



Sree Siddaganga Education Society (Regd)
SREE SIDDAGANGA FIRST GRADE COLLEGE
OF ARTS AND COMMERCE, SONDEKOPPA ROAD, NELAMANGALA - 562123.
(Affiliated to Bangalore University)

☎ : 9480116150

E-mail: ssfgc.nel@gmail.com

Website: www.ssfgcnml.org



Re-Accredited at the "B" level from 'NAAC'

ಶ್ರೀ ಸಿದ್ಧಗಂಗಾ ಪ್ರಥಮ ದರ್ಜೆ ಕಲಾ ಮತ್ತು ವಾಣಿಜ್ಯ ಕಾಲೇಜು, ನೆಲಮಂಗಲ-562123

PROGRAMME OUT COMES

2020-21

The B.com course is a three years UG course. After completing Graduation, students can get skills regarding various aspects like marketing manager, sales manager and over all administration abilities of the company.

1. Develops successful accounting and financial executives with creative and innovative skills, ethical and moral values.
2. Enables students to apply the knowledge of business and commerce in finding solution to complex organizational problems.
3. Imparts continuous learning through practical approach and development of professional skills relevant to trade and commerce.
4. Helps students to become more organized and systematic in every walk of life and also in business decisions while occupying higher positions in organizations.
5. Provides an understanding of business environment and sustainability and the way to provide solutions to demonstrate growth.
6. Makes the prospective graduates apply ethical principles and commitment to the profession they prefer to take up.
7. Encourages team work and effective communication
8. Inculcates and develops appropriate skills such as accounting, marketing, finance, entrepreneurship.

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PROGRAMME OUT COMES

2018-19

The B.com course is a three year UG course. After completing Graduation, students can get skills regarding various aspects like marketing manager, sales manager and over all administration abilities of the company.

These programme could provide industries, banking sector, financing companies etc., well trained professionals to meet the requirements.

This programme build the capability of the students to make decisions at personal and professional level will increase after completion of this course. Student can independently startup their own business and get through knowledge of finance and commerce.

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2020-21

B.COM COURSE OUTCOMES

Odd Semesters

Course Code	Course Title	Semester	CO	Course Outcomes
1.3	Financial Accounting	I Semester	CO1	The objective of this course is to help the students acquire conceptual knowledge of the discipline financial accounting and to impart skills for preparation of financial statements of Different under takings for acquiring practical wisdom
1.4	Fundamentals of Management and Life Skills	I Semester	CO1	The objective of this course is to enable students understand the principles of management of a business entity and life skills needed for effective management and navigate their lives
1.5	Business Organization & Market Dynamics	I Semester	CO1	The objective of this course is to help students understand different forms of business Entities and to galvanize the market structure, their behaviors and dynamics in 21st century
1.6	Business Mathematics	I Semester	CO1	The aim of this course is to provide basic knowledge and skills of numerical abilities and Aptitudes for cracking public service examinations and competitive examinations.

3.3	Corporate Accounting	III Semester		The objective of this subject is to enable the students to have a comprehensive awareness About the provisions of the Companies Act and Corporate Accounts.
3.4	Financial Management	III Semester		The objective is to enable students to understand the basic concepts of Financial Management and the role of Financial Management in decision-making.
3.5	Business Ethics	III Semester		The objective is to provide basic knowledge of business ethics and values and its relevance in modern context.
3.6	Quantitative Analysis for Business Decisions–II	III Semester		The objective is to familiarize the students with various statistical techniques for their Application in Business Decisions
3.7	Public Relations and Corporate Communication	III Semester		To create awareness among the students on the soft skills required to plan and Career and empower them with employability skills.
5.1	Entrepreneurship Development	V Semester		To enable students to understand the basic concepts of entrepreneurship and preparing a Business plan to start a small industry.
5.2	International Business	V Semester		The objective of this subject is to enable the students to understand International Business in a Multi Cultural World.
5.3	Income Tax–I	V Semester		The Objective of this subject is to expose the students to the various provisions of Income Tax Act 1961 relating to computation of Income of individuals.
5.4	Cost Management	V Semester		To familiarize the students on the use of costing data for decision making and cost control And create awareness on the emerging Cost Management concepts.
AC5.5	Advanced Accounting	V Semester		The objective is to acquaint the students and make them familiar with the process and Preparation of accounts of different types of organizations.
AC5.6	Business Taxation-I	V Semester		The objective is to equip students with the application of principles and provisions of Central sales tax, Customs act, Central excise, value added tax, Service tax laws, and provide an insight into practical aspects and apply the provisions of tax law to various situations.

EVEN SEMESTER

Course Code	Course Title	Semester	CO	Course Outcome
2.3	Advanced Financial Accounting	II Semester	CO1	The objective of this course is to help the students acquire knowledge, skill sand Acumen of accounting treatment in respect of different categories of business undertakings and special type of business activities
2.4	Marketing & Event Management	II Semester	CO1	The objective of this course is to enable students to acquire basic knowledge about The concept of marketing management, consumer behaviour, markets egmentation strategy and event management.
2.5	Human Capital Management	II Semester	CO1	The objective of this course is to enable the students to gain knowledge and skills Of managing human re sources invarious organisations
2.6	Quantitative Analysis for Business Decision	II Semester	CO1	The objective of this course is to enable students to acquire basic knowledge of analysis and interpretation of data for use in the decision making process in a Business entity
4.3	Advanced Corporate Accounting	IV Semester	CO1	The objective is to enable the students to develop awareness about Corporate Accounting in conformity with the Provision of Companies'' Act and latest Amendments there to with adoption of Accounting Standards.
4.4	Cost Accounting	IV Semester	CO1	The objective of this subject is to familiarize students with the various concepts And elements of cost.
4.5	E-Business and Accounting	IV Semester	CO1	The objective of the subject is to familiarize the students with E-Commerce Models and Tally
4.6	Stock and Commodity Markets	IV Semester	CO1	The objective is to provide students with a conceptual frame work of stock markets And Commodity Markets, functionaries in these markets and their mode of trading.
4.7	Principles of Event Management	IV Semester	CO1	The objective is to provide students with a conceptual frame work of Event Management, Event Services, Conducting Event and Managing Public Relations.
6.1	Business Regulations	VI Semester	CO1	To introduce the students to various Business Regulations and familiarize them With common issues of relevance

6.2	Principles and Practice of Auditing	VI Semester	CO1	This subject aims at imparting knowledge about the principles and methods of Auditing and their applications
6.3	Income Tax-II	VI Semester	CO1	The Objective of this subject is to make the students to understand the Computation of Tax able Income and Tax Liability of individuals.
6.4	Management Accounting	VI Semester	CO1	The objective of this subject is to enable the students to understand the analysis and interpretation of financial statements with a view to prepare management Reports for decision-making.
AC6.5	Business Taxation-II	VI Semester	CO1	The objective is to enable the students to understand assessment of Firms and Companies with regard to income tax and wealth tax.
AC6.6	Accounting for Business Decisions and IFRS	VI Semester	CO1	The objective is to enable the students to understand business decision using the Accounting information.


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2018-19

B.COM COURSE OUTCOMES

ODD Semester

Course Code	Course Title	Semester	CO	Course Outcome
1.3	Financial Accounting	I Semester		The objective of this subject is to acquaint students with the accounting concepts, tools and Techniques influencing Business Organizations.
1.4	Indian Financial System	I Semester		The objective of this subject is to familiarize the students with regard to structure, Organization and working of financial system in India.
1.5	Marketing and Services Management	I Semester		The objective is to familiarize the students with the principles of marketing and focus them Towards Marketing and Management of Services
1.6	Corporate Administration	I Semester		The objective is to enable the students to get familiarized with the existing Company Law And Secretarial Procedure.
3.3	Corporate Accounting	III Semester		The objective of this subject is to enable the students to have a comprehensive awareness About the provisions of the Company's Act and Corporate Accounts.
3.4	Financial Management	III Semester		The objective is to enable students to understand the basic concepts of Financial Management and the role of Financial Management in decision-making.
3.5	Business Ethics	III Semester		The objective is to provide basic knowledge of business ethics and values and its relevance In mode context.

3.6	Quantitative Analysis for Business Decisions–II	III Semester		The objective is to familiarize the students with various statistical techniques for their Application in Business Decisions
3.7	Public Relations and Corporate Communication	III Semester		To create awareness among the students on the soft skills required to plan and Career and empower them with employability skills.
5.1	Entrepreneurship Development	V Semester		To enable students to understand the basic concepts of entrepreneurship and preparing a Business plan to start a small industry.
5.2	International Business	V Semester		The objective of this subject is to enable the students to understand International Business in A Multi Cultural World.
5.3	Income Tax–I	V Semester		The Objective of this subject is to expose the students to the various provisions of Income Tax Act 1961 relating to computation of Income of individuals.
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AC5.5	Advanced Accounting	V Semester		The objective is to acquaint the students and make them familiar with the process and Preparation of accounts of different types of organizations.
AC5.6	Business Taxation-I	V Semester		The objective is to equip students with the application of principles and provisions of Central sales tax, Customs act, Central excise, value added tax, Service tax laws, and provideaninsightintopracticalaspectsandapplytheprovisionsoftaxlawstovarious situations.

EVEN SEMESTER

Course Code	Course Title	Semester	CO	Course Outcome
2.3	Advanced Financial Accounting	II Semester	CO1	The objective of this subject is to acquaint the students with the few accounting standards and make them familiar with the accounting procedures for different Types of business.
2.4	Retail Management	II Semester	CO1	The objective is to enable students to acquire skills in Retail Management.
2.5	Banking Law and Operations	II Semester	CO1	The objective is to familiarize the students with the law and operations of Banking
2.6	Quantitative Analysis for Business Decisions–I	II Semester	CO1	The objective is to provide basic knowledge of statistics and their application to Business situations
4.3	Advanced Corporate Accounting	IV Semester	CO1	The objective is to enable the students to develop awareness about Corporate Accounting inconformity with the Provision of Companies “Act and latest amendments thereto with adoption of Accounting Standards.
4.4	Cost Accounting	IV Semester	CO1	The objective of this subject is to familiarize students with the various concepts And elements of cost.
4.5	E-Business and Accounting	IV Semester	CO1	The objective of the subject is to familiarize the students with E-Commerce Models and Tally
4.6	Stock and Commodity Markets	IV Semester	CO1	The objective is to provide students with a conceptual frame work of stock markets And Commodity Markets, functionaries in these markets and their mode of trading.

4.7	Principles of Event Management	IV Semester	CO1	The objective is to provide students with a conceptual frame work of Event Management, Event Services, Conducting Event and Managing Public Relations.
6.1	Business Regulations	VI Semester	CO1	To introduce the students to various Business Regulations and familiarize them With common issues
6.2	Principles and Practice of Auditing	VI Semester	CO1	This subject aims at imparting knowledge about the principles and methods of Auditing and their applications.
6.3	Income Tax–II	VI Semester	CO1	The Objective of this subject is to make the students to understand the Computation of Taxable Income and Tax Liability of individuals.
6.4	Management Accounting	VI Semester	CO1	The objective of this subject is to enable the students to understand the analysis and interpretation of financial statements with a view to prepare management Reports for decision-making.
AC6.5	Business Taxation-II	VI Semester	CO1	The objective is to enable the students to understand assessment of Firms and Companies with regard to income tax and wealth tax.
AC6.6	Accounting for Business Decisions and IFRS	VI Semester	CO1	The objective is to enable the students to understand business decisions using the Accounting information.


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BANGALORE UNIVERSITY

NEW SYLLABUS 2020 – 21

***B.COM. DEGREE (REGULAR)
(CBCS - SEMESTER SCHEME)
(Revised Syllabus on----- BOS)***

DEPARTMENT OF COMMERCE

Jnanabharathi Campus, Bangalore – 560 056.



REGULATIONS PERTAINING TO B.COM DEGREE (REGULAR)
(CBCS - SEMESTER SCHEME) 2020 – 21

I. OBJECTIVES :

1. To prepare Students to pursue careers in Marketing, Accounting and Taxation, Auditing, Financial Analysis and Management and allied dispensation
2. To develop business analysts for companies, capital markets and commodity markets and securities market
3. To develop human resources to act as think tank for Business Development related issues.
4. To develop entrepreneurs for various sectors of the economy
5. To develop business philosophers with a focus on social responsibility and ecological sustainability.
6. To develop IT enabled global managers for solving real life business problems and addressing business development issues with a passion for quality competency and holistic approach.
7. To develop ethical managers with interdisciplinary knowledge and skills.
8. To empower students to take up higher education to become business scientists, researchers, consultants and teachers, with needed core competencies.
9. To empower students for pursuing professional courses like Chartered Accountancy, Cost and Management Accountancy, Company Secretary, etc.,
10. To empower students to take up professions in financial services, Insurance, Banking and other related sectors
11. To empower students to take up competitive examinations of UPSC, KPSC, and other competitive examination authorities etc.
12. To inculcate leadership skills both in their chosen professional field for achieving personal and professional excellence
13. To blend spirituality with materialistic pursuits of business education students

II. ELIGIBILITY FOR ADMISSION:

Candidates who have completed Two years Pre – University course of Karnataka State or its equivalent as notified by the university from time to time are eligible to seek admission for this course

III. DURATION OF THE COURSE:

The course of study is Three (03) years of Six Semesters. A candidate shall complete his/her degree within six (06) academic years from the date of his/her admission to the first semester. A Student who successfully completes Three (03) years of the course will be awarded Bachelor's Degree in Commerce (B.Com.).

IV. MEDIUM OF INSTRUCTION

The medium of instruction shall be English. However, a candidate is permitted to write the examination either in English or in Kannada (Kannada version Only for Theory Papers).

V. CLASS ROOM STRENGTH OF STUDENTS

There shall be Maximum of 80 students in each section.

VI. ATTENDANCE:

- a) For the purpose of calculating attendance, each semester shall be taken as a Unit.
- b) A student shall be considered to have satisfied the requirement of attendance for the semester, if he/she has attended not less than 75% in aggregate of the number of working periods in each of the subjects compulsorily.
- c) A student who fails to complete the course in the manner stated above shall not be permitted to take the University examination.

VII. COURSE MATRIX

See Annexure – 1 for B.Com Degree (Regular) Course Matrix

VIII. TEACHING AND EVALUATION:

M.Com/MBA (F&A)/MBS graduates with B.Com, B.B.M, and BBA & BBS as basic degree from a recognized university are only eligible to teach and to evaluate the subjects (except languages, compulsory additional subjects and core Information Technology related subjects) mentioned in this regulation. Languages and additional subjects shall be taught by the graduates as recognized by the respective board of studies.

IX. RECORD MAINTENANCE AND SUBMISSION:

- a. Every college is required to establish a dedicated business lab / computer lab to enable students get practical knowledge of business activities and online learning.
- b. In every semester, the student should maintain a separate Note Book for each subject in which numerical exercises / theory notes are to be recorded. This note book has to be submitted to the concerned faculty at frequent intervals for verification and authentication.
- c. In every semester, the student should keep a record of the Business Lab/Field Study Activity and submit it to the concerned faculty for the award of Internal Assessment Marks.
- d. The BOE is authorized to make random surprise visits to the colleges and verify note books and the internal marks awarded.

X. SCHEME OF EXAMINATION:

- a. There shall be a university examination at the end of each semester. The maximum marks for the university examination in each paper shall be 70.
- b. Of the 30 marks of Internal Assessment, 15 marks shall be based on Business Lab Activities during the first two semesters and Field Study Activities in the next four semesters, 10 marks shall be based on two tests. Each test shall be of at least 30 minutes duration to be held during each semester. The average of two tests shall be taken as the internal assessment marks. The remaining 5 marks shall be based on Attendance.
- c. The marks based on attendance shall be awarded as given below:
 - 76% to 80% = 2 marks.
 - 81% to 85% = 3 marks.
 - 86% to 90% = 4 marks.
 - 91% to 100% = 5 marks.

XI. APPEARANCE FOR THE EXAMINATION:

- a) A candidate shall apply for all the parts in each examination when he/she appears for the first time. A candidate shall be considered to have appeared for the examination only if he/she has submitted the prescribed application for the examination along with the required fees to the university.
- b) A candidate who is permitted to seek admission to this degree course on transfer from any other University shall be eligible to claim exemption under Part I from the study of the respective language if he/she has studied and passed the language at the corresponding level.
- c) A candidate who is permitted to seek admission to this degree course on transfer from any other University shall also be eligible to claim exemption under Part II from studying and passing in those subjects which he/she has studied and passed at the corresponding level.
- d) A candidate who is permitted to seek admission to this degree course on transfer from any other University shall not be eligible for the award of ranks.

XII. MINIMUM MARKS FOR A PASS:

Candidates who have obtained a minimum of 35% marks in university examination (i.e. 25 marks out of 70 marks of theory examination) and 40% in aggregate (i.e., total of university examination and internal assessment marks) in each subject shall be eligible for a pass or exemption in that subject.

XIII. CLASSIFICATION OF SUCCESSFUL CANDIDATES:

1. The results of the First to Sixth semester degree examination shall be declared and classified separately as follows:
 - a. First Class: Those who obtain 60% and above of the total marks of parts I, II & III.
 - b. Second Class: Those who obtain 50% and above but less than 60% of total marks of parts I, II & III
 - c. Pass Class: Rest of the successful candidates who secure 40% and above but less than 50% of marks in part I, II & III.

2. Ranks shall be declared on the basis of the aggregate marks obtained by the candidates in this degree course (excluding languages (part I) and non-core subjects (Part III) as a whole. However, only those candidates who have cleared each semester university examination in the first attempt only shall be eligible for award of ranks. The first ten ranks only shall be notified.

XIV. MEDALS AND PRIZES:

No candidates passing through an external examination shall be eligible for any scholarship, fellowship, medal, prize or any other award.

XV. TERMS AND CONDITIONS:

- a) A candidate is allowed to carry-forward all the previous un-cleared papers to the subsequent semester/semesters.
- b) Such of those candidates who have failed/remained absent for one or more papers henceforth called as repeaters, shall appear for exam in such paper/s during the three immediately succeeding examinations. There shall be no repetition for internal assessment test.
- c) The candidate shall take the examination as per the syllabus and the scheme of examination in force during the subsequent appearances.
- d) In the event of any disputes or discrepancies, the aggrieved party jurisdiction of court is Bangalore

XVI. PATTERN OF QUESTION PAPER:

Each question paper shall carry 70 marks and the duration of examination is 3 hours. The Question paper shall ordinarily consist of FOUR sections, to develop testing of conceptual skills, understanding skills, comprehension skills, articulation and application of skills. The question paper setter shall be asked to prepare THREE sets of papers with a maximum of 10% repetition. The Question Paper will be as per the following Model:

SECTION-A 1. a,b,c,d,e,f,g	(Conceptual questions) Answer any FIVE out of seven sub-questions	(05 X 02 = 10 Marks)
SECTION -B: 2,3,4,5,6	(Analytical questions) Answer any THREE out of five questions	(03 X 05 = 15 Marks)
SECTION-C: 7,8,9,10, 11	(Essay type questions) Answer any THREE out of five questions	(03 X 12 = 36 Marks)
SECTION-D 12	Question completely based on the skill Development part (lab activities) Answer any ONE out of two questions	(01 X 09 = 09 Marks)
Total		70 Marks

XVII. PROVISION FOR IMPROVEMENT OF RESULTS:

The candidate shall be permitted to improve the results of the whole examination or of any Semester or a subject within the prescribed time by the university after the publication of the results. This provision shall be exercised only once during the course and the provision once exercised shall not be revoked. The application for improvement of results shall be submitted to the Registrar (Evaluation) along with the prescribed fee.

XVIII. REMOVAL OF DIFFICULTY AT THE COMMENCEMENT OF THESE REGULATIONS:

If any difficulty arises while giving effect to the provision of these Regulations, the Vice Chancellor may in extraordinary circumstances, pass such orders as he may deem fit.

**B.COM DEGREE (REGULAR)
(CBCS -SEMESTER SCHEME) – 2020-21
COURSE MATRIX**

I SEMESTER

	Subjects	Paper	Instruction hrs./week	Duration of Exam (hrs.)	Marks			Credits
					IA	Uni. Exam	Total	
Part 1 Languages	Language - I: Kannada/Sanskrit/Urdu/Tamil/ Telugu/Malayalam/Additional English / Marathi/ Hindi	1.1	4	3	30	70	100	3
	Language – II : English	1.2	4	3	30	70	100	3
Part 2 Optional	Financial Accounting	1.3	4	3	30	70	100	3
	Fundamentals of Management and Life Skills	1.4	4	3	30	70	100	3
	Business Organization & Market Dynamics	1.5	4	3	30	70	100	3
	Business Mathematics	1.6	4	3	30	70	100	3
Part 3	Foundation Course	-	3	3	30	70	100	2
	CC & EC	-	-	-	50	-	50	1
Total Credits							750	21

II SEMESTER

	Subjects	Paper	Instruction hrs./week	Duration of Exam (hrs.)	Marks			Credits
					IA	Uni. Exam	Total	
Part 1 Languages	Language - I: Kannada/Sanskrit/Urdu/Tamil/ Telugu/Malayalam/Additional English / Marathi/ Hindi	2.1	4	3	30	70	100	3
	Language – II : English	2.2	4	3	30	70	100	3
Part 2 Optional	Advanced Financial Accounting	2.3	4	3	30	70	100	3
	Marketing & Event Management	2.4	4	3	30	70	100	3
	Human Capital Management	2.5	4	3	30	70	100	3
	Quantitative Analysis for Business Decision	2.6	4	3	30	70	100	3
Part 3	Foundation Course	-	3	3	30	70	100	2
	CC & EC	-	-	-	50	-	50	1
Total Credits							750	21

III SEMESTER

	Subjects	Paper	Instruction hrs./week	Duration of Exam (hrs.)	Marks			Credits
					IA	Uni. Exam	Total	
Part 1 Language	Language: I Kannada/Sanskrit/Urdu/Tamil/ Telugu/Malayalam/Additional English / Marathi/ Hindi	3.1	4	3	30	70	100	3
	Language – II: English	3.2	4	3	30	70	100	3
Part 2 Optional	Corporate Accounting	3.3	4	3	30	70	100	3
	Financial Management	3.4	4	3	30	70	100	3
	Elements of Costing	3.5	4	3	30	70	100	3
	Indian Financial System	3.6	4	3	30	70	100	3
Part 3	Foundation Course	-	3	3	30	70	100	2
	CC & EC	-	-	-	50	-	50	1
Total Credits							750	21

IV SEMESTER

	Subjects	Paper	Instruction hrs./week	Duration of Exam (hrs.)	Marks			Credits
					IA	Uni. Exam	Total	
Part 1 Language	Language - I: Kannada/Sanskrit/Urdu/Tamil/ Telugu/Malayalam/Additional English / Marathi/ Hindi	4.1	4	3	30	70	100	3
	Language – II: English	4.2	4	3	30	70	100	3
Part 2 Optional	Advanced Corporate Accounting	4.3	4	3	30	70	100	3
	Costing Methods	4.4	4	3	30	70	100	3
	E-Business & Computerized Accounting	4.5	4	3	30	70	100	3
	Business Regulations	4.6	4	3	30	70	100	3
Part 3	Foundation Course	-	3	3	30	70	100	2
	CC & EC	-	-	-	50	-	50	1
Total Credits							750	21

V SEMESTER

	Subjects	Paper No.	Instruction hrs./week	Duration of Exam (hrs.)	Marks			Credits
					IA	Uni. Exam	Total	
Part 1 Optional	Income Tax I	5.1	4	3	30	70	100	3
	Cost Management	5.2	4	3	30	70	100	3
	Indian Accounting Standards (Ind AS)	5.3	4	3	30	70	100	3
	Auditing and Reporting	5.4	4	3	30	70	100	3
Part 2 Elective	ELECTIVE PAPER –1	5.5	4	3	30	70	100	4
	ELECTIVE PAPER – 2	5.6	4	3	30	70	100	4
Part 3	Ability Enhancement Compulsory Course		3	3	30	70	100	2
Total Marks and Total Credits							700	22

VI SEMESTER

	Subjects	Paper No.	Instruction hrs./week	Duration of Exam (hrs.)	Marks			Credits
					IA	Uni. Exam	Total	
Part 1 Optional	Income Tax II	6.1	4	3	30	70	100	3
	Management Accounting	6.2	4	3	30	70	100	3
	Goods & Services Tax	6.3	4	3	30	70	100	3
	Entrepreneurship and Ethics	6.4	4	3	30	70	100	3
Part 2 Elective	ELECTIVE PAPER – 3	6.5	4	3	30	70	100	4
	ELECTIVE PAPER – 4	6.6	4	3	30	70	100	4
Part 3	Ability Enhancement Compulsory Course		3	3	30	70	100	2
Total marks and Total Credits							700	22

ELECTIVE COURSES

ACCOUNTING & TAXATION GROUP

Semester No.	Paper Code	Title of the Paper
V	AC. 5.5	Advanced Accounting
	AC.5.6	Accounting for Government and Local Bodies
VI	AC.6.5	Business Taxation
	AC.6.6	Financial Reporting and corporate Disclosures

FINANCE GROUP

Semester No.	Paper Code	Title of the Paper
V	FN 5.5	Corporate Financial Management
	FN 5.6	Strategic Financial management
VI	FN 6.5	Derivatives and Risk Management
	FN 6.6	International Financial Management

MARKETING GROUP

Semester No.	Paper Code	Title of the Paper
V	MK 5.5	Consumer Behaviour & Market Research
	MK 5.6	Advertising & Media Management
VI	MK 6.5	Retail management
	MK 6.6	International Marketing Management

HUMAN RESOURCE GROUP

Semester No.	Paper Code	Title of the Paper
V	HR 5.5	Performance Management
	HR 5.6	Strategic Human Resource Management
VI	HR 6.5	Labour welfare and Social security
	HR 6.6	International Human Resource Management

FOUNDATION COURSE / SKILL DEVELOPMENT / SKILL ENHANCEMENT COURSE (SEC) / ABILITY ENHANCEMENT COMPULSORY COURSE (AECC) / INTERDISCIPLINARY COURSES

- ❖ Common for all programmes, MCQ type of question paper shall be used and use of modern teaching aids and supply of study material is recommended.
- 1. Constitution of Indian and Human Rights
- 2. Environmental Science
- 3. Computer Applications and Information Technology
- 4. Business Entrepreneurship and Management
- 5. Philosophy, Psychology and Life Skills
- 6. Personality Development and Leadership
- 7. Culture, Diversity and Society
- 8. Research Methodology
- 9. Education and Literacy / Science and Society
- 10. Human Resource Development / Management
- 11. Any one Foreign Language
- 12. Commodity & Stock Market
- 13. Mathematics in finance.
- 14. Inter personal skill
- 15. Artificial intelligence
- 16. Any other Course prescribed by the University from time to time

1. Co-and Extra – Curricular Activities (CC& EC)

A student shall opt for any one of the following activities in the first four semesters offered in the college

- A. N.S.S / N.C.C./Rotary Activities / Rovers and Rangers
- B. Sports and Games / Activities related to Yoga
- C. A Small project work concerning the achievements of Indians in different fields
- D. Evolution of study groups/seminar circles on Indian thoughts and ideas
- E. Interaction with local communities in their neighborhood and learn about and from them
- F. Exploring different aspects of Indian civilizations
- G. Any other Co- curricular and Extra-curricular activities leading to Student Development as prescribed by the University.

Evaluation of Co-curricular and Extra Curricular Activities as per the procedure evolved by the University from time to time

1.3: FINANCIAL ACCOUNTING

LEARNING OBJECTIVE: The objective of this course is to help the students acquire conceptual knowledge of the discipline financial accounting and to impart skills for preparation of financial statements of different undertakings for acquiring practical wisdom

Unit 1. CONCEPTUAL FRAME WORK OF FINANCIAL ACCOUNTING 14 Hrs

Meaning, Definition, Objectives, -Important Terminologies (only meanings) Transaction, debit, credit, Assets, Liabilities, Capital, Drawings, Goods, Distinctions between Goods and Assets, Purchases, Sales, Purchase Returns, Sales Returns, Invoice, Debit Note, Credit Note, Stock, Work-in-progress, Inventory, Incomes, Expenses, Creditors, Debtors-Bills of Exchange, Bills Receivable, Bills Payable, Outstanding Expenses, Accrued Incomes, Prepaid Expenses, Incomes received in Advance, Journal, Journal Entry, Rules for Journal Entry, Subsidiary Books, Journal Proper, Account Carried Down, Brought Down, Carried Forward, Brought Forward, Ledger Accounts, income statement and Balance Sheet-Accounting Equation -Accounting concepts- Entity, money measurement, realization and accrual concept only-introduction to IFRS, US-GAAP, EUROPION-GAAP and JAPANES GAAP (Theory only)

Unit 2: ACCOUNTING FOR SALE OF PARTNERSHIP FIRM 14 Hrs

Sale to a limited company - need for conversion - meaning of purchase consideration - methods of calculating purchase consideration - net payment method - net asset method - passing of journal entries and preparation of ledger accounts in the books of vendor - treatment of certain items - dissolution expenses - unrecorded assets and liabilities - assets and liabilities not taken over by the purchasing company - contingent liabilities - non-assumption of trade liabilities - in the books of purchasing company - passing of incorporation entries - treatment of security premium

Unit 3: ACCOUNTING FOR DEPARTMENTAL UNDERTAKINGS 12 Hrs

Meaning and Features of Departmental Undertaking-Examples of Department Specific Expenses and Common Expenses -Need and Bases of Apportionment of Common Expenses-Preparation of Trading and Profit and Loss Account in Columnar Form, General Profit and Loss Account and Balance Sheet – Simple problems involving adjustment on Closing Stock, Depreciation and Inter Departmental Transfers at Cost Price. (Problems may contain information for a maximum of three departments).

Unit 4: FIRE INSURANCE CLAIMS 10 HOURS

Meaning, Need and Advantages of Fire Insurance-Special terminologies in Fire Insurance Claims – Insurer/Insurance Company, Insured/Policyholder, Premium, Salvage, Insurance Policy, Sum Assured, Under Insurance, Average Clause, Claim. Problems on Ascertainment of Fire Insurance Claim (Excluding abnormal line of goods)

Unit 5 : COMPUTERIZED ACCOUNTING SYSTEMS

06 Hrs

Computerized Accounts by using accounting software: Creating a Company; Configure and Features settings; Creating Accounting Ledgers and Groups; Creating Stock Items and Groups; Vouchers Entry

BUSINESS LAB ACTIVITIES

1. Drafting of Debit Notes, Credit Notes, Purchase Orders, Sales Invoice, Bills of Exchange, Form of Journal, Trading A/c, Profit & Loss A/c, Balance Sheet with imaginary figures
2. Develop E-content based partnership deed and limited liability partnership deed
3. List out 2 Departmental Undertakings with the following details: Name & Address of the Departmental Undertaking. List of departments.
4. Download insurance claim form and fill the necessary details to claim fire insurance
5. Produce documentary evidence for creating accounting ledgers and groups

BOOKS FOR REFERENCE

1. S P Jain and K. L. Narang: Financial Accounting- , Kalyani Publishers
2. Radhaswamy and R.L. Gupta: Advanced Accounting , Sultan Chand
3. Dr. S.N. Maheswari: Financial Accounting, Vikas Publications New Delhi
4. Dr. Janardhanan: Financial Accounting, Kalyani Publishers
5. Anil Kumar, Rajesh Kumar and Mariyappa, "Financial Accounting", HPH
6. Srinivasan putty Financial Accounting HPH

1.4 FUNDAMENTALS OF MANAGEMENT AND LIFE SKILLS

OBJECTIVE:

The objective of this course is to enable students understand the principles of management of a business entity and life skills needed for effective management and navigate their lives

UNIT 1: MANAGEMENT

06 HOURS

Introduction, Meaning, Definitions, Characteristics, Importance and Scope of Management- Management as a Science, as an Art and as a Profession-Meaning and Definitions of Administration-Differences between Management and Administration

UNIT 2: PRINCIPLES AND FUNCTIONS OF MANAGEMENT

14 HOURS

Principles of Management -Nature and Importance F.W Taylor's Scientific Management, Henry Fayol's 14 Principles of Management-Management By Objectives (MBO) -Meaning, Definition, Need, Benefits and Limitations-Management By Exception (MBE) -Meaning, Definition, Need, Benefits and Limitations,-Management functions-Meaning, Definitions, Characteristics, Benefits & Limitations of Planning, Organizing, Staffing, Directing, coordinating, reporting & Controlling

UNIT 3: LEADERSHIP AND MOTIVATION

10 Hrs

Leadership -Meaning, Definition, Characteristics.-Role and Qualities of a good Leader-Leadership Styles—Autocratic, Democratic, Free-rein, New age leadership styles-servant leadership, level-5 leadership, transformation leadership, transactional leadership, negotiation leadership, moral leadership, women leadership and global business leadership style

Motivation- Nature, importance and Theories of Motivation– Maslow's Need Hierarchy Theory, McGregor's Theory X and Theory Y and Herzberg's Two Factor Theory

UNIT 4: COMMUNICATION SKILLS

18 Hrs

Meaning and Definitions of Communication-Types of Communication – Formal Communication & Informal Communication-Modes of Communication – Verbal Communication, Non Verbal Communication (Body Language, Gestures and Facial Expressions,) Etiquette and mannerism in personal and business meetings, E-communication, Video and virtual Conferencing -Written Communication- Email Writing, Characteristics and Importance of Effective Communication -Barriers to Effective Communication and Measures to Overcome Barriers-Effective Communication Skills – Active Listening, Speaking, Observing, Empathizing-Tips for Improving Communication Skills

UNIT 5: LIFE SKILLS, PERSONALITY AND ATTITUDE

08 Hrs

Life Skills-Meaning, definitions, elements of life skills-Behavior, attitude, mannerism, manners, etiquette, ethos, morality, determination commitment, courageousness, perseverance, self confidence, navigating life under different circumstances, self actualization

Personality-Meaning, Definition, Characteristics and Determinants, types and sources of personality, difference between trait and personality

Attitude- Meaning, Definition, Characteristics, Components, Factors influencing attitude, and types of attitude

BUSINESS LAB ACTIVITIES

1. Draft a chart showing Qualities of moral Leaders in India and in Global
2. Develop E-content for application of Maslow's need hierarchy theory in the context of Indian population
3. Capture the positive attitudes of renowned business leader in India
4. Develop E- content for enhancing communication infrastructure of rural India
5. Chart out your own life skills and indentify the pros and cons suggest remedies for overcoming the negative civic and common sense.

BOOKS FOR REFERENCE

1. Koontz & O'Donnell, Management- McGraw-Hill new York
2. L M Prasad, Principles of management- Sultan Chand & Sons
3. Rustum & Davar, Principles and practice of Management-vikas publishing house Delhi
4. Sharma & Shashi K Guptha – Principles of Management-Kalyani publishing House
5. C. B Gupta-Business Management- Sultan Chand & Sons
6. Urmila Rai *Business communication* Himalayas Publishing House.
7. K Ramachandra and et.,al. Principles of Management Management HPH

1.5: BUSINESS ORGANISATION AND MARKET DYNAMICS

Objective:

The objective of this course is to help students understand different forms of business entities and to galvanise the market structure, their behaviours and dynamics in 21st century.

UNIT 1: FORMS OF BUSINESS ENTITIES

12 HOURS

Business-Meaning, Definitions and Features, Major Forms of Business -Sole Trading concern- Meaning, definition and features -Partnership Firm -Meaning, Definitions, Features and limitation and Joint Stock Companies – Meaning, Definitions, Features and Classification-Private Companies – Meaning, Definition, Features, Privileges, Merits and Limitations-Public Companies – Meaning, Definition, Features, Merits and Limitations-Distinctions between private and public companies – One man company-Limited liabilities partnership (LLP)

UNIT 2: FORMATION OF JOINT STOCK COMPANIES

10 HOURS

Companies ACT 2013 salient features, features of latest amendments-Meaning and steps of incorporation- Memorandum of Association -Meaning and contents of Articles of Association -Meaning and contents-Prospectus & statement in lieu of prospectus – meaning and content-Distinctions between Memorandum of Association and Articles of Association-Methods of raising Share Capital – Initial Public Offer- Borrowed Capital- Debentures-Kinds of Debentures –Bonds- meaning definition features,-Kinds of Bonds – Government bonds, corporate bonds, Foreign bonds

UNIT 3: MANAGEMENT OF JOINT STOCK COMPANIES

16 HOURS

Meaning, Role, Powers and Liabilities of Directors, Chairman and Company Secretary- C-suite executives-CEO, CFO, COO, CTO, CKO, CRO and CIO-Meeting- Types -Agenda of the meeting– quorum of the meeting-Motions- kinds of Resolutions- Minutes of Meeting. – Corporate governance- composition of BODs-Cadbury Committee report, SAXEN-OXLEY ACT, Narayamurthy and Nareshchandra committee recommendation of corporate Governance.

UNIT 4: MARKET FORCES, STRUCTURE AND BEHAVIOUR

10 HOURS

Demand-Meaning, Definition, Determinants and Law of Demand, Supply – Meaning, Definition, Determinants and Law of Supply, Market structure – Meaning and Definition-price and output determination under Perfect Competition, Monopoly, Monopolistic Competition, Oligopoly and Duopoly.

UNIT 5: FINANCIAL MARKETS

8 HOURS

Financial Markets-Meaning, Functions and Classification, Organized Market, Unorganized Market, Capital Market, Money Market, Primary Market and Secondary Market - definitions and Features only. Distinctions between Organized and Unorganized Market -

Distinctions between Capital Market and Money market-Distinctions between Primary Market and Secondary Market.

BUSINESS LAB ACTIVITIES

1. Show a chart of classification of Joint Stock Companies
2. Develop E-content for Memorandum and Articles of Associations of any information Technology (IT) firm
3. Draft a chart showing the kinds of Corporate Meetings and also Agenda of a Company's Meeting
4. Draw a chart indicating the difference in various market structure
5. Develop E-content for the working of Stock exchanges and SEBI

BOOKS FOR REFERENCE:

1. Mc kuchhal. modern indian company law. Delhi: shrimahavir book depot
2. Gk Kapoor and sanjay dhamija. company law. Delhi. Bharat law house
3. Anil Kumar. Corporate Law.Delhi: Indian Book House
4. Shashi K Gupta Nisha Aggarwal etl -Indian Financial System-KP
5. Ray, N.C. *an introduction to Microeconomics*. New Delhi: Macmillan Company of India Ltd.
6. D. M. Mithani: Business Economics
7. Varsheney & Maheswari: Managerial Economics
8. Gordon & Natarajan. Financial Markets And Services, Himalaya Publishing House. India
9. K Ramachandra and et.,al. Business Decisions and Market Behaviour HPH

1.6: BUSINESS MATHEMATICS

Objective: The aim of this course is to provide basic knowledge and skills of numerical abilities and aptitudes for cracking public service examinations and competitive examinations.

Unit 1: NUMBER SYSTEM

10 HOURS

Natural numbers, Prime numbers, Real numbers, Even numbers, Odd numbers, Rational numbers, Irrational numbers, Integers-HCF & LCM-Problems on Multiplication, Division, Additions, Subtractions, HCF and LCM

Unit 2: EQUATIONS

10 HOURS

Meaning and Types of Equations-Linear Equation – Meaning & Problems-Simultaneous Equation – Meaning and Problems with only two variables (Elimination method and Substitution method)-Quadratic Equation – Meaning and Problems under Factorization and Formula method.

Unit 3: PERCENTAGES, RATIOS AND PROPORTIONS

12 HOURS

Percentages - Meaning of Percent, Meaning of Percentage-Difference between Percent and Percentage-Expression of Percent-Calculation of Percentage – Problems-Ratios – Meaning and Types of Ratio – Duplicate, Triplicate and Sub-duplicate of a Ratio-Proportions - Meaning & Properties – Cross product property and Reciprocal property -United Proportions-Continued Proportions —Compound Proportions – Meaning and Problems.

Unit 4: COMMERCIAL MATHEMATICS

14 HOURS

Discount – Meaning & Kinds-Problems on Trade Discount, Cash Discount, True Discount, Bankers Discount, Bankers Gain & Equated Due Date-Interest – Meaning and Kinds. Problems on calculation of simple Interest & compound Interest-Annuity – Meaning of Annuity Certain, Annuity Due, Contingent Annuity, Deferred Annuity and Deferred Perpetuity (Only theory, No problems on annuity)

Unit 5: MATRICES AND DETERMINANTS

10 HOURS

Matrices – Meaning, Definition and Types-Algebra of matrix (additions – subtractions and multiplication of two matrices) -Adjoint of a Matrix – Inverse of Matrix-Determinants – Determinant of a square matrix – Solution of Linear Equation by using Cramer's rule in two variables only

BUSINESS LAB ACTIVITIES

1. Show a chart for different kinds of numbers
2. Show a chart for different kinds of equations
3. Show a chart for classification of ratios
4. Draft the procedure of discounting of bills by commercial banks
5. Take the previous of UPSC, KPSC, Banks, Insurance company, Railway board question papers and solve numerical aptitude and reasoning segments

BOOKS FOR REFERENCE:

1. Sanchethi & Kapoor: Business Mathematics.-Sultan & chand publication
2. G K Ranganath and T.V Narasimha Rao- Himalay publishing house
3. K Ramachandra and Roopa Quantitative Techniques for Business Decisions HPH
4. S Rajesh Raja et.,al. Quantitative method for business decisions –KPH
5. Veen and Seema Business Mathematics and Statistics –IK international Publications
6. Ssha et.,al., Business Mathematics-HPH

2.3: ADVANCED FINANCIAL ACCOUNTING

OBJECTIVE:

The objective of this course is to help the students acquire knowledge, skills and acumen of accounting treatment in respect of different categories of business undertakings and special type of business activities

UNIT 1: BRANCH ACCOUNTS

14 HOURS

Meaning of Head Office, Branch, Branch Accounts and Branch Accounting-Objectives and Advantages of Branch Accounting Types of Branches – Meaning and features of Dependent Branches, Independent Branches and Foreign Branches-Methods of maintaining books of accounts by the Head Office – Meaning and Features of Debtors System, Stock & Debtors System, Wholesale Branch System and Final Account System-Methods of ascertainment of Profit or Loss of Branch under Debtors System – Cost Price Method and Invoice Price Method. Problems on preparation of Branch A/c in the books of Head Office under Cost Price Method and Invoice Price Method

UNIT 2: CONSIGNMENT ACCOUNTS

10 HOURS

Meaning, Definitions and Features of Consignment-Parties in Consignment – Consignor and Consignee-Differences between Consignment and Ordinary Sale-Special terminologies in Consignment Accounts – Proforma Invoice, Invoice Price, Account Sales, Non-recurring Expenses, Recurring Expenses, Ordinary Commission, Overriding Commission, Del Credere Commission, Normal Loss, Abnormal Loss. Small Problems on Commission and Valuation of Closing Stock-Consignment Accounts in the books of Consignor – Problems on preparation of Consignment A/c, Consignee A/c and Goods Sent on Consignment A/c in the books of Consignor.

UNIT 3: JOINT VENTURE ACCOUNTS

08 HOURS

Meaning, Definitions and Features of Joint Venture-Differences between Joint Venture and Partnership-Accounting for Joint Ventures – Preparation of Joint Venture A/c, Joint Bank A/c and Co-Venturer's A/c

UNIT 4: ROYALTY ACCOUNTS

12 HOURS

Meaning and Definition of Royalty-Special terminologies in Royalty Accounts – Landlord, Tenant, Output, Minimum Rent/Dead Rent, Short Workings, Recoupment of Short Workings. Methods of Recoupment of Short Workings – Fixed Method and Floating Method-Problems on Ascertainment of Royalty Payable - Preparation of Analytical Table including adjustment for Strike Period.

UNIT 5: HIRE PURCHASE ACCOUNTS

12 HOURS

Meaning and Definition of Hire Purchase System-Meaning and Definition of Instalment Purchase System-Differences between Hire Purchase and Instalment Purchase System-Special terminologies in Hire Purchase Accounts – Hire Vendor, Hire Purchaser, Cash Price, Down Payment, Hire Purchase Price, Principal Component, Interest Component-

Need for segregation of Instalment Amount into Principal Component and Interest Component-Problems on accrual method only-segregation of Instalment Amount into Principal Component and Interest Component when (i) Interest component is not included in the instalment amount (ii) Interest component is included in the instalment amount (iii) Rate of interest is not given and (iv) Cash price is not given.

BUSINESS LAB ACTIVITIES

1. Draft a chart showing types of branches
2. Develop branch accounts E-contents for a firm
3. Develop E-content for a Consignment Agreement
4. Develop E-content for a Joint Venture Agreement
5. Develop E-content for Royalty Agreement

BOOKS FOR REFERENCE

1. Dr. S.N. Maheswari: Financial Accounting, Vikas Publications New Delhi
2. S P Jain and K. L. Narang: Financial Accounting- I, Kalyani Publishers
3. Radhaswamy and R.L. Gupta: Advanced Accounting , Sultan Chand
4. Dr.Janardhanan: Financial Accounting, Kalyani Publishers
5. Jawaharlal & Seema Srivastava :Financial Accounting, HPH
6. Anil Kumar, Rajesh Kumar and Mariyappa, “Financial Accounting”, HPH
7. Srinivas putty Advanced financial Accounting-HPH
8. Saha et., al., Advanced Financial Accounting-VBH

2.4 MARKETING AND EVENT MANAGEMENT

OBJECTIVE:

The objective of this course is to enable students to acquire basic knowledge about the concept of marketing management, consumer behaviour, market segmentation strategy and event management.

UNIT 1: MARKETING MANAGEMENT AND ENVIRONMENT 12 HOURS

Marketing Management: Meaning, Definitions and Features of Market, Marketer, Marketing Concepts –Selling Concept, Marketing Concept and Societal Marketing Concept, Marketing versus Selling, E-marketing and digital marketing meaning only, Marketing Environment –Micro Environment –Suppliers, Competitors, Intermediaries, Customers and Public Macro Environment – Demographic, Economic, Natural, Technological, Political and Cultural Factors,

UNIT 2: MARKETING MIX AND MARKET SEGMENTATION 10 HOURS

Marketing mix-Meaning, components-4ps for goods marketing and 7ps for services marketing, distinction between goods marketing and service marketing. MIS and marketing research and marketing intelligence (meaning only), Market segmentation- Definition of Market Segment -Objectives, Advantages, Limitations and Bases of Market Segmentation

UNIT 3: CONSUMER BEHAVIOUR 10 HOURS

Meaning, Definitions, Features and Importance of Consumer Behaviour- Customer versus Consumer, Buyer versus User, Buyer versus Decision Maker, Factors influencing Consumer Behaviour – Cultural, Social, Personal and Psychological Factors, Consumers Buying Roles – Initiator, Influencer, Decider, Buyer and User, Buying Behaviour – Complex Buying Behaviour, Dissonance Reducing Buying Behaviour, Habitual Buying Behaviour, Variety Seeking Buying Behaviour, Steps in Buying Process – Need Recognition, Information Search, Evaluation of Alternatives, Purchase Decision and Post Purchase Behaviour

UNIT 4: EVENT MANAGEMENT 08 HOURS

Event – Meaning, Definition, Characteristics, Types, Advantages and 5 C's of events, Type of Customers for Events-Event management – Meaning, Definitions, Essentials, Key Drivers, Stages and Decision Makers in Event Management-Event Management Staff – Establishing Policies and Procedures of an Event, Role of Event Manager and the people involved in conducting the event, Developing Record Keeping System in Event Management

UNIT 5: CONDUCT OF AN EVENT & PROCEDURE 12 HOURS

Planning Schedule, Steps to Organize an Event, Assignment of Responsibilities-Communication in Events – Multichannel used for communication, Operational Communication Tools for Events, Event Marketing and Communications Planning Process-Budget of an Event – Basic Event Budgeting Rules, Typical Event Expenditure, Reasons for

Budget of an Event, Fundamentals of Creating an Event Budget, Predicting the Financial Outcome of an Event, Importance of Financial Control of an Event, Continual adjustment of the Event Budget-Computer Aided Event Management – Use of Computer and Technology from the start to End of Event, Event Planning Software, Roles and responsibilities of Event manager for different Events-Checklist of an Event, Emergency plan checklist for an Event, Sample event planning checklist-Event Proposal-Events Licenses and Permissions, permits and license for events, Government Environment for Event.

BUSINESS LAB ACTIVITIES:

1. Develop E-content for Marketing Mix components
2. Draft a chart of Marketing Environment
3. Make a diagrammatic presentation of buying process
4. Show different bases of market segmentation
5. Show steps for organizing an event
6. List out (together with relevant photographs) any 5 events that you have participated.

BOOKS FOR REFERENCE:

1. S A Sherlekar & Sherlekar marketing management HPH
2. Nair, S. R. *Consumer Behaviour and Marketing Research: Text and Cases*. Global Media
3. K Ramachandra and et.,al. Marketing Management t HPH
4. Mark Sonderm CSEP -Event entertainment and production:publishers; wiley and sons, Inc
5. Annestephen; Event management, HPH.
6. K. Venkatramana -Event Management - SHBP.
7. K Ramachandra and Allabaksh Principles of Event Management HPH
8. Rekha and Vibha Marketing management -VBH
9. Nihaasif Event management-VBH

2.5 HUMAN CAPITAL MANAGEMENT

OBJECTIVE: The objective of this course is to enable the students to gain knowledge and skills of managing human resources in various organisations.

UNIT 1: HUMAN RESOURCE MANAGEMENT

12 HOURS

Human Resources Management – Meaning, Definitions, Characteristics, Objectives, Importance, Functions and Process, Challenges, Recent Trends -Human Resources Manager – Duties and Responsibilities, Paradigms for Post Modern Managers-Meaning, Definitions, Characteristics, Objectives, Importance, Functions and Process of Human Resources Development-Differences between personnel Management and Human Resources Development, difference HRM and SHRM, difference between HRM and IHRM

UNIT 2: HUMAN RESOURCE PLANNING, RECRUITMENT & SELECTION 12 Hrs

Human Resource Planning – Meaning, Importance, Benefits and Scope-Job Analysis, Job Design, Job Description, Job enrichment and Job Evaluation. Recruitment – Meaning, Definitions and Sources of Recruitment: Traditional and Modern sources of recruitment-E-recruitment, Twitter, Blog, Instagram, LinkedIn Walk in, talk in, Write in, Artificial intelligence (Robots based) virtual discussion, Selection – Meaning, Definitions and Process of Selection- identification of five dark qualities in an individual before selection process of selection and Placement

UNIT 3: HUMAN RESOURCE PRACTICES

12 HOURS

Induction and Orientation – Meaning, Definitions, Objectives and Purposes-Training – Meaning, Need, Benefits and Methods, Pros and Cons of each Method of Training-Identification of Training & Development Needs-Human Resources Development of Managers and Employees-Performance Management System (PMS) – Meaning, Definitions, Objectives, Methods of Appraising the past performance and current performance of the employee and executive, projecting future performance of an employee, individual employee development difference and performance appraisal and performance management system (PA vs PMS)

UNIT 4: COMPENSATION AND REWARD SYSTEM

10 HOURS

Compensation - Meaning, Definitions, Objectives and Importance-Wages and Salary Perquisites, Fringe Benefits, Bonus and Incentives – Meanings only, incentives in sun rise sector and sun set sector. Performance based pay, merit based pay, skill based pay, and competency based pay, dual system of payment for the same job position. Promotion – Meaning, Definitions, Features, Methods of Promotion –seniority vs meritocracy

UNIT 5: EMPLOYEE COACHING, COUNSELLING AND INDUSTRIAL RELATIONS 06 Hrs

Employee Coaching - Meaning, Definitions, Objectives, Types. Employee Counselling-Meaning Definitions, Objectives, Skills and Techniques Industrial. Relation-meaning, definition and Actors in IRs

BUSINESS LAB ACTIVITY

1. Develop the offer letter and appointment order to given to new recruit
2. Develop E- contents for 5 dark qualities of an individual
3. List out the examples for sunrise sector and sun set sectors
4. Develop E-content for the role of artificial intelligence in HR functions
5. Develop the E-Content for employee performance management System

BOOKS FOR REFERENCE:

1. Dr. K Aswathappa -Human resource Management Tata Mcgraw Hills
2. Shashi K Gupta and Rosy Joshi Human Resource Management
3. Managing Human Resources by Wayne F Cascio
4. Subba Rao Human resource management-HPH
5. K Ramachandra and et.,al. Human Resource Management HPH
6. Rekha and Vibha Human Resource management VB

2.6 QUANTITATIVE ANALYSIS FOR BUSINESS DECISIONS

OBJECTIVE

The objective of this course is to enable students to acquire basic knowledge of analysis and interpretation of data for use in the decision making process in a business entity.

UNIT 1: INTRODUCTION TO STATISTICS

08 HOURS

Introduction, Meaning, Definitions, Features, Objectives, Functions, Importance and Limitations of Statistics -Important terminologies in Statistics – Data, Raw Data, Primary Data, Secondary Data, Population, Census, Survey, Sample Survey, Sampling, Parameter, Unit, Variable, Attribute, Frequency, Seriation,- Individual, discrete and continuous. Classification of Data.-Requisites of Good Classification of Data.-Types of Classification – Quantitative and Qualitative Classification (simple illustrations)

UNIT 2: TABULATION AND PRESENTATION OF DATA

12 HOURS

Types of Presentation of Data – Textual Presentation, Tabular Presentation, One-way Table, Two-way Table,-Important terminologies – Variable, Quantitative Variable, Qualitative Variable, Discrete Variable, Continuous Variable, Dependent Variable, Independent Variable, Frequency, Class Interval, Tally Bar. Diagrammatic and Graphical Presentation, Rules for Construction of Diagrams and Graphs. Types of Diagrams – One Dimensional Simple Bar Diagram, Sub-divided Bar Diagram, Multiple Bar Diagram, Percentage Bar Diagram – Two Dimensional Diagram – Pie Chart, Graphs – Histogram, Frequency Polygon, Ogives, curve– simple Problems on tabulation, diagrams and Histogram Only

UNIT-3: MEASURES OF CENTRAL TENDENCY

12 HOURS

Meaning and Objectives of Measures of Tendency-Requisites of an Ideal Average, -Types of Averages -Arithmetic Mean, Median and Mode- Problems on Calculation of Arithmetic Mean, Median and Mode direct method only (including problems involving empirical relationship between Mean, Median and Mode)

UNIT 4: MEASURES OF DISPERSION & SKEWNESS

12 HOURS

Meaning and Objectives of Measures of Dispersion-Requisites of Good Measure of Dispersion-Types of Measures of Dispersion –Range, Quartile Deviation, Mean Deviation, Standard Deviation- and their Co-efficient problems on direct method only. Measures of Skewness – Meaning, Absolute and Relative Measures – Karl Pearson's Coefficient of Skewness and Bowley's Coefficient of Skewness – Problems

UNIT 5: CORRELATION, REGRESSION & TIME SERIES ANALYSIS 12 HOURS

Meaning and Types of Correlation -Karl Pearson's Coefficient of Correlation, Spearman's Rank Correlation Coefficient, -Correlation Coefficient through Regression Coefficient

Meaning of Regression, Regression Lines, Regression Coefficients, Regression Equations – Problems-Meaning and Components of Time Series, Analysis of time series by Moving Averages and Least Squares Method

BUSINESS LAB ACTIVITIES

1. Collect data from at least 5 friends about their monthly expenditure on Mobile Recharge, Cosmetics, Chats and Other Expenses and present the same in a Tabular Form
2. Collect data from at least 5 friends about the percentage of marks obtained in SSLC and PUC and present the same in a Bar Diagram Form
3. Collect data from at least 10 friends about the pocket money they receive in a month and present the same in the form of a frequency distribution with class interval of Rs. 25, 50 etc
4. Collect data about marks scored in English subject in PUC from at least 30 students of your class and calculate Arithmetic Mean
5. Collect the data about the age of at least 10 married couples and compute correlation coefficient

BOOKS FOR REFERENCE:

1. Gupta, S. P. Statistical Methods. New Delhi: Sultan Chand
2. Vohra, N.D. Quantitative Techniques in Management. Tata McGraw Hill Publishing
3. Bhat B R, Srivenkataramana and K S MadhavaRao, Statistics for Beginners - New Age (P)
4. Beri, G. C.. Business Statistics . New Delhi: Tata McGraw Hill Educations Pvt Ltd.
5. Bowerman, Bruce, O'Connell, Richard, Murphree, Emily Business Statistics in Practice by McGraw-Hill Education
6. Chikodi & Prasad – Quantitative Method for Business - II
7. Sharma, J. K. Business Statistics . New Delhi: Pearson Publishers.
8. K Ramachandra and et.,al. Quantitative methods for Business HPH
9. Gurumurthy K H and et.,al. Quantitative analysis for Business decisions VBH

3.3 CORPORATE ACCOUNTING

OBJECTIVE

The objective of this course is to enable the students to have a comprehensive understanding about the provisions of the Companies Act and Corporate Accounting techniques

Unit 1: UNDERWRITING OF SHARES

8 hrs

Meaning – Underwriting Commission – Underwriter – functions - Advantages of Underwriting, Types of Underwriting – Marked and Unmarked Applications – Problems (Excluding Journal entries)

Unit 2: REDEMPTION OF DEBENTURES

10 hrs

Meaning of Debentures, Distinction between Shares and Debentures, Types of Debentures, Issue of Debentures, Over Subscription, Issue of Debentures for ,Consideration other than Cash, Issue of Debentures as a Collateral Security, Terms of Issue of Debentures, Interest on Debentures, Writing off Discount/Loss on Issue of Debentures, Redemption of Debentures, Redemption by Payment in Lump Sum, Redemption by Purchase in Open Market, Redemption by Conversion, Sinking Fund Method

Unit 3: VALUATION OF GOODWILL

10 hrs

Meaning – Circumstances of Valuation of Goodwill – Factors influencing the value of Goodwill – Methods of Valuation of Goodwill - Average Profit Method – Super Profit Method – Capitalization of Super Profit Method –Annuity Method – Capitalization of Profit Method

Unit 4: VALUATION OF SHARES

8 Hrs

Meaning – Need for Valuation – Factors Affecting Valuation – Methods of Valuation – Asset Backing or Intrinsic Value Method – Yield Method – Earning Capacity Method – Fair Value Method - Rights Issue and Valuation of Rights Issue

Unit 5: COMPANY FINAL ACCOUNTS

20 Hrs

Statutory Provisions regarding preparation of Company Final Accounts – Treatment of Special Items – Managerial Remuneration – Tax deducted at source – Advance payment of Tax – Provision for Tax –Depreciation – Interest on debentures – Dividends – Rules regarding payment of dividends (Theory only) – Transfer to Reserves – Preparation of Profit and Loss Account and Balance Sheet as per Section 129of companies act 2013

BUSINESS LAB ACTIVITIES

1. Collect a Prospectus of a company and identify the reasons to invest or not to invest in shares.
2. List the various functions of underwriters.
3. Collect annual report of a Company and List out its assets and Liabilities.
4. Collection of latest final accounts of a company and find out the net Asset value of shares
5. List out the conditions to be fulfilled for redemption of Debenture

BOOKS FOR REFERENCE

1. S. P. Jain and K. L. Narang – Corporate Accounting, Kalyani Publishers.
2. SP Iyengar, Advanced Accountancy, Sultan Chand and Sons, New Delhi.
3. R L Gupta, Advanced Accountancy, Sultan Chand and Sons, New Delhi.
4. M.A.Arunachalam & K.S.Raman: Corporate Accounting – II, HPH.
5. Dr. S.N. Maheswari , Financial Accounting, Jain Book Depot.
6. V.K. Goyal: Corporate Accounting, PHI.
7. Soundrarajan A & K. Venkataramana, Corporate Accounting, SHBP
8. Anil Kumar - Marriappa – Corporate Accounting , HPH
9. Saha et., al., corporate Accounting VBH

3.4 FINANCIAL MANAGEMENT

OBJECTIVE

The objective is to enable students to understand the basic concepts of Financial Management and the role of Financial Management in decision-making.

Unit 1: INTRODUCTION FINANCIAL MANAGEMENT

(10 hrs)

Introduction – Meaning of Finance – Business Finance – Finance Function – Aims of Finance Function – Organization structure of Finance Department - Financial Management – Goals of Financial Management – Financial Decisions – Role of a Financial Manager – Financial Planning – Steps in Financial Planning – Principles of Sound Financial Planning – Factors influencing a sound financial plan.

Unit 2: TIME VALUE OF MONEY

(12 hrs)

Introduction – Meaning & Definition – Need – Future Value (Single Flow – Uneven Flow & Annuity) – Present Value (Single Flow – Uneven Flow & Annuity) – Doubling Period – Concept of Valuation: Valuation of Bonds, Debentures and shares - Simple Problems.

Unit 3: FINANCING DECISIONS

(12 hrs)

Introduction – Meaning of Capital Structure – Factors influencing Capital Structure – Optimum Capital Structure – Computation & Analysis of EBIT, EBT, EPS – Leverages. Simple Problems

Unit 4: INVESTMENT & DIVIDEND DECISION

(16 hrs)

- A. Investment Decision: Introduction – Meaning and Definition of Capital Budgeting – Features – Significance – Process – Techniques: Payback Period, Accounting Rate of Return, Net Present Value, Internal Rate of Return and profitability index Simple Problems.
- B. Dividend Decision: Introduction – Meaning and Definition – Determinants of Dividend Policy – Types of Dividends – Bonus share (theory only)

Unit 5: WORKING CAPITAL MANAGEMENT

(6 hrs)

Introduction – Concept of Working Capital – Significance of Adequate Working Capital – Evils of Excess or Inadequate Working Capital – Determinants of Working Capital – Sources of Working Capital.

BUSINESS LAB ACTIVITIES

1. Draw the organization chart of Finance Function of a company
2. Capital structure analysis of companies in different industries
3. Evaluate the NPV of an investment made in any one of the capital projects of a company for 5 years.
4. Develop E-content for working capital management to a service organizations
5. Prepare E-content of dividend policy of a company

BOOKS FOR REFERENCE

1. S N Maheshwari, Financial Management, Sultan Chand
2. Sharma and Sashi Gupta, Financial Management, Kalyani Publication
3. Khan and Jain, Financial Management, TMH
4. Prasanna Chandra, Financial Management, TMH
5. I M Pandey, Financial Management. Vikas Publication
6. G. Sudarshan Reddy, Financial Management, HPH
7. Aswathnaraya and Ghousia Khatoon - Financial management VBH

3.5 ELEMENTS OF COSTING

OBJECTIVE

The objective of this subject is to familiarize students with the various concepts and elements of cost.

Unit 1: INTRODUCTION TO COST ACCOUNTING

08 Hrs

Introduction – Meaning & Definition of Cost, Costing and Cost Accounting – Objectives of Costing - Comparison between Financial Accounting and Cost Accounting – Designing and Installing a Cost Accounting System – Cost Concepts - Classification of Costs – Cost Unit – Cost Center – Elements of Cost – Preparation of Cost Sheet – Tenders and Quotations.

Unit 2: MATERIAL COST CONTROL

14 Hrs

Meaning – Types: Direct Material, Indirect Material. Material Control – Purchasing Procedure – Store Keeping – Techniques of Inventory Control – Levels settings– EOQ – ABC Analysis – VED Analysis – Just In-Time – Perpetual Inventory System – Documents used in Material Accounting - Methods of Pricing Material Issues: FIFO, LIFO, Weighted Average Price Method and Simple Average Price Method - Problems.

Unit 3: LABOUR COST CONTROL

10 Hrs

Meaning – Types: Direct Labour, Indirect Labour - Timekeeping – Time booking – Idle Time – Overtime – Labour Turn Over. Methods of Labour Remuneration: Time Rate System, Piece Rate System, Incentive Systems (Halsey plan, Rowan Plan & Taylor's differential Piece Rate System) – Problems

Unit 4: OVERHEAD COST CONTROL

14 Hrs

Meaning and Definition – Classification of Overheads – Procedure for Accounting and Control of Overheads – Allocation of Overheads – Apportionment of Overheads – Primary Overhead Distribution Summary – Secondary Overhead Distribution Summary – Repeated Distribution Method and Simultaneous Equations Method – Absorption of Factory Overheads – Methods of Absorption (Theory Only) – Machine Hour Rate – Problems on Machine Hour Rate.

Unit 5: RECONCILIATION OF COST AND FINANCIAL ACCOUNTS, EMERGING CONCEPTS IN COSTING.

10 Hrs

Need for Reconciliation – Reasons for differences in Profit or Loss shown by Cost Accounts and Profit or Loss shown by Financial Accounts – Preparation of Reconciliation Statement and Memorandum Reconciliation Account.

