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UNIVERSITY OF MUMBAI

Revised Syllabus for the S.Y.B.Com.

Program: B.Com.

Course: Foundation Course

**Semester III & IV**

(As Per Credit Based Semester and Grading System with effect from the academic year 2012–2013)Foundation Course

Semester III and IV

B.Com Programme

**From the academic year 2013‐14**

Objectives

• Develop a basic understanding about issues related to human rights violations, ecology and

urban‐rural disparities in access to health and education

• Gain an overview of significant kills required to address competition in career choices

• Appreciate the importance of developing a scientific temper towards technology and its use in

Every day life

**Semester III Total Marks: 100 Lectures: 45**

**Unit 1** **Human Rights Violations and Redressal (10 lectures)**

A. Types and nature of human rights violations faced by vulnerable groups, namely the Scheduled

Castes, Scheduled tribes, Women, Children and Minority communities ( 3 lectures)

B. Human Rights violations faced by People with Disabilities and by the Elderly population (1 lecture)

C. Constitutional provisions and laws protecting the rights of vulnerable groups‐ ( 4 lectures)

Right to Equality, Right to Freedom, Right against Exploitation

Salient features of some important Acts like

The Prevention of Atrocities (Against SC/ST) Act, 1989;

The Domestic Violence Act, 2005;

Vishakha Guidelines for Preventing Sexual Harassment at Workplace, 1997;

The Child Labour (Prohibition and Regulation) Act, 1986;

The Persons With Disabilities (Equal Opportunities, Protection of Rights and Full Participation)

Act, 1995;

D. Redressal mechanisms at the National and State levels‐      ( 2 lectures)

The National Human Rights Commission (NHRC),the SC/ST Commission, the National

Commission for Women; the Minorities Commission

**Unit 2** **Dealing With Environmental Concerns (10 lectures)**

A. Threats to the environment arising from extinction, loss of habitat, degradation of environment,

pollution, and climate change (2 lectures)

B. Some locally relevant case studies of environmental disasters (3 lectures)

C. Concept of Disaster and general effects of Disasters on human life‐ physical, psychological,

economic and social (2 lectures)

D. Dealing with Disasters ‐ Factors to be considered in Prevention, Mitigation (Relief and

Rehabilitation) and disaster Preparedness (2 lectures)

E. Human Rights issues in addressing disasters‐ issues related to compensation, equitable and fair

distribution of relief and humanitarian approach to resettlement and rehabilitation (1 lecture)

**Unit 3** **Science and Technology I (10 lectures)**

A. Development of Science‐ the ancient cultures, the Classical era, the Middle Ages, the

Renaissance, the Age of Reason and Enlightenment ( 2 lectures)

B. Nature of science‐ its principles and characteristics; Science as empirical, practical, theoretical,

validated knowledge (1 lecture)

C. Science and scientific temper‐ significance of observation and experimentation, empirical

explanation and objectivity; scientific temper as a fundamental duty of the Indian citizen (2 lectures)

D. Science and Superstition‐ the role of science in exploding myths, blind beliefs and prejudices;

role of science and scientific temper in promoting tolerance and harmony in social groups (3lectures)

E. Science in everyday life‐ technology, its meaning and role in development; Interrelation and

distinction between science and technology (2 lectures)

**Unit 4** **Soft Skills for Effective Interpersonal Communication (8 lectures)**

A

I) Effective Listening‐ importance and features

II) Verbal and non‐verbal communication; public‐speaking and presentation skills

III) Barriers to effective communication; importance of self‐awareness and body language(3 lectures)

B

I) Formal and Informal communication‐ purpose and types

II) Writing formal applications, Statement of Purpose (SOP) and resume

III) Preparing for Group Discussions, Interviews and Presentations (3 lectures)

C

I) Leadership Skills and Self‐improvement‐ characteristics of effective leadership

II) Styles of leadership and teambuilding (2 lectures)

