



List of Courses Enriching the Curriculum

1. Environment and Public Health

The objective of the course is to bring awareness of public health hazards posed by our environment, including physical features such as global warming, chemical features such as automobile emissions, contaminants in drinking water, and biological features such as putrefying organic matter. It enables the students to understand the impact of governmental policies and urbanization on the degradation of environment. Further, the course informs that education, public-private partnership, corporate social responsibility (CSR) and the change in management as a way forward towards improving the Public Health thresholds. Also, it educates the students on environmental policies with respect to water, air, forest and wildlife of the country. This course is a compulsory one for all undergraduate students.

2. Indian Constitution and Human Rights

The objective of the course is to educate the students upon the provisions of the Indian Constitution. It also deals with the Constitutional Laws of India and the amendments made into the Constitution of India. Further, it informs how the provisions ensure human rights. Besides discussing the concept and development of human rights, the course discusses the institutional framework that deals with the protection and enforcement of human rights. This course is a compulsory one for all undergraduate students.

3. Science and Society

We inhabit a world today that is shaped significantly by Science and Technology(S&T). Science and Technology has enriched our lives and proved to be beneficial in our livelihoods. At the

same time, many of the products of Science and Technology pose challenges, and in ways, even threaten the existence of societies. This course, meant for students of the humanities/commerce streams, is to provide an overview of the nature of S&T and its interaction with society. It is meant to provide a broad introduction to the most significant discoveries and inventions of modern science that have changed our lives and to bring into focus the need for developing a critical appraisal of the issues related to the connection of S&T with society.

4. Culture, Diversity and Society

The main objective of the course is to help the students gain a better understanding and comprehension of Indian culture, diversity and society. Second, it will instill in the students a healthy respect for the rich diversity in Indian society and culture. Third, the course will help them understand the problems of rural society. Four, it will develop in them the secular values of tolerance, communal amity and peaceful coexistence. The course will help them address the contemporary challenges before Indian society like communalism, ethnocentrism and gender discrimination. It will remind the youth that they have a key role to play in the promotion of national integration, and in promoting the unity and integrity of the country. This course was offered to undergraduate science, commerce and business administration students.

5. Personality Development

Personality Development is a development of the organized patterns of behaviours and attitudes that make a person distinctive. It is concerned with the view of others and how they realize you and what they see in you. It occurs by the ongoing interaction of temperament, character and environment. This course will enable the students to focus on one's self, think positive thoughts, develop the right attitude towards failures and mistakes, upgrade their self-reliance and nurture their community service. The course is offered to all undergraduate students.

6. Life Skills

Life Skills represent the application of knowledge, values and skills which are important in the process of individual development and life-long learning. They are a group of cognitive, personal and interpersonal abilities that help people make informed decisions, solve problems, think

critically, communicate effectively, build relationships, empathize with others, and manage their lives in a healthy and productive manner. UNESCO has suggested a framework for this purpose. It aims at developing competencies in areas like critical thinking skills, practical skills and personal skills. This course aims at achieving the following objectives. They are as follows: to make students understand the larger issues of life and living; to introduce various skills needed for leading a life to the students

7. Banking and Finance

The objective of the course is to give in-depth knowledge of Banking and Finance to the students with practical inputs. It will prepare the students for the careers in banks and other financial institutions. This course is offered to all undergraduate arts and science students.

8. Computer Application and Information Technology

This course will help the students to understand database, DBMS, the features of DBMS, Data Models and DBMS software. They will be introduced to many MS software like Ms Word, MS Excel, MS Excel and the like. Further, they will also be introduced to MIS, EIS, TPS, DSS, expert systems, Accounting Information System, ERP and Cloud Computing. Further, a unit of the course will inform them about cyber crimes, cyber frauds, cyber terrorism and hacking. They will also learn about electronic contracts, signature, E-banking, digital fund transactions, electronic payment system and the like. This course is offered to all undergraduate arts, science and computer applications students. This course will enable the students to use the digital technology effectively for their personal and professional purposes. This course is offered to undergraduate arts and science students.

9. Creativity and Innovation

The objectives of the course are as follows: to give an insight into creativity and innovation; to develop an appreciation for them among the students; to enhance sensitivity to creativity and innovation. This course is, primarily, offered to undergraduate commerce and business administration students.

10. Media and Society

The objectives of this course are as follows: to make students aware of contemporary media development and challenges in India; to help students develop the capability to assess, criticize, appreciate the role of media in fulfilling the aspirations of people. This course is offered to all postgraduate students studying in the affiliated colleges of the Bangalore University.