BUSINESS LAB ACTIVITIES

1. Identification of elements of cost in services sector by visiting any service sector.
2. Cost estimation for the making of a proposed product.
3. Draft the specimen of any two documents used in material account.
4. Collection and Classification of overheads in an organization on the basis of functions
5. Prepare a reconciliation statement with imaginary figures
6. Collect the latest amendments pertaining to cost sheet elements of ICMA, London

BOOKS FOR REFERENCE

1. M N Arora- Costing-HPH
2. Jain and Narang-cost accounting-Kalyani publishing House
3. Tulsian's- cost accounting-S chand publication
4. J. Made Gowda – Cost and Management Accounting , HPH
5. M.V. Skukla – Cost and Management Accounting
6. N.K. Prasad: Cost Accounting, Books Syndicate Pvt. Ltd.
7. Nigam & Sharma: Cost Accounting , HPH
8. Khanna Pandey & Ahuja – Practical Costing, S Chand
9. K Ramachandra cost accounting -HPH
10. Saha et., al, Cost accounting VBH

3.6 INDIAN FINANCIAL SYSTEM

OBJECTIVE

The objective is to provide students with basic theory and recent practices of financial system, its intermediaries and the supportive financial services, both in Indian as well as global context

UNIT 1: INTRODUCTION TO FINANCIAL SYSTEM IN INDIA 8 Hrs

Overview of Financial System – Structure, Regulation & Functions – Financial Assets-Financial Instruments- Financial Markets – Capital Market – Money Market – Interlink between capital market and money market – Characteristics of Financial Market – Key elements of well-functioning of Financial system- Economic indicators of financial development.

UNIT 2: BANKING INSTITUTIONS 10 Hrs

Commercial Banking – Meaning and functions, Types of Banks –Public, Private and foreign Banks, Payments Bank, Small Finance Banks, Cooperative Banking System and RRB's. Investment Policy of Commercial Banks and Consolidation of Banks in India

UNIT 3: FINANCIAL INSTITUTIONS AND NBFCs 14 Hrs

Financial institutions -meaning definitions and features, Objective composition and functions of All Indian Financial Institutions (AIFI's)- IFC, SIDBI, NABARD, EXIM Bank and NHB. Non-banking finance companies (NBFCs)-meaning, definition, characteristics, functions and types: NBFC-D, NBFC-ND, NBFC-ND-SI. Difference between a bank and a financial institution

UNIT 4: FINANCIAL SERVICES 16 Hrs

Financial Services -Meaning, definition characteristics, types and importance. Types of Fund Based Services and Fee Based Services. Factoring Services- meaning, types of factoring agreement. Forfaiting, Lease Financing in India. Venture Capital- Meaning, stages of investment, types of VC, Angel Investment-Meaning, features and importance, Recent trends of Angel Investment in India, Crowd Funding -meaning, types. Mutual funds-meaning and types only

UNIT 5: GLOBAL FINANCIAL SYSTEMS 8 Hrs

US Federal system- Components, entities and functions, European Financial System-EU25- features and Functions. International Monetary System, international stock market, international foreign exchange market, international derivative markets-meaning and functions only. Currency crises, current account deficit crises and Recent Trends in Global Financial Systems-information highways in financial services

BUSINESS LAB ACTIVITIES

1. Develop E-content for the different components of Indian financial system
2. Develop E-content of recent consolidation of public sector banks in India
3. Develop E-content the success and failure of crowd funding in India
4. List out the leading Angle Investment Net works in India
5. Prepare document for the causes of foreign exchange risks and remedies for the same

BOOKS FOR REFERENCE

1. Meir Kohn: Financial Institutions and Markets, Tata Mc Graw Hill
2. R.M Srivastava / D. Nigam; Dynamics of Financial Markets & Institutions in India, Excel Books.
3. L M Bhole: Financial Institutions and Markets, Tata Mc Graw Hill
4. Pilbeam, K. Financial Markets and Institutions, Macmillan.
5. Valdez, S. and P. Molyneux -An Introduction to Global Financial Markets- Palgrave Macmillan.
6. Garden and Natarajan- Indian Banking-HPH
7. Shankaran-Banking-HPH
8. K Ramachandra et.,al., Indian Financial System HPH

4.3 ADVANCED CORPORATE ACCOUNTING

OBJECTIVE The objective of the course is to enable the students to develop awareness about Corporate Accounting in conformity with the Provision of Companies' Act and latest amendments thereto with adoption of Accounting Standards.

Unit 1: HOLDING COMPANY ACCOUNTS

12 Hrs

Introduction – Meaning of Holding Company – Subsidiary Company – Steps – Pre Acquisition Profits – Post Acquisition Profits – Minority Interest – Cost of Control or Capital Reserve – Unrealized Profit – Mutual Indebtedness – Preparation of Consolidated Balance Sheet (As per AS21) under vertical format.

Unit 2: MERGERS AND ACQUISITION OF COMPANIES

18 Hrs

Meaning of Amalgamation and Acquisition – Types of Amalgamation – Amalgamation in the nature of Merger – Amalgamation in the nature of Purchase - Methods of Purchase Consideration – Calculation of Purchase Consideration (Ind AS 103) , Net asset Method - Net Payment Method, Accounting for Amalgamation (Problems on both the methods) - Entries and Ledger Accounts in the Books of Transferor Company and Transferee Company – Preparation of new Balance sheet. (Vertical Format) (Excluding External Reconstruction)

Unit 3: INTERNAL RECONSTRUCTION

10 Hrs

Meaning – Objective – Procedure – Form of Reduction –Passing of Journal Entries – Preparation of Reconstruction accounts – Preparation of Balance Sheet after Reconstruction. (Vertical Format) Problems

Unit 4: LIQUIDATION OF COMPANIES

10Hrs

Meaning–Types of Liquidation – Order of Payment - Calculation of Liquidator's Remuneration – Preparation of Liquidators Final Statement of Account

Unit 5: RECENT DEVELOPMENTS IN ACCOUNTING & ACCOUNTING STANDARDS (Theory Only)

6 Hrs

Meaning , definitions, characteristics, functions and importance of Human Resource Accounting, Environmental Accounting, Sustainability accounting, Forensic accounting, public expenditure accounting and Social Responsibility Accounting.

BUSINESS LAB ACTIVITIES

1. List out any 5 holding and subsidiary companies
2. Develop a detailed E-content based mergers and acquisitions accounting procedure.
3. List out legal provisions in respect of internal reconstruction
4. Take a company which is following human resource accounting and note down how their human resources are valued and shown in balance sheet.
5. Develop E-content for accounting frauds of the leading companies as investigated by forensic science laboratory under forensic accounting dispensation

BOOKS FOR REFERENCE

1. Arulanandam & Raman ; Corporate Accounting-II, HPH
2. S.N. Maheswari , Financial Accounting, Vikas
3. RL Gupta, Advanced Accountancy, Sultan Chand
4. Jain and Narang, Corporate Accounting.- KP
5. Tulsian, Advanced Accounting S Chand publishing
6. Shukla and Grewal – Advanced Accountancy , Sultan Chand
7. Srinivas Putty, Advanced Corporate Accounting, HPH.
8. Anil Kumar et. Al., – Advanced Corporate Accounting, HPH
9. R G Saha et., al., Advance corporate accounting VBH

4.4 COSTING METHODS

OBJECTIVE: To familiarize the students on the uses and applications of cost accounting methods in different businesses. Sectors

Unit 1: JOB AND BATCH COSTING

10 Hrs

Job costing: Meaning, prerequisites, job costing procedures, Features, objectives, applications, advantages and disadvantages of Job costing. **Batch costing:** Meaning, advantages, disadvantages, determination of economic batch quantity, Comparison between Job and Batch Costing – problems

Unit 2: PROCESS COSTING

14 Hrs

Introduction, meaning and definition, Features of Process Costing, applications, comparison between Job costing and Process Costing, advantages and disadvantages, treatment of normal loss, abnormal loss and abnormal gain, rejects and rectification - Joint and by-products costing – problems under reverse cost method.

Unit 3: CONTRACT COSTING

14 Hrs

Meaning, features of contract costing, Applications of contract costing, similarities and dissimilarities between job and contract costing, procedure of contract costing, profit on incomplete contracts, Problems.

Unit 4: OPERATING COSTING

12 Hrs

Introduction, Meaning and application of Operating Costing, - Power house costing or boiler house costing, canteen or hotel costing, hospital costing (Theory only) and Transport Costing – Problems on Transport costing.

UNIT 5: OUTPUT COSTING

10 Hrs

One Operation (Unit or Output) Costing - Collection of Costs - Tenders or Quotations - Treatment of Scrap - Production Account - Difference between a Production Account and a Cost Sheet

BUSINESS LAB ACTIVITIES

1. Listing of industries located in your area and methods of costing adopted by them
2. List out materials used in any two organizations.
3. Develop E-content for operating costing of a renowned transport company
4. Develop E-content for the significance of contract costing applicable to leading builder and developers
5. Collect data for Job costing pertaining to printing press and repair shops

BOOKS FOR REFERENCE

- | | | |
|----|---|----------|
| 1. | .N. Arora, Cost Accounting. HP | M |
| 2. | Jain &Narang, Cost Accounting-KP | |
| 3. | pan and Hariharan-Cost Accounting-I.K. International Publishers | Palaniap |
| 4. | P Iyengar, Cost Accounting. | S |
| 5. | Nigam and Sharma, Advanced Costing. | |
| 6. | . K Prasad, Costing | N |
| 7. | Ravi M. Kishore – <i>Cost Management</i> | |
| 8. | S. Mukherjee & A. P. Roychowdhury – <i>Advanced Cost and Management Accountancy</i> | |

4.5 E-BUSINESS AND COMPUTERISED ACCOUNTING

OBJECTIVE: The objective of the course is to familiarize the students with E- Commerce Models and Tally for accounting in real time business practices.

Unit1. E-BUSINESS

10 Hrs

Introduction, E-Commerce – Definition, History of E-commerce, Difference between E - Commerce and E – Business, E-Commerce v/s Traditional Commerce, Strengths, Weakness, Opportunities and Challenges of E- Commerce, E-Commerce Business models –B2C, B2B, C2B, C2C, B2G, C2G, Types of Ecommerce Business Revenue Models, Successful Business Models in India

Unit 2. E – PAYMENTS MECHANISMS

10Hrs

E - Payment requirements, Meaning, and importance. Types -App based e-payment systems, M-wallet payments, Card based payment – credit card, debit card and different types of cards, Net Banking, M-Banking, NEFT and RTGS and Cheque Truncation System (CTS), payment through BiT-Coin, Cyber crimes in E payments, Risks and protection in e-payments-cyber laws and cyber police stations. Digital signature– usage and legal provisions, E-payment in paperless society-significance

Unit 3: Introduction of TALLY AND SAP

(12Hrs)

Meaning of Tally software – Features – Advantages - Required Hardware, Preparation for Installation recent Tally ERP source, (free and paid sources) Items on Tally screen – Creation & Selection of Company: Contents in Company Creation Screen, Base Currency Information, Company Features - F11 and Configuration F12. Introduction to SAP-Meaning, features, configuration advantages and limitations, SAP in finance, SAP in Marketing, SAP in HR (only theory)

Unit 4: GATEWAY OF TALLY

(14Hrs)

Accounts Info, Group – Types, Create, Display, Alter; Ledger - Types, Create, Display, Alter; Vouchers - Types, Create, Display, Alter; Default number of Groups, Ledgers and Vouchers, Voucher Entry (Simple Problems),

Unit 5: REPORTS IN TALLY

(10Hrs)

Reports – Balance Sheet, Profit and Loss A/c, Stock Summary, Ratio Analysis, Brief on Display Menu Items – Trail Balance, Day Book, Account Books, Statement of Accounts, Inventory Books, Statement of Inventory, List of Accounts, Exception Report, Print of Report, Brief Introduction of GST in Tally.

BUSINESS LAB ACTIVITIES

- | | | |
|----|---|---|
| 1. | enerating the report of journal | G |
| 2. | enerating the report on cash book | G |
| 3. | enerating the report on profit and loss account | G |
| 4. | enerating the report on balance sheet | G |
| 5. | veloping E-content for SAP in finance and Material Management | D |

BOOKS FOR REFERENCE

1. Raydu – E Commerce, HPH
2. Suman. M – E Commere & Accounting - HPH
3. Kalakota Ravi and A. B. Whinston : *Frontiers of Electronic Commerce*, Addison Wesley
4. Watson R T : *Electronic Commerce – the strategic perspective*. The Dryden press
5. Amrutha Gowry & Soundrajana, E – Business & Accounting, SHBP.
6. C.S.V Murthy- E Commerce, HPH
7. Agarwala K.N and Deeksha Ararwala: *Business on the Net – Whats and Hows of E-Commerce*
8. P. Diwan / S. Sharma – E – Commerce
9. Srivatsava: E.R.P, I.K. International Publishers
10. Tally for Enterprise Solutions

4.6 BUSINESS REGULATIONS

OBJECTIVES:

The objective of this course is to orient and familiarize students about relevant laws concerning business organizations.

Unit 1: INTRODUCTION

10 hrs

Business Law –Meaning, definition, characteristics, sources and its Significance. Types of business Law, difference between Law and ethics. Case precedent- Meaning of plaintiff, defendant, petitioner, respondents, public prosecutors, advocate General, Solicitor general of India, Judicial Magistrate of First class, civil Judge, Sessions (criminal court judge) Metropolitan magistrate, economic offences. Constitutional provision relating to business affairs (state list, concurrent list and central list) difference between civil cases and criminal cases, *adalaths*

Unit 2 CONTRACT LAWS

18 Hrs

- A. **Indian Contract Act, 1872:** Definition of contract, essentials of valid contract, classification of contract, remedies for breach of contract Termination and Discharge of Contract; Indemnity and Guarantee; Bailment and Pledge; Law of Agency.
- B. **Sale of Goods Act, 1930:** Definition of contract of sale, essentials of contract of sale, Conditions and warranties, right and duties of buyer, right of unpaid seller

Unit 3 : CONSUMER PROTECTION ACT, (COPRA) 2019

10 hrs

Objective of the Act, important terms- Complaint, Consumer, Consumer dispute, consumer rights, defect, Deficiency, direct selling, E-commerce, Electronics Service providers, HARM, injury, misleading advertisement , product liability. Restrictive trade practice, service unfair trade practice (UTP), Consumer dispute redressal forums- district forum, state commission and national commission. Jurisdiction offences and penalties under the ACT

Unit 4: INSOLVENCY AND BANKRUPTCY CODE (IBC) 2016

08 hrs

Introduction - rationale and objectives: Need for Insolvency and Bankruptcy Code: Social, Legal, Economic and Financial Perspectives -Authorities and Enforcement Mechanism in IBC 2016 - Role of Adjudicating Authorities - Role of the Insolvency and Bankruptcy Board of India (IBBI) Appellate Authorities -Insolvency of Individuals and Partnership firms

Unit 5 INTELLECTUAL PROPERTY RIGHT (IPR) AND INFORMATION TECHNOLOGY (IT) ACT,

10 hrs

(a) Intellectual Property Right: Introduction and the need for intellectual property right (IPR) - Kinds of Intellectual Property Rights: Patent, Copyright, Trade Mark, Design, Geographical Indication, Plant Varieties and Layout Design –IPR in India ,IPR in abroad - Major International Instruments concerning Intellectual Property Rights

(b) Information Technology Act, 2000: objective of the Act, Meaning of Cyber Law ,Cyberspace, digital signature, private key, public key, encryption, digital signature certificate, Cyber Crimes-Meaning and types, offences and penalties. Information Technology (Amendment 2018) –special provisions relating to online gaming, provision of adequate safeguards against dangerous gaming resources and online material that disturbs the cultural values and ethos.

BUSINESS LAB ACTIVITIES

1. Prepare a chart showing sources of business law and Indian Constitution Articles having economic significance
2. Draft an agreement on behalf of an MNC to purchase raw materials indicating therein terms and conditions and all the essentials of a valid contract.
3. List out recently adjudicated IBC cases in India
4. Draft digital signature certificate
5. Collect leading cyber-crimes cases and form groups in the class room and conduct group discussion for giving innovative remedial measures

BOOKS FOR REFERENCE

1. N.D. Kapoor, Business Laws, Sultan chand publications.
2. S.S Gulshan – Business Law
3. S.C. Sharma: Business Law I.K. International Publishers
4. Tulsion Business Law, TMH.
5. Bulchandni, Business Laws, HPH.
6. Ramachandra et.,al, “Legal aspect of business text and cases” HPH
7. Ashwathappa and Sudarshan Reddy – Business Law -HPH

5.1 INCOME TAX- I

OBJECTIVE-The objective of this course is to make the students to understand the computation of taxable income and tax liability.

UNIT-1: Introduction to Income Tax.

10 hours

Brief history of Indian Income Tax, legal framework, types of taxes, cannons of taxation, definitions, assessment, assessment year, previous year including exception, assesses, person, income, casual income, gross total income, total income, agricultural income, scheme of taxation, meaning and classification of capital and revenue.

UNIT-2: Residential status

10 hours

Residential status of an individual's, Determination of residential status, incidence of tax-problems on computation of Gross total Income

UNIT-3: Exempted incomes

4 hours

Introduction, exempted incomes U/S 10. Only in the hands of individuals

UNIT-4: Income from salary

20 hours

Meaning, definitions, basis of charge, advance salary, arrears of salary, all allowances, perquisites, profits in lieu of salary, provident fund, gratuity, commutation of pension, encashment of earned leave, deductions from salary U/S 16, problems on computation of salary income.

UNIT-5: Income from house property

12 hours

Basis of charge, deemed owners, exempted income from house property, composite rent, Annual value, determination of Annual value, treatment of unrealized rent, loss due to vacancy, deductions from Annual value U/S 24, problems on computation of income from house property

BUSINESS LAB ACTIVITIES

1. Fill Form No. 49A Online for obtaining PAN and submit the printout to the subject teacher

2. Prepare a Slab rates chart for different individual assesses,
3. List out any ten exempted income from Tax in India
4. Prepare –E based Chart on perquisites
5. Identify and collect the List of prescribed enclosures pertaining to IT returns in respect of salary and house property incomes

BOOKS FOR REFERENCE (Latest version)

1. Dr. viond k. singhania-direct taxes-law and practices, taxmann publication.
2. B B Lal- direct taxes, konark publishers[p] ltd.
3. Dr.Mehrotra and Dr.Goyal- direct taxes-law and practices, sahitya bhavan publication.
4. Dinakar pagare-law and practice of income tax, sultan chand and sons.
5. Gaur and narang- income tax – kalyani publishers.
6. Mariyappa B Income tax HPH
7. Usha devi et.,al ., Income tax -1 VBH
7. R G saha and Usha Devi- Income Tax -HPH

5.2 COST MANAGEMENT

OBJECTIVES

The objective is to enable the students to understand techniques used to control as well as reduce the cost in various organizations

UNIT 1: COST CONTROL AND COST REDUCTION:

08 Hrs

Meaning of cost control and cost reduction, areas covered by cost control and cost reduction – product design, target costing, value analysis, value engineering, value chain analysis, Business Process Re- Engineering (theory only) Pareto Chart.

Unit 2: MARGINAL COSTING

12 Hrs Absorption

costing, cost classification under absorption costing, Meaning and Definition of marginal costing – Absorption Costing V/s Marginal Costing - Need for Marginal Costing, arguments against and in favor of marginal costing – marginal cost equation – Uses and Limitations of Marginal Costing - Break even analysis - Problems on Break Even Analyses.

Unit 3: STANDARD COSTING

12 Hrs

Historical costing - Introduction – Meaning & Definition of Standard Cost and Standard Costing - Advantages & Disadvantages of Standard Costing –preliminaries in establishing system of standard costing – Variance Analysis – Material Variance, Labour Variance and Overheads Variance – Problems on Material Variances and Labor Variances.

Unit 4: BUDGETARY CONTROL

12 Hrs

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

UNIT5: ACTIVITY BASED COSTING

12 Hrs

Introduction - Weakness of conventional system – concept of ABC – Kaplan and Cooper's Approach – cost drivers and cost pools – allocation of overheads under ABC – Characteristics of

ABC – Steps in the implementation of ABC – Benefits from adaptation of ABC system – difficulties faced by the industries in the successful implementation of ABC - Problems on ABC.

BUSINESS LAB ACTIVITIES

1. Preparation of Income Statement using Absorption Costing and Marginal Costing Technique
2. Justify make or buying decisions of particular product of your choice.
3. Preparation of Sales Budget of a firm nearby of your locality
4. List any 10 industries where Standard Costing is used.
5. List any 10 industries where ABC method is used.
6. Develop E-content for cash budget on online of any organization

BOOKS FOR REFERENCE

1. M.N. Arora, Cost Accounting HPH
2. Ravi & kishor. –cost management
3. S P Iyengar, Cost Accounting.
4. K.S. Thakur: Cost Accounting.
5. N. Prasad, Costing.
6. Palaniappan&Hariharan : Cost Accounting
7. Jain &Narang, Cost Accounting.
8. IM Pandey :Management Accounting
9. R.G saha et., al., Cost management VBH
10. CA & ICWA Bulletins

5. 3: INDIAN ACCOUNTING STANDARDS (Ind AS)

Objective: To enable the students to understand the basic concepts of Accounting Standards and to understand the principles of recognition, measurement, presentation and disclosure of Indian Accounting Standards by various organizations

Unit 1: Introduction to Indian Accounting Standards

8 hrs

Overview of Accounting Standards – Objectives of Accounting Standards – Benefits and Limitations of Accounting Standards – Process of Formulation of Accounting Standards in India – List of Indian Accounting Standards (Ind AS) – Need for Convergence Towards Global Standards– International Financial Reporting Standards as Global Standards – Benefits of Convergence with IFRS – Applicability of Ind AS in India.

Unit 2: Presentation of Financial Statements

10 hrs

Users of financial statements, objective of financial statements, Underlying assumptions, Qualitative characteristics of financial statements, The elements of financial statements, Recognition of the elements of financial statements, Measurement of the elements of financial statements, Concepts of capital and capital maintenance

Unit 3: Asset Based Indian Accounting Standards

16 hrs

Property, Plant and Equipment (Ind AS 16) - Intangible assets (Ind AS 38) - Impairment of assets (Ind AS 36) – Inventories (Ind AS 2) - Borrowing costs (Ind AS 23) – Investment Property (Ind AS – 40) – Scope, definitions, Recognition and Measurement of the above-mentioned Standards. (Simple Problems on Ind AS 16, 38, 36, 2, 23)

Unit 4: Liability Based Indian Accounting Standards

14 hrs

Provisions, contingent liabilities and contingent assets (Ind AS 37) – Scope, provision, liability, obligating event, legal obligation, constructive obligation, contingent liability, contingent asset, relationship between provisions and contingent liability, recognition of provisions, Contingent asset and contingent liability, Measurement and Disclosure of Information in the Financial Statements.

Unit 5: Revenue Based Indian Accounting Standards

8 hrs

Revenue from contract with customers (Ind AS 115) – Contract, Customer, Income, performance obligation, Revenue, transaction price, Applicability of Ind AS 115, Recognition and identifying performance obligation, determining the transaction price, disclosure requirements in Financial Statements (Simple Problems Only)

BUSINESS LAB ACTIVITIES

1. List out the countries that adopted and converged with IFRS around the world.
2. Collect and Analyse the Statement of Changes in Equity of any five companies.
3. List out any five Indian Accounting Standards disclosures.
4. Analysis of published financial statements for at-least 2 types of stakeholders
5. Disclosure of change in equity in the annual reports of any two select companies.

BOOKS FOR REFERENCE

1. IFRS for India, Dr.A.L.Saini, Snow white publications
2. Roadmap to IFRS and Indian Accounting Standards by CA Shibarama Tripathy
3. IFRS explained – A guide to International financial reporting standards by BPP learning Media
4. IFRS for finance executives by Ghosh T P, taxman allied services private limited
5. IFRS concepts and applications by Kamal Garg, Bharath law house private limited
6. IFRS: A Quick Reference Guide by Robert J. Kirk, Elsevier Ltd.
7. First lesson to International Financial Reporting Standards beginners guide by MP Vijay Kumar, prime knowledge services.
8. A student's guide to international financial reporting standards by Clare Finch, Kalpan Publishing.
9. Sariha Gosain and Rajeeh Gosain- Practical approach to IND AS implementation, illustrations, summary & comparisons
10. CA Anand Banka- Comprehensive guide to IND AS implementation-
11. CA Praveen Kumar- Consolidation under IND AS- IFRS converged standard

5.4 AUDITING AND REPORTING

OBJECTIVE:

This course aims at imparting knowledge about the principles and methods of auditing and their applications.

Unit 1: INTRODUCTION TO AUDITING

12 Hrs

Introduction – Meaning - Definition – Objectives – Differences between Accountancy and Auditing – Types of Audit - Advantages of Auditing – Preparation before commencement of new Audit – Audit Notebook – Audit Working Papers – Audit Program, Recent Trends in Auditing: Nature & Significance of Tax Audit – Cost Audit - Management Audit. Forensic audit

Tally ERP 9 Auditors Edition: Introduction, features, characteristics – Tally.Net: features – requirements for remote connectivity – Access information via SMS, Safeguard Data – Automated Backup and Recovery. E-Auditing-meaning, uses and limitations, auditing the auditors

Unit 2: INTERNAL CONTROL

10 Hrs

Internal Control: Meaning and objectives. Internal Check: Meaning, objectives and fundamental principles. Internal Check as regards: Wage Payments, Cash Sales, Cash Purchases. Internal Audit: Meaning - Advantages and Disadvantages of Internal Audit – Differences between Internal Check and Internal Audit. E- Applications in internal control and check.

Unit 3: VOUCHING

12 Hrs Meaning -

Definition – Importance – Routine Checking and Vouching – Voucher -Types of Vouchers – Vouching of Receipts: Cash Sales, Receipts from debtors, Proceeds of the sale of Investments. Vouching of Payments: Cash Purchases, Payment to Creditors, Deferred Revenue Expenditure, E-vouching, uses and limitations

Unit 4: VERIFICATION AND VALUATION OF ASSETS AND LIABILITIES 12Hrs

Meaning and Objectives of verification and valuation– Position of an Auditor as regards the Valuation of Assets – Verification and Valuation of different Items: Assets: Land & Building, Plant & Machinery, Goodwill – Investments - Stock in Trade. Liabilities: Bills Payable - Sundry Creditors – Contingent Liabilities.

Unit 5: AUDIT OF LIMITED COMPANIES AND OTHERS

10 Hrs

Company Auditor – Appointment – Qualification - Powers - Duties and Liabilities – Professional Ethics of an Auditor - Audit of Educational Institutions – Audit of Insurance Companies- Audit of Cooperative societies. Institutions for Auditing central Vigilance Commission (CVC) comptroller and Auditor General of India (CAG), State Accountant and Auditor General (SAG) –role and functions in Public Account Audits

BUSINESS LAB ACTIVITIES

1. Collect the information about types of audit conducted in any one Organization
2. Visit an audit firm write about the procedure followed by them in auditing the books of accounts of a firm.
3. Draft an investigation report on behalf of a Public Limited Company
4. Record the verification procedure with respect to any one fixed asset.
5. Develop E-content for qualified report and clean report of an MNC
6. List the renowned international audit firms

BOOKS FOR REFERENCE:

1. TR Sharma, Auditing, Sahitya Bhavan
2. BN Tandon, Practical Auditing, Sultan Chand
3. Kamal Gupta, Practical Auditing, TMH
4. R.G Sexena - Principles and Practice of Auditing, HPH
5. MS Ramaswamy, Principles and Practice of Auditing.
6. Dinakar Pagare, Practice of Auditing, Sultan Chand
7. Usha devi et., al., Auditing VBH

6.1 INCOME TAX-II

Objective: The objective of this course is to make the students to understand the computation of taxable Income and tax liability of different types of Assesseees

UNIT 1: PROFITS AND GAINS FROM BUSINESS OR PROFESSION 16 hours.

Meaning and Definition of Business Profession Vocation, Expenses Expressly Allowed – Allowable Losses, Expenses Expressly Disallowed, Expenses Allowed on payments basis-Problems on Business relating to Sole trader and Problems of Profession relating to Chartered Accountant, Advocate and Medical practitioners

UNIT 2: CAPITAL GAINS **12 hours.**

Basis of charge ,Capital Assets ,Transfer of Capital Assets ,Computation of capital gains, Exemptions U/S 54, 54B, 54D, 54EC, 54F, problems on capital gains.

UNIT 3: INCOME FROM OTHER SOURCES. 10 hours.

Incomes taxable under this head, securities, types of securities -Rules for grossing up ,Ex-interest securities Cum-interest securities , Bond washing transactions- problems on income from other sources.

UNIT4: SET OFF AND CARRY FORWARD OF LOSSES AND DEDUCTIONS FROM GROSS TOTAL INCOME: 8 hours.

Provisions for set-off and carry forward of losses (theory and simple problems). Deductions U/S 80C, 80CC, 80CCD, 80D, 80E, 80G, 80GG, 80GGA, 80U only.- simple problems on 80G only

UNIT5: INCOME TAX AUTHORITIES AND ASSESSMENT OF INDIVIDUALS: 10 hours

Powers and functions of CBDT, CIT, and AO, Assessment, Types of Assessment , Computation of total income and Tax liability of an Individuals (problems in case of Income from salary and HP – computed income may be given).

BUSINESS LAB ACTIVITIES

1. Preparation of Form 16.
2. Prepare table of cost inflation Index.
3. Composition and structure of CBDT
4. Prepare Different type of ITR -1, 2, 3, 4
5. Develop E-content for tax avoidance and tax evasion concepts

BOOKS FOR REFERENCE:

1. Dr. Vinod K. Singhania: Direct Taxes- Law and Practice, Taxamann publication.
2. B B LAL : Direct Taxes. Konark Publishers (p) ltd.
3. Dinakar pagare; Law and Practice of Income Tax . Sultan chand and sons.
4. Gaur and Narang; Income Tax , Kalyani publishers.
5. Dr. H.C. Mehrothra; Income Tax . Sahitya Bhavan publications.
6. B G Bhaskar et., al., Income tax –II VBH

6.2 MANAGEMENT ACCOUNTING

OBJECTIVE

The objective of this Course is to enable the students to understand the analysis and interpretation of financial statements with a view to prepare management reports for decision-making.

Unit 1: ANALYSIS OF FINANCIAL STATEMENTS

(12hrs)

MANAGEMENT ACCOUNTING: Meaning – Definition – Objectives – Nature and Scope– Role of Management Accountant – Relationship between Financial Accounting and Management Accounting, Relationship between Cost Accounting and Management Accounting.

ANALYSIS OF FINANCIAL STATEMENTS: Types of Analysis – Methods of Financial Analysis – Comparative Statements – Common Size Statements – Trend Analysis – Problems.

Unit 2: RATIO ANALYSIS

(14hrs)

Meaning and Definition of Ratio, Classification of Ratios, Uses & Limitations – Meaning and types of Ratio Analysis – Problems on Ratio Analysis - Preparation of financial statements with the help of Accounting Ratios.

Unit 3: FUND FLOW ANALYSIS

(10hrs)

Meaning and Concept of Fund – Meaning and Definition of Fund Flow Statement – Uses and Limitations of Fund Flow Statement— Procedure of Fund Flow Statement – Statement of Changes in Working Capital – Statement of Funds from Operation – Statement of Sources and Application of Funds – Problems

Unit 4: CASH FLOW ANALYSIS

(14hrs)

Meaning and Definition of Cash Flow Statement – Differences between Cash Flow Statement and Fund Flow Statement – Uses of Cash Flow Statement – Limitations of Cash Flow Statement – Provisions of AS-3 – Procedure of Cash Flow Statement – Concept of Cash and Cash Equivalents - Cash Flow from Operating Activities – Cash Flow from Investing Activities and Cash Flow from Financing Activities – Preparation of Cash Flow Statement according to AS-3 (Indirect Method Only).

Unit 5: MANAGEMENT REPORTING

(6hrs)

Meaning of Management Reporting – Requisites of a Good Reporting System – Principles of Good Reporting System – Kinds of Reports – Drafting of Reports under different Situations.

BUSINESS LAB ACTIVITIES

1. Collection of financial statements of any one organization for two years and preparing
2. comparative statements
3. Collection of financial statements of any two organization for two years and prepare a common Size Statements
4. Collect statements of an Organization and Calculate Important Accounting Ratio's
5. Draft a report on any crisis in an organization

BOOKS FOR REFERENCE

1. M N Arora- Management accounting HPH
2. Sharma Shasi K Gupta- Management Accounting-KP
3. Dr. S.N. Maheswari , Management Accounting
4. Sexana, Management Accounting
5. J.Made Gowda - Management Accounting
6. Muniraju and Ramachandra Management Accounting HPH
7. R. G Saha and Gurusurthy et., al., Management Accounting VBH

6.3 GOODS AND SERVICES TAX

Objective: the course is to expose the students to the various provisions and computation of goods and service tax & customs duty and to enable the students to become independent tax practitioners

UNIT 1: INTRODUCTION TO GST

10Hrs

The concept of GST- The need for GST and the historical background of GST in India differences between the Direct and indirect taxes, the basic features of Indirect taxes and the principal Indirect taxes in India, Taxes Subsumed not subsumed under GST. The framework under GST (Dual Model) and various benefits that are accrued from implementation of GST, The significant amendments made in Constitution (101st Amendment) Act (Union, state and concurrent list), GST Council- composition Power and Functions

UNIT 2: DEFINITIONS IN GST AND SUPPLY UNDER GST:

14Hrs

(Theory based coupled with Practical Scenario for better understanding of concepts: Numerical problems on supply-Calculation of Transaction value)

Definitions of: Goods, Services, Person, Business, Business Vertical, Consideration, Aggregate Turnover, Fixed Establishment, Casual taxable person, Concept of Supply [Section 7 of CGST Act], Taxable Supplies, Exempt Supply, Non- taxable supply, Supply with consideration in course/ furtherance of business, Supply without consideration; Schedule I, II, and III to the GST Act. Classification of rate of Taxes under GST and Composition scheme, Continues supply, Composite supply, Principal supply, Mixed Supply [Section 8], Taxability of Interstate supply and Intra state supply, Concept of Outward supply and Inward supply over Sales and Purchases

Unit 3: PROCEDURE AND LEVY UNDER GST:

12Hrs

(Both theory and Numerical based problems)

Registration under GST based on Turnover Limits. Casual registration- Time of supply, place of supply and value of supply, Levy and collection of CGST/SGST/IGST (Section 9 of CGST), Composition levy (Section 10), Reverse Charge Mechanism (RCM) (Section 9(3)/9(4)), Power of Grant Exemption from Tax [Section 11 of the CGST Act) Tax Invoice

UNIT 4: INPUT TAX CREDIT: (NUMERICAL PROBLEMS) {12 Hrs}

Definition of: Input Goods, Input Services, Capital goods, Input on Capital Goods, Concept of Input tax credit Eligibility and conditions for taking ITC, Cross Utilization of ITC, Apportionment of credit and blocked credits, Availability of credit in special circumstances, availing and utilization of ITC. Treatment of IGST on import of Goods

UNIT 5 PAYMENT OF TAXES AND FILING OF RETURNS: (THEORY ONLY) {8hrs}

Definition of Returns, Concept of Electronic Credit Ledger, Electronic Cash Ledger, Brief introduction and contents in- Returns for Outward supply (GSTR-1), Returns for Inward Supply (GSTR-2), Final Monthly Returns (GSTR-3), Annual Returns (GSTR-9) Mechanism of GST Network w.r.t Returns matching of invoices. Filing of First Returns GST Network: Structure, and Functions.

BUSINESS LAB ACTIVITIES

1. Narrate the procedure for calculation of CGST, SGCT and IGST.
2. Prepare chart showing rates of GST.
3. Prepare Tax invoice under the GST Act.
4. Prepare list of exempted goods/ services under GST.
5. Show the flow chart of GST Suvidha Provider (GST).

BOOKS FOR REFERENCE

1. Deloitte: GST Era Beckons, Wolters Kluwer.
2. Madhukar N Hiregange: Goods and Services Tax, Wolters Kluwer.
3. All About GST: V.S Datey - Taxman's.
4. Guide to GST: CA. Rajat Mohan,
5. Goods & Services Tax – Indian Journey: N.K. Gupta & Sunnania Batia, Barat's Publication
6. Goods & Services Tax: Dr. Sanjiv Agrawal & CA. Sanjeev Malhotra.
7. GST - Law & Practice: Dr. B.G. Bhaskara, Manjunath. N & Naveen Kumar IM,
8. Understanding GST : Kamal Garg, Barat's Publication.
9. Jayaram Hiregange & Deepak Rao, India GST for Beginners,

10. R. G Saha and Usha Devi, -Goods and Service Tax -HPH
11. RG saha et., al., Goods and Service VBH

6.4 ENTREPRENEURSHIP AND ETHICS

Objectives: this course enables the learner to gain an insight in to starting of his or own enterprise and to enlighten them on ethical practices

Unit 1: ENTREPRENEURSHIP

12 Hrs

Meaning, Definition and characteristics of Entrepreneurship and Entrepreneur Functions of Entrepreneur, Factors influencing Entrepreneurship Advantages and disadvantages, Qualities of an Entrepreneur, Types of Entrepreneurs and brief history about successful entrepreneurs Role of artificial intelligence in developing Enterprises

Unit 2: MICRO, SMALL AND MEDIUM ENTERPRISES (MSME)

10Hrs

Meaning, Definition, investment limit, Ownership Patterns of Micro, Small and Medium enterprise. Products and services of MSME, Role played by MSME in the development of Indian Economy, Problems faced by MSME and the steps taken to solve the problems, Stages in setting up of MSME

Unit 3: START-UPS

10 Hrs

Meaning, definition features types, benefit and limitation of startups. Players in the promotion of start ups, the role of incubation centers in grooming youngsters for startups preparation of business plan and feasibility reports – Financial, technical, marketing, product service, legal. Causes for success and failure of start-ups in India, Start-ups India scheme, features eligibility, loan facilities matching grant, minimizing section imbalance through the promotion of startups in urban and rural India, Women entrepreneurs in start-ups

Unit 4: THE ROLE OF BANKING AND FINANCIAL INSTITUTIONS IN THE PROMOTION OF ENTREPRENEURERS

12Hrs

Financial assistance by Commercial banks, co-operative banks, Government Assistance, through SFCs SIDBI, IFCI, Non-financial assistance from DIC, SISI, AWAKE, KVIC - Financial incentives for MSMEs and Tax Concessions - Assistance for obtaining Raw Material, Machinery, Land and Building and Technical Assistance - Industrial Estates: Role and Types.

Unit 5: ETHICS IN BUSINESS

12 Hrs

Meaning - Scope – Types of Ethics – Characteristics – Factors influencing Business Ethics – Importance of Business Ethics – Ethics in Finance, production, marketing, HR, R&D and Information Technology and Professional ethics

BUSINESS LAB ACTIVITIES

1. Preparation of a Project report to start a Start-ups Unit.
2. Preparing a letter to the concerned authority-seeking license for the proposed MSME Unit
3. Visit a incubation centre and submit report on its activities
4. Chart showing financial assistance available to MSME along with rates of interest.
5. List out ethical problems faced by Entrepreneurs/Manager

BOOKS FOR REFERENCE

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. Udai Pareek 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.
9. N.V.R. Naidu : Management and Entrepreneurship, I.K. International
10. Murthy CSV: Business Ethics and Corporate Governance- HPH

11. Dr. K. Nirmala,-: Business Ethics and Corporate Governance-HPH
12. Usha Devi and Shruthi,- entrepreneurs Development -HPH
- 13 Reha and Vibha, -Entrepreneurs Development -VBH

ELECTIVES

I GROUP ACCOUNTING AND TAXATION

5.5 ADVANCED ACCOUNTING

OBJECTIVES:

The objective is to acquaint the students and make them familiar with the process and preparation of accounts of different types of organizations.

UNIT 1: ACCOUNTS OF BANKING COMPANIES

16 Hrs

Business of banking companies – some important provisions of Banking Regulation Act of 1949 – minimum capital and reserves – restriction on commission – brokerage – discounts – statutory reserves – cash reserves – books of accounts – special features of bank accounting, final accounts - balance sheet and profit and loss account – interest on doubtful debts – rebate on bill discounted – acceptance – endorsement and other obligations – problems as per new provisions.

UNIT 2: ACCOUNTS OF INSURANCE COMPANIES

16 Hrs

- (a) Life insurance – accounting concepts relating to life insurance companies - Preparation of Final accounts of life insurance companies – revenue account and balance sheet.
- (b) General insurance – Meaning accounting concepts- Preparation of Final accounts.

UNIT 3: INFLATION ACCOUNTING

10 Hrs

Need – Meaning – definition – importance and need – role – objectives – merits and demerits – problems on current purchasing power method (CPP) and current cost accounting method (CCA).

UNIT 4: FARM ACCOUNTING

10Hrs

Meaning – need and purpose – characteristics of farm accounting – nature of transactions – cost and revenue – apportionment of common cost – by product costing – farm accounting – recording of transactions – problems

UNIT 5: INVESTMENT ACCOUNTING

04 Hrs

Introduction – Nature of Investment – Investment ledger – different terms used- cum dividend or interest and ex- dividend or interest – securities – Bonus shares- right shares – procedures of recording shares – (theory only)

BUSINESS LAB ACTIVITIES

1. Collect any banking companies final accounts and prepare schedules
2. Visit any insurance company and collect the financial statement and prepare financial statement
3. Collect data and prepare chart showing companies practicing CAA and CPP methods of accounting
4. Prepare a chart on apportionment of common farm cost
5. List out various investment valuation methods

BOOKS FOR REFERENCE:

1. R L Gupta, Advanced Accountancy, Sultan Chand
2. Shukla and Grewal, Advanced Accountancy, S Chand
3. S. P. Jain
and K. L. Narang – advanced accountancy, Kalyani
4. S.N. Maheswari , Advanced Accountancy, Vikas Publishers
5. Made Gowda – Managerial Accounting, HPH
6. Jawaharlal, Managerial Accounting, HPH
7. Anil Kumar, etal-Advanced Accounting-HPH

5.6 ACCOUNTING FOR GOVERNMENT AND LOCAL BODIES

The Objective of the course is to students understand local government accounting systems

PART –A ACCOUNTING FOR RURAL LOCAL GOVERNMENTS

UNIT-1 INTRODUCTION LOCAL GOVERNMENT INSTITUTIONS 06 hrs

Panchayat raj institutions (PRI)-origin of panchayat raj institutions-constitutional background- three tier panchayat raj system-Financial functions of Zilla panchayat-taluk panchayat gram panchayat

UNIT 2 RECEIPTS AND PAYMENTS OF PRI'S 10 hrs

Salary, travelling allowances and other allowances to adyaksha, upadakshya and members of Zilla Panchayat , taluk panchayat, Gram Panchayat-application of gram panchayat fund- Honorarium of adyaksha and upadayakhya of Gram Panchayat,Grants- fees-taxes, Assets and liabilities of Panchayat Raj Institutions.

UNIT -3 PREPARATION OF ACCOUNTS OF PRI'S 14 hrs

Zilla panchayat Budget and Account-taluk panchayat finance and account-Gram panchayat Budgeting and accounting-Auditing of Panchayat Raj Institutions. Audit report ,Procedures to rectify audit objection and recovery paras, adhoc Committees in panchayat raj institutions, duties and responsibilities of adhoc committee, Priasoft accounting software in Panchayat raj institutions, Panchatantra software.

PART-B ACCOUNTING FOR URBAN LOCALGOVERNMENTS

UNIT-4 INTRODUCTION TO URBAN LOCAL GOVERNMENTS 08 hrs

Origin of Municipalities- different tiers of urban local bodies- urbanization in karnataka-DMA Organization Chart- Structure of ULB Organization-Functions of municipal councils-municipal corporations-city municipal councils-town municipal councils-town panchayats-notified area Committees-standing Committees.

UNIT-5 RECEIPTS & PAYMENTS AND PREPARATION OF ULB ACCOUNTS 18 hrs

a) **Rent-rates-taxes-fee-salary grants-other allowance to members-different schemes of ULB'S-** Expenditure rules-taxation rules 1965-contract rules 1986-Borrowing rules 1966-Assets and liabilities of ULB'S-Regulation of duty on transfers of Immovable property.

b) Preparation of ULB Accounts

Preparation of plans, estimates-Budgets-Receipts vouchers-payment vouchers-maintenance accounts of different Schemes of Urban local bodies, FBAS Accounting system in municipalities

c) Auditing of ULB'S

Government auditor-Inspection of Books and Vouchers, different types of audit, measures to clear audit objection and recovery paras, adhoc committee.

BUSINESS LAB ACTIVITIES

- 1 Visit nearby panchayat office and list out its financial functions
- 2 Collect details of various funds and honorarium paid in the panchayat offices
- 3 Collect the statement of fund utilization at panchayat level
- 4 Prepare an organization chart on local bodies
5. Collect auditor's report of local bodies

BOOKS FOR REFERENCE:

1. Indian audit and accounts department, accounts and audit rules
2. Karnataka Panchayat raj act 1993
3. Karnataka panchayat raj(badget and accounts rules) 2006
4. Karnataka Municipal Corporation rules-1977
5. Karnataka state audit and accounts department , Audit mannual
6. Karntaka municipalities budget and accounts rules
7. Government of Karnataka local bodies Accounts and Audit circulars
8. Priasoft, panchatantra, FBAS accounting software

6.5 BUSINESS TAXATION

OBJECTIVE

The objective is to enable the students to understand assessment of Firms and Companies with regard to Income tax act, 1961 and to study the basics of customs duty. An equal emphasis to be given for both theory and numerical problems Scenario analysis is to be made to understand the concept

UNIT-1 CUSTOMS DUTY

10 Hrs

Introduction to customs duty – Customs Procedures – levy and collection of customs duty-exemptions from customs duties – goods included under customs duty ACT - Methods of Valuation of Customs Duty [including anti-dumping and safe guard duty] –Problems

UNIT-2 TAX UNDER E-ENVIRONMENT

12 Hrs

Filing of Income tax returns (ITR) – Types income tax return forms- benefit of filing ITR- different sections of ITR returns- document required to filing ITR –form 26AS significance returns-Advance Tax sections-Tax deducted at Source (TDS)- online payment of tax- problems on Advance Tax and TDS

Unit 3: ASSESSMENT OF FIRMS

14 Hrs

Definition of Partnership, Firm and Partners – Assessment of Firms (Section 184) – Computation of Firm's Business Income – Treatment of Interest, Commission, Remuneration received by partners(Sec 40b). Presumptive taxation (44AD) Problems on Computation of total income and tax liability of firms (Use of available software package for computation of tax liability, Related Forms and Challans)

UNIT – 4 ASSESSMENT OF COMPANY

16 hrs

Definition of Company-Types of Companies under Income tax Act -Computation of Depreciation u/s 32 –problems on computation of total income of companies- Including Minimum Alternate Tax

(115JB) Applicable Deductions u/s 80IA , 80IB, 80IC, 80G - Problems on Computation of Tax Liability (Use of Software Package-Quick Books/ Electro com)

UNIT – 5 TREATMENT OF TAXES UNDER DIFFERENT CASES 4 Hrs

Double taxation relief,-Provisions regulating transfer pricing,-Arm's length pricing (theory only)

BUSINESS LAB ACTIVITIES

1. Prepare chart showing different methods of valuing customs duty
2. Prepare a chart showing residential status of companies
3. Collect the partners remuneration details of any partnership firms
4. Collect financial statement of a firm and compute the taxable income
5. Collect financial statement of a firm and compute the taxable income

BOOKS FOR REFERENCE

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

6.6 FINANCIAL REPORTING AND CORPORATE DISCLOSURE

Objective: The students will be able to understand the concepts and treatment for special transactions such as Related Party Disclosures, employee benefits, leases, financial instruments, and Consolidated Financial Statements in the context of financial reporting as per Ind AS.

Unit 1: Related Party Disclosures (Ind AS 24)

Related Party, related party Transaction, key Management Personnel, significant influence, government related entity, purpose of related party disclosures, Disclosure of related party Transactions.

Unit 2: Employee Benefits (Ind AS 19)

Employee Benefits, Short-term employee benefits, Post-employment benefits - Defined contribution plans, Defined benefit plans, Other long-term employee benefits, Termination benefits. (Simple Problems Only)

Unit 3: Accounting for Leases (Ind AS 17)

Lease, Finance Lease, operating Lease, Non-cancellable lease, commencement of Lease term, Minimum Lease Payments, Fair Value, Classification of Lease, Leases in the Financial Statements of Lessees, Leases in the Financial Statements of Lessors. (Simple Problems Only)

Unit-4: Financial Instruments

Presentation of Financial Instruments **(Ind AS 32)** – Meaning, Financial Assets, Financial Liabilities, Presentation of Financial Instruments

Recognition and Measurement of Financial Instruments **(Ind AS 39)** – Initial Recognition, subsequent recognition of Financial assets and Liabilities, derecognition of Financial Assets and Financial Liabilities, Initial and Subsequent Measurement of Financial Assets and Liabilities. (Simple Problems Only)

Disclosures of Financial Instruments (**Ind AS 107**) - Disclosure of different Categories of financial assets and financial liabilities in the Balance sheet and Profit and Loss Account.

Unit 5: Consolidated Financial Statements (Ind AS 27)

Scope, Definitions, Presentation of consolidated financial Statements, Scope of consolidated financial statements, Consolidation procedures, Loss of control, Accounting for investments in subsidiaries, jointly controlled entities and associates in Separate financial statements. (Problems on preparation of Consolidated Financial Statements)

BUSINESS LAB ACTIVITIES

1. Preparation of Consolidated Financial Statement of any two existing companies.
2. Comments for recent developments/exposure draft in IFRS
3. Conversion of final accounts to IFRS
4. Analyse the after effects of a consolidated company – pro's and con's
5. Analysis of Various case studies given in IFRS.org

References:

1. IFRS for India, Dr.A.L.Saini, Snow white publications
2. Roadmap to IFRS and Indian Accounting Standards by CA Shibarama Tripathy
3. IFRS explained – A guide to International financial reporting standards by BPP learning Media
4. IFRS for finance executives by Ghosh T P, taxman allied services private limited
5. IFRS concepts and applications by Kamal Garg, Bharath law house private limited
6. IFRS: A Quick Reference Guide by Robert J. Kirk, Elsevier Ltd.
7. First lesson to International Financial Reporting Standards beginners guide by MP Vijay Kumar, prime knowledge services.
8. A student's guide to international financial reporting standards by Clare Finch, Kalpan Publishing.
9. Sariha Gosain and Rajeeh Gosain- Practical approach to IND AS implementation, illustrations, summary & comparisons
10. CA Anand Banka- Comprehensive guide to IND AS implementation-
11. CA Praveen Kumar- Consolidation under IND AS- IFRS converged standard

II GROUP FINANCE GROUP

5.5 CORPORATE FINANCIAL MANAGEMENT

Objective:

To enable the students to apply basic financial management theories and techniques for corporate decisions

UNIT 1: FINANCIAL MANAGEMENT AND CORPORATE STRATEGY 8 Hrs

Financial Policy, Corporate Strategy, Levels of Strategies – corporate level, business level, functional level, Financial Planning, interface of financial policy and strategic management

UNIT 2: CAPITAL BUDGETING RISK AND UNCERTAINTY 18 Hrs

Capital Budgeting Process- Risk analysis –meaning of risk and uncertainty-Measuring risk, Probability Approach, Standard Deviation of Cash Flows, Certainty Equivalent Approach, Risk Adjusted Discount rate, Sensitivity Analysis, Decision tree analysis, Managing Strategic Investment Decisions

UNIT 3: FINANCING DECISIONS 12 Hrs

Capital Structure- Equity & debt in capital structure-Capital Structure theories – Net Income Approach, Net Operating Income approach, WACC Approach (Traditional view) & MM Approach (Modern view), Tips to Make Smarter Strategic Financial Decisions

UNIT 4: DIVIDEND DECISIONS 12Hrs

Establishing a dividend policy-Dividend theories- Relevance Theory-Walter's Valuation model, Gordon's Growth model.-Irrelevance Theory – Modigliani and Miller's model-Other Theories -tax differential theory, Residual theory, Gordon & Linter's theory,

UNIT 5: INVESTMENTMENT DECISION 6 Hrs

Investing Surplus Funds, Financing Short-Term Deficits; Centralized versus Decentralized Cash Management

BUSINESS LAB ACTIVITIES

1. Prepare a list of corporate financial strategies
2. Draw a chart of capital budgeting process
3. Analysis investment proposal by applying any one measuring risk approach
4. Evaluate dividend theories with practical examples
5. Make out strategies to invest surplus funds

BOOKS FOR REFERENCE

1. G.P. Jakhotiya, Strategic Financial Management, Vikas Publishing House.
2. Fred Weston & EF Brigham, Managerial Finance, Dryden Press.
3. James C. Vanhorne, Financial Management and Policy, Prentice Hall.
4. Brealy and Myess, Principles of Corporate Finance, Tata McGraw Hill.
5. Allen. D, An Introduction to Strategic Financial Management, IMA/Kogan Page London.
6. Copeland T., T. Koller and J. Murrin, Valuation Measuring and Manages the value of Companies, John Wiley International Edition.
7. Copeland T.E and J.F. Weston, Financial Theory and Corporate Policy, Addison Wesley New York.
8. Financial Management, M Y Khan & P K Jain, Tata McGraw Hill

5.6 STRATEGIC FINANCIAL MANAGEMENT

Objective:

To enable the students to gain practical wisdom on different dimensions of strategic financial management Decisions

UNIT 1 STRATEGIC DECISION MAKING FRAME WORK

08Hrs

Meaning of strategy, strategic management, linking financial strategy with corporate strategy, Strategic Decision Making Frame Work – Strategic Financial Management – Dynamics of Strategic Financial Management – Issues in Strategic Financial Management

UNIT2: PROJECT MANAGEMENT FROM FINANCIAL PERSPECTIVE

14 hrs

Meaning of project and project management, Project Management from financial perspective – Product Life Cycle & Financial impact – Development of project reports – contents thereof – sourcing of funds for a project – traditional and alternative modes - Private Equity – Hedge Funds – Venture Capital – Crowd source funding - Non Financial Institutional Funding – Corporate Finance needs for SME - Foreign Exchange Management

UNIT3: CORPORATE VALUATION

14 hrs

Corporate Valuation – Dynamics of valuation – Approaches to Corporate Valuation – Discounted Cash Flow Approach - Adjusted Book Value Approach – Comparable Company Approach – Capitalized Earning Approach - Cost to Create Approach – Excess Earning Approach – Valuing specific intangible approach IPR, Brand, Human Capital – Concept of Economic Value Added – Concept of Realizable Value & Replacement Value

UNIT 4 MANAGEMENT OF INTEREST RATE EXPOSURE**12hrs Introduction;**

Nature and Measurement of Interest Rate Exposure; Forward Rate Agreements (FRAS); Interest Rate Options; Interest Rate Caps, Floors and Collars; Valuation of Interest Rate Options; Options on Interest Rate Futures; Interest Rate Swaps

UNIT 5 : CORPORATE GOVERNANCE & RISK MANAGEMENT**8 hrs**

Corporate Governance & Risk Management -Fundamentals of Corporate Governance – Governance Model –Roles of Audit Committees, Internal Control, Internal Audit & External Auditor – Linkages between Governance, risk management & audit – Case Study

BUSINESS LAB ACTIVITIES

1. List of sources of funds for a project
2. Make list of 10 startup company raising venture capital fund
3. Prepare a list of companies currently following EVM
4. Narrate the interest rate exposure method
5. Prepare a chart showing role of audit committee in respect of finance

BOOKS FOR REFERENCE:

9. G.P. Jakhotiya, Strategic Financial Management, Vikas Publishing House.
10. Fred Weston & EF Brigham, Managerial Finance, Dryden Press.
11. James C. Vanhorne, Financial Management and Policy, Prentice Hall.
12. Brealy and Myess, Principles of Corporate Finance, Tata McGraw Hill.
13. Allen. D, An Introduction to Strategic Financial Management, IMA/Kogan Page London.
14. Copeland T., T. Koller and J. Murrin, Valuation Measuring and Manages the value of Companies, John Wiley International Edition.
15. Copeland T.E and J.F. Weston, Financial Theory and Corporate Policy, Addison Wesley New York.
16. Financial Management, M Y Khan & P K Jain, Tata McGraw Hill

6.5 DERIVATIVES AND RISK MANAGEMENT

OBJECTIVE

The objective is to introduce the students to the key concepts of Risk Management and provide an Understanding of Derivatives as financial instruments to mitigate the risk

Unit 1: RISK MANAGEMENT

(12hrs)

Introduction, Risk and Uncertainty, Classification of Risks, Scope, Objectives, Process, Role of Risk Management in Business, Introduction to Derivatives, Evolution of Derivatives, Meaning & Definition, Characteristics, Functions, Types of Derivatives – Introduction, Meaning & Definition, Participants, Uses, Economic Benefits of Derivatives, Factor Contributing to the growth of Derivatives in India, recent trend in Derivatives.

Unit 2: DERIVATIVE INSTRUMENTS –FORWARD AND FUTURES

(12 hrs)

Forward Contract: Meaning & Definition, Features, Terminologies, Pricing of Forward, Contract Limitations, and Explanation of Forward Contract with a simple example

Futures Contract: Meaning & Definition, Terminologies, Participants, Types of Futures Contract, Futures v/s Forwards, Pricing of Futures: Theoretical Pricing of Derivatives - Cost of Carry Model (Theory Only), Explanation of Future Contract with a simple example, Futures Market in India – Recent Developments

Unit 3: DERIVATIVE INSTRUMENTS –CONTRACT AND SWAPS

12 Hrs

Options Contracts: Meaning & Definition, Terminologies, Types of Options Contract, Options v/s Futures v/s Forwards, Participants, Pricing of Options: Theoretical Pricing of Derivatives: Black Sholes Model & Binomial Distribution Model, Explanation of Option Contract with a simple example, Option \ Market in India Recent Developments

Swaps Contracts: Meaning & Definition, Terminologies, Types of Swaps Contract, Swaps v/s Options v/s Futures v/s Forwards, Participants, Pricing of Swaps, Back to Back Loan, LIBOR & MIBOR, Explanation of Swaps Contract with a simple example, Swaps Market in India – Recent Developments

Unit 4: SPECULATION, ARBITRATION, HEDGING (10hrs)

Introduction, Meaning & Definition, Objectives, Functions, Types, Strategies, Speculation v/s Arbitration v/s Hedging, Can Speculation / Arbitration / Hedging mitigate financial risk for Companies?

Unit 5: STOCK EXCHANGES IN INDIA (10hrs)

Introduction, Meaning & Definition, Members, Brokers & Participants in Stock Exchange, Derivative Contracts in Stock Exchange, Demat account – Introduction & Types of orders processing, Investment v/s Speculation, and Practical exposure of Futures & Options Market traded in Indian Stock Exchanges.

BUSINESS LAB ACTIVITIES

1. Understand the elements of financial Risk Management. Adequate exposure to the functioning of financial Risk Management tools
2. Prepare a chart on working mechanism of Forwards, Futures, Options and Swaps.
3. Describe the trading pattern, clearing and settlement procedure followed in BSE & NSE.
4. Prepare a chart on guidelines given by SEBI for trading in Derivatives.
5. Prepare a chart consisting of the movement of major stock indices of world – S&P, Sensex, Nikkei, Dow Jones, Nasdaq, FTSE, Hang Seng.

REFERENCE BOOKS

1. Dun & Bradstreet: Financial Risk Management, Tata McGraw-Hill Publication.
2. Kotreshwar, G: Risk Management- Insurance and Derivatives, Himalaya Publishing House
3. Trieschmann, Gustavson & Hoyt: Risk management & Insurance, Thomson Learning Inc
4. Crouhy M. Dan Galai and Robert P. Mark: Risk Management, McGraw-hill Co.
5. Paul Hopkin, Fundamentals of Risk Management
6. George E Rejda and Michael McNamara, Principles of Risk Management & Insurance
7. John C. Hull, Risk Management & Financial Institutions
8. Merton M Miller, Derivatives,

6.6 INTERNATIONAL FINANCIAL MANAGEMENT

OBJECTIVE: To familiarize the students with the perspective of International Financial Management.

Unit 1: INTRODUCTION TO INTERNATIONAL FINANCE (12hrs)

Introduction to International Finance, Components, Methods of Payment, Risks & uncertainties in International Finance, Issues involved in International Finance, Introduction to International Monetary System, Recent Developments in International Finance.

Unit 2: FOREIGN EXCHANGE & BALANCE OF PAYMENTS (14hrs)

Introduction to Forex, Features & Objectives, Foreign Exchange Market, Intermediaries Theories of Foreign Exchange Rate Determination, Exchange Rate Forecasting, Impact of exchange rate on BOP - Remedial measures taken by Government & Regulatory Authorities in India

Unit 3: INSTRUMENTS IN INTERNATIONAL FINANCIAL MARKETS. (8hrs)

Meaning, Definition, International Finance Markets, Globalization of Capital Markets, Innovation in Foreign Securities, International Portfolio Management: Introduction and Importance.

Unit 4: FOREIGN EXCHANGE RISK (10hrs)

Meaning, Definition, Participants, Types of Exchange risks, Derivative Instruments used for Hedging: Valuation of Futures, Options and Swaps – Problems

Unit 5: INTERNATIONAL FINANCIAL INSTITUTIONS AND LIQUIDITY (12hrs)

Introduction to IMF, International liquidity and SDR's (Special Drawing Rights), Basket of Currencies – International Bank for Reconstruction and Development (IBRD or World Bank), International Development Association (IDA), International Finance Corporation (IFC), International Centre for Settlement of Investment Disputes (ICSID) Multilateral Investment Guarantee Agency (MIGA) – Objectives & Functions, Role in International Finance.

BUSINESS LAB ACTIVITIES

1. Visit any authorized dealers' establishments and understand their activities.
2. Analyze the trend of FDI into India in the last five years.
3. Collect the details with regard to new innovative financial instruments in India.
4. Understand the hedging strategies followed by Farmer and Trader near your locality.
5. Prepare a chart showing the impact of exchange rate on country's BOP position.

BOOKS FOR REFERENCE

1. Harris Manville, International Finance.
2. Madhu Vij, International Finance.
3. Keith Pibean, International Finance.
4. Avadhani B.K, International Finance Theory and Practice.
5. R.M Srivastava , Multinational Financial Management.
6. P.A. Apte, International Financial Management.
7. Bndar D.C, International Finance.
8. Murthy E.N, International Finance & Risk Management.
9. M.L. Verma, Foreign Trade & Management in India.
10. Rao and Chary, International Finance.
11. Ramachandra & Others ; International Finance

III Marketing Group

5.5 CONSUMER BEHAVIOUR AND MARKETING RESEARCH

Objective: is to enable the students to acquire the knowledge on consumer behavior and its application in marketing filed

Unit :1 INTRODUCTION TO CONSUMER BEHAVIOUR

14 hrs

Introduction to Consumer Behaviour - Definition of Consumer behavior, Consumer and Customer, Buyers and Users -A managerial & consumer perspective; Need to study Consumer Behaviour; Applications of consumer behaviour knowledge; current trends in Consumer Behaviour; Market segmentation & consumer behaviour.

UNIT:2 ONLINE BUYING CONSUMER BEHAVIOUR

12 Hrs

Introduction to Online Buying Behaviour-Meaning and Definition of Online Buying Behaviour-Reasons for Buying Through Online Channel-Consumer decision making Process towards online shopping -Factors Affecting Consumer Behaviour

UNIT 3: CONSUMER SATISFACTION & CONSUMERISM

12 hrs

Concept of Consumer Satisfaction; Working towards enhancing consumer satisfaction; sources of consumer dissatisfaction; dealing with consumer complaint. Concept of consumerism; consumerism in India; the Indian consumer; Reasons for growth of consumerism in India; Consumer protection Act 1986

UNIT 4: MARKETING RESEARCH DYNAMICS

08 Hrs

Introduction, Meaning of Research, Research Characteristics, Various Types of Research , Marketing Research and its Management, Nature and Scope of Marketing Research , Marketing Research in the 21st Century (Indian Scenario), Marketing Research: Value and Cost of Information

UNIT 5 METHODS OF DATA COLLECTION AND RESEARCH PROCESS 10 Hrs

Introduction, Meaning and Nature of Secondary Data, Advantages of Secondary Data, Drawbacks of Secondary Data, Types of Secondary Data - Primary Data and its Types

Research Process: An Overview, Formulation of a Problem, Research Methods, Research Design, Data Collection Methods, Sample Design, Data Collection, Analysis and Interpretation, Report Writing.

BUSINESS LAB ACTIVITIES

1. Collect information on behavior of consumers at an unorganized retail outlets
2. Prepare a questionnaire to conduct consumer survey to assess the important factors motivates their purchase like mobiles, shoes, bags etc
3. Collect and record feedback on customer satisfaction online shopping
4. Develop E-content on modern marketing research techniques
5. Draft a report on the marketing problem faced by any organization of your choice

BOOKS FOR REFERENCE

1. Philip Kotler, Marketing Management, Prentice Hall.
2. Bose Biplab, Marketing Management, Himalaya Publishers.
3. J.C. Gandhi, Marketing Management, Tata McGraw Hill.
4. Ramesh & Jayanti Prasad: Marketing Management, I.K. International
5. William J. Stanton, Michael J. Etzel, Bruce J. Walker, Fundamentals of Marketing, McGraw Hill Education.
6. Sontakki, Marketing Management, Kalyani Publishers.
7. Kuranakaran, Marketing Management, Himalaya Publishers.
8. Rekha & Vibha, Marketing Management, VBH.

