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Janata Shikshan Sangha's  
SHREE TAMMANNAPPA CHIKKODI  
ARTS, COMMERCE, BBA, BCA, B.Sc& PG COLLEGE, BANHATTI  
ಶ್ರೀ ತಮ್ಮಣ್ಣಪ್ಪಚಿಕ್ಕೋಡಿ ಕಲಾ, ವಾಣಿಜ್ಯ, ಬಿಬಿಎ, ಬಿಸಿಎ, ಬಿ.ಎಸ್ಸಿ ಮತ್ತು ಸ್ನಾತಕೋತ್ತರ  
ಪದವಿ ಮಹಾವಿದ್ಯಾಲಯ, ಬನಹಟ್ಟಿ

(Affiliated to Rani Channamma University Belaganvi)  
Tal: Jamkhandi Karnataka (Dist: Bagalkot)  
Re-Accredited by NAAC at "B++" Level

List of Programs and Course names that includes the cross cutting issues relevant to Professional Ethics, Human Values, Gender, Environment Sustainability in the curriculum


### 1) Professional Ethics

Sl.No.	Name of the Program	Course Title	Course Outcomes
1	BCA 5 <sup>th</sup> Semester	Personality Development	It helps to the students to develop their overall personality
2	Bcom IInd Semster	Business Environment	
3	Bcom Ist Semester	Management Principles and applications	It helps to students for the preparation of strategic plan for the attainment of organizational goals
4	Mcom IIIrd Semester	Organizational Behavior	It helps to the students to develop understanding of different components of individual and group behavior organizational settings.
5	Mcom Ist Semester	Corporate Strategic Management	To educate about the basic inputs in making and implementing corporate strategic decisions to students.
6	BBA 5 <sup>th</sup> Semeter	Personality Development	It provides a proper prospective towards one's personality development.
7	BBA 3 <sup>rd</sup> sem OEC	Entrepreneurship Development	It helps the students to discover their strength and weakness to developing the entrepreneurial



			mind set.
8	BBA 1 <sup>st</sup> Semester OEC	Personality Development	The students will possess the personality development techniques and communication skills and it helps to acquire the skills to manage stress and conflicts
9	All courses	Indian constitution	Demonstrate the values, ideals and the role of the constitution in a democratic India.
10	Ist sem all courses	English	Helps to communicate effectively and appropriately and use English effectively for the purpose of study.

  
**Co-ordinator**  
IQAC  
JSS STC Art's and Commerce College.  
BANHATTI -587311. Dist. Bagalkote.

  
**PRINCIPAL**  
JSS STC Art's and Commerce College  
BANHATTI -587311

**Paper Code:** BCASEC 5.9

**Paper title:** Personality Development

**Teaching Hours** – 2 hrs/week

**Total Teaching Hours:** 30 Hrs.

**Marks:** Th-40+IA-10

**Credits:** 2

**Unit I:**

Meaning and definition of personality : Personality development as a process, Importance of pass, Importance of personality development , Theories of Personality, Psychological theory(Signed Freud),Phenomenological theory (Car Rogers) Cognitive theory (George A Kelly) A trait factor – Analytic approach(Raymond B. Cattel), Psychosocial development theory(Erickson). **10Hrs**

**Unit II:**

Determinants of Personality: Physical, intellectual, Emotional, social, educational familial. **10Hrs**

**Unit III:**

The self-Concept: Individual as a self-sculptor, process of perception cognition and their impact , Learning process, What is attitude, The process of attitude formation. **10Hrs**

**Reference:**

1. Cloninger, susan C,(2000) Theories of personality, prentice Hall London.
2. Hurloack, Elizabeth B(?) Personality Development.
3. Kagan Jerome (1969), Personality Development , Harcourt Brace, New york.
4. Kundu C.L.(1989) Personality Development , Sterling Bangalore.
5. Personality Development and communication skills, Mulgund&Kenchappanavar, Srhshtiprakashana

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
<b>4 Credits</b>	<b>4 +0+0</b>	<b>56 Hrs</b>
<b>Pedagogy:</b> Classrooms lecture, Case studies, Group discussion, Seminar & field work etc.,		
<b>Course Outcomes: On successful completion of the course, the Students will be able to</b>		
<ol style="list-style-type: none"> <li>1. Understand and identify the different theories of organisations, which are relevant in the present context.</li> <li>2. Design and demonstrate the strategic plan for the attainment of organisational goals.</li> <li>3. Differentiate the different types of authority and choose the best one in the present context.</li> <li>4. Compare and choose the different types of motivation factors and leadership styles.</li> <li>5. Choose the best controlling techniques for better productivity of an organisation.</li> </ol>		
Module	Syllabus	Teaching Hours
I	<b>INTRODUCTION TO MANAGEMENT:</b> Introduction - Meaning and Importance of Management - Managerial Functions - Essence of Management - Evolution of the Management Thoughts: Classical Organizational Theories - Neo-Classical Theories - Modern Organizational Theories.	10
II	<b>PLANNING:</b> 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.	10
III	<b>ORGANIZING:</b> 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	12
IV	<b>STAFFING AND LEADING:</b> Staffing: Introduction, 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.	12
V	<b>CONTROLLING AND COORDINATION:</b> Control: Concept-Process-Limitations-Principles of Effective Control-Major Techniques of Control – Ratio Analysis, ROI, Budgetary	12

## Course - HC-3.3: Organisational Behaviour

Weekly Teaching Hours: 4  
Credits: 4

Examination Duration: 3 Hours  
Maximum Marks: 100

**Objective:** To develop theoretical and practical understanding of different components of individual and group behavior in organizational setting.

### **Unit-I: Introduction**

Meaning and Definition, Nature, Scope, Challenges and Opportunities for organizational behavior, Disciplines contributing to the field of Organizational Behavior, Organizational Behavior Models. Positive Organizational Behavior.

### **Unit-II: Individual Behavior**

Meaning, Fundamentals, Reasons for Difference, Importance, Causes of Human Behavior; Perception; Personality; Meaning, Factors Influencing and Types of Personality. Attitude; Meaning, Changes in Attitudes, Role and Types. Learning; Meaning, Process, Difficulties and Importance.

### **Unit-III: Group Behavior**

Group ó Determinants, Process, Task, Types, Cohesiveness and Productivity; Group Decision Making; Team Building; Group Conflicts and Negotiations, Stress Management, Decision Making, Effective Communication.

### **Unit-IV: Motivation and Leadership**

Motivation ó Meaning and Definition, Need for Motivation, Motivational Process, Motivational Tools, Theories of Motivation. Leadership – Leader and Leadership, Characteristics of Good Leader, Leader v/s Manager, Leadership Skills, Outstanding Leader, Leadership under Cross - Cultural Environment, Leadership Theories, Leadership Styles.

### **Unit- V: Organizational Change and Development**

Organizational Change: Approaches, Planning and Implementing Change, Resistance to Change and its management. Organizational Development: Meaning, Characteristics, Objectives, Models, Interventions. Work Life Management.

### **Reference Books :**

01. Greenberg, Baron (2010). Behaviour in Organisations: Understanding and Managing the Human Side of work. Pearson
02. Herzberg, F. (1968). One More Time: How Do You Motivate Employees? Harvard Business Review.
03. K ashwathappa, Organisational Behaviour, Himalaya Publishing House.
04. Luthans, Fred. Organizational Behaviour, McGraw-Hill, Indian Edition.
05. Pareek, U. & Khanna, S. Understanding Organizational Behaviour. Oxford University Press.
06. Robbins, Stephen P., TA Judge & Neharika Vohra (2013). Organisational Behaviour, Pearson.

