

ಸುತ್ತೋಲೆ

ವಿಷಯ: 2022-23ನೇ ಸಾಲಿನ ಸ್ನಾತಕ ಕೋರ್ಸುಗಳ IIIನೇ ಸೆಮಿಸ್ಟರ್ ಪಠ್ಯಕ್ರಮವನ್ನು ಅನುಸರಿಸುವ ಕುರಿತು.
ಉಲ್ಲೇಖ: ರಾವಿರಾ/ಶೈಕ್ಷಣಿಕ/ಯುಜಿ/2022-23/1427, ದಿನಾಂಕ: 13-12-2022.

2022-23ನೇ ಶೈಕ್ಷಣಿಕ ಸಾಲಿನ ಸ್ನಾತಕ ಕೋರ್ಸುಗಳ 3ನೇ ಸೆಮಿಸ್ಟರ್‌ನಲ್ಲಿ ಬೋಧಿಸಬೇಕಾದ ಕೆಳಕಂಡ 3 ಕೋರ್ಸುಗಳ ಪಠ್ಯಕ್ರಮ ಮತ್ತು ಪರೀಕ್ಷಾ ನಮೂನೆಯನ್ನು ರಾಯಚೂರು ವಿಶ್ವವಿದ್ಯಾಲಯದ ವೆಬ್‌ಸೈಟ್‌ನಲ್ಲಿ ಅಳವಡಿಸಲಾಗಿದೆ. ಅಲ್ಲದೇ ಸಂಯೋಜಿತ ಕಾಲೇಜುಗಳ ಪ್ರಾಚಾರ್ಯರ ವಾಟ್‌ಆಪ್ ಗುಂಪಿಗೆ ಕೂಡ ಕಳುಹಿಸಲಾಗಿದೆ.

1.	For 3 rd Semester of all UG Programs: B.A., B.Com., B.Sc., BBA, BCA, BSW	Compulsory Course: Indian Constitution (3 Credits) (Lecture – 3 hours per week, Tutorial-0)
2.	B.A., B.Com., BBA 3 rd Semester	SEC-2: Financial Education & Investment Awareness (2 credits) (Lecture-1 hour per week Tutorial-0, Practical-2 hour per week)
3.	B.Sc., BCA 3 rd Semester	SEC-2: Artificial Intelligence (A1) (2 credits) (Lecture-1 hour per week Tutorial-0, Practical-2 hour per week) (The model question paper will be attached later).

(ಪ್ರೊ. ವಿಶ್ವನಾಥ ಎಂ.)

ಕುಲಸಚಿವರು

ರಾಯಚೂರು ವಿಶ್ವವಿದ್ಯಾಲಯ, ರಾಯಚೂರು

ಗೆ,

ಪ್ರಾಂಶುಪಾಲರು, ಎಲ್ಲಾ ಸಂಯೋಜಿತ ಮಹಾವಿದ್ಯಾಲಯಗಳು, ರಾಯಚೂರು ವಿಶ್ವವಿದ್ಯಾಲಯ, ರಾಯಚೂರು.

ಪ್ರತಿಗಳು:

- 1) ಕುಲಸಚಿವರು (ಮೌಲ್ಯಮಾಪನ), ರಾಯಚೂರು ವಿಶ್ವವಿದ್ಯಾಲಯ, ರಾಯಚೂರು.
- 2) ಕುಲಪತಿಗಳ ಆಪ್ತ ಕಾರ್ಯದರ್ಶಿ/ಕುಲಸಚಿವರ ಆಪ್ತ ಸಹಾಯಕರು ರಾಯಚೂರು ವಿಶ್ವವಿದ್ಯಾಲಯ, ರಾಯಚೂರು.
- 3) ನಿರ್ದೇಶಕರು, ಕಾಲೇಜು ಅಭಿವೃದ್ಧಿ ಮಂಡಳಿ, ರಾಯಚೂರು ವಿಶ್ವವಿದ್ಯಾಲಯ, ರಾಯಚೂರು.
- 4) ಕಚೇರಿ ಪ್ರತಿ.

