



# TUMKUR UNIVERSITY

## Value-based Skill Enhancement Course

for

### III Semester BA/B.Sc./BCA/B.Com./BBA/BSW/BVA and other Undergraduate Programmes under National Education Policy 2020

Course Code	Title of the Course	No. of Credits	Teaching Hours per week	Marks for Continuous Internal Assessment	Marks for Semester-end Examination	Total Marks
VSEC301	Internet Literacy	02	Lecture – 01 Hour Practical – 02 Hours	50	No Semester end examination	50

#### Course Description:

This course aims at inculcating Internet literacy among students to make them informed and responsible users of information available on the Internet. The course helps in orienting the students towards various tools and techniques of the Internet to obtain more relevant information for their needs. Further, it attempts to sensitize them on the features of e-mail and its etiquette.

#### Course Objectives:

- To orient the students on the use of Internet.
- To acquaint the students on Web browsers and browsing.
- To equip in students skills of applying search strategies in discovering information on the World Wide Web.
- To make them informed and responsible users of Internet, search engines and e-mail.

## Learning Outcomes:

After completing this course, student will be able to:

- Get a fundamental understanding of the working of Internet and World Wide Web.
- Get acquainted with the use of Web browsers and their features.
- Use search engines to discover relevant information on the World Wide Web.
- Understand and apply different search strategies in search engines.
- Understand and appreciate the features of e-mail and e-mail etiquette.

## Course Contents:

Unit	Contents
1.	Internet and WWW: Concept of Internet, World Wide Web (WWW), Internet vs. WWW, Applications of Internet, Website, Uniform Resource Locator (URL).
2.	Web browsers: meaning, features: tabbed browsing, bookmarking, private browsing, add-ons/extensions, browsing history; Microsoft Edge, Mozilla Firefox, Google Chrome.  Activities: <ul style="list-style-type: none"><li>• Using a web browser: understanding the address box/address bar, entering the URL and visiting a website.</li><li>• Using tabbed browsing, private (incognito) browsing, browsing history.</li><li>• Bookmarking a website/webpage, using bookmarks bar, exporting and importing saved bookmarks.</li><li>• Extensions/add-ons: adding, using, removing add-ons/extensions.</li></ul>
3.	Search Engines: meaning, features, search strategies: Boolean search, exact phrase search, advanced search features: specific site/ domain search, file format search, using filters: language, region.

	<p>Activities:</p> <ul style="list-style-type: none"> <li>• Performing an exercise involving the use of different search strategies in a search engine. <ul style="list-style-type: none"> <li>○ Boolean search: AND, OR, NOT</li> <li>○ Exact phrase search</li> <li>○ Advanced search: specific site/domain search, file format search, filters: language, region</li> </ul> </li> </ul>
4.	<p>Electronic Mail: meaning, features, components of email address, applications.</p> <p>Activities:</p> <ul style="list-style-type: none"> <li>• Creating an email account.</li> <li>• Basic functions: composing an email, attachments, using CC and BCC, replying, forwarding, searching, archiving.</li> <li>• Advanced functions: setting up signature, creating filters, vacation responder.</li> </ul>

**Assessment:**

The Continuous Internal Assessment Marks shall be allocated as follows based on the assessment activities prescribed herein. Each student shall maintain a workbook / practical record and document each activity performed under the instructions from the teacher. The teacher shall maintain relevant records pertaining to each assessment activity. The marks shall be recorded in the UUCMS/similar system and notified to the students immediately after an assessment activity is completed.

<b>Assessment Activity</b>	<b>Based on</b>	<b>Marks</b>
Activity 1. Test	Theoretical content (Unit 1 & 2)	10
Activity 2. Test	Theoretical content (Unit 3 & 4)	10
Activity 3. Web browsers	One exercises on using various features of web browsers	10
Activity 4. Search engines and search strategies	One exercise on search strategies	10
Activity 5. E-mail	One exercise on using various features of e-mail	10

**Note:** The instructions for this course shall be imparted by the College Librarian or a teacher in Library and Information Science.