11. Rural Development and Cooperative Management

The objective of the course is to enable students to understand the elements and concept of rural development better. They will be able to distinguish between development and change. They will contemplate about the role of rural development in India. The students will also explore the major concepts of cooperative management and analyze various approaches and techniques. Further, they will study the cooperative movement in India and examine the new dimensions of cooperative management. This course is offered to all postgraduate students studying in the affiliated colleges of the Bangalore University.



PRINCIPAL
St. Francis de Sales College
Electronics City Post, Bangalore - 560 100.

UNIVERSITY GRANTS COMMISSION

Ability Enhancement Compulsory Course (AECC – Environment Studies)

Unit 1 : Introduction to environmental studies

- Multidisciplinary nature of environmental studies;
- Scope and importance; Concept of sustainability and sustainable development.

(2 lectures)

Unit 2 : Ecosystems

- 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 :
 - a) Forest ecosystem
 - b) Grassland ecosystem
 - c) Desert ecosystem
 - d) Aquatic ecosystems (ponds, streams, lakes, rivers, oceans, estuaries)

(6 lectures)

Unit 3 : Natural Resources : Renewable and Non-renewable Resources

- Land resources and land use change; Land degradation, soil erosion and desertification.
- Deforestation: Causes and impacts due to mining, dam building on environment, forests, biodiversity and tribal populations.
- Water : Use and over-exploitation of surface and ground water, floods, droughts, conflicts over water (international & inter-state).
- Energy resources : Renewable and non renewable energy sources, use of alternate energy sources, growing energy needs, case studies.

(8 lectures)

Unit 4 : Biodiversity and Conservation

- Levels of biological diversity : genetic, species and ecosystem diversity; Biogeographic zones of India; Biodiversity patterns and global biodiversity hot spots
- India as a mega-biodiversity nation; Endangered and endemic species of India
- Threats to biodiversity : Habitat loss, poaching of wildlife, man-wildlife conflicts, biological invasions; Conservation of biodiversity : In-situ and Ex-situ conservation of biodiversity.
- Ecosystem and biodiversity services: Ecological, economic, social, ethical, aesthetic and Informational value.

(8 lectures)

Unit 5 : Environmental Pollution

- Environmental pollution : types, causes, effects and controls; Air, water, soil and noise pollution
- Nuclear hazards and human health risks
- Solid waste management : Control measures of urban and industrial waste.
- Pollution case studies.

(8 lectures)

Unit 6 : Environmental Policies & Practices

- Climate change, global warming, ozone layer depletion, acid rain and impacts on human communities and agriculture

- Environment Laws: Environment Protection Act; Air (Prevention & 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).
- Nature reserves, tribal populations and rights, and human wildlife conflicts in Indian context. (7 lectures)

Unit 7 : Human Communities and the Environment

- Human population growth: Impacts on environment, human health and welfare.
- Resettlement and rehabilitation of project affected persons; case studies.
- Disaster management : floods, earthquake, cyclones and landslides.
- Environmental movements : Chipko, Silent valley, Bishnois of Rajasthan.
- Environmental ethics: Role of Indian and other religions and cultures in environmental conservation.
- Environmental communication and public awareness, case studies (e.g., CNG vehicles in Delhi). (6 lectures)

Unit 8 : Field work

- Visit to an area to document environmental assets: river/ forest/ flora/fauna, etc.
- Visit to a local polluted site-Urban/Rural/Industrial/Agricultural.
- Study of common plants, insects, birds and basic principles of identification.
- Study of simple ecosystems-pond, river, Delhi Ridge, etc. (Equal to 5 lectures)

Suggested Readings:

