

Credit Based II SEMESTER B.A. Degree

Papers offered for study

| Sl.No | Course Subjects | Course code | No. Of hrs per week | Marks | | Max Marks |
|-------|---|-------------|---------------------|-------|--------|-----------|
| | | | | IA | Theory | |
| 1 | General Proficiency and Communicative English | BASENL153 | 4 | 20 | 80 | 100 |
| 2 | Kannada | BASKAL153 | 4 | 20 | 80 | 100 |
| 3 | Ancient History & Archaeology (History & culture of India To 600-1526 A.D.) | BASARC151 | 6 | 30 | 120 | 150 |
| 4 | Co-Operation (Agricultural Co-operatives and Banking Practices) | BASCPC152 | 6 | 30 | 120 | 150 |
| | Sociology (Social Institutions & Social Change) | BASSOC152 | | | | |
| 5 | Economics (Macro economics) | BASECC152 | 6 | 30 | 120 | 150 |
| 6 | Human Rights, Gender Equity & Environmental Studies | BASHGF152 | 4 | 20 | 80 | 100 |
| 7 | Co & Extra Curricular Activities | | | | | 50 |

Credit-based II Semester B.A.
(Common to all batches scheme)
General Proficiency And communicative English
4 Hours per Week. Max. Marks: 100

Features:

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

Objectives:

- Providing competence in constructing sentences properly.
- Instilling human values and a sense of social responsibility.
- Improving self-confidence of students to face all the challenges.

Course Content:

- Prose (30 marks)
- Poetry (30 marks)
- Grammar (20 marks)

- **Prose:**
 1. Three Questions: Leo Tolstoy
 2. My Visions for India: Dr. A.P.J. Abdul Kalam
 3. Concerning Dates: E.V.Lucas
 4. Dangers of Drug Abuse: Hardin B. Jones
 5. My Greatest Olympic Prize: Jesse Owens

- **Poetry:**
 - 1) Matilda : Hilaire Belloc
 - 2) Ozymandias: Percy Bysshe Shelley
 - 3) On Killing a Tree: Gieve Patel
 - 4) Money Madness: D.H. Lawrence
 - 5) Mending Wall: Robert Frost

- **Grammar:**

Sentence Transformation (Simple-Compound-Complex; Direct-Indirect; Passive-Active; Positive-Comparative-Superlative; Assertive-Interrogative-Exclamatory-Imperative); Tag Questions; Linkers; Paragraph writing; Interpretation of charts (Pie graph; Bar-graph)

Recommended Reference Books:

1. Text: English Language Textbook for B.A. –Semester I and II of Mangalore University by Trinity Publishers.
2. Contemporary English Grammar Structure and Composition by David Green (Published by Macmillan, New Delhi, 2009).

Course Outcome:

Prose:

- 1) What were the three questions of the king? How did the wise men of the kingdom answer the questions?
- 2) How were the king's questions answered by the hermit?
- 3) Bring out Dr.Kalam's views in 'My Visions for India.
- 4) Describe the four milestones in Kalam's career.
- 5) How does E.V.Lucas illustrate the importance of dates in 'Concerning Dates'?
- 6) How does Jones bring out the dangers of drug abuse?
- 7) How does Jesse Owens describe his friendship with Luz Long in "My Greatest Olympic Prize"?

Vocabulary exercises: Synonyms, Antonyms, Use of appropriate words, appropriate forms of words and one-word substitutes.

Poetry:

- 1) How did Matilda meet the tragic end of her life?
- 2) Explain the central idea of Shelley's poem, "Ozymandias".
- 3) How does the poet present the destructive nature of human beings in 'On Killing a Tree'?
- 4) How does Lawrence describe the money madness of mankind?
- 5) Why does the poet think that it is futile to build a wall in the poem, "Mending Wall"?

