

Karnataka State Higher Education Council

**Scheme of Teaching & Evaluation and
Curriculum for the 5th and 6th Semester B.Com
for the Academic Year 2023-24**

A. Scheme of Teaching & Evaluation for B.Com.

| Semester V | | | | | | | | |
|-----------------------|-------------|--|-------------------------------------|-------------------------------------|------------|------------|-------------|-----------|
| Sl. No. | Course Code | Title of the Course | Category of Courses | Teaching Hours per Week (L + T + P) | SEE | CIE | Total Marks | Credits |
| 36 | COM 5.1 | Financial Management | DSC-13 | 3+0+2 | 60 | 40 | 100 | 4 |
| 37 | COM 5.2 | Income Tax Law and Practice-I | DSC-14 | 3+0+2 | 60 | 40 | 100 | 4 |
| 38 | COM 5.3 | Principles and Practice of Auditing | DSC-15 | 4+0+0 | 60 | 40 | 100 | 4 |
| 39 | COM 5.4 | Elective 1 | DSE-1 | 3+0+0 | 60 | 40 | 100 | 3 |
| 40 | COM 5.5 | Elective 2 | DSE-2 | 3+0+0 | 60 | 40 | 100 | 3 |
| 41 | COM 5.6 | A. GST- Law & Practice B. Digital Marketing | Vocational-1 Anyone to be chosen | 2+0+2 | 50 | 50 | 100 | 3 |
| 42 | COM 5.7 | Cyber Security/ Employability Skills | SEC - SB | 2+0+2 | 50 | 50 | 100 | 3 |
| Sub -Total (D) | | | | | 400 | 300 | 700 | 24 |

Elective Groups and Courses:

| Discipline Specific Electives – V Semester (5.4 / 5.5) | | | | | | | | | | |
|--|-------------|--------------------------------|-------------|------------------------------------|-------------|-------------------|-------------|-----------------------------|-------------|------------------------------|
| Sl. No | Course Code | Accounting | Course Code | Finance | Course Code | Marketing | Course Code | Human Resources | Course Code | Information Systems |
| 1 | A1 | Indian Accounting Standards- I | F1 | Financial Institutions and Markets | M1 | Retail Management | H1 | Human Resources Development | I1 | Basics of Business Analytics |

Note:

- Under DSE, Dual Specialization to be offered, students should choose two elective groups from the above elective groups. Same elective groups should be continued in the 6th Semester also.

| Semester VI | | | | | | | | |
|-----------------------|-------------|--|--|-------------------------------------|------------|------------|-------------|-----------|
| Sl. No. | Course Code | Title of the Course | Category of Courses | Teaching Hours per Week (L + T + P) | SEE | CIE | Total Marks | Credits |
| 43 | COM 6.1 | Advanced Financial Management | DSC-16 | 3+0+2 | 60 | 40 | 100 | 4 |
| 44 | COM 6.2 | Income Tax Law and Practice-II | DSC-17 | 3+0+2 | 60 | 40 | 100 | 4 |
| 45 | COM 6.3 | Management Accounting | DSC-18 | 3+0+2 | 60 | 40 | 100 | 4 |
| 46 | COM 6.4 | Elective 1 | DSE-3 | 3+0+0 | 60 | 40 | 100 | 3 |
| 47 | COM 6.5 | Elective 2 | DSE 4- | 3+0+0 | 60 | 40 | 100 | 3 |
| 48 | COM 6.6 | A. Assessment of persons other than-Individuals & Filing of ITRs B. E- Commerce | Vocational -2 Anyone to be chosen | 2+0+2 | 50 | 50 | 100 | 3 |
| 49 | COM 6.7 | Internship | I-1 | 4 to 5 weeks | | 100 | 100 | 3 |
| Sub -Total (D) | | | | | 350 | 350 | 700 | 24 |

Elective Groups and Courses:

| Discipline Specific Electives – VI Semester (6.4/6.5) | | | | | | | | | | |
|---|-------------|-------------------------------|-------------|-----------------------|-------------|----------------------------------|-------------|----------------------------------|-------------|---------------------|
| Sl. No. | Course Code | Accounting | Course Code | Finance | Course Code | Marketing | Course Code | Human Resources | Course Code | Information Systems |
| 1 | A2 | Indian Accounting Standards-2 | F2 | Investment Management | M2 | Customer Relationship Management | H2 | Cultural Diversity at Work Place | I2 | HR Analytics |

Note:

1. Under DSE, Dual Specialization to be offered, students should choose two elective groups from the above elective groups. Same elective groups should be continued in the 6th Semester also.
2. The students shall undergo 4 to 5 weeks of internship programme in any business organization immediately after completion of 5th Semester Examination but before the commencement of 6th Semester classes.

| Name of the Program: Bachelor of Commerce (B.Com.) Course Code: COM .5.1 Name of the Course: Financial Management | | |
|---|-----------------------|-----------------------------|
| Course Credits | No. of Hours per Week | Total No. of Teaching Hours |
| 4 Credits | 4 Hrs | 60 Hrs |
| Pedagogy: Classrooms lecture, Case studies, Tutorial Classes, Group discussion, Seminar & field work etc., | | |
| Course Outcomes: On successful completion of the course, the students' will be able to <ol style="list-style-type: none"> Understand the role of financial managers effectively in an organization. Apply the compounding & discounting techniques for time value of money. Take investment decision with appropriate capital budgeting techniques for investment proposals. Understand the factors influencing the capital structure of an organization. Estimate the working capital requirement for the smooth running of the business | | |
| Syllabus: | | Hours |
| Module No. 1: Introduction to Financial Management | | 12 |
| Introduction –Meaning of Finance, Finance Function, Objectives of Finance function, Organization of Finance function -Meaning and definition of Financial Management; Goals of Financial Management, Scope of Financial Management, Functions of Financial Management, Role of Finance Manager in India. Financial planning-- Meaning –Need – Importance -Steps in financial Planning – Principles of a sound financial plan and Factors affecting financial plan. | | |
| Module No. 2: Time Value of Money | | 10 |
| Introduction – Meaning of time value of money-time preference of money- Techniques of time value of money: Compounding Technique-Future value of Single flow, Multiple flow and Annuity -Discounting Technique-Present value of Single flow, Multiple flow – and Annuity. Doubling Period- Rule 69 and 72. | | |
| Module No. 3: Financing Decision | | 14 |
| Introduction-Meaning and Definition of Capital Structure, Factors determining the Capital Structure, Concept of Optimum Capital Structure, EBIT-EPS Analysis- Problems. Leverages: Meaning and Definition, Types of Leverages- Operating Leverage, Financial Leverage and Combined Leverages. Problems. | | |
| Module No. 4: Investment Decision | | 12 |
| Introduction-Meaning and Definition of Capital Budgeting, Features, Significance – Steps in Capital Budgeting Process. Techniques of Capital budgeting: Traditional Methods – Pay Back Period, and Accounting Rate of Return – DCF Methods: Net Present Value Internal Rate of Return and Profitability Index- Problems. | | |
| Module 5: Working Capital Management | | 12 |
| Introduction- Meaning and Definition, types of working capital, Operating cycle, Determinants of working capital needs – Estimation of working capital requirements. dangers of excess and inadequate working capital, Merits of adequate working capital, Sources of working capital. Cash Management, Receivable Management, and Inventory Management (Concepts only). | | |

Skill Development Activities:

1. Visit the Finance Department of any organization and collect and record the Functions and Responsibilities of Finance Manager.
2. As a finance manager of a company advise the management in designing an appropriate Capital Structure.
3. Evaluate a capital investment proposal by using NPV method with imaginary figures.
4. Illustrate with imaginary figures the compounding and discounting techniques of time value of money.
5. Estimate working capital requirements of an organization with imaginary figures.
6. Any other activities, which are relevant to the course.

Books for reference:

1. I M Pandey, Financial management, Vikas publications, New Delhi.
2. Abrish Guptha, Financial management, Pearson.
3. Khan & Jain, Basic Financial Management, TMH, New Delhi.
4. S N Maheshwari, Principles of Financial Management, Sulthan Chand & Sons, New Delhi.
5. Chandra & Chandra D Bose, Fundamentals of Financial Management, PHI, New Delhi.
6. B.Mariyappa, Financial Management, Himalaya Publishing House, New Delhi.
7. Ravi M Kishore, Financial Management, Taxman Publications
8. Prasanna Chandra, Financial Management, Theory and Practice, Tata McGraw Hill.

Note: Latest edition of books may be used.

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|--|------------------------------|------------------------------------|
| Name of the Program: Bachelor of Commerce (B.Com.) | | |
| Course Code: COM 5.2 | | |
| Name of the Course: Income Tax Law and Practice – I | | |
| Course Credits | No. of Hours per Week | Total No. of Teaching Hours |
| 4 Credits | 4 Hrs | 60 Hrs |
| Pedagogy: Classrooms lecture, Case studies, Tutorial classes, Group discussion, Seminar & field work etc., | | |
| Course Outcomes: On successful completion of the course, the students will be able to | | |
| <ul style="list-style-type: none"> a) Comprehend the procedure for computation of Total Income and tax liability of an individual. b) Understand the provisions for determining the residential status of an Individual. c) Comprehend the meaning of Salary, Perquisites, Profit in lieu of salary, allowances and various retirement benefits. d) Compute the income house property for different categories of house property. e) Comprehend TDS & advances tax Ruling and identify the various deductions under section 80. | | |
| Syllabus: | | Hours |
| Module No. 1: Basic Concepts of Income Tax | | 12 |
| Introduction –Meaning of tax-, types of taxes, cannons of taxation. Brief history of Indian Income Tax, legal framework of taxation, Important definitions, assessment, assessment year, previous year including exceptions, assesses, person, income, casual income, Gross total income, Total income, Agricultural income, scheme of taxation, – Exempted incomes of individuals under section 10 of the Income Tax Act, 1961. | | |
| Module No. 2: Residential Status and Incidence of Tax | | 10 |
| Introduction – Residential status of an individual. Determination of residential status of an individual. Incidence of tax or Scope of Total income. Problems on computation of Gross total Income of an individual. | | |
| Module No. 3: Income from Salary | | 18 |
| Introduction - Meaning of Salary -Basis of charge Definitions–Salary, Perquisites and profits in lieu of salary - Provident Fund –Transferred balance. - Retirement Benefits – Gratuity, pension and Leave salary. Deductions and Problems on Computation of Taxable Salary. | | |
| Module No. 4: Income from House Property | | 10 |
| Introduction - Basis for charge - Deemed owners -House property incomes exempt from tax, composite rent and unrealized rent. Annual Value –Determination of Annual Value - Deductions from Annual Value - Problems on Computation of Income from House Property. | | |
| Module No. 5: Tax Deduction at Sources & Advance Tax Ruling | | 10 |
| Introduction - Meaning of TDS - Provisions regarding TDS - TDS to be made from Salaries - Filing of Quarterly statement – Theory and Problems; Advance Tax: Meaning of advance tax - Computation of advance tax - Instalment of advance tax and due dates. Deductions under Sections 80C, 80CCC, 80CCD, 80CCG, 80D, 80DD, 80DDB, 80E, 80G, 80GG, 80TTA and 80U as applicable to Individuals. | | |

Skill Developments Activities:

1. Prepare a slab rates chart for different Individual assesses.
2. Visit any Chartered Accountants office, Collect and record the procedure involved in filing the Income tax returns of an Individual.
3. List out any 10 Incomes exempt from tax under section 10 of an Individual.
4. Prepare the chart of perquisites received by an employee in an organization.
5. Identify and collect various enclosures pertaining to Income tax returns of an individual.
6. Any other activities, which are relevant to the course.

Books for Reference:

1. Mehrotra H.C and T.S.Goyal, Direct taxes, Sahithya Bhavan Publication, Agra.
2. Vinod K. Singhanian, Direct Taxes, Taxman Publication Private Ltd, New Delhi.
3. Gaur and Narang, Law and practice of Income Tax, Kalyani Publications, Ludhiana.
4. Bhagawathi Prasad, Direct Taxes.
5. B.Mariyappa, Income tax Law and Practice-I, Himalaya Publishing House. New Delhi.s
6. Dr. Saha, Law and Practice of Income Tax, Himalaya Publishing House.

Note: Latest edition of text books may be used.

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|--|------------------------------|------------------------------------|
| Name of the Program: Bachelor of Commerce (B.Com.) | | |
| Course Code: COM 5.3 | | |
| Name of the Course: Principles and Practice of Auditing | | |
| Course Credits | No. of Hours per Week | Total No. of Teaching Hours |
| 4 Credits | 4 Hrs | 60 Hrs |
| Pedagogy: Classrooms lecture, Case studies, Group discussion, Seminar & field work etc., | | |
| Course Outcomes: On successful completion of the course, the students' will be able to | | |
| <ul style="list-style-type: none"> a) Understand the conceptual framework of auditing. b) Examine the risk assessment and internal control in auditing c) Comprehend the relevance of IT in audit and audit sampling for testing. d) Examine the company audit and the procedure involved in the audit of different entities. e) Gain knowledge on different aspect of audit reporting and conceptual framework applicable on professional accountants. | | |
| Syllabus: | | Hours |
| Module No. 1: Introduction to Auditing | | 10 |
| Introduction – Meaning and Definition – Objectives– Types of Audit– Merits and Demerits of Auditing – Relationship of audit with other disciplines. Preparation before commencement of new audit - Working Papers -Audit Note Book, Audit Programme Qualities of an Auditor – Audit planning – Audit strategy —Audit Engagement -Audit Documentation - Audit Evidence – Written Representation. | | |
| Module No. 2: Risk Assessment and Internal Control | | 12 |
| Introduction – Audit risk – Assessment of risk – Internal Control-Meaning and objectives– Internal check- Meaning, objectives and fundamental Principles. Internal check with regards to wage payment, cash sales, and cash purchases. | | |
| Module No. 3: Verification and Valuation of Assets and Liabilities | | 12 |
| Meaning and objectives of verification and valuation – Position of an auditor as regards the valuation of assets- Verification and Valuation of different items of Assets- Land and Building, Plant and Machinery, Goodwill, Investments, Stock in Trade. Liabilities-Bills payable, Sundry Creditors and Contingent liabilities. | | |
| Module No. 4: Company Audit and Audit of other Entities | | 13 |
| Company Auditor: appointment, Qualification, powers, duties and liabilities, professional ethics of an auditor. Other Entities: Audit Procedure of NGOs - Charitable institutions - Educational institutions – Government – Local Bodies – Cooperative societies – hotels – hospitals – clubs & Banks. | | |
| Module 5: Audit Report & Professional Ethics | | 13 |
| Introduction – Meaning – Elements of audit report –Types of audit report - Independent Auditor's report and their illustration; Professional Ethics: Code of Ethics - Professional Accountants in Public practices and business – Fundamental Principles of Professional Ethics. | | |

Skill Development Activities:

1. Design and develop an audit plan program for a joint stock company
2. List the various documents necessary to be verified in the audit process
3. Draft an audit report (qualified or clean) with imaginary data.
4. Visit an audit firm, write about the procedure followed by them in auditing the books of accounts of a firm.
5. Record the verification procedure with respect to any one fixed asset.
6. Draft an audit program.
7. Any other activities, which are relevant to the course.

Books for Reference:

1. ICAI Study Materials on Auditing and Assurance
2. B.N. Tandon, Principles of Auditing, S. Chand and Company, New Delhi.
3. T.R. Sharma, Auditing Principles and Problems, Sahitya Bhawan, Agra.
4. J.M. Manjunatha and others, Auditing and Assurance, HPH.
5. Gupta Karnal, Contemporary Auditing, Tata Mc. Graw-Hill, New Delhi.
6. R.G. Saxena, Principles of Auditing.

Note: Latest edition of books may be used.

| Name of the Programme: Bachelor of Commerce (B.Com) Course Code: COM A1 Name of the Course: Indian Accounting Standards-1 | | |
|--|------------------------------|-----------------------------------|
| Course Credits | No. of Hours per Week | Total No of Teaching Hours |
| 3 Credits | 3 Hrs | 45 Hrs |
| Pedagogy: Lectures in the Classroom, Reading and analysis of annual reports of listed companies; writing assignment, seminar presentation, group discussion. | | |
| Course Outcomes: On successful completion of the course, the students' will be able to <ol style="list-style-type: none"> Understand the need and benefits of accounting standards. Prepare the financial statements as Indian Accounting standards. Comprehend the requirements of Indian Accounting Standards for recognition, measurement and disclosures of certain items appear in financial statements Understand the Accounting Standards for Items that do not Appear in Financial Statements | | |
| Syllabus | | Hours |
| Module No. – 1 Introduction to Indian Accounting Standards. | | 10 |
| Introduction- Meaning and Definition of Accounting Standards – Objectives of Accounting Standards – Benefits and Limitations of Accounting Standards – Process of Formulation of Accounting Standards in India – List of Indian Accounting Standards (Ind AS) – Need for Convergence Towards Global Standards– International Financial Reporting Standards - Features and Merits and Demerits of IFRS – Benefits of Convergence with IFRS – Applicability of Ind AS in India. | | |
| Module No. 2 Preparation of Financial Statements (Ind AS 1) | | 12 |
| Frame work for preparation of Financial Statements, presentation of Financial Statement as per Ind AS 1. Statement of Profit and Loss, Balance Sheet, Statement of changes in Equity, statement of Cash flow and Notes to accounts. Problems on preparation of Statement of Profit and Loss and Balance Sheet as per Schedule III of Companies Act, 2013. | | |
| Module No. – 3 Provision under Accounting Standard for Items Appear in Financial Statements. | | 10 |
| Property, Plant and Equipment (Ind AS-16) - Intangible assets (Ind AS-38) - Impairment of assets (Ind AS-36) – Inventories (Ind AS 2) - Borrowing costs (Ind AS- 23) – Investment Property (Ind AS-40) –objectives, Scope, definitions, Recognition Measurement and disclosures of the above-mentioned Standards. Simple problems on the above standards. | | |
| Module No.- 4 Provisions under Accounting Standards for Items that do not Appear in Financial Statements. | | 08 |
| Segment Reporting (Ind AS 108), Related Party Discloser (Ind AS 24), Events Occurring after Balance Sheet Date (Ind AS 10), Interim Financial Reporting (Ind AS 34). | | |
| Module No. - 5 Liability Based Indian Accounting Standards. | | 05 |
| Provisions, Contingent liabilities and c ontigent assets (Ind AS 37) – Scope, provision, liability, obligating event, legal obligation, constructive obligation, contingent liability, contingent asset, relationship between provisions and | | |

contingent liability, recognition of provisions, Contingent asset and contingent liability, Measurement and Disclosure of Information in the Financial Statements.

Skill Development Activities:

1. Explain the structure and functions of Indian Accounting Standards Board
2. Set out the procedure for issue of an Accounting Standard by the Accounting Standards Board.
3. List out the financial statements in accordance with Ind AS 1 and show the formats of the same with imaginary figures.
4. Explain the main provisions of Ind AS 2, Ind AS 16 and Ind AS 18
5. State and explain the provisions pertaining to Segment Reporting and Related Party Disclosure under Ind AS.

Books for Reference:

1. Study material of the Institute of Chartered Accountants of India
2. Anil Kumar, Rajesh Kumar and Mariyappa, Indian Accounting Standards, HPH
3. Miriyala, Ravikanth, Indian Accounting Standards Made Easy, Commercial Law Publishers
4. Dr.A.L.Saini IFRS for India, , Snow white publications.
5. CA Shibarama Tripathy Roadmap to IFRS and Indian Accounting Standards
6. Ghosh T P, IFRS for Finance Executives Taxman Allied Services Private Limited.

Note: Latest edition of books may be used

| Name of the Program: Bachelor of Commerce (B.Com.) Course Code: COM F1 Name of the Course: Financial Institutions and Markets | | |
|---|-----------------------|-----------------------------|
| Course Credits | No. of Hours per Week | Total No. of Teaching Hours |
| 3 Credits | 3 Hrs | 45 Hrs |
| Pedagogy: Classrooms lecture, Case studies, Group discussion, Seminar & field work etc., | | |
| Course Outcomes: On successful completion of the course, the students' will be able to <ol style="list-style-type: none"> Understand the structure of Indian financial system and its constituents. Outline the role of capital and money market in economic development. Comprehend primary and secondary market and its relevance in capital formation. Appraise the role played by banking and development financial institutions in economic development so far. Understand the different types of NBFCs and their contribution. | | |
| Syllabus: | | Hours |
| Module No. 1: Financial System in India | | 08 |
| Introduction – Meaning of Financial System– Financial concepts - Constituents of Financial System – Structure of Financial System – Role of Financial system- Functions of Financial System – Development of Financial System in India. Financial Sector Reforms - Financial System and Economic Development – Weakness of Indian financial system. | | |
| Module No. 2: Capital Market & Money Market | | 08 |
| Capital Market: Meaning –Structure, Importance – Functions – Players in the Capital Market – Instruments of Capital Market – Components of Capital Market – Recent trends in Capital Market. Money Market: Meaning-Structure, functions Importance – Functions – Instrument of Money Market – Recent trends in Money Market. | | |
| Module No. 3: Primary Market & Secondary Market | | 10 |
| Primary Market: Meaning, features, players of primary market, Instruments in primary market, Merits and Demerits of primary markets-- Methods of floating new issues: Public issue–Offer for sale – Right Issue – Private placement – Problems of Indian Primary Markets; Secondary Market: Meaning, structure, functions, players in Stock Market, Merits and Demerits of stock markets. Methods in Stock Markets - Recognition of stock exchanges – Function of stock exchanges of BSE- NSE – OTCI – Listing of securities – Trading and Settlement Procedure in the Stock Market - Problems of Indian Stock Market; SEBI: Objectives - functions –Role and Reforms in Secondary Market. | | |
| Module No. 4 Banking & Development Financial Institutions | | 12 |
| Banking: Introduction – Meaning – Role and functions – Types of Banks; Development Financial Institutions: History – Management - Role & Functions of EXIM Bank –NABARD SIDBI – MUDRA – NHB – LIC & GIC - UTI – SFCs. | | |
| Module No. 5: Non-Banking Financial Companies (NBFCs) & Forex Market | | 07 |
| Introduction – Meaning- Role – Importance – Types of NBFCs – Insurance Companies - Loan Companies - Investment Companies – Leasing & Hire Purchase - Housing Finance,— Chit Funds - Mutual funds -Venture Capital Funds - Factors & Forfeiting - Credit Rating - Depository and Custodial Services; Forex market- Concept- Meaning- Importance-Merits of forex market- Fluctuations in foreign exchange rates- Causes and Effects. | | |

Skill Developments Activities:

1. List out any five recent Financial Sectors Reforms and analyse them.
2. Collect Share Application Forms of any five different companies who have offered IPO in the last or present financial year.
3. Collect data on last financial year price rigging and insider trading cases reported as per SEBI.
4. Visit website of Development Financial Institutions (DFIs) and prepare report on the history/milestone and functions of the DFIs
5. Identify the Different types of Venture capital firms operating in Karnataka and their investment.
6. Any other activities, which are relevant to the course.

Books for Reference:

1. Livingston, Miles; Financial Intermediaries; Blackwell
2. Sudhindra Bhat, Financial Institutes and Markets, Excel Books.
3. Niti Bhasin; Banking and Financial Markets in India 1947 To 2007; New Century.
4. Khan M.Y, Indian Financial Systems, Tata McGraw Hill, New Delhi.
5. E Gordon, K.Natarajan (2010). Financial Markets and Services. Himalaya Publishing House, New Delhi
6. Shashi k Guptha, Nisha Aggarwal & Neeti Guptha (2008), Financial Markets. Kalyani Publishers, New Delhi
7. Vasanth Desai (2009). Financial Markets and Services. Himalaya Publishing House.

Note: Latest edition of books may be used.

| | | |
|---|------------------------------|------------------------------------|
| Name of the Program: Bachelor of Commerce (B.Com.) | | |
| Course Code: COM H1 | | |
| Name of the Course: Human Resources Development | | |
| Course Credits | No. of Hours per Week | Total No. of Teaching Hours |
| 3 Credits | 3 Hrs | 45 Hrs |
| Pedagogy: Classrooms lecture, Case studies, Tutorial Classes, Group discussion, Seminar & field work etc., | | |
| Course Outcomes: On successful completion of the course, the students' will be able to | | |
| <ul style="list-style-type: none"> a) Understand the need of HRD. b) Comprehend the framework of HRD. c) Know the models for evaluating the HRD programs. d) Comprehend the need for employee counselling. e) Apprehend the HR performance. | | |
| Syllabus: | | Hours |
| Module No. 1: Conceptual Analysis of HRD | | 08 |
| Introduction – Meaning and Definition of HRD, Need for HRD-Multiple Goals of HRD, HRD Department and its Task, HRD for Organizational Effectiveness, HRD in the Indian Context, HRD Mechanisms, Employee Empowerment, HRD as a Motivational Factor, Concerns of Trade Unions. | | |
| Module No. 2: Frame Work of Human Resource Development | | 10 |
| Frame work of Human Resource Development - HRD Processes - Assessing HRD Needs - HRD Model - Designing Effective HRD Program - HRD Interventions- Creating HRD Programs - Implementing HRD programs - Training Methods - Self Paced/Computer Based/ Company Sponsored Training - On-the-Job and Off-the-Job - Brain Storming - Case Studies - Role Plays - Simulations – T-Groups - Transactional Analysis. | | |
| Module No. 3: Evaluating HRD Programs | | 08 |
| Introduction- - Models and Frame Work of Evaluation - Assessing the Impact of HRD Programs - Human Resource Development Applications - Fundamental Concepts of Socialization - Realistic Job Review - Career Management and Development. | | |
| Module No. 4: Management Development | | 09 |
| Introduction - Employee counselling and wellness services – Counselling as an HRD Activity- Counselling Programs - Issues in Employee Counselling - Employee Wellness and Health Promotion Programs - Organizational Strategies Based on Human Resources. | | |
| Module No. 5: HR Performance | | 10 |
| Introduction -Work Force Reduction, Realignment and Retention - HR Performance and Bench Marking - Impact of Globalization on HRD- Diversity of Work Force - HRD programs for diverse employees - Expatriate & Repatriate support and development. | | |
| Skill Development Activities: | | |
| <ul style="list-style-type: none"> 1. Discuss with HR manager on HRD and report on the same. 2. Visit any Organisation in your locality, collect information and report on employee welfare facilities provided by the company. 3. Meet HR trainer, discuss their role and responsibilities. 4. Visit any Organisation, discuss with employees about effectiveness of training. 5. Any other activities, which are relevant to the course. | | |

Books for Reference:

1. Werner & Desimone, Human Resource Development, Cengage Learning.
2. William E. Blank, Handbook for Developing Competency Based Training Programmes, Prentice -Hall, New Jerse
3. Uday Kumar Haldar, Human Resource Development, Oxford University Press.
4. Srinivas Kandula, Strategic Human Resource Development, PHI Learning.
5. Nadler, Leonard: Corporate Human Resource Development, Van Nostrand Reinhold, ASTD, New York.
6. Rao, T.V and Pareek, Udai: Designing and Managing Human Resource Systems, Oxford IBH Pub. Pvt. Ltd., New Delhi, 2005.
7. Rao, T.V: Readings in HRD, Oxford IBH Pub. Pvt. Ltd., New Delhi, 2004.
8. Viramani, B.R and Seth, Parmila: Evaluating Management Development, Vision Books, New Delhi.
9. Rao, T.V. (et.al): HRD in the New Economic Environment, Tata McGraw-Hill Pub.Pvt, Ltd., New Delhi, 2003.
10. Rao, T.V: HRD Audit, Sage Publications, New Delhi.
11. ILO, Teaching and Training Methods for Management Development Hand Book, McGraw-Hill, New York.
12. Rao, T.V: Human Resource Development, Sage Publications, New Delhi.
13. Kapur, Sashi: Human Resource Development and Training in Practice, Beacon Books, New Delhi.

Note: Latest Edition of books may be used.

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|---|------------------------------|------------------------------------|
| Name of the Program: Bachelor of Commerce (B.Com.) Course Code: COM 11 Name of the Course: Basics of Business Analytics | | |
| Course Credits | No. of Hours per Week | Total No. of Teaching Hours |
| 3 Credits | 3 Hrs | 45 Hrs |
| Pedagogy: Classrooms lecture, Case studies, Tutorial Classes, Group discussion, Seminar & field work etc., | | |
| Course Outcomes: On successful completion of the course, the students' will be able to <ol style="list-style-type: none"> a) Understand analytical applications in practice. b) Validate sources of data, use statistical resources and apply tools and techniques learnt to solve real time problems. c) Formulate and manipulate business models, using quantitative methods including spreadsheets and graphical methods, in order to find solutions to real time problems. d) Be aware about the emerging trends in the world of analytics. | | |
| Syllabus: | | Hours |
| Module No. 1: Introduction to Business Analytics | | 07 |
| Data, Types of Data- Forms of Data-Evolution of Big Data- Business Analytics -Need for Analytics- Types of Analytics-Importance of Business Analytics in Decision Making- Analytics Process Model-SMART model-Spreadsheet analysis-Internet of Things. | | |
| Module No. 2: Technology of Big Data | | 06 |
| Overview of DBMS, Data Warehousing: Concepts, Need, Objectives– Relevance of Data Warehousing in Business Analytics-Data Mining-Application of Data Mining- Data Mining Technique- Data Classification- Hadoop Distributed File System-Features of HDFS- MapReduce-Features of MapReduce. | | |
| Module No. 3: Data Scientists and Data Visualization | | 10 |
| Data Scientists-New Era of Data Scientists -Data Scientist model- Sources of Data scientists-Horizontal Versus Vertical Data Scientists- Retention of Data Scientists- Data Visualization-Types of Data Visualization -Issues in Data Visualization-Tools in data visualization- Data Collection, Sampling and Pre-processing- Types of Data Sources- Sampling-Types of Data Elements-Visual Data Exploration and Exploratory Statistical Analysis-Missing Values-Missing Values-Standardizing Data-Categorization-Weights of Evidence Coding-Variable Selection-Segmentation | | |
| Module No. 4: Practices of Analytics | | 12 |
| Predictive Analytics- Target Definition-Linear Regression -Logistic Regression -Decision Trees - Neural Networks -Support Vector Machines-Ensemble Methods -Multiclass Classification Techniques -Evaluating Predictive Models-Descriptive Analytics- Association Rules -Sequence Rules –Segmentation-Survival Analysis- Survival Analysis Measurements-Kaplan Meier Analysis-Parametric Survival Analysis-Proportional Hazards Regression-Extensions of Survival Analysis Models-Evaluating Survival Analysis Models-Social Network Analytics-Social Network Definitions-Social Network Metrics-Social Network Learning-Relational Neighbor Classifier-Probabilistic Relational Neighbor Classifier -Relational Logistic Regression-Collective Inferencing –Egonets- Mobile Analytics- Practices of analytics in - Google-General Electric-Microsoft-Kaggle-Facebook-Amazon. | | |

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| Module No. 5: Big Data and Emerging trends | 10 |
| <p>Data for Big Data-Enterprise orientation for Big data –leadership –Targets-Analysts- Other Factors to Consider in Big Data Success-Emerging Technologies in Health Information Systems: Transforming Health in Information Era-Omics Revolution and Personalized Medicine-Genomic Data Integration into Medical Records-Socio- demographic Data for Health Records-Family Health History-Genomics Driven Wellness Tracking and Management System (GO-WELL)- Emerging trends of analytics in Education, Government, Finance & Supply Chain Management.</p> | |
| <p>Skill Development Activities: Course teacher can identify and give the skill development activities.</p> | |
| <p>Books for Reference:</p> <ol style="list-style-type: none"> 1. Big Data Black Book, DT Editorial Services, Dreamtech Press, 2015. 2. Big Data at Work, Thomas H. Davenport, Harvard Business Review Press, Boston, Massachusetts, 2014. 3. Analytics in a Big Data World, John Wiley & Sons, Inc., Hoboken, New Jersey,2014. 4. Big Data and Internet of Things: A Roadmap for smart Environments, Nik Bessis Ciprian Dobre Editors, Springer International Publishing Switzerland 2014 <p>Note: Latest edition of books may be used.</p> | |

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| Name of the Program: Bachelor of Commerce (B.Com.) | | |
| Course Code: COM M1 | | |
| Name of the Course: Retail Management | | |
| Course Credits | No. of Hours per Week | Total No. of Teaching Hours |
| 3 Credits | 3 Hrs | 45 Hrs |
| Pedagogy: Classrooms lecture, Case studies, Group discussion, Seminar & field work etc., | | |
| Course Outcomes: On successful completion of the course, the students' will be able to | | |
| <ul style="list-style-type: none"> a) Understand the contemporary of retail management, issues, strategies and trends in Retailing. b) Utilize the theories and strategies of retail planning. c) Perceive the role and responsibilities of store manager and examine the visual merchandising and its techniques in the present context. d) Prioritize the factors to be considered while fixing the price in retailing. e) Comprehend the emerging trends in Retail Industry. | | |
| Syllabus: | | Hours |
| Module No. 1: Introduction to Retailing | | 08 |
| Introduction – Meaning and Definition – Characteristics of Retailing -Functions of Retailing- Types of Retailing- Forms of Retailing based on ownership. Retail Theories- Wheel of Retailing- Retail Life cycle- Retail Business in India. Influencing factor- Present Indian retail scenario. International Perspective in Retail Business. | | |
| Module No. 2: Consumer Behaviour in Retail Business | | 10 |
| Buying Decision Process and its Implication on Retailing – Influence of Group and Individual Factors, Customer Shopping Behaviour, Customer Service and Customer Satisfaction. Retail Planning Process: Factors to Consider in Preparing a Business Plan – Implementation – Risk Analysis. | | |
| Module No. 3: Retail Operations | | 10 |
| Factors Influencing location of Store - Market Area Analysis – Trade Area Analysis – Rating Plan method - Site Evaluation. Retail Operations: Stores Layout and Visual Merchandising, Stores designing, Space Planning, Inventory Management, Merchandise Management, Category Management. | | |
| Module No. 4: Retail Marketing Mix | | 07 |
| Product: Decisions Related to Selection of Goods (Merchandise Management Revisited) Decisions Related to Delivery of Service. | | |
| Pricing: Influencing Factors – Approaches to Pricing – Price Sensitivity - Value Pricing – Markdown Pricing. | | |
| Place: Supply Channel-SCM Principles – Retail Logistics – Computerized Replenishment System- Corporate Replenishment Policies. | | |
| Promotion: Setting objectives – Communication Effects - Promotional Mix. Human Resource Management in Retailing – Manpower Planning – Recruitment and Training – Compensation – Performance Appraisal Methods. | | |
| Module No. 5: Impact of Information Technology in Retailing | | 10 |
| Non-Store Retailing (E-Retailing) - The Impact of Information Technology in Retailing - Integrated Systems and Networking – EDI – Bar Coding – Electronic Article Surveillance Electronic Shelf Labels – Customer Database Management System. Legal Aspects in Retailing, Social Issues in Retailing, Ethical Issues in Retailing. Artificial Intelligence in Retailing. | | |

Skill Developments Activities:

- 1) Identify any 10 Retail Business Stores at you Conveniences
- 2) Visit any Established Retail Mall and Draw a Chart of Product Segmentation
- 3) Make a list of factor influence on choice of retail stores
- 4) Conduct a survey after sale service of any retail outlet
- 5) Contact any retailer, collect the information on factors influencing on retail pricing.
- 6) Any other activities, which are relevant to the course.

Books for Reference:

1. Barry Bermans and Joel Evans: "Retail Management – A Strategic Approach", PHI New Delhi,
2. A.J.Lamba, "The Art of Retailing", Tata McGrawHill, New Delhi,
3. Swapna Pradhan: Retailing Management, , TMH
4. James R. Ogden & Denise T: Integrated Retail Management
5. Levy & Weitz: Retail Management -TMH
6. Rosemary Varley, Mohammed Rafiq-: Retail Management
7. Chetan Bajaj: Retail Management -Oxford Publication.
8. Uniyal & Sinha: Retail Management - Oxford Publications.
9. Suja Nair: Retail Management
10. R.S Tiwari: Retail Management, HPH, New Delhi

Note: Latest edition of books may be used.

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| Name of the Program: Bachelor of Commerce (B.Com.) | | |
| Course Code: COM 5.6 | | |
| Name of the Course: GST-Law & Practice | | |
| Course Credits | No. of Hours per Week | Total No. of Teaching Hours |
| 3 Credits | (2+0+2) 4 Hrs | 45 Hrs |
| Pedagogy: Classrooms lecture, Case studies, Tutorial Classes, Group discussion, Seminar & field work etc., | | |
| Course Outcomes: On successful completion of the course, the students' will be able to | | |
| <ul style="list-style-type: none"> a) Comprehend the concepts of Goods and Services tax. b) Understand the fundamentals of GST. c) Analyse the GST Procedures in the Business. d) Know the GST Assessment and its computation. | | |
| Syllabus: | | Hours |
| Module No. 1: Introduction to GST | | 08 |
| Introduction-Meaning and Definition of GST, Objectives, Features, Advantages and Disadvantages of GST, Taxes subsumed under GST, Structure of GST (Dual Model) - CGST, SGST and IGST. GST Council, Composition, Powers and Functions. CGST Act,2017-Feature and Important definitions. | | |
| Module No. 2: GST Registration and Taxable Event | | 10 |
| Registration under GST provision and process. Amendment and cancellation of registration, Taxable event -Supply of goods and services-Meaning, Scope and types- composite supply, Mixed supply. Determination of time and place of supply of goods and services. Levy and collection of tax. List of exempted goods and services- Problems. | | |
| Module No. 3: Input Tax Credit | | 08 |
| Input Tax Credit - Eligible and Ineligible Input Tax Credit; Apportionments of Credit and Blocked Credits; Tax Credit in respect of Capital Goods; Recovery of Excess Tax Credit; Availability of Tax Credit in special circumstances; Transfer of Input tax, Reverse Charge Mechanism, tax invoice, Problems on input tax credit. | | |
| Module No. 4: GST Assessment | | 10 |
| Tax Invoice, Credit and Debit Notes, Returns, Audit in GST, Assessment: Self- Assessment, Summary and Scrutiny. Special Provisions. Taxability of E-Commerce, Anti- Profiteering, Avoidance of dual control- issues in filing of returns, monthly collection targets, GST Council meetings. | | |
| Module No. 5: Valuations of Goods and Services Under GST | | 09 |
| Introduction to Valuation under GST, Meaning and Types of Consideration: a) Consideration received through money b) Consideration not received in money c) Consideration received fully in money, valuation rules for supply of goods and services: 1) General Valuation Rules; 2) Special Valuation Rules; Other cases for valuation of supply, imported services, imported goods, valuation for discount. Transaction Value: Meaning and conditions for transaction value, inclusive transaction value, and exclusive discount excluded from transaction value. Problems on GST. | | |

Skill Development Activities:

1. Prepare a tax invoice under the GST Act.
2. Write the procedure for registration under GST.
3. Prepare a chart showing rates of GST.
4. Compute taxable value and tax liability with imaginary figures under CGST, SGST and IGST.
5. List out the exempted Goods and Services under GST.
6. Analyse the custom duties rates of last five years.
7. Any other activities, which are relevant to the course.

Books for Reference:

1. V.S.Datey, Goods and Services Taxes, Taxman.
2. Sathpal Puliana, M. A. Maniyar, Glimpse of Goods and Service Tax, Karnataka Law Journal Publications, Bangalore.
3. Pullani and Maniyar, Goods and Service Tax, Published by Law Journal, Bangalore.
4. H.C. Mehrotra and V.P. Agarwal, Goods and Services Tax.
5. H.C. Mehotra and S.P. Goyal, Goods and Services Tax.
6. Ghousia Khatoon, C.M. Naveen Kumar and S.N. Venkatesh, Goods and Services Tax, Himalaya Publishing House, Bangalore.
7. R.G. Saha, S.K. Podder and Shruthi Prabhakar, Fundamentals of GST and Customs Act, Himalaya Publishing House.
8. G. B. Baligar, Goods and Services Tax, Ashok Prakashan, Hubli.

Note: Latest edition of text books may be used.

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| Name of the Program: Bachelor of Commerce (B.Com.) | | |
| Course Code: COM 5.6 (B) | | |
| Name of the Course: Digital Marketing | | |
| Course Credits | No. of Hours per Week | Total No. of Teaching Hours |
| 3 Credits | (2+0+2) 4 Hrs | 45 Hrs |
| Pedagogy: Classrooms lecture, Case studies, Tutorial Classes, Group discussion, Seminar & field work etc., | | |
| Course Outcomes: On successful completion of the course, the students' will be able to | | |
| <ul style="list-style-type: none"> e) Gain knowledge on Digital Marketing , Email marketing and Content marketing. f) Understand Search Engine Optimization tools and techniques g) Gain skills on creation of Google AdWords & Google AdSense h) Gain knowledge on Social Media Marketing and Web Analytics. i) Gain knowledge on YouTube Advertising & Conversions. | | |
| Syllabus: | | Hours |
| Module No. 1: Introduction to Digital Marketing | | 08 |
| Introduction - Meaning of Digital Marketing, Need for Digital Marketing, Digital Marketing Platforms. Digital Marketing students, professional and Business Email Marketing :Importance of e-mail marketing, e-mail Marketing platforms, Creating e-mailers, Creating a Contact Management and Segmentation Strategy, Understanding e-mail Deliverability & Tracking e-mails, How to create Effective & Unique e-mail Content, Outlining the Design of Your Marketing e-mails, Open rates and CTR of e-mail, Drive leads from e-mail, What are opt-in lists , Develop Relationships with Lead Nurturing & Automation Content Marketing: Understanding Content Marketing, Generating Content Ideas, Planning a Long-Term Content Strategy, Building a Content Creation Framework, Becoming an Effective Writer , Extending the Value of Your Content through Repurposing, How to Effectively Promote Content, Measuring and Analyzing Your Content. | | |
| Module No. 2: Search Engine Optimization (SEO) | | 10 |
| Search Engine Optimization (SEO):Meaning of SEO, Importance and Its Growth in recent years, Ecosystem of a search Engine, kinds of traffic, Keyword Research & Analysis (Free and Paid tool & Extension), Recent Google Updates & How Google Algorithms works On Page Optimization (OPO), Off-Page Optimization Misc SEO Tools: Google Webmaster Tools, Site Map Creators, Browser-based analysis tools, Page Rank tools, Pinging & indexing tools, Dead links identification tools, Open site explorer, Domain information/who is tools, Quick sprout, Google My Business. | | |
| Module No. 3: Google AdWords & Google AdSense | | 08 |
| Google AdWords: Google Ad-Words Fundamentals, Google AdWords Account Structure, Key terminologies in Google AdWords, How to Create an AdWords account, Different Types of AdWords and its Campaign & Ads creation process, Ad approval process, Keyword Match types , Keyword targeting & selection (Keyword planner), Display Planner, Different types of extensions , Creating location extensions, Creating call extensions, Create Review extensions, Bidding techniques – Manual / Auto , Demographic Targeting / Bidding, CPC-based, CPAbased & CPM-based accounts., Google Analytics Individual Qualification (GAIQ), Google AdSense : Understanding ad networks and AdSense's limitations, Learning which situations are best for using AdSense, Setting up an AdSense account, Creating new ad units, Displaying ads on a website, Configuring channels and ad styles, Allowing and blocking ads , Reviewing the AdSense dashboard, Running AdSense reports and custom reports, Exporting data, Reviewing payee and account settings. | | |
| Module No. 4: Social Media Marketing (SMM) & Web Analytics | | 10 |

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| <p>Social Media Marketing (SMM) Facebook Marketing, Twitter Marketing, LinkedIn Marketing, Google plus Marketing, YouTube Marketing, Pinterest Marketing, Snapchat Marketing, Instagram Marketing, Social Media Automation Tools, Social Media Ad Specs The ROI in Social Media Marketing, Tools and Dashboards, Reputation management Web Analytics: The need & importance of Web Analytics, Introducing Google Analytics, The Google Analytics layout , Basic Reporting, Basic Campaign and Conversion Tracking, GoogleTag Manager, Social Media Analytics, Social CRM & Analytics, Other Web analytics tools, Making better decisions, Common mistakes analysts make.</p> | |
| <p>Module No. 5: Youtube Advertising (Video Ads) & Conversions</p> | <p>09</p> |
| <p>Youtube Advertising (Video Ads): Youtube advertising? ,Why should one advertise on youtube? , Creating youtube campaigns, Choose the audience for video ads, Instream ads, Invideo ads, In-search ads, In-display ads, Measuring your YouTube ad performance, Drive leads and sales from YouTube ads Conversions: Understanding Conversion Tracking, Types of Conversions, Setting up Conversion Tracking, Optimizing Conversions, Track offline conversions, Analyzing conversion data, Conversion optimizer.</p> | |
| <p>Skill Development Activities:</p> <ol style="list-style-type: none"> 1. Explain the key digital marketing activities needed for competitive success. 2. Examine the concept of Digital Media and benefits to be derived. 3. Recognise the core features of CRM and retention programmes 4. Identify the metrics used in digital marketing. 5. Organise how we can limit the marketing materials we get through e-mail. | |
| <p>Books for Reference:</p> <ol style="list-style-type: none"> 1. Understanding DIGITAL Marketing, Marketing strategies for engaging the digital generation Damian Ryan & Calvin Jones 2. The Art of Digital Marketing: The Definitive Guide to Creating Strategic By Ian Dodson 3.. Internet Marketing: a practical approach By Alan Charlesworth 4.Social Media Marketing: A Strategic Approach By Melissa Barker, Donald I. Barker, Nicholas F. Bormann, Krista E Neher <p>Note: Latest edition of text books may be used.</p> | |

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|---|------------------------------|------------------------------------|
| Name of the Program: Bachelor of Commerce (B.Com.) Course Code: COM 6.1 Name of the Course: Advanced Financial Management | | |
| Course Credits | No. of Hours per Week | Total No. of Teaching Hours |
| 4 Credits | 4 Hrs | 60 Hrs |
| Pedagogy: Classrooms lecture, Case studies, Tutorial Classes, Group discussion, Seminar & field work etc., | | |
| Course Outcomes: On successful completion of the course, the students' will be able to <ol style="list-style-type: none"> a) Understand and determine the overall cost of capital. b) Comprehend the different advanced capital budgeting techniques. c) Understand the importance of dividend decisions. d) Evaluate mergers and acquisition. e) Enable the ethical and governance issues in financial management. | | |
| Syllabus: | | Hours |
| Module No. 1: Cost of Capital and Capital Structure Theories | | 14 |
| Cost of Capital: Meaning and Definition – Significance of Cost of Capital – Types of Capital – Computation of Cost of Capital – Specific Cost – Cost of Debt – Cost of Preference Share Capital – Cost of Equity Share Capital – Weighted Average Cost of Capital – Problems. Theories of capital structures: The Net Income Approach, The Net Operating Income Approach, Traditional Approach and MM Hypothesis – Problems. | | |
| Module No. 2: Risk Analysis in Capital Budgeting | | 14 |
| Risk Analysis – Types of Risks – Risk and Uncertainty – Techniques of Measuring Risks – Risk adjusted Discount Rate Approach – Certainty Equivalent Approach – Sensitivity Analysis - Probability Approach - Standard Deviation and Co-efficient of Variation – Decision Tree Analysis – Problems. . | | |
| Module No. 3: Dividend Decision and Theories | | 14 |
| Introduction - Dividend Decisions: Meaning - Types of Dividends – Types of Dividends Policies – Significance of Stable Dividend Policy - Determinants of Dividend Policy; Dividend Theories: Theories of Relevance – Walter’s Model and Gordon’s Model and Theory of Irrelevance – The Miller-Modigliani (MM) Hypothesis - Problems. | | |
| Module No. 4: Mergers and Acquisitions | | 10 |
| Meaning - Reasons – Types of Combinations - Types of Merger – Motives and Benefits of Merger – Financial Evaluation of a Merger - Merger Negotiations – Leverage buyout, Management Buyout Meaning and Significance of P/E Ratio. Problems on Exchange Ratios based on Assets Approach, Earnings Approach and Market Value Approach and Impact of Merger on EPS ,Market Price and Market capitalization. | | |
| Module No. 5: Ethical and Governance Issues | | 08 |
| Introduction to Ethical and Governance Issues: Fundamental Principles, Ethical Issues in Financial Management, Agency Relationship, Transaction Cost Theory, Governance Structures and Policies, Social and Environmental Issues, Purpose and Content of an Integrated Report. | | |

Skill Development Activities:

1. Visit an organization in your town and collect data about the financial objectives.
2. Compute the specific cost and Weighted average cost of capital of an Organization, you have visited.
3. Case analysis of some live merger reported in business magazines.
4. Meet the financial manager of any company, discuss ethical issues in financial management.
5. Collect the data relating to dividend policies practices by any two companies.
6. Any other activities, which are relevant to the course.

Books for Reference:

1. I M Pandey, Financial management, Vikas publications, New Delhi.
2. Abrish Guptha, Financial management, Pearson.
3. Khan & Jain, Basic Financial Management, TMH, New Delhi.
4. S N Maheshwari, Principles of Financial Management, Sulthan Chand & Sons, New Delhi.
5. Chandra & Chandra D Bose, Fundamentals of Financial Management, PHI, New Delhi.
6. B.Mariyappa, Advanced Financial Management, Himalaya Publishing House, New Delhi.
7. Ravi M Kishore, Financial Management, Taxman Publications
8. Prasanna Chandra, Financial Management, Theory and Practice, Tata McGraw Hill.

Note: Latest edition of text books may be used

| Name of the Program: Bachelor of Commerce (B.Com.) Course Code: COM 6.2 Name of the Course: Income Tax Law & Practice – II | | |
|--|------------------------------|------------------------------------|
| Course Credits | No. of Hours per Week | Total No. of Teaching Hours |
| 4 Credits | 4 Hrs | 60 Hrs |
| Pedagogy: Classrooms lecture, Case studies, Tutorial classes, Group discussion, Seminar & field work etc., | | |
| Course Outcomes: On successful completion of the course, the students' will be able to <ol style="list-style-type: none"> Understand the procedure for computation of income from business and other Profession. the provisions for determining the capital gains. Compute the income from other sources. Demonstrate the computation of total income of an Individual. Comprehend the assessment procedure and to know the power of income tax authorities. | | |
| Syllabus: | | Hours |
| Module No. 1: Profits and Gains of Business and Profession | | 20 |
| Introduction-Meaning and definition of Business, Profession and Vocation. - Expenses Expressly allowed - Expenses Expressly Disallowed - Allowable losses - Expressly disallowed expenses and losses, Expenses allowed on payment basis. Problems on computation of income from business of a sole trading concern - Problems on computation of income from profession: Medical Practitioner - Advocate and Chartered Accountants. | | |
| Module No. 2: Capital Gains | | 10 |
| Introduction - Basis for charge - Capital Assets - Types of capital assets – Transfer - Computation of capital gains – Short term capital gain and Long term capital gain - Exemptions under section 54, 54B, 54EC, 54D, 54F, and 54G. Problems covering the above sections. | | |
| Module No. 3: Income from other Sources | | 10 |
| Introduction - Incomes taxable under Head income other sources – Securities - Types of Securities - Rules for Grossing up. Ex-interest and cum-interest securities. Bond Washing Transactions - Computation of Income from other Sources. | | |
| Module No. 4: Set Off and Carry Forward of Losses & Assessment of individuals. | | 10 |
| Introduction – Provisions of Set off and Carry Forward of Losses (Theory only) - Computation of Total Income and tax liability of an Individual. | | |
| Module No. 5: Assessment Procedure and Income Tax Authorities: | | 10 |
| Introduction - Due date of filing returns, Filing of returns by different assesses, E- filing of returns, Types of Assessment, Permanent Account Number -Meaning, Procedure for obtaining PAN and transactions were quoting of PAN is compulsory. Income Tax Authorities their Powers and duties. | | |

Skill Development activities:

1. Visit any chartered accountant office and identify the procedure involved in the computation of income from profession.
2. List out the different types of capital assets and identify the procedure involved in the computation of tax for the same.
3. List out the steps involved in the computation of income tax from other sources and critically examine the same.
4. Identify the Due date for filing the returns and rate of taxes applicable for individuals.
5. Draw an organization chart of Income Tax department in your locality.
6. Any other activities, which are relevant to the course.

Books for Reference:

1. Mehrotra H.C and T.S.Goyal, Direct taxes, Sahithya Bhavan Publication, Agra.
2. Vinod K. Singhanian, Direct Taxes, Taxman Publication Private Ltd, New Delhi
3. Gaur and Narang, Law and practice of Income Tax, Kalyani Publicat Ludhiana.
4. Bhagawathi Prasad, Direct Taxes.
5. B.Mariyappa, Income tax Law and Practice-II, Himalaya Publishing House. Delhi.s
6. Dr. Saha, Law and Practice of Income Tax, Himalaya Publishing House.

Note: Latest edition of text books may be used.

| Name of the Program: Bachelor of Commerce (B.Com.) Course Code: COM 6.3 Name of the Course: Management Accounting | | |
|---|-----------------------|-----------------------------|
| Course Credits | No. of Hours per Week | Total No. of Teaching Hours |
| 4 Credits | 4 Hrs | 60 Hrs |
| Pedagogy: Classrooms lecture, Case studies, Tutorial Classes, Group discussion, Seminar & field work etc., | | |
| Course Outcomes: On successful completion of the course, the students' will be able to <ol style="list-style-type: none"> Demonstrate the significance of management accounting in decision making. Analyse and interpret the corporate financial statements by using various techniques. Compare the financial performance of corporates through ratio analysis. Understand the latest provisions in preparing cash flow statement. Comprehend the significance of management audit and examine the corporate reports of Management Review and Governance. | | |
| Syllabus: | | Hours |
| Module No. 1: Introduction to Management Accounting | | 12 |
| Introduction – Concept – Meaning and Definition - Significance - Scope - Objectives and Functions - Difference between Financial Accounting, Cost Accounting and Management Accounting - Advantages and Limitations of Management Accounting - Management Accountant: Role and Functions of Management Accountant. | | |
| Module No. 2: Financial Statements Analysis and Interpretation | | 14 |
| Introduction – Meaning and Nature of financial statements - Limitations of financial statements - Essentials of a good financial statement. Analysis and interpretations- Meaning and definition of Financial of analysis, types of analysis, Techniques of Financial Analysis- Comparative Statements, Common Size Statements and Trend Analysis - Problems. | | |
| Module No. 3: Ratio Analysis | | 14 |
| Introduction - Meaning and Definition of Ratio Analysis, Uses & Limitations of Ratio Analysis – Classification of ratios: Liquidity ratios: Current ratio, Liquid ratio and Absolute liquid ratio; Solvency ratios: Debt equity ratio, Proprietary ratio and Capital gearing ratio - Earning per share and return on capital employed; Profitability ratios: Gross profit ratio - Net profit ratio – Operating ratio, and Operating profit ratio. Turnover ratios: Inventory turnover ratio - Debtors turnover ratio Debt collection period - Creditors turnover ratio -Debt payment period, Assets turnover ratio, Earnings per share and Price Earnings Ratio. Problems on Ratio Analysis - Preparation of financial statements with the help of Accounting Ratios. | | |
| Module No. 4: Cashflow Analysis | | 12 |
| Introduction- Meaning and Definition, Merits and Demerits, differences between Fund flow and cash flow statements. Provisions of Ind AS 7. Procedure of cash flow statement Concept of cash and cash equivalent. Classification of Cash flows, Preparation of cashflow statement as per Ind AS 7 (Indirect method only). Problems. | | |
| Module No. 5: Management Audit & Reports on Management | | 08 |
| Introduction – Meaning –Nature – Scope - Importance – Need - Objectives of management audit - Differences between Financial Audit and Management Audit - Steps involved in Management Audit. Reports on Management Review and Governance: Introduction - Report of Board of Directors - Management discussion analysis- Annual Report on CSR – | | |

Business Responsibility Report – Corporate Governance Report – Secretarial Audit Report.

Skill Development Activities:

1. Meet Management accountant and discuss his role in decision making in an Enterprise.
2. Collect financial statements of any one corporate entity for two year and prepare a comparative statement and analyse the financial position.
3. Collect financial statements of any one corporate entity, analyse the same by using ratio analysis.
4. Prepare a cash flow statement
5. Meet the management accountant, discuss the steps involved in management audit.
6. Collect reports of any two corporates, analyse the management review and governance of the same.
7. Any other activities, which are relevant to the course.

Books for Reference:

1. Study Materials of ICAI on Management Accounting (Updated)
2. Study Materials of ICMAI on Management Accounting
3. Charles T. Horngren, Gary L. Sundem, Dave Burgstahler, Jeff O. Schatzberg, Introduction to Management Accounting, Pearson Education.
4. B Mariyappa Management Accounting Himalaya Publishing House New Delhi
5. Khan, M.Y. and Jain, P.K. Management Accounting. McGraw Hill Education.
6. Arora, M.N. Management Accounting, Vikas Publishing House, New Delhi
7. Maheshwari, S.N. and S.N. Mittal, Management Accounting. Shree Mahavir Book Depot, New Delhi.

Note: Latest edition of text books may be used.

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|---|------------------------------|-----------------------------------|
| Name of the Programme: Bachelor of Commerce (B.Com) Course Code: COM A2 Name of the Course: Indian Accounting Standards-2 | | |
| Course Credits | No. of Hours per Week | Total No of Teaching Hours |
| 3 Credits | 3 Hrs | 45 Hrs |
| Pedagogy: Classrooms lecture, Case studies, Tutorial Classes, Group discussion, Seminar & field work etc., | | |
| Course Outcomes: On successful completion of the course, the students' will be able to <ol style="list-style-type: none"> a) Understand the preparation of consolidated financial statements as per Ind AS b) Learn the disclosures in the financial statements c) Understand the latest provisions of measurement-based accounting policies. d) Comprehend the Accounting and Reporting of Financial Instruments e) Analyse the Revenue based accounting standard. | | |
| Syllabus | | Hours |
| Module-1 Consolidated Financial Statement (Ind AS 110) | | 9 |
| Meaning and Definition- Holding Company and Subsidiary Company, Steps in Preparation of consolidated Financial Statements, Capital profit, Revenue profit, Non-controlling Interest and Goodwill or Capital Reserve and Unreleased profit, and mutual indebtedness. Problems on Preparation of Consolidated Balance Sheet. | | |
| Module No. 2 Disclosures in the Financial Statements | | 9 |
| Employee benefits (Ind AS 19) Earnings per Share (Ind AS 33) Lease (Ind AS 116), Interim Financial Reporting (Ind AS 34) Share-based Payment (Ind AS 102). | | |
| Module No. 3 Measurement Based on Accounting Policies | | 9 |
| Accounting Policies, Changes in Accounting Estimates and Errors (Ind AS 8), First time adoption of Ind AS (Ind As 101), Accounting for Government Grants and Disclosure of Government Assistance ((Ind AS 20)) and Share Based Payment (Ind AS 102) | | |
| Module No. 4 Accounting and Reporting of Financial Instruments | | 9 |
| Presentation of Financial Instruments (Ind AS 32) – Meaning, Financial Assets, Financial Liabilities - Presentation Recognition and Measurement of financial Instruments (Ind AS 39) – Initial and Subsequent Recognition and measurement of Financial Assets and Financial Liabilities, Derecognition of Financial Assets and Financial Liabilities- Disclosures of Financial Instruments (Ind AS 107) | | |
| Module No. 5 Revenue based accounting standard. | | 9 |
| Revenue from Contracts with Customers (Ind AS 115), Fair Value Measurement (Ind AS 113) Contract, Practical Provisions and problems on the above standards. | | |

Skill Development Activities:

1. Prepare consolidated Balance sheet with imaginary figures.
2. Make a list of Indian Accounting Standards
3. Make disclosures of any five Indian Accounting Standards.
4. Study the compliance with the requirements of Indian Accounting standards as disclosed in the Notes to Accounts in Annual Reports.

Books for Reference:

1. Study material of the Institute of Chartered Accountants of India
2. Anil Kumar, Rajesh Kumar and Mariyappa, Indian Accounting Standards, HPH
3. Miriyala, Ravikanth, Indian Accounting Standards Made Easy, Commercial Law Publishers
4. Dr.A.L.Saini IFRS for India, , Snow white publications.
5. CA Shibarama Tripathy Roadmap to IFRS and Indian Accounting Standards
6. Ghosh T P, IFRS for Finance Executives Taxman Allied Services Private Limited.

Note: Latest edition of text books may be used

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|---|------------------------------|------------------------------------|
| Name of the Program: Bachelor of Commerce (B.Com.) | | |
| Course Code: COM F2 | | |
| Name of the Course: Investment Management | | |
| Course Credits | No. of Hours per Week | Total No. of Teaching Hours |
| 3 Credits | 3 Hrs | 45 Hrs |
| Pedagogy: Classrooms lecture, Case studies, Group discussion, Seminar & field work etc., | | |
| Course Outcomes: On successful completion of the course, the students' will be able to | | |
| <ul style="list-style-type: none"> a) Understand the concept of investments, its features and various instruments. b) Comprehend the functioning of secondary market in India. c) Underline the concept of risk and return and their relevance in purchasing and selling of securities. d) Illustrate the valuation of securities and finding out the values for purchase and sale of securities. e) Demonstrate the fundamental analysis to analyse the company for purchase and sale of securities and technical analysis for trading in the share market. | | |
| Syllabus: | | Hours |
| Module No. 1: Concept of Investment | | 07 |
| Introduction - Investment: Attributes, Economic vs. Financial Investment, Investment and speculation, Features of a good investment, Investment Process. Financial Instruments: Money Market Instruments, Capital Market Instruments. Derivatives. | | |
| Module No. 2: Fundamental Analysis | | 12 |
| Fundamental analysis-EIC Frame Work, Global Economy, Domestic Economy, Business Cycles, Industry Analysis and Company Analysis. Valuation of securities: Valuation of Bonds and debentures and preference shares, equity shares- no growth rate, normal growth rate and super normal growth rate. | | |
| Module No. 3: Risk & Return | | 10 |
| Risk and Return Concepts: Concept of Risk, Types of Risk- Systematic risk, Unsystematic risk, Calculation of Risk and returns. Portfolio Risk and Return: Expected returns of a portfolio, Calculation of Portfolio Risk and Return. | | |
| Module No. 4 Technical Analysis | | 08 |
| Technical Analysis – Concept, Theories- Dow Theory, Eliot wave theory. Charts-Types, Trend and Trend Reversal Patterns. Mathematical Indicators – Moving averages, ROC, RSI, and Market Indicators - Market Efficiency and Behavioural Finance: Random walk and Efficient Market Hypothesis, Forms of Market Efficiency, Empirical test for different forms of market efficiency | | |
| Module No. 5: Portfolio Management | | 8 |
| Portfolio Management: Meaning, Need, Objectives, process of Portfolio management, Selection of securities and Portfolio analysis. Construction of optimal portfolio using Sharpe's Single Index Model. Portfolio Performance evaluation (Theory only). | | |
| Skill Developments Activities: | | |
| <ol style="list-style-type: none"> 1. Collect and compare the data on financial instruments selected for investment from any five investors. 2. Open Demat account, learn how to trade in stock market and submit the report on prospectus and challenges of stock trading. 3. Discuss with investors on systematic and unsystematic risk analysis, submit report on the same. 4. Calculate the intrinsic value of any five bonds listed on BSE / NSE, making necessary assumptions. | | |

5. Summarise the parameters of 'Economy Analysis' of any five countries and give your inference.
6. Any other activities, which are relevant to the course.

Books for Reference:

1. Bodie ZVI, Kane Alex, Marcus J Alan and Mohanty Pitabas., Investments, Tata McGraw Hill Publishing Company Limited, New Delhi.
2. Sharpe F. William, Alexander J Gordon and Bailey V Jeffery, Investments, Prentice Hall of India Private Limited, New Delhi.
3. Fischer E Donald and Jordan J Ronald., Security Analysis and Portfolio Management, Prentice Hall of India Private Limited, New Delhi.
4. Kevin S., Portfolio Management, PHI, New Delhi.
5. Punithavathy Pandian, Security Analysis and Portfolio Management, Vikas Publishing House Private Limited, New Delhi.
6. Prasanna Chandra, Investment Analysis and Portfolio Management, Tata McGraw Hill Publishing Company Limited, New Delhi.

Note: Latest edition of text books may be used.

| | | |
|---|------------------------------|------------------------------------|
| Name of the Program: Bachelor of Commerce (B.Com.) | | |
| Course Code: COM H2 | | |
| Name of the Course: Cultural Diversity at Work Place | | |
| Course Credits | No. of Hours per Week | Total No. of Teaching Hours |
| 3 Credits | 3 Hrs | 45 Hrs |
| Pedagogy: Classrooms lecture, Case studies, Group discussion, Seminar & field work etc., | | |
| Course Outcomes: On successful completion of the course, the students' will be able to | | |
| <ul style="list-style-type: none"> a) Understand, interpret question reflect upon and engage with the notion of "diversity". b) Recall the cultural diversity at work place in an organization. c) Support the business case for workforce diversity and inclusion. d) Identify diversity and work respecting cross cultural environment. e) Assess contemporary organizational strategies for managing workforce diversity and inclusion. | | |
| Syllabus: | | Hours |
| Module No. 1: Introduction to Diversity | | 10 |
| Introduction to cultural diversity in organizations, Evolution of Diversity Management, Over View of Diversity, Advantages of Diversity, Identifying characteristics of diversity, Scope-Challenges and issues in diversity management, Understanding the nature of Diversity – Cultural Diversity – Global Organizations- Global Diversity. | | |
| Module No. 2: Exploring Differences | | 08 |
| Introduction -Exploring our and others' differences, including sources of our identity. Difference and power: Concepts of prejudice, discrimination, dehumanization and oppression. | | |
| Module No. 3: Visions of Diversity and Cross Cultural Management | | 10 |
| Models and visions of diversity in society and organizations: Justice, fairness, and group and individual differences. Cross-Cultural Management: Meaning and Concepts, Frameworks in Cross-Cultural Management: Kluckhohn and Strodbeck framework, Hofstede's Cultural Dimensions, Trompenaar's Dimensions, Schwartz Value Survey, GLOBE study. | | |
| Module No. 4: Skills and Competencies | | 08 |
| Skills and competencies for multicultural teams and workplaces/ Organizational assessment and change for diversity and inclusion, Diversity Strategies. Creating Multicultural Organisations. | | |
| Module 5: Recent Trends in Diversity Management | | 09 |
| Emerging workforce trends–Dual-career couples–Cultural issues in international working on work-life balance–Managing multi-cultural teams: Issues and challenges, Global demographic trends: Impact on diversity management, Social psychological perspective on workforce diversity, Diversity Management in IT organizations Contemporary Issues in Workplace Diversity. | | |
| Skill Development Activities: | | |
| <ul style="list-style-type: none"> 1. Visit any MNCs, identify and report on the cultural diversity in an organization. 2. Interact and List out the ways in which dehumanization done in public/ private sector organization. | | |

3. Interact with HR Manager of any MNCs, explore and report on cross cultural management.
4. Explore the benefits of multi-cultural organizations.
5. Examine and report on diversity management in select IT organizations.
6. Any other activities, which are relevant to the course.

Books for Reference:

1. Bell, M.P. (2012). Diversity in organizations (2nd Ed.). Mason, OH: Cengage.
2. Harvey, C.P. & Allard, M.J. (2015). Understanding and managing diversity: Readings, cases, and exercises (6th Ed.). Upper Saddle River, NJ: Pearson.

Note: Latest edition of text books may be used.

| | | |
|---|------------------------------|------------------------------------|
| Name of the Program: Bachelor of Commerce (B.Com.) Course Code: COM 12 Name of the Course: Human Resource Analytics | | |
| Course Credits | No. of Hours per Week | Total No. of Teaching Hours |
| 3 Credits | 3 Hrs | 45 Hrs |
| Pedagogy: Classrooms lecture, Case studies, Tutorial Classes, Group discussion, Seminar & field work etc., | | |
| a) Course Outcomes: On successful completion of the course, the students' will be able to b) Understand the role of Analytics in Human Resource. c) Identify a list of HR metrics relevant to an organization's mission or goals. d) Apply best practices for using HR analytics to support making data-driven decisions. e) Demonstrate the use of Analytical techniques to analyse and interpret HR data | | |
| Syllabus: | | Hours |
| Module No. 1: HR Decision-making and HR Analytics | | 10 |
| Introduction – HR decision making – importance and significance of HR analytics – benefits of HR analytics – Steps to implement HR analytics – HR analytics and changing role of HR managers – aligning human resources to business through HR analytics – HR analytics framework and models – LAMP Framework. | | |
| Module No. 2: HR Business Process and HR Analytics | | 08 |
| Statistics and statistical modelling for HR research and HR decision-making – HR research tools and techniques – data analysis for human resources – parametric and non- parametric tests- HRIS for HR decision-making – HR metrics – recruitment metrics – metrics for training and development function – HR scorecard – HR dashboard | | |
| Module No. 3: Forecasting and Measuring HR value propositions with HR analytics | | 07 |
| Value proposition and HR decisions – Sustainability in HR decisions – HR optimization through analytics – Predictive HR analytics | | |
| Module No. 4: HR analytics and Data | | 12 |
| HR data and data quality – data collection – big data for human resources – transforming HR data into HR information – HR reporting – HR report visualization – performing root cause analysis – datafication of human resources, Excel exercises: Preparing to Build Your Balanced Scorecard, Developing Executive and Operational Dashboards, Pivotal Talent Pools with High Rates of Voluntary Turnover: Voluntary Turnover, Involuntary Turnover, For-Cause Dismissals, and Layoffs | | |
| Module 5: HR Analytics and Predictive Modelling | | 08 |
| Different phases of HR analytics and predictive modelling – data and information for HR predictive analysis – software solutions – predictive analytics tools and techniques – understanding future human resources. | | |
| Skill Development Activities: Course teacher can identify and give the skill development activities. | | |

Books for Reference:

1. Dipak Kumar Bhattacharya, HR Analytics: Understanding Theories and Applications, SAGE publications, 2017
2. Ron Person, Balanced Scorecards & Operational Dashboards with Microsoft Excel, Wiley Publications.

3. Jac Fitz-enz, The New HR Analytics- Predicting the Economic Value of Your Company's Human Capital Investments, AMACOM.
4. Jac Fitz-enz ,John R. Mattox II, Predictive Analytics for Human Resources, Wiley & SAS Business Series.

Note: Latest edition of text books may be used.

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|--|------------------------------|------------------------------------|
| Name of the Program: Bachelor of Commerce (B.Com.) | | |
| Course Code: COM .M2 | | |
| Name of the Course: Customer Relationship Management | | |
| Course Credits | No. of Hours per Week | Total No. of Teaching Hours |
| 3 Credits | 3 Hrs | 45 Hrs |
| Pedagogy: Classrooms lecture, Case studies, Tutorial Classes, Group discussion, Seminar & field work etc., | | |
| Course Outcomes: On successful completion of the course, the s'tudents will be able to | | |
| a) To be aware of the nuances of customer relationship. | | |
| b) To analyze the CRM link with the other aspects of marketing. | | |
| c) To impart the basic knowledge of the Role of CRM in increasing the sales of the company. | | |
| d) To make the students aware of the different CRM models in service industry. | | |
| e) To make the students aware and analyze the different issues in CRM | | |
| Syllabus: | | Hours |
| Module No. 1: Evolution of Customer Relationship | | 10 |
| Introduction - CRM- Definition, Emergence of CRM Practice, Factors responsible for CRM growth, CRM process, framework of CRM, Benefits of CRM, Types of CRM, Scope of CRM, Customer Profitability, Features Trends in CRM , CRM and Cost-Benefit Analysis, CRM and Relationship Marketing. | | |
| Module No. 2: CRM Concepts | | 10 |
| Introduction - Customer Value, Customer Expectation, Customer Satisfaction, Customer Centricity, Customer Acquisition, Customer Retention, Customer Loyalty, Customer Lifetime Value. Customer Experience Management, Customer Profitability, Enterprise Marketing Management, Customer Satisfaction Measurements, Web based Customer Support. | | |
| Module No. 3: Planning for CRM | | 08 |
| Introduction -Steps in Planning-Building Customer Centricity, Setting CRM Objectives, Defining Data Requirements, Planning Desired Outputs, Relevant issues while planning the Outputs, Elements of CRM plan, CRM Strategy: The Strategy Development Process, Customer Strategy Grid. | | |
| Module No. 4: CRM and Marketing Strategy | | 07 |
| Introduction - CRM Marketing Initiatives, Sales Force Automation, Campaign Management, Call Centres. Practice of CRM: CRM in Consumer Markets, CRM in Services Sector, CRM in Mass Markets, CRM in Manufacturing Sector. | | |
| Module 5: CRM Planning and Implementation | | 10 |
| Introduction - Issues and Problems in implementing CRM, Information Technology tools in CRM, Challenges of CRM Implementation. CRM Implementation Roadmap, Road Map (RM) Performance: Measuring CRM performance, CRM Metrics. | | |
| Skill Development Activities: | | |
| 1. Visit any bank, identify and note customer relationship management by banker. | | |
| 2. Conduct online survey on customer satisfaction of insurance products of any company. | | |
| 3. Visit any telecommunication retail service outlet, discuss CRM related aspects with CRM manager. | | |
| 4. Discuss from any five call centre employees on how their work helps to maintain customer relationship. | | |

6. Prepare report how technology impacts on CRM.
7. Any other activities, which are relevant to the course.

Books for Reference:

1. Francis Buttle, Stan Maklan, Customer Relationship Management: Concepts and Technologies, 3rd edition, Routledge Publishers, 2015
2. Kumar, V., Reinartz, Werner Customer Relationship Management Concept, Strategy and Tools, 1st edition, Springer Texts, 2014.
3. Jagdish N.Sheth, Atul Parvatiyar & G.Shainesh, "Customer Relationship Management", Emerging Concepts, Tools and Application", 2010, TMH
4. Dilip Soman & Sara N-Marandi," Managing Customer Value" 1st edition, 2014, Cambridge.
5. Alok Kumar Rai, "Customer Relationship Management: Concepts and Cases", 2008, PHI.
6. Ken Burnett, the Handbook of Key "Customer Relationship Management", 2010, PearsonEducation.
7. Mukesh Chaturvedi, Abinav Chaturvedi, "Customer Relationship Management- An Indian Perspective", 2010 Excel Books, 2nd edition

Note: Latest edition of text books may be used.

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|--|------------------------------|------------------------------------|
| Name of the Program: Bachelor of Commerce (B.Com.) | | |
| Course Code: COM 6.6 | | |
| Name of the Course: Assessment of Persons other than Individuals and Filing of ITRs | | |
| Course Credits | No. of Hours per Week | Total No. of Teaching Hours |
| 3 Credits | (2+0+2) 4 Hrs | 45 Hrs |
| Pedagogy: Classrooms lecture, Case studies, Tutorial Classes, Group discussion, Seminar & field work etc., | | |
| Course Outcomes: On successful completion of the course, the students' will be able to | | |
| <ul style="list-style-type: none"> a) Understand the calculation of Depreciation and allowance b) Comprehend the assessment of partnership Firms and determine the tax liability. c) Comprehend the assessment of corporate entities and determine the tax liability. d) Equip with understanding of intensive knowledge on analysis of all forms of ITR Forms along with the Overview ITR Forms and e-filing. | | |
| Syllabus: | | Hours |
| Module No. 1: Depreciation and Investment Allowance | | 08 |
| Introduction-Meaning of Depreciation, Important points regarding depreciation, Conditions for allowance of Depreciation, Assets eligible for depreciation, important terms for computation of depreciation allowance. Problems. | | |
| Module No. 2: Assessment of Partnership firms | | 10 |
| Definition of Partnership, Firm and Partners – Assessment of Firms (Section 184) – Computation of Firm's Business Income – Treatment of Interest, Commission, Remuneration received by partners (Sec 40b). Presumptive taxation (44AD) Problems on Computation of total income and tax liability of firms (Use of available software package for computation of tax liability, Related Forms and Challans) | | |
| sModule No. 3: Assessment of Companies. | | 10 |
| Introduction-Meaning and Definition of Company-Types of Companies under Income tax Act -- Problems on computation of total income of companies- Including Minimum Alternate Tax (115JB) Applicable Deductions u/s 80IA, 80IB, 80IC, 80G - Problems on Computation of Tax Liability (Use of Software Package-Quick Books/ Electro com) | | |
| Module No. 4: Tax Under E-Environment | | 12 |
| Filing of Income tax returns (ITR) – Types income tax return forms- benefit of filing ITR- different sections of ITR returns- document required to filing ITR –form 26AS significance returns-Advance Tax Sections-Tax Deducted at Source (TDS)- online payment of tax- problems on Advance Tax and TDS.] E-filing of return on Income Tax Portal , Verification of ITR.. | | |
| Module No. 5: Case laws and Amendments | | 05 |
| Introduction - Recent Amendments in Filing of Returns as per Finance Bill; Recent Case Laws for guidance. Depute the students at least two weeks to any Audit Firm to learn practically the filing of Returns of various kinds of assesses. Like individuals, Firms and Companies. | | |
| Skill Development Activities: | | |
| <ul style="list-style-type: none"> 1) Prepare a chart showing rates of depreciation for different assets. 2) Calculate the Eligible Remuneration to working partners as per Income tax rules with imaginary figures. 3) Narrate the procedure for calculation of Book Profit. | | |

- 4) Students should be able to e-file and understand ITR forms.
- 5) Any other activities, which are relevant to the course

Books for Reference:

1. Vinod K Singhania – “Direct Taxes - Law and Practice”, Taxmann Publications
2. H C Mehrotra and Goyal, “Direct Taxes”, Sahitya Bhavan Publications
3. Gaur and Narang ; Direct Taxes, Kalyani Publishers
4. Rajiva S. Mishra –Direct & Indirect Tax
5. Santhil & Santhil : Business taxation.
6. B.Mariyappa Business Tax Himalaya Publication House. New Delhi.

Note: Latest edition of text books may be used.

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|---|------------------------------|------------------------------------|
| <p>Name of the Program: Bachelor of Commerce (B.Com.) Course Code: COM 6.6 (B) Name of the Course: E-Commerce</p> | | |
| Course Credits | No. of Hours per Week | Total No. of Teaching Hours |
| 3 Credits | (2+0+2) 4 Hrs | 45 Hrs |
| <p>Pedagogy: Classrooms lecture, Case studies, Tutorial Classes, Group discussion, Seminar & field work etc.,</p> | | |
| <p>Course Outcomes: On successful completion of the course, the students’ will be able to</p> <ol style="list-style-type: none"> j) Comprehend the concepts of E-commerce k) Understand the e-retailing benefits and key success factors l) Analyse the benefits of EDI m) To understand Cyber security n) Know the Issues in E-commerce. | | |
| Syllabus: | | Hours |
| Module No. 1: E-commerce and its Technological Aspects | | 08 |
| <p>Overview of developments in Information Technology and Defining E-Commerce: The scope of E-commerce, Electronic Market, Electronic Data Interchange, Internet Commerce, Benefits and limitations of E-Commerce, Produce a generic framework for E-Commerce, Architectural framework of Electronic Commerce, Web based E-Commerce Architecture.</p> | | |
| Module No. 2: Consumer Oriented E Commerce | | 10 |
| <p>E-Retailing, Traditional retailing and e-retailing, Benefits of e-retailing, Key success factors, Models of e-retailing, Features of e-retailing. e-services: Categories of e-services, Web-enabled services, matchmaking services, Information-selling on the web, e-entertainment, Auctions and other specialized services. Business to Business Electronic Commerce.</p> | | |
| Module No. 3: Electronic Data Interchange: | | 10 |
| <p>Benefits of EDI, EDI technology, EDI standards, EDI communications, EDI Implementation, EDI Agreements, EDI Security. Electronic Payment Systems, Need of Electronic Payment System: Study and examine the use of Electronic Payment system and the protocols used, Electronic Fund Transfer and secure electronic transaction protocol for credit card payment. Digital economy: Identify the methods of payments on the net – Electronic Cash,cheque and credit cards on the Internet.</p> | | |
| Module No. 4: Security in E Commerce Threats in Computer Systems: | | 08 |

Virus, Cyber Crime Network Security: Encryption, Protecting Web server with a Firewall, Firewall and the Security Policy, Network Firewalls and Application Firewalls, Proxy Server.

Module No. 5: Issues in E-Commerce

09

Understanding Ethical, Social and Political issues in E-Commerce: A model for Organizing the issues, Basic Ethical Concepts, Analyzing Ethical Dilemmas, Candidate Ethical Principles Privacy and Information Rights: Information collected at E-Commerce Websites, The Concept of Privacy, Legal protections Intellectual Property Rights: Types of Intellectual Property Protection, Governance.

| | | |
|----|--|----------|
| 1 | Dr. M. Ramachandra Gowda (9448008278) Vice Chancellor, Rani Channamma University, Belagavi. | Chairman |
| 2 | Dr. H. Rajashekar (9448754039) Professor, University of Mysore, Mysuru | Member |
| 3 | Dr. R.L. Hyderabad (9448935151) Professor, Karnatak University, Dharwad. | Member |
| 4 | Dr. Vijay Boothpur Professor, Gulbarga University, Kalaburgi | Member |
| 5 | Dr. P. Eshwar Professor, Mangalore University, Konaje | Member |
| 6 | Dr. Sudarshan Reddy, (9449520923), Professor, Tumkur University, Tumakuru. | Member |
| 7 | Dr. S.B. Kamashetty (9448892024) Professor, KSAW University, Vijayapura | Member |
| 8 | Dr. H. Y. Kamble (9448107161) Professor, Rani Channamma University, Vijayapura | Member |
| 9 | Dr. Anitha H.S. (9845559557) Professor, Davanagere University, Davanagere. | Member |
| 10 | Dr. B.G. Bhaskar Principal, Vivekananda Degree College, Bengaluru | Member |
| 11 | Dr. M. Jayappa Rtd.Principal, RBAMS College, Bangalore. | Member |
| 12 | Dr. R. Parvathi (9844232545) Principal, VET FGC, Bengaluru | Member |
| 13 | Dr. Sumangala Naik (9740571664) Assoc. Professor, GFGC, Honnavara. | Member |
| 14 | Shri Amberappa M. (8792658857) Assoc. Professor, GFGC, Bidar | Member |
| 15 | Dr. C. Nagaraju, Principal, Shanthi Arts, Science & Commerce College, Malavalli, | Member |
| 16 | Dr. K.V. Suresh Principal, JSS Women's College, Mysuru | Member |
| 17 | Dr. Lakshmish (9480467605) Principal, LB & SBS College, Sagara, Shimoga Dist. | Member |
| 18 | Dr. M. Jayappa, Special Officer, KSHEC, | Convenor |

NEW EDUCATION POLICY INITIATIVES
A
REPORT
ON
CURRICULUM FRAMEWORK FOR FOUR-YEAR
UNDER- GRADUATE PROGRAM IN COMMERCE

{COMMON FRAMEWORK FOR ALL B.COM. AND BBA PROGRAMS}

BY
EXPERT COMMITTEE



KARNATAKA STATE HIGHER EDUCATION COUNCIL
30, Prasanna Kumar Block, Bengaluru Central University Campus,
Y Ramachandra Road, Gandhinagara, Bengaluru, Karnataka - 560009
May, 2022

**Curriculum Framework and Scheme of Teaching &
Evaluation to be introduced from the Academic Year
2021-22 Onwards**

**Based on
NATIONAL EDUCATION POLICY 2020 GUIDELINES**

Four Year Undergraduate Programs

Bachelor of Commerce (B.Com.)

- A. Program Structure**
- B. Course Contents of III and IV Semesters**

A. Program Structure

Scheme of Teaching & Evaluation for B.Com (Basic/Hons) with Commerce 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 | Lang.1.1 | Language - I | AECC | 3+1+0 | 60 | 40 | 100 | 3 |
| 2 | Lang.1.2 | Language – II | AECC | 3+1+0 | 60 | 40 | 100 | 3 |
| 3 | B.Com.1.1 | Financial Accounting | DSC | 3+0+2 | 60 | 40 | 100 | 4 |
| 4 | B.Com.1.2 | Management Principles and Applications | DSC | 4+0+0 | 60 | 40 | 100 | 4 |
| 5 | B.Com.1.3 | Principles of Marketing | DSC | 4+0+0 | 60 | 40 | 100 | 4 |
| 6 | B.Com.1.4 | Digital Fluency | SEC-SB | 1+0+2 | 30 | 20 | 50 | 2 |
| 7 | B.Com.1.5 | Within the Faculty: * | OEC | 3+0+0 | 60 | 40 | 100 | 3 |
| | | Across the Faculty** | | | | | | |
| | | 1. xxxxxxxxxxxx 2. xxxxxxxxxxxx | | | | | | |
| | | 3. Accounting for Everyone 4. Financial Literacy | | | | | | |
| 8 | B.Com 1.6 | Ncc/NSS | SEC-VB | | | 50 | 50 | 2 |
| | | Subtotal | | | | | 700 | 25 |

Note :

* Within the Faculty: These Courses (1 & 2) are meant for Commerce Students and shall be taught by Commerce Teachers (Both B.Com & BBA Teachers). The Board of Studies (BOS) can decide the two OECs which are to be offered. A List of OECs has been appended at the end.

** Across the Faculty: These Courses (3 & 4) are meant for Other Department Students and shall be taught by Commerce Teachers (Both B.Com & BBA Teachers)

| Semester II | | | | | | | | |
|----------------|------------|--|---------------------|-------------------------------------|-----|-----|-------------|---------|
| Sl. No. | CourseCode | Title of the Course | Category of Courses | Teaching Hours per Week (L + T + P) | SEE | CIE | Total Marks | Credits |
| 8 | Lang.2.1 | Language - I | AECC | 3+1+0 | 60 | 40 | 100 | 3 |
| 9 | Lang.2.2 | Language – II | AECC | 3+1+0 | 60 | 40 | 100 | 3 |
| 10 | B.Com.2.1 | Advanced Financial Accounting | DSC | 3+0+2 | 60 | 40 | 100 | 4 |
| 11 | B.Com.2.2 | Business Mathematics OR Corporate Administration | DSC | 3+0+2 | 60 | 40 | 100 | 4 |
| 12 | B.Com.2.3 | Law & Practice of Banking | DSC | 4+0+0 | 60 | 40 | 100 | 4 |
| 13 | B.Com.2.4 | Health Wellness/ Social & Emotional Learning | SEC-VB | 1+0+2 | - | 50 | 50 | 2 |
| 14 | B.Com.2.5 | Environmental Studies | AECC | 2+0+0 | 30 | 20 | 50 | 2 |
| 15 | B.Com.2.6 | Within the Faculty: 1. xxxxxxxxxxxx 2. xxxxxxxxxxxx | OEC | 3+0+0 | 60 | 40 | 100 | 3 |
| | | Across the Faculty: 3. Financial Environment 4. Investing in Stock Markets | | | | | | |
| Sub –Total (B) | | | | | | | 700 | 25 |

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

Note :

* Within the Faculty: These Courses (1 & 2) are meant for Commerce Students and shall be taught by Commerce Teachers (Both B.Com & BBA Teachers). The Board of Studies (BOS) can decide the two OECs which are to be offered. A List of OECs has been appended at the end.

** Across the Faculty: These Courses (3 & 4) are meant for Other Department Students and shall be taught by Commerce Teachers (Both B.Com & BBA Teachers)

| Semester III | | | | | | | | |
|----------------|------------|---|--------------------|-------------------------------------|-----|-----|-------------|---------|
| Sl. No. | CourseCode | Title of the Course | Categoryof Courses | Teaching Hours per Week (L + T + P) | SEE | CIE | Total Marks | Credits |
| 16 | Lang.1.1 | Language - I | AECC | 3+1+0 | 60 | 40 | 100 | 3 |
| 17 | Lang.1.2 | Language – II | AECC | 3+1+0 | 60 | 40 | 100 | 3 |
| 18 | B.Com.3.1 | Corporate Accounting | DSC | 3+0+2 | 60 | 40 | 100 | 4 |
| 19 | B.Com.3.2 | Business Statistics | DSC | 3+0+2 | 60 | 40 | 100 | 4 |
| 20 | B.Com.3.3 | Cost Accounting | DSC | 3+0+2 | 60 | 40 | 100 | 4 |
| 21 | B.Com.3.4 | Artificial Intelligence | SEC | 1+0+2 | 30 | 20 | 50 | 2 |
| 22 | B.Com.3.5 | Advertising Skills/Entrepreneurial Skills | OEC | 3+0+0 | 60 | 40 | 100 | 3 |
| 23 | B.Com 3.6 | NCC/NSS & others | SEC-VB | | | 50 | 50 | 2 |
| Sub –Total (C) | | | | | | | 700 | 25 |

| Semester IV | | | | | | | | |
|----------------|------------|--|--------------------|-------------------------------------|-----|-----|-------------|---------|
| Sl. No. | CourseCode | Title of the Course | Categoryof Courses | Teaching Hours per Week (L + T + P) | SEE | CIE | Total Marks | Credits |
| 23 | Lang.1.1 | Language - I | AECC | 3+1+0 | 60 | 40 | 100 | 3 |
| 24 | Lang.1.2 | Language – II | AECC | 3+1+0 | 60 | 40 | 100 | 3 |
| 25 | B.Com.4.1 | Advanced Corporate Accounting | DSC | 3+0+2 | 60 | 40 | 100 | 4 |
| 26 | B.Com.4.2 | Costing Methods & Techniques | DSC | 3+0+2 | 60 | 40 | 100 | 4 |
| 27 | B.Com.4.3 | Business Regulatory Framework | DSC | 4+0+0 | 60 | 40 | 100 | 4 |
| 28 | B.Com.4.4 | Constitution of India | AECC | 2+0+0 | 30 | 20 | 50 | 2 |
| 29 | B.Com.4.5 | Sports/NCC/NSS/others (if any) | SEC-VB | 1+0+2 | - | 50 | 50 | 2 |
| 30 | B.Com.4.6 | Business Ethics / Corporate Governance | OEC | 3+0+0 | 60 | 40 | 100 | 3 |
| Sub –Total (D) | | | | | | | 700 | 25 |

EXIT OPTION WITH DIPLOMA – Ability to solve broadly defined problems.

Semester V

| Sl. No. | Course Code | Title of the Course | Category of Courses | Teaching Hours per Week (L + T + P) | SEE | CIE | Total Marks | Credits |
|----------------|--------------------|---|---------------------|-------------------------------------|-----|-----|-------------|---------|
| 31 | B.Com.5.1 | Financial Management | DSC | 3+0+2 | 60 | 40 | 100 | 4 |
| 32 | B.Com.5.2 | Income Tax Law and Practice-I | DSC | 3+0+2 | 60 | 40 | 100 | 4 |
| 33 | B.Com.5.3 | Auditing and Assurance | DSC | 4+0+0 | 60 | 40 | 100 | 4 |
| 34 | B.Com.5.4 Elective | One Course from the Selected Elective Group | DSE - 1 | 3+1+0 | 60 | 40 | 100 | 3 |
| 35 | B.Com.5.6 Elective | GST- Law & Practice | Vocational - 1 | 2+0+2 | 60 | 40 | 100 | 3 |
| 36 | B.Com.5.7 | Cyber Security/Ethics & Self Awareness | SEC - VB | 1+0+2 | 50 | 50 | 100 | 2 |
| Sub –Total (E) | | | | | 350 | 250 | 600 | 20 |

Semester VI

| Sl. No. | Course Code | Title of the Course | Category of Courses | Teaching Hours per Week (L + T + P) | SEE | CIE | Total Marks | Credits |
|----------------------|--------------------|---|---------------------|-------------------------------------|------|------|-------------|---------|
| 37 | B.Com.6.1 | Management Accounting | DSC | 3+0+2 | 60 | 40 | 100 | 4 |
| 38 | B.Com.6.2 | Income Tax Law and Practice-II | DSC | 3+0+2 | 60 | 40 | 100 | 4 |
| 39 | B.Com.6.3 Elective | Three courses from the Selected Elective Group | DSE – 2 | 3+1+0 | 60 | 40 | 100 | 3 |
| 40 | B.Com.6.4 Elective | | DSE – 3 | 3+1+0 | 60 | 40 | 100 | 3 |
| 41 | B.Com.6.5 Elective | | DSE – 4 | 3+1+0 | 60 | 40 | 100 | 3 |
| 42 | B.Com.6.6 | Basics of Spread Sheet Modelling OR Report on Study of Startups and Innovative Business Ideas | Vocational-2 | 2+0+2 | 60 | 40 | 100 | 3 |
| 43 | B.Com.6.7 | Professional Communication | SEC - SB | 2+0+0 | 50 | 50 | 100 | 2 |
| Sub –Total (F) | | | | | 410 | 290 | 700 | 22 |
| Grand Total - Degree | | | | | 2310 | 1930 | 4300 | 138 |

EXIT OPTION WITH BACHELOR DEGREE -Ability to solve complex problems that are ill-structured requiring multi-disciplinary skills to solve them.

| Semester VII | | | | | | | | |
|----------------|-------------|---|---------------------|-------------------------------------|-----|-----|-------------|---------|
| Sl. No. | Course Code | Title of the Course | Category of Courses | Teaching Hours per Week (L + T + P) | SEE | CIE | Total Marks | Credits |
| 44 | B.Com.7.1 | International Business | DSC | 4+0+0 | 60 | 40 | 100 | 4 |
| 45 | B.Com.7.2 | Advanced Business Statistics | DSC | 3+0+2 | 60 | 40 | 100 | 4 |
| 46 | B.Com.7.3 | Advanced Financial Management | DSC | 3+0+2 | 60 | 40 | 100 | 4 |
| 47 | B.Com.7.4 | One Course from the Selected Elective Group | DSE - 5 | 3+1+0 | 60 | 40 | 100 | 3 |
| 48 | B.Com.7.5 | ERP Applications | Vocational-3 | 2+0+2 | 60 | 40 | 100 | 3 |
| 49 | B.Com.7.6 | Research Methodology | - | 2+0+2 | 60 | 40 | 100 | 3 |
| Sub –Total (G) | | | | | 360 | 240 | 600 | 21 |

| Semester VIII | | | | | | | | |
|----------------------|-------------|--|---------------------|-------------------------------------|----------------|----------------|----------------|------------|
| Sl. No. | Course Code | Title of the Course | Category of Courses | Teaching Hours per Week (L + T + P) | SEE | CIE | Total Marks | Credits |
| 50 | B.Com.8.1 | Financial Reporting-IND.AS | DSC | 3+0+2 | 60 | 40 | 100 | 4 |
| 51 | B.Com.8.2 | Strategic Financial Management | DSC | 4+0+0 | 60 | 40 | 100 | 4 |
| 52 | B.Com.8.3 | Business Analytics OR Data Analysis & Decision Sciences | DSC | 3+0+2 | 60 | 40 | 100 | 4 |
| 53 | B.Com.8.4 | Managing Digital Platforms | Vocational-4 | 2+0+2 | 60 | 40 | 100 | 3 |
| 54 | B.Com.8.5 | Research Projects/Internship with Viva – voce | - | - | 50 | 50 | 100 | 6 |
| | | OR | DSE-6 | 3+1+0 | 60* | 40* | 100* | 3* |
| | | Two Courses from the Selected Elective Group 8.5 (A) & 8.5 (B) | DSE-7 | 3+1+0 | 60* | 40* | 100* | 3* |
| Sub –Total (H) | | | | | 290/ 360* | 210/ 240* | 500/ 600* | 21/ 21* |
| Grand Total – Honors | | | | | 3020/ 3090* | 2380/ 2410* | 5400/ 5500* | 180 |

* Students who do not opt Research Project / Internship shall take two elective courses such as 8.5 (A) & 8.5 (B).
Sub Total (H) and Grand Totals Honors vary accordingly.

BACHELOR DEGREE WITH HONORS – Experience of workplace problem solving in the form of internship or research experience preparing for higher education or entrepreneurship experience.

Notes:

- One Hour of Lecture is equal to 1 Credit.
- One Hour of Tutorial is equal to 1 Credit (Except Languages).
- Two Hours of Practical is equal to 1 Credit

Acronyms Expanded

- AECC : Ability Enhancement Compulsory Course
- DSC © : Discipline Specific Core (Course)
- SEC-SB/VB : Skill Enhancement Course-Skill Based/Value Based
- OEC : Open Elective Course
- DSE : Discipline Specific Elective
- SEE : Semester End Examination

- **CIE** : Continuous Internal Evaluation
- **L+T+P** : Lecture+Tutorial+Practical (s)

Note: Practical Classes may be conducted in the Business Lab or in Computer Lab or in Class room depending on the requirement. One batch of students should not exceed half (i.e., 50 or less than 50 students) of the number of students in each class/section. 2 Hours of Practical Class is equal to 1 Hour of Teaching, however, whenever it is conducted for the entire class (i.e., more than 50 students) 2 Hours of Practical Class is equal to 2 Hours of Teaching.

ELECTIVE GROUPS AND COURSES:

| Discipline Specific Electives – V Semester | | | | | | |
|--|------------------|------------------------------------|-----------------------|-------------------|-----------------------------|---------------------|
| Sl. No | Accounting | Finance | Banking & Insurance | Marketing | Human Resources | IT |
| 1 | Ind. AS and IFRS | Financial Markets & Intermediaries | Indian Banking System | Retail Management | Human Resources Development | Financial Analytics |

| Discipline Specific Electives – VI Semester | | | | | | |
|---|--|-------------------------------------|------------------------------------|--|----------------------------------|-----------------------------|
| 1 | e-Business & Accounting | Investment Management | Banking Innovations & Technology | Customer Relationship Marketing | Cultural Diversity at Work Place | HR Analytics |
| 2 | Accounting for Services Sector | Global Financial System & Practices | Principles & Practice of Insurance | Digital Marketing | New Age Leadership Skills | Marketing Analytics |
| 3 | Accounting for Government and Local Bodies | Risk Management | Insurance Law and Regulations | Consumer Behavior & Marketing Research | Labour Laws & Practice | ICT Application in Business |

| Discipline Specific Electives – VII Semester | | | | | | |
|--|---------------------|-----------------------|-----------------------------|-------------------------------------|---------------|------------|
| 1 | Forensic Accounting | Corporate Structuring | Banking Products & Services | Logistics & Supply Chain Management | Strategic HRM | DBMS & SQL |

| Discipline Specific Electives – VIII Semester | | | | | | |
|---|-------------------------------|----------------------------------|---------------------------------|--------------------|------------------------------------|--|
| 1 | Innovations in Accounting | Corporate Valuation | e-Banking | E - Commerce | International HRM | Web & Social Intelligence |
| 2 | Accounting Information System | Analysis of Financial Statements | Insurance Planning & Management | Services Marketing | Employee Welfare & Social Security | Artificial Intelligence & Machine Learning in Business |

NOTE: Student shall continue with the same elective group in V and VI semesters, however, he/she may change the elective group in VII semester, but shall continue in the same group in VIII semester.

Scheme of Teaching and Evaluation of III and IV Semester

| Semester III | | | | | | | | |
|-----------------------|------------|---|---------------------|-------------------------------------|-----|-----|-------------|-----------|
| Sl. No. | CourseCode | Title of the Course | Category of Courses | Teaching Hours per Week (L + T + P) | SEE | CIE | Total Marks | Credits |
| 16 | Lang.1.1 | Language - I | AECC | 3+1+0 | 60 | 40 | 100 | 3 |
| 17 | Lang.1.2 | Language - II | AECC | 3+1+0 | 60 | 40 | 100 | 3 |
| 18 | B.Com.3.1 | Corporate Accounting | DSC | 3+0+2 | 60 | 40 | 100 | 4 |
| 19 | B.Com.3.2 | Business Statistics | DSC | 3+0+2 | 60 | 40 | 100 | 4 |
| 20 | B.Com.3.3 | Cost Accounting | DSC | 3+0+2 | 60 | 40 | 100 | 4 |
| 21 | B.Com.3.4 | Artificial Intelligence | SEC | 1+0+2 | 30 | 20 | 50 | 2 |
| 22 | B.Com.3.5 | Advertising Skills/Entrepreneurial Skills | OEC | 3+0+0 | 60 | 40 | 100 | 3 |
| 23 | B.Com.3.6 | NCC/NSS & OTHERS | SEC-VB | | | 50 | 50 | 2 |
| Sub -Total (C) | | | | | | | 700 | 25 |

| Semester IV | | | | | | | | |
|-----------------------|------------|--|---------------------|-------------------------------------|-----|-----|-------------|-----------|
| Sl. No. | CourseCode | Title of the Course | Category of Courses | Teaching Hours per Week (L + T + P) | SEE | CIE | Total Marks | Credits |
| 23 | Lang.1.1 | Language - I | AECC | 3+1+0 | 60 | 40 | 100 | 3 |
| 24 | Lang.1.2 | Language - II | AECC | 3+1+0 | 60 | 40 | 100 | 3 |
| 25 | B.Com.4.1 | Advanced Corporate Accounting | DSC | 3+0+2 | 60 | 40 | 100 | 4 |
| 26 | B.Com.4.2 | Costing Methods & Techniques | DSC | 3+0+2 | 60 | 40 | 100 | 4 |
| 27 | B.Com.4.3 | Business Regulatory Framework | DSC | 4+0+0 | 60 | 40 | 100 | 4 |
| 28 | B.Com.4.4 | Constitution of India | AECC | 2+0+0 | 30 | 20 | 50 | 2 |
| 29 | B.Com.4.5 | Sports/NCC/NSS/others (if any) | SEC-VB | 1+0+2 | - | 50 | 50 | 2 |
| 30 | B.Com.4.6 | Business Ethics / Corporate Governance | OEC | 3+0+0 | 60 | 40 | 100 | 3 |
| Sub -Total (D) | | | | | | | 700 | 25 |

EXIT OPTION WITH DIPLOMA - Ability to solve broadly defined problems.

Curriculum of III Semester Courses

3.1 Corporate Accounting

3.2 Business Statistics

3.3 Cost Accounting

3.4 Artificial Intelligence (Curriculum will be given by KSHEC)

3.5 1. Advertising Skills

or

2. Entrepreneurial Skills

| | | |
|---|------------------------------|------------------------------------|
| Name of the Program: Bachelor of Commerce (B.Com.) | | |
| Course Code: B.Com.3.1 | | |
| Name of the Course: Corporate Accounting | | |
| Course Credits | No. of Hours per Week | Total No. of Teaching Hours |
| 4 Credits | 3+2 Hrs | 56 Hrs |
| Pedagogy: Classroom lectures, Case studies, Tutorial Classes, Group discussion, Seminar & field work etc., | | |
| Course Outcomes: On successful completion of the course, the Students will be able to | | |
| a) Understand the treatment of underwriting of shares. | | |
| b) Comprehend the computation of profit prior to incorporation. | | |
| c) Know the valuation of intangible assets. | | |
| d) Know the valuation of shares. | | |
| e) Prepare the financial statements of companies as per companies act, 2013. | | |
| Syllabus: | | Hours |
| Module No. 1: Underwriting of Shares | | 10 |
| Introduction -Meaning of Underwriting – SEBI regulations regarding underwriting; Underwriting commission. Underwriter – functions - Advantages of Underwriting, Types of underwriting - Marked and Unmarked Applications –Determination of Liability in respect of underwriting contract – when fully underwritten and partially underwritten – with and without firm underwriting problem. | | |
| Module No. 2: Profit Prior to Incorporation | | 10 |
| Introduction - Meaning – calculation of sales ratio – time ratio – weighted ratio – treatment of capital and revenue expenditure – Ascertainment of pre-incorporation and post-incorporation profits by preparing statement of Profit and Loss and Balance Sheet as per schedule III of companies Act, 2013. | | |
| Module No. 3 Valuation of Intangible Assets | | 10 |
| Introduction - Valuation of Goodwill –factors influencing goodwill, circumstances of valuation of goodwill- Methods of Valuation of Goodwill: Average Profit Method, Capitalization of average Profit Method, Super Profit Method, Capitalization of Super Profit Method, and Annuity Method-Problems. Brand valuation and Intellectual Property Rights (IPR). | | |
| Module No. 4: Valuation of Shares | | 10 |
| Introduction - Meaning – Need for Valuation – Factors Affecting Valuation – Methods of Valuation: Intrinsic Value Method, Yield Method, Earning Capacity Method, Fair Value of shares. Rights Issue and Valuation of Rights Issue, Valuation of Warrants. | | |
| Module 5: Financial Statements of Companies | | 16 |
| Statutory Provisions regarding preparation of financial statements of companies as per schedule III of companies act,2013 and IND AS-1 – Treatment of Special Items – Tax deducted at source – Advance payment of Tax – Provision for Tax – Depreciation – Interest on debentures – Dividends – Rules regardingpayment of dividends – Transfer to Reserves – Preparation of Statement of profit and loss and Balance Sheet. | | |

Skill Development Activities:

1. Compile the list of Indian companies which have issued shares through IPO / FPO in the current financial year.
2. Determine Underwriters' Liability in case of an IPO, with imaginary figures. • Present the format of 'Statement of Profit and Loss', 'Balance Sheet' and 'Statement of Changes in Equity', with imaginary figures
3. Collect financial statement of a company and calculate intrinsic value of an equity share.
4. Collect annual report of a Company and List out its assets and Liabilities.
5. Collection of latest financial statements of a company and find out the intrinsic value of shares
6. Collect the annual reports of company and calculate the value of goodwill under different methods
7. Any other activities, which are relevant to the course.

Text Books:

1. J.R. Monga, Fundamentals of Corporate Accounting. Mayur Paper Backs, New Delhi.
2. M.C. Shukla, T.S. Grewal, and S.C. Gupta. Advanced Accounts. Vol.-II. S. Chand & Co., New Delhi.
3. S.N. Maheshwari, and S. K. Maheshwari. Corporate Accounting. Vikas Publishing House, New Delhi.
4. Ashok Sehgal, Fundamentals of Corporate Accounting. Taxman Publication, New Delhi.
5. V.K. Goyal and Ruchi Goyal, Corporate Accounting. PHI Learning.
6. Jain, S.P. and K.L. Narang. Corporate Accounting. Kalyani Publishers, New Delhi.
7. Bhushan Kumar Goyal, Fundamentals of Corporate Accounting, International Book House
8. P. C. Tulsian and Bharat Tulsian, Corporate Accounting, S.Chand
9. Amitabha Mukherjee, Mohammed Hanif, Corporate Accounting, McGraw Hill Education
10. Arulanandam & Raman ; Corporate Accounting –II
11. Madegowda J – Advanced corporate accounting, HPH
12. Soundarajan. A & K. Venkataramana, Corporate Accounting, VBH.
13. S. P. Jain and K. L. Narang – Corporate Accounting
14. S. Bhat- Corporate Accounting.

Note: Latest edition of text books may be used.

| | | |
|--|------------------------------|------------------------------------|
| Name of the Program: Bachelor of Commerce (B.Com.) | | |
| Course Code: B.Com. 3.2 | | |
| Name of the Course: Business Statistics | | |
| Course Credits | No. of Hours per Week | Total No. of Teaching Hours |
| 4 Credits | 3+2 Hrs | 56 Hrs |
| Pedagogy: Classroom lectures, Case studies, Tutorial Classes, Group discussion, Seminar & field work etc., | | |
| Course Outcomes: On successful completion of the course, the Students will be able to | | |
| <ul style="list-style-type: none"> a. Familiarizes statistical data and descriptive statistics for business decision-making. b. Comprehend the measures of variation and measures of skewness. c. Demonstrate the use of probability and probability distributions in business. d. Validate the application of correlation and regression in business decisions. e. Show the use of index numbers in business. | | |
| Syllabus: | | Hours |
| Module No. 1: Statistical Data and Descriptive statistics. | | 14 |
| Nature and Classification of data: Univariate, bivariate and multivariate data; Measures of Central Tendency: Mathematical averages including arithmetic mean, Properties and applications. Positional Averages -Mode and Median (including graphic determination). | | |
| Module No. 2: Measures of Variation: and Skewness | | 12 |
| Measures of Variation: absolute and relative. Range, quartile deviation, mean deviation, standard deviation, and their coefficients, Properties of standard deviation/variance. Skewness: Meaning, Measurement using Karl Pearson and Bowley's measures; concept of Kurtosis. | | |
| Module No. 3: Probability Distributions | | 10 |
| Theory of Probability. Approaches to the calculation of probability; Calculation of event Probabilities. Addition and multiplication laws of probability (Proof not required); Conditional probability and Bayes' Theorem (Proof not required)- Expectation and variance of a random variable - Probability distributions - Binomial distribution: Probability distribution function, Constants, Shape, Fitting of binomial distribution - Poisson distribution: Probability function, (including Poisson approximation to binomial distribution), Constants, Fitting of Poisson distribution - Normal distribution: Probability distribution function, Properties of normal curve, Simple problems. | | |
| Module No. 4: Correlation and Regression Analysis | | 12 |
| Correlation Analysis: Meaning of Correlation: - types of correlation- Positive and negative correlation-simple, partial, and multiple correlation. linear and Non-linear correlation and Scatter diagram, Pearson's co-efficient of Correlation; Correlation and | | |

Probable error; Spearman's Rank Correlation co-efficient. -problems.

Regression Analysis: meaning and definition- regression lines, Regression equations and estimation; Properties of regression coefficients; Relationship between Correlation and Regression coefficients- problems.

Module 5: Index Numbers

8

Meaning and uses of index numbers; Construction of index numbers: Fisher's ideal index number with Time Reversal and Factor Reversal Tests. Construction of consumer price indices Using Aggregative Expenditure method and Family Budget method.

Skill Development Activities:

1. Application of MS Excel Functions in statistical decision making and students should submit output of the same.
2. Collect the age statistics of 10 new married couples calculate Correlation coefficient.
3. Recall the use of probability theory in business.
4. Identify the applicability of correlation and regression in business decisionmaking.
5. Construct consumer price indices with imaginary figures.
6. Any other activities, which are relevant to the course.

Text Books:

1. Gupta, S.P., and Archana Agarwal. Business Statistics, Sultan Chand and Sons, New Delhi.
2. Vohra N. D., Business Statistics, McGraw Hill Education.
3. Gupta, S.C. Fundamentals of Statistics. Himalaya Publishing House.
4. Anderson, Sweeney, and Williams, Statistics for Students of Economics and Business, Cengage Learning.
5. CB Gupta
6. DN Elhance Fundamentals of statistics
7. Sen Chetty and Kapoor mathematical statistics

Note: Latest edition of text books may be used.

| | | |
|--|------------------------------|------------------------------------|
| Name of the Program: Bachelor of Commerce (B.Com.) | | |
| Course Code: B.Com. 3.3 | | |
| Name of the Course: Cost Accounting | | |
| Course Credits | No. of Hours per Week | Total No. of Teaching Hours |
| 4 Credits | 3+2 Hrs | 56 Hrs |
| Pedagogy: Classrooms lecture, Case studies, Tutorial classes, Group discussion, Seminar & field work etc., | | |
| Course Outcomes: On successful completion of the course, the students will be able to | | |
| <ul style="list-style-type: none"> a) Understand concepts of cost accounting & Methods of Costing. b) Outline the Procedure and documentations involved in procurement of materials & compute the valuation of Inventory. c) Make use of payroll procedures & compute idle and over time. d) Discuss the methods of allocation, apportionment & absorption of overheads. e) Prepare cost sheet & discuss cost allocation under ABC. | | |
| Syllabus: | | Hours |
| Module No. 1: Introduction to Cost Accounting | | 12 |
| Introduction- Meaning and definition- Objectives, Importance and Uses of Cost Accounting, Difference between Cost Accounting and Financial Accounting; Various Elements of Cost and Classification of Cost; Cost object, Cost unit, Cost driver, cost centre; Cost reduction and Cost control; Methods and Techniques of Costing (Meanings Only); Use of IT in Cost Accounting; Limitations of Cost Accounting; Cost Sheet: Meaning and Cost heads in a Cost Sheet, Presentation of Cost Information in Cost Sheet . Problems on Cost Sheet, Tenders and Quotations. | | |
| Module No. 2: Material Cost | | 12 |
| Materials: Meaning, Importance and Types of Materials – Direct and Indirect Material Materials material control. - Inventory control Technique of inventory control, problems on level setting and EOQ. Procurement- Procedure for procurement of materials and documentation involved in materials accounting – Material Storage: Duties of Store keeper, pricing of material issues, preparation of Stores Ledger Account – FIFO, LIFO, Simple Average Price and Weighted Average Price Methods – Problems. | | |
| Module No. 3: Employee Cost | | 10 |
| Introduction – Employee Cost – types of labour cost -Labour Cost Control – time keeping and time booking and Payroll Procedure -Preparation of Payroll: Idle Time Causes and Treatment of Normal and Abnormal Idle time, Over Time Causes and Treatment -Labour Turnover- Meaning, Reasons and Effects of Labour turnover. Methods of Wage Payment: Time rate system and piece rate system, and the Incentive schemes- Halsey plan, Rowan plan and Taylor differential piece rate system-problems. | | |
| Module No. 4: Overheads Cost | | 12 |

Introduction- Meaning and Classification of Overheads; Accounting and Control of Manufacturing Overheads: Estimation and Collection, Cost Allocation, Apportionment, Re-apportionment and Absorption of Manufacturing Overheads; Problems on Primary and Secondary overheads distribution using Reciprocal Service Methods (Repeated Distribution Method and Simultaneous Equation Method); Absorption of Overheads: Meaning and Methods of Absorption of Overheads; Problems on Machine Hour Rate.

Module No. 5: Reconciliation of Cost and Financial Accounts

10

Introduction – meaning of reconciliation, Reasons for differences in Profits under Financial and Cost Accounts; Procedure for Reconciliation – Ascertainment of Profits as per Financial Accounts and Cost Accounts and Reconciliation of Profits of both sets of Accounts – Preparation of Reconciliation Statement – Problems.

Skill Developments Activities:

1. Visit any Manufacturing entity, collect the method of inventory valuation adopted & procedure involved in procuring inventory.
2. Draw the format of five documents used for material accounting
3. Prepare dummy Payroll with imaginary figures.
4. Visit any large-scale organization, identify the techniques used for controlling administrative, Selling & distribution overheads.
5. Visit any manufacturing entity and collect the cost data and prepare the cost sheet.
6. Any other activities, which are relevant to the course.

Text Books:

1. Charles T. Horngren, Srikant M. Datar, Madhav V. Rajan, Cost Accounting: A Managerial Emphasis, Pearson Education.
2. Jawahar Lal, Cost Accounting., McGraw Hill Education
3. Madegowda J, Cost Accounting, HPH.
4. Rajiv Goel, Cost Accounting, International Book House
5. Jain, S.P. and K.L. Narang. Cost Accounting: Principles and Methods. Kalyani Publishers
6. Arora, M.N. Cost Accounting – Principles and Practice, Vikas Publishing House, New Delhi.
7. Maheshwari, S.N. and S.N. Mittal. Cost Accounting: Theory and Problems. Shri Mahavir Book Depot, New Delhi.
8. Iyengar, S.P. Cost Accounting, Sultan Chand & Sons
9. Mariyappa B Cost Accounting, HPH

Note: Latest edition of text books may be used.

3.4 Curriculum of Artificial Intelligence will be given by KSHEC

| | | |
|---|------------------------------|------------------------------------|
| Name of the Program: Bachelor of Commerce (B.Com.) | | |
| Course Code: B.Com. 3.5 (OEC) | | |
| Name of the Course: Advertising Skills | | |
| Course Credits | No. of Hours per Week | Total No. of Teaching Hours |
| 3 Credits | 3 Hrs | 42 Hrs |
| Pedagogy: Classrooms lecture, Case studies, Group discussion & Seminar etc., | | |
| Course Outcomes: On successful completion of the course, the students will be able to | | |
| <ul style="list-style-type: none"> a. Familiarize with advertising concepts. b. Able identify effective media choice for advertising. c. Develop ads for different media. d. Measure the advertising effectiveness. e. Analyze the role of advertising agency. | | |
| Syllabus: | | Hours |
| Module No. 1: Introduction | | 10 |
| Communication Process; Advertising as a tool of communication; Meaning, nature and importance of advertising; Types of advertising; Advertising objectives. Audienceanalysis; Setting of advertising budget: Determinants and major methods. | | |
| Module No. 2: Media Decisions | | 07 |
| Major media types - their characteristics, internet as an advertising media, merits and demerits; Factors influencing media choice; media selection, media scheduling, Advertising through the Internet-media devices. | | |
| Module No. 3: Message Development | | 08 |
| Advertising appeals, Advertising copy and elements, Preparing ads for different media | | |
| Module No. 4: Measuring Advertising Effectiveness | | 10 |
| Evaluating communication and sales effects; Pre- and Post-testing techniques | | |
| Module No. 5: Advertising Agency | | 07 |
| <ul style="list-style-type: none"> a) Advertising Agency: Role, types and selection of advertising agency. b) Social, ethical and legal aspects of advertising in India. | | |
| Skill Development Activities: | | |
| <ul style="list-style-type: none"> 1. Analyze the audience feedback on advertisement of FMCG. 2. List out any ten products/services advertised through internet. 3. Design any two ads for print media. 4. Examine the legal aspects of advertising in India and submit the report. 5. Any other activities, which are relevant to the course. | | |

Text Books:

1. George E Belch, Michael A Belch, Keyoor Purani, Advertising and Promotion .An Integrated Marketing Communications Perspective (SIE), McGraw Hill Education
2. S. Wats Dunn, and Arnold M. Barban. Advertising: It's Role in Marketing.Dryden Press
3. Burnett, Wells, and Moriatty. Advertising: Principles and Practice. 5th ed.Prentice Hall of India, New Delhi.
4. Batra, Myers and Aakers. Advertising Management. PHI Learning.
5. Terence A. Shimp. Advertising and Promotion: An IMC Approach. CengageLearning.
6. Sharma, Kavita. Advertising: Planning and Decision Making, Taxmann Publications
7. Jaishree Jethwaney and Shruti Jain, Advertising Management, Oxford UniversityPress, 2012
8. Chunawala and Sethia, Advertising, Himalaya Publishing House
9. Ruchi Gupta, Advertising, S. Chand & Co.
10. O'Guinn, Advertising and Promotion: An Integrated Brand Approach, CengageLearning

Note: Latest edition of text books may be used.

| | | |
|---|------------------------------|------------------------------------|
| Name of the Program: Bachelor of Commerce (B.Com.) Course Code: B.Com. 3.5 (OEC) Name of the Course: Entrepreneurship Skills | | |
| Course Credits | No. of Hours per Week | Total No. of Teaching Hours |
| 3 Credits | 3 Hrs | 42 Hrs |
| Pedagogy: Classrooms lecture, Case studies, Group discussion & Seminar etc., | | |
| Course Outcomes: On successful completion of the course, the Students will be able to <ol style="list-style-type: none"> a. Discover their strengths and weaknesses in developing the entrepreneurial mind-set. b. Identify the different Government Institutions/Schemes available for promoting Entrepreneurs. c. Understand the various aspects to set-up an Enterprises. d. Familiarise Mechanism of Monitoring and maintaining an Enterprises. e. Know the various features for successful/unsuccessful entrepreneurs. | | |
| Syllabus: | | Hours |
| Module No. 1: Introduction | | 10 |
| Need of becoming entrepreneur- ways to become a good entrepreneur-Enabling environment available to become an entrepreneur. Self-discovery, Idea Generation-Idea Evaluation-Feasibility analysis- Finding team-Preparation of business model. | | |
| Module No. 2: Promoting Entrepreneur | | 08 |
| Introduction-Different Government institutions/schemes promoting entrepreneurs: Gramin banks, PMMY-MUDRA Loan, DIC, SIDA, SISI, NSIC, and SIDO, etc., | | |
| Module No. 3: Enterprise Set-up | | 08 |
| Introduction – Ways to set up an enterprise and different aspects involved: legal compliances, marketing aspect, budgeting etc., | | |
| Module No. 4: Monitoring and Maintaining an Enterprise | | 10 |
| Introduction – Day to day monitoring mechanism for maintaining an enterprise-Different Government Schemes supporting entrepreneurship. | | |
| Module No. 5: Caselets Discussion | | 06 |
| Examples of successful and unsuccessful entrepreneurship of MUDRA Loan, Gramin banks, SISI and NSIC etc., | | |
| Skill Development Activities: | | |
| <ol style="list-style-type: none"> 1. List out the discovery and evaluation of viable business ideas for new venture creation. 2. Practice critical talents and traits required for entrepreneurs such as problem solving, creativity, communication, business math, sales, and | | |

negotiation

3. List out practical issues in setting-up of different enterprises.
4. Analyze the impact of various Government schemes in promotion of entrepreneurs.
5. Any other activities, which are relevant to the course.

Text Books:

1. Entrepreneurship - Starting, Developing, and Management a new Enterprise –Hisrich and –Peters-Irwin
2. Fayolle A (2007) Entrepreneurship and new value creation. Cambridge, CambridgeUniversity Press
3. Hougard S. (2005) The business idea. Berlin, Springer
4. Lowe R & S Mariott (2006) Enterprise: Entrepreneurship & Innovation. Burlington, Butterworth Heinemann

Note: Latest edition of text books may be used.

Curriculum of IV Semester Courses

- 4.1 Advanced Corporate Accounting
- 4.2 Costing Methods & Techniques
- 4.3 Business Regulatory Framework
- 4.4 Constitution of India (curriculum will be given by KSHEC)
- 4.5 Sports/NCC/NSS/Others (if any)
- 4.6
 - 1. Business Ethic
 - Or
 - 2. Corporate Governance

| | | |
|---|------------------------------|------------------------------------|
| Name of the Program: Bachelor of Commerce (B.Com.) | | |
| Course Code: B.Com. 4.1 | | |
| Name of the Course: Advanced Corporate Accounting | | |
| Course Credits | No. of Hours per Week | Total No. of Teaching Hours |
| 4 Credits | 3+2 Hrs | 56 Hrs |
| Pedagogy: Classroom lectures, Case studies, Group discussion & Seminar etc., | | |
| Course Outcomes: On successful completion of the course, the Students will be able to | | |
| a) Know the procedure of redemption of preference shares. | | |
| b) Comprehend the different methods of Mergers and Acquisition of Companies | | |
| c) Understand the process of internal reconstruction. | | |
| d) Prepare the liquidators final statement of accounts. | | |
| e) Understand the recent developments in accounting and accounting standards. | | |
| Syllabus: | | Hours |
| Module No. 1: Redemption of Preference Shares | | 10 |
| Meaning – legal provisions – treatment regarding premium on redemption – creation of Capital Redemption Reserve Account– Fresh issue of shares – Arranging for cash balance for the purpose of redemption – minimum number of shares to be issued for redemption - issue of bonus shares – preparation of Balance sheet (Schedule III to Companies Act2013) after redemption. | | |
| Module No. 2: Mergers and Acquisition of Companies | | 16 |
| Meaning of Amalgamation and Acquisition – Types of Amalgamation – Amalgamation in the nature of Merger – Amalgamation in the nature of Purchase - Methods of Calculation of Purchase Consideration (Ind AS 103), Net asset Method - Net Payment Method, Accounting for Amalgamation (Problems on pooling of interest method and purchase method) – Journal Entries and Ledger Accounts in the Books of Transferor Company and Journal Entries in the books of Transferee Company – Preparation of Balance Sheet after Merger. (Schedule III to Companies Act 2013). | | |
| Module No. 3: Internal Reconstruction of Companies | | 10 |
| Meaning of Capital Reduction; Objectives of Capital Reduction; Provisions for Reduction of Share Capital under Companies Act, 2013. Forms of Reduction. Accounting for Capital Reduction. Problems on passing Journal Entries, preparation of Capital Reduction Account and Balance sheet after reduction (Schedule III to Companies Act 2013). | | |
| Module No. 4: Liquidation of Companies | | 12 |
| Meaning of Liquidation, Modes of Winding up – Compulsory Winding up, Voluntary Winding up and winding up subject to Supervision by Court. Order of payments in the event of Liquidation. Liquidator’s Statement of Account. Liquidator’s remuneration. Problems on preparation of Liquidator’s Statement of Account. | | |
| Module No. 5: Recent Developments in Accounting and Accounting standards. | | 08 |

Human Resource Accounting – Environmental Accounting Discloser as per Global Reporting Initiative (GRI) Reporting of variables – Social Responsibility Accounting, Indian Accounting Standards- Meaning- objectives-Significance of Accounting standards in India- Process of setting Accounting Standards in India- List of Indian accounting standards. (IND AS).

Skill Development Activities:

1. List out legal provisions in respect of Redemption of Preference shares.
2. Calculation of Purchase consideration with imaginary figures.
3. List any five cases of amalgamation in the nature of merger or acquisition of JointStock Companies.
4. List out legal provisions in respect of internal reconstruction.
5. List out any five Indian Accounting Standards.
6. Any other activities, which are relevant to the course.

Text Books:

1. Arulanandam & Raman ; Corporate Accounting-II, HPH
2. Anil Kumar.S Rajesh Kumar.V and Mariyappa.B Advanced Corporate Accounting, HPH
3. Dr. Venkataraman. R – Advanced Corporate Accounting
4. S.N. Maheswari , Financial Accounting, Vikas publishing
5. Soundarajan A & K. Venkataramana, Advanced Corporate Accounting, SHBP.
6. RL Gupta, Advanced Accountancy, Sultan Chand
7. K.K Verma – Corporate Accounting.
8. Jain and Narang, Corporate Accounting.
9. Tulsian, Advanced Accounting,
10. Shukla and Grewal – Advanced Accountancy, Sultan Chand
11. Srinivas Putty, Advanced Corporate Accounting, HPH.

Note: Latest edition of text books may be used.

| | | |
|--|------------------------------|------------------------------------|
| Name of the Program: Bachelor of Commerce (B.Com.) | | |
| Course Code: B.Com. 4.2 | | |
| Name of the Course: Costing Methods and Techniques | | |
| Course Credits | No. of Hours per Week | Total No. of Teaching Hours |
| 4 Credits | 3+2 Hrs | 56 Hrs |
| Pedagogy: Classroom lectures, Case studies, Group discussion & Seminar etc., | | |
| Course Outcomes: On successful completion of the course, the Students will be able to | | |
| <ul style="list-style-type: none"> a) The method of costing applicable in different industries. b) Determination of cost by applying different methods of costing. c) Prepare flexible and cash budget with imaginary figures d) Analyse the processes involved in standard costing. e) Familiarize with the Activity Based Costing and its applications. | | |
| Syllabus: | | Hours |
| Module No. 1: Job and Contract Costing | | 12 |
| Job Costing: Meaning, prerequisites, job costing procedure, Features, objectives, applications, advantages and disadvantages of Job costing, Job cost sheet- simple problems. | | |
| Contract Costing: Meaning, features of contract costing, applications of contract costing, similarities and dissimilarities between job costing and contract costing, recording of contract costs, meaning of terms used in contract costing; treatment of profit on incomplete contracts-Problems. | | |
| Module No. 2: Process and Service Costing | | 12 |
| Process costing: Meaning, features and applications of Process Costing; comparison between Job Costing and Process Costing, advantages and disadvantages of process costing; treatment of process losses and gains in cost accounts; preparation of process accounts. | | |
| Service costing: Introduction to service costing; Application of Service costing; Service costing v/s product costing; Cost units for different service sectors; Service cost statement; Determination of costs for different service sectors - Transport services, hospitals and educational institutions- problems on preparation of service cost statements for these service sectors. | | |
| Module No. 3: Activity Based Costing | | 10 |
| Introduction - Weakness of conventional costing system – concept of ABC – Characteristics of ABC - Kaplan and Cooper’s Approach – cost drivers and cost pools – allocation of overheads under ABC -- Steps in the implementation of ABC – Benefits from adaptation of ABC system – difficulties faced by the industries in the successful implementation of ABC – Problems. | | |
| Module 4: Marginal Costing | | 12 |
| Meaning and Definition of marginal cost, marginal costing, features of marginal costing- terms used in marginal costing – P/V ratio, BEP, Margin of Safety, Angle of Incidence. Break Even Analysis assumptions and uses. Break Even Chart. (Theory). Problems on CVP analysis. | | |

Module 5: Budgetary Control and Standard Costing

10

Budgetary Control Introduction – Meaning & Definition of Budget and Budgetary Control – Objectives of Budgetary Control – essential requirements of budgetary control – advantages and disadvantages of budgetary control – Types of budgets- Functional Budgets - Cash budget, sales budget, purchase budget and production budget. Fixed and Flexible budgets - Problems on Flexible budget and Cash budget only.

Standard Costing Introduction – Uses and limitations, variance analysis- Material variances, Labour variances and Overhead variances- problems on Material and Labour variances only.

Skill Development Activities:

1. Naming the appropriate method of costing with justification for each of the following Industries-Paper Mill, Printing, Sugar Mill, Rice Mill, Hospital, Oil Refinery, Pickle Manufacturing, KSRTC and Hotel.
2. List out the modern costing tools in accounting field.
3. Prepare flexible Budget and cash budget with imaginary figures
4. Narrate the steps involved in standard costing. System.
5. Prepare a report, which explains the conditions that are necessary for the successful implementation of a JIT manufacturing system.
6. Explain ABC. Illustrate how ABC can be applied.
7. Any other activities in addition to the above, which are relevant to the course.

Text Books:

1. John K Shank and Vijaya Govindarajan; Strategic Cost Management; FreePress Publication; New York
2. S P Jain and K L Narang, Advanced Cost Accounting, Kalyani Publications,
3. Robert S Kaplan and Anthony A Atkinson, Advanced Management Accounting, PHI, New Delhi.
4. Shank and Govindarajan, Strategic Cost Management, Simon and Schuster, 36 New York.
5. Lin Thomas, Cases and Readings in Strategic Cost Management, McGrawHill Publications, New York.
6. Mariyappa B Methods and Techniques of Costing. HPH.

Note: Latest edition of Text books may be used.

| | | |
|--|------------------------------|------------------------------------|
| Name of the Program: Bachelor of Commerce (B.Com.) | | |
| Course Code: B.Com. 4.3 | | |
| Name of the Course: Business Regulatory Framework | | |
| Course Credits | No. of Hours per Week | Total No. of Teaching Hours |
| 4 Credits | 4 Hrs | 56 Hrs |
| Pedagogy: Classroom lectures, Case studies, Group discussion, Seminar & field work etc., | | |
| Course Outcomes: On successful completion of the course, the Students will be able to | | |
| <ul style="list-style-type: none"> a) Recognize the laws relating to Contracts and its application in business activities. b) Acquire knowledge on bailment and indemnification of goods in a contractual relationship and role of agents. c) Comprehend the rules for Sale of Goods and rights and duties of a buyer and a seller. d) Distinguish the partnership laws, its applicability and relevance. e) Rephrase the cyber law in the present context. | | |
| Syllabus: | | Hours |
| Module No. 1: Indian Contract Act, 1872 | | 12 |
| Introduction – Definition of Contract, Essentials of Valid Contract, Offer and acceptance, consideration, contractual capacity, free consent. Classification of Contract, Discharge of a contract, Breach of Contract and Remedies to Breach of Contract | | |
| Module No. 2: The Sale of Goods Act, 1930 | | 10 |
| Introduction - Definition of Contract of Sale, Essentials of Contract of Sale, Conditions and Warranties, Transfer of ownership in goods including sale by a non-owner and exceptions- Performance of contract of sale - Unpaid seller, rights of an unpaid seller against the goods and against the buyer | | |
| Module No. 3: Competition and Consumer Laws | | 12 |
| The Competition Act 2002 – Objectives of Competition Act, Features of Competition Act, CAT, Offences and Penalties under the Act, Competition Commission of India. Consumer Protection Act 1986 – Definitions of the terms – Consumer, Consumer Dispute, Defect, Deficiency, Unfair Trade Practices, and Services, Rights of Consumer under the Act, Consumer Redressal Agencies – District Forum, State Commission and National Commission. | | |
| Module No. 4: Economic Laws | | 12 |
| WTO patent rules – Indian Patent Act, 1970 – Meaning and Scope of Intellectual Property Rights (IPR), Procedure to get Patent for Inventions and Non-Inventions. FEMA 1999 – Objectives of FEMA, Salient Features of FEMA, Definition of Important Terms – Authorized Dealer, Currency - Foreign Currency, Foreign Exchange, Foreign Security. | | |
| Module 5: Environment and Cyber Laws | | 10 |

Environment Protection Act 1986 – Objectives of the Act, Definitions of Important Terms – Environment, Environment Pollutant, Environment Pollution, Hazardous Substance and Occupier, Types of Pollution, Powers of Central Government to protect Environment in India. **Cyber Law:** Definition, Introduction to Indian Cyber Law, Cyber space and Cyber security.

Skill Development Activities:

1. Discuss the case of “Carlill vs Carbolic Smoke Ball Company” case
2. Discuss the case of “Mohori Bibee v/s Dharmodas Ghose”.
3. Discuss any one case law relating to minor.
4. State the procedure for getting patent for ‘inventions’ and / or ‘non-inventions’.
5. List at least 5 items which can be categorized as ‘hazardous substance’ according to Environment Protection Act.
6. List out any top upcoming jobs in cyber security and examine the skills required for the same.
7. Any other activities, which are relevant to the course.

Text Books:

1. M.C. Kuchhal, and Vivek Kuchhal, Business Law, Vikas Publishing House, New Delhi.
2. Avtar Singh, Business Law, Eastern Book Company, Lucknow.
3. Ravinder Kumar, Legal Aspects of Business, Cengage Learning
4. SN Maheshwari and SK Maheshwari, Business Law, National Publishing House, New Delhi.
5. Aggarwal S K, Business Law, Galgotia Publishers Company, New Delhi
6. Bhushan Kumar Goyal and Jain Kinneri, Business Laws, International Book House
7. Sushma Arora, Business Laws, Taxmann Publications.
8. Akhileshwar Pathak, Legal Aspects of Business, McGraw Hill Education, 6th Ed.
9. P C Tulsian and Bharat Tulsian, Business Law, McGraw Hill Education
10. Sharma, J.P. and Sunaina Kanojia, Business Laws, Ane Books Pvt. Ltd., New Delhi
11. K. Rama Rao and Ravi S.P., Business Regulatory Framework., HPH
12. N.D. Kapoor, Business Laws, Sultan Chand Publications

Latest edition of text books may be used.

4.4 Constitution of India curriculum will be given by KSHIC

4.5 Sports/NCC/NSS/Others (If any) – as per concerned University Guidelines.

| | | |
|--|------------------------------|------------------------------------|
| Name of the Program: Bachelor of Commerce (B.Com.) Course Code: B.Com. 4.6 (OEC) Name of the Course: Business Ethics | | |
| Course Credits | No. of Hours per Week | Total No. of Teaching Hours |
| 3 Credits | 3 Hrs | 42 Hrs |
| Pedagogy: Classroom lectures, Case studies, Group discussion & Seminar etc., | | |
| Course Outcomes: On successful completion of the course, the students will be able to <ol style="list-style-type: none"> a. Explain the concepts of business ethics and its approaches. b. Examine the business and organizational ethics in the present context. c. Analyze the ethical aspects in marketing and HR areas. d. Analyze the ethical aspects in finance and IT areas. e. Examine the impact of globalization on business ethics. | | |
| Syllabus: | | Hours |
| Module No. 1: Business Ethics | | 08 |
| Introduction, Concepts and theories: Introduction, definitions, importance and need for Business ethics, Values and morals. Management and ethics, Normative Theories, – Gandhian Approach, Friedman’s Economic theory, Kant’s Deontological theory, Mill & Bentham’s Utilitarianism theory. | | |
| Module No. 2: Business & Organizational Ethics | | 10 |
| The Indian Business scene, Ethical Concerns, LPG & Global trends in business ethics, Business ethics rating in India. Organizations & Organization culture, Types of Organization, Corporate code of ethics –Formulating, Advantages, implementation Professionalism and professional ethics code. | | |
| Module No. 3: Ethical Aspects in Organization - I | | 08 |
| Marketing ethics and Consumer ethics – Ethical issues in advertising, Criticisms in Marketing ethics, Ethics in HRM: Selection, Training and Development – Ethics at workplace – Ethics in Performance Appraisal. | | |
| Module No. 4: Ethical Aspects in Organization - II | | 08 |
| Ethics in Finance: Insider trading - Ethical investment - Combating Frauds. Ethical issues in Information Technology: Information Security and Threats – Intellectual Property Rights – Cybercrime. | | |
| Module No. 5: Globalization and Business Ethics | | 08 |
| Growth of Global Corporations, Factors facilitating Globalisation, Impact of globalization on Indian corporate and social culture, Advantages and disadvantages of MNC’s to the Host Country, International codes of Business Conduct, Whistle blowing and its codes. | | |

Skill Development Activities:

1. The students may be asked to conduct the survey of any two organizations to study the ethical practices.
2. List out any five most ethical rating of Indian companies.
3. Collect the information on unethical practices in marketing and HR area.
4. Collect the information on unethical practices in finance and IT area.
5. Analyse and submit the report on the impact of globalization on Indian business houses in the context of ethical aspects.
6. Any other activities, which are relevant to the course.

Text Books:

1. Laura P Hartman, T, Perspectives in Business Ethics, Tata McGraw Hill.
2. B. H. Agalgatti & R. P. Banerjee, Business Ethics –Concept & Practice, Nirali Publication.
3. R. P. Banerjee, Ethics in Business & Management, Himalaya Publication
4. Crane, Business Ethics, Pub. By Oxford Press
5. C S V Murthy, Business Ethics, Himalaya Publishing House

Note: Latest edition of text books may be used.

| | | |
|---|------------------------------|------------------------------------|
| Name of the Program: Bachelor of Commerce (B.Com.) | | |
| Course Code: B.Com. 4.6 (OEC) | | |
| Name of the Course: Corporate Governance | | |
| Course Credits | No. of Hours per Week | Total No. of Teaching Hours |
| 3 Credits | 3 Hrs | 42 Hrs |
| Pedagogy: Classroom lectures, Case studies, Group discussion & Seminar etc., | | |
| Course Outcomes: On successful completion of the course, the Students will be able to | | |
| <ul style="list-style-type: none"> a) Identify the importance of corporate governance. b) Know the rights, duties and responsibilities of Directors. c) Analyse the legal & regulatory framework of corporate governance. d) Outline the importance and role of board committee. e) Understand the major expert committees' Reports on corporate governance. | | |
| Syllabus: | | Hours |
| Module No. 1: Corporate Governance | | 10 |
| Introduction, Its importance, Principles of corporate governance, OECD Principles of corporate governance, Theories of corporate governance-Agency theory and stewardship theory, Models of corporate governance around the world, Need for good corporate governance - Evolution of Corporate Governance – Ancient and Modern Concept - Concept of Corporate Governance, Generation of Value from Performance - Principles of Corporate Governance. | | |
| Module No. 2: Corporate and Board Management | | 10 |
| Corporate Business Ownership Structure - Board of Directors – Role, Composition, Systems and Procedures - Fiduciary relationship - Types of Directors-Promoter/Nominee/Shareholder/Independent - Rights, Duties and Responsibilities of Directors; Role of Directors and Executives – Responsibility for Leadership, Harmony between Directors and Executives -Training of Directors- need, objective, methodology -Scope and Responsibilities and competencies for directors - Executive Management Process, Executive Remuneration - Functional Committees of Board - Rights and Relationship of Shareholders and Other Stakeholders. | | |
| Module No. 3: Legal and Regulatory Framework of Corporate Governance | | 08 |
| Need for Legislation of Corporate Governance - Legislative Provisions of Corporate Governance in Companies Act 1956, Securities (Contracts and Regulations) Act, 1956 (SCRA), Depositories Act 1996, Securities and Exchange Board of India Act 1992, Listing Agreement, Banking Regulation Act, 1949 and Other Corporate Laws - Legal Provisions relating to Investor Protection. | | |
| Module No. 4: Board Committees and Role of Professionals | | 08 |

Board Committees - Audit Committee, Remuneration Committee, Shareholders' Grievance Committee, other committees - Need, Functions and Advantages of Committee Management -Constitution and Scope of Board Committees - Board Committees' Charter - Terms of Reference and Accountability and Performance Appraisals - Attendance and participation in committee meetings - Independence of Members of Board Committees - Disclosures in Annual Report; Integrity of Financial Reporting Systems - Role of Professionals in Board Committees - Role of Company Secretaries in compliance of Corporate Governance.

Module No. 5: Corporate Governance - Codes and Practices

06

Introduction - Major Expert Committees' Reports of India - Study of Codes of Corporate Governance - Best Practices of Corporate Governance - Value Creation through Corporate Governance - Corporate Governance Ratings.

Skill Development Activities:

1. Collect the annual reports of any two companies, find out the corporate governance aspects in the reports.
2. Collect any two companies Board of Directors names and find out their nature of directorship.
3. Prepare report on the applicability of different models of Corporate Governance.
4. Critically compare the recommendations of various corporate governance committee.
5. Any other activities, which are relevant to the course.

Text Books:

1. Bairs N. and D Band, Winning Ways through Corporate Governance, Macmillan London.
2. Charkham J, Keeping Good Company: A Study of Corporate Governance in Five Countries, Oxford University Press, London.
3. Subhash Chandra Das, Corporate Governance in India – An Evaluation (Third edition), PHI Learning Private Limited.
4. Clark T. and E Monk House, Rethinking the Company, Pitman, London.
5. Fernando A.C, Corporate Governance, Pearson Education.
6. Prentice D.D. and PRJ Holland, Contemporary Issues in Governance, Clarendon Press.
7. Report of the Cadbury Committee on Financial Aspects of Corporate Governance, London Stock Exchange, London.
8. Report on Corporate Governance, Confederation of India Industries and Bombay.

Note: Latest edition of text books may be used.

| Skill Enhancement Courses/Generic/OECs | |
|---|--|
| Sl. No. | Name of the Courses |
| 1 | Community Project Reports & Viva Voce |
| 2 | Company Financial Statements Analysis and Reports |
| 3 | Internship in Audit firms |
| 4 | Industry Analysis and Reports |
| 5 | E-Commerce |
| 6 | Collective Bargaining & Negotiation Skills in Business |
| 7 | Training & Development |
| 8 | Stock Market Operations |
| 9 | Communication & Documentation |
| 10 | New Venture Planning and Development |
| 11 | Personal Tax Planning and Tax Management |
| 12 | Cyber Security |
| 13 | Leadership & Team Development |
| 14 | Event Management |
| 15 | Basics of Spreadsheets modelling |
| 16 | Advanced Spreadsheets modelling |
| 17 | Advertisement & Personal Selling |
| 18 | Managing Digital Platforms |
| 19 | ERP Applications |
| 20 | Business Communication |
| 21 | Life Skills |
| 22 | Managerial Skills |
| 23 | Personal Financial Planning |
| 24 | Accounting for Everyone |
| 25 | Financial Literacy |
| 26 | Financial Environment |
| 27 | Public Policy |
| 28 | Investment in Stock Markets |
| 29 | Good Governance |
| 30 | Sustainable Development Goals |
| 31 | Risk Management |
| 32 | Digital Marketing |
| 33 | Others (if any) |

B.Com (Basic/Hons)

Programme Objectives:

1. The Course focuses mainly on enhancing the employability skills of the Commerce students
2. The introduction of updated and the need of the hour concepts and contents will make a student employable and at the same time confident in his/her day to day transactions.
3. The course also meets the requirement of the young and enterprising Indians to nurture their dreams of entrepreneurship.
4. Overall the course touches upon the humane aspect of every student pursuing it and encourages them to contribute to nation building through their intellect and social capital.

Programme Outcomes:

1. This program could provide Industries, Banking Sectors, Insurance Companies, Financing companies, Transport Agencies, Retail sector, Warehousing etc., well trained professionals to meet the requirements.
2. After completing graduation, students can get skills regarding various aspects like Marketing Manager, Human Resource Manager, over all Administration abilities of the Company.
3. Capability of the students to make decisions at personal & professional level will increase after completion of this course.
4. Students can independently start up their own Business.
5. Students can get thorough knowledge of finance and commerce. The knowledge of different specializations in Accounting, Costing, Banking, Taxation and Finance with the practical exposure helps the students to stand in organization.

