

Objectives:

1. To familiarize the students with value concepts.
2. To make the students aware of different types of values.
3. To enable students to understand the values in global scenario.
4. To enable students to inculcate values in day to day life.
5. To make the students to understand and respect to human rights.

Unit-1

Meaning of value education, need and purpose of value education, significance of value education in present context, different types of values, Role of family, society, and institutions in inculcation of values.

Unit-2

Value education towards human development, human values, concept of human values, personal development-ways to improve 'personality', sensitization of people towards differently-able people, women and child, character formation towards positive personality.

Unit-2

Value education for national and global development, national and constitutional values, national integration and international understanding

Human rights- universal declaration of human rights, classification of human rights, human rights of women and children- social practice and constitutional safeguards.

Unit-3

Environmental and ecological balance- significance, need and importance, Biodiversity, prevention and preservation of natural resources.

References:

6. Das, M.S. & Gupta, V.K. : Social Values among Young adults: A changing Scenario, M.D. Publications, New Delhi, 1995
7. Bandiste, D.D.: Humanist Values: A Source Book, B.R. Publishing Corporation, Delhi, 1999
8. Ruhela, S.P. : Human Values and education, Sterling Publications, New Delhi, 1986



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 andmistakes, 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 ^{II} 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 ^{III} 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

REVISED SYLLABUS OF BANGALORE UNIVERSITY
INDIAN CONSTITUTION & HUMAN RIGHTS

Hours of Teaching: 39-42
Hrs/week : 3

IA Marks-30
Exam Marks – 70

Exam Hours: 3 Hrs
Sub Code:

Unit – I (8 Hours)

1. Evolution of the Constitution of India,
2. Constituent Assembly and Making of the Indian Constitution
3. Preamble to the constitution of India,
4. Fundamental Rights, details of exercise of Rights, Limitations & Important Cases
5. Directive Principles of state Policy , in detail Uniform Civil Code

Unit – II (9 Hours)

1. Union Executive- President, Prime Minister, CAG
2. Union Legislature- Lok Sabha & Rajya Sabha
3. Union Judiciary- Supreme Court and its Jurisdiction, Judges

Unit – III (9 Hours)

1. State Executive – Governor & Chief Ministers
2. State Legislature – Vidhan Sabha & Vidhan Parishad
3. State Judiciary -- High Court and its Jurisdiction, Judges

Unit – IV (6 Hours)

1. Relationship between Union and State
2. Constitutional Provisions for Schedule Caste & Tribes, Women & Children & Backward classes.
3. Important Amendments with updated amendments

Unit – V (4 Hours)

1. Electoral Process
2. Emergency Provisions

Unit – VI (3 Hours)

1. Universal Declaration of Human Rights at International Level
2. Human Rights at National Level
3. Various Commissions.

Scheme of Examination: question paper is of objective type, students have to pass this subject compulsorily. However, marks will not be considered for awarding class/rank.



BANGALORE UNIVERSITY

Soft Skills ('*Mrudu Kausalya*') 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:	<u>30 marks</u> (Test/s: 20 marks; Seminar: 5 marks; Project: 5 marks)
<u>Total:</u>	<u>100 marks</u>

Question Paper Pattern for End-Semester Examination

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



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.

