

The courses which address the Professional Ethics, Gender, Human Values, Environment and Sustainability into the Curriculum at Bharati College.

Course	Paper Taught
BA P Human Development and Family Empowerment	<ol style="list-style-type: none"> 1. Principles of Child Development 2. Introduction to Human Development 3. Empowerment of Women & Children 4. Principles & Perspectives on Early Childhood Care & Education 5. Child Rights & Gender Empowerment 6. Children with Special Needs 7. Life Skills Education 8. Introduction to Guidance & Counselling 9. Parent and Community Education 10. Adolescent Development & Challenges 11. Care & Well-being in Human Development 12. Child Rights & Social Action
B Com Hons	<ol style="list-style-type: none"> 1. Entrepreneurship 2. Human resource management 3. Training and Development 4. Leadership and Team Development 5. Cyber Crimes and laws 6. Organisational Behaviour 7. Auditing and Corporate Governance 8. Industrial Relation and Labour Laws 9. Consumer Affairs and Customer Care
B Com	<ol style="list-style-type: none"> 1. Cyber Crimes and Laws 2. Human Resource Management 3. Auditing and Corporate Governance 4. Training and Development 5. Entrepreneurship Development 6. Business Ethics And Sustainability 7. Consumer Protection 8. Organisational Behaviour 9. Collective Bargaining
Journalism	<ol style="list-style-type: none"> 1. Media Ethics and the Law
Political Science	<ol style="list-style-type: none"> 1. Human Rights, Gender and Environment 2. Women, Power and Politics
History	<ol style="list-style-type: none"> 1. Archives and Museum 2. Gender in Indian History, C. 1500-1950 (Nc) 3. Histories of Inequalities 4. History of Modern of Japan And Korea (1868 - 1950s\

	5. Popular Culture Sec 14 6. Rise of the Modern West- Ii (Nc)
Hindi	1. Asmitamaulak Vimarsh
Sanskrit	1. Environmental Awareness in Sanskrit Literature
Sociology	1. Sociology of Gender

DSE-HDFE-01: CHILD RIGHTS AND GENDER EMPOWERMENT
(CREDITS: THEORY – 4, PRACTICAL – 2)

COURSE OBJECTIVES:

- To understand the various definitions of child and child rights
- To learn about various dimensions of vulnerability with regard to children
- To understand contemporary gender issues

COURSE LEARNING OUTCOMES:

- Get aware and acquire knowledge about child rights in India.
- Be sensitized to various dimensions of challenges faced by children.
- Understand the concept of gender sensitization, gender stereotype and patriarchy in the Indian context.
- Get aware on organizations, institutions and services for disadvantaged children
- Develop critical thinking in the field of gender-roles and stereotypes.
- Data collection and understanding the coping mechanisms of a child in difficult circumstances.

THEORY:

CONTENTS

PERIODS: 60 (Credits-4)

Unit I- Understanding Child Rights

15

- Meaning and need of child rights, diverse social contexts; Convention on Child Rights (UNCRC)

- Knowing disadvantage and exclusion in relation to children

- The role of State, family and children in promotion and protection of child rights

Bajpai, A. (2006), *Child rights in India: Law, policy and practice*. New Delhi: Oxford University Press, chapter 1, pg 1-46

Chopra, G. (2015). *Child rights in India: Challenges and social action*. New Delhi: Springer. chapter 1, pg 1-22

Unit II- Children in Especially Difficult Circumstances (CEDC)

15

- Classification, issues and causes of CEDC
- Street children, working children and homeless children
- Child abuse
- Child trafficking
- Children in conflict with law

NIPCCD (2002). *Children in difficult circumstances: Summaries of research*, New Delhi: Resource Centre on Children.

Unit III- Conceptualizing Gender

15

- Defining terms-sex, gender, masculinity, femininity
- Socialization for gender- gender roles, gender stereotypes

- Patriarchy and social institutions
- Perspectives on feminism
- Media and gender

Bhasin, K. and Khan, N.S. (2014). *Feminism and its relevance in South Asia*. New Delhi: Women Unlimited.

Unit IV: Laws and Programmes

15

- NCPCR
- Child Helpline, Umeed- Child Abuse
- Bachpan Bachao Andolon- Child Labour, Child Trafficking
- PRAYAS- Delinquent, Street Children
- DCCW- Street, Homeless and Working Children
- Laws
- JJA-2015
- PC-PNDT Act-2003
- Domestic Violence Act-2005
- National Child Labor (Protection and Regulation) Act-1986
- POCSO-2012

Chopra, G. (2015). *Child rights in India: Challenges and social action*. New Delhi: Springer. Chapter 2, pg 25-42

PRACTICAL

PERIODS: 60 (Credits-2)

- Profile of a child in difficult circumstances
- Poster making on gender issues
- Exploring the concept of child rights and gender through audio-visual sources (film review) and workshops

COMPULSORY READING:

- Bajpai, A. (2006), *Child rights in India: Law, policy and practice*. New Delhi: Oxford University Press.
- Bhasin, K. and Khan, N.S. (2014). *Feminism and its relevance in South Asia*. New Delhi: Women Unlimited.
- Bhasin, K. (2016). *Pitrasatta kya hai?* New Delhi: Jagori.

ADDITIONAL RESOURCES:

- Bhasin, K. (2016). *Ladki kya hai? Ladka kya hai?* New Delhi: Delhi Jagori.
- Chopra, G. (2015). *Child rights in India: Challenges and social action*. New Delhi: Springer.
- NIPCCD (2002). *Children in difficult circumstances: Summaries of research*, New Delhi: Resource Centre on Children.
- Parmar, S. (2015). *Narivadi sidhant aur vyavahar*. New Delhi: Orient Blackswam.

दिल्लीविश्वविद्यालय
UNIVERSITY OF DELHI

Six-Month **Ability Enhancement Compulsory Course (AECC-I)**
Environmental Studies
at Undergraduate Level

Learning Outcome-based Curriculum Framework
(Effective from Academic Year 2019–20)



Revised Syllabus as approved by

Academic Council

Date: 15 July

No:

Executive Council

Date:

No:

Applicable for students registered with Regular Colleges,
Non Collegiate Women's Education Board and School of Open Learning

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Introduction

Content: The Compulsory course on Environmental Studies at Undergraduate level (AECC-I) aims to train students to cater to the need for ecological citizenship through development of a strong foundation on the critical linkages between ecology-society-economy.

Learning Outcome based approach to Curriculum Planning

1. Graduate Attributes in Subject

- a. **Disciplinary knowledge**
Enable students to develop a comprehensive understanding of various facets of life forms, ecological processes, and the impacts on them by humans during the Anthropocene era.
- b. **Critical thinking**
Build capabilities to identify relevant environmental issues, analyse the various underlying causes, evaluate the practices and policies, and develop framework to make informed decisions.
- c. **Moral and ethical awareness/reasoning**
Develop empathy for all life forms, appreciation for the various ecological linkages within the web of life, awareness and responsibility towards environmental protection and nature preservation.

2. Programme Learning Outcome in course

The course will empower the undergraduate students through:

- i. Gaining of in-depth knowledge on natural processes and resources that sustain life and govern economy.
- ii. Understanding and predicting the consequences of human actions on the web of life, global economy, and quality of human life.
- iii. Development of critical thinking for shaping strategies (scientific, social, economic, administrative, and legal) for environmental protection, conservation of biodiversity, environmental equity, and sustainable development.
- iv. Acquisition of values and attitudes towards understanding complex environmental-economic-social challenges, and active participation in solving current environmental problems and preventing the future ones.
- v. Encouraging adoption of sustainability as a practice in life, society, and industry.

3. Qualification Description

Graduates will evolve into ecologically, environmentally, and socially informed and responsible citizens who are empowered to protect the natural resources while ensuring sustainable lifestyle and developmental model.

Environmental Studies

Compulsory course on Environmental Studies at UG level (AECC I)

Course Learning Outcomes

The course will empower the undergraduate students by helping them to:

- i. Gain in-depth knowledge on natural processes and resources that sustain life and govern economy.
- ii. Understand the consequences of human actions on the web of life, global economy, and quality of human life.
- iii. Develop critical thinking for shaping strategies (scientific, social, economic, administrative, and legal) for environmental protection, conservation of biodiversity, environmental equity, and sustainable development.
- iv. Acquire values and attitudes towards understanding complex environmental-economic- social challenges, and active participation in solving current environmental problems and preventing the future ones.
- v. Adopt sustainability as a practice in life, society, and industry.

Unit 1

Introduction to Environmental Studies (2 lectures)

- Multidisciplinary nature of environmental studies; components of environment: atmosphere, hydrosphere, lithosphere, and biosphere
- Scope and importance; Concept of sustainability and sustainable development; Brief history of environmentalism

Suggested Readings

1. Raven, P.H, Hassenzahl, D.M., Hager, M.C, Gift, N.Y., and Berg, L.R. (2015). *Environment*, 8th Edition. Wiley Publishing, USA. **Chapter 1** (Pages: 1-17); **Chapter 2** (Pages: 22-23); **Chapter 3** (Pages: 40, 41); **Chapter 4** (Pages: 64, 66).
2. Singh, J.S., Singh, S.P., and Gupta, S.R. (2017). *Ecology, Environmental Science and Conservation*. S. Chand Publishing, New Delhi. **Chapter 1** (Page: 3-28).

