

***MC600: HUMAN VALUES AND PROFESSIONAL ETHICS**

B.Pharm. III Year II Sem.

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Course Objective: To enable the students to imbibe and internalize the Values and Ethical Behavior in the personal and Professional lives.

Course Outcome: The students will understand the importance of Values and Ethics in their personal lives and professional careers. The students will learn the rights and responsibilities as an employee, team member and a global citizen.

UNIT - I

Introduction to Professional Ethics: Basic Concepts, Governing Ethics, Personal & Professional Ethics, Ethical Dilemmas, Life Skills, Emotional Intelligence, Thoughts of Ethics, Value Education, Dimensions of Ethics, Profession and professionalism, Professional Associations, Professional Risks, Professional Accountabilities, Professional Success, Ethics and Profession.

UNIT - II

Basic Theories: Basic Ethical Principles, Moral Developments, Deontology, Utilitarianism, Virtue Theory, Rights Theory, Casuist Theory, Moral Absolution, Moral Rationalism, Moral Pluralism, Ethical Egoism, Feminist Consequentialism, Moral Issues, Moral Dilemmas, Moral Autonomy.

UNIT - III

Professional ethics in pharmacy: general introduction to code of pharmaceutical ethics, objectives, pharmacists in relation to his job, his trade, to his profession and relation to medicinal professions. Pharmacists' oath.

UNIT - IV

Work Place Rights & Responsibilities, Ethics in changing domains of Research, Engineers and Managers; **Organizational Complaint Procedure,** difference of Professional Judgment within the Nuclear Regulatory Commission (NRC), the Hanford Nuclear Reservation. Ethics in changing domains of research - The US government wide definition of research misconduct, research misconduct distinguished from mistakes and errors, recent history of attention to research misconduct, the emerging emphasis on understanding and fostering responsible conduct, responsible authorship, reviewing & editing.

UNIT - V

Global issues in Professional Ethics: Introduction - Current Scenario, Technology Globalization of MNCs, International Trade, World Summits, Issues, Business Ethics and Corporate Governance, Sustainable Development Ecosystem, Energy Concerns, Ozone Deflection, Pollution, Ethics in Manufacturing and Marketing, Media Ethics; War Ethics; Bio Ethics, Intellectual Property Rights.

TEXT BOOKS:

1. Professional Ethics: R. Subramanian, Oxford University Press, 2015.
2. Ethics in Engineering Practice & Research, Caroline Whitbeck, 2e, Cambridge University Press 2015.
3. Indian Culture Values and Professional Ethics by P. S. R. Murty, BS Publications

REFERENCE BOOKS:

1. Engineering Ethics, Concepts Cases: Charles E Harris Jr., Michael S Pritchard, Michael J Rabins, 4e, Cengage learning, 2015.
2. Business Ethics concepts & Cases: Manuel G Velasquez, 6e, PHI, 2008.
3. Forensic Pharmacy by Dr. Kokate
4. Forensic Pharmacy by Bhaskar Chaurasia



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***MC500: ENVIRONMENTAL SCIENCES**

B. Pharm. III Year I Sem

L T P C
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Course Objectives: Environmental Sciences is the scientific study of the environmental system and the status of its inherent or induced changes on organisms. It includes not only the study of physical and biological characters of the environment but also the social and cultural factors and the impact of man on environment.

Course Outcomes: Upon completion of the course the student shall be able to:

- Create the awareness about environmental problems among learners.
- Impart basic knowledge about the environment and its allied problems.
- Develop an attitude of concern for the environment.
- Motivate learner to participate in environment protection and environment improvement.
- Acquire skills to help the concerned individuals in identifying and solving environmental problems.
- Strive to attain harmony with Nature.

UNIT – I

The Multidisciplinary nature of environmental studies.

Natural Resources

Renewable and non-renewable resources:

Natural resources and associated problems

- a) Forest resources; b) Water resources; c) Mineral resources; d) Food resources; e) Energy resources; f) Land resources: Role of an individual in conservation of natural resources.

UNIT – II**Ecosystems**

Concept of an ecosystem.

Structure and function of an ecosystem.

Introduction, types, characteristic features, structure and function of the ecosystems: Forest ecosystem; Grassland ecosystem; Desert ecosystem; Aquatic ecosystems (ponds, streams, lakes, rivers, oceans, estuaries)

UNIT – III

Biodiversity and Biotic Resources: Introduction, Definition, genetic, species and ecosystem diversity. Value of biodiversity; consumptive use, productive use, social, ethical, aesthetic and optional values. India as a mega diversity nation, Hot spots of biodiversity. Field visit. Threats to biodiversity: habitat loss, poaching of wildlife, man-wildlife conflicts; conservation of biodiversity. In-Situ and Ex-situ conservation. National Biodiversity act.

UNIT – IV

Environmental Pollution: Air pollution; Water pollution; Soil pollution, Noise Pollution

UNIT – V

Environmental Policy, Legislation & EIA: Environmental Protection act, Legal aspects Air Act- 1981, Water Act, Forest Act, Wild life Act.

Towards Sustainable Future: Concept of Sustainable Development, Population and its explosion, Crazy Consumerism, Environmental Education, Urban Sprawl, Human health, Environmental Ethics, Concept of Green Building, Ecological Foot Print, Life Cycle assessment (LCA), Low carbon life style.



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COURSE DESCRIPTION

This course offers an introduction to Gender Studies, an interdisciplinary field that asks critical questions about the meanings of sex and gender in society. The primary goal of this course is to familiarize students with key issues, questions and debates in Gender Studies, both historical and contemporary. It draws on multiple disciplines – such as literature, history, economics, psychology, sociology, philosophy, political science, anthropology and media studies – to examine cultural assumptions about sex, gender, and sexuality.

This course integrates analysis of current events through student presentations, aiming to increase awareness of contemporary and historical experiences of women, and of the multiple ways that sex and gender interact with race, class, caste, nationality and other social identities. This course also seeks to build an understanding and initiate and strengthen programmes combating gender-based violence and discrimination. The course also features several exercises and reflective activities designed to examine the concepts of gender, gender-based violence, sexuality, and rights. It will further explore the impact of gender-based violence on education, health and development.

Objectives of the Course

- To develop students' sensibility with regard to issues of gender in contemporary India.
- To provide a critical perspective on the socialization of men and women.
- To introduce students to information about some key biological aspects of genders.
- To expose the students to debates on the politics and economics of work.
- To help students reflect critically on gender violence.
- To expose students to more egalitarian interactions between men and women.

Learning Outcomes

- Students will have developed a better understanding of important issues related to gender in contemporary India.
- Students will be sensitized to basic dimensions of the biological, sociological, psychological and legal aspects of gender. This will be achieved through discussion of materials derived from research, facts, everyday life, literature and film.
- Students will attain a finer grasp of how gender discrimination works in our society and how to counter it.
- Students will acquire insight into the gendered division of labor and its relation to politics and economics.
- Men and women students and professionals will be better equipped to work and live together as equals.
- Students will develop a sense of appreciation of women in all walks of life.
- Through providing accounts of studies and movements as well as the new laws that provide protection and relief to women, the textbook will empower students to understand and respond to gender violence.