1. Carson, R. 2002. *Silent Spring*. Houghton Mifflin Harcourt.
2. Gadgil, M., & Guha, R. 1993. *This Fissured Land: An Ecological History of India*. Univ. of California Press.
3. Gleeson, B. and Low, N. (eds.) 1999. *Global Ethics and Environment*, London, Routledge.
4. Glejck, P. H. 1993. *Water in Crisis*. Pacific Institute for Studies in Dev., Environment & Security. Stockholm Env. Institute, Oxford Univ. Press.
5. Groom, Martha J., Gary K. Meffe, and Carl Ronald Carroll. *Principles of Conservation Biology*. Sunderland: Sinauer Associates, 2006.
6. Grumbine, R. Edward, and Pandit, M.K. 2013. Threats from India's Himalaya dams. *Science*, 339: 36-37.
7. McCully, P. 1996. *Rivers no more: the environmental effects of dams* (pp. 29-64). Zed Books.
8. McNeill, John R. 2000. *Something New Under the Sun: An Environmental History of the Twentieth Century*.
9. Odum, E.P., Odum, H.T. & Andrews, J. 1971. *Fundamentals of Ecology*. Philadelphia: Saunders.
10. Pepper, I.L., Gerba, C.P. & Brusseau, M.L. 2011. *Environmental and Pollution Science*. Academic Press.
11. Rao, M.N. & Datta, A.K. 1987. *Waste Water Treatment*. Oxford and IBH Publishing Co. Pvt. Ltd.
12. Raven, P.H., Hassenzahl, D.M. & Berg, L.R. 2012. *Environment*. 8th edition. John Wiley & Sons.
13. Rosencranz, A., Divan, S., & Noble, M. L. 2001. *Environmental law and policy in India*. Tripathi 1992.
14. Sengupta, R. 2003. *Ecology and economics: An approach to sustainable development*. OUP.
15. Singh, J.S., Singh, S.P. and Gupta, S.R. 2014. *Ecology, Environmental Science and Conservation*. S. Chand Publishing, New Delhi.
16. Sodhi, N.S., Gibson, L. & Raven, P.H. (eds). 2013. *Conservation Biology: Voices from the Tropics*. John Wiley & Sons.
17. Thapar, V. 1998. *Land of the Tiger: A Natural History of the Indian Subcontinent*.
18. Warren, C. E. 1971. *Biology and Water Pollution Control*. WB Saunders.
19. Wilson, E. O. 2006. *The Creation: An appeal to save life on earth*. New York: Norton.
20. World Commission on Environment and Development. 1987. *Our Common Future*. Oxford University Press.

FOUNDATION COURSE
BA CHIOCE BASED CREDIT SYSTEM (SEMESTER
SCHEME) w.e.f 2014-2015

INDIAN CONSTITUTION AND HUMAN RIGHTS
(Compulsory Paper) for all U.G. Courses

Chapter I: Indian Constitutional Philosophy

- a) Features of the Constitution and Preamble
- b) Fundamental Rights and Fundamental Duties
- c) Directive Principles of State Policy

Chapter II Union and State Executive, Legislature and Judiciary

- a) Union Parliament and State Legislature: Powers and Functions
- b) President, Prime Minister and Council of Ministers
- c) State Governor, Chief Minister and Council of Ministers
- d) The Supreme Court and High Court: Powers and Functions

Chapter III: Concept and Development of Human Rights

- a) Meaning Scope and Development of Human Rights
- b) United Nations and Human Rights – UNHCR
- c) UDHR 1948, ICCPR 1996 and ICESCR 1966

Chapter IV: Human Rights in India

- a) Protection of Human Rights Act, 1993 (NHRC and SHRC)
- b) First, Second and Third Generation Human Rights
- c) Judicial Activism and Human Rights

READINGS

Durga Das Basu, Introduction to the Constitution of India, Prentice – Hall of India Pvt. Ltd.. New Delhi

SubashKashyap, Indian Constitution, National Book Trust

J.A. Siwach, Dynamics of Indian Government & Politics

D.C. Gupta, Indian Government and Politics

H.M.Sreevai, Constitutional Law of India, 4th edition in 3 volumes (Universal Law Publication)

V.N.Shukla, Constitution of India (Eastern Book Co)

J.C. Johari, Indian Government and Politics

Hans J. Raj Indian Government and Politics

M.V. Pylee, Indian Constitution

Durga Das Basu, Human Rights in Constitutional Law, Prentice – Hall of India Pvt. Ltd.. New Delhi

Noorani, A.G., (South Asia Human Rights Documentation Centre), Challenges to Civil Right), Challenges to Civil Rights Guarantees in India, Oxford University Press 2012

S.K. Kapoor, Human Rights

BANGALORE UNIVERSITY

Soft Skills ('Mrudu Kousalya') Paper

3rd Semester B.A./B.Com./B.B.M./B.H.M. from 2015-16

SCIENCE AND SOCIETY

2 Credits

Max. Marks: 100

Hours of Teaching: 39-42

Objectives

We inhabit a world today that is shaped significantly by Science and Technology(S&T). S&T has enriched our lives and proved to be beneficial in our livelihoods. At the same time, many of the products of S&T pose challenges, and in ways, even threaten the existence of societies. This course, meant for students of the humanities/commerce streams, is to provide an overview of the nature of S&T and its interaction with society. It is meant to provide a broad introduction to the most significant discoveries and inventions of modern science that have changed our lives and to bring into focus the need for developing a critical appraisal of the issues related to the connection of S&T with society.