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

Semester: III/IV

Course Title: Artificial Intelligence	Course Credits: 2
Total Contact Hours: 13 hours of theory and 26 hours of practical	Duration of ESA: 01 Hour
Formative Assessment Marks: 20 marks	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
Course – 1 - Azure AI Fundamentals (AI-900)	AI-900 pathway consists of 5 courses and 2 reading material: <ol style="list-style-type: none"> i. Introduction to AI on Azure ii. Use visual tools to create machine learning models with Azure Machine Learning iii. Explore computer vision in Microsoft Azure iv. Explore natural language processing v. Explore conversational AI vi. Tune Model Hyperparameters - Azure Machine Learning (Reading) vii. Neural Network Regression: Module Reference - Azure Machine Learning (Reading) 	05 hours
Practical	<ol style="list-style-type: none"> 1. Prepare the data 2. Model the data 3. Visualize the data 4. Analyse the data 5. Deploy and maintain deliverables 	13 hours

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

Formative Assessment	
Assessment Occasion	Weightage in Marks
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.

INDIA AND INDIAN CONSTITUTION

Ability Enhancement Compulsory Courses (AECC)	
Course Title: INDIA AND INDIAN CONSTITUTION	
Total Contact Hours: 45	Course Credits: 3
No. of Teaching Hours/Week:3	Duration of ESA/Exam: 2 Hours
Formative Assessment Marks: 40	Summative Assessment Marks: 60+40=100

Course Objective

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>Background to the study of Indian Constitution**</p> <p>Chapter 1: Philosophical and Political foundations of India: Dharma and Danda, Buddhist, liberal (Raja Rammohun Roy) and Subaltern (Ranajit Guha)* Colonial impact on Indian society,** Nationalist perspective (Swamy Vivekananda and Sri Aurobindo).</p> <p>Chapter 2: Political values and Ideals during freedom struggle: Non Violence, Tolerance, Satyagraha and Swadeshi (Gandhi), Swarajya (Tilak), Integral Humanism (Deen Dayal Upadhyay) and Voluntarism (Vinoba Bhave).</p> <p>Chapter 3: Political Contribution of Regional freedom struggle: Kittur Rani Chennamma, Hardekar Manjappa, Madikeri Peasants, Halagali Bedas.</p>	<p>6 Hours</p> <p>5 Hours</p> <p>4 Hours</p>
Unit-II	<p>Constitutional Development and its Philosophy</p> <p>Chapter- 4: Historical background of Constitutional development in India - Developments between 1857 to 1952 (only Acts during this period must be taught), Composition and debates of Constituent Assembly (in brief), working of committees.</p> <p>Chapter 5: Philosophy and features of Indian Constitution - Preamble*, Salient features**, Constitutionalism, Dr B.R. Ambedkar and Nehru's contribution in the making of the Constitution.</p> <p>Chapter- 6: Working of the Constitution - Fundamental Rights, Union-State and Inter-State Relations (Art. 263, Inter-State disputes and trade and commerce), important Amendments to the Constitution**, Parliamentary Committees* (Standing, Ad hoc and Departmental).</p>	<p>5 Hours</p> <p>5 Hours</p> <p>5 Hours</p>

Unit-III	Constitutional Institutions and Citizen's role	
	Chapter 7: Parliamentary and Constitutional Institutions: Legislature* (Upper and Lower house), Executive (composition and powers), Judiciary (High Court and Supreme Court, its composition and jurisdiction), Comptroller and Auditor General, Inter-State Council, Election Commission.	6 Hours
	Chapter 8: Role and Responsibilities of Citizens under Indian Constitution: Concept of Citizenship, Citizenship Amendment Act, Fundamental Duties, Right to Information Act, Civil Society.*	4 Hours
	Chapter 9: Goals and Policies of National Development enshrined in the Constitution: Concept of National Development, Unity and Integrity of the nation, Goals of Educational Policies*, Role of teachers and students in Nation Building**.	5 Hours

(**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.

Important Notes:

Chapter 1:

* These are introductory courses. Teachers should give a brief introduction to these for a better understanding of the philosophical and political foundations of Indian society taking suggested thinkers as examples (Max 2hrs).

** Here teachers should briefly teach about the contributions and impact of British and Arabs as invaders, Mughals as settlers (Max 2hrs).

Chapter 2:

* These are to be taught briefly as concepts against the backdrop of freedom struggle

Chapter 3:

* BOS can alter this chapter to bring in the personalities and movements in their region who have made an impact on freedom struggle.