**Semester - I**  
**Course - HC-1.1: Corporate Strategic Management**

Weekly Teaching Hours: 4  
Credits: 4

Examination Duration: 3 Hours  
Maximum Marks: 100

**Objective:** The basic objective of the course is to educate about the basic inputs in making and implementing corporate strategic decisions.

**Unit-I: Introduction**

Meaning of Strategy, Reasons for Strategy , Relevance of Strategy in Modern Business, Concept of Strategy, Levels of Strategies, Strategic Intent and Strategic Fit, Vision, Mission and Purpose, Objectives and Goals, Strategic Business Unit and Ethics in Strategic Management.

**Unit-II: Environmental Analysis and Diagnosis**

Meaning of Business Environment, Types of Business Environment, Environment Scanning , Organizational Appraisal; Analysis of Michael Porter's Five Force Model, SWOT Analysis, ETOP Analysis, Value Chain Analysis, Core and Distinctive Competencies, Resources and Capabilities.

**Unit-III: Types of Strategies**

Modernization, Diversification & Integration Strategies, Merger, Takeover, Joint Venture and Strategy Alliance; Growth, Stability, Turnaround, Divestment, Liquidation and Reengineering Strategies; Generic Competitive Strategies, Cost Leadership, Differentiation, Bench Marking, Service Blue Print, Process of Strategic Choice; Factors Affecting Strategic Choice.

**Unit-IV: Functional Strategies**

Plans and Policies; Production/Operations, Marketing, Personnel, Financial, and R&D Strategy. Implementation of Strategy, Issues in Strategy Implementation, Strategy Activation; Organizational Structure, Commitment and Corporate Culture; Strategic Management Process of Indian Companies.

**Unit-V: Strategic Evaluation and Control**

Overview of Strategic Evaluation; Strategic Control; Techniques of Strategic Evaluation and Control. Evaluation of Strategic Alternatives - Product Portfolio Models, BCG Matrix, GE Matrix, Gap Analysis; Strategic Control System.

**Reference Books:**

01. Bartlett, C.A., Ghoshal, S. and P. Beamish, Transnational Management: Text, Cases, and Readings in Cross-Border Management, Mcgraw Hill.
02. Bhattachary, S.K. and N.Venkataramin: Managing Business Enterprise: Strategies, Structures and Systems, Vikas Publishing House, New Delhi.
03. Hill and Jones, Strategic Management, All India Publishers, Chennai.
04. Porter, Michael E., The Competitive Advantage of Nations, Macmillan, London.
05. Sharma, R. A Strategic Management in Indian Companies, Deep and Publications, New Delhi.
06. Srivastava, R.M. Management Policy and Strategic Management, Himalaya Publishing.
07. Subba Rao, V., Strategic Management, Himalaya Publishing

# **PERSONALITY DEVELOPMENT–I**

**Subject Code: SEC 3**

**Work load: 3 hours per week**

**Total Contact Hours: 30 hrs.**

**Internal Marks: 10**

**External Marks: 40**

**OBJECTIVE:** The objective of the course is to provide a proper perspective towards one's personality development.

## **Module -1: Introduction to Personality.**

**14 Hours**

Introduction to Personality- Basic of Personality, Human Growth and Behavior, Theories in Personality, Motivation; Attitudes: Types of Attitudes, Formation – importance of positive attitudes – steps in developing positive attitudes

## **Module -2: Communication and Leadership Skill.**

**16 Hours**

Communication Skills – Definition, Significance of communication, disasters of non-communication, communication Gap, process of communication, forms of communication; listening skills, active and attentive listening, benefit of listening; Body Language, Right Posture and its importance– effects of right body language, Inter personal communication and relationships, leadership skills, team building and public speaking.

## **RECOMMENDED BOOKS:**

1. Personality Development by Rajiv K. Mishra. Rupa & Co.
2. Public Speaking – Collins.
3. Your Personal Pinnacle of Success - D. D. Sharma
4. Self - development - Devesh.

**COURSE CODE: DSC 303**  
**ENTREPRENEURSHIP DEVELOPMENT**

**OBJECTIVE**

The objective is to enable students to understand the basic concepts of entrepreneurship and prepare business plan to start a small industry.

**OUTCOME**

Have the ability to discern distinct entrepreneurial traits. Know the parameters to assess opportunities and constraints for new business ideas

**Unit 1: ENTREPRENEURSHIP (15 Hrs)**

Introduction - Meaning & Definition of Entrepreneurship, Entrepreneur & Enterprise - Differences between Entrepreneurship, Entrepreneur & Enterprise ~ Functions of Entrepreneur — Role of Entrepreneur for Economic Development - Factors influencing Entrepreneurship - Pros and Cons of being an Entrepreneur — Differences between Manager and Entrepreneur - Qualities of an Entrepreneur — Types of Entrepreneurs. Entrepreneurship Development Need - Problems — National and State Level Institutions

**Unit 2: SMALL SCALE INDUSTRIES (10 Hrs)**

Small Scale Industries - Tiny Industries - Ancillary Industries - Cottage Industries — Definition - Meaning - Product Range - Capital Investment - Ownership Patterns - Importance and Role played by SSI in the development of the Indian Economy - Problems faced by SSI's and the steps taken to solve the problems

**Unit 3: STARTING A SMALL INDUSTRY (12 Hrs)**

Concept of Business opportunity, scanning the environment for opportunities, evaluation of alternatives and selection based on\_ personal competencies. - An overview of the steps involved in starting a business venture — Location, Clearances and Permits required, Formalities, Licensing and Registration Procedures - Assessment of the market for the proposed project - Importance of financial, technical and social feasibility of the project.



**Unit 4: IMPLEMENTATION OF THE PROJECT AND SICKNESS IN SSIs (13 Hrs)**

Financial assistance through SFC's, SIDBI, Commercial Banks, KSIDC, KSSIC, IFCI, - Non-financial assistance from DIC, SISI, EDI, SIDO, AWAKE, TCO, TECKSOK, KVIC - Financial incentives for SSIs and Tax Concessions - Assistance for obtaining Raw Material, Machinery, Land and Building and Technical Assistance - Industrial Estates - Role and Types. Sickness: Meaning and definition of a sick industry - Causes of Industrial Sickness - Preventive and Remedial Measures for Sick Industries

**Unit 5: PREPARING THE BUSINESS PLAN (BP) (10 Hrs)**

Business Plan, Importance of BP, Preparation of BP, Typical BP format - Financial aspects of the BP - Marketing aspects of the BP - Human Resource aspects of the BP - Technical aspects of the BP - Social aspects of the BP - Preparation of BP - Common pitfalls to be avoided in preparation of a BP

**SUGGESTED BOOKS:**

1. Vasant Desai: The Dynamics of Entrepreneurship Development and Management, HPH
2. Mark. J. Dollinger, Entrepreneurship — Strategies and Resources, Pearson Edition.
3. Satish Taneja: Entrepreneur Development, HPH.
4. UdaiPareek and T.V. Rao, Developing Entrepreneurship
5. S.V.S. Sharma, Developing Entrepreneurship, Issues and Problems, SIET, Hyderabad
6. Srivastava, A Practical Guide to Industrial Entrepreneurs, Sultan Chand.
7. Government of india, Report of the committee on small and medium entrepreneurs, 1975
8. VidyaHattangadi ; Entrepreneurship, HPH.
9. N.V.R. Naidu : Management and Entrepreneurship, I.K. International
10. Bharusali, Entrepreneur Development,
- 11.K. Venkataramanappa, Entrepreneurial Development, SHB Publications
12. Anil Kumar: Small Business and Entrepreneurship, I.K. International
13. Rekha & Vibha ~ Entrepreneurial Management VBH

