

## O/G Elective course

**4 CREDITS**

### Objectives

1. To familiarize students with the concepts of sex and gender as used in feminist works and creating awareness on the ways by which gender is constructed.
2. To make students understand the concepts of masculinity and femininity and the need to treat gender as an analytical category.
3. To elaborate on the concepts of patriarchy and male dominance in society and their impact on women's lives.
4. To introduce students to basic concepts in Women and Gender Studies

### Learning Outcomes:

At the end of the course, the students will be able to gain knowledge:

- About the situation of women in India.
- On constitutional rights and facilities available for them.
- Will help students to dialogue, reflect, develop a point of view and articulate their responses and ideas.
- TO bring about the awareness on the section of Third Gender, their issues and concerns  
(PLZ NOTE YET TO REFRAME THE OUTCOMES AND MODULE OBJECTIVES )

Module	Title	Credits	Marks
<b>I</b>	<b>Social Construction of Gender:</b> A). Concept of Strength underlying the SNDT University motto "Sanskrita Stree Parashakti" B) Understanding Sex- Gender , Socialization of Gender, C) Women's Education ; Challenges	<b>1</b>	<b>25</b>
<b>II</b>	<b>Representation of Women in Culture and Media</b> A) Print Media B) Films, Advertisernents C.) Mega Series	<b>1</b>	<b>25</b>

<b>III</b>	<b>Gender Division of Labour</b> A) Gender and Domestic work B) Women in Formal Sector and Informal Sector of Employment, Wage Discrimination C) Sexual Harassment at Workplace.	<b>1</b>	<b>25</b>
<b>IV</b>	<b>Towards Change:</b> A.) Phases of Women's Movement in India B.) Women's participation in politics C.) LGBTQIA+ ; Concept, Awareness and Sensitivity	<b>1</b>	<b>25</b>
		<b>4</b>	<b>100</b>

#### Evaluation Scheme:

##### Evaluation Scheme:

##### A. Internal Exams: Total Marks: 50

1. Written Test (15 Marks) .
2. Project: It can be a scrap book on any women issues, surveys, poster presentations, film screening report, role play etc. . (35 marks )

##### B. External Exams: Total Marks:50

#### References:

##### Essential Reading:

References:

1. Dube, L. (1986), etal (Ed) *Visibility and Power, 'Essays on women in society and development'* U.P. Delhi.

2. Sangari, K and Vaid S., (Ed), (1985), '*Women and culture*', RCWS SNDT University, Bombay.
3. Desai, N., and Krishnaraj M., (1987), '*Women and Society in India*', '*Health – A Gender issue in India*', Ajanta, Delhi,
4. Bajpai, A. (ed) (1996) '*Women's Rights at the Work Place*'. TISS, Bombay,
5. Senagupta, P, (2010), '*Condition of Women Working in the Unorganized Sector*' <http://www.legalservicesindia.com/article/1432>
6. Suguna M. (2011). '*Education and Women Empowerment in India*', International Journal of Multidisciplinary Research: VOL. 1. Issue 8.
7. Kishwar, M.,(1995), '*Manushi*', New Delhi
8. Gandhi N , Shah N,' (1992), '*Issues At Stake: theory and practice in the contemporary Women's Movement in India*' Kali for Women, New Delhi.
9. Dr. Desai N., (ed) , (1986) '*A Decade of Women's Movement in India*' by Himalayas Press, Bombay.

**Additional Reading:**

1. Agarwal B,( 1985), Dube L.,(ed.) '*Structures of Patriarchy: State, Community and the Household in modernizing Asia, Women and Household*', 'New Delhi, Kali for women.
2. Sharma S,( 1988 ), National Commission on Self Employed Women and women in the informal sector, New Delhi,
3. Mukherjee, P,( 1978), '*Hindu Women: Normative Models*', Orient Longman, New Delhi
4. Balaraman S, (1986), '*Women Image Making and Shaping – OverThrowing Stereotypes*'
5. Sharma K., (1988), '*Women in Perspective*', Indian Express, July 31,
6. Gupta S. and Gupta M., (1989), '*Women in India: Retrospect and Prospect*', Women's World, No. 21-22,
7. . Mahalinga K., (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. Ramachandran V.( 1998), , '*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,
10. Ahamad T, Mishra A, Walker S. and Barton I.. (Eds.) (2016), '*Legal status and rights of women in Indian constitution*' published in 'International Journal of Advanced Education and Research' Volume 1; Issue 1; January; Gender Class Education, New York

