



# Rani Channamma University Belagavi

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

Syllabus for B.Com/B.Sc/BCA 1st Semester  
and BA/BBA/BSW 2nd Semester

## Digital Fluency – (SEC1)

(as per National Education Policy – 2020)



## **RANI CHANNAMMA UNIVERSITY**

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

### **SYLLABUS**

## **Digital Fluency – (SEC1)**

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

Submitted by

**Dr. Parashuram Bannigidad**

**Chairperson BoS (UG) – Rani Channamma University, Belagavi**

#### **Members of Board of Studies**

- |                                |        |
|--------------------------------|--------|
| 1. Dr. Vijayalaxmi B Belagumpi | Member |
| Assistant Professor,           |        |
| Dept. of Computer Science,     |        |
| GFGC Vijayapur                 |        |
| 2. Dr. Bhagirathi Halalli      | Member |
| Assistant Professor,           |        |
| Dept. of Computer Science,     |        |
| GFGC Raibag                    |        |

# Digital Fluency

## Skill Enhancement Course-1

This course content consists of 3 modules, covering 45 teaching hours which are classroom based and practical work intended to develop skills and necessary knowledge to perform and get knowledge about applications, virtual learning and internet fundamentals. Develop holistically by learning essential skills such as effective communication, problem-solving, design thinking, and teamwork.

*Digital Fluency (SEC-1) is made compulsory core module syllabus framed by University to All UG Courses as below, **mandatorily**.*

| Digital Fluency<br>Skill Enhancement Course-1 |                | Semester in which<br>the course is to be<br>taught |
|---|----------------|--|
| Streams                                       | B.Com/B.SC/BCA | I  |
|   | BA/BBA/BSW     | II   |

1. This pattern helps in distributing the workload of teachers of Computer Science to both **I & II Semester** enabling the distribution of the **teaching workload of an institution for I & II Semester**; Ensures distribution of examinations work into I & II Semester; also provide scope for a full-time teacher of the subject.
2. **Qualifications to teach Digital Fluency (SEC1):** A candidate with minimum qualifications of PG in Computer Science and Application related subjects are eligible to teach Digital Fluency at the under graduate level in all types of Universities, Deemed Universities, Autonomous Institutions, Government, Aided and Private Colleges in the State of Karnataka. Preference may be given to candidates with UGC- NET/K-SET/Ph.D. in Computer Science.
3. **Pattern of Examination:** Total marks – 50 (Internal Assessment - 25 marks and Final Examination - 25 marks).
4. **Teaching hours and credits:** 1 hour theory and 2 hours practicals of teaching per week and 2 credits.

# Digital Fluency

## Skill Enhancement Course-1

### Course Content

Semester: B.Com/B.Sc/BCA 1st Semester and BA/BBA/BSW 2nd Semester

|  |   |
|--|---|
| Course Title: <b>Digital Fluency</b>                               | Course Credits: 2                           |
| Total Contact Hours: 15 hours of theory and 30 hours of practicals | Duration of Exam: 1 hour                    |
| Formative Assessment Marks: <b>25 marks</b>                        | Summative Assessment Marks: <b>25 marks</b> |

#### Course Outcomes (COs):

After completing this course satisfactorily, a student will be able to:

- To perform and get knowledge about applications, virtual learning and internet fundamentals.
- Develop holistically by learning essential skills such as effective communication, problem-solving, design thinking, and teamwork.

#### Course Content:

| Content  | Hours |
|--|-------|
| <b>Unit – 1</b>  |       |
| <b>Introduction to Computer and Emerging Technology:</b> An Overview of Computer, Block Diagram of Computer, Evolution and Generations of Computers, Software and its types, Operating Systems, types of operating systems, major functions of the operating systems.<br>Introduction to emerging technologies and its applications- Artificial Intelligence, IoT, Cloud Computing, Machine learning, Big Data.  | 05    |
| <b>Unit – 2</b>  |       |
| <b>Office Automation Tools and Google Apps :</b><br><b>Office automation tools :</b> MS-Word, MS-Excel and MS-Power point, creating an email-ID, working with e-mail, addressing with cc and bcc, <b>Working with Google Apps:</b> Google forms: Creating and analysis of response, Google Docs – creating Google Docs and posting, Google Sheets- Creating and Editing, Google Drive- uploading and sharing of files and folders, working with Google Meet.   | 05    |
| <b>Unit – 3</b>  |       |
| <b>E-learning, E-commerce and Security Aspects:</b><br><b>E-learning</b> -Introduction to e-learning platforms such as Swayam and MOOC.<br><b>E-Commence:</b> Basic Web Commerce Concept, <b>E- payment methods:</b> E-cash Payment System, Credit Payment System, Types of Electronic Payment Systems: Credit Card • Debit Card • Smart Card • E-Money •Electronic Fund Transfer (EFT).<br><b>Cyber Security:</b> Threats and Prevention, Viruses and its types, Antivirus, HTTP vs HTTPS, Firewall, Cookies, Hackers and Crackers. | 05    |

|  |    |
|--|----|
| <p>➤ <b>Laboratory Activities (Perform the following assignments):</b></p> <ul style="list-style-type: none"> <li>Identifying the configuration and version of a computer system (PC), laptop, and a mobile phone.</li> <li>Observing files on OS booting</li> <li>Finding the background and foreground processes on Task manager.</li> <li>Translating Kannada word into English in Google embedded with AI.</li> <li>Use Google assistant on any android smartphone to dictate commands and to launch apps</li> <li>Downloading your e-aadhar.</li> <li>Creating resume in Word processor.</li> <li>Creating powerpoint presentation for your college introduction and apply transitions and animations.</li> <li>Create your marksheet in Microsoft Excel.</li> <li>Simple computation using spread sheet.</li> <li>Create an email-ID and sending and forwarding.</li> <li>Attaching files and downloading files in email.</li> <li>Creating a Google form and send it to Ten users.</li> <li>Scheduling a virtual meet and invite peoples to join the Google meet.</li> <li>Creating a hotspot from a mobile phone, and allowing others to use the hotspot.</li> <li>Sign in and create account e-learning platforms such as Swayam and MOOC.</li> <li>Creating an account in the railway reservation website, IRCTC, and findingtrains from Belagavi to Bangalore.</li> <li>Demo of online order placing for book using flipkart/ amazon, etc.</li> <li>Install any antivirus app in your mobile and scan.</li> <li>Demonstrate unsecured (HTTP) and secured (HTTPS) websites.</li> </ul> | 30 |
|--|----|

#### Text Books:

1. Fundamentals of computers - V. Rajaraman - Prentice- Hall of India.
2. Computer Fundamentals - P. K. Sinha Publisher: BPB Publications.

