

## **B.A. III SEMESTER**

**Code No's**

**Subjects**

### **BASIC SUBJECTS**

BA 302 Basic English

### **M. I. L.**

BA 301 Kannada

BA 303 Hindi

BA 304 Urdu

BA 305 Additional English

### **OPTIONAL SUBJECTS**

BA 320 Kannada

BA 321 English

BA 322 Hindi

BA 323 Urdu

BA 324 Economics

BA 325 Geography

BA 326 History

BA 327 Political Science

BA 328 Psychology

BA 329 Sociology

### **COMPULSORY PAPER**

PDCS 300 Personality Development and  
Communication Skills

**DEPARTMENT OF ENGLISH**  
**BA 302 : BASIC ENGLISH**

**OBJECTIVES :**

- I Introducing phonological components like sounds of English language, stress and intonation towards efficient speaking skills.
- I Cultivating different writing skills – dialogue and conversations.

**Syllabus :**

**Unit 1 : Dialogues and Conversational Passages**

- 1. Dialogue on Civilization - CEM Joad
- 2. Writers Thrive on Dilemmas of Tradition Vs Modernity - Ameen Merchant
- 3. The Shooting Test - Ed : M. Choski
- 4. The King Solomon's Judgement - Ed : M. Choski
- 5. Dilip Kumar Roy's conversation with Mahatma Gandhi

**Unit II : Reflective Passages**

- 1. Before India is Reborn - Jawaharlal Nehru
- 2. Of Studies - Francis Bacon
- 3. Eightieth Birthday - Bertrand Russel

**Unit III : Narrative Passages**

- 1. The Barber - Somerset Maugham
- 2. A Tale of a Tub - R. K. Narayan

**Unit IV : Word Stress, Intonation**

**Unit V : Revision (for slow learners and advanced learners)**

**QUESTION PAPER PATTERN**

- 1) Objective type questions on text passages 1 x 10=10 marks
- 2) Comprehension questions on text passages (two out of four) 2 x 5 = 10 marks
- 3) Comprehension question on unseen passages (two out of four) 2 x 5 = 10 marks
- 4) Short notes on text passages (two out of four) 2 x 5 = 10 marks
- 5) Writing Dialogues (two out of four) 2 x 5 = 10 marks
- 6) Questions on word stress 1 x 10 = 10 marks
- 7) Punctuation 10 marks

# ಪಾಠ್ಯಕ್ರಮ

B.A. 301 : ದಾಖಲಾತಿ

ಪಾಠ್ಯಕ್ರಮ - 3

(eAUNAPt - UAPt - 2AIA - 3APEAPEt - 3)

## GzEWA

1. eAUNAPt zA YtA UKEAB UAgAw, AAZA 2AAIA aAveUKEAB UAgAw, AAZA
2. eAUNAPt AZA DZP e «ZAYd YAIADAI SZAQEA PEUKEAB OQAPKEVA YtA, AAZA.
3. GYA EAUP AZA YJ uA AUKEAB w/2, AAZA.

EAZE CACU: AgZP e 5 UAmE ಗರಿಷ್ಠ ಅಂಕಗಳು : 70+30

## ಪಾಠ್ಯ 1

### eAUNAPt

35 UAmE

1. eAUNAPt - JA. azAEAZUEqA
2. DAg - |P Yi aAPI aEF-i - PEtPE tA gVAEAZEI

### UAPt A

GYA EAUP AZA - aAVU SAgAIAIA PIAUUA - J, i. Dgi. gA, A&A.

### 2AAIA

YAIADAI AA, WPA aAveE - x. aAgAj S-AUA

## ಪಾಠ್ಯ 2

### PA

10 UAmE

1. SZAP PAIAA Cx@ - EA«AZAZbe
2. OPEEA aMAI - EAUAd aA, AgE
3. PIAEIEAIA - YtA CUA, EPmO
4. dEMZA PKUA - 2

## ಪಾಠ್ಯ 3

### 3APEAPEt - 3

10 UAmE

### NZA A PEtUA

1. NZAUJ PAIA Cx@ aAVU, gMEYA
2. NZAUJ PAIA aOUA
3. NZA «ZAEUA / EAQUA «ZAEUA
4. ಓದುವಲ್ಲಿನ ದೋಷಗಳು



# DEPARTMENT OF HINDI

## BA 303 : BASIC HINDI

### OBJECTIVES (CÔÖ`)

Zd-à^mV (ZnOH\$)

