

## Bachelor of Arts

### Syllabus for Core Component (CC) Foundation Courses (English Medium) Semester I

Old Syllabus	Proposed Syllabus
Title of the Paper: <b>FC I History as Heritage</b>	Title of the Paper : <b>FC I History as Heritage</b>
Subject Code <b>130100</b>	Subject Code <b>10103</b>

PAPER TITLE	L	Cr	P/T	D (EE)	EE	IE	T
<b>History as Heritage</b>	4	4	--	2.5	75	25	100 marks

#L=Lectures per week, Cr=Credits, P/T=Practical/Tutorials, D=External Exam Duration, EE=External Examination, IE=Internal Examination, T=Total Marks

Old Syllabus	Proposed Syllabus
<p><b>Objectives:</b></p> <ul style="list-style-type: none"> <li>• To introduce the students to the core aspects of the Indian culture</li> <li>• To make them aware of the multiple facets of Indian culture</li> <li>• To sensitise students to the rich culture and heritage of India</li> <li>• To enable the students to understand the importance of our heritage</li> <li>• To encourage the students to view our traditions and values in the right perspective which will help them appreciate diverse cultural values</li> </ul> <p><b>Learning Outcomes:</b> At the end of the course, the students will be able to gain knowledge on:</p> <ul style="list-style-type: none"> <li>• While discussing Indian history and culture students will be able to recognize the history of Indian culture as part of the large story of humankind and civilisation over the ages</li> <li>• Get to know the diversity of our cultural heritage ,understand and appreciate the legacy. It will also provide them with a sense of the expense of time over which this legacy has grown.</li> <li>• To explain several historical currents that have harmonized to create a rich multicultural society</li> </ul>	<p><b>Objectives:</b></p> <ul style="list-style-type: none"> <li>• To introduce the students to the core aspects of the Indian culture</li> <li>• To make them aware of the multiple facets of Indian culture</li> <li>• To sensitise students to the rich culture and heritage of India</li> <li>• To enable the students to understand the importance of our heritage</li> <li>• To encourage the students to view our traditions and values in the right perspective which will help them appreciate diverse cultural values</li> </ul> <p><b>Learning Outcomes:</b> At the end of the course, the students will be able to gain knowledge on:</p> <ul style="list-style-type: none"> <li>• While discussing Indian history and culture students will be able to recognize the history of Indian culture as part of the large story of humankind and civilisation over the ages</li> <li>• Get to know the diversity of our cultural heritage ,understand and appreciate the legacy. It will also provide them with a sense of the expense of time over which this legacy has grown.</li> <li>• To explain several historical currents that have harmonized to create a rich multicultural society</li> </ul>

Old Syllabus		Proposed Syllabus							
Unit	Topic and Details Old Syllabus	Module	Module Specific Objectives	Content	Weightage	Instruction Time	Credits	Evaluation	
								IE Weightage	EE Weightage
I)	<b>History as Heritage</b>  a) Historical background b) A History of India through Maps.	<b>I) History as Heritage</b>	1) To recognize the history of Indian culture as part of the large story of humankind and civilization 2) Look at maps from the past in order to understand how the notion of 'India' has been a changing one over historical periods	a) Historical background b) A History of India through Maps.	25	15	1	5	20
II)	<b>Language and Literature</b>  a) Languages of India b) Literature from oral traditions, Cinema and Theatre	<b>II) Language and Literature</b>	1) To Explain the misconceptions of language 2) To understand the nature of oral traditions as a source of folk oral history, evolution of cinematic	a) Languages of India b) Literature from oral traditions, Cinema and Theatre	25	15	1	5	20

			history in India, how theatre emerged in India						
<b>III)</b>	<b>Art and Architecture</b> a)Famous architecture of Ancient India. b)Painting and Sculptures c)Crafts	<b>III)Art and Architecture</b>	1) To Analyze how Indian Architectural styles, paintings, sculptures are reflection of our plural culture. Hoe different types of crafts explored the folk ,regional history	a)Famous architecture of Ancient India. b)Painting and Sculptures c)Crafts	25	15	1	5	20
<b>IV)</b>	<b>Science and Technology</b> a)Evolution b)Implications of technological development on society.	<b>IV) Science and Technology</b>	1)To understand how science and technology has changed our life style. 2) How Indians has contributed to the world in the field of medicine, astronomy, and mathematics. 3)How development science and technology has evolved our day to day life.	a)Evolution b) Implications of technological development on society.	25	15	1	5	20

## **Evaluation Scheme:**

### **Evaluation Scheme:**

#### **A. Internal Exams: Total Marks: 25**

1. Written Test (10 Marks) .
2. Project: It can be a scrap book on any aspects of Indian culture, Field visit, poster presentations, etc. (15)

#### **B. External Exams: Total Marks: 75**

The pattern of the written exam can be as follows:

A total of 7 questions each for 15 marks will be asked

Q. 1 to Q.7 Long Answers of 15 marks each. Students have to write any 5

Q.7 will be short note. Students have to write any 2

## **References:**

### **Essential Reading:**

References:

- Basham, A.L., '*A Cultural History of India*,' Oxford University Press, 2008
- Bhatia, A.K., '*Tourism – Development and Principles*,' Sterling Publishers, 2005

- Bongard Levin, G.M., ‘*Ancient Indian History and Civilization*,’ Ajanta Publication, 1998
- Chatterji Suniti Kumar, et.al., ‘*Indian Culture*’, Universal Publication, 1966
- Chopra, P.N.(Dr.), ed., *The Gazetteer of India – History and Culture*, Volumes 1 and 2, Publications Division, Government of India, 2003

**Additional Reading:**

- D’Souza, Leela, ‘*A Cultural History of Ancient India*,’ Rawat Publication, 2007
  - Guha, Ramchandra, *A Corner of a Foreign Field – The Indian History of a British Sport*, Allen Lane, 2014
  - Gupta, Samita, Diddee, Jaymala, *Pune – Queen of the Deccan*, Elephant Design, 2000
  - Sen, Ronojoy, *Nation At Play – A History of Sport in India*, Penguin, 2015
  - Siddhartha, K., Kumar, Aditti, et. al, *Heritage and Culture*, Kisalaya Publications Pvt. Ltd, 2015
- Thapar, Romila, *A History of India*, Penguin, 1990

## Bachelor of Arts

### Syllabus for Core Component (CC) Foundation Courses (English Medium) Semester I

Old Syllabus	Proposed Syllabus
Title of the Paper: <b>FC II Women in Changing India</b>	Title of the Paper : <b>FC II Women in Changing India</b>
Subject Code <b>130200</b>	Subject Code <b>10203</b>

PAPER TITLE	L	Cr	P/T	D (EE)	EE	IE	T
<b>Women in Changing India</b>	4	4	--	2.5	75	25	100 marks

#L=Lectures per week, Cr=Credits, P/T=Practical/Tutorials, D=External Exam Duration, EE=External Examination, IE=Internal Examination, T=Total Marks

Old Syllabus	Proposed Syllabus
<p><b>Objectives:</b></p> <ul style="list-style-type: none"> <li>• To understand the difference between the concept of 'Gender' and 'Sex'</li> <li>• To sensitize students to gender discrimination and Socialization of the girl child in patriarchal family</li> <li>• To understand Women's Rights, Women's Education, economic and social justice</li> <li>• To advance the idea of women as active participants in national development</li> </ul> <p><b>Learning Outcomes:</b> At the end of the course, the students will be able to gain knowledge:</p> <ul style="list-style-type: none"> <li>• About the situation of women in India.</li> <li>• On constitutional rights and facilities available for them.</li> <li>• Will help students to dialogue, reflect, develop a point of view and articulate their responses and ideas.</li> </ul>	<p><b>Objectives:-</b></p> <ul style="list-style-type: none"> <li>• To understand the difference between the concept of 'Gender' and 'Sex'</li> <li>• To sensitize students to gender discrimination and Socialization of the girl child in patriarchal family</li> <li>• To understand Women's Rights, Women's Education, economic and social justice</li> <li>• To advance the idea of women as active participants in national development</li> </ul> <p><b>Learning Outcomes:</b> At the end of the course, the students will be able to gain knowledge:</p> <ul style="list-style-type: none"> <li>• About the situation of women in India.</li> <li>• On constitutional rights and facilities available for them.</li> <li>• Will help students to dialogue, reflect, develop a point of view and articulate their responses and ideas.</li> </ul>



Old Syllabus		Proposed Syllabus							
Unit	Topic and Details Old Syllabus	Module	Module Specific Objectives	Content	Weightage	Instruction Time	Credits	Evaluation	
								IE Weightage	EE Weightage
I)	<b>Introduction &amp; Social Construction of Gender:</b>  a)Concept of Strength underlying the university motto "Sanskrita Stree Parashakti" b)Socialization of the girl child in patriarchal family c)Propagation of stereotypes through education, advertisements, media, performing arts	<b>Introduction &amp; Social Construction of Gender:</b>	1.)To understand the motto of SNTD university ,to examine how society influences our understandings and perception of differences between masculinity and femininity.  2.)To analyze what society	a)Concept of Strength underlying the university motto "Sanskrita Stree Parashakti"  b)Socialization of the girl child in patriarchal family  c)Propagation of stereotypes through education, advertisements, media, performing arts	25	15	1	5	20