Unit 2

Ecosystems (6 lectures)

- Definition and concept of Ecosystem
- Structure of ecosystem (biotic and abiotic components); Functions of Ecosystem: Physical (energy flow), Biological (food chains, food web, ecological succession), and Biogeochemical (nutrient cycling) processes. Concepts of productivity, ecological pyramids and homeostasis
- Types of Ecosystems: Tundra, Forest, Grassland, Desert, Aquatic (ponds, streams, lakes, rivers, oceans, estuaries); importance and threats with relevant examples from India
- Ecosystem services (Provisioning, Regulating, Cultural, and Supporting); Ecosystem preservation and conservation strategies; Basics of Ecosystem restoration

Suggested Readings

1. Odum, E.P., Odum, H.T., and Andrews, J. (1971). *Fundamentals of Ecology*. Saunders, Philadelphia, USA. **Chapter 1** (Pages: 1-16); **Chapter 2** (Pages: 18-76); **Chapter 10** (Pages: 414-458).
2. Raven, P.H., Hassenzahl, D.M., Hager, M.C, Gift, N.Y., and Berg, L.R. (2015). *Environment*, 9th Edition. Wiley Publishing, USA. **Chapter 3** (Pages: 38-52); **Chapter 4** (Pages: 53-62); **Chapter 5** (Pages: 100-103); **Chapter 6** (Pages: 106-128).
3. Singh, J.S., Singh, S.P., and Gupta, S.R. (2017). *Ecology, Environmental Science and Conservation*. S. Chand Publishing, New Delhi. **Chapter 13** (Pages: 307-323); **Chapter 18** (Pages: 420-442); **Chapter 28** (Pages: 747-769).

Unit 3

Natural Resources (8 lectures)

- Land resources: Minerals, soil, agricultural crops, natural forest products, medicinal plants, and forest-based industries and livelihoods; Land cover, land use change, land degradation, soil erosion, and desertification; Causes of deforestation; Impacts of mining and dam building on environment, forests, biodiversity, and tribal communities
- Water resources: Natural and man-made sources; Uses of water; Over exploitation of surface and ground water resources; Floods, droughts, and international & inter-state conflicts over water
- Energy resources: Renewable and non-renewable energy sources; Use of alternate energy sources; Growing energy needs; Energy contents of coal, petroleum, natural gas and bio gas; Agro-residues as a biomass energy source
- Case studies: Contemporary Indian issues related to mining, dams, forests, energy, etc (e.g., National Solar Mission, Cauvery river water conflict, Sardar Sarovar dam, Chipko movement, Appiko movement, Tarun Bharat Sangh, etc)

Suggested Readings

1. Gadgil, M. and Guha, R. (1993). *This Fissured Land: An Ecological History of India*. University of California Press, Berkeley, USA. (pp. 1-245).
2. McCully, P. (1996). *Rivers no more: the environmental effects of dams*, In: *Silenced Rivers: The Ecology and Politics of Large Dams*, Zed Books, New York, USA. **Page. 29-64**.
3. Raven, P.H., Hassenzahl, D.M., Hager, M.C, Gift, N.Y. and Berg, L.R. (2015). *Environment*, 9th Edition. Wiley Publishing, USA. **Chapters 10, 11, 12, 13** (Pages: 180-263); **Chapter 14** (Pages: 272-275); **Chapter 15** (Pages: 286-289).
4. Singh, J.S., Singh, S.P. and Gupta, S.R. (2017). *Ecology, Environmental Science and Conservation*. S. Chand Publishing, New Delhi. **Chapter 25** (Pages: 623-663).

Unit 4

Biodiversity and Conservation (8 lectures)

- Definition of Biodiversity; Levels of biological diversity: genetic, species and ecosystem diversity
- India as a mega-biodiversity nation; Biogeographic zones of India; Biodiversity hotspots; Endemic and endangered species of India; IUCN Red list criteria and categories
- Value of biodiversity: Ecological, economic, social, ethical, aesthetic, and informational values of biodiversity with examples; sacred groves and their importance with examples

- Threats to biodiversity: Habitat loss, degradation, and fragmentation; Poaching of wildlife; Man-wildlife conflicts; Biological invasion with emphasis on Indian biodiversity; Current mass extinction crisis
- Biodiversity conservation strategies: in-situ and ex-situ methods of conservation; National Parks, Wildlife Sanctuaries, and Biosphere reserves; Keystone, Flagship, Umbrella, and Indicator species; Species reintroduction and translocation
- *Case studies*: Contemporary Indian wildlife and biodiversity issues, movements, and projects (e.g., Project Tiger, Project Elephant, Vulture breeding program, Project Great Indian Bustard, Crocodile conservation project, Silent Valley movement, Save Western Ghats movement, etc)

Suggested Readings

1. Primack, R.B. (2014). *Essentials of Conservation Biology*, Oxford University Press, USA. Page. 1-536.
2. Raven, P.H, Hassenzahl, D.M., Hager, M.C, Gift, N.Y. and Berg, L.R. (2015). *Environment*, 9th Edition. Wiley Publishing, USA. **Chapter 5** (Pages: 97-99); **Chapter 16** (Pages: **299-318**).
3. Singh, J.S., Singh, S.P. and Gupta, S.R. (2017). *Ecology, Environmental Science and Conservation*. S. Chand Publishing, New Delhi. **Chapters 24** (Pages: **599-690**); **Chapter 26** (Pages: **664-714**).

Unit 5

Environmental Pollution (8 lectures)

- Environmental pollution (Air, water, soil, thermal, and noise): causes, effects, and controls; Primary and secondary air pollutants; Air and water quality standards
- Nuclear hazards and human health risks
- Solid waste management: Control measures for various types of urban, industrial waste, Hazardous waste, E-waste, etc; Waste segregation and disposal
- Pollution case studies: Ganga Action plan (GAP), Delhi air pollution and public health issues, Plastic waste management rules, Bhopal gas tragedy, etc

Suggested Readings

1. Brusseau, M.L., Pepper, I.L. and Gerba, C.P. (2019). *Environmental and Pollution Science*, 3rd Edition. Academic Press, USA. **Chapter 16** (Pages: **243-255**); **Chapter 18** (Pages: **280-305**); **Chapter 21** (Pages: **352-358**); **Chapter 22** (Pages: **365-374**); **Chapter 23** (Pages: **378-388**); **Chapter 25** (Pages: **416-426**).
2. Carson, R. (2002). *Silent Spring*. Houghton Mifflin Harcourt, USA. Pp. 1-264.
3. Raven, P.H, Hassenzahl, D.M., Hager, M.C, Gift, N.Y. and Berg, L.R. (2015). *Environment*, 9th Edition. Wiley Publishing, USA. **Chapter 19** (Pages: **359-381**); **Chapter 21** (Pages: **401-421**); **Chapter 23** (Pages: **440-453**).
4. Singh, J.S., Singh, S.P. and Gupta, S.R. (2017). *Ecology, Environmental Science and Conservation*. S. Chand Publishing, New Delhi. **Chapters 19, 20, 12** (Pages: **445-535**).

Unit 6

Global Environmental Issues and Policies (7 lectures)

- Causes of Climate change, Global warming, Ozone layer depletion, and Acid rain; Impacts on human communities, biodiversity, global economy, and agriculture

- International agreements and programmes: Earth Summit, UNFCCC, Montreal and Kyoto protocols, Convention on Biological Diversity(CBD), Ramsar convention, The Chemical Weapons Convention (CWC), UNEP, CITES, etc
- Sustainable Development Goals: India's National Action Plan on Climate Change and its major missions
- Environment legislation in India: Wildlife Protection Act, 1972; Water (Prevention and Control of Pollution) Act, 1974; Forest (Conservation) Act 1980; Air (Prevention & Control of Pollution) Act, 1981; Environment Protection Act, 1986; Scheduled Tribes and other Traditional Forest Dwellers (Recognition of Forest Rights) Act, 2006

Suggested Readings

1. Divan, S. and Rosencranz, A. (2002). *Environmental Law and Policy in India: Cases, Material & Statutes*, 2nd Edition. Oxford University Press, India. **Chapter 2** (Pages: 23-39); **Chapter 3** (Pages: 41-86).
2. Raven, P.H, Hassenzahl, D.M., Hager, M.C, Gift, N.Y. and Berg, L.R. (2015). *Environment*, 9th Edition. Wiley Publishing, USA. **Chapter 19** (Pages: 370-376); **Chapter 20** (Pages: 385-399).
3. Singh, J.S., Singh, S.P. and Gupta, S.R. (2017). *Ecology, Environmental Science and Conservation*. S. Chand Publishing, New Delhi. **Chapter 23** (Pages: 555-598); **Chapter 30** (Pages: 801-807).