Unit-I: UNDERSTANDING GENDER

Introduction: Definition of Gender-Basic Gender Concepts and Terminology-Exploring Attitudes towards Gender-Construction of Gender-Socialization: Making Women, Making Men
- Preparing for Womanhood. Growing up Male. First lessons in Caste.

Unit – II: GENDER ROLES AND RELATIONS

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HS105: COMMUNICATION SKILLS

Pharm. I Year I Sem

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Scope: This course will prepare the young pharmacy student to interact effectively with doctors, nurses, dentists, physiotherapists and other health workers. At the end of this course the student will get the soft skills set to work cohesively with the team as a team player and will add value to the pharmaceutical business.

Course Objectives: Upon completion of the course the student shall be able to

- Understand the behavioral needs for a Pharmacist to function effectively in the areas of pharmaceutical operation
- Communicate effectively (Verbal and Non-Verbal)
- Effectively manage the team as a team player
- Develop interview skills
- Develop Leadership qualities and essentials

UNIT - I

07 Hours

Communication Skills: Introduction, Definition, The Importance of Communication, The Communication Process - Source, Message, Encoding, Channel, Decoding, Receiver, Feedback, Context

Barriers to communication: Physiological Barriers, Physical Barriers, Cultural Barriers, Language Barriers, Gender Barriers, Interpersonal Barriers, Psychological Barriers, Emotional barriers

Perspectives in Communication: Introduction, Visual Perception, Language, Other factors affecting our perspective - Past Experiences, Prejudices, Feelings, Environment

UNIT - II

07 Hours

Elements of Communication: Introduction, Face to Face Communication - Tone of Voice, Body Language (Non-verbal communication), Verbal Communication, Physical Communication

Communication Styles: Introduction, The Communication Styles Matrix with example for each - Direct Communication Style, Spirited Communication Style, Systematic Communication Style, Considerate Communication Style

UNIT - III

07 Hours

Basic Listening Skills: Introduction, Self-Awareness, Active Listening, Becoming an Active Listener, Listening in Difficult Situations

Effective Written Communication: Introduction, When and When Not to Use Written Communication - Complexity of the Topic, Amount of Discussion Required, Shades of Meaning, Formal Communication

Writing Effectively: Subject Lines, Put the Main Point First, Know Your Audience, Organization of the Message

UNIT - IV

05 Hours

Interview Skills: Purpose of an interview, Do's and Don't's of an interview

Giving Presentations: Dealing with Fears, Planning your Presentation, Structuring Your Presentation, Delivering Your Presentation, Techniques of Delivery

UNIT - V

04 Hours

Group Discussion: Introduction, Communication skills in group discussion, Do's and Don't's of group discussion

TEXT BOOKS: (Latest Editions)

1. Basic communication skills for Technology, Andreja. J. Ruther Ford, 2nd Edition, Pearson Education, 2011
2. Communication skills, Sanjay Kumar, Pushpalata, 1st Edition, Oxford Press, 2011
3. Organizational Behaviour, Stephen P. Robbins, 1st Edition, Pearson, 2013
4. Brilliant- Communication skills, Gill Hasson, 1st Edition, Pearson Life, 2011



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Two or Many? -Struggles with Discrimination-Gender Roles and Relations-Types of Gender Roles- Gender Roles and Relationships Matrix-Missing Women-Sex Selection and Its Consequences- Declining Sex Ratio. Demographic Consequences-Gender Spectrum: Beyond the Binary

Unit – III: GENDER AND LABOUR

Division and Valuation of Labour-Housework: The Invisible Labor- "My Mother doesn't Work." "Share the Load."-Work: Its Politics and Economics -Fact and Fiction. Unrecognized and Unaccounted work. - Gender Development Issues-Gender, Governance and Sustainable Development-Gender and Human Rights-Gender and Mainstreaming

Unit – IV: GENDER - BASED VIOLENCE

The Concept of Violence- Types of Gender-based Violence-Gender-based Violence from a Human Rights Perspective-Sexual Harassment: Say No-Sexual Harassment, not Eve-teasing- Coping with Everyday Harassment- Further Reading: "Chupulu". Domestic Violence: Speaking Out Is Home a Safe Place? -When Women Unite [Film]. Rebuilding Lives. Thinking about Sexual Violence Blaming the Victim-"I Fought for my Life...."

Unit – V: GENDER AND CULTURE

Gender and Film-Gender and Electronic Media-Gender and Advertisement-Gender and Popular Literature- Gender Development Issues-Gender Issues-Gender Sensitive Language-Gender and Popular Literature - Just Relationships: Being Together as Equals Mary Kom and Onler. Love and Acid just do not Mix. Love Letters. Mothers and Fathers. Rosa Parks- The Brave Heart.

Note: Since it is Interdisciplinary Course, Resource Persons can be drawn from the fields of English Literature or Sociology or Political Science or any other qualified faculty who has expertise in this field from engineering departments.

- > *Classes will consist of a combination of activities: dialogue-based lectures, discussions, collaborative learning activities, group work and in-class assignments.*

Apart from the above prescribed book, Teachers can make use of any authentic materials related to the topics given in the syllabus on "Gender".

- ❖ **ESSENTIAL READING:** The Textbook, "Towards a World of Equals: A Bilingual Textbook on Gender" written by A. Suneetha, Uma Bhargubanda, Duggirala Vasanta, Rama Melkote, Vasudha Nagaraj, Asma Rasheed, Gogu Shyamala, Deepa Sreenivas and Susie Tharu published by Telugu Akademi, Telangana Government in 2015.

ASSESSMENT AND GRADING:

- Discussion & Classroom Participation: 20%
- Project/Assignment: 30%
- End Term Exam: 50%

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COMMUNICATION SKILLS

Assignment-1

Name :- BAKKURI SHIVANI

Roll No :- 23CEIR0010

Class :- B. pharmacy - 1st year (Bsp) section-A

Submitted to :- Naheed Mam

Submitted by :- B. Shivani

Topic :- About communication skills.



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COMMUNICATION SKILLS

1. What is communication? Explain importance of communication in detail.

Communication can be defined in number of ways

• communication is defined as exchange of information ideas and knowledge between a sender and receiver through an accepted code of symbol.

Importance of communication.

1. It reduces unnecessary competition and helps employees to work together harmoniously.
 2. It helps in team work which turns to increase productivity integrity and responsibility.
 3. It brings people together, closer to each other.
 4. It produces a healthy work environment and employees do their duties with positive attitude.
 5. Open channels of communication can lead to new ideas and innovation.
 6. It builds strong relationship Trust & loyalty are the key factors which are boosted by communication.
 7. It helps to understand people and removes misunderstanding and creates clarity of thoughts and expression.
2. Explain communication process by giving suitable examples.

Communication in any form or any medium is an interaction between individual communication is a complex process and it occurs within common frame of reference.



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called communication environment. The origin of a message starts at different levels of consciousness and the sender become the agent who transmit it to the receiver.