- {dîUwà^mH\$a

1. H\$obJ `Ö H\$ H\$aVm Anp ~-âVm goM\$æmbi\$ goY\_ñam` U Aenbi\$  
~Zm Anp ^{dî` \_|`Ö Z H\$aZo H\$ KnfUm H\$, \_mZd-Y\_©H\$no  
AnZmî n&

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H\$ng\_PZmAndî^ H\$hj&

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### I. Text Book

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### II. Reference Books

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2. ñdnV\$ñma {hYXr ZnOH\$ -

Sññ am\_OY` e\_m©

cnH\$^mVr àH\$neZ, 15-A  
\_hnĒ\_mJnYr\_mj,©Bcndm-nX

3. {dĭUwà^ntH\$a - "i` {°\$ Amp gm(hĒ` '  
gġmKH\$ - \_hrn qgh  
cnH\$^mVr àH\$neZ, 15-A  
\_hnĒ\_mJnYr\_mj,©Bcndm-nX

## QUESTION PAPER PATTERN

### Distribution of Marks :-

- |  |          |
|--|----------|
| A) Objective type questions (10 out of 15) | 10 marks |
| B) Annotations (2 out of 4)                | 10 marks |
| C) General Question on Drama ( 2 out of 4) | 30 marks |
| D) Short notes (2 out of 4)                | 10 marks |
| E) General essay with Options (1 out of 3) | 10 marks |

Theory 70 marks

- G) Internal Marks 30 marks

Total Marks : 100

Total = 100 marks

### Internal Assessment Marks :

The marks will be allotted based on the performance of students in Internal Tests, Home Assignments, Seminars, Group Discussion and participation in Field Visits.

## **DEPARTMENT OF URDU**

### **BA 304 : URDU (MIL)**

#### **OBJECTIVES:**

It is a detailed study of all important eminent writers of Urdu from classical authors to present writers. Through the selections, the students will get an introduction to the best of our writer and note worthy writings which is a way a cream of Urdu language and literature spread over a long period. The selection give a graphic study of best of minds in literary panorama of our age and master peace work of the prose writers. Dr. Iqbals poetry penetrate the British Culture which Indian imitated blindly and adopted it without reason. Their culture their habits and fashion and customs and he penetrated in very humourous way which make every one bust into laughter and think of our own culture and tradition for which we should be proud of it.

#### **URDU NASAR (PROSE) AND NAZAM (POETRY) SCHEME OF TEACHING DURATION 14 WEEKS FOR EXAMINATION TOTAL 16 WEEKS 5 HOURS PER WEEK**

#### **Prose : Prescribed Text :**

Aurakhe Adab

By Majalise-e-Talimi  
Jamiya Urdu Aligarh  
Published by  
Educational Book House  
Aligarh

#### **The Following Topics Only**

- |                                 |                             |             |
|---------------------------------|-----------------------------|-------------|
| 1) Haatim Tai-ka Qissa          | : Meer Aman                 | Page No. 7  |
| 2) Apani Madad Aap              | : Sir Sayed                 | Page No. 19 |
| 3) Sir Sayyed ke Akhlaq-o-Adaat | : Khaja Altaf Hussain Haali | Page No. 50 |
| 4) Mirza Ke Akhlaq-o-Adaat      | : Khaja Altaf Hussain Haali | Page No. 60 |
| 5) Magroor Juta                 | : Abdul Haleem Sharar       | Page Np. 68 |

#### **Poetry**

#### **Prescribed Text :**

Bange-e-Dira

By Dr Allama Iqbal  
Pub by - Education Bok House  
Aligarh.

**The following poems only**

**Page No.**

- 1) Himalaya
- 2) Mirza Ghalib
- 3) Ek Aarzu
- 4) Tasveer-r-dard
- 5) Naya Shivalaye

## **QUESTION PAPER**

**Title of the Paper : Urdu Prose and Poetry  
(Urdu Nasar-o-nazam)**

**Total Marks 100**

**Theory 70 Marks  
Internal Assessment 30 Marks**

A: Objective type question (10 out of 10)	1 x 10 = 10 Marks
B: Essay type questions (3 out of 6)	8 x 3 = 24 Marks
C: Reference to Context from prose (2 out of 4)	4 x 2 = 8 Marks
D: Reference to Context from poetry (2 out of 4)	2 x 4 = 8 Marks
E: General Questions on the Life, Works and Message of a special poet i.e. Dr Sir Mohammed Iqbal ( 1 out of 2)	1 x 10 = 10 Marks
F: Critical Appreciation of a Poem (1 out of 2)	1 x 10 = 10 Marks 70 Marks

### **Internal Assessment**

- 1) The Internal Assessment of the student (Candidate) shall be done by evaluation of two
  - 2) Internal Tests of each which carries 10 Marks (10+10) = 20 Marks
- 2) 10 Marks are awarded for class participation, Tutorials, Project work in academic activities.