**SEVA MANDAL EDUCATION SOCIETY'S**  
**SMT.MANIBEN M.P SHAH WOMEN'S COLLEGE OF ARTS &COMMERCE**  
**(AUTONOMOUS)**

**Programme Name: BA, BMM**  
**Proposed Syllabus under NEP**  
**Year of Implementation : 2023-24**

<b>Course Category</b>	<b>Skill Enhancement Course</b>
<b>Level</b>	<b>4.5</b>
<b>Course Title</b>	<b>Integrated Wellness and Personal Growth - I</b>
<b>Semester</b>	<b>I</b>
<b>Course Credit</b>	<b>2</b>
<b>No. of Lectures per week</b>	<b>2</b>
<b>Marks of Comprehensive Continuous Evaluation</b>	<b>50</b>
<b>Marks of Semester End Examination</b>	<b>-</b>

**Course Title:**

### **Integrated Wellness and Personal Growth I**

<b>Course Outcomes</b>	<p>After going through the course, learners will be able to</p> <ul style="list-style-type: none"> <li>• gain knowledge on: --how Personality development grooms an individual --Factors affecting personality development</li> <li>• --Develop self- realisation -- skills for building a character</li> <li>• -- help students to speak clearly and fluently with a positive approach. and learning some etiquettes and manners</li> </ul>
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	<ul style="list-style-type: none"> <li>• -Students will be understanding basic personality traits, including values, beliefs, and nature versus nurture</li> </ul>
<b>Module 1(Credit 1)</b>	<b>Title of the Module:</b>  <b>Personality Development</b>
<b>Learning Outcomes</b>	<p>After learning the module, learners will be able to</p> <ul style="list-style-type: none"> <li>• To understand andrealise the importance of Personality development as to how it grooms an individual. and expectations</li> <li>• --To identify, differentiate between one’s own strengths and weaknesses</li> </ul>
<b>Content Outline</b>	<p>1.1- Introduction to Personality Development, Concept of personality development.</p> <p>1.2 –Role of Heredity and Environment in Individual Development</p> <p>1.3 Role of moral, ethics &amp; values in the development of the individual</p> <p>1.4- Self SWOC Analysis</p>
<b>Module 2(Credit 1)</b>	<b>Title of the Module:</b>  <b>Building a Character</b>

<b>Learning Outcomes</b>	<p>After learning the module, learners will be able to</p> <ul style="list-style-type: none"> <li>• -To upgrade the student skills on leadership, presentation skills</li> <li>• Importance and application of IQ, EQ and such quotients in life</li> </ul>
<b>Content Outline</b>	<p>2.1 Leadership qualities, Team Building</p> <p>2.2 Presentation skills</p> <p>2.3 Listening skills</p> <p>2.4 –Role of IQ, EQ, SQ, AQ –</p> <p>1) Intelligence Quotient (IQ) 2) Emotional Quotient (EQ) 3) Social Quotient (SQ) 4. Adversity Quotient (AQ)</p>

**Comprehensive Continuous Evaluation (CCE): Assignments/ Project/MCQ test/Written test**

Project: It can be a scrap book on coping mechanisms poster presentations ,film screening report, role play etc. .

**Semester End Examination (SEE) Paper**

References:

**Essential Reading:**

Shankar, U.,(1981), ‘ *Personality Development*’, Delhi

Goleman D, (2006), ‘*Emotional Intelligence*’ , Random House Publishing Group

Stolt P, (1997), "*Adversity Quotient: Turning Obstacles into Opportunities*" John Wiley and Sons.

McCarthy P & Hatcher C,(2002), '*Presentation Skills-The Essential Guide for Students*', Sage Publications

Chandra, M.S. (1999), '*Conflict Management*', Rajat publication, Delhi

**Additional Reading:**

Sharma R (2006) '*The Monk Who Sold His Ferrari: A Fable About Fulfilling Your Dreams and Reaching Your Destiny*' Harper Collins, New York

Burnett B and Evans D,(2016) '*Designing Your Life: How to Build a Well-Lived, Joyful Life*' Knopf Doubleday publishing house

Pausch Randy, (2010), '*The Last Lecture: Achieving Your Childhood Dreams*' Hachette, Australia

Covey S, (1997), '*The Seven Habits of Highly Effective People*', G.K.Hall



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**Programme Name: BA**  
**Proposed Syllabus under NEP**  
**Year of Implementation: 2023-24**

<b>Course Category</b>	<b>Value Education Course</b>
<b>Level</b>	<b>4.5</b>
<b>Course Title</b>	<b>Environmental Science</b>
<b>Semester</b>	<b>I</b>
<b>Course Credit</b>	<b>2</b>
<b>No. of Lecture per week</b>	<b>2</b>
<b>Marks of Comprehensive Continuous Evaluation</b>	<b>50</b>
<b>Marks of Semester End Examination</b>	<b>-</b>