Notes to the Instructor(s)

1. All the units under this syllabus may be taught by any qualified science Post-Graduate teacher. However, the units may be taught in collaboration with the concerned faculty.
2. **Unit I (A):** A brief introduction to science and the practice of the scientific method as it has come to be understood in the 20th century, with a historical outline that provides a flavor of the developments that led to modern science and the contributions of different civilizations in this direction.
Unit I (B): A discussion on how the discoveries of science transform to technologies and also how technologies have enabled to ask new scientific questions with suitable examples.
3. **Unit II:** This unit explores through specific examples, the discoveries in science that have profoundly impacted civilizations. It is to provide some basic information and introduce some of the consequences of the products of these discoveries on the safety of humans.
4. **Unit III:** This unit is to explore the impact of S&T on socio-economic sphere and the lives of individuals. It will also delve into environmental issues concerned with the deployment of technologies on a large scale.

Unit I: Introduction to Science:

(13 Hours)

A. What is Science & History of Science

(4 hrs.)

- *What is Science? The revolutions in Physics - Contributions of Copernicus and Galileo; A brief history of the Renaissance in Europe; Age of Enlightenment; Industrial Revolution; Science in the 20th century.*

- *Modern Science and the Scientific Method* (2 hrs.)
A discussion on hypothesis, experimentation, criteria for experimentation, theorizing, and the open-ended nature of the scientific quest
 - *Science in other Cultures* (2 hrs.)
A brief exploration of science and technology in pre-modern era with emphasis on India in areas of Mathematics, Metallurgical Sciences, Medicine and Health
- B. The interdependence of Science and Technology** (1hr.)
- *Molecular basis of disease and vaccination* (1 hr.)
 - *Laser and photonics applications* (1 hr.)
 - *Microscopy and applications* (2 hrs.)
- C. Science and the Public** (2 hrs.)
- *Discussion on the need for an informed public in a democracy about S&T, Science policy and research funding, S&T and development*

Unit II: Modern Science and its impact on Societies: (13 Hours)

- *Theory of Evolution: A lecture summarizing the modern theory of evolution of species and its implications* (1 hr.)
- *Discovery of Antibiotics: What is an antibiotic and how does it work? A brief history of the discovery of antibiotics and its impact on health. Adversities due to misuse of antibiotics* (2 hrs.)
- *Soaps, Detergents, Polymers and Chemicals: Their use and abuse* (2 hrs.)
- *Atomic Energy : Introduction to fission and fusion reactions, atomic reactors and power plants; nuclear weapons; Chernobyl accident* (2 hrs.)
- *Space Sciences: History of space exploration; Sputnik and US space programme; Modern satellites, Applications in weather prediction and analysis; remote sensing with reference to Indian space programme.* (2 hrs.)
- *Genetics and human health: Introduction to gene, DNA and basis of heredity; some issues of health linked to genetics* (2 hrs.)
- *Nanotechnology, Smart materials: Introduction to nanotechnology and examples of some devices that use nanotechnology. A brief survey of smart materials* (2 hrs.)

Unit III: Science, Life and Livelihoods: (13 Hours)

- *India's agricultural productivity and dairy development: The Green and White Revolutions; The Gene Revolution and GM Crops* (3 hrs.)
- *Information Revolution: The impact of internet and web-based technologies* (2 hrs.)
- *Impact of high-tech devices on emotional, social and cognitive facets of humans* (2 hrs.)
- *Energy issues and renewable energy sources: solar, wind, bio-fuels* (3 hrs.)
- *Climate Change* (3 hrs.)

Reference List

- Bala, Arun, 2008, *The Dialogue of Civilizations in the Birth of Modern Science*, New York, NY: Macmillan.
 - Biswas, Arun Kumar (Edited), 2001, *History, Science and Society in the Indian Context : A Collection of Papers*, The Asiatic Society, xv, 474 p, ISBN : 8172361033.
 - Fouad Abd-El-Khalick, 2005, *Developing Deeper Understandings of Nature of Science: The Impact of a Philosophy of Science Course on Pre-service Science Teachers' Views and Instructional Planning*, International Journal of Science Education , Vol. 27, Iss. 1.
 - Russell, B., (1985), *The Impact of Science on Society*, Psychology Press.
 - Singh, S., K. C. Garg, S. Pruthi, B. Dutt (2001) *Indicators of Indian Science and Technology*, (NISTADS), Allied Publishers.
 - Stanford Encyclopedia of Philosophy: Helen Longino's "The Social Dimensions of Scientific Knowledge" (HTML) [www.http://plato.stanford.edu/entries/scientific-knowledge-social/](http://plato.stanford.edu/entries/scientific-knowledge-social/)
 - University of California, Berkeley: Understanding Science: P. Godfrey-Smith's "The Philosophy of Science" (HTML) <http://undsci.berkeley.edu/article/philosophy>
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Scheme of Examination

