NAGINDAS KHANDELWALA COLLEGE (AUTONOMOUS)

DEPARTMENT OF FOUNDATION COURSE


Foundation Course Papers I, II, III & IV

(Marking Scheme, Syllabus and Question Paper Pattern; Reference Books w.e.f. Academic Year 2017–2018)

Marking Scheme

<table>
<thead>
<tr>
<th>Subject Name</th>
<th>Semester End Examination</th>
<th>Assignments/Projects</th>
<th>Class Participation</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Foundation Course I</td>
<td>75</td>
<td>Assignment/Project/Presentations - 20</td>
<td>05</td>
<td>100</td>
</tr>
<tr>
<td>Foundation Course II</td>
<td>75</td>
<td>Assignment/Project/Presentations - 20</td>
<td>05</td>
<td>100</td>
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<tr>
<td>Foundation Course III</td>
<td>75</td>
<td>Assignment/Project/Presentations - 20</td>
<td>05</td>
<td>100</td>
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<tr>
<td>Foundation Course IV</td>
<td>75</td>
<td>Assignment/Project/Presentations - 20</td>
<td>05</td>
<td>100</td>
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</tbody>
</table>
F.Y.B.A/ F.Y.B.Com.
Foundation Course I
Indian Society and Social Awareness

Objectives of the Course:
1) To enhance the understanding of Indian Culture and social issues.
2) To develop human values, virtues and ethics among the learners.
3) To orient students towards the various aspects of health and education.

<table>
<thead>
<tr>
<th>Expected Outcome</th>
</tr>
</thead>
<tbody>
<tr>
<td>After successful completion of the course the learner should have a broader appreciation of Indian Culture and society, while at the same time they should be more aware about aspects of health, education and the importance of values, virtues and ethics.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Sr. No</th>
<th>Modules</th>
<th>No. of Lectures</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Overview of Indian Society</td>
<td>09</td>
</tr>
<tr>
<td>2</td>
<td>Diversity of Indian Culture</td>
<td>09</td>
</tr>
<tr>
<td>3</td>
<td>Human Values and Ethics</td>
<td>09</td>
</tr>
<tr>
<td>4</td>
<td>Soft Skills</td>
<td>09</td>
</tr>
<tr>
<td>5</td>
<td>Understanding issues of Health and Education</td>
<td>09</td>
</tr>
</tbody>
</table>

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<thead>
<tr>
<th>Modules/Units</th>
</tr>
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<tbody>
<tr>
<td>1 Overview of Indian Society</td>
</tr>
<tr>
<td>a) Understand the Multi-cultural diversity of Indian Society through its demographic composition; population distribution according to religion, caste, gender</td>
</tr>
<tr>
<td>b) Appreciate the concept of linguistic diversity in relation to the Indian situation</td>
</tr>
<tr>
<td>c) Understand regional variations according to rural, urban and tribal characteristics</td>
</tr>
<tr>
<td>d) Understanding the concept of diversity as difference</td>
</tr>
<tr>
<td>2 Diversity of Indian Culture</td>
</tr>
<tr>
<td>a) Art and Architecture</td>
</tr>
<tr>
<td>b) Music and Dance</td>
</tr>
<tr>
<td>c) Festivals</td>
</tr>
<tr>
<td>d) Bhakti Movement, Sikhism &amp; Sufism: their impact on society</td>
</tr>
</tbody>
</table>
### Human Values and Ethics

- **a)** Meaning of values; the role and significance of values in the growth & development of individuals, groups and societies

- **b)** Schwartz’s Ten Basic Values: Self – Direction, Stimulation, Hedonism, Achievement, Power, Security, Conformity, Tradition, Benevolence and Universalism

- **c)** Meaning and Definition of Ethics; Virtue Ethics, Role Ethics and Utilitarianism; Applied Ethics

### Soft Skills

- **a)** Leadership Skills

- **b)** Motivation – Concept, Theories and Types of Motivation

- **c)** Time Management – Effective Strategies of Time Management

- **d)** Stress and Conflict Management – Causes of Stress and Conflict in individual and society; use of coping mechanisms of managing individual stress; different methods of responding to conflict in society.