**Unit 5** **Understanding Issues of Right to Health and Education (7 lectures)**

A

I) Concept and Determinants of Health‐ holistic health including physical and mental well‐being;

food security, adequate nutrition, safe drinking water and sanitation, healthy environment and

working conditions, availability of healthcare and medical services, gender equality

II) Right to Health‐ right to a system of health protection to all without discrimination; right to

prevention, treatment and control of diseases; Access to essential medicines;

III) Issues of access, affordability and availability in promoting Right to Health(4 lectures)

B

I) Right to Education‐ universalization of education and obstacles to free and compulsory

education for all

II) Issues of access, affordability and availability in the education sector III) Contemporary challenges in the Education sector‐increasing privatisation of education,

decreasing fund allocation by Government (3 lectures)

**Unit 6** Projects/Assignments (15 lectures)

Projects/Assignments should be drawn for the component on Internal Assessment from the topics in

**Unit 1 to Unit 5**. Students should be given a list of possible topics‐ at least 3 from each unit at the

beginning of the semester. The project/assignment can take the form of street‐plays/power‐point

presentations/ poster exhibitions and similar other modes of presentation appropriate to the topic;

students can work in groups of not more than 8 per topic. Students must submit a hard/soft copy of the project/assignment before appearing for the semester end exam.

15 lectures will be assigned for project guidance.

Unit 6 will not be assessed in the semester end exam.

Assessment Pattern

The student will be assessed on the basis of Internal Assessment of 40marks and a Semester End Exam of 60marks. The student will have to secure a minimum of 40%marksin aggregate and a minimum of 40% in each component of assessment i.e. 16 out of 40 in Internal Assessment and 24 out of 60 in

Semester End Exam.

Internal Assessment:

­ There will be two mid‐semester tests of 10 marks each on Units 1 and 2 and units 3,4 and 5

respectively;

­ The test will, as far as possible, comprise of objective questions and/or short notes.

­ The student will have to submit an assignment/project for 10 marks before appearing for the

Semester End Exam. This assignment/project will be on any topic from Units 1 to 5 (as explained in Unit

6 in the syllabus) and can take the form of street‐plays/exhibition/power‐point presentations or similar

Other modes suitable to the topic selected; students can work in groups of not more than 8 for the

purpose of this assignment. Students will have to submit a hard/soft copy of the assignment before

appearing for the Semester End Exam. The assignment/project will be assessed for 10 marks.­ 10 marks will be allotted to the overall participation in classroom learning, and skills of

articulation, teamwork and leadership exhibited during the course in organizing related learning

activities, as clarified in the University manual for Credit‐Based Semester System.

Question Paper Pattern

There will be four questions in all with internal divisions as follows:

Question Number 1, 2 and 3 will be on Unit Numbers 1, 2 and 3 respectively each carrying 15 marks.

Each of these questions will be sub‐divided into one long answer question for 9 marks, having internal

choice; and one short answer question for 6 marks having internal choice.

Question number 4 will be on Unit Numbers 4 and 5 and will be short notes, each carrying 5 marks.

Students will have a choice of answering 3 short notes out of 6.

The Question paper therefore will read as follows:

Question 1 (on unit 1) 15 marks

1a) or 1b) long answer (9 marks)

1c) or 1d) short answer (6 marks)

Question 2 (on unit 2) 15 marks

2a) or 2b) long answer (9 marks)

2c) or 2d) short answer (6 marks)

Question 3 (on unit 3) 15 marks

3a) or 3b) long answer (9 marks)

3c) or 3d) short answer (6 marks)

Question 4 (on units 4 and 5) 15 marks

Any three short notes4a, 4b, 4c, 4d, 4e, 4f, 4g (5 marks each)

NOTE: All other rules regarding Standard of Passing, ATKT, etc., will be as per those decided by the

Faculty of Commerce and passed by the Academic Council from time to time.