#### Reference Links:

- Digital 101 Course offered by Future Skill Prime Platform  
<https://learn.futureskillsprime.in/>
- Operating Systems:  
[https://ftms.edu.my/v2/wpcontent/uploads/2019/02/csca0101\\_ch06.pdf](https://ftms.edu.my/v2/wpcontent/uploads/2019/02/csca0101_ch06.pdf)
- Nine Dots in Google.com
- Gmail Creating links:  
<https://clubrunner.blob.core.windows.net/00000000961/en-ca/files/homepage/how-to- create-a-gmail-account/HowtoCreateaGmailAccount.pdf>
- Google Forms: [https://pdst.ie/sites/default/files/Google%20Drive\\_1.pdf](https://pdst.ie/sites/default/files/Google%20Drive_1.pdf)
- Google Meet: <https://edvance.hawaii.hawaii.edu/wp-content/uploads/Google-Meet-Tutorial-Getting-Started-and-Recording-a-Lecture.pdf>
- Swayam: <https://www.aicte-india.org/bureaus/swayam>
- Security Aspects - <https://ncert.nic.in/textbook/pdf/lecs112.pdf>
- E-Commence: <http://www.aagasc.edu.in/cs/msccs/ECommerce%20Unit%201.pdf>
- E- payment methods:  
<http://www.dspmuranchi.ac.in/pdf/Blog/e%20business%20UnitIII,%20%202020.pdf>

# **Digital Fluency**

## **Skill Enhancement Course-1**

### **Semester End Exam Question Paper Pattern**

**Duration of the examination: 1hour**

**Max. Marks:25**

**Pattern of Digital Fluency Question Paper is of Multiple Choice Questions.**



## **RANI CHANNAMMA UNIVERSITY**

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

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

### **ENVIRONMENTAL STUDIES – (AECC)**

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



## **RANI CHANNAMMA UNIVERSITY**

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

### **SYLLABUS**

## **ENVIRONMENTAL STUDIES – (AECC)**

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

#### **Submitted by**

**Dr. Nandini, N.**

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

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

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

# ENVIRONMENTAL STUDIES

## ABILITY ENHANCEMENT COMPULSORY COURSE (AECC)

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

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

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

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

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

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

i. **Biological Sciences:**

Botany/Zoology/Microbiology/Biotechnology/Life Sciences

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

Chemistry/Geology/Earth Sciences

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

**4. Pattern of Examination:** Total marks – 50 (Internal Assessment - 20 marks and Final Examination - 30 marks).

**5. Final Examination Question Paper Pattern (Short answer and essay type)**

a. Section - A (5 questions x 2 marks = 10 marks) – 5 questions out of 7

b. Section - B (4 questions x 5 marks = 20 marks) – 4 questions out of 6

**6. Duration of the examination:** 1 hour 30 minutes (1½ hours)

**7. Teaching hours and credits:** 3 hours of teaching per week and 2 credits.

# ENVIRONMENTAL STUDIES

## ABILITY ENHANCEMENT COMPULSORY COURSE (AECC)

|                          |                                      |
|--------------------------|--------------------------------------|
| Number of Theory Credits | Number of lecture hours + field work |
| 2                        | 45                                   |

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

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

## Reference

Bharucha, E. (2015). *Textbook of Environmental Studies*.

Carson, R. (2002). *Silent Spring*. Houghton Mifflin Harcourt.

Climate Change: Science and Politics. (2021). *Centre Science and Environment*, New Delhi.

- Gadgil, M., & Guha, R. (1993). *This Fissured Land: An Ecological History of India*. Univ. of California Press.
- Gleeson, B. and Low, N. (eds.) (1999). *Global Ethics and Environment*, London, Routledge.
- Groom, Martha J., Gary K. Meffe, and Carl Ronald Carroll. (2006). *Principles of Conservation Biology*. Sunderland: Sinauer Associates.
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- Rajit Sengupta and Kiran Pandey. (2021). *State of India's Environment 2021: In Figures*. Centre Science and Environment.
- Singh, J.S., Singh, S.P. and Gupta, S.R. (2014). *Ecology, Environmental Science and Conservation*. S. Chand Publishing, New Delhi.
- Sodhi, N.S., Gibson, L. & Raven, P.H. (Eds). (2013). *Conservation Biology: Voices from the Tropics*. John Wiley & Sons.
- Wilson, E. O. (2006). *The Creation: An appeal to save life on Earth*. New York: Norton.
- World Commission on Environment and Development. (1987). *Our Common Future*. Oxford University Press.



# **RANI CHANNAMMA UNIVERSITY BELAGAVI**

THE COURSE STRUCTURE & SYLLABUS OF UNDER GRADUATE COURSES

IN

**PHYSICAL EDUCATION, SPORTS AND YOGA**

FOR THE ACADEMIC YEAR 2022-23 AND ONWARDS

*Revised on 11/10/2022*

**FRAMED AS PER NATIONAL  
EDUCATION POLICY-2020 KARNATAKA**

**PREFACE**

Physical Education is a movement education which plays an important role in Nation Building, through Fit India Movement, to keep one healthy and Fit. The institutions shall make provisions for the students to take part in Physical Education programme which has the different activities like Sports, Games, Yoga, Athletics, Aerobics and adventures activities.

The National education policy has given an opportunity to make physical education as an Academic, through which lot of opportunity are created for the students to develop, physical, mental emotional balance. Through active participation in movement exercises, sports & yoga.

In the present curriculum framework, the provisions were made based on the facilities available in the college, I am sure this is not the ultimate, this only a beginning, the mile run starts with first step..I take this opportunity to thank the Vice Chancellor and the authorities of the Rani Channamma university for giving me this opportunity, my sincere thanks to Srikanth Nodal officer, and to all the other members for their kind consideration.

**Dr.Sundar Raj Urs,**

Chairman,

SubjectExpertCommittee:PhysicalEducation,SportsandYoga  
&Former Principal UCPE, & Dean of Education&Retired  
Registrar evaluation Bengaluru North-University, Bengaluru.

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**RCUB-NEP 2020-21 Subject Expert committee****Physical Education Sports and Yoga**

| SL No | Name                   | Designation and Address   | Position           |
|-------|------------------------|---|--------------------|
| 1     | Prof. SUNDAR RAJ URS   | Former Principal UCPE, & Dean of Education And Retd Registrar Evaluation, Bengaluru North University, Bengaluru | Chairman           |
| 2     | Prof. D M JYOTHI       | Dept of Physical Education, Womens University, Vijaypur And NEP-2020 Expert Committee Member Karnataka State    | Member             |
| 3     | Dr SRIKANTH R          | Nodal Officer, Dept of Collegiate Education And NEP-2020 Expert Committee Member Karnataka State                | Member             |
| 4     | Shri RAVI GOLA         | Director of Physical Education, G P Porwal College, Shindagi, Vijaypur  | Member             |
| 5     | Shri S B CHALAGERI     | Director of Physical Education, VNS College, Hunagund, Bagalkot.  | Member             |
| 6     | Dr.RAMKRISHNA N        | Director of Physical Education, Rani Parvati Devi College, Belagavi   | Member             |
| 7     | Dr. RAMARAO C          | Director of Physical Education, Lingaraj College, Belagavi  | Member             |
| 8     | Smt. SHARADA NIMBARAGI | Director of Physical Education, Govt First Grade College, Rampur.   | Member             |
| 9     | Dr. JAGADISH S GASTI   | Director of Sports<br>Rani Channamma University, Belagavi   | Member<br>Convenor |

**PREAMBLE**

Our country is growing rapidly as a global super-power. To overcome the challenges of the century and to keep up with the pace of the world, maintaining health is of prime importance. Giving thrust to healthy society, Physical Education, Sports and Yoga are of great significance in today's world. The Rani Channamma University insists on Physical Fitness, Mental Health and Overall Development of Personality for every citizen. In these lines, the Government has launched Fit India Movement, Khelo India, TOP Sand National Sports Day, International Day of Yoga etc. These initiatives have given impetus and awareness among general public, professional and academicians. However, creating efficient and skilled human resource in the field of Physical Education, Sports and Yoga is identified as the need of the hour. Thus, the Governments of India and Rani Channamma University Belagavi, have included Physical Education, Sports and Yoga as a key area under the NEP 2020.