Program Structure
Proposed Scheme of Teaching & Evaluation for B.Com (Basic/Hons) with
Commerce 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 | Lang.1.1 | Language-I | AECC | 3+1+0 | 60 | 40 | 100 | 3 |
| 2 | Lang.1.2 | Language-II | AECC | 3+1+0 | 60 | 40 | 100 | 3 |
| 3 | B.Com.1.1 | Financial Accounting | DSC | 3+0+2 | 60 | 40 | 100 | 4 |
| 4 | B.Com.1.2 | Management Principles and Applications | DSC | 4+0+0 | 60 | 40 | 100 | 4 |
| 5 | B.Com.1.3 | Principles of Marketing | DSC | 4+0+0 | 60 | 40 | 100 | 4 |
| 6 | B.Com.1.4 | Digital Fluency | SEC-SB | 1+0+2 | 60 | 40 | 100 | 2 |
| 7 | B.com. 1.5 | Yoga | SEC-VB | 0+0+2 | - | 50 | 50 | 1 |
| 8 | B.com. 1.6 | Health and Wellness | SEC-VB | 0+0+2 | - | 50 | 50 | 1 |
| 9 | B.Com.1.7 | Accounting for Everyone/Financial Literacy/ Managerial Economics | OEC | 3+0+0 | 60 | 40 | 100 | 3 |
| Sub-Total (A) | | | | | 420 | 380 | 800 | 25 |

| 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 |
| 10 | Lang.2.1 | Language-I | AECC | 3+1+0 | 60 | 40 | 100 | 3 |
| 11 | Lang.2.2 | Language-II | AECC | 3+1+0 | 60 | 40 | 100 | 3 |
| 12 | B.Com.2.1 | Advanced Financial Accounting | DSC | 3+0+2 | 60 | 40 | 100 | 4 |
| 13 | B.Com.2.2 | Business Mathematics OR Corporate Administration | DSC | 3+0+2 | 60 | 40 | 100 | 4 |
| 14 | B.Com.2.3 | Law & Practice of Banking | DSC | 4+0+0 | 60 | 40 | 100 | 4 |
| 15 | B.Com.2.4 | Sports | SEC-VB | 0+0+2 | - | 50 | 50 | 1 |
| 16 | B.Com.2.5 | NCC/NSS/R&R(S&G)/Cultural | SEC-VB | 0+0+2 | - | 50 | 50 | 1 |
| 17 | B.Com.2.6 | Environmental Studies | AECC | 2+0+0 | 60 | 40 | 100 | 2 |
| 18 | B.Com.2.7 | Financial Environment/Investing in Stock Markets/ Public Finance | OEC | 3+0+0 | 60 | 40 | 100 | 3 |
| Sub-Total (B) | | | | | 420 | 380 | 800 | 25 |

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

| Semester III | | | | | | | | |
|--------------|-------------|---|---------------------|-------------------------------------|-----|-----|-------------|---------|
| Sl. No. | Course Code | Title of the Course | Category of Courses | Teaching Hours per Week (L + T + P) | SEE | CIE | Total Marks | Credits |
| 19 | Lang.3.1 | Language-I | AECC | 3+1+0 | 60 | 40 | 100 | 3 |
| 20 | Lang.3.2 | Language-II | AECC | 3+1+0 | 60 | 40 | 100 | 3 |
| 21 | B.Com.3.1 | Corporate Accounting | DSC | 3+0+2 | 60 | 40 | 100 | 4 |
| 22 | B.Com.3.2 | Business Statistics | DSC | 3+0+2 | 60 | 40 | 100 | 4 |
| 23 | B.Com.3.3 | Cost Accounting | DSC | 3+0+2 | 60 | 40 | 100 | 4 |
| 24 | B.Com.3.4 | Artificial Intelligence | SEC | 1+0+2 | 60 | 40 | 100 | 2 |
| 25 | B.Com.3.5 | Sports | SEC-VB | 0+0+2 | - | 50 | 50 | 1 |
| 26 | B.Com.3.6 | NCC/NSS/R&R(S&G)/Cultural | SEC-VB | 0+0+2 | - | 50 | 50 | 1 |
| 27 | B.Com.3.7 | Advertising Skills/Entrepreneurial Skills/ Modern Bank Management | OEC | 3+0+0 | 60 | 40 | 100 | 3 |
| Sub-Total(C) | | | | | 420 | 380 | 800 | 25 |

| Semester IV | | | | | | | | |
|--------------|-------------|---|---------------------|-------------------------------------|-----|-----|-------------|---------|
| Sl. No. | Course Code | Title of the Course | Category of Courses | Teaching Hours per Week (L + T + P) | SEE | CIE | Total Marks | Credits |
| 28 | Lang.4.1 | Language-I | AECC | 3+1+0 | 60 | 40 | 100 | 3 |
| 29 | Lang.4.2 | Language-II | AECC | 3+1+0 | 60 | 40 | 100 | 3 |
| 40 | B.Com.4.1 | Advanced Corporate Accounting | DSC | 3+0+2 | 60 | 40 | 100 | 4 |
| 31 | B.Com.4.2 | Costing Methods & Techniques | DSC | 3+0+2 | 60 | 40 | 100 | 4 |
| 32 | B.Com.4.3 | Business Regulatory Framework | DSC | 4+0+0 | 60 | 40 | 100 | 4 |
| 33 | B.Com.4.4 | Constitution of India | AECC | 2+0+0 | 60 | 40 | 100 | 2 |
| 34 | B.Com.4.5 | Sports | SEC-VB | 0+0+2 | - | 50 | 50 | 1 |
| 35 | B.Com.3.6 | NCC/NSS/R&R(S&G)/Cultural | SEC-VB | 0+0+2 | - | 50 | 50 | 1 |
| 36 | B.Com.4.7 | Business Ethics / Corporate Governance/ International Trade | OEC | 3+0+0 | 60 | 40 | 100 | 3 |
| Sub-Total(D) | | | | | 420 | 380 | 800 | 25 |

EXITOPTIONWITHDIPLOMA -Ability to solve broadly defined problems.

| Semester V | | | | | | | | |
|--------------|-----------------------|---|---------------------|-------------------------------------|-----|-----|-------------|---------|
| Sl. No. | Course Code | Title of the Course | Category of Courses | Teaching Hours per Week (L + T + P) | SEE | CIE | Total Marks | Credits |
| 37 | B.Com.5.1 | Financial Management | DSC | 3+0+2 | 60 | 40 | 100 | 4 |
| 38 | B.Com.5.2 | Income Tax Law and Practice-I | DSC | 3+0+2 | 60 | 40 | 100 | 4 |
| 39 | B.Com.5.3 | Auditing and Assurance | DSC | 4+0+0 | 60 | 40 | 100 | 4 |
| 40 | B.Com.5.4 Elective | One Course from the Selected Elective Group | DSE - 1 | 3+1+0 | 60 | 40 | 100 | 3 |
| 41 | B.Com.5.5 Elective | GST- Law & Practice | Vocational - 1 | 2+0+2 | 60 | 40 | 100 | 3 |
| 42 | B.Com.5.6 Elective | Internship | Internship - 1 | 0+0+4 | - | 50 | 50 | 2 |
| 43 | B.Com.5.7 | Sports | SEC-VB | 0+0+2 | - | 50 | 50 | 1 |
| 44 | B.Com.5.8 | NCC/NSS/R&R(S&G)/Cultural | SEC-VB | 0+0+2 | - | 50 | 50 | 1 |
| 45 | B.Com.5.9 | Cyber Security/Ethics & Self Awareness | SEC - VB | 1+0+2 | 60 | 40 | 100 | 2 |
| Sub-Total(E) | | | | | 360 | 390 | 750 | 24 |

| Semester VI | | | | | | | | |
|----------------------|-----------------------|---|---------------------|-------------------------------------|------|------|-------------|---------|
| Sl. No. | Course Code | Title of the Course | Category of Courses | Teaching Hours per Week (L + T + P) | SEE | CIE | Total Marks | Credits |
| 46 | B.Com.6.1 | Management Accounting | DSC | 3+0+2 | 60 | 40 | 100 | 4 |
| 47 | B.Com.6.2 | Income Tax Law and Practice-II | DSC | 3+0+2 | 60 | 40 | 100 | 4 |
| 48 | B.Com.6.3 | Financial Derivatives | DSC | 3+0+2 | 60 | 40 | 100 | 4 |
| 49 | B.Com.6.4 Elective | One courses from the Selected Elective Group | DSE - 2 | 3+1+0 | 60 | 40 | 100 | 3 |
| 50 | B.Com.6.5 | Basics of Spread Sheet Modelling OR Report on Study of Startups and Innovative Business Ideas | Vocational- 2 | 2+0+2 | 60 | 40 | 100 | 3 |
| 51 | B.Com.6.6 Elective | Internship | Internship - 2 | 0+0+4 | - | 50 | 50 | 2 |
| 52 | B.Com.6.7 | Sports | SEC-VB | 0+0+2 | - | 50 | 50 | 1 |
| 53 | B.Com.6.8 | NCC/NSS/R&R(S&G)/Cultural | SEC-VB | 0+0+2 | - | 50 | 50 | 1 |
| 54 | B.Com.6.9 | Professional Communication | SEC - SB | 2+0+0 | 60 | 40 | 100 | 2 |
| Sub-Total(F) | | | | | 360 | 390 | 750 | 24 |
| Grand Total - Degree | | | | | 2400 | 2300 | 4700 | 148 |

EXITOPTION WITH BACHELOR DEGREE Ability to solve complex problems that are ill-structured requiring multi-disciplinary skills to solve them.

| Semester VII | | | | | | | | |
|--------------|-------------|---|---------------------|-------------------------------------|-----|-----|-------------|---------|
| Sl. No. | Course Code | Title of the Course | Category of Courses | Teaching Hours per Week (L + T + P) | SEE | CIE | Total Marks | Credits |
| 55 | B.Com.7.1 | International Business | DSC | 4+1+0 | 60 | 40 | 100 | 4 |
| 56 | B.Com.7.2 | Advanced Business Statistics | DSC | 4+1+0 | 60 | 40 | 100 | 4 |
| 57 | B.Com.7.3 | Advanced Financial Management | DSC | 4+1+0 | 60 | 40 | 100 | 4 |
| 58 | B.Com.7.4 | One Course from the Selected Elective Group | DSE - 5 | 3+1+0 | 60 | 40 | 100 | 3 |
| 59 | B.Com.7.5 | ERP Applications | Vocational-3 | 2+0+2 | 60 | 40 | 100 | 3 |
| 60 | B.Com.7.6 | Research Methodology | - | 2+0+2 | 60 | 40 | 100 | 3 |
| Sub-Total(G) | | | | | 360 | 240 | 600 | 21 |

| Semester VIII | | | | | | | | |
|---------------------|-------------|--|---------------------|-------------------------------------|----------------|----------------|----------------|------------|
| Sl. No. | Course Code | Title of the Course | Category of Courses | Teaching Hours per Week (L + T + P) | SEE | CIE | Total Marks | Credits |
| 61 | B.Com.8.1 | Financial Reporting-IND.AS | DSC | 3+1+0 | 60 | 40 | 100 | 3 |
| 62 | B.Com.8.2 | Strategic Financial Management | DSC | 3+1+0 | 60 | 40 | 100 | 3 |
| 63 | B.Com.8.3 | Business Analytics OR Data Analysis & Decision Sciences | DSC | 3+1+0 | 60 | 40 | 100 | 3 |
| 64 | B.Com.8.4 | One Course from the Selected Elective Group | DSE - 5 | 3+1+0 | 60 | 40 | 100 | 3 |
| 65 | B.Com.8.5 | Managing Digital Platforms | Vocational-4 | 2+0+2 | 60 | 40 | 100 | 3 |
| 67 | B.Com.8.6 | Research Projects/Internship with Viva – voce | - | 0+0+12 | 120 | 80 | 200 | 6 |
| | | OR | DSE-6 | 3+1+0 | 60* | 40* | 100* | 3* |
| | | Two Courses from the Selected Elective Group 8.5 (A) & 8.5 (B) | DSE-7 | 3+1+0 | 60* | 40* | 100* | 3* |
| Sub-Total (H) | | | | | 420/ 420* | 280/ 280* | 700/ 700* | 21/ 21* |
| GrandTotal - Honors | | | | | 3180/ 3180* | 2820/ 2820* | 6000/ 6000* | 190 |

* Students who do not opt Research Project / Internship shall take two elective courses such as 8.5 (A) & 8.5 (B).

Sub Total (H) and Grand Totals Honors vary accordingly.

BACHELOR DEGREE WITH HONORS - Experience of work place problem solving in the form of internship or research experience preparing for higher education or entrepreneurship experience.

Notes:

- One Hour of Lecture is equal to 1 Credit.
- One Hour of Tutorial is equal to 1 Credit (Except Languages).
- Two Hours of Practical is equal to 1 Credit

Acronyms Expanded

- AECC : Ability Enhancement Compulsory Course
- DSC © : Discipline Specific Core (Course)
- SEC-SB/VB : Skill Enhancement Course-Skill Based/Value Based
- OEC : Open Elective Course
- DSE : Discipline Specific Elective
- SEE : Semester End Examination
- CIE : Continuous Internal Evaluation
- L+T+P : Lecture+Tutorial+Practical(s)

Note: Practical Classes may be conducted in the Business Lab or in Computer Lab or in Class room depending on the requirement. One batch of students should not exceed half (i.e., 50 or less than 50 students) of the number of students in each class/section. 2 Hours of Practical Class is equal to 1 Hour of Teaching, however, whenever it is conducted for the entire class (i.e., more than 50 students) 2 Hours of Practical Class is equal to 2 Hours of Teaching.

ELECTIVE GROUPS AND COURSES:

| Discipline Specific Electives - V Semester | | | | | | |
|---|------------------|------------------------------------|-----------------------|-------------------|-----------------------------|---------------------|
| Sl. No | Accounting | Finance | Banking & Insurance | Marketing | Human Resources | IT |
| 1 | Ind. AS and IFRS | Financial Markets & Intermediaries | Indian Banking System | Retail Management | Human Resources Development | Financial Analytics |

| Discipline Specific Electives - VI Semester | | | | | | |
|--|--|-------------------------------------|------------------------------------|--|----------------------------------|-----------------------------|
| 1 | e-Business & Accounting | Investment Management | Banking Innovations & Technology | Customer Relationship Marketing | Cultural Diversity at Work Place | HR Analytics |
| 2 | Accounting for Services Sector | Global Financial System & Practices | Principles & Practice of Insurance | Digital Marketing | New Age Leadership Skills | Marketing Analytics |
| 3 | Accounting for Government and Local Bodies | Risk Management | Insurance Law and Regulations | Consumer Behavior & Marketing Research | Labour Laws & Practice | ICT Application in Business |

| Discipline Specific Electives - VII Semester | | | | | | |
|---|---------------------|-----------------------|-----------------------------|-------------------------------------|---------------|------------|
| 1 | Forensic Accounting | Corporate Structuring | Banking Products & Services | Logistics & Supply Chain Management | Strategic HRM | DBMS & SQL |

| Discipline Specific Electives - VIII Semester | | | | | | |
|--|--|--|--|--|--|--|
|--|--|--|--|--|--|--|

| | | | | | | |
|---|-------------------------------|----------------------------------|---------------------------------|--------------------|------------------------------------|--|
| 1 | Innovations in Accounting | Corporate Valuation | e-Banking | E - Commerce | International HRM | Web & Social Intelligence |
| 2 | Accounting Information System | Analysis of Financial Statements | Insurance Planning & Management | Services Marketing | Employee Welfare & Social Security | Artificial Intelligence & Machine Learning in Business |

NOTE: Student shall continue with the same elective group in V and VI semesters, however, he/she may change the elective group in VII semester, but shall continue in the same group in VIII semester.

B.com- Question Paper Pattern

End Semester Exams Bachelor of Commerce- B.Com

Course Code:

Name of the Course:

Duration: 2Hour

Total Marks: 60

SECTION-A

I. Answer any five of the following questions.

Questions are asked on Remembering (5x2=10)

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.

SECTION-B

II. Answer any four of the following questions.

Questions are asked on Understanding & Applying (4x5=20)

- 9.
- 10.
- 11.
- 12.
- 13.
- 14.

SECTION-C

III. Answer any two of the following questions.

Questions are asked on analyzing &evaluating

(2x15=30)

15.

16.

17.

18.

Note: Break up of 40 marks for Continuous Internal Evaluation (CIE) is as follows:

- 20 marks for 2 internal exams per course per semester.
- 10 marks for Seminar/ Presentation/Activity/Project/Field work/ Assignment.
- 10 marks for Case study/ Excel / Zoho books.

Ist Semester B.Com

Course Contents

- 1.1 Financial Accounting**
- 1.2 Management Principles & Applications**
- 1.3 Principles of Marketing**
- 1.4 Digital Fluency**
- 1.5 Yoga**
- 1.6 Health and Wellness**
- 1.7 Accounting for Everyone / Financial Literacy/Managerial Economics**

| | | |
|---|------------------------------|------------------------------------|
| Name of the Program: Bachelor of Commerce (B.Com.) | | |
| Course Code: B.Com.1.1 | | |
| Name of the Course: Financial Accounting | | |
| Course Credits | No. of Hours per Week | Total No. of Teaching Hours |
| 4 Credits | 4 Hrs | 48 Hrs |
| Pedagogy: Classrooms lecture, tutorials, Group discussion, Seminar, Case studies & field work etc., | | |
| Course Outcomes: On successful completion of the course, the Students will be able to | | |
| <ul style="list-style-type: none"> a) Understand the theoretical framework of accounting as well accounting standards. b) Demonstrate the preparation of financial statement of manufacturing and non-manufacturing entities of sole proprietors. c) Exercise the accounting treatments for consignment transactions & events in the books of consignor and consignee. d) Understand the accounting treatment for royalty transactions & articulate the Royalty agreements. e) Outline the emerging trends in the field of accounting. | | |
| Syllabus: | | Hours |
| Module No. 1: Theoretical Framework of Accounting | | 10 |
| Introduction-Meaning and Scope of Accounting- Accounting Terminologies- Uses and Users of Accounting information-Accounting Process-Basis of Accounting: Cash and Accrual basis-Branches of Accounting-Accounting Principles-Concepts and Conventions-Accounting Standards-Indian Accounting Standards (IND AS). | | |
| Module No. 2: Financial Statements of Sole Proprietors | | 10 |
| Introduction-Meaning of Sole Proprietor-Financial Statements of Non-Manufacturing Entities: Trading Account-Income Statement/Profit & Loss Account-Balance Sheet;Financial Statements of Manufacturing Entities: Manufacturing Account-Trading Account-Profit & Loss account-Balance Sheet. | | |
| Module No. 3: Consignment Accounts | | 10 |
| Introduction-Meaning of Consignment-Consignment vs Sales-Pro-forma Invoice-Accounts Sales-Types Commission-Accounting for Consignment Transactions & Events in the books of Consignor and Consignee - Treatment of Normal & Abnormal Loss. -Valuation of Closing Stock-Goods sent at Cost Price and Invoice Price. | | |
| Module No. 4:Royalty Accounts | | 10 |
| Introduction-Meaning-Types of Royalty-Technical Terms: Lessee, Lessor, Minimum Rent - Short Workings -Recoupment of Short Working-Accounting Treatment in the books of Lessee and lessor - Journal Entries and Ledger Accounts including minimum rent account. | | |
| Module No. 5: Emerging Trends in Accounting | | 08 |
| Digital Transformation of Accounting-Big Data Analytics in Accounting-Cloud Computing in accounting- Accounting with drones- Forensic Accounting- Accounting for Planet--Creative Accounting-Outsourced Accounting- Predictive Accounting (Theory Only). | | |
| Skill Developments Activities: | | |
| <ul style="list-style-type: none"> 1. Collect Annual Reports of sole proprietors and identify accounting concepts and conventions followed in the preparation of the annual reports. 2. Collect Annual Reports of sole proprietors and identify the different components. | | |

3. Preparation of Proform invoice and accounts sales with imaginary figures.
4. Collect Royalty Agreements and draft dummy royalty agreements with imaginary figures.
5. Identify latest innovations and developments in the field of accounting.
6. Any other activities, which are relevant to the course.

Text Books:

1. ICAI Study Materials on Principles & Practice of Accounting, Accounting and Advanced Accounting.
2. SP Iyengar (2005), Advanced Accounting, Sultan Chand & Sons, Vol. 1.
3. Robert N Anthony, David Hawkins, Kenneth A. Merchant, (2017) Accounting: Text and Cases, McGraw-Hill Education, 13th Edition.
4. Charles T. Horngren and Donna Philbrick, (2013) Introduction to Financial Accounting, Pearson Education, 11th Edition.
5. J.R. Monga, Financial Accounting: Concepts and Applications. Mayur Paper Backs, New Delhi, 32nd Edition.
6. S.N. Maheshwari, and. S. K. Maheshwari. Financial Accounting. Vikas Publishing House, New Delhi, 6th Edition.
7. B.S. Raman (2008), Financial Accounting Vol. I & II, United Publishers & Distributors
8. Compendium of Statements and Standards of Accounting. The Institute of Chartered Accountants of India, New Delhi.

Note: Latest edition of text books may be used.

| | | |
|--|------------------------------|------------------------------------|
| Name of the Program: Bachelor of Commerce (B.Com.) | | |
| Course Code: B.Com.1.2 | | |
| Name of the Course: Management Principles and Applications | | |
| Course Credits | No. of Hours per Week | Total No. of Teaching Hours |
| 4 Credits | 4 Hrs | 48 Hrs |
| Pedagogy: Classrooms lecture, Case studies, Group discussion, Seminar & field work etc., | | |
| Course Outcomes: On successful completion of the course, the Students will be able to | | |
| a) Understand and identify the different theories of organizations, which are relevant in the present context. | | |
| b) Design and demonstrate the strategic plan for the attainment of organizational goals. | | |
| c) Differentiate the different types of authority and chose the best one in the present context. | | |
| d) Compare and chose the different types of motivation factors and leadership styles. | | |
| e) Choose the best controlling techniques for better productivity of an organisation. | | |
| Syllabus: | | Hours |
| Module No. 1: Introduction to Management | | 10 |
| Introduction-Meaning and importance of Management-Managerial Functions- Essence of Mangership-Evolution of the Management thoughts: Classical organizational theories- Neo-Classical theories-Modern organizational theories. | | |
| Module No. 2: Planning | | 10 |
| Introduction-Meaning-Nature-Purpose-Types of plans-Planning process; Strategic planning: Concept-Process-Importance and Limitations; Environmental Analysis and diagnosis: Meaning-importance and Techniques (SWOT/TOWS/WOTS-UP-BCG Matrix-Competitor Analysis); Decision-making-Concept-Importance-Committee and Group decision making Process. | | |
| Module No. 3: Organizing | | 10 |
| Introduction-Meaning-Concept and Process of Organizing - An overview-Span of management-Different types of authority (line, staff and functional)-Decentralization-Delegation of authority; Formal and Informal Structure-Principles of Organizing; Network Organisation Structure. | | |
| Module No. 4: Staffing and Leading | | 10 |
| Introduction- Staffing: Concept of Staffing-Staffing Process; Motivation: Concept- Importance-extrinsic and intrinsic motivation-Major Motivation theories: Maslow's Need-Hierarchy Theory-Hertzberg's Two-factor Theory-Vroom's Expectation Theory; Leadership: Concept-Importance-Major theories of Leadership (Likert's scale theory, Blake and Mouten's Managerial Grid theory, House's Path Goal theory, Fred Fielder's situational Leadership), Transactional leadership, Transformational Leadership, Transforming Leadership; Communication: Concept-purpose-process-Oral and written communication-Formal and informal communication networks-Barriers to communication-Overcoming barriers to communication. | | |
| Module No. 5: Controlling and Coordination | | 8 |
| Control: Concept-Process-Limitations-Principles of Effective Control-Major Techniques of control - Ratio Analysis, ROI, Budgetary Control, EVA, PERT/CPM, Emerging issues in Management; Coordination: Meaning-Nature-Importance-Principles of Coordination. | | |

Skill Development Activities:

1. Collect the photographs and bio-data of any three leading contributors of management thoughts.
2. Visit any business organization and collect the information on types of planning adopted by them.
3. Visit any business organization and collect different types of authority followed and also the draw the organizational structure.
4. Analyze the leadership styles of any select five companies of different sectors.
5. Visit any manufacturing firm and identify the controlling system followed.
6. Any other activities, which are relevant to the course.

Text Books:

1. Harold Koontz and Heinz Weihrich (2017), Essentials of Management: An International and Leadership Perspective, McGraw Hill Education, 10th Edition.
2. Stephen P Robbins and Madhushree Nanda Agrawal (2009), Fundamentals of Management: Essential Concepts and Applications, Pearson Education, 6th Edition.
3. James H. Donnelly, (1990) Fundamentals of Management, Pearson Education, 7th Edition.
4. B.P. Singh and A.K.Singh (2002), Essentials of Management, Excel Books
5. P C Tripathi & P N Reddy (2005), Principles of Management, TMH Publications, 3rd Edition.
6. Koontz Harold (2004), Essentials of Management, Tata McGraw Hill.

Note: Latest edition of text books may be used.

| | | |
|--|------------------------------|------------------------------------|
| Name of the Program: Bachelor of Commerce (B.Com.) Course Code: B.Com.1.3 Name of the Course: Principles of Marketing | | |
| Course Credits | No. of Hours per Week | Total No. of Teaching Hours |
| 4 Credits | 4 Hrs | 48 Hrs |
| Pedagogy: Classrooms lecture, Case studies, Group discussion, Seminar & field work etc., | | |
| Course Outcomes: On successful completion of the course, the Students will be able to <ol style="list-style-type: none"> a) Understand the basic concepts of marketing and asses the marketing environment. b) Analyze the consumer behaviour in the present scenario and marketing segmentation. c) Discover the new product development & identify the factors affecting the price of a product in the present context. d) Judge the impact of promotional techniques on the customers & importance of channels of distribution. e) Outline the recent developments in the field of marketing. | | |
| Syllabus: | | Hours |
| Module No. 1: Introduction to Marketing | | 10 |
| Introduction-Nature-Scope-Importance of Marketing; Concepts& Approaches of Marketing: Need-Want-Demand-Customer Value-Customer Creation; Evolution of marketing; Selling vs Marketing; Marketing Environment: Concept-importance-Micro and Macro Environment. Marketing Management-Meaning-importance. | | |
| Module No. 2: Consumer Behaviour & Market segmentation | | 10 |
| Consumer Behaviour: Nature and Importance-Consumer buying decision process; Factors influencing consumer buying behaviour; Market segmentation: Concept, importance and bases; Target market selection-Positioning concept-Importance and bases; Product differentiation vs. market segmentation. Marketing Mix: Product-Price-Place & Promotion. | | |
| Module No. 3: Product and Pricing | | 10 |
| Product: Concept and importance-Product classifications-Concept of product mix; Branding-packaging and labelling; Product-Support Services; Product life-cycle; New Product Development Process; Consumer adoption process. Pricing: Significance. Factors affecting price of a product. Pricing policies and strategies. | | |
| Module No. 4:Promotion and Distribution | | 10 |
| Promotion: Nature and importance of promotion; Communication process; Types of promotion: advertising, personal selling, public relations & sales promotion, and their distinctive characteristics; Promotion mix and factors affecting promotion mix decisions. Distribution Channels and Physical Distribution: Channels of distribution - meaning and importance; Types of distribution channels; Functions of middle man; Factors affecting choice of distribution channel; Wholesaling and retailing; Types of Retailers; e-retailing, Physical Distribution. | | |
| Module No. 5: Recent Developments in Marketing | | 08 |
| Social Marketing, online marketing, direct marketing, services marketing, green marketing, Rural marketing; Consumerism, Search Engine Marketing-Mobile Marketing- Marketing Analytics-Social Media Marketing-Email Marketing-Live Video Streaming Marketing-Network Marketing, any other recent developments in Marketing. | | |
| Skill Development Activities: | | |
| 1. Analyze the marketing environment of your locality and identify need, wants & | | |

purchasing power of customers.

2. Collect consumer behaviour towards home appliances in your locality.
3. Visit any organization and collect the information towards pricing of the products.
4. Visit any wholesalers/Retailers; collect the role of them in marketing.
5. Identify the recent developments in the field of marketing.
6. Any other activities, which are relevant to the course.

Reference Materials:

1. Philip Kotler (2015), Principles of Marketing. 13th edition. Pearson Education.
2. SaxenaRajan, (2017) Marketing Management, Tata McGraw-Hill Publishing Company Ltd., New Delhi. Fifth Edition.
3. Kumar Arun & MeenakshiN (2016), Marketing Management, Vikas Publishing House Pvt. Ltd., New Delhi. Third Edition
4. Panda Tapan (2008), Marketing Management, Excel books, New Delhi, Second Edition.
5. Michael, J. Etzel, Bruce J. Walker, William J Stanton and Ajay Pandit. Marketing: Concepts and Cases. (Special Indian Edition), McGraw Hill Education
6. William D. Perreault, and McCarthy, E. Jerome., Basic Marketing. Pearson Education.
7. Majaro, Simon. The Essence of Marketing. Pearson Education, New Delhi.
8. Iacobucci and Kapoor, Marketing Management: A South Asian Perspective. Cengage Learning.
9. Chhabra, T.N., and S. K. Grover. Marketing Management. Fourth Edition.

Note: Latest edition of text books may be used.

| | | |
|--|------------------------------|------------------------------------|
| Name of the Program: Bachelor of Commerce (B.Com) Course Code: B.Com. 1.7 (Open Elective Course) Name of the Course: Accounting for Everyone | | |
| Course Credits | No. of Hours per Week | Total No. of Teaching Hours |
| 3 Credits | 3 Hrs | 40 Hrs |
| Pedagogy: Classrooms lecture, Case studies, Group discussion, Seminar & field work etc., | | |
| Course Outcomes: On successful completion of the course, the Students will be able to <ol style="list-style-type: none"> a) Analyze various terms used in accounting; b) Make accounting entries and prepare cash book and other accounts necessary while running a business; c) Prepare accounting equation of various business transactions; d) Analyze information from company's annual report; e) Comprehend the management reports of the company. | | |
| Syllabus: | | Hours |
| Module No. 1: Introduction to Accounting | | 08 |
| Meaning, Importance and Need, Its objectives and relevance to business establishments and other organizations, and individuals. Accounting information: meaning, users and utilities, sources of accounting information. Some Basic Terms –Transaction, Account, Asset, Liability, Capital, Expenditure & Expense, Income, Revenue, Gain, Profit, Surplus, Loss, Deficit. Debit, Credit, Accounting Year, Financial Year. | | |
| Module No. 2: Transactions and Recording of Transactions | | 08 |
| Features of recordable transactions and events, Basis of recording – vouchers and another basis. Recording of transactions: Personal account, Real Account and Nominal Account; Rules for Debit and Credit; Double Entry System, journalizing transactions; Preparation of Ledger, Cash Book including bank transactions. (Simple Problems) | | |
| Module No. 3: Preparation of Financial Statements | | 08 |
| Fundamental Accounting Equation; Concept of revenue and Capital; Preparation of financial statements. (Simple problems) | | |
| Module No. 4: Company Accounts | | 08 |
| Explanation of certain terms – Public Limited Company, Private Limited Company, Share, Share Capital, Shareholder, Board of Directors, Stock Exchange, Listed Company, Share Price, Sensex - BSE, NSE; Annual report, etc. Contents and disclosures in Annual Report, Company Balance Sheet and Statement of Profit and Loss. Content Analysis based on annual report including textual analysis. | | |
| Module 5: Management Reports | | 08 |
| Reports on Management Review and Governance; Report of Board of Directors - Management discussion analysis- Annual Report on CSR - Business responsibility report - Corporate governance report - Secretarial audit report. | | |
| Skill Development Activities: | | |
| <ol style="list-style-type: none"> 1. Download annual reports of business Organisations from the websites and go through the contents of the annual report and present the salient features of the annual report using some ratios and content analysis including textual analysis. 2. Prepare accounting equation by collecting necessary data from medium sized firm. 3. Prepare financial statements collecting necessary data from small business firms. 4. Collect the management reports of any large scale organization and analyze the same. 5. Any other activities, which are relevant to the course. | | |

Text Books:

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

Note: Latest edition of text books may be used.

| | | |
|---|------------------------------|------------------------------------|
| Name of the Program: Bachelor of Commerce (B.Com) Course Code: B.Com. 1.7 (Open Elective Course) Name of the Course: Financial Literacy | | |
| Course Credits | No. of Hours per Week | Total No. of Teaching Hours |
| 3 Credits | 3 Hrs | 40 Hrs |
| Pedagogy: Classrooms lecture, Case studies, Group discussion, Seminar & field work etc., | | |
| Course Outcomes: On successful completion of the course, the Students will be able to <ol style="list-style-type: none"> 1. Describe the importance of financial literacy and list out the institutions providing financial services; 2. Prepare financial plan and budget and manage personal finances; 3. Open, avail, and manage/operate services offered by banks; 4. Open, avail, and manage/operate services offered by post offices; 5. Plan for life insurance and property insurance & select instrument for investment in shares | | |
| Syllabus: | | Hours |
| Module No. 1: Introduction | | 08 |
| Meaning, importance and scope of financial literacy; Prerequisites of Financial Literacy – level of education, numerical and communication ability; Various financial institutions – Banks, Insurance companies, Post Offices; Mobile App based services. Need of availing of financial services from banks, insurance companies and postal services. | | |
| Module No. 2: Financial Planning and Budgeting | | 08 |
| Concept of economic wants and means for satisfying these needs; Balancing between economic wants and resources; Meaning, importance and need for financial planning; Personal Budget, Family Budget, Business Budget and National Budget; Procedure for financial planning and preparing budget; Budget surplus and Budget deficit, avenues for savings from surplus, sources for meeting deficit. | | |
| Module No. 3: Banking Services | | 08 |
| Types of banks; Banking products and services – Various services offered by banks; Types of bank deposit accounts – Savings Bank Account, Term Deposit, Current Account, Recurring Deposit, PPF, NSC etc.; Formalities to open various types of bank accounts, PAN Card, Address proof, KYC norm; Various types of loans – short term, medium term, long term, micro finance, agricultural etc. and related interest rates offered by various nationalized banks and post office; Cashless banking, e-banking, Check Counterfeit Currency; CIBIL, ATM, Debit and Credit Card, and APP based Payment system; Banking complaints and Ombudsman. | | |
| Module No. 4: Financial Services from Post Office | | 08 |
| Post office Savings Schemes: Savings Bank, Recurring Deposit, Term Deposit, Monthly Income Scheme, Kishan Vikas Patra, NSC, PPF, Senior Citizen Savings Scheme (SCSS), Sukanya Samriddhi Yojana/ Account (SSY/SSA); India Post Payments Bank (IPPB). Money Transfer: Money Order, E-Money order. Instant Money Order, collaboration with the Western Union Financial Services; MO Videsh, International Money Transfer Service, Electronic Clearance Services (ECS), Money gram International Money Transfer, Indian Postal Order (IPO). | | |
| Module 5: Protection and Investment Related Financial Services | | 08 |
| Insurance Services: Life Insurance Policies: Life Insurance, Term Life Insurance, Endowment Policies, Pension Policies, ULIP, Health Insurance and its Plans, Comparison of policies | | |

offered by various life insurance companies. Property Insurance: Policies offered by various general insurance companies. Post office life Insurance Schemes: Postal Life Insurance and Rural Postal Life Insurance (PLI/RPLI). Housing Loans: Institutions providing housing loans, Loans under Pradhanmantri Awas Yojana – Rural and Urban.

Investment avenues in Equity and Debt Instruments: Portfolio Management: Meaning and importance; Share Market and Debt Market, Sensex and its significance; Investment in Shares – selection procedure for investment in shares; Risk element; Investment Management - Services from brokers and Institutions, and self-management; Mutual Fund.

Skill Development Activities:

1. Visit banks, post offices, and insurance companies to collect information and required documents related to the services offered by these institutions and to know the procedure of availing of these services.
2. Fill up the forms to open accounts and to avail loans and shall attach photocopies of necessary documents.
3. Prepare personal and family budget for one/six/ twelve month on imaginary figures.
4. Try to open Demat account and trade for small amount and submit the report on procedure on opening of Demat account and factors considered for trading.
5. Any other activities, which are relevant to the course.

Text Books:

1. Avadhani, V. A. (2019). Investment Management. Mumbai: Himalaya Publishing House Pvt. Ltd.
2. Chandra, P. (2012). Investment Game: How to Win. New Delhi: Tata McGraw Hill Education.
3. Kothari, R. (2010). Financial Services in India-Concept and Application. New Delhi: Sage Publications India Pvt. Ltd.
4. Milling, B. E. (2003). The Basics of Finance: Financial Tools for Non-Financial Managers. Indiana: universe Company.
5. Mitra, S., Rai, S. K., Sahu, A. P., & Starn, H. J. (2015). Financial Planning. New Delhi: Sage Publications India Pvt. Ltd.
6. Zokaityte, A. (2017). Financial Literacy Education. London: Palgrave Macmillan.

Note: Latest edition of text books may be used.

| | | |
|---|------------------------------|------------------------------------|
| Name of the Program: Bachelor of Commerce (B.Com) Course Code: B.Com. 1.7 (Open Elective Course) Name of the Course: Managerial Economics | | |
| Course Credits | No. of Hours per Week | Total No. of Teaching Hours |
| 3 Credits | 3 Hrs | 40 Hrs |
| Pedagogy: Classrooms lecture, Case studies, Group discussion, Seminar & field work etc., | | |
| Course Outcomes: On successful completion of the course, the Students will be able to 1. Describe the importance of managerial economics in decision making process. 2. Learners would be able to apply the concepts and principles in their day to day life. 3. Analyze how economic agents make decisions and choices using theoretical knowledge & practical approach. | | |
| Syllabus: | | Hours |
| Module No. 1: Nature and scope of business economics | | 08 |
| Nature of Business Economics: Meaning, definitions, nature, scope and significance of business economics. Economic laws and principles: Meaning and nature of economic laws. Economics and business environment: Economic and Non-economic factors determining business. Business objectives: Economic, Non-Economic, Human, Social and National objectives of business. | | |
| Module No. 2: Demand Analysis | | 08 |
| Law of diminishing marginal utility: Meaning, Assumptions, Illustration, Exceptions and Uses law of demand: Meaning, Demand Function, why does the demand curve slope downwards? Exceptions to the Law of demand, determinants of demand, increase and decrease in demand. Price elasticity: Meaning, types of price elasticity and methods of measurement of price elasticity. Factors of determining elasticity demand. Income elasticity, cross elasticity and promotional elasticity. | | |
| Module No. 3: Supply, Cost and Revenue analysis | | 08 |
| Supply: Meaning, Law of supply, exceptions to the law of supply and determinants of supply. Elasticity of supply: Meaning and types of elasticity of supply. Cost concepts: Opportunity cost, total cost, variable cost, fixed cost and marginal cost. Cost-output relationships in the short run and long run. Concepts of revenue: Total revenue, average revenue and marginal revenue. Revenue curves under perfect and imperfect competition. | | |
| Module No. 4: Production and market analysis | | 08 |
| Production analysis: Law of variable proportion and law of returns to scale. Perfect competition: Meaning and features. Monopoly: Meaning, features and price-output determination. Price discrimination: types, price- output determination under discriminating monopoly. Monopolistic competition: Meaning, features and price-output determination under monopolistic competition. Oligopoly: Meaning, features and types. Kinked demand curve. | | |
| Module No. 5: Business Cycles Analysis | | 08 |
| Business Cycles Analysis: Business Cycles Nature and Phases of a Business Cycle, Game Theory, Information Super Highways, Small-world Model, Theories of Business Cycle - Psychological, Profit, Monetary, Innovation, Cobweb, Samuelson and Hicks Theories. | | |

Skill Development Activities:

1. Prepare personal and family budget for one/six/ twelve month on imaginary figures.
2. Study the supply and demand theory of a product as your choice.
3. Any other activities, which are relevant to the course.

References:

1. Sundharam K.P.M. & Sundharam E.N. – Business Economics, Sultanchand & Sons, New Delhi.
2. Ahuja H.L. – Business Economics, Sultanchand & Sons, New Delhi
3. Mehta P.L., Managerial Economics, Sultanchand & Sons, New Delhi.
4. Dwivedi D.N., Managerial Economics, Vikas Publishing House Pvt. Ltd., New Delhi.
5. Mithani D.M., Managerial Economics, Himalaya Publishing House, Mumbai.
6. Peterso H. Craig and W.Cris Lewis – Managerial Economics, Pearson Education, Singapore.
7. Salvatore Dominic – Managerial Economics, Megrew Hill, New York.

Note: Latest edition of text books may be used.

IInd Semester B.Com

B. Course Contents

2.1 Advanced Financial Accounting

2.2 Business Mathematics / Corporate Administration

2.3 Law & Practice of Banking

2.4 Sports

2.5 NCC/NSS/R&R (S&G)/Cultural

2.6 Environmental Studies

2.7 Financial Environment / Investing in Stock Markets/Public Finance

| | | |
|---|------------------------------|------------------------------------|
| Name of the Program: Bachelor of Commerce (B.Com.) Course Code: B.Com.2.1 Name of the Course: Advanced Financial Accounting | | |
| Course Credits | No. of Hours per Week | Total No. of Teaching Hours |
| 4 Credits | 4 Hrs | 48 Hrs |
| Pedagogy: Classrooms lecture, Case studies, Tutorial classes, Group discussion, Seminar & field work etc., | | |
| Course Outcomes: On successful completion of the course, the Students will be able to <ol style="list-style-type: none"> a) Understand & compute the amount of claims for loss of stock & loss of Profit. b) Learn various methods of accounting for hire purchase transactions. c) Deal with the inter-departmental transfers and their accounting treatment. d) Demonstrate various accounting treatments for dependent & independent branches. e) Prepare financial statements from incomplete records. | | |
| Syllabus: | | Hours |
| Module No. 1: Insurance Claims for Loss of Stock & Loss of Profit | | 10 |
| Introduction-Meaning of fire-computation of Claim for loss of stock- Computations of Claim for loss of Profit-Average Clause. | | |
| Module No. 2: Hire Purchase Accounting | | 10 |
| Introduction-Meaning of hire purchase-difference between hire purchase and instalment-Nature-features-terms used-Ascertainment of Interest-Accounting for hire purchase transactions-Repossession. | | |
| Module No. 3: Departmental Accounts | | 10 |
| Introduction-meaning-advantages and disadvantages-methods of departmental accounting-basis of allocation of common expenditure among different departments-types of departments-inter department transfer and its treatment | | |
| Module No. 4: Accounting for Branches | | 10 |
| Introduction-difference between branch accounts and departmental accounts-types of branches-Accounting for dependent & independent branches; Foreign branches: Accounts for foreign branches-Techniques for foreign currency translation. (Theory only). | | |
| Module No. 5: Conversion of Single Entry into Double Entry | | 08 |
| Introduction - Meaning-Limitations of Single Entry System-Difference between Single entry and Double entry system - Problems on Conversion of Single Entry into Double Entry. | | |
| Skill Developments Activities: <ol style="list-style-type: none"> 7. Identify the procedure & documentations involved in the insurance claims. 8. Collect hire purchase agreements and draft dummy hire purchase agreements with imaginary figures. 9. Identify the common expenditures of an organisation among various departments. 10. Collect the procedure and documentations involved in the establishment of various branches. 11. Visit any sole proprietor firm and identify the steps involved in the conversion of single entry into double entry system. 12. Any other activities, which are relevant to the course. | | |
| Text Books: | | |

1. ICAI Study Materials on Principles & Practice of Accounting, Accounting and Advanced Accounting.
2. SP Iyengar (2005), *Advanced Accounting*, Sultan Chand & Sons, Vol. 1.
3. Robert N Anthony, David Hawkins, Kenneth A. Merchant, (2017) *Accounting: Text and Cases*, McGraw-Hill Education, 13th Edition.
4. Charles T. Horngren and Donna Philbrick, (2013) *Introduction to Financial Accounting*, Pearson Education, 11th Edition.
5. J.R. Monga, *Financial Accounting: Concepts and Applications*. Mayur Paper Backs, New Delhi, 32nd Edition.
6. S.N. Maheshwari, and. S. K. Maheshwari. *Financial Accounting*. Vikas Publishing House, New Delhi, 6th Edition.
7. B.S. Raman (2008), *Financial Accounting Vol. I & II*, United Publishers & Distributors
8. *Compendium of Statements and Standards of Accounting*. The Institute of Chartered Accountants of India, New Delhi.

Note: Latest edition of text books may be used.

| Name of the Program: Bachelor of Commerce (B.Com.) Course Code: B.Com. 2.2 Name of the Course: Business Mathematics | | |
|--|-----------------------|-----------------------------|
| Course Credits | No. of Hours per Week | Total No. of Teaching Hours |
| 4 Credits | 4 Hrs | 48 Hrs |
| Pedagogy: Classrooms lecture, Case studies, Tutorial classes, Group discussion, Seminar & field work etc., | | |
| Course Outcomes: On successful completion of the course, the Students will be able to <ol style="list-style-type: none"> Understand the number system and indices applications in solving basic business problems. Apply concept of commercial arithmetic concepts to solve business problems. Make use of theory of equation in solving the business problems in the present context. Understand and apply the concepts of Set Theory, Permutations & Combinations and Matrices solving business problems. Apply measurement of solids in solving simple business problems. | | |
| Syllabus: | | Hours |
| Module No. 1: Number System and Indices | | 10 |
| Introduction - Meaning - Natural Numbers - Even & Odd Numbers - Prime, Rational Number and its features & Irrational Numbers - simple problems on finding sum of natural, Odd and Even numbers- HCF and LCM, problems thereon; Indices-Introduction, Laws of indices, application of laws for simplification, simple problems. | | |
| Module No. 2: Commercial Mathematics | | 10 |
| Introduction - Meaning of Simple and Compound interest and problems thereon,-Annuities, types & problems on present and future value of annuity; Ratios and Proportions-meaning and problems thereon-problems on speed, time and work. | | |
| Module No. 3: Theory of Equation | | 10 |
| Introduction - Meaning-Problems on Linear equations and solving pure and adfected quadratic equations (factor and Sridharacharya methods only), problems on Simultaneous equations (Elimination method only). | | |
| Module No. 4: Set Theory, Permutations & Combinations and Matrices | | 10 |
| Introduction - Meaning & types of sets-Laws of Sets-Venn diagram-problems thereon; Meaning and problems on permutations and combinations; Matrices-Meaning & types of Matrices, simple problems on addition, subtraction and multiplication. | | |
| Module No. 5: Measurement of Solids | | 08 |
| Introduction - Meaning and problems on Area and perimeter/circumference of Triangle, Square, Rectangle, Circle, Cone and Cylinder. | | |
| Skill Developments Activities: <ol style="list-style-type: none"> Show the number of ways in which your telephone number can be arranged to get odd numbers. Visit any Commercial Bank in your area and collect the information about types of loans and the rates of interest on loans. Use Matrix principles to implement food requirement and protein for two families. Measure your classroom with the help of a tape and find the cost of the carpet for the floor area of the classroom. | | |

5. Any other activities, which are relevant to the course.

Text Books:

1. Saha and Rama Rao, Business Mathematics, HPH.
2. S.N.Dorairaj, Business Mathematics, United Publication.
3. R. Gupta, Mathematics for Cost Accountants.
4. S. P. Gupta, Business Mathematics.
5. Madappa and Sridhara Rao, Business Mathematics.
6. Padmalochana Hazarika, Business Mathematics.
7. Dr.B.H.Suresh, Quantitative Techniques, Chetana Book House.
8. Dr. Padmalochan Hazarika, A Textbook of Business Mathematics, S. Chand, New Delhi, No. 4, 2016.
9. A. P. Verma, Business Mathematics, Asian Books Private Limited, New Delhi, No. 3, January 2007.
10. D. C. Sancheti & V. K. Kapoor, Business Mathematics, S. Chand, New Delhi, 2014
11. A Lenin Jothi, Financial Mathematics, Himalaya Publications, Mumbai, No. 1, 2009.
12. B. M. Aggarwal, Business Mathematics, Ane Books Pvt. Ltd., No. 5, 2015

Note: Latest edition of text books may be used.

| | | |
|--|------------------------------|------------------------------------|
| Name of the Program: Bachelor of Commerce (B.Com.) Course Code: B.Com.2.2 Name of the Course: Corporate Administration | | |
| Course Credits | No. of Hours per Week | Total No. of Teaching Hours |
| 4 Credits | 4 Hrs | 48 Hrs |
| Pedagogy: Classrooms lecture, Case studies, Group discussion, Seminar & field work etc., | | |
| Course Outcomes: On successful completion of the course, the Students will be able to <ol style="list-style-type: none"> a) Understand the framework of Companies Act of 2013 and different kind of companies. b) Identify the stages and documents involved in the formation of companies in India. c) Analyze the role, responsibilities and functions of Key management Personnel in Corporate Administration. d) Examine the procedure involved in the corporate meeting and the role of company secretary in the meeting. e) Evaluate the role of liquidator in the process of winding up of the company. | | |
| Syllabus: | | Hours |
| Module No. 1: Introduction to Company | | 10 |
| Introduction - Meaning and Definition - Features - Highlights of Companies Act 2013 - - Kinds of Companies - One Person Company-Private Company-Public Company-Company limited by Guarantee-Company limited by Shares- Holding Company-Subsidiary Company-Government Company-Associate Company- Small Company-Foreign Company-Global Company-Body Corporate-Listed Company. | | |
| Module No. 2: Formation of Companies | | 10 |
| Introduction - Promotion Stage: Meaning of Promoter, Position of Promoter & Functions of Promoter, Incorporation Stage: Meaning & contents of Memorandum of Association & Articles of Association, Distinction between Memorandum of Association and Articles of Association, Certificate of Incorporation, Subscription Stage - Meaning & contents of Prospectus, Statement in lieu of Prospects and Book Building, Commencement Stage - Document to be filed, e-filing, Register of Companies, Certificate of Commencement of Business; Formation of Global Companies: Meaning - Types -Features - Legal Formalities-Administration. | | |
| Module No. 3: Company Administration | | 10 |
| Introduction - Key Managerial Personnel - Managing Director, Whole time Directors, the Companies Secretary, Chief Financial Officer, Resident Director, Independent Director, Auditors - Appointment - Powers - Duties & Responsibilities. Managing Director - Appointment - Powers - Duties & Responsibilities. Audit Committee, CSR Committee. Company Secretary - Meaning, Types, Qualification, Appointment, Position, Rights, Duties, Liabilities & Removal or dismissal. | | |
| Module No. 4: Corporate Meetings | | 10 |
| Introduction - Corporate meetings: types - Importance - Distinction; Resolutions: Types - Distinction; Requisites of a valid meeting - Notice - Quorum -Proxies - Voting - Registration of resolutions; Role of a company secretary in convening the meetings. | | |
| Module No. 5: Winding Up | | 08 |
| Introduction - Meaning- Modes of Winding up -Consequence of Winding up - Official Liquidator - Role & Responsibilities of Liquidator - Defunct Company - Insolvency Code. | | |
| Skill Development Activities: | | |
| 1. Collect the Companies Act 2013 from the Ministry of Corporate Affairs website and | | |

prepare the highlights of the same.

2. Visit any Registrar of the Companies; find out the procedure involved in the formation of the companies.
3. Visit any Company and discuss with Directors of the same on role and responsibilities and prepare report on the same.
4. Collect the copy of notice of the Meeting and Resolutions, Prepare the dummy copy of Notice and resolutions.
5. Contact any official liquidator of an organisation and discuss the procedure involved on the same and prepare report.
6. Any other activities, which are relevant to the course.

Text Books:

1. S.N Maheshwari, Elements of Corporate Law, HPH.
2. Balchandran, Business Law for Management, HPH
3. Dr. P.N. Reddy and H.R. Appanaiah, Essentials of Company Law and Secretarial Practice, HPH.
4. K. Venkataramana, Corporate Administration, SHBP.
5. N.D. Kapoor: Company Law and Secretarial Practice, Sultan Chand.
6. M.C. Bhandari, Guide to Company Law Procedures, Wadhwa Publication.
7. S.C. Kuchal, Company Law and Secretarial Practice.
8. S.C. Sharm, Business Law, I.K. International Publishers

Note: Latest edition of text books may be used.

| | | |
|--|------------------------------|------------------------------------|
| Name of the Program: Bachelor of Commerce (B.Com.) Course Code: B.Com. 2.3 Name of the Course: Law and Practice of Banking | | |
| Course Credits | No. of Hours per Week | Total No. of Teaching Hours |
| 4 Credits | 4 Hrs | 48 Hrs |
| Pedagogy: Classrooms lecture, Case studies, Group discussion, Seminar & field work etc., | | |
| Course Outcomes: On successful completion of the course, the Students will be able to <ol style="list-style-type: none"> a) Summarize the relationship between Banker & customer and different types of functions of banker. b) Analyse the role, functions and duties of paying and collecting banker. c) Make use of the procedure involved in opening and operating different accounts. d) Examine the different types of negotiable instrument & their relevance in the present context. e) Estimate possible developments in the banking sector in the upcoming days. | | |
| Syllabus: | | Hours |
| Module No. 1: Introduction to Banking | | 10 |
| Introduction- Meaning - Need - Importance - Primary, Secondary & Modern functions of banks - Origin of banking- Banker and Customer Relationship (General and special relationship) - Origin and growth of commercial banks in India - Types of Banks in India- Banks' Lending - changing role of commercial banks. RBI: History-Role & Functions. | | |
| Module No. 2: Paying and Collecting Banker | | 10 |
| Paying banker: Introduction - Meaning - Role - Functions - Duties - Precautions and Statutory Protection and rights - Dishonor of Cheques - Grounds of Dishonor - Consequences of wrongful dishonor of Cheques; Collecting Banker: Introduction - Meaning - Legal status of collecting banker - Holder for value -Holder in due course - Duties & Responsibilities - Precautions and Statutory Protection to Collecting Banker. | | |
| Module No. 3: Customers and Account Holders | | 10 |
| Introduction - Types of Customers and Account Holders - Procedure and Practice in opening and operating accounts of different customers: Minors - Joint Account Holders- Partnership Firms - Joint Stock companies - Executors and Trustees - Clubs and Associations and Joint Hindu Undivided Family. | | |
| Module No. 4: Negotiable Instruments | | 10 |
| Introduction - Meaning & Definition - Features - Kinds of Negotiable Instruments: Promissory Notes - Bills of Exchange - Cheques - Crossing of Cheques - Types of Crossing; Endorsements: Introduction - Meaning - Essentials & Kinds of Endorsement - Rules of endorsement. | | |
| Module No. 5: Recent Developments in Banking | | 08 |
| Introduction - New technology in Banking - E-services - Debit and Credit cards - Internet Banking-Electronic Fund Transfer- MICR - RTGS - NEFT -ECS- Small banks-Payment banks-Digital Wallet-Crypto currency- KYC norms - Basel Norms - Mobile banking-E-payments - E-money. Any other recent development in the banking sector. | | |
| Skill Development Activities: <ol style="list-style-type: none"> 1. Refer RBI website and identify the different types of banks operating in India. 2. Visit any Public sector bank & discuss with the branch manager about the role and functions as a paying and collecting banker. | | |

3. Collect and fill dummy account opening forms as different types of customer.
4. Draft specimen of Negotiable instruments: bill of exchange, Promissory Notes and Cheques.
5. Identify and prepare report on pros and cons of recent development in the field of banking sector.
6. Any other activities, which are relevant to the course.

Text Books:

1. Gordon & Natarajan, Banking Theory Law and Practice, HPH, 24th Edition
2. S. P Srivastava (2016), Banking Theory & Practice, Anmol Publications
3. Maheshwari. S.N. (2014), Banking Law and Practice, Kalyani Publishers, 11 edition
4. Shekar. K.C (2013), Banking Theory Law and Practice, Vikas Publication, 21st Edition.
5. Dr. Alice Mani (2015), Banking Law and Operation, SBH.

Note: Latest edition of text books may be used.

| Name of the Program: Bachelor of Commerce (B.Com) Course Code: B.Com. 2.7 (Open Elective Course) Name of the Course: Financial Environment | | |
|---|-----------------------|-----------------------------|
| Course Credits | No. of Hours per Week | Total No. of Teaching Hours |
| 4 Credits | 2 Hrs | 24 Hrs |
| Pedagogy: Classrooms lecture, Case studies, Group discussion, Seminar & field work etc., | | |
| Course Outcomes: On successful completion of the course, the Students will be able to <ol style="list-style-type: none"> 1. Understand the fundamentals of Indian Economy and its significance. 2. Evaluate the impact of monetary policy on the stakeholders of the Economy. 3. Assess the impact of fiscal policy on the stakeholders of the Economy. 4. Examine the status of inflation, unemployment and labour market in India 5. Inference the financial sector reforms in India. | | |
| Syllabus: | | Hours |
| Module No. 1: Fundamentals of India Economy | | 05 |
| Introduction - Production & Cost-Demand & Supply-Perfect & Imperfect Competition-Monopoly-National Income Accounting-Business Cycle-Open Economy-Utility theory-GDP-GNP-impact- other Marco financial indicators. | | |
| Module No. 2: Monetary Policy | | 05 |
| Introduction - Meaning-objectives-qualitative & quantitative measures for credit control. Influence of policy rates of RBI: Repo-Reverse repo- Marginal standing facility and Bank rate. Influence of reserve ratios of RBI: CRR-SLR-Exchange rates-lending/deposit rates-design & issues of monetary policy-LAF - RBI Role, functions and its Governance | | |
| Module No. 3: Fiscal Policy | | 05 |
| Introduction - Meanings-objectives- public expenditure-public debt-fiscal & budget deficit-Keynesian approach-fiscal policy tools-fiscal policy effects on employment-supply side approach-design & issues of fiscal policy-fiscal budget- Role of Ministry of Finance in Fiscal Policy. | | |
| Module No. 4: Inflation, Unemployment and Labour market | | 05 |
| Introduction - Inflation: Causes of rising & falling inflation-inflation and interest rates-social costs of inflation; Unemployment - natural rate of unemployment-frictional & wait unemployment. Labour market and its interaction with production system; Phillips curve-the trade-off between inflation and unemployment-sacrifice ratio-role of expectations adaptive and rational | | |
| Module 5: Financial Sector Reforms: | | 04 |
| Introduction - Financial sector reforms - Recommendation & action taken -SARFESI Act-Narasimham Committee I & II- Kelkar Committee- FRBM Act - Basel-BIS-history-need-mission-objectives-Basel norms I, II & III- criticism of Basel norms-Implementations of Basel norms in India- impact of Basel norms on Indian banks. | | |
| Skill Development Activities: | | |
| <ol style="list-style-type: none"> 1. Collect last ten year GDP rate and examine the same. 2. Collect last two years monetary policy rates of RBI and analyse the impact of the same. | | |

3. Collect last five years fiscal policy of Indian Government and analyse the impact of the same on rural poor.
4. Collect last five year data on inflation, unemployment rate and labour market conditions and critically prepare the report.
5. Identify the recent financial sector reforms in India.
6. Any other activities, which are relevant to the course.

Text Books:

1. V K Puri and S K Mishra, Indian Economy, HPH.
2. Datt and Sundharam's, Indian Economy, S Chand
3. Ramesh Singh, Indian Economy, McGraw Hill education.
4. Khan and Jain, Financial Services, Mcgraw Hill Education, 8th edition
5. RBI working papers
6. Mistry of Finance, GOI of working papers
7. SEBI Guidelines Issued from time to time.

Note: Latest edition of text books may be used.

| | | |
|---|------------------------------|------------------------------------|
| Name of the Program: Bachelor of Commerce (B.Com) Course Code: B.Com.2.7 (Open Elective Course) Name of the Course: Investing in Stock Markets | | |
| Course Credits | No. of Hours per Week | Total No. of Teaching Hours |
| 3 Credits | 3 Hrs | 40 Hrs |
| Pedagogy: Classrooms lecture, Case studies, Group discussion, Seminar & field work etc., | | |
| Course Outcomes: On successful completion of the course, the Students will be able to <ol style="list-style-type: none"> 1. Explain the basics of investing in the stock market, the investment environment as well as risk & return. 2. Analyze Indian securities market; 3. Examine EIC framework and conduct fundamental analysis; 4. Perform technical analysis; 5. Invest in mutual funds market. | | |
| Syllabus: | | Hours |
| Module No. 1: Basics of Investing | | 08 |
| Basics of Investment & Investment Environment. Risk and Return, Avenues of Investment - Equity shares, Preference shares, Bonds & Debentures, Insurance Schemes, Mutual Funds, Index Funds. Indian Security Markets - Primary Market, Secondary Market and Derivative Market. Responsible Investment. | | |
| Module No. 2: Fundamental Analysis | | 08 |
| Top down and bottom up approaches, Analysis of international & domestic economic scenario, Industry analysis, Company analysis (Quality of management, financial analysis: Both Annual and Quarterly, Income statement analysis, position statement analysis including key financial ratios, Cash flow statement analysis, Industry market ratios: PE, PEG, Price over sales, Price over book value, EVA), Understanding Shareholding pattern of the company. | | |
| Module No. 3: Technical Analysis | | 08 |
| Trading rules (credit balance theory, confidence index, filter rules, market breath, advances vs declines and charting (use of historic prices, simple moving average and MACD) basic and advanced interactive charts. Do's& Don'ts of investing in markets. | | |
| Module No. 4: Indian Stock Market | | 08 |
| Market Participants: Stock Broker, Investor, Depositories, Clearing House, Stock Exchanges. Role of stock exchange, Stock exchanges in India- BSE, NSE and MCX. Security Market Indices: Nifty, Sensex and Sectoral indices, Sources of financial information. Trading in securities: Demat trading, types of orders, using brokerage and analyst recommendations | | |
| Module 5: Investing in Mutual Funds | | 08 |
| Concept and background on Mutual Funds: Advantages, Disadvantages of investing in Mutual Funds, Types of Mutual funds- Open ended, close ended, equity, debt, hybrid, index funds and money market funds. Factors affecting choice of mutual funds. CRISIL mutual fund ranking and its usage, calculation and use of Net Asset Value. | | |
| Skill Development Activities: | | |
| <ol style="list-style-type: none"> 1. Work on the spreadsheet for doing basic calculations in finance. 2. Learners will also practice technical analysis with the help of relevant software. 3. Practice use of Technical charts in predicting price movements through line chart, bar chart, candle and stick chart, etc., moving averages, exponential moving average. 4. Calculate of risk and return of stocks using price history available on NSE website. 5. Prepare equity research report-use of spreadsheets in valuation of securities, fundamental | | |

analysis of securities with the help of qualitative and quantitative data available in respect of companies on various financial websites, etc.

6. Any other activities, which are relevant to the course.

Text Books:

1. Chandra, P. (2017). Investment Analysis and Portfolio Management. New Delhi: Tata McGraw Hill Education.
2. Kevin, S. (2015). Security Analysis and Portfolio Management. Delhi: PHI Learning. Ranganatham,
3. M., & Madhumathi, R. (2012). Security Analysis and Portfolio Management. Uttar Pradesh: Pearson (India) Education.
4. Pandian, P. (2012). Security Analysis and Portfolio Management. New Delhi: Vikas Publishing House.

Note: Latest edition of text books may be used.

| | | |
|--|------------------------------|------------------------------------|
| Name of the Program: Bachelor of Commerce (B.Com) Course Code: B.Com.2.7 (Open Elective Course) Name of the Course: PUBLIC FINANCE | | |
| Course Credits | No. of Hours per Week | Total No. of Teaching Hours |
| 3 Credits | 3 Hrs | 40 Hrs |
| Pedagogy: Classrooms lecture, Case studies, Group discussion, Seminar & field work etc., | | |
| Course Outcomes: On successful completion of the course, the Students will be able to | | |
| a) Identify the basis of Money and sources of Public Finance | | |
| b) Identify the stages of business cycles and take appropriate decisions. | | |
| Syllabus: | | Hours |
| Module No. 1: Money | | 08 |
| Meaning, definitions, functions & classification - money and near money. Demand and supply of money: determinants; High – powered money and the money multiplier. | | |
| Module No. 2: Value of money and its application | | 08 |
| Value of Money: meaning and theories - The quantity Theory of money – Fisher’s Theory and the Cambridge Equations, Friedman’s restatement of the quantity theory- Measurement of Value of money: Index Numbers – meaning, types and uses. Inflation: meaning, types, causes, effects and remedies -stagflation. | | |
| Module No. 3: Business Cycles | | 08 |
| Meaning features, phases- causes: Hawtrey’s theory, Hick’s theory and Schumpeter’s Theory – Measures to control business cycles. | | |
| Module No. 4: Public Finance | | 08 |
| Meaning, Difference between public Finance and Private Finance ; Components of public finance principle of maximum social advantage. Public Revenue – Meaning, Sources, Cannons of taxation. Public Expenditure – Meaning and Classification (Heads of Public Expenditure) Public Debt – Meaning Sources types of Public debt and methods of redemption. | | |
| Module 5: Fiscal Policy and Deficit Finance | | 08 |
| Public Budget - Meaning, Objectives, Components and types Fiscal Policy – Meaning, Objectives and Components Role of Fiscal policy in developing economy – Deficit finance. | | |
| Skill Development Activities: | | |
| <ol style="list-style-type: none"> 1. Acquire basics of money market operations& functioning of the money market through intermediaries. 2. Acquire knowledge about the functioning of the economic system & about economic fluctuations. 3. Gains hand on experience of working of the banking system & the monetary policy. 4. Understand the importance of Inter-National Finance 5. Any other activities, which are relevant to the course. | | |
| Books for reference: | | |
| 1. F. S. Mishkin and S. G. Eakins, Financial Markets and Institutions, Pearson | | |

Education, 6thedition, 2009.

2. F. J. Fabozzi, F. Modigliani, F. J. Jones, M. G. Ferri, Foundations of Financial Markets and Institutions, Pearson Education, 3rd edition,2009.

3. L. M. Bhole and J. Mahukud, Financial Institutions and Markets, Tata McGraw Hill, 5thedition, 2011.

4. M. Y. Khan, Indian Financial System, Tata McGraw Hill, 7th edition, 2011.

5. N. Jadhav, Monetary Policy, Financial Stability and Central Banking in India, Macmillan, 2006.

6. Musgrave Public Finance theory and Practice, Tata Mc Graw Hill, 5th Edition,2011.

7. Taylor, ' Public Finance'.

Note: Latest edition of text books may be used.

Karnataka State Higher Education Council

**Curriculum Framework for Undergraduate
Program**

Bachelor of Business Administration (BBA)

For 5th & 6th Semester from the Academic Year

2023-24

SEMESTER – V

| SLNo. | Course Code | Title of the Course | Category of Course | Teaching Hours per Week (L+T+P) | SEE | CIE | Total Marks | Credits |
|----------------------|-------------|---|-------------------------------------|---------------------------------|-----|-----|-------------|---------|
| 31 | BBA5.1 | Production and Operations Management | DSC -13 | 4+0+0 | 60 | 40 | 100 | 4 |
| 32 | BBA5.2 | Income Tax-I | DSC-14 | 3+0+2 | 60 | 40 | 100 | 4 |
| 33 | BBA5.3 | Banking Law and Practice | DSC-15 | 4+0+0 | 60 | 40 | 100 | 4 |
| 34 | BBA5.4 | Elective -1 (FN1\MK1\HRM1\DA1\RM1\LSCM1) | DSE-1 | 3+0+0 | 60 | 40 | 100 | 3 |
| 35 | BBA5.5 | Elective-2 (FN1\MK1\HRM1\DA1\RM1\LSCM1) | DSE-2 | 3+0+0 | 60 | 40 | 100 | 3 |
| 36 | BBA5.6 | A. Information Technology for Business (Excel & DBMS) B. Digital Marketing | Vocational-1 Anyone to be chosen | 3+0+2 | 60 | 40 | 100 | 4 |
| 37 | BBA5.7 | Cyber Security/ Employability Skills | SEC – VB | 1+0+2 | 30 | 20 | 50 | 2 |
| SUB TOTAL (E) | | | | | 390 | 260 | 650 | 24 |

ELECTIVE GROUPS AND COURSES:

| Sl. No. | Finance | Marketing | Human Resource Management | Data Analytics | Retail Management | Logistics And SupplyChain Management |
|-------------|---|-------------------|---|---------------------|-----------------------------------|--------------------------------------|
| COURSE CODE | FN1 | MK1 | HRM1 | DA1 | RM1 | LSCM1 |
| Paper-1 | Advanced Corporate Financial Management | Consumer Behavior | Compensation and Performance Management | Financial Analytics | Fundamentals of Retail Management | Freight Transport Management |

Note: Students have to choose Two Electives in V Semester and Continue with the same Elective combinations in VI Semester.

SEMESTER – VI

| SLNo. | Course Code | Title of the Course | Category of Course | Teaching Hours per Week (L+T+P) | SEE | CIE | Total Marks | Credits |
|----------------------|-------------|---|-------------------------------------|---------------------------------|------------|------------|-------------|-----------|
| 38 | BBA 6.1 | Business Law | DSC | 4+0+0 | 60 | 40 | 100 | 4 |
| 39 | BBA6.2 | Income Tax-II | DSC | 3+0+2 | 60 | 40 | 100 | 4 |
| 40 | BBA6.3 | International Business | DSC | 4+0+0 | 60 | 40 | 100 | 4 |
| 41 | BBA6.4 | Elective -1 (FN2\MK2\HRM2\DA2\ RM2\LSCM2) | DSE | 3+0+0 | 60 | 40 | 100 | 3 |
| 42 | BBA6.5 | Elective-2 (FN2\MK2\HRM2\DA2\ RM2\LSCM2) | DSE | 3+0+0 | 60 | 40 | 100 | 3 |
| 43 | BBA6.6 | A. Goods and Services Tax B. ERP Application | Vocational-2 Anyone to be chosen | 2+0+2 | 60 | 40 | 100 | 4 |
| 44 | BBA6.7 | Internship | I-1 | 4 weeks | - | 50 | 50 | 2 |
| SUB TOTAL (F) | | | | | 360 | 290 | 650 | 24 |

A. INTERNSHIP WITH BUSINESS ORGANIZATIONS

Objectives:

- To enhance the classroom learning
- To provide training and experiential learning opportunities for students
- To provide an opportunity to apply knowledge and skills acquired by the students in the classroom to a professional context.

Guidelines to the institution:

1. Each student will have to work in a Business Organization for at least 4 weeks after their Fifth Semester Examination.
2. The entire batch of students is to be divided equally among the department faculty members. The faculty members should be the mentors and guide the students in the internship process.
3. The students must submit the Certificate for completion of internship by the organization to the college along with a brief report of not less than 25 pages. The report contains details of the organization, nature of business, and a write up on the learning outcome from the internship carried out by them.

Marks Allocation:

- 30 Marks for the Internship Report and 20 Marks for Presentation and Viva-Voce examination.
- Viva-Voce shall be conducted at the end of the semester, by the external faculty, from among the panel of examiners and identified by the College.
- The Institution should send the marks to the University along with IA Marks scored by them in the VI Semester.

ELECTIVE GROUPS AND COURSES:

| Discipline Specific Electives –VI Semester | | | | | | |
|--|----------|-----------|---------------------------|----------------|-------------------|---------------------------------------|
| Sl. No. | Finance | Marketing | Human Resource Management | Data Analytics | Retail Management | Logistics and Supply Chain Management |
| COURSE CODE | FN2 | MK2 | HRM2 | DA2 | RM2 | LSCM2 |
| | Security | | | | | |

| | | | | | | |
|---------|-----------------------------------|-----------------------------------|---------------------------------|---------------------|------------------------------|--|
| Paper-2 | Analysis and Portfolio Management | Advertising and Media Management. | Cultural Diversity at Workplace | Marketing Analytics | Retail Operations Management | Sourcing for Logistics and Supply Chain Management |
|---------|-----------------------------------|-----------------------------------|---------------------------------|---------------------|------------------------------|--|

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|---|-----------------------|-----------------------------|
| Name of the Program: Bachelor of Business Administration (BBA) Course Code: BBA5.1 Name of the Course: Production and Operations Management | | |
| Course Credits | No. of hours per week | Total No. of Teaching hours |
| 4 Credits | 4 hours | 56 hours |
| Pedagogy: Classroom lectures, tutorials, Group discussion, Seminar, Casestudies & field work etc., | | |
| Course Outcomes: On successful completion of the course, the students' will be able to <ol style="list-style-type: none"> a) Understand ever growing importance of Production and Operations Management in uncertain business environment. b) Gain an in-depth understanding of Plant Location and Layout c) Appreciate the unique challenges faced by firms in Inventory Management. d) Understand the subject as to Production Planning and Control. e) Develop skills to operate competitively in the current business scenario. | | |
| Syllabus: | | Hours |
| Module No.1: Introduction to Production and Operations Management | | 12 |
| Introduction -Meaning of Production and Operations, differences between Production and Operations Management, Scope of Production Management, Production System. Types of Production, Benefits of Production Management, Responsibility of a Production Manager, Decisions of Production Management. Operations management: Concept and Functions | | |
| Module No. 2: Plant Location and layout | | 10 |
| Meaning and definition –Factors affecting location, Theory and practices, cost Factor in location – Plant layout Principles – Space requirement – Different types of facilities – Organization of physical facilities – Building, Sanitation, Lighting, Air Conditioning and Safety. | | |
| Module No.3: Production Planning and Control | | 12 |
| Meaning and Definition-Characteristics of Production Planning and Control, Objectives of Production Planning and Control, Stages of Production Planning and Control, Scope of Production Planning & Control, Factors Affecting Production Planning and Control, Production Planning System, Process Planning Manufacturing, Planning and Control System, Role of Production Planning and Control in Manufacturing Industry. | | |
| Module No. 4: Inventory Management | | 12 |
| Inventory Management – Concepts, Classification: Objectives: Factors Affecting Inventory Control Policy. Inventory costs: Basic EOQ Model: Re-order Level: ABC Analysis. Quality Management - Quality Concepts, Difference between Inspections, Quality Control, Quality Assurances, Total Quality Management: Control Charts: acceptance sampling. | | |
| Module 5: Maintenance and Waste Management | | 10 |

Introduction – Meaning – Objectives – Types of maintenance, Breakdown, Spares planning and control, Preventive routine, Relative Advantages, Maintenance Scheduling, Equipment reliability and Modern Scientific Maintenance Methods - Waste Management–Scrap and surplus disposal, Salvage and recovery.

Skill Development Activities:

1. Visit any industry and list out the stages of its automation and artificial intelligence with as many details as possible.
2. List out the factors which are important while selecting a plant layout and draw a chart on Plant layout
3. Describe the Functions of Quality Circles in an industry
4. List out the Functions of Inventory Management in an organization.

Books for Reference:

1. Ashwathappa. K & Sridhar Bhatt: Production & Operations Management, HPH.
2. Gondhalekar & Salunkhe: Productivity Techniques, HPH.
3. SN Chary, Production & Operations Management, McGraw Hill.
- 4 U. Kachru, Production & Operations Management, Excel Books.
5. Alan Muhlemann, John Oaclank and Keith Lockyn, Production & Operations Management, PHI.
- 6 K KAhuja, Production Management, CBS Publishers.
- 7.S.A. Chunawalla & Patel: Production & Operations Management, HPH.
- 8.Everett E Adam Jr., and Ronald J Ebert, Production & Operations Management, Sage Publishing
- 9.Dr. L. N.Agarwal and Dr. K.C. Jain, Production Management
- 10.Thomas E. Morton, Production Operations Management, South Western College.

Note: Latest edition of books may be used.

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| Name of The Program: Bachelor of Business Administration (BBA) Course Code: BBA5.2 Name of the Course: Income Tax – I | | |
| Course Credits | No. of hours per week | Total No. of Teaching hours |
| 4 Credits | 4 hours | 56 hours |
| Pedagogy: Classroom lectures, tutorials, Group discussion, Seminar, Casestudies & field work etc.. | | |
| Course Outcomes: On successful completion of the course, the students will be able to: | | |
| a) Comprehend the procedure for computation of Total Income and tax liability of an individual. b) Understand the provisions for determining the residential status of an Individual. c) Comprehend the meaning of Salary, Perquisites, Profit in lieu of salary, allowances and various retirement benefits. d) Compute the income house property for different categories of house property. e) Comprehend TDS & advances tax Ruling and identify the various deductions under section 80. | | |
| Syllabus: | | Hours |
| Module-1: Basic Concepts of Income Tax | | 12 |
| Introduction –Meaning of tax-, types of taxes, cannons of taxation. Brief history of Indian Income Tax, legal framework of taxation, Important definitions, assessment, assessment year, previous year including exceptions, assesses, person, income, casual income, Gross total income, Total income, Agricultural income, scheme of taxation, – Exempted incomes of an individual under section 10. | | |
| Module -2: Residential Status and Incidence of Tax | | 10 |
| Introduction – Residential status of an individual. Determination of residential status of an individual. Incidence of tax or Scope of Total income. Problems on computation of Gross total Income of an individual. | | |
| Module- 3: Income from Salary | | 16 |
| Introduction - Meaning of Salary -Basis of charge Definitions–Salary, Perquisites and profits in lieu of salary - Provident Fund –Transferred balance. - Retirement Benefits – Gratuity, pension and Leave salary. Deductions and Problems on Computation of Taxable Salary. | | |
| Module -4: Income from House Property | | 10 |
| Introduction - Basis for charge - Deemed owners -House property incomes exempt from tax, composite rent and unrealized rent. Annual Value –Determination of Annual Value - Deductions from Annual Value - Problems on Computation of Income from House Property. | | |

| Module No.-5: Tax Deduction at Sources & Advance Tax Ruling | 08 |
|---|-----------|
| <p>Introduction - Meaning of TDS - Provisions regarding TDS - TDS to be made from Salaries - Filing of Quarterly statement – Theory and Problems; Advance Tax: Meaning of advance tax - Computation of advance tax - Instalment of advance tax and due dates.</p> <p>Deductions under Section 80C, 80CCC, 80CCD, 80CCG, 80D, 80DD, 80DDB, 80E, 80G, 80GG, 80TTA and 80U as applicable to individuals under old regime. (Individuals only).</p> | |
| <p>Skill Development Activities:</p> <ol style="list-style-type: none"> 1. Prepare a slab rates chart for different Individual assesses. 2. Visit any Chartered Accountant office Collect and record the procedure involved in filing the Income tax returns of an Individual. 3. List out any 10 Incomes exempt from tax of an Individual. 4. Prepare the list of perquisites received by an employee in an organization. 5. Identify and collect various enclosures pertaining to Income tax returns of an individual. 6. Any other activities, which are relevant to the course. | |
| <p>Books for References:</p> <ol style="list-style-type: none"> 1. Mehrotra H.C and T.S.Goyal, Direct taxes, Sahithya Bhavan Publication, Agra. 2. Vinod K. Singhanian, Direct Taxes, Taxman Publication Private Ltd, New Delhi. 3. Gaur and Narang, Law and practice of Income Tax, Kalyani Publications, Ludhiana. 4. Bhagawathi Prasad, Direct Taxes. 5. B.Mariyappa, Income tax Law and Practice-I, Himalaya Publishing House. New Delhi.s 6. Dr. Saha, Law and Practice of Income Tax, Himalaya Publishing House. <p>Note: Latest edition of text books may be used.</p> | |

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| Name of the Program: Bachelor of Business Administration (BBA) Course Code: BBA 5.3 Name of the Course: Banking Law and Practice | | |
| Course Credits | No. of hours per week | Total No. of Teaching hours |
| 4 Credits | 4 hours | 56 hours |
| Pedagogy: Classroom lectures, tutorials, Group discussion, Seminar, Case studies & field work etc., | | |
| Course Outcomes: On successful completion of the course, the students will be able to: <ul style="list-style-type: none"> a) Understand the legal aspects of banker and customer relationship. b) Open the different types of accounts. c) Describe the various operations of banks. d) Understand the different types of crossing of cheques and endorsement. e) Understanding of different types of E-payments. | | |
| Syllabus: | | Hours |
| Module No. 1: Banker and Customer | | 16 |
| A) Banker and Customer Relationship: Introduction – Meaning of Banker & Customer; General and Special relationships between Banker & Customer, (Rights and Obligations of Banker & Customer). B) Customers and Account Holders: Types of Customer and Account Holders – Procedure and Practice in opening and operating the accounts of different types of customers – Minor, Joint Account Holders, Partnership Firms, Joint Stock Companies, Clubs, Non-Resident Account – NRI & NRE Accounts. | | |
| Module No. 2: Banking Operations. | | 08 |
| Meaning – Duties and Responsibilities of Collecting Banker, Holder for Value, Holder in Due Course; Statutory Protection to Collecting Banker. | | |
| Module No. 3: Paying Banker | | 12 |
| Meaning – Precautions – Statutory Protection to the Paying Banker; Cheques – Crossing of Cheques – Types of Crossing; Endorsements - Meaning, Essentials and Kinds of Endorsement; Dishonor of Cheque - Grounds for Dishonor of cheque. | | |
| Module No. 4: Lending Operations | | 12 |
| Principles of Bank Lending, Kinds of lending - Loans, Cash Credit, Overdraft, Bills Discounting, Letters of Credit. Types of securities and Methods of creation of charge, Secured and Unsecured Advances; Procedure - Housing, Education and Vehicle loan's; Non-Performing Asset (NPA): Meaning, circumstances & impact; Government Regulations on Priority lending for commercial banks. | | |

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| Module No. 5: Banking Innovations | 8 |
| <p>New technology in Banking – E-services – plastic cards . Internet Banking, ATM based services, ECS, MICR, RTGS, NEFT, DEMAT, IMPS UPI , AADHAR enabled payment system, USSD, E-Valet and application based payment systems, Role of artificial intelligence in banks, Block Chain – Meaning and features.</p> | |
| <p>Skill Development Activities:</p> <ol style="list-style-type: none"> 1. Collect and paste pay in slip for SB A/c and Current a/c. 2. Draw a specimen of a crossed cheque. 3. List out different types of customers and collect KYC documents required for loan 4. List out various fee-based services offered by a bank in your locality 5. List out application-based payment systems provided by a commercial bank. | |
| <p>Books for References:</p> <ol style="list-style-type: none"> 1. Gordon & Natarajan: Banking Theory Law and Practice, HPH. 2. Maheshwari. S.N.: Banking Law and Practice, Vikas Publication. 3. Kothari N. M: Law and Practice of Banking. 4. Tannan M.L: Banking Law and Practice in India, Indian Law House 5. S. P Srivastava: Banking Theory & Practice, Anmol Publications. 6. Sheldon H.P: Practice and Law of Banking. 7. Neelam C Gulati: Principles of Banking Management. 8. Dr. Alice Mani: Banking Law and Operation, SB. <p>Note: Latest edition of Reference Books may be used</p> | |

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| Name of the Program: Bachelor of Business Administration (BBA) Finance Elective Course Code: FN1 Name of the Course: Advanced Corporate Financial Management | | |
| Course Credits | No. of hours per week | Total No. of Teaching hours |
| 3 Credits | 3 hours | 45 hours |
| Pedagogy: Classroom lectures, tutorials, Group discussion, Seminar, Casestudies & field work etc., | | |
| Course Outcomes: On successful completion of the course, the students will be able to: <ul style="list-style-type: none"> a) Understand and determine the overall cost of capital. b) Comprehend the different advanced capital budgeting techniques. c) Understand the importance of dividend decisions and dividend theories. d) Evaluate mergers and acquisition. e) Enable the ethical and governance issues in financial management. | | |
| Syllabus: | | Hours |
| Module No. 1: Cost of Capital and Capital Structure Theories | | 12 |
| Cost of Capital: Meaning and Definition – Significance of Cost of Capital – Types of Capital – Computation of Cost of Capital – Specific Cost – Cost of Debt – Cost of Preference Share Capital – Cost of Equity Share Capital – Weighted Average Cost of Capital – Problems. Theories of capital structures: The Net Income Approach, The Net Operating Income Approach, Traditional Approach and MM Hypothesis – Problems. | | |
| Module No. 2: Risk Analysis in Capital Budgeting | | 12 |
| Risk Analysis – Types of Risks – Risk and Uncertainty – Techniques of Measuring Risks – Risk adjusted Discount Rate Approach – Certainty Equivalent Approach – Sensitivity Analysis - Probability Approach - Standard Deviation and Co-efficient of Variation – Decision Tree Analysis – Problems. . | | |
| Module No. 3: Dividend Decision & Theories of Dividend. | | 14 |
| Introduction - Dividend Decisions: Meaning - Types of Dividends – Types of Dividend Policies – Significance of Stable Dividend Policy - Determinants of Dividend Policy; Dividend Theories: Theories of Relevance – Walter’s Model and Gordon’s Model and Theory of Irrelevance – The Miller-Modigliani (MM) Hypothesis - Problems. | | |
| Module No. 4: Mergers and Acquisitions | | 10 |
| Meaning - Reasons – Types of Combinations - Types of Merger – Motives and Benefits of Merger – Financial Evaluation of a Merger - Merger Negotiations – Leverage buyout, Management Buyout Meaning and Significance of P/E Ratio. Problems on Exchange Ratios based on Assets Approach, Earnings Approach and Market Value Approach and Impact of Merger on EPS, Market Price and Market capitalization. | | |
| Module No. 5: Ethical and Governance Issues | | 08 |
| Introduction to Ethical and Governance Issues: Fundamental Principles, Ethical Issues in Financial Management, Agency Relationship, Transaction Cost Theory, Governance Structures and Policies, Social and Environmental Issues, Purpose and Content of an Integrated Report. | | |

Skill Development Activities:

1. Visit an organisation in your town and collect data about the financial objectives.
2. Compute the specific cost and Weighted average cost of capital of an Organisation, you have visited.
3. Case analysis of some live merger reported in business magazines.
4. Meet the financial manager of any company, discuss ethical issues in financial management.
5. Collect the data relating to dividend policies practices by any two companies.
6. Any other activities, which are relevant to the course.

Books for References:

1. I M Pandey, Financial management, Vikas publications, New Delhi.
2. Abrish Guptha, Financial management, Pearson.
3. Khan & Jain, Basic Financial Management, TMH, New Delhi.
4. S N Maheshwari, Principles of Financial Management, Sulthan Chand & Sons, New Delhi.
5. Chandra & Chandra D Bose, Fundamentals of Financial Management, PHI, New Delhi.
6. B.Mariyappa, Advanced Financial Management, Himalaya Publishing House, New Delhi.
7. Ravi M Kishore, Financial Management, Taxman Publications
8. Prasanna Chandra, Financial Management, Theory and Practice, Tata McGraw Hill.

Note: Latest edition of Reference Books may be used

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| Name of the Program: Bachelor of Business Administration (BBA) Marketing Elective Course Code: MK 1 Name of the Course: Consumer Behaviour | | |
| Course Credits | No. of hours per week | Total No. of Teaching hours |
| 3 Credits | 3 hours | 45 hours |
| Pedagogy: Classroom lectures, tutorials, Group discussion, Seminar, Casestudies & field work etc., | | |
| Course Outcomes: On successful completion of the course, the students will be able to: <ul style="list-style-type: none"> a) Understanding of Consumer Behaviour towards products, brands and services. b) Distinguish between different consumer behaviour influences and their relationships. c) Establish the relevance of consumer behaviour theories and concepts to marketing decisions. d) Implement appropriate combinations of theories and concepts. e) Recognise social and ethical implications of marketing actions on consumer behaviour. | | |
| Syllabus: | | Hours |
| Module -1: Introduction to Consumer Behaviour | | 10 |
| Meaning and Definition, Need for Consumer Behaviour, consumer and customer. Buyers and users. Need to study consumer behaviour. Applications in Marketing, Consumer research process –Understanding consumer through Research process. Factors influencing Consumer Behaviour. External factors – Culture, Sub Culture, Social Class, Reference Groups, Family, Internal factors– Needs & Motivations, Perception, Personality, Lifestyle, Values, Learning, Memory, Beliefs & Attitudes. | | |
| Module -2: Individual Determinants of Consumer Behaviour | | 08 |
| Consumer Needs & Motivation; Personality and Self-Concept; Consumer Perception; Learning & Memory; Nature of Consumer Attitudes – Psychological: Motivation, Perceptions, Learning, Belief and Attitudes. Consumer Attitude, Formation and Change. | | |
| Module-3: Environmental Determinants of Consumer Behaviour | | 12 |
| Family Influences; Influence of Culture; Subculture & Cross-Cultural Influences; Group Dynamics and Consumer Reference Groups; Social Class: Family role. Person’s Age, Life cycle stage, Occupational and economic circumstances. | | |
| Module -4: Consumer's Decision-Making Process | | 09 |
| Opinion leadership, dynamics of opinion leadership process, The Motivation behind opinion leadership- The Diffusion Process-The adoption process- levels of consumer decision making- Models of consumer decision making. | | |

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| Module -5:Consumer Satisfaction & Consumerism | 06 |
| <p>Concept of Consumer Satisfaction; Working towards enhancing Consumer Satisfaction; Sources of Consumer Dissatisfaction; Dealing with Consumer Complaint. Concept of Consumerism; Consumerism in India; Reasons for Growth of Consumerism in India.</p> | |
| <p>Skill Development Activities:</p> <ol style="list-style-type: none"> 1. Collect information on behaviour of consumers at an unorganized retail Outlets. 2. prepare a questionnaire to conduct consumer survey to assets the important factor motivates their purchase like mobile, shoes, bags,etc 3. Collect and record feedback on customer satisfaction online shoeing 4. Write a report on the marketing problem faced by an organization of your choice. 5. Visit any three local restaurants and assess how each attracts clients in different stages of the family life cycle. | |
| <p>Books for References:</p> <ol style="list-style-type: none"> 1. Leon. G. Schiffman & Leslve Lazer Kanuk; Consumer behaviour; 6th Edition; PHI, New Delhi, 2000. 2. Suja.R.Nair, Consumer behaviour in Indian perspective, First Edition, Himalaya Publishing House, Mumbai, 2003. 3. Batra/Kazmi; Consumer Behaviour. 4. David. L. Loudon & Albert J. Bitta; Consumer Behaviour; 4th Edition, Mcgraw Hill, Inc; New Delhi,1993. 5. K. Venkatramana, Consumer Behaviour, SHBP. 6. Assael Henry; Consumer behaviour and marketing action; Asian Books(P) Ltd, Thomson learning, 6th Edition; 2001. 7. Jay D. Lindquist & M. Joseph Sirgy, Shopper, Buyer and Consumer Behaviour, 2003. 8. Blackwell; Consumer Behaviour, 2nd Edition. 9. S.A.Chunawalla : Commentary on Consumer Behaviour, HPH. 10. Sontakki; Consumer Behaviour, HPH. 11. Schiffman; Consumer Behaviour, Pearson Education. | |

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| Name of the Program: Bachelor of Business Administration (BBA) Human Resource Elective Course Code: HRM1 Name of the Course: COMPENSATION AND PERFORMANCE MANAGEMENT | | |
| COURSE CREDITS | NO. OF HOURS PER WEEK | TOTAL NO. OF TEACHING HOURS |
| 3 CREDITS | 3 HOURS | 45 HOURS |
| Pedagogy: Classroom lectures, tutorials, Group discussion, Seminar, Case studies & field work etc., | | |
| Course Outcomes: On successful completion of the course, the students will be able to: <ul style="list-style-type: none"> a) Understand the concepts of Compensation management. b) Describe job evaluation and its methods. c) Evaluate the different methods of wages. d) Describe performance management and methods of performance management. e) Preparation of Payroll. | | |
| SYLLABUS: | | HOURS |
| Module No. 1: Introduction to Compensation Management | | 12 |
| <p>Compensation - Definition - Classification - Types - Wages, Salary, Benefits, DA, Consolidated Pay; Equity based programs, Commission, Reward, Remuneration, Bonus, Short term and Long term Incentives, Social Security, Retirement Plan, Pension Plans, Profit Sharing Plan, Stock Bonus Plan, ESOP ,Employer Benefits and Employer Costs for ESOP, Individual Retirement Account, Savings Incentive Match Plan for Employees.</p> <p>Compensation Management- Compensation and Non-compensation Dimensions, 3-P Concept in Compensation Management, Compensation as Retention Strategy, Compensation Issues, Compensation Management in Multi-National organizations Compensation Strategy: Organizational and External Factors Affecting Compensation Strategies, Compensation Strategies as an Integral Part of HRM, Compensation Policies.</p> | | |
| Module No. 2: Job Evaluation | | 06 |
| <p>Definition of Job Evaluation, Major Decisions in Job Evaluation, Job Evaluation Methods, Point Factor Method of Job Evaluation: Combining Point factor and Factor Comparison Methods, Job Evaluation Committee, Factor Evaluation System (FES), Using FES to determine Job Worth, Position Evaluation Statements.</p> | | |
| Module No. 3: Wage and Salary Administration | | 12 |
| <p>Theories of Wages - Wage Structure - Wage Fixation - Wage Payment - Salary Administration. Difference between Salary and Wages - Basis for Compensation Fixation- Components of Wages - Basic Wages - Overtime Wages - Dearness Allowance - Basis for calculation - Time Rate Wages and Efficiency Based Wages - Incentive Schemes - Individual Bonus Schemes, Group Bonus Schemes - Effect of various Labour Laws on Wages-Preparation of Pay Roll</p> | | |

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| Module No. 4: Performance Management | 14 |
| Evolution of Performance Management, Definitions of Performance Management, Importance of Performance Management, Aims and Purpose of Performance Management, Employee Engagement and Performance Management, Principles and Dimensions of Performance Management Performance Appraisal Methods: Traditional Methods, Modern Methods, Performance Appraisal Feedback: Role, Types and Principles, Levels of Performance Feedback, 360-Degree Appraisal, Ethics in Performance Appraisal. | |
| Module No. 5: Issues In Performance Management | 08 |
| Team Performance Management, Performance Management and Learning Organizations, Performance Management and Virtual Teams, Role of Line Managers in Performance Management, Performance Management and Reward, Linking Performance to Pay –A Simple System Using Pay Band, Linking Performance to Total Reward, Challenges of Linking Performance and Reward. | |
| <p>Skill Development Activities:</p> <ol style="list-style-type: none"> 1. List the various components of total compensation in Multinational Companies. 2. Construct a questionnaire for a salary survey on nurses. 3. Design a performance appraisal plan using any Modern Performance Appraisal Tool for an IT company. 4. Study any one contemporary practice of Performance Management System (Balance scorecard, Lean Management, BPRE, Six Sigma and so on) | |
| <p>Books for References:</p> <ol style="list-style-type: none"> 1. Joseph J. Martocchio, Strategic Compensation, 3rd Edition, Pearson Education 2. Michael Armstrong & Helen Murlis: Hand Book of Reward Management – Crust Publishing House. 3. Milkovich & Newman, Compensation, Tata McGraw Hill 4. Richard I. Anderson , Compensation Management in Knowledge based world, 10th edition, Pearson Education 5. Thomas. P. Plannery, David. A. Hofrichter & Paul. E. Platten: People, Performance & Pay – Free Press. 6. Aguinis Herman, Performance Management, 2nd Edition, 2009 Pearson Education, New Delhi. 7. Aziz A, Performance Appraisal: Accounting and Quantitative Approaches, 1993, Pointer. 8. Bhatia S.K, Performance Management: Concepts, Practices and Strategies for Organisation Success, 2007, Deep & Deep, New Delhi. 9. BD Singh, Compensation & Reward Management, Excel Books 10. Cardy R.L, Performance Management: Concepts, Skills and Exercises, 1st Edition, 2008, PHI, New Delhi. 11. Goel Dewkar, Performance Appraisal and Compensation Management: A Modern Approach, 2 nd Edition, 2008, PHI, New Delhi. 12. Sarma A.M, Performance Management System, 1st Edition, 2008, Himalaya Pub, Mumbai. | |

Name of the Program: Bachelor of Business Administration (BBA)

DATA ANALYTICS

Course Code: DA 1

Name of the Course: Financial Analytics

| Course Credits | No. of hours per week | Total No. of Teaching hours |
|----------------|-----------------------|-----------------------------|
| 3 credits | 3 hours | 45 hours |

Pedagogy: Classroom lectures, tutorials, Group discussion, Seminar, Casestudies & field work etc.

Course Outcomes: On successful completion student will demonstrate:

- Analyze and model financial data.
- Access the different open-source domains.
- Evaluate and build model on time series data.
- Execute the statistical analysis using python.

| Syllabus: | Hours |
|---|--------------|
| Module No. 1: Introduction to Financial Analytics | 08 |
| Introduction: Meaning-Importance of Financial Analytics uses-Features-Documents used in Financial Analytics: Time value of money – Discounted and Non-discounted (computation using Excel). | |
| Module No. 2: Access to Financial Data Using Latest Technology | 07 |
| Public domain data base (RBI, BSE, NSE, Google finance), Prowess, downloading data from NSE and Yahoo finance. IMF and World Bank data base, Kaggle, Bloomberg, FINTECH companies (ROBO, ALGO trade). | |
| Module No. 3: Introduction to Time Series Modeling | 10 |
| Meaning of Data- types of data- time series, panel, cross sectional-components of Time series data. Simple time series concepts – moving average, exponential moving, WMA (Theory and Practices), data - differencing, logarithm, lagging, stationary v/s non stationary data (detailed explanation with examples) computing return series data (simple returns and logarithm returns) (using Excel). | |
| Module No. 4: Introduction to Python | 10 |
| Installation of Python, types of data and structures, basic analysis using NUMPY and PANDAs (financial examples), data preparation for time series data. | |

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| Module No. 5: Python for Finance | 10 |
| <p>Descriptive statistics, Time series graphs in Python, understanding between correlation and covariance, basics of regression and its assumptions, Stationary and non-stationary data, basics of Time series using Python. Credit default using binary logistic regression.</p> | |
| <p>Skill Development Activities:</p> <ul style="list-style-type: none"> a) Explain the Different types of trends in time series data. b) Explain the assumptions of regressions. c) List out public domain data base. d) List out recent FINTECH companies. | |
| <p>Books for References:</p> <ul style="list-style-type: none"> 1. Python for finance: Yves hil pisces 2. Hands on Data analysis with Pandas: Stefanie molin. 3. Hands on Python for finance, Krish Naik, Packt 4. Python For Finance, Yuxing Yan, Packt 5. Mastering Python for Finance, James Ma Weiming ,Pack Publishing 6. Financial Reporting and Financial Statement Analysis,M Hanif , A Mukherjee, McGraw Hill 7. Haskell Financial Data Modelling and Predictive Analytics,Pavel Ryzhov,PACKT | |

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|---|-----------------------|-----------------------------|
| Name of the Program: Bachelor of Business Administration (BBA) Retail Management Course Code: RM 1 Name of the Course: Fundamentals of Retail Management | | |
| Course Credits | No. of hours per week | Total No. of teaching hours |
| 3 Credits | 3 hours | 45 hours |
| Pedagogy: Classroom lectures, Case studies, Group discussion, Seminar & field work etc., | | |
| Course Outcomes: On successful completion student will demonstrate: <ol style="list-style-type: none"> a) Understand the Retail Business. b) Understand the business operations in Retailing. c) Formulate the retail strategies of Retail Business. d) Apply the Retailing principles and theories. e) Explore the career opportunities in the Retail sector. | | |
| Syllabus: | | Hours |
| Module -1: Introduction to Retail Business | | 10 |
| Definition, functions and types of retail ownership-Independent Retailer, Chain Stores, Franchising, Leased departmental stores, Vertical Marketing system, Consumer co-operatives; forms of retail business ownership. Indian Retail Scenario- Factors influencing retail business in India; Ethical Issues in Retailing; International perspective in retail business- FDI in Indian Organized Retail Sector. | | |
| Module -2: Consumer Behaviour in Retail Business | | 08 |
| Buying decision process and its implication on retailing –Customer shopping Behavior, Customer service and customer satisfaction. Retail planning process: Factors to consider in preparing a business plan – implementation – risk analysis. | | |
| Module-. 3: Retail Organization and Functional Management | | 08 |
| Business Models in Retailing, Classification of Retailing Formats, Operational Stages in Retailing, Factors influencing Location of stores, Stores Designing, Space planning, Inventory Management, Merchandising Management, Selection and optimization of Workforce. Retail Accounting and Cash Management. | | |
| Module -4: Retail Marketing Mix | | 12 |
| Introduction -Product: Decisions related to selection of goods (Merchandise Management) Product Assortment and display, new product launch, PLC in Retailing; Pricing- Influencing factors – approaches to pricing – price sensitivity - Value pricing – Markdown pricing. Place: Supply channel, Retail logistics, computerized replenishment system, corporate replenishment Policies. Promotion : Setting objectives, communication effects , promotional mix.; Retail distribution- In Store and Online Store, Factors influencing retail distribution; Human Resource Management in Retailing- Selection and Optimization of work force. | | |

| Module-5: Impact of Information Technology in Retailing | 07 |
|---|-----------|
| <p>Non store retailing (e-retailing) - The impact of Information Technology in retailing - Integrated systems and networking – EDI – Bar coding – Electronic article surveillance – Electronic shelf labels – customer database management system. Legal aspects in retailing, Social issues in retailing, Ethical issues in retailing.</p> | |
| <p>Skill Development Activities:</p> <ol style="list-style-type: none"> a) Draw a retail life cycle chart and list the stages. b) Draw a chart showing store operations. c) List out the major functions of a store manager diagrammatically. d) List out the current trends in e-retailing e) List out the Factors Influencing in the location of a New Retail outlet. | |
| <p>Books for References:</p> <ol style="list-style-type: none"> 1. Suja Nair; Retail Management, HPH 2. Karthic – Retail Management, HPH 3. S.K. Poddar & others – Retail Management, HPH. 4. R.S. Tiwari ; Retail Management, HPH 18 5. Barry Bermans and Joel Evans: "Retail Management – A Strategic Approach", 8th edition, PHI/02 6. A.J. Lamba, "The Art of Retailing", 1st edition, Tata McGrawHill, Newdelhi, 2003. 7. Swapna Pradhan :Retailing Management, 2/e, 2007 & 2008, TMH 8. James R. Ogden & Denise T.: Integrated Retail Management 9. A Sivakumar : Retail Marketing , Excel Books 10. Ogden : Biztantra, 2007 11. Levy & Weitz : Retail Management -TMH 5th Edition 2002 12. Rosemary Varley, Mohammed Rafiq:- Retail Management 13. Chetan Bajaj: Retail Management -Oxford Publication. 14. Uniyal & Sinha : Retail Management - Oxford Publications. 15. Araif Sakh ; Retail Management | |

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| Name of the Program: Bachelor of Business Administration (BBA) Logistic and Supply Chain Management Course Code: LSCM 1 NAME OF THE COURSE: Freight Transport Management | | |
| Course Credits | No. of hours per week | Total No. of teaching hours |
| 3 Credits | 3 hours | 45 hours |
| Pedagogy: Classroom lectures, tutorials, Group discussion, Seminar, Casestudies & field work etc. | | |
| Course Outcomes: On successful completion of the course, the students will be able to: <ul style="list-style-type: none"> a) Understand the different functions of Commercial transport. b) Analyse pricing and pricing strategy. c) Understand transport administration. d) Understand of transport and export documentations. | | |
| Syllabus: | | Hours |
| Module 1: Transport Function | | 10 |
| Transport functionality - Transport structure and classification - Principles and participants - Transport service-Traditional carriers, package service, ground package service, Air package service- Intermodal Transportation - Piggyback/TOFC/COFC, Containerships, Non-operating intermediaries; Modes of Transport – Rail, Water, Pipeline, Air, Motor Carriers. | | |
| Module 2: Transport Economics | | 09 |
| The structure of Transport Costs and Location of Economic Activities. Demand for transport. Models of Freight and Passenger Demand. Model Choice; Cost Functions in the Transport Sector. Special Problems of Individuals Modes of Transport; Inter-modal condition in the Indian Situation. | | |
| Module 3: Transport Administration | | 08 |
| Operations management, Consolidation, Negotiation, Control, Auditing and Claim administration, Logistical Integration. | | |
| Module 4: Transport Documentation | | 10 |
| Transport documents: Delivery order, Dock receipt, Bill of Lading, Freight Bill, Sea way Bill (SWB/e-SWB), Airway Bill (AWB/e-AWB), shipping guarantee, packing note or list, consignment note - Shipping Manifest. Export documents: BOL, certificate of origin, commercial invoice, consular documents, destination control statement, Dock receipt, EEI, Export license, Export packing list, Free trade documents, inspection certificate, insurance certificate, shipper's letter of instruction. | | |
| Module 5: Pricing | | 08 |
| Pricing fundamentals – Fundamentals of Pricing, Principle of Pricing, F.O.B Pricing, Delivered pricing - Pricing issues- potential discrimination, quantity discounts, pick up allowances, promotional pricing, menu pricing- platform service pricing, value added service cost, efficiency incentives. | | |

Skill Development Activities:

1. Identify any two products suitable for transportation via Rail, Water, Pipeline, Air, Motor Carriers
2. Identify the best modes of transport for textiles and spices from India to USA
3. Draft a BOL for shipment of goods
4. List out and explain the different kinds of Pricing.

Books for References:

1. Donald. J. Bowersox & Donald. J. Closs, Logistical Management-The integrated Supply Chain Process, TATA Mc-Graw Hill
2. Sunil Chopra & Peter Meindl, Supply Chain Management, PHI
3. Donald J Bowersox, David J Closs, M Bixby Cooper, Supply Chain Logistics Management- McGraw Hill Education, 3rd Indian Edition.
4. Rahul V Altekar, "Supply Chain Management- Concepts and Cases", Prentice Hall of India Pvt. Ltd.

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| Name of the Program: Bachelor of Business Administration (BBA) | | |
| Course Code: BBA 5.6 Vocational | | |
| Name of the Course: INFORMATION TECHNOLOGY FOR BUSINESS | | |
| Course Credits | No. of Hours per Week | Total No. of Teaching Hours |
| 4 Credits | 4 Hrs. | 56 Hrs. |
| Pedagogy: Classroom's lecture, tutorials, Group discussion, Seminar, Case studies. | | |
| Course Outcomes: On successful completion Student will demonstrate ; | | |
| <ul style="list-style-type: none"> a) Understand the fundamentals of information technology b) Understand usage of information technology in business. c) Learn core concepts of computing and modern systems d) Applications of Excel and SQL. e) Awareness about latest information. | | |
| Syllabus | | Hours |
| Module No. 1: Information Technology and Information System | | 10 |
| Introduction to IT, Introduction to IS, Difference between IS and IT, Need for Information System, Information Systems in the Enterprise, Impact of Information Technology on Business (Business Data Processing, Intra and Inter Organizational communication using network technology, Business process and Knowledge process outsourcing), Managers and Activities in IS, Importance of Information systems in decision making and strategy building, Information systems and subsystems. | | |
| Module No. 2: Subsystems of Information System | | 12 |
| Transaction Processing Systems (TPS), Management Information System (MIS), Decision Support Systems (DSS), Group Decision Support System (GDSS), Executive Information System (EIS), Expert System (ES), Features, Process, advantages and Disadvantages, Role of these systems in Decision making process. | | |
| Module No. 3: Database Management System | | 14 |
| Introduction to Data and Information, Database, Types of Database models, Introduction to DBMS, Difference between file management systems and DBMS, Advantages and Disadvantages of DBMS, Data warehousing, Data mining, Application of DBMS, Introduction to MS Access, Create Database, Create Table, Adding Data, Forms in MS Access, Reports in MS Access. | | |
| Module No. 4: Microsoft Excel in Business | | 14 |
| Introduction to MS Excel, features of MS Excel, Cell reference, Format cells, Data Validation, Protecting Sheets, Data Analysis in Excel: Sort, Filter, Conditional Formatting, Preparing Charts, Pivot Table, What if Analysis(Goal Seek, Scenario manager), Financial Functions: NPV, PMT, PV,FV, Rate, IRR, DB,SLN,SYD. Logical Functions: IF, AND, OR, Lookup Functions: V Lookup, H Lookup, Mathematical Functions, and Text Functions. | | |
| Module No. 5: Recent Trends in IT | | 05 |
| Virtualization, Cloud computing, Grid Computing, Internet of Things, Green Marketing, Artificial Intelligence, Machine Learning. | | |
| Skill Developments Activities: | | |
| <ul style="list-style-type: none"> 1. Creating Database Tables in MS Access and Entering Data 2. Creating Forms in MS Access 3. Creating Reports in MS Access 4. Creating charts in Excel 5. What if analysis in Excel 6. Summarizing data using Pivot Table | | |

7. VLookup and HLookup Functions
8. Rate of Interest Calculation using Financial Function
9. EMI calculation using Financial Function
10. Data Validation in Excel
11. Sort and Filter
12. Conditional Formatting in Excel.

Books for Reference:

1. Lauaon Kenneth & Landon Jane, "Management Information Systems: Managing the Digital firm", Eighth edition, PHI, 2004.
2. Uma G. Gupta, "Management Information Systems – A Management Prespective", Galgotia publications Pvt., Ltd., 1998.
3. Louis Rosenfel and Peter Morville, "Information Architecture for the World wide Web", O'Reilly Associates, 2002.
4. C.S.V.Murthy: Management Information Systems, HPH
5. Steven Alter, "Information Systems – A Management Perspective", Pearson Education, 2001.
6. Uma Gupta, "Information Systems – Success in 21st Century", Prentice Hall of India, 2000.
7. Robert G. Murdick, Joel E. Ross and James R. Claggett, "Information Systems for Modern Management", PHI, 1994.
8. Introduction to Database Systems, CJ Date, Pearson
9. Database Management Systems, Raghurama Krishnan, Johannes Gehrke, TATA McGraw Hill 3rd Edition.
10. The Database Systems – The Complete Book, H G Molina, J D Ullman, J Widom Pearson
11. Database Systems design, Implementation, and Management, Peter Rob & Carlos Coronel 7th Edition.
12. Fundamentals of Database Systems, Elmasri Navrate Pearson Education
13. Introduction to Database Systems, C.J.Date Pearson Education
14. Microsoft Access 2013 Step by Step by Cox, Joyce, Lambert, Joan.
15. Excel 2019 All-In-One: Master the new features of Excel 2019 / Office 365 (English Edition) by Lokesh Lalwani
16. Microsoft Excel 2016 - Data Analysis and Business Modeling by Wayne L. Winston (Author)

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| Name of the Program: Bachelor of Business Administration (BBA) Course Code: BBA 5.6 (B) Name of the Course: Digital Marketing | | |
| Course Credits | No. of Hours per Week | Total No. of Teaching Hours |
| 3 Credits | (2+0+2) 4 Hrs | 45 Hrs |
| Pedagogy: Classrooms lecture, Case studies, Tutorial Classes, Group discussion, Seminar & field work etc., | | |
| Course Outcomes: On successful completion of the course, the students' will be able to <ol style="list-style-type: none"> Gain knowledge on Digital Marketing , Email marketing and Content marketing. Understand Search Engine Optimization tools and techniques Gain skills on creation of Google AdWords & Google AdSense Gain knowledge on Social Media Marketing and Web Analytics. Gain knowledge on YouTube Advertising & Conversions. | | |
| Syllabus: | | Hours |
| Module No. 1: Introduction to Digital Marketing | | 08 |
| Introduction - Meaning of Digital Marketing, Need for Digital Marketing, Digital Marketing Platforms. Digital Marketing students, professional and Business Email Marketing :Importance of e-mail marketing, e-mail Marketing platforms, Creating e-mailers, Creating a Contact Management and Segmentation Strategy, Understanding e-mail Deliverability & Tracking e-mails, How to create Effective & Unique e-mail Content, Outlining the Design of Your Marketing e-mails, Open rates and CTR of e-mail, Drive leads from e-mail, What are opt-in lists , Develop Relationships with Lead Nurturing & Automation Content Marketing: Understanding Content Marketing, Generating Content Ideas, Planning a Long-Term Content Strategy, Building a Content Creation Framework, Becoming an Effective Writer , Extending the Value of Your Content through Repurposing, How to Effectively Promote Content, Measuring and Analyzing Your Content. | | |
| Module No. 2: Search Engine Optimization (SEO) | | 10 |
| Search Engine Optimization (SEO):Meaning of SEO, Importance and Its Growth in recent years, Ecosystem of a search Engine, kinds of traffic, Keyword Research & Analysis (Free and Paid tool & Extension), Recent Google Updates & How Google Algorithms works On Page Optimization (OPO), Off-Page Optimization Misc SEO Tools: Google Webmaster Tools, Site Map Creators, Browser-based analysis tools, Page Rank tools, Pinging & indexing tools, Dead links identification tools, Open site explorer, Domain information/who is tools, Quick sprout, Google My Business. | | |
| Module No. 3: Google AdWords & Google AdSense | | 08 |
| Google AdWords: Google Ad-Words Fundamentals, Google AdWords Account Structure, Key terminologies in Google AdWords, How to Create an AdWords account, Different Types of AdWords and its Campaign & Ads creation process, Ad approval process, Keyword Match types , Keyword targeting & selection (Keyword planner), Display Planner, Different types of extensions , Creating location extensions, Creating call extensions, Create Review extensions, Bidding techniques – Manual / Auto , Demographic Targeting / Bidding, CPC-based, CPAbased & CPM-based accounts., Google Analytics Individual Qualification (GAIQ), Google AdSense : Understanding ad networks and AdSense's limitations, Learning which situations are best for using AdSense, Setting up an AdSense account, Creating new ad units, Displaying ads on a website, Configuring channels and ad styles, Allowing and blocking ads , Reviewing the AdSense dashboard, Running AdSense reports and custom reports, Exporting data, Reviewing payee and account settings. | | |
| Module No. 4: Social Media Marketing (SMM) & Web Analytics | | 10 |
| Social Media Marketing (SMM) Facebook Marketing, Twitter Marketing, LinkedIn Marketing, Google plus Marketing, YouTube Marketing, Pinterest Marketing, Snapchat Marketing, Instagram Marketing, Social Media Automation Tools, Social Media Ad Specs The ROI in Social Media Marketing, Tools and Dashboards, Reputation management Web Analytics: The need & importance of | | |

Web Analytics, Introducing Google Analytics, The Google Analytics layout , Basic Reporting, Basic Campaign and Conversion Tracking, GoogleTag Manager, Social Media Analytics, Social CRM & Analytics, Other Web analytics tools, Making better decisions, Common mistakes analysts make.

Module No. 5: Youtube Advertising (Video Ads) & Conversions

09

Youtube Advertising (Video Ads): Youtube advertising? ,Why should one advertise on youtube? , Creating youtube campaigns, Choose the audience for video ads, Instream ads, Invideo ads, In-search ads, In-display ads, Measuring your YouTube ad performance, Drive leads and sales from YouTube ads
Conversions: Understanding Conversion Tracking, Types of Conversions, Setting up Conversion Tracking, Optimizing Conversions, Track offline conversions, Analyzing conversion data, Conversion optimizer.

Skill Development Activities:

1. Explain the key digital marketing activities needed for competitive success.
2. Examine the concept of Digital Media and benefits to be derived.
3. Recognise the core features of CRM and retention programmes
4. Identify the metrics used in digital marketing.
5. Organise how we can limit the marketing materials we get through e-mail.

Books for Reference:

1. Understanding DIGITAL Marketing, Marketing strategies for engaging the digital generation
Damian Ryan & Calvin Jones
2. The Art of Digital Marketing: The Definitive Guide to Creating Strategic By Ian Dodson
3. Internet Marketing: a practical approach By Alan Charlesworth
4. Social Media Marketing: A Strategic Approach By Melissa Barker, Donald I. Barker, Nicholas F. Bormann, Krista E Neher

Note: Latest edition of text books may be used.

| Name of the Program: Bachelor of Business Administration (BBA.) | | |
|--|-----------------------|-----------------------------|
| Course Code: BBA. 6.1 | | |
| Name of the Course: Business Law | | |
| Course Credits | No. of hours per week | Total No. of teaching hours |
| 4 Credits | 4 Hrs. | 56 Hrs. |
| Pedagogy: Classroom lectures, Case studies, Tutorial classes, Group discussion, Seminar & field work etc., | | |
| Course Outcomes: On successful completion of the course, the students will be able to <ul style="list-style-type: none"> a. Comprehend the laws relating to Contracts and its application in business activities. b. Comprehend the rules for Sale of Goods and rights and duties of a buyer and a Seller. c. Understand the importance of Negotiable Instrument Act and its provisions relating to Cheque and other Negotiable Instruments. d. Understand the significance of Consumer Protection Act and its features e. Understand the need for Environment Protection. | | |
| Syllabus: | | Hours |
| Module No. 1: Indian Contract Act, 1872 | | 16 |
| Introduction – Definition of Contract, Essentials of Valid Contract, Offer and acceptance, consideration, contractual capacity, free consent. Classification of Contract, Discharge of a contract, Breach of Contract and Remedies to Breach of Contract. | | |
| Module No. 2: The Sale of Goods Act, 1930 | | 12 |
| Introduction - Definition of Contract of Sale, Essentials of Contract of Sale, Conditions and Warranties, Transfer of ownership in goods including sale by a non- owner and exceptions. Performance of contract of sale - Unpaid seller, rights of an unpaid seller against the goods and against the buyer. | | |
| Module No. 3: Negotiable Instruments Act 1881 | | 12 |
| Introduction – Meaning and Definition of Negotiable Instruments – Characteristics of Negotiable Instruments – Kinds of Negotiable Instruments – Promissory Note, Bills of Exchange and Cheques (Meaning, Characteristics and types) – Parties to Negotiable Instruments –Dishonour of Negotiable Instruments – Notice of dishonour – Noting and Protesting. | | |
| Module No. 4: Consumer Protection Act 1986 | | 08 |
| Definitions of the terms – Consumer, Consumer Dispute, Defect, Deficiency, Unfair Trade Practices, and Services, Rights of Consumer under the Act, Consumer Redressal Agencies – District Forum, State Commission and National Commission. | | |

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| Module No. 5: Environment Protection Act 1986 | 08 |
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Introduction - Objectives of the Act, Definitions of Important Terms – Environment, Environment Pollutant, Environment Pollution, Hazardous Substance and Occupier, Types of Pollution, Powers of Central Government to protect Environment in India.

Skill Developments Activities:

1. Discuss the case of “Carlill vs Carbolic Smoke Ball Company” case
2. Discuss the case of “Mohori Bibee v/s Dharmodas Ghose”.
3. Briefly narrate any one case law relating to minor.
4. List at least 5 items which can be categorized as ‘hazardous substance’ according to Environment Protection Act.
5. List out any six cybercrimes.

Csases:

The relevant legal point, facts and the judicial decision relating to the following 10 case laws are to be specifically dealt with –

1. Balfour Vs Balfour
2. Carlill Vs Carbolic Smoke Ball Company
3. Felthouse Vs Bindley
4. Lalman Shukla Vs. Gauridutt
5. Durgaprasad Vs Baldeo
6. Chinnayya Vs Ramayya
7. Mohiribibi Vs. Dharmodas Ghosh
8. Ranganayakamma Vs Alvar Chetty
9. Hadley Vs Baxendale

Books for Reference:

1. M.C. Kuchhal, and Vivek Kuchhal, Business Law, Vikas Publishing House, New Delhi.
2. Avtar Singh, Business Law, Eastern Book Company, Lucknow.
3. Ravinder Kumar, Legal Aspects of Business, Cengage Learning
4. SN Maheshwari and SK Maheshwari, Business Law, National Publishing House, New Delhi.
5. Aggarwal S K, Business Law, Galgotia Publishers Company, New Delhi
6. Bhushan Kumar Goyal and Jain Kinneri, Business Laws, International Book House
7. Sushma Arora, Business Laws, Taxmann Publications.
8. Akhileshwar Pathak, Legal Aspects of Business, McGraw Hill Education, 6th Ed.
9. P C Tulsian and Bharat Tulsian, Business Law, McGraw Hill Education
10. Sharma, J.P. and Sunaina Kanojia, Business Laws, Ane Books Pvt. Ltd., New Delhi
11. K. Rama Rao and Ravi S.P., Business Regulatory Framework., HPH
12. N.D. Kapoor, Business Laws, Sultan Chand Publications
13. K. Aswathappa, Business Laws, HPH,
14. Information Technology Act/Rules 2000, Taxmann Publications Pvt. Ltd.
15. Chanda.P.R, Business Laws, Galgotia Publishing Company

Name of the Program: Bachelor of Business Administration (BBA)

Course Code: BBA 6.2

Name of the Course: Income Tax – II

| Course Credits | No. of hours per week | Total No. of Teaching hours |
|----------------|-----------------------|-----------------------------|
| 4 Credits | 4 Hrs. | 56 Hrs. |

Pedagogy: Classroom lectures, tutorials, Group discussion, Seminar, Casestudies & field work etc.,

Course Outcomes: On successful completion of the course, the students will:

- Understand the procedure for computation of income from business and other Profession.
- the provisions for determining the capital gains.
- Compute the income from other sources.
- Demonstrate the computation of total income of an Individual.
- Comprehend the assessment procedure and to know the power of income tax authorities.

Syllabus:

Hours

Module No. 1: Profits and Gains of Business and Profession

18

Introduction-Meaning and definition of Business, Profession and Vocation. - Expenses Expressly allowed - Expenses Expressly Disallowed - Allowable losses - Expressly disallowed expenses and losses, Expenses allowed on payment basis. Problems on computation of income from business of a sole trading concern - Problems on computation of income from profession: Medical Practitioner - Advocate and Chartered Accountants.

Module No. 2: Capital Gains

10

Introduction - Basis for charge - Capital Assets - Types of capital assets – Transfer - Computation of capital gains – Short term capital gain and Long term capital gain - Exemption under section 54, 54B, 54EC, 54D, 54F, and 54G. Problems covering the above sections.

Module No. 3: Income from other Sources

10

Introduction - Incomes taxable under Head income other sources – Securities - Types of Securities - Rules for Grossing up. Ex-interest and cum-interest securities. Bond Washing Transactions - Computation of Income from other Sources.

Module No. 4: Set Off and Carry Forward of Losses & Assessment of individuals.

10

Introduction – Provisions of Set off and Carry Forward of Losses (Theory only) Computation of Total Income and tax liability of an Individual.

Module No. 5: Assessment Procedure and Income Tax Authorities

08

Introduction - Due date of filing returns, Filing of returns by different assesses, E-filing of returns, Types of Assessment, Permanent Account Number -Meaning, Procedure for obtaining PAN and transactions were quoting of PAN is compulsory. Income Tax Authorities their Powers and duties.

Skill Developments Activities:

1. Visit any chartered accountant office and identify the procedure involved in the computation of income from profession.
2. List out the different types of capital assets and identify the procedure involved in the computation of tax for the same.
3. List out the steps involved in the computation of income tax from other sources and critically examine the same.
4. Identify the Due date for filing the returns and rate of taxes applicable for individuals.
5. Draw an organization chart of Income Tax department in your locality.
6. Any other activities, which are relevant to the course.

Books for References:

1. Dr. Vinod K. Singhanian: Direct Taxes – Law and Practice, Taxmann publication.
2. B.B. Lal: Direct Taxes, Konark Publisher (P) ltd.
3. Dr. Mehrotra and Dr. Goyal: Direct Taxes – Law and Practice, Sahitya Bhavan Publication.
4. Dinakar Pagare: Law and Practice of Income Tax, Sultan Chand and sons.
5. Gaur & Narang: Income Tax.
6. 7 Lecturers – Income Tax – I, VBH
7. Dr.V.Rajesh Kumar and Dr.R.K.Sreekantha: Income Tax – I, Vittam Publications.
8. Dr. B Mariyappa, Income Tax II – HPH.

Name of the Program: Bachelor of Business Administration (BBA)

Course Code: BBA 6.3

Name of the Course: International Business

| Course Credits | No. of Hours per Week | Total No. of Teaching Hours |
|----------------|-----------------------|-----------------------------|
| 4 Credits | 4 Hrs. | 56 Hrs. |

Pedagogy: Classroom lectures, tutorials, Group discussion, Seminar, Casestudies & field work etc.,

Course Outcomes: On successful completion of the course, the students will able to:

- a) Understand the concept of International Business.
- b) Differentiate the Internal and External International Business Environment.
- c) Understand the difference MNC and TNC
- d) Understand the role of International Organisations in International Business.
- e) Understand International Operations Management.

Syllabus:

Hours

Module No. 1: Introduction to International Business

12

Introduction- Meaning and definition of international business, need and importance of international business, stages of internationalization, tariffs and non-tariff barriers to international business.

Mode of entry into international business - exporting (direct and indirect), licensing and franchising, contract manufacturing, turnkey projects, management contracts, wholly owned manufacturing facility, Assembly operations, Joint Ventures, Third country location, Mergers and Acquisition, Strategic alliance, Counter Trade; Foreign investments.

Module No. 2: International Business Environment

12

Overview, Internal and External environment - Economic environment, Political environment, Demographic environment, Social and Cultural environment, Technological and Natural environment.

Module No.3: Globalization

12

Meaning, features, essential conditions favoring globalization, challenges to globalization, MNCs, TNCs - Meaning, features, merits and demerits; Technology transfer - meaning and issues in technology transfer.

Module No.4: Organizations Supporting International Business

10

Meaning, Objectives and functions of - IMF, WTO, GATT, GATS, TRIM, TRIP; and Regional Integration- EU, NAFTA, SAARC, BRICS.

Module No.5: International Operations Management

10

Global Supply Chain Management- Global sourcing, Global manufacturing strategies, International Logistics, International HRM - Staffing policy and it's determinants; Expatriation and Repatriation (Meaning only).

Skill Developments Activities:

- a) Tabulate the foreign exchange rate of rupee for dollar and euro currencies for 1 month
- b) List any two Indian MNC's along with their products or services offered.
- c) Prepare a chart showing currencies of different countries
- d) Collect and paste any 2 documents used in Import and Export trade.

Books for References:

1. Rakesh Mohan Joshi. (2011). International Business, Oxford University Press, New Delhi.
2. Francis Cherunilam; International Business, Prentice Hall of India
3. P. SubbaRao – International Business – HPH
4. Sumati Varma. (2013). International Business (1st edi), Pearson.
5. Charles Hill. (2011). International Business: Text & Cases, Tata McGraw Hill, New Delhi.
6. International Business by Daniel and Radebaugh –Pearson Education

| Name of the Program: Bachelor of Business Administration (BBA) Finance Elective Course Code: FN2 Name of the Course: Security Analysis and Portfolio Management | | |
|---|-----------------------|-----------------------------|
| Course Credits | No. of hours per week | Total No. of teaching hours |
| 3 Credits | 3 hours | 45 hours |
| Pedagogy: Classroom lectures, Case studies, Tutorial classes, Group discussion, Seminar & field work etc., | | |
| Course Outcomes: On successful completion of the course, the students will be able to: <ul style="list-style-type: none"> a) Understand the concept of basics of Investment. b) Evaluate the different types of alternatives. c) Evaluate the portfolio and portfolio management. d) Understand the concept of risk and returns e) Gain the knowledge of fundamental and technical analysis. | | |
| Syllabus: | | Hrs. |
| Module No. 1: Introduction to Investments | | 10 |
| Introduction- Investment process, Criteria for Investment, types of Investors, Investment, Speculation and Gambling. Elements of Investment, Investment Avenues, Factors influencing selection of investment alternatives. Security Market- Introduction, functions, Secondary Market Operations. Stock Exchanges in India, Security Exchange Board of India, Government Securities Market, Corporate Debt Market and Money Market Instruments. | | |
| Module No. 2: Risk-Return Relationship | | 05 |
| Meaning of risk, types of risk, measuring risk, risk preference of investors. Meaning of return, measures of return, holding period of return, Annualized return, expected return, investors attitude towards risk and return. | | |
| Module No. 3: Fundamental Analysis | | 10 |
| Introduction- Investment Analysis, Fundamental Analysis, Macro Economic Analysis, Industry Analysis, Company Analysis, Trend Analysis, and Ratio Analysis. | | |
| Module No. 4: Technical Analysis | | 10 |
| Meaning of Technical Analysis, Fundamental vs Technical Analysis, Charting techniques, Technical Indicators, Testing Technical Trading Rules and Evaluation of Technical Analysis. | | |
| Module No. 5: Portfolio Management | | 10 |
| Framework-Portfolio Analysis – Selection and Evaluation – Meaning of portfolio – Reasons to hold portfolio – Diversification analysis – Markowitz’s Model – Assumptions – Specific model – Risk and return optimization – Efficient frontier – Efficient portfolios – Leveraged portfolios – Corner portfolios – Sharpe’s Single Index model – Portfolio-evaluation measures – Sharpe’s Performance Index – Treynor’s Performance Index – Jensen’s Performance Index. | | |

Skill Development

1. Prepare an imaginary investment portfolio for individual with a salary of 10 lakhs per annum.
2. List of 10 companies approached SEBI for IPO
3. Prepare a technical analysis chart on Blue Chip Companies of BSE.
4. Collect information regarding GDRs, ADRs, IDRs and various Bonds and make a chart.
5. Watch market movement for a day and analyze the trend of Nifty-Fifty Index.

Books for Reference

1. A. Brahmiah & P. Subba Rao, Financial Futures and Options, HPH.
2. Singh Preeti, Investment Management, HPHG
3. Alexander Fundamental of Investments, Pearson Ed.
4. Hangen: Modern Investment theory. Pearson Ed.
5. Kahn: Technical Analysis – Plain and sample Pearson Ed.
6. Ranganthan: Investment Analysis and Port folio Management.
7. Chandra Prasanna: Managing Investment – Tata Mc Gram Hill.
8. Alexander, shampe and Bailey – Fundamentals of Investments Prentice Hall of India
9. Newyork Institute of Finance – How the Bond Market work – PHI.
10. Mayo Investment Thomason hearing

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| Name of the Program: Bachelor of Business Administration (BBA) Marketing Elective Course Code: MK 2 Name of the Course: Advertising and Media Management | | |
| Course Credits | No. of hours per week | Total No. of teaching hours |
| 3 Credits | 3 hours | 45 hours |
| Pedagogy: Classroom lectures, tutorials, Group discussion, Seminar, Casestudies & field work etc., | | |
| Course Outcomes: On successful completion of the course, the students will be able to: <ul style="list-style-type: none"> a) Understand the nature, role, and importance of IMC in marketing strategy b) Understand effective design and implementation of advertising strategies c) Present a general understanding of content, structure, and appeal of advertisements d) Understand ethical challenges related to responsible management of advertising and brand strategy. e) Evaluate the effectiveness of advertising and agencies role | | |
| Syllabus: | | Hours |
| Module -1: Introduction to Integrated Marketing Communication | | 10 |
| Integrated marketing communication, AIDA Model, Setting goals and objectives, concept of DAGMAR in setting objectives, elements of IMC; Role of advertising in India's economic development, Ethics in advertising, Social, Economic and Legal aspects of advertising. | | |
| Module -2: Consumer and Media | | 10 |
| How advertising works: perception, cognition, affect, association, persuasion, behaviour, Associating feeling with brands, Use of research in advertising planning; Advertising Media; industry structure, functions, advantages, disadvantages of print, Television, Radio, Internet, Outdoor, Basic concept of media planning, media selection, Media Scheduling strategy, setting media budgets | | |
| Module-3: Advertising Program | | 10 |
| Planning and managing creative strategies; Creative approaches; Building Advertising Program: Message, Theme, advertising appeals; Advertising layout: how to design and produce advertisements; Advertising Budget: nature and methods of advertising appropriation; Art of copywriting; Guidelines for copywriting; Copywriting for print, Audio, TV and outdoor media. | | |
| Module -4: Other Elements of IMC- Sales Promotion, PR, Events and Experiences and Word of Mouth | | 10 |
| Consumer and trade sales promotion, application of sales promotion in different domains; Using public relations in image building; Planning and executing events, event management; Viral marketing, building organic word of mouth communication. | | |

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| Module -5:Measuring Effectiveness | 05 |
| <p>Measuring Advertising Effectiveness: stages of evaluations and various types of testing-Pre and Post testing; Advertising agencies: history, role, importance, organizational structure, functions; Selection of agency, client agency relationship, compensation strategies</p> | |
| <p>Skill Development Activities:</p> <ul style="list-style-type: none"> a) List out ethical issues in Advertisements. b) List out different modes of Advertisement. c) Write a note on guidelines for copywriting. d) List out types of Outdoor Advertisement. e) State the process in selection of Advertisement Agency. | |
| <p>Books for References:</p> <ol style="list-style-type: none"> 1. Advertising Principles and Practice, William Wells, John Burnett, Sandra Moriarty, 6th ed., Pearson education, Inc. 2. Advertising and Promotion, G.Belch, Michael Belch, Keyoor Purani, 9th edition, Tata Mcgraw Hill publication, ISBN: 978-1-25-902685-0. | |

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| Name of the Program: Bachelor of Business Administration (BBA) Human Resource Elective Course Code: HRM 2 Name of the Course: Cultural Diversity at Work Place | | |
| Course Credits | No. of hours per week | Total No. of Teaching hours |
| 3 credits | 3 hours | 45 hours |
| Pedagogy: Classroom lectures, tutorials, Group discussion, Seminar, Case studies & field work etc., | | |
| Course Outcomes: On successful completion of the course, the students will be able to: <ul style="list-style-type: none"> f) Understand, interpret question reflect upon and engage with the notion of “diversity”. g) Recall the cultural diversity at work place in an organization. h) Support the business case for workforce diversity and inclusion. i) Identify diversity and work respecting cross cultural environment. j) Assess contemporary organizational strategies for managing workforce diversity and inclusion. | | |
| Syllabus: | | Hours |
| Module No. 1: Introduction to Diversity | | 10 |
| Introduction to cultural diversity in organizations, Evolution of Diversity Management, Over View of Diversity, Advantages of Diversity, Identifying characteristics of diversity, Scope- Challenges and issues in diversity management, Understanding the nature of Diversity – Cultural Diversity – Global Organizations- Global Diversity. | | |
| Module No. 2: Exploring Differences | | 08 |
| Introduction -Exploring our and others' differences, including sources of our identity. Difference and power: Concepts of prejudice, discrimination, dehumanization and oppression. | | |
| Module No.3: Visions of Diversity and Cross Cultural Management | | 10 |
| Models and visions of diversity in society and organizations: Justice, fairness, and group and individual differences. Cross-Cultural Management: Meaning and Concepts, Frameworks in Cross-Cultural Management: Kluckhohn and Strodtbeck framework, Hofstede’s Cultural Dimensions, Trompenaar’s Dimensions, Schwartz Value Survey, GLOBE study. | | |

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| Module No. 4: Skills and Competencies | 10 |
| Skills and competencies for multicultural teams and workplaces/ Organizational assessment and change for diversity and inclusion, Diversity Strategies. Creating Multicultural Organisations. | |
| Module No. 5: Recent Trends in Diversity Management | 08 |
| Emerging workforce trends–Dual-career couples–Cultural issues in international working on work-life balance–Managing multi-cultural teams: Issues and challenges, Global demographic trends: Impact on diversity management, Social psychological perspective on workforce diversity, Diversity Management in IT organizations Contemporary Issues in Workplace Diversity. | |
| <p>Skill Development Activities:</p> <ol style="list-style-type: none"> 1. Visit any MNCs, identify and report on the cultural diversity in an organization. 2. Interact and List out the ways in which dehumanization done in public/ private sector organization.) 3. Interact with HR Manager of any MNCs, explore and report on cross cultural management. 4. Explore the benefits of multi-cultural organizations. 5. Examine and report on diversity management in select IT organizations. 6. Any other activities, which are relevant to the course. | |
| <p>Books for References:</p> <ol style="list-style-type: none"> 1. Bell, M.P. (2012). Diversity in organizations (2nd Ed.). Mason, OH: Cengage. 2. Harvey, C.P. & Allard, M.J. (2015). Understanding and managing diversity: Readings, cases, and exercises (6th Ed.). Upper Saddle River, NJ: Pearson. <p>Note: Latest edition of text books may be used.</p> | |

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| Name of the Program: Bachelor of Business Administration (BBA) DATA ANALYTICS Course Code: DA 2 Name of the Course: Marketing Analytics | | |
| Course Credits | No. of hours per week | Total no. of teaching hours |
| 3 Credits | 3 hours | 45 hours |
| Pedagogy: Classroom lectures, tutorials, Group discussion, Seminar, Casestudies & field work etc., | | |
| Course Outcomes: On successful completion student will demonstrate: <ul style="list-style-type: none"> a) Understand the importance of marketing analytics for forward looking and systematic allocation of marketing resources b) Apply marketing analytics to develop predictive marketing dashboard for organization c) Analyse data and develop insights to address strategic marketing challenges d) Execute the models on Predictions and Classifications on R Software. Know the applications of analytics in marketing. | | |
| Syllabus: | | Hours |
| Module No. 1: Introduction to Marketing Analytics and Data Mining | | 06 |
| Introduction to Marketing Analytics, Need of Marketing Analytics, Benefits of Marketing Analytics, Data mining –Definition, Classes of Data mining methods – Grouping methods, Predictive modeling methods, Linking methods to marketing applications. Process model for Data mining – CRISP DM. | | |
| Module No. 2: Introduction to R | | 10 |
| About R, Data types and Structures, Data coercion, Data preparation: Merging, Sorting, Splitting, Aggregating, Introduction to R Libraries – How to install and invoke, Introduction to R Graph – Basic R charts – Different types of charts. | | |
| Module No. 3: Descriptive Analytics | | 08 |
| Exploratory Data Analysis using summary table and various charts to find the insights, slicing and dicing of the Customer data. Inferential Statistics: T-Test, ANOVA, Chi-Square using marketing data and exploring relationship (Correlation). | | |
| Module No. 4: Prediction and Classification Modelling using R | | 10 |
| Introduction to Prediction and Classification modelling, data splitting for training and testing purpose, Prediction modelling: Predicting the sales using Moving Average Model and Regression Model(Simple and Multiple Regression model), Classification modelling: Customer churn using Binary logistic regression and decision tree. | | |
| Module No. 5: Application of Analytics in Marketing | | 11 |
| Association Rules – Market Basket Analysis for Product Bundling and Promotion, RFM (Recency Frequency Monetary) Analysis, Customer Segmentation using K-Means Cluster Analysis, Key Driver Analysis using Regression Model. | | |

Skill Development Activities:

- a) Explain the Process model for Data Mining.
- b) Explain the difference between Binary Logistic Regression and Decision Tree.
- c) List out Public domain data base.
- d) List out applications of marketing analytics.

Books for References:

1. Marketing Analytics: Data-Driven Techniques with Microsoft® Excel® Published by John Wiley & Sons, Inc
2. Marketing Data Science, Thomas W. Miller Published by Pearson
3. Marketing Metrics, Neil T Bendle, Paul W. Farris, Phillip E. Pfeifer published by Pearson
4. Marketing Analytics, Mike Grigsby published by Kogan Page.

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| Name of the Program: Bachelor of Business Administration (BBA) Retail Management Course Code: RM 2 Name of the Course: Retail Operations Management | | |
| Course Credits | No. of hours per week | Total No. of teaching hours |
| 3 Credits | 3 hours | 45 hours |
| Pedagogy: Classroom lectures, Case studies, Group discussion, Seminar & field work etc., | | |
| Course Outcomes: On successful completion student will demonstrate: <ol style="list-style-type: none"> a) Compare various retail formats and technological advancements for setting up appropriate retail business. b) Identify the competitive strategies for retail business decisions. c) Examine the site location and operational efficiency for marketing decisions. d) Analyse the effectiveness of merchandising and pricing strategies. e) Assess store layout and planogram for retail business. | | |
| Syllabus: | | Hours |
| Module -1: Retail and Logistics Management | | 07 |
| Introduction Retailing and economic significance- Functions of a retailer - Types of retailers – Trends in retailing – International Retailing – Retailing as a career –Retail Management Decision Process - Service Retailing. | | |
| Module -2: Retailing Environment Theories | | 10 |
| Theory of Retail Change: Theory of Natural Selection in retailing, Theory of Wheel of retailing, General-Specific-General Cycle or Accordion Theory, Retail Life Cycle Theory- - Multi channel retailing – Retail Aggregators Business Model – Phases of growth of retail markets – Retail Mix. | | |
| Module-.3: Store Loyalty Management and Retail Location | | 10 |
| Types of customers – Variables influencing store loyalty – Store loyalty models – Influencing customers through visual merchandising – Value added through private labels – Retail location strategy– Importance of location decision – Retail location strategies and techniques – Types of retail locations. | | |
| Module-4: Merchandise Management | | 10 |
| Meaning - Roles and responsibilities of the merchandiser and the buyer – Function of Buying for different types of Organizations – Process of Merchandise Planning – Merchandise Sourcing – Methods of procuring merchandise – Concept of private label - Retail Pricing policies. | | |
| Module- 5: Category Management | | 08 |
| Meaning - Definition of Category Management - Components of Category Management - Category Management Business process - Category Definition - Defining the Category Role-Destination Category, Routine Category, Seasonal Category, Convenience Category - Category Assessment - Category Performance Measures - Category Strategies - Category Tactics - Category Plan implementation - Category Review. | | |

Skill Development Activities:

- a) Write a note on Visual merchandising training programme layout design, and product placement.
- b) Write a note Leadership training: Develop skills in coaching, delegation, and motivation.
- c) Derive Customer analysis by considering skills in understanding customer behavior and preferences to improve customer satisfaction.
- d) Chart out the types of customers in creating customer loyalty programs.

Books for References:

1. Coughlem: Marketing Channels. ⌘ Gilbert Pearson: Retail Marketing Education Asia 2001.
2. Micheal Levy ⌘ & Barton AWeitz: Retailing Management, McGraw
3. Patrick M Dunne: Robert F Lusch: Retail Management Hill Publications.
4. Suja Nair: Retail Management, Himalaya Publishing House. ⌘
5. W. Stern, E L. Ansary, T. Ooughlan: Marketing Channels, 6thEdition PHI ⌘ New Delhi, 2001.

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| Name of the Program: Bachelor of Business Administration (BBA) Logistic and Supply Chain Management Course Code: LSCM 2 NAME OF THE COURSE: Sourcing for Logistics and Supply Chain Management | | |
| Course Credits | No. of hours per week | Total No. of Teaching hours |
| 3 Credits | 3 hours | 45 hours |
| Pedagogy: Classroom lectures, tutorials, Group discussion, Seminar, Casestudies & field work etc., | | |
| Course Outcomes: On successful completion of the course, the students will be able to: | | |
| <ul style="list-style-type: none"> a) Understand the role of sourcing in logistics and supply chain management, and its impact on overall business performance. b) Analyze and evaluate sourcing strategies and decisions, including make-or-buy, insourcing vs. outsourcing, and supplier selection criteria. c) Develop effective supplier relationship management skills, including negotiation, communication, and collaboration. d) Apply sourcing best practices, including risk management, sustainability, and ethical sourcing. e) Evaluate the impact of technology and innovation on sourcing, and apply relevant tools and techniques to optimize sourcing processes and outcomes. | | |
| Syllabus: | | Hours |
| Module No. 1: Sourcing | | 08 |
| Meaning and Definition. Approaches to Sourcing. Sole Sourcing – Single, Dual & Multiple sourcing arrangements, other sourcing/purchasing strategies, Tendering – Open, Restricted and Negotiated approaches. Intra–Company trading and Transfer pricing arrangement, Implications of International Sourcing. | | |
| Module No. 2: External Sourcing | | 08 |
| Criteria for sourcing requirement from external suppliers – Quality Assurance, Environmental and Sustainability, Technical Capabilities, System Capabilities, Labour Standards, Financial Capabilities. Award criteria – Price, Total Life Cycle Costs, Technical Merit, Added Value Solutions, Systems, and Resources. | | |
| Module No.3: Assessment of Financial Stability | | 10 |
| Sources of information on potential suppliers’ Financial performance. Financial reports – Profit & Loss Statements, Balance Sheets, and Cash Flow Statements. Ratio Analysis on Liquidity, Profitability, Gearing and Investment. Role of credit rating agencies. | | |
| Module No.4: Assessment of Market Data | | 12 |
| Analysing Suppliers’ Market. Secondary Data on Markets & Suppliers. Indices that measure economic data. Process of obtaining tenders and quotations. Decision criteria for tenders and quotations. Criteria to assess tenders and quotations – use of weighted points system. | | |

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| ModuleNo.5: Legislative, Regulatory & Organizational Requirements | 07 |
| <p>Legislative, Regulatory & Organizational Requirements when sourcing from not-for-profit, private and public sector suppliers. Competitive tendering process. Timescales on tendering process. Procedure for award of contract. Regulatory bodies.</p> | |
| <p>Skill Development Activities:</p> <ol style="list-style-type: none"> 1. Highlight the stages when Early Supplier Involvement is encouraged by companies to maximise the benefits 2. List out the Regulatory bodies connected to sourcing. 3. Identify the benefits of co-location of suppliers to the company. 4. List out the Credit rating agencies for supplier assessment. | |
| <p>Books for References:</p> <ol style="list-style-type: none"> 1. Donald Waters, Logistics - An Introduction to Supply Chain Management, Palgrave Macmillan, New York, 2. John Gattorna , Handbook of Logistics and Distribution Management. 3. P. Fawcett, R. McLeish and I Ogden, Logistics Management. 4. D.M. Lambert & J R Stock, Richard D Irwin Inc., Strategic Logistics Management. 5. Martin Christopher, Logistics and Supply Chain Management, Pitman Publishing, 2nd Edition 6. David N, Burt, Donald W. Dobler, Stephen L. Starling, “World Class Supply Management- A Key to Supply Chain Management”, Tata McGraw Hill Publishing Company Ltd., New Delhi. | |

| Name of the Program: Bachelor of Business Administration (BBA) Course Code: BBA 6.6 Vocational Name of the Course: GOODS AND SERVICES TAX | | |
|--|-----------------------|-----------------------------|
| Course Credits | No. of Hours per Week | Total No. of Teaching Hours |
| 4 Credits | 4 Hrs. | 56 Hrs. |
| Pedagogy: Classroom's lecture, tutorials, Group discussion, Seminar, Case studies. | | |
| Course Outcomes: On successful completion Student will demonstrate <ol style="list-style-type: none"> Understand the basics of taxation, including the meaning and types of taxes, and the differences between direct and indirect taxation. Analyze the history of indirect taxation in India and the structure of the Indian taxation system. Understand the framework and definitions of GST, including the constitutional framework, CGST, SGST, IGST, and exemptions from GST. Understand the time, place, and value of supply under GST, and apply this knowledge to calculate the value of supply and determine GST liability. Understand input tax credit under GST, including its meaning and process for availing it, and apply this knowledge to calculate net GST liability. | | |
| Syllabus | | Hours |
| Module No. 1: Basics of Taxation | | 04 |
| Tax – Meaning and Types, Differences between Direct and Indirect Taxation, Brief History of Indirect Taxation in India, Structure of Indian Taxation. | | |
| Module No. 2: Goods and Services Tax –Framework and Definitions | | 12 |
| Introduction to Goods and Services Tax, Constitutional Framework, Orientation to CGST, SGST and IGST, Meaning and Scope of Supply, Types of Supply. Exemptions from GST. | | |
| Module No. 3: Time, Place And Value of Supply | | 20 |
| Time of Supply – in case of Goods and in case of Services - Problems on ascertaining Time of Supply; Place of Supply – in case of Goods and in case of Services (both General and Specific Services) – Problems on Identification of Place of Supply; Value of Supply – Meaning, Inclusions and Exclusions. Problems on calculation of 'Value of Supply'. | | |
| Module No. 4: GST Liability and Input Tax Credit | | 14 |
| Rates of GST – Classification of Goods and Services and Rates based on classification, Problems on computation of GST Liability. Input Tax Credit – Meaning, Process for availing Input Tax Credit – Problems on calculation of Input Tax Credit and Net GST Liability. | | |
| Module No. 5: GST Procedures | | 05 |
| Registration under GST, Tax Invoice, Levy and Collection of GST, Composition Scheme, Due dates for Payment of GST, Accounting record for GST, Features of GST in Tally Package. GST Returns – Types of Returns, Monthly Returns, Annual Return and Final Return – Due dates for filing of returns. Final Assessment. Accounts and Audit under GST. | | |

Skill Developments Activities:

- List out the process of GST registration for a business.
- Chart out 'time of supply' concept relevance in GST.
- Identify the place of supply for goods and services in different scenarios.
- Calculate GST liability for a particular transaction using imaginary values.
- Explain the process of availing input tax credit in GST.

Books for Reference:

- V Rajesh Kumar and Mahadev, "Indirect Taxes", Mc Graw Hill Education
- Datey, V S, "Indirect Taxes", Taxmann Publications.
- Hiregange et al, "Indirect Taxes:", Puliani and Puliani.
- Haldia, Arpit, "GST Made Easy", Taxmann Publications.
- Chaudhary, Dalmia, Girdharwal, "GST – A Practical Approach", Taxmann Publications.
- Garg, Kamal, "Understanding GST", Bharat Publications.
- Hiregange, Jain and Naik, "Students' Handbook on Goods and Services Tax", Puliani and Puliani.