5.6 ADVERTISING & MEDIA MANAGEMENT

OBJECTIVE

To familiarize the students about the concepts of Advertisement and Media Management, Campaign Planning and Organizing Functions

Unit 1: INTRODUCTION & BASIC CONCEPTS

12 hrs

History of advertising; Advertising purpose and functions; Economic, social & ethical aspects of advertising; Advertising & the marketing mix, Advertising as a communication process; types of advertising; Major Institutions of advertising management

Unit 2: ADVERTISING AND CAMPAIGN PLANNING

10 hrs

Marketing strategy & situation analysis; Advertising plan; Advertising objectives; DAGMAR approach; advertising strategy; Advertising campaign-planning process

Unit 3: CREATIVE STRATEGY & ADVERTISING BUDGET

14 hrs

Creative approaches; the art of copywriting; Advertising copy testing; creativity in communication, motivational approaches & appeals, advertising budget process; methods of determining advertising appropriations.

Unit 4: ADVERTISING MEDIA STRATEGY

12 hrs

Role of media; types of media; their advantages and disadvantages; media research & advertising decisions; media planning, selection & scheduling strategies

Unit 5: ADVERTISING EFFECTIVENESS & ORGANISING ADVERTISING FUNCTIONS.

10 hrs

Methods of measuring advertising effectiveness; advertising research; structure & functions of an advertising agency; selection & co-ordination of advertising agency; Advertising regulations; Internet advertising.

BUSINESS LAB ACTIVITIES:

1. Sketch the competitive position for the development of an advertising plan for any two FMG products
2. Define the advertising objectives on DAGMAR Approach for any product of your choice.
3. By selecting an appropriate theme & appeal, create & enact an advertisement for a range of any established products. For this purpose, the class should be divided into groups and formal presentations have to be evaluated.
4. Select two print & electronic media for the purpose of understanding the functions of advertising media. Comparative analysis of the same should be done & short reports must be prepared.
5. Get into the exciting world of internet / Net advertising and identify the message content of 10 products / Services of your choice.

REFERENCE BOOKS:

- 1) Rajeev Batra, John.G.Myers.T.David.A.Aaker; Advertising Management; PHI New Delhi,
- 2) Jefkins & Yadin; Advertising, Pearson Education, New Delhi, .
- 3) 3. Manendra Mohan; Advertising Management - Concepts & Cases; Tata McGraw Hill Publishing company Ltd, New Delhi
- 4) S.A.Chunnawalia & K.c.Sethia Foundations of Advertising - Theory & Practice, Himalaya Publishing House,
- 5) Sonatakki, Advertising.
- 6) Wells, Advertising.
- 7) C.S Rayudu Media and Communication Management.
- 8) Murthy/ U Bhojanna ; Advertising in IMC

6.5 RETAIL MANAGEMENT

OBJECTIVE

To expose students to acquire skills in Retail Management

Unit 1: OVERVIEW OF RETAILING ENVIRONMENT

10 Hrs.

Definition – functions of retailing - types of retailing – forms of retailing based on ownership. Retail theories – Wheel of Retailing – Retail life cycle. Retailing in India – Influencing factors – present Indian retail scenario-Retailing from the International perspective

Unit 2: CONSUMER BEHAVIOUR IN THE RETAIL CONTEXT

12 Hrs.

Buying decision process and its implication to retailing – influence of group and individual factors. Customer shopping behaviour Customer service satisfaction Retail planning process – Factors to consider – Preparing a complete business plan – implementation – risk analysis.

Unit 3: RETAIL OPERATIONS

12 Hrs.

Choice of Store location – Influencing - Factors Market area analysis – Trade area analysis – Rating Plan method - Site evaluation. Retail Operations: Store Layout and visual merchandising – Store designing – space planning-Retail Operations: Inventory management – Merchandise Management – Category Management.

Unit 4: RETAIL MARKETING MIX

14 Hrs.

Retail marketing mix – an Introduction- Retail marketing mix: Product – Decisions related to selection of goods (Merchandise Management revisited) – Decisions related to delivery of service. Retail marketing mix: Pricing – Influencing factors – approaches to pricing – price sensitivity - Value pricing – Markdown pricing. Retail marketing mix: Place – Supply channel – SCM principles – Retail logistics – computerized replenishment system – corporate replenishment policies. Retail marketing mix: Promotion – Setting objectives – communication effects - promotional mix. Human Resource Management in Retailing – Manpower planning – recruitment and training – compensation – performance appraisal.

Unit 5: IMPACT OF IT IN RETAILING

08 Hrs.

Non store retailing The impact of Information Technology in retailing - Integrated systems and networking – EDI – Bar coding – Electronic article surveillance – Electronic shelf labels – customer database management system. Legal aspects in retailing Social issues in retailing-Ethical issues in retailing

BUSINESS LAB ACTIVITIES

1. Identify any 10 retail business stores at your conveniences
2. Visit any established retail mall and draw a chart of product segmentation
3. Make a list of factors influencing choice of retail stores
4. Conduct a survey after sale service of any retail outlet
5. Develop E-content on IT usefulness in retailing

BOOKS FOR REFERENCE

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

5.6 INTERNATIONAL MARKETING MANAGEMENT

OBJECTIVE: To enable the students to acquire skills in International market Management

UNIT – 1: INTERNATIONAL MARKETING

8 hours

Meaning – Reasons and Motives for International marketing – International Marketing Decisions – Scope of marketing Indian products abroad.

UNIT – 2: NATURE AND SCOPE OF INTERNATIONAL MARKETING

14 hours

Features of International Marketing – Need for international Trade – International Marketing Environment - The basis of International Trade - Theory of comparative cost - Modern Theories - Tariff and Non-Tariff barriers - WTO and its impacts.

INTERNATIONAL MARKETING INTELLIGENCE

Requirement and Sources of Information's – systems and marketing research – Problems in International Marketing research

UNIT – 3: FEATURE OF INTERNATIONAL MARKETING

10 Hours

Special features of International Marketing

Identifying foreign market product scanning for exports Export distribution and channels packaging: Overseas market research pricing.

UNIT-4 INTERNATIONAL PRODUCT DECISIONS AND PRICING 16 Hours

International Product Decisions Product, Product mix, Branding, Packaging Labelling and Product Communication Strategies Exporters cost and Pricing Objectives – methods and Approaches and Steps – transfer pricing – dumping – Information Requirements for pricing.

UNIT – 5 INTERNATIONAL DISTRIBUTION AND PROMOTION 08 Hours

International channels System – Direct and Indirect Exports – Distributions Strategies and International logistics.

Marketing Environment and promotion Strategy – International marketing Communication mix – export promotion Organization trade Fair and Exhibitions – Problems in International Marketing.

BUSINESS LAB ACTIVITIES

1. Understand the role of WTO in International Marketing.
2. Report from the literature available in business magazines about International Product promotion adopted by business units in India.
3. From the magazine try to acquire conceptual clarity on transfer pricing and dumping.
4. Visit any institution responsible for export promotion and evaluate the functioning with reference to defined objectives.
5. Develop E-content on international channels for exporting goods

BOOKS FOR REFERENCE:

1. Francis Cherunilum, International Marketing.
2. B.L. Varshney and B. Bhattacharya, International Marketing management.
3. P.G.Apte, International Financial Management.
4. Somanatha : International Financial Management, I.K. International
5. Mohd. Akbar ali Khan : International Trade and Finance
6. Philip R. Cateoria, International Marketing.
7. B.S. Rathore & J.S. Rathore, International Marketing Management.
8. M.L. Verma, Foreign Trade and Management in India.
9. Dana – Nicoleta Lascu, International Marketing, Biztantra.
10. Srivasthava, International Marketing.
11. P.K. Vasudeva: International Marketing, Excel Books

IV HUMAN RESOURCE GROUP

5.5 PERFORMANCE MANAGEMENT

Objective: To familiarize the students with the concepts, process, methods and techniques used for performance appraisal in an organization

- UNIT 1 INTRODUCTION TO PERFORMANCE MANAGEMENT** **08 hrs**
Definition of Performance Evaluation, Evolution of Performance Management, Definitions and Differentiation of Terms Related to Performance Management. Meaning and Importance of Performance Management, Linkage of Performance Management to Other HR Processes
- UNIT 2 PROCESS OF PERFORMANCE MANAGEMENT:** **10 hrs**
Overview of Performance Management Process, Performance Management Process, Performance Management Planning Process, Mid-cycle Review Process, End-cycle Review Process, Performance Management Cycle at a Glance
- Unit 3 MECHANICS OF PERFORMANCE MANAGEMENT PLANNING AND DOCUMENTATION** **14Hrs**
The Need for Structure and Documentation, Manager's Responsibility in Performance Planning Mechanics and Documentation, Employee's Responsibility in Performance Planning Mechanics and Documentation, Mechanics of Performance Management Planning and Creation of PM Document -
Performance Appraisal: Definitions and Dimensions of PA, Purpose of PA and Arguments against PA, Importance, Characteristics of Performance Appraisal, Performance Appraisal Process, Limitations

UNIT 4 PERFORMANCE APPRAISAL METHODS

14 Hrs

Performance Appraisal Methods, Traditional Methods, Modern Methods, including 360 and 720 models and Performance Appraisal of Bureaucrats – A New Approach

Unit 5 Issues in Performance Management:

10 hrs

Role of Line Managers, Performance Management and Reward: Role of Line Managers in Performance Management, Performance Management and Reward, Concepts related to Performance and Reward, Linking Performance to Pay – A Simple System Using Pay Band, Linking Performance to Total Reward, Challenges of Linking Performance and Reward - Facilitation of Performance Management System through Automation - Ethics in Performance Appraisal

BUSINESS LAB ACTIVITIES

1. Identification of Latest Performance Appraisal Techniques
2. Study of performance appraisal documents of selected organizations
3. Prepare a chart on different automation tools used in performance appraisal
4. Conduct a case study on a performance v/s reward methods adopted by organization in your locality
5. List out various latest issues in performance appraisal

BOOKS FOR REFERENCE

1. A.M Sheikh, Human Resource development and Management, S Chand publication
2. Snell and Bohlander, Human Resource Management, South-Western Cengage Learning. Indian Edition.
3. Uday Kumar Haldar and JuthikaSankar, Human Resource Management. Oxford Higher Education,
4. SeemaSanghi, Human Resource Management, VikasPubllications,
5. SharouPande and SwapnalekaBasak, Human Resource Management, Pearson Education,
6. K. Aswathappa, Human Resource Management, McGraw Hill Education ,
7. D Gopalakrishna, Case incidents in Human resource Management, IK International Publishers,

5.6 STRATEGIC HUMAN RESOURCE MANAGEMENT

OBJECTIVE

To expose students to acquire skills in Strategic Human Resource Management

Unit 1: INTRODUCTION TO STRATEGIC HRM

10 Hrs.

Strategic role of HRM, Planning and Implementing Strategic HR policies, HR Strategies to increase firm performance

Unit 2: INVESTMENT PERSPECTIVES OF HR

10 Hrs.

Investment Consideration, investments in Training and Development, investment Practices for improved Retention, investments job secure work courses, Nontraditional investment Approaches.

Unit 3: MANAGING STRATEGIC ORGANIZATION

12 Hrs.

Managing Strategic Organizational renewal- Managing change and OD, instituting TQM Programmes, Creating Team based Organizations, HR and BPR, Flexible work arrangement.

Unit 4: ESTABLISHING STRATEGIC PLANS

12 Hrs.

Establishing Strategic pay plans, Determining periods, Establishing periods, Pricing Managerial and professional jobs, Compensation trends, Objectives of international Compensation, Approaches to international Compensation, Issues related to double taxation. Cases

Unit 5: GLOBAL HRM

12 Hrs.

Managing Global Human Resources-HR and the internationalization of business, Improving international Assignments through selections, Training and maintaining international Employees, Developing international Staff and Multinational Teams, Multinational, Global, and Transnational Strategies, Strategic Alliances, Sustainable Global Competitive Advantage, Globally Competent Managers, Location of Production Facilities

BUSINESS LAB ACTIVITIES

1. Prepare a chart on strategies for effective human resource management
2. Develop E-content on investment on human resource development
3. Draft TQM practice in any organization of your choice
4. Draft a strategic plan of any multinational company for effective HR practice
5. Collect HR practice followed by any Global company

BOOKS FOR REFERENCES

- 1) Gary Dessler, Human Resource Management, PHI, New Delhi,
- 2) Charles R. Greer, Strategic Human Resource Management, Pearson Education,
- 3) Luis R. Gomez-Mejia, David B. Balkin, Robert L. Cardy, Managing Human Resources, PHI,
- 4) Rajkumar : Human Resource Management I.K. International Publishers
- 5) Peter J. Dowling, Denice E. Welch, Randall S. Schuler, International Human Resource Management, Thomson South-Western,
- 6) Rajesh Visvanathan : Strategic Human Resource Management
- 7) R. Regis : Strategic Human Resource Management

6.5 LABOUR WELFARE & SOCIAL SECURITY

OBJECTIVE

To expose students to acquire skills in Labor Welfare & Social Security

Unit 1: SOCIAL & LABOUR WELFARE

10 Hrs.

Social Welfare; Labour Welfare: Concept, Scope; Philosophy and Principles of Labour Welfare; Indian constitution and Labour Welfare; Labour Welfare Policy and Five Year Plans, Historical Development of Labour Welfare in India;

Unit 2: MANAGING QUALITY AND PRODUCTIVITY

8 Hrs

Alternative work arrangements, using quality circle programs, attitude surveys, Total quality management programs, creating self-directed teams, extending participative decision making, HR and business process reengineering.

Unit 3: INDIAN LABOUR ORGANIZATION

10 Hrs.

Impact of ILO on Labour Welfare in India; Agencies of Labour Welfare and their Roles, Labour Welfare Programmes: Statutory and Non-Statutory, Extra Mural and Intra Mural. Welfare Centers; Welfare Officer: Role, Status and Functions.

Unit 4: SOCIAL SECURITY

12 Hrs.

Concept and Scope; Social Assistance and Social Insurance, Development of Social Security in India; Social Security measures for Industrial Employees

Unit 5: LABOUR ADMINISTRATION

16 Hrs.

Evolution of Machinery for Labour Administration; Central Labour Administrative Machinery in India, Labour Administration in India-Director General of Employment and Training; Director

General of Factory Advice Service; Provident Fund Organization; ESI Schemes; Central Board for workers' Education;

BUSINESS LAB ACTIVITIES

1. List out welfare measures adapted by companies
2. Identify the role the quality circle in organizational performance
3. Prepare a chart on different labor organizations
4. List out social security measures adapted by companies
5. Develop E-content on administrative machinery in India

BOOKS FOR REFERENCE

- 1) Moorthy, M.V. Principles of Labour Welfare, Oxford & IBH Publishing Co., New Delhi.
- 2) Vaid, K.N. Labour Welfare in India, Sree Ram Centre for Industrial Relations and Human Resources, New Delhi:
- 3) Sharma, A.M. Aspects of Labour Welfare and Social Security, Himalaya Publishing, House, MuMHRMi.
- 4) Ram Chandra P. Singh, Labour Welfare Administration in India, Deep & Deep Pub., New Delhi:
- 5) Puneekar, S.D. Deodhar S.B., Sankaran, Saraswathi, Labour Welfare, Trade Unionism and Industrial Relations, Himalaya Pub. House, Mumbai.
- 6) Pant, S.C., Indian Labour Problems, Chaitanya Pub. House, Allahabad.
- 7) Saxena, R.C., Labour Problems and Social Welfare, K. Nath & Co., Meerut;
- 8) Bhogiliwala, T.N. Economics of Labour & Industrial Relations, Sahitya Bhavan Pub., Agra;
- 9) Memoria, C.B. Dynamics of Industrial Relations in India, Himalaya Pub. House, MuMHRMi.
- 10) B.D Singh: Labour Laws for Managers

6.6 INTERNATIONAL HRM

Objective: to familiarize the students with HR practices at internal level

UNIT – 1: Globalization and Human Resource Management- 10 Hours

Introduction – Impact on employment- impact on HRD, Impact on Wages & Benefits, Impact on Trade Unions, Impact on Collective Bargaining, Impact on Participative management and Quality Circles, Managing Diversified cultures.

UNIT – 2: Total quality management and HRM 10 Hours

Introduction, Principles and core concepts of TQM, HRM and TQM, the Total quality HR strategy

UNIT – 3: Recent Techniques in HRM 16 Hours

Employees for lease, Moon lighting by employees – Blue moon to full moon, Dual career groups, Flexitime and Flexiwork, Training and Development – Organization's Educational Institutes, Management Participation in Employee's Organization, Consumer Participation in Collective Bargaining, Collaborative Approach, Employee's Proxy, HR accounting, Organizational Politics, Exit Policy and Practice, Future of HRM.

UNIT – 4: Managing HR in an International Business 10 Hours

Introduction – The internationalization of Business - Improving international assignments through selection - Diversity counts- sending women managers abroad - Training and maintaining international employees

UNIT – 5: HR Records, Audit, Research and Information system**10 Hours**

HR Records, HR Audits, HR Research, HR Information System, HR philosophy and building employee commitment.

BUSINESS LAB ACTIVITIES

1. Understand the concept of TQM in HR.
2. Visit any establishment of MNCs and understand the training requirements of Manpower in the global context.
3. List out recent techniques in HR practices
4. Identify the challenges faced by women employee at MNC/international companies
5. Collect the record of any company practice HR Audits

BOOKS FOR REFERENCE:

1. Subba Rao, International Human Resource Management HPH
2. Shaun Tyson, Strategic Prospects HRM.
3. Peter J. Dowling & Others, International Human Resources Management.
4. Sengupta/Bhattacharya; International Human Resources Management.

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FIRST SEMESTER					
I		Business Economics			
SECOND SEMESTER					
II		Managerial Economics			
THIRD SEMESTER					
III		a) Economics of Infrastructure or			
III		b) Monetary Economics			
FOURTH SEMESTER					
IV		a) International Business Environment or			
		b) Public Economics			
FIFTH SEMESTER					
V		Corporate Economics (Compulsory)			
		Electives			
		a) Mathematics for Economists			
		b) Rural Development & Cooperation			
		c) Economics of Tourism			
SIXTH SEMESTER					
VI		Human Resource Management (Compulsory)			
		Electives			
		a) Statistics for Economists			
		b) Karnataka Economy			
		c) Hospitality Economics			

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I SEMESTER

Business Economics

Module – 1

Introduction to Business Economics – Definition – Objectives – Features of Business Economics – Decision Making & Forward Planning – Role and Responsibilities of Business Economist.

Module -2

Demand Analysis – Meaning and Law of Demand – Exception to Law – Determinants of Demand – Extension & Contraction of Demand, Increase and Decrease in Demand – Elasticity of Demand – Types of Elasticity – Meaning of Price, Cross and Income A Types Prices elasticity of demand, Measurement – Total Outlay Method – Point Method, Arc Method, Problems on Total Outlay – Skill Development – Factors determining elasticity of demand and its practical importance.

Module – 3

Demand forecasting – Meaning, Objectives, Types of demand forecasting – Survey method and Statistical method. Importance of Demand forecasting.

Module – 4

Supply & Cost Analysis – Meaning – Law of Supply, Elasticity of Supply, Short Run & Long run cost and cost curves, Fixed Cost, Variables cost, Marginal cost & Average cost, Opportunity cost and Economics of scale – Types of Internal and external economics, diseconomies, Total Cost - Total Fixed Cost - Total Variable Cost - Average Cost Average Variable Cost – Short run - Long Run Average Cost - Opportunity Cost - Money Cost - Real Cost.

Module – 5

Production Function – Producer's Equilibrium – Isoquant and Isocost curves – Laws of production – Short Run and Long run.

Reference:

- 1. Business Economics – Sankaran**
- 2. Business Economics – Mithani**
- 3. Business Economics – M.M.Guptha**
- 4. Business Economics - Dhingra**

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II SEMESTER

Managerial Economics

Module – 1

Nature & Scope of Managerial Economics, Features & Objectives of the Firm, Profit Theories - Profit Planning – Profit Policies – Break Even Analysis – Meaning – Assumption & Uses. Determination of BEP in terms of Physical units and monetary term – BEP Chart.

Module – 2

Price determination under different markets – Perfect Competition – Monopoly – Price – Price discrimination – dumping - Monopolistic & Oligopoly

Module – 3

Pricing Policy – Meaning – Objectives – factors & General considerations involved in pricing policy – Methods of pricing – Marginal and full cost pricing – Cost plus, rate of return method, administered price.

Module – 4

Business Cycles : Nature & Phases of a business cycle. Theories of Business Cycle – Haw trey's Theory – Keynesian Theory.

Reference Books :

- 1. Managerial Economics – Dean Joel**
- 2. Managerial Economics - Varshray and Maheshwari**
- 3. Managerial Economics – Chopra.G.P**
- 4. Managerial Economics Keat**
- 5. Managerial Economics Peterson**

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III SEMESTER

ECONOMICS OF INFRASTRUCTURE(A)

Module 1: Introduction

Infrastructure and economic development - Infrastructure as a public good; Social and physical infrastructure; Special characteristics of public utilities. The peak-load, Off Load Problem, Dual Principle Controversy; Economies of scale of Joint supply; Marginal Cost Pricing vs. other methods of pricing in public utilities; Cross-subsidization - free prices, equality and efficiency.

Module 2: Transport Economics

The structure of Transport Costs and Location of Economic Activities. Demand for transport. Models of Freight and Passenger Demand. Model Choice; Cost Functions in the Transport Sector. Principle of Pricing. Special Problems of Individuals Modes of Transport; Inter-modal condition in the Indian Situation.

Module 3: Communications

Rate-making in Telephone Utilities. Principles of Decreasing Costs in Telephone Industry. Characteristics of Postal Services. Criteria for Fixation of Postal Rates. Measurement of Standards of Service in Telephone and Postal Utilities.

Module 4: Energy Economics

Primacy of Energy in the Process of Economic Development. Factors Determining Demand for Energy; Effects of Energy Shortages. Energy Conservation. Renewable and Non-conventional Sources of Energy. Energy Modelling. The Search for an Optimal Energy Policy in the Indian Context.

BASIC READING LIST(Common to III and IV semester)

1. Crew, M.A. and P.R. Kleindorfer (1979), Public Utility Economics, Macmillan, London.
2. Indian Council of Social Sciences Research (ICSSR) (1976), Economics of Infrastructure, Vol. VI, New Delhi.

3. National Council of Applied Economic Research (NCAER) (1996), Indian Infrastructure Report Policy Implications for Growth and Welfare, NCAER, New Delhi.
4. Parikh, K.S. (Ed.) (1997), India Development Report 1997, Oxford, New Delhi.
5. Parikh, k.S. (Ed.) (1999), India Development Report - 1999-2000, Oxford, New Delhi.
6. Turvey, R. (Ed.) (1968), Public Enterprises, Penguin, Harmondsworth.

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III SEMESTER
Monetary Economics (B)

Module-1: Nature and functions of money

Meaning-forms of money-functions of money-Gresham's law- Role of money in modern economy.

Module-2: Demand and Supply for money

Factors determining supply and demand for money-Quantity theory;-Fisher's equation- Cambridge version-Keynesian income and expenditure theory
Inflation: types-causes-effects-remedies-Phillip curve-deflation and stagflation,
Index numbers: uses-limitations- construction of index numbers in India.

Module -3: Commercial Banking

Role of commercial banks in a developing economy- structure of banking system-functions of commercial bank-balance Sheet-credit creation-portfolio management-Banking practices and services: Cheques-drafts-bills-passbook-ATM-E-banking-KYC-RTGS-debit and credit cards-Electronic fund transfer-MICR-IFSC- Money market: Composition- characteristics-working of Indian money market-capital market.

Module -4: Central Banking and policy

Functions-credit control-Monetary policy-objectives-instruments of monetary policy-uses of monetary policy-limitations-monetary policy lags-effectiveness of monetary policy in India.

Reference books

- | | |
|-----------------------------------|---------------------------|
| 1. Monetary economics | : M.L Seth |
| 2. Micro and Macro economics | : M.C Vaish |
| 3. Managerial economics | : Varshney and Maheshwari |
| 4. Macro economic theory | : M.C Vaish |
| 5. Indian Economy | : KPM Sundaram |
| 6. Indian Economy | : I.C Dhingra |
| 7. Money Theory and public policy | : Kurihara K.K |
| 8. Monetary Economics | : Sethi.T.T |
| 9. Monetary Economics | : Netra Jain |
| 10.Monetary economics | : Suraj B Gupta |

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**IV SEMESTER
International Business Environment(A)**

Module – 1

Meaning and Definition – Concepts – Significance and nature of business environment – elements of environment – Global environment – Merits and Demerits.

Module – 2

Economic Environment of Business. Significance and elements of economic environment – economic systems and business environment – economics planning in India – Government policies – Industrial policies – Monetary and Fiscal Policies, Public Sector and economic development.

Module – 3

International and Technological environment, multinational corporations – Foreign Collaboration in Indian Business – Foreign direct investment – Merits and Demerits with special reference to India. FIIs – International economic institutions, IMF, IBRD WTO, TRIPS, TRIMS, Dispute settlement in WTO regime, WTO and its impact on Indian Economy.

Module – 4

Economic Reforms – Need for Economic Reforms – Main features of reforms – structural changes – privatization, globalization and liberalization.

Module – 5

Foreign Trade of India – Features, Trade Policy, EXIM Bank, Indian Balance of Payments, disequilibrium – Methods to correct disequilibrium in the BOP.

Reference :

- 1. Adhikary.M – Economic Environment of Business**
- 2. Ghosh, Biswanathan, Economic Environment of Business**
- 3. Raj Agarwal and Parag Diwan, Business Environment**
- 4. Sengupta.N.K., Government and Business in India**
- 5. Daniels, International Business Environment and Operations**
- 6. Michael V.P. Business Policy and Environment**

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CBCS Syllabus 2014-15**

**IV SEMESTER
Public Economics(B)**

Module – 1

Nature & Scope of Public Economics

Meaning – scope – importance – failures of market economy – externalities – public goods vs private goods – merit goods V/s non merit goods – impure public goods – Role of government in a mixed economy and in the changing economic environment – principle of maximum social advantage.

Module – 2

Public Revenue

Sources of public revenue (Centre, State & Local), Taxation and non taxation, direct and indirect taxes: - Merits and demerits – Cannons of taxation – incidence of taxation – taxable capacity – optimal taxation (Laffer curve) recent tax reforms (VAT & GST – Kelker Committee recommendation)

Module – 3

Public Expenditure

Meaning – Classification of public expenditure plan and non plan development – development and non development – Wagner law, Role and effects of public expenditure in economic development – causes for increasing public expenditure in recent years in India – recent reforms to control public expenditure.

Module – 4

Public Debt

Meaning - need for public debt – sources of public borrowing – classification of public debt – effects of growth of public debt – causes for growth of public debt – debt burden and future generation - methods of redemption of debt – debt controversy,

Reference Books :

**Public Finance(2006) – Bhatia.H.L
Public Finance(2009) – B.P.Tyagi
Modern Public Finance – Musgrave
Public Finance(2009) - Lekhi**

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V SEMESTER
CORPORATE ECONOMICS

(Compulsory paper)

Module -1: Introduction to Corporate Economics

Introduction-meaning-Nature and characteristics of corporate economics- scope of corporate management and administration-principles of corporate management-importance of corporate business houses in economic development of a country.

Module-2: Corporate Planning

Introduction- corporate planning- meaning and definitions -nature-objectives-types of corporate plans-importance of corporate planning-need for corporate planning-corporate budget allocation- government rules and regulations pertaining to corporate sector.

Module-3: Human Resource Management, Recruitment and Risk management

Introduction-meaning of HRM-objectives of HRM-functions of HRM-HR manager; duties and responsibilities-Risk management-labour and management relationship-environmental accidents-government, courts and media-Stake holders-priorities of stake holder-importance of human resource planning-benefits of human resource planning-methods of recruitment of human resource-problems involved in placement-motivation and leadership style.

Module-4: Corporate Business and Globalization

Introduction- Globalization and market forces: meaning and definition-Multinational corporations;-Nature and significance of MNCs-working of MNCs-WTO and corporate sector- Indian corporate houses:-growth, contribution and problems-TATA,

RELIANCE, INFOSIS, WIPRO, KINGFISHER, BIO EON-Future of corporate sector in India- Acquisitions and Mergers.

Module -5: Corporate Social Responsibility

Introduction –meaning of CSR-approaches-ethical consumerism-Ethics training-Social awareness and education- laws and regulations- management psychology-criticisms and concerns-Recent social security measures under corporate world.

Skill Development

- * Prepare charts on corporate houses in India and abroad
- * Visit both and small corporate houses
- * Present seminar on success stories of corporate houses
- * Prepare charts on corporate houses in India and abroad
- * Prepare a paper on failure of big corporate houses
- * Present a chart on disaster management
- * Visit to a corporate house

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V SEMESTER
MATHEMATICS FOR ECONOMISTS
(Optional paper)

Module-1: Review of Elementary mathematics

Number system: Equations (linear and quadratic) simultaneous equations-functions, linear-quadratic-cubic-exponential and logarithmic functions-graph-slopes and intercepts of a function-Simple applications of functions in economics: Derivation of linear demand and supply functions-calculation of market equilibrium- price and quantity ,interest compounding and national income calculation-application of linear function in macroeconomic models-Matrices: types- algebra of matrices(operation with matrices)-determinants and use of Cramer's rule in solving simultaneous equations.

Module-2: Differential calculus

Simple rules of differentiation and partial differentiation-Application of differentiation in economics-calculation of marginal cost, average cost, marginal revenue ,and average revenue from their respective total cost and revenue functions-Elasticity theorems: types of elasticity-calculation of price- income- cost elasticity and cross(partial) elasticity of demand-substitutes and compliments-Relationship between AR,MR, and price elasticity of demand.

Module-3: Maxima and Minima of functions

Necessary and sufficient conditions for maxima and minima in single and multivariable functions: Market equilibrium -effect of specific tax- advaleorem tax and specific subsidy on market equilibrium -Walrasian and Marshallian static stability condition-Homogeneous functions: Cobb-Douglas production function and laws of returns- calculation of marginal productivity of labour and capital.

Module-4: Unconstrained and constrained optimization problems

Un constrained optimization: output-revenue and profit maximization under perfect competition-profit maximization under monopoly- oligopoly and duopoly markets.

Constrained optimization: Necessary and sufficient condition for consumer equilibrium-Numerical problems of utility maximization and production maximization.

Module -5: Integral Calculus,

Meaning-simple rules of integration-calculation of total revenue and total cost from their respective MR and MC functions-Calculation of consumer's surplus and producer's surplus.

Skill Development

1. Student s to choose a product, price quantity demand quantity supply and derive the1, Student is to choose a product, price quantity demand quantity supply and derive the demand and supply equations in real situation.
2. Calculate market equilibrium price and quantity for any product
3. Distinguish simple and compound rate of interest, collect data about principal amount, rate interest from any bank and calculate amount, work simple and compound rate of interest in real situation
4. Student to choose product price and quality demand and supply price elasticity in real situation

Reference Books

Mathematics and Statistics for Economists	G.S Monga
Quantitative methods for Economists	R.Veerachamy
Mathematical Analysis for Economists	RGD Allen
Theory and Problems of introduction to mathematical economics	Edward T Dowling
An introduction to mathematical economics	D.Bose

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V SEMESTER
RURAL DEVELOPMENT AND CO-OPERATION

(OPTIONAL PAPER)

Module-1: Introduction to Rural Development

Meaning- nature -scope and importance-need for rural development-problems of rural sector: rural poverty-causes-poverty alleviation programmes: i) social welfare programmes. ii) Community development programmes. iii) Employment guarantee schemes: MGNREGAS iv) Health schemes. v) National Rural water Supply schemes vi) Rural sanitation schemes.

Module-2: Issues in Rural development

Agriculture: productivity-yield gap in major crops across the countries-land reforms-national agriculture policy-water resource management-social forestry and forest preservation-rural industrialization-need for rural industrialization-small scale industries –cottage industries-PURA-food security in rural areas(PDS).

Module-3: Financing Rural development

Credit needs of rural population: NABARD and rural development-types of credit-district union of farmers service societies-Decentralized credit planning: district credit plans-block level planning-20 point programme and rural development-role of voluntary agencies-training for rural people-role of Gram Panchayat in rural development-future of rural development-Gram sabha-Grameena banks-micro finance: SHGs case study.

Module -4: Co-operation

Meaning-significance-principles-classification-co operation and economic development-partial view of co operation movement in UK, Germany-origin and

development of co operative movement in India with special reference to Karnataka, problems of co operative movement.

Module-5: Agricultural and Non Agricultural co operatives

Co operative v/s collective farming- service co operatives- Co operative agricultural marketing- Co operative marketing- Co operative processing of agricultural produce-consumer- co operatives-co operative housing-urban financial co operative societies-Dairy co operatives-mixed co operative credit (primary, district, state)- co operative education and training.

Skill Development

1. A chart on various poverty alleviation and employment guarantee programmes in India.
2. A report on water resource management
3. A chart on rural finance
4. The efficacy of gram Sabah and micro finance
5. Are report on India's co operative movement
6. A report on co operative education and training.

Reference Books

Rural development	: Vasant Desai
Co operation	: T.N Hajela
Agricultural Economics	: B.P Tygi
Indian Economy	: Ruddar Dutt
Indian Economy	: I.C Dhingra
Indian Economy	: K P M Sundaram
Indian Economy	: A.N Agaral
Karnataka Economic Survey, Economic journals pertaining to Karnataka Economy	
Annual Budget documents, Kurukshetra, yojana, etc,	

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V SEMESTER
ECONOMICS OF TOURISM
(OPTIONAL PAPER)

Module –1: Introduction to Tourism Economics:

Tourism: definition- meaning- nature and scope of tourism-Fundamental concepts: Tourist, travelers, visitor, transit visitor and excursionist - Leisure, recreation and tourism and their Interrelationship-Tourism Development and National economy: contribution to GDP-importance of tourism industry in India and Karnataka-Historical dimensions of tourism: Early travels-emergence of modern tourism-factors influencing growth and development of international and national tourism-Impact of industrialization and technological advancement on tourism industry.

Module –2: Demand and Supply aspects of Tourism

Nature of demand: Factor influencing tourism demand- trends in tourism demand. Tourism supply: Market Structure and Tourism supply- Supply trends in tourism-Economic impacts of Tourism: Income and Employment-Balance of payments -Foreign exchange, Socio-cultural impacts of tourism-cultural exchange among nations and international understandings-Impacts of tourism on ecology and environment.

Module –3: Infrastructure and Forms of Tourist transportation

Tourism Infrastructure: Types, Forms and Significance - Accommodation: Forms and types - Tourist transportation: Air- Surface- Rail and Water-Karnataka Tourism: Growth and Development of Tourism in Karnataka-Contribution of tourism to state GDP-Role of KSTDTC and private agencies.

Module-4: Tourism Marketing

Core concepts in Marketing: products market-tourism forecasting-Product life cycle: New product development-customer satisfaction and related strategies-marketing airlines-hotel-resort-home stay-travel agencies and other tourism related services- challenges and strategies.

Module-5: Tourism Policy and Planning

Role government-public and private sectors-role of international multinationals-state and local tourism organizations-tourism policy 1982 and 2002-investment opportunities and government policy (hotel and tourism industry) –sources of funding.

Reference Books

- | | |
|--------------------------------------|--|
| *. Vanhove, N. | The Economics of Tourism Destinations, Oxford: Elsevier Butter worth |
| Kotler, Philip : | Marketing Management & Hospitality and Tourism Marketing |
| Sinha, P.C : | Tourism marketing |
| Vearne,: | Hospitality marketing |
| Kotler, Philip and Armstrong Philip: | Principle of Marketing, , |
| Crough, | Marketing Research for Managers. |
| Singh Raghubir, | Marketing and Consumer Behaviour. |
| Patel, S.G., | Modern Market Research, Himalaya Publishing.. |
| Bhatia, A.K., - | International Tourism |
| Seth, P.N., | Successful Tourism Management |
| Bhatia, A.K | Tourism development, principles and practices |
| Pran Nath Seth , | Tourism Practices |
| Yashodhra Jain, | Tourism development |

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VI SEMESTER

ECONOMICS OF HUMAN RESOURCE MANAGEMENT
(COMPULSORY PAPER)

Module -1: Introduction

Meaning-Scope and importance of Human Resource Management- definition-responsibilities and objectives of Human Resource Management - Functions-Evolution of Human Resource Management- Quality of a good manager-Globalization of Human Resource Management -principles and core concepts of Total Quality Management- Human Resource Management and Total Quality Management.

Module-2: Human Resource planning and Job analysis

Meaning- definition –Importance- need for Human Resource Planning- Objectives of Human Resource planning-Human Resource planning system- Components and process of Human Resource planning-Job analysis: job description- job specification- job evaluation- job evaluation method –job design.

Module-3: Recruitment and Human Resource Management

Sources of recruitment: Selection process-Test types-Interview types- Career planning v/s Man power planning- Succession planning-Career planning process- Career development-Placement and Induction-Performance appraisal and its methods-Transfer-Promotion and Reward policy.

Module -4: Training of Human Resource

Methods- Distinction between training and development training objectives –Investment and Training-Identification of training needs-Principles of training and development-On the job training method-Off the job training method-Wage and Salary Administration: wage board and pay commission- wage incentive-

Fringe benefits-employee welfare- safety and health measures-grievance procedures-redressal of grievances.

Module -5: Human Rights and Human Resource Management

Definition–nature-content-Historical development of Human Resource- Human rights Declaration-Human Rights and UNO- Human rights;-children rights-women’s rights-Dalit’s rights-Minority rights-International Human Rights-National Human Rights Commission-Karnataka Human Rights Commission-contemporary issues in Human Rights,

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VI SEMESTER

STATISTICS FOR ECONOMISTS
(Optional Paper)

Module -1: Concept of statistics, collection, classification, tabulation and presentation of data

Meaning- uses and limitations of statistics- collection of primary and secondary data-methods- framing a questionnaire-sources of secondary data - Samples-meaning-methods of sampling: random(probability) and non random (non probability) sampling methods-Classification of data: types of classification-statistical series-individual discrete and continuous series-frequency table for discrete and continuous series concept of cumulative frequency-Tabulation data: Diagrammatic representation-types of diagrams- Graphical representation- histogram ,frequency curve, frequency polygon-ogives (cumulative frequency curve).

Module -2: Measures of central tendency

Meaning and characteristics of a good average-Types of statistical averages-mean, median and mode- Mean-arithmetic mean-simple and weighted- Arithmetic mean-harmonic mean-geometric mean- relationship between arithmetic -harmonic and geometric mean-relationship between mean median and mode.

Module-3: Measures of dispersion

Meaning and measures of dispersion-Range- quartile –derivation- mean derivation- standard derivation and Lorenz curve –coefficient of variation- the variance -Skewness and kurtosis (concepts)Correlation and regression:- correlation –meaning and types measurement of correlation-karl pearsons

coefficient, Regression-Meaning-regression lines- regression equations of X or Y and Y or X-relationship between correlation and regression analysis.

Module -4: Time Series analysis and Index Numbers

Time Series analysis: meaning- components and significance of time series-Methods of estimating trend value-semi average –moving average and least square method-Index numbers: meaning uses and types of index numbers-concept of price relative-Methods of constructing index numbers: un weighted index numbers –simple aggregate method and average of price relative method-weighted index numbers-Laspeyers method- paasche method and fisher's Idurl index numbers-Tests of index number formula-time reversal test and factor reversal test.

Module-5: Statistical Inference

Estimation: meaning and types of statistical estimation-properties of good estimates-Hypothesis testing-meaning of hypothesis null and alternative hypothesis-type 1 and type ii errors –level of significance-confidence interval-Hypothesis testing methods-Z test- I test -F test and X² (chi-square) test (concepts only).

Reference books

- | | |
|--|------------------|
| 1. Mathematics and Statistics for Economists | : G. S Monga |
| 2. Quantitative methods for economists | : R.Veerachamy |
| 3. Quantitative techniques | : DR, S Sachdeva |
| 4. Business Statistics | : Wilson |
| 5. Statistics | : Gupta |

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VI SEMESTER
KARNATAKA ECONOMY

(Optional paper)

MODULE- 1: Introduction

Total geographical area-land use pattern-HDI in Karnataka-Features of Karnataka economy- Demographic profile of Karnataka : Trends in population growth-growth rate-density –age- sex and size composition –population policy-rural urban migration-changes in occupational structure-Karnataka as knowledge capital of India -Karnataka as FDI destination.

MODULE -4: Poverty and Unemployment in Karnataka

Poverty: Rural and Urban poverty-causes-incidence-Relevance of Tendulkar and C. Rangarajan poverty indices-Unemployment: Types-Causes-Employment generation and poverty alleviation programs-i) self employment program ii) wage employment program-iii) Habitat development program--Recent special programs initiated by government of Karnataka- Regional imbalances in Karnataka:-causes. Dr.M.Nanjudappa committee report-Issues related to Hyderabad Karnataka: need for special status - Self Help Group-women empowerment.

MODULE- 3: Agriculture

Trends in agricultural production: Causes for low Agriculture productivity-dry land farming- cropping pattern -water shed management in Karnataka - irrigation- 2nd green revolution- agriculture marketing- agriculture finance-institutional and non institutional sources-cooperative credit-Role of micro finance in agriculture-interstate water disputes.

MODULE-4: Industry and Tertiary Sector

Recent industrial policy of government of Karnataka-small scale industries-importance, growth and problems- Sources of industrial finance- Information technology and economic growth of Karnataka-Energy sector-growth and problems-Transport and Communication: growth and development- with reference to KSRTC-BMTC- BMRCL

Recent roads development projects-Status of exports and imports of Karnataka-Karnataka's trade policy-Health and nutrition in Karnataka.

MODULE-5: Public Finance

Sources of revenue: Tax and Non Tax-Devolution of resources: Tax sharing- grants in aid-public borrowings-problems of Karnataka's tax system- Growth of public expenditure-Karnataka budget: Budget deficit-fiscal deficit in Karnataka-state finance commission-Debt management in Karnataka-E-governance in Karnataka.

Reference Books

Government of Karnataka	: Economic Survey
Karnataka Economy	: O.D Heggade
Karnataka Economy	: Dr.Prasanna and Dr. Shivananda
Karnataka Economy	: Planning Commission Report
Indian Economy	: A.N Agaral
Karnataka Economic Survey	: Economic journals pertaining to Karnataka Economy
Annual Budget documents,	Kurukshetra, yojana, etc.,

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VI SEMESTER
HOSPITALITY ECONOMICS

(Optional paper)

Module -1: Introduction to Hotel economics

Meaning- definition- scope and importance of Hotel Economics-ownership structure: pavement hotels- Sole-proprietorship- partnership- Franchisees- Management Contract – their advantages and disadvantages.-ITDC-KSTDC- Hotel management: managerial skills and rolls –managerial ethics and organizational culture-Organization: concept of organizing hotel industry- organizational structure and design- line and staff-authority and responsibility- span of control- delegation-decentralization.

Module-2: Growth and Development of Hotel Industry

Development of hotel industry over the ages-Indian hotel industry in comparison with international hospitality-Front office: Layout - sections - and Qualities of Front Office staff. -House keeping: concept- importance and scope – marketing of hotel products: Marketing Strategies- Marketing Mix- Planning- Marketing Department Organization- food and beverages: Introduction- types- Organization of F&B Services in different types of Hotels-Factors involved in hotel industry: catering -Classification - commercial and non commercial - engineering and maintenance-Finance and accounting;-accounting concepts- classification of accounts- rules of debit and credit-classification of hotel departments: revenue and non-revenue-inter and intra departmental linkages and co ordination.

Module-3: Hotel industry and tourism

Link between tourism and hospitality industry-trends in hospitality industry in India and Karnataka-emerging trends of hospitality industry-issues and challenges-prospects-Quality aspects in hotel industry-health and hygiene.

Module -4: Demand and Supply of hotel industry

Nature of demand: determinants of demand-nature of tourism demand-supply of hospitality –determinants of tourism and hospitality supply-changes in supply and demand since 1991-Strategies in hotel management: profit measurement and profit planning-cost benefit analysis-determinants of investment decision in tourism and hospitality.

Module-5: Policy and Planning

Government policy towards hotel industry –controls-regulations and initiatives towards growth and development of tourism and hotel industry in India and Karnataka- problems of hotel industry - measures (monetary and non monetary)-employment of child labour –Social Security in hotels -Hotel Security: concept- importance- Type- Organization structure-Application of security in Hotels- scope and trends.

Reference Books

Hotels for Tourism Development	: Dr. Jagmohan Negi
Principles of grading and classification of hotels,	
Tourism restaurant & resorts -	: Dr. J. Negi
Management Theory & Practice	: C.B.Gupta,
Introduction to Hospitality Industry	: Bagri SC & Dahiya Ashish,
Introduction to Hospitality,	: Walker John R. Prentice Hall of India.
Hospitality Today	: W.Lattin Attn. Rocco; Andrew Vladimir,
Tourism and the hospitalities	: Joseph D. Fridgen
Hospitality Mgt.	: Kevin Baker, Jeremy Hayton
Text book of Food & Beverage Service	: S.N. Bagchi & Anita Sharma –
Food & Beverage Service	: Anil sagar & Deepak Gaur- A.

CHOICE BASED CREDIT SYSTEM (CBCS)
SCHEME BY SEMESTERS
Department of Geography, Bangalore University, Bangalore
GEOGRAPHY
UNDER GRADUATE DEGREE PROGRAMME
For students admitted in 2014-15

Regulations and syllabus in Geography for B.A./B.Sc. Semester Scheme

- I (i) To be eligible to take “GEOGRAPHY” as one of the optional subjects of U.G. level, a student must complete pre university course or equivalent course.**

Scheme of Instruction

- 1 (i) The subject ‘GEOGRAPHY’ for this scheme has to be taught by a Master’s**
 - 2 Degree holder in geography only.**
- II (i) Geography at under graduate level consists of six semesters with eight theory papers and eight practical papers.**
- (ii) Theory paper-consists of 100 marks (70 Theory +30 internal assessment)**
Practical paper consists of 50 marks (35+ 15)
In the I, II, III, and IV semesters there will be one theory paper and one practical Paper each. In V and VI semesters there will be two theory papers and two practical papers each.
- (iii) Each theory paper will have a minimum of 50 hours of teaching and each practical Paper will have a minimum of 30 hours of teaching in each semester course.**
- (iv) The duration of each semester being 18 weeks excluding Examination period.**
- III (i) Practical’s are to be conducted in batches each batch consists of 10 students with One teacher or between 11 to 20 students with two teachers. In case, if the student Number is below 10 is also considered as one batch with one teacher.**
- (ii) Each batch (Depends on the number of students) must be supervised by one or two Teachers covering instructions supervision of practicals and correction of records.**
- (iii) Attendance: in each semester 75 % of attendance is compulsory**

CHOICE BASED CREDIT SYSTEM (CBCS)
SCHEME BY SEMESTERS
Department of Geography, Bangalore University, Bangalore
GEOGRAPHY
UNDER GRADUATE DEGREE PROGRAMME
For students admitted in 2014-15

Sl. No.	Paper Code	Title of the Paper	Type of the Paper	Hours/Week	Duration of Exam (Hours)	IA	Exam	Total Marks	Credits
I Semester									
1		Physical Geography, Part – I Landforms	HC	4	3	30	70	100	2
2		Practical Paper –I Cartography (Maps, Scales & Graphs)	HC	3	3	15	35	50	1
II Semester									
1		Physical Geography, Part – II Atmosphere and Hydrosphere	HC	4	3	30	70	100	2
2		Practical Paper –II Weather Instruments and study of Indian Daily Weather Reports	HC	3	3	15	35	50	1
III Semester									
1		Human Geography	HC	4	3	30	70	100	2
2		Practical Paper – III Representation of Statistical Data	HC	3	3	15	35	50	1
IV Semester									
1		Regional Geography of Karnataka	HC	4	3	30	70	100	2
2		Practical Paper – IV Map Analysis	HC	3	3	15	35	50	1
V Semester									
1		Regional Geography of India, Part -I	HC	4	3	30	70	100	2
2		Practical Paper – V Map projections – I	HC	3	3	15	35	50	1
3		Practical Paper – VI Basic Statistics	HC	3	3	15	35	50	1
4		Environmental Geography	SC	4	3	30	70	100	2
5		Settlement Geography	SC	4	3	30	70	100	2
VI Semester									
1		Regional Geography of India, Part -II	HC	4	3	30	70	100	2
2		Practical Paper – VI Map projections – II	HC	3	3	15	35	50	1
3		Practical Paper – VII Fundamentals of GIS and Remote Sensing	HC	3	3	15	35	50	1
4		Economic Geography of the World	SC	4	3	30	70	100	2
5		Population Geography	SC	4	3	30	70	100	2

Note: All the Hard Core Courses are compulsory. Students can choose any one Soft Core Course between two Soft Cores in each semester.

SCHEME OF EXAMINATION

1. THEORY EXAMINATION

- (i) Each theory paper carries a maximum of 100 marks (70+30) and is of 4 hours duration.**
- (ii) Each theory paper consists minimum of 5 units and subunits.
Candidates have to answer any 5 and each question carries 2 marks, answer should not exceed more than 50 words.
Candidates will have to answer any 4 questions each carries 5 marks, answer should not exceed 200 words.
Candidates have to answer any 4 and each question carries 10 marks, answer should not exceed more than 500 words.
Questions for all three sections have to be set from the complete syllabus prescribed for the semester CBCS Scheme.**

II. PRACTICAL EXAMINATION

- (i) Each practical examination is of 3 hours duration with a maximum of 50 marks/ consisting of 35 marks for examination exercises and 15 marks for the practical record and internal assessment. Submission of practical records is compulsory.**
- (ii) The practical examination is to be conducted in batches, with not more than 10 candidates per batch.**
- (iii) There will be one internal examiner and one external examiner to conduct the practical examination for each batch.**
- (iv) Simple calculators can be allowed in the examination hall.**
- (v) (a) Semester I, II, III and IV practical examinations, there will be 4 questions and all are compulsory.
(b) Semester V and VI practical examination there will be 3 questions and all are compulsory.**

III. Minimum to pass in each paper, both theory and practical is 35 %.

IV. Each theory paper shall carry 30 marks for internal assessment and each practical Paper will carry 15 marks for internal assessment marks. (Tests, Assignment and Attendance)

**SEMESTER AND TITLES OF THE PAPERS
CHOICE BASED CREDIT SYSTEM (CBCS)**

I Semester			
1		Physical Geography, Part – I Landforms	
2		Practical Paper –I Cartography (Maps, Scales & Graphs)	
II Semester			
1		Physical Geography, Part – II Atmosphere and Hydrosphere	
2		Practical Paper –II Weather Instruments and study of Indian Daily Weather Reports	
III Semester			
1		Human Geography	
2		Practical Paper – III Representation of Statistical Data	
IV Semester			
1		Regional Geography of Karnataka	
2		Practical Paper – IV Map Analysis	
V Semester			
1		Regional Geography of India, Part -I	
2		Practical Paper – V Map projections – I	
3		Practical Paper – VI Basic Statistics	
4		Environmental Geography	
5		Settlement Geography	
VI Semester			
1		Regional Geography of India, Part -II	
2		Practical Paper – VI Map projections – II	
3		Practical Paper – VII Fundamentals of GIS and Remote Sensing	
4		Economic Geography of the World	
5		Population Geography	

CHOICE BASED CREDIT SYSTEM (CBCS)
SCHEME BY SEMESTERS
Department of Geography, Bangalore University, Bangalore
GEOGRAPHY
UNDER GRADUATE DEGREE PROGRAMME
For students admitted in 2014-15

Semester – I

Paper: Physical Geography, Part – I: Landforms (Hard Core)

Teaching hours per week: 4

Maximum Marks: 100 Marks

Internal Assessment: 30 Marks

Semester End Examination: 70 Marks

Exam Duration: 3 hours

Sl. No.	Unit	Sub-unit	No. of periods
I	Introduction	1. Meaning and scope of Physical Geography	12
		2. Solar System, Eclipse	
		3. Origin of the Earth (Nebular Theory, Tidal Theory & Big Bang Theory)	
		4. Latitudes and Longitudes, International Date line	
II	Lithosphere	1. Wagener's theory of Continental drift, Plate tectonic	10
		2. Rocks and its types	
		3. Weathering	
III	Diastrophic movement	1. Folds and faults	10
		2. Earthquakes and Volcanoes	
IV	Major landforms	1. Mountains, Plateaus and plains	10
V	Denudation	1. Rivers, Wind, Glaciers and Underground water	10

References:

1. Dasagupta and Kapoor. Principles of Physical Geography, S.Chand and Co. New Delhi. 2001
2. Enayat Ahmed Physical Geography, Kalyani publishers, Ludhiana 1982
3. Strahler, A.N.: Physical Geography, John Wiley, New York 2013
4. Savindra Singh, Physical Geography, Prayag, Pustak Bhavan, Allahabad-1998
5. Mallappa P. Physical Geography, (Kannada Version) Chethana Book House, Mysore 2000
6. Ranganath: Principles of Physical Geography, (Kannada Version), Vidhyanidhi Gadag, 2003
7. Tikka, R.N. :Physical Geography, Kedarnath Ramnath and co Meerut 1997.
8. Gouder M.B. physical geography (Kannada) Vidyanidhi prakshan Gadag 2002.

SEMESTER – I

Practical Paper – I: Cartography (Hard Core)

Teaching hours per week: 3

Maximum Marks: 50 Marks

Internal Assessment: 15 Marks

Semester End Examination: 35 Marks

Exam Duration: 3 hours

Sl. No.	Unit	Sub-unit		No. of periods
I	Maps	1.	Definitions, types of maps and its importance	10
II	Scales	1.	Meaning, Types of scales – statement, graphical, and Representative Fraction (RF)	10
		2.	Conversion of scales	
III	Graphs	1.	Line Graph – Single and Double	10
		2.	Bar Graph – Single and Double	
		3.	Compound Graph	

References:

1. Elements of Practical Geography – Singh R.L., Kalyani Publishers, New Delhi, 1979.
2. Statistics for Geoscientists-Techniques and Applications-Pal.S.K., New Delhi, 2006.
3. Elements of Cartography, Robinson, A.H. et al., John Wiley & Sons, U.S.A., 1995
4. Working with maps – Gupta K.K. and Tyagi V.C. Kalyani Publishers, New Delhi, 2001.
5. Fundamentals of Cartography – Mishra R.P & Ramesh, Mcmillan Co., New Delhi, 1986.
6. An Introduction to Practical Geography, Part 1- Dr. Ranganath, Vijaya Book Depot & Prakashan, 1996.
7. Map Work Phyllis Dink, Atma Ram & Sons, New Delhi, 2002.

Semester – II

Paper: Physical Geography, Part – II: Atmosphere and Hydrosphere (Hard Core)

Teaching hours per week: 4

Maximum Marks: 100 Marks

Internal Assessment: 30 Marks

Semester End Examination: 70 Marks

Exam Duration: 3 hours

Sl. No.	Unit	Sub-unit		No. of periods
I	Introduction	1	Origin, Structure and composition of atmosphere	10
		2	Elements of weather and climate	
II	Insolation and Pressure	1	Heat Budget	10
		2	Factors controlling the atmospheric temperature	
		3	Horizontal and vertical distribution of temperature	
		4	Global pressure belts	
III	Atmospheric Circulation	1	Types of Winds – Planetary, Seasonal, Local and variable winds (Cyclone and anti-cyclone)	12
		2	Humidity – Absolute, Relative and Specific	
		3	Forms of Condensation and Precipitation	
IV	Hydrosphere	1	Relief features of Ocean floor	10
		2	Continental shelf, slopes and deeps	
V	Movement of Ocean Water	1	Factors affecting the distribution of Temperature, Salinity and density of Ocean water	10
		2	Ocean Currents – Atlantic, Pacific and Indian	
		3	Ocean tides and Coral reefs	

References:

1. Dasagupta and Kapoor. Principles of Physical Geography, S.Chand and Co. New Delhi. 2001
2. Enayat Ahmed Physical Geography, Kalyani publishers, Ludhiana 1982
3. Strahler, A.N.: Physical Geography, John Wiley, New York 2013
4. Savindra Singh, Physical Geography, Prayag, Pustak Bhavan, Allahabad-1998
5. Mallappa P. Physical Geography, (Kannada Version) Chethana Book House, Mysore 2000
6. Ranganath: Principles of Physical Geography, (Kannada Version), Vidhyanidi Gadag, 2003
7. Tikka, R.N. :Physical Geography, Kedarnath Ramnath and co Meerut 1997.
8. Gouder M.B. physical geography(Kannada) Vidyanidhi prakshan Gadag 2002.

SEMESTER – II

Practical Paper – II: Weather Instruments and study of Indian Daily Weather Reports (Hard Core)

Teaching hours per week: 3

Maximum Marks: 50 Marks

Internal Assessment: 15 Marks

Semester End Examination: 35 Marks

Exam Duration: 3 hours

Sl. No.	Unit	Sub-unit		No. of periods
I	Weather Instruments	1	Working Principles of Weather Instruments – Fahrenheit, Centigrade, Maximum and Minimum Thermometer	10
		2	Barometer – Mercury and Aneroid barometers, Wet and Dry bulb thermometer	
		3	Rain gauge, Wind vane and Cup anemometer	
II	Weather Report	1	Weather symbols	10
		2	Relevance of the study of Indian Daily weather report	
III	Interpretation of Weather maps	1	I.M.D daily Weather charts – Interpretation	10
		2	Interpretation of seasonal weather reports	

References:

1. Elements of Practical Geography – Singh R.L., Kalyani Publishers, New Delhi, 1979.
2. Statistics for Geoscientists-Techniques and Applications-Pal.S.K., New Delhi, 2006.
3. Elements of Cartography, Robinson, A.H. et al., John Wiley & Sons, U.S.A., 1995
4. Working with maps – Gupta K.K. and Tyagi V.C. Kalyani Publishers, New Delhi, 2001.
5. Fundamentals of Cartography – Mishra R.P & Ramesh, Mcmillan Co., New Delhi, 1986.
6. An Introduction to Practical Geography, Part 1- Dr. Ranganath, Vijaya Book Depot & Prakashan, 1996.
7. Map Work Phyllis Dink, Atma Ram & Sons, New Delhi, 2002.

Semester – III

Paper: Human Geography (Hard Core)

Teaching hours per week: 4

Maximum Marks: 100 Marks

Internal Assessment: 30 Marks

Semester End Examination: 70 Marks

Exam Duration: 3 hours

Sl. No.	Unit	Sub-unit		No. of periods
I	Introduction	1	Definition, Field, scope and Importance	12
		2	Development of Human Geography, Environmental determinism and Possibilism	
		3	Alexander von Humboldt, Carl Ritter, Friedrich Ratzel, Vidal de La Blach, Al Masoodi, Al Idrisis	
II	Races of Mankind	1	Classification and Distribution	12
		2	Man and Environmental relationship	
III	Population	1	Factors affecting the distribution of population in the world.	8
		2	Population regions-growth of population in the world	
IV	Human Migration	1	Nature, causes, types and consequences	10
		2	Internal and International migration	
V	Human Settlements	1	Origin, growth and distributional pattern	10
		2	Types – Rural and Urban settlements	
		3	Functions and characteristics	

References:

1. Principles of Human Geography-Huntington, New Delhi Revised Edition ,1987.
2. Human Geography-Hussain M.,Rawat Publications Jaipur,2003.
3. Human Geography- Nellson,Gabler & Vining,New York,1995.
4. Man and his habitation-Singh R.L.,Rawath Publication,1987.
5. Principles of Human Geography-Vidal-de-la-Blache.,Charlies.E.Merill Publishing Company,1992.
6. Human Geography-Majid Hussain.,New Delhi,1998.
7. Geography of Man's Environment-Strahler A.H. & Strahler A.N.,Macmillan Publishing Company,1992.
8. Introduction to human geography –Dickens and Pitts.New York,1963.
9. Human Geography (Kannada)-Ranganath and Mallappa.,Gadagh,1999.

SEMESTER – III

Practical Paper – III: Representation of Statistical Data (Hard Core)

Teaching hours per week: 3

Maximum Marks: 50 Marks

Internal Assessment: 15 Marks

Semester End Examination: 35 Marks

Exam Duration: 3 hours

Sl. No.	Unit	Sub-unit		No. of periods
I	Cartographic Symbols	1	Types and their uses of Cartographic symbols	10
		2	Point symbols, dots, circle, spheres, cubes and block pile	
II	Distributional maps-	1	Isopleths, Choropleth, Pyramid, traffic flow lines, Pyramids	10
		2	Pie diagrams	
III	Graphs	1	Hythergraph, climograph and Ergograph	10

References:

1. Elements of Practical Geography – Singh R.L., Kalyani Publishers, New Delhi, 1979.
2. Statistics for Geoscientists-Techniques and Applications-Pal.S.K., New Delhi, 2006.
3. Elements of Cartography, Robinson, A.H. et al., John Wiley & Sons, U.S.A., 1995
4. Working with maps – Gupta K.K. and Tyagi V.C. Kalyani Publishers, New Delhi, 2001.
5. Fundamentals of Cartography – Mishra R.P & Ramesh, Mcmillan Co., New Delhi, 1986.
6. An Introduction to Practical Geography, Part 1- Dr. Ranganath, Vijaya Book Depot & Prakashan, 1996.
7. Map Work Phyllis Dink, Atma Ram & Sons, New Delhi, 2002.

Semester – IV**Paper: Regional Geography of Karnataka (Hard Core)****Teaching hours per week: 4****Maximum Marks: 100 Marks****Internal Assessment: 30 Marks****Semester End Examination: 70 Marks****Exam Duration: 3 hours**

Sl. No.	Unit	Sub-unit		No. of periods
I	Introduction	1	Location and Extend, Relief features, climate.	10
		2	Soil – Types and classification, soil profile	
		3	Forest resources – Types and wildlife sanctuaries	
II	Irrigation	1	Types, Major River Valley Projects – Tungabhadra, Krishna and KRS	12
		2	Agriculture - Important Food crops – ragi, paddy and jowar, Commercial crops- Cotton and Sugarcane and Plantation crops- Coffee	
III	Mineral and Power Resources	1	Iron ore	10
		2	Manganese	
		3	Gold and Copper	
IV	Industries and Transportation	1	Growth and Development of Industries - Sugar cane, Iron and steel, silk, cement	10
		2	Patterns of Roadways, Railways, Airways and waterways.	
		3	Major ports and harbours	
V	Population and Urbanization	1	Growth, density and distribution of population	10
		2	Major Urban centres – Bangalore, Mysore, Hubli, Dharwad and Mangalore	

References:

1. Geography of Mysore-R.P.Mishra, National Book Trust, New Delhi,1996.
2. Regional Geography of Karnataka-N.B.K.Reddy and Murthy,New Delhi,2000.
3. Geography of Karnataka-Mallappa & Nanjannavar S.S.,Vidhynidi Prakashan Station Road,Gadag,2001.
4. Planning Regions of Karnataka-Achyuthi Rao T.N.New Delhi,1992.
5. Economic Survey of Karnataka-Annual publication by Govt. of Karnataka,2001.

SEMESTER – IV

Practical Paper – IV: Map Analysis (Hard Core)

Teaching hours per week: 3

Maximum Marks: 50 Marks

Internal Assessment: 15 Marks

Semester End Examination: 35 Marks

Exam Duration: 3 hours

Sl. No.	Unit	Sub-unit		No. of periods
I	Contour Diagrams	1	Conical Hills, plateaus, Hill shading saddling	10
		2	Kinds of slope – Uniform, undulating, concave and convex	
		3	Kinds of valleys – ‘U’ shaped and ‘V’ shaped, ridge and cliff	
		4	Profiles	
II	Topographical maps	1	Importance of topographical maps	10
		2	Conventional signs and symbols of topo sheets	
III	Interpretation of Toposheets	1	Relief, drainage, vegetation, transportation and settlements	10

References:

1. Elements of Practical Geography – Singh R.L., Kalyani Publishers, New Delhi, 1979.
2. Statistics for Geoscientists-Techniques and Applications-Pal.S.K., New Delhi, 2006.
3. Elements of Cartography, Robinson, A.H. et al., John Wiley & Sons, U.S.A., 1995
4. Working with maps – Gupta K.K. and Tyagi V.C. Kalyani Publishers, New Delhi, 2001.
5. Fundamentals of Cartography – Mishra R.P & Ramesh, Mcmillan Co., New Delhi, 1986.
6. An Introduction to Practical Geography, Part 1- Dr. Ranganath, Vijaya Book Depot & Prakashan, 1996.
7. Map Work Phyllis Dink, Atma Ram & Sons, New Delhi, 2002.