			deems appropriate behaviour for a “man” and a “Woman”						
<b>II)</b>	<b>Women and Work:</b>  a) Women in the unorganised sector b) Women in the organised sector c) Legal provision for the protection of working women.	<b>II) Women and Work</b>	1) To get an understanding of the problems faced by working women 2) To give an idea about the disproportionate burden and non acknowledgement of unpaid work by Indian women	a) Women in the unorganised sector b) Women in the organised sector c) Legal provision for the protection of working women.	25	15	1	5	20
<b>III)</b>	<b>III) Women and Education:</b>  a) Women in education: access and retention. b) Problems of women' education, gender inequality in academic achievement. c) Education as	<b>III) Women and Education</b>	1) To give an impetus on Education as an instrument to uplift women's position 2) To advance the idea of women as active participants in national development	a) Women in education: access and retention. b) Problems of women' education, gender inequality in academic achievement. c) Education as an instrument of change. d) Education for empowerment and development of women.	25	15	1	5	20

	an instrument of change. d)Education for empowerment and development of women.								
<b>IV)</b>	<b>Towards Change:</b>  a)Realities of gender oppression b)Reservation of seats for women in local political bodies. c)Milestones in Government policies d) Legal reforms. e) Women's movement in the 80's and 90's.	<b>IV) Towards Change</b>	To Sensitize students to the history of struggles women faced for gender equality through the Women's movements To educate students on the rights of women and the means of enforcing such rights for the achievement of equality, development. To work for peace, Women's Rights, Women's Education, economic and social justice	a)Realities of gender oppression b)Reservation of seats for women in local political bodies. c)Milestones in Government policies d)Legal reforms. e) Women's movement in the 80's and 90's.	25	15	1	5	20

## Evaluation Scheme:

### Evaluation Scheme:

#### A. Internal Exams: Total Marks: 25

1. Written Test (10 Marks) .
2. Project: It can be a scrap book on any women issues, surveys, poster presentations, film screening report, role play etc. . (15)

#### B. External Exams: Total Marks: 75

The pattern of the written exam can be as follows:

A total of 7 questions each for 15 marks will be asked

Q. 1 to Q.7 Long Answers of 15 marks each. Students have to write any 5

Q.7 will be short note. Students have to write any 2

## References:

### Essential Reading:

References:

1. Dube, Leela, etal (Ed) *Visibility and Power, 'Essays on women in society and development'* U.P. Delhi 1986.
2. Sangari, Kumkum and Sudesh Vaid (Ed), '*Women and culture*', RCWS SNDT University, Bombay 1985.
3. Desai, Neera and KrishnarajMaithreyi,' *Women and Society in India*', '*Health – A Gender issue in India*', Ajanta, Delhi, 1987
4. Bajpai, A. (ed) '*Women's Rights at the Work Place*'. TISS; Bombay, 1996
5. Senagupta, Prantika, '*Condition of Women Working in the Unorganized Sector*' available at [http:// www.legalservicesindia.com/article/1432](http://www.legalservicesindia.com/article/1432) (2010)
6. Suguna M. '*Education and Women Empowerment in India*', International Journal of Multidisciplinary Research: VOL. 1. Issue 8. (2011).
7. *Manushi* – Magazine published by Madhu kishwar from New Delhi

8. Parthassrathi V., 'Socialisation Women Education', New Delhi Orient Longman
9. Nandita Gandhi , Nandita Shah,' *Issues At Stake: theory and practice in the contemporary Women's Movement in India*' by Kali for Women, New Delhi 1992.
10. Dr.Neera Desai (ed) '*A Decade of Women's Movement in India*' by Himalayas Press, Bombay 1986.

**Additional Reading:**

1. Agarwal Bina, '*Structures of Patriarchy: State, Community and the Household in modernizing Asia, Women and Household*', ' Ed LeelaDube New Delhi, Kali for women 1985.
2. Sharma Shakti, National Commission on Self Employed Women and women in the informal sector, New Delhi, 1988
3. Mukherjee, Prabhati, '*Hindu Women: Normative Models*', Orient Longman, New Delhi 1978
4. Shakuntala Balaraman, (1986), '*Women Image Making and Shaping – OverThrowing Stereotypes*'
5. Kalpana Sharma, (1988), '*Women in Perspective*', Indian Express, July 31,
6. Sumit Gupta and Mukta Gupta (1989), '*Women in India: Retrospect and Prospect*', Women's World, No. 21-22,
7. K. Mahalinga. (2014). '*Women's Empowerment through Panchayat Raj Institutions*'. Indian Journal of Research: Vol. 3. Issue 3.
8. Womens-Education-in-India-A-Situational-Analysis.pdf
9. Vimala Ramachandran, '*The Indian Experience, in Bridging the gap between intention and action – girls and women's education in South Asia*'; UNESCO-PROAP and ASPBAE, Bangkok and New Delhi, 1998
10. Tauffiqu Ahamad ,AnilKumar Mishra,' *Legal status and rights of women in Indian constitution*' published in '*InternationalJournalofAdvancedEducationandResearch*' Volume 1; Issue 1; January 2016; Walker S. and I.. Barton (Eds.) Gender Class Education, New York

