

Bengaluru Central University

DEPARTMENT OF POLITICAL SCIENCE

II Year Fourth Semester

Paper-4.2- Indian constitution- Processes

Unit I

Federalism: Unitary and federal features; Union – State relations- Legislative, Administrative and Financial.

State Autonomy: Sarkaria Commission Recommendation; NCRWC (National Commission to review the working of the Constitution (NCRWC- Justice M.N Venkatachaliah Commission report) recommendations on Centre- State Relations.

Unit II

Constitutional Amendments: Amendment Procedures – Important Constitutional Amendments-1st, 24th, 42nd, 44th, 73rd, 74th, and 104th.

Unit III

Political parties and pressure groups: Party System in India.
National and Regional parties.
Politics of Pressure group

Unit IV

Electoral System: Features of Indian Electoral System: Constitutional Provisions – Representation of People's Act, 1951; Election Commission – Organization, Powers & Functions. State Election Commission – powers & Functions.
Political Defections & Anti Defection Law (52 nd Amendment).
Electoral Reforms.

Unit V

Major Debates: Secularism-communalism; Development and underdevelopment; Majority VS Minority: Social Movements in Contemporary Indian- Formers, Dalits, Ecology and Working class

Essential Reading

- Bakshi, P.M. (2012). *The Constitution of India*. New Delhi: Universal Law.
Fadia, B.L. (2013). *Indian Government and Politics*. Agra: Sahitya Bhawan.
Ghai, K.K. (2012). *Indian Government and Politics*. Noida: Kalyani.
Ghosh, P. (2012). *Indian Government and Politics*. New Delhi: PHI Learning.
Avasthi, AP. (2012). *Indian Government and Politics*. Agra: Lakshmi Narain Agarwal.
Kashyap, S. (2011). *Our Parliament*. New Delhi: National Book Trust.
Kashyap, S.C. (2011). *Our Constitution*. New Delhi: National Book Trust.
Saxena, R. and Singh, M.P. (2011). *Indian Politics: Constitutional Foundations and Institutional Functioning*. New Delhi: PHI Learning.
Chakrabarty, B. and Pandey, R.K. (2008). *Indian Government and Politics*. New Delhi: Sage.
Johari, J.C. (2004). *The Constitution of India: A politico-Legal Study*. New Delhi: Sterling.

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. Gleick, 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.

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
- *Molecular basis of disease and vaccination* (1hr.)
 - *Laser and photonics applications* (1 hr.)
 - *Microscopy and applications* (1 hr.)
- 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: 30 marks (Test/s: 20 marks; Seminar: 5 marks; Project: 5 marks)

Total: 100 marks

Question Paper Pattern for End-Semester Examination

a. 40 Multiple-Choice Questions x 1 mark = 40 marks

b. 15 Multiple-Choice Questions x 2 marks = 30 marks

Total = 70 marks

BANGALORE UNIVERSITY

Soft Skills ('Mrudu Kousalya') Paper
3rd Semester, B.Sc/BCA from 2015-16

CULTURE, DIVERSITY AND SOCIETY

2 Credits

Max. Marks: 100
Hours of Teaching: 42

Objectives

- To help B.Sc. and B.C.A. students gain a better understanding and comprehension of Indian culture, diversity and society.
- To instil in the students a healthy respect for the rich diversity in Indian society and culture.
- To help them understand the problems of rural society.
- To develop in them the secular values of tolerance, communal amity and peaceful co-existence.
- To help them address the contemporary challenges before Indian society like communalism, ethnocentrism and gender discrimination.
- To 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.

Syllabus

Unit-1: Understanding the Diversity of Indian Society

(12-14 Hours)

- Geographical diversity. 5 Hrs.
- Religious diversity. 3 Hrs.
- Cultural diversity. 2 Hrs.
- Unity in Diversity. 2 Hrs.

Unit-2: Family, Caste, Village and Women in India

(12-14 Hours)

- Family as a basic institution of Indian Society; Indian family in transition. 3 Hrs.
- Social stratification and disparities; the Caste System and its evils; the predicament of the weaker sections: Scheduled Castes and Tribes; Backward Classes and Religious Minorities. 4 Hrs.
- Rural society and its problems; Rural-Urban migration. 3 Hrs.
- Gender Discrimination; Violence against women; Measures to improve the status of women. 3 Hrs.