Unit 7

Human Communities and the Environment (6 lectures)

- Human population growth: Impacts on environment, human health, and welfare; Carbon foot-print
- Resettlement and rehabilitation of developmental project affected persons and communities; relevant case studies
- Environmental movements: Chipko movement, Appiko movement, Silent valley movement, Bishnois of Rajasthan, Narmada Bachao Andolan, etc
- Environmental justice: National Green Tribunal and its importance
- Environmental philosophy: Environmental ethics; Role of various religions and cultural practices in environmental conservation
- Environmental communication and public awareness: case studies (e.g., CNG vehicles in Delhi, Swachh Bharat Abhiyan, National Environment Awareness Campaign (NEAC), National Green Corps (NGC) "Eco-club" programme, etc)

Suggested Readings

1. Divan, S. and Rosencranz, A. (2002). *Environmental Law and Policy in India: Cases, Material & Statutes*, 2nd Edition. Oxford University Press, India. **Chapter 10** (Pages: 416-473).
2. Raven, P.H, Hassenzahl, D.M., Hager, M.C, Gift, N.Y. and Berg, L.R. (2015). *Environment*, 9th Edition. Wiley Publishing, USA. **Chapter 2** (Pages: 33-36); **Chapter 8** (Pages: 148-162).
3. Singh, J.S., Singh, S.P. and Gupta, S.R. (2017). *Ecology, Environmental Science and Conservation*. S. Chand Publishing, New Delhi. **Chapter 1** (Pages: 23-26); **Chapter 31** (Pages: 826-842).

Field work/ Practicals

(Equal to 5 lectures, including two mandatory field visits)

- Field visit to any of the ecosystems found in Delhi like Delhi Ridge/ Sanjay lake/ Yamuna river and its floodplains etc., or any nearby lake or pond, explaining the theoretical aspects taught in the class room
- Visit to any biodiversity park/ reserve forest/ protected area/ zoo/ nursery/ natural

history museum in and around Delhi, such as Okhla bird sanctuary/ Asola Bhatti Wildlife Sanctuary/ Yamuna Biodiversity Park/ Sultanpur National Park, explaining the theoretical aspects taught in the classroom

- Visit to a local polluted site (urban/rural/industrial/agricultural), wastewater treatment plants, or landfill sites, etc
- Study of common plants and animals; basic principles of identification
- Organize a seminar/ conference/ workshop/ panel discussion on relevant topics for enhancing awareness, capacity building, and critical reasoning among students

Essential Readings

1. Brusseau, M.L., Pepper, I.L., and Gerba, C.P. (2019). *Environmental and Pollution Science*, 3rd Edition. Academic Press, USA. (pp. 1-520).
2. Divan, S. and Rosencranz, A. (2002). *Environmental Law and Policy in India: Cases, Material & Statutes*, 2nd Edition. Oxford University Press, India. (pp. 1-837).
3. Gadgil, M., and Guha, R. (1993). *This Fissured Land: An Ecological History of India*. University of California Press, Berkeley, USA. (pp. 1-245).
4. Raven, P.H, Hassenzahl, D.M., Hager, M.C, Gift, N.Y., and Berg, L.R. (2015). *Environment*, 8th Edition. Wiley Publishing, USA. (pp. 1-472).
5. Singh, J.S., Singh, S.P., and Gupta, S.R. (2017). *Ecology, Environmental Science and Conservation*. S. Chand Publishing, New Delhi. (pp.1-842).

Weekly Lesson Plan

Week 1

Multidisciplinary nature of environmental studies; components of environment: atmosphere, hydrosphere, lithosphere, and biosphere
Scope and importance; Concept of sustainability and sustainable development; Brief history of environmentalism

Week 2

Definition and concept of Ecosystem: Structure of ecosystem (biotic and abiotic components); Functions of Ecosystem: Physical (energy flow), Biological (food chains, food web, ecological succession), and Biogeochemical (nutrient cycling) processes. Concepts of productivity, ecological pyramids and homeostasis

Week 3

Types of Ecosystems: Tundra, Forest, Grassland, Desert, Aquatic (ponds, streams, lakes, rivers, oceans, estuaries); importance and threats with relevant examples from India
Ecosystem services (Provisioning, Regulating, Cultural, and Supporting); Ecosystem preservation and conservation strategies; Basics of Ecosystem restoration

Week 4

Land cover, land use change, land degradation, soil erosion, and desertification; Causes of deforestation; Impacts of mining and dam building on environment, forests, biodiversity, and tribal communities

Natural and man-made sources of water; Uses of water; Over exploitation of surface and ground water resources; Floods, droughts, and international & inter-state conflicts over water

Week 5

Renewable and non-renewable energy sources; Use of alternate energy sources; Growing energy needs; Energy contents of coal, petroleum, natural gas and bio gas; Agro-residues as a biomass energy source

Case studies: Contemporary Indian issues related to mining, dams, forests, energy, etc (e.g., National Solar Mission, Cauvery river water conflict, Sardar Sarovar dam, Chipko movement, Appiko movement, Tarun Bharat Sangh, etc).

Week 6

Definition of Biodiversity; Levels of biological diversity; India as a mega-biodiversity nation; Biogeographic zones of India; Biodiversity hotspots; Endemic and endangered species of India; IUCN Red list criteria and categories

Value of biodiversity: Ecological, economic, social, ethical, aesthetic, and informational values of biodiversity with examples; sacred groves and their importance with examples

Week 7-8

Threats to biodiversity: Habitat loss, degradation, and fragmentation; Poaching of wildlife; Man-wildlife conflicts; Biological invasion with emphasis on Indian biodiversity; Current mass extinction crisis; Biodiversity conservation strategies: in-situ and ex-situ methods of conservation; National Parks, Wildlife Sanctuaries, and Biosphere reserves; Keystone, Flagship, Umbrella, and Indicator species; Species reintroduction and translocation

Case studies: Contemporary Indian wildlife and biodiversity issues, movements, and projects (e.g., Project Tiger, Project Elephant, Vulture breeding program, Project Great Indian Bustard, Crocodile conservation project, Silent Valley movement, Save Western Ghats movement, etc)

Week 9

Environmental pollution (Air, water, soil, thermal, and noise): causes, effects, and controls; Primary and secondary air pollutants; Air and water quality standards

Related case studies

Week 10

Nuclear hazards and human health risks; Control measures for various types of urban, industrial waste, Hazardous waste, E-waste, etc; Waste segregation and disposal

Related case studies

Week 11

Causes of Climate change, Global warming, Ozone layer depletion, and Acid rain; Impacts on human communities, biodiversity, global economy, and agriculture

International agreements and programmes: Earth Summit, UNFCCC, Montreal and Kyoto protocols, Convention on Biological Diversity(CBD), Ramsar convention, The Chemical Weapons Convention (CWC), UNEP, CITES, etc

Week 12

Sustainable Development Goals: India's National Action Plan on Climate Change and its major missions

Wildlife Protection Act, 1972; Water (Prevention and Control of Pollution) Act, 1974; Forest (Conservation) Act 1980; Air (Prevention & Control of Pollution) Act, 1981; Environment Protection Act, 1986; Scheduled Tribes and other Traditional Forest Dwellers (Recognition of Forest Rights) Act, 2006

Week 13

Human population growth: Impacts on environment, human health, and welfare; Carbon foot-print; Resettlement and rehabilitation of developmental project affected persons and communities; relevant case studies; Environmental movements: Chipko movement, Appiko movement, Silent valley movement, Bishnois of Rajasthan, Narmada Bachao Andolan, etc; Environmental justice: National Green Tribunal and its importance

Week 14

Environmental philosophy: Environmental ethics; Role of various religions and cultural practices in environmental conservation

Environmental communication and public awareness: case studies (e.g., CNG vehicles in Delhi, Swachh Bharat Abhiyan, National Environment Awareness Campaign (NEAC), National Green Corps (NGC) “Eco-club” programme, etc)

Week 15-16

Practical/project

- Field visit to any of the ecosystems found in Delhi like Delhi Ridge/ Sanjay lake/ Yamuna river and its floodplains etc., or any nearby lake or pond, explaining the theoretical aspects taught in the class room
- Visit to any biodiversity park/ reserve forest/ protected area/ zoo/ nursery/ natural history museum in and around Delhi, such as Okhla bird sanctuary/ Asola Bhatti Wildlife Sanctuary/ Yamuna Biodiversity Park/ Sultanpur National Park, explaining the theoretical aspects taught in the classroom
- Visit to a local polluted site (urban/rural/industrial/agricultural), wastewater treatment plants, or landfill sites, etc
- Organize a seminar/ conference/ workshop/ panel discussion on relevant topics for enhancing awareness, capacity building, and critical reasoning among students
- Basic exercise to Calculate and Assess carbon footprint/ Solid waste generation/ water consumption for a specific duration at individual/ family/ college/ locality level.

Teaching Learning process

The teaching–learning methodologies are designed to provide the undergraduate students a comprehensive understanding of the subject in a simplistic manner as well as evoke critical reasoning and analytical thinking among them. The various approaches to teaching–learning process include classroom lectures, video presentations, and ICT enabled teaching tools. For enhancing practical understanding, field visits are encouraged to relevant places in Delhi like Biodiversity parks, Protected areas, Wetlands, Sewage treatment plants, etc.

Assessment methods

1. Written examinations (Semester exams, Internal assessment)
2. Project work and reports related to field visits and practical learning
3. Assignment/presentations on any contemporary environmental issue

Keywords

Environment, Ecosystem, Biodiversity, Conservation, Pollution, Natural Resources, Environmental Degradation, Protection, Sustainable Development, Climate Change, Environmental Justice, Environmental Ethics, Environmental Communication

7.Women, Power and Politics

Course objective: This course opens up the question of women's agency, taking it beyond 'women's empowerment' and focusing on women as radical social agents. It attempts to question the complicity of social structures and relations in gender inequality. This is extended to cover new forms of precarious work and labour under the new economy. Special attention will be paid to feminism as an approach and outlook. The course is divided into broad units, each of which is divided into three sub-units.

