

| Sr. No. | Modules / Units  |
|---------|--|
| 1       | <p><b>Human Rights Violations and Redressal</b></p> <p>A. Scheduled Castes- Constitutional and legal rights, Forms of violations, Redressal mechanisms. <b>(2 Lectures)</b></p> <p>B. Scheduled tribes- Constitutional and legal rights, Forms of violations, Redressal mechanisms. <b>(2 Lectures)</b></p> <p>C. Women- Constitutional and legal rights, Forms of violations, Redressal mechanisms. <b>(2 Lectures)</b></p> <p>D. Children- Constitutional and legal rights, Forms of violations, Redressal mechanisms. <b>(2 Lectures)</b></p> <p>E. People with Disabilities, Minorities, and the Elderly population- Constitutional and legal rights, Forms of violations, Redressal mechanisms. <b>(4 Lectures)</b></p>   |
| 2       | <p><b>Dealing With Environmental Concerns</b></p> <p>A. Concept of Disaster and general effects of Disasters on human life- physical, psychological, economic and social effects. <b>(3 Lectures)</b></p> <p>B. Some locally relevant case studies of environmental disasters. <b>(2 Lectures)</b></p> <p>C. Dealing with Disasters - Factors to be considered in Prevention, Mitigation (Relief and Rehabilitation) and disaster Preparedness. <b>(3 Lectures)</b></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. <b>(3 Lectures)</b></p>   |
| 3       | <p><b>Science and Technology – I</b></p> <p>A. <b>Development of Science</b>- the ancient cultures, the Classical era, the Middle Ages, the Renaissance, the Age of Reason and Enlightenment. <b>(3 Lectures)</b></p> <p>B. <b>Nature of science</b>- its principles and characteristics; Science as empirical, practical, theoretical, validated knowledge. <b>(2 Lectures)</b></p> <p>C. <b>Science and Superstition</b>- the role of science in exploding myths, blind beliefs and prejudices; Science and scientific temper- scientific temper as a fundamental duty of the Indian citizen. <b>(3 Lectures)</b></p> <p>D. <b>Science in everyday life</b>- technology, its meaning and role in development; Interrelation and distinction between science and technology. <b>(3 Lectures)</b></p>  |
| 4       | <p><b>Soft Skills for Effective Interpersonal Communication</b></p> <p><b>Part A (4 Lectures)</b></p> <p>I) Effective Listening - Importance and Features.</p> <p>II) Verbal and Non-Verbal Communication; Public-Speaking and Presentation Skills.</p> <p>III) Barriers to Effective Communication; Importance of Self-Awareness and Body Language.</p> <p><b>Part B (4 Lectures)</b></p> <p>I) Formal and Informal Communication - Purpose and Types.</p> <p>II) Writing Formal Applications, Statement of Purpose (SOP) and Resume.</p> <p>III) Preparing for Group Discussions, Interviews and Presentations.</p> <p><b>Part C (3 Lectures)</b></p> <p>I) Leadership Skills and Self-Improvement - Characteristics of Effective Leadership.</p> <p>II) Styles of Leadership and Team-Building.</p> |

### Projects / Assignments (for Internal Assessment)

- i. Projects/Assignments should be drawn for the component on Internal Assessment from the topics in **Module 1 to Module 4**.
- ii. Students should be given a list of possible topics - at least 3 from each Module at the beginning of the semester.
- iii. The Project/Assignment can take the form of Street-Plays / Power-Point Presentations / Poster Exhibitions and similar other modes of presentation appropriate to the topic.
- iv. Students can work in groups of not more than 8 per topic.
- v. Students must submit a hard / soft copy of the Project / Assignment before appearing for the semester end examination.

### QUESTION PAPER PATTERN (Semester III)

The Question Paper Pattern for Semester End Examination shall be as follows:

**TOTAL MARKS: 75**

**DURATION: 150 MINUTES**

| QUESTION NUMBER | DESCRIPTION   | MARKS ASSIGNED   |
|-----------------|---|--|
| <b>1</b>        | <b>i.</b> Question 1 A will be asked on the meaning / definition of concepts / terms from all Modules.<br><b>ii.</b> Question 1 B will be asked on the topic of the Project / Assignment done by the student during the Semester<br><b>iii.</b> In all 8 Questions will be asked out of which 5 have to be attempted. | <b>a)</b> Total marks: 15<br><b>b)</b> For 1 A, there will be 3 marks for each sub-question.<br><b>c)</b> For 1 B there will be 15 marks without any break-up. |
| <b>2</b>        | Descriptive Question with internal option (A or B) on Module 1  | 15   |
| <b>3</b>        | Descriptive Question with internal option (A or B) on Module 2  | 15   |
| <b>4</b>        | Descriptive Question with internal option (A or B) on Module 3  | 15   |
| <b>5</b>        | Descriptive Question with internal option (A or B) on Module 4  | 15   |

