



**SOPHIA COLLEGE FOR WOMEN  
(AUTONOMOUS)**

Affiliated to

**UNIVERSITY OF MUMBAI**

**Programme:** Foundation Course

**Programme Code:** SBAFCO & SBSFCO

S.Y.B.A. & S.Y.B.Sc

2021-22

(Choice Based Credit System with effect from the year 2018-19)

### Programme Outline : SYBA (SEMESTER III)

Course Code	Unit No.	Name of the Unit	Credits
SBAFCO301		Contemporary Issues- I	2
	1	Human Rights Provisions, Violations and Redressal	
	2	Dealing with Environmental Concerns	
	3	Science and Technology I	

### Programme Outline : SYBA (SEMESTER IV)

Course Code	Unit No.	Name of the Unit	Credits
SBAFCO401		Contemporary Issues- II	2
	1	Significant, contemporary Rights of Citizens	
	2	Approaches to understanding Ecology	
	3	Unit 3 Science and Technology II (Significant Modern Technologies, Features, Applications and Issues	

#### Preamble:

The Foundation Course serves as a cornerstone for students embarking on their academic journey. It is designed to equip students with the essential skills, knowledge, and perspectives necessary to thrive in higher education and beyond. This paper aims to explore the multifaceted dimensions of the Foundation Course, highlighting its importance in fostering critical thinking, ethical understanding, and a holistic approach to learning.

The Foundation course is meticulously crafted to provide students with a robust introduction to the essential principles and concepts that form the bedrock of their academic and professional journeys. This course aims to cultivate a solid knowledge base that students can build upon as they progress in their studies. By delving into fundamental theories and practices, the course ensures that students are well-prepared for the challenges of advanced coursework and professional demands.

A critical objective of the Foundation course is to develop students' analytical and critical thinking skills. Through a variety of interdisciplinary approaches, students are encouraged to question assumptions, evaluate evidence, and synthesize information from diverse sources. This intellectual rigor is intended to enhance their ability to tackle complex problems and make informed decisions in their respective fields.

Lifelong learning is another cornerstone of the Foundation course. By instilling a passion for learning and fostering a culture of continuous self-improvement, the course prepares students to adapt to the ever-evolving landscape of knowledge and technology. This enduring commitment to education ensures that students remain curious, motivated, and capable of self-directed learning long after the course concludes.

## **PROGRAMME OBJECTIVES**

<b>PO 1</b>	Highlight the connections between different subject areas and their relevance to real-world situations.
<b>PO 2</b>	Encourage students to approach problems from multiple perspectives.
<b>PO 3</b>	Provide a solid foundation for further study in the discipline.

## **PROGRAMME SPECIFIC OUTCOMES**

<b>PSO 1</b>	The learner will understand fundamental concepts relevant to the course subject.
<b>PSO 2</b>	The learner will engage in self-reflection to understand their learning processes and identify areas for personal growth.
<b>PSO 3</b>	The learner will develop skills to work collaboratively in group settings.

## SEMESTER 1

NAME OF THE COURSE	CONTEMPORARY ISSUES -I	
CLASS	SYBA	
COURSE CODE	SBAFCO301	
NUMBER OF CREDITS	2	
NUMBER OF LECTURES PER WEEK	3	
TOTAL NUMBER OF LECTURES PER SEMESTER	45	
EVALUATION METHOD	INTERNAL ASSESSMENT	SEMESTER END EXAMINATION
TOTAL MARKS	25	75
PASSING MARKS	10	30

### COURSE OBJECTIVES

CO 1.	Develop a basic understanding about issues related to Human Rights of weaker sections with various Redressal Mechanisms, Ecology, and Science and technology.
CO 2.	Appreciate the importance of developing a scientific temper.
CO 3.	Gain an overview of significant skills to deal with career choices.

### COURSE LEARNING OUTCOMES:

CLO 1.	The learner will develop the ability to critically analyze and evaluate information, arguments and ideas.
CLO 2.	The learner will acquire foundational knowledge in the specific subject area, whether it's humanities, social sciences, natural sciences, or another field.
CLO 3.	The learner will be able to foster an understanding of ethical principles and how they apply to various fields and everyday life.

