

Credit Based III SEMESTER B.A. Degree

Papers offered for study

Sl.No	Course Subjects	Course code	No. Of hrs per week	Marks		Max Marks
				IA	Theory	
1	General Proficiency and Communicative English	BASENL203	4	20	80	100
2	Kannada	BASKAL203	4	20	80	100
3	Ancient History & Archaeology (History & culture of India To 1526-1856 A.D.)	BASARC201	6	30	120	150
4	Co operation (Co-operative Marketing)	BASCPC202	6	30	120	150
	OR Sociology Indian Society – Rural & Urban	BASSOC202				
5	Economics (Monetary Economics)	BASECC202	6	30	120	150
6	General Studies	BASGSG201	4	20	80	100
7	Co & Extra Curricular Activities					50

Credit-based III Semester B.A.
(2015-16 Batch Onwards)
General Proficiency and Communicative English
4 Hours per Week. Max. Marks: 100

Features:

The syllabus is designed for 40 hours (4 hours per week). The Maximum Marks allotted is 100 (80+20). The duration of the semester exam is 3 hours.

Objectives:

- To learn the right use of punctuation.
- To gain the ability to interpret notices found in public places.
- To acquire competence in the spoken form of English.
- To encourage the creative use of language.

Course Content:

Text:

THINGS FALL APART : CHINUA ACHEBE

▪ **Grammar:**

- 1) Punctuation
- 2) Bibliography
- 3) Interpretation of Notices
- 4) Preparing advertisements
- 5) Dialogue-writing

Course Outcome:

▪ **Essay questions:**

- 1) Describe the pathetic story of Ikemefuna.
- 2) How has Umuofia changed during the 7 years of Okonkwo's exile?
- 3) Discuss the main themes of the novel, "Things Fall Apart".
- 4) Explain the aptness of the title, "Things Fall Apart".
- 5) Discuss the strength and weakness of Okonkwo.
- 6) Why does Okonkwo commit suicide?
- 7) What were the circumstances that led to the exile of Okonkwo from Umuofia?
- 8) Examine the place of women in "Things Fall Apart".
- 9) Sketch the character of Nwoye.
- 10) Describe some of the Ibo customs and practices.

P.T.O.

▪ **Short answer questions:**

- 1) What was Okonkwo's achievement in boxing?
- 2) Why is Okonkwo ashamed of his father, Unoka?
- 3) Why is Nwakibie considered as a successful man in Igbo society?
- 4) Why does Ezeani refuse the kola nut offered by Okonkwo?
- 5) Describe Chielo in ordinary life.
- 6) Why are the people of Umuofia so excited about locusts?
- 7) What does Ekwefi mean when she says Ezinma is probably going to stay?
- 8) What is the law of Umuofia concerning the bride price of a woman who runs away from her husband?
- 9) What role do Uzowulu's neighbours play in the trial?
- 10) Narrate briefly Ekwefi's story about the greedy and cunning tortoise.
- 11) Describe the New Yam festival.
- 12) How are disputes settled in Umuofia?

▪ **Grammar:**

- 1) Punctuate the following statement and use capital letters wherever necessary.
have you submitted your assignment roopa asked the teacher.
- 2) Rearrange the following details in bibliographic format:
Publisher: Indian Institute of Advanced Study
Title of the book: *Towards a Poetics of the Indian English Novel*
Place of Publication: Shimla
Year of Publication: 2000
Author: Makarand Paranjape
- 3) Interpret **any one** of the following notices in one or two sentences:
 - i) Trespassers will be prosecuted
 - ii) To let
 - iii) Queue please
- 4) Prepare an advertisement for sun television within a frame. Write a slogan and USP.
- 5) Write a dialogue of about 10-15 sentences on any one of the following:
 - a) The Student Council President discussing the College Day with the Principal.
 - b) Two students sharing their views with regard to Cauvery water dispute between Karnataka and Tamil Nadu.

