



**HSNC University Mumbai**

(2020-2021)

Syllabus

With Respect to

Choice Based Credit System

(CBCS)

For the Programmes Under

**The Faculty of Humanities**

For the Course

**Bachelor of Arts, Science and Commerce**

**(B. A., B.Sc., B.Com.)**

In the subject of

**Foundation Course in Contemporary India: Society and State - I**

**Curriculum – First Year Undergraduate Programmes**

**Semester-I**

*(To be implemented from Academic Year 2020-2021)*

**Part I**

**R. \*\*\*\* :** The Definitions Of The Key Terms Used In The Choice Based Credit System And Grading System Introduced From The Academic Year 2020-2021 Are As Under:

**Outline of the Choice Based Credit System as outlined by the University Grants Commission:**

1. **Core Course:** A course, which should compulsorily be studied by a candidate as a core requirement is termed as a Core course.

2. **Elective Course:** Generally, a course which can be chosen from a pool of courses and which may be very specific or specialized or advanced or supportive to the discipline/subject of study or which provides an extended scope or which enables exposure to some other discipline/subject/domain or nurtures the candidate's proficiency/skill is called an Elective Course.

2.1 **Discipline Specific Elective (DSE) Course:** Elective courses may be offered by the main discipline/subject of study is referred to as Discipline Specific Elective. The University/Institute may also offer discipline related Elective courses of **interdisciplinary** nature (to be offered by main discipline/subject of study).

2.2 **Dissertation/Project:** An elective course designed to acquire Special/advanced knowledge, such as supplement study/support study to project work, and a candidate studies such a course on his own with advisory support by a teacher/faculty member is called dissertation/project. A Project / Dissertation work would be of 6 credits. A Project / Dissertation work may be given in place of a discipline-specific elective paper.

2.3 **Generic Elective (GE) Course:** An elective course chosen generally from an unrelated discipline/subject, to seek exposure is called a Generic Elective.

P.S.: A core course offered in a discipline/subject may be treated as an elective by another discipline/subject and vice versa and such electives may also be referred to as Generic Elective.

3. **Ability Enhancement Courses (AEC):** The Ability Enhancement (AE)

Courses may be of two kinds: Ability Enhancement Compulsory Courses (AECC) and Skill Enhancement Courses (SEC). "AECC" courses are the courses based upon the content that leads to Knowledge enhancement;

SEC courses are value-based and/or skill-based and are aimed at providing hands-on-training, competencies, skills, etc.

**4. Choice Based Credit System (CBCS)**

CBCS allows students to choose inter-disciplinary, intra-disciplinary courses, skill-oriented papers (even from other disciplines according to their learning needs, interests and aptitude) and more flexibility for students.

### **5. Honours Program**

To enhance employability and entrepreneurship abilities among the learners, through aligning Inter-Disciplinary / Intra Disciplinary courses with Degree Program. Honours Program will have 40 additional credits to be undertaken by the learner across three years essentially in Inter / Intra Disciplinary course.

A learner who joins Regular Undergraduate Program will have to opt for the Honours Program in the first year of the Program. However, the credits for honours, though divided across three years can be completed within three years to become eligible for award of honours Degree.

### **6. Program:**

A Program is a set of course that are linked together in an academically meaningful way and generally ends with the award of a Degree Certificate depending on the level of knowledge attained and the total duration of the study.

### **7. Course:**

A ‘course’ is essentially a constituent of a ‘program’ and may be conceived of as a composite of several learning topics taken from a certain knowledge domain, at a certain level. All the learning topics included in a course must necessarily have academic coherence, i.e. there must be a common thread linking the various components of a course. Several linked courses considered together are in practice, a ‘program’.

### **8. Bridge Course:**

Bridge course is visualized as Pre semester preparation by the learner before the commencement of regular lectures. For each semester the topics, whose knowledge is considered as essential for effective and seamless learning of topics of the Semester, will be specified. The Bridge Course can be conducted in online mode. Online content can be created for the Bridge Course Topics.

### **9. Module and Unit:**

A course which is generally an independent entity having its own separate identity is also often referred to as a ‘Module’ in today’s parlance, especially when we refer to a ‘modular curricular structure’. A module may be studied in conjunction with other learning modules or studied independently. A topic within a course is treated as a Unit.

### **10. Self-Learning:**

**20% of the topics will be marked for Self-Learning.** Topics for Self-Learning are to be learned independently by the student, in a time-bound manner, using online and offline resources including online lectures, videos, library, discussion forums, fieldwork, internships etc.

Evaluative sessions (physical/online), equivalent to the credit allocation of the Self Learning topics, shall be conducted, preferably, every week for each course. Learners are to be evaluated in real-time during evaluative sessions. The purpose of evaluative sessions is to assess the level of the students' learning achieved in the topics earmarked for Self-Learning.

The teacher's role in these evaluative sessions will be that of a Moderator and Mentor, who will guide and navigate the discussions in the sessions, and offer concluding remarks, with proper reasoning on the aspects which may have been missed by the students, in the course of the Self-Learning process.