**Suggested Reading:**

Burdick, B., Coakley, C., & Richardson, J. P. (2006). *The Internet Literacy Handbook*. Council of Europe.

ಗೌರಿಶಂಕರ್, ಎಫ್. ಸಿ. (2020). ಅಂತರ್ಜಾಲ, ಏನು ಮತ್ತು ಹೇಗೆ? ಭಾರತ ಜ್ಞಾನ ವಿಜ್ಞಾನ ಸಮಿತಿ ಕರ್ನಾಟಕ.

<http://www.bgvskarnataka.com/ಅಂತರ್ಜಾಲ-ಏನು-ಮತ್ತು-ಹೇಗೆ/>

NCERT. (2020a). Getting Connected: Internet. In *Information and Communication Technology* (pp. 78–92). NCERT. <https://ncert.nic.in/textbook.php?iict1=6-8>

NCERT. (2020b). Internet and Web. In *Informatics Practices* (pp. 137–166). NCERT. <https://ncert.nic.in/textbook.php?leip1=5-7>

Pandey, A. K. (2011). *Internet Fundamentals*. S. K. Kataria & Sons.

Wolpert-Gawron, H. (2010). *Internet Literacy, Grades 6-8*. Teacher Created Resources.

**Question Paper Pattern for Test (Theoretical Content)**

**Value-based Skill Enhancement Course  
VSEC301: Internet Literacy**

**Continuous Internal Assessment Activity: Test-1/2**

**PART-A**

Fill in the blanks / Multiple Choice questions / Match the following / State True or False. 3 Marks

(3 questions of one mark each. All questions are compulsory. All questions shall be of one of the above types)

**PART-B**

Write short note on ANY ONE of the following. 3 Marks

(2 topics shall be given. Short note of about 30 words.)

**PART-C**

Write an essay on ANY ONE of the following. 4 Marks

(2 topics shall be given. Essay of about 75 words.)

**Model Question Paper for Test (Theoretical Content)**

**Value-based Skill Enhancement Course  
VSEC301: Internet Literacy**

**Continuous Internal Assessment Activity: Test-1**

**PART-A**

Fill in the blanks with appropriate answer. Each question carries one mark. 3 Marks

1. WWW stands for \_\_\_\_\_.
2. The keyboard shortcut for opening a new tab in a browser is Ctrl + \_\_\_\_\_.
3. In Google Chrome, private browsing is called \_\_\_\_\_ mode.

**PART-B**

Write short note of 30 words on ANY ONE of the following. 3 Marks

4. Internet vs. WWW
5. Bookmarking

**PART-C**

Write an essay of 75 words on ANY ONE of the following. 4 Marks

6. Applications of Internet
7. Web browsers

## Model Exercises for Activities

### Value-based Skill Enhancement Course VSEC301: Internet Literacy

#### Continuous Internal Assessment Activity: Web Browsers

Perform the following tasks using a Web browser as instructed. **(10 Marks)**

1. Go to Options/Settings and set the Downloads option *Ask where to save each file before downloading*.
2. Make a new folder COUNCIL on the Desktop.
3. Visit Karnataka State Higher Education Council website.
4. Download the file linked with the text ಪರಿಷತ್ತಿನ ಕಾಯ್ದೆ and save it in COUNCIL folder.
5. Visit UGC website and bookmark it on the Bookmarks Bar.

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#### Continuous Internal Assessment Activity: Search Engines

Perform search in **Google** search engine using the following information. Take a screenshot of each search and save the screenshots in a Word file. **(10 Marks)**

1. Basic search for **Differential calculus**.
2. Exact phrase search for **Differential diagnosis**.
3. PDF files on **Demonetization**.
4. Pages containing **Credit System** on the Website of Mangalore University.
5. Web pages on **Infinitesimal** but not having the word **calculus**.
6. Web pages on **Internet of things** appearing in the title of the page.
7. Web pages on **Differential calculus** published in India in the past 24 hours.
8. Microsoft Powerpoint (.ppt) files on **Neutrality** published in English language in Canada during the past year.