Student Evaluation Components

SL.NO	TYPE OF ASSESSMENT	WEIGHTAGE
1.	Internal assessment:2 tests & assignment	20% (20 Marks)
2.	University Examination of 3 Hrs duration	80% (80 Marks)

UluAAPADzAj vaCwAAiA ©.J Ylk
MEgeAiA ZNAmO
YMB: PEqA

(YbAPBA : 2014-15 ANUCENAgzA A EPgU)
(AgPE 4 UAmUka Cku, Uj AAPUka: 100)

PEqAYMBAiA GzANUKA:

1. @ va EZAj PA, AEAOPA, JAEAZEAVPA OAUKE 1M JAZEAI A SAZUMENB CZAIIEA AlAQAlZ.
2. MAUENQA, EAUAENQA, OPE UENQAZA EP CAZAI A, ZP VA SAQAIA 1M AC PA A BAgUMENB PR AIAAlZ.
3. PEQAZA EWAAEA AREUKA, YMB CApAC, AREUKENB PR AIAA AlAEOPA OPE AVPA J EA AVIEA PBAENB YJ ZA AlZ.
4. UZA APPENUKA OPE UENQA UZAZA «ZEP ENB PAZASJ AIEAN «ZAYOUKE YJ ZA AlZ.
5. QAIANPA PEQAZP e DZAP «ZAgzagUka OAUKE JAEAZEAVPA «EA UMEAN ZAO AlA ASAEA CZAIIEA AlAQAlZ.

WA PA- 1 bP AAE AgPA - gEA

YBUKA:

1. ' bP AAE AgPA' PA Al AUZAl OAg AlOVP ENB AOAP AV w1/2j.
2. ZAIIEAOZEIEA AlOVP ENB gEA awaz SAIAENB «aj 1.

WA PA- 2 : AZEUKA - CPA AlAZA

YBUKA:

1. CPEA AAE PA VEVA AI ANVO FAIEA PAUMENB DPAIA AZEUKA »EB AlA e «aj 1j.
2. CPA AlAZA Al Al SzAOEA AEAE ANVO CZJA OqAUke YqZA ZEP Al PAdAOEIEA PEQA Al SAAP E DPAIA AZEUKA e AU AE SA CZ E?

WA PA- 3 : PAIA VEAJ EAJ - YAwO ASa

YBUKA:

1. PEGPA F gEYAZP e SAZA SAEI AZADAIA ZABRAENB PMAZA YJ AIAENB «aj 1j.
2. PEGPA F ANVO ZADAIA AlAZAZA AgAP ENB SgE-AJ.

WA PA- 4 : ZAQEA EA- WAgE AEERPA

YBUKA:

1. YAgAl YZAEA AlA IAIAENB WAgE AEERPA Al AU E RAR ZAgE?
2. OUEGMA YW Al AVPA AEAEA AlA ZAQEA EA PR EZP e AU E C P PUEARZP?

WA PA- 5 : LPJAEA PAIAAgAQK UtUgE

YBUKA:

1. LPJAEAZP e PAIAIA ZI70 AlAU e APP AVZE? «aj 1j.
2. LPZA PIAIAENB Pk PAIAAgQA AlAU arZAgE?

WA PA- 6 : WDEAPNE - MeqAPNEQA AEA AkA

YBUKA:

1. PMP SZAQAZA CJ «EA WDEM AUAl YBAIAIAENB Pk AlAU awaz ZAgE
2. SZAOEA UNOVIZAl CUM ENB WDEA PNE Pkve AlAU awz AVZP?

WA PA- 7 : gEAZAl WAAUEAZP - PE; YEtOZAZvAd 1e

YBUKA:

1. YEtO ZAZvAd 1AIA Al J VzAl AlZ Al Al EA UAcgA PAVFUMA AlA ? «+A 1j.
2. AlZAl - Al»w PAJ VA VAd 1AIA Al Ag AlEZP EZPA DAEAZEUMAEA?

W/A PA- 8 : CUZP e CVRC aA - EAUA±A o UqE

ƳEUA:

1. CUZP e CVRC aA ƳSAZP e UESgZa Vqa 170 zA CaAAvUUA EA ?
2. 'aAEAIAUAUA MAZA 'A AEA aAgA Ƴj gZa ƳAoA PP 'AvZE «±A 1'.

W/A PA- 9 : CƳAmi o aAmi DSÁEA- aA AZA Zb

ƳEUA:

1. CƳAmi o aAmi UUA DZAP fA EA ±E° UE o AUÉ ƳEPP AVZE ? «a j 1j
2. CƳAmi o aAmi UUA e E bAIAA a gA A ƳE AUUA EA B ƳO Ƴ AV «±A 1j

W/A PA- 10 : MAZA CƳgMEƳZA ƳE APkE - CSÁr i S²Ági

ƳEUA:

1. PAAK ƳA 'Áj aAvAU gA AZAZb 'i gA ƳSAZA AiA A SUIAZA ? «a j 1j.
2. aAEAUA ƳSAZUUE eAw, aAvA, ZP AOUKA 'A° o AV®e - ' MAZA CƳgMEƳZA ƳE APkE ƳSAZAZA »EB AIA° e Zbõ'.