Name of the Program: Bachelor of Business Administration (BBA)

Course Code: BBA 6.6 (B)

Name of the Course: Enterprise Resource Planning

| Course Credits | No. of Hours per Week | Total No. of Teaching Hours |
|----------------|-----------------------|-----------------------------|
| 3 Credits | (2+0+2) 4 Hrs | 45 Hrs |

Pedagogy: Classrooms lecture, Case studies, Tutorial Classes, Group discussion, Seminar & field work etc.,

Course Outcomes: On successful completion of the course, the students' will be able to

- Understand the business process of an enterprise to grasp the activities of ERP project management cycle to understand the emerging trends in ERP developments.
- Integrate and automate the business processes and shares information enterprise-wide.
- Explore the significance of ERP to provide a solution for better project management.
- Enable the students to understand the various process involved in implementing ERP in a variety of business environment
- Understand the issues involved in design and implementation of ERP systems.

| Syllabus: | Hours |
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| Module No. 1: Introduction to ERP | 08 |
| Enterprise Resource Planning - Defining ERP - Origin and Need for an ERP System - Benefits of an ERP System - Reasons for the Growth of ERP Market – Risk of ERP - Road map for successful ERP | |
| Module No. 2: ERP related Technologies and Modules | 10 |
| Business Process Re- engineering – Product life cycle – Customer relationship management - Functional Modules- Sales and Distribution, service - Human Resource - Finance – Production - Materials Management – Purchasing – Quality Management.. | |
| Module No. 3: ERP implementation | 08 |
| ERP Implementation Life cycle – Transition strategies - ERP Implementation Process - ERP Vendor Selection - Role of the Vendor - Consultants: Types of consultants - Role of a Consultant - Vendors and Employees -Resistance by employees - Dealing with employee resistance - Project team | |
| Module No. 4: ERP post implementation | 10 |
| Success and Failure factor of ERP implementation – ERP operations and maintenance – Data Migration – Project Management and Monitoring - Maximizing the ERP system. | |

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| Module No. 5: Future directions in ERP | 09 |
| New Trends in ERP- ERP to ERP II - Implementation of Organization Wide ERP - Development of New Markets and Channels - Latest ERP Implementation Methodologies - ERP and E-business. | |
| Skill Development Activities: | |
| <ol style="list-style-type: none"> 1. State the steps and activities in the ERP life cycle 2. Develop a process of driven thinking towards business process. 3. Demonstrate a good understanding of the basic issues in ERP systems. 4. Any other activities, which are relevant to the course. | |
| Books for Reference: | |
| <ol style="list-style-type: none"> 1. Alexis Leon, “ERP Demystified”, Tata McGraw Hill, New Delhi, 2007. 2. Joseph A Brady, Ellen F Monk, Bret Wagner, “Concepts in Enterprise Resource Planning”, Thompson Course Technology, USA, 2009 3. Vinod Kumar Garg and Venkitakrishnan N K, “Enterprise Resource Planning – Concepts and Practice”, PHI, New Delhi, 2004 4. Mahadeo Jaiswal and Ganesh Vanapalli, ERP Macmillan India, 2013. 5. Sinha P. Magal and Jeffery Word, Essentials of Business Process and Information System, WileyIndia, 2009 6. Jagan Nathan Vaman, ERP in Practice, Tata McGowan-Hill, 2007. | |
| Note: Latest edition of text books may be used. | |

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|----|---|----------|
| 1 | Dr. Anand D.(9845130340) Professor, University of Mysore, Mysuru | Chairman |
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| 3 | Dr. Cyntia Menezes (9902554503) Professor, Bangalore University, Bengaluru. | Member |
| 4 | Dr. Puttanna K. (9449662626) Professor, Mangalore University, Konaje | Member |
| 5 | Dr. C. Mahadeva Murthy (9342121583) Professor, KSOU, Mysuru | Member |
| 6 | Dr. Hiremani Naik R. (9448329269) Professor, Kuvempu University, Shankaraghatta | Member |
| 7 | Dr. J. K. Raju, (9448233388) Professor, Davanagere University, Davanagere. | Member |
| 8 | Dr. Thyagaraja C.M. (9448697046) Professor, Rani Channamma University, Belagavi | Member |
| 9 | Dr. Noor Afza, (9449089075), Professor, Tumkur University, Tumakuru | Member |
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|----|--|----------|
| 13 | Dr.Umesh Maiya Associate Professor, Dept of MBA, Dr.G.Shankar Govt.Women's college,Udupi | Member |
| 14 | Dr. Aloysius Edward Kristu Jayanthi College, Bengaluru | Member |
| 15 | Dr. M. Jayappa, Special Officer, KSHEC, | Convenor |

MANGALORE



UNIVERSITY

MANGALAGANGOTRI

Syllabus

Bachelor of Business Administration (BBA PROGRAMME)

As per NEP 2020 and as per resolutions of BOS on BBA held on 22-10-2021

**Department of Business Administration
(Faculty of Commerce)
Mangalore University, Mangalagangotri**

Bachelor of Business Administration

1. Programme Objectives:

The objectives of BBA Programme are:

- To impart knowledge of the fundamentals of Management theory and its application in problem solving.
- Select and apply appropriate tools for decision making required for solving complex managerial problems.
- To develop problem-solving skills through experiential learning and innovative pedagogy to ensure utilization of knowledge in professional careers.
- To develop sound knowledge of the entrepreneurial process and inculcate creativity and innovation among students.
- To produce industry ready graduates have highest regard for Personal & Institutional Integrity, Social Responsibility, Teamwork and Continuous Learning.
- To develop a positive attitude and life skills to become a multi faceted personality with a sense of environmental consciousness and ethical values.

2. Programme Outcomes (PO):

On successfully completing the program the student will be able to:

- Understand concepts and principles of management/business; identify the opportunities in the corporate environment and manage the challenges
- Demonstrate the knowledge of management science to solve complex corporate problems using limited resources. Display enhanced personality and soft skills
- Function effectively as an individual, and as a member or leader in diverse teams, and in multidisciplinary settings.
- Demonstrate entrepreneurial competencies
- Exhibit managerial skills in the areas of marketing, finance, HR, etc.
- Identify business opportunities, design and implement innovations in workspace.
- Possess a sturdy foundation for higher education

3. Program Specific Outcomes (PSO):

On the successful completion of B.B.A., the students will be able to:

PSO1: Acquire Practical learning through summer internship, industrial visit and Business Plan etc.

PSO2: Demonstrate analytical and problem-solving skills through specialization in Finance, Human Recourse, and Marketing to solve the business issues.

PSO3: Understand and develop the new dimensions of knowledge through open electives to cater the need of the industry.

PSO4: Comprehend the core concepts, methods and practices in management.

PSO5: Venture into his/her own business or excel in executive roles in private /government sector.

PSO6: Demonstrate the ability to create business plans

PSO7: Develop an understanding of business that reflects the moral responsibility of business to all relevant stakeholders and the natural environment.

PSO8: Matured Individuals and responsible Citizens to the country

PSO9: Demonstrate Ability to work in Groups

4. Structure of BBA Syllabus:

| First Semester BBA (Basic/Honors) | | | | | | | |
|---|---|----------------------------|--|------------|------------|--------------------|----------------|
| Course Code | Title of the Course | Category of Courses | Teaching Hours per Week (L + T + P) | SEE | CIE | Total Marks | Credits |
| Lang. 1.1 | Language - I | AECC | 3+1+0 | 60 | 40 | 100 | 3 |
| Lang. 1.2 | Language - II | AECC | 3+1+0 | 60 | 40 | 100 | 3 |
| BBA. 1.1 | Management Principles & Practice | DSCC | 4+0+0 | 60 | 40 | 100 | 4 |
| BBA. 1.2 | Fundamentals of Business Accounting | DSCC | 3+0+2 | 60 | 40 | 100 | 4 |
| BBA. 1.3 | Marketing Management | DSCC | 4+0+0 | 60 | 40 | 100 | 4 |
| BBA. 1.4 | Digital Fluency | SEC | 1+0+2 | 30 | 20 | 50 | 2 |
| BBA. 1.5 | Business Organization / Office Organization and Management | O E C | 3+0+0 | 60 | 40 | 100 | 3 |
| BBA. 1.6 | Health and Wellness + | SEC-VB | 0+0+2 | - | 25 | 25 | 1 |
| | Physical Education & Yoga | | 0+0+2 | - | 25 | 25 | 1 |
| | Total | | | 390 | 310 | 700 | 25 |
| Second Semester BBA (Basic/Honors) | | | | | | | |
| Course Code | Title of the Course | Category of Courses | Teaching Hours per Week (L + T + P) | SEE | CIE | Total Marks | Credits |
| Lang. 2.1 | Language - I | AECC | 3+1+0 | 60 | 40 | 100 | 3 |
| Lang. 2.2 | Language - II | AECC | 3+1+0 | 60 | 40 | 100 | 3 |
| BBA. 2.1 | Corporate Accounting & Reporting | DSCC | 3+0+2 | 60 | 40 | 100 | 4 |
| BBA. 2.2 | Human Resource Management | DSCC | 4+0+0 | 60 | 40 | 100 | 4 |
| BBA. 2.3 | Business Environment | DSCC | 4+0+0 | 60 | 40 | 100 | 4 |
| BBA. 2.4 | Environmental Studies | AECC | 2+0+0 | 30 | 20 | 50 | 2 |
| BBA. 2.5 | People Management / Retail Management | O E C | 3+0+0 | 60 | 40 | 100 | 3 |
| BBA. 2.6 | Physical Education-Sports | SEC-VB | 0+0+2 | - | 25 | 25 | 1 |
| BBA. 2.6 | NCC/NSS/R&R(S&G) /Cultural | SEC- VB | 0+0+2 | - | 25 | 25 | 1 |
| | Total | | | 390 | 310 | 700 | 25 |

EXIT OPTION WITH CERTIFICATION

| Third Semester BBA (Basic/Honors) | | | | | | | |
|--|--|----------------------------|--|------------|------------|--------------------|----------------|
| Course Code | Title of the Course | Category of Courses | Teaching Hours per Week (L + T + P) | SEE | CIE | Total Marks | Credits |
| Lang. 3.1 | Language - I | AECC | 3+1+0 | 60 | 40 | 100 | 3 |
| Lang. 3.2 | Language – II | AECC | 3+1+0 | 60 | 40 | 100 | 3 |
| BBA. 3.1 | Cost Accounting | DSCC | 4+0+0 | 60 | 40 | 100 | 4 |
| BBA. 3.2 | Organizational Behavior | DSCC | 3+0+2 | 60 | 40 | 100 | 4 |
| BBA. 3.3 | Statistics for Business Decisions | DSCC | 4+0+0 | 60 | 40 | 100 | 4 |
| BBA. 3.4 | Artificial Intelligence | SEC | 1+0+2 | 30 | 20 | 50 | 2 |
| BBA. 3.5 | Social Media Marketing/ Rural Marketing | O E C | 3+0+0 | 60 | 40 | 100 | 3 |
| BBA. 3.6 | Sports | SEC-VB | 0+0+2 | - | 25 | 25 | 1 |
| | NSS/NCC/ Any Other | SEC-VB | 0+0+2 | - | 25 | 25 | 1 |
| | Total | | | 390 | 310 | 700 | 25 |

| Fourth Semester BBA (Basic/Honors) | | | | | | | |
|---|--|----------------------------|--|------------|------------|--------------------|----------------|
| Course Code | Title of the Course | Category of Courses | Teaching Hours per Week (L + T + P) | SEE | CIE | Total Marks | Credits |
| Lang. 4.1 | Language - I | AECC | 3+1+0 | 60 | 40 | 100 | 3 |
| Lang. 4.2 | Language - II | AECC | 3+1+0 | 60 | 40 | 100 | 3 |
| BBA. 4.1 | Management Accounting | DSCC | 3+0+2 | 60 | 40 | 100 | 4 |
| BBA. 4.2 | Business Analytics/ Financial Markets & Services | DSCC | 4+0+0 | 60 | 40 | 100 | 4 |
| BBA. 4.3 | Financial Management | DSCC | 4+0+0 | 60 | 40 | 100 | 4 |
| BBA. 4.4 | Constitution of India | AECC | 2+0+0 | 30 | 20 | 50 | 2 |
| BBA. 4.5 | Business Leadership Skills/ Personal Wealth Management/ Financial Literacy and Investment Awareness | O E C | 3+0+0 | 60 | 40 | 100 | 3 |
| BBA. 4.6 | Physical Education- Sports | SEC-VB | 0+0+2 | - | 25 | 25 | 1 |
| | NCC/NSS/Cultural | SEC- VB | 0+0+2 | - | 25 | 25 | 1 |
| | Total | | | 390 | 310 | 700 | 25 |

EXIT OPTION WITH DIPLOMA

Acronyms Expanded

| | |
|----------------|---|
| ➤ AECC | : Ability Enhancement Compulsory Course |
| ➤ DSC C | : Discipline Specific Core (Course) |
| ➤ SEC | : Skill Enhancement Course |
| ➤ SB/VB | : Skill Based/Value Based |
| ➤ OEC | : Open Elective Course |
| ➤ DSE | : Discipline Specific Elective |
| ➤ SEE | : Semester End Examination |
| ➤ CIE | : Continuous Internal Evaluation |
| ➤ L+T+P | : Lecture + Tutorial + Practical(s) |

Note:

1. One Hour of Lecture is equal to 1 Credit.
2. One Hour of Tutorial is equal to 1 Credit (Except Languages).
3. Two Hours of Practical is equal to 1 Credit.

Practical Classes may be conducted in the Business Lab or in Computer Lab or in Class room depending on the requirement. One batch of students should not exceed half (i.e., 30 or less than 30 students) of the number of students in each class/section. 2 Hours of Practical Class is equal to 1 Hour of Teaching, however, whenever it is conducted for the entire class (i.e., more than 30 students) 2 Hours of Practical Class is equal to 2 Hours of Teaching

5. Pedagogy:

In addition to Conventional Time-Tested Lecture Method, the following approaches may be adopted as and when found appropriate and required:

1. **Case Based Learning:** Practical exposure can be given to students through Case based learning/critical learning tool. It enhances skills of students in analyzing the organizational problems and learning to arrive at critical decisions. They learn to apply concepts, principles and analytical skills to solve the real situation problems.
2. **Experiential/Live Projects/Grass Root Projects:** To bridge the gulf between the theory and practice, the students have to be encouraged to take up experiential projects/Live Projects/Grass Root Projects in companies/organizations/factories.
3. **Team Spirit and Building:** To internalize the core curriculum, working in teams and developing team spirit is essential. Interdisciplinary learning across outside the faculty would help students in equipping with these skills.
4. **ICT enabled teaching with global touch:** With the use of modern ICT technology students' learning in class room marches towards digitization. Getting connected to people through e-mode who are located all over the world and who bring real-time insights from their industries, their customers, happenings in their local place and environment.
5. **Leadership Building:** Apart from developing a strong background in the functional areas of Commerce and Business, the Model Curriculum focuses on developing New Age Leadership capabilities among the students.
6. **Emphasis on Indian Business Models:** Over the past two decades, several Indian Business domains and organizations have made remarkable contribution in developing innovative business models by occupying a space in the global business scenario. The academia can make use of such examples in the pedagogy.

6. Suggestive Guidelines for Continuous Internal Evaluation and Semester End Examination.

The CIE and SEE will carry 40% and 60% weightage each, to enable the course to be evaluated for a total of 100 marks, irrespective of its credits. The evaluation system of the course is comprehensive & continuous during the entire period of the Semester. For a course, the CIE and SEE evaluation will be on the following parameters:

| Sl. No. | Parameters for the Evaluation | Marks |
|--|---|------------------|
| 1. Continuous Internal Evaluation (CIE) | | |
| A. | Continuous & Comprehensive Evaluation (CCE) | 15 Marks |
| B. | Internal Assessment Tests (IAT) | 25 Marks |
| Total of CIE (A+B) | | 40 Marks |
| 2. Semester End Examination (SEE) | | |
| C. | Semester End Examination (SEE) | 60 Marks |
| Total of CIE and SEE (A + B + C) | | 100 Marks |

a) **Continuous & Comprehensive Evaluation (CCE):** The CCE will carry a maximum of 15% weightage (15 marks) of total marks of a course. Before the start of the academic session in each semester, a faculty member should choose for his/her course, minimum of five of the following assessment methods with three (3.0) marks each:

- i. Individual Assignments
- ii. Seminars/Class Room Presentations/ Quizzes
- iii. Group Discussions /Class Discussion/ Group Assignments
- iv. Case studies/Case lets
- v. Participatory & Industry-Integrated Learning/ Field visits
- vi. Practical activities / Problem Solving Exercises
- vii. Participation in Seminars/ Academic Events/Symposia, etc.
- viii. Mini Projects/Capstone Projects
- ix. Any other academic activity

b) **Internal Assessment Tests (IAT):** The IAT will carry a maximum of 25% weightage (25 marks) of total marks of a course, under this component, two tests will have to be conducted in a semester for 25 marks each and the same is to be scaled down to 25 marks.

c) In case of 50 percentage of CIE weightage courses, faculty members can choose assessments methods accordingly for the required marks as mentioned above.

7. Suggestive Template for IAT

Internal Assessment Test
Bachelor of Business Administration (BBA)
Course Code: Name of the Course

Duration: 1 Hour

Total Marks: 25

SECTION-A

I. Answer any two of the following questions.(Questions are asked on Remembering)

(2 x 2= 4)

- 1.
- 2.
- 3.

SECTION- B

II. Answer any two of the following questions. (Questions are asked on Understanding and Applying)

(2 x5= 10)

- 4.
- 5.
- 6.

SECTION- C

III. Answer any one of the following questions. (Questions are asked on analyzing and evaluating)

(1x 11=11)

- 7.
- 8.

Note: Internal Test question papers format is prepared based on Revised Bloom's Taxonomy. (https://www.apu.edu/live_data/files/333/blooms_taxonomy_action_verbs.pdf)

8. Semester End Examination (SEE):

The Semester End Examination for all the courses for which students who get registered during the semester shall be conducted. SEE of the course shall be conducted after fulfilling the minimum attendance requirement as per the Universities/Institutes' norms.

Suggestive Template for SEE

Semester End Examination
Bachelor of Business Administration (BBA)
Course Code: Name of the Course

Duration: 3 Hours

Total Marks: 60

SECTION-A

Answer any five of the following questions. Each question carries 2 marks (5 x 2= 10)

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

SECTION- B

Answer any four of the following questions. Each question carries 5 marks (4 x5=20)

- 8.
- 9.
- 10.
- 11.
- 12.
- 13.
- 14.

SECTION- C

Answer any three of the following questions. Each question carries 10 marks
(3x 10=30)

- 15.
- 16.
- 17.
- 18.
- 19.

BBA THIRD SEMESTER

| | | |
|---|------------------------------|------------------------------------|
| Name of the Program: Bachelor of Business Administration (BBA) Course Code: BBA 3.1 Name of the Course: COST ACCOUNTING | | |
| Course Credits | No. of Hours per Week | Total No. of Teaching Hours |
| 4 Credits | 4 Hrs. | 56 Hrs. |
| Pedagogy: Classroom lectures, Tutorials, and Problem Solving. | | |
| Course Outcomes: On successful completion of the course, the students will - <ol style="list-style-type: none"> 1. Be able to demonstrate an understanding of the elements of cost and prepare a costsheet. 2. Be able to prepare material related documents, understand the management of stores and issue procedures. 3. Develop the ability to calculate Employee costs. 4. Able to classify, allocate apportion overheads and calculate overhead absorption rates. 5. Understand and reconcile cost and financial accounts. | | |
| Syllabus: | | Hours |
| Module No. 1: INTRODUCTION TO COST ACCOUNTING | | 12 |
| Introduction: Meaning, Objectives, Importance and Uses of Cost Accounting, Functions of Cost Accounting Department in an Organization, Difference between Cost Accounting and Financial Accounting; Various elements of Cost and Classification of Cost; Cost Object, Cost Unit, Cost Driver, Responsibility Centers; Cost Reduction and Cost Control; Methods and Techniques of Costing (Meanings only); Use of IT in Cost Accounting; Limitations of Cost Accounting; Cost Sheet: Meaning and Cost Heads in a Cost Sheet, Presentation of Cost information in Cost Sheet/Statement- Problems on Cost Sheet, Tenders and Quotations. | | |
| Module No. 2: MATERIALS COST | | 12 |
| Materials: Meaning, Importance and Types of Materials - Direct and Indirect Material. Materials Procurement: Procedure for procurement of materials and documentation involved in the procurement of materials- (Bill of materials, Material requisition note, Purchase requisition note, Purchase order, Goods received note); Materials Storage and Records: Duties of Storekeeper, Store records- (Bin cards, Stores Ledger, Stock Control Cards); Materials Issues and Valuation: Procedure for material issues, Documents used in material issues- (Material Requisition Note, Material Transfer Note, Materials Return Note); Valuation of material issues- preparation of Stores Ledger/ Account - FIFO, LIFO, Simple Average Price and Weighted Average Price Methods- problems. | | |

| | |
|--|------------------|
| <p>Inventory Control: Inventory control techniques and determination of various stock levels- Problems on Level Setting and Computation of EOQ; ABC Analysis, FSN Inventory, VED Inventory, HML Inventory, Physical Control- Two-Bin system, KANBAN, JIT Inventory Management technique, Perpetual Inventory system (Concepts only).</p> | |
| <p>Module No. 3: EMPLOYEE COST</p> | <p>10</p> |
| <p>Employee Cost: Meaning, Components, Classification and Importance of Employee (Labour) Cost in Organizations; Attendance Procedure- Timekeeping and Time Booking, Idle Time- Causes and treatment of Normal and Abnormal Idle Time, Overtime- Causes and treatment (Theory only);</p> <p>Methods of Remuneration (Payment of Wages and Incentives) Problems on calculation of earnings under Time Rate (Straight time rate, Halsey and Rowan Methods) and Piece rate systems (Straight piece rate and Taylor's differential piece rate); Employee Turnover- Meaning, Reasons and Effects of LTO/ETO.</p> | |
| <p>Module No. 4: OVERHEADS</p> | <p>12</p> |
| <p>Overheads: Meaning and Classification of Overheads; Accounting and Control of Manufacturing Overheads: Estimation and Collection, Cost allocation, Apportionment, Re-apportionment and Absorption of Manufacturing Overheads; Problems on Primary and Secondary distribution and Secondary distribution using Reciprocal Service Methods only (Repeated Distribution Method and Simultaneous Equation Method); Accounting and Control of Administrative, Selling and Distribution overheads; Absorption of overheads: Meaning and Methods of Absorption of overheads; Problems on Machine hour rate</p> | |
| <p>Module No. 5: RECONCILIATION ACCOUNTS</p> | <p>10</p> |
| <p>Reasons for differences in Profits under Financial and Cost Accounts; Procedure for Reconciliation –Ascertainment of Profits as per Financial Accounts and Cost Accounts and Reconciliation of Profits of both sets of Accounts – Preparation of Reconciliation Statement – Problems.</p> | |

Skill Developments Activities:

1. Prepare a Cost Sheet with imaginary figures.
2. List the documents required in Inventory Management.
3. Demonstrate the valuation of inventory using any one method of pricing material issues.
4. Calculate the amount of Wages under Halsey / Rowan Plans, using imaginary data.

Text Books:

1. Jain and Narang, Cost Accounting, Kalyani Publication House.
2. M.N Arora, Cost Accounting , HPH
3. N.K. Prasad, Cost Accounting, Books Syndicate Pvt. Ltd.
4. Dr. V Rajeshkumar, Dr. R K Srikanth, Cost Accounting, MH India
5. P V Ratnam, Cost Accounting, Kitab Mahal
6. P C Tulsian, Cost Accounting, MHE India
7. Nigam & Sharma, Cost Accounting, HPH
8. Dr. B. Mariyappa, Cost Accounting, HPH
9. Khanna, Ahuja & Pandey, Practical Costing, S Chand & Co. Ltd.
10. B.S. Raman, Cost Accounting, United Publisher
11. Ravi M. Kishore, Cost Management, Taxmann

Note: Latest edition of text books may be used.

Name of the Program: Bachelor of Business Administration (BBA)

Course Code: BBA 3.2

Name of the Course: ORGANIZATIONAL BEHAVIOUR

| Course Credits | No. of Hours per Week | Total No. of Teaching Hours |
|----------------|-----------------------|-----------------------------|
| 4 Credits | 4 Hrs. | 56 Hrs. |

Pedagogy: Classroom lectures, Tutorials, Role Plays and Case study method.

Course Outcomes: On successful completion of the course, the Students will:

1. Demonstrate an understanding of the role of OB in business organization.
2. Demonstrate an ability to understand individual and group behavior in an organization.
3. Be able to explain the effectiveness of organizational change and development of organisation.
4. Demonstrate an understanding of the process of organizational development and OD Interventions.

| Syllabus: | Hours |
|---|-----------|
| ModuleNo.1: INTRODUCTION TO ORGANIZATIONAL BEHAVIOUR | 16 |
| Organization Behaviour – Meaning, Definition of OB, Importance of OB, Foundations of OB. Individual behaviour - Personal Factors, Environmental Factors, organization systems and resources. Personality -Meaning, Determinants and Traits of Personality. Perception - Meaning, Factors influencing perception, Perceptual Process, Perceptual Errors. | |
| Module No. 2: GROUP AND TEAM DYNAMICS | 10 |
| Group Dynamics -Meaning, Types of Group, Development of Groups- Stages of Group Development, Determinants of Group Behaviour. Team Dynamics - Meaning, Types of Teams: Conflict-sources of conflict and ways of resolving conflict. | |
| Module No. 3: CHANGE MANAGEMENT | 8 |
| Introduction to Change Management: Meaning of Change, Importance and Nature of Planned Change, Factors Influencing Change - Resistance to Change, Overcoming Resistance to Change. | |
| Module No. 4: ORGANIZATIONAL DEVELOPMENT | 12 |
| Organizational Development: Meaning and Nature of Organizational Development (OD), Process of Organizational Development: Overview of Entering and Contracting, Diagnosing: Meaning of Diagnosing, Comprehensive Model for Diagnosing Organizational Systems (Organizational Level, Group Level and Individual Level). | |

| | |
|--|-----------|
| Module No. 5: OD INTERVENTIONS | 10 |
| <p>Designing Effective OD Interventions: How to Design Effective Interventions, Overview of OD interventions - Human Process Interventions, Techno Structural Interventions, HRM Interventions and Strategic Change Interventions, Conditions for optimal success of OD.</p> | |
| <p>Skill Developments Activities:</p> <ol style="list-style-type: none"> 1. Two cases on the above syllabus should be analyzed and record in the skill development 2. Draw Blake and Mouton managerial grid 3. List the Personality Traits of Successful Business Leaders. <p>SAMPLE CASES FOR REFERENCE:</p> <p>Module 1</p> <p>For business continuity, during Covid-19, XYZ organisation has encouraged the employees to Work From Home (WFH). But Post lock down, when the employees are called back to office, they resisted. Majority of the employees are preferring WFH. Few employees have resigned the job too.</p> <p>If you are the manager of XYZ, can you justify the employee behaviour? Draw up a list of all the strategies you incorporate in bringing employees back to office</p> <p>Module 2</p> <p>You are heading a global team, which consist of employees from various culture and background. The diversity and lack of inclusion is negatively impacting the functioning of this heterogeneous team. Dysfunctional conflict is common among the members.</p> <p>Chart a plan of action to resolve the conflict within the global team. Suggest remedies for a long-term solution</p> <p>Module 3</p> <p>The ABC Bank is planning to introduce Finacle digital banking platform for competitive advantage. Majority of the employees have more than 15 years' work experience in the bank. They do not want to change from their comfort zone.</p> <p>As a manager, design the methods of overcoming employee resistance to change in order to achieve the objectives of ABC Bank in the best possible manner.</p> <p>Module 4</p> <p>Owing to the rapid expansion, the XYZ start-up's transition from a "one-man show' to a 'professionally run" set-up was initiated. The aim was to develop the strengths of each member of the team and to channel them towards autonomous decision making. Chart the steps in the OD process that can be followed by XYZ firm. Identify the four target of change - Human Resources, Functional Resources, Technological Capabilities and Organizational Capabilities.</p> | |

Module 5

Employee retention is a critical issue in your E-Commerce organisation. The talented employees are moving to competitive firms. Chart an organizational development intervention plan to maximize effectiveness and minimize organizational strain.

Text Books:

1. Fred Luthans, Organizational Behaviour. McGraw Hill
2. Robbins, Organizational Behaviour, International Book House.
3. John W. Newstrom and Kieth Davis, Organizational Behaviour, McGraw Hill.
4. K. Aswathappa, Organizational Behaviour, HPH.
5. Appanniah and, Management and Behavioural Process, HPH
6. Sharma R.K and Gupta S.K, Management and Behaviour Process, Kalyani Publishers.
7. Rekha and Vibha – Organizational Behavioural, VBH.
8. P.G. Aquinas Organizational Behaviour, Excel Books.
9. M. Gangadhar. V.S.P.Rao and P.S.Narayan, Organizational Behaviour

Note: Latest edition of text books may be used.

Name of the Program: Bachelor of Business Administration (BBA)

Course Code: BBA 3.3

Name of the Course: STATISTICS FOR BUSINESS DECISIONS

| Course Credits | No. of Hours per Week | Total No. of Teaching Hours |
|----------------|-----------------------|-----------------------------|
| 4 Credits | 4 Hrs. | 56 Hrs. |

Pedagogy: Classroom lectures, Tutorials, and Problem Solving.

Course Outcomes: On successful completion of the course, the Students will be able

1. To understand the basic concepts in statistics.
2. To classify and construct statistical tables.
3. To understand and construct various measures of central tendency, dispersion and skewness.
4. To apply correlation and regression for data analysis.

| Syllabus: | Hours |
|--|-----------|
| Module No. 1: INTRODUCTION TO STATISTICS | 12 |
| Introduction – Meaning, Functions and Uses of Statistics; Collection of Data - Techniques of Data Collection – Census Technique and Sampling Technique (Concepts). Classification: Meaning, and Methods of Classification of Data, Tabulation: Meaning, Parts of a Table – Simple problems on Tabulation; Diagrammatic Presentation: Bar Diagrams – Simple Bars, Multiple Bars, Percentage Sub-divided Bar Diagram; Two Dimensional Diagrams – Pie Diagram. | |
| Module No. 2: MEASURES OF CENTRAL TENDENCY AND DISPERSION | 14 |
| Measures of Central Tendency: Calculation of Arithmetic Mean, Median and Mode for Individual, Discrete and Continuous Series – Problems; Empirical relation between Mean, Median and Mode. Measures of Dispersion: Absolute and Relative measures of dispersion - Standard Deviation in Individual, Discrete and Continuous Series – Problems Measures of Skewness: Calculation of Karl Pearson's Co-efficient of Skewness (Uni-modal) – Problems. | |
| Module No. 3: CORRELATION AND REGRESSION ANALYSIS | 10 |
| Correlation Analysis - Meaning, Types of Correlation, Calculation of Karl Pearson's Coefficient of Correlation, Computation of Probable Error, Regression Analysis – Concept of Regression, Regression equations- Problems. | |
| Module No. 4: TIME SERIES ANALYSIS | 12 |

Meaning, Components, fitting a straight-line trend using Least Square Method (Problems where $\Sigma X=0$ only), calculation and estimation of trend values.

Module No. 5: INDEX NUMBERS

12

Index number, Construction of Index number, Methods of Index number - simple aggregate method, Weighted method - Fishers Ideal Index Number-Problems. Tests of Adequacy (Unit test, TRT, FRT, Circular test). Consumer Price Index Number-Problems.

Skill Developments Activities:

1. Data Visualization practical session Using Table/Power BI.
2. Execute Average, Variance, Standard Deviation, CV, and Covariance using Excel.
3. Execute and Analyse Regression Model using Excel,
4. Practical session on Time series models using GRETL
5. Collect past years' Indian consumer price index data (as of the current base year) and analyse its impact on any macroeconomic indicator.

Text Books:

1. S P Gupta: Statistical Methods- Sultan Chand
2. Dr. B N Gupta: Statistics, Sahitya Bhavan
3. S.C Gupta: Business Statistics, HPH
4. N.V.R Naidu: Operation Research I.K. International Publishers
5. Elhance: Statistical Methods, Kitab Mahal
6. Sanchethi and Kapoor: Business Mathematics, Sultan Chand
7. Veerachamy: Operation Research I.K. International Publishers
8. S. Jayashankar: Quantitative Techniques for Management
9. D.P Apte; Statistical Tools for Managers
10. Chikoddi & Satya Prasad: Quantitative Analysis for Business Decision, HPH
11. Dr. Alice Mani: Quantitative Analysis for Business Decisions - I, SBH

Note: Latest edition of text books may be used.

| | | | |
|--|----|----------------------------------|----|
| BBA 3.4 – ARTIFICIAL INTELLIGENCE (SEC) | | | |
| Course Credits | 02 | Total Contact Hours | 30 |
| Internal Assessment Marks : | 20 | Semester End Examination Marks : | 30 |

Common syllabus for all UG Programmes

Name of the Program: Bachelor of Business Administration (BBA)

Course Code: BBA 3.5

Name of the Course: SOCIAL MEDIA MARKETING (OEC)

| Course Credits | No. of Hours per Week | Total No. of Teaching Hours |
|-----------------------|------------------------------|------------------------------------|
| 3 Credits | 3 Hrs. | 42 Hrs. |

Pedagogy: Classroom lectures, Tutorials, and Case study method.

Course Outcomes: On successful completion of the course, the Students will able to:

1. Understand social media marketing goals for successful online campaigns.
2. Analyze the effective social media marketing strategies for various types of industries and businesses.
3. Design social media content and create strategies to optimize the content's reach to the target audience.
4. Appraise the reach and track progress in achieving social media objectives with a variety of measurement tools and metrics.
5. Design a suitable social media campaign for the business goals.

| Syllabus: | Hours |
|--|--------------|
| Module No. 1: SOCIAL MEDIA INTRODUCTION | 08 |
| Introduction to social media, how to build a successful Social Media Strategy, Goal setting, Overview of Global E-Marketing Issues, Country and Market Opportunity Analysis, User engagement on social networks; Social advertising; Social, media analytics; Impact of online reputation; Social Technology and its marketing influence in India. | |
| Module No. 2: FACEBOOK - INSTAGRAM MARKETING | 10 |
| Exploring the use of a Facebook page, Facebook Ad campaign, Facebook groups, Hashtags, Instagram, creates automation for Instagram, Audience Insights, page Insights, exploring the various IG content types, setting a theme and flow on Instagram, and generating Leads. | |
| Module No. 3: TWITTER MARKETING | 08 |
| Creating a Twitter account, optimizing a page, content types, posting contents, Integrating a personal brand on Twitter, Twitter Analytics & Ads, post assistants and automation for Twitter. | |
| Module No. 4: YOUTUBE MARKETING | 08 |
| Youtube marketing, creating a youtube channel, posting content, youtube analytics, Google Pages for YouTube Channels, Video Flow, Verify Channel, Webmaster Tool –Adding Asset. | |

Search Engine Optimisation (SEO) Introduction, Understanding SEO, User Insights, Benefits and Challenges, Content Marketing, Traditional Media v/s Social Media, recent trends and challenges in Social Media marketing. Search Engine Optimization-Recent trends and challenges

Skill Developments Activities:

1. Prepare Facebook Page in your name.
2. Open a YouTube channel.
3. Create a blog and write an article on Climate change.
4. Create a search engine optimization (SEO) dashboard.

Text Books:

1. Annmarie Hanlon (2022), Digital Marketing Strategic Planning & Integration, 2nd Edition, SAGE Publications Ltd.
2. Matt Golden (2022), Social Media Marketing, 1st Edition, Bravex Publications.
3. Simon Kingsnorth (2022), The Digital Marketing Handbook: Deliver Powerful Digital Campaigns, 1st Edition, Kogan Page.
4. Melissa Barker, Donald I. Barker, Nicholas F. Bormann and Debra Zahay (2016), Social Media Marketing: A Strategic Approach, 2nd Edition, Cengage Learning.
5. Tracy L. Tuten and Michael R. Solomon, (2016), Social Media Marketing, 2nd Edition, Sage Publications India Private Limited.

Note: Latest edition of text books may be used.

Name of the Program: Bachelor of Business Administration (BBA)

Course Code: BBA 3.5

Name of the Course: RURAL MARKETING (OEC)

| Course Credits | No. of Hours per Week | Total No. of Teaching Hours |
|----------------|-----------------------|-----------------------------|
| 3 Credits | 3 Hrs. | 42 Hrs. |

Pedagogy: Classroom lectures, Tutorials, and Case study method.

Course Outcomes: On successful completion of the course, the Students will demonstrate

1. Describe the importance and application of various concepts of rural marketing.
2. Demonstrate the appropriate selection of the segmentation, targeting and positioning strategies along with the environmental factors that influence rural consumers' buying behaviour.
3. Design a Pricing Strategy that suits the characteristics of rural products and the stage in the product life cycle.
4. Formulate the appropriate marketing communication and rural distribution channel plans to promote and deliver the rural products.
5. Appraise the recent trends in Rural marketing and the application of digital technology in rural marketing.

| Syllabus: | Hours |
|--|--------------|
| Module No. 1: INTRODUCTION TO RURAL MARKETING | 08 |
| Nature and scope of rural marketing, rural v/s urban markets, concepts and classification of rural markets, rural marketing environment, rise of rural consumerism. | |
| Module No. 2: RURAL CONSUMER BEHAVIOUR | 06 |
| Consumer buying Behaviour in rural markets, factors affecting consumer behaviour. Market segmentation – Bases for segmenting rural consumer markets. | |
| Module No. 3: RURAL PRODUCT AND PRICING STRATEGY | 08 |
| Rural product, Rural product classification, Product Life Cycle, Product Life Cycle strategies in rural markets, New Product Development in rural markets, Branding for rural markets. Pricing for rural markets – Factors and strategies. | |
| Module No. 4: RURAL DISTRIBUTION AND COMMUNICATION STRATEGY | 10 |
| Wholesaling and retailing in the rural market, rural mobile traders, rural distribution models- FMCG companies, durable companies, Service organizations, emerging distribution models. | |

| | |
|--|-----------|
| Rural communication strategy: challenges in rural Communication, creating promotion mix for rural audiences - advertisement, sales promotion, publicity. | |
| Module No. 5: TRENDS IN RURAL MARKETING | 10 |
| Digitizing rural India, online marketing reach in the rural market, recent trends in packing, labeling, grading, transporting, order processing, payment methods, storage and warehousing. Corporate Farming -Meaning Only. Include live cases (ITC E-Choupal, TARAhatt, EID Parry’s Indiagriline) | |
| <p>Skill Developments Activities:</p> <ol style="list-style-type: none"> 1. Prepare a Product life cycle for a Rural product 2. Select a Rural Product and conduct a Consumer Satisfaction Survey 3. Prepare an advertisement copy for a rural product 4. Visit an APMC Yard/Mandis and prepare a report on any one Agri-product pricing. | |
| <p>Text Books:</p> <ol style="list-style-type: none"> 1. Debarun Chakrabaorty and Soumya Kanti Dhara, et al. (2021), Rural Marketing in India: Texts and Cases, 1st Edition Atlantic Publishers and Distributors Pvt Ltd 2. Acharya SS and Agarwal NL (2019), Agricultural Marketing in India, 6th Edition, Oxford & IBH Publishing Co Pvt Ltd. 3. Dinesh Kumar and Punam Gupta (2019), Rural Marketing), 1st Edition, SAGE Publications India Pvt Ltd. 4. C. G. Krishnamacharyulu (2010), Rural Marketing: Text and Cases, 2nd Edition, Pearson India Education Services Pvt Ltd. 5. T.P. Gopalaswamy (2009) Rural Marketing-Environment, Problems and Strategies,3rd Edition, Vikas Publishing House. <p>Note: Latest edition of text books may be used.</p> | |

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|--|----|--------------------------------------|----|
| BBA 3.6 – Sports/ NCC/NSS/R&R(S&G) /Cultural (SEC-VB) | | | |
| Course Credits | 02 | Total Contact Hours | 30 |
| Internal Assessment Marks : 25+25 | | Semester End Examination Marks : Nil | |

Common syllabus for all UG Programmes

BBA - FOURTH SEMESTER

| | | |
|---|------------------------------|------------------------------------|
| Name of the Program: Bachelor of Business Administration (BBA) Course Code: BBA 4.1 Name of the Course: MANAGEMENT ACCOUNTING | | |
| Course Credits | No. of Hours per Week | Total No. of Teaching Hours |
| 4 Credits | 4 Hrs. | 56 Hrs. |
| Pedagogy: Classroom lectures, Tutorials, and Problem Solving. | | |
| Course Outcomes: On successful completion of the course, the Students will demonstrate: <ol style="list-style-type: none"> 1. Explain the application of management accounting and various tool used 2. Make inter – firm and inter- period comparison of financial statements 3. Analyse financial statements using various ratios for business decisions. 4. Prepare fund flow and cash flow statements 5. Prepare different types of budgets for the business. | | |
| Syllabus: | | Hours |
| Module No. 1: INTRODUCTION TO MANAGEMENT ACCOUNTING | | 8 |
| Introduction- Meaning and Definition – Objectives – Nature and Scope–Functions- Role of Management Accountant, Relationship between Financial Accounting and Management Accounting, Relationship between Cost Accounting and Management Accounting, advantages and limitations of Management. | | |
| Module No. 2: RATIO ANALYSIS | | 14 |
| Introduction-Meaning and Definition of ratio, Meaning of Accounting ratio, and Ratio Analysis – Uses and Limitations –Classification of ratios- Liquidity ratios, Profitability ratios and Solvency ratios. Problems on conversion of financial statements into ratios and ratios into financial statements. | | |
| Module No. 3: CASH FLOW ANALYSIS | | 12 |
| Meaning and Definition of Cash Flow Statement – Concept of Cash and Cash Equivalents - Uses of Cash Flow Statement – Limitations of Cash Flow Statement– Differences between Cash Flow Statement and Fund Flow Statement – Provisions of Ind. AS-7. Procedure for preparation of Cash Flow Statement – Cash Flow from Operating Activities – Cash Flow from Investing Activities and Cash Flow from Financing Activities – Preparation of Cash Flow Statement according to Ind. AS-7. | | |
| Module No. 4: MARGINAL COSTING | | 10 |
| Introduction-Meaning and definition of marginal cost, marginal costing, features of marginal costing- terms used in marginal costing – P/V ratio, BEP, Margin of Safety, Angle of Incidence and Break-Even Chart. Break Even Analysis- assumption and uses-problems. | | |

Meaning and Definition of Budget and Budgetary Control, objectives of budgetary control, advantages and limitations of budgetary control, essentials of effective budgeting, Types of budget-Functional budgets, Master Budget, Fixed and Flexible Budget, Problems on Flexible budget and Cash Budget.

Skill Developments Activities:

1. Collect the financial statement of a company and calculate important ratios.
2. Collect the annual report of a company and prepare a cash flow statement.
3. Prepare a Break-even-chart with imaginary figures.
4. Prepare a flexible budget using imaginary figures.
5. Prepare a Cash budget using imaginary figures

Text Books:

1. Dr. S.N. Maheswari, Management Accounting, Mahavir Publications
2. T.S. Sexana, Advanced Cost and Management Accounting, Sultan Chand
3. Jain and Narang, Cost and Management Accounting, Kalyani Publisher.
4. Dr. S.N. Goyal and Manmohan, Management Accounting, S.N. Publications.
5. B.S. Raman, Management Accounting, United Publishers.
6. Sharma and Gupta, Management Accounting, Kalyani Publishers.
7. M N Arora, Accounting for Management, Himalaya Publisher
8. Jawahar Lal, Cost Accounting; McGraw-Hill Education (India)

Note: Latest edition of text books may be used.

Name of the Program: Bachelor of Business Administration (BBA)

Course Code: BBA 4.2

Name of the Course: BUSINESS ANALYTICS

| Course Credits | No. of Hours per Week | Total No. of Teaching Hours |
|----------------|-----------------------|-----------------------------|
| 4 Credits | 4 Hrs. | 56 Hrs. |

Pedagogy: Classroom lectures, Tutorials, and Problem Solving.

Course Outcomes: On successful completion of the course, the Students will able to:

1. Understand types of analytics and data models
2. Understand the role of data indecision making, sources and types of Data.
3. Ability to analyse data using different data analytic tools and draw inferences.
4. Understand applied statistics for business problems.
5. Demonstrate visualization of data.

| Syllabus: | Hours |
|--|-------|
| Module No. 1: INTRODUCTION TO BUSINESS ANALYTICS | 12 |
| Business Analytics, Terminologies used in Analytics: Business Analytics, Business Intelligence, Meaning, Importance, Scope, Uses of Business Analytics, Architecture of Business Analytics, Types of Analytics: Descriptive, Diagnostics, Predictive, Prescriptive, Application of Business analytics, Introduction to Data Science and Big Data. | |
| Module No. 2: ROLE OF DATA IN THE ORGANIZATION | 10 |
| Sources of data, Use of Data in Decision making, Importance of data quality, dealing with missing or incomplete data, Types of Digital Data- Structured, Semi Structured, Unstructured Data. Data warehouse, Data mining, Data Integration – What, need, advantages, approaches of Data integration, Data profiling. | |
| Module No. 3: TOOLS USED FOR DATA ANALYTICS | 11 |
| Introduction to data analytics software – Types of data analytics software – open source and proprietary software. Lab sessions: R, JAMOVI, GRETL, Python: Installation of software –Installation of packages / library - Importing of data – Saving of data – Run descriptive Statistics – Interpret result – plotting of charts – inferences of chart. (Using all the four specified software). | |
| Module No. 4: DATABASE ORIENTATION | 12 |
| Database definition, types of structures, DBMs, RDBMS, Relational Database Language , Introduction to SQL, Features of SQL, SQL Languages, DDL commands- Create, Add, Drop, Constraints in SQL, DML Commands – Insert, Delete, Update, Data Query | |

Language – Where clause, Order by, Group by, DCL commands – Grant, Revoke, TCL Commands – Commit, Roll Back, Save point. Aggregate Functions, Relational Algebra.

**Module No. 5: DATA VISUALIZATION USING TABLEAU
(PUBLIC VERSION)**

10

Introduction to Dimensions and measures, Types of Charts, (Pie Chart, Column Chart, Line Chart, Bar Chart, Area Chart, Scatter Chart, Bubble Chart, Stock Chart), Basic understanding in dashboard and storyboard. (Explain using practical examples and students executes the examples using tableau.)

Skill Developments Activities:

1. Prepare tree map chart using Tableau.
2. Run a descriptive statistic using R and Python software.
3. Execute a summary chart in JAMOVI.
4. Execute DCL and TCL Command in SQL.

Text Books:

1. Business Analytics: Text and Cases, Tanushri Banerjee, Arvindram Banerjee, Publisher: Sage Publication
2. Business Analytics, U Dinesh Kumar, Publication: Wiley
3. Business Analytics, R. Evans James, Publisher: Pearson
4. Fundamental of Business Analytics, Seema Acharya R N Prasad, Publisher: Wiley
5. Business Analytics: Data Analysis and Decision Making, Albright and Winston published by Cengage Learning.
6. Swain Scheps, Business Intelligence for Dummies.
7. Rick Sherman, Business Intelligence Guidebook: From Data Integration to Analytics
8. Cindi Howson. Successful Business Intelligence, Second Edition: Unlock the Value of BI & Big Data

Note: Latest edition of text books may be used.

Name of the Program: Bachelor of Business Administration (BBA)

Course Code: BBA 4.2

Name of the Course: FINANCIAL MARKETS AND SERVICES

| Course Credits | No. of Hours per Week | Total No. of Teaching Hours |
|-----------------------|------------------------------|------------------------------------|
| 4 Credits | 4 Hrs. | 56 Hrs. |

Pedagogy: Classroom lectures and Tutorials

Course Outcomes: On successful completion of the course, the Students will be able to:

1. Understand the financial system, Institutions, financial markets and services.
2. Analyse the concepts relevant to Indian financial market and relevance.
3. Understand concept of financial services, types and functions.
4. Understand the types of financial Instruments.
5. Demonstrate an understanding the functioning of stock markets.

| Syllabus: | Hours |
|--|--------------|
| Module No. 1: OVERVIEW OF FINANCIAL SYSTEM | 08 |
| Introduction to Financial System – Features, Constituents of Financial System; Financial Institutions; Financial Services; Financial Markets and Financial Instruments. | |
| Module No. 2: FINANCIAL INSTITUTIONS | 16 |
| Characteristics of Financial Institutions, Broad Categories – Money Market Institutions and Capital Market Institutions. Objectives and Functions of Industrial Finance Corporation of India, Industrial Development Bank of India, State Financial Corporations, Industrial Credit and Investment Corporation of India, EXIM Bank of India, National Small Industrial Development Corporation, National Industrial Development Corporation, RBI Measures for NBFCs. | |
| Module No. 3: FINANCIAL SERVICES | 12 |
| Financial Services – Meaning, Objectives, Functions, Characteristics; Types of Financial Services - Merchant Banking – Functions and Operations, Leasing, Mutual Funds, Venture Capital & Credit Rating. | |
| Module No. 4: FINANCIAL MARKETS AND INSTRUMENTS | 10 |
| Meaning and Definition, Role and Functions of Financial Markets, Constituents of Financial Markets; Money Market Instruments, Capital Market and Instruments; SEBI guidelines for Listing of Shares and Issue of Commercial Papers. | |

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|---|-----------|
| Module No. 5: STOCK MARKETS | 10 |
| <p>Meaning of Stock, Nature and Functions of Stock Exchange; Stock Market Operations - Trading, Settlement and Custody (Brief discussion on NSDL & CSDL); Brief discussion of BSE, NSE and OTCEI.</p> | |
| <p>Skill Developments Activities:</p> <ol style="list-style-type: none"> 1. Visit any financial institution and prepare a report regarding its structure, functions and performance. 2. Analyze the ratings given by any credit rating agency, for at least 5 companies. 3. Collect information on NASDAQ, Nifty, Sensex and write brief report on the same. 4. Identify a company of your choice and record its share prices for one month. | |
| <p>Text Books:</p> <ol style="list-style-type: none"> 1. L.M. Bhole, Financial Institutions & Markets, McGraw Hill 2. Khan, M.Y, Indian Financial System, McGraw Hill 3. Sharma, Meera, Management of Financial Institutions, Eastern Economy Edition 4. Bhole and Mahakud, Financial Institutions and Markets – Structure, Growth and Innovations, McGraw Hill 5. Guruswamy, S., Financial Services and System, McGraw Hill 6. Edminister. R.O, Financial Institutions, Markets & Management, McGraw Hill 7. Khan. M.Y, Indian Financial System, Vikas Pub. House 8. H.R Machiraju, Indian Financial System, Vikas Pub. House 9. E. Gorden & K. Nataraj, Financial Markets and Services, HPH <p>Note: Latest edition of text books may be used.</p> | |

Name of the Program: Bachelor of Business Administration (BBA)

Course Code: BBA 4.3

Name of the Course: FINANCIAL MANAGEMENT

| Course Credits | No. of Hours per Week | Total No. of Teaching Hours |
|----------------|-----------------------|-----------------------------|
| 4 Credits | 4 Hrs. | 56 Hrs. |

Pedagogy: Classroom lectures, Tutorials, and Problem Solving.

Course Outcomes: On successful completion of the course, the Students will able:

1. To identify the goals of financial management.
2. To apply the concepts of time value of money for financial decision making.
3. To evaluate projects using capital budgeting techniques.
4. To design optimum capital structure using EBIT and EPS analysis.
5. To evaluate working capital effectiveness in an organization.

| Syllabus: | Hours |
|---|-----------|
| Module No. 1: INTRODUCTION TO FINANCIAL MANAGEMENT | 10 |
| Introduction – Meaning of Finance, Business Finance, Finance Functions, Organization structure of Finance Department; Financial Management – Goals of Financial Management, Financial Decisions -Types of Financial Decisions, Role of a Financial Manager; Financial Planning – Principles of Sound Financial Planning, Steps in Financial Planning, Factors influencing a Sound Financial Plan. | |
| Module No. 2: TIME VALUE OF MONEY | 10 |
| Meaning, Need, Future Value (Single Flow, Uneven Flow & Annuity); Present Value(Single Flow – Uneven Flow & Annuity); Doubling Period; Concept of Valuation -- Valuation of Bonds, Debentures and Shares (Simple Problems) | |
| Module No. 3: FINANCING & DIVIDEND DECISIONS | 12 |
| Financing Decision: Sources of Long-Term Finance -- Meaning of Capital Structure, Factors influencing Capital Structure, Optimum Capital Structure – EBIT, EPS Analysis, Leverages – Problems. | |
| Dividend Decision: Meaning & Determinants of Dividend Policy, Types of Dividends, Bonus Shares (Meaning only) | |

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| Module No. 4: INVESTMENT DECISION | 12 |
| Meaning and Scope of Capital Budgeting, Features & Significance, Techniques --Payback Period, Accounting Rate of Return, Net Present Value, Internal Rate of Return and Profitability Index (Problems) | |
| Module No. 5: WORKING CAPITAL MANAGEMENT | 12 |
| Working Capital -- Concept of Working Capital, Significance of Adequate Working Capital, Types of Working Capital, Problems of Excess or Inadequate Working Capital, Determinants of Working Capital, Sources of Working Capital, Estimation of Working Capital (Simple Problems) | |
| Skill Developments Activities: | |
| <ol style="list-style-type: none"> 1. Calculate Equated Installment and prepare Loan Repayment schedule using imaginary figures. 2. Identify capital structure practices followed in any firm/company of your choice. 3. Collect the information on various types of bonds offered by government and record the same. 4. Prepare a working capital statement using imaginary values. | |
| Text Books: | |
| <ol style="list-style-type: none"> 1. I M Pandey, Financial Management. Vikas Publication. 2. Prasanna Chandra, Financial Management, TMH 3. S N Maheshwari, Financial Management, Sultan Chand 4. Khan and Jain, Financial Management, TMH 5. Dr. V Rajeshkumar and Nagaraju V, Financial management, MH India 6. Dr. Aswathanarayana.T ,Financial Management, VBH 7. K. Venkataramana, Financial Management, SHBP 8. G. Sudarshan Reddy, Financial Management, HPH 9. Sharma and Shashi Gupta, Financial Management, Kalyani Publication | |
| Note: Latest edition of text books may be used. | |

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| BBA 4.4 – CONSTITUTION OF INDIA (SEC) | | | |
| Course Credits | 02 | Total Contact Hours | 30 |
| Internal Assessment Marks : 20 | | Semester End Examination Marks : 30 | |

Common syllabus for all UG Programmes

Name of the Program: Bachelor of Business Administration (BBA)

Course Code: BBA 4.5

Name of the Course: BUSINESS LEADERSHIP SKILLS (OEC)

| Course Credits | No. of Hours per Week | Total No. of Teaching Hours |
|----------------|-----------------------|-----------------------------|
| 3 Credits | 3 Hrs. | 42 Hrs. |

Pedagogy: Classrooms lecture, Tutorials, and Problem Solving.

Course Outcomes: On successful completion of the course, the Students will able:

1. To understand the significance of leadership skills for effective people management.
2. To increase the comprehension of leadership through various leadership theories.
3. To analyse different leadership styles, types, patterns and functions.
4. To demonstrate an understanding of various leadership approaches for effective management of people.
5. To demonstrate an awareness of ethical leadership.

| Syllabus: | Hours |
|---|-----------|
| Module No. 1: INTRODUCTION TO BUSINESS LEADERSHIP | 6 |
| Introduction to business leadership, meaning/definition of leadership, evolution and growth of leadership; functions and characteristics of leadership; latest trends/current scenario of business leadership. | |
| Module No. 2: LEADERSHIP FROM MANAGERIAL PERSPECTIVE | 10 |
| Nature of leadership, Significance or importance of leadership, Qualities of an effective leader, leader v/s manager; authority v/s leadership; formal v/s informal leadership; different roles of leadership; different levels of leadership; traits of an ethical leader. | |
| Module No. 3: LEADERSHIP -THEORETICAL PERSPECTIVES. | 8 |
| Great man theory, Trait theory, Situational leadership theory, transactional leadership, transformational leadership theory, Blake and Mouton's Managerial Grid. | |
| Module No. 4: LEADERSHIP STYLES | 10 |
| Leadership styles: a) Autocratic leadership, b) Bureaucratic leadership, c) Democratic leadership, and d) Laissez faire leadership e) Transformational Leadership, f) Charismatic Leadership. | |

Communications Skills, Decision Making Skills, Emotional Management Skills, Public Relation Skills, Personal Values and Ethics, Conflict Resolution Skills.

Skill Developments Activities:

1. Collect information about the real time corporate leaders with different leadership styles & discuss their leadership styles and traits in the class room.
2. “What if?”

This practical activity identifies how members of a team solve their problems differently?

Present the students with a workplace problem, and have each student participant write down what they would do to solve it. Then, have each participant read their response aloud. This can help the teacher to identify the types of leadership styles that are present among the student participants and thereby highlight and discuss them in the class.

3. Student can make a presentation on any famous corporate/political personality covering their leadership style, their approach to people management, their effectiveness in managing conflicts and how did they manage the crisis situations and so on.
4. Analyze two cases related to leadership styles/strategies.

Text Books:

1. Northouse, P. (2007). Leadership: Theory and Practice. Sage Publications.
2. Stephen, R. P. (1988). Organizational Behaviour - Concepts, controversies and Applications. New Delhi: Printice Hall of India Ltd.
3. Subba Rao. (2018). Organizational Behaviour (18th ed.). Himalaya Publishing House.
4. Subba Rao. (2022). Personnel and Human Resource Management (5th ed.). Bangalore: Himalay Publishing House.
5. Daloz Parks, S., Leadership can be taught: A Bold Approach for a Complex World, Boston: Harvard Business School Press.
6. Drucker Foundation (Ed.), Leading Beyond the Walls, San Francisco: Jossey Bass.
7. Al Gini and Ronald M. Green, Virtues of Outstanding Leaders: Leadership and Character, John Wiley & Sons Inc.
8. S Balasubramanian, The Art of Business Leadership – Indian Experiences, Sage Publications

Note: Latest edition of text books may be used.

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|---|------------------------------|------------------------------------|
| Name of the Program: Bachelor of Business Administration (BBA) Course Code: BBA 4.5 Name of the Course: PERSONAL WEALTH MANAGEMENT (OEC) | | |
| Course Credits | No. of Hours per Week | Total No. of Teaching Hours |
| 3 Credits | 3 Hrs. | 42 Hrs. |
| Pedagogy: Classroom lectures and Tutorials | | |
| Course Outcomes: On successful completion of the course, the Students will able to: <ol style="list-style-type: none"> 1. Demonstrate an understanding of the importance of Wealth Management and Financial Planning in personal life. 2. Identify the Real Estate Investment Routes and understand the tax planning that minimises tax burden. 3. Select and Apply the Asset Allocation strategies to balance between Risk and Return. 4. Analyse the Retirement Planning Benefits and retirement strategies to provide regular income for life. 5. Understand the basic principles and importance various insurance policies. | | |
| Syllabus: | | Hours |
| Module No. 1: WEALTH MANAGEMENT AND FINANCIAL PLANNING | | 08 |
| Meaning of Wealth Management, Need, Scope and Components of Wealth Management, Process of Wealth Management, Expectations of Clients, Code of Ethics for Wealth Manager. Challenges to WM in India – Financial Planning - Systematic Approach to Investing (SIP, STP & SWP)- Life Cycle and Wealth Cycle - Financial Planning in India, Legal aspects of Financial Planning. | | |
| Module No. 2: ESTATE PLANNING AND TAX PLANNING | | 08 |
| Real Estate, Role of Real Estate, Real Estate Investment Routes, Real Estate Indices -Assets & Liabilities, Nomination, Inheritance Law, Will, Understanding Trust and Trust Documents – Tax Planning Concepts, Assessment Year, Financial Year, Income Tax Slabs, TDS, Advance Tax, LTCG, STCG, Carry Forward and Set-off. | | |
| Module No. 3: ASSET ALLOCATION STRATEGIES | | 08 |
| Asset allocation Strategies -Asset allocation Decision, Equity portfolio strategies - Active Vs Passive, Management strategies, Value V/s growth investing, -Tactical, Fixed & Flexible. Portfolio Management Strategies - Indexing - Active - interest rate anticipation, Valuation analysis, Credit analysis, Yield spread analysis and Bond swaps - Allocation to Speculation, Diversification in Perspective. | | |

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| Module No. 4: RETIREMENT PLANNING AND EMPLOYEE BENEFITS | 10 |
| Introduction to Retirement Planning - Types of Retirement Plans - Defined Benefit and Defined Contribution plan, Superannuation Fund and other retirement plans, Pre and Post Retirement Planning Strategies – ESOP and ESPP. | |
| Module No. 5: INSURANCE PRODUCTS IN WEALTH MANAGEMENT | 08 |
| Meaning, Basic Principles of Insurance, Functions and Characteristics of Insurance- Group Life and Health Insurance; Types of Life Insurance Policies, Types of General Insurance Policies, Health Insurance and Group Insurance Policy – Risk Management through Insurance. | |
| <p>Skill Developments Activities:</p> <ol style="list-style-type: none"> 1. List out different Insurance schemes 2. Create your own personal portfolio using imaginary numbers and justify. 3. Conduct a survey of 20 salaried employees on their investment avenues through questionnaire. 4. Prepare technical charts report of any 5 listed stocks in BSE S&P SENSEX. | |
| <p>Text Books:</p> <ol style="list-style-type: none"> 1. Pawan V. Jhabak – Wealth Management, Himalaya Publishing House Pvt. Ltd., Mumbai - 400 004. 2. S.K Bagchi – Wealth Management Jaico Publishing House, First Edition. 3. NSE Academy – Financial Planning and Wealth Management. 4. NCFM Work Book – Financial Markets (Advanced). <p>Note: Latest edition of text books may be used.</p> | |

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|---|------------------------------|------------------------------------|
| Name of the Program: Bachelor of Business Administration (BBA) Course Code: BBA 4.5 Name of the Course: FINANCIAL LITERACY AND INVESTMENT AWARENESS (OEC) | | |
| Course Credits | No. of Hours per Week | Total No. of Teaching Hours |
| 3 Credits | 3 Hrs. | 42 Hrs. |
| Pedagogy: Classroom lectures and Tutorials | | |
| Course Outcomes: On successful completion of the course, the Students will able to: <ol style="list-style-type: none"> 1. Provide the foundation for financial decision making. 2. List out various savings and investment alternatives for a common man. 3. Give a detailed overview of stock market and stock selection 4. Orient the learners about mutual funds and the criteria for selection | | |
| Syllabus: | | Hours |
| Module No. 1: FOUNDATION FOR FINANCE | | |
| <p>Understand the need for financial planning-basic concepts-life goals and financial goals-form of a sample financial plan for young adults.</p> <p>Economics-Meaning-scope-key concepts influencing decisions making both micro and macro.</p> <p>Banking in India- Types of Bank Deposits, Deposit Insurance (PMJDY), Traditional and New Banking Models. Debit and Credit Cards. Digital Payment System-Internet Banking (NEFT, RTGS and IMPS) Mobile Banking, Mobile Wallets, AEPS, UPI.</p> <p>Orientation to Financial Statements-financial terms and concepts, model for reading financial statements, basic ratios for evaluating companies while investing-Time Value of Money-Concept of Compounding and Discounting.</p> | | 04 Hours |
| Module No. 2: INVESTMENT MANAGEMENT | | |
| <p>Investment Goals-Basic investment objectives-investment goals-time framing-assessing risk profile-concept of diversification-risk measurement tools.</p> <p>Investment and Saving Alternatives for a Common Investor: Insurance-Health, Life and Other General Insurance (Vehicle Insurance, Property Insurance etc). Retirement and Pension Plans-National Pension System, Atal Pension Yojana, PM-SYM Yojana, PMLV MY, PMKMDY etc., stocks, bonds, mutual funds. Investor Protection and Grievance Redressal.</p> | | 08 Hours |

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|---|------------------------|
| <p>Stock Markets: Primary Market and Secondary Market, Stock Exchanges, Stock Exchange Operations-Trading and Settlement, Demat Account, Depository and Depository Participants.</p> <p>Stock Selection: Fundamental Analysis-Economy Analysis, Industry Analysis and Company Analysis. Technical Analysis-Graphical Patterns, Candle-Stick Patterns, Indicator and Oscillators.</p> <p>Stock Return and Risk: Analysing risk and returns trade off-relationship-investment risk.</p> | |
| <p>Module No. 3: MUTUAL FUNDS AND FINANCIAL PLANNING ESSENTIALS</p> | |
| <p>Mutual Funds: Features of Mutual Funds, Mutual Fund History in India, Major funds houses in India and Mutual Fund Schemes. Types of Mutual Funds Plan. Net Asset Value.</p> <p>Criteria for Selection of Mutual Funds: Returns, Performance Measures- Sharpe, Treynor, Alpha, Beta and R Square.</p> <p>Financial Planning-Sample formats-integrating all the concepts learnt with a personal financial plan.</p> <p>Giving and Supporting-Family Support-Charitable giving-crowd sourcing for needs.</p> | <p>03 Hours</p> |
| <p>Module No. 4: PRACTICAL COMPONENT:</p> | |
| <p><u>Unit 1: Foundation of Finance</u></p> <ul style="list-style-type: none"> • Spreadsheet Modeling <ul style="list-style-type: none"> • IF Function • SUM Function • AVERAGE Function: INDEX, MATCH and VLOOKUPFunction: • RANK Function • SUMPRODUCT Function • MAX & MIN Function • ERRORS in Modeling (#VALUE!, #NAME?, #DIV/O!,#REF!, #NUM!, #NA) • PRESENT VALUE Functions • FUTURE VALUE Functions • ANNUITY Functions • PERPETUITY Functions • Statistical Functions in Excel • Financial Statements in Excel | <p>06 Hours</p> |

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|---|------------------------|
| <p><u>Unit 2: Investment Management</u></p> <ul style="list-style-type: none"> • Administering Risk Tolerance Tool • Group Presentations on Investment Alternatives (Advantages, Suitability and Limitations) • Demonstration of Stock Trading • Economy Analysis (www.tradingeconomics.com) • Industry Analysis (www.ibef.org) • Company Analysis (www.valueresearchonline.com) • Spreadsheet Modelling for Stock Valuation (Dividend Discount Model, Free Cash Flow Model and Relative Valuation) • Demonstration of Technical Analysis and Exercises (NSE - TAME) • Spreadsheet Modelling for calculating Stock Return, Risk and Beta | <p>15 Hours</p> |
| <p><u>Unit 3: Mutual Funds and Financial Planning Essentials</u></p> <ul style="list-style-type: none"> • Identification of Fund Houses in India, Schemes and Plans of each Mutual Fund House (www.amfiindia.in, www.valueresearchonline.com) • Exercises on Calculation of Net Asset Value • Demonstration of Mutual Fund Fact Sheet • Exercises on reading performance measures and selection of mutual funds. • Preparation of Financial Plan. | <p>06 hours</p> |
| <p>Skill Developments Activities:</p> <ol style="list-style-type: none"> 1. Prepare a Spreadsheet modeling using financial functions. 2. Prepare a group presentation on investment alternatives (advantages, sustainability and limitations) 3. Prepare a exercise on calculation of net asset value of mutual fund scheme. | |
| <p>Text Books:</p> <ol style="list-style-type: none"> 1. RBI Financial Education Handbook 2. Prasanna Chandra, Financial Management, Mc Graw Hill. 3. Aswath Damodaran, Corporate Finance, John Wiley & Sons Inc. 4. Pitabas Mohanty, Spreadsheet Skills for Finance Professionals, Taxmann Publications. 5. Fischer & Jordan, Security Analysis and Portfolio Management, Prentice Hall. 6. NSE Knowledge Hub, AI-powered Learning Experience Platform for BFSI 7. NSE Academy Certification in Financial Markets (NCFM) Modules: <ol style="list-style-type: none"> a. Macroeconomics for Financial Markets b. Financial Markets (Beginners Module) c. Mutual Funds (Beginners Module) d. Technical Analysis <p>Note: Latest edition of text books may be used.</p> | |

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|--|----|--------------------------------------|----|
| BBA 4.6 – Sports/ NCC/NSS/R&R(S&G) /Cultural (SEC-VB) | | | |
| Course Credits | 02 | Total Contact Hours | 30 |
| Internal Assessment Marks : 25+25 | | Semester End Examination Marks : Nil | |

Common syllabus for all UG Programmes

MANGALORE



UNIVERSITY

MANGALAGANGOTRI

Syllabus

Bachelor of Business Administration (BBA PROGRAMME)

As per NEP 2020 and as per resolutions of BOS on BBA held on 22-10-2021

**Department of Business Administration
(Faculty of Commerce)
Mangalore University, Mangalagangotri**

Bachelor of Business Administration

1. Programme Objectives:

The objectives of BBA Programme are:

- To impart knowledge of the fundamentals of Management theory and its application in problem solving.
- Select and apply appropriate tools for decision making required for solving complex managerial problems.
- To develop problem-solving skills through experiential learning and innovative pedagogy to ensure utilization of knowledge in professional careers.
- To develop sound knowledge of the entrepreneurial process and inculcate creativity and innovation among students.
- To produce industry ready graduates have highest regard for Personal & Institutional Integrity, Social Responsibility, Teamwork and Continuous Learning.
- To develop a positive attitude and life skills to become a multi faceted personality with a sense of environmental consciousness and ethical values.

2. Programme Outcomes (PO):

On successfully completing the program the student will be able to:

- Understand concepts and principles of management/business; identify the opportunities in the corporate environment and manage the challenges
- Demonstrate the knowledge of management science to solve complex corporate problems using limited resources. Display enhanced personality and soft skills
- Function effectively as an individual, and as a member or leader in diverse teams, and in multidisciplinary settings.
- Demonstrate entrepreneurial competencies
- Exhibit managerial skills in the areas of marketing, finance, HR, etc.
- Identify business opportunities, design and implement innovations in workspace.
- Possess a sturdy foundation for higher education

3. Program Specific Outcomes (PSO):

On the successful completion of B.B.A., the students will be able to:

PSO1: Acquire Practical learning through summer internship, industrial visit and Business Plan etc.

PSO2: Demonstrate analytical and problem-solving skills through specialization in Finance, Human Recourse, and Marketing to solve the business issues.

PSO3: Understand and develop the new dimensions of knowledge through open electives to cater the need of the industry.

PSO4: Comprehend the core concepts, methods and practices in management.

PSO5: Venture into his/her own business or excel in executive roles in private /government sector.

PSO6: Demonstrate the ability to create business plans

PSO7: Develop an understanding of business that reflects the moral responsibility of business to all relevant stakeholders and the natural environment.

PSO8: Matured Individuals and responsible Citizens to the country

PSO9: Demonstrate Ability to work in Groups

4. Structure of BBA Syllabus:

| First Semester BBA (Basic/Honors) | | | | | | | |
|---|---|----------------------------|--|------------|------------|--------------------|----------------|
| Course Code | Title of the Course | Category of Courses | Teaching Hours per Week (L + T + P) | SEE | CIE | Total Marks | Credits |
| Lang. 1.1 | Language - I | AECC | 3+1+0 | 60 | 40 | 100 | 3 |
| Lang. 1.2 | Language - II | AECC | 3+1+0 | 60 | 40 | 100 | 3 |
| BBA. 1.1 | Management Principles & Practice | DSCC | 4+0+0 | 60 | 40 | 100 | 4 |
| BBA. 1.2 | Fundamentals of Business Accounting | DSCC | 3+0+2 | 60 | 40 | 100 | 4 |
| BBA. 1.3 | Marketing Management | DSCC | 4+0+0 | 60 | 40 | 100 | 4 |
| BBA. 1.4 | Digital Fluency | SEC | 1+0+2 | 30 | 20 | 50 | 2 |
| BBA. 1.5 | Business Organization / Office Organization and Management | O E C | 3+0+0 | 60 | 40 | 100 | 3 |
| BBA. 1.6 | Health and Wellness + | SEC-VB | 0+0+2 | - | 25 | 25 | 1 |
| | Physical Education & Yoga | | 0+0+2 | - | 25 | 25 | 1 |
| | Total | | | 390 | 310 | 700 | 25 |
| Second Semester BBA (Basic/Honors) | | | | | | | |
| Course Code | Title of the Course | Category of Courses | Teaching Hours per Week (L + T + P) | SEE | CIE | Total Marks | Credits |
| Lang. 2.1 | Language - I | AECC | 3+1+0 | 60 | 40 | 100 | 3 |
| Lang. 2.2 | Language - II | AECC | 3+1+0 | 60 | 40 | 100 | 3 |
| BBA. 2.1 | Corporate Accounting & Reporting | DSCC | 3+0+2 | 60 | 40 | 100 | 4 |
| BBA. 2.2 | Human Resource Management | DSCC | 4+0+0 | 60 | 40 | 100 | 4 |
| BBA. 2.3 | Business Environment | DSCC | 4+0+0 | 60 | 40 | 100 | 4 |
| BBA. 2.4 | Environmental Studies | AECC | 2+0+0 | 30 | 20 | 50 | 2 |
| BBA. 2.5 | People Management / Retail Management | O E C | 3+0+0 | 60 | 40 | 100 | 3 |
| BBA. 2.6 | Physical Education-Sports | SEC-VB | 0+0+2 | - | 25 | 25 | 1 |
| BBA. 2.6 | NCC/NSS/R&R(S&G) /Cultural | SEC- VB | 0+0+2 | - | 25 | 25 | 1 |
| | Total | | | 390 | 310 | 700 | 25 |

EXIT OPTION WITH CERTIFICATION

Acronyms Expanded

| | |
|----------------|---|
| ➤ AECC | : Ability Enhancement Compulsory Course |
| ➤ DSC C | : Discipline Specific Core (Course) |
| ➤ SEC | : Skill Enhancement Course |
| ➤ SB/VB | : Skill Based/Value Based |
| ➤ OEC | : Open Elective Course |
| ➤ DSE | : Discipline Specific Elective |
| ➤ SEE | : Semester End Examination |
| ➤ CIE | : Continuous Internal Evaluation |
| ➤ L+T+P | : Lecture + Tutorial + Practical(s) |

Note:

1. One Hour of Lecture is equal to 1 Credit.
2. One Hour of Tutorial is equal to 1 Credit (Except Languages).
3. Two Hours of Practical is equal to 1 Credit.

Practical Classes may be conducted in the Business Lab or in Computer Lab or in Class room depending on the requirement. One batch of students should not exceed half (i.e., 30 or less than 30 students) of the number of students in each class/section. 2 Hours of Practical Class is equal to 1 Hour of Teaching, however, whenever it is conducted for the entire class (i.e., more than 30 students) 2 Hours of Practical Class is equal to 2 Hours of Teaching

5. Pedagogy:

In addition to Conventional Time-Tested Lecture Method, the following approaches may be adopted as and when found appropriate and required:

1. **Case Based Learning:** Practical exposure can be given to students through Case based learning/critical learning tool. It enhances skills of students in analyzing the organizational problems and learning to arrive at critical decisions. They learn to apply concepts, principles and analytical skills to solve the real situation problems.
2. **Experiential/Live Projects/Grass Root Projects:** To bridge the gulf between the theory and practice, the students have to be encouraged to take up experiential projects/Live Projects/Grass Root Projects in companies/organizations/factories.
3. **Team Spirit and Building:** To internalize the core curriculum, working in teams and developing team spirit is essential. Interdisciplinary learning across outside the faculty would help students in equipping with these skills.
4. **ICT enabled teaching with global touch:** With the use of modern ICT technology students' learning in class room marches towards digitization. Getting connected to people through e-mode who are located all over the world and who bring real-time insights from their industries, their customers, happenings in their local place and environment.
5. **Leadership Building:** Apart from developing a strong background in the functional areas of Commerce and Business, the Model Curriculum focuses on developing New Age Leadership capabilities among the students.
6. **Emphasis on Indian Business Models:** Over the past two decades, several Indian Business domains and organizations have made remarkable contribution in developing innovative business models by occupying a space in the global business scenario. The academia can make use of such examples in the pedagogy.

6. Suggestive Guidelines for Continuous Internal Evaluation and Semester End Examination.

The CIE and SEE will carry 40% and 60% weightage each, to enable the course to be evaluated for a total of 100 marks, irrespective of its credits. The evaluation system of the course is comprehensive & continuous during the entire period of the Semester. For a course, the CIE and SEE evaluation will be on the following parameters:

| Sl. No. | Parameters for the Evaluation | Marks |
|--|---|-----------|
| 1. Continuous Internal Evaluation (CIE) | | |
| A. | Continuous & Comprehensive Evaluation (CCE) | 15 Marks |
| B. | Internal Assessment Tests (IAT) | 25 Marks |
| Total of CIE (A+B) | | 40 Marks |
| 2. Semester End Examination (SEE) | | |
| C. | Semester End Examination (SEE) | 60 Marks |
| Total of CIE and SEE (A + B + C) | | 100 Marks |

a) **Continuous & Comprehensive Evaluation (CCE):** The CCE will carry a maximum of 15% weightage (15 marks) of total marks of a course. Before the start of the academic session in each semester, a faculty member should choose for his/her course, minimum of five of the following assessment methods with three (3.0) marks each:

- i. Individual Assignments
- ii. Seminars/Class Room Presentations/ Quizzes
- iii. Group Discussions /Class Discussion/ Group Assignments
- iv. Case studies/Case lets
- v. Participatory & Industry-Integrated Learning/ Field visits
- vi. Practical activities / Problem Solving Exercises
- vii. Participation in Seminars/ Academic Events/Symposia, etc.
- viii. Mini Projects/Capstone Projects
- ix. Any other academic activity

b) **Internal Assessment Tests (IAT):** The IAT will carry a maximum of 25% weightage (25 marks) of total marks of a course, under this component, two tests will have to be conducted in a semester for 25 marks each and the same is to be scaled down to 25 marks.

c) In case of 50 percentage of CIE weightage courses, faculty members can choose assessments methods accordingly for the required marks as mentioned above.

7. Suggestive Template for IAT

Internal Assessment Test
Bachelor of Business Administration (BBA)
Course Code: Name of the Course

Duration: 1 Hour

Total Marks: 25

SECTION-A

I. Answer any two of the following questions. (Questions are asked on Remembering)

(2 x 2= 4)

- 1.
- 2.
- 3.

SECTION- B

II. Answer any two of the following questions. (Questions are asked on Understanding and Applying)

(2 x5= 10)

- 4.
- 5.
- 6.

SECTION- C

III. Answer any one of the following questions. (Questions are asked on analyzing and evaluating)

(1x 11=11)

- 7.
- 8.

Note: Internal Test question papers format is prepared based on Revised Bloom's Taxonomy. (https://www.apu.edu/live_data/files/333/blooms_taxonomy_action_verbs.pdf)

8. Semester End Examination (SEE):

The Semester End Examination for all the courses for which students who get registered during the semester shall be conducted. SEE of the course shall be conducted after fulfilling the minimum attendance requirement as per the Universities/Institutes' norms.

Suggestive Template for SEE

Semester End Examination
Bachelor of Business Administration (BBA)
Course Code: Name of the Course

Duration: 3 Hours

Total Marks: 60

SECTION-A

Answer any five of the following questions. Each question carries 2 marks (5 x 2= 10)

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

SECTION- B

Answer any four of the following questions. Each question carries 5 marks (4 x5=20)

- 8.
- 9.
- 10.
- 11.
- 12.
- 13.
- 14.

SECTION- C

Answer any three of the following questions. Each question carries 10 marks
(3x 10=30)

- 15.
- 16.
- 17.
- 18.
- 19.

BBA FIRST SEMESTER

| | | |
|---|------------------------------|------------------------------------|
| Name of the Program: Bachelor of Business Administration (BBA) Course Code: BBA 1.1 Name of the Course: Management Principles & Practice | | |
| Course Credits | No. of Hours per Week | Total No. of Teaching Hours |
| 4 Credits | 4 Hrs | 56 Hrs |
| Pedagogy: Classrooms lecture, tutorials, Group discussion, Seminar, Case studies & field work etc., | | |
| Course Outcomes: On successful completion of the course, the Students will demonstrate <ul style="list-style-type: none"> • The ability to understand concepts of business management, principles and function of management. • The ability to explain the process of planning and decision making. • The ability to create organization structures based on authority, task and responsibilities. • The ability to explain the principles of direction, importance of communication, barrier of communication, motivation theories and leadership styles. • The ability to understand the requirement of good control system and control techniques. | | |
| Syllabus: | | Hours |
| Module No. 1: INTRODUCTION TO MANAGEMENT | | 10 |
| Introduction –Meaning, Evolution of management thought, Pre-Scientific Management Era, Classical Management Era, Neo-Classical Management Era, Modern Management Era; Nature and Characteristics of Management - Scope and Functional areas of Management; Management as a Science, Art or Profession; Management and Administration; Principles of Management. | | |
| Module No. 2: PLANNING AND DECISION MAKING | | 08 |
| Nature, Importance and Purpose of Planning - Planning Process; Objectives; Types of plans (Meaning only); Decision making- Importance and steps; MBO and MBE (Meaning only) | | |
| Module No. 3: ORGANIZING AND STAFFING | | 12 |
| Nature and purpose of Organization; Principles of Organizing; Delegation of Authority; Types of Organization - Departmentation, Committees; Centralization vs Decentralization of Authority and Responsibility, Span of Control; Nature and importance of Staffing | | |
| Module No. 4: DIRECTING AND COMMUNICATING | | 12 |
| Meaning and Nature of Direction, Principles of Direction; Communication - Meaning and Importance, Communication Process, Barriers to Communication, Steps to overcome Communication Barriers, Types of Communication; Motivation theories – Maslow’s Need Hierarchy Theory, Herzberg’s Two Factor Theory, Mc. Gregor’s X and Y theory. Leadership – Meaning, Formal and Informal Leadership, Characteristics of Leadership; Leadership Styles – Autocratic Style, Democratic Style, Participative Style, Laissez Faire Leadership Styles, Transition Leadership, Charismatic Leadership Style. | | |
| Module No. 5: COORDINATING AND CONTROLLING | | 10 |
| Coordination–Meaning, Importance and Principles. Controlling–Meaning and steps in controlling, Essentials of Effective Control system, Techniques of Control (in brief). | | |
| Module No. 6: BUSINESS SOCIAL RESPONSIBILITY AND MANAGERIAL ETHICS | | 04 |

Business Social Responsibility - Meaning, Arguments for and against Business Social Responsibility; Green management - Meaning, Green Management Actions; Managerial Ethics – Meaning - Importance of Ethics in Business, Factors that determine Ethical or Unethical behavior.

Skill Developments Activities:

1. Two cases on the above syllabus should be analyzed by the teacher in the classroom and the same needs to be recorded by the student in the Skill Development Book.
2. Draw different types of Organization structure.
3. Draw Control charts.

Text Books:

1. Stephen P. Robbins, Management, Pearson
2. Koontz and O'Donnell, Management, McGraw Hill.
3. L M Prasad, Principles of management, Sultan Chand and Sons
4. V.S.P Rao /Bajaj, Management process and organization, Excel Books.GH25
5. Appanniah and Reddy, Management, HPH.
6. T. Ramaswamy: Principles of Management, HPH.

Note: Latest edition of text books may be used.

| | | |
|--|------------------------------|------------------------------------|
| Name of the Program: Bachelor of Business Administration (BBA) | | |
| Course Code: BBA 1.2 | | |
| Name of the Course: Fundamentals of Business Accounting | | |
| Course Credits | No. of Hours per Week | Total No. of Teaching Hours |
| 4 Credits | 4 Hrs | 56 Hrs |
| Pedagogy: Classrooms lecture, tutorials, and problem solving. | | |
| Course Outcomes: On successful completion of the course, the Students will demonstrate | | |
| <ul style="list-style-type: none"> • Understand the framework of accounting as well accounting standards. • The Ability to pass journal entries and prepare ledger accounts • The Ability to prepare subsidiaries books • The Ability to prepare trial balance and final accounts of proprietary concern. • Construct final accounts through application of tally. | | |
| Syllabus: | | Hours |
| Module No. 1: INTRODUCTION TO FINANCIAL ACCOUNTING | | 08 |
| Introduction – Meaning and Definition – Objectives of Accounting – Functions of Accounting – Users of Accounting Information – Limitations of Accounting – Accounting Cycle - Accounting Principles – Accounting Concepts and Accounting Conventions. Accounting Standards – objectives-significance of accounting standards. List of Indian Accounting Standards. | | |
| Module No. 2: ACCOUNTING PROCESS | | 12 |
| Meaning of Double entry system - Process of Accounting - Kinds of Accounts - Rules - Transaction Analysis - Journal - Ledger - Balancing of Accounts - Trial Balance - Problems on Journal, Ledger Posting and Preparation of Trial Balance. | | |
| Module No. 3: SUBSIDIARY BOOKS | | 14 |
| Meaning - Significance - Types of Subsidiary Books -Preparation of Purchases Book, Sales Book, Purchase Returns Book, Sales Return Book, Bills Receivable Book, Bills Payable Book. Types of Cash Book- Simple Cash Book , Double Column Cash Book , Three Column Cash Book and Petty Cash Book(Problems only on Three Column Cash Book and Petty Cash Book), Bank Reconciliation Statement - Preparation of Bank Reconciliation Statement (Problems on BRS) | | |
| Module No. 4: FINAL ACCOUNTS OF PROPRIETARY CONCERN | | 10 |
| Preparation of Statement of Profit and Loss and Balance Sheet of a proprietary concern with special adjustments like depreciation, outstanding and prepaid expenses, outstanding and received in advance of incomes, provision for doubtful debts, drawings and interest on capital. | | |
| Module No. 5: ACCOUNTING SOFTWARE | | 12 |

Introduction-meaning of accounting software, types accounting software-accounting software Tally-Meaning of Tally software – Features - Advantages, Creating a New Company, Basic Currency information, other information, Company features and Inventory features. Configuring Tally - General Configuration, Numerical symbols, accounts/inventory info - master configuration -voucher entry configuration. Working in Tally: Groups, Ledgers, writing voucher, different types of voucher, voucher entry Problem on Voucher entry - Generating Basic Reports in Tally-Trail Balance, Accounts books, Cash Book, Bank Books, Ledger Accounts, Group Summary, Sales Register and Purchase Register, Journal Register, Statement of Accounts, and Balance Sheet.

Skill Developments Activities:

1. List out the accounting concepts and conventions.
2. Prepare a Bank Reconciliation Statement with imaginary figures
3. Collect the financial statement of a proprietary concern and record it.
4. Prepare a financial statement of an imaginary company using tally software.

Text Books:

1. Hanif and Mukherjee, Financial Accounting, Mc Graw Hill Publishers
2. Arulanandam & Raman; Advanced Accountancy, Himalaya Publishing House
3. S.Anil Kumar, V.Rajesh Kumar and B.Mariyappa–Fundamentals of Accounting, Himalaya Publishing House.
4. Dr. S.N. Maheswari, Financial Accounting, Vikas Publication
5. S P Jain and K. L. Narang, Financial Accounting, Kalyani Publication
6. Radhaswamy and R.L. Gupta, Advanced Accounting , Sultan Chand
7. M.C. Shukla and Goyal, Advanced Accounting, S Chand.

Note: Latest edition of text books may be used.

| | | |
|---|------------------------------|------------------------------------|
| Name of the Program: Bachelor of Business Administration (BBA) | | |
| Course Code: BBA 1.3 | | |
| Name of the Course: Marketing Management | | |
| Course Credits | No. of Hours per Week | Total No. of Teaching Hours |
| 4 Credits | 4 Hrs | 56 Hrs |
| Pedagogy: Classrooms lecture, tutorials, Group discussion, Seminar, Case studies & field work etc., | | |
| Course Outcomes: On successful completion of the course, the Students will demonstrate | | |
| <ul style="list-style-type: none"> • Understand the concepts and functions of marketing. • Analyse marketing environment impacting the business. • Segment the market and understand the consumer behaviour • Describe the 4 Ps of marketing and also strategize marketing mix • Describe 7 Ps of service marketing mix. | | |
| Syllabus: | | Hours |
| Module No. 1: INTRODUCTION TO MARKETING | | 10 |
| Meaning and Definition, Concepts of Marketing, Approaches to Marketing, Functions of Marketing. Recent trends in Marketing-E- business, Tele-marketing, M-Business, Green Marketing, Relationship Marketing, Concept Marketing, Digital Marketing, social media marketing and E-tailing (Meaning only). | | |
| Module No. 2: MARKETING ENVIRONMENT | | 10 |
| Micro Environment – The company, suppliers, marketing intermediaries competitors, public and customers; Macro Environment- Demographic, Economic, Natural, Technological, Political, Legal, Socio-Cultural Environment. | | |
| Module No. 3: MARKET SEGMENTATION AND CONSUMER BEHAVIOUR | | 10 |
| Meaning and Definition, Bases of Market Segmentation, Requisites of Sound Market Segmentation; Consumer Behavior-Factors influencing Consumer Behavior; Buying Decision Process. | | |
| Module No. 4: MARKETING MIX | | 20 |
| Meaning, Elements of Marketing Mix (Four P's) – Product, Price, Place, Promotion. Product-Product Mix, Product Line, Product Lifecycle, New Product Development, Reasons for Failure of New Product, Branding, Packing and Packaging, Labeling, Pricing – Objectives, Factors influencing Pricing Policy, Methods of Pricing; Physical Distribution–Meaning, Factors affecting Channel Selection, Types of Marketing Channels. Promotion – Meaning and Significance of Promotion, Personal Selling and Advertising (Meaning Only) | | |
| Module No. 5: SERVICES MARKETING | | 06 |
| Meaning and definition of services, difference between goods and services, features of services, seven P's of services marketing (concepts only). | | |

Skill Developments Activities:

1. Two cases on the above syllabus should be analyzed and recorded in the skill development
2. Design a logo and tagline for a product of your choice
3. Develop an advertisement copy for a product.
4. Prepare a chart for distribution network for different products.

Text Books:

1. Philip Kotler, Marketing Management, Prentice Hall.
2. Lovelock Christopher, Services Marketing: People, Technology, Strategy, PHI
3. William J. Stanton, Michael J. Etzel, Bruce J Walker, Fundamentals of Marketing, McGraw Hill Education.
4. Bose Biplab, Marketing Management, Himalaya Publishers.
5. J.C. Gandhi, Marketing Management, Tata McGraw Hill.
6. Ramesh and Jayanti Prasad: Marketing Management, I.K. International
7. Sontakki, Marketing Management, Kalyani Publishers.
8. P N Reddy and Appanniah, Marketing Management

Note: Latest edition of text books may be used.

| BBA 1.4 – Digital Fluency (SEC) | | | |
|--|----|-------------------------------------|----|
| Course Credits | 02 | Total Contact Hours | 30 |
| Internal Assessment Marks : 20 | | Semester End Examination Marks : 30 | |

Common Syllabus for all UG Programmes

| | | |
|--|------------------------------|------------------------------------|
| Name of the Program: Bachelor of Business Administration (BBA) Course Code: BBA 1.5 (OEC) Name of the Course: Business Organization | | |
| Course Credits | No. of Hours per Week | Total No. of Teaching Hours |
| 3 Credits | 3 Hrs | 45 Hrs |
| Pedagogy: Classrooms lecture, tutorials, Group discussion, Seminar, Case studies & field work etc., | | |
| Course Outcomes: On successful completion of the course, the Students will demonstrate: <ul style="list-style-type: none"> • An understanding of the nature, objectives and social responsibilities of business • An ability to describe the different forms of organisations • An understanding of the basic concepts of management • An understanding of functions of management. • An understanding of different types of business combinations | | |
| Syllabus: | | Hours |
| Module No. 1: INTRODUCTION TO BUSINESS | | 10 |
| Business: Meaning, Nature, Scope and Social responsibility of Business, Objectives, Essentials of successful business; Functional areas of business. Concept of Business Organisation. | | |
| Module No. 2: FORMS OF BUSINESS ORGANIZATION: | | 12 |
| Sole proprietorship: Definitions, Features, Merits and Demerits. Partnership: Definitions, partnership deed, Features, Merits and Demerits. Joint Stock Company: Definitions, Features, Merits and Demerits. Co- operatives: Definitions, Features, Merits and Demerits. | | |
| Module No. 3: PUBLIC ENTERPRISES | | 08 |
| Departmental Undertaking: Definitions, Features, Merits and Demerits. Public Corporations: Definitions, Features, Merits and Demerits. Government Companies: Definitions, Features, Merits and Demerits | | |
| Module No. 4: BUSINESS COMBINATIONS | | 08 |
| Meaning Definitions, Causes, Types, Forms, merits and demerits of Business Combinations, Recent Trends in Business Combinations. | | |
| Module No 5: MANAGEMENT OF ORGANIZATIONS | | 07 |
| Management- Meaning, Definitions, Difference between Management and Administration, Levels of Management, Objectives of Management, Functions of management- planning, organizing, staffing, directing, coordinating, controlling, Principles of Management. | | |
| Skill Developments Activities: <ol style="list-style-type: none"> 1. Preparation of partnership deed 2. Draw a business tree 3. Make a list of 10 PSUs 4. Prepare a list of different types of business combinations | | |

Text Books:

1. C B. Gupta - Business Organisation and Management, Sultan Chand & Sons.
2. Dr. S. C. Saxena - Business Administration & Management, Sahitya Bhawan.
3. Y K. Bhushan. Fundamentals of Business Organisation and Management, Sultan Chand & Sons.
4. R K. Sharma, Business – Organisations and Management, Kalyani Publishers.
5. I.M. Sahai, Padmakar Asthana - Business Organisation & Administration, Sahitya Bhawan Publications, Agra

| | | |
|--|------------------------------|------------------------------------|
| Name of the Program: Bachelor of Business Administration (BBA) | | |
| Course Code: BBA 1.5 | | |
| Name of the Course: Office Organization and Management (OEC) | | |
| Course Credits | No. of Hours per Week | Total No. of Teaching Hours |
| 3 Credits | 3 Hrs | 45 Hrs |
| Pedagogy: Classrooms lecture, tutorials, Group discussion, Seminar, Case studies & field work etc., | | |
| Course Outcomes: On successful completion of the course, the Students will demonstrate | | |
| <ul style="list-style-type: none"> a) An understanding of basic knowledge of office organisation and management b) Demonstrate skills in effective office organisation c) Ability to maintain office records d) Ability to maintain digital record. e) Understanding of different types of organisation structures and responsibilities as future office managers. | | |
| Syllabus: | | Hours |
| Module No. 1: FUNDAMENTALS OF OFFICE MANAGEMENT | | 08 |
| <p>Introduction: Meaning, importance and functions of modern office</p> <p>Modern Office Organisation: Meaning; Steps in office organisation; Principles of Office organisation, Organisation structure types,</p> <p>Nature of office services: Types of services in a modern office, decentralisation and centralisation of office services, Departmentation of Office</p> <p>Office management: Meaning, Elements and major processes of Office management</p> <p>Office Manager: Functions and qualifications of Office manager.</p> | | |
| Module No. 2: ADMINISTRATIVE ARRANGEMENT AND FACILITIES | | 07 |
| <p>Office Accommodation and its Importance: Location of Office, Choice of Location: Urban vs Suburban, Factors to be Considered in Selecting the Site, Securing Office Space,</p> <p>Office Lay-out: Objectives of Office Lay-out, Principles of Office Lay-out, Steps in Lay-out Planning, Advantages of a Good Lay-out.</p> <p>Types of offices: Open Office and Private Office- advantages and disadvantages.</p> | | |
| Module No. 3: OFFICE ENVIRONMENT | | 10 |
| <p>Meaning and Components of Office Environment: Interior Decoration, Colour Conditioning, Floor Coverings, Furnishings,</p> <p>Furniture and Fixtures: Types of Furniture, Choice between Wooden and Steel Furniture, Principles Governing Selection of Furniture</p> <p>Lighting and Ventilation,</p> <p>Noise: Internal Noise, External Noise</p> <p>Cleanliness, Sanitation and Health Safety and Security</p> | | |
| Module No. 4: RECORDS MANAGEMENT | | 10 |

Introduction to records: Importance of Records, types of office records,
 Records Management: Meaning, Principles of Record Keeping, Functions of 'Records Management
 Filing: Elements of Filing and Filing Functions, Objectives and Importance of Filing, Advantages of Filing, Essentials of a Good Filing System, Classification of Files, Filing Procedure or Routine.

Filing Methods: Horizontal Filing -meaning, types and advantages, Vertical Filing- meaning, equipment used, advantage and disadvantages.
 Centralisation and Decentralisation of Filing- Centralised filing and Decentralised Filing Office manual: contents, Importance, types of office manuals.
 Indexing: Meaning, importance, advantages and essentials of good indexing, type of index Retention and disposal of files: Meaning and benefits of record retention, need for disposal of files, life-cycle stages of files.

| | |
|---|-----------|
| Module No. 5: OFFICE MECHANISATION AND DATA PROCESSING | 10 |
|---|-----------|

Meaning, Importance and Objectives of Office Mechanisation, Advantages and disadvantages of Office Mechanisation, Factors Determining Office Mechanisation
 Kinds of Office Machines: Duplicating Machines and Photocopying Machines, Accounting, tabulating and computing machines, communication machines
 Introduction to Data and Information: Distinction between Data and Information, Importance of Data and Information, Classification of Data, Classification of Information, Data Lifecycle (chart), Data Collection Methods- Primary and secondary data collection methods
 Data presentation Methods of Presentation of Data
 Data processing using computers: Components of Computers, Input and Output Devices, Software used in Computers (names and uses only), Computer Applications in Office' Management, Advantages and Limitations of Computerisation

- Skill Developments Activities:**
1. Visit an office and enlist the different types of machines used in the office
 2. Identify the different types of stationery used in offices today
 3. Draw a data life cycle chart
 4. Draw charts indicating different types of office layouts.

Text Books:

1. S.P Arora, Office Organisation and Management, Vikas Publishing House Pvt Ltd
2. M.E Thakuram Rao, Office organisation and Management, Atlantic
3. Judith Read, Mary Lea Ginn, Record Management, 10th Edition, Cengage Learning.

Note: Latest edition of text books may be used.

| | | | |
|--|----|--------------------------------------|----|
| BBA 1.6 – Physical Education- Yoga/Health and Wellness (SEC-VB) | | | |
| Course Credits | 02 | Total Contact Hours | 30 |
| Internal Assessment Marks: 25+25 | | Semester End Examination Marks : Nil | |

Common Syllabus for all UG Programmes

BBA SECOND SEMESTER

| | | |
|---|------------------------------|------------------------------------|
| Name of the Program: Bachelor of Business Administration (BBA) Course Code: BBA 2.1 Name of the Course: Financial Accounting and Reporting | | |
| Course Credits | No. of Hours per Week | Total No. of Teaching Hours |
| 4 Credits | 4 Hrs | 56 Hrs |
| Pedagogy: Classrooms lecture, tutorials, and Problem Solving. | | |
| Course Outcomes: On successful completion of the course, the Students will demonstrate <ul style="list-style-type: none"> • The ability to prepare final accounts of partnership firms • The ability to understand the process of public issue of shares and accounting for the same • The ability to prepare final accounts of joint stock companies. • The ability to prepare and evaluate vertical and horizontal analysis of financial statements • The ability to understand company's annual reports. | | |
| Syllabus: | | Hours |
| Module No. 1: FINAL ACCOUNTS OF PARTNERSHIP FIRM | | 10 |
| Meaning of Partnership Firm, Partnership deed-clauses in partnership deed, Preparation of Final accounts of partnership firm-Trading and Profit and Loss Account, Profit and Loss Appropriation Account, Partners capital account and Balance sheet. Goodwill- Nature, Factors influencing goodwill and methods of valuation of goodwill (Average and super profit methods) | | |
| Module No. 2: ISSUE OF SHARES | | 08 |
| Meaning of Share, Types of Shares – Preference shares and Equity shares – Issue of Shares at par, at Premium, at Discount: Pro-Rata Allotment; Journal Entries relating to issue of shares; Preparation of respective ledger accounts; Preparation of Balance Sheet in the Vertical form (Practical Problems). | | |
| Module No. 3: FINAL ACCOUNTS OF JOINT STOCK COMPANIES | | 12 |
| Statutory Provisions regarding preparation of Company Final Accounts – Treatment of Special Items, Managerial Remuneration, Tax deducted at source, Advance payment of Tax, Provision for Tax, Depreciation, Interest on debentures, Dividends, Rules regarding payment of dividends, Transfer to Reserves, Preparation of Profit and Loss Account and Balance Sheet (Vertical Form Schedule -III) (Practical Problems). | | |
| Module No. 4: FINANCIAL STATEMENTS ANALYSIS | | 12 |
| Comparative Statements - Comparative Income Statement, Comparative Balance Sheet; Common size Statements – Common Size Income Statement, Common Size Balance Sheet – Trend Percentages. (Analysis and Interpretation) | | |
| Module No. 5: CORPORATE FINANCIAL REPORTING PRACTICES | | 10 |

Corporate Financial Reporting - meaning, types, characteristics of Corporate financial report, users of corporate financial report; Components corporate financial report– general corporate information, financial highlights, letter to the shareholders from the CEO, management's discussion and analysis; Financial Statements-balance sheet, income statement, cash flow statement, and notes to the financial statements; Auditor's report; Significant Accounting Policies; Corporate Governance Report; Corporate Social Responsibility Report (Discuss only Role and Significance of above components of corporate financial report).

Skill Developments Activities:

1. Collect financial statement of a company for five years and analyse the same using trend analysis.
2. Refer annual reports of two companies and list out the components.
3. Draft a partnership deed as per Partnership Act.
4. List out the accounting policies in annual report of the company

Text Books:

1. Maheshwari S.N &Maheshwari S.K., Advanced Accountancy, Vikas Publication House Pvt. Ltd.
2. Jain and Narang, Advanced Accountancy, Kalyani Publications.
3. R. L. Gupta, Principles and Practice of Accountancy, Sultan Chand & Sons.
4. D. Chandra Bose, Advanced Accounting II, PHI Learning Pvt. Ltd.
5. M.C Shukla, T.S Grewal and S.C Gupta, Advanced Accounts II, Chand & Company.
6. Basu& Das, Advanced Accountancy, Vikas Publication House Pvt Ltd.
7. Arulanandam M.A. and Raman K.S., Advanced Accountancy, Himalaya Publishing House.

Note: Latest edition of text books may be used.

| | | |
|---|------------------------------|------------------------------------|
| Name of the Program: Bachelor of Business Administration (BBA) | | |
| Course Code: BBA 2.2 | | |
| Name of the Course: Human Resource Management | | |
| Course Credits | No. of Hours per Week | Total No. of Teaching Hours |
| 4 Credits | 4 Hrs | 56 Hrs |
| Pedagogy: Classroom's lecture, tutorials, Group discussion, Seminar, Case studies & field work etc., | | |
| Course Outcomes: On successful completion of the course, the students will be able to demonstrate | | |
| <ul style="list-style-type: none"> • Ability to describe the role and responsibility of Human resources management functions on business • Ability to describe HRP, Recruitment and Selection process • Ability to describe to induction, training, and compensation aspects. • Ability to explain performance appraisal and its process. • Ability to demonstrate Employee Engagement and Psychological Contract. | | |
| Syllabus: | | Hours |
| Module No. 1: INTRODUCTION TO HUMAN RESOURCE MANAGEMENT | | 10 |
| Meaning and Definition of HRM – Features Objectives, Differences between Human Resource Management and Personnel Management, Importance, Functions and Process of HRM, Role of HR Manager, Trends influencing HR practices | | |
| Module No. 2: HUMAN RESOURCE PLANNING, RECRUITMENT & SELECTION | | 14 |
| Human Resource Planning: Meaning and Importance of Human Resource Planning, Process of HRP HR Demand Forecasting- Meaning and Techniques (Meanings Only) and HR supply forecasting. Succession Planning – Meaning and Features Job Analysis: Meaning and Uses of Job Analysis, Process of Job Analysis – Job Description, Job Specification, Job Enlargement, Job Rotation, Job Enrichment (Meanings Only) Recruitment – Meaning, Methods of Recruitment, Factors affecting Recruitment, Sources of Recruitment Selection – Meaning, Steps in Selection Process, Psychometric tests for Selection, Barriers to effective Selection, Making Selection effective; Placement, Gamification – Meaning and Features. | | |
| Module No. 3: INDUCTION, TRAINING AND COMPENSATION | | 10 |
| Induction: Meaning, Objectives and Purpose of Induction, Problems faced during Induction, Induction Program Planning. Training: Need for training, Benefits of training, Assessment of Training Needs and Methods of Training and Development; Kirkpatrick Model; Career Development. Compensation: Direct and Indirect forms of Compensation (Meaning Only), Compensation Structure. | | |
| Module No. 4: PERFORMANCE APPRAISAL, PROMOTION & TRANSFERS | | 14 |

Performance appraisal: Meaning and Definition, Objectives and Methods of Performance Appraisal – Uses and Limitations of Performance Appraisal, Process of Performance Appraisal
Promotion: Meaning and Definition of Promotion, Purpose of Promotion, Basis of Promotion.
Transfer: Meaning of Transfer, Reasons for Transfer, Types of Transfer, Right Sizing of Work Force, Need for Right Sizing

Module No. 5: EMPLOYEE ENGAGEMENT AND PSYCHOLOGICAL CONTRACT

08

Employee Engagement (EE): Meaning and Types of EE, Drivers of Engagement - Measurement of EE, Benefits of EE.
Psychological contract: Meaning and features.

Skill Developments Activities:

1. Preparation of Job Descriptions and Job specifications for a Job profile
2. Choose any MNC and present your observations on training program
3. Develop a format for performance appraisal of an employee.
4. Discussion of any two Employee Engagement models.
5. Analysis of components of pay structure based on the CTC sent by the Corporate to the institute for the various jobs of different sectors.

Textbooks:

1. Aswathappa, Human Resource Management, McGraw Hill
2. Edwin Flippo, Personnel Management, McGraw Hill
3. C.B.Mamoria, Personnel Management, HPH
4. Subba Rao, Personnel and Human Resources Management, HPH
5. Reddy & Appanniah, Human Resource Management, HPH
6. Madhurimalal, Human Resource Management, HPH
7. S.Sadri & Others: Geometry of HR, HPH
8. Rajkumar: Human Resource Management I.K. Intl
9. Michael Porter, HRM and Human Relations, Juta & Co.Ltd.
10. K. Venkataramana, Human Resource Management, SHBP Chartered Accountants of India, New Delhi.

Note: Latest edition of textbooks may be used.

| | | |
|---|------------------------------|------------------------------------|
| Name of the Program: Bachelor of Business Administration (BBA) Course Code: BBA 2.3 Name of the Course: BUSINESS ENVIRONMENT | | |
| Course Credits | No. of Hours per Week | Total No. of Teaching Hours |
| 4 Credits | 4 Hrs | 56 Hrs |
| Pedagogy: Classrooms lecture, tutorials, Group discussion, Seminar, Case studies. | | |
| Course Outcomes: On successful completion Student will demonstrate <ul style="list-style-type: none"> • An Understanding of components of business environment. • Ability to analyse the environmental factors influencing business organisation. • Ability to demonstrate Competitive structure analysis for select industry. • Ability to explain the impact of fiscal policy and monetary policy on business. • Ability to analyse the impact of economic environmental factors on business. | | |
| Syllabus: | | Hours |
| Module No. 1: INTRODUCTION BUSINESS ENVIRONMENT | | 12 |
| Meaning of business, scope and objectives Business, business environment, Micro and Macro-environment of business (social, cultural, economic, political, legal technological and natural) Impact of these factors on decision making in business, Environmental analysis, and Competitive structure analysis of Business. | | |
| Module No. 2: GOVERNMENT AND LEGAL ENVIRONMENT | | 16 |
| Government Functions of the State, Economic role of government, State intervention in business- reasons for and types of state intervention in business. Impact of Monetary policy, Fiscal policy, Exim policy and industrial policy on business. Legal environment - Various laws affecting Indian businesses. | | |
| Module No. 3: ECONOMIC ENVIRONMENT AND GLOBAL ENVIRONMENT | | 13 |
| An overview of economic environment, nature of the economy, structure of economy, factors affecting economic environment. Globalisation of business; meaning and dimensions, stages, essential conditions of globalisation, foreign market entry strategies, merits and demerits of globalisation of business, Impact of Globalisation on Indian businesses, Forms of globalisation of businesses- MNCs, TNCs etc. | | |
| Module No. 4: TECHNOLOGICAL ENVIRONMENT | | 10 |
| Meaning and features; types of innovation, Impact of Technological changes on business, Technology and Society, Technological Acquisition modes, IT revolution and business, Management of Technology. | | |
| Module No. 5: NATURAL ENVIRONMENT | | 05 |
| Meaning and nature of physical environment. Impact of Natural environment on business. | | |

Skill Developments Activities:

- a) List out key features of recent Monetary policy published by RBI impacting businesses.
- b) Give your observation as to how technology has helped society.
- c) Draft Five Forces Model for Imaginary business.
- d) Identify the benefits of Digital transformation in India.

Text Books:

1. Dr. K Ashwatappa: Essentials Of Business Environment
2. Sundaram & Black: The International Business Environment; Prentice Hall
3. Chidambaram: Business Environment; Vikas Publishing
4. Upadhyay, S: Business Environment, Asia Books
5. Chopra, BK: Business Environment in India, Everest Publishing
6. Suresh Bedi: Business Environment, Excel Books
7. Economic Environment of Business by M. Ashikary.
8. Business Environment by Francis Cherrinulam

Note: Latest edition of text books may be used.

| BBA 2.4 – Environment Studies (AECC) | | | |
|---|----|-------------------------------------|----|
| Course Credits | 02 | Total Contact Hours | 30 |
| Internal Assessment Marks : 20 | | Semester End Examination Marks : 30 | |

Common Syllabus for all UG Programmes

| | | |
|--|------------------------------|------------------------------------|
| Name of the Program: Bachelor Business Administration (BBA) Course Code: BBA.2.5 (OEC) Name of the Course: People Management | | |
| Course Credits | No. of Hours per Week | Total No. of Teaching Hours |
| 3 Credits | 3 Hrs | 45 Hrs |
| Pedagogy: Classroom's lecture, tutorials, Group discussion, Seminar, Case studies. | | |
| Course outcome: On successful completion of the course, student will demonstrate: <ol style="list-style-type: none"> 1. Ability to examine the difference between People Management with Human resource Management 2. Ability to explain the need for and importance of People Management. 3. Ability to explain role of manager in different stages of performance management process 4. Ability to list modern methods of performance and task assessment. 5. Ability to analyse the factors influencing the work life balance of an working individual. | | |
| Syllabus: | | Hours |
| Module No. 1: INTRODUCTION TO PEOPLE MANAGEMENT | | 06 |
| Diversity in organisation: age, gender, ethnicity, race, and ability. People Management: Meaning, Features, Significance of people management, Difference between People Management and Human Resource Management, impact of individual and organizational factors on people management. | | |
| Module No. 2: GETTING WORK DONE AND ASSESSMENT AND EVALUATION | | 12 |
| Getting work done: Challenges of getting work done, significance of prioritization and assigning work to team members. Performance Management: meaning, role of a manager in the different stages of the performance management process, Types of Performance assessment, Assessment and Evaluation Process of evaluation of tasks in the organisation. Modern tools of assessment and evaluation of tasks and performance. | | |
| Module No. 3: BUILDING PEER NETWORKS AND ESSENTIALS OF COMMUNICATION | | 12 |
| Building Peer Networks: Understanding the importance of peer networks in an organization; being able to influence those on whom you have no authority; challenges Peer networking and different types of people networking in the workplace. Essentials of Communication: Concept of the communication process with reflection on various barriers to effective communication and ways to overcome, Types of Communication and Channels of Communication. | | |
| Module No. 4: MOTIVATION | | 08 |
| Meaning, Importance and need for motivation, team motivation- meaning, importance team motivation, types of Motivators and Modern methods of motivation | | |
| Module No. 5: MANAGING SELF | | 07 |

Reflection on what does it mean to be a people manager; building a personal development plan for oneself, Self-Stress Management: Causes for stress, work life Balance, Importance of Work life balance, Factors influencing Work life Balance.

Skill Developments Activities:

1. Analyse two cases on any of the above content indicated above.
2. List out the modern tools to performance assessment and evaluation.
3. Conduct a survey of work life balance of working individuals
4. Draft a Career development of working individual in the middle level management.

Text Books:

1. Mc. Shane, Steven L. and Mary Ann Von Glinow, Organizational Behavior: Emerging Knowledge and Practice for the Real World. McGraw-Hill, latest edition, ISBN: 0-07-115113-3.
2. Bernardin, H. John and Joyce E. A. Russell. Human Resource Management: An Experiential Approach. McGraw-Hill, 6/e. ISBN: 0078029163
3. Argyris, C. (1974). Personality vs. Organization. Organizational Dynamics. Vol. 3. No. 2, Autumn.
4. Blume, B. Baldwin, T. and Ryan, K. (2013). Communication Apprehension. A barrier to students leadership, adaptability and multicultural appreciation. Academy of Management Learning & Education, Jun, Vol. 12 Issue 2, p158-172.
5. Colquitt, J.A., LePine, J.A., & Wesson, M.J. (2009) Organizational Behavior: Improving Performance and Commitment in the Workplace (International edition). New York: McGraw-Hill.
6. Goleman, D. (1998). Working with Emotional Intelligence. Bantam Books,

Note: Latest edition of text books may be used.

| | | |
|---|------------------------------|------------------------------------|
| Name of the Program: Bachelor of Business Administration (BBA) | | |
| Course Code: BBA 2.5 (OEC) | | |
| Name of the Course: RETAIL MANAGEMENT | | |
| Course Credits | No. of Hours per Week | Total No. of Teaching Hours |
| 3 Credits | 3 Hrs | 45 Hrs |
| Pedagogy: Classroom's lecture, tutorials, Group discussion, Seminar, Case studies. | | |
| Course Outcomes: On successful completion Student will demonstrate ; | | |
| <ul style="list-style-type: none"> a) An understanding of the types and forms of Retail business. b) Ability to examine Consumer Behaviour in various environments. c) Ability to analyse various Retail operations and evaluate them. d) Ability to analyse various marketing mix elements in retail operations. e) An understanding of Information Technology in retail business. | | |
| Syllabus: | | Hours |
| Module No. 1: INTRODUCTION TO RETAIL BUSINESS | | 08 |
| Definition – functions of retailing - types of retailing – forms of retail business ownership. Retail theories – Wheel of Retailing – Retail life cycle. Retail business in India: Influencing factors – present Indian retail scenario. | | |
| Module No. 2: CONSUMER BEHAVIOUR IN RETAIL BUSINESS | | 08 |
| Buying decision process and its implication on retailing – Influence of group and individual factors, Customer shopping behaviour, Customer service and customer satisfaction. | | |
| Module No. 3: RETAIL OPERATIONS | | 08 |
| Factors influencing location of Store - Market area analysis – Trade area analysis – Rating Plan method - Site evaluation. Retail Operations: Stores Layout and visual merchandising, Stores designing, Space planning, Inventory management, Merchandise Management, Category Management. | | |
| Module No. 4: RETAIL MARKETING MIX | | 14 |
| Introduction -Product: Decisions related to selection of goods (Merchandise Management revisited) – Decisions related to delivery of service. Pricing: Influencing factors – approaches to pricing – price sensitivity - Value pricing – Markdown pricing. Place: Supply channel – SCM principles – Retail logistics – computerized replenishment system – corporate replenishment policies. Promotion: Setting objectives – communication effects - promotional mix. | | |
| Module No. 5: INFORMATION TECHNOLOGY IN RETAILING | | 07 |
| Non store retailing (e-retailing) - The impact of Information Technology in retailing - Integrated systems and networking – EDI – Bar coding – Electronic article surveillance – Electronic shelf labels – Customer database management system. | | |
| Skill Developments Activities: | | |
| <ol style="list-style-type: none"> 1. Draw a retail life cycle chart and list the stages 2. Draw a chart showing a store operations 3. List out the major functions of a store manager diagrammatically 4. List out the current trends in e-retailing 5. List out the Factors Influencing in the location of a New Retail outlet | | |
| Text Books: | | |

1. Suja Nair; Retail Management, HPH
2. Karthic – Retail Management, HPH
3. S.K. Poddar & others – Retail Management, VBH.
4. R.S Tiwari ; Retail Management, HPH

Note: Latest edition of text books may be used.

| | |
|---|--------------------------------------|
| BBA 2.6 – Physical Education-Sports/ NCC/NSS/R&R(S&G) /Cultural (SEC-VB) | |
| Course Credits | 02 |
| Total Contact Hours | 30 |
| Internal Assessment Marks : 25+25 | Semester End Examination Marks : Nil |

Common Syllabus for all UG Programmes



Government of Karnataka

Curriculum Framework for Undergraduate

**V and VI Semester Model Syllabus
for BA
HISTORY**

Submitted to

Vice Chairman

Karnataka State Higher Education Council
s30, Prasanna Kumar Block, Bengaluru City University Campus,
Bengaluru, Karnataka – 560009

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Sd/-
Subject Committee Chairperson

List of Subject Expert Committee Members

| SN | Name & Organization | Designation |
|----|---|--------------------|
| 1 | Dr. Loksha (AI&E) (9742916338) Professor, Karnatak University, Dharwad | Chairman |
| 2 | Dr. S. Nagarathnamma (9448561441) Professor, Bangalore University, Bengaluru | Member |
| 3 | Dr. K.L.N. Murthy (9448443235) Professor, RCU P.G. Centre, Vijayapura | Member |
| 4 | Dr. Anuradha (9740793911) Professor, Maharani Cluster University, Bengaluru | Member |
| 5 | Dr. Shivasharanappa Biradar (9448577611)) Assoc. Professor, GFGC, Aland, Bidar Dist. | Member |
| 6 | Dr. Balakrishna Hegde (9448181492) Kamala Nehru National College for Women, Shivamogga | Member |
| 7 | Dr. Ramesh Karnataka higher Education Council | Member Convener |

Structure for History Discipline

| Core paper no. | Paper Title | Credit | No. of Teaching Hours/ Week | Total Marks/ Assessment |
|--------------------|--|--------|-----------------------------|-------------------------|
| V Semester | | | | |
| DSC-9 | History of Western Civilisation – (6BC-1200 AD) | 4 | 4 | 100 (60+40) |
| DSC-11 | History of European 1789 to 1945 AD | 4 | 4 | 100 (60+40) |
| DSC-12 | Contemporary History of India from 1947-1990s | 4 | 4 | 100 (60+40) |
| VI Semester | | | | |
| DSC13 | History of Freedom Movement and Unification in Karnataka | 4 | 4 | 100 (60+40) |
| DSC14 | History of India. (CE1761-CE 1857) | 4 | 4 | 100 (60+40) |
| DSC16 | Process of Urbanization in India | 4 | 4 | 100 (60+40) |

Course Articulation Matrix: Mapping of Course Outcomes (COs) with Program Outcomes (POs 9-16)

| Programme Outcome | DSC-9 | DSC-10 | DSC-11 | DSC-12 | DSE-1 | DSC-13 | DSC-14 | DSC-15 | DSC-16 | DSE-2 |
|---|--------------|---------------|---------------|---------------|--------------|---------------|---------------|---------------|---------------|--------------|
| Disciplinary knowledge | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y |
| Professional skills | Y | Y | Y | Y | - | Y | Y | Y | Y | Y |
| Application of skills to chosen specialization | Y | Y | Y | Y | Y | Y | Y | Y | Y | - |
| Experimental learning and critical thinking | Y | Y | Y | Y | Y | Y | - | Y | Y | - |
| Application on to administration related problems | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y |
| Knowledge of resources and social media | Y | Y | Y | Y | - | Y | Y | Y | Y | Y |
| Skills in scientific writing and effective presentation | Y | Y | Y | Y | - | - | - | Y | Y | - |
| Critical evaluation of theoretical approaches | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y |





Government of Karnataka

Model Curriculum

| Course Title: History of Western Civilisation - (6BC- 1200 AD) | |
|---|--|
| Semester: 5 | Course Code: DSC-9 |
| Total Contact Hours: 60 | Course Credits: 4 |
| No. of Teaching Hours/Week:4 | Duration of ESA/Exam:2 Hours |
| Formative Assessment Marks: 40 | Summative Assessment Marks: 60+40=100 |

Course Objectives:

Western civilization traces its roots back to Europe and the Mediterranean. It is linked to ancient Greece, the Roman Empire and Medieval Western Christendom which emerged during the Middle Ages and experienced such transformative episodes as the development of Scholasticism, the Renaissance, the Reformation, the Enlightenment, the Industrial Revolution, the Scientific Revolution, and the development of liberal democracy. The civilizations of Classical Greece and Ancient Rome are considered seminal periods in Western history.

Major cultural contributions also came from the Christianized Germanic peoples, such as the Franks, the Goths, and the Burgundians. Charlemagne founded the Carolingian Empire and he is referred to as the "Father of Europe. Contributions also emerged from pagan peoples of pre-Christian Europe, such as the Celts and Germanic pagans as well as some significant religious contributions derived from Judaism and Hellenistic Judaism stemming back to Second Temple Judea, Galilee, and the early Jewish diaspora; and some other Middle Eastern influences.

Western Christianity has played a prominent role in the shaping of Western civilization, which throughout most of its history, has been nearly equivalent to Christian culture. (There were Christians outside of the West, such as China, India, Russia, Byzantium and the Middle East). Western civilization has spread to produce the dominant cultures of modern Americas and Oceania, and has had immense global influence in recent centuries in many ways.

Learning Outcome:

At the end of the Course the students Shall –

Students will relate the History of Western civilization to that of other regions of the world.

1. Students will compare the evolution of intellectual, cultural and technological exchange of different regions.
2. Students will understand the diffusion of ideas and culture of western civilization.

| Unit | Contents of Course- DSC-9 | 60 Hours |
|-----------------|---|-----------------|
| Unit-I | <p>Chapter-1: Introduction - Ancient Civilizations- Greek City States.</p> <p>Chapter-2: The Golden Age of Greece - Hellenistic World- The Roman Republic.</p> <p>Chapter-3: The Roman Empire and the Birth of Christianity.</p> | 15 Hours |
| Unit-II | <p>Chapter-4: Official Christianization and the fall of the western Empire, Byzantium.</p> <p>Chapter-5: New Kingdoms in Western Europe, The Rise of Islam.</p> <p>Chapter-6: Feudalism and the Commercial Revolution, Church Reforms, The Crusades.</p> | 15 Hours |
| Unit-III | <p>Chapter-7: The Twelfth-Century Renaissance, Heights of Medieval Culture</p> <p>Chapter-8: New Religious Orders</p> <p>Chapter-9: The Rediscovery of Aristotle and the Medieval Synthesis</p> | 15 Hours |
| Unit-IV | <p>Chapter-10: Medieval World in Crisis and the Black Death</p> <p>Chapter-11: The Hundred Year's War, Renaissance, Humanism.</p> <p>Chapter-12: The New World, The Protestant Reformation, Wars of Religion and the Thirty Years War, The Scientific Revolution</p> | 15 Hours |

Exercises:

- Students can be asked to study the Principles of democracy followed by ancient Greece.
- They may be asked to survey the ideas of Renaissance and Humanism.
- They can be asked to go to the nearest Church and study the Christianized practices followed in the church of their place.

Suggested Readings

| References | |
|------------|---|
| 1 | The Making of the West: Peoples and Cultures: Volume 1, to 1750 5a ed. by Lynn Hunt, Thomas R. Martin |
| 2 | Western Civilization: Ideas, Politics, and Society: From the 1400s. by Marvin Perry (Author), Theodore H. Von Laue (Author), Margaret Jacob (Author), James Jacob (Author) |
| 3 | History of Western Civilizations 15e V 1: From Prehistory to the Present Vol. 1 by Judith G Coffin, Robert C Stacey. |
| 4 | Western Civilization: A Social and Cultural History, Vol. I, Prehistory-1750 by Margaret L. King |
| 5 | Western Civilizations 16e V 2 by Judith Coffin and Robert Stacey |
| 6 | Western Civilization by Jackson Spielvogel (Author) |
| 7 | History of Western Civilization by William H. McNeill |

Pedagogy:

The course shall be taught through the lecture methods, interactive sessions, assignments and seminars

| Formative Assessment | |
|---------------------------------------|--------------------|
| Assessment Occasion/ type | Weightage in Marks |
| Assessment Test-1 | 10 |
| Seminar/Presentation/Group Discussion | 10 |
| Assessment Test-2 | 10 |
| Assignment | 10 |
| Total | 40 |

| Course Title: History of European 1789 to 1945 AD | |
|--|--|
| Semester: V | Course Code: DSC-11 |
| Total Contact Hours: 60 | Course Credits: 4 |
| No. of Teaching Hours/Week:4 | Duration of ESA/Exam: 2 Hours |
| Formative Assessment Marks: 40 | Summative Assessment Marks: 60+40=100 |

Course Objectives:

Course Objectives

- To make the students learn major issues and current issues during the period under study.
- To make the students understand the reaction to Nationalism and Liberalism.
- To understand the impact of World wars on Global Society.
- To estimate the role of UNO in maintaining World Peace.

Learning Outcome:

After studying this course, students will be able to

- evaluate the contributions of great philosophers and leaders to the transformation of Society and economy of Europe.
- To appreciate Europe of today this occupies a place of vital importance in world affairs.
- To examine the impact of dictatorships on the events of Europe and the World.

| Unit | Contents of Course- DSC-11 | 60 Hours |
|-----------------|--|-----------------|
| Unit-I | THE FRENCH REVOLUTION AND NAPOLEONIC ERA | 15 Hours |
| | <p>Chapter-1: The causes of French Revolution – Causes Role of Philosophers Tennis court oath. Work of National Assembly – Reign of Terror</p> <p>Chapter-2: Napoleon Bonaparte – Military Achievements and Reforms.</p> <p>Chapter-3: The Congress of Vienna – Era of Metternich.</p> | |
| Unit-II | UNIFICATION OF ITALY, GERMANY, AND THE INDUSTRIAL REVOLUTION | 15 Hours |
| | <p>Chapter-4: Industrial revolution in England – characteristics of industrial rea</p> <p>Chapter-5: The Unification of Italy – carbo – three leaders of Unification – Mazzini – Cavour- Garibaldi – Stages of Unification.</p> <p>Chapter-6: Unification of Germany – Domestic and foreign policy of Bismark</p> | |
| Unit-III | FIRST WORLD WAR | 15 Hours |
| | <p>Chapter-7: Growth of Socialism in Europe -Karl Mark</p> <p>Chapter-8: The First world war – causes and Results of the War – League of Nations.</p> <p>Chapter-9: The Russian Revolution of 1917 Causes and Results.</p> | |
| Unit-IV | RISE OF DICTATORS & SECOND WORLD WAR | 15 Hours |
| | <p>Chapter-10: Rise of Dictators – Treaty of Versailles – Rise of Hitler – Nazi party – Causes for the rise of Nazism – Nazi Doctrine.</p> <p>Chapter-11: The second world war – causes and Results</p> <p>Chapter-12: UNO – Achievements and failures of UNO.</p> | |

Suggested Readings

| References | |
|------------|---|
| 1 | A History of Modern Europe (1789-1991) H.L. Peacock, |
| 2 | The Struggle forMastery in Europe: 1848-1918 A.J.P Taylor |
| 3 | The Cold War: Ideological Conflict or PowerStruggle Normali A. Grabener |
| 4 | The USSR: A Share History Vladimir Polrtayen, |
| 5 | Development in Russian Politics Stephen White |
| 6 | Mastering Modern European History Stuart Miller, |
| 7 | A Text Book of European History by Southgate, G.W. |
| 8 | Aspects of European History 1789-1980. Stephen J. Lee |
| 9 | Europe Since Napoleon Thompson, D |
| 10 | European Union: European politics. Tim Bale. |

Pedagogy

The course shall be taught through the Lectures/ tutorials/assignments/self-study/seminars.

| Formative Assessment | |
|---------------------------------------|--------------------|
| Assessment Occasion/ type | Weightage in Marks |
| Assessment Test-1 | 10 |
| Seminar/Presentation/Group Discussion | 10 |
| Assessment Test-2 | 10 |
| Assignment | 10 |
| Total | 40 |

| | |
|--|--|
| Course Title: Contemporary History of India from 1947-1990s | |
| Semester: V | Course Code: DSC-12 |
| Total Contact Hours: 60 | Course Credits: 4 |
| No. of Teaching Hours/Week:4 | Duration of ESA/Exam: 2 Hours |
| Formative Assessment Marks: 40 | Summative Assessment Marks: 60+40=100 |

Course Objectives:

This chapter will discuss the political legacies of colonialism in India. After studying this lesson the students will be able to:

- know the meaning of legacy of Colonialism
- understand the legacy of Colonialism.
- assess the political legacy of Colonialism.
- identify the important legacies in the form of political legacy of British Colonialism in India.

Learning Outcome:

- Analyse the main theories and interpretations on Contemporary History of India from 1947-1990s
- Analyse the dynamics and dimensions in the Contemporary History of India from 1947-1990s

| Unit | Contents of Course- DSC-12 | 60 Hours |
|----------|---|----------|
| Unit-I | <p>Chapter-1: Political legacy of Colonialism.</p> <p>Chapter-2: Economic and Social Legacy of Colonialism.</p> <p>Chapter-3: National movements: Its significance, Value and Legacy</p> | 15 Hours |
| Unit-II | <p>Chapter-4: Framing of Indian Constitution - Constituent Assembly – Draft Committee Report – declaration of Indian Constitution, Indian constitution- Basic Features and Institutions</p> <p>Chapter-5: The Initial Years: Process of National Consolidation and Integration of /Indian States – Role of Sardar Patel – Kashmir issue, Indo – Pak war 1948; the Linguistic Reorganization of the States, Regionalism and Regional Inequality.</p> <p>Chapter-6: Political development in India since Independence.</p> | 15 Hours |
| Unit-III | <p>Chapter-7: Politics in the States: Tamil Nadu, Andhra Pradesh, Assam, West Bengal and Jammu and Kashmir, the Punjab Crisis.</p> <p>Chapter-8: The Post-Colonial Indian State and the Political Economy of Development : An Overview</p> <p>Chapter-9: Foreign policy of India since independence.</p> | 15 Hours |
| Unit-IV | <p>Chapter-10: Indian Economy, 1947-1965: the Nehruvian Legacy Indian Economy, 1965-1991, Economic Reforms since 1991 and LPG.</p> <p>Chapter-11: Caste, Untouchability, Anti-caste Politics and Strategies, Revival and Growth of Communalism.</p> <p>Chapter-12: Land Reforms: Zamindari Abolition and Tenancy Reforms, Ceiling and the Bhoodan Movement, Cooperatives and an Overview, Agriculture Growth and the Green Revolution And Agrarian Struggles Since Independence</p> | 15 Hours |

Exercise:

- Examine the impact of colonial legacy on the post-independent Indian Political System
- Discuss the political legacy under colonialism in India.
- Highlight the different factors of political legacy of colonialism
- What is legacy? Write a note on political legacy of colonialism.
- Critically examine the important legacies in the form of political legacy of British Colonialism in India
- Discuss the economic legacy of British Colonialism
- High the different fields of economic legacy of colonialism in India.
- Make an analysis on the social legacy of British colonialism.

Suggested Readings

| References | |
|------------|---|
| 1 | South Indian Studies : Ed. By Dr.H. M. Nayak & B.R. Gopal |
| 2 | History of South India : K.A. Neelakantha Sastry |
| 3 | Karnataka Through the Ages - R. R. Diwakar |
| 4 | Karnataka Samskriti Darshana - M.V. Krishna Rao and T. Keshava Bhat |
| 5 | Karnataka Parampare - Ed. By R. R. Diwakar |
| 6 | Dakshina Bharatada Ithihasa - B. Sheik Ali G. R. Rangaswamaiah |
| 7 | Karnataka Samskritika Ithihasa - Tipperudraswamy |
| 8 | Karnatakadalli Chittrakale - Shivarama Karantha |
| 9 | Karnataka Parampare - Ed. By R. R. Diwakar |
| 10 | Bharatiya Rangabhoomi - Adya Rangacharya |

Pedagogy

The course shall be taught through the Lectures/ tutorials/assignments/self-study/seminars.

| Formative Assessment | |
|---------------------------------------|--------------------|
| Assessment Occasion/ type | Weightage in Marks |
| Assessment Test-1 | 10 |
| Seminar/Presentation/Group Discussion | 10 |
| Assessment Test-2 | 10 |
| Assignment | 10 |
| Total | 40 |



| Course Title: HISTORY OF FREEDOM MOVEMENT AND UNIFICATION OF KARNATAKA | |
|---|--|
| Semester: VI | Course Code: DSC13 |
| Total Contact Hours: 60 | Course Credits: 4 |
| No. of Teaching Hours/Week: 4 | Duration of ESA/Exam: 2 Hours |
| Formative Assessment Marks: 40 | Summative Assessment Marks: 60 (40+10+10) |

Course Objectives:

- Student will be able to Understand the historical background of the freedom struggle in Karnataka.
- The students shall be able to analyses the struggle of Rani of Kittur, Sangolli Rayanna and Bedas of Halagali.
- Students will be able to analyse the Gandhian movements in Karnataka.

Learning Outcome

- To get familiarized with impact of the rebellion of 1857 on Karnataka
- To get acquainted with National Movement in Karnataka
- To know about Belgaum Congress Session
- To understand about Origin and development of unification movement in Karnataka.
- To know about Contributions of Various Kannada Organizations

| Unit | Contents of Course- DSC13 | 60 Hours |
|-----------------|---|---------------------|
| Unit-I | <p>Chapter-1: Introduction: Historical background: The disintegration of Karnataka and absorption of Karnataka areas into Madras, Bombay provinces and Hyderabad state Armed Resistances against the British rule in Karnataka Revolt of Veerappa Deshmukh of Koppa in 1819.</p> <p>Chapter-2: Rani of Kittur 1824, Sangoli Rayanna (1829-30), Nagar revolt of 1830-Resistance in Kodagu.</p> <p>Chapter-3: The impact of the rebellion of 1857 on Karnataka Bedars of Halagali against Anti arms Act.</p> | 15 Hours |
| Unit-II | <p>Chapter-4: Venkatappa Nayaka of Surapura, Babasaheb of Naragunda, Bhima rao of Mundargi - effects of the Struggle.</p> <p>Chapter-5: The National Movement in Karnataka - Early activities the response to Swadeshi and Non Co-operation Movements in Karnataka-Influence of Tilak and Gandhi.</p> <p>Chapter-6: Belgaum Congress Session (1924) Satyagraha campaigns in Karnataka (1930-34)</p> | 15 Hours |
| Unit-III | <p>Chapter-7: Quit India Movement in Karnataka-its effects</p> <p>Chapter-8: Movement for Responsible Government in Princely Mysore State.</p> <p>Chapter-9: Origin and Development of unification movement in Karnataka: Factors responsible for unification Movement:</p> | 15 Hours |
| Unit-IV | <p>Chapter-10: Views of different Committees on the issue ((Dhar, JVP, SRC): Contributions of Various Kannada Organizations</p> <p>Chapter-11: The Kannada Renaissance role of Kannada literature and Journalism in bringing about Karnataka Consciousness</p> <p>Chapter-12: The ultimate move towards the formation of Karnataka.</p> | 15 Hours |

Exercise:

- Students can be asked to make a report of the heroes who fought for freedom.
- Students can be asked to study and understand the British influence in Karnataka and its impact.
- Students can be asked to understand the struggles by surapura and other areas struggles against British rule.

Suggested Readings

| References | |
|------------|--|
| 1 | S.Chandrashekar - Karnataka Ekikaranada Charitre |
| 2 | R.R.Diwakar - Karnataka through the ages |
| 3 | P.B.Desai - History of Karnataka |
| 4 | G.S.Halappa - History of Freedom Movement in Karnataka |
| 5 | Basavaraja.K.R. - History of Karnataka |
| 6 | K. Veerathappa - Studies in Karnataka History and Culture. |
| 7 | James Manor - Political change in an Indian State Mysore 1917- |
| 8 | M.Shamarao - 1955 - Modern Mysore (2 vols.) |
| 9 | H.S. Gopal Rao - Karnataka Ekikaranada Ithihasa |

Pedagogy:

The course shall be taught through the lectures, assignments, group discussions and week-end seminars.

| Formative Assessment | |
|---------------------------------------|--------------------|
| Assessment Occasion/ type | Weightage in Marks |
| Assessment Test-1 | 10 |
| Seminar/Presentation/Group Discussion | 10 |
| Assessment Test-2 | 10 |
| Assignment | 10 |
| Total | 40 |

| Course Title: History of India. (CE1761-CE 1857) | |
|---|--|
| Semester: VI | Course Code: DSC14 |
| Total Contact Hours: 60 | Course Credits: 4 |
| No. of Teaching Hours/Week:4 | Duration of ESA/Exam: 2 Hours |
| Formative Assessment Marks: 40 | Summative Assessment Marks: 60+40=100 |

Course Objectives:

This course is designed to

- Student will be able to formulate basis of modern India through different concepts like modernity, Rule of Law etc
- Students will be able to analyze the process of rise modern India and its foundation made by Social reformer and freedom fighters.
- Students will be able to analyze social background of Indian Nationalism
- Students will be able to categorize different school of thoughts about Modern India history
- Students will be able to illustrate rise and growth of Economic Nationalism in India.

Learning Outcome

At the end of the course, the students shall –

- Be in a position to understand the Dynamics of expansion, with special reference to Bengal, Mysore, Awadh, and Punjab.
- Be familiar with Land revenue systems- Permanent, Ryotwari and Mahalwari systems, Commercialization of Agriculture- Consequences.
- Be in a position to understand the Drain of Wealth-causes and consequences, Growth of modern industry.

| Unit | Contents of Course- DSC14 | 60 Hours |
|------------------|---|-----------------|
| Unit-I | <p>Chapter-1: Indian Polity, Society and Economy in mid-8th century. Mercantile Policies and Indian Trade.</p> <p>Chapter-2: Colonial Expansion-I-Bengal and Punjab. Colonial Expansion II-Mysore and Marathas.</p> <p>Chapter-3: Imperial Ideologies and Psyche: Orientalists Construction of India and the Utilitarians.</p> | 15 Hours |
| Unit-II | <p>Chapter-4: British Administration and Law. The Spread of English Education.</p> <p>Chapter-5: The New Land Settlements.</p> <p>Chapter-6: Commercialization of Agriculture.</p> | 15 Hours |
| Unit- III | <p>Chapter-7: Deindustrialization – British Industrial Policy</p> <p>Chapter-8: Economic Impact of the Colonial Rule.</p> <p>Chapter-9: Social Discrimination and Colonial Rule</p> | 15 Hours |
| Unit- IV | <p>Chapter-10: Tribal and Peasant Movements in Colonial India</p> <p>Chapter-11: Revolt of 1857</p> <p>Chapter-12: The Beginnings of Indentured Labour – Labour Movements in Colonial India.</p> | 15 Hours |

Exercise:

- The students shall prepare a project on the process that led to the colonization of India.
- The students should have a group discussion on the adverse impact of British colonization.
- The students should write an article on the making of the constitution.

Suggested Readings

| References | |
|-------------------|---|
| 1 | Bandopadhyaya, Sekhara (2004), From Plassey to Partition: A History of Modern India, Orient Blackswan. |
| 2 | Bayly, C.A. (1988), Indian Society and The Making of British Empire, Cambridge University Press |
| 3 | Bhatia, B. M. (1967), Famines in India, Asia Publishing House. |
| 4 | Brown, Judith M. (1972), Gandhi's Rise to Power: Indian Politics, 1915-1922, Cambridge University Press. |
| 5 | Chandra, Bipan, (2010), Rise and Growth of Economic Nationalism in India, Har Anand |
| 6 | Chaudhuri, B.B. (2008), Peasant History of Late Pre-Colonial and Colonial India, Pearson Education. |
| 7 | Gadgil, D. R. (1939), Industrial Evolution of India Marshal, P.J. (ed.) : Eighteenth Century in Indian History, Oxford University Press, Delhi, 2007 |
| 8 | Hasan, Mushirul (1991), Nationalism and Communal Politics in India: 1885-1932, Manohar. |

Pedagogy:

The course shall be taught through the lectures, interactive session, outdoor visits and week-end seminars.

| Formative Assessment | |
|---------------------------------------|---------------------------|
| Assessment Occasion/ type | Weightage in Marks |
| Assessment Test-1 | 10 |
| Seminar/Presentation/Group Discussion | 10 |
| Assessment Test-2 | 10 |
| Assignment | 10 |
| Total | 40 |

| Course Title: Process of Urbanization in India | |
|---|--|
| Semester: V | Course Code: DSC-16 |
| Total Contact Hours: 60 | Course Credits: 4 |
| No. of Teaching Hours/Week:4 | Duration of ESA/Exam: 2 Hours |
| Formative Assessment Marks: 40 | Summative Assessment Marks: 60+40=100 |

Course Objectives:

- They should understand that the urban centres due to their production and mercantile activities.
- They should be able to understand the historical process of urbanization.

Learning Outcome:

- Enable students to critically engage with the concept of urbanization through both texts and audio visual media.
- Help to connect with the earliest planned urban settlements.
- Enable students to understand that they are the engines of economic growth.
- They should understand that they are centres of innovation, knowledge and political power.

| Unit | Contents of Course- DSC-16 | 60 Hours |
|-----------------|--|-----------------|
| Unit-I | <p>Chapter-1: Introduction – Urbanization – Definition Urbanization in India – A historical perspective – process of Urbanization.</p> <p>Chapter-2: Classification of traditional towns- a) trading Town, b) Manufacturing Towns – Military Towns</p> <p>Chapter-3: Features of Urbanization in Ancient India.</p> | 15 Hours |
| Unit-II | <p>Chapter-4: First phase of Urbanization Indus Valley civilization</p> <p>Chapter-5: Importance of cities – Harappa – mohanjadaro Dolavira- Chanhudaro - Lothal</p> <p>Chapter-6: Features of Urbanization – City Planning – Agricultural Surplus – bronze tools – Growth of trade – Crafts</p> | 15 Hours |
| Unit-III | <p>Chapter-7: Second phase of Urbanization – 6th BC</p> <p>Chapter-8: Northern India - Mohanjadaro period – Ganga Yamuna basin.</p> <p>Chapter-9: Sangam age in Southern India – Amaravathi paithan Nagarjuna konda – Kaveri pattanam – Madurai.</p> | 15 Hours |
| Unit-IV | <p>Chapter-10: Types of Traditional towns in second phase</p> <p>Chapter-11: Capital city – Rajadhani nagara – Pataliputra Mahanagara – Hasthinapura- Mathura – Vaishah – Nigana- Pattana.</p> <p>Chapter-12: Layout of a City in Ancient India</p> | 15 Hours |

Exercise:

- Ask students to visit some town or city near their place and make a survey of its markets.
- Ask students to prepare a timeline of the development of the town or city where they reside.
- Ask students to visit and survey some important historical places in their city.

Suggested Readings

| References | |
|------------|---|
| 1 | Urbanisation in India: Challenges, Opportunities and the Way Forward - by Isher Judge Ahluwalia (Author, Editor), Ravi Kanbur (Editor), P.K. Mohanty (Editor) |
| 2 | Urbanization and Urban Systems in India - by R. Ramachandran (Author) |
| 3 | Cities Urbanisation and Urban Systems - by K. Siddhartha (Author) |
| 4 | Handbook of Urbanization in India- Kallidaikurichi Chidambarakrishnan Sivaramakrishnan, Amitabh Kundu, B. N. Singh |

Pedagogy

The course shall be taught through the Lectures/ tutorials/assignments/self-study/seminars.

| Formative Assessment | |
|---------------------------------------|--------------------|
| Assessment Occasion/ type | Weightage in Marks |
| Assessment Test-1 | 10 |
| Seminar/Presentation/Group Discussion | 10 |
| Assessment Test-2 | 10 |
| Assignment | 10 |
| Total | 40 |

General Pattern of History Question Paper

I. Term End Examination for Discipline Specific Core (DSC) Papers

Each paper will be for maximum of **60 mark**. The minimum mark to pass the examination is 40% (24 mark) in each theory paper.

Note: Duration of Examination for Discipline Specific Core (DSC) Papers is **3 hours**.

Question paper pattern for **Discipline Specific Core (DSC) Papers** –

Section A: Multiple Choice Questions

Section B: Short Answer Questions

Section C: Long Answer Questions

Section A: Multiple Choice Questions

All Questions are Compulsory (10x1=10)

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

Section B: Short Answer Questions (2x10=20)

Answer any Two questions. Answer the following questions in not more than 500 words

- 11.
- 12.
- 13.

Section C: Long Answer Questions (2x15=30)

Answer any Two questions. Answer the following questions in not more than 800 words

- 14.
- 15.
- 16.

I. Term End Examination for Discipline Specific Elective (DSE) Papers

Each paper will be for maximum of 60 mark. The minimum mark to pass the examination is 40% (24 mark) in each theory paper.

Note: Duration of Examination for Discipline Specific Elective (DSE) Papers is **2 hours**.

Question paper pattern for **Discipline Specific Elective (DSE) Papers** –

Section A: Short Answer Questions

Section A: Short Answer Questions

Answer any thirty (30x2=60)

- 1.
- 2.
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BA
Semester 3

DSC-5

| | |
|--|--------------------------------------|
| Course Title: Political History of India (From Indus Culture upto 1206) | |
| Total contact Hours: 39-42 | Course Credits: 3 |
| Formative Assessment Marks: 40 | Duration of ESA/Exam: 2hours |
| Model Syllabus Authors: | Summative Assessment Marks:60 |

Course Pre-requisites(s): History and Culture of Political History of India

Course Outcomes (Cos):

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

(Write 3-7 course outcomes. Course outcomes are statements of observable student's actions that serve as evidence of knowledge, skills and values acquired in this course)

- Understand the history and culture of Political History of India region.
- Analyse the importance of causes for backwardness of this region.
- Understand the influence of political influence on the people and culture of this region.
- Understand the political, Social, Religious and Cultural history of the region.
- Appreciate the divergent cultural and communal harmony of this region.