**Semester IV Total Marks: 100 Lectures: 60**

**Unit 1 Significant Rights of Citizens (10 lectures)**

A. Rights of Consumers‐right to safety, right to be informed, right to choose, right to be heard,

Right to seek redressal, right to consumer education;

Violations of consumer rights and important provisions of the Consumer Protection Act, 1986;

Other important laws to protect consumers, like‐ Indian Contract Act, 1872, Sale of Goods Act,

1930, The Essential Commodities Act, 1955, The Prevention of Food Adulteration Act, 1955, The

Standards of Weights and Measures Act, 1976

Consumer courts and consumer movements (4 lectures)

B. Right to Information‐ Genesis and relation with transparency and accountability; important

provisions of the Right to Information Act, 2005;some success stories (3 lectures)

C. Protection of Citizens’/Public Interest‐Public Interest Litigation, need and procedure to file a PIL;

some landmark cases. (3 lectures)

**Unit 2 Ecology: Approaches, Ethics and Issues (9 lectures)**

A. Understanding approaches to ecology‐ Anthropocentrism, Biocentrism and Eco centrism,

Eco feminism and Deep Ecology (3 lectures)

B. Environmental Ethics‐ Libertarian ethics, Ecologic Extension and Conservation; concept of

intrinsic and extrinsic value of human and non‐human life; eco spirituality. (3 lectures)

C. Some significant principles and issues‐ ‘polluter pays’ principle and global and local issues off air

share of carbon space (3 lectures)

**Unit 3 Science and Technology II (10 lectures)**

A. Technology and Development‐ the interconnectedness between growth of technology and

development of societies (2 lectures)

B. Some significant modern technologies, their basic features and applications: (6 lectures)

Laser Technology‐ Light Amplification by Stimulated Emission of Radiation"; use of laser in

remote sensing ,GIS/ GPS mapping, medical use

Satellite Technology‐ various uses in satellite navigation systems, GPS, and in precise climate

and weather analyses

Information and Communication Technology‐ electronic systems such as telecommunication,

radio, television, video and internet aided by computer‐based information systems;

convergence of various technologies like satellite, computer and digital in the information

revolution of today’s society

Biotechnology and Genetic engineering‐ applied biology and uses in medicine,

pharmaceuticals and agriculture; genetically modified plant, animal and human life

Nanotechnology‐ definition: the study, control and application of phenomena and materials at

length scales below 100 nm; uses in medicine, military intelligence and consumer products

C. Issues of Control, Access and Misuse of Technology (2 lectures)

**Unit 4 Introduction to Competitive Exams (9 lectures)**

A. Basic information on Competitive Exams‐ the pattern, eligibility criteria and local centres:

Exams conducted for entry into professional courses‐ Graduate Record Examinations (GRE),

Graduate Management Admission Test GMAT), Common Admission Test (CAT) and Scholastic

Aptitude Test (SAT)

Exams conducted for entry into jobs by Union Public Service Commission, Staff Selection

Commission (SSC), State Public Service Commissions, Banking and Insurance sectors, and the

National and State Eligibility Tests (NET/SET)for entry into teaching profession

( 3 lectures)

[NOTE: Students will not be tested on above topics]

B. Soft skills required for competitive exams‐

i) Information on areas tested‐ Quantitative Ability, Data Interpretation, Verbal Ability and Logical

Reasoning, Creativity and Lateral Thinking

ii) Motivation‐ concept, theories and types of motivation

iii) Goal‐setting‐ types of goals, SMART goals, Stephen Covey’s concept of human endowment

iv) Time Management‐ effective strategies for time management (6 lectures)

**Unit 5 Urban‐Rural Disparities in Development (7 lectures)**

A. Concept of rural’, ‘tribal’, ‘semi‐urban’ and ‘ urban’; disparity in availability of services like

health, education, transport, electricity and employment ( 2 lectures)

B. Distribution of natural resources like land, water and forests in rural and urban areas; changing

land‐use and impact on rural life ( 2 lectures)

C. Increasing urbanisation and growth of megacities‐ issues of adequate water availability,

affordable housing, transport/traffic congestion, waste management and social tension

(3 lectures)

**Unit 6 Projects/Assignments (15 lectures)**

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beginning of the semester. The project/assignment can take the form of street‐plays/power‐point

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3a) or 3b) long answer (9 marks)

3c) or 3d) short answer (6 marks)

Question 4 (on units 4 and 5) 15 marks

Any three short notes

4a, 4b, 4c, 4d, 4e, 4f, 4g (5 marks each)

NOTE: All other rules regarding Standard of Passing, ATKT, etc., will be as per those decided by the

Faculty of Commerce and passed by the Academic Council from time to time.