The Rani Channamma University Belagavi has constituted an expert committee to draft the curriculum framework for creating professionals in the area of Physical Education, Sports and Yoga at the Higher Education Institutions. Several meetings are conducted in online and modes to discuss and prepare the Curriculum Framework. The curriculum framework is drafted for enhancing the skill development, value addition, overall personality development, entrepreneurship and employability. The courses proposed are Elective and Skill Enhancement in nature and can be offered through HEIs.

The graduate level course in Physical Education, Sports and Yoga contains subjects varying from Principle sand Practices of Yoga, application of Yoga etc. which are aimed to give thorough knowledge and skills to the students. Students perusing physical education, sports and yoga courses are fit to join the jobs as physical and yoga trainers, coaches, game officials, referees, umpires, curators, gym trainers, life guards, personal trainers, yoga therapist etc. During their course of education the students also develop the expertise to establish their own business as entrepreneurs in the field of Fitness, Sports, Yoga, Recreation,

Adventure Sports, Camping, Event Management etc. The graduates who are interested can also pursue research in the field of Physical Education, Sports and Yoga.

The first meeting of RCUB NEP expert committee was held on 29<sup>nd</sup> September 2021 in online mode at 10:30 am. The syllabus was made by referring Karnataka State NEP Curricular framework for Physical Education, sports and Yoga. Then finalized the syllabus for I & II semester curriculum framework and submitted to the authority of Rani Channamma University, Belagavi.

In the continuation of first meeting the second meeting was held on 8th October 2022 on online mode at 5:00 pm and The revised syllabus was made by referring Karnataka State NEP Curricular framework, then after thorough discussion Prof. SUNDAR RAJ URS suggested minor changes in first and second semester Open Elective Subjects and then finalized the third semester OE subject as Fitness for career, and by considering RCU Circular for Skill Enhanced Course Value Based content was framed (Health and Wellness /Yoga / Physical Education , Sports & Games) and submitted to the authority of Rani Channamma University, Belagavi.

## Curriculum

***Name of the Degree Program: BA/BSc/BCom/BBA/BCA & all other UG Courses***

***1. Open Electives: 03 Credits each (BA/BSc/BCom/BBA/BCA & all other UG Courses)***

***2. Skill Enhancement Courses (Value Based) : 02 Credits each  
(BA/BSc/BCom/BBA/BCA & all other UG Courses)***

***Starting Year of Implementation: 2021-22,***

### **Aims & Objectives:**

- To bring the Physical Education, Sports and Yoga awareness among the students.
- To encourage every student, to actively participate at least in any one form of physical activity.
- To work their optimal level of Physical Fitness.
- To develop the individual as a fit citizen in the society.
- To enhance the mass participation.
- To get knowledge in different sport, Games, Athletics and Yoga.
- To Develop the activities required for organizing Physical Education ,sports and Yoga.
- To acquire knowledge about yoga & physical exercises.
- To initiate job oriented training and certificate courses for students in various training program. (Gym instructor, yoga instructor, coaching of various sports/games etc.)

### **Program Out comes:**

Physical Education, sports and Yoga are very wide subjects in which biological, psychological, physical, health and functional aspects of sports and body are studied. It is noteworthy that it is such a subject with the help of which human body both internally and externally can be kept healthy. Students will definitely be able to discharge duties towards themselves and society through these subjects. Under these subjects, the students can demonstrate excellently their skills and perfection particularly in sports ability, management, leadership, health plan, event management, sports budgeting, physiology, teaching methods, sports psychology and research along with getting information regarding to the importance of Physical Education, Sports and Yoga for Students.

**Opportunities after completion of the course**

1. Students acquire the knowledge of Physical Education, Sports and Yoga and understand the purpose and its development
2. Student will learn theoretical and practical aspects of game of his choice to apply at various levels for teaching, learning and coaching purposes efficiently
3. Student acquire the knowledge of opted games, sports and yoga and also learn the technical and tactical experience of the same.
4. The students to be entrepreneur to start their own fitness center, gym, etc for different genders and age groups at all level
5. The students are enable to officiate, supervise and organize various sports events.
6. Student will learn to apply the knowledge of managing the fitness equipment's
7. Student will learn to apply knowledge of Physical fitness and exercise management to lead better quality life
8. The student will earn and contribute on fitness management and fitness diet.
9. Students will understand and learn different dimension of active lifestyle
10. The student will gain knowledge of professional preparation In Physical Education, Sports and Yoga
11. Students will be able to assess the Physical Fitness in Scientific way
12. The students will be able to continue professional courses and research in Physical Education, sports and yoga.

**Assessment**

**Weightage for Assessments**
**Semester-I**
**Open Electives (BA/BSc/BCom/BBA/BCA & all other UG Courses)**

| Course<br>Theory<br>Instructions &<br>Demonstration | Papers                         | Credits  | No. of<br>Teaching<br>Hours/Week | Total Marks/<br>Assessment |
|---|--------------------------------|----------|----------------------------------|----------------------------|
| <b>PET-OE1-1</b>                                    | <b>Sports &amp; Recreation</b> |          |                                  |                            |
| <b>Theory</b>                                       |                                | 1        | 2                                | <b>60(40+20)</b>           |
| <b>PEP-OE1/2</b>                                    |                                |          |                                  |                            |
| <b>Practical's</b>                                  |                                | 2        | 3                                | <b>40 (20+20)</b>          |
| <b>Total</b>  |                                | <b>3</b> | <b>5</b>                         | <b>100</b>                 |

*Note: For Open Electives the No: of Credits for Practical's & Theory shall be altered as per requirement.(1 Theory+2Practical or 2 Theory+1 Practical)*

### Assessment

#### Weightage for Assessments

| Semester-II   |                            |         |                                  |                               |
|---|----------------------------|---------|----------------------------------|-------------------------------|
| Open Electives (BA/BSc/BCom/BBA/BCA & all other UG Courses) |                            |         |                                  |                               |
| Course<br>Theory<br>Instructions &<br>Demonstration         | Paper                      | Credits | No. of<br>Teaching<br>Hours/Week | Total<br>Marks/<br>Assessment |
| PET-OE2-1   | Sports Event<br>Management |         |                                  |                               |
| Theory  |                            | 1       | 2                                | 60 (40+20)                    |
| PEP-OE2-2   |                            |         |                                  |                               |
| Practical's   |                            | 2       | 3                                | 40 (20+20)                    |
| Total   |                            | 3       | 5                                | 100                           |

### Assessment

#### Weightage for Assessments

| Semester-III  |                             |         |                            |                         |
|---|-----------------------------|---------|----------------------------|-------------------------|
| Open Electives (BA/BSc/BCom/BBA/BCA & all other UG Courses) |                             |         |                            |                         |
| Course Theory Instructions & Demonstration                  | Paper                       | Credits | No. of Teaching Hours/Week | Total Marks/ Assessment |
| PET-OE3-1   | Physical Fitness For Career |         |                            |                         |
| Theory  |                             | 1       | 1                          | 60 (40+20)              |
| PEP-OE2-2   |                             |         |                            |                         |
| Practical's   |                             | 2       | 4                          | 40 (20+20)              |
| Total   |                             | 3       | 3 (5)                      | 100                     |

| Course Code | Theory/ Practical           | Credits | No. Of Teaching Hours/Week | Total No. Of Teaching Hours | Duration of Exam in hrs | Internal Assessment Marks | Semester End Exam Marks | Total Marks |
|-------------|-----------------------------|---------|----------------------------|-----------------------------|-------------------------|---------------------------|-------------------------|-------------|
| PET-OE1-1   | Sports & Recreation         | 1       | 1                          | 28                          | 90 min                  | 20                        | 40                      | 60          |
| PET-OE1-2   | Sports Event Management     |         |                            |                             |                         |                           |                         |             |
| PET-OE1-3   | Physical Fitness for Career |         |                            |                             |                         |                           |                         |             |
| PEP-OE1/2/3 |                             | 2       | 4                          | 28                          | 3hrs                    | 20                        | 20                      | 40          |
| Total       |                             | 3       | 5                          | 56                          | -                       | 40                        | 60                      | 100         |