Course Articulation Matrix: Mapping of Course Outcomes (OCs) with Program Outcomes (Pos 1-12).

| Course Outcomes (Cos)/Program Outcomes (Pos) | DSC 1 | DSC 2 | DSC 3 | DSC 4 | DSC 5 | DSC 6 | OE 1 | OE 2 | SEC 1 | SEC 2 |
|--|--------------|--------------|--------------|--------------|--------------|--------------|-------------|-------------|--------------|--------------|
| Disciplinary knowledge | X | X | X | X | X | X | X | X | | |
| Communication Skills | 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 |
| Analytical Reasoning | X | X | X | X | X | X | X | X | | |
| Cooperation and Team Work | X | X | X | X | X | | | | | |

| | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| Reflective Thinking | X | X | X | X | X | X | X | X | X | X |
| Self-Motivated Learning | X | X | X | X | X | X | X | X | X | X |
| Diversity Management and Inclusive Approach | X | X | X | X | X | X | X | X | X | X |
| Moral and Ethical Awareness Reasoning | X | X | X | X | X | X | X | X | X | X |
| Lifelong Learning | X | 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”** the intersection cell if a course outcomes addresses a particular program outcome.

BA
Semester 3

DSC-5

POLITICAL HISTORY OF INDIA (From Indus Culture upto 1206)

The main objective of this syllabus is to provide a broad historic outline about the process of socio-political formations in the north and south India up to 1206 CE. Four modules introduce four main process of the Socio - Political formations; the emergence of the first urbanization in the north western part of early India during bronze age, the Socio - Political formations of Indo Gangetic plains in the Iron Age, the emergence of an empire under Mauryas in the north the chola – chera policy in the South and the formation of feudal cultures in the north and south.

| UNIT -1 Towards Civilization -Harappan and Vedic Civilization | |
|---|----------|
| Chapter-I | 6 |
| Pre-Harappan cultures; - extension of the Harappan culture- features of the Harappan sites; Harappa, Mohenjodaro, Lothal, Dholavira, Kalibangan | |
| Chapter-II | 6 |
| Debate on the decline of Indus civilization, Debate on Harappan script: AiravathamMahadevan – AskopParpola | |
| Chapter-III | 6 |
| Vedic literatures and Archaeological evidences - PGW, NBPW- early tribal pastoral and agrarian society in the Gangetic Plains, Early and later Vedic polity | |
| UNIT -2 : Socio-Political Formations in the Indo - Gangetic Plains Nature of state | |
| Chapter-IV | 6 |
| Formation of urban centers- Mahajanapadas,- Oligarchies, Monarchies and republics | |
| Chapter-V | 6 |
| Material setting of the formation of Jainism and Buddhism ,From Mahajanapadas to the empire- domination of Magadha- foundation of Mauryan polity, | |
| Chapter-VI | 5 |
| Asokan Edicts and Megasthenees’sIndica, Arthasasthra and early Indian treatise on the theory of state; Sapthanga – nature of Asoka’s dhamma | |
| UNIT -3 : | |
| Chapter-VII | 5 |
| Chera, Chola and Pandya polity- Chalukyan polity -Guptha polity. | |
| Chapter -VIII | 6 |
| Debates on Indian feudalism; R.S Sharma, HerbansMukhiaSouth Indian feudalism | |
| Chapter -IX | 5 |
| Arab conquest of Sind- the Sultanate ascendancy in India. | |

Essential Readings:

D.N Jha. Ancient India an Introductory Outline
ShareenRatnagar. Understanding Harappa
M.K Bhavalikar. Cultural Imperialism
R.S. Sharma. India's Ancient Pasts
Upinder Singh. A History of Ancient and Early Medieval India
R.S. Sharma. Material Culture and Social formations in Ancient India
.....India's Ancient Past
RomilaThappar. From Lineage to State
.....Early India
Upinder Singh. A History of Ancient and Early Medieval India

Pedagogy:

Knowledge: The student should acquire knowledge of terms, concepts, political events, ideas, conventions, problems, trends, personalities, chronology and generalizations etc. related to the study of Political History Of India Region. The student should be able to recall, recognize, show and read the history of the region.

Understanding: The student should develop understanding of terms, facts, important events, trends, etc. related to the history and Culture of Political History Of India Region. The student is able to classify facts, illustrate events, compare and contrast events, explain events, discriminate, identify, arrange facts, detect the errors, interpret and extract.

Critical Thinking: The subject leads to develop the interest in the study of History and Culture of Political History Of India region. It also creates a critical thinking ability among the students. The student will be able to identify, analyse, collect, select, draw and verify the historical facts.

Practical Skills: The subject enables the students to develop practical skills which help in the study and understanding of historical facts. The student should be able to draw maps, charts, diagrams and prepare models, etc.

Learning Outcomes: This course enables students to explore various aspects of political, Culture and Heritage and also the cultural diversity of Political History Of India region in historical perspective that discusses numerous cultural practices that have evolved over centuries. The students will gather knowledge about the cultural heritage, cultural forms and cultural expressions performing arts, fairs and festivals.

Assessment: Weight age for assessment (in percentage)**Outlines for continuous assessment activities for C1 and C2**

| Formative Assessment | | | |
|---------------------------------------|-----------|-----------|--------------------|
| Activities | C1 | C2 | Total Marks |
| Session Test | 10 Marks | 10 | 20 |
| Sessions/Presentations/Activities | 10 Marks | | 10 |
| Case Study/Assignment/Field Work Etc. | | 10 | 10 |
| Total | | | 40 |

| | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| Self-Motivated Learning | X | X | X | X | X | X | X | X | X | X |
| Diversity Management and Inclusive Approach | X | X | X | X | X | X | X | X | X | X |
| Moral and Ethical Awareness Reasoning | X | X | X | X | X | X | X | X | X | X |
| Lifelong Learning | X | 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**” the intersection cell if a course outcomes addresses a particular program outcome.

BA

Semester 3

DSC-6

History of Coastal Karnataka and Kodagu (Compulsory paper)

| Content of Course 1 | 42 Hours |
|--|-------------|
| UNIT -1 Introducing History of Coastal Karnataka and Kodagu | |
| Chapter-I Historical Geography | 5 |
| Geographical Features of Coastal Karnataka and Kodagu - Sources: | |
| Chapter-II Pre -History | 7 |
| Palaeolithic Culture – Mesolithic Culture –Neolithic Culture Megalithic Culture – Types of Megalithic Burials – Grave goods – Formation of Villages and Social life – Beliefs and Customs – Iron and tank irrigation. Rock Art – Avalakki Pare – Buddhanajeddu – Gavali sites. | |
| Unit II Historical Period | |

| | |
|--|-----------|
| Chapter III | 5 |
| Maurya – Shatavahana – Kadamba’s. Early Alupa’s – Aluvarasa I – Chitravahana I – Aluvarasa II – Civil war | |
| Chapter IV | 5 |
| Medieval Alupa’s – Kundavarma – Jayasimha – Kulasekhara I – Kundana – Ballamahadevi. Hoysala invasions on Coastal Karnataka and Kodagu | |
| Unit III Vijayanagar Period | |
| Chapter V | 10 |
| Rise of Vijayanagar Empire Chikkayi Tayi and Rise of Sangama Dynasty – Governer’s – Banga Chiefs. Saluva’s and Tuluva’s – Governer’s and Bhairara’s of Kalasa and Karkala – Haduvalli – Gerusoppe Chiefs – Honneya Kambali’s Araveedu Dynasty – Nayakas of Keladi | |
| Unit – IV Rise of Hyder and Tippu- Haaleri Dynasty | |
| Chapter-VI | 5 |
| Anglo-Mysore war’s – Fall of Tippu | |
| Chapter-VII | 5 |
| Haaleri Dynasty – Chikaveera Rajendra – Rajendra Name | |

BOOKS SUGGESTED:

1. K. V. Ramesh, A History of South Kanara, 1975
2. K. V. Ramesh , Tulunadina Itihasa, 1968
3. K. V. Ramesh, and M. J. Sharma , Tulunadina Arasumanethanagalau mattu Dharma Samanvaya, 1985
4. K. V. Ramesh, and M. J. Sharma, Tulunadina Sasanagalalu.
5. B.A. Saletore, Ancient Karantaka, Vol. I: History of Tuluva, 1936
6. B.A. Saletore, Karnataka’s Tans-Oceanic Contacts, 1956
7. M. Ganapathi Rao, Aigal, Dakshina Kannada Jilleya Prachina Ithihasa.
8. Gaovinda Pai, Samagra Barahagalalu

9. Gururaja Bhat, P, Studies in Tuluva History and Culture, 1975.
10. Gururaja Bhat, P -, Antiquities of South Kanara,1969.
11. Gururaja Bhat, P, Tulunadu, 1963.
12. Kushalappa Gowda and Chinnappa Gowda K, Dakshina Kannada Jilleya Kaifiyattugalu, 1983.
13. Vasantha Madhava K.C., Religions in Coastal Karnataka, 1985.
14. Vasantha Madhava K.C , Western Karnataka: its Agrarian Relations (1500- 1800 A.D), 1991.
15. J. Sturrock, U., Madras District Manuals of South Canara Vol. 1., 1894.
16. H. A. Stuart, Madras District Manuals of South Canara Vol. 2., 1895
17. C. N. Ramachandran, et. al, (ed.) Perspectives on Dakshina Kannada and Kodagu, 1991.
18. Thurston, Castes and Tribes of Southern India, Vol V, 1909.
19. The Early Coorgs: A History of Early Kodagu and Its People: [Mookonda Kushalappa](#)
20. **Mysore and Coorg a Gazetteer by Benjamin Lewis Rice:** [Benjamin Lewis Rice](#)
21. Kodagina Itihasa D N Krishnayya
22. Kodagina Haleri Raajavamsha M G Nagaraj

Pedagogy:

Knowledge: The student should acquire knowledge of terms, concepts, political events, ideas, conventions, problems, trends, personalities, chronology and generalizations etc. related to the study of History of Coastal Karnataka and Kodagu. The student should be able to recall, recognize, show and read the history of the region.

Understanding: The student should develop understanding of terms, facts, important events, trends, etc. related to the history and Culture of History of Coastal Karnataka and Kodagu. The student is able to classify facts, illustrate events, compare and contrast events, explain events, discriminate, identify, arrange facts, detect the errors, interpret and extract.

Critical Thinking: The subject leads to develop the interest in the study of History of Coastal Karnataka and Kodagu

It also creates a critical thinking ability among the students. The student will be able to identify, analyse, collect, select, draw and verify the historical facts.

Practical Skills: The subject enables the students to develop practical skills which help in the study and understanding of historical facts. The student should be able to draw maps, charts, diagrams and prepare models, etc.

Learning Outcomes: This course enables students to explore various aspects of pre-history, political, Culture and Heritage and also the cultural diversity of History of Coastal Karnataka and Kodagu in historical perspective that discusses numerous cultural practices that have evolved over centuries. The students will gather knowledge about the political forms.

Assessment: Weight age for assessment (in percentage)

Outlines for continuous assessment activities for C1 and C2

| Formative Assessment | | | |
|---------------------------------------|-----------|-----------|--------------------|
| Activities | C1 | C2 | Total Marks |
| Session Test | 10 Marks | 10 | 20 |
| Sessions/Presentations/Activities | 10 Marks | | 10 |
| Case Study/Assignment/Field Work Etc. | | 10 | 10 |
| Total | | | 40 |

| | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| Cooperation and Team Work | X | X | X | X | X | | | | | |
| Reflective Thinking | X | X | X | X | X | X | X | X | X | X |
| Self-Motivated Learning | X | X | X | X | X | X | X | X | X | X |
| Diversity Management and Inclusive Approach | X | X | X | X | X | X | X | X | X | X |
| Moral and Ethical Awareness Reasoning | X | X | X | X | X | X | X | X | X | X |
| Lifelong Learning | X | 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”** the intersection cell if a course outcomes addresses a particular program outcome.

Introduction to Epigraphy
Paper -3.3
Open Elective -3
Course Category: Elective course 2

No. of Credits: 3

No. of Contact Hours: 3 Hours per week

This paper aims to provide a broad outline about the nature of epigraphical studies in India and also familiarize the ancient scripts. Students could differentiate the inscriptions based on script and language. Use inscriptions as source material for reconstruction of History and historical Understanding. Read the inscriptions and manuscripts and compares it with present style of writing

| CONTENT OF COURSE | 42 HOURS |
|--|-----------------|
| UNIT-I Introduction to Epigraphy | |
| CHAPTER-1 ❖ Evolution of Indian Epigraphy and methods of epigraphy, ❖ Definitions- Key concepts; epigraphy, paleography. | 06 |
| CHAPTER-2 ❖ James Prinsep and the decipherment of Brahmi inscriptions ❖ Attempts to decipher the Indus script Methods; eye copy, estampage and photography | 06 |
| CHAPTER-3 ❖ Presentation of Text- ❖ Dating- Eras; Kali era, Saka era, Vikrama era. ❖ Collections of inscriptions during Colonial Period; EpigraphiaIndica, ❖ South Indian Inscriptions, | 06 |
| UNIT-II Epigraphic carnatica. | |
| CHAPTER-4 Scripts; Brahmi ,Kharoshti, Vattezhuttu, , Grantha ❖ Medium of inscriptions ❖ palm leaves, ❖ copper plates, ❖ silver plates, ❖ walls of caves | 05 |
| CHAPTER-5 ❖ Nature of inscriptions; Memorials, Labels, land grants, phashasthi. | 03 |
| CHAPTER-6 Historicizing Some Important Inscriptions Asokan inscriptions in Karnataka ❖ Halmidi inscriptions ❖ Uttaramerur inscription ❖ Aihole ❖ Inscriptions of vijayanagara period | 04 |
| UNIT-III | |
| CHAPTER-7 North Indian Epigraphy/Inscriptions. ❖ Hatigumpha Inscription of Kharavela. ❖ Samudragupta's Allahabad Pillar Inscription. | 04 |
| CHAPTER-8 South Indian Epigraphy/Inscriptions. ❖ Talagunda Inscription ❖ Nasik Inscription | 04 |
| CHAPTER-9 PracticalsIn Kannada Palaeography. ❖ Practical Training in taking estampages of stone and copper plate inscriptions by visiting the historical places. | 04 |

REFERENCE BOOK

1. Buhler, G., Indian Palaeography, Indological Book House, N.Delhi, 1968
2. Pandey, R.B., Indian Palaeography, Motilal Banarsidas, Benaras, 1952
3. Dani, A.H., Indian Palaeography
4. Mahalingam, T.V., Early South Indian Palaeography, University of Madras, 1967
5. Sivaramamurthy, Indian Epigraphy and South Indian Scripts
6. Burnell, A.C., Elements of South Indian Palaeography
7. Mahalingam, T.V., Early South Indian Palaeography
8. Rajan, K., Kalvettiyal (Tamil), Mano Pathippagam, Thanjavur
9. Natana. Kasinathan, Kalleluttukalai, (Tamil)
10. Subramanian, T.N., South Indian Temple Inscriptions.

Pedagogy:

Knowledge: the student should acquire knowledge of terms, concepts, political events, ideas, conventions, problems, trends, personalities, chronology and generalizations etc. related to the study of Introduction to Epigraphy. The student should be able to recall, recognize, show and read the history of the medieval times.

Understanding: The student should develop understanding of terms, facts, important events, trends, etc., related to Introduction to Epigraphy. The student is able to classify facts, illustrate events, compare and contrast events, explain events, discriminate, identify, arrange facts, detect the errors, interpret and extract.

Critical Thinking: The subject leads to develop the interest in the study of Introduction to Epigraphy. It also creates a critical thinking ability among the students. The student will be able to identify, analyse, collect, select, draw and verify the historical facts and figures.

Practical Skills: The subject enables the students to develop practical skills which help in the study and understanding of historical facts. The student should be able to draw maps, charts, diagrams and prepare models, etc.

Learning Outcomes: This course enables students to explore various aspects of political, diplomatic relations of the rulers of medieval times in historical perspective that discusses numerous political practices that have evolved over centuries. The students will gather knowledge about the various dynasties, political diplomacy, results and impact wars and battles the people. It also helps the students to develop the knowledge and awareness about the political ideologies.

Assessment:

Weight age for assessment (in percentage)

Outlines for continuous assessment activities for C1 and C2

| Formative Assessment | | | |
|---------------------------------------|-----------|-----------|--------------------|
| Activities | C1 | C2 | Total Marks |
| Session Test | 10 Marks | 10 | 20 |
| Sessions/Presentations/Activities | 10 Marks | | 10 |
| Case Study/Assignment/Field Work Etc. | | 10 | 10 |
| Total | | | 40 |

| | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| Cooperation and Team Work | X | X | X | X | X | | | | | |
| Reflective Thinking | X | X | X | X | X | X | X | X | X | X |
| Self-Motivated Learning | X | X | X | X | X | X | X | X | X | X |
| Diversity Management and Inclusive Approach | X | X | X | X | X | X | X | X | X | X |
| Moral and Ethical Awareness Reasoning | X | X | X | X | X | X | X | X | X | X |
| Lifelong Learning | X | 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”** the intersection cell if a course outcomes addresses a particular program outcome.

BA**O.E III Semester****O.E-3: Freedom Movement in Karnataka (1800-1947)**

| Course 1 | | Course 2 | |
|--------------------------|----------------------------------|--------------------------|----------------------------------|
| Number of Theory Credits | Number of lecture hours/semester | Number of Theory Credits | Number of lecture hours/semester |
| 3 | 39 or 42 | 3 | 39 or 42 |

| Content of Course 1 | 39/42 Hrs |
|---|------------------|
| Unit – 1 Early Uprisings in Karnataka | 12/13 |
| Chapter No.1 Dhondya Wagh, Venkatadri Nayaka, Koppala Veerappa, Deshmuks of Bidar, Shivalingaiyah, Sindagi Revolt. | 05 |
| Chapter No.2 Rani Chennamma-Sangolli Rayanna-Nagar Revolt-Kodagu Revolt | 04 |
| Chapter No.3 1857 and After-Bedas of Halagali-Naragunda Babasaheb Revolt-Surapura Venkatappa Nayaka-Mundaragi Bheema Rao | 04 |
| Unit – 2 Nationalism in Karnataka | 13/14 |
| Chapter No.4 Nationalism-Causes for the Rise of Nationalism-Impact of Tilak-Chatrusutras-Gandhi in Karnataka-Belguam Congress 1924 | 05 |
| Chapter No.5 Khadi Movement-Koujalagi Hanumantha Rao-Hallikeri Gudleppa-Tagaduru Ramachandra Rao | 05 |
| Chapter No.6 Harijana Movement-Harijana Sevaka Sangha-Sardhar Veeranna Gowda Patil-Nagamma Patil-Siddamati Mylar | 04 |
| Unit – 3 Gandhi Movements in Karnataka | 14/15 |
| Chapter No.7 Non-Cooperation Movement-Salt Sathyagraha-Ankola-No Tax Campaign in Uttar Karnataka-Forest Sathyagraha. | 05 |
| Chapter No.8 Genesis of Mysore Congress-Shivapura Dhawaja Sathyagraha-Vidurashwatha Tragedy-Patel Mirza Pact-Quit India Movement-Isooru Tragedy. | 05 |
| Chapter No.9 Establishment of Responsible Government in Princely Mysore-Mysore Chalo Sathyagraha-First Congress Ministry-A Brief Profile of Karnataka Freedom Fighter. | 05 |

Books for Reference

AUTHORS – BOOKS

1. Diwakar.R.R -Karanirakaneya Veerakathe
2. Diwakar.R.R -Karmayogi Hanumantharayaru
3. Diwakar.R.R-Karnataka Through the Ages
4. Doreswamy.H.S-Horatada Ditta Hejjegalu
5. Hallappa G.S-History of Freedom Movement in Karnataka, Volume-2
6. Handa.R.L-History of Freedom Movement in Princely Mysore
7. Joyish M.N-Karmayogi Tagaduru Ramachandra Rayaru
8. Nagarathnamma.S-Karnatakadalli Asahakara Mattu Nagareeka Khanunubanga Chaluvalli
9. Sardar Veerannagowda Patil-Atma Neevedane
10. Sarojini Sindri and Raghavendra Rao- Women Freedom Fighters in Karnataka
11. Suryanath Kamath (Ed)-Swatantrya Sangramada Samthigalu,
12. Suryanath Kamath-A Concise History of Karnataka
13. Tee.Thi.Sharma-Karnatakadalli Swatantra Sangrama
14. Veerathappa. K-Mysuru Samsthanadalli Swatantrya Chaluvalli
15. Veerathappa. K-Readings in Modern History of Mysore Vol-1,2,3
16. ಪ್ರೇಮಲತಾ ಜೈವೇಕೆ - ಇತಿಹಾಸದ ದೃಶ್ಯಗಳಲ್ಲಿ ಕರ್ನಾಟಕದ ಸ್ವಾತಂತ್ರ್ಯ ಚಳುವಳಿ
17. ದತ್ತಾತ್ರೇಯ ಪ್ರೇಮಲತಾ ಜೈವೇಕೆ - ಇತಿಹಾಸದ ದೃಶ್ಯಗಳಲ್ಲಿ ಕರ್ನಾಟಕದ ಸ್ವಾತಂತ್ರ್ಯ ಚಳುವಳಿ

Pedagogy:

Knowledge: the student should acquire knowledge of terms, concepts, political events, ideas, conventions, problems, trends, personalities, chronology and generalizations etc. related to the study of History of Freedom Movement in Karnataka (1800-1947). The student should be able to recall, recognize, show and read the history of the medieval times.

Understanding: The student should develop understanding of terms, facts, important events, trends, etc., related to History of Freedom Movement in Karnataka (1800-1947). The student is able to classify facts, illustrate events, compare and contrast events, explain events, discriminate, identify, arrange facts, detect the errors, interpret and extract.

Critical Thinking: The subject leads to develop the interest in the study of History of Freedom Movement in Karnataka (1800-1947). It also creates a critical thinking ability among the students. The student will be able to identify, analyse, collect, select, draw and verify the historical facts and figures.

Practical Skills: The subject enables the students to develop practical skills which help in the study and understanding of historical facts. The student should be able to draw maps, charts, diagrams and prepare models, etc.

Learning Outcomes: This course enables students to explore various aspects of political, diplomatic relations of the rulers of medieval times in historical perspective that discusses numerous political practices that have evolved over centuries. The students will gather knowledge about the various dynasties, political diplomacy, results and impact wars and battles the people. It also helps the students to develop the knowledge and awareness about the political ideologies.

Assessment:

Weight age for assessment (in percentage)

Outlines for continuous assessment activities for C1 and C2

| Formative Assessment | | | |
|---------------------------------------|-----------|-----------|--------------------|
| Activities | C1 | C2 | Total Marks |
| Session Test | 10 Marks | 10 | 20 |
| Sessions/Presentations/Activities | 10 Marks | | 10 |
| Case Study/Assignment/Field Work Etc. | | 10 | 10 |
| Total | | | 40 |

| | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| Cooperation and Team Work | X | X | X | X | X | | | | | |
| Reflective Thinking | X | X | X | X | X | X | X | X | X | X |
| Self-Motivated Learning | X | X | X | X | X | X | X | X | X | X |
| Diversity Management and Inclusive Approach | X | X | X | X | X | X | X | X | X | X |
| Moral and Ethical Awareness Reasoning | X | X | X | X | X | X | X | X | X | X |
| Lifelong Learning | X | 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**” the intersection cell if a course outcomes addresses a particular program outcome.

BA**Semester 4**Title of the Course: **History of Medieval India**

| Course 1 (DSC-7) | | 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 Hours |
|--|--|--------------------|
| Unit -1 Interpreting Medieval Indian History | | 14 |
| Chapter No. 1 | Interpreting Medieval Indian History | 2 |
| Chapter No. 2 | Debate on Indian Feudal System | 6 |
| Chapter No. 3 | Interpretation of Peasant State and Society of Medieval India – North India & South India – Agrarian System of Mughal and Vijayanagara Period. Bhakti Movement – Kabir, Nanak, Meera Bai, Sri Chaithanya – Alvars, Nainars. | 6 |
| Unit -2 Political Structure of Medieval Northern India and Southern India | | 14 |
| Chapter No. 4 | Comparative study of Vijayanagara Polity, Delhi Sultanate and Mughals – process of Urbanization in Mughals and Vijayanagara period | 6 |
| Chapter No. 5 | Nature of state in Vijayanagara Kingdom, Delhi Sultanate and Mughal dynasties | 6 |
| Chapter No. 6 | Military Technology of Mughals and Vijayanagara dynasties – Development of Science & Technology in Medieval India | 4 |
| Unit -3 Minor Kingdoms of North India | | 14 |
| Chapter No. 7 | Rajaputs, Gurjara Pratiharas, Palas, Paramaras | 6 |
| Chapter No. 8 | Vijayanagara dynasy – Amaranayaka System – Creation of Wealth. | 6 |
| Chapter No. 9 | The rise of the Marathas – Shivaji and his administration – Astha Pradhana System Map Extent of Vijayanagara Empire under Krishnadevaraya, Extent of Mughal Empire under Akbar, Important trade Centers of Medieval India : 1. Agra 2. Fatehpur Sikri 3. Delhi 4. Mewar 5. Hampi 6. Honnavara 7. Bhatkal 8. Raighad 9. Tirupati 10. Anegondi | 4 |

Books for Reference:

- | | |
|---|---|
| 1. Anil Chandra Banarjee | History of India |
| 2. S.C.Rayachoudhary | History of Medieval India (From 1000-1707 C.E.) |
| 3. Sarkar, Jadunath | Shivaji and his Times |
| 4. Sharma S.R. | Mughal Administration |
| 5. Tripathi R.P. | Rise and Fall of Mughal Empire |
| 6. Wolseley Haig and Richard Burn | Cambridge History of India Vo. IV |
| 7. Khosala, R.P. | Mughal Kingship and Nobility |
| 8. Srivastav A.L. | Mughal Empire |
| 9. A.C.Banarjee | New History of Medieval India |
| 10. Satish Chandra | History of Medieval India |
| 11. Banerjee A.C. | The State and Society in Northern India (1206 -1526 C.E.) |
| 12. Kulkarni A.R. | Maharashtra in the Age of Shivaji |
| 13. R.C.Majumdar (Ed.) | The Delhi Sultanate |
| 14. R.C.Majumdar (Ed.) | The Mughal Empire |
| 15. ¥ÉÉ#Dgi.gÁdt ¢ÁÁvÁÁÚ qÁ.J.1.ÉÁÚÉÁ±i | ¢ÁÁzsÁpÁ°Á£ "sÁgÁvÁzÁ EwÁÁ |

Pedagogy:

Knowledge: the student should acquire knowledge of terms, concepts, political events, ideas, conventions, problems, trends, personalities, chronology and generalizations etc. related to the study of History of Medieval India. The student should be able to recall, recognize, show and read the history of the medieval times.

Understanding: The student should develop understanding of terms, facts, important events, trends, etc., related to medieval India. The student is able to classify facts, illustrate events, compare and contrast events, explain events, discriminate, identify, arrange facts, detect the errors, interpret and extract.

Critical Thinking: The subject leads to develop the interest in the study of medieval Indian history. It also creates a critical thinking ability among the students. The student will be able to identify, analyse, collect, select, draw and verify the historical facts and figures.

Practical Skills: The subject enables the students to develop practical skills which help in the study and understanding of historical facts. The student should be able to draw maps, charts, diagrams and prepare models, etc.

Learning Outcomes: This course enables students to explore various aspects of political, diplomatic relations of the rulers of medieval times in historical perspective that discusses numerous political practices that have evolved over centuries. The students will gather knowledge about the various dynasties, political diplomacy, results and impact wars and battles the people. It also helps the students to develop the knowledge and awareness about the political ideologies.

Assessment:

Weight age for assessment (in percentage)

Outlines for continuous assessment activities for C1 and C2

| Formative Assessment | | | |
|---------------------------------------|-----------|-----------|--------------------|
| Activities | C1 | C2 | Total Marks |
| Session Test | 10 Marks | 10 | 20 |
| Sessions/Presentations/Activities | 10 Marks | | 10 |
| Case Study/Assignment/Field Work Etc. | | 10 | 10 |
| Total | | | 40 |

| | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| Analytical Reasoning | X | X | X | X | X | X | X | X | | |
| Cooperation and Team Work | X | X | X | X | X | | | | | |
| Reflective Thinking | X | X | X | X | X | X | X | X | X | X |
| Self-Motivated Learning | X | X | X | X | X | X | X | X | X | X |
| Diversity Management and Inclusive Approach | X | X | X | X | X | X | X | X | X | X |
| Moral and Ethical Awareness Reasoning | X | X | X | X | X | X | X | X | X | X |
| Lifelong Learning | X | 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**” the intersection cell if a course outcomes addresses a particular program outcome.

BA

Semester 4 (DSC-8)

CULTURAL HISTORY OF INDIA (From Saraswati - Indus culture to 1206 CE)

Objectives in this lesson

students investigate various facets of Indian culture. Throughout the chapter, emphasis will be on the concept and importance of Indian culture through various ages of India. After studying this lesson you will be able to:

- understand the concept and meaning of culture;
- establish the relationship between culture and civilization;
- establish the link between culture and heritage;
- discuss the role and impact of culture in human life.
- describe the distinctive features of Indian culture;
- identify the central points and uniqueness of Indian culture;
- explain the points of diversity and underlying unity in it; and
- trace the influence and significance of geographical features on Indian culture.

| CONTENT OF COURSE | | 42 HOURS |
|---|--|-----------------|
| UNIT-I Indian Culture: An Introduction | | |
| CHAPTER-1 Characteristics of Indian culture. | | 06 |
| CHAPTER-2 Significance of Geography on Indian Culture. | | 06 |
| CHAPTER-3 Religion and Philosophy in India: Ancient Period: Pre-Vedic and Vedic Religion, Buddhism and Jainism, Indian philosophy. | | 06 |
| UNIT-II A Brief History of Indian Arts and Architecture | | |
| CHAPTER-4 Indian Languages and Literature – Nagari – Devanagari, Grantha – Dravidian languages – Kannada. | | 05 |
| CHAPTER-5 Evolution of script and languages in India: Harappan Script and Brahmi Script. | | 03 |
| CHAPTER-6 Short History of the Sanskrit literature: The Vedas, and Upanishads , Epics: Ramayana and Mahabharata - History of Buddhist and Jain Literature in Pali, Prakrit . | | 04 |
| UNIT-III ART&ARCHITECTURE | | |
| CHAPTER-7 Indian Art & Architecture: Gandhara School and Mathura School of Art; - Hindu Temple Architecture, Buddhist Architecture- Indian Painting Tradition: ancient painting at Ajantha. | | 04 |
| CHAPTER-8 Performing Arts: Divisions of Indian classical music: Hindustani and Carnatic, -Dances of India: Various Dance forms: Classical and Regional, | | 04 |
| CHAPTER-9 Indian Culture in South East Asia | | 04 |

Books for Reference

1. Gore, M. S., Unity in Diversity: The Indian Experience in Nation-Building, Rawat Publication, Jaipur, 2002.
2. Kabir, Humayun N, National Information and Publications Ltd., Mumbai, 1946.
3. Malik, S. C., Understanding Indian Civilisation : A Framework of Enquiry, Indian Institute of Advanced Study, Simla, 1975.
4. Mukerji, D. P., Sociology of Indian Culture, Rawat Publications, Jaipur, 1948/1979.
5. Pandey, Govind Chandra, Foundations of Indian Culture, Books and Books, New Delhi, 1984.

Pedagogy:

Knowledge: The student should acquire knowledge of terms, concepts, political events, ideas, conventions, problems, trends, personalities, chronology and generalizations etc. related to the study of Cultural History of India (From Saraswati - Indus Culture to 1206 CE). The student should be able to recall, recognize, show and read the history of the region.

Understanding: The student should develop understanding of terms, facts, important events, trends, etc. related to the history of Cultural History of India (From Saraswati - Indus Culture to 1206 CE). The student is able to classify facts, illustrate events, compare and contrast events, explain events, discriminate, identify, arrange facts, detect the errors, interpret and extract.

Critical Thinking: The subject leads to develop the interest in the study of History of Cultural History of India (From Saraswati - Indus Culture to 1206 CE). It also creates a critical thinking ability among the students. The student will be able to identify, analyse, collect, select, draw and verify the historical facts.

Practical Skills: The subject enables the students to develop practical skills which help in the study and understanding of historical facts. The student should be able to draw maps, charts, diagrams and prepare models, etc.

Learning Outcomes: This course enables students to explore various aspects of political, Culture and Heritage of Cultural History of India (From Saraswati - Indus Culture to 1206 CE) in historical perspective that discusses numerous cultural practices that have evolved over centuries. The students will gather knowledge about the cultural heritage, cultural forms and cultural expressions performing arts, fairs and festivals.

Assessment: Weight age for assessment (in percentage)

Outlines for continuous assessment activities for C1 and C2

| Formative Assessment | | | |
|---------------------------------------|-----------|-----------|--------------------|
| Activities | C1 | C2 | Total Marks |
| Session Test | 10 Marks | 10 | 20 |
| Sessions/Presentations/Activities | 10 Marks | | 10 |
| Case Study/Assignment/Field Work Etc. | | 10 | 10 |
| Total | | | 40 |

| | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| Cooperation and Team Work | X | X | X | X | X | | | | | |
| Reflective Thinking | X | X | X | X | X | X | X | X | X | X |
| Self-Motivated Learning | X | X | X | X | X | X | X | X | X | X |
| Diversity Management and Inclusive Approach | X | X | X | X | X | X | X | X | X | X |
| Moral and Ethical Awareness Reasoning | X | X | X | X | X | X | X | X | X | X |
| Lifelong Learning | X | 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”** the intersection cell if a course outcomes addresses a particular program outcome.

BA**O.E IV Semester****O.E-4: Freedom Movement in India (1885-1947)**

| Course 1 | | Course 2 | |
|--------------------------|----------------------------------|--------------------------|----------------------------------|
| Number of Theory Credits | Number of lecture hours/semester | Number of Theory Credits | Number of lecture hours/semester |
| 3 | 39 or 42 | 3 | 39 or 42 |

| Content of Course -1 | 39/42 Hrs |
|---|------------------|
| Unit – 1 Indian Nationalism | 12/14 |
| Chapter No.1 Genises of Indian National Congress-Moderate-Objectives-Techniques-Partition of Bengal-Swadeshi Movement | 05 |
| Chapter No.2 Split of Congress-Extremists-Objectives-Techniques, Lalalajpat Ray-Balagandharanatha Tilak-Bipan Chandra Pal-Arabindo Ghosh | 05 |
| Chapter No.3 Revolutionary Movement-Bhagat Singh-Chandra Sheker Azad-Rajaguru, Sukh Dev. Revolutionary Women-Kumudini Mitra Busu – Madam Bhikaji Cama – Preethi Latha Waddedar | 04 |
| Unit – 2 1914 and After | 10/12 |
| Chapter No.4 First World War and Indian Nationalism | 04 |
| Chapter No.5 Home Rule Movement-Balagangadharanatha Tilak and AnniBesant | 03 |
| Chapter No.6 Luknow Pact-1916-Rowllet Act-Jalliyawala Bagh Massacre | 04 |
| Unit – 3 Gandhian Era | 15/17 |
| Chapter No.7 Early Experiments of Gandhi-Non Co-operation Movement-Constructive Programmes-Swaraj Party-Siman Commission | 06 |
| Chapter No.8 Lahore Congress-Salt Sathyagraha-Round Table Conference-Communal Award-Poona Pact-Subaschandra Bose-INA | 06 |
| Chapter No.9 Partion and Independence: Growth of Communalism Two Nation Theory-August offer-Crips Proposal-Quit India Movement-Cabinet Mission-Mount Batten Plan-1947 Indian Independence Act. | 05 |

Books for Reference:

1. Asharani- Gandhian Non-Violence and Indian Freedom Struggle
2. Bipan Chandra- Indian Struggle for Independence
3. Bipan Chandra-Communalism and Modern India
4. Bukshi S.R-Gandhi and Dandi March
5. Dominique Larry Collins-Freedom at Midnight
6. Judith M Brown-Gandhi's Rise to Power, Indian Politics 1915-22
7. Lakshmi Jain- History of Freedom Movement in India
8. Moulana Abdul Khalam Azad-India Wins Freedom
9. Richard Sesan and Sekhar Bandyopadhyay- Congress and Indian Nationalism -From Plassey to Partion Senley Wolfort
10. Shankara Narayana Rao V.S-Swatantrada Guri Bharatada Dari
11. Shankara Narayana Rao V.S-Swatantraya Gangeya Savira Toregalu
12. Subas Chndra Bose-The Indian Struggle
13. Sumit Sarkar-Modern India
14. Tharachand- History of the Freedom Movement in India
15. DzsÄÄPÄ "sÄgÄVÄZÄ EwÄÄÄ - ¥ÉÆæ.Dgi.gÄdt ÄÄvÄÄÜ qÄ.£ÄUÉÄ±i J.1

Pedagogy:

Knowledge: The student should acquire knowledge of terms, concepts, political events, ideas, conventions, problems, trends, personalities, chronology and generalizations etc. related to the study of Freedom Movement in India (1885-1947). The student should be able to recall, recognize, show and read the history of the region.

Understanding: The student should develop understanding of terms, facts, important events, trends, etc. related to the history of Freedom Movement in India (1885-1947). The student is able to classify facts, illustrate events, compare and contrast events, explain events, discriminate, identify, arrange facts, detect the errors, interpret and extract.

Critical Thinking: The subject leads to develop the interest in the study of History of Freedom Movement in India (1885-1947). It also creates a critical thinking ability among the students. The student will be able to identify, analyse, collect, select, draw and verify the historical facts.

Practical Skills: The subject enables the students to develop practical skills which help in the study and understanding of historical facts. The student should be able to draw maps, charts, diagrams and prepare models, etc.

Learning Outcomes: This course enables students to explore various aspects of political, Culture and Heritage of Freedom Movement in India (1885-1947) in historical perspective that discusses numerous cultural practices that have evolved over centuries. The students will gather knowledge about the cultural heritage, cultural forms and cultural expressions performing arts, fairs and festivals.

Assessment: Weight age for assessment (in percentage)

Outlines for continuous assessment activities for C1 and C2

| Formative Assessment | | | |
|---------------------------------------|-----------|-----------|--------------------|
| Activities | C1 | C2 | Total Marks |
| Session Test | 10 Marks | 10 | 20 |
| Sessions/Presentations/Activities | 10 Marks | | 10 |
| Case Study/Assignment/Field Work Etc. | | 10 | 10 |
| Total | | | 40 |

| | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| Self-Motivated Learning | X | X | X | X | X | X | X | X | X | X |
| Diversity Management and Inclusive Approach | X | X | X | X | X | X | X | X | X | X |
| Moral and Ethical Awareness Reasoning | X | X | X | X | X | X | X | X | X | X |
| Lifelong Learning | X | 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**” the intersection cell if a course outcomes addresses a particular program outcome.

BA**Semester 4****PRINCIPLES AND PRACTICE OF MUSEOLOGY**

| Content of Course 1 | 37 Hours |
|--|---------------------|
| UNIT -1 Introduction to Museology | |
| Chapter-I | 5 |
| History of Museums and Collection - Definition and scope of Museum. | |
| Chapter-II | 4 |
| General Principles of Museums. Functions of Museums | |
| Chapter-III | 4 |
| Museum Movement in Indian subcontinent, Europe, and Western Hemisphere. | |
| UNIT -2 : Functions and types Museums | |
| Chapter-IV | 5 |
| Functions of Museums: (a.) Collection (b.) Identification (c.) Preservation (d.) Documentation (e.) Presentation (Exhibition) (f.) Research (g.) Educational activities | |
| Chapter-V | 4 |
| Various Types of Museums: Archaeology museums, Art museums History museums, Maritime museums ,Military and war museums, Science museums | |
| Chapter-VI | 3 |
| New trends in Museums and Legislations concerning Museums. | |
| UNIT -3 : Management and Administration | |
| Chapter-VII | 5 |
| Museum Management and Administration: 1. Location and Surrounding of Museums (a.) Selection of site (b.) Surrounding (c.) Use of space, design (d.) Planning (e.) Construction of museum (f.) Special Problems (war. flood, fire & earthquake etc.). | |
| Chapter -VIII | 3 |
| Museum Conservation and Preservation. 1. General Principles of Conservation (a) Preventive measures (b.) Curative measures | |
| Chapter -IX | 4 |
| Classification of Museums based on the nature of collections, concepts of eco Museum, Personallia Museums, Children Museums, and Virtual Museums. | |

Books for Reference

1. Dr. V. Jayaraj - Museology - Heritage Management - Seawaves Printers, Chennai - 86, 2005
2. M.L. Nigam - Fundamentals of Museology, Deva Publicaitons, Hyderabad, 1985
3. Grace Morley - The Museum and its functions, Ed. Saifur Rahman dar, Lahore Museum, Lahore, 1981
4. Dr. V. Jayaraj - Handbook on Conservation in Museums Published by the Commissioner of Museums, Chennai, 1995
5. J. Smifa, J. Baxi and Vinod P. Dwivedi - Museum Storage, Modern Museum, V.P. Abbhinav Publications, New Delhi, 1985
6. Agarwala. V.S. - Museum studies, Prithivi Prakashan, Varanashi, 1978
7. Grace Morley - Museum today, Lucknow, 1981

Pedagogy:

Knowledge: The student should acquire knowledge of terms, concepts, political events, ideas, conventions, problems, trends, personalities, chronology and generalizations etc. related to the study of History of Principles and Practice of Museology. The student should be able to recall, recognize, show and read the history of the region.

Understanding: The student should develop understanding of terms, facts, important events, trends, etc. related to the History of Principles and Practice of Museology. The student is able to classify facts, illustrate events, compare and contrast events, explain events, discriminate, identify, arrange facts, detect the errors, interpret and extract.

Critical Thinking: The subject leads to develop the interest in the study of Principles and Practice of Museology. It also creates a critical thinking ability among the students. The student will be able to identify, analyse, collect, select, draw and verify the historical facts.

Practical Skills: The subject enables the students to develop practical skills which help in the study and understanding of historical facts. The student should be able to draw maps, charts, diagrams and prepare models, etc.

Learning Outcomes: This course enables students to explore various aspects of political, Culture and Heritage and also the cultural diversity of Principles and Practice of Museology in historical perspective that discusses numerous cultural practices that have evolved over centuries. The students will gather knowledge about the cultural heritage, cultural forms and cultural expressions performing arts, fairs and festivals.

Assessment: Weight age for assessment (in percentage)

Outlines for continuous assessment activities for C1 and C2

| Formative Assessment | | | |
|---------------------------------------|-----------|-----------|--------------------|
| Activities | C1 | C2 | Total Marks |
| Session Test | 10 Marks | 10 | 20 |
| Sessions/Presentations/Activities | 10 Marks | | 10 |
| Case Study/Assignment/Field Work Etc. | | 10 | 10 |
| Total | | | 40 |

Course Matrix for B.A. (History -Hons): 5 Years (10 Semesters)
for Academic Year 2022-23
 [As per NEP-2020 Guidelines]

THIRD SEMESTER

| Paper No. | Course | Title of the Course | Instruction Hours per week | Exam Duration | Marks | | | Credits |
|----------------------|--------|--|----------------------------|---------------|-------|-----|-------|----------|
| | | | | | IA | ETE | Total | |
| 1.1 | DSC-5 | Political History of India (From Indus Culture upto 1206) | 3 | 2 | 40 | 60 | 100 | 3 |
| 1.2 | DSC-6 | History of Coastal Karnataka and Kodagu | 3 | 2 | 40 | 60 | 100 | 3 |
| 1.3 | OE-3 | Introduction to Epigraphy OR Freedom Movement in Karnataka (1800-1947) | 3 | 2 | 40 | 60 | 100 | 3 |
| Total Credits | | | | | | | | 9 |

FOURTH SEMESTER

| Paper No. | Course | Title of the Course | Instruction Hours per week | Exam Duration | Marks | | | Credits |
|----------------------|---------|---|----------------------------|---------------|-------|-----|-------|----------|
| | | | | | IA | ETE | Total | |
| 2.1 | DSC-7 | History of Medieval India | 3 | 2 | 40 | 60 | 100 | 3 |
| 2.2 | DSC - 8 | Cultural History of India (From Saraswati - Indus Culture to 1206 CE). | 3 | 2 | 40 | 60 | 100 | 3 |
| 2.3 | OE-4 | Freedom Movement in India (1885-1947) OR Principles and Practice of Museology | 3 | 2 | 40 | 60 | 100 | 3 |
| Total Credits | | | | | | | | 9 |

BA

Semester 1

| | |
|--|-----------------------------|
| Course Title: Political history of Karnataka (BCE-3 to 10 CE) Part-1 | |
| Total Contact Hours: 39 to 42 | Course Credits: 3 |
| Formative Assessment Marks: 40 | Duration of ESA/Exam: 60 |
| Model Syllabus Authors: | Summative Assessment Marks: |

Course Pre-requisite(s): Political history of Karnataka (BCE-3 to 10 CE) Part-1

Course Outcomes (COs):

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

(Write 3-7 course outcomes. Course outcomes are statements of observable student actions that serve as evidence of knowledge, skills and values acquired in this course)

- Understand the continuity of Political developments and strategies.
- Analysis the importance of causes for the rise of regional political dynasties.
- Understand contextual necessities which influenced the era of political supremacy.
- Understand and describe the contemporary political history.
- Appreciate the confluence of diverse political elements.

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

| Course Outcomes (COs) / Program Outcomes (POs) | DSC1 | DSC2 | DSC3 | DSC4 | DSC5 | DSC6 | OE1 | OE2 | SEC1 | SEC2 |
|--|------|------|------|------|------|------|-----|-----|------|------|
| Disciplinary Knowledge | X | x | X | x | x | x | x | x | | |
| Communication Skills | 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 |
| Analytical Reasoning | X | x | X | x | x | x | x | x | | |
| Cooperation and Team Work | | x | X | x | | x | x | x | | x |
| Reflective Thinking | | 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 |

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.

BA
BA Semester 1

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

| Course 1 | | Course 2 | |
|--------------------------|----------------------------------|--------------------------|----------------------------------|
| Number of Theory Credits | Number of lecture hours/semester | Number of Theory Credits | Number of lecture hours/semester |
| 3 | 39 or 42 | 3 | 39 or 42 |

| Content of Course 1 | 39/42 Hrs |
|--|-----------|
| Unit – 1 Introduction | 13/14 |
| Chapter No. 1 Survey of sources- Pre historic culture | 04 |
| Chapter No. 2 The Early Alupas- The Satavahanas – Kadambas of Banavasi | 06 |
| Chapter No. 3 The Gangas of Talakad - Durvineetha | 04 |
| Unit – 2 The Age of Empires | 13/14 |
| Chapter No. 4. Chalukyas of Badami – Pulikesin – II | 04 |
| Chapter No. 5. The Rastrakutas – Amoghavarsha | 04 |
| Chapter No. 6. The Chalukyas of Kalyani - Vikramaditya VI-Kalachuries of Kalyani– Bijalla-II | 06 |
| Unit – 3 Formation of State | 13/14 |
| Chapter No. 7 Central And Provincial Administration. | 12 |
| Chapter No. 8. Map- The Chalukya Empire under Pulikesin - II Places – Badami, Aihole, Pattadakal, Banavasi, Kanchipuram, Mahakuta, Alampur, Talakadu | 02 |

Books for Reference:

1. K.R Basavaraja - "History and Culture of Karnataka"
2. R.S Mugali - "Glimpses 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”
11. Dr. Suryanatha U Kamath - History of Karnataka

Pedagogy

- Lecture Method – Class Room Teaching
- Learning Through Project work
- Collaborative learning strategies
- Use of Learning Recourses like
as Audio – Visual aids
Films
Documentaries
s

Visit to historical sites

Assessment:

Weightage for assessments (in percentage)

| Formative Assessment | | |
|--|---------------------|---|
| | Internal Assessment | Theory Part Semester End Examination |
| Internal Test | 15 | 60 |
| Assignments/ Seminar/ Field visit/ Lab practice | 15 | |
| Viva Voice | 10 | |
| Total | 40 | |
| Grand Total | | |

Date:13.09.2021

Course Co-ordinator

Subject Committee Chairperson

Prof. R Rajanna

BA

Semester 1

| | |
|--|-----------------------------|
| Course Title: Cultural Heritage of India | |
| Total Contact Hours: 39 to 42 | Course Credits: 3 |
| Formative Assessment Marks: 40 | Duration of ESA/Exam: 60 |
| Model Syllabus Authors: | Summative Assessment Marks: |

Course Pre-requisite(s): Cultural Heritage of India

Course Outcomes (COs):

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

- Provide an insight about an extensive survey of heritage of India
- Familiarize Indian history and culture
- Expertize to analyse further development of culture of India
- Analyse the factor responsible for origin and decline of culture
- Provide the opportunity to understand the process of cultural development

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

| Course Outcomes (COs) / Program Outcomes (POs) | DSC1 | DSC2 | DSC3 | DSC4 | DSC5 | DSC6 | OE1 | OE2 | SEC1 | SEC2 |
|--|------|------|------|------|------|------|-----|-----|------|------|
| Disciplinary Knowledge | x | x | x | x | x | x | x | x | | |
| Communication Skills | 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 |
| Analytical Reasoning | x | x | x | x | x | x | x | x | | |
| Cooperation and Team Work | | x | x | x | | x | x | x | | x |
| Reflective Thinking | | 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 |

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.

BA
BA Semester 1

Title of the Course: Cultural Heritage of India

| Course 1 | | Course 2 | |
|--------------------------|----------------------------------|--------------------------|----------------------------------|
| Number of Theory Credits | Number of lecture hours/semester | Number of Theory Credits | Number of lecture hours/semester |
| 3 | 39 or 42 | 3 | 39 or 42 |

| Content of Course 1 | 39/42 Hrs |
|---|-----------|
| Unit – 1 Introduction | 13/14 |
| Chapter No. 1 Meaning, Definition Historical Cultural Heritage-Concepts, Characteristics-types of Indian Cultural Heritage: Oral and Written traditions. | 10 |
| Chapter No. 2 Significance of fairs and festivals. | 04 |
| Unit – 2 Legends, Narratives and Cultural Ethos | 13/14 |
| Chapter No.3. Meaning, significance, forms and tradition of legends. Ramayana and Mahabharata: Tradition of Cultural Heritage; Panchatantra, Jataka. | 06 |
| Chapter No. 4. Traditional Performing Art, Folk dances and theatre: Bharata Natya Shastra: The Source of Performing Indian Classical Arts and other Indian classical dances as cultural Heritage | 08 |
| Unit – 3 Architecture and Built Heritage | 13/14 |
| Chapter No. 5. Important Monuments of India-Caves Shore Temple (Mahabalipuram), Aihole. Badami, Pattadakal. Ajanta, Ellora | 08 |
| Chapter No. 6. Important Monumental Centers of India Sarnath, Sanchi, Konark, Khajuraho, Hampi, Vijayanagar, Taj Mahal, Red fort. <i>Places of Historical importance :</i> Delhi, Agra, Nalanda, Saranatha, Sanchi, Hampi, Badami, Mahabalipuram, Ajantha, Ellora, Prayaga, Varanasi, Rameshwaram, Dwaraka, Konark, Khajuraho | 06 |

Books for Reference

1. S. Radhakrishnan - "Culture of India"
2. K.T Achaya - Indian food: A Historical Companion,
3. Banga, I. (Ed) - The City in Indian History : Urban Demography, Society and Politics.

4. A.L Basham - The Wonder that was India.
5. Sachin Shekhar Biswas - Protecting the Cultural Heritage
6. N.K Bose - "Culture Zones of India" in culture and Society in India.
7. S.Narayan - Indian Classical Dances.
8. Gokulsing, K. Moti - Popular Culture in a Globalized India,
9. Bhanu Shankar Mehta - Ramlila Varied Respective
10. Rangacharya - The Natya shastra, English translation with critical Notes.

Pedagogy

Knowledge: The student should acquire knowledge of terms, concepts, facts, events, symbols, ideas, conventions, problems, trends, personalities, chronology and generalizations, etc., related to the study of history. The student should be able to: recall, recognize, show and read.

Understanding: The student should develop understanding of terms, facts, principal events, trends, etc., related to the study of history. The student should be able to: classify facts, illustrate events, compare and contrast events, explain events, discriminate, identify, arrange facts, detect errors, interpret and extract.

Critical Thinking: The subject should enable the students to develop critical thinking. The student should be able to: identify, analyse, collect, select, draw and verify.

Practical Skills: The subject enables the students to develop practical skills helpful in the study and understanding of historical facts. The student should be able to: draw maps, charts, diagrams and prepare models, etc.,

Interests: The subject should enable the students to develop interest in the study of history. The student, on his own, should be able to: collect coins and other historical materials, participate in historical dramas and mock sessions of historical events, visit places of historical interest, archaeological sites, museums and archives, read historical documents, maps and charts, write articles on historical and other related topics.

Learning Outcome:

This course enables students to explore various aspects of cultural heritage and cultural diversity in historical perspective that discusses numerous cultural practices that have evolved over centuries. They will acquire knowledge of changing socio-cultural scenarios of India.

As well as they can gather knowledge about the cultural heritage, cultural forms and cultural expressions performing arts, fairs and festivals.

Assessment:

Weightage for assessments (in percentage)

| Formative Assessment | | |
|--|----------------------------|---|
| | Internal Assessment | Theory Part Semester End Examination |
| Internal Test | 15 | 60 |
| Assignments/ Field study/ Seminar/ | 15 | |
| Viva Voice | 10 | |
| Total | 40 | |
| Grand Total | | 100 |

Date:13.09.2021

Course Co-ordinator

Subject Committee Chairperson

Prof. R Rajanna

BA

Semester 1

| | |
|--|-----------------------------|
| Course Title: Cultural History of Karnataka (CE 3-CE 10) Part-I | |
| Total Contact Hours: 39 to 42 | Course Credits: 3 |
| Formative Assessment Marks: 40 | Duration of ESA/Exam: 60 |
| Model Syllabus Authors: | Summative Assessment Marks: |

Course Pre-requisite(s): Cultural History of Karnataka (CE 3-CE 10) Part-I

Course Outcomes (COs):

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

- Provide an insight about the cultural development of Karnataka.
- Familiarize Karnataka history and culture.
- Expertize to analyze further development of culture of Karnataka.
- Analyze the factors responsible for origin and decline of dynasties.
- Provide the opportunity to understand the process of cultural diversities.

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

| Course Outcomes (COs) / Program Outcomes (POs) | DSC1 | DSC2 | DSC3 | DSC4 | DSC5 | DSC6 | OE1 | OE2 | SEC1 | SEC2 |
|--|------|------|------|------|------|------|-----|-----|------|------|
| Disciplinary Knowledge | x | x | x | x | x | x | x | x | | |
| Communication Skills | 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 |
| Analytical Reasoning | x | x | x | x | x | x | x | x | | |
| Cooperation and Team Work | | x | x | x | | x | x | x | | x |
| Reflective Thinking | | 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 |

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.

BA
BA Semester 1

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

| Course 1 | | Course 2 | |
|--------------------------|----------------------------------|--------------------------|----------------------------------|
| Number of Theory Credits | Number of lecture hours/semester | Number of Theory Credits | Number of lecture hours/semester |
| 3 | 39 or 42 | 3 | 39 or 42 |

| Content of Course 1 | 39/42 Hrs |
|---|-----------|
| Unit – 1 Introduction | 13/14 |
| Chapter No. 1 Language and culture of Coastal Karnataka and Kodagu | 03 |
| Chapter No. 2 Alupa Land Grants | 05 |
| Chapter No. 3 Agriculture and Emergence of Agraharas – Education | 06 |
| Unit – 2 Social Conditions | 13/14 |
| Chapter No. 4. Caste Structure | 06 |
| Chapter No. 5. Conditions of Women | 08 |
| Unit – 3 Religion and Art | 13/14 |
| Chapter No. 6 Jainism and Buddhism in Karnataka. | 04 |
| Chapter No. 7. Saivism and Vaishnavism. | 05 |
| Chapter No. 9 Art and Architecture of Coastal Karnataka. | 05 |

Books for Reference

1. S. Settar - “Halagannada – Lipi, Lipikara, Lipi Vyavasaya”
2. K.R Basavaraja - “History and Culture of Karnataka”
3. R. Rajanna & A.C Nagesh - “Karnatakada Charithre” Volume I
4. P.B. Desai - “A History of Karnataka”
5. A. Sundara (Ed) - “Karnataka Charitre” Volume I
6. B. Surendra Rao (Ed.) - “Karnataka Charitre” Volume II
7. S. Settar - “ Halagannada; Bhashe, Bhasha Vikasa, Bhasha Bandhavya”
8. M. Chidananda Murthy - “Karnataka Shasanagala Samskrutika Adhyayana”
9. S. Rajashekara - “ Karnataka Architecture”
10. K.A. Nilakanta Sastri - “A History of South India”

Pedagogy

- Lecture Method – Class Room Teaching
- Learning Through Project work
- Collaborative learning strategies
- Use of Learning Recourses like
as Audio – Visual aids
Films
Documentarie
s

Visit to historical sites

Assessment:

Weightage for assessments (in percentage)

| Formative Assessment | | |
|---|---------------------|---|
| | Internal Assessment | Theory Part Semester End Examination |
| Internal Test | 15 | 60 |
| Assignments/ Seminar/ Project study/ Labpractice | 15 | |
| Viva Voice | 10 | |
| Total | 40 | |
| Grand Total | | 100 |

Date:13.09.2021

Course Co-ordinator

Subject Committee Chairperson

Prof. R Rajann

BA Semester 1

| | |
|---|-----------------------------|
| Course Title: Introduction to Archaeology | |
| Total Contact Hours: 39 to 42 | Course Credits: 3 |
| Formative Assessment Marks: 40 | Duration of ESA/Exam: 60 |
| Model Syllabus Authors: | Summative Assessment Marks: |

Course Pre-requisite(s): Introduction to Archaeology

Course Outcomes (COs):

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

- Understand the concept of Archaeology as an ancillary for study of history
- Help to study features of Archaeology in understanding history
- Familiarize the students to know about scope of Archaeology.
- Understand the various tools and techniques imbibed in Archaeology
- Study various schools of disciplines of Archaeology.

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

| Course Outcomes (COs) / Program Outcomes (POs) | DSC1 | DSC2 | DSC3 | DSC4 | DSC5 | DSC6 | OE1 | OE2 | SEC1 | SEC2 |
|--|------|------|------|------|------|------|-----|-----|------|------|
| Disciplinary Knowledge | x | x | x | x | x | x | x | x | | |
| Communication Skills | 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 |
| Analytical Reasoning | x | x | x | x | x | x | x | x | | |
| Cooperation and Team Work | | x | x | x | | x | x | x | | x |
| Reflective Thinking | | 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 |

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.

BA
BA Semester 1

Title of the Course: Introduction to Archaeology

| Course 1 | | Course 2 | |
|--------------------------|----------------------------------|--------------------------|----------------------------------|
| Number of Theory Credits | Number of lecture hours/semester | Number of Theory Credits | Number of lecture hours/semester |
| 3 | 39 or 42 | 3 | 39 or 42 |

| Content of Course 1 | 39/42 Hrs |
|--|-----------|
| Unit – 1 Introduction | 13/14 |
| Chapter No. 1 Definition – Scope – Nature | 03 |
| Chapter No. 2 Concepts – Artifacts – Assemblage – Industry – Culture -Layer | 05 |
| Chapter No. 3 Kinds of Archaeology – Ethno, Marine and Salvage | 06 |
| Unit – 2 Archaeology by Period | 13/14 |
| Chapter No. 4. Lower Paleolithic – Middle Paleolithic – Upper Paleolithic- Mesolithic – Chalcolithic – Bronze age – Iron Age | 05 |
| Chapter No. 5. Development in the Global Context – From Antiquarians to Scientific Archaeology – Finders Petrie- Pitt Riveres – Leonard Wooly. | 05 |
| Chapter No. 6. Archaeology in India – William Jones to Wheeler – The Allchins – S.R. Rao – Archaeological Survey of India – Department of Archaeology Government of Karnataka | 04 |
| Unit – 3 Exploration, Excavation and Analysis | 13/14 |
| Chapter No. 7 Identification of a site – field survey – sampling techniques – Application of scientific methods. | 05 |
| Chapter No. 8. Methods of Excavation – vertical and horizontal – Trenching – Gridding | 05 |
| Chapter No. 9 Excavation of burial mounds – Open Stripping – Quadrant method – Excavation of pits – Excavation of a typical site | 04 |

Books for Reference

1. Agrawal D.P - Archaeology in India
2. Aiken M.J - Science based dating in archaeology
3. Allchin Bridget
And Raymond Allchin - Rise of Civilisation in India and Pakistan
4. Atkinson RJC - Field Archaeology
5. Basker .P - Techniques of Archaeological Excavation
6. Chakrabarthy D.K - A History of Indian Archaeology from the beginning to 1947
7. Chakrabarthy D.K - Theoretical Perspectives in Indian Archaeology
8. Gosha .A - Encyclopaedia of Indian Archaeology

9. Rajan .K - Archaeology, Principles and Methods
10. Raman K.V - Principles and Methods in Archaeology
11. Dr.Srinivas V Padigar - Principles of Archaeology.
12. Dr Srinivas V Padigar - Puratattva Parichaya-(Kan)

Pedagogy

- Lecture Method – Class Room Teaching
- Visit to Archaeological sites
- Learn techniques of excavations
- Collaborative learning strategies
- Learning about digging, Trenching and Exploration
- Collection and Preservation of Artifacts

Assessment:

Weightage for assessments (in percentage)

| Formative Assessment | | |
|---|---------------------|---|
| | Internal Assessment | Theory Part Semester End Examination |
| Internal Test | 15 | 60 |
| Assignments/ Seminar/ Project/Field study /Lab Practice | 15 | |
| Viva Voice | 10 | |
| Total | 40 | |
| Grand Total | | 100 |

Date:13.09.2021

Course Co-ordinator

Subject Committee Chairperson-

Prof. R Rajanna

BA

Semester 2

| | |
|--|-----------------------------|
| Course Title: Political History of Karnataka (CE11- 1750 AD) | |
| Total Contact Hours: 39 to 42 | Course Credits: 3 |
| Formative Assessment Marks: 40 | Duration of ESA/Exam: 60 |
| Model Syllabus Authors: | Summative Assessment Marks: |

Course Pre-requisite(s): Political History of Karnataka (C11- 1799 AD)

Course Outcomes (COs):

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

- Understand the rise and fall of Political dynasties in Karnataka.
- Familiarize with the patterns of administration.
- Analyze the traditional values and ethos of political development.
- Understand the rise and fall of regional variations.
- Study the complexities involved in polity of the time.

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

| Course Outcomes (COs) / Program Outcomes (POs) | DSC1 | DSC2 | DSC3 | DSC4 | DSC5 | DSC6 | OE1 | OE2 | SEC1 | SEC2 |
|--|------|------|------|------|------|------|-----|-----|------|------|
| Disciplinary Knowledge | x | x | x | x | x | x | x | x | | |
| Communication Skills | 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 |
| Analytical Reasoning | x | x | x | x | x | x | x | x | | |
| Cooperation and Team Work | | x | x | x | | x | x | x | | x |
| Reflective Thinking | | 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 |

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.

BA
BA Semester 2

Title of the Course: Political History of Karnataka (CE11- 1799 AD)

| Course 1 | | Course 2 | |
|--------------------------|----------------------------------|--------------------------|----------------------------------|
| Number of Theory Credits | Number of lecture hours/semester | Number of Theory Credits | Number of lecture hours/semester |
| 3 | 39 or 42 | 3 | 39 or 42 |

| Content of Course 1 | 39/42 Hrs |
|---|-----------|
| Unit – 1 Introduction | 13/14 |
| Chapter No. 1 The Hoysalas - Vishnuvardhana | 07 |
| Chapter No. 2 Medieval Alupas | 07 |
| Unit – 2 Medieval Karnataka | 13/14 |
| Chapter No. 3. Vijayanagar – Dynasties | 06 |
| Chapter No. 4. The Bahamani States | 05 |
| Chapter No. 5. Regional Kingdoms during Vijayanagar. | 03 |
| Unit – 3 Post Vijayanagar | 13/14 |
| Chapter No. 6 Wodeyars of Mysore – Nayakas of Chithradurga – Nayakas of Keladi | 05 |
| Chapter No. 7. Minor Chieftains-Local Chieftains - Chowtas | 03 |
| Chapter No.8. Hyder Ali and Tippu Sulthan. | 05 |
| Chapter No.9.Map: The Vijayanagar empire. Places- Hampi, Tanjavur, Mangalore, Barkur, Penukonda, Tirupati | 01 |

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 Kenara "

Pedagogy

- Lecture Method – Class Room Teaching
- Visit to Archaeological sites
- Learn techniques of excavations
- Collaborative learning strategies
- Learning about degging, Trenching and Exploration
- Collection and Preservation of Artifacts

Assessment:

Weightage for assessments (in percentage)

| Formative Assessment | | |
|--|----------------------------|---|
| | Internal Assessment | Theory Part Semester End Examination |
| Internal Test | 15 | 60 |
| Assignments/Seminar/Field study/Lab Practice | 15 | |
| Viva Voice | 10 | |
| Total | 40 | |
| Grand Total | | 100 |

Date:13.09.2021

Course Co-ordinator

Subject Committee Chairperson

Prof. R Rajanna

BA

Semester 2

| | |
|--|-----------------------------|
| Course Title: Cultural Heritage of Karnataka | |
| Total Contact Hours: 39 to 42 | Course Credits: 3 |
| Formative Assessment Marks: 40 | Duration of ESA/Exam: 60 |
| Model Syllabus Authors: | Summative Assessment Marks: |

Course Pre-requisite(s): Cultural Heritage of Karnataka

Course Outcomes (COs):

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

- Understand the concept of cultural heritage of Karnataka
- Study various cultural factors which influence the flow of culture
- Familiarize the factors which influenced in influencing culture and society
- Analyze the factors responsible for formation of pluralistic society
- Understand the concept “Unity in diversity”.

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

| Course Outcomes (COs) / Program Outcomes (POs) | DSC1 | DSC2 | DSC3 | DSC4 | DSC5 | DSC6 | OE1 | OE2 | SEC1 | SEC2 |
|--|------|------|------|------|------|------|-----|-----|------|------|
| Disciplinary Knowledge | x | x | x | x | x | x | x | x | | |
| Communication Skills | 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 |
| Analytical Reasoning | x | x | x | x | x | x | x | x | | |
| Cooperation and Team Work | | x | x | x | | x | x | x | | x |
| Reflective Thinking | | 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 |

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.

BA
BA Semester 2

Title of the Course: Cultural Heritage of Karnataka

| Course 1 | | Course 2 | |
|--------------------------|----------------------------------|--------------------------|----------------------------------|
| Number of Theory Credits | Number of lecture hours/semester | Number of Theory Credits | Number of lecture hours/semester |
| 3 | 39 or 42 | 3 | 39 or 42 |

| Content of Course 1 | 39/42 Hrs |
|--|-----------|
| Unit – 1 Introduction | 13/14 |
| Chapter No. 1 Meaning, Definition and Concepts | 07 |
| Chapter No. 2 Characteristic features of Coastal Karnataka and Kodagu | 07 |
| Unit – 2 Fairs, Festivals and Rituals-Daivaradhane | 13/14 |
| Chapter No. 3. Significance – Festivals - Fairs | 09 |
| Chapter No. 4. Legends and Narratives- Paddanas | 05 |
| Unit – 3 Performing Arts | 13/14 |
| Chapter No.5. Folk Dances and theatre- Yakshagana | 07 |
| Chapter No. 6 Architecture and Built Heritage | 07 |

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-I II |
| 8. Dr. Suryanath Kamat | - | Karnataka Sankshipt Itihas |
| 9. Shrinivas T | - | Bhartiya Itihas Mattu Parampare |
| 10. K.R. Basavaraj | - | Karnataka History and Culture |

Pedagogy

- Lecture Method – Class Room Teaching
- Visit to Archaeological sites
- Learn techniques of excavations
- Collaborative learning strategies
- Learning about digging, Trenching and Exploration
- Collection and Preservation of Artifacts

Assessment:

Weightage for assessments (in percentage)

| Formative Assessment | | |
|-----------------------------|----------------------------|---|
| | Internal Assessment | Theory Part Semester End Examination |
| Internal Test | 15 | 60 |
| Assignments/Map study | 10 | |
| Viva Voice | 15 | |
| Total | 40 | |
| Grand Total | | 100 |

Date:13.09.2021

Course Co-ordinator

Subject Committee Chairperson

Prof. R Rajanna

BA

Semester 2

| | |
|--|-----------------------------|
| Course Title: Cultural History of Karnataka (11 AD to 1750 AD) | |
| Total Contact Hours: 39 to 42 | Course Credits: 3 |
| Formative Assessment Marks: 40 | Duration of ESA/Exam: 60 |
| Model Syllabus Authors: | Summative Assessment Marks: |

Course Pre-requisite(s): Cultural History of Karnataka (11 AD to 1750 AD)

Course Outcomes (COs):

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

- Understand the concept of cultural heritage of Karnataka
- Study various cultural factors which influence the flow of culture
- Familiarize the factors which influenced in influencing culture and society
- Analyze the factors responsible for formation of pluralistic society
- Understand the concept “Unity in diversity”.

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

| Course Outcomes (COs) / Program Outcomes (POs) | DSC1 | DSC2 | DSC3 | DSC4 | DSC5 | DSC6 | OE1 | OE2 | SEC1 | SEC2 |
|--|------|------|------|------|------|------|-----|-----|------|------|
| Disciplinary Knowledge | x | x | x | x | x | x | x | x | | |
| Communication Skills | 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 |
| Analytical Reasoning | x | x | x | x | x | x | x | x | | |
| Cooperation and Team Work | | x | x | x | | x | x | x | | x |
| Reflective Thinking | | 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 |

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.

BA
BA Semester 2

Title of the Course: Cultural History of Karnataka (11 AD to 1750 AD)

| Course 1 | | Course 2 | |
|---------------------------------|---|---------------------------------|---|
| Number of Theory Credits | Number of lecture hours/semester | Number of Theory Credits | Number of lecture hours/semester |
| 3 | 39 or 42 | 3 | 39 or 42 |

| Content of Course 1 | 39/42 Hrs |
|---|------------------|
| Unit – 1 Introduction | 13/14 |
| Chapter No. 1 Administration – Central and Provincial | 05 |
| Chapter No. 2 Kingship – Duties of King – Governors - Warfare | 04 |
| Chapter No. 3 Local Self Government – Village Administration | 05 |
| Unit – 2 Society and Economy | 13/14 |
| Chapter No. 4. Social Conditions – Society – Rituals and Customs | 05 |
| Chapter No. 5. Economic Conditions – Agriculture | 04 |
| Chapter No. 6. Trade and Commerce | 05 |
| Unit – 3 Religion and Art | 13/14 |
| Chapter No. 7 Bhakti Saints -Teaching and Philosophy – Sufism | 05 |
| Chapter No. 8. Temple Architecture – Islamic Architecture | 04 |
| Chapter No. 9 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 - Karnatka Through the Ages
7. Suryanath U. Kamath - A History of Karnataka
8. H.K Sherwani - The Bahamani's of the Deccan
9. Dept. of Archaeology - Vijayanagar Adhayayana
10. Baragur Ramachandrappa - Karnataka Sangathi

Pedagogy

- Lecture Method – Class Room Teaching
- Visit to historical sites
- Group Discussion
- Visit to cultural sites
- Preparation of charts

Assessment:

Weightage for assessments (in percentage)

| Formative Assessment | | |
|-----------------------------|----------------------------|---|
| | Internal Assessment | Theory Part Semester End Examination |
| Internal Test | 15 | 60 |
| Assignments/Map study | 10 | |
| Viva Voice | 15 | |
| Total | 40 | |
| Grand Total | | 100 |

Date:13.09.2021

Course Co-ordinator

Subject Committee Chairperson

Dr. R Rajanna

BA

Semester 2

| | |
|--------------------------------|-----------------------------|
| Course Title: Manuscriptology | |
| Total Contact Hours: 39 to 42 | Course Credits: 3 |
| Formative Assessment Marks: 40 | Duration of ESA/Exam: 60 |
| Model Syllabus Authors: | Summative Assessment Marks: |

Course Pre-requisite(s): Manuscriptology

Course Outcomes (COs):

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

- Understand the importance of manuscripts
- Study manuscripts as an ancillary for study of history
- Understand the concept of cataloguing of manuscripts
- Practice the science of conservation and preservation of manuscripts
- Visit libraries and Archives to study conservation and preservation

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

| Course Outcomes (COs) / Program Outcomes (POs) | DSC1 | DSC2 | DSC3 | DSC4 | DSC5 | DSC6 | OE1 | OE2 | SEC1 | SEC2 |
|--|------|------|------|------|------|------|-----|-----|------|------|
| Disciplinary Knowledge | x | x | x | x | x | x | x | x | | |
| Communication Skills | 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 |
| Analytical Reasoning | x | x | x | x | x | x | x | x | | |
| Cooperation and Team Work | | x | x | x | | x | x | x | | x |
| Reflective Thinking | | 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 |

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.

BA
BA Semester 2

Title of the Course: Manuscriptology

| Course 1 | | Course 2 | |
|--------------------------|----------------------------------|--------------------------|----------------------------------|
| Number of Theory Credits | Number of lecture hours/semester | Number of Theory Credits | Number of lecture hours/semester |
| 3 | 39 or 42 | 3 | 39 or 42 |

| Content of Course 1 | 39/42 Hrs |
|--|-----------|
| Unit – 1 Introduction | 13/14 |
| Chapter No. 1 Meaning – Definition – Character | 04 |
| Chapter No. 2 Scope and importance | 05 |
| Chapter No. 3 Types of Manuscripts - Methods of Study | 04 |
| Unit – 2 Collection | 13/14 |
| Chapter No. 4. History of Manuscriptology | 05 |
| Chapter No. 5. Indian Manuscriptology | 04 |
| Chapter No. 6. Manuscripts in Kannada, Tegalari, Samskrit, Pali, Tamil/Grantha,Tulu, Nandinagari and Modi | 05 |
| Unit – 3 Editing | 13/14 |
| Chapter No. 7 Collection of Manuscripts | 03 |
| Chapter No. 8. Process of Editing | 05 |
| Chapter No. 9 Preservation of Manuscripts | 06 |

Books for Reference

1. Chinthahar Chakravathi - Study of Manuscriptology
2. M.V Seetharamiah & M. Chidanada murthy - Hastiprati Sastra
3. N. Geethacharya - Hastiprati Sastra Adhyayana
4. Sitharam Jahagirdar - **Kannada Grantha Sampadhana Sastra Parichaya**
5. S. Jagannath - Grantha Sampadana Shastra
6. Devarakondareddy - Lipiya Huttu mattu Belavanige
7. Madhava Na Katti - Lipishastra Pravesha
8. B.S Sanaya - Kannada Hasta Prathigala Micro film Soochi
9. T.V Venkatalachala Sastri - Halaya Honnu
10. A.K Sasthri - Sringeri Kadathagalu

Pedagogy

- Class room teaching
- Visit to repositories, Archives and institutions.
- Learn in repositories the techniques of preservation
- Learn conservative method
- Study and classify manuscripts in different languages

Assessment:

Weightage for assessments (in percentage)

| Formative Assessment | | |
|--|----------------------------|---|
| | Internal Assessment | Theory Part Semester End Examination |
| Internal Test | 15 | 60 |
| Assignments/ Field study /Seminar /Lab practice | 15 | |
| Viva Voice | 10 | |
| Total | 40 | |
| Grand Total | | |

Date:13.09.2021

Course Co-ordinator

Subject Committee Chairperson

Prof. R Rajanna

Course Matrix for B.A. (History-Hons): 5 Years (10 Semesters)
for Academic Year 2021-22
 [As per NEP-2020 Guidelines]

FIRST SEMESTER

| Paper No. | Course | Title of the Course | Instruction Hours per week | Exam Duration | Marks | | | Credits |
|----------------------|--------|---|----------------------------|---------------|-------|-----|-------|----------|
| | | | | | IA | ETE | Total | |
| 1.1 | DSC-1 | Political history of Karnataka (BCE-3 to 10 CE) Part-1 | 4 | 3 | 40 | 60 | 100 | 3 |
| 1.2 | DSC-2 | Cultural Heritage of India | 4 | 3 | 40 | 60 | 100 | 3 |
| 1.3 | OE-1 | Cultural History of Karnataka (CE 3-CE 10) Part-I OR Introduction to Archaeology | 4 | 3 | 40 | 60 | 100 | 3 |
| Total Credits | | | | | | | | 9 |

SECOND SEMESTER

| Paper No. | Course | Title of the Course | Instruction Hours per week | Exam Duration | Marks | | | Credits |
|----------------------|--------|---|----------------------------|---------------|-------|-----|-------|----------|
| | | | | | IA | ETE | Total | |
| 2.1 | DSC-3 | Political History of Karnataka (CE11-1799 AD) | 4 | 3 | 40 | 60 | 100 | 3 |
| 2.2 | DSC -4 | Cultural Heritage of Karnataka | 4 | 3 | 40 | 60 | 100 | 3 |
| 2.3 | OE-2 | Cultural History of Karnataka (11 AD to 1750 AD) OR Manuscriptology | 4 | 3 | 40 | 60 | 100 | 3 |
| Total Credits | | | | | | | | 9 |

MANGALORE UNIVERSITY

B A- PROGRAMME

Political Science Syllabus- V and VI Semester

Course Structure

| Course Category | Core paper Code | Paper Title | Credit | No. of Teaching Hours/Week | Total Marks/ Assessment |
|--------------------|-----------------|---|--------|----------------------------|-------------------------|
| V Semester | | | | | |
| DSC | POL C9 | International Relations-Basic Concepts | 4 | 4 | 100 (60+40) |
| | POL C10 | Comparative Government and Politics | 4 | 4 | 100 (60+40) |
| | POL C11 | Karnataka Government and Politics | 4 | 4 | 100 (60+40) |
| VI Semester | | | | | |
| DSC | POL C13 | International Relations-Theoretical Aspects | 4 | 4 | 100 (60+40) |
| | POL C14 | Political Economy of India | 4 | 4 | 100 (60+40) |
| | POL C16 | Modern Indian Political Thinkers | 4 | 4 | 100 (60+40) |

Skill Enhancement Course

| | | | | | |
|-----------------------|--|--|-----------|---|--|
| | | | 3 | 3 | |
| Total credits: | | | 27 | | |



Semester V

POL C9

| Course Title: International Relations-Basic Concepts | |
|---|--|
| Semester: V | Course Code: POL C9 |
| Total Contact Hours: 60 | Course Credits: 4 |
| No. of Teaching Hours/Week:4 | Duration of ESA/Exam: 2 Hours |
| Formative Assessment Marks: 40 | Summative Assessment Marks: 60+40=100 |

Course objectives:

1. Is to make students understand the importance of studying International Relations.
2. Is to make students realize the significance of relations with neighbouring states
3. Is to expose the students towards changing dimensions of national power
4. Is to make students understand the employment opportunities in Foreign Affairs

Learning outcomes:

At the end of the course the students shall:

1. Be in a position to describe National interest, National power and the significance of sovereignty.
2. The students will get the basic knowledge of the practical political world and operating institutions.
3. The students will be in a position to describe the nuances of balance of power, collective security and diplomacy.
4. Be in a position to understand the sources of employment in and around the foreign affairs of specific countries

| Unit | Contents of Course- POL C9 | 60 Hours |
|------------------|---|-----------------|
| Unit-I | <p>Chapter-1: International Relations and International Politics- Meaning, Nature, Scope of International Relations.</p> <p>Chapter-2: Evolution of International Relations (From city state to Modern Nation State System).</p> <p>Chapter-3: Development of International Relations as an academic discipline.</p> | 15 Hours |
| Unit-II | <p>Chapter-4:World War I and II: Causes and Consequences and its impact on world politics.</p> <p>Chapter-5: Cold War: Origin of Cold War, Causes and Effects of Cold War, End of Cold War and Collapse of Soviet Union.</p> <p>Chapter-6: National Interest – Meaning, Elements, Kinds and Instruments for Promotion of National Interests.</p> | 15 Hours |
| Unit- III | <p>Chapter-7: National Power Meaning, Nature, Forms, Elements, Limitations and Evaluation of National Power.</p> <p>Chapter-8: Balance of Power – Meaning, Nature, Techniques of Maintaining the Balance of Power and Relevance of Balance of Power in Modern Age.</p> <p>Chapter-9: Collective security, National Security and Diplomacy (Old and New).</p> | 15 Hours |
| Unit- IV | <p>Chapter-10: Arms Race, Arms control and Nuclear Disarmament and Deterrence.</p> <p>Chapter-11: Peaceful Settlement of Disputes, Conflict Resolution theories.</p> <p>Chapter-12: World order – Unipolar, Bi-Polar and Multi-Polar.</p> | 15 Hours |

Exercise:

- Invited lectures by diplomats.
- Mock diplomatic meetings.
- Debates about conflict resolution, peace and disarmament.

Suggested Readings

1. Burchill Scott et al, Theories of International Relations 3rd edition, Basingstoke: Palgrave Macmillan, 2005.
2. Aron, Raymond, Peace and War: A Theory of International Relations, New York, Anchor Books, 1973.
3. Baylis, J. and Smith, S. (eds.), The Globalization of World Politics, Oxford, Oxford University Press, 2001.
4. Ganguly, Sumit , India's Foreign Policy: Retrospect and Prospect, New Delhi, Oxford University Press, 2012.
5. William, P., Goldstein, D. M. and Shafritz, J. M. (eds.) (1999) Classic Readings of International Relations. Belmont: Wadsworth Publishing Co, pp. 30-58; 92-126.
6. Appadorai and Rajan, M. S. (eds.), India's Foreign Policy and Relations. New Delhi, South Asian Publishers, 1985.
7. Vanaik, A. India in a Changing World: Problems, Limits and Successes of Its Foreign Policy. New Delhi: Orient Longman, 1995.
8. Mewmillians, W.C. and Piotrowski, H., The World since 1945: A History of International Relations, Lynne Rienner Publishers.
9. Morgenthau Hans J., Revised by Kenneth W. Thompson, "Politics Among Nations", Kalyani Publisher, New Delhi.
10. Kenneth Waltz, "The Theory of International Politics", Waveland Press, 2010.
11. Perkins, Palmer, "International Relations", C.B.S. Publishers and Distributors, (Reprinted 2001), New Delhi.

Pedagogy:

The course shall be taught through the Close-Reading Sessions of texts, group discussions and week-end seminars.

| Formative Assessment | |
|---------------------------------------|---------------------------|
| Assessment Occasion/ type | Weightage in Marks |
| Assessment Test-1 | 10 |
| Seminar/Presentation/Group Discussion | 10 |
| Assessment Test-2 | 10 |
| Assignment | 10 |
| Total | 40 |

POL C10

| | |
|--|--|
| Course Title: Comparative Government and Politics (With special reference to UK, USA and China) | |
| Semester: V | Course Code: POL C10 |
| Total Contact Hours: 60 | Course Credits: 4 |
| No. of Teaching Hours/Week:4 | Duration of ESA/Exam: 2 Hours |
| Formative Assessment Marks: 40 | Summative Assessment Marks: 60+40=100 |

Course objectives:

1. To introduce students to the fundamentals of the study of comparative government and politics.
2. To compare and comprehend structural components of the democratic and non- democratic political systems.
3. To expose students to the functioning of the given political systems.
4. To equip students to acquire knowledge on the different political systems and compare them to make assessment on the right and wrong political decisions.

Learning outcomes:

At the end of the course the students shall –

1. Grasp and understand the working of constitutional systems of these countries.
2. Compare and evaluate the working of the governments concerned.
3. Understand and explain different forms of executive and their functioning
4. Understand and utilize the knowledge for facing the competitive examinations.

| Unit | Contents of Course- POL C10 | 60 Hours |
|-----------|--|----------|
| Unit-I | <p>Chapter-1: Comparative Government and Politics: Meaning, Nature, Scope and Importance of Comparative Government and Politics.</p> <p>Chapter-2: Approaches to the study of Comparative Government and Politics Traditional (Philosophical, Historical, Legal and Institutional) and Modern Approaches (System, Structural Functional, Communication and Decision Making).</p> <p>Chapter-3: Types of Government and Politics: Parliamentary, Unitary, Presidential and Federal Government.</p> | 15 Hours |
| Unit-II | <p>Chapter-4: Method of representation: Direct, Indirect, Proportional, Functional.</p> <p>Chapter-5: Constitutionalism- Meaning, Principles (separation of powers, responsibility and accountability, popular sovereignty, Rule of Law, Judicial independence, Individual rights, civilian control over military) Problems and Prospects of Constitutionalism.</p> <p>Chapter-6: Political Party and Pressure Groups: Definition and classification based on ideology (Single to Multi party systems, Republican-Democratic, Labour-Conservative, Communist, Pressure Group-Definition, role and Characteristics).</p> | 15 Hours |
| Unit- III | <p>Chapter-7: Political Process: Political Socialisation, Political Culture and Political Representation.</p> <p>Chapter-8: Legislature (USA, UK and China).</p> <p>Chapter-9: Executive (USA, UK and China).</p> | 15 Hours |
| Unit- IV | <p>Chapter-10: Judicial System (USA, UK and China).</p> <p>Chapter-11: Party System ((USA, UK and China).</p> <p>Chapter-12: Election Process (USA, UK and China).</p> | 15 Hours |

Exercise:

- Students can have a debate on working of the organs of governments.
- Students can evaluate the merits and demerits of these systems.
- Debate on which of the countries functioning of the government is better with reasons.

Suggested Readings

1. A. Appadorai, *The Substance of Politics*, OUP, New Delhi, 2008 (latest edition).
2. Bara, J & Pennington, M. (eds.). *Comparative Politics*. New Delhi: Sage, 2009.
3. Caramani, D. (ed.). *Comparative Politics*. Oxford: Oxford University Press, 2008.
4. Hague, R. and Harrop, M. *Comparative Government and Politics: An Introduction*. (Eighth Edition). London: Palgrave MacMillan, 2010.
5. Ishiyama, J.T. and Breuning, M. (eds.). *21st Century Political Science: A Reference Book*. Los Angeles: Sage, 2011.
6. Sudhir Krishnaswamy, *Democracy and Constitutionalism in India*, OUP, New Delhi, 2009.
7. Pierre, Jon and B. Peters (Eds.), *Governance, Politics and the State*, London, Macmillan, 2000.
8. Rajeev Bhargav& Ashok Acharya (eds), *Political Theory: An Introduction*, Longman Pearson, New Delhi, 2008.
9. Newton, K. and Deth, Jan W. V. *Foundations of Comparative Politics: Democracies of the Modern World*. Cambridge: Cambridge University Press, 2010.
10. O'Neil, P. *Essentials of Comparative Politics*. (Third Edition). New York: WW. Norton & Company, Inc, 2009.

Pedagogy:

The course shall be taught through the lecture, interactive sessions, assignments, group discussions and week-end seminars.

| Formative Assessment | |
|---------------------------------------|---------------------------|
| Assessment Occasion/ type | Weightage in Marks |
| Assessment Test-1 | 10 |
| Seminar/Presentation/Group Discussion | 10 |
| Assessment Test-2 | 10 |
| Assignment | 10 |
| Total | 40 |

POL C11

| Course Title: Karnataka Government and Politics | |
|--|--|
| Semester: V | Course Code: POL C11 |
| Total Contact Hours: 60 | Course Credits: 4 |
| No. of Teaching Hours/Week:4 | Duration of ESA/Exam: 2 Hours |
| Formative Assessment Marks: 40 | Summative Assessment Marks: 60+40=100 |

Course objectives:

1. To make students to understand the significance of the study of state politics and to enlarge the understanding of federal relations in India.
2. To enable students to recognize the major transformations of state politics both in pre and post-independence era.
3. To make students to understand how the social factors influence the politics at the state level.
4. To expose students to the fundamental requirements of competitive examinations.

Learning outcomes:

At the end of the course the students shall –

1. Understand the methodology of understanding the state politics as well as federal relationships in India.
2. Understand the social and political conditions of Mysore under colonial rule.
3. Develop perspectives on the important persons and organizations involved in the process of unification.
4. Analyze the issues related to regionalism, polarization, identity politics, water, language, and border issues.
5. Use the materials for competitive examinations.

| Unit | Contents of Course- POL C11 | 60 Hours |
|------------------|--|-----------------|
| Unit-I | <p>Chapter-1: State Politics in India: Nature and Importance.</p> <p>Chapter-2: Politics (Political Development of) in Princely State of Mysore: Evolution of Legislature, Mysore Representative Assembly.</p> <p>Chapter-3: Administration and Governance in the Princely State and Reorganisation of State.</p> | 15 Hours |
| Unit-II | <p>Chapter-4: Unification Movement: Factors Responsible, Role of Vidyavardhaka Sangha and Kannada Sahitya Parishat.</p> <p>Chapter-5: Contributions: Alur Venkatarao: Karnatakatva, Gudleppa Hallikere, Siddappa Kambli.</p> <p>Chapter-6: 1924 Belgaum Conference, Hardekar Manjappa: Concept of Swadeshi and Nationalism, Huilgol Narayan Rao.</p> | 15 Hours |
| Unit- III | <p>Chapter-7: Caste and Politics: Dominant Caste, Backward Class Movement and AHINDA, Caste and Identity Politics, Religion and Politics.</p> <p>Chapter-8: Regionalism, Dr. Nanjundappa Report, Regional Disparities.</p> <p>Chapter-9: Language and Politics, Water and Border Disputes, Peasant Issues, Gender Politics and Karnataka's Relations with Center.</p> | 15 Hours |
| Unit- IV | <p>Chapter-10: Era of Coalitions in Karnataka (2004 and 2018): its effects on policy making, administration and party politics</p> <p>Chapter-11: Politics of Polarisation: Growth of Polarisation in Karnataka politics and its impact.</p> <p>Chapter-12: Demands for separate state, Art 371J and Special status</p> | 15 Hours |

Exercise:

- Students can write a note on one of the issues concerning Administration of Dewan's.
- Initiate a group discussion on different stages of unification movement in Karnataka.
- Analyse the electoral results through statistics taking one of the constituencies of their convenience.

Suggested Readings

1. Harish Ramaswamy and S. S. Patagundi(Ed.) (2007). Karnataka- Government and Politics. Delhi: Concept Publishing Company.
2. Raghavendra Rao, K. (2000). Imagining Unimaginable Communities. Hampi: Prasranga, Kannada University.
3. Hayavadana Rao, M. (1946).Mysore gazetteer. Bangalore: The Govt Press.
4. Halappa, G. S. (1963). Studies in State Administration. Dharwad: Karnataka University.
5. Raghavendra Rao, K., (2005), Karnataka Aikeekaranadha Naalwaru Chinthakaru, (In Kannada). Dharvada :Manohara Grantha Mala.
6. Muthanna, M. (1977).Karnataka -History, Administration and Culture. Mysore: Usha Press.
7. James Manor. (1978). Political Change in an Indian State-Mysore. New Delhi: South Asia Books.
8. Prasad, G. K.,Jeevan Kumar and K. C Suri.(1995). The Angry voter. Madras: Shanti Publications.
9. Sandeep Shastri. (1995). Towards explaining the voters' Mandate: An analysis of the Karnataka Assembly Elections-1994. Michigan University press.
10. Bjorn Hettne.(1978). The Political Economy of indirect Rule, Mysore 1881-1947. UK: Curzon Press.
11. Rajan, M. A. S. (1986). Land reforms in Karnataka. New Delhi: South Asia Books.
12. Nadkarni, M.V (1987). Farmers' Movements in India. Hyderabad : Allied Publishers.
13. Atul Kohli. 2006 (1987).The State and Poverty in India. Cambridge: Cambridge University Press.
14. Marc Galanter. (1984). Competing inequalities: Law and Backward Classes in India. New Delhi: Oxford University Press.
15. Kuppaswamy.(1978). Backward Classes Movement in Karnataka, Bangalore: Bangalore University:
16. George Mathew (ed). (1984). Shift in Indian Politics, New Delhi: Concept Publishing Company.
17. Chandrashekar, S. (1985), Dimensions of Socio-Political Change in Mysore- 1918 To 1940. New Delhi: Ashish Publishing House.
18. Krishana Rao M. & G.S.Halappa. (1962). History of Freedom Movement in Karnataka. Mysore: Government of Mysore.
19. Ramaiya. P. R. (1961). Mysore's Political Evolution. Bangalore: Jayagowri Publications.
20. Arun P. Bali. (2001). Refashioning the New Economic Order- Karnataka in Transition. Jaipur: Rawat Publications.
21. Diwakar, R.R. (1992). "The Story of Karnataka Unification". (Kannada). Bangalore: Lokashikshana Trust.
22. Karnataka Patrika. (2001). Academy (In Kannada), "Karnataka Parampare". Karnataka Press Academy.
23. Gopal Rao, H.S. (1996). "The History of Karnataka Unification". Bangalore: Navakarnataka Publications.
24. Kumar,Jeevan and Subramanya, Susheela. (2000). "Vision Karnataka 2025, Strategies and Action Plans for Sustainable Development". Southern Economics.

25. Hasan, Zoya. (2004). "Politics of Inclusion: Caste, Minority, and Representation in India". Oxford University Press.
26. Gubbannavar, Shivananda. (1985). "Karnataka Rajyadalita Krama". (In Kannada). Bangalore: IBH Prakashan.
27. Bali, Arun. P. (2001). "Refashioning the New Economic order, Karnataka in transition". New Delhi: Rawat Publishers.
28. AlurVenkatarao. 1941. Nanna Jeevanada Smruthigalu, Daravada: Kalasindhu Mudranalaya.
29. Rani, Midatala. And Jayakumar. H. (1998). Karnataka Government and Politics. Mysore: Chethana Book House.

Pedagogy:

The course shall be taught through the interactive sessions, Open Educational Resources (OER) as reference materials, assignments and seminars.

| Formative Assessment | |
|---------------------------------------|---------------------------|
| Assessment Occasion/ type | Weightage in Marks |
| Assessment Test-1 | 10 |
| Seminar/Presentation/Group Discussion | 10 |
| Assessment Test-2 | 10 |
| Assignment | 10 |
| Total | 40 |



Semester VI

POL C13

| Course Title: International Relations- Theoretical Aspects | |
|---|--|
| Semester: VI | Course Code: POL C13 |
| Total Contact Hours: 60 | Course Credits: 4 |
| No. of Teaching Hours/Week:4 | Duration of ESA/Exam: 2 Hours |
| Formative Assessment Marks: 40 | Summative Assessment Marks: 60+40=100 |

Course objectives:

1. Is to introduce students to the larger theoretical positions of International relations.
2. Is to enable students to understand the importance of theories in academic debates
3. Is to make students familiarize the major transformations in theoretical positions.
4. Is to enlarge the learning capacity of students and apply the same for preparing for the competitive examination.

Learning outcomes:

At the end of the course the students shall –

1. Get exposed to theories and identify them with examples.
2. Explain theories by relating them to contemporary events across the globe.
3. Interpret world affairs in the light of theories which will serve as a key intellectual tool.
4. Utilize the knowledge in preparation for competitive examinations.

| Unit | Contents of Course- POL C13 | 60 Hours |
|------------------|--|-----------------|
| Unit-I | <p>Chapter-1: Meaning, Nature, Functions and importance of Theories in International Relations.</p> <p>Chapter-2: Classical v/s Scientific – Debate.</p> <p>Chapter-3: Realism and Neo-Realism Theories.</p> | 13 Hours |
| Unit-II | <p>Chapter-4: Liberal, Neo-Liberalism, Marxist theory and Neo-Marxist Theory.</p> <p>Chapter-5: Game Theory, Bargaining and Decision-Making Theory.</p> <p>Chapter-6: Systems Theory-Meaning, Nature and importance and World Systems Theory.</p> | 16 Hours |
| Unit- III | <p>Chapter-7: Communication Theory and Decision Making Theory.</p> <p>Chapter-8: Dependency theory and Self-Reliance theory.</p> <p>Chapter-9: Theory of Clash of Civilisations of Samuel P Huntington.</p> | 16 Hours |
| Unit- IV | <p>Chapter-10: Power Cycle theory and Feminist Theory.</p> <p>Chapter-11: Theory building in International Relations, stages of theory building.</p> <p>Chapter-12: Future of International Relations Theory and Challenges.</p> | 15 Hours |

Exercise:

- Look at major global developments/issues from theoretical points of view and to comprehend the underlying forces /thinking.
- Take up a nation and apply any suitable theory for its evaluation.
- List out the need for future theories of International relations.

Suggested Readings

1. Cochran Molly, Normative Theory in International Relations: A Pragmatic Approach, Cambridge University Press, Cambridge, 2004.
2. Devetak, Richard, Post Modernism, Scott Burchill, Andrew Linklater, et al, eds. Theories of International Relations, Palgrave, Hampshire, 2005.
3. Hurd, Ian, Constructivism, Cristian, Christian Reus - Smit and Duncan Snidal, eds. Oxford Handbook of International Relations, Oxford University Press, Oxford, 2008.
4. Kumar Mahendra, Theoretical Aspects of International Politics, Shivalal Agarwal and Company, New Delhi, 2017.
5. Morgenthau, Hans J. Politics Among Nations, Alfred A Knopf, New York, 1948.
6. Robert Keohane, Joseph Nye Jr. Power and Independence, Pearson 4th edition, 2011.
7. Shapcott Richard, Critical Theory, Oxford University Press, Oxford, 2008.
8. Sorensen, Robert Jackson and Georg, Introduction to International Relations: Theories and Approaches, Oxford University Press, 2015.
9. Tickner Ann, Gender in International Relations, Columbia University Press, New York, 1992. 10. Waltz, Kenneth N, Theory of International Politics, New York, 1979

Pedagogy:

The course shall be taught through the lecture, Open Educational Recourses (OER) as reference materials, seminars and group discussions.

| Formative Assessment | |
|---------------------------------------|---------------------------|
| Assessment Occasion/ type | Weightage in Marks |
| Assessment Test-1 | 10 |
| Seminar/Presentation/Group Discussion | 10 |
| Assessment Test-2 | 10 |
| Assignment | 10 |
| Total | 40 |

POL C14

| Course Title: Political Economy of India | |
|---|--|
| Semester: VI | Course Code: POL C14 |
| Total Contact Hours: 60 | Course Credits: 4 |
| No. of Teaching Hours/Week:4 | Duration of ESA/Exam: 2 Hours |
| Formative Assessment Marks: 40 | Summative Assessment Marks: 60+40=100 |

Course objectives:

1. To introduce students to the linkages between politics and economy
2. To make students understand the importance of the knowledge as to how economies operate within a given political system.
3. To enable students to understand various agencies shaping and defining the development at large.
4. To make students to realize the importance of this course in preparing for the competitive examinations.

Learning outcomes:

At the end of the course the students shall –

1. Learn about the political dimension of economics and provides them the skills to manage the economy.
2. Be exposed to inter disciplinary thinking and helps them to assess the relationship between policy and its impact on various areas like agriculture.
3. Experience practically the nature and the factors that influence growth in a given system.
4. Be in a position to practically apply the knowledge for employment.

| Unit | Contents of Course- POL C14 | 60 Hours |
|------------------|---|-----------------|
| Unit-I | <p>Understanding Political Economy</p> <p>Chapter-1: Meaning, definition, and scope of Political Economy.</p> <p>Chapter-2: Approaches to Political Economy, Traditional Approach, Pre-reform India: Liberalism Marxism and Gandhian approach.</p> <p>Chapter-3: Post reform India: New Liberal Economic Reforms, Liberalisation Privatisation and Globalisation (LPG Model).</p> | 15 Hours |
| Unit-II | <p>State, Economy, and Market</p> <p>Chapter-4: Development Planning and Challenges, Grants and Aids: IMF and World Bank.</p> <p>Chapter-5: Market and the Changing Institutions of Governance.</p> <p>Chapter-6: NITI <i>Ayog</i>, Make in India, Labour Policy and Social security.</p> | 15 Hours |
| Unit- III | <p>Growth and Redistribution</p> <p>Chapter-7: Surplus and Labour, Growth as Redistribution.</p> <p>Chapter-8: Fiscal Policy: Taxation and Revenue Generation, Distribution of Revenue between Centre and State (GST) Finance Commission.</p> <p>Chapter-9: Indian Agricultural Policy: Politics of Land Reforms, Food Policies in India, Green Revolution.</p> | 15 Hours |
| Unit- IV | <p>Challenges of Indian Political Economy</p> <p>Chapter-10: Gender, Racial and Ethnic Problems.</p> <p>Chapter-11: Migration, Displacement.</p> <p>Chapter-12: Banking Crisis, Parallel Economy, Black Money.</p> | 15 Hours |

Exercise:

- Arrange for lectures from industrialists / experience sharing.
- Make assessments and analysis of budgets.
- Get hands on experience through internships in banking as to how economy operates and feel the role of money.

Suggested Readings

1. Ahluwalia, I.J. 1992, *Productivity and Growth in Indian manufacturing*, Oxford University Press, New Delhi.
2. Bardhan, P. 1998, *The Political Economy of Development in India: expanded edition with an Epilogue on the Political Economy of Reform in India*, Oxford University Press, New Delhi.
3. Baru, S. 2000, *Economic Policy and Development of Capitalism in India: The Role of Regional Capitalists and Political Parties*, in (eds.) Frankel et al.
4. Bhaduri, A. 1983, *The Economics of Backward Agriculture*, Academic Press, New York.
5. Chandavarkar, R., 1996, *Imperial Power and Personal Politics: Class Resistance and State in India, C. 1850-1951*, Cambridge University Press, Cambridge.
6. Chandavarkar, R., 1994, *The Origins of Industrial Capitalism in India: Business Strategies and the working classes in Bombay, 1900-1940*. Cambridge University Press, Cambridge.
7. Corbridge, S. and Harriss, J., 2000, *Reinventing India, Polity*, London.
8. Dreze, I., and A. Sen, (eds.) 1995, *India: Economic Development and Social Opportunity*, Delhi, Oxford University Press.
9. Basu, Kaushik, (ed.) 2004, *India's Emerging Economy: Performance and Prospects in the 1990s and beyond*. Oxford University Press, New Delhi.
10. Roy, Tirthankar, 2001, *The Economic History of India; 1857-1947*, New Delhi, Oxford University Press.
11. Dandekar, V.M. and Rath, N., 1971, *Poverty in India*, Indian School of Political Economy, Poona. 14.
12. Jha, P. K. 1997, *Agricultural Labour in India*, Vikas, New Delhi.
13. Jhabvala, R. And Subramanyam, R.K.A., (eds) 2000, *The Unorganised Sector: Work security and Social Protection*, Sage, New Delhi.
14. Joshi, V. And Little, I.M., 1994, *India: Macroeconomics and Political Economy: 1964-91*, Oxford University Press, New Delhi.
15. Joshi, P.C., 1996, *India's Economic Reforms: 1991-2001*, Oxford University Press, New Delhi.
16. Harriss-White, B., 2004, *India Working: Essays on Society and Economy*. Cambridge University press, Foundation Books, New Delhi.
17. Byres, T.J. (ed.) 1998, *The Indian Economy: Major debates since independence*, Oxford University Press, Delhi.
18. Byres, T.J. 1996, *The State, Development Planning and Liberalisation in India*. Oxford University Press, New Delhi.
19. Bose, S. And Jalal, A. (eds.) 1997, *Nationalism, Democracy and Development: State and Politics of development*, Oxford University Press, Delhi.
20. Mitra, Ashok, 1977, *The Terms of Trade and Class relations*, Cass, London.
21. Satyamurthy, T.V., 1995, *Industry and Agriculture in India since Independence*. Oxford University Press, New Delhi.

Pedagogy:

The course shall be taught through the interactive sessions, Close-Reading Sessions of texts, assignments and seminars.

| Formative Assessment | |
|---------------------------------------|---------------------------|
| Assessment Occasion/ type | Weightage in Marks |
| Assessment Test-1 | 10 |
| Seminar/Presentation/Group Discussion | 10 |
| Assessment Test-2 | 10 |
| Assignment | 10 |
| Total | 40 |

POL C16

| Course Title: Modern Indian Political Thinkers | |
|---|--|
| Semester: VI | Course Code: POL C16 |
| Total Contact Hours: 60 | Course Credits: 4 |
| No. of Teaching Hours/Week:4 | Duration of ESA/Exam: 2 Hours |
| Formative Assessment Marks: 40 | Summative Assessment Marks: 60+40=100 |

Course objectives:

1. To make students to understand the major contributions to modern Indian Political Thought.
2. To enable students to engage with the immediate past and examine its impact today.
3. To introduce students to different schools of thought that shaped the underlying philosophy of modern India.
4. To prepare students to face the challenges at the level of cracking of competitive examinations.

Learning outcomes:

At the end of the course the students shall –

1. Know the political ideas contributed in making of modern Indian Political System.
2. Understand the different schools of political ideas in Modern India.
3. Learn about the role of political thinking in resolving socio-political problems of the country.
4. Be eligible to make use of the knowledge for becoming success in competitive examinations.

| Unit | Contents of Course- POL C16 | 60 Hours |
|------------------|---|-----------------|
| Unit-I | <p>Introduction to Modern Indian Political Thought</p> <p>Chapter-1: Early Social Reformers: Raja Ram Mohan Roy, Jyotiba Phule.</p> <p>Chapter-2: Spiritual Nationalism: Swami Vivekananda, Dayananda Saraswati.</p> <p>Chapter-3: Moderate Nationalists: Dadabai Naoroji and M.G.Ranade.</p> | 15 Hours |
| Unit-II | <p>Chapter-4 : Extremist Nationalists: Arabindo and Bal Gangadhar Tilak.</p> <p>Chapter-5: Emancipatory Phase: Sir Syed Ahamed Khan and M. Iqbal.</p> <p>Chapter-6: Views on Caste System and Social Justice: Dr.B.R.Ambedkar and Ramaswamy Naicker.</p> | 15 Hours |
| Unit- III | <p>Chapter-7: Shades of Nationalism I</p> <p>Chapter-8: Shades of Nationalism II- Mahatma Gandhi and Jawaharlal Nehru.</p> <p>Chapter-9: National Integration: Vallabhbhai Patel and Critique of nationalism: Rabindranath Tagore.</p> | 15 Hours |
| Unit- IV | <p>Chapter-10: Socialist thoughts: Jayaprakash Narayan and Ram Manohar Lohiya.</p> <p>Chapter-11: Volunteerism and Bhoodhan Movement- Vinobha Bhave and Thoughts on Tribes: Jaipal Singh.</p> <p>Chapter-12: Self Respect Movement: E. V. Ramaswami and Feminist thought: Pandita Ramabai</p> | 15 Hours |

Exercise:

- Arrange for Movies and Videos of above Indian Political Thinkers.
- Conduct debates on different viewpoints of political thinkers about Indian Polity and Society.
- Have discussions in classroom on different schools of Political Thought in India.

Suggested Readings

1. C. Bayly, (2010) 'Rammohan and the Advent of Constitutional Liberalism in India 1800-1830', in Sh. Kapila (ed.), An intellectual History for India, New Delhi: Cambridge University Press, pp. 18- 34.
2. T. Pantham, (1986) 'The Socio-Religious Thought of Rammohan Roy', in Th. Panthom and K. Deutsch, (eds.) Political Thought in Modern India, New Delhi: Sage, pp.32-52.
3. A.V.Rathna Reddy: The Political Philosophy of Swami Vivekananda, New Delhi: Sterling Publishers, 1984.
4. Alhuwalia, B. and Alhuwalia, M., Raja Ram Mohan Roy and the Indian Renaissance, New Delhi, Mittal Publications, 1991.
5. Anderson, Walter and Shridhar D. Damle, The Brotherhood in Saffron: The RSS and Hindu Revivalism, New Delhi, Sage Publications, 1987.
6. Appadorai, A., Indian Political Thinking in the 20th century, New Delhi, South Asian Publishers, 1987.
7. Bhattacharjee, Arun, The Prophets of Modern Indian Nationalism, Delhi, Ashish Publishing House, 1993.
8. Cashman, R.L., Myth of Lokmanya Tilak and Mass Politics in India, Berkeley, University of California Press, 1975.
9. Chakaravati, G., Gandhi: A Challenge to the Hindu Muslim Problem, New Delhi, Eastern Books, 1991.
10. Dallmayr, Fred and Devy G.N. (Eds.), Between Tradition and Modernity: India's search for identity, New Delhi, Sage Publications, 2000.
- Desai, A.R., Social Background of Indian Nationalism, Bombay, Popular Prakashan, 1996.
11. Farquhar, J.N., Modern Religious Movements in India. Delhi, Munshiram Manoharlal, 1967.
- Ganguly, S.M., Leftism in India: MN Roy and. Indian Politics 1920 1948, Calcutta, Minerva Publications, 1984.
12. Ghose, Sankar, Modern Indian Political Thought, New Delhi, Allied Publishers. 1984.
13. Gore, M.S., The Social Context of an Ideology: Ambedkar's Political and Social thought, New Delhi, Sage Publications, 1993.
14. Graham, B.D., Hindu Nationalism and Indian Politics, Cambridge, Cambridge University Press, 1993. 16. Griffiths, Percival, The British Impact on India, London, Macdonald, 1952.
15. Ingham, Kenneth, Reformers in India, Cambridge, Cambridge University Press, 1956.
16. Kapoor, S., Sri Aurobindo Ghosh and Bal Gangadhar Tilak, New Delhi, Deep and Deep Publications, 1991.
17. Masselos, Jim, Indian Nationalism: An History, New Delhi, Sterling Publishers, 1996.
18. Mehta, N.C., Lohia A Study, Delhi, Atma Ram and Sons, 1975.
19. Mehta, V.R., Foundations of Indian Political Thought, New Delhi, Manohar Publishers, 1992.
20. Pantham, Thomas and Kenneth L. Deutsch (Eds.), Political Thought in Modern India, New Delhi, Sage Publications, 1986.
21. Parekh, Bhiku, Gandhi's Political Philosophy: A Critical Examination, Hampshire, Macmillan Press, 1989.
22. Prasad, Bimal, J.P. and Social Change, New Delhi, Radiant Publishers, 1992.
23. Sathe, Shanta, Lokamanya Tilak: His Social and Political Thoughts, Delhi, Ajanta Publications, 1994.

24. Seervaj, H.M., Partition of India: Legend and Reality. Bombay, Emmenem Publications, 1989.
25. Selbourne, David (Ed.), In Theory and Practice: Essays on the Politics of J P., Delhi, Oxford University Press, 1985.
26. Singh, Chandrakant, Socialism in India: Rise, growth and Prospect, New Delhi, D.K. Publishers, 1986.
27. Terchek, Ronald J., Gandhi: Struggling for Autonomy, New Delhi, Vistaar Publications, 2000.
28. Trehan, J., Veer Savarkar: Thought and Action, New Delhi, Deep and Deep Publishers, 1991.
29. Verma, V.P., The Political Philosophy of Sri Aurobindo, Bombay, Asia Publishing House, 1960.

Pedagogy:

The course shall be taught through the lecture, interactive sessions, Close-Reading Sessions of texts, assignments, seminars and group discussions.

| Formative Assessment | |
|---------------------------------------|---------------------------|
| Assessment Occasion/ type | Weightage in Marks |
| Assessment Test-1 | 10 |
| Seminar/Presentation/Group Discussion | 10 |
| Assessment Test-2 | 10 |
| Assignment | 10 |
| Total | 40 |

General Pattern of Question Paper (NEP- 2020)

I. Term End Examination for Discipline Specific Core (DSC) Papers

Each paper will be for maximum of **60 marks**. The minimum marks to pass the examination is 40% (24 marks) in each theory paper.

Note: Duration of Examination for Discipline Specific Core (DSC) Papers is **2 hours**.

Question paper pattern for **Discipline Specific Core (DSC) Papers** –

Section A: Multiple Choice Questions

Section B: Short Answer Questions

Section C: Long Answer Questions

Section A: Multiple Choice Questions

All Questions are Compulsory (10x1=10)

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

Section B: Short Answer Questions (2x10=20)

Answer any Two of the following in not more than 500 words

- 11.
- 12.
- 13.

Section C: Long Answer Questions (2x15=30)

Answer any Two of the following in not more than 800 words

- 14.
- 15.
- 16.

MANGALORE UNIVERSITY
POLITICAL SCIENCE

BA Political Science Programme offered from the Academic year 2021-22

Programme Structure

Third Semester

| Course Code | Course Title | Credits | Teaching Hrs/Week | Total Marks/ Assessment* |
|-------------|--|---------|-------------------|--------------------------|
| DSC-5 | Indian Government and Politics | 3 | 3 | 100 (60+40) |
| DSC-6 | Parliamentary procedures in India | 3 | 3 | 100 (60+40) |
| OE-3.1 | Gender and Politics | 3 | 3 | 100 (60+40) |
| OE-3.2 | Understanding Gandhi | 3 | 3 | 100 (60+40) |
| OE-3.3 | Citizen, Citizenship and the Indian Constitution | 3 | 3 | 100 (60+40) |

Fourth Semester

| | | | | |
|--------|---|---|---|-------------|
| DSC-7 | Ancient Indian Political Ideas and Institutions | 3 | 3 | 100 (60+40) |
| DSC-8 | Modern Political Analysis | 3 | 3 | 100 (60+40) |
| OE-4.1 | Good governance in India | 3 | 3 | 100 (60+40) |
| OE-4.2 | Understanding Dr. B.R. Ambedkar | 3 | 3 | 100 (60+40) |
| OE-4.3 | Political Journalism | 3 | 3 | 100 (60+40) |

* Total marks for each course is 100. This would consist of an Internal Assessment (IA) for 40 marks and end semester examination for 60 marks.

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Programme Structure

Third Semester

| Course Code | Course Title | Credits | Teaching Hrs/Week | Total Marks/ Assessment* |
|-------------|--|---------|-------------------|--------------------------|
| DSC-5 | Indian Government and Politics | 3 | 3 | 100 (60+40) |
| DSC-6 | Parliamentary procedures in India | 3 | 3 | 100 (60+40) |
| OE-3.1 | Gender and Politics | 3 | 3 | 100 (60+40) |
| OE-3.2 | Understanding Gandhi | 3 | 3 | 100 (60+40) |
| OE-3.3 | Citizen, Citizenship and the Indian Constitution | 3 | 3 | 100 (60+40) |

Fourth Semester

| | | | | |
|--------|---|---|---|-------------|
| DSC-7 | Ancient Indian Political Ideas and Institutions | 3 | 3 | 100 (60+40) |
| DSC-8 | Modern Political Analysis | 3 | 3 | 100 (60+40) |
| OE-4.1 | Good governance in India | 3 | 3 | 100 (60+40) |
| OE-4.2 | Understanding Dr. B.R. Ambedkar | 3 | 3 | 100 (60+40) |
| OE-4.3 | Political Journalism | 3 | 3 | 100 (60+40) |

* Total marks for each course is 100. This would consist of an Internal Assessment (IA) for 40 marks and end semester examination for 60 marks.

Programme Objectives:

1. Upgrade the learning of Political Science and to familiarise students with the functioning of political institutions both in contemporary and ancient India, and to inculcate values and moral ethos for effective governance.
2. To acquaint students of the dimensions of Indian government, parliamentary procedures, gender concerns in Politics, Gandhian philosophy and citizen responsibilities.
3. To enable students to understand and assess the influence of ancient Indian political ideas and institutions on the later Indian political thought and political analysis.
4. To analytically reflect upon the nature of emerging hybridised themes like Political Journalism and good governance and its role.
5. To understand the ideas and actions of Dr. B.R. Ambedkar and to assess his contribution to the making of modern India.

Learning Outcome: The courses comprise both knowledge and skill components and at the end of the programme students will have –

1. A nuanced understanding of the functioning of the political institutions both in contemporary and ancient India, and internalise the values and moral ethos relevant from Indian point of view for political participation and governance.
2. A fair understanding of the dimensions of Indian government, parliamentary procedures, gender concerns in politics, Gandhian philosophy and Citizen Duties and responsibilities.
3. An ability to grasp and evaluate the influence of ancient Indian political ideas and institutions on the later Indian political thought and modern political analysis.
4. An understanding of the nature of hybridised themes like Political Journalism and good governance with an ability to evaluate their role and significance.
5. A comprehension of the ideas, acts, vision and mission of Dr. B.R. Ambedkar and will assess his contribution to the making of modern India.

INDIAN GOVERNMENT AND POLITICS
(DSC – 5)

| | |
|--|------------------------------------|
| Course Title: INDIAN GOVERNMENT AND POLITICS | |
| Course Code: DSC - 5 | Semester: III |
| Course Credits: 3 | Total Contact Hours: 45 |
| Formative Assessment Marks: 40 | No. of Teaching Hours/Week: 3 |
| Summative Assessment (Marks): 60 (Theory)+40 (IA) = 100 | Duration of End Sem. Exam: 2 Hours |

Course Objective:

1. To provide students an understanding of the functioning of the Indian Government and Politics.
2. To make students understand the philosophy of Indian constitution and its commitment towards citizens.
3. To provide students necessary knowledge to assess the performance of the Union and state governments.
4. To help students to develop interest in politics and grasp the dynamics/nuances of the politics, leadership and the role of socio-economic, religious and lingual issues.

Learning Outcome:

At the end of the course students will -

1. Have an understanding of the functioning of the Indian Government and Politics.
2. Have an comprehension of the philosophy of Indian constitution
3. Grasp the performance of both the Union and state governments and the challenges they confront.
4. Comprehend the power structures, response of the political parties and the effects of judicial decisions on policy making and social development in India.

DSC-5: INDIAN GOVERNMENT AND POLITICS**Unit 1: The Framework** (15 hours)

- 1.1 Indian Politics: Approaches to study of State and politics in India (Liberal, Marxist and Gandhian).
- 1.2 Constituent Assembly- Composition and major debates regarding the structure of Indian State.
- 1.3 Preamble and salient features of Indian Constitution

Unit: Organs of the Government (15 hours)

- 2.1 The Union Executive: The President, Vice-President, Prime Minister and the Council of Ministers
- 2.2 Parliament: Powers and Functions of Lok Sabha and Rajya Sabha; Relationship between the two Chambers: Amendment Process and Major Amendments (42nd, 73rd, 74th, 86th, 101st).
- 2.3 Judiciary and Judicial Review; Appellate Authority: Basic Structure of the Indian Constitution and debates.

Unit: Political process (15 hours)

- 3.1 Nature of Indian Political System, Union-State Relations (Commissions and Committees), President's Rule: Processes and politics.
- 3.2 Ideologies of National and Regional Political Parties; Coalition Politics and Elections in Indian Politics.
- 3.3 Issues in Indian Democracy: Caste, Religion, Communalism, Regionalism, Criminalization, Terrorism, Social and Distributive Justice.

Pedagogy:

Lectures/ Tutorials/ Interactive Sessions/ Self-guided Learning Materials/ Open Educational Resources (as reference materials)/ Practical Exercises/ Assignments/ Seminars/ Group Discussions and Week-end Counselling.

Exercise:

- Debate on the ‘basic structure of Indian Constitution’ and the need for changes in the Constitution, functioning of the Constitution; Cases with regard to Governor and President’s rule.
- List out the major amendments to the constitution, Commission and Committees to review power sharing.
- Examine the functioning of various political parties, its inclusive approaches, influence of dynasties on their performance

| Formative Assessment | |
|---------------------------------------|---------------------------|
| Assessment Occasion/ type | Weightage in Marks |
| Assessment Test-1 | 10 |
| Seminar/Presentation/Group Discussion | 10 |
| Assessment Test-2 | 10 |
| Assignment | 10 |
| Total | 40 |

Suggested Readings

1. Iqbal Narain, State Politics in India, Meenakshi Prakashan, New Delhi, 1967.
2. Rajani Kothari, Politics in India, Orient Longman, 1970.
3. D. Basu, An Introduction to the Constitution of India, New Delhi, Prentice Hall, 1980.
4. Granville Austin, The Indian Constitution: Corner Stone of a Nation, Oxford University Press, India, 1966.
5. C. P. Bhambhari, The Indian State, Fifty Years, New Delhi, Shipra, 1997.
6. V. Pylee, Constitutional Government in India, Bombay, Asia Publishing House, 1977.
7. J. C. Johri, Indian Government and Politics, Vol. 1, Shoban Lal and Company, India, 2012.
8. Weiner, Party Politics in India, Princeton University Press, 1957.
9. A. G. Noorani, Constitutional Questions in India: The President, Parliament and the States, Delhi, Oxford University Press, 2000.
10. A.S. Narang, Indian Government and Politics, Geetanjali Publishing House, New Delhi, 1996.
11. Bidyut Chakrabarty & Rajendra Kumar Pandey, Indian Government and Politics, SAGE, New Delhi, 2008
12. D.D. Basu, An Introduction to the Constitution of India, 25th Edition, LexisNexis, India, 2021.
13. M.P. Singh & Rekha Saxena, Indian Politics: Contemporary issues and Concerns, Prentice Hall of India, Delhi, 2008.
14. M. V. Pylee, An Introduction to the Constitution of India, New Delhi, Vikas, 1998.
15. Niraja Gopal Jayal & Pratap Bhanu Mehta, The Oxford Companion to Politics in India, Oxford University Press, New Delhi, 2010.
16. Sunder Raman. Indian Government and Politics, Allied Publishers, New Delhi, 1988.
17. C. P. Bhambhari, The Indian State Since Independence: 70 Years, New Delhi, Shipra, 2017.

PARLIAMENTARY PROCEDURES IN INDIA**(DSC – 6)**

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|--|------------------------------------|
| Course Title: PARLIAMENTARY PROCEDURES IN INDIA | |
| Course Code: DSC - 6 | Semester: III |
| Course Credits: 3 | Total Contact Hours: 45 |
| Formative Assessment Marks: 40 | No. of Teaching Hours/Week: 3 |
| Summative Assessment (Marks): 60 (Theory)+40 (IA) = 100 | Duration of End Sem. Exam: 2 Hours |

Course Objective:

1. To provide a basic understanding of the parliamentary system of governments and the constitutional provisions relating to the parliamentary procedures in India.
2. To familiarise students with the legislative procedures and practices in India.
3. To impart the students adequate skills for participation in deliberative processes and democratic decision making.
4. To enable students to understand the working of democracy through an institutional mechanism.

Learning Outcome:

At the end of the course students will –

1. Have a basic understanding of parliamentary system of governments and the constitutional provisions relating to the parliamentary procedures in India.
2. Become familiar with the legislative procedures and practices in India as well as the working of Committees, budgetary aspects and deliberative mechanism within parliament.
3. Have adequate skills for participation in deliberative processes and democratic decision making with a keen understanding of parliamentary procedures and requirements.
4. Have an understanding of the institutional mechanism for working of democracy, learn about the privileges of people's representatives and will be able to assess their performance.

DSC-6: PARLIAMENTARY PROCEDURES IN INDIA

- Unit 1: Constitutional provisions** (15 hours)
- 1.1 Elections to the Legislatures: Parliament and State Legislatures.
 - 1.2 Powers, Functions and Privileges of People’s Representatives – Members of Parliament and State Legislature
 - 1.3 Legislative Procedures of the Parliament: Articles 107-122.
- Unit 2: Making of Law** (15 hours)
- 2.1 Kinds of Bills: Ordinary Bills, Money Bills, Finance Bills, Private Member Bills
 - 2.2 Drafting of the Bill, First Reading and Departmental Standing Committee, Second Reading, Third Reading, Passage of the Bill, Consent by the President, Gazette Notifications.
 - 2.3 Parliamentary Committees: Composition and Functioning (Departmental Standing Committees, Select Committees, Joint Parliamentary Committees, Public Accounts Committee on Privilege Business, Advisory Committee, Ethics Committee).
- Unit 3: Parliamentary procedures and practices** (15 hours)
- 3.1 Motions and Hours in the House – Question Hour, Zero Hour, Half an Hour Discussion, Calling Attention Motion, Adjournment motion, Privilege motion, Censure Motion, ‘No Confidence’ Motion, Cut motion.
 - 3.2 Parliamentary Questions: Types, Starred and Unstarred Questions, Questions Addressed to Private Members and Short Notice Questions.
 - 3.3 Parliamentary Privileges: Constitutional Provisions, Codification of Privileges, Privileges of Parliamentarians and Legislators, Breach of Privilege.

Pedagogy:

Lectures/ Tutorials/ Interactive Sessions/ Self-guided Learning Materials/ Open Educational Resources (as reference materials)/ Mock Parliaments as Practical Exercises/ Assignments/ Seminars/ Group Discussions and Week-end Counselling.

Exercise:

- The college can organise mock parliaments and teach students the etiquettes of parliamentary behaviour.
- Can organise debates on the codification of privileges and match it with the performance of people's representatives.
- Can organise special lectures by inviting officers/bureaucrats to deliberate on the procedural aspects of democracy.

| Formative Assessment | |
|---------------------------------------|---------------------------|
| Assessment Occasion/ type | Weightage in Marks |
| Assessment Test-1 | 10 |
| Seminar/Presentation/Group Discussion | 10 |
| Assessment Test-2 | 10 |
| Assignment | 10 |
| Total | 40 |

Suggested Readings

1. M.N. Kaul and S.L. Shakhder, Practice and Procedure of Parliament, Metropolitan, New Delhi, 1968.
2. Subhash C. Kashyap, Our Parliament, National Book Trust, New Delhi, 2021.
3. S H. Belavadi, Theory and Practice of Parliamentary Procedure in India, 1988.
4. Study Material on Parliamentary Practices and Procedures. Lok Sabha Secretariat Parliamentary Research and Training Institute for Democracies (erstwhile BPST), New Delhi.
5. Apoorva Shankar and Shreya Singh, Parliamentary Procedures A Primer Rajya Sabha, PRS Legislative Research, 2015.
7. Dr. K. S. Chauhan, Parliament Powers Functions and Privileges, LexisNexis, India, 2013.
8. Ajit Ranjan Mukharjea, Parliamentary Procedure in India, Oxford University Press, 1958.
9. M N. Kaul, Parliamentary Institutions and Procedures, National Publishing House, 1978.
10. Jalan, India's Politics, Penguin, New Delhi, 2007.
11. Abbas, H., Kumar, R. & Alam M. A., Indian Government and Politics, Pearson, New Delhi, 2011.
12. Chakravarty, B. & Pandey, K. P, Indian Government and Politics, Sage, New Delhi, 2006.
13. K. Sanyal, Strengthening Parliamentary Committees, PRS, Centre for Policy Research, New Delhi, 2011. Available at: [http://www.prsindia.org/administrator/uploads/media/Conference%202011/Strengthening %20Parliamentary%20Committees.pdf](http://www.prsindia.org/administrator/uploads/media/Conference%202011/Strengthening%20Parliamentary%20Committees.pdf).

GENDER AND POLITICS
(Open Elective- OE- 3.1)

| | |
|--|------------------------------------|
| Course Title: GENDER AND POLITICS | |
| Course Code: OE – 3.1 | Semester: III |
| Course Credits: 3 | Total Contact Hours: 45 |
| Formative Assessment Marks: 40 | No. of Teaching Hours/Week: 3 |
| Summative Assessment (Marks): 60 (Theory)+40 (IA) = 100 | Duration of End Sem. Exam: 2 Hours |

Course Objective:

1. To provide an overview of political participation of women in general and specifically in India.
2. To enable the students to understand the issues related to women leadership, participation and governance.
3. To understand how gender issues are progressively integrated into political science and social sciences.
4. To sensitise students about the patriarchal society and help to improve the relationship between men and women, remove exploitation and violation of women's rights and to bring to focus the need for the education and empowerment.

Learning Outcomes:

At the end of the course the students will –

1. Have an understanding of the political participation of women in general and specifically in India.
2. Be aware of the relevance of gender issues in politics.
3. To grasp the forces and values that condition power and significance of gender in the understanding of political science.
4. Become aware of the values and operation of patriarchal society and ground realities of women's participation in politics that would sensitise them to positively contribute to the women's empowerment.

OE- 3.1: GENDER AND POLITICS

- Unit 1: Gender: A framework** (15 hours)
- 1.1 Defining Gender, Significance of Gender Studies, Difference between Gender Studies and Women Studies, Feminist Perspectives (with reference to India), Opportunities and Constraints (Party Choices of Candidates, Social Taboos and Stereotypes).
 - 1.2 Gender Imbalance in Political Representation and Electoral Process, Gender Discrimination in Indian Politics – including LGBTQ, Feminist Critique of Politics.
 - 1.3 Governance and Gender Structures, Gender Budgeting and Gender Issues in Governance.
- Unit 2: Gender and Politics** (15 hours)
- 2.1 Gender and Empowerment Process: Education, Economic, Political and Socializing and sensitizing gender issues.
 - 2.2 Gender Differentiation in Political Parties and Leadership, Challenging Gender Stereotypes in Socio-Political sphere.
 - 2.3 Capacity Building and Role of Women in Karnataka Politics, Women Representation in Local Governments.
- Unit 3: Gender and society** (15 hours)
- 3.1 Women and Poverty, Women and Health, Women and wealth creation, Violence against Women, Women and Armed Conflict.
 - 3.2 Women and Literature, Women and the Media, Women and the Environment.
 - 3.3 Women and Societal Challenges: Dowry, Domestic Violence, Girl Child - Programmes for Empowerment of Women, Educating children and socio-religious taboos including patriarchy.

Pedagogy:

Lectures/ Tutorials/ Interactive Sessions/ Self-guided Learning Materials/ Open Educational Resources (as reference materials)/ Practical Exercises/ Assignments/ Seminars/ Group Discussions and Week-end Counselling.

Exercise:

- Conduct one day workshop and make an assessment of role of women in politics.
- Collage making, short films and video watching can be done by the students and measures can be discussed to minimise the gender gap.
- Students can make field visits to understand the persistent of patriarchal values and traditions.

| Formative Assessment | |
|---------------------------------------|---------------------------|
| Assessment Occasion/ type | Weightage in Marks |
| Assessment Test-1 | 10 |
| Seminar/Presentation/Group Discussion | 10 |
| Assessment Test-2 | 10 |
| Assignment | 10 |
| Total | 40 |

Suggested Readings

1. P.K.Swaib and S.N.Tripathy, "Unequal Treatment to Women and Gender", Bias, Sonali Publications, New Delhi, 2006.
2. Malashrilal, Chandra Mohan, Enakshi K.Sharma, Devika Khanna Narula and Amrit Kaur Basra, "Gender and Diversity", Rawat Publications, Jaipur, 2015.
3. Andrew Heywood, "Global Politics", Palgrave Macmillan Publication, New York,2014.
4. Kranti Rana, "Modern Working Women and the Development Debate", Kanishka Publishers, New Delhi, 1998.
5. Dr.Tanuja Trivedi, "Encyclopedia of Women's Empowerment", Janapada Prakashan, New Delhi, 2012.
6. Bhaswati Das and VimalKhawas, "Gender Issues in Development –Concerns for the 21st century", Rawat Publications, New Delhi, 2009.
7. U. Kalpagam, "Gender and Development in India: Current Issues", Rawat Publication, 2011.
8. B.N.Singh, "Rural Women and Education," vista International Publishing House, Delhi, 2016.
9. Meera Kosambi, "Women writing Gender", Permanent Block Publication, New Delhi, 2012.
10. Brush, Lisa D., Gender and Governance, Rawat Publications, New Delhi, 2007.
11. Sangeeta Bharadwaj, "Gender, Social Structure and Empowerment Status Report of Women in India", Rawat Publication, 2009.
12. Dr.Tapan Biswal, "Human Rights Gender and Environment", Viva Books Private Ltd, New Delhi, 2006.
13. Dr. S. Murty, "Women and Employment", RBSA Publishers, Jaipur, 2001.
14. Singh, Narpat, 'Changing Status of Women' Vista International Publishing House, Delhi, 2008.
15. Anuradhamathu, "Gender and Development in India", Kalpaz Publication, Delhi, 2008.
16. M.Bahati Kumba, "Gender and Social Movements", Rawat Publication, New Delhi, 2003.
17. Saxena, Alka, Women and Political Leadership, Altar Publishing House, New Delhi, 2011.

UNDERSTANDING GANDHI
(Open Elective – OE- 3.2)

| | |
|--|------------------------------------|
| Course Title: UNDERSTANDING GANDHI | |
| Course Code: OE – 3.2 | Semester: III |
| Course Credits: 3 | Total Contact Hours: 45 |
| Formative Assessment Marks: 40 | No. of Teaching Hours/Week: 3 |
| Summative Assessment (Marks): 60 (Theory)+40 (IA) = 100 | Duration of End Sem. Exam: 2 Hours |

Course Objective:

1. To enable students to understand the core elements of Gandhian thought and Gandhi's approach to the key issues of contemporary India.
2. To familiarise students on the Gandhian ideas on wide range of issues including politics, economics, social reconstruction, religion and issues of sustainable development.
3. To acquaint the students on the ideas of Gandhi on social relations and issues.
4. To assess the relevance of Gandhi on the current political discourses through the analysis of his ideas on modern society, Swadeshi etc.

Learning Outcome:

At the end of the course the students will-

1. Grasp the core ideas of Gandhi, in particular the idea of truth and non-violence.
2. Understand the Gandhian ideas on wide range of issues including politics, economics, social reconstruction, religion and issues of sustainable development.
3. Comprehend the position of Gandhi on issues like Hindu- Muslim relations, gender question, cow protection, caste and untouchability questions.
4. Be able to understand the Gandhian reasoning in favour of Swadeshi and his critique of modern Civilization.

OE-3.2: UNDERSTANDING GANDHI

Unit 1: Gandhi: Background (15 hours)

- 1.1 Background Influences: Historical: South Africa, Intellectual: Thoreau, Ruskin and Tolstoy.
- 2.1 Gandhian Experiments: Satyagraha, Non-Violence, Truth, Movements led by Gandhi- Champaran, Bardoli, Khilafat, Non- Cooperation, Salt Satayagraha.
- 3.1 Social Movements- Ahmedabad Mill Strike, Vaikom Satyagraha, Forest, Health and Naturopathy, Sustainable Development.

Unit 2: Gandhi and Politics (15 hours)

- 2.1 Gandhi as a Leader: Gandhi as a model, Gandhian Methodology: Prayer, Consensus Building and Fasting.
- 2.2 Gandhian Views on Politics: Role of Ethics, Morality, Religion and Service.
- 2.3 Gandhi's critique on English Parliament, Gandhi on Nation and Nationalism.

Unit 3: Gandhi and society (15 hours)

- 3.1 Gandhi on Swadeshi and Swaraj, Critique on Modern Civilization, Modern Education and Machines.
- 3.2 Gandhi on Violence (Doctrine of the Sword) Gandhi and Sins, Gandhi's views on Women and Sustainable Development.
- 3.3 Gandhi as Political Strategist, Gandhi's Views on Hindu-Muslim Relation, Cow Protection, Untouchability and Caste Question.

Pedagogy:

Lectures/ Tutorials/ Interactive Sessions/ Self-guided Learning Materials/ Open Educational Resources (as reference materials)/ Practical Exercises/ Assignments/ Seminars/ Group Discussions and Week-end Counselling.

Exercise:

- Students shall have a group reading of Gandhiji's texts like Hindswarj, My Experiment with truth, Sarvodaya, etc,
- Shall conduct the group discussion on the significance of Satyagraha, Sustainable Development, Swadeshi, etc.
- By reviewing literature on Gandhian critiques students can discuss the strengths and weakness of Gandhian Philosophy and his relevance in 21st century.

| Formative Assessment | |
|---------------------------------------|---------------------------|
| Assessment Occasion/ type | Weightage in Marks |
| Assessment Test-1 | 10 |
| Seminar/Presentation/Group Discussion | 10 |
| Assessment Test-2 | 10 |
| Assignment | 10 |
| Total | 40 |

Suggested Readings

1. Lal, V, The Gandhi Everyone Loves to Hate, Economic and Political Weekly, 43(40), 2008, pp.55-64.
2. Power, P, Towards a Re-Evaluation of Gandhi's Political thought. The Western Political Quarterly, 16(1), 1963, pp. 99-108.
3. Gandhi , M. K, Hind Swaraj, Navajivan Publishing House, Ahmedabad, 1939, pp 49-55.
4. Indian Council for Historical Research, The Logic of Gandhian Nationalism Civil Disobedience and the Gandhi- Irwin Pact ,1930-31, Indian Historical Review, 1976.
5. Dey, A. Islam and Gandhi: A Historical Perspective. Social Scientist, 41(3/4), 2013, pp. 19- 34.
6. Chandra, B, Gandhiji, Secularism and Communalism. Social Scientist, 32(1/2), 2004, pp. 3-29.
7. Parekh, B, The Critique of Modernity In Gandhi: A Brief Insight, Sterling Publishing Company,Delhi, 1997. pp. 63-74.
8. Heredia, R, Interpreting Gandhi's Hind Swaraj, Economic and Political Weekly, 34(24), 1999. pp. 1497-1502.
9. Parel, A. J. (Ed.), Introduction. In: Gandhi, freedom and Self Rule, Vistaar Publication, Delhi, 2002.
10. Kumar, R. Class, Community or Nation? Gandhi's Quest for a popular consensus in India, Modern Asian Studies, 3(4), 1969, 357-376.
11. Parel,A.J. (Ed), Introduction. In: Gandhi, Freedom and Self Rule, Vistaar Publication, Delhi, 2002.
12. Sarah Claerhout Gandhi, Conversion, and the Equality of Religions: more experiments with truth, Numen-International Review for the History of Religions, 61(1), 2014, p.53-82.
13. Collected Works of Mahatma Gandhi Hindu-Muslim Tension: Its Cause and Cure, Young India, 1924, pp. 58-59.
14. Collected Works of Mahatma Gandhi: Save the Cow, Young India, 1921.
15. <http://www.gandhiashramsevagram.org/gandhi-literature/mahatma-gandhi-collected-worksvolume-23.pdf>.

CITIZEN, CITIZENSHIP AND THE INDIAN CONSTITUTION
(Open Elective OE- 3.3)

| | |
|--|------------------------------------|
| Course Title: CITIZEN, CITIZENSHIP AND THE INDIAN CONSTITUTION | |
| Course Code: OE – 3.3 | Semester: III |
| Course Credits: 3 | Total Contact Hours: 45 |
| Formative Assessment Marks: 40 | No. of Teaching Hours/Week: 3 |
| Summative Assessment (Marks): 60 (Theory)+40 (IA) = 100 | Duration of End Sem. Exam: 2 Hours |

Course Objective:

1. To comprehend the concept of citizenship
2. To realise the significance of mindfulness, empathy and compassion and to be responsible citizen.
3. To be sensitive and apply socially relevant values for emotional wellbeing and social relationship.
4. To support nation building by inculcating responsible citizenry.

Learning Outcome:

At the end of the course the students will -

1. Have a nuance understanding of the concept of citizenship
2. Understand the values and requirements to be a good citizen and take part in social reconstruction as responsible citizens.
3. Be socially sensitive to the identity of others including those belonging to a different race, ethnicity, culture, colour, gender or nationality and deal appropriately.
4. Be responsible citizen, understanding and appreciating the privacy of other fellow citizens.

OE- 3.3: CITIZEN, CITIZENSHIP AND THE INDIAN CONSTITUTION

- Unit 1: Citizenship: Foundations** (15 hours)
- 1.1 Concept of Citizen: Subject- Slave-Citizen: a Comparison, Aspirational Citizenship.
 - 1.2 Citizenship in India: Milestones- Citizenship and Partition of India (Nehru and Liyaqat Ali Khan Pact) The Citizenship Act, 1955, The Citizenship (Amendment) Act, 1986, The Citizenship (Amendment) Act, 2003 and 2005, National Register of Citizens (NRC).
 - 1.3 Citizens and Constitutional Provisions: Fundamental Rights and Duties, Socio-Economic and Cultural Rights.
- Unit 2: Citizenship: Issues** (15 hours)
- 2.1 Citizenship Issues in India: Laws for Immigrants, Laws for Migrants and Asylum seekers, Process of acquiring Citizenship.
 - 2.2 Dual Citizenship: Needs and Demands- Impact of Globalization, Advantages of Dual Citizenship.
 - 2.3 IPC and Citizens Rights: First Information Report, Arrest, Detention, Bail Provisions, Sedition Act, Citizen and Civic Culture.
- Unit 3: Citizenship: Concerns** (15 hours)
- 3.1 Citizen and His Responsibility: Constitutional Provisions, Local Acts, Right to Privacy, Role of NGO's.
 - 3.2: Citizen and Discrimination: Caste, Gender (LGBTQ), language, Race, Colour, Place of Origin.
 - 3.3 Protection of Citizens: Women and Property Rights, Rights of Forest Dwellers, and Displaced People (War, Natural Calamities and Rehabilitation) and Universal Declaration of Human Rights.

Pedagogy:

Lectures/ Tutorials/ Interactive Sessions/ Self-guided Learning Materials/ Open Educational Resources (as reference materials)/ Practical Exercises/ Assignments/ Seminars/ Group Discussions and Week-end Counselling.

Exercise:

- Students and teachers collectively work towards building communication network among vulnerable citizens who have no knowledge about their own rights.
- Through activities they may form empowering groups and support immigrants/ migrants resolve their legal issues with authorities like police and government.
- They may visit courts, police stations, regional passport offices and spread the laws relating to migrants, immigrants regarding their rights.

| Formative Assessment | |
|---------------------------------------|---------------------------|
| Assessment Occasion/ type | Weightage in Marks |
| Assessment Test-1 | 10 |
| Seminar/Presentation/Group Discussion | 10 |
| Assessment Test-2 | 10 |
| Assignment | 10 |
| Total | 40 |

Suggested Readings

1. Marcus Raskin, 'Nation Building and Citizenship: Studies of our Changing order' Routledge India, New Delhi, 1996.
2. Atul Kolhi, 'Democracy and Discontent: India's growing crises of Governability, Cambridge University Press, 1991.
3. Atul Kolhi, The success of India Democracy, Cambridge University Press, 2001.
4. Savitaha Rao, India's Positive Citizen Building- A Great Nation One Action at a Time, Wings Publishing, Bangalore, 2020.
5. Anupama Roy, 'Mapping Citizenship in India', (Oxford India short introductions), OxfordUniversity Press, New Delhi, 2012.
6. Nirag Gopal Jayal, 'Citizenship and its Discontents', Harvard University Press, 2013.
7. Ornit Shani, 'How India become a democratic citizenship and making of the UniversalFranchise', Cambridge University Press, New Delhi, 2017.
8. Koenig Lion, 'Cultural Citizenship in India; Politics Power and Media', Oxford UniversityPress, New Delhi, 2016.
9. Blog.mygov.in/we-the-people-we-the-citizen.
10. Subrata .K.Mitra, 'Citizenship as cultural flow, structure agency and flow', e-Book, 2013, Springer link.

ANCIENT INDIAN POLITICAL IDEAS AND INSTITUTIONS
(DSC – 7)

| | |
|---|------------------------------------|
| Course Title: ANCIENT INDIAN POLITICAL IDEAS AND INSTITUTIONS | |
| Course Code: DSC - 7 | Semester: IV |
| Course Credits: 3 | Total Contact Hours: 45 |
| Formative Assessment Marks: 40 | No. of Teaching Hours/Week: 3 |
| Summative Assessment (Marks): 60 (Theory)+40 (IA) = 100 | Duration of End Sem. Exam: 2 Hours |

Course Objective:

1. To provide students an understanding of the social and political philosophy of ancient India.
2. To facilitate assessment of modern notions on socio-political arrangements in the background of the study of Ancient India.
3. To enable critical reflection and to decolonise the mind-set related to India's past.
4. To focus and develop indigenous political theories relevant to changing times.

Learning Outcome:

At the end of the course students will -

1. Have a nuanced understanding of the social and political philosophy of ancient India.
2. Be able to assess modern notions on socio-political arrangements with an understanding of ancient India and its concepts like Dharma, Rajadharma, Nyaya, Viveka etc.
3. Have a critical reflection on the ideas and institutions of ancient India and appreciate the texts and stories that reflect upon our own experience.
4. Be able to revisit our own socio-political structures through understanding of the textual and non-textual sources related to early India, critically reflect upon the European representation of Indian Society and heritage, and develop indigenous political theories relevant to changing times.

DSC-7: ANCIENT INDIAN POLITICAL IDEAS AND INSTITUTIONS

Unit 1: The Framework (15 hours)

- 1.1 Sources of Early Indian Thought: Sources and Limitations: Pre and Post-Colonial.
- 1.2 Perspectives: Orientalists, Nationalists, Marxian (Asiatic Mode of Production) and Gandhiji on Varnashrama Dharma, Dr. Radhakrishnan perspective.
- 1.3 Indian Culture: Colonial Narratives (William Jones, Macaulay) v/s Post-Colonial (Dharampal and Edward Said, S.N. Balagangadhara).

Unit 2: Ideas, concepts and institutions (15 hours)

- 2.1 Socio-Political Ideas in the Early Indian Thought: Dharma, Rajadharma, Dandaniti, Nyaya, Vaisheshika, Shunya, Ratnin Ceremony, Varnadharma, and Ashramadharma, values in Thirukural.
- 2.2 Kingship: Origin Stories, Gopati to Bhupati, Nature and Structure.
- 2.3 Functions of Institutions: Sabha, Samiti, Vidhata, Paura-Janapada.

Unit 3: Governance (15 hours)

- 3.1 Ganasanghas: Nature, Structure, Functions Role of Stories in Indian Tradition.
- 3.2 Ramayana (Valmiki): Ramarajya, Subaltern and Adhyatmic perspective.
- 3.3 Mahabharata (Vyasa): Rajadharma in Shantiparva, Idea of war and Peace.

Pedagogy:

Lectures/ Tutorials/ Interactive Sessions/ Self-guided Learning Materials/ Open Educational Resources (as reference materials)/ Close-Reading Sessions of texts/ Assignments/ Seminars/ Group Discussions and Week-end seminars.