Semester – V

Paper: Regional Geography of India, Part – I (Hard Core)

Teaching hours per week: 4

Maximum Marks: 100 Marks

Internal Assessment: 30 Marks

Semester End Examination: 70 Marks

Exam Duration: 3 hours

Sl. No.	Unit	Sub-unit		No. of periods
I	Introduction	1	Location, size and Extend	12
		2	Physiographical division – Northern Mountains, Great plains of Northern India, Peninsular Plateau, Coastal Plains and Islands	
II	Climate	1	Seasons, Mechanism of Monsoons	10
		2	Drought and floods	
III	Soils and Forests resources	1	Characteristics – types, distribution, soil erosion, conservation and dry land development programme	10
			Forests - Types, Distribution, conservation and social forestry	
IV	Drainage System and river valley projects	1	Rivers of India	10
			Multipurpose river valley projects – Bhakra Nangal and Damodar valley project	
V	Agriculture	1	Types, Characteristics, Green Revolution, White revolution	10
		2	Major Agricultural Regions – NRSC Classification	

References:

1. Economic and Commercial Geography of India-C.B.Mamoria,Publication Div.Calcutta,1996.
2. Economic Geography of India-Dubey & Negi,New Delhi,1999.
3. Geography of India-Gopal Singh Pub.Div.New Delhi,2001.
4. A New Approach to Economic Geography of India-Guha and Chatteraj, Pub.Div.Calcutta,2001.
5. Economic Geography of India-Kamlesh Patiwal,New Delhi,1996.
6. Regional Geography of India-R.L.Singh,New Delhi,1998.
7. Bharathada Arthika Bhugola Shasthra-P.Mallappa,Vidhynidi Prakashan Station road,Gadag,1999.
8. Bharathada Arthika Bhugola Shasthra-Nanjannavara S.S. Vidhynidi Prakashan Station road,Gadag,2000.
9. Bharathada Arthika Bhugola Shasthra- Dr.Ranganath. Vidhynidi Prakashan Station road,Gadag,1998

SEMESTER – V

Practical Paper – V: Map Projections – I (Hard Core)

Teaching hours per week: 3

Maximum Marks: 50 Marks

Internal Assessment: 15 Marks

Semester End Examination: 35 Marks

Exam Duration: 3 hours

Sl. No.	Unit	Sub-unit		No. of periods
I	Introduction to Projections	1	Definition, classification and Importance of Projections	10
II	Cylindrical Projections	1	Simple Cylindrical	10
		2	Cylindrical equal area	
		3	Mercator's projection	
III	Conical Projections	1	Simple Conical projection	10
		2	Conical projection with two standard parallel	
		3	Bonne's Projection	
		4	Polyconic projection	

References:

1. Elements of Practical Geography – Singh R.L., Kalyani Publishers, New Delhi, 1979.
2. Statistics for Geoscientists-Techniques and Applications-Pal.S.K., New Delhi, 2006.
3. Elements of Cartography, Robinson, A.H. et al., John Wiley & Sons, U.S.A., 1995
4. Working with maps – Gupta K.K. and Tyagi V.C. Kalyani Publishers, New Delhi, 2001.
5. Fundamentals of Cartography – Mishra R.P & Ramesh, Mcmillan Co., New Delhi, 1986.
6. An Introduction to Practical Geography, Part 1- Dr. Ranganath, Vijaya Book Depot & Prakashan, 1996.
7. Map Work Phyllis Dink, Atma Ram & Sons, New Delhi, 2002.

Semester – V

Paper: Environmental Geography (Soft Core)

Teaching hours per week: 4

Maximum Marks: 100 Marks

Internal Assessment: 30 Marks

Semester End Examination: 70 Marks

Exam Duration: 3 hours

Sl. No.	Unit	Sub-unit		No. of periods
I	Introduction	1	Meaning, definition, scope and importance of Environmental Geography	10
		2	Relationship of Environmental geography with other sciences	
II	Environment	1	Definition, meaning and components of Environment	10
		2	Biogeochemical cycles – Hydrological cycles, Nitrogen Cycles and Carbon Cycles	
III	Ecosystem	1	Meaning of Ecology and Ecosystem	12
		2	Types and functioning of Ecosystems	
		3	Producers, Consumers and Decomposers	
		4	Food chain, Food web and Ecological pyramids	
IV	Bio-diversity and its conservation	1	Meaning, Definition of Genetics and Species	10
		2	Bio-geographic classification of India	
		3	Biomes – Meaning and types, distributions of major biomes in the World	
V	Environmental Pollution	1	Definition, causes, effects and control measures	10
		2	Air, water, Soil and noise pollution	
		3	Solid waste management – causes, effects and control measures	
		4	Natural Hazards and Disaster	

References:

1. Environmental Geography-Savindra Singh, New Delhi, 1998.
2. Environmental Geography-Saxena H.M., Rawar Publications, Jaipur, 1999.
3. Environmental Geography-Sinha S.P., New Delhi, 1999.
4. Geography of man's Environment- Strahler A.N. & Strahler A.H., John Wiley, New York, 1986.
5. Fundamentals of Ecology-P.D.Odum., WB Saunders Co, London, 1971.
6. Bio Geography-Robinson A., New York, 1968.
7. Environmental Pollution –Katyal T., New Delhi, 1998.
8. An Introduction to our Earth and Environment-Singh J & Singh D.N., New Delhi, 1998.
9. Parisara Sumrakshanna Kayadagullu-Prof.K.Verappa, Vidhynidi Prakashan Station road, Gadag, 1999
10. Parisara Bhoogola Shastra-Dr.Ranganath & M.B.Goudar, Vidhynidi Prakashan Station road, Gadag, 2000.

SEMESTER – V

Practical Paper – VI: Basic Statistics (Hard Core)

Teaching hours per week: 3

Maximum Marks: 50 Marks

Internal Assessment: 15 Marks

Semester End Examination: 35 Marks

Exam Duration: 3 hours

Sl. No.	Unit	Sub-unit		No. of periods
I	Introduction to Statistics	1	Definition, Scope and Importance of statistics	10
		2	Methods of data collection – Primary and Secondary; Census and Sampling	
II	Measures of Central Tendency	1	Mean	10
		2	Median	
		3	Mode	
III	Measures of Dispersion	1	Mean Deviation (both for grouped & ungrouped data)	10
		2	Standard Deviation	

References:

1. Elements of Practical Geography – Singh R.L., Kalyani Publishers, New Delhi, 1979.
2. Statistics for Geoscientists-Techniques and Applications-Pal.S.K., New Delhi, 2006.
3. Elements of Cartography, Robinson, A.H. et al., John Wiley & Sons, U.S.A., 1995
4. Working with maps – Gupta K.K. and Tyagi V.C. Kalyani Publishers, New Delhi, 2001.
5. Fundamentals of Cartography – Mishra R.P & Ramesh, Mcmillan Co., New Delhi, 1986.
6. An Introduction to Practical Geography, Part 1- Dr. Ranganath, Vijaya Book Depot & Prakashan, 1996.
7. Map Work Phyllis Dink, Atma Ram & Sons, New Delhi, 2002.

Semester – V

Paper: Settlement Geography (Soft Core)

Teaching hours per week: 4

Maximum Marks: 100 Marks

Internal Assessment: 30 Marks

Semester End Examination: 70 Marks

Exam Duration: 3 hours

Sl. No.	Unit	Sub-unit		No. of periods
I	Introduction	1	Meaning, Nature, Scope and Importance of Settlement Geography	10
		2	Factors influencing the Settlement pattern and its types	
II	Rural settlements	1	Definition, classification based on site and situation, shape and function	10
		2	Rural settlements - types in India	
III	Housing Types	1	Evolution of dwellings, Influencing factors, construction materials, ground plans, Roofing types	10
		2	Housing types in India	
IV	Urban Settlement	1	Definition, Growth, stages, location and situation of Urban settlements	12
		2	Classification of Urban settlement – Hierarchy of urban settlement – Rank-Size rule, Concept of Primate City, structure of urban settlement.	
V	Urban Fringe	1	Definition, characteristics and its development	10
		2	Slum formation and measures of slum clearance	

References:

1. Principles of Human Geography-Huntington, New Delhi Revised Edition ,1987.
2. Human Geography-Hussain M.,Rawat Publications Jaipur,2003.
3. Human Geography- Nellson,Gabler & Vining,New York,1995.
4. Man and his habitation-Singh R.L.,Rawath Publication,1987.
5. Principles of Human Geography-Vidal-de-la-Blache.,Charles.E.Merill Publishing Company,1992.
6. Human Geography-Majid Hussain.,New Delhi,1998.
7. Geography of Man's Environment-Strahler A.H. & Strahler A.N.,Macmillan Publishing Company,1992.
8. Introduction to human geography –Dickens and Pitts.New York,1963.
9. Human Geography (Kannada)-Ranganath and Mallappa.,Gadagh,1999.

SEMESTER – VI

Paper: Regional Geography of India, Part – II (Hard Core)

Teaching hours per week: 4

Maximum Marks: 100 Marks

Internal Assessment: 30 Marks

Semester End Examination: 70 Marks

Exam Duration: 3 hours

Sl. No.	Unit	Sub-unit		No. of periods
I	Human Resources	1	Growth, distribution and density	10
		2	Composition – Literacy, Sex ratio	
II	Mineral and Power Resources	1	Distribution, Production and trade of Iron, Manganese and Bauxite	12
		2	Distribution, Production and trade of coal, petroleum, natural gas	
		3	Electricity: Thermal, Hydel and Atomic	
		4	Non-conventional sources of energy	
		5	Power crisis	
III	Industries	1	Location, distribution and production trend of Iron, steel, cotton textiles, Sugar, Paper Industries	10
		2	Industrial Regions	
IV	Transportation and Trade	1	Detailed study of Network of roads	10
		2	NHDP, Railways, Airways	
		3	International – Volume direction	
		4	Composition of Foreign trade – recent trends	
V	Tourism	1	Factors influencing the development of tourism	10
		2	Types of major tourist centers	
		3	Problems and prospects of tourism in India	

References:

1. Economic and Commercial Geography of India-C.B.Mamoria.,New Delhi,1998.
2. Economic Geography of India-Dubey & Negi,Rawarh Publication,1968.
3. Geography of India-Gopal Singh,New Delhi,1967.
4. A New Approach to Economic Geography of India-Guha and Chattoraj, Pub.Div.Calcutta,1998.
5. Economic Geography of India-Kamlesh Patiwal,Rawarh Publication,Jaipure,1999.
6. Regional Geography of India-R.L.Singh,New Delhi,1998.
7. Bharathada Arthika Bhugola Shasthra-P.Mallappa. Vijaya Book Depot & Prakashan,1999.
8. Bharathada Arthika Bhugola Shasthra-Nanjannavara S.S., Vijaya Book Depot & Prakashan,2000.
9. Bharathada Arthika Bhugola Shasthra- Dr.Ranganath., Vijaya Book Depot & Prakashan,1996.

SEMESTER – VI

Practical Paper – VII: Map Projections – II (Hard Core)

Teaching hours per week: 3

Maximum Marks: 50 Marks

Internal Assessment: 15 Marks

Semester End Examination: 35 Marks

Exam Duration: 3 hours

Sl. No.	Unit	Sub-unit		No. of periods
I	Zenithal Projection	1	Equi-distant, equal area, Gnomonic, Stereographic and orthographic projections	10
II	Conventional Projection	1	Sinu Sodial Projections	10
		2	Mollweids projections	
		3	Gall's projection	
III	Choice of Map Projection	1	Uses of Map projections	10

References:

1. Elements of Practical Geography – Singh R.L., Kalyani Publishers, New Delhi, 1979.
2. Statistics for Geoscientists-Techniques and Applications-Pal.S.K., New Delhi, 2006.
3. Elements of Cartography, Robinson, A.H. et al., John Wiley & Sons, U.S.A., 1995
4. Working with maps – Gupta K.K. and Tyagi V.C. Kalyani Publishers, New Delhi, 2001.
5. Fundamentals of Cartography – Mishra R.P & Ramesh, Mcmillan Co., New Delhi, 1986.
6. An Introduction to Practical Geography, Part 1- Dr. Ranganath, Vijaya Book Depot & Prakashan, 1996.
7. Map Work Phyllis Dink, Atma Ram & Sons, New Delhi, 2002.

SEMESTER – VI

Paper: Economic Geography of the World (Soft Core)

Teaching hours per week: 4

Maximum Marks: 100 Marks

Internal Assessment: 30 Marks

Semester End Examination: 70 Marks

Exam Duration: 3 hours

Sl. No.	Unit	Sub-unit		No. of periods
I	Introduction	1	Definition, importance and approaches of Economic Geography	10
		2	Man and Environment – study of environmental factors and their influence on the Economic activities	
II	Soil, Mineral and Power Resources	1	Types, distribution and conservation	12
		2	Soil Profile	
		3	Distribution, Production and trade of Iron Ore, Manganese, Bauxite	
		4	Distribution, Production and trade of Coal petroleum and atomic minerals	
III	Agriculture	1	Major crops – Rice, Wheat, Cotton, Sugarcane, coffee and tea	10
		2	Animal Husbandry – dairy farming regions	
		3	Fishing – Influencing factors – major fishing areas – aqua culture	
IV	Industries	1	Location – factors affecting industrial location	10
		2	Major industries – Iron and Steel, Cotton and Textiles	
V	Transportation and Trade	1	Transcontinental roads and railways	10
		2	Major ocean routes	
		3	International Trade – basis of trade, patterns and trends	

References:

1. A New Approach to Economic Geography-Guha and Chattoraj, Pub. Div. Calcutta, 2001.
2. Economic and Commercial Geography-Khanna and Gupta, New Delhi, 2000.
3. Economic and Commercial Geography-Chowdhari M.R., Rawarh Publications, Jaipur, 2002.
4. Economic Geography-Alexander J.V., New York, 1996.
5. Economic Geography- Jones C.F. & Darkanwald E.B., New York, 1998.
6. Hand Book of Economic geography-Chisolm, New Delhi, Revised Publication, 1998.
7. World Resources and Resource trade-Khanna & Gupta, New Delhi, 1998.
8. Prapanchada Arthka Bhoogola Shastra-P. Mallappa & Ranjanath, Vijaya Book Depot & Prakashan, 1999
9. . Prapanchada Arthka Bhoogola Shastra-Nanjannavar S.S., Vijaya Book Depot & Prakashan, 2001.

SEMESTER – VI

Practical Paper – VI: Fundamentals of GIS and Remote Sensing (Hard Core)

Teaching hours per week: 3

Maximum Marks: 50 Marks

Internal Assessment: 15 Marks

Semester End Examination: 35 Marks

Exam Duration: 3 hours

Sl. No.	Unit	Sub-unit		No. of periods
I	Fundamentals of GIS	1	Meaning of GIS	10
		2	Components of GIS	
		3	Recent trends in GIS	
II	Remote Sensing	1	Meaning, Definition and principles of Remote Sensing	10
		2	Stages in Remote Sensing	
		3	Applications of Remote Sensing	
III	Representation of Socio-Economic Data	1	Line graph	10
		2	Bar graph	
		3	Pie graph	
		4	Compound bar graph	

References:

1. Principles of Geographical Information System for Land Resources Assessment- Bourroughs P.A., Clarendon Press, Oxford, 1996.
2. The ABC's of Internet- Cristian Crumtish, Willy, New York, 1997.
3. Computers Today- Sander B.H., New Delhi, 2001.
4. Terrain Analysis in Remote Sensing- John R.G. & Townshed, New York, 1998.
5. Internet for Everyone- Leon Vikas Publication, 2002.
6. Remote Sensing in Geographic Information System- Anji Reddy M, 2001.
7. A Study of Land Use And Land Cover in and Around Belgaum City Using GIS and Remote Sensing, Lambrat Publication Germany -Dr. Rita Basanna., 2013.
8. Geographic Information System, An Introduction- Star J.C. and J.E., New York, 2012.
9. Computer in Geography, Longman Publication -Maguira D.J., 2013.02

SEMESTER – VI**Paper: Population Geography (Soft Core)****Teaching hours per week: 4****Maximum Marks: 100 Marks****Internal Assessment: 30 Marks****Semester End Examination: 70 Marks****Exam Duration: 3 hours**

Sl. No.	Unit	Sub-unit		No. of periods
I	Introduction	1	Nature and scope of Population Geography	10
		2	Population growth, distribution and density – Demographic cycle, Factors and patterns of fertility, Factors and patterns of mortality	
II	Population Composition	1	Elements of Population composition -	12
		2	Literacy – Growth and distribution	
		3	Age structure – pyramids	
		4	Sex ratio – patterns of sex ratio	
		5	Life expectancy - patterns	
		6	Occupational structure	
III	Human Migration	1	Causes and types of migration	10
		2	Consequences of human migration	
IV	Problems of Population	1	Problems of population in developed and less developed countries	10
		2	Ethnic, racial, Linguistic and Religious problems	
		3	Population policies	
V	Population and resources	1	Optimum population	10
		2	Population resource regions	
		3	Population policies in India	

References:

1. Geography of Population -R.C.Chandana,Rawath Publication Jaipur,2003.
2. Fundamental of Population Geography-Ghosh B.N.,New Delhi,2000.
3. Human Geography-Majid Hussian, Rawath Publication Jaipur,2003.
4. A Geography of Population-Trewarth G.T.,John Willey Newyork 1969.
5. Demography-Jingam M.L. & B.K. Bhatt,New Delhi,1996.
6. Population Geography-R.K.Tripati,New Delhi,2000.
7. Geography of Population-Kayastha S.L.,New Delhi,1999.
8. Geography of Population-Clerk I.,Pergamon Press,Oxford,1965.



Master copy
26/8/2017

BANGALORE UNIVERSITY
DEPARTMENT OF HISTORY

REVISED SYLLABUS FOR (UG)BA IN HISTORY
CHOICE BASED CREDIT SYSTEM
SEMESTER SCHEME

Proceedings of the meeting of the
BOS(UG)in History on 28th June 2017

w.e.f., the Academic Year 2018-19

DEPARTMENT OF HISTORY, BANGLAORE UNIVERSITY

Proceedings of the meeting of B. O. S. (U G) held on 28th June 2017 in the Chambers of the Chairperson, Department of History, Bangalore University, Bangalore at 11.00 A.M.

MEMBERS

- Sri. H.N. Srinivas, Assoc. Professor, Dept. of History
Government Women First Grade College, Kolar-563101
- Smt. Renukamba H N., Assoc. Professor, Professor
Dept. of History, MES College, Bengalur-560003
- Smt. Meera, Assoc. Professor, Maharani Arts College,
Sheshadri Road, Bengalure-560001
- Sri. Rajashekaraiah, Assoc. Professor, Dept. of History
Govt. First Grade College, Peenya, Bengaluru-560058
- Sri. M.S. Ramamurthy, Assoc. Professor, Dept. of History
Govt. ~~First Grade College, Peenya~~ Govt Arts College, Bengaluru-560036
- Sri. Kambaiah, Assoc. Professor, Dept. of History
Govt. First Grade College, Yelahanka, Bangalore
- Smt. Shanthakumari, Assoc. Professor,
Maharani Arts College, Sheshadri Road, Bengalure-560009

H.N. Srinivas 28/6/2017

Renukamba 28/06/2017

Meera 28/6/2017

Rajashekaraiah 28/6/17

M.S. Ramamurthy
28/6/17

Kambaiah
28/6/17

ABSENT

EXTERNAL MEMBERS

- Dr. Sarvamangala, Professor of History
Kuvempu University, Shankaragatta, Shimoga
- Dr. Mohan Krishna Rai,
Professor of History, Kannada University, Hampi

Sarvamangala 28/06/17

Mohan Krishna Rai
28/6/17

Dr. M. V. Usha Devi, Professor & BOS (UG), Chairperson,
Dept. of History, BUB

Ushadevi
28-6-2017

The Chairperson welcomed the members and introduced the agenda.

Resolution:

As per the directive of the UGC and University the Board of Studies (UG- CBCS) resolved to revise and update the Syllabus of all the Six Semesters in History, to be implemented from the academic year 2018-19. A committee consisting of Board of Studies Members (Internal and External) and experts revised and updated the Syllabus of 10 papers and approved by circulation among the Members of the Board of Studies (UG). Matrix and question paper pattern remains unaltered.

The meeting came to a close with the members thanking the Chairperson.

W. Hadeer

CHAIRPERSON

BOS (UG) -2017-18

Professor and Chairman

Department of Studies in History

Bangalore University

Jnanabharathi Campus

Bangalore-560 056

(UG)BACHOICE BASED CREDIT SYSTEM, SEMESTER SCHEME

HISTORY w. e. f. 2018-19

Sl No	SEMESTERS	TITLE OF PAPER	Page No
1	I SEMESTER	HISTORY OF ANCIENT INDIA	1-1
	PAPER - I		
2	II SEMESTER	HISTORY OF MEDIEVAL INDIA	2-2
	PAPER - II		
3	III SEMESTER	SOCIETY, ECONOMY AND CULTURE OF KARNATAKA	3-3
	PAPER - III		
4	IV SEMESTER	INTRODUCTION TO TOURISM IN INDIA	4-4
	PAPER - IV		
5	V SEMESTER	HISTORY OF MODERN INDIA	5-5
	PAPER - V		
6	PAPER - V (A)	HISTORY OF MODERN EUROPE UPTO -1945	6-6
	V (B)	OR HISTORY OF CHINA AND JAPAN SINCE 1900 AD	7-7
7	VI SEMESTER	INDIA SINCE INDEPENDENCE	8-8
	PAPER - VI		
8	PAPER - VI (A)	HISTORY OF CONTEMPORARY WORLD	9-9
	VI (B)	OR HISTORY OF WEST ASIA SINCE 1900 A.D.	10-10

COURSE PATTERN, SCHEME OF EXAMINATION AND CREDITS

(UG) BA, CBCS, SEMESTER SCHEME 2018-19

Subject HISTORY	Papers	Instruct ion Hours/ week	Durat- ion of Exam (hrs)	MARKS			Credit
				I A	EXAM	TOTAL	
I, II, III & IV SEMESTERS							
Paper 1	HISTORY OF ANCIENT INDIA	1 X 5	1X3	1 X 50	1X100	1x150	1x3
Paper 2	HISTORY OF MEDEIVAL INDIA	1 X 5	1X3	1 X 50	1X100	1x150	1x3
Paper 3	SOCIETY, ECONOMY AND CULTURE OF KARNATAKA	1 X 5	1X3	1 X 50	1X100	1x150	1x3
Paper 4	INTRODUCTION TO TOURISM IN INDIA	1 X 5	1X3	1 X 50	1X100	1x150	1x3
V SEMESTER							
Paper 5 .1	HISTORY OF MODERN INDIA	1x4	1x3	1x50	1x100	1x150	1x3
Paper 5 .2 (A)	HISTORY OF MODERN EUROPE UPTO - 1945	1x4	1x3	1x50	1x100	1x150	1x3
Paper 5 .2 (B)	OR HISTORY OF CHINA AND JAPAN SINCE 1900 AD						
VI SEMESTER							
Paper 6.1	INDIA SINCE INDEPENDENCE	1x4	1x3	1x50	1x100	1x150	1x3
Paper 6.2 (A)	HISTORY OF CONTEMPORARY WORLD OR		1x3	1x50	1x100	1x150	1x3
Paper 6.2 (B)	HISTORY OF WEST ASIA SINCE 1900 A.D.						

Question Paper Pattern**HISTORY****(UG) BA Credit Based Semester Schemew.e.f., 2018-19**

Time: 3 hours

Total Marks: 100

Note: Read instructions carefully. All Sections are compulsory.

Section - A

Map :- (1 X 10 = 10)

Marking the Boundary Line - 5 Marks

Explanatory Note - 5 Marks

OR

Marking the Places on Outline Map Provided - 5 Marks

Description of the Places of Historical Importance- 5 Marks

Section - BAnswer any three of the following: (3 X 15 = 45)

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

Section -CAnswer any three of the following (3 X 10=30)

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

Section -DAnswer any three of the following (3 X 5=15)

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

HISTORY**BREAK (UG) BA OF INTERNAL ASSESSMENT MARKS**

TEST	30 MARKS
ATTENDANCE	10 MARKS
ASSIGNMENTS	10 MARKS
TOTAL	50 MARKS

FIRST SEMESTER, PAPER – 1
HISTORY OF ANCIENT INDIA

Max Marks:-100

UNIT-I: Introduction : Survey of Sources - Harappan Civilization - Urban Planning - Society-Religious Beliefs- Trade Contacts -Script-Decline-Recent Excavations. 8 Hrs

UNIT-II: Vedic Period : (A) Early Vedic Period- Vedic Texts- Pastoralism- Tribal Polity-Social Differentiation- Religious Practices (B) East Ward Movement -Settlement in the Ganga , Yamuna Doab - Proliferation of Agriculture - Second Urbanization - Stratified Society - Sacrificial Cult -Varna Division –Status of Women. 10 Hrs

UNIT-III: Dissent and Protest : The Context of Heterodox Religions -Jainism and Buddhism- Social Base of the Heterodox Religions -Their Philosophy -Greek Invasion-Mauryas - Form of State in Arthasastra -Ashoka -Structure of State - Economic Implications of Asoka's Dhamma - Decline of Mauryan Empire. Sungas- Kushanas - Art & Architecture. 12 Hrs

UNIT-IV: Gupta and Post-Gupta Periods : Administration under Guptas- Agrarian Developments - Urbanization -Literature - Science - Art and Architecture - Debate over Golden Age. The Mankharis and Pushyabhutis-Vardhanas - Harshavardhana - Cultural Contributions. 12 Hrs

UNIT -V: The South: Sangam Age-Pallavas-Cholas-Administration-Art and Architecture -Bhakti Movement-Philosophies Adhvaitha-Dhvaitha –VishistaAdhvaitha- Alwars and Nayannars. 6 Hrs

MAPS: Extent of the Empire: Mauryas, Gutas, Cholas.

1. Harappa sites 2. Religious -Jain and BuddhistCentres 3. Sites of Trade and Commercial importance.

PLACES OF HISTORICAL IMPORTANCE:

1)Harappa 2)Ujjain 3)Lothal 4)Bodhgaya 5)Sarnath 6)Pataliputra 7)Taxila 8)Prayag 9)Sanchi 10)Purushapura 11)Nalanda 12)Thaneshwar 13)Maski 14)Kanauj 15)Sopara 16)Kaveripattanam 17)Ajanta 18)Kancheepuram 19)Mahabalipuram

Books for Study:

1. D DKosambi - An Introduction to the study of Indian History
2. RomilaThapar : Ancient India, Vol-I
3. RomilaThapar : Ancient Indian Social History
4. R. S. Sharma : Indian Feudalism
5. R S Sharma : Perspectives in Social and Economic History of Early India
6. R S Sharma: History of Indian Political Ideas and Institutions
7. D N Jha : Early India: A Concise History
8. B D Chattopadhyaya : The Making of Early Medieval India
9. S Huntington : The Art of Ancient India : Buddhist, Hindu, Jain.
10. M K Dhavalikar : The Aryans : Myth and Archaeology
11. A S Altekar : State and Government in Ancient India
12. U N Goshal : A History of Indian Political Ideas
13. R G Bhandarkar: Early History of Deccan (Two Vol)
14. A L Bhasyam : The Wonder that was India
15. H V SrinivasaMurthy : History and Culture of South India to 1336AD
16. N. Subramanianm :Sangam Polity
17. R.C Mujumdar: Ancient India
18. K.A Nilakantashastri : A History of South India
19. R. Champakalakshmi: Trade, Ideology and Urbanization in South India.
20. Burton Stein: A History of India.

SECOND SEMESTER, PAPER – II

HISTORY OF MEDIEVAL INDIA

Max Marks:- 100

UNIT-I :Introduction : Sources-Advent of Islam - Arab Invasion of Sindh - Founding of the Sultanate - Illtumish, Razia Begum -State Polity. Balban - Theory of Kingship. Turkish Nobility and the Ulemas. Administrative System **8 hrs**

UNIT-II: Medieval Dynasties: The Khilji Revolution –Alla-ud-din Khilji--Theory of Kingship - Military and Fiscal Measures - Market Control - Southern Campaigns. The Tughluqs-Administrative and Economic Reforms- Deccan Policy - Assessment of Muhammad Bin Tughluq. **3 hrs**

UNIT-III:Foundation of Mughal Rule- Babar, Sher Shah and his Reforms- Akbar-Rajput Policy- Religious Policy- Mansabdari System- Jagirdari System- Aurangzeb- Deccan Policy- Religious Policy- Decline of Mughal Empire. **12 hrs**

UNIT-IV: State, Economy and Society - Trade, Markets and Urban Centres- Emergence of New Social Classes-Bhakthi Movement-Nanak, Kabir, Meera Bai, Sufi Order- Cultural Synthesis -Mughal Architecture- features- Important Centres **10 hrs**

UNIT-V:-Rise of Marathas: Shivaji- Administration – Chauth and Sardesh Mukhi-Mughal –Maratha Relations. **05 hrs**

MAPS: EXTENT OF THE EMPIRE OF: Aladdin Khilji , Akbar, Marathas.

1. Mughal Architectural Centres 2. Trade and Commercial Centres 3. Extent of Shivaji's Empire

PLACES OF HISTORICAL IMPORTANCE:

1)Delhi 2)Devagiri 3)Ajmer 4)Dwarasamudra 5)Agra 6)Surat 7)Panipet 8)Rameshwaram 9)Shivaner 10)Poona 11)Ahmednagar 12)Fatehpur Sikri 13)Chittor 14)Sassaram 15)Amritsar 16)Khandesh 17)Mathura 18)Ranthambor 19)Bijapur 20)Jinjee

Books for Study:

1. Iswari Prasad : Medieval India
2. Mohd. Habib & K A Nizami : Comprehensive History of India Vol.V&VI
3. A L Srivastava: Sultanate of Delhi
4. Tapan Ray Chaudhri & Irfan Habib : Cambridge Economic History of India Vol.1
5. R C Majumdar : The Mughal Age
6. R S Tripathi : Decline and Fall of Mughal Empire
7. Jadunath Sarkar: The Maratha Polity
8. Irfan Habib : Agrarian System in Mughal
9. Burton Stein: A History of India
10. Richard Eaton: Essays on Islam and Indian History
11. C A Bayly : Rulers, Townsmen and Bazaar
12. Muzaffar Alam and Sanjay Subramanyam (Ed) : The Mughal State (1526-1750)
13. Rekha Pande : Religious Movement in Medieval India
14. I H Qureshi: The Administration of the Mughal Empire.
15. I H Qureshi: The Sultanate of Delhi.
16. J.L. Mehta: Advanced history of Medieval India Vol. I & II
17. S.S.A Rizvi: Wonder that was India Vol. II
18. Dr. Ishwariprasad: Medieval India
19. John. F. Richards: The Mughal Empire.

THIRD SEMISTER, PAPER – III
SOCIETY, ECONOMY AND CULTURE OF KARNATAKA

Max Marks:- 100

UNIT-I :Early State Formation in Karnataka- Karnataka under Mauryan rule- Sathavahanas- Early Dynasties- Land Grants- Agraharas- Agrarian Economy and Trade- Ayyahole 500- Chalukyan Architecture--Features of Hoyasala Architecture.

12 hrs

UNIT-II:Society and Economy during Vijayanagara.Social Structure-Economic Conditions- Revenue Administration- Trade, Vijayanagara Architecture. Society and Economy during Bahamani's and Adil Shahis. Social Structure and Synthesis – Economic Conditions.

10hrs

UNIT-III: Early Modern Karnataka– Post Vijayanagara States- ShivappaNayaka- Revenue Reforms. Deccan Architecture Style. DasaSahitya and Sufism. Tippu's Economic Reforms.

10hrs

UNIT-IV: Religion and Philosophy : Jainism- Jain Centres in Karnataka – Pampa - New Religious Sects- Advaita -Dvaita-Vishistadvaita-Veerashivism- Vachana Literature. Haridasa Movement – Sufism.

6 hrs

UNIT-V: Western Impact- National movement- Unification Movement- B.C.M- Progressive movement- Contemporary issues- A) Linguistic movement, B) Border Disputes C) River Water disputes- Major Trend in Karnataka Literature.

10 hrs

MAPS:

1. Centres of Religious Importance 2. Centres of Art & Architecture 3. Centres of Freedom Struggle.

PLACES OF HISTORICAL IMPORTANCE:

1) Pratishtana 2) Banavasi 3) Nagavi 4) Badami. 5) Aihole 6) Belur 7) Halebidu 8) Hampi. 9) Keladi 10) Bidar 11) Bijapur 12) Srirangapatna 13) Mysore 14) Bangalore 15) Isur 16) Vidurashwatha 17) Shivapur 18) Belgaum 19) Kittur 20) Belligavi

Books for Study:

1. R.R Diwakar - Karnataka Through the ages
2. R.R Diwakar - KanatakaParamapare (Kannada Two Vol) .
3. G.S Dikshit - KeladiyaNayakaru 1969
4. Saki - Making History
5. Doreswamy H S - HoratadaDittaHejjegalu 1972
6. H Thipperudraswamy - Karnataka SamskrutiSameekshe (Kannada)
7. Shamba Joshi - Karnataka SamskrutiyaPoorvaPeetike
8. Chidananda Murthy M - Kannada ShasanagalaSamskrutikaAdhyayana
9. G M Moras - The Kadamba Kula
10. C. Hayavadana Rao - History of Mysore Vol. 3
11. G S Halappa& Krishna Rao - History of Freedom Movement Two Volumes
12. K. RaghavendraRao : Imaging the Unimaginable
13. S U Kamat - Karnataka SankshiptaItihasa
14. D V Gundappa - JnapakaChitrashale
15. S Rajashekar - Karnataka Art & Architecture
16. K R Basavaraj - History and Cultural of Karnataka
17. NoberuKarshima: South Indias History and Society from Inscriptions 850-1800 A.D
18. Burton Stein :Vijayanagara
19. K.A NilakanataSastri : History of South India.
20. H.V Sreenivasamurthy: History and culture of South India to 1336 A D

FOURTH SEMESTER, PAPER – IV

INTRODUCTION TO TOURISM IN INDIA

Max Marks- 100

UNIT-I: Tourism: Meaning, Definition. Scope and importance; Types of Tourism- Nature of Travel-Traveller- Tour- Tourist. **10 hrs**

UNIT-II: History as a Tourism product: Tourism through the Ages: Ancient, Medieval and Modern. Development of Tourism in Modern Era- Sargent Committee, Basic infrastructure, Tourism Resources. **10hrs**

UNIT-III: Tourism Planning- Eco Tourism: Heritage Tourism and Health Tourism. Sustainable Tourism- Conservation of Historical Monuments- Protection of Ancient Monuments Policies- Ancient Monuments Act and Museum Act. **10 hrs**

UNIT-IV: Tourism Organizations:-International (IUOTO, WTO, PATA) National (ITDC) Regional (KSTDC) Role of Travel Agencies in Strengthening Indian Tourism Industry, Tourism Marketing and Management, Hotel Management- Training Personnel-Socio-Economic Impact of Tourism. **10 hrs**

UNIT-V: Tourism and Karnataka-Historical Sites, World Heritage Sites -(Hampi, Pattadakallu), Adventure Tourism - Beaches and Resorts, Wild Life Sanctuaries in Karnataka opportunities of Tourism in Karnataka. **8 hrs**

MAPS:

1. Heritage Sites in India. 2. Wild Life Sanctuaries in India. 3. Tourism Circuits in Karnataka.

PLACES OF HISTORICAL IMPORTANCE:

1) Gaya 2) Pataliputra 3) Sanchi 4) Ajanta 5) Ellora 6) Nandi 7) Srirangapatna 8) Bandipura 9) Taxila 10) Prayaga 11) Aihole 12) Delhi 13) Patepur Sikri 14) Konark 15) Kujaraho 16) Simhla 17) Jaipura 18) Panaji 19) Mount Abu 20) ShrivanaBelugula

Books for study:

1. G S Batra - Tourism in the 21st Century
2. G S Batra and Danguala R C - Tourism promotion and Development
3. Brijindra Punic - Tourism Management programmes and prospects
4. Deems Foster - An Introduction to Travel and Tourism
5. Donald Land Berg E & Carolyn Lund Berg - Interval Travel and tourism
6. Gupta T C SushmaKashekar - Tourism products in India
7. Chris Cooper and Fletcher - Tourism, Principles and Practices
8. S. Wahab- Tourism Marketing
9. Joan Bakewell - The Complete Traveller
10. Douglas Pierce - Tourism To-day, a Geographical Analysis
11. A.K. Bhatia - Tourism Principles
2. James W Harrison - Travel Agent and Tourism
13. Edward D Mills - Design for Holidays and Tourism
14. Percy Brown - Indian Architecture
15. A.L. Basham - The Wonder that was India
6. Elliot & Dawson - History of India as Told by its own Historians
17. S.U. Kamat - Karnataka Gazetteer.

**FIFTH SEMESTER, PAPER - V
HISTORY OF MODERN INDIA**

Max Marks:- 100

UNIT-I: Advent of Europeans-Congeries of States –Mercantilism – Wars and Annexations of the British (Plassey, Buxar, Carnatic Wars) - Consolidation and Governance - Resistance and the Revolt of 1857.

10 hrs

UNIT - II:British Economic Policy - (Permanent Settlement, Ryotwari . Mahalwari) – Commercialization of Agriculture – Rural Indebtedness – Impact of Tariff Policy – Famines - Economic Nationalism –DadabaiNavoroji and the Drain Theory.

10 hrs

UNIT - III: Western Impact and English Education – Macaulay's Minutes -Social and – Religious Reform Movements – Pan –Islamic Movement -Growth of Nationalism– Indian National Congress – Early Phase -Gokhale – Tilak and Swadeshism– Muslim League – Gandhian Techniques - Ambedkar and Poona Pact.

16 hrs

UNIT - IV: Emergence of the Left Wing – Jawarlal Nehru and Subhash Chandra BoseLabour and Peasant Movements -Government of India Act 1935 – II World War and Indian Nationalism – Quit India Movement – Communalism – Mount Batten Plan – Partition and Independence.

12 hrs

MAPS:

1. Early European Settlements. 2. Significant Places of 1857 Revolt. 3. Important Places related to Indian National Movement.

PLACES OF HISTORICAL IMPORTANCE:

1)Calicut 2)Calcutta 3)Plassey 4)Buxar 5)Champaran 6)Madras 7)Mahe 8)Surat 9)Pondicherry 10) Goa 11)Jhansi 12)ChauriChaura 13)Murshidabad 14)Chandranagore 15)Lahore 16)Amritsar 17)Dandi 18)Naokhali 19)Mahad 20)Belgaum

Books for study:

- 1) Sumit Sarkar - Modern India
- 2) Percival Spear - Modern India
- 3) A R Desai - Social Background of Indian Nationalism
- 4) J P Andrews - The Renaissance in India
- 5) Annie Besant - India a Nation
- 6) C YChinthamani - Indian Politics since the Mutiny
- 7) Bipan Chandra & Et al. Indian Struggle for Independence
- 8) Bipan Chandra - Freedom Struggle
- 9) Bipan Chandra –Barunde&AmaleshTripathi - Modern India
- 10) Raj Mohan Gandhi - The Good Boat Man
- 11) Jawaharlal Nehru - Discovery of India
- 12) Ravindra Kumar - Essays on the Social History of India
- 13) RamachandraGuha - Makers of Modern India
- 14) RamachandraGuha - Gandhi before India,
- 15) Burton Stein - A History of India
- 16) Thomas R Metcalf - Ideologies of the Raj
- 17) Bernard S Cohn - Colonialism and its Forms of Knowledge - The British in India.
- 18) R.N. Agarwal: - Indian National Movement and Constitutional Development.

FIFTH SEMESTER, PAPER – V (A)

HISTORY OF MODERN EUROPE UPTO -1945

Max Marks:- 100

UNIT –I: Introduction - Geographical Discoveries - Renaissance - Reformation - Counter Reformation- Industrial Revolution - Impact.

8hrs

UNIT – II: French Revolution – Significance of the Revolution - Napoleon Bonaparte - Continental System - Napoleon's Expeditions -Reforms - Congress of Vienna - Revolution of 1830 and 1848 - Growth of Liberalism - Marxian Socialism.

15 hrs

UNIT-III: Nationalism and Movements for Unification– Italy and Germany – Bismarck – Diplomacy and System of Alliances –KulturrKampf. The Great Alliances (1879-1914) - World War-I -Russian Revolution -Paris Peace Conference-Versailles Treaty - League of Nations.

15 hrs

UNIT- IV: Rise of Dictatorships-Italian Fascist State-Hitler and Nazism -Outbreak of II World War.

10 hrs

MAPS:

1. Centres of Industrial and French Revolution.
2. Unification Movements - Italy and Germany.
3. Theatres of World Wars I and II.

10 hrs

PLACES OF HISTORICAL IMPORTANCE:

- 1) Frankfurt 2)Rome 3)Turin 4)Naples 5)Milan 6)Leningrad 7)Paris 8)Berlin 9)Dunkirk
- 10) Vienna 11)Waterloo 12)Versailles 13)Leipzig 14)Moscow 15)London 16)Piedmont
- 17) Petersburg 18) Yalta 19) Potsdam 20) Munich.

Books for Study:

1. James Edgar Swain - A History of Civilization
2. C A Bailey - The Birth of Modern World
3. Harman Criz - A People's History of the World
4. Hobsbaum E J - Age of Capital
5. Hobsbaum E J - Age of Revolution.
6. J A R Marriott - A History of Europe
7. W.S.Churchill- The World Crisis 1911-1928
8. Hardy G.M. Gathorne-A Short History of International Affairs 1920-1939
9. W.C. Ongione- The World since 1914-1919
10. E.H.Carr- The Twenty Years Crisis
11. E.H.Carr –International Relations between the Two World Wars
12. David Thomplan- Europe since Napoleon.
13. Hartmann Fredick- The Relations of Nations
14. Schuman Fredrick-International .Politics
15. E.H.Carr-A History of Soviet Russia
16. Fisher A.L. - The Soviet in World Affairs
17. Pollock.A.-The League of Nations.
18. Zimmern.A.- The League of Nation and Rule of Law.
19. M.G Gupta: - International Relations since 1919.
19. Lipion .E- Europe 1914-1939.

FIFTH SEMESTER, PAPER - V (B)
HISTORY OF CHINA AND JAPAN SINCE 1900

Max Marks:- 100

UNIT-I: Introduction – European Intervention in China and Japan- Sino- Japanese War 1894-95 -Rise of Nationalism Taiping Rebellion -100 Days Reform - Boxer Rebellion and its Consequences.
Dr. Sun-yat-sen- Revolution of 1911.

8hrs

UNIT-II:The Kuo-min-tung, Chiang-kai Sheik - Communists and War Lordism - Achievements of the Nationalist Government. Origin and Growth of the Communist Party - Its leaders - Its success. People's Republic of China - Cultural Revolution of 1966.

15 hrs

UNIT- III: Nationalism in Japan – Economic, Social and Cultural Change in Japan- Meiji Restoration -Anglo Japanese Alliance 1902- Russo -Japanese War 1904-05- Treaty of Portsmouth.

15 hrs

UNIT – IV: Japan in the First World War - Washington Conference 1921-1922 - Second World War- Pearl Harbour Incident- Japanese Initiatives in Asia -Allied Occupation of Japan- Post War Japan- Treaty of San Francisco -Japan's Role in Modern World.

MAPS:

1. Centres of Western Influence in China.
2. Chinese territories under Japanese Occupation in First World War
3. Japanese conquests in Asia during Second World War.

PLACES OF HISTORICAL IMPORTANCE:

- 1)Peking 2)Shensi 3)Manchuria 4)Honkong 5)Tokyo 6) Kwangtung 7)Nanking 8)Shantung
9)Hunan 10)Nagasaki 11)Canton 12)Macao 13)Mukden 14)Hiroshima 15)Shanghai 16)Kyoto
17)Kanagawa 18)Port Arthur 19)Formosa 20) Trensui 21) Yokohama.

Books for Study:

1. Arthur Tiedmann - Modern Japan
2. Shivakumar and S Jain- History of the far East in Modern Times
3. M D David -Rise and growth of Modern Japan -
4. M D David- Rise and growth of Modern China -
5. D Nelson Rowee- Modern China
6. A K Mukherjee- History of Japan
7. R K Majumdar- History of the Far East
8. R S Chaurasia -History of Modern Japan
9. R S Chaurasia- History of Far East
10. K M Panikar - Asia and Western Dominance
11. P H Clyde and B F Beers- The Far East
12. M. Vinacke - A History of the Far East
13. Latourette - A Short History of the Far East
14. Beckman - Modernization of China and Japan

SIXTH SEMESTER, PAPER – VI

INDIA SINCE INDEPENDENCE

Max Marks: - 100

UNIT-I: India after Independence : Consolidation of India as a Nation- Constitution and Ambedkar - Integration of Princely States- Linguistic Re-organisation of States - Nehru and Making of Indian Foreign Policy- Non-Alignment- India's Relations with China and Pakistan--India and SAARC- India as a Nuclear Power.

14 hrs

UNIT-II: Political Scenario: Electoral Politics-Congress Hegemony-- Leftist Parties in India- Congress Split-Centre State Relations -Indira Gandhi Years- Coalition Politics- J.P Movement –Janatha Regime.

14 hrs

UNIT-III: Mixed Economy to Liberalisation: Nehruvian Era –Economic Planning- Science and Technology- Green Revolution-Economic Reforms since 1991- LPG.

10 hrs

UNIT-IV: Regional Challenges and Social Questions: Regional identities – (Akali Dal, DMK, Telugu Desam,) Assertion of Dalit Movement –Environmental Issues-Towards Women Empowerment.

10 hrs

MAPS: LOCATE 10 CENTERS ONLY:

1. Union territories and State Capitals of India
2. Native States Integrated into India
3. Linguistic States created in 1956.

PLACES OF HISTORICAL IMPORTANCE:

- 1)Srinagar 2)Junagad 3)Hyderabad 4)Mysore 5) New Delhi 6)Nathula 7)Sriperambudur
- 8)Amritsar 9)Jaipur 10)Simla 11)Bangalore 12)Chennai 13)Sardar Sarovar 14)Puruliya
- 15)Pokhran 16)Siachen 17)Godra 18)Ayodhya 19) Kargil 20)Rai Bareilly

Books for study:

1. Baldev Raj Nayar : Globalization & Nationalism -The Changing Balance in India's Economic Policy 1950-2000
2. Narendra Pani : Inclusive Economics - Gandhian Method and Contemporary Policy
3. Sangeetha Purushotham : Grassroots Women's Networks and the State
4. Ajay K Mehra & Et.al (Ed) - Political Parties and Party Systems
5. Zoya Hasan (Ed) : Politics and the State in India
6. Peter Ronald de Souza : Contemporary India - Transactions
7. J N Dixit : Indian Foreign Policy 1947 - 2003
8. Puniyani : Communal Politics - Facts and Myths
9. Sumantra Bose : The Challenge of Kashmir
10. Bipan Chandra : Ideology and Politics in Modern India
11. Bipan Chandra et. Al : India after Independence 1947
12. R P Bhalla : Elections in India - Legacy and Vision
13. Paul R Brass : Politics of India Since Independence
14. Chaudhar D S : Nehru & Nation Building
15. Gore M S : Unity in Diversity : The Indian Experience in Nation Building
16. V.P. Menon : Story of Integration of Indian States
17. Hirenmanjiv Karlekar (Ed) 50 Years of India's Independence
18. K.N. Panikar : Communication and the Secularism Agenda.

**SIXTH SEMESTER, PAPER -VI (A)
HISTORY OF CONTEMPORARY WORLD**

Max Marks:- 100

UNIT -I: Impact of the World War II – Origin of UNO–Achievements and Challenges. Cold War politics - Military Blocks (NATO, WARSAW) Bi-Polar world – Vietnam - Korean Crises- Cuban Missile -Suez Crisis.

12 hrs

UNIT-II:National Liberation Movements- Birth of Independent Nations in Asia, Africa and Latin America- Emergence of Third world- Non Alignment- Middle East Crisis- Arab- Israel War – Afghan Crisis- Regional Co-operation, Arab League, OPEC, ASEAN, SAARC, European Union.

14 hrs

UNIT-III:Nuclear Arms Race- Efforts towards Disarmament- N.P.T, CTBT, Disintegration of Soviet Union- Uni-Polar World- Terrorism in Contemporary world.

10 hrs

UNIT-IV: New Economic order- IMF, IBRD - WORLD BANK -WTO and GATT- Globalisation – Privatization and Liberalisation - Ecological Concerns- RioEarth Summit- Global Concern to Human Rights.

12 hrs

MAPS:

1. NATO Countries. 2. Communist Block. 3. Non-Aligned Countries. 4. South Africa 5. Israel 6) Afghanistan

PLACES OF HISTORICAL IMPORTANCE:

1) Bandung 2)Paris 3)Baghdad 4)Tehran 5)Beirut 6)Moscow 7)Kabul 8)Helsinki 9)Berlin 10)Warsaw 11)Havana 12)Delhi 13)Belgrade 14)Camp David 15)Rio 16) Colombo 17)Tel Aviv 18)Cancun 19)Islamabad 20) New York

Books for study:

1. Agosin M (Ed) : Women, Gender and Human Rights : A Global Perspective
2. Simonies J : New Dimensions and Challenges to Human Rights
3. Lobo Nancy : Globalization, Hindu Nationalism and Christians in India
4. Went R : Globalization
5. Vyas V S (Ed) : Poverty Reduction in Developing Countries
6. Evans T : Politics of Human Rights
7. Jogdand&Michael: Global Social Movements
8. Jain and Hexamar :Nuclearization in South Asia
9. S K Ray : Refugees and Human Rights
10. BimalChakraborty: The United Nations and the Third World –Shifting Paradigms.
- 11.A C Roy : International Affairs since 1919
12. A K Sen : International Relations since 1919
13. Kathleen C Bailey(Ed): Weapons of Mass Destruction
14. Partha S Ghosh : Co-operation and Conflict in South Asia
15. M.G. Gupta: International Relations since 1919
15. Prakash Chandra, PremArora : Comparative Politics and International Relations.
16. Agwani M S - Contemporary West Asia
17. Agwani M S - Politics in the Gulf
18. Cleveland W L A- A History of Modern Middle East
19. Cubban H - Palestine Liberation organization
20. Esposito John L - Voices of Resurgent Islam
21. Lewis Bernard - The Middle East the West

SIXTH SEMESTER, PAPER -VI (B)
HISTORY OF WEST ASIA SINCE 1900 A.D.

Max Marks:- 100

UNIT – I: Introduction – Social and Intellectual Awakening in Modern

West Asia -First World War-Peace Settlements - Turkey-Young Turk Movement - Mustafa Kemal Pasha- Modernization of Turkey-The Kurdish Minority. **12 hrs**

UNIT – II: - Iraq – Rise of Nationalism – Anglo – Iraq Treaty 1930 – Saddam Hussain - Iran - Iraq War - Kuwait War -American Intervention -Fall of Saddam Hussain, Iran -Rezashah Pahlvi - Economic Reforms -The Oil Crisis - Pan -Islamism. **14 hrs**

UNIT – III: - Arab Nationalism – First World War and Arab Nations –Mandate System – Saudi Arabia and the Arab League - Nationalization of Oil Companies in Saudi Arabia. **10 hrs**

UNIT – IV: Zionist Movement –Balfour Declaration (1917) –Jews and the Second World War –Birth of Israel –Arab-Israeli Conflict - The PLO - Israel Agreement of 1995- Palestinian Authority (PA)

12 hrs

MAPS:

1. Turkey after 1919.
2. Mandates in West Asia after First World War.
3. Areas of Dispute between Palestine and Israel.

PLACES OF HISTORICAL IMPORTANCE:

- 1) Ankara 2) Damascus 3) Mosul 4) Constantinople 5) Beirut 6) Jeddah
- 7) Mecca 8) Madina 9) Tel Aviv 10) Tehran 11) Palestine 12) Smyrna 13) Baghdad
- 14) Jerusalem 15) Tikrit 16) Amman 17) Yemen 18) Riyadh

Books for Study:

1. Agwani M S - Contemporary West Asia
 2. Agwani M S - Politics in the Gulf
 3. Ahman Talmiz, - Reform in the Arab World
 4. Antonio George - The Arab Awakening
 5. Binder Leonard - The Ideological Revolution in the Middle East
 6. Cubban H - Palestine Liberation organization
 7. Fischer S N - A History of Middle East
 8. Hawrani Albert - A History of the Arab People
 9. Lowis Bernard - The Middle East the West
 10. Peretz Don - The Middle East Today
 11. Said Edward - The Question of Palestine
 12. Sharabi Hisham - Nationalism and Revolution in the Arab World
-

I SEMESTER

PAPER 1 : CORE CONCEPTS OF POLITICAL SCIENCE

1. **Political Science:** Nature, Scope and Importance; Approaches to the study of Political Science – Historical and Normative; Behaviouralism and Post-Behaviouralism.
2. **State:** Elements of State; Theories of State – Historical, Divine Right, Social Contract Theory; State in the age of Globalisation; State and Civil Society.
3. **Sovereignty:** Characteristics; Monistic and Pluralistic theories of Sovereignty; Changing Dimensions of Sovereignty in the age of Globalisation.
4. **Law:** Meaning and Sources; Schools of Law – Historical, Philosophical, Comparative, Social and Marxian; Law and Governance.
5. **Power, Authority and Legitimacy:** Nature, Kinds and Importance; The Contemporary Debate.

READINGS

1. A C Kapur - Principles of Political Science
2. J.C Johari - Political Theory
3. Harihardas and B.C. Choudhary - Political Theory
4. Amal Ray & Mohit Bhattacharya - Political Theory
5. M.J.Vinod and Meena Deshpande (2013) Contemporary Political Theory (PHI Learning: New Delhi)
5. S.K. Kabburi - Political Theory
6. Ashirvatham - Political Theory
7. qÁ.JA.!. "sÀÄªÀ£ÉÃ±ÀégÀ ¥Àæ,Ázi - gÁdâ±Á,ÀÛçzÀ ªÀÄÆ®"sÀÆvÀ ¥ÀjPÀ®à£ÉUÀ¼ÄÄ, PÀ-Á¥ÀæPÁ±À£À
8. °Á®¥Àà - gÁdâ±Á,ÀÛç, ZÉÃvÀ£À §ÄPï °Ë,ï
9. ªÀiÁªÀÄÄzÀÝtÚ - gÁdâ±Á,ÀÛç, PÀ-Á¥ÀæPÁ±À£À
10. gÁªÀÄPÀÈµÀÚ - gÁdâ±Á,ÀÛç, ®°vÀ ¥ÀæPÁ±À£À
11. -ÉÆÃ»vÀ±Àé - gÁdâ±Á,ÀÛçzÀ ¥ÀjPÀ®à£ÉUÀ¼ÄÄ, «zÁâçü
12. PÀ§Æaj - gÁdâ±Á,ÀÛçzÀ ªÀÄÆ® ¥ÀjPÀ®à£ÉUÀ¼ÄÄ, «ÃuÁ ¥À©èPÉÃ±À£ñ

II SEMESTER

PAPER 2 : UNDERSTANDING POLITICAL THEORY

1. **Political Theory:** Nature and Scope; *Traditions of Political Theory* – Liberal, Marxist, Conservative; *Approaches to Political Theory* – Normative, Historical and Empirical
2. **Democracy:** Meaning and Kinds; Theories of Democracy – Classical, Pluralist, Marxist, Elitist; Challenges to Democracy in the Contemporary World.
3. **Rights and Duties** – Meaning and Kinds - Civil, Political, Social, Economic and Cultural; Human Rights with special reference to Rights of Children, Women, Minorities and Disadvantaged Sections; Duties towards the State.
4. **Justice and Equality** – *Justice:* Meaning, Kinds -Social, Economic, Political and Legal; Rawls and Nozick's concept of Justice; *Equality:* Meaning, Kinds and Importance.
5. **Imperialism and Neo-Colonialism:** Meaning and Types, Neo-Colonialism and its Features, Dependency Theory, Modernism and Post Modernism.

READINGS

1. A.C Kapur - Principles of Political Science
2. M.J.Vinod and Meena Deshpande (2013) Contemporary Political Theory (PHI Learning: New Delhi)
3. Rajeev Bhargava and Ashok Acharya (2008) Political Theory: An Introduction (New Delhi: Pearson)
4. S.L. Verma(2010) Advanced Political Theory: Analysis and Technologies (Jaipur: Rawat Publications)
5. John Hoffman and Paul Graham (2007) Introduction to political Theory (New Delhi: Pearson Education)
6. O.P. Gauba (2013) An Introduction to Political Theory (New Delhi: Macmillan)
7. Sushila Ramaswamy (2013) Political Theory: Issues and Concepts (New Delhi: Macmillan)
8. J.C.Johari - Political Theory
9. Amal Ray and Mohit Bhattacharya - Political Theory
10. S.K. Kabburi - The concepts of Political Science and Political Theories
11. B.K. Gokhale - Study of Political Theory
12. R.C. Agarwal - Political Theory & Practice
13. Ashirvatham E - Political Theory
14. qÁ.JA.!. ¨sÀÄªÀ£ÉÄ±ÀégÀ ¥Àæ,Ázi - ¥ÀæªÄÄÄR gÁdQÄAiÄÄ ¹zÁÝAvÀUÀ¼ÄÄ, PÀ-Á¥ÀæPÁ±À£À
15. PÉ.eÉ.ÄÄgÉÄ±i - ¥ÀæªÄÄÄR gÁdQÄAiÄÄ ¹zÁÝAvÀUÀ¼ÄÄ, ZÉÄvÀ£À §ÄPi °Ë,i
16. qÁ.zÉÄªÉÄUËqÀ - ¥ÀæªÄÄÄR gÁdQÄAiÄÄ ¹zÁÝAvÀUÀ¼ÄÄ, ZÉÄvÀ£À §ÄPi °Ë,i

III SEMESTER

PAPER 3 : PUBLIC ADMINISTRATION: CORE CONCEPTS

1. **Public Administration:** Meaning, Scope and Importance of Public Administration; Private and Public Administration - Differences; Organisation – Theories and Principles, Line, Staff, Auxiliary Agencies, Departments.
2. **Dynamics of Management:** Meaning and Functions of Management, Chief Executive – Powers and Functions; Leadership – Qualities, Communication, Planning and Public Relations.
3. **Personnel Administration:** Meaning and Importance; Recruitment, Training, Promotion, Morale, Discipline, Retirement.
4. **Financial Administration:** Budget – Nature and Principles, Budgetary process – Preparation, Enactment and Execution; Reforms in Financial Administration; Performance Budget, Zero based Budgeting.
5. **Trends in Public Administration:** Comparative Administration, Development Administration, Good Governance, E-Governance, Public-Private Partnership

READINGS

1. Avasthi and Maheshwari (2012) Public Administration
2. Siuli Sarkar (2010) Public Administration in India (New Delhi: PHI Learning)
3. Henry, N. (2012). Public Administration and Public Affairs. New Delhi: PHI Learning.
4. Fadia, B.L. and Fadia, K. (2011). Public Administration: Administrative Theories and Concepts.
5. Sapru, RK. (2011). Public Policy: Art and Craft of Policy Analysis. New Delhi: PHI Learning.
6. Basu, R. (2005). Public Administration: Concepts and Theories. New Delhi: Sterling.
7. Bhagwan, V. and Bhushan, V. (2005). Public Administration. New Delhi: S. Chand.
8. Bhattacharya, M. (2011). New Horizons of Public Administration. New Delhi: Jawahar
9. A.R. Tyagi - Public Administration
10. Sachdeva and Gupta - Public Administration
11. Rumki Basu - Principles of Public Administration
12. Mohit Bhattacharya - Development Administration.
14. qÁ.JA.!. ¨sÄÄÄÄÉÉÄ±ÄégÄ ¥Äæ,Ázi- ,ÁÄðdPÄ DqÄ½vÄzÄ ¨ÄÄÆ@vÄvÄéUÄ¼ÄÄ, ±Ä§jÄÄÄ-ÉAiÄÄÉi
15. °ÉZi . n. gÄÄÄPÄÈµÄÜ - ,ÁÄðdPÄ DqÄ½vÄ, ®°vÄ ¥ÄæPÄ±ÄéÄ
16. ¨AiÄ°ÄÄÄzÄÝtÜ - ,ÁÄðdPÄ DqÄ½vÄ, ¥ÄzÄä ¥ÄæPÄ±ÄéÄ
17. JZi.PÄÈµÄÜgÄÄÄ - ,ÁÄðdPÄ DqÄ½vÄ, ¨ÉÄÉ,ÄÆgÄÄ «.«
18. £ÄÄ®UÄÄÄzÄ - ,ÁÄðdPÄ DqÄ½vÄ, «zÄäÄÄü ¥ÄæPÄ±ÄéÄ
19. ¨Ä®ÄÄvÄgÄ - ,ÁÄðdPÄ DqÄ½vÄ, «zÄäÄÄü ¥ÄæPÄ±ÄéÄ
20. PÉ.eÉ.ÄÄgÉÄÄi - ,ÁÄðdPÄ DqÄ½vÄ, ZÉÄvÄéÄ §ÄPÄ °É,i
21. £ÉÉÄ±Ä - CÜüÄÄÉÇY DqÄ½vÄ, ZÉÄvÄéÄ §ÄPÄ °É,i

IV SEMESTER

PAPER 4 : WESTERN AND EASTERN POLITICAL THOUGHT

1. **Ancient Greek Political Thought:** Greek City States; Plato – Ideal State, Justice, Education, Communism and Philosopher King; Aristotle – State, Citizenship, Classification of Constitutions and Revolution.
2. **Medieval Political Thought** – Church and State in Medieval Europe; St. Augustine and St. Thomas Aquinas.
3. **Social Contractualists:** Thomas Hobbes, John Locke and J.J.Rousseau
4. **Socialists:** Karl Marx and Lenin
5. **Indian Political Thought:** Manusmriti, Kautilya's Arthashastra, Shanti Parva of Mahabharata

READINGS

1. Sharma S.K and Urmila Sharma ((2013) Western Political Thought, Volumes1&2, (New Delhi: Atlantic Publishers)
2. Stephen Trombley (2012) Fifty Thinkers Who Shaped the Modern World (London: Atlantic Books)
3. Shefali Jha (2010) Western Political Thought: From Plato to Marx (New Delhi: Pearson)
4. Brian R. Nelson (2007) Western Political Thought: From Socrates to the Age of Ideology(New Delhi: Pearson Education)
5. R.P. Kangle (2010) Kautilya's Arthashastra (New Delhi: Motilal Banarsidass Publishers)
6. C.L.Wayper (1979) Political Thought (Bombay: BI Publishers)
7. George Sabine - A History of Political Thought
8. D.R. Bhandari - History of European Political Philosophy
9. P.G. Das - History of Political Thought
11. JA.!. "sÄÄªÀ£ÉÄ±ÀégÀ ¥Àæ,Ázi - ¥ÄæaÄ£À "sÁgÀvÀzÀ gÁdQÄAiÄÄ vÁwéPÀgÄÄ, ±À§jªÄÄ-ÉAiÄÄ£ñ
12. JA.!. "sÄÄªÀ£ÉÄ±ÀégÀ ¥Àæ,Ázi - DzsÄÄªÄPÀ gÁdQÄAiÄÄ aAvÀPÀgÄÄ, ±À§jªÄÄ-ÉAiÄÄ£ñ
13. ªÄiÁªªÄÄZÀÝtÜ - gÁdªÄwðÖgÄÄ, PÀ-Á ¥ÄæPÀ±À£À
14. «.f, ÁªÄÄOÀ - gÁdª±Á, ÀÛçªÉÊZÁjPÀgÄÄ, «ZÁªçü
15. JZi.¹.ÉÆÄ»vÁ±Àé - gÁdQÄAiÄÄ aAvÀPÀgÄÄ, «ZÁªçü
16. £ÀªÀ®UÄÄAzÀ - ¥Á²ÑªÄiÁvÄªªÄÄvÄÄÛ "sÁgÀwÄAiÄÄ gÁdªÄw «ÉÄZÀPÀgÄÄ, «ZÁªçü

17. PÀ®äoÀ^aÄvÄÄÛ²Ä®^aÄvÄgÄ - "sÄgÄwÄAiÄÄ gÄdÄw «^aÉÄZÄPÄgÄÄ, «zÄÄÄü
18. n.r.zÉÄ^aÉÄUËqÄ - ¥Ä²Ä^aÄiÄvÄÄ gÄdQÄAiÄÄ aAvÄÉÉ, ZÉÄvÄÉÄ§ÄPⁱ°É_i
19. PÉ.eÉ_iÄgÉÄ±_i - ¥Ä²Ä^aÄiÄvÄÄ gÄdQÄAiÄÄ aAvÄPÄgÄÄ, ZÉÄvÄÉÄ§ÄPⁱ°É_i

V SEMESTER

PAPER 5.1: INDIAN CONSTITUTION – INSTITUTIONAL FRAMEWORK

1. **Framing of the Constitution and Major Features:** Constituent Assembly at Work, Preamble and Salient Features, Citizenship, Fundamental Rights, Directive Principles of State Policy, Fundamental Duties.
2. **Union and State Legislatures:** Composition, Powers and Functions; Presiding Officers, Law Making Process, Committees of Parliament, Decline of Legislatures, Reforms.
3. **Union and State Executive:** President and Vice-President – Elections, Powers and Functions; Prime Minister and Council of Ministers – Powers and Functions; Governor, Chief Minister and Council of Ministers – Powers and Functions; Debate over Parliamentary and Presidential forms of Government.
4. **Judiciary:** Supreme Court and High Courts – Composition, Jurisdiction and Functions; Judicial Activism.