Name of the Program: Bachelor of Business Administration (BBA)  
**Course Code: BBA. 1.5 (Open Elective Course)**

**Name of the Course: 1. PERSONALITY DEVELOPMENT**

Course Credits	No. of Hours per Week	Total No. of Teaching Hours
<b>3 Credits</b>	<b>3+0+0</b>	<b>42 Hrs</b>

**Pedagogy:** Classroom lecture, Case studies, Group discussion, Seminar & field work etc.,

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

1. Students will possess the personality development techniques and communication skills
2. Students will be able to acquire the skills to manage stress and conflict.
3. Groom their personality and prove themselves as good Samaritans of the Society.
4. Develop an understanding of and practice personal and professional responsibility.
5. Demonstrate knowledge of personal beliefs and values and a commitment to continuing personal reflection and reassessment.

<b>Module</b>	<b>Syllabus</b>	<b>Teaching Hours</b>
I	<b>INTRODUCTION:</b> Meaning and concept of personality - Dimensions of personality - Theories of Freud & Erickson - Significance of personality development- Concept of success and failure: Hurdles in achieving success - Overcoming hurdles - Factors responsible for success - Failure: Causes of failure- SWOT analysis.	8
II	<b>ATTITUDE &amp; MOTIVATION:</b> Attitude: Concept- Significance- Factors affecting attitudes - Positive attitude - Advantages- Negative Attitude- Disadvantages - Ways to develop positive attitude - Differences between personalities having positive and negative attitude- Motivation: Significance - Internal and External motives - Importance of self-motivation - Factors leading to de-motivation.	10
III	<b>SELF ESTEEM:</b> Term self-esteem - Symptoms - Advantages - Do's and Don'ts to develop positive self-esteem - Low self-esteem - Symptoms - Personality having low self-esteem - Positive and negative self-esteem. Interpersonal Relationships - Defining the difference between aggressive, submissive and assertive behavior - Lateral thinking.	8
IV	<b>OTHER ASPECTS OF PERSONALITY DEVELOPMENT:</b> Leadership - Qualities of a successful leader - Body language - Problem- solving - Conflict and Stress Management - Decision making skills - Character building -Team work - Time management - Work ethics- Good manners and etiquette.	8
V	<b>EMPLOYABILITY QUOTIENT:</b> Resume building- The art of participating in Group Discussion - Acing the Personal (HR & Technical) Interview - Frequently asked questions - Psychometric Analysis - Mock interview sessions.	8

# Syllabus

(III & IV Semester)

## **INDIA AND INDIAN CONSTITUTION**

**(Revised on November 23, 2022)**

**Submitted to**

**Principal Secretary to the Govt.  
Higher Education Department,  
Bengaluru**

**Submitted by**

**Chairman and Members  
NEP-2020 Committee for Curriculum Framing in Political Science and Public  
Administration**

**INDIA AND INDIAN CONSTITUTION****Ability Enhancement Compulsory Courses (AECC)****Course Title: INDIA AND INDIAN CONSTITUTION**

Total Contact Hours: <b>45</b>	Course Credits: 3
No. of Teaching Hours/Week:3	Duration of ESA/Exam: <b>2 Hours</b>
Formative Assessment Marks: 40	Summative Assessment Marks: <b>60+40=100</b>

**Course Objective**

The purpose of the course is to help students to learn and explain the journey of India as a republic. They will, through this paper learn to contextualise the depth of India as a nation with its diverse socio-political culture, its philosophical traditions, values and Ideals. It will give them knowledge to expound the breadth of freedom struggle in various parts of India, its significance in nation building and the sacrifices made both by its leaders and followers. It will help them to demonstrate their knowledge regarding the efforts made at working towards a constitution as India's conscience cherishing the values of Justice, Liberty, Equality and Fraternity. Consequently it will enable students to contextualise the powers and functions of various offices under the Constitution. It will help them determine the role and responsibilities of citizens as enshrined in the Constitution, offering insights in to the contributions of personalities like Gandhiji, Dr B.R.Ambedkar and Jawahar Lal Nehru, Bal Gangadhar Tilak, the values tolerance, equality of treatment, scientific secularism and swarajya and the processes of policymaking keeping national wellbeing in the forefront. This paper will enable students to illustrate how vibrant our Constitution is, how farsighted were its makers and how efficient are the various institutions that are functioning under it.

**Learning outcomes**

Upon completion of this course students will be able to—

- Explain the philosophy and the structure of the Constitution.
- Measure the powers, functions and limitations of various offices under the Constitution.

Demonstrate the values, ideals and the role of Constitution in a democratic India.

Unit	Contents of Course:	45 Hours
Unit-I	<p><b>Background to the study of Indian Constitution**</b></p> <p><b>Chapter 1: Philosophical and Political foundations of India:</b> Meaning of Dharma and Danda. Nationalistic perspectives of Raja Rammohun Roy, Swamy Vivekananda and Sri Aurobindo</p> <p><b>Chapter 2: Political values and Ideals during freedom struggle:</b>  <b>Gandhi:</b> Truth and Non Violence, Satyagraha and Swadeshi, <b>Tilak</b> :Swaraj <b>Deen Dayal Upadhyay:</b> Integral Humanism <b>Vinoba Bhave.</b> Voluntarism</p> <p><b>Chapter 3: Political Contribution of Regional freedom struggle:</b> Kittur Rani Chennamma, Hardekar Manjappa, Madikeri Peasants, Halagali Bedas.</p>	<p><b>6 Hours</b></p> <p><b>5 Hours</b></p> <p><b>4 Hours</b></p>
Unit-II	<p><b>Constitutional Development and its Philosophy</b></p> <p><b>Chapter- 4: Historical background of Constitutional development in India</b> – Indian Councils Act of 1861 and 1892, Features Government of India Act 1909,1919,1935 Indian Independence Act 1947</p> <p><b>Chapter 5: Philosophy and features of Indian Constitution -</b> Preamble*, Salient features** Dr B.R. Ambedkar and Nehru’s contribution in making of the Constitution.</p> <p><b>Chapter- 6: Working of the Constitution -</b> Fundamental Rights, Union-State Relations, Amendment procedures to the Constitution, Parliamentary committees’ nature purpose and classifications</p>	<p><b>5 Hours</b></p> <p><b>5 Hours</b></p> <p><b>5 Hours</b></p>

Unit-III	<p><b>Constitutional Institutions and Citizen's role</b></p> <p><b>Chapter 7: Parliamentary and Constitutional Institutions:</b> Legislature: * Lok Sabha Rajya Sabha-Composition and powers Executive: President, Prime minister composition and powers, Judiciary: Supreme court, High court composition and jurisdiction, Comptroller and Auditor General, Election Commission. Powers</p> <p><b>Chapter 8: Role and Responsibilities of Citizens under Indian Constitution:</b> Concept of Citizenship, Person of Indian Origin PIO Overseas Citizen of India OCI, Fundamental Duties,</p> <p><b>Chapter 9: Goals and Policies of National Development enshrined in the Constitution:</b> NITI Ayoga, National Development Council, Goals of National Educational Policy 2020*</p>	<p><b>6 Hours</b></p> <p><b>4 Hours</b></p> <p><b>5 Hours</b></p>
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(\*\*Note-This is a compulsory, foundational and value additional course to be taught to students at the graduate level under NEP 2020. The paper is expected to impart the structure and functional aspects of constitution while giving them the background of a diverse country like India and the nuances of its social fabric and the why of such an elaborate constitution. The introductory chapter therefore is designed to familiarise students about their country and culture before they understand their constitution).