End-Semester Examination:	70 marks
Internal Assessment:	<u>30 marks</u> (Test/s: 20 marks; Seminar: 5 marks; Project: 5 marks)
Total:	<u>100 marks</u>

Question Paper Pattern for End-Semester Examination

- 40 Multiple-Choice Questions x 1 mark = 40 marks
 - 15 Multiple-Choice Questions x 2 marks = 30 marks
- Total** = **70 marks**
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Bangalore University
Bangalore

Syllabus and Scheme for Mrudukousalya at UG level
IV Semester B.A, B.Ss, B.C.A, B.Com, BBM or BHM

No. of Credits: 2
No. of Hours: 42

Max Marks: 70
Internal Assessment: 30

Personality Development

Introduction:

Personality Development is a development of the organized pattern of behaviours and attitudes that make a person distinctive. It is concerned with the views of others and how they realize you and what they see in you. It occurs by on-going interaction of temperament, character and environment. Erik Erikson provided an insight full description as to how personality develops based on his extensive experience. He has identified eight phases of the socialisation process of an individual. Five of them occur during infancy, childhood and adolescence. Personality Development is different from self-development which is generally perceived as same. They are related to each other.

But eastern philosophy in general and Indian spirituality in particular understands personality from a different context. Swami Vivekananda says, "Personality Development in the real sense refers to deeper level of a person". Hence, he opines that a study of personality should start from a clear grasp of nature of our mind, and how it functions. Mind has four fold functions like manas, buddhi, chitta and ahamkara. He has identified four essential qualities for personality development. They are faith in oneself, think positive thoughts, attitude towards failures and mistakes, self-reliance & renunciation and service.

Unit: 1 18 HRS

Self-Awareness: Meaning of self-awareness-Components -Improving self-awareness- Benefits of Understanding self

Goal setting: Meaning of goal and goal setting - Short, medium and long term goals- Importance of goal setting- Choices/selection of setting goals-Steps for goal setting -SMART goals.

Creativity: Meaning of Creativity - Difference with Innovation-Barriers to creativity-Steps to stimulate creativity-Understanding and importance of human values-Difference with ethics, Ideals in life – Becoming a role model

Unit 11 **12 HRS**

Interpersonal Skills—Meaning of Interpersonal skills- Need to develop Interpersonal skills- Components of Interpersonal skills- Techniques required to improve skills- Benefits of effective interpersonal skills

Stress Management: Meaning of stress- Factors causing stress- Positive and negative types of stress- Effects of stress on body and mind-Stress removal techniques.

Unit 12 **12 HRS**

Time Management: What and why of Time Management – Necessity and benefits of time management – Tools of time management-How to manage time wisely

Leadership Development: Meaning and Importance-Types of leadership styles-Theories of leadership

Pedagogy:

1. Activities exercises and assignments have to be given not less than 40% weightage
2. Appropriate Case studies could be used
3. You tube videos to be used effectively

References:

1. Vikas (Life skills Manual) : Published by:Member Secretary & Executive Director,KarnatakaJnanaAayoga (Karnataka Knowledge Commission) Govt of Karnataka ,Copy Right:2010 Karnataka JnanaAayoga
2. ManikaGhosh, "Positivity -A way of Life", Published by Orient Blackswan Pvt Ltd
3. Swami Vivekananda,"Personality Development", Published by Ramakrishna Math And Ramakrishna Mission (December 2011)

Eligibility for teaching:

This subject could be thought by all teachers who have undergone some training or other in the given topics.Regular trainers could also be explored

BANKING AND FINANCE

V Semester - B.A., B.Sc, B.Sc. (FAD), BCA / 5 year Integrated Course in Biological Science

Under Mrudhu Kousalya

Objectives:

- Objective of the course is to give in-depth knowledge of Banking and Finance to the students with practical inputs
- To prepare the students for career in Banks & other Financial Institutions

12 hrs

Module 1: Banking in India : Evolution, meaning, importance, Indigenous bankers – Functions, drawbacks, Modern banking, Commercial Banks – Functions, structure RBI – Monetary policy, meaning, instruments of monetary policy – bank rate, CRR, SLR, Repo rate, reverse repo rate.