The modes to evaluate self-learning can be a combination of the various methods such as written reports, handouts with gaps and MCQs, objective tests, case studies and Peer learning. Groups can be formed to present self-learning topics to peer groups, followed by Question and Answer sessions and open discussion. The marking scheme for Self Learning will be defined under Examination and Teaching.

The topics stipulated for self-learning can be increased or reduced as per the recommendations of the Board of Studies and Academic Council from time to time. All decisions regarding evaluation need to be taken and communicated to the stakeholders preferably before the commencement of a semester. Some exceptions may be made in exigencies, like the current situation arising from the lockdown, but such ad hoc decisions are to be kept to the minimum possible.

### **11. Credit Point:**

Credit Point refers to the 'Workload' of a learner and is an index of the number of learning hours deemed for a certain segment of learning. These learning hours may include a variety of learning activities like reading, reflecting, discussing, attending lectures/counselling sessions, watching especially prepared videos, writing assignments, preparing for examinations, etc. Credits assigned for a single course always pay attention to how many hours it would take for a learner to complete a single course successfully.

### **12. Credit Completion and Credit Accumulation:**

Credit completion or Credit acquisition shall be considered to take place after the learner has successfully cleared all the evaluation criteria concerning a single course. Learner level of performance above the minimum prescribed level (viz. grades/marks obtained) has no bearing on the number of credits collected or acquired. A learner keeps on adding more and more credits as

he completes successfully more and more courses. Thus the learner ‘accumulates’ course wise credits.

### **13. Credit Bank:**

A Credit Bank in simple terms refers to stored and dynamically updated information regarding the number of Credits obtained by any given learner along with details regarding the course/s for which Credit has been given, the course-level, nature, etc. Also, all the information regarding the number of Credits transferred to different programs or credit exemptions given may be stored with the individual’s history.

### **14. Credit Transfer:**

(Performance transfer) When a learner completes a program, he/she is allowed to transfer his/her past performance to another academic program having some common courses and Performance transfer is said to have taken place.

### **15. Course Exemption:**

Occasionally, when two academic programs offered by a single university or by more than one university, may have some common or equivalent course-content, the learner who has already completed one of these academic programs is allowed to skip these ‘equivalent’ courses while registering for the new program. The Learner is ‘exempted’ from ‘relearning’ the common or equivalent content area and from re-appearing for the concerned examinations. It is thus taken for granted that the learner has already collected in the past the credits corresponding to the exempted courses.

## Part II

**Note: The Ordinances and Regulations given below apply to Under Graduate Programmes of the University.**

**O\*\*\*\*\***

The minimum duration of the Under Graduate Programme will be of 3 years in the Semester pattern i.e. from Sem. I to Sem. VI.

The degree will be awarded to a learner who completes 120 credits of the programme in a period of 3 to 6 years from the year of enrolment to semester VI.

If a learner does not earn 120 credits in 12 semesters from the year of enrolment to semester I, he/she may at his/her option transfer his/her performance in the existing/new program after establishing an equivalence between old and new syllabus. Such a performance transfer will be decided by the Board of Studies / Ad-hoc Board / Ad hoc Committee of the concerned subject. The admission to the program will be governed by the existing rules

**O\*\*\*\*\* The fees for the transfer of credits or performance will be based on the number of credits that a learner has to complete for the award of the degree.**

**R \*\*\*\*** Credits earned at one institution for one or more courses under a given program will be accepted under another program either by the same institution or another institution either through Direct Performance Transfer or Course exemption.

**R\*\*\*\* The Scheme of Teaching and Examination:**

The Scheme of Teaching and Examination shall be divided into **TWO** components, **internal assessment and External assessment** (semester-end examination) for each course of the program.

The performance of the learners shall be evaluated in two components: Internal Assessment with 40% marks by way of continuous evaluation and by Semester End Examination with 60% marks by conducting the theory examination.

*Internal Assessment: - It is defined as the assessment of the learners based on continuous evaluation as envisaged in the credit-based system by way of participation of learners in various academic and correlated activities in the given semester of the programme.*

**A). Internal Assessment – 40%**

**40 marks**

**1. For Theory Courses**

Sr. No.	Particulars	Marks
1	<b>ONE</b> class test / online examination to be conducted in the given semester	15 Marks
2	One assignment based on curriculum (to be assessed by the teacher Concerned	10 Marks
3	Self-Learning Evaluation	10 Marks
4	Active participation in routine class instructional deliveries	05 Marks

## 2. For Practical Courses

Sr. No.	Particulars	Marks
1	Semester End Practical Examination	15 Marks
	Journal	
	Viva	
	Laboratory Work	
2.	One assignment/project with the class presentation to be assessed by teacher concerned	10 Marks
	Presentation	
	Written Document	
3	Self-Learning Evaluation	10 Marks
4	Active participation in routine class / Laboratory instructional deliveries	05 Marks