W/A PA- 11 : PAA PA MEJ AiA EA UjVA ZAZb Rgi

ƳEUA:

1. StP EA B «AAj 'AIAA A - EA PkEõ vP AZAU A PA J EAVAGÉ - ARO- «a j 1j.
2. PAA StZa SUE AROAiA CE A P P EA B GZÁ o gUÉ ƳvA Zbõ'j.

W/A PA- 12 : CAIAV PA PEA

1. A±EAZE ƳSAZUUA - CgAt PA AAgI J, i. Dgi
2. EA r avE- zAõ

ƳEUA:

1. A±EAZE ƳSAZ gZE AiA «a zA o AVUUA EA B «a j 1j.
2. A±EAZE JAZg EA ? EAZA CzA ±EP PA 2 AV gME ƳAU EA gA A SUE o AU P
3. EA r avE JAZg EA ? EA r avZa aA A k EA a AE o UUA AiA A PA ?
4. EA r avZa 'AIAI PA j vA «a j 1j.

W/A PA- 13 : EA wgAV zAEAt dO (PAZMSj) - aA o A o AUA

ƳEUA:

1. EA t d EA «o PkE a DU P EA B PAZMSj AiA° e agME, 1gA A SUE o AUÉ ? «a j 1j.
2. ƳEA T AiA ƳAvZa a E Ƴ P EA B «a j 1j.
3. ƳE w AiA a AAZE a AEAUA ƳAIAVA «ƳP AUA a SUIA EA B EA t d O EA wgAV A A »EB AIA° e «a j 1j.

o U k Ƴ A AZA Ƴ b b Ƴ A UUA:

1. ƳAIA 1 (ƳzA ƳAPP E) : ƳzA EA ƳA ƳZ P gA - ƳEe ƳP o A 'KE «AUÉ qA
PAAI Aõ a Aõ o PA ƳA ƳZ P gA - qA. EAUA UÉ qA Dgi.
ƳE AgAUA, a AUUA KE gA «±D a «Z A P o AiA
2. EA V A e w (UzA ƳAPP E) : ƳzA EA ƳA ƳZ P gA - ƳEe. ƳP o A 'KE «AUÉ qA
PAAI Aõ a Aõ o PA ƳA ƳZ P gA - qA. EAUA UÉ qA Dgi.
ƳE AgAUA, a AUUA KE gA «±A «Z A P o AiA

«ZÁy o UUA a E o P A Ƴ EA W A P A A ± UUA:

PEA MS	a E o a A Ƴ EA Ƴ B g UUA	gA j CAPUUA
1	DAVj PA a E o P A Ƴ EA W A : JgqA QgA Ƴj AP UUA o AURE o Ai EA fVA ƳSAZ gZE E	20% (20 CAPUUA)
2	3 UA M UUA C A EA IA «±A «Z A P o AiA Ƴj API	80% (80 CAPUUA)

Code: BASARC201

Credit Based III Semester B.A. Degree
(Common to all Batches)
Course: Ancient History & Archaeology
Course Paper: History & culture of India To 1526-1856 A.D.
Number of Modules: 06
[6 hours per week. Max. Marks: 150]

Objectives of the Course:

- To study the advent of Mughal rule in India.
- To understand the social, religious & political condition of India under Mughals.
- To study the rise of Hindu power Under Maratas.
- To learn about advent of early European Traders to India.
- To study about the beginning of British political power in India.

Module I: The advent of Mughals (10 hours)

Central Asia and Babar – Battle of Khanva – Humayun & his struggle against Afghans – Sher Shah & the Sur interregnum- SherShas's administration and achievements

Course Outcome:

1. Write short note Battele of Khanva.
2. Briefly explain the administrative system of Sher Shash Suri
3. Write a short note on Babur.

Module II: The Mughals in power (10 hours)

Expansion of the Mughal empire – Akbar – relations with the Rajaputhana, Gujarat, Deccan, & Bengal
The integration of the empire –Religious policy of Akber –Jhangeer & Nurjahan – Shaha Jahana & the return to orthodoxy.

Course Outcome:

1. Explain the religious policy of Akber.
2. Write a short note on Deccan Policy of Akber.
3. Explain the role of Nur Jahan in Jahangeer's rule.
4. Write a short note on Cultural contribution of Shaha Jahan .

Module III:- State & Society (08 hours)

The king & the court – Mughal nobility – The mansabdary& jagirdari – army –bureaucracy – revenue system- thodarmal- society & culture- literature, architecture,music & painting.

