

Program: B.COM.				Semester: III	
Course: Foundation Course - III Academic Year: 2023-2024 Batch: 2023-2027				Code:	
Teaching Scheme				Evaluation Scheme	
Lecture	Practical	Tutorial	Credit	Internal Continuous Assessment (ICA) (weightage)	Term End Examinations (TEE) (weightage)
30	Nil	Nil	02	25	75
Internal Component					
Class Test (Duration 20 Mins)			Projects / Assignments		
10 Marks			15 Marks		
Learning Objectives:					
<ol style="list-style-type: none"> 1. To develop in learners the basic understanding of the issues related to human rights of weaker sections. 2. To sensitize learners about the human-environment co-existence. 3. To give an overview of skills required for effective interpersonal relations. 4. To foster scientific temper in learners 5. To orient about the concept of Emotional intelligence. 					
Learning Outcomes:					
<ol style="list-style-type: none"> 1. Achieve clarity over issues related to human rights of weaker sections. 2. Understand the basic processes which affect interpersonal relationships 3. Understand the human-environment co-existence 4. Develop an ability to use Scientific Temper in challenging situations. 5. Achieve clarity over different aspects of human behaviour and emotions. 					
Pedagogy:					
<ol style="list-style-type: none"> 1. Techniques such as Reviews, Analysis of Cases to promote critical thinking & to create motivated and independent learners. 2. Group activities such as Role plays, group assignments to enable learners to work together in a social environment and learn through sharing of individual information & experience. 3. Discussion of real-life problem active learning. 4. Flipped Classroom approach to enhance learner engagement. 					

Detailed Syllabus: (per session plan)**Session Outline For: Foundation Course****Each lecture session would be of one-hour duration (30 sessions)**

Module	Module Content	Module Wise Pedagogy Used	Module Wise Duration (hrs)	Module Wise Reference Books
I	<p>Module 1: Vulnerable Groups - Human Rights Provisions, Violations and Redressal</p> <p>A. Scheduled Castes- Constitutional and legal rights, Forms of violations, Redressal mechanisms</p> <p>B. Scheduled tribes- Constitutional and legal rights, Forms of violations, Redressal mechanisms.</p> <p>C. Women- Constitutional and legal rights, Forms of violations, Redressal mechanisms</p> <p>D. Children- Constitutional and legal rights, Forms of violations, Redressal mechanisms</p> <p>E. People with Disabilities, Minorities, and the Elderly population- Constitutional and legal rights, Forms of violations, Redressal mechanisms.</p>	Reviews, Analysis of Cases, Discussion, Guest lectures, Videos	8 lectures	<p>1. Bajpai, Asha, (2010) <i>Child Rights in India</i>, Oxford University Press, New Delhi.</p> <p>2. Finnis, John (1980). <i>Natural Law and Natural Rights</i> Oxford: Clarendon Press. ISBN 0-19-876110-4</p> <p>3. Chauhan, O.P. (2004). <i>Human Rights: Promotion and Protection</i>. Anmol Publications PVT. LTD. ISBN 81-261-2119-X.</p>

II	<p>Module 2: Dealing with Environmental Concerns</p> <p>A. Concept of Disaster and general effects of Disasters on human life- physical, psychological, economic and social effects.</p> <p>B. Some locally relevant case studies of environmental disasters.</p> <p>C. Dealing with Disasters - Factors to be considered in Prevention, Mitigation (Relief and Rehabilitation) and disaster preparedness.</p> <p>D. Human Rights issues in addressing disasters- issues related to compensation, equitable and fair distribution of relief and humanitarian approach to resettlement and rehabilitation.</p>	Role plays, group assignments , Lecture, videos	7	<p>1. Mani, N. (2017). Environment, Climate Change and Disaster Management. New Century Publications.</p> <p>2. Kumar, P. R. (2021). Disaster Management in India. Sage Pub.</p> <p>3. Narain, S. (2017) Conflict of Interest. Penguin India Publications, New Delhi.</p> <p>Kaushal, Rachana, (2000) <i>5. Women and Human Rights in India</i>, Kaveri Books, New Delhi</p>
III	<p>Module 3: Soft Skills for Personality Development and Interpersonal Relations</p> <p>A. Self-Awareness – Concept of self, self-esteem, self-efficacy, self-compassion</p>	Discussion, lecture, videos, Role plays	8	<p>1. Lowell H. Lamberton, L. M.-E. (2012). Human Relations: Strategies for Success. Cornell University:</p>