**Total Marks : 20+10 = 30**

**Grand Total : 100 Marks**

## DEPARTMENT OF ENGLISH

### BA 305 : ADDITIONAL ENGLISH- MIL

#### OBJECTIVES:

- I Cultivating different writing skills – dialogue and conversations

#### SYLLABUS :

Unit I : Return of Vaman  
(Science fiction by Dr. J. Naralika)

Unit II : Dialogue I - Conversation / Interview - related to Life issues (Sri Siddeshwar Swamiji's conversation with a foreigner)

Dialogue II - Related to Literature (an extract from The Hindu - 'Know your English')

Dialogue III - Related to Science, Ecosystem, Global warming etc (an extract from The Hindu - 'Scotland can export wind energy to India')

#### QUESTION PAPER PATTERN

- |     |   |                   |
|-----|---|-------------------|
| I   | Objective questions on the novel                          | 1 x 10 = 10 marks |
| II  | Essay type questions on the novel (two out of four)       | 10 x 2 = 20 marks |
| III | Short notes (two out of four)                             | 5 x 2 = 10 marks  |
| IV  | Comprehension questions based on the dialogues prescribed | 5 x 4 = 20 marks  |
| V   | Transcoding narrative into dialogue form                  | 10 marks          |





**DEPARTMENT OF ENGLISH**  
**BA 321: ENGLISH (OPTIONAL)**

**OBJECTIVES:**

- | Learning major trends of English literature during Victorian period
- | Exposure to Indian writings in English
- | Introducing to the field of criticism

**SYLLABUS :**

**Unit I : History of English Literature**

- Pre-Romantic & the Romantic Age (trends, texts and writers)

**Unit II :(A) Six Representative Poems**

- William Blake - The Lamb
- William Wordsworth - The World is Too much with Us
- S. T. Coleridge - Kubla Khan
- Lord Byron - The Prayer of Nature
- P. B. Shelley - To a Skylark
- John Keats - To Autumn

**(B) Representative Essays**

- Charles Lamb - All Fools' Day
- William Hazlitt - On Nicknames

**Unit III:Linguistics**

- Morphology, Semantics, Syntax, Grammar and Phonetics

**REFERENCE BOOKS for Unit III**

1. An Introduction to Descriptive Linguistics - H. A. Gleason Jr.
2. Elements of General Linguistics - Andre Martinet
3. English Language and Linguistics - H. S. Sinha
4. The Study of Language - George Yule (Second Edition)

#### **Unit IV :**

- What is Criticism?
- Functions of Criticism
- What is Art? - Rabindranath Tagore
- Selections from Wordsworth's Preface to the Lyrical Ballads
- Selections from Coleridge's Biographia Literaria

#### **REFERENCE BOOKS for Unit IV**

- 1) Coleridge on Imagination - I. A. Richards
- 2) The Rudiments of Criticism - E. A. Greening Lamborn
- 3) Literary Criticism - Prin. G. B. Sajjan
- 4) The English writings of Rabindranath Tagore - Vol II

#### **QUESTION PAPER PATTERN**

- 1) Objective type questions on History of Literature (on literary movements, trends, works and writers) 10 Marks
- 2) Comprehension questions on History of Literature (two out of four) 10 Marks
- 3) One essay type question on representative poems (one out of two) 10 Marks
- 4) One essay type question on representative essays (one out of two) 10 Marks
- 5) Short notes on poems and essays (two out of four) 10 Marks
- 6) Short notes on Linguistics (two out of four) 10 marks
- 7) Short notes on critical essays (two out of four) 10 Marks

## DEPARTMENT OF HINDI

### BA 322: HINDI (OPTIONAL)

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| A0P H\$ ^rî\_ à{Vkm, H\$U H\$m CnXe &

| AY\_@na Y\_@H\$m{dO` &

| {hYXr gm{hE` H\$mB{Vhmg &

#### SYLLABUS :

##### I. Text Book

1. "0` ÐW-dY'

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Prgr (C.n)

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\_hni\_mJnYr\_mj,©Bcnihm-nX - 1

ii. {hYXr gm{hE` H\$mB{Vhmg\_Ü` H\$nc VWmAmY{ZH\$H\$nc

(^°\$H\$nc VWmar{VH\$nc)

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- Om`gr, gJW ^°\$ AU` `Z & ar{VH\$nc H\$ `wRZ n[apnW{V` mH\$d` m  
H\$mAU` m Z - H\$edXng,{-hmar, ^fU&