Exercise:

- Close reading sessions to be organised to understand the ancient text in its original context by way of discussions.
- Students shall visit the nearby historical places and collect artefacts, stories, and other relics with the help of the native people.
- Students shall respond to accommodate the important criticisms of Ramayana and Mahabharata by its critics and enact dramas and costumes.

| Formative Assessment | |
|---------------------------------------|---------------------------|
| Assessment Occasion/ type | Weightage in Marks |
| Assessment Test-1 | 10 |
| Seminar/Presentation/Group Discussion | 10 |
| Assessment Test-2 | 10 |
| Assignment | 10 |
| Total | 40 |

Suggested Readings

1. Alterkar A.S, State and Government in Ancient India, Motilal Banarsidass, Chowk Banaras, 1949.
2. R.S. Sharma, Early Indian Social and Political Thought and Institutions (Aspects of the Political Ideas and Institutions in Ancient India, Motilal Banarsidass, Delhi, 1991.
3. Jayaswal K.P, Hindu Polity, Bangalore Printing and Publishing Co. LTD, Bangalore, 1943.
4. Goshal U.N, History of Hindu Political Theory, Oxford University Press, Calcutta, 1923.
5. Kangle R.P, Kautilya's Arthashastra, Motilal Banarsidass Publishers Pvt.Ltd, New Delhi, 1986.
6. Bhandarkar D.D, Some Aspects of Ancient Indian Culture, Madras, University of Madras, 1940.
7. Romila Thaper. From Lineage to State, Oxford University Press, United Kingdom, 1984.
8. R.S.Sharma, Shudaras in Ancient India, Motilal Banarsidass, Delhi, 1957.
9. Sharma,R. S India's, Ancient Past, Oxford University Press, New Delhi, 2006.
10. Sharma,R. S, Rethinking India's Past, Oxford University Press, New Delhi, 2010.
11. Kraedar Lawrence, "Formation of the state", Prentice Hall, United State, 1968.
12. Kosambi. D.D, "Introduction to the Study of Indian History", Popular Prakashan, Mumbai, 1956.
13. Said Edward, Orientalism, Pantheon Books, USA, 1978.
14. Misra Vibhuti Bhushan, From the Vedas to the Manusamhita, City/Country BrillAcademic, United States, 1982.
15. Sircar D.C, Studies in the Religious life of Ancient and Medieval India, Motilal Banarsidass, Delhi, 1971.
16. Aiyangar K.R, Ancient Indian Polity, Oriental Books Agency, Poona, 1941.
17. Pargiter R, Ancient Indian Historical Tradition, Oxford University Press, London, 1922.
18. Levin G.M, Bongard, A Complex Study of Ancient India – Multidisciplinary Approach, American Oriental Society, USA, 1989.
19. Kumar S, "Role of State in Ancient India Economy", Ramanand Vidya Bhawan, Delhi, 1986.
20. Sircar D.C, Political and Administrative System of Ancient and Medieval India. Motilal Banarsidass, Delhi, 1975.

21. Maity S. K and Upendra Thakur, *Indological Studies*, Abhinav Publications, New Delhi, 1991.
22. Mukherjee Shobha, *The Republican trends in Ancient India*. Munshiram Manoharial Publishers Private Limited, New Delhi, 1989.
23. Bandyopadhyaya N.C, *Development of Hindu Polity and Political Theories*, Munshiram Manoharlal Publishers, New Delhi, 1980.
24. Chattopadhyaya D. *Lokayata*, Peoples Publishing House, New Delhi, 1959.
25. Kosambi D.D, *The Culture and Civilization of Ancient India and Historical Outline*, Vikas Publishing House Pvt. Ltd, Noida, 1965.
26. Majumdar R. C, *History and Culture of Indian People, Vol.I*, Dacca University, Bangladesh, 1977.
27. Kulke, Hermen (Ed), *State in India, 1000 to 17000*, Oxford University Press, Delhi, 1995.
28. Kane P.V, *History of Dharmashastras, Vol-1-5*, Bhandarkar Institute Press, Poona, 1930.
29. Balagangadhara S.N, *Purvavalokana*, (Translated and Edited - Rajaram Hegde and J. S. Sadanand)Vasanta Prakashana, Bangalore, 2016. (2010).

MODERN POLITICAL ANALYSIS
(DSC – 8)

| | |
|--|------------------------------------|
| Course Title: MODERN POLITICAL ANALYSIS | |
| Course Code: DSC - 8 | Semester: IV |
| Course Credits: 3 | Total Contact Hours: 45 |
| Formative Assessment Marks: 40 | No. of Teaching Hours/Week: 3 |
| Summative Assessment (Marks): 60 (Theory)+40 (IA) = 100 | Duration of End Sem. Exam: 2 Hours |

Course Objective:

1. To equip students to understand the functioning of political institutions with a insights on both normative and empirical ways of understanding.
2. To enable students to grasp and evaluate the value laden and value neutral aspects of government functioning.
3. To enable students to scientifically assess the functioning of the governments as result oriented institutions.
4. To familiarise students with the process of decision making in political institutions.

Learning Outcome:

At the end of the course students will –

1. Have an understanding of the functioning of political institutions and key concepts involved.
2. Understand the political process and various influences operating thereupon.
3. Be able to assess the functioning of the governments and its output.
4. Be able to comprehend and visualise the process of decision making.

DSC – 8: MODERN POLITICAL ANALYSIS

Unit 1: Introduction (15 hours)

- 1.1 Genesis and Emergence of Modern Political Analysis, Modern Political Analysis - Meaning, Nature, Scope and Goals
- 1.2 Political System-Types, similarities and differences, classification- Aristotle and Weber.
- 1.3 Approaches – Traditional- Philosophical, Historical, Institutional, Modern- Behavioural, Systems, Game.

Unit 2: System and Power (15 hours)

- 2.1 Talcott Parson's General Systems theory- Pattern of Inter Relationship, Hierarchical order, Integration.
- 2.2 David Easton's Input-Output model of Political System, Features, Functions and Critical Evaluation.
- 2.3 Power-Meaning, significance, and measurement, difference between Power, Authority, Legitimacy and Influence

Unit 3: Political Process (15 hours)

- 3.1 Almond on Structural – Functional Analysis Karl Deutsch's Communication Theory.
- 3.2 Richard C Snyder's Decision Making Theory, Arthur F. Bentley and David Truman Group theory of Politics.
- 3.3 Political Development - Concept of Political Development - its variables, Development syndrome, Theory of Lucian Pye.

Pedagogy:

Lectures/ Tutorials/ Interactive Sessions/ Self-guided Learning Materials/ Open Educational Resources (as reference materials)/ Practical Exercises/ Assignments/ Seminars/ Group Discussions and Week-end counselling.

Exercise:

- The department can lead the students to a nearby political institution and explain to them the process of administrative decision making.
- The department may invite functionaries of these institutions to deliberate upon issues of redundancy and simplifying administration.
- Assignments can be given to the students to innovate methods of simplification of administrative procedures in offices of Governments and offer consultancy.

| Formative Assessment | |
|---------------------------------------|---------------------------|
| Assessment Occasion/ type | Weightage in Marks |
| Assessment Test-1 | 10 |
| Seminar/Presentation/Group Discussion | 10 |
| Assessment Test-2 | 10 |
| Assignment | 10 |
| Total | 40 |

Suggested Readings

1. Almond, G. and Coleman. J.S. "The politics of the Developing Areas", Princeton University Press, Princeton NJ, 1960.
2. Almond, G.A. and Verba, S, "The Civic Culture: political Attitudes and Democracy in Five Nations", Princeton NJ, Princeton University Press, 1963.
3. Amin, S, "Accumulation on an old Scale: A Critique of the Theory of underdevelopment", Monthly Review Press, New York, 1974.
4. Apter, D.E, "The Politics of Modernization", University of Chicago Press, Chicago, 1965.
5. Gabriel Almond, "Cooperative Politics: A Development approach" Little Brown, Boston, 1966.
6. Hannah Arendt, "The Origins of Totalitarianism", Harcourt Press, New York, 1951.
7. Johari, J.C, "Comparative Government and Politics", Sterling Publishers Private Limited, New Delhi, 1982.
8. Powell, G.B, Russell J.D, and Kaare Strom, "Comparative Political Today, A World View". London Press, New York, 1970.
9. Rod Hague. Martin Harrop, Shaun Breslin, "Comparative Government and Politics", Palgrave Macmillan press, UK, 1992.
10. Verba S and Almond, "The Civic Culture Revisited", little Brown, Boston, 1980.
11. Dahl, Robert A, Modern Political Analysis, Prentice Hall of India, New Delhi, 1981.

GOOD GOVERNANCE IN INDIA

(Open Elective OE - 4.1)

| | |
|--|------------------------------------|
| Course Title: GOOD GOVERNANCE IN INDIA | |
| Course Code: OE – 4.1 | Semester: IV |
| Course Credits: 3 | Total Contact Hours: 45 |
| Formative Assessment Marks: 40 | No. of Teaching Hours/Week: 3 |
| Summative Assessment (Marks): 60 (Theory)+40 (IA) = 100 | Duration of End Sem. Exam: 2 Hours |

Course Objective:

1. To make students understand the concept of Governance and its difference from traditional form of administration
2. To familiarise the students with the concept and elements of Good Governance.
3. To comprehend the changing approach of states to administration.
4. To help students to link the theory taught in the class room with the realities of outside world.

Learning Outcome:

At the end of the course the students will -

1. Understand the difference between traditional form of Administration and the concept of Governance.
2. Be familiar with the concept and elements of Good Governance.
3. Get a perspective of changing modes of Governance with the examples drawn from central and state Governments.
4. Link theory with practice and appreciate the participation of citizens in day to day administration through a charter and other programmes like Sakala, Bhoomi etc.

OE - 4.1: GOOD GOVERNANCE IN INDIA

- Unit 1: Introduction** (15 hours)
- 1.1 Meaning, Characteristics, Elements, Growth and need for Good Governance.
 - 1.2 Theories and Concepts of Governance- Public Choice and Public Value Theory, Good Governance and Globalization.
 - 1.3 Corporate Governance – Networking and Collaborative governance.
- Unit 2: Instruments of Governance** (15 hours)
- 2.1 Public Service Guarantee Act 2011: Features, Provisions and Impact, Right to Information Act- Meaning, Characteristics and Importance.
 - 2.2 E-Governance -Meaning, Characteristics, Importance and E Governance Policy, ICT and Governance.
 - 2.3 Citizens Charter, Digital India, Gender and Governance.
- Unit 3: Governance and society** (15 hours)
- 3.1 Sakala Project, Bhoomi Yojana, SWAYAM and eKissan, eCourt.
 - 3.2 People’s Participation and Role of Civil Society, Ethics and Accountability in Governance.
 - 3.3 Challenges before good governance in India.

Pedagogy:

Lectures/ Tutorials/ Interactive Sessions/ Self-guided Learning Materials/ Open Educational Resources (as reference materials)/ Practical Exercises/ Assignments/ Seminars/ Group Discussions and Week-end counselling.

Exercise:

- Students and the department can undertake survey regarding causes and consequences of failed administration.
- Through activities they can visit their respective villages and prepare papers regarding the working of programmes like Sakala, Bhoomi etc.,.
- The department may invite officers connected to Governance projects and have interaction with the students.

| Formative Assessment | |
|---------------------------------------|---------------------------|
| Assessment Occasion/ type | Weightage in Marks |
| Assessment Test-1 | 10 |
| Seminar/Presentation/Group Discussion | 10 |
| Assessment Test-2 | 10 |
| Assignment | 10 |
| Total | 40 |

Suggested Readings

1. Kanak Kanti Bagchi, Good Governance and Development, Abhijeet Publications, New Delhi, 2009,
2. C.P Bharthwal Ed. Good Governance in India, Deep and Deep, New Delhi, 2003.
3. Dhameja Alka Ed, Contemporary Debates in Public Administration, Prentice Hall of India, NewDelhi, 2003.
4. World Bank, Governance and Development, Washington, DC, 1992.
5. Niraja Gopal Jayal, Ed, Democratic Governance in India, Sage, New Delhi, 2003.

UNDERSTANDING Dr. B.R. AMBEDKAR

(Open Elective OE - 4.2)

| | |
|--|------------------------------------|
| Course Title: UNDERSTANDING Dr. B.R. AMBEDKAR | |
| Course Code: OE – 4.2 | Semester: IV |
| Course Credits: 3 | Total Contact Hours: 45 |
| Formative Assessment Marks: 40 | No. of Teaching Hours/Week: 3 |
| Summative Assessment (Marks): 60 (Theory)+40 (IA) = 100 | Duration of End Sem. Exam: 2 Hours |

Course Objective:

1. To acquaint students of the life, ideas and contribution of Dr. B.R. Ambedkar.
2. To familiarise students with the arguments and position of Dr. B.R. Ambedkar on key social, political, constitutional and democratic issues in India and enable them to critically examine his perceptions.
3. To understand and assess his contribution to modern India and to the making of Indian Constitution.
4. To make students aware of his views on partition of the country and Indian historiography.

Learning Outcome:

At the end of the course the students will -

1. Be able to understand his life, mission and vision.
2. Be sensitised and be able to appreciate his views on democracy, citizenship, freedom, equality, equal treatment and justice.
3. Be equipped to assess his contribution to modern India and to the making of Indian Constitution.
4. Understand his views on some of the important debates like Aryan Invasion Theory, Uniform Civil Code, Islam and partition of India.

OE – 2: UNDERSTANDING Dr. B.R. AMBEDKAR**Unit 1: Life, social views and actions** (15 hours)

- 1.1 Dr. B. R. Ambedkar's Journey of Life and Experiences.
- 1.2 Dr. B. R. Ambedkar's perception on Hindu Social Order, Caste and Untouchability (refer Annihilation of Caste).
- 1.3 Dr. B. R. Ambedkar's Initiatives: Mahad Satyagraha, Kalaram Temple Entry Movement.

Unit 2: Dr. B. R. Ambedkar and Indian Politics (15 hours)

- 2.1 Dr. B. R. Ambedkar and Round Table Conference: His Memorandum, Communal Award and Poona Pact.
- 2.2 Dr. B. R. Ambedkar on Partition of India, Dr. B. R. Ambedkar's contribution as the Chairman of the Drafting Committee.
- 2.3 Dr. B. R. Ambedkar's deliberations on key issues in the Constituent Assembly (Article 40, Article 370, Uniform Civil Code, Shariat Laws, Hindu Code Bill, and Affirmative Action).

Unit 3: Ideas and vision (15 hours)

- 3.1 Dr. B. R. Ambedkar's Political Ideas: Democracy, Citizenship, Equality, Freedom and Justice.
- 3.2 Dr. B. R. Ambedkar's views: on Islam, Buddhism, on Religious Conversion, on Aryan Invasion Theory.
- 3.3 Dr. B. R. Ambedkar and Language Question, Dr. B. R. Ambedkar on Education and Women Empowerment and Nationalism.

Pedagogy:

Lectures/ Tutorials/ Interactive Sessions/ Self-guided Learning Materials/ Open Educational Resources (as reference materials)/ Practical Exercises/ Assignments/ Seminars/ Group Discussions and Week-end counselling.

Exercise:

- Students and teachers collectively debate on the issues of Reservation, Constitutional provisions of reservation, reservation within reservation, creamy layer theory, etc.,
- Give assignments to students to visit colonies of Scheduled Caste and Scheduled Tribes and discuss it in the group about the perception that they have carried.
- Debate on the need for social reform, inclusiveness, changing the cultural and religious outlook among the Indian citizens keeping the view inhuman practice like untouchability, exploitation and visit courts, police stations, etc, to understand conflict resolution mechanisms.

| Formative Assessment | |
|---------------------------------------|---------------------------|
| Assessment Occasion/ type | Weightage in Marks |
| Assessment Test-1 | 10 |
| Seminar/Presentation/Group Discussion | 10 |
| Assessment Test-2 | 10 |
| Assignment | 10 |
| Total | 40 |

Suggested Readings

1. Ambedkar, B.R. "What Congress and Gandhi have Done Untouchables"
"<http://www.ambedkar.org/ambcd/41A.What%20Congress%20and%20Gandhi%20Preface.htm>.
2. Ambedkar Annihilation of Caste, Navayana, 11th Edition, 2015.
3. Dhanjaya Keer, Dr.Ambedkar-Life and Mission, Popular Prakashana, Bombay, 1964.
4. Valerian Rodrigues, Essential Writings on Ambedkar, OUP, New Delhi, 2003.
5. Marcus Raskin, 'Nation Building and Citizenship: Studies of our Changing order' Rutledge India, New Delhi, 1996.
6. Atul Kolhi, 'Democracy and Discontent: India's growing crises of Governability, Cambridge University Press, 1991.
7. Atul Kolhi, The Success of Indian Democracy, Cambridge University Press, 2001.
8. Savitaha Rao, India's Positive Citizen Building- A Great Nation One Action At A Time, Wings Publishing, Bangalore, 2020.
9. Nirag Gopal Jayal, 'Citizenship and its Discontents', Harvard University Press, 2013.
10. Koenig Lion, 'Cultural Citizenship in India; politics power and media', Oxford University Press, New Delhi, 2016.
11. Subrata K. Mitra, 'Citizenship as cultural flow; structure agency and flow', e-Book, Springer link, 2013.
12. Sharma, A, Dr. B.R. Ambedkar on the Aryan Invasion and the Emergence of the Caste System in India, Journal of the American Academy of Religion, 73(3), 2005, pp. 843-870.
13. Ambedkar, B. R. (1946). Pakistan or The Partition of India, In Narke, H. (2nd ed.), 2014.
14. Dr. B. R. Ambedkar Writing and Speeches, Vol. 8. Delhi: Dr. Ambedkar Foundation, Ministry of Social Justice & Empowerment, Govt. of India.
Available at: https://mea.gov.in/Images/attach/amb/Volume_08.pdf.
15. Misra, J., & Mishra, J. Dr. B.R. Ambedkar and The Constitution - Making In India, Proceedings of the Indian History Congress, 1991, 52, pp. 534-541.
16. Constituent Assembly Debates, Ambedkar's speech on Draft Constitution on 4th November 1948, CAD Vol. VII, Lok Sabha Secretariat, Government of India, 3rd Print, pp. 31-41.
17. Ambedkar, B. R. Thoughts on Linguistic States. Bombay: Ramakrishna Press, 1955.
18. Dr. Babasaheb Ambedkar Writings & Speeches – Vol.1, to Vol. 17- Published by Social Justice and Empowerment, Govt. of India and Ambedkar Foundation, New Delhi, 2015.

POLITICAL JOURNALISM**(Open Elective OE- 4.3)**

| | |
|--|------------------------------------|
| Course Title: POLITICAL JOURNALISM | |
| Course Code: OE – 4.3 | Semester: IV |
| Course Credits: 3 | Total Contact Hours: 45 |
| Formative Assessment Marks: 40 | No. of Teaching Hours/Week: 3 |
| Summative Assessment (Marks): 60 (Theory)+40 (IA) = 100 | Duration of End Sem. Exam: 2 Hours |

Course Objective:

1. To equip students to develop insights into political reporting.
2. To grasp the essentials of writing skills backed by proper use of grammar and economy of words.
3. To provide a broad overview of the nuances of interpreting the political phenomena from grassroots to the Parliament.
4. To consider seriously Media as a career option.

Learning Outcome:

At the end of the course the students will -

1. Understand the nature and skills required for reporting and have insights about the system and political contours.
2. Develop writing and interpretative skills.
3. Acquire skills for political reporting covering government and governance, campaigns and candidates, tactics and strategies and policy issues in the public arena.
4. Grasp the basics of reporting and develop interest in Media as a career option.

OE – 4.3: POLITICAL JOURNALISM

- Unit 1: Introduction** (15 hours)
- 1.1 Defining Political Journalism, Traditional and Modern views about State and Politics.
 - 1.2 Understanding of Political Development: Caste, Religion, Linguistic and Party Perspectives.
 - 1.3 Defining the Role of Mass Media- Print, Electronic and Web (Social Media).
- Unit 2: Political system and journalism** (15 hours)
- 2.1 Political Culture- Shared Beliefs, Values, Ideologies and Norms, Process of Socialisation.
 - 2.2 Political Participation –Modes of participation, Political Apathy.
 - 2.3 Methods of Political Journalism- Interviews, Political Debates, Commentary on Legislations.
- Unit 3: Essentials of Reporting** (15 hours)
- 3.1 Communication- Defining Communication, Shaping Public Opinion, Encoding and Decoding.
 - 3.2 Skills of Writing - Vocabulary, Epitomizing, Punctuation.
 - 3.3 Report Writing- Journalistic Writing Skills, Yellow Journalism, and Use of Facts and Figures and Interpretations.

Pedagogy:

Lectures/ Tutorials/ Interactive Sessions/ Self-guided Learning Materials/ Open Educational Resources (as reference materials)/ Practical Exercises/ Assignments/ Seminars/ Group Discussions and Week-end counselling.

Exercise:

- Conducting classroom Common seminars on Media and Politics
- Making students to read and write newspaper headlines focusing on politics,
- Visit to media houses and talks with senior political news room heads.

| Formative Assessment | |
|---------------------------------------|---------------------------|
| Assessment Occasion/ type | Weightage in Marks |
| Assessment Test-1 | 10 |
| Seminar/Presentation/Group Discussion | 10 |
| Assessment Test-2 | 10 |
| Assignment | 10 |
| Total | 40 |

Suggested Readings

1. Iorio, Sharon Hartin. *Qualitative Research In Journalism*, Erlbaum Associates, London, 2004.
2. Merritt, Davis, *Public Journalism And Public Life*, Erlbaum Associates, London, 2004.
3. Kuhn, Raymond, *Political Journalism New Challenges, New Practices*, Rutledge, New York, 2003.
4. Sedorkin, Gail, & McGregor, Judy. *Interviewing – A Guide For Journalist And Writers*, Crows Nest, Allen and Unwin, N.S.W, 2002.
5. McNair, Brian, *Journalism and Democracy*, Rutledge, London, 2000.
6. Bovie, Waxen G, *Discovering Journalism*, Greenwood Press, West Port CT, 1999.
7. Winch, Samuel P, *Mapping the Cultural Space Of Journalism*, Praeger, West Port CT, 1997.
8. Jangam, R.T. (et al), *Political Analysis*, Oxford and IBH Publication, New Delhi, 1997.
9. Johari, J.C, *Comparative Politics*, Sterling Publishers, New Delhi, 1982.
10. Dahl, Robert A, *Modern Political Analysis*, Prentice Hall of India, New Delhi, 1981.

Model Question Paper

MANGALORE UNIVERSITY

POLITICAL SCIENCE

(Title of the Course)

----- Semester BA Degree Examination, (Month & Year)

Time: 3 hours

Maximum Marks: 60

Section A

(5 x 3 = 15 marks)

Instruction: Answer **any three** of the following, each not exceeding two pages

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

Section B

(15x 3 = 45 marks)

Instruction: Answer **any three** of the following, each not exceeding four pages

- 6.
- 7.
- 8.
- 9.
- 10.
- 11.

MANGALORE UNIVERSITY
POLITICAL SCIENCE

BA Political Science Programme offered from the Academic year 2021-22

Programme Structure

First Semester

| Course Code | Course Title | Credits | Teaching Hrs/Week | Total Marks/Assessment* |
|-------------|-------------------------------------|---------|-------------------|-------------------------|
| DSC-1 | Basic Concepts in Political Science | 3 | 3 | 100 (60+40) |
| DSC-2 | Political Theory | 3 | 3 | 100 (60+40) |
| OE-1 | Human Rights | 3 | 3 | 100 (60+40) |

Second Semester

| | | | | |
|-------|---|---|---|-------------|
| DSC-3 | Western Political Thought | 3 | 3 | 100 (60+40) |
| DSC-4 | Indian National Movement and Constitutional Development | 3 | 3 | 100 (60+40) |
| OE-2 | Indian Polity: Issues and Concerns | 3 | 3 | 100 (60+40) |

* Total marks for each course is 100. This would consist of an internal assessment for 40 marks and end semester examination for 60 marks.

Programme Objectives:

1. To familiarize the students with the basic ideas, thoughts, institutions and processes of the political system and enable them to grasp the principles and forces at work.
2. To inculcate among students the value and spirit of citizenship, universal brotherhood and democracy for a humane, vibrant and inclusive social and political order.
3. To acquaint students with the national and international political settings and prepare them to explore different career options including that of civil services and for responsible positions at different levels.
4. To equip students with the necessary skills and knowledge for meaningful political participation and to critically reflect on issues related to governance.

Programme Outcomes:

At the end of the successful completion of the course, students will have -

1. A nuanced understanding of the theoretical perspectives and basic aspects related to the political system and comprehend its dynamics.
2. Acquired and internalized the socially relevant values of harmony, democracy, citizenship for national progress, and contribute to the public good with responsibility and sensitivity.
3. An ability to analytically reflect on national and international processes and have the necessary skill, confidence and knowledge for making appropriate career choices including that of civil services and politics, and to shoulder responsibilities at different levels.
4. Necessary skills and knowledge to critically analyse and participate constructively in the political process, face the societal reality and challenges with knowledge and confidence, and offer insightful suggestions for the public good.

DSC-1: BASIC CONCEPTS IN POLITICAL SCIENCE

| | |
|---|--|
| Course Title: BASIC CONCEPTS IN POLITICAL SCIENCE | |
| Course Code: DSC-1 | Course Credits: 3 |
| No. of Teaching Hours/Week: 3 | Duration of End Sem. Exam: 3 Hours |
| Total Contact Hours: 45 | Assessment (Marks): 60 (Theory) + 40 (IA) =100 |

Course Objective:

1. To introduce students to the concepts, categories, theories, and constructs of Political Science
2. To inculcate among students values and essentials of responsible and active citizenship.
3. To enable students to comprehend the values and principles underlying political order and to reflect constructively on the issues of governance.
4. To enable students to understand the interface between politics and society, and the complexities in political choices.

Learning Outcome:

At the end of the course, the students will -

1. Have an understanding of the fundamental concepts and aspects related to Political Science.
2. Have an appreciation and internalisation of the values of responsible and active citizenry.
3. Be prepared for constructive engagement with the political system with an awareness of the core values and principles of sound political order.
4. Have a nuanced understanding of the dimensions of politics - society linkages, and the priorities and concerns essential in complex political choices.

Pedagogy: Lectures/Tutorials/Interactive Sessions/Open Educational Resources (as reference materials), practical exercises/Assignments/ Seminars/Group discussions and counselling.

DSC-1: BASIC CONCEPTS IN POLITICAL SCIENCE

- Unit 1 15 hours
- 1.1 Meaning of Politics; Nature, Scope and Importance of Political Science; Approaches to the study of Political Science (Philosophical, Behavioural and Marxian); Emergence of the idea of Political Domain.
 - 1.2 Meaning, Definitions and Elements of State; Difference between State and Government, State and Society, State and Association; Theories of State -Idealist, Liberal, Neo-Liberal, Marxist and Gandhian.
 - 1.3 Civil Society- Meaning and Importance.
- Unit 2 15 hours
- 2.1 Emergence, Meaning and Characteristics of Sovereignty
 - 2.2 Kinds of Sovereignty; Theories of Sovereignty- Monistic, Pluralistic, Historical, Philosophical
 - 2.3 Pluralistic Critique of Austin's Concept of Sovereignty; Challenges to the State Sovereignty in the Age of Globalization
- Unit 3 15 hours
- 3.1 Liberty: Meaning and Kinds; Positive and Negative Liberty
 - 3.2 Equality: Meaning and Kinds (Social, Economic and Political)
 - 3.3 Power and Justice- Meaning and Kinds; Political Obligation- Meaning and Significance

Exercise:

- ✓ List out the priorities and concerns of politics.
- ✓ List out the modern elements of State.
- ✓ List out the countries and identify the issues related to equality.
- ✓ Identify an issue and discuss the role of civil society.

Basic readings:

1. Anup Chand Kapur, *Principles of Political Science*, Delhi; S Chand & Co Ltd, 2010
2. Amal Ray and Mohit Bhattacharya, *Political Theory Ideas & Institutions*, Kolkatta; The World Press Pvt. Ltd., 2013
3. M.J. Vinod and Meena Deshpande, *Contemporary Political Theory*, Delhi: PHI Learning, 2013
4. S. Ramaswamy, *Political Theory: Ideas & Concepts*, Delhi; Macmillan, 2002.
5. Atlantic Research Division, *Understanding Political Theory*, New Delhi; Atlantic Pub., 2021

Suggested Readings:

1. S. P. Verma, *Modern Political Theory*, New Delhi, Vikas, 1983.
2. N.N. Agarwal, Vidya Bhushan, Vishnoo Bhawan, R., *Principles of Political Science*, New Delhi; S. Chand & Co., 1998.
3. Atlantic Research Division, *Political Theory Concepts and Debates*, New Delhi; Atlantic Pub., 2021
4. S.C Pant, *Political Science Theory*, Prakashan Kendra, Lucknow, 1998.
5. S. N Dubey, *Political Science Theory*, Lakshmi Narain Agarwal, Agra, 2002.
6. J C Johari, *Principle of Modern Political Science*, New York, Greater Noida: Sterling Pub., 2009.
7. Anup Chand Kapur, *Principles of Political Science*, Delhi; S Chand & Co Ltd, 2010
8. O.P. Gauba, *An Introduction to Political Theory*, Delhi; National Publishing House, 2019
9. Eddy Asirvatham and K K Misra, *Political Theory*, Delhi; S. Chand & Co., 2010

DSC-2: POLITICAL THEORY

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|--------------------------------|---|
| Course Title: POLITICAL THEORY | |
| Course Code: DSC-2 | Course Credits: 3 |
| No. of Teaching Hours/Week: 3 | Duration of End Sem. Exam: 3Hours |
| Total Contact Hours: 45 | Assessment (Marks): 60 (Theory) +40 (IA) =100 |

Course Objectives:

1. To introduce the students to the concepts and constructs in political theory.
2. To enable students to evolve a comparative perspective on ideas and ideologies.
3. To help students understand the politico-normative issues with conceptual clarity and to apply it in practice.
4. To equip students to handle complex and abstract arguments in political theory.

Learning Outcomes

At the end of the course, the students will-

1. Have a nuanced understanding of the aspects and constructs of Political Theory.
2. Develop a conceptual framework and a capacity to grasp political ideas and issues from a normative perspective.
3. Comprehend the logic, ideological foundations and implications of the political ideas and issues backed by theoretical insights and apply the insights in practice.
4. Have an ability to formulate and construct logical arguments with an awareness of the ontological premises of the argument.

Pedagogy: Lectures/Tutorials/Interactive sessions/Open Educational Resources (as reference materials), practical exercises/Assignments/Seminars/Group discussions and counselling.

DSC-2: POLITICAL THEORY

- Unit 1 15 hours
- 1.1 Meaning, Nature and Importance of Theory and Political Theory; Traditional Approaches to Political Theory- Normative, Historical, Philosophical, Institutional
 - 1.2 Modern Approaches-Behavioural, Post-Behavioural, David Easton's Political System and Marxian
 - 1.3 Relevance of Political Theory; Decline and Resurgence of Political Theory
- Unit 2 15 hours
- 2.1 Liberalism: J.S Mill
 - 2.2 Neo-Liberalism: Rawls
 - 2.3 Libertarianism: Nozick
- Unit 3 15 hours
- 3.1 Communitarianism and Multiculturalism-Meaning and Indian perspectives; Post Colonialism, and its Limitations
 - 3.2 Proponents of Secularism: Nehru, Gandhi, Rajiv Bhargav
 - 3.3 Critics of Secularism: Ashish Nandy, T.N. Madan, S.N. Balagangadhara

Exercise:

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

Essential Readings:

1. M.J. Vinod and Meena Deshpande, *Contemporary Political Theory*, Delhi: PHI Learning, 2013
2. Michael Dusche, *Identity politics in India and Europe*, New Delhi; Sage, 2010
3. Andrew Heywood, *Political Theory An Introduction*, Palgrave Macmillan, 2015
4. Rajeev Bhargava and Ashok Acharya, eds., *Political Theory An Introduction*, New Delhi: Pearson Longman, 2008
5. John S. Dryzek, et al., *Oxford Handbook of Political Theory*, Oxford; OUP, 2006
6. 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.
7. Rajeev Bhargava, ed. *Secularism and Its Critics*, Oxford University Press, New Delhi, 1998.

Suggested Readings:

1. Sushila Ramaswamy, *Political Theory Ideas and Concepts*, Delhi; PHI Learning, 2015
2. Ashcroft. B, *The Post-Colonial Studies Reader*, Rout ledge London, 1995
3. Bhikhu Parekh, *Rethinking Multiculturalism: Cultural Diversity and Political Theory*, London: Macmillan, 2000
4. N. Manu Chakravarthy, ed., *Selected writings by K.V. Subbanna, Along with Interviews and Tributes*, Shimoga: AksharaPrakashana, 2009
5. Ahmed. V, *Theory: Classes, Nations Literatures*, Verso, London, 1992.
6. G.N. Devy, *After Amnesia Tradition and Change in Indian Literary criticism*, Hyderabad; Orient Longman, 1995
7. Christopher Butler, *Postmodernism: A Very Short Introduction*, OUP Oxford, 2002.
8. H. Arendt., *On Revolution*, Viking, New York, 1963
5. V. Bryson, *Feminist political Theory*, Macmillan, London, 1992.
6. Norris Christopher, *The Truth about Postmodernism*, Wiley- Blackwell, New Jersey, 1993.
7. W. Connolly, *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 Francis Lyotard. *The Postmodern Condition- A report on Knowledge*. Parris: Minuit, 1979.
12. Veena Das, Dipankar Gupta and Patricia. eds., *Tradition, Pluralism and Identity*, New Delhi, Uberoi, 1999.
13. Jawaharlal Nehru, *The Discovery of India*, Jawaharlal Nehru Memorial Fund, Oxford University Press, New Delhi, 1988.
14. Rochana Bajpai, "The conceptual vocabularies of secularism and minority rights in India", *Journal of Political Ideologies*, 2002.
15. ರಾಜೇಂದ್ರ ಚೆನ್ನಿ, ದೇಶೀವಾದ, ಬೆಂಗಳೂರು; ಅಭಿನವ, 2017.
16. ರಾಜಾರಾಮಣ್ಣಗಡೆಡುತ್ತುಡೆದಾನಂದಜಿ.ಎಸ್. (ಸಂ) "ಪೂರ್ವಾವಲೋಕನ", ವಸಂತಪ್ರಕಾಶನ, ಬೆಂಗಳೂರು, 2016

OE-1: HUMAN RIGHTS

(Open

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|-------------------------------|---|
| Course Title: HUMAN RIGHTS | |
| Course Code: OE-1 | Course Credits: 3 |
| No. of Teaching Hours/Week: 3 | Duration of End Sem. Exam: 3Hours |
| Total Contact Hours: 45 | Assessment (Marks): 60 (Theory) +40 (IA) =100 |

Elective)

Course objectives

1. To enable students to understand the significance and foundations of the idea of human rights.
2. To familiarise students with the major texts and provisions governing human rights and mechanisms for monitoring and enforcing human rights.
3. To equip students with the responsibility to respect, defend and promote human rights.
4. To make students comprehend, sensitise and analyze the trends and contemporary challenges to human rights.

Learning Outcomes

At the end of the course, the students will-

1. Understand and appreciate the value and basis of human rights.
2. Have necessary knowledge of the legal provisions and requirements for effective implementation of human rights as well as mechanisms available for implementation of human rights.
3. Be able to identify, contextualise and use knowledge about human rights in a given situation.
4. Have the knowledge and skill to analyse the trends and challenges to human rights, and to apply human rights standards to societal issues with a solution to overcome the problem.

Pedagogy: Lectures/Tutorials/Interactive sessions/Open Educational Resources (as reference materials), practical exercises/Assignments/Seminars/Group discussions and counselling.

OE-1: HUMAN RIGHTS

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| Unit 1 | 15 hours |
| 1.1 | Meaning, nature, scope and classification of Human Rights |
| 1.2 | The Human Rights of First generation (Civil and Political Rights), Second generation (Economic, Social and Cultural Rights), Third generation (Collective Rights) and Fourth generation (Subjective Rights) |
| 1.3 | Universal Declaration of Human Rights |
| Unit 2 | 15 hours |
| 2.1 | Human Rights and Fundamental Rights, Fundamental Rights and Fundamental Duties in India |
| 2.2 | National Human Rights Commission (NHRC) – Composition and functions |
| 2.3 | Karnataka State Human Rights Commission (KSHRC) – Composition and functions |
| Unit 3 | 15 hours |
| 3.1 | National Commission and Committees for SCs/STs; National Commission for Minorities; National Commission for Women. |
| 3.2 | Major issues and Concerns of Human Rights – Discrimination and violence against women, children, Dalits and Minorities, Trafficking, Child Labour and Bonded Labour |
| 3.3 | Challenges to Human Rights |

Exercise:

- ✓ Group Discussion on Human Rights and its types (comparison of Western and Eastern concept of Human Rights).
- ✓ Students can be asked to do collage making and present the same.
- ✓ Find out the different types of complaints received by NHRC and bring out the results on any one of such cases.
- ✓ To make it more participatory learning, the students are required to visit the website of NHRC (www.nhrc.nic.in), wherein at the left-hand side, a link is provided to the instructions. After going through the guidelines issued by NHRC's, briefly explain the guidelines on– Custodial death/rape, Encounter death, and Guidelines on the arrest.

Essential Readings:

1. Aftab Alam, ed., *Human Rights in India: Issues and Challenges*, Delhi; Raj Publications, 2012.
2. S.M. Begum, ed., *Human Rights in India: Issues and Perspectives*, New Delhi: APH, 2000.
3. Andrew Clapham, *Human Rights A Very Short Introduction*, Oxford; OUP, 2015.
4. Upendra Baxi (ed.), *The Right to be Human*, Lancer International, Crawford, NewDelhi, 1987.
5. Darren J. O'Byrne, *Human Rights An Introduction*, New York; Routledge, 2013.

Suggested Readings

1. James (ed.), *The Rights of People*, Oxford, NewYork, 1988.
2. Craston, M. *What are Human Rights*, Bodely Head, London,1973.
3. Rhonda L. Callaway & Julie Harrelson-Stephens, "International Human Rights", Viva books, New Delhi, 2010.
4. Janusz Symonides, *Human Rights Concept and Standards*, Rawat, New Delhi , 2019.
5. Asish Kumar Das and Prasant Kumar Mohanty, *Human Rights in India*, New Delhi; Sarup & Sons, 2007.
6. "Protect Human Rights", <http://www.un.org/en/sections/what-we-do/protect-human-rights/index.html>
7. K.S. Pavithran, *Human Rights in India: Discourses and Contestations*, New Delhi; Gyan Pub., 2018.
8. Sunil Deshta and Kiran Deshta, *Fundamental Human Rights*, Deep and Deep, New Delhi, 2011.
9. Jack Donnelly and Rhoda Howard (ed.), *International Handbook of Human Rights*, Westport, Connecticut: Greenwood Press,1987.
10. Jack Donnelly, *Universal Human Rights in Theory and Practice*, New Delhi, Manas, 2005.

11. Tapan Biswal, *Human Rights Gender and Environment*, Viva Books, New Delhi 2006.
12. Satya.P. Kanan, *Human Rights Evolution and Development*, Wisdom Press, New Delhi 2012.
13. Gerwith, *Human Rights: Essays on Justification and Application*, University of Chicago Press, Chicago, 1982.
14. Khan, Mumtaz Ali, *Human Rights and the Dalits*, Uppal Publishing House, New Delhi, 1995.
15. V.T. Patil, *Human Rights Developments in South Asia*, Authors Press Publishers, Delhi 2003.
16. S.K. Gupta, *State-wise Comprehensive Information on Human Right Violation*, ALP Books, Delhi. 2009
17. B.C. Acharya, *A Handbook of Women's Human Rights*, Wisdom Press, New Delhi, 2011.
18. South Asia Human Rights Documentation Centre, *Introducing Human Rights*, Oxford, New Delhi, 2006.
19. Lillich, R. *International Human Rights: Law Policy and Practice*, Boston: Little Brown and Co., 1991
20. ಅರ್ಜುನ್ ದೇವ್, ಇಂದಿರಾ ಅರ್ಜುನ್ ದೇವ್, ಸುಪ್ರಾ ದಾಸ್ ಸಂಪಾದಕರು, ಅನುವಾದಕರು ಕೆ. ಎಚ್. ಶ್ರೀನಿವಾಸ್, *ಮಾನವ ಹಕ್ಕುಗಳು: ಒಂದು ಆಕರ ಗ್ರಂಥ*, ನ್ಯಾಷನಲ್ ಬುಕ್ ಟ್ರಸ್ಟ್, ಇಂಡಿಯಾ.
21. ಡಾ. ಕಮಲಾಕ್ಷಿ ತಡಸದ, *ಮಾನವ ಹಕ್ಕುಗಳ ಚಾರಿತ್ರಿಕ ದರ್ಶನ ಹಾಗೂ ಸಿದ್ಧಾಂತಗಳು*, ಪ್ರಸಾರಾಂಗ, ಕರ್ನಾಟಕ ವಿಶ್ವವಿದ್ಯಾಲಯ, ಧಾರವಾಡ 2015.

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| Course Title: WESTERN POLITICAL THOUGHT | |
| Course Code: DSC-3 | Course Credits: 3 |
| No. of Teaching Hours/Week: 3 | Duration of End Sem. Exam: 3Hours |
| Total Contact Hours: 45 | Assessment (Marks): 60 (Theory) + 40 (IA) =100 |

DSC-3: WESTERN POLITICAL THOUGHT

Course Objectives:

1. To familiarise students with western foundations of political thought and critically engage with the rational and/or material universe of the west.
2. To identify and evaluate the changes and continuity in western political thought
3. T
o expose students to the divergent perspectives on politics, state and its arrangements within the western political tradition
4. T
o create an understanding among students on western engagements with issues of governance and political order

Learning Outcomes:

At the end of the course, the students will –

1. Have an understanding of the distinct features and diverse intellectual traditions of the west.
2. Identify the main currents in western political thought and their impact on the shaping of western political values
3. Grasp the society-state-politics interface and institutional arrangements in western political tradition and its implications.
4. Develop a critical perspective on the western political thought on governance and political order

Pedagogy: Lectures/Tutorials/Interactive sessions/Open Educational Resources (as reference materials), practical exercises/Assignments/Seminars/Group discussions and counselling.

DSC-3: WESTERN POLITICAL THOUGHT

Unit 1

15 Hours

- 1.1 Salient Features of the Greek Political Thought; Plato: Theory of Justice, Philosopher King; Aristotle: State and Its Classification, Citizenship
- 1.2 Salient Features of Medieval - Political Thought
- 1.3 St. Thomas Aquinas: Church v/s State; St. Augustine: Theory of Two Swords; Machiavelli: On Politics and State Craft

Unit 2

15 Hours

- 2.1 Hobbes: Social contract and State Sovereignty; Locke: Social Contract and Theory of Government, Tolerance; Rousseau: Social Contract and General Will
- 2.2 Bentham: Theory of Utilitarianism
- 2.3 J.S. Mill: Views on Liberty and representative government

Unit 3

15 Hours

- 3.1 Hegel –Dialectical Materialism; Karl Marx- Capitalism and Communism
- 3.2 Jurgen Habermas- Communicative action, Public Sphere, Theory of truth and knowledge
- 3.3 Hannah Arendt- Theory of Action, Modernity, Conception of Citizenship

Exercise:

- ✓ Compare Greek State with the Roman state and makepoints
- ✓ Reflect on separation of religion and politics
- ✓ Analyse the relevance of social contract theory in contemporary times
- ✓ Can we have a classless society in the modern world? Comment

Essential Readings:

1. G.H. Sabine. *A History of Political Theory*, 4thedn., New Delhi: Oxford and IBH, 2019.
2. William Ebenstein, *Great Political Thinkers Plato to the Present*, New Delhi: Oxford, 1970
3. Subrato Mukherjee and Susheela Ramaswamy, *History of Political Thought: Plato to Marx*, PHI Publishers, New Delhi, 2014
4. Sukhbir Singh, *History of Political Thought*, Vol 1 & 2, Meerut; Rastogi Pub., 2006
5. Boucher, D., and Kely, P., ed., *Political Thinkers From Socrates to the Present*, Oxford: Oxford University Press, 2009
6. Coleman J., *A History of Political Thought*, Oxford: Blackwell, 2000
7. <https://plato.stanford.edu/>

Suggested Readings:

1. A. Hacker, *Political Theory: Philosophy, Ideology, Science* New York, Macmillan, 1961.
2. C.L. Wayper. *Political Thought*, Bombay: B.I. Publications, 1977.
3. Quentin Skinner, *The Foundations of Modern Political Thought*, Cambridge: OUP, 1978
4. Ernest Barker, *Greek Political Theory: Plato and his Predecessors*. London: Methuen & Co., 1970.
5. M.J. Vinod and Meena Deshpande, *Contemporary Political Theory*, Delhi: PHI Learning, 2013
6. M. Butterfield, *The State Craft of Machiavelli*, New York: The Macmillan Company, 1956.
7. O.P. Bakshi; *Politics and Prejudice: Notes on Aristotle's Political Theory*. Delhi: The Delhi University Press, 1975.
8. M.A. Shepard, "Sovereignty at the Crossroads: A Study of Bodin", *Political Science Quarterly* XLV, pp.580-603.
9. L. Colleti. *From Rousseau to Lenin*, New Delhi: Oxford University Press, 1969.
10. Colin Farrelly, *Introduction to Contemporary Political Theory*, London, Sage, 2004
11. Robert E. Goodin, Philip Pettit and Thomas Pogge, eds., *Companion to Contemporary Political Philosophy*, Oxford, Blackwell, 2007
12. J. Coleman, *A History of Political Thought: From Ancient Greece to Early Christianity*, Oxford, Blackwell Publishers, 2000.

DSC-4: INDIAN NATIONAL MOVEMENT AND CONSTITUTIONAL DEVELOPMENT

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| Course Title: INDIAN NATIONAL MOVEMENT AND CONSTITUTIONAL DEVELOPMENT | |
| Course Code: DSC-4 | Course Credits: 3 |
| No. of Teaching Hours/Week: 3 | Duration of End Sem. Exam: 3 Hours |
| Total Contact Hours: 45 | Assessment (Marks): 60 (Theory) + 40 (IA) =100 |

Course Objectives

1. To endow students with a historical perspective on the rise and growth of nationalism and the making of the Indian Constitution.
2. To enable students to comprehend the influence of diverse perspectives and values articulated during the national movement that influenced the making of the Indian political system.
3. To enable students to understand the milestones, contestations and settings that shaped the Indian political system.
4. To help students to understand the motives and visions of Constitution-makers in the incorporation of novel aspects in the Indian Constitution.

Learning outcomes

At the end of the course, the students will –

1. Be able to reflect on the nature of Indian nationalism and the Constitution with historical perspectives and insights
2. Understand and appreciate the values and design of the Indian Constitution resulting from the diverse intellectual traditions, ideas, and concerns of freedom fighters
3. Have a nuanced understanding of the stages and settings in which Constitutional measures and reforms were initiated, contested and modified culminating in the making of the Indian Constitution
4. Have a lucid understanding of the intentions and visions of Constitution makers in the design and inclusion of distinct aspects in the Indian Constitution

Pedagogy: Lectures/Tutorials/Interactive sessions/Open Educational Resources (as reference materials), practical exercises/Assignments/Seminars/Group discussions and counselling.

DSC-4: INDIAN NATIONAL MOVEMENT AND CONSTITUTIONAL DEVELOPMENT

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|--------|---|----------|
| Unit 1 | | 15 Hours |
| 1.1 | Indian National Movement- Features; The Liberal, The Extremist and Revolutionary Phase | |
| 1.2 | The Gandhian Phase: Non-Cooperation movement | |
| 1.3 | Civil Disobedience Movement and the Quit India movement | |
| | | |
| Unit 2 | | 15 Hours |
| 2.1 | Morley-Minto Reform Act of 1909; Montague Chelmsford Act of 1919: Main provisions and Dyarchy; The Nehru Report and Jinnah's 14-point Formula | |
| 2.2 | Simon Commission, Round Table Conferences; Government of India Act of 1935- Main provisions, Provincial Autonomy and federal system | |
| 2.3 | Cabinet Mission Plan; Indian Independence Act of 1947- Main provisions | |
| | | |
| Unit 3 | | 15 Hours |
| | Constituent Assembly Debates on - | |
| 3.1 | Citizenship, State Structure | |
| 3.2 | Minority Rights, Uniform Civil Code (UCC) v/s Personal Law | |
| 3.3 | Language and Union of States | |
| | (The above three should be discussed in the context of Constituent Assembly Debates) | |

Exercise:

- ✓ Identify any two political and socio-economic conditions in India 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.
- ✓ Identify the good qualities of a citizen

Essential Reading

1. Peter Heehs, *India's Freedom Struggle 1857-1947 A Short History*, New Delhi: OUP, 1988
2. Udit Bhatia, *The Indian Constituent Assembly Deliberations on Democracy*, Oxfordshire: Taylor & Francis, 2019
3. Bipin Chandra et al., *India's Struggle for Independence 1857-1947*, New Delhi; Penguin, 2016
4. Bipin Chandra, *Nationalism and Colonialism in Modern India*, Hyderabad: Orient Blackswan, 1984
5. Austin Granville, *The Indian Constitution: Cornerstone of a nation*, New Delhi; OUP, 2014
6. S. Sarkar, *Modern India (1885-1947)*. New Delhi: Macmillan, 1983.
7. S. Bandopadhyay, *From Plassey to Partition: A History of Modern India*. New Delhi: Orient Longman, 2004

Suggested Reading

1. https://www.constitutionofindia.net/constitution_assembly_debates
2. Parliament of India, Lok Sabha Digital Library, *Constituent Assembly Draft making debates*, <https://eparlib.nic.in/handle/123456789/760448>
3. Romila Thapar, *India Another Millennium*, New Delhi; Penguin, 2000
4. Rajiv Bhargava, *Politics and Ethics of the Indian Constitution*, New Delhi; OUP, 2015
5. Durga Das Basu, *Introduction to the Constitution of India*, Nagpur; LexisNexis, 2015
6. R. Thapar, 'Interpretations of Colonial History: Colonial, Nationalist, Post-colonial', in P.R. DeSouza, (ed.) *Contemporary India: Transitions*. New Delhi: Sage Publications, 2000.
7. A. Jalal and S. Bose, *Modern South Asia: History, Culture, and Political Economy*. New Delhi: Oxford University Press, 1997.
8. A.D. Smith, *Nationalism*. Cambridge: Polity Press, 2001.
9. M.P. Jain, *Outlines of Indian Legal and Constitutional History*, Nagpur; LexisNexis, 2014
10. S. Islam, 'The Origins of Indian Nationalism', in *Religious Dimensions of Indian Nationalism*. New Delhi: Media House, 2004.
11. P. Chatterjee, 'A Brief History of Subaltern Studies', in Partha Chatterjee, *Empire & Nation: Essential Writings (1985-2005)*. New Delhi: Permanent Black, 2010.

12. Mani, B.R. *Debrahmanising History, Dominance and Resistance in Indian Society*. New Delhi: Manohar, 2005.

OE-2: INDIAN POLITY: ISSUES AND CONCERNS

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|-----------------|--|--|
| (Open Elective) | Course Title: INDIAN POLITY: ISSUES AND CONCERNS | |
| | Course Code: OE-2 | Course Credits: 3 |
| | No. of Teaching Hours/Week: 3 | Duration of End Sem. Exam: 3 Hours |
| | Total Contact Hours: 45 | Assessment (Marks): 60 (Theory) + 40 (IA) =100 |

Course Objectives

1. To enable students to grasp the complex relationship/ linkages between politics and society.
2. To comprehend the dynamics and forces at work in shaping the political process.
3. To enable students to recognize the nature and trends in Indian politics.
4. To enable students to identify and critically reflect on the major issues confronting Indian politics.

Learning outcomes

At the end of the course, the students will –

1. Have perceptive thinking on the interconnectedness between politics and society, and its larger implications.
2. Grasp the dynamics and forces that influence the polity.
3. Be able to identify and critically reflect on the nature and trends in Indian politics.
4. Have a concerned and critical understanding of the major issues of Indian polity with insights for solutions.

Pedagogy: Lectures/Tutorials/Interactive sessions/Open Educational Resources (as reference materials), practical exercises/Assignments/Seminars/Group discussions and counselling.

OE-2: INDIAN POLITY: ISSUES AND CONCERNS

| | |
|---|----------|
| Unit 1 | 15 Hours |
| 1.1 National Integration and Social Harmony- Meaning and Need; Suggesting for securing National Integration. | |
| 1.2 Society and Politics in India: Caste and its social impact; Problems in understanding caste system as a social system; Role of caste and its impact on Indian Polity. | |
| 1.3 Language – Role and Constitutional provisions, Issues. | |
| Unit 2 | 15 Hours |
| 2.1 Religion and Local Traditions – Role and Constitutional provisions. | |
| 2.2 Development and Inclusiveness: Issues and concerns. | |
| 2.3 Regionalism – Forms and Reasons for its growth. | |
| Unit 3 | 15 Hours |
| 3.1 Corruption – Causes and Measures. | |
| 3.2 Terrorism- Types, Causes and Measures. | |
| 3.3 Celebrating Diversity – Consensus and Challenges. | |

Exercise:

- ✓ Classify the major factors which impede National Integration and give your suggestions.
- ✓ Analyse the forms and impact of Terrorism.
- ✓ Make a point on the 2011 Anti-Corruption movement in India.

Essential Readings:

1. Atul Kohli, ed., *The Success of India's Democracy*, Cambridge: CUP, 2001.
2. Atul Kohli, *Democracy and Discontent: India's growing crisis of governability*, Cambridge: CUP, 1991.
3. Nirja Gopal Jayal and Pratap Bhanu Mehta, *The Oxford Companion to Politics in India*, New Delhi; OUP, 2012
4. T.V. Sathiyamurthy, *Social Change and Political Discourse in India: Structures of Power, Movements of Resistance*, Vol. 4, Oxford: OUP, 1996.
5. Myron Weiner, *The Indian Paradox: Essays in Indian Politics*, New Delhi: Sage, 1989.
6. Partha.Chatterjee, (ed.) *State and Politics in India*, New Delhi: OUP, 1998.
7. James Manor, *Politics and State-society Relations in India*, London: Hurst, 2017
8. M.P. Singh, & R. Saxena, *Indian Politics: Contemporary Issues and Concerns*. New Delhi: PHI Learning, 2008.

Suggested Readings

1. M. Galanter, 'The Long Half-Life of Reservations', in Z. Hasan, E. Sridharan and R. Sudarshan (eds.) *India's Living Constitution: Ideas, Practices, Controversies*, New Delhi: Permanent Black, 2002.
2. Marc Gallanter, *Competing Equalities, Law and Backward classes in India*, New Delhi: OUP, 1984
3. Atul Kohli, and Prema Singh, ed., *Routledge Handbook of Indian Politics*, London: Routledge, 2013
4. Paul Brass R., *Routledge Handbook of South Asian Politics, India, Pakistan, Bangladesh, Sri Lanka and Nepal*, New York: Routledge, 2010.
5. Dipankar Gupta, *Political Sociology in India Contemporary trends*, New Delhi: Orient Longman, 1996
6. T.K Oommen, *Nation, Civil Society and Social Movements, Essays in Political Sociology*, New Delhi: Sage, 2004
7. S. Khilnani, *The Idea of India*, London: Hamish Hamilton, 1997.
8. Shashi Tharoor, *The Battle of Belonging: On Nationalism, Patriotism, And What it Means to be Indian*, New Delhi; Aleph Book Company, 2020

9. Shefali Roy, *Society and Politics in India Understanding Political Sociology*, Delhi: PHI Learning, 2014
10. Marilynn B Brewer, "The Psychology of Prejudice: Ingroup Love or Outgroup Hate?" *Journal of Social Issues* 55 (3): 429-44, 1999.
11. Ashutosh Varshney, *Ethnic Conflict and Civic Life: Hindus and Muslims in India*, Delhi: Oxford University Press, 2002
12. Ashutosh Varshney, *Battles Half Won India's improbable democracy*, New Delhi; Penguin, 2013
13. Bikhu Parekh, *A New Politics of Identity Political principles for an Interdependent World*, New York: Palgrave Macmillan, 2008
14. C. Jaffrelot, 'The Politics of the OBCs', in *Seminar*, Issue 2005.
15. P. Karat, *Language and Nationality Politics in India*, Bombay: Orient Longman, 1973.
16. Atul Kohli, *Democracy and Development in India: From Socialism to Pro-Business*, New Delhi: Oxford University Press, 2009
17. Madan, T.N., *Modern Myths, Locked Minds: Secularism and Fundamentalism in India*, New Delhi: OUP, 1997.
18. Rajani Kothari, *Politics in India*, New Delhi: Orient Longman, 1970.
19. Sudipta Kaviraj, ed., *Politics in India*, New Delhi, OUP, 1997.
20. M.P. Singh, & R. Saxena, *Indian Politics: Contemporary Issues and Concerns*, New Delhi: PHI Learning, 2008.
21. M.P. Singh, and Himanshu Roy,, *Indian Political System: Structure, Policies, Development*, New Delhi: GanandaPrakashan, 1998
22. A. Vanaik, & R. Bhargava, (eds.) *Understanding Contemporary India: Critical Perspectives*. New Delhi: Orient Blackswan, 2010.
23. Dunkin Jalaki, ed., "Bharatadalli Jativyavaste ideye?", *Anandakanda Granthamale*, Malladahalli Publication, 2012.
24. P. Datta, *Major issues in the Development Debate: Lessons in Empowerment from India*, New Delhi: Kaniska, 1998

25.

MANGALORE UNIVERSITY

~~(Question paper pattern)~~

First/ Second Semester BA Degree Examination, (Month, Year)

POLITICAL SCIENCE

(TITLE OF THE PAPER)

Time: 3 Hours

Max. Marks: 60

SECTION – A

(5 x 3 =15)

Instructions: Answer **any three** of the following, each **not exceeding two** pages

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

SECTION – B

(15 x 3 =45)

Instructions: Answer **any three** of the following questions, each not exceeding **four** pages

- 6.
- 7.
- 8.
- 9.
- 10.
- 11.

MANGALORE



UNIVERSITY

Curriculum of BA
in Economics
5th & 6th Semester

MANGALORE



UNIVERSITY

Composition Board of Studies

| SN | Name & Organization | Designation |
|----|--|-------------|
| 1 | Dr. Viswanatha Professor, Mangalore University, Konaje | Chairman |
| 2 | Sri. Hareesha Acharya P. Associate Professor Govinda Dasa College Suratkal, Mangalore | Member |
| 3 | Dr. Prakasha Rao A. Associate Professor Poorna Prajna College Udupi- 576101 | Member |
| 4 | Dr. Sreenivasaiah K., Assistant Professor Government Women's First Grade College, Balmatta Mangalore | Member |
| 5 | Dr. E. Thippeswamy Associate Professor Field marshal K.M. Cariappa College, Madikeri-571201 | Member |
| 6 | Sri. Ashok Jogi Assistant Professor E.C.R. Institute of Management Studies Brahmavar, Udupi-576225 | Member |

Pedagogy

| Formative Assessment | |
|---|--------------------|
| Assessment Occasion/type | Weightage in Marks |
| Internal Test | 50% |
| Assignment | 20% |
| Presentation/Project | 30% |
| Total | 100 |
| <i>Formative Assessment as per University guidelines are compulsory</i> | |

Note: Strictly follow the Practicum

Pedagogy; Evaluation process IA MARKS

| FORMATIVE ASSESSMENT | | | |
|--------------------------|-----------|-----------|-----------|
| | C1 | C2 | Total |
| Assessment Occasion/type | | | |
| Internal Test | 10 | 10 | 20 |
| Assignment/seminar | 5 | - | 05 |
| Quiz/GD | 5 | - | 05 |
| Presentation/Project etc | - | 10 | 10 |
| Total | 20 | 20 | 40 |
| Semester End Exam Theory | | | 60 |

BA – Arts: Curriculum and Credit Framework for U G (V and VI Sem) Programme

| Sem | Discipline Specific Core | Minor Multidisciplinary/ OE Courses | Ability Enhancement Courses | Skills Enhancement Courses | Total Credits |
|-----|---|-------------------------------------|-----------------------------|---|---------------|
| V | DSC- ECO- C 09(4), ECO- C 10(4), ECO- C 11(4) OR ECO- C 12 (4) | - | - | SEC-4 Employability Skill/ Cyber Security(3) | 27 |
| VI | DSC- ECO- C 13(4), ECO- C 14(4), ECO- C 15(4) OR ECO- C 16 (4) | - | - | Internship(2) | 26 |

SYLLABUS

| | | | |
|----------------------------|------------------------------------|----------------------------|-----------------------|
| Program Name | BA in Economics | Semester | Fifth Semester |
| Course Title | Public Economics | | |
| Course Code: | ECO C 09 (Compulsory Paper) | No. of Credits | 4 |
| Contact hours | 60 Hours | Duration of SEA/Exam | 2 hours |
| Formative Assessment Marks | 40 | Summative Assessment Marks | 60 |

Course Outcomes (COs): After the successful completion of the course, the student will be able to:

- CO1. Understand introductory Public Finance concepts.
- CO2. Study the causes of market failure and corrective actions
- CO3. Understand the impact, incidence and shifting of tax
- CO4. Study the Economic Effects of tax on production, distribution and other effects
- CO5. Enable the students to know the Principles and Effects of Public Expenditure
- CO6. Understand the Economic and functional classification of the budget; Balanced and Unbalanced budget
- CO7. Understand the Burden of Public debt and know the Classical/ Ricardian views, Keynesian and post-Keynesian views
- CO8. To acquaint with the advantages and disadvantages of Deficit Financing,

| MODULES | DESCRIPTION | 60 Hours |
|------------------|--|-----------|
| Module I | Introduction to Public Economics | 15 |
| | Public Economics: Meaning, definitions, Scope and Significance, Public Finance and Private Finance: Meaning, and Distinction; Public good and private good: Meaning, Characteristics, and Distinction, Principle of Maximum Social Advantage, Market Failures: Meaning, causes-role of externalities; Market failure and role of government. | |
| Practicum | Group Discussions on Public Finance and private finance; public good and private good Assignment on Market failure and government intervention | |
| Module II | Public Revenue and Public Expenditure | 18 |

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|-------------------|---|-----------|
| | Meaning and sources of revenue; Taxation –Cannons of taxation, Characteristics of a sound tax system, Impact, Incidence- Division of Tax burden, Shifting of tax, Economic Effects of tax on production, distribution and other effects, Progressive and Regressive, Proportional Tax, Direct and Indirect Taxes –Merits and Demerits, Taxable Capacity: Meaning and determinants. Public Expenditure; Meaning, classification, principles, Types & Cannons, Reasons for the growth of public expenditure, Wagner’s | |
| | law of increasing state activities, Effects of public expenditure: Production, Distribution & Other effects | |
| Practicum | Mini-project/study to ascertain the impact of GST on retailers/wholesalers in your vicinity A case study on the taxable capacity of the different sections of society in the vicinity Assignment on Effects of public expenditure: Production, Distribution & Other Effects | |
| Module III | Public Debt | 12 |
| | Public Debt: Meaning, Purpose, Types & Effects; Sources of Public Borrowing; Burden of Public Debt -Classical/ Ricardian views, Keynesian and post-Keynesian views; Causes of the Rise in Public Debt; Methods of debt redemption; Debt management. | |
| Practicum | Studying the burden of public debt through a project/ case study Assignment on Debt Management | |
| Module IV | Public Budget, Fiscal Policy and Fiscal Deficit | 15 |
| | Budget: Meaning, process & Types of budget, Economic and functional classification of the budget; Balanced and unbalanced budget, Types of Budget Deficits; Fiscal Policy: Meaning, objectives & Tools; Fiscal deficit, Deficit Financing: Meaning, Advantages and Disadvantages | |
| Practicum: | Calculation of various types of budget deficit using the budget data Group discussion on the advantages and disadvantages of deficit financing | |

| References | |
|-------------------|---|
| 1 | Lekhi R.K., Joginder Singh (2018) Public Finance, Kalyani publication, New Delhi |
| 2 | Tyagi B.P. (2014) Public Finance published by Jaya Prakash Nath and CO, Meerut |
| 3 | Hindriks J. and G. Myles (2006): Intermediate Public Economics, MIT Press. |
| 4 | Bhatia H L (2018): Public Finance. Vikas Publishing House. |
| 5 | Musgrave, R.A. (1989), The Theory of Public Finance, McGraw Hill |
| 6 | Musgrave R.A. and P.B. Musgrave (1989), Public Finance in Theory and Practice, McGraw Hill, |

SYLLABUS

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|----------------------------|-----------------------------------|----------------------------|-----------------------|
| Program Name | BA in Economics | Semester | Fifth Semester |
| Course Title | Development Economics | | |
| Course Code: | ECO C10 (Compulsory Paper) | No. of Credits | 4 |
| Contact hours | 60 Hours | Duration of SEA/Exam | 2 Hours |
| Formative Assessment Marks | 40 | Summative Assessment Marks | 60 |

Course Outcomes (COs): After the successful completion of the course, the student will be able to:

- CO1. Understand the basic concepts and measurements of Development.
- CO2. Learn some classical and partial theories of Development economics and identify the difference.
- CO3. Identify the difference between Developed and Developing Countries.
- CO4. Analyse and tackle the Development issues effectively.

| MODULES | DESCRIPTION | 60 Hrs |
|-------------------|--|-----------|
| Module 1 | Introduction to Economic Development | 14 |
| | Concept - Definitions - Distinction between Economic Growth and Development - Indicators of Growth and Development, Measures of Economic Development: Gross National Product (GNP) - Physical Quality of Life Index (PQLI), Human Development Index (HDI), Happiness Index, Inequality and Poverty: Meaning, causes, indicators – Human Poverty Index (HPI). | |
| Practicum: | Assignment on various indicators of growth and development Group discussions about the characteristic features of different countries and their development levels | |
| Module 2 | General Theories of Economic Growth and Development | 16 |
| | Adam Smith's Theory, David Ricardo's Theory, T.R. Malthus' Theory, Karl Marx's Theory, Schumpeter's Theory and Rostow's Growth Theory. | |
| Practicum: | Assignment on different theories and their relevance to developing Countries, Debate on present stage of India's growth and estimated stage it may reach by 2047 | |
| Module 3 | Partial Theories of Economic Development | 16 |
| | Lewis Labour Surplus Model - Rodan's Big Push Theory - Lieberstein's Critical Minimum Effort Approach - Balanced Vs. Unbalanced Growth, Factors in the Development Process Capital Accumulation - Capital-Output Ratio - Technology and Economic Development. | |

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|-------------------|--|-----------|
| Practicum: | Group Discussion on Balanced and unbalanced growth strategies in Developed and developing countries Assignment on the Factors in the Development Process Capital Accumulation | |
| Module 4 | Sustainable Development | 14 |
| | Inclusive Development - Millennium Development Goals - Sustainable Development Goals, Targets and Achievements with reference to India. | |
| Practicum | Seminar on MDGs and SDGs and the challenges | |

| References | |
|-------------------|--|
| 1 | Higgins Benjamin & W.W. Norton Economic Development New York & Company. Inc. |
| 2 | Mishra S.K and Puri V.K, Economic Development and Planning, Himalaya Pub., House, Mumbai. |
| 3 | Taneja M.L. and Meier G. M, Economics of Development and Planning, S. Chand and Co, New Delhi. |
| 4 | Thirlwall A.P. Growth and Development: With Special Reference to Developing Economies, Palgrave Macmillan, New York. |
| 5 | Todoaro. M.P & Orient Longman Economic Development in the Third World, United Kingdom |
| 6 | Sustainable Development Reports |

SYLLABUS

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|----------------------------|---|----------------------------|-----------------------|
| Program Name | BA in Economics | Semester | Fifth Semester |
| Course Title | Economics of Human Resource Management | | |
| Course Code: | ECO C11 | No. of Credits | 4 |
| Contact hours | 60 Hours | Duration of SEA/Exam | 2 Hours |
| Formative Assessment Marks | 40 | Summative Assessment Marks | 60 |

Course Outcomes (COs): After the successful completion of the course, the student will be able to:

- CO1. Understand the meaning, nature, scope and value of the contemporary approach to human resource management with reference to Economics.
- CO2. To describe an organisation of a human resource management functionary in an establishment, and to identify attributes of a successful personnel manager.
- CO3. To impart knowledge and techniques in human resource planning, Job-Analysis, and Job-Design.
- CO4. To explain various methods of recruitment, selection, induction and placement.
- CO5. To develop the importance and methods adopted for training and development of employees in two days environment in the workplace.

| MODULES | DESCRIPTION | 60 Hours |
|-------------------|---|---------------|
| Module I | Introduction to Human Resource Management | 15 hrs |
| | Human Resource Management: Concept, Nature, scope, objectives, importance, functions of Human Resource Management with reference to Economics; Organization of personnel department, Qualities of Personnel Manager, role of Personnel Manager, Status of Personnel Manager; Characteristics of a Human Resource Manager, HRD - Responsibility of managers. | |
| Practicum | Group Discussions on Human Resource Management as a Profession. Assignment on Qualities of Personnel Manager | |
| Module II | Procurement of Human Resources | 15 hrs |
| | Human Resource Planning – Concept and objectives, importance, process, problems and guidelines; Job Design and Analysis: Concept, process, job description and job specification; Recruitment and Selection Meaning and process of recruitment, recruitment policy and organization, sources and techniques of recruitment, meaning and process of selection. | |
| Practicum | Assignment on recruitment and selection Group discussion on Techniques of Recruitment | |
| Module III | Training and Job Evaluation | 15 hrs |

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|------------------|--|---------------|
| | Training: Concept, objectives, importance; identifying training needs. Designing training programmes, methods of training, evaluating training effectiveness, retraining Concept, process and objectives of job evaluation, advantages and limitations, essentials of successful job evaluation, methods of job evaluation, Wage and Salary Administration. Objectives and principles, essentials of sound wage structure, factors affecting wages, methods of wage payment, and wage policy in India, executive compensation. | |
| Practicum | Project on training and job evaluation | |
| Module IV | Performance Appraisal | 15 hrs |
| | Performance appraisal: Concept, objectives, uses, process, problems, essentials, methods and techniques, appraisal, interview, Transfers, promotions and separations. Purpose of job changes, concept and objectives of transfers. Types of transfer, transfer policy, concept and basis of promotion, promotion policy, demotion, types of separations. | |
| Practicum | Seminar on transfers and promotions Group discussion on Performance appraisal | |

| References | |
|-------------------|--|
| 1 | Koontz, Weirich & Aryasri, (2004) Principles of Management , Tata McGraw-Hill, New Delhi, |
| 2 | Tripathi & Reddy, (2008) Principles of Management , Tata McGraw-Hill, New Delhi, Laurie |
| 3 | Meenakshi Gupta, (2009) Principles of Management , PHI Learning, New Delhi, |
| 4 | Gupta (2016), Human resource Management . S Chand Publisher. New Delhi |
| 5 | Aswathappa K. (2020) Human resource Management , Tata Mc Graw Hill Publishing Co. Ltd. |
| 6 | Prasad L. M, (2017) Organisational Behaviour , S. Chand Publishers, New Delhi. |

SYLLABUS

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|----------------------------|-----------------------------------|----------------------------|-----------------------|
| Program Name | BA in Economics | Semester | Fifth Semester |
| Course Title | Indian Banking and Finance | | |
| Course Code: | ECO C12 | No. of Credits | 4 |
| Contact hours | 60 Hours | Duration of SEA/Exam | 2 Hours |
| Formative Assessment Marks | 40 | Summative Assessment Marks | 60 |

Course Outcomes (COs): After the successful completion of the course, the student will be able to:

- CO1. Understand the structure of Indian banking and the role of banks in monetary policy.
- CO2. Analyze the functioning of banks and different types of accounts and other services offered by banks.
- CO3. Evaluate recent developments in the Indian banking sector, including digital banking, payment banks, and non-performing assets.
- CO4. Describe the overview of the Indian financial system, including financial markets, financial instruments, and financial regulation.
- CO5. Analyze the challenges faced by Indian banks and the implications of banking reforms for the Indian economy.
- CO6. Develop critical thinking and analytical skills in evaluating various financial products and services banks and capital markets offer.

| MODULES | DESCRIPTION | 60 Hours |
|------------------|---|-----------|
| Module I | Introduction to banking: India | 15 |
| | Indian Banks: Evolution, structure, functions, types and features- Public sector, private sector, foreign, Cooperative, RRB, Credit creation and financial intermediation; Central Bank and banking regulation; Regulatory and supervisory powers; Monetary policy and banking channel of credit control; Policy rates and banking; repo, reverse repo, MCLR, Bank rate, CRR, SLR, MSF; Issues in banking sector; NPA crisis. | |
| Practicum | Compare and contrast the different types of banks, highlighting their strengths and weaknesses- Presentation. Conduct a class discussion and compare and contrast the different scenarios on various loans, highlighting the risks involved and the measures taken by banks to manage these risks. | |
| Module II | Banking services | 15 |

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|-------------------|---|-----------|
| | Banking services: Bank deposits; Types and features of bank accounts; account opening and importance of KYC; Bank loans; types, features, documents required; eligibility, interest rates, maturity, loan default and consequences; Other services: Locker facility, payment and remittance services and channels; currency exchange; debit cards, credit cards, pre-paid cards; ATMs; internet and mobile banking; Modern banking products: Insurance on deposits and loans, Investment services in capital market-stocks, bonds and mutual funds; advisory services; retirement products. | |
| Practicum | Group discussion on bank accounts and loan products and making recommendation to different classes Comparison of banking services by visiting bank branches | |
| Module III | Modern Banking | 15 |
| | Modern banking facilities; Digital banking; Digital Wallets; Digital account opening; Biometrics; contact less payment system; instant payments; personal finance management tools; Use of artificial intelligence and machine learning in banks; Cyber security in banking; Credit scoring; Direct lending; Corporate banking; Investment Banking | |
| Practicum: | Survey bank customers to understand their usage and satisfaction levels with digital banking services. Analyze the adoption rates of digital banking services across different age groups and demographic segments | |
| Module IV | Financial Market | 15 |
| | Introduction to Indian financial markets; Equity markets and stock exchanges; Debt markets and bond markets; Currency markets and forex trading; Commodity markets and trading; Derivatives markets; Mutual funds; Insurance products Investing in capital market products- access, channels; risk in capital market investments; Role & functions of SEBI | |
| Practicum | Debate: Investing in capital market products. Assignment on Indian financial markets | |

| References | |
|-------------------|--|
| 1 | Khan, M. Y. (2019). Indian Financial System (11th ed.). McGraw Hill Education (India) Private Limited. |
| 2 | RBI (2022) report on the trend and Progress of Banking in India |
| 3 | Pathak, B. V. (2018). Indian financial system. Pearson Education |
| 4 | Principles and Practices of Banking (2023), Indian Institute of Banking & Finance (IIBF), MacMillian |
| 5 | Shekhar, K. C. & Shekhar, L. (2013). Banking Theory and Practice, 21st Edition |
| 6 | Taxman's Digital Banking, Indian Institute of Banking & Finance (IIBF), Bharati Law House |
| 7 | Reserve Bank of India. (2017). Basic Financial Literacy Guide. |

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| | https://www.rbi.org.in/Scripts/BS_FlgGuidelines.aspx |
| 8 | Securities and Exchange Board of India. (2021). Handbook of Statistics on Indian Securities Market. https://www.sebi.gov.in/reports-and-statistics/publications/dec-2022/handbook-of-statistics-2021_66158.html |
| 9 | Financial Education Handbook (2021) National Centre for Financial Education (NCFE) https://www.ncfe.org.in/resources/downloads |
| 10 | Investor Education material by National Stock Exchange (https://www.nseindia.com/invest/how-to-invest-in-capital-market) |

SYLLABUS

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|----------------------------|-----------------------------------|----------------------------|-----------------------|
| Program Name | BA in Economics | Semester | Sixth Semester |
| Course Title | International Economics | | |
| Course Code: | ECO C13 (Compulsory Paper) | No. of Credits | 4 |
| Contact hours | 60 Hours | Duration of SEA/Exam | 2 Hours |
| Formative Assessment Marks | 40 | Summative Assessment Marks | 60 |

Course Outcomes (COs): After the successful completion of the course, the student will be able to:

- CO1. Understand the international trade theories and their application in international trade
- CO2. Explain the concept of terms of trade and demonstrate the effect of trade barriers; and display the ability to analyse the stages of economic integration
- CO3. Understand the concept of BoP and assess the BoP position and examine the changes in forex rate
- CO4. Analyse the role of International trade and financial institutions
- CO5. Demonstrate good inter-personal and communication skills through class participation and contributing to critical discussion on trade issues

| MODULES | DESCRIPTION | 60 Hours |
|-------------------|--|-----------|
| Module I | International Trade Theories | 15 |
| | Meaning and Importance of International trade; Differences between Internal and International Trade; Trade Theories: Absolute cost and comparative cost advantage theories- Diamond Theory; Hecksher-Ohlin theory; Leontief's paradox | |
| Practicum | Assignment on Ricardo's Comparative cost advantage and Leontief's paradox | |
| Module II | Terms of Trade and Commercial Policy | 17 |
| | Terms of trade- Concept and Types, Factors determining Terms of Trade; Commercial Policy: Free trade v/s Protection; Tariffs: Types and effects; Quotas; Economic Integration: Meaning and stages. | |
| Practicum | Debate: Free trade v/s Protection Mini project: Trace the evolution of India towards Economic Integration | |
| Module III | Balance of Payment and Capital Flow | 13 |
| | Balance of Payment: Concept, Components; Disequilibrium in Balance of Payment: Causes and Measures to correct disequilibrium; Foreign Exchange rate: Meaning and types; determination of Foreign exchange rate: Demand for and Supply of Forex; Purchasing Power Parity (PPP) theory; Forms of FDI; Advantages and disadvantages of FDI. | |
| Practicum | Prepare India's Balance of Payment statement using recent Economic Survey Assignment on Forms of FDI | |

| Module IV | International Finance and Trade Institutions | 15 |
|-------------------|--|-----------|
| | Bretton Woods Institutions: IMF and IBRD -IDA and IFC: Organization, Objectives, Functions and their role in developing countries; Evolution of WTO: Organization, Objectives, Functions, Agreements and current issues; WTO and developing countries; | |
| Practicum: | Group Discussion: Effectiveness of IMF and IBRD in developing countries Seminar: Agreements of WTO or current issues of WTO | |
| References | | |
| 1 | Sodersten. B. (1993): International Economics, MacMillan, 3 Edition, London, | |
| 2 | Salvatore, D. (2016): International Economics, 12 Edition, Wiley Publication | |
| 3 | Vaish, M. C. and Sudama Singh (1980): International Economics, 3 Edition, Oxford and IBH Publication, New Delhi. | |
| 4 | Carbaugh, R. J. (1999): International Economics, International Thompson Publishing, New York | |
| 5 | Dana, M. S. (2000): International Economics: Study Guide and work Book, 5. Edition, Routledge Publishers, London. | |
| 6 | Kenen, P. B. (1994). The International Economy, Cambridge University Press, London. | |
| 7 | Krugman, P.R. and M. Obstfeld (1994): International Economics: Theory and Policy Addison-Wesley Publications. | |
| 8 | Jackson, JD. (1998) The World Trading System, Cambridge University Press, Mass. Cherunilam, International Economics, TMH, New Delhi. | |
| 9 | D M Mithani, International Economics, Himalaya, Mumbai. | |
| 10 | Jhingan M.L.(2016): International Economics, Vrinda Publications Pvt Ltd-Delhi | |
| 11 | Dwivedi D.N. (2013): International Economics Theory & Policy, Vikas Publishing House Pv.t Ltd. | |
| 12 | K.C. Rana & K.N. Verma (2017): International Economics; Vishal Publishing Co. | |
| 13 | Krishnamurthy H.R (2013) : Antarakashreeya Arthashastra ; (Kannada version), Sapna, Bengaluru | |

SYLLABUS

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|----------------------------|-----------------------------------|----------------------------|-----------------------|
| Program Name | BA in Economics | Semester | Sixth Semester |
| Course Title | Indian Public Finance | | |
| Course Code: | ECO C14 (Compulsory Paper) | No. of Credits | 4 |
| Contact hours | 60 Hours | Duration of SEA/Exam | 2 Hours |
| Formative Assessment Marks | 40 | Summative Assessment Marks | 60 |

Course Outcomes (COs): After the successful completion of the course, the student will be able to:

- CO1. Understand the structure of Indian Public Finance
- CO2. Enable the students to know the Source and nature of public revenue and expenditure
- CO3. Understand the Budget and different concept of deficits
- CO4. Know the Public debt and its management
- CO5. Understand the fiscal and monetary policy and their tools and importance
- CO7. To enable the students to know the Indian federal financing system and Financial Commissions.

| MODULES | DESCRIPTION | 60 Hours |
|------------------|---|-----------|
| Module I | Public Revenue | 18 |
| | Direct Tax Revenue - Sources of Revenue-Tax and Non-Tax Revenue; Trends and Patterns of Tax Revenue in India; Direct and Indirect Taxes in India; Personal Income Tax Rates and Slabs; Corporate Tax- Tax Rate and Slabs; Indirect Tax Revenue - Indirect Taxes –Goods and Services Tax (GST)- Objectives and Classification of GST, Tax Rates of GST; Trends and Patterns of GST; Impact of GST on Indian Economy; Tax Reform Commissions. | |
| Practicum | Collection and analysis of data on Direct tax Collection and analysis of GST from businesses | |
| Module II | Public Expenditure | 15 |
| | Revenue Expenditure - Classification of Public Expenditure in India; Revenue Account Expenditure- Trends and Patterns; Capital Account Expenditure-Trends and Patterns; Fiscal Responsibility and Budget Management (FRBM) Act; Impact of Public Expenditure on Indian Economy; Union Budget and Its Analysis - Meaning and Classification of Budgets; Zero- Based Budget; Composition of Union Budget; Union Budget Analysis (current one); Different Concept of Deficits- Revenue, Fiscal, Primary Deficits | |
| Practicum | Analysis of Union Budget (Current one) Group Discussion on Budget Deficits | |

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|-------------------|---|-----------|
| Module III | Public Debt and Its Management | 14 |
| | Public Borrowings and Debt - Meaning and Nature of Public Debt; Sources of Public Borrowings; Classification of Public Debt; Trends and Patterns of Central Government Debt; Main Characteristics of Indian Public Debt; Crowding out of Private Investment; Causes of Public Debt in India; Burden of Public Debt and Management in India - Meaning of Burden of Public Debt; Importance of Public Management; Principles of Public Debt Management; Repayment of Public Debt in India; Recent Finance Commission in India | |
| Practicum | Assignment to write on Indian Public Debt and sources of repayment Group Discussion on Burden of Public Debt | |
| Module IV | Fiscal and Monetary Policies and Federal Finance in India | 13 |
| | Fiscal and Monetary Policy India - Meaning and Objectives of Fiscal Policy; Importance of Fiscal Policy; Tools of Fiscal Policy; Meaning and Objectives of Monetary Policy; Importance of Monetary Policy; Tools of Monetary Policy; Indian Federal Finance - Meaning and Importance- Stages of Growth; Allocation of Resources- Division of Functions and Resources; Principles of Federal Finance. | |
| Practicum | Group Discussion about the Role of Fiscal and Monetary Policies in controlling inflation Assignment to write the State List, Union List and Concurrent list | |

| References | |
|-------------------|---|
| 1 | Bhatia H L (2021): Public Finance, S. Chand and Co., New Delhi. |
| 2 | Lekhi R.K (2020): <i>Public Finance</i> , Kalyani Publishers, New Delhi. |
| 3 | Musgrave R.A and Musgrave P.A (2017): <i>Public Finance in Theory and Practice</i> , Mcgraw- Hill Kogakusha, Tokyo. |
| 4 | Om Prakash (2021): <i>Public Economics: Theory a practice</i> , Vishal Publishing Co. Ludhiana. |
| 5 | S.K. Singh (2019): <i>Public Economics: Theory and Practice</i> S. Chand and Co., New Delhi. |
| 6 | Tyagi, B.P (2018): <i>Public Finance</i> , Jai Prakash Nath and Company, Meerut, India. |

SYLLABUS

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|----------------------------|--|----------------------------|-----------------------|
| Program Name | BA in Economics | Semester | Sixth Semester |
| Course Title | Economic Thoughts of Dr. B.R Ambedkar | | |
| Course Code: | ECO C15 | No. of Credits | 4 |
| Contact hours | 60 Hours | Duration of SEA/Exam | 2 hours |
| Formative Assessment Marks | 40 | Summative Assessment Marks | 60 |

Course Outcomes (COs): After the successful completion of the course, the student will be able to:

- CO1. derive inspiration from the life and works of B R Ambedkar
- CO2. Appreciate the socio-economic scenario during Ambedkar’ period and compare it with present day
- CO3. Comprehend the contributions of Ambedkar on various economic aspects
- CO4. Assess the economic views of Ambedkar in the light of present-day socio-economic problems
- CO5. develop the traits of critical thinking and critiquing

| MODULES | DESCRIPTION | 60 Hours |
|------------------|--|---------------|
| Module 1 | Ambedkar’s views on Economy, Society and Equity | 15 Hrs |
| | Socio- Economic-Political Context of India during Ambedkar’s period; Brief outline of Ambedkar’s life and career; Ambedkar’s views on: a) economy and society; b) role of state c) Socialism and State Socialism; d) Women Empowerment , e) Objectives of economy: growth & equity; Socio-economic inequality: Economics of Caste, discrimination and deprivation; reforms suggested there in by Dr Ambedkar: Constitutional Provisions; Hindu code Bill | |
| Practicum | Assignment: Socio-economic inequality and status of affirmative actions in India | |
| Module 2 | Thoughts of Ambedkar on Agriculture | 15Hrs |
| | Ambedkar’s views on: Agrarian Economy; Consolidation of land holdings and land revenue; Comparison with Ricardian view; Collective farming; views on land-ownership and land lessness; Nationalization of land and ceiling on land holdings; Surplus labour utilisation in agriculture and capital formation; | |
| Practicum | Mini Project: Using the Agriculture census data (https://agcensus.dacnet.nic.in/), chart the average size of operational holdings (by group) for different social classes in your tehsils and district (for 2001-2 and 2015-16); compare with the corresponding figures of state and nation. | |
| Module 3 | Ambedkar on Industrialisation and Planning | 15 Hrs |

| | | |
|------------------|---|---------------|
| | Ideas on Industrialisation; views on types of industries Labour: views on labour exploitation and labour reforms; Social security Planning: Measures to develop Irrigation and Power sector: River linking; | |
| Practicum | Debate 1): Small & cottage industries of rural areas v/s large scale industries in urban areas Debate 2) Industrialize or perish v/s Industrialize and perish | |
| Module 4 | Ambedkar's contribution to Fiscal and Monetary Economics | 15 Hrs |
| | Fiscal Economics: study of sources of revenue; canons of expenditure Monetary Economics: Price stability and exchange rate stability; Currency reform | |
| Practicum | Seminar: Ambedkar's views on 'The Problem of Rupee' | |

References (In order of importance of usage)

| | |
|----|---|
| 1 | Heggade O D (1998) - Economic Thoughts of B R Ambedkar |
| 2 | Heggade O D – ಅಂಬೇಡ್ಕರ್ ರ ಆರ್ಥಿಕ ವಿಚಾರಧಾರೆ, Arjun Pub. House, Mysuru |
| 3 | Speeches and writing of Dr. B R Ambedkar, W R Mujawar (4 Volumes) |
| 4 | ಡಾ.ಬಾಬಾಸಾಹೇಬ ಅಂಬೇಡ್ಕರ್ ರ ಬರಹಗಳು ಮತ್ತು ಭಾಷಣಗಳು – Vol 1, Vol.2 Part 1& 2, Vol 3, Vol 6 Part 1& 2, Vol 10 Part 1, 2, & 3, Vol 12 part 2, Pub by Govt of Karnataka |
| 5 | Nagar and Nagar (2010), Economic Thoughts and Policy of Dr. B. R. Ambedkar |
| 6 | Permaiah, P.K and Sateesh Reddy (1994) – Dr Ambedkar's Economic Philosophy, Delta Pub, New Delhi |
| 7 | Dongre M K – Economic Thought of Dr B R Ambedkar |
| 8 | Ramaiah Reddy (ed) (1987)- Dr B R Ambedkar's Economic Philosophy |
| 9 | Sukhadeo Thorat(1998), Ambedkar's Role in Economic Planning and Water Policy, Shipra Publications, New Delhi. |
| 10 | Ambedkar B. R. (1936) Annihilation of Caste, Government of Maharashtra, Writings and Speeches of Dr B R Ambedkar, Volume 1, Mumbai. Also see https://www.brambedkar.in/annihilation-of-caste/ |
| 11 | Ambedkar B. R. (1923) THE PROBLEM OF THE RUPEE: ITS ORIGIN AND ITS SOLUTION (HISTORY OF INDIAN CURRENCY & BANKING) http://dramedkar.co.in/wp-content/uploads/books/category1/13the-problem-of-the-rupee.pdf |
| 12 | Vasant Moon (Compiled) (1989) DR. BABASAHEB AMBEDKAR WRITINGS AND SPEECHES VOL. 1Part V of https://www.mea.gov.in/Images/attach/amb/Volume_01.pdf |



SYLLABUS

| | | | |
|----------------------------|--------------------------------|----------------------------|-----------------------|
| Program Name | BA in Economics | Semester | Sixth Semester |
| Course Title | Environmental Economics | | |
| Course Code: | ECO C16 | No. of Credits | 4 |
| Contact hours | 60 Hours | Duration of SEA/Exam | 2 Hours |
| Formative Assessment Marks | 40 | Summative Assessment Marks | 60 |

Course Outcomes (COs): After the successful completion of the course, the student will be able to:

- CO1. Understand how economic methods can be applied to environmental issues facing society
- CO2. Examine the linkages between Environmental Degradation and Economic Development
- CO3. Develop an informed view regarding the potential of economics to help societies achieve their environmental goals
- CO4. Demonstrate good inter-personal and communication skills through writing an essay and contributing to critical discussion
- CO5. Analyze environmental problems and to assess environmental policies.

| MODULES | DESCRIPTION | 60 Hours |
|-------------------|---|-----------------|
| Module I | Environment and Ecology | 15 |
| | Meaning, Nature and Scope of Economics of Environment; Linkages between Environment and the Economy; Environmental Stress; Population and Environment; Poverty and Environment; Meaning and elements of ecology; Biotic and Abiotic components; Food, Hydrological and Carbon Cycles; Meaning and strategies to achieve Sustainable Development; Rio Summit; Green Accounting Introduction to SDGs. | |
| Practicum: | Making charts relating to SDGs or Assignments on environment-economy linkages at the local level. | |
| Module II | Natural Resources Scarcity and Conservation | 15 |
| | Meaning and Characteristics of Renewable and Non-renewable resources; Non-Renewable Resources and the problem of depletion and problem of overuse ; Resource Scarcity and Economic Growth (Limits to Growth Model); Energy and Economic Development; Energy resources and their Pricing; Alternative energy sources; Conservation of Natural Resources- 3Rs – Reduce, Reuse and Recycling Measures | |

| | | |
|-------------------|--|-----------|
| Practicum: | Identifying local resources; Project on resource conservation (esp. water) at the College level; Discussion on Limits to Growth | |
| Module III | Environmental Issues | 15 |
| | Solid Waste Management, Pollution- Types Air, Water and Noise- Causes and Effects, Bio diversity, Global Warming, Climate Change, Problem of Potable water. | |
| Practicum: | visiting the Pollution Control Board office and observing its functions | |
| Module IV | Environmental Pollution and Regulation | 15 |
| | Environmental regulatory system in India; Pollution Control Boards and their Functions; Provisions of the Environmental Protection Act, 1986; Environmental Movements in India (Chipko); Role of NGOs in Environmental Protection. | |
| Practicum: | Assignments on types of pollution in local areas; Seminars on climate change and its consequences; visiting the Pollution Control Board office and observing its functions | |

| References | |
|-------------------|---|
| 1 | Bhattacharya, R.N (Ed) (2001), <i>Environmental Economics: An Indian Perspective</i> , Oxford University Press. |
| 2 | Karpagam M. (1993), <i>Environmental Economics</i> , Sterling Publishers, New Delhi. |
| 3 | Shankar, U, (2001), <i>Environmental Economics</i> , Oxford University Press, New Delhi. |
| 4 | Singh, Katar and Anil Shisodia (2007): <i>Environmental Economics: Theory and Applications</i> , Sage Publications, New Delhi |
| 5 | Mahajan V.S (2003): <i>Environmental Protection – Challenges & Issues</i> , Deep & Deep Publishers New Delhi |
| 6 | Sengupta, R.P. (Ed.) (2001), <i>Ecology and economics: An Approach to Sustainable Development</i> , Oxford University Press, New Delhi. |
| 7 | Nick Hanley, Jason F, Shogren and Ben White (2005): <i>Environmental Economics in Theory and Practice</i> , Macmillan India Ltd. |



SYLLABUS

| | | | |
|----------------------------|-----------------------------------|----------------------------|-----------------------|
| Program Name | BA in Economics Internship | Semester | Sixth Semester |
| Course Title | Internship | | |
| Course Code: | Skill Enhancement Course | No. of Credits | 2 |
| Contact hours | | Duration of SEA/Exam | Practical |
| Formative Assessment Marks | 50 | Summative Assessment Marks | NA |

INTRODUCTION:

Internship [Organizational work] is an integral part of the curriculum. Its objective is to equip students with job skills and communication abilities, enabling them to bridge the gap between theoretical knowledge and practical application. The internship program incorporates various interventions that offer students exposure to real-life job experiences and expectations, empowering them with insights into the workings of different industries.

The internship is strategically positioned during the 6th semester of the Bachelors of Arts in Economics program. This timing provides students with a strong foundation in economics, enabling them to apply their knowledge in real-world settings. Additionally, the program caters to the critical need for teaching skills in economics and administration, enhancing the academic qualifications of students. Overall, the internship program aims to prepare students for the job market, thereby bridging the gap between academia and the professional world.

OBJECTIVES:

The objectives of conducting program are:

1. To boost students' employability by imparting soft skills that are essential in everyday life.
2. To enable students discover their professional strengths and weaknesses and align them with the changing economic environment.
3. To provide an opportunity for students to apply theoretical concepts and knowledge in real life situations at the work place.
4. To prepare students to understand organization culture and familiarize them with the organization needs.

5. To enable students to manage resources, meet deadlines, identify and undertake specific goal-oriented tasks.
6. To sharpen domain knowledge and provide core competency skills.

Internship Requirements & General Guidelines:

A. Nature of internship project work:

1. Every Student is required to work in an organization (a firm, self- help groups/cooperatives/farms or any rural economy components) for at least two months as part of Internship.
2. The student shall identify an internship work place.
3. Maximum five students of the same department from a College/University shall work for Internship in the same organization.
4. Internship work may be to carry out Professional work.
5. The internship shall be paid or unpaid.
6. While, working from the organizational premises is encouraged, in certain cases, virtual internship shall be considered.

B. Duration of Internship:

1. The Internship works shall be for a period of TWO months [Sixty Days].
2. The internship commence from the first day of the sixth semester.
3. Student is expected to carry out his/her Internship works during the first FIVE days of the week, and shall report to the department on a weekly basis.
4. The duration of the work shall be specified by the organization at the beginning of the program and the number of hours spent shall be in line with the prevailing rules.

C. Guide and Mentor:

1. An internal mentor shall be assigned by the University/College for the smooth conduct and supervision of the internship program.
2. The internal mentor shall provide guidance students in securing internship and to monitor the progress.

D. Protocol of the Internship work:

1. The head of the institution shall issue an internship work authorization letter during the 5th semester to the College or Organization where student is expected to join the internship work.
2. Student is expected to take up the preliminary work such as identifying the organization and engaging in securing in an offer from an organization
3. During the 5th semester, students who secured an offer must get consent offer signed by the principal/head to carry out internship.
4. Student must submit the joining report with the date of joining for internship to the department head through internal mentor.
5. In case of professional work, the student is expected to be regular in performing his/her duties/tasks assigned to him/her by the Organization.

E. Evaluation:

1. All the students should obtain a certificate of internship from the workplace. This certificate shall mention the name of the candidate, the organizations name and duration of work. A letter describing the work of the candidate is desirable. The certificate shall be submitted to the department head.
2. The performance of a candidate shall be assessed for maximum of 100 marks.
3. The assessment methods shall be decided by the Universities based on the existing conventions.
4. The assessment method shall consist of an internship report submitted by the students based on the work experience and a viva-voce/presentation.
5. **Viva-voce/Presentation:** There shall be a viva-voce examination will be conducted for by the department where each student is expected to give a presentation and submit necessary documents.

F. Marks allocation for Internship Work:

| Statement of Marks Secured | | |
|--|----------------------|-----------------------|
| Item | Maximum Marks | Marks Obtained |
| Candidate Attendance for teaching/work | | |
| Candidate Punctuality for teaching/work | | |
| Course Work Preparation/ Work Commitment | | |
| Students Feedback/Employer Feedback | | |
| Behavioural Attitudes | | |

| | | |
|--|--|--|
| Overall Observation | | |
| Total | | |
| Total Marks Secured by student in Words: | | |

| Viva-voce by Chairman and an Expert Drawn from Other University for 30 Marks | | | |
|---|----------------------|---------------|----------------|
| Sl. No | Aspects | Maximum Marks | Marks Obtained |
| 1 | Presentation Skills | | |
| 2 | Communication Skills | | |
| 3 | Subject Knowledge | | |
| Total | | | |

Note: Assessment needs to be done as per the regulation.

Question Paper Pattern for UG Semester DSC

| | | | |
|------------------|--------------------------------|--------------|-----------------|
| Paper Code: | | Paper Title: | |
| Duration of Exam | 2 Hours | Max Marks | 60 Marks |
| Instruction: | Answer all the sections | | |

Section-A

| | |
|--|-----------|
| 1. Answer <u>ALL</u> the following sub-questions, each sub-question carries ONE mark | (10X1=10) |
| A. B. C. D. . J. | |
| <i>Note for Section-A: Three sub-questions from each unit and remaining one sub-question (J) from unit I to III.</i> | |

Section-B

| | |
|---|----------|
| Answer any <u>FOUR</u> of the following questions, each question carries FIVE marks | (4X5=20) |
| 2. 3. 4. 5. 6. 7. | |
| <i>Note for Section-B: Minimum Two question from each unit (Q No 2 to 6)</i> | |

Section-C

| | |
|--|-----------|
| Answer any <u>THREE</u> of the following questions, each question carries TEN marks | (3X10=30) |
| 8. 9. 10. 11. 12. | |
| <i>Note for Section-C: Minimum Two question from each unit (Q No 8 to 12) Sub-questions such as 'a' and 'b' may be given for a question in section-C only.</i> | |

Sri. Hareesha Acharya P
Member

Dr. Sreenivasaiah K.
Member

Dr. Prakasha Rao A.
Member

Dr. E. Thippeswamy
Member

Prof. Vishwanatha
Chairman

Syllabus of
U.G. Economics
3rd & 4th Semester

**Prepared and approved by U.G. BOS in Economics,
Mangalore University on 08-09-2022**

| | | | |
|----------------------------|------------------------|----------------------------|-----------------------|
| Program Name | BA in Economics | Semester | Third Semester |
| Course Title | Microeconomics | | |
| Course Code: | DSC-3.1 | No. of Credits | 3 |
| Contact hours | 42 Hours | Duration of SEA/Exam | 2 hours |
| Formative Assessment Marks | 40 | Summative Assessment Marks | 60 |

| | |
|---|---------------|
| <p>Course Outcomes (COs): After the successful completion of the course, the student will be able to:</p> <p>CO1. Understand introductory economic concepts.</p> <p>CO2. Recognize basic supply and demand analysis.</p> <p>CO3. Recognize the structure and the role of costs in the economy.</p> <p>CO4. Describe, using graphs, the various market models: perfect competition, monopoly, monopolistic competition, and oligopoly.</p> <p>CO5. Explain how equilibrium is achieved in the various market models.</p> <p>CO6. Identify problem areas in the economy, and possible solutions, using the analytical tools developed in the course.</p> | |
| Contents | 42 Hrs |
| Unit-1: Basics of Microeconomics | |
| <p>Chapter:1 Exploring Microeconomics: Nature and scope of economics – opportunity cost, scarcity, production possibility frontier - Market system as a way to organise economic activities, welfare state</p> | 3 |
| <p>Chapter:2 Supply and Demand: Determinants of demand and supply; demand and supply schedules and; individual and market demand and supply; shifts in the demand and supply curves; Interaction of demand and supply; Equilibrium price and quantity</p> | 3 |

| | |
|--|---|
| Practicum: | |
| <ul style="list-style-type: none"> ➤ Reading and working with graphs ➤ Estimation of elasticity and discussing its applications; solving problems to estimate the equilibrium price and quantity | |
| Unit -2: Consumption Decisions | |
| Chapter 3 | 5 |
| The Households: Diminishing Marginal Utility; Indifference curves – Meaning and Properties; budget constraint; Satisfaction Maximization; income and substitution effects; choice between leisure and consumption. | |
| Practicum: Conducting a consumer survey to understand their tastes and preferences | |
| Unit -3: Production and Costs | |
| Chapter 4: The Firms: Concept of firm and Industry; Production Function; Law of Variable Proportions; isoquant and isocost lines, cost minimizing equilibrium condition; Returns to Scale; Features of Cobb-Douglas Production Function | 5 |
| Chapter 5: Cost of Production: Short run and long run costs; Returns to Scale. | 3 |
| Practicum: | |
| <ul style="list-style-type: none"> ➤ Analysing reasons for diminishing marginal returns ➤ Examining the relationship between cost and output/ Deriving cost functions from output functions | |
| Unit -4: Pricing | |
| Chapter 6: The Markets: Meaning of Market Structure and Types; Pricing under perfect competition; Monopoly pricing and price discrimination; Monopolistic Competition – Features and Pricing; Oligopoly – Interdependence, Collusive and non-collusive oligopoly; Elements of Game theory | 7 |
| Chapter 7: The Inputs (Factors): Functional and Personal Income; Demand for and supply of factors; Marginal Productivity Theory of Distribution; Meaning and determinants of Rent, Wages, Interest and Profits | 6 |
| Practicum: | |
| <ul style="list-style-type: none"> ➤ Conducting Market Survey to identify the nature and features of markets for different goods/services ➤ Understanding distribution of national income as factor incomes | |

| | |
|---|---|
| Unit -5: Welfare Economics | |
| Chapter 8: Welfare Economics: Meaning of Welfare; Pigou’s Welfare Economics; Compensation principle; Impediments to attain Maximum Social Welfare; Externalities, Market Failure | 6 |
| Practicum: Examining day to day externalities and proposing solutions to them | |
| Unit -6: Economics in Action | |
| Chapter 9: Economic Theory and Policy: Pricing Practices; Basics of Monetary and Fiscal Policies; Controls and Regulations; Incentives and Penalties; Labour policies | 4 |
| Practicum: Analysis of latest budget of the Central Government; Review of terminology used in the latest Monetary Policy of the RBI | |

Pedagogy: Classroom lecture, tutorials, Problem solving exercise

| Formative Assessment for C1 & C2 | | |
|---|-----------------|-----------|
| Assessment Occasion/ type | Marks | |
| | C1 | C2 |
| Internal Test | 10 | 10 |
| Assignment/Seminar | 05 | |
| Quiz | 05 | |
| Case study / Field work / Project work/ Industrial Visit and Prepare a report | - | 10 |
| Total | 40 Marks | |
| Formative Assessment as per NEP guidelines are compulsory | | |

Note: Strictly follow the Practicum

| References | |
|-------------------|--|
| 1 | Ahuja, H.L. (2008): <i>Principles of Microeconomics</i> , S. Chand and Co., New Delhi |
| 2 | Mankiw, N. Gregory (2020). <i>Principles of Economics</i> (Ninth ed.). Boston, MA. |
| 3 | Jhingan, M.L. (2016): <i>Microeconomics</i> , Vrinda Publications, New Delhi |
| 4 | Koutsoyianis, A (1979): <i>Modern Microeconomics</i> , London, Macmillan |
| 5 | Omkarnath, G. (2012): <i>Economics: A Primer for India</i> , Orient Blackswan, Hyderabad |
| 6 | Samuelson, Paul (2004): <i>Economics</i> , McGraw-Hill, New Delhi |

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| 7 | Krishnaiahgouda H.R. (2020): ಸಂಸ್ಥೆಮ ಅರೂಥಶಂಫಠೆ ೆ Sapna Book House, Bengaluru |
| 8 | https://www.core-econ.org/the-economy/book/text/0-3-contents.html |
| 9 | Somashekhar Ne. Thi., ಸಂಸ್ಥೆಮ ಅರೂಥಶಂಫಠೆ ೆ, Sidhlingeshwara Prakashana, Kalburgi. |

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|----------------------------|----------------------------------|----------------------------|-----------------------|
| Program Name | BA in Economics | Semester | Third Semester |
| Course Title | Mathematics for Economics | | |
| Course Code: | DSC-3.2 | No. of Credits | 3 |
| Contact hours | 42 Hours | Duration of SEA/Exam | 2 Hours |
| Formative Assessment Marks | 40 | Summative Assessment Marks | 60 |

| | |
|---|---------------|
| Course Outcomes (COs): After the successful completion of the course, the student will be able to:CO1. Perform basic operations in Sets and functions and Matrix algebra. CO2. Calculate limits, derivatives of Economic functions and identify the nature of relationship.CO3. Calculate maxima and minima of function | |
| Contents | 42 Hrs |
| Unit–1: Preliminaries | 12 Hrs |
| Chapter:1 - Introduction to Mathematical Economics: Nature and scope of mathematicaleconomics- Role of mathematics in economic theory | 4 |
| Chapter:2 - Number system and Set theory: Types of Numbers: Natural Number, Real number,integers, Irrational Number, Complex Number. Concepts of sets- meaning – types- union of sets – interaction of sets. | 4 |
| Chapter:3 - Functions: Meaning of function- Types of functions: Linear and Non-linear Functions; Quadratic, Polynomial, Logarithmic and Exponential functions- | 4 |
| Unit -2: Economic Functions, their Application and Matrices | 14 Hrs |
| Chapter 4 Economic Functions: Demand Function, Supply function, Production function, Cost, Revenue and Profit function, Consumption function | 4 |
| Chapter-5: Applications of Functions: Graph of Economic Functions, Market equilibrium;Equilibrium price and Quantity, Impact of specific tax and subsidy on market equilibrium | 5 |

| | |
|---|---------------|
| Chapter-6: Matrices: Definition and Types of Matrices- Matrix Operations: Addition, Subtraction and Multiplication, Transpose of a Matrix, Determinants of Matrix- Cramer's Rule | 5 |
| Unit -3: Differential Calculus and Its Applications | 16 Hrs |
| Chapter 7- Limits: Limits of functions, differentiation, rules of differentiation. | 4 |
| Chapter 8 Derivatives of Economic functions: Derivation of Marginal functions from totalfunction-Marginal Production, Marginal cost, Marginal Revenue, Marginal Profit. | 6 |
| Chapter 9 - Applications of Derivatives and Higher order derivatives: Elasticity of Demand-Second order derivatives- Maxima and Minima of Economic function. | 6 |

Pedagogy: Classroom lecture, tutorials, Problem solving exercise

| Formative Assessment for C1 & C2 | | |
|---|-----------------|-----------|
| Assessment Occasion/ type | Marks | |
| | C1 | C2 |
| Internal Test | 10 | 10 |
| Assignment/Seminar | 05 | |
| Quiz | 05 | |
| Case study / Field work / Project work/ Industrial Visit and Prepara report | - | 10 |
| Total | 40 Marks | |
| <i>Formative Assessment as per NEP guidelines are compulsory</i> | | |

| References | |
|-------------------|--|
| 1 | Chiang, A. C. and Wainwright, K., "Fundamental Methods of Mathematical Economics", McGraw-Hill/Irwin, 4th Edition, 2005. |
| 2 | Sydsaeter, K and Hammond, P., Mathematics for Economic Analysis, Pearson Educational Asia, 4thEdition, 2002. |
| 3 | Allen R.G.D., (2015) Mathematical Analysis for Economists, Macmillan. |
| 4 | Bose D., (2003) An Introduction of Mathematical Economics, Himalaya Publishing House, Mumbai. |

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|-------------------|---|
| 5 | Dowling, E. T., "Introduction to Mathematical Economics", McGraw-Hill, 2001. |
| 6 | Hoy, M., Livernois, J. McKenna, C, Rees, R. and Stengos, T., "Mathematics for Economics", MITPress, 3rd Edition, 2011 |
| 7 | Sydsaeter, K and Hammond, P., Mathematics for Economic Analysis, Pearson Educational Asia, 4thEdition, 2002. |
| References | |
| 8 | Veerachamy R (2005) Quantitative Methods for Economics, New Age International PublishersPrivate Ltd. New Delhi. |
| 9 | Yamane Taro, (2002) Mathematics for Economists -An Implementer Analysis, Phi Learning Publishers. |
| 10 | S. N. Yogish, Mathematical methods for Economists- Mangaldeep publications, Jaipur. |

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|----------------------------|------------------------|----------------------------|-----------------------|
| Program Name | BA in Economics | Semester | Third Semester |
| Course Title | Rural Economics | | |
| Course Code: | OE-3.1 | No. of Credits | 3 |
| Contact hours | 42 Hours | Duration of SEA/Exam | 2 Hours |
| Formative Assessment Marks | 40 | Summative Assessment Marks | 60 |

Course Outcomes (COs): After the successful completion of the course, the student will be able to:

CO1. To Understand the basics of rural development,

CO2. To study the characteristics, problems, and programmes of rural redevelopment

CO3. To study the trends and patterns of economic activities in rural areas

CO4. To study the role of infrastructural facilities and governance in rural development

CO5. To enable the students to know about significance of rural enterprises and agricultural allied activities.

| Contents | 42 Hrs |
|---|---------------|
| Unit-1: | 12 Hrs |
| Chapter:1 - Introduction to Rural Economy Meaning and Objectives of Rural economy Characteristics of Rural Economy Indicators of Rural Development Concepts of inclusive and sustainable development | 5 |
| Chapter:2 - Approaches to Rural Development Gandhian Model Community Development Approach, Minimum Needs | 4 |

| | |
|---|---------------|
| Approach, Integrated Rural Development and Inclusive Growth Approach. | |
| Chapter:3 - Poverty and Unemployment in Rural India Meaning and Measurement of PovertyCauses of Poverty Farm and Non-farm employment Measurement and Types employment Review of Poverty Alleviation and Employment Generation Programmes in India. | 5 |
| Practicum: • Field visit to nearby village and study the poverty situation • Field visit to village and study the employment pattern • Undertake evaluation study on employment generation programmes and prepare an assignment. | |
| Unit -2: | 14 Hrs |
| Chapter 4- Rural Enterprises Meaning and Importance, Classification of MSMEProgress and Problems of MSME Khadi and Village Industries | 5 |
| Chapter-5: Rural Banking and Finance Credit Co-operative SocietiesRegional Rural Banks Role of NABARD Microfinance Institutions | 4 |

| | |
|--|--------|
| <p>Chapter-6: Rural Infrastructure</p> <p>Educational and Health InfrastructureHousing and Sanitation Drinking Water Supply Rural Transport and CommunicationRural Electrification</p> | 5 |
| <p>Practicum:</p> <ul style="list-style-type: none"> • Write an assignment on Rural infrastructure • Write a small report on Rural Industry | |
| <p>Unit -3:</p> | 14 Hrs |
| <p>Chapter 7- Rural Development Programmes</p> <p>Wage Employment Programmes Self-employment and Entrepreneurship Development ProgrammesRural Housing Programmes Rural Sanitation Programmes</p> | 4 |
| <p>Chapter 8 - Rural Markets</p> <p>Meaning and Types of Rural Markets Defects and Government Measures for Removal of Defects in rural marketsCo-operative Marketing Societies Meaning and Importance of Regulated Markets Digital Marketing(e-NAM)</p> | 5 |
| <p>Chapter 9 - Rural Governance</p> <p>Legislations powers, Functions, and sources of revenue of Panchayat Raj InstitutionsRole of NGOs in rural development People’s participation in rural development</p> | 5 |

Practicum:

- Group Discussion on Rural Governance
- Interview Gram Panchayat members and prepare brief note on their participation in rural development.
- Undertake evaluation study on rural development programmes and prepare an assignment.

Pedagogy: Classroom lecture, tutorials, Problem solving exercise

| Formative Assessment for C1 & C2 | | |
|---|-----------------|-----------|
| Assessment Occasion/ type | Marks | |
| | C1 | C2 |
| Internal Test | 10 | 10 |
| Assignment/Seminar | 05 | |
| Quiz | 05 | |
| Case study / Field work / Project work/ Industrial Visit and Prepare report | - | 10 |
| Total | 40 Marks | |
| <i>Formative Assessment as per NEP guidelines are compulsory</i> | | |

Note: Strictly follow the Practicum

| References | |
|------------|---|
| 1 | Chambers, R. (1983): Rural Development: Putting the Last First, Longman, Harlow. |
| 2 | Dandekar, V.M. and N. Rath (1971): Poverty in India, GIPE, Pune. |
| 3 | Dantwala, M. L. (1973): Poverty in India: Then and Now, 1870-1970, Macmillan, Bombay. |
| 4 | Gupta. K .R. (Ed) (2003): Rural Development in India, Atlantic Publishers and Distributors, NewDelhi. |
| 5 | Jain, Gopal Lal (1997): Rural Development, Mangal Deep Publications, Jaipur, |
| 6 | Singh, Katar (1986): Rural Development: Principles, Polices and Management, Sage Publications,New Delhi, (Second Edition). |
| 7 | Karalay, G. N. (2005): Integrated Approach to Rural Development: Polices, Programmes and Strategies, Concept Publishing Company, New Delhi. |
| 8 | Maheshwari, S. R. (1985): Rural Development in India, Sage, Publications New Delhi. |
| 9 | Satya Sundaram, I. (1997): Rural Development, Himalaya Publishing House, Delhi. |
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| 11 | Tyagi, B. P. (1998): Agricultural Economics and Rural Development, Jai Prakash Math and Co.,Meerut. |
| 12 | Somashekar Ne. Thi. (2022) ಗ್ರಾ ಮಣ ಅಭಿವೃದ್ಧಿ , Siddalingeshwara publication, Kalburgi. |
| 13 | H. R. Krishnaiah Gowda (2022) ಗ್ರಾ ಮಣ ಅಭಿವೃದ್ಧಿ , Mysore book house publication, Mysore. |



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|----------------------------|-------------------------------|----------------------------|-----------------------|
| Program Name | BA in Economics | Semester | Third Semester |
| Course Title | Economics of Insurance | | |
| Course Code: | OE-3.2 | No. of Credits | 3 |
| Contact hours | 42 Hours | Duration of SEA/Exam | 2 Hours |
| Formative Assessment Marks | 40 | Summative Assessment Marks | 60 |

| | |
|---|---------------|
| <p>Course Outcomes (COs): After the successful completion of the course, the student will be able to:CO1. Gain knowledge relating to the importance of the insurance in the life of human beings.</p> | |
| Contents | 42 Hrs |
| Unit-1: Introduction to Economics of Insurance | |
| Chapter:1 - Fundamentals of Economics of insurance | |
| <ul style="list-style-type: none"> ➤ Definition of insurance ➤ Scope of economic of insurance ➤ Importance of insurance | |
| Chapter:2 - The conceptual framework | |
| <ul style="list-style-type: none"> ➤ Brief history of insurance ➤ Perils and risks in insurance, Classification of risks hazards ➤ How insurance works ➤ Classes of insurance and assumptions | |
| Chapter:3 - Type of Insurance | |
| <ul style="list-style-type: none"> ➤ Risk pooling and risk transfer in insurance ➤ Social vs private insurance ➤ Life vs non-life insurance | |
| Unit -2: Insurance Planning | |

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| <p>Chapter 4- Types of Insurance Planning</p> <ul style="list-style-type: none"> ➤ Wealth accumulation plan lifecycle planning ➤ Planning for wealth accumulation ➤ Tax advantage and tax non-advantage |
| <p>Chapter-5: Retirement Planning</p> <ul style="list-style-type: none"> ➤ Essential of individual retirement planning ➤ Investing pension plan, basic principles of pension plans ➤ Pension plans in India |
| <p>Chapter-6: General Insurance Structure</p> <ul style="list-style-type: none"> ➤ General Insurance, concept of General Insurance ➤ Types of General Insurance, Marine Insurance, Motors Insurance, Agricultural Insurance ➤ Fire Insurance, Personal Accident Insurance |
| <p>Unit -3: personal insurance / Health Insurance</p> |
| <p>Chapter 7- Essential of Life and Health Insurance</p> <ul style="list-style-type: none"> ➤ Fundamentals of Life and Health Insurance, functions of Life and Health Insurance ➤ Health Insurance and Economic Development, Insurance and Farmer Security |
| <p>Chapter 8 - Insurance Documentation</p> <ul style="list-style-type: none"> ➤ Health Insurance products, Health Insurance underwriting ➤ Health Insurance claims |
| <p>Chapter 9 - Insurance Legislation</p> <ul style="list-style-type: none"> ➤ The insurance act, 1938- Registration- Accounts and Returns ➤ Investments -Limitation on expense of Management ➤ Regulation of Insurance, Insurance regulation in India, role and need of regulation, history of insurance regulation in India ➤ Insurance Reforms Development Authority (IRDA), performance of IRDA ➤ Indian Insurance in global platform, future potential in Indian Insurance Business |

Pedagogy: Classroom lecture, tutorials, Problem solving exercise

| Formative Assessment for C1 & C2 | | |
|---|--------------|-----------|
| Assessment Occasion/ type | Marks | |
| | C1 | C2 |
| Internal Test | 10 | 10 |

| | | |
|---|---|----|
| Assignment/Seminar | 05 | |
| Quiz | 05 | |
| Case study / Field work / Project work/ Industrial Visit and Prepara report | - | 10 |
| Total | 40 Marks | |
| <i>Formative Assessment as per NEP guidelines are compulsory</i> | | |
| References | | |
| 1 | Chambers, R. (1983): Rural Development: Putting the Last First, Longman, Harlow. | |
| 2 | Dandekar, V.M. and N. Rath (1971): Poverty in India, GIPE, Pune. | |
| 3 | Dantwala, M. L. (1973): Poverty in India: Then and Now, 1870-1970, Macmillan, Bombay. | |
| 4 | Gupta. K .R. (Ed) (2003): Rural Development in India, Atlantic Publishers and Distributors, NewDelhi. | |
| 5 | Jain, Gopal Lal (1997): Rural Development, Mangal Deep Publications, Jaipur, | |
| 6 | Singh, Katar (1986): Rural Development: Principles, Polices and Management, Sage Publications,New Delhi, (Second Edition). | |
| 7 | Karalay, G. N. (2005): Integrated Approach to Rural Development: Polices, Programmes and Strategies, Concept Publishing Company, New Delhi. | |
| 8 | Maheshwari, S. R. (1985): Rural Development in India, Sage, Publications New Delhi. | |
| 9 | Satya Sundaram, I. (1997): Rural Development, Himalaya Publishing House, Delhi. | |
| 10 | Mehta, Shiv R. (1984): Rural Development Polices and Programmes, Sage Publications, New Delhi. | |
| 11 | Tyagi, B. P. (1998): Agricultural Economics and Rural Development, Jai Prakash Math and Co.,Meerut. | |

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|----------------------------|---------------------------------------|----------------------------|-----------------------|
| Program Name | BA in Economics | Semester | Third Semester |
| Course Title | Economics of Human Development | | |
| Course Code: | OE-3.3 | No. of Credits | 3 |
| Contact hours | 42 Hours | Duration of SEA/Exam | 2 hours |
| Formative Assessment Marks | 40 | Summative Assessment Marks | 60 |

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| <p>Course Outcomes (COs): After the successful completion of the course, the student will be able to:</p> <p>CO1. Differentiate between Human Resource Development (HRD), Human Development (HD) and HRM</p> <p>CO2. Understand the concepts of Human security, describe dimensions of human development, and appreciate various practices and policies of human development, HDI and India.</p> | |
| Contents | 42 Hrs |
| Unit-1: Introduction to Human Development | 12 Hrs |
| <p>Chapter 1: Human Growth and Human Development - Basic Needs Approach - Quality of Life Approach</p> <p>- Capability Approach</p> <p>Chapter 2: Human Resource Development (HRD), Human Resource Management (HRM).</p> <p>Chapter 3: Human Development: meaning and definition, importance, and objectives.</p> | |
| Unit -2: Human Security, SDGs and Approaches to Human Development. | 12Hrs |
| <p>Chapter 4: Human Security: Economic security - Food security - Health security - Environmental security</p> <p>- Personal security - Community security - Political security.</p> <p>Chapter 5: Sustainable Development Goals (SDGs): Understanding the SDGs - Linkages between humandevelopment and the SDGs.</p> <p>Chapter 6: Indian Perspectives and Experience with Human Development: Approach to humandevelopment in national plans</p> | |

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| Unit -3: Dimensions and Measurement of Human Development | 18 Hrs |
| <p>Chapter 7: Dimensions of Human Development: Empowerment - meaning and usage, Cooperation - definition and brief introduction, Equity - concept and usage, Sustainability – meaning and importance, Participation - concept, different forms of participation, Human development & Productivity - factors determining productivity.</p> | |
| <p>Chapter 8: Measuring Human Development: Need for indices - limitations of per capita GDP as an indicator. Earlier indices (meaning): - Physical Quality of Life Index (PQLI), - Disability Adjusted Life Years (DALYs), - Social Capability Index. Human Development Index - HDI as compared to per capita GDP - Method of computing HDI - Critique of HDI. Other indices (meaning): Human Poverty Index (HPI)-Gender-related Development Index (GDI) - Gender Empowerment Measure (GEM).</p> | |
| <p>Chapter 9: Selected Issues in Human Development: Impact of Globalisation on Human Development - Trade and Human Development. - Technology and Human Development</p> | |

Pedagogy: Classroom lecture, tutorials, Problem solving exercise

| Formative Assessment for C1 & C2 | | |
|---|-----------------|-----------|
| Assessment Occasion/ type | Marks | |
| | C1 | C2 |
| Internal Test | 10 | 10 |
| Assignment/Seminar | 05 | |
| Quiz | 05 | |
| Case study / Field work / Project work/ Industrial Visit and Prepare report | - | 10 |
| Total | 40 Marks | |
| <i>Formative Assessment as per NEP guidelines are compulsory</i> | | |

| References | |
|-------------------|--|
| 1 | Chelliah, Raja J. and R. Sudarshan (eds.), 1999, Income Poverty and Beyond: Human Development in India, UNDP, Social Science Press, New Delhi |
| 2 | Dev, S. Mahendra, Piush Antony, V. Gayathri, and R.P. Mamgain, 2001, Social and Economic Security in India, Institute for Human Development, New Delhi |

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|---|--|
| 3 | Government of India, National Human Development Report 2002, Planning Commission, New Delhi |
| 4 | Jaya Gopaki, R: Human Resource Development: Conceptual analysis and Strategies, Sterling Publishing Pvt. Ltd., New Delhi |
| 5 | Naresh Gupta (2019), Human Development in India Emerald Publishers. |
| 6 | Nadler, Leonard (2004). Corporate Human Resource Development, Van Nostrand Reinhold, ASTD, New York |
| 7 | Padmanabhan Nair(2007) Human Development Index: An Introduction (Economy Series), ICFAIUNIVERSITY PRESS |

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|----|---|
| 8 | Papalia, D.E. , Olds, S.W. and Feldman, R.D. (2006). Human development.9th Ed. New Delhi: TataMcGraw- Hill. |
| 9 | Rao, T.V and Pareek, Udai (2005) Designing and Managing Human Resource Systems, Oxford IBHPub. Pvt.Ltd., New Delhi. |
| 10 | Rao, T.V: Readings in HRD, Oxford IBH Pub. Pvt. Ltd., New Delhi, |
| 11 | Viramani, B.R and Seth, Parmila: Evaluating Management Development, Vision Books, New Delhi. |
| 12 | Rao, T.V. (et.al)(2003) HRD in the New Economic Environment, Tata McGraw-Hill Pub.Pvt, Ltd.,New Delhi ,. |
| 13 | Rao, T.V: Human Resource Development, Sage Publications, New Delhi. |
| 14 | Viramani, B.R and Rao, Kala: Economic Restructuring, Technology Transfer and Human ResourceDevelopment, Response Books, New Delhi |
| 15 | United Nations Development Programme (2005); 'Course Curriculum on Human Development-AnOutline', New Delhi |

Websites:

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|---|---|
| 1 | https://www.undp.org/sustainable-development-goals?c_src=CENTRAL&c_src2=GSR |
| 2 | https://hdr.undp.org/en/2020-report |
| 3 | https://www.un.org/millenniumgoals/ |
| 4 | https://www.undp.org/india/publications/national-human-development-report-india |
| 5 | https://www.sdgfund.org/mdgs-sdgs |

| Journals | |
|-----------------|--|
| 1 | Indian Journal of Training and Development |
| 2 | HRD Newsletter (NHRD Network) |
| 3 | American Journal of Training and Development |
| 4 | Personnel Today |

INTERNATIONAL ECONOMICS
Open Elective Paper under NEP

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|---|--------------------------------------|
| Program Name: BA in Economics | Semester: Third Semester |
| Course Title: International Economics | |
| Course Code: OE-3.4 | No. of Credits 3 |
| Contact hours 42 Hours | Duration of SEA/Exam 2 hours |
| Formative Assessment Marks 40 | Summative Assessment Marks 60 |
| <p>Course Outcomes (COs):</p> <p>CO1. Familiarise the students with international economics.</p> <p>CO2. To develop conceptual understanding of the key concepts and practical applications of international trade</p> <p>CO3. Knowledge on trade theories helps to know its practical relevance in international trade</p> <p>CO4. Awareness on trade policies provides an insight on conflicting interests within an economy regarding trade liberalization.</p> <p>CO5. Knowledge on MNCs and international capital movements</p> <p>CO6. To provide insights on the role of WTO and BRICS in liberalising trade and increasing the volume of global trade</p> | |
| Contents | 42 Hrs |
| Unit 1 Introduction to International Economics | |
| <p>Chapter 1 International Trade</p> <p>Meaning & Definition</p> <p>Features of International Trade</p> <p>Difference between internal and international trade</p> | 3hrs |

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| Chapter 2 Theories of International Trade | 6hrs |
| Comparative cost theory H-O theory Porter's Theory | |
| Chapter 3 Trade Policies | 4hrs |
| Free trade policy- Meaning & Merits Policy of protection - Meaning & Merits | |
| Practicum: Identify different trade barriers and their effects | |
| Unit 2 Balance of Payments and Capital Movements | |
| Chapter 4 Balance of Payments | 5hrs |
| Meaning & Definitions Composition or Structure Disequilibrium- types Measures to correct Disequilibrium in Balance of Payments | |
| Chapter 5 International Capital movements | 5hrs |
| Meaning & Types Factors affecting International Capital Movements Advantages and Disadvantages | |
| Chapter 6 Multinational Corporations | 4hrs |
| Meaning, origin & Definition Features of MNCs Advantages and Disadvantages | |
| Practicum: Project work on MNCs operating in India and Indian MNCs abroad | |
| Unit 3 Foreign Exchange Mechanism | |
| Chapter 7 Foreign Exchange Market | 5hrs |
| Meaning & Features Functions & Participants | |

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|---|-------------|
| FEDAI- Functions | |
| Chapter 8 Exchange Rate Determination | 5hrs |
| Meaning | |
| Types of Exchange foreign rates | |
| Purchasing power parity theory | |
| Balance of Payments theory | |
| Chapter 9 WTO and BRICS | 5hrs |
| Organisation and Functions of WTO | |
| TRIPS, TRIMS and GATS | |
| BRICS- objectives and functions | |
| Practicum: Study on various international institutions facilitating global trade | |

Pedagogy: Classroom lecture, tutorials, Problem solving exercise

| Formative Assessment for C1 & C2 | | |
|---|-----------------|-----------|
| Assessment Occasion/ type | Marks | |
| | C1 | C2 |
| Internal Test | 10 | 10 |
| Assignment/Seminar | 05 | |
| Quiz | 05 | |
| Case study / Field work / Project work/ Industrial Visit and Prepare report | - | 10 |
| Total | 40 Marks | |
| <i>Formative Assessment as per NEP guidelines are compulsory</i> | | |

Note: Strictly follow the Practicum

| Sl. No | Reference |
|--------|---|
| 1. | International Trade by M L Jhingan |
| 2. | International Trade and Export management by Francis Cherunilam |
| 3. | Foreign Exchange & Risk Management by C. Jeevanandam |
| 4. | International Economics by Dominick Salvatore |
| 5. | International Economics by D.M.Mithani |
| 6. | International Economics by H.L.Bhatia |
| 7. | Money, Banking and International Trade by K.P.M.Sundharam |
| 8. | International Economics by C.P. Kindleberger |
| 9. | Money Banking and International Trade by M.L.Seth |
| 10 | International Economics- Chandan Sharma |

**Urban Planning and Development
Open Elective Paper under NEP**

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|---|--------------------------------------|
| Program Name: BA in Economics | Semester: Third Semester |
| Course Title: Urban Planning and Development | |
| Course Code: OE-3.5 | No. of Credits 3 |
| Contact hours 42 Hours | Duration of SEA/Exam 2 hours |
| Formative Assessment Marks 40 | Summative Assessment Marks 60 |

Outcomes of the Study:

At the end of the Course the student will be able to –

- a) Get a clear picture of the dichotomy between rural areas and urban areas.
- b) Appreciate India’s urban development over the years.
- c) Analyse impediments to urban development.
- d) Discern bad governance and good governance in the urban realm.

UNIT I: EXPLORING URBAN ECONOMICS

Chapter 1: Nature and Scope of Urban Economics (5 Hrs.)

Definition of Urban Area, Town, City, Urbanisation, Sub-urbanisation – characteristics of urban area - Scope and Importance of Urban Economics –Concept of Rurban

Chapter 2: Urban Development (5 Hrs.)

Need for urban development – Objectives of urban development- Theories: Concentric Zone Theory, Central Place Theory and Public Choice Theory.

Chapter 3: Urban Activities (4 Hrs.)

Urban Occupation structure – Characteristics of Urban employment – Rural-Urban Linkages – Urban Agglomeration- Smart City Mission.

UNIT II: Urban Economy

Chapter 4: India’s Urban Economy (4 Hrs.)

Salient Features – Urban Policies and Programmes – Strategies – Problems and Prospects of Urban economy

Chapter 5: Issues in Urban Infrastructural Development (5hrs.)

Urban Poverty , Urban Unemployment. Issues in Urban infrastructure- housing, health, education and sanitation – Transport bottlenecks.

Chapter 6: Urban Planning [5Hrs.]

Principles of Urban Planning- Types and levels of planning- stages in planning process- Land Acquisition and Resettlement Act.

UNIT III: Urban Issues and Governance

Chapter 7: Urban Environmental Problems (5hrs.)

Urban environmental problems– slums, pollution, Solid Waste Management- Urbanisation and sustainable development.

Chapter 8: Trade and Tourism (5 hrs.)

Trade and Tourism in towns and cities - Wholesale trade – Retail trade – E-tailing – Urban Tourism- positive or negative effects.

Chapter 9: Urban Administration (4hrs.)

Urban Local Bodies - Types, Functions and Resources — Good governance - Sustainable and liveable cities – People’s participation.

Pedagogy: Classroom lecture, tutorials, Problem solving exercise

| Formative Assessment for C1 & C2 | | |
|---|-----------------|-----------|
| Assessment Occasion/ type | Marks | |
| | C1 | C2 |
| Internal Test | 10 | 10 |
| Assignment/Seminar | 05 | |
| Quiz | 05 | |
| Case study / Field work / Project work/ Industrial Visit and Prepare report | - | 10 |
| Total | 40 Marks | |
| <i>Formative Assessment as per NEP guidelines are compulsory</i> | | |

Note: Strictly follow the Practicum

Select References

(Kindly refer latest editions of the books)

1. Arthur O'Sullivan Urban Economics
2. Bruenckner, Jan K. Lectures on Urban Economics
3. K. Siddhartha & S Mukherjee Cities, Urbanisation and Urban Systems (Settlement Geography)
4. B. Bhattacharya. Urban Development in India since Pre-Historic Times
5. R. Ramachandran. Urbanization and Urban Systems
6. C S Yadav (Ed.) Perspectives in Urban Geography
7. Bob Avis The Agglomeration
8. C. S, Yadav Rural – Urban Fringe
9. Ajay Gupta. Rural Management – CBS Publication
10. Ravindra Kumar B., Jayasheela and Vilas M. Kadrolkar (Eds.), Demographic Dividend for India: A Step Forward, New Delhi: Global Research Publications, 2012, ISBN 978-81-61-89635-4
11. Jayasheela, Ravindra Kumar B, and Vilas M. Kadrolkar, Urbanisation and Economic Transition, Global Research Publications, 2012, ISBN: 978-81-8973110-65-2

DIGITAL ECONOMICS

Open Elective Paper under NEP

| | |
|--|--------------------------------------|
| Program Name: BA in Economics | Semester: Third Semester |
| Course Title: Digital Economics | |
| Course Code: OE-3. 6 | No. of Credits 3 |
| Contact hours 42 Hours | Duration of SEA/Exam 2 hours |
| Formative Assessment Marks 40 | Summative Assessment Marks 60 |

Course Outcome:

- To understand how the digital economy influences markets and society.
- To get broad knowledge in digital economic activities
- For wider understanding of selected technical topics in the digital economy such as digital payments and digital currencies
- Acquire theoretical knowledge necessary to understand the nature of digital technologies and to effectively manage their implementation.
- Finding new opportunities in the Digital Economy.

Syllabus

Unit 1

Chapter 1 Introduction to Digital Economy

Meaning of Digital economy –Definitions-Objectives-Major attributes of digital economy-Advantages and disadvantages-Components of digital economy. 5 hrs

Chapter 2 ICT as a factor of Digital Transformation

Meaning of ICT- Types of ICT tools- Application of ICT in agricultural sector- Role of ICT in economic growth of India-Factors affecting the use of ICT. 5 hrs

Chapter 3 E- Markets

Meaning-Importance of E-markets- Traditional market Vs e-markets-Types of e-markets- working of e-markets- e-marketing mix 5 hrs

Practicum: Project report on e-commerce sites

Unit 2

Chapter 4 Digital Goods and Services

Meaning and characteristics- Externalities- Digital public goods- Benefits and examples- digital monopolies and oligopolies. 5 hrs

Chapter 5 Government and Digital Economy

Role of Government in digital transformation- Regulating the digital economy- Challenges of digital transformation 4 hrs

Chapter 6 Digital Currency

Meaning-types-crypto currencies, Bit coins-features-advantages and disadvantages-recent developments 4 hrs

Practicum: Report on crypto currencies usage in India

Unit 3

Chapter 7 Digital Banking

Meaning-Features-Growth of Digital Banking in India-Types of Digital banking- Mobile banking, Internet Banking, E Valet, NEFT, RTGS. 5 hrs

Chapter 8 Social Media and Economic growth

Meaning-Types-Social Media platforms for business-Impact of social media on economic growth 5 hrs

Chapter 9 Consumer Behavior in Digital economy

Effect of digital transformation in consumer behavior-Impact of New Consumer Protection Act of 2019 on e-commerce-the future of digital economy 4 hrs

Practicum: Visit the branch of any commercial bank and write a survey report on popular digital payment services offered to the customers.

Pedagogy: Classroom lecture, tutorials, Problem solving exercise

| Formative Assessment for C1 & C2 | | |
|---|-----------------|-----------|
| Assessment Occasion/ type | Marks | |
| | C1 | C2 |
| Internal Test | 10 | 10 |
| Assignment/Seminar | 05 | |
| Quiz | 05 | |
| Case study / Field work / Project work/ Industrial Visit and Prepare report | - | 10 |
| Total | 40 Marks | |
| <i>Formative Assessment as per NEP guidelines are compulsory</i> | | |

Note: Strictly follow the Practicum

References:

1. Digital Economics: by Harald Overby and Jan A Audestad
2. Introduction to Digital Economics: Foundations, Business Models and Case Studies- by Harald Overby and Jan A Audestad
3. The Digital Economy - by Don Tapscott
4. Digital Economics: by Richard McKenzie
5. The Digital Economy- by Tim Jordan
6. Principles of Digital Economics- by Zhiyi Liu

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|----------------------------|------------------------|----------------------------|------------------------|
| Program Name | BA in Economics | Semester | Fourth Semester |
| Course Title | Macroeconomics | | |
| Course Code: | DSC-4.1 | No. of Credits | 3 |
| Contact hours | 42 Hours | Duration of SEA/Exam | 2 Hours |
| Formative Assessment Marks | 40 | Summative Assessment Marks | 60 |

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| <p>Course Outcomes (COs): After the successful completion of the course, the student will be able to:</p> <p>CO1. Understand the Theories of National Income Accounting</p> <p>CO2. Explain the process of Consumption and Investment Functions</p> <p>CO3. Evaluate the Concept of Multiplier and Inflation</p> | |
| Content of Theory | 42 Hrs |
| Unit-1: Theory of National Income Determination | 14 Hrs |
| <p>Chapter:1 Classical Framework:</p> <p>1. Typical Features of classical theory of employment; Assumptions</p> <p>2. Basis of Classical theory:</p> <ul style="list-style-type: none"> ➤ Say's Law ➤ Pigou's wage price flexibility ➤ Fisher's Quantity theory of money ➤ Knut Wicksell's loanable funds theory ➤ Classical dichotomy and neutrality of money <p>3. Criticism of classical theory</p> | 7 |

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|---|--------|
| <p>Chapter-2: The Keynesian Framework</p> <ol style="list-style-type: none"> 1. Introductory: connecting growth of national income to development; why incomes of all fall or rise? Are income, output, and employment related? 2. Some Basic concepts: The idea of equilibrium and identity; ex- ante and ex-post concepts. 3. Aggregate Demand and its components <ol style="list-style-type: none"> a. Consumption function: Algebraic and Graphical explanation; Marginal and Average propensity to consume | 7 |
| <ol style="list-style-type: none"> <ol style="list-style-type: none"> b. Investment function; savings and investment relationship. 4. Aggregate Supply: Meaning and graphical explanation; Effective demand 5. Determination of national income in Keynes' two sector economy with Aggregate Demand and Aggregate Supply with fixed prices: Analytical / Graphical and algebraic explanation; numerical problems 6. Determination of national income in Keynes' two sector economy with investment and savings with fixed prices: Analytical / Graphical and algebraic explanation; numerical problems | |
| <p>Unit -2: Aggregate Consumption and Investment</p> | 15Hrs |
| <p>Chapter-3: Theories of Determinants of Consumption:</p> <ol style="list-style-type: none"> 1. Keynesian Psychological Law of consumption; determinants 2. Permanent Income hypothesis of Milton Friedman | 5 |
| <p>Chapter-4: Investment:</p> <ol style="list-style-type: none"> 1. Types of investment 2. Determinants of investment: <ol style="list-style-type: none"> a. rate of interest b. marginal efficiency of capital: meaning and determinants; | 5 |
| <p>Chapter-5: Concepts of Multiplier and Accelerator</p> <ol style="list-style-type: none"> 1. Investment Multiplier: Meaning and assumptions. 2. multiplier; leakages; | 5 |
| <p>Unit -3: Monetary Economics</p> | 13 Hrs |

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| Chapter-6: Money Supply: 1. Concept of Money Supply; recent measures of money supply as suggested by RBI 2. Determinants of money supply: a. high powered money b. money multiplier 3. The reserve ratio and deposit multiplier | 5 |
| Chapter-7: Money demand: 1. Cash transactions approach (only meaning) and 2. Cambridge approach (Only Marshall's equation) 3. The liquidity preference approach of Keynes | 4 |
| Chapter-8: Inflation and Unemployment: 1. Phillips Curve 2. Wage cut theory and employment | 4 |

Pedagogy: Classroom lecture, tutorials, Problem solving exercise

| Formative Assessment for C1 & C2 | | |
|---|-----------------|-----------|
| Assessment Occasion/ type | Marks | |
| | C1 | C2 |
| Internal Test | 10 | 10 |
| Assignment/Seminar | 05 | |
| Quiz | 05 | |
| Case study / Field work / Project work/ Industrial Visit and Prepare report | - | 10 |
| Total | 40 Marks | |
| <i>Formative Assessment as per NEP guidelines are compulsory</i> | | |

| References | |
|-------------------|--|
| 1 | Ackley, G. (1976), Macroeconomics: Theory and Policy, Macmillan Publishing Company, NewYork. |
| 2 | Ahuja H (2016), Macro Economics- theory and policy, S Chand and Co |

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|---|---|
| 3 | Dwivedi DN (2016) Macro Economics: Theory and Policy, Tata McGraw-Hill |
| 4 | Heijdra, B.J. and F.V. Ploeg (2001), Foundations of Modern macroeconomics, Oxford University Press, Oxford. |
| 5 | Keynes, J.M. (1936), The General theory of Employment, Interest and Money, Macmillan, London. |
| 6 | Lucas, R. (1981), Studies in Business Cycle Theory, MIT Press, Cambridge, Massachusetts |
| | |
| 7 | Somashekar Ne. Thi., Principles of Macroeconomics, Scientific International Pvt. Ltd., Publications New Delhi |
| 8 | Somashekar Ne. Thi., ಸ್ವಮಗ್ಲಾ ಅರಥಶಾಸ್ತ್ರ ಲ, Siddalingeshwara prakashana, Kalburgi. |
| 9 | H. R. Krishnaiah Gowda ಸ್ವಮಗ್ಲಾ ಅರಥಶಾಸ್ತ್ರ ಲ, Mysore book house prakashna, Mysore. |

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|----------------------------|---------------------------------|----------------------------|------------------------|
| Program Name | BA in Economics | Semester | Fourth Semester |
| Course Title | Statistics for Economics | | |
| Course Code: | DSC-4.2 | No. of Credits | 3 |
| Contact hours | 42 Hours | Duration of SEA/Exam | 2 Hours |
| Formative Assessment Marks | 40 | Summative Assessment Marks | 60 |

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| <p>Course Outcomes (COs): After the successful completion of the course, the student will be able to:</p> <p>CO1. Understand the nature of Data and their presentation</p> <p>CO2. Calculate Descriptive statistics like measures of central tendency and dispersion</p> <p>CO3. Apply statistical techniques like correlation and regression in Economic analysis</p> | |
| Content of Theory | 42 Hrs |
| Unit-1: Preliminaries | 12 Hrs |
| Chapter:1 Introduction to Statistics: Meaning and Importance of Statistics, Functions of Statistics, Types of Statistics: Descriptive Statistics and Inferential Statistics-Variables; Qualitative Variable and Quantitative Variable | 4 |
| Chapter-2: Datatypes, Sources and Collection of Data: Qualitative and Quantitative Data - CrossSection Data, Time Series Data and Panel Data - Primary and Secondary sources of Data – Methods of Collecting Primary Data | 4 |
| Chapter-3: Tabulation and Presentation of Data: Classification and tabulation of data - Frequency distributions – Continuous and Discrete frequency distribution. Graphical presentation- Histogram- frequency polygon - Ogive Curves -Bar Diagram, Pie Chart | 4 |
| Unit -2: Measures of Central Tendency and Dispersion | 14 Hrs |

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| Chapter-4: Arithmetic Average: Definition of Central Tendency, Types of Central Tendency: Arithmetic Mean: Meaning and Properties of Arithmetic Mean – Computation of Arithmetic Mean | 5 |
| Chapter-5: Positional Averages-Median and Mode: Definition and importance of Median-Calculation of Median- Definition and importance of Mode - Calculation of Mode. | 4 |
| Chapter-6: Dispersion: Meaning of Dispersion- Measures of Dispersion- Range- Quartile deviation- mean deviation - Standard deviation - Coefficient of Variation and Their Computation | 5 |
| Unit -3: Correlation, Regression and Time Series Analysis | 16 Hrs |
| Chapter-7: Correlation: Meaning of Correlation - Types of correlation - Methods of measuring Correlation- Karl Pearson’s correlation coefficients | 5 |
| Chapter-8: Regression: Meaning and Importance of Regression - Regression Equation - Estimation of regression equation - Applications of regression equation in Economics | 6 |
| Chapter-9: Time Series Analysis: Definition of Time Series – Components of Time Series –Estimation and Forecasting of Trend | 5 |

Pedagogy: Classroom lecture, tutorials, Problem solving exercise

| Formative Assessment for C1 & C2 | | |
|---|-----------------|-----------|
| Assessment Occasion/ type | Marks | |
| | C1 | C2 |
| Internal Test | 10 | 10 |
| Assignment/Seminar | 05 | |
| Quiz | 05 | |
| Case study / Field work / Project work/ Industrial Visit and Prepare a report | - | 10 |
| Total | 40 Marks | |
| <i>Formative Assessment as per NEP guidelines are compulsory</i> | | |

References

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|---|---|
| 1 | Gupta S P. (2012) Statistical Methods, S. Chand and Company, New Delhi. |
| 2 | S. C. Gupta, (New edition) Fundamentals of Statistics, Himalaya publishing house, Mumbai. |
| 3 | S. N. Yogish, Statistical methods for Economists- Mangaldeep publications, Jaipur. |
| 4 | Anderson, Sweeney & Williams, (2002) Statistics for Business & Economics, Thomson South-Western, Bangalore. |
| 5 | Daniel and Terrel: Business Statistics for Management and Economics; oaghton Mifflin Co., Boston,Toronts, 7th Edition, 1995, PP 1 to 972 + 6 Appendices |
| 6 | Medhi, J., Statistical Methods: An Introductory Text, Wiley, 1992 |
| 7 | Morris H. Degroot and Mark J. Schervish, "Probability and Statistics", 4th edition, 2012. |
| 8 | Teresa Bradley, Essential Statistics for Economics, Business and Management, John Willey Publisher, 2007 |

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|----------------------------|--------------------------|----------------------------|------------------------|
| Program Name | BA in Economics | Semester | Fourth Semester |
| Course Title | Karnataka Economy | | |
| Course Code: | OE 4.1 | No. of Credits | 3 |
| Contact hours | 42 Hours | Duration of SEA/Exam | 2 Hours |
| Formative Assessment Marks | 40 | Summative Assessment Marks | 60 |

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| <p>Course Outcomes (COs): After the successful completion of the course, the student will be able to:</p> <p>CO1. Understand the nature of economic growth and problems of Karnataka state.</p> <p>CO2. Explain the process of structural growth in Karnataka Economy</p> <p>CO3. Evaluate the policies and programmes undertaken by the Govt. of Karnataka for bringing about socio-economic development</p> | |
| Contents | 42 Hrs |
| Unit-1: Karnataka Economy – An overview | 12 Hrs |
| <p>Chapter:1 Characteristics of Karnataka Economy</p> <ul style="list-style-type: none"> ○ Features of Karnataka Economy ○ Trends and sectoral distribution of State Domestic Product and Per Capita Income ○ Measures to redress regional imbalances – Dr. Nanjundappa Committee Report, Article 371J | 5 |
| <p>Chapter-2: Human Resources</p> <ul style="list-style-type: none"> ○ Human Resources: importance, Size and Health indicators ○ Human Development Index ○ Poverty and Unemployment– Eradication Programmes | 4 |
| <p>Chapter-3: Natural Resources Management</p> <ul style="list-style-type: none"> ○ Natural Resources: Importance and volume of different natural resources ○ Karnataka Environmental Policy | 3 |
| Practicum: conduct field visit to Forest/Reservoir/Mining and prepare the report | |
| Unit -2: Agriculture, Rural development, and Industries in Karnataka | 18 Hrs |

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|--|---------------|
| Chapter-4: Agriculture <ul style="list-style-type: none"> ○ Problems in Agriculture ○ Land Reforms | 7 |
| <ul style="list-style-type: none"> ○ Cropping Pattern ○ Irrigation: importance, important irrigation projects and watershed development projects. ○ Farmers Suicide – Causes and Solutions | |
| Chapter-5: Rural Development <ul style="list-style-type: none"> ○ Public Distribution System ○ Rural Development Programmes (brief) ○ Government Schemes for Rural Women | 4 |
| Chapter-6: Industries in Karnataka <ul style="list-style-type: none"> ○ Major Industries in Karnataka - Problems and Prospects ○ MSMEs - Problems and Measures ○ IT Industries in Karnataka ○ Industrial Finance in Karnataka ○ Industrial Policy of Karnataka | 7 |
| Practicum: visit to industrial units in local area and prepare the report/Trace-out the impact of Prof. D. M. Nanjundappa Committee report | |
| Unit -3: Infrastructure and Finance in Karnataka | 12 Hrs |
| Chapter-7: Economic Infrastructure <ul style="list-style-type: none"> ○ Transportation: Road, Rail, Water and Air Transport ○ Information and Communication Technology Facilities | 3 |
| Chapter-8: Social Infrastructure <ul style="list-style-type: none"> ○ Drinking Water ○ Housing and Sanitation ○ Health and Education ○ Rural Electrification | 4 |
| Chapter-9: State Finance <ul style="list-style-type: none"> ○ Sources of Revenue: Direct and Indirect Taxes ○ Impact of GST on Karnataka economy ○ State Expenditure ○ State Finance Commission ○ Current State Budget (Brief) | 5 |
| Practicum: Discussion on State budget | |

Pedagogy

| Formative Assessment for C1 & C2 | | |
|---|-----------------|----|
| Assessment Occasion/ type | Marks | |
| | C1 | C2 |
| Internal Test | 10 | 10 |
| Assignment/Seminar | 05 | |
| Quiz | 05 | |
| Case study / Field work / Project work/ Industrial Visit and Prepare report | - | 10 |
| Total | 40 Marks | |
| <i>Formative Assessment as per NEP guidelines are compulsory</i> | | |

Note: Strictly follow the Practicum

| References | |
|------------|---|
| 1 | Government of Karnataka, Economic Survey [Various Issues] |
| 2 | Planning Department, Annual Publication, Government of Karnataka. |
| 3 | Karnataka at Glance, Annual Publication Government of Karnataka. |
| 4 | Madaiah M & Ramapriya. Karnataka Economy Growth: Issues and Development, Himalaya Pub.,House, NewDelhi. |
| 5 | Adul Aziz and K.G. Vasanti. (Eds) Karnataka Economy. |
| 6 | Government District Development Reports |
| 7 | Hanumantha Rao. Regional Disparities and Development in Karnataka. |
| 8 | Krishnaiah Gowda H.R. Karnataka Economy, Spandana Publications, Bangalore |
| 9 | Somashekar Ne. Thi., ಕರ್ನಾಟಕ ಆರ್ಥಿಕತೆ, Siddalingeshwara publications, Kalburgi. |
| 10 | Nanjundappa D.M. Some Aspects of Karnataka Economy. |
| 11 | Puttaswamiah K. Karnataka Economy, Two Volume |

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|----------------------------|----------------------------------|----------------------------|------------------------|
| Program Name | BA in Economics | Semester | Fourth Semester |
| Course Title | Entrepreneurial Economics | | |
| Course Code: | OE 4.2 | No. of Credits | 3 |
| Contact hours | 42 Hours | Duration of SEA/Exam | 2 Hours |
| Formative Assessment Marks | 40 | Summative Assessment Marks | 60 |

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| <p>Course Outcomes (COs): After the successful completion of the course, the student will be able to:</p> <p>CO1. Start own business as Entrepreneur</p> <p>CO2. Enabling the students to find career opportunities in business.</p> <p>CO3. To enable the students to gain knowledge and skills needed to run a business successfully.</p> | |
| Contents | 42 Hrs |
| Unit-1: Entrepreneur and Entrepreneurship | 12 Hrs |
| <p>Chapter 1: Entrepreneur and Entrepreneurship – Meaning, Definitions, Evolution, types- Characteristics, qualities, functions of entrepreneur- Distinction between entrepreneur and manager, Distinction between entrepreneur and intrapreneur,</p> <p>Chapter 2: Role and importance of Entrepreneurship in economic development: Role and importance- Factors influencing entrepreneurship'- Psychological, social, Economic and Environmental.</p> <p>Chapter 3: New generations of entrepreneurship viz. social, Health, Tourism and Women entrepreneurship; Barriers to entrepreneurship.</p> | |
| Unit -2: Launching Entrepreneurial Ventures | 18 Hrs |

Chapter 4: Generation of ideas: Methods and process - sources of ideas - screening process- Assessing Opportunities-Challenges, pitfalls and critical factors of new venture;

Chapter 5: Business Plan- New Ventures: Steps involved in setting up a Business – identifying, selecting a Good Business opportunity, Market Survey and Research, Techno-Economic Feasibility Assessment.