Grammar:

- 1) Do as directed:
 - a) In spite of being rich, he is unhappy. (Change into compound sentence)
 - b) The people welcomed the minister. (Change into passive voice)
 - c) Reena is absent today. (Change into a negative sentence without changing the meaning)
 - d) Please get me a glass of water. (Change into interrogative sentence)
 - e) How confusing the project was! (Change into assertive sentence)
 - f) Somu told his friend, "Please wait here till I return". (Rewrite the sentence in indirect speech)
- 2) Fill in the blanks with suitable question tags:
 - a) Mohan broke the glass,-----?
 - b) You have done your homework,-----?
- 3) Fill in the blanks with appropriate linkers:
 - a)----- it rains, the match will be cancelled.(and, if, though, so)
 - b)I did not come to college ----- I was ill. (but,or, because, while)
- 4) Write a paragraph of 10-12 sentences on any **one** of the following:
 - a) My hobby.
 - b) Teenage is the best age.
- 5) Interpret the given bar chart in about 10 sentences.

Student Evaluation Components:

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

Code: BASARC151

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

Course: Ancient History & Archaeology
Course Paper: History & culture of India To 600-1526 A.D.
Number of Modules: 07
[6 hours per week. Max. Marks: 150]

Objectives of the Course:

- To study the early Medieval south Indian Condition.
- To understand the rise of Various Dynasties in South India.
- To study the History of Rajapuths in India.
- To learn about the establishment of Muslim Power in India.
- To study the about socio religious condition of India during Medieval period.
- To study about the establishment of Hindu rule under Vijayanaga.

Module I: Early Medieval South India (08 hours)

- The rise of Chalukyas- Pulakesien II –relations with Kanauj-relations with Pallawas.
- The rise of the Pallavas- Mahendravarman & Narasimha Varman- Relations with other Tamil powers.
- The Rastrakutas- Govinda III – relations with North Indian powers-Southern expedition.
- Literature & Art & Architecture.

Course Outcome:

1. Write short note achievements of Pulikesien II.
2. Briefly explain the achievements of Pallava rulers Mahendravarman & Narasimhavarman.
3. Explain the cultural contributions of Chalukyas of Badami

Module II: The South (08 hours)

- A). The rise of the Cholas- Rajaraja I- Rajendra I –Expansion to Sri Lanka & Sri Vijaya- Decline of the Cholas.
- B). Administration of the Cholas –Architecture & Sculpture.
- C). The Hoysala experience in Karnataka – Vishnuvardhana.

Course Outcome:

1. Explain the life & achievements of Rajaraja Chola I.
2. Explain the administrative system of Cholas.
3. Explain the cultural contributions of Cholas.
4. Write a short note on cultural contributions of Hoysalas .

Module III:- Rajapuths & Turko- Afghan Invasions(08 hours)

- The rise of Rajput States- Society, Economy & Polity- Literature, art & architecture.
- Mahmud of Ghazni & Ghorian Conquests- The formation of the Sulthannate.

Course Outcome:

1. Briefly explain the theory of Rajaputh Origin..
2. Write a short note on social & economic condition of Rajaputh.
3. Explain the Mahmud Ghor's invasions on India.
4. Write a short note on Mahmud Ghazni's invasions on India.

Module IV: The Turks- Afghan Invasions (08 hours)

Struggle for the establishment of a strong monarchy –Iltutmish- Razia- Balban-consolidation of the Sulthannat.

P.T.O.

Course Outcome:

1. Write a short note on Qutub-ud- din Aibak
2. Explain the character & achievements of Iltutmish.
3. Write a short note on Razia Sultana.
4. Explain the military achievements of Balban.

Module V: The Delhi Sultanate at its height: - (08 hours)

The expansion of the Sultanate under Alla-ud-Din Khilji- internal reforms- agrarian policy & Market Experiments –Muhammad –bin-Tughlaq – his experiments-the road to disintegration.

Course Outcome:

1. Explain the life & achievements of Alla-ud –din Khilji.
2. Write a short note on Market Experiments of Alla-ud –din Khilji.
3. Explain the Administrative reforms of Muhammad Bin Tughlaq.
4. Write a note on the causes for the downfall of Delhi Sultanate.

Module VI: Society & Politics: - (10 hours)

Economic & social life – trade-Nobles- the “forty” –slave –social movements & customs- Bhakti movement-Sufi tradition -

Course Outcome:

1. Write a note on The Forty.
2. Explain the role of various saint’s in Bhakti Movement.
3. explain the cultural contributions of Delhi Sultans.