➤ **Project and Assignment:**

- Project or Assignment, which can in the following forms
  - Case Studies
  - Videos
  - Blogs
  - Research paper (Presented in Seminar/Conference)
  - Field Visit Report
  - Presentations related to the subject (Moot Court, Youth Parliament, etc.)
  - Internships (Exposition of theory into practice)
  - Open Book Test
  - Any other innovative methods

➤ **Self-Learning Evaluation**

- 20% of the topics of the curriculum are learned by the student through self-learning using online/offline academic resource specified in the curriculum. Hence 20% of the lectures shall be allocated for evaluation of students on self-learning topics.
- The identified topics in the syllabus shall be learnt independently by the students in a time-bound manner preferably from online resources. Evaluative sessions shall be conducted by the teachers and will carry 10 Marks.
- club the self-learning topics into 3-4 groups of topics only for evaluation.
- Prescribe time duration (in days) for completion of each group of the topic and earmark self-learning evaluation lectures in the timetable. Hence each group of the topic can be assigned 3 regular lectures for this evaluation for the entire class.

**3 Sub Topics**

Each evaluative session shall carry 3 Marks (3 x 3 Units = 9 Marks). Students who participate in all evaluative sessions shall be awarded 1 additional Mark.

**4 Sub Topics**

Each evaluative session shall carry 2.5 Marks (2.5 x 4 Units = 10 Marks).

- Evaluation of self-learning topics can commence in regular lectures assigned for self-learning evaluation in the timetable
- All students will actively participate in the presentation of each of the sub-topics.



- SUGGESTIVE Methods for Evaluation of Self-learning topics IN LECTURES:
  - Seminars/presentation (PPT or poster), followed by Q&A
  - Objective questions /Quiz / Framing of MCQ questions.
  - Debates
  - Group discussion
  - You-Tube videos (Marks shall be based on the quality and viewership)
  - Improvisation of videos
  - Role Play followed by question-answers
  - Viva Voce
  - Any other innovative method

Student can be evaluated based on the quality of presentation, quality of q & a, the framing of the quiz, conduct of quiz, performance in debate etc

- Teachers can frame other methods of evaluation also provided that the method, duly approved by the college examination committee, is notified to the students at least 7 days before the commencement of the evaluation session and is forwarded for information and necessary action at least 3 days before the commencement of the evaluation session.

**SEMESTER END EXAMINATION:** - It is defined as the examination of the learners based on performance in the semester-end theory / written examinations.

**B. Semester End Examination- 60 %**

**60 Marks**

- 1) Duration – These examinations shall be of 2 hours duration.
- 2) Question Paper Pattern: -
  - i. There shall be four questions each of 15 marks.
  - ii. All questions shall be compulsory with internal choice within the questions.
  - iii. The question may be sub-divided into sub-questions a, b, c, d & e only and the allocation of marks depends on the weightage of the topic.

The marks of the internal assessment should not be disclosed to the students till the results of the corresponding semester is declared by the University.

## **Part –I**

### **Preamble**

Foundation Course is an inter-disciplinary course for First Year students and introduces the discernible issues in contemporary Indian state and society. Globalization has opened opportunities to engage with the world on economic-socio and cultural front however widening socio-economic inequality on the domestic front has created obstacles in the realization of justice for the vulnerable groups and a liberal and developed nation. Issues arising out of inequality have engaged political, social and intellectual discourses alike. Addressing questions of socio-political and economic justice requires a primary understanding of the existing issues and involvement of various sections of the society including media and NGOs. The study of the Indian Constitution is important to understand the values so deeply enshrined in our polity and society and for its relevance in contemporary times.

#### **1. Course Aims and Objectives:**

- To help students appreciate the guiding values and the diversity of the Indian society.
- To make them understand the causes and impact of inequality on the development of India.
- Sensitize the students towards gender identities.

#### **2. Learning Outcomes:**

- Value based principles underpinning behavior.
- Awareness of diversity and contemporary issues of state and society.
- A more sensitized gender attitude.

#### **3. Process adopted for curriculum designing:**

A team was constituted with two internal members and after discussion personally, via mail and messages, the changes in the syllabus were introduced. Inputs from the members

of the Board of Studies were incorporated and finalized. Project and online learning is included for assessment purpose.

**4. Salient features, how it has been made more relevant:**

The Foundation Course involves topics relevant to the understanding of modern Indian society. The course focuses on the various diversities in India and covers a wide range of topics, including politics, economy, society, religion, in order to understand their critical interplay in contemporary India. The total credits for a three-year UG programme has been kept as 120 credits (20 credits per semester). Each course has four units throughout the programme with 100 marks. Internal (formative assessment) and external (summative assessment) examination is in the ratio of 40:60.

The current course is designed to enhance the knowledge and understanding of the subject and sensitise the students to issues of contemporary Indian state and society.

**5. Input from stakeholders :**

There are modifications suggested by the internal and external experts to make the syllabus holistic and relevant.