Unit-3: Contemporary Challenges before Indian Society**(12-14 Hours)**

- Communalism and Religious Fundamentalism. 2 Hrs.
 - Regionalism and Ethnocentrism. 2 Hrs.
 - Globalization and mono-culturalism; *McDonaldization*. 2 Hrs.
 - Child labour; Migrant labour; Bonded labour; Contract labour. 4 Hrs.
 - Mass Media and its impact on society. 2 hrs.
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Reference List

- Beteille, Andre, *Social Inequality*, New Delhi, OUP, 1974.
 - Bose, N.K., *Culture and Society in India*, Bombay, Asia Publishing House, 1967.
 - Deshpande, Satish, ed., *The Problem of Caste*, Orient Blackswan, 2014.
 - Dube, S.C., *Indian Village*, London, Routledge, 1955.
 - Dube, S.C., *Society in India*, New Delhi, National Book Trust, 1990.
 - Jodhka, Surinder, *Village Society*, Orient Blackswan, 2012.
 - Lannoy, Richard, *The Speaking Tree: A Study of Indian Society and Culture*, New Delhi, OUP, 1971.
 - Majumdar, D.N., *Races and Cultures of India*, Bombay, Asia Publishing House, 1958.
 - Mukherjee, D.P. *Diversities*, Delhi, People's Publishing House, 1958.
 - Satyamurty, T.V., *Region, Religion, Caste, Gender and Culture in Contemporary India*, New Delhi, OUP, 1996.
 - Srinivas, M.N., *India: Social Structure*, New Delhi, Hindustan Publishing Corporation, 1980.
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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

- a. 40 Multiple-Choice Questions x 1 mark = 40 marks
 - b. 15 Multiple-Choice Questions x 2 marks = 30 marks
- Total = 70 marks**
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Eligibility for Teaching

The Paper shall be taught by a qualified Post-Graduate teacher from the Arts/Social Sciences/Humanities faculty, preferably from the Department of Sociology. If the Sociology teachers are available in the college, it shall be taught by them. If the Sociology teachers are not available, other faculty from the Arts/Social Sciences/Humanities can teach the paper.

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 Saravanel, 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

BANGALORE UNIVERSITY

ENTREPRENEURSHIP AND INNOVATION

**BA, B.Sc, B.Sc. (FAD), BCA/5 years Integrated Course in Biological Science for VI Semester
under Mrudukousalya.**

Max Marks: 100

Max time: 42 hrs.

Objective

To give a glimpse of Entrepreneurship to students as well as to develop basic understanding of Innovation in Entrepreneurship.

Module 1: Overview of Entrepreneurship

19 Hours

Concept of Entrepreneurship and Entrepreneur-Nature and Importance-Benefits and potential risks of Entrepreneurship – Traits, qualities and competencies of an Entrepreneur – Types of Entrepreneurs – Role of technology in contemporary business environment – Ethics and Entrepreneurship. Govt. of India initiatives like Make in India, Start – up India, Mudra Bank etc.

Module 2 : Overview of Innovation

14 Hours

Meaning and Importance – Difference with Creativity, Invention and Discovery-Process-Typology – Innovation in Action like lateral thinking, out of box thinking, Disruptive ideas – Case Studies on Innovative business ideas like Red bus, Flip kart, Ola, Big Basket etc

Module 3 : New venture creation

9 Hours

New ideas and opportunities: Developing business ideas, evaluating the opportunity – Feasibility analysis – Developing business model.

Business plan-Meaning, significance and contents – Formulation and Presentation – Common errors – Preparation of project report.

Sources of finance: Traditional and Non-traditional sources – Venture capitalists, Angel Investors, Private equity cash.

Pedagogy

The syllabus has to be taught through following methods

- Exercises
- Case studies
- Interaction with Entrepreneurs and Innovators
- Presentations by students

References

Books

- Dr.S.S.Khanka, "Entrepreneurial Development", S.Chand Publications.
- Dr.C.B.Gupta and Dr.N.P.Srinivasan. "Entrepreneurship Development in India", S.Chand Publications.
- Vinnie Jauhari& Sudhanshu Bhushan, "Innovation Management". Oxford University Press,2014
- SholmoMaital, DVR Seshadri, "Innovation Management". Response Books 2007

Websites

- www.redbus.in
- www.olacabs.com
- www.flipkart.com
- www.bigbasket.com
- startupindia.gov.in
- www.makeinindia.com
- www.pradhanmantriyojana.in
- Browse Wikipedia as and when necessary



