Economic of Business Environment (3)	L1-2(3), L2-2(3) (4 hrs. each)	Environmental Studies (2)		Physical Education- Sports (1) (0+0+2)	NCC/NSS/R & R(S&G)/Cultural (1) (0+0+2)
Exit option with Certificate in Economics (48 credits)							

# B.A PROGRAM

Proposed Scheme of Teaching and Evaluation for B.A (Basic/Hons) with Economics as Major

Semester-I								
Sl No.	Course Code	Title of the Course	Category of Courses	Teaching Hours per Week (L+T+P)		CIE	Total Marks	
1	126BAB01ECODSC01T	Basic Economics-I	DSC	3+0+0	60	40	100	3
2	126BAB01ECODSC02T	Contemporary Indian Economy	DSC	3+0+0	60	40	100	3
3	126BAB01ECOEOEC01T	Kautilya_sArthshastra	OEC	3+0+0	60	40	100	3
4	126BAB01ECOEOEC02T	Pre-reforms Indian Economy						
5	126BAB01ECOEOEC03T	Development Studies						
								09

Semester-II								
	Course Code	Title of the Course	Category or courses	Teaching Hours per Week (L+T+P)		CIE	Total Marks	Credits
1	126BAB02ECODSC03T	Basic Economics-II	DSC	3+0+0	60	40	100	3
2	126BAB02ECODSC04T	Karnataka Economy	DSC	3+0+0	60	40	100	3
3	126BAB02ECOEOEC04T	Contemporary Indian Economy	OEC	3+0+0	60	40	100	3
4	126BAB02ECOEOEC05T	Sustainable Development						
5	126BAB02ECOEOEC06T	Economics of Business Environment						
<b>Sub-Total</b>								09
<b>Exit option with Certificate (48 Credits)</b>								

## PROGRAM ARTICULATION MATRIX

Semester	Name of the course- Discipline Specific Core Course (DSCC)	What all program outcomes the course addresses (not exceeding three per course)	Pre-requisite course(s)	Pedagogy	Assessment
1	Basic Economics-I	<ol style="list-style-type: none"> <li>1. Basic economic concepts and terms.</li> <li>2. Operation of a market system;</li> <li>3. Production and cost relationships of a business firm;.</li> </ol>	Nil	Lecture	<ol style="list-style-type: none"> <li>i) Internal Assessment for 30 marks comprising two written tests, assignment/seminar, and attendance; and</li> <li>ii) Written Semester-end Examination for 70 marks</li> </ol>
1	Contemporary Indian Economy	<ol style="list-style-type: none"> <li>i. Current problems of Indian Economy</li> <li>ii. Recent growth of the Indian economy</li> <li>iii. Impact of LPG policies on economic growth in India</li> </ol>	Nil	Lecture	<ol style="list-style-type: none"> <li>i) Internal Assessment for 30 marks comprising two written tests, assignment/seminar, and attendance; and</li> <li>ii) Written Semester-end Examination for 70 marks</li> </ol>
2	Basic Economics-II	<ol style="list-style-type: none"> <li>1. Operation of the overall economic system;</li> <li>2. Calculation of national income</li> <li>3. Relationship between macroeconomic aggregates;</li> </ol>	Nil	Lecture	<ol style="list-style-type: none"> <li>i) Internal Assessment for 30 marks comprising two written tests, assignment/seminar, and attendance; and</li> <li>ii) Written Semester-end Examination for 70 marks</li> </ol>
2	Karnataka Economy	<ol style="list-style-type: none"> <li>1. Economic growth and problems of Karnataka state.</li> <li>2. Structural growth in Karnataka economy;</li> <li>3. Policies &amp; Programmes of Govt. of Karnataka</li> </ol>	Nil	Lecture	<ol style="list-style-type: none"> <li>i) Internal Assessment for 30 marks comprising two written tests, assignment/seminar, and attendance; and</li> <li>ii) Written Semester-end Examination for 70 marks</li> </ol>

### ASSESSMENT METHODS

Type of Course	Formative Assessment/ IA	Summative Assessment
Theory	40	60
Practical	-	-
Projects	30	70
Experiential Learning (Internships/Social Work Practicum etc.)	-	-

### COURSEWISE SYLLABUS

Course Title: <b>DSC 1.2: Basic Economics –I</b>	
Course Code: <b>-126BAB01ECODSC01T</b>	
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:**

By the end of the course the student will be able to:

1. Identify the facets of an economic problem.
2. Learn basic economic concepts and terms.
3. Explain the operation of a market system;
4. Analyse the production and cost relationships of a business firm;
5. Evaluate the pricing decisions under different market structures; and
6. Use basic cost-benefit calculations as a means of decision making (i.e., thinking like an economist)

<b>Content of Basic Economics I</b>	<b>42 Hrs</b>
<b>Unit-1 Basic Concepts in Economics</b>	14
<b>Chapter No. 1 Nature and Scope of Economics</b> <ul style="list-style-type: none"><li>• Meaning of Economics</li><li>• Nature of Economics</li><li>• Scope of Economics</li><li>• Methods of Economics</li><li>• Why Study Economics?</li></ul>	5
<b>Chapter No. 2 Thinking Like an Economist</b> <ul style="list-style-type: none"><li>• Thinking Like an Economist</li><li>• The Economist as Scientist</li><li>• The Economist as Policy Adviser</li><li>• Economic Policy</li></ul>	4
<b>Chapter No. 3 Economic System</b> <ul style="list-style-type: none"><li>• Types of Economic Activities</li><li>• Organisation of Economic Activities</li><li>• Circular Flow of Economic Activities</li><li>• Evolution of the Present Economic Systems</li></ul> <b>Practicum:</b> 1. Group Discussion on Choice Problem 2. Assignment on Types of Economic Systems	5
<b>Unit-2 Demand, Supply and Markets</b>	14
<b>Chapter No. 4 Firms and Household</b> <ul style="list-style-type: none"><li>• Meaning of Firms and Household</li><li>• Relationship Between Firms and Household</li><li>• Input Markets</li><li>• Output Markets</li></ul>	4

<p><b>ChapterNo.5.DemandandSupply</b></p> <ul style="list-style-type: none"> <li>• IndividualDemand</li> <li>• MarketDemand</li> <li>• DemandDeterminants</li> <li>• SupplyanditsDeterminants</li> <li>• MarketEquilibrium</li> </ul>	5
<p><b>ChapterNo.6.ElasticityanditsMeasurement</b></p> <ul style="list-style-type: none"> <li>• TypesofElasticityof Demand</li> <li>• Price,IncomeandCrossElasticities</li> <li>• MeasurementofElasticityofDemand</li> <li>• DeterminantsofElasticityofDemand</li> </ul> <p><b>Practicum:</b> 1.Estimationofdemand andsupplyelasticities 2.solvinganequilibriumproblem</p>	5
<p><b>Unit–3CostandMarketStructures</b></p>	14
<p><b>ChapterNo.7ProductionandCosts</b></p> <ul style="list-style-type: none"> <li>• Production Function</li> <li>• TotalProductionCost</li> <li>• MarginalProductionCost</li> <li>• AverageProductionCost</li> <li>• RevenueFunctions</li> </ul>	4
<p><b>ChapterNo.8.AccountingandEconomicCosts</b></p> <ul style="list-style-type: none"> <li>• Costinthe Shortrun</li> <li>• FixedCostsandVariableCosts</li> <li>• Marginal Costs</li> <li>• LongrunACandMC</li> <li>• TR,MR, AR</li> </ul>	5
<p><b>ChapterNo.9.MarketStructures</b></p> <ul style="list-style-type: none"> <li>• Markets</li> <li>• PerfectandImperfectCompetition</li> <li>• FeaturesofPerfectCompetition</li> <li>• Monopoly,OligopolyandMonopolisticCompetition</li> <li>• PricingStrategies</li> </ul>	5
<p><b>Practicum:</b> 1.Calculation ofvariouscostsandcomparingthemwith production concepts; a mini-project can be taken up wherever possible 2.Studyingthereal-lifepricingmechanismthroughaproject/casestudies</p>	
<p><b>References(indicative)</b></p> <ol style="list-style-type: none"> <li>1. Cohen, A.J. (2020). <i>Macroeconomics for Life: Smart Choices for All? + MyLab EconomicswithPearsoneText</i>(updated2<sup>nd</sup> ed.).Toronto,ON:PearsonCanadaInc. Type: Textbook: ISBN: 9780136716532</li> <li>2. Cohen, A.J. (2015). <i>Microeconomics for Life: Smart Choices for You + MyLab Economics with Pearson eText</i> (2<sup>nd</sup> ed.). Toronto, ON: Pearson Canada Inc. Type: Textbook: ISBN: 9780133899368</li> <li>3. Case Karl E. and Fair RayC. Principles ofEconomics, Pearson Education Asia, 2014.</li> <li>4. MankiwN.Gregory.PrinciplesofEconomics,Thomson,2013.</li> <li>5. Stiglitz J.E. and Walsh C.E. Principles ofEconomics, W.W. Norton &amp;Co, New York, 2011.</li> </ol>	

# Semester I

<b>Course Title: DSC1.3: Contemporary Indian Economy</b>	
<b>Course Code: -126BAB01ECODSC02T</b>	
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 students should be able to: Understand the current problems of Indian Economy

- i. Identify the factors contributing to the recent growth of the Indian economy
- ii. Evaluate impact of LPG policies on economic growth in India
- iii. Analyze the sector specific policies adopted for achieving the aspirational goals
- iv. Review various economic policies adopted

Content of Course I	42 Hrs
<b>Unit-1 LPG POLICIES, ECONOMIC REFORMS AND AGRICULTURE</b>	14
<b>Chapter No. 1 Recent Issues</b> <ul style="list-style-type: none"> <li>• Genesis and Impact of LPG</li> <li>• India's population policy</li> <li>• Demographic Dividend</li> <li>• India's human development - global perspective</li> </ul>	4
<b>Chapter No. 2 Urbanization and governance</b> <ul style="list-style-type: none"> <li>• Urbanization and Smart City Mission</li> <li>• Informal sector</li> <li>• Impact of COVID-19 Pandemic</li> <li>• Atma Nirbhar Bharat Abhiyan</li> </ul>	4
<b>Chapter No. 3 Economic Reforms and Agriculture</b> <ul style="list-style-type: none"> <li>• Agriculture and WTO</li> <li>• Price policy and Subsidies</li> <li>• Commercialisation and Diversification</li> <li>• Public Distribution System</li> <li>• Impact of public expenditure on agricultural growth</li> <li>• Agrarian Crisis, Doubling Farm Incomes, MGNREGS</li> </ul>	6
<b>Practicum</b> <ol style="list-style-type: none"> <li>1. Mini-project to ascertain the impact of pandemic on lives of different sections of population</li> <li>2. Field visits to understand the agrarian situation</li> </ol>	
<b>Unit-2 INDUSTRY, BUSINESS, FISCAL POLICY</b>	14
<b>Chapter No. 4 Industrial Policy</b> <ul style="list-style-type: none"> <li>• New Industrial Policy and changes</li> <li>• Public sector reform</li> <li>• Privatisation and Disinvestment</li> </ul>	4
<ul style="list-style-type: none"> <li>• Competition Policy</li> </ul>	





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| <ul style="list-style-type: none"> <li>• Frankel Francine R., (2004), India's Political Economy, Delhi. OUP Jenkins Rob, 2000, Economic Reform in India, Cambridge, CUP</li> <li>• Jalan, B. (1996), India's Economic Policy-Preparing for the Twenty First Century, Viking, New Delhi.</li> <li>• Joshi Vijaya and L.M.D. Little, (1998), India's Economic Reform 1991-2001, Delhi, OUP.</li> <li>• Kapila Uma: Indian Economy: Policies and Performances, Academic Foundation</li> <li>• Mishra S.K &amp; V.K Puri (2001)—Indian Economy and—Its development experience, Himalaya Publishing House.</li> <li>• Mukharji Rahul (ed.) (2007), India's Economic Transition: The Politics of Reforms, edited by Rahul Mukherji, Oxford University Press, New Delhi.</li> <li>• Stuart and John Harris, (2000), Reinventing India, Cambridge Polity</li> </ul> |  |
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## Semester II

Course Title: <b>DSC2.2: Basic Economics II</b>	Course Code: <b>-126BAB02ECODSC03T</b>
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 students should be able to:

1. Understand the operation of the overall economic system;
2. Calculate national income and related aggregates
3. Explain the relationship between macroeconomic aggregates;
4. Analyse the nature of business cycles and policies towards controlling them;
5. Evaluate the macroeconomic policies for solving major problems like poverty and unemployment

Unit	Description	Hrs
<b>I</b>	<b>Macroeconomic Concepts and Relationships</b>	<b>12</b>
	<b>Chapter 1: Macroeconomy</b> <ul style="list-style-type: none"> <li>• Introduction to National Income Accounting</li> <li>• Concepts of GDP, GNP and national income</li> <li>• Approaches to calculating GDP, personal income, Nominal and real GDP</li> <li>• Limitations of the GDP concept</li> </ul>	5
	<b>Chapter 2: Monetary economy</b> <ul style="list-style-type: none"> <li>• Characteristics</li> <li>• The demand for money</li> <li>• The supply of money and overall liquidity position</li> <li>• credit creation</li> </ul>	4
	<b>Chapter 3: Inflation</b> <ul style="list-style-type: none"> <li>• Meaning and causes of inflation</li> <li>• Calculating inflation rate</li> <li>• Impact of inflation</li> </ul>	3
	<b>Practicum:</b> 1. Understanding the relationships between various NI concepts used in India_s NI accounting; 2. Estimating the components of money supply and interpreting the various price indices	
<b>II</b>	<b>Macroeconomic Challenges and Policies</b>	<b>12</b>
	<b>Chapter 4: Macroeconomic challenges</b> <ul style="list-style-type: none"> <li>• Unemployment</li> <li>• Economic Growth</li> <li>• Business Cycles</li> </ul>	3
	<b>Chapter 5: Monetary Policy</b> <ul style="list-style-type: none"> <li>• Objectives</li> <li>• Instruments</li> </ul>	3
	<b>Chapter 6: Fiscal Policy</b> <ul style="list-style-type: none"> <li>• Public finance vs. Private finance</li> <li>• Fiscal functions and role of government: allocation, distribution and stabilisation</li> <li>• Characteristics of public goods,</li> </ul>	6

	<ul style="list-style-type: none"> <li>Rationale of public provision of public goods</li> </ul> Practicum: 1. Reviewing the monetary policy of RBI; 2. A project to identify the nature and causes of poverty and the latest central budget	
III	<b>Public Policy and Globalization</b>	18
	<b>Chapter 7: Poverty and public policy</b> <ul style="list-style-type: none"> <li>Meaning, measurement and types of poverty</li> <li>Poverty alleviation strategies in India</li> </ul>	6
	<b>Chapter 8: International Trade</b> <ul style="list-style-type: none"> <li>The economic basis for trade—absolute advantage and comparative advantage,</li> <li>terms of trade</li> <li>exchange rates</li> <li>Trade Barriers—tariffs, subsidies and quotas</li> </ul> Balance of Payments—The current and capital account	9
	<b>Chapter 9: Globalization</b> <ul style="list-style-type: none"> <li>Meaning</li> <li>Importance</li> <li>Pros and cons of Globalization</li> </ul> Practicum: Survey on identification of poor; Calculating the components of BoP of India	3
<b>References (indicative)</b> <ol style="list-style-type: none"> <li>Cohen, A.J. (2020). <i>Macroeconomics for Life: Smart Choices for All? + MyLab Economics with Pearson eText</i> (updated 2<sup>nd</sup> ed.). Toronto, ON: Pearson Canada Inc. Type: Textbook: ISBN: 9780136716532</li> <li>Cohen, A.J. (2015). <i>Microeconomics for Life: Smart Choices for You + MyLab Economics with Pearson eText</i> (2<sup>nd</sup> ed.). Toronto, ON: Pearson Canada Inc. Type: Textbook: ISBN: 9780133899368</li> <li>Case Karl E. and Fair Ray C. <i>Principles of Economics</i>, Pearson Education Asia, 2014.</li> <li>Mankiw N. Gregory. <i>Principles of Economics</i>, Thomson, 2013.</li> <li>Stiglitz J. E. and Walsh C. E. <i>Principles of Economics</i>, W. W. Norton &amp; Co., New York, 2011.</li> </ol>		

## Semester II

Course Title: <b>DSC2.3:KarnatakaEconomy</b>	Course Code: <b>-126BAB02ECODSC04T</b>
Total Contact Hours: 42	Course Credits: 3
Formative Assessment Marks: 40	Duration of ESA/Exam: 3Hrs
Model Syllabus Authors:	Summative Assessment Marks: 60

### Course Outcomes (COs):

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

1. Understand the nature of economic growth and problems of Karnataka state.
2. Explain the process of structural growth in Karnataka economy;
3. Evaluate the policies and programmes undertaken by the Govt. of Karnataka for bringing about socio-economic development

Unit	Description	Hours
<b>I</b>	<b>Characteristic of Karnataka Economy</b>	<b>12</b>
	<b>Chapter 1: State Income</b> <ul style="list-style-type: none"> <li>• State Domestic Product and PCI</li> <li>• Measure to redress regional imbalances</li> </ul>	2
	<b>Chapter 2: Human and Natural Resources</b> <ul style="list-style-type: none"> <li>• Population</li> <li>• Human Development Index</li> <li>• Poverty and Unemployment – Anti-Poverty and Employment generation Programmes</li> <li>• Functioning of Panchayat Raj Institutions</li> </ul>	6
	<b>Chapter 3: Natural Resources in Karnataka</b> <ul style="list-style-type: none"> <li>• Land, Water, Forest and mineral resources in Karnataka</li> <li>• Sustainable Development Goals</li> <li>• Karnataka environmental Policy</li> </ul> Practicum: <ul style="list-style-type: none"> <li>• Regional imbalance in Karnataka</li> <li>• Measurement of HDI</li> </ul>	4
<b>II</b>	<b>Agriculture and Industries in Karnataka</b>	<b>18</b>
	<b>Chapter 4: Agriculture in Karnataka</b> <ul style="list-style-type: none"> <li>• Importance of Agriculture</li> <li>• Problems in Agriculture</li> <li>• Land Reforms</li> <li>• Cropping Pattern</li> <li>• Irrigation</li> <li>• Watershed Development</li> <li>• Dry Land Farming</li> <li>• Farmers Suicide – causes and solutions</li> </ul>	9
	<b>Chapter 5: Rural Development</b> <ul style="list-style-type: none"> <li>• Public Distribution System</li> <li>• Rural Development Programmes.</li> </ul>	3
	<b>Chapter 6: Industries in Karnataka</b>	6

	<ul style="list-style-type: none"> <li>• Major Industries in Karnataka-Problems and Prospects</li> <li>• MSMEs -Problems and Measures</li> <li>• IT Industries in Karnataka</li> <li>• Industrial Finance in Karnataka</li> <li>• Industrial Policy of Karnataka</li> </ul> <p>Practicum:</p> <ul style="list-style-type: none"> <li>• Group Discussion-Farmer_s Suicide</li> <li>• Structure of PDS</li> <li>• Seminar on MSME_s Opportunities and Challenges</li> </ul>	
III	<b>Infrastructure and Finances</b>	12
	<p><b>Chapter 7: Infrastructure in Karnataka</b></p> <ul style="list-style-type: none"> <li>• Transportation: Road, Rail, Water and Air Transport</li> <li>• Information and Communication Technology facilities;</li> </ul> <p>Chapter 8: Social Infrastructure</p> <ul style="list-style-type: none"> <li>• Drinking Water, Sanitation</li> <li>• Housing</li> <li>• Health and Education</li> <li>• Social Security in Karnataka</li> </ul> <p><b>Chapter 9: State Finance</b></p> <ul style="list-style-type: none"> <li>• Sources of Revenue: Direct and Indirect Taxes</li> <li>• GST-Impact and Collections</li> <li>• Sharing of Central Taxes and Grand-in-Aid</li> <li>• Expenditure Sources</li> <li>• States Indebtedness</li> <li>• State Finance Commission</li> <li>• State Budget</li> </ul> <p>Practicum:</p> <ul style="list-style-type: none"> <li>• Social Infrastructure</li> <li>• State Budget</li> <li>• GST Implications</li> </ul>	<p>3</p> <p>4</p> <p>5</p>
<p><b>References (indicative)</b></p> <ol style="list-style-type: none"> <li>1. Government of Karnataka, Economic Survey [Various Issues]</li> <li>2. Planning Department, Annual Publication, Government of Karnataka.</li> <li>3. Karnataka at Glance, Annual Publication Government of Karnataka.</li> <li>4. Madaiah M &amp; Ramapriya. Karnataka Economy Growth: Issues and Development, Himalaya Pub., House, New Delhi.</li> <li>5. Adul Aziz and K.G. Vasanti. (Eds) Karnataka Economy.</li> <li>6. Government District Development Reports</li> <li>7. Hanumantha Rao. Regional Disparities and Development in Karnataka.</li> <li>8. Krishnaiah Gowda H.R. Karnataka Economy, Spandana Publications, Bangalore</li> <li>9. Nanjundappa D.M. Some Aspects of Karnataka Economy.</li> <li>10. Puttaswamiah K. Karnataka Economy, Two Volumes</li> </ol>		

# MODELQUESTIONPAPER

..... Semester B.A.(Hon.)EconomicsDegreeExamination2021-2022

Time3Hours

MaxMarks:60

Instructiontocandidates:

1. Answerallthethree sections
2. Drawthediagramswherevernecessary
3. SectionDisCompulsory

## 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

AnsweranyFiveofthe followingQuestions 3X5= 15

- 2.
- 3.
- 4.

## SECTION-C

6. 5. AnsweranyTwoofthefollowing Questions 2X10=20

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

## SECTION-D

11. Caselet 15Marks



# BAGALKOTUNIVERSITY

MudholRoad,Jamkhandi-587301Dist.:Bagalkote

**PROGRAM/COURSESTRUCTUREANDSYLLABUS**  
**AspertheChoiceBasedCreditSystem(CBCS)designedin**  
**accordance with**

**LearningOutcomes-BasedCurriculumFramework**  
**(LOCF)of National Education Policy (NEP) 2020**

**for**

**UndergraduatePrograminHISTORY(BA)**

**As perNEP2020and adapted from RCU Belagavi applicable from the Academic**

**Year 2023-24**

## PROGRAM OUTCOMES

By the end of the program the students will be able to:

1. To learn a basic narrative of historical events in a specific region of the world in a specific timeframe.
2. To articulate factual and contextual knowledge of specific places and time to make careful comparisons (Across time space and culture)
3. The ability to use bibliographical tools for the advanced study of history.
4. To understand and evaluate different historical ideas as various arguments and point of view.
5. To develop an appreciation of themselves and of other through the study of the past in local, regional, national and global context.
6. To instate an appreciation of the uniqueness of visual evidence and cultivate a particular skill of using visual evidence to understand human activity of the recent and distant past.

## PROGRAM STRUCTURE

The following is the Program Structure for the History (UG) Program:

Sem	Discipline Core (DSC) (Credits) (L+T+P)	Discipline Elective (DSE)/Open Elective (OE) (Credits) (L+T+P)	Ability Enhancement Compulsory Courses (AECC), Languages (Credits) (L+T+P)		Skill Enhancement Courses (SEC)			Total Credits
					Skill based (Credits) (L+T+P)	Value based (Credits) (L+T+P)		
I	<b>DSC:1</b> Political History of Karnataka (BCE-3 to 10 CE) Part-1 (3) <b>DSC:2</b> Cultural Heritage of India (3)	<b>OE-1</b> Cultural History of Karnataka (CE-3-CE10) (3) Part-I Or Introduction to Archeology (3)	L1- 1(3), L2- 1(3) (4 hrs. each)		SEC-1: Digital Fluency (2) (1+0+2)	Physical Education- Yoga (1) (0+0+2)	Health & Wellness (1) (0+0+2)	25
II	<b>DSC-3</b> Political History of Karnataka (CE-11 to CE 1750) (3) <b>DSC-4</b> Cultural Heritage of Karnataka (3)	<b>OE-2</b> Cultural History of Karnataka (CE 11 to CE 1750) (3) OR Manuscriptology (3)	L1- 2(3), L2- 2(3) (4 hrs. each)	Environmental Studies (2)		Physical Education- Sports (1) (0+0+2)	NCC/NSS/R&R (S&G)/ Cultural (1) (0+0+2)	25
Exit option with Certificate in.... (...credits)								



## COURSE STRUCTURE

### SEMESTER-I

Sl. No.	Course Code	Course Type	Title of the Course/Paper	Instruction hrs/week (L+T+P)	Duration of Examination for Summative Assessment (in hrs.)	Marks			Credits
						Formative Assessment	Summative Assessment	Total	
1.	126BAB01HIS DSC01T	DSC	Political History of Karnataka(BCE-3to10 CE)Part-1	3(2+1+0)	2	40	60	100	3
2.	126BAB01HIS DSC02T	DSC	Cultural Heritage of India	3(2+1+0)	2	40	60	100	3
3.	126BAB01HI SOEC01T	OEC	Cultural History of Karnataka(CE-3-CE10)	3(2+1+0)	2	40	60	100	3
4	126BAB01HI SOEC02T	OEC	Introduction to Archeology						
<b>Total</b>								<b>700</b>	<b>25</b>

### SEMESTER-II

Sl. No.	Course Code	Course Type	Title of the Course/Paper	Instruction hrs/week (L+T+P)	Duration of Examination for Summative Assessment	Marks			Credits
						Formative Assessment	Summative Assessment	Total	
1.	126BAB02HIS DSC03T	DSC	Political History of Karnataka(CE-11toCE1750)	3(2+1+0)	2	40	60	100	3
2.	126BAB02HIS DSC04T	DSC	Cultural Heritage of Karnataka	3(2+1+0)	2	40	60	100	3
3.	126BAB02HIS OEC03T	OE	Cultural History of Karnataka(CE11 toCE1750)	3(2+1+0)	2	40	60	100	3
4	126BAB02HIS OEC04T		Manuscriptology						
<b>Total</b>								<b>700</b>	<b>25</b>

## COURSE ARTICULATION MATRIX

Course Outcomes (COs) / Program Outcomes (POs)	DSC	DSC2	DSC3	DSC4	DSC5	DSC6	OE1	OE2	SEC1SB	SEC1VB	SEC2VB	SEC3VB	SEC4VB
Disciplinary Knowledge	X	X	X	X	X	X	X	X	X	X	X	X	X
Communication Skills	X	X	X	X	X	X	X	X		X		X	X
Critical Thinking	X	X	X	X	X	X	X	X	X		X		
Problem Solving			X	X	X	X	X	X	X	X	X	X	X
Analytical Reasoning	X	X	X	X	X	X	X	X		X		X	X
Cooperation and Team Work		X	X	X		X	X	X		X	X	X	X
Reflective Thinking		X	X	X	X	X	X	X	X	X	X	X	X
Self-motivated Learning			X	X	X	X	X	X	X		X		
Diversity Management and Inclusive Approach	X	X	X	X		X	X	X					
Moral and Ethical Awareness/Reasoning	X	X	X	X	X	X	X	X			X		
Lifelong Learning		X		X	X	X	X	X		X	X	X	X

### Pedagogy:

- Lecture Method-Classroom Teaching
- Learning Through Project Work
- Collaborative learning strategies
- Use of Learning Recourses like as

### Continuous Formative Evaluation/Internal Assessment:

Total marks for each course shall be based on continuous assessments and semester-end examinations. As per the decision taken at the Karnataka State Higher Education Council, it is necessary to have uniform pattern of 40: 60 for IA and Semester End theory examinations respectively in all the Universities, their Affiliated and Autonomous Colleges.

Total Marks for each course = 100% Continuous assessment (C1) = 20% marks Continuous assessment (C2) = 20% marks Semester End Examination (C3) = 60% marks.

Evaluation process of IA marks shall be as follows.

- The first component (C1) of assessment is 10 or 20% marks. This shall be based on test, assignment,

seminar, case study, field work, project work etc. This assessment and score process should be completed after completing 50% of syllabus of the course/s and within 45 working days of semester program.

- b) The second component (C2) of assessment is for 20% marks. This shall be based on test, assignment, seminar, case study, field work, project work etc. This assessment and score process should be based on completion of remaining 50 percent of syllabus of the courses of these semester.
- c) During the 17<sup>th</sup>–19<sup>th</sup> week of this semester, a semester end examinations shall be conducted by the University for each course. This form the third
- d) In case of a student who has failed to attend the C1 or C2 on a scheduled date, it shall be deemed that the student has dropped the test. However, in case of a student who could not take the test on scheduled date due to genuine reasons, such a candidate may appeal to the Program Coordinator /Principal. The Program Coordinator / Principal in consultation with the concerned teacher shall decide about the genuineness of the case and decide to conduct special test to such candidate on the date fixed by the concerned teacher but before commencement of the concerned semester end examinations.
- e) For assignments, tests, case study analysis etc., of C1 and C2, the students should bring their own answer scripts (A4 size), graph sheets etc., required for such tests/assignments and these be stamped by the concerned department using their department seal at the time of conducting tests /assignment/work etc.
- f) 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 areas follow:**

ows:

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%

# Semester1

## COURSE-WISE SYLLABUS

Title of the Course: Political History of Karnataka (BCE-3 to 10 CE) Part-1

Course Code: -126BAB01HISDSC01T

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
<b>Unit-1 Introduction</b>	13/14
<b>Chapter No.1</b> Survey of sources-Prehistoric culture	04
<b>Chapter No. 2</b> <b>FORMATION OF STATE</b> Kingship – Duties and Functions of King and his Ministers- Sapthagat theory	06
<b>Chapter No.3</b> Rituals and sacrifices Coronation ceremony-Rajasuya-Vajapeya.	04
<b>Unit-2 Early Beginnings:</b>	13/14
<b>Chapter-4</b> The Mauryas-The Satavahanas-Kadambas of Banavasi	4
<b>Chapter No.5.</b> The Gangas of Talakad-Durvineetha-The Nolambas	4
<b>: Chapter No.6 - Age of Empires</b> The Rastrakutas – Govinda III Amoghavarsha Nrupatunga - Chalukyas of Badami – Pulikesin – II	6
<b>Unit-3 Kingdom of Kalyana</b>	13/14
<b>Chapter No.7</b> – Chalukyas of Kalyana-Tailapa-Vikramaditya-VI -Someshwara-III(CE-1076-CE-1126)	05
<b>Chapter No. 8</b> Chalukyas of Kalyana-Bijjala II	05
	04

### Books for Reference

1. K.R. Basavaraja - "History and Culture of Karnataka"
2. R. S. Mugali - "Clipses of Karnataka"
3. P.B. Desai - "A History of Karnataka"
4. H.V. Shrinivasa Murthy and R. Ramakrishnan - "A Concise History of Karnataka"
5. A. Sundara (Ed) - "Karnataka Charitre" Volume I
6. B. Surendra Rao (Ed.) - "Karnataka Charitre" Volume II
7. R.R. Diwakar - "Karnataka Through the Ages"
8. M. Chidananda Murthy - "Karnataka Shasanagala Samskrutika Adhyayana"
9. S. Settar - "Halagannada – Lipi, Lipikara, Lipi Vyavasaya"
10. A. C. Nagesh - "Pracheena Karnataka Charithre"

## BASemester1

**TitleoftheCourse:** Cultural Heritageof India

**CourseCode:-126BAB01HISDSC02T**

Number of TheoryCredits	Numberoflecture hours/semester	Number of TheoryCredits	Numberoflecture hours/semester
3	39or42	3	39or42

ContentofCourse1	39/42Hrs
<b>Unit-1 Introduction</b>	13/14
<b>Chapter No. 1</b> Meaning and Definition of Historical Cultural Heritage-Concept Characteristics-types of Indian Cultural Heritage: Tangible, Intangible, Oral and Livingtraditions.	04
<b>Chapter No. 2</b> Significance of Fairs and Festivals -Religious Rituals: Regional, Folk, Tribal, National - Monsoon fairs- Animal Fairs	05
<b>Chapter No.3</b> Pilgrimagecentresof India- Kashi,Ujjaini,,Rameswara,Mount Abu Ajmer,Shravanabelagola,BandeNavazDarga,Amritsar,Goa.	05
<b>Unit-2 Legends,NarrativesandCulturalEthos</b>	13/14
<b>ChapterNo.4.</b> Meaning,Significance,forms and TraditionofLegends-Puranic Legends-RamayanaandMahabharata-Panchtantra-Jataka-Angas.	06
<b>Chapter No. 5.</b> Traditional Performing Arts -Bharat NatyaShastra: TheSource of Performing Indian ClassicalArts;	03
<b>ChapterNo.6.</b> IndianClassicalMusic-DancesasCulturalHeritage. OralTradition and performing Arts Carnatic Music and Hindustani Music – Indian Theatre	05
<b>Unit-3ArchitectureandBuiltHeritage</b>	13/14
<b>ChapterNo.7</b> MeaningandDefinition–CavesasBuiltHeritage	05
<b>ChapterNo.8.</b> ImportantMonumentsofIndia Shore Temple(Mahabalipuram),Aihole.Badami,Pattadakal.Ajanta,Ellora, Jaganatha Temple –Puri, Konark Sun Temple, Khajuraho, Sanchi.	03
<b>ChapterNo.9A(ForMapwork)</b> -MonumentsofIndia -Sarnath,Sanchi,Konark, Khajuraho,Hampi,TajMahal,RedFort,Madurai,Shravanabelagola,Thanjavur, <b>B.Places of Historical importance</b> :Delhi,Agra, Nalanda,Saranatha,Sanchi,Hampi,Badami,Mahabalipuram,Ajantha,Ellora, Prayaga, Varanasi, Ramaeshwaram, Dwaraka, Konark, Khajuraho	06

## BooksforReference

- 1.S.Radhakrishnan - CultureofIndia||
- 2.K.TAchaya - Indianfood:AHistoricalCompanion,
- 3.Banga,I.(Ed) - TheCityinIndianHistory:UrbanDemography,  
SocietyandPolitics.
- 4.A.LBasham - TheWonderthatwasIndia.
- 5.SachinShekharBiswas - ProtectingtheCulturalHeritage
- 6.N.KBose - CultureZonesofIndia||incultureandSocietyinIndia.
- 7.S.Narayan - IndianClassicalDances.
- 8.Gokulsing,K.Moti - PopularCultureinaGlobalizedIndia,
- 9.BhanuShankarMehta - RamlilaVariedRespective
- 10.Rangacharya - TheNatyashastra,EnglishtranslationwithcriticalNotes.

## BA Semester 2

Title of the Course: Political History of Karnataka (CE11-CE1750)

Course Code: -126BAB02HISDSC03T

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
<b>Unit-1 Introduction</b>	13/14
<b>Chapter No.1</b> The Hoysalas of Dorasamudra: Vishnuvardhana	05
<b>Chapter No.2</b> The Yadavas of Devagiri: Bhillam-V	05
<b>Chapter No.3</b> The Kambasas of Hanagal	04
<b>Unit-2 Medieval Karnataka</b>	13/14
<b>Chapter No.4.</b> Vijayanagara-Empire-Krishnadevraya-The Betal of Talikot Bahamani Kingdom-Mahammad-Gawan	06
<b>Chapter No.5.</b> Nayakas of Chitrdurga-Madukari Nayaka V, Nayakas of Keladi- Shivappa Nayaka.	05
<b>Chapter No.6.</b> Maratha Rule in Karnataka-Shahaji-Shivaji	03
<b>Unit-3 Post Vijayanagar</b>	13/14
<b>Chapter No.7</b> Wadiyar of Mysore-Chikkadevraj Wadiyar-Kirshanraj Wadiyar IV	05
<b>Chapter No.8.</b> Minor Chieftains-Yalahanka Nada Prabhus-Sonda Nayakas	04
<b>Chapter No.9</b> Administration from Hoysala to post Vijayanagar period	05

### Books for Reference

1. K. R. Basavaraja - History and Culture of Karnataka
2. P. B. Desai - A History of Karnataka
3. Burton Stein - Vijayanagara
4. B. Sheik Ali (Ed.) - Karnataka Samagra Charitre | Volume IV.
5. B. Vivek Rai (Ed.) - Pravasi Kanda Vijayanagara
6. G. Yazdani - History of the Deccan
7. K. Satyanarayana - History of the Wodeyars of Mysore
8. Mohibul Hasan - History of Tipu Sulthan
9. T. V. Mahalingam - Administration and Social Life Under Vijayanagara
10. K. V. Ramesh - History of South Karnataka

## Semester2

Title of the Course: Cultural Heritage of Karnataka

Course Code:-126BAB02HISDSC04T

Course1		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
<b>Content of Course1</b>			<b>39/42 Hrs</b>
Unit-1 Karnataka Cultural Heritage: An Introduction			13/14
Chapter No.1 Meaning, Definition and Historical background of cultural Heritage			05
Chapter No.2 Characteristics of Karnataka Heritage			05
Chapter No.3 Significance of cultural Heritage			04
Unit -2 Fairs, Festivals and Rituals			
Chapter No. 4. Historical background of Fairs, Festivals and Rituals and their importance in Karnataka culture			05
Chapter No.5. Fairs of Karnataka – Types of Fairs– Temple fairs(Utsava) Folk Fairs, Urs, Karaga, Baisaki,-Makar Sankaramana, Kambali-Jallikattu			04
Chapter No. 6. Festivals of Karnataka – Religious festivals Ugadi, Ganesha Chaturthi- Dasara-Deepavali, Huttari, Pongal, Muharram, Id-ul-Fitr (Ramzan) Idul-Zuha (Bakrid), Guronank Jayanthi, and Christmas			05
Unit -3 Traditional Art and Architecture and cultural Ethos			
Chapter No.7 Meaning of Art and Architecture – Forms of Dance			05
Chapter No.8. Forms of Music			04
Chapter No. 9 Architecture and Built Heritage			05

**Books for Reference**

- |                         |   |
|-------------------------|---|
| 1.K.T Achaya            | - Indian food Historical Companion                        |
| 2.Sachin Shekhar Biswas | - Protecting the Cultural Heritage                        |
| 3.N.K Bose              | - Culture Zones of India in culture and Society in India. |
| 4.S.Narayan             | - Indian Classical Dances                                 |
| 5.Prakash, H.S Shiva    | - Traditional Theatres                                    |
| 6.Krishna N.Reddy       | - Cultural Heritage of South India                        |
| 7.Dr. A.Murageppa       | - Dakshin Bhartiya Jaanpad Kosh. Vol-III                  |
| 8.Dr. Suryanath Kamat   | - Karnataka Sankshipt Itihas                              |
| 9.Shrinivas T           | - Bhartiya Itihas Mattu Parampare                         |
| 10.K.R. Basavaraj       | - Karnataka History and Culture                           |



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

2x5=10

- 2
- 3
- 4

Part-B

Answer any Two of the following Questions

2x10

- =
- 2
- 0
- 5
- 6
- 7
- 8

Part-C

Answer any Two of the following Questions

2x15

- =
- 3
- 0
- 9
- 1
- 0

11

12 Map Questions

5 Places Mark in the Map and Brief Explain



# **BAGALKOTUNIVERSITY**

**MudholRoad,Jamkhandi-587301Dist.:Bagalkote**

## **PROGRAM/COURSESTRUCTUREANDSYLLABUS**

**AspertheChoiceBasedCreditSystem(CBCS) designed  
in accordance with**

**Learning Outcomes-Based Curriculum  
Framework(LOCF)ofNationalEducation  
Policy (NEP) 2020**

**for**

**UndergraduateProgram inPHILOSOPHY(BA)**

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

# Model Curriculum

**Name of the Degree Program: BA Honors (4 years) + 1**

**year MA Discipline Core: PHILOSOPHY / LOGIC**

**Total Credits for the Program: 176**

**Starting year of implementation:**

## **2021-22 Introduction**

Generally the subject of Philosophy is known as the mother of all sciences. In other words, philosophy is the basis for all social sciences and sciences; because the aim of both philosophy and sciences is one and the same, that is the wellbeing of the humanity throughout the world. Even though we are highly advanced in the field of science and technology we have failed to understand the relation between man and man, man and world (nature) because unfortunately we have not given the importance to philosophy as a subject for study and practice. The study of Philosophy prepares the next generation of global citizens to rise above and to learn the challenges of society and then help to solve them.

### **Program Outcomes:**

Philosophy as a subject has five important branches, namely, Epistemology, Metaphysics, Ethics, Logic and Aesthetics. In these days of globalization, Philosophy and its branches have their own importance in all the fields of knowledge and these are very essential for a holistic development of the human personality and a peaceful and harmonious society. The study of philosophy intends to develop the individual personality holistically and produce people of character.

### **Epistemology:**

This is one of the branches of philosophy which studies about how one should get valid knowledge of the external world, such as the relation between word and world, its meaning, existence, role of language in acquiring knowledge of the world, Analytical, synthetic propositions, a priori and a posteriori propositions, sources of knowledge, etc. This is the only subject which studies all of these.

### **Metaphysics:**

Normally there is a saying that where physics ends Metaphysics starts. It is true also. Because no other subject thinks about the unworldly things such as Religious aspects, heaven and hell, concept of liberation and its means, God and his existence. How to get rid of all bondage in this material world? The aim of all human beings is to know all these concepts one should have the Metaphysical perspective also.

**Ethics:**

It is the study of 'good' and 'bad', 'right' and 'wrong.' In other words, it is the Study of human conduct in the society. We are unable to understand the relation between man and man, man and world, man and society, what is his role in the society, man and animal, importance of nature, how one should protect the environment, etc. This includes all Indian and Western ethical theories which are very much significant in the present day society. Now there is a lack of awareness of ethical aspects, particularly in the youth. Therefore it needs to be taught.

These are the important aspects which are going to be studied in ethics, which is one of the main branches in philosophy. The study of Ethics will enable the student to apply basic ethical concepts and approaches to solving practical problems in ethics.

**Logic:**

It is also one of the main branches of philosophy, It deals with inductive and deductive logic; propositions, critical thinking, finding solutions to any problems which are related to logical reasoning in any field of life or field of knowledge.

**Aesthetics:**

In Indian culture there is a lot of importance given to the all kinds of values and value judgments. By studying Indian schools and Western views regarding beauty and other similar concept we are able to find the similarity and differences between these concepts. This is one of the important subjects which makes man's life very meaningful. It is also one among the branches of philosophy which studies about the beauty, values, art, problems in Art, tragedy, humour, ugliness, different theories of art, etc.

**Assessment:****Weightage for assessments (in percentage)**

Type of Course	Formative Assessment/IA	Summative Assessment
Theory	30	70
Practical	Not applicable	Not applicable
Projects	-	-
Experiential Learning (Internships etc.)	-	-

## Curriculum Structure for the Undergraduate Degree Program

### BA Honors – 4 years (PHILOSOPHY)

Total Credits for the Program: 176 Starting year of implementation: 2021-22 Name of the Degree Program: BA Honors

Discipline/Subject: Philosophy/Logic

#### Program Articulation Matrix:

This matrix lists only the core courses. Core courses are essential to earn the degree in that discipline/subject. They include courses such as theory, laboratory, project, internship etc. Elective courses may be listed separately

Semester	Title/Name of the course	Program outcome that the course addresses (not more than 3 per course)	Pre-requisite course(s)	Pedagogy##	Assessment\$
1 <sup>st</sup> Sem. 1-Major	A1: <b>Ancient Indian Philosophy</b> (3 credits)  <b>Course Code:- 126BAB01PHIDSC01T</b>	<p>1. The students should be able to understand the Ancient Indian Philosophical Systems.</p> <p>2. The students should be able to understand the basic tenets/concepts of the different systems.</p> <p>3. The students should be able to understand and present overview of these Ancient Indian Philosophical Systems</p>	Qualified in any 10+2 Exam	<ul style="list-style-type: none"> <li>• Classroom teaching (Lectures)</li> <li>• Seminars</li> <li>• Home Assignments</li> <li>• Discussions: Group</li> <li>• Presentation: Individual</li> </ul>	<ul style="list-style-type: none"> <li>• Semester End Examinations: 70 marks.</li> <li>• Internal Assessments: 30 marks – 2 Tests, 1 Seminar &amp; 1 Home Assignment</li> </ul>
1 <sup>st</sup> Sem. 2-Major	A2: <b>Ancient Western Philosophy</b> (3 credits)  <b>Course Code:- 126BAB01PHIDSC02T</b>	<p>1. The students should be able to understand early Greek philosophers and their methods.</p> <p>2. The students should be able to think over view about development of Western Philosophy.</p> <p>3. The students can understand and differentiate between different schools of</p>		<ul style="list-style-type: none"> <li>• Classroom teaching (Lectures)</li> <li>• Seminars</li> <li>• Home Assignments</li> <li>• Discussions: Group</li> <li>• Presentation: Individual</li> </ul>	<ul style="list-style-type: none"> <li>• Semester End Examinations: 70 marks.</li> <li>• Internal Assessments: 30 marks – 2 Tests, 1 Seminar &amp; 1 Home Assignment</li> </ul>

		Western Philosophy.			
1 <sup>st</sup> Sem.1- Minor	B1: <b>Traditional Deductive Logic</b> (3credits)  <b>Course Code:- 126BAB01PHIDSC 03T</b>	<p>1. To understand the reasoning process well and to apply it upon arguments or decision procedure to find out the truth.</p> <p>2. To be able to form standard syllogisms out of grammatical sentences and cumbersome thoughts of daily life.</p> <p>3. To introduce the ideas of terms showing a clear distinction among them.</p>		<ul style="list-style-type: none"> <li>• Classroom teaching (Lectures)</li> <li>• Seminars</li> <li>• Home Assignments</li> <li>• Discussions: Group</li> <li>• Presentation: Individual</li> </ul>	<ul style="list-style-type: none"> <li>• Semester End Examinations: 70marks.</li> <li>• Internal Assessments: 30marks –</li> <li>2 Tests,</li> <li>1 Seminar &amp; 1 Home Assignment</li> </ul>
1 <sup>st</sup> Sem.2- Minor	B2: <b>Indian Logic</b> (3credits)  <b>Course Code:- 126BAB01PHIDSC 04T</b>	<p>1. This course helps students to understand the distinct features of Indian Logic.</p> <p>2. This course helps the students to understand the sources of knowledge.</p> <p>3. It also helps the students to understand the theory of hermeneutical understanding to Indian Logic.</p>		<ul style="list-style-type: none"> <li>• Classroom teaching (Lectures)</li> <li>• Seminars</li> <li>• Home Assignments</li> <li>• Discussions: Group</li> <li>• Presentation: Individual</li> </ul>	<ul style="list-style-type: none"> <li>• Semester End Examinations: 70marks.</li> <li>• Internal Assessments: 30 marks –</li> <li>2 Tests,</li> <li>1 Seminar &amp; 1 Home Assignment</li> </ul>
2 <sup>nd</sup> Sem. 3-Major	A3: <b>Heterodox Systems of Indian Philosophy</b> (3credits)  <b>Course Code:- 126BAB02PHIDSC 05T</b>	<p>1. The students should be able to understand the heterodox schools of Indian philosophy namely: Carvaka, Buddhism and Jainism.</p> <p>2. The students should be able to think over the methods adopted by these schools.</p> <p>3. The students can implement their methods and techniques in their</p>		<ul style="list-style-type: none"> <li>• Classroom teaching (Lectures)</li> <li>• Seminars</li> <li>• Home Assignments</li> <li>• Discussions: Group</li> <li>• Presentation: Individual</li> </ul>	<ul style="list-style-type: none"> <li>• Semester End Examinations: 70marks.</li> <li>• Internal Assessments: 30marks –</li> <li>2 Tests,</li> <li>1 Seminar &amp; 1 Home Assignment</li> </ul>

		<i>futurelife.</i>			
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<p>2<sup>nd</sup>Sem. 4-Major</p>	<p><b>A4:MedievalWesternPhilosophy</b> (3credits) <b>Course Code:- 126BAB02PHIDSC06T</b></p>	<p><i>1. The students should be able to understand the evaluation of Philosophy in this period.</i> <i>2. The students should be able to understand the position of the Philosophical thinkers.</i> <i>3. The students can understand the religious aspect which influenced on Philosophy.</i></p>		<ul style="list-style-type: none"> <li>• Classroom teaching(Lectures)</li> <li>• Seminars</li> <li>• Home Assignments</li> <li>• Discussions: Group</li> <li>• Presentation: Individual</li> </ul>	<ul style="list-style-type: none"> <li>• SemesterEnd Examinations: 70marks.</li> <li>• Internal Assessments:30 marks – 2Tests, 1Seminar&amp; 1Home Assignment</li> </ul>
<p>2<sup>nd</sup>Sem. 3-Minor</p>	<p><b>B3:InductiveLogic</b> (3credits) <b>Course Code:- 126BAB02PHIDSC07T</b></p>	<p><i>1. To be able to identify the scientific ground in Western Logic to differentiate it from other descriptive studies.</i> <i>2. To be able to determine certain things with certainty and others with probability.</i> <i>3. The student will be able to understand and explain Mill's five canons.</i></p>		<ul style="list-style-type: none"> <li>• Classroom teaching(Lectures)</li> <li>• Seminars</li> <li>• Home Assignments</li> <li>• Discussions: Group</li> <li>• Presentation: Individual</li> </ul>	<ul style="list-style-type: none"> <li>• SemesterEnd Examinations: 70marks.</li> <li>• Internal Assessments:30 marks – 2Tests, 1Seminar&amp; 1Home Assignment</li> </ul>



<p>2<sup>nd</sup>Sem. 4-Minor</p>	<p><b>B4:Indian Epistemology</b> (3 credits)</p> <p><b>CourseCode:- 126BAB02PHIDSC 08T</b></p>	<p><i>1. The students should be able to understand about the different schools of Indian philosophy regarding sources, and methods of knowledge.</i></p> <p><i>2. This course helps the students to understand the sources of knowledge</i></p> <p><i>3. It also helps the students to understand the theory of hermeneutical understanding of Indian Epistemology.</i></p>		<ul style="list-style-type: none"> <li>• Classroom teaching (Lectures)</li> <li>• Seminars</li> <li>• Home Assignments</li> <li>• Discussions: Group</li> <li>• Presentation: Individual</li> </ul>	<p>• Semester End Examinations: 70 marks.</p> <p>• Internal Assessments: 30 marks –</p> <p>2 Tests, 1 Seminar &amp; 1 Home Assignment</p>
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## BA Honors Semester 1

Course Title: <b>A1: ANCIENT INDIAN PHILOSOPHY</b> <b>Course Code: -126BAB01PHIDSC01T</b>	Course Credits: <b>3 Credits</b>
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. To acquaint and introduce the students to the Ancient Indian Philosophical Systems.
2. To introduce the basic tenets/concepts of these different systems.
3. To present overview of these Ancient Indian Philosophical Systems.

### Course Outcomes (COs):

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

1. The student should be able to understand the Ancient Indian Philosophical Systems.
2. The student should be able to understand the basic tenets/concepts of these different systems.
3. The student should be able to understand and present overview of these Ancient Indian Philosophical Systems.

### BA Semester 1

#### Title of the Course: A1: ANCIENT INDIAN PHILOSOPHY

Content of Course A1	Hrs
<b>Unit-1</b>	<b>14</b>
<b>Chapter No.1:</b> General Characteristics of Indian Philosophy	4
<b>Chapter No.2:</b> Vedas: Meaning, definition and nature of Vedas	3
<b>Chapter No.3:</b> Development of Vedas, Significance of Vedas and <i>Mahavakyas</i>	7
<b>Unit-2</b>	<b>14</b>
<b>Chapter No.4:</b> Upanishads: Meaning and definition	3
<b>Chapter No.5:</b> Brahman, Atman and Moksha in the Upanishads	6
<b>Chapter No.6:</b> Upanishads and their relation to the Vedas	5
<b>Unit-3</b>	<b>14</b>
<b>Chapter No.7:</b> Bhagavadgita: Concept of Jnanayoga	4
<b>Chapter No.8:</b> Karmayoga and Bhaktiyoga	6
<b>Chapter No.9:</b> Importance of Bhagavadgita in Indian culture	4

## References

- 1) M.Hiriyanna: *Outlines of Indian Philosophy*, MLBD Publication, New Delhi. 1993
- 2) C.D.Sharma: *A Critical Survey of Indian Philosophy*, MLBD Publication, New Delhi. 2013
- 3) M.Hiriyanna: *Essentials of Indian Philosophy*, MLBD Publication, New Delhi. 2015
- 4) S.Radhakrishnan: *Indian Philosophy*, Vols. I & II: Oxford University Press USA, .2009
- 5) J.N.Mohanty: *Reason and Tradition in Indian Thought*, Clarendon Press, 1992
- 6) T.M.P.Mahadevan: *An Outline of Hinduism*, Chetana Publications, Bombay. 1999
- 7) Swamy Ranganathananda: *Universal Message of the Bhagavadgita*. (Vol. 1, 2, 3), Advaita Ashrama, Kolkata, 2006
- 8) Swamy Ranganathananda: *Bhagavadgiteya Vishvasandesha* (Kannada), (Vol. 1, 2, 3) – Ramakrishna Asharam, Mysuru. 2008
- 9) Datta & Chatterjee: *Introduction to Indian Philosophy*. Calcutta University, Calcutta. 1954
- 10) Siddharama Swamigalu (Tr): *Bharatiya Tattvasashtra – Vimarshatmaka Adhyayana*  
(K). Naganuru Shri Shivabasava Swamigala Kalyana Kendra, Belagavi. 2018
- 11) Laxmipuram Shrinivasacharya: *Hindudarshanasaara* (Kannada). Prasanga Mysore University, Mysore. 1985
- 12) ಪ್ರಭುಶಂಕರ (ಅನು): *ಭಾರತೀಯ ತತ್ವಶಾಸ್ತ್ರ ದೂಷರೇಖೆಗಳು*, ಅಭಿನವ, 17-18-2 ಮೊದಲನೆಯ ಮುಖ್ಯರಸ್ತೆ, ಮಾರೇನಹಳ್ಳಿ, ವಿಜಯನಗರ, ಬೆಂಗಳೂರು, 2004
- 13) ಎಚ್.ಎನ್. ರಾಘವೇಂದ್ರಾಚಾರ್ಯ: *ಭಾರತೀಯ ತತ್ವಶಾಸ್ತ್ರ ಸಂಗ್ರಹ*, ಕನ್ನಡಗ್ರಂಥಮಾಲೆ, ಮೈಸೂರು ವಿಶ್ವವಿದ್ಯಾಲಯ, ಮೈಸೂರು, 1962

## 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
<b>Total</b>	<b>100</b>

### BA Honors Semester 1

Course Title: <b>A2: ANCIENT WESTERN PHILOSOPHY</b> <b>Course Code: -126BAB01PHIDSC02T</b>	Course Credits: <b>3 Credits</b>
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. To impart the learners basic knowledge of the origin and development of Western Philosophy.
2. To familiarize the students with the early Greek Philosophers.
3. To bring into focus the philosophical ideas of three great Greek Philosophers- Socrates, Plato and Aristotle.

#### Course Outcomes (COs):

##### At the end of the course the students should be able to:

1. The students should be able to understand early Greek philosophers and their methods.
2. The students should be able to think over view about development of Western Philosophy.
3. The students can understand and differentiate between different schools of Western Philosophy.

### BA Semester 1

#### Title of the Course: A2: ANCIENT WESTERN PHILOSOPHY

Content of Course A2	Hrs
<b>Unit-1</b>	<b>14</b>
<b>Chapter No.1:</b> Nature of pre-Socratic philosophy and thinkers	4
<b>Chapter No.2:</b> General characteristics of Ancient Greek Philosophy	5
<b>Chapter No.3:</b> Socrates: Socratic Method; Knowledge is Virtue, Virtue is Knowledge	5
<b>Unit-2</b>	<b>14</b>
<b>Chapter No.4.:</b> Plato: Theory of knowledge	5
<b>Chapter No.5:</b> Theory of Ideas and its characteristics	5
<b>Chapter No.6:</b> Concept of Soul	4
<b>Unit-3</b>	<b>14</b>
<b>Chapter No.7:</b> Aristotle: Doctrine of Form and Matter	5
<b>Chapter No.8:</b> Concept of God	4
<b>Chapter No.9:</b> Theory of Universal, Causation	5

## References

- 1) Stace, W. T.: *A Critical History of Greek Philosophy*, Macmillan, New York. 1957
- 2) Wright, W. K.: *A History of Modern Philosophy*, Macmillan, New York. 1958
- 3) Thilly, Frank: *A History of Philosophy*, Central Book Depot, Allahabad. 1976
- 4) Armstrong, A. H.: *An Introduction to Ancient Philosophy (3<sup>d</sup> Edition)*, Rowman & Littlefield Publishers, 1989
- 5) Falckenberg, R.: *History of Modern Philosophy*, Notion Press, 2020
- 6) Copleston, Fredrick: *History of Philosophy*, Vols. 1, 2, 3, 4, 5, & 6. Newman Press, Maryland. 1961

7) ಫ್ರಿ .ಎನ್. ಶೇಷಗಿರಿರಾವ್: ಪಾಶ್ಚಿಮಾತ್ಯ ತಾತ್ವಿಕ ಚಿಂತನೆ. ಮೈಸೂರು ವಿಶ್ವವಿದ್ಯಾಲಯ, ಮೈಸೂರು. 1985

## 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
<b>Total</b>	<b>100</b>

### BA Honors Semester 1

Course Title: <b>B1: TRADITIONAL DEDUCTIVE LOGIC</b> Course Code: <b>-126BAB01PHIDSC03T</b>	Course Credits: <b>3 Credits</b>
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. 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.

### BA Semester 1

#### Title of the Course: B1: TRADITIONAL DEDUCTIVE LOGIC

Content of Course B1	Hrs
<b>Unit-1</b>	<b>14</b>
<b>Chapter No. 1:</b> Definitions of Logic, its nature and scope	7
<b>Chapter No. 2:</b> Formal character: Validity and Truth	5
<b>Chapter No. 3:</b> Uses of Logic	2
<b>Unit-2</b>	<b>14</b>
<b>Chapter No. 4:</b> Definition and nature of Propositions: Sentence and Proposition	5
<b>Chapter No. 5:</b> Classification of Propositions	5
<b>Chapter No. 6:</b> Distribution of Terms	4
<b>Unit-3</b>	<b>14</b>
<b>Chapter No. 7:</b> Laws of thought: Law of Identity, Law of Contradiction and Law of Excluded middle	4
<b>Chapter No. 8:</b> Definition of Syllogism: Rules and Validity	5
<b>Chapter No. 9:</b> 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)* - Kannada. Prasaranga, University of Mysore, Mysore. 2004
- 6) ಮಹದೇವಪ್ಪ, ಎನ್. ಜಿ: *ತರ್ಕಶಾಸ್ತ್ರ (ನಿಗಮನ)*, ಪ್ರಸಾರಾಂಗ, ಕೆ.ವಿ.ವಿ., ಧಾರವಾಡ, 1971

## 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
<b>Total</b>	100

## BA Honors Semester 1

Course Title: <b>B2: INDIAN LOGIC</b>	Course Credits: <b>3 Credits</b>
Course Code: <b>-126BAB01PHIDSC04T</b>	
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. To introduce and demonstrate the concept of inference.
2. To demonstrate the reason which causes wrong inference, known as Hetvabhasa by identifying ideas.
3. To understand the notion of justification theory of cognition.

### Course Outcomes (COs):

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

1. This course helps students to understand the distinct features of Indian Logic.
2. This course helps the students to understand the sources of knowledge.
3. It also helps the students to understand the theory of hermeneutical understanding to Indian Logic.

## BA Semester 1

### Title of the Course: B2: INDIAN LOGIC

Content of Course B2	Hrs
<b>Unit-1</b>	<b>14</b>
<b>Chapter No. 1:</b> Sources of Knowledge in Indian tradition	3
<b>Chapter No. 2:</b> Pratyaksa, Anumana, Sabda, Upamana, Arthapatti and Anupalabdi	7
<b>Chapter No. 3:</b> Importance of Anumana according to Indian logic	4
<b>Unit-2</b>	<b>14</b>
<b>Chapter No. 4:</b> Nature and kinds of Anumana	4
<b>Chapter No. 5:</b> Comparison between Parathanumana and Aristotelian syllogism	5
<b>Chapter No. 6:</b> The deductive and inductive elements in the Anumana of Indian Logic	5
<b>Unit-3</b>	<b>14</b>
<b>Chapter No. 7:</b> Vyapti: Importance and role of Vyapti	5
<b>Chapter No. 8:</b> Comparison with the Major premise of Aristotelian syllogism	5
<b>Chapter No. 9:</b> Methods of establishing Vyapti	4



## References

- 1) Atreya B.L.: *Elements of Indian Logic*. Nalanda Publications, Dhannur Sir Fhirozashah Mehta road, Bombay. 1948
- 2) Bhattacharya Chandrodaya: *Elements of Indian Logic and Epistemology*, Modern Book Agency, Calcutta-12. 1966
- 3) Bhattacharya Gopinath (Ed): *Tarkasangraha by Annambhatta*, 2<sup>nd</sup> Revised Ed, Progressive Publishes, Calcutta. 1983
- 4) Keith A. S.: *Indian Logic and Atomism*, Greed Wood Press, New York. 1968
- 5) Kuppaswamy Sastri: *A Primer of Indian Logic*, (2<sup>nd</sup> Ed). The Kuppaswamy Research Institute, Madras. 1951
- 6) Barlingay, S.S.: *A Modern Introduction to Indian Logic*, National Publishing House, New Delhi. 1965
- 7) Chatterjee S.C.: *Nyaya Theory of Knowledge: A Critical Study of Some Problems of Logic & Metaphysics*. Rupa Publications, India. 2015

## 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
<b>Total</b>	100

## BA Honors Semester 2

Course Title: <b>A3: HETERODOX SYSTEMS OF INDIAN PHILOSOPHY</b> Course Code: <b>-126BAB02PHIDSC05T</b>	Course Credits: <b>3 Credits</b>
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. To acquaint the students with the heterodox classification of classical Indian Philosophy school.
2. To introduce the basic tenets of different heterodox.
3. To enable the students understand how the fundamental philosophical issues were discussed in these schools.

### Course Outcomes (COs):

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

1. The student should be able to understand the heterodox schools of Indian philosophy- Carvaka, Buddhism and Jainism.
2. The student should be able to think over the methods adopted by these schools.
3. The student can implement their methods and techniques in their future life.

## BA Semester 2

### Title of the Course: A3: HETERODOX SYSTEMS OF INDIAN PHILOSOPHY

Content of Course A3	Hrs
<b>Unit-1</b>	<b>14</b>
<b>Chapter No.1:</b> Introduction to Heterodox System and its characteristics	5
<b>Chapter No.2:</b> Carvaka: Epistemology	4
<b>Chapter No.3:</b> Metaphysics and Ethics	5
<b>Unit-2</b>	<b>14</b>
<b>Chapter No.4:</b> Introduction to Jainism: Epistemology, Syadvada	5
<b>Chapter No.5:</b> Metaphysics: Jiva and Ajiva, Anekantavada, Liberation	5
<b>Chapter No.6:</b> Ethics: <i>Triratnas</i> , Liberation and its means	4
<b>Unit-3</b>	<b>14</b>
<b>Chapter No.7:</b> Introduction to Buddhism: Epistemology	4
<b>Chapter No.8 :</b> Metaphysics: Theory of non-soul, concept of Nirvana	5
<b>Chapter No.9:</b> Ethics: The Eightfold Path, The Four Noble Truths	5

## References

- 1) M.Hiriyanna: *Outlines of Indian Philosophy*, MLBD Publication, New Delhi. 1993
- 2) C.D.Sharma: *A Critical Survey of Indian Philosophy*, MLBD Publication, New Delhi. 2013
- 3) M.Hiriyanna: *Essentials of Indian Philosophy*, MLBD Publication, New Delhi. 2015
- 4) S.Radhakrishnan: *Indian Philosophy*, Vols. I & II: Oxford University Press, USA. 2009
- 5) J.N.Mohanty: *Reason and Tradition in Indian Thought*, Clarendon Press. 1992
- 6) T.M.P.Mahadevan: *An Outline of Hinduism*, Chetana Publications, Bombay. 1999
- 7) Swamy Ranganathananda: *Universal Message of the Bhagavadgita*. (Vol. 1,2,3), Advaita Ashrama, Kolkata. 2006
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- 9) Datta & Chatterjee: *Introduction to Indian Philosophy*. Calcutta University, Calcutta. 1954
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- 11) Laxmipuram Shrinivasacharya: *Hindu Darshanasara* (Kannada). Prasanga Mysore University, Mysore. 1985
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- 13) ಎಚ್.ಎನ್. ರಾಘವೇಂದ್ರಾಚಾರ್ಯ: *ಭಾರತೀಯ ತತ್ವಶಾಸ್ತ್ರ ಸಂಗ್ರಹ*, ಕನ್ನಡಗ್ರಂಥಮಾಲೆ, ಮೈಸೂರು ವಿಶ್ವವಿದ್ಯಾಲಯ, ಮೈಸೂರು, 1962

## 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
<b>Total</b>	<b>100</b>

## BA Honors Semester 2

Course Title: <b>A4: MEDIEVAL WESTERN PHILOSOPHY</b>	Course Credits: <b>3 Credits</b>
<b>Course Code:- 126BAB02PHIDSC06T</b>	
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. To impart the learners basic knowledge of the origin and development of Western Philosophy.
2. To give exposure to the fundamental aspects of Mediaeval Philosophy with reference to a renowned philosopher of that period.
3. To acquaint the students with the philosophical theories of the main proponents Mediaeval Philosophers.

### Course Outcomes (COs):

#### At the end of the course the students should be able to:

1. The students should be able to understand the evaluation of Philosophy in this period.
2. The students should be able to understand the position of the Philosophical thinkers.
3. The students can understand the religious aspect which influenced on Philosophy.

### BA Semester 2

#### Title of the Course: A4: MEDIEVAL WESTERN PHILOSOPHY

Content of Course A4	Hrs
<b>Unit-1</b>	<b>14</b>
<b>Chapter No.1:</b> Introduction to Medieval Western Philosophy, its characteristics	5
<b>Chapter No.2:</b> Nature, scope and objectives, Delimitation of the Medieval Philosophy	5
<b>Chapter No.3 :</b> Aims of Medieval Western Philosophy, the Development of Christian theology	4
<b>Unit-2</b>	<b>14</b>
<b>Chapter No.4:</b> Salient features of Augustine's Philosophy	4
<b>Chapter No.5:</b> Theory of Perception, reason and truth	5
<b>Chapter No.6:</b> Human will and action, God and the world	5
<b>Unit-3</b>	<b>14</b>
<b>Chapter No.7:</b> St. Thomas Aquinas: Theory of knowledge	4
<b>Chapter No.8:</b> Concept of God, Man and Morals	5
<b>Chapter No.9:</b> St. Anselm: Theology, Ontological argument for the existence of God	5

## References

- 1) Wright, W.K: *A History of Modern Philosophy*, Macmillan, New York. 1958
- 2) Thilly, Frank: *A History of Philosophy*, Central Book Depot, Allahabad. 1976
- 3) Armstrong, A.H: *An Introduction to Ancient Philosophy (3<sup>rd</sup> Edition)*, Rowman & Littlefield Publishers. 1989
- 4) Falckenberg, R: *History of Modern Philosophy*, Notion Press, 2020
- 5) Copleston, Fredrick: *History of Philosophy*, Vols. 1, 2, 3, 4, 5, & 6. Newman Press, Maryland. 1961
- 6) O'Conner, D.J (Ed): *A Critical History of Western Philosophy*, Free Press of Glenco, New York. 1964
- 7) ಡಿ.ಎನ್. ಶೇಷಗಿರಿರಾವ್: *ಪಾಶ್ಚಿಮಾತ್ಯ ತಾತ್ವಿಕ ಚಿಂತನೆ*, ಮೈಸೂರು ವಿಶ್ವವಿದ್ಯಾಲಯ, ಮೈಸೂರು. 1985

## 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
<b>Total</b>	100

## BA Honors Semester 2

Course Title: <b>B3: INDUCTIVE LOGIC</b> Course Code: <b>-126BAB02PHIDSC07T</b>	Course Credits: <b>3 Credits</b>
Total Contact Hours: <b>42</b>	Duration of ESA: <b>3 hours</b>
Formative Assessment Marks: <b>30</b>	Summative Assessment Marks: <b>70</b>
Model Syllabus Authors: <b>Subject Committee in Philosophy</b>	

### Course Objectives:

1. To motivate students to understand inductive logic to known arguments and propositions.
2. To understand the reasoning process well and to apply it upon arguments.
3. To be able to determine certain things with certainty and probability.

### Course Outcomes (COs):

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

1. To be able to identify the scientific ground in Western Logic to differentiate it from other descriptive studies.
2. To be able to determine certain things with certainty and others with probability.
3. The student will be able to explain Mill's five canons.

### BA Semester 2

#### Title of the Course: B3: INDUCTIVE LOGIC

Content of Course B3	Hrs
<b>Unit-1</b>	<b>14</b>
<b>Chapter No.1:</b> Definitions, Nature, Aim & Characteristics of Inductive Logic	5
<b>Chapter No. 2 :</b> Reasoning - its nature and importance. The relation between Deductive and Inductive reasoning	6
<b>Chapter No.3:</b> Role of Inductive Logic in Scientific reasoning	3
<b>Unit-2</b>	<b>14</b>
<b>Chapter No.4:</b> Types of Induction: Improper Induction: a) Perfect b) Parity of Reasoning c) Colligation of facts	5
<b>Chapter No.5:</b> Proper Induction a) Simple Enumeration b) Analogy c) Scientific Induction	5
<b>Chapter No.6:</b> Inductive Reasoning in Scientific Method	4
<b>Unit-3</b>	<b>14</b>
<b>Chapter No.7:</b> Problems of Induction	3
<b>Chapter No.8:</b> Postulates of Induction. Grounds of Induction	6
<b>Chapter No.9:</b> Formal grounds and Material grounds of Induction	5

## References

- 1) Copi, I. M. & Cohen: *Introduction to Logic*, Prentice Hall of India, New Delhi. 1996
- 2) Cohen, M. R. & Nagel: *An Introduction to Logic and Scientific Method*, Allied Publishers, New Delhi. 1972
- 3) Barker, S. F.: *Elements of Logic*, McGraw Hill, New York. 1965
- 4) Stebbing, L. S.: *A Modern Introduction to Logic*, Methuen, London. 1968
- 5) Black and Max: *Critical Thinking*, Prentice Hall, New York. 1952
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## 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
<b>Total</b>	100

## BA Honors Semester 2

Course Title: <b>B4: INDIAN EPISTEMOLOGY</b>	Course Credits: <b>3 Credits</b>
<b>Course Code: -126BAB02PHIDSC08T</b>	
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. To develop sources of knowledge in Indian Epistemology.
2. To introduce the nature and scope of Indian Epistemology.
3. To reach at the core of all physical objects.

### Course Outcomes (COs):

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

1. The student should be able to understand the different schools of Indian philosophy regarding sources and methods of knowledge.
2. This course helps the student to understand the sources of knowledge.
3. It also helps the student to understand the theory of hermeneutical understanding of Indian Epistemology.