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**Continuous Internal Assessment Activity: E-mail**

Log in to your **Gmail** account and execute any two of the following tasks. **(10 Marks)**

- a. Set a signature for outgoing messages as follows:  
<Name of the Student>  
<Semester> <Programme Name>  
<Name of the College>  
<Address>
  
- b. Create a filter for incoming emails from a friend's email address using the information given below:
  - i. Don't include chats
  - ii. Apply a newly created label: **<Friend's Name>**
  - iii. If there are any existing emails from the above email address, filter them also.
  
- c. Set a **vacation responder** using the information given below:
  - i. Period: 25 to 27 January 2023
  - ii. Set the following message:  
Subject: Examination  
Content: Thanks for your email. I will be busy attending my exams and hence, *will be checking emails sparingly*. I shall reply at the earliest. Thank you.



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Course Code	Title of the Course	No. of Credits	Teaching Hours per week	Marks for Continuous Internal Assessment	Marks for Semester-end Examination	Total Marks
VSEC302	Design Thinking	02	Lecture – 01 Hour Practical – 02 Hours	50	No Semester end examination	50

**Course Description:**

This course aims at inculcating design thinking among students to make them more practical in approach which helps them to develop for personal and professional skills. The course helps in orienting the students towards various tools and techniques of design thinking. Further, it attempts to sensitize them on the process of design thinking.

**Course Objectives:**

- To orient the students on the concept of design thinking.
- To develop the skills related to thinking ability and developing ideas.
- To equip students skills for applying ideations.
- To prepare the students for solutions rollout.

**Learning Outcomes:**

After completing this course, student will be able to:

- Get fundamental understandings of design thinking.
- Developed with the skills related to thinking ability and developing ideas.
- Students will be ready to develop and apply ideas
- Ready for solutions rollout.

## Course Contents:

Unit	Contents
1.	<ul style="list-style-type: none"><li>• Design Thinking: Definition, Uses, Need, Nature and Characteristics. Uniqueness of Design Thinking,</li><li>• Introduction to Decision Making, Creativity and Innovation, Innovation Tune-Up and Ideation Techniques</li></ul>
2.	<ul style="list-style-type: none"><li>• Design Thinking Process: Notice, Understand, Empathy, Define, Synthesis, Ideate, Prototype, Test, Solution Rollout.</li><li>• Design thinking Action Plan, 10 Effective Tool of design thinking.</li></ul>
3.	<ul style="list-style-type: none"><li>• Design Thinking and Personal Development, Reframing Problems, The Mind/Body Connection,</li><li>• End-to-End thinking, thinking Experience, Strategic decision making.</li></ul> <p>Note: Students Must be given with the live problems /examples and attempt to work on developing ideas and rollout solutions.</p>
4.	<ul style="list-style-type: none"><li>• Design Thinking and Peak Performance: Design thinking culture in organizations, how leading Global Brands leverage Design Thinking, Design Thinking and Creativity, Creative Confidence,</li><li>• Product development, Change management, Design Thinking and Teamwork, Prototyping/Storytelling workshop.</li></ul> <p>Note: Students must be introduced to different organisations for the practical understanding of design thinking and orienting their strategies about branding, marketing , finance and human resources.</p>

## Assessment:

The Continuous Internal Assessment Marks shall be allocated as follows based on the assessment activities prescribed herein. Each student shall maintain a workbook / practical record and document each activity performed under the instructions from the teacher. The teacher shall maintain relevant records pertaining to each assessment

activity. The marks shall be recorded in the UUCMS/similar system and notified to the students immediately after an assessment activity is completed.