(Please note: The question paper pattern is indicative of the way a teacher needs to teach this paper. The pedagogical choice of a teacher helps to make an impact of his/her teaching on the student. Activity based and experiential teaching methods help student centric learning process - these are tips to make this paper more meaningful- the ultimate choice is left to the teacher)

#### Exercise:

- Department can debate on the role of Constitution in the development of India.
- Students can empirically evidence the effectiveness of concepts like –Freedom, Equality, Justice, Rights and Duties by conducting empirical studies.
- Can invite experts to deliver special lectures on various provisions and amendments of the Constitution like the functioning of Election Commission, Article 246, 356 etc.

#### Suggested Readings:

1. Aiyangar K.R. 1941. “*Ancient Indian Polity*”. Oriental Bokks Agency. Poona.
2. Altekar A.S. 1949. “*State and Government in Ancient India*”. Motilal Banarsidass Chowk, Banaras.
3. Andre Beteille, 1965. Caste,class, and Power. University of California Press, Berkley.
4. Arora & Mukherji, 1992. Federalism in India, Origin and Developments, Vikas Publishing House, New Delhi.
5. Bakshi, 1999. P.M Constitution of India, Universal Law Publishing House, New Delhi,
6. Balagangadhar, S.N. 2021, “What Does it mean to be ‘Indian’ Notion Press, Indica Academy, Chennai.

7. Basu, D. D. 2022 "Introduction to the Constitution of India" 26th Edition, LexisNexis, New Delhi
8. Bhandarkar D.D. 1940. "*Some Aspects of Ancient Indian culture*". University of Madras.
9. Bhargava, Rajeev. ed. 1998. *Secularism and Its Critics*, Oxford University Press, New Delhi.
10. Chandra Bipan. 1979. "*Nationalism and Colonialism in India*". Orient, Lang.
11. Constitution of India (Full Text), India.gov.in., National Portal of India, [https://www.india.gov.in/sites/upload\\_files/npi/files/coi\\_part\\_full.pdf](https://www.india.gov.in/sites/upload_files/npi/files/coi_part_full.pdf)
12. Desai, A R. 2016. *Social Background of Indian Nationalism*. Los Angeles: PopularPrakashan.
13. Durga Das Basu, 2018 (23rd edn.) *Introduction to the Constitution of India*, Lexis Nexis Gurgaon.
14. Gandhi, M.K. "Hind Swaraj", [http://www.mkgandhi.org/ebks/hind\\_swaraj.pdf](http://www.mkgandhi.org/ebks/hind_swaraj.pdf)
15. Goshal U.N. 1923. "*History of Hindu Political Theory*". Oxford University Press, Calcutta.
16. Granville Austin, 2000. *The Indian Constitution: Cornerstone of a Nation*. Oxford University Press, Melbourne.
17. Gupta, D. C. 1975. *Indian Government and Politics*, Vikas publishing House, New Delhi,
18. Hanson and Douglas, 1972. *India's Democracy*. W W Norton & Co Inc., New York city.
19. Harish Ramaswamy and S. S. Patagundi (Ed.) 2007. *Karnataka- Government and Politics*. Concept Publishing Company, Delhi.
20. J.N. Pandey, 2018 (55th edn.) *The Constitutional Law of India*, Central Law Agency, Allahabad.
21. Jayaswal K.P. 1943. "*Hindu Polity*". Bangalore Printing and Publishing Co. LTD, Bangalore.
22. Jha, S. N. 2005. *Indian Political System, : Historical Developments*, Ganga Kaveri Publishing House, Varanasi,
23. Johari, J.C., 1974. *Indian Government and Politics*. Vishal Publications, New Delhi.
24. Kapoor, Kapil (Ed), 2005, *Indian Knowledge System-Vol-1*, D K PrintworldLTD., New Delhi.
25. Kapoor, Kapil, 1994, *Texts of the Oral Tradition, Language, Linguistics and Literature : The Indian Perspective*, Academic Foundation, Delhi.