## BA Semester 2

### Title of the Course: B4: INDIAN EPISTEMOLOGY

Content of Course B4	Hrs
<b>Unit-1</b>	<b>14</b>
<b>Chapter No. 1:</b> Nature and Scope of Indian Epistemology	3
<b>Chapter No. 2:</b> <i>Prama</i> and <i>Aprama</i> : Definition and nature	5
<b>Chapter No. 3 :</b> Validity of cognition: Svatahpramanyavada and Paratahpramanyavada, Theories of truths: Correspondence, Coherence and Pragmatic theories	6
<b>Unit-2</b>	<b>14</b>
<b>Chapter No. 4 :</b> Kinds of <i>Pramanas</i> according to the Nyaya: Perception, Inference, Analogy, Testimony, Postulation, and Non-apprehension	5
<b>Chapter No. 5:</b> Buddhist and Advaitic Epistemology	5
<b>Chapter No. 6:</b> Jaina Epistemology	4
<b>Unit-3</b>	<b>14</b>
<b>Chapter No. 7:</b> Khyati Vadas (Theories of Error): Satkhyati and Asatkhyati	5
<b>Chapter No. 8:</b> Anirvachaniyakhyati and Akhyati, Anyathakhyati and Viparitkhyati	5
<b>Chapter No. 9:</b> A Comparative Perspective: Indian and Western	4



## References

- 1) Atreya B.L.: *Elements of Indian Logic*. Nalanda Publications, Dhannur Sir Fhirozashah Mehta road, Bombay. 1948
- 2) Bhattacharya Chandrodaya: *Elements of Indian Logic and Epistemology*, Modern Book Agency, Calcutta. 1966
- 3) Keith A.S.: *Indian Logic and Atomism*, Greed Wood Press, New York. 1968
- 4) Kuppaswamy Sastri: *A Primer of Indian Logic*, (2<sup>nd</sup> Ed). The Kuppaswamy Research Institute, Madras. 1951
- 5) Barlingay, S.S.: *A Modern Introduction to Indian Logic*, National Publishing House, New Delhi. 1965
- 6) Chatterjee S.C.: *Nyaya Theory of Knowledge: A Critical Study of Some Problems of Logic & Metaphysics*. Rupa Publications, India. 2015

## 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
<b>Total</b>	100

**IIB. Model Program Structures for the Under-Graduate Programs in Universities and Colleges in Karnataka Bachelor of Arts (Basic-3years) (For subjects without practicals) with PHILOSOPHY as Major and LOGIC as Minor.**

Sem.	Discipline Core (DSC) (Credits) (L+T+P)	Discipline Elective (DSE) / Open Elective (OE) (Credits) (L+T+P)	Ability Enhancement Compulsory Courses (AECC), Languages (Credits) (L+T+P)		Skill Enhancement Courses (SEC)		Total Credits
					Skill based (Credits) (L+T+P)	Value based (Credits) (L+T+P)	
I	<b>Philosophy (Major) A1, A2.</b> <b>A1:</b> Ancient Indian Philosophy (3 credits) <b>A2:</b> Ancient Western Philosophy (3 credits) <b>Logic (Minor) B1, B2.</b> <b>B1:</b> Traditional Deductive Logic (3 credits) <b>B2:</b> Indian Logic (3 credits)	OEC-1 <b>Traditional Deductive Logic (3 credits)</b>	L1-1(3), L2-1(3) (3+1+0 each)		SEC-1: <b>Yoga and Health (2 credits)</b>		23
II	<b>Philosophy (Major) A3, A4.</b> <b>A3:</b> Heterodox Systems of Indian Philosophy (3 credits) <b>A4:</b> Medieval Western Philosophy (3 credits) <b>Logic (Minor) B3, B4.</b> <b>B3:</b> Inductive Logic (3 credits) <b>B4:</b> Indian Epistemology (3 credits)	OEC-2 <b>Critical Thinking and Decision Making (3 credits)</b>	L1-2(3), L2-2(3) (3+1+0 each)	Environmental Studies (2)		Health & Wellness / Social & Emotional Learning (2) (1+0+2)	25
Exit option with <b>Certificate</b> (48 credits)							

**IIB.ModelProgramStructuresfortheUnder-GraduateProgramsinUniversitiesandCollegesinKarnatakaBachelorofArts(Hons.-4years)(Forsubjectswithoutpracticals)withPHILOSOPHYasMajorandLOGICasMinor.**

Sem.	DisciplineCore(DSC)(Credits)(L+T+P)	DisciplineElective(DSE)/ Open Elective (OE) (Credits)(L+T+P)	Ability Enhancement Compulsory Courses(AECC), Languages(Credits)(L+T+P)		SkillEnhancementCourses(SEC)		TotalCredits
					Skillbased(Credits)(L+T+P)	Valuebased(Credits)(L+T+P)	
I	<b>Philosophy(Major)A1,A2.</b> A1: Ancient Indian Philosophy(3credits) A2:AncientWestern Philosophy(3credits) <b>Logic(Minor)B1,B2.</b> B1:TraditionalDeductive Logic(3credits) B2:IndianLogic (3credits)	OEC-1 <b>TraditionalDeductive Logic (3 credits)</b>	L1-1(3),L2- 1(3) (3+1+0each)		SEC-1: <b>YogaandHealth (2credits)</b>		23
II	<b>Philosophy (Major) A3,</b> A4.A3: Heterodox Systems of IndianPhilosophy(3credits) A4: Medieval Western Philosophy (3credits) <b>Logic(Minor)B3,B4.</b> B3:InductiveLogic (3credits) B4:IndianEpistemology (3credits)	OEC-2 <b>CriticalThinkingand DecisionMaking (3credits)</b>	L1-2(3),L2-2 (3) (3+1+0each)	Environmental Studies(2)		Health& Wellness/Social &Emotional Learning(2) (1+0+2)	25
Exitoptionwith <b>Certificate</b> (48credits)							

## **PHILOSOPHY:MA-2yearsCourses:TitleofthePapers**

(AftertheNewB.A.–BasicDegreeunder NEP2020)

**Prerequisite: Any Graduate.MA**

**Semester-I/VII:**

<b>TitleofthePaper</b>	<b>Credits</b>	<b>TotalCredits</b>
Paper-1: Logic(Indian&Western)	-4credits	20credits
Paper-2: HistoryofIndianPhilosophy	-4credits	
Paper-3: Epistemology(Indian&Western)	-4credits	
Paper-4:HistoryofWesternPhilosophy	-4credits	
Paper-5:ContemporaryIndian Philosophy	-4credits	

**MA Semester-II/VIII:**

<b>TitleofthePaper</b>	<b>Credits</b>	<b>TotalCredits</b>
Paper-1:Ethics(Indian&Western)	-4credits	20credits
Paper-2:PhilosophyofReligion (Indian&Western)	-4credits	
Paper-3:ContemporaryWesternPhilosophy	-4credits	
Paper-4:ModernSymbolicLogic	-4credits	
Paper-5:LogicandScientificMethod(OEC) OR PhilosophyofUpanishads(forRegular)	-4credits	

**MA Semester-III/IX:**

<b>TitleofthePaper</b>	<b>Credits</b>	<b>TotalCredits</b>
Paper-1:Philosophyof Vedanta	-4credits	20credits
Paper-2:ResearchMethodology(Philosophy)	-4credits	
Paper-3:Aesthetics&Values	-4credits	
Paper-4:SocialandPolitical Philosophy	-4credits	
Paper-5:PhilosophyofBhagavadgita (OECOrRegular Paper)	-4credits	

**MA Semester-IV/X:**

<b>TitleofthePaper</b>	<b>Credits</b>	<b>TotalCredits</b>
Paper-1:PhilosophyofVirasaivism/Lingayatism OR PhilosophyofDr.B.R.Ambedkar	-4credits	20credits
Paper-2:ProjectWork/Dissertation	-4credits	
Paper-3:Philosophyof Science	-4credits	
Paper-4:AppliedPhilosophy	-4credits	
Paper-5:Applied Ethics	-4credits	



# **BAGALKOT UNIVERSITY**

**Mudhol Road, Jamkhandi-587301 Dist.: Bagalkote**

**PROGRAM/COURSE STRUCTURE AND SYLLABUS**

**Choice Based Credit System (CBCS)**

**Designed in accordance with**

**Learning Outcome-Based Curricular Framework (LOCF)**

**Under National Education Policy (NEP) 2020 for**

**B.A**

**FOLKLORE**

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

# B.A.FOLKLORE

ಪ್ರಥಮ ಮತ್ತು ದ್ವಿತೀಯ ಸೆಮಿಸ್ಟರ್ (DSC-A1, A2 ಹಾಗೂ DSC-A3, A4

ಜಾನಪದ ವಿಷಯ

ಅಲ್ಲದೇ OEC-1, OEC-2 ಮತ್ತು ಆಯ್ಕೆ ಪತ್ರಿಕೆ)

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

1. ಆಂತರಿಕ ಅಂಕಗಳ ಮಾದರಿ ಮತ್ತು ನೀಡುವ ವಿಧಾನ : ಸವಾನ್ ಮತ್ತು ನಿರಂತರ ಮೌಲ್ಯಮಾಪನ ಮಾದರಿಯನ್ನು ಅನುಸರಿಸಬೇಕಾಗಿರುತ್ತದೆ. ರಚನಾತ್ಮಕ ಮೌಲ್ಯಮಾಪನ (Formative Assessment) ಅಂಕಿವಾ 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 ಮೊದಲಾರ್ಧದ ತಿಂಗಳು)
- iii. ಘಟಕ 2ರ (Component 2- C2) ನಿರಂತರ ಮೌಲ್ಯಮಾಪನಕ್ಕೆ 20 ಆಂತರಿಕ ಅಂಕಗಳು (ಸೆಮಿಸ್ಟರ್‌ನ ಎರಡನೆಯಾರ್ಧದ ತಿಂಗಳು)
- iv. ಸೆಮಿಸ್ಟರ್ ಅಂತ್ಯದ ಪರೀಕ್ಷೆಗೆ 60 ಅಂಕಗಳು.

2. Evaluation process of IA marks shall be as follows:

- a) The first component (C1) of assessment is for 20% marks. This shall be based on test, assignment, seminar, case study, field work, project work etc. This assessment and score process should be completed after completing 50% of syllabus of the course/s and within 45 working days of semester program.
- b) The second component (C2) of assessment is for 20% marks. This shall be based on test, assignment, seminar, case study, field work, internship / industrial practicum / project work etc. This assessment and score process should be based on completion of remaining 50 percent of syllabus of the courses of the semester.
- c) During the 17<sup>th</sup> - 19<sup>th</sup> week of the semester, a semester end examination shall be conducted by the University for each course. This forms the third and final component of assessment (C3) and the maximum marks for the final component will be 60%.
- d) In case of a student who has failed to attend the C1 or C2 on a scheduled date, it shall be deemed that the student has dropped the test. However, in case of a student who could not take the test on scheduled date due to genuine reasons, such a candidate may appeal to the Program Coordinator / Principal. The Program Coordinator / Principal in consultation with the concerned teacher shall decide about the genuineness of the case and decide to conduct special test to such candidate on the date fixed by the concerned teacher but before commencement of the concerned semester end examinations.
- e) For assignments, tests, case study analysis etc., of C1 and C2, the students should bring

their own answer scripts (A4 size), graph sheets etc., required for such tests/assignments and these be stamped by the concerned department using their department seal at the time of conducting tests / assignment / work etc.

- f) 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%

Conduct of Seminar, Case study / Assignment, etc. can be either in C1 or in C2 component at the convenience of the concerned teacher.

### 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 ಐಳು ಪ್ರಶ್ನೆಗಳನ್ನು ಕೇಳಿ (ಉಳು ಪ್ರಶ್ನೆ ಅಥವಾ ಟಿಪ್ಪಣಿ ಅಥವಾ ಸಂದರ್ಭದ ಸ್ವಾರಸ್ಯ ಅಥವಾ ಕಾವ್ಯದ ಅರ್ಥವ್ಯಾಖ್ಯಾನ ಸಾರಾಂಶ) ಐದಕ್ಕೆ ಉತ್ತರಿಸಲು ಹೇಳುವುದು.  
3X5=15



**Program Structure**  
**Proposed Scheme of Teaching & Evaluation for BA**  
**with Folklore as Core subject**

<b>Semester I</b>								
Sl. No.	Course Code	Title of the Course	Category of Courses	Teaching Hours per Week (L+T+P)	SEE	CIE	Total Marks	Credits
1	126BAB01F OLDSC01T	Introduction to Folklore	DSC	03	60	40	100	3
2	126BAB01 FOLDSC0 2T	Genres of Folk Literature	DSC	03	60	40	100	3
3	126BAB01F OLOEC01T	Nature of Folklore	OEC	03	60	40	100	3

<b>Semester II</b>								
Sl. No.	Course Code	Title of the Course	Category of Courses	Teaching Hours per Week (L+T+P)	SEE	CIE	Total Marks	Credits
4	126BAB02 FOLDSC0 3T	History of Karnataka Folklore Studies	DSC	03	60	40	100	3
5	126BAB02 FOLDSC0 4T	Theories of Folklore-1	DSC	03	60	40	100	3
6	126BAB02 FOLOEC0 2T	Interdisciplinary in Folklore	OEC	03	60	40	100	3

EXIT OPTION WITH CERTIFICATION-with ability to solve well defined problems



**CourseCode:-126BAB01FOLDSC01T**

**ಜಾನಪದ ಪಠ್ಯಕ್ರಮ**

**ಮೊದಲ ಸೆಮಿಸ್ಟರ್ BA Folklore (ಜಾನಪದ) DSC-1**

**ಪತ್ರಿಕೆ 1 : ಜಾನಪದ ಪರಿಚಯ**

**ಘಟಕ 1 : ಜಾನಪದ ಪರಿಕಲ್ಪನೆ, ಸ್ವರೂಪ ಮತ್ತು ವ್ಯಾಪ್ತಿ**

1. ಜನಪದ - ಜಾನಪದ
2. ಜನಪದ ಬೇವನ
3. ಜಾನಪದ ವಿಜ್ಞಾನ

**ಘಟಕ 2 : ಜಾನಪದ ವರ್ಗೀಕರಣ**

1. ವರ್ಗೀಕರಣದ ಮಹತ್ವ
2. ಸ್ಥೂಲ ವರ್ಗೀಕರಣ
3. ಸೂಕ್ಷ್ಮ ವರ್ಗೀಕರಣ

**ಘಟಕ 3 : ಜಾನಪದ ಮತ್ತು ಇತರೆ ಮೂಲಕ ಕ್ಷೇತ್ರಗಳು-1**

1. ಜಾನಪದ ಮತ್ತು ಭಾಷಾ ವಿಜ್ಞಾನ, ಸಾಹಿತ್ಯ
2. ಜಾನಪದ ಮತ್ತು ವರಾಣವಶಾಸ್ತ್ರ, ಮನೋವಿಜ್ಞಾನ
3. ಜಾನಪದ ಮತ್ತು ಇತಿಹಾಸ, ಅರ್ಥಶಾಸ್ತ್ರ

**ಘಟಕ 4 : ಜಾನಪದ ಅಧ್ಯಯನ ಪ್ರಸ್ತುತತೆ**

1. ಪಾರಂಪರಿಕ ನೆಲೆ
2. ಆಧುನಿಕ ನೆಲೆ

**ಪಠ್ಯಕ್ರಮದ ಗ್ರಂಥಗಳು :**

1. ಅರವಿಂದ ಮಾಲಗತ್ತಿ (ಪ್ರ.ಸಂ) ಜಾನಪದ ವಿಷಯ ವಿಶ್ಲೇಷಣೆ ಪ್ರಸಾರಾಂಗ, ಮೈಸೂರು ವಿಶ್ವವಿದ್ಯಾಲಯ, ಮೈಸೂರು, 2006.
2. ಏವರೇಗೌಡ ದೇ. ಜಾನಪದ ಅಧ್ಯಯನ, ಡಿವಿಲ್ ಮೂರ್ತಿ ಪ್ರಕಾಶನ, ಮೈಸೂರು-1971.
3. ನಾಯಕ ಜಾ. ಮಾ. ಜಾನಪದ ಸ್ವರೂಪ, ಟಿ. ವಿ. ಮೆಮೋರಿಯಲ್ ಪಬ್ಲಿಕೇಷನ್ಸ್, ಮೈಸೂರು-1979.
4. ಪರಮತಿವಯ್ಯ ಜಿ.ಶಂ. ದಕ್ಷಿಣ ಕರ್ನಾಟಕ ಜನಪದ ಕಾವ್ಯ ಪ್ರಕಾರಗಳು, ಮೈಸೂರು ವಿಶ್ವವಿದ್ಯಾಲಯ, ಮೈಸೂರು-1979.
5. ರಾಮಚಂದ್ರೇಗೌಡ ಹಿ.ತಿ.(ಪ್ರ.ಸಂ) ಜಾನಪದ ಗ್ರಹಿಕೆ: ಪರಿಕಲ್ಪನೆ, ಕರ್ನಾಟಕ ಜಾನಪದ ಮತ್ತು ಯಕ್ಷಗಾನ ಅಕಾಡೆಮಿ, ಬೆಂಗಳೂರು.
6. ಚನ್ನರೇ ತಿವಕಂಠರ, ಜಾನಪದ ತಿಳುವಳಿ, ಸಾಗರ ಪ್ರಕಾಶನ, ಬೆಂಗಳೂರು-2008.
7. Ben-Amos Dan (Ed), Folklore Genres, Austin, University of Texas, press, 1976.
8. Clarke, Kenneth and Marry Clarke W. Introducing Folklore, New York, Rinehart and Winston, 1963
9. Dorson, Richard. M, Folklore and Folklife, Chicago, Chicago, University press, 1972
10. Dundas, Aian (Ed), The Study of Folklore, PRENTICE Hall, 1965
11. Handoo Jawaharlal, Folklore-anIntroduction, C.I.I.L. Mysore, 1989
12. Handoo Jawaharlal, Folklore in modern C.I.I.L. Mysore-1998

Course Code:-126BAB01FOLDSC02T

ಜಾನಪದ ಪಠ್ಯಕ್ರಮ

ಮೊದಲ ಸೆಮಿಸ್ಟರ್ BA Folklore (ಜಾನಪದ) DSC-2

ಭೃತಿ 2 : ಜನಪದ ಸಾಹಿತ್ಯ ಪ್ರಕಾರಗಳು

ಭೃತಿ 1 : ಜನಪದ ಸಾಹಿತ್ಯ ಸ್ವರೂಪ

1. ಅರ್ಥ ಮತ್ತು ಸ್ವರೂಪ
2. ವ್ಯಾಪ್ತಿ
3. ವರ್ಗೀಕರಣ

ಭೃತಿ 2 : ಪದ್ಯ ಪ್ರಕಾರಗಳು

1. ಜನಪದಗೀತೆ, ಲಾವಣಿ, ಗೀಗಿ
2. ಕಥನಗೀತೆ (ಖಂಡಕಾವ್ಯ)
3. ಮಹಾಕಾವ್ಯ

ಭೃತಿ 3 : ಗದ್ಯ ಪ್ರಕಾರಗಳು

1. ಜನಪದಕಥೆ
2. ಐತಿಹ್ಯ
3. ಪುರಾಣ

ಭೃತಿ 4 : ಇತರೆ ಪ್ರಕಾರಗಳು

1. ಗಾದೆ
2. ಒಗಟು, ಒಡಬು, ಒಡಮು
3. ಬೈಗುಳ, ನುಡಿಗಟ್ಟು

ಪಠ್ಯಪುಸ್ತಕ ಗ್ರಂಥಗಳು :

1. ಅಂಬಲಿಕೆ ಹಿರಿಯಣ್ಣ, ಜನಪದ ಮಹಾಕಾವ್ಯಗಳು, ಪ್ರಸಾರಾಂಗ, ಕರ್ನಾಟಕ ವಿಶ್ವವಿದ್ಯಾಲಯ, ಧಾರವಾಡ, 1998.
2. ಜಿ.ಕೆ. ಪರಮಹಿವಯ್ಯ, ದಕ್ಷಿಣ ಕರ್ನಾಟಕ ಕಾವ್ಯಪ್ರಕಾರಗಳು, ಸಾಗರ ಪ್ರಕಾಶನ, ಬೆಂಗಳೂರು-2012.
3. ಜಿ.ಕೆ. ಪರಮಹಿವಯ್ಯ, ಜನಪದ ಕಾವ್ಯಕಥೆಗಳು, ಕನ್ನಡ ಮತ್ತು ಸಂಸ್ಕೃತಿ ಇಲಾಖೆ, ಬೆಂಗಳೂರು-1990.
4. ರಾಗಣಿ, ಜನಪದ ಸಾಹಿತ್ಯ ರೂಪಗಳನ್ನು ತನುಮನ ಪ್ರಕಾಶನ, ಶ್ರೀರಾಂಪುರ ಬಡವಾಣಿ, ಮೈಸೂರು-1978.
5. ಶಂಕರನಾರಾಯಣಶೀನಂ, ಕರ್ನಾಟಕ ಜನಪದ ಮಹಾಕಾವ್ಯಗಳು, ಕರ್ನಾಟಕ ಜಾನಪದ ಮತ್ತು ಯಕ್ಷಗಾನ ಆಕಾಡೆಮಿ, ಬೆಂಗಳೂರು-1998.
6. ಶಂಕರನಾರಾಯಣ ಶೀನಂ, ವೆಂಕಟೇಶ್, ಎಂ. ಎನ್. ಜನಪದ ಸಾಹಿತ್ಯ ಪ್ರಕಾರಗಳು, ಕರ್ನಾಟಕ ಜಾನಪದ ಮತ್ತು ಯಕ್ಷಗಾನ ಆಕಾಡೆಮಿ, ಬೆಂಗಳೂರು-2004.
7. Ambalike Hiriyann, **Studies in Kannada Folklore**, Prasaranga, Mysore, University, Mysore.
8. Dorson Richard M, **Folklore and Folk life**, Chicago, Chicago University Press, 1972
9. Peter Clauss and Frank J Korom, '**Folkloristics and Indian Folklore**' Regional Resource Centre. Udupi. 1991
10. Ramakrishna H.A, Nagegwoda H.L, **Essentials of Karnataka Folklore A: Compendium**, Karnataka Janapada Parishat, Bangalore-1998
11. Shekhar F. Pujar: **Social work in Kannada Folk Songs**, UNESCO club, Naganur-1997

## IISEMESTER

CourseCode:-126BAB02FOLDSC03T

ಜಾನಪದ ಪಠ್ಯಕ್ರಮ

ಎರಡನೆಯ ಸೆಮಿಸ್ಟರ್ BA Folklore (ಜಾನಪದ) DSC-3

ಪತ್ರಿಕೆ 3 : ಕರ್ನಾಟಕ ಜಾನಪದ ಅಧ್ಯಯನ ಇತಿಹಾಸ

ಘಟಕ 1 : ದೇಶಿ ವಿದ್ವಾಂಸರ ಕೊಡುಗೆ

1. ಕರ್ನಲ್ ಮೆರೆಂಜಿ, ಜಾನ್ ಲೇಡನ್
2. ಅಂಬೆ ಡುಬೈಸ್, ಚಾರ್ಲ್ಸ್ ಇ. ಗೋವರ್
3. ಜಾನ್ ಫ್ಲೀಟ್, ಕಿಟಿಲ್

ಘಟಕ 2 : ದೇಶಿ ವಿದ್ವಾಂಸರ ಕೊಡುಗೆ

1. ಹಲಸಂಗಿ ಗೆಳೆಯರು, ಮತಿಘಟ್ಟ ಕೃಷ್ಣಮೂರ್ತಿ
2. ಅರ್ಚಕ ಬಿ. ರಂಗಸ್ವಾಮಿ, ನಡಕೇರಿಯಂಡಿಚಿನ್ನಪ್ಪ
3. ಕರಾಕೃ ಎಸ್. ಕೆ. ಕರೀಂಖಾನ್

ಘಟಕ 3 : ವೈಜ್ಞಾನಿಕ ಅಧ್ಯಯನದ ಕಾಲಘಟ್ಟ

1. ಬಿ.ಎಸ್. ಗದ್ದಗಿಮಠ, ಹಾ.ಮಾ.ನಾ.
2. ಜೆ. ಶಂ. ಪರಮಶಿವಯ್ಯ, ಸೋಮಶೇಖರ ಇವತ್ತಾಪೂರ
3. ಹೆಚ್. ಎಲ್. ನಾಗೇಗೌಡ, ಎಂ. ಎಸ್. ಲಕ್ಷ್ಮೆ

ಘಟಕ 4 : ಪ್ರಮುಖ ವಿಶ್ವವಿದ್ಯಾಲಯಗಳು ಹಾಗೂ ಪ್ರಮುಖ ಸಂಸ್ಥೆಗಳು

1. ಮೈಸೂರು ವಿಶ್ವವಿದ್ಯಾಲಯ, ಕರ್ನಾಟಕ ವಿಶ್ವವಿದ್ಯಾಲಯ
2. ಕನ್ನಡ ವಿಶ್ವವಿದ್ಯಾಲಯ, ಕರ್ನಾಟಕ ಜಾನಪದ ವಿಶ್ವವಿದ್ಯಾಲಯ
3. ಕರ್ನಾಟಕ ಜಾನಪದ ಅಕಾಡೆಮಿ, ಪ್ರಾದೇಶಿಕ ರಂಗಕಲೆಗಳ ಅಧ್ಯಯನ ಕೇಂದ್ರ, ಜಾನಪದ ಲೋಕ

ಪರಾಮರ್ಶೆ ನ ಗ್ರಂಥಗಳು :

1. ಇಮ್ಮಾಪೂರ ಸೋಮಶೇಖರ, ನಮ್ಮ ಜಾನಪದ ಸಮೀಕ್ಷೆ, ಚೇತನಾ ಪ್ರಕಾಶನ, ಧಾರವಾಡ-1979.
2. ಚೇತನಾ ಹೆಚ್. ಆರ್. (ಸಂ). ಜಾನಪದ ಬೆಳೆಸುತ್ತಿರುವ ಪ್ರಸಾರಾಂಗ, ಮೈಸೂರು ವಿಶ್ವವಿದ್ಯಾಲಯ, ಮೈಸೂರು-2016.
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4. ಪರಮಶಿವಯ್ಯ ಜೆ. ಶಂ. ಕರ್ನಾಟಕ ಜಾನಪದ ಸಮೀಕ್ಷೆ, ಕನ್ನಡ ಸಾಹಿತ್ಯ ಪರಿಷತ್ತು ಬೆಂಗಳೂರು-1992.
5. ರಾಜೇಂದ್ರಡಿ. ಕೆ. (ಸಂ). ಕನ್ನಡ ಜಾನಪದ ವಿಷಯ ವಿಶ್ಲೇಷಣೆ, ಮೈಸೂರು ವಿಶ್ವವಿದ್ಯಾಲಯ, ಮೈಸೂರು-2006.
6. ಲಕ್ಷ್ಮಪ್ಪಗೌಡ ಎಚ್. ಜೆ. (ಪ್ರ. ಸಂ.) ಜಾನಪದ ಕೈಪಿಡಿ, ಕನ್ನಡ ಪುಸ್ತಕ ಪ್ರಾಧಿಕಾರ, ಬೆಂಗಳೂರು-1992.
7. ಸುದಂದಂ ಆರ್. ವಿ. ಎಸ್. ಜನಪದ ಸಾಹಿತ್ಯ ಪ್ರಕಾರಗಳು, ಪಬ್ಲಿಷರ್ಸ್, ಡಿಪ್ಲಿಟ್ಯೂಟರ್ಸ್ ಬೆಂಗಳೂರು.
8. Ambalike Hiriyan, **Studies in Kannada Folklore**, Prasaranga, Mysore, University, Mysore.
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10. Ramakrishna H.A, Nagegwoda H.L., **Essentials of Karnataka Folklore A: Compendium**, Karnataka Janapada Parishat, Banglore-1998.
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## CourseCode:-126BAB02FOLDSC04T

### ಜಾನಪದ ಪಠ್ಯಕ್ರಮ

#### ಎರಡನೆಯ ಸೆಮಿಸ್ಟರ್ BA Folklore (ಜಾನಪದ) DSC-4

ಪತ್ರಿಕೆ 4 : ಜಾನಪದ ಸಿದ್ಧಾಂತಗಳು - 1

ಘಟಕ 1 : ಜಾನಪದ ಸಿದ್ಧಾಂತಗಳ ಉದ್ದೇಶ ಮತ್ತು ಮಹತ್ವ

ಘಟಕ 2 : ಏಕಮೂಲ ಸಿದ್ಧಾಂತಗಳು

1. ಚರಿತ್ರಿಕ ಪುನರ್‌ರಚನಾ ಸಿದ್ಧಾಂತ, ಪುರಾಣ ಮೂಲ ಸಿದ್ಧಾಂತ
2. ಭಾರತೀಯ ಮೂಲ ಸಿದ್ಧಾಂತ
3. ಚಾರಿತ್ರಿಕ ಭೌಗೋಳಿಕ ವಿಧಾನ

ಘಟಕ 3 : ಬಹುಮೂಲ ಸಿದ್ಧಾಂತಗಳು

1. ಮಾನಶಾಸ್ತ್ರೀಯ ಸಿದ್ಧಾಂತ
2. ಮನೋವಿಶ್ಲೇಷಣಾತ್ಮಕ ಸಿದ್ಧಾಂತ

ಘಟಕ 4 : ಸಾಂಸ್ಕೃತಿಕ ಸಿದ್ಧಾಂತಗಳು

1. ವಿಕಾಸವಾದ
2. ಪವಿಕಾಸವಾದ

ಪಠ್ಯಕ್ರಮದ ಗ್ರಂಥಗಳು :

1. ಅಂಬಳೆ ಹಿರಯಣ್ಣ, ಸೈದ್ಧಾಂತಿಕ ಜಾನಪದ, ಚೇತನ ಬುಕ್ ಹೌಸ್, ಮೈಸೂರು-2001.
2. ದಂಡೆ ವೀರಣ್ಣ (೧೦), ಜಾನಪದ ಶಾಸ್ತ್ರ ಸಿದ್ಧಾಂತಗಳು, ನೆಲೆಮನೆ ಪ್ರಕಾಶನ, ತ್ರಿವೇಣಿಪಟ್ಟಣ-1990.
3. ರಂಗಾರೆಡ್ಡಿ ಕೋಡಿರಾಂಪುರು, ಜಿ. ಆರ್. ತಿಪ್ಪಸ್ವಾಮಿ, ಜಾನಪದ ಸಿದ್ಧಾಂತಗಳು, ಜಾನಪದ ಸಿದ್ಧಾಂತಗಳು-2, ಕರ್ನಾಟಕ ಜಾನಪದ ಮತ್ತು ಯಕ್ಷಗಾನ ಅಕಾಡೆಮಿ, ಬೆಂಗಳೂರು.-2003.
4. ರಾಜೇಂದ್ರ ಚೆನ್ನಿ, ದೇಶೀವಾದ, ಕರ್ನಾಟಕ ಸಾಹಿತ್ಯ ಅಕಾಡೆಮಿ, ಬೆಂಗಳೂರು-1989.
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# BAGALKOTUNIVERSITY

MudholRoad,Jamkhandi-587301Dist.:Bagalkote

**PROGRAM/COURSESTRUCTUREANDSYLLABUS**  
**AspertheChoiceBasedCreditSystem(CBCS)designed**  
**inaccordancewith**  
**Learning Outcomes-Based Curriculum Framework**  
**(LOCF)ofNationalEducationPolicy (NEP)2020for**  
**UndergraduateProgramin**  
**KANNADA**

**AsperNEP2020and adaptedfromRCUBelagaviapplicablefromthe**  
**AcademicYear2023-24**

**ಪ್ರಥಮ ಮತ್ತು ದ್ವಿತೀಯ ಸೆಮಿಸ್ಟರ್ (DSC-A1, A2 ಹಾಗೂ DSC-A3, A4 ಕನ್ನಡ ವಿಷಯ  
ಅಲ್ಲದೇ OEC-1, OEC-2 ಮುಕ್ತ ಆಯ್ಕೆ ಪತ್ರಿಕೆ)**

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.

2. Evaluation process of IA marks shall be as follows:

- a) The first component (C1) of assessment is for 20% marks. This shall be based on test, assignment, seminar, case study, field work, project work etc. This assessment and score process should be completed after completing 50% of syllabus of the course/s and within 45 working days of semester program.
- b) The second component (C2) of assessment is for 20% marks. This shall be based on test, assignment, seminar, case study, field work, internship / industrial practicum / project work etc. This assessment and score process should be based on completion of remaining 50 percent of syllabus of the courses of the semester.
- c) During the 17<sup>th</sup> – 19<sup>th</sup> week of the semester, a semester end examination shall be conducted by the University for each course. This forms the third and final component of assessment (C3) and the maximum marks for the final component will be 60%.
- d) In case of a student who has failed to attend the C1 or C2 on a scheduled date, it shall be deemed that the student has dropped the test. However, in case of a student who could not take the test on scheduled date due to genuine reasons, such a candidate may appeal to the Program Coordinator / Principal. The Program Coordinator / Principal in consultation with the concerned teacher shall decide about the genuineness of the case and decide to conduct special test to such candidate on the date fixed by the concerned teacher but before commencement of the concerned semester end examinations.
- e) For assignments, tests, case study analysis etc., of C1 and C2, the students should bring their own answer scripts (A4 size), graph sheets etc., required for such tests/assignments and these be



stamped by the concerned department using their department seal at the time of conducting tests / assignment / work etc.

- f) 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%

- Conduct of Seminar, Case study / Assignment, etc. can be either in C1 or in C2 component at the convenience of the concerned teacher.

Semester & Course	Course	Course Outcome
1 <sup>st</sup> Semester DSC-A1	ಪ್ರಾಚೀನ ಕನ್ನಡ ಸಾಹಿತ್ಯ ಚರಿತ್ರೆ DSC-A1	ಪ್ರಸ್ತುತ ಪತ್ರಿಕೆಯು ಕನ್ನಡದ ಆರಂಭಿಕ ಸಾಹಿತ್ಯ ಪ್ರಕಾರಗಳ ನೆಲೆಯ ಬಗೆಗೆ ವಿದ್ಯಾರ್ಥಿಗಳಿಗೆ ಮನವರಿಕೆ ಮಾಡಿಕೊಡುವುದು. ಕನ್ನಡದ ಪ್ರಾಚೀನ ಜ್ಞಾನ ಮತ್ತು ಅನನ್ಯತೆಯನ್ನು ಅವರಲ್ಲಿ ತುಂಬುವುದು. ಆರಂಭಿಕ ಕಾಲಘಟ್ಟದ ಶಾಸನ ಹಾಗೂ ಸಾಹಿತ್ಯ ಪ್ರಕಾರ ಮಾತ್ರವಲ್ಲ ಅಂದಿನ ಸಂದರ್ಭದ ಸಾಹಿತ್ಯದ ಈ ಪತ್ರಿಕೆಯು ತುರ್ತು ಅಗತ್ಯಗಳನ್ನು ಚರ್ಚಿಸುವುದು ಮೂಲ ಆಶಯವಾಗಿದೆ. ಈ ಮೂಲಕ ಕನ್ನಡ ಭಾಷೆಯ ಅಭಿವೃದ್ಧಿಯ ಕನ್ನಡಿಗರ ಬದುಕನ್ನು ಹಾಗೂ ಅವರು ರೂಪಿಸಿದ ಜ್ಞಾನವನ್ನು ಕುರಿತು ವಿದ್ಯಾರ್ಥಿಗಳಿಗೆ ತಿಳಿಸಿ ಸಮಕಾಲೀನ ಅನಿವಾರ್ಯತೆಗಳ ಜೊತೆಗೆ ಜೋಡಿಸುವುದು ಮತ್ತು ಸಮಕಾಲೀನ ಸವಾಲುಗಳಿಗೆ ಪರಿಹಾರವನ್ನು ಕಂಡುಕೊಳ್ಳುವ ಸಾಧ್ಯತೆಗಳನ್ನು ಮನವರಿಕೆ ಮಾಡಿಕೊಡುವುದು ಪತ್ರಿಕೆಯ ಉದ್ದೇಶವಾಗಿದೆ.
1 <sup>st</sup> Semester DSC-A2	ಪ್ರಾಚೀನ ಕನ್ನಡ ಪಠ್ಯಗಳು DSC-A2	ಪ್ರಾಚೀನ ಕನ್ನಡ ಪ್ರತಿಭೆಯನ್ನು ಅಂದಿನವರು ಅಭಿವೃದ್ಧಿಪಡಿಸಿದ ಮಾಧ್ಯಮಗಳಲ್ಲಿ ಸೂಕ್ತವಾಗಿ ಪರಿಶೀಲಿಸಿ, ಕಾವ್ಯನಿರೂಪಣೆಗಳ ಮೂಲಕ ಸಮಾಜದ ಒಳತನ್ನು ಹಾಗೂ ಸಾಂಸ್ಕೃತಿಕ ಅಸ್ಥಿತ್ವವನ್ನು ನಮ್ಮವರು ಕಂಡುಕೊಂಡ ಪಠ್ಯವನ್ನು ಪ್ರಸ್ತುತ ಕಾವ್ಯ ಭಾಗಗಳಲ್ಲಿ ಗುರುತಿಸಿಕೊಳ್ಳುವುದು. ಅಲ್ಲದೇ ಕಾವ್ಯ ಮೌಲ್ಯಗಳನ್ನು ಹಾಗೂ ಸಾಮಾಜಿಕ ಮೌಲ್ಯಗಳನ್ನು ಸಮಕಾಲೀನ ಸಂದರ್ಭಗಳಿಗೆ ಜೋಡಿಸುವುದು.
1 <sup>st</sup> Semester OEC-1	ಕನ್ನಡ ಸಂಸ್ಕೃತಿಗಳು OEC-1	ಕನ್ನಡಿಗರ ಸೃಜನಶೀಲತೆಯ ಮೂಲಕ ಅಭಿವೃದ್ಧಿಪಡಿಸಿದ ಸಾಹಿತ್ಯ ಪ್ರಕಾರಗಳಲ್ಲಿ ಸಂಸ್ಕೃತಿಯ ಮಹತ್ವವಾಗಿದೆ. ಸಮಾಜದ ಪ್ರತಿಬಿಂಬವಾಗಿ ನಿಲ್ಲುವ ಸಾಹಿತ್ಯವು ಕಥೆಗಳ ಮೂಲಕ ಸಮಕಾಲೀನ ಸವಾಲುಗಳನ್ನು ಅರ್ಥೈಸಿಕೊಳ್ಳುವುದು ಹಾಗೂ ಆ ಮೂಲಕ ಸವಾಲುಗಳನ್ನು ಪ್ರತಿರೋಧವನ್ನು ತೋರಿದ ರೀತಿಯನ್ನು ಸೂಕ್ತವಾಗಿ ಅವಲೋಕಿಸುವುದು ಹಾಗೂ ಸೃಜನಶೀಲ ಬದುಕಿನಲ್ಲಿ ಕಲಾತ್ಮಕವಾಗಿ ಬದುಕಿನ ಹೋರಾಟಗಳು ರೂಪಗೊಂಡ ವಿಸ್ಮಯವನ್ನು ಚರ್ಚಿಸುವುದು.
2 <sup>nd</sup> Semester DSC-A3	ಮಧ್ಯಕಾಲೀನ ಕನ್ನಡ ಸಾಹಿತ್ಯ ಚರಿತ್ರೆ DSC-A3	ಮಧ್ಯಕಾಲೀನ ಸಂದರ್ಭದ ಕನ್ನಡಿಗರ ಬದುಕು ಪ್ರಯೋಗಶೀಲವಾದದ್ದು, ಚರಿತ್ರೆಯಲ್ಲಿ ಪದೇ ಪದೇ ನಡೆದ ಯುದ್ಧಗಳು ರಾಜಕೀಯ ಅನಿಶ್ಚಿತತೆಗಳು ಸಾಮಾಜಿಕ, ಸಾಂಸ್ಕೃತಿಕ ಪಲ್ಲಟಗಳ ಜೊತೆಗೆ ಸಾಹಿತ್ಯವು ಹೇಗೆ ಚಳುವಳಿಗಳನ್ನು-ಬದಲಾವಣೆಗಳನ್ನು ತಂದುಕೊಂಡಿತು ಎನ್ನುವುದನ್ನು ಮುಖ್ಯವಾಗಿ ಚರ್ಚಿಸುವುದು.
2 <sup>nd</sup> Semester DSC-A4	ಮಧ್ಯಕಾಲೀನ ಕನ್ನಡ ಸಾಹಿತ್ಯ ಪಠ್ಯಗಳು DSC-A4	ಮಧ್ಯಕಾಲೀನ ಸಂದರ್ಭದ ಕನ್ನಡಿಗರ ಪ್ರತಿಭೆಯು ಚರಿತ್ರೆಯಲ್ಲಿ ವಿರೋಧಿತ ನೆಲೆಗಳಿಂದ ಹಾಗೂ ಹಲವು ಪ್ರಯೋಗಶೀಲ ಭೂಮಿಗಳಿಂದ ಅಭಿವೃದ್ಧಿಗೊಂಡಿದೆ. ಮಧ್ಯಕಾಲೀನ ಕನ್ನಡ ಬೌದ್ಧಿಕ ವಲಯ ಹೊಸ ಪ್ರಕಾರಗಳ ಮೂಲಕ ತಮ್ಮ ಚಿಂತನೆಗಳನ್ನು ಹಬ್ಬಿಸಿತು. ಮಾನವೀಯತೆಯಾದರೂ ಮಹತ್ವದ ತಿರುವುಗಳಿಗೆ ಈ ಸಂದರ್ಭದ ಸಾಹಿತ್ಯವು ಕಾರಣವಾಯಿತು. ಅದರಲ್ಲಿ ಮುಖ್ಯವಾಗಿ ವಚನ, ರಗಳೆ, ಪಟ್ಟಿ, ಸಾಂಗತ್ಯ, ತ್ರಿಪದಿ ಹಾಗೂ ಕೀರ್ತನೆ ಪ್ರಕಾರಗಳು ಇಲ್ಲಿ ಅಭಿವೃದ್ಧಿಯ ಮಾಧ್ಯಮವಾದವು. ಆತ್ಮನೋಷಿ ಅಗತ್ಯವಿರುವ ಭಕ್ತಿ ಚಳುವಳಿ, ವೀರಕಾವ್ಯಗಳು, ತ್ಯಾಗಭೋಗದ ಸಮನ್ವಯದ ಸಮದೃಷ್ಟಿಕೋನಗಳು ಕಾವ್ಯಗಳು ವಿಶ್ವ ಪ್ರಜ್ಞೆಯ ಸಮಾನತೆಯ ಆಶಯಗಳು ಇಲ್ಲಿ ಅಭಿವೃದ್ಧಿಗೊಂಡಿವೆ. ಸಮಕಾಲೀನ ಸಂದರ್ಭದ ಬಿಕ್ಕಟ್ಟುಗಳಿಗೆ ಇಲ್ಲಿನ

		ಪ್ರಯೋಗಗಳನ್ನು ಜೋರಿಸಿಕೊಂಡು ಸಮಕಾಲೀನ ಸವಾಲುಗಳನ್ನು ಸಂಪೂರ್ಣಗೊಳಿಸಲು ಈ ಪಠ್ಯಗಳು ಭೂಮಿಕೆಯನ್ನು ಒದಗಿಸುತ್ತವೆ.
2 <sup>nd</sup> Semester OEC-2	ಕನ್ನಡ ಕಾದಂಬರಿ OEC-2	ಸಮಕಾಲೀನ ಸಂದರ್ಭದ ಕನ್ನಡ ಸಾಹಿತ್ಯದ ಸತ್ಯ ಪ್ರಕಾರಗಳಲ್ಲಿ ಕಾದಂಬರಿ ಸಾಹಿತ್ಯವು ಒಂದು ಸ್ವದಾಸನೀಲತೆ ಮತ್ತು ಕಥನ ಕ್ರಮವನ್ನು ರೂಪಿಸಿದಲ್ಲಿ ಈ ಪ್ರಕಾರವು ಬಹುಪ್ರಕಾರದ ಪ್ರಾಕಾರವನ್ನು ಪಡೆದಿದೆ. ಈ ಕಾದಂಬರಿಯು ಸ್ವದಾಸನೀಲತೆಯ ಪ್ರತಿರೋಧಕವಾಗಿ ಹಾಗೂ ಜ್ಞಾನದ ಒಂದು ಭಾಗವಾಗಿ ಅಧ್ಯಯನಿಸುವ ಒಂದು ನಿರೀಕ್ಷಿಸಬಹುದಾದ ಇಲ್ಲಿ ಯೋಜಿಸಿಕೊಳ್ಳಲಾಗಿದೆ.

**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 (ಅಥವಾ ಪ್ರಶ್ನೆ ಅಥವಾ ಬಹುಪ್ರಶ್ನೆ ಅಥವಾ ಸಂದರ್ಭದ ಸ್ವಾರಸ್ಯ ಅಥವಾ ಕಾವ್ಯದ ಅರ್ಥವ್ಯಾಪ್ತಿಸ್ಥಾನ, ಸಾರಾಂಶ) ಐದಕ್ಕೆ ಉತ್ತರಿಸಲು ಹೇಳುವುದು.

**Time: 2 hrs**

- 10X3=30
- 5X3=15
- 3X5=15

**Program Structure**  
Proposed Scheme of Teaching & Evaluation for BA with Kannada as Coresubject

Semester I								
Sl. No.	Course Code	Title of the Course	Category of Courses	Teaching Hours per Week (L+T+P)	SEE	CIE	Total Marks	Credits
1	126BAB01K ANDSC01T	ಕನ್ನಡ ಸಾಹಿತ್ಯದ ಇತಿಹಾಸ	DSC	03	60	40	100	3
2	126BAB01K ANDSC01T	ಕನ್ನಡ ಸಾಹಿತ್ಯದ ಇತಿಹಾಸ	DSC	03	60	40	100	3
3	126BAB01LA NAEC01T	Language-I	AEC	03	60	40	100	3
4	126COM01L ANAEC01T	Kannada for Non-Kannadiga	AEC	03	60	40	100	3

Semester II								
Sl. No.	Course Code	Title of the Course	Category of Courses	Teaching Hours per Week (L+T+P)	SEE	CIE	Total Marks	Credits
1	126BAB02K ANDSC03T	ಕನ್ನಡ ಸಾಹಿತ್ಯದ ಇತಿಹಾಸ	DSC	03	60	40	100	3
2	126BAB02K ANDSC04T	ಕನ್ನಡ ಸಾಹಿತ್ಯದ ಇತಿಹಾಸ	DSC	03	60	40	100	3
3	126BAB02LA NAEC02T	Language-I	AEC	03	60	40	100	3
4	126COM01L ANAEC02T	Kannada for Non-Kannadiga	AEC	03	60	40	100	3



## CourseCode:-126BAB01KANDSC01T

ಕನ್ನಡ ಪಠ್ಯಕ್ರಮ  
ಮೊದಲ ಸೆಮಿಸ್ಟರ್ ಬಿ.ಎ. ಕನ್ನಡ DSC-AI  
ಪ್ರಾಚೀನ ಕನ್ನಡ ಸಾಹಿತ್ಯ ಚರಿತ್ರೆ

ಘಟಕ 1 : ಕನ್ನಡ ಭಾಷೆಯ ಪ್ರಾಚೀನತೆ

ಘಟಕ 2 : ಕನ್ನಡ ಸಾಹಿತ್ಯ ಚರಿತ್ರೆಯ ಸ್ವರೂಪ ಮತ್ತು ಅಧ್ಯಯನ ಕ್ರಮಗಳು

ಘಟಕ 3 : ಕನ್ನಡ ಸಾಹಿತ್ಯದ ಪ್ರಾಚೀನ ರೂಪಗಳು (ಗದ್ಯ, ಚಂಪೂ, ಕಂದ)

ಘಟಕ 4 : ಹಳಗನ್ನಡ ಸಾಹಿತ್ಯದ ಮೇರಣಿ ಪ್ರಭಾವಗಳು

ಘಟಕ 5 : ಹಳಗನ್ನಡ ಪ್ರಮುಖ ಕವಿ, ಕೃತಿಗಳ ಪರಿಚಯ : ಪಂಪ, ಮೊನ್ನ, ರನ್ನ, ನಾಗಚಂದ್ರ,  
ಓದನೆಯ ನಾಗವರ್ಮ, ನಯಸೇನ, ಮರ್ಗಸಿಂಹ, ಅಂಡಯ್ಯ.

ಪಠ್ಯಕ್ರಮದ ಗುಣಗಳು :

1. ಸಮಗ್ರ ಕನ್ನಡ ಸಾಹಿತ್ಯ ಚರಿತ್ರೆ (ಪ್ರ) ಬಿ.ಎ.ಬಿ.ಎ
2. ಸಾಮಾನ್ಯನಿಗೆ ಸಾಹಿತ್ಯ ಚರಿತ್ರೆ (ಪ್ರ) ಬಿ.ಎ.ಬಿ.ಎ
3. ಕನ್ನಡ ಸಾಹಿತ್ಯ ಚರಿತ್ರೆ (ಸಂ) ರಂ.ಶ್ರೀ.ಮೂರ್ತಿ
4. ಕನ್ನಡ ಸಾಹಿತ್ಯ ಚರಿತ್ರೆ (ಸಂ) ಶ.ಮ. ಶಾ.ಮೂರ್ತಿ
5. ಕನ್ನಡ ಸಾಹಿತ್ಯ ಪುನರ್ ಮೌಲ್ಯೀಕರಣ: ಮೂಲೆಯ: ಕರ್ನಾಟಕ ಸಾಹಿತ್ಯ ಅಕಾಡೆಮಿ ಸಂಪುಟಗಳು
6. ಕನ್ನಡ ಕವಿ ಚರಿತೆ: ಮೂರು ಸಂಪುಟಗಳು, ಆರ್. ನರಸಿಂಹಾಚಾರ್ಯ
7. ಕನ್ನಡ ಸಾಹಿತ್ಯ ಮತ್ತು ಚಾರಿತ್ರಿಕ ಪ್ರಜ್ಞೆ ಸಿ. ವೀರಣ್ಣ, ಬಿ.ಎ.ಬಿ.ಎ.

## CourseCode:-126BAB01KANDSC02T

ಕನ್ನಡ ಪಠ್ಯಕ್ರಮ  
ಮೊದಲನೆಯ ಸೆಮಿಸ್ಟರ್ ಬಿ.ಎ. ಕನ್ನಡ DSC-A2  
ಪ್ರಾಚೀನ ಕನ್ನಡ ಪಠ್ಯಗಳು

ಘಟಕ 1 : ವಲ್ಮೀಕಿ ಶಾಸನ

ಘಟಕ 2 : 1) ಕವಿಕಾವ್ಯ ಸ್ವರೂಪ (ಕವಿರಾಜಮಾರ್ಗದ ಪ್ರಥಮ ಅಶ್ವಾಸದ ಪಠ್ಯದಿಂದ ಮೂವತ್ತೈದನೆಯ ಪಠ್ಯಗಳು)

2) ಕಾರ್ತೀಕ ಯಜ್ಞಿಯ ಕತೆ (ವಜ್ರಾರಾಧನೆ)

3) ನಾರಾಯಣ ಭಟ್ಟಿನ ಕತೆ (ದುರ್ಗಾಂಜನ ಪಂಚತಂತ್ರದ)

ಘಟಕ 3 : ಗದಾಯುದ್ಧ ವಿಳಾಸಿಯ ಆಶ್ವಾಸ

ಘಟಕ 4 : ಸೀತಾವಹರಣ (ನಾಗಚಂದ್ರನ ರಾಮಚಂದ್ರ ಚರಿತೆ ಪುರಾಣದ ಕಾವ್ಯ ಭಾಗ 9ನೇ ಅಶ್ವಾಸದ 71, 74 ರಿಂದ 79, 82, 83, 85, 86,88 ರಿಂದ 102ನೇ ಪಠ್ಯಗಳು)

ಘಟಕ 5 : 1) ದಯಾಮಿತ್ರ ಶೆಟ್ಟಿಯ ಕತೆ (ನಯಸೇನನ ಧರ್ಮಾಮೃತ ಪುರಾಣದ ಕತೆ)

2) ಮಾದನಿಯರಸನರೆವಣ್ಣಾದಂ - ಅಂಡಯ್ಯ (225 ರಿಂದ 243ನೇ ಪಠ್ಯಗಳು)

ಪರಾಮರ್ಶನ ಗ್ರಂಥಗಳು :

1. ಕನ್ನಡ ಶಾಸನಗಳ ಸಾಂಸ್ಕೃತಿಕ ಅಧ್ಯಯನ- ಚಿದಾನಂದಮೂರ್ತಿ
2. ಕರ್ನಾಟಕದ ವೀರಗಲ್ಲುಗಳು- ಆರ್. ಶೇಷಶಾಸ್ತ್ರಿ
3. ಶಾಸನ ಪರಿಚಯ- ಆರ್. ಶೇಷಶಾಸ್ತ್ರಿ
4. ಶಾಸನ ಪ್ರವೇಶ- ಸಿ.ಪಿ.ಕೆ
5. ಕನ್ನಡ ಸಾಹಿತ್ಯ ಪುನರ್ ಮೌಲ್ಯೀಕರಣ ಮಾಲೆ: ಕರ್ನಾಟಕ ಸಾಹಿತ್ಯ ಅಕಾಡೆಮಿ ಸಂಪುಟಗಳು
6. ಕನ್ನಡ ಕವಿ ಚರಿತೆ: ಪೂರು ಸಂಪುಟಗಳು, ಆರ್. ನರಸಿಂಹಾಚಾರ್ಯ
7. ಕನ್ನಡ ಸಾಹಿತ್ಯ ಮತ್ತು ಚಾರಿತ್ರಿಕ ಪ್ರಜ್ಞೆ: ಸಿ. ವೀರಣ್ಣ, ಬೆಂ.ವಿ.ವಿ.
8. ಪ್ರಾಚೀನ ಕನ್ನಡ ಕಾವ್ಯಗಳಲ್ಲಿ ಮಾನವೀಯ ಮೌಲ್ಯಗಳು: ಡಾ. ಎಸ್. ಚಂದ್ರಕರಣ, ಮೈಸೂರು
9. ನಾಗಚಂದ್ರ: ವಿಜಯದಾಜ್, ಮೈಸೂರು
10. ಕರ್ನಾಟಕ ಕಾದಂಬರಿ: ವಿ. ಸೀತಾರಾಮಯ್ಯ
11. ನಾಗವರ್ಮ ಓಂದು ಅಧ್ಯಯನ: ಸಿ.ಪಿ.ಕೆ
12. ಕನ್ನಡ ಸಾಹಿತ್ಯ ಸಂಗ್ರಹ: ಕೀರ್ತಿನಾಥ ಕುರ್ತಕೋಟಿ
13. ಮಹಾಕವಿ ಪಂಪ: ವಿ. ಸೀತಾರಾಮಯ್ಯ
14. ಪಂಪ ಓಂದು ಸಾಂಸ್ಕೃತಿಕ ಅಧ್ಯಯನ: ಡಾ. ಶಾಂತಿನಾಥ ದಿಬ್ಬದ
15. ಗದಾಯುದ್ಧ ಸಂಗ್ರಹ: ಶಿ.ನಂ.ಶಿ.
16. ಕರ್ನಾಟಕ ಕಾದಂಬರಿ ಸಂಗ್ರಹ: ಟಿ.ಎಸ್. ವೆಂಕಣ್ಣಯ್ಯ
17. ರಾಮಚಂದ್ರಚರಿತೆ ಪುರಾಣ: ನಾಗಚಂದ್ರ

**CourseCode:-126BAB02KANDSC03T**

**ಕನ್ನಡ ಪಠ್ಯಕ್ರಮ**

**ಎರಡನೆಯ ಸೆಮಿಸ್ಟರ್ ಬಿ.ಎ. ಕನ್ನಡ DSC-A3**

**ಮಧ್ಯಕಾಲೀನ ಕನ್ನಡ ಸಾಹಿತ್ಯ ಚರಿತ್ರೆ**

**ಭಾಗ 1 :** ನಡುಗನ್ನಡ ಸಾಹಿತ್ಯ ಚರಿತ್ರೆಯ ಪ್ರೇರಣೆ ಮತ್ತು ಧೋರಣೆಗಳು

**ಭಾಗ 2 :** ವಚನ ಸಾಹಿತ್ಯ, ರಗಳೆ, ಪಟ್ಟಡಿ, ಸಾಂಗತ್ಯ, ತ್ರಿಪದಿ ಮತ್ತು ನಡುಗನ್ನಡ ಕಾವ್ಯಗಳ ಸ್ವರೂಪ, ಮಹತ್ವ ಮತ್ತು ವೈಶಿಷ್ಟ್ಯಗಳು

**ಭಾಗ 3 :** 12ನೇ ಶತಮಾನದ ವಚನಕಾರರ ಜೀವನ ಮತ್ತು ಸಾಹಿತ್ಯ ಪರಿಚಯ :  
ಜೇಡರದಾಸಿಯು, ಬಸವಣ್ಣ, ಅಲ್ಲಮಪ್ರಭು, ಸಿದ್ಧರಾಮ, ಚೆನ್ನಬಸವಣ್ಣ,  
ಅಕ್ಕಮಹಾದೇವಿ, ಅಮುಗೆರಾಯಮ್ಮ, ಉರಿಲಿಂಗ ಪದ್ವಿಗಳ ಪುಣ್ಯಶ್ರೀ ಕಾಳವ್ವೆ,  
ಮುಕ್ತಾಯಕ್ಕಿ, ಹದಿಮೂರನೇ ಶತಮಾನದ ಭಕ್ತಿ ಸಾಹಿತ್ಯದ ಪರಿಚಯ - ಪರಿಹರ,  
ರಾಘವಾಂಕರ ಜೀವನ ಮತ್ತು ಕೃತಿಗಳ ಪರಿಚಯ

**ಭಾಗ 4 :** ಕುಮಾರವ್ಯಾಸ, ಲಕ್ಷ್ಮೀಶ, ಚಾಮರಸ, ರತ್ನಾಕರವರ್ಣಿ, ಸಂಜಿಹೊನ್ನಮ್ಮ, ಸರ್ವಜ್ಞ ಕವಿಗಳ ಜೀವನ ಮತ್ತು ಸಾಹಿತ್ಯ ಕೃತಿಗಳ ಪರಿಚಯ

**ಭಾಗ 5 :** ದಾಸ ಸಾಹಿತ್ಯ - ಮಂದಂದರದಾಸರು, ಕನಕದಾಸರು, ವಿಜಯದಾಸರು ಮತ್ತು ಹದಪನಹಳ್ಳಿ ಭೀಮವ್ವರವರ ಜೀವನ ಮತ್ತು ಕೀರ್ತನ ಸಾಹಿತ್ಯದ ಪರಿಚಯ

**ಪರಾಮರ್ಶನ ಗ್ರಂಥಗಳು :**

1. ಸಮಗ್ರ ಕನ್ನಡ ಸಾಹಿತ್ಯ ಚರಿತ್ರೆ ಸಂಪುಟಗಳು- ಬೆಂಗಳೂರು ವಿಶ್ವವಿದ್ಯಾಲಯ, ಬೆಂಗಳೂರು
2. ಕನ್ನಡ ಅಧ್ಯಯನ ಸಂಸ್ಥೆಯ ಸಾಹಿತ್ಯ ಚರಿತ್ರೆ ಸಂಪುಟಗಳು - ಮೈಸೂರು ವಿಶ್ವವಿದ್ಯಾಲಯ
3. ಕನ್ನಡ ಸಾಹಿತ್ಯ ಚರಿತ್ರೆ - ಡಾ. ರಂ. ಶ್ರೀ. ಮುಗಳ
4. ಕನ್ನಡ ಸಾಹಿತ್ಯ ರೂಪಗಳು - ಡಾ. ರಂ. ಶ್ರೀ. ಮುಗಳ
5. ಯುಗಧರ್ಮ ಮತ್ತು ಕನ್ನಡ ಸಾಹಿತ್ಯದರ್ಶನ - ಪ್ರೊ. ಕೀರ್ತಿಸಾಧು ಕುರ್ತಕೋಟಿ
6. ಸಾಮಾನ್ಯನಿಗೆ ಸಾಹಿತ್ಯ ಚರಿತ್ರೆ ಸಂಪುಟಗಳು- ಬೆಂಗಳೂರು ವಿಶ್ವವಿದ್ಯಾಲಯ
7. ಹರಿಹರನ ರಗಳೆಗಳು ಸಾಂಸ್ಕೃತಿಕ ಮೂಲಮುಖ- ಸಂ: ಶಿವಾನಂದ ಎಸ್. ವಿರಕ್ತಮಠ
8. ವಚನ ಸಾಹಿತ್ಯ ಸಾಂಸ್ಕೃತಿಕ ಅಧ್ಯಯನ - ಡಾ. ಪಿ. ವಿ. ನಾರಾಯಣ
9. ಕನ್ನಡ ಚಾರಿತ್ರಿಕ ವೆಳವಣಿಗೆ ಸಂ 1, 2 ಡಾ. ಸಿ. ವೀರಣ್ಣ
10. ಸಾಮಾನ್ಯನಿಗೆ ಸಾಹಿತ್ಯ ಚರಿತ್ರೆ (ಹತ್ತು ಸಂಪುಟಗಳು) - ಬಿ.ಎ.ವಿ. ಬೆಂಗಳೂರು
11. ಸಾಹಿತ್ಯ ಸಂಗಾತಿ - ಕೀರ್ತಿಸಾಧು ಕುರ್ತಕೋಟಿ, ಮನೋಹರ ಗ್ರಂಥಮಾಲಾ, ಧಾರವಾಡ

**CourseCode:-126BAB02KANDSC04T**

**ಕನ್ನಡ ಪಠ್ಯಕ್ರಮ  
ಎರಡನೆಯ ಸೆಮಿಸ್ಟರ್ ಬಿ.ಎ. ಕನ್ನಡ DSC-A4  
ನಡವಳಿಗಳ ಸಾಹಿತ್ಯ ಪಠ್ಯಗಳು**

**ಭಾಟಕ 1 :** ಶ್ರೀ. ಬಸವೇಶ್ವರ ಮಹನಾಮೃತ (ಶ್ರೀ. ಬಸವೇಶ್ವರ ಮಹನಾಮೃತ, ಸಂಪಾದನೆ: ಡಾ. ಎಲ್. ಸಿ. ಓರಿಯಂಟ, ಬಾಣ  
ಅಧ್ಯಯನ ಕೇಂದ್ರ, ಬಾಗಲಕೋಟೆ ರಾಜ್ಯಪ್ರವಚನ, ತಿರುಪತಿ ನಗರ, ಬೆಂಗಳೂರು-560010, 2017 ಈ ಕೆಳಗೆ ಅಧ್ಯಯನಗಳು ಮಾಡಿ)

1. ಸಂಸಾರದ ಸೋಡಲು
2. ಸಮಾಜ ದರ್ಶನ
3. ಸತ್ಯಪುದ್ಧ ಕಾಯಿಕೆ
4. ವಿಶ್ವಸಂದೇಶ

**ಭಾಟಕ 2 :** ಪುಷ್ಪ ರಗಳೆ - ಹರಿಹರ

**ಭಾಟಕ 3 :** ಕರ್ಣಾಟ ಭಾರತ ಕಥಾ ಮಂಜರಿ - ಕುಮಾರವ್ಯಾಸ (ದ್ವೈತೀಯ ಪರ್ವದ 5ನೆಯ ಸಂಧಿ)

**ಭಾಟಕ 4 :** ಸರ್ವಜ್ಞನ ತ್ರಿಪದಿಗಳು (ಸರ್ವಜ್ಞನ ವಚನಗಳು, ಸಂಪಾದನೆ: ಡಾ. ಎಲ್. ಬಸವರಾಯ, ಪ್ರಕಾಶನ-ಸತ್ಯ  
ಬುಕ್ ಹೌಸ್, ಬೆಂಗಳೂರು-560009, ಪ್ರಕಟಣೆಯ ವರ್ಷ-2019 ಈ ಕೆಳಗೆ ಅಧ್ಯಯನಗಳು ಮಾಡಿ)

1. ಜ್ಞಾನ ಪದ್ಧತಿ
2. ದಾನ ಪದ್ಧತಿ
3. ರಾಜನೀತಿ ಪದ್ಧತಿ

**ಭಾಟಕ 5 :** ಭರತೇಶ ವೈಭವ ಕವಿತೆ ವಿವೇಚಿಸಿ 49ನೆಯ ಸಂಧಿ (ದತ್ತಾತ್ರೇಯ ಸಂಪುಟ, ಸಂಪಾದಕರು,  
ಎಂ. ಜಿ. ದೇವದರ, ಪ್ರಕಾಶನ-ಕನ್ನಡ ವಿಶ್ವವಿದ್ಯಾಲಯ, ಹಂಪಿ.)

**ಪರಾಯರ್ಥನ ಗ್ರಂಥಗಳು :**

1. ಹೊಸಗನ್ನಡದ ಅರುಣೋದಯ: ಶ್ರೀನಿವಾಸ ಹಾವಣೂರ
2. ಹೊಸಗನ್ನಡದ ಕವಿತೆಯ ಮೇಲೆ ಇಂಗ್ಲೀಷ್ ಕಾವ್ಯದ ಪ್ರಭಾವ: ಎಸ್. ಅನಂತನಾರಾಯಣ
3. ಯುಗಭರ್ತೆ ಹಾಗೂ ಸಾಹಿತ್ಯ ದರ್ಶನ: ಕೆ.ಡಿ. ಕುರ್ತಕೋಟೆ
4. ಪ್ರಗತಿಶೀಲ ಸಾಹಿತ್ಯ ಅನುಕ್ರಮ (ಸಂ)
5. ಒಂಟಾನಂದಿ-ದಲಿತ ಸಾಹಿತ್ಯ: ಸುರುಷೋತ್ತಮ ಬೆಳಮಲೆ
6. ಹೊಸಗನ್ನಡ ಸಾಹಿತ್ಯ: ಎಲ್.ಎಸ್. ಶೇಷಗಿರಿರಾವ್
7. 20ನೆಯ ಶತಮಾನದ ಕನ್ನಡ ಸಾಹಿತ್ಯ ಘಟ್ಟಗಳು: ಬಸವರಾಯ ನಾಡರ, (ಸಂ) ಕ.ವಿ.ಸಂ. ಭಾರವಾಡ
8. ಕರ್ನಾಟಕ ಸಂಗಾತಿ: ಕನ್ನಡ ಅಭಿವೃದ್ಧಿ ಪ್ರಾಧಿಕಾರ ಪ್ರಕಟಣೆ
9. ಮಹಿಳಾ ಅಧ್ಯಯನದ ತಾತ್ವಿಕ ಮತ್ತು ಮಹಿಳಾ ಚಳುವಳಿಗಳು: ಪ್ರತಿ ಶುಭಚಂದ್ರ
10. ಭಾರತೀಯ ಸ್ತ್ರೀವಾದ: ಭರಣೀದೇವಿ ಮಾಲಗತ್ತಿ
11. ಶತಮಾನದ ಸಾಹಿತ್ಯ ವಿಮರ್ಶೆ (ಸಂ): ಎಚ್.ಎಸ್. ರಾಘವೇಂದ್ರರಾವ್
12. ಹೊಸ ಅಲೆ: ಸಿ.ಪಿ. ಸಿದ್ಧಾಶ್ರಮ
13. ಆಧುನಿಕ ಕನ್ನಡ ಸಾಹಿತ್ಯ ಪ್ರಕಾಶನ (ಭಾಗ-1,2) : ಜಿ.ಆರ್. ತಿಪ್ಪೇಸ್ವಾಮಿ, ಕಲಾಮಂವಿ ಪ್ರಕಟಣೆ
14. ಸಾಮಾಜಿಕ ಕನ್ನಡ ಸಾಹಿತ್ಯ ಚರಿತ್ರೆ (ಸಂ): ಅರವಿಂದ ಮಾಲಗತ್ತಿ (ಪ್ರ.ಸಂ)



ಮೊದಲ ಸೆಮಿಸ್ಟರ್ ಬಿ.ಎ/ಬಿ.ಎಸ್.ಪದ್ಧತಿ/ಓ.ಎ.ಬಿ (Ability Enhancement Compulsory Course)

Language-I

ಕನ್ನಡ ಭಾಷಾ ವಿಷಯದ ಪಠ್ಯಕ್ರಮ ಹಾಗೂ ಅಂತರಿಕ ಮತ್ತು ಛಿದ್ರ ಕಠಿಣ ವಿಧಾನದ ಮೂಲಕ ಪಠ್ಯಕ್ರಮ ಅಂದರೆ 2021-22ನೇ ಸಾಲಿನ ಮೊದಲ ಮತ್ತು ಎರಡನೆಯ ಸೆಮಿಸ್ಟರ್ ಕನ್ನಡ ಭಾಷಾ ವಿಷಯದ ಪಠ್ಯಕ್ರಮ ಹಾಗೂ ಕಠಿಣ ವಿಧಾನದ ಈ ಮುಂದಿನಂತಿರುತ್ತದೆ.

1. ಅಂತರಿಕ ಅಂಕಗಳ ಮಾದರಿ ಮತ್ತು ನಿರೀಕ್ಷಿತ ವಿಧಾನ : ಸಮಗ್ರ ಮತ್ತು ನಿರಂತರ ಪಠ್ಯಕ್ರಮದ ಮಾದರಿಯನ್ನು ಅನುಸರಿಸಬೇಕಾಗಿರುತ್ತದೆ. ರೂಪಾಂತರ ಪಠ್ಯಕ್ರಮ (Formative Assessment) ಅಂದಿರುವ ಪಠ್ಯಕ್ರಮದ ಸಂಕಲಿತ ಪಠ್ಯಕ್ರಮ (Summative Assessment) ಕ್ರಮದಂತೆ ಅಂತರಿಕ ಅಂಕಗಳನ್ನು ನಿರಂತರ ಪಠ್ಯಕ್ರಮದ ಪದವಿ ಮತ್ತು ಸಂಕಲಿತ ಪಠ್ಯಕ್ರಮದ ಪದವಿಯ ಆಧಾರದ ಮೇಲೆ ನಿರೀಕ್ಷಿಸಬೇಕು.

- i. ಪಠ್ಯಕ್ರಮದ ಒಟ್ಟು 100 ಅಂಕಗಳು
- ii. ಭಾಗ 1ರ (Component 1- C1) ನಿರಂತರ ಪಠ್ಯಕ್ರಮಕ್ಕೆ 20 ಅಂತರಿಕ ಅಂಕಗಳು (ಸೆಮಿಸ್ಟರ್‌ನ ಮೊದಲದರೂ ಪಿಂಗಳು)
- iii. ಭಾಗ 2ರ (Component 2- C2) ನಿರಂತರ ಪಠ್ಯಕ್ರಮಕ್ಕೆ 20 ಅಂತರಿಕ ಅಂಕಗಳು (ಸೆಮಿಸ್ಟರ್‌ನ ಸಂಕಲಿತದರೂ ಪಿಂಗಳು)
- iv. ಸೆಮಿಸ್ಟರ್ ಅಂತ್ಯದ ಕಠಿಣಕ್ಕೆ 60 ಅಂಕಗಳು.