READINGS

1. Granville Austin (2013) *Working of a Democratic constitution: a History of the Indian Experience* (New Delhi: Oxford University Press)
2. Niraja Gopal Jayal and Pratap Bhanu Mehta (2012) *the Oxford Companion to Politics in India* (New Delhi: Oxford University Press)
3. Subhash Kashyap (2011) *Our Parliament* (New Delhi: National Book Trust)
4. Shibani Kinkar Chaube (2010) *The Making and Working of the Indian Constitution* (New Delhi: NBT)
5. M.V.Pylee (1984) *India's Constitution*
6. Rajni Kothari (2013) *Politics in India*
7. Granville Austin (1990) *Indian Constitution: Cornerstone of a Nation* (Bombay: Oxford University Press)
8. D.D.Basu, *Introduction to the Constitution of India*
9. J.A. Siwach, *Dynamics of Indian Government and Politics*
10. D.C. Gupta, *Indian Government and politics*
11. J.C. Johari, *Indian Government and Politics*
12. Hans J. Raj *Indian Government and Politics*
13. S.K. Kabburi *Indian Constitution – Institutions and Processes.*
14. qÄ.JA.l. "sÄÄ^aÄÉÄ±ÄégÄ ¥Äæ, Äzi- "sÄgÄvÄZÄ, ÄÄ«zsÄÉÄ, PÄ⁻Ä ¥ÄæPÄ±ÄÉÄ
15. qÄ.JA.l. "sÄÄ^aÄÉÄ±ÄégÄ ¥Äæ, Äzi- "ÄiÄ»w °ÄPÄÄl, ±Ä§j^aÄÄ⁻ÉÄiÄÄÉi
16. ^aÄÄAUÄ¼Ä^aÄÄÆwð. "sÄgÄvÄ, ÄÄ«zsÄÉÄ, ^aÄiÄÉÄ^aÄ °ÄPÄÄlUÄ¼ÄÄ^aÄÄvÄÄÛ ¥Äj, ÄgÄ, ZÉÄvÄÉÄ§ÄPⁱ°É_i
17. °ÉZi.n. gÄ^aÄÄPÄÈµÄÜ - "sÄgÄvÄ, ÄÄ«zsÄÉÄ, ®°vÄ ¥ÄæPÄ±ÄÉÄ

18. 2Ã®ªÀAvÀgÀ - ¨sÁgÀvÀzÀ ,ÀA«zsÁfÀ ,ÀPÁðgÀ ªÀvÀÀ ÛgÁdQÃAiÀÄ , «zÁåçü
19. gÁd±ÉÃRgÀ - ¨sÁgÀvÀ ,ÀPÁðgÀ ªÀvÀÀÛ gÁdQÃAiÀÄ, QgÀuï
20. n.r.zÉÃÉÃUËqÀ - ¨sÁgÀvÀ ,ÀPÁðgÀ ªÀvÀÀÛ gÁdQÃAiÀÄ, ZÉÃvÀfÀ§ÄPi °Ë,ï
21. JA.«.Dgï.gÁªi- CAvÀgÀgÁ¶ÖçÃAiÀÄ PÁfÀÆfÀÄ , PÁfÀßqÀ CzsÀåAiÀÄfÀ ,ÀA,ÉÜ,
- ªÉÄÊ,ÀÆgÀÄ, «,«
22. PÀ§Æâj - ¨sÁgÀvÀ ,ÀA«zsÁfÀ, «ÃuÁ ¥À©èPÉÃ±Àfñ

V semester

PAPER 5.2: INTERNATIONAL POLITICS

1. **International Politics:** Nature, Scope and Importance; Theories - Idealist, Realist theories, World Systems theory and Game theory.
2. **National Power, National Interest and Foreign Policy:** Elements of National Power and National Interest; Formulation and Implementation of Foreign Policy; Role of Diplomacy and Economic Instruments.
3. **International Law and Human Rights:** Nature, Sources and Sanctions; Universal Declaration of Human Rights; Role of Non-Governmental Organisations in the promotion of Human Rights.
4. **Approaches to International Peace:** Balance of Power; Collective Security; Pacific Settlement of International Disputes; Disarmament and Arms Control – Problems and Issues.

READINGS

1. Hans Morgenthau, *Politics Among Nations*
2. Rumki Basu (2012) *International Politics: Concepts, Theories and Issues* (New Delhi: Sage)
3. Pew Ghosh (2009) *International Relations* (New Delhi: PHI Learning)
4. Joshua Goldstein. S (2004) *International Relations* (Delhi: Pearson Education)
5. Noam Chomsky (2003) *Understanding Power: The Indispensable Chomsky* – edited by peter R. Mitchell & John Schoeffel (New Delhi: Penguin Books)
6. Jozef Goldblat (2002) *Arms Control: The New Guide to Negotiations and Agreements* (London: Sage Publications)
7. Karen Mingst (1999) *Essentials of International Relations* (New York: W.W.Norton and Co)
8. Bruce Russett and Harvey Starr (1986) *World Politics: The Menu For Choice*
9. qÁ.!.J,ï.dAiÀÄgÁªÀÄÄ - CAvÀgÀgÁ¶ÖçÃAiÀÄ ,ÀA§AzsÀUÀ¼ÀÄ , PÀtè¥ÀæPÁ±ÀfÀ

10. qÁ.JA.l. "sÄÄªÄÉÄ±ÄÉgÀ ¥Äæ, Äzi- CAvÄgÄgÁ¶ÖçÄAiÄÄ ,ÄA§AzsÄUÄ¼ÄÄ ¥ÄjPÄ®äÉUÄ¼ÄÄ , ±Ä§jªÄÄ-ÉAiÄÄfi
11. JZi.¹. "ÉÄÄ»vÄ±Äé - CAvÄgÄgÁ¶ÖçÄAiÄÄ ,ÄA§AzsÄUÄ¼ÄÄªÄÄvÄÄÛ ,ÄAWÄlÉUÄ¼ÄÄ , «zÄâçü ¥ÄæPÄ±ÄÉÄ
12. PÉ.eÉ. ,ÄÄgÉÄ±Ä - CAvÄgÄgÁ¶ÖçÄAiÄÄ ,ÄA§AzsÄUÄ¼ÄÄ, ZÉÄvÄÉÄ §ÄPi °Ë, i
13. ªÄiÄ°ªÄÄzÄÝt Ü- CAvÄgÄgÁ¶ÖçÄAiÄÄ ,ÄA§AzsÄUÄ¼ÄÄ , PÄ-Ä ¥ÄæPÄ±ÄÉÄ
14. °Ä®¥Äà - CAvÄgÄgÁ¶ÖçÄAiÄÄ ,ÄA§AzsÄUÄ¼ÄÄ , «zÄâçü ¥ÄæPÄ±ÄÉÄ

VI SEMESTER

PAPER 6.1 : MAJOR CONSTITUTIONAL SYSTEMS

- 1. Political System of the United Kingdom:** Features; House of Lords and House of Commons - Composition, Powers and Functions; Prime Minister and Council of Ministers - Powers and Functions; The Monarchy and its role; Judicial System – Composition Powers and Jurisdiction; Party system.
- 2. United States Political System** Features of the Constitution; House of Representatives and Senate - Composition, Powers and Functions, President - Powers and Functions; Supreme Court -Composition, Jurisdiction and working; Judicial Review; Party system.
- 3. Russian Political System:** Features of the Constitution; Federation Council and State Duma - Composition, Powers and Functions; President and Prime Minister - Powers and Functions; Supreme Court- Composition, Jurisdiction and Functions; Party System;
- 4. Political System of Switzerland:** Features of the Constitution; National Council and Council of States - Composition, Powers and Functions; Executive - Types, Powers and Functions; Federal Supreme Court - Composition, Powers and Jurisdiction; Direct Democratic Checks; Party System.

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5. J.C.Johari, Major Modern Political systems
6. K.K.Ghai, Select Political Systems
7. K.K.Ghai, Modern Governments

8. qÁ.JA.!. ¨sÄÄªÄfÉÃ±ÄégÀ ¥Äæ, Ázi - DzsÄÄªÄÃPÀ ,ÁPÁðgÀUÀ¼ÄÄ, PÀ-Á
¥ÄæPÁ±ÄfÀ
9. n.r.zÉÃªÉÄÜËqÀ - DzsÄÄªÄÃPÀ ,ÁPÁðgÀUÀ¼ÄÄ, ZÉÃvÀfÀ§ÄPï °Ë,ï
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,ÄÄ«zsÁfÀUÀ¼ÄÄ, ªÉÄÊ,ÄÆgÄÄ , «,«

PAPER 6.2: INTERNATIONAL INSTITUTIONS AND FOREIGN POLICIES

1. **International Organisations:** Evolution and Growth of International Organisations; *United Nations* – Background, Purposes, Achievements, Shortcomings, UN and Environmental and Developmental Issues, Reforms and Restructuring of the United Nations; Millennium Development Goals.
2. **Major Issues:** New International Economic Order, North-South and South-South Dialogues; Major Issues pertaining to the Working of W.T.O, European Union, ASEAN and SAARC.
3. **Foreign Policies of Major Powers:** United States, Russia and China.
4. **Foreign Policy of India:** Evolution and Principles; India and South Asia, South East and West Asia; India and the United Nations; India and the Non- Aligned Movement.

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¥ÄæPÁ±ÄfÀ

11. qÁ.JA.!. ¨sÄÄªÀ£ÉÃ±ÀégÀ ¥Àæ,Ázi - CAVÀgÀgÁ¶ÖçÃAiÄÄ ,ÀA§AzsÀUÀ¼Ä
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12. ¯.ÉÆÄ»vÁ±Àé - CAVÀgÀgÁ¶ÖçÃAiÄÄ ,ÀA§AzsÀUÀ¼ÄÄ ªÄÄvÄÄÛ
ÀAWÀl£ÉUÀ¼ÄÄ, «zÁâ¶çü ¥ÀæPÀ±À£À
13. Dgĩ.«.ºÉÆgÀr - CAVÀgÀgÁ¶ÖçÃAiÄÄ ,ÀA§AzsÀUÀ¼ÄÄ ªÄÄvÄÄÛ
CAVÀgÀgÁ¶ÖçÃAiÄÄ ,ÀAWÀl£ÉUÀ¼ÄÄ, «zÁâ¶çü
14. PÉ.eÉ.ÄÄgÉÃ±À - CAVÀgÀgÁ¶ÖçÃAiÄÄ ,ÀA§AzsÀUÀ¼ÄÄ , ZÉÄvÀ£À §ÄPi
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15. ªAiÁªÄÄÄzÀÝtÚ - CAVÀgÀgÁ¶ÖçÃAiÄÄ ,ÀA§AzsÀUÀ¼ÄÄ , PÀ-Á
¥ÀæPÀ±À£À
16. ºÁ®¥Äà - CAVÀgÀgÁ¶ÖçÃAiÄÄ ,ÀA§AzsÀUÀ¼ÄÄ, «zÁâ¶çü ¥ÀæPÀ±À£À

Generic English (L2)

**I Semester BA/BSW/Music/B.F.A /B.V.A and
Other Courses under the Faculty of Arts**



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FOREWORD

The Generic English workbook for I semester UG (Arts, Science, Commerce & Management programmes) has been designed with the dual-objective of inducing literary sensibility and developing linguistic skills in students.

I congratulate the Textbook Committee on its efforts in the selection of the literary pieces and preparation of the material for grammar and usage. I thank the Director of Prasaranga and Printing Press, the Assistant Director of Prasaranga and their personnel for bringing out the textbook neatly and on time.

I hope the text will motivate the teachers and the students to make the best use of it and develop literary sensibility as well as linguistic skills.



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PREFACE

The Generic English workbook designed for the I semester under-graduate students offers a series of interactive, student- friendly and skill-oriented exercises meant for a classroom learning environment. The unique feature of this workbook is that it facilitates proficiency in receptive skills, reading skills and listening skills. The workbook includes exercises which would strengthen the linguistic skills of students.

The Textbook committee has identified exercises, brainstorming sessions, and reading and listening activities that can motivate students. The committee has spared no effort to introduce useful topics for enhancement of language and communicative skills. I hope students will make use of this Workbook and equip themselves better face career challenges.

Dr. Chitra Panikkar
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PART-II– COURSE BOOK

ILLUSTRATION – I

- 1.** Don't Look into the Vanity Bag- Vaidehi. – 3 hrs
- 2.** The Axe - R. K. Narayan -6 hrs
- 3.** Our Teacher -MastiVenkatesha Iyengar – 5 hrs
- 4.** After Twenty Years- O Henry – 5 hrs
- 5.** Three Great Hearts Resolve a Problem – Abdul Kalam – 5 hrs

Refer: Illuminations - I General English Text book published by Prasaranga.

Unit -I

Receptive Skills: Reading Skills and Listening Skills

Module- 1 Comprehension

INTRODUCTION:

The word comprehension means the ability to understand what you listen or what you read. It is an exercise which aims at improving or testing one's ability to understand a language.

Important Strategy to Solve Comprehension Passages

- Read the passage as fast as possible.
- Get involved with the paragraph to understand it.
- Underline important lines or parts of the passage to answer the questions. It will also help to understand the main idea of the passage or the tone or mood of the author.
- Try to translate a complex line in an easy one in your own words and your own language. This will help you in analyzing the main idea of the paragraph and in seeking the cause and effects of the passage.
- Underline or mark the keywords. These will help you to discover the logical connections in the passage and help in understanding it better.
- Try to understand some certain unfamiliar words by reading the line thoroughly. The theme of the line will make you understand the meaning of the words.
- Determine the main idea, tone or mood, inferential reasoning, and other details from the paragraph.
- Do not assume anything based on your personal belief.
- Look back at the paragraph when in doubt.
- Read the questions and all the alternative provided and choose the most appropriate one.

SAMPLE PASSAGES:

PASSAGE-1

The **Pro Kabaddi League**, currently known as **Vivo Pro Kabaddi League** for sponsorship purpose, is a professional-level Kabaddi league in India. It was launched in 2014 and is broadcast on Star Sports.

The leagues inception was influenced by the popularity of the Kabaddi tournament at the 2006 Asian Games. The format of the competition was influenced by Indian Premier League. The Pro Kabaddi League uses a franchise-based model and its first season was held in 2014 with eight

teams each of which having paid fees of up to US\$250,000 to join. There were doubts over whether the PKL would be successful, noting that there were many leagues attempting to emulate the IPL's business model and success, and that unlike cricket, there were relatively fewer well-known players in Kabaddi. However, it was also noted that kabaddi was widely played in grassroots community settings, and could thus attract a wide variety of rural and metropolitan viewers for advertisers to target if the league gained significant traction.

The Inaugural season was seen by 435 million viewers, Mashal sports placing it just behind the total-season viewership of the 2014 Indian Premier League season, while the inaugural championship was seen by 86.4 million viewers. Star Sports, the PKL's broadcaster, subsequently announced in 2015 that it would acquire a 74% stake in the league's parent company Mashal Sports.

For the 2017 season, the PKL added four new teams, and changed its format to split the teams into two divisions known as "zones".

Read the passage and choose the most appropriate option

Q1. When was the professional kabaddi league (PKL) started, who was the broadcast partner and what is it currently called?

- a) 2014, Zee Tv, Verizon Premier Kabaddi League
- b) 2014, Start Tv, Vivo Premier Kabaddi League
- c) 2015, Star Sports, Verizon Pro Kabaddi League
- d) 2014, Start Sports, Vivo Pro Kabaddi League

Q2. What is the ratio of the total number of viewers of the inaugural season vs. inaugural championship?

- a) 5:1.5
- b) 1:5
- c) 5:1
- d) 5:4

Q3. Why was there a doubt that PKL would not be a success?

- a) There were many leagues attempting to emulate the IPL's business model and success
- b) There were fewer kabaddi players known to the public
- c) Either (a) or (b)
- d) Both (a) and (b)

Q4. In what context is the word “zones” used in the passage?

- a) Disunions
- b) Divisions
- c) Neighborhood
- d) Directions

Q5. Because kabaddi is played at grassroots community level, which kind of viewers it could possibly attract?

- a) Only rural viewers
- b) Only urban views

- c) Rural and metropolitan viewers
 - d) It would garner no viewers at all
- Answers

Q1 – d

Q2 – c

Q3 – d

Q4 – b

Q5 – c

PASSAGE-2

Philosophy of Education is a label applied to the study of the purpose, process, nature and ideals of education. It can be considered a branch of both philosophy and education. Education can be defined as the teaching and learning of specific skills, and the imparting of knowledge, judgment and wisdom, and is something broader than the societal institution of education we often speak of. Many educationalists consider it a weak and woolly field, too far removed from the practical applications of the real world to be useful. But philosophers dating back to Plato and the Ancient Greeks have given the area much thought and emphasis, and there is little doubt that their work has helped shape the practice of education over the millennia.

Plato is the earliest important educational thinker, and education is an essential element in "The Republic" (his most important work on philosophy and political theory, written around 360 B.C.). In it, he advocates some rather extreme methods: removing children from their mothers' care and raising them as wards of the state, and differentiating children suitable to the various castes, the highest receiving the most education, so that they could act as guardians of the city and care for the less able. He believed that education should be holistic, including facts, skills,

physical discipline, music and art. Plato believed that talent and intelligence is not distributed genetically and thus is to be found in children born to all classes, although his proposed system of selective public education for an educated minority of the population does not really follow a democratic model.

Aristotle considered human nature, habit and reason to be equally important forces to be cultivated in education, the ultimate aim of which should be to produce good and virtuous citizens. He proposed that teachers lead their students systematically, and that repetition be used as a key tool to develop good habits, unlike Socrates' emphasis on questioning his listeners to bring out their own ideas. He emphasized the balancing of the theoretical and practical aspects of subjects taught, among which he explicitly mentions reading, writing, mathematics, music, physical education, literature, history, and a wide range of sciences, as well as play, which he also considered important.

During the Medieval period, the idea of Perennialism was first formulated by St. Thomas Aquinas in his work "De Magistro". Perennialism holds that one should teach those things deemed to be of everlasting importance to all people everywhere, namely principles and reasoning, not just facts (which are apt to change over time), and that one should teach first about people, not machines or techniques. It was originally religious in nature, and it was only much later that a theory of secular perennialism developed.

During the Renaissance, the French skeptic Michel de Montaigne (1533 - 1592) was one of the first to critically look at education. Unusually for his time, Montaigne was willing to question the conventional wisdom of the period, calling into question the whole edifice of the educational system, and the implicit assumption that university-educated philosophers were necessarily wiser than uneducated farm workers, for example.

Q1.What is the difference between the approaches of Socrates and Aristotle?

- 1) Aristotle felt the need for repetition to develop good habits in students; Socrates felt that students need to be constantly questioned
- 2) Aristotle felt the need for rote-learning; Socrates emphasized on dialogic learning
- 3) There was no difference
- 4) Aristotle emphasized on the importance of paying attention to human nature; Socrates emphasized upon science

Ans1. The first option is correct – their approaches were different and this difference is quite explicitly explained in the fourth paragraph

Q2.Why do educationists consider philosophy a ‘weak and woolly’ field?

- 1) It is not practically applicable
- 2) Its theoretical concepts are easily understood
- 3) It is irrelevant for education
- 4) None of the above

Ans2. The first option is correct because educationists believe that philosophical abstractions are not suitable for practical application.

Q3.What do you understand by the term ‘Perennialism’ in the context of the given comprehension passage?

- 1) It refers to something which is of ceaseless importance
- 2) It refers to something which is quite unnecessary
- 3) It refers to something which is abstract and theoretical

4) It refers to something which existed in the past and no longer exists now

Ans3. The first option is correct because the term comes from the root word 'perennial' – which means ceaseless.

Q4. Were Plato's beliefs about education democratic?

- 1) He believed that only the rich have the right to acquire education
- 2) Yes
- 3) He believed that only a select few are meant to attend schools
- 4) He believed that all pupils are not talented

Ans4. The second option is correct – Plato's beliefs were democratic but not his suggested practices

Q5. Why did Aquinas propose a model of education which did not lay much emphasis on facts?

- 1) Facts are not important
- 2) Facts do not lead to holistic education
- 3) Facts change with the changing times
- 4) Facts are frozen in time

Ans5. The third option is correct – facts do change with the changing times, hence, they are not of the utmost importance when aiming for holistic education.

Passages for Practice:

Passage - 1

Today I Rabindranath Tagore complete eighty years of my life .As I look back on the vast stretch of years that lie behind me and see in clear perspective the history of my early development, I am struck by the change that has taken place both in my own attitude and in the psychology of my countrymen -- a change that carries within it a cause of profound tragedy. Our direct contact with the larger world of men was linked up with the contemporary history of the English people whom we came to know in those earlier days. It was mainly through their mighty literature that we formed our ideas with regard to these newcomers to our Indian shores. In those days the type of learning that was served out to us was neither plentiful nor diverse, nor was the spirit of scientific enquiry very much in evidence. Thus their scope being strictly limited, the educated of those days had recourse to English language and literature. Their days and nights were eloquent with the stately declamations of

Burke, with Macaulay's long-rolling sentences; discussions centered upon Shakespeare's drama and Byron's poetry and above all upon the large-hearted liberalism of the nineteenth-century English politics. At the time though tentative attempts were being made to gain our national independence, at heart we had not lost faith in the generosity of the English race. This belief was so firmly rooted in the sentiments of our leaders as to lead them to hope that the victor would of his own grace pave the path of freedom for the vanquished. This belief was based upon the fact that England at the time provided a shelter to all those who had to flee from persecution in their own country. Political martyrs who had suffered for the honour of their people were accorded unreserved welcome at the hands of the English. I was impressed by this evidence of liberal humanity in the character of the English and thus I was led to set them on the pedestal of my highest respect. This generosity in their national character had not yet been vitiated by imperialist pride. About this time, as a boy in England, I had the opportunity of listening to the speeches of John Bright, both in and outside Parliament. The large-hearted, radical liberalism of those speeches, overflowing all narrow national bounds, had made so deep an impression on my mind that something of it lingers even today, even in these days of graceless disillusionment.

Q1.From the first paragraph, give asynonym for 'deep':

- 1.Perspective
- 2.Profound
- 3.tragedy
- 4.Psychology

Q2.What helped the Indians to conceive of a notion of the English men?

- 1.Their advanced weaponry
- 2.Their literature
- 3.Their orders
- 4.Their administration

Q3.Who could read and gain from English literature?

- 1.The educated Indians
- 2.All the Indians
- 3.Only writers such as RabindranathTagore
- 4.None of the above

Q4.From the third paragraph, give an antonym for 'victorious'

- 1.Victor
- 2.Vanquished

3.Belief

4.Persecution

Q5.Whose speeches did Tagore listen to, as a boy?

1. Shakespeare

2.Byron

3.JohnBright

4.Macaulay

Passage 2

Marie Curie was one of the most accomplished scientists in history. Together with her husband, Pierre, she discovered radium, an element widely used for treating cancer, and studied uranium and other radioactive substances. Pierre and Marie's amicable collaboration later helped to unlock the secrets of the atom.

Marie was born in 1867 in Warsaw, Poland, where her father was a professor of physics. At an early age, she displayed a brilliant mind and a blithe personality. Her great exuberance for learning prompted her to continue with her studies after high school. She became disgruntled, however, when she learned that the university in Warsaw was closed to women. Determined to receive a higher education, she defiantly left Poland and in 1891 entered the Sorbonne, a French university, where she earned her master's degree and doctorate in physics.

Marie was fortunate to have studied at the Sorbonne with some of the greatest scientists of her day, one of whom was Pierre Curie. Marie and Pierre were married in 1895 and spent many productive years working together in the physics laboratory. A short time after they discovered radium, Pierre was killed by a horse-drawn wagon in 1906. Marie was stunned by this horrible misfortune and endured heartbreaking anguish. Despondently she recalled their close relationship and the joy that they had shared in scientific research. The fact that she had two young daughters to raise by herself greatly increased her distress.

Curie's feeling of desolation finally began to fade when she was asked to succeed her husband as a physics professor at the Sorbonne. She was the first woman to be given a professorship at the world-famous university. In 1911 she received the Nobel Prize in chemistry for isolating radium. Although Marie Curie eventually suffered a fatal illness from her long exposure to radium, she

never became disillusioned about her work. Regardless of the consequences, she had dedicated herself to science and to revealing the mysteries of the physical world.

1. The Curies' _____ collaboration helped to unlock the secrets of the atom.

1. friendly
2. competitive
3. courteous
4. industrious
5. chemistry

2. Marie had a bright mind and a _____ personality.

1. strong
2. lighthearted
3. humorous
4. strange
5. envious

3. When she learned that she could not attend the university in Warsaw, she felt _____.

1. hopeless
2. annoyed
3. depressed
4. worried
5. None of the above

4. Marie _____ by leaving Poland and traveling to France to enter the Sorbonne.

1. challenged authority
2. showed intelligence
3. behaved
4. was distressed
5. Answer not available

5. _____ she remembered their joy together.

1. Dejectedly
2. Worried
3. Tearfully
4. Happily
5. Irefully

Passage-3

The Trojan War is one of the most famous wars in history. It is well known for the 10-year duration, for the heroism of a number of legendary characters, and for the Trojan horse. What may not be familiar, however, is the story of how the war began.

According to Greek myth, the strife between the Trojans and the Greeks started at the wedding of Peleus, King of Thessaly, and Thetis, a sea nymph. All of the gods and goddesses had been invited to the wedding celebration in Troy except Eris, goddess of discord. She had been omitted from the guest list because her presence always embroiled mortals and immortals alike in conflict.

To take revenge on those who had slighted her, Eris decided to cause a skirmish. Into the middle of the banquet hall, she threw a golden apple marked “for the most beautiful.” All of the goddesses began to haggle over who should possess it. The gods and goddesses reached a stalemate when the choice was narrowed to Hera, Athena, and Aphrodite. Someone was needed to settle the controversy by picking a winner. The job eventually fell to Paris, son of King Priam of Troy, who was said to be a good judge of beauty. Paris did not have an easy job. Each goddess, eager to win the golden apple, tried aggressively to bribe him.

“I’ll grant you vast kingdoms to rule,” promised Hera. “Vast kingdoms are nothing in comparison with my gift,” contradicted Athena. “Choose me and I’ll see that you win victory and fame in war.” Aphrodite outdid her adversaries, however. She won the golden apple by offering Helen, daughter of Zeus and the most beautiful mortal in the land, to Paris. Paris, anxious to claim Helen, set off for Sparta in Greece.

Although Paris learned that Helen was married, he nevertheless accepted the hospitality of her husband, King Menelaus of Sparta. Therefore, Menelaus was outraged for a number of reasons when Paris departed, taking Helen and much of the king’s wealth back to Troy. Menelaus collected his loyal forces and set sail for Troy to begin the war to reclaim Helen.

1. Eris was known for _____ both mortals and immortals.

1. scheming against

2. creating conflict amongst
3. feeling hostile toward
4. ignoring
5. comforting

2. Each goddess tried _____ to bribe Paris.

1. boldly
2. effectively
3. secretly
4. carefully
5. honestly

3. Athena _____ Hera, promising Paris victory and fame in war.

1. disregarded the statement of
2. defeated
3. agreed with
4. restated the statement of
5. questioned the statement of

4. All the god and goddesses had been invited to -----

1. Wedding celebration
 2. Naming ceremony
 3. House warming celebration
 4. Birthday celebration
 5. Carnation celebration
5. Who promised "I'll grant you vast kingdoms to rule,"
1. Tania
 2. Eries
 3. Hera
 4. Helen
 5. Peleus

Module- - 2

REFERENCING SKILL, BROCHURE, ADVERTISEMENT AND PICTURE READING.....Referencing skill is one of the receptive skill.

Referencing is the way that you must acknowledge the sources of information that you use in your assignments, reports and dissertation. This includes ideas, theories, quotations, facts and figures, with illustrations and even diagrams that are originally created by someone else.

In fact, reference skills are cross-curricular skills that are part of the scope and sequence of many academic areas – language, arts, science, history and mathematics. You really can call them learning skills

Referencing skill helps you to avoid plagiarism. Plagiarism is presenting someone else's work or ideas as your own, with or without their consent, by incorporating it into your work without acknowledgement. All published and unpublished materials, such as manuscript, printed or electronic form.

IMPORTANCE OF REFERENCING SKILL

- To distinguish your own ideas from those of someone else.
- To cite different points of view.
- To validate what you are writing, by referring to documented evidence. ...
- To inform readers of the scope and depth of your reading.

Types of referencing skills.

There are two internationally recognized systems for identifying sources, such as

1. Modern Languages Association system - MLA
2. American Psychological Association system- APA

MLA Format

MLA style is a referencing method developed by the Modern Language Association. It consists of two parts: a brief in-text citation in the body of your essay and a detailed list of the “Works Cited” at the end of the work.

Last Name, First Name. Title of Book. Edition used. Place of publication: Publisher, Year of publication. Medium of publication.

For Example

1) Book with one author

Aprilson, Andy. *The Emergency Budget Task Force Handbook*. Mississippi: Haberdasher, 2001. Print.

2) Book with two authors

Bringham, Darrin E., and Sally Knope. *Resting Heartbeat Science*. 12th ed. Alahandro: Spaghetti, 2001. Print.

3) Journals/periodicals

Authors(s) Name in full.(family name and personal name)The title of the Article.Title of the periodicals, volume-, year, page no.

Ex: Ambler, Charles. "Alcohol, Racial segregation and popular politics in Northern Rhodesia". *Journal of African History*. 312(1990) 295-315.

APA Format

Another popular International system for Identifying sources is American Psychological Association (APA) system

The APA referencing skill is an "author-date" style, so the citation in the text consists of

- The author(s) name. Use only the surname of the author(s) followed by a comma
- The year of publication given wholly or partly in round brackets.
- Title of the book.Capital letter for the subtitle also.
- City of publication.
- Publisher.

For Books:

Arnold,F(1981) *College English: A silent-way approach*. Japan. Don Press.

For Journals:

Cohen D.N. (1984) *Historical TEFL: a case study*. *RELC Journal*. S1(1)30-52.

TASK 1:

Using the following details write a Bibliography in either MLA or APA format

Title of the book: New approaches to Language Teaching

Publisher: Oxford University Press

Author: Ram Narayan Gupta

Place of Publication: New Delhi

Year: 1995

TASK 2: Using the following details about an article published in a journal write a Bibliography in either MLA or APA format.

Journal : ELT Quarterly

Volume : 36(4)

Author: LathaBannerjee

Year of Publication: 2008

Title of the Article: Teaching without lecturing

Page Numbers: 237-241

QUESTIONS:

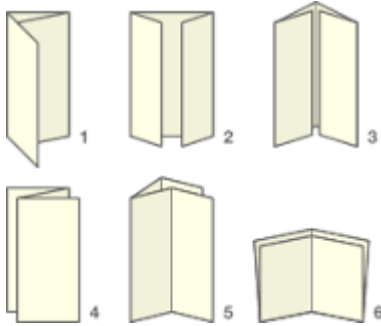
- 1) What are reference skills?
- 2) What are the types of referencing?
- 3) What is APA reference format?
- 4) What is MLA reference format?
- 5) What is plagiarism?
- 6) What is the importance of referencing skill?

BROCHURE

A Brochure is a sales piece designed to promote a certain product or service and to provide potential customers with information. However, brochures can also be written for many other occasions. The most common purposes for brochures are listed below:

- answering frequently-asked-questions
- offering brief “how-to” information
- showing pros or cons

- explaining a procedure to a reader
- giving potential clients an entire overview of a company's portfolio
- encouraging a client to purchase a particular product instead of another



A brochure is an informative paper document (often used for advertising) that can be folded into a template, pamphlet, or leaflet. A brochure is usually folded and only includes summary information that is promotional in character

Significance of brochure



Brochures can act as a detailed reference of your products or services for your prospects and customers. They can help increase your leads through a direct mail campaign or as handouts at an event or tradeshow

Brochure writing tips

1. Determine the audience for your message.
2. Your brochure may be directed towards specific groups, such as potential clients, sponserers, the media, or a broad audience.
3. Decide on the purpose of your brochure: persuading, informing, entertaining, etc.
4. Brochure should be brief and informative.
5. Try to be concise and accurate.

6. Use proper graphics to enhance the brochure.
7. Colorful, bright paper attracts attention and is more interesting to read.
8. Avoid too many colours and pictures.
9. Make the brochure look too flashy.
10. Add a call to action at the end of your brochure. You can ask your readers to make a phone call, visit a website for more details, or purchase a sample of your product.
11. Finally Proof read and edit the brochure.

Key Points to Consider

1. Pay attention to the covering page and information in it.
2. Be creative in the look of the Brochure.
3. The use of testimonials in the brochure can increase its credibility in the readers' eyes. A testimonial is a quote from a satisfied customer. Specify the client's full name, job position, state, and the city of residence, or else the testimonial may seem fake.
4. Brochures add credibility to your company. People tend to believe that if a company produces printed materials, it is more trustworthy.

A brochure should contain the following.

- Don't ignore the basics when creating a brochure;
- it should include standard information, such as
- company name,
- at least two types of contact information,
- a logo and tagline.
- It should also include a headline on the front and two or three
- brief items
- outlining benefits your organization can provide.
-

Exercises:

- 1) What is a Brochure?
- 2) What is the main objective of a Brochure?
- 3) What information should be there in a Brochure?
- 4) Mention a few steps for writing a Brochure?

ADVERTISEMENTS AND PICTURE READING

An Advertisement (or “ad” for short) is the promotion of a product, brand or service to a viewership in order to attract interest, engagement and sales. Advertisements is anything that draws good attention towards these things come in many forms, from copy to interactive video, and have evolved to become a crucial feature of the app marketplace. It is usually designed by an advertising agency for a sponsor or brand and made public by various media. Ads appear on television, radio, newspapers, magazines and billboards in streets and cities.

OBJECTIVES OF ADVERTISEMENT

Advertising has three primary objectives:

- To inform.
- To persuade.
- To remind.

Informative Advertising creates awareness of

- Brands.
- Products.
- Services, and
- Ideas.

It announces new products and programs and can educate people about the quality and benefits of new or established products.

Scope of Advertising

- Increases awareness: Advertising research increases the knowledge about the market, which helps in building a brand campaign.
- Analyzes changing market: Knowing your customer is very important for any business. ...
- Public feedback: Advertising research records the feedback of your audience.

Features of Advertising are as follows:

- Paid form of communication: ...
- Non-personal presentation of message: ...
- Promote idea about the products and services of a business: ...

- Issued by an identified sponsor:
- Promotion of Sales: ...
- Introduction of New Products: ...
- Support to Production System: ...
- Increasing Standard of Living: ...
- Public Image: ...
- Support to Media: ...
- Benefits to Manufacturers and Traders: ...
- Benefits to Customers

Picture Advertisement and it's Role

An image ad consists of an image that you provide featuring information about your business, services, or products. When people click anywhere on your ad, they'll be taken to your website. Image ads can appear on web pages and other places in the Display Network

The Role of Picture in Advertising.

Poor images portray bad impression. When used cleverly, images can help drive more visitors to your website, encourage social shares and brand interaction, and ultimately help you to achieve your business goals.

There are 3 types in Advertising

- Display Advertising.
Display advertising is defined as a mode of online advertising where marketers use banner ads along with other visual ad formats to advertise their product on websites, apps or social media.
- Video Advertising.
Video advertising encompasses online display advertisements that have video within them, but it is generally accepted that it refers to advertising that occurs before, during and/or after a video stream on the internet.
- Mobile Advertising.
Mobile advertising is a form of advertising via mobile phones or other mobile devices. It is a subset of mobile marketing, mobile advertising can take place as text ads via SMS, or

banner advertisements that appear embedded in a mobile web site.

Importance of Advertising.

Advertising- helps in launching many new products in the market. Thus,

- The consumers become aware about the products available in the market.
- Purchasing these products helps in raising their standard of living.
- Advertising raises the demand for the product and hence
- The level of the production goes up.

Answer the following questions in about one or two sentences each.

- 1) What is Advertisement?
- 2) What are the types of Advertisements?
- 3) Write the importance of Advertisements?
- 4) What is picture Advertisements?
- 5) Mention 3 types of Advertisements?
- 6) What is the importance of Advertising?
- 7) What is Display Advertising?

PICTURE READING



Picture Reading is one of the activities that will support the development of early literacy skills. Apart from developing observation skills, visual thinking, confidence to read, analysing skills, picture reading is always a fun activity.

Purpose of Picture Reading

Increasing Engagement – Picture books allow teachers and parents to spend time discussing the story, pictures and words. This gives young readers confidence and allows them to talk about what they see on the page, what happened in the story, what the characters are doing and which events have unfolded.

Importance of Picture Reading

Picture reading for young readers are building blocks that promote literacy, vocabulary skills, sentence structure and story analysis. ... The rhythm and rhyme of picture reading makes them easy to understand and fun to read aloud, allowing students to learn words quickly.





School



Read the passages and answer the questions.

Hello! My name is Peter. I am eight years old. I go to school in Hong Kong. I study six subjects. They are English, Chinese, maths, science, Art and PE. I love Chinese. It is my best subject. I like English too! However, I don't like maths. It is my worst subject. I think maths is very difficult.



Hi! I'm Kimmy. I'm ten years old. I go to school in Japan. I like school because I enjoy learning new things. My favourite subject is Art because I love to draw pictures, especially cartoons. I like English but I prefer Japanese. My best subject is music. I always get high marks in my tests.



1. How old is Peter? _____
2. Where does he live? _____
3. Which subject does Peter like best?

4. Why does Peter not like maths?

5. Where does Kimmy live? _____
6. Kimmy hates Art. True or false? _____
7. Which subject does Kimmy prefer, English or Japanese? _____
8. Which is Kimmy's best subject, music or art? _____

Name: _____
Class: _____

Part A: Read.



This is May. She's ten years old. She's tall and thin.
She's got long brown hair. She's got brown eyes.
She can sing and dance. She can't swim.

Every Monday, May reads Chinese books with her friends.
Every Tuesday, she rides a bike to school. On
Wednesdays, she plays music at school. On Thursdays, she
sings English songs with her friends. Every Friday, she
cooks eggs at home.

Part B: Write the day please.



Part C: True or False.

1. May reads Chinese books. _____
2. May rides a bike to school on Fridays. _____
3. She plays music at home. _____
4. She plays music at school on Wednesdays. _____
5. She cooks pizza. _____

Part D: Please answer Yes or No.

1. Does May ride a bike on Mondays? _____ , _____ .
2. Does May sing English songs? _____ , _____ .
3. Does May cook on Fridays? _____ , _____ .
4. Does she play music on Wednesdays? _____ , _____ .
5. Does May read Chinese books on Tuesdays? _____ , _____ .

Answer the following questions

- 1) What is Picture Reading?
- 2) What is the purpose of Picture Reading?
- 3) What is the Importance Reading?

Describe the Picture given below

Exercise:1



Exercise:2



Module- -3

DATA INTERPRETATION

What is Data?

Data is information. It is facts or statistics collected together for reference or analysis.

What is Data Interpretation?

Once the data has been analyzed, the next progressive step is to interpret the data. Data interpretation is the process of assigning meaning to the processed and analyzed data.

Data interpretation is the process where analyzed data or cleansed data is viewed through a frame that can assign meaning to that data and allow us to draw relevant or meaningful conclusion. So, it is a step that comes after a data analysis that we use to make a decision.

1. Renuka conducted a survey to find out how teenagers spend their free time. Based on the findings given below, write a short composition titled “Teenagers and Their Pursuits” along with your ideas and conclusion in 80 words.

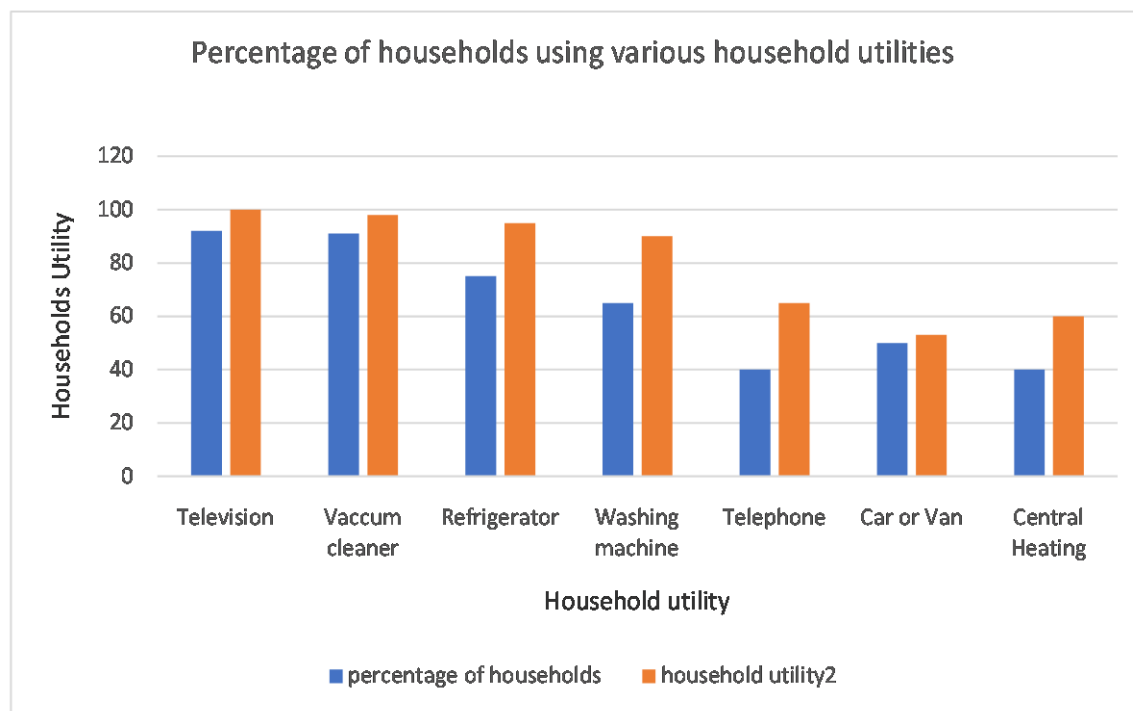
No	Nature of Activity	Time spent
----	--------------------	------------

1	Watching sports on TV	10%
2	Watching movies, serials on TV	40%
3	Playing outdoor games	5%
4	Reading	25%
5	Talking to friends	15%
6	Hobbies	5%

Teenagers and Their Pursuits

The survey, which was conducted recently presents a gloomy picture, since teenagers (40%) are spending their maximum time glued to the ‘idiot box’, watching serials, which are harmful. Sports appears to have taken a backseat since only 10% are watching sports and only 5% are playing outdoors, maybe due to lack of playgrounds. Hardly any square time is kept for creative pursuits and hobbies. The craze is talk to friends on mobile or telephone. The silver lining is that at least 25% teenagers are reading books, newspapers and are utilising their time meaningfully.

2.Survey was conducted on percentage of households using various household utility products and the result is evident in the bar-chart given below. The following bar-chart and write the

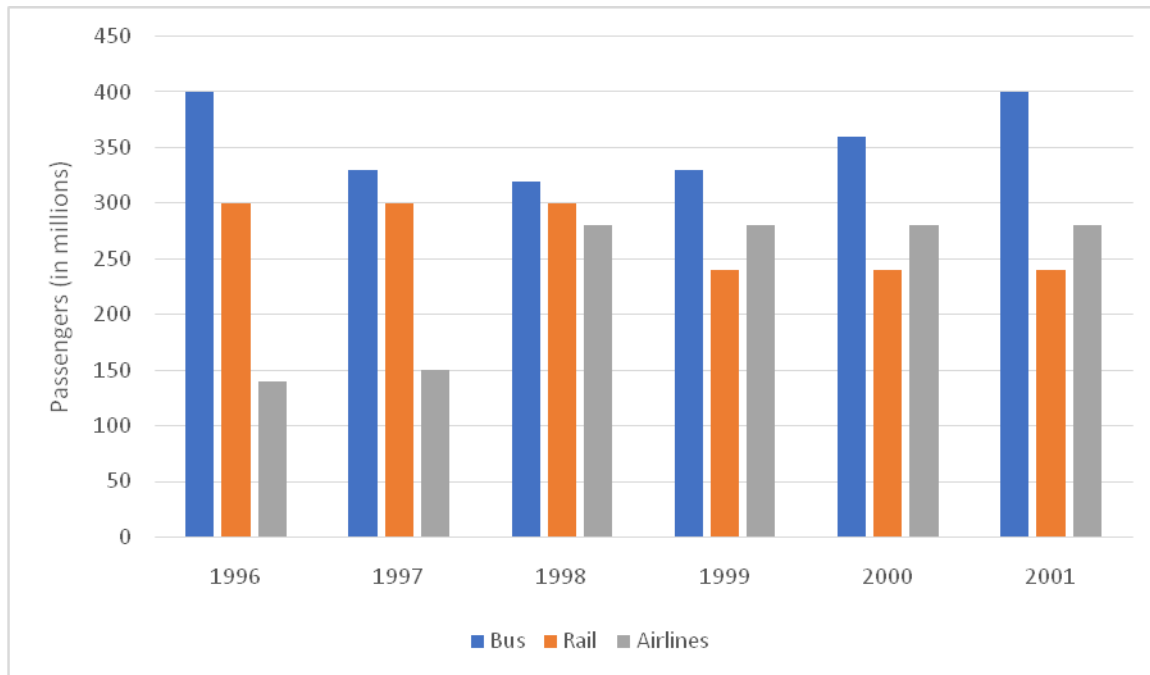


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(80
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holds

. 2000 . 1997

3. Sarah Ibrahim conducted the following survey, as part of her project, on the various modes of public transport. Using the information given below, write a paragraph on the topic “The various modes of public transport” in 80 words. Give valid suggestions and reasons for the change in the preferences of people.

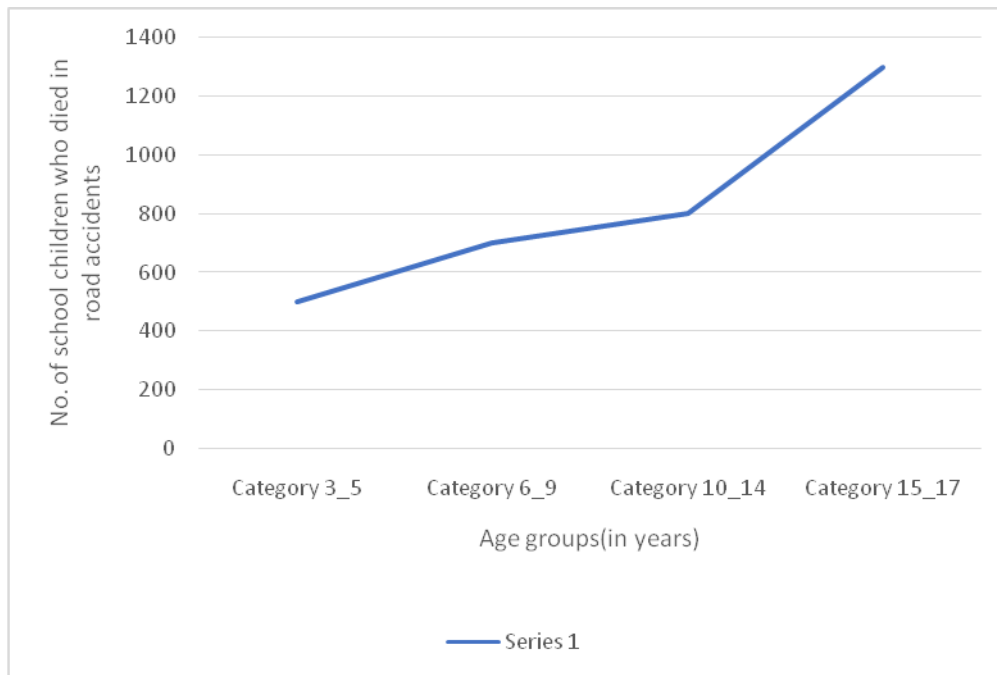


The various Modes of Public Transport

Ans.

The survey throws an interesting light on people’s preferences for travel from 1996 till 2001. Travelling by bus is still the most popular mode, though its popularity decreased in 1997-98, since then it has grown in popularity. The decrease was due to a rise in air travel. The return to bus travel is due to the **steep** rise in fares of **air** travel. Rail travel remained steady from 1996 to 1998 but declined from 1999- 2001 and is not very popular with the public.

4. “Road Safety Week’ is being observed all over India. You are the head-boy of your school and you have to write a short paragraph, on the subject of ‘Road Safety for school children,’ Study the graph given below, showing the number of schoolchildren who lost their lives in road accidents recently. You are further aggrieved because there are two more public schools in the vicinity and traffic is really thick during school timings. So, write a paragraph in 80 words giving practical solutions.



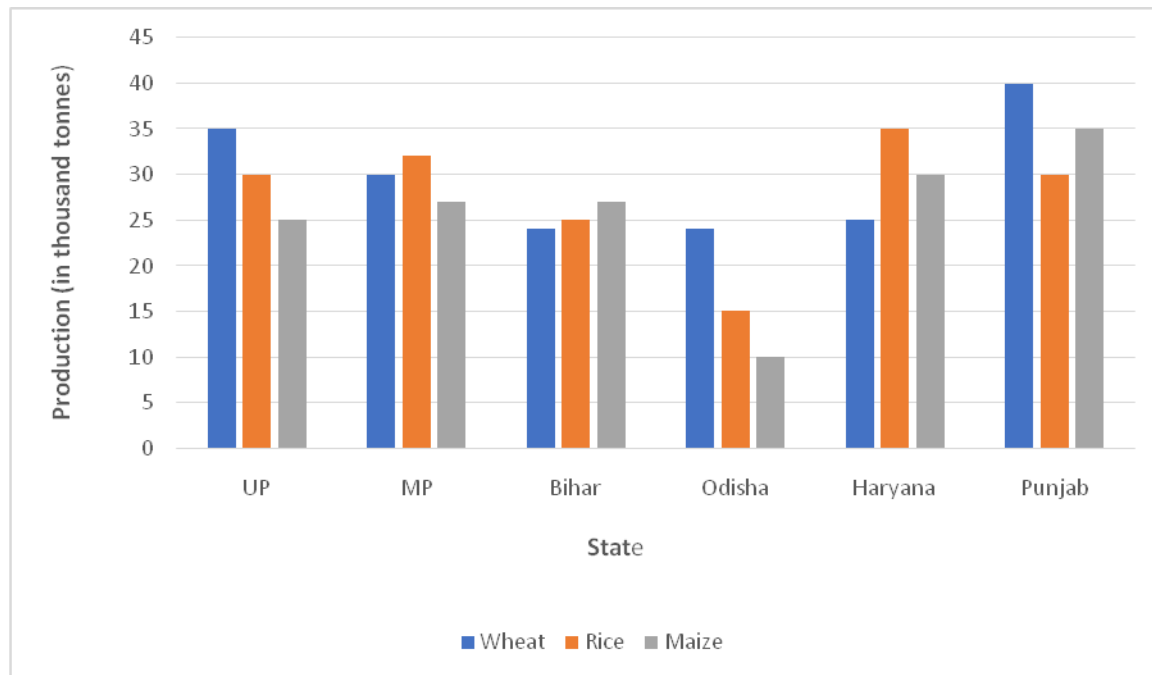
5. Abhinav Arya collected the following information during his survey for his General studies project on the production of two-wheelers in India.

Study the table given below and write a paragraph in 80 words on the ‘The craze for two-wheelers in the present times.

Year	Scooters	Motorcycles	Mopeds	Total
2004-2005	642083	302520	449688	1394291
2005-2006	725735	429037	445694	1600466
2006-2007	766620	430366	406084	1603067
2007-2008	833802	461955	460398	1756155
2008-2009	1225895	809087	621035	2656017

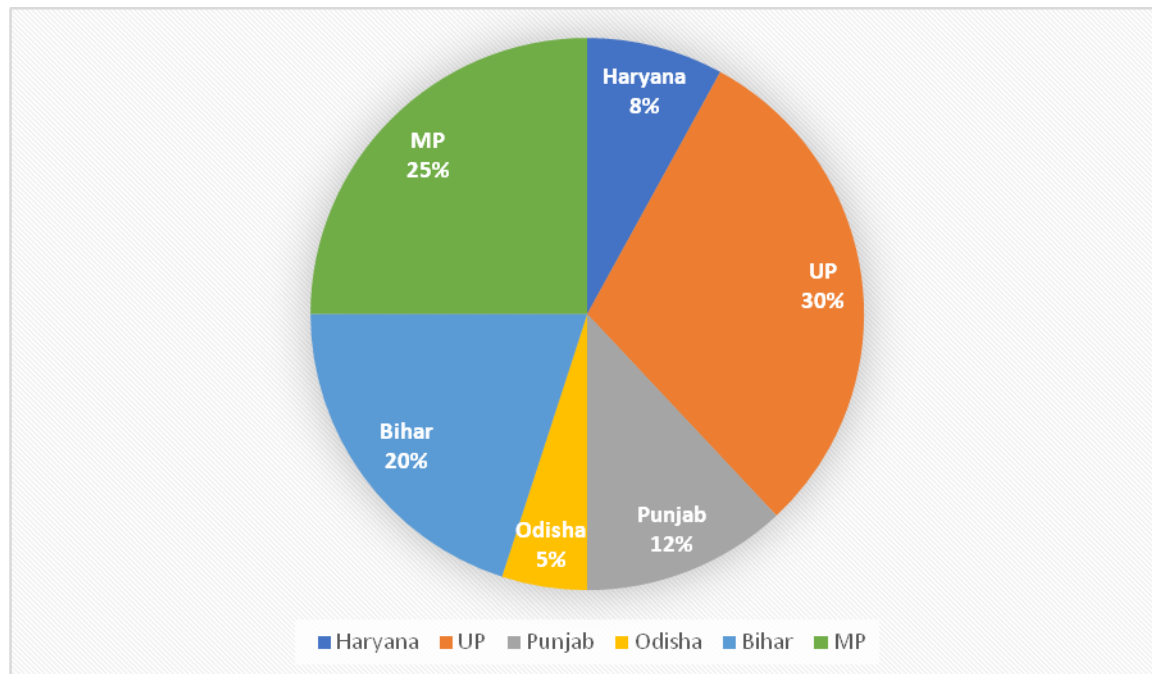
6. Study the given bar graph and pie chart to answer the following questions.

The bar graph shows the production (in thousand tonnes) of Wheat, Rice and Maize in different states.



The pie- chart shows the percentage of agricultural land in the given six states.

Productivity $\frac{\text{Total production}}{\text{Area of agricultural land}}$



1. The productivity of which state is the maximum?

1. Bihar 2. Haryana 3. Punjab 4. UP 5. MP

2. The production of the which state is the maximum?

1. Bihar 2. MP 3. Haryana 4. UP 5. Punjab

3. The production of wheat in Punjab is what per cent more than the production of Maize In Odisha?

1. 350% 2. 250% 3. 300% 4. 200% 5. 400%

4. What was the ratio of the production of Rice in Bihar to the production of Wheat in Haryana?

1. 2:3 2. 3:2 3. 2:1 4. 1:1 5. 1:2

5. If MP exports 40% of Rice at the rate of Rs.30 per kg and UP exports 30% of Rice at the rate Of Rs.32 per kg, then what is the ratio of the income from the exports?

1. 65:48 2. 31:42 3. 43:54 4. 57:62 5. 1:2

7. Study the following table and answer the questions based on it.

Expenditures of a Company (in Pesetas) per Annum Over the given Years.

Year	Item of Expenditure				
	Salary	Fuel and Transport	Bonus	Interest on Loans	Taxes
1998	288	98	3.00	23.4	83
1999	342	112	2.52	32.5	108
2000	324	101	3.84	41.6	74
2001	336	133	3.68	36.4	88
2002	420	142	3.96	49.4	98

1. What is the average amount of interest per year which the company had to pay during this period?

- A. 32.43 B. 33.72
C. 34.18 **D. 36.66**

2. The total amount of bonus paid by the company during the given period is approximately what percent of the total amount of salary paid during this period?

- A. 0.1% B. 0.5%
C. 1 % D. 1.25%

3. Total expenditure on all these items in 1998 was approximately what percent of the total expenditure in 2002?

- A. 62% B. 66%
C. 69% D. 71%

4. The total expenditure of the company over these items during the year 2000 is?

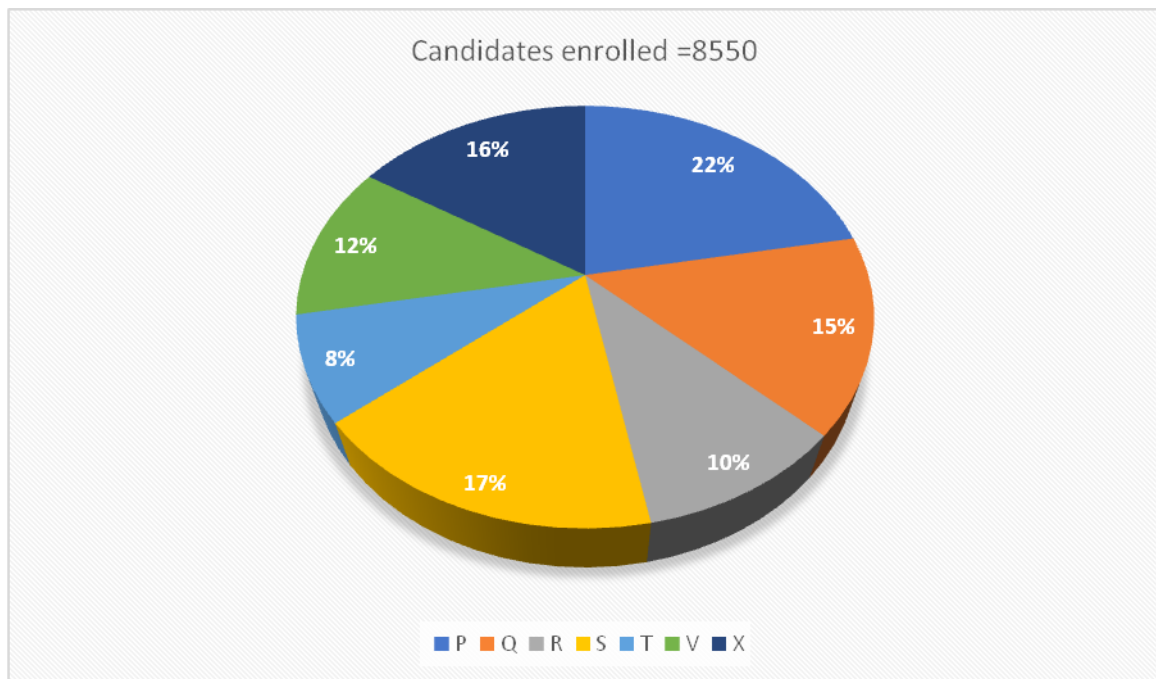
- A. **544.44** B. 501.11
 C. 446.46 D. 478. 87

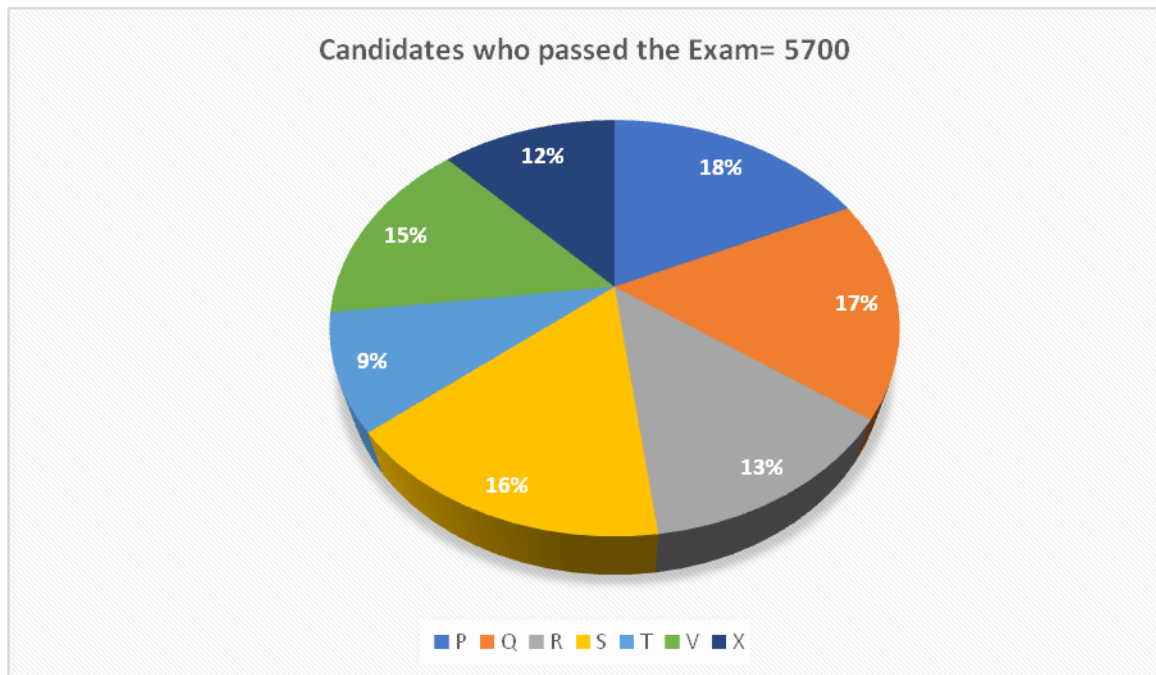
5. The ratio between the total expenditure on taxes for all the years and the total expenditure on fuel and Transport for all the years respectively is approximately?

- A. 4:7 **B. 10:13**
 C. 15:18 D. 5:8

8. Study the following graph carefully and answer the questions given below:

Distribution of candidates who were enrolled for MBA entrance exam and the candidates (out of those enrolled) who passed the exam in different institutes:





- What percentage of candidates passed the exam from institute T out of the total number of Candidates enrolled from the same institute?
 A. 50% B. 62.5% C. 75% D. 80%
- Which institute has the highest percentage of candidates passed to the candidates enrolled?
 A. Q B. R C. V D. T
- The number of candidates passed from institutes S and P together exceeds the number of Candidates enrolled from institutes T and R together by:
 A. 228 B. 279 C. 399 D. 407
- What is the percentage of candidates passed to the candidates enrolled for institutes Q and R together?
 A. 68% B. 80% C. 74% D. 65%
- What is the ratio of candidates passed to the candidates enrolled from institute P?
 A. 9:11 B. 14:17 C. 6:11 D. 9:17

Module- 4

Listening vs Hearing

Communication is a psychological, emotional and behavioural process that asks one to make multiple, interdependent decisions about how one will use verbal and non-verbal messages to generate meaning. L-S-R-W is the four skills of language learning, a set of four capabilities that allow an individual to comprehend and produce spoken and written language for proper and effective interpersonal communication. Speech and writing involve production on the part of the user hence they are called Productive Skills. Listening and Reading are Receptive Skills. In this chapter let us look at the difference between Hearing and Listening.

The Ear which acts as a medium to absorb sound waves and pass them to the brain to perceive and decipher them. Without the ear, an individual cannot hear any sounds. Only when we have the ability to hear, it will help us in communicating back properly. Hence, the ear plays a vital role in the way we communicate with the outside world. And hearing is one of the most crucial sense which we possess.

There are two different concepts involved when it comes to the activity of perceiving these sound waves. One is hearing and the other one is listening. Hearing is the inherent ability of the individual to distinguish a sound. It is all about the inherent potential of the individual to recognize the sound. It may not be correct to say that the individual has understood the information conveyed on the context of hearing alone.

Listening skill is your ability to understand meaning. When someone speaks to you understand what they want to say. Focused listening skill is your ability to hear particular sounds. Each language has a set of sounds: these are the vowels and consonants specific to the language.

The difference between hearing and listening is that listening deals with understanding or perceiving the sound waves which has an in-depth meaning. But this is not the case with the hearing because we are not aware of what has been conveyed.

Listening is the process in which the sound waves are recognised and deciphered by the brain. This happens only when we start paying attention to the sound waves, we receive. Therefore, listening turns out to be a voluntary process. It is something which we need to consciously aware of, to interpret the sound waves.

Listening is not a continuous process. It requires attention and concentration on what we hear.

Since our mind tends to get distracted easily for small things, listening can be acquired only through constant practice. It is a skill which can be learnt and strengthened as we keep working on it. Hence, listening can be termed as a voluntary process carried out by the individual.

Students learn to listen for a variety of purposes such as to determine a speaker's intended message, being able to thoughtfully respond to a speaker's message and to appreciate music.

Difference between Hearing and Listening

Hearing is the act of **perceiving sound and receiving sound** waves or vibrations through your ear.