Chapter 6: Role of Innovation & Creativity: Innovation- Meaning and importance of innovation; Types of innovation; Sources of innovation; Conditions for effective innovation at Organization level;

Chapter 7: Creativity: Concept and process of creativity; role and importance of creativity and mental blocks to creativity; branding, trademarks, patents, copyrights, and registered design protection-Methods of protecting innovation and creativity.

Unit -3: Business and Entrepreneurial development

12 Hrs

Chapter 8: Entrepreneur Assistance: Assistance to an entrepreneur-Industrial Park (Meaning, features, & examples)-Special Economic Zone (Meaning, features & examples)-Financial assistance by different agencies-License, Environmental Clearance, e-tender process, Excise exemptions and concession, Exemption from income tax -Quality Standards with special reference to ISO.

Chapter 9: Business and Entrepreneurial development - Determining and acquiring required resources (Financial, Physical and Human): Search for entrepreneurial capital- Debt vs. Equity; Venture Capital Market; Angel Financing and Alternative sources of finance for Entrepreneurs. Entrepreneurship development programme (EDP) in India– Objectives, Phases, and inputs of EDP; - Government initiatives for entrepreneurship – Make in India, Start-up India, MUDRA etc.

Pedagogy: Classroom lecture, tutorials, Problem solving exercise

| Formative Assessment for C1 & C2 | | |
|----------------------------------|-------|----|
| Assessment Occasion/ type | Marks | |
| | C1 | C2 |
| Internal Test | 10 | 10 |
| Assignment/Seminar | 05 | |
| Quiz | 05 | |

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|--|-----------------|----|
| Case study / Field work / Project work/ Industrial Visit and Prepara report | - | 10 |
| Total | 40 Marks | |
| <i>Formative Assessment as per NEP guidelines are compulsory</i> | | |

| References | |
|-------------------|---|
| 1 | Donald F Kuratko, "Entrepreneurship – Theory, Process and Practice", 9 th Edition, CengageLearning, 2014. |
| 2 | Khanka. S.S., "Entrepreneurial Development" S.Chand & Co. Ltd., Ram Nagar, New Delhi, 2013. |
| 3 | Kuratko and Rao, Entrepreneurship: A South Asian Perspective; Ferrell, Fraedrich, Farrell, BusinessEthics, Cengage Learning |
| 4 | Entrepreneurship, R. Saibaba, Kalyani Publishers, New Delhi. |
| 5 | Entrepreneurship Development and Business Ethics, Sanjeet Sharma – V.K. Global Pvt. Ltd., NewDelhi |
| 6 | SS Khanka, Entrepreneurial Development, S. Chand & Co, Delhi. |

| References | |
|-------------------|---|
| 7 | Desai, Vasant. Dynamics of Entrepreneurial Development and Management. Mumbai, HimalayaPublishing House |
| 8 | Plsek, Paul E. Creativity, Innovation and Quality (Eastern Economic Edition), New Delhi:Prentice-Hall of India. ISBN-81-203-1690-8. |
| 9 | Singh, Nagendra P. Emerging Trends in Entrepreneurship Development. New Delhi: ASEED. |
| 10 | Entrepreneurship Development and Business Ethics - M K Nabi, K C Rout, Vrinda Publications (P)Ltd |
| 11 | Robert Hisrich and Michael Peters, Entrepreneurship, Tata Mc Graw– Hill Vasant Desai, Entrepreneurship |
| 12 | Marc J Dollinger, Entrepreneurship – Strategies and Resources, Pearson Education |
| 13 | Venkateshwara Rao and Udai Pareek,(Eds)Developing Entrepreneurship-A Handbook |
| 14 | Ravi J. Mathai, Rural Entrepreneurship A Framework in Development Entrepreneurship – Ahandbook |



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|----------------------------|--------------------------|----------------------------|------------------------|
| Program Name | BA in Economics | Semester | Fourth Semester |
| Course Title | Economics and Law | | |
| Course Code: | OE 4.3 | No. of Credits | 3 |
| Contact hours | 42 Hours | Duration of SEA/Exam | 2 Hours |
| Formative Assessment Marks | 40 | Summative Assessment Marks | 60 |

Course Outcomes (COs): After the successful completion of the course, the student will be able to:

- CO1. Comprehend the basic economic issues affecting the economy along with the related legal provisions
- CO2. Acquire knowledge on the basic provisions of law relating to consumer activities, business organizations, environment
- CO3. To appreciate the understanding the law framework in order to frame the economics model closer to reality.
- CO4. To enable the students to understand the consequences of legal rules, primarily as an exercise in applied microeconomics, macroeconomics, industrial and international economics.

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| Contents | 42 Hrs |
| Unit–1: Economic analysis of law | 14 Hrs |
| Chapter 1: Introduction to legal reasoning | 5 |
| <ul style="list-style-type: none"> • Efficiency. • Markets and efficiency. • Market failure. • Coase theorem and related ideas, | |

| | |
|--|---|
| <p>Chapter 2: welfare economics</p> <ul style="list-style-type: none"> • Compensation principles. • Social welfare function. • Maximization problem; | 4 |
| <p>Chapter 3: Economic Reasoning</p> <ul style="list-style-type: none"> • Nature of economic reasoning. • Economic approach to law • History • Criticism. | 5 |
| <p>Practicum:</p> <ol style="list-style-type: none"> 1. Group Discussions on Economic reasoning 2. Assignment on Coase theorem and related issues | |
| Unit -2: An Introduction to Law and Legal Institutions | |
| <p>Chapter 4: Law</p> <ul style="list-style-type: none"> • Definition • Territorial Nature of Law • Kinds of Law • General Law and Special Law • Kinds of Special Law | 4 |
| <p>Chapter 5: Civil law and the and the Common Law Traditions</p> <ul style="list-style-type: none"> • The institutions of the federal and State Court systems; • The nature of legal dispute, • How legal rules evolve. | 4 |
| <p>Practicum:</p> <ol style="list-style-type: none"> 1. Group Discussions on Civil law and the and the Common Law Traditions 2. Assignment on the different kinds of Law | |
| Unit -3: Economic Laws | |

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| <p>Chapter 6: Law Relating to Consumer Activities</p> <ul style="list-style-type: none"> • Bargaining theory. • Economic theory of contract. • Defining tort law, • Economics of tort liability. • Definition of Consumer | 5 |
| <ul style="list-style-type: none"> • Consumer protection; The Consumer Protection Act, 2019 • Consumer courts. | |
| <p>Chapter 7: Law of Business Organizations</p> <ul style="list-style-type: none"> • Structure of firm — Kinds, Corporations, • Capital, Shares, Debentures, Insiders' trading, • RBI, IRDA, MRTP, Role of SEBI, | 5 |
| <p>Chapter 8: Macroeconomics and Law</p> <ul style="list-style-type: none"> • Inequality; Contract theory of Distributive justice • Economic and social costs of poverty • Wealth distribution by Liability Rules • Taxation and efficiency • National and global environmental problems and international environmental agreements <p>— their legal and economic implications</p> | 6 |

Practicum

1. Hold the moot court in the classroom and let there be discussion consisting of at least two or more different views on National and Global environment problems and acts
2. Discuss the case studies on Economic and social costs of poverty and consumer court judgements protecting the consumers

Pedagogy: Classroom lecture, tutorials, Problem solving exercise

| Formative Assessment for C1 & C2 | | |
|--|-----------------|-----------|
| Assessment Occasion/ type | Marks | |
| | C1 | C2 |
| Internal Test | 10 | 10 |
| Assignment/Seminar | 05 | |
| Quiz | 05 | |
| Case study / Field work / Project work/ Industrial Visit and Preparea report | - | 10 |
| Total | 40 Marks | |
| <i>Formative Assessment as per NEP guidelines are compulsory</i> | | |

Note: Strictly follow the Practicum

| References | |
|-------------------|---|
| 1 | Bouckaert, B. and G. De Geest (Ed.) (1999), Encyclopaedia of Law and Economics, (Volume I to V), Edward Elgar Publishing Ltd., U.K. |
| 2 | Cooter, R.D. and T.S. Ulen, (2000), Law and Economics, (3rd Edition), Addison Wesley, New York. |
| 3 | Dan-Schmidt, K.G. and T.S. Ulen (Ed.) (2000), Law and Economic Anthology, Addison Wesley, New York. |
| 4 | Newman, P. (Ed.) (1998), The New Palgrave Dictionary of Economics and Law, Stockton Press, New York. |
| 5 | Oliver, J.M. (1979), Law and Economics, George Allen and Unwin, London. |

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|---|---|
| 6 | Posner, R.A. (1998), <i>Economic Analysis of Law</i> , (5th Edition), Little Brown, Boston. |
| 7 | Posner, R.A. and F. Parisi (Eds.) (1997), <i>Law and Economics</i> , Edward Elgar Publishing Ltd., U.K. |
| 8 | Massey, I.P. (1995), <i>Administrative Law</i> , Eastern Book Company, Lucknow. |
| 9 | Indian Law Institute, <i>Annual Survey of Indian Law</i> , Indian Law Institute, New Delhi. |



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|----------------------------|-------------------------|----------------------------|------------------------|
| Program Name | BA in Economics | Semester | Fourth Semester |
| Course Title | Economics of GST | | |
| Course Code: | OE 4.4 | No. of Credits | 3 |
| Contact hours | 42 Hours | Duration of SEA/Exam | 2 Hours |
| Formative Assessment Marks | 40 | Summative Assessment Marks | 60 |

Course Outcomes (COs): After the successful completion of the course, the student will be able to: CO1. Acquire knowledge on indirect taxes with special reference to GST

CO2. Acquire the theoretical and application knowledge of GST and its Evolution in India CO3. To enable the students to understand the GST Law, ITC,

Valuation of supply and returns

CO4. Simple calculation of GST and Input Tax Credit, Valuation of Supply (Numerical on valuation and calculation of tax)

| Contents | Hrs |
|--|---------------|
| Unit-1: Introduction to Economics of GST | 14 Hrs |
| Chapter 1: Indirect taxes before GST | 5 |
| <ul style="list-style-type: none"> • Indirect Taxes-Meaning, Types with examples • Constitutional framework of Indirect Taxes before GST (Taxation Powers of Union & State Government) • Concept of VAT: Meaning, Variants and Methods; | |

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| <p>Chapter 2: Reforms in Indirect Taxes</p> <ul style="list-style-type: none"> • Major Defects in the structure of Indirect Taxes prior to GST; Need for Tax reforms • Kelkar committee on Tax Reforms | 4 |
| <p>Chapter 3: Introduction to GST</p> <ul style="list-style-type: none"> • Rationale for GST; • Constitution [101st Amendment] Act, 2016; • GST- Meaning, Overview of GST • Taxes subsumed under GST • Territorial Jurisdiction of GST | 5 |
| <ul style="list-style-type: none"> • Multiple rates of GST • Recent reforms in GST | |
| <p>Practicum:</p> <ol style="list-style-type: none"> 1. Group Discussions on Indirect Taxes defects prior to GST 2. Assignment on Types of Indirect Taxes prior to GST and After introduction of GST | |
| <p>Unit – 2 Fundamentals of GST</p> | 12 Hrs |
| <p>Chapter 4: GST Structure in India,</p> <ul style="list-style-type: none"> • GST: Advantages and Disadvantages • One Nation-One Tax, • Structure of GST; • Features of Single and Dual GST Model | 4 |
| <p>Chapter 5: Dual GST Mode and GST Council</p> <ul style="list-style-type: none"> • Dual GST Mode in India: I SGST, CGST, UTGST & IGST); • Goods and Services Tax Network [GSTN], • GST Council; Creation, Members, Decisions, Compensation to states. • GST Network, • Registration, | 4 |

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| <p>Practicum:</p> <ol style="list-style-type: none"> 1. Group Discussions on advantages and disadvantages of GST 2. Hold the moot of GST Council in the class room and decide the different slabs of GST | 4 |
| <p>Unit -3: Taxes and Duties</p> | 16 Hrs |
| <p>Chapter 6: Transactions and taxes covered and not covered</p> <ul style="list-style-type: none"> • Transactions and taxes covered under GST • Taxes and duties outside the purview of GST • Tax structure Computation • Administration of Tax on items containing alcohol, petroleum products, tobacco products • Taxation on services | 4 |
| <p>Chapter 7: Levy and Collection of Tax</p> <ul style="list-style-type: none"> • Taxable event- “Supply” of Goods and Services • Place of Supply: Within state, Interstate Levy and Collection • Import and Export; Time of supply • Valuation for GST- Valuation rules, • Taxability of reimbursement of expenses; • Exemption from GST: Small supplies and Composition Scheme Classification of Goods and Services: Composite and Mixed Supplies. | 6 |

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| Chapter 8: Input Tax Credit | 6 |
| <ul style="list-style-type: none"> • Eligible and Ineligible Input Tax Credit • Apportionments of Credit and Blocked Credits • Tax Credit in respect of Capital Goods • Recovery of Excess Tax Credit • Availability of Tax Credit in special circumstances • Transfer of Input Credit (Input Service Distribution) • Payment of Taxes; Refund; Doctrine of unjust enrichment | |
| Practicum | |
| <ol style="list-style-type: none"> 1. Simple illustrations on calculation of GST and Input Tax Credit, 2. Valuation of Supply (Numerical on valuation and calculation of tax) 3. Simple calculation Adjustment of Input tax credit against output CGST, SGST, IGST. | |

Pedagogy: Classroom lecture, tutorials, Problem solving exercise

| Formative Assessment for C1 & C2 | | |
|---|-----------------|----|
| Assessment Occasion/ type | Marks | |
| | C1 | C2 |
| Internal Test | 10 | 10 |
| Assignment/Seminar | 05 | |
| Quiz | 05 | |
| Case study / Field work / Project work/ Industrial Visit and Prepare report | - | 10 |
| Total | 40 Marks | |
| <i>Formative Assessment as per NEP guidelines are compulsory</i> | | |

Note: Strictly follow the Practicum

| References | |
|-------------------|---|
| 1 | The Central Goods and Services Tax, 2017 |
| 2 | The Integrated Goods and Services Tax, 2017 |

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|---|---|
| 3 | The Union Territory Goods and Services Tax, 2017 |
| 4 | The Goods and Services Tax (Compensation to States), 2017 |
| 5 | The Constitution (One hundred and First Amendment) Act, 2016 |
| 6 | Gupta, S.S. , <i>GST- How to meet your obligations (April 2017)</i> , Taxmann Publications |
| 7 | Datey,V.S. (2019) . <i>Indirect Taxation</i> . New Delhi <i>Vastu and Sevakar Vidhan</i> by Government of India |
| 8 | Mehrotra, H.C. & Goyal, S.P.(2019), <i>Indirect Taxes</i> , Agra: Bhawan Publications. |

Public Economics

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|--|--------------------------------------|
| Program Name: BA in Economics | Semester: Fourth Semester |
| Course Title: Public Economics | |
| Course Code: OE-4.5 | No. of Credits 3 |
| Contact hours 42 Hours | Duration of SEA/Exam 2 hours |
| Formative Assessment Marks 40 | Summative Assessment Marks 60 |
| <p>Course Outcomes (COs):</p> <p>CO1. Understand the significance of Public economics in developing economies.</p> <p>CO2. Understanding the public sector activities.</p> <p>CO3. Understand and analyse the different canons of taxation.</p> <p>CO4. Knowledge on Public Expenditure, its principles and classifications</p> <p>CO5. Understand the mechanics of the government budget.</p> | |
| Contents | 42 Hrs |
| Unit 1 Nature & Scope of Public Economics | |
| <p>Chapter 1 Public Economics</p> <p>Meaning, Definitions & Scope of Public Economics</p> <p>Components of Public Economics</p> <p>Fiscal functions of the government</p> | 4hrs |
| <p>Chapter 2 Public finance</p> <p>Difference between Public Finance and Private Finance</p> | 4hrs |

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| <p>Role of Public Finance in Developing Economies</p> <p>Public goods- features</p> <p>Externalities</p> | |
| <p>Chapter 3 Principle of Public Finance</p> <p>Principle of Maximum Social Advantage- Pigou and Musgrave's version</p> | 3hrs |
| Practicum: Project work on, Private Goods and Public Utilities- Types | |
| Unit 2 Public Revenue, Public Expenditure and Public Debt | |
| <p>Chapter 4 Public Revenue</p> <p>Meaning</p> <p>Sources of Public Revenue- Tax and Non- tax sources</p> <p>Canons of taxation- Adam Smith & Bastable's canons</p> <p>Taxable Capacity- Meaning & Determinants</p> <p>Direct Tax: Types</p> <p>Indirect Tax: GST</p> | 6hrs |
| <p>Chapter 5 Public Expenditure</p> <p>Causes for increase in public expenditure</p> <p>Types or Classification of public expenditure</p> <p>Principles of public expenditure</p> | 5hrs |
| <p>Chapter 6 Public Debt</p> <p>Meaning & Sources</p> <p>Types of Public debt</p> <p>Methods of public debt redemption</p> | 5hrs |
| Practicum: Discussion on GST Collection & Its Impact | |
| Unit 3 Budget and Financial Administration | |

| | |
|--|-------------|
| Chapter 7 Budget | 5hrs |
| Meaning & Types of Budget Components of Budget Budgetary deficit- types | |
| Chapter 8 Fiscal Policy | 5hrs |
| Meaning & Objectives Instruments of Fiscal Policy Role of fiscal policy in developing economies | |
| Chapter 9 Deficit Financing | 5hrs |
| Meaning & Definitions Role of Deficit Financing in developing economies Safe limits of deficit financing FRBM Act | |

Pedagogy: Classroom lecture, tutorials, Problem solving exercise

| Formative Assessment for C1 & C2 | | |
|---|-----------------|-----------|
| Assessment Occasion/ type | Marks | |
| | C1 | C2 |
| Internal Test | 10 | 10 |
| Assignment/Seminar | 05 | |
| Quiz | 05 | |
| Case study / Field work / Project work/ Industrial Visit and Prepare report | - | 10 |
| Total | 40 Marks | |
| <i>Formative Assessment as per NEP guidelines are compulsory</i> | | |

Note: Strictly follow the Practicum

| | |
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| Sl. No | References |
|---------------|-------------------|

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|-----------|--|
| 1 | Public Economics- B P Thyagi |
| 2 | Public Finance in Theory and Practice- Dr. S K Singh |
| 3 | Public Finance and Fiscal Policy- Rabindra Kumar Choudhury |
| 4 | Public Finance- R K Lekhi & Joginder Singh |
| 5 | Public Finance- Ambar Ghosh & Chandana Ghosh |
| 6 | Public Finance Theory and Approach- N Radhakrishnan |
| 7 | Public Finance In Theory and Practice- Richard A Musgrave & Peggy B Musgrave |
| 8 | Public Finance- H L Bhatia |
| 9 | Public Finance- David N Hyman |
| 10 | Economics of Public Finance- Om Prakash |

POPULATION STUDIES
Open Elective Paper under NEP

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|---|--------------------------------------|
| Program Name: BA in Economics | Semester: Fourth Semester |
| Course Title: Population Studies | |
| Course Code: OE-4.6 | No. of Credits 3 |
| Contact hours 42 Hours | Duration of SEA/Exam 2 hours |
| Formative Assessment Marks 40 | Summative Assessment Marks 60 |

Outcomes of the Study

- OC 1. Understand the theories of population
- OC 2 Get an idea of the concepts like nuptial rate fertility rate, maternal mortality rate, reproductive rate, etc.
- OC 3 Identify the relationship between population and employment
- OC 4 Appreciate the population policies as they have evolved
- OC 5 Attain capability to contribute to do population research

Syllabus

UNIT I: INTRODUCTION [12]

Chapter 1: Source of Population Data (6)

- World: Census, Registration of vital events. Demographic Surveys, Population Registers.
- India: Census, Sample Registration Scheme, and Civil Registration System (CRS), National Sample Survey (NSS)

Chapter 2: Theories of Population (4)

- Malthusian Theory

- Theory of Optimum Population
- Theory of Demographic Transition

Chapter 3: Change in Population (4)

- Composition of India's population.
- Demographic Composition.
- Social Composition.
- Economic Composition.

UNIT II: Chapter 4: Methods of Demographic/Population Analysis (6)

- Rate of Population Growth: Arithmetic, Exponential, and Geometric
- Cohort and cross-sectional indicators.
- Crude rates and standardized methods.
- Methods of population projections.

Chapter 5: Nuptiality, Mortality and Fertility (4)

- Details referring to fertility and sources of nuptiality (the frequency or incidence of marriage within a population).
- Birth Rate – trend
- Mortality – Concepts and trends
- Fertility – concept and trend

Chapter 6: Migration and Urbanisation (4)

- Concepts and numerous types of Migration.
- Urbanization and economic development.
- Density, Slums and Solutions

UNIT III: Chapter 7: Environment and Population Growth (7)

- Concepts, relevance, definitions, measurement.
- The interrelationship between population growth, environment, and sustainable development.
- Environment Development Index.

- Implications of population growth on food supply, sanitation, housing, employment, health and education

Chapter 8: Population and Gender (4)

- Marginalisation of girls and women
- Women Empowerment: meaning, policies and progress
- Gender Development Index

Chapter 9: Population Policies and Programs (3)

- National Population policy 2000.
- Family Welfare Program in India.
- Policy of HRD

Pedagogy: Classroom lecture, tutorials, Problem solving exercise

| Formative Assessment for C1 & C2 | | |
|--|-----------------|-----------|
| Assessment Occasion/ type | Marks | |
| | C1 | C2 |
| Internal Test | 10 | 10 |
| Assignment/Seminar | 05 | |
| Quiz | 05 | |
| Case study / Field work / Project work/ Industrial Visit and Preparea report | - | 10 |
| Total | 40 Marks | |
| <i>Formative Assessment as per NEP guidelines are compulsory</i> | | |

- ***Note: Strictly follow the Practicum***

References

1. Rajendra K. Demography and Population Problems
2. Asha AB Principles of Population Studies
3. T R Malthus, An Essay on the Principle of Population
4. Hans Raj Population Studies
5. David Y. Demography the Study
6. Shashi Bushan Demography
7. M L Jhingan Demography

CORPORATE ECONOMICS
Open Elective Paper under NEP

| | |
|--|--------------------------------------|
| Program Name: BA in Economics | Semester: Fourth Semester |
| Course Title: Corporate Economics | |
| Course Code: OE-4.7 | No. of Credits 3 |
| Contact hours 42 Hours | Duration of SEA/Exam 2 hours |
| Formative Assessment Marks 40 | Summative Assessment Marks 60 |

Learning outcome:

- To inculcate business attitude and develop skills among students to pursue higher education, world of work including self employment.
- To develop students with an understanding of the processes of business and its environment;
- To acquaint students with the dynamic nature and interdependent aspects of business;
- To develop an interest in the theory and practice of business, trade and industry;
- To familiarize students with theoretical foundations of the process of organizing and managing the operations of a business firm;

- To help students appreciate the economic and social significance of business activity and the social cost and benefits arising there from;
- To acquaint students with the practice of managing the operations and resources of business;
- To enable students to act more effectively and responsibly as consumers, employers, employees and citizens;

Unit 1 Evolution and Fundamentals of corporate economics

Chapter-1: Introduction, meaning, Definitions, Nature, Scope, Objectives, Features and importance. 6hrs

Chapter -2: Industry-types: primary, secondary, tertiary Meaning and subgroups. Industrial development as a means of economic development. 5hrs

Chapter-3: Commerce-trade: (types-internal, external; wholesale and retail) and auxiliaries to trade; (banking, insurance, transportation, warehousing, communication, and advertising) 6hrs

Practicum: A Industrial Visit with a report

Unit 2 Public, Private and Global Enterprises

Chapter-4: Public sector and private sector enterprises – features and concepts. 3hrs

Chapter-5: Forms of public sector enterprises: Departmental Undertakings, Statutory Corporations and Government Company. 3hrs

Chapter-6: Global Enterprises – Feature. Public private partnership – concept 3hrs

Practicum: Visit to a public enterprise and prepare report

Unit 3 Small Business and Enterprises

Chapter-7: Entrepreneurship Development (ED): Concept, Characteristics and Need. Process of Entrepreneurship Development: Start-up India Scheme, ways to fund start-up. Intellectual Property Rights and Entrepreneurship 6hrs

Chapter-8: Role of small business in India. Problems of small scale enterprises. MSMEs 4hrs

Chapter-9: Government schemes and agencies for small scale industries: National

Small Industries Corporation (NSIC) and District Industrial Centre (DIC) 6hrs

Practicum: Visit to beneficiary of governmental schemes and submit a report

Pedagogy: Classroom lecture, tutorials, Problem solving exercise

| Formative Assessment for C1 & C2 | | |
|---|-----------------|-----------|
| Assessment Occasion/ type | Marks | |
| | C1 | C2 |
| Internal Test | 10 | 10 |
| Assignment/Seminar | 05 | |
| Quiz | 05 | |
| Case study / Field work / Project work/ Industrial Visit and Prepare report | - | 10 |
| Total | 40 Marks | |
| <i>Formative Assessment as per NEP guidelines are compulsory</i> | | |

Note: Strictly follow the Practicum

References:

1. Corporate Economics Kindle Edition by V.G. Kondalkar
2. The Corporate Economy Growth, Competition, and Innovative Potential By Robin Marris & Adrian Wood
3. Modern Economics- By H L Ahujha
4. Managerial Economics And Business Strategy By Michael R Baye & Jeffrey T Prince
5. Managerial Economics By D N Dwivedi
6. Economic Environment & Business By H L Ahujha
7. Indian Economy By Ramesh Singh
8. Corporate Economic Laws By C A Munish Bhandari
9. Industrial Economics By Barthwal

Question Paper Pattern for UG Semester DSC & OEC

Paper Code:

Paper Title:

Duration of Exam 2 Hours

Max Marks 60 Marks

Instruction: Answer all the sections

Section-A

**1. Answer ALL the following sub-questions, each sub-question carries ONE mark
(10X1=10)**

- A.
- B.
- C.
- D.
- E.
- F.
- G.
- H.
- I.
- J.

Section-B

**Answer any FOUR of the following questions, each question carries FIVE marks
(4X5=20)**

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

Section-C

**Answer any THREE of the following questions, each question carries TEN marks
(3X10=30)**

- 8.
- 9.
- 10.
- 11.
- 12.

ಮಂಗಳೂರು
MANGALORE



ವಿಶ್ವವಿದ್ಯಾನಿಲಯ
UNIVERSITY

ಕ್ರಮಾಂಕ/ No. : MU/ACC/CR.23/2021-22/A8

ಕುಲಸಚಿವರ ಕಛೇರಿ
ಮಂಗಳಗಂಗೋತ್ರಿ - 574 199
Office of the Registrar
Mangalagangothri - 574 199
ದಿನಾಂಕ/Date: 21/01/2022

NOTIFICATION

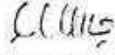
Sub: Syllabus of Economics as a core subject for B.A Degree
Programme Prepared as per NEP 2020-reg

Ref: Decision of the Academic Council meeting dated: 17.12.2021.

Pursuant to the above, the syllabus of Economics as a core subject for B.A Degree Programmes prepared as per model curriculum of NEP 2020 is hereby notified for implementation with effect from the academic year 2021-22.

Copy of the Syllabus can be downloaded from the Mangalore University website. www.mangaloreuniversity.ac.in

(Draft approved by the Registrar)


For REGISTRAR.

To:

- 1) The Principals of the Colleges concerned.
- 2) The Registrar (Evaluation), Mangalore University.
- 3) Dr. Vishwanatha, Chairman, UG BOS in Economics & Chairman, PG Dept. of Economics, Mangalore University.
- 4) The Assistant Registrar/The Superintendent, Academic Section, O/o the Registrar, Mangalore University.
- 5) The Director, DUIMS, Mangalore University - with a request to publish in the Website.
- 6) Guard File.

National Education Policy 2020(NEP2020)

Syllabus of Four Years BA Economics (Honors)

I and II Semester

Prepared and Approved

By

Board of Studies (UG),

Dept of Economics

Mangalore University

November 2021

PREAMBLE

Education empowers Mankind. A holistic education paradigm will effectively focus on developing knowledge, employable skill sets, appropriate attitudes and an overall personality. NEP is focused towards imparting such an education system.

India's first education policy of the 21st century is 'National Education Policy 2020' proposes the revision and revamping of all aspects of the education structure, including its regulation and governance. It seeks to create a new system that is aligned with the developmental aspirations & goals of 21st century education, including SDG4, while building upon India's traditions and value systems.

NEP aims for India to have an education system by 2040 that is second to none, with equitable access to the highest-quality education for all learners regardless of social or economic background and seeks to *“ensure inclusive and equitable quality education and promote lifelong learning opportunities for all” by 2030.*”

Vision of the National Education Policy 2020

- ✓ An education system that contributes to an equitable and vibrant knowledge society, by providing high-quality education to all.
- ✓ Develops a deep sense of respect towards the fundamental rights, duties and Constitutional values, bonding with one's country, and a conscious awareness of one's role and responsibilities in a changing world.
- ✓ Instils skills, values, and dispositions that support responsible commitment to human rights, sustainable development and living, and global well-being, thereby reflecting a truly global citizen.

As India is enjoying the demographic dividend, which will last till 2055 and to reap the benefits, a good education policy was the need of the hour. Hence there is lot of hopes on the NEP, which has come as cure the edu-ailments and top lug the shortcomings of the education system which marred for 36 years and strengthen our education system. Expectations on NEP is high. As every good policy success lies in the implementation and active participation of its stake holders, so is the NEP. The success or failure of NEP lies in all our hands. Hence Let all of us join our hands in making the NEP successful.

As enshrined in the National Education Policy-2020 vision of introducing course curriculum for undergraduate studies under Choice Based Credit System (CBCS), the main objective of framing this curriculum of BA/B.Sc.(Basic/Hons) in Economics is to impart the students a holistic understanding of the subject giving substantial weight age to the core contents, skill, value-based and ability enhancement. The syllabus has given due importance on the main streams of the body of knowledge on Economics” with due recognition of its wide spectrum. The ultimate goal of the syllabus is to enable the students to have an in-depth knowledge on the subject and enhance their scope of employment at every level of exit. Adequate emphasis has been given on then wand emerging techniques and understanding of the subject under the changing regime and global context.

There is a need to strengthen the students to understand essential aspects of economics in diverse subject areas not only in social sciences, but also among other natural and physical sciences. The curriculum lays focus on creating new knowledge, acquiring new skills and capabilities in Economics producing an intelligent human resource serving the Economy and society

PREFACE

The course curriculum for undergraduate studies under choice-based credit system (CBCS) for BA/B.Sc. in Economics (Basic/ Hons) is framed in this document. As a first step the first and second semester Syllabus and the entire course structure is prepared in this document. This exercise was undertaken as part of the nationwide curriculum restructuring initiative by the National Educational Policy-2020. Many online and offline meetings both formal and informal meetings were held by the committee taking the inputs from number of colleagues from the universities and colleges, who helped with crucial inputs as to the content of the course. This curriculum is a fresh exercise, but also represents a continuous effort of deliberations with various stakeholders.

A graduate is the one who acquires skills of identifying a problem and factors responsible for the problem; acquires and appreciates problem solving skills; logically employs problem solving tools, spatially and temporally; identifies timely needs of the community and contributes to them; takes the community together creating an equitable ecosystem; works towards creating employment opportunities and work domains for different skill sets and knowledge disciplines; blends with various social and economic situations making life happier for the self and of the communities; envisages and employs various attitudes and skill sets for the betterment of the Nation, blending local and regional variations and utilizes them to benefit the economy.

Economics is a domain which seamlessly connects the sciences with day-to-day economic demands of the people and policy making issues of the Government. Proposing and developing a curriculum for the subject of Economics is unique in many ways. Hence, a competent subject expert committee was constituted by Karnataka State Higher Education Council, Government of Karnataka. The assigned task of this committee was to design a model curriculum structure and syllabus for both undergraduate and post graduate programmes of Economics.

Due efforts are taken to incorporate subject matter that seeks to create students with the ability of the problem-solving critical thinking, analytical thinking, model building, doing estimations, team work and collaboration etc. It is hoped that a student after a rigorous training in the BA/B.Sc. Economics (Hons) degree will have host of employment opportunities and will be an asset to the nation.

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| 3 | Need for Curriculum Framework Development | |
| 3 | Pedagogy | |
| 4 | Exit Options and Credit Requirements | |
| 5 | Continuous Internal Evaluation and Semester End Examination | |
| 6 | Suggestive Template for IAT | |
| 7 | Course Structure for BA and BA Honours and MA with exit options | |
| 8 | Course Structure for B.Sc. and B.Sc. Honours and MA with exit options | |
| 9 | Syllabus for first two Semesters of BA and BA Honours | |
| | | |

EXECUTIVE SUMMARY

Economics is the study to understand the ways to make accurate choices. By studying economics one can make the efficient choices in managing scarce resources such as money and time. It is not only helpful to increase the standard of living of the individual and their households and also in the policy decisions for the economic development of the Nation. Overall, the objective of Economics is to improve well-being of Indians and thereby developing Indian Economy, since it serves as a centre for developing ideas and innovations.

The economic graduates will be trained to make the best choices among these seemingly infinite possibilities. These rigourously trained economists will play a vital role in the Economic Development of the nation.

The implementation of NEP 2020 has given the great opportunity to make the structure and syllabus of Economics more dynamic and rigorous. Hence the Curriculum committee in Economics has prepared the model structure and syllabus for the first two semesters as the first step towards it.

The committee though has taken the confidence and suggestions of the BOS chairpersons of all the state Universities as it is reiterated that the complete autonomy to the respective BOS of the Universities/Institutes remains intact even as per HEC. The committee has identified different category of courses to be studied by the **Economics Students namely Discipline Specific Core Course (DSCC), Ability Enhancement Courses (AECC), Skill Enhancement Courses (SEC),GE(Generic Electives), Discipline Specific Electives (DSE) etc., by keeping wide choices by considering the present context.**

The members of the committee strongly felt that rigorous training, continuous assessment is the key to improve the quality of the economics students and the fellow fraternity members should leave no stone unturned to ensure it in total.

Introduction

Economics is a popular and much sought-after course owing to its policy relevance and application to business as well as real life situations. However, in the conventional graduate programmes, Economics education was more class-room based with very less practical orientation. Further, with changing technology, emergence of newer issues like uncertainty, pandemics, climate change and business data analytics; the skill requirements are changing. New business models demand newer skills to successfully manage the change. Therefore, keeping in mind the aspirations of the NEP, the emerging skill matrix and the progression of the student at various levels, the Curriculum Committee of Economics finalized the following programme structure to be taught for BA/B.Sc. (Basic and Honors).

Program Outcome

The four-year Bachelor of Arts and Science (B.A./B.Sc Basic/Honors) in Economics programme in economics is designed with option for multiple entry and exit. The students will be taught theory as well as the practical aspects of Economic Science. They would begin with fundamental concepts and then as they progress to higher semesters they would be introduced to more sophisticated and intricate concepts.

The main focus would be on conceptual clarity and practical usage of the knowledge gained. To make the students to ‘think like an economist’ is the main motto of the curriculum. They will also be exposed to quantitative approaches and tools to understand the economic relationships and also to analyse the data for framing as well as evaluating socio-economic policies. With varied electives and approaches to study socio-economic problems and policies, the graduates will be prepared to review and evaluate policies. The whole process aims at making them more inquisitive about the economic phenomena. After graduation, the students can apply their knowledge, skills and competencies across a broad range of occupations. They enjoy a rewarding career in academic, business, corporate, science, health care, government, or any field that uses the information to answer critical questions and inform decision-making.

Learning Objectives

The Graduates will demonstrate:

- ✓ Knowledge of the principles, methodologies, value systems, and thought processes employed in understanding economic behavior of human beings;
- ✓ Ability to solve problems in microeconomics and macroeconomics;

- ✓ Understanding of contemporary economic issues and the impact of public and social policies to resolve them;
- ✓ Understanding of markets and how they function;
- ✓ Ability to identify, formulate and solve problems related to global, national and local socio-economic development.
- ✓ Ability to design and conduct Social and Behavioral experiments;
- ✓ Ability to design Questionnaires and other Survey tools.
- ✓ Ability to structure and analyse economic data with statistical tools, software and equipment;
- ✓ Ability to critically evaluate academic and policy research in economics;
- ✓ Ability to visualize and work on multidisciplinary tasks;
- ✓ Knowledge of professional and ethical responsibilities;
- ✓ Ability to communicate effectively in both verbal and written form;
- ✓ Confidence for self-education and ability for life-long learning.
- ✓ Participation and success in competitive examinations like UPSC/KPSC Civil Services, Indian Economic Services etc.;
- ✓ Ability to prepare and understand simple financial statements

Program Outcomes

The Programme out comes(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 their applications

- Critically evaluate the on going economic developments in India and abroad
- **Understand research methods in economics**
- Student develops an awareness of career choices and the option for higher studies.

NEED FOR CURRICULUM DEVELOPMENT

As per the NEP 2020 initiatives, it is intended to formulate Curriculum to eliminate the disparities among the students studying in different Universities/Institutes. The need for the curriculum development in Economics emerges due to the following reasons

1. **Changing Economic Scenario;** The Indian Economy is witnessing a radical amount of the changes in the economic policies since the introduction of the New Economic policy in 1991, followed by second and third generation reforms. India is not only inviting the FDI but at the same time also promoting Atmanirbhar Abhiyaan (A Self-reliant India).Market economy has expanded creating new opportunities and hence a new economics curriculum is prepared which helps the student to utilize the emerging.
2. **Credit transfer:** Credit transfer is approved by the UGC and the Government that allows the allows students to transfer course from their existing university to a new UGC approved university. The same number of credits in all the Universities in Karnataka is the first step to towards the credit transfer from University to University.
3. **Different Syllabus for BA and BSC in Economics:** All these years the BA and BSC in Economics had the same syllabus and as a path breaking the committee has prepared the separate syllabus for BA and BSC in Economics which suits to the needs of the changing time.
4. **Skill Enhancement:** The new curriculum focuses more on hands on training, internship and thereby enhancing the skills of the students. The papers like data **analytics etc further helps to develop the skills in the students.**

PEDAGOGY

The goal of economics pedagogy is to awaken a student's critical consciousness and empower them with economic tools that help them in taking the crucial decision which helps them with economic tools through which they can make the efficient choices in managing scarce resources such as resources, money and time.

1. **Importance to theory as well as application:** all these years economics curriculum was concentrating more on teaching theoretical aspects, but the new curriculum gives importance to application through many hands-on training, case studies, empirical studies etc.
2. **Utilisation of ICT:** in order to make the Critical and creative thinking among the students better the ICT tools will be used. It includes case studies of research-led teaching, via presentations, websites and other media
3. **Research-based and research –led teaching:** The theories will be explained with application. In order to give more hands-on training, the Projects and internships are introduced in the economics curriculum. The students will do the research project of their choice under the supervision of the research guide.
4. **Exposure to Mathematics and Statistics :** in today's world, economics is using more of Statistics and Mathematics in economic analysis. Hence the curriculum is designed in such a way which gives more exposure to Mathematics and Statistics training.
5. **Brain Storming Approach:** Students will be deliberately involved either in groups or as individuals to deliberately discuss the possible implications or solutions to the Indian economic problems. The teacher will guide the process and help the students to think in right perspective and direction. This will help the teachers understand the extent of the student understanding and take corrective steps, but also helps in student involvement in the curriculum.
6. **Prominence to Indian economic contribution and Indian examples;** The western economic theories were taught ignoring the contribution of Indian economists. The new curriculum also emphasizes on the Indian economist contribution, their theories and application. The teachers may highlight the Indian economic contribution and Indian examples in the pedagogy.

Exit Options and Credit Requirements

A Certificate/Diploma/Bachelor Degree or Bachelor Degree with Honours in Economics both in BA/B.Sc.inEconomicsisawardedatthecompletionofeveryprogressiveyear.

| Exit Option with | Certificate/Diploma/Degree/ Honors |
|---|---|
| Successful completion of First year(two semesters)of the four years multidisciplinary undergraduate degree programme. | Certificate in Economics (Arts/Science) |
| Successful completion of second year(four semesters)of the four years multidisciplinary undergraduate degree programme | Diploma in Economics (Arts/Science) |
| Successful completion of three year (six semesters) of the four years multidisciplinary undergraduate degree Programme | Bachelor of Arts/Science Degree in Economics |
| Successful completion of four year (eight semesters) of the four years multidisciplinary undergraduate degree Programme | Bachelor of Arts/ Science Degree with Honors in Economics |
| Successful completion of Five year (Ten semesters) of the Five years multidisciplinary degree programme | Master of Arts/ Science Degree With Honors in Economics |

A student will be allowed to enter/re-enter only after the odd semester and they can only exit after even semester. Re-entry at various as lateral academic programmes based on the above mentioned earned proficiency test records.

The validity of the eared credit will be for a maximum period year or as specified by the academic bank of credits (ABC).

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 |
|--|--|-----------------|
| Continuous Internal Evaluation(CIE) | | |
| A | Continuous & Comprehensive Evaluation(CCE) | 20Marks |
| B | Internal Assessment Tests(IAT) | 20Marks |
| | Total of CIE(A+B) | 40Marks |
| C | Semester End Examination (SEE) | 60Marks |
| | Total of CIE and SEE(A+B+C) | 100Marks |

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, field work, project work etc. This assessment and score process should be completed after completing 50% of syllabus of the course/s and with in 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, field work, internship / industrial practicum / project work etc. This assessment and score process should be based on completion of theremaining50 percent of syllabus of the courses of the semester.
- During the 17th – 20th 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 be60%.
- IncaseofastudentwhohasfailedtoattendtheC1orC2onascheduleddate,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(ofA4size),graphsheetsetc.,requiredforsuchtests/assignments and these be stamped by the concerned department using their department seal at the time of conducting tests/ assignment/work etc.

TheoutlineforcontinuousassessmentactivitiesforComponent-I(C1)andComponent II(C2) of a course shall be as under:

Outline for continuous assessment activities for C1 and C2

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

Suggestive Template for Semester- end Examination BA in Economics

Course Code:
Duration:3 Hours

Name of the Paper:
Total Marks: 60

SECTION-A

Answer any five questions out of eight questions given below. (Questions for testing conceptual clarity)
(2X5=10)

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.

SECTION-B

Answer any four of the following out of six questions given below. (Questions for testing the knowledge of theories and application)
(5X4=20)

- 9.
- 10.
- 11.
- 12.
- 13.
- 14.

SECTION-C

Answer any three of the following out of five questions given below. (Questions for testing the critical ability of understanding)

(10X3=30)

- 15.
- 16.
- 17.
- 18.
- 19.

Suggestive Template for IAT

Internal Assessment Test BA in Economics

Course Code:

Name of the Paper:

Duration:90Minutes

Total Marks: 35

SECTION-A

Answer any two of the following questions. Questions for testing conceptual clarity)

(5X2=10)

- 1.
- 2.
- 3.

SECTION-B

Answer any one of the following questions. (Questions for testing the knowledge of theories and application)

(10X1=10)

- 5.
- 6.

SECTION-C

Answer any one of the following questions. Questions for testing the critical ability of understanding)

(15X1=15)

- 7.
- 8

Structure of BA Honors In Economics

Acronyms Expanded

| | |
|------------------|--|
| AECC | Ability Enhancement Compulsory Course |
| DSCC | Discipline Specific Core Course |
| SEC/SB/VB | Skill Enhancement Course-Skill Based/Value Based |
| OEC | Open Elective Course |
| DSE | Discipline Specific Elective |

B.A PROGRAM

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

| Semester-I | | | | | | | | |
|------------------|--------------------------|---|---------------------|---------------------------------|-----|-----|-------------|-----------|
| Sl No. | Course Code | Title of Course | Category of Courses | Teaching Hours per Week (L+T+P) | SEE | CIE | Total Marks | Credits |
| 1 | Economics-C1 | Basic Economics-I | DSC | 3+0+0 | 60 | 40 | 100 | 3 |
| 2 | Economics-C2 | Contemporary Indian Economy | DSC | 3+0+0 | 60 | 40 | 100 | 3 |
| 3 | Open Electives-Economics | 1. Kautilya's Arthshastra 2. Pre-reforms Indian Economy 3. Development Studies 4. Business Economics | OEC | 3+0+0 | 60 | 40 | 100 | 3 |
| Sub-Total | | | | | | | | 09 |

| 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 | Economics-C3 | Basic Economics-II | DSC | 3+0+0 | 60 | 40 | 100 | 3 |
| 2 | Economics-C4 | Karnataka Economy | DSC | 3+0+0 | 60 | 40 | 100 | 3 |
| 3 | Open Electives-Economics | 1. Contemporary Indian Economy 2. Sustainable Development 3. Economics of Business Environment 4. Monetary Economics | OEC | 3+0+0 | 60 | 40 | 100 | 3 |
| Sub-Total | | | | | | | | 09 |
| Exit option with Certificate (48Credits) | | | | | | | | |

List of Open Electives

| Semester | Open Elective Papers |
|----------|--|
| I | 7. Kautilya's Arthshastra 8. Development Studies 9. Pre-Reforms Indian Economy 10. Business Economics |
| II | 7. Contemporary Indian Economy 8. Sustainable Development 9. Economics of Business Environment 10. Monetary Economics |

SYLLABUS FOR FIRST TWO SEMESTERS
OF BA HONORS IN ECONOMICS

BA (Hons) Economics
Semester1

DSC1.2: Basic Economics–I (Economic Analysis -I) 3credits

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)

| Content of Basic Economics1 | 42 Hrs |
|---|---------------|
| Unit– 1 Basic Concepts in Economics | 14 |
| ChapterNo.1Nature and Scope of Economics <ul style="list-style-type: none"> • Meaning of Economics • Nature of Economics • Scope of Economics • Methods of Economics • Why Study Economics? | 5 |
| ChapterNo.2Role of an Economist <ul style="list-style-type: none"> • Thinking Like an Economist • The Economist as Scientist • The Economist as Policy Adviser • Economic Policy | 4 |
| ChapterNo.3EconomicSystem <ul style="list-style-type: none"> • Types of Economic Activities • Organisation of Economic Activities • Circular Flow of Economic Activities • Evolution of the Present Economic Systems | 5 |
| Practicum: 1.Group Discussions on Choice Problem 2.Assignmenton Types of Economic Systems | |
| Unit – 2 Demand, Supply and Markets | 14 |

| | |
|--|---|
| Chapter No. 4. Firms and Household | |
| • Meaning of Firms and Household | 4 |
| • Relationship Between Firms and Household | |
| • Input Markets | |
| • Output Markets | |
| Chapter No.5.Demand and Supply | 5 |
| • Individual Demand | |
| • Market Demand | |
| • Demand Determinants | |
| • Supply and its Determinants | |
| • Market Equilibrium | |

| | |
|--|----|
| <p>Chapter No.6.Elasticity and its Measurement</p> <ul style="list-style-type: none"> • Types of Elasticity of Demand • Price, Income and Cross Elasticities • Measurement of Elasticity of Demand • Determinants of Elasticity of Demand <p>Practicum: 1.Estimation of demand elasticities 2.solving an equilibrium problem</p> | 5 |
| <p>Unit –3Cost and Market Structures</p> | 14 |
| <p>Chapter No. 7 Production and Costs</p> <ul style="list-style-type: none"> • Production Function • Total Production Cost • Marginal Production Cost • Average Production Cost • Revenue Functions | 4 |
| <p>Chapter No.8.Cost and Revenue Analysis</p> <ul style="list-style-type: none"> • Cost in the Short run • Fixed Costs and Variable Costs • Marginal Costs • Long run and MC • TR,MR, AR | 5 |
| <p>Chapter No.9.Types Markets</p> <ul style="list-style-type: none"> • Markets • Perfect and Imperfect Competition • Features of Perfect Competition • Monopoly, Oligopoly and Monopolistic Competition • Pricing Strategies <p>Practicum: 1. Calculation of various costs and comparing them with production concepts; a mini-project can be taken up wherever possible 2.Studying the real-life pricing mechanism through a project/case studies</p> | 5 |
| <p>References(indicative)</p> <ol style="list-style-type: none"> 1. Cohen, A.J. (2020). <i>Macroeconomics for Life: Smart Choices for All? + My Lab Economics with Pearson e Text</i> (updated 2nded.). Toronto,ON:PearsonCanadaInc.Type:Textbook:ISBN:9780136716532 2. Cohen, A.J. (2015). <i>Microeconomics for Life: Smart Choices for You + My Lab Economics with Pearson e Text</i>(2nd ed.). Toronto, ON: Pearson Canada Inc.Type:Textbook:ISBN:9780133899368 3. Case Karl E. and Fair Ray C. Principles of Economics, Pearson Education Asia,2014. 4. MankiwN.Gregory.PrinciplesofEconomics,Thomson,2013. 5. Stiglitz J.E. and Walsh C.E. Principles of Economics, W.W. Norton & Co, NewYork, 2011. | |

Semester I

| | |
|---|-----------------------------|
| Course Title: DSC1.3:Contemporary Indian Economy | |
| Total Contact Hours:42 | Course Credits:3 |
| Formative Assessment Marks:40 | Duration of ESA/Exam: 3 Hrs |
| Model Syllabus Authors: | SummativeAssessmentMarks:60 |

Course Pre-requisite(s):

Course Outcomes (COs):

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

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

| Content of Course1 | 42 Hrs |
|---|---------------|
| Unit-1 ECONOMIC REFORMS AND AGRICULTURE | 14 |
| Chapter No.1 Recent Issues | 4 |
| <ul style="list-style-type: none"> • Genesis and Impact of new Economic policy • India's population policy • Demographic Dividend • India's human development in global perspective | |
| Chapter No.2 Urbanization and governance | 4 |
| <ul style="list-style-type: none"> • Urbanization and Smart City Mission • Urban Informal sector • Urban Infrastructure • Urban Environmental Problems | |
| ChapterNo.3EconomicReformsandAgriculture | 6 |
| <ul style="list-style-type: none"> • Agriculture and WTO • Price policy and Subsidies • Commercialisation and Diversification • Food security and PDS • Impact of public investment on agricultural growth • Agrarian Crisis, Farm Incomes, MGNREGS | |
| Practicum | |
| <ol style="list-style-type: none"> 1. Mini project to ascertain the impact of pandemic on lives of different sections of population 2. Field visits to understand the agrarian situation | |

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| Unit-2 NEW POLICY INITIATIVES | 14 |
| Chapter No.4. Industrial Policy | 4 |
| <ul style="list-style-type: none"> • New Industrial Policy and changes • Public sector reform • Privatisation and Disinvestment | |
| <ul style="list-style-type: none"> • Competition Policy | |
| Chapter No.5.Changing Economic Environment | 5 |
| <ul style="list-style-type: none"> • Ease of Doing Business • Performance of MSMEs • Role of MNC's in Industrial Development • Make in India, development of economic and social infrastructure • National Monetization Pipeline <p>(The teacher should include the latest policy of the government)</p> | |
| Chapter No.6.Fiscal Policy | |
| <ul style="list-style-type: none"> • Tax, Expenditure ,Budgetary deficits • Pension and Fiscal Reforms • Public debt management and reforms • Fiscal Responsibility and Budget Management(FRBM)Act • GST ,Fiscal Federalism and Fiscal Consolidation • Recommendation of the Current Finance Commission | |
| Practicum: Mini-projects to assess the business climate | 5 |
| Unit-3MONETARYPOLICY,FOREIGNTRADEANDINVESTMENT | 14 |

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| <p>Chapter No.7 Money Market</p> <ul style="list-style-type: none"> • Organisation of India’s money market • Financial sector reforms • Interest rate policy • Review of monetary policy of RBI | 3 |
| <p>Chapter No.8.Capital Markets</p> <ul style="list-style-type: none"> • Working of SEBI in India • Changing roles of the Reserve Bank of India • Commercial banks, • Development Finance Institutions • Foreign banks and non-banking financial institutions • Analysis of price behaviour in India, Anti-inflationary measures • Demonetization and its impact | 5 |
| <p>Chapter No.9.Foreign Trade and Investment</p> <ul style="list-style-type: none"> • India’s foreign trade • India Balance of payment since 1991 • New Exchange Rate Regime: Partial and full convertibility • Capital account convertibility • FDI– Trends and Patterns • New EXIM policy, WTO and India • Bilateral and Multilateral Trade Agreements and Associations | 6 |
| <p>Practicum:</p> <ol style="list-style-type: none"> 1. Computation and analysis of Wholesale Price Index, Consumer Price Index: components and trends. 2. Group Discussions on India’s trade policies and trade agreements | |
| <p>References</p> <ul style="list-style-type: none"> • Bardhan, P.K. (9th Edition) (1999), The Political Economy of Development in India, Oxford University Press, New Delhi. • Bhaduri Amit, (2015), A Model of Development By Dispossession, Fourth Foundation • Byres Terence J. (ed.), (1998), The State, Development Planning and Liberalisation' in India, Delhi, OUP • Dutt Riddar and K. P. M Sundaram (2001): Indian Economy, S Chand & Co. Ltd. New | |

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| <p>Delhi.</p> <ul style="list-style-type: none"> • Frankel Francine R., (2004), India's Political Economy, Delhi. OUP Jenkins Rob, 2000, Economic Reform in India, Cambridge, CUP • Jalan, B. (1996), India's Economic Policy- Preparing for the Twenty First Century, Viking, New Delhi. • Joshi Vijaya and L.M.D.Little,(1998),India's Economic Reform1991-2001,Delhi,OUP. • Kapila Uma: Indian Economy: Policies and Performances, Academic Foundation • Mishra S.K & V.K Puri (2001) "Indian Economy and –Its development experience",Himalaya Publishing House. • Mukharji Rahul (ed.) (2007), India's Economic Transition: The Politics of Reforms, edited by Rahul Mukherji, Oxford University Press, New Delhi. • Stuart and John Harris,(2000),Re inventing India, Cambridge Polity | |
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Pedagogy

| Formative Assessment | |
|--------------------------------------|--------------------------------|
| Assessment Occasion/ type | Weight age in Marks |
| Internal Test | 50% |
| Assignment | 25% |
| Presentation/Project | 25% |
| Total | 100 |

Semester I

| | |
|---|-------------------------------|
| Course Title: OEC1.5:Kautilya's Arthashastra (OEC) | |
| Total Contact Hours:42 | Course Credits:3 |
| Formative Assessment Marks:40 | Duration of ESA/Exam: 3 Hrs |
| Model Syllabus Authors: | Summative Assessment Marks:60 |

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

Course Outcomes (COs):

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

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 | Chapter1: Introduction to the Arthashastra, | 2 |
| | Chapter2: Various disciplines of Indian Education System, | 2 |
| | Chapter3: Place of Kautilya Arthashastra among them, | 2 |
| II | Chapter4: Importance of science dealing with governance-Introduction to Tantra yuktis –The methods of preparing a compendium ,tools and techniques of Writing a compendium. | 5 |
| | Chapter5: Governance Procedure-Appointment of the ministers, duties of Government superintendents, treasury, spies, royal writ, punishment-Vakparushya And Dandaparushya; | 5 |
| | Chapter6: Laws of Inheritance –Determination of forms of Agreements, Determination of legal disputes, Division of inheritance, Special shares in inheritance, Distinction between sons | 5 |
| III | Chapter7: Economic Dimension-Body of income of the state, collection of revenue, duties of a Chamberlin (koshadhyksha), forty ways of embezzlement of the revenue, punishment for the embezzlement of revenue, expenditure, Loss and Profit, Keeping up the Accounts, Recovery of Debts, Deposits of the state, Resumption of The gifts, Remission of Taxes | 9 |
| | Chapter8: 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, | 9 |
| | Chapter9: Defence and Warfare: Planning of different Vyuhās in War | 3 |

Suggested readings:

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

Pedagogy

| Formative Assessment | |
|---------------------------------|----------------------------|
| Assessment Occasion/type | Weight age in Marks |
| Internal Test | 50% |
| Assignment | 25% |
| Presentation/Project | 25% |
| Total | 100 |

Semester1

| | |
|--|-------------------------------|
| CourseTitle:OEC1.5:Pre-Reforms Indian Economy (OEC) | |
| Total Contact Hours:42 | CourseCredits:3 |
| Formative Assessment Marks:40 | Duration of ESA/Exam: 3 Hrs |
| Model Syllabus Authors: | Summative Assessment Marks:60 |

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

Course Out comes(COs):

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

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

| Unit | Description | Hours |
|-----------|---|-----------|
| I | Features and problems of Indian Economy | 15 |
| | Chapter 1: Features of Indian Economy <ul style="list-style-type: none"> • India as a developing economy, • Demographic features • Human Development (HDI), • Problems of Poverty, Unemployment ,Inflation ,income inequality | 4 |
| | Chapter2: Issues in Agriculture sector in India <ul style="list-style-type: none"> • Land reforms • Green Revolution • Agriculture marketing in India • Agricultural price policy | 6 |
| | Chapter3: Industrial and Service Sector <ul style="list-style-type: none"> • Industrial development; • Micro, Small and Medium Enterprises, • Industrial Policy • Performance of public sector in India, • Service sector in India. | 5 |
| | Practicum: 1. Identifying economic problems and their causes; 2. Mini-project on any aspect of Indian agriculture, industry, service and public sectors | |
| II | Economic Policies | 13 |
| | Chapter4: Planning <ul style="list-style-type: none"> • Mixed Economy • Bombay Plan • Gandhian Model • Nehru Mahalanobis Model • Objectives and achievements of economic planning in India | 5 |
| | Chapter5: Monetary policy in India <ul style="list-style-type: none"> • Instruments of Monetary Policy | 2 |

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|---|--|-------------|
| | <ul style="list-style-type: none"> • Black money in India–Magnitude and Impact <p>Chapter6:Fiscal Policy in India</p> <ul style="list-style-type: none"> • Tax Revenue • Public expenditure • Budgetary deficits • Fiscal reforms • Public debt management and reforms • Centre state Finance Relations and Finance commissions in India. <p>Practicum: Assignment on successes and failures of India’s planning; Monetary and Fiscal Policy instruments</p> | 6 |
| III | External sector and Nature of Reforms in India | 14 |
| | <p>Chapter 7: India’s foreign trade</p> <ul style="list-style-type: none"> • Salient features • Value, composition and direction of trade • Balance of payments • Goal of self-reliance based on import substitution and protection • Tariff policy • Exchange rate <p>Chapter8:Post-1991strategies</p> <ul style="list-style-type: none"> • Stabilization and structural adjustment packages • Liberalization Privatization Globalization (LPG)Model • Impact of LPG Policies on Indian Economy <p>Chapter9: NITI Ayog</p> <ul style="list-style-type: none"> • Organization • Functions <p>Practicum: Calculation of BoP and evaluating trade policies; Assignment and group discussion on the impact of LPG Policies</p> | 6 6 2 |
| <p>Suggested Readings:</p> <ol style="list-style-type: none"> 1. Dutt Ruddar and K.P.MSundaram(2001):Indian Economy, S Chand & Co. Ltd. New Delhi. 2. Mishra S.K & V.K Puri (2001) “Indian Economy and –Its development experience”, Himalaya Publishing House. 3. Kapila Uma:Indian Economy: Policies and Performances, Academic Foundation 4. Bardhan, P.K. (9th Edition) (1999), The Political Economy of Development in India, Oxford University Press, New Delhi. 5. Jalan, B. (1996), India’s Economic Policy- Preparing for the Twenty First Century, Viking, New Delhi. | | |

Pedagogy

| Formative Assessment | |
|--------------------------|---------------------|
| Assessment Occasion/type | Weight age in Marks |
| Internal Test | 50% |
| Assignment | 25% |
| Presentation/Project | 25% |
| Total | 100 |

Semester1

| | |
|--|-------------------------------|
| Course Title: OEC1.5:Development Studies(OEC) | |
| Total Contact Hours:42 | Course Credits:3 |
| Formative Assessment Marks:40 | Duration of ESA/Exam: 3 Hrs |
| Model Syllabus Authors: | Summative Assessment Marks:60 |

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

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

- i. Graduates will be able to excel in higher studies and/or to succeed in profession.
- ii. Graduates will get a solid foundation of fundamentals required to solve socio economic 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 every day realities.
- iv. Graduates will cultivate professional and ethical attitude, effective Communication skills, teamwork skills, multidisciplinary approach, and to facilitate an advanced understanding and appreciation of the principles, methodologies, value systems, and thought processes employed in human inquiries.

| Unit | Description | Hrs |
|------|---|----------|
| I | Development :Meaning and Current Challenges | 9 |
| | Chapter 1: Meaning of Development <ul style="list-style-type: none"> • The concept of development, • Growth and Development • Transition from quantitative to qualitative indices | 3 |
| | Chapter 2: Modern economic growth <ul style="list-style-type: none"> • Characteristics of modern economic growth • Regional and global disparities • Common characteristics and dissimilarities among developing countries. | 3 |
| | Chapter3:CurrentDevelopmentChallenges <ul style="list-style-type: none"> • Poverty • Inequality • Migration • Conflict | 3 |
| II | Approaches to Development | 12 |
| | Chapter 4:Development and Ethics <ul style="list-style-type: none"> • Concept and meaning • Principles and importance of Development Ethics | 2 |
| | Chapter 5:Measuring Development <ul style="list-style-type: none"> • Per capita income and PPP • PQLI • Choice and Capabilities • HDI | 4 |
| | Chapter6:Classical Approaches of Development <ul style="list-style-type: none"> • Adam Smith | 6 |

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| | <ul style="list-style-type: none"> • Marx • Schumpeter • Structuralist approach • Neo-liberalism, IMF and structural adjustment • Capabilities Approach Practicum: | |
| III | Theories and Current Issues in Development | 21 |
| | Chapter 7: Theories of Development <ul style="list-style-type: none"> • Theorizing Development –Modernization Theory ,Dependency Theory • Capitalist World System • The evolution of thought on poverty reduction • Colonial Regimes and Their Legacies Chapter 8: The Industrial Revolution <ul style="list-style-type: none"> • Genesis and Spread • International specialization of Labour/Industry • Industrial Labour • ILO and its activities to promote labour standards Chapter 9: Sustainable development <ul style="list-style-type: none"> • Increasing degradation of natural environment – water and air pollution and deforestation • Depletion of global commons • Sustainable development –concept and measures • SDGs • Climate Change – Causes, Impact, Measures of Mitigation and Adaptations Practicum: | 6 5 10 |

Suggested Readings:

1. Crocker, D. (2008). Ethics and development theory-practice, Ethics of Global Development Agency, Capability, and Deliberative Democracy, 67-106
2. Des Gasper (2008), 'Denis Goulet and the Project of Development Ethics: Development, 8, 99.481-9, Elsevier Science, 1, pp.10-26.
3. Drèze, Jean and Amartya Sen(2002), India: Development and Participation, second edition. Oxford: Oxford University Press.
4. Gasper, D.(2004). The ethics of development: From Economism to human development. Edinburgh: Edinburgh University Press
5. Huntington, Samuel(1971), The change to change: Modernization, development and politics. Comparative Politics, 3.
6. Myrdal, Gunnar.(1974), "What is Development?" Journal of Economic Issues 8(4):729-736.
7. Peet, Richard with Elaine Hartwick (2009), Theories of Development: Contentions, Arguments , Alternatives (2nd edition). New York: Guilford.
8. Sen, Amartya (1999) Development as Freedom. New York: Anchor Books.

Pedagogy

| Formative Assessment | |
|---------------------------------|----------------------------|
| Assessment Occasion/type | Weight age in Marks |
| Internal Test | 50% |
| Assignment | 25% |
| Presentation/Project | 25% |
| Total | 100 |

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| 11 | <p style="text-align: center;">Production and Market</p> <hr/> <p>Chapter 4: Production analysis</p> <ul style="list-style-type: none"> • Production function • Law of variable proportion • Laws of returns to scale. <p>Chapter 5: Market analysis</p> <ul style="list-style-type: none"> • Perfect competition- features • Monopoly- features • Monopolistic competition - features • Oligopoly - features <p>Chapter 6: Business cycles</p> <ul style="list-style-type: none"> • Meaning and features • Phases of business cycle • Causes of business cycle • Control of business cycle <p>Practicum: 1. Group discussion on abuses of monopoly 2. Visit to a firm to study oligopolistic trends</p> | <p>12 Hours</p> <hr/> <p>4 Hours</p> <hr/> <p>4 Hours</p> <hr/> <p>4 Hours</p> |
| 111 | <p style="text-align: center;">Demand forecasting and Capital budgeting</p> | <p>18 Hours</p> |
| | <p>Chapter 7: Demand forecasting</p> <ul style="list-style-type: none"> • Meaning and objectives • Methods of demand forecasting • Criteria of a good forecasting method <p>Chapter 8: Capital budgeting</p> <ul style="list-style-type: none"> • Meaning of capital budgeting • Need for capital budgeting • Steps involved in capital budgeting • Methods of capital budgeting <p>Chapter 9: Investment management</p> <ul style="list-style-type: none"> • Profit planning • Risk analysis • Techniques of strategic management. <p>Practicum: 1. Prepare a strategic roadmap for a hypothetical organisation 2. Conduct a case study to explain simulation technique of demand forecasting</p> | <p>5 Hours</p> <hr/> <p>8 Hours</p> <hr/> <p>5 Hours</p> |

Suggested readings

1. Sundharam K.P.M. & Sundharam E.N. – Business Economics, Sultan Chand & Sons, New Delhi.
2. Ahuja H.L. – Business Economics, Sultan Chand & Sons, New Delhi
3. Mehta P.L., Managerial Economics, Sultan Chand & Sons, New Delhi.
4. Dwivedi D.N., Managerial Economics, Vikas Publishing House Pvt. Ltd., New Delhi.
5. Mithani D.M., Managerial Economics, Himalaya Publishing House, Mumbai.
6. Peterso H. Craig and W. Cris Lewis – Managerial Economics, Pearson Education, Singapore.
7. Salvatore Dominic – Managerial Economics, McGraw Hill, New York.
8. Fred David – Strategic Management

Pedagogy

| Formative Assessment | |
|---------------------------------|----------------------------|
| Assessment Occasion/type | Weight age in Marks |
| Internal Test | 50% |
| Assignment | 25% |
| Presentation/Project | 25% |
| Total | 100 |

Semester II

| | |
|--|-------------------------------|
| Course Title: DSC2.2:Basic Economics II | |
| 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): *Basic Economics I*

Course Outcomes (COs):

At the end of the course the student 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 macro economic 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 |
|-----------|--|-----------|
| I | Macro economic variables and concepts | 12 |
| | Chapter1:Macro economic model | 5 |
| | <ul style="list-style-type: none"> • Introduction to National Income Accounting • Concepts of GDP, GNP and national income • Approaches to calculating GDP, personal income, Nominal and real GDP • Limitations of the GDP concept | |
| | Chapter2:Demand and supply of money | 4 |
| | <ul style="list-style-type: none"> • Meaning • The demand for money – determinants • The supply of money– sources • Credit creation | |
| | Chapter3:Inflation | 3 |
| | <ul style="list-style-type: none"> • Meaning and causes of inflation • Calculating inflation rate • Impact of inflation | |
| | Practicum: 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 | |
| II | Macro economic Challenges and Policies | 12 |
| | Chapter4:Macroeconomic challenges | 3 |
| | <ul style="list-style-type: none"> • Unemployment • Economic Growth • Business Cycles | |
| | Chapter5:Monetary Policy | 3 |
| | <ul style="list-style-type: none"> • Objectives | |

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| | <ul style="list-style-type: none">• Instruments Chapter6:Fiscal Policy <ul style="list-style-type: none">• Public finance vs. Private finance• Fiscal functions and role of government: allocation, distribution and stabilization• Characteristics of public goods, | 6 |
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| | <ul style="list-style-type: none"> Rationale of public provision of public goods 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 | Public Policy and Globalization | 18 |
| | Chapter7:Poverty and public policy <ul style="list-style-type: none"> Meaning, measurement and types of poverty Poverty alleviation strategies in India Chapter8: Concepts and Theories of international trade <ul style="list-style-type: none"> The economic basis for trade—absolute advantage and comparative advantage, Terms of trade Exchange rates Trade Barriers-tariffs, subsidies and quotas Balance of Payments-The current and capital account | 6 |
| | Chapter9:Globalization <ul style="list-style-type: none"> Meaning Importance Pros and cons of Globalization Practicum: Survey on identification of poor; Calculating the components of BoP of India | 9 |
| | | 3 |
| References(indicative) <ol style="list-style-type: none"> Cohen, A.J.(2020) .<i>Macro economics for Life: Smart Choices for All?</i>+ <i>My Lab Economics with Pearson e Text</i> (updated 2nd ed.). Toronto, ON: Pearson Canada Inc. Type: Textbook: ISBN:9780136716532 Cohen, A.J. (2015). <i>Micro economics for Life: Smart Choices for You + My Lab Economics with Pearson e Text</i>(2nd ed.). Toronto, ON: Pearson Canada Inc. Type: Text book :ISBN: 9780133899368 Case Karl E. and Fair Ray C. Principles of Economics, Pearson Education Asia,2014. Mankiw N.Gregory.Principles of Economics,Thomson,2013. Stiglitz J.E. and Walsh C.E. Principles of Economics, W.W. Norton & Co, New York, 2011. | | |

Pedagogy

| Formative Assessment | |
|---------------------------|---------------------|
| Assessment Occasion /type | Weight age in Marks |
| Internal Test | 50% |
| Assignment | 25% |
| Presentation/Project | 25% |
| Total | 100 |

Semester II

| | |
|--|-------------------------------|
| Course Title: DSC 2.3:Karnataka Economy | |
| 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):

Course Outcomes (COs):

At the end of the course the student 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 |
|-------------|--|--------------|
| I | Characteristics of Karnataka Economy | 12 |
| | Chapter1: State Income | 2 |
| | <ul style="list-style-type: none"> • State Domestic Product and PCI • Measures to redress regional imbalances | |
| | Chapter2:Human and Natural Resources | 6 |
| | <ul style="list-style-type: none"> • Population • Human Development Index • Poverty and Unemployment– Anti-Poverty and Employment generation Programmes • Functioning of Panchayat Raj Institutions | |
| | Chapter3:Natural Resources in Karnataka | 4 |
| | <ul style="list-style-type: none"> • Land, Water, Forest and mineral resources in Karnataka • Sustainable Development Goals • Karnataka environmental Policy | |
| | Practicum: | |
| II | Agriculture and Industries in Karnataka | 18 |
| | Chapter4:Agriculture in Karnataka | 9 |
| | <ul style="list-style-type: none"> • Importance of Agriculture • Problems in Agriculture • Land Reforms • Cropping Pattern • Irrigation • Watershed Development • Dry Land Farming • Farmers Suicide –causes and solutions | |
| | Chapter5:Rural Development | 3 |
| | <ul style="list-style-type: none"> • Public Distribution System • Rural Development Programmes. | |
| | Chapter 6:Industries in Karnataka | 6 |

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| | <ul style="list-style-type: none"> • Major Industries in Karnataka-Problems and Prospects • MSMEs -Problems and Measures • IT Industries in Karnataka • Industrial Finance in Karnataka • Industrial Policy of Karnataka Practicum: | |
| III | Infrastructure and Finances | 12 |
| | Chapter7:InfrastructureinKarnataka <ul style="list-style-type: none"> • Transportation: Road, Rail, Water and Air Transport • InformationandCommunicationTechnologyfacilities;C | 3 |
| | Chapter8:SocialInfrastructure <ul style="list-style-type: none"> • Drinking Water, Sanitation • Housing • Health and Education • Social Security in Karnataka | 4 |
| | Chapter9:StateFinance <ul style="list-style-type: none"> • Sources of Revenue: Direct and Indirect Taxes • GST–Impact and Collections • Sharing of Central Taxes and Grand-in-Aid • Expenditure Sources • States Indebtedness • State Finance Commission • State Budget Practicum: | 5 |

References (indicative)

1. Government of Karnataka, Economic Survey [Various Issues]
2. Planning Department, Annual Publication, Government of Karnataka.
3. Karnataka at Glance, Annual Publication Government of Karnataka.
4. Madaiah M & Ramapriya. Karnataka Economy Growth: Issues and Development, Himalaya Pub., House, New Delhi.
5. Adul Aziz and K.G.Vasanti.(Eds) Karnataka Economy.
6. Government District Development Reports
7. Hanumantha Rao. Regional Disparities and Development in Karnataka.
8. Krishnaiah Gowda H.R. Karnataka Economy, Spandana Publications, Bangalore
9. Nanjundappa D.M.Some Aspects of Karnataka Economy.
10. Puttaswamiah K. Karnataka Economy,Two Volumes

Pedagogy

| Formative Assessment | |
|--------------------------|---------------------|
| Assessment Occasion/type | Weight age in Marks |
| Internal Test | 50% |
| Assignment | 25% |
| Presentation/Project | 25% |
| Total | 100 |

Semester II

| | |
|--|-------------------------------|
| Course Title: OEC 2.5:Contemporary Indian Economy | |
| 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):

Course Outcomes (COs):

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

- vi. Understand the current problems of Indian Economy
- vii. Identify the factors contributing to the recent growth of the Indian economy
- viii. Evaluate impact of LPG policies on economic growth in India
- ix. Analyze the sector specific policies adopted for achieving the aspirational goals
- x. Review various economic policies adopted

| Content of Course 1 | 42 Hrs |
|---|--------|
| Unit-1 ECONOMIC REFORMS AND AGRICULTURE | 14 |
| Chapter No.1 Recent Issues <ul style="list-style-type: none"> • Genesis and Impact of new Economic policy • India's population policy • Demographic Dividend • India's human development in global perspective | 4 |
| Chapter No.2 Urbanization and governance <ul style="list-style-type: none"> • Urbanization and Smart City Mission • Urban Informal sector • Urban Infrastructure • Urban Environmental Problems | 4 |
| ChapterNo.3EconomicReformsandAgriculture <ul style="list-style-type: none"> • Agriculture and WTO • Price policy and Subsidies • Commercialization and Diversification • Food security and PDS • Impact of public investment on agricultural growth • Agrarian Crisis, Farm Incomes, MGNREGS | 6 |
| Practicum <ul style="list-style-type: none"> 3. Mini-project to ascertain the impact of pandemic on lives of different sections of population 4. Field visits to understand the agrarian situation | |
| Unit-2 NEW POLICY INITIATIVES | 14 |
| ChapterNo.4. Industrial Policy <ul style="list-style-type: none"> • New Industrial Policy and changes • Public sector reform • Privatization and Disinvestment | 4 |

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| <ul style="list-style-type: none"> • Competition Policy | |
| <p>ChapterNo.5.Changing Economic Environment</p> <ul style="list-style-type: none"> • Ease of Doing Business • Performance of MSMEs • Role of MNC's in Industrial Development • Make in India, development of economic and social infrastructure • National Monetization Pipeline <p>(The teacher should include the latest policy of the government)</p> <p>Chapter No.6.Fiscal Policy</p> <ul style="list-style-type: none"> • Tax, Expenditure, Budgetary deficits • Pension and Fiscal Reforms • Public debt management and reforms • Fiscal Responsibility and Budget Management (FRBM)Act • GST, Fiscal Federalism and Fiscal Consolidation • Recommendations of the Current Finance Commission <p>Practicum: Mini-projects to assess the business climate</p> | 5 |
| Unit-3 MONETARY POLICY, FOREIGN TRADE AND INVESTMENT | 5 |
| | 14 |

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| <p>Chapter No.7 Money Market</p> <ul style="list-style-type: none"> • Organization of India’s money market • Financial sector reforms • Interest rate policy • Review of monetary policy of RBI | 3 |
| <p>Chapter No.8. Capital Markets</p> <ul style="list-style-type: none"> • Working of SEBI in India • Changing roles of the Reserve Bank of India • Commercial banks, • Development Finance Institutions • Foreign banks and non-banking financial institutions • Analysis of price behaviour in India, Anti-inflationary measures • Demonetization and its impact | 5 |
| <p>Chapter No.9. Foreign Trade and Investment</p> <ul style="list-style-type: none"> • India’s foreign trade • India Balance of payment since 1991 • New Exchange Rate Regime: Partial and full convertibility • Capital account convertibility • FDI– Trends and Patterns • New EXIM policy, WTO and India • Bilateral and Multilateral Trade Agreements and Associations | 6 |
| <p>Practicum:</p> <ol style="list-style-type: none"> 3. Computation and analysis of Wholesale Price Index, Consumer Price Index: components and trends. 4. Group Discussions on India’s trade policies and trade agreements | |
| <p>References</p> <ul style="list-style-type: none"> • Bardhan, P.K. (9th Edition) (1999), The Political Economy of Development in India, Oxford University Press, New Delhi. • Bhaduri Amit, (2015), A Model of Development By Dispossession, Fourth Foundation • Byres Terence J. (ed.), (1998), The State, Development Planning and Liberalisation 'in India, Delhi, OUP • Dutt Ruddar and K.P.M Sundaram (2001): Indian Economy, S Chand & Co. Ltd. New | |

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

| Formative Assessment | |
|---------------------------------|----------------------------|
| Assessment Occasion/type | Weight age in Marks |
| Internal Test | 50% |
| Assignment | 25% |
| Presentation/Project | 25% |
| Total | 100 |

Semester II

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|--|--------------------------------|
| Course Title: OEC2.5: Sustainable Development | |
| Total Contact Hours: 42 | Course Credits: 3 |
| Formative Assessment Marks: 40 | Duration of ESA/Exam: 3 Hrs |
| Model Syllabus Authors: | Summative Assessment Marks: 60 |

Course Pre-requisite (s):

Course Outcomes (COs):

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

- i. Understand the basic concept of Sustainable Development (SD), the environmental, social and economic dimensions.
- ii. Know the history of the SD idea.
- iii. Be able to discuss the conflicts which are involved in the SD concept on the national as well as on the global scale.
- iv. Be able to discuss the (dis-) advantages of instruments for SD;
- v. Evaluate the sustainable development goals and their attainments

| Unit | Description | Hrs |
|-----------|--|-----------|
| I | Environment, Development and Pollution | 15 |
| | Chapter 1: Meaning Characteristics of Environmental Goods and Services <ul style="list-style-type: none"> • Relationship between Environment and Development • Environmental Kuznets Curve–Meaning and Evidence • Sustainable Development–Meaning and Indicators | 3 |
| | Chapter 2: Resource Use and Management <ul style="list-style-type: none"> • Resource Taxonomy – Renewable and non renewable resources • Economic Theory of Depletable Resources • Optimal Use of Renewable Resources • Resource Scarcity and Economic Growth–Limits to Growth Model • Tragedy of Commons and common property Resources • Resource Pricing and Resource Conservation | 6 |
| | Chapter 3: Sustainable Development <ul style="list-style-type: none"> • Definitions, Objectives and Principles • Processes and Indicators of Sustainable Development • Approaches and Strategies for Sustainable Development • Environmental accounting Measures | 6 |
| | Practicum: Minor project on impact of development on local environment | |
| II | Sustainable Development Goals | 10 |
| | Chapter 4: Introduction and History <ul style="list-style-type: none"> • Brundtland Committee Recommendations • Rio Summit and Agenda 21 • SDGs: Goals, Targets and Indicators | 3 |
| | Chapter 5: Government and the SDGs <ul style="list-style-type: none"> • Planning • Localizing the SDGs • SDG Policy Instruments • Industrial Policies and the SDGs | 4 |
| | Chapter 6: Financing the SDGs | 3 |

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|--|---|----|
| | <ul style="list-style-type: none"> Types of financing New financing mechanisms and global funds <p>Practicum: Assignments on Progress in attainment of various SDGs in India and her states</p> | |
| III | Issues in Implementing SDGs | 17 |
| | <p>Chapter7:Meansto Realizing the SDGs</p> <ul style="list-style-type: none"> De growth and circular economy Sustainable production and consumption Sustainable cities and transportation Sustainable designs, technology, digital revolution and innovation Renewable energy <p>Chapter8: Implementing SDGs</p> <ul style="list-style-type: none"> Governance and policy tools Openness ,participation and accountability, Effectiveness and coherence; India's framework for sustainable development <p>Chapter9:OtherIssues</p> <ul style="list-style-type: none"> Social business, CSOs, and operations Development Assistance Cross-Border Cooperation <p>Practicum: Group Discussion on case studies on sustainable practices and Processes</p> | 8 |
| | | 5 |
| | | 4 |
| <p>Suggested Readings:</p> <ul style="list-style-type: none"> Baumol,W.J.andW.E.Oates(1988):<i>TheTheory of Environmental Policy (2e)</i>,CUP, Cambridge. Bhattacharya,R.N.(Ed): Environmental Economics: An Indian Perspective, OUP, NewDelhi. Dalby, Simon, et al. Achieving the Sustainable Development Goals: Global Governance Challenges. Routledge, 2019. Day, G.S., and P.J.H. Schoemaker (2011), Innovating in uncertain markets: 10 lessons for green technologies, MIT Sloan ManagementReview,52.4:37-45. Elliott, Jennifer. An introduction to sustainable development.Routledge,2012. Gagnon, B., Leduc, R., and Savard, L., Sustainable development in engineering: a review of principles and definition of a conceptual framework.WorkingPaper08-18,2008. Hanley, Shogren and White(1997):<i>Environmental Economics in Theory and Practice</i>, Macmillan. Kolstad, C.D.(1999): <i>Environmental Economics</i>, OUP,ND. Pearce,D.W.andR. Turner(1991): <i>Economics of Natural Resource Use and Environment</i>, John Hopkins Press, Baltimore. Sachs, Jeffrey D .The age of sustainable development. Columbia University Press,2015 Tietenberg,T.(1994): <i>Environmental Economics and Policy</i>, Harper Collins, NY. | | |

Pedagogy

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|--------------------------|---------------------|
| Formative Assessment | |
| Assessment Occasion/type | Weight age in Marks |
| Internal Test | 50% |
| Assignment | 25% |
| Presentation/Project | 25% |
| Total | 100 |

Semester II

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|--|--------------------------------|
| Course Title: OEC2.5: Economics of Business Environment | |
| Total Contact Hours: 42 | Course Credits: 3 |
| Formative Assessment Marks: 40 | Duration of ESA/Exam: 3 Hrs |
| Model Syllabus Authors: | Summative Assessment Marks: 60 |

Course Pre-requisite(s):

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 | 42Hrs |
|-----------|---|----------------------------|
| I | Introduction to Business Environment | 12 |
| | <p>Chapter 1: Introduction</p> <ul style="list-style-type: none"> • Meaning and definition, objectives, importance and uses of study of business environment. Environmental analysis • Meaning, process of environmental analysis, limitations of environmental analysis, environmental factors • The Micro environment of business and the macro environment of business. <p>Chapter 2: Economic Environment</p> <ul style="list-style-type: none"> • Meaning of Economic Environment • Characteristics of Indian economy • Impact of Liberalization Privatization & Globalization of Indian Business. • Monetary policy – Meaning, objectives • Fiscal policy – Meaning, objectives, budget and importance • EXIM policy – meaning and objectives • Industrial policy – meaning, objectives (Latest Policy Measures). <p>Chapter 3: Global Business Environment</p> <ul style="list-style-type: none"> • Meaning • Globalization: Nature and Impact of globalization • Challenges of international business • GATT and WTO and its implications on Indian economy. <p>Practicum</p> <ol style="list-style-type: none"> 1. Identification of the impact of business environment through surveys 2. Group discussion on WTO and its impact on Indian business | <p>3</p> <p>6</p> <p>3</p> |
| II | Non-Economic Environment | 10 |
| | <p>Chapter 4: Social and Cultural Environment</p> <ul style="list-style-type: none"> • Business and Society • Social Objectives of Business • Corporate Social Responsibility • Consumer Rights & Corporate Governance • Business Ethics <p>Chapter 5: Technological Environment:</p> <ul style="list-style-type: none"> • Meaning | <p>4</p> <p>2</p> |

| | | |
|------------|--|----------------------|
| | <ul style="list-style-type: none"> • Technological changes– R&D in India • Public and Private Investment in R and D. <p>Chapter6:FinancialEnvironment</p> <ul style="list-style-type: none"> • Introduction and Meaning • An Over view of Indian Financial System • Financial Institutions and their Roles • Role of Foreign Direct Investment and its impact on Indian Business <p>Practicum: Students are expected to analyze the major economic and financial indicators Such as GDP, Inflation, CPI, BSE, NSE, Currency, Gold rate ,Oil barrel price etc., for a particular period of time and submit the report on the same.</p> | 4 |
| III | Government and Business in India | 22 |
| | <p>Chapter7:PoliticalEnvironment</p> <ul style="list-style-type: none"> • Introduction and Meaning • Political Environment and the Economic system • Government and Business Relationship in India • Provisions of Indian Constitution for Business <p>Chapter8:LegalEnvironmentof Business</p> <ul style="list-style-type: none"> • Indian Company Law • Competition policy and law • Patents& Trademarks • Industrial Policy-An overview • Labor Laws & Social Security, • Environmental Laws. <p>Chapter9:CurrentIssues</p> <ul style="list-style-type: none"> • Ease of Doing Business • Performance of MSMEs • Make in India, • Development of economic and social infrastructure • National Monetization Pipeline <p>(The teacher should include the latest policy of the government)</p> <p>Practicum: Students are expected to give a report on how the economic environment has affected the performance of any five large Indian Business Houses.</p> | 4 8 10 |
| | <p>REFERENCES: Francis Cherunilam: Business Environment, Himalaya Publishing House, Mumbai. K.V.Sivayya and V B M Das: Indian Industrial Economy, Sulthan Chand Publications, Delhi. M. Adhikari: Economic Environment of Business, Sulthan Chand and Sons, New Delhi. Raj Agarwal: Business Environment, Excel Publications, New Delhi.</p> | |

Pedagogy

| Formative Assessment | |
|--------------------------|---------------------|
| Assessment Occasion/type | Weight age in Marks |
| Internal Test | 50% |
| Assignment | 25% |
| Presentation/Project | 25% |
| Total | 100 |

SEMESTER- II

| | |
|---|--------------------------------|
| Semester II Course Title: OEC 2.5: Monetary Economics | |
| Total Contact Hours: 42 | Course Credits: 3 |
| Formative Assessment Marks: 40 | Duration of ESA/Exam: 3 Hrs |
| Model Syllabus Authors: | Summative assessment marks :60 |

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

Course Outcomes (OCs)

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

1. Understand the current monetary policy and problems
2. Identify and analyse monetary instruments
3. Review the various trends and functions of monetary and financial institutions

| Unit | Description | Hours |
|----------|---|----------|
| 1 | Introduction to Monetary Economics | 12 Hours |
| | <p>Chapter 1: Nature and functions of money</p> <ul style="list-style-type: none"> • Difficulties of barter exchange system • Evolution of money • Definitions of money • Functions of money • Demand and supply of money | 4 Hours |
| | <p>Chapter 2: Theories of Value of Money</p> <ul style="list-style-type: none"> • Meaning • Cash transaction approach • Cash Balance Approach • Milton Friedman's Restatement of Quantity theory | 4 Hours |
| | <p>Chapter 3: Inflation</p> <ul style="list-style-type: none"> • Meaning and types of inflation • Causes and effects of inflation • Measures to control inflation | 4 Hours |
| | <p>Practicum: 1. Discussion on the various forms of money 2. Gather information on near money assets</p> | |

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| 11 | Banking | 18 Hours |
| | <p>Chapter 4: Commercial banking</p> <ul style="list-style-type: none"> • Functions of commercial banks • Balance sheet of a commercial bank • Investment policy of a commercial bank <p>Chapter 5: New age banking</p> <ul style="list-style-type: none"> • ATM, Credit Cards, Debit Card, smart cards • Internet banking - E-Banking - Mobile banking • Digital banking instruments • Core banking <p>Chapter -6: Central Banking</p> <ul style="list-style-type: none"> • Meaning and definitions • Functions of central banks • Monetary policy of central banks – objectives and instruments <p>Practicum: 1. Discuss the developmental role of central bank</p> <p>2. Visit to a commercial to study bank – customer relationships</p> | <p>5 Hours</p> <p>8 Hours</p> <p>5 Hours</p> |
| 111 | International Banking and finance | 12 |
| | <p>Chapter 7: International Monetary Fund</p> <ul style="list-style-type: none"> • Objectives and functions of IMF • Organisation structure and policies • Financial instruments • Policies <p>Chapter 8: IBRD OR World Bank</p> <ul style="list-style-type: none"> • Objectives and functions of IBRD • Organisation structure and policies • Development assistance • Financing Investment <p>Chapter 9: Asian Development Bank, BRICS Bank and International Financial Corporation</p> <ul style="list-style-type: none"> • Objectives and functions • Organisation structure and policies • Development assistance • Financing development <p>Practicum: 1. Discuss the recent policy approaches of World Bank towards developing</p> <p>2. Study the recent trends in BRICS Bank</p> | <p>4 Hours</p> <p>4 Hours</p> <p>4 Hours</p> |

Suggested readings

1. An Outline of Money – Geoffrey Crowther (Read Books Publications, Canada, 15 March 2017)
2. R. S. Sayers; ‘Modern Banking’ - Oxford University Press- Seventh Edition- 30th Nov 1967
3. M L Jhingan ; ‘Money, Banking’, Inter National Trade and Public Finance – (Vrinda Publications, Delhi– 1 Jan 2013)
4. Dr. D. M. Mithani ; ‘Money, Banking, Inter National Trade and Public Finance’- (Himalayan Publishing House, New Delhi- 1 Jan 2014)
5. Nader E.N; ‘ Money and Banking’ – (Prentice Hall India Learning Pvt. Ltd – 1 Jan 2013)
6. Dr. M.L. Seth; ‘Money, Banking’, Inter National Trade and Public Finance- (Laxmi Narian Agarwal Educational Publishers, Agra, India– 1 Jan 2017)
7. R.R. Paul; ‘Money, Banking and Inter National Trade’ –. Kalyani Publishers – 1 Jan 2015)
8. Indian Institute of Banking – International Banking Operations

Pedagogy

| Formative Assessment | |
|--------------------------|---------------------|
| Assessment Occasion/type | Weight age in Marks |
| Internal Test | 50% |
| Assignment | 25% |
| Presentation/Project | 25% |
| Total | 100 |

Sd/-
Sri. Dinakara Rao
Member

Sd/-
Dr. Vasantha Kumar
Member

Sd/-
Dr. Vedamani Basil Hans
Member

Sd/-
Mr. Channa Poojary
Member(Special Invitee)

Sd/-
Dr. Radhakrishna
Member(Special Invitee)

Sd/-
Dr. Roopa K.
Member(Special Invitee)

Sd/-
Prof. Vishwanatha
Chairman



ಕ್ರಮಾಂಕ: ಮಂವಿ/ಶೈಕ್ಷಣಿಕ/ಸಿಆರ್-24/2022 23/ಎ8

ಕುಲಸಚಿವರ ಕಚೇರಿ
ಮಂಗಳಗಂಗೋತ್ರಿ, -574 199

ದಿನಾಂಕ 10/01/2024

ಅಧಿಸೂಚನೆ

ವಿಷಯ: ಪದವಿ ಮಟ್ಟದ ಕನ್ನಡ ಭಾಷಾ ವಿಷಯದ ಚತುರ್ಥ ಸೆಮಿಸ್ಟರ್‌ನ ಪರಿಷ್ಕೃತ ಪಠ್ಯಕ್ರಮ ಮತ್ತು ಬಿ.ಎ. ಕಾರ್ಯಕ್ರಮದ VI ಸೆಮಿಸ್ಟರ್‌ನ ಕನ್ನಡ ಕೋರ್ಸ್ ಕೋರ್ಸಿನ ಪಠ್ಯಕ್ರಮದ ಬಗ್ಗೆ.

- ಉಲ್ಲೇಖ: 1. ಈ ಕಚೇರಿ ಅಧಿಸೂಚನೆ ಸಂಖ್ಯೆ: MU/ACC/CR-15/2021-22/A8, ದಿನಾಂಕ: 04/11/2021
2. ಈ ಕಚೇರಿ ಅಧಿಸೂಚನೆ ಸಂಖ್ಯೆ: MU/ACC/CR 15/2021-22/A8, ದಿನಾಂಕ: 06/10/2022.
3. ಈ ಕಚೇರಿ ಅಧಿಸೂಚನೆ ಸಂ: ಎಂಯು/ಎಸಿಸಿ/ಸಿಆರ್-26/2021-22/ಎ8, ದಿನಾಂಕ: 24.03.2023
4. ಈ ಕಚೇರಿ ಅಧಿಸೂಚನೆ ಸಂ: MU/ACC/CR-15/2021 22/A8, ದಿನಾಂಕ: 07/10/2023.
5. ದಿನಾಂಕ: 02/01/2024 ರಂದು ನಡೆದ ಶೈಕ್ಷಣಿಕ ಮಂಡಳಿ ಸಭೆಯ ಕಾರ್ಯಸೂಚಿ ಸಂಖ್ಯೆ: ಎಸಿಸಿ.ಶೈ.ಮ.ಸಾ.ಸ. 3:2 (2023-24) ರ ನಿರ್ಣಯ.

ಉಲ್ಲೇಖ (1), (2), (3) ಮತ್ತು (4)ಕ್ಕೆ ಮುಂದುವರಿದಂತೆ, ಉಲ್ಲೇಖ (5) ರಲ್ಲಿ ತಿಳಿಸಿರುವ ಶೈಕ್ಷಣಿಕ ಮಂಡಳಿ ಸಭೆಯಲ್ಲಿ ಅನುಮೋದನೆಯಾಗಿರುವ ಬಿ.ಎ. ಕಾರ್ಯಕ್ರಮದ ಕನ್ನಡ ಕೋರ್ಸ್ ಕೋರ್ಸಿನ ಆರನೇ ಸೆಮಿಸ್ಟರ್‌ನ ಪಠ್ಯಕ್ರಮವನ್ನು ಮತ್ತು ಪದವಿ ಮಟ್ಟದ ಕನ್ನಡ ಭಾಷಾ ವಿಷಯದ ಚತುರ್ಥ ಸೆಮಿಸ್ಟರ್‌ನ ಪರಿಷ್ಕೃತ ಪಠ್ಯಕ್ರಮವನ್ನು ಶೈಕ್ಷಣಿಕ ವರ್ಷ 2023-24 ನೇ ಸಾಲಿನಿಂದ ಅನ್ವಯವಾಗುವಂತೆ ಈ ಮೂಲಕ ಜಾರಿಗೊಳಿಸಲಾಗಿದೆ.

f. K. K. K.
ಕುಲಸಚಿವರ ಪರವಾಗಿ

1. ಪ್ರಾಂಶುಪಾಲರು, ಮಂಗಳೂರು ವಿಶ್ವವಿದ್ಯಾನಿಲಯದ ಸಂಯೋಜನೆಗೊಳಪಟ್ಟ ಕಾಲೇಜುಗಳು
2. ಕುಲಸಚಿವರು (ಪರೀಕ್ಷಾಂಗ), ಮಂಗಳೂರು ವಿಶ್ವವಿದ್ಯಾನಿಲಯ, ಮಂಗಳಗಂಗೋತ್ರಿ.
3. ಪ್ರೊ. ಸೋಮಣ್ಣ, ಅಧ್ಯಕ್ಷರು, ಪದವಿ ಮಟ್ಟದ ಕನ್ನಡ ಅಧ್ಯಯನ ಮಂಡಳಿ, ಎಸ್ ಟಿ ಪಿ ಕನ್ನಡ ಅಧ್ಯಯನ ಕೇಂದ್ರ, ಮಂಗಳೂರು ವಿಶ್ವವಿದ್ಯಾನಿಲಯ, ಮಂಗಳಗಂಗೋತ್ರಿ.
4. ಸಹಾಯಕ ಕುಲಸಚಿವರು/ಅಧೀಕ್ಷಕರು, ಕುಲಸಚಿವರು ಕಚೇರಿ, ಮಂಗಳೂರು ವಿಶ್ವವಿದ್ಯಾನಿಲಯ, ಮಂಗಳಗಂಗೋತ್ರಿ.
5. ನಿರ್ದೇಶಕರು, DUIMS, ಮಂಗಳೂರು ವಿಶ್ವವಿದ್ಯಾನಿಲಯ, ಮಂಗಳಗಂಗೋತ್ರಿ.

ರಾಷ್ಟ್ರೀಯ ಶಿಕ್ಷಣ ನೀತಿ (NEP)-೨೦೨೦ರ ಅನ್ವಯ

ಮಂಗಳೂರು ವಿಶ್ವವಿದ್ಯಾನಿಲಯ

ದ್ವಿತೀಯ ಬಿ.ಎ./ಬಿಎಸ್‌ಡಬ್ಲ್ಯು/ ಬಿ.ಬಿ.ಎ/

ಬಿ.ಎ.(ಹೆಚ್‌ಆರ್‌ಡಿ)/ಬಿಎ(ಎಸ್‌ಡಿಎಸ್) ಕನ್ನಡ

ಚತುರ್ಥ ಚತುರ್ಮಾಸ

ಕಲಾಮಂಗಳ - ೪

ಒಟ್ಟು ಕ್ರೆಡಿಟ್‌ಗಳು ೩, ಬೋಧನಾ ಅವಧಿ ೪+೦+೦,

ಸೆಮಿಸ್ಟರ್‌ನಲ್ಲಿ ಒಟ್ಟು ೧೦೦ ಅಂಕಗಳು

SEE - ಸೆಮಿಸ್ಟರ್ ಅಂತ್ಯದ ಪರೀಕ್ಷೆ - ೬೦ ಅಂಕಗಳು

CIE - ನಿರಂತರ ಅಂತರಿಕ ಮೌಲ್ಯಮಾಪನ - ೪೦ ಅಂಕಗಳು

(ಕಾಯಕ - ಬಡತನ - ಕಾಲ - ಸಂಕೀರ್ಣ ಪರಿಕಲ್ಪನೆಗಳನ್ನೊಳಗೊಂಡಂತೆ)

ಪರಿವಿಡಿ

ಘಟಕ I ಕಾಯಕ

೧. ವಚನಗಳು
೨. ಮರಳಿ ಜೀವದಾತಿಯಾದ ನಾಂಡುವಾಲಿ - ಶ್ರೀಪಡೆ
೩. ಬಡತನದ ಬಡವಾಗ್ನಿ - ಚೆನ್ನಣ್ಣ ವಾಲೀಕಾರ

ಘಟಕ II ಬಡತನ

೧. ಅವ್ಯ-೨ - ಲಂಕೇಶ್ ಪಿ.
೨. ಸಾಲದ ಮಗು - ಕುವೆಂಪು
೩. ಸಾಕಾಗಿದೆ ಅರಬೀ ಕಡಲಿಗೆ - ರೇಣುಕಾ ರಮಾನಂದ

ಘಟಕ III ಏಜೆಂಟ್ ಕಾಲ

೧. ಅಂತಕನ ದೂತರಿಗೆ - ಪುರಂದರದಾಸ
೨. ಬೇಸಿಗೆಯಲ್ಲಿ ತುಂಗಾ ದರ್ಶನ - ಎಸ್.ವಿ. ಪರಮೇಶ್ವರ ಭಟ್ಟ
೩. ಹುಟ್ಟಿದ ಹಬ್ಬ - ಜಿ.ಎಸ್. ಶಿವರುದ್ರಪ್ಪ

ಘಟಕ IV ಸಂಕೀರ್ಣ

೧. ರಿಪೇರಿ - ಸಂಪತ್ ಸಿರಿಮನೆ
೨. ಒಂದು ಮುತ್ತಿನ ಕಥೆ - ಶಿವಾನಂದ ಕಳವೆ
೩. ಗಾಂಗೇಯನ್ ನಡಪಿದ ಕೂಸುಗಳ್ - ಪಂಪ
೪. ಮೋಚಿ (ಕಥೆ) - ಭಾರತೀಪ್ರಿಯ

ರಾಷ್ಟ್ರೀಯ ಶಿಕ್ಷಣ ನೀತಿ (NEP)-೨೦೨೦ರ ಅನ್ವಯ

ಮಂಗಳೂರು ವಿಶ್ವವಿದ್ಯಾನಿಲಯ

ದ್ವಿತೀಯ ಬಿ.ಸಿ.ಎ. ಕನ್ನಡ

ಚತುರ್ಥ ಚತುರ್ಮಾಸ

ಗಣಕ ಮಂಗಳ-೪

ಒಟ್ಟು ಕ್ರೆಡಿಟ್‌ಗಳು ೩, ಬೋಧನಾ ಅವಧಿ ೪+೦+೦,

ಸೆಮಿಸ್ಟರ್‌ನಲ್ಲಿ ಒಟ್ಟು ೧೦೦ ಅಂಕಗಳು

SEE - ಸೆಮಿಸ್ಟರ್ ಅಂತ್ಯದ ಪರೀಕ್ಷೆ - ೬೦ ಅಂಕಗಳು

CIE - ನಿರಂತರ ಆಂತರಿಕ ಮೌಲ್ಯಮಾಪನ - ೪೦ ಅಂಕಗಳು

(ನಾಗರೀಕತೆ - ಅಭಿವೃದ್ಧಿ - ಕರುಣೆ - ಸಂಕೀರ್ಣ ಪರಿಕಲ್ಪನೆಗಳನ್ನೊಳಗೊಂಡಂತೆ)

ಪರಿವಿಡಿ

ಘಟಕ I ನಾಗರೀಕತೆ

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| ೧. ತಂಗಿಗೊಂದು ಪತ್ರ | - ವಿಜಯಶ್ರೀ ಸಬರದ |
| ೨. ಸಾಂಸ್ಕೃತಿಕ ಪಲ್ಲಟಗಳು ಮತ್ತು ತಾಳಮದ್ದಳೆ | - ರಾಧಾಕೃಷ್ಣ ಕಲ್ಚಾರ್ |
| ೩. ನಾಗಣ್ಣನ ಕನ್ನಡಕ | - ಪಂಜೆ |

ಘಟಕ II ಅಭಿವೃದ್ಧಿ

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| ೧. ಪರಿವರ್ತನೆ | - ಅಜಿತ್ ಹರೀಶಿ |
| ೨. ಹಳ್ಳಿಗಳಿಗೇನಾಗಿದೆ? | - ಕೇಶವ ಕುಡ್ಲ |
| ೩. ಬಾಲೆಯಾಡಿಸುವ ಬಾಲೆ | - ವಸುಮತಿ ಉಡುಪ |

ಘಟಕ III ಕರುಣೆ

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| ೧. ಭಂಟಿ | - ಸದಾಶಿವ ಸೊರಟೂರು |
| ೨. ಬಾಳ್ ನಿಶೆಗೆ ಶಶಿಯುದಿಸಿದಂತಾಯ್ತು | - ಕುವೆಂಪು |
| ೩. ಸ್ನೇಹ ಗಂಗೆ | - ರವಿ ನಾಯ್ಕಪು |

ಘಟಕ IV ಸಂಕೀರ್ಣ

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| ೧. ಚಂಡೆ | - ಸಂತೋಷ್ ಅನಂತಪುರ |
| ೨. ವರದಾನ | - ಸುಧಾಮೂರ್ತಿ |
| ೩. ಸೀತಾಪಹರಣ | - ಪಾರ್ತಿಪುಬ್ಬ |

ರಾಷ್ಟ್ರೀಯ ಶಿಕ್ಷಣ ನೀತಿ (NEP)-೨೦೨೦ರ ಅನ್ವಯ

ಮಂಗಳೂರು ವಿಶ್ವವಿದ್ಯಾನಿಲಯ

ದ್ವಿತೀಯ ಬಿ.ಬಿ.ಎ. ಕನ್ನಡ

ಚತುರ್ಥ ಚತುರ್ಮಾಸ

ನಿರ್ವಹಣಾ ಮಂಗಳ-೪

ಒಟ್ಟು ಕ್ರೆಡಿಟ್‌ಗಳು ೩, ಬೋಧನಾ ಅವಧಿ ೪+೦+೦,

ಸೆಮಿಸ್ಟರ್‌ನಲ್ಲಿ ಒಟ್ಟು ೧೦೦ ಅಂಕಗಳು

SEE - ಸೆಮಿಸ್ಟರ್ ಅಂತ್ಯದ ಪರೀಕ್ಷೆ - ೬೦ ಅಂಕಗಳು

CIE - ನಿರಂತರ ಆಂತರಿಕ ಮೌಲ್ಯಮಾಪನ - ೪೦ ಅಂಕಗಳು

(ಯುದ್ಧ - ರಾಷ್ಟ್ರೀಯತೆ - ಶಾಂತಿ - ಸಂಕೀರ್ಣ ಪರಿಕಲ್ಪನೆಗಳನ್ನೊಳಗೊಂಡಂತೆ)

ಪರಿವಿಡಿ

ಘಟಕ-I : ಯುದ್ಧ

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| ೧. ಸಮರವ್ಯಾಪಾರಂ ಮಾಣ್ಣು ಮಗನೆ | - | ರನ್ನ |
| ೨. ಯುದ್ಧ | - | ಪಾ.ವೆಂ. ಆಚಾರ್ಯ |
| ೩. ಶರೀರಕ್ಕಾಗಿ ಶರೀರಾರ್ಪಣೆ | - | ನಾರಾಯಣ ಶೇವಿರೆ |

ಘಟಕ-II : ರಾಷ್ಟ್ರೀಯತೆ

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| ೧. ಪಂಪಾಪುರಿಯ ವಿಭ್ರಮ | - | ನಂಜುಂಡ ಕವಿ |
| ೨. ನಮ್ಮ ತಾಯ್ನೀಲ | - | ಚಂದ್ರಶೇಖರ ಭಂಡಾರಿ |
| ೩. ಸಮರ್ಪಣೆ | - | ಪ. ರಾಮಕೃಷ್ಣ ಶಾಸ್ತ್ರಿ |

ಘಟಕ-III : ಶಾಂತಿ

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| ೧. ಕೃಷ್ಣ ಸಂಧಾನ | - | ಕುಮಾರವ್ಯಾಸ |
| ೨. ಎದ್ದೇಳಿ ಎದ್ದೇಳಿ ಶಾಂತಿಗಾಗಿ | - | ರಾಘವೇಂದ್ರ ರಾವ್ |
| ೩. ಗಜಕುಮಾರನ ಕಥೆ | - | ಶಿವಕೋಟ್ಯಾಚಾರ್ಯ |

ಘಟಕ-IV : ಸಂಕೀರ್ಣ

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| ೧. ಭಾಷಾ ಶುದ್ಧಿ | - | ಪೆರ್ಲ ಕೃಷ್ಣ ಭಟ್ |
| ೨. ಭಿತ್ತಿ | - | ಎಸ್.ಎಲ್. ಭೈರಪ್ಪ |
| ೩. ಪಾತಾಳ ಯಾನದ | - | |

ಕೊನೆಯ ನಿಲ್ದಾಣ : ಮಾರಿಯಾನ - ರೋಹಿತ್ ಚಕ್ರತೀರ್ಥ

ರಾಷ್ಟ್ರೀಯ ಶಿಕ್ಷಣ ನೀತಿ (NEP)- ೨೦೨೦ರ ಅನ್ವಯ

ಮಂಗಳೂರು ವಿಶ್ವವಿದ್ಯಾನಿಲಯ

ದ್ವಿತೀಯ ಬಿ.ಎಸ್ಸಿ (ಎಫ್‌ಎನ್‌ಡಿ), ಬಿ.ಎಸ್ಸಿ (ಹೆಚ್.ಎಸ್), ಬಿ.ಎಸ್ಸಿ (ಸಿಎಸ್), ಬಿ.ಎಸ್ಸಿ (ಫ್ಯಾಷನ್ ಡಿಸೈನ್), ಬಿ.ಎಸ್ಸಿ (ಗಾರ್ಮೆಂಟ್ ಡಿಸೈನ್), ಬಿ.ಎಸ್ಸಿ (ಲೆದರ್ ಡಿಸೈನ್), ಬಿ.ಎಸ್ಸಿ (ಇಂಟಿರಿಯರ್ ಡಿಸೈನ್ ಆ್ಯಂಡ್ ಡೆಕೋರೇಶನ್), ಬಿ.ಎಸ್ಸಿ (ಅನಿಮೇಶನ್ ಆ್ಯಂಡ್ ವಿಜುವಲ್ ಇಫೆಕ್ಟ್ಸ್), ಬಿ.ಎಸ್ಸಿ (ಕೌನ್ಸಿಲಿಂಗ್), ಬಿ.ಎಸ್ಸಿ (ಪುಡ್ ಟೆಕ್ನಾಲಜಿ)
ಚತುರ್ಥ ಚತುರ್ಮಾಸ

ಸೌಂದರ್ಯ ಮಂಗಳ - ೪

ಒಟ್ಟು ಕ್ರೆಡಿಟ್‌ಗಳು ೩, ಬೋಧನಾ ಅವಧಿ ೪+೦+೦,

ಸೆಮಿಸ್ಟರ್‌ನಲ್ಲಿ ಒಟ್ಟು ೧೦೦ ಅಂಕಗಳು

SEE - ಸೆಮಿಸ್ಟರ್ ಅಂತ್ಯದ ಪರೀಕ್ಷೆ - ೬೦ ಅಂಕಗಳು

CIE - ನಿರಂತರ ಆಂತರಿಕ ಮೌಲ್ಯಮಾಪನ - ೪೦ ಅಂಕಗಳು

(ಕೈಮಗ್ಗ ಪರಂಪರೆ - ಅಹಿಂಸೆ - ವಾಸ್ತುಶಿಲ್ಪ - ಸಂಕೀರ್ಣ ಪರಿಕಲ್ಪನೆಗಳನ್ನೊಳಗೊಂಡಂತೆ)

ಪರಿವಿಡಿ

I ಕೈಮಗ್ಗ ಪರಂಪರೆ

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| ೧. ನೂಲೊಲ್ಯಾಕ ಚೆನ್ನಿ | - ಜನಪದ ಗೀತೆ |
| ೨. ಮಗ್ಗದ ಸಾಹೇಬ | - ಬಾಗಲೋಡಿ ದೇವರಾಯ |
| ೩. ಕರಕುಶಲ ಕಲೆಗಳು ಮತ್ತು ಪರಂಪರೆ ವಿಜ್ಞಾನ | - ಕರೀಗೌಡ ಬೀಚನಹಳ್ಳಿ |

II ಅಹಿಂಸೆ

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| ೧. ನಿರ್ಮಲಧರ್ಮದಿಂದ ಪಾಲಿಸು ಧರೆಯಂ | - ಜನ್ನ |
| ೨. ಕ್ರಿಸ್ತನಿಗೆ ಕವಿನಮನ | - ದೊಡ್ಡರಂಗೇ ಗೌಡ |
| ೩. ಉಮ್ಮಕ್ಕನ ಕಿಡ್ಡಿಯಲ್ಲಿ ಹೃದಯವಿತ್ತು | - ಎ.ಆರ್. ಮಣಿಕಾಂತ್ |

III ವಾಸ್ತುಶಿಲ್ಪ

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| ೧. ಮುರಹರನ ನೇಮದಲಿ ಮಯ ವಿಸ್ತರಿಸಿದನು | - ಕುಮಾರವ್ಯಾಸ |
| ೨. ವಿಜಯನಗರದ ವಾಸ್ತುಶಿಲ್ಪ ಮತ್ತು ಚಿತ್ರಕಲೆ | - ಎಸ್.ಎನ್.ಶಿವರುದ್ರಸ್ವಾಮಿ |
| ೩. ಕಲಿಯುಗದೊಳಗೀ ಬಿಂಬವ ತಿದ್ದಿಸಿ | - ಚದುರ ಚಂದ್ರಮ |
| ೪. ಆವರಾಗವ ಪಾಡುವೆ | - ಡಿ.ವಿ.ಜಿ. |

IV ಸಂಕೀರ್ಣ

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| ೧. ಕಬೀರನಾದ ಕುಬೇರ ಕಾರ್ನಾಡು ಸದಾಶಿವ ರಾವ್ | - ಅರವಿಂದ ಚೊಕ್ಕಾಡಿ |
| ೨. ಮೂಡಲ ಸೀಮೇಲಿ ಕೊಲೆಗಿಲೆ ಮುಂತಾಗಿ | - ದೇವನೂರ ಮಹಾದೇವ |
| ೩. ದೀಪ | - ರಮಾನಂದ ಬನಾರಿ |

ರಾಷ್ಟ್ರೀಯ ಶಿಕ್ಷಣ ನೀತಿ (NEP) - ೨೦೨೦ರ ಅನ್ವಯ

ಮಂಗಳೂರು ವಿಶ್ವವಿದ್ಯಾನಿಲಯ

ದ್ವಿತೀಯ ಬಿ.ಕಾಂ. ಕನ್ನಡ

ಚತುರ್ಥ ಚತುರ್ಮಾಸ

ವಾಣಿಜ್ಯ ಮಂಗಳ -೪

ಒಟ್ಟು ಕ್ರೆಡಿಟ್‌ಗಳು ೩, ಬೋಧನಾ ಅವಧಿ ೪+೦+೦,

ಸೆಮಿಸ್ಟರ್‌ನಲ್ಲಿ ಒಟ್ಟು ೧೦೦ ಅಂಕಗಳು

SEE - ಸೆಮಿಸ್ಟರ್ ಅಂತ್ಯದ ಪರೀಕ್ಷೆ - ೬೦ ಅಂಕಗಳು

CIE - ನಿರಂತರ ಆಂತರಿಕ ಮೌಲ್ಯಮಾಪನ - ೪೦ ಅಂಕಗಳು

(ಕಡಲು - ಸಾವು - ಸಹಬಾಳೆ - ಸಂಕೀರ್ಣ ಪರಿಕಲ್ಪನೆಗಳನ್ನೊಳಗೊಂಡಂತೆ)

ಪರಿವಿಡಿ

ಘಟಕ I : ಕಡಲು

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| ೧. ಬಂಗಾರ ನೀರ ಕಡಲಾಚೆಗೀಚೆಗಿದೆ | - ದ.ರಾ. ಬೇಂದ್ರೆ |
| ೨. ಹಡಗಿನಲ್ಲಿ | - ಬಿ.ಜಿ.ಎಲ್. ಸ್ವಾಮಿ |
| ೩. ಮೀನು ಅತ್ತರೆ ನೀರು ಹೆಚ್ಚುವುದಿಲ್ಲ | - ದೇವು ಹನೇಹಳ್ಳಿ |

ಘಟಕ II : ಸಾವು

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| ೧. ಕರ್ಣಾವಸಾನ | - ಪಂಪ |
| ೨. ಬೆಳ್ಳನೆ ನಕ್ಷತ್ರ | - ವನಂತಿ ಶೆಟ್ಟಿ ಬ್ರಹ್ಮಾವರ |
| ೩. ಬಂಗ್ಲೆ ಮನೆಯ ಪ್ರಭು | - ಶ್ರೀನಿವಾಸ ಜೋಕಟ್ಟೆ |

ಘಟಕ III : ಸಹಬಾಳೆ

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| ೧. ಪ್ರಶ್ನೆಗೆ ಉತ್ತರ | - ಕೆ.ಎಸ್. ನರಸಿಂಹಸ್ವಾಮಿ |
| ೨. ನುಗ್ಗೆ ಗಿಡ | - ನಾ. ಮೊಗಸಾಲೆ |
| ೩. ನಿಮ್ಮೊಳಗಿದ್ದು ನಿಮ್ಮಂತಾಗದೆ | - ಕೆ.ಎಸ್. ನಿಸಾರ್ ಅಹಮ್ಮದ್ |

ಘಟಕ IV : ಸಂಕೀರ್ಣ

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| ೧. ಯುದ್ಧೋನ್ಮಾದದಿಂದ ಮುಕ್ತರಾಗೋಣ | - ಹೇಮಾವತಿ ವೀ. ಹೆಗ್ಗಡೆ |
| ೨. ತಡೆಯಬಹುದೇ ತಾಪಮಾನದ ಏರಿಕೆಯ | - ಸುಮಂಗಲ ಎಸ್.ಮುಮ್ಮಿ ಗಟ್ಟಿ |
| ೩. ಮದಲಿಂಗನ ಕಣಿವೆ | - ಮಾಸ್ತಿ ವೆಂಕಟೇಶ ಅಯ್ಯಂಗಾರ್ |

ರಾಷ್ಟ್ರೀಯ ಶಿಕ್ಷಣ ನೀತಿ (NEP)- ೨೦೨೦ರ ಅನ್ವಯ

ಮಂಗಳೂರು ವಿಶ್ವವಿದ್ಯಾನಿಲಯ

ದ್ವಿತೀಯ ಬಿ.ಎಸ್ಸಿ. ಕನ್ನಡ

ಚತುರ್ಥ ಚತುರ್ಮಾಸ

ವಿಜ್ಞಾನ ಮಂಗಳ - ೪

ಒಟ್ಟು ಕ್ರೆಡಿಟ್‌ಗಳು ೩, ಬೋಧನಾ ಅವಧಿ ೪+೦+೦,

ಸೆಮಿಸ್ಟರ್‌ನಲ್ಲಿ ಒಟ್ಟು ೧೦೦ ಅಂಕಗಳು

SEE - ಸೆಮಿಸ್ಟರ್ ಅಂತ್ಯದ ಪರೀಕ್ಷೆ - ೬೦ ಅಂಕಗಳು

CIE - ನಿರಂತರ ಆಂತರಿಕ ಮೌಲ್ಯಮಾಪನ - ೪೦ ಅಂಕಗಳು

(ದಮನಿತರ ಲೋಕ-ಸಹಿಷ್ಣುತೆ-ಶ್ರೀಸಾಮಾನ್ಯರ ಬದುಕು-ಸಂಕೀರ್ಣ ಪರಿಕಲ್ಪನೆಗಳನ್ನೊಳಗೊಂಡಂತೆ)

ಪರಿವಿಡಿ

ಘಟಕ I - ದಮನಿತರ ಲೋಕ

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| ೧. ಸೋಲೇ ಇಲ್ಲ | - ಸವಿತಾ ನಾಗಭೂಷಣ |
| ೨. ಉಂಡೆ ನಾ ಚೆನ್ನನೊಡನೆ | - ಹರಿಹರ |
| ೩. ಗ್ರಸ್ತರು | - ದೇವನೂರು ಮಹಾದೇವ |

ಘಟಕ II - ಸಹಿಷ್ಣುತೆ

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| ೧. ಕಸವರಮೆಂಬುದು ನೆರೆ ಸೈರಿಸಲಾಪೊಡೆ | - ಶ್ರೀವಿಜಯ |
| ೨. ಈತ ಲಿಂಗದೇವ ಶಿವನು ಆತ ರಂಗಧಾಮ ವಿಷ್ಣು | - ಹೆಳವನಕಟ್ಟೆ ಗಿರಿಯಮ್ಮ |
| ೩. ಮಾನವೀಯತೆಯ ನಿಧಿ ಗಾಂಧೀಜಿ | - ದೇ. ಜವರೇಗೌಡ |

ಘಟಕ III - ಶ್ರೀ ಸಾಮಾನ್ಯರ ಬದುಕು

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| ೧. ಬೇಟೆ | - ಕಟ್ಟತನ ಲಲಿತಾ ಅಯ್ಯಣ್ಣ |
| ೨. ರಾಣಿ ತಿಮ್ಮಿಯ ಸಿಂಹಾಸನ | - ವಿಜಯಾ ದಬ್ಬೆ |
| ೩. ಜೀತದಾಳಿನ ಗಾಥೆ | - ಮೂಡ್ನಾಕೂಡು ಚೆನ್ನಸ್ವಾಮಿ |

ಘಟಕ IV - ಸಂಕೀರ್ಣ

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| ೧. ಉಪರಂಭಿಯ ಅಖ್ಯಾನ | - ನಾಗಚಂದ್ರ |
| ೨. ಅರಣ್ಯೇಕರಣದ ಹೊಸ ಸವಾಲುಗಳು | - ಶಿವಾನಂದ ಕಳವೆ |
| ೩. ವಿದಾಯ - | ಬಿ. ಜನಾರ್ದನ ಭಟ್ |

ರಾಷ್ಟ್ರೀಯ ಶಿಕ್ಷಣ ನೀತಿ (NEP)- ೨೦೨೦ರ ಅನ್ವಯ

ಮಂಗಳೂರು ವಿಶ್ವವಿದ್ಯಾನಿಲಯ

ದ್ವಿತೀಯ ಪದವಿ

ಮುಕ್ತ ಆಯ್ಕೆ ಪತ್ರಿಕೆ (OPEN ELECTIVE)

ಚತುರ್ಥ ಚತುರ್ಮಾಸ

ಮುಕ್ತ ಮಂಗಳ - ೪

(ನಾಟಕ)

ಒಟ್ಟು ಕ್ರೆಡಿಟ್‌ಗಳು ೩, ಬೋಧನಾ ಅವಧಿ ೩+೦+೦,

ಸೆಮಿಸ್ಟರ್‌ನಲ್ಲಿ ಒಟ್ಟು ೧೦೦ ಅಂಕಗಳು

SEE - ಸೆಮಿಸ್ಟರ್ ಅಂತ್ಯದ ಪರೀಕ್ಷೆ - ೬೦ ಅಂಕಗಳು

CIE - ನಿರಂತರ ಆಂತರಿಕ ಮೌಲ್ಯಮಾಪನ - ೪೦ ಅಂಕಗಳು

ಪರಿವಿಡಿ

ಘಟಕ ೧ : ಕನ್ನಡ ರಂಗಭೂಮಿ - ಕಾ.ವೆಂ. ಶ್ರೀನಿವಾಸಮೂರ್ತಿ

೧. ಜನಪದ ರಂಗಭೂಮಿ
೨. ಆಧುನಿಕ ರಂಗಭೂಮಿ
೧. ಹವ್ಯಾಸಿ ರಂಗಭೂಮಿ
೨. ವೃತ್ತಿ ರಂಗಭೂಮಿ

ಘಟಕ ೨ : ಆಧುನಿಕ ನಾಟಕ ಪರಂಪರೆ - ಎ.ಆರ್. ನಾಗಭೂಷಣ

೧. ಪ್ರಮುಖ ನಾಟಕಕಾರರು ಮತ್ತು ಪ್ರಮುಖ ನಾಟಕ ಕೃತಿಗಳು

ಘಟಕ ೩ : ಪ್ರಾಯೋಗಿಕ ನೆಲೆ - ಅಕ್ಷರ ಕೆ.ವಿ.

೧. ರಂಗಮಂದಿರ
೨. ರಂಗಸೃಷ್ಟಿಕೆ
೩. ರಂಗ ಪರಿಕರ
೪. ವೇಷಭೂಷಣ / ಪ್ರಸಾಧನ
೫. ರಂಗಸಂಗೀತ

ಘಟಕ ೪ : ಸಂಕೀರ್ಣ (ಪ್ರಾಯೋಗಿಕ ರಂಗ ಪಠ್ಯ)

೧. ಸಿರಿ / ನಾ. ದಾಮೋದರ ಶೆಟ್ಟಿ

ತೃತೀಯ ಬಿ.ಎ. ಕನ್ನಡ ಐಚ್ಛಿಕ - (ಓನೇ ಸೆಮಿಸ್ಟರ್) - ಸಿ-೧೨
ಪ್ರಾಚೀನ ಕನ್ನಡ ಸಾಹಿತ್ಯ (ಪೂರ್ವದ ಹಳಗನ್ನಡ-ಹಳಗನ್ನಡ ಸಾಹಿತ್ಯ)

ಕ್ರೈಡೆಟ್-೪, ಬೋಧನಾವಧಿ : ೪ ಗಂಟೆಗಳು,

ಗರಿಷ್ಠ ಮಾರ್ಕ್ಸ್ ೬೦, ಅಂತರಿಕ ಮೌಲ್ಯಮಾಪನ-೪೦

ಸಾಹಿತ್ಯ ಮಂಗಳ-೬

ಪರಿವಿಡಿ

ಬೋಧನಾವಧಿ : ೩೦ ಗಂಟೆಗಳು

ಘಟಕ - ೧

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| ೧. ಕನ್ನಡ ಸಾಹಿತ್ಯದ ಪ್ರಾಚೀನತೆ | ರಾಧಾಕೃಷ್ಣ / ೧ |
| ೨. ಪ್ರಾಚೀನ ಕನ್ನಡ ಸಾಹಿತ್ಯದಲ್ಲಿ ಪ್ರಭುತ್ವ | ಸಂ.ವಿ. / ೧೧ |
| ೩. ಕರ್ಣನನೀಗಳೆ ಕುಲಜನಂ ಮಾಡಿ ತೋರ್ಪೆನ್ | ಪಂಪ / ೧೬ |
| ೪. ಕಾಲಾಗ್ನಿರುದ್ರನಂತುರಿದೆಟ್ಟರ್ | ನಾಗಚಂದ್ರ / ೨೫ |

ಘಟಕ - ೨

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| ೧. ಪ್ರಾಚೀನ ಕನ್ನಡ ಸಾಹಿತ್ಯದಲ್ಲಿ ಹೆಣ್ಣಿನ ನಿರೂಪಣೆ | ಸಂ.ವಿ. / ೩೩ |
| ೨. ಅಳುರದು ಕಿರ್ಚು ಮುಟ್ಟಿದು ವಿಷಾಹಿ | ರನ್ನ / ೩೮ |
| ೩. ಸ್ವಪ್ನ ಸಮಾಗಮ | ನೇಮಿಚಂದ್ರ / ೪೪ |

ಘಟಕ - ೩

- | | |
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| ೧. ಪ್ರಾಚೀನ ಕನ್ನಡ ಸಾಹಿತ್ಯದಲ್ಲಿ ಮಾನವೀಯ ಮೌಲ್ಯ | ಎಸ್. ಚಂದ್ರಕಿರಣ್ / ೫೨ |
| ೨. ಅಜಿತನ ಕಥೆ | ದುರ್ಗಸಿಂಹ / ೬೦ |
| ೩. ಸಿರಿಯೆಂಬ ಸೊರ್ಕು | ನಾಗವರ್ಮ / ೬೬ |

ಘಟಕ - ೪

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| ೧. ವಡ್ಡಾರಾಧನೆ : ಕಾರ್ತಿಕ ಋಷಿಯ ಕಥೆ | ಶಿವಕೋಟ್ಯಾಚಾರ್ಯ / ೭೫ |
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ತೃತೀಯ ಬಿ.ಎ. ಕನ್ನಡ ಐಚ್ಛಿಕ - (ಓನೇ ಸೆಮಿಸ್ಟರ್) -ಸಿ-೧೩

ಕನ್ನಡ ವ್ಯಾಕರಣ ಪಠಪಠ : ಶಬ್ದಮಣಿ ದರ್ಪಣ (ಸಮಾಸ, ಆಖ್ಯಾತ, ಧಾತು ಮತ್ತು ಅವ್ಯಯ)

ಕ್ರೆಡಿಟ್-೪, ಬೋಧನಾವಧಿ : ೪ ಗಂಟೆಗಳು,

ಗರಿಷ್ಠ ಮಾರ್ಕ್ಸ್ ೬೦, ಅಂತರಿಕ ಮೌಲ್ಯಮಾಪನ-೪೦

ಸಾಹಿತ್ಯ ಮಂಗಳ-೬

ಬೋಧನಾವಧಿ : ೩೦ ಗಂಟೆಗಳು

ಪರಿವಿಡಿ

ಘಟಕ ೧

೧. ಕನ್ನಡ ವ್ಯಾಕರಣ ಪಠಪಠ : ಆಧುನಿಕ ಚಿಂತನೆಗಳು

೧.೦. ವ್ಯಾಕರಣ ನಿರ್ವಚನ., ವ್ಯಾಕರಣ ಪಠಪಠ.

೧.೧. ಆಧುನಿಕ ಚಿಂತನೆಗಳು. : ಆಧುನಿಕ ವ್ಯಾಕರಣ ಪಠಪಠದ ಬಗೆಗಳು, ವ್ಯಾಕರಣ ಪಠಪಠದ ಮೇಲೆ ಆಂಗ್ಲ ಭಾಷೆಯ ಪ್ರಭಾವ.

ಘಟಕ ೨

೧. ಸಮಾಸ ಪ್ರಕರಣ .

೧.೦. ಸಮಾಸ ಎಂದರೇನು?

೧.೧. ಹಳಗನ್ನಡ ಸಮಾಸಗಳು (ಕೀಶಿರಾಜನು ಹೇಳುವ ಷಟ್ ಸಮಾಸಗಳು ಸೇರಿದಂತೆ), ಅರಿ ಸಮಾಸ, ವೀಚ್ಛೆ ಶಬ್ದಗಳ ಯುಗಲೋಚ್ಚಾರಣೆ

೧.೨. ಸಮಾಸವನ್ನು ಕುರಿತು ಡಿ.ಎನ್ ಶಂಕರ ಭಟ್ಟರ ವಿಚಾರಗಳು.

ಘಟಕ ೩

೧. ಆಖ್ಯಾತ ಪ್ರಕರಣ

೧.೦. ಆಖ್ಯಾತ ಪ್ರತ್ಯಯಗಳು

೧.೧. ಕಾಲವಾಚಕ ಪ್ರತ್ಯಯಗಳು : ಕನ್ನಡ ಕಾಲವ್ಯವಸ್ಥೆ

೧.೨ ಹೊಸಗನ್ನಡದಲ್ಲಿ ಕಾಲವ್ಯವಸ್ಥೆ

೧.೩ ವಿಧಿಯ ಕೆ.ಕುಂ ಪ್ರತ್ಯಯಗಳು

೧.೪. ಪ್ರತಿಷೇಧ ಕ್ರಿಯಾ ರೂಪ

೧.೫. ಅಪೂರ್ಣ ಕ್ರಿಯಾರೂಪ - ಸತಿ ಸಪ್ತಮಿ.

೧.೬. ಪಕ್ಕಾರ್ಥ 'ಒಡೆ' ಕ್ರಿಯಾ ರೂಪ.

೧.೭. ಕರ್ಮಣಿ ಪ್ರಯೋಗ

ಘಟಕ ೪

೧. ಧಾತು ಮತ್ತು ಅವ್ಯಯ ಪ್ರಕರಣ

೧.೦. ಧಾತು

೧.೧. ಧಾತುಗಳ ಪಟ್ಟಿ (೯೮೫)

೪.೨ ಅವ್ಯಯಗಳು

೧.೦. ಅವ್ಯಯದ ನಿರ್ವಚನ

೧.೧. ಅವ್ಯಯಗಳಲ್ಲಿ ಆಧುನಿಕ ದೃಷ್ಟಿ- ಭಾವ ಸೂಚಕ,
ಕ್ರಿಯಾರ್ಥಕ, ಸಮುಚ್ಚಾಯಕ, ಅನುಸರ್ಗ.

ಅನುಬಂಧ

ಕೇಶಿರಾಜನು ಹೇಳುವ ಕನ್ನಡದ ಅಸಾಧಾರಣ ಲಕ್ಷಣಗಳು :

ಗಮಕ ಸಮಾಸ, ಅಱಿ, ಕುಳ ಕ್ಷಳ, ಶ್ರುತಿ ಸಹ್ಯ, ,
ಸತಿ ಸಪ್ತಮಿ, ಸಮ ಸಂಸ್ಕೃತ,ವ- ಮ-ಹ - ಪ ಭೇದ,
ವಿರಹಿತ ಅವ್ಯಯ ಸಂಸ್ಕೃತ ಲಿಂಗ,
ಪದೋತ್ತಮ ಶಿಥಿಲತ್ವ, ಯತಿ ವಿಲಂಘನ.

ತೃತೀಯ ಬಿ.ಎ. ಕನ್ನಡ ಐಚ್ಛಿಕ -(೬ನೇ ಸೆಮಿಸ್ಟರ್) - ಸಿ-೧೪

ಸಾಂಸ್ಕೃತಿಕ ಅಧ್ಯಯನಗಳು

ಕ್ರೈಡಿಟ್-೪, ಬೋಧನಾವಧಿ : ೪ ಗಂಟೆಗಳು,

ಗಂಪ್ಯ ಮಾರ್ಕ್ಸ್ ೬೦, ಅಂತರಿಕ ಮೌಲ್ಯಮಾಪನ-೪೦

ಸಾಹಿತ್ಯ ಮಂಗಳ-೬

ಬೋಧನಾವಧಿ : ೩೦ ಗಂಟೆಗಳು

ಪರಿವಿಡಿ

ಘಟಕ ೧ ನೀಲಮ್ಬಿನ ವಚನಗಳು

ನೀಲಮ್ಬಿನ ವಚನಗಳಲ್ಲಿ ಸಾಮಾಜಿಕ ಪ್ರಜ್ಞೆ

ಘಟಕ ೨

ಶರೀಫರ ತತ್ವಪದಗಳು ಮತ್ತು ವಸಾಹತು ಪ್ರಜ್ಞೆ

ಎಲ್ಲರಂಥವನಲ್ಲ ನನ ಗಂಡ

ಬಿದ್ದಿಯಬ್ಬೇ ಮುದುಕಿ

ಮನೆಯ ಮಾಳಿಗಿ

ಗುಡಿಯ ನೋಡಿರಣ್ಣ

ದುಡ್ಡು ಕೆಟ್ಟದ್ದೋ ನೋಡಣ್ಣ

ಕುಂಬಾರಕಿ

ಸಾಲಿಯ ನೋಡಿದಿಯಾ

ಗಿರಣಿ ವಿಸ್ತಾರ ನೋಡಮ್ಮ

ಘಟಕ ೩

ಕೊಡಗಿನ ಗೌರಮ್ಮ ಮತ್ತು ಗಾಂಧಿವಾದ

ಹೋಗಿಯೇ ಬಿಟ್ಟಿದ್ದ!