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BANGALORE UNIVERSITY
THREE YEAR UNDERGRADUATE PROGRAMME
(Courses effective from Academic Year 2014-15)



SYLLABUS OF COURSES TO BE OFFERED
Foundation Course: **Environment and Public Health**

Overview

The physical environment in which people live is an important determinant of health. At certain levels of exposure, contaminants in our air, water, food and soil can cause a variety of adverse health effects. Environmental health is a component of the public health system and is committed to protecting the health of the public and enhancing quality of life by assessing, correcting, controlling, and preventing those factors in the environment that can adversely affect human health. The prevention of injury, disease and death that may result from interactions of people with their environment is the goal of the environmental health program. Responsible citizens owe it to our government to keep the environment pristine as much as possible. Our per capita energy consumption also has to match the energy demands for sustainable development. The curriculum aims at providing solutions to some of the grand challenges facing the nation.

Objectives and Expected outcome

- 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.
- Impact of governmental policies and urbanization on degradation of the environment.
- Education, public- private partnership, corporate social responsibility (CSR) and change in management as way forward towards improving the Public Health thresholds.
- Educating the students on environmental policies with respect to water, air, forest and wildlife of the country.

Every Semester, teaching will be spread over 16 weeks including two weeks for review.

BANGALORE UNIVERSITY
FOUNDATION COURSE CBSS SYLLABUS FOR ALL UNDER GRADUATE
PROGRAMME

EPH: ENVIRONMENT AND PUBLIC HEALTH

General Course: UG

Course Structure: CBSS

Course: Foundation Course

Code Course Title: EPH / **Environment and Public health**

Scheme of Examination and Credits
Foundation Course (I.II.III and IV Sem)

Paper No	Title of the paper	Type of paper	Hour/ week	Duration of exam in hrs	Exam Marks	IA Marks	Total Marks	Credits
EPH	Environment and Public health	T	3	3	70	30	100	1
Total marks and credits for I Sem							100	1

Scheme of Internal Assessment

Marks assigned	30
Tests	10
Assignments/Field work	15
Attendance	05

The internal assessment marks shall be based on tests, assignments/field work and attendance

CBSS SYLLABUS FOR ENVIRONMENT AND PUBLIC HEALTH

1 Credits/Week= 3hrs/Week, 40hrs/semester

70 Marks

Unit I - Linkages between Environment and Health

Hours

Understanding linkages between Environment and Public Health: Effect of quality of air, water and soil on health. Perspective on Individual health: Nutritional, socio-cultural and developmental aspects, Dietary diversity for good health; Human developmental indices for public health.

06

Unit II - Climate Change and Implications on Public Health

Global warming - Agricultural practices (chemical agriculture) and Industrial technologies (use of non-biodegradable materials like plastics, aerosols, refrigerants, pesticides); Manifestations of Climate change on Public Health- Burning of Fossil fuels , automobile emissions and Acid rain.

08

Unit III - Diseases in Contemporary Society

Definition- need for good health- factors affecting health. Types of diseases - deficiency, infection, pollution diseases- allergies , respiratory, cardiovascular, and cancer Personal hygiene- food - balanced diet. Food habits and cleanliness, food adulterants, avoiding smoking, drugs and alcohol.

Communicable diseases: Mode of transmission -epidemic and endemic diseases. Management of hygiene in public places - Railway stations, Bus stands and other public places. Infectious diseases: Role of sanitation and poverty case studies on TB, diarrhea, malaria, viral diseases .Non-communicable diseases: Role of Lifestyle and built environment. Diabetes and Hypertension.

10

Unit IV - Perspectives and Interventions in Public Health

Epidemiological perspectives — Disease burden and surveillance; Alternative systems of medicine - Ayurveda, Yoga, Unani, Siddha and Homeopathy (AYUSH); Universal Immunization Programme (UIP); Reproductive health-Youth Unite for Victory on AIDS (YUVA) programme of Government of India. Occupational health hazards-physical-chemical and biological. Occupational diseases- prevention and control.

08

Unit V - Environmental Management Policies and Practices

Municipal solid waste management: Definition, sources, characterization collection and transportation and disposal methods. Solid waste management system in urban and rural areas. Municipal Solid waste rules.

Policies and practices with respect to Environmental Protection Act, Forest Conservation Act, Wild life protection Act, Water and Air Act, Industrial, Biomedical and E waste disposal rules.