Book Module VII: Medieval Deccan:- (10 hours)

South India in Early Fourteenth century- The foundation & fortunes of Vijayanagara empire- Devaraya II – Krishnadevaraya – decline of Vijayanagara empire – economy & society –literature & art – The Bahamani Kingdom – the conflict between the Bahamanis and Vijayanagara.

Course Outcome:

1. Write short note on Devaraya II..
2. Explain the social & economic condition during Vijayanagara period.
3. Explain the cultural contributions of Vijayanagara Empire.
4. Write a note on Bahamani Kingdom.

Books for Reference:

- a. The Vakataka Gupta Age by R.C Majumdar
- b. The Gupta Empire by R.K Mookarji
2. The Chalukyas of Badami by M.S Nagaraja Rao
5. The Hoysala Dynasty by Shiek Ali B.
6. Medieval Indian Culture by A.L Srivastava

Student Evaluation Components:

| Sl. No. | Type of Assessment | Weightage |
|---------|--|-----------------|
| 1. | Internal Assessment: Two tests & assignment | 20% (30 marks) |
| 2. | University Examination of 3 hours duration. Question paper pattern: There will be three parts. Part A – Answer any three questions of 16 marks each out of five questions. Part B - Answer any six questions of 08 marks each out of eight questions. Part C – Map work one question for 12 marks. Part C - Answer any four questions of 06 marks each out of six questions | 80% (120 marks) |

Code: BASPC152

**Credit Based II Semester B.A. Degree
(Common to all Batches)
Course: Co-operation**

**Course Paper II: Non – Agricultural Co-operatives and Banking Practices
Number of Modules: 05**

[6 hours per week. Max. Marks: 150]

Objectives of the Course:

- To understand the types, structure and sources of finance of industrial co-operatives in India.
- To learn about the working of housing co-operative movement in India.
- To study the co-operative education and training institutions in India.
- To evaluate the working of urban co-operative banks in India.
- To examine relationship between banker and customer.
- To study various types of bank accounts.
- To learn about various types of loans and advances in the bank.

MODULE 1

Industrial co-operatives: aims and objects – types – structure of industrial co-operatives – sources of finance – problems and suggestions.

Course outcome:

1. What are industrial co-operatives? Explain their objectives and structure.
2. Explain different types of industrial co-operatives.
3. Examine the sources of finance and problems of industrial co-operatives.

MODULE II

Housing co-operatives: advantages of co-operatives housing – types of housing co-operatives – origin and development of housing co-operative movement in India – organisation structure – rural housing and co-operative efforts – problems – remedies.

Course outcome:

1. Examine the need and organisation of housing co-operatives in India. What are their problems?
2. Explain the different types of housing co-operatives.
3. Briefly explain the advantages of housing co-operative.
4. Write on the rural housing and co-operative efforts.

MODULE III

Co-operative education and training: objectives – organisational efforts – study team on co-operative training – co-operative educational arrangements in India – National Co-operative Union of India – training institutions – member education programme – evaluation of education and training.

Course outcome:

1. Explain the objectives and arrangements of co-operative education and training in India.
2. Examine the organisational efforts and study team on co-operative training.
3. Describe co-operative training institutions in India.
4. Write on the member education programme.

P.T.O.

MODULE IV

Urban co-operative banks: objectives – structure – functions – loan operations- evaluation of the Working of urban co-operative banks.

Course outcome:

1. Explain the objectives and functions of urban co-operative banks. Evaluate their working.
2. Examine the loan operations of urban co-operative banks.

MODULE V

Banker and customer: definition and meaning of banker and customer – relationship between banker and customer. Types of accounts: features – advantages and disadvantages of current accounts - Saving bank accounts – fixed deposit accounts and recurring deposit accounts –opening bank account – closing bank account – deposit insurance. Loans and advances: principles of good lending – types of loans – secured and unsecured advances – cash credit – commitment charges – overdrafts and loans. Negotiable instruments: meaning and features – bill of exchange – promissory notes – cheques – bank drafts and pay orders.

