

# Credit Based III SEMESTER B.A. Degree

## Papers offered for study

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

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

**Features:**

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

**Objectives:**

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

**Course Content:**

**Text:**

**THINGS FALL APART : CHINUA ACHEBE**

▪ **Grammar:**

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

**Course Outcome:**

▪ **Essay questions:**

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

**P.T.O.**

▪ **Short answer questions:**

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

▪ **Grammar:**

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

**Student Evaluation Components**

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



**W/A PA– 8 : CUZP è CVRC<sup>a</sup> – EAU±A °UqÉ**

**ƳÈUWA:**

1. CUZP è CVRC<sup>a</sup> ƳSAZP è UÈSgZà VqÀ „ 170 zÀ C<sup>a</sup>AAVgUWAÈÀ ?
2. 'aÀÈAIAUWAZÀ MAZÀ „ A<sup>a</sup>ÀÈA<sup>a</sup>ÀgÀ Ƴj „ gZà ƳAoa PP „ ÀVZÉ «±À¶1

**W/A PA– 9 : CƳAmiõ<sup>a</sup>ÀAmi DSÁÈÀ– aJÀZÀZè**

**ƳÈUWA:**

1. CƳAmiõ<sup>a</sup> ÀAmiUWA DZÀ±PA f<sup>a</sup>ÈÀ ±É° UÉ °ÀUÉ „ KEPP ÀVZÉ ? «<sup>a</sup>j 1j
2. CƳAmiõ<sup>a</sup> ÀAmiUWA È E b<sup>a</sup>ÀIA<sup>a</sup>À gÀ „ À ƳÈ AUUWAÈAB „ AQPP ÀV «±À¶1j

**W/A PA– 10 : MAZÀ CƳgMEƳZÀ ƳÈ<sup>a</sup>APMÉ – CSÁ<sup>r</sup> i S<sup>2</sup>Ági**

**ƳÈUWA:**

1. PAAK ƳÀ „ Áj<sup>a</sup> ÀVÀU gA<sup>a</sup>ÀZAZè „ i gÀ „ ASAZÀ AiÀ<sup>a</sup>À SUIÀZÀ ? «<sup>a</sup>j 1j .
2. 'aÀÈAµÀ „ ASAZUWUÈ eAw, 'aÀVÀ, ZPÀOUWA „ Á° °AV®è – ' MAZÀ CƳgMEƳZÀ ƳÈ<sup>a</sup>APMÉ ƳSAZÀ »ÈB<sup>a</sup>ÀIA<sup>o</sup>è Zèõ<sup>1</sup>.

**W/A PA– 11 : PMA PA<sup>a</sup> MEJ AiÀÀ ÉAUgVA ZAZèÀ Rgi**

**ƳÈUWA:**

1. StP ÈAB «ÁÁj „ ÀIAIA<sup>a</sup>À – ÈEAPMÉõ vP ÀZAUÀ<sup>a</sup>À J ÈÀVÁgÉ – ÁRO- «<sup>a</sup>j 1j .
2. PMA StZÀ SUE – ÁROAiÀ CEA<sup>a</sup>PP ÈAB GZÀ°gUÉ „ »vÀ Zèõ<sup>1</sup> j .

**W/A PA– 12 : QaiÀVPAPEÀqÀ**

1. „ A±ÈAZÈÀ ƳSAZUWA – CgÀt PÀ<sup>a</sup>Àgi J „ i. Dgi
2. ÈAr avè– ZÀ<sup>o</sup>õ

**ƳÈUWA:**

1. „ A±ÈAZÈÀ ƳSAZÀ gZÈAIA «<sup>a</sup>zÀ °AVUWAÈAB «<sup>a</sup>j 1j .
2. „ A±ÈAZÈÈ JAZgÈÈÀ ? EAZÀ CzÀ ±ÈPÀ PA<sup>2</sup> „ AV gMEƳAUÈArgà<sup>a</sup>À SUE °ÀUP
3. ÈAravè JAZgÈÈÀ ? ÈAravZÀ<sup>a</sup>À ÀKÈÀ<sup>a</sup>À ÈE<sup>o</sup>UWA AiÀ<sup>a</sup>À<sup>a</sup>À ?
4. ÈAravZÀ „ ÁµAIA PÁj vÀ «<sup>a</sup>j 1j .

