

**SVKM's Mithibai College of Arts, Chauhan Institute of Science & Amrutben  
Jivanlal College of Commerce & Economics (AUTONOMOUS)**



**Shri Vile Parle Kelavani Mandal's  
MITHIBAI COLLEGE OF ARTS, CHAUHAN INSTITUTE OF SCIENCE &  
AMRUTBEN JIVANLAL COLLEGE OF COMMERCE AND ECONOMICS  
(AUTONOMOUS)**

*NAAC Reaccredited 'A' grade, CGPA: 3.57 (February 2016),  
Granted under RUSA, FIST-DST & -Star College Scheme of DBT, Government of India,  
Best College (2016-17), University of Mumbai*

Affiliated to the  
**UNIVERSITY OF MUMBAI**

**Program: Bachelor of Arts**

**Course: Foundation Course**

**FYBA/FYBSc/FYBCom**

**Semester I**

**Choice Based Credit System (CBCS) with effect from the Academic year 2022-2023**

*Desai*

**Head of Department**

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### **PROGRAMME SPECIFIC OUTCOMES (PSO'S)**

On completion of Foundation Course-I and II, the learners should be enriched with knowledge and be able to-

- PSO1:** This course is designed to create social awareness at a preliminary level for students across the board.
- PSO2:** To help the students to upgrade their knowledge on current challenges and issues of Indian society.
- PSO3:** The learners will display sensitivity and understanding of various levels of social stratification in India.
- PSO4:** The learners will display sensitivity towards the ecological crisis, better understanding of human nature and social behaviour and be able to function in a humane way in the society.
- PSO5:** The learners will be able to engage in fruitful and enriching dialogue with other peers, critics and intellectuals in the domain of social issues.

### **Preamble**

**With the introduction of Credit Based Semester & Grading System (CBSGS) and continuous evaluation consisting of components of External Assessment & Internal Assessment by the esteemed University from the academic year 2011-12 the earlier existing syllabus of Foundational course for B.A,B.Com and B.Sc courses was restructured according to the CBSGS pattern for implementation from 2011-12.**

**Foundation Course was introduced with an objective to develop a preliminary understanding of significant changes and factors that have influenced the cultural, economic, environmental and political fabric of Indian society. Keeping in tune with the revised syllabi, the committee has introduced themes in lieu with issues of a rapidly changing Indian society. The revised syllabus is an attempt to make students conscious of their role as change makers along with responsibilities towards the ethical well-being of the society. The present syllabus is a balance between the external component of theory exams of 75 marks and an internal component of assignments/presentations for 25 marks.**

**This introductory course on contemporary issues will help the students to develop a well-balanced standpoint for many of the pressing social problems seen in Indian society.**

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**Evaluation Pattern**

The performance of the learner will be evaluated in two components. The first component will be a Continuous Assessment with a weightage of 25% of total marks per course. The second component will be a Semester end Examination with a weightage of 75% of the total marks per course. The allocation of marks for the Continuous Assessment and Semester end Examinations is as shown below:

**a. Details of Internal Continuous Assessment (ICA)**  
25% of the total marks per course:

Continuous Assessment	Details	Marks
Component 1 (ICA-1)	Written Assignment/ Presentation	15 marks
Component 2 (ICA-2)	Internal Test	10 marks


Assessment consists of one class test of 10 marks. Objective type questions. Assignment of 15 marks will be assigned in the second week of the term. Assignment topic must be registered and approved by the subject teacher. Students can select any topic from the given lists of topics.

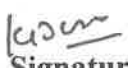
**b. Details of Semester End Examination**

75% of the total marks per course. Duration of examination will be two and half hours.

Question Number	Description	Marks	Total Marks
Q.1 to Q.5	Any 4 out of 5	15 *4	60
Q.6.	(Compulsory question-any unit) Short notes (Attempt any 3 out of 4) OR Case Study	(15 marks in total, 5 mark each)	15
		Total Marks	75

  
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Approved by Vice-Principal

  
Signature  
Approved by Principal

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**FOUNDATION COURSE-I  
SEMESTER-I FYBA/FYCOM/FYBSC**

<b>Program: Bachelors of Arts/ Commerce/Science</b>				<b>Semester: I</b>	
<b>Course: Foundation Course- I</b>					
<b>Academic Year: 2022-23</b>					
<b>Teaching Scheme</b>				<b>Evaluation Scheme</b>	
<b>Lecture(Hours perweek)</b>	<b>Practica I</b>	<b>Tut.</b>	<b>Credit</b>	<b>Internal Continuous Assessment (ICA) (weightage)</b>	<b>Sem End Examinations (SEE) (weightage)</b>
2	Nil	Nil	02	25	75

**Learning Objectives:**

- 1.To create awareness about the pluralistic nature of Indian society.
- 2.To explain the features of the Indian Constitution, Fundamental Rights and Local self-government bodies.
- 3.To create an understanding about disparities in India with reference to gender and differently abled.
- 4.To identify the ethical issues from the new and emerging field of artificial intelligence and to understand the significance of values and ethics.