**Course Title:**

**Environmental Science**

<b>Course Outcomes</b>	<p>After going through the course, learners will be able to</p> <ul style="list-style-type: none"><li>• understanding about concepts, various ecosystems, biodiversity, and need of conservation and social challenges for environment sustainability.</li><li>• The natural resources and their importance for the sustenance of the life and recognise the need to conserve the natural resources.</li><li>• The concepts of the ecosystem and its function in the environment.</li></ul>
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	<p>The need for protecting the producers and consumers in various ecosystems and their role in the food web.</p> <ul style="list-style-type: none"> <li>• • The biodiversity of India and the threats to biodiversity, and conservation practices to protect the biodiversity.</li> </ul>
<b>Module 1(Credit 1)</b>	<p><b>Title of the Module:</b></p> <p style="text-align: center;"><b>Understanding Environment</b></p>
<b>Learning Outcomes</b>	<p>After learning the module, learners will be able to</p> <ul style="list-style-type: none"> <li>• To bring about an awareness of a variety of environment concerns</li> <li>• -- Understanding various types of natural resources: their uses and exploitation</li> </ul>
<b>Content Outline</b>	<ul style="list-style-type: none"> <li>• Multidisciplinary nature of environmental studies. Scope and importance. Concept of sustainability and Sustainable development.</li> <li>• Ecosystem: Structure and functions of ecosystem. Energy flow in an ecosystem: food chains, food-webs, Introduction, Types, Characteristics Features, Structure and Functions of the ecosystems</li> <li>• Natural Resources, Renewable and Non-renewable Resources Role of an Individual in Conservation of Natural Resources,</li> <li>• Bio Diversity, Introduction, Threats to bio-diversity. Endangered and endemic species of India. Conservation of biodiversity: In-situ and Ex; situ</li> </ul>
<b>Module 2(Credit 1)</b>	<p><b>Title of the Module:</b></p> <p style="text-align: center;"><b>Environmental Issues</b></p>

<b>Learning Outcomes</b>	<p>After learning the module, learners will be able to</p> <p>-- To understand concept of ecosystem - -- To understand the importance of Bio diversity and threats related to it..</p> <p>To make students aware of types of pollutions and solutions,</p> <p>-To know problems associated with environment degradation. Legislations passed to save environment</p>
<b>Content Outline</b>	<ul style="list-style-type: none"> <li>• Environmental Pollution: types, causes, effects and controls, Air, water, soil and noise pollution. Nuclear hazards and human health risks.</li> <li>• Solid waste Management: Control measures of urban and industrial waste</li> <li>• Water Conservation, Rain Water Harvesting, Watershed Management, World food problems</li> <li>• Global Warming, Acid Rain, Ozone Layer Depletion</li> </ul>

**Comprehensive Continuous Evaluation (CCE): Assignments/ Project/MCQ test/Written test**

Project: It can be a scrap book , poster presentations ,film screening report, role play etc. .

**Semester End Examination (SEE) Paper pattern:**

References:

**Essential Reading:**

- Agarwal KC, (2001) *‘Environment Biology’* , Nidhi Publishers Ltd. Bikaner.
- Bharucha E,(2003). *‘The Biodiversity of India, Map’* Publishing Pvt. Ltd, Ahmedabad.
- Brunner RC, (1989), *Hazardous Waste Incineration*, McGraw Hill Inc.
- De AK,(2011), *Environment Chemistry*, Wiley Eastern Ltd.
- ‘Down to Earth’ , Centre for Science and Environment <https://www.cseindia.org/down-to-earth>
- Gleick HP, (1993). *Water in Crisis, Pacific Institute for Studies in Development. Environment and Security*. Stockholm Environment institute, Oxford University Press.

- . Hawkin- E. Encyclopedia of Indian Natural History, Bombay Natural History Society, Bombay
- Jadhav H and Bhosale VM, (1995). '*Environment Protection and Laws*'. Himalaya Publishing House, Delhi.
- Mckinney ML and Schoch RM, (1996). *Environmental Science Systems and Solutions*. Web enhanced edition.
- Rao MN and Datta AK, (1987). *Waste Water Treatment*. Oxford and IBH Publishing Co. Pvt. Ltd.
- Rajagopalan R. , (2011), *Environmental Studies*, 2nd Edition, Oxford University Press.