2. Evaluation process of IA marks shall be as follows:

- a) The first component (C1) of assessment is for 20% marks. This shall be based on test, assignment, seminar, case study, field work, project work etc. This assessment and score process should be completed after completing 50% of syllabus of the course/s and within 45 working days of semester program.
- b) The second component (C2) of assessment is for 20% marks. This shall be based on test, assignment, seminar, case study, field work, internship / industrial practicum / project work etc. This assessment and score process should be based on completion of remaining 50 percent of syllabus of the courses of the semester.
- c) During the 17<sup>th</sup> - 19<sup>th</sup> week of the semester, a semester end examination shall be conducted by the University for each course. This forms the third and final component of assessment (C3) and the maximum marks for the final component will be 60%.
- d) In case of a student who has failed to attend the C1 or C2 on a scheduled date, it shall be deemed that the student has dropped the test. However, in case of a student who could not take the test on scheduled date due to genuine reasons, such a candidate may appeal to the Program Coordinator / Principal. The Program Coordinator / Principal in consultation with the concerned teacher shall decide about the genuineness of the case and decide to conduct special test to such candidate on the date fixed by the concerned teacher but before commencement of the concerned semester end examinations.
- e) For assignments, tests, case study analysis etc., of C1 and C2, the students should bring their own answer scripts (A4 size), graph sheets etc., required for such tests/assignments and these be stamped by the concerned department using their department seal at the time of conducting tests / assignment / work etc.
- f) 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%

Conduct of Seminar, Case study / Assignment, etc. can be either in C1 or in C2 component at the convenience of the concerned teacher.

Semester & Course	Course	Course Outcome
1 <sup>st</sup> Semester Language-1	ಕನ್ನಡ	ಬಿ.ಎ./ಬಿ.ಎಲ್/ಬಿ.ಟ್ಯೂ/ಬಿ.ಆರ್.ಆರ್. ಕನ್ನಡ ಪಠ್ಯಕ್ರಮವು ಕನ್ನಡ ನಾಡು-ನುಡಿ ಪುಸ್ತಕ ಪುಸ್ತಕ, ಪಾಠ್ಯ ಮತ್ತು ಸಂಕಲನಗಳನ್ನು ಮತ್ತು ಪ್ರವಚನಗಳನ್ನು ಧಾರ್ಮಿಕವಿಜ್ಞಾನ/ವಿಜ್ಞಾನವಿಜ್ಞಾನ ವಿಜ್ಞಾನಗಳೊಳಗಿಂದ ವಿಜ್ಞಾನಗಳಿಗೆ ಸಾಮರ್ಥ್ಯ ಸಂದರ್ಭಗಳಿಗೆ ಅನ್ವಯಿಸುವ ಭಾಷಣ, ಚರ್ಚೆ, ಕೃತಿಗಳ, ವ್ಯವಹಾರ, ಸ್ವೀಕೃತಿ ಮತ್ತು ಸಾಂಸ್ಕೃತಿಕ ಕಾಲಗಳನ್ನು ಗಮನಿಸುತ್ತಿರುವಂತಹ ಮನವೀತಿಯ ಪ್ರಕ್ರಿಯೆಯ ಉದ್ದೇಶವಾಗಿ ಅಂತಿಮ ಪರಿಷ್ಕರಣೆ ಕಲ್ಪಿಸುವಂತಹವೆ. ಅಧ್ಯಾಪಕರುಗಳು ವಿಜ್ಞಾನಗಳಿಗೆ ಅಂತಿಮ ಮೂಲಕವೂ ವಿಜ್ಞಾನ ವೀಕ್ಷಣೆ/ವಿವರಣೆಗಳನ್ನು ಹಾಗೂ ಅಭ್ಯಾಸ ರೂಪ ಸಾಮಗ್ರಿಗಳನ್ನು ಲಭಿಸಿಕೊಳ್ಳಲು ವಿಜ್ಞಾನವಾದ ಪಾಠಪಠ್ಯವನ್ನು ಸೃಷ್ಟಿಸುವಂತೆ.

#### Model Question Paper

Max Marks: 60 Max

Time: 2 hrs

1. ಪ್ರತಿ ಭಾಷಣದ ಒಂದೊಂದು ಸಾಲುಗಳಿಗೆ ಕೆಳ ಮೂರಕ್ಕೆ ಉತ್ತರಿಸಲು ಹೇಳುವುದು. 10X3=30
2. ಪ್ರತಿ ಭಾಷಣದ ಒಂದೊಂದು ಸಾಲುಗಳಿಗೆ ಕೆಳ ಮೂರಕ್ಕೆ ಉತ್ತರಿಸಲು ಹೇಳುವುದು. 5X3=15
3. ಎಲ್ಲ ಭಾಷಣದ ಒಂದು ವಿಷಯ ಪ್ರಶ್ನೆಗಳನ್ನು ಕೆಳ (ಅಥವಾ ಪ್ರಶ್ನೆ ಅಥವಾ ಅಥವಾ ಸಂದರ್ಭದ ಸ್ವರೂಪ ಅಥವಾ ಕನ್ನಡ ಅಥವಾ ಅಥವಾ ಸಂವಾದ) ಒಂದಕ್ಕೆ ಉತ್ತರಿಸಲು ಹೇಳುವುದು. 3X5=15

## CourseCode:-126BAB01LANAEC01T

### ಕನ್ನಡ ಪಠ್ಯಕ್ರಮ

ಪೊದಲ ಸೆಮಿಸ್ಟರ್ ಬಿ.ಎ/ಬಿ.ಎಸ್.ಪಬ್ಲಿಕ್/ಓ.ಎ.ಟಿ (Ability Enhancement Compulsory Course)

#### Language-1

(ವಾರಕ್ಕೆ 4 ಗಂಟೆಗಳ ಪಾಠ, 3 ಕ್ರೆಡಿಟ್‌ಗಳ ಪತ್ರಿಕೆ, ಒಟ್ಟು ಅಂಕಗಳು-100, ಫಿಯರಿ ಪರೀಕ್ಷೆಗೆ-60 ಅಂಕಗಳು, ಅಂತರಿಕ ಗುಣಾಂಕಗಳಿಗೆ-40 ಅಂಕಗಳು, ಸೆಮಿಸ್ಟರ್ ಅಂತ್ಯಕ್ಕೆ 2 ಗಂಟೆಗಳ ಪರೀಕ್ಷೆ, ಅಂತರಿಕ ಗುಣಾಂಕಗಳ ಕುರಿತು ನೀಡಿದ ನಿರಂತರ ಪಠೋಪ್ಪಮಾಪನ ಪದ್ಧತಿಯನ್ನು ಮೀರಿ ತಿಳಿಸುವಂತೆ ಮಾಡುವುದು.)

ಭಾಗ - 1 : ಕನ್ನಡ ನಾಡು ನುಡಿ ಪ್ರಜ್ಞೆ

1. ಬನವಾಸಿ ಪರ್ವಣಿ - ಪಂಪ
2. ಕನಕನೋಟಗೊಂದು ಕಣಸು - ಬೇಂದ್ರೆ
3. ಕನ್ನಡ ಕವಿಗಳ ಭಾಷಾಪ್ರಜ್ಞೆ - ಬಿ. ಎಸ್. ಶಿವರುದ್ರಪ್ಪ
4. ಏಕೀಕರಣ ಕಥೆ - ಪಾಪು

ಭಾಗ - 2 : ಪ್ರಕೃತಿ

1. ಅನ್ನೋದ ಸರೋವರ - ಗಂಗಾಧರ ಮಡಿವಾಳೇಶ್ವರ ಪುರುಮರಿ
2. ವಾ ಫಾಲ್ಗುಣ ರವಿದರ್ಶನಕೆ - ಕುವೆಂಪು
3. ಕಲೆ ಮತ್ತು ಜೀವನ ಸೌಂದರ್ಯ - ಎ. ಕೆ. ರಾಮಾನುಜನ್
4. ಮುಳ್ಳ ಬೇಲಿಯ ದಾಟ - ಡಾ. ಎಸ್. ಎಂ. ಬೋಳಾಪುರ

ಭಾಗ - 3 : ಬಾಲ್ಯ

1. ಮಕ್ಕಳಾಟ - ಜನಪದ ತ್ರಿವದಿಗಳು
2. ಅಣ್ಣನ ನೆನಪು (ಆಯ್ದ ಭಾಗ) - ಕೆ. ಪಿ. ಪೂರ್ಣಚಂದ್ರ ತೇಜಸ್ವಿ
3. ಮಹಾಡ್ ಕಿರಿಯ ಪ್ರಸಂಗ - ಬಿ. ಆರ್. ಅಂಬೇಡ್ಕರ್

ಭಾಗ - 4 : ಸಂಕೀರ್ಣ

1. ಅನುಭವ ಮಂಟಪ ಮತ್ತು ಅಕ್ಕಮಹಾದೇವಿ - ಸಂ. ಕೀ. ಭೂಸನೂರಮಹ
2. ನನ್ನ ದೇವರು - ದೇವನೂರು ಮಹಾದೇವ
3. ಮಾತು ಮತ್ತು ಅರ್ಥ - ಬಿ.ಈ.ಎ.
4. ಜನಪದ ಸಾಹಿತ್ಯದಲ್ಲಿ ಸಂಗೊಳ್ಳಿ ರಾಯಣ್ಣ - ಎಂ. ಬಿ. ನೇಗಿನಹಾಳ

ಸೂಚನೆ : ಈಗಲೇ ಜನಪದ ವಿಶ್ವವಿದ್ಯಾಲಯದ ಪ್ರಕಾಶನದಿಂದ ಸದರಿ ಪಠ್ಯಕ್ರಮವು ಪಠ್ಯಪುಸ್ತಕ ರೂಪದಲ್ಲಿ ಪ್ರಕಾಶನಗೊಂಡಿದೆ. ಅಧ್ಯಾಪಕರುಗಳು ಪಠ್ಯಪುಸ್ತಕವನ್ನು ಅಥವಾ ಸ್ವತಂತ್ರವಾಗಿ ಅಧ್ಯಯನ ಸಾಮಗ್ರಿಗಳನ್ನು ಬಳಸಿಕೊಂಡು ಪಠ್ಯಪೂರ್ಣತೆಯನ್ನು ಮಾಡುವುದು.

ಮೊದಲ ಸೆಮಿಸ್ಟರ್ ಬಿ.ಎ/ಬಿ.ಎಸ್.ಡಬ್ಲ್ಯೂ/ಸಿ.ಸಿ.ಬಿ (Ability Enhancement Compulsory Course)

Language-I

ಕನ್ನಡ ಭಾಷಾ ವಿಷಯದ ಪಠ್ಯಕ್ರಮ ಹಾಗೂ ಆಂತರಿಕ ಮತ್ತು ಛಿಯರಿ ಪರೀಕ್ಷಾ ವಿಧಾನವು ಮೊದಲ ವರ್ಷಕ್ಕಾಗಿ ಅಂದರೆ 2021-22ನೇ ಸಾಲಿನ ಮೊದಲ ಮತ್ತು ಎರಡನೆಯ ಸೆಮಿಸ್ಟರ್ ಕನ್ನಡ ಭಾಷಾ 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.

2. Evaluation process of IA marks shall be as follows:

- a) The first component (C1) of assessment is for 20% marks. This shall be based on test, assignment, seminar, case study, field work, project work etc. This assessment and score process should be completed after completing 50% of syllabus of the course/s and within 45 working days of semester program.
- b) The second component (C2) of assessment is for 20% marks. This shall be based on test, assignment, seminar, case study, field work, internship / industrial practicum / project work etc. This assessment and score process should be based on completion of remaining 50 percent of syllabus of the courses of the semester.
- c) During the 17<sup>th</sup> – 19<sup>th</sup> week of the semester, a semester end examination shall be conducted by the University for each course. This forms the third and final component of assessment (C3) and the maximum marks for the final component will be 60%.
- d) In case of a student who has failed to attend the C1 or C2 on a scheduled date, it shall be deemed that the student has dropped the test. However, in case of a student who could not take the test on scheduled date due to genuine reasons, such a candidate may appeal to the Program Coordinator / Principal. The Program Coordinator / Principal in consultation with the concerned teacher shall decide about the genuineness of the case and decide to conduct special test to such candidate on the date fixed by the concerned teacher but before commencement of the concerned semester end examinations.
- e) For assignments, tests, case study analysis etc., of C1 and C2, the students should bring their own answer scripts (A4 size), graph sheets etc., required for such tests/assignments and these be stamped by the concerned department using their department seal at the time of conducting tests / assignment / work etc.



- f) 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%

Conduct of Seminar, Case study / Assignment, etc. can be either in C1 or in C2 component at the convenience of the concerned teacher.

Semester & Course	Course	Course Outcome
1 <sup>st</sup> Semester Language-1	ಕನ್ನಡ	ಕನ್ನಡದೇವತೆ ವಿವರಣೆಗಳಿಗೆ ಕನ್ನಡ ಚಿತ್ರವನ್ನು, ಕನ್ನಡ ಭಾಷೆ, ವ್ಯವಹಾರಿಕ ಭಾಷೆ ಸಾಂಸ್ಕೃತಿಕ ಚಿತ್ರವನ್ನು ಪರಿಚಯಿಸುವುದು.

### Model Question Paper

Max Marks: 60 Max

Time: 2 hrs

1. ಎರಡು ಭಾಗಗಳನ್ನು ಪ್ರತಿನಿಧಿಸಿ ನಾಲ್ಕು ಪ್ರಶ್ನೆಗಳನ್ನು ಕೆಳ ಮೂಲಕ್ಕೆ ಉತ್ತರಿಸಲು ಹೇಳುವುದು. 10X3=30
2. ಎರಡು ಭಾಗಗಳನ್ನು ಪ್ರತಿನಿಧಿಸಿ ನಾಲ್ಕು ಪ್ರಶ್ನೆಗಳನ್ನು ಕೆಳ ಮೂಲಕ್ಕೆ ಉತ್ತರಿಸಲು ಹೇಳುವುದು. 5X3=15
3. ಎರಡು ಭಾಗಗಳನ್ನು ಪ್ರತಿನಿಧಿಸಿ ಒಂದು ವಿಳಾಸ ಪ್ರಶ್ನೆಗಳನ್ನು ಕೆಳ (ಲಘು ಪ್ರಶ್ನೆ ಅಥವಾ ಚಿಕ್ಕ ಅಥವಾ ಸಂದರ್ಭದ ಸ್ವರೂಪ ಅಥವಾ ಕನ್ನಡ ಅರ್ಥವ್ಯಾಪ್ತಿಯ, ಸಾರಾಂಶ) ಐದಕ್ಕೆ ಉತ್ತರಿಸಲು ಹೇಳುವುದು. 3X5=15

CourseCode:-126COM01LANAEC01T

ಕನ್ನಡ ಪಠ್ಯಕ್ರಮ  
ಮೊದಲನೆಯ ಸೆಮಿಸ್ಟರ್  
ಎಲ್ಲಾ ಸ್ನಾತಕ ಪದವಿಗಳಿಗೆ ಕನ್ನಡೇತರರಿಗೆ ಕನ್ನಡ ವಿಷಯ  
(Ability Enhancement Compulsory Course)

Language-1

(ವಾರಕ್ಕೆ 4ಗಂಟೆಗಳ ಪಾಠ, 3 ಕ್ರೆಡಿಟ್‌ಗಳ ಪತ್ರಿಕೆ, ಒಟ್ಟು ಅಂಕಗಳು-100, ಥಿಯರಿ ಪರೀಕ್ಷೆಗೆ-60 ಅಂಕಗಳು, ಅಂತರಿಕ ಗುಣಾಂಕಗಳಿಗೆ-40 ಅಂಕಗಳು, ಸೆಮಿಸ್ಟರ್ ಅಂತ್ಯಕ್ಕೆ 2 ಗಂಟೆಗಳ ಪರೀಕ್ಷೆ, ಅಂತರಿಕ ಗುಣಾಂಕಗಳ ಕುರಿತು ನೀಡಿದ ನಿರಂತರ ಮೌಲ್ಯಮಾಪನ ಪದ್ಧತಿಯನ್ನು ಮೇಲೆ ತಿಳಿಸಿರುವಂತೆ ನಡೆಸುವುದು.)

ಮೊದಲನೆಯ ಸೆಮಿಸ್ಟರ್

ಭಾಗ-1

1. ಕನ್ನಡ ಅಕ್ಷರ ಮಾಲೆ
2. ಶಾಬ್ದಿಕ ಮಾಲೆ
3. ಒತ್ತಡಗಳು
4. ಅಂಕಗಳು
5. ನಾಮಪದ ಹಾಗೂ ಸರ್ವನಾಮಗಳು
6. ಕ್ರಿಯಾಪದಗಳು
7. ಕೆಲ ದಿನ ಬಳಕೆಯ ದಿನಸಿ ಪದಾರ್ಥಗಳು
8. ಮನೆಯ ಕೈಬಳಕೆಯ ಕೆಲ ವಸ್ತುಗಳು
9. ಸಂಬಂಧವಾಚಕ ಪದಗಳು
10. ಮಾನವ ಹಾಗೂ ಪ್ರಾಣಿ-ಪಕ್ಷಿಗಳ ತಾರೀರಿಕ ವಾಚಕ ಪದಗಳು
11. ತಿಂಡಿ-ತಿನಿಸು ಆಹಾರ ಪದಾರ್ಥಗಳು
12. ಪದು, ಪಕ್ಷಿ ಹಾಗೂ ವೃಕ್ಷವಾಚಕ ಪದಗಳು

ಭಾಗ-2

1. ಕರ್ನಾಟಕದ ಭೌಗೋಳಿಕ ಲಕ್ಷಣ
2. ಕರ್ನಾಟಕದ ಜಿಲ್ಲೆಗಳು
3. ಪ್ರವಾಸಿ ತಾಣಗಳು
4. ವನ್ಯ ಸಂವತ್ತು
5. ಐತಿಹಾಸಿಕ ತಾಣಗಳು
6. ವಿಶ್ವವಿದ್ಯಾಲಯಗಳು
7. ಬೆಳೆಗಳು
8. ಕನ್ನಡದ ಪ್ರಸಿದ್ಧ ಕವಿಗಳು ಹಾಗೂ ಅವರ ಕೃತಿಗಳು
9. ಪ್ರಸಿದ್ಧ ಕಲಾವಿದರು
10. ಕರ್ನಾಟಕದ ಪ್ರಸಿದ್ಧ ಆರಸು ಮನೆತನಗಳು

ಸೂಚನೆ : ರಾಣಿ ಚನ್ನಮ್ಮ ವಿಶ್ವವಿದ್ಯಾಲಯದ ಶಾಸ್ತ್ರೀಯ ಕನ್ನಡ ಭಾಷಾ ಅಧ್ಯಯನ ಸಂಸ್ಥೆಯ ಅಭ್ಯಾಸ ಮಂಡಳಿಯು ಡಾ. ವಿ. ಎಸ್. ಮಾಳಿ ಹಾಗೂ ಡಾ. ಬಿ. ಎಂ. ಪಾಟೀಲ ಅವರು ಸಿದ್ಧಪಡಿಸಿರುವ E-bookನ್ನು ಇದರೊಟ್ಟಿಗೆ ಲಗತ್ತಿಸಿದೆ. ಅಧ್ಯಾಪಕರುಗಳು E-bookನ್ನು ಅಥವಾ ಸ್ವತಂತ್ರ ಅಧ್ಯಯನ ಸಾಮಗ್ರಿಗಳನ್ನು ಬಳಸಿಕೊಂಡು ಪಠ್ಯಪೋಧನೆಯನ್ನು ಮಾಡಲು ಅವಕಾಶ ಕಲ್ಪಿಸಿಕೊಡಲಾಗಿದೆ.

CourseCode:-126COM02LANAEC02T

ಕನ್ನಡ ಪಠ್ಯಕ್ರಮ  
ಎರಡನೆಯ ಸೆಮಿಸ್ಟರ್  
ಎಲ್ಲಾ ಸ್ನಾತಕ ಪದವಿಗಳಿಗೆ ಕನ್ನಡೇತರರಿಗೆ ಕನ್ನಡ ವಿಷಯ  
(Ability Enhancement Compulsory Course)

Language-1

(ವಾರಕ್ಕೆ 4ಗಂಟೆಗಳ ಪಾಠ, 3 ಕ್ರೆಡಿಟ್‌ಗಳ ಪತ್ರಿಕೆ, ಒಟ್ಟು ಅಂಕಗಳು-100, ಥಿಯರಿ ಪರೀಕ್ಷೆಗೆ-60 ಅಂಕಗಳು, ಆಂತರಿಕ ಗುಣಾಂಕಗಳಿಗೆ-40 ಅಂಕಗಳು, ಸೆಮಿಸ್ಟರ್ ಅಂತ್ಯಕ್ಕೆ 2 ಗಂಟೆಗಳ ಪರೀಕ್ಷೆ, ಆಂತರಿಕ ಗುಣಾಂಕಗಳ ಕುರಿತು ನೀಡಿದ ನಿರಂತರ ಮೌಲ್ಯಮಾಪನ ಪದ್ಧತಿಯನ್ನು ಮೇಲೆ ತಿಳಿಸಿರುವಂತೆ ನಡೆಸುವುದು.)

ಎರಡನೆಯ ಸೆಮಿಸ್ಟರ್

ಭಾಗ-1

1. ವಾಕ್ಯಗಳು
2. ವಾಕ್ಯ ಪ್ರಕಾರಗಳು
3. ಎರಡು ಸರಳ ಕಥೆಗಳು
4. ಎರಡು ಸರಳ ಕವಿತೆಗಳು
5. ಎರಡು ಚಲನ ಚಿತ್ರ ಗೀತೆಗಳು
6. ಪತ್ರಿಕಾ ಛಂದೋದಯ ಎರಡು ಮಾದರಿಗಳು
7. ಸಂಘಂಜೋಲಯಂ ಮೂರು ವಿಧಾನಗಳು
8. ಗಾದೆಯ ಮಾತುಗಳು
9. ಕನ್ನಡದ ಪ್ರಾದೇಶಿಕ ಛಂದೋದಯಗಳು

ಭಾಗ-2

1. ಕನ್ನಡ ಭಾಷೆ
2. ಸಂಸ್ಕೃತಿ
3. ಸಾಹಿತ್ಯ
4. ಜನಪದ ಸಾಹಿತ್ಯ
5. ಜ್ಞಾನಪೀಠ ಪುರಸ್ಕೃತ ಕನ್ನಡ ಸಾಹಿತಿಗಳು
6. ಕರ್ನಾಟಕದ ವಿಶ್ವಪರಂಪರೆಯ ಪಾಠಗಳು
7. ಕರ್ನಾಟಕದ ಅಧ್ಯಯನಗಳು
8. ಕರ್ನಾಟಕದ ನದಿಗಳು
9. ಕರ್ನಾಟಕದ ಮಹಾನಗರಗಳು

ಸೂಚನೆ : ರಾಣಿ ಚೆನ್ನಮ್ಮ ವಿಶ್ವವಿದ್ಯಾಲಯದ ಶಾಸ್ತ್ರೀಯ ಕನ್ನಡ ಭಾಷಾ ಅಧ್ಯಯನ ಸಂಸ್ಥೆಯ ಆಭ್ಯಾಸ ಮಂಡಳಿಯು ಡಾ. ವಿ. ಎಸ್. ಮಾಳಿ ಹಾಗೂ ಡಾ. ಬಿ. ಎಂ. ಪಾಟೀಲ ಅವರು ಸಿದ್ಧಪಡಿಸಿರುವ E-bookನ್ನು ಇದರೊಟ್ಟಿಗೆ ಲಗತ್ತಿಸಿದೆ. ಅಭ್ಯಾಸಕರುಗಳು E-bookನ್ನು ಅಥವಾ ಸ್ವತಂತ್ರ ಅಧ್ಯಯನ ಸಾಮಗ್ರಿಗಳನ್ನು ಬಳಸಿಕೊಂಡು ಪಠ್ಯಪೋಧನೆಯನ್ನು ಮಾಡಲು ಅವಕಾಶ ಕಲ್ಪಿಸಿಕೊಡಲಾಗಿದೆ.



# BAGALKOT UNIVERSITY

Mudhol Road, Jamkhandi-587301 Dist.: Bagalkote

**PROGRAM/COURSE STRUCTURE AND SYLLABUS**  
**As per the Choice Based Credit System (CBCS) designed**  
**in accordance with**  
**Learning Outcomes-Based Curriculum Framework**  
**(LOCF) of National Education Policy (NEP) 2020 for**  
**Undergraduate Program in**

**ENGLISH**

**(BA/B.Sc/B.Com/BSW/BBA/BCA and other faculties)**

As per NEP 2020 and adapted from RCUBelagavi applicable from the Academic Year

2023-24

## **Terminology Used**

DSC - Discipline Specific Core  
DSE-Discipline Specific Elective  
OE – Open Elective  
AECC–Ability Enhancement Compulsory Course AEC  
– Ability Enhancement Course  
SEC-Skill Enhancement Course L  
– Lecturing  
T–Tutorial  
P–Practical  
IA–Internal Assessment SEE  
– Sem End Exam  
CIE–Continuous Internal Evaluation SB  
– Skilled Based  
VB–Value Based

## **PROGRAM OUTCOMES**

By the end of the program the students will be able to:

1. Communicate effectively and appropriately.
2. Use English effectively for the purpose of study across the curriculum.
3. Develop interest in the appreciation of Literature.
4. Acquaint with communication skills.
5. Inculcate life skills and human values
6. Think creatively and critically
7. Expand emotional intelligence

The curriculum tries to align with the latest knowledge requirements. It also tries to meet specified learning outcomes. High-quality pedagogy is necessary to successfully impart the curricular material to support students. The teachers of English need to develop technological skills to impart quality education. Pedagogy involves Lecture (L) + Tutorial (T) model. Generally, the subjects without practical involve L+T model wherever necessary. The pedagogical practices determine the learning experiences and their outcomes that are provided to students– thus directly influencing learning outcomes. The assessment methods shall be scientific and will test the application of knowledge. At the end of the course, the students will be well-versed both in oral and written communication. They study cutting edge issues related to language and literature in all the respective courses prescribed by the expert committee. The wide range of topics and components help students to gain the learning outcomes effectively. The entire course structure tries to fulfill the needs of NEP 2020 having contemporary relevance and develop critical and creative thinking. Course outcomes promote a holistic approach towards value-based language learning which equips the learner with receptive as well as productive skills.

## COURSE STRUCTURE

### SEMESTER – I

Sl. No.	CourseCode	TitleoftheCourse	Categoryof Courses	Teaching Hrs/Week (L+T+P)	Credits	Marks		Total
						SEE	CIE	
1	126BAB01ENGD SC01T	Introductionto Literature	DSC	3+0+0	3	60	40	100
2	126BAB01ENGD SC02T	IndianWritingin EnglishPart- I	DSC	3+0+0	3	60	40	100
4	126BAB01LANA EC03T	English	AEC	4+0+0	3	60	40	100

### SEMESTER – II

Sl. No.	CourseCode	TitleoftheCourse	Category of Courses	Teaching Hrs/Week (L+T+P)	Credits	Marks		Total
						SEE	CIE	
1	126BAB02ENGDS C03T	Introductionto Phonetics and Linguistics	DSC	3+0+0	3	60	40	100
2	126BAB02ENGDS C04T	Indian Writing in EnglishPart–II(Post-Independence)	DSC	3+0+0	3	60	40	100
4	126BAB02LANAE C11T	English	AEC	4+0+0	3	60	40	100

### PEDAGOGY:

Effective learning requires appropriate curriculum, an apt pedagogy, continuous formative assessment and adequate student support. The intention is to contextualize curriculum through meaningful pedagogical practices, which determine learning experiences directly influencing learning outcomes. Active, cooperative, collaborative and experiential learning pedagogies are some of the examples. Use of technology in creating learning environment that connects learners with content, peers and instructors all through the learning process respecting the pace of learners is need of the hour.

- a) Classroom processes must encourage rigorous thinking, reading and writing, debate, discussion, peer learning and self-learning.
- b) The emphasis is on critical thinking and challenge to current subject orthodoxy and develop innovative solutions. Curricular content must be presented in ways that invite questioning and not as a body of ready knowledge to be assimilated or reproduced. Faculty should be facilitators of questioning and not authorities on knowledge.
- c) Classroom pedagogy should focus on the 'how' of things i.e. the application of theory and ideas. All courses

including social sciences and humanities should design projects and practical to enable students get relevant hands-on experiences.

- d) Learning must be situated in the Indian context to ensure that there is no sense of alienation from their context, country and culture.
- e) Classroom processes must address issues of inclusion and diversity since students are likely to be from diverse cultural, linguistic, socio-economic and intellectual backgrounds.
- f) Cooperative and peer-supported activities must be part of empowering students to take charge of their own learning.
- g) Faculty will have the freedom to identify and use the pedagogical approach that is best suited to a particular course and student. Pedagogies like PBL (Problem/ Project Based Learning), Service Learning be brought into practice as part of curriculum. Experiential learning in the form of internship with a specified number of credits is to be made mandatory.

## PROGRAM ARTICULATION MATRIX

This matrix lists only for the core courses. Core courses are essential to earn the degree in that discipline/subject. They include courses such as theory, laboratory, project, internships etc.

SEM	Name of the Course: DSC	Program outcomes that the course addresses (not more than 3 per course)	Pre Requisite	Pedagogy	Assessment
I	Introduction to Literature  Course Code- 126BAB01ENGDS C01T	1. able to define, discuss and analyze literary terms and concepts of literature and its works 2. Identify structural elements of works of poetry fiction, and drama, and analyze how those elements help create specific meanings and effects. 3. Compare works of literature in terms of theme structure, and use of literary devices	NA	Lectures Seminars Group Discussions Brain Storming	40marksFA 60MarksSA
I	Indian Writing in English Part 1 Course Code- 126BAB01ENG DSC02T	1. trace and understand the development of Indian English Literature 2. Compare works of literature in terms of theme, structure, and use of literary devices 3. develop critical thinking on the works and authors	NA	Lectures Seminars Group Discussions Brain Storming	40marksFA 60MarksSA
II	Introduction to Phonetics and Linguistics Course Code- 126BAB02ENG DSC03T	1. Acquire the knowledge of Phonetics and its concepts 2. Gain an understanding of Linguistics and its concepts 3.	NA	Lectures Seminars Group Discussions Brain Storming	40marksFA 60MarksSA
	English Part II Post Independent Period Course Code- 126BAB02E NGDSC04T	1. trace and understand the development of Indian English Literature 2. Compare works of literature in terms of theme, structure, and use of literary devices  3. develop critical thinking on the works and authors	NA	Lectures Seminars Group Discussions Brain Storming	40marksFA 60MarksSA



### **CONTINUOUS FORMATIVE EVALUATION/INTERNAL ASSESSMENT:**

Total marks for each course shall be based on continuous assessments and semester-end examinations. As per the decision taken at the Karnataka State Higher Education Council, it is necessary to have uniform pattern of 40:60 for IA and Semester End theory examinations respectively and 50 : 50 for IA and Semester End practical examinations respectively, in all the Universities, their Affiliated and Autonomous Colleges.

Total Marks for each course = 100% Continuous assessment (C1) = 20% marks Continuous assessment (C2) = 20% marks Semester End Examination (C3) = 60% marks.

### **EVALUATION PROCESS OF IA MARKS SHALL BE AS FOLLOWS:**

- a) The first component (C1) of assessment is for 20% marks. This shall be based on test, assignment, seminar, case study, fieldwork, project work etc. This assessment and score process should be completed after completing 50% of syllabus of the course/s and within 45 working days of semester program.
- b) The second component (C2) of assessment is for 20% marks. This shall be based on test, assignment, seminar, case study, field work, internship / industrial practicum / project work etc. This assessment and score process should be based on completion of remaining 50 percent of syllabus of the courses of the semester. C
- c) During the 17th–19th week of the semester, a semester end examination shall be conducted by the University for each course. This forms the third and final component of assessment (C3) and the maximum marks for the final component will be 60%.
- d) In case of a student who has failed to attend the C1 or C2 on a scheduled date, it shall be deemed that the student has dropped the test. However, in case of a student who could not take the test on a scheduled date due to genuine reasons, such a candidate may appeal to the Program Coordinator/Principal. The Program Coordinator/Principal in consultation with the concerned teachers shall decide about the genuineness of the case and decide to conduct special test to such candidate on the date fixed by the concerned teacher but before commencement of the concerned semester end examinations.
- e) For assignments, tests, case study analysis etc., of C1 and C2, the students should bring their own answer scripts (A4 size), graph sheet etc., required for such tests/assignments and these be stamped by the concerned department using their department seal at the time of conducting tests/ assignment/work etc.
- f) The outline for continuous assessment activities for Component-I (C1) and Component-II (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%

- For practical course of full credits, Seminar shall not be compulsory. In its place, marks shall be awarded for Practical Record Maintenance. (the ratio is 50% : 50%)
- Conduct of Seminar, Case study/Assignment, etc. can be either in C1 or in C2 component at the convenience of the concerned teacher.

### COURSE ARTICULATION MATRIX

Course Outcomes (COs) Program Outcomes (POs)	DSC 1	DSC 2	DSC 3	DSC 4	DSC 5	DSC 6	OE1	OE2	SECSB	SECVB
Disciplinary Knowledge	✓	✓					✓	✓	✓	✓
Communication Skills	✓	✓					✓	✓	✓	✓
Critical Thinking	✓	✓					✓	✓	✓	✓
Problem Solving	✓	✓					✓	✓	✓	✓
Analytical Reasoning	✓	✓					✓	✓	✓	✓
Cooperation and Team Work	✓	✓					✓	✓	✓	✓
Reflective Thinking	✓	✓					✓	✓	✓	✓
Self-motivated Learning	✓	✓					✓	✓		
Diversity Management and Inclusive Approach	✓	✓					✓	✓	✓	
Moral and Ethical Awareness/ Reasoning	✓	✓					✓	✓	✓	

## COURSEWISESTRUCTURE

### Semester I

**Bachelor of Arts (Basic/Hons) Programme/ Bachelor of Performing Arts Programme/  
Bachelor of Social Works, B.S.W. (Subjects without practical/One subject without practical  
and one subject with practical)**

<b>Year</b>	2021	<b>CourseCode:126BAB01LANAEC03T</b>	<b>Credits</b>	3
<b>Sem.</b>	I		<b>CourseTitle:GenericEnglish -I</b>	<b>Hours</b>
CoursePre-requisites,ifany		NA		
FormativeAssessment Marks:40		SummativeAssessmentMarks:60		
<b>Course Outcomes</b>	<p><b>Attheendofthecoursethestudentsshouldbeableto:</b></p> <ol style="list-style-type: none"> <li>1. AcquiretheLSRW(Listening,Speaking, Reading,and Writing)skills.</li> <li>2. Learntoappreciateliterarytexts.</li> <li>3. Obtaintheknowledgeofliterarydevicesandgenres.</li> <li>4. Acquiretheskillsofcreativitytoexpressone'sexperiences.</li> <li>5. Knowhowtousedigital learningtools.</li> <li>6. Beawareoftheirsocialresponsibilities.</li> <li>7. Developcriticalthinkingskills.</li> <li>8. Developgendersensitivity</li> <li>9. Increasereadingspeed,analytical skillsanddeveloppresentationskills.</li> <li>10. Becomeemployablewithrequisiteprofessionalskills,ethicsandvalues</li> </ol>			
<b>Unit No.</b>	<b>CourseContent</b>		<b>Suggested Pedagogy</b>	<b>60 Hours</b>
UnitI	<ol style="list-style-type: none"> <li>1.SpokenEnglish andBrokenEnglish-G. B.Shaw</li> <li>2.TheCurdSeller–MastiVenkateshIyengar</li> <li>3.TheNightTrain atDeoli–RuskinBond</li> </ol>		LecturesTutorials GroupDiscussion	15 hrs
Unit II	<ol style="list-style-type: none"> <li>1. Wherethe MindiswithoutFear-RabindranathTagore</li> <li>2. TrueLove-WilliamShakespeare</li> <li>3. Don'tQuit -EdgarAlbertGuest</li> </ol>		LecturesTutorials GroupDiscussion	9hrs
Unit III	IntroducingOneself,Introducingothers,Requests,Offering help, Congratulating, Enquiries, Seeking permission Giving instructions to do atask,		LecturesTutorials GroupDiscussion Role Play	16 hrs
Unit IV	<ol style="list-style-type: none"> <li>1. Wordclass(Nouns,Adjectives,Verbs,andAdverbs)</li> <li>2. UseofArticles</li> <li>3. UseofPrepositions(Place,Time,Position)</li> <li>4. AskingYes/NoQuestions,</li> <li>5. AskingWh.Questions</li> <li>6. UsingIndirectQuestionsforPolite English</li> <li>7. AskingTagQuestions: for affirmation</li> <li>8. AskingNegativeQuestions:forConfirmation.</li> </ol>		LecturesTutorials GroupDiscussion	20 hrs
<b>RecommendedLearningResources</b>				

Print Resources	<p>1. VijayFNagannawar and S.B. Biradared. NewHorizon, Textbookprescribed for B. A. and BSWProgramme under CBCS, Rani Channamma University, Belagavi, 2021.</p> <p>2. Vijay F Nagannawar and S. B. Biradar ed English Stars, Textbook prescribed for BComandBBAProgrammeunderCBCS,RaniChannammaUniversity, Belagavi, 2021.</p> <p>3. Dr. S. B. Biradar and Prof. Vijay FNagannawar ed. English Gems, Textbook prescribedforB.Sc.andBCAProgrammeunderCBCS,RaniChannammaUniversity, Belagavi, 2021.</p> <p>4. Quirk Randolph, Sidney Greenbaum, Geoffrey Leech &amp;Jan Svartvik. A ComprehensiveGrammaroftheEnglishLanguageGeneralGrammar.Longman.</p> <p>5. Herring, Peter. Complete EnglishGrammarRules. Create space Independent Pub, California, 2016.</p> <p>6. JainCharul, Pradyumnasinh Raj&amp;Yunus Karbharj. English Skills forAcademic Purposes. MacmillanEducation. London, 2017</p>
Digital Resources	<p><a href="http://orelt.col.org/module/unit/4-grammar-improving-composition-skills">http://orelt.col.org/module/unit/4-grammar-improving-composition-skills</a><a href="https://www.academia.edu/26724441/A_Concise_Grammar_for_English_Language_Teachers">https://www.academia.edu/26724441/A_Concise_Grammar_for_English_Language_Teachers</a><a href="https://www.efluniversity.ac.in/EnglishPro.php">https://www.efluniversity.ac.in/EnglishPro.php</a>  <a href="https://www.britishcouncil.in/">https://www.britishcouncil.in/</a></p>

**QuestionPaper Pattern**

I.	10objectivequestions5fromUnitIand5fromUnitII	10x01=10
II.	01essaytypequestionoutof2fromUnitI	01x10=10
III.	01essaytypequestionoutof2fromUnitII	01x10=10
IV.	02questionsoutof4:fromUnitIII	02x05=10
V.	04 LanguageActivityoutof6:fromUnitIV	04x05=20
<b>Total</b>		<b>60</b>

## Semester II

**Bachelor of Arts (Basic/Hons) Programme/Bachelor of Performing Arts Programme/Bachelor of Social Works, B.S.W. (Subjects without practical/One subject without practical and one subject with practical)**

<b>Year</b>	2021	<b>Course Code: 126BAB02LANAEC11T</b>		<b>Credits</b>	3
<b>Sem.</b>	II			<b>Course Title: Generic English–II</b>	
Course Pre-requisites, if any		NA			
Formative Assessment Marks: 40		Summative Assessment Marks: 60			
<b>Course Outcomes</b>	<p>At the end of the course the students should be able to:</p> <ol style="list-style-type: none"> <li>1. Acquire the LSRW (Listening, Speaking, Reading, and Writing) skills.</li> <li>2. Learn to appreciate literary texts.</li> <li>3. Obtain the knowledge of literary devices and genres.</li> <li>4. Acquire the skills of creativity to express one's experiences.</li> <li>5. Know how to use digital learning tools.</li> <li>6. Be aware of their social responsibilities.</li> <li>7. Develop critical thinking skills.</li> <li>8. Develop gender sensitivity.</li> <li>9. Increase reading speed, analytical skills and develop presentation skills.</li> <li>10. Become employable with requisite professional skills, ethics and values.</li> </ol>				
<b>Unit No.</b>	<b>Course Content</b>	<b>Suggested Pedagogy</b>		<b>60 Hours</b>	
Unit I	<ol style="list-style-type: none"> <li>1. The Challenge of Everest–H.P.S. Ahluwalia</li> <li>2. Zero Budget Natural Farming–Shibu</li> <li>3. Milkha Singh: The Flying Sikh–Sonia Sanwala</li> </ol>	Lectures Tutorials Group Discussion		15 hrs	
Unit II	<ol style="list-style-type: none"> <li>1. Still I Rise–Maya Angelou</li> <li>2. The Quality of Mercy–William Shakespeare</li> <li>3. Good-bye Party for Miss Pushpa T.S. –Nissim Ezekiel</li> </ol>	Lectures Tutorials Group Discussion		9 hrs	
Unit III	<ol style="list-style-type: none"> <li>1. Reading passage to give a Title</li> <li>2. Reading for Vocabulary building – synonyms, homonyms, homophones, suffixes, prefixes, collocations, often confused words.</li> <li>3. Reading passages on Specific fields for Vocabulary building.</li> <li>4. Barriers for effective listening 1hr Chapter</li> <li>5. Types of Listening</li> <li>6. Techniques to improve listening skills.</li> <li>7. Listening Activities–listening to pre-recorded audios &amp; movies.</li> </ol>	Lectures Tutorials Group Discussion Role Play		16 hrs	

UnitIV	<ol style="list-style-type: none"> <li>1. ReportedSpeech</li> <li>2. Dialoguewriting</li> <li>3. VerbalCommunicationand Non-verbal communication</li> <li>4. Summarizing</li> <li>5. Speech Writing</li> <li>6. EssayWriting</li> <li>7. TranslationKannadaintoEnglishandEnglishinto Kannada</li> <li>8. Short Paragraphs based on themes with a message on nation, freedom fighters, and achievers. 15 short paragraphs with 5 – 6 sentences as modelparagraphs. (a) Paragraph Translations from Kannada to English (b) ParagraphTranslations fromEnglishtoKannada</li> </ol>	<p>Lectures Tutorials GroupDiscussion</p>	20 hr s
<b>RecommendedLearningResources</b>			
Print Resources	<ol style="list-style-type: none"> <li>1. VijayFNagannawar andS.B.Biradared. NewHorizon, Textbook prescribed for B. A. and BSWProgramme under CBCS, Rani Channamma University, Belagavi, 2021.</li> <li>2. VijayFNagannawar and S. B. Biradar ed English Stars, Textbook prescribed for BCom and BBAProgramme under CBCS, Rani Channamma University, Belagavi, 2021.</li> <li>3. S. B.Biradar and Prof.VijayFNagannawar ed. English Gems, Textbook prescribed for B. Sc. and BCAProgramme under CBCS, RaniChannamma University, Belagavi, 2021.</li> <li>4. QuirkRandolph, SidneyGreenbaum, GeoffreyLeech&amp;Jan Svartvik. A Comprehensive Grammar of theEnglish Language General Grammar. Longman.</li> <li>5. Herring, Peter. Complete EnglishGrammarRules.Create space Independent Pub, California, 2016.</li> <li>6. JainCharul, Pradyumnasinh Raj&amp;Yunus Karbharj. English Skills for Academic Purposes. MacmillanEducation. London, 2017</li> <li>7. GeoffreyLeechandSvartik.CommunicativeGrammarofEnglish,Pearson</li> <li>8. GeoffreyLeech. EnglishGrammarforToday,Palgrave</li> <li>9. Prasad P.The Functional Aspects of Communicative Skills.</li> </ol>		
Digital Resources	<p><a href="http://orelt.col.org/module/unit/4-grammar-improving-composition-skills">http://orelt.col.org/module/unit/4-grammar-improving-composition-skills</a><a href="https://www.academia.edu/26724441/A_Concise_Grammar_for_English_Language_Teachers">https://www.academia.edu/26724441/A Concise Grammar for English Language Teachers</a><a href="https://www.efluniversity.ac.in/EnglishPro.php">https://www.efluniversity.ac.in/EnglishPro.php</a> <a href="https://www.britishcouncil.in/">https://www.britishcouncil.in/</a></p>		

**QuestionPaper Pattern**

I.	10objectivequestions5fromUnitIand5fromUnitII	10x01=10
II.	01essaytypequestionoutof2fromUnitI	01x10=10
III.	01essaytypequestionoutof2fromUnitII	01x10=10
IV.	02questionsoutof4:fromUnitIII	02x05=10
V.	04LanguageActivityoutof6:fromUnitIV	04x05=20
<b>Total</b>		<b>60</b>

## Semester IBA(Basic/Honours)(PaperI)

<b>Year</b>	2021	<b>CourseCode:126BAB01ENGDSC01T</b>		<b>Credits</b>	3
<b>Sem.</b>	I	<b>CourseTitle:IntroductiontoLiterature</b>		<b>Hours</b>	3
CoursePre-requisites,ifany		PU2 <sup>nd</sup> year/10+2/			
TotalContact Hours:		<b>42 hrs</b>			
FormativeAssessmentMarks: 40		SummativeAssessmentMarks:60			
<b>Course Outcomes</b>	<p>At theendofthecoursethestudentshouldbe ableto:</p> <ol style="list-style-type: none"> <li>1. designed to help learners understand the objectives of studying BA (Honours) in English, that is, to analyze, appreciate, understand and critically engage with literary texts written in English, approaching them from various perspectives and with a clear understanding of locations.</li> <li>2. Correctlydefine commonlyused literarytermsand concepts and use those terms and concepts to discussand analyze works of literature.</li> <li>3. Identifystructuralelements ofworks ofpoetry, fiction,and drama, and analyze how those elements helpcreate specific meanings and effects.</li> <li>4. Compareworksofliteratureintermsoftheme,structure,anduse ofliterarydevices</li> <li>5. Gainanunderstanding of theconceptsofliterature</li> <li>6. Appreciate literaryformandstructureinshapingatext'smeaning</li> </ol>				
<b>Unit No.</b>	<b>CourseContent</b>			<b>Suggested Pedagogy</b>	<b>42 Hours</b>
UnitI	<b>Introductionto Literature</b> WhatisLiterature?Literature andsocietyLiteratureand Culture LiteratureandScience			LecturesSeminars GroupDiscussion	14 hrs
Unit II	<b>LiteraryForms</b> Poetry: Lyric,Sonnet,Ballad,Epic,Elegy, Mock-EpicDrama: Comedy, Tragedy, Tragic-comedy, One-act-play Prose:Novel,Novella,ShortStory,Essay,Biography, autobiography			LecturesSeminars GroupDiscussion	14 hrs
Unit III	<b>LiteraryTerms</b> Couplet,HeroicCouplet,Allegory, Alliteration,Assonance, Refrain,Aside, Monologue, Soliloquy, Meta-Fiction, Plot, Character,Setting,			LecturesSeminars GroupDiscussion	14 hrs
	Narrative Technique, Farce, Simile, Metaphor, Personification, Hyperbole, Satire, Prologue, Epilogue, Expressionism,MetreandMetricalDevices,Narratology, Canon, Onomatopoeia, Euphemism,Irony, Oxymoron, Synecdoche,UnderstatementParadox,Allusion				
<b>RecommendedLearningResources</b>					

Print Resources	<p><b>References</b></p> <ol style="list-style-type: none"> <li>1. Glossary Literary Terms by M.H. Abrams</li> <li>2. Hudson, William Henry; An Introduction to the Study of Literature New Delhi Atlantic 2007</li> <li>3. Baldick, Chris. The Oxford Dictionary of Literary Terms. OUP, 2001. 2. Bate, Jonathan. English Literature: A Very Short Introduction. OUP.</li> <li>4. Bennett, Andrew. An Introduction to Literature, Criticism and Theory. Routledge.</li> <li>5. Eagleton, Terry. How to Read Literature. Yale University Press.</li> <li>6. Eagleton, Robert. Doing English; A Guide for Literature Students. Routledge, 2000. Gopal, Priyamvada. The Indian English Novel; Nation History, and Narration.</li> <li>7. Hudson, William Henry. An Introduction to the Study of Literature. New Delhi Atlantic, 2007.</li> <li>8. Mehrotra, Arvind, Ed; An Illustrated History of Indian Literature in English. Orient Blackswan, 2005</li> <li>9. Ousby, Iain. Ed; The Cambridge Guide to Literature in English, Cambridge University Press. 1983</li> <li>10. The McGraw-Hill. Introduction to Literature</li> </ol>
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**Question Paper Pattern**

I.	Ten Objective questions on Unit I	05x01=05
II.	Essay type question on Unit I (1 out of 2)	01x10=10
III.	Short Notes on Unit I (2 out of 1)	05x01=05
IV.	Short notes on Unit II (4 out of 6)	04x05=20
V.	Two marks questions on Unit III (10 out of 12)	02x10=20
<b>Total</b>		<b>60</b>



## Semester IBA(Basic/Honours)(Paper II)

<b>Year</b>	2021	<b>Course Code: 126BAB01ENG DSC02T</b>	<b>Credits</b>	3
<b>Sem.</b>	I		<b>Course Title: Indian Writing in English-I</b>	<b>Hours</b>
Course Pre-requisites, if any		PU 2 <sup>nd</sup> year/10+2		
Total Contact Hours:		<b>42 hrs</b>		
Formative Assessment Marks: 40		Summative Assessment Marks: 60		
<b>Course Outcomes</b>	<p>At the end of the course the students should be able to:</p> <ol style="list-style-type: none"> <li>designed to help learners understand the objectives of studying BA (Honours) in English, that is, to analyze, appreciate, understand and critically engage with literary texts written in English, approaching them from various perspectives and with a clear understanding of locations.</li> <li>trace and understand the development of Indian English Literature</li> <li>Compare works of literature in terms of theme, structure, and use of literary devices</li> <li>appreciate literary form and structure in shaping a text's meaning</li> </ol>			
<b>Unit No.</b>	<b>Course Content</b>	<b>Suggested Pedagogy</b>	<b>42 Hours</b>	
Unit I	<ol style="list-style-type: none"> <li>The Nature and Scope of Indian English Literature</li> <li>Pre-Independence Indian English Poetry, Prose, Drama and Novel</li> <li>Introducing authors/texts from the pre-independence era - Raja Ram Mohan Roy, Toru Dutt, Aurobindo, Swami Vivekananda, Mahatma Gandhi, Dr B R Ambedkar, Rabindranath Tagore, Sarojini Naidu, Henry Derozio, Dean Mahomet</li> </ol>	Lectures Seminars Group Discussion	14 hrs	
Unit II	<b>Pre-independence fiction:</b> <ol style="list-style-type: none"> <li>Development of Indian English Fiction</li> <li>Raja Rao's Kanthapura</li> </ol>	Lectures Seminars Group Discussion	14 hrs	
Unit III	<b>Indian English Poetry, Short Stories and Essays</b> <b>Select Poems:</b> <ol style="list-style-type: none"> <li>Toru Dutt - Our Casuarina Tree</li> <li>A.K. Ramanujan - River</li> </ol> <b>Select Stories</b> <ol style="list-style-type: none"> <li>Rabindranath Tagore - My Lord the Baby</li> <li>R.K. Narayan, - A Horse and Two Goats</li> </ol>	Lectures Seminars Group Discussion	14 hrs	
	<b>Select Essays</b> <ol style="list-style-type: none"> <li>M.K. Gandhi - The Great Sentinel</li> <li>Swami Vivekanand - Chicago Address</li> </ol>			
<b>Recommended Learning Resources</b>				

Print Resource s	<p><b>References</b></p> <ol style="list-style-type: none"> <li>1. Naik, M. K. A History of Indian English Literature. Delhi: Sahitya Akademi, 1992.</li> <li>2. Iyenger, KRS. Indian Writing in English. New Delhi. Sterling Publisher, 1984.</li> <li>3. Deshmane, Chetan, ed. Muses India: Essays on English-Language Writers from Mahomet to Rushdie. Jefferson, NC, and London: McFarland &amp; Co., 2013.</li> <li>4. Iyenger, KRS. Indian Writing in English. New Delhi. Sterling Publisher, 1984.</li> <li>5. Makarand Paranjape (Ed) Indian Poetry in English, Madras: Macmillan, 1993</li> <li>6. Mukherji, Minakshi. The Twice Born Fiction. New Delhi: Heinemann, 1971.</li> <li>7. Narasimhiah CDed Makers of Indian English Literature, Delhi Pencraft International 2000</li> <li>8. Radhakrishnan, N. Indo Anglian Fiction: Major Trends and Themes. Madras: Emerald. 1984</li> <li>9. Rao, Krishna. The Indo-Anglian Novels and the Changing Tradition. Mysore: Rao and Raghavan, 1973.</li> </ol>
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**Question Paper Pattern**

I.	Ten Objective questions on Unit I and II	10x01=10
II.	Essay type question on Unit I (1 out of 2)	01x10=10
III.	Essay type question on Unit II (1 out of 2)	01x10=10
IV.	Short notes on Unit I and II (2 out of 4)	02x05=10
V.	Essay type question on Unit III (1 out of 2)	01x10=10
VI.	Short notes on Unit III (2 out of 4)	02x05=10
<b>Total</b>		<b>60</b>

## Semester IIBA(Basic/Honours)(Paper I)

<b>Year</b>	2021	<b>Course Code:</b> <b>126BAB02ENGDSC03T</b>	<b>Credits</b>	3
<b>Sem.</b>	II	<b>Course Title: Introduction to Phonetics and Linguistics</b>	<b>Hours</b>	3
Course Pre-requisites, if any		PU 2 <sup>nd</sup> year/10+2/		
Total Contact Hours:		<b>42 hrs</b>		
Formative Assessment Marks: 30		Summative Assessment Marks: 60		
<b>Course Outcomes</b>	At the end of the course the students should be able to: 1. Acquire the knowledge of Phonetics and its concepts 2. Gain an understanding of Linguistics and its concepts			
<b>Unit No.</b>	<b>Course Content</b>		<b>Suggested Pedagogy</b>	<b>42 Hours</b>
Unit I	<b>Introduction to Linguistics</b> 1. Language-its nature, definitions, characteristic features 2. Linguistics – Definitions, Scope 3. Branches of Linguistics		Lectures Seminars Group Discussion	14 hrs
Unit II	<b>Phonetics and Phonology</b> 1. Speech Mechanism, Organs of Speech, 2. Production of Speech Sounds, Classification of Speech Sounds vowels and consonants, Transcription of words, Word stress, Phonemics- phone, allophone, phoneme		Lectures Seminars Group Discussion	14 hrs
Unit III	<b>Morphology, Syntax and Semantics and Lexicon</b> 1. Morphology- Morph- word classes: lexical categories, functional categories, the morphological properties of English verbs and building words. Allomorph- morpheme 2. Syntax- Types of Sentences – basic terminology; categories & functions, functions of clauses 3. Semantics and Lexicon – word meaning: entailment and hyponymy, meaning opposites, semantic features, dictionaries & prototypes		Lectures Seminars Group Discussion	14 hrs
<b>Recommended Learning Resources</b>				
<b>Print</b>	<b>References</b>			
	<ol style="list-style-type: none"> <li>1. Cruse, Alan. Meaning in Language. (Oxford: Oxford University Press, 2000).</li> <li>2. Fromkin, V. (ed.) 2000. Linguistics: An Introduction to Linguistics. Cambridge: Blackwell.</li> <li>3. Rocca, I., and W. Johnson. A Course in Phonology. (Oxford: Blackwell, 1994).</li> <li>4. Aronoff, M., and Kirsten Fudeman. What is Morphology. (Oxford: Blackwell, 2010).</li> <li>5. Booij, GE. The Grammar of Words: An Introduction to Linguistic Morphology. (Oxford: OUP, 2007).</li> <li>6. Catford, J.C. A Practical Introduction to Phonetics. (Oxford: Oxford University Press, 1988).</li> <li>7. Culicover, P. W. Principles and Parameters: An Introduction to Syntactic Theory. (Oxford: Oxford University</li> </ol>			

	8. Kenstowicz, M. 1994. <i>Phonology in Generative Grammar</i> . Cambridge: Blackwell.
	9. Goldsmith, J. (ed). <i>Phonological Theory: The Essential Readings</i> . (Cambridge: Blackwell, 1999).
	10. Rocca, I., and W. Johnson. <i>A Course in Phonology</i> . (Oxford: Blackwell, 1994).
	Saeed, John I. <i>Semantics</i> (2nd ed). (Oxford: Basil Blackwell, 2003)

**Question Paper Pattern**

I.	Ten Objective questions on Unit I & Unit II	10x01=10
II.	Essay type question on Unit I (1 out of 2)	01x10=10
III.	Short notes on Unit II (2 out of 4)	02x05=10
IV.	Transcription of words	10x01=10
V.	Word stress	10x01=10
VI.	Short notes on Unit III (2 out of 4)	02x05=10
<b>Total</b>		<b>60</b>

## Semester IIB A (Basic/Honours) (Paper II)

<b>Year</b>	2021	<b>Course Code: 126BAB02ENGDSC04T</b>		<b>Credits</b>	3
<b>Sem.</b>	II	<b>Course Title: Indian Writing in English – II</b>		<b>Hours</b>	3
Course Pre-requisites, if any		PU 2 <sup>nd</sup> year/10+2/			
Total Contact Hours:		<b>42 hrs</b>			
Formative Assessment Marks: 40		Summative Assessment Marks: 60			
<b>Course Outcomes</b>	At the end of the course the students should be able to: 1. trace and understand the development of Indian English Literature 2. Compare works of literature in terms of theme, structure, and use of literary devices 3. develop critical thinking on the works and authors				
<b>Unit No.</b>	<b>Course Content</b>			<b>Suggested Pedagogy</b>	<b>42 Hours</b>
Unit I	<b>History of Indian English Literature</b> 1. Post-Independence (1947-1980) Indian English Poetry, Prose, 2. Post-Independence (1947-1980) Indian English drama and Novel 3. Post-1980s Indian English literature			Lectures Seminars Group Discussion	14 hrs
Unit II	<b>Introducing writers of the post-independence era</b> Kamala Das, Shashi Deshpande, Chaman Nahal, Manohar Malgoukar, Amitav Ghosh, K.A. Abbas, Vikram Seth, Arundathi Roy, Arun Joshi, G B Desani, T P Kailasam, Girish Karnad, Anita Desai, Manju Kapur, Arvind Adiga, Chitra Banerjee Divakaruni, Namitha Gokhale. Kiran Desai, Anita Nair, Mahesh Dattani, Salman Rushdie, Ruskin Bond, Jeet Thayil, Sunithi Namjoshi, Arun Kolatkar etc			Lectures Seminars Group Discussion	14 hrs
Unit III	<b>Illustrative Texts Poetry</b> 1. Syed Amanuddin - Don't Call Me Indo-Anglian 2. Kamala Das - An Introduction 3. A.K. Ramanujan - Small Scale Reflections on a Great House 4. Nissim Ezekiel - Good Bye Party to Miss Pushpa TS			Lectures Seminars Group Discussion	14 hrs
	<b>Novel</b> Kushwant Singh's Train To Pakistan <b>Short Play</b> Mahesh Dattani's Seven Steps Around the Fire (Stage Play)				
<b>Recommended Learning Resources</b>					

Print Resourc es	<p><b>References</b></p> <ol style="list-style-type: none"> <li>1. Naik, M.K. A History of Indian English Literature. Delhi: Sahitya Akademi, 1992.</li> <li>2. Iyenger, KRS. Indian Writing in English. New Delhi. Sterling Publisher, 1984.</li> <li>3. Kushwant Singh's Train To Pakistan</li> <li>4. A Short Play: Mahesh Dattani's Seven Steps Around the Fire (Stage Play) References:</li> <li>5. Ansani, Shyam M. New Dimensions of Indian English Novels, Delhi: Doaba House, 1987</li> <li>6. Devy, G. N. After Amnesia: Tradition and Changes in Indian Literary Criticism. Hyderabad: Orient Longman 1992.</li> <li>7. Devy, G.N. An Another Tongue: Essays on Indian English Literature, Madras: Macmillan India Ltd. 1995.</li> <li>8. Gandhi, Leela. Post-Colonialism, New: Oxford University Press, 2002.</li> <li>9. Jain, Jasbir. Beyond Postcolonialism: Dreams and Realities of a Nation, Jaipur: Rawat Publications, 2006.</li> <li>10. Makarand Paranjape (Ed) Indian Poetry in English, Madras: Macmillan, 1993</li> <li>11. Mukherji, Meenakshi. The Twice Born Fiction. New Delhi: Heinemann, 1971.</li> <li>12. Vishwanathan, G. Masks of Conquest: Literary Study and British Role in India.</li> </ol>
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#### Question Paper Pattern

I.	Ten Objective questions on Unit I	10x01=10
II.	Essay type question on Unit I (1 out of 2)	01x10=10
III.	Acquaintances (4 out of 6)	04x05=20
IV.	Essay type question on Unit III (1 out of 2)	01x10=10
V.	Short notes on Unit III (2 out of 4)	02x05=10
<b>Total</b>		<b>60</b>



# **BAGALKOT UNIVERSITY**

**Mudhol Road, Jamkhandi-587301 Dist.: Bagalkote**

**PROGRAM/COURSE STRUCTURE AND SYLLABUS  
As per the Choice Based Credit System (CBCS) designed in  
accordance with  
Learning Outcomes-  
Based Curriculum Framework (LOCF) of National Education Policy (NEP) 2020 for  
Undergraduate Program in**

## **HINDI LANGUAGE**

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

## UNDERGRADUATE DEGREE IN HINDI LANGUAGE

### परिणाम (Out Come)

इस पाठ्यक्रम के पठन पाठन की दिशा में निम्नलिखित परिणाम सामने आएंगे।

- हिंदी भाषा की आरंभिक स्तर से लेकर वर्तमान के बदलते रूपों की जानकारी प्राप्त की जा सकती है।
- भाषा के सैद्धान्तिक रूप के साथ साथ व्यावहारिक रूप भी जाना जा सकता है।
- उच्च शैक्षिक स्तर पर हिंदी भाषा किस प्रकार महत्वपूर्ण भूमिका निभा सकती, इससे संबंधित परिणाम प्राप्त हो सकते हैं।
- भाषागत मूल्यों को व्यावहारिक रूप को भी जान सकते हैं।
- प्रयोजनमूलक हिंदी, पत्रकारिता, अनुवाद आदि के अद्यापन, अध्ययन के द्वारा व्यावसायिकता की क्षमता में बढ़ावा प्राप्त होगा।
- भारतीय साहित्य के अध्ययन से छात्रों के ज्ञान विस्तार तथा अभिव्यक्ति क्षमता में विकास होगा।
- साहित्य के माध्यम से सौंदर्यबोध, नैतिकता, सामाजिक समरसता, पर्यावरण संबंधी विषयों की समझ विकसित होगी।
- भाषायी और साहित्यिक क्षमता में सघन होंगे।
- गंभीर, समीक्षात्मक और स्वतंत्र चिंतन के लिए सक्षम होंगे।
- अपने विचारों को व्यक्त करने तथा बहुआयामी व्याख्याओं को समझने के लिए तैयार होंगे।
- रचनात्मकता में अभिरुचि का निर्माण होगा।
- साहित्येतिहास के अध्ययन से साहित्यकार के युगबोध का परिचय होगा।
- काव्यशास्त्रिय सिद्धान्तों के अध्ययन से विश्लेषण की क्षमता का निर्माण होगा।
- वर्तमान तकनीकी वातावरण में हिंदी के प्रयोग में दक्ष होंगे।
- अनुवाद, रिपोर्ट लेखन, कविता, कहानी आदि की प्रस्तुति का अनुभव प्राप्त करेंगे।



## शिक्षण पद्धति (Pedagogy)

सीखने की प्रक्रिया में हिंदी भाषा की दक्षता को मजबूत बनाना होगा। विद्यार्थी हिंदी भाषा में नएपन और वैश्विक माध्यम की निर्माण प्रक्रिया में सहायक बन सकें। अपनी भाषा में व्यवहार और निपुणता प्राप्त कर सकें। साहित्य की समझ विकसित कर सकें तथा आलोचनात्मक एवं साहित्यिक विवेक निर्मित किया जा सकें। इसलिए निम्नलिखित शिक्षण पद्धति का उपयोग किया जा सकता है।

- व्याख्यान
- संवाद एवं बहस
- सामूहिक चर्चा
- कक्षाओं में पठन-पाठन की पद्धति
- परिवेश का सृजन
- अभिनय पद्धति का प्रयोग
- क्षेत्रीय अथवा परियोजना कार्य
- अध्ययन से संबंधित पर्यटन
- प्रदर्शन कलाओं को वास्तविक रूप देना
- लिखित परीक्षा
- आंतरिक मूल्यांकन
- शोध सर्वेक्षण
- वाद-विवाद
- दृश्य-श्रव्य माध्यम का प्रयोग
- आलोचनात्मक मूल्यांकन पर बल
- आई सी टी का उपयोग
- यू ट्यूब चॅनेल का प्रयोग
- तंत्रज्ञान द्वारा पैराग्राफ लेखन
- रचनात्मक अभिव्यक्ति
- मूल्यांकन पद्धति

सेमेस्टर के अनुसार परीक्षा परिणाम तैयार किये जाएं। सेमेस्टर के अंतर्गत आंतरिक मूल्यांकन, सतत मूल्यांकन और सत्र के अंत में ली जानेवाली परीक्षा सम्मिलित हो। प्रत्येक सेमेस्टर में निर्धारित कोर्स के लिए प्रश्नपत्र 100 अंकों का हो। जिसमें 30 अंक आंतरिक मूल्यांकन और सत्रांत परीक्षा में 70 अंक निर्धारित हैं। आंतरिक मूल्यांकन में कक्षा में आयोजित की जानेवाली परीक्षा, मौखिक प्रस्तुतियाँ, संगोष्ठी, साक्षात्कार, लघु उत्तरीय प्रश्न और तकनीकी ज्ञान के परीक्षण के आधार पर मूल्यांकन किया जाना चाहिए। इस प्रकार विद्यार्थी का समग्र मूल्यांकन हो सकेगा। उक्त प्रश्नपत्र में तीन तरह के प्रश्न होने चाहिए: बहुविकल्पीय, लघु उत्तरीय दीर्घ उत्तरीय, व्याख्या या संदर्भ।

**UNDER GRADUATE IN HINDI  
HINDI (AECC)**

B. Com.: Ability Enhancement Compulsory Course (AECC )

B.Sc.: Ability Enhancement Compulsory Course (AECC )

B.A: Ability Enhancement Compulsory Course (AECC )

BBA /BCA/BSW Etc. Courses: (AECC)

**QUESTION PAPER PATTERN WITOUT PRACTICAL**

Qn. No.	Particulars		Marks	Total
<b>SECTION - A</b>				
I	Objective Type Questions (Compulsory)	10 out of 12	01	10
II	Reference to Context	3 out of 5	05	15
<b>SECTION - B</b>				
III	Essay type Answer Questions	2 out of 4	10	20
<b>SECTION - C</b>				
IV	Short Answer Questions	5 out of 7	2	10
V	Short Answer Question	1 out of 2	5	5
Total				60
<b>Internal Assessment</b>	1st Interenal Test		10	40
	2nd Interenal Test		10	
	Assignment		10	
	Attendance		10	
	Total			

**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
<b>Internal Assessment</b>	1st Interrenal Test		10	40
	2nd Interrenal Test		10	
	Assignment		10	
	Attendance		10	
	Total			

CourseCode:-126BAB01LANAEC04T

Hindi

Syllabus of B.A. Ability Enhancement compulsory Course  
AECC

**Title of the Subject/Discipline : A1 साहित्यिकविधा : कहानी संकलन+भाव विस्तार**

Year	1	Course Code : AECC-1-HINDI (B.A.)	Credits	3
Sem.	1	Course Title/Discipline : Collection of Short stories+idioms and proverbs Text : कहानी सरोवर (कहानी संकलन) लोकभारती प्रकाशन, इलाहाबाद-211001	Hours	4

Formative Assessment Marks :40 Summative Assessment Marks :60 Duration of ESA :64 hrs.