**Learning Outcomes:**

1. Develops an understanding of the pluralistic structure of India.
2. Demonstrate knowledge about the Indian constitution, Duties of the Indian citizen and the significant aspects of the political process and dynamics in India.
3. Identify issues and challenges emerging from gender disparity in our country and develop an understanding about physical and mental disabilities.
4. Recognize the importance of values and ethics in our everyday life and build an ability to critically analyze ethical issues from the field of artificial intelligence.

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Module	Module Content	Module wise Pedagogy Used	Module Wise Duration (hrs.)	Module wise ReferenceBooks
I	<p><b>Overview Of Indian Society</b></p> <p><b>A. Multi-Cultural Diversity of Indian Society</b></p> <p>i. Multi-cultural diversity of Indian society through its demographic composition</p> <p><b>B. Understanding the concept of diversity and difference</b></p> <p>i. The concept of linguistic diversity in relation to the Indian situation;</p> <p>ii. Regional variations according to rural, urban and tribal characteristics</p>	<p>Awareness and sensitization through role plays, Films/ Documentaries</p>	7	<p>i. Social stratification by Gupta Dipankar</p> <p>ii. Indian society and culture: Continuity and change by Hasnain, Nadeem</p>
II	<p><b>Constitutional Rights and Governance:</b></p> <p><b>A. Philosophy of the Constitution:</b></p> <p>i. Philosophy of the Constitution. ii. Features of the constitution iii. Fundamental Duties</p> <p><b>B. Local Self Government Bodies</b></p> <p>i. 3rd and 74th Constitutional Amendment Acts ii. Urban &amp; Rural Local Self-governments</p>	<p>Lectures, Reviews, videos (e.g., Samvidhan), TED Talks Videos. Moot Court: Fundamental Rights, Use of RTI Act and recent case studies, Panel discussions on constitutional laws</p>	7	<p>Introduction to the Constitution of India, D.D. Basu, Lexis Nexis, 1 Jan 2011.</p> <p>The Constitution of India: its philosophy and basic postulates Pralhad Balacharya Gajendragadkar Published for University College, by Oxford University Press, 1969</p> <p>Revisiting Urban Politics by Dr. Vatsala Shoukla, Aayu Publication, Delhi, 2020</p>

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<p align="center"><b>III</b></p>	<p><b>Understanding the concept of disparity as arising out of stratification and inequality</b></p> <p>A. Gender disparity i. Disparities arising out of gender with special reference to violence against women</p> <p>B. Inequalities faced by people with disabilities i. Understand the issues of people with physical and mental disabilities</p>	<p>Case studies, videos, Class discussions,</p>	<p align="center">7</p>	<p>i. Social stratification, Gupta Dipankar</p>
<p align="center"><b>IV</b></p>	<p><b>Ethical Principles and applications:</b></p> <p><b>A. Significance of Values and Ethics</b> i. Importance of values and ethics in individual development ii. Areas of ethics (descriptive ethics, normative ethics, meta-ethics, and applied ethics)</p> <p><b>B. Ethical dilemmas in Societal challenges</b> i. Ethical Issues with Artificial Intelligence ii. Nature and Role of media in democracy.</p>	<p>Group discussion and debate, Discussion of real-life problem, Discussion on Court Judgments</p>	<p align="center">9</p>	<p>i. Artificial intelligence by Rich, Elaine. 2012</p> <p>ii. Thinking Ethics: How Ethical Values and Standards are Changing by Krasna, Beth, 2006</p>

**List of broad topics for Assignments:**

- Violence against Women
- Problem of Child labour
- Problems of Elderly
- Development projects and human rights violation
- Nature and Role of media in democracy,
- Role of media Increasing crimes & suicides among youth
- Depiction of women in media
- Ethical issues in Reproductive Technologies

**Any other information: Website references can be used for the current information**

**Note: latest edition may be used**

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**Program: Bachelor of Arts**