Chapter 5:

*While teaching the preamble please cover secularism and its criticism keeping in mind the neutrality of state in matters of religion and bring in the discussion regarding the differences in the usage of the terms like Religion, Dharma, Pantha (ಪಂಥ), *Matha* (ಮಠ), Caste, *Jatyathithate* and the meaning of scientific secularism as expounded by Nehru.

** In the salient features the teachers must teach at least 10 features of the constitution like Written constitution, Parliamentary form of government, Quasi federalism, Directive Principles of State Policy, Amendment procedure, Universal adult franchise, Integrated citizenship, Independent judiciary, Judicial Review, Emergency provisions and Three tier system of governance etc. The BOS has the discretion in selecting the salient features.

Chapter 6:

*In the committees they should teach the nature of these committees, their types, categories and sub categories.

** In this the teacher should teach the amendments like 42nd, 73rd, 74th, 101st, etc which have major impact on the working of the Constitution. The BOS has the discretion in selecting the amendments but must ensure that they have a bearing on the working of the constitution.

Chapter 7:

* Here teachers are expected to teach the institutions in general and contextualise them to state and central governments.

Chapter 8:

*In this the teacher should discuss issues like paying taxes, exercising vote, discouraging corruption, Knowledge of laws that govern them.

Chapter 9:

*Teachers can touch upon Kothari Commission, NEP (1986 and 2020 while teaching Educational Policies)

**Teachers can touch upon the teacher taught relations (vedantic tradition), teacher as a role model, student as future citizen, the need for ethical and moral responsibility among them 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*. Berkley: University of California Press.
4. Arora & Mukherji, *Federalism in India, Origin and Developments*, Vikas Publishing House, New Delhi, 1992.
5. Bhandarkar D.D. 1940. "*Some Aspects of Ancient Indian culture*". University of Madras.
6. Chandra Bipan. 1979. "*Nationalism and Colonialism in India*". Orient, Lang.
7. 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
8. D. C. Gupta, *Indian Government and Politics*, Vikas publishing House, New Delhi, 1975.
9. Desai, A R. 2016. *Social Background of Indian Nationalism*. Los Angeles: Papular Prakashan.
10. Durga Das Basu, *Introduction to the Constitution of India*, Gurgaon; LexisNexis, 2018 (23rd edn.)
11. Gandhi, M.K. "Hind Swaraj", http://www.mkgandhi.org/ebks/hind_swaraj.pdf
12. Goshal U.N. 1923. "*History of Hindu Political Theory*". Oxford University Press, Culcutta.
13. Granville Austin, 2000. *The Indian Constitution: Cornerstone of a Nation*. Melbourne: Oxford University Press.
14. Hanson and Douglas, 1972. *India's Democracy*. New York city: W W Norton & Co Inc.
15. Harish Ramaswamy and S. S. Patagundi(Ed.) 2007. *Karnataka- Government and Politics*. Delhi: Concept Publishing Company.
16. J.N. Pandey, *The Constitutional Law of India*, Allahabad; Central Law Agency, 2018 (55th edn.)
17. Jayaswal K.P. 1943. "*Hindu Polity*". Bangalore Printing and Publishing Co. LTD, Bangalore.
18. Johari J C 1974. *Indian Government and Politics*. New Delhi: Vishal Publications.
19. K B Merunandan, *Bharatada Samvidhana Ondu Parichaya*, Bangalore, Meragu Publications, 2015.
20. K. Sharma, *Introduction to the Constitution of India*, Prentice Hall of India, New Delhi, 2002.
21. Kapoor, Kapil(Ed), 2005, *Indian Knowledge System-Vol-1*, New Delhi: D>K Printworld LTD.