Learning Outcomes	1. कहानी के पठन पाठन में रुचि उत्पन्न होगी। 2. आधुनिक हिंदी कहानी के विकास क्रम से परिचित होंगे। 3. भाषायी शुद्धता के प्रति रुचि निर्माण होगी। 4. लेखन कौशल प्राप्त कर सकेंगे। 5. भाषा के प्रयोग में सक्षम होंगे
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Unit No.	Course Content	Suggested Pedagogy	Hours L/P/L
Unit I	कहानी सरोवर कहानी संकलन की कहानियाँ क्र. 1,2,3	1. कक्षाव्याख्यान	16
Unit II	कहानी सरोवर कहानी संकलन की कहानियाँ क्र. 4,5,6	2. संवाद एवं बहस	16
Unit III	कहानी सरोवर कहानी संकलन की कहानियाँ क्र. 7,8	3. सामूहिक चर्चा	16
Unit IV	भाव विस्तार	4. रचनात्मक अभिव्यक्ति	16

Recommended Learning Resources

Print Resources	1. कहानी सरोवर (कहानी संकलन) लोकभारती प्रकाशन, इलाहाबाद-211001 2. हिंदी व्याकरण रचना : संपादक गो. म. दामोदरकर, डॉ. अशोक कामत, गुरुकुल प्रतिष्ठान, पुणे 3. शिक्षार्थी हिंदी व्याकरण : संपादक डॉ. नागाप्पा, राजपाल अॅण्ड सन्स, दिल्ली
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Digital Resources	<a href="https://hi.wikipedia.org/wiki/हिन्दी_कहानी">https://hi.wikipedia.org/wiki/ हिन्दी_कहानी</a> <a href="https://nios.ac.in/media/documents/srsec301new/301-Lesson-20.pdf">https://nios.ac.in/media/documents/srsec301new/301-Lesson-20.pdf</a> <a href="https://www.youtube.com/watch?v=lzQKCapnazs">https://www.youtube.com/watch?v=lzQKCapnazs</a>
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CourseCode:-126BAB02LANAEC12T

Hindi

Syllabus of B.A. Ability Enhancement compulsory Course  
AECC

<b>Title of the Subject/Discipline : A2 साहित्यिक विधा : लघु उपन्यास+प्रयोजनमूलक हिंदी</b>				
Year	1	Course Code : AECC-2-HINDI (B.A.)	Credits	3
Sem.	2	Course Title/Discipline : Collection of Short stories+Functional Hindi Text : दौड़ (लघु उपन्यास) : ममता कालिया वाणी प्रकाशन, नई दिल्ली-110002	Hours	4
Formative Assessment Marks :40 Summative Assessment Marks :60 Duration of ESA :64 hrs.				
Learning Outcomes	1. लघु उपन्यास के तत्वों के आधार पर पाठविश्लेषण क्षमता प्राप्त कर सकेंगे। 2. हिन्दी उपन्यास साहित्य की पूर्ण जानकारी प्राप्त कर सकेंगे।			
Unit No.	Course Content	Suggested Pedagogy	Hours L/P/L	
Unit I	दौड़ (लघु उपन्यास) : ममता कालिया	1. कक्षा व्याख्यान	16	
Unit II	दौड़ (लघु उपन्यास) : ममता कालिया	2. संवाद एवं बहस	16	
Unit III	दौड़ (लघु उपन्यास) : ममता कालिया	3. सामूहिक चर्चा	16	
Unit IV	हिंदी भाषा के विविध रूप	4. आलोचनात्मक मूल्यांकन	16	
Recommended Learning Resources				
Print Resources	दौड़ (लघु उपन्यास) : ममता कालिया, वाणी प्रकाशन, नई दिल्ली -110002			
Digital Resources	<a href="https://youtu.be/CeC1o4YWKW8">https://youtu.be/CeC1o4YWKW8</a> <a href="https://www.youtube.com/watch?v=jF8nZwh_Hp8">https://www.youtube.com/watch?v=jF8nZwh_Hp8</a> <a href="https://www.youtube.com/watch?v=i1mhM23RIwg">https://www.youtube.com/watch?v=i1mhM23RIwg</a> <a href="https://www.youtube.com/watch?v=r2a8sWJFMpl">https://www.youtube.com/watch?v=r2a8sWJFMpl</a>			



## Hindi

Syllabus of B.A. with One Major and One Minor Discipline Specific Core  
DSC

Title of the Subject/Discipline : A1 साहित्यिक विधा : कहानी संकलन			
Year	1	Course Code :DSC-1-HINDI (B.A.)	Credits 3
Sem.	1	Course Title/Discipline : Collection of Short stories+terminology Text : कहानी संकलन (कहानी संकलन) राजकमल प्रकाशन, नई दिल्ली-110002	Hours 4
Formative Assessment Marks :40 Summative Assessment Marks :60 Duration of ESA :64 hrs.			
Learning Outcomes	1. कहानी के पठन पाठन में रुचि उत्पन्न होगी। 2. आधुनिक हिंदी कहानी के विकास क्रम से परिचित होंगे। 3. भाषायी शुद्धता के प्रति रुचि निर्माण होगी। 4. लेखन कौशल प्राप्त कर सकेंगे। 5. भाषा के प्रयोग में सक्षम होंगे		
Unit No.	Course Content	Suggested Pedagogy	Hours L/P/L
Unit I	कहानी की परिभाषा तथा तत्व	1. कक्षाव्याख्यान	16
Unit II	कहानी संकलन (कहानी संकलन) की कहानी क्र. 1,2,3	2. संवाद एवं बहस 3. सामूहिक चर्चा	16
Unit III	कहानी संकलन (कहानी संकलन) की कहानी क्र. 4,5,6	4. रचनात्मक अभिव्यक्ति	16
Unit IV	कहानी संकलन (कहानी संकलन) की कहानी क्र. 7,8		16
Recommended Learning Resources			
Print Resources	कहानी संकलन (कहानी संकलन), राजकमल प्रकाशन, नई दिल्ली-110002		
Digital Resources	<a href="https://hi.wikipedia.org/wiki/हिन्दी_कहानी">https://hi.wikipedia.org/wiki/हिन्दी_कहानी</a> <a href="https://www.youtube.com/watch?v=0mVH3OY0yI4">https://www.youtube.com/watch?v=0mVH3OY0yI4</a>		

## Hindi

Syllabus of B.A. with One Major and One Minor Discipline Specific Core  
DSC

Title of the Subject/Discipline : A2 हिंदी व्याकरण				
Year	1	Course Code :DSC-2-HINDI (B.A.)	Credits	3
Sem.	1	Course Title/Discipline : Hindi Grammer	Hours	4
Formative Assessment Marks :40 Summative Assessment Marks :60 Duration of ESA :64 hrs.				
Learning Outcomes	1. शुद्ध भाषा का प्रयोग करने में सक्षम होंगे। 2. भाषा से संबंधित नियमों का ज्ञान प्राप्त होगा। 3. भाषा को वैज्ञानिक दृष्टि से देखने में सक्षम होंगे। 4. भाषायी शुद्धता के प्रति रुचि निर्माण होगी।			
Unit No.	Course Content		Suggested Pedagogy	Hours L/P/L
Unit I	प्रयोग के आधार पर शब्द के भेद : संज्ञा सर्वनाम, विशेषण, क्रिया, अव्यय		1. कक्षाव्याख्यान 2. संवाद एवं बहस	16
Unit II	संक्षेपण (सारलेखन) पल्लवन (भाव विस्तार)		3. सामूहिक चर्चा	16
Unit III	लिंग भेद, वचन भेद		4. रचनात्मक अभिव्यक्ति	16
Unit IV	समानार्थी शब्द, विपरीतार्थक शब्द			16
Recommended Learning Resources				
Print Resources	1. हिंदी व्याकरण : कामताप्रसाद गुरु, प्रभात प्रकाशन 2. हिंदी व्याकरण रचना : संपादक गो. म. दामोदरकर, डॉ. अशोक कामत, गुरुकुल प्रतिष्ठान, पुणे 3. शिक्षार्थी हिंदी व्याकरण : संपादक डॉ. नागप्पा, राजपाल अँड सन्स, दिल्ली			
Digital Resources	<a href="https://www.mycoaching.in/p/hindi-grammar.html">https://www.mycoaching.in/p/hindi-grammar.html</a> <a href="https://www.nsrgrammar.com/2020/05/sangya-sarnam-kriya-vishesan.html">https://www.nsrgrammar.com/2020/05/sangya-sarnam-kriya-vishesan.html</a> <a href="https://www.mycoaching.in/2018/09/Ling-Gender-in-hindi.html">https://www.mycoaching.in/2018/09/Ling-Gender-in-hindi.html</a> <a href="https://www.hindisarkariresult.com/vachan-hindi/">https://www.hindisarkariresult.com/vachan-hindi/</a> <a href="https://www.youtube.com/watch?v=5u1nVmLUyhE">https://www.youtube.com/watch?v=5u1nVmLUyhE</a> <a href="https://www.youtube.com/watch?v=VAV0J4ng_nI">https://www.youtube.com/watch?v=VAV0J4ng_nI</a>			

CourseCode:-126BAB02HINDSC03T

**Hindi**

**Syllabus of B.A. with One Major and One Minor Discipline Specific Core  
DSC**

<b>Title of the Subject/Discipline : A3 साहित्यिकविधा : काव्य</b>				
Year	1	Course Code :DSC-3-HINDI (B.A.)	Credits	3
Sem.	2	Course Title/Discipline : Collection of Poems Text : पद्य परिमल (कविता संकलन) ज्ञानविज्ञान प्रकाशन, नई दिल्ली-110002	Hours	4
Formative Assessment Marks :40 Summative Assessment Marks :60 Duration of ESA :64 hrs.				
Learning Outcomes	1. काव्य के पठन पाठन में रुचि उत्पन्न होगी। 2. आधुनिक हिंदी काव्य के विकास क्रम से परिचित होंगे। 3. भाषायी शुद्धता के प्रति रुचि निर्माण होगी। 4. काव्य रचना कौशल प्राप्त कर सकेंगे। 5. खण्डकाव्य के स्वरूप को समझ सकेंगे।			
Unit No.	Course Content		Suggested Pedagogy	Hours L/P/L
Unit I	पद्य परिमल काव्य संकलन की कविताएँ क्र. 1,2,3		1. कक्षाव्याख्यान	16
Unit II	पद्य परिमल काव्य संकलन की कविताएँ क्र. 4,5,6,		2. संवाद एवं बहस 3. कवितापाठ	16
Unit III	पद्य परिमल काव्य संकलन की कविताएँ क्र. 7,8,9		4. रचनात्मक अभिव्यक्ति	16
Unit IV	रश्मिरथी खण्डकाव्य का तृतीय सर्ग			16
Recommended Learning Resources				
Print Resources	1. पद्य परिमल (कविता संकलन), ज्ञानविज्ञान प्रकाशन, नई दिल्ली-110002 2. रश्मिरथी (खण्डकाव्य) रामधारी सिंह 'दिनकर' लोकभारती प्रकाशन, इलाहाबाद-1			
Digital Resources	<a href="https://www.hindisahityadarpan.in/2017/06/Complete-rashmirathi-dinkar.html">https://www.hindisahityadarpan.in/2017/06/Complete-rashmirathi-dinkar.html</a> <a href="https://www.youtube.com/watch?v=G0mP9K4L9NA">https://www.youtube.com/watch?v=G0mP9K4L9NA</a> <a href="https://www.youtube.com/watch?v=bcPZPPPz1IA">https://www.youtube.com/watch?v=bcPZPPPz1IA</a> <a href="https://www.youtube.com/watch?v=cNDuzIwSq-w">https://www.youtube.com/watch?v=cNDuzIwSq-w</a>			



**Hindi**  
**Syllabus of B.A. with One Major and One Minor Discipline Specific Core**  
**DSC**

<b>Title of the Subject/Discipline : A4 प्रयोजन मूलक हिंदी</b>				
Year	1	Course Code : DSC-4-HINDI (B.A.)	Credits	3
Sem.	2	Course Title/Discipline : Functional Hindi	Hours	5
Formative Assessment Marks :40 Summative Assessment Marks :60 Duration of ESA :64 hrs.				
Learning Outcomes	1. प्रयोजनमूलक हिंदी का विश्लेषणात्मक ज्ञान प्राप्त होगा। 2. प्रयोजनमूलक हिंदीत था उसके माध्यमों का व्यावहारिक प्रयोग कर सकेंगे। 3. हिंदी भाषा के विविध प्रयोजनों से अवगत होंगे। 4. संविधान में राजभाषा हिंदी के प्रावधानों को समझ सकेंगे।			
Unit No.	Course Content		Suggested Pedagogy	Hours L/P/L
Unit I	कार्यालयीन पत्राचार		1. कक्षा व्याख्यान	16
Unit II	हिंदी भाषा के विविध रूप		2. सामूहिक चर्चा	16
Unit III	निबंध-लेखन		3. क्लास सेमिनार	16
Unit IV	अनुवाद		4. ICT का प्रयोग 5. यू ट्यूब चॅनेल का प्रयोग	16
<b>Recommended Learning Resources</b>				
Print Resources	प्रयोजनमूलक हिंदी के नये आयाम : डॉ. पंडित बन्ने, वाणी प्रकाशन			
Digital Resources	<a href="https://www.hindigurujee.com/2021/09/employment-opportunity-in-hindi-2021.html">https://www.hindigurujee.com/2021/09/employment-opportunity-in-hindi-2021.html</a> <a href="https://youtu.be/CeC1o4YWKW8">https://youtu.be/CeC1o4YWKW8</a> <a href="https://www.youtube.com/watch?v=jF8nZwh_Hp8">https://www.youtube.com/watch?v=jF8nZwh_Hp8</a>			



# **BAGALKOT UNIVERSITY**

**Mudhol Road, Jamkhandi-587301 Dist.: Bagalkote**

**PROGRAM/COURSE STRUCTURE AND SYLLABUS  
As per the Choice Based Credit System (CBCS) designed in  
accordance with  
Learning Outcomes-  
Based Curriculum Framework (LOCF) of National Education Policy (NEP)  
2020 for  
Undergraduate Program in  
**URDU LANGUAGE****

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

## INTRODUCTION OF URDU LANGUAGE

The Urdu language is a variant of Hindustani that evolved from the 6th century up to the 13th century from a form of Apabhramśa that came from the Shauraseni language. The latter is a Middle Indo-Aryan language from which other languages such as the Punjabi dialects came from. India is growing to be a very important country in the modern world as its people provide the web with plenty of content. It is also one of South Asia's most important consumer markets. Urdu's grammar is quite easy and almost the same as the English grammar, as it contains all of the English language's grammatical concepts, which is one of the reasons why students find the concepts easy to grasp. Although the speed in learning a language depends on the learner, it could take about six months to learn speaking, writing and reading in Urdu. Learning the Urdu language allows you to gain access to other languages in the region. For one thing, it is closely related to Hindi, so you'll have a head start in this language if ever you want to pursue it after learning Urdu.

Urdu is a major language of South Asia, and it has been gaining in popularity since the independence of the Indian sub-continent (1947). Urdu is an Indo-Aryan language with about 104 million speakers, including those who speak it as a second language. It is closely related to and mutually intelligible with Hindi, though a lot of Urdu vocabulary comes from Persian and Arabic, while Hindi contains more vocabulary from Sanskrit. At an informal spoken level there are few significant differences between Urdu and Hindi and they could be considered varieties of a single language. Urdu has been written with a version of the Perso-Arabic script since the 12th century and is normally written in Nastaliq style. The word Urdu is Turkish for 'foreign' or 'horde'. It is one of the eighteen national languages of the Union of India as well as the declared national language of Pakistan. In Pakistan, Urdu is the official language used in instruction at government schools, at the district level administration, and in the mass media. Although influenced by Arabic and Persian, but quite unlike either, Urdu is an Indo-Aryan language akin to Hindi in the manner of speech. However the basic alphabet and script is right-to-left with 38 letters, which is a modification of the Arabic and Persian alphabet. According to a general estimate, Urdu and Hindi taken together form the third largest speech community in the world today. The Summer Institute for Linguistics (SIL) Ethnologic Survey (1999) lists the number of native Hindi/Urdu speakers at 182,000,000 across the globe. Currently it is estimated that there are around 200,000 native Urdu speakers residing

within Canada. According to Statistics Canada(2006), of the 10 This Urdu Languageand Culture Nine-year course series is intended for students who begin their study of Urdu language and culture in Kindergarten or Grade 1 and continue this study into Middle school. This collaboratively developed course series provides a continuous, articulated Nine-year (9Y) Language and Culture program. 2 largest allophone groups in the country, Urdu showed the highest growth rate from 2001 to 2006, up 80% from 87,000 speakers to 156,000. The Urdu mother tongue population represented 3% of non- official mother tongues and 0.5% of Canada's population. Urdu is also spoken in Afghanistan, Bahrain, Bangladesh, Botswana, Fiji, Germany, Guyana, India, Malawi, Mauritius, Nepal, Norway, Oman, Qatar, Saudi Arabia, South Africa, Thailand,the UAE, the UK and Zambia.

## **URDULITERATURE**

Urdu has a rich culture of literature spanning many centuries and this literature has a history that is inextricably tied to the development of the Urdu language. Its first major poet was AmirKhosrow (1253-1325), whocomposedcouplets, folksongs, and riddlesin the newly formed speech. Some famous classical poets include Mirza Ghalib and Mir Taqi Mir. More recently, to a great extent Pakistan owes its existence to the vision ofone ofthe greatest Urdu poets, Allama Muhammad Iqbal (1877- 1938), who was thenational poet of Pakistan. His poetry in Urdu is recited from the cradle to the corridors of power, and from the elementary school to the parliament house. There are severalgenres of Urdu poetry, the most famous probably being the amatory verse that can be set to music and can besung. Urdu is also used for manylyrics of songs in films or movies. It is really courteous that the popularity of Urdu and its great literature increased manifold after the country became independent. A great number of newspapers are published in Urdu in Pakistan, contributing for knowing of this language. In India, Urdu is spoken in places where there are large Muslim minorities or cities that were bases for Muslim Empires in the past. Some Indian schools teach Urdu as a first language and have their own syllabus and examinations. Indian relegious schools also teach Arabic as well as Urdu. There are several Urdu publications including dailynewspapersforUrdu speaking communities in that region. Urdu literature is mostly popular in Pakistan, however, it is also popular in India and is widely understood in Afghanistan, whereas SayyidShamsullahQadriisconsideredasthefirsturduresearcherofDeccaniyat.Itis

argued that languages need communities of people who speak them and pass them on to the next generation. The communities can only exist where there is a viable living environment. The knowledge of any language is essential in every aspect and interaction to inform the peoples, communicate with each other, what we feel and desire around us, understand the world around us, and teamwork in our everyday lives. Therefore, all language communities should be considered equal and their languages should be strengthened by being put into practices.

## **MAINTAINING LANGUAGE SKILLS AND CULTURAL CONNECTIONS**

For those students who already have some knowledge of the Urdu language or a family connection to the culture, the study of Urdu offers the opportunity to learn and enhance their language and cultural heritage.

## **PERSONAL AND COGNITIVE BENEFITS**

There is significant evidence to suggest that learning another language contributes to the development of first language skills and enhances cognitive functioning. Learning an additional language increases the ability to conceptualize, to think abstractly, and fosters more cognitive flexibility, greater divergent thinking and metalinguistic competence.

### **Economic Benefits**

In today's world, the knowledge of an additional language and culture in general, and Urdu in particular, provides individuals with an economic advantage. Learning another language enables them to communicate and interact effectively in the global community and marketplace.

### **Global Citizenship**

Preparing students to meet the challenges in a world that is increasingly interdependent is one of the more important objectives of language education. Globalization and our multicultural society have increased the need for knowledge of other languages and cultures for effective communication. Through the study of languages, students learn to recognize, respect and appreciate the cultural diversity of Canadian society and contribute to our global community. 3 Learning Urdu, just as learning any other language, develops thinking skills and learning strategies that are transferable to other

learning situations. The study of Urdu also develops awareness of, and sensitivity to, the cultural and linguistic diversity of our communities.

## **ASSUMPTIONS**

The following statements are assumptions that have guided the development of this program.

- Language is communication.
- All students can be successful learners of language and culture, although they will learn in a variety of ways and acquire proficiency at varied rates.
- All languages can be taught and learned.
- Learning Urdu as an additional language leads to enhanced learning in both the student's primary language and in related areas of cognitive development and knowledge acquisition. This is true for students who come to the class with some background knowledge of Urdu and further develop skills in their language.

## **THE CONCEPTUAL MODEL**

The aim of this program is the development of communicative competence in Urdu.

**Four Components** For the purposes of this program, communicative competence is represented by four interrelated and interdependent components. Applications deal with what the students will be able to do with the language, the functions they will be able to perform and the contexts in which they will be able to operate.

**Language Competence** addresses the students' knowledge of the language and their ability to use that knowledge to interpret and produce meaningful texts appropriate to the situation in which they are used.

**Global Citizenship** aims to develop intercultural competence with a particular focus on cultures associated with the Arabic language.

**Strategies** help students learn and communicate more effectively and more efficiently. Each of these components is described more fully at the beginning of the corresponding section of this course series.

## **OBJECTIVES:**

1. The purpose of this course is to make the students fully conversant/accustomed with Urdu Poetry, Prose and life and works of authors/poets and enable them to appreciate it adequately. This will also judge the ability of candidate in a precise manner.
2. This course proposes to enable the students to fully grasp the development of Urdu Nazm in the 20th century. An effort shall be made to make the students fully conversant with the characteristics of the Nazm of the period concerned so as to enable them to appreciate the Genre in accordance with the requirements of the course. The course proposes to provide brief knowledge about the origin and development of Urdu language and its importance in J&K. The course also intends to prepare the students for writing on a given General/Literary topic and to have the knowledge of Urdu classical Genres not covered in the courses of study in any class.
3. The purpose of this course is to make the students fully conversant with the respective genre of Urdu literature i.e. Qasida, Marsiya and Drama. An effort shall be made to enable the students to fully appreciate the prescribed Course and to understand the importance of these genres in the annals of Urdu literature.
4. The Course proposes to provide comprehensive knowledge of beginning and development of Masnavi and Inshaiya in Urdu Language. An effort shall be made to enable the students to read the Masnavis prescribed so that they are in a position to appreciate both the Genres fully.
5. The course intends to provide knowledge of Medieval Ghazals, pre-independence Nazm and Urdu Novel. The course also intends to make the students conversant with the development of the Ghazal of this period, contribution of Iqbal's poetry (Nazm) towards patriotism and the emergence of Novel in Urdu.
6. This course proposes to provide knowledge of literary criticism and history of Urdu literature to the students. In order to achieve the end of an effort shall be made to inculcate in them the critical ability so as to enable them to enrich their literary taste.
7. To enable the students to know and understand the origin, development and importance of Urdu Language and Literature.

8. To enable the students to know and understand the origin, development and importance of Urdu Language and Literature.
9. To enable the students to understand the various techniques and language skills.
10. To enable the students to understand the language skills and impart them lessons of creative writing skills.
11. To aware the students about the fields of journalism and make them conversant about the techniques/language skills in it, so that they can choose it as their career.
12. To aware the students about the skills of writing prose and poetry and enable them for creative writing.

### **MODES OF COMMUNICATION**

Because of the focus on using language to communicate in specific contexts, with a particular purpose or task in mind, three modes of communication are used to organize some of the specific outcomes.

Interaction is most often direct, face-to-face oral communication, but it can take the form of written communication between individuals, using such a medium as e-mail where the exchange of information is fairly immediate. It is characterized principally by the opportunity to negotiate meaning actively; that is, helping others understand and working to understand others. Interactive communication generally requires quicker processing but less accuracy than the other two modes.

Interpretation is receptive communication of oral and written messages in contexts where the listener or reader is not in direct contact with the creator of the message. While there is no opportunity to ask for clarification, there is sometimes the possibility of rereading or listening again, consulting references, or making the meaning clearer in other ways. Reading and listening will sometimes involve viewing and interpreting visual elements, such as illustrations in books or moving images in television and film. Interpretation goes beyond a literal comprehension to include an understanding of some of the unspoken or unwritten meaning intended by the speaker or author.

Production is communication of oral and written messages in contexts where the audience is



not in personal contact with the speaker or writer or in situations of one-to-many communication; e.g., a lecture or a performance where there is no opportunity for the listener to interact with the speaker. Oral and written presentations will sometimes be enhanced by representing the meaning visually, using pictures, diagrams, models, drama techniques or other nonverbal forms of communication. Greater knowledge of the language and culture is required to ensure that communication is successful, since the participants cannot directly negotiate meaning.

## **GENERAL OUTCOMES**

General outcomes are broad statements identifying the knowledge, skills and attitudes that students are expected to achieve in the course of their language learning experience. The four general outcomes serve as the foundation for this program and are based on the conceptual model outlined on the preceding pages.

### **Applications**

Students will use Urdu in a variety of situations and for a variety of purposes.

### **Language Competence**

Students will use Urdu effectively and competently.

### **Global Citizenship**

Students will acquire the knowledge, skills and attitudes to be effective global citizens.

### **Strategies**

Students will know and use various strategies to maximize the effectiveness of learning and communication.

The order in which the general outcomes are presented in the program does not represent a sequential order, nor does it indicate the relative importance of each component. The general outcomes are to be implemented in an integrated manner.

## **SPECIFIC OUTCOMES**

Each general outcome is further broken down into specific outcomes that students are to

achieve by the end of each course. The specific outcomes are interrelated and interdependent. In most classroom activities, a number of learning outcomes will be dealt within an integrated manner. These specific outcomes are categorized under cluster headings, which show the scope of each of the four general outcomes. These headings are shown in the table on the following page. The specific outcomes are further categorized by strands, which show the developmental flow of learning from the beginning to the end of the program. However, an outcome for a particular course will not be dealt with only in that particular year of the program. The spiral progression that is part of the conceptual model means that activities in the years preceding will prepare the ground for acquisition and in the years following will broaden applications.

### **PROGRAMME LEARNING OUTCOMES**

By the end of the programme, the student will be able to

1. Write sentences and essays on their own.
2. Know about Urdu essayists, novelists, dramatists, and new and old poets and their poetry.
3. Read, understand and enjoy Urdu poems.
4. Gain knowledge about the authors, their lives and their contributions to Urdu literature.
5. History of Urdu language and literature
6. Understand and appropriately use Urdu grammar.

### **COURSE OUTCOMES**

The Course is prepared considering following outcomes:

1. Read and write Urdu language fluently
2. Acquire the vocabulary along with knowledge of word formation process of the language.
3. Appreciate Urdu literature effectively.
4. Attempt translation from Urdu to Hindi, Punjabi, English and vice-versa
5. Know Urdu Fiction and Fiction writers.
6. Get opportunity to learn and write Urdu Ghazals.
7. Learn about famous Urdu legends and elegy writers

- 8 Get knowledge about Urdu Qasida nigari (ode) and their writers.
- 9 Read and learn old and new Masnavi.
10. Know about famous Urdu Novelist and Novels.
11. Read and learn the old poems of Urdu Literature.
12. Read and learn the famous Urdu 'Rubaiyat'.
13. Get knowledge about History of Urdu Literature, its meanings and importance of the major Urdu Dialects.
14. Understand the different views about Urdu language and Expansion of Urdu language.
15. Learn and grasp the Essence of Urdu poetry, prose, Stories, Short Stories and Novels.
16. Learn about the major contribution of the famous Urdu writer Sir Sayyid Ahmed Khan in Urdu Literature.

#### **COURSE DESCRIPTION:**

- 1. Discipline Specific Course [DSC]:** Are compulsory core courses of the program: Every semester consists of Core Course/s which is to be compulsorily studied by a student as a core requirement to complete the programme in Urdu Language discipline.
- 2. Discipline Specific Elective [DSE]:** Offered under the main discipline/subject of study: An elective course focuses on those courses which add generic proficiency to the students. An elective may be 'Discipline Centric' or an 'Open Elective.' Discipline-centric elective courses are value-addition to the students of Urdu in strengthening their knowledge and skills and in doing so help them to be able to follow their interest. Open elective courses may be chosen from an unrelated discipline so that they gain a multidisciplinary perspective and this also provides the much-required flexibility to the students to select any of the courses offered in the college/ University.
- 3. Ability Enhancement Compulsory Courses [AECC]:** course based upon the content that leads to the knowledge of language history, significance of the language, as well as history of Urdu Literature through learning the grammar and translation

skills. In the CBCS scheme of this undergraduate programme, the students are mandatorily required to choose two subjects of their liking for additional knowledge and building their competencies outside their main subjects of study.

- 4. Skill Enhancement Courses [SEC]:** These courses designed to provide value-based and/or skill based knowledge aimed at providing theory, lab/hands on training/fieldwork, competencies, skills etc

## **EVALUATION:**

### **Scheme of Examination and Evaluation:**

There shall be a University Examination at the end of each semester for Theory. Duration of examination per theory paper of 60 marks shall be for Two hours. Each theory paper shall comprise of alternate /internal choice questions from all the 5 units of the syllabus. Each of these questions shall have an alternate/internal choice, either in the form of main question or short notes.

### **Internal Assessment:**

Internal Assessment shall be for total 40 marks for Theory Test/Home Assignment/Seminars/ Class participation etc. Results of the students shall be declared as per the University Rules and Regulations.

## **PROGRAM STRUCTURE FOR UNDERGRADUATE LANGUAGE IN URDU (UG)**

### **PROGRAM URDU (AECC/SEC)**

B. Com.: Ability Enhancement Compulsory Course (AECC / SEC) B.Sc.: Ability Enhancement Compulsory Course (AECC / SEC) B.A.: Ability Enhancement Compulsory Course (AECC / SEC)

BBA/ BBA (T&T)/ BCA/BSW/BHA/B. Home Science/BA Music/ BA (FA) Etc.  
Courses: (AECC/ SEC)

## QUESTION PAPER PATTERN WITOUT PRACTICAL

Qn.No.	Particulars		Marks	Total
<b>Theory</b>				
<b>SECTION-A</b>				
I	Objective Type Questions (Compulsory)	10 out of 10	01	10
II	ReferencetoContext(Proseonly)	3outof 5	05	15
<b>SECTION-B</b>				
III	ShortAnswerQuestions(Prose&Poetry)	3outof5	05	15
<b>SECTION-C</b>				
IV	EssaytypeAnswerQuestions(Prose&Poetry)	2outof4	10	20
<b>Total</b>				<b>60</b>
<b>Internal Assessment</b>	IA Test		20	<b>40</b>
	Assignment		10	
	Seminar/Activity/PresentationEtc.		10	
<b>TOTAL</b>				<b>100</b>

## Program Structure for UG Program

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
<b>Theory</b>				
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
<b>TOTAL</b>				<b>60</b>
<b>Internal Assessment</b>	IA Test		20	<b>40</b>
	Assignment		10	
	Seminar/Activity/PresentationEtc.		10	
<b>TOTAL</b>				<b>100</b>

<b>Title of the subject/discipline: URDU</b>				
Year	I	Corse Code: <b>126BAB01LANAEC07T(B.A)</b>	Credit	30
Sem.	I	Corse Title: Discipline: <b>نظمونثر (Nasarwa Nazm)</b> <b>Text: Hamare Pasandeeda Afsane By Munshi Premchand - Published By M R Publication</b>	Total Hours	64
Formative Assessment Marks: 40		Summative Assessment Marks: 60	Duration of ESA: 4 Hrs.	
Outcomes:	<ol style="list-style-type: none"> <li>1. Know Urdu Fiction and Fiction writers.</li> <li>2. Get opportunity to learn and write Urdu Ghazals.</li> <li>3. Learn about famous Urdu elegies and elegy writers</li> <li>4. Get knowledge about Urdu Qasidani (ode) and their writers.</li> </ol>			
<b>Unit No.</b>	<b>Course Content</b>	<b>Suggested Pedagogy</b>	<b>Hours L/P/L</b>	
Unit I	<ol style="list-style-type: none"> <li>1. Hali aur Insaniyat</li> <li>2. Garam Kot</li> <li>3. Rail Mantri Musafir Ban Gaye</li> <li>4. Maulana Azad Ka Tassawar-E-Talim</li> <li>5. Guzra Huwa Zamana</li> </ol>	<ol style="list-style-type: none"> <li>i. Lecture method,</li> <li>ii. Assignments,</li> <li>iii. Individual and Group Presentations and activities</li> <li>iv. Virtual Mode</li> <li>v. Power Point Presentation</li> </ol>	12	
Unit II	<ol style="list-style-type: none"> <li>1. Ulti Ho Gai Sab Tadabeerain</li> <li>2. Jo Hummain Tum Main Qarartha</li> <li>3. Sitaraunkay Aage Jahan Aur Bhi Hain</li> <li>4. Roshan Jamal Yaar Hain Anjuman Tamam</li> <li>5. Tumhari Yad Kay Jab Zakhm Bharne Lagte Hain</li> </ol>		13	
Unit III	<ol style="list-style-type: none"> <li>1. Naath-Shama Hira</li> <li>2. Samp</li> <li>3. Aye Sharif Insano</li> <li>4. Ek Arzoo</li> <li>5. Aata Daal</li> </ol>		13	
Unit IV	<ol style="list-style-type: none"> <li>1. Amavaskiraat</li> <li>2. Aazmaish</li> </ol>		13	
Unit V	<ol style="list-style-type: none"> <li>1. Naya Qanoon</li> <li>2. Kalu Bhangi</li> </ol>		13	
<b>Recommended Learning Resources</b>				
Print Resources	<ol style="list-style-type: none"> <li>1. Zeeshan-e-Adab, Dr. Abdurrahim A. Mulla, Dr. Syed Tajulhuda M. Khatib</li> <li>2. Hamare Pasandeeda Afsane, Munshi Premchand</li> </ol>			
Digital Resources	<a href="http://www.urdubazar.com">http://www.urdubazar.com</a> <a href="http://www.rekhta.org">http://www.rekhta.org</a> <a href="http://kitabghar.com">http://kitabghar.com</a>			

		<b>Title of the subject/discipline: URDU</b>			
Year	I			Credit	30
Sem.	II	Corse Code: <b>126BAB02LANAEC12T(B.A)</b> Corse Title: Discipline: <b>نظمونثر (Nasarwa Nazm)</b> <b>Text: Hamare Pasandeeda Afsane By Munshi Premchand - Published By M R Publication</b>		Total Hours	64
Formative Assessment Marks: 40		Summative Assessment Marks: 60		Duration of ESA: 4 Hrs.	
Outcomes:	<ol style="list-style-type: none"> <li>Brief Knowledge about Urdu Language</li> <li>Brief Knowledge about Urdu Literature</li> <li>Development of Urdu Reading &amp; Writing Skills</li> </ol>				
Unit No.	Course Content		Suggested Pedagogy	Hours L/P/L	
Unit I	<ol style="list-style-type: none"> <li>Suleman Khatib</li> <li>Samaji Media</li> <li>Kamayabikayzarreen Usool</li> <li>Mirza Zahirdar Baig</li> <li>Khuda Hafeez</li> </ol>		<ol style="list-style-type: none"> <li>Lecture method,</li> <li>Assignments,</li> <li>Individual and Group Presentations and activities</li> <li>Virtual Mode</li> <li>Power Point Presentation</li> </ol>	12	
Unit II	<ol style="list-style-type: none"> <li>Dil Main Kisi Kay Rah Kiye</li> <li>Naye Kapade Badal Kar Jaun Kahan</li> <li>Tamashaye Dahar O Harm Dekhay Hain</li> <li>Toti Hai Meri Neend</li> <li>Halat Mere Khair Say Jabbi Sanvargaye</li> </ol>			13	
Unit III	<ol style="list-style-type: none"> <li>Chand Taraunkaban</li> <li>Sur-E-Rahman</li> <li>Hataunka Tarana</li> <li>Jugnu</li> <li>Rasteki Mantaq</li> </ol>			13	
Unit IV	<ol style="list-style-type: none"> <li>Lajwanti</li> <li>Allao</li> </ol>			13	
Unit V	<ol style="list-style-type: none"> <li>Nahni Ki Nani</li> <li>Bajuka</li> </ol>			13	
Recommended Learning Resources					
Print Resources	<ol style="list-style-type: none"> <li>Zeeshan-e-Adab, Dr. Abdurrahim A Mulla, Dr. Syed Tajulhuda M. Khatib</li> <li>Hamare Pasandeeda Afsane, Munshi Premchand</li> </ol>				
Digital Resources	<ol style="list-style-type: none"> <li><a href="http://www.urdubazar.com">http://www.urdubazar.com</a></li> <li><a href="http://www.rekhta.org">http://www.rekhta.org</a></li> <li><a href="http://kitabghar.com">http://kitabghar.com</a></li> </ol>				

		<b>Title of the subject/discipline: URDU</b>			
Year	I	Corse Code: <b>126BAB01URDDSC01TDSC-A-1-URDU(B.A.)</b>		Credit	30
Sem.	I	Corse Title: <b>Discipline: A-1</b> Tareekh-e-Adabe Urdu-Hissa Awwal ولہ دو حصہ ہا با تاریخاد <b>Text: Muqaddama Tareekh Zuban Urdu By Masood Husain Khan</b> <b>- Publishe by Education Book House Aligarh</b>		Total Hours	64
Formative Assessment Marks: 40		Summative Assessment Marks: 60		Duration of ESA: 4 Hrs.	
Outcomes:	<ol style="list-style-type: none"> <li>Brief Knowledge about Urdu Language</li> <li>Brief Knowledge about Urdu Literature</li> <li>Development of Urdu Reading &amp; Writing Skills</li> </ol>				
<b>Unit No.</b>	<b>Course Content</b> <b>Tarikh-e-Urdu Adab Part-1</b>		<b>Suggested Pedagogy</b>	<b>Hours U/P/L</b>	
Unit I	<ul style="list-style-type: none"> <li>Zuban, Tareeq, Tazkiya</li> <li>Zuban aur bolikafarq</li> <li>Lassaniyat, Tareef Mouzodairekar</li> </ul>		<ol style="list-style-type: none"> <li>Lecture method,</li> <li>Assignments,</li> <li>Individual and Group Presentations and activities</li> <li>Virtual Mode</li> <li>Power Point Presentation</li> </ol>	12	
Unit II	<ul style="list-style-type: none"> <li>Hindustan main Aryayaon ki Amad</li> <li>Hind Aaruyiki Mukhtasar Tareekh</li> <li>Magrabi Hindi Aur Uski boliyan (Masood Husain Khan)</li> </ul>			13	
Unit III	<ul style="list-style-type: none"> <li>Urdu Zuban key Ibtedai Naqoosh (Sufiya-e-Karam)</li> <li>Decan main Urdu Zuban-o-Adab ka Irteqa</li> </ul>			13	
Unit IV	<ul style="list-style-type: none"> <li>Lisaniyat ko Aham Shakhein (Sufiyat, Sarfiyat, Maniyat)</li> <li>Decan Urdu ki lassani Khususiyat</li> </ul>			13	
Unit V	<ul style="list-style-type: none"> <li>Urdu Zuban kayaagaz ke nazarie (Mahmood Shiryani)</li> <li>Shumali Hind main Urdu Zuban-o-Adab ka Agaz-o-Irteqa</li> </ul>			13	
<b>Recommended Learning Resources</b>					
Print Resources	<ol style="list-style-type: none"> <li>Muqaddama Tareekh Zuban Urdu Masood Husain Khan</li> <li>Hindustan ilassaniyat Sayed Mohiyoddin Quadri</li> <li>Hind Aaruyi Aur Hindi Niti Kumar Chatarji</li> <li>Dastan-e-Tareekh Urdu Hamid Husain Quadri</li> <li>Urdu ki ibtedai nash-o-numa Moulavi Abdulhaque</li> </ol>				
Digital Resources	<a href="http://www.urdubazar.com">http://www.urdubazar.com</a> <a href="http://www.rekhta.org">http://www.rekhta.org</a> <a href="http://kitabghar.com">http://kitabghar.com</a>				



		<b>Title of the subject/discipline: URDU</b>			
Year	I	Corse Code: <b>126BAB01URDDSC02TURDU(BA)</b>		Credit	30
Sem.	I	Corse Title: <b>Discipline: A-2</b> AdilShai Adabaur QutubShahi Adab عادل شاہی ادب اور قُتُب شہی ادب <b>Text: Dakhanmain Urdu By Nasiruddin Hashmi- Publishe by Education Book House Aligarh Qutub Mushtr By Mulla Wajahi- Publishe by Education Book House Aligarh</b>		Total Hours	64
Formative Assessment Marks: 40		Summative Assessment Marks: 60		Duration: ESA: 4Hrs.	
Outcomes:	<ol style="list-style-type: none"> <li>Brief Knowledge about Urdu Language</li> <li>Brief Knowledge about Urdu Literature</li> <li>Development of Urdu Reading &amp; Writing Skills</li> </ol>				
<b>Unit No.</b>	<b>Course Content</b>			<b>Suggested Pedagogy</b>	<b>Hours U/P/L</b>
Unit I	<ul style="list-style-type: none"> <li>Dakhan Zuban, Tareef, Tashkeel</li> <li>Adilshahidaurmaindakhnizubankafarog</li> <li>Qutubshahidaurmaindakhnizubankairtaqa</li> <li>Qutubshahidourkishairykhidmat</li> </ul>			<ol style="list-style-type: none"> <li>Lecture method,</li> <li>Assignments,</li> <li>Individual and Group Presentations and activities</li> <li>Virtual Mode</li> <li>Power Point Presentation</li> </ol>	12
Unit II	<ul style="list-style-type: none"> <li>Quli Kutubshahkidogazalain</li> <li>1. Piyabajpyalaliyapiyajayena</li> <li>2. Nabi Sadaqe Qutubshahdilmainqataa</li> <li>Nasratikaykalamkikhususiyat</li> </ul>				13
Unit III	<ul style="list-style-type: none"> <li>Buranuddin Janam – Fun-o-Shaksiyat</li> <li>Shah Aminuddin Aala</li> <li>Sha Miraji Shamsul Mashaq</li> </ul>				13
Unit IV	<ul style="list-style-type: none"> <li>Qutub Mushtriki Adabi Ahmiyat</li> <li>Dakanmain Urdugazal</li> <li>Urdu adab mainsabraskiahemiyat</li> <li>Qutubshahidaurkeadbikhidmaat</li> </ul>				13
Unit V	<ul style="list-style-type: none"> <li>Gulshan-e-Ishqka Tanquidi Jaiza</li> <li>Amin Agyayee bahaisiyat masnavinigar</li> <li>Hashami Bijapurikiadbikhidmat</li> </ul>				13
<b>Recommended Learning Resources</b>					
Print Resources	<ol style="list-style-type: none"> <li>Dakhanmain Urdu, Nasiruddin Hashmi</li> <li>Qutub Mushtri, Mulla Wajahi</li> <li>Gulshan-e-Ishq, Nusrati</li> <li>Sabras, Mulla Wajahi</li> <li>Naqd-o-Nazar, Dr. Syed Aleemullah Hussaini</li> </ol>				
Digital Resources	<a href="http://www.urdubazar.com">http://www.urdubazar.com</a> <a href="http://www.rekhta.org">http://www.rekhta.org</a> <a href="http://kitabghar.com">http://kitabghar.com</a>				

**Syllabus of B.A with One Major and One Minor (FINAL) URDU (DSC)**

		<b>Title of the subject/discipline: URDU</b>			
Year	I			Credit	30
Sem.	II	Corse Code: <b>126BAB02HINDSC03T(BA)</b> Corse Title: <b>Discipline: A-3 Tareekh-e-Urdu Zuban wa Adab</b> تاریخ اردو زبان و ادب <b>Text: Tareekh-e-Adab Urdu By Noorul Hasan Naqavi Published by Education Book House Aligarh</b>		Total Hours	64
Formative Assessment Marks: 40		Summative Assessment Marks: 60		Duration of ESA: 4 Hrs.	
Outcomes:	<ol style="list-style-type: none"> <li>1. Read the Urdu 'Kitae' and learn Urdu Grammar</li> <li>2. Get knowledge about History of Urdu Literature, its meanings and importance of the major Urdu Dialects.</li> <li>3. Understand the different views about Urdu language and Expansion of Urdu language.</li> <li>4. Learn and Grasp the Essence of Urdu poetry, prose, Stories, Short Stories and Novels.</li> <li>5. Learn about the major contribution of the famous Urdu writer Sir Sayyed Ahmed Khan in Urdu Literature.</li> <li>6. Khan in Urdu Literature.</li> </ol>				
<b>Unit No.</b>	<b>Course Content</b> <b>Urdu Zuban-o-Adab ki Tareekh</b>			<b>Suggested Pedagogy</b>	<b>Hours U/P/L</b>
Unit I	<ol style="list-style-type: none"> <li>1. Aaryayounki Hindustan main Amad</li> <li>2. Hind Aaryayiki Mukhtasar Tareekh</li> </ol>			i. Lecture method, ii. Assignments, iii. Individual and Group Presentations and activities iv. Virtual Mode v. Power Point Presentation	12
Unit II	<ol style="list-style-type: none"> <li>1. Shumali Hind main Urdu zuban wa adab ka irtaqa</li> <li>2. Fort William College</li> </ol>				13
Unit III	<ol style="list-style-type: none"> <li>1. Dehli ka dabistan shayiri Lakhanau ka dabistan shayeri</li> <li>2. Nazam jaded</li> <li>3. Tarakkipasand tahreek</li> </ol>				13
Unit IV	<ol style="list-style-type: none"> <li>1. Dakhan main Urdu zuban wa adab ka artaqa Dakhani Urdu ki lassani Khusosiyat</li> <li>2. Maumaradabirujanat</li> </ol>				13
Unit V	<ol style="list-style-type: none"> <li>1. Aligarh Tahreeq</li> <li>2. Urdu ke Agaz se mutalq Mahmood Shirani aur Masuood Husain Khan ke Nazriyat</li> </ol>				13
<b>Recommended Learning Resources</b>					
Print Resources	<ol style="list-style-type: none"> <li>1. Tareekh-e-Adab Urdu Noorul Hasan Naqavi</li> <li>2. Urdu Adab ki tanqeedi tareeq Ahetesham Husain</li> <li>3. Urdu ki Lissani Tashkeel</li> <li>4. Mirza Khalil Ahmed Beg</li> </ol>				
Digital Resources	<ol style="list-style-type: none"> <li>1. <a href="http://www.urdubazar.com">http://www.urdubazar.com</a></li> <li>2. <a href="http://www.rekhta.org">http://www.rekhta.org</a></li> <li>3. <a href="http://kitabghar.com">http://kitabghar.com</a></li> </ol>				

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

		Title of the subject/discipline: URDU		
Year	I		Credit	30
Sem.	II	Corse Code: <b>126BAB02HINDSC04T(B.A.)</b> Corse Title: <b>Discipline: A-4</b> Urdu Adab aur Tanzo Mizah Nigari اردو ادب و تنسو مساجنگاری <b>Text: Urdu Adab Main Tanz-o-Mizah By Wazeer Aaga – Publishes by Education Book House Aligarh</b>	Total Hours	64
Formative Assessment Marks: 40		Summative Assessment Marks: 60	Duration of ESA: 4 Hrs.	
Outcomes	1. Read the Urdu 'Kitae' and learn Urdu Grammar 2. Get knowledge about History of Urdu Literature, its meanings and importance of the major Urdu Dialects. 3. Understand the different views about Urdu language and Expansion of Urdu language. 4. Learn and Grasp the Essence of Urdu poetry, prose, Stories, Short Stories and Novels. 5. Learn about the major contribution of the famous Urdu writer Sir Sayyed Ahmed Khan in Urdu Literature.			
<b>Unit No.</b>	<b>Course Content</b>	<b>Suggested Pedagogy</b>	<b>Hours U/P/L</b>	
Unit I	1. Tanzwa Mazah Kitaeekh, tareef 2. Tanzwa Mazahaagazwirtaqa 3. Patrasbukhari a. Saverejoaankhmerikhuli b. Mainikmiyanhun	i. Lecture method, ii. Assignments, iii. Individual and Group Presentations and activities iv. Virtual Mode v. Power Point Presentation	12	
Unit II	1. Mustaq Ahmed Yusufikimazah nigari a. Chirag Tale b. Padhegarbimar 2. Mujtaba Husainkimazah nigari a. Hamaribemakanidekhtejao b. Rail Mantri Musafir Ban Gaya		13	
Unit III	1. Akbar Allahbadikishayir mainmazah nigari a. Nayi Tahzeed b. Madarsae Aligarh 2. Dilawarfigari a. Teriwalidakoyeeaurhai b. Kaljonadhikiraatthiaabadthakamrahtera c. Mainnekahashaharkehaqmainduakaro		13	
Unit IV	a. Hostelmepadhna b. Cinemakaishq c. Sahabbathroom mehain d. Mizah Nigarkibiwi		13	
Unit V	1. Suleman Khateeb kibahaisiyatmazahgo a. Saas Bahu b. Samp c. Pahli Tareekh 2. Rashid Ahmad Siddiqui a. Wakeel Sahab b. Haji Sahab		13	
Recommended Learning Resources				
Print Resources	1. Urdu Adab Main Tanz-o-Mizah, Wazeer Aaga 2. Urdu Adab Main Tanz-o-Mizah ki Riwayat, Dr. Khali Mahmood 3. Urdu Nasr Main Tanz-o-Mizah, Dr. Ashfaq Ahmed Wark			
Digital Source	1. <a href="http://www.urdubazar.com">http://www.urdubazar.com</a> 2. <a href="http://www.rekhta.org">http://www.rekhta.org</a> 3. <a href="http://kitabghar.com">http://kitabghar.com</a>			



# **BAGALKOTUNIVERSITY**

**MudholRoad,Jamkhandi-587301Dist.:Bagalkote**

**PROGRAM/COURSESTRUCTUREANDSYLLABUS**  
**AspertheChoiceBasedCreditSystem(CBCS)designed**  
**inaccordancewith**  
**LearningOutcomes-BasedCurriculumFramework(LOCF)ofNational**  
**Education Policy (NEP) 2020 for**  
**UndergraduateProgramin**  
**ARABICLANGUAGE**

AsperNEP2020andadaptedfromRCUBelagaviapplicablefromtheAcademicYear2023-24

# **INTRODUCTION OF ARABIC LANGUAGE**

As the Arabic language and culture have expanded internationally over the centuries, they have become a source of fascination and interest for many people, with some saying it is the world's most beautiful language. When it comes to written Arabic, the picture is much more straightforward. The dominant form of written Arabic is Modern Standard Arabic, which is generally what any Arabic course will focus on as it is the form of Arabic which is used internationally.

Arabic is also the official language of such international institutions as the UN, the Organization of Islamic Cooperation, Arab Maghreb Union, and the African Union. The Arabic language was the vehicle for avant-garde thinking in literature, philosophy, and science. Greek and Latin philosophical ideas continued to flourish in the great Middle Eastern civilizations through the Arabic language.

In fact, European languages - French, Spanish, Italian, and English - have been greatly influenced over the past several centuries by the Arabic language and culture. Arabic is not quite so foreign after all. Arabic has influenced many other languages around the globe throughout its history. Some of the most influenced languages are Persian, Turkish, Hindustani (Hindi and Urdu), Kashmiri. Arabic has borrowed words from other languages, including Hebrew, Greek, Aramaic, and Persian in medieval times and languages such as English and French in modern times.

Arabic is a subject that is directed to encourage, guide, develop, and foster abilities and foster a positive attitude towards Arabic both receptive and productive. Receptive ability is the ability to understand other people's speech and understand reading. Productive ability is the ability to use language as a communication tool both verbally and in writing. The ability to speak Arabic and a positive attitude towards Arabic are very important in helping to understand the sources of Islamic teachings, namely the Qur'an and hadith, as well as the Arabic language books for students relating to Islam. For this reason, Arabic in madrasas is prepared for the achievement of basic language competencies, which includes four language skills that are taught integrally, namely listening, speaking, reading, and writing. Even so, at the elementary (elementary) education level focused on listening skills and speaking as a language base. At the level of secondary education, all four language skills are taught in a balanced manner. As for the level of advanced education (advanced) concentrated on reading and writing skills, so students are expected to be able to access various Arabic references.

## **PROGRAM SPECIFIC OUTCOMES**

The course will make the students enable to self learn and write various types of literary works and prepare the research paper for Seminar and understand the Importance Arabic Literature. And also his/her self confidence level will boost up and he/she will be able to emerge as a good writer and good human Being.

### **THE MAIN OBJECTIVE OF ARABIC COURSE IS:**

- i) To develop research abilities among the students and to train students for research methodology so that he/she can pursue Ph.D. research in a systematic manner.
- ii) To familiarize them with practical criticisms so that their research does not become mere

enumeration of facts but exhibits an exercise of the faculties of critical appreciation and evaluation of literary works.

- iii) The course aspirants need to study theory as well as practical subjects. Apart from this, candidates also need to conduct research and present their research findings.
- iv) The course will increase students' knowledge about Arabic language and well known Arabic literature.
- v) One main purpose of Arabic course is to provide students knowledge at international level about Arabic and its literature.
- vi) To introduce level of criticisms from ancient to modern times of Arabic literature.
- vii) To aware students about the importance of Arabic literature and its vastness.
- viii) Students will pursue research degrees like M.Phil. and Ph.D.
- ix) Students will perform in the fields such as teaching, publishing, script writing, translations, journalisms, media productions, documenting, reporting, producing documentaries etc.
- x) Students will be able to think and write creatively and critically and will be able to interpret any piece of writing.
- xi) Students will develop communication and employability skills that give them professional outlook for better performance.
- xii) To create the ability of understanding about different forms of literature among the various types of prose and Poetry. Students would be able to develop thoughts provoking and analytical abilities.

### **PROGRAMME LEARNING OUTCOMES**

This program balances a thorough knowledge and understanding of a subject and helps to develop the skills learners need for their next steps in education or employment.

- Develop a set of transferable skills for understanding and communicating in everyday situation in Arabic. Learners begin to develop cultural awareness of countries and communities where Arabic is spoken.
- They acquire the essential linguistic skills required for progression to further studies or employment.
- The program gives students opportunities to develop and apply a wide range of foreign language skills.
- The students have opportunities to write in Arabic on familiar, everyday topics, and to speak the language by taking part in everyday conversation.
- Know Arabic Fiction and Fiction writers.
- Get opportunity to learn and write Arabic Poetry.
- Learn about famous Arabic elegies and elegy writers
- Read and learn the old poems of Arabic Literature.
- Get knowledge about History of Arabic Literature, its meanings and importance of the major Arabic Dialects.
- Understand the different views about Arabic language and Expansion of Arabic language.

- Learn and Grasp the Essence of Arabic poetry, prose, Stories, Short Stories and Novels.
- Students will be able to analyse the evolution of Arabic Literature and the growth of its popular genres in terms of social, political, historical, national, cultural and literary backgrounds.
- Student would be informed about the famous poets of Arabic and their contribution in Development of Arabic.
- Students will become capable of interpreting and exploring relationships from the points of view of different people.
- Students would be able to increase the vocabulary of the new languages.
- Students will understand the formation of language and its development system from time to time.
- To improve the skill of correct speaking and writing of Arabic in Students.
- Students will be able to apply their understanding of the various types of literary criticism in the interpretation and appreciation of a literary work.
- Students will get inspired through the study of fiction and poetry that make them open minded and inspire them to develop emotional quotient (EQ) allowing them to perceive the world through other's eyes as well to foster intercultural dialogue.
- Students will learn to appreciate Indian literature in Arabic and explore its uniqueness and its place among the literatures in Arabic.
- Students will learn what language is and what does it consist of through the study of literary texts written across the different space and time.
- Students get inculcated a literary, aesthetic and critical awareness of diverse cultures and literary creations and thus to arrive at a broad vision of the world and cultures.
- Students will become sensitized to issues like marginalization and subjugation of women through the study of the Dalit, Feminist and Marginalized literatures.
- Students will organize the views and format them into a seminar of about twenty to thirty pages using a working knowledge of research methodology.

## **COURSE OUTCOMES**

The Course is prepared considering following outcomes:

- The course gives the broad knowledge about Arabic languages such as history of Arabic Language, development of Arabic Language throughout the eras.
- The course reflects on student's morality and great attitude.
- The course takes the student to a language journey and the individual can see the greatness of language expert and their contribution in development of Arabic language.
- The course has been made using new and familiar structures and vocabulary to communicate with others in everyday situations and it increases the confidence in student's attitude.
- The course is reflective which seeks to communicate different ideas and attitudes.
- The course is innovative by applying language to a variety of situations.
- The course develops learning strategies which help them to express their ideas and their understanding

of other cultures.

- The course offers insights into the cultural and society of countries and communities where Arabic is spoken.
- The course develops awareness of the nature of language and language learning.
- Course on Arabic Literature will provide a comprehensive knowledge of Arabic literature and language.
- To promote and cultivate SELF-STUDY ability in students.
- Course on Arabic Literature will enhance critical thinking, analytical thinking and linguistic competence.
- Course on Arabic Literature will develop skills like Reading, Writing and Oral communication skills along with command over Literary Arabic language.
- Course on Arabic Literature will enhance the sense of Genres of literature, Cultural History, Critical Approaches and Research etc.
- The course aims to sensitize the students to the aesthetic, cultural and social aspects of Arabic literature.

### **EMPLOYABILITY & SCOPE OF ARABIC**

1. Today, the Arabic language is the 5th most spoken language in the world and is also among the United Nations (UN) sixth official languages. It is spoken by well over 400 million people spread across more than 24 countries of the world.
2. The scope of learning the Arabic language will put the students in a better light of interacting and blending positively into the Arabic culture relating easily with millions of Arabs across the globe.
3. Student's ability to understand and speak Arabic will open doors to countless opportunities for students.
4. Presently, there is a lot of demand for Arabic language speakers. For instance, many companies are on the lookout for Arabic speakers in the KPO, BPO, Aviation, Tourism sectors all over India. The reason is that most of the companies are involved in colossal business dealings with the Gulf region.
5. After learning Arabic, Students can work as a professional Faculty, Trainer, Teacher, Translator, Interpreter, Proofreader, Editor, Researcher, Content writer, either on Government or at any non-government organizations.
6. It was introduced in Indian Civil Services examination in 1963 for the first time.
7. And it became an optional subject to be taken at the preliminary stage of the test from there onwards.
8. Arabic language will help the students in their academic pursuits.
9. By studying Arabic our students gain complete knowledge of reading formal classical as well as modern Arabic, which will undoubtedly assist students in their academic research and career.



10. They can produce well-researched written works using appropriate evidence-based argument, logical structure, correct grammar and proper references. Our explicit objective is to promote higher education and learning in the field and with successive batches of students regularly attending classes and completing the course, this target has been satisfactorily met by the Department.
11. Students attend different universities and earn master degree in Arabic. Arabic is being taught in more than 50 universities like JNU, University of Delhi, BHU, Jamia Millia Islamia, Calcutta University, Mumbai University, Bangalore University, Osmania University, Allahbad University, Aliah University etc.
12. Students of Arabic literature program will develop skills that are highly valued by employers, including critical thinking skills and strong writing skills which make them employable in a wide range of professions such as teaching, publishing, scriptwriting, translations, journalism, media productions, documenting, reporting, producing documentaries etc.

### **COURSE DESCRIPTION**

**Discipline Specific Course [DSC]:** Are compulsory core courses of the program: Every semester consists of Core Course/s which is to be compulsorily studied by a student as a core requirement to complete the programme in Arabic Language discipline.

**Discipline Specific Elective [DSE]:** Offered under the main discipline/subject of study: An elective course focuses on those courses which add generic proficiency to the students. An elective may be 'Discipline Centric' or an 'Open Elective.' Discipline-centric elective courses are value-addition to the students of Arabic in strengthening their knowledge and skills and in doing so help them to be able to follow their interest. Open elective courses may be chosen from an unrelated discipline so that they gain a multidisciplinary perspective and this also provides the much-required flexibility to the students to select any of the courses offered in the college/ University.

**Ability Enhancement Compulsory Courses [AECC]:** course based upon the content that leads to the knowledge of language history, significance of the language, as well as history of Arabic Literature through learning the grammar and translation skills. In the CBCS scheme of this undergraduate programme, the students are mandatorily required to choose two subjects of their liking for additional knowledge and building their competencies outside their main subjects of study.

**Skill Enhancement Courses [SEC]:** These courses designed to provide value-based and/or skill based knowledge aimed at providing theory, lab/hands on training/fieldwork, competencies, skills etc

## EVALUATION

Scheme of Examination and Evaluation:

There shall be a University Examination at the end of each semester for Theory. Duration of examination per theory paper of 60 marks shall be for Two hours. Each theory paper shall comprise of five questions from all the 5 units of the syllabus. Each of these questions shall have an alternate/internal choice, either in the form of main question or short notes.

### Internal Assessment:

Internal Assessment shall be for total 40 marks for theory Test /Home Assignment/Seminars/ Class participation etc. Results of the students shall be declared as per the University Rules and Regulations.

### Program Structure for Under Graduate Language in ARABIC (UG)

### Program – IIB ARABIC (AECC)

### B.A: Ability Enhancement Compulsory Course (AECC)

## QUESTION PAPER PATTERN WITHOUT PRACTICAL

Qn.No.	Particulars		Marks	Total
<b>Theory</b>				
<b>SECTION-A</b>				
<b>I</b>	Objective Type Questions (Compulsory)	10 out of 10	01	10
<b>II</b>	Referenceto Context (Prose only)	3 out of 5	05	15
<b>SECTION-B</b>				
<b>III</b>	Short Answer Questions (Prose & Poetry)	3 out of 5	05	15
<b>SECTION-C</b>				
<b>IV</b>	Essay type Answer Questions (Prose & Poetry)	2 out of 4	10	20
<b>Total</b>				<b>60</b>
<b>Internal Assessment</b>	IA Test (I & II)		20	<b>40</b>
	Assignment		10	
	Seminar/Activity/Presentation Etc.		10	
<b>TOTAL</b>				<b>100</b>

## Program Structure for UG Program – IIB

**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
<b>Theory</b>			
<b>I</b>	Objective Type Questions (Compulsory)	5 out of 5	02
<b>II</b>	Short Answer Questions	4 out of 6	05
<b>III</b>	Essay type Answer Questions	3 out of 5	10
<b>Total</b>			<b>60</b>
<b>Internal Assessment</b>	IA Test	20	<b>40</b>
	Assignment	10	
	Seminar/Activity/Presentation Etc.	10	
<b>TOTAL</b>			<b>100</b>

## Model Program Structure for UG Program – IIB

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

Sem.	Discipline Core (DSC)	Credit	Hours	Discipline Elective (DSE) / Open Elective (OE)	Credit	Hours	Marks 100	
							Theory	IA
<b>I</b>	<b>Discipline: A-1</b> Prose (Classic & Modern), Poetry (Classic), تاريخ الأدب العربي (العصر الجاهلي) History of Arabic Literature: Chapter-1 Pre Islamic Period Unit I & II, Grammar	3	4+1	<b>OE-1</b> تعريف اللغة العربية Introduction of Arabic Language	3	3+1	60	40
	<b>Discipline: A-2</b> Prose (Classic & Modern), Poetry (Classic), تاريخ الأدب العربي (العصر الجاهلي) History of Arabic Literature: Chapter-1 Pre Islamic Period Unit III & IV- Classic Prose, Grammar	3	4+1				60	40
<b>II</b>	<b>Discipline: A-3</b> Prose (Modern and Classic), Qaseeda Burda Shareef 1 <sup>st</sup> -4 <sup>th</sup> Chapter, تاريخ الأدب العربي (العصر الإسلامي) History of Arabic Literature: Chapter-1 Islamic Period, Grammar.	3	4+1	<b>OE-2</b> تعريف الأدب العربي Introduction to Arabic Literature	3	3+1	60	40
	<b>Discipline: A-4</b> Prose (Modern and Classic), Qaseeda Burda Shareef 5 <sup>th</sup> -7 <sup>th</sup> Chapters, تاريخ الأدب العربي (العصر الإسلامي) History of Arabic Literature Grammar	3	4+1				60	40
Exit Option with Certificate Course (50 credits)								

CorseCode:126BAB01LANAEC08T(B.A)  
**Syllabus of B.A. Ability Enhancement Compulsory Course  
(AECC)**

		<b>Title of the subject/Discipline: ARABIC</b>		
Year	I		Credit	03
Sem.	I	Corse Code: <b>AECC-1- ARABIC (B.A)</b> Corse Title: Discipline: <b>القواعد (Al Qawaed)</b> <b>مفتاح الصرف ، مجلس اشاعت العلوم، حيدرآباد:Text</b>	Total Hours	64
Formative Assessment Marks: 40		Summative Assessment Marks: 60	Duration of ESA: 4 Hrs	
<b>Learning Outcomes</b>	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			
<b>Unit No.</b>	<b>Course Content</b>	<b>Suggested Pedagogy</b>	<b>Hours/U/P/L</b>	
Unit I	من الدرس الأول إلى الدرس العاشر	i) Lecture method,	12	
Unit II	سورة التين، سورة الواقعة	ii) Assignments,	13	
Unit III	الطائر ، نشيد المدرسي، الكتاب، أنشودة العيد، العلم، أنشودة الصباح، نشيد الكشافة، الضاحية، الطبيعة، تحية المكتبة	iii) Individual and Group Presentations and activities	13	
Unit IV	مختصر تاريخ أدبيات عربي (الفصل الأول)	iv) Virtual Mode	13	
Unit V	فعل ماضي معروف مثبت فعل ماضي معروف منفي فعل ماضي مجهول مثبت فعل ماضي مجهول منفي فعل ماضي قريب مثبت / ومنفي / معروف / مجهول، فعل ماضي بعيد مثبت / ومنفي / معروف / مجهول	v) Power Point Presentation	13	
<b>Recommended Learning Resources</b>				
Print Resources	1. القراءة الواضحة (الجزء الثاني) لمولانا وحيد الزمان كيرانوي 2. القرآن الكريم 3. مختارات الأدب لزيدان بدران 4. مختصر تاريخ أدبيات عربي لدكتور سيد أبو الفضل 5. مفتاح الصرف لمولانا قاضي محمد بشير الدين صديقي صاحب			
Digital Resources	1. <a href="http://www.almaany.com">http://www.almaany.com</a> 2. <a href="http://naseemalsham.com">http://naseemalsham.com</a> 3. <a href="http://m.marefa.org">http://m.marefa.org</a>			



CorseCode:126BAB02LANAEC16T(B.A)  
**Syllabus of B.A. Ability Enhancement Compulsory Course  
(AECC)**

		<b>Title of the subject/Discipline: ARABIC</b>		
Year	I		Credit	03
Sem.	II	Corse Code: <b>AECC-2- ARABIC (B.A)</b> Corse Title: Discipline: <b>(النثر الجديد)</b> (An Nasral Jadeed) <b>Text: القراءة الواضحة ندوة العلماء، لكنؤ</b>	Total Hours	64
Formative Assessment Marks: 40		Summative Assessment Marks: 60	Duration of ESA: 4 Hrs	
<b>Learning Outcomes</b>	1. Learn about famous Arabic elegies and elegy writers 2. Read and learn the old poems of Arabic Literature. 3. Development of Arabic Reading & Writing Skills 4. Communication in Arabic Language 5. Development of Translation Skills			
<b>Unit No.</b>	<b>Course Content</b>	<b>Suggested Pedagogy</b>	<b>Hours U/P/L</b>	
Unit I	من الدرس الحادي عشر إلى الدرس العشرين	i) Lecture method.	12	
Unit II	سورة نوح، سورة الهمة	ii) Assignments,	13	
Unit III	النجم، القمر، الشمس تتحدث، الصيف والربيع، المخلوقات تتحدث عن نفسها، نشيد الألعاب الرياضية، الرياضة والدراسة، حق الوالدين، العلم والأخلاق، الشيخ الهرم	iii) Individual and Group Presentations and activities	13	
Unit IV	مختصر تاريخ أدبيات عربي (الفصل الثاني)	iv) Virtual Mode	13	
Unit V	فعل مضارع معروف مثبت فعل مضارع معروف منفي فعل ماضي مجهول مثبت فعل ماضي مجهول منفي	v) Power Point Presentation	13	
<b>Recommended Learning Resources</b>				
Print Resources	1. القراءة الواضحة (الجزء الثاني) لمولانا وحيد الزمان كيراتوي 2. القرآن الكريم 3. مختارات الأدب لزيدان بدران 4. مختصر تاريخ أدبيات عربي لدكتور سيد أبو الفضل 5. مفتاح الصرف لمولانا قاضي محمد بشير الدين صديقي صاحب			
Digital Resources	1. <a href="http://www.almaany.com">http://www.almaany.com</a> 2. <a href="http://naseemalsham.com">http://naseemalsham.com</a> 3. <a href="http://m.marefa.org">http://m.marefa.org</a>			

## Syllabus of B.A with One Major and One Minor ARABIC (DSC)

Corse Code: 126BAB01ARADSC01T(B.A.)

		Title of the subject/Discipline: ARABIC	Credit	03
Year	I			
Sem.	I	<p>Corse Code: <b>DSC – A1- ARABIC (B.A.)</b>                      Corse Title: <b>Discipline: A-1</b>                      النثر (القصة القصيرة)، والشعر القديم                      Prose (Short Stotries), Poetry (Classic),                      تاريخ الأدب العربي (العصر الجاهلي)                      History of Arabic Literature: Chapter-1 Pre Islamic Period Unit I &amp;                      II, Grammar  <b>Text قصص النبيين، قصيدة البردة - ندوة العلماء، لكنز: Text</b></p>	Total Hours	64
		Formative Assessment Marks: 40	Summative Assessment Marks: 60	Duration of ESA: 4 Hrs
<b>Learning Outcomes</b>	1. Brief Knowledge about Arabic Language 2. Get knowledge about History of Arabic Literature, its meanings and importance of the major Arabic Dialects. 3. Development of Arabic Reading & Writing Skills 4. Communication in Arabic Language 5. Development of Translation Skills			
<b>Unit No.</b>	<b>Course Content</b>	<b>Suggested Pedagogy</b>	<b>Hours U/P/L</b>	
Unit I	من الدرس الأول إلى الدرس العاشر	i) Lecture method,	12	
Unit II	سورة نبا، سورة المطففين	ii) Assignments,	13	
Unit III	قصيدة البردة (الفصل الثالث والفصل الرابع)	iii) Individual and Group	13	
Unit IV	العصر الجاهلي (الفصل الأول والثاني والثالث)	Presentations and activities	13	
Unit V	الجملة الاسمية، الجملة الفعلية، أقسام المفرد، المركب المفيد، المركب غير المفيد	iv) Virtual Mode v) Power Point Presentation		
<b>Recommended Learning Resources</b>				
Print Resources	1- قصص النبيين (الجزء الثاني) لمولانا أبي الحسن علي الندوي 2- القرآن الكريم 3- قصيدة البردة للإمام شرف الدين البوصيري 4- تاريخ الأدب العربي للأستاذ أحمد حسن الزيات 5- النحو الواضح (الجزء الأول) لعلي الجارم ومصطفى أمين			
Digital Resources	1. <a href="http://www.almaany.com">http://www.almaany.com</a> 2. <a href="http://naseemalsham.com">http://naseemalsham.com</a> 3. <a href="http://m.marefa.org">http://m.marefa.org</a>			

**Syllabus of B.A. with One Major and One Minor ARABIC (DSC)**

Corse Code: 126BAB01ARADSC02T (B.A.)

Year	I	Title of the subject/Discipline: ARABIC		Credit	03
Sem.	I	Corse Code: DSC – A2- ARABIC (B.A.) Corse Title: Discipline A-2 النثر القديم، إعجاز القرآن Prose (Classic & Modern), Poetry (Classic), تاريخ الأدب العربي (العصر الجاهلي) History of Arabic Literature: Chapter-1 Pre Islamic Period Unit III & IV- Classic Prose, Grammar قصص النبيين، القرآن الكريم - ندوة العلماء، لكنز: Text		Total Hours	64
Formative Assessment Marks: 40		Summative Assessment Marks: 60		Duration of ESA: 4 Hrs	
<b>Learning Outcomes</b>	1. Brief Knowledge about Arabic Language 2. Get knowledge about History of Arabic Literature, its meanings and importance of the major Arabic Dialects. 3. Development of Arabic Reading & Writing Skills. 4. Communication in Arabic Language 5. Development of Translation Skills				
<b>Unit No.</b>	<b>Course Content</b>	<b>Suggested Pedagogy</b>	<b>Hours U/P/L</b>		
Unit I	من الدرس الحادي عشر إلى الدرس إثني وعشرين (قصص النبيين)	i) Lecture method,	12		
Unit II	سورة الرحمن، سورة الأعلى	ii) Assignments,	13		
Unit III	قصيدة البردة (الفصل الخامس والفصل السادس)	iii) Individual and Group	13		
Unit IV	الباب الأول (الفصل الرابع)	Presentations and activities	13		
Unit V	المبتدأ والخبر، المضاف والمضاف إليه، الموصوف والصفة	iv) Virtual Mode v) Power Point Presentation	13		
<b>Recommended Learning Resources</b>					
Print Resources	1- قصص النبيين (الجزء الثاني) لمولانا أبي الحسن علي الندوي 2- القرآن الكريم 3- قصيدة البردة للإمام شرف الدين البوصيري 4- تاريخ الأدب العربي للأستاذ أحمد حسن الزيات 5- النحو الواضح (الجزء الأول) لعلي الجارم ومصطفى أمين				
Digital Resources	1. <a href="http://www.almaany.com">http://www.almaany.com</a> 2. <a href="http://naseemalsham.com">http://naseemalsham.com</a> 3. <a href="http://m.marefa.org">http://m.marefa.org</a>				



## Syllabus of B.A. with One Major and One Minor ARABIC (DSC)

Corse Code: 126BAB02ARADSC03T (B.A.)