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**(AUTONOMOUS)**

**Programme Name: B.A., B.A.M.M., B.Com, B.Com-AFI, BMS**

**Proposed Syllabus under NEP**

**Year of Implementation: 2023-24**

<b>Course Category</b>	<b>IKS</b>
<b>Level</b>	<b>4.5</b>
<b>Course Title</b>	<b>Indian Knowledge System- Heritage of India</b>
<b>Semester</b>	<b>I</b>
<b>Course Credit</b>	<b>2</b>
<b>No. of Lecture per week</b>	<b>2</b>
<b>Marks of Comprehensive Continuous Evaluation</b>	<b>50</b>
<b>Marks of Semester End Examination</b>	<b>-</b>

**Course Title:**

**Indian Knowledge System- Heritage of India**

<b>Course Outcomes</b>	<p>After going through the course, learners will be able to</p> <ul style="list-style-type: none"><li>● To appreciate our Indian Knowledge Systems and feel connected to the rich heritage.</li><li>● To strengthen our sense of identity, culture as part of the large story of humankind and civilisation over the ages</li></ul>
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	<ul style="list-style-type: none"> <li>● To recognize the importance of the revival of IKS and its relevance in modern times</li> <li>● To value the discoveries of Indian Sciences and their contribution to the world</li> </ul>
<b>Module 1(Credit 1)</b>	<b>Title of the Module:</b>  <b>Understanding Indian Knowledge Systems and Indian Art</b>
<b>Learning Outcomes</b>	<p>After learning the module, learners will be able to</p> <ul style="list-style-type: none"> <li>● To have deep understanding of the term IKS based on the faith of “VasudhaivaKutumbakam”</li> <li>● To encourage the creation of new ideas and knowledge based on ancient knowledge system</li> <li>● To analyze how Indian Art forms have been the reflection of our pluralistic culture</li> </ul>
<b>Content Outline</b>	<p>1.1 Indian Knowledge System- Introduction, salient features , Need for IKS</p> <p>1.2 Temple Architecture , sculpture , Paintings</p> <p>1.3 Folk Dances and Classical Music</p>
<b>Module 2(Credit 1)</b>	<b>Title of the Module:</b>  <b>Indian Learning Systems</b>
<b>Learning Outcomes</b>	<p>After learning the module, learners will be able to</p> <ul style="list-style-type: none"> <li>● To appreciate and explore how the Indian sciences and how these sciences have gained global momentum</li> <li>● To articulate how various languages and literature forms are the foundations of the human thinking process</li> <li>● To explore the old systems of administration and commerce and its relevance in present times</li> </ul>

<b>Content Outline</b>	<p>2.1 Indian Sciences with reference to Health, Astronomy, Metallurgy</p> <p>2.2 Indian Languages, Oral and Culinary Traditions</p> <p>2.3 Indian systems of Governance and Commerce</p>

**Comprehensive Continuous Evaluation (CCE): Assignments/ Project/MCQ test/Written test**

Project: It can be a scrap book , poster presentations ,film screening report, role play , documentary screenings, guest lectures, case studies of Living Heritage etc. .

**Semester End Examination (SEE) Paper pattern:**

**References:**

**Essential Reading:**

- Mahadevan, B., Bhat V, Nagendra P .(2002), “*Introduction to Indian Knowledge System: Concepts and Applications*”, PHI Learning Private Ltd. Delhi
- Dasgupta,S.( 1975) “*A History of Indian Philosophy- Volume I*”,MotilalBanarsidass, New Delhi
- Kapoor K, Singh A (2021) “*Indian Knowledge Systems Vol – I & II*”, Indian Institute of Advanced Study, Shimla, H.P,
- Chauhan B, (2023), “*IKS: The Knowledge System of Bhārata*’ , Garuda Prakashan pvt. Ltd.,

- Basham, A.L., (2005) '*A Cultural History of India*,' Oxford University Press, Bhatia, A.K., '*Tourism – Development and Principles*,' Sterling Publishers,
- Bongard L(1998), '*Ancient Indian History and Civilization*,' Ajanta Publication
- Chatterji SK,( 1966), '*Indian Culture*,' Universal Publication,
- Dr., Chopra, P.N., ed.,( 2003), '*The Gazetteer of India – History and Culture*, Volumes 1 and 2, Publications Division, Government of India
- Chander M.,( 2019 ), '*Contributions to the History of Indian Mathematics*' Viva Books
- Patañjali, Bahm A, (1993), "*Yoga Sutras of Patanjali*", Jain Publishing Company
- Frawley, D.(2000), '*Ayurvedic Healing*. 2nd ed., Lotus Press: Twin Lakes, WI
- Lad V ( 1984), '*The Science of Self-Healing*' Lotus Press, Santa Fe

**Additional Reading:**

- D'Souza, L,(2007), '*A Cultural History of Ancient India*,' Rawat Publication,
- Guha, R,( 2014) , '*A Corner of a Foreign Field – The Indian History of a British Sport*, Allen Lane
- Kumar, S Aditti, et. al, (2015), '*Heritage and Culture*, Kisalaya Publications Pvt. Ltd
- Thapar, R,( 1990), '*A History of India*, Penguin Publication
- Prof. Satapathy, H,(2011), '*Ancient Indian Mathematics (With Special Reference to Vedic Mathematics and Astronomy)*' Rashtriya Sanskrit Vidyapeetha, Tirupati
- Bhagat MK (2021), '*Indian Heritage, Art and Culture*' Access Publishing House,