### III. Reference Books

1. WcreaU Jm  
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Bcnhm-nX - 1
2. WcreaU Jm  
- Sff ZJUX  
à^mV àH\$meZ, {X,,r - 1
3. {hYXr gm(hE` H\$mB{Vhmg  
- Sff cú\_rgmJa dmU}  
cniH\$^naVr àH\$meZ, 15-A  
E\_. H\$. JmYr \_mJ,©Bcnhm-nX - 1
4. {hYXr gm(hE` H\$mg\_rj nE\_H\$B{Vhmg  
- Sff dngXkd qgh

### QUESTION PAPER PATTERN

#### Distribution of Marks :-

- |  |          |
|--|----------|
| A) Objective type questions (10 out of 15)           | 10 marks |
| B) Essay type questions on Khanda Kavya (2 out of 4) | 20 marks |
| C) Annotations ( 2 out of 4)                         | 10 marks |
| D) Short notes (1 out of 3)                          | 10 marks |
|  | 20 marks |

Theory 70 marks

- f) Internal Marks

30 marks

Total = 100 marks

#### Internal Assessment Marks :

The marks will be allotted based on the performance of students in Internal Tests, Home Assignments, Seminars, Group Discussion and participation in Field Visits.

**DEPARTMENT OF URDU**  
**BA 323: URDU (OPTIONAL)**

**OBJECTIVES:**

**Text-1; Novel ; SATWAN ANGAN**

There are seven fronts in women's life, School Days of child hood, Marriage Life, Her Husband house women passes through seven fronts. Dr saleha abid hussain Penetraed the role of women in the society which helps the students to enrich there knowledge

**TEXT 2; INTEQUAB-E-AKBAR ALLAHABADI (poetry section)**

His poetry penetrate the British role in India's imitated the English Culture habits and fashions and customs

**PAPER - 1) NOVEL 2) POEMS AND GAZALS SCHEME OF  
TEACHING DURATION 14 WEEKS 2 WEEKS FOR EXAMINATION  
TOTAL 16 WEEKS. 5 HOURS PER WEEK**

**Prose : Prescribed Text :**

1) **SATWAN ANGAN**

By : Saleha Abid Hussain  
Pub By : Maktaba Jamiya Ltd  
New Delhi - 110 025.

2) **INTEKHAB-AKBAR ILAHBADI**

By : Majlis-e Idaval  
Pub By : Maktaba Jamiya Ltd  
Jamiya Nagar, New Delhi.

**Ghazlivat**

**The following Gazals only**

	<b>Page No.</b>
1) Gamzadha Nahi Hota	Page No. 9
2) Dil Mera Jis Se Bahelta	Page No. 10
3) Mehrbani Hai Ilyadat	Page No. 11
4) Ye Mojuda Tarekhe Rahi	Page No. 14
5) Khushi Kiya Ho Jo Meri Baat	Page No. 19
6) Kahan Wo Ab Luft Bahami	Page No. 21
7) Mazhab Kabhi Science	Page No. 47
8) Na Hote Ashak Toh	Page No. 47
9) Sab Mel Wahshat Hai Zamana	Page No. 51
10) Jan Hi Lene Ki Hikmat Mei	Page No. 53

## Poems

The following Poems only

	<b>Page No.</b>
1) Bark-e-Kalisa	Page No. 81
2) Curzon Sabha	Page No.
3) Taalim-e-Niswan	Page No. 33
4) Ek Khat Isharat Ke Naam	Page No.

## **QUESTION PAPER PATTERN**

**Title of the Paper : Novel, Poem & Gazals**

**Total Marks 100**

**Theory 70 Marks**

**Internal Assessment 30 Marks**

- A: Objective type questions (10 out of 10) 1 x 10 = Marks  
B: General question on the Life & Works of the Author (Novelist) (1 out of 2) 1 x 10 = 10 Marks  
C: Reference to Context from Novel (2 out of 4) 5 x 2 = 10 Marks  
D: General question on the Life and Works of a special poet i.e. Akbar Ilhabadi 10 Marks  
E: Annotation or Reference to Context from Poetry (2 out of 4) 5 x 2 = 10 Marks  
F: Annotation or Reference to Context from Ghazals (2 out of 4) 5 x 2 = 10 Marks  
G: Critical Appreciation of a Poem (1 out of 3) 10 Marks

70 Marks

### **Internal Assessment**

- 1) The Internal Assessment of the student (Candidate) shall be done by evaluation of two (2) Internal Tests of each which carries 10 Marks (10+10) = 20 Marks
- 2) 10 Marks are awarded for class participation, Tutorials, Project work in academic activities.