I. Groundings (6 weeks)

1. Patriarchy (2 weeks)
 - a. Sex-Gender Debates
 - b. Public and Private
 - c. Power
2. Feminism (2 weeks)
3. Family, Community, State (2 weeks)
 - a. Family
 - b. Community
 - c. State

II. Movements and Issues (6 weeks)

1. History of the Women's Movement in India (2 weeks)
2. Violence against women (2 weeks)
3. Work and Labour (2 weeks)
 - a. Visible and Invisible work
 - b. Reproductive and care work
 - c. Sex work

Reading List

I. Groundings

1. Patriarchy

Essential Readings:

T. Shinde, (1993) 'Stree Purusha Tulna', in K. Lalitha and Susie Tharu (eds), *Women Writing in India*, New Delhi, Oxford University Press, pp. 221-234

U. Chakravarti, (2001) 'Pitrasatta Par ek Note', in S. Arya, N. Menon & J. Lokneeta (eds.) *Naarivaadi Rajneeti: Sangharsh evam Muddey*, University of Delhi: Hindi Medium Implementation Board, pp.1-7

a. Sex Gender Debates

Essential Reading:

V Geetha, (2002) *Gender*, Kolkata, Stree, pp. 1-

20 **b. Public and Private**

Essential Reading:

M. Kosambi, (2007) *Crossing the Threshold*, New Delhi, Permanent Black, pp. 3-10; 40-46 **c. Power**

Essential Reading:

N. Menon, (2008) 'Power', in R. Bhargava and A. Acharya (eds), *Political Theory: An Introduction*, Delhi: Pearson, pp.148-157

2. Feminism

Essential Readings:

B. Hooks, (2010) 'Feminism: A Movement to End Sexism', in C. Mc Cann and S. Kim (eds), *The Feminist Reader: Local and Global Perspectives*, New York: Routledge, pp. 51-57

R. Delmar, (2005) 'What is Feminism?', in W. Kolmar & F. Bartkowski (eds) *Feminist Theory: A Reader*, pp. 27-37

3. Family, Community and

State a. Family

Essential Readings:

R. Palriwala, (2008) 'Economics and Patriliney: Consumption and Authority within the Household' in M. John. (ed) *Women's Studies in India*, New Delhi: Penguin, pp. 414-423

b. Community

Essential Reading:

U. Chakravarti, (2003) *Gendering Caste through a Feminist Lens*, Kolkata, Stree, pp. 139-159. **c. State**

Essential Reading:

C. MacKinnon, 'The Liberal State' from *Towards a Feminist Theory of State*, Available at <http://fair-use.org/catharine-mackinnon/toward-a-feminist-theory-of-the-state/chapter-8>, Accessed: 19.04.2013.

Additional Readings:

K. Millet, (1968) *Sexual Politics*, Available at <http://www.marxists.org/subject/women/authors/millett-kate/sexual-politics.htm>, Accessed: 19.04.2013.

N. Menon (2008) 'Gender', in R. Bhargava and A. Acharya (eds), *Political Theory: An Introduction*, New Delhi: Pearson, pp. 224-233

R. Hussain, (1988) 'Sultana's Dream', in *Sultana's Dream and Selections from the Secluded Ones – translated by Roushan Jahan*, New York: The Feminist Press

S. Ray 'Understanding Patriarchy', Available at http://www.du.ac.in/fileadmin/DU/Academics/course_material/hrge_06.pdf, Accessed: 19.04.2013.

S. de Beauvoir (1997) *Second Sex*, London: Vintage.

Saheli Women's Centre, (2007) *Talking Marriage, Caste and Community: Women's Voices from Within*, New Delhi: monograph

II. Movements and Issues

1. History of Women's Movement in India

Essential Readings:

I. Agnihotri and V. Mazumdar, (1997) 'Changing the Terms of Political Discourse: Women's Movement in India, 1970s-1990s', *Economic and Political Weekly*, 30 (29), pp. 1869-1878.

R. Kapur, (2012) 'Hecklers to Power? The Waning of Liberal Rights and Challenges to Feminism in India', in A. Loomba *South Asian Feminisms*, Durham and London: Duke University Press, pp. 333-355

2. Violence against Women

Essential Readings:

N. Menon, (2004) 'Sexual Violence: Escaping the Body', in *Recovering Subversion*, New Delhi: Permanent Black, pp. 106-165

3. Work and Labour

a. Visible and Invisible work

Essential Reading:

P. Swaminathan, (2012) 'Introduction', in *Women and Work*, Hyderabad: Orient Blackswan, pp.1-17

b. Reproductive and care work

Essential Reading:

J. Tronto, (1996) 'Care as a Political Concept', in N. Hirschmann and C. Stephano, *Revisioning the Political*, Boulder: Westview Press, pp. 139-156

c. Sex work

Essential Readings:

Darbar Mahila Samanwaya Committee, Kolkata (2011) 'Why the so-called Immoral Traffic (Preventive) Act of India Should be Repealed', in P. Kotiswaran, *Sex Work*, New Delhi, Women Unlimited, pp. 259-262

N. Jameela, (2011) 'Autobiography of a Sex Worker', in P. Kotiswaran, *Sex Work*, New Delhi: Women Unlimited, pp. 225-241

Additional Readings:

C. Zetkin, 'Proletarian Woman', Available at

<http://www.marxists.org/archive/zetkin/1896/10/women.htm>, Accessed: 19.04.2013.

F. Engels, *Family, Private Property and State*, Available at

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J. Ghosh, (2009) *Never Done and Poorly Paid: Women's Work in Globalising India*, Delhi: Women Unlimited

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M. Mies, (1986) ‘Colonisation and Housewifisation’, in *Patriarchy and Accumulation on a World Scale* London: Zed, pp. 74-111, Available at

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V. Bryson (2007) *Gender and the Politics of Time*, Bristol: Polity Press

Readings in Hindi:

D. Mehrotra, (2001) *Bhartiya Mahila Andolan: Kal, Aaj aur Kal*, Delhi: Books for Change

G. Joshi, (2004) *Bharat Mein Stree Asmaanta: Ek Vimarsh*, University of Delhi: Hindi Medium Implementation Board

N. Menon (2008) ‘Power’, in R. Bhargava and A. Acharya (eds) *Political Theory: An Introduction*, New Delhi: Pearson

N. Menon (2008) ‘Gender’, in R. Bhargava and A. Acharya (eds) *Political Theory: An Introduction*, New Delhi, Pearson

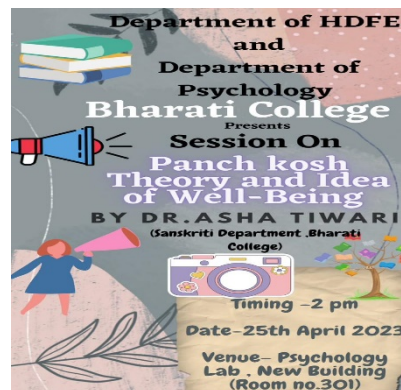
R. Upadhyay and S. Upadhyay (eds.) (2004) *Aaj ka Stree Andolan*, Delhi: Shabd Sandhan.

S. Arya, N. Menon and J. Lokneeta (eds.) (2001) *Naarivaadi Rajneeti: Sangharsh evam Muddey*, University of Delhi: Hindi Medium Implementation Board.

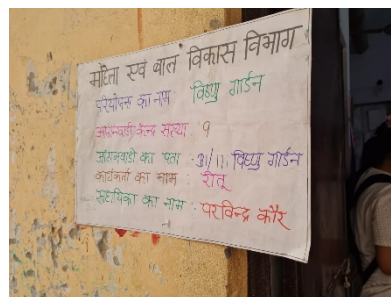
Activities for 2023 by HDFE Department

- **Seminar on 'Pankosha theory and idea of well-being'**

The speaker of the talk was Dr. Asha Tiwari, Associate Professor, Department of Sanskrit on 25th April'23. The students studying the Value Addition Course 'Art of being happy' participated in the event. The event was organized in collaboration with Psychology Department of Bharati College.



- **Visit to an Anganwadi centre:** The Department of HDFE organized a visit of Semester 4 students to the nearby anganwadi centre on 6th April'23. The students got an opportunity to observe the anganwadi set-up, the infrastructure, the indoor and outdoor space available for children, safety measures around the anganwadi centre. The students got an opportunity to understand quality early childhood practices for young children. They also interviewed the anganwadi worker and helper.

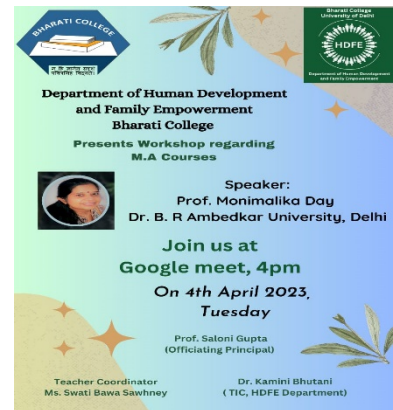


- **Utkarsh'23:** The Department of HDFE celebrated its annual event on 19th April'23. The theme of the celebration was 'Promoting positive well-being and parental engagement'. It included talk by Dr. R.C. Shukla on the topic 'Developmental disabilities: Early identification and intervention for essential life skills' and 2nd talk by Ms. Neha and Ms. Shreya Singhal on the topic 'Rising above stress: managing anxiety in college'. Two competitions were also organized for students which includes photography and poetry competition. The day ended with a cultural performance by students.