The various components of communication process are:

1. Source
2. Message
3. Encoding
4. Channel
5. Decoding
6. Receiver
7. Feedback.
8. Context.

1. Source:- A source or sender is the most important element of communication process.

The transmit the information via a channel to one or more receivers. During communication the background attitude and mood of the sender are very important.

2. Message:- Message is equally important of the source message it the information that the sender wants to send. It actual it is an idea, sometimes data or a statements issued the sender.

3. Encoding:- Encoding means to convert information from one system to another system in the form of codes.



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channel: channel is the medium through which the message is sent its messages and ideas.

5. Decoding: After the proper channel are selected the message enter the decoding stage of the communication process.

6. Receiver: The person for whom the message is intended is called receiver.

7. Feedback: On sending a message, receiver decodes the and then sender waits for the response feedback helps in 1. Collection of information 2. Measure the effectiveness of communication 3. Improve labor-management relationship 4. Measure effectiveness of media.

8. Content: Content is defined as circumstance surrounding a message the circumstance include the setting the value for position of people and appropriateness of the message.

Examples of communication: Speech or writing talk with friends teachers, parents to achieve various purpose seminars, group discussion written tests and examination read and emails letters report conversation over telephone etc.

3. What do you mean by encoding and decoding of the message What is the role of source and receiver in communication?

Encoding: Encoding means to convert information from one system to another system in the form of codes or codes it symbol, sign or letters used to represent the secrets meaning. The encoding system helps the



Decoding:- After the proper channels are tested the message enters the decoding stage of the communication process. The decoding is done by the receiver. Decoding is the skill which includes carefully reading a message for better understanding.

Source:- A source or sender is the most important element of communication process that transmits information via a channel to one or more receivers. During communication the background slight lapse on the part of the sender may affect the fortune of a group, community or even a nation. The sender must be responsible enough while sending a message so source encodes the object which encodes message data and transmits the information via a channel to one or more receivers.

Receiver:- The person for whom the message is intended is called the receiver for effective communication process. There must be a good relation between the sender and the receiver. The receiver decodes the message encoded by the sender. If the communication is not able to communicate properly there are reasons due to which physiological barriers exist. Some of these are..

A) Lack of attention:- When a person's mind is distracted by other things then the person is not able to form a proper message. He will not interpret for e.g.:- a person preoccupied by personal problems will affect communication.



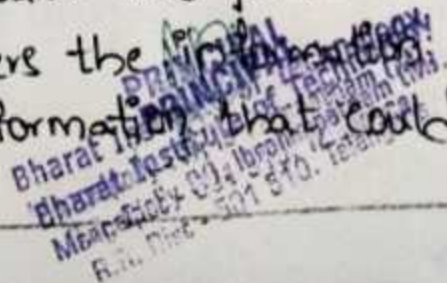
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b) poor retention:- Retention of information if the capacity of the brain to store information. poor retention means brain uses information i.e old and the process for extraction of information is poor. so here the brain tries to remember the required information which had already been a lot so, poor retention acts a barriers to communication.

c) Emotions:- Various emotion like fear, Nervousness, confusion, mistrust and Jealousy affect communication for eg:- When a person is angry he might say things tries to remember) regret later An angry person might easily misinterpret the message.

d) premature evaluation:- Some people are always in a hurry by habit. These people mostly make quick judgment and jump into conclusion. They do not consider all aspect of the information and end up talking up quickle and wrong decision. It is important to hear the whole message to make proper judgement because they are not enhanced easily once they are made.

e) closed mind and filtering:- Man is always selfish by nature and put his own needs and problem above all. This sometimes leads people to filter information that sender is trying to convey to them. This might be due to mistrust competition or jealously for example a senior in a company does not want the junior to do better at work and will not provide crucial information that could help in junior.



f) Distrust and defensiveness: communication is successful when the communicators trust each other. Lack of trust makes them to derive negative meaning of the message. When a person tries to force his own ideas and opinions then the receiver does not listen for eg:- if the receiver does not agree to the message provided he will not listen for eg:- if the receiver does not agree to the message provided he will not listen to it each person has it own view point which is shaped from his own experiences. Sender might have to particular view point that not shared by the receiver.

2. Physical Barriers:- Physical barriers include the environmental and natural conditions which act as barriers in communication in sending message from sender and receiver.

Physical barriers include noise and space.

a) Noise:- This process of noise is related to any interference which prevents transmission of message from the sender to receiver. Noise performs of external disturbance or unpleasant sound in physical environment for noise from printing machine disturbance in telephone sound.

b) Space:- In big institution important person like direction executive officers feel comfortable in their own personal space.

* Be aware of non verbal communication

* use paraphrasing and summarising.

5) Write short notes on



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understand each other languages the inability to communicate using a language is known as language barrier to communication If the speaker and receiver do not same language and words there is no meaning to the communication.

7) What is the effect of past experience and environment on perception?

Past Experience:- Our past experience greatly affect our way of think one set in this mind according to one past experience past experience act as filter through from our own time in Particular situation we have example help in decision making for example :- if we have no clear state information wise our communication.

What will happen in that situation and we behave accordingly.

Sometimes we cannot positively to the But when our negative past experience after communication and our full Potential than we should aware for example when your boss ignored you last meeting than you do not bring up another idea that have made impact when you got nervous a time you gave a presentation the you out even more nervous on your not communicated then our past experience can be positive or negative effects our perception.

Environment:-

All of the communicate difficulty in different environment Environment has great Influence on our communication for ex:- we speak to our colleagues and friends in different way. we should have communication skills to recognize the environment which had negative impact on yours to communicate effectively with other this skill with help in effective communication It will make the person more comfortable and at ease level of which



understand each other languages the inability to communicate using a language is known as language barrier to communication If the speaker and receiver do not same language and words there is no meaning to the communication.

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Environment:-

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The visual perception includes following things.

1. Visual discrimination : It includes ability to notice differences like shape, size, colour etc.
2. Form discrimination : It includes differences in objects when they are in orientation.
3. Foreground - Background differentiation : It includes focus on a selected largest and ignore out non-relevant images.
4. Visual memory : It is the ability to remember letters and words and recognise them quality when seen again.

Language :-

Language not only helps in communication but it shapes our perception. Language affects the way in which its speaker expresses his words and influences other people. Various emotions or feeling and experience can be influenced by the pattern of the language a person speaks.

The same words can have different meanings depending on how we interpret them.

For example read the following phrase.

A woman without her man is nothing.

Now read this phrase by adding punctuation.

A woman, without her man is nothing.

In both cases words are same but the meaning has now changed completely. So our meaning should be clear when we speak words in certain order. We cannot assume that the other person will read them in that way.



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past experiences :- our past experiences greatly affects our way of thinking. one sets his mind according to his past experiences. past experiences act as a filter through which we see a particular situation which helps in decision making. for example if we have no past experience on a particular topic then we are in clear state, information wise. our communication is affected by our past experience. we enter a situation a meeting or a conversation with certain expectations of what will happen in that situation and we behave accordingly.