**W/A PA– 13 : ÈK wgAV<sup>1</sup>ZÀÈÁtdó(PÁZMSj) – a<sup>a</sup>°Á° AUA**

**ƳÈUWA:**

1. ÈÁtdÈÀ «<sup>o</sup>PPÈ<sup>a</sup> ÀOU<sup>a</sup>ÈAB PÁZMSj AiÀ<sup>o</sup>è mgME<sup>1</sup> gA<sup>a</sup>À SUE °ÀUÉ ? «<sup>a</sup>j 1j .
2. ƳÈÁtAIA ƳAVZÀ<sup>a</sup>È µ<sup>o</sup>ÈAB «<sup>a</sup>j 1j .
3. ƳÈWAIÀ<sup>a</sup>ÀÀAZÉ<sup>a</sup>ÀÈAµÀ ƳAIAVÀ «ƳP<sup>a</sup>ÁUA<sup>a</sup>À SUIÀÈAB ÈÁtdó ÈK wgAV „ ÀÀ »ÈB<sup>a</sup>ÀIA<sup>o</sup>è «<sup>a</sup>j 1j .

**±UÈƳÀ „ ÁZÀƳBÀ ƳÀ „ UWA:**

1. ƳAIA<sup>1</sup>è (ƳZÀ „ APPÈ) : ƳZÀÈÀ „ AƳAZPqÀ – ƳÈè „ P<sup>o</sup>Á „ ÈÈ«ÀUÈqÀ  
PÁIAõ<sup>a</sup>Àõ<sup>o</sup>PA „ AƳAZPqÀ – qÁ. ÈAUMÀ UÈqÀ Dgi.  
ƳÈÁgÁUA, 'aÀAUWÈGÀ «±È<sup>a</sup>À «ZÁ<sup>o</sup>ÀIA
2. ÈÁVÁèW (UzÀ „ APPÈ) : ƳZÀÈÀ „ AƳAZPqÀ – ƳÈè „ P<sup>o</sup>Á „ ÈÈ«ÀUÈqÀ  
PÁIAõ<sup>a</sup>Àõ<sup>o</sup>PA „ AƳAZPqÀ – qÁ. ÈAUMÀ UÈqÀ Dgi.  
ƳÈÁgÁUA, 'aÀAUWÈGÀ «±È<sup>a</sup>À «ZÁ<sup>o</sup>ÀIA

**«ZÁyõUWA<sup>a</sup>È<sup>o</sup>PPÀƳÈAWÀ PÁ±UWA:**

PRE „ MSI	a <sup>o</sup> È <sup>a</sup> a <sup>a</sup> MAƳÈZÀ ƳÈAGUWA	„ GA „ CAPUWA
1	DAVj PA <sup>a</sup> È <sup>o</sup> PPÀƳÈUWA : JgqÀ QgÀ Ƴj APUWA °AURE ±AIEÁfvÀ ƳSAZÀ gZÈÈÈ	20% (20 CAPUWA)
2	3 UAmUWA C <sup>a</sup> ÈAIA «±È «ZÁ <sup>o</sup> ÀIA Ƴj API	80% (80 CAPUWA)