26. Kosambi D.D. 1965. "The Culture and Civilization of Ancient India and Historical Outline". Vikas Publishing House pvt. ltd, Noida.
27. Krishana Rao, M.& G.S.Halappa. 1962. *History of Freedom Movement in Karnataka*. Mysore: Government of Mysore.
28. Kumarapa J.C 1948, "Swaraj for the Masses", Hind Kitab Ltd. Bombay.
29. Merunandan, K.B. 2015. *Bharatada Samvidhana Ondu Parichaya*, MeraguPublications, Bangalore.
30. Nagel, Stuart, 2017, *India's Development and Public Policy*. UK: Routledge.
31. Patham and Thomas Patham. 1986. "Political Thought in Modern India." SagePublications, United States.
32. Pylee, M.V. 2017 (16th edn.) *India's Constitution*, S. Chand Pub., New Delhi.
33. Rajni Kothari, 1995. *Caste in Indian Politics*. Orient Blackswan, Telangana.
34. Rghavendra Rao, K. 2000. *Imagining Unimaginable Communities*. Prasranga, Kannada University, Hampi.
35. Sai Deepak, J. 2021, "India that is Bharat" *Coloniality, Civilization, Constitution*" Bloomsbury Publications, New Delhi.
36. Said Edarard .1978. "Orientalism". Pantheon Books, USA.
37. Sharma, K. 2002. *Introduction to the Constitution of India*, Prentice Hall of India, New Delhi,
38. Sharma, R.S. 1991. "Aspects of Political Ideas and Institutions in Ancient India". Motilal Banarsidass, Delhi.
39. ಜೈತ್ರ.ಎಂ.ಎಸ್ (ಸಂ) 2022, "ಪರಂಪರಾಗತ ಅಭ್ಯುದಯ ದರ್ಶನ:ಧರ್ಮಪಾಲ ದೃಷ್ಟಿ"ರಾಷ್ಟ್ರೀಯ ಸಾಹಿತ್ಯ, ಬೆಂಗಳೂರು
40. ಗಾಂಧಿ ಎಂ.ಕೆ, 2009, ಹಿಂದ್ ಸ್ವರಾಜ್ಯ, ಕರ್ನಾಟಕ ಗಾಂಧಿ ಸ್ಮಾರಕ ನಿಧಿ, ಬೆಂಗಳೂರು.
41. ಧರ್ಮಪಾಲ್, 2001 "ಭಾರತ ಜಾಗೃತಿ" (ಅನು) ಎಸ್.ಆರ್.ರಾಮಸ್ವಾಮಿ, ರಾಷ್ಟ್ರೀಯ ಸಾಹಿತ್ಯ, ಬೆಂಗಳೂರು.
42. ಧರ್ಮಪಾಲ್, 2003, "ಸ್ವದೇಶಿ ಮತ್ತು ಭಾರತೀಯತೆ", (ಅನು), ಚರ್ಕವರ್ತಿ, ಸ್ವರಾಜ್ಯ ಪ್ರಕಾಶ ಸಮೂಹ, ಬೆಂಗಳೂರು.
43. ಧರ್ಮಪಾಲ್, 2009, ಭಾರತೀಯ ಚಿತ್ರ, ಮಾನಸಿಕತೆ, ಕಾಲ(ಅನು), ಎಸ್.ಆರ್.ರಾಮಸ್ವಾಮಿ, ರಾಷ್ಟ್ರೀಯ ಸಾಹಿತ್ಯ, ಬೆಂಗಳೂರು.
44. ಬಾಲಗಂಗಾಧರ ಎಸ್.ಎನ್ 2010, ಪೂರ್ವವಲೋಕನ. (ಸಂ), ಜೆ.ಎಸ್.ಸದಾನಂದ ಮತ್ತು ರಾಜಾರಾಮ ಹೆಗಡೆ. ಅಭಿನವ ಪ್ರಕಾಶನ, ಬೆಂಗಳೂರು.
45. ಬಾವೆ, ವಿನೋಬಾ. 1954. ಸ್ವರಾಜ್ಯ ಶಾಸ್ತ್ರ, ಸರ್ವಸೇವಾ ಸಂಘ ಪ್ರಕಾಶನ, ಬೆಂಗಳೂರು
46. ಬಾವೆ, ವಿನೋಬಾ. 1958, ಭೂದಾನ ಗಂಗೆ, ಸರ್ವಸೇವಾ ಸಂಘ ಪ್ರಕಾಶನ, ಬೆಂಗಳೂರು
47. ಬಾವೆ, ವಿನೋಬಾ. 1974, ಸ್ವರಾಜ್ಯ ಶಾಸ್ತ್ರ, ಸರ್ವಸೇವಾ ಸಂಘ ಪ್ರಕಾಶನ, ಬೆಂಗಳೂರು
48. ಬಾವೆ, ವಿನೋಬಾ. 1954, ಶ್ರಮದಾನ, ಸರ್ವಸೇವಾ ಸಂಘ ಪ್ರಕಾಶನ, ಬೆಂಗಳೂರು
49. ರಾಜಾರಾಮ ಹೆಗಡೆ ಮತ್ತು ಸದಾನಂದ ಜೆ.ಎಸ್. (ಸಂ), 2016, "ಪೂರ್ವವಲೋಕನ", ವಸಂತ ಪ್ರಕಾಶನ, ಬೆಂಗಳೂರು.
50. ರಾಜಾರಾಮ ಹೆಗಡೆ (ಸಂ) 2004, "ಭಾರತೀಯ ಇತಿಹಾಸ, ಸಮಾಜ ಮತ್ತು ಸಂಸ್ಕೃತಿ", ಕರ್ನಾಟಕ ಸಾಹಿತ್ಯ ಅಕಾಡೆಮಿ, ಬೆಂಗಳೂರು.
51. ರಾಮಚಂದ್ರ ಸಿ.ಎನ್ 2002, "ವಸಾಹತೋತ್ತರ ಚಿಂತನೆ", ಬೆಂಗಳೂರು: ಕರ್ನಾಟಕ ಸಾಹಿತ್ಯ ಅಕಾಡೆಮಿ
52. ಶಂಕರನಾರಾಯಣರಾವ್ ಎನ್.ಪಿ (ಸಂ) 2020, "ದಿನದಯಾಳ ಉಪಾಧ್ಯಾಯ: ಏಕಾತ್ಮ ಮಾನವತೆ" ರಾಷ್ಟ್ರೀಯ ಸಾಹಿತ್ಯ, ಬೆಂಗಳೂರು.
53. ರಾಜಾರಾಮ ಹೆಗಡೆ, 2021 ಪಶ್ಚಿಮಾಯಾನ; ವಸಾಹತು ಹಿನ್ನೆಲೆ ಮತ್ತು ಕನ್ನಡ ಜಗತ್ತು, ಅಭಿನವ ಪ್ರಕಾಶ



**Pedagogy:**

The course shall be taught through Lectures, Tutorials, demonstrations, discussions on court judgments, Self-guided Learning Materials, Open Educational Recourses (OER) as reference materials. Field work Exercises to understand the concepts in practice, Assignments, Seminars, Group Discussions, open house debates and Week-end Counselling could also help in better and informed learning in these classes.

<b>Formative Assessment</b>	
<b>Assessment Occasion/ type</b>	<b>Weightage in Marks</b>
Assessment Test-1	10
Seminar/Presentation/Group Discussion	10
Assessment Test-2	10
Assignment/seminar/project or field work	10
<b>Total</b>	<b>40</b>

**Sd/-**  
**Subject Committee Chairperson**

### **III. Term End Examination for Indian Constitution (IC)**

Paper will be for maximum of 60 mark. The minimum mark to pass is 35% (21Marks).

**Note:** Duration of Examination for **Indian Constitution (IC)** is **3 hours**.

Question paper pattern for **Indian Constitution** –

#### **Section A: Multiple Choice Questions**

##### **Section A: Multiple Choice Questions**

**All Questions are Compulsory (60x1=60)**

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.
- 9.

## COURSE WISE STRUCTURE

### Semester I

**Bachelor of Arts (Basic/Hons) Programme/ Bachelor of Performing Arts Programme/ Bachelor of Social Works, B.S.W.**  
**(Subjects without practical/One subject without practical and one subject with practical)**

<b>Year</b>	2021	<b>Course Code: BAENGAECL2-1</b> <b>Course Title: Generic English - I</b>	<b>Credits</b>	3
<b>Sem.</b>	I		<b>Hours</b>	4
Course Pre-requisites, if any		NA		
Formative Assessment Marks: 40		Summative Assessment Marks: 60		
<b>Course Outcomes</b>	<p><b>At the end of the course the student should be able to:</b></p> <ol style="list-style-type: none"> <li>1. Acquire the LSRW (Listening, Speaking, Reading, and Writing) skills.</li> <li>2. Learn to appreciate literary texts.</li> <li>3. Obtain the knowledge of literary devices and genres.</li> <li>4. Acquire the skills of creativity to express one's experiences.</li> <li>5. Know how to use digital learning tools.</li> <li>6. Be aware of their social responsibilities.</li> <li>7. Develop critical thinking skills.</li> <li>8. Develop gender sensitivity</li> <li>9. Increase reading speed, analytical skills and develop presentation skills.</li> <li>10. Become employable with requisite professional skills, ethics and values</li> </ol>			
<b>Unit No.</b>	<b>Course Content</b>	<b>Suggested Pedagogy</b>	<b>60 Hours</b>	
Unit I	1. Spoken English and Broken English - G. B. Shaw 2. The Curd Seller – Masti Venkatesh Iyengar 3. The Night Train at Deoli – Ruskin Bond	Lectures Tutorials Group Discussion	15 hrs	
Unit II	1. Where the Mind is without Fear - Rabindranath Tagore 2. True Love - William Shakespeare 3. Don't Quit - Edgar Albert Guest	Lectures Tutorials Group Discussion	9 hrs	
Unit III	Introducing One self, Introducing others, Requests, Offering help, Congratulating, Enquiries, Seeking permission Giving instructions to do a task,	Lectures Tutorials Group Discussion Role Play	16 hrs	