2. Prejudices :- It is mainly unfavourable feelings toward people or a person because of their gender, values, age, religion, occupation, language, education or other personal characteristics. we all have prejudices. It occurs due to our past experiences with a person and we start thinking that the same type of experience will happen with all the persons who are like the first one. prejudices involve both positive and negative characteristics. The pattern occurs when prejudices start affecting how or whom we communicate. This generally occurs at workplace. prejudices occurs when we take a single experiences with one type of person and then act as if all people of the same type in future will result in the same experience. By doing this we eliminate their individuality. prejudices greatly limit the chances of communication being successful or producing the desired result.

3. Feelings :-

Feeling is a major factor which affects our perspective. Feelings effect our communication with another



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person. when we feel happy we communicate better but if we feel ill we will not communicate effectively. we even do not want to listen to other ideas sometimes we feel different for a specific person. when we like someone we will communicate with him effectively & easily. when we do not like someone we communicate in a different way. feelings are also known as a state of consciousness such as that results from emotions, sentiments or desires. A person's current mood affects the way he judges others.

when our feelings change different chemicals are released into our bodies which force us to see the world through a new angle and as a result our perception changes. The way we see the world at a particular moment is greatly influenced by how we feel during that moment. for example, when we are stressed. we can't tolerate any person. asking for help again and again. so, we need to know more consciousness of our emotions and feelings and try to understand how they affect our own perception.

Environment :- All of us communicate differently in different environment. Environment has a great influence on our communication. for example we speak to our [challa] colleagues and friends in a different way. we should have communication skill to recognize the environment which had negative impact on our ability to communicate effectively with others. The skill will help us in effective communication.



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Communication Skills.....

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Class :- B. Pharm. BSP sec. k - 1st year

Subject :- CS

Roll No :- 23CEIR0025

Submitted to :- Naheed Akhtar Mam.



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Explain communication process by giving suitable examples?

Communication is any form or any medium is an interaction. The communication is a complex process and it occurs within a common frame of reference called communication environment. The process of a message starts at different levels of our consciousness and the sender becomes the agent who transmits into the receiver. The process of communication is affected by the background, experience, interest and aspiration that both the sender and receiver have in common. Communication is two way process.

The various components of communication process are:-

1. Source
2. Message
3. Encoding
4. Channel
5. Decoding
6. Receiver
7. Feed back
8. Context

Source - A source or sender is most important element of communication process. He transmits the information via a channel to one or more receiver. During communication the background attitude mode sender are very important. A slight lapse on the part sender affected of a group community or evenation. The sender should be responsible while sending message. The source living or non-living thing attempting to share information. A sender encodes information selected channel by which send message.

Message :- message is equally important as the source. Message is the information that sender wants to send.

In actual on idia some times a statement issuing by sender. It maybe in form of words, symbol, gesture etc. nowadays it maybe electronic signals. Over communication conveyed by word sign a symbol.



Message :- Message is equally important as source. message is the information that the sender wants to send. In actual it is an idea, some times data or statement issued by the sender. It may be in form of words, symbols, gestures etc. Nowadays it may be electronic over computer communication of message may be verbal or non-verbal. message is information conveyed by words or sign and symbol. A message is main content of communication process.

Encoding :- Encoding means to convert information from one system to another system in the form of codes. codes is system of symbol, sign or used to represent message meaning. The encoding system help sender to give shape to message idea or information. Encoding means creation of message which want to communicate with other. Encoding is the process of converting data into format required for number of information processing needs.

channel :- Channel is the medium through which the sender transmits its message. The selection of channel depends on the sender's mood & receiver's expectation. we can send message by using different technological like wire or telecommunication and computer networking. It may be physical transmission medium and certain capacity for transmitting information for example bit second or Hz.

- Decoding :- After the proper channels are selected the message enters decoding stage of communication process. The decoding is done by receiver. Decoding is skill which includes carefully reducing & reuniting for better understanding. In decoding the interpreter's own mentality and experience. Decoding means interpretation of message.

Receiver :- The person for whom the message is intended is called receiver. For effective communicative process must be good relation effected communication process there must good relation b/w sender and receiver. Receiver decode message is listener, or an observer to whom message is directed. Receiver is also known as audience or code receiver. While decoding the receiver must be careful while decoding the message and not to jump to conclusion. It may result waste problem.



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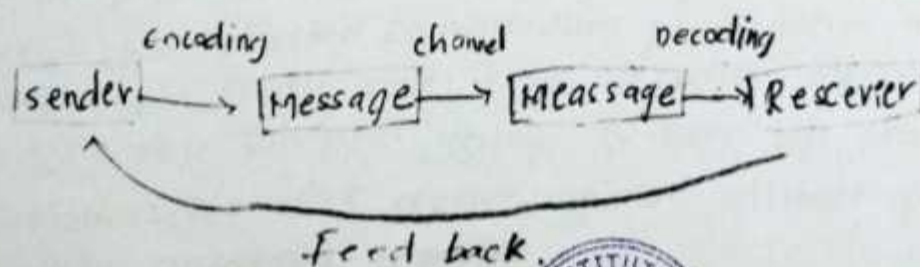
Back :- On sending a message, receiver decodes the message and then sender wait for response something the receiver doesn't a response it can be sender start checking called feed back then back help the sender understand effective is a message.

Feed back helps in :-

1. collect of information
2. measure of effectiveness of communication
3. Improves labor-management relationship.
4. measures effectiveness of media.
5. help in taking proper decision & in solving problem.
6. Help in coordination of various departments.

Context :- context is defined as the circumstance surrounding a message include the setting, the value position people and appropriate message. It means sender consider his audience the speak style and various noises everything from one's stomach that context define sender ability communicate context of various types like :-

1. Physical context :- physical location, time of day, the noise level weather etc. -
2. Temporal context :- Includes expectation that people bases on past experience.
3. Social-psychological context :- is the balance b/w people emotion state and the relation ship



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What do you mean by encoding and decoding of the message? What is role of source and receiver in the communication?

Ans: Encoding means the convert information from one system to another system in form of codes is the system of symbol, sign letter used represent the secret meaning. The encoding system help the sender give shape to the message, idea information encoding to other. Encoding is process of converting data into required number processing need.

- After proper channel are shocked message enters the decoding stage. In this process, the decoding is done by receiver. Decoding skill include carefully reading and listing message understood. After decoding the decoder interpret message according to own mentality & experienced decoding interpret meaning message.

- Role of source and receiver in communication

A source or sender is most important element of the transmitted information via a channel to the one or the more receiver. During communication background, attitude and mood sender vary important. A slight lapse part of the sender may affected targeted group, community or even of nation. The sender must responsibility while sending a to share information. A sender encode information and select channel by which to send message.

→ The person for whom the message is intended is called receiver. For effected communication process there must proper relation b/w sender and receive decoding message encoding. Receiver who interpret message so there high chance of miscommunication due receive opinion attitude perception message & sending response.