ಒಂದು ಚಿತ್ರ

ನನ್ನ ಮದುವೆ

ಘಟಕ ೪

ತೇಜಸ್ವಿ ಕೃತಿಗಳಲ್ಲಿ ಪರಿಸರ ಪ್ರಜ್ಞೆ
ಮಾನೀಟರ್
ಕುಕ್ಕುಟ ಪಿಶಾಚ
ಕೆರೆಯ ದಡದಲ್ಲಿ

ರಾಷ್ಟ್ರೀಯ ಶಿಕ್ಷಣ ನೀತಿ (NEP) - 2020ರ ಅನ್ವಯ
ಮಂಗಳೂರು ವಿಶ್ವವಿದ್ಯಾನಿಲಯ

ತೃತೀಯ ಬಿ.ಎ. -(೬ನೇ ಸೆಮಿಸ್ಟರ್)- MINI PROJECT

ಪ್ರವಾಸ ಸಾಹಿತ್ಯ

(ಪ್ರವಾಸ ಸಾಹಿತ್ಯದ ಪರಂಪರೆ - ಸ್ವದೇಶಿ ಪ್ರವಾಸ ಕಥನ - ವಿದೇಶಿ ಪ್ರವಾಸ ಕಥನ ಪರಿಕಲ್ಪನೆಗಳನ್ನೊಳಗೊಂಡಂತೆ)

ಒಟ್ಟು ಕ್ರೆಡಿಟ್‌ಗಳು 2, ಬೋಧನಾ ಅವಧಿ 2+0+0,

ಸೆಮಿಸ್ಟರ್‌ನಲ್ಲಿ ಒಟ್ಟು 50 ಅಂಕಗಳು

SEE - ಸೆಮಿಸ್ಟರ್ ಅಂತ್ಯದ ಪರೀಕ್ಷೆ - 30 ಅಂಕಗಳು

CIE - ನಿರಂತರ ಅಂತರಿಕ ಮೌಲ್ಯಮಾಪನ - 20 ಅಂಕಗಳು

(ಸೂಚನೆ:- MINI PROJECT ಗೆ ಸಂಬಂಧಿಸಿ 3 ವಿಷಯಗಳ ವೈಕಿ ಯಾವುದಾದರೂ ಒಂದನ್ನು ಆಯ್ಕೆ ಮಾಡತಕ್ಕದ್ದು)

ಪರಿವಿಡಿ

ಘಟಕ -I ಪ್ರವಾಸ ಸಾಹಿತ್ಯದ ಪರಂಪರೆ

1. ಪ್ರವಾಸ ಸಾಹಿತ್ಯದ ಒಳನೋಟಗಳು ಲತಾ ಗುತ್ತಿ
2. 'ಟೂರಿಸ್ಟ್ ಪದದ ವ್ಯುತ್ಪತ್ತಿ ಎಸ್. ವಿದ್ಯಾಶಂಕರ್
3. ಕನ್ನಡದಲ್ಲಿ ಪ್ರವಾಸ ಸಾಹಿತ್ಯ:ಭಾರತ ಕೆ. ಅನಂತರಾಮು

ಘಟಕ II ಸ್ವದೇಶಿ ಪ್ರವಾಸ ಕಥನ

1. ಅಂಡಮಾನ್! ಅಂಡಮಾನ್!! ಲಕ್ಷ್ಮೀ ಮಚ್ಚಿನ
2. ಕೈಲಾಸ ಶಿಖರ ಉಪ್ಪಂದ ಚಂದ್ರಶೇಖರ ಹೊಳ್ಳೆ

ಘಟಕ III ವಿದೇಶಿ ಪ್ರವಾಸ ಕಥನ

1. ಅಮೆಜಾನ್ ಕಾಡಿನಲ್ಲಿ ನೇಮಿಚಂದ್ರ
2. ಸ್ವರ್ಣಗಿರಿಯ ಕಡೆಗೆ ಮುನಿಯಾಲ್ ಗಣೇಶ್ ಶೆಣೈ

ರಾಷ್ಟ್ರೀಯ ಶಿಕ್ಷಣ ನೀತಿ (NEP) - 2020ರ ಅನ್ವಯ
ಮಂಗಳೂರು ವಿಶ್ವವಿದ್ಯಾನಿಲಯ

ತೃತೀಯ ಬಿ.ಎ. -(೬ನೇ ಸೆಮಿಸ್ಟರ್)- MINI PROJECT

ಗಣಕ ಸಾಹಿತ್ಯ

(ಮಾಹಿತಿ ತಂತ್ರಜ್ಞಾನ ಮತ್ತು ಕನ್ನಡ ಪ್ರಸಾರ-ಗಣಕಗಳಲ್ಲಿ ಕನ್ನಡ ಅಳವಡಿಕೆ, ತಂತ್ರಜ್ಞಾನದ ಬಳಕೆ - ಇಮೇಲ್, ಬ್ಲಾಗ್ ಕೋಶಗಳು ಮತ್ತು ಕನ್ನಡ ಮಾಹಿತಿಜಾಲ ಪರಿಕಲ್ಪನೆಗಳನ್ನೊಳಗೊಂಡಂತೆ)

(ಕ್ರೆಡಿಟ್‌ಗಳು 2, ಪಾಠದ ಅವಧಿ- 2, ಲಿಖಿತ ಪರೀಕ್ಷೆಗೆ 30 ಅಂಕಗಳು
ಹಾಗೂ ಆಂತರಿಕ ಗುಣಾಂಕಗಳು- 20)

ಪರಿವಿಡಿ

ಬೋಧನಾವಧಿ : 20 ಗಂಟೆಗಳು

ಘಟಕ - I

ಮಾಹಿತಿ ತಂತ್ರಜ್ಞಾನ ಮತ್ತು ಕನ್ನಡ ಪ್ರಸಾರ

1. ಮಾಹಿತಿ ತಂತ್ರಜ್ಞಾನದ
ಆರ್ಥ, ರೂಪ, ಸ್ವರೂಪ, ಬೆಳವಣಿಗೆ/ ಟಿ.ಜಿ. ಶ್ರೀನಿಧಿ
2. ಕನ್ನಡ ತಂತ್ರಜ್ಞಾನ ನೆನ್ನೆ, ಇಂದು, ನಾಳೆ / ಟಿ.ಜಿ. ಶ್ರೀನಿಧಿ
3. ಕನ್ನಡದ ಉಳಿವಿಗೆ ಒಂದೇ ಹಾದಿ :
ಮುಕ್ತ ಜ್ಞಾನ, ಮುಕ್ತ ತಂತ್ರಜ್ಞಾನ / ಬೇಳೂರು ಸುದರ್ಶನ

ಘಟಕ - II

ಗಣಕಗಳಲ್ಲಿ ಕನ್ನಡ ಅಳವಡಿಕೆ, ತಂತ್ರಜ್ಞಾನದ ಬಳಕೆ

1. ಕನ್ನಡದಲ್ಲಿ ಡೆಸ್ಕ್‌ಟಾಪ್ ಪಬ್ಲಿಶಿಂಗ್(ಡಿಟಿಪಿ):
ಒಂದು ದಿಕ್ಕೂಟ / ಬೇಳೂರು ಸುದರ್ಶನ
2. ಕಣಜ ಅಂತರಜಾಲ ಕನ್ನಡ ಜ್ಞಾನಕೋಶ
3. ಕನ್ನಡ ಭಾಷೆಗೆ ಸಂಬಂಧಿಸಿದ
ತಂತ್ರಾಂಶ ಸಂಪನ್ಮೂಲಗಳು / ಬೇಳೂರು ಸುದರ್ಶನ

ಘಟಕ - III

ಬ್ಲಾಗ್ ಕೋಶಗಳು ಮತ್ತು ಕನ್ನಡ ಮಾಹಿತಿಜಾಲ

1. ಅಂತರಜಾಲ ಮತ್ತು ಕನ್ನಡ / ಟಿ.ಜಿ. ಶ್ರೀನಿಧಿ
2. ಬ್ಲಾಗಾಯತ : ಸುದ್ದಿ, ಬದುಕು,
ಭಾವನೆಗೆ ಹೊಸ ಆಕಾರ / ಬೇಳೂರು ಸುದರ್ಶನ

ರಾಷ್ಟ್ರೀಯ ಶಿಕ್ಷಣ ನೀತಿ (NEP) - 2020ರ ಅನ್ವಯ
ಮಂಗಳೂರು ವಿಶ್ವವಿದ್ಯಾನಿಲಯ

ತೃತೀಯ ಬಿ.ಎ. -(ಓನೇ ನೆಮಿಸ್ಟರ್)- MINI PROJECT

ಶಾಸನ ಸಾಹಿತ್ಯ

(ಕ್ರೆಡಿಟ್‌ಗಳು 2, ಪಾಠದ ಅವಧಿ- 2, ಲಿಖಿತ ಪರೀಕ್ಷೆಗೆ 30 ಅಂಕಗಳು ಹಾಗೂ
ಆಂತರಿಕ ಗುಣಾಂಕಗಳು- 20)

ಪರಿವಿಡಿ

ಬೋಧನಾವಧಿ : 20 ಗಂಟೆಗಳು

ಘಟಕ - 1

ಶಾಸನಗಳು

ಅರ್ಥ - ಸ್ವರೂಪ - ಪ್ರಯೋಜನ - ಡಾ. ಪಿ. ಶ್ರೀಕೃಷ್ಣ ಭಟ್

ಘಟಕ - 2

ಶಾಸನ ಪ್ರಕಾರಗಳು

ದಾನ ಶಾಸನಗಳು ಮತ್ತು ವೀರಗಲ್ಲುಗಳು - ಡಾ. ಎಚ್. ತಿಪ್ಪೇರುದ್ರ ಸ್ವಾಮಿ

ಮಾಸ್ತಿಗಲ್ಲುಗಳು - ಡಾ. ಎಂ. ಚಿದಾನಂದಮೂರ್ತಿ

ಪ್ರಶಸ್ತಿ ಶಾಸನಗಳು - ಡಾ. ಹು.ಕಾ. ಜಯದೇವ್

ನಿಶಿಧಿ ಶಾಸನಗಳು - ಡಾ. ಎಂ.ಎಂ. ಕಲಬುರ್ಗಿ

ಘಟಕ - 3

ಸಾಹಿತ್ಯಕ ಪಠ್ಯಗಳು

ತಮಟ ಕಲ್ಲು ಶಾಸನ

ಕಪ್ಪೆ ಅರಭಟ್ಟನ ಶಾಸನ

ಘಟಕ - 4

ಸಾಂಸ್ಕೃತಿಕ ಪಠ್ಯಗಳು

ದೇಕಬ್ಬೆಯ ಶಾಸನ

ಬುಕ್ಕರಾಯನ ಶಾಸನ

ರಾಷ್ಟ್ರೀಯ ಶಿಕ್ಷಣ ನೀತಿ (NEP) – ೨೦೨೦ರ ಅನ್ವಯ
ಮಂಗಳೂರು ವಿಶ್ವವಿದ್ಯಾನಿಲಯ

ದ್ವಿತೀಯ ಬಿ.ಎ./ಬಿಎಸ್‌ಡಬ್ಲ್ಯು/ ಬಿ.ವಿ.ಎ/
ಬಿ.ಎ.(ಹೆಚ್‌ಆರ್‌ಡಿ)/ಬಿಎ(ಎಸ್‌ಡಿಎಸ್) ಕನ್ನಡ
ತೃತೀಯ ಚತುರ್ಮಾಸ

ಕಲಾಮಂಗಳ – ೨

ಒಟ್ಟು ಕ್ರೆಡಿಟ್‌ಗಳು ೨, ಬೋಧನಾ ಅವಧಿ ೪+೦+೦,
ಸೆಮಿಸ್ಟರ್‌ನಲ್ಲಿ ಒಟ್ಟು ೧೦೦ ಅಂಕಗಳು
SEE – ಸೆಮಿಸ್ಟರ್ ಅಂತ್ಯದ ಪರೀಕ್ಷೆ – ೬೦ ಅಂಕಗಳು
CIE – ನಿರಂತರ ಆಂತರಿಕ ಮೌಲ್ಯಮಾಪನ – ೪೦ ಅಂಕಗಳು
(ರಾಷ್ಟ್ರೀಯತೆ – ಕೃಷಿ – ಕ್ರೀಡೆ – ಸಂಕೀರ್ಣ ಪರಿಕಲ್ಪನೆಗಳನ್ನೊಳಗೊಂಡಂತೆ)

ಪರಿವಿಡಿ

I ರಾಷ್ಟ್ರೀಯತೆ

1. ರಕ್ತತರ್ಪಣ – ಕುವೆಂಪು
2. ಕಿತ್ತೂರ ರಾಣಿ ಚೆನ್ನಮ್ಮ ಲಾವಣಿಗಳು – ಸೋಮಶೇಖರ ಇಮ್ರಾಪುರ
3. ಅಗಸ್ತ್ಯವೀರ – ಹುಸೇನ್ ಸಾಬ್ ಕೆ. ಕಾಪು

II ಕೃಷಿ

1. ಅವ್ವ – ಪಿ. ಲಂಕೇಶ್
2. ಹರಗೋಣ ಬಾ ಹೊಲ – ದ.ರಾ. ಬೇಂದ್ರೆ
3. ಅಡಕೆಯ ಮಾನ – ಕೆ.ವಿ. ಸುಬ್ಬಣ್ಣ
4. ಬೇಸಾಯದಲ್ಲಿ ಬದುಕುಳಿಯಲು – ದೇವನೂರು ಮಹಾದೇವ

III ಕ್ರೀಡೆ

1. ದ್ಯೂತ ಪ್ರಸಂಗ – ಕುಮಾರವ್ಯಾಸ
2. ಕಂಬಳ – ಕೋಟ ಶಿವರಾಮ ಕಾರಂತ
3. ಕ್ರೀಡಾ ಪಟುಗಳ ಜೀವನ ಚರಿತ್ರೆ – ಚಿನ್ನದ ಹುಡುಗಿ ಹಿಮಾ ದಾಸ್

IV ಸಂಕೀರ್ಣ

1. ಪುಲಪೇಡಿ – ಗಂಗಾ ಪಾದೇಕಲ್
2. ಇಡ್ಲಿಯ ಇತಿಹಾಸ – ಸೇಡಿಯಾಪು ಕೃಷ್ಣ ಭಟ್ಟ
3. ಕನ್ನಡ ಭಾಷೆ ಉದ್ಯೋಗ
ನೀಡುವ ಭಾಷೆ – ರಂಜಾನ್ ದರ್ಗಾ

ರಾಷ್ಟ್ರೀಯ ಶಿಕ್ಷಣ ನೀತಿ (NEP) - ೨೦೨೦ರ ಅನ್ವಯ
ಮಂಗಳೂರು ವಿಶ್ವವಿದ್ಯಾನಿಲಯ

ದ್ವಿತೀಯ ಬಿ.ಸಿ.ಎ. ಕನ್ನಡ
ತೃತೀಯ ಚತುರ್ಮಾಸ

ಗಣಕ ಮಂಗಳ - ೨

ಬಟ್ಟು ಕ್ರೆಡಿಟ್‌ಗಳು ೨, ಬೋಧನಾ ಅವಧಿ ೪+೦+೦,

ಸೆಮಿಸ್ಟರ್‌ನಲ್ಲಿ ಬಟ್ಟು ೧೦೦ ಅಂಕಗಳು

SEE - ಸೆಮಿಸ್ಟರ್ ಅಂತ್ಯದ ಪರೀಕ್ಷೆ - ೬೦ ಅಂಕಗಳು

CIE - ನಿರಂತರ ಆಂತರಿಕ ಮೌಲ್ಯಮಾಪನ - ೪೦ ಅಂಕಗಳು

(ದೈನಂದಿನ ಲಯ -ಸೌಹಾರ್ದ -ಸ್ವಾತಂತ್ರ್ಯ - ಸಂಕೀರ್ಣ ಪರಿಕಲ್ಪನೆಗಳನ್ನೊಳಗೊಂಡಂತೆ)

ಪರಿವಿಡಿ

I ದೈನಂದಿನ ಲಯ

1. ಸಿರಿಯು ಕನಸಿನಂತೆ - ಮುಪ್ಪಿನ ಷಡಕ್ಷರಿ
2. ನಂಟರು - ತಿ.ನಂ.ಶ್ರೀ
3. ಉದರ ವೈರಾಗವಿದು - ಪುರಂದರದಾಸರು

II ಸೌಹಾರ್ದ

1. ಎಲುಬಿನ ಹಂದರದೊಳಗೆ - ಮೂಡ್ಡಾಕೂಡು ಚಿನ್ನಸ್ವಾಮಿ
2. ಮಾರಾಟ - ಬೋಳುವಾರು ಮಹಮ್ಮದ್ ಕುಂಞ
3. ಐದು ಬೆರಳು ಕೂಡಿ - ಹೆಚ್.ಎಸ್. ವೆಂಕಟೇಶಮೂರ್ತಿ
4. ಹುತ್ತಗಟ್ಟದೆ ಚಿತ್ತ - ನಟರಾಜ ಹುಳಿಯಾರ್

III ಸ್ವಾತಂತ್ರ್ಯ

1. ಗಿರಿಜವ್ವನ ರೊಟ್ಟಿ - ಅ.ನ.ಕೃ
2. ಸಾವಿರ ಬಗೆಯಲಿ ಸಾಗುತಿದೆ - ಎನ್.ಎಸ್.ಲಕ್ಷ್ಮೀನಾರಾಯಣ ಭಟ್ಟ
3. ಸಾಹಿತ್ಯದಲ್ಲಿ ಸಮನ್ವಯ, ಸರ್ವೋದಯ,
ಪೂರ್ಣ ದೃಷ್ಟಿ - ಕುವೆಂಪು

IV ಸಂಕೀರ್ಣ

1. ಕಳೆದು ಕೊಳ್ಳುತ್ತಿರುವ ವರಗಳು :
ರಾತ್ರಿ-ನಿದ್ರೆ - ಹೆಚ್.ಎಸ್. ಅನುಪಮ
2. ನನ್ನ ಜನಗಳು - ಸಿದ್ದಲಿಂಗಯ್ಯ
3. ಗಾಡಿ - ಪೂರ್ಣಚಂದ್ರ ತೇಜಸ್ವಿ
4. ಉತ್ತರಾದೇವಿ - ಜನಪದ

ರಾಷ್ಟ್ರೀಯ ಶಿಕ್ಷಣ ನೀತಿ (NEP) - ೨೦೨೦ರ ಅನ್ವಯ
ಮಂಗಳೂರು ವಿಶ್ವವಿದ್ಯಾನಿಲಯ

ದ್ವಿತೀಯ ಬಿ.ಬಿ.ಎ. ಕನ್ನಡ
ತೃತೀಯ ಚತುರ್ಮಾಸ

ನಿರ್ವಹಣಾ ಮಂಗಳ - ೨

ಒಟ್ಟು ಕ್ರೆಡಿಟ್‌ಗಳು ೨, ಬೋಧನಾ ಅವಧಿ ೪+೦+೦,

ಸೆಮಿಸ್ಟರ್‌ನಲ್ಲಿ ಒಟ್ಟು ೧೦೦ ಅಂಕಗಳು

SEE - ಸೆಮಿಸ್ಟರ್ ಅಂತ್ಯದ ಪರೀಕ್ಷೆ - ೬೦ ಅಂಕಗಳು

CIE - ನಿರಂತರ ಆಂತರಿಕ ಮೌಲ್ಯಮಾಪನ - ೪೦ ಅಂಕಗಳು

(ಸಮಾಜ - ವೈಚಾರಿಕತೆ - ಜೀವನ ಮತ್ತು ಕಲೆ - ಸಂಕೀರ್ಣ ಪರಿಕಲ್ಪನೆಗಳನ್ನೊಳಗೊಂಡಂತೆ)

ಪರಿವಿಡಿ

I ಸಮಾಜ

1. ಒಡವೆ ಹೋಯಿತು ಮನ ದೃಢವಾಯಿತು - ಕನಕದಾಸ
2. ಬತ್ತಲಾರದ ಗಂಗೆ - ಎಂ. ಗೋಪಾಲಕೃಷ್ಣ ಅಡಿಗ
3. ತಬರನ ಕಥೆ - ಕೆ.ಪಿ. ಪೂರ್ಣಚಂದ್ರ ತೇಜಸ್ವಿ
4. ಬತ್ತಿದ ಕೆರೆಗೆ ಮಿಷನ್ನು - ಚಂದ್ರಕಿರಣ್ ಎಸ್.

II ವೈಚಾರಿಕತೆ

1. ಅಂಬಿಗರ ಚೌಡಯ್ಯನವರ ವಚನಗಳು - ಅಂಬಿಗರ ಚೌಡಯ್ಯ
2. ರಂಗವಲ್ಲಿ - ಪು.ತಿ.ನ
3. ಹೆಣ್ಣು ಮಕ್ಕಳಿಗೆ ಶಾಪವಾದ ಬಾಲ್ಯವಿವಾಹ - ರೂಪಾ ಹಾಸನ
4. His Story ಮಾತ್ರ ಆಯಿತು,
Her Story ಆಗಲೇ ಇಲ್ಲ - ನ್ಯಾ.ಎಚ್.ಎಸ್.ನಾಗಮೋಹನ್‌ದಾಸ್

III ಜೀವನ ಮತ್ತು ಕಲೆ

1. ಬಳೆಗಾರನ ಹಾಡು - ಕೆ.ಎಸ್. ನರಸಿಂಹಸ್ವಾಮಿ
2. ಸೋಮೇಶ್ವರ ಶತಕ - ಪುಲಿಗೆರೆ ಸೋಮನಾಥ
3. ಯುಗಾದಿ - ವಸುಧೇಂದ್ರ

IV ಸಂಕೀರ್ಣ

1. ಅಮ್ಮ ಹೇಳಿದ ಎಂಟು ಸುಳ್ಳುಗಳು - ಎ.ಆರ್. ಮಣಿಕಾಂತ್
2. ಮುಳ್ಳಿಡಿದ ಮರವೇರಿದಂತಾದುದು - ಲಕ್ಷ್ಮೀಶ
4. ನೆನಪಾಗಿ ಕಾಡುತ್ತೆ
ಆ ಒಂದು ರೈಲು ಯಾನ - ನಿರಂಜನ ವಾನಳ್ಳಿ

ರಾಷ್ಟ್ರೀಯ ಶಿಕ್ಷಣ ನೀತಿ (NEP) - ೨೦೨೦ರ ಅನ್ವಯ

ಮಂಗಳೂರು ವಿಶ್ವವಿದ್ಯಾನಿಲಯ

ದ್ವಿತೀಯ ಬಿ.ಎಸ್ಸಿ (ಎಫ್‌ಎನ್‌ಡಿ), ಬಿ.ಎಸ್ಸಿ (ಹೆಚ್.ಎಸ್), ಬಿ.ಎಸ್ಸಿ (ಸಿಎಸ್), ಬಿ.ಎಸ್ಸಿ (ಫ್ಯಾಷನ್ ಡಿಸೈನ್),
ಬಿ.ಎಸ್ಸಿ (ಗಾರ್ಮೆಂಟ್ ಡಿಸೈನ್), ಬಿ.ಎಸ್ಸಿ (ಲೆದರ್ ಡಿಸೈನ್), ಬಿ.ಎಸ್ಸಿ (ಇಂಟಿರಿಯರ್ ಡಿಸೈನ್ ಆ್ಯಂಡ್ ಡೆಕೋರೇಶನ್),
ಬಿ.ಎಸ್ಸಿ (ಅನಿಮೇಶನ್ ಆ್ಯಂಡ್ ವಿಡುಯಲ್ ಇಫೆಕ್ಟ್), ಬಿ.ಎಸ್ಸಿ (ಕೌನ್ಸಿಲಿಂಗ್), ಬಿ.ಎಸ್ಸಿ (ಪುಡ್ ಟೆಕ್ನಾಲಜಿ)

ತೃತೀಯ ಚತುರ್ಮಾಸ

ಸೌಂದರ್ಯ ಮಂಗಳ - ೨

ಒಟ್ಟು ಕ್ರೆಡಿಟ್‌ಗಳು ೨, ಬೋಧನಾ ಅವಧಿ ೪+೦+೦,

ಸೆಮಿಸ್ಟರ್‌ನಲ್ಲಿ ಒಟ್ಟು ೧೦೦ ಅಂಕಗಳು

SEE - ಸೆಮಿಸ್ಟರ್ ಅಂತ್ಯದ ಪರೀಕ್ಷೆ - ೬೦ ಅಂಕಗಳು

CIE - ನಿರಂತರ ಆಂತರಿಕ ಮೌಲ್ಯಮಾಪನ - ೪೦ ಅಂಕಗಳು

(ಅಭಿವೃದ್ಧಿ - ಹಸಿವು - ಶೈಲಿ - ಸಂಕೀರ್ಣ ಪರಿಕಲ್ಪನೆಗಳನ್ನೊಳಗೊಂಡಂತೆ)

ಪರಿವಿಡಿ

I ಅಭಿವೃದ್ಧಿ

1. ಅವನತಿ - ಕೆ.ಪಿ. ಪೂರ್ಣಚಂದ್ರ ತೇಜಸ್ವಿ
2. ಪರದೆ ಸರಿದಂತೆ - ಡಿ.ಬಿ. ರಜಿಯಾ
3. ಹುಚ್ಚು ಹೊಳೆಯಲ್ಲಿ
ತೇಲುತ್ತು ಮುಳುಗುತ್ತಾ - ಡಿ.ಎಸ್. ನಾಗಭೂಷಣ
4. ಮುತ್ತುಗದ ಜೋಡೆಲೆ ಜೊನ್ನೆ - ಎಂ.ಎಸ್. ಶೇಖರ್

II ಹಸಿವು

1. ಅನ್ನಯಜ್ಞ - ದ.ರಾ. ಬೇಂದ್ರೆ
2. ಅಪ್ಪನ ಬಂದಿ - ರಾಜಪ್ಪ ದಳವಾಯಿ ಆರ್.
3. ಅನ್ನದ ಬಟ್ಟಲು ಮತ್ತು ನೋಣ - ಡಾ. ಮಲ್ಲಿಕಾ ಘಂಟಿ

III ಶೈಲಿ

1. ವಿರಾಟಪರ್ವ - ಕುಮಾರವ್ಯಾಸ
2. ಬಾಗಲೊಳು ಕೈ ಮುಗಿದು
ಒಳಗೆ ಬಾ ಯಾತ್ರಿಕನೆ - ಕುವೆಂಪು
3. ಗುರು ಸನ್ನಿಧಿಯಲ್ಲಿ - ಹಾ.ಮಾ. ನಾಯಕ

IV ಸಂಕೀರ್ಣ

1. ಪರಿಸರ ನಿರ್ವಹಣೆ ಮತ್ತು ಮಹಿಳೆ - ಸತ್ಯ ಎಸ್.
2. ಅಮ್ಮ ಹಚ್ಚಿದೊಂದು ಹಣತೆ - ಎಂ.ಆರ್. ಕಮಲ
3. ಹೆಣ್ಣನವೆಂಬ ಕಾಲೋನಿ - ಡಾ. ಎಚ್.ಎಸ್. ಅನುಪಮ

ರಾಷ್ಟ್ರೀಯ ಶಿಕ್ಷಣ ನೀತಿ (NEP) - ೨೦೨೦ರ ಅನ್ವಯ
ಮಂಗಳೂರು ವಿಶ್ವವಿದ್ಯಾನಿಲಯ

ದ್ವಿತೀಯ ಬಿ.ಕಾಂ. ಕನ್ನಡ
ತೃತೀಯ ಚತುರ್ಮಾಸ

ವಾಣಿಜ್ಯ ಮಂಗಳ - ೨

ಒಟ್ಟು ಕ್ರೆಡಿಟ್‌ಗಳು ೩, ಬೋಧನಾ ಅವಧಿ ೪+೦+೦,

ಸೆಮಿಸ್ಟರ್‌ನಲ್ಲಿ ಒಟ್ಟು ೧೦೦ ಅಂಕಗಳು

SEE - ಸೆಮಿಸ್ಟರ್ ಅಂತ್ಯದ ಪರೀಕ್ಷೆ - ೬೦ ಅಂಕಗಳು

CIE - ನಿರಂತರ ಆಂತರಿಕ ಮೌಲ್ಯಮಾಪನ - ೪೦ ಅಂಕಗಳು

(ಮನೋರಂಜನಾ ಮಾಧ್ಯಮ-ಮಾರುಕಟ್ಟೆ-ಲಿಂಗ ಸಮಾನತೆ - ಸಂಕೀರ್ಣ ಪರಿಕಲ್ಪನೆಗಳನ್ನೊಳಗೊಂಡಂತೆ)

ಪರಿವಿಡಿ

I ಮನೋರಂಜನಾ ಮಾಧ್ಯಮ

1. ಉತ್ತರ ಕುಮಾರನ ಪೌರುಷ - ಕುಮಾರವ್ಯಾಸ
2. ಹಾಡು ಹುಟ್ಟಿದ ಸಮಯ
(ಆಡಿಸಿನೋಡು ಬೀಳಿಸಿನೋಡು) - ಎ.ಆರ್. ಮಣಿಕಾಂತ್
3. ಕೈಗುಣ ಬಾಯುಣ - ಭುವನೇಶ್ವರಿ ಹೆಗಡೆ
4. ಪದ್ಧತಿಗೆ ಎದುರು ನಿಂತಾಗ - ಶ್ರೀಕಂಠ ಕೂಡಿಗೆ

II ಮಾರುಕಟ್ಟೆ

1. ಮಳೆ ಆದರೂ ಬರ - ಪಿ. ಸಾಯಿನಾಥ
2. ಪತ್ನಿ - ಪುತ್ರ ವಿಕ್ರಯ - ರಾಘವಾಂಕ
3. ನಮ್ಮ ಕಾಣ್ಕೆ - ನೆಲ್ಲಿಕಟ್ಟಿ ಎಸ್. ಸಿದ್ದೇಶ್

III ಲಿಂಗ ಸಮಾನತೆ

1. ಚಂಡ ಶಾಸನ - ಬೆಳಗೆರೆ ಜಾನಕಮ್ಮ
2. ಪುರಂದರ ದಾಸರು - ಕೆ.ಎಸ್. ನಿಸಾರ್ ಅಹಮ್ಮದ್
3. ಇಷ್ಟಪಟ್ಟ ಕೆಲಸದವಳು - ಆರ್.ಕೆ. ನಾರಾಯಣ್

IV ಸಂಕೀರ್ಣ

1. ನಾಲಗೆ ಮ್ಯಾಲೆ ನಿಂತು
ಕಾಳಗ ಮಾಡಕ್ಕಯ್ಯ - ಪಿ.ಕೆ. ರಾಜಶೇಖರ್
2. ಡಾ. ರಾಜಕುಮಾರ್ ಎಂಬ
'ಬೆವರಿನ ಮನುಷ್ಯ' - ಬರಗೂರು ರಾಮಚಂದ್ರಪ್ಪ
3. ಹೊಂದಾಣಿಕೆಯ ಹಿಂದೆ-ಮುಂದೆ - ಡಾ. ಹರಿಕೃಷ್ಣ ಭರಣ್ಯ

ರಾಷ್ಟ್ರೀಯ ಶಿಕ್ಷಣ ನೀತಿ (NEP) – ೨೦೨೦ರ ಅನ್ವಯ
ಮಂಗಳೂರು ವಿಶ್ವವಿದ್ಯಾನಿಲಯ

ದ್ವಿತೀಯ ಬಿ.ಎಸ್ಸಿ. ಕನ್ನಡ
ತೃತೀಯ ಚತುರ್ಮಾಸ

ವಿಜ್ಞಾನ ಮಂಗಳ – ೨

ಒಟ್ಟು ಕ್ರೆಡಿಟ್‌ಗಳು ೨, ಬೋಧನಾ ಅವಧಿ ೪+೦+೦,
ಸೆಮಿಸ್ಟರ್‌ನಲ್ಲಿ ಒಟ್ಟು ೧೦೦ ಅಂಕಗಳು
SEE – ಸೆಮಿಸ್ಟರ್ ಅಂತ್ಯದ ಪರೀಕ್ಷೆ – ೬೦ ಅಂಕಗಳು
CIE – ನಿರಂತರ ಆಂತರಿಕ ಮೌಲ್ಯಮಾಪನ – ೪೦ ಅಂಕಗಳು
(ಮಾನವೀಯತೆ-ಪ್ರವಾಸ-ಮಳೆ – ಸಂಕೀರ್ಣ ಪರಿಕಲ್ಪನೆಗಳನ್ನೊಳಗೊಂಡಂತೆ)

ಪರಿವಿಡಿ

I ಮಾನವೀಯತೆ

1. ಕಾರಿ ಹೆಗ್ಗಡೆಯ ಮಗಳು – ಬಿ.ಎಂ.ಶ್ರೀ
2. ರೊಟ್ಟಿ ಮತ್ತು ಕೋವಿ – ಸು.ರಂ. ಎಕ್ಕುಂಡಿ
3. ತಪ್ಪಿದ ರೈಲಿನಲ್ಲಿ – ಗೊರೂರು ರಾಮಸ್ವಾಮಿ ಅಯ್ಯಂಗಾರ್
4. ಚಂದ್ರಹಾಸನ ಪ್ರಸಂಗ – ಲಕ್ಷ್ಮೀಶ

II ಪ್ರವಾಸ

1. ಅಂಡಮಾನಿನ ಲಾಬ್‌ಸ್ಟರ್, ಮಡ್‌ಕ್ರಾಬ್
ಮತ್ತು ಜಯಂಟ್ ಆಯ್‌ಸ್ಟರ್ – ಪೂರ್ಣಚಂದ್ರ ತೇಜಸ್ವಿ
2. ನೀಟಮ್ (ಹಸುರುಹೊನ್ನು) – ಬಿ.ಜಿ.ಎಲ್. ಸ್ವಾಮಿ
3. ಪೆರುವಿನ ನೆಲದ
ಮಹಿಳಾ ಹೋರಾಟ – ನೇಮಿಚಂದ್ರ

III ಮಳೆ

1. ಯಾವ ಕಾಲದ ಶಾಸ್ತ್ರವೇನು ಹೇಳಿದರೇನು- ಕುವೆಂಪು
2. ಅನ್ನ – ದ.ರಾ. ಬೇಂದ್ರೆ
3. ಕ್ರಾಂತಿಪದ – ಸಿದ್ದಲಿಂಗಯ್ಯ
4. ಕನಕ ಕೃಷ್ಣ – ಸವಿತಾ ನಾಗಭೂಷಣ

IV ಸಂಕೀರ್ಣ

1. ಗಾಂಧೀ ಫೋಟೋ ಆಲ್ಬಮ್ – ತೇಜಶ್ರೀ
2. ಪರಿಸರ ಮತ್ತು ಮಾನಸಿಕ ಆರೋಗ್ಯ – ಡಾ. ಸಿ.ಆರ್. ಚಂದ್ರಶೇಖರ
3. ಗದ್ದೆಯಲ್ಲೊಂದು ಕಪ್ಪೆ – ಲಕ್ಷ್ಮೀಶ ಚೊಕ್ಕಾಡಿ

ರಾಷ್ಟ್ರೀಯ ಶಿಕ್ಷಣ ನೀತಿ (NEP) – ೨೦೨೦ರ ಅನ್ವಯ
ಮಂಗಳೂರು ವಿಶ್ವವಿದ್ಯಾನಿಲಯ

ದ್ವಿತೀಯ ಪದವಿ
ಮುಕ್ತ ಆಯ್ಕೆ ಪತ್ರಿಕೆ (OPEN ELECTIVE)
ತೃತೀಯ ಚತುರ್ಮಾಸ

ಮುಕ್ತ ಮಂಗಳ - ೩

ಒಟ್ಟು ಕ್ರೆಡಿಟ್‌ಗಳು ೩, ಬೋಧನಾ ಅವಧಿ ೩+೦+೦,
ಸೆಮಿಸ್ಟರ್‌ನಲ್ಲಿ ಒಟ್ಟು ೧೦೦ ಅಂಕಗಳು
SEE - ಸೆಮಿಸ್ಟರ್ ಅಂತ್ಯದ ಪರೀಕ್ಷೆ - ೬೦ ಅಂಕಗಳು
CIE - ನಿರಂತರ ಆಂತರಿಕ ಮೌಲ್ಯಮಾಪನ - ೪೦ ಅಂಕಗಳು

ಪರಿವಿಡಿ

ಘಟಕ - ೧

೧. ಭಾಷಾಂತರ ಎಂದರೇನು?
೨. ಭಾಷಾಂತರ ಅಧ್ಯಯನಗಳ ಮಹತ್ವ
೩. ಭಾಷಾಂತರದ ಚರಿತ್ರೆ
 ೧. ಭಾಷಾಂತರದ ಜಾಗತಿಕ ಚರಿತ್ರೆಯ ಸಂಕ್ಷಿಪ್ತ ಮಾಹಿತಿ
 - ಪಾಶ್ಚಾತ್ಯರಲ್ಲಿ ಭಾಷಾಂತರದ ಬೆಳವಣಿಗೆ
 - ಭಾರತೀಯರಲ್ಲಿ ಭಾಷಾಂತರದ ಬೆಳವಣಿಗೆ
 ೧. ಸಂಸ್ಕೃತ ಸಾಹಿತ್ಯದಲ್ಲಿ ಭಾಷಾಂತರದ ಬೆಳವಣಿಗೆ
 ೨. ತಮಿಳು ಸಾಹಿತ್ಯದಲ್ಲಿ ಭಾಷಾಂತರದ ಬೆಳವಣಿಗೆ
 ೩. ತೆಲುಗು ಸಾಹಿತ್ಯದಲ್ಲಿ ಭಾಷಾಂತರದ ಬೆಳವಣಿಗೆ
 ೪. ಮಲೆಯಾಳಂ ಸಾಹಿತ್ಯದಲ್ಲಿ ಭಾಷಾಂತರದ ಬೆಳವಣಿಗೆ
 ೫. ಕರ್ನಾಟಕದಲ್ಲಿ ಭಾಷಾಂತರದ ಬೆಳವಣಿಗೆ
 ೨. ಕನ್ನಡ ಭಾಷಾಂತರದ ಇತಿಹಾಸ ಸಂಕ್ಷಿಪ್ತ ಪರಿಚಯ
ಭಾಷಾಂತರದ ಭಾಷೆಯಾಗಿ ಕನ್ನಡ
೩. ಕನ್ನಡದಲ್ಲಿ ಭಾಷಾಂತರದ ಪ್ರಕಾರಗಳ ಪರಿಚಯ
 - ನುಡಿಗಟ್ಟುಗಳು:
 - ಗಾದೆಗಳು
 - ವಿಸ್ತಾರಾನುವಾದ

- ನಿಕಟಾನುವಾದ
- ರೂಪಾಂತರ
- ಸರಳಾನುವಾದ
- ಅರ್ಥಾನುವಾದ

೪. ಭಾಷಾಂತರಗಳ ಅಧ್ಯಯನ

- ಇಂಗ್ಲಿಷ್‌ನಿಂದ ಕನ್ನಡಕ್ಕೆ ಅನುವಾದಗೊಂಡ ಬರಹಗಳ ಪರಿಚಯ
- ಕನ್ನಡದಿಂದ ಇಂಗ್ಲಿಷ್ ಗೆ ಅನುವಾದದ ಕೃತಿಗಳು

೫. ಸಂಕೀರ್ಣ

- ವಿಜ್ಞಾನ ಮತ್ತು ಸಮಾಜಶಾಸ್ತ್ರ ಭಾಷಾಂತರಗಳು
- ವಿಜ್ಞಾನ ಮತ್ತು ಮಾನವಿಕ ಕೃತಿಗಳ ಭಾಷಾಂತರ

ರಾಷ್ಟ್ರೀಯ ಶಿಕ್ಷಣ ನೀತಿ (NEP) - ೨೦೨೦ರ ಅನ್ವಯ
ಮಂಗಳೂರು ವಿಶ್ವವಿದ್ಯಾನಿಲಯ
ದ್ವಿತೀಯ ಬಿ.ಎ. ಕನ್ನಡ ಐಚ್ಛಿಕ - ಎ-೭
ಸಂಶೋಧನೆ ಮತ್ತು ವಿಮರ್ಶೆ
ನಾಲ್ಕನೆಯ ಚತುರ್ಮಾಸ

ಸಾಹಿತ್ಯ ಮಂಗಳ-೪

(ಕ್ರೆಡಿಟ್‌ಗಳು 3, ಪಾಠದ ಅವಧಿ- 3, ಲಿಖಿತ ಪರೀಕ್ಷೆಗೆ 60 ಅಂಕಗಳು
ಹಾಗೂ ಆಂತರಿಕ ಗುಣಾಂಕಗಳು- 40)

ಪರಿವಿಡಿ

ಭಾಗ - ೧ ಸಂಶೋಧನೆ - ಬೋಧನಾವಧಿ ೧೫ ಗಂಟೆ

ಘಟಕ ೧ : ಸಂಶೋಧನೆ೧

೧.೧ : ಸಂಶೋಧನೆಯ ಪರಿಕಲ್ಪನೆ, ಅರ್ಥ, ಉದ್ದೇಶ ಮತ್ತು ಸ್ವರೂಪ

೧.೨ : ಸಂಶೋಧನೆ ಮತ್ತು ವಿಮರ್ಶೆಯ ಅಂತಃಸಂಬಂಧ

೧.೩ : ಆಕರ ಸಾಮಗ್ರಿಗಳು - ವಸ್ತು ಸಾಮಗ್ರಿ, ಭಾಷಾ ಸಾಮಗ್ರಿ, ಕ್ರಿಯಾ ಸಾಮಗ್ರಿ,
ಜ್ಞಾನ ಸಾಮಗ್ರಿ

ಘಟಕ ೨ : ಸಂಶೋಧಕನ ಅರ್ಹತೆಗಳು ಮತ್ತು ಸಂಶೋಧನೆಯ ಉಪಯೋಗಗಳು

ಘಟಕ ೩ : ಕನ್ನಡ ಸಂಶೋಧನೆಯ ಇತಿಹಾಸ

ಘಟಕ ೪: ಪಠ್ಯ ಭಾಗ

ಬಳ್ಳಿಗಾವೆ - ಒಂದು ಸಾಂಸ್ಕೃತಿಕ ಅಧ್ಯಯನ / ಡಾ. ಎಚ್ ಆರ್ ರಘುನಾಥ ಭಟ್ಟ

ಪರಾಮರ್ಶನ ಗ್ರಂಥಗಳು

೧. ಸಂಶೋಧನೆ - ಎಂ.ಚಿದಾನಂದಮೂರ್ತಿ

೨. ಕನ್ನಡ ಸಂಶೋಧನಾ ಶಾಸ್ತ್ರ - ಡಾ. ಎಂ.ಎಂ. ಕಲಬುರ್ಗಿ

೩. ಸಾಹಿತ್ಯ ಸಂಶೋಧನಾ ಮಾರ್ಗ - ಡಾ. ಸಂಗಮೇಶ ಸವದತ್ತಿಮಠ

೪. ಸಂಶೋಧನಾ ರಂಗ - ತಾಳಜಿ ವಸಂತಕುಮಾರ

೫. ಸಂಶೋಧನಾ ಸ್ವರೂಪ - ಡಾ. ಬಿ.ವಿ.ಶಿರೂರ

ಭಾಗ - ೨ ವಿಮರ್ಶೆ - ಬೋಧನಾವಧಿ ೧೫ ಗಂಟೆ

ಘಟಕ ೧ : ಸಾಹಿತ್ಯ ವಿಮರ್ಶೆಯ ಅರ್ಥ, ಸ್ವರೂಪ, ಉದ್ದೇಶ, ಮೂಲತತ್ವಗಳು
ಮತ್ತು ವಿಧಾನಗಳು

ಘಟಕ ೨ ವಿಮರ್ಶೆಯ ಪ್ರಕಾರ

೨.೧ : ಚಾರಿತ್ರಿಕ ವಿಮರ್ಶೆ

೨.೨ : ರೂಪನಿಷ್ಠ ವಿಮರ್ಶೆ

೨.೩ : ಸಮಾಜಶಾಸ್ತ್ರೀಯ ವಿಮರ್ಶೆ

೨.೪ : ಮನಃಶಾಸ್ತ್ರೀಯ ವಿಮರ್ಶೆ

೨.೫ : ಪ್ರಾಯೋಗಿಕ ವಿಮರ್ಶೆ

೨.೬ : ರಾಚನಿಕ ವಿಮರ್ಶೆ

ಘಟಕ ೩ : ಪಠ್ಯ ಭಾಗ

ಪಂಪನು ಬೆಳಗಿರುವ ಲೌಕಿಕದ ಇಂದು ಚಿತ್ರ : ಪ್ರೊ. ಎಸ್.ವಿ. ಪರಮೇಶ್ವರ ಭಟ್ಟ

ಪರಾಮರ್ಶನ ಗ್ರಂಥಗಳು :

೧. ಸಾಹಿತ್ಯ ವಿಮರ್ಶೆ - ಡಾ. ಸಿ.ಎನ್. ರಾಮಚಂದ್ರನ್

೨. ವಿಮರ್ಶೆಯ ಪೂರ್ವ ಪಶ್ಚಿಮ - ಡಾ. ಜಿ.ಎಸ್. ಶಿವರುದ್ರಪ್ಪ

೩. ಸಾಹಿತ್ಯ ವಿಮರ್ಶೆಯ ಮೂಲತತ್ವಗಳು - ಡಾ. ಎಚ್. ತಿಪ್ಪೆರುದ್ರಸ್ವಾಮಿ

೪. ವಿಮರ್ಶೆಯ ಪರಿಭಾಷೆ - ಪ್ರೊ. ಓ.ಎಲ್. ನಾಗಭೂಷಣಸ್ವಾಮಿ

೫. ಪ್ರಾಯೋಗಿಕ ವಿಮರ್ಶೆ - ಡಾ. ಜಿ.ಎಸ್. ಶಿವರುದ್ರಪ್ಪ

೬. ಕನ್ನಡ ಸಾಹಿತ್ಯ ಕೋಶ - ಸಂ. ಪ್ರೊ. ರಾಜಪ್ಪ ದಳವಾಯಿ

ರಾಷ್ಟ್ರೀಯ ಶಿಕ್ಷಣ ನೀತಿ (NEP) - ೨೦೨೦ರ ಅನ್ವಯ
ಮಂಗಳೂರು ವಿಶ್ವವಿದ್ಯಾನಿಲಯ
ದ್ವಿತೀಯ ಬಿ.ಎ. ಕನ್ನಡ ಐಚ್ಛಿಕ - ಎ-೮
ಜಾನಪದ ಹಾಗೂ ಮಹಿಳಾ ಸಾಹಿತ್ಯ
ನಾಲ್ಕನೆಯ ಚತುರ್ಮಾಸ

ಸಾಹಿತ್ಯ ಮಂಗಳ-೪

(ಕೆಡಿಟ್‌ಗಳು 3, ಪಾಠದ ಅವಧಿ- 3, ಲಿಖಿತ ಪರೀಕ್ಷೆಗೆ 60 ಅಂಕಗಳು
ಹಾಗೂ ಆಂತರಿಕ ಗುಣಾಂಕಗಳು- 40)

ಪರಿವಿಡಿ

ಭಾಗ ೧ : ಜಾನಪದ

ಘಟಕ ೧ : ಜನಪದ - ಜಾನಪದ

೧.೧ : ಜಾನಪದದ ಲಕ್ಷಣಗಳು

೧.೨ : ಜಾನಪದ ಸಿದ್ಧಾಂತಗಳು

ಪುರಾಣ ಮೂಲ ಸಿದ್ಧಾಂತ

ಭಾರತೀಯ ಮೂಲ ಸಿದ್ಧಾಂತ

ಮಾನವ ಶಾಸ್ತ್ರೀಯ ಸಿದ್ಧಾಂತ

ಚಾರಿತ್ರಿಕ ಸಿದ್ಧಾಂತ

ಭೌಗೋಳಿಕ

ಮನೋ ವಿಶ್ಲೇಷಣಾತ್ಮಕ

ಕ್ರಿಯಾತ್ಮಕ

ರಾಚನಿಕ

ಸಾಂದರ್ಭಿಕ

ಪ್ರದರ್ಶನ

ಘಟಕ ೨ : ಜಾನಪದ ಪ್ರಕಾರಗಳು

೧. ಜನಪದ ಕಥೆ

೨. ಲಾವಣಿ

೩. ಜನಪದ ಗೀತೆ

೪. ಗಾದೆಗಳು

೫. ಒಗಟುಗಳು
೬. ಜನಪದ ರಂಗಭೂಮಿ, ಯಕ್ಷಗಾನ, ಭೂತಾರಾಧನೆ

ಘಟಕ ೩ : ಜಾನಪದ ಕ್ಷೇತ್ರಕಾರ್ಯ

೧. ವಿಧಾನ
೨. ಪ್ರಶ್ನಾವಳಿ, ಸಂದರ್ಶನ
೩. ದಾಖಲೀಕರಣ

ಭಾಗ ೨ : ಮಹಿಳಾ ಸಾಹಿತ್ಯ

- ಘಟಕ ೧ : ಸ್ತ್ರೀವಾದ - ಪರಿಚಯ
ಘಟಕ ೨ : ಕನ್ನಡದಲ್ಲಿ ಸ್ತ್ರೀವಾದಿ ವಿಮರ್ಶೆ

ಪಠ್ಯಗಳು

೧. ಗುಲಾಬಿ ಟಾಕೀಸು / ವೈದೇಹಿ
೨. ಸಿರಿ ಅನನ್ಯತೆಯ ಹುಡುಕಾಟ / ಗಾಯತ್ರಿ ನಾವಡ

ಮಂಗಳೂರು ವಿಶ್ವವಿದ್ಯಾನಿಲಯ

ಹೊಸ ರಾಷ್ಟ್ರೀಯ ಶಿಕ್ಷಣ ನೀತಿ 2020ರ ಅನುಸಾರ ಸಿದ್ಧಪಡಿಸಿದ
ಸ್ನಾತಕ ಅಧ್ಯಯನ ಮಂಡಳಿಯಲ್ಲಿ ಅನುಮೋದನೆಗೊಂಡಿರುವ ಸ್ನಾತಕ ಪದವಿಗಳ
ಕನ್ನಡ ಭಾಷಾ ಪಠ್ಯ ಬಿ.ಎ. ಐಚ್ಛಿಕ ಕನ್ನಡ, ಮುಕ್ತ ಆಯ್ಕೆ ಹಾಗೂ ಕಡ್ಡಾಯ ಕನ್ನಡ
ಪಠ್ಯಕ್ರಮ 2021-2022ನೇ ಶೈಕ್ಷಣಿಕ ಸಾಲಿನಿಂದ ಅನ್ವಯ

ಎಸ್.ವಿ.ಪಿ. ಕನ್ನಡ ಅಧ್ಯಯನ ಸಂಸ್ಥೆ

ರಾಷ್ಟ್ರೀಯ ಶಿಕ್ಷಣ ನೀತಿ 2020ರ ಹಿನ್ನೆಲೆಯಲ್ಲಿ ಮಂಗಳೂರು ವಿಶ್ವವಿದ್ಯಾನಿಲಯದ ವಿವಿಧ ಸ್ನಾತಕ ಪದವಿಗಳ ಕನ್ನಡ ಭಾಷಾ ಪಠ್ಯಗಳ ಬಿ.ಎ. ಐಚ್ಛಿಕ, ಮುಕ್ತ ಆಯ್ಕೆ ಹಾಗೂ ಕಡ್ಡಾಯ ಕನ್ನಡ ಪಠ್ಯಕ್ರಮ ರಚನೆಯ ಆಶಯ ಮತ್ತು ಪಠ್ಯದ ವಿಷಯ.

ಭಾರತ ಸರ್ಕಾರದ 2020ರ ರಾಷ್ಟ್ರೀಯ ಶಿಕ್ಷಣ ನೀತಿಯಲ್ಲಿ ಕಲಿಕೆಯ ಫಲಿತ ಮತ್ತು ಸಾಧನೆಗಳ ಸಮತೋಲನಕ್ಕೆ ಮಹತ್ವ ನೀಡಲಾಗಿದೆ. ಕಲೆ ಮತ್ತು ವಿಜ್ಞಾನ, ವಾಣಿಜ್ಯ, ಶುದ್ಧ ಶೈಕ್ಷಣಿಕ ಚಟುವಟಿಕೆಗಳು, ವೃತ್ತಿಪರ ಶಿಕ್ಷಣ ಮತ್ತು ಪಠ್ಯೇತರ ಚಟುವಟಿಕೆಗಳ ನಡುವೆ ಪೂರಕ ಸಂಬಂಧ ಇರಬೇಕೆಂಬುದು ಅದರ ಮುಖ್ಯ ಆಶಯವಾಗಿರುವುದು ವಿಶಿಷ್ಟ ಸಂಗತಿಯಾಗಿದೆ. ಅಲ್ಲದೆ ಬೋಧನೆ ಮತ್ತು ಕಲಿಕೆಯ ಬಹುಭಾಷಿಕತೆಗೆ ಪ್ರೋತ್ಸಾಹ ನೀಡುವ ಬಗೆಗೂ ಒತ್ತುಕೊಟ್ಟಿರುವುದು ಮಹತ್ವದ ವಿಷಯವಾಗಿದೆ. ಶಿಕ್ಷಣ ವ್ಯವಸ್ಥೆ ಮತ್ತು ವಿದ್ಯಾರ್ಥಿಗಳ ವ್ಯಕ್ತಿತ್ವ ಬೆಳವಣಿಗೆಯಲ್ಲಿ ಭಾಷೆಗಳು ವಹಿಸುವ ನಿರ್ಣಾಯಕವಾದ ಪಾತ್ರವನ್ನು ಹೊಸ ಶಿಕ್ಷಣ ನೀತಿಯು ಒಪ್ಪಿದೆ. ವಿದ್ಯಾರ್ಥಿಗಳು ಶಿಕ್ಷಣ ವ್ಯವಸ್ಥೆಯಲ್ಲಿ ಮುಂದುವರಿಯಲು ಎಲ್ಲ ಬಗೆಯ ತೀರ್ಮಾನಗಳಲ್ಲಿ ಪೂರ್ಣ ಸ್ವಾತಂತ್ರ್ಯ, ಸಮಾನತೆ ಮತ್ತು ಸಮಾವರ್ತನೆ (ಇನ್‌ಕ್ಯೂಸಿವ್)ಗಳನ್ನು ಅಳವಡಿಸಿಕೊಳ್ಳಬೇಕೆಂದು ತಿಳಿಸುತ್ತಾ ಈ ಬಗೆಯ ಕ್ರಿಯಾಶೀಲತೆಯನ್ನು ಪ್ರೋತ್ಸಾಹಿಸಲು ಉನ್ನತ ಶಿಕ್ಷಣ ಸಂಸ್ಥೆಗಳು ವಿಶ್ವವಿದ್ಯಾಲಯಗಳು ಸೇರಿದಂತೆ ಮಹಾವಿದ್ಯಾಲಯಗಳು ಪಠ್ಯಕ್ರಮ ಅಧ್ಯಯನ ಮತ್ತು ಮೌಲ್ಯಮಾಪನ ವಿಧಾನಗಳಲ್ಲಿ ಹೊಸತನವನ್ನು ಅಳವಡಿಸಲು ಸ್ವಾತಂತ್ರ್ಯವನ್ನು ನೀಡಿದೆ. ಸಂಪರ್ಕ ಮಾಧ್ಯಮದ ಜೊತೆಗೆ ಸಂಸ್ಕೃತಿ ಮತ್ತು ಮೌಲ್ಯಗಳನ್ನು ನಾಲ್ಕು ವರ್ಷದ ಬಹುಶಿಸ್ತಿಯ ಪದವಿ ಕೋರ್ಸುಗಳಲ್ಲಿ ಬೆಳೆಸುವುದು ಭಾಷಾ ಕಲಿಕೆಯ ಉದ್ದೇಶವಾಗಿದೆ. ಅಲ್ಲದೆ ಭಾಷೆ, ಸಾಹಿತ್ಯ ಮತ್ತು ಭಾಷಾ ಕಲಿಕೆ ಶಿಕ್ಷಣದ ಪ್ರಧಾನ ಕಾಳಜಿಯಾಗಿದೆ. ಕಲಿಕೆಯ ಮಾಧ್ಯಮದ ಜೊತೆಗೆ ವೈಯಕ್ತಿಕ, ಸಾಮಾಜಿಕ, ಆಡಳಿತಾತ್ಮಕ, ಔದ್ಯೋಗಿಕ, ವಾಣಿಜ್ಯ ವ್ಯವಹಾರ ನಿರ್ವಹಣೆಗಳ ಮೇಲೆ ಮಹತ್ವವನ್ನು ನೀಡುವುದಾಗಿದೆ. ಇದನ್ನು ಸಾಂದ್ರವಾಗಿ ಮತ್ತು ಹಿತವಾಗಿ ಅಭಿವ್ಯಕ್ತಿಸಬೇಕಾಗಿದೆ. ಸಂವಹನ ಕೌಶಲ್ಯದ ಮೂಲಕ ಅತಿ ಮಹತ್ವದ ಎಲ್ಲ ಬಗೆಯ ಜ್ಞಾನ ತಿಳುವಳಿಕೆ ಹೆಚ್ಚಿಸುವುದರ ಜೊತೆಗೆ ಉಳಿದೆಲ್ಲ ಜ್ಞಾನಶಿಸ್ತುಗಳನ್ನು ಜೋಡಿಸುವುದಾಗಿದೆ.

ಹೊಸ ರಾಷ್ಟ್ರೀಯ ಶಿಕ್ಷಣ ನೀತಿಯು ಹಲವು ಹೊಸತನಗಳಿಂದ ಕೂಡಿದೆ. ಬದಲಾಗುತ್ತಿರುವ ಪ್ರಾದೇಶಿಕ, ರಾಷ್ಟ್ರೀಯ ಹಾಗೂ ಜಾಗತಿಕ ವಿದ್ಯಮಾನಗಳಿಗೆ ಅನುಗುಣವಾದ ಶಿಕ್ಷಣ ಮಾದರಿಯನ್ನು ರೂಪಿಸುವುದು ಇದರ ಮೂಲ ಉದ್ದೇಶವಾಗಿದೆ, ಸಾಂಪ್ರದಾಯಿಕ ಶಿಕ್ಷಣ ಕ್ರಮಕ್ಕಿಂತ ಭಿನ್ನವಾದ ಶಿಕ್ಷಣ ನೀತಿ ಇದಾಗಿದೆ. ವಿದ್ಯಾರ್ಥಿಗಳನ್ನು ಸಮಕಾಲೀನ ಸವಾಲುಗಳನ್ನು ಎದುರಿಸಲು ಬೇಕಾದ ಸದೃಢ ವ್ಯಕ್ತಿತ್ವಗಳಾಗಿ ರೂಪಿಸುವ ಆಶಯ ಇಲ್ಲಿದೆ. ಕಲಿಕೆ ಮತ್ತು ಫಲಿತಗಳ ನಡುವೆ ಸಮತೋಲನವನ್ನು ಸಾಧಿಸುವುದಕ್ಕೆ ಹೊಸ ಶಿಕ್ಷಣ ನೀತಿಯಲ್ಲಿ ಮಹತ್ವ ನೀಡಲಾಗಿದೆ. ಈ ತನಕದ ವರ್ಗೀಕೃತ ಶಿಕ್ಷಣ ಕ್ರಮ ಜಾಗದಲ್ಲಿ ಒಳಗೊಳ್ಳುವ (ಉಚ್ಚಭಿಕ್ಷಾತಜ) ವಿಧಾನವನ್ನು ಅನುಸರಿಸಲಾಗಿದೆ. ಅಂದರೆ ಇಲ್ಲಿಯವರೆಗೆ ಸಮಾನಾಂತರವಾಗಿದ್ದ ಶಿಕ್ಷಣ ಶಿಸ್ತುಗಳು ಈಗ ಪರಸ್ಪರ ಪೂರಕವಾಗಿವೆ. ಕಲೆ ಮತ್ತು ವಿಜ್ಞಾನ, ವಾಣಿಜ್ಯ, ಶುದ್ಧ ಶೈಕ್ಷಣಿಕ ಚಟುವಟಿಕೆಗಳು ವೃತ್ತಿಪರ ಶಿಕ್ಷಣ ಮತ್ತು ಪಠ್ಯೇತರ ಚಟುವಟಿಕೆಗಳು ಈ ಶಿಕ್ಷಣ ನೀತಿಯಲ್ಲಿ ಒಂದೇ ವಿಶಾಲ ಭಿತ್ತಿಯಲ್ಲಿ ಕಾಣಿಸಿಕೊಂಡಿವೆ. ಇದು ಹೊಸ ಶಿಕ್ಷಣ ನೀತಿಯ ಮುಖ್ಯ ಆಶಯವಾಗಿರುವುದು ವಿಶಿಷ್ಟವಾದ ಸಂಗತಿಯಾಗಿದೆ. ಅಲ್ಲದೆ ಬೋಧನೆ ಮತ್ತು ಕಲಿಕೆಯಲ್ಲಿ ಬಹುಭಾಷಿಕತೆಗೆ ಪ್ರೋತ್ಸಾಹ ನೀಡುವ ಬಗೆಗೂ ಹೇಳಿರುವುದು ಮಹತ್ವದ ಮತ್ತು ಸಮಕಾಲೀನ ಸವಾಲನ್ನು ಎದುರಿಸುವ ವಿಧಾನವೂ ಆಗಿದೆ. ವಿದ್ಯಾರ್ಥಿಗಳೂ ಶಿಕ್ಷಣ ವ್ಯವಸ್ಥೆಯಲ್ಲಿ ಮುಂದುವರಿಯಲು ಎಲ್ಲ ಬಗೆಯ ಅವಕಾಶಗಳನ್ನು ಮುಕ್ತವಾಗಿರಿಸಲಾಗಿದೆ. ಹೀಗೆ ಮಾಡುವುದರ ಮೂಲಕ ಶಿಕ್ಷಣದ ಪ್ರತಿ ಹಂತದಲ್ಲೂ ಹೊರಬರುವ ಅವಕಾಶವನ್ನು ಕೊಡುವುದರ ಮೂಲಕ ಅದು ತನ್ನಷ್ಟಕ್ಕೆ ತಾನು ಸ್ವತಂತ್ರ ಹಾಗೂ ಪೂರ್ಣ ಕೋರ್ಸ್ ಆಗಿರುವಂತೆ ರೂಪಿಸಲಾಗಿದೆ.

ಈ ಎಲ್ಲ ಆಶಯಗಳನ್ನು ಸಾಕಾರಗೊಳಿಸಲು ಉನ್ನತ ಶಿಕ್ಷಣ ಸಂಸ್ಥೆಗಳು, ವಿಶ್ವವಿದ್ಯಾನಿಲಯಗಳು ಸೇರಿದಂತೆ ಮಹಾವಿದ್ಯಾಲಯಗಳ ಪಠ್ಯಕ್ರಮ, ಅಧ್ಯಯನ ಮತ್ತು ಮೌಲ್ಯಮಾಪನ ವಿಷಯಗಳಲ್ಲಿ ಹೊಸತನವನ್ನು ಅಳವಡಿಸಲು, ಅವಕಾಶ ನೀಡುವುದರ ಹಿನ್ನೆಲೆಯಲ್ಲಿ ಮಂಗಳೂರು ವಿಶ್ವವಿದ್ಯಾನಿಲಯದ ಎಸ್.ವಿ.ಪಿ. ಕನ್ನಡ ಅಧ್ಯಯನ ಸಂಸ್ಥೆಯು ಬದ್ಧವಾಗಿದ್ದು ವಿಶ್ವವಿದ್ಯಾನಿಲಯದ ಸೂಚನೆಗನುಗುಣವಾಗಿ ಪಠ್ಯಕ್ರಮಗಳ ಸಿದ್ಧತೆ ಮತ್ತು ಅಳವಡಿಕೆಗೆ ಹೆಚ್ಚಿನ ಒತ್ತನ್ನು ನೀಡಿದೆ. ಜಾಗತೀಕರಣ ಮತ್ತು ಮಾರುಕಟ್ಟೆ ಆಧಾರಿತ ಆರ್ಥಿಕ ನೀತಿಗಳಿಂದಾಗಿ ದೇಶೀಯ ಭಾಷೆಗಳು ಹಿನ್ನಡೆ ಅನುಭವಿಸುತ್ತಿರುವುದರಿಂದ ಹೊಸ ರಾಷ್ಟ್ರೀಯ ಶಿಕ್ಷಣ ನೀತಿಯು ಶಿಕ್ಷಣವನ್ನು ಅನ್ಯ ಭಾಷೆಗಳ ಅತಿಯಾದ ಅವಲಂಬನೆಯಿಂದ ತಪ್ಪಿಸಿ ಪ್ರಾದೇಶಿಕ ಭಾಷೆಗಳ ಮಾಧ್ಯಮದ ಮೂಲಕ ಕಲಿಸುವುದಕ್ಕೆ ಒತ್ತು ನೀಡುವುದಕ್ಕೆ ಆದ್ಯತೆ ನೀಡಿರುವ ಹಿನ್ನೆಲೆಯಲ್ಲಿ ಕನ್ನಡ ಭಾಷೆಯು ಈ ಅವಕಾಶವನ್ನು ಅರ್ಥಪೂರ್ಣವಾಗಿ ಬಳಸಿಕೊಳ್ಳಲು ಮುಂದಾಗಿದೆ.

ಕಲೆ, ವಿಜ್ಞಾನ, ವಾಣಿಜ್ಯ, ಮಾನವಿಕ, ಶಿಕ್ಷಣ, ಕಾನೂನು ಆಯಾ ಜ್ಞಾನ ಶಿಸ್ತುಗಳಲ್ಲಿ ವಿದ್ಯಾರ್ಥಿಗಳು ಜ್ಞಾನ ಪಡೆಯುವುದು ಸರಿಯಷ್ಟೇ. ಆಯಾ ಕ್ಷೇತ್ರದ ಜ್ಞಾನ ಶಿಸ್ತುಗಳ ಜ್ಞಾನವು ಸಾಕ್ಷಾತ್ಕಾರಗೊಳ್ಳುವುದು ಭಾಷೆ ಮತ್ತು ಸಾಹಿತ್ಯದಿಂದ ಮಾತ್ರ ಸಮಾಜದಲ್ಲಿ

ಮನುಷ್ಯ ಉತ್ತಮ ನಾಗರಿಕನಾಗಿ ಬದುಕಲು ಅಗತ್ಯವಾದ ಸಂವೇದನೆಯನ್ನು ಭಾಷೆ ಮತ್ತು ಸಾಹಿತ್ಯ ರೂಪಿಸುತ್ತವೆ. ಭಾಷೆ ಕೇವಲ ಮಾಧ್ಯಮವಾಗಿರದೇ ಅದೊಂದು ಸಂಸ್ಕೃತಿಯಾಗಿರುತ್ತದೆ.

ಬಿ.ಎ., ಬಿ.ಎಸ್ಸಿ, ಬಿ.ಕಾಂ, ಬಿ.ಬಿ.ಎ., ಬಿ.ಸಿ.ಎ, ಬಿ.ಎಸ್.ಡಬ್ಲ್ಯೂ ಮುಂತಾದ ಪದವಿ ಕೋರ್ಸುಗಳ ಮೊದಲ ನಾಲ್ಕು ಸೆಮಿಸ್ಟರ್‌ಗಳಲ್ಲಿ ಭಾಷೆ ಮತ್ತು ಸಾಹಿತ್ಯದ ಬೋಧನೆ ಮಾಡುವಾಗ ವಿಷಯಾಧಾರಿತ ಪಠ್ಯಗಳಿಗೆ ಹೆಚ್ಚಿನ ಆದ್ಯತೆಯನ್ನು ಪಠ್ಯಗಳ ಸಿದ್ಧಪಡಿಸುವಿಕೆಯಲ್ಲಿ ನೀಡಲಾಗಿದೆ. ಆಯಾ ಕೋರ್ಸುಗಳಿಗೆ ಅನುಗುಣವಾಗಿ ಪಠ್ಯ ನಿಗದಿಪಡಿಸುವಾಗ ಮಾನವೀಯ ಮೌಲ್ಯಗಳಿಗೆ ಮತ್ತು ಸಾಮಾಜಿಕ, ರಾಜಕೀಯ ಮತ್ತು ಧಾರ್ಮಿಕ ಸಮಸ್ಯೆಗಳ ಮೇಲೆ ಬೆಳಕು ಚೆಲ್ಲುವ ಸಾಹಿತ್ಯದ ಎಲ್ಲ ಪ್ರಕಾರಗಳನ್ನು ಗಮನದಲ್ಲಿಟ್ಟುಕೊಂಡು ಪಠ್ಯವನ್ನು ರಚಿಸುವ ಪ್ರಯತ್ನವನ್ನು ಮಾಡಲಾಗಿದೆ.

ಕನ್ನಡ ಪಠ್ಯಕ್ರಮ ವಿನ್ಯಾಸ ಆಶಯಗಳು

ಹೊಸ ರಾಷ್ಟ್ರೀಯ ಶಿಕ್ಷಣ ನೀತಿಯ ಆಶಯಗಳಿಗೆ ಅನುಗುಣವಾಗಿ ಕನ್ನಡ ಭಾಷಾ, ಐಚ್ಛಿಕ, ಮುಕ್ತ ಆಯ್ಕೆ ಕನ್ನಡ, ಕನ್ನಡೇತರರಿಗೆ ಕನ್ನಡ ಪಠ್ಯ ಕ್ರಮಗಳ ವಿನ್ಯಾಸವನ್ನು ರೂಪಿಸಲಾಗಿದೆ.

ಕರ್ನಾಟಕದಾದ್ಯಂತ ವಿವಿಧ ವಿಶ್ವವಿದ್ಯಾಲಯಗಳು ಈತನಕ ಅರ್ಥಪೂರ್ಣವಾದ ಹಾಗೂ ವೈವಿಧ್ಯಮಯ ಪಠ್ಯಕ್ರಮಗಳನ್ನು ಅನುಸರಿಸುತ್ತಾ ಬಂದಿವೆ. ಸಾಹಿತ್ಯದ ಮೂಲಗುಣವಾದ ನಿತ್ಯನೂತನತೆಗೆ ಅನುಗುಣವಾಗಿ ಹೊಸತನವನ್ನು ತರಲು ಪ್ರಯತ್ನಿಸಲಾಗಿದೆ. ಈಗ ಹೊಸ ಪಠ್ಯಕ್ರಮದ ಪ್ರಕಾರ ಪ್ರಯೋಗಿಸಲ್ಪಟ್ಟು ಯಶಸ್ವಿಯಾಗಿರುವ ಮಂಗಳೂರು ವಿಶ್ವವಿದ್ಯಾನಿಲಯವು 'ವಿಷಯಾಧಾರಿತ ಪಠ್ಯಕ್ರಮ ವನ್ನು ಅಳವಡಿಸಲು ಉದ್ದುಕ್ತವಾಗಿದೆ. ಈ ಮೂಲಕ ಕಲಿಕೆ ಮತ್ತು ಫಲಿತಗಳ ನಡುವಿನ ಸಮತೋಲನವನ್ನು ಸಾಧಿಸುವುದು ಸಾಧ್ಯವಾಗುತ್ತದೆ. ಶಿಕ್ಷಣವು ವಿದ್ಯಾರ್ಥಿಗಳಿಗೆ ಭಾಷಾ ಕೌಶಲ್ಯ, ಸಾಹಿತ್ಯದ ಮಾನವೀಯ ಸಂವೇದನೆ, ಸಮಕಾಲೀನ ವಿದ್ಯಮಾನಗಳ ಅರಿವು, ಸಂಸ್ಕೃತಿಯ ಬೆಳಕು ಮತ್ತು ರಾಷ್ಟ್ರೀಯತೆಯ ಮನೋಭಾವವನ್ನು ಕಟ್ಟಿಕೊಡುವುದರಲ್ಲಿ ಯಶಸ್ವಿಯಾಗಬೇಕು ಎನ್ನುವ ಹೊಸ ಶಿಕ್ಷಣ ನೀತಿಯ ಆಶಯವನ್ನು ವಿಷಯಾಧಾರಿತ ಪಠ್ಯಕ್ರಮದ ಮೂಲಕ ಸಾಧಿಸಿಕೊಳ್ಳುವುದು ಸಾಧ್ಯವಾಗುತ್ತದೆ. ಉದಾಹರಣೆಗೆ - 'ನಾಡು-ನುಡಿ-ಚಿಂತನೆ', 'ಸಾಮರಸ್ಯ', 'ಪರಿಸರ ಜಾಗತೀಕರಣ ಮೊದಲಾದವು ವಿದ್ಯಾರ್ಥಿಗಳಲ್ಲಿ ಉದ್ದೇಶಿತ ಫಲಿತಗಳನ್ನು ನೀಡುತ್ತವೆ. ಹಾಗೆಯೇ ಆಯಾ ಅಧ್ಯಯನ ಶಿಸ್ತುಗಳ ಸ್ವರೂಪಕ್ಕನುಗುಣವಾಗಿ ಒಂದು ಘಟಕವನ್ನು ಸ್ನಾತಕ ಅಧ್ಯಯನ ಮಂಡಳಿಯಲ್ಲಿ ಪರಿಶೀಲಿಸಿ ರೂಪಿಸಿ ಸಿದ್ಧಪಡಿಸಲಾಗಿದೆ.

ಭಾಷಾ ಪಠ್ಯಗಳನ್ನು ನಾಲ್ಕು ಸೆಮಿಸ್ಟರ್‌ಗಳಲ್ಲಿ ಪ್ರಥಮ ಭಾಷೆಯಾಗಿ ಬೋಧಿಸತಕ್ಕದ್ದು, ಪ್ರತಿ ಸೆಮಿಸ್ಟರ್‌ಗೂ 3 ಕ್ರೆಡಿಟ್‌ಗಳು ಹಾಗೂ ನಾಲ್ಕು ಗಂಟೆ ಬೋಧನಾ ಅವಧಿ ಇರುತ್ತದೆ. ಐಚ್ಛಿಕ ಕನ್ನಡ ಪಠ್ಯಕ್ರಮವನ್ನು ಸಿದ್ಧಪಡಿಸಿದ್ದು ಪ್ರತಿ ಸೆಮಿಸ್ಟರ್‌ಗೂ 3 ಕ್ರೆಡಿಟ್‌ಗಳು ಹಾಗೂ 3 ಗಂಟೆ ಬೋಧನಾ ಅವಧಿ ಇರುತ್ತದೆ. ಪ್ರತಿ ಸೆಮಿಸ್ಟರ್‌ಗೆ ಕಡ್ಡಾಯ ಕನ್ನಡ (ಕನ್ನಡೇತರರಿಗೆ ಕನ್ನಡ-ಕನ್ನಡ ಕಲಿಕೆ) ಪಠ್ಯಕ್ರಮವನ್ನು ಒಂದು ಸೆಮಿಸ್ಟರ್‌ನಲ್ಲಿ ಬೋಧಿಸುವುದು. ಮುಕ್ತ ಆಯ್ಕೆ ಕನ್ನಡ ಪ್ರತಿಕೆಗೆ (ಕನ್ನಡ ಭಾಷೆ ಮತ್ತು ಐಚ್ಛಿಕ ಕನ್ನಡ) ನಾಲ್ಕು ಪತ್ರಿಕೆಗಳನ್ನು ಸಿದ್ಧಪಡಿಸಲಾಗಿದೆ. ಮುಕ್ತ ಆಯ್ಕೆ ಕನ್ನಡ ಪತ್ರಿಕೆಗಳನ್ನು ಎಲ್ಲ ಅಧ್ಯಯನ ಶಿಸ್ತುಗಳ ವಿದ್ಯಾರ್ಥಿಗಳೂ ನಾಲ್ಕು ಸೆಮಿಸ್ಟರ್‌ಗಳಿಗೂ ಆಯ್ಕೆ ಮಾಡಿಕೊಳ್ಳಲು ಅವಕಾಶವಿದೆ. ವಿದ್ಯಾರ್ಥಿಗಳಿಗೆ ಕಲಿಕೆಯು ಹೆಚ್ಚು ಪ್ರಾಯೋಗಿಕವಾಗಿರುವಂತೆ 'ಕ್ರಿಯಾ ಪುಸ್ತಕ ವನ್ನು ರೂಪಿಸಲು ಅವಕಾಶವನ್ನು ಕಲ್ಪಿಸಿ ಕೊಡಲಾಗಿದೆ.

ಪದವಿ ಕನ್ನಡ ಭಾಷಾ ಪಠ್ಯಗಳು

1. ಕಲಾ ಕನ್ನಡ (ಬಿ.ಎ./ಬಿ.ಎಸ್.ಡಬ್ಲ್ಯೂ/ಹೆಚ್.ಆರ್.ಡಿ/ ಎಸ್.ಡಿ.ಎಸ್) ಪ್ರಥಮ ಸೆಮಿಸ್ಟರ್
2. ವಿಜ್ಞಾನ ಕನ್ನಡ (ಬಿ.ಎಸ್ಸಿ/ಬಿ.ಎಸ್ಸಿ (ಎಫ್‌ಎನ್‌ಡಿ), ಬಿ.ಎಸ್ಸಿ (ಹೆಚ್.ಎಸ್), ಬಿ.ಎಸ್ಸಿ (ಸಿಎಸ್), ಬಿ.ಎಸ್ಸಿ (ಫ್ಯಾಷನ್ ಡಿಸೈನ್), ಬಿ.ಎಸ್ಸಿ (ಗಾರ್ಮೆಂಟ್ ಡಿಸೈನ್), ಬಿ.ಎಸ್ಸಿ (ಲೆದರ್ ಡಿಸೈನ್), ಬಿ.ಎಸ್ಸಿ (ಇಂಟಿರಿಯರ್ ಡಿಸೈನ್ ಆಂಡ್ ಡೆಕೋರೇಶನ್), ಬಿ.ಎಸ್ಸಿ (ಅನಿಮೇಶನ್ ಆಂಡ್ ವಿಜುವಲ್ ಇಫೆಕ್ಟ್), ಬಿ.ಎಸ್ಸಿ (ಕೌನ್ಸಿಲಿಂಗ್), ಬಿ.ಎಸ್ಸಿ (ಪುಡ್ ಟೆಕ್ನಾಲಜಿ) ಪ್ರಥಮ ಸೆಮಿಸ್ಟರ್
3. ಗಣಕ ಕನ್ನಡ (ಬಿ.ಸಿ.ಎ) ಪ್ರಥಮ ಸೆಮಿಸ್ಟರ್
4. ವಾಣಿಜ್ಯ ಕನ್ನಡ (ಬಿ.ಕಾಂ) ಪ್ರಥಮ ಸೆಮಿಸ್ಟರ್
5. ವ್ಯವಹಾರ ನಿರ್ವಹಣ ಕನ್ನಡ (ಬಿ.ಬಿ.ಎ) ಪ್ರಥಮ ಸೆಮಿಸ್ಟರ್

Course Articulation Matrix Mapping of Course Outcomes (Cos)
with Program Outcomes (Pos 1-12)

| | | | | | | | | |
|------------------------|----------------|-----------------------|---------|---------|---------|--------|-------|--|
| Course Outcomes (Cos)/ | ಬಿ.ಎ., | ಬಿ.ಎಸ್ಸಿ. | ಬಿ.ಕಾಂ. | ಬಿ.ಸಿ.ಎ | ಬಿ.ಬಿ.ಎ | ಐಚ್ಛಿಕ | ಮುಕ್ತ | ಕಡ್ಡಾಯ |
| Program Outcomes (Pos) | ಬಿ.ಎಸ್.ಡಬ್ಲ್ಯು | ಬಿ.ಎಸ್ಸಿ. (ಫ್ಯಾಡ್) | | | | ಕನ್ನಡ | ಆಯ್ಕೆ | ಕನ್ನಡ ಕನ್ನಡ ಕನ್ನಡೇತ ರರಿಗೆ ಕನ್ನಡ |

1. ವಿವಿಧ ಬರಹಗಾರರು, ಸಾಹಿತ್ಯ ಕೃತಿಗಳು ಮತ್ತು ಸಾಹಿತ್ಯ ಚಟುವಳಿಗಳ ಅರಿವು ಹೆಚ್ಚಿಸಿಕೊಳ್ಳುವುದು
2. ವಿವಿಧ ಸಾಹಿತ್ಯ ಪ್ರಕಾರಗಳ ರೂಪ ಸ್ವರೂಪಗಳ ಬಗೆಗೆ ತಿಳುವಳಿಕೆ ಪಡೆಯುವುದು
3. ಭಾಷೆ-ಸಾಹಿತ್ಯದದ ಶ್ರೀಮಂತಿಕೆಯ ಜೊತೆಗೆ ಮಾನವೀಯ ಮೌಲ್ಯಗಳನ್ನು ಮೂಡಿಸಿಕೊಳ್ಳುವುದು
4. ಸಾಹಿತ್ಯ ಮೂಲಕ ಸಮಾಜೋ, ಧಾರ್ಮಿಕ, ರಾಜಕೀಯ, ಸಾಂಸ್ಕೃತಿಕ ತಿಳುವಳಿಕೆಯನ್ನು ಹೊಂದುವುದು
5. ವೈಚಾರಿಕ-ವೈಜ್ಞಾನಿಕ ಚಿಂತನೆಗಳನ್ನು ಅಳವಡಿಸಿಕೊಳ್ಳುವುದು
6. ಭಾಷಾ ಕೌಶಲ್ಯವನ್ನೂ ಬೆಳೆಸಿಕೊಳ್ಳುವುದು
7. ಸಾಹಿತ್ಯದ ಓದು, ತಿಳುವಳಿಕೆ ಹಾಗೂ ಬರವಣಿಗೆಯನ್ನು ರೂಡಿಸಿಕೊಳ್ಳುವುದು
8. ನಾಡು-ನುಡಿಯನ್ನು ಕುರಿತ ಅರಿವನ್ನು ಹೆಚ್ಚಿಸಿಕೊಳ್ಳುವುದು
9. ಸಮಕಾಲೀನ ವಿದ್ಯಮಾನಗಳ ಅರಿವು
10. ಸಾಮಾಜಿಕ ಹೊಣೆಗಾರಿಕೆಯ ಅರಿವು
11. ಸದೃಢ ಬೌದ್ಧಿಕ ವ್ಯಕ್ತಿತ್ವ ನಿರ್ಮಾಣ

ಆಂತರಿಕ ಮೌಲ್ಯಮಾಪನ ಮತ್ತು ಸೆಮಿಸ್ಟರ್ ಕೊನೆಯ ಲಿಖಿತ ಪರೀಕ್ಷಾ ವಿಧಾನದ ಸಲಹೆ ಮತ್ತು ಮಾದರಿ

ಈ ಸಮಿತಿಯು ಆಂತರಿಕ (ಸಿಐಇ) ಹಾಗೂ ಸೆಮಿಸ್ಟರ್ ಕೊನೆಯ ಲಿಖಿತ ಪರೀಕ್ಷೆ (ಎಸ್‌ಐಇ)ಗಳ ವಿಧಾನವನ್ನು ಕುರಿತಂತೆ ಈ ಕೆಳಗಿನ ಸಲಹೆ ನೀಡಲು ಬಯಸುತ್ತದೆ. ಪಠ್ಯಚೌಕಟ್ಟು ಸಮಿತಿ ಸೂಚನೆಯಂತೆ ಆಂತರಿಕ (ಸಿಐಇ) ಮೌಲ್ಯಮಾಪನವು ಶೇ 40 ಅಂಕಗಳನ್ನು ಹಾಗೂ ಸೆಮಿಸ್ಟರ್ ಕೊನೆಯ ಪರೀಕ್ಷೆಯ (ಎಸ್‌ಐಇ) ಶೇ. 60 ಅಂಕಗಳ ನಿಯಮವನ್ನು ಈ ಕೆಳಗಿನ ಮಾನದಂಡಗಳನ್ನು ಅನುಸರಿಸಿ ಮಾಪನ ಮಾಡಲು ಸೂಚಿಸುತ್ತದೆ.

ಪ್ರತಿ ಪತ್ರಿಕೆಗಳ ಒಟ್ಟು ಪಾಠ ಘಟಕಗಳು - 04 (ಪ್ರಾಥಮಿಕ ಪರಿಚಯ, ಸೈದ್ಧಾಂತಿಕ ವಿವರಣೆ ಸೇರಿದಂತೆ)

| ಪರೀಕ್ಷೆ | ಸಮಯ | ಅಂಕಗಳು |
|----------|---|------------|
| TEST C-1 | ಪ್ರತಿ ಸೆಮಿಸ್ಟರ್‌ನ ಪೂರ್ವಾರ್ಧದ ಕೊನೆಗೆ 7-8ನೇ ವಾರಗಳಲ್ಲಿ | 10 |
| TEST C-2 | ಪ್ರತಿ ಸೆಮಿಸ್ಟರ್‌ನ ಉತ್ತರಾರ್ಧದ ಕೊನೆಗೆ 15-16ನೇ ವಾರಗಳಲ್ಲಿ | 10 |
| ಅ-1 | ನಿಯೋಜಿತ ಪ್ರಬಂಧ, ವಿಚಾರ ಸಂಕರಣ (ಮೊದಲ 2 ತಿಂಗಳು) | 05 |
| ಅ-2 | ರಸಪ್ರಶ್ನೆ, ಗುಂಪು ಚರ್ಚೆ, ವಿಚಾರ ಗೋಷ್ಠಿ (ಕೊನೆಯ 2 ತಿಂಗಳು) | 05 |
| ಅ-1 | ವಿಚಾರ ಸಂಕರಣ | 05 |
| ಅ-2 | ನಿಯೋಜಿತ ಪ್ರಬಂಧ, ಗುಂಪು ಚರ್ಚೆ, ವಿಚಾರ ಗೋಷ್ಠಿ | 05 |
| | ಒಟ್ಟು ಅಂಕಗಳು | 40 |
| ಅ-3 | ಪ್ರತಿ ಸೆಮಿಸ್ಟರ್‌ನ ಅಂತಿಮ ಪರೀಕ್ಷೆ ಸಮಯ 3 ಗಂಟೆಗಳು 60 ಅಂಕಗಳು | 60 |
| | ಒಟ್ಟು ಅಂಕಗಳು | 100 |

ಸೆಮಿಸ್ಟರ್ ಅಂತ್ಯದ ಪರೀಕ್ಷೆ (ಎಸ್‌ಐಇ)

ಈ ವಿಧಾನವು 60 ಅಂಕಗಳ ಲಿಖಿತ ಪರೀಕ್ಷೆಗಳಿಂದ ಕೂಡಿರುತ್ತದೆ. ಈ ಪರೀಕ್ಷೆಯು ಆಯಾ ವಿಶ್ವವಿದ್ಯಾನಿಲಯಗಳೂ ಹಾಗೂ ಅಟಾನಮಸ್ ಕಾಲೇಜುಗಳ ಪರೀಕ್ಷಾ ನಿಯಮಾನುಸಾರ ನಡೆಯುವುದರಿಂದ ವಿಶ್ವವಿದ್ಯಾನಿಲಯಗಳು ನಿಗದಿಪಡಿಸಿರುವ ಪರೀಕ್ಷಾ ಅರ್ಹತೆಗಳನ್ನು ವಿದ್ಯಾರ್ಥಿಯು ಪರಿಪೂರ್ಣಗೊಳಿಸಬೇಕು. ನಂತರ ಆಯಾ ವಿಶ್ವವಿದ್ಯಾನಿಲಯಗಳ ಬಿಬಿಎಸ್‌ಗಳು, ಬಿಬಿಇ ಸದಸ್ಯರು ರೂಪಿಸುವ ಮಾನದಂಡಗಳಂತೆ ಪರೀಕ್ಷೆ ನಡೆಯಲಿದೆ.

ಭಾಷಾ ಕನ್ನಡ ಪಠ್ಯ ಚೌಕಟ್ಟು

ಬಿ.ಎ., ಬಿ.ಎಸ್.ಡಬ್ಲ್ಯು - ಕನ್ನಡ ಭಾಷಾ ಪಠ್ಯ

ಪಠ್ಯಪುಸ್ತಕಗಳ ಶಿರ್ಷಿಕೆಯನ್ನು ಆಯಾ ವಿಶ್ವವಿದ್ಯಾಲಯದ ಅಧ್ಯಯನದ ಮಂಡಳಿ ನಿರ್ಧರಿಸುವುದು 1, 2, 3, 4 ಸೆಮಿಸ್ಟರ್‌ಗಳು. ಪ್ರತಿ ಸೆಮಿಸ್ಟರ್ ಕ್ರೆಡಿಟ್ 03, ಪ್ರತಿ ಸೆಮಿಸ್ಟರ್ ತರಗತಿಗಳು 04 (ಒಟ್ಟು 52-56 ಗಂಟೆಗಳು)

| ಸೆಮಿಸ್ಟರ್ | ಘಟಕ-1 | ಘಟಕ-2 | ಘಟಕ-3 | ಘಟಕ-4 |
|-----------------|------------------------|------------|------------|------------|
| ಪ್ರಥಮ ಸೆಮಿಸ್ಟರ್ | ಕನ್ನಡ ನಾಡು-ನುಡಿ-ಚಿಂತನೆ | ಪ್ರಕೃತಿ | ಬಾಲ್ಯ | ಸಂಕೀರ್ಣ |
| ಐ, 1-1 | 15 ಗಂಟೆಗಳು | 15 ಗಂಟೆಗಳು | 13 ಗಂಟೆಗಳು | 13 ಗಂಟೆಗಳು |

| | | | | |
|-------------------|------------|------------|------------|------------|
| ದ್ವಿತೀಯ ಸೆಮಿಸ್ಟರ್ | ಜಾಗತೀಕರಣ | ಸಮಾಜ | ಪ್ರೀತಿ | ಸಂಕೀರ್ಣ |
| ಐ, 1-2 | 15 ಗಂಟೆಗಳು | 15 ಗಂಟೆಗಳು | 13 ಗಂಟೆಗಳು | 13 ಗಂಟೆಗಳು |

ಬಿ.ಎಸ್ಸಿ-ಕನ್ನಡ ಭಾಷಾ ಪಠ್ಯ

ಪಠ್ಯಪುಸ್ತಕಗಳ ಶೀರ್ಷಿಕೆಯನ್ನು ಆಯಾ ವಿಶ್ವವಿದ್ಯಾಲಯದ ಅಧ್ಯಯನದ ಮಂಡಳಿ ನಿರ್ಧರಿಸುವುದು 1,2,3,4 ಸೆಮಿಸ್ಟರ್‌ಗಳು.
ಪ್ರತಿ ಸೆಮಿಸ್ಟರ್ ಕ್ರೆಡಿಟ್ 03, ಪ್ರತಿ ಸೆಮಿಸ್ಟರ್ ತರಗತಿಗಳು 04 (ಒಟ್ಟು 52-56 ಗಂಟೆಗಳು)

| ಸೆಮಿಸ್ಟರ್ | ಘಟಕ-1 | ಘಟಕ-2 | ಘಟಕ-3 | ಘಟಕ-4 |
|-------------------|------------------------|------------|-------------------|------------|
| ಪ್ರಥಮ ಸೆಮಿಸ್ಟರ್ | ಕನ್ನಡ ನಾಡು-ನುಡಿ-ಚಿಂತನೆ | ಭೂಮಿ | ವೈಜ್ಞಾನಿಕ ಮನೋಧರ್ಮ | ಸಂಕೀರ್ಣ |
| ಐ, 1-1 | 15 ಗಂಟೆಗಳು | 15 ಗಂಟೆಗಳು | 13 ಗಂಟೆಗಳು | 13 ಗಂಟೆಗಳು |
| ದ್ವಿತೀಯ ಸೆಮಿಸ್ಟರ್ | ಜೀವನಕಲೆ | ಕನಸು | ಮಳೆ | ಸಂಕೀರ್ಣ |
| ಐ, 1-2 | 15 ಗಂಟೆಗಳು | 15 ಗಂಟೆಗಳು | 13 ಗಂಟೆಗಳು | 13 ಗಂಟೆಗಳು |

ಬಿ.ಸಿ.ಎ-ಕನ್ನಡ ಭಾಷಾ ಪಠ್ಯ

ಪಠ್ಯಪುಸ್ತಕಗಳ ಶೀರ್ಷಿಕೆಯನ್ನು ಆಯಾ ವಿಶ್ವವಿದ್ಯಾಲಯದ ಅಧ್ಯಯನದ ಮಂಡಳಿ ನಿರ್ಧರಿಸುವುದು 1, 2, 3, 4 ಸೆಮಿಸ್ಟರ್‌ಗಳು.

ಪ್ರತಿ ಸೆಮಿಸ್ಟರ್ ಕ್ರೆಡಿಟ್ 03, ಪ್ರತಿ ಸೆಮಿಸ್ಟರ್ ತರಗತಿಗಳು 04 (ಒಟ್ಟು 52 ಗಂಟೆಗಳು)

| ಸೆಮಿಸ್ಟರ್ | ಘಟಕ-1 | ಘಟಕ-2 | ಘಟಕ-3 | ಘಟಕ-4 |
|-------------------|------------------------|------------|------------|------------|
| ಪ್ರಥಮ ಸೆಮಿಸ್ಟರ್ | ಕನ್ನಡ ನಾಡು-ನುಡಿ-ಚಿಂತನೆ | ಆಕಾಶ | ತಾರುಣ್ಯ | ಸಂಕೀರ್ಣ |
| ಐ, 1-1 | 15 ಗಂಟೆಗಳು | 15 ಗಂಟೆಗಳು | 13 ಗಂಟೆಗಳು | 13 ಗಂಟೆಗಳು |
| ದ್ವಿತೀಯ ಸೆಮಿಸ್ಟರ್ | ವಾಣಿಜ್ಯ | ತಂತ್ರಜ್ಞಾನ | ದಾಂಪತ್ಯ | ಸಂಕೀರ್ಣ |
| ಐ, 1-2 | 15 ಗಂಟೆಗಳು | 15 ಗಂಟೆಗಳು | 13 ಗಂಟೆಗಳು | 13 ಗಂಟೆಗಳು |

ಬಿ.ಕಾಂ-ಕನ್ನಡ ಭಾಷಾ ಪಠ್ಯ

ಪಠ್ಯಪುಸ್ತಕಗಳ ಶೀರ್ಷಿಕೆಯನ್ನು ಆಯಾ ವಿಶ್ವವಿದ್ಯಾಲಯದ ಅಧ್ಯಯನದ ಮಂಡಳಿ ನಿರ್ಧರಿಸುವುದು 1, 2, 3, 4 ಸೆಮಿಸ್ಟರ್‌ಗಳು.

ಪ್ರತಿ ಸೆಮಿಸ್ಟರ್ ಕ್ರೆಡಿಟ್ 03, ಪ್ರತಿ ಸೆಮಿಸ್ಟರ್ ತರಗತಿಗಳು 04 (ಒಟ್ಟು 52-56 ಗಂಟೆಗಳು)

| ಸೆಮಿಸ್ಟರ್ | ಘಟಕ-1 | ಘಟಕ-2 | ಘಟಕ-3 | ಘಟಕ-4 |
|-------------------|------------------------|------------|------------|------------|
| ಪ್ರಥಮ ಸೆಮಿಸ್ಟರ್ | ಕನ್ನಡ ನಾಡು-ನುಡಿ-ಚಿಂತನೆ | ಸಂಸ್ಕೃತಿ | ಜಾಗತೀಕರಣ | ಸಂಕೀರ್ಣ |
| ಐ, 1-1 | 15 ಗಂಟೆಗಳು | 15 ಗಂಟೆಗಳು | 13 ಗಂಟೆಗಳು | 13 ಗಂಟೆಗಳು |
| ದ್ವಿತೀಯ ಸೆಮಿಸ್ಟರ್ | ಸೌಂದರ್ಯ | ಭಕ್ತಿ | ದೇಸಿಯತೆ | ಸಂಕೀರ್ಣ |
| ಐ, 1-2 | 15 ಗಂಟೆಗಳು | 15 ಗಂಟೆಗಳು | 13 ಗಂಟೆಗಳು | 13 ಗಂಟೆಗಳು |

ಬಿ.ಬಿ.ಎ-ಕನ್ನಡ ಭಾಷಾ ಪಠ್ಯ

ಪಠ್ಯಪುಸ್ತಕಗಳ ಶೀರ್ಷಿಕೆಯನ್ನು ಆಯಾ ವಿಶ್ವವಿದ್ಯಾಲಯದ ಅಧ್ಯಯನದ ಮಂಡಳಿ ನಿರ್ಧರಿಸುವುದು 1, 2, 3, 4 ಸೆಮಿಸ್ಟರ್‌ಗಳು.

ಪ್ರತಿ ಸೆಮಿಸ್ಟರ್ ಕ್ರೆಡಿಟ್ 03, ಪ್ರತಿ ಸೆಮಿಸ್ಟರ್ ತರಗತಿಗಳು 04 (ಒಟ್ಟು 52-56 ಗಂಟೆಗಳು)

| ಸೆಮಿಸ್ಟರ್ | ಘಟಕ-1 | ಘಟಕ-2 | ಘಟಕ-3 | ಘಟಕ-4 |
|-------------------|------------------------|------------|------------|------------|
| ಪ್ರಥಮ ಸೆಮಿಸ್ಟರ್ | ಕನ್ನಡ ನಾಡು-ನುಡಿ-ಚಿಂತನೆ | ಆಧುನಿಕತೆ | ಕುಟುಂಬ | ಸಂಕೀರ್ಣ |
| ಐ, 1-1 | 15 ಗಂಟೆಗಳು | 15 ಗಂಟೆಗಳು | 13 ಗಂಟೆಗಳು | 13 ಗಂಟೆಗಳು |
| ದ್ವಿತೀಯ ಸೆಮಿಸ್ಟರ್ | ಕಾಯಕ | ಸಾಮರಸ್ಯ | ಅಂತಃಕರಣ | ಸಂಕೀರ್ಣ |
| ಐ, 1-2 | 15 ಗಂಟೆಗಳು | 15 ಗಂಟೆಗಳು | 13 ಗಂಟೆಗಳು | 13 ಗಂಟೆಗಳು |

ಐಚ್ಛಿಕ ಕನ್ನಡ ಪಠ್ಯ ವಿನ್ಯಾಸ

ಒಂದರಿಂದ ಎರಡನೇ ಸೆಮಿಸ್ಟರ್‌ವರೆಗೆ

| | | |
|------------------|--------------------|---|
| ಮೊದಲನೇ ಸೆಮಿಸ್ಟರ್ | ಎ-1 ಪತ್ರಿಕೆ - 1 | ಪ್ರಾಚೀನ ಕನ್ನಡ ಸಾಹಿತ್ಯ ಚರಿತ್ರೆ (ಆರಂಭದಿಂದ ಹತ್ತನೇ ಶತಮಾನದವರೆಗೆ) |
| | ಎ-2 ಪತ್ರಿಕೆ - 2 | ಮಧ್ಯಕಾಲೀನ ಕನ್ನಡ ಸಾಹಿತ್ಯ ಚರಿತ್ರೆ (ಹನ್ನೊಂದನೇ ಶತಮಾನದಿಂದ ಹದಿನಾರನೇ ಶತಮಾನದವರೆಗೆ) |
| ಎರಡನೇ ಸೆಮಿಸ್ಟರ್ | ಎ-3 ಪತ್ರಿಕೆ - 1 | ಆಧುನಿಕ ಪೂರ್ವ ಕನ್ನಡ ಸಾಹಿತ್ಯ (ಹದಿನೇಳನೆಯ ಶತಮಾನದಿಂದ ಹತ್ತೊಂಬತ್ತನೇ ಶತಮಾನದವರೆಗೆ) |
| | ಎ-4 ಪತ್ರಿಕೆ - 1 | ಆಧುನಿಕ ಕನ್ನಡ ಸಾಹಿತ್ಯ - ಪ್ರೇರಣೆಗಳು (ಇಪ್ಪತ್ತನೆಯ ಶತಮಾನದಿಂದ ಮುಂದೆ) |

ಮುಕ್ತ ಆಯ್ಕೆ 1 ಮುಕ್ತ ಆಯ್ಕೆ 2 ಪತ್ರಿಕೆಯ ಕನ್ನಡ ಪಠ್ಯ ಚೌಕಟ್ಟು (OE)

| | | |
|-----------------------------------|---------------------|--|
| ಮೊದಲನೇ ಸೆಮಿಸ್ಟರ್ ಮುಕ್ತ ಆಯ್ಕೆ 1 | (ಐಇ)-1 ಕ್ರೆಡಿಟ್ -03 | ಕನ್ನಡ ಭಾಷೆ ಮತ್ತು ಸಾಹಿತ್ಯ |
| ಎರಡನೇ ಸೆಮಿಸ್ಟರ್ ಮುಕ್ತ ಆಯ್ಕೆ 2 | (ಐಇ)-2 ಕ್ರೆಡಿಟ್ -03 | ಕನ್ನಡ ವ್ಯಾಕರಣ |
| ಮೊದಲನೇ ಸೆಮಿಸ್ಟರ್ ಮುಕ್ತ ಆಯ್ಕೆ 1 | (ಐಇ)-1 ಕ್ರೆಡಿಟ್ -03 | ಆಡಳಿತಾತ್ಮಕ ಕನ್ನಡ ಕಲಿಕೆ |
| ಎರಡನೇ ಸೆಮಿಸ್ಟರ್ ಮುಕ್ತ ಆಯ್ಕೆ 2 | (ಐಇ)-2 ಕ್ರೆಡಿಟ್ -03 | ಕನ್ನಡ ಭಾಷಾಂತರ : ತತ್ತ್ವ ಮತ್ತು ಪ್ರಯೋಗ |
| ಮೂರನೇ ಸೆಮಿಸ್ಟರ್ | (ಐಇ)-3 ಕ್ರೆಡಿಟ್ -03 | ಕನ್ನಡ ಜಾನಪದ ಮತ್ತು ಪ್ರಯೋಗ |
| ನಾಲ್ಕನೇ ಸೆಮಿಸ್ಟರ್ | (ಐಇ)-3 ಕ್ರೆಡಿಟ್ -03 | ಕನ್ನಡ ರಂಗಭೂಮಿ ಮತ್ತು ಪ್ರಯೋಗ ಕನ್ನಡ ಸಾಹಿತ್ಯ-ಕರ್ನಾಟಕ-ಸಾಮಾನ್ಯಜ್ಞಾನ |

ಕನ್ನಡೇತರರಿಗೆ ಕನ್ನಡ

ಕನ್ನಡ ಕಲಿ - 1 ಪದವಿ ಮೊದಲ ಸೆಮಿಸ್ಟರ್ - ಫಂಕ್ಷನಲ್ ಕನ್ನಡ

ಕನ್ನಡ ಕಲಿ - 2 ಪದವಿ ಎರಡನೇ ಸೆಮಿಸ್ಟರ್

ಆಯಾ ಅಧ್ಯಯನ ಮಂಡಳಿಗಳು ತಮ್ಮ ಆದ್ಯತೆಗೆ ಅನುಗುಣವಾಗಿ ಪಠ್ಯಗಳನ್ನು ರೂಪಿಸಿಕೊಳ್ಳಬಹುದು.

ಅನುಬಂಧ

ರಾಷ್ಟ್ರೀಯ ಶಿಕ್ಷಣ ನೀತಿ - 2020

ಕನ್ನಡ ಭಾಷಾ ಸ್ವರೂಪ (ಪ್ರಥಮ ಭಾಷೆ - ಕಡ್ಡಾಯ ಕನ್ನಡ)

ಕೋರ್ಸುವಾರು ಕನ್ನಡ ಭಾಷಾ ಪಠ್ಯಕ್ರಮ

ಶೈಕ್ಷಣಿಕ ವ್ಯವಸ್ಥೆಯಲ್ಲಿ ಭಾಷಾ ಪಠ್ಯಗಳು ಮತ್ತು ಭಾಷಾ ಅಧ್ಯಾಪಕರ ಜವಾಬ್ದಾರಿ ಎಲ್ಲರಿಗೂ ಗೊತ್ತಿರುವುದೇ ಆಗಿದೆ. ಹಲವು ಬಗೆಯ ಬಿಕ್ಕಟ್ಟುಗಳು ಮತ್ತು ವಿಷಮತೆಗಳು ಹೆಚ್ಚುತ್ತಿರುವ ಈ ಕಾಲಘಟ್ಟದಲ್ಲಿ ವಿದ್ಯಾರ್ಥಿಗಳನ್ನು ಪ್ರಜ್ಞಾವಂತರನ್ನಾಗಿ, ಸಂವೇದನಾಶೀಲರನ್ನಾಗಿ ಮಾಡುವ ಅವಕಾಶ ಭಾಷಾ ಪಠ್ಯಗಳಲ್ಲಿ ಇರುತ್ತದೆ. ಆ ಅವಕಾಶವನ್ನು ಎಂದಿನಿಂದಲೂ ಭಾಷಾ ಪಠ್ಯ ಮಂಡಳಿಗಳು ಆಸ್ಥೆಯಿಂದ ನಿಭಾಯಿಸುತ್ತಲೇ ಬಂದಿವೆ.

ಹೊಸ ಶಿಕ್ಷಣ ನೀತಿಯ ಅನುಷ್ಠಾನದ ಹಿನ್ನೆಲೆಯಲ್ಲಿ ರಚಿಸಲಾದ ಸಮಿತಿಯು ಇದನ್ನೇ ಬುನಾದಿಯಾಗಿಸಿಕೊಂಡು ಪಠ್ಯಕ್ರಮವನ್ನು ಕುರಿತ ನಕಾಶೆಯನ್ನು ರಚಿಸಿದೆ. ಕನ್ನಡವನ್ನು 'ಜ್ಞಾನದ ಭಾಷೆ' ಯಾಗಿ ವಿದ್ಯಾರ್ಥಿಗಳಿಗೆ ನೀಡಬೇಕೆನ್ನುವುದು ಸಮಿತಿಯ ಆಶಯ. ಹೊಸ ರಾಷ್ಟ್ರೀಯ ಶಿಕ್ಷಣ ನೀತಿಯು ಈ ಅಂಶವನ್ನೇ ಉದ್ದೋಗ ಮತ್ತು ಕೌಶಲ್ಯಗಳು ಶಿಕ್ಷಣದ ಮುಖ್ಯ ಗುರಿ ಎಂದು ಹೇಳಿದೆ. ಹೀಗಾಗಿ ತಾಯಿ ಭಾಷೆ ಕನ್ನಡದ ಮೂಲಕ ವಿದ್ಯಾರ್ಥಿಗಳು ಸ್ಥಳೀಯ, ರಾಷ್ಟ್ರೀಯ ಜಾಗತೀಯ ಸವಾಲುಗಳನ್ನು ಸನ್ನದ್ಧರಾಗುವ ಬಗೆಯಲ್ಲಿ ಪಠ್ಯಕ್ರಮದ ವಿನ್ಯಾಸವನ್ನು ರೂಪಿಸಲಾಗಿದೆ. ಜಾಗತೀಕರಣವೂ ಸೇರಿದಂತೆ ಹಲವು ವಿದ್ಯಮಾನಗಳು ನಮ್ಮ ಸಾಮಾಜಿಕ ಮತ್ತು ಸಾಂಸ್ಕೃತಿಕ ಸನ್ನಿವೇಶಗಳನ್ನು ಸಮೀಕರಣಗಳನ್ನು, ಗ್ರಹಿಕೆಗಳನ್ನು ಆಳವಾಗಿ ಪ್ರಭಾವಿಸುತ್ತಿವೆ. ಇವು ನಮ್ಮ ಯುವ ತಲೆಮಾರುಗಳನ್ನು ತಮ್ಮ ಬೇರುಗಳಿಂದಲೇ ದೂರ ಮಾಡುತ್ತಾ ಅವರನ್ನು ಪರಕೀಯರನ್ನಾಗಿಸುತ್ತಿದೆ ಎನ್ನುವ ಆತಂಕ ಅಧ್ಯಾಪಕರನ್ನು ಕಾಡುತ್ತಿದೆ. ಈ ಹಿನ್ನೆಲೆಯಲ್ಲಿ ನಾಡು-ನುಡಿ, ಜಲ, ಭೂಮಿ, ಸಮಕಾಲೀನ ಸವಾಲುಗಳನ್ನು ಕನ್ನಡದ ಅತ್ಯುತ್ತಮ ಪಠ್ಯಗಳ ಮುಖಾಂತರ ಕಲಿಸಬಹುದೆನ್ನುವ ನಂಬಿಕೆ ಈ ಸಮಿತಿಯದ್ದು. ವಿದ್ಯಾರ್ಥಿಗಳಲ್ಲಿ ಸಾಹಿತ್ಯಕ ಅಭಿರುಚಿಯನ್ನು ಹೆಚ್ಚಿಸಬೇಕು. ಭಾಷೆ ಮತ್ತು ಸಾಹಿತ್ಯಗಳನ್ನು ಕುರಿತ ಪ್ರೀತಿಯನ್ನು ಹೆಚ್ಚಿಸಬೇಕು ಎನ್ನುವುದು ಪಠ್ಯಗಳ ಒಂದು ಆಯಾಮವಾದರೆ, ಮತ್ತೊಂದು ಆಯಾಮವು ನಮ್ಮ ಸಮೃದ್ಧ ಸಾಂಸ್ಕೃತಿಕ, ಸಾಹಿತ್ಯಕ ಪರಂಪರೆಯ ಅರಿವೂ ಅವರಲ್ಲಿ ಮೂಡಬೇಕೆನ್ನುವುದು. ಎರಡು ವರ್ಷಗಳ ಪಠ್ಯಗಳಲ್ಲಿ ಅವರಲ್ಲಿ ನಾಗರಿಕ ವ್ಯಕ್ತಿತ್ವದ ಧಾತುಗಳನ್ನು ತುಂಬಬೇಕು. ಸಾಹಿತ್ಯದ ಅಂತಃಕರಣ ಮತ್ತು ಸಾಮಾಜಿಕ ವ್ಯಕ್ತಿತ್ವದ ಬೌದ್ಧಿಕ ಅರಿವು ಅವರಲ್ಲಿ ಸಮನಾಗಿ ಬೆಳೆಯುತ್ತಾ ಹೋಗಬೇಕು. ಇವುಗಳಲ್ಲದೆ ಕನ್ನಡವು ಅವರ ವೃತ್ತಿಯ ದಾರಿಯೂ ಆಗಬೇಕು. ಹಲವು ವೃತ್ತಿಗಳನ್ನು ಅವರು ಆರಿಸಿಕೊಳ್ಳಲು ಅನುವಾಗುವ ಪಠ್ಯಕ್ರಮವೂ ಸೇರಬೇಕು. ಈ ಎಲ್ಲ ಅಂಶಗಳನ್ನು ಗಮನದಲ್ಲಿಟ್ಟುಕೊಂಡು ಸಮಿತಿಯು 'ವಿಷಯಾಧಾರಿತ ಪಠ್ಯ' ವನ್ನು ರೂಪಿಸಿದೆ.

ಯಾವುದೇ ಕೋರ್ಸಿನ ಮೊದಲ ಸೆಮಿಸ್ಟರ್‌ನ ಮೊದಲ ಭಾಗವಾಗಿ (ನಾಲ್ಕು ಭಾಗಗಳಲ್ಲಿ) ಕನ್ನಡ ನಾಡು-ನುಡಿಯನ್ನು ಕುರಿತ ಭಾಗವು ಕಡ್ಡಾಯವಾಗಿ ಇರಬೇಕು. ಕನ್ನಡ ನಾಡು ರೂಪುಗೊಂಡದ್ದರಿಂದ ಪ್ರಾರಂಭಿಸಿ ಅದರ ಶ್ರೀಮಂತಿಕೆ, ವೈಶಿಷ್ಟ್ಯತೆ, ಅದರ ಲೋಕದೃಷ್ಟಿ, ಕಲಾ ಪ್ರಕಾರಗಳಲ್ಲಿನ ಸಮೃದ್ಧತೆ, ರಾಜಕೀಯ ಸಾಮಾಜಿಕ ಚಿಂತನೆಗಳ ಸ್ಪೋಂದನ, ಅದರ ಭೌಗೋಳಿಕ ಸೌಂದರ್ಯ, ವಿವಿಧ ಕ್ಷೇತ್ರಗಳಲ್ಲಿನ ಸಾಧಕರು, ಮಹತ್ವದ ಚಳುವಳಿಗಳು, ಭಾರತ ಮತ್ತು ವಿಶ್ವಕ್ಕೆ ಕನ್ನಡದ ಕೊಡುಗೆಗಳು ಇವುಗಳಲ್ಲಿ ಕೆಲವನ್ನು ಆಯ್ದು ಆಯಾ ವಿಶ್ವವಿದ್ಯಾನಿಲಯಗಳ ಅಧ್ಯಯನ ಮಂಡಳಿಗಳು ಪಠ್ಯಕ್ರಮವನ್ನು ರೂಪಿಸಿಕೊಳ್ಳಬಹುದಾಗಿದೆ. ನಾಲ್ಕರಲ್ಲಿ ಕೊನೆಯ ಭಾಗವನ್ನು ಕಡ್ಡಾಯವಾಗಿ ಸಂಕೀರ್ಣ / ತಾಂತ್ರಿಕ / ವೃತ್ತಿ ತರಬೇತಿ ಆಶಯದ / ವೃತ್ತಿ ನೈಪುಣ್ಯತೆ / ಸ್ಪರ್ಧಾತ್ಮಕ ಪರೀಕ್ಷೆಗಳಿಗೆ ಪೂರಕವಾದ... ಹೀಗೆ ಇದು ಆಯಾ ವಿಶ್ವವಿದ್ಯಾನಿಲಯಗಳ ಅಧ್ಯಯನ ಮಂಡಳಿಗಳ ತೀರ್ಮಾನಕ್ಕೆ ಬಿಡಲಾಗಿದೆ.

ಇದಕ್ಕೆ ಪೂರಕವಾಗಿ ಹಲವು ವಿಷಯಗಳನ್ನು ಸಮಿತಿಯು ಆಯ್ದು ಮಾಡಿದೆ. ಸದ್ಯಕ್ಕೆ ಪ್ರಥಮ ಮತ್ತು ದ್ವಿತೀಯ ಸೆಮಿಸ್ಟರ್‌ಗಳಿಗೆ ಇವುಗಳನ್ನು ಅರಿಸಲಾಗಿದ್ದು, ಆಯಾ ಘಟಕಗಳ ಆಶಯಕ್ಕೆ ಅನುಗುಣವಾಗಿ ಅಧ್ಯಯನ ಮಂಡಳಿಗಳು ಪಠ್ಯಗಳನ್ನು ಬೇರೆ ಬೇರೆ

ಮೂಲಗಳಿಂದ ಮತ್ತು ಇಲ್ಲದೆ ಇರುವ ಹೊಸ ಆಯಾಮಗಳನ್ನು ಸೇರಿಸಿಕೊಳ್ಳಬಹುದು. ಕನ್ನಡೇತರರಿಗೆ ಕನ್ನಡ ಕಲಿ ಪತ್ರಿಕೆಗಳನ್ನು ಕನ್ನಡ ಅಧ್ಯಾಪಕರೇ ಬೋಧಿಸಬೇಕು.

ಮುಂದಿನ ದಿನಗಳಲ್ಲಿ ಮೂರು ಮತ್ತು ನಾಲ್ಕನೆಯ ಸೆಮಿಸ್ಟರ್‌ನ ಪಠ್ಯಗಳ ರೂಪರೇಷೆಗಳನ್ನು ತಿಳಿಸಲಾಗುವುದು.

ಪಠ್ಯಕ್ರಮಗಳನ್ನು ಕುರಿತು ಕೆಲವು ಸಲಹೆ ಸೂಚನೆಗಳು

1. ಪ್ರತಿ ಪದವಿ ಕ್ರಮಕ್ಕೂ ಪ್ರತ್ಯೇಕ ಪಠ್ಯಗಳನ್ನು ರೂಪಿಸಬೇಕು.
2. ಪ್ರತಿ ಸೆಮಿಸ್ಟರ್‌ಗೆ ನಾಲ್ಕು ಗಂಟೆಗಳ ಬೋಧನಾ ಅವಧಿ ಕಡ್ಡಾಯವಾಗಿರಬೇಕು.
3. ಪಠ್ಯಗಳ ಆಶಯಗಳನ್ನು ಕುರಿತ ಆರಂಭಿಕ ಟಿಪ್ಪಣಿ ಇರಬೇಕು.
4. ಎರಡು ಸೆಮಿಸ್ಟರ್‌ಗಳನ್ನು ಸೇರಿಸಿ ಒಂದೊಂದು ಪಠ್ಯಪುಸ್ತಕವನ್ನು ಮಾಡುವುದು.
5. ಪ್ರತಿ ಸೆಮಿಸ್ಟರ್‌ನ ಪಠ್ಯಕ್ರಮದಲ್ಲಿ ನಾಲ್ಕು ಘಟಕಗಳು ಹಾಗೂ ಪ್ರತಿ ಘಟಕದಲ್ಲಿ ಮೂರು ಮೂರು ಅಧ್ಯಾಯಗಳು ಇರಬೇಕು.
6. ಕನ್ನಡ ಸಾಹಿತ್ಯದ ಎಲ್ಲ ಪ್ರಕಾರಗಳು (ಅನುವಾದ, ಜಾನಪದ, ಮಹಿಳಾ ಮತ್ತು ಅಲಕ್ಷಿತ ಸಮುದಾಯ, ಅಲ್ಪಸಂಖ್ಯಾತ ವರ್ಗಗಳು) ಸೇರಿದಂತೆ ಒಳಗೊಳ್ಳುವಂತೆ ಅಧ್ಯಯನ ಮಂಡಳಿಯು ಕಾಳಜಿ ವಹಿಸಬೇಕು.
7. ಕಡ್ಡಾಯ ಕನ್ನಡ ಭಾಷಾ ಪಠ್ಯಕ್ರಮ ವಿನ್ಯಾಸದಲ್ಲಿ ನಾಲ್ಕನೆಯ ಘಟಕದಲ್ಲಿ (ಸಂಕೀರ್ಣ) ಶೀರ್ಷಿಕೆಯನ್ನೂ ಒಳಗೊಂಡಂತೆ ಪಠ್ಯಕ್ರಮವನ್ನು ರೂಪಿಸುವುದನ್ನು ಅಧ್ಯಯನ ಮಂಡಳಿಗಳ ತೀರ್ಮಾನಕ್ಕೆ ಬಿಡಲಾಗಿದೆ. ವೃತ್ತಿಪರ, ತಾಂತ್ರಿಕ ತರಬೇತಿ, ಕೌಶಲ್ಯಾಧಾರಿತ ಮತ್ತು ಸೃಜನಶೀಲ ಚಟುವಟಿಕೆ ಹೀಗೆ ಆಯಾ ಪದವಿ ಕ್ರಮಗಳಿಗೆ ಪೂರಕವಾಗುವಂತೆ ಪಠ್ಯಕ್ರಮವನ್ನು ರೂಪಿಸಬೇಕು.
8. ವಿದ್ಯಾರ್ಥಿಗಳ ಸೃಜನಶೀಲತೆ, ಭಾಷಾ ನೈಪುಣ್ಯ, ಬರೆಹ ಕೌಶಲ್ಯ, ವಿಶ್ಲೇಷಣಾ ಸಾಮರ್ಥ್ಯ, ಸಮಕಾಲೀನಗೊಳಿಸುವಿಕೆ ಮತ್ತು ಅನುವಾದ ಸಾಮರ್ಥ್ಯಗಳನ್ನು ಹೆಚ್ಚಿಸುವುದನ್ನು ಗಮನದಲ್ಲಿಟ್ಟುಕೊಂಡು ನಿಯೋಜಿತ ಕಾರ್ಯ, ಸಾಹಿತ್ಯಕ ಕಾರ್ಯಕ್ರಮ ಇತ್ಯಾದಿಗಳನ್ನು ಆಯೋಜಿಸಬೇಕು.
9. ಪಠ್ಯ ಮತ್ತು ಪಠ್ಯೇತರ ಕಾರ್ಯಕ್ರಮಗಳು ವಿದ್ಯಾರ್ಥಿಗಳಲ್ಲಿ ವೃತ್ತಿಪರ ತಿಳುವಳಿಕೆಯನ್ನು ನೀಡುವುದರ ಜೊತೆಗೆ ಅವರ ಸಮಗ್ರ ವ್ಯಕ್ತಿತ್ವವನ್ನು ವೃತ್ತಿಪರವಾಗಿ ಸಜ್ಜುಗೊಳಿಸಲು ಅನುಕೂಲವಾಗುವಂತೆ ಇರಬೇಕು. ಇದನ್ನು ಅಧ್ಯಯನ ಮಂಡಳಿ ಹಾಗೂ ಬೋಧಕರು ಗಮನದಲ್ಲಿಟ್ಟುಕೊಳ್ಳಬೇಕು.
10. ಪೂರಕ ಪಠ್ಯಗಳಾಗಿ ದೃಶ್ಯ ಹಾಗೂ ಶ್ರವ್ಯ ಮಾಧ್ಯಮಗಳನ್ನು ಅವಶ್ಯವಾಗಿ ಬಳಸಿಕೊಳ್ಳಬೇಕು.
11. ಶಿಕ್ಷಣ ಸಂಸ್ಥೆಗಳಲ್ಲಿ ಭಾಷಾ ಪ್ರಯೋಗಾಲಯ ಇರುವುದು ಅಪೇಕ್ಷಣೀಯ. ಇದರ ಮೂಲಕ ವಿದ್ಯಾರ್ಥಿಗಳಿಗೆ ಕಂಪ್ಯೂಟರ್ ಕಲಿಕೆಯೂ ಸೇರಿದಂತೆ ಇತರ ತಾಂತ್ರಿಕ ಕಲಿಕೆಗಳನ್ನು ತಿಳಿಸಿಕೊಡಬಹುದು. (ಕನ್ನಡದಲ್ಲಿ ವರದಿ ಬರೆಯುವುದು, ಅನುವಾದ ಮಾಡುವುದು ಇತ್ಯಾದಿ)
12. ಭಾಷಾ ಪಠ್ಯ ವಿನ್ಯಾಸದಲ್ಲಿ ನೀಡಲಾಗಿರುವ ಪರಾಮರ್ಶನ ಪಠ್ಯಗಳು ಅಂತಿಮವಲ್ಲ. ಅವು ಪ್ರಾತಿನಿಧಿಕ ಮತ್ತು ಮಾದರಿ ಮಾತ್ರ ಅಂತಿಮವಾಗಿ ಆಯ್ಕೆಯು ಆಯಾ ಅಧ್ಯಯನ ಮಂಡಳಿಗಳ ವಿವೇಚನಾಧಿಕಾರಕ್ಕೆ ಬಿಟ್ಟಿದ್ದು.
13. ಪ್ರತಿ ಪಠ್ಯದಲ್ಲೂ ಪ್ರತಿ ಘಟಕದ ವಿಷಯವನ್ನು ಕುರಿತ ಟಿಪ್ಪಣಿ ಇರಬೇಕು.
14. ಪಠ್ಯದ ಕೊನೆಯಲ್ಲಿ ಪೂರಕ ಪಠ್ಯಗಳ ಪಟ್ಟಿಯನ್ನು ಕೊಡಬೇಕು. ಪೂರಕ ಪಠ್ಯವನ್ನೂ ನೀಡಬಹುದು. ಪಠ್ಯದ ಮೊದಲು ಆಶಯ ಪಠ್ಯವನ್ನೂ ಸೇರಿಸಬಹುದು.
15. ಭಾಷಾಭ್ಯಾಸದಲ್ಲಿ ವಿದ್ಯಾರ್ಥಿಗಳ ಸ್ವಂತಿಕೆಗೆ ಅವಕಾಶ ಇರಬೇಕು.
16. ಮುಕ್ತ ಆಯ್ಕೆ (ಓಪನ್ ಇಲೆಕ್ಷಿವ್ಸ್) ಪತ್ರಿಕೆಗಳನ್ನು ವಿದ್ಯಾರ್ಥಿಗಳ ವೃತ್ತಿಪರತೆಯನ್ನು ಹೆಚ್ಚಿಸುವ ಸಲುವಾಗಿ ರೂಪಿಸಲಾಗಿದ್ದು, ಕಾಲೇಜಿನಲ್ಲಿ ವ್ಯಾಸಂಗ ಮಾಡುತ್ತಿರುವ ಎಲ್ಲ ವಿದ್ಯಾರ್ಥಿಗಳಿಗೂ ಈ ವಿಷಯಗಳ ಮಹತ್ತ್ವವನ್ನು ಕುರಿತು ಮನವರಿಕೆ ಮಾಡಿಕೊಡಬೇಕು.

17. ಪಠ್ಯಪುಸ್ತಕಗಳ ಶೀರ್ಷಿಕೆಯನ್ನು ಆಯಾ ವಿಶ್ವವಿದ್ಯಾನಿಲಯದ ಅಧ್ಯಯನ ಮಂಡಳಿ ನಿರ್ಧರಿಸುವುದು. 1, 2, 3, 4 ಸೆಮಿಸ್ಟರ್‌ಗಳು.

ಪ್ರಥಮ ಬಿ.ಎ. ಕನ್ನಡ ಐಚ್ಛಿಕ

ಮೊದಲ ಚತುರ್ಮಾಸ

ಸಾಹಿತ್ಯ ಮಂಗಳ -1 (ಎ 1)

ಪ್ರಧಾನ ಸಂಪಾದಕರು : ಪ್ರೊ. ಸೋಮಣ್ಣ

ಕಾರ್ಯನಿವಾರ್ಹಕ ಸಂಪಾದಕರು : ಡಾ. ಮಾಧವ ಎಂ.ಕೆ.

ಸಂಪಾದಕರು : ಡಾ. ಹೆಚ್.ಬಿ. ಶ್ರೀಧರ, ಡಾ. ಸುಬ್ರಹ್ಮಣ್ಯ ಭಟ್, ಶ್ರೀಮತಿ ಗೀತಾ ಕುಮಾರಿ

| Sl. No. | Course Code | Title of the Course | Category of Courses | Teaching Hours per week (L+T+P) | SEE | CIE | Total Marks | Credits |
|---------|------------------------------|--|---------------------|---------------------------------|-----|-----|-------------|---------|
| 1. | ಸಾಹಿತ್ಯ ಮಂಗಳ ಮೊದಲನೆ ಚತುರ್ಮಾಸ | ಪತ್ರಿಕೆ - ಎ1 ಪ್ರಾಚೀನ ಕನ್ನಡ ಸಾಹಿತ್ಯ ಚರಿತ್ರೆ | | 2+1+0 | 60 | 40 | 100 | 6 |

NEP ರಾಷ್ಟ್ರೀಯ ಶಿಕ್ಷಣ ನೀತಿ - 2020ರ ಅನ್ವಯ
ಮಂಗಳೂರು ವಿಶ್ವವಿದ್ಯಾಲಯ

ಪ್ರಥಮ ಬಿ.ಎ. ಕನ್ನಡ ಐಚ್ಛಿಕ
ಮೊದಲ ಚತುರ್ಮಾಸ

ಸಾಹಿತ್ಯ ಮಂಗಳ - 1 (ಎ 1)

ಮೊದಲ ಚತುರ್ಮಾಸ

ಒಟ್ಟು ಕ್ರೆಡಿಟ್‌ಗಳು 3, ಬೋಧನಾ ಅವಧಿ 4+0+0,
ಸೆಮಿಸ್ಟರ್‌ನಲ್ಲಿ ಒಟ್ಟು 100 ಅಂಕಗಳು
SEE - ಸೆಮಿಸ್ಟರ್ ಅಂತ್ಯದ ಪರೀಕ್ಷೆ - 60 ಅಂಕಗಳು
CIE - ನಿರಂತರ ಆಂತರಿಕ ಮೌಲ್ಯಮಾಪನ - 40 ಅಂಕಗಳು

ಪರಿವಿಡಿ

ಪತ್ರಿಕೆ ಎ-1 (ವಾರಕ್ಕೆ 3 ಗಂಟೆ; ಸೆಮಿಸ್ಟರ್ 36 ಗಂಟೆಗಳು; 60 ಅಂಕಗಳು)

1. ಪ್ರಾಚೀನ ಕನ್ನಡ ಸಾಹಿತ್ಯ ಚರಿತ್ರೆ : 30 ಅಂಕಗಳು (16 ಗಂಟೆಗಳು)

ಅ. ಕನ್ನಡ ಸಾಹಿತ್ಯ ಚರಿತ್ರೆಯ ಸ್ಥೂಲ ಪರಿಚಯ : (5 ಗಂಟೆ)

ಕನ್ನಡ ಭಾಷೆಯ ಪ್ರಾಚೀನತೆ

ಕನ್ನಡ ಸಾಹಿತ್ಯ ಚರಿತ್ರೆಯ ವಿಭಾಗ ಕ್ರಮ

ಪೂರ್ವದ ಹಳಗನ್ನಡ, ಹಳಗನ್ನಡ, ನಡುಗನ್ನಡ ಸಾಹಿತ್ಯದ ಪರಿಚಯ

ಹೊಸಗನ್ನಡ ಕಾಲಘಟ್ಟದ ಪರಿಚಯ : ನವೋದಯ, ನವ್ಯ, ದಲಿತ, ಬಂಡಾಯ ಸಾಹಿತ್ಯದ ಪರಿಚಯ

ಆ. ಪೂರ್ವದ ಹಳಗನ್ನಡ : (4 ಗಂಟೆ)

ಶಾಸನ ಸಾಹಿತ್ಯದ ಪರಿಚಯ - ಗದ್ಯಕವಿಗಳು - ಪದ್ಯಕವಿಗಳ ಪರಿಚಯ

ಕವಿರಾಜ ಮಾರ್ಗದ ಪರಿಚಯ

ಇ. ಹಳಗನ್ನಡ : ಹಳಗನ್ನಡ ಸಾಹಿತ್ಯದ ಸ್ವರೂಪ : (5 ಗಂಟೆ)

ಚಂಪೂ ಎಂದರೇನು - ಚಂಪೂ ಕವಿಗಳು : ಪಂಪ-ಪೊನ್ನ-ರನ್ನ-ಮೊದಲನೆಯ ನಾಗವರ್ಮ-ಎರಡನೆಯ ನಾಗವರ್ಮ -
ನಾಗಚಂದ್ರ-ನಯಸೇನ ಇತರರು

ಗದ್ಯಕೃತಿಗಳು : ವಡ್ಡಾರಾಧನೆ - ಪಂಚತಂತ್ರ (2 ಗಂಟೆ)

2. ಪಠ್ಯಗಳು : 30 ಅಂಕಗಳು (20 ಗಂಟೆಗಳು)

ಅ. ಎರಡು ಶಾಸನಗಳು

ಹಲ್ಮಿಡಿ ಶಾಸನ (ಪೂರ್ವದ ಹಳಗನ್ನಡ -2 ಗಂಟೆ)

ಅತ್ತಿಮಬ್ಬೆಯ ಶಾಸನ (ಹಳಗನ್ನಡ - 2ಗಂಟೆ)

ಆ. ಕವಿರಾಜ ಮಾರ್ಗದ ಪದ್ಯಗಳು (5 ಗಂಟೆ)

ನಾಡು : 1-36, 37

ನುಡಿ : 1-46, 48, 75

ಪ್ರಾಚೀನ ಕವಿ : 1-29, 32

ಸಾಹಿತ್ಯ ರೂಪ : 1-27, 32, 34, 35, 68

ಕನ್ನಡ ಜನಪದ : 1-38, 2-28

ಇ. ವಡ್ಡಾರಾಧನೆಯ ಕಥೆ : (4 ಗಂಟೆ)

ಚಾಣಕ್ಯ ರಿಸಿಯ ಕಥೆ

ಈ. ಪಂಪನ ಕಾವ್ಯ ಭಾಗ : ಸೂಜಡೆಯಲಪ್ಪುದು ಕಾಣಾ : (6 ಗಂಟೆ)

10ನೆಯ ಅಶ್ವಾಸ ಪದ್ಯ 15ರ ವಚನದಿಂದ ತೊಡಗಿ 25ನೆಯ ಪದ್ಯದವರೆಗೆ

ಪ್ರಶ್ನೆ ಪತ್ರಿಕೆ ಮಾದರಿ

ಅಂಕಗಳು 60

ಚರಿತ್ರೆಯ ಭಾಗದಿಂದ 30 ಅಂಕಗಳು

1. 82=16 ಅಂಕಗಳು

2. 52=10 ಅಂಕಗಳು (ಟಿಪ್ಪಣಿ)

3. 14=4 ಅಂಕಗಳು

ಪಠ್ಯ ಭಾಗದಿಂದ 30 ಅಂಕಗಳು

4. 82=16 ಅಂಕಗಳು

5. 32=6 ಅಂಕಗಳು (ಟಿಪ್ಪಣಿ)

6. 15=5 ಅಂಕಗಳು (ಭಾವಾರ್ಥ)

7. 13=3 ಅಂಕಗಳು

ಪ್ರಧಾನ ಸಂಪಾದಕರು : ಪ್ರೊ. ಸೋಮಣ್ಣ

ಕಾರ್ಯನಿವಾರ್ಹಕ ಸಂಪಾದಕರು : ಡಾ. ಮಾಧವ ಎಂ.ಕೆ.

ಸಂಪಾದಕರು : ಡಾ. ಹೆಚ್.ಬಿ. ಶ್ರೀಧರ, ಡಾ. ಸುಬ್ರಹ್ಮಣ್ಯ ಭಟ್, ಶ್ರೀಮತಿ ಗೀತಾ ಕುಮಾರಿ

ಪ್ರಥಮ ಬಿ.ಎ. ಕನ್ನಡ ಐಚ್ಛಿಕ

ಮೊದಲ ಚತುರ್ಮಾಸ

ಸಾಹಿತ್ಯ ಮಂಗಳ -1 (ಎ 2)

ಪ್ರಧಾನ ಸಂಪಾದಕರು : ಪ್ರೊ. ಸೋಮಣ್ಣ

ಕಾರ್ಯನಿರ್ವಾಹಕ ಸಂಪಾದಕರು : ಡಾ. ಮಾಧವ ಎಂ.ಕೆ.

ಸಂಪಾದಕರು : ಡಾ. ಹೆಚ್.ಬಿ. ಶ್ರೀಧರ, ಡಾ. ಸುಬ್ರಹ್ಮಣ್ಯ ಭಟ್, ಶ್ರೀಮತಿ ಗೀತಾ ಕುಮಾರಿ

| Sl. No. | Course Code | Title of the Course | Category of Courses | Teaching Hours per week (L+T+P) | SEE | CIE | Total Marks | Credits |
|---------|------------------------------|--|---------------------|---------------------------------|-----|-----|-------------|---------|
| 1. | ಸಾಹಿತ್ಯ ಮಂಗಳ ಮೊದಲನೆ ಚತುರ್ಮಾಸ | ಪತ್ರಿಕೆ - ಎ2 ಮಧ್ಯಕಾಲೀನ ಕನ್ನಡ ಸಾಹಿತ್ಯ ಚರಿತ್ರೆ | | 2+1+0 | 60 | 40 | 100 | 6 |

NEP ರಾಷ್ಟ್ರೀಯ ಶಿಕ್ಷಣ ನೀತಿ - 2020ರ ಅನ್ವಯ
ಮಂಗಳೂರು ವಿಶ್ವವಿದ್ಯಾಲಯ

ಪ್ರಥಮ ಬಿ.ಎ. ಕನ್ನಡ ಐಚ್ಛಿಕ
ಮೊದಲ ಚತುರ್ಮಾಸ

ಸಾಹಿತ್ಯ ಮಂಗಳ - 1 (ಎ2)
ಮೊದಲ ಚತುರ್ಮಾಸ

ಒಟ್ಟು ಕ್ರೆಡಿಟ್‌ಗಳು 3, ಬೋಧನಾ ಅವಧಿ 4+0+0,

ಸೆಮಿಸ್ಟರ್‌ನಲ್ಲಿ ಒಟ್ಟು 100 ಅಂಕಗಳು

SEE - ಸೆಮಿಸ್ಟರ್ ಅಂತ್ಯದ ಪರೀಕ್ಷೆ - 60 ಅಂಕಗಳು

CIE - ನಿರಂತರ ಆಂತರಿಕ ಮೌಲ್ಯಮಾಪನ - 40 ಅಂಕಗಳು

ಪರಿವಿಡಿ

ಪತ್ರಿಕೆ ಎ-2 (ವಾರಕ್ಕೆ 3 ಗಂಟೆ; ಸೆಮಿಸ್ಟರ್ 36 ಗಂಟೆಗಳು; 60 ಅಂಕಗಳು)

1. ಮಧ್ಯಕಾಲೀನ ಕನ್ನಡ ಸಾಹಿತ್ಯ ಚರಿತ್ರೆ : 30 ಅಂಕಗಳು (16 ಗಂಟೆಗಳು)

ಅ. ಮಧ್ಯಕಾಲೀನ ಕನ್ನಡ ಸಾಹಿತ್ಯ ಚರಿತ್ರೆಯ ಗುಣಲಕ್ಷಣಗಳು : (3 ಗಂಟೆ)

ಪ್ರೇರಣೆ ಪ್ರಭಾವಗಳು - ರಾಜಕೀಯ, ಸಾಮಾಜಿಕ, ಧಾರ್ಮಿಕ, ಸಾಂಸ್ಕೃತಿಕ, ಚಾರಿತ್ರಿಕ ಕಾರಣಗಳು

ಆ. ಮಧ್ಯಕಾಲೀನ ಕನ್ನಡ ಸಾಹಿತ್ಯದ ರೂಪಗಳು

ವಚನ-ರಗಳೆ-ಷಟ್ಪದಿ-ಕೀರ್ತನೆ-ಸಾಂಗತ್ಯ-ತ್ರಿಪದಿ (3 ಗಂಟೆ)

ಇ. ಪ್ರಮುಖ ಕವಿಗಳು (10 ಗಂಟೆ)

ವಚನ : ಜೇಡರ ದಾಸಿಮಯ್ಯ-ಬಸವಣ್ಣ-ಅಲ್ಲಮಪ್ರಭು-ಅಕ್ಕಮಹಾದೇವಿ ಮತ್ತು ಇತರರು

ರಗಳೆ : ಹರಿಹರ

ಷಟ್ಪದಿ : ರಾಘವಾಂಕ-ಕುಮಾರವ್ಯಾಸ-ಚಾಮರಸ - ಲಕ್ಷ್ಮೀಶ ಮತ್ತು ಇತರರು

ಕೀರ್ತನೆ: ವ್ಯಾಸರಾಯ - ವಾದಿರಾಜ-ಪುರಂದರ ದಾಸರು - ಕನಕದಾಸರು ಮತ್ತು ಇತರರು

ಸಾಂಗತ್ಯ : ನಂಜುಂಡಕವಿ - ರತ್ನಾಕರವರ್ಣಿ-ಸಂಚಿಯ ಹೊನ್ನಮ್ಮ

ತ್ರಿಪದಿ - ಸರ್ವಜ್ಞ

2. ಪಠ್ಯಗಳು (20 ಗಂಟೆ)

ವಚನ : (ವಚನ ಕಮ್ಮಟ ಕೃತಿಯಿಂದ) (4 ಗಂಟೆ)

ದಾಸಿಮಯ್ಯ : 34, 40, 41, 52, 51

ಬಸವಣ್ಣ : 160, 166, 169, 175

ಅಲ್ಲಮ : 61, 62, 72, 81

ಅಕ್ಕಮಹಾದೇವಿ : 275, 281, 312, 289

ರಗಳೆ : ಹರಿಹರನ ಪ್ರಭುದೇವರ ರಗಳೆ (3 ಗಂಟೆ)

ಕೀರ್ತನೆ : (3 ಗಂಟೆ)

ಸಕಲೇಶ ಮಾದರಸ - 1 (ತಂಗಾಳಿಗಲಿರು ಮರನೆ)

ವ್ಯಾಸರಾಯರು - 1

ಮರಂದರ ದಾಸರು - 1 (ಗಿಳಿಯ ಪಂಜರದೊಳಿಲ್ಲ)

ಕನಕದಾಸರು - 1 (ಕುಲ ಕುಲವೆಂದು)

ಷಟ್ಪದಿ ಕಾವ್ಯ ಭಾಗಗಳು (6 ಗಂಟೆ)

ಕುಮಾರವ್ಯಾಸ - ನಿನ್ನಯ ವೀರರೈವರ ನೋಯಿಸನು (ಉದ್ಯೋಗ ಪರ್ವ 10ನೆಯ ಸಂಧಿ)

ತೊರವೆ ನರಹರಿ ಕುಂಭಕರ್ಣನನ್ನು ಎಬ್ಬಿಸುವ ಸೌರಂಭ

ಸಾಂಗತ್ಯ : ಹೆಳವನಕಟ್ಟೆ ಗಿರಿಯಮ್ಮನ ಚಂದ್ರಹಾಸ ಚರಿತ್ರೆಯ ಕಾವ್ಯ ಭಾಗ (2 ಗಂಟೆ)

ವಿಷಯ - ಚಂದ್ರಹಾಸನ ಭೇಟಿ

ತ್ರಿಪದಿ : ಸರ್ವಜ್ಞ 10 ಪದ್ಯ (2 ಗಂಟೆ)

ಪ್ರಶ್ನೆ ಪತ್ರಿಕೆ ಮಾದರಿ.

ಅಂಕಗಳು 60

ಚರಿತ್ರೆಯ ಭಾಗದಿಂದ 30 ಅಂಕಗಳು

1. 82=16 ಅಂಕಗಳು (ಆಂತರಿಕ ಆಯ್ಕೆಯ ಒಟ್ಟು 4 ಪ್ರಶ್ನೆಗಳು. ಎರಡಕ್ಕೆ ಉತ್ತರಿಸುವಂತೆ)
2. 52=10 ಅಂಕಗಳು (ಟಿಪ್ಪಣಿ ಮಾದರಿಯ ಆಂತರಿಕ ಆಯ್ಕೆ. ಒಟ್ಟು ನಾಲ್ಕು ಪ್ರಶ್ನೆಗಳು)
3. 14=4 (ಒಂದು ಅಂಕದ ನಾಲ್ಕು ಪ್ರಶ್ನೆಗಳು)

ಪಠ್ಯ ಭಾಗದಿಂದ 30 ಅಂಕಗಳು

4. 82=16 ಅಂಕಗಳು (ಆಂತರಿಕ ಆಯ್ಕೆಯ ಒಟ್ಟು 4 ಪ್ರಶ್ನೆಗಳು. ಎರಡಕ್ಕೆ ಉತ್ತರಿಸುವಂತೆ)
5. 32=6 ಅಂಕಗಳು (ಟಿಪ್ಪಣಿ ಮಾದರಿಯ ಆಂತರಿಕ ಆಯ್ಕೆ. ಒಟ್ಟು ನಾಲ್ಕು ಪ್ರಶ್ನೆಗಳು)
6. 15=5 (ಭಾವಾರ್ಥ. ಎರಡರಲ್ಲಿ ಒಂದಕ್ಕೆ)
7. 13=3 (ಒಂದು ಅಂಕದ ಮೂರು ಪ್ರಶ್ನೆಗಳು)

ಪ್ರಧಾನ ಸಂಪಾದಕರು : ಪ್ರೊ. ಸೋಮಣ್ಣ

ಕಾರ್ಯನಿವಾರ್ಹಕ ಸಂಪಾದಕರು : ಡಾ. ಮಾಧವ ಎಂ.ಕೆ.

ಸಂಪಾದಕರು : ಡಾ. ಹೆಚ್.ಬಿ. ಶ್ರೀಧರ, ಡಾ. ಸುಬ್ರಹ್ಮಣ್ಯ ಭಟ್, ಶ್ರೀಮತಿ ಗೀತಾ ಕುಮಾರಿ

ಪ್ರಥಮ ಬಿ.ಎ. ಕನ್ನಡ ಐಚ್ಛಿಕ

ಎರಡನೆ ಚತುರ್ಮಾಸ

ಸಾಹಿತ್ಯ ಮಂಗಳ -2 (ಎ 3)

ಪ್ರಧಾನ ಸಂಪಾದಕರು : ಪ್ರೊ. ಸೋಮಣ್ಣ

ಕಾರ್ಯನಿರ್ವಾಹಕ ಸಂಪಾದಕರು : ಡಾ. ಮಾಧವ ಎಂ.ಕೆ.

ಸಂಪಾದಕರು : ಡಾ. ಹೆಚ್.ಬಿ. ಶ್ರೀಧರ, ಡಾ. ಸುಬ್ರಹ್ಮಣ್ಯ ಭಟ್, ಶ್ರೀಮತಿ ಗೀತಾ ಕುಮಾರಿ

| Sl. No. | Course Code | Title of the Course | Category of Courses | Teaching Hours per week (L+T+P) | SEE | CIE | Total Marks | Credits |
|---------|-----------------------------|--|---------------------|---------------------------------|-----|-----|-------------|---------|
| 1. | ಸಾಹಿತ್ಯ ಮಂಗಳ ಎರಡನೆ ಚತುರ್ಮಾಸ | ಪತ್ರಿಕೆ - ಎ3 ಆಧುನಿಕ ಪೂರ್ವ ಕನ್ನಡ ಸಾಹಿತ್ಯ | | 2+1+0 | 60 | 40 | 100 | 6 |

ರಾಷ್ಟ್ರೀಯ ಶಿಕ್ಷಣ ನೀತಿ 2020ರ ಅನ್ವಯ

ಪ್ರಥಮ ಬಿ.ಎ. ಕನ್ನಡ ಐಚ್ಛಿಕ

ದ್ವಿತೀಯ ಚತುರ್ಮಾಸ ಪಠ್ಯಗಳು

ಸಾಹಿತ್ಯ ಮಂಗಳ - 2 (ಎ3)

ಪರಿವಿಡಿ

ಪತ್ರಿಕೆ ಎ - 3 (ವಾರಕ್ಕೆ 3 ಗಂಟೆಗಳು; ಸೆಮಿಸ್ಟರ್ 36 ಗಂಟೆಗಳು; 60 ಅಂಕಗಳು)

ಪತ್ರಿಕೆಯ ಶೀರ್ಷಿಕೆ: ಆಧುನಿಕ ಪೂರ್ವ ಕನ್ನಡ ಸಾಹಿತ್ಯ-ಆರಂಭ ಮತ್ತು ಪ್ರೇರಣೆಗಳು

ಘಟಕ - 1 : ಸಾಹಿತ್ಯ ಚರಿತ್ರೆ : 30 ಅಂಕಗಳು - 18 ಗಂಟೆಗಳು

- ತತ್ತ್ವಪದಕಾರರು - ಆಧುನಿಕ ಗದ್ಯದ ವಿಕಾಸ
- ಪ್ರೇರಣೆಗಳು : ಇಂಗ್ಲಿಷ್ ವಿದ್ಯಾಭ್ಯಾಸ, ಸುಧಾರಣಾವಾದಿ ಚಳುವಳಿ
(ರಾಜಾರಾಮ್ ಮೋಹನ್ ರಾಯ್, ದಯಾನಂದ ಸರಸ್ವತಿ, ಸ್ವಾಮಿ ವಿವೇಕಾನಂದ)
- ಮುದ್ರಣ ಸೌಲಭ್ಯ ಮಿಶನರಿಗಳ ಕೊಡುಗೆ

(ಮೊಗ್ಗಿಂಗ್, ಕಿಟ್ಟೆಲ್, ಬಿ. ಎಲ್. ರೈಸ್)

4. ರಾಷ್ಟ್ರೀಯ ಚಳುವಳಿ

ಘಟಕ - 2 : ಸಾಹಿತ್ಯ ರೂಪಗಳು

5. ಕಾವ್ಯ : ಮುದ್ದಣ, ಪಂಜೆ, ಎಸ್.ಜಿ. ನರಸಿಂಹಾಚಾರ್, ಹಟ್ಟಿಯಂಗಡಿ ನಾರಾಯಣ ರಾವ್, ಬಿ.ಎಂ.ಶ್ರೀ, ದ.ರಾ.ಬೇಂದ್ರೆ,
6. ನಾಟಕ : ಬಸವಪ್ಪ ಶಾಸ್ತ್ರಿ, ಚುರುಮುರಿ ಶೇಷಗಿರಿ ರಾವ್, ಕರ್ಕಿ ವೆಂಕಟರಮಣ ಶಾಸ್ತ್ರಿ
7. ಕಾದಂಬರಿ : ಯಾದವಕವಿ, ಕೆಂಪು ನಾರಾಯಣ, ಬಿ. ವೆಂಕಟಾಚಾರ್ಯ, ಗುಲ್ಮಾಡಿ ವೆಂಕಟರಾವ್, ಗಳಗನಾಥ.

ಘಟಕ - 3 : ಪಠ್ಯಗಳು - 30 ಅಂಕಗಳು - 18 ಗಂಟೆಗಳು

ಪಠ್ಯಗಳು

1. ತರವಲ್ಲ ತಗಿ ನಿನ್ನ ತಂಬೂರಿ - ಶಿಶುನಾಳ ಶರೀಫ
2. ಬಿದ್ದಿಯಬೇ ಮುದುಕಿ - ಶಿಶುನಾಳ ಶರೀಫ
3. ಜೀವನ ಗೀತೆ - ಹಟ್ಟಿಯಂಗಡಿ ನಾರಾಯಣ ರಾವ್
4. ಕನ್ನಡ ಹೆಣ್ಣು - ಬಿ.ಎಂ.ಶ್ರೀ
5. ನಾನು ಬಡವಿ - ಅಂಬಿಕಾತನಯ ದತ್ತ

ಗದ್ಯಗಳು

6. ಚಂದ್ರಗುಪ್ತ ಬಂಧ ವಿಮೋಚನೆ - ಕೆಂಪುನಾರಾಯಣ
7. ಸೀತಾ ಪರಿತ್ಯಾಗ - ಮುದ್ದಣ
8. ಕಮಲಾಪುರದ ಹೊಟ್ಟಿನಲ್ಲಿ - ಪಂಜೆ ಮಂಗೇಶರಾವ್

ಪ್ರಥಮ ಬಿ.ಎ. ಕನ್ನಡ ಐಚ್ಛಿಕ

ಎರಡನೆ ಚತುರ್ಮಾಸ

ಸಾಹಿತ್ಯ ಮಂಗಳ -2 (ಎ 4)

ಪ್ರಧಾನ ಸಂಪಾದಕರು : ಪ್ರೊ. ಸೋಮಣ್ಣ

ಕಾರ್ಯ ನಿರ್ವಾಹಕ ಸಂಪಾದಕರು : ಡಾ. ಮಾಧವ ಎಂ.ಕೆ.