Unit IV	<ol style="list-style-type: none"> <li>1. Word class (Nouns, Adjectives, Verbs, and Adverbs)</li> <li>2. Use of Articles</li> <li>3. Use of Prepositions (Place, Time, Position)</li> <li>4. Asking Yes/No Questions,</li> <li>5. Asking Wh. Questions</li> <li>6. Using Indirect Questions for Polite English</li> <li>7. Asking Tag Questions: for affirmation</li> <li>8. Asking Negative Questions: for Confirmation.</li> </ol>	Lectures Tutorials Group Discussion	20 hrs
<b>Recommended Learning Resources</b>			
Print Resources	<ol style="list-style-type: none"> <li>1. Vijay F Nagannawar and S. B. Biradar ed. New Horizon, Textbook prescribed for B. A. and BSW Programme under CBCS, Rani Channamma University, Belagavi, 2021.</li> <li>2. Vijay F Nagannawar and S. B. Biradar ed English Stars, Textbook prescribed for BCom and BBA Programme under CBCS, Rani Channamma University, Belagavi, 2021.</li> <li>3. Dr. S. B. Biradar and Prof. Vijay F Nagannawar ed. English Gems, Textbook prescribed for B. Sc. and BCA Programme under CBCS, Rani Channamma University, Belagavi, 2021.</li> <li>4. Quirk Randolph, Sidney Greenbaum, Geoffrey Leech &amp; Jan Svartvik. A Comprehensive Grammar of the English Language General Grammar. Longman.</li> <li>5. Herring, Peter. Complete English Grammar Rules. Create space Independent Pub, California, 2016.</li> <li>6. Jain Charul, Pradyumnasinh Raj &amp; Yunus Karbharj. English Skills for Academic Purposes. Macmillan Education. London, 2017</li> </ol>		
Digital Resources	<a href="http://orelt.col.org/module/unit/4-grammar-improving-composition-skills">http://orelt.col.org/module/unit/4-grammar-improving-composition-skills</a> <a href="https://www.academia.edu/26724441/A_Concise_Grammar_for_English_Language_Teachers">https://www.academia.edu/26724441/A_Concise_Grammar_for_English_Language_Teachers</a> . <a href="https://www.efluniversity.ac.in/EnglishPro.php">https://www.efluniversity.ac.in/EnglishPro.php</a> <a href="https://www.britishcouncil.in/">https://www.britishcouncil.in/</a>		

### Question Paper Pattern

I.	10 objective questions 5 from Unit I and 5 from Unit II	10x01=10
II.	01 essay type question out of 2 from Unit I	01x10=10
III.	01 essay type question out of 2 from Unit II	01x10=10
IV.	02 questions out of 4: from Unit III	02x05=10
V.	04 Language Activity out of 6: from Unit IV	04x05=20
<b>Total</b>		<b>60</b>

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List of Programs and Course names that includes the cross cutting issues relevant to Gender.

2) Gender

Sl.No.	Name of the Program	Course Title	
1	BA 5 <sup>th</sup> semester	British Role in India	Childs Rigths, Women Rights
2	BA Ist Semester	Human Rights	Students can gain the knowledge about women rights such as : 1) Women can not be discriminated in any filed of activity and enjoy the total freedom and right. 2) Women enjoy equal right to employment.

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Teaching Hours: 4 hrs per week 16x4 = 64hrs

**Unit-I Advent of European and Expansion of British Power**

- A) Advent of Europeans and Anglo-French Conflicts
- B) Consolidation of Power: Robert Clive and Warren Hastings-Their Reforms and Foreign Policy
- C) Lord Cornwallis Reforms

**Unit-II British Power under Governor Generals**

- A) Lord Wellesley-His Subsidy Alliance
- B) William Bentinck : His reforms
- C) Lord Dalhousie: Reforms and Doctrine of Lapse

**Unit- III New Revenue Systems and Indian Revolts**

- A) New Revenue Systems: Jamindari ,Raitwari, and Mahalwari.
- B) The Great Revolt of 1857: Nature, Causes and Results
- C) 1858 Queens Proclamation Act

**Unit-IV Reforms of Viceroy's in India**

- A) Lord Litton: Domestic and Foreign Policy
- B) Lord Rippan: Reforms and Foreign Policy
- C) Lord Curzon: Reforms and Foreign Policy

**Unit-V Map Topics**

- A) Mark the Important Places of Great Revolt 1857
- B) Places of Historical Places-  
1)Kolkata 2)Madras 3)Bombay4)Calicut 5) Surat6)Pandichery 7) Plassey  
8) Baxar 9) Salbha 10) Shrirangpattan

**Reference Books:**

01. Majumdar R.C. ; *Advanced History of India*, Fourth Edition MacMillan Publication, New Delhi,1978
02. Mahajan V.D.; *History of Modern India* ,S Chand and Company Limited, New Delhi, 2006.
03. Roy M.K.; *Princely States and Paramount Power*, M.K. Books of India, New Delhi,1988
04. Raychaudari S.C.; *Social, Cultural and Economic History of India Modern Times*, Surjeet publications, Delhi, 1976

## HUMAN RIGHTS

### Open Elective OE-1

Course Title: HUMAN RIGHTS	
Total Contact Hours: 45	Course Credits: 3
No. of Teaching Hours/Week: 3	Duration of ESA/Exam: 2 Hours
Formative Assessment Marks: 40	Summative Assessment Marks: 60-40=100

#### Course Objective:

This course aims to introduce the students to basic concepts and practices of Human Rights in the global and local domain. This course also exposes them to certain recent issues confronting the Human Rights debates.

#### Learning Outcomes:

After completing this course students will be able to-

- Explain the basic concept of Human Rights and its various formulations.
- Have necessary knowledge and skills for analyzing, interpreting, and applying the Human Rights standards and sensitize them to the issues.
- Develop ability to critically analyse Human Rights situations around them.

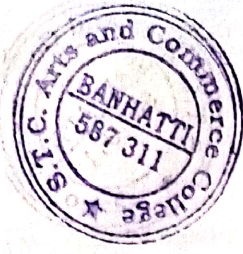
Unit	Contents of Course- OE-1	45 Hours
Unit-I	Chapter-1 Meaning, nature, scope and importance of Human Rights  Chapter-2 The Human Rights of First generation (Civil and Political Rights), Second generation (Economic, Social and Cultural Rights), Third generation (Collective Rights)  Chapter-3 Universal Declaration of Human Rights	15 Hours
Unit-II	Chapter-4 Human Rights, Fundamental Rights and Fundamental Duties in India  Chapter- 5 National Human Rights Commission (NHRC) -	15 Hours

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Political Science

Syllabus w.e.f 2021-22

	Composition and its function  Chapter-6 Karnataka State Human Rights Commission (KSHRCs) – Composition and its functions	
Unit-III	Chapter -7 National Commission and Committees for SCs/STs, Minorities' Commission, Women' Commission  Chapter-8 Major issues, concerns and challenges to Human Rights	15 Hours



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
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List of Programs and Course names that includes the cross cutting issues relevant to Human Values.