<b>Assessment Activity</b>	<b>Based on</b>	<b>Marks</b>
Activity 1. Test	Theoretical content (Unit 1 & 2)	10
Activity 2. Test	Theoretical content (Unit 3 & 4)	10
Activity 3.	Five exercises on applying design thinking for personal development.	10
Activity 4.	Five exercises on applying design thinking for developing the professional skills of their choice or interest	10
Activity 5.	One exercise on idea, end to end thinking , ideation and solution rollout.	10

**Note:** The instructions for this course shall be imparted by the social work educators or teachers of related discipline.

#### **References:**

1. Brown, T. (2009). Change By Design. New York: Harper Collins Publishers.
2. Hasso Plattner, C. M. (2011). Design Thinking:Understand-Improve-Apply. Springer Publications: London.
3. Jeanne Liedtka, A. K. (2013). Solving Problems with Design Thinking. Columbia Business School: New York.
4. Jeanne Liedtka, T. O. (2011 ). Designing for GROWTH- a design thinking tool kit for Managers. Columbia University Press: New York.
5. Lockwood, T. (2010). Design Thinking: Integrating Innovation, Customer experiece, and Brand Value. Allworth Publishers: New York.
6. Mootee, I. (2013). Design Thinking for Strategic Innovation. Wiley Publications : New Jersey.

#### **Question Paper Pattern for Test (Theoretical Content):**

#### **Model Exercises for Activities:**



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Course Code	Title of the Course	No. of Credits	Teaching Hours per week	Marks for Continuous Internal Assessment	Marks for Semester-end Examination	Total Marks
VSEC303	Logical reasoning and problem solving	02	Lecture – 02 Hour	50	No Semester end examination	50

**Course Description:**

The course ‘Logical reasoning and Problem Solving’ enables students to enhance their logical thinking skills which help in tackling various real-world applications. The course will enable students to improve their reasoning skills as required by them in fulfilling their individual and organisational goals. The course exposes the students to logical tools and quantitative reasoning methods and enables them to apply these logical strategies in decision making.

**Course Objectives:** This course

- Enables students to explore and apply key concepts in logical thinking to real world problems.
- Enables students to critically analyse material (information) in order to evaluate evidence, construct reasoned arguments, and communicate inferences and conclusions.
- Solve and devise solutions to a range of elementary real-world problems.

**Learning Outcomes:**

After completing this course, student will be able to:

- Identify and re-construct arguments in articles, news, editorials, advertisements etc.
- Evaluate both deductive and inductive arguments, and identify fallacies in argumentative discourse
- Make sound arguments based on mathematical reasoning and/or careful analysis of data.
- Effectively communicate the substance and meaning of mathematical problems and solutions.

**Course Contents:**

Unit	Contents	No. of Hours
1.	Logical reasoning: Series completion, coding and decoding, blood relations, Venn diagrams, mathematical operations, data sufficiency, decision making, analytical reasoning, embedded images, mirror images, picture series and sequences, paper cutting	14
2.	Problem solving: Number system, H.C.F, L.C.M, Ratio and Proportions, work related problems, problems on speed, distance and time, problems on age, problems on average, Simple and compound interest.	14

**Assessment:**

The Continuous Internal Assessment Marks shall be allocated as follows based on the assessment activities prescribed herein. Each student shall maintain a workbook and document each activity performed under the instructions from the teacher. The teacher shall maintain relevant records pertaining to each assessment activity. The marks shall be recorded in the UUCMS/similar system and notified to the students immediately after each assessment activity is completed.

Assessment Activity	Based on	Marks
Activity 1. Test	Theoretical content (Unit 1 )	10
Activity 2. Test	Theoretical content (Unit 2)	10

Activity 3.	Problem solving on unit 1	10
Activity 4.	Problem solving on unit 2	10
Activity 5.	Seminars	10

**Note:** The instructions for this course shall be imparted by a teacher in Mathematics.

**References:**

1. A modern approach to verbal and non-verbal reasoning by R.S Agarwal, S. Chand and Sons.
2. Quantitative Aptitude by R. S Agarwal, S. Chand and Sons.