- **Orientation for M.A Courses, Ambedkar University:**

The department of HDFE conducted an orientation for M.A Courses, Ambedkar University on 4th April'23. The session was conducted by faculty from Ambedkar University. The orientation includes details regarding the following courses i.e. M.A Education, M.A Education (Early childhood care and education) and so on. Students found the orientation to be very useful.



- **Voluntary work by HDFE Students:** The students of B.A Programme IIIrd year HDFE, Bharati College in February 2023 as a part of practical work, participated in a voluntary work at Aaashiwad Special Education School, M-471, Gru Harkishan Nagar, Paschim Vihar and HCRA, Virender Vihar. The students were required to carry out a case study on children with special needs. Students found it to be very good learning experience. Students were also provided with participation certificate.

- **Toy making and Storytelling workshop:** The department of HDFE organized a toy making and story telling workshop on 3rd February'23. The workshop was conducted by Ms. Pooja Anand, Assistant Professor, Shyama Prasad Mukherji College. The students thoroughly enjoyed the workshop as they made various teaching aids to engage young children studying at the play school. Some of the teaching aids prepared were – bird stick puppets, various animal face mask, finger puppets and hand puppet for story telling.



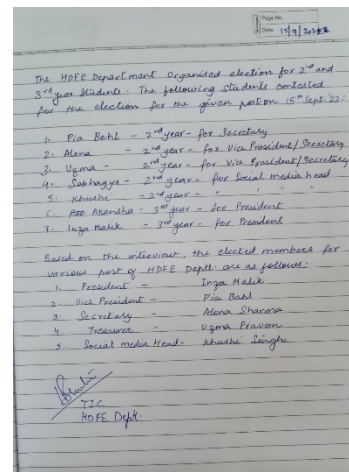


- Children with Special needs workshop:** The Workshop was conducted on Specific Learning Disability, Autism & ADHD by Ms. Alisha Ali, Special Educator Teacher at K.R Mangalam World School. She started the seminar by making us understand about the disability & how it makes us handicapped. She explained about Inclusive Education which includes Gender Physical attributes, caste, religion, culture & disability to study together in mainstream. The clip of a movie "TAARE ZAMEEN PAR" in which the child was facing problem with same words pronunciation, getting instructions not able to read & write properly was showed and discussed. Then we talked about Autism, It's Types, Causes of Autism, how Steaming Behavior look like & we saw a clip of a serial which came in 2009 in which the child has stolen the phone because she was suffering from "AUTISTIC. "INCLUSION IS A MINDSET ".



Activities for 2022 by HDFE Department

- **Students' union election for HDFE Department:** The student's election was held on 15th September 2022. Many students contested for the election and share their thoughts how they plan to work for the department. The various positions for which students were contesting were President, Vice president, Secretary, Treasurer and Social media Head.



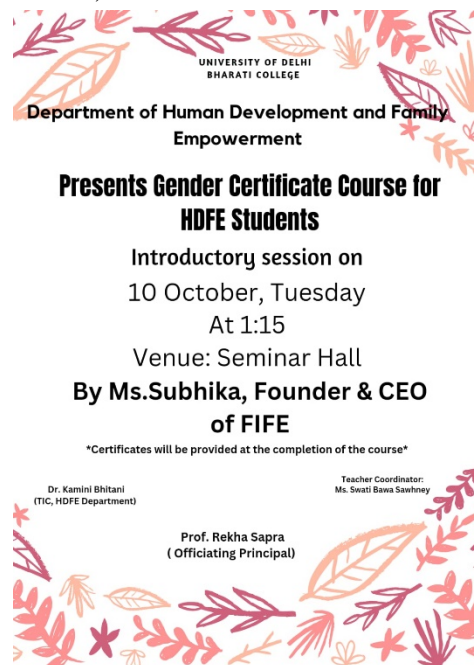
- Department of HDFE organized **Logo making and Best out of waste Competition** on 21 September'2022 at Saraswati area, Bharati College. The Logo was made for the HDFE Department and Best out of waste competition was open, as in no theme was given. The competition entries were judged by the faculty at Bharati College. First and second prize was given to the selected students.
- **MoU between Bharati College and Delta Rights Advisors:** The students of HDFE department participated in an internship program organized by Delta Rights Advisors to collect data to understand the status of early childhood education practices among marginalized children in the project location. The students were also given stipend and certificate for their hardwork. The data collection carried on from February to August 2022.
- The Department of HDFE organized a talk on Child Protection: Role of Childline India Foundation on 28th October'22. The Speaker was Mr. Shesha Dev Bhoi (SENIOR PROG. COORDINATOR), CHILDLINE INDIA FOUNDATION. In the talk it was discussed about the CIF and CHILDLINE 1098 how it works and how the organization help children all over India. CHILDLINE 1098 is a phone number those spells hope for millions of children across India. CHILDLINE is a National, 24-hour a day, 365 days a year, Emergency toll free phone service for children in need of aid and assistance. CHILDLINE India Foundation (CIF) is the nodal agency of the Union Ministry of Women and Child Development for setting up, managing and monitoring the CHILDLINE service all over the Country.



- **Gender Certification Course (11th October to 15th November)**

The Human Development and Family Empowerment Department started with the Gender Certification Course in Collaboration with FIFE on 11th of October. The Founder and the CEO of FIFE Organization Ms. Shubhika was the mentor in these sessions.

The Gender Course began with exploring the basic aspects of Gender and its impact with group activities and great energy. On the 3rd Day, Gender based Discrimination and Violence was discussed with the help of discussions and many group activities. Combating Sexual Harassment was the topic of the day 4 where Sexual Harassment was discussed and how to Combat Sexual harassment at various places with the help of some group activities and on spot play. The 5th day compromised of talking about Consent and Sexual Harassment at Work Place. Case studies, group presentation and some group activities helped us in getting to know about these issues deeply. The 6th Day was all about Gender and Media. The session started with Punjabi POP Culture and the way they portray women. There was also discussion on Hindi Films and their relationship with female characters, male gaze, agency, female solidarity. The 7th Day consisted of discussion on Masculinity and Toxic Masculinity. This session started with unboxing the ideas of Masculinity with some questions. Some videos were reviewed by students to understand how the false notions are ingrained in our minds. There was also discussion about how the society has put “Mens” in a box as well. On the 8th Day we talked about Intersectionality with help of videos, group discussions and group activities. 15th November was our last session before our Semester Exam Break. We'll resume the Gender Certification Course in 2023.



- The Department of HDFE organized a Seminar on 'Ill effects of using abusive language and swear words and its association with misogyny' in anti-swear brigade campaign on 8th August'22. This seminar is all about swear words based on gender (mainly females) and how the language has influence on our mind and focused on misogyny. In this seminar, introduction to gender course was also given.



- The Department of HDFE in collaboration with Department of Sociology, Bharati College conducted the Movie screening on 'Shabaash Mithu', a movie of women empowerment on 26th August'22. This movie shows that struggle is the part of life but for women, society make it harder by the stereotype of feminine. We saw in every step; women were suppressed by many and don't get equal opportunity like men just because they were women. But after all the struggle and hardwork, they successfully made their existence with National Women Cricket Team of India.



- The Department of Human Development and Family Empowerment, Bharati College, University of Delhi, organized a series of workshops, via Google Meet, on Early Childhood Education in Pre-schoolers. The events were enlightened under the expertise of Mrs. Savitri Singh, Ex-Principal, IIT Nursery School, IIT Delhi. Students and teachers from various colleges participated in these enriching sessions. Workshop on Language Development for Pre-schoolers was held on 14th January'22. Participants were introduced to the different areas in language development like listening skills, speaking skills, oral expression, reading readiness and writing readiness. Innovative

ideas were discussed regarding ways to engage the pre-schoolers in language development activities. Next in the series was Workshop on Physical Development and Creativity held on 28th January'22. Activities to develop gross-motor and fine-motor skills in children during pre-school years were explored in this workshop. The participants were also made familiar to the various areas related to creativity and the role of teacher in the classroom to promote holistic development in children. Last workshop, held on 2nd February'22, focused on Cognitive Development in Pre-schoolers. Topics covered in this session were sensorial development, observation, classification, situational thinking, problem-solving and reasoning during early childhood.

The resource person presented and discussed creative ways on how to occupy the interests of pre-schoolers through different activities that are helpful in their all-round development. Her knowledge on the subject effectively guided the participants making the events extremely useful, informative, interactive and successful in every aspect.



- The students of B.A Programme IIIrd year Department of Human Development and Family Empowerment (HDFE), Bharati College as a part of practical work, participated in field work at Aaashiwad Special Education School, M-471, Gru Harkishan Nagar, Paschim Vihar and Harmonious Children's Rehabilitation Association (HCRA) at Hari Nagar and Paschim Vihar. The students were required to observe children with special needs.