Semester I  
Open Elective Paper  
Title of the Course:  
**Sports and Recreation**  
(BA/BSc/B.Com/BBA/BCA & all other UG Courses)

| Content of Theory Course   |   | 56 |
|--|---|----|
| <b>Theory1</b> <ul style="list-style-type: none"> <li>• Meaning, Definition and Concept of Fitness and Recreation</li> <li>• Objectives, Characteristics and Principles of Fitness and Recreation</li> <li>• Importance, Purpose, Benefits of Fitness and Recreation</li> <li>• Types of Recreation</li> <li>• Recreation through Sports and Games</li> <li>• Use of Leisure Time Activities and their educational values</li> </ul> |   | 28 |
| <b>Practical</b> <ul style="list-style-type: none"> <li>• Traditional, Folk and Indigenous Games</li> <li>• Three Days outdoor camp and Hiking</li> <li>• Cycling ,tie up with District/State Association</li> <li>• Visit to Recreational Clubs</li> </ul>  |   | 28 |
| Formative Assessment   |   |    |
| Assessment type  | Weightage in Marks                        |    |
| Theory   | Theory - 40 Marks<br>Internal-20 Marks    |    |
| Practicals   | Practical - 20 Marks<br>Internal-20 Marks |    |
| <b>Total</b>   | 100Marks                                  |    |

### References

1. Bucher.C.A (1979) foundation of Physical Education (5<sup>th</sup> edition Missouri CV Mosby Co.)
2. Coalter, F. (2013) Sport for Development: What game are we playing? Routledge.
3. Puri .k. Chandra S.S (2005) "Health and Physical Education" New Delhi : Surjeet Publication
4. Thomas D Fahey and others. Fit and well : 6<sup>th</sup> Edition New York : McGraw Hill Publishers, 2005

**Semester-II**  
**Open Elective Paper**

Title of the Course:

**Sports Event Management**

*(BA/BSc/BCom/BBA/BCA & all other UG Courses)*

| <b>Content of Theory Course</b>  |   | <b>56</b> |
|--|---|-----------|
| <b>Theory</b> <ul style="list-style-type: none"> <li>● Meaning, Definition and importance of Sports Management</li> <li>● Scope of Sports Event Management</li> <li>● Principles of Sports Event Management</li> <li>● Major and Minor Sports Events</li> <li>● Traditional Games Management</li> </ul>  |   | <b>28</b> |
| <b>Practical's</b> <ul style="list-style-type: none"> <li>● Organization of Indoor Sports and Games Events</li> <li>● Project on Outdoor Sports and Games Events</li> <li>● Visits to Sports Clubs, Sports Stadiums, IPL. KPL and League Tournaments</li> <li>● Organization of Intramural - Sports Events, Sports Fests, Traditional Games Fest</li> <li>● Report Preparation, Records and PPT</li> </ul> |   | <b>28</b> |
| <b>Formative Assessment</b>  |   |           |
| <b>Assessment type</b>   | <b>Weightage in Marks</b>                 |           |
| Theory   | Theory - 40 Marks<br>Internal-20Marks     |           |
| Practicals   | Practical - 20 Marks<br>Internal-20 Marks |           |
| <b>Total</b>   | <b>100Marks</b>                           |           |

1. Muller, J.P. (2000). Health, Exercise and Fitness. Delhi: Sports.
2. IAAF Manual
3. Vanaik, A. (2005) Play Field Manual, Friends Publication New Delhi
4. M.J. Vishwanath, (2002) Track and Field Marking and Athletics Officiating Manual, Silver Star Publication, Shimoga

Semester III  
Open Elective Paper  
Title of the Course:

**Physical Fitness for Career**  
(BA/BSc/BCom/BBA/BCA & all other UG Courses)

| <b>Content of Theory Course</b>   |   | <b>56</b> |
|---|---|-----------|
| <b>Theory</b> <ul style="list-style-type: none"> <li>● Importance of Yoga and Fitness</li> <li>● Physical Standards: Men and Women</li> <li>● Standard Fitness Tests:<br/>Fitness Tests for Defence Forces, PSI, Police Constable, Fire Force, Forest Department, Professional Courses-Sports &amp; Physical Education</li> <li>● General and Specific Conditioning and its importance</li> <li>● Specific Tests for Strength Test, Speed Test, Agility Test, Flexibility Test, Coordinative abilities, etc</li> <li>Mode of Selections and Qualifying Standards</li> </ul> |   | <b>28</b> |
| <b>Practical's</b> <ul style="list-style-type: none"> <li>● General and Specific Warm up</li> <li>● Training for Endurance, Speed, Strength, Agility, Flexibility etc</li> <li>● Required Physical Fitness Tests: Strength Test, Speed Test, Agility Test, Flexibility Test, Coordinative abilities, etc</li> </ul>   |   | <b>28</b> |
| <b>Formative Assessment</b>   |   |           |
| <b>Assessment type</b>  | <b>Weightage in Marks</b>                   |           |
| Theory<br><b>Physical Fitness for Careers</b>   | Theory - 40 Marks<br>Internal - 20 Marks    |           |
| Practicals<br><b>Physical Fitness Tests</b>   | Practical - 20 Marks<br>Internal - 20 Marks |           |
| <b>Total</b>  | <b>100 Marks</b>                            |           |

1. AAPHERD "Health related Physical Fitness Test Manual." 1980  
Published by Association drive Reston Virginia
2. Bucher.C.A (1979) foundation of Physical Education (5<sup>th</sup> edition Missouri CVM osby Co.)
3. Puri.k. Chandra S.S (2005) "Health and Physical Education " New Delhi: Surjeet Publication
4. Thomas D Fahey and others. Fit and well: 6<sup>th</sup> Edition New York: Mc Graw Hill Publishers, 2005

**Semester- I to VI**  
**Skill Enhanced Courses**  
**Value Based**

1. Health and Wellness
  2. Yoga
  3. Physical Education, Sports and Games
- Pedagogy involves Lecture+Theory+Practical

**Note- Refer RCU Circular –RCU/Belagavi/UG Section/2022-23/2300  
dated 02/09/2022**

## Recommendations

1. The various papers in the subject of Physical Education, Sports and Yoga of undergraduate programmes, in core discipline, specific discipline elective, Health Education and Skill Enhancement Courses, shall be taught (theory and practicals) by Physical Education Faculty, qualified as per the UGC guidelines.
2. Physical Education Faculty shall be Enriched with additional knowledge through short term courses/workshops/refresher/orientation/training programmes as per requirements.
3. Health and Wellness/Yoga (Value based paper under SEC) paper shall be taught by Physical Education Faculty only.
4. Appropriate Sporting and Yoga infrastructure and necessary Books/reference materials shall be ensured at all Higher Education Institutions (HEIs).
5. Recruitment of Faculty shall be ensured in all Government, Aided, Constituent and Private HEIs.
6. Open Elective Papers and Skill Enhancement Papers in Physical Education, Sports and Yoga shall be made available in all HEIs across all UG Programs(Arts, Science & Commerce, i.e.BA/BSc/BCom/BBA/BCA & all other UG Courses) starting from the academic year 2021-22.
7. The existing work load of the Physical Education Faculty for preparing colleges sports teams (training and coaching hours) for University/State/National level competitions shall also be considered along with the workload of papers made available under NEP.
8. Along with Discipline Specific Core papers, appropriate measures shall be ensured to conduct practical and theory assessments for Open Electives and skill enhancement courses.
9. Physical Education as Discipline Specific Core (DSC) may be included next year in RCUB Curriculam

**Model Question Paper**  
Scheme of Evaluation Open Elective

Maximum Marks: 40

Time : 90 Minutes

Instructions:

1. Answer any TEN questions in the Part-A,
2. Answer any FOUR questions in the Part-B,

each question carries 2 marks.  
each question carries 5 marks.