15 hrs

Module 2: Banking Operations:

- Deposits : Banker-Customer relations – Know your Customer (KYC) guidelines – Different Deposit Products – services rendered by Banks – Mandate and Power of attorney ; Banker's lien – right of set off – garnishee order – Income tax attachment order etc.
- Loans and advances : utility of loans and advance, Type of loans – Secured loans, unsecured loans, Demand loan, term loan, cash credit, overdraft, Student loans, Auto loans, Personal loans, Business loans, Consolidated loans.

15 hrs

Module 3: Finance : meaning of finance, functions of finance, role, importance of financial planning, shares, types of shares, debentures, types of dentures, Bonds, types of Bonds, Venture Capital, Angel investors, IPOs, Lease.

Books Recommended –

1. Principles & Practices of Banking – By Indian Institute of Banking & Finance – Macmillan Publication.
2. Khan M Y., Indian Financial System, Tata Mc Graw Hill, Delhi
3. Tennan M L., Banking : Law and Practice in India, India Law House, New Delhi
4. Dekock : Central Banking : Crosby Lockwood Staples, London.
5. Srinivasan N P and Saravanavel, P., "Development Banking in India and Abroad" Kalyani Publications
6. Banking Technology – Indian Institute of Bankers Publication
7. Kaptan S S. & Choubey N S., " E-Indian Banking in Electronic Era", Sarup & Sons, New Delhi
8. Vasudeva, "E- Banking ", Common Wealth Publishers, New Delhi.
9. Practice of Law of Banking by H.R. Suneja
10. Banking Law and Practice by P.N. Varshney
11. Practice of Banking Advances by Bedi and Hardikar
12. Banks and Institutional Management by Vasant Desai

B.V.T / B.Sc / B.A - LI - I
course in Biological Science Under
Ardu kousalya. for VI semester.

COMPUTER APPLICATION & INFORMATION TECHNOLOGY

Total No of hours :42

Unit I: Database definition, objective of Database, DBMS, features of DBMS, Data models, DBMS Software, creating, editing, monitoring, searching and sorting databases, creating and printing formatted reports, designing custom screen display, multiple data files, executing queries. Introduction to MS-Word, Advantage and features of word processor. Operations and applications of word processor, MS-word menus, advanced MS-word function. Introduction to MS-Excel, views of MS-Excel, features and functions of MS-Excel. Introduction to MS-Access, features of MS-Access. Functions and features of presentation package (MS-PowerPoint), views of MS-Power point. Introduction to Internet, Internet services, use of Browsers, HTML and E-mail functionality. Introduction to DTP Software Package, flash, Dream viewer, Adobe-pdf. (16 hrs)

Unit II: Introduction to information system- MIS, .EIS, .TPS, DSS, expert systems, Accounting Information system, ERP and cloud computing. Cyber crimes and cyber terrorism- Cyber crimes and the categories of crime such as Cyber frauds, Cyber thefts, Cyber stacking, Cyber Terrorism and Hacking. IT-Governance Risk and compliance - CMM (Capability Maturity Model), Control objectives for information and related technology (COBIT). (12hrs)

Unit III : Electronic contracting, digital signature, E-Commerce, threats in e-commerce, Encryption overview, Elements of an encryption system, secret key encryption, public key encryption, Smart-cards and its applications, E-Banking, types of Electronic fund transfer, Risk of electronic payment system. Salient features of IT Act - 2000- Definitions, Electronic record and digital signature authentication, Various authorities under IT Act and their powers, Penalties, Offences.(14hrs)

Note : No commands should be asked in the question paper.

Reference books :

- 1) Data Base concepts by Abraham Siberschartz, Heriry F Korth ,S.Sudarshan. - Tata Mc Growhill 3rd Edition
- 2) Microsoft office professional - 2013 step by step - Microw soft press
- 3) MS-Office reference guide , by ToonBunzel
- 4) A Management Information Systems , by 'O'Brien James - Tata Mc Graw Hill, New Delhi.
- 5) Management information Systems by Gordan B Davis - McGraw Hill
- 6) Information Systems Control & Audit , by Weber, - Pearson Education, India.

Note: Model question paper will submitted later.


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