ಸಂಪಾದಕರು : ಡಾ. ಹೆಚ್.ಬಿ. ಶ್ರೀಧರ, ಡಾ. ಸುಬ್ರಹ್ಮಣ್ಯ ಭಟ್, ಶ್ರೀಮತಿ ಗೀತಾ ಕುಮಾರಿ

| Sl. No. | Course Code | Title of the Course | Category of Courses | Teaching Hours per week (L+T+P) | SEE | CIE | Total Marks | Credits |
|---------|-----------------------------|--|---------------------|---------------------------------|-----|-----|-------------|---------|
| 1. | ಸಾಹಿತ್ಯ ಮಂಗಳ ಎರಡನೆ ಚತುರ್ಮಾಸ | ಪತ್ರಿಕೆ - ಎ4 ಆಧುನಿಕ ಕನ್ನಡ ಸಾಹಿತ್ಯ -ಪ್ರೇರಣೆಗಳು | | 2+1+0 | 60 | 40 | 100 | 6 |

ರಾಷ್ಟ್ರೀಯ ಶಿಕ್ಷಣ ನೀತಿ 2020ರ ಅನ್ವಯ

ಪ್ರಥಮ ಬಿ.ಎ. ಕನ್ನಡ ಐಚ್ಛಿಕ
ದ್ವಿತೀಯ ಚತುರ್ಮಾಸ ಪಠ್ಯಗಳು

ಸಾಹಿತ್ಯ ಮಂಗಳ - 2 (ಎ4)

ಪರಿವಿಡಿ

ಪತ್ರಿಕೆ ಎ-4 (ವಾರಕ್ಕೆ 3 ಗಂಟೆಗಳು; ಸೆಮಿಸ್ಟರ್ 36 ಗಂಟೆಗಳು; 60 ಅಂಕಗಳು)

ಪತ್ರಿಕೆಯ ಶೀರ್ಷಿಕೆ : ಆಧುನಿಕ ಕನ್ನಡ ಸಾಹಿತ್ಯ - ಪ್ರೇರಣೆಗಳು

ಘಟಕ - 1 : ಸಾಹಿತ್ಯ ಚರಿತ್ರೆ - 30 ಅಂಕಗಳು - 18 ಗಂಟೆಗಳು

1. ನವೋದಯ, ಪ್ರಗತಿಶೀಲ, ನವ್ಯ, ದಲಿತ ಮತ್ತು ಬಂಡಾಯ ಸಾಹಿತ್ಯದ ಪ್ರೇರಣೆಗಳು ಮತ್ತು ಲಕ್ಷಣಗಳು
2. ಪರಿಚಯ ಮಾಡಿಕೊಳ್ಳಬೇಕಾದ ಬರಹಗಾರರು : ಕುವೆಂಪು, ಪುತಿನ, ಅನಕೃ, ನಿರಂಜನ, ವಿ.ಕೃ. ಗೋಕಾಕ್, ಗೋಪಾಲಕೃಷ್ಣ ಅಡಿಗ, ಎಸ್.ಎಲ್.ಭೈರಪ್ಪ, ಅನಂತಮೂರ್ತಿ, ಪೂರ್ಣಚಂದ್ರ ತೇಜಸ್ವಿ, ದೇವನೂರು ಮಹಾದೇವ, ಸಿದ್ದಲಿಂಗಯ್ಯ, ಬೊಳುವಾರು ಮಹಮ್ಮದ್ ಕುಂಜ್

ಘಟಕ - 2 : ಮಹಿಳಾ ಸಾಹಿತ್ಯ ಪ್ರೇರಣೆಗಳು ಮತ್ತು ಲೇಖಕಿಯರು

ಪರಿಚಯ ಮಾಡಿಕೊಳ್ಳಬೇಕಾದ ಲೇಖಕಿಯರು : ಸಂತೂಬಾಯಿ ನೀಲಗಾರ, ನಂಜನಗೂಡು ತಿರುಮಲಾಂಬ, ಅನುಪಮ ನಿರಂಜನ, ಕೊಡಗಿನ ಗೌರಮ್ಮ, ವೈದೇಹಿ, ಸಾ.ರಾ. ಅಬೂಬಕರ್

ಘಟಕ - 3 : ಪಠ್ಯಗಳು - 30 ಅಂಕಗಳು - 18 ಗಂಟೆಗಳು

ಪಠ್ಯಗಳು

1. ಗೊಬ್ಬರ - ಕುವೆಂಪು
2. ನಾವೆಲ್ಲರೂ ಒಂದೆ ಜಾತಿ -ಎಂ. ಗೋಪಾಲಕೃಷ್ಣ ಅಡಿಗ
3. ನಿಮ್ಮೊಡನಿದ್ದೂ ನಿಮ್ಮಂತಾಗದೆ - ಕೆ.ಎಸ್. ನಿಸಾರ್ ಅಹಮದ್
4. ಸಂತೆ - ಸಿದ್ದಲಿಂಗಯ್ಯ
5. ರುರು ಪ್ರಮದಾ ಪ್ರೀತಿ - ಸ. ಉಷಾ

ಗದ್ಯಗಳು

6. ಧನಿಯರ ಸತ್ಯನಾರಾಯಣ - ಕೊರಡ್ಕಲ್ ಶ್ರೀನಿವಾಸ ರಾವ್
7. ದತ್ತ - ದೇವನೂರು ಮಹಾದೇವ
8. ಹೊಸಹೆಜ್ಜೆ - ಗಂಗಾ ಪಾದೇಕಲ್ಲು

ಕಡ್ಡಾಯ ಕನ್ನಡ ಪಠ್ಯ (Functional Kannada)
ಕನ್ನಡೇತರರಿಗಾಗಿ ಕನ್ನಡ ಕಲಿಕೆ

ಪ್ರಧಾನ ಸಂಪಾದಕರು : ಪ್ರೊ. ಸೋಮಣ್ಣ

ಕಾರ್ಯನಿರ್ವಾಹಕ ಸಂಪಾದಕರು : ಡಾ. ಮಾಧವ ಎಂ.ಕೆ.

ಸಂಪಾದಕರು : ಡಾ. ಸಂಪತ್ ಕುಮಾರ್ ಬಿ.ಪಿ, ಡಾ. ಸಾಯಿಗೀತಾ, ಡಾ. ಸುಧಾ ಕುಮಾರಿ

Course Title

ಕನ್ನಡೇತರರಿಗಾಗಿ ಕನ್ನಡ : ಕನ್ನಡ ಕಲಿಕೆ

Total Contact Hourse : 48 - 52

Course Credits : 03

Formative Assessment Marks : 40 (CIE)

Duration of ESA / Exam : 3 hours

Model Syllabus Authors : Multiple Authors

Summative Assessment Marks : 60 (SEE)

NEP ರಾಷ್ಟ್ರೀಯ ಶಿಕ್ಷಣ ನೀತಿ - 2020ರ ಅನ್ವಯ

ಮಂಗಳೂರು ವಿಶ್ವವಿದ್ಯಾನಿಲಯ

ಕಡ್ಡಾಯ ಕನ್ನಡ ಪಠ್ಯ (Functional Kannada)

ಕನ್ನಡೇತರರಿಗಾಗಿ ಕನ್ನಡ ಕಲಿಕೆ

ವಾರದಲ್ಲಿ 4 ಗಂಟೆ, ಸೆಮಿಸ್ಟರ್ 48 ಗಂಟೆಗಳು

Weekly 4 Hours, 48 Hours/ Sem.

ಪರಿವಿಡಿ / Content Structure

| | | |
|--|-----------------------------|-----------|
| | ಭಾಗ 1: ಆರಂಭಿಕ ಹೆಜ್ಜೆ | 15 ಅಂಕಗಳು |
| Part 1 : Primary Steps (12 ಗಂಟೆಗಳು) | | |
| 1. ಲಿಪೀಕರಣ ಕೀಲಿ (ಪರಿಷ್ಕೃತ ರೋಮನ್ ಲಿಪಿ ಪರಿಚಯ) Transcription Key | | |
| 2. ಕನ್ನಡ ಅಕ್ಷರ ಪರಿಚಯ - ಸ್ವರ, ವ್ಯಂಜನ ಮತ್ತು ಒತ್ತಕ್ಷರಗಳು Introduction of Kannada Alphabet | | |
| | ಭಾಗ 2 : ಪದಸಂಪತ್ತು | 15 ಅಂಕಗಳು |
| Part 2 : Vocabulary (12 ಗಂಟೆಗಳು) | | |
| 1. ಪ್ರಶ್ನಾಪದಗಳು Questioning Words | | |
| 2. ಸರ್ವನಾಮಗಳು Pronouns | | |
| 3. ಸಾಮಾನ್ಯ ಬಳಕೆಯ ಪದಗಳು Common words | | |
| 4. ಕ್ರಿಯಾಪದಗಳು Verbs | | |
| | ಭಾಗ : 3 ವಾಕ್ಯರಚನೆ - ಸಂಭಾಷಣೆ | 15 ಅಂಕಗಳು |
| Part 3 : Sentence formation - Conversation (12 ಗಂಟೆಗಳು) | | |
| 1. ವಿಭಕ್ತಿ ಪ್ರತ್ಯಯಗಳು Noun Cases | | |
| 2. ಸರಳ ವಾಕ್ಯಗಳು, ಸಂಯುಕ್ತ ವಾಕ್ಯಗಳು Simple and Compound Sentences | | |
| 3. ಭೂತ, ವರ್ತಮಾನ Tenses and sentences | | |
| 4. ಪ್ರಶ್ನೋತ್ತರಗಳು Questions and Answers | | |
| | ಭಾಗ : 4 ಮಾತು ಮತ್ತು ಅರಿವು | 15 ಅಂಕಗಳು |
| Part 4 : Speech and Knowledge (12 ಗಂಟೆಗಳು) | | |
| 1. ಪರಿಸರದ ಅರಿವು - ಮಿನಿಮಾಟ Environmental Knowledge - Minimata | | |
| 2. ಗಾದೆಗಳು - ಆರೋಗ್ಯವೇ ಭಾಗ್ಯ Proverbs – Health is wealth | | |
| 3. ಅನುವಾದ ಪರಿಚಯ Translation | | |
| 4. ಕನ್ನಡ ನಾಡು ನುಡಿ ಪರಿಚಯ Introduction to Kannada Land and Language | | |

ಪ್ರಧಾನ ಸಂಪಾದಕರು : ಪ್ರೊ. ಸೋಮಣ್ಣ

ಕಾರ್ಯನಿರ್ವಾಹಕ ಸಂಪಾದಕರು : ಡಾ. ಮಾಧವ ಎಂ.ಕೆ.

ಸಂಪಾದಕರು : ಡಾ. ಸಂಪತ್ ಕುಮಾರ್ ಬಿ.ಪಿ, ಡಾ. ಸಾಯಿಗೀತಾ, ಡಾ. ಸುಧಾ ಕುಮಾರಿ

NUDI KANNADA - Functional Kannada
Model Question Paper

Part I : 15 marks

1. Choose the appropriate word in Revised Roman script. 1X5=5
eg: karnaaTaka - kaarNataka, Karnataka, karnaaTaka
2. Write the Kannada alphabet in Kannada script 1X10=10

Part II : 15 Marks

1. Match the following. 1X5=5
eg: a) face tarakaari
b) vegetable mukha
2. Fill in the blanks. 1X5=5
eg: a) adu _____ pennu. (my)
3. Give the Kannada/English words to the words given below. 1X5=5
eg: a) night, sky
b) head, hair
c) aayaasa, aarogyaa
d) ippatta aidu, naalku

Part III: 15 Marks

1. biTTa pada tumbiri. (Vibhakti pratyaya) 1X5=5
eg: _____ mane beeku. (he)
2. ii keLagina praSnegalige uttarisi. 1X5=5
3. ii keLagina padagaLannu anukramavaagi baLasi kanishTha hattu
vaakyagaLannu racisiri. 0.5x10 = 5

adu ondu haLe pensilu
idu nanna kappu baTTe
Or

mane, maarukaTTe yaavudaadaronda kaDe naDeyuva kaalpanika sambhaashaNeyannu bareyiri.

Part IV : 15 Marks

1. Translate these questions to Kannada and answer it. 1x5=5
eg: what is minimaaTa?
2. Write 5 proverbs in Kannada or translate the paragraph given below. 1x5=5
3. Choose one topic and write a short note. 1x5=5

**ಪ್ರಥಮ ಬಿ.ಎ./ಬಿಎಸ್‌ಡಬ್ಲ್ಯು
ಬಿ.ಎ.(ಹೆಚ್‌ಆರ್‌ಡಿ)/ಬಿಎ(ಎಸ್‌ಡಿಎಸ್) ಕನ್ನಡ ಭಾಷಾ ಪಠ್ಯ**

BA / BSW/ HRD/ SDS Degree / Honours Degree Programme, Arts subjects

ಮೊದಲ ಚತುರ್ಮಾಸ

| | |
|---|--|
| Course Title | ಬಿ.ಎ., ಬಿ.ಎಸ್‌.ಡಬ್ಲ್ಯು - ಕನ್ನಡ ಭಾಷಾ ಪಠ್ಯ |
| Total Contact Hourse : 52 to 56 | Course Credits : 03 |
| Formative Assessment Marks : 40 | Duration of ESA / Exam : 3 hours |
| Model Syllabus Authors : Multiple Authors | Summative Assessment Marks : 60 (SEE) |

| | |
|--------------------------------|------------|
| ವಿವರಗಳು | ಬೋಧನಾ ಅವಧಿ |
| ಘಟಕ - 1 ಕನ್ನಡ ನಾಡು ನುಡಿ ಚಿಂತನೆ | 13/14 |
| ಘಟಕ - 2 ಪ್ರಕೃತಿ | 13/14 |
| ಘಟಕ - 3 ಬಾಲ್ಯ | 13/14 |
| ಘಟಕ - 4 ಸಂಕೀರ್ಣ | 13/14 |

ಘಟಕ -1 ಕನ್ನಡ ನಾಡು-ನುಡಿ-ಚಿಂತನೆ

ಕಲಾ ಕನ್ನಡ ಪಠ್ಯವನ್ನು ಹೊಸ ರಾಷ್ಟ್ರೀಯ ಶಿಕ್ಷಣ ನೀತಿಯ ಆಶಯಗಳಿಗೆ ಅನುಗುಣವಾಗಿ ರೂಪಿಸಲಾಗಿದೆ. ಇಲ್ಲಿಯ ಮುಖ್ಯ ವಿಷಯಾಧಾರಿತ ಪಠ್ಯಕ್ರಮ. ಈ ಮೂಲಕ ಕಲಾ ವಿದ್ಯಾರ್ಥಿಗಳಿಗೆ ಕನ್ನಡ ಭಾಷಾ ಕೌಶಲ್ಯವನ್ನು ಕಲಿಸುವುದರ ಜೊತೆಗೆ ಕನ್ನಡ ಸಾಹಿತ್ಯ ಸಂಸ್ಕೃತಿಯ ವಿವಿಧ ಆಯಾಮಗಳನ್ನು ಪರಿಚಯಿಸುವುದು ಮುಖ್ಯ ಆಶಯವಾಗಿದೆ.

ಕನ್ನಡ ಭಾಷಾ ಕಲಿಕೆಯ ನಾಲ್ಕು ಆಯಾಮಗಳಾದ ಓದುವುದು, ಬರೆಯುವುದು, ಅರ್ಥ ಮಾಡಿಕೊಳ್ಳುವುದು, ಮಾತಾಡುವುದು ಇವುಗಳನ್ನು ಸಮರ್ಪಕವಾಗಿ ಕಲಿಸುವ ಪಠ್ಯದೊಂದಿಗೆ ಅಭ್ಯಾಸಗಳನ್ನು ರೂಪಿಸಲಾಗಿದೆ.

ವಿದ್ಯಾರ್ಥಿಗಳಲ್ಲಿ ಹೊಸ ಆಲೋಚನಾ ಕ್ರಮಗಳನ್ನು ರೂಪಿಸುವುದು, ವೈಚಾರಿಕ ಮನೋಭಾವವನ್ನು ಬೆಳೆಸುವುದು, ಪ್ರಾಯೋಗಿಕ ಚಿಂತನೆಗೆ ಒತ್ತು ಕೊಡುವುದು ಒಟ್ಟಾರೆಯಾಗಿ ಯುವ ಜನಾಂಗದ ಮನಸ್ಸನ್ನು, ವ್ಯಕ್ತಿತ್ವವನ್ನು ರೂಪಿಸುವುದು ಈ ಪಠ್ಯದ ಉದ್ದೇಶ. ಆದರೊಂದಿಗೆ ಕಲಾ ವಿದ್ಯಾರ್ಥಿಗಳು ಸೃಜನಶೀಲ ಬರವಣಿಗೆಯಲ್ಲಿ ತೊಡಗಿಸಿಕೊಳ್ಳಲು ಅಗತ್ಯವಾದ ಕೌಶಲ್ಯಾಧಾರಿತ ಪಠ್ಯ ಇದಾಗಿದೆ. ಇದಕ್ಕೆ ಪೂರಕವಾಗಿ ಪಠ್ಯವನ್ನು ವಿಷಯಾಧಾರಿತವಾಗಿ ರೂಪಿಸಲಾಗಿದೆ. ಈ ಮೂಲಕ ಬದುಕನ್ನು ಕುರಿತು ಸಮಗ್ರ ಗ್ರಹಿಕೆಯನ್ನು ವಿದ್ಯಾರ್ಥಿಗಳು ಪಡೆಯುವಲ್ಲಿ ಪಠ್ಯ ನೆರವಾಗುತ್ತದೆ.

ಕನ್ನಡ ನಾಡು ರೂಪುಗೊಂಡಿದ್ದರಿಂದ ಪ್ರಾರಂಭಿಸಿ ಅದರ ಶ್ರೀಮಂತಿಕೆ, ವೈಶಿಷ್ಟ್ಯ, ಭಾಷಾವಾರು ಪ್ರಾಂತ್ಯ ರಚನೆ ಏಕೀಕರಣ ಅದರ ಲೋಕದೃಷ್ಟಿ, ಕಲಾ ಪ್ರಕಾರಗಳಲ್ಲಿನ ಸಮೃದ್ಧತೆ, ರಾಜಕೀಯ ಸಾಮಾಜಿಕ ಚಿಂತನೆಗಳ ಸ್ವೋಪಜ್ಞತೆ, ಅದರ ಭೌಗೋಳಿಕ ಸೌಂದರ್ಯ, ವಿವಿಧ ಕ್ಷೇತ್ರಗಳಲ್ಲಿನ ಸಾಧಕರು, ಮಹತ್ವದ ಚಟುವಟಿಕೆಗಳು, ಭಾರತ ಮತ್ತು ವಿಶ್ವಕ್ಕೆ ಕನ್ನಡದ ಕೊಡುಗೆಗಳು ಇವುಗಳಲ್ಲಿ ಕೆಲವನ್ನು ಆಯ್ದು ಪಠ್ಯವನ್ನು ರೂಪಿಸಬೇಕು.

ಮೊದಲ ಘಟಕದಲ್ಲಿ ಕನ್ನಡ ನಾಡು ನುಡಿಗಳ ಇತಿಹಾಸ, ವೈಶಿಷ್ಟ್ಯ, ವೈಭವಗಳನ್ನು ಒಳಗೊಂಡ ಪರಿಚಯಿಸುವ ಪಠ್ಯಗಳನ್ನು ಇಲ್ಲಿ ನೀಡಲಾಗಿದೆ. ಇಂದಿನ ವಿದ್ಯುನ್ಮಾನ ಯುಗದಲ್ಲಿ ಸಾಹಿತ್ಯದಿಂದ ವಿಮುಖರಾಗುತ್ತಿರುವ ಯುವಪೀಳಿಗೆಗೆ ಸಾಹಿತ್ಯದ ಸಮಕಾಲೀನ ಔಚಿತ್ಯದ ಬಗ್ಗೆ ತಿಳಿಸುವುದು ಇಲ್ಲಿಯ ಮುಖ್ಯ ಆಶಯ. ಈ ಹಿನ್ನೆಲೆಯಲ್ಲಿ ಸಂಬಂಧಿಸಿದ ಕವಿತೆ, ಲೇಖನಗಳನ್ನು ಇಲ್ಲಿ ಕೊಡಲಾಗಿದೆ.

ಘಟಕ 2 : ಪ್ರಕೃತಿ

ಮನುಷ್ಯ ಜೀವಿಯು ಪ್ರಕೃತಿಯ ಅವಿಭಾಜ್ಯ ಅಂಗ. ಪ್ರಕೃತಿ ಮತ್ತು ಮನುಷ್ಯರ ನಡುವಿನ ಅನ್ಯೋನ್ಯ ಸಂಬಂಧ ಇಂದಿನ ಅಗತ್ಯ ಪ್ರಕೃತಿಯನ್ನು ಮೂಲದೇವತೆಯೆಂದು ನೋಡುವ ಆರಾಧನಾ ನೆಲೆ ಅಥವಾ ಮಾತೃನೆಲೆ. ಎರಡನೆಯದು ಪ್ರಕೃತಿಯು ಮನುಷ್ಯರ ಉಪಭೋಗಕ್ಕಾಗಿಯೇ ಇದೆಯೆಂದು ನೋಡುವ ಭೋಗವಾದಿ ನೆಲೆ, ಮೂರನೆಯ ಮುಖ್ಯವಾದ ನೆಲೆ ಎಂದರೆ ಸೌಂದರ್ಯದ ನೆಲೆ. ಇದು ಕಲಾ ಮೀಮಾಂಸೆಯ ಜೊತೆಯಲ್ಲಿಯೇ ಬೆಳೆದು ಬಂದಿದೆ. ಈ ಮೂರು ನೆಲೆಗಳ ಜೊತೆಯಲ್ಲಿಯೇ ಪ್ರಕೃತಿಯು ಮನುಷ್ಯರಿಗೆ ಗುರುವೂ, ಮಾದರಿಯೂ ಆಗುವ ಹಲವು ಅಂಶಗಳು ಇವೆ. ಸಕಲ ಜೀವಜಾತಗಳನ್ನು ಪೊರೆಯುವ, ಬದುಕಲು ಅವಕಾಶ ಮಾಡಿಕೊಡುವ ಸಹಬಾಳ್ವೆಯ ಮೂಲಪಾರವನ್ನು ಪ್ರಕೃತಿಯಿಂದ ಕಲಿಯಬೇಕಿದೆ. ಹಾಗೆಯೇ ನೆಲೆಯ ನಾಗರಿಕತೆಯ ಮೌಲ್ಯ ವ್ಯವಸ್ಥೆಯನ್ನೇ ಪುನರ್ ರಚಿಸಲು ಅವಕಾಶ ಮಾಡಿಕೊಡುತ್ತದೆ. ನಿತ್ಯನೂತನತೆಯ ನೆಲೆ, ಶಾಶ್ವತ ಮತ್ತು ನಶ್ವರತೆಯ ನೆಲೆ ಜೀವಪರತೆಯ ನೆಲೆ / ಕ್ರಿಯಾಶೀಲತೆಯ ನೆಲೆ ಇತ್ಯಾದಿ ಅಂಶಗಳನ್ನು ಒಳಗೊಳ್ಳುವ ಪಠ್ಯಗಳನ್ನು ಸೇರಿಸಿಕೊಳ್ಳಬಹುದು. ಪ್ರಕೃತಿಯೊಂದಿಗಿನ ಅನ್ಯೋನ್ಯ ಸಂಬಂಧವನ್ನು ಮರೆತರೆ ಅಪಾಯ ಕಟ್ಟಿಟ್ಟದ್ದು. ಅತಿಯಾದ ನಗರೀಕರಣದ ಮತ್ತು ಭೋಗಲಾಲಸೆಯಿಂದ ನಿಸರ್ಗದಿಂದ ದೂರ ಸರಿಯುತ್ತಿರುವ ಮನುಷ್ಯನನ್ನು ಮತ್ತೆ ಅದರ ಬಳಿಗೆ ತರುವುದು ಅತ್ಯಂತ ಅಗತ್ಯ. ಆದ್ದರಿಂದ ಎರಡನೇ ಘಟಕದಲ್ಲಿ ಕನ್ನಡದ ವಿವಿಧ ಕವಿಗಳ ಲೇಖಕರ ಪ್ರಕೃತಿ ಕುರಿತ ಪಠ್ಯಗಳನ್ನು ಸಂಯೋಜಿಸಿದೆ

ಘಟಕ 3 : ಬಾಲ್ಯ

ಬಾಲ್ಯವು ಮಾನವ ಬದುಕಿನ ಅತ್ಯಂತ ಮುಖ್ಯವಾದ ಮಾತ್ರವಲ್ಲ, ಸುಂದರವಾದ ಘಟ್ಟವೂ ಹೌದು. ಮನುಷ್ಯರ ವ್ಯಕ್ತಿತ್ವವು ಬಾಲ್ಯದ ಧಾತುವಿನಿಂದಲೇ ರೂಪುಗೊಳ್ಳುತ್ತದೆ. 'ಆ ಕಾಲವೊಂದಿತ್ತು ಬಾಲ್ಯ ತಾನಾಗಿತ್ತು ಎನ್ನುವ ಕವಿವಾಣಿಯೂ ಇದನ್ನು ಸಮರ್ಥಿಸುತ್ತದೆ. ಬಾಲ್ಯದ ಮುಗ್ಧತೆ, ನಂಬಿಕೆ, ಕರಾರುಗಳಿಲ್ಲದ ಪ್ರೀತಿ, ಬದುಕಿನ ಪ್ರತಿ ಕ್ಷಣವನ್ನು ಉತ್ಕಟವಾಗಿ ಅನುಭವಿಸುವ ಮನಸ್ಸಿತಿ, ಕ್ಷಮಾಗುಣ, ಕುತೂಹಲ, ಪ್ರಶ್ನೆಗಳನ್ನು ಒಳಗೊಂಡ ಕಾಲವಿದು. ಹೀಗೆ ರಮ್ಯವಾಗಿ ಕಾಣಿಸುವ ಬಾಲ್ಯಕಾಲಕ್ಕೆ ದುರಂತದ ಮುಖವೂ ಇದೆ. ಬಾಲಕಾರ್ಮಿಕರಿಂದ ಹಿಡಿದು, ಶಿಕ್ಷಣ ವಂಚಿತರಾದ ಇನ್ನಿತರ ಹಲವು ಬಗೆಯ ಶೋಷಣೆ ಮತ್ತು ದೌರ್ಜನ್ಯಗಳಿಗೆ ಒಳಗಾಗುವ ಸಂದರ್ಭಗಳನ್ನೂ ಪಠ್ಯದ ತಯಾರಿಯ ಸಂದರ್ಭದ ಗಮನಿಸಬೇಕು. ಬಾಲ್ಯದಲ್ಲಿ ಎದುರಾದ ಹಲವು ಘಟನೆಗಳು ಇಡಿ ಬದುಕಿನ ಮೇಲೆ ಪರಿಣಾಮ ಬೀರುವಷ್ಟು ಪ್ರಬಲವಾಗಿರುತ್ತದೆ. ವ್ಯಕ್ತಿತ್ವವನ್ನು ರೂಪಿಸುವಲ್ಲಿ ಬಾಲ್ಯದ ಪಾತ್ರ ಪ್ರಮುಖವಾದುದು. ಇದೇ ತಾನೇ ಬಾಲ್ಯಾವಸ್ಥೆಯನ್ನು ದಾಟಿ ಹದಿಹರೆಯಕ್ಕೆ ಕಾಲಿಡುತ್ತಿರುವ ಪದವಿ ವಿದ್ಯಾರ್ಥಿಗಳಿಗೆ ತಮ್ಮ ಬಾಲ್ಯ ಬಣ್ಣಗಳನ್ನು ಮೆಲುಕು ಹಾಕುವ ಅವಕಾಶ ನೀಡಿ ಪ್ರಾಯೋಗಿಕ ಚಟುವಟಿಕೆಗಳ ಮೂಲಕ ಅವರದೇ ಹೊಸಲೋಕವನ್ನು ಸೃಜಿಸುವಂತೆ ಪ್ರೇರೇಪಿಸುವ ರೀತಿಯ ಪಠ್ಯವನ್ನು ಇಲ್ಲಿ ರೂಪಿಸಿದೆ.

ಘಟಕ 4 : ಸಂಕೀರ್ಣ

ಈ ಭಾಗದಲ್ಲಿ ಕಲೆ ಮತ್ತು ಸಾಹಿತ್ಯ, ಕಲೆ ಮತ್ತು ಮನೋವಿಕಾಸಕ್ಕೆ ಸಂಬಂಧಿಸಿದ ವಿಷಯಗಳನ್ನು ತಿಳಿಸಬೇಕು.

ಕಲಾ ವಿದ್ಯಾರ್ಥಿಗಳಿಗೆ ಅನುಕೂಲವಾಗುವ ಪಠ್ಯದಲ್ಲಿಲ್ಲದ ವಿಷಯಗಳನ್ನು ತಿಳಿಸಬೇಕು.

ಇದಕ್ಕೆ ಸಂಬಂಧಿಸಿದ ವಿಶೇಷ ಪಠ್ಯಗಳನ್ನು ಆಧರಿಸಿದಂತೆ ಜ್ಞಾನವನ್ನು ಹೆಚ್ಚಿಸುವುದಕ್ಕೆ ಆದ್ಯತೆ ನೀಡಬೇಕು.

ಪ್ರಥಮ ಚತುರ್ಮಾಸ ಬಿ.ಎ. 2021-22 ನೇ ಸಾಲಿನ ಕನ್ನಡ ಭಾಷ್ಯ ಪಠ್ಯಪುಸ್ತಕ

NEP ರಾಷ್ಟ್ರೀಯ ಶಿಕ್ಷಣ ನೀತಿ - 2020ರ ಅನ್ವಯ
ಮಂಗಳೂರು ವಿಶ್ವವಿದ್ಯಾನಿಲಯ
ಪ್ರಥಮ ಬಿ.ಎ./ಬಿಎಸ್‌ಡಬ್ಲ್ಯು
ಬಿ.ಎ.(ಹೆಚ್‌ಆರ್‌ಡಿ)/ಬಿಎ(ಎಸ್‌ಡಿಎಸ್) ಕನ್ನಡ

ಮೊದಲ ಚತುರ್ಮಾಸ
ಕಲಾ ಗಂಗೋತ್ರಿ - 1

ಒಟ್ಟು ಕ್ರೆಡಿಟ್‌ಗಳು 3, ಬೋಧನಾ ಅವಧಿ 4+0+0,
ಸೆಮಿಸ್ಟರ್‌ನಲ್ಲಿ ಒಟ್ಟು 100 ಅಂಕಗಳು
SEE - ಸೆಮಿಸ್ಟರ್ ಅಂತ್ಯದ ಪರೀಕ್ಷೆ - 60 ಅಂಕಗಳು
CIE - ನಿರಂತರ ಅಂತರಿಕ ಮೌಲ್ಯಮಾಪನ - 40 ಅಂಕಗಳು
(ಕನ್ನಡ ನಾಡು ನುಡಿ ಚಿಂತನೆ - ಪ್ರಕೃತಿ - ಬಾಲ್ಯ - ಸಂಕೀರ್ಣ - ಪರಿಕಲ್ಪನೆಗಳನ್ನೊಳಗೊಂಡಂತೆ)

ಪರಿವಿಡಿ

ಘಟಕ I ಕನ್ನಡ ನಾಡು ನುಡಿ ಚಿಂತನೆ 15 ಅಂಕಗಳು

1. ಸರಳ ಕನ್ನಡ ಸಾಹಿತ್ಯ ಚರಿತ್ರೆ ರಂ.ಶ್ರೀ ಮುಗಳಿ - ಸಾಹಿತ್ಯ ಚರಿತ್ರೆ ಆಧಾರಿತ (ಸಂ)
2. ಕನ್ನಡ ನುಡಿ ಬೆಟಗೆರಿ ಕೃಷ್ಣಶರ್ಮ (ಕಾವ್ಯ)
3. ಅಲೂರು ವೆಂಕಟರಾಯರು (ಸಾಲುದೀಪ ಕೃತಿಯಿಂದ)
4. ಪಂಜೆ ಮಂಗೇಶರಾಯ (ಸಾಲುದೀಪ ಕೃತಿಯಿಂದ)

ಘಟಕ II ಪ್ರಕೃತಿ

15 ಅಂಕಗಳು

1. ಗುತ್ತಿ ತಿಮ್ಮಿ - ಹುಲಿಕಲ್ಲನೆತ್ತಿ- ಮಲೆಗಳಲ್ಲಿ ಮದುಮಗಳು ಆಯ್ದ ಭಾಗ (ಕುವೆಂಪು)
2. ಧ್ಯಾನಸ್ಥ ಸುಬ್ರಾಯ ಚೊಕ್ಕಾಡಿ (ಕಾವ್ಯ)
3. ಜನಪದ ಕಾವ್ಯ - ನಿಸರ್ಗ (ಜನಪದ ಗೀತಾಂಜಲಿ) ಪು.188-189
4. ಬೆಳಗು ದ.ರಾ. ಬೇಂದ್ರೆ (ಕಾವ್ಯ)

ಘಟಕ III ಬಾಲ್ಯ

15 ಅಂಕಗಳು

1. ಚಂದ್ರಗಿರಿ- ಸಾ.ರಾ. ಅಬೂಬಕ್ಕರ ಅಭಿನಂದನಾ ಗ್ರಂಥದ ಆಯ್ದ ಭಾಗ
2. ನೆನಪಿದೆಯೇ - ಜಿ.ಎಸ್.ಎಸ್. (ಕಾವ್ಯ)
3. ಊರು ಕೇರಿ ಸಿದ್ದಲಿಂಗಯ್ಯನವರ ಆತ್ಮ ಕಥನದ ಆಯ್ದ ಭಾಗ
4. ಉಚಲಾ ಲಕ್ಷ್ಮಣ ರಾವ್ ಗಾಯಕ್‌ವಾಡ್ (ಸಂಗ್ರಹ)

ಘಟಕ IV ಸಂಕೀರ್ಣ

15 ಅಂಕಗಳು

1. ಸಂಸ್ಕೃತಿ ಸಂಕೇತವಾಗಿ ಹುಲಿ-ದನ ಡಾ. ಗಣನಾಥ ಎಕ್ಕಾರು
2. ಭಾವುಕತೆ ಕನಸಾಗದಿರಲಿ ಡಾ. ವಿರೂಪಾಕ್ಷ ದೇವರಮನೆ (ಮನಶ್ಶಾಸ್ತ್ರೀಯ ಲೇಖನ)
3. ಮನೋವಿಜ್ಞಾನದ ಹಾಡು ಗಂಗಾಧರ ಬೆಳ್ಳಾರೆ
4. ಪತ್ರಿಕಾ ವರದಿ ತಯಾರಿ ಚಿತ್ರಲೇಖನ -ಪ್ರಬಂಧ ರಚನೆಗಳ ಕುರಿತು ಮಾಹಿತಿ

ಪ್ರಧಾನ ಸಂಪಾದಕರು : ಪ್ರೊ. ಸೋಮಣ್ಣ

ಕಾರ್ಯನಿವಾಹಕ ಸಂಪಾದಕರು : ಡಾ. ಮಾಧವ ಎಂ.ಕೆ.

ಸಂಪಾದಕರು : ಡಾ. ಎಸ್.ಆರ್. ಅರುಣಕುಮಾರ್, ಶ್ರೀ ಹರೀಶ್ ಟಿ.ಜಿ, ಎಂ.ಡಿ. ಮಂಚಿ

ಮಾದರಿ ಪ್ರಶ್ನೆ ಪತ್ರಿಕೆ-ಅಂಕಗಳ ವಿಂಗಡಣೆ-ಒಟ್ಟು ಅಂಕಗಳು-60+40(ಆಂತರಿಕ)

I 8 ಅಂಕಗಳ ಒಟ್ಟು 3 ಪ್ರಶ್ನೆಗಳಿಗೆ ಉತ್ತರಿಸುವುದು. 3*8=24

1. ಪ್ರಶ್ನೆ 1 ಪದ್ಯ : ಆಂತರಿಕ ಆಯ್ಕೆಯು 2 ಪ್ರಶ್ನೆಗಳು-ಅದಕ್ಕೆ ಉತ್ತರಿಸುವುದು.
2. ಪ್ರಶ್ನೆ 2 ಗದ್ಯ : ಆಂತರಿಕ ಆಯ್ಕೆಯು 2 ಪ್ರಶ್ನೆಗಳು-1ಕ್ಕೆ ಉತ್ತರಿಸುವುದು
3. ಪ್ರಶ್ನೆ 3 ಸಂಕೀರ್ಣ(ನಾಟಕ) : ಆಂತರಿಕ ಆಯ್ಕೆಯು ಎರಡು ಪ್ರಶ್ನೆಗಳು.
-1ಕ್ಕೆ ಉತ್ತರಿಸುವುದು.

II 5 ಅಂಕಗಳ ಒಟ್ಟು 3 ಪ್ರಶ್ನೆಗಳಿಗೆ ಉತ್ತರಿಸುವುದು. 3*5=15

1. ಪ್ರಶ್ನೆ 1 ಪದ್ಯ : ಆಂತರಿಕ ಆಯ್ಕೆಯು 2 ಪ್ರಶ್ನೆಗಳು-1ಕ್ಕೆ ಉತ್ತರಿಸುವುದು
2. ಪ್ರಶ್ನೆ 2 ಗದ್ಯ : ಆಂತರಿಕ ಆಯ್ಕೆಯು 2 ಪ್ರಶ್ನೆಗಳು-1ಕ್ಕೆ ಉತ್ತರಿಸುವುದು.
3. ಪ್ರಶ್ನೆ 3 ಸಂಕೀರ್ಣ(ನಾಟಕ): ಆಂತರಿಕ ಆಯ್ಕೆಯು 2 ಪ್ರಶ್ನೆಗಳು-1ಕ್ಕೆ ಉತ್ತರಿಸುವುದು

III ಪದ್ಯ: ಭಾವಾರ್ಥ ಆಂತರಿಕ ಆಯ್ಕೆ 5 ಅಂಕಗಳ 2 ಪ್ರಶ್ನೆಗಳು

1ಕ್ಕೆ ಉತ್ತರಿಸುವುದು. 1*5=05

IV ಪದ್ಯ : 4 ಅಂಕಗಳ 4 ಪ್ರಶ್ನೆಗಳು

2ಕ್ಕೆ ಉತ್ತರಿಸುವುದು. 2*4=08

V 1 ಅಂಕಗಳ 8 ಪ್ರಶ್ನೆಗಳು 1*8=08

- ಅ) ಕಾವ್ಯ - 4
- ಆ) ಗದ್ಯ - 2
- ಇ) ಸಂಕೀರ್ಣ - 2

ಪ್ರಥಮ ಬಿ.ಸಿ.ಎ. ಕನ್ನಡ ಭಾಷಾ ಪಠ್ಯ

ಮೊದಲ ಚತುರ್ಮಾಸ

BCA Degree / Honours Degree Programme

Course Title

ಬಿ.ಸಿ.ಎ. - ಕನ್ನಡ ಭಾಷಾ ಪಠ್ಯ

Total Contact Hourse : 52 to 56

Course Credits : 03

Formative Assessment Marks : 40(CIE)

Duration of ESA / Exam : 3 hours

Model Syllabus Authors : Multiple Authors

Summative Assessment Marks : 60 (SEE)

| ವಿವರಗಳು | ಬೋಧನಾ ಅವಧಿ |
|--------------------------------|------------|
| ಘಟಕ - 1 ಕನ್ನಡ ನಾಡು ನುಡಿ ಚಿಂತನೆ | 13/14 |
| ಘಟಕ - 2 ಆಕಾಶ | 13/14 |
| ಘಟಕ - 3 ತಾರುಣ್ಯ | 13/14 |
| ಘಟಕ - 4 ಸಂಕೀರ್ಣ | 13/14 |

ಘಟಕ -1 ಕನ್ನಡ ನಾಡು-ನುಡಿ-ಚಿಂತನೆ

ಕನ್ನಡ ನಾಡು ರೂಪುಗೊಂಡದ್ದರಿಂದ ಪ್ರಾರಂಭಿಸಿ ಅದರ ಶ್ರೀಮಂತಿಕೆ, ವೈಶಿಷ್ಟ್ಯತೆ, ಅದರ ಲೋಕದೃಷ್ಟಿ, ಕಲಾ ಪ್ರಕಾರಗಳಲ್ಲಿನ ಸಮೃದ್ಧತೆ, ರಾಜಕೀಯ ಸಾಮಾಜಿಕ ಚಿಂತನೆಗಳ ಸ್ವೋಪಜ್ಞತೆ, ಅದರ ಭೌಗೋಳಿಕ ಸೌಂದರ್ಯ, ವಿವಿಧ ಕ್ಷೇತ್ರಗಳಲ್ಲಿನ ಸಾಧಕರು, ಮಹತ್ವದ ಚಳುವಳಿಗಳು, ಭಾರತ ಮತ್ತು ವಿಶ್ವಕ್ಕೆ ಕನ್ನಡದ ಕೊಡುಗೆಗಳು ಇವುಗಳಲ್ಲಿ ಕೆಲವನ್ನು ಆಯ್ದು ಪಠ್ಯವನ್ನು ರೂಪಿಸುವುದು. ಕನ್ನಡ ನಾಡು-ನುಡಿಯ ಬಗೆಗೆ ವಿದ್ಯಾರ್ಥಿಗಳಲ್ಲಿ ಅಭಿಮಾನವನ್ನು ಜಾಗೃತ ಮೂಡಿಸುವುದು ಈ ಘಟಕದ ಉದ್ದೇಶವಾಗಿರುತ್ತದೆ.

ಘಟಕ -2 ಆಕಾಶ

ಆಕಾಶವು ವಿಶ್ವಾತ್ಮಕ ತತ್ವಗಳಲ್ಲಿ ಒಂದು ಮಾತ್ರವಲ್ಲದೆ, ಮಾನವ ಸಂಕುಲವನ್ನು ಪೊರೆಯುವ ಶಕ್ತಿಗಳಲ್ಲಿ ಒಂದಾಗಿದೆ. ಆಕಾಶವನ್ನು ಪಂಚಭೂತಗಳಲ್ಲಿ ಒಂದಾಗಿ ಪರಿಗಣಿಸುವುದು ಇದೇ ಕಾರಣಕ್ಕೆ ವಿಶ್ವಾತ್ಮಕ ತತ್ವಗಳು ತಮ್ಮ ಅನಂತ ಶಕ್ತಿಗಳ ಕಾರಣಕ್ಕಾಗಿ ಮಾತ್ರವಲ್ಲದೆ ಮನುಷ್ಯರ ಅಹಂಕಾರಕ್ಕೆ ಕಾರಣವಿಲ್ಲ ಎನ್ನುವ ಸತ್ಯವನ್ನು ತಿಳಿಸುವ ಕಾರಣಕ್ಕಾಗಿಯೂ ಮುಖ್ಯ. ವಿಸ್ತಾರ, ಔನ್ನತ್ಯ, ನಿಸ್ಸಾರ್ಥತೆ, ಕೊಟ್ಟು ದಣಿಯದ ಔದಾರ್ಯ, ತೆರೆದ ಮನಸ್ಸು, ಉನ್ನತೀಕರಣದಲ್ಲಿಯೇ ನೆಟ್ಟ ದೃಷ್ಟಿ ಇಂತಹ ಅನೇಕ ಕಾರಣಗಳಿಗಾಗಿ ಆಕಾಶವು ನಮ್ಮ ಮಾದರಿಗಳಲ್ಲಿ ಒಂದಾಗಿದೆ. ಓಜೋನ್ ಪದರಕ್ಕೆ ಒದಗಿರುವ ಆತಂಕವೂ ಸೇರಿದಂತೆ ಆಕಾಶವನ್ನು ಕುರಿತ ವೈಜ್ಞಾನಿಕ ನೆಲೆಗಳನ್ನೂ ಪಠ್ಯವು ಒಳಗೊಂಡರೆ ಅದಕ್ಕೊಂದು ಸಮಗ್ರತೆ ಸಿಗುತ್ತದೆ. ನಕ್ಷತ್ರ ಮಾಲಿಕೆಗಳು, ಧೂಮಕೇತುಗಳು, ಮಳೆ, ಮೋಡ, ಗುಡುಗು ಸಿಡಿಲು ಇಂಥ ಪ್ರಾಥಮಿಕ ಸಂಗತಿಗಳಿಂದ ಹಿಡಿದು ಅದರ ವರ್ಣನಾತ್ಮಕ ವಿವರಗಳಿರುವ ಪಠ್ಯಗಳನ್ನು ಆರಿಸಿಕೊಳ್ಳಬಹುದು.

ಘಟಕ -3 ತಾರುಣ್ಯ

ತಾರುಣ್ಯವು ಮನುಷ್ಯ ಬದುಕಿನ ಅತಿ ಆಕರ್ಷಕ, ನಿರ್ಣಾಯಕ ಕಾಲಾವಧಿಯಾಗಿದೆ. ಈ ಅವಧಿಯಲ್ಲಿನ ತಲ್ಲಣಗಳು, ಆಕರ್ಷಣೆಗಳು, ಆಮಿಷಗಳು ಮುಂತಾದವು ಅತಿ ವಿಶಿಷ್ಟವಾಗಿದ್ದು ಅವನ ವ್ಯಕ್ತಿತ್ವ ಮಾಗುವಿಕೆಗೆ ತಳಹದಿಯಾಗಿರುತ್ತದೆ. ಹುಡುಗಾಟಿಕೆ ಮತ್ತು ಜವಾಬ್ದಾರಿಗಳ ನಡುವಿನ ದ್ವಂದ್ವಗಳನ್ನು ಮತ್ತು ಈ ಅವಧಿಯಲ್ಲಿನ ಒಳಿತು-ಕೆಡಕುಗಳನ್ನು ಸಾಹಿತ್ಯ ಭಾಗಗಳ ಮುಖೇನ ತಿಳಿಸಿಕೊಡುವುದು. ಜೀವನದ ಮಹತ್ವದ ಘಟ್ಟವಾದ ಈ ಅವಧಿಯಲ್ಲಿ ಅವನ ಮನಸ್ಸು ಮಾಗುವತ್ತ ಚಲಿಸುತ್ತಿದ್ದು ಕನಸುಗಾರಿಕೆ, ಆದರ್ಶಗಳು, ಭ್ರಮೆಗಳು, ಹೊಸತನದ, ಹುಡುಕಾಟ, ಪ್ರೀತಿ ಪ್ರಣಯಗಳ ಸೆಳೆತ, ಪ್ರತಿಭೆ ಮುಂತಾದವುಗಳ ಬಗ್ಗೆ ಅವನನ್ನು ಮೂಡಿಸುವಲ್ಲಿ ಸಾಹಿತ್ಯದ ನೆರವನ್ನು ತಿಳಿಸಿಕೊಡುವುದು.

ಘಟಕ -4 ಸಂಕೀರ್ಣ

ತಾಂತ್ರಿಕ ವಿಷಯಗಳನ್ನು ಕನ್ನಡದಲ್ಲಿ ರೂಪಿಸಬೇಕಾದ ಅಗತ್ಯತೆಗಳನ್ನು ತಿಳಿಸಿಕೊಡುವುದು ಇಂದಿನ ತಂತ್ರಜ್ಞಾನ ಯುಗದಲ್ಲಿ ಅದಕ್ಕೆ ಅಗತ್ಯವಾದ ಕನ್ನಡವನ್ನು ರೂಪಿಸುವ ತರಬೇತಿ ನೀಡುವುದು. ಗಣಕ ಕ್ಷೇತ್ರದಲ್ಲಿ ಕನ್ನಡವನ್ನು ಪರಿಣಾಮಕಾರಿಯಾಗಿ ಬಳಸುವುದಕ್ಕೆ ವಿದ್ಯಾರ್ಥಿಗಳನ್ನು ಸಜ್ಜುಗೊಳಿಸುವುದು, ಗಣಕ ಕ್ಷೇತ್ರಕ್ಕೆ ಸಂಬಂಧಿಸಿದ ತಾಂತ್ರಿಕ ವಿಷಯಗಳನ್ನು ಉದಾಹರಣೆ ಇ-ಮೇಲ್, ಕನ್ನಡ ಅಂತರ್ಜಾಲ ತಾಣಗಳು, ಕನ್ನಡ ತಂತ್ರಾಂಶಗಳು, ಕನ್ನಡ ವಿಕಿಪೀಡಿಯಾ ಮುಂತಾದ ಪರಿಭಾಷೆಯನ್ನು ಕನ್ನಡದಲ್ಲಿ ತಿಳಿಸುವುದು.

NEP ರಾಷ್ಟ್ರೀಯ ಶಿಕ್ಷಣ ನೀತಿ - 2020ರ ಅನ್ವಯ

ಮಂಗಳೂರು ವಿಶ್ವವಿದ್ಯಾನಿಲಯ

ಪ್ರಥಮ ಬಿ.ಸಿ.ಎ. ಕನ್ನಡ

ಮೊದಲ ಚತುರ್ಮಾಸ

ಗಣಕ ಗಂಗೋತ್ರಿ-1

ಒಟ್ಟು ಕ್ರೆಡಿಟ್‌ಗಳು 3, ಬೋಧನಾ ಅವಧಿ 4+0+0,

ಸೆಮಿಸ್ಟರ್‌ನಲ್ಲಿ ಒಟ್ಟು 100 ಅಂಕಗಳು

SEE - ಸೆಮಿಸ್ಟರ್ ಅಂತ್ಯದ ಪರೀಕ್ಷೆ - 60 ಅಂಕಗಳು

CIE - ನಿರಂತರ ಆಂತರಿಕ ಮೌಲ್ಯಮಾಪನ - 40 ಅಂಕಗಳು

(ಕನ್ನಡ ನಾಡು ನುಡಿ ಚಿಂತನೆ - ಆಕಾಶ -ತಾರುಣ್ಯ - ಸಂಕೀರ್ಣ)

ಪರಿವಿಡಿ

ಘಟಕ I ಕನ್ನಡ ನಾಡು ನುಡಿ ಚಿಂತನೆ

15 ಅಂಕಗಳು

1. ಕನ್ನಡಿಗರ ತಾಯೀ ಗೋವಿಂದ ಪೈ (ಕಾವ್ಯ)
2. ಕನ್ನಡ ಪದಗೊಳಿ ಜಿ.ಪಿ. ರಾಜರತ್ನಂ (ಕಾವ್ಯ)
3. ಕನ್ನಡ ಚೆಲುವು ಟಿ. ಕೇಶವ ಭಟ್ಟ (ಲೇಖನ)
4. ತಾಯಿ ಕೊಟ್ಟ ವರ ಕು.ಶಿ. ಹರಿದಾಸ ಭಟ್ಟ (ಲೇಖನ)

ಘಟಕ II ಆಕಾಶ

15 ಅಂಕಗಳು

1. ಚಂದ್ರಮುಖಿ ಕೆ.ಪಿ. ಪೂರ್ಣಚಂದ್ರ ತೇಜಸ್ವಿ (.....)
2. ನವಗ್ರಹ ಪರಿಕಲ್ಪನೆ ಅಂದು ಇಂದು ಜಿ.ಟಿ. ನಾರಾಯಣ ರಾವ್ (ಲೇಖನ)
3. ಮುಗಿಲುಗಳು ವಿ.ಸೀತಾರಾಮಯ್ಯ
4. ದೇವರು ರುಜು ಮಾಡಿದನು ಕುವೆಂಪು (ಕಾವ್ಯ)

ಘಟಕ III ತಾರುಣ್ಯ

15 ಅಂಕಗಳು

1. ಹುಚ್ಚು ಕೋಡಿಯ ಮನಸ್ಸು ಹೆಚ್.ಎಸ್. ವೆಂಕಟೇಶಮೂರ್ತಿ (ಕಾವ್ಯ)
2. ಆಮಾಸ ದೇವನೂರು ಮಹಾದೇವ (ಕತೆ)
3. ಹದಿಹರೆಯದವರನ್ನು ಕುರಿತು ಪಿ. ಲಂಕೇಶ್
4. ಒಂದು ಮಾಣಿಯ ಪರಿಣಯ ಪ್ರಸಂಗ ಡಾ. ಹೆಚ್.ಎಸ್. ಅನುಪಮ

ಘಟಕ IV ಸಂಕೀರ್ಣ

15 ಅಂಕಗಳು

1. ಕಂಪ್ಯೂಟರ್‌ನಲ್ಲಿ ಕನ್ನಡ ಎ. ಸತ್ಯನಾರಾಯಣ
2. ಇಂಟರ್‌ನೆಟ್ ಎಂ.ಸಿ. ಪ್ರವೀಣ್ ಕುಮಾರ್ ಹಾಲಾಡಿ
3. ವಿದ್ಯಾಮಾನ ಮಾಧ್ಯಮ ಡಾ. ವೀರೇಶ ಬಡಿಗೇರ
4. ಅಂಟಾರ್ಕ್ಟಿಕಾದಲ್ಲಿ ಅಂತರ್ಜಾಲ

ಪ್ರಧಾನ ಸಂಪಾದಕರು : ಪೊ. ಸೋಮಣ್ಣ

ಕಾರ್ಯನಿವಾರ್ಹಕ ಸಂಪಾದಕರು : ಡಾ. ಮಾಧವ ಎಂ.ಕೆ.

ಸಂಪಾದಕರು : ಶ್ರೀಮತಿ ವಾಣಿ ಅಜಕ್ಕಾನ, ಡಾ. ವಿನೋದ, ಶ್ರೀಮತಿ ಪ್ರಮೀಲಾ

ಮಾದರಿ ಪ್ರಶ್ನೆ ಪತ್ರಿಕೆ-ಅಂಕಗಳ ವಿಂಗಡಣೆ-ಒಟ್ಟು ಅಂಕಗಳು-60+40(ಆಂತರಿಕ)

I 8 ಅಂಕಗಳ ಒಟ್ಟು 3 ಪ್ರಶ್ನೆಗಳಿಗೆ ಉತ್ತರಿಸುವುದು. $3 \times 8 = 24$

1. ಪ್ರಶ್ನೆ 1 ಪದ್ಯ : ಆಂತರಿಕ ಆಯ್ಕೆಯು 2 ಪ್ರಶ್ನೆಗಳು-ಅದಕ್ಕೆ ಉತ್ತರಿಸುವುದು.
2. ಪ್ರಶ್ನೆ 2 ಗದ್ಯ : ಆಂತರಿಕ ಆಯ್ಕೆಯು 2 ಪ್ರಶ್ನೆಗಳು-1ಕ್ಕೆ ಉತ್ತರಿಸುವುದು
3. ಪ್ರಶ್ನೆ 3 ಸಂಕೀರ್ಣ(ನಾಟಕ) : ಆಂತರಿಕ ಆಯ್ಕೆಯು ಎರಡು ಪ್ರಶ್ನೆಗಳು.
-1ಕ್ಕೆ ಉತ್ತರಿಸುವುದು.

II 5 ಅಂಕಗಳ ಒಟ್ಟು 3 ಪ್ರಶ್ನೆಗಳಿಗೆ ಉತ್ತರಿಸುವುದು . $3 \times 5 = 15$

1. ಪ್ರಶ್ನೆ 1 ಪದ್ಯ : ಆಂತರಿಕ ಆಯ್ಕೆಯು 2 ಪ್ರಶ್ನೆಗಳು-1ಕ್ಕೆ ಉತ್ತರಿಸುವುದು
2. ಪ್ರಶ್ನೆ 2 ಗದ್ಯ : ಆಂತರಿಕ ಆಯ್ಕೆಯು 2 ಪ್ರಶ್ನೆಗಳು-1ಕ್ಕೆ ಉತ್ತರಿಸುವುದು.
3. ಪ್ರಶ್ನೆ 3 ಸಂಕೀರ್ಣ(ನಾಟಕ): ಆಂತರಿಕ ಆಯ್ಕೆಯು 2 ಪ್ರಶ್ನೆಗಳು-1ಕ್ಕೆ ಉತ್ತರಿಸುವುದು

III ಪದ್ಯ: ಭಾವಾರ್ಥ ಆಂತರಿಕ ಆಯ್ಕೆ 5 ಅಂಕಗಳ 2 ಪ್ರಶ್ನೆಗಳು

1ಕ್ಕೆ ಉತ್ತರಿಸುವುದು. $1 \times 5 = 05$

IV ಪದ್ಯ : 4 ಅಂಕಗಳ 4 ಪ್ರಶ್ನೆಗಳು

2ಕ್ಕೆ ಉತ್ತರಿಸುವುದು. $2 \times 4 = 08$

V 1 ಅಂಕಗಳ 8 ಪ್ರಶ್ನೆಗಳು $1 \times 8 = 08$

- ಅ) ಕಾವ್ಯ - 4
- ಆ) ಗದ್ಯ - 2
- ಇ) ಸಂಕೀರ್ಣ - 2

ಪ್ರಥಮ ಬಿ.ಕಾಂ. ಕನ್ನಡ ಭಾಷಾ ಪಠ್ಯ

ಮೊದಲ ಚತುರ್ಮಾಸ

B.Com Degree / Honours Degree Programme

| | |
|---|---------------------------------------|
| Course Title | ಬಿ.ಕಾಂ. - ಕನ್ನಡ ಭಾಷಾ ಪಠ್ಯ |
| Total Contact Hour : 52 to 56 | Course Credits : 03 |
| Formative Assessment Marks : 40 | Duration of ESA / Exam : 3 hours |
| Model Syllabus Authors : Multiple Authors | Summative Assessment Marks : 60 (SEE) |

| | |
|--------------------------------|------------|
| ವಿವರಗಳು | ಬೋಧನಾ ಅವಧಿ |
| ಘಟಕ - 1 ಕನ್ನಡ ನಾಡು ನುಡಿ ಚಿಂತನೆ | 13/14 |
| ಘಟಕ - 2 ಸಂಸ್ಕೃತಿ | 13/14 |
| ಘಟಕ - 3 ಜಾಗತೀಕರಣ | 13/14 |
| ಘಟಕ - 4 ಸಂಕೀರ್ಣ | 13/14 |

ಘಟಕ -1 ಕನ್ನಡ ನಾಡು-ನುಡಿ-ಚಿಂತನೆ

ಕನ್ನಡ ನಾಡು ರೂಪುಗೊಂಡದ್ದರಿಂದ ಪ್ರಾರಂಭಿಸಿ ಅದರ ಶ್ರೀಮಂತಿಕೆ, ವೈಶಿಷ್ಟ್ಯತೆ, ಅದರ ಲೋಕದೃಷ್ಟಿ, ಕಲಾ ಪ್ರಕಾರಗಳಲ್ಲಿನ ಸಮೃದ್ಧತೆ, ರಾಜಕೀಯ ಸಾಮಾಜಿಕ ಚಿಂತನೆಗಳ ಸ್ವೋಪಜ್ಞತೆ, ಅದರ ಭೌಗೋಳಿಕ ಸೌಂದರ್ಯ, ವಿವಿಧ ಕ್ಷೇತ್ರಗಳಲ್ಲಿನ ಸಾಧಕರು, ಮಹತ್ವದ ಚಳುವಳಿಗಳು, ಭಾರತ ಮತ್ತು ವಿಶ್ವಕ್ಕೆ ಕನ್ನಡದ ಕೊಡುಗೆಗಳು ಇವುಗಳಲ್ಲಿ ಕೆಲವನ್ನು ಆಯ್ದು ಪಠ್ಯವನ್ನು ರೂಪಿಸುವ ಮೂಲಕ ವಿದ್ಯಾರ್ಥಿಗಳಲ್ಲಿ ನಾಡು-ನುಡಿ ಕುರಿತ ಅಭಿಮಾನವನ್ನು ಜಾಗೃತಗೊಳಿಸುವುದು ಈ ಘಟಕದ ಉದ್ದೇಶವಾಗಿರುತ್ತದೆ.

ಘಟಕ -2 ಸಂಸ್ಕೃತಿ

ಸಂಸ್ಕೃತಿಯನ್ನು ಅರಾಲ್ಪ ಬೆಳಕು ಮತ್ತು ಮಾಧುರ್ಯ ಎಂದು ಕರೆಯುತ್ತಾನೆ. ಮಾನವ ಸಮುದಾಯವು ಅಪಾರ ಶ್ರದ್ಧೆ, ಶ್ರಮ ಮತ್ತು ಪ್ರೀತಿಯಿಂದ ಸಂಸ್ಕೃತಿಯನ್ನು ರೂಪಿಸುತ್ತಿರುತ್ತದೆ. ಸಂಸ್ಕೃತಿ ಎನ್ನುವುದು ಜೀವನ ಮೌಲ್ಯಗಳು, ಕಲೆಗಳು, ಸಾಂಸ್ಕೃತಿಕ ಆಚರಣೆಗಳು, ರಾಜಕೀಯ ಹಾಗೂ ಧಾರ್ಮಿಕ ವ್ಯವಸ್ಥೆ ಈ ಎಲ್ಲವನ್ನೂ ಒಳಗೊಂಡಿರುತ್ತದೆ. ಬದುಕನ್ನು ಒಳಗಿನಿಂದಲೂ, ಹೊರಗಿನಿಂದಲೂ ಸಮೃದ್ಧಗೊಳಿಸುವ ಎಲ್ಲ ಅಂಶಗಳನ್ನೂ ನಾವು ಸಂಸ್ಕೃತಿ ಎಂದು ಕರೆಯಬಹುದು. ಸಕಲ ಜೀವ ಜಾತರನ್ನು ಗೌರವಿಸುವ, ಒಳಗೊಳ್ಳುವ, ಅವರ ಅಸ್ತಿತ್ವ ಮತ್ತು ಅಸ್ತಿತ್ವಗಳನ್ನು ಒಪ್ಪುವುದನ್ನು, ಭಿನ್ನವಿದ್ದು ಬೆರೆಯುವುದನ್ನು, ಮಾನವ ಸಹಜ ದೌರ್ಬಲ್ಯಗಳನ್ನು ಮೀರಲು ಪ್ರಾಮಾಣಿಕ ಪ್ರಯತ್ನ ನಡೆಸುವುದನ್ನು ಸಂಸ್ಕೃತಿಯ ಪ್ರಕ್ರಿಯೆ ಎಂದು ಕರೆಯಬಹುದು. ಸಂಸ್ಕೃತಿ ಸಂಬಂಧಿ ಪಠ್ಯಗಳನ್ನು ಇಲ್ಲಿ ಕೊಡುವ ಮೂಲಕ ವಿದ್ಯಾರ್ಥಿಗಳಲ್ಲಿ ಸಂಸ್ಕೃತಿಯ ಬೆಳಕು ಮತ್ತು ಮಾಧುರ್ಯವನ್ನು ಬೆಳೆಸುವ ಉದ್ದೇಶವಿದೆ.

ಘಟಕ -3 ಜಾಗತೀಕರಣ

ಜಾಗತೀಕರಣವು ಸಮಕಾಲೀನ ಜಾಗತಿಕ ವಿದ್ಯಮಾನವಾಗಿದ್ದು, ಅದು ಇಂದು ಆಯ್ಕೆಯಾಗಿ ಉಳಿದಿಲ್ಲ. ಅದು ಬೇಕಾಗಿ ಬೇಡವಾಗಿ ಎಲ್ಲ ರಾಷ್ಟ್ರಗಳೂ ಅನಿವಾರ್ಯವಾಗಿ ಒಳಗಾಗುತ್ತಿರುವ ಒಂದು ಪ್ರಕ್ರಿಯೆಯಾಗಿದೆ. ಇಡೀ ವಿಶ್ವವನ್ನೇ 'ಏಕತಾಣ ವಾಗಿ, 'ವಿಶ್ವಹಳ್ಳಿ ಯಾಗಿ ರೂಪಿಸುವುದು ಇದರ ಉದ್ದೇಶವಾಗಿದೆ. ಆದರೆ ಇದರ ಪರಿಣಾಮವು ಮಾತ್ರ ಇದಕ್ಕೆ ವಿರುದ್ಧವಾಗಿದೆ. ಇದರ ಇತ್ಯಾತ್ಮಕ ಮತ್ತು ನೇತೃತ್ವಕ ಅಂಶಗಳನ್ನು ಪಠ್ಯಗಳಾಗಿ ಇಡುವ ಮೂಲಕ ವಿದ್ಯಾರ್ಥಿಗಳಲ್ಲಿ ಸಮಕಾಲೀನ ಆಗುಹೋಗುಗಳನ್ನು ಕುರಿತ

ಅರಿವನ್ನು ಹೆಚ್ಚಿಸಬಹುದಾಗಿದೆ. ಸಂಸ್ಕೃತಿಗಳ ವೈವಿಧ್ಯತೆ, ಜೀವಂತಿಕೆಯನ್ನು ನಾಶ ಮಾಡುತ್ತಾ ಏಕರೂಪಿ ಸಂಸ್ಕೃತಿಯನ್ನು ಇದು ರೂಪಿಸುತ್ತಿದೆ. ಆಹಾರ, ವಸ್ತ್ರ, ಕ್ರೀಡೆ, ಸಾಂಸ್ಕೃತಿಕ ಆಚರಣೆಗಳು, ದೈನಂದಿನ ಬಳಕೆಯ ಉತ್ಪನ್ನಗಳು ಈ ಎಲ್ಲದರ ಮೇಲೂ ಬಲಾಢ್ಯ ರಾಷ್ಟ್ರಗಳ ಆಕ್ರಮಣವಾಗುತ್ತಿದೆ ಭಾರತವೂ ಸೇರಿದಂತೆ ಮೂರನೇ ಜಗತ್ತಿನ ರಾಷ್ಟ್ರಗಳು ಇದರ ಮೂಲ ಬಲಿಪಶುಗಳಾಗುತ್ತಿವೆ ಎನ್ನುವುದನ್ನು ನಾವು ಅವಶ್ಯವಾಗಿ ಗಮನಿಸಬೇಕು. ಅನೇಕತೆಯಲ್ಲಿ ಏಕತೆ ಎನ್ನುವ ಜನತಾಂತ್ರಿಕ ಆಶಯಕ್ಕೆ ವಿರುದ್ಧವಾಗಿ ಏಕತೆಯ ದಬ್ಬಾಳಿಕೆಯ ಮೂಲಕ ಅನೇಕ ಆರ್ಥಿಕ, ಸಾಂಸ್ಕೃತಿಕ ವ್ಯವಸ್ಥೆಗಳನ್ನೇ ನಾಶ ಮಾಡುವ ಮೂಲಕ ಹಲವು ವೃತ್ತಿಗಳನ್ನೇ ಇದು ವಿನಾಶದಂಚಿಗೆ ತಳ್ಳುತ್ತಿದೆ ಎನ್ನುವ ಅಂಶವನ್ನೂ ಗಮನಿಸಬೇಕು. ಅಮಾನವೀಯ ಮನೋವಿನ್ಯಾಸವನ್ನೂ ಏಕರೂಪ ವಿನ್ಯಾಸ ಇದು ರೂಪಿಸುತ್ತಿದೆ. ಇಲ್ಲಿ ಮನೋವಿನ್ಯಾಸದ ಅಪಾಯಗಳನ್ನು ಮನವರಿಕೆ ಮಾಡಿಸುವ ವೈವಿಧ್ಯಮಯವಾದ ಮತ್ತು ಬಹುತ್ವದ ಜೀವಂತಿಕೆಯನ್ನು ವೇದ್ಯಗೊಳಿಸುವ ಪಠ್ಯಗಳನ್ನು ಇಲ್ಲಿ ಕೊಡಲಾಗುವುದು.

ಘಟಕ -4 ಸಂಕೀರ್ಣ

ಸಾಹಿತ್ಯ ಮತ್ತು ವಾಣಿಜ್ಯ ಅಂಶಗಳ ಸಂಬಂಧಗಳು, ಕನ್ನಡ ಸಾಹಿತ್ಯದಲ್ಲಿ ಚಿತ್ತಿವಾಗಿರುವ ವ್ಯಾಪಾರಿ, ವ್ಯಾಪಾರ ಮನೋಭಾವ ವ್ಯಾಪಾರದಲ್ಲಿ ಧರ್ಮ, ಮಾನವೀಯತೆಯ ಚಿತ್ರಣಗಳು. ಕನ್ನಡ ಸಾಹಿತ್ಯದ ವಿವಿಧ ಪ್ರಕಾರಗಳಲ್ಲಿ ಬಿಂಬಿತವಾಗಿರುವ ವಾಣಿಜ್ಯ ಮತ್ತು ಸಂಬಂಧಿತ ಅಂಶಗಳನ್ನು ಬೋಧಿಸುವುದು.

NEP ರಾಷ್ಟ್ರೀಯ ಶಿಕ್ಷಣ ನೀತಿ - 2020ರ ಅನ್ವಯ ಮಂಗಳೂರು ವಿಶ್ವವಿದ್ಯಾನಿಲಯ

ಪ್ರಥಮ ಬಿ.ಕಾಂ. ಕನ್ನಡ

ಮೊದಲ ಚತುರ್ಮಾಸ

ವಾಣಿಜ್ಯ ಗಂಗೋತ್ರಿ - 1

ಒಟ್ಟು ಕ್ರೆಡಿಟ್‌ಗಳು 3, ಬೋಧನಾ ಅವಧಿ 4+0+0,

ಸೆಮಿಸ್ಟರ್‌ನಲ್ಲಿ ಒಟ್ಟು 100 ಅಂಕಗಳು

SEE - ಸೆಮಿಸ್ಟರ್ ಅಂತ್ಯದ ಪರೀಕ್ಷೆ - 60 ಅಂಕಗಳು

CIE - ನಿರಂತರ ಅಂತರಿಕ ಮೌಲ್ಯಮಾಪನ - 40 ಅಂಕಗಳು

(ಕನ್ನಡ ನಾಡು ನುಡಿ ಚಿಂತನೆ - ಸಂಸ್ಕೃತಿ-ಜಾಗತೀಕರಣ - ಸಂಕೀರ್ಣ)

ಪರಿವಿಡಿ

ಘಟಕ I ಕನ್ನಡ ನಾಡು-ನುಡಿ

15 ಅಂಕಗಳು

1. ನಾಡು ನುಡಿ (ಕವಿರಾಜಮಾರ್ಗ) (15 ಪದ್ಯಗಳು) (ಕಾವ್ಯ)
2. ಕನ್ನಡ ತಾಯ ನೋಟ ಬಿವಂಶೀ (ಕಾವ್ಯ)
3. ಕನ್ನಡ ಸಾಹಿತ್ಯ ಚರಿತ್ರೆ (ಹೊಸಗನ್ನಡ ಸಂಕ್ಷಿಪ್ತ ಪರಿಚಯ) (ಲೇಖನ)
4. ನನ್ನ ಕನ್ನಡ ಜಗತ್ತು ಕೆ.ವಿ. ಸುಬ್ಬಣ್ಣ (ಲೇಖನ)

ಘಟಕ II ಸಂಸ್ಕೃತಿ

15 ಅಂಕಗಳು

- | | |
|--------------------|-----------------------------|
| 1. ಮುತ್ಯೈದೆ ಸಾವು | ಜಿ.ಪಿ. ರಾಜರತ್ನಂ (ಕಾವ್ಯ) |
| 2. ಗಂಗಾಮಾಯಿ | ಡಾ. ಚಂದ್ರಶೇಖರ ಕಂಬಾರ (ಕಾವ್ಯ) |
| 3. ಸಂಸ್ಕೃತಿ ಚಿಂತನೆ | ದೇವುಡು (ಲೇಖನ) |
| 4. ಬಿಳಿಗಿರಿ ರಂಗ | ಮಾಸ್ತಿ (ಕಥೆ) |

ಘಟಕ III ಜಾಗತೀಕರಣ

15 ಅಂಕಗಳು

- | | |
|------------------------------|---------------------------|
| 1. ದಿಕ್ಕು | ಪ್ರತಿಭಾ ನಂದಕುಮಾರ್ (ಕಾವ್ಯ) |
| 2. ನನ್ನ ಅವತಾರ | ಗೋಪಾಲಕೃಷ್ಣ ಅಡಿಗ (ಕಾವ್ಯ) |
| 3. ಜಾಗತೀಕರಣದ ಸಾಂಸ್ಕೃತಿಕ ನೆಲೆ | ಎಸ್.ಆರ್. ವಿಜಯಶಂಕರ (ಲೇಖನ) |
| 4. ಹಕ್ಕಿ ಮತ್ತು ಅವಳು | ಮಿತ್ರಾ ವೆಂಕಟರಾಜ್ (ಕಥೆ) |

ಘಟಕ IV ಸಂಕೀರ್ಣ

15 ಅಂಕಗಳು

- | | |
|---------------------------|---------------------------------|
| 1. ಕಾಸು ಕುಡಿಕೆ | ಜಯದೇವ ಪ್ರಸಾದ್ ಮೊಳೆಯಾರ್ (ಸಂಗ್ರಹ) |
| 2. ನಾವೇಕೆ ಆಸಾಮಿಗಳಾಗಬಾರದು | ನಾರಾಯಣ ಶೇವಿರೆ |
| 3. ವಾಣಿಜ್ಯ ಪದಕೋಶ (ಸಂಗ್ರಹ) | |
| 4. ಕೆ.ಎಸ್. ಹೆಗ್ಡೆ ಸಾಧನೆ | ಶ್ರೀ ಮುದ್ರಾಡಿ |

ಪ್ರಧಾನ ಸಂಪಾದಕರು : **ಪ್ರೊ. ಸೋಮಣ್ಣ**

ಕಾರ್ಯನಿವಾರ್ಹಕ ಸಂಪಾದಕರು : **ಡಾ. ಮಾಧವ ಎಂ.ಕೆ.**

ಸಂಪಾದಕರು : **ಶ್ರೀ ನೇಮಿಚಂದ್ರ ಗೌಡ, ಡಾ. ಜ್ಯೋತಿಪ್ರಿಯ, ಶ್ರೀ ಸಂತೋಷ ಅಳ್ಳ**

ಮಾದರಿ ಪ್ರಶ್ನೆ ಪತ್ರಿಕೆ-ಅಂಕಗಳ ವಿಂಗಡಣೆ-ಒಟ್ಟು ಅಂಕಗಳು-60+40(ಆಂತರಿಕ)

I 8 ಅಂಕಗಳ ಒಟ್ಟು 3 ಪ್ರಶ್ನೆಗಳಿಗೆ ಉತ್ತರಿಸುವುದು. 3x8=24

1. ಪ್ರಶ್ನೆ 1. ಪದ್ಯ : ಆಂತರಿಕ ಆಯ್ಕೆಯು 2 ಪ್ರಶ್ನೆಗಳು-ಅದಕ್ಕೆ ಉತ್ತರಿಸುವುದು.
2. ಪ್ರಶ್ನೆ 2 ಗದ್ಯ : ಆಂತರಿಕ ಆಯ್ಕೆಯು 2 ಪ್ರಶ್ನೆಗಳು-1ಕ್ಕೆ ಉತ್ತರಿಸುವುದು
3. ಪ್ರಶ್ನೆ 3 ಸಂಕೀರ್ಣ(ನಾಟಕ) : ಆಂತರಿಕ ಆಯ್ಕೆಯು ಎರಡು ಪ್ರಶ್ನೆಗಳು.
-1ಕ್ಕೆ ಉತ್ತರಿಸುವುದು.

II 5 ಅಂಕಗಳ ಒಟ್ಟು 3 ಪ್ರಶ್ನೆಗಳಿಗೆ ಉತ್ತರಿಸುವುದು. 3x5=15

1. ಪ್ರಶ್ನೆ 1 ಪದ್ಯ : ಆಂತರಿಕ ಆಯ್ಕೆಯು 2 ಪ್ರಶ್ನೆಗಳು-1ಕ್ಕೆ ಉತ್ತರಿಸುವುದು
2. ಪ್ರಶ್ನೆ 2 ಗದ್ಯ : ಆಂತರಿಕ ಆಯ್ಕೆಯು 2 ಪ್ರಶ್ನೆಗಳು-1ಕ್ಕೆ ಉತ್ತರಿಸುವುದು.
3. ಪ್ರಶ್ನೆ 3 ಸಂಕೀರ್ಣ(ನಾಟಕ): ಆಂತರಿಕ ಆಯ್ಕೆಯು 2 ಪ್ರಶ್ನೆಗಳು-1ಕ್ಕೆ ಉತ್ತರಿಸುವುದು

III ಪದ್ಯ: ಭಾವಾರ್ಥ ಆಂತರಿಕ ಆಯ್ಕೆ 5 ಅಂಕಗಳ 2 ಪ್ರಶ್ನೆಗಳು

1ಕ್ಕೆ ಉತ್ತರಿಸುವುದು. **1x5=05**

IV ಪದ್ಯ : 4 ಅಂಕಗಳ 4 ಪ್ರಶ್ನೆಗಳು

2ಕ್ಕೆ ಉತ್ತರಿಸುವುದು. 2x4=08

V 1 ಅಂಕಗಳ 8 ಪ್ರಶ್ನೆಗಳು 1x8=08

ಅ) ಕಾವ್ಯ - 4

ಆ) ಗದ್ಯ - 2

ಇ) ಸಂಕೀರ್ಣ - 2

ಪ್ರಥಮ ಬಿಎಸ್ಸಿ/ಬಿ.ಎಸ್ಸಿ (ಎಫ್‌ಎನ್‌ಡಿ), ಬಿ.ಎಸ್ಸಿ (ಹೆಚ್.ಎಸ್), ಬಿ.ಎಸ್ಸಿ (ಸಿಎಸ್), ಬಿ.ಎಸ್ಸಿ (ಫ್ಯಾಶನ್ ಡಿಸೈನ್), ಬಿ.ಎಸ್ಸಿ (ಗಾರ್ಮೆಂಟ್ ಡಿಸೈನ್), ಬಿ.ಎಸ್ಸಿ (ಲೆದರ್ ಡಿಸೈನ್), ಬಿ.ಎಸ್ಸಿ (ಇಂಟಿರಿಯರ್ ಡಿಸೈನ್ ಆಂಡ್ ಡೆಕೋರೇಶನ್), ಬಿ.ಎಸ್ಸಿ (ಆನಿಮೇಶನ್ ಆಂಡ್ ವಿಜುವಲ್ ಇಫೆಕ್ಟ್ಸ್), ಬಿ.ಎಸ್ಸಿ (ಕೌನ್ಸಿಲಿಂಗ್), ಬಿ.ಎಸ್ಸಿ (ಪುಡ್ ಟೆಕ್ನಾಲಜಿ), ಬಿ.ಎಸ್ಸಿ (ಫ್ಯಾಡ್) ಕನ್ನಡ ಭಾಷಾ ಪಠ್ಯ

ಮೊದಲ ಚತುರ್ಮಾಸ

B.Sc FAD Degree / Honours Degree Programme, Science subjects

| | |
|---|--|
| Course Title | ಬಿ.ಎಸ್ಸಿ (ಫ್ಯಾಡ್) - ಕನ್ನಡ ಭಾಷಾ ಪಠ್ಯ: ವಿನ್ಯಾಸ ಕನ್ನಡ |
| Total Contact Hour : 52 to 56 | Course Credits : 03 |
| Formative Assessment Marks : 40 (CIE) | Duration of ESA / Exam : 3 hours |
| Model Syllabus Authors : Multiple Authors | Summative Assessment Marks : 60 (SEE) |

| ವಿವರಗಳು | ಬೋಧನಾ ಅವಧಿ |
|--------------------------------|------------|
| ಘಟಕ - 1 ಕನ್ನಡ ನಾಡು ನುಡಿ ಚಿಂತನೆ | 13/14 |
| ಘಟಕ - 2 ಸೌಂದರ್ಯ | 13/14 |
| ಘಟಕ - 3 ಒಲುಮೆ | 13/14 |
| ಘಟಕ - 4 ಸಂಕೀರ್ಣ | 13/14 |

ಘಟಕ -1 ಕನ್ನಡ ನಾಡು-ನುಡಿ-ಚಿಂತನೆ

ಕನ್ನಡ ನಾಡು ರೂಪುಗೊಂಡದ್ದರಿಂದ ಪ್ರಾರಂಭಿಸಿ ಅದರ ಶ್ರೀಮಂತಿಕೆ, ವೈಶಿಷ್ಟ್ಯತೆ, ಅದರ ಲೋಕದೃಷ್ಟಿ, ಕಲಾ ಪ್ರಕಾರಗಳಲ್ಲಿನ ಸಮೃದ್ಧತೆ, ರಾಜಕೀಯ ಸಾಮಾಜಿಕ ಚಿಂತನೆಗಳ ಸ್ವೋಪಜ್ಞತೆ, ಅದರ ಭೌಗೋಳಿಕ ಸೌಂದರ್ಯ, ವಿವಿಧ ಕ್ಷೇತ್ರಗಳಲ್ಲಿನ ಸಾಧಕರು,

ಮಹತ್ವದ ಚಳುವಳಿಗಳು, ಭಾರತ ಮತ್ತು ವಿಶ್ವಕ್ಕೆ ಕನ್ನಡದ ಕೊಡುಗೆಗಳು ಇವುಗಳಲ್ಲಿ ಕೆಲವನ್ನು ಆಯ್ದು ಪಠ್ಯವನ್ನು ರೂಪಿಸುವ ಮೂಲಕ ವಿದ್ಯಾರ್ಥಿಗಳಲ್ಲಿ ನಾಡು-ನುಡಿ ಕುರಿತ ಅಭಿಮಾನವನ್ನು ಜಾಗೃತಗೊಳಿಸುವುದು ಈ ಘಟಕದ ಉದ್ದೇಶವಾಗಿರುತ್ತದೆ.

ಘಟಕ -2 ಸೌಂದರ್ಯ

ಸೌಂದರ್ಯ ಎನ್ನುವುದು ಮನುಷ್ಯ ಕಲ್ಪನೆಯೂ ಹೌದು, ಪ್ರಕೃತಿಯ ಕಾಲಾತೀತ ವಾಸ್ತವವೂ ಹೌದು. ಸೌಂದರ್ಯವು ವಸುವಿನಲ್ಲಿದೆಯೇ? ನೋಡುವ ಕಣ್ಣಿನಲ್ಲಿದೆಯೇ ಎನ್ನುವುದು ಬೀಜವೃಕ್ಷ ನ್ಯಾಯದಷ್ಟು ಆದಿಮವಾದುದು. ಸೌಂದರ್ಯ ಮೀಮಾಂಸೆಯನ್ನೂ ಮಾನವ ನಾಗರಿಕತೆ ಬಲು ಶ್ರದ್ಧೆಯಿಂದ. ಪ್ರೀತಿಯಿಂದ ಕಟ್ಟಿದೆ. ಮನಸ್ಸಿನ ಸೌಂದರ್ಯಕ್ಕೂ ವಸ್ತು ಸೌಂದರ್ಯಕ್ಕೂ ಇರುವ ಸಂಬಂಧವನ್ನು ಹೇಳುವ ಪಠ್ಯಗಳನ್ನು ಆರಿಸಬಹುದು. ದೈಹಿಕವಾದ ಸೌಂದರ್ಯ ಮಾದರಿಗಳಿಂದ ಹಿಡಿದು ಪ್ರಾಕೃತಿಕ ಸೌಂದರ್ಯದ ತನಕ, ವಾಸ್ತುಶಿಲ್ಪದ ಸೌಂದರ್ಯದಿಂದ ಹಿಡಿದು ಮನೆಯ ಒಳಾಂಗಣದ ಸೌಂದರ್ಯದ ತನಕ, ಸಾಹಿತ್ಯಕ ಪಠ್ಯಗಳ ಸೌಂದರ್ಯ ಮೀಮಾಂಸೆಯ ತನಕ ಪಠ್ಯಗಳನ್ನು ಆರಿಸಬಹುದು. ಸೌಂದರ್ಯಾಭಿರುಚಿ ಎಂದರೇನು ಎನ್ನುವುದರ ಬಗ್ಗೆಯೂ ಪಠ್ಯಗಳನ್ನು ಆರಿಸಬಹುದು. ಸೌಂದರ್ಯದ ಅತಿ ಮೋಹವು ವ್ಯಸನವೂ ಆಗಬಹುದು ಎನ್ನುವುದನ್ನೂ ಅವಶ್ಯವಾಗಿ ಗಮನಿಸಬಹುದು. ಸೌಂದರ್ಯ ಪ್ರಜ್ಞೆ ಹೆಣ್ಣಿನ ದೌರ್ಬಲ್ಯ ಎನ್ನುವ ಮಿಥ್ಯೆಯ ಬಗೆಗೂ ಚರ್ಚಿಸಬಹುದು. ಅದನ್ನು ಒಂದು ವಿಶೇಷ ಸಂವೇದನೆಯಾಗಿ ನೋಡುವ ಸಾಧ್ಯತೆಯೂ ಇದೆ.

ಘಟಕ -2 ಒಲುಮೆ

ಒಲುಮೆ, ಒಲವು ಎನ್ನುವ ಪರಿಕಲ್ಪನೆಗಳಲ್ಲಿ ವ್ಯಕ್ತವಾಗುವುದು ಪ್ರೀತಿ, ಅಂತಃಕರಣ, ಬಾಂಧವ್ಯ, ಗೌರವ ಎಲ್ಲವೂ ಬೆರೆತ ಮನಃಸ್ಥಿತಿ. ಕ್ಷಣವೊಂದರಲ್ಲಿ ಪ್ರೀತಿ ಹುಟ್ಟಿತು, ಅದರೆ ಒಲುಮೆಯು ಕಾಲದ ಕುಲುಮೆಯಲ್ಲಿ ಬೆಂದು ಹದವಾಗುವ ಸ್ಥಿತಿ. ನಂಬಿಕೆ-ಅಪನಂಬಿಕೆಗಳ, ಬೇಕು-ಬೇಡಗಳ ಪ್ರಾಥಮಿಕ ಘಟ್ಟಗಳನ್ನು ದಾಟಿದಾಗ ಸಿಗುವ ಅಮೃತವೆ ಒಲುಮೆ ಎನ್ನಬಹುದು. ಇದು ಗಂಡು-ಹೆಣ್ಣಿನ, ಗಂಡ-ಹೆಂಡತಿಯ ಸಂಬಂಧಕ್ಕೆ ಮಾತ್ರ ಸೀಮಿತವಲ್ಲ. ತಾಯಿ-ಮಗು, ತಂದೆ-ಮಕ್ಕಳು, ಅಕ್ಕ-ತಂಗಿ, ಅಣ್ಣ ತಮ್ಮ ಸ್ನೇಹಿತರು - ಹೀಗೆ ಎಲ್ಲಾ ಮಾನವ ಸಂಬಂಧಗಳಿಗೂ ಅನ್ವಯವಾಗುತ್ತದೆ. ಸಂಬಂಧವು ಅರಳಿ ಪರಿಮಳ ಸೂಸುವ ಅಂತಿಮ ಘಟ್ಟವನ್ನು ಒಲುಮೆ ಎಂದು ಗುರುತಿಸಬಹುದು. ಸಾಹಿತ್ಯದ ಹಲವು ಪ್ರಕಾರಗಳಲ್ಲಿ ಅಭಿವ್ಯಕ್ತವಾಗಿರುವ ಒಲುಮೆಯ ವಿವಿಧ ಬಣ್ಣಗಳನ್ನು ಪಠ್ಯಗಳಲ್ಲಿ ಸಂಯೋಜಿಸಬಹುದು.

ಘಟಕ -4 ಸಂಕೀರ್ಣ

ವಿಜ್ಞಾನದ ಜೊತೆಗೆ ಬದುಕಿನ ಇನ್ನಿತರ ಆಲೋಚನಾ ನೆಲೆಗಳನ್ನೂ ವಿದ್ಯಾರ್ಥಿಗಳಿಗೆ ತಲುಪಿದ ಆಶಯದಿಂದ ಸಂಕೀರ್ಣ ಎನ್ನುವ ಭಾಗವನ್ನು ಪಠ್ಯದಲ್ಲಿ ಅಳವಡಿಸಲಾಗಿದೆ. ಸಾಹಿತ್ಯ ಮತ್ತು ಸಾಮಾಜಿಕ ಸಂಸ್ಕೃತಿ ಹಾಗೂ ವೈಜ್ಞಾನಿಕತೆಯ ವಿವಿಧ ಆಯಾಮಗಳನ್ನು ಪ್ರಸ್ತಾಪಿಸುವ ಸಲುವಾಗಿ ಈ ಬಗೆಯ ಓದಿನಿಂದ ಸಾಹಿತ್ಯಕ್ಕೆ ಇರುವ ಅನ್ಯಶಿಸ್ತುಗಳ ಜೊತೆಗಿನ ಒಡನಾಟ ಮತ್ತು ಅನನ್ಯತೆ ವಿದ್ಯಾರ್ಥಿಗಳಿಗೆ ಲಭಿಸುತ್ತದೆ.

ವಿಜ್ಞಾನ ಮತ್ತು ಸಾಹಿತ್ಯ ಸಂಬಂಧಗಳು

ಕನ್ನಡ ಭಾಷೆಯಲ್ಲಿ ವಿಜ್ಞಾನ ಬರಹಗಳ ಇತಿಹಾಸ

ಇಬ್ಬರು ಬರಹಗಾರರ ಎರಡು ಲೇಖನಗಳು

ಸಾಮಾಜಿಕ ಮತ್ತು ಮಾನವೀಯ ಮೌಲ್ಯಗಳ ಮಹತ್ವವನ್ನು ಸಾರುವ ಕನ್ನಡದ ಉತ್ತಮ ಬರಹಗಳು - ಈ ರೀತಿ ಇನ್ನಿತರ ಪಠ್ಯಗಳು

NEP ರಾಷ್ಟ್ರೀಯ ಶಿಕ್ಷಣ ನೀತಿ - 2020ರ ಅನ್ವಯ

ಮಂಗಳೂರು ವಿಶ್ವವಿದ್ಯಾನಿಲಯ

ಪ್ರಥಮ ಬಿಎಸ್ಸಿ/ಬಿ.ಎಸ್ಸಿ (ಎಫ್‌ಎನ್‌ಡಿ), ಬಿ.ಎಸ್ಸಿ (ಹೆಚ್.ಎಸ್), ಬಿ.ಎಸ್ಸಿ (ಸಿಎಸ್), ಬಿ.ಎಸ್ಸಿ (ಫ್ಯಾಶನ್ ಡಿಸೈನ್), ಬಿ.ಎಸ್ಸಿ (ಗಾರ್ಮೆಂಟ್ ಡಿಸೈನ್), ಬಿ.ಎಸ್ಸಿ (ಲೆದರ್ ಡಿಸೈನ್), ಬಿ.ಎಸ್ಸಿ (ಇಂಟಿರಿಯರ್ ಡಿಸೈನ್ ಆಂಡ್ ಡೆಕೋರೇಶನ್), ಬಿ.ಎಸ್ಸಿ (ಅನಿಮೇಶನ್ ಆಂಡ್ ವಿಜುವಲ್ ಇಫೆಕ್ಟ್ಸ್), ಬಿ.ಎಸ್ಸಿ (ಕೌನ್ಸಿಲಿಂಗ್), ಬಿ.ಎಸ್ಸಿ (ಪುಡ್ ಟೆಕ್ನಾಲಜಿ)

ವಿಜ್ಞಾನ ಗಂಗೋತ್ರಿ - 1

ಮೊದಲ ಚತುರ್ಮಾಸ

ಒಟ್ಟು ಕ್ರೆಡಿಟ್‌ಗಳು 3, ಬೋಧನಾ ಅವಧಿ 4+0+0,

ಸೆಮಿಸ್ಟರ್‌ನಲ್ಲಿ ಒಟ್ಟು 100 ಅಂಕಗಳು

ಖಜಾ - ಸೆಮಿಸ್ಟರ್ ಅಂತ್ಯದ ಪರೀಕ್ಷೆ - 60 ಅಂಕಗಳು

ಅಖಜಾ - ನಿರಂತರ ಆಂತರಿಕ ಮೌಲ್ಯಮಾಪನ - 40 ಅಂಕಗಳು

(ಕನ್ನಡ ನಾಡು ನುಡಿ ಚಿಂತನೆ - ಸೌಂದರ್ಯ- ಒಲುಮೆ-ಸಂಕೀರ್ಣ)

ಘಟಕ I ಪರಿವಿಡಿ

ಕನ್ನಡ ನಾಡುನುಡಿ ಚಿಂತನೆ

15 ಅಂಕಗಳು

1. ಉದಯವಾಗಲಿ ನಮ್ಮ ಚೆಲುವ ಕನ್ನಡನಾಡು - ಹುಯಿಲಗೋಳ ನಾರಾಯಣ ರಾವ್ (ಕಾವ್ಯ)
2. ನನ್ನ ಕನ್ನಡ ಜಗತ್ತು ಕೆ.ವಿ. ಸುಬ್ಬಣ್ಣ(ಲೇಖನ)
3. ಬೆಂಕಿ ಬಿದ್ದಿದೆ ಮನೆಗೆ ಕಯ್ಯಾರ ಕಿಣ್ಣಣ್ಣ ರೈ (ಕಾವ್ಯ)
4. ಕನ್ನಡ ನಾಡು, ನುಡಿ, ಜಲ, ಭಾಷೆ ಡಾ. ಗೀತಾ ನಾಗಭೂಷಣ (ಲೇಖನ)

ಘಟಕ II ಸೌಂದರ್ಯ

15 ಅಂಕಗಳು

1. ಶಾನುಭೋಗರ ಮಗಳು ಕೆ.ಎಸ್.ನ (ಕಾವ್ಯ)
2. ಮಾತಿನ ಮಲ್ಲಿ ಹಾ.ಮಾ. ನಾಯಕ (ಪ್ರಬಂಧ)
3. ಬೆಳಗು ದ.ರಾ. ಬೇಂದ್ರೆ (ಕಾವ್ಯ)
4. ಪಾತಾಳ ಗಂಗಾ-
ಬರಿದಾಗಲಿರುವ ಅಂತರಗಂಗಿ ಸಂತೋಷಕುಮಾರ್ ಮೆಹಂದಳೆ (ಲೇಖನ)

ಘಟಕ III ಒಲುಮೆ

15 ಅಂಕಗಳು

1. ಪ್ರೀತಿ ಇಲ್ಲದ ಮೇಲೆ ಜಿ.ಎಸ್.ಎಸ್. (ಕಾವ್ಯ)
2. ನನ್ನ ದೇವರು ಕುವೆಂಪು (ಕತೆ)
3. ನಾವು ಹುಡುಗಿಯರೇ ಹೀಗೆ ಪ್ರತಿಭಾ ನಂದಕುಮಾರ್ (ಕಾವ್ಯ)
4. ಜ್ಞಾನ ಸಮಾಜದ ಕಡೆಗೆ
ಎ.ಪಿ.ಜಿ. ಅಬ್ದುಲ್ ಕಲಾಂ ಅನು: ಜಿ.ಕೆ. ಮಧ್ಯಸ್ಥ (ಲೇಖನ)

ಘಟಕ IV ಸಂಕೀರ್ಣ

15 ಅಂಕಗಳು

1. ಅಕ್ಷರ ಕಲಿಕೆಗಾಗಿ ಹೋರಾಟ ದೇ. ಜವರೇಗೌಡ (ಲೇಖನ)
2. ರೊಟ್ಟಿ ಪಿ. ಲಂಕೇಶ್ (ಕತೆ)
3. ನಾಗರೀಕತೆ ಬರೆವ ಜರವಾ ಚಿತ್ರ ರಹಮತ್ ತರೀಕೆರೆ (ಲೇಖನ)

4. ಸೂರ್ಯನಿಗೆ ಕಂಕಣ ಕಟ್ಟಿದವರು ಯಾರು? ಡಾ. ಬಿ.ಎ. ವಿವೇಕ ರೈ (ಲೇಖನ)

ಪ್ರಧಾನ ಸಂಪಾದಕರು : ಪ್ರೊ. ಸೋಮಣ್ಣ

ಕಾರ್ಯನಿವಾರ್ಹಕ ಸಂಪಾದಕರು : ಡಾ. ಮಾಧವ ಎಂ.ಕೆ.

ಸಂಪಾದಕರು : ಡಾ. ವರದರಾಜ ಚಂದ್ರಗಿರಿ, ಡಾ. ರವಿಕುಮಾರ್, ಶ್ರೀ ನಟೀಶ್ ಆಳ್ವ

ಮಾದರಿ ಪ್ರಶ್ನೆ ಪತ್ರಿಕೆ-ಅಂಕಗಳ ವಿಂಗಡಣೆ-ಒಟ್ಟು ಅಂಕಗಳು-60+40(ಆಂತರಿಕ)

I 8 ಅಂಕಗಳ ಒಟ್ಟು 3 ಪ್ರಶ್ನೆಗಳಿಗೆ ಉತ್ತರಿಸುವುದು. $3 \times 8 = 24$

1. ಪ್ರಶ್ನೆ 1. ಪದ್ಯ : ಆಂತರಿಕ ಆಯ್ಕೆಯ 2 ಪ್ರಶ್ನೆಗಳು-ಅದಕ್ಕೆ ಉತ್ತರಿಸುವುದು.
2. ಪ್ರಶ್ನೆ 2 ಗದ್ಯ : ಆಂತರಿಕ ಆಯ್ಕೆಯ 2 ಪ್ರಶ್ನೆಗಳು-1ಕ್ಕೆ ಉತ್ತರಿಸುವುದು
3. ಪ್ರಶ್ನೆ 3 ಸಂಕೀರ್ಣ(ನಾಟಕ) : ಆಂತರಿಕ ಆಯ್ಕೆಯ ಎರಡು ಪ್ರಶ್ನೆಗಳು.
-1ಕ್ಕೆ ಉತ್ತರಿಸುವುದು.

II 5 ಅಂಕಗಳ ಒಟ್ಟು 3 ಪ್ರಶ್ನೆಗಳಿಗೆ ಉತ್ತರಿಸುವುದು. $3 \times 5 = 15$

1. ಪ್ರಶ್ನೆ 1 ಪದ್ಯ : ಆಂತರಿಕ ಆಯ್ಕೆಯ 2 ಪ್ರಶ್ನೆಗಳು-1ಕ್ಕೆ ಉತ್ತರಿಸುವುದು
2. ಪ್ರಶ್ನೆ 2 ಗದ್ಯ : ಆಂತರಿಕ ಆಯ್ಕೆಯ 2 ಪ್ರಶ್ನೆಗಳು-1ಕ್ಕೆ ಉತ್ತರಿಸುವುದು.
3. ಪ್ರಶ್ನೆ 3 ಸಂಕೀರ್ಣ(ನಾಟಕ): ಆಂತರಿಕ ಆಯ್ಕೆಯ 2 ಪ್ರಶ್ನೆಗಳು-1ಕ್ಕೆ ಉತ್ತರಿಸುವುದು

III ಪದ್ಯ: ಭಾವಾರ್ಥ ಆಂತರಿಕ ಆಯ್ಕೆ 5 ಅಂಕಗಳ 2 ಪ್ರಶ್ನೆಗಳು

1ಕ್ಕೆ ಉತ್ತರಿಸುವುದು. $1 \times 5 = 05$

IV ಪದ್ಯ : 4 ಅಂಕಗಳ 4 ಪ್ರಶ್ನೆಗಳು

2ಕ್ಕೆ ಉತ್ತರಿಸುವುದು. $2 \times 4 = 08$

V 1 ಅಂಕಗಳ 8 ಪ್ರಶ್ನೆಗಳು $1 \times 8 = 08$

ಅ) ಕಾವ್ಯ - 4

ಆ) ಗದ್ಯ - 2

ಇ) ಸಂಕೀರ್ಣ - 2

ಪ್ರಥಮ ಬಿಎಸ್ಸಿ ಕನ್ನಡ ಭಾಷಾ ಪಠ್ಯ

ಮೊದಲ ಚತುರ್ಮಾಸ

B.Sc Degree / Honours Degree Programme, Science subjects

| | |
|---|---------------------------------------|
| Course Title | ಬಿ.ಎಸ್ಸಿ - ಕನ್ನಡ ಭಾಷಾ ಪಠ್ಯ |
| Total Contact Hour : 52 to 56 | Course Credits : 03 |
| Formative Assessment Marks : 40 | Duration of ESA / Exam : 3 hours |
| Model Syllabus Authors : Multiple Authors | Summative Assessment Marks : 60 (SEE) |

| ವಿವರಗಳು | ಬೋಧನಾ ಅವಧಿ |
|--------------------------------|------------|
| ಘಟಕ - 1 ಕನ್ನಡ ನಾಡು ನುಡಿ ಚಿಂತನೆ | 13/14 |
| ಘಟಕ - 2 ಭೂಮಿ | 13/14 |
| ಘಟಕ - 3 ವೈಜ್ಞಾನಿಕ ಮನೋಧರ್ಮ | 13/14 |
| ಘಟಕ - 4 ಸಂಕೀರ್ಣ | 13/14 |

ಘಟಕ -1 ಕನ್ನಡ ನಾಡು-ನುಡಿ-ಚಿಂತನೆ

ಕನ್ನಡ ನಾಡು ರೂಪುಗೊಂಡದ್ದರಿಂದ ಪ್ರಾರಂಭಿಸಿ ಅದರ ಶ್ರೀಮಂತಿಕೆ, ವೈಶಿಷ್ಟ್ಯತೆ, ಅದರ ಲೋಕದೃಷ್ಟಿ, ಕಲಾ ಪ್ರಕಾರಗಳಲ್ಲಿನ ಸಮೃದ್ಧತೆ, ರಾಜಕೀಯ ಸಾಮಾಜಿಕ ಚಿಂತನೆಗಳ ಸ್ವೋಪಜ್ಞತೆ, ಅದರ ಭೌಗೋಳಿಕ ಸೌಂದರ್ಯ, ವಿವಿಧ ಕ್ಷೇತ್ರಗಳಲ್ಲಿನ ಸಾಧಕರು, ಮಹತ್ವದ ಚಳುವಳಿಗಳು, ಭಾರತ ಮತ್ತು ವಿಶ್ವಕ್ಕೆ ಕನ್ನಡದ ಕೊಡುಗೆಗಳು ಇವುಗಳಲ್ಲಿ ಕೆಲವನ್ನು ಆಯ್ದು ಪಠ್ಯವನ್ನು ರೂಪಿಸುವ ಮೂಲಕ ವಿದ್ಯಾರ್ಥಿಗಳಲ್ಲಿ ನಾಡು-ನುಡಿ ಕುರಿತ ಅಭಿಮಾನವನ್ನು ಜಾಗೃತಗೊಳಿಸುವುದು ಈ ಘಟಕದ ಉದ್ದೇಶವಾಗಿರುತ್ತದೆ.

ಘಟಕ -2 ಭೂಮಿ

ಭೂಮಿಯು ಮನುಷ್ಯರ ಮೂಲರಂಗವಾಗಿದೆ. ಭೂಮಿಯು ನಮ್ಮ ಮೂಲದೇವತೆಯೂ ಹೌದು. ಆದ್ದರಿಂದಲೇ ಭೂಮಿತಾಯಿ ಎನ್ನುವುದು ಆರಾಧನೆಯ ನೆಲೆ ಮಾತ್ರವಲ್ಲ, ಅದು ನಮ್ಮ ಅಸ್ತಿತ್ವದ ಸಂಗತಿಯೂ ಆಗಿದೆ. ಭೂಮಿಯಿಲ್ಲದೆ, ಭೂಮಿಯ ಜೀವ ಸಂಪನ್ಮೂಲಗಳಿಲ್ಲದೆ ಮನುಷ್ಯರ ಅಸ್ತಿತ್ವವೇ ಇರಲಾರದು. ಭೂಮಿಯ ಒಳಗು, ಹೊರಗು ಈ ಎಲ್ಲವು ನಮ್ಮ ಸವಲತ್ತು ಹೌದು. ಜವಾಬ್ದಾರಿಯೂ ಹೌದು. ಇತ್ತೀಚಿನ ಕಾಲಘಟ್ಟದಲ್ಲಿ ಭೂಮಿಯನ್ನು ಮನುಷ್ಯರು ಶೋಷಣೆ ಮಾಡುತ್ತಾ ಬಂದಿದ್ದು ಮನುಕುಲದ ಅಸ್ತಿತ್ವವೇ ಆತಂಕವನ್ನು ಎದುರಿಸುತ್ತಿದೆ. ಈ ಭಾಗದಲ್ಲಿ ಭೂಮಿಯ ವೈಜ್ಞಾನಿಕ ವಿವರಣೆಯಿಂದ ಹಿಡಿದು, ಆರಂಭದಿಂದ ಇಲ್ಲಿಯ ತನಕ ಮನುಷ್ಯರು ಭೂಮಿಯನ್ನು ನೋಡುತ್ತಾ ಬಂದಿರುವ ದೃಷ್ಟಿಕೋನಗಳನ್ನು ಪಠ್ಯವಾಗಿ ಇಡಬಹುದು. ಆರಾಧನೆಯಿಂದ ಹಿಡಿದು ಇಲ್ಲದ ಅಧಿಕಾರವನ್ನು ಭೂಮಿಯ ಮೇಲೆ ಚಲಾಯಿಸುವುದರ ತನಕ ಪಠ್ಯ ವಸ್ತುಗಳನ್ನು ಆರಿಸಿಕೊಳ್ಳುವುದು. ಜಲ ಸಂಪನ್ಮೂಲಗಳಿಂದ ಹಿಡಿದು, ಅದಿರುಗಳು, ಕೃಷಿ ಈ ಎಲ್ಲವನ್ನೂ ಒಳಗೊಳ್ಳುವುದು, ಭೂಮಿಯ ಮೇಲಿನ ಮನುಷ್ಯರ ಅತಿಕ್ರಮಣದಿಂದಾಗುವ ದುಷ್ಪರಿಣಾಮಗಳಿಗೆ ಒತ್ತು ಕೊಡುವುದು ಸಮಕಾಲೀನ ಆತಂಕಗಳ ಹಿನ್ನೆಲೆಯಲ್ಲಿ ಅಪೇಕ್ಷಣೀಯ. ಸಾಹಿತ್ಯದ ಮತ್ತು ಸಾಹಿತ್ಯೇತರ ಆಕರಗಳಿಂದಲೂ ಪಠ್ಯಗಳನ್ನು ಆರಿಸಿಕೊಂಡು ಭೂಮಿಯ ಮಹತ್ವವನ್ನು ವಿದ್ಯಾರ್ಥಿಗಳಿಗೆ ಮನವರಿಕೆ ಮಾಡಿಕೊಡುವುದು ಈ ಭಾಗದ ಉದ್ದೇಶವಾಗಿರುತ್ತದೆ.

ಘಟಕ -3 ವೈಜ್ಞಾನಿಕ ಮನೋಧರ್ಮ

ಆಧುನಿಕ ಭಾರತೀಯ ಸಮಾಜವು ಎದುರಿಸುತ್ತಿರುವ ಮುಖ್ಯ ಸವಾಲುಗಳಲ್ಲಿ ಒಂದು ವೈಜ್ಞಾನಿಕ ಮನೋಧರ್ಮದ ಕೊರತೆ, ಸಾಂಪ್ರದಾಯಿಕ, ವಿಧಿವಾದಿ ಬದುಕಿನ ದೃಷ್ಟಿಕೋನವು ಭಾರತೀಯರನ್ನು ವೈಜ್ಞಾನಿಕ ಮನೋಧರ್ಮದಿಂದ ಅಂತರದಲ್ಲಿ ಇಟ್ಟಿದೆ. ಅಥವಾ ವೈಜ್ಞಾನಿಕ ಮನೋಧರ್ಮ ಮತ್ತು ಮೂಢನಂಬಿಕೆಗಳ ನಡುವಿನ ಸಂಘರ್ಷವು ಭಾರತೀಯರ ಲಕ್ಷಣವೇ ಆಗಿ ಬಿಟ್ಟಿದೆ. ವಿಜ್ಞಾನಿಗಳು, ಪ್ರಗತಿಪರ ಚಿಂತಕರು ಭಾರತದ ಪ್ರಗತಿಗೆ ಮಾರಕವಾಗಿರುವ ಲಕ್ಷಣವೇ ಆಗಿಬಿಟ್ಟಿದೆ. ವಿಜ್ಞಾನಿಗಳು, ಪ್ರಗತಿಪರ ಚಿಂತಕರು ಭಾರತದ ಪ್ರಗತಿಗೆ ಮಾರಕವಾಗಿರುವ ಸಂಗತಿಗಳಲ್ಲಿ ಇದೂ ಒಂದು ಎಂದು ಪ್ರತಿಪಾದಿಸುತ್ತಾರೆ. ಈ ಹಿನ್ನೆಲೆಯಲ್ಲಿ ವಿದ್ಯಾರ್ಥಿಗಳಲ್ಲಿ ವೈಜ್ಞಾನಿಕ ಮನೋಧರ್ಮವನ್ನು ಬೆಳೆಸುವುದು ತೀರ ಅಗತ್ಯವಾಗಿದೆ. ನಂಬಿಕೆಗೂ, ಮೂಢನಂಬಿಕೆಗೂ ಇರುವ ವ್ಯತ್ಯಾಸವನ್ನು ತಿಳಿಸುವುದರ ಜೊತೆಗೆ ವೈಜ್ಞಾನಿಕ ಮನೋಧರ್ಮವು ಆರೋಗ್ಯಕರವಾದ ಮತ್ತು ಸಮಾನ ಪಾತಳಿಯ ಬದುಕಿನ ಕ್ರಮಗಳನ್ನು ರೂಪಿಸಬಲ್ಲದು ಎನ್ನುವುದನ್ನು ತಿಳಿಸುವುದು. ಸಾಮಾಜಿಕ, ಧಾರ್ಮಿಕ ಮತ್ತು ಸಾಂಸ್ಕೃತಿಕ ಲೋಕಗಳಲ್ಲಿನ ತರತಮಗಳನ್ನು ನಿವಾರಿಸುವಲ್ಲಿ ವೈಜ್ಞಾನಿಕ ಮನೋಭಾವದ ಪಾತ್ರವನ್ನು ಚರ್ಚಿಸುವಂತಹ, ಸದೃಢ ಸಮಾಜವನ್ನು ರೂಪಿಸುವಲ್ಲಿ ವೈಜ್ಞಾನಿಕ ಮನೋಭಾವದ ಜವಾಬ್ದಾರಿಯನ್ನು ಎತ್ತಿ ಹಿಡಿಯುವ ಪಠ್ಯಗಳನ್ನು ಆರಿಸಿಕೊಂಡು ವಿದ್ಯಾರ್ಥಿಗಳಲ್ಲಿ ವೈಜ್ಞಾನಿಕ ಮನೋಭಾವದ ಅಗತ್ಯ ಮತ್ತು ಮಹತ್ವ ಕುರಿತು ಅರಿವು ಮೂಡಿಸುವ ಉದ್ದೇಶ ಈ ಭಾಗದ್ದಾಗಿದೆ.

ಘಟಕ -4 ಸಂಕೀರ್ಣ

ವಿಜ್ಞಾನದ ಜೊತೆಗೆ ಬದುಕಿನ ಇನ್ನಿತರ ಆಲೋಚನಾ ನೆಲೆಗಳನ್ನೂ ವಿದ್ಯಾರ್ಥಿಗಳಿಗೆ ತಲುಪಿದ ಆಶಯದಿಂದ ಸಂಕೀರ್ಣ ಎನ್ನುವ ಭಾಗವನ್ನು ಪಠ್ಯದಲ್ಲಿ ಅಳವಡಿಸಲಾಗಿದೆ. ಸಾಹಿತ್ಯ ಮತ್ತು ಸಾಮಾಜಿಕ ಸಂಸ್ಕೃತಿ ಹಾಗೂ ವೈಜ್ಞಾನಿಕತೆಯ ವಿವಿಧ ಆಯಾಮಗಳನ್ನು ಪ್ರಸ್ತಾಪಿಸುವ ಸಲುವಾಗಿ ಈ ಬಗೆಯ ಓದಿನಿಂದ ಸಾಹಿತ್ಯಕ್ಕೆ ಇರುವ ಅನ್ಯತೆಗಳ ಜೊತೆಗಿನ ಒಡನಾಟ ಮತ್ತು ಅನನ್ಯತೆ ವಿದ್ಯಾರ್ಥಿಗಳಿಗೆ ಲಭಿಸುತ್ತದೆ.

ವಿಜ್ಞಾನ ಮತ್ತು ಸಾಹಿತ್ಯ ಸಂಬಂಧಗಳು

ಕನ್ನಡ ಭಾಷೆಯಲ್ಲಿ ವಿಜ್ಞಾನ ಬರಹಗಳ ಇತಿಹಾಸ

ಇಬ್ಬರು ಬರಹಗಾರರ ಎರಡು ಲೇಖನಗಳು

ಸಾಮಾಜಿಕ ಮತ್ತು ಮಾನವೀಯ ಮೌಲ್ಯಗಳ ಮಹತ್ವವನ್ನು ಸಾರುವ ಕನ್ನಡದ ಉತ್ತಮ ಬರಹಗಳು - ಈ ರೀತಿ ಇನ್ನಿತರ ಪಠ್ಯಗಳು

NEP ರಾಷ್ಟ್ರೀಯ ಶಿಕ್ಷಣ ನೀತಿ - 2020ರ ಅನ್ವಯ

ಮಂಗಳೂರು ವಿಶ್ವವಿದ್ಯಾನಿಲಯ

ಪ್ರಥಮ ಬಿವಿಸಿ

ಮೊದಲ ಚತುರ್ಮಾಸ

ವಿಜ್ಞಾನ ಗಂಗೋತ್ರಿ - 1

ಮೊದಲ ಚತುರ್ಮಾಸ

ಒಟ್ಟು ಕ್ರೆಡಿಟ್‌ಗಳು 3, ಬೋಧನಾ ಅವಧಿ 4+0+0,

ಸೆಮಿಸ್ಟರ್‌ನಲ್ಲಿ ಒಟ್ಟು 100 ಅಂಕಗಳು

SEE - ಸೆಮಿಸ್ಟರ್ ಅಂತ್ಯದ ಪರೀಕ್ಷೆ - 60 ಅಂಕಗಳು

CIE - ನಿರಂತರ ಅಂತರಿಕ ಮೌಲ್ಯಮಾಪನ - 40 ಅಂಕಗಳು

(ಕನ್ನಡ ನಾಡು ನುಡಿ ಚಿಂತನೆ - ಭೂಮಿ- ವೈಜ್ಞಾನಿಕ ಮನೋಧರ್ಮ-ಸಂಕೀರ್ಣ)

ಪರಿವಿಡಿ

ಘಟಕ I ಕನ್ನಡ ನಾಡು ನುಡಿ ಚಿಂತನೆ

15 ಅಂಕಗಳು

1. ಪಂಪಭಾರತ ಪಂಪ (ಆಯ್ದ ಕಾವ್ಯ ಭಾಗ)
2. ಕಣ್ಣೆ ಕಡು ಚೆಲ್ವುವಡೆದಿರುತಿಹುದು ನಂಜುಂಡ (ಕಾವ್ಯ)
3. ಹುತ್ತರಿ ಹಾಡು ಪಂಜೆ ಮಂಗೇಶ ರಾವ್ (ಕಾವ್ಯ)
4. ನಮ್ಮ ನುಡಿ ಮಾಸ್ತಿ (ಲೇಖನ)

ಘಟಕ II ಭೂಮಿ

15 ಅಂಕಗಳು

1. ಬೆಟ್ಟದ ಜೀವ ಶಿವರಾಮ ಕಾರಂತ (ಕಾದಂಬರಿಯ ಆಯ್ದ ಭಾಗ)
2. ಮಳೆ ಬರುವ ಹಾಗಿದೆ ಅನುವಾದ : ಹೆಚ್.ಎಸ್. ಶಿವಪ್ರಕಾಶ್ (ಕಾವ್ಯ)
3. ಲಾರಾ ಇಂಗಲ್ಸ್ ವೈಲ್ಡರ್ ಆಯ್ದ ಭಾಗ - ಗದ್ಯ (ಕನ್ನಡಕ್ಕೆ : ಪ್ರೊ. ಎಸ್.ಅನಂತನಾರಾಯಣ)
4. ಯದುಗಿರಿಯ ಮೌನ ವಿಕಾಸ ಪು.ತಿ.ನ. (ಕಾವ್ಯ)

ಘಟಕ III ವೈಜ್ಞಾನಿಕ ಮನೋಧರ್ಮ

15 ಅಂಕಗಳು

1. ಡಾರ್ವಿನ್‌ನ ಜೀವನದಿಂದ ಕಲಿಯಬೇಕಾದ ಪಾಠಗಳು ಬಿ.ಪಿ. ರಾಧಾಕೃಷ್ಣ
2. ಮಂಕುತಿಮ್ಮನ ಕಗ್ಗ ಡಿ.ವಿ.ಜಿ (ಆಯ್ದ ಚೌಪದಿಗಳು)
3. ಪಂಚತಂತ್ರದ ಕತೆ ಕಥಾ ಚೌಕಟ್ಟು ಭಾಗ : ಮೊದಲನೆಯ ಭಾಗ
4. ಹಸುರು ಹೊನ್ನು ಬಿ.ಜಿ.ಎಲ್. ಸ್ವಾಮಿ (ಲೇಖನ)

ಘಟಕ IV ಸಂಕೀರ್ಣ

15 ಅಂಕಗಳು

1. ತಂದೆಯವರ ಸಹಾಯ ಮಾಲ್ಗುಡಿಯ ದಿನಗಳು (ಅನು: ಡಾ. ಎಚ್. ರಾಮಚಂದ್ರ ಸ್ವಾಮಿ)
2. ನೆನಪುಗಳು ನೋಯಲಿಲ್ಲ ನೇಮಿಚಂದ್ರ (ಕತೆ)
3. ತಾವು ವರ್ಣದ ತಾಯಿ ಪಿ. ಚಂದ್ರಿಕಾ (ಕಾವ್ಯ)
4. ಸೌಂದರ್ಯ ಮತ್ತು ಮೈಬಣ್ಣ ಮೂಲ: ರಾಮ ಮನೋಹರ ಲೋಹಿಯಾ

ಪ್ರಧಾನ ಸಂಪಾದಕರು : ಪ್ರೊ. ಸೋಮಣ್ಣ

ಕಾರ್ಯನಿವಾರ್ಹಕ ಸಂಪಾದಕರು : ಡಾ. ಮಾಧವ ಎಂ.ಕೆ.

ಸಂಪಾದಕರು : ಡಾ. ಶೈಲಜಾ, ಶ್ರೀ ಪುತ್ತಿ ವಸಂತ ಕುಮಾರ್, ಡಾ. ಪ್ರಜ್ಞಾ ಮಾರ್ಪಳ್ಳಿ

ಮಾದರಿ ಪ್ರಶ್ನೆ ಪತ್ರಿಕೆ-ಅಂಕಗಳ ವಿಂಗಡಣೆ-ಒಟ್ಟು ಅಂಕಗಳು-60+40(ಆಂತರಿಕ)

I 8 ಅಂಕಗಳ ಒಟ್ಟು 3 ಪ್ರಶ್ನೆಗಳಿಗೆ ಉತ್ತರಿಸುವುದು. 3x8=24

1. ಪ್ರಶ್ನೆ 1. ಪದ್ಯ : ಆಂತರಿಕ ಆಯ್ಕೆಯು 2 ಪ್ರಶ್ನೆಗಳು-ಅದಕ್ಕೆ ಉತ್ತರಿಸುವುದು.
2. ಪ್ರಶ್ನೆ 2 ಗದ್ಯ : ಆಂತರಿಕ ಆಯ್ಕೆಯು 2 ಪ್ರಶ್ನೆಗಳು-1ಕ್ಕೆ ಉತ್ತರಿಸುವುದು
3. ಪ್ರಶ್ನೆ 3 ಸಂಕೀರ್ಣ(ನಾಟಕ) : ಆಂತರಿಕ ಆಯ್ಕೆಯು ಎರಡು ಪ್ರಶ್ನೆಗಳು.
-1ಕ್ಕೆ ಉತ್ತರಿಸುವುದು.

II 5 ಅಂಕಗಳ ಒಟ್ಟು 3 ಪ್ರಶ್ನೆಗಳಿಗೆ ಉತ್ತರಿಸುವುದು. $3 \times 5 = 15$

1. ಪ್ರಶ್ನೆ 1 ಪದ್ಯ : ಆಂತರಿಕ ಆಯ್ಕೆಯು 2 ಪ್ರಶ್ನೆಗಳು-1ಕ್ಕೆ ಉತ್ತರಿಸುವುದು
2. ಪ್ರಶ್ನೆ 2 ಗದ್ಯ : ಆಂತರಿಕ ಆಯ್ಕೆಯು 2 ಪ್ರಶ್ನೆಗಳು-1ಕ್ಕೆ ಉತ್ತರಿಸುವುದು.
3. ಪ್ರಶ್ನೆ 3 ಸಂಕೀರ್ಣ(ನಾಟಕ): ಆಂತರಿಕ ಆಯ್ಕೆಯು 2 ಪ್ರಶ್ನೆಗಳು-1ಕ್ಕೆ ಉತ್ತರಿಸುವುದು

III ಪದ್ಯ: ಭಾವಾರ್ಥ ಆಂತರಿಕ ಆಯ್ಕೆ 5 ಅಂಕಗಳ 2 ಪ್ರಶ್ನೆಗಳು

1ಕ್ಕೆ ಉತ್ತರಿಸುವುದು. $1 \times 5 = 05$

IV ಪದ್ಯ : 4 ಅಂಕಗಳ 4 ಪ್ರಶ್ನೆಗಳು

2ಕ್ಕೆ ಉತ್ತರಿಸುವುದು. $2 \times 4 = 08$

V 1 ಅಂಕಗಳ 8 ಪ್ರಶ್ನೆಗಳು $1 \times 8 = 08$

- ಅ) ಕಾವ್ಯ - 4
- ಆ) ಗದ್ಯ - 2
- ಇ) ಸಂಕೀರ್ಣ - 2

ಪ್ರಥಮ ಬಿ.ಬಿ.ಎ. ಕನ್ನಡ ಭಾಷಾ ಪಠ್ಯ

ಮೊದಲ ಚತುರ್ಮಾಸ

B.B.A Degree / Honours Degree Programme

Course Title ಬಿ.ಬಿ.ಎ. -

ಕನ್ನಡ ಭಾಷಾ ಪಠ್ಯ ವ್ಯವಹಾರ ನಿರ್ವಹಣಾ ಕನ್ನಡ

Total Contact Hour : 52 to 56 Course Credits : 03

Formative Assessment Marks : 40(CIE) Duration of ESA / Exam : 3 hours

Model Syllabus Authors : Multiple Authors Summative Assessment Marks : 60 (SEE)

ವಿವರಗಳು ಬೋಧನಾ ಅವಧಿ

ಘಟಕ - 1 ಕನ್ನಡ ನಾಡು ನುಡಿ ಚಿಂತನೆ 13/14

ಘಟಕ - 2 ಆಧುನಿಕತೆ 13/14

ಘಟಕ - 3 ಕುಟುಂಬ 13/14

ಘಟಕ - 4 ಸಂಕೀರ್ಣ 13/14

ಘಟಕ -1 ಕನ್ನಡ ನಾಡು-ನುಡಿ-ಚಿಂತನೆ

ಪದವಿ ಪಠ್ಯಗಳಲ್ಲಿ ಕನ್ನಡ ನಾಡು ನುಡಿ ಚಿಂತನೆಗಳು ಮತ್ತು ಕನ್ನಡ ಭಾಷಾ ಸಂಸ್ಕೃತಿಗೆ ಇರುವ ಬಹುಮುಖಿ ಆಯಾಮಗಳನ್ನು ಪರಿಗಣಿಸಿ ಘಟಕ-1 ಅನ್ನು ರೂಪಿಸಲಾಗಿದೆ. ರಾಷ್ಟ್ರಕವಿ ಕುವೆಂಪು ಅವರ ಕನ್ನಡ ಡಿಂಡಿಮ - ಮುನ್ನುಡಿ ಲೇಖನ. ಡಾ. ಹಾ.ಮಾ. ನಾಯಕರವರ 'ಕನ್ನಡ ಕಟ್ಟುವ ಕೆಲಸ ಲೇಖನ ಮತ್ತು ಹುಯಿಳಗೋಳ ನಾರಾಯಣ ರಾಯರ 'ಉದಯವಾಗಲಿ ನಮ್ಮ ಚೆಲುವ ಕನ್ನಡ ನಾಡು - ಕವನವನ್ನು ಅಧ್ಯಯನಕ್ಕೆ ಇಡಲಾಗಿದೆ. ಇದರಿಂದ ಕನ್ನಡ ನಾಡು-ನುಡಿಯ ಬಗ್ಗೆ ಹೆಚ್ಚಿನ ಅಭಿಮಾನ ಮೂಡುವುದಲ್ಲದೇ ಕನ್ನಡದ ಹಿರಿಮೆ-ಗರಿಮೆಯನ್ನು ಪರಿಚಯಿಸಲಾಗುತ್ತದೆ.

ಘಟಕ -2 ಆಧುನಿಕತೆ

ಕಳೆದ ಶತಮಾನದಿಂದ ಜಗತ್ತು ಆಧುನಿಕತೆಯ ಜೊತೆಗೆ ಮುಖಾಮುಖಿಯನ್ನು ನಡೆಸುತ್ತಲೇ ಬಂದಿದೆ. ಆಧುನಿಕತೆಯು ಆಕರ್ಷಣೆಯೂ ಹೌದು. ಬದಲಾವಣೆಯ ಪ್ರಕ್ರಿಯೆಯೂ ಹೌದು. ಸವಾಲು ಹೌದು, ದುರಂತವೂ ಹೌದು. ಮುಖ್ಯವಾಗಿ ಮೂರನೆಯ ಜಗತ್ತಿನ ರಾಷ್ಟ್ರಗಳ ವಿಷಯದಲ್ಲಿ ಇದು ಇನ್ನೂ ಹೆಚ್ಚು ಸಂಕೀರ್ಣವಾಗಿದೆ. ಆಧುನಿಕತೆಯು ಸಾಮಾಜಿಕ ತರತಮಗಳನ್ನು ನಿವಾರಿಸಿಕೊಳ್ಳಲು ಇರುವ ಪರಿಹಾರ ಮಾರ್ಗ ಎಂದೇ ಭಾವಿಸಲಾಗಿತ್ತು. ಕಾಲಕ್ರಮೇಣ ಆಧುನಿಕ ವಿದ್ಯಮಾನಗಳು ಶ್ರೇಣಿಕರಣವನ್ನು ಇನ್ನೂ ಬಲಪಡಿಸುತ್ತಿವೆ ಎನ್ನುವ ಸತ್ಯ ಈಗ ಬಯಲಾಗುತ್ತಿದೆ. ಆಧುನಿಕತೆಯ ಪರ ಮತ್ತು ವಿರೋಧದ ಅಂಶಗಳಿರುವ ಪಠ್ಯಗಳನ್ನು ಸಂಯೋಜಿಸಿದರೆ ವಿದ್ಯಾರ್ಥಿಗಳಿಗೆ ಆಧುನಿಕತೆಯ ಸ್ಪಷ್ಟ ಚಿತ್ರಣ ಸಿಗುತ್ತದೆ.

ಘಟಕ -3 ಕುಟುಂಬ

ಸಮಾಜದ ಮೂಲ ಘಟಕ ಕುಟುಂಬ, ಸಮಾಜದ ಎಲ್ಲ ಸಂಸ್ಥೆಗಳೂ (ದಾಂಪತ್ಯ, ಸ್ನೇಹ, ಪ್ರಭುತ್ವ ಮೌಲ್ಯ ವ್ಯವಸ್ಥೆ ಇತ್ಯಾದಿ) ಹುಟ್ಟುವುದೇ ಈ ಮೂಲ ಘಟಕದಿಂದ ಕುಟುಂಬದ ಆಧಾರ ಸ್ತಂಭವಾಗಿ ಗಂಡ-ಹೆಂಡತಿಯನ್ನು ಗುರುತಿಸಲಾಗುತ್ತಿದೆ ಎನ್ನುವುದು ನಿಜವಾದರೂ, ಅಲ್ಲಿ ಗಂಡಾಳಿಕೆಯ ವ್ಯವಸ್ಥೆಯಲ್ಲಿ ಅದು ಶ್ರೇಣೀಕೃತ ಸಮೀಕರಣವಾಗುತ್ತದೆ. ಗಂಡು ಕೇಂದ್ರದಲ್ಲಿದ್ದರೆ "ಹೆಣ್ಣು ಅಂಚಿನಲ್ಲಿರುವ ಸ್ಥಿತಿ ಇದಕ್ಕೊಂದು ವಿಷಮತೆಯನ್ನು ತರುತ್ತದೆ. ಇದರ ಜೊತೆ ಜೊತೆಗೇ ಹೆಣ್ಣು ಕುಟುಂಬದ ಕಣ್ಣು ಎನ್ನುವ ದೋರಣೆಯೂ ಅಷ್ಟೇ ಪ್ರಬಲವಾಗಿ ಚಾಲ್ತಿಯಲ್ಲಿದೆ. ಮಕ್ಕಳ ಮೇಲಿನ ಮೊದಲು ಮತ್ತು ಗಾಢವಾದ ಪ್ರಭಾವ ಕುಟುಂಬದ್ದೇ ಆಗಿರುತ್ತದೆ. ತಾಳ್ಮೆ, ಪ್ರೀತಿ, ತ್ಯಾಗ, ಶ್ರಮ, ಸಹಿಷ್ಣುತೆ, ಒಗ್ಗಟ್ಟು ಇತ್ಯಾದಿ ಗುಣಗಳನ್ನೆಲ್ಲ ನಾವು ಕಲಿಯುವುದು ಕುಟುಂಬ ವ್ಯವಸ್ಥೆಯಿಂದಲೇ, ಸಮಾಜದ ಮೂಲ ಘಟಕ ಕುಟುಂಬ ಎಂಬ ಧ್ಯೇಯದೊಂದಿಗೆ ಶಿವರಾಮ ಕಾರಂತರ ಬೆಟ್ಟದ ಜೀವ ಕಾದಂಬರಿಯ ಆಯ್ದು ಭಾಗ ಪಠ್ಯವನ್ನು ಇಡಲಾಗಿದೆ. ಈ ಭಾಗದಲ್ಲಿ ಕುಟುಂಬಿಕ ಪರಿಸರದ ಚಿತ್ರಣ, ಸ್ನೇಹ ಹಾಗೂ ಕುಟುಂಬದ ಆಧಾರ ಸ್ತಂಭವಾಗಿ ಕುಟುಂಬದ ಯಜಮಾನನನ್ನು ಗುರುತಿಸಲಾಗುತ್ತದೆ. ಬಡ ಹೆಣ್ಣುಮಗಳ ಮದುವೆ ಸಂದರ್ಭದಲ್ಲಿ ಎದುರಾಗಬಹುದಾದ ಸಮಸ್ಯೆಗಳ ಒಳನೋಟದ ಚಿತ್ರಣವಿದೆ. ಕಣಿವೆಯ ಮುದುಕ ಕವಿತೆಯಲ್ಲಿ ವಿಶ್ವ ಕುಟುಂಬಿಯ ಕಷ್ಟದಲ್ಲಿ ಈ ಭಾವದ ನೆಲೆ ಇದರಷ್ಟೇ ಸ್ವಾಭಾವಿಕವಾಗಿ ದೈವವನ್ನು ಚಿತ್ರಿಸಿದ್ದಾರೆ. ಕುಟುಂಬ ವ್ಯವಸ್ಥೆಯ ದಿಕ್ಕು-ದಿಕ್ಕುಗಳನ್ನು ಒಳಗೊಳ್ಳುವ ಪಠ್ಯಗಳನ್ನು ಸಾಹಿತ್ಯ ಮತ್ತು ಸಾಹಿತ್ಯೇತರ ಮೂಲಗಳಿಂದ ಸಂಗ್ರಹಿಸಿ ಪಠ್ಯಗಳನ್ನು ರೂಪಿಸಬಹುದು.

ಘಟಕ -4 ಸಂಕೀರ್ಣ

ವಿದ್ಯಾರ್ಥಿಗಳಲ್ಲಿ ಮಾನವೀಯತೆಯ ವ್ಯವಹಾರಿಕ ದೃಷ್ಟಿಕೋನವನ್ನು ಬೆಳೆಸುವುದು. ವ್ಯವಹಾರದಲ್ಲಿ ಮೌಲ್ಯಧಾರಿತ ಗುಣಗಳನ್ನು ಅಳವಡಿಸಿಕೊಳ್ಳುವಂತೆ ಪ್ರೇರೇಪಿಸುವುದು. ವ್ಯವಹಾರ ಮತ್ತು ಸ್ಪರ್ಧೆ ಬದುಕಿನ ನಿಜ ಅರ್ಥವನ್ನು ತಿಳಿಸುವುದು. ವಿದ್ಯಾರ್ಥಿಗಳಲ್ಲಿ ಮಾನವೀಯತೆ ವ್ಯವಹಾರಿಕ ದೃಷ್ಟಿಕೋನ ಹಾಗೂ ವ್ಯವಹಾರದಲ್ಲಿ ಮೌಲ್ಯಧಾರಿತ ಗುಣಗಳನ್ನು ಅಳವಡಿಸಿಕೊಳ್ಳುವಂತೆ ಪ್ರೇರೇಪಿಸುವ ನಿಟ್ಟಿನಲ್ಲಿ ಲೇಖನವನ್ನು ಅಧ್ಯಯನಕ್ಕೆ ಇಡಲಾಗಿದೆ.

NEP ರಾಷ್ಟ್ರೀಯ ಶಿಕ್ಷಣ ನೀತಿ - 2020ರ ಅನ್ವಯ

ಮಂಗಳೂರು ವಿಶ್ವವಿದ್ಯಾನಿಲಯ

ಪ್ರಥಮ ಬಿ.ಬಿ.ಎ. ಕನ್ನಡ

ಮೊದಲ ಚತುರ್ಮಾಸ

ನಿರ್ವಹಣಾ ಗಂಗೋತ್ರಿ - 1

ಮೊದಲ ಚತುರ್ಮಾಸ

ಒಟ್ಟು ಕ್ರೆಡಿಟ್‌ಗಳು 3, ಬೋಧನಾ ಅವಧಿ 4+0+0,

ಸೆಮಿಸ್ಟರ್‌ನಲ್ಲಿ ಒಟ್ಟು 100 ಅಂಕಗಳು

SEE - ಸೆಮಿಸ್ಟರ್ ಅಂತ್ಯದ ಪರೀಕ್ಷೆ - 60 ಅಂಕಗಳು

CIE - ನಿರಂತರ ಆಂತರಿಕ ಮೌಲ್ಯಮಾಪನ - 40 ಅಂಕಗಳು

(ಕನ್ನಡ ನಾಡು ನುಡಿ ಚಿಂತನೆ - ಆಧುನಿಕತೆ - ಕುಟುಂಬ - ಸಂಕೀರ್ಣ)

ಪರಿವಿಡಿ

ಘಟಕ I ನಾಡು ನುಡಿಯ ಚಿಂತನೆ

15 ಅಂಕಗಳು

1. ನಮ್ಮ ಹೆಮ್ಮೆಯ ಕನ್ನಡ ಪರಂಪರೆ ಡಾ. ಕಾಳೇಗೌಡ ನಾಗವಾರ
2. ಮಂಗಲ ಗೀತೆ ಕಡೆಂಗೋಡ್ಲು ಶಂಕರ ಭಟ್ಟಿ
3. ಬೆಂಕಿ ಬಿದ್ದಿದೆ ಮನೆಗೆ ಕಯ್ಯಾರ ಕಿಚ್ಚಣ್ಣ ರೈ
4. ಕನ್ನಡಮೆನಿಪ್ಪಾ ನಾಡು ಚೆಲ್ವಾಯ್ತು ಅಂಡಯ್ಯ (ಕಬ್ಬಿಗರ ಕಾವ)

ಘಟಕ II ಆಧುನಿಕತೆ

15 ಅಂಕಗಳು

1. ಮನೆಯಿಂದ ಮನೆಗೆ ಕೆ.ಎಸ್. ನರಸಿಂಹಸ್ವಾಮಿ (ಕಾವ್ಯ)
2. ಕುರುಡು ಕಾಂಚಾಣ ದ.ರಾ. ಬೇಂದ್ರೆ (ಕಾವ್ಯ)
3. ಲೂಟಿಯ ಹೆದ್ದಾರಿಗಳು ನಾಗೇಶ್ ಹೆಗಡೆ (ಲೇಖನ)
4. ಗೇಣೋದಾರರ ಏಣಿಯಾಟ ನಾಗವೇಣಿ ಎಚ್. (ಲೇಖನ)

ಘಟಕ III ಕುಟುಂಬ

15 ಅಂಕಗಳು

1. ಮೊಸರಿನ ಮಂಗಮ್ಮ ಮಾಸ್ತಿ (ಸಣ್ಣ ಕತೆ)
2. ತೊಟ್ಟಿಲು ತೂಗಿತು ತ.ರಾ.ಸು (ಕತೆ)
3. ಹದಿಬದೆಯ ಧರ್ಮ ಅಯ್ಯ ಪದಗಳು
4. ಜನಪದ ತ್ರಿಪದಿಗಳು (ತಾಯಿ-ಮಗು, ಪತಿ-ಪತ್ನಿ, ಸಹೋದರತೆ, ತವರು)

ಘಟಕ IV ಸಂಕೀರ್ಣ

15 ಅಂಕಗಳು

1. ಸೃಜನಶೀಲತೆ ಮತ್ತು ಅವಿಷ್ಕಾರ (ಅನುವಾದ ಲೇಖನ) (ಅಬ್ದುಲ್ ಕಲಾಂ- ಅನು : ಮಧ್ಯಸ್ಥ)
2. ಕೊಳ್ಳುಬಾಕತನ ಸಂಸ್ಕೃತಿ ಗುರುರಾಜ ಕರ್ಜಗಿ (ಲೇಖನ)
ಬದಲಾವಣೆ ತಂದ ಪ್ರೇಮ
3. ಇತಿಹಾಸ ಎಂಬ ಗುರು ಸುಧಾಮೂರ್ತಿ (ಲೇಖನ)
4. ಇಬ್ಬರು ರೈತರು ಸುಂ.ರಂ ಎಕ್ಕುಂಡಿ (ಕಾವ್ಯ)

ಪ್ರಧಾನ ಸಂಪಾದಕರು : ಪ್ರೊ. ಸೋಮಣ್ಣ

ಕಾರ್ಯನಿವಾರ್ಹಕ ಸಂಪಾದಕರು : ಡಾ. ಮಾಧವ ಎಂ.ಕೆ.

ಸಂಪಾದಕರು : ಡಾ. ಡಿ.ಕೆ. ಸರಸ್ವತಿ, ಡಾ. ಸೌಮ್ಯಲತಾ ಪಿ., ಶ್ರೀ ರಘುರಾಜ್

ಮಾದರಿ ಪ್ರಶ್ನೆ ಪತ್ರಿಕೆ-ಅಂಕಗಳ ವಿಂಗಡಣೆ-ಒಟ್ಟು ಅಂಕಗಳು-60+40(ಆಂತರಿಕ)

I 8 ಅಂಕಗಳ ಒಟ್ಟು 3 ಪ್ರಶ್ನೆಗಳಿಗೆ ಉತ್ತರಿಸುವುದು. 3*8=24

1. ಪ್ರಶ್ನೆ 1. ಪದ್ಯ : ಆಂತರಿಕ ಆಯ್ಕೆಯು 2 ಪ್ರಶ್ನೆಗಳು-ಅದಕ್ಕೆ ಉತ್ತರಿಸುವುದು.
2. ಪ್ರಶ್ನೆ 2 ಗದ್ಯ : ಆಂತರಿಕ ಆಯ್ಕೆಯು 2 ಪ್ರಶ್ನೆಗಳು-1ಕ್ಕೆ ಉತ್ತರಿಸುವುದು
3. ಪ್ರಶ್ನೆ 3 ಸಂಕೀರ್ಣ(ನಾಟಕ) : ಆಂತರಿಕ ಆಯ್ಕೆಯು ಎರಡು ಪ್ರಶ್ನೆಗಳು.
-1ಕ್ಕೆ ಉತ್ತರಿಸುವುದು.

II 5 ಅಂಕಗಳ ಒಟ್ಟು 3 ಪ್ರಶ್ನೆಗಳಿಗೆ ಉತ್ತರಿಸುವುದು. 3*5=15

1. ಪ್ರಶ್ನೆ 1 ಪದ್ಯ : ಆಂತರಿಕ ಆಯ್ಕೆಯು 2 ಪ್ರಶ್ನೆಗಳು-1ಕ್ಕೆ ಉತ್ತರಿಸುವುದು
2. ಪ್ರಶ್ನೆ 2 ಗದ್ಯ : ಆಂತರಿಕ ಆಯ್ಕೆಯು 2 ಪ್ರಶ್ನೆಗಳು-1ಕ್ಕೆ ಉತ್ತರಿಸುವುದು.
3. ಪ್ರಶ್ನೆ 3 ಸಂಕೀರ್ಣ(ನಾಟಕ): ಆಂತರಿಕ ಆಯ್ಕೆಯು 2 ಪ್ರಶ್ನೆಗಳು-1ಕ್ಕೆ ಉತ್ತರಿಸುವುದು

III ಪದ್ಯ: ಭಾವಾರ್ಥ ಆಂತರಿಕ ಆಯ್ಕೆ 5 ಅಂಕಗಳ 2 ಪ್ರಶ್ನೆಗಳು

1ಕ್ಕೆ ಉತ್ತರಿಸುವುದು. 1*5=05

IV ಪದ್ಯ : 4 ಅಂಕಗಳ 4 ಪ್ರಶ್ನೆಗಳು

2ಕ್ಕೆ ಉತ್ತರಿಸುವುದು. 2*4=08

V 1 ಅಂಕಗಳ 8 ಪ್ರಶ್ನೆಗಳು 1*8=08

ಅ) ಕಾವ್ಯ - 4

ಆ) ಗದ್ಯ - 2

ಇ) ಸಂಕೀರ್ಣ - 2

NEP ರಾಷ್ಟ್ರೀಯ ಶಿಕ್ಷಣ ನೀತಿ - 2020ರ ಅನ್ವಯ

ಮಂಗಳೂರು ವಿಶ್ವವಿದ್ಯಾನಿಲಯ

ಪ್ರಥಮ ಪದವಿ

ಮುಕ್ತ ಆಯ್ಕೆ ಪತ್ರಿಕೆ (Open Elective)

ಮೊದಲನೆ ಚತುರ್ಮಾಸ

ಬಹುರೂಪಿ-1

ಒಟ್ಟು ಕ್ರೆಡಿಟ್‌ಗಳು 3, ಬೋಧನಾ ಅವಧಿ 4+0+0,

ಸೆಮಿಸ್ಟರ್‌ನಲ್ಲಿ ಒಟ್ಟು 100 ಅಂಕಗಳು

SEE - ಸೆಮಿಸ್ಟರ್ ಅಂತ್ಯದ ಪರೀಕ್ಷೆ - 60 ಅಂಕಗಳು

CIE - ನಿರಂತರ ಅಂತರಿಕ ಮೌಲ್ಯಮಾಪನ - 40 ಅಂಕಗಳು

(ಮುಕ್ತ ಆಯ್ಕೆ : ಕನ್ನಡ ಭಾಷಾ ಪತ್ರಿಕೆ)

ಪರಿವಿಡಿ

ಘಟಕ I ಕನ್ನಡ ಭಾಷೆ ಮತ್ತು ಸಾಹಿತ್ಯ 15 ಅಂಕಗಳು

1. ಕನ್ನಡ ಭಾಷೆಯ ಪ್ರಾಚೀನತೆ
2. ಹಳಗನ್ನಡ ಸಾಹಿತ್ಯ ಪರಿಚಯ
3. ಪ್ರಾಚೀನ ಕನ್ನಡ ಕವಿ ಮತ್ತು ಕಾವ್ಯಗಳು
4. ಶ್ರೀ ವಿಜಯ, ಪಂಪ, ರನ್ನ, ನಾಗವರ್ಮ, ನಾಗಚಂದ್ರ - ಸಂಕ್ಷಿಪ್ತ ಪರಿಚಯ
5. ಶ್ರೀ ವಿಜಯನ ಕಾವ್ಯಭಾಗ
6. ಪಂಪ ಕಾವ್ಯಭಾಗ

ಘಟಕ II ಮಧ್ಯಕಾಲೀನ ಕನ್ನಡ ಸಾಹಿತ್ಯ 15 ಅಂಕಗಳು

1. ಪ್ರಮುಖ ಪ್ರಕಾರಗಳು ಮತ್ತು ಕವಿಗಳು - ಸಂಕ್ಷಿಪ್ತ ಪರಿಚಯ
2. ವಚನ - ಬಸವಣ್ಣ - ಅಕ್ಕಮಹಾದೇವಿ
3. ರಗಳೆ - ಹರಿಹರ
4. ಕೀರ್ತನೆ - ಪುರಂದರ ದಾಸ, ಕನಕದಾಸ
5. ಷಟ್ಪದಿ - ರಾಘವಾಂಕ, ಕುಮಾರವ್ಯಾಸ
6. ಸಾಂಗತ್ಯ - ರತ್ನಾಕರವರ್ಣಿ, ಸಂಚಿಹೊನ್ನಮ್ಮ
7. ತ್ರಿಪದಿ - ಸರ್ವಜ್ಞ

ಘಟಕ III ಕಾವ್ಯಭಾಗ 15 ಅಂಕಗಳು

1. ಬಸವಣ್ಣನ ವಚನ
2. ಕುಮಾರವ್ಯಾಸನ ಕಾವ್ಯಭಾಗ
3. ರತ್ನಾಕರವರ್ಣಿಯ ಕಾವ್ಯಭಾಗ
4. ಸರ್ವಜ್ಞನ ತ್ರಿಪದಿ

ಘಟಕ IV ಹೊಸಗನ್ನಡ ಸಾಹಿತ್ಯ 15 ಅಂಕಗಳು

1. ನವೋದಯ, ನವ್ಯ, ದಲಿತ ಬಂಡಾಯ - ಸಂಕ್ಷಿಪ್ತ ಪರಿಚಯ
2. ಬಿ.ಎಂ.ಶ್ರೀ - ಕರುಣಾಳು ಬಾ ಬೆಳಕೆ
3. ಗೋಪಾಲಕೃಷ್ಣ ಅಡಿಗ - ಯಾವ ಮೋಹನ ಮುರಳಿ ಕರೆಯಿತು
4. ಸಿದ್ದಲಿಂಗಯ್ಯ - ಸಾವಿರಾರು ನದಿಗಳು

ಪ್ರಧಾನ ಸಂಪಾದಕರು : ಪೊ. ಸೋಮಣ್ಣ

ಕಾರ್ಯನಿವಾಹಕ ಸಂಪಾದಕರು : ಡಾ. ಮಾಧವ ಎಂ.ಕೆ.

ಸಂಪಾದಕರು : ಕೃಷ್ಣಮೂರ್ತಿ, ಡಾ. ಪ್ರಕಾಶ್ಚಂದ್ರ ಶಿಶಿಲ, ಡಾ. ಯೋಗೀಶ ಕೈರೋಡಿ

ಮಾದರಿ ಪ್ರಶ್ನೆ ಪತ್ರಿಕೆ - ಅಂಕಗಳ ವಿಂಗಡಣೆ - ಒಟ್ಟು ಅಂಕಗಳು - 60

1. ವಿವರಣಾತ್ಮಕ ಉತ್ತರವಿರುವ ಪ್ರಶ್ನೆಗಳು :
4 ಪ್ರಶ್ನೆಗಳಲ್ಲಿ 2 ಪ್ರಶ್ನೆಗಳಿಗೆ ಉತ್ತರಿಸುವುದು. $10 \times 2 = 20$
2. ಸಂಕ್ಷಿಪ್ತ ಉತ್ತರವಿರುವ ಪ್ರಶ್ನೆಗಳು :
4 ಪ್ರಶ್ನೆಗಳಲ್ಲಿ 2 ಪ್ರಶ್ನೆಗಳಿಗೆ ಉತ್ತರಿಸುವುದು. $5 \times 2 = 10$
3. ಪದ್ಯ ಭಾಗದಿಂದ ಸಂದರ್ಭ ಸಹಿತ ಉತ್ತರವಿರುವ ಪ್ರಶ್ನೆಗಳು :
4 ಪ್ರಶ್ನೆಗಳಲ್ಲಿ 2 ಪ್ರಶ್ನೆಗಳಿಗೆ ಉತ್ತರಿಸುವುದು. $4 \times 2 = 8$
4. ಟಿಪ್ಪಣಿ ರೂಪದ ಉತ್ತರ
5. 4 ಪ್ರಶ್ನೆಗಳಲ್ಲಿ ಒಟ್ಟು 2 ಪ್ರಶ್ನೆಗಳಿಗೆ ಉತ್ತರಿಸುವುದು. $4 \times 2 = 8$
6. ಎಲ್ಲಾ ಪ್ರಶ್ನೆಗಳಿಗೆ ಉತ್ತರಿಸುವುದು. $1 \times 14 = 14$