Total Marks : 20 + 10 = 30

Grand Total : 100 Marks

## DEPARTMENT OF ECONOMICS

### **BA 324 : MONEY AND BANKING**

#### **OBJECTIVES:**

1. To make students understand Money, Value of Money and Supply of Money in India.
2. To familiarize students with Consumer Price Index in India.
3. To acquaint students with Inflation, Deflation and Stagflation concepts.
4. To introduce students to Indian Money Market, Commercial Banking and to the working of Reserve Bank of India.

**Maximum Marks: 100**

**End Semester: 70 Marks**

**Teaching Hours: 5 Hrs Per Week**

**Internal Assessment: 30 Marks**

<b>Unit I</b>	Money – Functions of Money – Supply of Money - Estimates of Supply of Money in India - M1, M2, M3, and M4 – Money and Near Money	<b>5 Hrs</b>
<b>Unit II</b>	Value of Money: Measurement of Value of Money – Consumer Price Index Numbers – Simple and Weighted – Analysis with the help of examples – Quantity Theory of Money - Cash Transactions and Cash Balances Approach - Measurement of Consumer Price Index in India.	15 Hrs
<b>Unit III</b>	Inflation and Deflation: Meaning – Causes- Demand pull and Cost Push Inflation – Effects of Inflation – Control Inflation – Inflationary Gap Deflation – Meaning – Causes - Inflation vs. Deflation, Stagflation – Meaning.	10 Hrs
<b>Unit IV</b>	Money Market – Meaning and Structure of Indian Money Market -Defects of Indian Money Market Banking – Meaning – Functions of Commercial Banks - Credit Creation - Liquidity vs. Profitability- New Trends in Commercial Banking in India - Analysis of the Balance Sheet of a Bank.	15 Hrs
<b>Unit V</b>	Reserve Bank of India as the Central Bank of India - Traditional Functions and Promotional Role –Methods of Credit Control – Quantitative and Qualitative Methods - Reforms in Indian Banking System.	10 Hrs
	<b>Tests, Seminars, Group Discussion, Case Analysis, Field Visits, Projects etc.</b>	25 Hrs

## Text Books

- M.L.Seth** : Money Banking and International Trade - Laksmi Agarwal Educational Publications, Agra -2007
- K.P.M. Sundaram**: Money Banking and International Trade – S.Chand & Co NewDelhi – 2007
- A.B.N.Kulkarni**
- A.B.Kalkundrikar**: Monetary Economics – R.Chand & Co.2005
- Paul R.R.** : Monetary Economics –Kalyani Publishers – 2007
- Sethi T.T.** : Monetary Economics - S.Chand & Co.2005
- Jingan M.L.** : Money Banking and International Trade - Publications Ltd. New Delhi- 2007

## References :

- Geoffrey Crowther** : An Outline of Money
- Robertson D.** : Money
- De Kock M.H.** : Central Banking
- Chandler L.V.** : The Economics of Money and Banking
- Reserve Bank of India Bulletin (Various Issues) – Mumbai
- Websites** : [www.google.com](http://www.google.com) / [social science / economics /](http://social.science/economics/) ;  
[www.wikipedia.org](http://www.wikipedia.org)

## DEPARTMENT OF GEOGRAPHY

### **BA 325 : REGIONAL GEOGRAPHY OF INDIA WITH SPECIAL REFERENCE TO KARNATAKA.**

#### **OBJECTIVES:**

The course is aimed at presenting a comprehensive, integrated and empirically based profile of India. Besides, the objective is to highlight the linkages of systematic geography of India with the regional personality of the country. The course is designed so as to present the role of the geographical positioning of India in molding its geopolitical personality and its inter relation with other countries.

S. No.	Units	Sub unit	Hrs
1.	Introduction	a, Location b, Size c, Neighboring Countries and Political division d, Structure & Physiography e, Drainage system f, Climate g, Vegetation h, Soil	15
2.	Agriculture	a, The significance of Agriculture b, Factors influencing on agricultural activities c, Types of Agriculture d, Crops: Rice, Wheat, Cotton, Sugarcane, Tea and Coffee	15
3.	Industries	a, Factors influencing location of industries b, Distribution and Production of Iron and Steel, cement and Cotton Textile c, Significance of Tourism in Karnataka	10
4.	Transport	a, Significance of Transportation in regional development b, Network of Road ways, Railways and Air ways	12
5.	Population	Characteristics ,Distribution and Trend of population	08