### Part 3: Detail Scheme Theory

#### First Year - Semester – I - Units – Topics – Teaching Hours/ Lectures

S. N	Subject Code	Subject Unit Title		Hours	Total No. of Lectures	Credits	Total Marks
1	UC-FCO-106  Foundation Course I	I	Values of Indian Freedom Struggle	11	45 L	2	100  (60+40)
		II	Indian Society- Diversity	12			
		III	Social Stratification and Inequality	11			
		IV	Understanding Gender	11			
		TOTAL					

- **Lecture Duration – 48 Minutes (45 Lectures equivalent to 36 hours)**
- **One Credit = 18 hours**

L: Lecture: Tutorials P: Practical Ct-Core Theory, Cp-Core Practical, SLE- Self learning evaluation CT-Commutative Test, SEE- Semester End Examination , TA-Teacher Assessment

## **First Year Semester – I Units – Topics – Teaching Hours/Lectures**

**Curriculum Topics along with Self-Learning topics** - To be covered, through self-learning mode along with the respective unit. Evaluation of self-learning topics to be undertaken before the concluding lecture instructions of the respective unit.

### **UC-FCO-106 Foundation Course I - Contemporary India: Society and State (Total Lectures: 45)**

#### **Unit-1: Values of Indian Freedom Struggle**

**[11 Lectures]**

- 1.1. Concept and significance of values.
- 1.2. Brief history of India's freedom struggle (1857-1947).
- 1.3. Values of patriotism, tolerance, fraternity, equality, secularism, anti-colonialism, anti-racialism, anti-imperialism, *swadeshi* and world peace.

#### **Unit -2: Indian Society - Diversity**

**[12 Lectures]**

- 2.1. Concept of diversity and multiculturalism.
- 2.2 Understand India's social, cultural and regional diversity: ethnicity, religion, language.
- 2.3. State policy, social acceptance and roadblocks towards appreciation and promotion of diversity.

#### **Unit -3: Social Stratification and Inequality**

**[11 Lectures]**

- 3.1. Meaning and types of social stratification.
- 3.2 Issues of casteism, communalism, linguism and regionalism.
- 3.3 . Social movements to combat inequality.

#### **Unit-4: Understanding Gender**

**[11 Lectures]**

- 4.1. Concept of gender, patriarchy and feminism.
- 4.2 Exploring gender diversity - LGBTQ.
- 4.3 Measures to attain gender equality- women's movement in India.

### Self-Learning topics (Unit wise)

Sub Unit	Topics
1.	Freedom struggle: landmark movements
2.	Plurality and cultural diversity
3.	National Integration
4.	Gender differences and gender roles

### Online Resources

<a href="http://egyankosh.ac.in/handle/123456789/25899">http://egyankosh.ac.in/handle/123456789/25899</a> <a href="http://hdl.handle.net/123456789/25904">http://hdl.handle.net/123456789/25904</a>
<a href="http://egyankosh.ac.in/handle/123456789/20917">http://egyankosh.ac.in/handle/123456789/20917</a>
<a href="http://egyankosh.ac.in/handle/123456789/37372">http://egyankosh.ac.in/handle/123456789/37372</a>
<a href="http://egyankosh.ac.in/handle/123456789/63518">http://egyankosh.ac.in/handle/123456789/63518</a>
<a href="http://egyankosh.ac.in/handle/123456789/34048">http://egyankosh.ac.in/handle/123456789/34048</a>
<a href="http://egyankosh.ac.in/handle/123456789/54483">http://egyankosh.ac.in/handle/123456789/54483</a>
<a href="http://egyankosh.ac.in/handle/123456789/55044">http://egyankosh.ac.in/handle/123456789/55044</a>

### List of reference books: Semester I

1. Ahuja Ram (2014), *Social Problems in India*, Jaipur: Rawat Publication.
2. Bennet, C.J. (1980), "The Morphology of Language Boundaries: Indo-Aryan and Dravidian in peninsular India", *Journal of Borderland Studies*, Issue 3, Vol.16, Taylor and Francis.
3. Chandra Bipan (1984), *Communalism in Modern India*, Delhi: Vikas Publishing House.
4. Chatterjee Sushma (2000) *Indian Women from Darkness to Light*, Calcutta: Parumita Publications.
5. Desai, A.R. (1959), *Social Background of Indian Nationalism*, Bombay: Popular Prakashan.

6. Deshta Sunil, Kashyap Sunita (2014), *Fundamental Duties of Citizens*. Delhi: Regal Publications.
7. Dubey S.C. (2018), '*Indian Society*', National Book Trust.
8. Furer Christoph Von-Haimendorf (1992), *Tribes of India, the Struggle for Survival*, Berkely: University of California Press.
9. Ganesh, Kamala, Thakkar (2005), "*Culture and the making of Identity in Contemporary India*" Usha, Sage Publication, New Delhi,
10. Harvey Carol P and Allard June M (2005), *Understanding and managing Diversity Readings Cases, and Exercises*; New Delhi: Prentice Hall of India.
11. Joshi PC (1989), *Culture Communication and Social Change*, New Delhi: Vikas Publishing House.
12. Managi and Kumar (2009), *The Economics of Sustainable Development: The Case of India*, New York: Springer.
13. Pattanaik Bikram K (2006), *Social and Human Well Being Selected Perspectives*; Ambala: The Associated Press.
14. Patra, A.D. (2010), *Infrastructure, Development and Regional Disparity: An interstate analysis*, Indian Economics Association , Deep and Deep Publications.
15. Suresh Jayshree, Raghavan, B.S (2003), *Human Values and Professional Ethics*. New Delhi: S Chand