		Title of the subject/Discipline: ARABIC	Credit	03
Year	I			
Sem.	II	<p>Corse Code: DSC – A3- ARABIC (B.A.)                      Corse Title: Discipline: A-3                      التمر القديم في مدح النبي ﷺ                      قصيدة البردة للإمام البوصيري                      (Qaseeda Burdah)                      Text: قصيدة البردة للإمام البوصيري، مطبوعة دكن</p>	Total Hours	64
Formative Assessment Marks: 40		Summative Assessment Marks: 60	Duration of ESA: 4 Hrs	
<b>Learning Outcomes</b>	<ol style="list-style-type: none"> <li>1. Brief Knowledge about Arabic Language</li> <li>2. Get knowledge about History of Arabic Literature, its meanings and importance of the major Arabic Dialects.</li> <li>3. Development of Arabic Reading &amp; Writing Skills</li> <li>4. Communication in Arabic Language</li> <li>5. Development of Translation Skills</li> </ol>			
<b>Unit No.</b>	<b>Course Content</b>	<b>Suggested Pedagogy</b>	<b>Hours U/P/L</b>	
Unit I	كيف أقضي يومي، لما بلغت السابعة من عمري، في السوق، نزهة وطبخ، سفر القطار، ماذا تحب أن تكون	i) Lecture method,	12	
Unit II	سورة الواقعة، سورة الغاشية	ii) Assignments,	13	
Unit III	قصيدة البردة (الفصل التاسع والفصل العاشر)	iii) Individual and Group	13	
Unit IV	الباب الثاني (القرآن والحديث)	Presentations and activities	13	
Unit V	التعريف والتذكير، التذكير والتأنيث، أسماء الإشارة	iv) Virtual Mode v) Power Point Presentation	13	
<b>Recommended Learning Resources</b>				
Print Resources	<ol style="list-style-type: none"> <li>1- القراءة الراشدة (الجزء الأول) لمولانا أبي الحسن علي الندوي</li> <li>2- القرآن الكريم</li> <li>3- قصيدة البردة للإمام شرف الدين البوصيري</li> <li>4- تاريخ الأدب العربي للأستاذ أحمد حسن الزيات</li> <li>5- النحو الواضح (الجزء الأول) لعلي الجارم ومصطفى أمين</li> </ol>			
Digital Resources	<ol style="list-style-type: none"> <li>1. <a href="http://www.almaany.com">http://www.almaany.com</a></li> <li>2. <a href="http://naseemalsham.com">http://naseemalsham.com</a></li> <li>3. <a href="http://m.marefa.org">http://m.marefa.org</a></li> </ol>			



**Syllabus of B.A. with One Major and One Minor ARABIC (DSC)**  
**Corse Code: 126BAB02ARADSC04T (B.A.)**

		<b>Title of the subject/Discipline: ARABIC</b>	Credit	03
Year	I			
Sem.	II	Corse Code: <b>DSC – A4- ARABIC (B.A.)</b> Corse Title: <b>Discipline: A-4</b> تاريخ الأدب العربي History of Arabic Literature <b>Text: تاريخ الأدب العربي للأستاذ أحمد حسن الزيات، مطبعة بيروت</b>	Total Hours	64
Formative Assessment Marks: 40		Summative Assessment Marks: 60	Duration of ESA: 4 Hrs	
<b>Learning Outcomes</b>	1. Learn about famous Arabic elegies and elegy writers 2. Read and learn the old poems of Arabic Literature. 3. Development of Arabic Reading & Writing Skills 4. Communication in Arabic Language 5. Development of Translation Skills			
<b>Unit No.</b>	<b>Course Content</b>	<b>Suggested Pedagogy</b>	<b>Hours U/P/L</b>	
Unit I	مسابقة، الساعة، الفطور، الأمانة، الصيد، مأدبة	i) Lecture method,	12	
Unit II	سورة المزمل، سورة التين	ii) Assignments,	13	
Unit III	الحمد لله، مناجاة، مناجاة الخالق، في مدح النبي صلى الله عليه وسلم، حق الأم، أماني طفل صغير	iii) Individual and Group Presentations and activities	13	
Unit IV	الباب الثاني (الشعراء المخضرمون والشعراء الإسلاميون)	iv) Virtual Mode	13	
Unit V	الفعل الأمر، الفعل النهي، الضمائر، الحروف الجارة	v) Power Point Presentation	13	
<b>Recommended Learning Resources</b>				
Print Resources	1- القراءة الراشدة (الجزء الأول) لمولانا أبي الحسن علي الندوي 2- القرآن الكريم 3- لمعات الأدب لعبد الحلیم 4- تاريخ الأدب العربي للأستاذ أحمد حسن الزيات 5- النحو الواضح (الجزء الأول) لعلي الجارم ومصطفى أمين			
Digital Resources	1. <a href="http://www.almaany.com">http://www.almaany.com</a> 2. <a href="http://naseemalsham.com">http://naseemalsham.com</a> 3. <a href="http://m.marefa.org">http://m.marefa.org</a>			



# **BAGALKOTUNIVERSITY**

**MudholRoad,Jamkhandi-587301Dist.:Bagalkote**

**PROGRAM/COURSESTRUCTUREANDSYLLABUS  
AspertheChoiceBasedCreditSystem(CBCS)designedin  
accordance with  
LearningOutcomes-  
BasedCurriculumFramework(LOCF)ofNationalEduca  
tionPolicy (NEP)2020forUndergraduate Program  
in**

## **SANSKRIT**

AsperNEP 2020andadaptedfromRCUBelagavi applicablefromtheAcademicYear2023-24

**ಪ್ರಥಮ ಮತ್ತು ದ್ವಿತೀಯ ಸೆಮಿಸ್ಟರ್ (DSC ಸಂಸ್ಕೃತ ವಿಷಯ  
ಹಾಗೂ OEC ಮುಕ್ತ ಆಯ್ಕೆ ಪತ್ರಿಕೆ)**

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.

- 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.

**2. Evaluation process of IA marks shall be as follows:**

- a) The first component (C1) of assessment is for 20% marks. This shall be based on test, assignment, seminar, case study, field work, project work etc. This assessment and score process should be completed after completing 50% of syllabus of the course/s and within 45 working days of semester program.
- b) The second component (C2) of assessment is for 20% marks. This shall be based on test, assignment, seminar, case study, field work, internship / industrial practicum / project work etc. This assessment and score process should be based on completion of remaining 50 percent of syllabus of the courses of the semester.
- c) During the 17<sup>th</sup>– 19<sup>th</sup> week of the semester, a semester end examination shall be conducted by the University for each course. This forms the third and final component of assessment (C3) and the maximum marks for the final component will be 60%.
- d) In case of a student who has failed to attend the C1 or C2 on a scheduled date, it shall be deemed that the student has dropped the test. However, in case of a student who could not take the test on scheduled date due to genuine reasons, such a candidate may appeal to the Program Coordinator / Principal. The Program Coordinator / Principal in consultation with the concerned teacher shall decide about the genuineness of the case and decide to conduct special test to such candidate on the date fixed by the concerned teacher but before commencement of the concerned semester end



examinations.

- e) For assignments, tests, case study analysis etc., of C1 and C2, the students should bring their own answer scripts (A4 size), graph sheets etc., required for such tests/assignments and these be stamped by the concerned department using their department seal at the time of conducting tests / assignment / work etc.
- f) 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%

- Conduct of Seminar, Case study / Assignment, etc. can be either in C1 or in C2 component at the convenience of the concerned teacher.

### Model Question Paper DSC and OEC

Max Marks: 60 Max

Time: 2 hrs

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

### ಪ್ರಥಮ ಮತ್ತು ದ್ವಿತೀಯ ಸೆಮಿಸ್ಟರ್ (DSC ಸಂಸ್ಕೃತ ವಿಷಯ ಪತ್ರಿಕೆ)

Bachelor of Arts (Basic/ Hons.)(for subjects without practicals with one major and one minor)

B.A. (With Sanskrit major and any other minor)

Semester	Discipline Core (DSC) (L+T+P)	Max Marks		Discipline Elective(DSE) / Open Elective (OE)	Max Marks	
		Theory	IA		Theory	IA
I	Classical Sanskrit Literature- Gadyakavya A 1(3) - Bharata Samgraha of lakshmanasuri - Adiparva Padyakavya A 2(3) - Kiratarjunyam of Bharavi, 12 <sup>th</sup> Sarga, Ed: Dr. R Shobha	60	40	OE-1 (3)	60	40
II	Champurakavya A 3(3) - Champuramayanam - Sundarakanda, Ed: Dr. Nagalakshmi Nataka A 4(3)- Bhagavadajjukiyam of Mahendravarma Ed: Dr. J Sreenivasamurthy and Dr.R Shobha	60	40	OE-2 (3)	60	40

ಪ್ರಥಮ ಮತ್ತು ದ್ವಿತೀಯ ಸೆಮಿಸ್ಟರ್ (OEC ಸಂಸ್ಕೃತ ವಿಷಯ ಪತ್ರಿಕೆ)

Discipline Elective(DSE) / Open Elective (OE)	Max Marks	
	Theory	IA
OE-1 (3) Sanskrita Bhasha Kalike Ed: Dr. N S Suresh	60	40
OE-2 (3) Sanskrita Subhashita Parichaya, Ed: Dr. Nagalakshmi	60	40

CourseCode:126BAB01LANAEC05T

**Ability Enhancement Compulsory Language Courses**  
**I Semester - BA/BSW/BSc/BCOM./BBA/BCA/CCJ**  
**2021-22 and onwards**

**Title: Sanskrit Poetry, Grammar and Comprehension**

Semester	Ability Enhancement compulsory course(L+T)	Marks	Credits
I	a. Introduction to Classical Sanskrit Poetry b. Selected Portion of a Sanskrit Poetic composition- <b>Valmiki Ramayana, Balakanda Sarga-I</b>	45	3
	a. Simple Sanskrit Sentence formation b. Swarasandhi c. Comprehension in Sanskrit	15	
	Continuous Evaluation: Attendance, Assignment, Internal Test, Creative Writing, Conversation in Sanskrit	40	
	Total	100	3

**Scheme of Examination**

- |  |          |         |
|--|----------|---------|
| 1. Essay type questions                          | (1 of 2) | 1x10=10 |
| 2. Short notes                                   | (2 of 4) | 2x5=10  |
| 3. Translation and explanation of Shlokas        | (3 of 5) | 3x4=12  |
| 4. Reference to context                          | (2 of 4) | 2x4=08  |
| 5. Grammar (Should be answered in Sanskrit only) |          |         |
| a) Simple Sanskrit Sentence formation            | (5 of 8) | 5x1=05  |
| b) Identifying Linga, Vibhakti & Vachana         | (5 of 8) | 5x1=05  |
| 6. Comprehension in Sanskrit                     |          | 5x2=10  |

**Books for study & Reference:**

1. Valmiki Ramayana: - Vid. Ranganatha Sharma (ಭಾರತ ದರ್ಶನ ಪ್ರಕಾಶನ)
2. Valmiki Ramayana: - Geetha Press, Gorakpur.
3. History of Classical Sanskrit Literature by M. Krishnamachariar.
4. Bhasha Shastra Mattu Samskruta Sahitya Charitre (kannada) edited by Dr. K. Krishnamurthy, Vidwan Ranganatha Sharma and vidwan H.K. Siddagangaiah.
5. History of Classical Sanskrit Literature- S.Rangachar
6. Samskruta Sahitya Sameeksha (Kannada) Dr. M. Shivakumara Swamy
7. Higher Sanskrit Grammar- M.R. Kale.
8. Subhodha Samskrutha Vyakarana –D.N. Shanbhag.

**Ability Enhancement Compulsory Language Courses**  
**II Semester - BA/BSW/BSc/BCOM./BBA/BCA/CCJ**  
**2021-22 and onwards**

**Title: Sanskrit Prose Literature, Grammar and Translation**

Semester	Ability Enhancement compulsory course(L+T)	Marks	Credits
II	a. Introduction to Samskruta Gadya Kavya b. Selected Portion of a Sanskrit Prose composition- <b>Vethala Panchavimshathi (Selected stories)</b>	45	3
	a. Correction of errors b. Tiganta Prakaranam – Lat Lakara, Lang Lakara, Lot Lakara, Vidhiling Lakara, Lrut Lakara. c. Translation from Sanskrit to Kannada / English	15	
	Continuous Evaluation: Attendance, Assignment, Internal Test, Creative Writing, Conversation in Sanskrit	40	
	<b>Total</b>	<b>100</b>	

**Scheme of Examination**

1. Essay type questions	(1 of 2)	1x10=10
2. Short notes	(2 of 4)	2x5=10
3. Translation of Prose	(1 of 2)	1x8=08
4. Reference to context	(3 of 5)	3x4=12
5. Grammar (should be answered in Sanskrit only)		
a) Correction of errors	(5 of 8)	5x1=05
b) Identification of Lakara, Purusha & Vachana	(5 of 8)	5x1=05
7. Translation from Kannada / English to Sanskrit		1x10=10

**Books for study & Reference:**

1. Vethala Panchavimshathi: Published by Chowkamba Vidyabhavan.
2. History of Sanskrit Literature by M.R. Kale.
3. Samkruta Sahityada Itihasa (Kannada) S.Ramachandra Shastri-Prasaranga, Bangalore University Publications.
4. Bhasha Shastra Mattu Samskruta Sahitya Charitre (kannada) edited by Dr.K. Krishnamurthy, Vidwan Ranganatha Sharma and vidwan H.K. Siddagangaiah.
5. History of Sanskrit Literature- S.Rangachar
6. History of Classical Sanskrit Literature- M. Krishnamachariyar
7. Samskruta Sahitya Sameekshe (Kannada) Dr. M. Shivakumara Swamy
8. Higher Sanskrit Grammar- M.R. Kale.





# BAGALKOT UNIVERSITY

Mudhol Road, Jamkhandi-587301 Dist.: Bagalkote

## PROGRAM/COURSE STRUCTURE AND SYLLABUS

As per the Choice Based Credit System (CBCS) designed in accordance with  
Learning Outcomes-Based Curriculum Framework (LOCF) of National Education Policy (NEP) 2020 for  
Undergraduate Program in

## UNDER-GRADUATE DEGREE IN MARATHI

As per NEP 2020 and adapted from RCUBelagavi applicable from the Academic Year 2023-24



# **BACHELORSINMARATHI(B.A.)**

## **NatureandExtentoftheBachelor'sinMarathi(B.A.)Program**

### **Introduction**

Study of Marathi language and literature as a subject is committed to strengthening its commitment to student's success and broadening the dimension of thought process of the students. That Under Graduation course of Marathi is designed to enable the students to.... Demonstrate an ability to think independently about a problem related to society and self, and clearly articulate and support their own views. Students completing B.A. in Marathi will be able to practice thinking and reading skills, so that they can devise original ideas, rather than simply echo the ideas of others. Students will learn to evaluate the credibility of sources, use academic/scholarly resources and incorporate sources effectively and ethically.

### **CHARACTERISTICS OF LANGUAGE**

- a. Language is not a born activity as crying and walking. It is not an automatic process. It has to be learnt. Any learner learns the language by imitation and practice.
- b. If a baby or man is shifted to another community or cultural group, he will acquire the language spoken by that cultural community. For example; if an Maharashtrian family is settled in Karnataka, the children of the family will acquire the Kannada language with an Karnataka accent.
- c. Language is a system like a human body, just as body functions through different organs such as brain, heart, lungs. In the same way, language functions through sounds, words and structures.
- d. The language is primarily observed speech. Speech is a fundamental thing in language learning, reading and writing are secondary. Through speech and modulation of speech, we get a clear picture of Marathi inflexion.
- e. No language on earth is static. Every language is undergoing changes in its grammar, vocabulary, structure and phonology with the course of time.
- f. The main purpose of language is communication. Since it is so, a person's speech must be intelligible to others. For this, he must acquire the right pronunciation and intonation.
- g. Language is arbitrary. There is no relationship between the words of a language and its meaning. The relationship between word and meaning is arbitrary.
- h. Each language is unique. No two languages are alike. They cannot have the same set of patterns of structures, sounds, grammatical rules or words. The sounds, structures, vocabularies of every language have their own specialty.

### **PRINCIPLES OF SITUATIONAL APPROACH**

1. Language learning is habit-formation.
2. Mistakes should be avoided.
3. Language skills are represented orally first, then in written form to improve the effectiveness of

learning.

4. Examples are better than analysis for language learning.
5. Meanings of the words are represented in linguistic and cultural context.
6. Opportunities are created for learners to associate the meaning of new words with parallel situations.
7. New words are introduced as and when it comes in the class.
8. Language materials are used to create appropriate situations.
9. Continuous repetition of language items.
10. The teacher raises questions related to created situations and answers them.
11. Revision is important.

## **STATUS OF MARATHI**

In the Global and Indian Context - Scope of Marathi

Language Marathi is an important Indian language. Marathi has been playing an important role in our educational system as well as in our national life. Marathi occupies an important place and position in media, courts, trade, commerce, industry, educational system and national life of Maharashtra and as well as India.

## **THE LEARNING OUTCOMES**

Based Curriculum Framework (LOCF) presented here visualizes that graduate training needs to attend to the following considerations:

1. Acquisition of graduate attributes and descriptors with demonstrated abilities through Marathi literature
2. Knowledge of Media and Information Literacy in the context of Marathi practice;
3. Application of Programme Media in Marathi practice;
4. Skill development and entrepreneurship abilities to be taught at undergraduate levels;
5. Learning by doing through concurrent and block Literature which provides an opportunity to the students for practice in diverse settings;
6. Selection of courses of their choice from a range of electives which allows in-built flexibility for students to learn they are truly interested in and avoid that which they may not be much inclined to learn; and
7. Development of research and analytical abilities through dissertation as a separate paper at the honours or research degree level in the fourth year of the undergraduate degree.

## **MAINTAINING LANGUAGE SKILLS AND CULTURAL CONNECTIONS**

For those students who already have some knowledge of the MARATHI language or a family connection to the culture, the study of MARATHI offers the opportunity to learn and enhance their language and cultural heritage.

## **PERSONAL AND COGNITIVE BENEFITS**

There is significant evidence to suggest that learning another language contributes to the

development of first language skills and enhances cognitive functioning. Learning an additional language increases the ability to conceptualize, to think abstractly, and fosters more cognitive flexibility, greater divergent thinking and metalinguistic competence.

## **ECONOMIC BENEFITS**

In today's world, the knowledge of an additional language and culture in general, and MARATHI in particular, provides individuals with an economic advantage. Learning another language enables them to communicate and interact effectively in the global community and marketplace.

## **GLOBAL CITIZENSHIP**

Preparing students to meet the challenges in a world that is increasingly interdependent is one of the more important objectives of language education. Globalization and our multicultural society have increased the need for knowledge of other languages and cultures for effective communication. Through the study of languages, students learn to recognize, respect and appreciate the cultural diversity of Canadian society and contribute to our global community.

Learning MARATHI, just as learning any other language, develops thinking skills and learning strategies that are transferable to other learning situations. The study of MARATHI also develops awareness of, and sensitivity to, the cultural and linguistic diversity of our communities.

## **ASSUMPTIONS**

The following statements are assumptions that have guided the development of this program.

- Language is communication.
- All students can be successful learners of language and culture, although they will learn in a variety of ways and acquire proficiency at varied rates.
- All languages can be taught and learned.
- Learning MARATHI as an additional language leads to enhanced learning in both the student's primary language and in related areas of cognitive development and knowledge acquisition. This is true for students who come to the class with some background knowledge of MARATHI and further develop skills in their language.

## **THE CONCEPTUAL MODEL**

The aim of this program is the development of communicative competence in MARATHI.

### **Four Components**

For the purposes of this program, communicative competence is represented by four interrelated and interdependent components.

- **Applications** deal with what the students will be able to do with the language, the functions they will be able to perform and the contexts in which they will be able to operate.
- **Language Competence** addresses the students' knowledge of the language and their ability to use that knowledge to interpret and produce meaningful texts appropriate to the situation in which they are used.

□ **Global Citizenship** aims to develop intercultural competence with a particular focus on cultures associated with the Arabic language.

□ **Strategies help** students learn and communicate more effectively and more efficiently. Each of these components is described more fully at the beginning of the corresponding section of this course series.

## **MODES OF COMMUNICATION**

Because of the focus on using language to communicate in specific contexts, with a particular purpose or task in mind, three modes of communication are used to organize some of the specific outcomes.

- **Interaction** is most often direct, face-to-face oral communication, but it can take the form of written communication between individuals, using such a medium as e-mail where the exchange of information is fairly immediate. It is characterized principally by the opportunity to negotiate meaning actively; that is, helping others understand and working to understand others. Interactive communication generally requires quicker processing but less accuracy than the other two modes.
- **Interpretation** is receptive communication of oral and written messages in contexts where the listener or reader is not in direct contact with the creator of the message. While there is no opportunity to ask for clarification, there is sometimes the possibility of rereading or listening again, consulting references, or making the meaning clearer in other ways.
- **Reading and listening** will sometimes involve viewing and interpreting visual elements, such as illustrations in books or moving images in television and film. Interpretation goes beyond a literal comprehension to include an understanding of some of the unspoken or unwritten meaning intended by the speaker or author.
- **Production** is communication of oral and written messages in contexts where the audience is not in personal contact with the speaker or writer or in situations of one-to-many communication; e.g., a lecture or a performance where there is no opportunity for the listener to interact with the speaker.
- **Oral and written** presentations will sometimes be enhanced by representing the meaning visually, using pictures, diagrams, models, drama techniques or other nonverbal forms of communication.
- **Greater knowledge** of the language and culture is required to ensure that communication is successful, since the participants cannot directly negotiate meaning.

## **OBJECTIVES**

Students should be able to identify, analyze, interpret and describe the critical ideas, values and themes, that appear in literary and cultural texts and understand the way these ideas – values. Further able to:

- To understand meaning, characteristics and functions of language
- To know principles of language learning ;
- To realize nature and scope of Marathi language in India and global level;
- To get some insight into different types of aims and objectives of Teaching Marathi;

- To realize the objectives of teaching different skills of Marathi;
- To recognize objectives of teaching prose and poetry; and
- To understand objectives of teaching Marathi at different levels of education.

## **OBJECTIVES OF TEACHING MARATHI**

- Understand Marathi when spoken;
- Speak Marathi correctly and fluently;
- Read Marathi with comprehension at a reasonable speed for gathering information and enjoy reading;
- Write Marathi neatly and correctly with proper speed and legibility;
- Acquire knowledge of the elements of Marathi for achieving a practical command of the language; and
- Translate Marathi into their mother tongue and vice-versa

## **AIMS OF U.G. MARATHI PROGRAM/COURSE**

The central aim of the U.G. Marathi program is to inculcate among the students the values, knowledge, skills, and techniques necessary for working with individuals, groups, communities and for collective action to bring about positive social change. In order to fulfil this, U.G. Marathi program comprises a wide range of courses including the core, supportive and inter-disciplinary domains of literary field. The programme is strongly committed to a diverse learning environment, in which respect for dignity and worth of all human beings and understanding of diverse conditions would be practiced. It respects individual uniqueness and offers a professional programme to build a foundation for practice with population groups, keeping the larger goal in mind.

- Create and cultivate taste in Marathi literature.
- Understand to analyze, evaluate and appreciate literary texts.
- Develop ability for in-depth study of literature.
- Understand the history of Marathi literature.
- Get the concept of literary history Clarified.
- Get acquainted to various movements in Modern Marathi literature.
- Generate interest in modern Marathi literature
- Get introduced to media.
- Develop skill in preparing materials for media including Newspaper, Radio and TV.
- Understand the nature and function of literature.
- Understand the nature of the process of literary creation and the concept of literary genus.
- Acquire ability to analyze the process of literary appreciation.
- Get acquainted to some fundamental concepts in literary appreciation.
- Understand the original development of Marathi language in the light of linguistic theories.
- Understand the evolution of Marathi language.
- Get acquainted to the basic features of Marathi language.

- Get introduced to historical and descriptive linguistics.
- Acquire writing skills for newspaper and media
- Master the skills of Marathi language
- Understand the importance of media in society
- Increase understanding of literature and critical theories
- Comprehend the concepts in criticism
- Become familiar with value-added concepts in criticism
- Understand the tradition of critics and criticism in Marathi Literature
- Enrich critical aptitude
- Aware about nature and scope of interdisciplinary research
- Understand the tradition of researchers in Marathi literature
- Comprehend the relation between the creative writer and his age
- Understand the contribution of various creative artists
- Comprehend the nature of folk literature and its types
- Acquire in-depth knowledge of contemporary issues in media and communication.
- Make use of recent developments and current debates in media and communication through the range of modules.
- Explain various specialist subdisciplines, including big data, digital cultures, mobile media, news and information.
- Explain the methods of production and technological practices and relevant social issues.
- Demonstrate proficiency in writing in one or more professional media writing applications

### **IDENTIFY OWN STRENGTHS AND DEVELOP AREAS FOR GROWTH**

- is aware of own strengths and weaknesses
- is open to improvement and growth opportunities
- is able to propose activities according to own interests and talents
- is willing to participate in different activities
- is able to undertake a thoughtful self-evaluation
- is able to see themselves as individuals with various abilities and skills, some more developed than others.

### **DEMONSTRATE THAT CHALLENGES HAVE BEEN UNDERTAKEN, DEVELOPING NEW SKILLS IN THE PROCESS**

- participates in an experience that demands an appropriate personal challenge; this could be with new or familiar experiences
- is willing to become involved in unfamiliar environments and situations
- acquires new skills and abilities
- increases expertise in an established area
- shows newly acquired or developed skills or increased expertise in an established area.

### **Demonstrate the skills and recognize the benefits of working collaboratively**

- share skills and knowledge
- listens respectfully to proposals from peers
- is willing to take on different roles within a team
- shows respect for different points of view and ideas makes valuable contributions
- is responsible for participating in the group
- readily assist others
- is able to identify, demonstrate and discuss critically the benefits and challenges of collaboration gained through experiences.

### **Demonstrate engagement with issues of global significance**

- recognizes the global implications of local issues
- is able to identify global issues in the local or national community
- shows awareness of issues of global importance and takes concrete and appropriate actions in response to them either locally, nationally or internationally
- develops awareness and responsibility towards a shared humanity.

### **Recognize and consider the ethics of choices and actions**

- recognizes ethical issues
- is able to explain the social influences on one's ethical identity
- takes into account cultural context when making a plan or ethical decision
- identifies what is needed to know in order to make an ethical decision
- articulates ethical principles and approaches to ethical decisions
- shows accountability for choices and actions
- is aware of the consequences of choices and actions regarding self, others involved and the community
- integrates the process of reflection when facing an ethical decision

### **TOTAL COURSE OUTCOMES (STUDENTS WILL BE ABLE TO)**

- Develop Marathi reading & linguistic comprehension of students
- Understand the basic forms of fiction and Poetry.
- Develop interest in literature fiction and story.
- Inculcate moral and human values within themselves
- Understand the types of Marathi Short Story Writing.
- Develop Reading, Writing & Communications skills of students
- Develop attitude of literary forms Marathi Poetry.
- Students learn Values through literary works.
- The students are able to make accurate use of Marathi language in their respective fields.
- The students could communicate effectively in their various business situations.

- Theverbaland non-verbalskills ofcommunicationaredeveloped.
- DevelopattitudeofliteraryformsinMarathinovelandliteraryform
- InformationaboutthehistoryofmodernMarathiLiterature.
- DeveloptheNovelreadingskills.
- GetinformationwellknownwriterinMarathi.
- Getinformationaboutthebiographyand autobiography.
- Knowtheconceptofold GadyaWangamaya.
- KnowtheconceptPadyaWangamaya.
- GetinformationaboutSantPoet&their literature.
- GetinformationaboutSantliteratureforms.
- GetinformationwellKnownPoetSantDnyaneshwar,SantNamadev,SantTukaram,SantSant Ekanath, Chokhamela, Sant Janabai, Sant Narhari Sonar etc.
- Thestudentsdevelop interestintheoldMarathiliterature
- InformationabouttheancientMarathiLiterature.
- Knowtheconceptand processofLiterature.
- InformationaboutthehistoryofMarathiLiterature.
- Knowtheconcept&process Literature.
- Increasevisionregardingliteraryvalue.
- Developliterarytendencies.
- UnderstandthetypesofMarathiShortStoryWritingskills,
- Knowtheconceptand processofliterature.
- KnowtheconceptofDrama.
- Thestudentslearntheoriginofdramaasdramaticartandisskills.
- Studentsareacquaintedwiththelanguage,style, dialoguestructureoftheagetowhichitbelongs.
- Studentslearnvaluethroughliteraryworks.
- Introduce to theMinorgenressuchasoneactplay.
- Useliteraturetodeveloptheirsocialandmoralsensein life.
- Developattitudeofliteraryforms.
- KnowtheTypesofMarathi Wagamaya.
- Knowtheimportanceoflanguageinhumanlife.
- Knowthevariousmethodstothe studyoflanguage.
- Understandthe communicationprocessand method.
- KnowtheconceptofLinguistics.
- Knowtheimportanceoflanguageinhumanlife.
- Knowthevariousmethodstothe studyoflanguage.
- Understandthe communicationprocessand method.
- Connectliteratureto real lifeexperience.
- Understandvariousbranchesandmovements ofMarathiliterature.



- Develop linguistic skills to meet the requirements in the age of globalization.
- Develop the skill of translation etc.

**SOME OF THE CHARACTERISTIC ATTRIBUTES THAT A MARATHI GRADUATE SHOULD DEMONSTRATE AT THE END OF THE PROGRAM ARE AS FOLLOWS:**

**Identify own strengths and develop areas for growth:**

- Is aware of own strengths and weaknesses
- Is open to improvement and growth opportunities
- Is able to propose activities according to own interests and talents
- Is willing to participate in different activities
- Is able to undertake a thoughtful self-evaluation
- Is able to see themselves as individuals with various abilities and skills, some more developed than others.

**Demonstrate that challenges have been undertaken, developing new skills in the process**

- Participates in an experience that demands an appropriate personal challenge; this could be with new or familiar experiences
- Is willing to become involved in unfamiliar environments and situations
- Acquires new skills and abilities
- Increases expertise in an established area
- Shows newly acquired or developed skills or increased expertise in an established area.

**Demonstrate how to initiate experience**

- Shows initiative by launching a new idea or process
- Suggests creative ideas, proposals or solutions
- Integrates reflective thoughts in planning or taking initiative
- Is aware of roles and responsibilities when designing an individual experience
- Shows responsible attitude to project planning

**Show commitment to and perseverance in experiences**

- Demonstrates regular involvement and active engagement
- Is able to foresee potential challenges to the initial plan and consider valid alternatives and contingencies
- Demonstrates adaptability to uncertainties and changes
- Gets involved in long-term experiences.

**Demonstrate the skills and recognize the benefits of working collaboratively:**

- Shares skills and knowledge
- Listens respectfully to proposals from peers
- Is willing to take on different roles within a team
- Shows respect for different points of view and ideas, makes valuable contributions
- Is responsible for participating in the group
- Readily assists others

### **Demonstrate engagement with issues of global significance**

- Recognizes the global implications of local issues
- Is able to identify global issues in the local or national community
- Shows awareness of issues of global importance and takes concrete and appropriate actions in response to them either locally, nationally or internationally
- Gets involved in addressing global issues in a local, national or international context
- Develops awareness and responsibility towards a shared humanity.

### **Recognize and consider the ethics of choices and actions**

- Recognizes ethical issues
- Is able to explain the social influences on one's ethical identity
- Takes into account cultural context when making a plan or ethical decision
- Identifies what is needed to know in order to make an ethical decision
- Articulates ethical principles and approaches to ethical decisions
- Shows accountability for choices and actions
- Is aware of the consequences of choices and actions regarding self, others involved and the community
- Integrates the process of reflection when facing an ethical decision
- Shows awareness of the potential and varied consequences of choices

## **GENERAL OUTCOMES**

General outcomes are broad statements identifying the knowledge, skills and attitudes that students are expected to achieve in the course of their language learning experience. The four general outcomes serve as the foundation for this Marathi program and are based on the conceptual model outlined on the preceding pages.

### **APPLICATIONS**

- Students will use Marathi in a variety of situations and for a variety of purposes.

### **LANGUAGE COMPETENCE**

- Students will use Marathi effectively and competently.

### **GLOBAL CITIZENSHIP**

- Students will acquire the knowledge, skills and attitudes to be effective global citizens. Strategies
- Students will know and use various strategies to maximize the effectiveness of learning and communication.

The order in which the general outcomes are presented in the program does not represent a sequential order, nor does it indicate the relative importance of each component. The general outcomes are to be implemented in an integrated manner.

## **SPECIFIC OUTCOMES**

Each general outcome is further broken down into specific outcomes that students are to achieve by the end of each course. The specific outcomes are interrelated and interdependent. In most classroom activities, a number of learning outcomes will be dealt with in an integrated manner. The specific outcomes are categorized under cluster headings, which show the scope of each of the four general outcomes.

**These headings are shown in the table on the following page.**

- The specific outcomes are further categorized by strands, which show the developmental flow of learning from the beginning to the end of the program. However, an outcome for a particular course will not be dealt with only in that particular year of the program.
- The spiral progression that is part of the conceptual model means that activities in the years preceding will prepare the ground for acquisition and in the years following will broaden applications.

## **THE SALIENT FEATURES OF THE CREDIT BASED SEMESTER SCHEME**

Each course shall carry certain number of credits. Credits normally represent the weightage of a course and are a function of teaching, learning and evaluation strategies such as the number of contact hours, the course content, teaching methodology, learning expectations, maximum marks etc. In the proposed programs, generally one hour of instruction per week in a semester is assigned one credit. In terms of evaluation, one credit is generally equivalent to 25 marks in a semester. Thus a 3 or 4 credits course will be assessed for 100 marks, 2 credits courses are assessed for 50 marks and one credit course will be assessed for 25 marks. What matters for the calculation of Semester Grade Point Average (SGPA) or the Cumulative Grade Point Average (CGPA) is the percentage of marks secured in a course and the credits assigned to that course. On this basis, generally, a three-year six-semester undergraduate program will have around 142 credits, and a four-year eight-semester honors degree program will have around 184 credits and a five-year ten-semester master's degree programme will have 228 credits.

**The general features of the Credit Based Semester Scheme are**

- a) The relative importance of subjects of study are quantified in terms of credits.
- b) The subjects of study include core, elective, ability/skill enhancement courses
- c) The programme permits horizontal mobility in course selections.
- d) The students shall take part in co-curricular and extension activities.
- e) The declaration of result is based on Semester Grade Point Average (SGPA) or Cumulative Grade Point Average (CGPA) earned

## **CREDIT REQUIREMENTS:**

The candidates shall complete courses equivalent to a minimum of 142 credits to become eligible for the Regular Bachelor Degree, 184 credits to become eligible for the Bachelor Degree with Honours 228 credits to become eligible for the Integrated Master's Degree.

## **COURSE DESCRIPTION:**

- 1. Discipline Specific Course [DSC]:** Are compulsory core courses of the program: Every semester consists of Core Course/s which is to be compulsorily studied by a student as a core requirement to complete the programme in MARATHI Language discipline.
- 2. Minor Discipline Course:** Minor Discipline is a secondary specialization that one may choose to pursue in addition to a Major Discipline. They may be related areas of studies or two distinct areas of studies which are not interrelated at all.
- 3. Discipline Specific Elective [DSE)/Open Elective (OE):** Offered under the main discipline/subject of study: An elective course focuses on those courses which add generic proficiency to the students. An elective may be 'Discipline Centric' or an 'Open Elective.' Discipline-centric elective courses are value-addition to the students of MARATHI in strengthening their knowledge and skills and in doing so help them to be able to follow their interest. Open elective courses may be chosen from an unrelated discipline so that they gain a multidisciplinary perspective and this also provides the much-required flexibility to the students to select any of the courses offered in the college/ University.
- 4. Ability Enhancement Compulsory Courses [AECC]:** course based upon the content that leads to the knowledge of language history, significance of the language, as well as history of MARATHI Literature through learning the grammar and translation skills. In the CBCS scheme of this undergraduate programme, the students are mandatorily required to choose two subjects of their liking for additional knowledge and building their competencies outside their main subjects of study.
- 5. Skill Enhancement Courses [SEC]:** These courses designed to provide value-based and/or skill based knowledge aimed at providing theory, lab/hands on training/fieldwork, competencies, skills etc
- 6. Project work/ Dissertation/ Internship/ Entrepreneurship** Project work is a special course involving application of knowledge in solving / analyzing / exploring a real life situation / difficult problem/ data analysis. Project Work has the intention to provide research competencies at undergraduate level. It enables to acquire special/ advanced knowledge through support study/a project work. Candidates shall carry out project work on his/her own with an advisory support by a faculty member to produce a dissertation/ project report. Internship/ Entrepreneurship shall be an integral part of the Curriculum

## **STUDENTS WHO STUDY NEW LANGUAGES (OE) HE/SHE IS ABLE TO**

### **Better at making decisions**

If you struggle to make decisions, learning another language might just be the solution to your problems! According to a new study, people who speak more than one language are better decision-makers, because they are less susceptible to conditioning and framing techniques. Simply put, they can stay level-headed when they're asked a question. This means that multilingual aren't as swayed by the language used in advertisements and political broadcasts, and they can make their decisions without being influenced by emotions.

### **Brain will change**

When you study languages, the work you do could even change the structure of your brain! Researchers from Sweden studied two groups of scholars – one which studied languages, and another that didn't. By using MRI scans, it was found that the brains of the scholars who had studied languages were larger, while the brains of the other group were regular-sized. The growth was mostly based in the parts of the brain related to language skills

### **find studying easier**

Learning a new language, or even being surrounded by lots of languages, can have a big impact on your studies. It's been found that babies brought up in multilingual environments develop stronger memories than ones brought up in single-language homes. Multiple language speakers have also been shown to be better at remembering lists or sequences. So if you learn a new language you're more likely to have a better memory, and you'll find studying easier because you'll spend less time relearning old notes!

### **Become more creative**

Researchers have also found that you're likely to be a more creative person if you learn another language. It's common to forget certain words when you're swapping between languages, which forces you to choose others with the same meaning to fill the gap. It's thought that having to reach out for alternative words makes you more skilful at thinking outside the box, and better at finding lots of solutions to the same problems. Score!

### **Brain will be healthier**

If you learn another language, it's likely that your brain will stay healthier for longer. So if you learn another language as an international student, your brain will age less quickly.

### **Become more focused**

As a multilingual, you'll be better at controlling your attention and tuning out distractions – or so recent research suggests. A study by Northwestern University discovered that speaking more than one language was good for the brain, as it trains it to process information more efficiently.

### **Have better listening skills**

When you're sitting in class, you'll automatically have an advantage over your peers if you can speak more than one language – you'll be better at listening! Recent studies have shown that

bilinguals are better at distinguishing between different types of sounds in two or more languages, which will come in handy when your professors are debating in your next lecture.

### **Improve your native language**

Weirdly enough, if you learn a second language, you'll also improve your native one. When you first learn to speak as a child, you typically pick up different words and expressions as you listen to people talking around you. But you may not fully appreciate the underlying structure of what you're saying.

Learning a new language will also help you make wiser financial decisions, as studies have shown that those who speak multiple languages are more self-aware spenders, viewing 'hypothetical' and 'real' money more similarly than people who speak just one. Researchers believed this was because the participants had less of an emotional reaction to things they heard in their second language, so they were less likely to act on impulse (and more likely to hold on to their cash!).

### **STUDENT LEARNING OUTCOMES FOR THE MARATHI MAJOR/MINOR (B.A.)**

Marathi major/minor from all semesters should be able to:

- Read a variety of texts critically and proficiently to demonstrate in writing or speech the comprehension, analysis, and interpretation of those texts;
- Write a literary or expository text using the conventions of standard Marathi as stylistically appropriate, while showing a nuanced use of language (producing such a text may include invention, workshopping, research, compiling bibliographies, drafting, peer responses, revising, and/or editing);
- Demonstrate knowledge and comprehension of major texts and traditions of language and literature written in Marathi as well as their social, cultural, theoretical, and historical contexts;
- analyze and interpret texts written in Marathi, evaluating and assessing the results in written or oral arguments using appropriate support;
- Design and create texts for a variety of purposes and audiences, evaluating and assessing the effectiveness and meaning of such texts.
- Develop knowledge of vocabulary and grammar.
- Learn expression and translation.
- Learn to analyze, interpret and write advertisement and report which also develop employable skills.
- Learn to write invitations of different forms and also learn about journal front page and last page writing and News in newspaper, Television and Radio etc.
- Develop writing skills to write complaints and group discussions
- Develop skills to write and read news at radio/radio jockey & T.V. station.
- Develop creativity and leadership skills through essay writing thus learn to think quickly, write persuasively and present well connected ideas in a compact manner.

### **EMPLOYMENT AREAS FOR BACHELOR OF ARTS [B.A.] IN MARATHI**

Several career opportunities are available for Marathi graduates in the field of teaching, translating or as a freelancer:

- Most of the educational institutions look for the experts in Marathi languages and literature in teaching field.
- Candidates have an option for taking private tuitions is also available.
- There are various types of jobs available as an interpreter, such as a consecutive interpreter, general interpreter and liaison interpreter.
- Graduate as a translator also works in fields such as scientific literacy, technical or business.
- Freelancers can join research firms, translation bureaus, publishing houses, media field i.e. print media, radio, television, blog writing, e-journalism, hotel industry, travel and tourism sector etc.
- And also in the field of Educational Institutes, Fire Department, Economic Development, Export Companies, Foreign Affairs, Field Research Firms, Marketing Research Firms, Municipal Planning, Multinational Companies etc.

### **THE UG PROGRAMME IS STRUCTURED IN A SEMESTER MODE WITH MULTIPLE EXIT OPTIONS**

- I Year Certificate in B.A. (50 Credits).
- II Year Diploma in B.A. (100 Credits).
- III Year B.A. Degree (142 Credits).
- IV Year Bachelor of Marathi Degree (Honours/Research Degree) (184 Credits).

### **QUALIFICATION DESCRIPTORS FOR B.A. (MARATHI) PROGRAM**

A qualification descriptor indicates the generic outcomes and attributes expected for the award of a particular type of qualification. It also describes the academic standard for a specific qualification in terms of the levels of knowledge and understanding, skills and competencies and attitudes and values that the holders of the qualification are expected to attain and demonstrate. These descriptors also indicate the common academic standards for the qualification and help the degree-awarding bodies in designing, approving, assessing and reviewing academic programmes.

#### **ELIGIBILITY**

Criteria for admission of B.A. course as per notification of the University from time to time.

#### **EVALUATION**

#### **SCHEME OF EXAMINATION AND EVALUATION**

There shall be a University Examination at the end of each semester for theory examination. Duration of examination per theory paper of 60 marks shall be for Two hours. Each theory paper shall comprise of from all the 5 units of the syllabus. Each of these questions shall have an alternate /internal choice, either in the form of main question or short notes etc.



## **INTERNALASSESSMENT**

Internal Assessment shall be for total 40 marks for Theory Test/Home Assignment/Seminars/ Class participation/Attendance etc. Results of the students shall be declared as per the University rules and regulations.

## **ATTENDANCE**

A candidate shall be considered to have satisfied the requirement of attendance for a semester if he/she attends not less than 75% of the number of classes actually held up to the end of the semester in each of the subjects. There shall be no minimum attendance requirement for the Co-curricular and extension activities.

## **DRAFTCURRICULUM**

**Name of the Degree Program:** Bachelor of Arts (Marathi)

**Discipline Core:** Marathi

**Total Credits for the Program:** 184 Credits for IV years programme

**Starting year of Implementation:** 2021-22

## **ASSESSMENT**

Weightage for assessments (in percentage)

Assessment is an integral part of the teaching learning process. A multidisciplinary program requires a multidimensional assessment to measure the effectiveness of the diverse courses. The assessment process acts as an indicator to both faculty and students to improve continuously.

**The following are the guidelines for effective assessment of the program:**

- a) Student assessment should be as comprehensive as possible and provide meaningful and constructive feedback to faculty and student about the teaching-learning process.
- b) Assessment tasks need to evaluate the capacity to analyze and synthesize new information and concepts rather than simply recall information previously presented.
- c) The process of assessment should be carried on in a manner that encourages better student participation and rigorous study.
- d) Assessment should be a combination of continuous formative evaluation and an endpoint summative evaluation.
- e) A range of tools and processes for assessment should be used (e.g. open book tests, portfolios, case study/assignments, seminars/presentations, field work, projects, dissertations, peer and self-assessment) in addition to the standard paper-pencil test. The teachers concerned shall conduct test / seminar / case study, etc. The students should be informed about the modalities well in advance. The evaluated courses / assignments shall be immediately provided to the students.
- f) Paper-pencil tests should be designed rigorously using a range of tools and processes (e.g. constructed response, open ended items, multiple-choice with more than one correct answer). Faculty



may provide options for a student to improve his / her performance in the continuous assessment mode.

- g) Continuous/ Internal assessment marks shall be shown separately. A candidate who has failed or wants to improve the result, shall retain the IA marks, provides he/she fulfills the minimum requirements.

### **EVALUATION/INTERNALASSESSMENT**

Total marks for each course shall be based on continuous assessments and semester end examinations. As per the decision of the Karnataka State Higher Education Council, it is necessary to have uniform pattern of 40 : 60 for IA and Semester End examinations respectively, in all the Universities, their Affiliated and Autonomous Colleges.

**Total Marks for each course = 100%** Continuous assessment (C1) = 20% marks Continuous assessment (C2) =20% marks SemesterEnd Examination (C3) =60% marks.

#### **EvaluationprocessofIAMarksshallbeasfollows...**

- a) The first component (C1) of assessment is for 20% marks. This shall be based on test, assignment, seminar, case study, field work, project work etc. This assessment and score process should be completed after completing 50% of syllabus of the course/s and within 45 working days of semester program.
- b) The second component (C2) of assessment is for 20% marks. This shall be based on test, assignment, seminar, case study, field work, internship / industrial practicum / project work etc. This assessment and score process should be based on completion of remaining 50 percent of syllabus of the courses of the semester.
- c) During the 17<sup>th</sup> – 19<sup>th</sup> week of the semester, a semester end examination shall be conducted by the University for each course. This forms the third and final component of assessment (C3) and the maximum marks for the final component will be 60%.
- d) In case of a student who has failed to attend the C1 or C2 on a scheduled date, it shall be deemed that the student has dropped the test. However, in case of a student who could not take the test on scheduled date due to genuine reasons, such a candidate may appeal to the Program Coordinator / Principal. The Program Coordinator / Principal in consultation with the concerned teacher shall decide about the genuineness of the case and decide to conduct special test to such candidate on the date fixed by the concerned teacher but before commencement of the concerned semester end examinations.
- e) For assignments, tests, case study analysis etc., of C1 and C2, the students should bring their own answer scripts (A4 size), graph sheets etc., required for such tests/assignments and these be stamped by the concerned department using their department seal at the time of conducting tests/assignment/ work etc.
- f) The marks of the internal assessments shall be published on the notice board of the department/

collegeforinformationofthestudents.

**UNDERGRADUATEINMARATHI MARATHI**  
**(AECC)**  
**Course(AECC)B.A:AbilityEnhancement Compulsory**

**QUESTIONPAPERPATTERN(WITOUTPRACTICAL)**

<b>Qn.No.</b>	<b>Particulars</b>		<b>Marks</b>	<b>Total</b>
<b>Theory</b>				
<b>SECTION-A</b>				
<b>I</b>	ObjectiveTypeQuestions (Compulsory)	5outof5	02	10
<b>II</b>	ReferencetoContext(Prose/Poetry)	3outof5	05	15
<b>SECTION-B</b>				
<b>III</b>	ShortAnswer Questions(Prose/ Poetry)	3outof5	5	15
<b>SECTION-C</b>				
<b>IV</b>	EssaytypeAnswerQuestions(Prose/ Poetry)	2outof4	10	20
<b>TOTAL</b>				<b>60</b>
<b>Internal Assessment</b>	IA Test(I&II)		20	<b>40</b>
	Assignment		10	
	Seminar/Activity/PresentationEtc.		10	
<b>TOTAL</b>				<b>100</b>

**BA with One Major and One Minor / Without Practical**  
**DisciplineSpecificCore/DisciplineElective/OpenElective**  
**MARATHI(DSC /DSE /OE)**

**QUESTIONPAPERPATTERNWITOUTPRACTICAL**

<b>Qn.No.</b>	<b>Particulars</b>		<b>Marks</b>	<b>Total</b>
<b>Theory</b>				
<b>I</b>	ObjectiveTypeQuestions (Compulsory)	5outof5	02	10
<b>II</b>	ShortAnswerQuestions	4outof6	05	20
<b>III</b>	EssaytypeAnswerQuestions	3outof5	10	30
<b>TOTAL</b>				<b>60</b>
<b>Internal Assessment</b>	IA Test(I&II)		20	<b>40</b>
	Assignment		10	
	Seminar/Activity/PresentationEtc.		10	
<b>TOTAL</b>				<b>100</b>

CourseCode:-126BAB01MARDSC01T

**Syllabus of B.A. with One Major and One Minor  
MARATHI (DSC)**

Title of the Subject/ Discipline : <b>MARATHI</b>			
Year	1	Course Code: <b>DSC-A1 : MARATHI (B.A.)</b>	Credits 3
Sem	I	Course Title : Discipline Core : <b>A-1 वाङ्मयप्रकार : कथा (A-1-Wangmayaprakar: Katha)</b> Text- <b>उपेक्षितांचे अंतरंग - श्री. म. माटे, कॉन्टिनेंटल प्रकाशन, पुणे</b>	Total Hours 64
Formative Assessment Marks : 40		Summative Assessment Marks : 60	Duration of ESA: 4 Hrs.
<b>Learning Outcomes</b>	<ol style="list-style-type: none"><li>1. To understand the basics of Marathi Prose and short stories in the Marathi literature</li><li>2. To develop the literary taste in Marathi literature</li><li>3. To perceive the literary merit, beauty and creative use of short stories writings in Marathi</li><li>4. Students able to see themselves as individuals with various ability and skills</li><li>5. To understand trends and various types of short story in Marathi literature</li></ol>		
<b>Unit No.</b>	<b>Course Content / अभ्यासघटक</b>	<b>Suggested Pedagogy अध्यापनयासत्र</b>	<b>Hours U/P/L</b>
I	मराठी कथा वाङ्मय : उगम व विकास	1.Lecture Method	12
II	कथाकार श्री. म. माटे	2. Assignment	13
III	'उपेक्षितांचे अंतरंग' मधील आशयसूत्र आणि सामाजिकता	3. Individual and group presentation 4. Virtual mode	13
IV	'उपेक्षितांचे अंतरंग' मधील व्यक्तिरेखा	5.Listening the Tribals	13
V	'उपेक्षितांचे अंतरंग' ची वाङ्मयीन वैशिष्ट्ये	6.Class Seminar 7.Interview of Tribal person	13
Recommended Learning Resources			
Print Resources	<ol style="list-style-type: none"><li>1. 'उपेक्षितांचे अंतरंग' - श्री. म. माटे, कॉन्टिनेंटल प्रकाशन, पुणे</li><li>2. मराठी कथा : उगम आणि विकास - इंदुमती शेवडे, सोमव्या प्रकाशन, मुंबई</li><li>3. मराठी साहित्य : प्रेरणा व स्वरूप - संपा. गो. म. पवार,</li><li>4. मराठी कथा : रूप आणि परिसर - म. द. हातकर्णगलेकर</li></ol>		
Digital Resources	<a href="http://storymirror.com">http://storymirror.com</a> <a href="http://marathivishwakosh.org">http://marathivishwakosh.org</a> <a href="http://marathi.pratilipi.com">http://marathi.pratilipi.com</a> <a href="http://mr.vikaspedia.in">http://mr.vikaspedia.in</a> <a href="http://www.maayboli.com">http://www.maayboli.com</a> <a href="http://esahity.com">http://esahity.com</a>		

CourseCode:-126BAB01MARDSC02T

Title of the Subject/ Discipline : MARATHI			
Year	1	Course Code: <b>DSC-A-2 : MARATHI (B.A.)</b>	Credits 3
Sem.	I	Course Title : <b>वाङ्मयप्रकार : काव्य + मुद्रितशोधन</b> <b>(A-2- Wangmayaprakar : Kavya + Mudritashodhan)</b> Text : <b>काव्यसरिता - संपा. रमेश तेंडुलकर / म. वि. गोखले</b> - महाराष्ट्र साहित्य परिषद, पुणे <b>निवडक कविता- स्फूर्ती (केशवसुत), ती कोण? (गोविंदाग्रज), संध्याजर्नी (बाणकवी), डोळे हे जुलमी गडे! (भा. रा. तांबे), अतर्क्य प्रेम (माधव ज्युलियन), देवते भाय-तात (यशवन्त), कवी आणि कारकून (केशवकुमार), संगती (अनिल), बांगड्या (बा. भ. खोरकर), स्वप्नाची समाप्ति (कुसुमाग्रज), पोर आणि कुत्रे (पु. शि. रेघे), धोंड्या सावी (विंदा करंदीकर), अजूनही (इंदिरा संत), जिप्सी (मंगेश पाडगावकर), नाही दियामधी तेल (बहिणाबाई चौधरी)</b>	Total Hours 64
Formative Assessment Marks : 40		Summative Assessment Marks : 60	Duration of ESA: 4 Hrs.
<b>Learning Outcomes</b>	<ol style="list-style-type: none"> <li>To understand the basics of Poetry &amp; understand various concepts of poetry skills.</li> <li>To understand the terminology in Poetry &amp; best sample of modern Marathi Poetry</li> <li>To acquire ability to read, write evaluate the poetry independently.</li> <li>To acquire ability to correct spelling &amp; grammar usage etc.</li> <li>To understand the evaluate strategies for improving sentences clarity.</li> </ol>		
<b>Unit No.</b>	<b>Course Content/ अभ्यासघटक</b>	<b>Suggested Pedagogy अध्यापनशास्त्र</b>	<b>Hours U/P/L</b>
I	मराठी कविता : स्वरूप आणि विकास	1.Lecture Method	12
II	<b>काव्यसरिता</b> : कवी आणि काव्याचे स्वरूप	2. Assignment	13
III	<b>काव्यसरिता</b> ची वाङ्मयीन वैशिष्ट्ये	3. Individual and group presentation	13
IV	मुद्रितशोधनाचे स्वरूप, प्रकार, खुणा व आवश्यकता	4. Virtual mode	13
V	मुद्रितशोधन आणि प्रसारमाध्यमे	5.PPT Presentation 6.Class Seminar 7.Visit to Newspaper	13
<b>Recommended Learning Resources</b>			
Print Resources	<ol style="list-style-type: none"> <li>कविता : भाषा व परिसर - डॉ. शिवाजी पाटील, रजत प्रकाशन, औरंगाबाद</li> <li>प्रदक्षिणा - कॉन्टिनेंटल प्रकाशन, पुणे</li> <li>आधुनिक मराठी वाङ्मयाचा इतिहास - डॉ. मोहन शेळके, अल्फा पब्लिकेशन्स, नांदेड</li> <li>साठोत्तरी मराठी कविता व कवी - रा. ग. जाधव, साकेत प्रकाशन, औरंगाबाद</li> <li>व्यावहारिक मराठी - ल. रा. नासिराबादकर, फडके प्रकाशन, कोल्हापूर</li> <li>मुद्रितशोधन व सर्जनशील लेखन - प्रा. पुरुषोत्तम महाजन, अर्धव पब्लिकेशन्स, जळगाव</li> </ol>		
Digital Resources	<a href="http://marathivishwakosh.org">http://marathivishwakosh.org</a> <a href="http://marathi.pratilipi.com">http://marathi.pratilipi.com</a> <a href="http://mr.vikaspedia.in">http://mr.vikaspedia.in</a> <a href="http://www.maayboli.com">http://www.maayboli.com</a> <a href="http://esahity.com">http://esahity.com</a>		



CourseCode:-126BAB02MARDSC03T

Title of the Subject/ Discipline : <b>MARATHI</b>				
Year	1	Course Code : <b>DSC-A-3 : MARATHI (B.A.)</b>	Credits	3
Sem.	II	Course Title : Discipline : वाङ्मयप्रकार : नाटक (Literary Form : Drama) <b>Text - 'सत्यशोधक' - गो.पू. देशपांडे, लोकवाङ्मय गृह, मुंबई</b>	Total Hours	64
Formative Assessment Marks : 40		Summative Assessment Marks : 60	Duration of ESA: 4 Hrs.	
<b>Learning Outcomes</b>	<ol style="list-style-type: none"> <li>1. To get acquainted with the terminology in drama criticism</li> <li>2. To understand few sample master pieces of Marathi Drama</li> <li>3. To understand the basics of Drama as a popular literary form</li> <li>4. To understand some of the best sample of modern Marathi drama.</li> <li>5. To acquire ability to appreciate and analyse drama independently</li> </ol>			
<b>Unit No.</b>	<b>Course Content/ अभ्यासघटक</b>	<b>Suggested Pedagogy अध्यापनशास्त्र</b>	<b>Hours U/P/L</b>	
I	वाङ्मयप्रकार नाटक : स्वरूप आणि वाटचाल	1.Lecture Method	12	
II	नाटककार गो.पू. देशपांडे	2. Assignment	13	
III	'सत्यशोधक' चा आशयविश्व	3. Individual and group presentation	13	
IV	'सत्यशोधक' मधील व्यक्तिरेखा	4. Virtual mode	13	
V	'सत्यशोधक' ची वाङ्मयीन वैशिष्ट्ये	5.Enacting part of play 6.Class Seminar 7.Visit to Drama company 8.Play practice etc.	13	
Recommended Learning Resources				
Print Resources	<ol style="list-style-type: none"> <li>1. राजकीय नाटक आणि गो.पू. देशपांडे - डॉ.रमेश सालुंखे, ललित प्रकाशन</li> <li>6. माने कंपाऊंड टी.जे.रोड शिवडी, मुंबई</li> <li>2. मराठी नाट्यसूत्री - जी.एम. कुलकर्णी, मेहता पब्लिशिंग हाऊस, पुणे</li> <li>3. जागतिक रंगभूमी - माणिक कानडे, रोहन प्रकाशन, पुणे</li> <li>4. दलित नाट्य वाङ्मय - डॉ. यशवंत राऊत, गोदा प्रकाशन, औरंगाबाद</li> <li>5. नाट्यसमीक्षा - संपा. डॉ. व्ही.बी. देशपांडे, मेहता पब्लिशिंग हाऊस, पुणे</li> </ol>			
Digital Resources	<a href="http://marathivishwakosh.org">http://marathivishwakosh.org</a> <a href="http://marathi.pratilipi.com">http://marathi.pratilipi.com</a> <a href="http://mr.vikaspedia.in">http://mr.vikaspedia.in</a> <a href="http://www.maayboli.com">http://www.maayboli.com</a> <a href="http://esahity.com">http://esahity.com</a>			

CourseCode:-126BAB02MARDSC04T

<b>Title of the Subject/ Discipline : MARATHI</b>			
Year	I	Course Code : <b>DSC- A-4 : MARATHI (B.A.)</b>	Credits 3
Sem.	II	Course Title : Discipline : <b>A-4-उपयोजित मराठी (Upayojit Marathi)</b>	Total Hours 64
Formative Assessment Marks : 40		Summative Assessment Marks : 60	Duration of ESA: 4 Hrs.
<b>Learning Outcomes</b>	<ol style="list-style-type: none"> <li>1. To create and cultivate taste in Marathi Language and literature</li> <li>2. To generate interest in the various objects of languages used in office and media</li> <li>3. To understand nature and functions of language</li> <li>4. To master the skills of Marathi language to be used in various media and office.</li> <li>5. To acquire writing skills for newspaper(media) and offices</li> <li>6. To develop skills in preparing materials for media including Newspaper, Radio &amp; T.V. etc.</li> </ol>		
<b>Unit No.</b>	<b>Course Content/ अभ्यासपट्टक</b>	<b>Suggested Pedagogy अध्यापनशास्त्र</b>	<b>Hours U/P/L</b>
I	मराठी भाषा कौशल्ये आणि व्यावसायिक संधी	1.Lecture Method	12
II	कार्यालयीन पत्रव्यवहार	2. Assignment	13
III	मराठी भाषा आणि प्रसारमाध्यमे	3. Individual and group presentation	13
IV	वृत्तपत्र : बातमीसंकलन आणि लेखनकौशल्ये	4. Virtual mode	13
V	जोहिरात मसुदालेखन	5.PPT Presentation 6.Class Seminar 7.Topic Discussion 8.Visit to Media/Study Tour 9.News writing practice	13
<b>Recommended Learning Resources</b>			
Print Resources	<ol style="list-style-type: none"> <li>1. उपयोजित मराठी - डॉ. संजय लांडगे, दिलीपराज प्रकाशन, पुणे</li> <li>2. मराठी भाषिक कौशल्ये विकास - संपा. डॉ. पृथ्वीराज तौर, अथर्व पब्लिकेशन्स, पुणे</li> <li>3. व्यावहारिक मराठी - ल. रा. नासिराबादकर, फडके प्रकाशन, कोल्हापूर</li> <li>4. पत्रकारिता मार्गदर्शन - एल. के. कुलकर्णी, पुणे विद्यार्थी गृह प्रकाशन, पुणे</li> <li>5. मराठी पत्रकारिता - ए. व्ही. देशपांडे, सुखदा सौरभ प्रकाशन, पाटण</li> <li>6. व्यावहारिक मराठी - संपा. डॉ. स्नेहल तावरे, स्नेहवर्धन प्रकाशन, पुणे</li> </ol>		
Digital Resources	<a href="http://marathivishwakosh.org">http://marathivishwakosh.org</a> <a href="http://marathi.pratilipi.com">http://marathi.pratilipi.com</a> <a href="http://mr.vikaspedia.in">http://mr.vikaspedia.in</a> <a href="http://www.maayboli.com">http://www.maayboli.com</a> <a href="http://esabity.com">http://esabity.com</a>		



CourseCode:-126BAB01LANAEC06T

**Syllabus of B.A. Ability Enhancement Compulsory Course (AECC)**

<b>Title of the Subject/ Discipline : MARATHI</b>			
Year	1	Course Code : <b>AECC-1, L-2 : MARATHI (B.A.)</b>	Credits 3
Sem.	1	Course Title : Discipline : <b>वाङ्मयप्रकार : कथा + व्यावहारिक मराठी (Wangmayaprakar : Katha + Vyavaharik Marathi)</b> Text- <b>'तिची कथा'</b> - संपा. मंगला आठलेकर, राजहंस प्रकाशन, पुणे (निवडक कथा - अंतःकरणाचे रत्नदीप (विभावरी शिरूरकर), जानकी देसाईचे प्रश्न (विजया राजाध्याक्ष), एक पाऊल पुढे! (सानिया), आता कुठं जाशील टोक्मंभटा? (गैरी देशपांडे), शल्य (उर्मिला पवार)	Total Hours 64
Formative Assessment Marks : 40		Summative Assessment Marks : 60	Duration of ESA: 4 Hrs.
<b>Learning Outcomes</b>	<ol style="list-style-type: none"> <li>1. To understand the basics of short story, one of the popular literary form,</li> <li>2. To perceive the literary merit, beauty and creative use of stories writing,</li> <li>3. To develop the interest in reading literary books</li> <li>4. To understand the importance and utility of Marathi languages &amp; writing skills</li> <li>5. To get linguistic competence and communication skills in various capacity</li> <li>6. To develop skills in preparing materials for media including newspaper, radio and television.</li> </ol>		
<b>Unit No.</b>	<b>Course Content/ अभ्यासघटक</b>	<b>Suggested Pedagogy अध्यापनशास्त्र</b>	<b>Hours U/P/L</b>
I	मराठी कथा : स्वरूप व वाटचाल	1.Lecture Method	12
II	<b>'तिची कथा'</b> मधील घटनाप्रसंग आणि व्यक्तिरेखा	2. Assignment	13
III	<b>'तिची कथा'</b> ची वाङ्मयीन वैशिष्ट्ये	3. Individual and group presentation	13
IV	मराठी भाषा आणि पत्रव्यवहाराचे स्वरूप	4. Virtual mode	13
V	जाहिरात मसुदा लेखन आणि विपणन	5.PPT Presentation 6.Class Seminar 7.Writing short stories 8.Visit to Print Media & Publicity Centre	13
<b>Recommended Learning Resources</b>			
Print Resources	<ol style="list-style-type: none"> <li>1. मराठी साहित्य : प्रेरणा आणि स्वरूप - डॉ. हातकण्ठगलेकर/गो. म. पवार, पॉप्युलर प्रकाशन, मुंबई</li> <li>2. मराठी कथा : मूल्य आणि न्हास - जी. के. ऐनापुरे, ललित पब्लिकेशन, मुंबई</li> <li>3. कथा : रूप आणि आस्वाद - पंडित टापरे, निहारा प्रकाशन, पुणे</li> <li>4. उपयोजित मराठी - प्रभाकर जोशी, प्रशांत पब्लिकेशन, जळगाव</li> <li>5. मराठी भाषिक कौशल्ये विकास - संपा. डॉ. पृथ्वीराज तीर, अर्ध पब्लिकेशन्स, पुणे</li> </ol>		
Digital Resources	<a href="http://vishwakosh.marathi.gov.in">http://vishwakosh.marathi.gov.in</a> <a href="http://marathivishwakosh.org">http://marathivishwakosh.org</a> <a href="http://marathi.pratilipi.com">http://marathi.pratilipi.com</a> <a href="http://mr.vikaspedia.in">http://mr.vikaspedia.in</a> <a href="http://www.maaayboli.com">http://www.maaayboli.com</a> <a href="http://esahity.com">http://esahity.com</a>		

<b>Title of the Subject/ Discipline : MARATHI</b>				
Year	1	Course Code : AECC-2- L-2 : MARATHI (B.A.)	Credits	3
Sem.	II	Course Title : Discipline : वाङ्मयप्रकार : आत्मचरित्र + पत्रकारिता Wangmayaprakar) : Atinacharitra+ Patrakarita) Text - 'स्त्री स्वयं' - डॉ. खंडू लखरे, डॉ. शोभा पाटील, डॉ. संगीता देवामुख, स्नेहवर्धन प्रकाशन, पुणे (निबंधक स्त्री आत्मकथने - सुमित्रा (बायना आमटे), वाकाची लुकी (नसीम इराजूक), अण्णान (जर्मिना पवार), माझी मी (पयोधरा माणकवाड), मास्तरांची सावली (कुशावर्धन लुकी)	Total Hours	64
Formative Assessment Marks : 40		Summative Assessment Marks : 60	Duration of ESA: 4 Hrs.	
<b>Learning Outcomes</b>	<ol style="list-style-type: none"> <li>1. To get basic knowledge of autobiography</li> <li>2. To understand aspects of autobiography</li> <li>3. To get to learn about what an individual has been through and more often than not.</li> <li>4. To inspire someone else with life story</li> <li>5. Try to understand who I am and who I can be by examining how I respond to different situations and peoples.</li> <li>6. To get to motivate, to entertain and to persuade.</li> </ol>			
<b>Unit No.</b>	<b>Course Content/ अभ्यासघटक</b>	<b>Suggested Pedagogy अध्यापनशास्त्र</b>	<b>Hours U/P/L</b>	
I	मराठीतील आत्मचरित्रे : स्वरूप आणि वाटवाल	1.Lecture Method	12	
II	'स्त्री स्वयं' मधील जीवनदर्शन	2. Assignment	13	
III	'स्त्री स्वयं' ची वाङ्मयीन विशिष्टता	3. Individual and group presentation	13	
IV	मराठी भाषा आणि प्रसारमाध्यम	4. Virtual mode	13	
V	बातमीलेखनाचे स्वरूप आणि बातमीदाराचे कार्य	5.PPT Presentation 6.Class Seminar 7.Study tour 8.Visit to Print Media	13	
<b>Recommended Learning Resources</b>				
Print Resources	<ol style="list-style-type: none"> <li>1. चरित्र आणि आत्मचरित्र - सदा कन्होडे, लोकवाङ्मय गृह, मुंबई</li> <li>2. मराठी वाङ्मयाचा अभिनव इतिहास - ग. ना. जोगळेकर, स्नेहवर्धन प्रकाशन, पुणे</li> <li>3. चरित्र - आत्मचरित्र : अ. म. जोशी, स्नेहवर्धन प्रकाशन, पुणे</li> <li>4. प्रवक्षिणा, खंड पहिला आणि दुसरा - कॉन्टिनेंटल प्रकाशन, पुणे</li> <li>5. उपयोजित भाषाविज्ञान आणि प्रसारमाध्यमे - डॉ. प्रकाश कुंभार, अक्षरदातन, कोल्हापूर</li> <li>6. पत्रकारिता मार्गदर्शन - एस. के. कुलकर्णी, पुणे विद्यार्थी गृह प्रकाशन, पुणे</li> <li>7. उपयोजित मराठी - डॉ. संजय सांडगे, दिलीपराज प्रकाशन, पुणे</li> </ol>			
Digital Resources	<a href="http://vishwakosh.marathi.gov.in">http://vishwakosh.marathi.gov.in</a> <a href="http://marathivishwakosh.org">http://marathivishwakosh.org</a> <a href="http://marathi.pratilip.com">http://marathi.pratilip.com</a> <a href="http://mr.vikaspedia.in">http://mr.vikaspedia.in</a> <a href="http://www.maayboli.com">http://www.maayboli.com</a> <a href="http://esahity.com">http://esahity.com</a> <a href="http://www.bbc.com">www.bbc.com</a>			



**B.A.:AbilityEnhancementCompulsoryCourse(AECC)**

Sem.	AECC	Credit	Hours	TheoryMarks 60	InternalAssessment40		
					Test(I&II)	Assignmen t	Seminar/A ctivity/ Presentati onEtc.
I	वाङ्मयुंकारःकथा+ दातावावहारकमराठी	3	04	10+15+15+ 20	20	10	10
	WangmayPrakar:Katha+ VyavaharikMarathi CourseCode- 126BAB01LANAEC06T						
II	वाङ्मयुंकारःकरुण/आत्मकरुण+ पाकारुण	3	04	10+15+15+ 20	20	10	10
	WangmayPrakar:Charitra/ Atmcharitra+Patrakarita CourseCode- 126BAB02LANAEC14T						
				<b>60+40=100</b>			

## Model Program Structure for UG Program

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

Sem,	Discipline Core (DSC)	Credit	Hours	Discipline Elective (DSE) / Open Elective (OE)	Credit	Hours	Marks 100	
							Theory	IA
I	<b>Discipline: A-1</b> <b>वाक्यपंकारः कथा / कादाता बरी</b> <b>Literary Form: Short Story / Novel</b> <b>Course Code-</b> 126BAB01MARDSC01T	3	4	<b>OE-1</b> <b>मराठी साहित्य आणकथा / कादाता बरी / नाटक / कर्त / आठकर्त</b> <b>Marathi Literature and Short Stories / Novels / Drama / Biography / Autobiography</b>	3	04	60	40
	<b>Discipline: A-2</b> <b>वाक्यपंकारः काव्य + म्िावुोन</b> <b>Literary Form: Kavya</b> <b>Course Code-</b> 126BAB01MARDSC02T	3	4					
II	<b>Discipline: A-3 मराठी वुवुग</b> <b>Marathi Fine Prose</b> <b>Course Code-</b> 126BAB02MARDSC03T	3	4	<b>OE-2</b> <b>मराठी साहित्य आणकथा / कादाता बरी / नाटक / कर्त / आठकर्त</b> <b>Marathi Literature and Short Stories / Novels / Drama / Biography / Autobiography</b>	3	04	60	40
	<b>Discipline: A-4</b> <b>उपयोिात मराठी / पाकारुत</b> <b>Upayojit Marathi / Patrakarita</b> <b>Course Code-</b> 126BAB02MARDSC04T	3	4					
Exit Option with Certificate Course (50 credits)								



# BAGALKOTUNIVERSITY

MudholRoad,Jamkhandi-587301Dist.:Bagalkote

## PROGRAM/COURSESTRUCTUREANDSYLLABUS

AspertheChoiceBasedCreditSystem(CBCS)designed  
inaccordancewith

LearningOutcomes-BasedCurriculumFramework(LOCF)of  
NationalEducationPolicy(NEP)2020for

UndergraduateProgram in

## MUSIC

AsperNEP2020 andadaptedfromRCUBelagaviapplicablefromthe

AcademicYear2023-24

## **B.A.inMUSIC**

ಪ್ರಥಮ ಮತ್ತು ದ್ವಿತೀಯ ಸೆಮಿಸ್ಟರ್ (DSC-A1, A2 ಹಾಗೂ DSC-A3, A4

ಹಿಂದೂಸ್ತಾನಿ ಸಂಗೀತ ವಿಷಯ

ಅಲ್ಲದೇ OEC-1, OEC-2 ಮತ್ತು ಆಯ್ಕೆ ಪತ್ರಿಕೆ)

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

1. ಅಂತರಿಕ ಅಂಕಗಳ ಮಾದರಿ ಮತ್ತು ನೀಡುವ ವಿಧಾನ : ಸಮಗ್ರ ಮತ್ತು ನಿರಂತರ ಮೌಲ್ಯಮಾಪನ ಮಾದರಿಯನ್ನು ಅನುಸರಿಸಬೇಕಾಗಿರುತ್ತದೆ. ರೂಪಾತ್ಮಕ ಮೌಲ್ಯಮಾಪನ (Formative Assessment) ಅಂತಿಮ ಹಂತದಲ್ಲಿ ಸಂಚಿತ ಮೌಲ್ಯಮಾಪನ (Summative Assessment) ಕ್ರಮದಂತೆ ಅಂತರಿಕ 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 ಅಂತರಿಕ ಅಂಕಗಳು (ಸೆಮಿಸ್ಟರ್‌ನ ಮೊದಲರಡು ತಿಂಗಳು)
- iii. ಘಟಕ 2ರ (Component 2- C2) ನಿರಂತರ ಮೌಲ್ಯಮಾಪನಕ್ಕೆ 20 ಅಂತರಿಕ ಅಂಕಗಳು (ಸೆಮಿಸ್ಟರ್‌ನ ನಂತರದರಡು ತಿಂಗಳು)
- iv. ಸೆಮಿಸ್ಟರ್ ಅಂತ್ಯದ ಪರೀಕ್ಷೆಗೆ 60 ಅಂಕಗಳು

2. Evaluation process of IA marks shall be as follows:

- a) The first component (C1) of assessment is for 20% marks. This shall be based on test, assignment, seminar, case study, field work, project work etc. This assessment and score process should be completed after completing 50% of syllabus of the course/s and within 45 working days of semester program.
- b) The second component (C2) of assessment is for 20% marks. This shall be based on test, assignment, seminar, case study, field work, internship / industrial practicum / project work etc. This assessment and score process should be based on completion of remaining 50 percent of syllabus of the courses of the semester.
- c) During the 17<sup>th</sup> – 19<sup>th</sup> week of the semester, a semester end examination shall be conducted by the University for each course. This forms the third and final component of assessment (C3) and the maximum marks for the final component will be 60%.
- d) In case of a student who has failed to attend the C1 or C2 on a scheduled date, it shall be deemed that the student has dropped the test. However, in case of a student who could not take the test on scheduled date due to genuine reasons, such a candidate may appeal to the Program Coordinator / Principal. The Program Coordinator / Principal in consultation with the concerned teacher shall decide about the genuineness of the case and decide to conduct special test to such candidate on the date fixed by the concerned teacher but before commencement of the concerned semester end examinations.
- e) For assignments, tests, case study analysis etc., of C1 and C2, the students should bring their own answer scripts (A4 size), graph sheets etc., required for such tests/assignments and these be stamped

by the concerned department using their department seal at the time of conducting tests / assignment / work etc.