08

Assignment /Field Work

- Examining local cuisines for dietary diversity.
- Examining National Health Survey data e.g. National Family Health Survey, Annual Health surveys.
- Survey of Immunization coverage in a particular area.
- To establish if there is a relation between GDP and life expectancies/Health parameters.
- Survey of Respiratory allergies.
- Examining household/institutional/market/neighborhood wastes and their disposal mechanism.
- Survey of households along the Arkavathi and Cauvery River for life expectancy and common ailments and diseases.
- Determine the extent of use of paper and suggest means of reducing the use of paper and paper products.
- Documentation of festival/fasting and mapping of agro-ecological cycles.
- Definitions of poverty - Governmental policies on poverty mitigation - facts and fiction.
- Health indicators vis- a-vis income groups.
- Deforestation and flooding - myth or fact?
- Smoking and Lung Cancer
- Estimation of water-demands of a city/town.
- Adapting water-harvesting technology - survey, sustainability.

- Quantitative relation between bio-resource and consumer products - bathing soap, paper, furniture & construction as related to trees.
- Differential access to water - demand and actual access.
- Transport losses in water supply.
- Storage losses in food grain.
- Study of sewage treatment plants.
- Social perspective - child-health and small scale industries.
- Document infant immunization.
- Studying effective programme implementation - Reproductive health.
- Opportunities of physical activities in neighborhood - Study of built environment - Land-use pattern in Urban Settlements.
- Air quality in Delhi.
- Changing transport means in Delhi - CNG.
- Rituals and environmental pollution e.g. water, noise, air.
- Dialogue with doctors and paramedics.
- Methods of consultation of doctors.
- Population pressure/growth and resource degradation.
- Nutritional disorders/deficiencies in different populations groups-surveys.
- Compose and enact street plays. Create posters/ audio-video materials/ greeting cards highlighting environmental issues.
- Collecting information on medicinal plants.
- Collecting information from elders and other prominent persons.
- Occupational hazards and health issues.
- Water-borne diseases - exacerbation by irrigation projects.
- Alternate medicines - use of therapies for different diseases categories.
- Lifestyle diseases.
- Pollutants in air/water/soil and their effect on health.
- FDI in specific manufacturing Industries and local health problems.
- Differential pricing policy of petroleum products and environmental pollution - case studies.
- Wildlife Protection Act - case studies.
- Bhopal Gas Tragedy- Science, Laws and Public Health
- Changing Human Development Indices over time - in India/other countries.
- Supply, demand and gap filling -role of ground water

References

1. Indian Academy of Paediatrics. (2011). *Guidebook on Immunization*. mfc bulletin, 45-50.
2. Nandini N, Sunitha N. and Sucharita Tandon, (2007), *Environmental Studies*, Sapna Book House, Bangalore
3. Michel, Mckinney, Robert and Logan (2007). *Environmental Science – Systems & Solutions*. Jones & Barlett Publishers, Canada.
4. Minkoff, E., & Baker, P. (2003). *Biology Today: An Issues Approach* (3 ed.).
5. Park, K. (2011). *Preventive and Social Medicine*. Benarsi Das Publications, (pp. 16- 19,24-27).
6. *Public Health Nutrition in Developing Countries Part-2*. Wood head Publishing India.
7. Sadgopal, M., & Sagar, A. (2007, July-September). Can Public Health open up to the AYUSH Systems and give space for People's views of health and disease?.
8. Sekhsaria, P. (2007). Conservation in India and the Need to Think Beyond 'Tiger vs. Tribal'. *Biotropica*, 39(5), 575-577.
9. Tyler Miller and Scott E. Spoolman 'Environmental Science' (2012) 13th edition First Indian Reprint Chapters 14-17 (total pages 108) Cengage Learning, New Delhi. www.cengage.co.
10. UNDP. (2013). *The Human Development Report, The Rise of the South: HumanProgress in Diverse World*. New York: UNDP, (also available in Hindi),
11. Wani, M., & Kothari, A. (2007, July 15). Protected areas and human rights India: the impact of the official conservation model on local communities. *Policy Matters*, 100-114.

E-resources:

1. www.traditionalmedicine.nic.in
2. www.moef.nic.in
3. www.iucn.org/india/
4. www.who.int
5. www.wfindia.org
6. www.unep.org

3.5 BUSINESS ETHICS

OBJECTIVE

The objective is to provide basic knowledge of business ethics and values and its relevance in modern context.