## II Journals and Magazines

1. AIDWA
2. Economic and Political Weekly of India
3. Frontline
4. India Today
5. Man and Development
6. One India One People

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# **Foundation Course in Contemporary India: Society and State-II**

## **Curriculum – First Year Undergraduate Programmes**

### **Semester –II**

#### **Part –I**

#### **Preamble**

Foundation Course is an inter-disciplinary course for First Year students and introduces the discernible issues in contemporary Indian state and society. Globalization has opened opportunities to engage with the world on economic-socio and cultural front however widening socio-economic inequality on the domestic front has created obstacles in the realization of justice for the vulnerable groups and a liberal and developed nation. Issues arising out of inequality have engaged political, social and intellectual discourses alike. Addressing questions of socio-political and economic justice requires a primary understanding of the existing issues and involvement of various sections of the society including media and NGOs. The study of the Indian Constitution is important to understand the values so deeply enshrined in our polity and society and for its relevance in contemporary times.

#### **6. Course Aims and Objectives:**

- To enable students to understand the significance of human rights.
- To explain the students basic tenets of Indian constitution.
- To help students examine and explore the efforts made towards an equitable, tolerant and sustainable society.
- To comprehend the role of media in a democratic state for social development.

#### **7. Learning Outcomes:**

- Attainment of basic understanding of human rights.
- Knowledge of Fundamental Rights, Directive Principles of State Policy and Fundamental Duties.
- Awareness of sustainable communities and role of media in social development.



#### **8. Process adopted for curriculum designing:**

A team was constituted with two internal members and after discussion personally, via mail and messages, the changes in the syllabus were introduced. Inputs from the members of the Board of Studies were incorporated and finalized. Project and online learning is included for assessment purpose.

#### **9. Salient features, how it has been made more relevant:**

The Foundation Course involves topics relevant to the understanding of modern Indian society. The course focuses on the various diversities in India and covers a wide range of topics, including politics, economy, society, religion, in order to understand their critical interplay in contemporary India. The total credits for a three-year UG programme has been kept as 120 credits (20 credits per semester). Each course has four units throughout the programme with 100 marks. Internal (formative assessment) and external (summative assessment) examination is in the ratio of 40:60.

The current course is designed to enhance the knowledge and understanding of the subject and sensitise the students to issues of contemporary Indian state and society.

#### **10. Input from stakeholders :**

There are modifications suggested by the internal and external experts to make the syllabus holistic and relevant.

### Part 3: Detail Scheme Theory

#### First Year - Semester – II Units – Topics – Teaching Hours/ Lectures

S. N	Subject Code	Subject Unit Title		Hou rs	Total No. of Lectures	Cre dits	Total Marks
1	UC-FCO-206 Foundation Course II	I	Human Rights	11	45 L	2	100  (60+40)
		II	Constitution of India	12			
		III	Sustainable Community Development	11			
		IV	Society and Media	11			
		TOTAL					

- **Lecture Duration – 48 Minutes (45 Lectures equivalent to 36 hours)**
- **One Credit = 18 hours**

L: Lecture: Tutorials P: Practical Ct-Core Theory, Cp-Core Practical, SLE- Self learning evaluation CT-Commutative Test, SEE- Semester End Examination , TA-Teacher Assessment

**Curriculum Topics along with Self-Learning topics** - To be covered, through self-learning mode along with the respective unit. Evaluation of self-learning topics to be undertaken before the concluding lecture instructions of the respective unit.

**UC-FCO-206 Foundation Course II - Contemporary India: Society and State -II (Total Lectures: 45)**

**Unit-1: Human Rights**

**[11 Lectures]**

- 1.1 Concept, origin and development of Human Rights.
- 1.2 Universal Declaration of Human Rights.
- 1.3. National Human Rights Commission.

**Unit -2: Constitution of India**

**[12 Lectures]**

- 2.1 Philosophy and basic structure of the constitution- main body and schedules.
- 2.2 Fundamental Rights.
- 2.3 Directive Principles.

**Unit -3: Sustainable community development**

**[11 Lectures]**

- 3.1. Concept of sustainability, need and relevance.
- 3.2 UN Sustainable Development Goals.
- 3.3 Community efforts to adopt sustainable development.

**Unit-4: Society and Media**

**[11 Lectures]**

- 4.1. Types of media- traditional, new media and social media.
- 4.2 Role of media in disseminating information on current issues.
- 4.3 Media and human rights - threats to freedom of expression.