### **Suggested Readings:**

1. Prof.R.P.Mishra -Geography of Mysore State
2. Prof.N.B.Reddy & Murty -Regional Geography of Karnatak
3. Prof.Ramachandra Rao -Geography of Karnatak
4. Deshpande.C.D. -India-A regional interpretation Orthen book centre, New Delhi.1992
5. Farmer.B.H -An Introduction to south. Methuen, London, 1983 .
6. Govt . of India : India -Reference Annual , 2001 Pub .Div, New 2001.
7. Govt. of India: -National Atlas of India , NATMO Pub - lication , Calcutta.
8. Govt. of India : -The Gazetteer of India . Vol I and III Publication Division , New Delhi -1965.
9. Learmonth, A .T.A .: et . al(ed) -Man and Land of south Asia conce pt,New Delhi,II
10. Mitra, A. : -Levels o Regional Development India - Census of India ,Vol I, Part I- A(i) and (ii)New Delhi,1967

### **Kannada medium books:**

1. M.B.Gouda -Regional Geography of India Vidhynidi prakashan station road, Gadag - 582101
2. M.B.Gouda -Regional Geography of Karnatak Vidhynidi prakashan station road, Gadag-582101
3. S.S.Nanjannavar -Regional Geography of India Vidhynidi prakashan station road, Gadag-582101

## BA 325 L : IMD Weather Maps

Maximum Marks 50(Practical 35 marks - Internal & Viva-voc 15Marks)

No.	Units	Sub unit	Hrs
1.	I.M.D: Weather Charts Instruments	Weather of instruments, their principal structure, working and use.	5 Hrs
2.	Signs and symbols	signs and symbols used in the I.M.D weather charts	10 Hrs
3.	Weather charts Interpretation	Interpretation of weather charts including departure of temperature from normal i. Monsoon season ii. Retreat of monsoon iii. Winter season iv. Summer season (2 Exercises in each season)	35 Hrs

### Suggested Books:

1. R.L.Singh : Element of practical Geography
2. Gopal Sing : Practical Geography
3. Singh & Khanaujia : practical Geography
4. B.S.Negi : Practical Geography
5. R.P.Mishra & A.Ramesh : Fundamentals of Cortography
6. M.F.Karennavar and S.S.Nanjannavar : Practical Geography (Kannada)
7. K.R.Ramamurthy : Interpretation of Topographical Maps
8. Mohammad Aslam : Statistical methods in studies

## DEPARTMENT OF HISTORY

### **BA 326 : HISTORY OF MODERN INDIA (From 1707—1885 A.D.)**

#### **OBJECTIVES:**

1. To study the expansion of British power in India against the struggle of Indian states.
2. To understand the process of formation of the British governing institution in India.

#### **SYLLBUS :**

UNIT I	A] Introduction –Advent of the Europeans. B] Anglo-French Conflit—Dupleix C] Rise of British Power—Robert Clive D] Dual Government in Bengal & its effects	10 Hrs
UNIT II	A] British Power - Expansion - Warren Hastings B] Lord Cornwallis & his administration C] Lord Wellesly & his Subsidiary Alliance . D] Doctrine of Lapse and Expansion of British Empire during ther period of Lord Dalhousie	15 Hrs
UNIT III	A] British Relation with Sikh and marathas under Marques of Hastings B] Permanent Land Revenue settlement, Ryotwari , Mahalwari system. Their Merits & Demerits. C] William Bentinck and his reforms D] The Great Revolt of 1857 movement-Causes, Course and Effects	15 Hrs
UNIT IV	A] Judicial and Constitutional Developments-Regulating Act of 1773. B) Pitt's India Act of 1784 C] The Government of India Act 1853 & Queen's Proclamation Act of – 1858.	14 hrs
UNIT V	A] Lord Lytton's Policies B] Lord Rippon's Reforms	10 Hrs

	<p>MAP</p> <p>A] India in 1800 ( Subsidiary Alliance )</p> <p>B] Places where the Great Revolt of 1857 occurred.</p> <p>C] Places of Historical Importance.</p> <p>1. Calicut 2. Surat 3 . Pondicharry 4 . Calcutta</p> <p>5. Buxar 6. Trichinapally 7. Wandiwash</p> <p>8. Srirangapattana 9.Agra 10. Allahabad.</p>	
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### TEXT BOOKS

- 1) Dr. C. V. Rangaswami, : History of India (Upto 1707 to 1947 A.D.)
- 2) Dr. K. L. Khurana : History of Modern India