- Unit 1: BUSINESS ETHICS** **12 Hrs**
Introduction – Meaning - Scope – Types of Ethics – Characteristics – Factors influencing Business Ethics – Importance of Business Ethics - Arguments for and against business ethics- Basics of business ethics - Corporate Social Responsibility – Issues of Management – Crisis Management
- Unit 2: PERSONAL ETHICS** **12 Hrs**
Introduction – Meaning – Emotional Honesty – Virtue of humility – Promote happiness – karma yoga – proactive – flexibility and purity of mind.
- Unit 3: ETHICS IN MANAGEMENT** **12 Hrs**
Introduction – Ethics in HRM – Marketing Ethics – Ethical aspects of Financial Management – Technology Ethics and Professional ethics.
- Unit 4: ROLE OF CORPORATE CULTURE IN BUSINESS** **12 Hrs**
Meaning – Functions – Impact of corporate culture – cross cultural issues in ethics
- Unit 5: CORPORATE GOVERNANCE** **12 Hrs**
Meaning, scope, composition of BODs, Cadbury Committee, various committees, reports on corporate governance, scope of Corporate Governance, Benefits and Limitations of Corporate Governance with living examples.

SKILL DEVELOPMENT

- State the arguments for and against business ethics
- Make a list of unethical aspects of finance in any organization
- List out ethical problems faced by managers
- List out issues involved in Corporate Governance.
- List out unethical aspects of Advertising

BOOKS FOR REFERENCE

1. Murthy CSV: Business Ethics and Corporate Governance, HPH
2. Bholanath Dutta, S.K. Podder – Corporation Governance
3. H.R.Machiraju: Corporate Governance
4. K. Venkataramana, Corporate Governance, SHBP.
5. N.M.Khandelwal : Indian Ethos and Values for Managers
6. S Prabhakaran; Business ethics and Corporate Governance
7. C.V. Baxi: Corporate Governance
8. R. R. Gaur, R. Sanghal, G. P. Bagaria; Human Values and Professional ethics
9. B O B Tricker, Corporate Governance; Principles , Policies and Practices
10. Michael, Blowfield; Corporate Responsibility
11. Andrew Crane; Business Ethics
12. Ghosh; Ethics in Management and Indian ethos.

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

Max Marks: 70

No. of Hours:42

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 likemanas, 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: ¹¹ 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

BANGALORE UNIVERSITY

Soft Skills ('Mrudu Kousalya') Paper

Vth Semester, B.Com/BBA/BHM/5 Year Integrated Course in Commerce from 2016-17

CULTURE, DIVERSITY AND SOCIETY

2 Credits

Max. Marks: 100

Hours of Teaching: 42

Objectives

- To help B.Com/BBA/BHM/5 Year Integrated Course in Commerce students gain a better understanding and comprehension of Indian Culture, Diversity and Society.
- To instil in the students a healthy respect for the rich diversity in Indian society and culture.
- To help them understand the problems of rural society.
- To develop in them the secular values of tolerance, communal amity and peaceful co-existence.
- To help them address the contemporary challenges before Indian society like communalism, ethnocentrism and gender discrimination.
- To 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.

Syllabus

Unit-1: Understanding the Diversity of Indian Society (12-14 Hours)

- Geographical diversity. 5 Hrs.
- Religious diversity. 3 Hrs.
- Cultural diversity. 2 Hrs.
- Unity in Diversity. 2 Hrs.

Unit-2: Family, Caste, Village and Women in India (12-14 Hours)

- Family as a basic institution of Indian Society; Indian family in transition. 3 Hrs.
- Social stratification and disparities; the Caste System and its evils; the predicament of the weaker sections: Scheduled Castes and Tribes; Backward Classes and Religious Minorities. 4 Hrs.
- Rural society and its problems; Rural-Urban migration. 3 Hrs.
- Gender Discrimination; Violence against women; Measures to improve the status of women. 3 Hrs.

<u>Unit-3: Contemporary Challenges before Indian Society</u>	(12-14 Hours)
• Communalism and Religious Fundamentalism.	2 Hrs.
• Regionalism and Ethnocentrism.	2 Hrs.
• Globalization and mono-culturalism; <i>McDonaldization</i> .	2 Hrs.
• Child labour; Migrant labour; Bonded labour; Contract labour.	4 Hrs.
• Mass Media and its impact on society.	2 hrs.