### Self-Learning topics (Unit wise)

Sub Unit	Topics
1.	Human rights approaches
2.	Fundamental Duties
3.	Community Organization as a method of social work
4.	Social media in a knowledge society

### Online Resources

<a href="http://egyankosh.ac.in/handle/123456789/38790">http://egyankosh.ac.in/handle/123456789/38790</a>
<a href="http://egyankosh.ac.in/handle/123456789/57865">http://egyankosh.ac.in/handle/123456789/57865</a>
<a href="http://egyankosh.ac.in/handle/123456789/17221">http://egyankosh.ac.in/handle/123456789/17221</a>
<a href="http://egyankosh.ac.in/handle/123456789/55062">http://egyankosh.ac.in/handle/123456789/55062</a>
<a href="http://egyankosh.ac.in/handle/123456789/44345">http://egyankosh.ac.in/handle/123456789/44345</a>
<a href="http://egyankosh.ac.in/handle/123456789/22990">http://egyankosh.ac.in/handle/123456789/22990</a>

### List of reference books

### Semester II

1. Aggarwal Vir Bala (2002), *Media and Society: Challenges and Opportunities*, New Delhi: Concept Publishing Company.
2. Deshta Sunil (2014), *Fundamental Duties of Citizens*, Regal Publications.
3. Gadgil Madhav & Guha Ramchandra (1995), *Ecology and Equity: The Use and Abuse of Nature in Contemporary India*, Penguin Books India.
4. Managi and Kumar (2009), *The Economics of Sustainable Development: The Case of India*. New York: Springer.
5. Mc Lufian, Marshall (1964), *Understanding Media: the Extensions of Man* London: Routledge and Keagan Pau.

6. Murray G. Ross, (1955) *Community Organisation*, New York: Harper and Row Publishers.
7. O'Shaughnessy, M. (2002), *Media and Society: An Introduction*. Oxford: Oxford University Press.
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9. Pylee, M. V (2008), *An Introduction to the Constitution of India*, New Delhi: Vikas Publishing House.
10. Rex A. Skidmore, (1976) *Introduction to Social Work*, New Jersey: Prentice Hall Inc.
11. Sekhsaria, Pankaj. (2007), "Conservation in India and the Need to Think Beyond Tiger vs Tribal", *Biotropica*, (Published Quarterly), Vol. 39, No. 5 (Sep., 2007), Association for Tropical Biology and Conservation, pp. 575-577.
12. UNDP Human Development Reports – India.

## II Journals and Magazines

1. AIDWA
2. Economic and Political Weekly of India
3. Frontline
4. India Today
5. Man and Development
6. One India One People

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For the Course

**Self-Finance Courses – BMS/BAF/BFM/BBI**

In the subject of

**Foundation Course I in**

**Indian Society and State: Contemporary Issues**

**Curriculum – First Year Undergraduate Programmes**

**Semester - I**

**Part –I**

**Preamble**

Foundation Course is an inter-disciplinary course for First Year students and introduces the discernible issues in contemporary Indian state and society. Globalization has opened opportunities to engage with the world on economic-socio and cultural front however widening socio-economic inequality on the domestic front has created obstacles in the realization of justice for the vulnerable groups and a liberal and developed nation. Issues arising out of inequality have engaged political, social and intellectual discourses alike. Addressing questions of socio-political and economic justice requires a primary understanding of the existing issues and involvement of various sections of the society including media and NGOs. The study of the Indian Constitution is important to understand the values so deeply enshrined in our polity and society and for its relevance in contemporary times. The course will also enable the students to understand issues of human personality, issues in stress and motivation. It will give them an understanding of organizational behavior and good leadership qualities.

## **SEMESTER-I**

### **1. Course Aims and Objectives:**

- To understand the pluralistic nature of Indian society.
- To sensitize the students about gender disparity in the society.
- To explain significance of human rights and understand the tenets of Indian Constitution.
- To create awareness about growing social and environmental problems in India.

### **2. Learning outcomes:**

- Enhanced understanding of current challenges and issues of Indian society.
- A sensitized approach towards social problems plaguing Indian society ability to address the same.
- Increased awareness towards environmental issues.

### **3. Process adopted for Curriculum designing:**

The department conducted multiple meetings with academic partners and industry partners. After discussions with them, the changes in the syllabus were introduced. Inputs from the members of the Board of Studies were incorporated and finalized. Project and online learning is included for assessment purpose.

### **4. Salient features, how it has been made more relevant:**

After discussion and interaction with industry partners and understanding requirement of the industry certain changes in the syllabus were introduced.

### **5. Input from stakeholders :**

There are modifications suggested by the internal and external experts to make the syllabus holistic and relevant.