**PART – A**

I. Answer any TEN questions

10x2 Marks = 20 Marks

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.
- 9.
- 10.
- 11.
- 12.

**PART – B**

II. Answer any FOUR questions

4x5Marks = 20 Marks

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.

**Theory Internal 20 Marks**

| Internal First Test | Internal Second Test | Attendance | Assignments |
|---------------------|----------------------|------------|-------------|
| 5 Marks             | 5 Marks              | 5 Marks    | 5 Marks     |

**Practical External Examination 20 Marks**

| Attendance | Practical Skill Performance | VIVA    | Journal/Field Visit Report |
|------------|-----------------------------|---------|----------------------------|
| 5 marks    | 5 marks                     | 5 marks | 5 marks                    |

**Practical Internal Marks 20 Marks**

| Attendance | Assignments | Practical Skill Performance |
|------------|-------------|-----------------------------|
| 10 Marks   | 5 Marks     | 5 Marks                     |

**Semester-I to VI Skill Enhancement Courses Scheme of Evaluation as RCU Guidelines**

| Activity -1 25 Marks  |            | Activity -2 25 Marks |            |
|---|------------|----------------------|------------|
| Performance   | Attendance | Performance          | Attendance |
| 20  | 05         | 20                   | 05         |
| Grand total marks obtained for activities 1 & 2 for ( Maximum 50 Marks ) = 50 |            |                      |            |

Kindly recommend for BOS & BOE

NEP-RCUB

## Skill Enhancement Course: SEC for B.Sc. & other Subject Students

### Semester: III/IV

|   |                                      |
|---|--------------------------------------|
| Course Title: <b>Artificial Intelligence</b>                      | Course Credits: 2                    |
| Total Contact Hours: 13 hours of theory and 26 hours of practical | Duration of ESA: 01 Hour             |
| Formative Assessment Marks: <b>20 marks</b>                       | Summative Assessment Marks: 30 marks |

### Course Outcomes (COs):

At the end of the course, students will be able to:

- Appraise the theory of Artificial intelligence and list the significance of AI.
- Discuss the various components that are involved in solving an AI problem.
- Illustrate the working of AI Algorithms in the given contrast.
- Analyze the various knowledge representation schemes, Reasoning and Learning techniques of AI.
- Apply the AI concepts to build an expert system to solve the real-world problems.

### Course Content (Artificial Intelligence)

|  | Details of topic  | Duration |
|--|---|----------|
| <b>Course – 1 - Azure AI Fundamentals (AI-900)</b> | AI-900 pathway consists of 5 courses and 2 reading material: <ul style="list-style-type: none"><li>i. Introduction to AI on Azure</li><li>ii. Use visual tools to create machine learning models with Azure Machine Learning</li><li>iii. Explore computer vision in Microsoft Azure</li><li>iv. Explore natural language processing</li><li>v. Explore conversational AI</li><li>vi. Tune Model Hyperparameters - Azure Machine Learning (Reading)</li><li>vii. Neural Network Regression: Module Reference - Azure Machine Learning (Reading)</li></ul> | 05 hours |
| <b>Practical</b>                                   | <ul style="list-style-type: none"><li>1. Prepare the data</li><li>2. Model the data</li><li>3. Visualize the data</li><li>4. Analyse the data</li><li>5. Deploy and maintain deliverables</li></ul>   | 13 hours |

|   |  |          |
|---|--|----------|
| <b>Course – 2 -<br/>Data Analyst<br/>Associate<br/>(DA-100)</b> | DA-100 pathway consists of 5 courses and 2 reading material:<br>1. Get started with Microsoft data analytics<br>2. Prepare data for analysis<br>3. Model data in Power BI<br>4. Visualize data in Power BI<br>5. Data analysis in Power BI<br>6. Manage workspaces and datasets in Power BI<br>7. Key Influencers Visualizations Tutorial - Power BI<br>8. Smart Narratives Tutorial - Power BI   Microsoft Docs | 08 hours |
| <b>Practical</b>  | 1. Describe Artificial Intelligence workloads and considerations<br>2. Describe fundamental principles of machine learning on Azure<br>3. Describe features of computer vision workloads on Azure<br>4. Describe features of Natural Language Processing (NLP) workloads on Azure  | 13 hours |

#### References to learning resources:

1. The learning resources made available for the course titled “Azure AI Fundamentals (AI-900) and Data Analyst Associate (DA-100).” on Future Skills Prime Platform of NASSCOM.

#### Pedagogy

Flipped classroom pedagogy is recommended for the delivery of this course.

For every class:

1. All the faculty who takes this class should go for a Faculty Development Program on these before starting the session.
2. Faculty needs to introduce this course to the students then students need to start learning from Future Skills PRIME platform.
3. Faculty also needs to explain the course outcomes and needs of the course and why it is needed for the students.
4. Then students need to start learning online after registering on the platform.
5. Classroom activities are designed around the topic of the session towards developing better understanding, clearing doubts and discussions of high order thinking skills like application, analysis, evaluation, and design.
6. Every theory class ends with announcement of exercise for practical activity of the week.

#### Exercises:

| Practical Exercises  | Weightage in marks  |
|--|---|
| After each chapter students’ needs to complete exercises based on the learning in Azure environment. | No Weightage (But students need to complete it to move to next chapter) . |

**Assessment:**

| <b>Formative Assessment</b>   |   |
|---|---|
| <b>Assessment Occasion</b>  | <b>Weightage in Marks</b>   |
| 1. Summative Assessment: After completion of both the courses, the student can optionally give Assessment for each of the courses on Future Skills Prime platform. Students will have two attempts and those who score at least 50% marks per course will get certificate from NASSCOM-MeitY. | This assessment may be given 50% weight in computing the final grade of the students. |

# Syllabus

(III & IV Semester)

## **INDIA AND INDIAN CONSTITUTION**

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

**Submitted to**

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

**Submitted by**

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

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

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

**Course Objective**

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

**Learning outcomes**

Upon completion of this course students will be able to—

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

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

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

|          |  |   |
|----------|--|---|
| Unit-III | <p><b>Constitutional Institutions and Citizen's role</b></p> <p><b>Chapter 7: Parliamentary and Constitutional Institutions:</b><br/>Legislature: * Lok Sabha Rajya Sabha-Composition and powers<br/>Executive: President, Prime minister composition and powers,<br/>Judiciary: Supreme court, High court composition and jurisdiction,<br/>Comptroller and Auditor General, Election Commission. Powers</p> <p><b>Chapter 8: Role and Responsibilities of Citizens under Indian Constitution:</b> Concept of Citizenship, Person of Indian Origin PIO<br/>Overseas Citizen of India OCI, Fundamental Duties,</p> <p><b>Chapter 9: Goals and Policies of National Development enshrined in the Constitution:</b> NITI Ayoga, National Development Council, Goals of National Educational Policy 2020*</p> | <p><b>6 Hours</b></p> <p><b>4 Hours</b></p> <p><b>5 Hours</b></p> |
|----------|--|---|

(\*\*Note-This is a compulsory, foundational and value additional course to be taught to students at the graduate level under NEP 2020. The paper is expected to impart the structure and functional aspects of constitution while giving them the background of a diverse country like India and the nuances of its social fabric and the why of such an elaborate constitution. The introductory chapter therefore is designed to familiarise students about their country and culture before they understand their constitution).