Reference List

- Beteille, Andre, *Social Inequality*, New Delhi, OUP, 1974.
 - Bose, N.K., *Culture and Society in India*, Bombay, Asia Publishing House, 1967.
 - Deshpande, Satish, ed., *The Problem of Caste*, Orient Blackswan, 2014.
 - Dube, S.C., *Indian Village*, London, Routledge, 1955.
 - Dube, S.C., *Society in India*, New Delhi, National Book Trust, 1990.
 - Jodhka, Surinder, *Village Society*, Orient Blackswan, 2012.
 - Lannoy, Richard, *The Speaking Tree: A Study of Indian Society and Culture*, New Delhi, OUP, 1971.
 - Majumdar, D.N., *Races and Cultures of India*, Bombay, Asia Publishing House, 1958.
 - Mukherjee, D.P. *Diversities*, Delhi, People's Publishing House, 1958.
 - Satyamurty, T.V., *Region, Religion, Caste, Gender and Culture in Contemporary India*, New Delhi, OUP, 1996.
 - Srinivas, M.N., *India: Social Structure*, New Delhi, Hindustan Publishing Corporation, 1980.
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Scheme of Examination

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

Question Paper Pattern for End-Semester Examination

- a. 40 Multiple-Choice Questions x 1 mark = 40 marks
 - b. 15 Multiple-Choice Questions x 2 marks = 30 marks
- Total = 70 marks**
-

Eligibility for Teaching

The Paper shall be taught by a qualified Post-Graduate teacher from the Arts/Social Sciences/Humanities faculty, preferably from the Department of Sociology. If the Sociology teachers are available in the College, it shall be taught by them. If the Sociology teachers are not available, other faculty from the Arts/Social Sciences/Humanities can teach the Paper.

FOUNDATION COURSE

BA CHOICE 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

BREAK UP OF INTERNAL ASSESSMENT MARKS

Tests	15 marks
Attendance	5 marks
Assignments	10 marks
TOTAL	30 MARKS

To: The Principal,
Sindhi College,
Bangalore

From: CareerSpin Consulting (India) Pvt. Ltd.

Date: November 23, 2016

Subject: Proposal for "Placement Oriented Training of UG Final year students"

Sir,

As per our discussion, I am sending you the proposal for Placement Oriented Training of UG Final year students. We feel honoured that you chose us for training your students.

Training Details for UG final year :

Training Dates: 2 to 3 weeks before placement

Total training: 50 hrs

Aptitude Training: 15 hrs

Communication Skills, Group Discussion & Personal Interview: 15 hrs

Consultation Fee:

Rs. 1,500/- per hour + Service tax

With regards,

Sripal Jain
Managing Director
CareerSpin Consulting (India) Pvt. Ltd.

Sindhi College

Be Corporate Ready - Employability Training - 30 hrs

No.	Training Module	Details	No. of hours
1	Pre Training Evaluation	Students Communication Skills assessed and video recorded	3
2	Motivation & Winners Attitude	Training on how to get motivated and stay motivated, Types of Attitude, attitude of a performer, importance of 'I can'	2
3	Confidence Building	Students understanding nervousness and being confident in facing people and situations	2
4	Grooming	Training on grooming for professional occasions	2
5	Oral Communication Skill	Training on Oral Communication, Introducing oneself, Gaining confidence	6
6	Group Discussion	How to participate in a Group Discussion, how to interrupt, how to get noticed, how to lead and control the group.	6
7	Personal Interview	Training on different aspects of Personal Interview facing techniques	6
8	Post Training Evaluation	Students Communication Skills assessed and video recorded	3
		Total	30

TAX INVOICE

CareerSpin Consulting (India) Private Limited
NO 460/20/1, 30th Cross, 8th B Main Road
Jayanagar, 4th Block
Bangalore
CIN: U80301KA2013PTC071789
Contact : 08041630300,9900795000
E-Mail : accounts@careerspin.in
www.careerspin.in

Invoice No.	Dated
CR/TP/16-17/26	28-Sep-2016
Delivery Note	Mode/Terms of Payment
Supplier's Ref.	Other Reference(s)
026 dt. 28-Sep-2016	
Buyer's Order No.	Dated
Despatch Document No.	Delivery Note Date
Despatched through	Destination

Buyer

SINDHI COLLEGE
No 33/2B, Hebbal, Kempapura
Bangalore

Contact person : Dr. Mrinmoy Biswas

Particulars	Amount
Training on Career Guidance(For UG Students 4 hours @ Rs. 1500/- inclusive)	6,000.00
Total	₹ 6,000.00

Amount Chargeable (in words)
INR Six Thousand Only

E. & O.E

Remarks:

Being accounted towards training on Career Guidance for UG students 4 hours @ INR. 1500 /- per hour.