### BOOKS FOR REFERENCE

- 1 . V. D. Mahajan : History of Medieval India
- 2 . S .Gopal : British Rule in India
- 3 . Sumit Sarkar : Modern India
- 4 . R .C Aggarwal : Modern India
- 5 . V. D. Mahajan : A new look at modern Indian History

# DEPARTMENT OF POLITICAL SCIENCE

## **BA 327 : INDIAN POLITICAL THOUGHT**

### **OBJECTIVES:**

This is an introductory paper to the concepts, ideas and theories that developed in India. It highlights the main sources of the political tradition in ancient India and its developments in modern times. It focuses on key thinkers from ancient to modern times to understand their seminal contribution to the evolution of political theorizing in India. It critically assesses their contribution and explains their relevance to contemporary times. It emphasizes on the distinctive contribution of Indian thinkers to political theorizing and their relative autonomy of Indian political thought. It also situates Indian political thought vice versa other tradition.

### **SYLLABUS :**

	<b>Units</b>	<b>No. of Hours</b>
<b>I Kautilya :</b>	A) Life and Works B) Kautilyas views on administration	<b>10</b>
	1) Saptanga Theory 2) Mandal Theory	
<b>II Basaveshwar : As a social reformer</b>	A) Life and Works B) Communitarian philosophy of Basaveshwar	<b>10</b>
	1) Kayaka and Dasoha as a means to achieve Casteless Society. 2) Emancipation of Women	
<b>II M.K.Gandhi : (1869-1948)</b>	A) Gandhism B) Satyagraha – Means for justice. C) Truth & Non-violence	<b>10</b>
<b>IV Jawaharlal Nehru : (1889-1964)</b>	A) Life and Works B) Views on Nationalism C) Nehru as an Architect of Indian Foreign Policy	<b>08</b>



**DEPARTMENT OF PSYCHOLOGY**  
**BA 328 : LIFE-SPAN PSYCHOLOGY 1**

**OBJECTIVES:**

1. This paper seeks to give a comprehensive knowledge about human development from conception till childhood and its focus is on disorder of childhood and its remedy part. The practical section deals with the assessment of the child development.

**SYLLABUS :**

**UNIT 1: INTRODUCTION:**

- Concept of human Development: Meaning and introduction.
- Domains of human development: Physical , social, cognitive, and Moral
- The role of Nature and Nurture in human development
- Methods of studying human development : cross sectional, longitudinal, self report.

**UNIT 2: PRENATAL DEVELOPMENT:**

- Genetic foundation.
- Forming a new life: key concepts, meaning and length of the period.
- Characteristics of prenatal development
- Pre requisites of conception: sex cells, maturation, ovulation and fertilization.
- Importance of conception in child development
- Periods of prenatal development: Ovum, embryo, and fetus.
- Hazards of prenatal development

**UNIT 3 : INFANCY**

- Characteristics of infancy: Physical, Motor, Emotional, Major adjustment in infancy
- Hazards in infancy

**UNIT 4: BABYHOOD**

- Characteristics of babyhood
- Physical (developmental mile stones)and physiological development in babyhood
- Speech and emotional development
- Hazards of emotional development in babyhood.

## **UNIT 5: CHILDHOOD:**

- early and late childhood
- Characteristics of early and late childhood
- Physical ,language, cognitive, emotional psycho- social Development
- Problems of childhood-ADHD, Autism, and Learning disabilities

## **BA 328 L : PRACTICALS**

Any 5 practical.

- Experiment on creativity
- Coloured RPM
- Measurement of parent child relationship
- Self concept scale
- Concept formation of height and size
- WISC
- Anxiety scale for children
- Social maturity scale
- Children adjustment scale
- CAT
- Seguin form board

### **STATISTICS:**

Correlation: Rank difference method

### **CASE STUDY:**

### **TEXT BOOKS:**

D.E.Papalia; Human Development (2004) 9<sup>th</sup> edition ,Tata Mc Grawhill publication.

E.B.Hurlock “ developmental Psychology” (1999) 6<sup>th</sup> edition Tata Mcgraw hill .

### **REFERENCE BOOKS:**

Laura.C. Berk “Child development” (1996) #rd edition, prentice hall of India pvt ltd

Children with developmental disabilities by S.Venkateshan. sage publication.

Learning Disabilities in India-prathiba karanth

Vikas manovjyana by M.N.Hegde

## DEPARTMENT OF SOCIOLOGY

### **BA 329 : STUDY OF INDIAN SOCIAL THOUGHT**

#### **OBJECTIVES:**

This paper intends to familiarize the students with the social, political, economic and intellectual contexts in which sociology emerged as a distinctive discipline. Its objective is to help students gain an understanding of some of the Indian Classical contributions in sociology and their continuing relevance to its contemporary concerns.