Course outcome:

1. Examine the relationship between banker and customer.
2. Explain the features, advantages and disadvantages of saving bank account.
3. What is 'cheque'? Explain its features and parties.
4. Explain the features, advantages and disadvantages of fixed deposit account.
5. Write a note on closing of a bank account.
6. Explain the principles of good lending.
7. Briefly explain the procedure to be followed in opening a bank account.
8. Write a note on recurring deposit.
9. Explain different types of loans.
10. What is 'negotiable instrument'? Explain its features.
11. Explain procedure to be followed in opening a bank account.
12. What is bill of exchange? Explain its features and parties.

Books for reference:

1. Co-operation in India – Dr. B.S. Mathur.
2. Co-operation – T.N. Hajela.
3. Theory and Practice of Co-operation in India – R.D. Bedi.
4. Indian Economy – Rudder Datta and Sundaram.
5. Banking Law and Practice – B.M. Lall Nigam
6. Banking Law and Practice – B.S. Raman.

Student Evaluation Components:

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

Code: BASSOC152

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

Course: Sociology

Social Institutions And Social Change

Number of Modules: 05

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

Objectives of the Course:

- To understand the various social institutions in the society.
- To study about family and kinship system.
- To understand the institution of religion and education.
- To study the concept of social change and theories of social change.

MODULE I: Marriage

12 hours

Marriage: Definitions, objectives types-monogamy ,polygamy ,group marriage, rules of marriage, recent changes.

Course Outcome:

1. Write a note on objectives of marriage.
2. Explain the types of marriage.
3. Describe the rules of marriage.
4. Explain the recent changes in marriage.

MODULE II: Family and kinship

12 Hours

Family: Meaning, types, functions, recent trends. Kinship -meaning, types, and kinship usages.

Course Outcome:

1. Explain the characteristics of marriage.
2. Explain the types of marriage.
3. Explain the recent changes in marriage.
4. Write a note on kinship types.
5. Explain the kinship usages.

MODULE III:Religion

12 Hours

Religion: Meaning, elements, functions, and dysfunctions, religion and morality, religion and science.

Course Outcome:

1. Explain the elements of religion.
2. Describe the functions and dysfunctions of religion.
3. Explain the relationship between religion and morality.
4. Explain the relationship between religion and science.

P.T.O.

MODULE IV : Education**12 Hours****Education** - Meaning, functions, of education. Education and mobility, education and inequality.**Course Outcome:**

1. What is education? Explain its functions.
2. Describe the factor of education and social mobility.
3. Explain the process of inequality in education..
4. Explain the concept of equality in education.

MODULE V: Social change**12 hours**

Social change -Meaning, definitions. Factors -Biological, cultural, and Technological. Theories-cyclical, linear ,Marxian and functionalist.

Books for Reference:

1. Dupe Lela: Sociology of kinship.
2. Gilbert P: Fundamentals of Sociology.
3. Madden T. N: Religion in India.
4. Shankar Rao: Sociology.
5. Wach ,Joachim: Sociology of Religion.
6. Paisa, Richard :Social Institutions and Social change

Student Evaluation Components:

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

Credit Based II Semester B.A. Degree
(Common to all Batches)
Course: Economics
Course Paper: Macro economics
Number of Modules: 05
[6 hours per week. Max. Marks: 150]

Objectives of the Course:

- To make the student aware of the basic theoretical framework underlying the field of macro economics.
- To examine economic principles that governs the working of a State.
- To measure the economy's total output of goods and services.
- To understand what determines the level of employment in an economy and find remedies for unemployment.
- To study on the distribution of national income among the factors of production.
- To learn about the nature and causes of fluctuations in the economic activity and suggest measures for economic stability.

Module I: Introduction (03 hours)

Macro economics: meaning, scope, importance and limitations.

Course Outcome:

1. Define macro economics. Explain the scope and uses of macro economics.
2. Write on the limitations of macro economics.

Module II: National Income (12 hours)

National Income; meaning & definitions – concepts of national income: GNP, NNP, NI, PI & DI. Measurement of National Income and difficulties. Income inequalities: causes and remedies.