Company's Service Tax No. : **AAFCC4639PSD001**

Company's PAN : **AAFCC4639P**

Declaration

We Declare that particulars shown above is true and correct to the best of our knowledge

for CareerSpin Consulting (India) Private Limited

Authorised Signatory

SUBJECT TO BANGALORE JURISDICTION

This is a Computer Generated Invoice



EDU WORK CONSULTING

515, 10th Cross, Padmanabhanagar
5th 2nd Stage, Bangalore-560070
Tel : 080-42174426
E-mail : info@eduworkblr.com
www.eduworkblr.com

Tally Education Pvt. Ltd.



To,
The Principal
Sindhi College
33/2B, Kempapura
Hebbal, Bangalore - 560 024

Date: 23.07.2016

Sub: Proposal for College Tie-up

Greetings from Eduwork Consulting

Eduwork Consulting an authorized Tally Institute of Learning situated in Bangalore take pleasure in forwarding herewith a proposal pertaining to Tally training program for the students of your esteemed institution & thereby enabling us to impart quality training in order to create value addition by enhancing the skill sets of students & creating better employment opportunities for them when they enter the job market

Eduwork Consulting, Bangalore

Company Profile

Eduwork is a finishing school & HR recruitment specialist. Eduwork has a wide reach to educational institutions Pan India. We are single source solution providers to students from UG/PG & Engineering colleges starting from assessments to final placements.

Eduwork plays a key role in the total transformation & overall up liftment of quality in the education domain. We equip students with multiple skills coupled with varying levels of experience & expertise to suit the diverse requirements of companies seeking to recruit them

Eduwork offers specialized job oriented skill enhancement programs in the areas of Assessment, Pre-Placement workshop, Domain specific certification programs, English Speaking Course, Internship & Tally certification program for students from colleges across the country to develop multiple skills coupled with varying levels of expertise to suit the diverse requirements of companies seeking to recruit them Pan India & Overseas. We also facilitate placement (Domestic/International) after the completion of training under the campus program.

Sindhi College of Commerce
Centre for student's placement services

For the Batch of M.com Year 2016-2017

Career Guidance

CONTACT PERSON-Mr. SUJITH JHA

TIME-12:30 PM TO 3:20 PM

DATE-20/10/2016

VENUE – SEMINAR HALL

Dr. B.S Srikanta
Principal
Sindhi College of Commerce


Sindhi College of Commerce
Centre for student's placement services

For the Batch of Degree First Year 2016-2019

CAREER GUIDANCE

CONTACT PERSON- Mr. SUJITH JHA
TIME- 8:30 AM TO 1PM
DATE-19/9/2016
VENUE- SEMINAR HALL

SL.NO	TIME TABLE FOR CAREER GUIDANCE CLASSES	
1	8:30 AM TO 9:30 AM	1ST SEM BCOM A
2	9:30 AM TO 10:30 AM	1ST SEM BCA & BSC
3	11 AM TO 12 PM	1ST SEM BCOM B
4	12 PM TO 1 PM	1ST SEM BBM


Dr. B S Srikanta
Principal
Sindhi College of Commerce

Dear Sir,

Sep - 10th - 2016

Greetings from Addzup!!

It was pleasure meeting you again. We thank you for expressing interest towards our program offered.

As further to our conversation, sharing the commercials for your consideration.

Particulars	One Day Workshop on Derivatives
Level	Beginner's Level
Duration	05 Hours
Batch Size	160 (80 in a batch)
Costing*	Rs. 600/- Per Student Basis
Certification	Yes

*Please note: The above cost does not include the taxes

Request to make: The time taken to fix the calendar of the speaker is minimum 4-5 days. We request you to inform us the dates at least 5-6 days in advance.

We look forward to hear from you on date and time for the same.

Please find the **Proposal for One Day Workshop on Derivatives** attachment in the below mail.

Thank you!

It is useful for students (final year B.com & B.B.A.) finance specialisation

After negotiation the cost is Rs. 600 per student (excluding tax) 20:15 for - 690 / student

✓
A. Kumar

[Signature]
22/11/16