### Understanding issues of Health and Education

- **a)** Concept and Determinants of Health - Holistic health including physical and mental wellbeing, food security, adequate nutrition, safe drinking water and sanitation, healthy environment and working conditions; availability of health care and medical services; Organ Donation.


- **c)** Right to Education – universalization of Education and obstacles to free and compulsory education for all; issues of access, affordability and availability in the education sector.

- **d)** Contemporary Challenges in the Education Sector – increasing privatization of education; globalization and its impact on education sector.
Recommended Books/Journals

17. Basham, A L. *The Wonder that was India*. Picador A L. 1967.
77. Rizvi, S A A. The Wonder that was India. Picador A L. 1987.
96. INFINITE THOUGHTS
97. JOURNAL OF HUMAN VALUES
F.Y.B.A/ F.Y.B.Com.

Semester – I

Question Paper Pattern

A. Semester End Examination:
Maximum Marks: 75
Questions to be set: 05
Duration: 2½ Hrs.

<table>
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<tr>
<th>Question No.</th>
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<td>Long answer question from Module IV (1/2)</td>
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</tr>
<tr>
<td>V</td>
<td>Long answer question from Module V (1/2)</td>
<td>15</td>
</tr>
</tbody>
</table>

B. Internal Evaluation:

Skits/Projects/Book Reviews/Class Presentations/Assignment/ Field Visit Reports/Poster Making/Volunteer Activity/Report of an Educational Tour from the Institution. (20 marks)

*****
Objectives of the Course:

1) To enhance the understanding of the Constitution of India and the role played by Dr. B. R. Ambedkar in the making of the Constitution.
2) To orient learners towards Human Rights Issues, Right To Information and Public Interest Litigation.
3) To orient learners about the political system in India.
4) To sensitise learners towards gender issues.

Expected Outcome

After successful completion of the course the learner should be able to appreciate the importance of the Constitution of India as well as the exemplary contribution of Dr. B.R. Ambedkar. The learners should also have a general awareness of human rights and political processes of our country. The learners should develop a deeper sensitisation towards gender issues.

Modules at a Glance

<table>
<thead>
<tr>
<th>Sr. No</th>
<th>Modules</th>
<th>No. of Lectures</th>
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<tbody>
<tr>
<td>1</td>
<td>The Constitution of India</td>
<td>09</td>
</tr>
<tr>
<td>2</td>
<td>Human Rights and its violations</td>
<td>09</td>
</tr>
<tr>
<td>3</td>
<td>Contemporary Rights of Citizens</td>
<td>09</td>
</tr>
<tr>
<td>4</td>
<td>Political Developments</td>
<td>09</td>
</tr>
<tr>
<td>5</td>
<td>Gender discourse</td>
<td>09</td>
</tr>
</tbody>
</table>

Modules/Units

1 The Constitution of India
   a) Philosophy, Basic Features
   b) Fundamental Duties and Fundamental Rights
   c) Independent Agencies – Judiciary, Election Commission, CAG, UPSC/SPSC
   d) Role of Dr. B.R. Ambedkar

2 Human Rights and its violations
   a) Concept of human rights, origin and evolution of the concept; the Universal Declaration of the Human Rights (UDHR)
   b) Nature of Human Rights Violation faced by vulnerable groups namely the Scheduled Caste, Scheduled Tribes, Children, Minority Communities, People with disabilities and Elderly Population
   c) Redressal Mechanism at the National and State level - The National Human Rights Commission, The SC/ST Commission; The Minorities Commission
### 3 Contemporary Rights of Citizens

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<thead>
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<tbody>
<tr>
<td>a)</td>
<td>Right to Information – Genesis and relation with transparency and accountability</td>
</tr>
<tr>
<td>b)</td>
<td>Important provisions of the Right to Information Act, 2005; some success stories</td>
</tr>
<tr>
<td>c)</td>
<td>Protection of Citizen’s/ Public Interest – Public Interest Litigation</td>
</tr>
<tr>
<td>d)</td>
<td>Need and procedure to file a P.I.L , Some landmarks cases</td>
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### 4 Political Developments