### Part 3: Detail Scheme Theory

#### First Year Semester – I Units – Topics – Teaching Hours/ Lectures

S. N	Subject	Subject Unit Title		Hou rs/L ectu res	Total No. of Lectures	Cre dits	Total Marks
1	<b>Course Code</b>  Foundation Course I  Indian Society and State: Contemporary Issues	I	Indian Society-Diversity	11	45 L	2	100  (60+40)
		II	Indian Constitution and Human Rights	12			
		III	Concept of Disparity	11			
		IV	Environmental Management	11			

- **Lecture Duration – 48 Minutes (45 Lectures equivalent to 36 hours)**
- **One Credit = 18 hours**

L: Lecture: Tutorials P: Practical Ct-Core Theory, Cp-Core Practical, SLE- Self learning evaluation CT-Commutative Test, SEE- Semester End Examination , TA-Teacher Assessment.



## First Year Semester – I Units – Topics – Teaching Hours/Lectures

**Curriculum Topics along with Self-Learning topics** –Are to be covered, through self-learning mode along with the respective unit. Evaluation of self-learning topics is to be undertaken before the concluding lecture instructions of the respective unit.

### Course Code Foundation Course I – Semester –I Subject: Indian Society and State: Contemporary Issues

Unit	Content	No. of Lectures
I	<b>Indian Society - Diversity</b> 1.1. Concept of diversity and multiculturalism. 1.2. Understand India's social, cultural and regional diversity: ethnicity, religion and language. 1.3. State policy, social acceptance and roadblocks towards appreciation and promotion of diversity.	11
II	<b>Indian Constitution and Human Rights</b> 2.1. Philosophy , Features and Structure of the Constitution 2.2. Fundamental Rights and Fundamental Duties. 2.3. Human Rights and day to day life.	12
III	<b>Concept of Disparity</b> 3.1. Issues in gender inequality. 3.2. Understand the issues of people with physical and mental disabilities. 3.3. Social issues and disabilities.	11
IV	<b>Environmental Management</b> 4.1. Meaning and relevance. 4.2. Sustainable development: meaning, concept and components. 4.3. Environmental movements in India: case studies	11

**Self-Learning topics (Unit wise):**

Sr. No	Unit	Topic
1	1	Cultural diversity
	2	Universal Declaration of Human Rights
	3	Gender differences and gender roles
	4	Environmental Balance Sheet

**Online Resources**

<a href="http://ndl.iitkgp.ac.in/document/QUFaeXV6Um80MWE2ampEOTNJZEIGQjVkrXFRVFI1Z3FwMDhobVIBMkZsYnFHZkh6OWFxcWo4VVAyUnJ1Nnhvcg15">http://ndl.iitkgp.ac.in/document/QUFaeXV6Um80MWE2ampEOTNJZEIGQjVkrXFRVFI1Z3FwMDhobVIBMkZsYnFHZkh6OWFxcWo4VVAyUnJ1Nnhvcg15</a>
<a href="http://ugcmoocs.inflibnet.ac.in/ugcmoocs/view_module_pg/53">http://ugcmoocs.inflibnet.ac.in/ugcmoocs/view_module_pg/53</a>
<a href="http://ndl.iitkgp.ac.in/document/QUFaeXV6Um80MWE2ampEOTNJZEIGQjVkrXFRVFI1Z3FwMDhobVIBMkZsYURIMXB0bFBSZmEzRFpjL2lsN3VOcA">http://ndl.iitkgp.ac.in/document/QUFaeXV6Um80MWE2ampEOTNJZEIGQjVkrXFRVFI1Z3FwMDhobVIBMkZsYURIMXB0bFBSZmEzRFpjL2lsN3VOcA</a>
<a href="http://ugcmoocs.inflibnet.ac.in/ugcmoocs/view_module_ug.php/241">http://ugcmoocs.inflibnet.ac.in/ugcmoocs/view_module_ug.php/241</a>

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30. Suresh Jayshree, Raghavan, B.S (2003), *Human Values and Professional Ethics*. New Delhi: S Chand

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## **Self-Finance Courses – BMS/BAF/BFM/BBI**

In the subject of

### **Foundation Course II in**

### **Human Personality and Society**

### **Curriculum – First Year Undergraduate Programmes**

### **Semester II**

### **Part –I**

### **Preamble**

Foundation Course is an inter-disciplinary course for First Year students and introduces the discernible issues in contemporary Indian state and society and the widening socio-economic inequality on the domestic front that has created obstacles in the realization of justice for the vulnerable groups and a liberal and developed nation. Groups and communities play a significant role in an individual's behavior apart from other factors. Belonging to countless groups simultaneously impacts individual personality. Assertion of independence, exploration of self-identity and approval of peers may also contribute to stress amongst the adolescents. The course will enable the students to understand issues of human personality, issues in stress and motivation. It will give them an understanding of organizational behavior and good leadership qualities.

#### **1. Course Objectives:**

- To understand the basic behaviour pattern of human personality.
- To comprehend group behaviour.
- To understand the issues of stress and stress management
- To develop an understanding of aspects of organizational behaviour and motivation.

#### **2. Learning outcomes:**

1. The subject will enable the students to appreciate the importance of understanding self and group behaviour.

2. Students will understand the importance of team and how team building contributes to the success of the organization.
3. Leadership qualities and motivating factors relevant to human beings will be understood well.