- a) The outline for continuous assessment activities for Component-1 (C1) and Component-2 (C2) of courses 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%

- Conduct of Seminar, Case study / Assignment, etc. can be either in C1 or in C2 component at the convenience of the concerned teacher.

### Program Structure

## Proposed Scheme of Teaching & Evaluation for BA with Kannada as Core subject

Semester I								
Sl. No.	Course Code	Title of the Course	Category of Courses	Teaching Hours per Week (L+T+P)	SEE	CIE	Total Marks	Credits
1	126BAB01MU SDSC01T	<b>Course-1: Hindustani Music Theory</b> (Theory is common for Vocal, Sitar and Tabla)	DSC	03	60	40	100	3
2	126BAB01MU SDSC02L	<b>Course-2: Practical</b> (for Vocal, Sitar and Tabla)	DSC	03	60	40	100	3
3	126BAB01MU SOEC01T	Vocal Open Elective	OEC	03	60	40	100	3
4	126BAB01MU SOEC02T	Sitar Open Elective						
5	126BAB01MU SOEC03T	Tabla Open Elective						

Semester II								
Sl. No.	CourseCode	TitleoftheCourse	Categoryof Courses	Teaching Hours perWeek (L+T+P)	SEE	CIE	Total Marks	Credits
1	126BAB02M USDSC03T	<b>Course-3:Hindustani Music Theory</b> (TheoryiscommonforVocal, Sitar and Tabla)	DSC	03	60	40	100	3
2	126BAB02M USDSC04L	<b>Course -4: Practical</b> (for Vocal, Sitar and Tabla)	DSC	03	60	40	100	3
3	126BAB02M USOEC04T	VocalOpenElective	OEC	03	60	40	100	3
4	126BAB02M USOEC05T	SitarOpenElective						
5	126BAB21M USOEC06T	TablaOpenElective						

EXITOPTIONWITHCERTIFICATION-withabilitytosolve welldefinedproblems

### Model Question Paper for Theory Paper

Max Marks: 60 Max

Time: 2 hrs

1. ಎಲ್ಲಾ ಘಟಕದಿಂದ ಪ್ರಶ್ನೆಗಳನ್ನು ಪ್ರತಿನಿಧಿಸಿ ಐದನ್ನು ಕೇಳಿ ಮೂರಕ್ಕೆ ಉತ್ತರಿಸಲು ಹೇಳುವುದು. 10X3=30
2. ಎಲ್ಲಾ ಘಟಕದಿಂದ ಪ್ರಶ್ನೆಗಳನ್ನು ಪ್ರತಿನಿಧಿಸಿ ಐದನ್ನು ಕೇಳಿ ಮೂರಕ್ಕೆ ಉತ್ತರಿಸಲು ಹೇಳುವುದು. 5X3=15
3. ಎಲ್ಲ ಘಟಕಗಳಿಂದ ಒಟ್ಟು ಏಳು ಪ್ರಶ್ನೆಗಳನ್ನು ಕೇಳಿ (ಒಳಗೆ ಪ್ರಶ್ನೆ ಅಥವಾ ಬಿಟ್ಟರೆ ಅಥವಾ ಸಂದರ್ಭದ ಸ್ವಾರಸ್ಯ ಅಥವಾ ಕಾವ್ಯದ ಅರ್ಥವ್ಯಾಖ್ಯಾನ ಸಾರಾಂಶ) ಐದಕ್ಕೆ ಉತ್ತರಿಸಲು ಹೇಳುವುದು. 3X5=15

### Model Question Paper for Practical Paper

Max Marks: 60 Max

Time: 2 hrs

1. ಅಭ್ಯರ್ಥಿಯು ಇಷ್ಟದ ಜೋಡಣೆ ಅಥವಾ ಬಡಾ ವಿಯಾಲನ್ನು ಹಾಡಲು/ನುಡಿಸಲು ತಿಳಿಸುವುದು. 15 ಅಂಕಗಳು
2. ಪರಿಣಿತರು ಇಷ್ಟದ ಪದ್ಧತಿಯಲ್ಲಿರುವ ಜೋಡಣೆ ಅಥವಾ ಬಡಾ ವಿಯಾಲನ್ನು ಹಾಡಲು/ನುಡಿಸಲು ತಿಳಿಸುವುದು. 15 ಅಂಕಗಳು
3. ಪರಿಣಿತರು ಗಾಯನವನ್ನು ಅಥವಾ ವಾದನವನ್ನು ನುಡಿಸಿ ಶ್ರವಣ ಜ್ಞಾನವನ್ನು ಪರೀಕ್ಷಿಸುವುದು. 15 ಅಂಕಗಳು
4. ಸಂಗೀತಶಾಸ್ತ್ರಕ್ಕೆ ಸಂಬಂಧಿಸಿದ ಪರಿಭಾಷೆಗಳನ್ನು ವ್ಯಾಖ್ಯಾನಿಸುವಂತೆ ಹಾಗೂ ಅದರ ಪ್ರಾಯೋಗಿಕತೆಯ ಬಗ್ಗೆ ತಿಳಿಸುವಂತೆ ಹೇಳುವುದು. 15 ಅಂಕಗಳು

## **BAinMUSIC(Hindustani Music)**

BA Semester 1<sup>st</sup> and 2<sup>nd</sup> Theory  
and Practical

<b><u>SEMESTER:1</u></b>
<b>Course -1 :Theory</b> <b>CourseCode:126BAB01MUSDSC01T</b>
<b>1.Hindustani Music Theory</b> (Theory is common for Vocal, Sitar and Tabla)
<b>Course -2:Practical</b> <b>CourseCode:126BAB01MUSDSC02L</b>
<ul style="list-style-type: none"><li>• Vocal Practical</li></ul>
<ul style="list-style-type: none"><li>• Vocal Open Elective</li></ul>
<ul style="list-style-type: none"><li>• Sitar Practical</li></ul>
<ul style="list-style-type: none"><li>• Sitar Open Elective</li></ul>
<ul style="list-style-type: none"><li>• Tabla Practical</li></ul>
<ul style="list-style-type: none"><li>• Tabla Open Elective</li></ul>
<b><u>SEMESTER:2</u></b>
<b>Course-1 :Theory</b> <b>CourseCode:126BAB02MUSDSC03T</b>
<b>1.Hindustani Music Theory</b> (Theory is common for Vocal, Sitar and Tabla)
<b>Course -2 :</b> <b>Practical CourseCode:126BAB02MUSDSC04L</b>
<ul style="list-style-type: none"><li>• Vocal Practical</li></ul>
<ul style="list-style-type: none"><li>• Vocal Open Elective</li></ul>
<ul style="list-style-type: none"><li>• Sitar Practical</li></ul>
<ul style="list-style-type: none"><li>• Sitar Open Elective</li></ul>
<ul style="list-style-type: none"><li>• Tabla Practical</li></ul>
<ul style="list-style-type: none"><li>• Tabla Open Elective</li></ul>

**Bachelor of Arts in Music (Hindustani Music)**  
**Semester – 1 and 2 DSC Hindustani Music**  
**– Vocal, Sitar and Tabla**

*Course Objectives:*

1. To impart the knowledge of origin of music, basic of music and technical terms of music
2. To impart the knowledge of notation system to enable the students to write bandish in swaralipi/ Talalipi Paddhati
3. In practical course objective is to train the students to sing/play swaralankaras, vilambit and drut compositions with alap and tans of prescribed ragas in syllabus. To train the students of percussion instrument to play different compositions of solo play.

*Course Outcomes:*

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

- 1 At the end of the course the students will be able to get the knowledge about origin of music, basic of music and technical terms of music.
- 2 At the end of the course the students will be able to write Bandish in swaralipi/talalipi-paddati.
- 3 At the end of the course the students will be able to sing /play swaralankaras, vilambit and drut compositions with alap and tans of prescribed ragas in syllabus. To train the students of percussion instrument to play different compositions of solo play.



**Bachelor of Arts in Music (Hindustani Music) (Vocal/Sitar/Tabla)**

BA Semester 1: Theory is Common for Vocal, Sitar and Tabla

**Title of the course: Hindustani Music Theory**

**Course Code:- 126BAB01MUSDSC01T**

<b>Content of Course – 1 Theory</b>	<b>Hindustani Music Theory</b>	<b>39/42 Hr</b>
<b>Unit-1:</b>		<b>14Hrs</b>
<b>Chapter No.1:</b> Knowledge of Technical terms: a) Sangeetab) Naadac) Anahatd) swarae) Shruti f) Aandolang) Alankarah) Aarohai) Avaroh		
<b>Chapter No.2:</b> Knowledge of Technical terms: a) Kaalab) Taalac) Layad) Vilambite) Drut) Maatra		
<b>Chapter No.3:</b> Knowledge of Technical terms: a) Maseetkhani) Gatb) Razhakani) Gac) Meend) Palta		
<b>Unit-2:</b>		<b>14Hrs</b>
<b>Chapter No.4:</b> Origin of Music		
<b>Chapter No.5:</b> Knowledge of Swaralipi paddhati of Pt. Bhatkhande		
<b>Chapter No.6:</b> Knowledge of Talalipi paddhati of Pt. Bhatkhande		
<b>Unit-3:</b>		<b>14Hrs</b>
<b>Chapter No.7:</b> Importance of Tala and Layain Music		
<b>Chapter No.8:</b> Sketch and label of Tanpurainstrument		
<b>Chapter No.9:</b> Knowledge of writing kayals, gats and Talas in swaralipi and talalipi Paddhati		

**Text Books/References**

1. *Sangeet Visharad* by Vasant, Hathras publications
2. *Kramik Pustak Malika* VOL I, II, III, IV, V, VI by Pt. Bhatkhande, Hathras Publications
3. *Swara Kalpa* Volume-1, 2, 3, Dr. Rohini Gangadhar, Nadaprasanga Publications, Shivadwait, Shivabasava Nagara, Sector-2, Belagavi-590009.
4. *Tabalaka Udgam*, Vikasaur Vadanashailiyam by Yogamaya Shukla, Delhi University
5. *Sangeet Shastra Dharpan* by Prof. A. U. Patil, Prasarang KUDharwad
6. *Hamare Sangeet Ratna* by Prabhulal Garag, Hathras publications
7. *Bharatiya Sangeet Ka Itihas* by Sharatchandraparanjpe, Caukamba Vidyabhavan
8. *Bharatiya Sangeet Vadyakalub* by Rajeev Purandare, Prasarang KUDharwad
9. *Indian Musical Tradition*, Deshpande, MMP Publication
10. *Sangeet Shashtra Parichaya*, by A. U. Patil, S. S. Taralagatti, G. B. Aawate, Prasarang KUDharwad
11. *Bharatiya Sangeet Charithrey* by Dr. B. D. Pathak, Prasarang KUDharwad
12. *Hindustani Sangeet* by Mrithunjay Swami Puranikmatt, Prasarang KUDharwad

<b>VOCAL- COURSE2</b> <b>Vocal Practical</b> <b>CourseCode:-126BAB01MUSDSC02L</b>	
<b>Unit-1:</b>	<b>13/14Hrs</b>
<b>ChapterNo.1:</b> Learntosing6 alankars(palta) inraagBhilavalintaal Dadra with Thaaai, dugun and chaugun laya	
<b>ChapterNo.2:</b> Learntosing2 alankars(palta) inraagBhairavintaal Keharwa with Thaaai, dugun and chaugun laya	
<b>ChapterNo.3:</b> Learnto identifiyswara variants (shuddha, komala, theevra)	
<b>Unit-2:</b>	<b>13/14Hrs</b>
<b>Chapter No.4:</b> Learntosing/playtwoSargamgeetasinRaagYaman and RaagBhairav	
<b>ChapterNo.5:</b> Learntosing/playtwoLakshanGeetasinRaag Bhairav and Yaman	
<b>Chapter No.6:</b> Practical Knowledge of RaagBhairavand Raag Yaman	
<b>Unit-3:</b>	<b>13/14Hrs</b>
<b>ChapterNo.7:</b> LearntosingChota Khayal with four alaaps andfour taanasin Raag Yaman	
<b>ChapterNo.8:</b> Learnto sing/playBada Khayal and Chota Khayala with four alaaps and 4 taans in Raag Durga	
<b>ChapterNo.9:</b> Knowledgeofthe followingTalaswith demonstration 1)Teental2)Kaharwa3)Zaptal	

### TextBooksReferences

1. SangeetVisharadbyVasant, Hathras publications
2. SwaraKalpa Volume-1,2,3,Dr.RohiniGangadhar,NadaprasangaPublications, Shivadwait,Shivabasava Nagara, Sector-2, Belagavi-590009.
3. KramikPustakMalikaVOLI,II,III,IV,V,VIbyPt.Bhathkhande,HathrasPublications
4. Tabalaka Udgam,VikasaurVadanashailiyambyYogamayaShukla,DelhiUniversity
5. SangeetShastraDharpanbyProf.A.U.Patil,PrasarangKUDharwad
6. HamareSangeetRatnabyPrabhulalGarag, Hathras publications
7. BharatiyaSangeetKaItihasbySharatchandraparanjpe,CaukambaVidyabhavan
8. BharatiyaSangeetVadyakalubyRajeevPurandare,PrasarangKUDharwad
9. IndianMusicalTradition,Deshpande,MMPublication
10. SangeetShshtraParichaya, byAUpatil, SSTaralagatti,G.B.Aawate, PrasarangKUDharwad
11. BharathiyaSangeetCharithreybyDr.B.D.Pathak,PrasarangKUDharwad
12. HindustaniSangeetbyMrithunjaySwamiPuranikmatt,PrasarangKUDharwad

## Semester 1

### Course Objectives:

1. To impart the knowledge of shuddha and vikruta swaras.
2. To impart the knowledge of sargam geet and chota khayal
3. To impart the knowledge of singing shuddha and vikruta swaras. Sargam geet and chota khyal with alap and Taans

### Course Outcomes (COs):

1. At the end of the course the students will be able to know the basics of classical music (swara and laya)
2. At the end of the course the students will be able to sing swrageet, chota khayal with alap and taans
3. At the end of the course the students will be able to demonstrate talas.

## BA.MUSIC(HindustaniMusic)

### (Sitar)

#### BA Semester1

<b><u>Content of Course – Sitar Practical</u></b> <b>Course Code:-126BAB01MUSDSC02L</b>	
<b>Unit-1:</b>	<b>14Hrs</b>
<b>Chapter No.1:</b> Learn to play 2 alankars (palta) in bhairav That in taal Dadra with Thaa, dugun and chaugun laya	
<b>Chapter No.2:</b> Learn to play 2 alankars (palta) in bhairav That in taal Keharwa with Thaa, dugun and chaugun laya	
<b>Chapter No.3:</b> Learn to play 2 alankars (palta) in bhairav That in taal Zhaptal with Thaa, dugun and chaugun laya	
<b>Unit-2:</b>	<b>14Hrs</b>
<b>Chapter No.4:</b> Knowledge of playing Maseetkhani gat and Razhakani gat with four alaps and four tans in raag yaman	
<b>Chapter No.5:</b> Knowledge of playing Razhakhani gat with four alap and four tans in raag Vrindavani sarang	
<b>Chapter No.6:</b> Knowledge of playing razhakhani gat with four alap and four tans in raag Alhaiya bilawal	
<b>Unit-3:</b>	<b>14Hrs</b>
<b>Chapter No.7:</b> Knowledge of following talas with demonstration: a) Teental b) Dadra	
<b>Chapter No.8:</b> Knowledge of following talas with demonstration: a) Keharwa b) Zhaptal	
<b>Chapter No.9:</b> Learn to demonstrate teekun, dugun and chaugun of the following talas: a) Dadra b) Keharwa c) Zhaptal	

#### Text Books References

1. Sangeet Visharad by Vasant, Hathras publications
2. Swara Kalpa Volume-1,2,3, Dr. Rohini Gangadhar, Nadaprasanga Publications, Shivadwait, Shivabasava Nagara, Sector-2, Belagavi-590009.
3. Kramik Pustak Malika VOL I, II, III, IV, V, VI by Pt. Bhathkhande, Hathras Publications
4. Tabalaka Udgam, Vikasaur Vadanashailiyam by Yogamaya Shukla, Delhi University
5. Sangeet Shastra Dharpan by Prof. A.U. Patil, Prasarang KUDharwad
6. Hamare Sangeet Ratnaby Prabhulal Garag, Hathras publications
7. Bharatiya Sangeet Kaitihas by Sharatchandraparanjpe, Caukamba Vidyabhavan
8. Bharatiya Sangeet Vadyakaluby Rajeev Purandare, Prasarang KUDharwad

## Bachelor of Arts in Music (Hindustani Music) (Tabla)

### BA Semester 1

<b>Content of Course – Tabla Practical</b> <b>Course Code: -126BAB01MUSDSC02L</b>	
<b>Unit-1:</b>	
<b>Chapter No.1:</b> Learn to demonstrate teekgun, dugun and chaugun of the following talas a) Dadra b) Keharwa c) Teental	
<b>Chapter No.2:</b> Knowledge to demonstrate and learn to play thekas and four badal thekas of following talas: a) Dadra b) Keharwa	
<b>Chapter No.3:</b> Knowledge to demonstrate and learn to play thekas and four badal thekas of following talas: a) Zaptal b) Teental	
<b>Unit-2:</b>	
<b>Chapter No.4:</b> Learn to play one Peshkar with four platas ending with tihai in taal Teental	
<b>Chapter No.5:</b> Learn to play two kaydas with four platas ending with tihai in taal Teental	
<b>Chapter No.6:</b> Learn to play two kaydas in Taal Zaptal	
<b>Unit-3:</b>	
<b>Chapter No.7:</b> Learn to play Sath-sangat in taal Teental	
<b>Chapter No.8:</b> Learn to play Sath-sangat in taal Zaptal	
<b>Chapter No.9:</b> Learn to play Sath-sangat in taal Ektaal	

#### Text Books References

- Sangeet Visharad by Vasant, Hathras publications
- Kramik Pustak Malika VOL I, II, III, IV, V, VI by Pt. Bhathkhande, Hathras Publications
- Swara Kalpa Volume-1,2,3, Dr. Rohini Gangadhar, Nadaprasanga Publications, Shivadwait, Shivabasava Nagara, Sector-2, Belagavi- 590009.
- Tabala ka Udgam, Vikas aur Vadanashailiyam by Yogamaya Shukla, Delhi University
- Sangeet Shastra Dharpan by Prof. A.U. Patil, Prasarang KUDharwad
- Hamare Sangeet Ratnaby Prabhulal Garag, Hathras publications
- Bharatiya Sangeet Ka Itihas by Sharatchandraparanjpe, Caukamba Vidya bhavan
- Bharatiya Sangeet Vadyakaluby Rajeev Purandare, Prasarang KUDharwad
- Indian Musical Tradition, Deshpande, MMPublication

## Semester 1

### Course Objectives:

1. To impart the knowledge of basics of Tabla playing(different bols of Tabla and Dugga)
2. To impart the knowledge of playing Thekas and badal Thekas of different Talas
3. To impart the knowledge of solo play in tabla (Peshkaar, Kayda , Mukhda and Thukda )

### Course Outcomes:

1. At the end of the course the students will be able to know basics of Tabla playing(different bols of Tabla and Dugga)
2. At the end of the course the students will be able to play Thekas and badal Thekas of different Talas.
3. At the end of the course the students will be able to play solo in tabla (Peshkaar, Kayda , Mukhda and Thukda )

**Bachelor of Arts in Music (Hindustani Music)**  
**Semester 1 and 2 DSCC**  
**DSCC Hindustani Music – Vocal, Sitar and Tabla**

**Course Objectives:**

1. To impart the knowledge of historical development of music at early stage, knowledge about musical instruments and technical terms.
2. To impart the knowledge of notation system to enable the students to write bandish in swaralipi/talalipi paddhati. Students will be able to demonstrate talas.
3. In practical course objective is to train the students to sing/playswaralankaras, vilambitanddrut compositions with alap and tans of prescribed ragas in syllabus. To train the students of percussion instrument to play different compositions of solo play.

**Course Outcomes:**

**At the end of the course the student will be able to:**

1. At the end of the course the students will be able to get the historical development of music at early stage, knowledge about musical instruments and technical terms.
2. At the end of the course the students will be able to write bandish in swaralipi/talalipi paddhati. Students will be able to demonstrate talas.
3. At the end of the course the students will be able to sing /playswaralankaras, vilambitand drut compositions with alap and tans of prescribed ragas in syllabus. To train the students of percussion instrument to play different compositions of solo play.

## BA Semester 2

Theory is common for Vocal, Sitar and Tabala  
(Tabla) Course Code: -126BAB02MUSDSC03T

<b><u>Content of Course – Hindustani Music Theory</u></b>	
<b>Unit-1:</b>	
<b>Chapter No.1:</b> Knowledge of Technical terms: a) Raagab) Raagajaati (oudava, shadava, sampoorna) c) Shuddhad) Vikrutae) Komal- Teevra f) Aalap g) taanh) Sthayii) Antra	
<b>Chapter No.2:</b> Knowledge of Technical terms: a) Thekab) Samc) Khaalid) Thaali	
<b>Chapter No.3:</b> Knowledge of Technical terms: a) Bhaajb) Jodc) Gathd) Aalape) Jhaala	
<b>Unit-2:</b>	
<b>Chapter No.4:</b> History of Music in vedic period	
<b>Chapter No.5:</b> Music and Nature	
<b>Chapter No.6:</b> Importance of music in life.	
<b>Unit-3:</b>	
<b>Chapter No.7:</b> Origin of Tabla	
<b>Chapter No.8:</b> Sketch and label of Tabla instrument	
<b>Chapter No.9:</b> Knowledge of writing Khyal, gaths and Taala in swaralipi and Talalipi system	

### *Text Books References*

1. Sangeet Visharad by Vasant, Hathras publications
2. Kramik Pustak Malika VOL I, II, III, IV, V, VI by Pt. Bhathkhande, Hathras Publications
3. Swara Kalpa Volume-1, 2, 3, Dr. Rohini Gangadhar, Nadaprasanga Publications, Shivadwait, Shivabasava Nagara, Sector-2, Belagavi-590009.
4. Tabalaka Udgam, Vikasaur Vadanashailiyam by Yogamaya Shukla, Delhi University
5. Sangeet Shastra Dharpan by Prof. A.U. Patil, Prasarang KUDharwad
6. Hamare Sangeet Ratna by Prabhulal Garag, Hathras publications
7. Bharatiya Sangeet Ka Itihas by Sharatchandraparanjpe, Caukamba Vidyabhavan
8. Bharatiya Sangeet Vadyakaluby Rajeev Purandare, Prasarang KUDharwad
9. Indian Musical Tradition, Deshpande, MM Publication
10. Sangeet Shashtra Parichaya, by AU patil, SS Taralagatti, G.B. Aawate, Prasarang KUDharwad
11. Bharatiya Sangeet Charithrey by Dr. B.D. Pathak, Prasarang KU Dharwad
11. Hindustani Sangeet by Mrithunjay Swami Puranikmatt, Prasarang KU Dharwad

**BA Semester 2**  
**Bachelor of Arts in Music (Hindustani Music)**  
**(Vocal) Course Code:- 126BAB02MUSDSC04L**

<b><u>Content of Course – Vocal Practical</u></b>	
<b>Unit-1:</b>	
<b>Chapter No.1:</b> Learnt to sing swarageet in raag kafi	
<b>Chapter No.2:</b> Learnt to sing lakshangeet in raag kafi	
<b>Chapter No.3:</b> Learnt to sing any form of song in raag kafi	
<b>Unit-2:</b>	
<b>Chapter No.4:</b> Knowledge of singing Bada khayal and Chota khayal with four alaps and four tans in raag bhairav	
<b>Chapter No.5:</b> Knowledge of singing chota khayal with four alapand four tans in raag Durga	
<b>Chapter No.6:</b> Knowledge of singing chota khayal with four alapand four tans in raag Bhimpalas	
<b>Unit-3:</b>	
<b>Chapter No.7:</b> Knowledge of following talas with demonstration: a) Ektal b) Roopak	
<b>Chapter No.8:</b> Knowledge of following talas with demonstration: a) Aadhab b) Deepchandi	
<b>Chapter No.9:</b> Learn to demonstrate ekgun, dugun and chaugun of the following talas a) Roopak b) Teental	

*Text Books References*

1. Sangeet Visharad by Vasant, Hathras publications
2. Swara Kalpa Volume-1,2,3, Dr. Rohini Gangadhar, Nadaprasanga Publications, Shivadwait, Shivabasava Nagara, Sector-2, Belagavi-590009.
3. Kramik Pustak Malika VOLL, II, III, IV, V, VI by Pt. Bhathkhande, Hathras Publications
4. Tabalaka Udgam, Vikasaur Vadanashailiyam by Yogamaya Shukla, Delhi University
5. Sangeet Shastra Dharpan by Prof. A. U. Patil, Prasarang KUDharwad
6. Hamare Sangeet Ratnaby Prabhulal Garag, Hathras publications
7. Bharatiya Sangeet Kalthi by Sharatchandraparanjpe, Caukamba Vidyabhavan
8. Bharatiya Sangeet Vadyakaluby Rajeev Purandare, Prasarang KUDharwad
9. Indian Musical Tradition, Deshpande, MM Publication
10. Sangeet Shashtra Parichaya, by AU patil, SS Taralagatti, G.B. Aawate, Prasarang KU Dharwad
11. Bharathiya Sangeet Charithrey by Dr. B. D. Pathak, Prasarang KUDharwad
12. Hindustani Sangeet by Mrithunjay Swami Puranikmatt, Prasarang KUDharwad



**BA Semester 2**

**Bachelor of Arts in Music (Hindustani Music)**

**(Sitar) Course Code:-126BAB02MUSDSC04L**

<b><u>Content of Course – Sitar Practical</u></b>	
<b>Unit-1:</b>	
<b>Chapter No.1:</b> Learnto playRazhakhaniGatinraagkafi	
<b>Chapter No.2:</b> Learnto playJhaalainraagkafi	
<b>Chapter No.3:</b> Learnto playonedhuninraagkafi	
<b>Unit-2:</b>	
<b>Chapter No.4:</b> Learn to playMaseetkhaniGat and RazhakhaniGat with four alaps and four tans in raag bhairav	
<b>Chapter No.5:</b> Learnto playRazhakhaniGatwithfouralapanandfour tans in raag Durga	
<b>Chapter No.6:</b> Learnto playRazhakhaniGatwithfouralapanandfour tans in raag Bhimpalas	
<b>Unit-3:</b>	
<b>Chapter No.7:</b> Knowledge of following talas with demonstration: a) Ektal b) Roopak	
<b>Chapter No.8:</b> Knowledge of following talas with demonstration: a) Aadhab b) Deepchandi	
<b>Chapter No.9:</b> Learnto demonstrateekgun, dugunandchaugunof the following talas a) Roopak b) Teental	

*Text Books References*

1. Sangeet Visharad by Vasant, Hathras publications
2. Swara Kalpa Volume-1,2,3, Dr. Rohini Gangadhar, Nadaprasanga Publications, Shivadwait, Shivabasava Nagara, Sector-2, Belagavi-590009.
3. Kramik Pustak Malika VOL I, II, III, IV, V, VI by Pt. Bhathkhande, Hathras Publications
4. Tabalaka Udgam, Vikasaur Vadanashailiyam by Yogamaya Shukla, Delhi University
5. Sangeet Shastra Dharpan by Prof. A. U. Patil, Prasarang KUDharwad
6. Hamare Sangeet Ratna by Prabhulal Garag, Hathras publications
7. Bharatiya Sangeet Kalthas by Sharatchandraparanjpe, Caukamba Vidyabhavan
8. Bharatiya Sangeet Vadyakalub by Rajeev Purandare, Prasarang KUDharwad
9. Indian Musical Tradition, Deshpande, MM Publication
10. Sangeet Shashtra Parichaya, by AU patil, SS Taralagatti, G.B. Aawate, Prasarang KU Dharwad
11. Bharatiya Sangeet Charithrey by Dr. B.D. Pathak, Prasarang KUDharwad
12. Hindustani Sangeet by Mrithunjay Swami Puranikmatt, Prasarang KUDharwad

**BA Semester 2**  
**Bachelor of Arts in Music (Hindustani Music)**  
**(Tabla) Course Code:-126BAB02MUSDSC04L**

<b><u>Content of Course – Tabla Practical</u></b>	
<b>Unit-1:</b>	
<b>Chapter No.1:</b> Learnto demonstrate eekgun, dugun and chaugun of the following talas a)Roopak b)Ektal c)Aadha	
<b>Chapter No.2:</b> Knowledge to demonstrate and learn to play thekas and fourbadal thekas of following talas: a)Roopak b)Dhumali	
<b>Chapter No.3:</b> Knowledge to demonstrate and learn to play thekas and fourbadal thekas of following talas: a)Aadha b)Ektal	
<b>Unit-2:</b>	
<b>Chapter No.4:</b> Learnto play one Peshkar with four platas ending with tihai in taal Zaptal	
<b>Chapter No.5:</b> Learnto play One Peshkar and two kaydas with four platas ending with tihai in taal Teental	
<b>Chapter No.6:</b> Learnto play Rela, Thukda, Gath, Chakradaarin Taal Teental	
<b>Unit-3:</b>	
<b>Chapter No.7:</b> Learnto play Teental Vilambit	
<b>Chapter No.8:</b> Learnto play Ektal Vilambit	
<b>Chapter No.9:</b> Learnto play Sath-sangat in taal Roopak	

*Text Books References*

1. Sangeet Visharad by Vasant, Hathras publications
2. Swara Kalpa Volume-1,2,3, Dr.Rohini Gangadhar, Nadaprasanga Publications, Shivadwait, Shivabasava Nagara, Sector-2, Belagavi-590009.
3. Kramik Pustak Malika VOLI, II, III, IV, V, VI by Pt. Bhathkhande, Hathras Publications
4. Tabalaka Udgam, Vikasaur Vadanashailiyam by Yogamaya Shukla, Delhi University
5. Sangeet Shastra Dharpan by Prof. A.U. Patil, Prasarang KUDharwad
6. Hamare Sangeet Ratna by Prabhulal Garag, Hathras publications
7. Bharatiya Sangeet Ka Itihas by Sharatchandraparanjpe, Caukamba Vidyabhavan
8. Bharatiya Sangeet Vadyakalub by Rajeev Purandare, Prasarang KUDharwad
9. Indian Musical Tradition, Deshpande, MM Publication
10. Sangeet Shashtra Parichaya, by AU patil, SS Taralagatti, G.B.Aawate, Prasarang KU Dharwad
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# **BAGALKOTUNIVERSITY**

**MudholRoad,Jamkhandi-587301Dist.:Bagalkote**

**"THEDRAFT"**

## **OPENELECTIVECOURSES(OECs) FROM ARTS STREAM**

**AsperNEP 2020and adaptedfromRCUBelagavi applicable  
fromtheAcademicYear2023-24**

# 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 OE of Their Interest Other Than Their Respective Streams/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
<b>AGRICULTURE MARKETING</b>								
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					
<b>ECONOMICS</b>								
1	126BAB01ECOEOEC01T	Kautilya's Arthashastra	OEC	3+0+0	60	40	100	3
2	126BAB01ECOEOEC02T	Pre-Reforms Indian Economy	OEC					
3	126BAB01ECOEOEC03T	Development Studies	OEC					
<b>SOCIAL WORK</b>								
1	126BAB01SOWOEC01T	Essentials of Social Work	OEC	3+0+0	60	40	100	3
2	126BAB01SOWOEC02T	Youth Development Through Social Work	OEC					
<b>STATISTICS</b>								
1	126BAB01STAOEC01T	Statistics In Competitive Examinations	OEC	3+0+0	60	40	100	3
<b>EDUCATION</b>								
1	126BAB01EDUOEC01T	History of Education	OEC	3+0+0	60	40	100	3
<b>HISTORY</b>								

1	126BAB01HISOEC0 1T	Cultural History Of Karnataka (CE3-CE 10) Part-I	OEC	2+1+0	60	40	100	3
2	126BAB01HISOEC0 2T	IntroductionTo Archeology						
<b>PHILOSOPHY</b>								
1	126BAB01PHIOEC0 1T	TraditionalDeductiveLogic	OEC	3+0+0	70	30	100	3
<b>POLITICALSCIENCE</b>								
1	126BAB01POLOEC0 1T	HumanRights	OEC	3+0+0	60	40	100	3
<b>PSYCHOLOGY</b>								
1	126BAB01PSYOEC0 1T	HealthManagement	OEC	3+0+0	60	40	100	3
<b>GEOGRAPHY</b>								
1	126BAB01GEGOEC0 1T	EarthSystemDynamics	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					
<b>SOCIOLOGY</b>								
1	126BAB01SOCOEC0 1T	IndianSociety:ContinuityAnd Change	OEC	3+0+0	60	40	100	3
2	126BAB01SOCOEC0 2T	SociologyOfEveryDaylife						
3	126BAB01SOCOEC0 3T	SociologyOfMassMedia						
<b>JOURNALISMANDMASSCOMMUNICATION</b>								
1	126BAB01JOUOEC0 1T	WritingForMedia	OEC	3+0+0	60	40	100	3
<b>CRIMINOLOGYANDFORENSICSCIENCE</b>								
1	126BAB01CRIOEC0 1T	PoliceOrganisationInIndia	OEC	3+0+0	60	40	100	3
2	126BAB01CRIOEC0 2T	ElementsOfForensicScience	OEC					
<b>MUSIC</b>								
1	126BAB01MUSOEC 01T	Vocal	OEC	3+0+0	60	40	100	3
2	126BAB01MUSOEC 02T	Sitar						
3	126BAB01MUSOEC 03T	Tabla						
<b>FOLKLORE</b>								
1	126BAB01FOLOEC0	NatureOfFolklore	OEC	03	60	40	100	3

	1T								
<b>MARATHI</b>									
1	126BAB01MAROEC 01T	MarathiSahityaAniNaatak	OEC	4+0+0	60	40	100	3	
<b>KANNADA</b>									
1	126BAB01KANOEC 01T	ಪಾಠ್ಯ, ಅಧ್ಯಯನ	OEC	3+0+0	60	40	100	3	
<b>ENGLISH</b>									
1	126BAB01ENGOEC 01T	Functional English, Grammar AndStudySkills	OEC	3+0+0	60	40	100	3	
<b>HINDI</b>									
1	126BAB01HINOEC0 1T	संभाषणकलातथाचलचित्र लेखन	OEC	4+0+0	60	40	100	3	
<b>URDU</b>									
1	126BAB01URDOEC 01T	UrduAdabaurDrama	OEC	4+0+0	60	40	100	3	
<b>ARABIC</b>									
1	126BAB01ARAOEC 01T	Introduction Of Arabic Language	OEC	3+1+0	60	40	100	3	
<b>SANSKRIT</b>									
1	126BAB01SANOEC0 1T	SanskritaBhashaKalike	OEC	3+0+0	60	40	100	3	
<b>PHYSICALEDUCATION</b>									
1	126COM01PHYOEC 01B	YogaandFitness	OEC	1+0+4	60	40	100	3	
2	126COM01PHYOEC 02B	SportsandRecreation							

## 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
<b>Continuous Internal Evaluation (CIE)</b>		
<b>A</b>	Continuous & Comprehensive Evaluation (CCE)	<b>20 Marks</b>
<b>B</b>	Internal Assessment Tests (IAT)	<b>20 Marks</b>
	Total of CIE (A+B)	<b>40 Marks</b>
<b>C</b>	Semester End Examination (SEE)	<b>60 Marks</b>
	<b>Total of CIE and SEE (A + B + C)</b>	<b>100 Marks</b>

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
<b>Session Test</b>	10 marks	10 marks	20
<b>Seminar etc.</b>	10 marks		10
<b>Case study/Assignment/Fieldwork/ Project work/Academic Economics Quiz/Review of the Book/etc</b>		10 marks	10
<b>Total</b>	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):** 12<sup>th</sup> Standard Pass

### Course Outcomes (COs):

At the end of the course the students 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 Chamberlain (koshadhyaksha), 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
<b>Suggested readings:</b>		
<ol style="list-style-type: none"> <li>1. Arthashastra of Kautilya by T. Ganapati Shastri, Chaukhambha Surbharti Prakashana, Varanasi, India, 2005.</li> <li>2. Arthashastra of Kautilya by Sri. Vacaspati Gairola, Chaukhambha Vidyabahavan, Varanasi, India, 2013.</li> <li>3. Kautilya, The Arthashastra by L.N. Rangarajan, Penguin Books Ltd, London.</li> <li>4. Kautilya's Arthashastra: The Way of Financial Management and Economic Governance, Jaico Publishing House, Mumbai, India.</li> </ol>		



## Semester 1

<b>Course Title: OEC1.2: Pre-Reforms Indian Economy (OEC) Course</b>	
<b>Code:- 126BAB01AGROEC02T</b>	
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):** 12<sup>th</sup> Standard Pass

### Course Outcomes (COs):

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

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

## Semester1

Course Title: <b>OEC1.3:Development Studies(OEC)</b>	
Course Code:- <b>126BAB01AGROEC03T</b>	
Total Contact Hours:42	Course Credits:3
Formative Assessment Marks:40	Duration of ESA/Exam:3Hrs
Model Syllabus Authors:	Summative Assessment Marks:60

**Course Pre-requisite(s): 12<sup>th</sup> Standard Pass**

### Course Outcomes(COs):

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

	<ul style="list-style-type: none"> <li>• PQLI</li> <li>• ChoiceandCapabilities</li> <li>• HDI</li> </ul> <p><b>Chapter6:ApproachesofDevelopment</b></p> <ul style="list-style-type: none"> <li>• AdamSmith</li> <li>• Marx</li> <li>• Schumpeter</li> <li>• Structuralistapproach</li> <li>• Neo-liberalism,IMFandstructuraladjustment</li> <li>• CapabilitiesApproach</li> </ul> <p>Practicum:</p>	6
III	<b>TheoriesandCurrentIssuesinDevelopment</b>	21
	<p><b>Chapter7:TheoriesofDevelopment</b></p> <ul style="list-style-type: none"> <li>• TheorizingDevelopment-ModernizationTheory,DependencyTheory</li> <li>• CapitalistWorldSystem</li> <li>• Theevolutionofthought onpovertyreduction</li> <li>• ColonialRegimesandTheirLegacies</li> </ul> <p><b>Chapter8:TheIndustrialRevolution</b></p> <ul style="list-style-type: none"> <li>• GenesisandSpread</li> <li>• InternationalspecializationofLabour/Industry</li> <li>• IndustrialLabour</li> <li>• ILOanditsactivitiestopromotelabourstandards</li> </ul> <p><b>Chapter9:Environmentanddevelopment</b></p> <ul style="list-style-type: none"> <li>• Increasingdegradationofnaturalenvironment –waterandairpollutionand deforestation</li> <li>• Depletionofglobalcommons</li> <li>• Sustainabledevelopment-conceptandmeasures</li> <li>• SDGs</li> <li>• ClimateChange–Causes,Impact,MeasuresofMitigationandAdaptations</li> </ul> <p>Practicum:</p>	6  5  10
<p><b>SuggestedReadings:</b></p> <ol style="list-style-type: none"> <li>1. Crocker,D.(2008).Ethicsanddevelopmenttheory-practice,EthicsofGlobalDevelopment Agency, Capability, and Deliberative Democracy, 67-106</li> <li>2. DesGasper(2008),_DenisGouletandtheProjectofDevelopmentEthics:Development,8,99. 481-9, Elsevier Science, 1, pp.10-26.</li> <li>3. Drèze,JeanandAmartyaSen(2002),India:DevelopmentandParticipation,secondedition. Oxford: Oxford University Press.</li> <li>4. Gasper,D.(2004).Theethicsofdevelopment:FromEconomismtohumandevlopment. Edinburgh: Edinburgh University Press</li> <li>5. Huntington,Samuel(1971),Thechangetochange:Modernization,developmentandpolitics. Comparative Politics, 3.</li> <li>6. Myrdal,Gunnar.(1974),—WhatisDevelopment?  JournalofEconomicIssues8(4):729-736.</li> <li>7. Peet,RichardwithElaineHartwick(2009),TheoriesofDevelopment:Contentions,Arguments, Alternatives (2nd edition). New York: Guilford.</li> <li>8. Sen,Amartya(1999)DevelopmentasFreedom.NewYork:Anchor Books.</li> </ol>		

# 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 Dis Compulsory

## Section A

1. Answer any Three of the following Questions in one or two sentences

5X2=10

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

## Section B

Answer any five of the following questions

3X5=15

- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.

## Section C

Answer any Two of the following questions

2X10=20

- 9.
- 10.
- 11.
- 12.

## Section D (Compulsory)

15 Marks

13. Caselet

## OECs from Department of Economics

Course Title: <b>OEC1.1: Kautilya's Arthashastra (OEC)</b>	
Course Code: <b>-126BAB01ECOEC01T</b>	
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): 12<sup>th</sup> Standard Pass**

**Course Outcomes (COs):**

At the end of the course the students 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, <b>Practicum</b> · Autobiography of Kautilya	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 Chamberlain (koshadhyaksha), 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 Vyuh in War <b>Practicum</b> - Taxation policy of Kautilya	9 9 3
<b>Suggested readings:</b>		
<ol style="list-style-type: none"> <li>1. Arthashastra of Kautilya by T. Ganapati Shastri, Chaukhambha Surbharti Prakashana, Varanasi, India, 2005.</li> <li>2. Arthashastra of Kautilya by Sri. Vacaspati Gairola, Chaukhambha Vidyabahavan, Varanasi, India, 2013.</li> <li>3. Kautilya, The Arthashastra by L.N. Rangarajan, Penguin Books Ltd, London.</li> <li>4. Kautilya's Arthashastra: The Way of Financial Management and Economic Governance, Jaico Publishing House, Mumbai, India.</li> </ol>		

## Semester1

<b>Course Title: OEC1.2: Pre-Reforms Indian Economy (OEC) Course</b>	
<b>Code:- 126BAB01ECO OEC02T</b>	
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):** 12<sup>th</sup> Standard Pass

### Course Outcomes (COs):

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

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



## Semester1

CourseTitle: <b>OEC1.3:DevelopmentStudies(OEC)</b>	
CourseCode:- <b>126BAB01ECOEC03T</b>	
TotalContactHours:42	CourseCredits:3
FormativeAssessmentMarks:40	DurationofESA/Exam:3Hrs
ModelSyllabusAuthors:	SummativeAssessmentMarks:60

**CoursePre-requisite(s):12<sup>th</sup> Standard Pass**

### CourseOutcomes(COs):

Attheendofthecoursethestudentsshouldbeableto:

- i. Graduateswillbeabletoexcelinhigherstudiesand/ortosucceedinprofession.
- 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	<b>Development:MeaningandCurrentChallenges</b>	<b>9</b>
	<b>Chapter1:MeaningofDevelopment</b> <ul style="list-style-type: none"> <li>• Theconceptofdevelopment,</li> <li>• GrowthandDevelopment</li> <li>• Transitionfromquantitativetoqualitativeindices</li> </ul>	3
	<b>Chapter2:Moderneconomicgrowth</b> <ul style="list-style-type: none"> <li>• Characteristicsofmoderneconomicgrowth</li> <li>• Regionalandglobaldisparities</li> <li>• Commoncharacteristicsanddissimilaritiesamongdevelopingcountries.</li> </ul>	3
	<b>Chapter3:CurrentDevelopmentChallenges</b> <ul style="list-style-type: none"> <li>• Inequality</li> <li>• Migration</li> <li>• Conflicts</li> </ul> Practicum: <ul style="list-style-type: none"> <li>• QualitativeandQuantitativeIndices</li> <li>• GlobalandRegionalDisparityinGrowth</li> </ul>	3
II	<b>Approachesto Development</b>	<b>12</b>
	<b>Chapter4:DevelopmentEthics</b> <ul style="list-style-type: none"> <li>• Conceptandmeaning</li> <li>• PrinciplesandimportanceofDevelopmentEthics</li> </ul>	2
	<b>Chapter5:AssessingDevelopment</b> <ul style="list-style-type: none"> <li>• Percapitaincome</li> <li>• PQLI</li> </ul>	4

	<ul style="list-style-type: none"> <li>• ChoiceandCapabilities</li> <li>• HDI</li> </ul> <p><b>Chapter6:ApproachesofDevelopment</b></p> <ul style="list-style-type: none"> <li>• AdamSmith</li> <li>• Marx</li> <li>• Schumpeter</li> <li>• Structuralistapproach</li> <li>• Neo-liberalism,IMFandstructuraladjustment</li> <li>• CapabilitiesApproach</li> </ul> <p>Practicum:</p> <ul style="list-style-type: none"> <li>• CALCULATIONOFFQLI</li> <li>• CALCULATIONOFHDI</li> </ul>	6
<b>III</b>	<b>TheoriesandCurrentIssuesinDevelopment</b>	21
	<p><b>Chapter7:TheoriesofDevelopment</b></p> <ul style="list-style-type: none"> <li>• TheorizingDevelopment-ModernizationTheory,DependencyTheory</li> <li>• CapitalistWorldSystem</li> <li>• Theevolutionofthoughtonpovertyreduction</li> <li>• ColonialRegimesandTheirLegacies</li> </ul> <p><b>Chapter8:TheIndustrialRevolution</b></p> <ul style="list-style-type: none"> <li>• GenesisandSpread</li> <li>• InternationalspecializationofLabour/Industry</li> <li>• IndustrialLabour</li> <li>• ILOanditsactivitiestopromotelabourstandards</li> </ul> <p><b>Chapter9:Environmentanddevelopment</b></p> <ul style="list-style-type: none"> <li>• Increasingdegradationofnaturalenvironment –waterandairpollutionand deforestation</li> <li>• Depletionofglobalcommons</li> <li>• Sustainabledevelopment-conceptandmeasures</li> <li>• SDGs</li> <li>• ClimateChange–Causes,Impact,MeasuresofMitigationandAdaptations</li> </ul> <p>Practicum:</p> <ul style="list-style-type: none"> <li>• ILOANDLABOURSTANDARDS</li> <li>• SDGsPERFORMANCE</li> </ul>	6 5 10
<p><b>SuggestedReadings:</b></p> <ol style="list-style-type: none"> <li>1. Crocker,D.(2008).Ethicsanddevelopmenttheory-practice,EthicsofGlobalDevelopment Agency, Capability, and Deliberative Democracy, 67-106</li> <li>2. DesGasper(2008),_DenisGouletandtheProjectofDevelopmentEthics:Development,8,99. 481-9, Elsevier Science, 1, pp.10-26.</li> <li>3. Drèze,JeanandAmartyaSen(2002),India:DevelopmentandParticipation,secondedition. Oxford: Oxford University Press.</li> <li>4. Gasper,D.(2004).Theethics ofdevelopment:FromEconomismtohumandevlopment. Edinburgh: Edinburgh University Press</li> <li>5. Huntington,Samuel(1971),Thechangetochange:Modernization,developmentandpolitics. Comparative Politics, 3.</li> <li>6. Myrdal,Gunnar.(1974),—WhatisDevelopment?   JournalofEconomicIssues8(4):729-736.</li> <li>7. Peet,RichardwithElaineHartwick(2009),TheoriesofDevelopment:Contentions,Arguments, Alternatives (2nd edition). New York: Guilford.</li> <li>8. Sen,Amartya(1999)DevelopmentasFreedom.NewYork:AnchorBooks.</li> </ol>		

# 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 Dis 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)

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

**Formative Assessment Marks: 40**

**Summative Assessment Marks: 60**

**Duration of ESA: 2Hrs**

### 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	<b>Fundamentals of Social Work</b>	10
	Social Work: Meaning, Definitions, Nature and Scope. Values and Principles of Social Work. Skills and Techniques of Social Work Practice.	
Unit II	<b>Social Work with Communities</b>	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	<b>Social Work in School Setting</b>	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	<b>Social Work in Hospital Setting</b>	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. Friedlander, 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 Gangabhusan, 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 Lokesh, 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. SD 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 Houston: 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>

## OE Offered by Department of Social Work

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

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

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

#### **Course Outcomes**

At the end of the course the students 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.

<b>Units</b>	<b>Course Content</b>	<b>Hours</b>
Unit I	<p><b>Understanding Youth:</b></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><b>Challenges and Opportunities for Youth:</b></p> <p>Youth power: youth has 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><b>Youth Development</b></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><b>Approaches and Models of Youth Work</b></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, Sriperumbudur.
9. Philip and M C Michael 1996. Development and Social Change, A global Perspective. Sage publications, London.
10. Phil Mizem (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.

## QuestionPaperPattern

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)**

- 9.
- 10.
- 11.



# **OE 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 student 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, complementary 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.andPurves,R.(2014),Statistics,4thEdition,W. W.Norton&Company.
2. GuptaS.C.FundamentalsofStatistics,HimalayaPublishingHouse,Bombay.
3. GaniS.G.,SankhyshastraandGanakayantra.UdayaRaviPublications,Bijapur.

### QuestionPaperPattern:

## DepartmentofStatistics

### *ISemesterB.AStatistics*

Sub:Code:MaximumMarks:60 a.AnsweranySixQuestionsfromQuestion1b. Answerany Three each Questions from Question 2, 3,4and 5

Q.No.1.	AnsweranySixQuestions(AtleastTwoquestion fromEachUnit) a. b. c. d, e. f. g. h.	2X6=12
Q.No.2.	(ShouldcoverEntireUnit-I)a. b. c. d.	4X3=12
Q.No.3.	(ShouldcoverEntireUnit-II)a. b. c. d.	4X3=12
Q.No.4.	(ShouldcoverEntireUnit-III)a.  b. c. d.	4X3=12
Q.No.5.	(ShouldcoverEntireUnit-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)**

Aims of education.

2 hours

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.

Merits and limitations of the system.

3 hours

Relevancy of the system to contemporary education.

3 hours

### **Unit 2: Education in Budhistic Period**

**(14 Hours)**

Aims of education.

2 hours

Special features of the system.

6 hours

- Initiation ceremony (Pabbaja).
- Centers of learning (Monasteries/Viharars).
- Teacher-pupil relation.
- Curriculum and approaches/methods.
- Status of women Education.
- Discipline.
- Closing ceremony.

Merits and limitations of the system.

3 hours

Relevancy of the system to contemporary education.

3 hours

### **Unit 3: Education in Medieval Period**

**(14 Hours)**

Aims of education.

2 hours

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.

Merits and limitation of the system of education. 3 hours

Relevancy of the system to contemporary education. 3 hours

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. Landmark 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. Chaube and A. Chaube.
5. Educaiton in emerging India –D. Veeraiah.
6. Educaiton in Muslim India\* (Delhi-Idrah-IAbaliyat-I) –S.N. Joffer.
7. ಭಾರತದ ಲ್ಲಿಕ್ಷಣ-ಡಾ.ಎ.ವಿ.ಶಿವಶಂಕರಹಂಪಿಣ್ಣಶನ
8. ಭಾರತದ ಲ್ಲಿಕ್ಷಣ-ಡಾ.ಎ.ವಿ.ಶಿವಶಂಕರಹಂಪಿಣ್ಣಶನ (ಪ್ರಕಾಶನ ಸಾಂಸ್ಕೃತಿಕ-ಬಾ.ಎಲಾ. ನರಸಾಂಹಚಾ)
9. ಭಾರತದ ಲ್ಲಿಕ್ಷಣ-ಡಾ.ಎ.ವಿ.ಶಿವಶಂಕರಹಂಪಿಣ್ಣಶನ (ಪ್ರಕಾಶನ ಸಾಂಸ್ಕೃತಿಕ-ಬಾ.ಎಲಾ. ನರಸಾಂಹಚಾ)
10. ಭಾರತದ ಲ್ಲಿಕ್ಷಣ-ಡಾ.ಎ.ವಿ.ಶಿವಶಂಕರಹಂಪಿಣ್ಣಶನ (ಪ್ರಕಾಶನ ಸಾಂಸ್ಕೃತಿಕ-ಬಾ.ಎಲಾ. ನರಸಾಂಹಚಾ)
11. ಉದಯಾನಂಭ ಭಾರತದ ಲ್ಲಿಕ್ಷಣ-ಡಾ.ಎ.ವಿ.ಶಿವಶಂಕರಹಂಪಿಣ್ಣಶನ (ಪ್ರಕಾಶನ ಸಾಂಸ್ಕೃತಿಕ-ಬಾ.ಎಲಾ. ನರಸಾಂಹಚಾ)
12. ಉದಯಾನಂಭ ಭಾರತದ ಲ್ಲಿಕ್ಷಣ-ಡಾ.ಎ.ವಿ.ಶಿವಶಂಕರಹಂಪಿಣ್ಣಶನ (ಪ್ರಕಾಶನ ಸಾಂಸ್ಕೃತಿಕ-ಬಾ.ಎಲಾ. ನರಸಾಂಹಚಾ)

**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/Fieldwork/Projectwork		10	10	
<b>Total</b>	<b>20</b>	<b>20</b>	<b>40</b>	<b>60</b>

# Model Question Paper

**Time: 2 Hours**

**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.

# OE Offered by Department of History

Title of the Course: Cultural History of Karnataka (CE3-CE10) 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
<b>Unit-1 Introduction</b>	13/14
<b>Chapter No.1</b> Antiquity of Karnataka- Language and Script – Inscriptions and Development of Literature	03
<b>Chapter No.2</b> Agriculture and Land Grants	05
<b>Chapter No.3</b> Education and Emergence of Agraharas	06
<b>Unit-2 Social Conditions</b>	13/14
<b>Chapter No.4.</b> Society – Family and Customs – Marriage system – Food habits	05
<b>Chapter No.5.</b> Religion – Traditions and Rituals	05
<b>Chapter No.6.</b> Festivities – Dasara, Karaga, Mahamasthaka Abisheka; Pilgrimages – Savadati, Kudalasangama, Bande Navaz Urs	04
<b>Unit-3 Religious Traditions</b>	13/14
<b>Chapter No.7</b> Pilgrim Circuits of Jainism and Buddhism	04
<b>Chapter No.8.</b> Hinduism – Various Cults: Shaiva- Vaishnava- Bhagavatha	05
<b>Chapter No.9</b> Art and Architecture – Fine Arts and Performing Arts	05
<b>Books for Reference</b> 1. S.Settar-“Halagannada–Lipi,Lipikara, LipiVyavasaya” 2. K.R.Basavaraja-“HistoryandCultureofKarnataka” 3. R.Rajanna&A.C.Nagesh-“KarnatakadaCharithre”Volume-I 4. P.B.Desai-“AHistoryofKarnataka” 5. A.Sundara(Ed)-“KarnatakaCharitre”Volume-I 6. B.SurendraRao(Ed.)-“KarnatakaCharitre”Volume-II 7. S.Settar-“Halagannada;Bhashe,BhashaVikasa,BhashaBandhavya” 8. M. ChidanandaMurthy-“KarnatakaShasanagalaSamskrutikaAdhyayana” 9. S.Rajashekara-“KarnatakaArchitecture” 10. K.A.NilakantaSastri-“AHistoryofSouthIndia	

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

**Outline for continuous assessment activities for C1 and C2 areas follows:**

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%
<b>Total</b>	<b>20% marks</b>	<b>20% marks</b>	<b>40%</b>

## **BAinHistoryModelQuestionPaper**

TitleofthePaper:

Time-2hours

MaxMarks-60

Note:AllParts–A,BandCareCompulsory

### **Part-A**

AnsweranyTwoofthefollowingShortNotes

2x5=10

1

2

3

4

### **Part-B**

AnsweranyTwoofthefollowingQuestion

2x 10=20

5

6

7

8

### **Part-C**

AnsweranyTwoofthefollowingQuestion

2x15=30

9

10

11

12MapQuestions

5Places MarkintheMapandBriefExplain



# 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 import 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 cumber some thoughts of daily life.
3. To introduce the ideas of terms showing a clear distinction among them.

Content of Course OEC-1	Hrs
<b>Unit-1</b>	<b>14</b>
<b>Chapter No.1:</b> Definition of Logic, its nature and scope	6
<b>Chapter No.2:</b> Formal character: Validity and Truth	5
<b>Chapter No.3:</b> Uses of Logic	3
<b>Unit-2</b>	<b>14</b>
<b>Chapter No.4:</b> Definition and nature of Propositions: Sentence and Proposition	5
<b>Chapter No.5:</b> Classification of Propositions	5
<b>Chapter No.6:</b> Distribution of Terms	4
<b>Unit-3</b>	<b>14</b>
<b>Chapter No. 7:</b> Laws of thought: Law of Identity, Law of Contradiction and Law of Excluded middle	4
<b>Chapter No.8:</b> Definition of Syllogism: Rules and Validity	5
<b>Chapter No.9:</b> 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) Prasaranga, University of Mysore, Mysore. 2004



# OE 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.

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

## **Exercise:**

- Group Discussion on Human Rights and its types (comparison of Western and Eastern Concept of Human Rights).
- Students can be asked to do collagemaking 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](http://www.nhrc.nic.in)), where in 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 vivabooks private limited, New Delhi, 2010.
5. Janusz Symonides, "Human Rights Concept and Standards", Rawat Publications, New Delhi, 2019.
6. Sunil Deshta and Kiran Deshta, "Fundamental Human Rights", Deep and Deep Publications, New Delhi, 2011.
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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: Essay 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 Women'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 2nd Edn.
19. CdÄð£izÉÁi, EAçgÁCdÄð£izÉÁi, ÄÄ¥ÁÛzÁj ÄA¥ÁzÁPÁgÁÄ, Ç£ÄÄaÁzÁPÁgÁÄ PÉ. JZi. 2æÄªaÁ j, aÁiÁ£ÁaÁ oÁPÁÁiUÁ1/4ÁÁ: MAzÁÄDPÁgÁUÁæAxÁ, £ÁµÁ£Á T§ÁP'ilæ jÖ, EA rAiÁiÁ

### 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/Projectwork	10
Assignment	5

Attendance	5
<b>Total</b>	<b>40</b>

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 Gandhian 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 states sovereignty in Globalization
3. Discuss meaning and Importance of Justice

# OE 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,

Model 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

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



# OE Offered by Department of Geography

Question Paper Pattern for Theory

Department of Geography

Sub:Code:

Maximum Marks:60

Duration:3hours

## Instructions:

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

Section A	Answer any <b>Five</b> Questions out of six questions	2X5=10Marks
Section B	Answer any <b>Four</b> Questions out of <b>Six</b> questions	5X4=20Marks
Section C	Answer any <b>Three</b> Questions out of <b>Five</b> questions 10marks Each	10X3=30Marks
	<b>Total</b>	<b>60Marks</b>

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

**Course Code:-126BAB01GEGOEC01T**

Number of Theory Credits: 3

Number of lecture hours/semester:

56 hrs

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 subsystems 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 study application of geoinformatics to solve the disaster and hazards

Content of Theory Course	56Hrs
<b>Unit—1 Earth System Dynamics</b>	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.	
<b>Unit—2 Issues in Earth System</b>	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.	
<b>Unit—3 Climate Change</b>	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.	
<b>Unit—4 Geoinformatics Applications:</b> 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
<b>References</b> 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%

**OPENELECTIVE(OE)–2THEORY**

**Title of the Course: Introduction to Natural Resources**

**Course Code: -126BAB01GEGOEC02T**

<b>Number of Theory Credits</b>	<b>Number of lecture hours/ semester</b>	<b>Number of lecture hours/week</b>
<b>3</b>	<b>42hrs</b>	<b>3 hrs</b>
<p><b>Course Outcomes:</b> At the end of the course the students will:</p> <ol style="list-style-type: none"> <li>1. Understand concepts of different natural resources, its use, overuse, with its solution by natural resource management methods.</li> <li>2. Appreciate the need for managing land and water resources for sustainable growth and development, managerial skills such as land evaluation and land classification.</li> <li>3. Also, able to understand the causes and consequences of water stress and draw water conservation and management plans.</li> </ol>		
<p><b>Course Objectives:</b> This course aims to</p> <ol style="list-style-type: none"> <li>1. explain the types of natural resources that exist.</li> <li>2. Study the role of government and different agencies in the natural resource management</li> <li>3. Study the threat to the natural resources and the policies to solve it.</li> </ol>		
<b>Content of Theory Course</b>		<b>42Hrs</b>
<b>Unit—1 Concept of Resources</b>		<b>12</b>
Meaning, Definition, importance and classification of Resources, Appraisal of Natural Resources, Natural Resources Economics, History of Conservation, need for 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.		
<b>Unit—2 Land Resources</b>		<b>10</b>
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.		
<b>Unit—3 Water Resources</b>		<b>10</b>
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		
<b>Unit—4 Minerals Resources</b>		<b>10</b>
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 Management, 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%

## OPENELECTIVE(OE)–3THEORY

Title of the Course: Introduction to Physical Geography

Course Code:-126BAB01GEGOE03T

Number of Theory Credits	Number of lecture hours/ semester	Number of lecture hours/ week
<b>3</b>	<b>42hrs</b>	<b>3 hrs</b>
<p>Course Outcomes:</p> <ol style="list-style-type: none"> <li>1. Students will be able to understand the fundamental concepts in Earth Sciences</li> <li>2. Understands basic terminology used to describe physical processes and landscape forms.</li> <li>3. Describe elements of the atmosphere and the oceans</li> </ol>		
<p>Course Objectives:</p> <p>This course aims to</p> <ol style="list-style-type: none"> <li>1. Study basic principles of the Earth Sciences</li> <li>2. Understand the landforms, atmospheric elements and structure and basics of oceanography</li> </ol>		
<b>Content of Theory Course</b>		42Hrs
<b>Unit-1</b>		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,		
<b>Unit—2</b>		10
Rocks- types, significance, Weathering —types. Agent of Denudation- River, Glacier, Wind and Under Ground Water. Volcanicity, Earthquakes and Tsunamis		
<b>Unit-3</b>		10
Structure and Composition of Atmosphere, Weather and Climate. Atmospheric Temperature, Heat Budget of the atmosphere Atmospheric Pressure, Winds and Precipitation		
<b>Unit—4</b>		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)PhysicalGeography.S.J.Publication,Meerut
2. D.S.Lal(1998)Climatology.Chaitnyapublishinghouse,Allahabad
3. K.Siddhartha(2001)Atmosphere,WeatherandClimate.Kisalayapublication,NewDelhi
4. R.N.Tikka(2002)PhysicalGeography.KedarnathRamnath&co,Meerut
5. WillianD.Thornbury(1997)PrincipleofGeomorphology.NewAgeInternational(Pvt Ltd.)  
New Delhi.

## Pedagogy

<b>FormativeAssessment</b>	
<b>AssessmentOccasion/type</b>	<b>Weightagein Marks</b>
Casestudies	30%
Assignment	20%
CIA	50%
Total	100%

## OPENELECTIVE(OE)-4THEORY

Title of the Course: Fundamentals of Remote Sensing

Course Code: -126BAB01GEGOE04T

Number of Theory Credits	Number of lecture hours/ semester	Number of lecture hours/ week
<b>3</b>	<b>42hrs</b>	<b>3 hrs</b>
<p>Course Outcomes:</p> <ol style="list-style-type: none"> <li>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.</li> <li>2. Students will learn how to handle and process the satellite images for understanding of bio physical phenomena of the earth's stem.</li> </ol>		
<p>Course Objectives:</p> <ol style="list-style-type: none"> <li>1. To congregatethebasicconceptsandfundamentals of physical principles of remote sensing</li> <li>2. To create a firm basis for successful integration of remote sensing in any field of application.</li> <li>3. To study basics of digital image processing and image interpretation techniques.</li> <li>4. To study the applications of the remote sensing to solve the real-world Problems.</li> </ol>		
<b>Content of Theory Course</b>		42Hrs
<b>Unit— I Introduction</b>		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.		
<b>Unit– 2 Process and types of Remote Sensing</b>		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.		
<b>Unit— 3 Image Classification and Interpretation</b>		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.		

<b>Unit—4ApplicationsofRemoteSensing</b>	10
Disaster Management, Meteorological Studies, Agricultural and Irrigation Studies,ForestryStudies,HydrologicalStudies,NaturalResource,Oceanic and Coastal mapping, Soil resource mapping, UrbanandRuralMappingandManagement.	

### References:

1. RemoteSensingoftheEnvironment:AnEarthResourcePerspective(PrenticeHall Series in Geographic Information Science) – Second Edition (2006), John Jensen
  2. RemoteSensingandGIS,Second Edition(201 1),Bhatta,B.
  3. IntroductiontoRemoteSensingandImageInterpretation(2003);Lillesand T.M.
  4. Remotesensingandimageinterpretation(2015);Chipman,JonathanW.,Kiefer,RalphW., Lillesand
  5. IntroductiontoRemoteSensing,FifthEdition(2011);JamesB.Campbell,RandolphH. Wynne
  6. Practicalhandbookofremotesensing,FirstEdition(2016) –Lavender,Andrew,Lavender, Samantha
  7. IntroductoryDigitalImageProcessing:ARemoteSensingPerspective,FourthEdition (2015) – John R. Jensen
  8. ImageprocessingandGISforremotesensing:techniquesandapplications;Second Edition (2016) – Liu, Jian-Guo, Mason, Philippa J
- 1 .<https://onlinecourses.nptel.ac.in/noc19e41/preview>

### Pedagogy

<b>FormativeAssessment</b>	
AssessmentOccasion/type	Weightagein Marks
Casestudies	30%
Assignment	20%
CIA	50%
Total	100%



## INTERNALASSESSMENTFORTHEORY

MaximumMarks: 40

S.No.	Particulars	Details	Marks
1	TwoCasestudies	a.Introduction	
		b.Identificationofproblem	
		c.Collectionofdata/Fieldvisit/Photos	
		d.AnalysisandFindings	
		e.Suggestions/Recommendation/Conclusion	
		Total	20
2.	Two InternalTest	(2x10)	Total 20
		<b>GrandTotal</b>	<b>40</b>

### AreaofCaseStudy

Thestudentshouldcarryouttheir casestudybyselectingoneofthe belowmentionedfieldwithinthe vicinity of 20 kms from their institute.

- 1.Agriculturalregion(rainfed/irrigated)
- 2.Urbanarea
- 3.Ruralarea
- 4.Watershedarea
- 5.Industrialregion
- 6.Forestregion
- 7.Population
- 8.Landscape
- 9.Tourism
- 10.Naturalelements
- 11.Globalwarming
- 12.Marketstudy

### QuestionPaperPatternforTheory

**Sub:**

**Code:**

**MaximumMarks:60**

**Duration:2hours**

#### Instructions:

AnswerthequestionsfromeverySectioni.e.A,Band C

Section A	Answerany <b>Ten</b> Questionsoutof <b>Twelve</b> questions (Minimumtwoquestionsfromeachunit)	2X10=20 Marks
Section B	Answerany <b>Four</b> Questionsoutof <b>Six</b> questions (Minimumonequestionfromeach unit)	5X4=20Marks
SectionC	Answerany <b>Two</b> Questionsoutof <b>Four</b> questions (OneQuestionfromEachUnit)	10X2=20Marks
	<b>Total</b>	<b>60Marks</b>

# 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 students 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.

<b>Content of Course 1-Indian Society: Continuity and Change</b>		<b>39Hrs</b>
<b>Unit-1</b>	<b>Traditions in Transition</b>	<b>13</b>
<b>Chapter 1:</b> The Nature and Direction of Change in Indian Society <b>Chapter 2:</b> The Changing Face of Indian Social Institutions: Family, Caste, Polity and Economy <b>Chapter 3:</b> The Rural-Urban Divide: Infrastructure, Education, Health and Local Governance		
<b>Unit-2</b>	<b>Movements for Social Justice</b>	<b>13</b>
<b>Chapter No. 4:</b> A Background View: Role of the Constitution of India and Legislation <b>Chapter No. 5:</b> Backward Classes and Dalit Movements <b>Chapter No. 6:</b> New Social Movements: LGBTQ, Civil Rights, Ecological, Anticorruption Movements <b>Chapter No. 9:</b> Opportunities for Social Mobility for Scheduled Castes, Scheduled Tribes and Women		
<b>Unit-3</b>	<b>India in the Globalisation Era</b>	<b>13</b>
<b>Chapter No. 10:</b> Globalisation and Indian Culture: Impact on Food Habits, Language, Ideas and Life Styles <b>Chapter No. 11:</b> 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, BR 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, SC 1991, Indian Society, National Book Trust, New Delhi
- Gouda, MSateesh, Khan, AG and Hiremath, SL 2019, Spouse Abuse in India: A Regional Scenario, GRIN Publishing, Munich
- Mandelbaum, DG 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, MN 1992, Social Change in Modern India, Orient Longman, New Delhi
- Srinivas, MN 1962, Caste in Modern India and Other Essays, Asia Publishing House, Bombay
- ಇಂಠರಾ7, ಆರಾಢಃ, ಭಾರತಯಾಽಯಸಮಾ7ಜ, ಕನನಡಪ್ಾ2ಸಕಪ್ಾ7ರಧಿಕಾರ7ರ, ಬಾಢಗಳಾರ3
- ಶಾಢಕರರಾ7ವಾಽ, ಚನಽಢಽಸಮಾ7ಜಶಾ7ಸ್ಯದಶಾಽಯಾನ, &ಗಽ, ಜಯ, &ರತಪ್ಾ7ರಕಾರ7ಶನ, ಮಾಢಗಳಾರ3-ಶಾಢಕರರಾ7ವಾಽ, ಚನಽಢಽಪ್ಾ7ರಷಕ



### 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.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.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 social movement like LGBTQ activists, environmentalists, Dalit activists etc. with emphasis on objectives and social impact

### Unit3:IndiaintheGlobalisationEra

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 classroom 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 program 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)

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

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

## B.A.SemesterI:OpenElective1.2

Course Title: Sociology of Everyday Life

Course Code:- 126BAB01SOCOEC02T

TotalContactHours:39	CourseCredits:3
FormativeAssessmentMarks:40	DurationofESA/Exam:2hours
ModelSyllabusAuthors:	SummativeAssessmentMarks:60

### CourseOutcomes(COs):

Attheendofthecoursethestudentsshouldbeableto:

1. Lookatthefamiliarworldfromanewperspective
2. Abletoappreciatehowoursocialworldisconstructed
3. Abletocommunicateeffectivelyinwrittenandoralformats

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

CourseOutcomes(COs)/ ProgramOutcomes(POs)	1	2	3	4	5	6	7	8	9
Lookatthefamiliarworldfroma new perspective	X	X	X	X	X				X
Able to appreciate how our socialworldisconstructed	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.