4. What are different barriers to communication and how will you eliminate them?



2. The different barriers to the communication are:-

Psychological barriers

psychological barriers communication is the influence of psychological state sender, the receiver which creates a problem for effective communication. communication highly influenced mental condition of communication get disturbed by mental disturbance if people involved communication not emotionally well, they will not be able to communicate properly. The various psychological barriers exist they are:-

a) Lack of attention:- when a person mind message, he will not then person not able and will message prepare feed back for eg. a person preoccupied his personal problem will affected communication.

b) Poor retention:- Retention of information is the capacity the brain to store information poor retention means brain uses information to obtain proceeds categorization of is also poor hear brain to remember received information which already lost so, poor retention act as barriers to the communication.

c) Emotions:- Various emotions like fear, nervousness, confusion, mistrust and zealous communication process.

A. pre occupied not good communication.
d) Closed mind and filtering:- man always selfish by his nature and put own need and problem before all. This something lead people filter information sender in trying convey to them this due to or jealousy.

e) Distrust and defensiveness:- communication is the successful when communicators the message lack of trust them derive negative meaning of message and they ignore when person his false idea opinion then reserved not listen.

• Physical Barriers:- physical barriers are the physical and mental condition which act as barriers to communication. It is sending message from to receiver.



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B. R. Mangalore.

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Roll no :- 21CEIR00021

Subject :- Human values + Ethics

Section :- (A)

LIFE SKILLS

What are life skills?

- Life skills are abilities for adaptive and positive behaviours that enable individuals to deal effectively with the demands and challenges of everyday life
- they are abilities that facilitate the physical mental and emotional well being of an individual Concept of Life Skills
- Concept of life skills becoming popular these days
- WHO initiated life skills education CBSE introduced it in our schools in the early part of the present decade.
- Life Skills Can be Conceptualized as psycho-social Competence psycho-social Competence is an individual's ability to maintain a state of mental well being and to demonstrate this through adaptive and positive behaviours while interacting with others and with his/her Culture and environment

Key Life Skills

- Life skills can be broadly categorized into two types
 - Thinking skills
 - Social skills



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- Thinking skills: relate to reflection at Personal level
Social skills: relate to interpersonal skills and do not necessarily depend on logical thinking
- The Combination of both types of skills are needed for learning assertive, behaviour and negotiating effectively.

Ten Core Life Skills

• WHO has described ten core life skills

- Self awareness
- Empathy
- Critical thinking
- Creative thinking
- Decision making
- Problem Solving
- Interpersonal relationship skills

Effective Communication

- Coping with stress
- Dealing with emotions

Self Awareness

- Self awareness means recognition of self and of our character, our strength and weaknesses
our likes and dislikes



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- Developing Self awareness can help us in recognising when we are stressed or feel under pressure
- It is often pre-requisite to effective Communication and interpersonal relations as well as for developing empathy for others

Empathy

- It is the ability to understand what life is like for another person, even in a situation with which we may not be familiar
- Empathy can help to accept others who may be very different from us
- this can improve social interactions, especially in situations of ethnic and cultural diversity

Critical Thinking

It is the ability to analyse information and experiences in an objective manner

- It can contribute to healthy living by helping us in recognising and assessing the factors that influence attitudes and behaviour, such as values, peer pressure and the media.

Creative Thinking

- It is a novel way of seeing and doing things
- It consists of four components
- 1) Fluency (generating new ideas)
- flexibility (shifting perspective easily)



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- Originality (Conceiving something new)
- Elaboration (building on other ideas)

Decision Making

- It helps us to deal Constructively with important issues in our lives and take appropriate action
- It teaches us how to be proactive in making decisions about our life in relation to a healthy assessment of the different Options available and in determining what effects these different decisions are likely to have

Problem Solving

- It helps us to deal Constructively with problems in our lives
- Significant problems that are left Unresolved can Cause mental stress and give rise to accompanying physical strain

Interpersonal Relationship Skills

- It helps us to relate in positive ways with the people with whom we interact
- This means being able to maintain friendly relations with family, friends and colleagues which can be of great important Source of Social Support
- It also means being able to end relationships Constructively without bitterness and anger



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Effective Communication

→ It means that we are able to express ourselves clearly and effectively both verbally and non-verbally in ways that are appropriate to our cultures and situations, this means being able to express our situations opinions & desires and also our needs and fears

Coping With stress

- It means recognising the source of stress in our lives, recognising how stress affects us and acting in ways that help us control these levels of stress by changing our environment or lifestyle and by learning how to relax

Dealing With Emotions

- It means recognising our emotions as well as those of others, being aware of how emotions influence behaviour, and being able to respond to emotions appropriately, intense emotions like anger or sadness can have an effect on our health if we do not respond appropriately



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Life skills and Sub skills

• Critical thinking

Analyzing

Planning

Communicating

Interacting

Negotiating

Personal Choice

Listening

Valuing

Problem Solving

Interactive Activities

- Group work

peer teaching

Discussions

Games

Dance

Playground

Debates

• school Visits

• Role play

Drama games

Communications

Meetings

Play

Recreation and outdoor
adventure pursuits

Creative Activities

Play / Street theatre

Improvisation

Collages

Pictures



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poems

Simulation Games

Mimes

Dance

Gymnastic, Sequencing, Games

Diagrams

Problem Solving

Surveys

Learning to Appreciate Activities

Reviews

Reports

Group Work

Sensory experience

Literature

Rating Scale

Self assessment

Peer Assessment

Values Clarification

Media Analysis

Decision Making Activities

Moral Dilemmas

Open ended Stories

Discussions

Question Answer

Skills/practices

Groups, Pair work

Action plan

Flow chart



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Values
Continuums
Obstacle Courses
Problem Solving

Timelines
Research
Plays
Trial & error

Child Friendly School.

A child friendly school means

Quality learning

Quality Content

Quality teaching-learning process

Quality learning environments

Quality outcome



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ROLL NO:- 21CE1R0042

BRANCH:- B.P; B-PHARMACY

SECTION:- 'A'

SUBJECT:- HUMAN VALUES
AND PROFESSIONAL
ETHICS

ASSIGNMENT

YEAR:- IIIrd YEAR
2nd SEM



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PERSONAL AND PROFESSIONAL ETHICS

PERSONAL ETHICS

Personal ethics are essentially your internal compass, guiding you through life's decisions and shaping your interactions with the world.

They are the set of moral principles and values that you hold, influencing how you behave in various situations, both big and small.

These principles aren't set in stone but evolve through your experiences, upbringing, cultural influences and personal reflections.

Personal ethics refers to the ethics that a person identifies with in respect to people and situations that they deal with in everyday life.

Personal ethics is a person's morals and code of conduct. These principles are shaped by their parents, relatives and friends from the



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beginning of their awareness. Human existence is inadequate and superficial if there is no personal ethics. It is the ethical standard that a person applies when making decisions and acting in both personal and professional situations.

These ethics have an impact on many facets of a person's life and aid in the development of a person's work ethic, personal and professional objectives and values. Individuals use ethics to distinguish between what is good and wrong and to influence how others act in difficult situations.

Personal ethics is a category of philosophy that determines what an individual believes about morality and right and wrong. This is usually distinguished from business ethics or legal ethics. Personal ethics are the basic principles and values that govern interactions among individuals.