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

#### Exercise:

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

#### Suggested Readings:

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

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

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

**Pedagogy:**

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

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

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

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

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

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

Question paper pattern for **Indian Constitution** –

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

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

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

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

## Course Content

### Semester

|   |                                       |
|---|---------------------------------------|
| Course Title:<br><b>Financial Education and Investment Awareness</b>  | Course Credits: 2                     |
| Total Contact Hours:<br><b>15 Hours of Theory and 30 Hours of Practical Sessions</b>  | Duration of ESA: <b>90 Minutes</b>    |
| Formative Assessment Marks: <b>20</b>   | Summative Assessment Marks: <b>30</b> |
| Model Syllabus Authors:<br><b>NSE Academy and Karnataka State Higher Education Council (through Model Curriculum Committee for Commerce and Management)</b> |                                       |

### Course Outcomes

The Course aims to:

1. Provide the foundations for financial decision making
2. List out various saving and investment alternatives available for a common man
3. Give a detailed overview of stock markets and stock selection
4. Orient the learners about mutual funds and the criteria for selection

### Course Articulation Matrix

| Program Outcomes / Course Outcomes  | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |
|---|---|---|---|---|---|---|---|---|---|----|----|----|
| 1. Provide the foundations for financial decision making                          |   |   |   |   |   |   |   |   |   |    |    |    |
| 2. List out various saving and investment alternatives available for a common man |   |   |   |   |   |   |   |   |   |    |    |    |
| 3. Give a detailed overview of stock markets and stock selection                  |   |   |   |   |   |   |   |   |   |    |    |    |
| 4. Orient the learners about mutual funds and the criteria for selection          |   |   |   |   |   |   |   |   |   |    |    |    |

## Course Content for 'Financial Education and Investment Awareness'

### Theory Content

| Module No. | Theory Content under the Module   | Duration |
|------------|---|----------|
| One        | <p><b>Foundations for Finance</b></p> <p><b>Introduction to Basic Concepts:</b> Understand the need for financial planning – basic concepts – life goals and financial goals – format of a sample financial plan for a young adult</p> <p><b>Economics:</b> Meaning – scope – key concepts influencing decision making both micro &amp; macro</p> <p><b>Banking in India:</b> Types of Bank Deposits, Deposit Insurance (PMJDY). Traditional and New Banking Models. Debit and Credit Cards. Digital Payment System – Internet Banking (NEFT, RTGS and IMPS), Mobile Banking, Mobile Wallet, AEPS, UPI</p> <p><b>Orientation to Financial Statements:</b> financial terms and concepts, model for reading financial statements, basic ratios for evaluating companies while investing – Time Value of Money – Concept of Compounding and Discounting</p>  | 4 hours  |
| Two        | <p><b>Investment Management</b></p> <p><b>Investment Goals:</b> Basic investment objectives – Investment goals – time frame – assessing risk profile – concept of diversification – risk measurement tools</p> <p><b>Investment and Saving Alternatives for a Common Investor:</b> Insurance – Health, Life and Other General Insurance (Vehicle Insurance, Property Insurance, etc), Retirement and Pension Plans – National Pension System, Atal Pension Yojana, PM-SYM Yojana, PMLVMY PMKMDY etc., Stocks, Bonds, Mutual Funds. Investor Protection and Grievance Redressal</p> <p><b>Stock Markets:</b> Primary Market and Secondary Market, Stock Exchanges, Stock Exchange Operations – Trading and Settlement, Demat Account, Depository and Depository Participants.</p> <p><b>Stock Selection:</b> Fundamental Analysis – Economy Analysis, Industry Analysis and Company Analysis. Technical Analysis – Graphical Patterns, Candle-stick Patterns, Indicators and</p> | 8 hours  |

|       |  |         |
|-------|--|---------|
|       | <p>Oscillators</p> <p><b>Stock Return and Risk:</b> Analysing risk and returns trade off-relationship-investment risk</p>  |         |
| Three | <p><b>Mutual Funds and Financial Planning Essentials</b></p> <p><b>Mutual Funds:</b> Features of Mutual Funds, Mutual Fund History in India, Major Fund Houses in India and Mutual Fund Schemes. Types of Mutual Fund Plans. Net Asset Value.</p> <p><b>Criteria for selection of Mutual Funds:</b> Returns, Performance Measures – Sharpe, Treynor, Alpha, Beta and <math>r^2</math></p> <p><b>Financial Planning:</b> Sample formats – Integrating all the concepts learnt with a personal financial plan</p> <p><b>Giving and supporting:</b> Family support – charitable giving – crowd sourcing for needs</p> | 3 hours |

## Practical Content

| Module No. | Practical Coverage under the Module   | Duration |
|------------|---|----------|
| One        | <p><b>Foundations for Finance</b></p> <ul style="list-style-type: none"> <li>Spreadsheet Modelling: <ul style="list-style-type: none"> <li>IF Function</li> <li>SUM Function</li> <li>AVERAGE Function</li> <li>INDEX, MATCH and VLOOKUP Function</li> <li>RANK Function</li> <li>SUMPRODUCT Function</li> <li>MAX &amp; MIN Function</li> <li>ERRORS in Modeling (#VALUE!, #NAME?, #DIV/0!, #REF!, #NUM!, #NA)</li> <li>PRESENT VALUE Functions</li> <li>FUTURE VALUE Functions</li> <li>ANNUITY Functions</li> <li>PERPETUITY Functions</li> </ul> </li> <li>Statistical Functions in Excel</li> <li>Financial Statements in Excel</li> </ul> | 7 hours  |
| Two        | <p><b>Investment Management</b></p> <ul style="list-style-type: none"> <li>Administering Risk Tolerance Tool</li> </ul>   | 17 hours |

|              |   |                |
|--------------|---|----------------|
|              | <ul style="list-style-type: none"> <li>Group Presentations on Investment Alternatives (Advantages, Suitability and Limitations)</li> <li>Demonstration of Stock Trading</li> <li>Economy Analysis (<a href="http://www.tradingeconomics.com">www.tradingeconomics.com</a>)</li> <li>Industry Analysis (<a href="http://www.ibef.org">www.ibef.org</a>)</li> <li>Company Analysis (<a href="http://www.valueresearchonline.com">www.valueresearchonline.com</a>)</li> <li>Spreadsheet Modelling for Stock Valuation (Dividend Discount Model, Free Cash Flow and Relative Valuation)</li> <li>Demonstration of Technical Analysis and Exercises (NSE – TAME)</li> <li>Spreadsheet Modelling for calculating Stock Return, Risk and Beta</li> </ul> |                |
| <b>Three</b> | <p><b>Mutual Funds and Financial Planning Essentials</b></p> <ul style="list-style-type: none"> <li>Identification of Fund Houses in India, Schemes and Plans of each Mutual Fund House (<a href="http://www.amfiindia.in">www.amfiindia.in</a> , <a href="http://www.valueresearchonline.com">www.valueresearchonline.com</a>)</li> <li>Exercises on Calculation of Net Asset Value</li> <li>Demonstration of Mutual Fund Fact Sheet</li> <li>Exercises on reading performance measures and selection of Mutual Funds</li> <li>Preparation of Financial Plan</li> </ul>  | <b>6 hours</b> |

