Dr. S.R. Chandrasekhar Institute of Speech and Hearing

(A Unit of Bangalore Speech & Hearing Trust)
(A Project of Lions Club of Bangalore East)

(Affiliated to Bengaluru North University, Recognized by Rehabilitation Council of India, New Delhi and NAAC Accredited)

Hennur Road, Lingarajapuram, Bengaluru-560084

• Ph: 080-2546 0405 / 2547 0037 / 2546 8470 • Mob: +91-88617 87315

• E-mail: dr.srcish@gmail.com / college.srcish@gmail.com • Web: www.speechear.org

List of Curriculum Enrichment courses covered in Syllabus

1. Audiology in practice (UG)
2. Speech Language Pathology in Practice (PG)
3. Audiology in Practice (PG)
4. AECC-Environmental Studies (UG)
5. Computer Application and Information technology (UG)
6. Banking and Finance (UG)
7. Culture diversity and society (UG)
8. Indian constitution and Human rights (UG)
9. Life Skills (UG)

DR. RASHMI J BHAT
PRINCIPAL

Principal
Dr S R.Chandrasekhar Institute of
Speech and Hearing
Hennur Road, Lingarajapuram
Bangalore 560084

Semester VI
B.6.4 Audiology in Practice

(Total = 56 Hrs)   (Marks 25+25+50)

Objectives: After completing the course, the student will able to

a) List and describe the highlights of legislations relating to hearing impairment and other disabilities
b) Incorporate ethical practices in professional service delivery.
c) Provide information on welfare measures, policies of government when needed
d) Describe different strategies to create awareness of hearing impairment and programs to address them
e) Explain the different clinical practice settings in audiology with reference to their requirement, protocols and role and responsibility of audiologist
f) Describe methods to measure the impact of noise on humans and strategies to address excessive noise exposure in industries and the community.
g) Describe terminology, technology and methods used in tele practice, and their application in audiological service delivery

Unit 1: Scope, legislation and ethics in audiology   (12 hrs)

a) Scope of practice in audiology (National – ISHA & International body - AAA)
b) Professional ethics (ISHA)
c) Legislations and conventions relating to disability: need and historical aspects
d) Classification of hearing impairment and disability certification,
e) Rehabilitation Council of India Act (1992) and its amendments
f) Person with Disability Act (1995)
g) National Trust Act (1999)
h) Right to Education (2012)
i) Biwako Millennium framework (2003) and Salamanca Statement 1994
j) UNCRPD
k) Concept of barrier free access and universal design relating to individuals with hearing impairment

Unit 2: Hearing health and strategies for prevention of hearing impairment (10 hrs)

a) Epidemiology of hearing disorders
b) ICD and ICF
c) Levels of prevention: Primary, secondary and tertiary
d) National programs and efforts national institutes
e) Welfare measures by Government,
f) Camps (planning, purpose, organizing and providing remedial measures)
g) Public education and information (media, radio broadcasts, street plays)
h) Hearing health and prevention programs (hearing help line, dangerous decibels, online hearing tests etc.)

Unit 3: Audiological practice in different settings   (12 hrs)
a) Audiological Private practice
b) ENT clinics

Kashmii J. Bhat

90 | B.ASLP

c) Paediatric / neonatology clinic/departments
d) Neurology departments
e) Factories and Industry
f) Hearing aid dispensing centre/hearing aid industry
g) Rehabilitation centres such as DRC/CRCs
h) Schools for the hearing impaired
i) Cochlear implant clinics
j) Multiple handicap habilitation centre and others

Unit 4: Noise and hearing conservation in industry and community   (12 hrs)

a) Introduction to noise, types
b) Sources of noise in the industry and community
c) Effects of noise in the auditory system (outer, middle and inner ear)
d) Temporary threshold shift, permanent threshold shift, factors increasing the risk of NIHL
e) Non auditory effects of noise (physiological, psychological, stress, sleep, job productivity and accidents)
f) Legislations related to noise, permissible noise exposure levels, workers compensation, OSHA standards, Indian legislations related to noise
g) Instrumentation, measurement and procedure for measuring noise in industry
h) Instrumentation, measurement and procedure for measuring noise in community
i) Hearing conservation program (HCP), steps, record keeping,
j) Ear protective devices