22. Kapoor, Kapil, 1994, Texts of the Oral Tradition, Language, Linguistics and Literature : The Indian Perspective. Delhi: Academic Foundation
23. Kosambi D.D. 1965. "The Culture and Civilization of Ancient India and Historical Outline". Vikas Publishing House pvt. ltd, Noida.
24. Krishana Rao, M.& G.S. Halappa. 1962. *History of Freedom Movement in Karnataka*. Mysore: Government of Mysore.
25. M.V. Pylee, India's Constitution, New Delhi; S. Chand Pub., 2017 (16th edn.)
26. Nagel, Stuart, 2017, India's Development and Public Policy. UK: Routledge.
27. P.M Bakshi, Constitution of India, Universal Law Publishing House, New Delhi, 1999.
28. Patham and Thomas Patham. 1986. "Political Thought in Modern India." Sage Publications, United State.
29. Rajni Kothari, 1995. Caste in Indian Politics. Telangana: Orient Blackswan.
30. Rghavendra Rao, K. 2000. *Imagining Unimaginable Communities*. Hampi: Prasranga, Kannada University.
31. Bhargava, Rajeev. ed. 1998. *Secularism and Its Critics*, New Delhi: Oxford University Press.
32. S. N. Jha, Indian Political System,: Historical Developments, Ganga Kaveri Publishing House, Varanasi, 2005.
33. Said Edarard .1978. "Orientalism". Pantheon Books, USA.
34. Sharma, R.S. 1991. "Early Indian Social and Political Thought and Institutions (Aspects of the Political Ideas and Institutions in Ancient India)". Motilal Banarsidass, Delhi.
35. ಎಂ.ಎಸ್. ಜೈತ್ರ, (ಸಂ) ೨೦೨೨. "ಪರಂಪರಾಗತ ಅಭ್ಯುದಯದರ್ಶನ: ಧರ್ಮಪಾಲ್ ಧೃಷಿಟಿ
"ರಾಷ್ಟ್ರೋತ್ಥಾನಸಾಹಿತ್ಯ, ಬೆಂಗಳೂರು.
36. ಗಾಂಧಿ. ಎಮ್. ಕೆ. 2009, ಹಿಂದಸ್ವರಾಜ್ಯ, ಬೆಂಗಳೂರು: ಕರ್ನಾಟಕಗಾಂಧೀಸ್ಮಾರಕನಿಧಿ.
37. ಧರ್ಮಪಾಲ್, 2001. "ಭಾರತಜಾಗೃತಿ." (ಅನು) ಎಸ್. ಆರ್. ರಾಮಸ್ವಾಮಿ. ಬೆಂಗಳೂರು: ರಾಷ್ಟ್ರೋತ್ಥಾನಸಾಹಿತ್ಯ
38. ಧರ್ಮಪಾಲ್, 2003. "ಸ್ವದೇಶಿಮತ್ತುಭಾರತೀಯತೆ", (ಅನು) ಚಕ್ರವರ್ತಿ, ಬೆಂಗಳೂರು: ಸ್ವರಾಜಪ್ರಕಾಶನ ಸಮೂಹ.
39. ಧರ್ಮಪಾಲ್, 2009, ಭಾರತೀಯಚಿತ್ತ, ಮಾನಸಿಕತೆ, ಕಾಲ, (ಅನು) ಎಸ್. ಆರ್. ರಾಮಸ್ವಾಮಿ. ಬೆಂಗಳೂರು:
ರಾಷ್ಟ್ರೋತ್ಥಾನಸಾಹಿತ್ಯ,
40. ಬಾಲಗಂಗಾಧರ, ಎಸ್. ಎನ್., 2010. ಪೂರ್ವವಲೋಕನ. (ಸಂ). ಜೆ. ಎಸ್. ಸದಾನಂದಮತ್ತುರಾಜಾರಾಮಹೆಗ್ಡೆ.
ಬೆಂಗಳೂರು: ಅಭಿನವಪ್ರಕಾಶನ.
41. ಬಾವೆ, ವಿನೋಬಾ. 1954. ಸ್ವರಾಜ್ಯಶಾಸ್ತ್ರ. ಬೆಂಗಳೂರು: ಬೆಂಗಳೂರುಸರ್ವಸೇವಾಸಂಘಪ್ರಕಾಶನ.