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<tbody>
<tr>
<td>a)</td>
<td>The Party System in India</td>
</tr>
<tr>
<td>b)</td>
<td>The use of religion, language and caste in politics</td>
</tr>
<tr>
<td>c)</td>
<td>The 73\textsuperscript{rd} and 74\textsuperscript{th} amendments and its implications</td>
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<tr>
<td>d)</td>
<td>Role and significance of women in politics</td>
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</tbody>
</table>

### 5 Gender discourse

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<tbody>
<tr>
<td>a)</td>
<td>Perspectives on Gender</td>
</tr>
<tr>
<td>b)</td>
<td>Masculinities, Contemporary Issues: Gender Equality; Transgender Community</td>
</tr>
<tr>
<td>c)</td>
<td>Violence against women, female foeticide (declining sex ratio) and portrayal of women in media</td>
</tr>
</tbody>
</table>
Recommended Books

4. Agnes Flavia, *The State, Gender and Rhetoric of Law Reform*, Research Centre for Women’s Studies, SNDT Women’s University, Mumbai, 1995.

*****
F.Y.B.A/ F.Y.B.Com.

Semester - II

Question Paper Pattern

A. Semester End Examination:
Maximum Marks: 75
Questions to be set: 05
Duration: 2½ Hrs.

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<td>V</td>
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B. Internal Evaluation:
Skits/Projects/Book Reviews/Class Presentations/Assignment/ Field Visit Reports/Poster Making/Volunteer Activity/Report of an Educational Tour from the Institution. (20 marks)

Semester-III

Foundation Course III

Makers of Modern India

Objectives of the Course:

1) To orient learners towards the contribution of the given leaders of our country in shaping the socio – political, spiritual, scientific, and educational fabric of our nation.
2) To enhance the understanding of philosophies of the given personalities which mainly focus on Universal Brotherhood, Peace, and Harmony.
3) To orient learners towards the work done by these leaders to alleviate the sufferings of the downtrodden members of Indian society in particular and the world in general.

<table>
<thead>
<tr>
<th>Expected Outcome</th>
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</thead>
<tbody>
<tr>
<td>After successful completion of the course the learner should have a deeper appreciation of the given leaders of India, and their contribution towards the renaissance of India.</td>
</tr>
</tbody>
</table>

Modules at a Glance

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<tr>
<td>1</td>
<td>Mahamana Madan Mohan Malaviya (1861-1946)</td>
<td>09</td>
</tr>
<tr>
<td>2</td>
<td>Swami Vivekananda (1863-1902)</td>
<td>09</td>
</tr>
<tr>
<td>3</td>
<td>Mahatma Gandhi (1869-1948)</td>
<td>09</td>
</tr>
<tr>
<td>4</td>
<td>Mother Teresa (1910-1997)</td>
<td>09</td>
</tr>
<tr>
<td>5</td>
<td>Dr. APJ Abdul Kalam (1931-2015)</td>
<td>09</td>
</tr>
</tbody>
</table>

Modules/Units

1 Mahamana Madan Mohan Malaviya (1861-1946)
   a) Early life and Education.
   b) Contribution of Madan Mohan Malaviya in politics, journalism and law
   c) Establishment of Banaras Hindu University (BHU).
   d) Social work and his legacy.
<table>
<thead>
<tr>
<th></th>
<th>Swami Vivekananda (1863-1902)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>a) Shri Ramkrishna Paramhansa and his impact on Swami Vivekananda</td>
</tr>
<tr>
<td></td>
<td>b) Conflict of religion and science in the West and Swami Vivekananda’s resolution of this conflict</td>
</tr>
<tr>
<td></td>
<td>c) Swami Vivekananda – his travels and his activities for National regeneration</td>
</tr>
<tr>
<td></td>
<td>d) Swami Vivekanda and his contribution</td>
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</table>