Activities for 2021 by HDFE Department

- **TOPIC: MINDFULNESS TO DEAL WITH ANXIETY** On 14th November 2021 at 5:00 p.m. A webinar on the topic “Mindfulness to deal with anxiety” was organized by the department of Human Development and Family Empowerment of Bharati College (University of Delhi). The founder, consultant psychologist and therapist of Nurture and Cherish Clinic Ms. Ravneet Kaur was invited as a speaker by the faculty of Bharati College. The webinar started at 5:00 p.m. on 14th November 2021.

The speaker asked the students about various things from what they find difficult in the online education and online pattern of today’s life, and how they are able to cope up from the physical and emotional stressors of the pandemic life.

Students turn wise shared what they like and dislike about today’s lifestyle. And the speaker gave directions or ways to the different difficulties each students faced. Making the sessions interactive, the speaker shared ways of fighting small stress and how to enlighten one’s mood when low.

She also guided everyone on how to mediate and what are the alarming signs which are leading to anxiety issues. She also guided the students on how to reach for help and what kind of help is available in our country for issues like anxiety. The session was light and interactive. It enlightened everyone regarding anxiety and various other issues, anyone can face (sometimes one may not be aware of it).



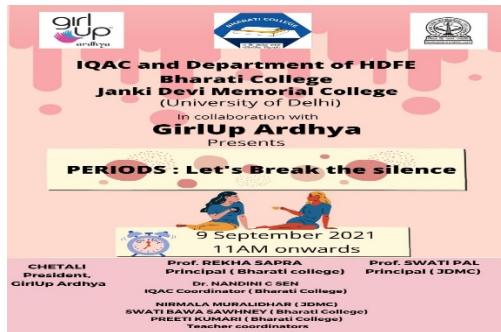
- A Webinar on the topic “**Rights of the youngest**” was organized by the department of Human Development and Family Empowerment of Bharati College (University of Delhi) with the organisation called ‘Mobile Creches’. The chairperson of Mobile Creches Ms. Amrita Jain was invited as a speaker by the faculty of Bharati College. The webinar started at 11:30 a.m. on 6th October 2021. The webinar was very useful for maintain the mental well-being of students as it aims was to create awareness regarding the rights and benefits for young children of our country.
- A webinar ‘**The role of Childline India Foundation in protection of children**’ was conducted by Department of Human Development and Family Empowerment of Bharati College, University of Delhi on September 29th, 2021. The Speaker was Mr. Shesha Dev Bhoi

sir (SENIOR PROG. COORDINATOR), CHILDREN INDIA FOUNDATION. The speaker talked about how do they work to maintain mental well being of the children coming to their organization.

Speaker gave a wonderful information about Who are children, Exploitation, abuse, violence against children, what is the role of Childline India Foundation in protection of children, And many more informative topics. Around 87 students joined this webinar, which actively participated in the Q & A round, which showed their interest, about which our respected speaker was explaining. Over all this was a very informative and interesting webinar.



- GirlUp Ardhya presents “Periods: let's break the silence”. This webinar is conducted for the young women, to aware them about the truth and myths about menstruation, the hygiene to be maintained on those days and many more. Prof. Rekha Sapra principal (Bharati college) Prof. Swati pal principal (Janki devi memorial college) Dr. Nandini Sen IQAC Coordinator (bharati college) were invited as guest for this webinar, along with them we had our respectful teacher coordinators, Ms. Nirmala Muralidhar(JDMC), Ms. Swati bawa sawney (Bharati college) and Ms. Preeti kumari (Bharati college) This GirlUp Ardhya webinar was conducted successfully by the collaboration of IQAC and department of HDFE(Bharati college), (Janki devi college) with GirlUp Ardhya.This informative webinar was conducted on September 9, 2021 at 11 am. There were 5 members from GirlUp Ardhya team who explained all information about periods, including Ms. Chetali, president (GirlUp Ardhya). About 95 students were present during this webinar, many of them came with their doubts, in Q&A round, which shows the interest of the students, getting informed about such topics.



- The students of B.A Programme IIIrd year Department of Human Development and Family Empowerment (HDFE), Bharati College as a part of practical work, participated in a voluntary work at Aaashiwad Special Education School, M-471, Gru Harkishan Nagar, Paschim Vihar. The students were required to carry out a case study on children with special needs. As agreed,



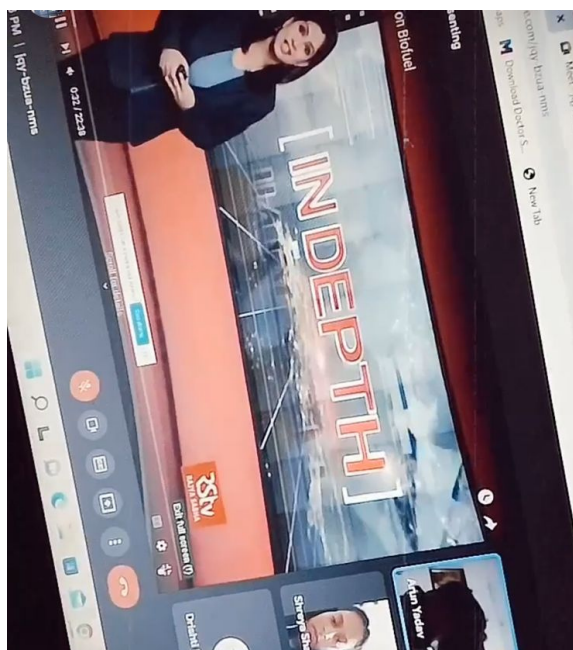
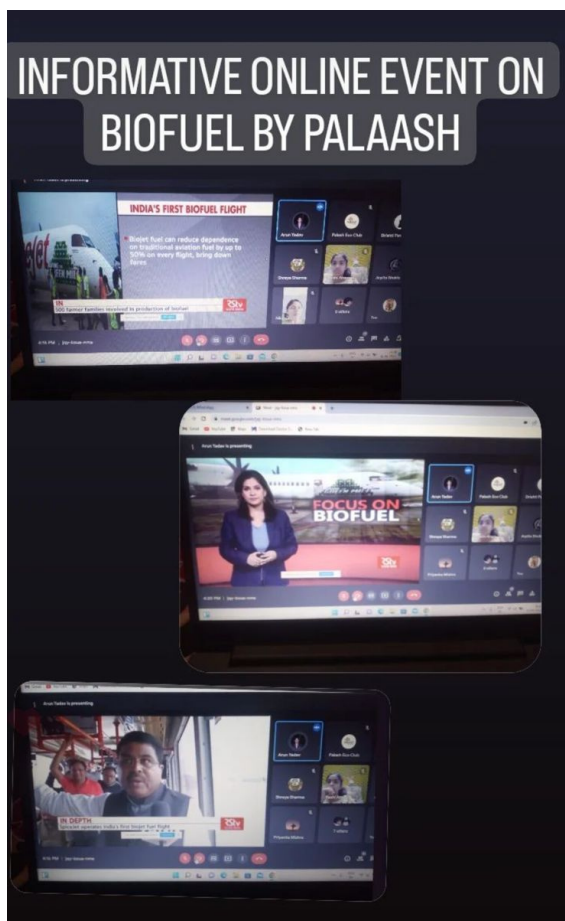
only 2 students will be visiting the school each day and they would stay from 10 am to 3 pm.

Bio- fuel.

Dept of environmental studies in collaboration with palaash - the eco club organised an online event on the occasion of world bio fuel day on the topic "bio-fuel".

It was a documentary show by the faculty of dept. Of environmental studies focusing on in-depth of biofuel .

The documentary show was followed up by poster making and slogan making competition where students participated enthusiastically. E - certificates was given to all the participants and it was an amazing experience for each one of us to upgrade our know-how.





CLEANLINESS DRIVE REPORT

15 SEPTEMBER- 19 SEPTEMBER ,2022

Palaash :The Eco Club of Bharati college , University of Delhi on the occasion of World Clean Up Day took the initiative of cleaning the nearby District park. The club collaborated with the Ex Mayor Narendra Chawla of South Delhi Municipal Corporation and CDF, Bharati and successfully conducted this drive.

The Mayor provided us with the equipment for cleaning the area.

The cleaning drive started with a campus awareness activity on 15th of September. Each member of the club went to different classrooms making students aware about the world clean up day and asking them to volunteer for the same. On Friday, 16th of September, the club members along with the CDF volunteers and few student volunteers went to the District Park and started cleaning the park . It took them almost 3 hours to clean half of the park and the Municipality truck came to pick up the rag.

On Monday,19th of September the club members again went to the park to clean the remaining garbage and put in their 3 hours and 30 minutes to clean the park. Narendra Chawla Sir acknowledged our efforts by being present on the second day also. The volunteers were encouraged and dedicated enough towards cleaning and preserving the mother nature and thus did not hesitate to pick up the dirtiest stuff and clean up the park.

The drive was a successful one with equal efforts of 30 members of the club alongwith CDF volunteers.