Course Outcome:

1. Briefly explain the administrative system under Mughals
- 2.. Write a short note on Manasabdari System
3. Explain the revenue system under Mughals.
4. Explain the cultural contributions of Mughals

Module IV: The Decline of the Empire (08hours)

Aurangjeb –the Rajaputh policy – religious attitude – Shivaji & the rise of the Maratas – Mughals – Marata relations – Aurangjeb's relations with Deccan – decline of the moghals.

P.T.O.

Course Outcome:

1. Write a short not on Rahpoth policy of Aurangajeb
2. Explain the character & achievements of Shivaji
3. Write a short note on Aurangajeb’s relation with Deccan.
4. Explain the causes for the declaim of Mughal Empire

Module IV: Early European Traders (08hours)

Advent of the Europeans- the Portuguese dominion in India- the other European elements- the French & the English –Angle-French revelry in the Carnatic- the English in Bengal.

Course Outcome:

1. Write a short not on advent of Europeans.
2. Explain causes & results of Anglo- French rivalry in Carnatic.
3. Write a short note on Aurangajeb’
4. Explain the causes for the declaim of Mughal Empire

Module V: Beginning of British Political Domination: - (08 hours)

Robert Clive – Battle of Plassey – double Government in Bengal – Warren Hestings – Cornwallis – revenue settlement – Expansion under Wellesly – Dalhousie’s Annexation.

Course Outcome:

1. Explain the causes & result of the Battle of Plassey.
2. Write a short note Permanent settlement.
3. Write a short note on Double Government.
4. Write a note on the subsidiary alliance system.
5. Write a short note on Doctrine of Laps.

Books for Reference:

1. Mughal rule in India by S.M. Edward & Garrat
2. Medieval History of India by Meera Singh
3. The rise & fall of Mughal Empire by R.S Tripathi.
4. Rise of the Marata power by M.G.Ranade.
5. Advance History of Modern India by G.S Chhabra.

Student Evaluation Components:

Sl. No.	Type of Assessment	Weightage
1.	Internal Assessment: Two tests & assignment	(30 marks)
2.	University Examination of 3 hours duration. Question paper pattern: There will be three parts. Part A – Answer any three questions of 16 marks each out of five questions. Part B - Answer any six questions of 08 marks each out of eight questions. Part C – Map work one question for 12 marks. Part C - Answer any four questions of 06 marks each out of six questions	(120 marks)

Credit Based III Semester B.A. Degree
(Common to all Batches)
Course: Co-operation
Course Paper III: Co-operative Marketing
Number of Modules: 06
[6 Hours per week. Max. Marks: 150]

Objectives of the Course:

- To understand the nature and problems of agricultural marketing in India & foreign countries and find solutions to the marketing problems.
- To study the various aspects of marketable surplus in India.
- To learn a variety of marketing services required for marketing of agricultural goods.
- To analyse the role of co-operative marketing in agriculture.
- To examine the market practices of co-operative marketing.
- To gain knowledge of regulated markets.

MODULE I

Agricultural marketing: meaning, importance and characteristics of agricultural marketing. Problems of agricultural marketing in India. Agricultural marketing in Denmark and U.S.A.

Course outcome:

1. Explain the meaning, importance and characteristics of agricultural marketing.
2. Describe the problems of agricultural marketing in India. Suggest measures for its improvement.
3. Analyse the working of agricultural marketing in Denmark.
4. Discuss the features of agricultural marketing in U.S.A.

MODULE II

Marketable surplus: meaning, role of marketable surplus, determinants of marketable surplus, reasons for low marketable surplus in India, remedial measures.

Course outcome:

1. What is marketable surplus? Explain the role and determinants of marketable surplus.
2. Discuss the reasons for low marketable surplus in India. Suggest measures to increase marketable surplus.

MODULE III

Marketing services: buying, assembling, selling, transport, storage & warehousing, standardisation, grading, market information, market finance and market risk.

Course outcome:

1. Describe the functions of exchange.
2. Examine the services for physical supply of goods.
3. Explain the services of facilitating functions in marketing.

MODULE IV

Co-operative marketing: meaning, characteristics and advantages. Role of co-operative marketing. Structure of co-operative marketing societies – primary marketing societies: functions, price policies. National Agricultural Co-operative Marketing Federation: objectives, constitution and working.