#### **SYLLABUS :**

##### **UNIT 1- Introduction. 11 Hours**

- a) Meaning & nature of social thought.
- b) Development of social thought.
- c) Importance of social thought.

##### **UNIT II - Manu 11 Hours**

- a) Life and works
- b) Dharma- meaning forms & sources.
- c) Varnashrama Dharma.
- d) Status of woman.

##### **UNIT III - Basaveshwara 11 Hours**

- a) Life and works
- b) Concept of Kayaka and Dasoha
- c) Social Equality.
- d) Status of woman.

##### **UNIT- IV Mahatma Gandhi 11 Hours**

- a) Life and works
- b) Non-Violence & Satyagraha
- c) Gandhiji's Views on Harijan Welfare
- d) Sarvodaya

**UNIT- V Dr.B.R.Ambedkar****11 Hours**

- a) Life and works
- b) His views on Caste
- c) His views on Untouchability
- d) Triple Principles- Education, Organization and Movement.

**TEXT BOOKS**

- 1) Shankar Rao C. N-Study of Social Thought
- 2) Sharma R.N. & Sharma R.K.- Indian Social Thought
- 3) Nagesh H.V. - Samajika Chinatane – Ondu Adhyana, Bharat Book Depot, Dharwad, 2001.
- 4) C.N.Shankar Rao- Samajika Mattu Samrajshastreeya Chintane , Jaibharat Prakashan, Mangalore, 1995.

**BOOKS FOR REFERENCE**

- 1) Sharma R.N,Sharma R. K-History of social Thought, Media Promoters and Publishers(P) Ltd.
- 2) Kane .P. V- History of Dharmashastra Vol. :Part 1 (Govt. Oriental Series)
- 3) Chidanandamurthy M .-Basaveshwara, National book Trust
- 4) Malawad S. S - Basaveshwara, Rashtrothan Parishad, Bangalore.
- 5) Jacob Lobo C H –Dr . B. R. Ambedkar – The Champion of Social Democracy in India.
- 6) Gandhi M. K-My experiments with Truth .
- 7) Gore .M .S –The Social Context Of an Ideology- Ambedkar’s Political & Social Thought, Sage publication, New Delhi, 1994.
- 8) Shankar Rao C.N – Samajika Chinatane Pashimathy Mattu Bharathiya, Bharat Book Depot Dharwad
- 9) Hiremath S.G. – Bharatiya Mattu Pashchimathya Samajika Chinatane, Vidya nidhi Prakashana, Gadag
- 10) Mali H.B. -Samajika Chinatane Adhyana , Bharat Prakshana Dharwad.

**DEPARTMENT OF PSYCHOLOGY / ENGLISH**  
**PDCS 300 : PERSONALITY DEVELOPMENT AND**  
**COMMUNICATION SKILLS**

**OBJECTIVES:**

**P. D. –** Success in any professional, field depends on personality development. In order to function as a good and efficient leader, personality is needed. To lead a meaningful life and to contribute to the society, personality development is essential.

**C.S. –** To cultivate soft skills.

**SYLLABUS :**

**Chapter 1: Meaning, types, theories and importance of personality development**

- 1.1 Meaning and Definition of personality
- 1.2 types: extrovert ,introvert , ambivert, Type A and Type B
- 1.3 theories : a) psychoanalytic theory of Sigmund freud,  
b) Psychosocial theory of Erik Erikson

**Chapter 2 : Determinants of personality**

- 2.1 Genetic influence on personality
- 2.2 Physical determinants of personality
- 2.3 Biological factors and personality
- 2.4 Intellectual determinants of personality
- 2.5 Emotional determinants of personality
- 2.6 The social – cultural determinants of personality
- 2.7 The role of family in the development of personality.
- 2.8 Education as the determinant of personality

**Chapter 3:**

- 3.1 Individual as a self sculptor(self concept)
- 3.2 Time management
- 3.3 Assertive behaviour.
- 3.4 Creative and analytical skills
- 3.5 Problem solving and decision making skills.
- 3.6 Attitudes and values

## **CASE STUDY**

- ❖ Problem solving
- ❖ Thinking hats
- ❖ Fish bone analysis

## **TEXT BOOKS:**

1. Personality development and communication skills by Dr Rajeshwari kenchappannavar. ( both in English and kannanda)
2. personality development and communication skills by Anil kulkarni

## **REFERENCE BOOKS:**

1. Theories of personality by schultz and schultz
2. you can win by shiv khera