Unit 5: Scope and practice of tele audiology   (10 hrs)

a) Introduction to tele-health: definition, history of tele-health
b) Terminologies-tele-health, tele medicine, tele practice
c) Connectivity: internet, satellite, mobile data
d) Methods of tele-practice-store and forward and real time
e) Ethics and Regulations for tele-audiology
f) Requirements/Technology for tele- audiology: Web based platforms, Video conferencing, infrastructure
g) Manpower at remote end and audiologist end, training assistants for tele-audiology
h) Audiological screening using tele-technology: new born hearing screening, school screening, community screening, counselling
i) Diagnostic audiological services using tele-technology : video otoscopy, pure tone audiometry, speech audiometry, oto acoustic emission, tympanometry, auditory brainstem response
j) Intervention / aural rehabilitation using tele-technology: hearing aid counselling and troubleshooting, tinnitus, counseling, aural rehabilitation services, AVT, and counseling

Practicals
a) Undertake the activities such as 'Dangerous decibel" program (www.dangerousdecibels.org)
b) Noise measurement and attenuation measurement of ear protection devices.
c) Sound level meter measurement in different areas (generator room, audio rooms)
d) Speech in noise assessment for 10 subjects
e) Visit an audiologist in different practice settings and provide a report

Rashmi J Bhat

Principal
Dr S R.Chandrasekhar Institute
Speech and Hearing
Hennur Road, Lingarajapuram
Bangalore 560084

Semester IV
SLP 401: Speech-language Pathology in Practice

56 hours   **(Marks 30+70)**

Objectives: At the end of the course, the students should be able
a) Know the role of a speech-language pathologist in different set-ups.
b) Liaise with other professionals in setting-up a speech-language clinic.
c) Audit speech-language practices in existing set-ups.
d) Implement acts and legislations relating to persons with speech-language impairment,
e) Advise Governments and other agencies on the formulation of policies and legislative acts relating to speech-language disability
f) Understand the legal implications of practice in speech-language pathology.

Unit 1: Scope of Practice, Laws, Regulations and Professional Ethics (10 hrs)

a) Scope of practice in global and Indian scenario
b) Professional ethics -
c) Existing acts, legislations, policies related to persons with communication impairment
d) Role of speech-language pathologists in the formulation of acts, regulations and policies
e) Implementation of acts, legislations, policies and welfare measures relating to persons with speech-language impairment
f) Advocacy groups, NGOs
g) Rights of citizens
h) National and international standards related to Speech-language pathology

Unit 2: Specialized Programs in Speech-language Pathology (12 hrs)

a) Need for specialized programs in Speech-language pathology: Geriatric and persons with multiple handicaps
b) Other specializations (medical speech language pathology, forensic speech science)
b) Health, wellness, and health care - Health promotion and disease prevention, quality of life and healthcare finances
c) Disability-friendly environment including public education
e) Culture and religion sensitive practice in speech-language practice
e) Multilingual and multicultural sensitivity in therapeutics and management
f) Prevention and early identification programs including societal participation

Unit 3: Service Delivery Models in Speech-language Pathology (12 hrs)

a) Services in different medical / rehabilitation/ research /educational set ups
b) School based services pertaining to regular and special schools
c) Community based practice in rural and urban areas
d) Family empowerment programs
e) Home based delivery of services
f) Autonomous practice in speech-language pathology
g) Services for other groups of professionals (professional voice users)

Principal
Dr S.R.Chandrasekhar Institute of
Speech and Hearing
Hennur Road, Lingarajapu
Bangalore 560084

Unit 4: Tele-practice in Speech-language Pathology (12 hrs)

a) Information and communication technology in speech-language pathology practice
b) Infrastructure for video-conferencing and tele-practice in Speech-language Pathology
c) Techniques/principles of remote testing for screening and diagnostic assessment for speech-language, intervention and counseling
d) Challenges and limitations of tele-practice in Speech-language Pathology in screening, assessment and evaluation, selection of aids and appliances, therapeutics and counseling.

Unit 5: Issues in Speech-Language Pathology Practice (10 hrs)

a) Entrepreneurship and planning to set up private practice/clinic for speech-language pathology practice: Clinical ethics
b) Documentation in speech-language pathology practice: clinical / demographic data, database management and storage
c) ICF framework for documentation / reports
d) Quality control and auditing in speech-language pathology practice
e) Documenting and implementing evidence based practice in speech-language pathology
f) Understanding team approach: Work in cohesion with other professionals
g) Information resources in speech-language pathology including books and journals, both electronic and print - Databases - Evidence based practice: Changed scenario