Course outcome:

1. Describe the meaning, characteristics and advantages of co-operative marketing.
2. Explain the role played by co-operative marketing.
3. Discuss the structure of co-operative marketing in India.
4. Write on the functions and price policies of primary marketing societies.
5. Analyse the objectives, constitution and working of National Agricultural Co-operative Marketing Federation.

MODULE V

Market practices of co-operative marketing societies: commission agency, pledge advance, outright purchase, trade credit and pooling.

Course outcome:

1. Explain the different types of market practices of co-operative marketing societies.

MODULE VI

Karnataka State Agricultural Marketing Board: objectives, constitution and working. Regulated markets: meaning features and advantages.

Course outcome:

1. Examine the objectives, constitution and working of Karnataka State Agricultural Marketing Board.
2. Explain the meaning, features and advantages of regulated markets.

Books for Reference:

1. Kamath - Marketing: co-operative way
2. Memoria C.N. & Saxena R.D. – Co-operative in foreign lands
3. Report of the committee on co-operative marketing
4. Five year plan documents
5. Mathur B.S. – Co-operation in India.
6. Hagela T.N. –Principles, problems and practice of co-operation
7. Ruddar Datt & Sundaram K.P.M. –Indian Economy
8. Misra & Puri –Indian Economy
9. Philip Kotler – Marketing Management
10. Philip Kotler & Gary Armstrong – Principles of marketing
11. Sherlekar S.A. – Marketing management.

Student Evaluation Components:

Sl. No.	Type of Assessment	Weightage
1.	Internal Assessment: Two tests & assignment	20% (30 marks)
2.	University Examination of 3 hours duration. Question paper pattern: There will be three parts. Part A – Answer any two questions of 24 marks each out of four questions. Part B - Answer any four questions of 12 marks each out of six questions. Part C - Answer any four questions of 06 marks each out of six questions	80% (120 marks)

Code: BASSOC202

**Credit Based III Semester B.A. Degree
(Common to all Batches)**

Course: Sociology

Indian Society-Rural And Urban

Number of Modules: 05

(6 Hours per week. Max. Marks: 150)

Objectives of the Course:

- To understand rural and urban society in India.
- To understand village community.
- To study the rural social institutions.
- To know about tribal community.
- To understand urban community in India.
- To know about various urban infrastructure and urban problems.

MODULE I: Village Community 10 Hours

Village Community: Meaning, definitions, characteristics, types, problems.

Course Outcome:

1. What is village community? Explain its characteristics.
2. Explain the various types of village.
3. Explain the urban infrastructure facilities.
4. Describe various urban problems.

MODULE II: Rural social Institutions. 15 Hours

Joint Family: Meaning, characteristics, types .Caste –meaning characteristics, Varna and caste recent trends.

Course Outcome:

1. What is Joint family? Explain its features.
2. What are the different types of joint family?
3. Explain the characteristics of caste system.
4. Distinguish between caste and Varna.
5. Explain the recent changes in caste system.

P.T.O.

MODULE III: Tribal Community 10 Hours

Tribal Community: Meaning, distribution of tribal's characteristics, problems of tribal's.

Course Outcome:

1. Explain the features of tribal community.
2. Discuss the distribution of tribal's.
3. Explain the problems of tribal community.

MODULE IV : Urban Community. 12 Hours

Urban community: Meaning, characteristics, urbanism, urbanization, factors for the growth of cities.

Course Outcome:

1. What is urban community? Explain its characteristics.
2. Explain the feature of urbanism.
3. Explain the concept of urbanisation.
4. Discuss the factors for the growth of cities.

Books for Reference:

1. M .N. Srinivas : India's villages.
2. Louis Dumont:Homo Hierarchic us.
3. Kampala, Surrender Kumar : Managerial Economics
4. G.H .Gharry: Caste and Race in India.
5. Ram, Anuja: Social problems in India.
6. C.N .Shankar Rao : Bharathiya Samaja.
7. Desai A.R and S.D .Pilli: Slums and Urbanisation.

Student Evaluation Components:

Sl. No.	Type of assessment	weightage
1.	Internal assessment: two tests and assignment	20% (20 marks)
2.	University examination of Three hours duration. Question paper pattern: there will be three parts. Part A- Answer the following questions in 2-3 sentences each. Part B- Answer any five questions of 8 marks each out of 7 questions. Part C- Answer any four questions of 15 marks each out of 6 questions.	80% (80 marks)

**Credit Based III Semester B.A. Degree
(Common to all Batches)
Course: Economics
Course Paper III: Monetary Economics
Number of Modules: 06
(6 Hours per week. Max.Marks:120)**

Objectives of the Course:

- To understand the evolution and functions of money.
- To know the meaning of value of money and its measurement.
- To know the meaning of inflation and deflation, their causes, effects and remedial measures to control.
- To understand the working of commercial banks and the modern banking instruments used by the banks
- To understand the functioning of Central bank.
- To know about the organisation, working and achievements of IMF & World Bank.