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From the very beginning, these ethics are instilled in an individual, with a large part having been played by their parents, friends and family. Common examples include honesty, openness, commitment, unbiased behaviour and sense of responsibility.

What a person develops regarding fairness or learns during childhood remains with him all through his life and is reflected by his actions and words. Personal Ethics is the philosophical study of moral phenomena. Ethics is closely connected to value theory, which studies the nature and types of value, like the contrast between intrinsic and instrumental value.

Without any personal ethics, the life of the human being is incomplete and shallow.



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Professional Ethics

Professional Ethics refers to a person's values and principles that are introduced to an individual in a professional organization.

Each employee in the organization has to follow these rules and they do not have any choice. These ethics are very important to impart in the professional world as it helps in bring the sense of discipline into the person's life and maintain the decorum of the organization. As an example, transparency, confidentiality, fairness etc fall under the terms of professional ethics.

Professional ethics are the beliefs and concepts instilled in a person by a professional organization. Each employee is expected to rigorously adhere to these values. They don't have much of a choice. This concept is also essential in



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professional settings since it instills a feeling of discipline in employees and aids in the maintenance of workplace etiquette. These ethical values make the employee responsible.

The word professionalism originally applied to vows of a religious order. The term profession-ism was also used for the military profession around this same time.

Professionals and those working in acknowledged professions exercise specialist knowledge and skill. How the use of this knowledge should be governed when providing a service to the public can be considered a moral issue and is termed professional ethics.

Professional ethics refers to the ethics that a person must adhere to in respect of their interactions and business dealings in their



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professional life. Professional ethics refers to the
moral code of conduct and restrictions placed on
employees in the work place.

Such principles are learned when
one becomes part of the corporate world. The
accountability is not only the individual but also
on the organization as well.

Non-compliance to such rules may risk
your reputation, as your behaviour will
immediately be reported as unprofessional. An individual
does not have the choice of changing his
professional ethics.

Professional ethics concerns the moral
issues that arise because of the concerns of
specialist knowledge that professionals attain, and
how the use of this knowledge should be
governed when providing a service to the public.



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Professional people and those working in
acknowledged professions exercise specialist knowledge
and skill. How the use of this knowledge
should be governed when providing a service
to the public can be considered a moral
issue and is termed professional ethics.

Professional ethics is a set of
standards adopted by a professional community.
Professional ethics are regulated by standards,
which are often referred to as code of ethics.

The mandatory code of professional ethics
defines the ethical relationship the public, the boards
and the bar have a right to expect from
a member.

Some professional organizations may be
defined by their ethical approach in terms of a
number of discrete components.



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Typically these include honesty, multi-ethnics, transparency, accountability, confidentiality, objectivity, respect, obedience to the law and loyalty.

Most professionals have internally enforced codes of practice that members of the profession must follow to prevent exploitation of the client and to preserve the integrity and reputation of the profession. This is not only for the benefit of the client but also for the benefit of those belonging to that profession. It also maintains the public's trust in the profession, encouraging the public to continue seeking their services.



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GENDER SENSITIZATION LAB ASSIGNMENT

Name : K. Akhila

Class : B. pharmacy 2nd year [BIT-A]

Roll no : 2217120049

Submitted to :→

Nahid Akhtar

Mam



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CONSTRUCTION OF GENDER - SOCIALIZATION

Construction of Gender :-

→ "Sex" → biological category

→ "Gender" → sociological category

Definition: Gender is a social construct that is determined by culture and society and defines man-woman relationship that is changeable.

Manifestation of gender differences can be found in construction of:

- Roles - what women and men do.
- Relations - How women and men relate to each other.
- Identity - how women and men perceive themselves.

Idology of Gender

- contains norms and rules regarding appropriate behaviour.
- Norms and rules determine material reality of relative access of men and women to and claims over different resources. E.g. food, health, education, property, job, opportunities - es & entitlements, so on & so forth.

Gender at work

→ The family picture is on HIS desk.

At, a solid, responsible family man.

→ The family picture is on HER desk.

Umm, her family will come before her career.

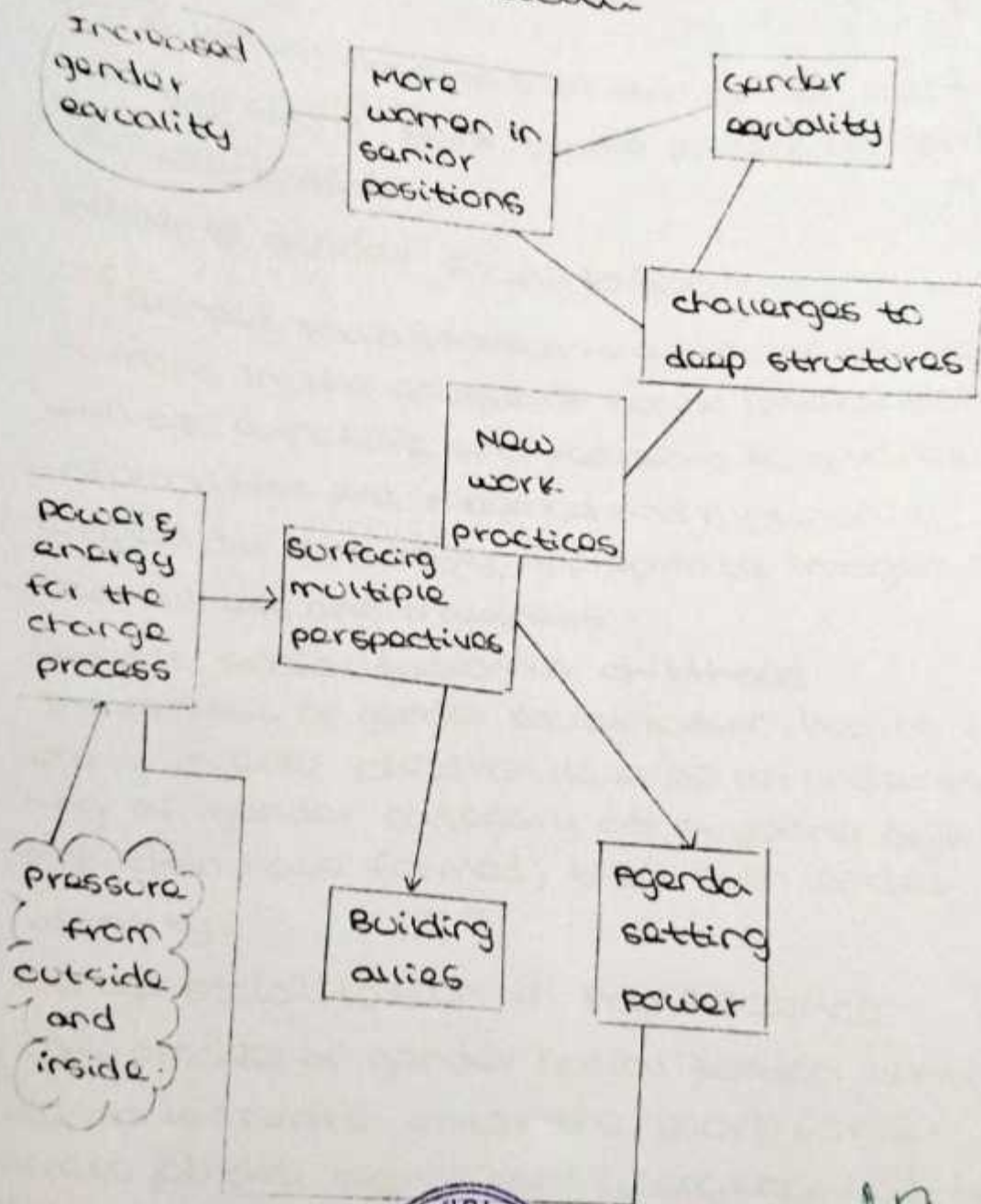
→ HE is talking with his co-workers.
He must be discussing the latest deal.