Recommended Reading

- Get the Acts Together (2009).ISHA Monograph, ISSN-0974-214X
- RCI 2015.Scope of Practice in Audiology and Speech Language Pathology. Available at :http://www.isha.org.in/scope of practice
- Rights of Persons with Disabilities Act (2016). Available at : http://www.disabilities affairs.gov.in/Acts and Legislation
- ASHA.2007. Scope of Practice in Speech-Language Pathology [Scope of Practice].Available at: http://www.asha.org/policy.
- ASHA. 2009a. Audiology and Speech-Language Pathology outside the United States. Available at: http://www.aasha.org/members/international/intl_assoc.
- ASHA.2009b. Telepractices for SLPs and Audiologists. Available at: http://www.asha.org/ practice/telepractice
- Cari M. Tellis, Orlando R. Baron (2015). Counseling and Interviewing in Speech-Language Pathology and Audiology
- College of Audiologists and Speech-Language Pathologists of Ontario. (2004). Use of Telepractice, Approaches in Providing Services to Patients/Clients.
- David L. Irwin (2007). Ethics for speech-language pathologists and Audiologists : an illustrative casebook
- Position paper Speech and language therapy in adult critical care. Royal college of Speech-language therapists. (2014), London
- Rizzo, S.R., & Trudean, M.D. (1994).Clinical administration in audiology and speech language pathology. San Diego: Singular Publishing Group Inc.
- Rosemary Lubinski and Melanie W. Hudson. (2013), Professional Issues in Speech-Language Pathology and Audiology 4th Edition
- Sarah Ginsberg; Jennifer Friberg; Collenn F. Visconti (2011). Scholarship of Teaching and Learning in Speech-Language Pathology and Audiology

Semester IV
AUD 401 : Audiology in Practice

56 hours   **(Marks 30+70)**

Objectives: At the end of the course, the students should be able
a) Know the role of an audiologist in different set-ups.
b) Liaise with other professionals in setting-up an audiology clinic.
c) Audit audiology practices in existing set-ups.
d) Implement acts and legislations relating to persons with hearing impairment,
e) Advise Governments and other agencies on the formulation of policies and legislative acts relating to hearing disability
f) Understand the legal implications of practice in audiology.

Unit 1: Scope of Practice, Laws, Regulations and Professional Ethics   (10 hrs)

a) Scope of practice in global and Indian scenario
b) Professional ethics
c) Existing acts, legislations, policies related to persons with communication impairment
d) Role of audiologist in the formulation of acts, regulations and policies
e) Implementation of acts, legislations, policies and welfare measures relating to persons with hearing impairment
f) Advocacy groups and rights of citizens
g) National and international standards related to audiology
h) Welfare measures provided by State and Central Government for persons with hearing impairment

Unit 2: Specialized Programs in Audiology   (12 hrs)
a) Need for specialized programs in audiology: Geriatric and persons with multiple disability
b) Forensic audiology
d) Health, wellness, and health care - Health promotion and disease prevention, quality of life and healthcare finances
e) Disability-friendly environment including public education
f) Prevention and early identification programs including societal participation

Unit 3: Service Delivery Models in Audiology   (10 hrs)

a) Services in different medical / rehabilitation/ research /educational set ups
b) School based services pertaining to regular and special schools
c) Community based practice in rural and urban areas
d) Family empowerment programs
e) Home based delivery of services
f) Autonomous practice in audiology
g) Apps for hearing screening/assessment

Principal
Dr. S R Chandrasekhar Institute of
Speech and Hearing
Hennur Road, Lingarajapur,
Bangalore 560084

42 | M.Sc Audiology

Unit 4: Tele-practice in Audiology   (12 hrs)

a) Information and communication technology in Audiology practice
b) Infrastructure for video-conferencing and tele-practice in audiology
c) Techniques/principles of remote testing for screening and diagnostic assessment for hearing, intervention and counseling
d) Challenges and limitations of tele-practice in audiology in screening, assessment and evaluation, selection of aids and appliances, therapeutics and counseling.

Unit 5: Issues in Audiology Practice   (10 hrs)

a) Medico-legal issues,
b) Entrepreneurship and planning to set up private practice/clinic for audiology practice: Clinical ethics
b) Documentation in audiology practice: clinical / demographic data, database management and storage
c) ICF framework for documentation / reports
d) Quality control and auditing in audiology practice
e) Documenting and implementing evidence based practice in audiology
f) Understanding team approach: Work in cohesion with other professionals
g) Information resources in audiology including books and journals, both electronic and print – Databases