MODULE I: Money:

08 Hours

Meaning- Definitions-Evolution of the money-Functions of money -functions of money

Course Outcome:

1. Explain the evolution of money.
2. What are the different functions of money?
3. Write a note on definitions of money.

MODULE II: Value of Money and its Measurement 22 Hours

Meaning-theories of value of money and its measurement: meaning-theories of value of money-quantity theory-transaction approach-cash balance approach index numbers-meaning steps involved in the construction of price index numbers-simple and weighted index numbers-difficulties and uses.

Course Outcome:

1. Explain the cash transaction version of the quantity theory of money.
2. Explain the cash balance version of the quantity theory of money.
3. What are index numbers? What are the steps involved in the construction of index numbers?
4. What are the uses and limitations of index numbers?

MODULE III: Inflation and Deflation

10 Hours

Meaning-types-causes-effects-remedies-deflation-meaning causes-effects-remedies

Course Outcome:

1. What is inflation? What are the types of inflation?
2. What are the effects of inflation? Suggest the remedial measures to control inflation.
3. What is deflation? Explain the causes of deflation. Suggest the remedial measures to control deflation.

MODULE IV: Commercial banking**20 Hours**

Meaning- functions- balance sheet-investment policy-credit creation-modern banking instruments- ATM-credit card-debit card and E-banking.

Course Outcome:

1. Explain the functions of Commercial bank.
2. Explain the balance sheet of a commercial bank.
3. Explain the investment policy of a Commercial bank.
4. Explain the process of multiple expansion of deposit by the commercial bank.
5. Write a note on the modern banking instruments and their operation.

MODULE V: Central banking**15 Hours**

Meaning-functions-monetary policy-meaning and objectives-methods of credit control-quantitative methods-bank rate-repo-reverse repo rate-open market operations-variable cash reserve ratio-qualitative methods

Course Outcome:

1. Explain the functions of a central bank.
2. What are the objectives of the monetary policy of a central bank?
3. Explain the quantitative methods of credit control.
4. Explain the various qualitative methods of credit control.

MODULE VI: International financial institutions**05 Hours**

I.M.F and World Bank

Course Outcome:

1. Explain the objectives, organisation and achievements of I.M.F.
2. Explain the objectives, organisation and achievements of the World Bank.

Books for reference:

1. Crowther G: An Outline of Money
2. Jingham M.L.: Monetary policy
3. Kulakarni Kishore: Modern Monetary Theory
4. Kurihara K.K: Monetary theory and Public policy
5. Shreyas R.S: Modern Banking
6. Seth M.L : Monetary Economics
7. Sundharam K.P.M : Money, Banking, Trade and Finance.

Student Evaluation Components:

Sl. No	Type of assessment	weightage
1	Internal assessment: Two tests and assignment	20% (30 marks)
2	University examination of 3 hrs duration Question paper pattern: There will be 3 parts. Part A- Answer any two questions of 24 marks each Out of 4 questions. Part B - Answer any four questions of 12 marks each out of 6 questions. Part C – Answer any four questions of 06 marks each out of 6 questions	80% (120 marks)

Credit Based III Semester B.A., Degree
Course: General Studies
Course Paper: General Studies
Number of Modules: 08
[4 Hours per week. Max. Marks: 100]

Objectives of the Course:

- To understand various aspects of the society.
- To study the various Scientists and Social Scientists and their gifts.
- To develop general knowledge awareness among the students.
- To provide knowledge for active participation in Competitive examinations.

MODULE I

Our Place in Time and Space

- a) The universe- Galaxies-stars- planets-Satellites –Asteroids, Comets and Block Hole.
- b) The origin of the Universe-The Big Bang Theory.
- c) Earth- size and structure- continental drift- plate tectonics Seismic Activities, Volcanoes earthquake, Tsunami
- d) Our world- The continents-Oceans and Seas-Mountains- Rivers, Deserts and lakes-Geographical features of India- Mountains and Ghats,- Seas and Rivers, Deserts and Forests.

