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Item No. 4.30

UNIVERSITY OF MUMBAI



**Revised Syllabus for the S.Y.B.A./B.Sc.**

**Program: B.A./B.Sc.**

**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.A. and B.Sc 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 skills required to address competition in career choices
- Appreciate the importance of developing a scientific temper towards technology and its use in everyday 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, 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 **(3 lectures)**
- 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 team building **(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**

Follow the pattern for respective faculty.

### **Question Paper Pattern**

<b>Q1</b>	<b>Unit One</b>	<b>Essay Type</b>	<b>15 marks.</b>
<b>Q2</b>	<b>Unit Two</b>	<b>Essay Type</b>	<b>15 marks.</b>
<b>Q3</b>	<b>Unit Three</b>	<b>Essay Type</b>	<b>15 marks.</b>
<b>Q4</b>	<b>Unit Four</b>	<b>Essay Type</b>	<b>15 marks.</b>
<b>Q5</b>	<b>Unit Five</b>	<b>Short Note</b> (any 3 out of 5)	<b>15 marks.</b>

The Question paper therefore will read as follows:

<b>Question 1 (on unit 1)</b>		<b>9 marks</b>
1a) or 1b) long answer	(9 marks)	
<b>Question 2 (on unit 2)</b>		<b>9 marks</b>
2a) or 2b) long answer	(9 marks)	
<b>Question 3 (on unit 3)</b>		<b>9 marks</b>
3a) or 3b) long answer	(9 marks)	
<b>Question 4 (on units 4 and 5)</b>		<b>15 marks</b>
Any three short notes 4a or 4b	(15marks)	
<b>Question 5</b>		<b>15 marks</b>
5a) 5b) 5c) 5d) 5e) 5f) 5g)	(15 marks)	

**NOTE: All other rules regarding Standard of Passing, ATKT, etc., will be as per those decided by the Faculty of Arts and the Faculty of Science and passed by the Academic Council from time to time.**

**Semester IV**

**Total Marks: 100**

**Lectures: 60**

**Unit 1 Significant Rights of Citizens**

**(10lectures)**

- 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, Ecofeminism 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 of fair 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 imprecise 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)*

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Any three short notes		
4a or 4b	(15marks)	
<b>Question 5</b>		<b>15 marks</b>
5a) 5b) 5c) 5d) 5e) 5f) 5g)	(15 marks)	

**NOTE: All other rules regarding Standard of Passing, ATKT, etc., will be as per those decided by the Faculty of Arts and the Faculty of Science 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 and Dalits.Anmol Publications, New Delhi, 2005**

**Kaushal, R.**                      **Women & Human Rights in India; Kaveri Books, New Delhi, 2000**

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

**Biju, M.R.**                      **Human Rights in a Developing Society; Mittal Publications, New Delhi, 2005**

**Prakash Kumar & Rai, K. B.**      **Right to Know; Vikas Publishing House, NOIDA, 2008**

**Naib, Sudhir**                      **The Right to Information Act,2005: A Handbook; OUP, New Delhi; 2011**

**Sathe, S. P.**                      **Judicial Activism in India; OUP; New Delhi, 2002**

## **Unit 2 (Ecology)**

**Satpathy, N. Sustainable Development (An Alternative Paradigm); Karnavati Publications, Ahmedabad,**

**Pachauri R.K & 1998Srivastava L. (eds.)Global Partners for Sustainable Development; Tata Energy Research Institute, New Delhi; 1994**

**Shiva, Vandana Ecology and the Politics of Survival: Conflict over Natural Resources in India; Sage Publications, California, 1991**

**Pereira, W Inhuman Rights: The Western System and Global Human Rights Abuse; Apex Press; 1997**

**Pereira, W & Seabrook J Asking the Earth: Farms, Forestry and Survival in India; Earthscan Publications; 1991**

**Goel, S.L. Encyclopedia of Disaster Management, Vol. I, II & III; Deep and Deep Publications Pvt. Ltd., New Delhi; 2006**

**Parasuraman S. & Unnikrishnan P.V: India Disasters Report; Oxford University Press, New Delhi, 2000**

## **Unit 3 (Science and Technology)**

**Encyclopaedia of Science and Technology; McGraw - Hill Publication**

**J B S Haldane Science and Everyday Life ; Macmillan, 1941. Penguin, Ayer Co. 1975**

**reprint: ISBN 0-405-06595-7**

**Kleinman Daniel Lee Science and Technology in Society; John Wiley and Sons; 2005**

## **Unit 4 (Effective Communications Skills)**

**Covey, Stephen 7 Habits of Highly Effective People; Free Press, 2004**

Iyer, Prakash            The Habit of Winning; Penguin, India; 2011

Goldratt, Eliyahu        The Goal; The Northriver Press; 3rd Edition; 2004

Goldratt, Eliyahu        It's Not Luck; The Northriver Press; 1994

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

AzimPremji                The Social Context of Education in India;2004.  
Foundation                [www.azimpremjifoundation.org/](http://www.azimpremjifoundation.org/);

Higher Education in India; UGC Report; 2003

Chaterjee, C                Health and Human Rights; Vulnerable Groups in India, CEHAT, Mumbai  
&Sheoran, Gunjan        May 2007

Datta, Prabhat            The Great Indian Divide; Frontline;Volume 21 - Issue 14, Jul. 03 - 16, 2004

Kundu, Amitabh            Rural Urban Economic Disparities in India: Database and Trends;  
December 2010; <http://www.indiapolicyforum.org/node/21>