UNIT 1	Human Rights Provisions, Violations and Redressal
1.1	Scheduled Castes-Constitutional and Legal Rights, Forms of Violations, Redressal Mechanisms.
1.2	Scheduled Tribes- Constitutional and Legal Rights, Forms of Violations, Redressal Mechanisms
1.3	Women- Constitutional and Legal Rights, Forms of Violations, Redressal Mechanisms.
1.4	Children- Constitutional and Legal Rights, Forms of Violations, Redressal Mechanisms.
1.5	People with Disabilities, Minorities, and the Elderly Population- Constitutional and Legal Rights, Forms of Violations, Redressal Mechanisms

UNIT 2	Dealing with Environmental Concerns
2.1	Concept of Disaster and general effects of Disasters on human life- Physical, Psychological, Economic and Social effects.
2.2	Some locally relevant Case Studies of Environmental Disasters.
2.3	Dealing with Disasters - Factors to be considered in Prevention, Mitigation(Relief and Rehabilitation) and Disaster Preparedness.
2.4	Human Rights issues in addressing Disasters- issues related to Compensation, Equitable and Fair Distribution of Relief.
2.5	Humanitarian approach to Resettlement and Rehabilitation.
UNIT 3	Science and Technology I
3.1	Development of Science: The Ancient Cultures, the Classical era, the Middle Ages, the Renaissance, the Age of Reason and Enlightenment.
3.2	Nature of science: its Principles and Characteristics; Science as empirical, practical, theoretical, validated knowledge.
3.3	Science and its Interface with Religion, Myths, Blind Beliefs, and Prejudices.
3.4	Science and Scientific Temper- Scientific Temper as a Fundamental Duty of the Indian citizen.
3.5	Science in Everyday Life: Technology, its meaning and role in Development; Interrelation and Distinction between Science and Technology.

#### REFERENCES:

- Asthana, D. K., and Asthana, Meera, *Environmental Problems and Solutions*, S. Chand, New Delhi, 2012.
- Bajpai, Asha, *Child Rights in India*, Oxford University Press, New Delhi, 2010. Bhatnagar Mamta and Bhatnagar Nitin, *Effective Communication and Soft Skills*, Pearson India, New Delhi, 2011.
- G Subba Rao, *Writing Skills for Civil Services Examination*, Access Publishing, New Delhi, 2014
- Kaushal, Rachana, *Women and Human Rights in India*, Kaveri Books, New Delhi, 2000. Mohapatra, Gaur Krishna Das, *Environmental Ecology*, Vikas, Noida, 2008.
- Motilal, Shashi, and Nanda, Bijoy Lakshmi, *Human Rights: Gender and Environment*, Allied Publishers, New Delhi, 2007.
- Murthy, D. B. N., *Disaster Management: Text and Case Studies*, Deep and Deep Publications, New Delhi, 2013.
- Parsuraman, S., and Unnikrishnan, ed., *India Disasters Report II*, Oxford, New Delhi, 2013
- Reza, B. K., *Disaster Management*, Global Publications, New Delhi, 2010.
- Sathe, Satyaranjan P., *Judicial Activism in India*, Oxford University Press, New Delhi, 2003.
- Singh, Ashok Kumar, *Science and Technology for Civil Service Examination*, Tata McGraw Hill, New Delhi, 2012.
- Thorpe, Edgar, *General Studies Paper I Volume V*, Pearson, New Delhi, 2017.

# **SEMESTER 4**

NAME OF THE COURSE	CONTEMPORARY ISSUES II	
CLASS	SYBA	
COURSE CODE	SBAFCO401	
NUMBER OF CREDITS	2	
NUMBER OF LECTURES PER WEEK	3	
TOTAL NUMBER OF LECTURES PER SEMESTER	45	
EVALUATION METHOD	INTERNAL ASSESSMENT	SEMESTER END EXAMINATION
TOTAL MARKS	25	75
PASSING MARKS	10	30

### COURSE OBJECTIVES

CO 1.	To develop a basic understanding about issues related to Consumer Rights and various Acts and provisions available to reinstate them.
CO 2.	To understand the nature of human relation to ecology and various environmental principles.
CO 3.	To appreciate the significance of Modern Technologies.