Suggested Readings for Foundation Course Semester III and IV

[Note: This is not an exhaustive or prescriptive list; it is merely suggested reading]

**Unit 1 (Human Rights, Consumer Rights, Public Interest)**

Shivananda,J. Human Rights.Alfa Publications,New Delhi,. 2006

Rajawat, M. Human Rights andDalits.Anmol Publications,New Delhi, 2005

Kaushal, R. Women & Human Rightsin India; Kaveri Books,New Delhi, 2000

Bajpai,A. Child Rights in India; Oxford University Press; New Delhi; 2003

Biju, M.R. Human Rightsin aDeveloping Society; Mittal Publications,New Delhi, 2005

Prakash Kumar &Rai, K. B. Rightto Know; Vikas PublishingHouse,NOIDA, 2008

Naib, Sudhir The Rightto InformationAct,2005:AHandbook;OUP,New Delhi; 2011

Sathe, S. P. JudicialActivism in India;OUP;New Delhi, 2002

**Unit 2 (Ecology)**

Satpathy,N. SustainableDevelopment(AnAlternative Paradigm); Karnavati

Publications,Ahmedabad,

Pachauri R.K & 1998Srivastava L.(eds.)Global Partnersfor SustainableDevelopment; Tata

Energy Research Institute,New Delhi; 1994

Shiva, Vandana Ecology and the Politics of Survival: Conflict overNatural Resourcesin

India; Sage Publications, California, 1991

Pereira, W Inhuman Rights: TheWestern System andGlobalHuman Rights Abuse;

Apex Press; 1997

Pereira, W& Asking the Earth: Farms, Forestry and Survival in India; Earthscan

Seabrook J Publications; 1991

Goel, S.L. Encyclopedia ofDisaster Management, Vol. I, II & III;Deep andDeep

Publications Pvt. Ltd.,New Delhi; 2006

Parasuraman S. & Unnikrishnan P.V: IndiaDisasters Report; OxfordUniversity Press,New Delhi, 2000

**Unit 3 (Science and Technology)**

Encyclopaedia of Science and Technology; McGraw ‐ Hill Publication

J B SHaldane Science and Everyday Life ; Macmillan, 1941. Penguin,Ayer Co. 1975

reprint: ISBN0‐405‐06595‐7

KleinmanDaniel Lee Science and Technology in Society;JohnWiley and Sons; 2005

**Unit 4 (Effective Communications Skills)**

Covey, Stephen 7Habits ofHighly Effective People; Free Press, 2004

Iyer, Prakash TheHabit of Winning; Penguin, India; 2011

Goldratt, Eliyahu TheGoal; TheNorthriver Press; 3rd Edition; 2004

Goldratt, Eliyahu It’sNot Luck; TheNorthriver Press; 1994

**Unit 5 (Health, Education,Urban‐Rural Issues)**

AzimPremji The Social Context of Education in India;2004.

Foundation www.azimpremjifoundation.org/;

Higher Education in India;UGC Report; 2003Chaterjee, C Health andHuman Rights; VulnerableGroupsin India, CEHAT, Mumbai

&Sheoran,Gunjan May 2007

Datta, Prabhat TheGreatIndianDivide; Frontline;Volume 21 ‐ Issue 14,Jul. 03 ‐ 16, 2004

Kundu,Amitabh RuralUrban EconomicDisparitiesin India:Database and Trends;

December 2010; http://www.indiapolicyforum.org/node/21