## References

- RBI Financial Education Handbook
- NSE Knowledge Hub, AI-powered Learning Experience Platform for BFSI
- NSE Academy Certification in Financial Markets (NCFM) Modules:
  - Macroeconomics for Financial Markets
  - Financial Markets (Beginners Module)
  - Mutual Funds (Beginners Module)
  - Technical Analysis

## Text Books:

| S. No | Author/s         | Title of the Book                            | Publisher             |
|-------|------------------|--|-----------------------|
| 1     | Prasanna Chandra | Financial Management                         | McGraw Hill Education |
| 2     | Aswath Damodaran | Corporate Finance                            | John Wiley & Sons Inc |
| 3     | Pitabas Mohanty  | Spreadsheet Skills for Finance Professionals | Taxmann Publications  |
| 4     | Fischer & Jordan | Security Analysis & Portfolio Management     | Prentice Hall         |

## Websites:

1. [www.sebi.gov.in](http://www.sebi.gov.in)
2. [www.nseindia.com](http://www.nseindia.com)
3. [www.amfiindia.com](http://www.amfiindia.com)

## Question Paper Pattern

### 1. Internal Assessment – 20 marks (based on practical lab-based assignments)

### 2. End Semester Exam – 30 marks

Section A: 4 out of 5 questions (2 marks each)  $4 \times 2 = 8$  Marks

Section B: 2 out of 3 questions (6 marks each)  $2 \times 6 = 12$  Marks

Section C: Compulsory:

Analysis of One Case (or) Two Case-lets  $1 \times 10 = 10$  Marks

## Pedagogy

### 1. Highlights of the contents of interactive E-workbook

- Micro and Macro-Indicators affecting Personal Financial Planning
- Financial plan templates with examples/ scenarios
- Financial Goal setting / Financial Goals Worksheet
- Stock Selection
- Criteria for selection of Mutual Funds
- Investment options for young adults who enter professions
- Financial security worksheet
- Glossary of must know key terms

### 2. Online Diagnostic Assessments / Instruments

| Type                     | Method  | Outcome  |
|--------------------------|---|--|
| Quiz                     | Flash cards and games   | Instructive and persuasive for behavioural change                          |
| Projections              | Personal Budget based assessment  | Assimilation, application and retention through case scenarios             |
| Preassessments           | Financial life skills<br>Investor Risk Profile<br>Risk Measurement Skills | Benchmark knowledge according to the requirements of the age and situation |
| Psychometric assessments | Financial stress scale  | Create follow up assignments that sustain changed behaviours               |

### 3. 10 Recorded self-help videos 12 minutes each from experts

## Implementation Plan

1. On the approval of the Course Outline and Assessment Mechanism by the Council, NSE Academy - in association with universities, will delegate Nodal Officers for the implementation of the Program.
2. With the help of the Nodal Officers, NSE Academy will invite nominations from colleges and institutions for the Train the Trainer Programs (both physical and virtual).
3. The faculty members will undergo a rigorous training in TTT and also an assessment leading to a joint Certification from NSE Academy and the corresponding university.
4. NSE Academy will support the faculty members through specially created courses on NSE Knowledge Hub.
5. NSE Academy will also support the faculty members with comprehensive training material and facilitator aids for training the students.
6. Additionally, the Commerce and Management faculty members will be supported with continuous learning programs on NSE Knowledge Hub, on relevant topics.
7. NSE Academy will design, develop and provide customized student-friendly interactive workbooks (digital) that will support classroom learning as formative assessment.
8. NSE Academy will issue model question papers for the assessments to the Nodal Officers / CoEs of the Universities. The Universities may in turn conduct assessments for the students, evaluate and submit results to the Council and NSE Academy.
9. Based on the assessment results submitted by the Universities / Colleges / Institutions, NSE Academy will issue a Course Completion Certificate jointly with the corresponding university.
10. NSE Academy will support faculty members on research topics through research workshops on quantitative and qualitative research.
11. NSE Academy will confer the 'Best Research Proposal Award' for the faculty members
12. NSE Academy will invite (from students) and select five best project proposals for award.

|                            |                                |                            |               |
|----------------------------|--------------------------------|----------------------------|---------------|
| Program Name               |                                | Semester                   | <b>V</b>      |
| Course Title               | <b>Cyber Security (Theory)</b> |                            |               |
| Course Code:               | <b>SEC-5</b>                   | No. of Credits             | <b>03</b>     |
| Contact hours              | <b>45Hrs</b>                   | Duration of SEA/Exam       | <b>03 hrs</b> |
| Formative Assessment Marks | <b>50</b>                      | Summative Assessment Marks | <b>50</b>     |

**Course Outcomes (COs):** After the successful completion of the course, the student will be able to:

|     |  |
|-----|--|
| CO1 | After completion of this course, students would be able to understand the concept of Cyber security and issues and challenges associated with it.  |
| CO2 | Students, at the end of this course, should be able to understand the cyber crimes, their nature, legal remedies and as to how report the crimes through available platforms and procedures.   |
| CO3 | On completion of this course, students should be able to appreciate various privacy and security concerns on online Social media and understand the reporting procedure of inappropriate content, underlying legal aspects and best practices for the use of Social media platforms.                             |
| CO4 | After the completion of this module, students would be able to understand the basic concepts related to E-Commerce and digital payments. They will become familiar with various digital payment modes and related cyber security aspects, RBI guidelines and preventive measures against digital payment frauds. |
| CO5 | Students, after completion of this module will be able to understand the basic security aspects related to Computer and Mobiles. They will be able to use basic tools and technologies to protect their devices.   |

| <b>Contents</b>  |  | <b>45Hrs</b> |
|--|--|--------------|
| <b>Module-I.</b> Introduction to Cyber security: Defining Cyberspace and Overview of Computer and Web-technology, Architecture of cyberspace, Communication and web technology, Internet, World wide web, Advent of internet, Internet infrastructure for data transfer and governance, Internet society, Regulation of cyberspace, Concept of cyber security, Issues and challenges of cyber security.  |  | 09           |
| <b>Module-II.</b> Cyber-crime and Cyber law: Classification of cybercrimes, Common cyber-crimes- cyber-crime targeting computers and mobiles, cyber crime against women and children, financial frauds, social engineering attacks, malware and ransomware attacks, zero day and zero click attacks, Cybercriminals modus-operandi, Reporting of cyber crimes, Remedial and mitigation measures, Legal perspective of cyber crime, IT Act 2000 and its amendments, Cyber-crime and offences, Organisations dealing with Cyber-crime and Cyber security in India, Case studies. |  | 09           |
| <b>Module III.</b> Social Media Overview and Security: Introduction to Social networks. Types of Social media, Social media platforms, Social media monitoring, Hashtag, Viral content, Social media marketing, Social media privacy, Challenges, opportunities and pitfalls in online social network, Security issues related to social media, Flagging and reporting of inappropriate content, Laws regarding posting of inappropriate content, Best practices for the use of Social media, Case studies.  |  | 08           |