PALASSH
The Eco Club
Bharati College
University of Delhi

Launches

Cleanliness Drive & E-Waste Collection
in collaboration with Connecting Dreams Foundation



15 Sept,2022



12:00 Pm



Central Lawn



16 Sept,2022



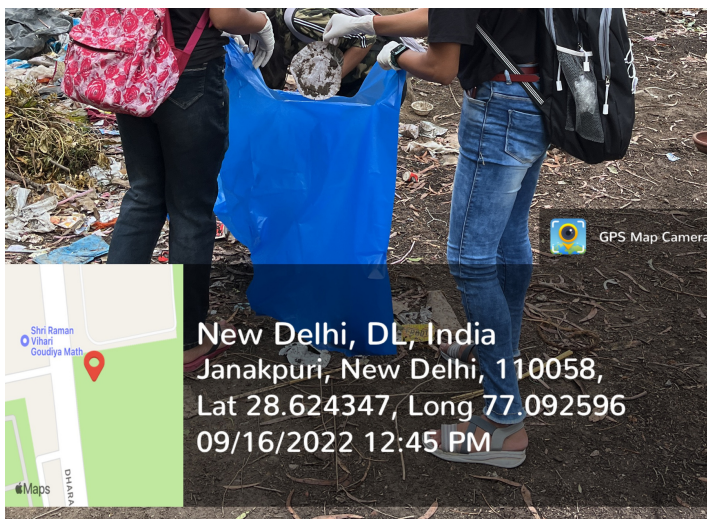
12:30 Pm



District Park







Seminar on E-Waste

Palaash-The eco Club of Bharati college organized a seminar on E waste on 20/09/2022. It was done in order to make students aware about the harmful impact of E-Waste and it also started the e waste collection drive in the college.





Quiz Competition

Palaash - The eco club of Bharati college organized a Quiz Competition from 2nd October to 8th October to observe World Wildlife Week where students were asked questions related to wildlife. The winners received E-Certificates.

PALAASH- THE ECO CLUB
BHARATI COLLEGE, UNIVERSITY OF DELHI

ORGANIZES A

QUIZ COMPETITION
ON THE TOPIC
WORLD WILDLIFE WEEK

ONLINE
COMPETITION

E-CERTIFICATES

LAST DATE TO SUBMIT
18TH OCTOBER 2022, 12 A.M.

FOR FURTHER INFORMATION
CONTACT THE GIVEN NUMBER
BELOW

REGISTER NOW

@PALAASH.BHARATI



DAAN UTSAV

Palaash- The eco club of Bharati college observed Daan Utsav from 3rd October to 8th October and performed following activities:-

Respecting the pillars of the campus

Thinking of you

Reaching the unreachable

Feeding the fauna

PALAASH :- The Eco Club
Bharati College
University of Delhi

Day 1

Respecting the Pillars of the Campus

The club will be distributing the hampers to the non-teaching staffs of our college. This way we will be showing respect to them and making them feel equally important to the college.

3 Oct - 8 Oct 2022 9:30 - 10:00 Saraswati Area

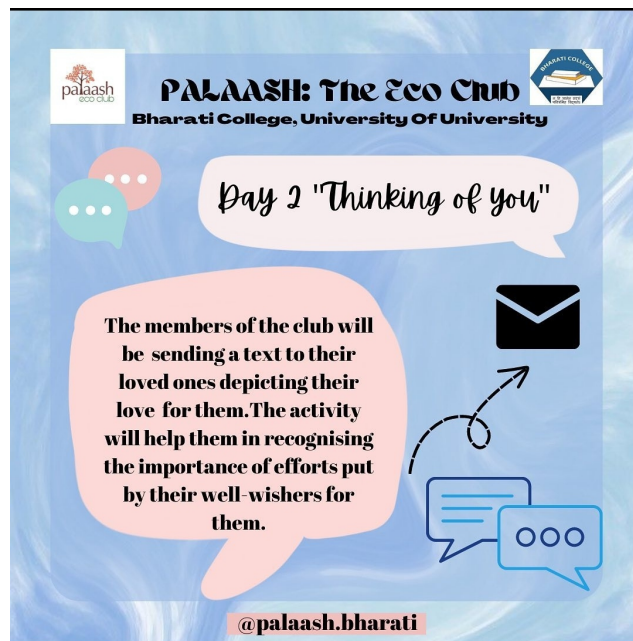
PALAASH: THE ECO CLUB
BHARATI COLLEGE, UNIVERSITY OF DELHI

Day 3

"Reaching the unreachable"

The club would be distributing the stuffs to the kids who don't even get the basic needs of life. This way we would try to show some love to them and make them feel good about their existence.

@PALAASH.BHARATI



Poster making on E-Waste Day

Palaash- The eco club of Bharati college organized a poster making competition on E- waste to celebrate international E-waste day on 14/10/2023 and make students aware about the same.



every year since 2018, to promote the correct disposal of e-waste throughout the world with the aim to increase re-use, recovery and recycling rates

Dr. Harikishni (Convenor of Palaash)

Dr. Rashmi Kumari

Manisha (President) - +91 9667521489



Ye diwali Samajhdari wali

Palaash- The Eco Club of Bharati college organized a poster making competition on 17/10/2022 on the theme "Ye diwali Samajhdari wali" to make students aware about the harmful impact of firecrackers used in Diwali.



Date : 17 October 2022
Time: 11 am onwards
Topic: Yeh Diwali Samjhdharwali

Sheets will be provided by us and the participants should carry rest of the materials themselves from home

Dr. Rekha Sapra (Officiating Principal)
Dr. Harikishni (Convenor)
Dr. Priyambada Patri
Dr. Rashmi Kumari

For any queries contact Manisha :9667521489

Seminar on Eco Friendly Diwali

Palaash- The Eco Club of Bharati college organized a seminar on 21/10/2022 to spread awareness about eco-friendly diwali and its need for our environment. The guest speaker for the seminar was Mr. Aniket Gupta who is a well known environmentalist.

PALAASH- THE ECO CLUB
BHARATI COLLEGE
UNIVERSITY OF DELHI

PRESENTS A SEMINAR ON

ECO FRIENDLY DIWALI

WITH

Aniket Gupta
Founder @Indian Science & Technology Campaign @The Tale of Humankind | Ashoka Young Changemaker | Diana Award 2020 | TEDx Speaker

21st October | Room Number - 202, New Building | 11:00 a.m. Onwards

Dr. Harikishni (CONVENOR)
Dr. Rashmi Kumari
Dr. Priyambada Patri

@palaash.bharati

Dr. Rekha Sapra (OFFICIATING PRINCIPAL)





Anti Firecrackers Campaign Under Delhi Government

Palaash- The Eco Club of Bharati college organized an awareness session on the anti Firecrackers Campaign launched by the government of Delhi to observe a safe and pollution free Diwali on 24/10/2022.

Palaash X Manthan

Palaash- The Eco Club of Bharati college collaborated with Manthan - The Nukkad Natak society of Bharati college to celebrate the winter fest Flakes'23 on 25/01/2023 where Palaash took care of all the waste materials and ensured that it is disposed off safely

RED LIGHT ON, GAADI OFF

16 November, 2022

Palaash, the Eco Club of Bharati College, University of Delhi in collaboration with Manthan- the Nukkad Natak Society performed a nukkad natak on the theme- “ Red Light on, Gaadi Off”. It was aimed at urging drivers to shut their ignition while waiting at traffic signals and to make people aware of Air Pollution. Palaash: the Eco Club and Manthan: the Nukkad Natak

Society joined hands to depict a major issue of pollution that is caused by vehicles .

The theme “Red light on, Gaadi Off” brings light to the issue of irrelevant combustion engines kept on even on the red light. Students spread awareness amongst people regarding the same through an interactive performance. The event started at 12 noon in the Central Lawn of Bharati College. Manthan: The Nukkad Natak society performed an informative, energetic and a very mind stimulating performance while the whole play was recorded by Palaash members with the simple motive to raise awareness. It was well

depicted by their wonderful performance and the actions and emotions of everyone. Both the clubs were highly appreciated by Dainik Jagran and the play was featured in their daily newspaper on November 17, 2022.

The efforts that were put in by both the team members was wholly appreciated and loved by everyone and the event came out as a great success.





WOMEN DEVELOPMENT CELL
Bharati College, University of Delhi
Annual Report Academic Year 2022-23

Convener- Dr. Aruna Jain
Co-convener- Dr. Luke Kumari

Objective

Women Development Cell, Bharati College, University of Delhi aims for encouraging women studies, ensuring equity and addressing women social, political and economic issues in the society and at the university level.

Vision

Our focus is to aware students about the women centric issues and the significance of the differences between feminists and the feminazi. Jagriti comprise faculty and student coordinators from across sections and disciplines. Our student coordinators are expected to actively engage with issues of gender mainstreaming, and coordinate all the events on various platforms.

Mission

We encourage women to be self-reliant and economically independent. We are nurturing young minds and paving their way to grow into balanced and better human beings.

Events Academic Year 2022-23

1) The WOMEN DEVELOPMENT CELL in collaboration with the Freakonomics society of Bharati College organized an interactive **One-Day WORKSHOP** to create awareness about various kinds of “Eating Disorders and their Impact on Women”. The seminar was organized on 3rd February 2023 in the seminar room from 11 am to 1 pm. The session was conducted by Freed: a non-profit organization focused on awareness generation, intervention, and advocacy for eating disorders in India. Active participation from students made the event a success. Students received certificates of participation in the workshop from the FREED organization.