**Course: Foundation Course**

**FYBA/FYBSc/FYBCom**

**Semester II**

**Choice Based Credit System (CBCS) with effect from the Academic  
year 2022-2023**

*Desai*

**Head of Department**

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**FOUNDATION COURSE-II  
SEMESTER-II  
FYBA/FYCOM/FYBSC**

<b>Program: Bachelors of /Arts/ Commerce /Science</b>				<b>Semester: II</b>	
<b>Course: Foundation course-II</b>					
<b>Year: 2022-2023</b>					
<b>Teaching Scheme</b>				<b>Evaluation Scheme</b>	
<b>Lecture (hours per week)</b>	<b>Practical</b>	<b>Tutorial</b>	<b>Credit</b>	<b>Internal Continuous Assessment (ICA) (weightage)</b>	<b>Sem End Exam(SEE) (weightage)</b>
2	Nil	Nil	2	25	75
<b>Learning Objectives:</b>					
<ol style="list-style-type: none"> <li>To create awareness about Human rights and Constitutional rights.</li> <li>To evaluate different types of stressors and its impact on society and understand the significance of emotional intelligence.</li> <li>To understand the forms and the impact of environmental degradation on society and recognize the role of E-waste management</li> <li>To develop decision making skills and recognize the traits of highly successful teenagers.</li> </ol>					
<b>Learning Outcomes:</b>					
<ol style="list-style-type: none"> <li>Demonstrate knowledge about the Indian constitution, the rights and duties of Indian citizen and the significant aspects of the political process and dynamics in India.</li> <li>Build an understanding about the importance of emotional intelligence and recognize the nature and impact of different stressors on society.</li> <li>Evaluate the impact of environmental degradation on society and understand the significance of E-waste management in today's world.</li> <li>Develop decision making skills and traits of highly successful teenagers.</li> </ol>					



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Module	Module Content	Module Wise Pedagogy Used	Module Wise Duration (hrs.)	Module Wise Reference Books
I	<p><b>Human Rights</b></p> <p><b>A. Meaning and evolution of the concept of 'Human Rights'</b></p> <p>i. Concept of Human Rights; origin and evolution of the concept;</p> <p>ii. The Universal Declaration of Human Rights;</p> <p><b>B. Recognition of Human Rights through Indian Constitution</b></p> <p>i. Human Rights constituents with special reference to Fundamental Rights stated in the Constitution</p> <p>ii. Directive principles</p>	<p>Awareness and sensitization through role plays, Films/Documentaries</p>	7	<p>i. Indian Polity for civil services exam by Laxmikanth, M.</p> <p>ii. Chauhan, O.P. (2004). Human Rights: Promotion and Protection. Anmol Publications PVT. LTD. ISBN 81-261-2119-X.</p>
II	<p><b>Factors of Self and Social Development</b></p> <p><b>A. Stress and Conflict Management</b></p> <p>i. Causes of conflict and stress</p> <p>ii. Types of conflict and stress</p> <p>iii. Methods of resolving conflict and stress</p> <p><b>B. Self-Development</b></p> <p>i. Role of Agents of socialization in individual development</p> <p>ii. Concept of Emotional intelligence for Intra and Interpersonal growth</p>	<p>Films and Practical sessions, presentation</p>	7	<p>i. Stress Management and Relaxation Activities for Trainers by Epstein, Robert</p> <p>ii. Organizational Behaviour – John W. Newstrom and Keith Davis, Tata McGraw Hill</p>

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III	<p><b>Environmental Issues and Strategies:</b></p> <p><b>A. Environment degradation</b>          Concept of Environment degradation          Forms, Causes and Effects of Environment degradation</p> <p><b>B. E-waste management</b>          Concept of E-waste management          Challenges and Opportunities of E-waste management</p>	Videos, case studies and presentation		<p>i. Perspectives in environmental studies by Kaushik Kaushik</p> <p>ii. Environmental issues in india.,2011.</p>
IV	<p><b>Skills for Personal Effectiveness</b></p> <p><b>A. Decision-Making Skills</b></p> <p>i. Importance of Decision making          ii. Strategies to improve Decision making          iii. Challenges in the Process of Decision-Making</p> <p><b>B. Traits of Highly Effective Teenagers</b></p> <p>7 Habits of highly effective teens</p>	Training videos, lectures, Games based on such specific skill	7	<p>i. Decision Making : And Problem-Solving Strategies, Adair, J,2007</p> <p>ii. The 7 Habits of Highly Effective Teens Covey. S, 2011</p>

**List of broad topics for Assignments:**

- Yoga for Healthy lifestyle
- Yoga and Mental Health
- Time management (Techniques, Effective TM, Hurdles)
- Decision Making (Strategies, Challenges)
- Emotional Intelligence at workplace
- Evolution and Impact of SQ

**Any other information: Website references can be used for the current information**

**Note: latest edition may be used**