Hearing is one of the five senses and **it just happens all the time – whether you like it or not** – unless you have a hearing problem

Hearing simply happens.

Hearing is a skill where **you use your ears only**. It one of the five senses.

Hearing is an **involuntary act** where you simply receive vibrations through your ears.

Physiological

Subconscious level

Concentration is not required

Listening is the act of **hearing a sound and understanding** what you hear.

Listening **Requires concentration** so that your brain processes meaning from words and sentences.

Listening leads to learning.

Listening **uses different senses**, like the sense of hearing, seeing, or sense of touch.

Listening is a skill that lets the sound you hear go through **your brain to process the meaning of it**.

Psychological

Conscious level

Concentration is required

The 5 main types of Listening are

- a. Discriminative Listening
- b. Comprehensive Listening
- c. Informational Listening (Listening to Learn)
- d. Critical Listening (Listening to Evaluate and Analyse)
- e. Therapeutic or Empathetic Listening (Listening to understand Feeling and Emotion)

Discriminative Listening

Discriminative listening grows from childhood to adulthood. As we grow older the ability to distinguish different sounds improves and also the subtleties of the sounds such as recognising foreign languages, distinguishing between regional accents and clues to the emotions and feelings of the speaker.

Comprehensive Listening

Comprehensive listening involves understanding the message or messages that are being communicated. It is the fundamental to all listening sub- types. In order to use the comprehensive listening and gain understanding the listener has to use appropriate vocabulary and language skill avoiding complicated language or technical jargon. Comprehensive Listening is complimented by non-verbal communication such as the tone of voice, gestures and other body language.

Informational Listening (Listening to Learn)

All types of Listening are active that require concentration and a conscious effort to understand, Informational Listening is less active as we listen to learn or be instructed by taking in new information and facts not criticising or analysing. Informational Listening, in formal set up such as work meetings and in education is accompanied by note-taking so that it can be reviewed later.

Critical Listening (Listening to Evaluate and Analyse)

Critical Listening is much more active behaviour than informational listening and involves problem solving or decision making. Critical Listening is like critical reading that includes analysis of the information received with what we already know or believe and analysing opinion and making a judgement. It is also important to have an open-mind and not be biased by stereotypes or preconceived ideas which would help to become a better listener and broaden the knowledge and perception of other people and strengthen the relationships.

Therapeutic or Empathic Listening (Listening to understand Feeling and Emotion)

Empathetic Listening involves attempting to understand the feelings and emotions of the speaker. Empathy is a way of deeply connecting with another person that involves a realisation and understanding of another person's point of view. Counsellors, therapists and some other professionals use therapeutic or empathic listening to understand and ultimately help their clients. This type of listening does not involve making judgements or offering advice but gently encouraging the speaker to explain and elaborate on their feelings and emotions.

Common Barriers to Listening

- Trying to listen to more than one conversation at a time
- You find the communicator attractive/unattractive
- You are not interested in the topic/issue.
- Not focusing
- Feeling unwell or tired
- Identifying rather than empathising
- Sympathising rather than empathising

- You are prejudiced or biased
- You have preconceived ideas or bias
- You make judgements
- Previous experiences
- Preoccupation
- Having a Closed Mind

Common Barriers to Hearing

- Distance from the signal of interest (Speech, music etc)
- Background noise
- Reverberation

Non- verbal communication such as no eye contact, posture and lack of gesture can be hinderance to the listening skills. Thus, listening skill plays a vital role in effective communication.

Answer the following Questions

1. _____ plays a vital role in the way we communicate with the outside world.
2. What are the two different concepts involved in perceiving sound waves?
3. _____ is not a continuous process.
4. Listening is a voluntary process. True/False

5. Listening consists of _____ types

- a. 4 b.3 c.5 d.6

6. What is Therapeutic or empathic Listening?

7. What is meant by Critical Listening?

8. Write any two barriers to listening?

9. Give any two barriers to hearing?

10. Listening leads to learning True/False.

11. _____ listening grows from Childhood to adulthood.

- a. Comprehensive b Discriminative c. Emphatic d. Critical

12. Hearing is an _____ ability of the individual to distinguish a sound.

Module- -5

Verbal and Non-Verbal signs of Active Listening. 4hrs.

Introduction: Language and Communication play a very significant role in man's life. Communication can be done in two ways. One is Verbal and another is Non- Verbal Communication. In simple meaning, Verbal Communication refers to the use of words or speech sounds, while Nonverbal Communication refers to communication that occurs through means other than words such as Body Language, Gestures and Silence. Many people assume that verbal communication refers only to spoken communication whereas Non Verbal Communication refers to expression of body language.

Refer Table for classification :

	Verbal communication	Non-verbal communication
Oral	Spoken Language	Laughing, Crying, Coughing, etc.
Non Oral	Written Language/ Sign Language	Gestures, Body Language, etc.

Verbal Communication refers to the utilization of words to express ourselves in front of other people. It is an inclusion of both spoken and written communication. Although most people prefer verbal communication to describe only spoken communication. The verbal part of communication refers to the words that we choose and how they are heard and interpreted.

It is indeed crucial to learn that good oral communication cannot be fully ignored from non-oral communication in the form of our body language, tone of the sound, and expressions of the face. Speaking with clarity, being silent and focused, being well behaved, and following some of the general rules of behaviour altogether will help in the process of oral or verbal communication.

In many personal meetings between people, the starting time of conversation is very important because the first impression has an impact on further success and future communication. Listening actively is also a crucial skill. But, when we communicate, we are likely to spend much more energy on what we are going to say than what we are going to listen to other people.

Examples of Verbal Communication

1. **Written communication** is what we write in the form of words.
2. **Listening skills** on how we listen to others.

3. **Mediated communication** includes the world wide web for searching data.
4. **Non-verbal communication is all about** body language, confidence, etc.

Types of Verbal communication

1. **Interpersonal-** Interpersonal Communication takes place between two people and is thus a one-to-one conversation.
2. **Intrapersonal -** Intrapersonal Communication is very confidential and restricted to oneself.
3. **Small group conversation-** Small-Group Communication happens only when there are more than two people involved.
4. **Public communication-** Public Communication takes place when one person talks to many people

Advantages of Verbal Communication:

5. Saves a lot of time.
6. Saves money too.
7. Get feedback quickly.
8. Most convenient method.
9. Clarity of method.
10. Ease of preparation...

Verbal communication skills

There are basically two communication skills widely accepted. They are known as Effective speaking and active listening.

Effective speaking involves three major areas, i.e., what words we choose, how we use those words, and how we connect it with nonverbal communication.

All these factors affect the spread of our message and how well it is received and understood by our audience.

1. Effective speaking involves how well we choose our words.
2. Active listening involves how patiently we hear others.

3. These factors affect the transmission of messages.
4. Saves a lot of time and money.
5. These skills bring a positive response.

How to Improve Verbal Communication Skills?

Strong skills in verbal communication are of high importance to everyone. They are very crucial in both our personal and professional life.

When we speak with clarity and confidence, along with some stoppage, then we will be able to get the respect of others and build a good image. This is of very high importance in meetings of businessmen.

1. Thinking before speaking what to say.
2. Being clear and precise.
3. Confidently speaking.
4. Active listening.
5. Taking care of nonverbal communication.

Characteristics of verbal communication

Verbal communication has some characteristics for the effective exchange of information. Some of the characteristics of verbal communication are as follows:

- Language is governed by rules
- Meanings are in people not in words.
- Completeness in information
- Clearness in speaking
- Self-awareness of the content
- Information is most reliable in verbal communication

Components of verbal communication

For effective communication, everyone should aware of the skills of verbal communication and it has some components like the pitch of the voice, tone of the voice, the cadence of the voice which is useful for correct message delivery to other people. Some of the components of verbal communication are:

- Pitch of the voice
- Speed of the voice
- Tone
- Language
- Grammar

Uses of verbal communication

For interacting with one person to another one must use any kind of communication to convey the message. Verbal communication is one that kind of communication system. There are many uses of verbal communication. Some of the uses of verbal communication are:

- Understanding of message is accurate
- Saves time
- Helps in interviews
- Increases degree of formality
- Feedback comes quickly

Non-Verbal Communication

We the Human Beings communicate in two ways, using language and without using language. When we use language for communication it is verbal Communication and without using any language or speech sound we can communicate to others. That is called as Nonverbal Communication.

Some examples of Nonverbal Communication:

Shaking the head sideways = saying No

Finger on the lips = a suggestion to keep quiet

Communication of information by use of body language such as gestures by hand, facial expressions, eye contact, etc. is called **non-verbal communication**. **Non-verbal Communication** gives us insights into the feelings of a person or a group.

Non-Verbal Communication can be done through various modes.

As an example of Body Language, the crossing of arms is considered to be a sign of anxiety. Good Posture, like keeping the shoulders back and spine straight, is a sign that a person is alert and involved in the ideas one is presenting. A poor posture may indicate a lack of interest, anger, or frustration to the other party.

Gestures in **Non-Verbal** vary across boundaries, communities, cultures, and countries. Hand gestures have always to be used in a very balanced manner. Too much of hand gestures may convey that you are a highly emotional human being. Keeping an open palm while explaining is positive Non-Verbal Communication.**communication**

Facial Expressions in **Non-verbal Communication** involves use to facial muscles, movement of eyebrows, and mouth to convey an emotion. Making eye contact is a sign of confidence. However, the gaze should be balanced enough and not make anyone uncomfortable or cause intimidation. While communicating with someone who has tight lips or is frowning as you speak, you must pause to clarify your point as this kind of facial expression reflects a negative emotion. On the other hand, if someone listened to you with a soft smile and raised eyebrows that can be perceived as a positive response.

Touch is the mode of Communication under **Non-Verbal Communication**, which reflects support. However, touch should always be used as a positive emotion and never to express any kind of negative emotion like anger or frustration.

Professional Dressing is also a form of **Non-Verbal Communication**. From the colours to the fabric of the textile, the neatness of hairstyle, subtle accessories, makeup, and perfume are all forms of **Non-Verbal Communication**.

Exercise-1

Nonverbal Sign	Message Conveyed
Nodding one's head	Conveys agreement, yes
Glaring	
Shaking head vigorously	

Keeping one's head down	
Holding a tight fist	

Exercise-2

Audio Signal

Audio Signal	Message Conveyed
Horns of Vehicles	
	Give way, medical emergency

Exercise-3

Visual Signal

Visual sign	Message Conveyed
	Smoking not allowed
Skull with crossed bones	

It is possible to explain these occurrences when we understand that we use a wide variety of nonverbal communication categories such as **Kinesics** (body language), **Proxemics** (communication through personal spaces), **Paralanguage (voice qualities)**, **Chronemics** (use of time) and dress. In fact, communication experts have found the following break up in a given communication context:

- Verbal communication = 7%
- Bodily movements, gestures etc = 55%
- Voice tone, inflection etc. = 38%

These details are both surprising and interesting. They suggest that only a fraction of human communication takes place verbally. It is clear that we do not communicate through words alone.

Kinesics: A study of how communicate through our movements, gestures, guided by our feelings and emotions convey wide of disinterestedness, boredom, fear, horror, nervousness, anger,

Carefully observe communication interaction that takes place between important and fearless than the other. A good example consciousness expressed through body language is that superior officer soldier standing front of him. The soldier invariably stands at attention whereas the officer is relaxed, with his arms and legs comfortably moving about. The soldier's body is tense suggesting a sign of subservience. The same situation prevails in any other organization when a junior employee has to appear in the presence of a senior manager. Thus. body language clearly shows the status and role relationship. Let us see how the different parts of our body send out messages.

1) Face: One of the most important organs that is capable of conveying several kinds of message is the face. This is why it is said "face is the index of mind". Whatever we feel deep inside is reflected on our faces. Surprise, confusion, happiness and disgust are some of the messages conveyed through our facial expressions. Perhaps, it is because it can convey our feelings and attitudes that emoticons and smileys are used frequently in our emails and mobile texting (SMS).

ii) Eye contact: Eye contact is of great importance in face-to-face communication. The first thing we notice about the person we are communicating with is the person's face. The eyes along with

the eyebrows, eyelids and the size of the pupils communicate our deepest feelings. In different situations our eyes adopt different positions and shapes. This is how we come to have fixed eyes, evasive eyes, eyes staring hard, smiling eyes and so on in keeping with our feelings and attitudes. for e.g. raised eyelids communicate surprise.

Exercise-4

Now try to fill in details in the following exercise

Message Conveyed	Description of the Position
Anger	
Hurt	
Lying	

iii) Gestures: Movements of our limbs, back and head are called gestures. They too communicate effectively and meaningfully. For e.g., pounding of the fist on the table shows anger and impatience, while fingers folded and thumb raised indicate success, making a V sign with the second and the third fingers of the hand suggest victory.

iv) Head: One of most important communicators in a face-to-face interaction is the way people hold their heads. We are often told that we must hold our head high which is a sign of honour, self-respect and confidence. A head held stiffly or drawn too far backwards could point to arrogance. While listening, nodding the head indicates we are attentive and is also a sign that encourages the speaker to go on.

v) Body posture: What we think about ourselves and how we relate to others is reflected in the way we hold our bodies and postures. Drooping shoulders are suggestive of failure, hurt and lack of confidence. We hear sports commentators commenting on positive' or 'negative' body language of the players. Also notice the postures of the team members of a losing team.

Proxemics: We have seen already that we do not communicate through words alone. These messages may originate from different sources. One such source is the physical space around us that communicates in a unique manner. Communication experts have made serious studies of this

dimension and termed it 'proxemics'. It is concerned with studying how we communicate using space around us. At times, it is also called 'space language'. Experts demarcate distance between us and the person/s with whom we wish to communicate.

i) Intimate space: most of our actions originate within this area. It is only our family members, close friends that are allowed to enter this space. Not many words may be used when we communicate verbally. This space is suitable for highly confidential conversations and decisions regarding sensitive matters.

i) Personal space: it is in this space that we interact with people with whom we may not be intimate but have a personal interest or such contexts where we may choose not to be intimate. Communication in this space is mostly relaxed, casual and personal in nature and style.

(ii) Social space: this space is used mostly for formal interactions and relationships with people in this circle are purely formal and official. Communication in this area is dominated by reason, logic and planning. This is the most important dimension in our professional lives.

iv) Public space: communication in this circle is more formal than in social space. We adopt an attitude of detachment of perception and objectivity of approach. We raise our voice so as to be heard by a large group.

Using the information given here, analyse your classroom behaviour for e.g. where do you prefer to sit (close to teacher or as far as possible)? Do you sit there as a matter of choice (i.e., are there enough benches in the class or more than required)? Do you feel comfortable sitting there?

In an interview, if you have a choice, where would you prefer to sit?

Time Language (Chronemics): In this mode of nonverbal communication, we convey messages to others by showing them what time means to us. We often hear people saying 'time is money'. It is for this reason that a person arriving late for an interview will never be entertained by the interviewers. Time management has become one of the vital components of overall management. Moreover, most jobs and tasks assigned to us have time frames called. "deadlines".

What is your attitude to:

Your teacher who always comes late to the class? Do you take her/him seriously?

Your friend who always is on time?

Your teacher asking you to submit an assignment within a week?

It is important to pay attention to nonverbal communication because:

- It makes us aware that communication is continuous and takes place even when we are not talking
- It helps us not to miscommunicate' or communicate what is not intended.
- In an interview, the interviewer will be looking for messages that could convey your suitability, interest, confidence level and sincerity.

10 Tips to improve non-verbal communication:

- Pay Attention to Nonverbal Signals
- Look for Incongruent Behaviours
- Concentrate on Your Tone of Voice When Speaking
- Use Good Eye Contact
- Ask Questions About Nonverbal Signals
- Use Signals to Make Communication More Effective and Meaningful
- Look at Signals as a Group
- Consider Context
- Be Aware That Signals can be Misread
- Practice, Practice, Practice

What is active listening?

Active Listening as its name suggests that actively listening to others. It means fully concentrating on what is being said rather than just passively hearing the message of the speaker. It also involves listening with all senses as well as giving full attention to the speaker. It is important the active listener is also seen to be listening, otherwise the speaker may conclude that what they are talking about is uninteresting to the listener. Active listening includes a number of verbal as well as nonverbal signs. However, all of these signs may not be a correct fit for every situation. For example, crying loudly does not fit the hilarious situation.

Comprehension

I Answer the following questions in a word, phrase or a sentence: 1 Mark

1. Expand the abbreviation of LSRW.
2. Give any two examples of verbal communications.
3. Give any two examples of Nonverbal Communications
4. Verbal communication can be improved by _____
 - a. Active listening
 - b. Passive listening
 - c. Non understanding
 - d. Mis understanding
5. What is Gesture?
6. Give examples of facial expressions
7. What is proxemics?
8. What is Kinesics?
9. What is Chronemics?
10. What is Interpersonal communications?
11. What is Intrapersonal Communications?
12. What is Public Communication?

I. Answer the following questions in two or three sentences each: 2 Marks

1. What is Communication?
2. Name the types of communications.
3. What is verbal communication?
4. What is Nonverbal communication?
5. What are the advantages of Verbal Communication?
6. What are the advantages of Nonverbal Communication?
7. Differentiate between Verbal and Nonverbal Communication.
8. What is active listening?
9. Name the types of Verbal Communications.
10. What are the disadvantages of Verbal Communications?
11. Describe the characteristics of Verbal Communication.
12. What are the barriers of Verbal Communication?
13. Mention the Component of Verbal Communication.
14. What are the barriers of Nonverbal Communication?

Module- 6

Listening Activities - Listening to pre-recorded audios on interviews and conversations.

Listening is the ability to accurately receive and interpret messages in the communication process. It is a key to effective communication which helps us improve L-S-R-W. Chomsky says, “Listening is the biological process one could acquire in the mother’s womb.”

Types of Listening

Discriminative Listening: to identify the difference

Evaluative Listening: It involves in making judgement about what the speaker is saying. We listen critically and try to assess what is being said as good, bad, worthy or unworthy.

Appreciative Listening: This is in the form of paying selective attention to certain kinds of information which might be relevant to us, in order to reach our needs and goals.

Emphatic Listening: We try to put ourselves in the speaker's place and understand the beliefs, goals and feelings behind the speaker's words.

Therapeutic Listening: the listener goes beyond merely empathizing with the speaker and tries to help him to change or develop in some way by diagnosing the problem and offering a remedy or solution.

Dialogue Listening: This involves listening and learning through dialogue. This implies that listening is a two-way, rather than a one-way process.

Effective Listening:

- Judge the content—not the appearance or delivery of a speaker.
- Avoid making a judgement until the message is complete. Avoid listening only for facts, by listening to the central theme and ideas.
- Be flexible when taking notes: take few notes and use different systems of note

taking depending on the speaker.

- Overcome the temptation to fake attention by working hard to listen and assuming an active listening stance lean forward and make an eye contact.
- Resist distraction by fighting or avoiding them, learn how to concentrate.
- Seek out difficult materials rather than avoiding it.

Keep an open mind when confronted with an emotional word with which you are uncomfortable.

- Capitalize on the fact that thought is faster than speech. Use the thinking – speaking time difference to summarize mentally with evidence, and then between the lines.

A Good listener:

- * Considers all evidence before jumping to a conclusion.
- * Takes notes when listening, in order to recall information or understand a difficult idea.
- * Concentrates on what the speaker is saying and not on unrelated thoughts.
- * Is willing to consider the opinion of others.
- * Listens openly when others disagree with him.
- * Encourages others to express their ideas, instead of occupying center stage.
- * Is curious about other people and their ideas.
- * Does not interrupt others, or change the topic to suit his purpose.
- * Makes the speaker feel comfortable while talking.
- * Remembers important ideas given by others, even when he is busy.
- * Does not pretend to understand, when he is confused.
- .
- * Recognizes that people may change over time and have something new to offer.
- * Tries to find solutions to others' problems.
- * Knows when to speak and when to listen.

Listening to Announcements

When you listen to a particular news item that interests you, you may listen for all the details, while on certain occasions, you may listen for more specific information. When you stand at a railway station, bus terminus or an airport, you listen to announcements. You want to find out when the bus or train is expected to arrive or leave or want to know the platform the bus or train will arrive on.

Listen to these announcements at a railway station and answer the questions given below. Use the following link for the announcement.

<https://youtu.be/gSOtG9zrUVE>

1. You are at the Railway station waiting to receive your friend. Listen to the announcement at the station and find out on which platform the train will arrive and depart.
2. Platform number: _____
3. Listen to the following announcement and write down the following details:
4. A name of the train _____
5. Train number _____
6. Bound towards _____
7. Arrival on platform number _____
8. Expected time of arrival _____

Listen to these announcements at a bus station and answer the questions given below. Use the following link for the announcement.

<https://youtu.be/ShyZ3uzz4eE>

- a. Miraj – Pune Super Deluxe Express Scheduled departure time _____
- b. Miraj – Pune Super Deluxe Express Scheduled departure time: _____
- c. Expected departure time _____

4. Listen to the announcement heard at the Airport and write a report in your own words.

<https://youtu.be/OLHjW2PTzo>

Listening to the news

We listen to news on the radio or television to learn about events in different parts of the world. When we listen to a news bulletin, we do not listen to every news item for the full details. The manner in which we listen to a news bulletin is similar to the way in which we read a newspaper. News items are read selectively. For example, you may know the result of the cricket match that was played yesterday. But, may not know who won the man of the match award. So we scan the newspaper or listen to the news bulletin only for that piece of information.

Listen to the news bulletin and summarize the news in your own words.

https://youtu.be/aeI9kZ0_chM

Assignment

1. Listen to an audio Interview of any great personality.
2. Listen to an English song.
3. Listen to recipe.
4. Listen to audio clippings.
5. Listen to any of the You Tube videos.

Unit-II

Productive Skills: Speaking Skills and Writing Skills

Module- - 7

Introducing Oneself / Others

Introducing oneself and others is an important aspect of communication. It refers to a clear, confident, and concise introduction. It should explain one's identity, personality and what things should be known to others. Introducing oneself includes the name and essential details about them. Besides, they also include facts creating an ideal impression to the person.

A good self-introduction as a student will help in gaining new acquaintances. Therefore, students should be able to cover important aspects of themselves, while self-introducing to anyone. When people don't have anyone else to introduce them to, they must be confident enough to introduce themselves. The self-introduction can impact students on their mentors and friends to develop an ideal personality. In addition, it helps to build a positive impression and aids in making better connections in the future.

Brainstorming Session -

- Importance of introducing oneself
- Samples of introducing oneself (role play in the classroom)
- What points to be considered while introducing oneself?

A good self-introduction must include the following:

- While introducing, start with a smile on your face and greet the person or audience to whom you are introducing yourself.
- After greeting, begin with your Name and Place. If necessary, add family details to the introduction.
- Be brief about educational details, from sharing areas of interests, hobbies, ideas and inspiration.
- Share your prior experiences if any, if it is during an interview.
- Give details about the skills.
- Share past experiences, and finally, express your gratitude.

Below are a few samples of introducing oneself

1. Suma: Hi, I'm Suma. I'm in first HEP Class.

Sushma: Hi, I'm Sushma. I'm in the same class.

Suma: My name is Suma. What's your name?

Sushma: Glad to meet you Suma.

2. Suma: Good morning Sir, I am Rakesh. I am studying in first year HEP.

Principal: Good morning, Suma. Tell me what can I do for you?

3. Teacher: Good morning, students. I am Dr. Vasudha, your new Science teacher.

4. Rahul: Good Evening, Ladies and Gentleman. I would like to introduce Mr. Xavier, MD of HLC Bank.

Let us study the given examples. In the first example, Suma is introducing herself to another student. Hence, she uses a friendly and informal tone.

In the second example, Suma introduces herself to the Principal. You can observe that the language used is formal. It is the same in the third example where the teacher is introducing herself to the class.

In the fourth example, Rahul introduces the Chief Guest to the audience. Observe that the language used is formal as in examples 2 and 3.

Introducing oneself during an interview

Good morning Sir/Madam. I am Asha, born and brought up in Bangalore. I have scored 77% in S.S.LC from Little Angels English Medium High School and 85% in II PUC from SSWN Junior college. Currently, I'm in my final year at Flavia college of Arts and Science. I believe my strength is my optimistic attitude to take up challenges and accept both success and failure in a balanced way to move forward. My short-term goal is to find a platform to expand my career and grow with the organization. And my long-term goal is to be the cause of the organization's success. Thank you for providing me an opportunity to introduce myself.

Breaking the ice

“**Break the ice**” is a common English expression. It means “to get comfortable with someone.”

There are many ways to start talking to someone new.

Here's the easiest one: just say hello and your name.

Ramya: Hi, I'm Ramya.

Smitha: Hello, I'm Smitha.

(offer your hand if possible)

Haseena: Hello, I'm Haseena.

(Shake hands)

Thara: Glad to meet you. I'm Thara.

You can also begin by using common greetings like Hi, Hello, good morning, good evening etc.,

Useful Phrases for Introducing oneself / Others

- **Informal Situations**

Greeting / Introducing

Response

My name is ...

I'm.....

Hello/ Hi! I'm Suma

Hello, you must be Sushma

I'm Suma

Hello / Hi I'm Sushma

Formal Situations

Good Morning Sir/ Madam

I am Anitha

Good Morning!

I would like to introduce myself

I'm Ms. / Mr.

Let me introduce myself; I'm ...Pleased to meet

Good Morning, Anitha

Good Morning Madam/ Sir

It was Great meeting you

Task 1:

It is your first day in a new college. How would you **Introduce yourself** to -

- a. The other new students in your class.

- b. To Your Professor

- c. How would you introduce yourself as a NSS Volunteer in a pulse polio program?

- d. As a cultural representative in an inter college cultural fest.

- e. As a captain of a team

Task 2:

Imagine you are a final year B.A student attending an interview for the post of content developer in an advertising company, through the placement cell of your college. Respond to the following questions by the interviewer.

- a. Introduce yourself.
- b. What makes you suitable for this post?

Introducing others

Here are a few expressions to introduce others:

- Jack, please meet Rakesh.
- Jack, have you met Rakesh?
- I'd like you to meet Leela.
- I'd like to introduce you to Mary.
- Meet Ms. Divya our new team leader.
- I would like to introduce, Dr. Asha the chief Guest of the day.

Useful responses when introducing yourself or other people:

- Nice to meet you.
- Pleased to meet you.
- Happy to meet you.
- How do you do?
- When introducing yourself or other people in a formal situation use full names.

Informal

Formal

Jack, meet Asif

Good Morning Mr. Jack. Meet Mr. Asif

Jack, this is Asif

Let me introduce Mr. Asif

Have you met Asif, Jack?

I would like to introduce Mr. Asif

Do you know Asif, Jack?

It gives me great pleasure / privilege / to

Introduce our Resource Person Mr. Asif

Task:

How will you introduce –

a. Your Parents to your Principal

b. Your friend to your mother

c. Your new Boss to your team

d. The Chief Guest to the Audience

Making Requests

When we make request, we ask someone for something, or we ask someone to do something. There are different ways of asking for something. We usually ask for something in a polite and indirect way. For example, using can, could, would you mind if and may, depending on the context.

Commonly used Expressions for making requests

- Can you give me the book please?
- Could you please take off your raincoat?
- Could you please take me to the dentist?
- Would you be kind enough to repair my computer?
- Do you think you could take me to the supermarket?
- Could I ask you to take me home?
- Would you mind telling me what happened?
- Can you please close the door?
- Would you mind switching off the fan?

Examples of conversations making requests

Conversation 1

Arjun: Hi, tell me.

Pavan: Hello, Could You turn the music down, please? It's one o'clock and I'm trying to sleep.

Arjun: Oh, sorry. Is that better?

Pavan: Yes, thanks. Perhaps I can get some sleep now. Good night.

Conversation 2

Anitha: **I'm sorry, do you mind if I leave early today?** I have to take my friend to the doctor.

Boss: What's the matter with her?

Anitha: She has cold and fever. That's why I'm going to take her to the doctor.

Boss: Oh, I see. Sure, go ahead. Good that you informed me.

Conversation 3

A: David, do you have your mobile phone with you?

B: Um... yes. Why?

A: can I borrow it please? I need to make a quick call to my mother.

B: OK, you can have it.

Task 1:

Match the sentences (a-h) with the correct reactions (1-8).

a. Can I have a glass of water?

1. Yes of course. About what?

b. Is it OK if I make a phone call?

2. Oh, sorry, I said we only have Rs.50 tickets left.

c. Could you say that again, please?

3. Well, all right. If it's a local call.

d. Can I speak to you for a moment?

4. Oh sure. The remote is on the table.

e. Do you mind if I look at your books?

5. Well, not really. Why can't you come?

f. Is it OK if I miss the class tomorrow?

6. Of course, there's a bottle in the fridge.

g. Could you move a little, please?

7. Yes please. You can borrow some if you want.

h. Do you mind if I turn off the TV?
down.

8. Yes, sorry. I didn't realise you wanted to sit

Task 2:

How will you make requests in the following situations -

1. It's very hot in the room and you would like to open the window.
2. You need to borrow some money from a friend because you have lost your bus fare.
3. Someone's mobile phone is always ringing during a film.
4. You didn't understand the address someone gave you and you would like them to repeat it for you.
5. The person behind you is talking all the time during the class.
6. You are watching TV but you can't hear because the volume is very low. Your friend has the remote.
7. You would like someone to take a photo of you and your friend in front of a famous monument.
8. You can't see the timetable at a train station because a stranger is standing in front of it.

Offering Help

Offering help is an expression to offer help to someone. The purpose is to offer assistance politely for someone who is doing some work.

Conversational phrases you need to know while offering help in a polite manner

- Can I get you something (some coffee, some water etc.)?
- Shall I help you with ... (your project, homework etc.)?
- Would you like to ... (drink some coffee, go for a walk)?
- Do you want me to have a look ... (at your project etc.)?
- I'd be glad to help (e.g. you with the wedding preparation)
- I'd be happy to assist (e.g. you with your assignment)
- I am happy to be at your service.
- How can I help you?

Examples of phrases to accept help

- Yes, please, I'd love to
- If you wouldn't mind
- Thank you, that would be great!
- Thanks a lot

Examples of phrases to decline help politely

- It's okay, I can do it myself.
- Don't worry. I'll do it.
- No, thank you.

Practice the dialogues by using useful phrases below:

Offering help	Accepting an offer help	Declining an offer of help
Can I help you?	If it's no trouble for you.	I'm very grateful to you for your offer, but...
Could I help you?	If you don't mind.	No, don't worry (about)...
Do you think I/ we can help you?	Oh, yes. Please.	No, I can manage. Thank you.
How about...?	Etc.,	No, please don't bother.
I'll do it for you.		Thank you very much for your offer, but...
If there is anything I/ we can do, please do let me/ us know.		Etc.,
Is there anything I can do?		
May I help you?		
What can I do for you?		

Etc.,		
-------	--	--

Example Conversation of offering help

Between friends in a Train

Gopal: It's very cold tonight.

Raghav: Yes. May I close the window?

Gopal: Oh yes, please.

Raghav: Why don't you wear a sweater?

Gopal: Oh, I forgot to bring mine. I didn't really expect it to be so cold.

Raghav: I can give you one if you don't mind. I have one more in my suitcase.

Gopal: That's very kind of you.

Raghav: How about a cup of hot tea?

Gopal: No, thank you.

Task

How would you offer help in the following situations?

1. Offer seat to a senior citizen in a city bus
2. Offer a cup of coffee/tea to a guest
3. Offer to carry a bag/ luggage of your friend during journey
4. Offer to help your colleague in office work
5. Offer to help your friend in improving his/her language skills
6. Offer a bottle of water to a fellow traveler.
7. Offer help to a blind boy to cross the busy street.
8. Offer lunch to your friend who has forgot his/her lunch box.

Congratulating others

It is an act of expressing pleasure at another person's success or good fortune. A big achievement is a perfect chance to remind someone how talented, hard-working and deserving they are by congratulating them.

Formal ways of Congratulating others

1. Congratulations on your well-deserved success.
2. Heartfelt congratulations to you.
3. Warmest congratulations on your achievement.
4. Congratulations and best wishes for your next adventure!
5. So pleased to see you accomplishing great things.
6. Sincere congratulations on your hard-earned success.
7. You are a proof that good things come to those who are willing to sacrifice to reach a worthwhile goal. Words can't express how proud I am!
8. You have the creativity and determination to do whatever you can dream. I hope you feel proud today and confident in your ability to rise to your next challenge.
9. Celebrating the dedication, you've shown on the way to this achievement. You've earned every bit of the success you're enjoying.

- Please note: The more specific your compliment, the more meaningful it will be to your recipient.
- A few adjectives used while congratulating - Wonderful, Amazing, Impressive, Awesome, Beautiful etc.,

Task

How would you congratulate others in the following situations?

1. Your friend on his achievement in sports
2. Your colleague on winning the best employee award in office
3. Your sister / brother for being the university topper
4. Your teacher for being awarded the best teacher award

5. Your father for his promotion in office
6. Your friend for being awarded the best outgoing student award
7. Your teacher for being promoted as Principal.

Making Enquiry

What is “Enquiry”?

An enquiry is a single question or may be a series of questions. We normally make enquiry/enquiries in social conversation in order to get information from the other person; for example, “*What is your name?*” or “*Where do you come from?*”. We also make enquiries when we want to get information about traveling, working etc.,

A few Phrases for making enquiry

Excuse me, can you please tell me the timings of....

May I know the college timings?

Could you please tell me the way to market?

Can you please help me to open a bank account? (help desk)

Would you provide me information about the job fair?

Sample conversation of making enquiry in a railway station

Railway-Enquiry: Good Morning.

Passenger: Good Morning.

Railway-Enquiry: Yes, please, how can I help you?

Passenger: I lost my luggage in the train yesterday.

Railway-Enquiry: Which train did you board?

Passenger: I was in Shatabdi Express from Delhi to Mumbai.

Railway-Enquiry: Could you please tell me in brief about your luggage?

Passenger: It was an American Tourister bag. Dark Red in colour.

Railway-Enquiry: I need your train ticket and ID proof to register your complaint.

Passenger: Sure Sir, here they are.

Railway-Enquiry: We will be in touch with you as soon as we get any update. Just give us 24 hrs.

Passenger: Thank you, sir. I will be waiting anxiously for your call.

Task

How would you make enquiries in the following situations?

1. To make a bus pass
2. To operate an ATM Card
3. To open a bank account
4. Timings of bus in the enquiry counter of the bus stand
5. To book an online railway ticket
6. Information about room availability in a resort
7. To join an English Course
8. To join a new course in College
9. About the admission fees in college
10. The reopening date of classes

Seeking Permission

If you request someone who has an authority over you, to give you permission to do something, it is known as seeking permission. When you ask for permission to use something that belongs to someone else you have to be polite. It is desirable to use the word "**please.**"

Seeking Permission:

- Can I go out, please?
- May I open the window, please?
- Please, can I have a look at your photo album?
- Please, may I taste that hot spicy dish?
- Would you mind if I ask you something?
- Is it okay if I sit here?
- Would it be all right if I borrowed your mobile Phone?
- Can you please lend me Rs.100?
- Could you please repeat it?
- Can you please drop me to college?

Giving Permission:

- Yes, please do.
- Sure, go ahead.
- Sure.
- No problem.
- Please feel free.

Task:

How would you seek permission in the following situations?

1. with your parents to attend NSS Camp
2. with your friend to use her correction pen
3. with your brother to use his bike
4. with the Principal to leave early
5. with your colleague to use his laptop
6. with your mother to have lunch outside along with your friends
7. with your father to reach home an hour late
8. with your officer to take leave for a week

Sources:

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[English Grammar in Use by Raymond Murphy](#)

Module- 8

Giving Instructions

We often need to describe how to do various tasks and, in the process, we are required to give certain Instructions

This unit is about various ways of giving Instructions. The Instructions can be broadly classified into three types

1. Using a device
2. Describing a task
3. Utilizing general services

1. Using a Device

In day today life we use various kinds of devices such as Mobile phones, laptop, tablet and house hold items like Refrigerator, Washing Machine etc. All these devices come with the Instruction Manual that has a set of Instructions on how to use the particular device. They often come in different languages which would be helpful for the users. Let us now look at the instruction on how to use a Sim Card.

Sim Card

Your Subscriber Identity Module (SIM) card contains personal information like your phone number and contacts list.

Caution: Don't bend or Scratch your SIM card. Keep it away from static electricity, water and dirt.

1. Open the back cover
2. Remove the battery from the phone

Caution: The battery cover on your phone has sharp corner edges. Be careful while removing or attaching the battery cover

3. Hold the SIM card with the gold plate facing down. Slide the SIM card under the metal tabs and into the card slot.
4. Close the cover and switch on the Phone.

a. What is the given set of Instructions about?

- b. Do you think the given instructions are addressed to you personally or to everyone in general?
- c. Are pronouns like you, I, They etc used in the Instructions?
- d. How do the sentences begin? (with verbs or nouns)

B. Describing a Task

We often have to describe an experience or a task in our professional or personal life. Describing a Task is crucial as it involves lot of details hence it should be clear and precise. Let us look at the following example.

Egg Omelette

Cooking Time: 5 mins Serves :1 person

Ingredients

Eggs - 2 nos
Onion - 1 no small size
Capsicum - 1 no small size
Tomato - 1 no small size
Green chilli – 1 no
Salt – to taste
Oil/ Butter – 1 tbsp
Turmeric powder - 1 pinch
Coriander leaves - 1 tbsp finely chopped

Method

1. First wash and chop onion, tomato, chilli, coriander leaves and capsicum finely
- 2 Next, Mix everything together with salt and turmeric powder.
3. Break the eggs into a bowl and beat until frothy

4. Add all the chopped vegetables into the beaten egg.
5. Heat the pan and add oil/ butter on a medium flame. Do not let the pan turn very hot, it will brown the omelette without cooking well.
5. Once the pan is hot, pour the egg mixture, allow it to cook until set on a medium flame.
6. Finally when the base firms up, flip it to the other side and cook till done.

- a. What is the task described in the instructions given above?
- b. Identify the verbs which relate to the process of cooking?
- c. Identify words or expressions which indicate different stages in the instructions?
- d. Are the Instructions easy to follow?

3. Utilizing General Services

We have to make use of the General Services such as Postal, Banking and Transport services etc in our life. We often have to follow set of instructions given by these sectors that would be beneficial and helpful for the customers and public.

1. Insert your Automated Teller Machine Card in the ATM.
2. Select your language from the language options appearing on the display screen.
3. Enter the 4 digit ATM pin Number using the keypad (Do not share your ATM pin with anyone. Ensure that nobody is watching you, while you enter the pin)
4. Select the type of Transaction such as Deposit, Transfer, Withdrawal of Money etc
5. After selecting the cash withdrawal option, the screen will display different account types, select your account type such Saving Account, Current Account
6. Now, you enter your withdrawal amount and press enter
7. Now collect the cash from the lower slot of the machine.
8. After you collect the cash, you will get an option of whether you want a printed receipt of the transaction. If you want a printed receipt, click yes and close the transaction.

1. What is the above Set of Instruction about?
2. How is this set of Instructions different from A or B?
3. Give examples of other services that we use in our daily lives
4. Identify verbs which are related to services
5. Give examples of other verbs with which you are familiar while using any service

2. Match the expressions from column A with their specific categories in column B

A	B
Expressions	Categories
1. first; firstly; initially; in the beginning ; first of all etc	Expressions indicating the intermediate stage
2. finally; eventually; lastly; in the end etc.	Expressions indicating the concluding stage
3. secondly; next; then; subsequently etc	Expressions showing manner or purpose
4. carefully; gradually; with care; gently; swiftly; in a careful manner; such that; so as to etc	Expressions indicating the beginning or first stage

3. Read and familiarize yourself with verbs used for specific purposes

a. Verbs related to cooking

knead, roll, spread, chop, dice, mince, cut, mix, blend, stir, sauté, fry, roast, boil, steam, bake, shred, beat, garnish, de-seed, mash, strain....

b. Verbs related to using devices

Switch off/on, turn on/off, insert, plug in, increase, decrease, push, pull, release, click, move, key in, tune, adjust, online, offline, adjust, open, close, set place, press, slide, add, hold....

c. Verbs related to using services

fill in, affix, enclose, attach, staple, attest, seal sign, file, photocopy, weigh, book, send, submit, stick, furnish, deposit, collect, check, check-in, check-out, apply, withdraw....

4. Given below are three set of jumbled up instructions. Rearrange them appropriately by numbering them in the boxes given to form complete sets of Instructions.

a. Clean Hands

next lather with soap by rubbing together

then rinse well under clean, running water


First wet your hands with running water


Lastly dry your hands using a towel


Scrub for at least 20 seconds.


b. Share live location on whatsapp

 then tap on Share Live location

 Lastly Tap Send


 First, Open individual or group chat

 Then select the length of time you would like to share your live location. Your live location will stop being shared after the selected amount of time.


 Next tap on Attach and then tap on Location


3. How to deposit a cheque in a bank

 Next fill in the challan with accurate details

 Finally collect back the counterfoil and keep it safely

 Make sure you fill in the counter foil of the challan with details of the cheque

 First collect the appropriate challan from the bank

 Then submit the cheque and the filled in challan at the specific counter.

5. Read the situations given below and write simple instructions to do the following.

1. You have a Rose plant, pot and mud- how do you pot the plant?

2. You have 2 slices of bread, cucumber, tomato and onions- how do you make a sandwich?

3. You have a chart paper, Sketch pens, pencil and eraser- how do you make a birthday card?

6. Write a set of instructions for the following. Each set must contain at least 5 sentences.

1. How to prepare Coffee?

2. How to download Zoom App?

3. How to get a Bus Pass?

4. How to transfer money using Gpay/Paytm/Phonepe?

5. How to get a library card?

6. How to open a saving bank Account?

7. How to download Whatapp in your mobile phone?

8. How to open a Facebook Account?

9. How to send an Email?

10. How to get a Demand Draft in the Bank?

Giving Directions

Asking for or Giving Directions are essential part of our day today life. Giving Direction is one of the important skills vital for effective communication. There may be several occasions when we need to ask for or give directions to go from one place to another.

The following are the expressions that may be helpful for asking for directions. Asking for directions should be polite and often like a request.

- a. Excuse me, could you tell me how to get to?
- b. Excuse me, do you where the _____ is?
- c. I am looking for..... Can you help me?
- d. How do I get to_____?
- e. Can you please show me on the Map?
- f. Sorry, I am not from around here. Could you please tell me the way to_____?
- g. Where is the closest?
- h. How can I get to.....?

The following are the words, phrases, expressions that would be useful while giving directions.

At, up, around, past, along, upto /till/until/to, through, via, between, beyond, behind, before, under, near, beside, by, across, opposite, ahead, into, on in, above, below, next to, further/ farther, distant.

In front of, not far from, as far as, in middle of, at the end of, Go straight, turn left, turn right, take a U turn, go back

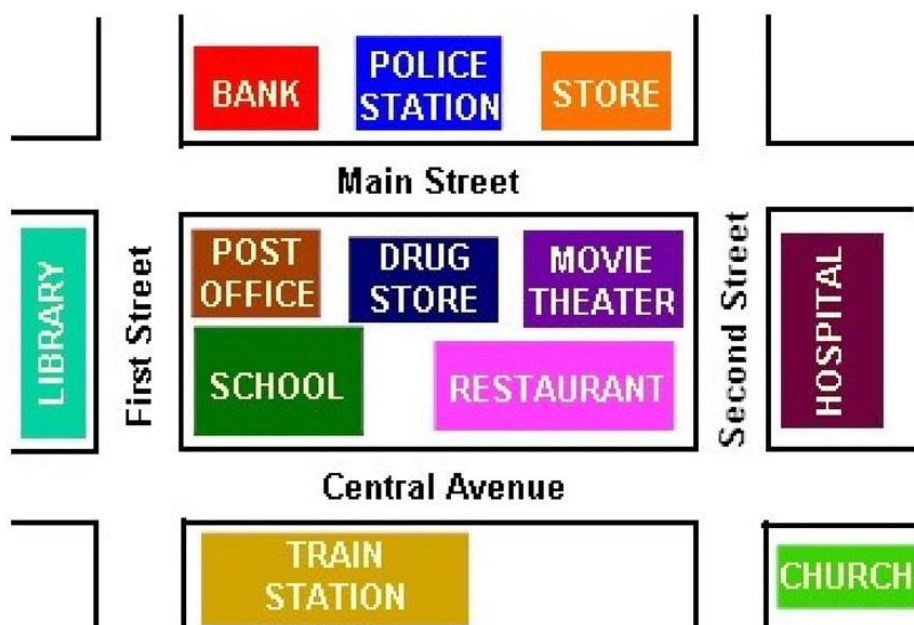
Underpass, flyover, circle, corner, main road, service road, by-lane, dead end lane, path, signal, median.

Landmarks play a vital role in giving directions. These help people to remember and confirm that they are on the right path. Landmarks like a theatre, mall, supermarket, church, temple, hospital, school, college or a park, lake, river, hillock, restaurants can be used for giving directions.

Exercise 1

1. Look at the image given below and fill in the blanks choosing the right word from the brackets to give direction.

(next to, in front of, between, Across)

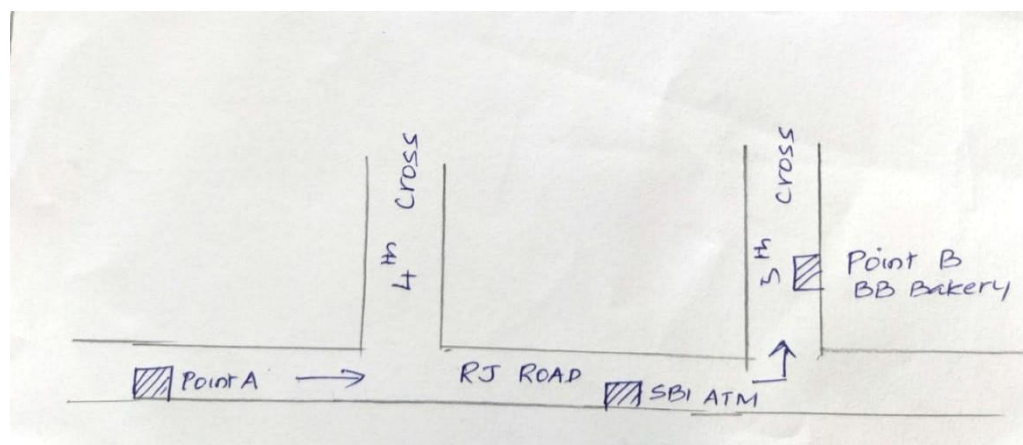


1. The Police station is _____ the bank and the store.
2. The Drug Store is _____ the Police Station.
3. The School is _____ the Restaurant.
4. The Train Station is _____ the school
5. The Drug Store is _____ the movie theatre and the post office.

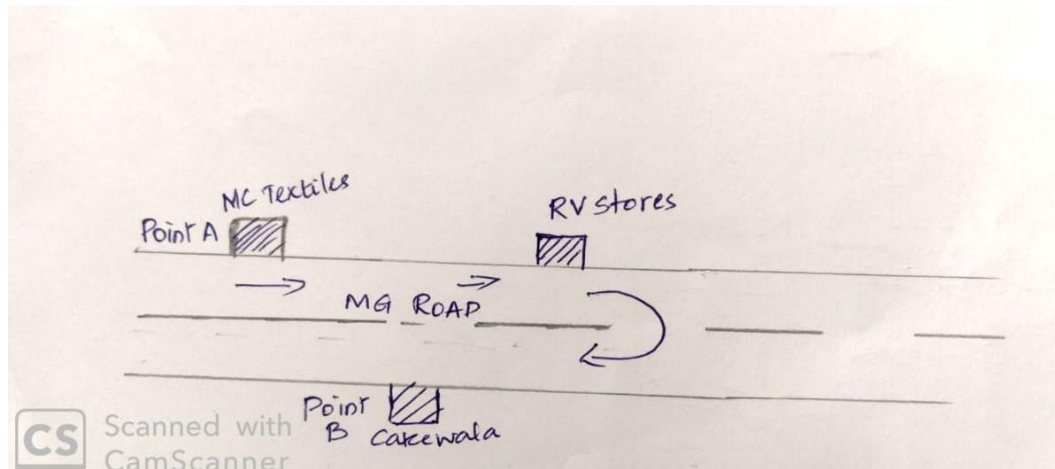
Exercise 2

Look at the maps given below and fill in the blanks choosing the right word from the brackets to give direction on how to go from Point A to Point B.

(along, straight, around, left, right, opposite, past, U-turn, at the corner, main road, across)

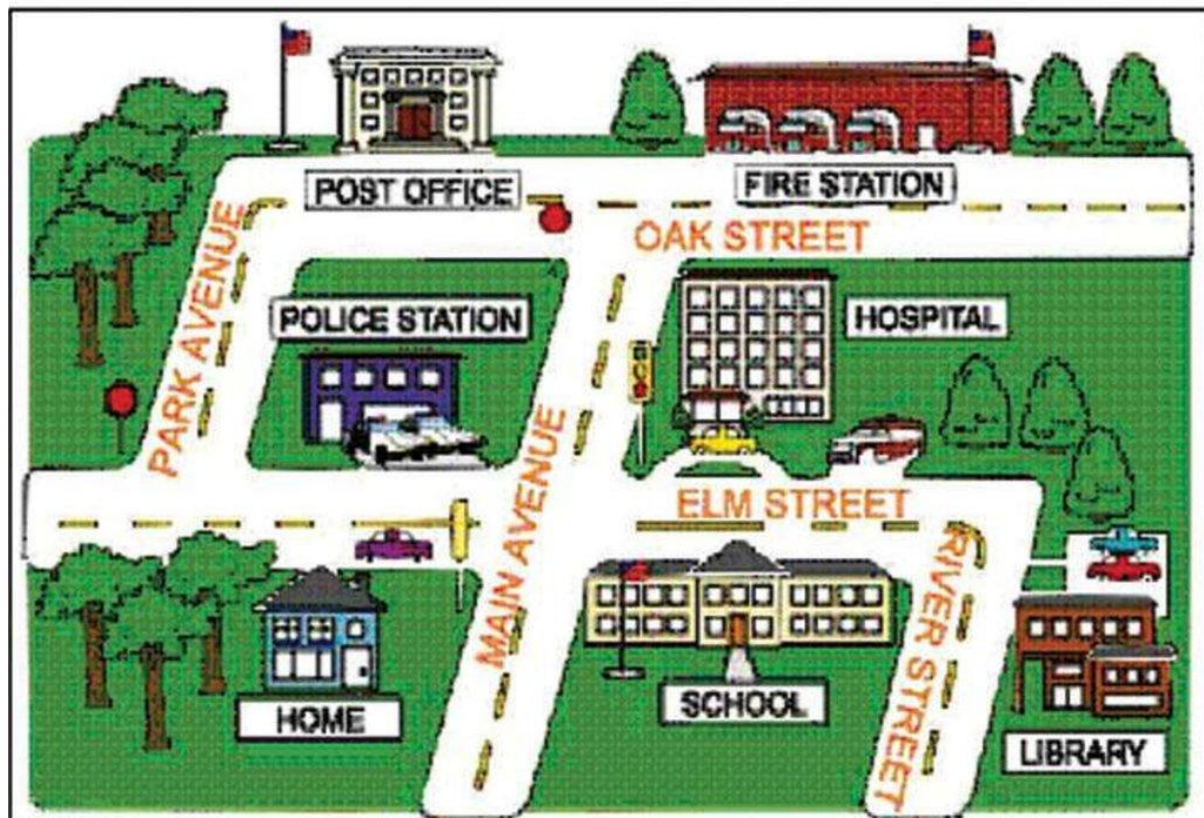


Go _____ RJ Road, Go past _____ Take a _____ on 5th cross, Point B, BB Bakery is on the _____ side.



Go _____ on MG Road, Take a _____ at RV Stores, Go _____ MG Road, Point B, Cakewala is on the _____ side

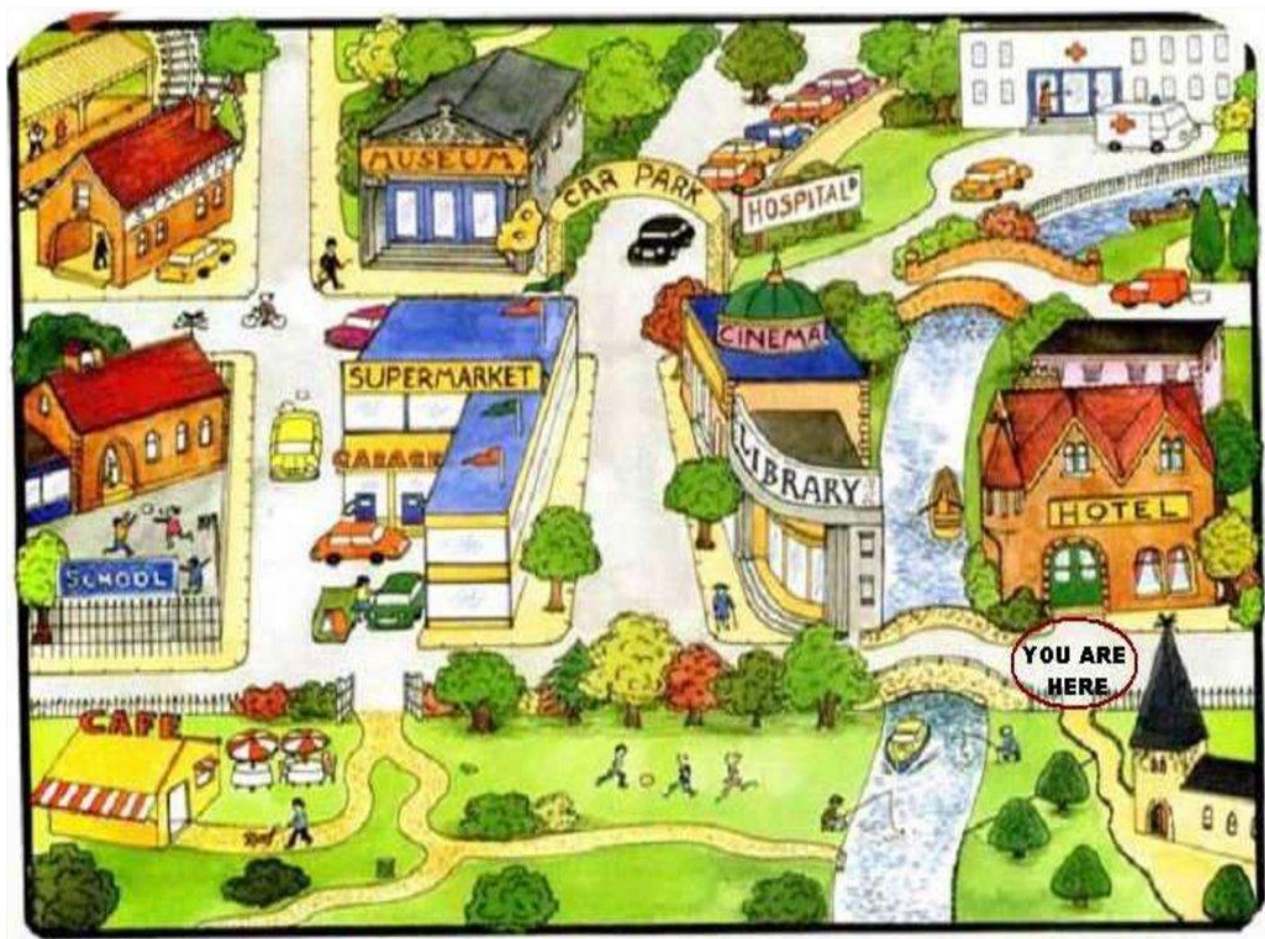
Exercise 3



Look at the map given above and answer the following questions.

1. Give directions to go to the Library from the Post office?
2. How will you get to the Fire station from the Police Station?
3. How can you reach the hospital from home?
4. Give directions to reach Post Office from School?

Exercise 4

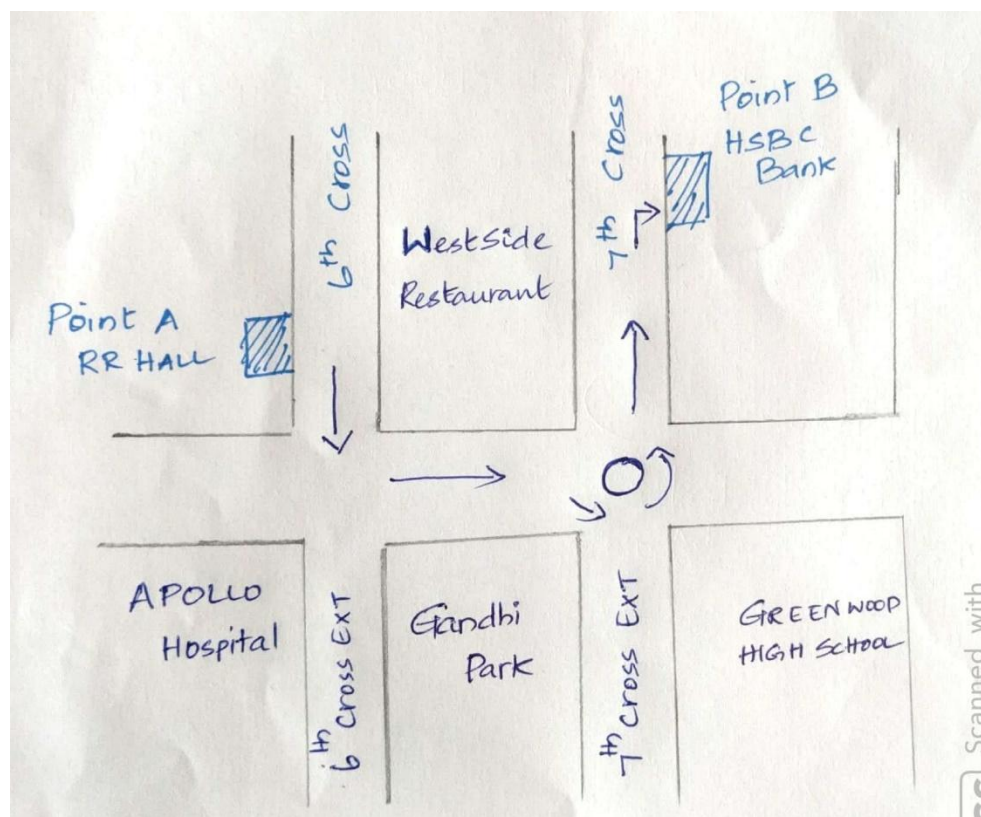


Look at the map given above and answer the following questions.

- How will you get to the supermarket?
- Give Directions to reach the Museum?
- How will you get to the Hospital from School?
- How will you get to the Museum to the Library?
- How will you reach the Hotel from the Railway Station?

Exercise 5

Give directions to go to Point B from Point A using the Map given below.



Module-9

Concord, Question Forms, Question Tags

A. Subject–verb concord

The word ‘Concord’ means ‘agreement’ or ‘harmony’ between two or more groups. Therefore subject- verb concord refers to the relationship or the terms of agreement between the subject and verb of a sentence.

The verb of a sentence has to agree with the subject in person and in number. A singular subject takes the singular form of the verb, while a plural subject takes the plural form of the verb.

Look at the following examples:

Karuna **is** a good chess-player.

Alpesh and Deepak **are** good chess players.

In the first sentence, the subject ‘Karuna’ is singular and subsequently, the verb form is singular as well i.e. ‘is’. In the second sentence, the subject ‘Alpesh and Deepak’ is plural in number and subsequently, it takes the plural form i.e. ‘are.’

The plural forms of verbs retain the base form. The suffix ‘s’ is added to the base form to get its singular. For example: **walk—walks, run—runs etc.** However, this is not applicable for forms of the verb ‘be’ as can be seen in the first two examples provided.

These are a few rules of subject-verb concord:

1. When the subject is a combination of nouns, the verb takes the plural form.

Examples: Karuna and Jack **are** going to the market.

Radha and Meera **are** coming home.

‘Karuna and Jack’ forms the subject. Hence the plural form of the verb ‘are’ is used.

2. When two or more nouns are joined together with *or, nor, either—or, neither—nor*, et cetera, the verb takes a singular form if the joining nouns are singular. The verb takes a plural form if the nouns are plural.

Examples: Either Amit or Shilpa **is** the best athlete of this college.

Neither trains nor cars **are** plying today.

Neither Akshaya nor my brothers **are** coming home.

3. If the subject comprises a singular noun and a plural noun, then it takes a plural verb.

Example: The ball and the wickets belong to me.

4. If the subject is preceded by *each*, *every*, *one* et cetera, the verb takes the singular form.

Example: Each of the participants receives the prize.

Each of those mangoes is rotten.

Each person is an individual.

Every animal needs food.

5. In a sentence beginning with adverbs such as 'here' and 'there', if the subject is placed after the verb, the verb must agree with the noun placed after the verb.

Example: There are ten chocolates in the box.

Here is the DVD that I had promised to get you.

6. The verb takes the 'am' form of the first-person singular follows another noun or pronoun in a compound subject.

Example: Either they or I am wrong about this.

7. If the subject is a sum of currency, the verb takes the singular form.

Example: Sixteen thousand rupees is how expensive a washing machine is.

500 rupees is a high price to pay.

8. The verb takes the singular form when the subject of a sentence is a collective noun.

Example: The army is on vigilant duty now at the borders.

Most of my family is/are here.

Task: 1

Use the appropriate forms of the verbs provided in the brackets and complete the sentences given below:

- a. All of us(plans) to join in.
- b. Either you or I will (wins) this game.
- c. Here (be) your project report.
- d. Neither Sudha nor Rakesh will (goes).
- f. The amount charged for the service(be) five thousand rupees.
- g. Some of the vegetables (be) rotten.
- h. There(be) the books that I purchased from the old bookstore.
- i. Nilu and Sumati will(comes) to house.
- j. Several of my colleagues (be) disgruntled with this organisation.

Task: 2

Choose the correct subject verb combinations in the sentences below.

- a. The lady in the car (look/looks) like your mother.
- b. Most of the milk (is/are) gone.
- c. One of the flowers (has/have) wilted.
- d. Either Ram or Shyam (is/are) coming today.

e. Here (is/are) the newspaper.

f. The group of dancers (is/are) here.

g. Civics (is/are) my favourite subject.

Task: 3

Choose the right option.

1. The captain with his crew was/were drowned.
2. Many a boy is/are doing their work.
3. If you **work/will work** hard, you will pass.
4. Each of those mangoes is/are rotten.
5. Neither he nor I was/were there.
6. Either he or his brother has/have made the mistake.
7. Man and woman is/are complementary to each other.
8. Plenty of mangoes and bananas is/are available in this season.
9. A dictionary and an atlas is/are missing from the library.
10. The leader as well as his brother belong/belongs to the same tribe.
11. cats and dogs do/does not get along.
12. The brothers as well as their sister is/are good at their studies.
13. The teacher with his students has/have gone on a picnic.
14. A lot of houses has/have collapsed in the storm.
15. The children as well as their mother is/are missing.
16. A large sum of money was/were stolen.

Task: 4

Choose the correct form of the verb that agrees with the subject:

1. His pants ----- torn during the match.
 - a. Was
 - b. is

c. Were

d. Are

2. Aron, together with his wife, ----- the guests of the party.

a. Greets

b. Greet

c. Greeting

d. Are Greeting

3. Tweezers ----- always useful to handle small objects.

a. May

b. Is

c. Will

d. Are

4. The jury ----- not convinced.

a. Might

b. Was

c. Were

d. Would

5. The truthful ----- always trustworthy.

a. Are

b. Was

c. May

d. Is

6. To cry ----- never the solution to any problems.

a. Are

b. Were

c. Should

d. Is

7. A number of soldiers ----- injured during the war.

a. Is

- b. Were
- c. Was
- d. Might

8. The number of deceased soldiers ----- not stored in the record book.

- a. Were
- b. Is
- c. Are
- d. May

9. A pack of tigers ----- approaching the camp.

- a. Will
- b. Were
- d. Was

10. Either she or her friends ----- responsible for this accident.

- a. Is
- b. Are
- c. Was
- d. Might

B. Question Forms

Do you know how to construct questions?

Look at these examples to see how questions are formed.

1. Is Sonal a teacher?
2. Does she eat meat?
3. When did you get here?
4. How much does a train ticket cost?

Sentence 1 and 2 are - **Yes/No questions** and sentence 3 and 4 are **Wh- questions**.

To make questions, we often put the verb before the subject. This is called inversion.

Affirmative	Question
I am late.	Am I late?
I can dance.	Can I dance?

She is sleeping.	Is she sleeping?
They have met before.	Have they met before?

There are three basic question types:

- a. **Yes/No:** the answer is “yes or no”
- b. **Question-word:** the answer is “information”
- c. **Choice:** the answer is “in the question”

Yes/No questions

Yes/No questions are those questions that expect ‘yes’ or ‘no’ as answers. These questions do not take the question words when, what, how, why, where etc.

Yes/No questions	Answer: Yes/No
Do you want coffee?	Yes, I do.
Can you drive?	No, I can’t.
Has Sonu not finished her work?	Yes, she has.
Did the children go home?	Yes, they did.