2) The cell conducted **3-days Self Defence Training Program for Women** in collaboration with NSS team from 13-15 February 2023. This workshop was a joint venture of three colleges- Bharati College being the host, in addition to Deen Dayal Upadhyay College and Bhaskaracharya College of Applied Sciences. The inaugural ceremony involved welcome of the esteemed guests, Professor Avneesh Mittal (Principal of Bhaskaracharya College of Applied Science), Mr. Pariksheet Dagar (Young Vice Chairman of Delhi Public Library and the Head of Udankaar NGO, Mr. Ashish Pokhriyal (Udankaar NGO). All three guests were then welcomed and presented with mementos by our respected Principal Prof. (Dr.) Saloni Gupta, which was then followed by the lighting of the lamp. Mr. Ashish, along with his team members, presented idol of Goddess Saraswati to the college and also other mementos to all the collaborators and conveners Dr. Aruna Jain, Dr. Asha Tiwari, Dr. Indu Baghel, Ms. Princy Jain, and Dr. Bhawna Shivan. A team of experts from the NGO Udankaar conducted the workshop for more than 100 girls in the college, where they trained the girls in different techniques to defend themselves in situations of distress. All the participants received certificates from the organization.

Internal Quality Assurance
Cell of BCAS
in collaboration with
NSS & Women Development Cell
of Bharati College,
Deen Dayal Upadhyay College
&
Bhaskaracharya College of Applied Science
organises
in collaboration with
उदंकार
NGO

3 DAY SELF DEFENSE TRAINING PROGRAM FOR WOMEN

DATE - 13-15 FEB, 2023 | TIME - 10: 00 AM ONWARDS

PATRON

Prof. Saloni Gupta
(Bharati College)

Prof. Avneesh Mittal
(BCAS)

Prof. Hem Chand Jain
(DDU)

CONVENORS

Prof. Aruna Jain
(Bharati College)

Prof. Eram S. Rao
(BCAS)

Prof. Nisha Rana
(DDU)

Dr. Asha Tiwari
NSS Convener

Dr. Satyam Dwivedi
(BCAS)

Prof. Monika Bansal
(DDU)

Dr. Looke Kamari
(Bharati college)

ORGANIZING COMMITTEE

Ms. Manu Kataria, Ms. Aarti Mahyan, Dr. Anjali Saxena, Dr. Mohit sharma, Dr. Poonam Garg, Dr. Shiksha Srivastava, Ms. Princy Jain

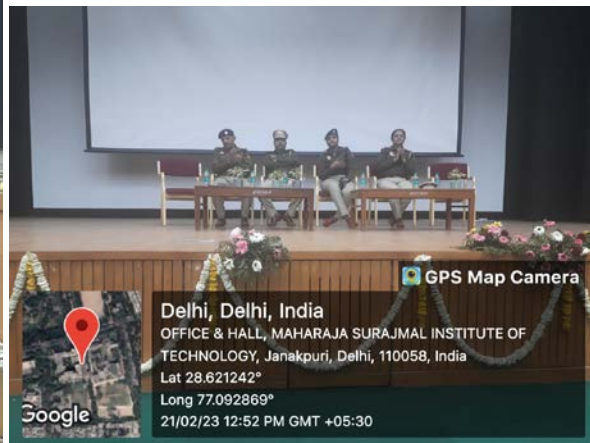


self defense
attendance.pdf





3) A **seminar** in collaboration with IQAC, Bharati College was conducted on the 21st February 2023 on **'Women Empowerment and Saving Girl Child'** to celebrate the **Delhi Police Week**. The eminent speakers included ACP Hari Kishan (Crime against Women Cell), Addl. DCP Divya (West district) and Inspector Usha Sharma (Crime against Women Cell). The girls interacted with the team from Delhi Police and received lot of vital information.







WOMEN DEVELOPMENT CELL
in collaboration with
INTERNAL QUALITY ASSURANCE CELL
of
Bharati College

organizes a lecture on
**Women Empowerment &
Saving Girl Child**

Eminent Speakers:


ACP Hari Kishan
(Crime Against Women Cell)


Addl. DCP Divya D.
West District, Delhi


Inspector Usha Sharma
(Crime Against Women Cell)

21st Feb'23 | 11:00 A.M. | Auditorium

Patrons:


Dr. Aruna Jain
(WDC Convener)


Prof. Saloni Gupta
(Acting Principal)


Dr. Rajni
(IQAC Convener)

4) WDC and IQAC in collaboration with Mahatma Hansraj FDC, Hansraj College, University of Delhi under PMMMNMTT scheme organise one-week faculty development programme on Gender Contours and Biasness: Mapping pay disparity and its intrinsic and extrinsic challenges from 10-16 march, 2023. This FDP was interdisciplinary and organised for faculties (permanent, temporary, guest) and research scholars from the universities and colleges. This FDP was focussed on understanding the intricacies of the interdisciplinary aspect of the gender pay gap and also to examine the economic, legal, socio cultural, environmental, technical and political vertical emerging out of gender pay gap. This also help in explore the core reasons for existence of gender pay gap, policy prescription to mitigate gender pay gap in India in particular and the world in general. No of participant attended the session-68



FDP
95_BROCHURE.pdf



fdp pictures.pdf

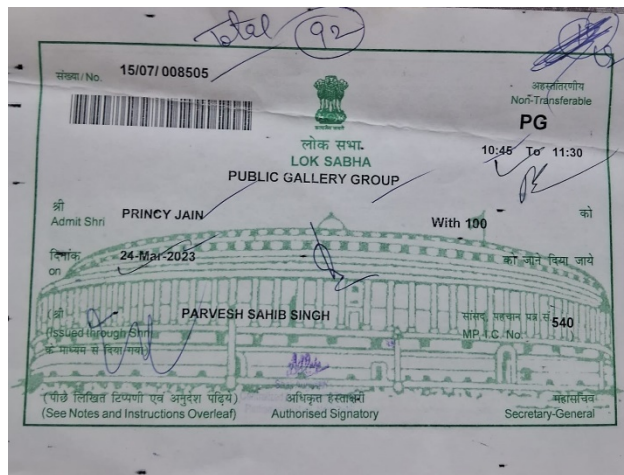


Session wise
reports of FDP.docx



Compiled Report of
the FDP.docx

5) The Cell organized a **student visit** to the public gallery of the **Parliament House** on 24th March 2023 (Friday) to witness live parliamentary session proceedings. A total of 91 students from different departments got the opportunity to witness the live proceedings of the parliamentary session on the same date along with a tour of the Parliament House. The visit was made possible with the kind courtesy and cooperation of the Honourable Member of Parliament (West Delhi), Shri Parvesh Sahib Singh. He imparted wisdom and some facts about how a bill becomes a law. A walk through the corridors of this eminent place was a great experience for the students. Besides, an unexpected rendezvous with the Head of the Ministry of Women and Child Development, honourable Smt. Smriti Zubin Irani and our Finance Minister Smt Nirmala Sitharaman, surely made the visit memorable for students. Their words of wisdom truly enriched the students with the spirit of women's empowerment.



Parliamentary
Session Approved Li

Proof: Tweet by Shashi Tharoor about Bharati College students visit to parliament house.
<https://twitter.com/ShashiTharoor/status/1639181703276290048?s=20>



Shashi Tharoor ✓
@ShashiTharoor

A group of Bharti College students visiting Parliament this morning spotted me and insisted on a couple of pictures. Wonderful to see their enthusiasm for the institutions of our democracy & to hear so many of them tell me that they follow my work. #WheresWaldo



1:55 PM · Mar 24, 2023 · 27.7K Views



5) WDC in collaboration with YUVA (keshavpuram vibhag) organised an informative **seminar** on “PCOD - An Ayurvedic perspective” on the 30th May, 2023. The event was graced by the presence of Dr. Richa Gupta B.A.M.S (M.D.) A.M. doctor and nutritionist at Ayusutras in Ayurvedic medicine, and Dr. Kamal Singh B.A.M.S (M.D.) Ksharsutra specialist in ano-rectal diseases. The event was initiated with lamp lighting and sapling was presented to the guest Dr. Richa by honourable principal.

Dr. Richa gave detailed explanation and advice to the girls about types and causes, symptoms, and cures of PCOD. The guest addressed the crowd with her humourful take on diet and lifestyle related topics that made everyone take greater interest in such important topic. She emphasized the poor lifestyle habits such as eating junk food, disturbed sleep cycle, and hormonal imbalances that lead to such disorders in females. Further she gave a brief account of how ayurvedic treatment is done with zero side effects. The audience actively participated in questions and responses. More than 100 students attended the seminar along with the teachers and staff.

Bharati College
Jagriti Women Development Cell
In Collaboration With **G20**
YUVA (Youth United for Vision and Action)
Keshav Puram Vibhagh

IS ORGANISING AN INFORMATIVE SESSION ON
P.C.O.D
An Ayurvedic Perspective

Speaker
Dr. Richa Gupta
(B.A.M.S. M.D.(A.M.))

Venue: Seminar Room
Time :1pm
Date : 30 May 2023, Tuesday

Students Coordinator:
Sutiti : 9717804108
kareena: 86907 74598

PRINCIPAL
PROF. SALONI GUPTA

CONVENOR
DR. ARUNA JAIN

CO CONVENOR
MS. LOOKE KUMARI