### COURSE LEARNING OUTCOMES:

CLO 1.	The learner will be able to analyze and evaluate different perspectives fostering critical thinking and informed decision-making.
CLO 2.	The learner will work effectively in teams, demonstrating interpersonal skills and collaborative problem-solving.
CLO 3.	The learner will Utilize theoretical knowledge to solve practical problems and case studies related to subject.

UNIT 1	Significant, contemporary Rights of Citizens
1.1	Rights of Consumers: Violations of Consumer Rights and important provisions of the Consumer Protection Act, 2016, Consumer courts and Consumer Movements
1.2	Right to Information: Genesis and relation with transparency and accountability; important provisions of the Right to Information Act, 2005; some success stories

1.3	Public Interest Litigation: some landmark cases
1.4	Citizens' Charters, Public Service Guarantee Acts
1.5	Right to Dissent: Some issues- freedom of expression
UNIT 2	Approaches to understanding Ecology
2.1	Anthropocentrism, Biocentrism , Ecocentrism ,Ecofeminism and Deep Ecology
2.2	Ecofeminism and Deep Ecology
2.3	Sustainable development and Human rights principles
2.4	Obligations to future generations
2.5	Environmental Laws
UNIT 3	Science and Technology II (Significant Modern Technologies, Features and Applications & Issues)
3.1	Laser Technology (Light Amplification by Stimulated Emission of Radiation): Applications of laser technology.
3.2	Satellite Technology and Information, Communication
3.3	Educational Technology: MOOCs, SWAYAM, etc.
3.4	Biotechnology and Genetic engineering: Genetically modified organisms and Cloning.
3.5	Issues of Control, Access and Misuse of Technology

#### REFERENCES:

- Asthana, D. K., and Asthana, Meera, *Environmental Problems and Solutions*, S. Chand, New Delhi, 2012.
- Bajpai, Asha, *Child Rights in India*, Oxford University Press, New Delhi, 2010. Bhatnagar Mamta and Bhatnagar Nitin, *Effective Communication and Soft Skills*,
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- Parsuraman, S., and Unnikrishnan, ed., *India Disasters Report II*, Oxford, New Delhi, 2013
- Reza, B. K., *Disaster Management*, Global Publications, New Delhi, 2010.
- Sathe, Satyaranjan P., *Judicial Activism in India*, Oxford University Press, New Delhi, 2003.
- Singh, Ashok Kumar, *Science and Technology for Civil Service Examination*, TataMcGraw Hill, New Delhi, 2012.



## **ASSESSMENT DETAILS:**

Each course/paper of each semester is of 100 marks. There is an Internal Assessment (IA) of 25 marks held during the semester and a written Semester End Exam (SEE) of 75 marks at the end of each semester, for each course/paper.

### **Internal Assessment (25 marks)**

#### **Part 1: (20 Marks)**

The Examiner may give an objective type Test/s and/or a Project. Each type of testing method would be for marks ranging from 10 to 20. The duration of each will depend on the nature of the Test/Project.

For the objective type Test, the Examiner may choose the type of questions – MCQs, one line answer, fill in the blanks etc. The questions may be all of one type or a combination of different types of questions.

With regard to the Project, the Examiner will determine the type of project – presentation and/or written assignment and/or viva voce.

#### **Part 2: Attendance (05 Marks)**

Five marks out of the 25 will be given for attendance. The marking scheme for attendance will be determined by the Examination Committee.

### **Semester End Examination –External Assessment (75 marks)**

The SEE will be of 2.5 hours.

There will be FIVE questions of 15 marks and students will be given a choice of questions.

Question I to Question IV will be essay type questions based on one Unit each. Students will be given TWO questions from which they have to attempt anyone.

Question V will be short notes of 5 marks each. Students will be given FIVE questions and they have to attempt any three of them. There will be at least one short note from each Unit.