Code: BASARC201

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

**Objectives of the Course:**

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

**Module I: The advent of Mughals (10 hours)**

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

**Course Outcome:**

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

**Module II: The Mughals in power (10 hours)**

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

**Course Outcome:**

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

**Module III:- State & Society (08 hours)**

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

**Course Outcome:**

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

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

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

**P.T.O.**

**Course Outcome:**

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

**Module IV: Early European Traders (08hours)**

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

**Course Outcome:**

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

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

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

**Course Outcome:**

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

**Books for Reference:**

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

**Student Evaluation Components:**

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

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

**Objectives of the Course:**

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

**MODULE I**

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

**Course outcome:**

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

**MODULE II**

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

**Course outcome:**

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

**MODULE III**

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

**Course outcome:**

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



## MODULE IV

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

### Course outcome:

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

## MODULE V

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

### Course outcome:

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

## MODULE VI

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

### Course outcome:

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

### Books for Reference:

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

### Student Evaluation Components:

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

Code: BASSOC202

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

**Course: Sociology**

**Indian Society-Rural And Urban**

**Number of Modules: 05**

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

**Objectives of the Course:**

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

**MODULE I: Village Community                      10 Hours**

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

**Course Outcome:**

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

**MODULE II: Rural social Institutions.    15 Hours**

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

**Course Outcome:**

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

**P.T.O.**

### MODULE III: Tribal Community 10 Hours

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

#### Course Outcome:

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

### MODULE IV : Urban Community. 12 Hours

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

#### Course Outcome:

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

#### Books for Reference:

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

#### Student Evaluation Components:

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

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

**Objectives of the Course:**

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

**MODULE I: Money:**

**08 Hours**

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

**Course Outcome:**

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

**MODULE II: Value of Money and its Measurement      22 Hours**

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

**Course Outcome:**

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

**MODULE III: Inflation and Deflation**

**10 Hours**

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

**Course Outcome:**

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

**MODULE IV: Commercial banking****20 Hours**

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

**Course Outcome:**

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

**MODULE V: Central banking****15 Hours**

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

**Course Outcome:**

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

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

I.M.F and World Bank

**Course Outcome:**

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

**Books for reference:**

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

**Student Evaluation Components:**

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



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

### MODULE III

#### Science as it Matter to us

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

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

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

#### Course outcome:

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

### MODULE IV

#### Making of Modern World

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

#### Course outcome:

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

### MODULE V

The Ideas and changes in the Modern world

Colonialism and Imperialism- De colonialism,

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

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

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

**P.T.O.**

**Course outcome:**

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

**MODULE VI**

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

**Course outcome:**

1. Non cooperation Movement took place in the year\_\_\_\_.
  - a) 1942
  - b)1946
  - c)1947
  - d)1938

**MODULE VII****Eminent Personalities**

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

**Course outcome:**

1. The Novel written by Kota Shivarama Karantha\_\_\_\_\_.
  - a) Chomana Dudi
  - b) Malegalalli Madumagalu
  - c) The guide
  - d) None

**MODULE VIII**

Living in Modern India

Changing perceptions of Development-

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

**Course outcome**

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

**Books for reference:**

1. General Books, Periodicals, Magazines, Manorama year Book

**Student Evaluation Components**

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





Ī. Dynamics of Poetry in Fiction Ī. The Creative Contours of Ruskin Bond (ed.) Ī. A Passage to Shiv K. Kumar Ī. The Indian English Novel Today (ed.) Poetry Ī. So Many Crosses Ī. The Vermilion Moon Ī. In the Olive Green. Ī. Lamhe (Hindi). No part of this book may be reproduced, stored in a retrieval system, or transmitted, in any form or by any means, electronic, mechanical, photocopying, recording or otherwise, without the prior permission of the copyright owner. ISBN (10): 1-4438-4951-0, ISBN (13): 978-1-4438-4951-7. For the lovers of the Indian English novel. 1 The Narrative Strands in the Indian English Novel: Needs, Desires and Directions Prabhat K. Singh. Chapter Two . By the end of the 19th century, no book in English literary history had enjoyed more editions, spin-offs and translations. Crusoe's world-famous novel is a complex literary confection, and it's irresistible. 3. Gulliver's Travels by Jonathan Swift (1726). A satirical masterpiece that's never been out of print, Jonathan Swift's Gulliver's Travels comes third in our list of the best novels written in English. Tom Jones is a classic English novel that captures the spirit of its age and whose famous characters have come to represent Augustan society in all its loquacious, turbulent, comic variety. 6. The Life and Opinions of Tristram Shandy, Gentleman by Laurence Sterne (1759). Laurence Sterne's vivid novel caused delight and consternation when it first appeared and has lost little of its original bite. The first book written by an Indian in English was Travels of Dean Mahomet, a travel narrative by Sake Dean Mahomet published in England in 1793. In its early stages, IEL was influenced by the Western novel. Early Indian writers used English unadulterated by Indian words to convey an experience which was essentially Indian. Bankim Chandra Chattopadhyay (1838-1894) wrote Rajmohan's Wife and published it in 1864; it is the first Indian novel written in English. Raja Rao (1908-2006), Indian philosopher and writer, authored Kanthapura and The Serpent and the Rope, which are Indian in terms of The poetics of fragmentation in contemporary British and American fiction. Edited by Vanessa Guignery, *École Normale Supérieure* in Lyon. Part Two The fragment and the whole. Chapter 4 The architectural fragment: ruins and totality in J. G. Ballard's fiction Marcin Tereszewski, University of Wrocław. Chapter 5 Fragmentary transtextuality: David Mitchell and his novel Gerd Bayer, University of Erlangen-Nuremberg. vii ix xi. 1 3. Chapter 12 Singularity, multimodality, transmediality: fragmentary future(s) of the novel? Grzegorz Maziarczyk, John Paul II Catholic University of Lublin. Chapter 13 From Wunderkammer fragmentation to alternative history in Hexen 2.0 by Suzanne Treister Zofia Kolbuszewska, University of Wrocław. 149 161. Start your review of Towards a Poetics of the Indian English Novel. Write a review. Sachin rated it it was ok Sep 26, 2008. He is the author/editor of over forty books and has published over 150 book chapters, refereed papers, and academic Makarand R. Paranjape is Professor and Chairperson, Centre for English Studies, Jawaharlal Nehru University, New Delhi. He was educated at St. Stephen's College, University of Delhi, and at the University of Illinois at Urbana-Champaign, where he earned a Masters and PhD in English. He is the author/editor of over forty books and has published over 150 book chapters, refereed papers, and academic articles.