**Revised Syllabus of Courses of B.Com. Programme at Semester IV  
with Effect from the Academic Year 2017-2018**

**2 Ability Enhancement Courses (AEC)  
2B \* Skill Enhancement Courses (SEC) Group B**

**6. Foundation Course- Contemporary Issues- IV**

***Modules at a Glance***

| <b>Sr. No.</b> | <b>Modules</b>                               | <b>No. of Lectures</b> |
|----------------|--|------------------------|
| 1              | Significant, Contemporary Rights of Citizens | 12                     |
| 2              | Approaches to understanding Ecology          | 11                     |
| 3              | Science and Technology –II                   | 11                     |
| 4              | Introduction to Competitive Exams            | 11                     |
| <b>Total</b>   |  | <b>45</b>              |

| Sr. No. | Modules / Units   |
|---------|---|
| 1       | <b>Significant, Contemporary Rights of Citizens</b>   |
|         | <p><b>A. Rights of Consumers</b>-Violations of consumer rights and important provisions of the Consumer Protection Act, 2016; Other important laws to protect consumers; Consumer courts and consumer movements. <b>(3 Lectures)</b></p> <p><b>B. Right to Information</b>- Genesis and relation with transparency and accountability; important provisions of the Right to Information Act, 2005; some success stories. <b>(3 Lectures)</b></p> <p><b>C. Protection of Citizens'/Public Interest</b>-Public Interest Litigation, need and procedure to file a PIL; some landmark cases. <b>(3 Lectures)</b></p> <p><b>D. Citizens' Charters, Public Service Guarantee Acts.</b> <b>(3 Lectures)</b></p>  |
| 2       | <b>Approaches to understanding Ecology</b>  |
|         | <p><b>A. Understanding approaches to ecology</b>- Anthropocentrism, Biocentrism and Eco centrism, Ecofeminism and Deep Ecology. <b>(3 Lectures)</b></p> <p><b>B. Environmental Principles-1:</b> the sustainability principle; the polluter pays principle; the precautionary principle. <b>(4 Lectures)</b></p> <p><b>C. Environmental Principles-2:</b> the equity principle; human rights principles; the participation principle. <b>(4 Lectures)</b></p>   |
| 3       | <b>Science and Technology –II</b>   |
|         | <p><b>Part A:Some Significant Modern Technologies, Features and Applications (7 Lectures)</b></p> <p><b>i. Laser Technology</b>- Light Amplification by Stimulated Emission of Radiation; use of laser in remote sensing, GIS/GPS mapping, medical use.</p> <p><b>ii. Satellite Technology</b>- various uses in satellite navigation systems, GPS, and imprecise climate and weather analyses.</p> <p><b>iii. Information and Communication Technology</b>- convergence of various technologies like satellite, computer and digital in the information revolution of today's society.</p> <p><b>iv. Biotechnology and Genetic engineering</b>- applied biology and uses in medicine, pharmaceuticals and agriculture; genetically modified plant, animal and human life.</p> <p><b>v. Nanotechnology</b>- definition: the study, control and application of phenomena and materials at length scales below 100 nm; uses in medicine, military intelligence and consumer products.</p> <p><b>Part B:Issues of Control, Access and Misuse of Technology.</b> <b>(4 Lectures)</b></p> |

| Sr. No. | Modules / Units  |
|---------|--|
| 4       | Introduction to Competitive Exams  |
|         | <p><b>Part A. Basic information on Competitive Examinations- the pattern, eligibility criteria and local centres:</b></p> <ul style="list-style-type: none"> <li>i. Examinations conducted for entry into professional courses - Graduate Record Examinations (GRE), Graduate Management Admission Test (GMAT), Common Admission Test (CAT) and Scholastic Aptitude Test (SAT).</li> <li>ii. Examinations conducted for entry into jobs by Union Public Service Commission, Staff Selection Commission (SSC), State Public Service Commissions, Banking and Insurance sectors, and the National and State Eligibility Tests (NET / SET) for entry into teaching profession.</li> </ul> <p><b>Part B. Soft skills required for competitive examinations- (7 Lectures)</b></p> <ul style="list-style-type: none"> <li>i. Information on areas tested: Quantitative Ability, Data Interpretation, Verbal Ability and Logical Reasoning, Creativity and Lateral Thinking</li> <li>ii. Motivation: Concept, Theories and Types of Motivation</li> <li>iii. Goal-Setting: Types of Goals, SMART Goals, Stephen Covey's concept of human endowment</li> <li>iv. Time Management: Effective Strategies for Time Management</li> <li>v. Writing Skills: Paragraph Writing, Report Writing, Filing an application under the RTI Act, Consumer Grievance Letter.</li> </ul> |