# 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**<br>(History & culture of India To 1526-1856 A.D.) | BASARC201 | 6 | 30 | 120 | 150 |
| 4 | **Co operation**<br>(Co-operative Marketing )<br>OR<br>**Sociology**<br>Indian Society – Rural & Urban | BASCPC202<br>BASSOC202 | 6 | 30 | 120 | 150 |
| 5 | **Economics**<br>(Monetary Economics) | BASECC202 | 6 | 30 | 120 | 150 |
| 6 | General Studies | BASGSG201 | 4 | 20 | 80 | 100 |
| 7 | Co & Extra Curricular Activities | | | | | 50 |

Code:BASENL203

# 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 Umofia 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) |

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**BASKAL203**

**UÄuÁAP DzÁjv ¢wÃAiÄ ©.J ¥z«**
**ªÄÆg£AiÄ ZvÄªiÁð¸**
**¥wP : P£¦q**
**(¥o¦ PªÄ : 2014-15 ªÄvÄ C£Avgz ¸Á°£ªgU)**
(ªÁgP¦ 4 UAmU¼ Cª¢ , UjµÁAPU¼Ä: 100)

**P£¦q ¥wPAiÄ GzÃ±U¼Ä:**

1. ®°v, ª¦ZÁjP , ª¦eÁ¤P , ¸A±ÆÃz£ÁvÉP ºÁUÆ ¹¦Ã ¸AªÃz£AiÄ ¥§AzU¼£Ä¦ Cz¦AiÄ£ ªiÁqÄª¦zÄ.
2. º¼U£¦q , £qÄU£¦q , ºÆ¸U£¦qz £ªÇÃzAiÄ , z°v §AqÁAiÄ ¹ÃªÁ¢ PÁª¦ ¥PÁgU¼£Ä¦ P°AiÄÄª¦zÄ.
3. P£¦qz EwÃa£ ¯ÃR£U¼Ä , ¥wPÁ CAPt, ¯ÃR£U¼£Ä¦ P°AiÄÄª ªÄÆ®P ºÆ¸ v¯ªiÁj£ aAv£ PªÄª£Ä¦ ¥jZ¬Ä¸ÄªÄ¦zÄ.
4. Uz¦ ¸AP®£U¼° ºÆ¸ U£¦q Uz¦z ª¦«z¦ª£Ä¦ PÁzA§jAiÄ£Ä¦ «zÁ¦yðU½U ¥jZ¬Ä¸ÄªÄ¦zÄ.
5. QAiiÁvÉP P£¦qz° DzÄ¤P «ZÁgzÁgU¼Ä ºÁUÆ ¸A±ÆÃz£ÁvÉP «£Á¦¸U¼£Ä¦ Zað¸Äª ªÄÄSÃ£ Cz¦AiÄ£ ªiÁqÄª¦zÄ.

**WIP – 1 b® ªÄ£ ªÄgªA – g£¦**

**¥±¦U¼Ä:**

1. ‘ b® ªÄ£ ªÄgªA’ PÁª¦ ¨ÁUz ©Ãµ¦g ª¦QvªÉ£Ä¦ ¸AQ¥ªÁV w½¹j.
2. zÄAiÆÃðz££ ª¦QvªÉ£Ä¦ g£¦£Ä aw¹z §UAiÄ£Ä¦ «ªj¹.

**WIP – 2 : ªZ£U¼Ä – CP¦ ªÄºÁzÃ«**

**¥±¦U¼Ä:**

1. CP¦£ ªiÁ£¹P vÆ¼¯Ál ªÄvÄ fÃª£Á£Ä¨ªU¼£Ä¦ DPAiÄ ªZ£U¼ »£¦¯AiÄ° «ªj¹j.
2. CP¦ ªÄºÁzÃ«AiÄ ¨ªz §zÄQ£ ªÃz£ ªÄvÄ CzjA ©qÄUq ¥qzÄ Z£¦ªÄ°PÁdÄð££ PÆqÄª §AiÄP DPAiÄ ªZ£U¼° ºÃU ªÄÆr§A¢z ?

**WIP – 3 : P¦AiÄ vÆÃj¸ £Áj - ¥Áwð¸Ä§¦**

**¥±¦U¼Ä :**

1. PÆgªAf gÆ¥z° §Az §º¦£Ä zÃªQAiÄ zÄBRª£Ä¦ P¼z ¥jAiÄ£Ä¦ «ªj¹j.
2. PÆgªAf ªÄvÄ zÃªQAiÄ ¸AªÁzz ¸Ág¸¦ª£Ä¦ §g¬Äj.

**WIP – 4 : ZAq±Á¸£ - ¨¼Ug eÁ£PªÄ¦**

**¥±¦U¼Ä:**

1. ¥ÄgÄµ ¥zÁ£ ª¦ª¸¦AiÄ£Ä¦ ¨¼Ug eÁ£PªÄ¦ ºÃU RAr¹zÁ¦g ?
2. ºuÆ§¼ ¥w¨l£ÁvÉP ªÄ£ÆÃ¨Áª ZAq±Á¸£ Pª£z° ºÃU C©ª¦PUÆArz?