### 3) Human Values

Sl.No.	Name of the Program	Course Title	Course Outcomes
1	BA 1 <sup>st</sup> semester OEC	Human Rights	1) Students learn basic concepts of human rights to lead their life in the society. 2) Students can develop ability to critically analyze human rights situations around them.
2	BA 1 <sup>st</sup> semester	Cultural Heritage of India	Students learn more moral values through "Ramayan, Mahabharat, Panchatantra" etc stories
3	BA 5 <sup>th</sup> Semester	History of Tourism and Heritage	Cultural, National, Religious Festivals

  
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## HUMAN RIGHTS

### Open Elective OE-1

Course Title: HUMAN RIGHTS	
Total Contact Hours: <b>45</b>	Course Credits: <b>3</b>
No. of Teaching Hours/Week: <b>3</b>	Duration of ESA/Exam: <b>2Hours</b>
Formative Assessment Marks: <b>40</b>	Summative Assessment Marks: <b>60=40+100</b>

#### Course Objective:

This course aims to introduce the students to basic concepts and practices of Human Rights in the global and local domain. This course also exposes them to certain recent issues confronting the Human Rights debates.

#### Learning Outcomes:

After completing this course students will be able to-

- Explain the basic concept of Human Rights and its various formulations.
- Have necessary knowledge and skills for analyzing, interpreting, and applying the Human Rights standards and sensitize them to the issues
- Develop ability to critically analyse Human Rights situations around them.

Unit	Contents of Course- OE-1	45 Hours
<b>Unit-I</b>	<b>Chapter-1</b> Meaning, nature, scope and importance of Human Rights  <b>Chapter-2</b> The Human Rights of First generation (Civil and Political Rights), Second generation (Economic, Social and Cultural Rights), Third generation (Collective Rights)  <b>Chapter-3</b> Universal Declaration of Human Rights	<b>15 Hours</b>
<b>Unit-II</b>	<b>Chapter-4</b> Human Rights, Fundamental Rights and Fundamental Duties in India  <b>Chapter-5</b> National Human Rights Commission (NHRC)	<b>15 Hours</b>

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	Composition and its function  <b>Chapter-6</b> Karnataka State Human Rights Commissions (KSHRCs) – Composition and its functions	
<b>Unit-III</b>	<b>Chapter -7</b> National Commission and Committees for SCs/STs, Minorities' Commission, Women' Commission  <b>Chapter-8</b> Major issues, concerns and challenges to Human Rights	<b>15 Hours</b>

Title of the Course: Cultural Heritage of India

Course 1	Course 2
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Curriculum for BA in History Program of RCLB as per NEP 2020 to be effective from 2021-22.

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
<b>Unit – 1 Introduction</b>	13/14
<b>Chapter No. 1</b> Meaning and Definition of Historical Cultural Heritage-Concepts, Characteristics-types of Indian Cultural Heritage. Tangible, Intangible, Oral and Living traditions.	04
<b>Chapter No. 2</b> Significance of Fairs and Festivals -Religious Rituals: Regional, Folk, Tribal, National - Monsoon fairs- Animal Fairs	05
<b>Chapter No. 3</b> Pilgrimage centres of India - Kashi, Ujjain, Rameswara, Mount Abu Ajmer, Shrivani, Belagola, Bandenavaz Darga, Amritsar, Goa.	05
<b>Unit – 2 Legends, Narratives and Cultural Ethos</b>	13/14
<b>Chapter No. 4</b> Meaning, Significance, forms and Tradition of Legends - Puranic Legends - Ramayana and Mahabharata - Panchtantra- Jataka- Angas.	06
<b>Chapter No. 5.</b> Traditional Performing Arts - Bharat Natya Shastra: The Source of Performing Indian Classical Arts;	03
<b>Chapter No. 6.</b> Indian Classical Music - Dances as Cultural Heritage. Oral Tradition and performing Arts Carnatic Music and Hindustani Music – Indian Theatre	05
<b>Unit – 3 Architecture and Built Heritage</b>	13/14
<b>Chapter No. 7</b> Meaning and Definition – Caves as Built Heritage	05
<b>Chapter No. 8.</b> Important Monuments of India Shore Temple (Mahabalipuram), Aihole, Badami, Pattadakal, Ajanta, Ellora, Jagannatha Temple –Puri, Konark Sun Temple, Khajuraho, Sanchi	03
<b>Chapter No. 9 A (For Map work) -</b> Monuments of India - Sarnath, Sanchi, Konark, Khajuraho, Hampi, Taj Mahal, Red Fort, Madurai, Shrivani, Belagola, Thanjavur, <b>B. Places of Historical importance :</b> Delhi, Agra, Nalanda, Saranatha, Sanchi, Hampi, Badami, Mahabalipuram, Ajanta, Ellora, Prayaga, Varanasi, Rameshwaram, Dwarka, Konark, Khajuraho	06

**HISTORY AND ARCHAEOLOGY**

**B.A. V Semester OR**

**OPTIONAL PAPER- I: History of Tourism and Heritage**

**Teaching Hours: 4 hrs per week 16x4= 64 hrs**

**Unit-I Definition and Sources of Tourism**

- A. Meaning and Definitions of Tourism
- B. Sources of Tourism
- C. Historical Evolution of Tourism

**Unit-II Types and Services of Tourism**

- A. Types of Tourism-Historical, Cultural Tourism, Eco-Tourism etc.
- B. Tourism Services-Travel agency, Tour Operators, Guides and Escorts
- C. Transport-Road, Rail, Air & Water

**Unit- III Tourist Destination and Fairs - Festivals**

- A. Important Tourist Destinations of Southern and Northern India, Incredible India
- B. Tourism in Karnataka and its prospective "one state many worlds"
- C. Fairs and Festivals- Cultural, National and Religious Festivals

**Unit-IV Museums and Tourism in Karnataka**

- A. Museums as product of Tourism Historical, Tribal, Folk, Cultural and Natural History Museum.
- B. K.S.T.D.C Policy, Karnataka Tourism Prospectus.
- C. Tourism in Karnataka- Historical Sites, Hill Stations, Beaches, Bird and Wild life Sanctuaries

**Unit-V: Map Topics:**

- A. Study Tour to World Heritage sites in India (any 1 or 2 sites per year)
- B. Map questions- Important Tourist Places: 1) Ajmer 2) Tirupati 3) Amritsar 4) Banaras 5) Goa 6) Nagarhole 7) Hampi 8) Agra 9) Konark 10) Delhi 11) Calcutta 12) Bombay 13) Mount Abu 14) Srinagar 15) Khajuraho.



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List of Programs and Course names that includes the cross cutting issues relevant to Environment Sustainability.

**4) Environment Sustainability**

Sl.No.	Name of the Program	Course Title	Course Outcomes
1	1 <sup>st</sup> semester BA, BBA	Environmental Studies	It helps in multidisciplinary academic discipline concerned with investigation, research and extension of knowledge about the living and physical environment.
2	2 <sup>nd</sup> Semester BCom, BSc, BCA	Environmental Studies	It helps in better knowledge of environmental natural political, technical economic, social and cultural elements.

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STC Arts & Commerce College  
BANHATTI-587 311





**RANI CHANNAMMA UNIVERSITY**  
Vidyasangama, NH-04, Bhutaramanahatti, Belagavi - 591 156

**SYLLABUS FOR 1<sup>st</sup> & 2<sup>nd</sup> SEMESTERS**

**ENVIRONMENTAL STUDIES – (AECC)**

**(as per National Education Policy - 2020)**



## **RANI CHANNAMMA UNIVERSITY**

Vidyasangama, NH-04, Bhutaramanahatti, Belagavi – 591 156

### **SYLLABUS**

# **ENVIRONMENTAL STUDIES – (AECC)**

**(as per National Education Policy – 2020)**

#### **Submitted by**

**Dr. Nandini, N.**

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**Chairperson BoS (UG) – Rani Channamma University, Belagavi**  
Chairperson, Environmental Science Subject Expert Committee, NEP-2020,  
Karnataka State Higher Education Council, Government of Karnataka

#### **Members, Board of Studies - Environmental Studies**

1. **Dr. K. L. Prakash**, Professor, Department of Environmental Science, Bangalore University, Bengaluru.
2. **Dr. S. Suresha**, Professor and Head, Department of Environmental Science, Yuvaraja's College (Autonomous), University of Mysore, Mysuru.
3. **Dr. B. S. Prabhakar**, Associate Professor and Head, Department of Environmental Science, St. Joseph's College (Autonomous), Bengaluru.
4. **Dr. Harish Kumar, K.**, Associate Professor, Department of Environmental Science, Government First Grade College, Hosakote, Bengaluru Rural District.