	<p>B. Leadership Skills and Team Building - Characteristics of Effective Leadership, Styles of Leadership</p> <p>C. Goal Setting and Time Management - Types of Goals, SMART Goals, Stephen Covey's concept of human endowment; Strategies for Time Management</p> <p>D. Emotional Intelligence and Social Quotient – Meaning and importance, Test for EQ</p>			<p>Glencoe/McGraw-Hill.</p> <p>2. Singh, D. (2015). Emotional Intelligence at Work: A Professional Guide. New Delhi: Sage.</p> <p>3. Lynn, A. (2005). The EQ Difference A Powerful Plan for Putting Emotional Intelligence at Work. Amacom.</p> <p>4. Bharwaney, Geetu. (2008). Increase Your Emotional Intelligence. Jaico Publishing House, 2007</p> <p>5. John Eaton, R. J. (2009). Communicate with Emotional Intelligence. Jaico Publishing House</p> <p>6. MITRA, B. K. (2021). Personality Development and Soft Skills . New Delhi:</p>
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				<p>Oxford University Press.</p> <p>7. Chauhan, Gajendra & Sharma, Sangeeta. (2015). <i>Soft Skills: An Integrated Approach to Maximise Personality</i>. WILEY</p> <p>8. Butterfield, J. (2019). <i>Soft skills for Everyone</i>. Cengage Learning India.</p> <p>9. EMOTIONAL INTELLIGENCE, DANIEL GOLEMAN, Bloomsbury Publishing India Private Limited; new edition (1 January 1995)</p>
IV	<p>Module 4: Holistic Wellness of Youth</p> <p>A. Holistic Health and Wellness- Meaning and components</p> <p>B. Mindfulness– Meaning, Need for Mindfulness, Mindfulness techniques, Benefits of mindfulness, Impact of Mindfulness</p> <p>C. Flourishing of youth - Interventions targeted at grooming the youth. Case Study of NIRMAN Youth Flourishing Framework</p>	Lectures, Videos, Training sessions by Experts	7	<p>1. Germer, C. (2004). What is Mindfulness? <i>Insight Journal</i>, 22, 24-29</p> <p>2. Hanh, T. N. (n.d.). Five Steps to Mindfulness (Article). Retrieved from</p> <p>3. www.mindful.org:</p> <p>https://www.info-books.org/pdfview/7665-five-</p>

				<p>steps-to-mindfulness-</p> <p>article-thich-nhat-hanh/</p> <p>4. Naik, Parth & Harris, Victor & Forthun, Larry. (2013). Mindfulness: An Introduction. EDIS. 2013. 10.32473/edis-fy1381-2013.</p> <p>5. The Free Mindfulness Project - Free Resources</p>
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Reference Books:

1. Asthana, D. K., and Asthana, Meera, (2012) Environmental Problems and Solutions, S. Chand, New Delhi.
2. Bajpai, Asha, (2010) Child Rights in India, Oxford University Press, New Delhi.
3. Bharwaney, Geetu. (2008). Increase Your Emotional Intelligence. Jaico Publishing House, 2007
4. Bhatnagar Mamta and Bhatnagar Nitin, (2011) Effective Communication and Soft Skills, Pearson India, New Delhi.
5. Butterfield, J. (2019). Soft skills for Everyone. Cengage Learning India.
6. Chauhan, Gajendra & Sharma, Sangeeta. (2015). Soft Skills: An Integrated Approach to Maximise Personality. WILEY
7. Germer, C. (2004). What is Mindfulness? Insight Journal, 22, 24-29
8. Hanh, T. N. (n.d.). Five Steps to Mindfulness (Article). Retrieved from www.mindful.org: <https://www.infobooks.org/pdfview/7665-five-steps-to-mindfulness-article-thich-nhat-hanh/>
9. John Eaton, R. J. (2009). Communicate with Emotional Intelligence. Jaico Publishing House
10. Kaushal, Rachana, (2000) Women and Human Rights in India, Kaveri Books, New Delhi.
11. Kumar, P. R. (2021). Disaster Management in India. Sage Pub.
12. Lynn, A. (2005). The EQ Difference A Powerful Plan for Putting Emotional Intelligence at Work. Amacom.
13. Mani, N. (2017). Environment, Climate Change and Disaster Management. New Century Publications.
14. MITRA, B. K. (2021). Personality Development and Soft Skills . New Delhi: Oxford University Press.
15. Mohammed Kamalun Nabi, M. I. (2015). Consumer Rights and Protection in India. New Delhi: New Century Pub.
16. Motilal, Shashi, and Nanda, Bijoy Lakshmi, (2007) Human Rights: Gender and Environment, Allied Publishers, New Delhi.
17. Murthy, D. B. N. (2013) Disaster Management: Text and Case Studies, Deep and Deep Publications, New Delhi.