**WIP – 5 : LP¦UÁ£ – PAiiÁ¦g Qkt¦ g¦**

**¥±¦U¼Ä:**

1. LP¦UÁ£z° ¸ªÄ£AiÄ z¦¶ ºÃU ª¦PªÁVz ? «ªj¹j.
2. LP¦z PgAiÄ£Ä¦ P« PAiiÁ¦ggÄ ºÃU ¤ÃrzÁ¦g?

**WIP – 6 : ¨¼Q£ PÆ° - ªÄÆqÁ¦PÆqÄ a£¦¸Á«Ä**

**¥±¦U¼Ä:**

1. Pv® §zÄQ¤Az Cj«£ ¨¼Q£v ¸ÁUÄª ¥QAiÄAiÄ£Ä¦ P« ºÃU aw¹zÁ¦g.
2. §zÄQ£ Unv£z CUvª£Ä¦ ¨¼Q£ PÆ° P«v ºÃU aw¸Ävz?

**WIP – 7 : «gÆÃzÁ¨Á¸U¼ UÆAz® - P.¦ ¥ÆtðZAz vÃd¹¦**

**¥±¦U¼Ä:**

1. ¥Ætð ZAz vÃd¹AiÄªjVz¦ ¸Á»v¦z ªÄÃ°£ UA©g PÁ¼fU¼Áª¦ª¦ ? «±Ã¶¹j.
2. ¸Á»v¦ - ¸Á»w PÄjvÄ vÃd¹AiÄªg ªÆzªÆz®Ä D¯ÆÃZ£U¼Ã£Ä ?

**WlP – 8 : CUlz° CV¢ªl - £ÁUÃ± °Uq**

**¥±U¼Ä:**

1. CUlz° CV¢ªl ¥§Azz° UÆ§gz Vq ¸¦¶¹z CªÁAvgU¼Ã£Ä ?
2. 'ªÄ£AiÄAU¼z MAzÄ ¸ÁªiÁ£l ªÄg ¥j¸gz ¥Áo P°¸Ävz' «±Ã¶¹

**WlP – 9 : C¥Ámïðª ÄAmï DSÁl£ – ª¸ÄzÃAz**

**¥±U¼Ä:**

1. C¥Ámïð ªÄAmïU¼Ä DzÄ¤P fÃª£ ±¦°U °ÃU ¸ÆPªÁVz ? «ªj¹j
2. C¥ÁmïðªÄAmïU¼° £qAiÄÄª g¸ ¥¸AUU¼£Ä¸ ¸AQ¥ªÁV «±Ã¶¹j

**WlP – 10 : MAzÄ C¥gÆ¥z ¥ÃªÄPx – C§Ä¯ï §²Ãgï**

**¥±U¼Ä:**

1. PÄAk¥ ¨Ál ªÄvÄ gÁªÄZAz ¨lg ¸A§Az AiiÁª §UAiÄzÄ ? «ªj¹j.
2. ªÄ£Äµl ¸A§AzU½U eÁw, ªÄv , zªÄðU¼ ¨Ã° °AV® – ' MAzÄ C¥gÆ¥z ¥ÃªÄPv' ¥§Azz »£¯AiÄ° Zað¹.

**WlP – 11 : P¥Ä P¸ÆjAiÄÃ £ÁUgv¢ ZAz±ÃRgï**

**¥±U¼Ä:**

1. §tª£Ä¢ «ÄÃj ¨¼AiÄÄª ¯ÆÃP¥e vªÄzÁU¨ÃPÄ J£Ä¢vÁg ¯ÃRQ- «ªj¹j.
2. P¥Ä §tz §Ul ¯ÃRQAiÄ C£Ä¨ªª£Ä¢ GzÁºgu ¸»v Zað¹j.

**WlP – 12 : QAiiÁvlP P£¢q**

1. ¸A±ÆÃz£ ¥§AzU¼Ä – CgÄt PÄªiÁgï J¸ï. Dgï
2. £Ä r av – zÃ®ð

**¥±U¼Ä:**

1. ¸A±ÆÃz£ ¥§Az gZ£AiÄ «ªz °AvU¼£Ä¢ «ªj¹j.
2. ¸A±ÆÃz£ JAzgÃ£Ä ? EAzÄ CzÄ ±¦PtP ²¸ÁV gÆ¥ÄUÆArgÄª §U °ÃU?
3. £Ärav JAzgÃ£Ä ? £Äravz ª¸Ä«£ ªÄÆ®U¼Ä AiiÁªlªl ?
4. £Äravz ¨ÁµAiÄ PÄjvÄ «ªj¹j.

**WlP – 13 : £¢ wgÄV¹z £Átd (PÁzA§j) – ªÄºÁ°AU**

**¥±U¼Ä:**

1. £Átd£ «®Pt ªlQvªÄ¢ PÁzA§jAiÄ° ¤gÆ¦¹gÄª §U °ÃU ? «ªj¹j.
2. ¥ÆÃtAiÄ ¥Ávz ª¦²µ¤ªÄ¢ «ªj¹j.
3. ¥P¦wAiÄ ªÄÄAz ªÄ£Äµl ¥AiÄv¢ «¥®ªÁUÄª §UAiÄ£Ä¢ £Átdl £¢ wgÄV¸Äª »£¯AiÄ° «ªj¹j.