Question-word questions

Sometimes we want more than yes or no for an answer. When asking for information, we usually place a question-word at the beginning of the sentence. The question-word indicates the information that we want, for example: where (place), when (time), why (reason), who/whom (person), what (thing).

Examples:

Where do you live? In London.

When will we have lunch? At 1 pm.

Why are you late? I missed the bus.

Who(m) did she meet? She met her friend.

Choice questions

Sometimes we give our listener a choice. We ask them to choose between two possible answers. So, their answer is usually in the question.

Examples:

Do you want tea or coffee? Tea, please.

Will we meet John or Sonu? Sonu.

Does she like ice cream or sweets? She likes ice cream.

Exercises

1. Choose the right answer from the given options and complete the questions.

(Going, like, what, where, go, have, can)

1. ----- do you live?
2. ----- you ever seen the Great Pyramids of Egypt?
3. Are you ----- to work today?
4. What time do you ----- to work?
5. ----- you see the kids from here?
6. ----- happened? You're all wet!
7. Would you ----- a cup of tea?

2. Complete the questions.

(Does, you, did, do, where, did, is, can)

1. ----- your friend a scientist? – No, he's an artist.
2. ----- Sara live in London? – No, she lives in Barcelona.
3. When ----- you get home? – I got home yesterday.
4. What time ----- you get up? – I get up at 6.00.
5. ----- the children go to the park? – Yes, they went there after school.
6. Are ----- going to the office? – No, I'm going home.
7. ----- you speak Korean? – Just a little.
8. ----- did you grow up? – I grew up I Egypt.

C. Question Tags

Pay attention to the conversation between the neighbors.

- a. You haven't seen Lisa today, **have you?** No, I haven't.
- b. It was a good film, **wasn't it?** Yes, it was really great.

Have you? and **Wasn't it?** these are question tags and they are often put on the end of a sentence in spoken English. In question tags, we use an auxiliary verb (have, was, were, will, could etc.) In

the absence of auxiliary verbs, we use **do/does/did** for present and past simple.

Note: **Do/does**, are present simple, whereas **did** is past simple.

Examples:

- a. Where does Lisa live?
- b. Where do you live?
- c. Sonu did the work properly.

Auxiliary verbs and their usage-

Present Tense	First person Singular/ Plural	Second person Singular/ Plural	Third Person Singular/Plural
Do	I, we	You	They
Does			He/she/it/ Lisa/ Sonu etc.
Past Tense			
Did	I, we	You	He/she/it

Pay careful attention to the following sentences:

- a. Yohani plays the piano, **doesn't she?**
- b. You seldom got the opportunity, **did you?**

Both the sentences **a** and **b** have no auxiliary verbs, so here **Do- form of the verbs** are used, (**Do/does/did**).

Normally we use negative question tag after a positive sentence and a positive question tag after a negative sentence.

Positive Sentence	Negative Question Tag
Sushmita will be soon here,	won't she?
Shraddha should pass the exam	shouldn't she?
Negative Sentence	Positive Question Tag
Raju won't be late	will he?
Ramya won't be late	will she?
They don't like us	do they?
You haven't eaten yet	have you?

Notice the meaning of **Yes** and **No** in answer to a negative sentence:

You're **not** going out today, **are you?** { **Yes.** (= Yes, I am going out)

No. (= No, I am not going out)

Note: Don't ever forget to put the question mark at the end of the question tag. (?)

Put a question tag on the end of these sentences.

1. Priya won't be late, -----?
2. You're tired, -----?
3. You travel a lot, -----?
4. Sonam doesn't know Priya, -----?
5. Sunny is on holiday, -----?
6. You can speak French, -----?
7. They won't mind if I take a photo, -----?
8. There are a lot of people here, -----?
9. Let's go out tonight, -----?
10. This isn't very interesting, -----?
11. I'm too impatient, -----?
12. You wouldn't tell anyone, -----?
13. I shouldn't have lost my temper, -----?
14. Don't drop that vase, -----?
15. Suraiya is a doctor, -----?
16. Sumana eats cheese, -----?
17. She's Italian, -----?
18. We're working tomorrow, -----?
19. They've been to Spain, -----?
20. He had forgotten his wallet, -----?
21. They'll be arriving soon, -----?
22. He can help, -----?
23. They didn't go out last Sunday, -----?
24. You hadn't been sleeping, -----?
25. They couldn't hear him, -----?

Reference

1. English Grammar in Use by Raymond Murphy, Cambridge Publications.
2. Complete English Grammar Rules, by Parlex International.

Module- 10

A. USE OF DERIVATIVES, LINKERS

In English language, derivatives are words formed from other “root or base” words. **They are one of the most powerful tools we can use to build our vocabulary quickly and easily.**

Derivatives are words formed from another word or words. The word “childish” is a derivative of the root word “child.” The word derivation comes from the Latin, “to draw off,” and its adjectival form is derivational.

There are three main types of linguistic derivatives:

1. Morphological derivation
2. Inflection
3. Etymological derivation

Morphological derivation is the one which we get when we change a root word using letter structures called **affixes**. There are at least two parts to a derivative word. For example: foolish=fool(root)+ -ish(affix).

What is an Affix?

Affix, a grammatical element that is combined with a word, stem, or phrase to produce derived or inflected forms. There are three main types of affixes: prefixes, infixes, and suffixes.

A **prefix** occurs at the beginning of a word or stem.

Examples: un-willing, dis-agree, re-elect, co-exist, nonfat, telephone, upgrade, degrade etc

.

A **suffix** occurs at the end of a root or base word. **Example:** wonder-ful, refuse-al, free-dom, sadness, punish-ment etc.

Here are a few more examples:

Dishonest

Honest = a root word meaning to speak the truth.

Dis- = a prefix used to create a negative.

Dis=honest = dishonest= a derivative that means not to speak the truth.

Honorable

Honor = is a root or base word meaning *high respect*.

-able = a suffix meaning that something is possible or can be done.

Honor = able = honorable = a derivative of honor meaning something or someone that is respected.

Inflection

The word “Inflection” comes from the Latin term ‘inflectere’, meaning “to bend.” Inflection refers to a process of word formation in which items are added to the base form of a word to express grammatical meanings.

Inflection in English Grammar include the following:

a) The **Genitive** – ‘s.

The genitive case is predominantly used for showing possession. With nouns, it is usually created by adding ‘s to the word or by preceding it with “of.”

Examples:

Dog’s dinner, Sonu’s haircut, Dog’s bone, Men’s room, Dan’s bike, Children’s song etc.

b) The plural **-s**.

The inflection **-s** at the end of the word dogs shows that the noun is plural. **Example:** boys, cats, girls, books etc.

c) The third person singular **-s**.

The same inflection **-s** at the end of the word run shows that the subject is in the third-person singular. **For example:** He/ she runs.

d) The past tense **-d, -ed or -t**.

The inflection **-ed** is often used to indicate the past tense. **For example:** Walk-walked, listen-listened, cook-cooked, jump-jumped etc.

From the above given examples, we understand that inflections are used to show grammatical categories such as tense, person and number.

Etymological Derivation

Etymology is the study of word origins. English is a melting pot of various languages, predominately Old German, Latin, Greek, and French.

For example:

Physics: derived from the Greek word *Phusis*, meaning nature.

Happy: derived from the Viking word Hap, meaning luck.

Salary: derived from the Latin word *salarium*, meaning “salt money.”

Exercises

1. Complete the following sentences using the correct form of the word given within the brackets:

- He used a sunscreen as ----- against the sun rays. (**Protect**)
- He told them ----- to leave him in peace. (**Polite**)
- There's not much in the way of -----in this town – just the cinema. (**Entertain**)
- The restaurant turned out to be ----- cheap. (**Surprise**)
- Big houses are ----- to maintain. (**Expense**)

2. Complete the given sentences using the word within the brackets and the suffixes from the list given below:

(**-tion, -sion, -ation, -ance, -ment, -ity, -ness**)

- If you want to change your ----- (appear), you can get modern clothes.
- Can you give me a ----- (describe) of your house?
- The ----- (develop) of technology has changed our lives.
- What is your ----- (nation). I'm German.
- Can you tell the ----- (differ) between the twins.
- Do you believe in the ----- (exist) of God?
- I hope you will finally make the right ----- (decide).

B. Linkers

Linkers are words that relate one idea or sentence of the text with another. They connect the ideas logically. They are a means to secure that there is a logical connection in a text. They function as a way to guide the reader or listener. Linkers are especially useful when making arguments and are an important part of any type of analysis. They give direction to the writer. They make the meaning specific. So, linking words are words that join clauses into sentences.

How to choose a linker?

Meaning is the first and the most important criterion in choosing a linker. The second is the logical relation that needs to be made distinctly clear. For example, linkers like **because**, **so** and **therefore** express logical relations which are different from those expressed by **although**, **but** and **nevertheless**.

There are three main types of linking words:

- I. Conjunctions
- II. Sentence connectors
- III. Subordinators

I. Conjunctions are the most common form of linking word. They are used to join two parts of a sentence together and are generally in the middle of a sentence. There are seven co-ordinating conjunctions. These are: and, but, so, or, for, nor and yet.

Example:

- 1. Successful students work hard **and** they organize their time effectively.
- 2. I play the piano **and** I sing in the choir.

II. Sentence connectors are used to link ideas from one sentence to the next and to give paragraphs coherence. Sentence connectors perform different functions and are placed at the beginning of a sentence. They are used to introduce, order, contrast, sequence ideas, theory, data etc. Some of the important connectors are as follow:

a. Connectors of Logical or Sequential order

- Firstly, secondly, thirdly etc.

- Next, last, finally
- In addition
- Furthermore
- Also
- At present/ presently

b. Connectors of **Order of importance**

- Most / more importantly
- Most significantly
- Above all
- Primarily
- It is essential/ essentially

c. Connectors of **Contrast**

- However
- On the other hand
- On the contrary
- By (in) comparison
- In contrast

d. Connectors of **Result**

- As a result
- As a consequence
- Therefore
- Thus
- Consequently

e. Connectors of **comparison**

- Similarly
- Likewise
- Also
-

f. Connectors of **Reason**

- The cause of
- The reason for

III. Subordinators

Subordinators are linking words that are used to join clauses together. They are used at the beginning or in the middle of a sentence.

a. **Subordinators of comparison and contrast**

Although, though, even though, while, whereas.

Examples:

Hari likes tennis **whereas** Srinu prefers basketball.

Although it was raining, we still went to the park.

Even though I asked Sue for help, she refused to help me.

b. Subordinators of cause and effect

Since, so that, because.

c. Subordinators of time

After, when, until, whenever, before.

d. Subordinators of possibility

If, as if, whether, unless.

e. Subordinators of place and manner

Wherever, where, how.

Exercise

1. Rewrite the sentences using the linkers given within the brackets.

1. He exercised regularly. He didn't want to be overweight. (since)

2. There has been enough rain this year. Vegetables and fruits are expensive. (Nevertheless)

3. The artist hired a bodyguard. She didn't want to be aggressed. (In order to)

4. Hari likes tennis. Srinu prefers basketball. (whereas)

5. There was too much noise in our neighborhood. We managed to sleep. (In spite of)
6. They wanted to relax. They went to the country in the weekend. (so that)
7. It was too cold inside, so she turned on the heater. (because)
8. He has good computer skills. He wasn't considered for the job. (despite).
9. Alan and his sister don't enjoy rock music. (neither.....nor)
10. Did she visit Uncle Tom while she was staying in Belfast? (during)
11. I didn't have a shower this morning. My hair was really dirty all day. (so)
12. I love summer. I hate getting on the underground in the heat. (however)
13. I didn't eat any crisps. I ate an ice-cream! (but)
14. I thought the documentary was interesting. I would have liked to see more interviews.
(nevertheless)
15. I bought a dog. I really wanted a pet. (because)

Reference

1. English Grammar in Use by Raymond Murphy, Cambridge Publications.
2. Complete English Grammar Rules, by Parlex International.

Model Question Paper

I Semester B.A/BSW/B.Music/BFA/BVA and Other Courses Under the Faculty of Arts (2021-22 Onwards)

Generic English (L2)

Time: 3 Hours

Max.Marks: 60

Instructions to the students

1) Answer all the questions

2) Mention the question number correctly

SECTION - A

Unit I: Receptive Skills: Reading Skills and Listening Skills.

I(A). Read the following passage and answer the questions below

5X1=5

"I Have a Dream" is a public speech delivered by American civil rights activist Martin Luther King Jr. during the March on Washington for Jobs and Freedom on August 28, 1963, in which he calls for an end to racism in the United States and called for civil and economic rights. Delivered to over 250,000 civil rights supporters from the steps of the Lincoln Memorial in Washington, D.C., the speech was a defining moment of the civil rights movement.

Beginning with a reference to the Emancipation Proclamation, which freed millions of slaves in 1863, King observes that: "one hundred years later, the Negro still is not free". Toward the end of the speech, King departed from his prepared text for a partly improvised peroration on the theme "I have a dream", prompted by Mahalia Jackson's cry: "Tell them about the dream, Martin!" In this part of the speech, which most excited the listeners and has now become its most famous, King described his dreams of freedom and equality arising from a land of slavery and hatred. Jon Meacham writes that, "With a single phrase, Martin Luther King Jr. joined Jefferson and Lincoln in the ranks of men who've shaped modern America". The speech was ranked the top American speech of the 20th century in a 1999 poll of scholars of public address.

Answer the following questions:

1. What issues does Martin Luther King's speech address?

- a. Continuation of racism
- b. End to racism and civil and economic rights
- c. Civil rights
- d. Civil War

2. What pushes King to speak: “I have a dream”?

- a. He reads out the Emancipation Proclamation
- b. He is prompted by Mahalia Jackson
- c. He is overwhelmed by the crowd
- d. Lincoln had asked him to give the speech

3. From the last paragraph, give one word for “to leave”

- a. Departed
- b. Proclamation
- c. Improvised
- d. Address

4. What is the name of martin Luther King’s famous speech?

- a. The Emancipation Proclamation
- b. An Improvisation
- c. A Peroration
- d. I Have a Dream

5. In front of whom does King speak?

- a. The civil rights supporters
- b. His friends
- c. Lincoln
- d. The Negroes

(B) 1. Using the following details write a proper Bibliography in either MLA or APA format. 2

Title of the Book: New Approaches to Language Teaching

Publisher: Oxford University Press

Author: Ram Narayan Gupta

Place of Publication: New Delhi

Year: 1995

2) Write the Importance of Advertisement?

1

3) Describe the Picture given below?



(C). 1. Study the following table and answer the questions based on it. 1X5= 5

Expenditures of a Company (in Pesetas) per Annum Over the given Years.

Year	Item of Expenditure				
	Salary	Fuel and Transport	Bonus	Interest on Loans	Taxes
1998	288	98	3.00	23.4	83
1999	342	112	2.52	32.5	108
2000	324	101	3.84	41.6	74
2001	336	133	3.68	36.4	88
2002	420	142	3.96	49.4	98

1. What is the average amount of interest per year which the company had to pay during this period?

- A. 32.43 B. 33.72
C. 34.18 **D. 36.66**

2. The total amount of bonus paid by the company during the given period is approximately what percent of the total amount of salary paid during this period?

- A. 0.1% B. 0.5%
C. 1 % D. 1.25%

3. Total expenditure on all these items in 1998 was approximately what percent of the total expenditure in 2002?

- A. 62% B. 66%

C. 69%

D. 71%

4. The total expenditure of the company over these items during the year 2000 is?

A. 544.44

B. 501.11

C. 446.46

D. 478. 87

5. The ratio between the total expenditure on taxes for all the years and the total expenditure on fuel and Transport for all the years respectively is approximately?

A. 4:7

B. 10:13

C. 15:18

D. 5:8

(D) Answer the following.

2

1. Write any two barriers of Listening?

2. Listening leads to learning. True/False

(E) Answer the following in a sentence each.

1x4=4

1. What is active listening?

2. Give any two examples of verbal communication.

3. Mention any two advantages of Nonverbal communication.

4. What is Kinesics?

(F) Answer the following.

1

1. 'To pay attention' is one of the characteristics of-----

A. Active speaking

B. Active Listening

C. Active Reading

D. Active writing

Unit II: Productive Skills: Speaking Skills and Writing Skills.

II. (A) Do as directed

1. Introduce your friend to your Dad.

2

2. How will you request your friend to use her laptop? **1**

3. Your friend has secured First Prize in a quiz competition – Congratulate him on his success. **1**

4. What enquiry would you make to open a bank account?

(B) Answer the following

1. How would you ask for directions from Kempegowda Bus station to Lalbagh? **1**

2. Give a set of Instruction for the following task.

How

to

prepare

coffee?

2

3 Give directions to Reach from point B from point A

2

(C). Do as directed

1. Choose the correct form of the verb that agrees with the subject: 1x2=2

a. Aron, together with his wife, ----- the guests of the party.

- a. Greets
- b. Greet
- c. Greeting
- d. Are Greeting

b. To cry ----- never the solution to any problems

- a. Are
- b. Were
- c. Should
- d. Is

b. Choose the right answer from the given options and complete the questions. 1x2=2

(Going, like, what, where, go, have, can)

- 1. What time do you ----- to work?
- 2. Would you ----- a cup of tea?

c. Put a question tag on the end of the sentence.

1

- 1. Sumana eats cheese, -----?

(D) 1. Complete the given sentences using the word within the brackets and the suffixes from the list given below: 1X2=2

(-tion, -sion, -ation, -ance)

- a. Can you tell the ----- (differ) between the twins.
- b. I hope you will finally make the right ----- (decide).

2. He exercised regularly. He didn't want to be overweight. (since) (Rewrite the sentence using the linker given within the brackets.) 1

SECTION - B

III. Answer any five questions from the following.

5x2=10

(Eight questions will be given)

IV. Answer any two of the following in 80 to 100 words.

2x5=10

(Five questions are given)

Generic English

(L2)

I Semester B.Com/BBA
(Other Courses under the Faculty of Commerce and Management)



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Prasaranga

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Vice-Chancellor

FOREWORD

The Generic English workbook for I semester UG (Arts, Science, Commerce & Management programmes) has been designed with the dual-objective of inducing literary sensibility and developing linguistic skills in students.

I congratulate the Textbook Committee on its efforts in the selection of the literary pieces and preparation of the material for grammar and usage. I thank the Director of Prasara and Printing Press, the Assistant Director of Prasara and their personnel for bringing out the textbook neatly and on time.

I hope the text will motivate the teachers and the students to make the best use of it and develop literary sensibility as well as linguistic skills.

Dr. Venugopal K.R
Vice-Chancellor
Bangalore University.

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PREFACE

The Generic English workbook designed for the I semester under-graduate students offers a series of interactive, student- friendly and skill-oriented exercises meant for a classroom learning environment. The unique feature of this workbook is that it facilitates proficiency in receptive skills, reading skills and listening skills. The workbook includes exercises which would strengthen the linguistic skills of students.

The Textbook committee has identified exercises, brainstorming sessions, and reading and listening activities that can motivate students. The committee has spared no effort to introduce useful topics for enhancement of language and communicative skills. I hope students will make use of this Workbook and equip themselves better face career challenges.

Dr. Chitra Panikkar
Chairperson
Board of Studies in English-UG
Bangalore University
Bengaluru

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PART-I

Unit 1 Receptive Skills: Reading and Listening Skills 15hours

- 1: Skimming and Scanning –Personal reading, travelogue reading
- 2: Academic Reading, Reference materials, editorials and Brochures
- 3: Job-Oriented reading – Applications, Emails
- 4: Listening Skills Active and Passive listening
- 5: Listening to Job interviews and Conversations
- 6: Comprehensive Listening

Unit 2 Productive Skills: Speaking and Writing skills

- 7: Performance Activity, Role play, Extempore, Group Discussion
- 8: Introducing Oneself, Giving Information, Giving Instructions
- 9: Writing Skills Sentence- Phrases, Clauses
- 10: Paragraph Writing- tenses, Concord/ subject-verb Agreement, Idioms and Phrases
- 11: Speech Writing

Part 2 Course Book

Unit 3 Perceptions 1 16 Hours

- 12: Theme: Human Value- Last Leaf Genre: Short Story 2hrs
- 13: Theme: Love for Animals- All creatures Great & Small Genre: Story 2hrs
- 14: Theme: Ecology - Heart Of Tree Genre:Poetry 2hrs
- 15: Theme: Gender Issue Daughter Genre: Story 2hrs
- 16: Theme: Social Equality-Work Genre: Poetry2hrs

Unit 1: Receptive Skills: Reading Skills and Listening Skills 15 hours

Module -1

Skimming, Scanning, Personal Reading and Travelogue Reading 3hrs

Objectives: To Become a Better Reader

Reading is perhaps the most important academic skill that we possess. But ask yourself when was the last time you actually learned anything that made you a better reader? Certainly, we get cleverer and gain more academic knowledge which aids our comprehension of a text, but we don't necessarily read any given text more effectively or efficiently.

Skimming and Scanning are reading techniques that use rapid eye movement and keywords to move quickly through text for slightly different purposes.

Skimming: Skimming is reading rapidly in order to get a *general overview of the material*.

Scanning: Scanning is reading rapidly in order *to find specific facts*.

Personal Reading: Personal reading helps to express one's ideas to become a better reader and also to read for enjoyment.

Travelogue Reading: A *travelogue* is a film, book or illustrated lecture about the places visited by or experiences of a traveller.

Skimming:

'To skim' means '*to take a quick glance*'. Skimming can be understood as the technique of speedy reading wherein the reader pays attention to the main point or essence within the passage only, so as to get a general concept of the content. In skimming, the text containing unnecessary details, stories, examples or other data is purposefully skipped. In other words, skimming does not require intimate reading but it should be focused.

The reader mainly reads *the introduction, summary, bold/italic words, bulleted points, names, heading and subheadings, dates, figures, etc.* This technique is generally used while reading *newspaper, e-mails and messages, while revising for an exam* or to *take an overview* of a book to decide if it is read-worthy or not. Skimming is said to be effective when the reader is able to grasp the main information correctly and clearly.

With skimming a lot of time of the reader is saved, because you don't have to spend hours to read the entire material in full. However, this technique should not be applied every time, except when you are in a hurry, while it is also possible that when you skim a reading material you skip the relevant points, or misunderstand something.

Examples of Skimming:

1. Skimming in Everyday Life

When we are looking at a *newspaper*, we are actually skimming. We do not read every word- instead we skim it to get a **general idea** of what the main articles are about. We might use the **headlines, photographs, and captions** to help us decide if we want to delve further into a particular article or skip it and search further.

1. Skimming for Point of View

Skimming is helpful when you want to find out quickly about the writer. You may want to find out what the writer thinks about some idea. This is the writer's *point of view*. When you want to know the point of view, you do not need to read everything. You only need to read a few important words.

Example:

Dogs are often **a problem** at home. Many dogs are **noisy** and **dirty**. They may even be **dangerous** for small children.

Does the writer like dogs at home? No!

You do not need to read all the sentences to learn this. You only have to read the words “problem”, “noisy”, “dirty” and “dangerous”. From those words, you can tell the writer's point of view. This writer is against dogs at home.

Scanning:

‘**To scan**’ means ‘*to look for something*’. Scanning refers to a selective reading method generally used by the reader when he/she is in search of some specific information or text, contained in the passage, without reading the text thoroughly.

It involves rolling the eyes over the study material until you locate the keywords or information of your need. It has more to do with searching, rather than reading. Therefore, it can be said that scanning is a ***search-oriented reading process***, which is used to find out answers to the specific questions, and once the answer is found, the reading process is stopped.

Basically, when you perform scanning, there is a specific purpose or question at hand, and you go through with the given text so as to find the answer to that question and thus avoid reading the text which is irrelevant to your purpose or question.

For effective scanning, the reader should, first of all, understand the way in which the material is organized/presented and discern whatever is read, to easily identify the required information.

Example of Scanning:

Look at the following shopping list to find out if you remembered to order bread:

SHOPPING LIST

Milk ButterIce cream **Bread**Bananas Broccoli Rice Potatoes Oranges

How many words did you read? Bread was the only word you needed to read. The other words were not important. This kind of reading is called scanning.

You usually scan: a telephone book, an index in a textbook, a list of movies in the newspaper, the ads in a newspaper, the pages of a dictionary

You usually do not scan: a mystery story, a textbook for an important course, important papers from a lawyer, a map for getting to a party, a question on a test

Personal Reading (Personal Responses to Reading):

Personal responses enable readers to relate to a text, to reflect on their own reading processes and to make sense of the reading in their own lives.

- Read to activate and reinforce other skills (grammar, vocabulary, pronunciation, and writing). ...
- Read to develop critical thinking skills. ...

“A novel or poem or play remains only ink spots on a paper until a reader transforms it into a set of meaningful symbols.” – Louise Rosenblatt

A personal response generally involves several details that analyse, interpret and make connections to the text that was read.

An effective response is elaborated and well-supported with direct evidence from the text. It focuses on a given text and the reader’s interpretation of it, but it may also include strategies a reader uses to comprehend and interpret the text. Some types of responses include:

- Connections to personal experiences, other texts, other media, other information sources
- Interpretation of characters, events or actions
- Description of themes or messages
- Critical analysis of author bias or point of view
- Analysis of the writer’s craft, techniques or literary devices and their effectiveness
- Application of what was read to another situation or the larger world
- Discussion of reader’s craft (strategy application, inferences, predictions, synthesis)

Some prompts for personal reading:

This reading reminds me of...

- If I could change one thing it would be...
- At first, I thought... and then I read...and now I think...
- I wonder...

- My big question about this reading is...
- If I were the character...
- The character reminded me of...
- As I read, I realized that...
- I wish...
- What I learned from this reading was...
- The most important part of this reading was...
- Something the author did really well/poorly was...
- I was confused by...
- I can tell that the author thinks...
- If this book were a movie...
- I agree/disagree that...
- This book is most appropriate for boy/girl/older/younger readers because...
- If I could step into the story, I would ...
- The most interesting character was...
- I think the author wants the reader to...

Travelogue Reading:

Generally, a travelogue provides *a place to preserve memories*, provide a purpose for travel, and offer a connection with local communities. The main purposes of a travelogue though are to inform readers about a place, landscape or culture.

Examples of Travelogue:

A Trip to Coorg Hill Station, Scotland of India

We hired a taxi to Coorg and five of us as a family left from Bangalore to enjoy a holiday at the scenic Hill Station of Coorg, which is also called as Scotland of India. It is nestled in the Western Ghats of India. We took the route of Bangalore-Maddur-Mandya- Srirangapattana-Mysore-Hunsur-Coorg.

We had booked our accommodation in Chillipilli Homestay in Hoskere Village at Mercara which was referred by a friend. It was our first experience of staying in a homestay and we thoroughly enjoyed it.

On our way, when we were passing near Mysore in the evening, our driver asked us whether we would like to have a glimpse of Brindavan Gardens, which is just a few kilometres away from there. It was really a tempting offer. Since some of us had not seen the spectacular show, we decided to take a detour to reach there. We spent about 40 minutes in Brindavan Garden and it was worth the time to watch the man-made beauty.

Because of our unplanned visit to Brindavan Garden, we reached our Homestay in Coorg late by night. However, our hosts were very understanding and without any fuss they welcomed us with smiling face and served us food. We were given two rooms with the necessary basic facilities, and the food was awesome. They served us the delicious Coorgi food.

The next day, after breakfast, we left for the sight-seeing tour. Our hosts had given us proper

directions as to what to see and how to go. Following their instruction, we began to explore the places. During our stay there, we visited the following:

- Bylekuppe - The Tibetan Temple called the Golden Temple, the second largest Tibetan settlement in India.
- Cauvery Nisargadhama - It is a breath-taking and beautiful island off the state highway and a paradise for nature lovers. The island stretches across 64 km. and is nestled amid lush bamboo groves, thick foliage, and beautiful sandalwood and teak trees. The access to this beautiful place is via a hanging rope bridge, which is an exhilarating experience. My children enjoyed the adventurous sports like flying on the zip line from a tree-top.
- Dubare Elephant Camp - Located on the banks of River Cauvery, in Kushalnagar, it was an exhilarating experience of a boat ride to see the Elephants.
- Madikere Fort - This historic monument houses an Anglican church, a temple, a prison and a museum, including a vintage clock tower.
- Omkareshwara temple- The Temple is dedicated to Lord Shiva, built in 1820, features spectacular Mumammadan architectural style with a centre dome and four corners with turrets and a beautiful pond at the centre with fresh water fishes. The temple is Similar to a Muslim dargah with a Linga installed near the entrance door.
- Raja's Seat - It was once the favourite place of leisure of Kodagu kings. It is stunning to watch the beauty of the hill station. It has a sprawling seasonal garden perched on a hillock that offers picturesque view of the sunset.
- Abbey Falls - Walking through the 800 meters narrow path of the private plantation of coffee bushes, wild vines and creepers, located 10 km. away from Madikere, cascading from majestic mountains of the Western Ghats, with misty clouds in the backdrop, it was a wonderful experience of watching the gushing waterfalls.
- Sri Bhagadeshwara Temple at Bhagamandala, dedicated to Lord Shiva, located about 35 kms from Madikere town. The TriveniSangam is here - the confluence of three rivers namely Kaveri, Kannike and Sujyoti.
- Talacauvery, the origin of River Cauvery, at the foot of Brahmahiri Hill. It is a popular pilgrimage spot in South India.

Before leaving the homestay on the fifth day, we wanted to take a tour of their coffee estate, but we had to cancel it due to the rain. We made some new friends who too stayed in the same place and were thrilled to meet them repeatedly at each of the places.

Distance from Bangalore to Coorg - 260 kms.

Lyon: The City of Two Rivers

Although Lyon has a population estimated at 484,000, you would never call it crowded. Lyon is considered to be the most comfortable city in France and, in my opinion, one of the best cities on the planet.

It is situated at the confluence of Rhône and Saône rivers. Somehow, the city reflects the spirit of rivers — calm and fascinating. There is no rush of modern life like in Paris, no salty sea air of Marseille, and no golden sand of the French Riviera. And, still, there is something magnificent in Lyon's little streets, fancy houses, and green hills. The magic of the city's soothing life rhythm attracts tourists from all over the world.

I remember Lyon as a city of bridges and bikes. By the way, a bike is a great alternative to walking around. You can better sense the atmosphere of the winding streets and visit more interesting places while riding a bike.

Cycling transport is very popular in Western Europe. Locals prefer riding bikes to driving cars. There are cycle tracks everywhere, and you can easily find bicycle parking. Moreover, the self-service bike rental Velo'V has more than 300 stations in Lyon, where you can rent a bike and not say a word in French! All you need is your credit card and 150 Euros as a deposit.

Don't forget to walk along the Rhône River bank. It is an amazing location and a favourite place in Lyon both for tourists and locals. The river crosses the whole city, so you don't have to spend much time searching. The river bank serves as a place for picnics and jogging. At night, you can enjoy a beautiful view: the banks of Rhône shine with the multi-coloured lights, and their shine reflects on the water surface. During the daytime, you can simply sit on one of the numerous benches and meditate. Although the stone benches are not very comfortable in winter, their cool surface is utterly attractive in summer. During the warm season, a boat tour is also highly recommended. In such manner, you will be able to see another side of Lyon.

In general, I recommend you to visit Lyon in the summer. As for me, green hills and flowing water look much better than ice and white snow. Moreover, a cold won't let you have long promenades, and Lyon is the most appropriate city for wandering around aimlessly.

The next point in your to-do-in-Lyon list should be "to try French pastry." Let yourself be prodigal when it comes to French cuisine. All these palmier, tarts, madeleines, and éclairs are worth their weight in gold. If you have no idea about the desserts that I've named above, don't worry. The French love talking about food (and not only about food). Locals will be glad to explain to you the difference between profiterole and éclair and show the best local "pâtisserie" (bakery that specializes in sweets and pastries). You should trust their choice, and don't forget about croissants!

One more exciting and magnificent thing about Lyon is the graceful architecture. Of course, the whole city is an architectural masterpiece, especially the part called "Old Lyon." You will find no outside advertisement or neon signs here: the citizens respect their cultural heritage and try to preserve everything in its original form.

A genuine gem of the city is the Lyon Cathedral. This beautiful building perfectly represents the Gothic architecture style: high towers, ribbed vaults, and pointed arches. It is listed as a World Heritage Site by UNESCO. The internal decoration is even more impressive than the façade. Giant stained-glass windows and columns take the breath away!

In my opinion, Lyon is a perfect place not only for a one-day visit but also for a long stay. If you need a break from the crowded subway or filthy city air, Lyon should be number one in your travel list!

Exercises:

Skim the following paragraphs and answer the questions.

1. An apartment looks much nicer with some plants. The green leaves make it seem cooler in summer. The flowers give it a happy feeling.

Does the writer like plants in apartment? -----

How do you know this? List the important words -----

2. Everyone should learn another language. A second language is very useful these days. It also may teach you something about other people and places.

Is the writer for or against learning other language?

Scan the following paragraphs and answer the questions.

I. PHOBIAS

What is a phobia? A phobia is an intense fear or feeling of anxiety that occurs only in a particular situation that frightens you.

This might be something as seemingly logical as a fear of heights, or as illogical as a fear of the colour green. At other times you don't feel anxious. For example, if you have a phobia of spiders (as millions of people do), you only feel anxious when there's a spider around, otherwise you feel fine.

About one in ten people has a significant phobia, although few people seek treatment. People develop phobias to all sorts of things. Each phobia has its own name. Some (of a very long list) include:

Musophobia – fear of mice •Peladophobia – fear of bald people •Amathophobia – fear of dust •Pnigophobia – fear of choking or smothering •Maieusiophobia – fear of childbirth •Homichlophobia – fear of fog •Arachibutyrophobia – fear of peanut butter sticking to the roof of the mouth

Phobias make people avoid situations they know will make them anxious, but this can make the phobia worse. A person's life can become increasingly dominated by the precautions they take to avoid a situation they fear. You may know there's no real danger and you may feel embarrassed by your fear, but you're still unable to control it. It's better to confront your fears, even if it's in a very careful way or with the help of a trained therapist. A phobia is more likely to go away if it began after a distressing or traumatic event.

What's the treatment?

Cognitive behavioural therapy – a 'talking treatment' where you learn all about the thing or situation you are scared of and how to change your behaviour – has a high success rate in phobias. Your GP can refer you.

1. The purpose of the text is to ...

A) give information about phobias B) give instructions for people with phobias C) persuade people with phobias to seek help

2. A phobia ...

A) happens to everyone when they are frightened B) happens only in certain situations C) only happens to people who are anxious

3. Phobias ...

A) are logical B) are not logical C) can be logical or not logical

4. The number of people who have phobias is ...

A) five out of ten people B) ten people C) 10 percent of the population

5. Peladophobias ...

A) fear of bald people B) fear of dust C) fear of fog

6. The writer advises people with phobias to ...

A) consult a psychotherapist B) avoid situations that make them anxious C) confront the fear rather than avoid it

7. Which of these phobias is not mentioned in the text?

A) Arachibutyrophobia B) Arachnophobia C) Amathophobia

I. Find and circle the following words in this passage from Jane Austen's *Emma* as quickly as possible:

Clever, Home, Unite, Distress, Marriage, early

Emma Woodhouse, handsome, clever, and rich, with a comfortable home and happy disposition, seemed to unite some of the best blessings of existence; and had lived nearly twenty-one years in the world with very little to distress or vex her. She was younger of two daughters of a most affectionate, indulgent father, and had, in consequence of her sister's marriage, been mistress of his house from a very early period.

Module - 2

Academic Reading, Reference Materials, Editorials and Brochures

Objectives: Using variety of formats for effective academic reading.

Academic Reading: Reading with a specifically academic and educational purpose.

Reference Materials: Reference materials provide background information about a topic or point you to sources on a topic.

Editorials: An editorial tackles recent events and issues, and attempts to formulate viewpoints based on an objective analysis of happenings and conflicting/contrary opinions. An editorial is predominantly about balance.

Brochures: Brochures inform the *reader* of facts about a specific topic.

Academic Reading:

Academic reading is a skill (or, more precisely, a set of skills) that – like all skills – improves with practice. You may have to read an academic several times to understand it fully. If academic reading is a challenge for you, try this technique **SQ3R**.

SQ3R: This is a well-known and long-established reading comprehension strategy that was originally developed with the college students in mind.

The steps involved are:

1.Survey: When you first encounter an academic text, start by surveying its headings and sub-headings, any tables and figures, and its summary or concluding paragraphs. Here you just try to get a sense of what the text is about.

2.Question: Formulate some questions about the text. For example: What is the main issue under discussion (the ‘theme’ of the reading)? What is the relevance of this text to my study topic, assignment, or exam? What are the main points covered and what conclusions are reached?

3.Read: With your chosen questions in mind, read the text. Keeping these in mind as you read should make reading more ‘active’ than just reading through the material without a purpose.

4.Recall: Having read the text, try to explain it, out loud, in your own words, as if you were telling a friend or classmate about it (or, actually do this with a classmate). If you prefer, jot down a paragraph or two about what you have read instead, again with your questions in mind. **5.Review:** Look back over your questions and consider whether you have answered them. Do you need to read the text again? Do you understand what you have read? If not, repeat steps 3 and 4.

The **SQ3R** technique encourages active engagement with written texts, rather than passive reading.

Why is academic reading beneficial?

- **Information comes from reputable sources:** Web sites and blogs can be a source of insight and information, but not all are useful as academic resources. They may be written by people or companies whose main purpose is to share an opinion or sell you something. Academic sources such as textbooks and scholarly journal articles, on the other hand, are usually written by experts in the field and have to pass stringent peer review requirements in order to get published.
- **Learn how to form arguments:** In most college classes except for creative writing, when instructors ask you to write an academic paper, they expect it to be argumentative in style. This means that the goal of the paper is to research a topic and develop an argument about it using evidence and facts to support your position. Since many college reading assignments (especially journal articles) are written in a similar style, you'll gain experience studying their strategies and learning to emulate them.
- **Exposure to different viewpoints:** One purpose of assigned academic readings is to give students exposure to different viewpoints and ideas. For example, in an ethics class, you might be asked to read a series of articles written by medical professionals and religious leaders who are pro-life or pro-choice and consider the validity of their arguments. Such experience can help you wrestle with ideas and beliefs in new ways and develop a better understanding of how others' views differ from your own.

Reference Materials:

Reference (or background) sources: What they are and when to use them?

Use reference books (also called reference or background sources, or resources) to get quick specific facts or information or an overview of a subject.

Some examples of reference sources are: **dictionaries, encyclopaedias, bibliographies, almanacs, directories, atlases, and handbooks**. These can be online or in print.

Print reference books:

Print reference books are often shelved alongside other books on the same subjects in the library stacks, or in Reference Collections near Library service desks. Many, but not all, can be borrowed.

Online reference sources: Digital reference (more commonly called virtual reference) is a service by which a library reference service is conducted online, and the reference transaction is a computer-mediated communication. ... Reference work often but not always involves using reference works, such as dictionaries, encyclopaedias, etc.

Use reference sources to:

- get keywords and names for more effective advanced searching
- read a quick overview of a new subject
- find key facts and background information that will help you assess other resources
- learn definitions of important words or concepts
- see suggestions for more sources about your topic (including the best-known sources).

Examples of Reference Sources:

- A starting point for your research- Multipurpose reference sources
- Background information on a topic- Encyclopaedias
- The meaning of a word or an idea- Dictionaries
- Practical information on a topic or a comprehensive overview- Handbooks, Manuals, Guides, etc.
- Information about a person or group of people- Biographical Sources
- Information about a place- Maps, Atlases and Gazetteers
- Data, Numbers or facts on a topic- Statistics, Almanacs and Year books.
- Suggestions for further reading- Bibliography

Editorials:

Editorial is a section in newspaper or magazines in which the writers or editors share their opinion on ongoing topics. It is believed to be a brief essay on current issues; the writers share their opinion in regards to the publishing house which is seen as the opinion of the entire publishing house. If an article is written by someone else who belongs to the outsiders, then the disclaimer is shared.

Importance of Editorials:

- Editorial makes any serious and uninteresting topics debatable.
- They are attractive in nature, thought-provoking and raise questions in the minds of those who read it.
- It is the heart and soul of the newspapers. Editorials can be also considered inspiring and motivational, meaning many times if an individual reads an article gets inspired to reply or leaves feedback on that specific article, this might help him in future to write for himself in editorial sections.

- It displays the values and policies of a newspaper. Therefore, it is important to keep in mind the importance of objectivity of these articles. If any mistake is made by the editor the entire newspaper will be questioned.

Types of Editorials:

- **Interpretation Editorial:** It explains what is considered to be important in the news event or on current issues. It gives information such as main characters of the news, factors, actions taken place and all the other important details. Here the interpretation is made on the basis of facts and figures available. Here no personal opinions are stated.
- **Criticism Editorial:** This style is used when one has to see both the good and bad features of the news event or any kind of news item through the eyes of an editor. The editor shares these editorials to influence people and at times add the solution at the end.
- **Editorial of Appreciation:** In this the praise or appreciation is given to those who have done well in their work and deserve an appreciation.
- **Entertainment Editorial:** In this, those topics are chosen that would generally interest the youth. Topics that would be light in nature and serve as entertainment.

Example of Editorial:

Selfie obsession is not far from becoming a medical problem

In October last year, three students were run over by a train while they were taking selfies on the tracks near an amusement park on the outskirts of Bengaluru.

Days before that, a 17-year-old NCC cadet died while he and his friends were taking pictures in a temple pond at Ramagondlu Betta in Kanakapura. In another case, a 30-year-old was trampled by an elephant at Bannerghatta Biological Park after he and his friends sneaked inside to take pictures with the animal.

These are just a few examples of the selfie deaths reported in the country. A recent study published in the July-August edition of the *Journal of Family Medicine and Primary Care* has found that 259 selfie deaths occurred worldwide in 137 incidents from October 2011 to November 2017. Of these, 159 were reported from India. This was the highest, followed by Russia, the United States, and Pakistan. Of the 259 casualties, 72.5% were male, and more than 85% of the victims were aged between 10 and 30, the study said.

A team of researchers, led by Agam Bansal from the Department of Community and Family Medicine, All India Institute of Medical Sciences, Bhopal, analysed news reports of selfie deaths reported in newspapers the world over. They found the leading cause to be drowning, followed by transportation — for example, taking a selfie in front of an

oncoming train — and falling from heights. Other causes included animals, firearms and electrocution, according to the study.

Brochures:

Brochures can **act as a detailed reference of your products or services for your prospects and customers**. They can help increase your leads through a direct mail campaign or as handouts at an event or tradeshow.

Tips for Designing a Brochure:

- **Identify your target audience:** A target audience is a specific group of people at whom your product or service is aimed. A target audience may describe people of a specific age group, profession, income level, gender, marital status, and so on or any combination of these factors. The brochure needs to be designed with your target audience in mind. For example, a brochure aimed at young moms should look and feel different from a brochure aimed at recent retirees.
- **Select an appropriate format:** Based on your target audience, determine the format of the brochure. The format includes such elements as the size, type of paper, and number of folds. You may also want to think about how the brochure will be distributed. Will it be mailed or handed out at an event?
- **Determine the type of information to include:** The information that is included varies from one brochure to the other. The brochure may include the organization's mission statement, product features, charts and graphs, instructions, photos, and a logo. To help decide what to include, think about what purpose the brochure serves. Is it to remind a prospect about the basics of your business or is it to sell a specific service or product, in which case you'll want to make sure your prospective customer knows what to do next: visit your website, enter a code, call a specific phone number, etc.
- **Lay out the content.** The key is to keep your brochure design simple and effective. Too much information may cause the brochure to appear cluttered. As a result, your message will be lost. Limit the number of colours used to between two and four and use each colour consistently. For example, use one colours for the headings and subheadings, and another for general text.

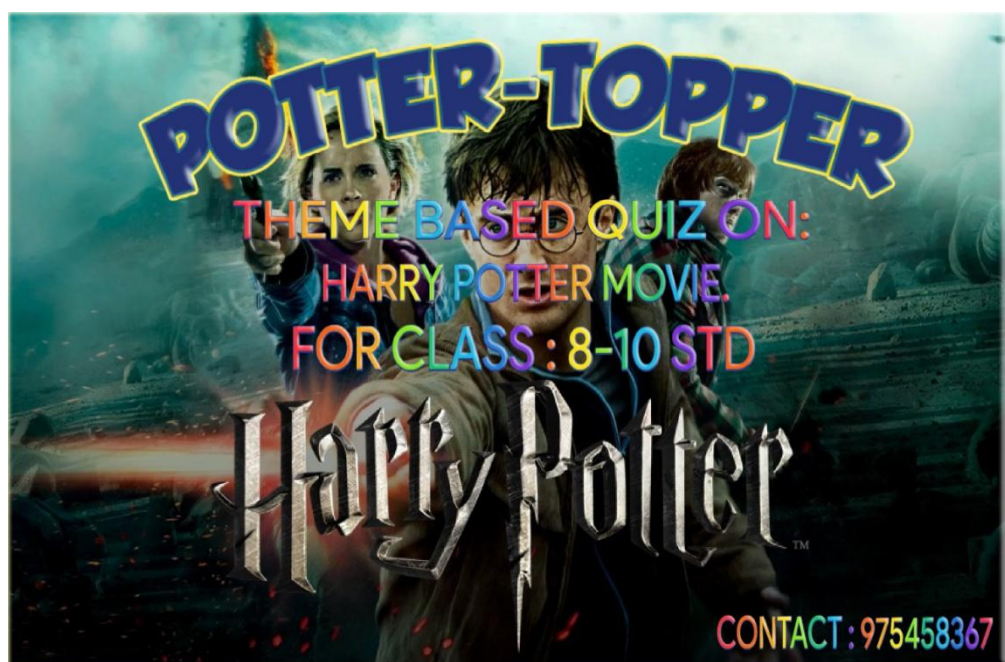
Example of Brochure:

Exercise:

Prepare a brochure for an Inter Collegiate Fest.

Prepare a brochure regarding the courses in your college.

Prepare a brochure on various committees/forums/cells of your college.



Module 3: Job-Oriented Reading – Applications, Emails 3hrs

Job Oriented Reading

This unit aims at the young learners who are learning English and are interested in developing English language skills for employability and workplace contexts. It will help job seekers and young professionals with the English they need.

Objectives:

- To enable the learners to write cover letter to respond to a job advertisement.
- To enable learners how to write professional E-mails & Memos

Cover Letter

Cover letters are meant to provide context for the resume and provide detailed examples of how your relevant experience has been utilized in similar situations. Unlike a resume which focuses on your experience, cover letters are meant to state several key skills relevant to the position you are applying for.

Opening Paragraph

- Introduce yourself and the purpose of your letter
- Write why you want to work at that organization.
- State what position you are applying for and how you learned of the opportunity
- If you have networked with anyone at the organization, mention who you spoke to.
- Write what skills you will bring to the organization.

Middle Paragraphs (there should be no more than two or three paragraphs)

- Introduce one or two skills that prove that you are a good fit
- Describe the places you have demonstrated that skill (ex: internships, work, school etc.)
- Choose one or two examples/stories that illustrate how you used that skill.

Closing Paragraph

- Thank the hiring manager for their time
- Re-express your interest in the role
- Demonstrate knowledge of the employer
- Mention that you look forward to hear from them.

Sample Cover Letter

Jagdsish Josh

Xyz

MelisMorris

LaForce + Stevens

41 East 11th Street

6th Floor, New York, NY 10003

Dear Ms. Morris,

I am writing to apply to the Spring 2016 public relations internship at LaForce + Stevens. The agency's innovative digital branding strategies, especially for high-end fashion clients, are redefining the industry, particularly in its work with Perry Ellis. My experience in public relations and background in fashion design would make me a great fit for the fast-paced LaForce + Stevens team.

As an account executive at PRLab at Boston University, I created a social media strategy for my client Ben & Jerry's. I collaborated with other account executives to integrate innovative ideas into our online brand conversations to engage potential and existing followers. Throughout the semester, we have increased social media followers by 45% and engaged the community—especially the thousands of Boston-area students—in the brand through traditional and social media. In addition, I built a media list for Ben & Jerry's of contacts in local, college, and national media to gain more earned coverage for the brand. So far, two local papers have published articles based on the press kit I assembled and pitches I wrote to journalists.

In addition to my social media experience, I have been designing and making clothes for years in class and on my own. I understand the demands of the fashion industry and have the keen sense of style necessary to create brand strategies that compellingly represent high-end fashion brands. From my public relations experience and background in fashion, I would be an enthusiastic, creative asset to the public relations department here.

I look forward to talking to you further about my skills and qualifications for the spring 2016 public relations internship at LaForce + Stevens. I can be reached by phone at (617) 353-3490 and email at dmeagle@bu.edu. Thank you for your time and consideration.

Sincerely,

Jessica Jones

Email & Cover Letters

Some jobs require you to email your resume and cover letter. When you have to submit your applications this way, it is common to include a short note. If you're supposed to email jobs@bigcompany.com, send the application there, but include the name of the hiring manager—whoever you addressed your cover letter to.

- **Keep it formal**
- Be polite and courteous.
- **Keep it short.**
- Elaborate explanations and introductions don't belong here. Two sentences are plenty; three is more than enough.
- **Include the job title in the email body and subject.**
- Make sure the application ends up in the right folder. Tell them how (file format) and where (attached) they'll find the important docs (resume + cover letter).
- **Include your contact info and name.**
- Put your name and contact info in the body of the email and the email signature.
- **Sample note when emailing your application.**

Email Etiquettes

- Email is an important part of most company's daily operations so crafting well-written, thoughtful and accurate emails contributes to effective communication. Employees should practice appropriate email etiquette when communicating professionally with colleagues, customers or other stakeholders.
- **What is email etiquette?**
- Email etiquette is the use of appropriate language, conventions and formality in an email. Business emails usually demand formal language and strict adherence to proper grammar and spelling. Using appropriate email etiquette shows the email's recipient that you care about your relationship with them, you value your professionalism and you represent the company for which you work well.

Sample E-Mail Cover Letter

Dear Ms. Hiring-Manager,

I am pleased to submit my application for the account associate position at Big Ads Firm. My resume and cover letter are attached in a PDF. Please contact me at myemail@bu.edu if there is a problem with the file.

Thank you for your consideration, Hopeful Applicant

Hopeful Applicant myemail@bu.edu 617-753-27363

[Linkedin.com/in/hopefulapplicant](https://www.linkedin.com/in/hopefulapplicant)

Module 4: Listening Skills, Active and Passive listening 1hr

LISTENING

Listening is the most important of all aspects of communication. In fact, listening precedes communication. It occurs more frequently on the job than even speaking, reading or writing. The new model of work, based on teamwork, requires more effective listening skills than before for greater combination.

What is listening?

Listening is hard work and is more than just sitting passively and observing a speaker's words. "Listening is a highly complex process by which spoken language is converted to meaning in the mind".

Listening has been identified as one of the 7 habits of highly effective people. This definition implies that listening is a skill that can be cultivated and developed, just like speaking, reading or writing. Listening is often thought to be synonymous with hearing. The difference is that hearing is a passive process, whereas listening is active. It means being alert to, and understanding the meaning behind the speaker's words. While listening, one is engaged in processing the information, reconstructing the information, and also giving meaning to the information.

Types of Listening

Discriminative Listening: to identify the difference between the sounds.

Comprehensive Listening: To comprehend the meaning of these sounds.

Evaluative Listening: It involves in making judgement about what the speaker is saying. We listen critically and try to assess what is being said as good, bad, worthy or unworthy.

Appreciative Listening: This is in the form of paying selective attention to certain kinds of information which might be relevant to us, in order to reach our needs and goals.

Emphatic Listening: We try to put ourselves in the speakers place and understand the beliefs, goals and feelings behind the speaker's words.

Therapeutic Listening: the listener goes beyond merely emphasizing with the speaker and tries to help him to change or develop in some way by diagnosing the problem at hand and offering a remedy or solution.

Dialogue Listening: This involves listening and learning through dialogue. This implies that listening is a two-way, rather than a one-way process.

Passive listening is **one-way communication** where the receiver doesn't provide feedback or ask questions and may or may not understand the sender's message.

Module 5: Listening to Job interviews and Conversations 2hrs

Effective Listening: Listening to job Interviews

- Judge the content—not the appearance or delivery of a speaker.
- Avoid making a judgement until the message is complete. Avoid listening only for facts, by listening to the central theme and ideas.
- Be flexible when taking notes: take fewer notes and use different systems of note taking depending on the speaker.
- Overcome the temptation to fake attention by working hard to listen and assuming an active listening stance lean forward and make an eye contact.
- Resist distraction by fighting or avoiding them, learn how to concentrate.
- Seek out difficult materials rather than avoiding it.
- Keep an open mind when confronted with an emotional word with which you are uncomfortable.
- Capitalise on the fact that thought is faster than speech. Use the thinking –speaking time difference to summarize mentally with evidence, and then between the lines.

A Good listener:

- *Considers all evidence before jumping to a conclusion.
- *Takes notes when listening, in order to recall information or understand a difficult idea.
- * Concentrates on what the speaker is saying and not on unrelated thoughts.
- *Is willing to consider the opinions of others.
- *Listens openly when others disagree with him.
- * Encourages others to express their ideas, instead of occupying centre stage.
- * Is curious about other people and their ideas.
- * Does not interrupt others, or change the topic to suit his purpose.
- * Makes the speaker feel comfortable while talking.
- * remembers important ideas given by others, even when he is busy.
- * Does not pretend to understand, when he is confused.
- *recognises that people may change over time and have something new to offer.

* tries to find solutions to others' problems.

*Knows when to speak and when to listen.

Module 6: Comprehensive Listening 3hrs

Listening to Short text

Listen to the short text and mark the correct answer.

Hint: Teachers can read any passage and ask question based on it:

Example:

1. Saravanan, what time does the presentation start? At _____
a. 8.30 b. 9.30
2. How much did your laptop cost? It cost _____
a. 20000 b.40000
3. How many people were in the seminar hall. There were about _____this evening?
a. 560 b.650
4. How far is Chennai from here? Oh, it must be over _____miles.
a. 450 b. 550
5. Sorry, how do you spell your name? It's spelt _____
a. Vinodh b. Vinoth

Listening to Announcements

When you listen to a particular news item that interests you, you may listen for all the details, while on certain occasions, you may listen for more specific information. When you stand at a railway station, a bus terminus or an airport, you listen to announcements. You want to find out when the bus or train is expected to arrive or leave or want to know the platform the bus or train will arrive on.

Listen to these announcements heard at a railway station and answer the following questions below:

1. You are at the Jammu railway station waiting to receive your friend from Delhi.
Listen to the announcement at the station and find out on which platform the Thiruvananthapuram –Jammu Tawi express will arrive.
2. Platform number:_____
3. Listen to the following announcement and write down the following details:
4. A. name of the train _____
5. Train number_____
6. Bound towards_____
7. Arrival on platform number_____
8. Expected time of arrival_____

Listen to these announcements at a bus station and find out the following:

- a. Bangalore –Cochin Super Deluxe Express Scheduled departure time _____
- b. Bangalore –Chennai Super Deluxe Express Scheduled departure time:_____
- c. Expected departure time_____

4. Listen to this announcement heard at the Srinagar airport and find out the status of the following flights:

- a. 9w467 Srinagar- Delhi

Status: on time delayed Reason for delay:_____

- b. IA 320 Srinagar –Delhi

Status: on time delayed Reason for delay

Listening to news

We listen to news on the radio or television to learn about events in different parts of the world. When we listen to a news bulletin, we do not listen to every news item for the full details. The manner in which we listen to a news bulletin is similar to the way in which we read a newspaper. News items are read selectively. For example, you may know the result of the cricket match that was played yesterday. But, may not know who won the man of the match award So we scan the newspaper or listen to the news bulletin only for that piece of information.

Listen to the news bulletin and identify the correct option:

Long distance/ local call rated will be reduced nominally/ substantially.

STD rates are expected to fall by 70%-80%, 60%-70%

The new rates have already come into effect/ will be announced in a week/were announced a week ago. _____

Listen to the short extraction from a news bulletin and find out the answer to the questions below:

- a. Did the Ministry of petroleum and Natural gas agree to the demand from oil companies for a hike in prices?
- b. Yes /no_____
- c. What was the reason for the decision?_____ -

Listening to Dialogues in the following passage choose the best answer:

1. In the 21st cen the success of the company depends on _____
 - a. Its people and their creativity
 - b. Company
 - c. Only people
 - d. Children
2. What is the better way to stimulate creativity?
 - a. By using laptops
 - b. Newspaper
 - c. By reading books
 - d. Mobiles.

3. According to survey, what kind of books inspired several leaders?
a. Children stories b. Articles c. Novel and poetry d. Fiction
4. What does successful managers require?
a. Passive imaginations b. dreams c. laptops d. Active imaginations
5. The telecommunications company “Orange” setup a project called
a. Talk books at Work b. Books at works c. Work at Books d. Talking books

b. Listen to the following passage and choose the best answer:

Grass

“Vast areas of the earth is covered with grass. Of the 15 major crops that stand between us and starvation, are grasses. No matter where you live, it would be hard to walk outside door and not find grass within a very short distance. Grass is immensely common and important.”

There are misconceptions about grass around “they have no flowers” but this is not true. Grass do not have flowers just as roses and daisies. The only difference is that they are small and inconspicuous and differ slightly in structure. They have no colour and they all look alike are the misconceptions.

The fruit of the grass family- the grain is a concentrated source of protein, carbohydrates and minerals. Being dry it is easy to store and transport and thus it has become a major source of food for humans. The green leafy part of the grass which we cannot digest, can be eaten by cows and other animals. So even if we eat hamburger, we are still eating grass. If we eat sugar, we are eating another product of grass family. The sugarcane plant. And in the far east, another grass bamboo is used for everything from food to construction material.

One of the most extra-ordinary features of grass growth is the root system. Sometimes as much as 90% of the weight of the grass plant are in the roots. The concentration of starch and energy below the ground, helps the grass to survive grazing and burning and it reduces water loss.

Answer the following questions:

1. Do grass help to prevent us from starving?
2. It would be hard to walk outside door and not find grass within a very short distance would mean _____
3. List the misconceptions about grass
4. Give two characteristics that make grass an important food.
5. What is the factor that enables grass to survive so well?

Module – 7

Performance Activity: Role Play, Extempore, Group Discussion

Role Play

Role-playing means pretending to be someone else, and this is why it is also known as pretend-play. It is effective as well as a flexible tool that helps to make sense of theory through practical experience. It can be a conscious decision for an adopted role or an unconscious one to fulfil a social one.

Role-play objectives

Some of the role-playing objectives are described below –

- It is a fact that when your thought-process is unclear, it will result in muddy outcomes, whereas when you are sorted, it will lead to clear outcomes. The role-playing objective is to be clear from the onset about what you want from that experience
- Role-playing can be used to develop your skills or assess the existing ones. The role-playing objective is to understand an individual or group's competency levels.
- The role-playing objective is to provide the same level of challenge to all the members of a particular group to demonstrate their level of skills in a given situation.

Conclusion:

Role-playing has been used as an essential learning tool for a very long time. Most of the individuals take part in the “what if: the scenario in life.

We project ourselves in imaginary situations where we anticipate outcomes, rehearse performances, and then deal accordingly in real-life. People are certainly better at handling various situations.

Samples of Role Playing:

Telephone Conversation

Speaking on the phone is different to a face-to-face conversation because one relies solely on language to communicate. Get the students who are practicing to **sit back to back** in order for this to work properly. There is a whole range of ideas which one can use to act this out. Examples include: *phoning to make a complaint, speaking to a friend or inquiring about a job position.*

Job Interview

Many are learning English in order to improve their career prospects. As a result, **a job interview role play is an excellent way to get the class learning that all important**

material. Again, this can be *scripted* or *non-scripted*. A good idea would be to have the interviewer have a list of set questions, and the students can take it from there.

Extempore

Extempore forms an important part of admission process in a number of B-schools. In this article, we shall try to understand the various challenges in an extempore speech, and how to manage these challenges through a superior performance.

Understand the challenge:

- An extempore speech is an impromptu speech which the candidate is required to make on a topic given there and then. No prior preparation is permissible.
- An extempore presentation tests the candidate on the following:-
- Ability to think off the feet: Since the candidate is required to speak on the spur of the moment, it gauges the candidate's ability to think, organize and speak there and then.
- Analysis of the topic and identification of the issue to be addressed: An extempore has a huge probability of going in a random and directionless manner if proper analysis does not precede the speech. The candidate is advised to understand the key issues which need to be addressed and then logically position them to create a coherent and well knitted presentation.
- Idea generation: The biggest challenge in an extempore speech is to come out with a quick sequence of ideas. This assumes even stronger proportions because of limited time available for the task.
- Prioritization and sequencing to display logical thinking: The challenge is not just to speak under time pressure, but also to make logical sense through systematic and rational listing of ideas. This becomes even more critical if the topic is an abstract one and hence dependent on one's perception.
- Ability to connect with the panel: Conventionally, the time available for an extempore presentation ranges from one to five minutes. In this limited time span, the candidate is expected to do justice to the topic, which is more likely to happen if he connects well with the panel.
- Communication skills: These are important as the effectiveness of the presentation is critically determined by communication skills – both verbal and non-verbal. While

articulation, fluency and modulation are key determinants of verbal effectiveness; energy, eye contact and gestures mark the efficacy of non-verbal connect.

- Overall presentation skills- like body language, confidence, poise & composure – also have an important role to play in enhancing the quality of the extempore speech.

Mental Preparation:

- Know what to speak before delivering speech. Ponder over the topic for some time and prepare the flow of delivery. Your previous extempore practice sessions would surely help here.
- Understand the audience - the direction they are most likely to accept, helps in framing the flow of speech.

Handle mental blocks smartly:

- Handle the situation gracefully and avoid being nervous.

Control on speech:

- Don't get emotional, avoid getting too personal on sensitive matters and don't deviate from the topic.

Presenting both sides:

- In case of controversial topics, the candidate may choose to explore both sides.

3 Steps to Making an Extempore Speech Successfully

As extempore speeches involve no preparation and practice, you are likely to brighten up, “Wow! I don’t need to get prepared for my speech!” Don’t push your luck! There are some effective steps on how to make a spontaneous speech look well-prepared.

1. Extend Your Knowledge Every Day
2. Broaden Your Personal Experience
3. Cope with Anxiety over Public Speaking

Extempore- Factual Topics

An exhaustive list of latest extempore topics:

- Demonetization
- Getting real on climate
- IT: Boon or Bane
- The most needed reform in India
- Is India capable of assuming responsibility in the East?
- Cheap Labour in India
- Women make better managers than men
- Objectives of business
- Time Management
- Higher education in India

Module – 7

Performance Activity: Group Discussion

Group Discussion

Group Discussion is a methodology or in a simple language you may call it an interview process or a group activity. It is used as one of the best tools to select the prospective candidates in a comparative perspective. GD may be used by an interviewer at an organization, colleges or even at different types of management competitions.

A GD is a methodology used by an organization to gauge whether the candidate has certain personality traits and/or skills that it desires in its members. In this methodology, the group of candidates is given a topic or a situation, given a few minutes to think about the same, and then asked to discuss the topic among themselves for 15-20 minutes. Freshersworld.com brings you an elaborate section for GD as you had ever seen anywhere else. It is a very useful tool to screen the candidate's potential as well as their skills.

GD evaluation is done by the subject experts based on the discussions. A report will be prepared on analysing the facts at the end of the discussion.

Some of the personality traits the GD is trying to gauge may include:

- Communication skills
- Interpersonal Skills
- Leadership Skills
- Motivational Skills
- Team Building Skills
- Analytical /Logical Skills
- Reasoning ability
- Different Thinking
- Initiative
- Assertiveness
- Flexibility
- Creativity
- Ability to think on ones feet

Why GDs are implemented commonly:

The reason why institutes put you through a Group discussion and an interview, after testing your technical and conceptual skills in an exam, is to get to know you as a person and gauge how well you will fit in their institute. GD evaluates how you can function as a part of a team. As a manager or as a member of an organization you will always be working in teams. Therefore how you interact in a team becomes an important criterion for your selection. Managers have to work in a team and get best results out of teamwork. That is the reason why management institutes include GD as a component of the selection procedure.

Topics:

Expectation kills happiness

E-Voting: Pros & Challenges

Life without Phone

COVID-19

OTT vs Theatre

Money or Happiness – Can money make us happy?

Module – 8

Introducing Oneself

Objective: -

- * The first theme is intended to introduce the idea that identify and self-identification.
- * It can be understood by students in a variety of ways including place, interests, ethnicity, gender faith and beliefs.
- * It gives students an opportunity to explore their own identity.

How do you introduce yourself?

Let us discuss some general tips on how to give a good self-introduction.

- a. A Smile goes a long way. Wear a smile when you go for an interview
- b. Greet everyone. A simple 'hello' can showcases your etiquettes.
- c. Introduce when you reach the venue. Inform the concerned person or at the reception of your arrival.