Recommended Reading

• College of Audiologists and Speech-Language Pathologists of Ontario.(2004). Use of Telepractice Approaches in Providing Services to Patients/Clients.
• Dobie, R.A (2015). Medico legal evaluation of hearing loss. San Diego: Plural Publishing Inc
• Dunn, H.H., Roeser, R.J., & Valente, M. (2000).Audiology- practice management. New York: Thieme Medical Publishers Inc.
• King, P.F. et al., (1993). Assessment of hearing disability- guidelines for medico-legal practice, London: Whurr Publishers.
• Ramachandran,V&Stach, B.A. (2013). Professional Communication Audiology. San Diego: Plural Publishing Inc
• Resource Guide for Educational/Pediatric Audiologists. Retrieved from http://www.asha.org/aud/pediatric-ed
• Rizzo, S.R., &Trudean, M.D. (1994).Clinical administration in audiology and speech language pathology. San Diego: Singular Publishing Group Inc.
• Rushbrooks, E & Houston, K.T. (2015).Telepractice in Audiology. San Diego: Plural Publishing
• Stephen, R.R., Jr., Trudeau, D.M. (Eds.) (1994). Clinical administration in audiology & speech language pathology. San Diego: Singular Publishing Group Inc.
• Taylor, B. (2015). Marketing in an Audiology practice.San Diego: CA: Plural Publishing Inc.
• www.rehabcouncil.nic.in (website of Rehabilitation Council of India)
• www.disabilityaffairs.gov.in (website of Department of Empowerment with Disabilities
• Acts relating to disability, particularly hearing, enacted by the Indian Parliament.

---

43 | M.Sc Audiology

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 landuse 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.

B.A/B.Sc, B.Sc [FAD] BCA / 5 years. Integrated
course in Biological science under
Mrudu 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 Syastems Control &Audit , by Weber, --- Pearson Education, India.

Note: Model question paper will submitted later.

Dr. M. HANUMANTHAPPA
Coordinator
MCA Program
Campus Bangalore University

BANKING AND FINANCE *V Sem BASLP*

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

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.

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.

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.

BA/BA (HONS) CREDIT BASED 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; 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) U.N. and Human Rights – UNHCR
c) UDHR 1948, ICCCPR 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

1. Durga Das Basu, Introduction to the Constitution of India, Prentice – Hall of India Pvt. Ltd.. New Delhi
2. J.A. Siwach, Dynamics of Indian Government & Politics
3. D.C. Gupta, Indian Government and politics
4. J.C. Johari, Indian Government and Politics
5. Hans J. Raj Indian Government and Politics
6. M.V. Pylee, Indian Constitution
7. Durga Das Basu, Human Rights in Constitutional Law, Prentice – Hall of India Pvt. Ltd.. New Delhi
8. Noorani, A.G., (South Asia Human Rights Documentation Centre), Challenges to Civil Right), Challenges to Civil Rights Guarantees in India, Oxford University Press 2012
9. S.K. Kapoor, Human Rights

IV Sem BASLP

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

LIFE SKILLS

Introduction:

Life skills represent applications of Knowledge, values, attitudes and skills which are important in the process individual development and in life-long learning. The World Health Organization has defined life skills as, "Abilities for adaptive and positive behaviour that enable individuals to deal effectively with the demands and challenges of everyday life". *They* are a group of cognitive, personal and interpersonal abilities that help people make informed decisions solve problems think critically and creatively communicate effectively, build healthy relations ships, empathize with others and cope with and manage their lives in a healthy and productive manner. They are distinctly different from physical or perceptual motor skills, such as practical or health skills, as well as from livelihood skills such as crafts, money management and Entrepreneur skills

UNESCO has suggested a frame work for this purpose.It aims at developing competences in areas like Knowledge and critical thinking skills (Learning to know), Practical skills (Learning to do), Personal skills (Learning to be) and Social skills (Learning to live together).

The course on life skills desires to achieve the following objectives: -
1. To make the students to understand the larger issues of life and living
2. To introduce various skills needed for leading a life to the students

Unit 1:Learning to know12 HRS

*Problem solving skills:*Meaning of Problem and Problem solving-Causes and consequences, steps in problem solving-Five W's (5 Why) and 1H (How) framework.

Critical thinking skills: Concept of Critical thinking-Characteristics and steps involved in critical thinking -Strategies required for critical thinking-Models of critical thinking.

Unit2: Learning to Be 18 HRS

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 –SMAR goals .

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

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

Unit: 3Learning to Live Together12 HRS

Assertive Communication: Meaning of Communication and assertive communication -Fiv W's (Who,Whom,What,When and Why) and 1 H (How) framework-Different communicatio styles- Strategies of assertive communication- Techniques of assertive communication

Team Building: Meaning of team –Difference with group –Qualities of a team- Stages c team development- Effective team building.

Pedagogy:
1. Activities exercisesand 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 & Executiv Director,Karnataka JnanaAayoga (Karnataka Knowledge Commission) Govt. c Karnataka ,Copy Right:2010 Karnataka JnanaAayoga
2. ManikaGhosh,"Positivity -A way of Life", Published by Orient Blackswan Pvt Ltd

Eligibility for teaching:
This subject could be thought by all teachers who have undergone some training or other the given topics Regular trainers could also be explored