Course Outcome:

1. Define national income. Explain the different concepts of national income.
2. Explain the various methods of measuring national income.
3. What are the difficulties in the measurement of national income?
4. Define inequalities of income distribution. Explain the causes and remedies of inequalities of income distribution.

Module III: Theories of Employment (18 hours)

Classical theory of employment- Say's law of Markets: its implications. Keynes' theory of employment: effective demand, consumption function, investment function, multiplier.

Course Outcome:

1. Critically examine the classical theory of employment.
2. Examine Keynes' theory of employment.
3. Define Effective demand. What are the determinants of effective demand?
4. Explain the concept of consumption function.
5. Describe the concept of investment function of Keynes.
6. Write on APC and MPC
7. What is multiplier?
8. Write on Say's law of markets.

Module IV: Distribution Theories**(12 hours)**

Ricardian theory of rent - concept of quasi rent. Marginal productivity theory of wages. Liquidity preference theory and loanable funds theory of interest. Innovation theory, risk theory and uncertainty theory of profit.

Course Outcome:

1. Explain Ricardo's theory of rent.
2. Discuss marginal productivity theory of wages.
3. Examine loanable fund theory of interest.
4. Describe liquidity preference theory of interest.
5. Write on risk theory of profit.
6. Explain uncertainty bearing theory of profit,
7. What is innovation theory of profit?

Module V: Business Cycles**(05 hours)**

Business Cycles: meaning and phases.

Course Outcome:

1. What are business cycles? Explain the different phases of business cycle.

Books for Reference:

1. Seth M.L. – Principles of Economics
2. Jingan M.L. – Macro and Micro Economic Theory.
3. Ahuja A.L. – Advanced Economic Theory.
4. Seth M.L. – Macro Economics.
5. Hansen A.L. – Keynesian Economics.
6. Shapiro Edward - Macro Economics.
7. Vaish M.C. - Macro Economic Theory
8. Agarwal A.S. - Principles of Economics

Student Evaluation Components:

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

Course Code: BASHGF152

Credit Based II Semester B.A. Degree
Course: Human Rights, Gender Equity and Environment
Course Paper: Human Rights, Gender Equity and Environment
Number of Modules: 09
[4 Hours per week. Max. Marks: 100]

Objectives of the Course:

- To understand Basic rights of the people.
- To study the various Rights available to Indian People.
- To improve the personality of Individual.
- To provide knowledge for active participation in Competitive examinations.

Part I

MODULE I

6 Hours

Human Rights

1. Human Rights - Meaning
2. Universal declaration of Human Rights

MODULE II

10 Hours

Human Rights Advocacy

1. Global Advocacy of Human Rights, Amnesty International and Others organisation
2. People's Union for Civil Liberty (PUCL)
3. Human Rights Commission in India
4. Minority Commission in India
5. Remedies against violation of Human Rights

Course outcome:

1. Human rights are more comprehensive than _____ rights.
a) Civil rights b) Economic rights c) Political rights d) Fundamental Rights
2. In ancient thought and philosophical concepts the human rights were known as _____.
a) Natural Rights b) Created rights c) Created laws d) None of the above
3. Identify the Greek philosopher from the following _____.
a) Plato b) Machiavelli c) Einstein d) Robert Clive
4. Magna Carta was a landmark in the development of human rights in _____ period.
a) Medieval b) Modern c) Ancient d) None of the above
5. Article Third of the UDHR provides for _____.
a) Political Rights b) Right to Education c) Right to life liberty and security of persons d) None
6. Human Rights day has been celebrating on _____.
a) 10th December b) 10th November c) 10th September d) None of the above
7. Which of the following is not an ancient source of Human Rights
a) Constitution b) Roman Law c) Rigveda d) Babylonian Law
8. International Labour organization established on _____.
a) 1919 b) 1918 c) 1920 d) 1917
9. The preamble of United Nations begins _____.
a) We the people of world. b) We the people of India.
c) We the people of United Nations member countries. d) We the people of United Nations.
10. _____ article of U.D.H.R. says "Human beings are born free and equal in dignity and rights".
a) art -1 b) art-2 c) art-3 d) art-4

P.T.O.