|  |    |
|--|----|
| <b>Module IV.</b> Definition of E- Commerce, Main components of E-Commerce, Elements of E-Commerce security, E-Commerce threats, E-Commerce security best practices, Advantage of e-commerce, Survey of popular e-commerce sites.<br>Introduction to digital payments, Components of digital payment and stake holders, Modes of digital payments- Banking Cards, Unified Payment Interface (UPI), e-Wallets, Unstructured Supplementary Service Data (USSD), Aadhar enabled payments, Digital payments related common frauds and preventive measures. RBI guidelines on digital payments and customer protection in unauthorized banking transactions. Relevant provisions of Payment Settlement Act, 2007. | 08 |
| <b>Module V.</b> End Point device and Mobile phone security, Password policy, Security patch management, Data backup, Downloading and management of third-party software, Device security policy, Cyber Security best practices, Significance of host firewall and Ant-virus, Management of host firewall and Anti-virus, Wi-Fi security, Configuration of basic security policy and permissions.  | 11 |

**Course Articulation Matrix: Mapping of Course Outcomes (COs) with Program Outcomes**

| Course Out comes(COs) /Program Outcomes (POs)                                | Program Outcomes (POs) |   |   |   |   |   |   |   |   |    |    |    |    |    |    |
|--|------------------------|---|---|---|---|---|---|---|---|----|----|----|----|----|----|
|  | 1                      | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 |
| Quickly understand the given problem and come up with the correct answer     |                        |   |   |   |   |   |   |   |   |    |    |    |    |    |    |
| Identify, construct and compute numerical situations by work with numbers    |                        |   |   |   |   |   |   |   |   |    |    |    |    |    |    |
| Conceive and develop a methodology for analyzing data and solving a problem. |                        |   |   |   |   |   |   |   |   |    |    |    |    |    |    |
| Define, modify and apply critical thinking to real time situations.          |                        |   |   |   |   |   |   |   |   |    |    |    |    |    |    |

**Pedagogy:** Problem Solving

| Formative Assessment for Theory                |                 |
|--|-----------------|
| Assessment Occasion/type                       | Marks           |
| Internal Test I                                | 30%             |
| Assignment/Surprise Test                       | 20%             |
| <b>Total</b>                                   | <b>50 Marks</b> |
| <i>Formative Assessment as per guidelines.</i> |                 |

| Text/References |  |
|-----------------|--|
| 1               | Cyber Crime Impact in the New Millennium, by R. C Mishra, Ather Press. Edition 2010  |
| 2               | Cyber Security Understanding Cyber Crimes, Computer Forensics and Legal Perspectives by Sumit Belapure and Nina Godbole, Wiley India Pvt. Ltd. (First Edition, 2011)                         |
| 3               | Security in the Digital Age: Social Media Security Threats and Vulnerabilities by Henry A. Oliver, Create Space Independent Publishing Platform. (Pearson , 13 <sup>th</sup> November, 2001) |
| 4               | Cyber Laws: Intellectual Property & E-Commerce Security by Kumar K, Dominant Publishers.   |
| 5               | Fundamentals of Network Security by E. Maiwald, McGraw Hill.   |
| 6               | Network Security Bible, Eric Cole, Ronald Krutz, James W. Conley, 2nd Edition, Wiley India Pvt. Ltd.   |

|  |                              |                                    |              |
|--|------------------------------|------------------------------------|--------------|
| <b>Name of the Program:</b> Bachelor of Arts/ Science/ Commerce/ Business Administration/ Social Works; Bachelor of Arts/ Science/ Commerce/ Business Administration/ Social Works (Hons. With or without Research), and Bachelor of Performing Arts, Bachelor of Visual Arts, and Bachelor of Hotel/Hospitality Management<br><b>Course Code:</b> 5.6<br><b>Name of the Course:</b> Employability Skills  |                              |                                    |              |
| <b>Course Credits</b>  | <b>No. of Hours per Week</b> | <b>Total No. of Teaching Hours</b> |              |
| <b>3 Credits</b>   | <b>3 Hrs</b>                 | <b>45 Hrs</b>                      |              |
| Formative Assessment Marks   | <b>50</b>                    | Summative Assessment Marks MCQ     | <b>50</b>    |
| <b>Pedagogy:</b> Classroom lectures, Activities based learning, Practice Questions, Tutorial Classes, Group discussions, Mock Tests, etc,  |                              |                                    |              |
| <b>Course Outcomes:</b> On successful completion of the course, the students will be able to<br>a) Develop systematic problem-solving abilities.<br>b) Enhance verbal and non-verbal reasoning skills.<br>c) Improve numerical and analytical abilities.<br>d) Enhance English language and communication skills.  |                              |                                    |              |
| <b>Syllabus:</b>   |                              |                                    | <b>Hours</b> |
| <b>Module No. 1: General Orientation on all Competitive Exams</b>  |                              |                                    | <b>5</b>     |
| Overview of Competitive Exams for Government Recruitment in India - Introduction, Eligibility Criteria, Exam Pattern, Syllabus, and Resources.   |                              |                                    |              |
| <b>Module No. 2: Quantitative Aptitude</b>   |                              |                                    | <b>20</b>    |
| Number system, HCF & LCM, Ratio and Proportion, Averages, Ages, Percentages, Partnerships, Time, Speed and Distance, Profit and Loss, Data Interpretation, Problems based on Simple interest, Compound interest, Clocks, and Calendars.  |                              |                                    |              |
| <b>Module No. 3: Verbal and Nonverbal Reasoning</b>  |                              |                                    | <b>10</b>    |
| Verbal Reasoning: Data analysis, Data sufficiency, Decision making, coding & decoding, Blood relations, Puzzle tests, Direction sense test, Problems based on Venn Diagram/Syllogisms, Alphabet test, Arithmetical reasoning, Input/Output, Series and Seating arrangements.<br><br>Non-Verbal Reasoning: Analogy, Water images, mirror images, embedded figures, Completion of Pattern, Paper folding, Cubes & dice, Figure Formation & Analysis. |                              |                                    |              |
| <b>Module No. 4: English Language and Comprehension Solving</b>  |                              |                                    | <b>10</b>    |
| Vocabulary, English Grammar, Verbal Ability, Sentence Structure, Spot the Error, Fill in the Blanks, Idioms & Phrases, Cloze Passages, and Comprehension Passages.   |                              |                                    |              |
| <b>Skill Development Activities:</b><br><br>Various activity-based learning methods such as problem-solving exercises, case studies, role-playing, debates, group discussions, mock tests, and assessments can be conducted, in addition to any other relevant activities for the course to ensure effective learning.   |                              |                                    |              |

**Materials:**

1. <https://free.aicte-india.org/Quantitative-Aptitude-Basics.php>
2. [https://onlinecourses.nptel.ac.in/noc20\\_hs19/preview](https://onlinecourses.nptel.ac.in/noc20_hs19/preview)
3. <https://www.udemy.com/course/reasoning-verbal-non-verbal/>

**Note:** Latest editions of books such as Quantitative Aptitude for Competitive Examinations, Modern Approach to Verbal and Non-Verbal Reasoning, Quick Learning Objective General English by R.S.Agarwal or Arihant Publications, and other renowned titles can be referred to enhance exam preparation.