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

#### Text Books:

- Berger, PL 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, Mand 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

- ಮೀಸಲಾತಿಯನ್ನು ಕುರಿತು ಡಾ. ಎ. ಎ. ಅಶ್ವತ್ಥನಾಯಕ, ಸೃಷ್ಟಿ ಪ್ರಕಾಶನ, ದಾರವಾಡ
- ಡಾ. ಎ. ಎ. ಅಶ್ವತ್ಥನಾಯಕ, ಸೃಷ್ಟಿ ಪ್ರಕಾಶನ, ದಾರವಾಡ
- ಡಾ. ಎ. ಎ. ಅಶ್ವತ್ಥನಾಯಕ, ಸೃಷ್ಟಿ ಪ್ರಕಾಶನ, ದಾರವಾಡ
- ಡಾ. ಎ. ಎ. ಅಶ್ವತ್ಥನಾಯಕ, ಸೃಷ್ಟಿ ಪ್ರಕಾಶನ, ದಾರವಾಡ

## 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](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 every day of their life.

**Pedagogy:** Fieldwork, microprojects, group discussion, roleplay, 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

### Unit3:CultureinEverydayLife

1. Thisisanactivityfor groupdiscussion. Studentsare given few statements andthey haveto discussamongthemselvesandarriveatunanimousopinionaboutwhetherfollowingcan be called as culture or not:
  - a. Classicaldanceandmusicconstitutesculture
  - b. Folkliteratureisapartofculture
  - c. Pickpocketingispartofculture
  - d. Newspapersandmagazines arepartof culture
  - e. Killingisanart;thereforeitispartofculture

Please note: Students should be clearly cautioned that, if they do not arrive atunanimousdecision, 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 thepopularityoftandoorichickenorvadapavanexamplefor 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 togenerate discussion)
3. In the theatre actors routinely perform different roles. Do pubic Jigures, celebrities,politicalparties, or corporate bodies,in the media, alter their role playing according to thecontextoraudience?

<b>FormativeAssessment</b>	
<b>AssessmentOccasion/type</b>	<b>WeightageinMarks</b>
Activities	20
WrittenTest	20
<b>Total</b>	<b>40</b>

Teacherscanadoptbestofthreeorbestofjiveprincipleforbothactivitiesandwrittentest

## B.A.SemesterI -OpenElective1.3

CourseTitle:-SociologyofMassMedia

CourseCode:-126BAB01SOCOEC03T

<b>1.3SOCIETYANDMASSMEDIA</b>	
<b>TotalContactHours:39</b>	<b>CourseCredits:3</b>
<b>FormativeAssessmentMarks:40</b>	<b>DurationofESA/Exam:2hours</b>
<b>ModelSyllabusAuthors:</b>	<b>SummativeAssessmentMarks:60</b>

### CourseOutcomes(COs):

Attheendofthecoursethestudentsshouldbeableto:

- Analyze the relationship between mass media and society and role of Mass Media in the Development of Society.
- The learner will be familiarized 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

<b>OpenElective3:SociologyofMassMedia</b>	<b>39Hrs</b>
<b>Unit-1IntroductiontoMassMedia</b>	<b>13</b>
<b>Chap1</b> Meaning, Definitions, Characteristics and functions of mass media <b>Chap2.</b> Evolution of mass media and digital revolution in India <b>Chap3.</b> Importance of Mass media and communication	
<b>Unit-2TypesofMassmedia</b>	<b>13</b>
<b>Chap4.</b> Typology of Media <b>Chap5.</b> Print Media: Merits and demerits <b>Chap6.</b> Electronic Media: Merits and demerits, digital divide <b>Chap7.</b> Social Media: Types and Implications	
<b>Unit-III Mass Media and society</b>	<b>13</b>
<b>Chap8:</b> Impact of media on culture, education, consumer behaviour and politics <b>Chap9:</b> Impact of Globalization and Mass Media <b>Chap9:</b> Abuse of Media, commercialization of news & media imperialism <b>Chap10:</b> 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.virtualkollage.com/2019/03/the-advantages-or-importance-of-mass-media.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))

### Unit3:MediaandSociety

- [https://www.profseema.com/social-media-marketing/what-is-the-impact-of-media-on-\\_\\_\\_\\_\\_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://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/>

### ReferenceBooks

- Allan,Wells.(1979),MassMediaandSociety.Mayfield,California.
- Aveseh,Asough. (2012).SocialMediaAnd Ethics-The ImpactofSocialMedia on Journalism Ethics,. Center for International Media Ethics (CIME).
- Bausinger,H.(1984).Media,technologyanddailylife.Media,CultureandSociety,6,343-351.
- Berger,AsaAuthur(1998).MediaAnalysisTechniques.SagePublication
- Brandtzaeg,P.B.(2012).Socialnetworkingsites:Theirusers andsocial implications—A longitudinal study. Journal of Computer-Mediated Communication,17(4), 467-488.
- Chatterjee.R.K.(1978),MassCommunication.NBT,NewDelhi.
- Donner,J.(2015).Afteraccess:Inclusion,development,andamoremobileInternet.Cambridge,MA: MIT Press.
- Downing,John,MohammadiAliandSrebemy-Mohammadi(1992).QuestioningtheMedia:A Critical Introduction. New Delhi, Sage
- Evans,Lewisandhall,Staurt(2000).VisualCulture:TheReader.SagePublications
- Grossberg, Lawrence et al (1998).Media-Making:MassMedian in a PopularCulture. Sage Publications
- Hamelink,C.andNordenstreng,K.(2007)'TowardsDemocraticMediaGovernance'.In E.de Bens (ed.), Media between Culture and Commerce. Bristol: Intellect.
- Johnson,K.(2000),TelevisionandSocialChangeinRuralIndia,London:Sage.
- Linz,D.,Penrod,S.,&Donnerstein,E.(1986).Issuesbearingonthelegalregulationofviolent and sexually violent media. Journal of Social Issues, 42(3), 171-193. [52]
- Murthy,D.(2013).Twitter:SocialCommunicationintheTwitterAge.Cambridge:PolityPress
- Potter,JamesW(1998).MediaLiteracy.SagePublications
- PradipN.Thomas(eds.)(2004).WhoOwnstheMedia?ZedBooks,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.

### SuggestedActivities

#### Unit1:IntroductiontoMassMedia

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

#### Unit2:Types ofMassMedia

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/ locale events, functions and activities

### Unit3:MediaandSociety

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

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

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

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

### 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 5×2=10

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_

#### Part-B

Answer Any Four of the Following 4×5=20

8. \_\_\_\_\_
9. \_\_\_\_\_
10. \_\_\_\_\_
11. \_\_\_\_\_
12. \_\_\_\_\_
13. \_\_\_\_\_

#### Part-C

Answer Any Three of the Following 3×10=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**  
**Formative Assessment Marks: 40**

**Total No. of Lectures/Hours/Semester: 42 Hrs**  
**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:**

- CO1:** The student will be ready to work as a amateur reporter
- CO2:** He/she will be through with the techniques of reporting
- CO3:** He/she is able to understand the mistakes committed by the reporters
- CO4:** Understand the writing skills for various mass media.

<b>Syllabus-OEC: Title- Writing for Media</b>	<b>Total Hrs: 42</b>
<b>Unit-I</b>	<b>14hrs</b>
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	
<b>Unit-II</b>	<b>14hrs</b>
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.	
<b>Unit-III</b>	<b>14hrs</b>
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.	
<b>References:</b> <ol style="list-style-type: none"> <li>1) C.A Sheenfield-Effective Feature Writing.</li> <li>2) Nelson R.P –Article Writing.</li> <li>3) DK Choler; Broadcast Journalism.</li> <li>4) KM Shreevastava; Radio and TV journalism</li> </ol>	





**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: 10 marks**

**Part-B**

**2. Question number 07-11 carries 05 Marks 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 subquestions for 7+3 or 6+4 or 5+5 if necessary)**

**Total: 60 Marks**

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

# OE 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	-----	-----
<b>Content of Theory Course</b>			<b>42Hrs</b>
<b>Unit-I: Introduction to Police Organization</b>			14
<b>Chapter-1</b> Police Organization: Concept and Brief Historical Background <b>Chapter-2</b> Central Police Organization and Institutes (National Cadet Corps-NCC, Narcotic Control Bureau-NCB, NIA, RAW, SPG, BPR&D, NCRB, NPA and NSG) <b>Chapter-3</b> Relationship between Police and Local Government: Magistracy, Executive Magistrates and Other Departments (Forest, Excise, Prison, Health etc) <b>Chapter-4</b> Police Administration: Enforcing law of the land, Maintaining Law and Order, other citizen services etc			
<b>Unit-II: State Police Special Units</b>			14
<b>Chapter-5</b> State Crime Record Bureau, State Finger Print Bureau, State Forensic Science Laboratory and Intelligence Department/Special branch <b>Chapter-6</b> Women Police Stations, Cybercrime Police Stations, DCRE, DCIB <b>Chapter-7</b> Vigilance Units: KPTCL, KSRTC, BMTF, BDA, Revenue Task Force			
<b>Unit-III: Auxiliary Units and Other Organizations</b>			14
<b>Chapter-8</b> Homeguards, Special Police Officers, Students Police Cadets and Civil Defense <b>Chapter-9</b> Karnataka State and District Legal Authority and their functions <b>Chapter-10</b> 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. Doval Ajit 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 Publishing Corporation.
5. Guharoy JT, 1999, Policing in the 21st Century Indian Institute of Public Administration.
6. Gupta, Anandwarup, 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. Padmanabhaiah 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 Hall Englewood Cliffs.
13. Ramanjam, T, 1992, Prevention and Detection of Crime, Madras Book Agency.
14. Singh Soibam Ibocha, 2007 Community Policing, Akansha Publishing House, New Delhi
15. Srivastava Aparna, 1999, Role of Police in Changing Society, APH Publishing House.

**Journals:**

IndianPoliceJournalpublishedbyBureauofPoliceResearchandDevelopmentNewDelhi.

CrimeinIndiapublishedbyNationalCrimeRecordBureau.MHAGovernmentofIndiaNewDelhi

**Pedagogy:**Lecture,Assignments,InteractiveSessions,ICT,GroupDiscussion

FormativeAssessment40(WeightageinMarksincludes:WrittenTests, Activity/Assignment/Seminar/Presentation etc)			
AssessmentOccasion/Type	C1	C2	TotalMarks
SessionTest (2)	10	10	20
Seminar/Presentation/Activity	10	---	10
Casestudy/Assignment/Fieldwork/Projectworketc	---	10	10
<b>Total</b>	<b>20</b>	<b>20</b>	<b>40</b>

# 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	-----	-----
<b>Content of Theory Course 1</b>			<b>42Hrs</b>
<b>Unit-I: Fundamental Concepts of Forensic Science</b>			14
<b>Chapter-1</b> Definitions, Nature, Scope and role of forensic science. <b>Chapter-2</b> Historical development and contribution of pioneers <b>Chapter-3</b> Principles of forensic science			
<b>Unit-II: Branches of Forensic Science</b>			14
<b>Chapter-4</b> Branches of Forensic Science <b>Chapter-5</b> Traditional and Contemporary <b>Chapter-6</b> Frye Case and Daubert Standards.			
<b>Unit-III: Forensic Science Laboratories and Training institutes</b>			14
<b>Chapter-7</b> Hierarchical set up of Central Forensic Science Laboratories, State Forensic Science Laboratories and Directorate of Forensic Science. <b>Chapter-8</b> Government Examiners of Questioned Documents and Fingerprint Bureaus. <b>Chapter-9</b> National Crime Records Bureau, Police & Detective Training Institutes, <b>Chapter-10</b> 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/Fieldwork/Project work etc	---	10	10
<b>Total</b>	<b>20</b>	<b>20</b>	<b>40</b>

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

I/II Semester B

Sub:

Code:

Maximum Marks: 60

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The question paper for this 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

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The pattern of the Question Paper will be as follows:

PART-A

(5×2=10)

Q1. (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.

Q3.

Q4.

Q5.

Q6.

Q7.

PART-C

(2×15=30)

(Answer any two questions. All questions carry equal marks) Q09. Q 10.

Q11.

## 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/Fieldwork/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. ಎಲ್ಲಾ ಘಟಕಗಳಿಂದ ಒಟ್ಟು ಐದು ಪ್ರಶ್ನೆಗಳನ್ನು ಕೇಳಿ (ಲಘು ಪ್ರಶ್ನೆ ಅಥವಾ ಟಿಪ್ಪಣಿ ಅಥವಾ ಸಂದರ್ಭದ ಸ್ವಾರಸ್ಯ ಅಥವಾ ಕಾವ್ಯದ ಅರ್ಥವ್ಯಾಖ್ಯಾನ, ಸಾರಾಂಶ) ಐದಕ್ಕೆ ಉತ್ತರಿಸಲು ಹೇಳುವುದು.  
3X5=15

<b><u>OEC Vocal</u></b>
<b>Unit-1:</b>
<b>Chapter No.1:</b> Learntosing Different Swaras (Komal and Teevra)
<b>Chapter No.2:</b> Learntosingsixalankarasinthaatbhairav
<b>Chapter No.3:</b> Learntosingsixalankarasinthaatbilawal
<b>Unit-2:</b>
<b>Chapter No.4:</b> Theoretical knowledge of raagbhairav
<b>Chapter No.5:</b> Learntosing Sargamgeet and Chota Khayal in raagbhairav.
<b>Chapter No.6:</b> Learntosing Chota Khayal with fouraalaps and fourtaans in raagbhairav.
<b>Unit-3:</b>
<b>Chapter No.7:</b> Learntosing bhadakhyal and chotakhyal with fouraalaps and fourtans in raag bhairav.
<b>Chapter No.8:</b> Learntosing bhadakhyal and chotakhyal with fouraalaps and fourtans in raag durga.
<b>Chapter No.9:</b> Knowledge of following taal with demonstration a) Dadra      b) Teentaal

**Text Books References**

1. Raagdarshan–Rajeev Purandare–Prasaranga, Karnataka University, Dharwad
2. Sangeet Visharad–Laxminarayan Garg–Sangeet Karyalaya, Hataras
3. Bhatkande Kramika pusthakamalika–VN 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 Shastraparichaya-A. U. Patil, SH taralagatti, GBA wate, Prasarang KUD



# Title of the Course: Sitar(OE)

Course Code:-126BAB01MUSOEC02T

<b><u>OECSitar</u></b>	
<b>Unit-1:</b>	
<b>ChapterNo.1:</b> Knowledge of basic strokes of sitar	
<b>ChapterNo.2:</b> Learn to play sixalankaras in thaata bilawal	
<b>ChapterNo.3:</b> Learn to play sixalankaras in thaata kalyan	
<b>Unit-2:</b>	
<b>ChapterNo.4:</b> Theoretical knowledge of raagyaman and Aliya bilawal	
<b>ChapterNo.5:</b> Learn to play razakhanigatin raagyaman	
<b>ChapterNo.6:</b> Learn to play razakhanigatin Aliyabilawal.	
<b>Unit-3:</b>	
<b>ChapterNo.7:</b> Learn to play Maseetkhanigat and razakhanigat with four aalaps and four taans in raag yaman.	
<b>Chapter No.8:</b> Learn to play Maseetkhani gat and razakhani gat with four aalaps and four taans in raag Aliyabilawal.	
<b>ChapterNo.9:</b> Knowledge of following taalas with demonstration a) Dadra      b) Teentaal	

## **Text Books References**

1. Raagdarshan–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 pusthakamalika–VN Bhatkande–Sangeet Karyalaya, Hataras
5. Sangeet Shastra parichaya-A.U. Patil, SH taralagatti, GBA wate, Prasarang KUD

# Title of the Course: Tabla (OE)

Course Code:-126BAB01MUSOEC03T

<b><u>OECTabla</u></b>	
<b>Unit-1:</b>	
<b>Chapter No.1:</b> learnto play basic bols of Tabla	
<b>Chapter No.2:</b> Learnto play basic bols of Dagma	
<b>Chapter No.3:</b> Learnto play different bols in Tabla	
<b>Unit-2:</b>	
<b>Chapter No.4:</b> Learnto play the following thekas a) Teental b) Zaptal	
<b>Chapter No.5:</b> Learnto play 2 Badal Thekas of following Talas a) Teental b) Zaptal.	
<b>Chapter No.6:</b> Learnto play akaydaintaalteental	
<b>Unit-3:</b>	
<b>Chapter No.7:</b> Learnto play teental kaydaw with four platas ending with tihai.	
<b>Chapter No.8:</b> Learnto play Jhaptal Kaydaw with four platas ending with tihai.	
<b>Chapter No.9:</b> learnto play 2 Mukhdasintaal 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 Bandopadhyaya-  
D.B. Tanpurewale Sons and co. pvt. ltd. Bombay
4. Nibaddha Sangeeth-Sangeet Karyalaya Hathras
5. Taalmarthand-Laxminarayangarage-Sangeetkaryalaya hathras

# OEC Offered by Department of Folklore

Course Title:- Nature of Folklore

Course Code:-126BAB01FOLOEC01T

ಜಾನಪದ ಐಚ್ಛಿಕ ವಿಷಯದ ಪಠ್ಯಕ್ರಮ ಹಾಗೂ ಆಂತರಿಕ ಮತ್ತು ಧಿಯರಿ 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/Fieldwork/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 (ಅಥವಾ ಪ್ರಶ್ನೆ ಆಧಾರದ ಮೇಲೆ ಅಥವಾ ಸಂದರ್ಭದ ಸ್ವಾರಸ್ಯ ಅಥವಾ ಕಾವ್ಯದ ಆರ್ಥವ್ಯಾಖ್ಯಾನ, ಸಾರಾಂಶ) ಐದಕ್ಕೆ ಉತ್ತರಿಸಲು ಹೇಳುವುದು.  
3X5=15

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

ಪತ್ರಿಕೆ (ಬಿ.ಇ.ಸಿ) : ಜಾನಪದ ಸ್ವರೂಪ

ಘಟಕ 1 : ಜಾನಪದ ಅರ್ಥ, ಸ್ವರೂಪ ಹಾಗೂ ವ್ಯಾಪ್ತಿ

ಘಟಕ 2 : ಜನಪದ ಸಾಹಿತ್ಯ

1. ಗೀತೆ 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. ಚಕ್ರೇ 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, ಡಿಸ್ಟಿಬ್ಯೂಟರ್ಸ್, 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 WITHOUT 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
<b>TOTAL</b>				<b>60</b>
<b>Internal Assessment</b>	IATest (I&II)		20	<b>40</b>
	Assignment		10	
	Seminar/Activity/Presentation Etc.		10	
<b>TOTAL</b>				<b>100</b>

## MARATHI (OE)

Title of the Subject/ Discipline : MARATHI				
Year	1	Course Code : <b>OE -1 : MARATHI</b>	Credits	3
Sem.	I	Course Title : Discipline : <b>OE-1-मराठी साहित्य आणि कथा</b> (Marathi Sahitya ani Natak) <b>Text- 'नागीण' - चारुता सागर, साकेत प्रकाशन, औरंगाबाद</b> (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.	
<b>Learning Outcomes</b>	<ol style="list-style-type: none"> <li>1. To create and cultivate taste in Marathi Literature</li> <li>2. To get acquainted to various movement in modern Marathi short story literature</li> <li>3. To get major movement related to short story ,and works</li> <li>4. To acquire literature sensibility for use of language in writers and various world views</li> <li>5. To understand and to get the eternal life values</li> </ol>			
<b>Unit No.</b>	<b>Course Content/ अभ्यासघटक</b>	<b>Suggested Pedagogy</b> <b>अध्यापनशास्त्र</b>	<b>Hours</b> <b>U/P/L</b>	
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"> <li>1. मराठी कथा : उगम आणि विकास - इंदुमती शेवडे, सौमय्या प्रकाशन, मुंबई</li> <li>2. मराठी कथा : स्वरूप आणि परिसर - म. द. हातकणंगलेकर</li> <li>3. ग्रामीण : समाज आणि कथा साहित्य - डॉ. मनोहर सुरवाडे, सुगम प्रकाशन, अमरावती</li> <li>4. मराठी ग्रामीण कथा - संपा. प्रा. अंबादास माडगूळकर / सूर्यकांत खांडेकर, ठोकळ प्रकाशन, पुणे</li> <li>5. ग्रामीण साहित्य : स्वरूप आणि समस्या - आनंद यादव, मेहता पब्लिशिंग हाऊस, पुणे</li> <li>6. मराठीतील कथा रूपे - रा. ग. जाधव, स्नेहवर्धन प्रकाशन, पुणे</li> </ol>			
Digital Resources	<a href="http://storymirror.com">http://storymirror.com</a> <a href="http://marathivishwakosh.org">http://marathivishwakosh.org</a> <a href="http://marathi.pratilipi.com">http://marathi.pratilipi.com</a> <a href="http://mr.vikaspedia.in">http://mr.vikaspedia.in</a> <a href="http://www.maayboli.com">http://www.maayboli.com</a> <a href="http://esahity.com">http://esahity.com</a>			



# OEC Offered by Department of Kannada

Course Code:-126BAB01KANOE01T

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

I. 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 (ಸೆಮಿಸ್ಟರ್ ನ ಮೊದಲೆರಡು ತಿಂಗಳು)
- ಘಟಕ 2ರ (Component 2- C2) ನಿರಂತರ ಮೌಲ್ಯಮಾಪನಕ್ಕೆ 20 ಆಂತರಿಕ ಅಂಕಗಳು (ಸೆಮಿಸ್ಟರ್ ನ 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/Fieldwork/Projectwork etc.		10% marks	10%
Total	20% marks	20% marks	40%

## Model Question Paper

Max Marks: 60 Max

1. ಪ್ರತಿ ಘಟಕದಿಂದ ಒಂದರಂತೆ ಐದನ್ನು ಕೇಳಿ ಮೂರಕ್ಕೆ ಉತ್ತರಿಸಲು ಹೇಳುವುದು.

Time: 2 hrs

10X3=30

2. ಪ್ರತಿ ಘಟಕದಿಂದ ಒಂದರಂತೆ ಐದನ್ನು ಕೇಳಿ ಮೂರಕ್ಕೆ ಉತ್ತರಿಸಲು ಹೇಳುವುದು.

5X3=15

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

3X5=15

## Course Outcome

1 <sup>st</sup> Semester OEC-1	ಕನ್ನಡ ಸ್ನಾನಕತೆಗಳು OEC-1	ಕನ್ನಡದ ಸ್ವನಿರೀಲತೆಯ ಮೂಲಕ ಅಭಿವ್ಯಕ್ತವಾದ ಸಾಹಿತ್ಯ ಪ್ರಕಾರಗಳಲ್ಲಿ ಸ್ನಾನಕತೆಯು ಮಹತ್ವದ್ದಾಗಿದೆ. ಸಮಾಜದ ಪ್ರತಿಬಿಂಬವಾಗಿ ನಿಲ್ಲುವ ಸಾಹಿತ್ಯವು ಕಥೆಗಳ ಮೂಲಕ ಸಮಕಾಲೀನ ಸಮಾಜಗಳನ್ನು ಅರ್ಥೈಸಿಕೊಳ್ಳುವುದು ಹಾಗೂ ಆ ಮೂಲಕ ಸಮಾಜಗಳನ್ನು ಪ್ರತಿರೋಧವನ್ನು ತೋರಿದ ರೀತಿಯನ್ನು ಸೂಕ್ತವಾಗಿ ಅವಲೋಕಿಸುವುದು ಹಾಗೂ ಸ್ವನಿರೀಲ ಬದುಕಿನಲ್ಲಿ ಕಲಾತ್ಮಕವಾಗಿ ಬದುಕಿನ ಹೋರಾಟಗಳು ರೂಪಗೊಂಡ ವಿನ್ಯಾಸವನ್ನು ಚರ್ಚಿಸುವುದು.
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## OEC Offered by Department of English

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



## Assessment

Total Marks for each course = 100%

Continuous assessment (C1) = 20% marks

Continuous assessment (C2) = 20% marks

SemesterEndExamination(C3)=60% marks

## QuestionPaperPattern

1. VeryShortAnswerQuestionsonallsections **10x2=20Marks**

2. FourShortNotesonallsections **4x5=20Marks**

3. CloseTest **10x1=10Marks**

4. Short notes(Questionson dialogueand expansion of an idea)2x5 =10Mks**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**

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

CourseCode:-126BAB01HINOEC01T

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 : 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 :40 Summative Assessment Marks :60 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. कक्षाव्याख्यान	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 चोघा) 2) नीरजा (निर्देशक : राम माधवानी) 3) दंगल (निर्देशक : नितेश 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	<a href="https://hindi.mapsofindia.com/my-india/history/history-of-indian-cinema">https://hindi.mapsofindia.com/my-india/history/history-of-indian-cinema</a> <a href="https://hindi.webdunia.com/article/know-the-institute/फिल्मों-में-कैरियर-की-असीम-संभावनाएं-111112300078_1.htm">https://hindi.webdunia.com/article/know-the-institute/फिल्मों-में-कैरियर-की-असीम-संभावनाएं-111112300078_1.htm</a> <a href="https://www.youtube.com/watch?v=Cysnp16DPqM">https://www.youtube.com/watch?v=Cysnp16DPqM</a> <a href="https://www.youtube.com/watch?v=MQKwyA7R_m8">https://www.youtube.com/watch?v=MQKwyA7R_m8</a> <a href="https://www.youtube.com/watch?v=M_NZXCDYEEc">https://www.youtube.com/watch?v=M_NZXCDYEEc</a> <a href="https://www.youtube.com/watch?v=UvpCuz84eKs">https://www.youtube.com/watch?v=UvpCuz84eKs</a>		

# OE-1 Offered by Urdu Department

Course Code:-126BAB01URDOEC01T  
URDU(OEC)

Year	I	Title of the subject/discipline: URDU	Credit	03
Sem.	I	OE-URDU ڈرامہ اور ادب اردو: Discipline: Title Course (Urdu Adab aur Drama) Text: Urdu Main Darama Nigari- Syed Badshah Hussain – Published 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 kitareef 2) Dastaan ka aagaz wa irtaqa 3) Dastan ki ajajay tarkibi		i) Lecture method, ii) Assignments, iii) Individual and Group Presentations and activities iv) Virtual Mode v) PowerPoint Presentation	12
Unit II	Navel: 1) Navel ka aagaz wa irtaqa 2) Navel ki ajajay tarkibi 3) Palat, Kirdar, Makalma, Kirdar nigari, Qaseed wa gaira			13
Unit III	Afsana: 1) Afsan kitareef 2) Afsan ka aagaz 3) Afsan ki ajajay tarkibi (Plat, Kirdar, Qasida, Zaman wa Makan, Pas Manzar wa gaira)			13
Unit IV	Darama: 1) Daram kitareef 2) Daram ka aagaz wa irtaqa 3) Daram ki ajajay tarkibi (Qaseeda, Kirdar, Naqs Mauzo, Makalmo, Mausiqui, Basarimawad, Stage)			13
Unit V	Khaka Nigari: 1) Khaka nigari kitareef wa irtaqa 2) Khaka nigari ka fun 3) Khaka nigari ki ajajay tarkibi (Ikhtesar, Wahadat Tasir, Kirdar nigari, Waqiyani nigari, Manzarkashi, Zuban wa Bayan)			13
Recommended Learning Resources				

Print Resources	<ol style="list-style-type: none"> <li>1. UrduZabanaurFun-e-Dastangoi,KalimuddinAhmed</li> <li>2. BisavinSadiMainUrduNavel,Dr.YusufSarmast</li> <li>3. UrduNavelAzadikebad,Dr.Aslam Azad</li> <li>4. UrduAdabmainKhakaNigari,SaberaSayeed</li> <li>5. UrduMainDaramaNigari,SyedBadshahHussain</li> <li>6. UrduAfsanekiRiwayat,MirzaHamidBaig</li> </ol>
Digital Resources	<ol style="list-style-type: none"> <li>1. <a href="http://www.urdubazar.com">http://www.urdubazar.com</a></li> <li>2. <a href="http://www.rekhta.org">http://www.rekhta.org</a></li> <li>3. <a href="http://kitabghar.com">http://kitabghar.com</a></li> </ol>

**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
<b>Theory</b>				
<b>I</b>	<b>Objective Type Questions (Compulsory)</b>	<b>5 out of 5</b>	<b>02</b>	<b>10</b>
<b>II</b>	<b>Short Answer Questions</b>	<b>4 out of 6</b>	<b>05</b>	<b>20</b>
<b>III</b>	<b>Essay type Answer Questions</b>	<b>3 out of 5</b>	<b>10</b>	<b>30</b>
<b>TOTAL</b>				<b>60</b>
<b>Internal Assessment</b>	<b>IA Test</b>		<b>20</b>	<b>40</b>
	<b>Assignment</b>		<b>10</b>	
	<b>Seminar/Activity/ Presentation Etc.</b>		<b>10</b>	
<b>TOTAL</b>				<b>100</b>

# OE-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 فاونتيشن ثرست - 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) لطفي الجارم ومصطفى أمين 5- مختارات الأدب لزيدان بدران			
Digital Resources	1. <a href="http://www.almaany.com">http://www.almaany.com</a> 2. <a href="http://naseemalsham.com">http://naseemalsham.com</a> 3. <a href="http://m.marefa.org">http://m.marefa.org</a>			

**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**

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



# 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



# **OE 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 Credit 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 sports, 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 learn 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

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

***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,,Yogapravesha""RashtrotanaparishadBangalore
2. BKSiyengar,,LightonYoga""RashtrotanaparishadBangalore
3. B.K.S.Iyengar,,YogathepathtoholisticHealth",DorlingKindersleyDelhi2001
4. LeslieKaminoff,AmyMatthews,,YogaAnatomy""HumanKineticsU.S.A.2007
5. Muller,J.P.(2000).Health,ExerciseandFitness.Delhi:Sports
6. SwamiSachidananda,,theyogasutrasofPathanjaliIntegralyogaPublications2012.

# **Title of the Course: Sports and Recreation (OEC)**

**Course Code: -126COM01PHYOEC02B**

## **Content of Theory Course**

<b>Theory 1</b> <ul style="list-style-type: none"><li>• Meaning, Definition and Concept of Fitness and Recreation</li><li>• Objectives, Characteristics and Principles of Fitness and Recreation</li><li>• Importance, Purpose, Benefits of Fitness and Recreation</li><li>• Types of Recreation</li><li>• Recreation through Sports and Games</li><li>• Use of Leisure Time Activities and their educational values</li></ul> <b>Practical</b> <ul style="list-style-type: none"><li>• Traditional, Folk and Indigenous Games</li><li>• 8-10 Days outdoor camp and Hiking</li><li>• Cycling, tie up with District/State Association</li><li>• Visit to Recreational Clubs</li></ul>	<b>14</b>          <b>56</b>
<b>Formative Assessment</b>	
<b>Assessment type</b>	<b>Weightage in Marks</b>
Theory	Theory-40 Marks Internal-20 Marks
Practicals	Practical-20 Marks Internal-20 Marks
<b>Total</b>	100 Marks

## **References**

1. Bucher, C.A. (1979) foundation of Physical Education (5th edition 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) papers 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 4x5 Marks=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
<b>AGRICULTURE MARKETING</b>								
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					
<b>ECONOMICS</b>								
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					
<b>EDUCATION</b>								
1	126BAB02EDUOEC02T	ICT In Education	OEC	3+0+0	60	40	100	3
<b>GEOGRAPHY</b>								
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						
<b>SOCIAL WORK</b>								
1	126BAB02SOWOEC03T	Basics Of Psychology For Social Work Practice	OEC	3+0+0	60	40	100	3
2	126BAB02SOWOEC04T	Life Skills Education	OEC					
<b>STATISTICS</b>								
1	126BAB02STAOEC02T	Statistical Methods	OEC	3+0+0	60	40	100	3
<b>HISTORY</b>								

1	126BAB02HISOEC03T	Cultural History Of Karnataka (CE11 To CE 1750 )	OEC	2+1+0	60	40	100	3
2	126BAB02HISOEC04T	Manuscriptology						
<b>PHILOSOPHY</b>								
1	126BAB02PHIOEC02T	CRITICAL THINKING AND DECISION MAKING	OEC	3+0+0	70	30	100	3
<b>POLITICAL SCIENCE</b>								
1	126BAB02POLOEC02T	Indian Polity: Issues And Concerns	OEC	3+0+0	60	40	100	3
<b>PSYCHOLOGY</b>								
1	126BAB02PSYOEC02T	Psychology And Mental Health	OEC	3+0+0	60	40	100	3
<b>SOCIOLOGY</b>								
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						
<b>JOURNALISM AND MASS COMMUNICATION</b>								
1	126BAB02JOUOEC02T	Photo Journalism	OEC	3+0+0	60	40	100	3
<b>CRIMINOLOGY AND FORENSIC SCIENCE</b>								
1	126BAB02CRIOEC03T	SOCIAL PROBLEMS AND CRIME	OEC	4+0+0	60	40	100	3
2	126BAB02CRIOEC04T	FINGER PRINT SCIENCE	OEC	4+0+0	60	40	100	3
<b>MUSIC</b>								
1	126BAB02MUSOEC04T	Vocal	OEC	3+0+0	60	40	100	3
2	126BAB02MUSOEC05T	Sitar						
3	126BAB02MUSOEC06T	Tabla						
<b>FOLKLORE</b>								
1	126BAB02FOLOEC02T	Interdisciplinary In Folklore	OEC	3+0+0	60	40	100	3
<b>MARATHI</b>								
1	126BAB02MAROEC	Marathi Sahitya ani Kadambari	OEC	4+0+0	60	40	100	3

	C02T								
<b>KANNADA</b>									
1	126BAB02KANOEC 02T	ಗನನಕಾದಯಿರಿ	OEC	3+0+0	60	40	100	3	
<b>ENGLISH</b>									
1	126BAB02ENGOEC 02T	CriticalThinking	OEC	3+0+0	60	40	100	3	
<b>HINDI</b>									
1	126BAB02HINOEC 02T	SocialMediaAndHindi	OEC	4+0+0	60	40	100	3	
<b>URDU</b>									
1	126BAB02URDOEC 02T	ShayariaurDrama	OEC	4+0+0	60	40	100	3	
<b>ARABIC</b>									
1	126BAB02ARAOEC 02T	Introduction of Arabic Literature	OEC	3+1+0	60	40	100	3	
<b>SANSKRIT</b>									
1	126BAB02SANOEC 02T	Sanskrita Subhashita Parichaya	OEC	3+0+0	60	40	100	3	
<b>PHYSICALEDUCATION</b>									
1	126COM02PHYOE C03B	PhysicalFitnessForCareer	OEC	1+0+4	60	40	100	3	
2	126COM02PHYOE C04B	SportsEventManagement							

# OE Offered by Department of Agricultural Marketing

**Course Title: Contemporary Indian Economy**

**Course Code: -126BAB02AGROEC04T**

Name of the Course: OE2.1 Contemporary Indian Economy		
Course Credits	Duration of ESA/Exam	Total No. of Teaching Hours
<b>3 Credits</b>	3Hrs	<b>42Hrs</b>
<b>Formative Assessment Marks: 40</b>		<b>Summative Assessment Marks: 60</b>
<p><b>Course Outcomes:</b> At the end of the course the students should be able to</p> <ul style="list-style-type: none"> <li>• Understand the current problems of Indian Economy</li> <li>• Identify the factors contributing to the recent growth of the Indian economy</li> <li>• Evaluate impact of LPG policies on economic growth in India</li> <li>• Analyze the sector specific policies adopted for achieving the aspirational goals</li> <li>• Review various economic policies adopted</li> </ul>		
Units	Syllabus	Teaching Hours 42
<b>Unit-I</b>	<b>LPG POLICIES, ECONOMIC REFORMS AND AGRICULTURE:</b>	14
	<p><b>Chapter No.1 Recent Issues</b></p> <ul style="list-style-type: none"> <li>• Genesis and Impact of LPG</li> <li>• India's population policy</li> <li>• Demographic Dividend</li> <li>• India's human development in global perspective</li> </ul> <p><b>Chapter No.2 Urbanization and governance</b></p> <ul style="list-style-type: none"> <li>• Urbanization and Smart City Mission</li> <li>• Informal sector</li> <li>• Impact of COVID-19 Pandemic</li> <li>• Atma Nirbhara Bharat Abhiyan</li> </ul> <p><b>Chapter No.3 Economic Reforms and Agriculture</b></p> <ul style="list-style-type: none"> <li>• Agriculture and WTO</li> <li>• Price policy and Subsidies</li> <li>• Commercialization and Diversification</li> <li>• Public Distribution System</li> <li>• Impact of public expenditure on agricultural growth</li> <li>• Agrarian Crisis, Doubling Farm Incomes, MGNREGS</li> </ul> <p><b>Practicum:</b></p> <p>3. Mini-project to ascertain the impact of pandemic on lives of different sections of population</p> <p>4. Field visit to understand the agrarian situation</p>	4  4  6
<b>Unit-II</b>	<b>INDUSTRY, BUSINESS, FISCAL POLICY</b>	14
	<p><b>Chapter No.4. Industrial Policy</b></p> <ul style="list-style-type: none"> <li>• New Industrial Policy and changes</li> <li>• Public sector reform</li> <li>• Privatization and Disinvestment</li> <li>• Competition Policy</li> </ul> <p><b>Chapter No.5. Business</b></p> <ul style="list-style-type: none"> <li>• Ease of Doing Business</li> <li>• Performance of MSMEs</li> <li>• Role of MNC's in Industrial Development</li> <li>• Make in India, development of economic and social infrastructure</li> <li>• National Monetization Pipeline</li> </ul> <p>(The teachers should include the latest policy of the government)</p>	4  5

	<p><b>ChapterNo.6.FiscalPolicy</b></p> <ul style="list-style-type: none"> <li>• Tax,Expenditure,Budgetarydeficits</li> <li>• PensionandFiscalReforms</li> <li>• Publicdebtmanagementandreforms</li> <li>• Fiscal Responsibility andBudget Management (FRBM) Act</li> <li>• GST,FiscalFederalismandFiscalConsolidation</li> <li>• RecommendationsoftheCurrentFinanceCommission</li> </ul> <p><b>Practicum:Mini-projectstoassessthebusinessclimate</b></p>	5
<b>UnitIII</b>	<b>MONETARYPOLICY,FOREIGNTRADEANDINVESTMENT</b>	14
	<p><b>ChapterNo.7MonetaryPolicy</b></p> <ul style="list-style-type: none"> <li>• OrganizationofIndia'smoneymarket</li> <li>• Financialsectorreforms</li> <li>• Interestrategy</li> <li>• ReviewofmonetarypolicyofRBI</li> </ul> <p><b>ChapterNo.8.MoneyandCapitalMarkets</b></p> <ul style="list-style-type: none"> <li>• WorkingofSEBINIndia</li> <li>• ChangingrolesoftheReserveBankofIndia</li> <li>• Commercialbanks,</li> <li>• DevelopmentFinanceInstitutions</li> <li>• ForeignbanksandNon-bankingfinancialinstitutions</li> <li>• Analysis ofprice behaviour in India,Anti-inflationarymeasures</li> <li>• Demonetizationanditsimpact</li> </ul> <p><b>ChapterNo.9.ForeignTradeandInvestment</b></p> <ul style="list-style-type: none"> <li>• India'sforeigntrade</li> <li>• IndiaBalanceofpaymentsince1991</li> <li>• NewExchangeRateRegime:Partialandfullconvertibility</li> <li>• Capitalaccountconvertibility</li> <li>• FDI-TrendsandPatterns</li> <li>• NewEXIMpolicy,WTOandIndia</li> <li>• BilateralandMultilateralTradeAgreementsandAssociations</li> </ul> <p><b>Practicum:</b></p> <p>3. Computation and analysis of Wholesale Price Index, Consumer PriceIndex: Componentsandtrends.</p> <p>4. GroupDiscussionsonIndia'stradeandinvestmentpoliciesandtradeagreements</p>	3  5  6
<p><b>ReferenceBooks:</b></p> <ol style="list-style-type: none"> <li>1. Bardhan,P.K.(9thEdition)(1999),ThePoliticalEconomyofDevelopmentinIndia,OxfordUniversityPress,New Delhi.</li> <li>2. BhaduriAmit,(2015),A Model ofDevelopmentByDispossession, FourthFoundation</li> <li>3. ByresTerenceJ.(ed.),(1998),TheState,DevelopmentPlanningandLiberalization'inIndia,Delhi,OUP</li> <li>4. DuttRuddarandK.P.MSundaram(2001):IndianEconomy,SChand&amp;Co.Ltd.New</li> <li>5. FrankelFrancineR.,(2004),India'sPolitical Economy,Delhi.OUPJenkinsRob,2000,</li> <li>6. EconomicReforminIndia,Cambridge,CUP</li> <li>7. Jalan,B.(1996),India'sEconomicPolicy-PreparingfortheTwentyFirstCentury,Viking,NewDelhi.</li> <li>8. JoshiVijayaandL.M.D.Little,(1998),India'sEconomicReform1991-2001,Delhi,OUP.</li> <li>9. KapilaUma:IndianEconomy:PoliciesandPerformances,AcademicFoundation.</li> <li>10. MishraS.K &amp;V.K Puri (2001) –IndianEconomy and –Its developmentexperience  ,HimalayaPublishingHouse.</li> <li>11.Mukharji Rahul (ed.) (2007), India's Economic Transition: The Politics of Reforms, edited by Rahul Mukherji, Oxford University Press, New Delhi.</li> <li>12.Stuartand JohnHarris,(2000),ReinventingIndia,CambridgePolity</li> </ol>		

CourseTitle:OEC2.2:SustainableDevelopment	
TotalContactHours:42	CourseCredits:3
FormativeAssessmentMarks:40	DurationofESA/Exam:3Hrs
ModelSyllabusAuthors:	SummativeAssessmentMarks:60

**CourseOutcomes (COs):**

Attheendofthecoursethestudent shouldbeableto:

I.UnderstandthebasicconceptofSustainableDevelopment (SD),theenvironmental, socialand economic dimensions.

ii.KnowthehistoryoftheSD idea.

iii. beabletodiscusstheconflictswhichareinvolved intheSDconceptonthenationalaswellasonthe global scale.

iv.Beabletodiscussthe(dis-)advantagesofinstrumentsforSD;

v.Evaluatethesustainabledevelopment goalsandtheirattainments

Unit	Description	Hrs
<b>I</b>	<b>Environment,DevelopmentandPollution</b>	<b>15</b>
	<p><b>Chapter1:MeaningCharacteristicsofEnvironmentalGoodsandServices</b></p> <ul style="list-style-type: none"> <li>· RelationshipbetweenEnvironmentandDevelopment</li> <li>· EnvironmentalKuznetsCurve–Meaningand Evidence</li> <li>· SustainableDevelopment–MeaningandIndicators</li> </ul> <p><b>Chapter2:ResourceUseandManagement</b></p> <ul style="list-style-type: none"> <li>· ResourceTaxonomy–Renewableandnonrenewableresources</li> <li>· EconomicTheoryofDepletableResources</li> <li>· OptimalUseofRenewableResources</li> <li>· ResourceScarcityandEconomicGrowth–Limitsto GrowthModel·Tragedyof CommonsandcommonpropertyResources</li> <li>· ResourcePricingandResourceConservation</li> </ul> <p><b>Chapter3:SustainableDevelopment</b></p> <ul style="list-style-type: none"> <li>· Definitions,ObjectivesandPrinciples</li> <li>· ProcessesandIndicatorsofSustainableDevelopment</li> <li>· ApproachesandStrategiesforSustainableDevelopment</li> <li>· EnvironmentalaccountingMeasures</li> </ul> <p><b>Practicum:</b>Miniproject onimpactofdevelopmentonlocalenvironment</p>	<p>3</p> <p>6</p> <p>6</p>
<b>II</b>	<b>SustainableDevelopmentGoals</b>	<b>10</b>



	<p><b>Chapter4:Introductionand History</b></p> <ul style="list-style-type: none"> <li>· BrundtlandCommitteeRecommendations</li> <li>· RioSummitandAgenda21</li> <li>· SDGs:Goals,TargetsandIndicators</li> </ul> <p><b>Chapter 5: Government and the SDGs</b></p> <ul style="list-style-type: none"> <li>· Planning</li> <li>· LocalizingtheSDGs</li> <li>· SDGPolicyInstruments</li> <li>· IndustrialPoliciesandthe SDGs</li> </ul> <p><b>Chapter6:FinancingtheSDGs</b></p> <ul style="list-style-type: none"> <li>· Typesoffinancing</li> <li>· Newfinancingmechanismsandglobalfunds</li> </ul> <p><b>Practicum:</b>AssignmentsonProgressinattainmentofvariousSDGsinIndiaandherstates</p>	3 4 3
<b>III</b>	<b>IssuesinImplementingSDGs</b>	17
	<p><b>Chapter7:MeanstoRealizingtheSDGs</b></p> <ul style="list-style-type: none"> <li>· Degrowthandcirculareconomy</li> <li>· Sustainableproductionandconsumption</li> <li>· Sustainablecitiesandtransportation</li> <li>· Sustainable designs,technology,digitalrevolutionand innovation</li> <li>· Renewableenergy</li> </ul> <p><b>Chapter8:Implementing SDGs</b></p> <ul style="list-style-type: none"> <li>· governanceandpolicytools</li> <li>· openness,participationandaccountability,</li> <li>· effectivenessandcoherence;</li> <li>· India'sframeworkforsustainabledevelopment</li> </ul> <p><b>Chapter9:OtherIssues</b></p> <ul style="list-style-type: none"> <li>· Socialbusiness,CSOs,andoperations</li> <li>· DevelopmentAssistance</li> <li>· Cross-BorderCooperation</li> </ul> <p><b>Practicum:</b>GroupDiscussiononcasestudiesonsustainablepracticesand processes</p>	8 5 4
<p><b>SuggestedReadings:</b></p> <ul style="list-style-type: none"> <li>· Baumol,W.J.andW.E.Oates(1988):<i>TheTheoryofEnvironmentalPolicy(2e)</i>,CUP, Cambridge.</li> <li>· Bhattacharya,R.N.(Ed):<i>EnvironmentalEconomics:AnIndianPerspective</i>,OUP,NewDelhi.</li> <li>· Dalby,Simon,etal.<i>AchievingtheSustainableDevelopmentGoals:GlobalGovernanceChallenges</i>.Routledge, 2019.</li> <li>· Day,G.S.,andP.J.H.Schoemaker(2011),<i>Innovatinginuncertainmarkets: 10lessonsforgreen technologies</i>, MIT Sloan Management Review, 52.4: 37-45.</li> <li>· Elliott,Jennifer.<i>Anintroductiontosustainabledevelopment</i>.Routledge, 2012.</li> <li>· Gagnon,B.,Leduc,R.,andSavard,L.,<i>Sustainable development inengineering:areviewofprinciplesand definition of a conceptual framework</i>. Working Paper 08-18, 2008.</li> <li>· Hanley,ShogrenandWhite(1997):<i>EnvironmentalEconomicsinTheoryandPractice</i>,Macmillan.</li> <li>· Kolstad,C.D.(1999):<i>EnvironmentalEconomics</i>,OUP,ND.</li> <li>· Pearce,D.W.andR.Turner(1991):<i>EconomicsofNaturalResourceUseandEnvironment</i>,JohnHopkins Press, Baltimore.</li> <li>· Sachs,JeffreyD.<i>Theageofsustainabledevelopment</i>.ColumbiaUniversityPress,2015</li> <li>· Tietenberg, T.(1994):<i>EnvironmentalEconomicsandPolicy</i>,Harper Collins,NY.</li> </ul>		

<b>Course Title: OEC2.3: Economics of Business Environment</b>	
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 way to utilize the current environmental conditions to achieve higher business growth.

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

	<p><b>Chapter4:SocialandCulturalEnvironment</b></p> <ul style="list-style-type: none"> <li>· BusinessandSociety</li> <li>· SocialObjectivesofBusiness</li> <li>· CorporateSocialResponsibility</li> <li>· ConsumerRights&amp;CorporateGovernance</li> <li>· BusinessEthics</li> </ul> <p><b>Chapter5:TechnologicalEnvironment:</b></p> <ul style="list-style-type: none"> <li>· Meaning</li> <li>· Technologicalchanges– R&amp;Din India</li> <li>· PublicandPrivateInvestmentinRandD.</li> </ul> <p><b>Chapter6:FinancialEnvironment</b></p> <ul style="list-style-type: none"> <li>· IntroductionandMeaning</li> <li>· AnOverviewofIndianFinancialSystem</li> <li>· FinancialInstitutionsand theirRoles</li> <li>· RoleofForeignDirectInvestmentanditsimpactonIndianBusiness</li> </ul> <p><b>Practicum:</b> Students are expected to analyze the major economic and financial indicators such as GDP, Inflation, CPI, BSE,NSE,Currency,Goldrate,Oilbarrelpriceetc., foraparticularperiodof time and submit the report on the same.</p>	<p>4</p> <p>2</p> <p>4</p>
<b>III</b>	<b>GovernmentandBusinessin India</b>	22
	<p><b>Chapter7:PoliticalEnvironment</b></p> <ul style="list-style-type: none"> <li>· IntroductionandMeaning</li> <li>· PoliticalEnvironmentandtheEconomicssystem</li> <li>· GovernmentandBusinessRelationshipinIndia</li> <li>· ProvisionsofIndianConstitutionforBusiness</li> </ul> <p><b>Chapter8:LegalEnvironmentofBusiness</b></p> <ul style="list-style-type: none"> <li>· IndianCompanyLaw</li> <li>· Competitionpolicyandlaw</li> <li>· Patents&amp;Trademarks</li> <li>· IndustrialPolicy-Anoverview</li> <li>· LaborLaws&amp;SocialSecurity,</li> <li>· EnvironmentalLaws.</li> </ul> <p><b>Chapter9:CurrentIssues</b></p> <ul style="list-style-type: none"> <li>· EaseofDoingBusiness</li> <li>· PerformanceofMSMEs</li> <li>· MakeinIndia,</li> <li>· Developmentofeconomicandsocialinfrastructure</li> <li>· NationalMonetizationPipeline</li> </ul> <p>(Theteachershouldincludethelatestpolicyofthe government)</p> <p><b>Practicum:</b> Studentsareexpectedto giveareportonhowtheeconomicenvironment hasaffected the performance of any five large Indian Business Houses.</p>	<p>4</p> <p>8</p> <p>10</p>
<p><b>REFERENCES:</b></p> <p>FrancisCherunilam:BusinessEnvironment,HimalayaPublishingHouse,Mumbai.</p> <p>K.V.SivayyaandVBMDas:IndianIndustrialEconomy,SulthanChandPublications,Delhi.</p> <p>M.Adhikari:EconomicEnvironmentofBusiness,SulthanChandandSons,New Delhi. Raj Agarwal: Business Environment, Excel Publications, New Delhi.</p>		

# MODELQUESTIONPAPER

..... SemesterB.A.(Hon.)EconomicsDegreeExamination2023-2024

Time3HoursMaxMarks:60

Instructiontocandidates:

1. Answerallthethreesections
2. Drawthediagramswhever necessary
3. SectionDisCompulsory

## SECTION-A

1. AnsweranyFiveofthefollowingQuestionsinoneortwosentences5X2=10

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

## SECTION-B

AnsweranyThree ofthefollowingQuestions3X5=25

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

## SECTION-C

AnsweranyTwoofthefollowingQuestions 2X10=20

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

## SECTION-D

11. Caselet

15Marks

## OEC Offered by the Department of Economics

Course Title: Contemporary Indian Economy

Course Code: -126BAB02ECOEC04T

Name of the Course: OE2.1 Contemporary Indian Economy		
Course Credits	Duration of ESA/Exam	Total No. of Teaching Hours
<b>3 Credits</b>	3Hrs	<b>42Hrs</b>
<b>Formative Assessment Marks: 40</b>		<b>Summative Assessment Marks: 60</b>
<b>Course Outcomes:</b> At the end of the course the students should be able to <ul style="list-style-type: none"> <li>• Understand the current problems of Indian Economy</li> <li>• Identify the factors contributing to the recent growth of the Indian economy</li> <li>• Evaluate impact of LPG policies on economic growth in India</li> <li>• Analyze the sector specific policies adopted for achieving the aspirational goals</li> <li>• Review various economic policies adopted</li> </ul>		
Units	Syllabus	42 Hours
<b>Unit-I</b>	<b>LPG POLICIES, ECONOMIC REFORMS AND AGRICULTURE:</b>	14
	<b>Chapter No.1 Recent Issues</b> <ul style="list-style-type: none"> <li>• Genesis and Impact of LPG</li> <li>• India's population policy</li> <li>• Demographic Dividend</li> <li>• India's human development in global perspective</li> </ul> <b>Chapter No.2 Urbanization and governance</b> <ul style="list-style-type: none"> <li>• Urbanization and Smart City Mission</li> <li>• Informal sector</li> <li>• Impact of COVID-19 Pandemic</li> <li>• Atma Nirbhara Bharat Abhiyan</li> </ul> <b>Chapter No.3 Economic Reforms and Agriculture</b> <ul style="list-style-type: none"> <li>• Agriculture and WTO</li> <li>• Price policy and Subsidies</li> <li>• Commercialization and Diversification</li> <li>• Public Distribution System</li> <li>• Impact of public expenditure on agricultural growth</li> <li>• Agrarian Crisis, Doubling Farm Incomes, MGNREGS</li> </ul> <b>Practicum:</b> <ol style="list-style-type: none"> <li>3. Mini-project to ascertain the impact of pandemic on lives of different sections of population</li> <li>4. Field visits to understand the agrarian situation</li> </ol>	 4  4  6
<b>Unit-II</b>	<b>INDUSTRY, BUSINESS, FISCAL POLICY</b>	14
	<b>Chapter No.4 Industrial Policy</b> <ul style="list-style-type: none"> <li>• New Industrial Policy and changes</li> <li>• Public sector reform</li> <li>• Privatization and Disinvestment</li> <li>• Competition Policy</li> </ul> <b>Chapter No.5 Business</b> <ul style="list-style-type: none"> <li>• Ease of Doing Business</li> <li>• Performance of MSMEs</li> <li>• Role of MNC's in Industrial Development</li> <li>• Make in India, development of economic and social infrastructure</li> <li>• National Monetization Pipeline</li> </ul> (The teachers should include the latest policy of the government) <b>Chapter No.6 Fiscal Policy</b>	 4  5  5

	<ul style="list-style-type: none"> <li>• Tax,Expenditure,Budgetarydeficits</li> <li>• PensionandFiscalReforms</li> <li>• Publicdebtmanagementandreforms</li> <li>• Fiscal Responsibility andBudget Management (FRBM) Act</li> <li>• GST,FiscalFederalismandFiscalConsolidation</li> <li>• RecommendationsoftheCurrentFinanceCommission</li> </ul> <p><b>Practicum:</b>Mini-projectstoassessthebusinessclimate</p>	
<b>UnitIII</b>	<b>MONETARYPOLICY,FOREIGNTRADEANDINVESTMENT</b>	14
	<p><b>ChapterNo.7MonetaryPolicy</b></p> <ul style="list-style-type: none"> <li>• OrganizationofIndia’smoneymarket</li> <li>• Financialsectorreforms</li> <li>• Interestrategy</li> <li>• ReviewofmonetarypolicyofRBI</li> </ul> <p><b>ChapterNo.8.MoneyandCapitalMarkets</b></p> <ul style="list-style-type: none"> <li>• WorkingofSEBIinIndia</li> <li>• ChangingrolesoftheReserveBankofIndia</li> <li>• Commercialbanks,</li> <li>• DevelopmentFinanceInstitutions</li> <li>• ForeignbanksandNon-bankingfinancialinstitutions</li> <li>• Analysis ofprice behaviour in India,Anti-inflationarymeasures</li> <li>• Demonetizationanditsimpact</li> </ul> <p><b>ChapterNo.9.ForeignTradeandInvestment</b></p> <ul style="list-style-type: none"> <li>• India’sforeigntrade</li> <li>• IndiaBalanceofpaymentsince1991</li> <li>• NewExchangeRateRegime:Partialandfullconvertibility</li> <li>• Capitalaccountconvertibility</li> <li>• FDI–TrendsandPatterns</li> <li>• NewEXIMpolicy,WTOandIndia</li> <li>• BilateralandMultilateralTradeAgreementsandAssociations</li> </ul> <p><b>Practicum:</b></p> <p>3. Computation and analysis of Wholesale Price Index, Consumer PriceIndex: Componentsandtrends.</p> <p>4. GroupDiscussionsonIndia’s trade policiesandtradeagreements</p>	<p>3</p> <p>5</p> <p>6</p>
<b>ReferenceBooks:</b>		
<p>10. Bardhan,P.K.(9thEdition)(1999),The PoliticalEconomy ofDevelopment inIndia, Oxford University Press, New Delhi.</p> <p>11. BhaduriAmit,(2015),A Model ofDevelopmentByDispossession,Fourth Foundation</p> <p>12. ByresTerenceJ.(ed.),(1998),TheState,DevelopmentPlanningandLiberalization'inIndia, Delhi,OUP</p> <p>13. DuttRuddarandK.P.MSundaram(2001):IndianEconomy,Schand&amp;Co.Ltd.New</p> <p>14. FrankelFrancineR,(2004),India'sPolitical Economy,Delhi.OUPJenkinsRob,2000,</p> <p>15. EconomicReforminIndia,Cambridge,CUP</p> <p>16. Jalan,B.(1996),India’sEconomicPolicy-PreparingfortheTwentyFirstCentury,Viking,NewDelhi.</p> <p>17. JoshiVijayaandL.M.D.Little,(1998),India'sEconomicReform1991-2001,Delhi,OUP.</p> <p>18. KapilaUma:IndianEconomy:PoliciesandPerformances,AcademicFoundation.</p> <p>10.MishraS.K &amp;V.K Puri (2001)—IndianEconomy and –Its developmentexperience  ,HimalayaPublishingHouse.</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.Stuartand JohnHarris,(2000),ReinventingIndia,CambridgePolity</p>		

<b>CourseTitle:OEC2.2:SustainableDevelopment</b>	
TotalContactHours:42	CourseCredits:3
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**CourseOutcomes (COs):**

Attheendofthecoursethestudent shouldbeableto:

- I. UnderstandthebasicconceptofSustainableDevelopment (SD),theenvironmental, socialand economic dimensions.
- ii. KnowthehistoryoftheSD idea.
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Unit	Description	Hrs
<b>I</b>	<b>Environment,DevelopmentandPollution</b>	<b>15</b>
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<b>II</b>	<b>SustainableDevelopmentGoals</b>	<b>10</b>

	<p><b>Chapter4:Introductionand History</b></p> <ul style="list-style-type: none"> <li>· BrundtlandCommitteeRecommendations</li> <li>· RioSummitandAgenda21</li> <li>· SDGs:Goals,TargetsandIndicators</li> </ul> <p><b>Chapter 5: Government and the SDGs</b></p> <ul style="list-style-type: none"> <li>· Planning</li> <li>· LocalizingtheSDGs</li> <li>· SDGPolicyInstruments</li> <li>· IndustrialPoliciesandthe SDGs</li> </ul> <p><b>Chapter6:FinancingtheSDGs</b></p> <ul style="list-style-type: none"> <li>· Typesoffinancing</li> <li>· Newfinancingmechanismsandglobalfunds</li> </ul> <p><b>Practicum:</b>AssignmentsonProgressinattainmentofvariousSDGsinIndiaandherstates</p>	3 4 3
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<b>Course Title: OEC2.3: Economics of Business Environment</b>	
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
<b>I</b>	<b>Introduction to Business Environment</b>	12
	<p><b>Chapter 1: Introduction</b></p> <ul style="list-style-type: none"> <li>· Meaning and definition, objectives, importance and uses of study of business environment.</li> <li>Environmental analysis</li> <li>· Meaning, process of environmental analysis, limitations of environmental analysis, environmental factors</li> <li>· The Micro environment of business and the macro environment of business.</li> </ul> <p><b>Chapter 2: Economic Environment</b></p> <ul style="list-style-type: none"> <li>· Meaning of Economic Environment</li> <li>· Characteristics of Indian economy</li> <li>· Impact of Liberalization Privatization &amp; Globalization of Indian Business. · Monetary policy – Meaning, objectives</li> <li>· Fiscal policy – Meaning, objectives, budget and importance</li> <li>· EXIM policy – meaning and objectives</li> <li>· Industrial policy – meaning, objectives (Latest Policy Measures).</li> </ul> <p><b>Chapter 3: Global Business Environment</b></p> <ul style="list-style-type: none"> <li>· Meaning</li> <li>· Globalization: Nature and Impact of globalization</li> <li>· Challenges of international business</li> <li>· GATT and WTO and its implications on Indian economy.</li> </ul> <p><b>Practicum</b></p> <ol style="list-style-type: none"> <li>1. Identification of the impact of business environment through surveys</li> <li>2. Group discussion on WTO and its impact on Indian business</li> </ol>	3 6 3
<b>II</b>	<b>Non-Economic Environment</b>	10

	<p><b>Chapter4:SocialandCulturalEnvironment</b></p> <ul style="list-style-type: none"> <li>· BusinessandSociety</li> <li>· SocialObjectivesofBusiness</li> <li>· CorporateSocialResponsibility</li> <li>· ConsumerRights&amp;CorporateGovernance</li> <li>· BusinessEthics</li> </ul> <p><b>Chapter5:TechnologicalEnvironment:</b></p> <ul style="list-style-type: none"> <li>· Meaning</li> <li>· Technologicalchanges– R&amp;Din India</li> <li>· PublicandPrivateInvestmentinRandD.</li> </ul> <p><b>Chapter6:FinancialEnvironment</b></p> <ul style="list-style-type: none"> <li>· IntroductionandMeaning</li> <li>· AnOverviewofIndianFinancialSystem</li> <li>· FinancialInstitutionsand theirRoles</li> <li>· RoleofForeignDirectInvestmentanditsimpactonIndianBusiness</li> </ul> <p><b>Practicum:</b> Students are expected to analyze the major economic and financial indicators such as GDP, Inflation, CPI, BSE,NSE,Currency,Goldrate,Oilbarrelpriceetc., foraparticularperiodof time and submit the report on the same.</p>	<p>4</p> <p>2</p> <p>4</p>
<b>III</b>	<b>GovernmentandBusinessin India</b>	22
	<p><b>Chapter7:PoliticalEnvironment</b></p> <ul style="list-style-type: none"> <li>· IntroductionandMeaning</li> <li>· PoliticalEnvironmentandtheEconomicssystem</li> <li>· GovernmentandBusinessRelationshipinIndia</li> <li>· ProvisionsofIndianConstitutionforBusiness</li> </ul> <p><b>Chapter8:LegalEnvironmentofBusiness</b></p> <ul style="list-style-type: none"> <li>· IndianCompanyLaw</li> <li>· Competitionpolicyandlaw</li> <li>· Patents&amp;Trademarks</li> <li>· IndustrialPolicy-Anoverview</li> <li>· LaborLaws&amp;SocialSecurity,</li> <li>· EnvironmentalLaws.</li> </ul> <p><b>Chapter9:CurrentIssues</b></p> <ul style="list-style-type: none"> <li>· EaseofDoingBusiness</li> <li>· PerformanceofMSMEs</li> <li>· MakeinIndia,</li> <li>· Developmentofeconomicandsocialinfrastructure</li> <li>· NationalMonetizationPipeline</li> </ul> <p>(Theteachershouldincludethelatestpolicyofthe government)</p> <p><b>Practicum:</b> Studentsareexpectedto giveareportonhowtheeconomicenvironment hasaffected the performance of any five large Indian Business Houses.</p>	<p>4</p> <p>8</p> <p>10</p>
<p><b>REFERENCES:</b></p> <p>FrancisCherunilam:BusinessEnvironment,HimalayaPublishingHouse,Mumbai.</p> <p>K.V.SivayyaandVBMDas:IndianIndustrialEconomy,SulthanChandPublications,Delhi.</p> <p>M.Adhikari:EconomicEnvironmentofBusiness,SulthanChandandSons,NewDelhi. Raj</p> <p>Agarwal: Business Environment, Excel Publications, New Delhi.</p>		

# MODELQUESTIONPAPER

..... SemesterB.A.(Hon.)EconomicsDegreeExamination2023-2024

Time3HoursMaxMarks:60

Instructiontocandidates:

1. Answerallthethreesections
2. Drawthediagramswherevernecessary
3. SectionDisCompulsory

## SECTION-A

1. AnsweranyFiveofthefollowingQuestionsinoneortwosentences5X2=10

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

## SECTION-B

AnsweranyThree ofthefollowingQuestions3X5=25

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

## SECTION-C

AnsweranyTwoofthefollowingQuestions 2X10=20

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

## SECTION-D

11. Caselet

15Marks

# OECOFFEREDBYDEPT.OFEDUCATION

**CourseTitle:ICTinEducation**

**CourseCode:-126BAB02EDUOEC02T**

CourseTitle:ICTinEducation	
TotalContactHours: <b>42</b>	CourseCredits: <b>03</b>
FormativeAssessmentMarks: <b>40</b>	DurationofTheoryExam: <b>03hrs</b>
ModelSyllabusAuthors:	SummativeAssessmentMarks: <b>60</b>
<p><b>ProgramOutcomes:</b>Oncompletionofthe course,the studentwillbeableto</p> <ul style="list-style-type: none"> <li>• UnderstandtheprocessofcommunicationandInformationTechnology.</li> <li>• AppreciatetheroleofNewEducationalTechnology.</li> <li>• Useopensourcecontentforinstruction.Initiateonlinediscussiongroup.</li> <li>• Understandtheconcepttopresentationsoftware</li> </ul>	<b>42Hrs</b>
<b>Unit–1Information&amp;communicationtechnology{ICT}ineducation</b>	<b>14</b>
Meaning&importanceofICT&ICTineducation.	<b>3hours</b>
Meaning&useofTechnologytools:Bluetooth,webcam,WinZip,USB	<b>4hours</b>
Meaning&useofCommunicationTools:Blogs,Wikis,YouTube	<b>4hours</b>
Meaning,Scope&ImportanceofmultimedaiinEducation.	<b>3hours</b>
<b>Unit–2NewTechnologiesinEducation.</b>	<b>14</b>
ComputerassistedInstruction,Internet,Multimedia	<b>3 hours</b>
TeleLecture,Teleconference,Teleseminar,Interactivevideo,Videotext,Video conferencing, digitalresources	<b>4 hours</b>
SmartBoard,Virtualclassroom,ArtificialIntelligence,	<b>3hours</b>
	<b>4hours</b>
Unit–3:WebTools	<b>14</b>
Opensourcecontent–Wikipedia,wikieducator,schooleducation, Blogdiscussiongroup,onlineforum,onlinevideoconference,usingin teaching and learning.	<b>5hours</b>
Socialnetworking–Orkut,facebook,twitter–Instructionaluse.	<b>5hours 4hours</b>

**TextBooks–References**

1. Essentialsofeducationaltechnology-innovationsinteaching-learningby J.C.Aggarwal.
2. EducationalTechnologybyC.V.Myageri.
3. IntroductiontoEducationalTechnologybyK.SamPATH,A.Pannerselvam,S.Santhanma.
4. EducationalTechnologybyDr.S.K.Murthy.
5. ShaikshkanikathanraganaparichayabyDr.C.R.Jantli.
6. EducationalTechnologybyTaraChand.
7. EssestialsofEducationalTechnologybeS.K.Mangal;UmaMangal.
8. InstructionalTechnologybyV.K.Rao.
9. TeachingTechnologyforCollegeTeacherbyE.G.Vedanayagam.
10. TechnologyofTeachingbyR.A.Sharma.
11. InstructionalTechnologyinEducationbyY.K.Singh.
12. Educational TechnologybyJagannathMohaty.
13. EducationalTechnologybyDr.Haseen Taj
14. EducationalTechnologybyDr.B.CAnanthaRam
15. EducationalTechnologybyDr.S.K.Murthy

**Assessment: Weightageforassessments(inpercentage)**

TypeofCourse	C1	C2	Formative Assessment	summative assessment C3
SessionTest	10	10	20	60
Seminars/Presentation/Activity	10		10	
Case study/Assignment/ Fieldwork/Projectwork		10	10	
Total	20	20	40	60

**ModelQuestionPaper**

**Time:2Hours**

**Max.Marks:60**

**Instructionstothecandidate:**

**3. WritetheAnsweraccordingtotheinstructiongiven**

**4. Answerstothequestionsshouldbespecific**

**I. AnsweranyFIVEofthefollowingin2-3sentenceseach.**

**(5\*2=10)**

1.

2.

3.

4.

5.

6.

7.

**II. AnsweranyFIVEofthefollowinginaboutOnepageeach.**

**(5\*5=25)**

8.

9.

10.

11.

12.

13.

14.

**III. AnsweranyONEofthefollowinginaboutTwopages each.**

**(1\*10=10)**

15.

16.