Part II
Gender Equity

MODULE III

2 Hours

Key Concepts

Sex and Gender- Masculinity and Femininity-Patriarchy and Matriarchy, Gender Roles and Attributes-gender Division of Labour- Gender Bias- Gender Stereotypes, Need for gender Sensitization.

MODULE IV

2 Hours

Women Status in India

Important Indicator- Sex Ratio, Education, Health, Nutrition, Maternal and Infant Mortality Rate, Work Participation Rate, Political Participation.

MODULE V

6 Hours

Contemporary Women's Issues

1. Discrimination against Girl Child
2. Violence against women
3. Problems of Health and Nutrition
4. Women's education and Gender bias in Education
5. Trafficking in women
6. Globalization and its impact on women

MODULE VI

6 Hours

State Initiatives on gender issues

rights of Women, Laws pertaining to women, The national and state commission for women.

Constitutional

Course outcome:

1. Sex refers to the _____ in between male and female.
a) Social divisions b) Biological divisions c) Economic divisions d) None of the above
1. On the basis of the biological factor of sex human society is divided into ___ groups or communities.
a) 3 b) 4 c) 5 d) 2
2. "Women's participation in marketing is negligible" This is an example for _____
a) Gender Roles b) Gender stereotypes c) Gender sensitization d) Gender bias
3. "Women are More sentimental" This is an example for _____
a) Gender stereotypes b) Gender bias c) Gender sensitization d) Gender roles
4. The word 'patriarchy' derived from _____ word.
a) Greek b) Latin c) French d) English
5. The present chair person of women's commission of India is _____.
a) Geetha Sharma b) Mamta Sharma c) Manjula d) None of the above
6. Stereotyped views are formed about women in a _____ sense
a) Positive b) Real c) Negative d) all the above
7. _____ Means "fixed mental impression about gender"
a) Gender Roles b) Gender bias c) Gender stereotypes d) All the above
8. According to stereotypes beliefs women's are _____
a) Less intelligent b) More intelligent c) Less narrow minded d) All the above
9. According to 2011 census the birth rate of India is _____
10. a) 26 per 1000 c) 26.2 per 1000 b) 26.1 per 1000 d) 20.97 per 1000

P.T.O.

Part III
Environment

MODULE VII

12 Hours

Environment

1. Components of Environment
2. Concepts of Ecology
3. Ecological Factors: Soil, Air and Water
4. Eco System Pond and forest as Eco systems
5. Human Population Growth

MODULE VIII

8 Hours

Environmental Pollution

Types of Pollution-(a) Soil, Air, water (b) Noise and Radioactive pollution

1. Sources of Pollution and their effects
2. Control measures: Legal and Administrative

MODULE: IX

12 Hours

Conservation and Preservation of Environment

1. Natural resources and their conservation-water, soil and forest
2. Agencies involved in environmental protection in India
3. Environmental Movements in India
4. Legal and Administrative measures

Course Outcome:

1. When did Indian government passed the water prevention and control of pollution act _____
a) 1984 b) 1964 c) 1974 d) 1994
2. The human act of contamination the environment and disturbing the ecological balance can be called as ____
a) Environment Development b) Environmental Pollution c) Progress of Mankind
d) None of the above
3. When did Indian government passed the Air prevention and control of pollution act _____
a) 1984 b) 1964 c) 1974 d) 1994

Books for reference:

1. S. Devidson, Human Rights
2. Nirmala Chiranjeevi, Human Rights in India
3. Usha Sharma (ed) Gender Mainstreaming and Women's Rights
4. Mohini Chiranjeevi, Feminism and Gender Equity
5. N.K Chakravarthy, 1994, Environmental Protection and Law
6. K.A. Agarwal, Wild life in India Conservation and Management

Student Evaluation Components:

| Sl. No. | Type of Assessment | Weightage |
|---------|--|----------------|
| 1. | Internal Assessment: Two tests & assignment | 20% (20 marks) |
| 2. | University Examination of 3 hours duration. Question paper pattern: All questions are compulsory, All questions are one word questions with four Alternative. | 80% (80 marks) |