18. Naik, Parth & Harris, Victor & Forthun, Larry. (2013). Mindfulness: An Introduction. EDIS. 2013. 10.32473/edis-fy1381-2013. 22. The Free Mindfulness Project - Free Resources
19. Narain, S. (2017) Conflict of Interest. Penguin India
20. Parsuraman, S., and Unnikrishnan, ed., (2013) India Disasters Report II, Oxford, New Delhi.
21. Reza, B. K., (2010) Disaster Management, Global Publications, New Delhi.
22. Singh, D. (2015). Emotional Intelligence at Work: A Professional Guide. New Delhi: Sage.
23. EMOTIONAL INTELLIGENCE, DANIEL GOLEMAN, Bloomsbury Publishing India Private Limited; new edition (1 January 1995)

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

Note: latest edition may be used

Details of Internal Continuous Assessment (ICA)

25 MARKS (Internal Exam)	
15 marks	Assignment/Presentation
10 marks	Class test

- Assessment consists of one class test of 10 marks. The class test consists of five short answer type questions of 2 marks each or objective type questions 1 or 2 marks each.
- 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 Broad topics.

List of broad topics for Assignments:

- Mindfulness at work
- Yoga and Mindfulness
- Holistic Health and Wellness
- The Modern State as an Obstacle to Environmental Concerns
- Present Environmental Conditions for a Sustainable Future
- Demographic Crisis
- Significance of SMART Goals

End Semester Examination: Paper pattern

Q1.	Answer any two out of the following three questions.	(16)
Q2.	Answer any two out of the following three questions.	(16)
Q3.	Answer any two out of the following three questions.	(16)
Q4.	Answer any two out of the following three questions.	(16)
Q5.	A) Read the case study and answer the questions. (5) B) Write Short notes on any Two out of Three (6)	

Prepared by

Ms. Geeta Desai & Mithibai FC Faculties

Signatures:

Ms. Geeta Desai
Chairperson (HOD)

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Subject Expert

Ms. Vidula Worlikar
PG Alumnus

Dr. Namita Nimbalkar
VC Nominee

Dr. Veena Vohra
Subject Expert

Approved by

Dr. Parag Ajagaonkar
Principal

Mr. Aditya Shastri
Industry Expert

Program: B.COM.				Semester: IV	
Course: Foundation Course - IV Academic Year: 2023-2024 Batch: 2023-2027				Code:	
Teaching Scheme				Evaluation Scheme	
Lecture	Practical	Tutorial	Credit	Internal Continuous Assessment (ICA) (weightage)	Term End Examinations (TEE) (weightage)
30	Nil	Nil	02	25	75
Internal Component					
Class Test (Duration 20 Mins)			Projects / Assignments		
10 Marks			15 Marks		
Learning Objectives:					
<ol style="list-style-type: none"> 1. To develop in learners the basic understanding of the issues related to human rights of weaker sections. 2. To sensitize learners about the human-environment co-existence. 3. To learn effective time management skills 4. To provide the theoretical structure of different applications of Yoga 					
Learning Outcomes:					
<ol style="list-style-type: none"> 1. Achieve clarity over issues related to human rights of weaker sections. 2. Understand the basic processes which affect interpersonal relationships 3. Awareness of yoga and its application for healthy lifestyle. 4. Utilize and apply time management skills for achieving short term and long-term goals 					
Pedagogy:					
<ol style="list-style-type: none"> 1. Techniques such as Reviews, Analysis of Cases to promote critical thinking & to create motivated and independent learners. 2. Group activities such as Role plays, group assignments to enable learners to work together in a social environment and learn through sharing of individual information & experience. 3. Discussion of real-life problem active learning. 4. Flipped Classroom approach to enhance learner engagement. 					

Detailed Syllabus: (per session plan)**Session Outline For: Foundation Course****Each lecture session would be of one-hour duration (30 sessions)**

Module	Module Content	Module Wise Pedagogy Used	Module Wise Duration (hrs)	Module Wise Reference Books
I	<p>Module 1: Significant, Contemporary Rights of Citizens</p> <p>A. Rights of Consumers -Violations of consumer rights and important provisions of the Consumer Protection Act, 2019; other important laws to protect consumers; Consumer courts and consumer movements.</p> <p>B. Right to Information- Genesis and relation with transparency and accountability; important provisions of the Right to Information Act, 2005; some success stories.</p> <p>C. Protection of Citizens'/Public Interest-Public Interest Litigation, Whistle Blower Act; some landmark cases</p> <p>D. Citizens' Charters, Public Service Guarantee Acts.</p>	Reviews, Analysis of Cases, Discussion , Guest lectures	8 lectures	<p>1. Mohammed Kamalun Nabi, M. I. (2015). Consumer Rights and Protection in India. New Delhi: New Century Pub.</p> <p>2. Rattan, D. J. (6th Edition 2022). Right to Information Act, 2005. Bharat Law House Pvt. Ltd.</p> <p>3. Singh, D. P. (2022). A to Z of PIL - Public Interest Litigation. Whitesmann Publishing.</p>