**Question Paper Pattern for Test (Theoretical Content):**

**Model Exercises for Activities:**

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<b>Course Code</b>	<b>Title of the Course</b>	<b>No. of Credits</b>	<b>Teaching Hours per week</b>	<b>Marks for Continuous Internal Assessment</b>	<b>Marks for Semester-end Examination</b>	<b>Total Marks</b>
VSEC304	Maxims of Conversation	02	Lecture – 02 Hours	50	No Semester end examination	50

### **Course Description**

Conversations shape us as much as other material practices. It is through conversations, for example, we can recreate social and intellectual milieu. But the art of conversation is not a given, we need to train ourselves in conducting conversations with others. Therefore, the present course tries to address the problems of conversation in day-to-day social communication. This is more a course on liberal education than on business ethics. Keeping in mind the spirit of the National Education Policy, which focuses on the overall development of students for the 21st-century India, this course aims at making them better conversationalists.

### **Learning Outcomes**

After the completion of the course, our students will be able

- to comprehend the art of conversation as a 21<sup>st</sup>-century skill
- to understand and explain the maxims of conversation
- to practically demonstrate to others the maxims of conversation

### **Unit I**

- Introduction to conversation: What and How?
- Maxims of Conversations:

Maxims of Quantity (be informative)



Maxims of Quality (be truthful)

Maxim of Relation (be relevant)

Maxims of Manner (be clear)

## **Unit II**

Using the maxims of conversation as guiding principles.

Students will take short literary pieces and analyse them from the point of view of the Maxims of Conversation.

Students will make presentations and role-playing before their peers.

### **References:**

<https://effectiviology.com/principles-of-effective-communication/>

Paul Grice. *Studies in the Way of Words*. Cambridge: Harvard University Press, 1991.

YouTube lectures and other web resources are useful while offering this course

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Course Code	Title of the Course	No. of Credits	Teaching Hours per week	Marks for Continuous Internal Assessment	Marks for Semester-end Examination	Total Marks
VSEC305	Media Literacy	02	Theory: 1 credit and Practical: 1 credit	50	No Semester end examination	50

**Course Objectives:**

The course is intended to train students:

- To understand media messages
- To identify sources of news
- To differentiate news and non-news

**Course Outcomes:**

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

- Understand the functioning of media and how the content is produced.
- Identify the difference between news and commercial content.
- Detect opinionated writing and fake news

**Course Content:**

**Unit-I: Introduction to media literacy**

Meaning and scope of media literacy

Importance of media literacy

Media psychology

Digital literacy and visual literacy

**Unit-II: Understanding media messages**

Media as text

News and advertisements

Concept of paid news

Interpreting advertisements

**Unit-III: Skills in media literacy**

Finding the sources

Detecting bias in news

Identifying fake news

Safety in social media

**Practical assignments:**

1. Identifying opinionated headlines
2. Identifying the sources in news
3. Identifying advertorials in newspapers
4. Identifying fake news from print media
5. Identifying fake news from social media

**Method of evaluation: 50 marks**

- **Test** : 10 marks
- **Assignment** : 10 marks
- **Seminar** : 5 marks
- **Practical** : 25 marks

*(Evaluate the works of students in the practical works specified above. Each topic will carry 5 marks.)*

## **Books for reference**

Potter, W.J. (2019): Media Literacy, Sage.

Hobbs, R. (2021): Media Literacy in Action: Questioning the Media, Rowman & Littlefield.

Pernisco, N. (2020): Media Literacy: An essential guide to critical thinking skills for our complex digital world, Indy Pub.

Hobbs, R. (2018): The Routledge Companion to Media Education, Copyright, and Fair Use, Routledge.

Smith, J. (2016): Master the Media: How Teaching Media Literacy Can Save Our Plugged-In World, Dave Burgess Consulting, Inc.