42. ಬಾವೆ, ವಿನೋಬಾ. 1958. ಭೂದಾನಗಂಗೆ. ಬೆಂಗಳೂರು: ಸರ್ವಸೇವಾಸಂಘಪ್ರಕಾಶನ.
43. ಬಾವೆ, ವಿನೋಬಾ. 1974. ಸ್ವರಾಜ್ಯಶಾಸ್ತ್ರ. ಬೆಂಗಳೂರು: ಬೆಂಗಳೂರುಸರ್ವಸೇವಾಸಂಘಪ್ರಕಾಶನ.
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47. ಶಂಕರನಾರಾಯಣ್ ಎನ್.ಪಿ. (ಸಂ) ೨೦೨೦. "ದೀನದಯಾಳುಪದ್ಯಾಯ: ಏಕಾತ್ಮಮಾನವತೆ" ರಾಷ್ಟ್ರೋತ್ಥಾನಸಾಹಿತ್ಯ, ಬೆಂಗಳೂರು.
48. ಹೆಗಡೆ, ರಾಜಾರಾಮ, 2021, ಪಶ್ಚಿಮಾಯನ; ವಸಾಹತುಹಿಸ್ವರಿಮತ್ತುಕನ್ನಡಜಗತ್ತು, ಬೆಂಗಳೂರು: ಅಭಿನವಪ್ರಕಾಶನ.

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 Counseling 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	10
Total	40

I. Term End Examination for India and Indian Constitution(IIC)

Paper will be for maximum of 60 marks. The minimum marks to pass the examination is 40% (24 marks).

Note: Duration of Examination for **India and Indian Constitution (IIC)** is **2 hours.**

Question paper pattern for **India and Indian Constitution** –

- Section A: Multiple Choice Questions**
- Section B: Short Answer Questions**
- Section C: Medium Answer Questions**
- Section D: Long Answer Questions**

Section A: Multiple Choice Questions

All Questions are Compulsory (10x1=10)

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

Section B: Short Answer Questions (5x5=25)

Answer any Five questions. Answer the following questions in not more than 3-5 sentences.

- 11.
- 12.
- 13.
- 14.
- 15.
- 16.
- 17.

Section C: Medium Answer Questions (1x10=10)

Answer any One question. Answer the following question in not more than 500 words

18.

19.

Section D: Long Answer Questions (1x15=15)

Answer any One question. Answer the following question in not more than 800 words

20.

21.

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

Module No.	Theory Content under the Module	Duration
<p style="text-align: center;">One</p>	<p style="text-align: center;">Foundations for Finance</p> <p>Introduction to Basic Concepts: 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>Economics: Meaning – scope – key concepts influencing decision making both micro & macro</p> <p>Banking in India: 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>Orientation to Financial Statements: 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>	<p style="text-align: center;">4 hours</p>
<p style="text-align: center;">Two</p>	<p style="text-align: center;">Investment Management</p> <p>Investment Goals: Basic investment objectives – Investment goals – time frame – assessing risk profile – concept of diversification – risk measurement tools</p> <p>Investment and Saving Alternatives for a Common Investor: 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, PMLV MY PMKMDY etc., Stocks, Bonds, Mutual Funds. Investor Protection and Grievance Redressal</p> <p>Stock Markets: Primary Market and Secondary Market, Stock Exchanges, Stock Exchange Operations – Trading and Settlement, Demat Account, Depository and Depository Participants.</p> <p>Stock Selection: Fundamental Analysis – Economy Analysis, Industry Analysis and Company Analysis. Technical Analysis – Graphical Patterns, Candle-stick Patterns, Indicators and</p>	<p style="text-align: center;">8 hours</p>

	<p>Oscillators</p> <p>Stock Return and Risk: Analysing risk and returns trade off-relationship-investment risk</p>	
Three	<p>Mutual Funds and Financial Planning Essentials</p> <p>Mutual Funds: 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>Criteria for selection of Mutual Funds: Returns, Performance Measures – Sharpe, Treynor, Alpha, Beta and r^2</p> <p>Financial Planning: Sample formats – Integrating all the concepts learnt with a personal financial plan</p> <p>Giving and supporting: Family support – charitable giving – crowd sourcing for needs</p>	3 hours

Practical Content

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

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

References

1. RBI Financial Education Handbook
2. NSE Knowledge Hub, AI-powered Learning Experience Platform for BFSI
3. NSE Academy Certification in Financial Markets (NCFM) Modules:
 - a. Macroeconomics for Financial Markets
 - b. Financial Markets (Beginners Module)
 - c. Mutual Funds (Beginners Module)
 - d. 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
2. www.nseindia.com
3. 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 X 2 = **8 Marks**

Section B: 2 out of 3 questions (6 marks each) 2 X 6 = **12 Marks**

Section C: Compulsory:

Analysis of One Case (or) Two Case-lets 1 X 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 Investor Risk Profile 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.