# ENVIRONMENTAL STUDIES

## ABILITY ENHANCEMENT COMPULSORY COURSE (AECC)

This module consists of 3 units, covering 40 lecture hours which are classroom based and 5 hours of field work intended to create awareness, enhance knowledge, develop skills and attitudes necessary to understand the Environment in its totality and enables students to participate proactively for the cause of the environment.

1. Environmental Studies (AECC) is made compulsory core module syllabus framed by UGC for all the Indian Universities/Colleges as per the directions given by the Honorable Supreme Court, which believed that, conservation of environment should be a national way of life and to be included into the education process. As suggested by NEP-2020 State Level Environmental Science Subject Expert Committee, Chairpersons of Board of Studies, Board of Examiners and subject experts it is proposed to implement the details listed in the tabular column below, **mandatorily**.

Environmental Studies (AECC) - Ability Enhancement Compulsory Course		Semester in which the course is to be taught
Streams	BA/ B.B.A /BSW/BFA and other streams of Humanities and Science	I
	B.Sc /B.Com,/BCA / B.Sc SST and other streams of Commerce and Management	II

2. This pattern helps in distributing the workload of teachers of Environmental Studies to both **I & II Semester** enabling the distribution of the **teaching workload of an institution for I & II Semesters**; ensures distribution of examinations into II Semester; also provide scope for a full-time teacher of the subject.
3. **Qualifications to teach Environmental Studies (AECC):** A candidate with minimum qualifications of M.Sc. in Environmental Science subject

only is eligible to teach Environmental Studies (AECC) at the undergraduate level in all types of Universities, Deemed Universities, Autonomous Institutions, Government, Aided and Private Colleges in the State of Karnataka. Preference may be given to candidates with UGC-NET/K-SET/Ph.D. in Environmental Science.

However, when such candidate is not available, teachers of the subjects listed below are to be preferred to teach **ONLY ENVIRONMENTAL STUDIES – AECC** paper in the following order:

i. **Biological Sciences:**

Botany/Zoology/Microbiology/Biotechnology/Life Sciences

ii. **Chemical Sciences and Earth Sciences:**

Chemistry/Geology/Earth Sciences

The teachers **NOT ELIGIBLE** to teach Environmental Studies (AECC) paper are - Humanities (Economics, Geography, History, Sociology, Political Science, Rural Development, Philosophy and others) Commerce, Management, English & others languages, Communication, Performing Arts, Fine Arts, Social work, Women Studies, Psychology, Home Science, Fashion Technology, Travel & Tourism and other similar subjects.

4. **Pattern of Examination:** Total marks – 50 (Internal Assessment - 20 marks and Final Examination - 30 marks).
5. **Final Examination Question Paper Pattern (Short answer and essay type)**
  - a. Section - A (5 questions x 2 marks = 10 marks) – 5 questions out of 7
  - b. Section - B (4 questions x 5 marks = 20 marks) – 4 questions out of 6
6. **Duration of the examination:** 1 hour 30 minutes (1½ hours)
7. **Teaching hours and credits:** 3 hours of teaching per week and 2 credits.



# ENVIRONMENTAL STUDIES

## ABILITY ENHANCEMENT COMPULSORY COURSE (AECC)

Number of Theory Credits	Number of lecture hours + field work
<b>2</b>	<b>45</b>

Content of ENVIRONMENTAL STUDIES - AECC		45 Hours
<b>Unit 1</b>	<p><b>Introduction to Environmental Studies:</b> Multidisciplinary nature of environmental studies. Scope and importance; Concept of sustainability and sustainable development.</p> <p><b>Ecosystems:</b> What is an ecosystem? Structure and function of ecosystem; Energy flow in an ecosystem: food chains, food webs and ecological succession. Case studies of the following ecosystems:</p> <ul style="list-style-type: none"> <li>a) Forest ecosystem</li> <li>b) Grassland ecosystem</li> <li>c) Desert ecosystem</li> </ul> <p>Aquatic ecosystems (ponds, streams, lakes, rivers, oceans, estuaries)</p> <p><b>Natural Resources: Renewable and Non-Renewable Resources</b></p> <p>Land resources and land-use change; Land degradation, soil erosion and desertification.</p> <p>Deforestation: Causes and impacts due to mining, dam building on environment, forests, biodiversity and tribal populations.</p> <p>Water: Use and over-exploitation of surface and ground water, floods, droughts, conflicts over water (International &amp; Inter-state).</p> <p>Energy resources: Renewable and non-renewable energy sources, use of alternate energy sources, growing energy needs, case studies.</p>	<b>15</b>
<b>Unit 2</b>	<p><b>Biodiversity and Conservation:</b> Levels of biological diversity: Genetic, species and ecosystem diversity; Biogeographic zones of India; Biodiversity patterns and global biodiversity hotspots.</p> <p>India as a mega-biodiversity nation; Endangered and endemic species of India.</p> <p>Threats to biodiversity: Habitat loss, poaching of wildlife, man-wildlife conflicts, biological invasions; Conservation of</p>	<b>12</b>

	<p>biodiversity: In-situ and Ex-situ conservation of biodiversity. Ecosystem and biodiversity services: Ecological, economic, social, ethical, aesthetic and Informational value.</p> <p><b>Environmental Pollution:</b> Types, causes, effects and controls; Air, water, soil and noise pollution.</p> <p>Nuclear hazards and human health risks.</p> <p>Solid waste management, Control measures of urban and industrial waste.</p> <p>Pollution case studies.</p>	
<b>Unit 3</b>	<p><b>Environmental Policies and Practices:</b> Climate change, global warming, ozone layer depletion, acid rain and impacts on human communities and agriculture.</p> <p>Environment Laws: Environment Protection Act; Air (Prevention &amp; Control of Pollution) Act; Water (Prevention and Control of Pollution) Act; Wildlife (Protection) Act; Forest Conservation Act. International agreements: Montreal and Kyoto protocols and Convention on Biological Diversity (CBD).</p> <p>Nature reserves, tribal populations and rights, and human wildlife conflicts in Indian context.</p> <p><b>Human Communities and the Environment</b></p> <p>Human population growth: Impacts on environment, human health and welfare.</p> <p>Resettlement and rehabilitation of project affected persons; case studies.</p> <p>Disaster management: Floods, Earthquake, Cyclones and Landslides.</p> <p>Environmental movements: Chipko, Silent valley, Bishnois of Rajasthan.</p> <p>Environmental ethics: Role of Indian and other religions and cultures in environmental conservation.</p> <p>Environmental communication and public awareness, case studies (e.g., CNG vehicles in Delhi).</p> <p>Field work (5 hours)</p>	<b>18</b>

## Reference

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