Introduce oneself, whether in a professional capacity or a casual one, is vital to how people ...will perceive you for the following interaction that take place. It is essential to create a near accurate image of yourself in their mind that they feel comfortable and courteous while interacting with you and yet considering that you know what you do.

Whether to say" Hi, I am XYZ" and scratch your head, or say I am this and that is not confident indication of who you are. The right introduction is not too long or too short. Your introduction does not have to be completely technical or professional. But what does it have to do have to be? How do you introduce yourself in the right capacity, professionally or otherwise? How do you engage people in your introduction, so they listen and pay attention to who you are? Let's dive right in this personality building presentation tips to answer all these questions.

Self-introduction tips.

A Self is any form of interaction that tells who you are, what you do, and what others need to know. Since others vary in every single case, the last part is interchangeable, but the first two parts mostly remain the same. A good self- introduction covers all three parts within a limited set of words so people can understand who they are interacting with.

A few situations where you are required to introduce yourself are: -

- * Giving an interview or interviewing somebody.
- * Meeting somebody new in a professional or casual gathering.
- * Meeting people at a meeting.
- * Hiring somebody.
- * Building new connection.

Traditionally and quite successfully, the professional self-introduction requires your name (who you are), your occupation (what you do) or what you intend to be if you are not working right now, and lastly some facts that will create a nice impression on the person you are interacting with (what others need to know about you).

Try to cover the most important things that others need to know about you by wrapping them up in these three clues. First impression is the last impression.

A good introduction with anybody will help you build connections and acquaintances. It will assist you in providing the necessary details while ensuring it does not sound like a speech, whether it is a written interaction or spoken one.

In cases where you don't have somebody to introduce yourself, you must offer a proper self-introduction that's engaging and remarkable in a way that the other party remembers who you are the next time you come across. It helps in making the right impression. A positive first introduction goes a long way in ensuring that you will be considered solidly.

How to introduce yourself?

Stick to the context. The essential thing to understand before introducing yourself is the context of the situation you are in. The place, environment and gathering matters.

Every case is different, so it is better that you understand whether it's a professional introduction that you require or a casual one. If it is a professional one, then you need to understand the room. Hence all scenarios vary, and it is important that you consider the context.

In the case of professional setting. Talk about who you are and what you do. The first tip in any professional setup is to introduce yourself by telling your name and telling what you do. Telling your professional title by a simple sentence of what you do is a nice way to introduce yourself to such gatherings.

Make it relevant. Take care of the context. It is by far the essential tip for any introduction. You cannot be talking about technology in an environment that has nothing to do with it and vice versa.

Talk about your contribution. In professional setting, it is Paramount that you talk about what you bring to the table. You build your value by talking about how you have contributed to the project or the company since the new people or the people outside your circle will not know what your construction are.

1. Sahana: Hi! I 'm Akansha. I'm in the Communicative class.

Akansha: Hi! I 'm Sahana. I 'm in the same class.

2. Suman: Good Morning Sir. I am Suman. I was working in Accenture.

Manager: Good Morning Suman. What can I do for you?

3. Trainer: Good Evening students. I am Dr.Sudha, your new trainer.

4. Alok: Good Evening, Ladies and Gentlemen. I would like to introduce Mr. Varun, MLA of Malleshwaram.

Let us study the above examples. In the first example Sahana is introducing herself to another student. Hence, she uses a friendly and informal language.

In the second example Suman introduces himself to the manager. Observe that the language is formal. So also, in the third example where the teacher is introducing himself to the company.

In the fourth example Alok introduces the chief guest to the audience. Note that, the language used is formed as in example 2 and 3.

Introducing oneself is an important aspect of communication. We must provide exact information about ourselves and others which creates way for effective communication.

The different ways of greeting are.

1.Hi! How are you?

2. Hi! Pals?

3. Hi! Glad to see you.

4. How are you.

5. Nice to meet you- Nice to meet you too.

6. Good "morning, afternoon, evening, night, bye".

7. Hello! How are you? I am fine thanking you.

8. Great, happy, good, super (your ideas).

Writing Practices.

1.Hello Sir/Madam,

It's my pleasure to speak with you. I am (your name) __. Basically, I belong to (city name) __. I have been living in (city name) __ for (number of years/month) __. Now I stay here with my family. Besides my parents, there is a younger brother in my family. Currently, I am exploring jobs opportunities in the (domain name) __ as I have recently is finished (Degree) name __ from (university name) __.

2.Exercises.

Let me introduce myself.

1. Hi my name is__.
2. I 'm from __ (country).
- 3.I live in __ (city).
- 4.My birthday is on __.
- 5.My favorite sport is __.
- 6.My favorite subject is __.
- 7.My hobby is __.
8. I like ____ movies.
9. I study English because __.
- 10.I don't like __.

3.Introduce yourself

My name is __. I live in __. I 'm from __ I am ____ year old. I was born in __. I'm married/not married. I have/ I don't have children. My job is __ my favorite color is __ my dream is __ my hobbies are _ makes me happy ____ and __ makes me sad. My best quality (personality) is__.

4.Introducing Yourself

You meet Aakash, a new student in your town. Can you answer his question?

1. Hello my name is Akash. What is your name?

A._____.

2. My surname is Singh. What is your surname?

A _____.

3.I came from Paris. Where do you come from?

A._____.

4. I live in Switzerland. Where do you live?

A. _____.

5.I am 30-year-old. How old are you?

A._____.

5. Writing practice.

Write a short paragraph to introduce yourself to your teacher and classmates. Remember to include information such as Where you come from, what language you speak, What you do in your free time and What kind of person you are.

-----.

Module – 8 Giving Information

Some phrases used to ask information.

1. Can you tell me...?
2. Could you tell me...?
3. I'd like to know...
4. Dye knows...
5. (Got / Have you) any idea...?
6. Could anyone tell me...?
7. (Do / would) you happen to know...?

8. I don't suppose you (would) know...?
9. I wonder if you could tell me....
10. I wonder if someone could tell me....

Getting Information

When getting or receiving information, you may be watching for a variety of clues to gather meaning: not only verbal or written information, but nonverbal behavior as well. If you are not careful, facts will be forgotten or distorted. This is because both the individual sending and the person receiving the information may unintentionally obscure the message.

There are two ways you can ensure that the information you receive will not be forgotten or distorted:

- Take notes. Always write down key information received.
- Repeat back what you think you heard the person say.

While you may think you understand what you think you heard, you may in fact have gotten it totally wrong. Clarify and verify! In a communication exchange, the sender controls what and how is said, or the content of the message. The recipient controls what is heard and the feedback given.

To encourage good communication, you need to encourage others to speak freely.

- Show interest by leaning forward, paying attention, nodding in agreement, taking notes, and so forth.
- Greet new ideas with interest.
- Give the individual your undivided attention.
- Maintain eye contact.
- Use the individual's name.
- Smile, relax, and be friendly.

Retrieving Information

Information received may have to be recalled later. There are many ways to store and retrieve information. Today, we naturally think of computers as a means for storing and retrieving information. The medium is not as important as what you write and how you store the information. You can employ a variety of methods to help you remember details, including notetaking, repeating back, memorization, and mnemonic devices.

Giving Information

When giving information, use all five senses whenever possible. In addition,

- Speak clearly.
- Use language that everyone understands.
- Vary your tone and pace.
- Move from the general to the specific.
- Use visuals— charts, maps. And diagrams.

- Eyeball the listener.

Encourage two-way flow ask questions and get them asking questions of you. Don't pass judgment on the question or the questioner. Use feedback and reflective listening to keep your verbal and non-verbal communication in sync. Take notes of the main ideas and review your notes soon afterwards to make sure they continue to make sense.

Exercises.

I. What enquiries would you make in each of the following situations.

1. You want to know the exact location of planetarium?
_____.
2. You want to know the arrival time of Shatabdi express?
_____.
3. You want to go to KIA you are in Yelahanka?
_____.
4. You want to know about a course in college?
_____.
5. You want to know how to start a piggy account in a post office?
_____.

II. Frame appropriate questions for the given responses.

Q. _____.

A. We offer CMA, ACCA and Aviation in the college.

Q. _____.

A. Please go to counter No.4.

Q. _____.

A. We have Scholarship facilities to the students.

Q. _____.

A. About three hours journey by bus.

Q. _____.

A. Yes! We offer a 50% discount until Nov 10th.

Unit:8 Giving Instructions

We often need to describe how to do various tasks, and, in the process, we are required to give certain instructions.

In this unit, we look into various ways of giving instructions. For convenience's sake, we classify instructions into three types.

- Using a Device
- Describing a task
- Utilizing general services.

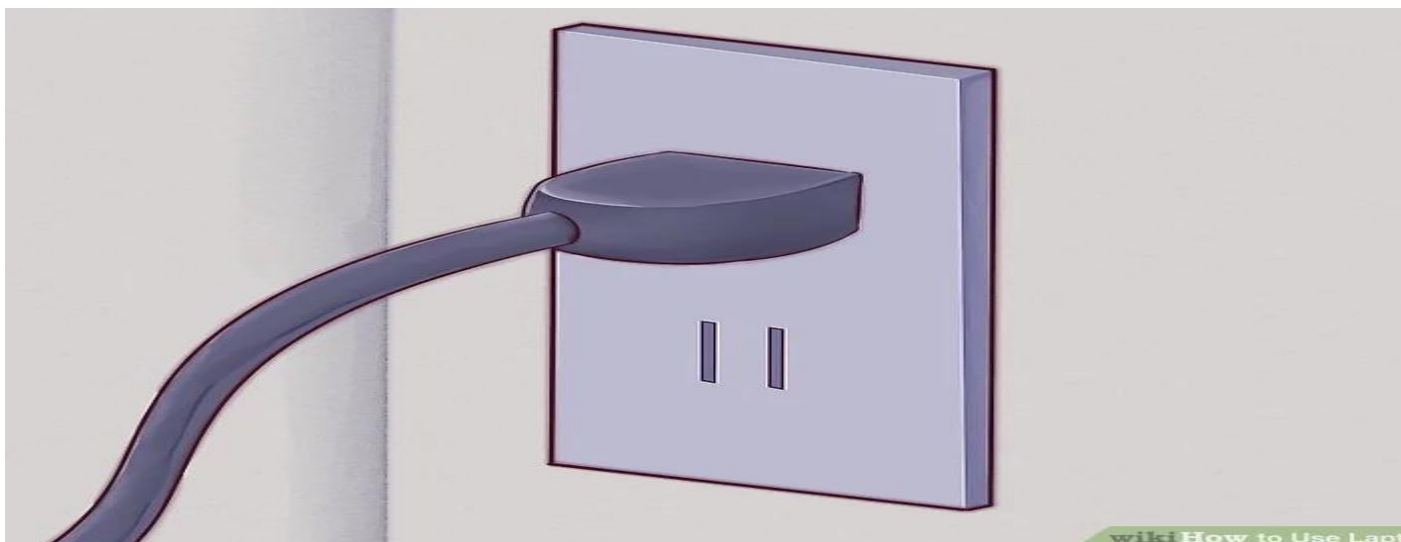
I. Read the following instructions and answer the questions given below each set of instructions.

A. Using a device

Part 1

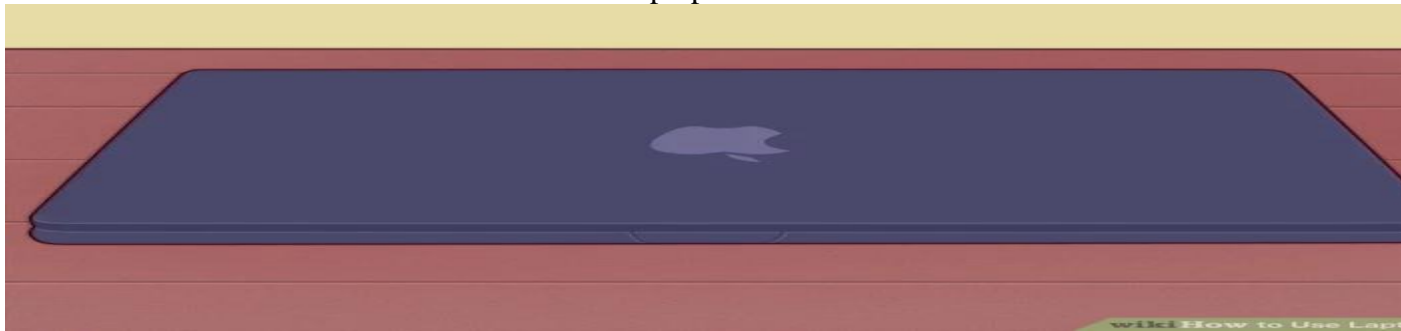
Setting Up Your Laptop

1. **If you are using the laptop in your home, find an outlet and plug the charger in.** Laptop computers run on batteries that can deplete rapidly, especially if you're using your laptop intensively. Unless you're somewhere remote or foreign where you absolutely have to go without, it's better to leave your laptop plugged in.



2. **Place the bottom part of the laptop on the table/desk you are sitting in front of.** They're called "laptops" because they can go on your lap, but that doesn't mean that it's always the best or right place. Try to find a comfortable angle for your wrists and hands - this might mean moving the laptop around until you find the best position for you.

- Don't place your laptop on soft, fuzzy, or shaggy surfaces that can block its vents. Most laptops have fan vents located on the sides and bottom that should be left unblocked for the laptop to run.

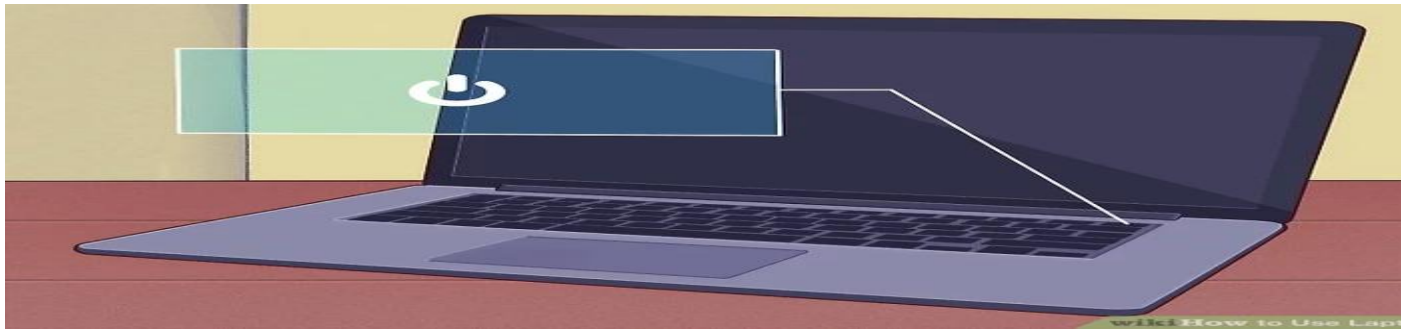


3. Lift the lid to open up until the screen looks comfortable for you. Most laptops have some type of clasp or latch which allows the screen to open.

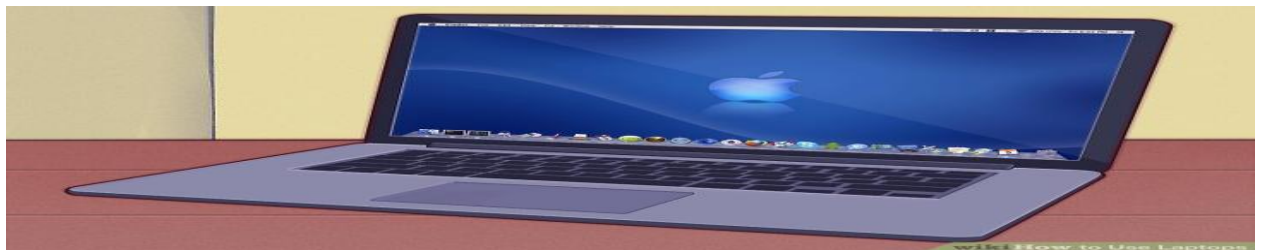
- If the laptop won't open, don't try to force it! Look for a latch instead. You shouldn't have to force the screen open.
- Do not pull back the lid too far. A 45-degree obtuse angle is the most the laptop should be open to. The lid or hinge mechanism may be damaged or broken if pulled back any further.



4. Find the power button and turn it on. On most laptops, the power button is located slightly behind the keyboard. The power button is usually marked with the universal symbol for 'power on', a circle with a line going halfway through it.



5.Wait for the laptop to boot up. Since laptops are designed for portability as well as computing power, your laptop may have specialized hardware that will cause it to take longer to boot up than a desktop or smart phone.



6. Use the laptop's pointing device. On most computers, this is a flat, touch-sensitive area called a *touchpad* which will allow you to use your finger as your mouse. Simply slide one finger on the touchpad area to move the cursor.

- Many touchpads are multi-touch - using multiple fingers will produce different user interface actions than using just one. Experiment with your laptop by dragging one, two or three fingers across it and trying different 'gestures' or movements with your fingers.
- Lenovo laptops may use a small, red joystick-like button called a "TrackPoint" located in the middle of the keyboard between the 'G' and 'H' keys. Use it just like a very sensitive joystick for just your finger.
- Some older laptops may have a trackball. Rolling the ball on a trackball will cause the mouse pointer to move around.
- Some laptops are equipped with a pen interface. A pen will be attached to the laptop in these cases. Hover the pen over the screen to move the pointer and press the pen to the screen to click.
- Do you find laptop pointing devices tiny and difficult to use? You can always attach a mouse to a laptop. Locate the laptop's USB port and attach a mouse if you'd like to use one. The laptop will automatically recognize the mouse and make it ready for you to use.



7

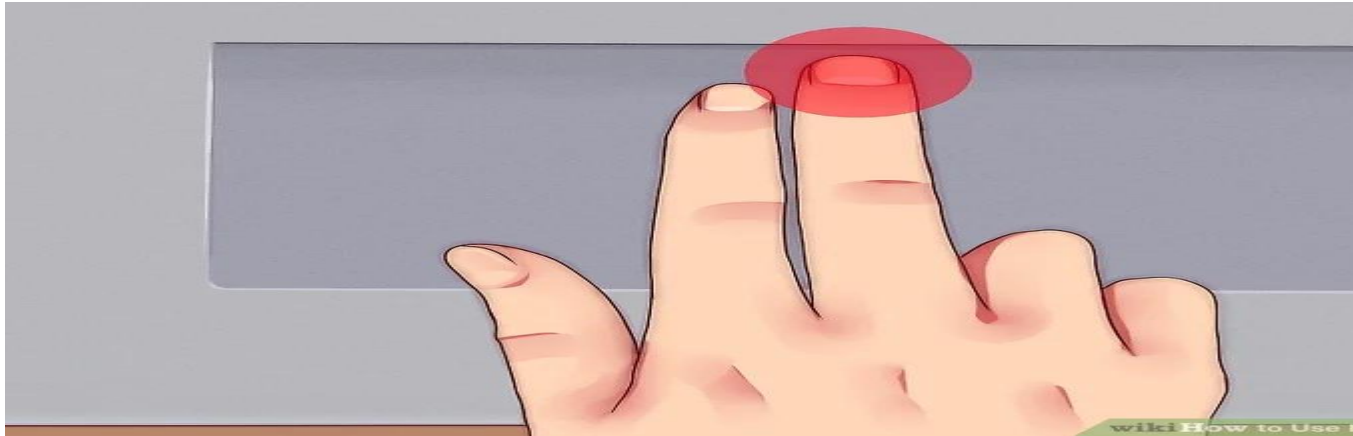
Use the touchpad's left click button as your primary mouse button. On most touchpads, you can click using a button located on the bottom left of the touchpad.

- Some touchpads may allow you to tap lightly on the pad surface to click.
Experiment - you might discover additional functionality to your laptop you didn't know you had.



8

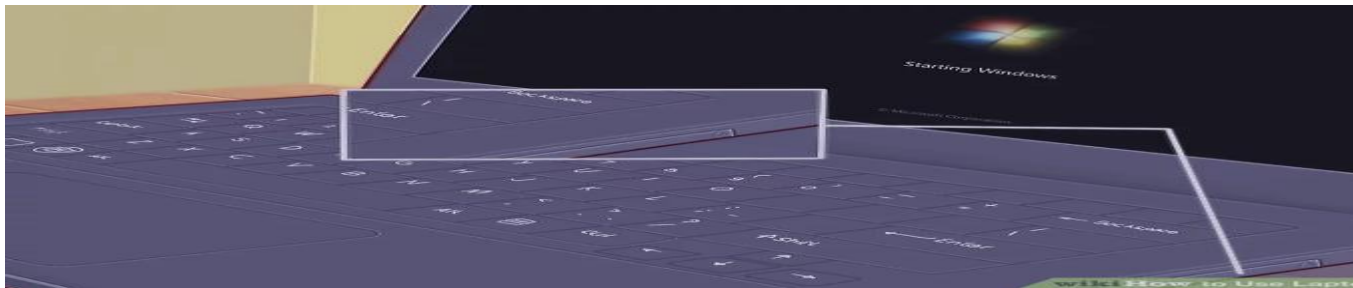
Use the touchpad's right click button as the secondary mouse button. You'll do anything involving a "contextual menu" or a "right click" by just pressing the right click button located at the bottom right of the touchpad.



9

Locate your laptop's optical drive if it has any. If your laptop is not a 'netbook' it probably has an optical drive which you can use to install software or play music. The optical drive is usually located on the right or left side of the laptop.

- In Windows and Mac OS, you can open the optical drive by pushing the small button on it, or by right clicking the optical drive icon in your operating system and selecting "Eject".



1. What is the given set of instructions about?

2. Are the given instructions personally to you or in general?

3. Are pronouns like 'you', 'I', 'they' etc. used in the instructions?

4. Are the required instructions easy to follow?

B. Describing a Task

Maggie Noodles.

Cooking time 10minutes.Serves 3-4



Ingredients:

Maggi – One family packet

Water – A cup and a half

Beans- hand bunch

Carrot -hand bunch

Peas- hand full

Salt to taste

Pepper powder -1\2 teaspoon

Maggi masala packet

Method:

1. First take a pan
2. Next, add oil to the pan
3. Then, add all the cut vegetables
4. Once the vegetables are cooked, add 6 glasses of water
5. When the water comes to boil, add the Noodles Cake to the pan.
6. Cover it with a lid for a minute.
7. After a minute, uncover the lid and add the tastemaker to the pan.

- 8.Mix it well.
9. Later without breaking the Noodles.
- 10.Switch off the flame when all the Water boils.
- 11.Finally garnish with coriander leaves.
- 12.Enjoy the hot Maggi in this lovely weather!

i. What is the task described in the instructions given above?

ii. Identify the verbs which relate to the process of cooking.

iii. Identify words or expressions which indicate different stages in the instructions.

iv. Are the instructions easy to follow? Why?

B. Utilizing general services

How to Write Inland Writers?

First write the sender's name as well as the address in two lines.

Subsequently the next set of lines in the letter (3-4 lines) is for the recipient's address.

Next the sender can write the content in the empty parts (typically 4 parts) in the letter.

Fold the letter as instructed.

Lastly, the letter is now ready to send.

i. How is this set of instructions different from 'A' or 'B'? What does it help you do?

ii. Give examples of other services that we use in our daily lives.

iii. Identify verbs which are related to services.

- iv. Give examples of other verbs with which you are familiar while using any service.
-

2. Match the expression from column 'A' with their specific categories in column 'B'.

A	B
Expressions	Categories
1. First, firstly; initially; in the beginning; first of all, etc.,	Expressions indicating the intermediate stage.
2. Finally, eventually; lastly; in the end etc.,	Expressions indicating the concluding stage
3. Secondly, next; then; subsequently etc.,	Expressions showing manner or purpose
4. Carefully, gradually; with care; gently; swiftly; in a careful manner; such that; to etc.,	Expression indicating the beginning or first stage

3. Read and familiarize yourself with verbs used for specific purposes.

a. Verbs related to cooking

Cook, grill, broil, barbecue, gratin, bake, roast, stew, caramelize, steam, saute, peel, beat, toast, poach, microwave, simmer, scramble, glaze, add, slice, drain, dice, pour, mix, break, grease, carve, combine, knead, chop, stir, mince, measure, dissolve, stir-fry....

b. Verbs related to using services

Affix, apply, attach, attest, book, collect, check, check in\out, enclose, fill in, file, deposit, staple, send, submit, stick, sign, seal.

c. Verbs related to using Devices.

Log in, sign-in, hook up, power up, turn on, boot up, start up, set up, pull down, click on, scroll up/down, run out of, back up, print out, hack into, go down, wipe out, pop up, plug in, sign up, key in, opt in\out, filter out, turn off\shut down\power down, go online\offline.

4. Giving below are set of jumbled up Instructions. Rearrange them appropriately -by numbering them from step by step -to form complete sets of instructions.

a. To replace the light bulb.

Thirdly, screw in the new light bulb Remember turn off the electricity before touching any cables. Secondly, remove the lightbulb

Finally turned the electricity on and switch on the light Firstly, turn off the electricity

b. How to use Optra India.

Secondly, pay application fees and complete the application form.

Lastly, Login to <https://www.optra-india.com/welcome> portal and pay college fees.
Student Pre- Admission Login Page. Select Institute

Next, Enter basic details on college website.

First Confirmation SMS with login details from college to pay fees.

c. How to plant a seed

Then water wisely Next keep soil warm First fertilize Finally choose a container

Lastly, plant at the proper depth Secondly give seedlings enough light

Thirdly, start with quality soil. Sow seeds in sterile, seed starting mix or potting soil available in nurseries and garden centers.

5. Read the situations given below and write simple instructions to do the following.

a. How to change the pin code of Google Pay\Phone Pay.

b. How to prepare PPT's.

c. How to join a Club.

d. How to deactivate Instagram.

e. How to search for a topic in google.

a. How to change the Gas Cylinder.

b. How to download vaccination certificate.

Module – 9: Phrases

Objective:

- Meaning of phrases.
- Difference between phrases and sentence.
- Types of phrases.
- Importance of phrases.

What is a Phrase?

A phrase is any collection of related words that, unlike a sentence, has no combination of subject-predicate. The words in a phrase function together so that the phrase itself acts as a single part of speech. Phrases can never stand alone as sentences.

For example,

He is playing with his toy.

A phrase can be written as a noun, verb, adverb, adjective, or preposition in a sentence. The function of a phrase is based entirely on its structure. On the basis of their functions, phrases are divided into various types-

1. Noun Phrase

It functions like a noun in a sentence with all its other determiners that modify the noun. The noun is the headword of the sentence and others are put after or before the noun.

A noun phrase consists of a noun as the headword and other words (usually modifiers and determiners) that come after or before the noun. The complete phrase serves as a noun in a sentence

Noun Phrase = noun + modifiers

Examples

- She is wearing a beautiful saree.
- She brought herself a watch.

A sentence can also contain more noun phrases.

For example

The girl with green eyes bought a cute cat.

2. Adjective Phrase

An adjective phrase is a group of words along with its modifiers, that functions as an adjective in a sentence. An adjective phrase works as an adjective to transform (or tell about) a noun or a pronoun in a sentence.

Examples

- He is wearing a strong flowery perfume.
- Cinderella looked gorgeous in her white gown.

Prepositional phrases and participle phrases also serve as adjectives so we can also call them adjective phrases when they function as an adjective. In the above sentence

3. Prepositional Phrase

These phrases are the most used phrases. These will be found everywhere, in a sentence, clause, and even phrases. The preposition phrase always begins with a preposition and noun and pronoun is its objects. Such as, in the room, from the shop to the library, etc.

The object of a preposition can possess its own modifiers, which also are part of the prepositional phrase.

For example-

- The women in suffocating attire looked tired and annoyed.
- He sat by the rushing river to write his poem.

4. The Participle Phrase

This phrase begins with a past or present participle followed by its modifiers and determiners.

They can be also used as adjectives.

Feeling the fresh air, Jim realized that he had reached the valley.

In the preceding sentence, the present participle “feeling” inducts the participle phrase, which includes the participle’s object (air) and its modifiers (the fresh). This participle phrase pretends as an adjective changing the subject of the sentence (Jim).

The enemies, trapped by the soldiers, threw down their guns.

Here, the past participle “trapped” starts the participle phrase “trapped by the soldiers” The entire phrase serves as an adjective transforming the subject of the sentence (soldiers). Notice the phrase-within-a-phrase here. “By the soldiers” is a prepositional phrase modifying the participle trapped.

Phrases can act as modifiers in other phrases.

5. The Gerund Phrase

Gerund phrase might look like a participle phrase as they too begin with the -Ing form of the verb along with its object and modifiers. But the gerund phrase always serves as a noun in a sentence and not as an adjective.

Like other nouns, a gerund phrase can act as the subject of a sentence, the object of a verb or preposition, or complementary of a linking verb.

In the following example, the gerund phrase “Riding the Spanish bull” acts as a noun and is the subject of the verb “terrified.”

Riding the Spanish bulls, terrified Hugh.

6. The Infinitive Phrase

An infinitive phrase has an infinitive (for example, to sleep, to have walked, to consider, to throw) along with its objects and modifiers. Infinitive phrases usually serve as nouns, though they can also be used as adjectives and adverbs.

In this sentence, “To dance freely” is an infinitive phrase acting as a noun. It is the subject of this sentence.

Next, the infinitive phrase “to spend foolishly” acts as an adjective modifying the noun money.

He had plenty of time and money to spend foolishly.

These were the type of Phrases, and the following exercise will help you practice.

Exercise

Underline the phrases and identity the type of phrase.

- 1) Jenny gave the neatly packed gift box to her mother.
- 2) Can we adopt that little brown spotted dog?
- 3) Josh enjoys watching volleyball matches.
- 4) The green and red balloons look perfect.
- 5) During the bud ride I talked with my seat mate.
- 6) The carpenter slipped of the ladder.
- 7) The country of Burma isolates itself from the west.
- 8) Ben rode on his new foam surfboard.
- 9) In summer we eat dinner on the porch.
- 10) Pictures moving across the screen came later.
- 11) At noon we all went to lunch.

- 12) It was a very old joke.
13) I made the cookies by hand.
14) The car travelled at a high speed.
15) I looked under my bed.

Unit-9 Clauses.

Objective:

- Learning about clauses is very important in grammar.
- A clause is something that helps us, in the form of spoken words or written text.
- Clauses help you direct the attention of the reader so that your sentences are understood.

Clause

A **clause** is comprised of a group of words which includes a subject and a finite verb. A clause contains only one subject and one verb. The subject of a clause can be mentioned or hidden, but the verb must be apparent and distinguishable.

A **clause** “a group of words containing a subject and predicate and functioning as a member of a complex or compound sentence”

Example:

- I graduated last year. (One clause sentence)
- When I came here, I saw him. (Two clause sentence)
- When I came here, I saw him, and he greeted me. (Three clause sentence)

Types of Clauses

Clauses are mainly of two types:

- Independent Clause
- Dependent Clause

Independent Clause

An **independent clause** functions on its own to make a meaningful sentence and looks much like a regular sentence.

In a sentence two independent clauses can be connected by the **coordinators: and, but, so, or, nor, for*, yet***.

Example:

- He is a wise man.
- I want to buy a phone, **but** I don't have enough money. (Two independent clauses)
- He went to London **and** visited the Lords. (Subject of the second clause is 'he,' so "he visited the Lords" is an independent clause.)
- Alex smiles whenever he sees her. (One independent clause)

Dependent Clause

A **dependent clause** cannot function on its own because it leaves an idea or thought unfinished. It is also called subordinate clause. Dependent clauses help the independent clauses complete the sentence. A dependent clause alone cannot form a complete sentence.

The **subordinators** do the work of connecting the dependent clause to another clause to complete the sentence. In each of the dependent clause, the first word is a subordinator. Subordinators include relative pronouns, subordinating conjunctions, and noun clause markers.

Example:

- When I was dating Diana, I had an accident.
- I know the man who stole the watch.
- If you don't eat, I won't go.
- He is a very talented player though he is out of form.

Dependent clauses are further divided into three types.

1. Noun Clause
2. Adjective Clause
3. Adverb Clause

Noun Clause

"A dependent clause that functions as a noun in a sentence is called noun clause." A noun clause performs same function as a noun in a sentence.

Example.

What he did made a problem for his family.

In above sentence the clause "what he did" functions as a noun, hence it is a noun clause. A noun clause works as a noun that acts as a subject, object, or predicate in a sentence. A noun clause starts with words "that, what, whatever, who, whoever, whomever."

Examples.

Whatever you learn will help you in future.(Noun clause as a subject)

Now I realize **what he would have thought**. (Noun clause as an object)

Adjective Clause

"A dependent clause that functions as an adjective in a sentence is called adjective clause."

An adjective clause works like adjective in a sentence. The function of an adjective is to modify(describe) a noun or a pronoun. Similarly, a noun clause modifies a noun or a pronoun

Example

He wears a shirt **which looks nice**.

The clause "which looks nice "in above sentences is an adjective clause because it modifies noun "shirt" in the sentence.

An adjective clause always precedes the noun it modifies.

Examples

I met the boy **who had helped me**.

An Apple **that smells bad** is rotten.

Adjective clause begins with **relative pronoun** (that, who, whom, whose, which, or ,whose)and is also **relative clause**.

Adverb clause

"A dependent clause that functions as an adverb in a sentence is called adverb clause "

The subordinating conjunctions used for adverb clauses are as follows.

Time: **when**, whenever, since, until, before, after, while, as, by the time, as soon as Cause and **Effect:** because, since, now that, as long as, so, so that,

Contrast: although, even, whereas, while though,

Condition: if, unless, only if, whether or not, even if, providing or provided that, in case

Examples.

Don't go **before he comes**.

He takes medicine **because he is ill**.

Although he tried a lot, he couldn't climb up the tree.

You can achieve anything **provided that you struggle for it**.

Exercise

I. Identify the sentence below as an independent clause or a dependent clause.

- 1) The boy calmly took his test.
- 2) Walked to the park.
- 3) After the show.
- 4) For the last time.
- 5) John hit the basketball.
- 6) I did not remember my homework.
- 7) In the small town.
- 8) After the fact.
- 9) The man went on a vacation.

10) The poet received many awards

II. Add a subordinate clause to each independent clause below to complete each sentence:

- 1) _____, I looked for my missing baseball.
- 2) _____, we won the game.
- 3) _____, the food was wonderful.
- 4) _____, all the students listened quietly.
- 5) _____, I will tell you the truth.
- 6) _____, remember to bring your bag.
- 7) _____, I will pay for your ticket.
- 8) _____, we all got soaked on the ride.
- 9) _____ when you won the award.
- 10) _____, I have found success.

Module – 10: Paragraph Writing- tenses, Concord, subject verb Agreement, Idioms and Phrases 3 hrs

Tenses

The tense of a verb shows the time of an action or event. A verb may refer to Present time, past time and future time.

1. The simple present is used:

- a. To express what is actually now taking place: as,

Here comes Ashoka. See, how it rains.

- b. To express habitual truth

She gets up early in the morning

- c. To express universal truth

The sun rises in the East.

d. To express future action:

The school reopens on Nov 6th.

2. The present continuous is used to express an action going on at the time of speaking:

A The boys are playing football.

Note: this tense is used to mark an action that will happen in the future as I am leaving to Delhi tomorrow.

3. Present perfect is used:

a. To express an action that has just completed: as,

The Sun has set. The train has just arrived.

b. To express a past action the results of which still continuous:

I have lived in Mumbai for ten years.

c. To express future perfect when such words as when, before, as soon as, after are used before it : as,

I shall go there after I complete my degree.

I will attend the meeting as soon as I have finished my letter.

4. The Present Perfect Continuous: Shows that the action began in the past is continuing up to the present time : as,

I have been working for two hours.

Note: In Present perfect continuous tense, we use since to indicate point of time and period of time as , since morning, since last night, since Tuesday, since February, since 1947, since 8 o'clock.

5. Simple past is used:

To express that something was done or took place in past time: as,

I met him Yesterday.

To express a habitual action in the past: as,

The Hindu widows burnt themselves along with their husbands.

To express an action actually going on at the time stated: as,

While they walked, we fished.

6. Past Continuous means that the action was still going on in the past time referred: as,
When I called her, she was sleeping.

7. Past perfect is used to denote an action which had been completed at some point in the past time before another action was commenced: as,

The train left when they reached the station.

The patient had before the doctor came.

8 The past perfect continuous “I had been writing for an hour when you came to see me”. Shows that the action of writing had continued for a certain time previous to the point of past time arrived.

She had been singing for two hours when you came.

9. Simple future denotes an action that is about to take place or an action that will take place in the future: as,

I shall see you on Monday.

10. Future continuous denotes that an action going on at some point in future time : As,
she will be singing then.

11. Future perfect denotes that an action will be completed at some point of time in the future: as,

I shall have done the work before you come.

I hope you shall have washed your face before you come into the class again.

12. The future perfect continuous: ‘I shall have been writing’ means that the action of writing whether finished or unfinished will have been in progress for some time. As, Ashok will have been living in Jaipur for ten years by the end of this month.

Solved Examples:

1. I have not written the letter yet (Incorrect. I did not write the letter yet)
2. Columbus discovered America. (Incorrect. Columbus has discovered America)
3. The servant did not come when called (Incorrect. The servant has not come when called)
4. I wrote to him yesterday. (Incorrect. I have written to him yesterday.)
5. The old man died of cold last night. (Incorrect. The old man has died of cold last night.)
6. We went to the cinema last night. (Incorrect. We had gone to the cinema last night.)
7. The train had left before we reached the station. (Incorrect. The train left before we reached the station.)
8. She told me that she had been ill for six days. (Incorrect. She told me that she was ill for six days.)

Exercise: Select the correct form of the Verb shown in brackets in each sentences and write in the space given:

1. She (went, has gone) to Agra yesterday.
2. She (has told, told) me a story just now.
3. The train (left, has left) an hour ago.
4. It (is raining, has been raining) all night.
5. He (failed, had failed) last exam.
6. I (heard, have heard) the news just now.
7. I remember (to meet, having met) her before.
8. Walk carefully lest (you should fall, you may fall)
9. I (Have written, wrote) a letter to her yesterday.
10. By this time tomorrow we (Shall reach, shall have reached) home.

Agreement of the verb with the Subject/ Concord

A verb must agree with its subject in Number and Person I e, the verb should be of the same number and Person as the Subject

Two or more Singular Subjects joined by ‘and’ take a plural verb: as

Mohan and Rohan have passed

He and his brother were absent.

He and I are great friends.

Time and tide wait for none.

Note: 1 Sometimes two subjects are regarded as representing one idea, and then the verb is singular as,

Slow and steady wins the race.

Bread and butter is a wholesome food.

Early to bed an early to rise. Makes a man healthy, wealthy and wise.

2. If two Singular Nouns refer to the same person or thing, the verb must be Singular as,

The poet and philosopher is dead. (here poet and philosopher refer to the same person)

The orator and Statesman has arrived.

Note :If the article is used only once then the two nouns refer to the same person and the verb used is singular. But if the article is mentioned twice, then two distinct persons are intended, and the verb following must be in the Plural Number, as,

The poet and the philosopher are dead.

The orator and the Statesman have arrived.

3. If two Singular Nouns are joined by *and* are preceded by each or every the verb is Singular, as,

Each day and each hour brings us a fresh energy.

Every man and every woman in the village was happy.

4. Two or more Singular Subjects connected by or, nor, either.. or, neither...nor, take a Singular verb, as,

Either Aditya or Ankita is in the class.

Neither Sharan nor his brother was present there.

Neither iron nor coal is to be found in that country.

Neither praise nor blame seems to affect her.

Neither he nor I was mistaken.

Any boy or girl sees it at once.

Note: 1. When one of the Nouns or Pronouns joined by or, nor is in the Singular and the other in the Plural, the verb should be Plural and the Plural Subject should be placed near the verb: as,

John or his brothers are to blame.

Neither Afzal nor his friends were present.

2. If two Subjects joined by or Nor, are of different persons, the verb agrees in person with the Subject nearest to it, as,

Neither my brother nor I am happy.

But it is better to write as-

Either you are telling a lie, or he is.

Neither is my brother happy, nor am I.

5. If two Nouns are joined by with or as well as, the verb agrees with the first Noun, ie, if the first Noun is Singular, the verb must be Singular even if the Second noun is plural: as,

Raman as well as his friend, has won the prize.

Iron as well as gold is found in India.

Kindness as well as mercy allows it.

The king, with all his ministers, was killed.

6. A Collective Noun takes a Singular or Plural verb according to the sense. If the idea of oneness is expressed, the verb must be Singular, if the individuals of the collection are thought of, verb must be Plural.

The jury (men of the jury) were divided in their opinions.

The jury (one body) has elected its President.

The Council meets today in the Music hall.

The council that met in the music hall were divided.

The multitude was frightened at the sight of the lion.

7. Either, neither, each, every, one may a must be followed by a verb in the Singular: as, either of the two applicants is suitable.

Neither of the two applicants is suitable.

Each of these girls has done his best.

Each of these substances is found in India.

Each one of these men is reliable.

Every one of the boat's crew was drowned.

Many a man is tempted by gold.

8. Errors due to proximity: Often the verb is made to agree in Number with a noun near it instead of its proper subject. This should be avoided.
- a. The behaviour of the children were excellent (here were must be was in order to agree with behaviour)
 - b. Not one of his lectures have ever been printed. (the subject is one, not lectures, therefore, have should be has)
 - c. By that time two weeks salary were due. (here again, the Subject is Salary, not weeks therefore , were should be was)

- d. The quality of the mangoes was (not were) good.
- e. The cost of all these articles has (not have) risen.
- f. A series of lectures has (not have) been arranged on the subject.
- g. A variety of pleasing objects charms (not charm) the eye.
9. When a plural noun denotes some specific quantity or amount considered as a whole the verb is generally Singular: as,

Two-thirds of the city is in ruins (not are)

A thousand rupees is a good sum (not are)

Four weeks is a good holiday (not are)

Similarly with titles of books and names of sciences:

The Arabian nights is an interesting book (not are)

The United States has a big army (not have)

Physics is an interesting science (not are)

Mathematics is a difficult subject (not are)

10. A relative Pronoun always agrees in Number and Person with its antecedent: as,

I am a man who always seeks (not seek) others' welfare.

He is one of those men who know (not Knows) everything.

Exercise: Select the correct form of the verb shown in brackets in each sentence and write it in the space given:

1. One of the boys (was/were) punished.
2. Neither the children nor their mother (were/ was) admitted.
3. All that glitters (is/are) not gold.
4. Two and two (make/makes) four.
5. Meena as well as her friend (is/ are) guilty.
6. A hundred kilometres (is/are) a good distance.
7. The great poet and novelist (is/ are) dead.

8. Each of the boys (was/were) given a prize.
9. The quality of the mangoes (were/was) not good.
10. None but the children (were/was) admitted.
11. Two thousand rupees (is/are) a good sum.
12. Slow and steady (win/wins) the race.
13. A large number of women (was/were) present at the meeting.
14. More than forty boys (was/were) present in the class.
15. None but the brave (deserve/deserves) the loot.

Idioms and Phrases

What is Idiom? An idiom is an expression that takes on a figurative meaning. An idiom is a commonly used expression whose meaning does not relate to the literal meaning of its words. An Idiom is an expression whose meaning is not predictable from the usual meanings of its constituent elements. It is also specific to language.

1. **At the eleventh hour** (at the last moment) the meaning of the idiom at the eleventh hour is at the last moment, idiomatically we can write the sentence like this..... Krishna prepared for the final exams only at the **eleventh hour**.

2. **Build castle in the air** (form imaginary plans) the meaning of the idiom **Build castle in the air** is to form imaginary plans idiomatically we can write the sentence like this.....Most of the people who build castle in the air meet with misfortune.

3. **Dare devil** (daring and fearless person) the meaning of the idiom. **Dare devil means to be** daring and fearless person idiomatically we can write the sentence like this.....Kriti is a young and dare devil person who will certainly get into trouble.

4. **Earn one's bread** (secure sufficiently for a happy life) the meaning of the idiom **Earn one's bread** means to be secured sufficiently for a happy life, idiomatically we can write the sentence like this.....Sudhir found it difficult to earn his bread with a low income.

5. **From the bottom of one's heart** (Most sincerely) the meaning of the idiom **From the bottom of one's heart** means Most sincerely, idiomatically we can write the sentence like this.....The kind words Smruthi uttered came from the bottom of her heart.

6. **Hale and hearty** (perfect health)the meaning of the idiom **Hale and hearty**means to be in perfect health idiomatically we can write the sentence like this..... My brother who is hale and hearty decided to go for trekking

7. **In broad day light** (where there is bright light)the meaning of the idiom**In broad day light** meanswhere there is bright light idiomatically we can write the sentence like this..... Even though the robbery was committed in the broad day light nobody noticed it.

8. **Keep one's chin up** (face trouble with courage and determination) the meaning of the idiom **Keep one's chin up**is to face trouble with courage and determination idiomatically we can write the sentence like this.....In the 5000metre race Rashid was behind, but he kept his chin up and came out first in the end.

9. **Make up one's mind** (decide, determine)the meaning of the idiom **Make up one's mind**is to decide, or determine idiomatically we can write the sentence like this.....Laksh made up his mind to go to Kailas Parbhat.

10. **Nick of the time** (in correct time)the meaning of the idiom **Nick of the time**means in correct timeidiomatically we can write the sentence like this..... The minister reached the school at the nick of the time to preside over the meeting.

Fill in the blanks with suitable idioms given in the brackets:

(Leaps and bounds, blow one's own trumpet, catch one's breath, call spade a spade, eagle-eyed, icy look , bird's eye view, be in good books, hard nut to crack, against the grain)

1. According to Ramesh accepting bribe is _____
2. The Kashmir problem is still a _____
3. Sindhu did her work sincerely and so she was in the _____ her manager.
4. Whenever there is flood or earthquake anywhere in India, our Ministers fly over the affected areas to have a _____of the disaster.
5. Rajesh is a rich landlord who finds pleasure in _____
6. The sight of the terrible accident on Nelamangala road _____for some time.
7. Inspite of the displeasure of his friends Birbal was brave enough to _____in the meeting of the council.
8. Mr. Smith is an _____officer and clerks can hide nothing from him.

9. When Kumar visited Rajesh at his bungalow he only gave him an_____
10. Soon after the new Government took charge in India, the agricultural progress was by _____

Chapter 11-Speech Writing

Speech is an oral form of communication, a formal address to an audience about a given topic.

Speech is intended for:

- Cultural /social events
- Informative - to pass on some information
- Entertainment - stand-up comedy

To deliver a good speech it requires prior preparation:

- Know the purpose - Educate, inspire, argue - your goals will result appropriately.
- Keep the language simple
- Structure the speech properly
- Cite a quotation correctly
- Collect information about whom /what you are speaking.
- Use active voice.
- Prepare the speech without errors.

Read a few examples of good speeches – Martin Luther King, Nehru, APS Abdul Kalam.

Steps to be followed:

- Introduce yourself
- Main message
- Explanation
- Conclusion, end confidently.

Welcome speech is given by the host, at the beginning of an event to show his/her gratitude towards the guest.

- Should contain introduction of the chief guest, his work, achievements and contribution.
- Convey gratitude towards the guest for taking time and making his presence.
- Should conclude with welcoming everyone present for the event.

Some welcoming words:

- I am extremely proud to welcome
- I am overwhelmed to get this opportunity to welcome
- I feel proud and honoured to welcome
- With immense affection and admiration I welcome
- I am immensely pleased to welcome.

Example of welcome speech:

Good morning /afternoon/evening to everyone present here.

I am XXX from final year XXX. I am extremely over whelmed to get this opportunity to welcome you all, on this auspicious occasion of Alumni meet of our esteemed institution.

I feel proud to be a part of this event and also happy to have the honour of welcoming the Chief Guest, Professor XXX who needs no introduction. She has been working towards connecting young minds to their success and achievement. She is the dean of the most renowned institution functioning under the Government of Karnataka. She is known for her wonderful administration and is responsible for the high achievement for the institution, she is in charge of. Apart from this, she is a philanthropist who renders selfless service to the society.

We are extremely grateful to her for accepting our invitation to be a chief guest for this happy occasion.

With immense affection and admiration I will come all the parents, invitees who made efforts to join us today I am extremely happy to welcome all the teaching and non-teaching staff present here today.

Finally, I welcome all the students present here to make this event huge success.

Welcome one and all.

Inaugural speech is made at an inauguration of any cultural or social event. It could also be done for the opening ceremony of any new office Store or a company.

Inaugural address should contain the following

- Inspirational thoughts
- Motivation for the betterment of the individual and institution
- Some examples of great minds who made the nation proud

Good morning/afternoon/evening to everyone present here, it is my greatest honour and privilege to give the inaugural address today on your official opening of this school/college.

I am particularly happy to be with young minds which will be a value addition to the future of our country and have the great responsibility in your hands. You have to make up your mind to give the best to your great nation.

Many great minds have treaded this path to take our country to greater heights. As your learning begins you will discover, the knowledge to acquire is vast. There is a well-equipped house of knowledge which will enable you acquire it day after day. By the time you live this temple of learning, you will be equipped for your bright future. Have the perseverance and determination to unleash the potential in you. The inspiring lessons that your teachers will provide will let you off as a holistic person, to face many challenges in your future life. Make use of this opportunity through your hard work, which will never let you down.

‘Time and tide wait for no man’ so grab the chance and unleash your potential to make your parents, your institution and your nation proud. Go for higher education with higher purpose. Wishing you all the best for your new beginning.

I thank you for giving me this golden opportunity to spend some valuable time with you.

Wishing you the best of luck.

Vote of thanks: It is an official speech, where the host will thank everyone present for the occasion at the end of the event.

- Thank the chief guest

- The organiser
- Thank all the people who attended the event/meeting to make it successful
- Thank all those who helped you, directly and indirectly.

Some words of gratitude:

- I am extremely proud to propose the vote of thanks
- I am overwhelmed to present the vote of thanks
- I feel proud and honour to present the vote of thanks
- With immense affection and admiration I thank
- It is my pride and privilege to thank.

Example of Vote of Thanks:

Good morning/afternoon/evening to one and all,

It is an honour to have been asked to propose the vote of thanks on this happy occasion of the Alumni meet of our esteemed institution.

I am extremely grateful for our honourable/ respected Chief Guest XXX an educationist par excellence, who kindly accepted our humble invitation to be present with us, today. We had an opportunity to listen to your thoughts which will be an inspiration for us in our future.

I extend my sincere thanks to our Principal XXX who provided all the support for us to make this event happen. Your thoughts in words have enlightened us and have shown a new path.

I am thankful to our Alumni XXX who inspired us to take the road not taken by many. I mention with the deep sense of appreciation to all the teaching and non-teaching staff for their graceful presence. I am short of words to describe their involvement and willingness to take the task of completion, beyond their comfort zone. My sincere thanks to all the members of the Alumni for your rock solid support, for this event.

A big thank you to each one of you, who made the Alumni meet memorable to all of us.

Thank you

Farewell speech: A farewell address is a speech given by an individual leaving the position or place. It is used by public figures such as politicians or even some individuals, who are leaving their present position in order to upgrade themselves or to retire.

Example of Farewell speech:

Good morning/afternoon/evening to all of you,

Working here has been an enriching experience. I am thankful for the skills I have acquired here. After being with you it has made me a more complete and a well-rounded person.

I have learnt to take compliments direction and criticism at equal ease. I have become very open-minded and learn to value other people's opinion along with mine, to end up with great results.

I am leaving here today with a wealth of knowledge, which I will always treasure. I will take with me fond memories, valuable skills and of course, miss the working pleasure here.

Thank you for the farewell party looking forward to hearing your future success.

Exercises:

1. The inauguration of the cultural association is to be held in your college, you are asked to give a welcome speech. Draft the speech.
2. Your friend is leaving the job at an MNC to start his own company, draft a farewell speech for him.
3. You have cleared the UPSC Exam, draft an inaugural speech that you will speak to address college students.
4. As the student Secretary of your college, draft a vote of thanks speech for Teachers' day.

DEPARTMENT OF HISTORY

PROGRAM OUTCOME, PROGRAMME SPECIFIC OUTCOME, LEARNING OUTCOME AND COURSE OUTCOME

Program Outcome

History is important to those who want to understand the true nature of past and the impact this past has on our present societies and cultures. This syllabus covers vast periods in history providing an overview of the prehistoric and historic periods; addressing key events in our evolutionary timeline, landmark historic events and thematic concerns in each historical period. These units address the vast subject of history chronologically; from the prehistoric times (before the invention of writing) up until the modern period in Indian history. This syllabus also looks into Karnataka's historical development and Bengaluru through time and space.

Program Specific Outcome:

History has its own value in society and human life. It helps the students to develop their ethical and social value. They could gather knowledge about the heritage and tradition of their own country and the others. There is huge potentiality in future of a history student. Various options are opened to history students to choose their career. First of all, history is a subject from primary education level to higher study, so they can engage themselves in teaching profession in primary, secondary and post secondary schools. History is also helpful for those who are preparing for UPSC and SSC. A history student may choose his or her career in Research field. A history student may choose his or her career in journalism or any other editorial board. They may get job in museum, archives and libraries. Beside those, in the field of research and archaeology they may proceed.

Learning Outcome:

- **Historiographical Literacy.** Students will be able to identify and describe the contours and stakes of conversations among historians within defined historiographical fields.
- **Critical Thinking.** Students will learn to apply historical methods to evaluate critically the record of the past and how historians and others have interpreted it.
- **Research Skills.** Students will acquire basic historical research skills, including (as appropriate) the effective use of libraries, archives, and databases.
- **Communication Skills.** Students will learn to organize and express their thoughts clearly and coherently both in writing and orally.

- Writing and Intellectual Integration. Students should demonstrate their mastery of the knowledge and skills involved in historical practice by conceptualizing and executing a significant piece of original research.

HONOURS SYLLABUS and ASPECTS OF STUDY

Semester - I

Paper 1. History of Ancient India: This first paper introduces history beyond writing. The study of prehistory and the archaeological evidences including stone artefacts, rock art, bones and ceramics are covered here. Important aspects in the study of prehistory discussed here include human evolution and the development of agriculture and other means of existences. Ancient Indian History includes a wide range of topics such as Geographical Conditions and Human evolutions along with their settlements; economic, society and cultures; rise of the civilizations and kingdoms; types of government and administrative systems; agrarian systems; trade and economic policy; interstate relationship and religious; and important wars and battles. This paper covers history from prehistoric times up till Sangham age in South India. Important study aspects for this paper are:

- a) Human Evolution, the Neolithic revolution, Pre-Harappan and Harappan Cultures.
- b) Early and Later Vedic Cultures; the development of political conditions, social life, economic life, Aryan expansion into fertile gangetic region; formation of states, agriculture and cattle farming.
- c) Mahajanapadas, Political conditions of North India, Second Urbanization (6th century B.C) through Buddhism and Jainism, religious upheavals and protests against Vedic orthodoxy.
- d) Rise of Kingdoms: Detailed account of the political history of the Magadha kingdom; political, religious and cultural movement witnessed by the world during Chandragupta Mourya and Asoka's period.

Semester - II

Paper-2. Early Medieval India 300 CE -1200 CE

This paper is deals with the early medieval age. The idea of the decline of urban cities, trade, and money in the early medieval age, which could be believe feudatories of the Gupatas and later stage. The Gupta Empire in the north India emerged as major political powers. With rise of Gupta the pattern of regional states characteristics of post Mouryan times and the early centuries of the

Common Era will persist in India until the sixteenth century. Therefore, Students will enable to understand and explain the early medieval developments of culture.

Students also introduce nature on early medieval Indian society, economy, administrating, religious, education and developments of Art and Architecture of the time.

This paper covers history from Gupta Empire to Arab Conquest to Sind and political conflicts during the Islamic invaded to India. Important study aspects for this paper are:

- a) Rise and Decline of the Gupta Empire; their political system, society, economy and trade feudalism.
- b) Invasion of the Huns
- c) Rise of Chalukyas, Pallavas, Rashtrakutas, and Chola in South India.
- d) Administration, Society, Social and Economic conditions, Art and Architecture and Religion in Early Medieval India.
- e) Political Ascendency- Arab Coquets of Sind- Arab trade- invasions of Muhammad Ghajni and Ghori and Political significance in beginning of the Islam period in India.

Semester III

Paper 3. Karnataka Society economy and Culture: The Bengaluru City University is located in Karnataka and its being our state, we need to study of it history with study in regional aspects. Therefore, students will learn about Karnataka history in various aspects with chronologically. This paper is covers from Early History, satavahana to Emergence of National movement. Karnataka has been invaded by a number of rulers at different points of times in history due to the influence of various rulers and dynasties Karnataka became enriched with their distinctive culture and values. Therefore, students will learn this subject in different aspects. Important study aspects for this paper are:

- State formation in Karnataka during Mourya period to Adilshahis
- Society, Economy, Revenue Administrations, Art and Architecture.
- Karnataka Society and Social Reform
- National movements and other political and social movements of the state.

Semester IV

Paper 4 - INTRODUCTION TO TOURISM IN INDIA

Tourism will deepen our understanding about tourism as an activity. This paper looks at the how the tourism industry is organised and developed and how tourism influenced. Study of this paper student can learn about, how tourism developed in India since 6th century till present days and also learn about monuments acts which is controlled by government authority. Important study aspects for this paper are:

- Tourism meaning and definition
- Tourism through the Ages
- Tourism –organization in international and national level.
- Tourism and Karnataka and historical sites.

Semester V

Paper 5.Modern Indian History: This paper looks at the decline of the Mughal Empire and the advent of Europeans to India. After decline and subsequent disintegrations of the Mughal Empire, the European countries colonized various parts of the subcontinent. The paper studies the advent of European countries to India and the events subsequent to that. These events include the reform movement; 1857 revolt; Freedom Struggle; Gandhian Era; the INC; and extremist movements. The paper culminates with India's freedom from the British in 1947. The paper also looks into the British administrative, economic and education policies. Important study aspects for this paper are:

- a. British administration of India for around 200 years and revolutionary changes in the Social political and Economic life of the Country.
- b. India's freedom Movement
- c. British Developmental activities in the Indian Subcontinent.

Modern Europe 1945 CE.: Along with India's historical journey, the course also looks at the history of other regions. This paper addresses the historical developments in Modern Europe including the reformation and growth of rational thinking, industrialization and global expansion of European countries. Important political ideologies that developed and events that occurred will be discussed during the course of this paper; ideas and thoughts that characterize modernity in the western world and the rest of the world. Important study aspects include:

- The Dark Age of Europe, Renaissance and Reformation.

- What characterizes Modernity? Salient Features of the new era:
 1. Geographical Discoveries
 2. Rise of the national states
 3. Industrial revolution
 4. The World War I and II

Semester V

Paper 6. India after Independence

Along with India's freedom, the course also looks at the history of India after Independence. This paper address the Indian Independence and subcontinent partition along religious into two separate countries till adopted the constitution and Ambedkarism and Dalith Movement. Important study aspects for this paper are:

- Indian Independence-partition, after the problems in the new republic India.
- Political parties.
- The assertion of Regional Identities.
- Religion and politics.

Paper 6 A. Contemporary world.

This paper looks at the Contemporary world which can help students to become interested in our present problems and issues in our society today. By studying this paper students learn to understand the nature of the relationship that forms between societies and the way in this relationship the organisations of the world today in Historical manner. Important study aspects for this paper are:

- Impact of the II World war.
- The Third World war.
- Human Rights in Contemporary world.
- New trends – ecological and Environment. Etc.



PRINCIPAL

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DEPARTMENT OF ECONOMICS

Course Outcomes: Department of Economics

Alfred Marshall, is the study of mankind in the ordinary business of life. Not surprisingly, the discipline of Economics emerged to understand the changes happening in the 18th Century Western Society following the Industrial Revolution, as explained in the seminal writings of Adam Smith in his book, The Wealth of Nations. Economics is a social science- it studies human behaviour. Customary to all disciplines, it has its unique concepts and way of thinking. However, it also requires an understanding of Mathematics, Statistics, Commerce, Political Science, Philosophy, Sociology, Psychology, Law, History and Management. Thus, economics is a diverse field. The important areas of Economics are Industrial Organization, Economic Development, Econometrics, Finance, Labour Economics, Law and Economics, Public Economics, Environmental Economics, and History of Economic Thought. A study of economics makes a person an informed and rational citizen.

Introductory Microeconomics

The course exposes students to the basic principles of microeconomic theory. It emphasizes how economists think, how consumers and firms make decisions and interact in output and input markets, and how different market structures operate. The course also illustrates the practical use of these concepts to real life situations. The course requires knowledge of mathematics at 12th level. Key topics are scope and method of economics, functioning of markets, government policies relating to taxation, price ceiling and price floors, market efficiency, household decision making, firm behavior, perfect competition and monopoly and land and labor markets.

Introductory Macroeconomics

The course exposes students to the basic concepts of macroeconomic theory. Macroeconomics studies economies as a whole. It looks into issues like why are some countries richer and grow faster than others, why do some countries have high inflation and what are its consequences, how do fluctuating exchange rates impact a country, why do all countries experience recessions and expansions, how are monetary and fiscal policies formulated and how they impact an economy and the like. Key topics in this course are: Introduction to macroeconomics and national income



accounting (measurement of GDP and other aggregates); Money -what it is, how is it created, tools of monetary policy; Inflation- Meaning and costs of inflation, hyperinflation; and the closed economy in the short run- Classical and Keynesian Systems, IS-LM model, fiscal and monetary policy multipliers.

1.Indian Economy

The course on Indian Economy examines issues relating to the evolution and performance on all aspects of the Indian economy. It is based on the concepts of development economics. The course is fairly exhaustive and is useful for increasing the general awareness of students on issues affecting the Indian Economy. The course is spread over two semesters. Indian Economy I: India's economic development since independence; Population and Economic Development in India; Growth and Distributional issues (poverty, inequality and unemployment); and International Comparisons (India with other countries). Indian Economy II: Macroeconomic Policies and their impact (Fiscal Policy, Financial and Monetary Policies, Trade and Investment Policy and Labour Regulation); Policies and Performance in Agriculture; Policies and performance in Industry; and Trends and performance in Services.

2.Principles of Microeconomics

The courses are broadly similar in content to the General Elective Course at the Honours Level except for the addition of a few more topics. However, it is simplified to meet the requirements of Programme students.

3.Market Structures

Monopoly, Monopolistic Competition, Oligopoly, Contestable Markets, Game Theory, Role of Government; Consumer and Producer Theory: Market efficiency, market failure, public goods, imperfect information, externalities, marginal cost pricing, adverse selection, social choice, government inefficiency; Income distribution and factor pricing; and International trade – Theories of absolute and comparative advantage, trade barriers and free trade/protectionism.

4.Principles of Macroeconomics

The courses are again broadly similar in content to the General Elective Course at the Honours Level. However, it is simplified to meet the requirements of Programme students and contains some extra topics.



INTRODUCTION TO INDIAN ECONOMY

It will result in comprehensive understanding of Indian Economy. Student will be able to understand govt policies and programs sectoral. To give in-depth knowledge of Banking & Finance to the students of economics ECW 101:

BANKING & FINANCE

It is designed as a contemporary, rigorous, innovative and practical course that aims to infuse the participants with the relevant banking knowledge and skills. To give in-depth knowledge of Banking & Finance to the students of economics with practical inputs and prepares them as a responsible customer.

INDIAN ECONOMIC DEVELOPMENT

It helps in developing understanding of the students related to different sectors of Indian Economy. Students will be able to understand how planning and infrastructure support can develop an economy.

MONEY FINANCIAL MARKETS AND INSTITUTIONS

To understand the conceptual framework of financial market and institutions of India, majorly. Students will be able to understand the nature of financial instruments and their usage.

DEVELOPMENT ECONOMICS

To explain development economic growth theories, international trade development theories, and related economic development theories. Learn hardcore economic prescriptions to development, concerns hitherto relegated to background like education, health, sanitation and infrastructural development, have found a place of pride in explaining the preference of various economies.

PUBLIC ECONOMICS

It will help in understanding and analyzing the impact of public policy on the allocation of resources and the distribution of income in the economy and also analysis of public expenditures, taxation, budgetary procedures, stabilization instruments, debt issues.

STATISTICAL METHODS FOR ECONOMICS

This course will help the students understand the issues regarding data collection, processing, organizing and presentation and the issues involved therein.

Vom.

BUSINESS FORECASTING

It will help the students help in understanding forecasting methods, which can be used in business for sound decision making. It will develop understanding regarding when and how to apply various forecasting techniques and how to interpret the results. It will help in developing clear understanding of different forecasting models. Students will be able to identify different data patterns and will be able to segregate its cause and impact.

MONETARY ECONOMICS

Understand various concepts of money and money substitutes explain and anticipate the consequences of changes in the quantity of money on such economic variables as interest rates, inflation, the exchange rate, and unemployment.

INTERNATIONAL ECONOMICS

The student will be acquainted with economic concepts and models of international trade. Student will become aware about international trade blocks and their importance.

MATHEMATICAL METHODS FOR ECONOMICS

The student is exposed to economic concepts in mathematical format through simple illustrations and prepares the ground for more scientific study.

HISTORY OF ECONOMIC THOUGHT

Develop a chronological understanding of the development of economic thought. Relate the developments in different schools of thought with contemporary issues.



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