**¤U¢¥r¸¯Áz ¥ol ¥Ä¸PU¼Ä:**

1. ¥AiÄ¹¤ (¥zl ¸AP®£) : ¥zÁ£ ¸A¥ÁzPgÄ - ¥Æ. ¸©ºÁ ¨Æ«ÄUËq
   PÁAiÄð¤ªÁðºP ¸A¥ÁzPgÄ – qÁ. £ÁU¥l UËq Dgï.
   ¥¸ÁgÁAU , ªÄAU¼ÆgÄ «±ðª «zÁl¤®AiÄ
2. £ÃvÁªw (Uzl ¸AP®£) : ¥zÁ£ ¸A¥ÁzPgÄ - ¥Æ . ¸©ºÁ ¨Æ«ÄUËq
   PÁAiÄð¤ªÁðºP ¸A¥ÁzPgÄ – qÁ. £ÁU¥l UËq Dgï.
   ¥¸ÁgÁAU , ªÄAU¼ÆgÄ «± «zÁl¤®AiÄ

**«zÁlyðU¼ ªiË®lªiÁ¥£ WlPÁA±U¼Ä:**

| PªÄ ¸ASl | ªiE®l ªiÁ¥£z ¥PAgU¼Ä | ¸gA¸j CAPU¼Ä |
|---|---|---|
| 1 | DAvjP ªiE®lªiÁ¥£U¼Ä : JgqÄ QgÄ ¥jÁPU¼Ä °AUÆ ¤AiÆÃfv ¥§Az gZ£ | 20% (20 CAPU¼Ä) |
| 2 | 3 UAmU¼ CªÁ¢AiÄ «± «zÄ¤®AiÄ ¥jÁP | 80% (80 CAPU¼Ä ) |

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**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.<br>Question paper pattern: There will be three parts.<br>Part A – Answer any three questions of 16 marks each out of five questions.<br>Part B - Answer any six questions of 08 marks each out of eight questions.<br>Part C – Map work one question for 12 marks.<br>Part C - Answer any four questions of 06 marks each out of six questions | (120 marks) |

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**Code: BASCPC202**

# 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.

**P.T.O.**

**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.<br>Question paper pattern: There will be three parts.<br>Part A – Answer any two questions of 24 marks each out of four questions.<br>Part B - Answer any four questions of 12 marks each out of six questions.<br>Part C - Answer any four questions of 06 marks each out of six questions | 80% (120 marks) |

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**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.

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**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.<br>Question paper pattern: there will be three parts.<br>Part A- Answer the following questions in 2-3 sentences each.<br>Part B- Answer any five questions of 8 marks each out of 7 questions.<br>Part C- Answer any four questions of 15 marks each out of 6 questions. | 80% (80 marks) |

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**Code: BASECC202**

# 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.

**P.T.O.**

**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. Jinghan 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<br>Question paper pattern: There will be 3 parts.<br>Part A- Answer any two questions of 24 marks each Out of 4 questions.<br>Part B - Answer any four questions of 12 marks each out of 6 questions.<br>Part C – Answer any four questions of 06 marks each out of 6 questions | 80% ( 120 marks ) |

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**Code: BASGSG201**

# 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-Geographica 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 Shushrutha-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

**P.T.O.**

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:**

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 VI**

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

**Course outcome:**

1. Non cooperation Movement took place in the year____.
   a) 1942 b)1946 c)1947 d)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:

1. The Novel written by Kota Shivarama Karantha_____.
   a) Chomana Dudi b) Malegalalli Madumagalu c) The guide d) None

**MODULE VIII**

Living in Modern India
Changing perceptions of Development-

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

**Course outcome**

**1.** Consumer Protection Act came into force on
   a. 1976 b)1986 c)1994 d) 2004
**2.** Indian National Bird____.
   a) Peacock b) Parrot c) Dove d) Crow

**Books for reference**:

1. 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) |

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Writing in English (IWE), is the body of work by writers in India who write in the English language and whose native or co-native language could be one of the numerous languages of India. Its early history began with the works of Henry Louis Vivian Derozio and Michael Madhusudan Dutt followed by Rabindranath Tagore and Sri Aurobindo. R. K. Narayan, Mulk Raj Anand and Raja Rao contributed to the growth and popularity of Indian English fiction in the 1930s. It is also associated with the works of The success or failure of the Indian English novelist can be measured by the extent he or she manages to do this. The book also proposes two inter-related sets of theoretical triads to classify Indian English novels. These novels are imperial sub-imperial or subaltern in their content, and social anti-social or formalistic in their stylistic orientations.Â  This monograph is devoted to what might be described as the poetics of the Indian English novel. Its aim is to propose both a typology and a method of evalution so as to provide a reasonably good idea of what to expect from an Indian English novel. Its central arguments is that the Indian English novel is best understood and evaluated by its placement in a broader civilizational perspective.