Course outcome:

1. The Earth is the _____ largest planet in our solar system
a. a) 1st b) 3rd c) 5th d) 7th
2. Lakshadweep islands are in _____
a. a) Indian Ocean b) Arabian Sea c) Caspian Sea d) Bay of Bengal
3. The scientific study of earthquake is called _____
a. a) Geology b) Biology c) Seismology d) None of the above
4. How much land area of the world is considered as true desert?
a. a) 1/7th b) 1/5th c) 1/6th d) 1/8th
5. “The solar system itself is only a part of a much vaster star system” it is called _____ -
a. a) Earth b) Galaxy c) Milky Way d) Solar system

MODULE II

Some Scientists who have changed our vision toward our world and what we could do?

Contribution of Copernicus, Galileo, and Newton, to the understanding of the Universe, James Watt and heat Engines, Volta – Battery, Faraday- Dynamo and Electronic Power, Einstein and theory of Relativity; Rutherford- Discovery of Atomic Nucleus and development of Nuclear Energy; William Bradford Shockley-development of transistor and electronic Revolution; Linnaeus –Taxonomy; Darwin The theory of evolution, Gregory Mendel-Theory of Inheritance; Watson, crick, and Wilkins-DNA Model, Edward Jenner – Vaccination, Louis Pasture- Pasteurization; Alexander Flaming-Antibiotics; Dmitri Mendeleev- Periodical Tables; John Delton- Atomic Mass; G.N. Lewis- Acid and Base Theory; Charaka and Shushruta-Indian Knowledge in Medicine and Surgery.

Course outcome:

1. Who is cause behind of the idea of modern scientific method of naming plants and animals?
a) Erenest Ruther Ford b) Albert Einstein
c) Michael Faraday d) Carolus Linnaeus
2. Taxonomy is the scientific classification of _____
a) Plants and animals b) Science and social sciences
c) Animals and birds d) All the above

3. According to carolus Linnaeus the basic units of plant kingdom and animal kingdom was
 - a) Classes b)Species c)Orders d) Genus
4. Which of the following is not the contribution of Linnaeus?
 - a) The system of binomial nomen clatuer
 - b) Classification of Living organism
 - c) The law of segregation
 - d) The method of naming plant and animals
5. Charles Darwin was born on_____
 - a) 2 Feb 1809 b) 3 Feb 1809 c) 2 March 1809 d) 3 March 180

MODULE III

Science as it Matter to us

Structure of Chromosome – DNA – Gene - Biotechnology and its application; Biogas-Insulin, Vaccines, enzymes, asteroids, dairy products, Brewery.

Genetic Engineering, Transgenic Plants and Animals, DNA finger printings, Gene therapy; tissue culture, stem cell culture

Hazardous of bio technology on health and environment- social and ethical problems

Course outcome:

1. Each metaphase chromosome is made up of two identical, cylindrical rod shaped structure called
 - a) Centro mere b) Chromatids c) Primary constriction d) All the above
2. The terminal part of the chromosome extending beyond the secondary constriction is Known as-.
 - a) Chromonema b) Chromatin c) Satellite d) Telomere
3. The stainable material of chromosome is_____
 - a) Telomere b) Chromomers c) Satellite d) Chromatin
4. The structure of chromosome as studied by electron microscope is known as_____
 - a) Structure b) Ultra structure c) Chromomers d) Chromatin
5. One Horse Power is equal to _____ watts.
 - a) 784 b) 746 c) 754 d) 764

MODULE IV

Making of Modern World

The modern revolutions and the ideas which they upheld- the English Revolution, the American Revolution, the French Revolution, the Russian Revolution

Course outcome:

1. England revolution was marked by prolonged conflicts between_____
 - a) King & people b) King &parliament
 - c) Parliament &People d) None of the above
2. When did America get Independence?
 - a)1976 b)1776 c) 1876 1947

MODULE V

The Ideas and changes in the Modern world

Colonialism and Imperialism- De colonialism,

The world wars- Attempt to forge International community-League of Nations- U.N.O. – Common wealth-NAM-SAARC-EU.

The end of Cold war and the experience of the unipolar world

1. SAARC Established in_____.
 - a. 1985 b. 1975 c)1980 d. 1983
2. Cold war ended in the year _____.
 - a. 1991 b.1990 c. 1992 d.1989

P.T.O.