II	<p>Module 2: Approaches to understanding Ecology</p> <p>A. Understanding approaches to ecology-Anthropocentrism, Biocentrism and Eco centrism, Ecofeminism and Deep Ecology.</p> <p>B. Environmental Principles-1: the sustainability principle; the polluter pays principle; the precautionary principle.</p> <p>C. Environmental Principles-2: the equity principle; human rights principles; the participation principle.</p>	Role plays, group assignments, Lecture, videos, Case Studies regarding Current developments in the implementation of these principles	7	<p>1. Shiva, M. M. (2010). Eco-Feminism. Zed books, Rawat Publication.</p> <p>2. Glazebrook, T. (2002). Karen Warren's Ecofeminism. Ethics and the Environment, 7(2), 12–26. http://www.jstor.org/stable/40339034</p>
III	<p>Module 3: Science and Technology</p> <p>A. Science and Superstitions - the role of science in exploding myths, blind beliefs superstitions and prejudices, Anti-superstition Law in Maharashtra; Science and scientific temper- scientific temper as a fundamental duty of the Indian citizen.</p> <p>B. Science in everyday life- Role of science in enhancing quality of life</p> <p>C. Modern Technology - Issues of Access, Control and Misuse of Technology</p>	Discussion , lecture, videos	8	<p>1.Singh, Ashok Kumar, (2012) <i>Science and Technology for Civil Service Examination</i>, Tata McGraw Hill, New Delhi.</p>
IV	<p>Module 4: Yoga and Wellbeing</p> <p>A. Introduction to Yoga- Definition, conception, and misconception</p> <p>B. External Aspects of Yoga- I – Yama, Niyama, Asana</p>	Lectures, Videos, Training sessions by Experts	7	<p>1.The Yoga of Patanjali- Bhandarkar, M.R. Yardi- Oriental Research</p>

	<p>C. External Aspects of Yoga-II – Pranayama, Pratyahara</p> <p>D. Internal Aspects of Yoga- Dharana, Dhyana and Samadhi</p>			<p>Institute ,Pune,1979</p> <p>2.Yoga for Tejaswi Life. Babasaheb Kale.Sidhgiri Gurukul Foundation, Kolhapur, 2007</p> <p>3.de Rham, Cat, and Michèle Gill. The Spirit of Yoga. Harper Thorsons, 2001.</p> <p>4. Gokhale, Pradeep P. The Yogasūtra of Patañjali: A New Introduction to the</p> <p>Buddhist Roots of the Yoga System. Taylor & Francis, 2020</p>
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Reference Books:

1. de Rham, Cat, and Michèle Gill. The Spirit of Yoga. Harper Thorsons, 2001.
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3. Gokhale, Pradeep P. The Yogasūtra of Patañjali: A New Introduction to the Buddhist Roots of the Yoga System. Taylor & Francis, 2020.
4. Mohammed Kamalun Nabi, M. I. (2015). Consumer Rights and Protection in India. New Delhi: New Century Pub.
5. Mohapatra, Gaur Krishna Das, (2008) Environmental Ecology, Vikas, Noida
6. Narain, S. (2017) Conflict of Interest. Penguin India
7. Rattan, D. J. (6th Edition 2022). Right to Information Act, 2005. Bharat Law House Pvt. Ltd.
8. Sathe, Satyaranjan P., (2003) Judicial Activism in India, Oxford University Press, New Delhi.
9. Shiva, M. M. (2010). Eco-Feminism. Zed books, Rawat Publication.
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11. Singh, D. P. (2022). A to Z of PIL - Public Interest Litigation. Whitesmann Publishing.

12. The Yoga of Patanjali- Bhandarkar, M.R.Yardi-
Oriental Research Institute ,Pune,1979
13. Thorpe, Edgar, (2017) General Studies Paper I Volume V, Pearson, New Delhi
14. Yoga for Tejaswi Life. Babasaheb Kale.Sidhgiri Gurukul Foundation, Kolhapur, 2007

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Details of Internal Continuous Assessment (ICA)

25 MARKS (Internal Exam)	
15 marks	Assignment/Presentation
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- Assessment consists of one class test of 10 marks. The class test consists of five short answer type questions of 2 marks each or objective type questions 1 or 2 marks each.
- 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.

List of broad topics for Assignments:

- Science and Superstitions
- Scientific Developments and the quality of life
- Soft skills and its importance at workplace
- Importance of Performance Appraisal.
- Interpersonal and Team Building skills for the Online Environment

End Semester Examination: Paper pattern

Q1.	Answer any two out of the following three questions.	(16)
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Q3.	Answer any two out of the following three questions.	(16)
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Chairperson (HOD)

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PG Alumnus

Dr. Namita Nimbalkar
VC Nominee

Dr. Veena Vohra
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Approved by

Dr. Parag Ajagaonkar
Principal

Mr. Aditya Shastri
Industry Expert