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VSEC306	ಕನ್ನಡ ಕೌಶಲ್ಯ	02	Theory: 1 credit and Practical: 1 credit	50	No Semester end examination	50

**Course Contents:**

Unit	Contents	No. Of Hours
1	<p><b>ಗಾಡೆಗಳು</b></p> <ol style="list-style-type: none"> <li>1. ಹಾಲಿದ್ದಾಗ ಹಬ್ಬ ಮಾಡು ನೀರಿದ್ದಾಗ ಸ್ನಾನ ಮಾಡು</li> <li>2. ಹಿಂದಿನದನ್ನು ನೆನೆದು ಹಿತ್ತಲಲ್ಲಿ ಕೂತು ಅತ್ತಂತೆ</li> <li>3. ನಮ್ಮ ದೇವರ ಸತ್ಯ ನಮಗೆ ಗೊತ್ತು</li> <li>4. ಕೊಟ್ಟು ಕುದಿಯಲುಬೇಡ, ಕೊಟ್ಟು ಆಡಿಕೊಳ್ಳಬೇಡ</li> <li>5. ಹೌದಪ್ಪನ ಚಾವಡಿಯಲ್ಲಿ ಹೌದಪ್ಪ, ಅಲ್ಲಪ್ಪನ ಚಾವಡಿಯಲ್ಲಿ ಅಲ್ಲಪ್ಪ</li> <li>6. ಭರಣಿ ಮಳೆ ಬಿದ್ದೆ ಆ ಧರಣಿಯೆಲ್ಲಾ ಮಳೆ</li> <li>7. ಬೇಕಾದ್ದು ಬೇವಿನಕಾಯಾದೆ ಬೆಲ್ಲಕ್ಕಿಂತ ಸಿಹಿ</li> <li>8. ಕಂಕುಳಲ್ಲಿ ದೊಣ್ಣೆ ಕೈಯಲ್ಲಿ ಶರಣಾರ್ಥಿ</li> <li>9. ಹಾಲು ಎಟುಕದಿರುವಾಗ ಬೆಕ್ಕೂ ಪ್ರಾಮಾಣಿಕ</li> <li>10. ದಡ್ಡನಿಗೆ ಹಗಲು ಕಳೆಯುವುದಿಲ್ಲ, ಒಳ್ಳೆಯವನಿಗೆ ರಾತ್ರಿ ಸಾಲುವುದಿಲ್ಲ.</li> </ol>	
2	<p><b>ಪ್ರಬಂಧಗಳು</b></p> <ol style="list-style-type: none"> <li>1. ಸಾಹಿತ್ಯ ಮತ್ತು ಸಮಾಜ</li> <li>2. ಭಾರತ ಸ್ವಾತಂತ್ರ್ಯದ ಅಮೃತ ಮಹೋತ್ಸವ</li> <li>3. ಒಕ್ಕೂಟ ವ್ಯವಸ್ಥೆಯಲ್ಲಿ ಕನ್ನಡ ಭಾಷೆಯ ಸ್ಥಾನಮಾನ</li> </ol>	