Course outcome:

- England revolution was marked by prolonged conflicts between_____
 - King & people
 - King &parliament
 - Parliament &People
 - None of the above
- When did America get Independence?
 - 1976
 - 1776
 - 1876
 - 1947

MODULE VI

Gandhiji in the making of modern India
 Satyagraha, Non-violence, Rural India, Social justice
 Dr. B.R. Ambedkar- Dalith empowerment

Course outcome:

- Non cooperation Movement took place in the year____.
 - 1942
 - 1946
 - 1947
 - 1938

MODULE VII**Eminent Personalities**

Sawmi Vivekananda, Rabindranath Tagore, Jamshedji Tata, Sir M. Vishweshwarayya, Srinivas Ramanujam, Sir. C.V.Raman, Homi.J.Babha, Dr. S Radhakrishnan, P.V.Kane, Vikram Sarabhai, Bismilah Khan, M.S. Subhalakshmi, Balasaraswathi, R.K.Narayan, Kota Shivarama Karanth, K.K. Hebbar, Satyajit Ray, Nargis Datt, Dhyanchand, Ranjithsinhji, Mother Theresa.

Course outcome:

- The Novel written by Kota Shivarama Karantha_____.
 - Chomana Dudi
 - Malegalalli Madumagalu
 - The guide
 - None

MODULE VIII

Living in Modern India

Changing perceptions of Development-

- Privatization, Liberalization, Globalization and Consumerism
- Empowerment of People- Consumer's Rights- Lokayukta- Right to information-Role of the media
- Income tax- Computation of income tax-Taxable income-authorized deductions-filing income tax returns of the salaried class
- Symbols of Independent India, National flower, Animal, bird, National flag – National Song (Vande Mataram)-National Anthem.

Course outcome

- Consumer Protection Act came into force on
 - 1976
 - 1986
 - 1994
 - 2004
- Indian National Bird____.
 - Peacock
 - Parrot
 - Dove
 - Crow

Books for reference:

- General Books, Periodicals, Magazines, Manorama year Book

Student Evaluation Components

SL.NO	TYPE OF ASSESSMENT	WEIGHTAGE
1.	Internal assessment:2 tests & assignment	20% (20 Marks)
2.	University Examination of 3 Hrs duration	80% (80 Marks)

Ī% Dynamics of Poetry in Fiction Ī% The Creative Contours of Ruskin Bond (ed.) Ī% A Passage to Shiv K. Kumar Ī% The Indian English Novel Today (ed.) Poetry Ī% So Many Crosses Ī% The Vermilion Moon Ī% In the Olive Green. Ī% Lamhe (Hindi).Â No part of this book may be reproduced, stored in a retrieval system, or transmitted, in any form or by any means, electronic, mechanical, photocopying, recording or otherwise, without the prior permission of the copyright owner. ISBN (10): 1-4438-4951-0, ISBN (13): 978-1-4438-4951-7. For the lovers of the Indian English novel.Â 1 The Narrative Strands in the Indian English Novel: Needs, Desires and Directions Prabhat K. Singh. Chapter Two . Read this article to know about the history of Indian English Drama, its characteristics and the main playwrights, Indian English Dramatists, Drama in India.Â Indian drama came 2000 years before Aristotleâ€™s monumental work â€˜Poeticsâ€™. Ad. The journey of Indian Drama begins with the Sanskrit plays, among which Natyashastra is the oldest text of the theory of the Drama. Thus the origin of Indian drama is found in the Vedic Period. Most celebrated dramatists of the ancient era are Ashwagosh, Bhasa, Shudraka, Kalidasa, Harsha, Bhavbhuti, Vishakhadatta etc. Literature in Sanskrit is classified into two categoriesâ€™. Drishya:- that can be seen; and. Sravya:- that can be heard. Drama falls in the category of Drishya. Ad. Historical Background. The first book written by an Indian in English was Travels of Dean Mahomed, a travel narrative by Sake Dean Mahomed published in England in 1793. In its early stages, IEL was influenced by the Western novel. Early Indian writers used English unadulterated by Indian words to convey an experience which was essentially Indian. Bankim Chandra Chattopadhyay (1838â€“1894) wrote Rajmohan's Wife and published it in 1864; it is the first Indian novel written in English. Raja Rao (1908â€“2006), Indian philosopher and writer, authored Kanthapura and The Serpent and the Rope, which are Indian in terms of Indian literature refers to the literature produced on the Indian subcontinent until 1947 and in the Republic of India thereafter. The Republic of India has 22 officially recognized languages. The earliest works of Indian literature were orally transmitted. Sanskrit literature begins with the oral literature of the Rig Veda a collection of literature dating to the period 1500â€“1200 BCE. The Sanskrit epics Ramayana and Mahabharata were subsequently codified and appeared towards the end of the 2nd