**IV. AnsweranyONEofthefollowinginaboutThreepageseach.**

**(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 <b>Five</b> Questions out of six questions	2X5=10 Marks
Section B	Answer any <b>Four</b> Questions out of <b>Six</b> questions	5X4=20 Marks
Section C	Answer any <b>Three</b> Questions out of <b>Five</b> questions 10 marks Each	10X3=30 Marks
<b>Total</b>		<b>60 Marks</b>

### 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
<p><b>Course Outcomes:</b></p> <ol style="list-style-type: none"> <li>Students will learn how human, physical, and environmental components of the world interact.</li> <li>Students will be familiarized with the economic processes such as globalization, trade and their impacts on economic, cultural and social activities.</li> <li>The student will describe what geography and human geography are.</li> <li>Understand population dynamics and migration.</li> </ol>		
<p><b>Course Objectives:</b> This course aims to</p> <ol style="list-style-type: none"> <li>Understand the basic concepts of human geography</li> <li>Study population attributes and dynamic nature of it</li> <li>Introduce economic, cultural, and trade activities and their impact on the development of the region</li> </ol>		
<b>Content of Theory Course</b>		<b>56 Hrs</b>
<b>Unit—1 Introduction to Human Geography</b>		<b>10</b>
Nature and scope, Development Environmental Determinism and Possibilism, Neo determinism (stop and go determinism) Approaches to human geography: Exploration and Descriptive approach, regional analysis Approach, Areal Differentiation Approach, Spatial organization Approach. Modern approaches: Welfare or Humanistic Approach, Radical Approach, Behavioral Approach, Post Modernism in geography Fields and sub fields in Human geography		
<b>Unit—2 Geographical Analysis of Population</b>		<b>16</b>
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	
<b>Unit—3 Cultural Patterns and Processes</b>	<b>15</b>
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.	
<b>Unit—4 Human Economic Activities, Development and Settlements</b>	<b>15</b>
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

<b>FormativeAssessment</b>	
<b>AssessmentOccasion/type</b>	<b>WeightageinMarks</b>
Quiz	30%
Assignment	20%
CIA	50%
Total	100%



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

Course Code: -126BAB02GEGOE06T

Number of Theory Credits	Number of lecture hours/semester	Number of lecture hours/week
3	42hrs	3hrs
<b>Course Outcomes:</b> Students will be able to 1. Understand the basic concepts in natural disasters 2. Study of natural disasters and their effects		
<b>Course Objectives:</b> 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,		
<b>Content of Theory Course</b>		<b>42Hrs</b>
<b>Unit—1 Introduction to Natural Disaster</b>		<b>10</b>
Meaning, definition, and scope. Lithosphere and Natural Disasters Earthquakes and volcanoes, Landslides and Avalanches		
<b>Unit—2 Atmosphere and Natural Disasters</b>		<b>10</b>
Heat wave and wild fire, Cloud burst, hail storm, Drought and famines		
<b>Unit—3 Hydrosphere and Natural Disaster</b>		<b>10</b>
Tsunami, Hurricanes and cyclones, Floods and flash floods		
<b>Unit—4 Biosphere and Natural Disasters</b>		<b>12</b>
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 KWP 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 BS Publication

## Pedagogy

<b>Formative Assessment</b>	
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	42hrs	3hrs
<p><b>Course Outcomes:</b></p> <p>1. This course is to make understand the basic concepts of Climate-Weather systems and to impart necessary skills of Climate change, and its impact on 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.</p>		
<p><b>Course Objectives:</b></p> <ol style="list-style-type: none"> <li>1. To provide a sound understanding of the economic of climate change from multiple viewpoints</li> <li>2. Demonstrate knowledge of the projected impacts of climate change and potential strategies</li> <li>3. For alleviating their negative impacts.</li> <li>4. Define key terms (e.g., adaptation, resilience, vulnerability, mainstreaming)</li> <li>5. Study application of the Geoinformatics in the Climate Change and Adaptation</li> </ol>		
<b>Content of Theory Course</b>		<b>42Hrs</b>
<p><b>Unit—1 Introduction to Climate Change</b>                      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.</p>		<b>10</b>
<p><b>Unit—2 Causes and Effect of climate change</b>                      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 Niño, La Niña and Arctic Oscillation                      International efforts to control the climate change: UNFCCC its policy framework and provisions, Earth Summit Rio-de-Janeiro, World summit, Kyoto Protocol, Copenhagen summit and Doha Conference</p>		<b>10</b>
<p><b>Unit—3 Climate change Vulnerability and Adaptation</b>                      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>		<b>10</b>

<p><b>Unit—4 Vulnerability Assessment and climate change mitigation</b>  Climate change vulnerability assessment  Global Initiatives to climate change mitigation: Kyoto Protocol, carbon Trading, clean development mechanism, COP.  Indian initiatives 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 Ecolin</p>	<b>12</b>
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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](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. CGEClimateChangeTrainingMaterials.
8. [http://unfccc.int/national\\_reports/nonannex\\_i\\_natcom/training\\_material/methodological\\_documents/items/349.php](http://unfccc.int/national_reports/nonannex_i_natcom/training_material/methodological_documents/items/349.php)
9. CompendiumonMethodsandToolstoEvaluateImpactsof,andVulnerabilityand Adaptation to, Climate Change.
10. [http://unfccc.int/adaptation/nairobi\\_work\\_programme/knowledge\\_resources\\_and\\_publications/items/5457.php](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](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

<b>FormativeAssessment</b>	
AssessmentOccasion/type	WeightageinMarks
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	42hrs	3hrs
<p><b>Course Outcomes:</b></p> <ol style="list-style-type: none"> <li>1. Students are retrained to adapt the theoretical concepts in a practical way through the mathematical models of geography.</li> <li>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.</li> <li>3. Students are exposed on spatial thinking to solve the geographical problems with range of proven mathematical and statistical models.</li> <li>4. Students can employ in various corporate and government organisation where they deal to solve Geographical problems.</li> </ol>		
<p><b>Course Objectives:</b> This course aims to:</p> <ol style="list-style-type: none"> <li>1. Understand the concept and techniques of the Geographic Information Systems.</li> <li>2. Define the GIS data types and structures.</li> <li>3. Study geospatial processing and visualization concepts and techniques in GIS.</li> </ol>		
<b>Content of Theory Course</b>		42Hrs
<b>Unit— I Introduction</b>		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.		
<b>Unit— 2 Geodesy and Spatial Mathematics</b>		10
Cartesian coordinates, latitude, longitudes, formats of angular units, geographical coordinates, Datum: WGS84, vs NAD32. UTM, Aerial Distance measurement using Geographic and projected coordinates, Area, Perimeter, length by coordinates and various international measures.		
<b>Unit-3 GIS Data and Scale</b>		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		
<b>Unit— 4 Geoprocessing and Visualization</b>		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. IIRSMOOC 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%

## INTERNALASSESSMENTFORTHEORY

MaximumMarks: 40

S.No.	Particulars	Details	Marks
1	TwoCasestudies	a.Introduction	
		b.Identificationofproblem	
		c.Collectionofdata/Fieldvisit/Photos	
		d.AnalysisandFindings	
		e.Suggestions/Recommendation/Conclusion	
		Total	20
2.	Two InternalTest	(2x10)	Total 20
		<b>GrandTotal</b>	<b>40</b>

### AreaofCaseStudy

Thestudentshouldcarryouttheir casestudybyselectingoneofthebelowmentionedfield withinthe vicinity of 20 kms from their institute.

1. Agriculturalregion(rainfed / irrigated)
- 2.Urbanarea
- 3.Ruralarea
- 4.Watershedarea
- 5.Industrial region
- 6.Forestregion
- 7.Population
- 8.Landscape
- 9.Tourism
- 10.Naturalelements
11. Globalwarming
- 12.Marketstudy

### QuestionPaperPatternforTheory

**Sub:**

**Code:**

**MaximumMarks:60**

**Duration:2hours**

#### Instructions:

AnswerthequestionsfromeverySectioni.e.A,Band C

Section A	Answer any <b>Ten</b> Questions out of <b>Twelve</b> questions (Minimum two questions from each unit)	2X10=20 Marks
Section B	Answer any <b>Four</b> Questions out of <b>Six</b> questions (Minimum one question from each unit)	5X4=20 Marks
Section C	Answer any <b>Two</b> Questions out of <b>Four</b> questions (One Question from Each Unit)	10X2=20 Marks
	<b>Total</b>	<b>60 Marks</b>



## OE OFFERED BY DEPT. OF SOCIAL WORK

**Course Title: Basics of Psychology for Social Work Practice**

**Course Code: - 126BAB02SOWOEC03T**

<b>Year</b>	I	<b>Course Title: BASICS OF PSYCHOLOGY FOR SOCIAL WORK PRACTICE</b>		<b>Credits</b>	3
<b>Sem.</b>	2			<b>Hours</b>	40
Formative Assessment Marks: 40		Summative Assessment Marks: 60		Duration of ESA: 2 hours	
<b>Course Outcomes</b>	<p>At the end of the course the student should be able to:</p> <ol style="list-style-type: none"> <li>1. Understand the fundamentals of psychology.</li> <li>2. An understanding of the characteristic needs, and normal development stages of human life cycle</li> <li>3. Understand the role of heredity and environment on human behaviour.</li> <li>4. Understand various psychological situations and usefulness of social work in handling dysfunctional/unhealthy behavioural patterns/situations</li> <li>5. An understanding about abnormal behavior pattern, its causes, and treatment.</li> </ol>				
<b>Unit No.</b>	<b>Course Content</b>			<b>Suggested Pedagogy</b>	<b>Hours</b>
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

UnitIV	<p>AbnormalPsychology–Meaning,definition andscope.Conceptsofnormalityandabnormality. Causation of mental illness – Bio-genic, Psychogenic and Socio-genic.</p> <p>Types–Psychogenic,Personality,Organic and Psycho-somatic disorders.</p> <p>ManagementofMentalDisorders.</p>	Lecture, Tutorials and Group Discussion	10
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**Recommended Learning Resources**

Print Resources	<ol style="list-style-type: none"> <li>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.</li> <li>2. Baron, R.A. and Byron, D. (1998). Social Psychology. New Delhi: Prentice Hal. Dandapani, S.(2005). General Psychology. Hyderabad: Neel Kamal Publications.</li> <li>3. Elizabeth, H. (1968). Development Psychology. New York: Mc Graw Hill.</li> <li>4. Feldman, R.S. (1985). Social Psychology: Theories, Research and Applications. New York: McGraw hill.</li> <li>5. Feldman, R.S. (1997). Understanding Psychology. New Delhi: McGraw Hill. Hall, C.S. Lindzey, G. and Cambell J.B. (2004). Theories of Personalities. New York: Wiley M.</li> <li>6. Kuppaswamy, B. (1972). Elements of Social Psychology. New York: Asian Publishing House.</li> <li>7. Morgan, C.T., King, R.A. Weisz, J.R., Schopler, J. (2001). Introduction to Psychology. New Delhi: Tata McGraw and Hill.</li> <li>8. Myers, D.G. (2005). Social Psychology (8th ed.). New Delhi: Tata McGraw Hill Pub. Co Ltd.</li> </ol>
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Digital Resources	<ol style="list-style-type: none"> <li>1. Current Opinion in Psychology: <a href="http://bit.ly/2DWs5VT">http://bit.ly/2DWs5VT</a></li> <li>2. Journal of Applied Developmental Psychology: <a href="http://bit.ly/2nG9mTl">http://bit.ly/2nG9mTl</a></li> <li>3. Journal of Education Psychology: <a href="http://bit.ly/2F19Gs3">http://bit.ly/2F19Gs3</a></li> <li>4. Journal of Experimental Psychology: <a href="http://bit.ly/2nHuVmO">http://bit.ly/2nHuVmO</a></li> <li>5. Carlo W (2011), Stages of Human Development, Available at <a href="https://www.youtube.com/watch?v=ld8GLIzIWKU">https://www.youtube.com/watch?v=ld8GLIzIWKU</a></li> <li>6. Leisure Information Network (2014), Ages and Stages of Middle Childhood 6 to 12 Year Olds, Available at <a href="https://www.youtube.com/watch?v=OtpiBtL_7zc">https://www.youtube.com/watch?v=OtpiBtL_7zc</a></li> <li>7. Michelle Hancock (2016), Middle Childhood Social Emotional Development, Available at <a href="https://www.youtube.com/watch?v=PR-7SM2a_7g">https://www.youtube.com/watch?v=PR-7SM2a_7g</a></li> <li>8. Amanda Price (2012), Adolescence &amp; Young Adulthood, Available at <a href="https://www.youtube.com/watch?v=n5ERlf-4f_c">https://www.youtube.com/watch?v=n5ERlf-4f_c</a></li> <li>9. Learning Outcomes based Curriculum Framework (LOCF) for Bachelor of</li> </ol>
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	<p>Social Work (BSW)(2019)<a href="https://www.ugc.ac.in/pdfnews/1366718_Social_Work.pdf">https://www.ugc.ac.in/pdfnews/1366718 Social Work.pdf</a></p>
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**Course Title: Life Skills Education****Course Code: -126BAB02SOWOEC04T**

<b>Year</b>	I	<b>Course Title: Life Skills Education</b>		<b>Credits</b>	03
<b>Sem.</b>	2			<b>Hours</b>	40
Formative Assessment Marks: 40		Summative Assessment Marks: 60		Duration of ESA: 2 hours	
<b>Course Outcomes</b>	<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 lifestyle 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>				
<b>Unit No.</b>	<b>Course Content</b>		<b>Suggested Pedagogy</b>	<b>Hours</b>	
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	

UnitIV	Life Skills and Employability; Self-AwarenessthroughSWOTAnalysis,Johari Window – Empathizing with Others. EmployabilityAttributes&Skills–Initiative,Self-presentation, Personal responsibility, Self – Management, Sustaining motivation in life.	Lecture, Tutorials, Activityand Group Discussion	10
<b>RecommendedLearningResources</b>			
Print Resources	<ol style="list-style-type: none"> <li>1. Giddens,A.1991.Modernityandself-identity:selfandsocietyinthelatemodernage. Cambridge: Polity Press.</li> <li>2. Giuffr�e,K.,&amp;DiGeronimo,T.(1999).CareandFeedingofYourBrain:HowDietand Environment Affect What You Think and Feel. Career Press.</li> <li>3. Spaargaren,G.,andB.VanVliet.2000.'Lifestyle,ConsumptionandtheEnvironment:The EcologicalModernisationofDomesticConsumption.'EnvironmentalPolitics.9(1):50-75.</li> <li>4. U.S.EnvironmentalProtectionAgency;BackyardComposting:It'sOnlyNatural;October 2009</li> <li>5. Delors, Jacques (1997). Learning: The Treasure Within, UNESCO, Paris. 6. Nair.V. Rajasenan,(2010).LifeSkills,PersonalityandLeadership,RajivGandhiNationalInstituteof 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.</li> <li>10. Nair.A.Radhakrishnan,(2010).LifeSkillsTrainingforPositiveBehaviour,RajivGandhi National Institute of Youth Development, Tamil Nadu.</li> <li>11. SantrockW.John(2006).EducationalPsychology.(2ndEdn.)NewDelhi:TataMcGraw- Hill Publishing Company Ltd.</li> <li>12. LifeSkillsResourceManual,SchoolsTotalHealthProgram,(2006).HealthEducationand Promotion International Inc., Chennai.</li> <li>13. Kumar.J.Keval,(2008).MassCommunicationinIndia,JAICOPublicationIndiaPvt.Ltd</li> <li>14. MorganandKing,(1993).IntroductiontoPsychology,Tata McGraw-HillPublishing Company Ltd, New Delhi.</li> <li>15. RaoP.L.(2008).EnrichingHumanCapitalthroughTrainingandDevelopment,Excel Books,Delhi.</li> <li>16. SinghMadhu,(2003).UnderstandingLifeSkills,Backgroundpaperpreparedfor Education for All: The Leap to Equality</li> <li>17. UNESCOandIndianNationalCommissionforCo-operationwithUNESCO(2001).Life Skills in Non-formal Education: A Review</li> <li>18. YUVA School Life Skills Programme: Handbook for Teachers, Vol. I – IV, (2008), DepartmentofEducationandStateCouncilofEducationalResearchandTraining,Delhi.</li> <li>19. DakarFrameworkforAction,(2000).EducationforAll:MeetingourCollective Commitments, Dakar, Senegal.</li> <li>20. Ropke,I.1999.'TheDynamicsofWillingnesstoConsume.EcologicalEconomics.28:399- 420.</li> </ol>		
Digital Resource	<ol style="list-style-type: none"> <li>1. B�genhold,Dieter."SocialInequalityandtheSociologyofLifeStyle:Material and Cultural Aspects of Social Stratification". American Journal of Economics and Sociology. <a href="http://onlinelibrary.wiley.com/doi/10.1111/1536-7150.00125/abstract">http://onlinelibrary.wiley.com/doi/10.1111/1536-7150.00125/abstract</a>. Retrieved 26 April 2012.</li> <li>2. LifeSkillsNewMantraofIndianEducation:</li> </ol>		

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

## 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)**

9.

10.

11

# OE OFFERED BY DEPT. OF STATISTICS

**Course Title: Statistical Methods**

**Course Code: -126BAB02STA OEC02T**

## 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 dataset.

### 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. Mukhyopadhyaya P (1999). *Applied Statistics*, New Central book Agency, Calcutta.
4. Ross, S. M. (2014) *Introduction to Probability and Statistics For Engineers and Scientists*.
5. Cochran, W. G. (1984): *Sampling Techniques*, Wiley Eastern, New Delhi.

### Question Paper Pattern:

## Department of Statistics

### *I Semester B.A Statistics*

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

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

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

Course1		Course2	
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
<b>Content of Course1</b>			<b>39/42 Hrs</b>
<b>Unit- 1 Introduction</b>			13/14
<b>Chapter No.1</b> Vachana Literature – Anubhava Mantappa			05
<b>Chapter No.2</b> Bhakti Movement of Karnataka – Literature Movement			04
<b>Chapter No.3</b> Sufism and Christian missionaries in Karnataka			05
<b>Unit-2 Society and Economy</b>			13/14
<b>Chapter No.4.</b> Social Conditions – Caste System – Rituals and Customs			05
<b>Chapter No.5.</b> Economic Conditions – Agriculture – Irrigation			04
<b>Chapter No.6.</b> Indigenous Industries – Trade and Commerce			05
<b>Unit-3 Art and Architecture</b>			13/14
<b>Chapter No.7</b> Temple Architecture – Islamic Architecture			05
<b>Chapter No.8.</b> Church Architecture			04
<b>Chapter No.9</b> Painting			05

### **Books for Reference**

1. P.B Desai - History of Karnataka
2. K.R Basavaraja - History and Culture of Karnataka
3. B.R Hiremath - Karnataka Shasanagalalli Vartakaru
4. Rahamat Tarikere - Karnataka Sufigalu
5. Rajaram Hegde & M. V Vasu - Dakshina Karnataka Arasu Manethangalu
6. R.R Diwakar - Karnataka Through the Ages
7. Suryanath U. Kamath - A History of Karnataka
8. H.K Sherwani - The Bahamani "softhe Deccan
9. Dept. of Archaeology - Vijayanagar Adhayayana
10. Baragur Ramachandrappa - Karnataka Sangathi

**CourseTitle:Manuscriptology**

**CourseCode:-126BAB02HISOEC04T**

<b>Course1</b>		<b>Course2</b>	
<b>Numberof Theory Credits</b>	<b>Numberof lecturehours/semester</b>	<b>Numberof Theory Credits</b>	<b>Number of lecture hours/semester</b>
<b>3</b>	<b>39or42</b>	<b>3</b>	<b>39or42</b>
<b>ContentofCourse1</b>			<b>39/42Hrs</b>
<b>Unit–1Introduction</b>			13/14
<b>ChapterNo.1Meaning–Definition-Characteristics</b>			04
<b>ChapterNo.2Scopeandimportance</b>			05
<b>ChapterNo.3TypesofManuscripts-Methods of Study</b>			04
<b>Unit–2Collection</b>			13/14
<b>ChapterNo.4.HistoryofManuscriptology</b>			05
<b>ChapterNo.5.IndianManuscriptology</b>			04
<b>ChapterNo.6.Manuscripts inKannada,Brahmi,Sanskrit, Malayalam,Devanagari and Modi Script</b>			05
<b>Unit–3Editing</b>			13/14
<b>ChapterNo.7CollectionofManuscripts</b>			03
<b>ChapterNo.8.ProcessofEditing</b>			05
<b>ChapterNo.9PreservationofManuscripts</b>			06

**BooksforReference**

1. ChintaharChakravathi-StudyofManuscriptology
2. M.VSeetharamiah&M.Chidanadamurthy-HastipratiSastra
3. N.Geethacharya-HastipratiSastraAdhyayana
4. SitharamJahagirdar-KannadaGranthaSampadhanaSastraParichaya
5. SJagannath-GranthaSampadanaShastra
6. Devarakondareddy-LipiyaHuttumattuBelavanige
7. MadhavaNaKatti- LipishastraPravesha
8. B.SSanaya-KannadaHastaPrathigalaMicrofilmSoochi
9. T.VVenkatalachalaSastri-HalayaHonnu

## **BAinHistoryModelQuestionPaper**

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

2x5=10

1

2

3

4

### **Part-B**

Answer any Two of the following Questions

2x 10=20

5

6

7

8

### **Part-C**

Answer any Two of the following Questions

2x 15=30

9

10

11

12 Map Questions

5 Places Mark in the Map and Briefly Explain

# **OEC OFFERED BY DEPT. OF PHILOSOPHY**

**Course Title: Critical Thinking and Decision Making Course**

**Code: -126BAB02PHIOEC02T**

Course Title: <b>CRITICAL THINKING AND DECISION MAKING (OEC-2)</b>	Course Credits: <b>3 Credits</b>
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 students 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)**

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

<b>ChapterNo.6:</b> Problems Analysis,Decisionmakingandwrappingupfor solution	5
<b>Unit-3</b>	<b>14</b>
<b>ChapterNo.7:</b> EvaluatingtheArgument :Validitysoundnessandstrengthreflecting uponthe issue with sensitivity and fairness	4
<b>ChapterNo.8:</b> Identifyinginconsistencies,understandingdilemma andlooking for appropriate solution within limitation	5
<b>ChapterNo.9:</b> EvaluatingDecisionoptionsfrommultipleperspectives	5

### References

1. Hurley,Patrick.J.:AConciseIntroductionto Logic,Wardworth,Cengage Learning.2007
2. KamChuanAik,&StephenEdmonds:CriticalThinking:SelectedTopicsforDiscussion and Analysis, Longman. 1977
3. Dewey,John:HowweThink:ARestatement oftheRelationofReflectiveThinkingtothe Educative Process. D C Heath & Co, Boston. 1985
4. Noirich,GeraldM:LearningtoThinkThingsThrough:AGuidetoCritical Thinking, Prentice Hall. 2002

### Pedagogy

<b>FormativeAssessment</b>	
<b>AssessmentOccasion</b>	<b>WeightageinMarks</b>
a)SemesterEndExaminations	<b>70</b>
b)InternalAssessment:-	<b>30</b>
i)Homeassignments-1	05
ii)Seminar-1	05
iii)Internaltest-2	10x2=20
<b>Total</b>	100

# OE OFFERED BY DEPT. OF POLITICAL SCIENCE

**Course Title: Indian Polity: Issues and Concerns**

**Course Code:- 126BAB02POLOEC02T**

<b>Name of the Course: OE2.1 INDIAN POLITY: ISSUES AND CONCERNS</b>		
Course Credits	No. of Teaching Hours per Week	Sociology of Health Care
<b>3 Credits</b>	<b>3+0+0</b>	<b>45 Hrs</b>
<b>Formative Assessment Marks: 40</b>		<b>Summative Assessment Marks: 60+40=100</b>
<p><b>Course Objective:</b> 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><b>Learning Outcomes:</b> At the end of the course the student should be able to</p> <ol style="list-style-type: none"> <li>1. Understand the reasons behind the causes of these issues and also the constitutional Provisions that existed.</li> <li>2. Familiarize with the debates that emerged.</li> <li>3. Be able to suggest the measures to control such issues.</li> </ol>		
<b>Unit</b>	<b>Syllabus</b>	<b>Teaching Hours 45 Hrs.</b>
I	<p><b>Chapter-1 National Integration and Social Harmony</b> – Meaning and Need of National Integration and Suggestions for securing National Integration</p> <p><b>Chapter-2 Society and Politics in India:</b> Role of Caste and its Impact on Indian Polity.</p> <p><b>Chapter-3 Language and Religion:</b> Constitutional Provisions</p>	15
II	<p><b>Chapter-4 Development and Inclusiveness:</b> Issues and Concerns</p> <p><b>Chapter-5 Regionalism:</b> Reasons and implications</p>	15
III	<p><b>Chapter-6 Corruptions</b>– Causes and Measures</p> <p><b>Chapter-7 Terrorism</b>– Causes and Measures</p> <p><b>Chapter-8 Unity in Diversity</b>– Consensus and Challenges</p>	15
<p><b>Exercise:</b></p> <ul style="list-style-type: none"> <li>• Classify the major factors which are an impediment to National Integration and give your suggestions</li> <li>• Identify the terrorist "s group in the world</li> <li>• Make a point on 2011 Anti-Corruption movement in India</li> </ul> <p><b>Reference Books:</b></p> <ol style="list-style-type: none"> <li>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.</li> <li>2. C. Jaffrelot, „The Politics of the OBCs“, in Seminar, Issue, 2005.</li> <li>3. Singh, M.P. &amp; Saxena, R. Indian Politics: Contemporary Issues and Concerns. New Delhi: PHI Learning, 2008.</li> <li>4. Vanaik, A. &amp; Bhargava, R. (eds.) Understanding Contemporary India: Critical Perspectives. New Delhi: Orient Blackswan, 2010.</li> <li>5. Dunkin Jalaki "Bharatadalli Jativyavste ideye?", Malladahalli Publication, Malladahalli. <b>Note:</b> Latest edition of text books may be used.</li> </ol>		

**Pedagogy:**

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

<b>Formative Assessment</b>	
<b>Assessment Occasion/type</b>	<b>Weightage in Marks</b>
Assessment Test-1	10
Assessment Test-2	5
Seminar/Presentation/Fieldwork/Projectwork	10
Assignment	5
Attendance	<b>30</b>



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's theory of state
5. What is Liberty? Discuss its aspects
6. Explain the 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 Marx's 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 the meaning and importance of Justice

**OEC Offered By Department of Psychology**  
**Course Title: Psychology and Mental Health Course**  
**Code: -126BAB02PSYOEC02T**

<b>Course Title: Psychology and Mental Health (OEC 02)</b>	
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. Way to overcome anxiety.

Causes and Symptoms of Depression. Way 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 (3<sup>rd</sup> 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](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](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.

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

## OE 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 students 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: OE2.1 Society Through Gender Lens		
Course Credits	No. of Hours per Week	Total No. of Teaching Hours
3 Credits	3+0+0	39 Hrs
<b>Pedagogy:</b> Fieldwork, microprojects, group discussion, roleplay, written/oral presentation by students		
Formative Assessment Marks: 40		Summative Assessment Marks: 60
Unit	Syllabus	Teaching Hours
I	<b>Social Construction of Gender:</b> <b>Chapter 1:</b> Gender and Sex, Patriarchy, Gender Relations, Gender Discrimination, Gender Division of Labour <b>Chapter 2:</b> Gender Equality, Gender Neutrality, Androgyny and Gender Sensitivity <b>Chapter 3:</b> Gender Representation of Women and Transgender in Indian Social Institutions	14
II	<b>Gender Representation and Violence:</b> <b>Chapter 4:</b> Mass Media and Politics <b>Chapter 5:</b> Education, Employment and Health <b>Chapter 6:</b> Domestic Violence, Sexual Harassment at Work Place, Dowry and Rape, Dishonour Killing	14
III	<b>Addressing Gender Justice:</b> <b>Chapter 7:</b> The Convention on the Elimination of All Forms of Discrimination Against Women (CEDAW) <b>Chapter 8:</b> 73rd and 74th Constitutional Amendment and Women's Empowerment <b>Chapter 9:</b> Right to self-determination of gender - Supreme Court of India's Judgment in NLSAVs Union of India and others (Writ Petition (Civil) No 400 of 2012).	11
<b>Reference Books:</b> <ol style="list-style-type: none"> <li>1. Alfred De Souza (1980). Women in contemporary India and South Asia. Allyn and Bacon.</li> <li>2. Anju Vyas (1993). Women's Studies in India: Information Sources.</li> <li>3. Ann Oakley. (1972). Sex, Gender and Society. New York: Harper and Row. Cambridge University Press, 1980. Delhi: Ajantha, 1987.</li> <li>4. Chaudhuri, Maitrayee (ed.). (2004). Feminism in India. New Delhi: Kalika Women and Women Giddens, Anthony and Philip W Sutton, 2013, Sociology, 7th edition, Wiley India Pvt. Ltd. New Delhi</li> <li>5. Gouda, M Sateesh, Khan, AG and Hiremath, SL 2019, Spouse Abuse in India: A Regional Scenario, GRIN Publishing, Munich</li> <li>6. Harlambos, Mand R M Heald, 1980, Sociology: Themes and Perspectives, Oxford University Press, Delhi</li> <li>7. Indira R 2011, Themes in Sociology of Indian Education, Sage Publications, Delhi In keles,</li> <li>8. Alex 1987, What is Sociology? Prentice-Hall of India, New Delhi</li> <li>9. Johnson, HM 1995, Sociology: A Systematic Introduction, Allied Publishers, New Delhi</li> <li>10. Laura, Kramer. (2004). The Sociology of Gender: A Brief Introduction. Rawat Limited, New Delhi.</li> <li>11. Linda L. Lindsey. (2011). Gender Roles: A Sociological Perspective. PHI Learning Private</li> <li>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.</li> <li>13. McCormack, C. and M. Strathern (ed.) (1980 &amp; 87). Nature, Cultural and Gender. Cambridge: Neera Desai &amp; Maithreyi Krishna Raj. (1984). Women &amp; Society in India. Pal, M. P. B. (2011). Gender and Discrimination. New Delhi: Oxford University Press.</li> <li>14. Perspectives Popular Prakashan, Bombay. Publication, Jaipur. Publications, New Delhi.</li> </ol>		



<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>

### **Unit3:AddressingGenderJustice**

· [https://en.wikipedia.org/wiki/National\\_Legal\\_Services\\_Authority\\_v.\\_Union\\_of\\_India](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>ThirdGenderRights:RighttoEquality  
· <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-development-1/meera-didi-se-poocho/sexual-harassment-at-work-place>[https://www.education.gov.in/sites/upload\\_files/mhrd/files/upload\\_document/74amend.pdf](https://www.education.gov.in/sites/upload_files/mhrd/files/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 Naanuavanalla, 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-women762811.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

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

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

OE Offered from Sociology Dept. Name of the Course: OE2.2 Social Development in India		
Course Credits	Duration of ESA/Exam	Total No. of Teaching Hours
<b>3 Credits</b>	2 hours	<b>39 Hrs</b>
Formative Assessment Marks: 40		Summative Assessment Marks: 60
<b>Course Outcomes:</b> At the end of the course the students should be able to 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. Recognise the necessity for focus on changing social values to realise the full potential of growth		
Unit	Syllabus	Teaching Hours
I	<b>Social Change and Development</b> <b>Chapter No. 1:</b> Rethinking Development: From economic development to social development and Human Development Index (HDI) <b>Chapter No. 2:</b> Development: Concept-changes in values and social relations as development; Shama Charan Dube's (SC Dube) contributions; Importance of Social	13



## 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](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. Microprojects 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 class room

### 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 write-up on regional imbalances at different levels (international, national, statewide or even within one's city/town/village). Students' write-up can contain indicators, uses, graphs and explanations apart from photos/videos.
3. Activity (2) can be combined with those listed under Unit 1

<b>FormativeAssessment</b>	
<b>AssessmentOccasion/type</b>	<b>WeightageinMarks</b>
Activities	20
WrittenTest	20
<b>Total</b>	<b>40</b>

Teacherscanadoptbestofthreeorbestoffiveprincipleforbothactivitiesandwrittentest

## 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 healthcare, 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 impact 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

<b>OECofferedfromSociologyDept.</b>		
<b>NameoftheCourse:OE2.3SociologyofHealthCare</b>		
CourseCredits	DurationofESA/Exam	SociologyofHealthCare
<b>3Credits</b>	2hours	<b>39Hrs</b>
Formative AssessmentMarks:40		Summative Assessment Marks:60
Unit	Syllabus	Teaching Hours
I	<b>HealthasaSocial System</b> <b>Chapter 1</b> Definitions, Concept of Health and Wellbeing, Illness, sickness, diseases, hygiene; Significance of Sociologyof Health Care <b>Chapter 2</b> Sociological Perspective on Health, The determinants of Health: The Social Basis of Health, Class, Gender and Health Inequalities <b>Chapter 3</b> Diseases: Chronic and Other Diseases, CommunicableandNonCommunicableDiseases,Healthand Sanitation,MeasurestoControlDiseases	13
II	<b>HealthCareInstitutions</b> <b>Chapter4.</b> SignificanceofinstitutionsinContextofhealthcare and Illness: Family and Health care, The elderly and Gender, <b>Chapter5.</b> HospitalsandHealthCare:Hospitalasasocial organization(Doctors,NursesandPatients);CommunityHealth Care <b>Chapter 6.</b> State and health Care: Health for all, maternal and child health <b>Chapter7.</b> NGOsandHealthCare	13
III	<b>HealthCareSysteminIndia</b> <b>Chapter 8:</b> Indigenouse Knowledge systems of medicine in India, Systems of Medicine and alternative practices <b>Chapter9</b> CommunityHealthCare;RuralHealthPrograms; Commercialization of health care services <b>Chapter10:</b> Healthasafundamentalright.Healthpolicyofthe Government of India	13
<b>ReferenceBooks:</b> <ol style="list-style-type: none"> <li>1. Albert, Gary. L., and R. Fitzpatrick. (1994). Quality of Life in Health Care: Advance in Medical</li> <li>2. Albrecht Gary L. and Fitzpatrick R, Quality of life in Health Care: Advances in Medical Sociology, Jai Press Mumbai, 1994</li> <li>3. Arnold, 1994. Colonising the Body: State, Medicine and the Epidemic Diseasein Nineteenth Century India, Oxford University Press, Delhi,</li> <li>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).</li> <li>5. Chloe Bird, Peter Conrad &amp; Alan Fremont (2000) Handbook of Medical Sociology. New York</li> <li>6. Cockerham, William C. 1997. Medical Sociology. New Jersey: Prentice Hall. Michael Bury, Jonathan Gabe , 2004. The Sociologyof Health and Illness: A Reader, London: Routledge</li> <li>7. Coe,RodneyM.(1970).SociologyofMedicine.NewYork:MacGrawHill.</li> </ol>		

8. Conard P. 2007. Medicalisation of Society: On the Transformations of Human Conditions into Treatable Disorders, Baltimore, John Hopkins University Press David.
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14. Govt. of Karnataka: Health Development Reports, 1990 to 2005.

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- 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
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- 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
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- Sujatha Vand 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

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

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

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



**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	42hrs	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:**

CO1: To understand the nature of photography CO 2

To the recent trends in photography.

CO3 To make the students aware about the Nature photography. CO 4

To understand the digital photography.

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

**Books recommended.**

1. N.Manjunath-ChayachitraPatrikodyama
2. CyernshemG.R–Historyof Photography
3. MiltenFeinberg–TechniquesofPhotoJournalism
4. NewspaperPhotography–aProfessionalviewofPhotoJournalismToday
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 forSerious Photographers
7. MiltenFeinberg-TechniquesofPhotoJournalism
8. MichelLongford-BasicPhotography
9. TomAng-DigitalPhotography-Msterclasses
10. Nmanjunath-ChayachitraPatrikodyama
11. CyernshemG R-HistoryofPhotography
12. ChayachitraPatrikodyambyAstromohan
13. ChitraJagattubyR.V.Kattimani

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

Type of Assessment	Weightage	Duration	Commencement
Writtentest-1	10%	1hr	8 <sup>th</sup> Week
Writtentest-2	10%	1hr	12 <sup>th</sup> Week
Seminar	10%	10 minutes	--
Case study/ Assignment / Fieldwork/Projectwork/ 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: 10 marks

**Part-B**

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

**Part-C**

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

**Total: 60 Marks**

**Note: Proportionate weightages 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/Fieldwork/Project work etc	---	10	10
<b>Total</b>	<b>20</b>	<b>20</b>	<b>40</b>

# Course Title: Fingerprint Science OE2.2

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 Course 1

42 Hrs

### Unit-I: Basics of Fingerprinting

14 Hrs

**Chapter-1** Fingerprint: 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 footprints and Electrostatic lifting of latent footprints.

**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, 3<sup>rd</sup> Edn., Asia Law House, Hyderabad
2. Barry, A.J. Fisher; Techniques of Crime Scene Investigation, 7<sup>th</sup> Ed, CRC Press, NY, 2003.
3. Bennett, W.W. & Karen, M. Hass, Criminal Investigative, 6<sup>th</sup> Ed. Worsworth Thompson Learning, 2001.
4. Forensic Science, An Introduction to Criminalistics. By Peter R. DeForest, R.E. Gaensslen and Henry C. Lee.
5. Forensic Science in Criminal Investigation and Trials, By Sharma. B.R.
6. Saferstein R. "Criminalistics: -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. SnadyLZ(2005)Fingerpruntevidence.LLaw&Policy
11. VokeyJR,Tangen JM,ColeSA(2009)On the preliminarypsychophysicsoffingerprintidentification.QuartJExp Psycho
12. SennDR,StimsonPG(2010)ForensicDentistry.NewYork: CRCPress.

**Journals:**

TheJournalofForensicSciences(JFS)ISSN:1556-4029

**DigitalReference:**<http://www.fbi.gov/hq/cjisd/ident.pdf>

**Pedagogy:**Lecture,Assignments, Interactive Sessions,ICT,GroupDiscussion

FormativeAssessment40(WeightageinMarksincludes: WrittenTests, Activity/Assignment/Seminar/Presentation etc)			
AssessmentOccasion/Type	C1	C2	TotalMarks
SessionTest (2)	10	10	20
Seminar/Presentation/Activity	10	---	10
Casestudy/Assignment/Fieldwork/Projectworketc	---	10	10
<b>Total</b>	<b>20</b>	<b>20</b>	<b>40</b>

**QuestionPaperPattern:**

**CriminologyandForensicScience**

I/II SemesterB

Sub:

Code:

MaximumMarks: 60

Thequestionpaperforthesemester-endexamwillhavethefollowingthreeparts:

PartA-(Objectivetypeorveryshortanswertypequestions:carrying2markseach)Part B -

(Short answer questions carrying 5 marks each)

PartC-(Longanswerquestionscarrying15markseach)

Note:AnsweranyfivequestionsfromPart-A,fourquestionsfromPart-BandtwoquestionsfromPart-C



The pattern of the Question Paper will be as follows:

PART-A

(5×2=10)

Q1. (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.

Q3.

Q4.

Q5.

Q6.

Q7.

PART-C

(2×15=30)

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

Q10.

Q11.

# OE COFFERED 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/Fieldwork/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

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

ಪತ್ರಿಕೆ : ಜಾನಪದ ಅಂತರ್‌ದ್ವೀಪೀಯ ಅಧ್ಯಯನ

ಘಟಕ 1 : ಜಾನಪದ ಮತ್ತು ಸಾಮಾಜಿಕ ವಿಜ್ಞಾನಗಳು

1. ಮಾನವಶಾಸ್ತ್ರ
2. ಸಮಾಜಶಾಸ್ತ್ರ
3. ಇತಿಹಾಸ

ಘಟಕ 2 : ಜಾನಪದ ಮತ್ತು ಮನೋವಿಜ್ಞಾನಗಳು

1. ಮನೋವಿಜ್ಞಾನ
2. ತತ್ವಶಾಸ್ತ್ರ
3. ಪರಾಧರ್ಮಶಾಸ್ತ್ರ

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

ಪಠ್ಯಪುಸ್ತಕ ಗ್ರಂಥಗಳು :

1. ಚಕ್ರೀರ ವಿವರಣೆ, ಜಾನಪದ ತಿಳುವಳಿಕೆ, ಸಾಗರ ಪ್ರಕಾಶನ, ಬೆಂಗಳೂರು-2008.
2. ಜವರೇಗೌಡವೇ, ಜಾನಪದ ಅಧ್ಯಯನ, ಡಿ.ಎ.ಕೆ. ಮೂರ್ತಿ, ಮೈಸೂರು, ಮೈಸೂರು-1976.
3. ಜನಪದ ಸಂಸ್ಕೃತಿ (ಸಂ), ಜಾನಪದ ಮತ್ತು ಪೂರಕ ಕ್ಷೇತ್ರಗಳು, ಕನ್ನಡ ಅಧ್ಯಯನ ವಿಭಾಗ, ಕುವೆಂಪು ವಿಶ್ವವಿದ್ಯಾಲಯ, ಬಿ. ಆರ್. ಪಾಟೆಲ್ 15.
4. ವಸು ಮಠಲಿ, ಮೌಖಿಕ ಇತಿಹಾಸ, ಅಂಕಿತ ಪ್ರಕಾಶನ, ಬೆಂಗಳೂರು-2004.
5. ವಿಲ್ಯಂ ಮಾರ್ಟಿನ್, ಜಾನಪದ ವೈಜ್ಞಾನಿಕ ಅಧ್ಯಯನ ಮತ್ತು ಸಂಕೇತ ವೈಜ್ಞಾನಿಕ ವಿಶ್ಲೇಷಣೆ, ವಿದ್ಯಾನಿಧಿ ಪ್ರಕಾಶನ, ಗದಗ-1999.
6. Krappe, A.H. The Science Of Folklore, Kessinger Publishing,LLC-1930

# OE 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 WITHOUT PRACTICAL

Qn.No.	Particulars		Marks	Total
<b>Theory</b>				
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
<b>TOTAL</b>				<b>60</b>
<b>Internal Assessment</b>	IATest (I&II)		20	<b>40</b>
	Assignment		10	
	Seminar/Activity/Presentation Etc.		10	
<b>TOTAL</b>				<b>100</b>

**Title of the Subject/ Discipline : MARATHI**

Year	1	Course Code : <b>OE-2 : MARATHI</b>	Credits	3
Sem.	II	Course Title : Discipline : <b>OE-2- मराठी साहित्य आणि कादंबरी</b> <b>(Marathi Sahitya ani Kadambari)</b> <b>Text- 'नदीष्ट' - मनोज बोरगावकर, ग्रंथाली प्रकाशन, मुंबई</b>	Total Hours	64

Formative Assessment Marks : 40      Summative Assessment Marks : 60      Duration of ESA: 4 Hrs.

<b>Learning Outcomes</b>	<ol style="list-style-type: none"><li>1. To understand the basics of Short Stories as a literary form</li><li>2. To aware of different types and aspects of Short Stories</li><li>3. To develop literary sensibility and sense of cultural diversity</li><li>4. To acquire ability to apply the acquired linguistic skills in real life situations</li><li>5. To acquire knowledge of about Marathi literature and language.</li></ol>
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<b>Unit No.</b>	<b>Course Content/ अभ्यासघटक</b>	<b>Suggested Pedagogy अध्यापनशास्त्र</b>	<b>Hours U/P/L</b>
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"><li>1. आधुनिक मराठी वाङ्मयाचा इतिहास - डॉ. मोहन शेलके, अल्फा पब्लिकेशन्स, नांदेड</li><li>2. कादंबरी : सार आणि विस्तार - डॉ. महेंद्र कदम, अक्षरदीप प्रकाशन, कोल्हापूर</li><li>3. कादंबरी समीक्षा - श्री. मा. कुलकर्णी, उन्मेष प्रकाशन, नागपूर</li><li>4. धार आणि काठ - नरहर कुरुदकर, देशमुख आणि कंपनी, पुणे</li><li>5. मराठी कादंबरी: तंत्र आणि विकास - प्रभाकर बापट/ नारायण गोडबोले, व्हिक्टोरिया कॉलेज, लष्कर, खाल्हेर</li><li>6. मराठी साहित्य : स्वरूप आणि समीक्षा - संपा. जयद्रथ जाधव / डॉ. भरत देशमुख, अरुणा प्रकाशन, नागपूर</li></ol>
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Digital Resources	<a href="http://storymirror.com">http://storymirror.com</a> <a href="http://marathivishwakosh.org">http://marathivishwakosh.org</a> <a href="http://marathi.pratilipi.com">http://marathi.pratilipi.com</a> <a href="http://mr.vikaspedia.in">http://mr.vikaspedia.in</a> <a href="http://www.maayboli.com">http://www.maayboli.com</a> <a href="http://esahity.com">http://esahity.com</a> <a href="http://www.bbc.com">www.bbc.com</a>
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# OECOFFEREDBYDEPT.OFKANNADA

CourseCode:-126BAB02KANOE02T

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

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

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

TheoutlineforcontinuousassessmentactivitiesforComponent-1(C1)and Component - 2 (C2) of a course shall be as under

Activities	C1	C2	TotalMarks
SessionTest	10% marks	10% marks	20%
Seminars/Presentations/Activity	10% marks		10%
Casestudy/Assignment/Fieldwork/Project worketc.		10% marks	10%
Total	20% marks	20% marks	40%

## Model Question Paper

Max Marks: 60 Max

1. ಪ್ರತಿ ಘಟಕದಿಂದ ಒಂದರಂತೆ ಐದನ್ನು ಕೇಳಿ ಮೂರಕ್ಕೆ ಉತ್ತರಿಸಲು ಹೇಳುವುದು.

Time: 2 hrs

10X3=30

2. ಪ್ರತಿ ಘಟಕದಿಂದ ಒಂದರಂತೆ ಐದನ್ನು ಕೇಳಿ ಮೂರಕ್ಕೆ ಉತ್ತರಿಸಲು ಹೇಳುವುದು.

5X3=15

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

3X5=15

## CourseOutcome

2 <sup>nd</sup> Semester OEC-2	ಕನ್ನಡ ಕಾರ್ಯ OEC-2	ಸಮಕಾಲೀನ ಸಂದರ್ಭದ ಕನ್ನಡ ಸಾಹಿತ್ಯದ ಸಶಕ್ತ ಪ್ರಕಾರಗಳಲ್ಲಿ ಕಾರ್ಯದ ಸಾಹಿತ್ಯವು ಒಂದು ಸ್ವದರ್ಶನವಾಗಿ ಮತ್ತು ಕಥನ ಕ್ರಮವನ್ನು ರೂಪಿಸುವಲ್ಲಿ ಈ ಪ್ರಕಾರವು ಮಹತ್ವದ ಪಾತ್ರವನ್ನು ವಹಿಸುತ್ತದೆ. ಕನ್ನಡ ಕಾರ್ಯದ ಸ್ವದರ್ಶನವು ಪ್ರತೀಕವಾಗಿ ಹಾಗೂ ಜ್ಞಾನದ ಒಂದು ಭಾಗವಾಗಿ ಅಧ್ಯಯನಿಸುವ ಒಂದು ವಿಶಿಷ್ಟವು ಎಂದು ಇಲ್ಲಿ ಯೋಚಿಸಿಕೊಳ್ಳಲಾಗಿದೆ.
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ಕನ್ನಡ ಪತ್ರಿಕೆ  
ಎರಡನೆಯ ಸೆಮಿಸ್ಟರ್ ಮುಕ್ತ ಅಂಶ (OEC-2)  
ಕನ್ನಡ ಕಾದಂಬರಿಗಳು

ಭಟಕ - 1 ಕನ್ನಡ ಕಾದಂಬರಿಗಳ ಹುಟ್ಟು, ಬೆಳವಣಿಗೆ

ಭಟಕ - 2 ಮತ್ತು 3

1. ಬೆಟ್ಟದ ಜೀವ - ಶಿವರಾಮ ಕಾರಂತರ

ಭಟಕ - 4 ಮತ್ತು 5

2. ಕದಲಿಯ ಕರ್ಪೂರ - ತಿಪ್ಪೇರುದ್ರಸ್ವಾಮಿ

ಪರಾಮರ್ಶನ ಗ್ರಂಥಗಳು :

1. ಯುಗಧರ್ಮ ಮತ್ತು ಸಾಹಿತ್ಯ ದರ್ಶನ: ಕೀರ್ತಿನಾಥ ಕುರ್ತಕೋಟಿ, ಮನೋಹರ ಗ್ರಂಥಮಾಲೆ, ಧಾರವಾಡ
2. ಕನ್ನಡ ಕಾದಂಬರಿಯ ಮೊದಲ ಹೆಜ್ಜೆಗಳು (ಸಂ): ಎವೇಕ 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 ಪಡಿಕೆಲ್, 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

# OE OFFERED BY DEPT. OF ENGLISH

**Course Title: Critical Thinking**

**Course Code: -126BAB02ENGOEC02T**

<b>Year</b>	2023	<b>Course Title: Critical Thinking</b>	<b>Credits</b>	3
<b>Sem.</b>	II		<b>Hours</b>	3
Course Pre-requisites, if any		NA		
Formative Assessment Marks: 40		Summative Assessment Marks: 60		
<p><b>Course Outcomes</b>            At the end of the course the students should be able to:</p> <ol style="list-style-type: none"> <li>1. Understand issues about the nature and techniques of critical thought</li> <li>2. View as a way to establish a reliable basis for our claims, beliefs, and attitudes about the world.</li> <li>3. Explore multiple perspectives, placing established facts, theories, and practices in tension with alternatives to see how could be otherwise.</li> <li>4. Translate what is learned into strategies, materials, and interventions for use in our educational and professional settings</li> </ol>				
<b>Unit No. &amp; Course Content</b>		<b>Suggested Pedagogy</b>		<b>60 Hours</b>
Unit I <b>Introduction to Critical Thinking</b> 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		20hrs
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		20hrs
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		20hrs
<b>Recommended Learning Resources</b>				
<b>Print</b>	1. Bloom, B.S. (ed.) (1956) Taxonomy of Educational Objectives. Handbook 1, Cognitive Domain, London, Longman.			
<b>Resources</b>	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.,			



	TheNaturalandtheSocial:Uncertainty, Risk, Change(2ndedn)Rutledge/TheOpenUniversity, Milton Keynes. 5.Toulmin,S.(1958)TheUsesofArgument,CambridgeUniversityPress,andCambridge.
Digital Resources	<a href="https://www.researchgate.net/publication/301286584_With_Good_Reason_A_Guide_to_Critical_Thinking">https://www.researchgate.net/publication/301286584_With_Good_Reason_A_Guide_to_Critical_Thinking</a> <a href="http://www.ergen.gr/images/Smart_Thinking_Skills.pdf">http://www.ergen.gr/images/Smart_Thinking_Skills.pdf</a> <a href="https://www.criticalthinking.org/data/pages/55/e003d59eabfff337e0d0dbdec054ab0951352cf133f63.pdf">https://www.criticalthinking.org/data/pages/55/e003d59eabfff337e0d0dbdec054ab0951352cf133f63.pdf</a>

### **QuestionPaperPattern**

1. ShortAnswerQuestionsonallsections	10x2=20 Marks
2. ShortNotesonallsections	4x5=20 Marks
3. Shortnotes	4x5= 20Marks
Total:	60

### **Assessment**

Total Marks for each course = 100%

Continuous assessment (C1) = 20% marks

Continuous assessment (C2) = 20% marks

SemesterEndExamination(C3)=60%marks

## **OECOFFEREDBYDEPT.OFHINDI**

**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**

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

# CourseCode:-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 :40 Summative Assessment Marks :60 Duration of ESA :64 hrs.				
Learning Outcomes	1. सोशल मीडिया के स्वरूप तथा महत्त्व को जान सकेंगे। 2. हिंदी भाषा के अध्ययन से अपने भविष्य का निर्माण कर सकेंगे। 3. स्वयं के चरित्र निर्माण द्वारा समाज को विकास के पथ पर अग्रसर करेंगे। 4. आदर्श समाज की स्थापना में स्वयं की भागीदारी को अंकित कर सकेंगे। 5. यू ट्यूब चॅनेल बनाना सीखेंगे।			
Unit No.	Course Content		Suggested Pedagogy	Hours L/P/L
Unit I	सोशल मीडिया का स्वरूप		1. कक्षाव्याख्यान	16
Unit II	सोशल मीडिया के प्रकार और विकास फेसबुक, व्हाट्सअप, ट्विटर, इन्स्टाग्राम में हिंदी		2. सामूहिकचर्चा 3. रचनात्मक अभिव्यक्ति	16
Unit III	सोशल मीडिया में हिंदी का प्रसार और प्रयोग		4. आईसीटीका उपयोग	16
Unit IV	यू ट्यूब और हिंदी		5. क्लाससेमिनार	16
Recommended Learning Resources				
Print Resources	1. आधुनिक जनसंचार और हिंदी : हरिमोहन 2. हिंदी वेब साहित्य : डॉ. सुनीलकुमार लवटे 3. पत्रकारिता से मीडिया तक : मनोज कुमार 4. सोशल मीडिया : योगेश पटेल 5. सोशल नेटवर्किंग : नए समय का संवाद : संपादक संजय द्विवेदी 6. उत्तर आधुनिक मीडिया तकनीक : हर्षदेव			
Digital Resources	<a href="https://www.mpgkpdf.com/2020/06/social-media-ke-prakar.html">https://www.mpgkpdf.com/2020/06/social-media-ke-prakar.html</a>			

# OE 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		Credit:	03	
Year	I					
Sem.	II	Course Code: <b>OE - 2 URDU</b> Course Title: Discipline: شاعری اور ڈرامہ (Shayari aur Drama) Text: Urdu Masnavi Shumali Hind Main - Gyanchand Jain – Published 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	Gazal 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 Ahmiyat				13	
Unit IV	Marsiya: 1) Marsiya ki tareef 2) Marsiya ka agaz wa irteqa 3) Anees aur Dabeer ki tareef				13	
Unit V	Rubayee: 1. Rubayee ka Agaz wa Irteqa				13	
Recommended Learning Resources						
Print Resources	1. Urdu Masnavi Shumali Hind Main, Gyanchand Jain 2. Urdu Shayari 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. <a href="http://www.urubazar.com">http://www.urubazar.com</a> 5. <a href="http://www.rekhta.org">http://www.rekhta.org</a> 6. <a href="http://kitabghar.com">http://kitabghar.com</a>					

**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
<b>Theory</b>				
<b>I</b>	<b>Objective Type Questions (Compulsory)</b>	<b>5 out of 5</b>	<b>02</b>	<b>10</b>
<b>II</b>	<b>Short Answer Questions</b>	<b>4 out of 6</b>	<b>05</b>	<b>20</b>
<b>III</b>	<b>Essay type Answer Questions</b>	<b>3 out of 5</b>	<b>10</b>	<b>30</b>
<b>TOTAL</b>				<b>60</b>
<b>Internal Assessment</b>	<b>IA Test</b>		<b>20</b>	<b>40</b>
	<b>Assignment</b>		<b>10</b>	
	<b>Seminar/Activity/ Presentation Etc.</b>		<b>10</b>	
<b>TOTAL</b>				<b>100</b>

# OE OFFERED BY DEPT. OF ARABIC

Course Code: -126BAB02ARA OEC02T

## ARABIC (OE)

		Title of the subject/Discipline: ARABIC			
Year	I			Credit	03
Sem.	II	Corse Code: OE -2- Arabic Corse Title: Discipline: OE-1- تعريف الأدب العربي -1 (Introduction of Arabic Literature) <b>Text:</b> 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 ادبيات 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. <a href="http://www.almaany.com">http://www.almaany.com</a> 2. <a href="http://naseemalsham.com">http://naseemalsham.com</a> 3. <a href="http://m.marefa.org">http://m.marefa.org</a>				

**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**

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



# OEC-1 Offered by Department of Sanskrit

Course Title:-SamskrutaSubhashitaParichaya

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



## **\*Curriculum**

*NameoftheDegreeProgram:BA/BSc/BCom/BBA/BCA&allotherUGCourses*

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

*StartingYearofImplementation: 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 sports, 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 student 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 learn 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

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



# **TitleoftheCourse:SportsEventManagement Course**

**Code:- 126COM02PHYOEC04B**

<b>ContentofTheoryCourse</b>		<b>14Hrs</b>
<b>Theory ofSportsEventManagement</b> <ul style="list-style-type: none"><li>• Meaning,DefinitionandimportanceofSportsManagement</li><li>• ScopeofSportsEventManagement</li><li>• PrinciplesofSportsEventManagement</li><li>• MajorandMinorSportsEvents</li><li>• Traditional GamesManagement</li></ul>	28	
<b>Practical'sofSportsEvent Management</b> <ul style="list-style-type: none"><li>• OrganizationofIndoorSportsandGamesEvents</li><li>• ProjectonOutdoorSportsandGamesEvents</li><li>• VisitstoSportsClubs,SportsStadiums,IPL.KPLandLeague Tournaments</li><li>• OrganizationofIntramural-SportsEvents,SportsFests,Traditional Games Fest</li><li>• ReportPreparation,RecordsandPPT</li></ul>	28	
<b>FormativeAssessment</b>		
<b>Assessmenttype</b>	<b>WeightageinMarks</b>	
Theory	Theory-40Marks,Internal-20Marks	
Practicals	Practical-20Marks,Internal-20Marks	
<b>Total</b>	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 4x5 Marks=20 Marks

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

# Skill Enhancement Course-1

Name of the Program: Bachelor Arts (B.A) Course Code: 126COM01XXXSEC01T Name of the Course: <b>DIGITAL FLUENCY</b>		
Course Credits	No. of Hours per Week	Total No. of Teaching Hours
<b>2 Credits</b>	<b>1+0+2</b>	<b>45 Hrs</b>
<b>Pedagogy:</b> Classrooms lecture, Case studies, Group discussion, Seminar & field work etc.,		
<b>Course Outcomes:</b> On successful completion of the course, the students will be able to		
1. To perform and get knowledge about applications, virtual learning and internet fundamentals. 2. Develop holistically by learning essential skills such as effective communication, problem-solving, design thinking, and teamwork.		
Module	Syllabus	Teaching Hours
I	<b>Introduction to Computer and Emerging Technology:</b> An Overview of Computer, Block Diagram of Computer, Evolution and Generations of Computers, Software and its types, Operating Systems, types of operating systems, major functions of the operating systems. Introduction to emerging technologies and its applications- Artificial Intelligence, IoT, Cloud Computing, Machine learning, Big Data.	05
II	<b>Office Automation Tools and Google Apps:</b> <b>Office automation tools:</b> MS-Word, MS-Excel and MS-Powerpoint, creating an email-ID, working with e-mail, addressing with cc and bcc, <b>Working with Google Apps:</b> Google forms: Creating and analysis of response, Google Docs – creating Google Docs and posting, Google Sheets- Creating and Editing, Google Drive- uploading and sharing of files and folders, working with Google Meet.	05
III	<b>E-learning, E-commerce and Security Aspects:</b> <b>E-learning</b> -Introduction to e-learning platforms such as Swayam and MOOC. <b>E-Commence:</b> Basic Web Commerce Concept, <b>E- payment methods:</b> E-cash Payment System, Credit Payment System, Types of Electronic Payment Systems: Credit Card • Debit Card • Smart Card • E-Money • Electronic Fund Transfer (EFT). <b>Cyber Security:</b> Threats and Prevention, Viruses and its types, Antivirus, HTTP vs HTTPS, Firewall, Cookies, Hackers and Crackers.	05
	<b>Laboratory Activities (Perform the following assignments):</b> <ul style="list-style-type: none"> <li>• Identifying the configuration and version of a computer system (PC), laptop, and a mobile phone.                             <ul style="list-style-type: none"> <li>• Observing files on OS booting</li> <li>• Finding the background and foreground processes on Task manager.</li> <li>• Translating Kannada word into English in Google embedded with AI.</li> <li>• Use Google assistant on any android smartphone to dictate commands and to launch apps</li> <li>• Downloading your e-aadhar.</li> <li>• Creating resume in Word processor.</li> </ul> </li> <li>• Creating powerpoint presentation for your college introduction and apply transitions and animations.                             <ul style="list-style-type: none"> <li>• Create your marks sheet in Microsoft Excel.</li> <li>• Simple computation using spreadsheet.</li> </ul> </li> </ul>	30



	<ul style="list-style-type: none"> <li>• Create an email-ID and sending and forwarding.</li> <li>• Attaching files and downloading files in email.</li> <li>• Creating a Google form and sending it to Ten users.</li> <li>• Scheduling a virtual meet and invite people to join the Google meet.</li> <li>• Creating a hotspot from a mobile phone, and allowing others to use the hotspot.</li> <li>• Sign in and create account e-learning platforms such as Swayam and MOOC.</li> <li>• Creating an account in the railway reservation website, IRCTC, and finding trains from Belagavi to Bangalore. <ul style="list-style-type: none"> <li>• Demo of online order placing for book using flipkart/amazon, etc.</li> <li>• Install any antivirus app in your mobile and scan.</li> </ul> </li> <li>• Demonstrate unsecured (HTTP) and secured (HTTPS) websites.</li> </ul>	
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**Text Books:**

1. Fundamentals of computers - V. Rajaraman - Prentice-Hall of India.
2. Computer Fundamentals - P.K. Sinha - Publisher: BPB Publications.

**Reference Links:**

- Digital 101 Course offered by Future Skill Prime Platform  
<https://learn.futureskillsprime.in/>
- Operating Systems:  
[https://ftms.edu.my/v2/wpcontent/uploads/2019/02/csca0101\\_ch06.pdf](https://ftms.edu.my/v2/wpcontent/uploads/2019/02/csca0101_ch06.pdf)
- Nine Dots in Google.com
- Gmail Creating links:  
<https://clubrunner.blob.core.windows.net/00000000961/en-ca/files/homepage/how-to-create-a-gmail-account/HowtoCreateaGmailAccount.pdf>
- Google Forms: [https://pdst.ie/sites/default/files/Google%20Drive\\_1.pdf](https://pdst.ie/sites/default/files/Google%20Drive_1.pdf)
- Google Meet: <https://edvance.hawaii.hawaii.edu/wp-content/uploads/Google-MeetTutorial-Getting-Started-and-Recording-a-Lecture.pdf>
- Swayam: <https://www.aicte-india.org/bureaus/swayam>
- Security Aspects: <https://ncert.nic.in/textbook/pdf/lacs112.pdf>
- E-Commerce: <http://www.aagasc.edu.in/cs/msccs/ECommerce%20Unit%201.pdf>
- E- payment methods:  
<http://www.dspmuranchi.ac.in/pdf/Blog/e%20business%20UnitIII,%20%202020.pdf>

### VBC: Value Based Courses

Name of the Program: Bachelor of Arts (B.A)		
<b>Course Code: 126COM01XXXVBC01B</b>		
<b>Name of the Course: Yoga and Sports (Physical Education)</b>		
Course Credits	No. of Hours per Week	Total No. of Teaching Hours
<b>1 Credits</b>	<b>0+0+2</b>	<b>28 Hrs</b>
<b>Pedagogy:</b> Classroom lecture, Case studies, Group discussion, Seminar & fieldwork etc.,		
<b>Course Outcomes:</b> On successful completion of the course, the students will be able to		
1.		
<b>Module</b>	<b>Syllabus</b>	<b>Teaching Hours</b>
	<p><b>Unit 1:- Physical Education</b></p> <ul style="list-style-type: none"> <li>● General &amp; Specific warmup exercises</li> <li>● Recreation Games and Fitness</li> <li>● Any 1 Major Game and one minor game (A student can choose any 1 major game based on the availability of facilities in the college, if not any two minor games.)</li> </ul> <p><b>Unit 2:- Yoga</b></p> <ul style="list-style-type: none"> <li>● Shitalikarna Vyayama</li> <li>● Suryanamaskara (Compulsory)</li> <li>● Basic Set of Yoga Asanas</li> <li>● Basic Set of Pranayama &amp; Meditation</li> </ul>	28
<b>References:</b>		
<ol style="list-style-type: none"> <li>1. Russell, R.P. (1994). Health and Fitness Through Physical Education. USA: Human Kinetics.</li> <li>2. Uppal, A.K. (1992). Physical Fitness. New Delhi: Friends Publication.</li> <li>3. Nagendra, H.R. &amp; Nagarathna, R. (2002). Samagra Yoga Chikitsa. Bengaluru: Swami Vivekananda Yoga Prakashana.</li> <li>4. Kumar, Ajith. (1984) Yoga Pravesha. Bengaluru: Rashtrothana Prakashana.</li> </ol> <p style="text-align: center;">D.M.Jyoti, Yoga and Physical Activities (2015) lulu.com 3101, Hillsborough, NC 27609, United State</p>		

Formative Assessment	
K2 Assessment type	Weightage in Marks
Practicals	Internal Assessment - 25
<b>Total</b>	25 Marks

## Skill Enhancement Course-II

Name of the Program: Bachelor of Arts (B.A) Course Code: 126BCOM02XXXAEC02T Name of the Course: <b>2. ENVIRONMENTAL STUDIES</b>		
Course Credits	No. of Hours per Week	Total No. of Teaching Hours + Field work
<b>2 Credits</b>	<b>2+0+0</b>	<b>45 Hrs</b>
<b>Pedagogy:</b> Classrooms lecture, Case studies, Group discussion, Seminar & fieldwork etc.,		
Module	Syllabus	Teaching Hours
I	<p><b>Introduction to Environmental Studies:</b> Multidisciplinary nature of environmental studies. Scope and importance; Concept of sustainability and sustainable development. <b>Ecosystems:</b> What is an ecosystem? Structure and function of ecosystem; Energy flow in an ecosystem: food chains, food webs and ecological succession. Case studies of the following ecosystems:</p> <ul style="list-style-type: none"> <li>a) Forest ecosystem</li> <li>b) Grassland ecosystem</li> <li>c) Desert ecosystem</li> </ul> <p>Aquatic ecosystems (ponds, streams, lakes, rivers, oceans, estuaries)</p> <p><b>Natural Resources: Renewable and Non-Renewable Resources</b> Land resources and land-use change; Land degradation, soil erosion and desertification.</p> <p><b>Deforestation:</b> Causes and impacts due to mining, dam building on environment, forests, biodiversity and tribal populations.</p> <p><b>Water:</b> Use and over-exploitation of surface and ground water, floods, droughts, conflicts over water (International &amp; Inter-state).</p> <p><b>Energy resources:</b> Renewable and non-renewable energy sources, use of alternate energy sources, growing energy needs, case studies.</p>	15
II	<p><b>Biodiversity and Conservation:</b> Levels of biological diversity: Genetic, species and ecosystem diversity; Biogeography zones of India; Biodiversity patterns and global biodiversity hotspots. India as a mega-biodiversity nation; Endangered and endemic species of India.</p> <p><b>Threats to biodiversity:</b> Habitat loss, poaching of wildlife, man-wildlife conflicts, biological invasions; Conservation of biodiversity: In-situ and Ex-situ conservation of biodiversity. Ecosystem and biodiversity services: Ecological, economic, social, ethical, aesthetic and Informational value. <b>Environmental Pollution:</b> Types, causes, effects and controls; Air, water, soil and noise pollution.</p> <p>Nuclear hazards and human health risks.</p> <p>Solid waste management, Control measures of urban</p>	12

	and industrial waste. Pollution case studies.	
III	<p><b>Environmental Policies and Practices:</b> Climate change, global warming, ozone layer depletion, acid rain and impacts on human communities and agriculture.</p> <p>Environment Laws: Environment Protection Act; Air (Prevention &amp; Control of Pollution) Act; Water (Prevention and Control of Pollution) Act; Wildlife (Protection) Act; Forest Conservation Act.</p> <p>International agreements: Montreal and Kyoto protocols and Convention on Biological Diversity (CBD).</p> <p>Nature reserves, tribal populations and rights, and human wildlife conflicts in Indian context.</p> <p><b>Human Communities and the Environment</b></p> <p>Human population growth: Impacts on environment, human health and welfare.</p> <p>Resettlement and rehabilitation of project affected persons; case studies.</p> <p>Disaster management: Floods, Earthquake, Cyclones and Landslides.</p> <p>Environmental movements: Chipko, Silent valley, Bishnois of Rajasthan.</p> <p>Environmental ethics: Role of Indian and other religions and cultures in environmental conservation.</p> <p>Environmental communication and public awareness, case studies (e.g., CNG vehicles in Delhi).</p> <p>Fieldwork (5 hours)</p>	18
<p><b>Reference</b></p> <p>Bharucha, E. (2015). <i>Textbook of Environmental Studies</i>.</p> <p>Carson, R. (2002). <i>Silent Spring</i>. Houghton Mifflin Harcourt.</p> <p>Climate Change: Science and Politics. (2021). <i>Centre Science and Environment</i>, New Delhi.</p> <p>Gadgil, M., &amp; Guha, R. (1993). <i>This Fissured Land: An Ecological History of India</i>. Univ. of California Press.</p> <p>Gleeson, B. and Low, N. (eds.) (1999). <i>Global Ethics and Environment</i>, London, Routledge.</p> <p>Groom, Martha J., Gary K. Meffe, and Carl Ronald Carroll. (2006). <i>Principles of Conservation Biology</i>. Sunderland: Sinauer Associates.</p> <p>Nandini, N., Sunitha N., &amp; Sucharita Tandon. (2019). <i>A textbook on Environmental Studies (AECC)</i>. Sapna Book House, Bengaluru.</p> <p>Odum, E.P., Odum, H.T. &amp; Andrews, J. (1971). <i>Fundamentals of Ecology</i>. Philadelphia: Saunders.</p> <p>Pepper, I.L, Gerba, C.P. &amp; Brusseau, M.L. (2011). <i>Environmental and Pollution Science</i>. Academic Press.</p>		

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CentreScienceandEnvironment.
- Singh, J.S., Singh, S.P. and Gupta,S.R.(2014).*Ecology,EnvironmentalScience and  
Conservation*. S. Chand Publishing, New Delhi.
- Sodhi, N.S.,Gibson, L. &Raven, P.H. (Eds).(2013).*Conservation Biology:Voicesfromthe  
Tropics*. John Wiley & Sons.
- Wilson, E. O. (2006). *The Creation: An appeal to save life on Earth*. New York: Norton.
- WorldCommissiononEnvironmentandDevelopment.(1987).*OurCommonFuture*.  
OxfordUniversityPress.

## ValueBasedCourses:VBC

NameoftheProgram: Bachelor of Arts (B.A)		
<b>CourseCode: 126COM02XXXVBC03B</b>		
<b>NameoftheCourse: Physical Education and Sports</b>		
CourseCredits	No.ofHoursperWeek	TotalNo.ofTeachingHours
<b>1Credits</b>	<b>0+0+2</b>	<b>28Hrs</b>
<b>Pedagogy:</b> Classrooms lecture, Case studies, Group discussion, Seminar & field work etc.,		
<b>Module and Syllabus</b>		<b>Teaching Hours</b>
<b>Unit 1:- Physical Education &amp; Sports</b> <ul style="list-style-type: none"> <li>• Conditioning exercises</li> <li>• Aerobics &amp; Calisthenics</li> <li>• One Major Game and One Indigenous Game (Basic Skills)</li> <li>• One Track/Field Event</li> <li>• Intramural Competitions</li> </ul>		28
<b>References:</b>		
1. Muller, J.P. (2000). Health, Exercise and Fitness. Delhi: Sports. 2. IAAF Manual 3. Vanaik, A. (2005) Play Field Manual, Friends Publication New Delhi 4. M. J. Vishwanath, (2002) Track and Field Marking and Athletics Officiating Manual, Silver Star Publication, Shimoga 5. Steve Oldenburg (2015) Complete Conditioning for Volleyball, Human Kinestics. Note: Skills of Sports and Games (Game Specific books) maybe referred		

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