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<tr>
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<th>Mahatma Gandhi (1869-1948)</th>
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<tbody>
<tr>
<td></td>
<td>a) Gandhi’s social thought</td>
</tr>
<tr>
<td></td>
<td>b) Gandhi’s political thoughts</td>
</tr>
<tr>
<td></td>
<td>c) Gandhi’s economic thoughts</td>
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<tr>
<td></td>
<td>d) Hind Swaraj</td>
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<tr>
<td></td>
<td>a) Early Life</td>
</tr>
<tr>
<td></td>
<td>b) Missionaries of Charity</td>
</tr>
<tr>
<td></td>
<td>c) International Reach</td>
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<tr>
<td></td>
<td>d) Attainment of Sainthood</td>
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<tr>
<td></td>
<td>a) Early Life and Education</td>
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<tr>
<td></td>
<td>b) Syncretism</td>
</tr>
<tr>
<td></td>
<td>c) Views on Education</td>
</tr>
<tr>
<td></td>
<td>d) Views on Youth of India</td>
</tr>
</tbody>
</table>
Recommended Books


Semester – III

Question Paper Pattern

A. Semester End Examination:
Maximum Marks: 75
Questions to be set: 05
Duration: 2½ Hrs.

<table>
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B. Internal Evaluation:
Skits/Projects/Book Reviews/Class Presentations/Assignment/ Field Visit Reports/Poster Making/Volunteer Activity/Report of an Educational Tour from the Institution. (20 marks)

*****
Objectives of the Course

1) To orient the learners towards the Foreign Policy of India.
2) To make the learners aware of the significance of China and Japan and their foreign policy towards India.
3) To highlight India’s foreign relations with Pakistan and Bangladesh.
4) To orient learners towards the rise of Israel as a nation.

Modules at a Glance

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<tbody>
<tr>
<td>1</td>
<td>Post - Independence India</td>
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</tr>
<tr>
<td>2</td>
<td>China</td>
<td>09</td>
</tr>
<tr>
<td>3</td>
<td>Japan</td>
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</tr>
<tr>
<td>4</td>
<td>Pakistan and Bangladesh</td>
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<tr>
<td>5</td>
<td>Israel</td>
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Modules/Units

1 Post - Independence India
   a) Principles of Foreign Policy
   b) Relations with neighbouring countries (Sri Lanka, Nepal and Bhutan)
   c) Indo- U.S Relations
   d) Indo – Soviet / Russian Relations

Expected Outcome

After successful completion of the course the learner should have a wider understanding of India’s relations with its immediate neighbours. The learners should also develop a greater understanding of the significance of Israel in expression of national identity and an appreciation of the tremendous progress they have achieved.
2 China
   a) Birth of People’s Republic of China
   b) Mao Zedong (Mao-Tse-Tung) Era
   c) Deng Xiao Ping Era
   d) Sino – Indian Relations

3 Japan
   a) Second World War: SCAP
   b) Economic Miracle in Japan
   c) Society, Culture and Polity
   d) Indo – Japanese Relations

4 Pakistan and Bangladesh
   a) Islamic Republic of Pakistan
   b) Indo-Pak Relations
   c) Birth of Bangladesh
   d) Indo- Bangladesh Relations

5 Israel
   a) Zionism and Birth of Israel.
   b) Economy, Polity and Society of Israel.
   c) Arab-Israel conflicts.
   d) Indo- Israel relations.
Recommended Books/Journals

34. Dikshit, J. N., Across borders: Fifty years of India’s Foreign Policy, New Delhi, Picus Books, 1998.
40. Dutt V.P., India’s Foreign Policy, Vani Educational Books, New Delhi, 1987.
47. Grover, Verinder (Ed.), International Relations and Foreign Policy of India, Volumes 1 to 10, New Delhi, Deep and Deep Publications, 1992,
110. SOUTH ASIA ECONOMIC JOURNAL
111. SOUTH ASIA RESEARCH
112. JOURNAL OF SOUTH ASIAN DEVELOPMENT
Semester – IV

Question Paper Pattern

A. Semester End Examination:
Maximum Marks: 75
Questions to be set: 05
Duration: 2½ Hrs.

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B. Internal Evaluation:
Skits/Projects/Book Reviews/Class Presentations/Assignment/ Field Visit Reports/Poster Making/Volunteer Activity/Report of an Educational Tour from the Institution. (20 marks)

*****