### **3. Process adopted for Curriculum designing:**

The department conducted multiple meetings with academic partners, industry partners. After discussions with them, the changes in the syllabus were introduced. Inputs from the members of the Board of Studies were incorporated and finalized. Project and online learning is included for assessment purpose.

### **4. Salient features, how it has been made more relevant:**

After discussion and interaction with industry partners and understanding requirement of the industry certain changes in the syllabus were introduced

### **5. Input from stakeholders**

Existing components were modified and shuffled from one module to another. As suggested by the research and academic experts, practical applications of issues were also incorporated in the syllabus.

## Detail Scheme

### First Year Semester – II Units – Topics – Teaching Hours/Lectures

S. N	Subject Subject	Subject Unit Title		Hou rs/L ectu res	Total No. of Lectures	Cre dits	Total Marks
1	Course Code  Foundation Course II  In  Human Personality and Society	I	Understanding human personality	11	45 L	2	100  (60+40)
		II	Introduction to group behaviour	11			
		III	Conflict of motives and stress management	12			
		IV	Organizational culture and motivation	11			

- **Lecture Duration – 48 Minutes (45 Lectures equivalent to 36 hours)**
- **One Credit = 18 hours**

L: Lecture: Tutorials P: Practical Ct-Core Theory, Cp-Core Practical, SLE- Self learning evaluation CT-Commutative Test, SEE- Semester End Examination , TA-Teacher Assessment

**Curriculum Topics along with Self-Learning topics** - to be covered, through self-learning mode along with the respective Unit. Evaluation of self-learning topics to be undertaken before the concluding lecture instructions of the respective UNIT

**Foundation Course II– Semester –II**

**Subject: Human Personality and Society (Total Hours/ Lectures: 45)**

<b>Unit</b>	<b>Content</b>	<b>No. of Lectures</b>
<b>I</b>	<b>Understanding Human Personality</b>  1.1. Meaning and types of personality. 1.2. Agents of socialization: Family, school, peers, reference groups, media and nation. 1.3. Thinking styles and theories of learning and factors influencing individual perception.	<b>11</b>
<b>II</b>	<b>Introduction to group behavior</b>  2.1. Group dynamics – types and group behavior model. 2.2. Team building – types and features 3.3. Leadership – styles of leadership and qualities of a good leader.	<b>11</b>
<b>III</b>	<b>Conflict of motives and stress management</b>  3.1 Conflict of motives: Types, causes and effects. 3.2 Resolution of conflict and conflict management 3.3 Understanding and managing stress: Types, causes, effects and coping mechanisms.	<b>12</b>
<b>IV</b>	<b>Organizational culture and motivation</b>  4.1. Organizational culture: characteristics, types, functions. 4.2. Ways of creating and maintaining effective organizational culture. 4.3. Concept and theories of motivation.	<b>11</b>

**Self-Learning topics (Unit wise):**

<b>Sr. No</b>	<b>Unit</b>	<b>Topics</b>
1	1	Understanding Self and self-image
2	2	Effective group communication
3	3	Reaction to stress
3	4	Barriers of organizational culture: Issues in health and hygiene

**Online Resources**

<a href="http://ugcmoocs.inflibnet.ac.in/ugcmoocs/view_module_ug.php/229">http://ugcmoocs.inflibnet.ac.in/ugcmoocs/view_module_ug.php/229</a>
<a href="http://ugcmoocs.inflibnet.ac.in/ugcmoocs/view_module_pg.php/384">http://ugcmoocs.inflibnet.ac.in/ugcmoocs/view_module_pg.php/384</a>
<a href="http://ndl.iitkgp.ac.in/document/QUFaeXV6Um80MWE2ampEOTNJZEIGQW80NGF1cy90MHk5dmQyUTVwVkvwY2tSTEVURytPMjhzUnpFUUpnY3ArNQ">http://ndl.iitkgp.ac.in/document/QUFaeXV6Um80MWE2ampEOTNJZEIGQW80NGF1cy90MHk5dmQyUTVwVkvwY2tSTEVURytPMjhzUnpFUUpnY3ArNQ</a>
<a href="http://ndl.iitkgp.ac.in/document/QUFaeXV6Um80MWE2ampEOTNJZEIGQW80NGF1cy90MHk5dmQyUTVwVkvwY200NXILT0lhT29zUm12Y1Nma3NIVg">http://ndl.iitkgp.ac.in/document/QUFaeXV6Um80MWE2ampEOTNJZEIGQW80NGF1cy90MHk5dmQyUTVwVkvwY200NXILT0lhT29zUm12Y1Nma3NIVg</a>
<a href="https://nptel.ac.in/courses/121/105/121105009">https://nptel.ac.in/courses/121/105/121105009</a>
<a href="https://freevideolectures.com/course/4807/nptel-stress-">https://freevideolectures.com/course/4807/nptel-stress-</a>
<a href="http://ugcmoocs.inflibnet.ac.in/ugcmoocs/view_module_pg.php/384">http://ugcmoocs.inflibnet.ac.in/ugcmoocs/view_module_pg.php/384</a>



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