→ SHE is talking with her co-workers.
She must be gossiping.



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He's getting married
 He'll get more settled
 SHE'S getting married.
 She'll get pregnant and leave.
 Women's right at workplace



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GENDER SOCIALIZATION

Gender :-

Gender is a social construct. An individual's gender is their social identity resulting from their culture's conceptions of masculinity and femininity.

→ Individual develop their own gender identity, influenced in part by the process of gender socialization.

What is gender socialization?

'Gender socialization is a process where by humans in the course of social interactions as well as exposure and reactions to diverse information are moulded and continually shaped to culturally appropriate images of femaleness and maleness.

Gender socialization in childhood.

The process of gender socialization begins in early in life. children develop an understanding of gender category at a young age.

→ children have formed, their own gender identity.

Gender socialization in Adolescence

The process of gender socialization continues as adolescents enter the work force.

Firsts job are significantly segregated by sex. Girls work fewer hours and earn less per hour than boys. Higher pay are

dominated by the boys



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Agents of gender socialization
 Parents
 Teachers
 Peers
 Media
 Community

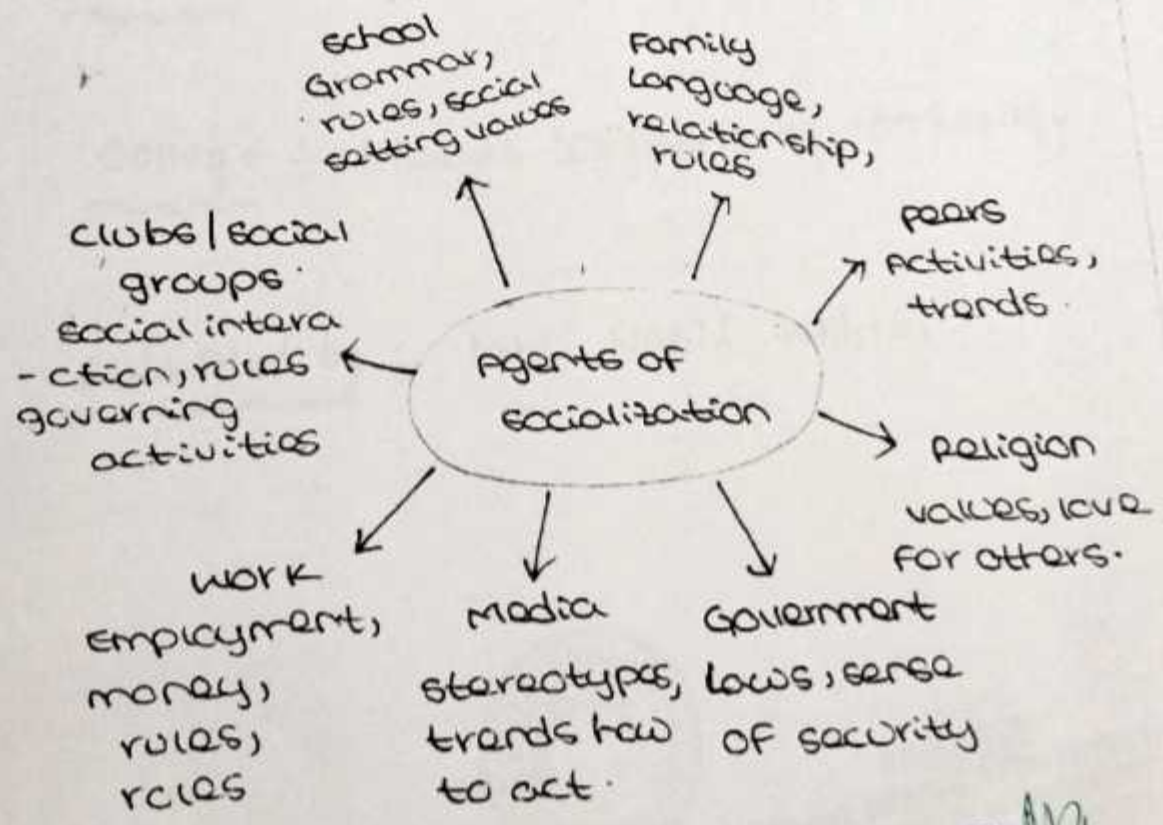
Parents: → parents are typically a child's source of information about gender.

Teachers: → Teachers and school administrators model gender roles and demonstrate the gender.

Peers: → peer interaction also contribute to gender socialization.

Media: → Media, including movies, TV, books, teaches children about what it means to be a boy or a girl.

Community: → Every culture or community has different guidelines about males and female. Some more agents are there:



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GENDER SENSITIZATION
ASSIGNMENT

Name ÷ G. Lingaraju

Roll No ÷ 22191R0039

Class ÷ B. pharmacy 2nd (year) section (A)

College ÷ Bharath Institute of technology

Submitted by ÷ Mrs. Nahid Akhtar




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- Definition of Gender:
- "Sex" biological category
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Gender at work:

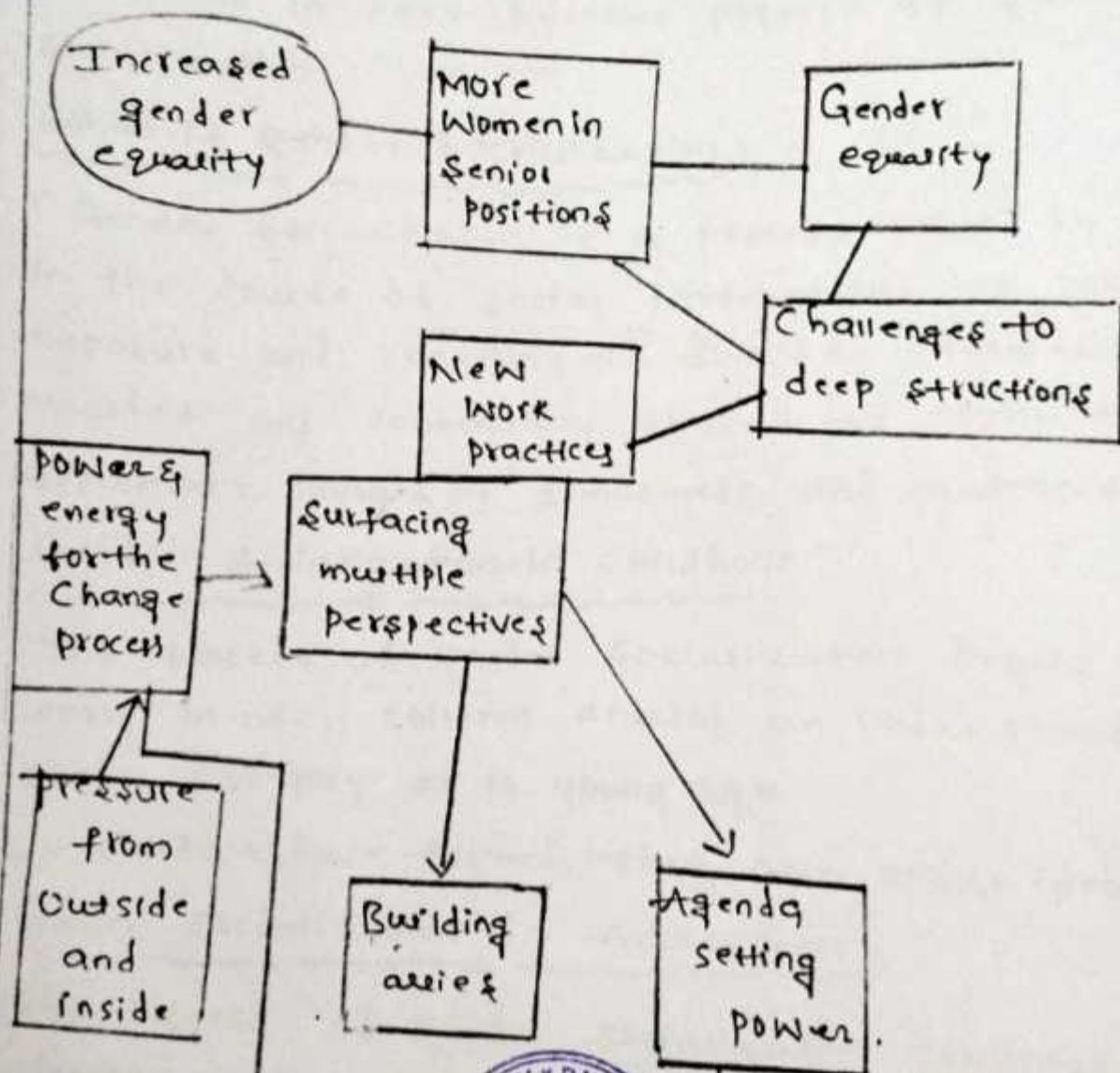
- The family picture is on his desk.
- A solid, responsible family man.



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- The family picture is on HER desk.
- SHE is taking With her co-workers.
- She must be gossiping
- they're getting married
- they'll get more settled
- she's getting married
- she'll get pregnant and leave.

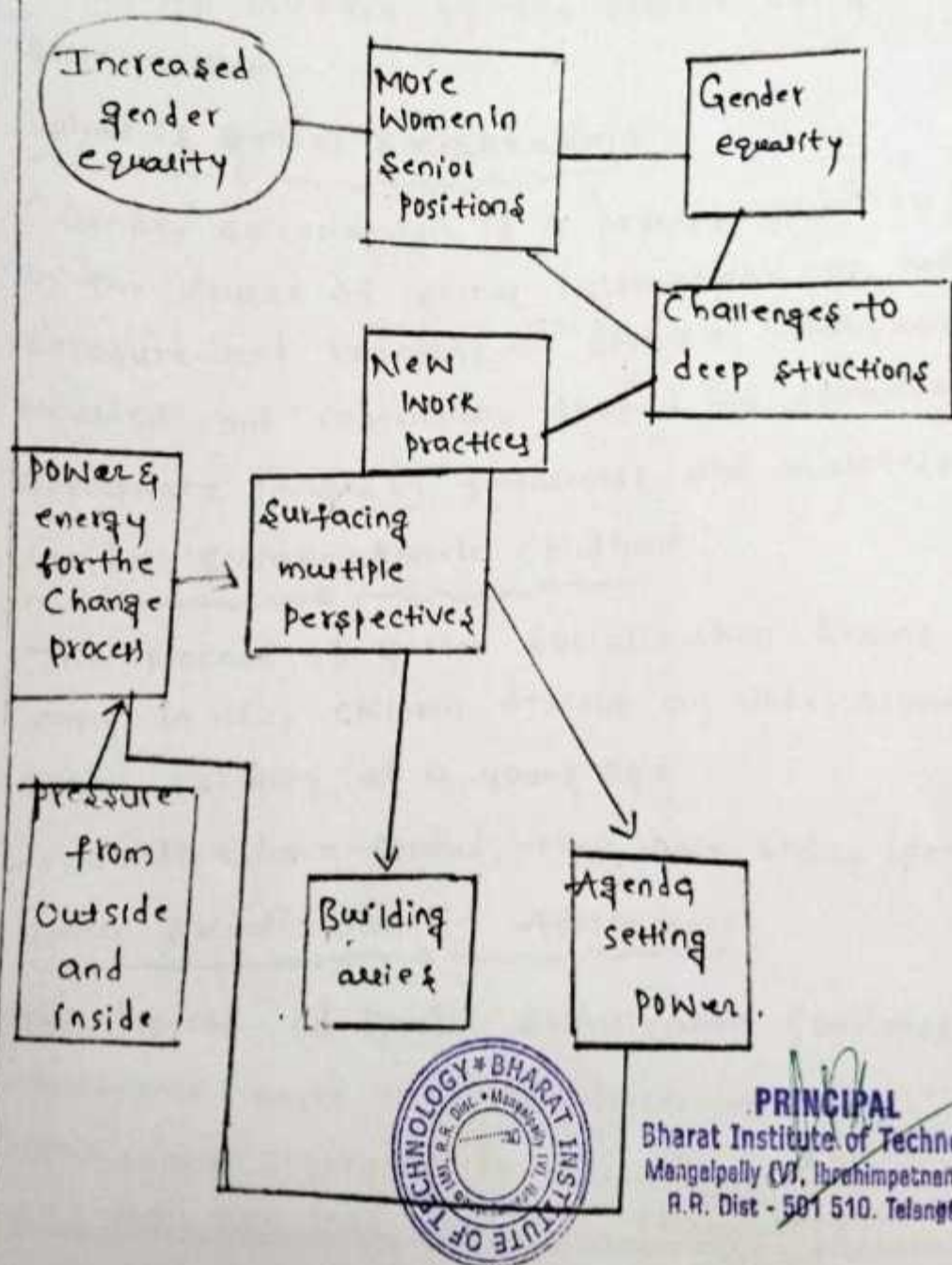
Womens Right at Work place!



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Women's Right at Work place!



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Gender socialization in Adolescence :

The process of gender socialization continues as adolescents enter the work force. First & Job are significantly segregated by sex. Girls work fewer hours and earn less per hour than boys.



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Higher jobs are dominated by the boys.
- Agents of gender socialization

- * Parents
- * Teachers
- * Peers
- * Media
- * Community

Parents : Parents are typically a child's source of information about gender.

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