	<ol style="list-style-type: none"> <li>4. ಅಧ್ಯಾಪಕರ ಸಾಮಾಜಿಕ ಕಾಳಜಿ</li> <li>5. ಸರ್ಕಾರದ ಆಡಳಿತ ಭಾಷೆಯಾಗಿ ಕನ್ನಡ</li> <li>6. ಸರ್ಕಾರಿ ಶಾಲೆಗಳ ದತ್ತು: ಒಂದು ಸಾಮಾಜಿಕ ಹೊಣೆಗಾರಿಕೆ</li> <li>7. ಮಾಹಿತಿ ತಂತ್ರಜ್ಞಾನ ಮತ್ತು ಭವಿಷ್ಯ</li> <li>8. ಅಂಬೇಡ್ಕರ್ ಹಾಗೂ ಸಾಮಾಜಿಕ ಕ್ರಾಂತಿ</li> <li>9. ಭಾರತದ ಸಂವಿಧಾನ ಪ್ರಸ್ತಾವನೆಯ ಉದಾತ್ತ ಕಲ್ಪನೆ</li> <li>10. ಶಾಸನಸಭೆಗಳಲ್ಲಿ ಮಹಿಳೆಯರಿಗೆ ಸ್ಥಾನಮಾನ</li> </ol>	
3	<p><b>ಪತ್ರ ಲೇಖನ</b></p> <ol style="list-style-type: none"> <li>1. ಭಾರತೀಯ ರೆಡ್‌ಕ್ರಾಸ್ ಸಂಸ್ಥೆಯಲ್ಲಿ ಇಂಟರ್‌ನಿಷ್ ಮಾಡಲು ಮನವಿ ಸಲ್ಲಿಸುವುದರ ಬಗ್ಗೆ</li> <li>2. ಪ್ರಥಮದರ್ಜೆ ಕಾಲೇಜಿನಲ್ಲಿ ಅರೆಕಾಲಿಕ ಉಪನ್ಯಾಸಕನಾಗಿ ಸೇವೆ ಸಲ್ಲಿಸಲು ಅವಕಾಶ ಕೋರಿ ಮನವಿ</li> <li>3. ಶೈಕ್ಷಣಿಕ ಪ್ರವಾಸಕ್ಕೆ ಹೋಗಲು ಹಣಕಾಸಿನ ನೆರವು ನೀಡಬೇಕೆಂದು ಪ್ರಾಂಶುಪಾಲರಲ್ಲಿ ಮನವಿ</li> <li>4. ಶೈಕ್ಷಣಿಕ ಸಂಸ್ಥೆಗಳಲ್ಲಿ ವಿದ್ಯಾರ್ಥಿಗಳಿಗೆ ಮೂಲಭೂತ ಸೌಕರ್ಯ ಒದಗಿಸಲು ಕೋರಿ ಮನವಿ ಪತ್ರ</li> <li>5. ಯಾವುದಾದರೂ ವಿಷಯದ ಕುರಿತು ಅಭಿಪ್ರಾಯ ವ್ಯಕ್ತಪಡಿಸಿ ದಿನಪತ್ರಿಕೆಯ ಸಂಪಾದಕರಿಗೆ ಪತ್ರ ಬರೆಯುವುದು.</li> <li>6. ಆಡಳಿತದಲ್ಲಿ ಕನ್ನಡ ಭಾಷೆ ಅನುಷ್ಠಾನ ಕುರಿತು ಪತ್ರ</li> <li>7. ನಾಗರಿಕರ ಹಕ್ಕು ಬಾಧ್ಯತೆಗಳ ಸಂರಕ್ಷಣೆ ಕುರಿತು ಪತ್ರ</li> <li>8. ತಾವು ವಾಸಿಸುವ ಪ್ರದೇಶದಲ್ಲಿ ಉಚಿತ ಆರೋಗ್ಯ ತಪಾಸಣಾ ಶಿಬಿರವನ್ನು ಆಯೋಜಿಸುವಂತೆ ಸಂಬಂಧಪಟ್ಟ ಸರ್ಕಾರಿ ಇಲಾಖೆಗೆ ಮನವಿ ಪತ್ರ.</li> <li>9. ಗ್ರಂಥಾಲಯಕ್ಕೆ ಪಠ್ಯ ಹಾಗೂ ಪಠ್ಯೇತರ ಪುಸ್ತಕ ಹಾಗೂ ಇಂಟರ್‌ನೆಟ್ ಸೌಲಭ್ಯ ಒದಗಿಸುವಂತೆ ಆಗ್ರಹಿಸಿ ಗ್ರಂಥಪಾಲಕರಿಗೆ ಪತ್ರ</li> <li>10. ಅಗತ್ಯ ಬಸ್ ಸೌಕರ್ಯ ಕಲ್ಪಿಸಲು ಆಗ್ರಹಿಸಿ ಸರ್ಕಾರಕ್ಕೆ ಮನವಿ ಪತ್ರ</li> </ol>	