

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

Programme Name: BA

Proposed Syllabus under NEP

Year of Implementation: 2023-24

Course Category	Open/General Elective Course
Level	4.5
Course Title	Women 's Rights in India
Semester	II
Course Credit	4
No. of Lectures per week	4
Marks of Comprehensive Continuous Evaluation	50
Marks of Semester End Examination	50

Course Title:

Women 's Rights in India

Course Outcomes	<p>After going through the course, learners will be able to</p> <ul style="list-style-type: none">• Develop a feeling of self-worth, a belief in their ability and confidence to control their life.• To capacitate themselves to fight any injustice• Use the Constitutional and Legal framework for protection of their rights and fight for justice.•• To help women in their surroundings and neighbourhood to get empowered and lead a confident life
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Module 1(Credit 1)	Title of the Module: Constitutional Rights of Indian Women
Learning Outcomes	After learning the module, learners will be able to
	<ul style="list-style-type: none"> • To understand the concept of women rights according the Constitution of India, equality to women, • Understand and be aware of the Fundamental Rights and basic rights of women.
Content Outline	<ul style="list-style-type: none"> • Constitution of India • Role of Women participation in law making process • Special Provisions safeguarding the rights of women- Articles 14, 15, 15(3), 16, 39(a), 39(b), 39(c) and 42 of the Constitution
Module 2(Credit 1)	Title of the Module: Political Rights of Indian Women
Learning Outcomes	After learning the module, learners will be able to
	<ul style="list-style-type: none"> • Analyse the issues related to the State to use measures of positive discrimination in favour of women for neutralizing the cumulative socio-economic, education and political disadvantages faced by them.
Content Outline	<ul style="list-style-type: none"> • Journey of Women's Political Participation in India • Political Rights of Women in India - Electoral process - women as voters - candidates and leaders • 73rd and 74th Amendment of the Constitution: representation of women in local self government -- women in Rural and urban local bodies - Reservation of women
Module 3(Credit 1)	Title of the Module: Laws Related to Family and Marriage

Learning Outcomes	<p>After learning the module, learners will be able to</p> <ul style="list-style-type: none"> • To make students aware about various rights available to women, and the remedies thereto • To create awareness among the students about Sexual Offences, about the legal provisions relating to women rights under the Indian Penal Code , analysing the laws relating to gender justice in India ,Specific Interventions
Content Outline	<p>Women’s Right under different laws</p> <ul style="list-style-type: none"> • Marriage • Divorce • Property • Maintenance • Other Rights
Module 4(Credit 1)	<p>Title of the Module:</p> <p style="text-align: center;">Rights of LGBTQIA+ and Children</p>
Learning Outcomes	<p>After learning the module, learners will be able to</p> <ul style="list-style-type: none"> • To make the students aware about the rights of children. • To sensitize the students towards third gender and their rights
Content Outline	<ul style="list-style-type: none"> • LGBTQIA+ • Protection of Children from Sexual Offences Act (POCSO),remedial measures

Comprehensive Continuous Evaluation (CCE): 50 mks

Assignments/ Project/MCQ test/Written test

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

Semester End Examination (SEE) Paper pattern: 50 mks

References:

Essential Reading:

References:

1. Agnes, Flavia. (1992). "Give us This Day Our Daily Bread: Procedures and Case Law on Maintenance". Majlis, Bombay.
2. Agnes, Flavia. (1999). "Law and Gender Inequality: The Politics of Women's Rights in India". OUP, New Delhi
3. Agnes, Flavia. (2003). "Feminist Jurisprudence: Contemporary Concerns". Majlis, Mumbai.
4. Agnes, Flavia. (2004). "A Study of Family Courts in West Bengal". West Bengal Commission for Women Kolkata.
5. ArunaGoel. (2004). "Violence and Protective Measures for Women Development and Empowerment". Deep & Deep, New Delhi.
6. Dhagamwar, Vasudha.(1992). "Law, Power and Justice: The Protection of Personal Rights in the Indian Code". Second Edition, Sage, New Delhi.
7. IAWS. (1994). "The State and The Women's Movement in India". IAWS, Delhi
8. International Solidatory Network. (2006). "Knowing our rights: Women, Family, Laws and customs in the Muslim World". Zubaan, Kali for women, New Delhi.
9. Krishna Iyer, V.R. (1984). "Law and Religion" Deep and Deep Publication, New Delhi.
10. Leelavathi Chari.(1987). "Know your rights – Marriage and Divorce, Maintenance". Custory and guaradianship of minor children, Tamil Nadu Social Welfare Board, Madras.
11. Menonnivedita (2004). "Recovering Subversion: Feminist Politics beyond the Law". Permanent Black, Delhi.

12. Menon Ritu and Ka mala Bhasin. (1998). "Borders and Boundaries: Women in India's Partition". Kali for Women, New Delhi.
13. Mukhopadhyay, Maitrayee. (1998). "Legally Dispossesses". Stree, Kolkata.
14. Parashar, Archana. (2008). "Redefining Family Law in India". Routledge, London.
15. Swapna Mukhopadhyay. (1998) " In the Name of Justice: Women and Law in Society". Manohar, New Delhi.
16. T, Brettel, Dawson, (ed). (1990). "Women, Law and Social Change: Core Suggested Readings" and Current Issues, 2nd ed, O N, Captus Press, New York

Additional Reading:

1. Agarwal Bina, 1985 , 'Structures of Patriarchy: State, Community and the Household in modernizing Asia, Women and Household', ' Ed Leela Dube New Delhi, Kali for women.
2. Sharma Shakti, National Commission on Self Employed Women and women in the informal sector, New Delhi, 1988
3. Mukherjee, Prabhati,, (1978), ' Hindu Women: Normative Models', Orient Longman, New Delhi
4. Shakuntala Balaraman, (1986), 'Women Image Making and Shaping – Over Throwing 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, Anil Kumar Mishra, (2016) ' Legal status and rights of women in Indian constitution' published in 'International Journal of Advanced Education and Research' Volume 1; Issue 1; January; Walker S. and I. Barton (Eds.) Gender Class Education, New York
11. Arundhati Roy, " Ministry of utmost happiness", penguin house, India
12. A. Revathi & V. Geetha (Tr.) " The Truth About Me: A Hijra Life Story"

**SEVA MANDAL EDUCATION SOCIETY'S
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(AUTONOMOUS)**

Programme Name: BA, BAMB

Proposed Syllabus under NEP

Year of Implementation : 2023-24

Course Category	Skill Enhancement Course and Value Education Course
Level	4.5
Course Title	Integrated Wellness and Personal Growth - II
Semester	II
Course Credit	2
No. of Lectures per week	2
Marks of Comprehensive Continuous Evaluation	25
Marks of Semester End Examination	25

Course Title:

Integrated Wellness and Personal Growth II

Course Outcomes	<p>After going through the course, learners will be able to</p> <ul style="list-style-type: none"> • gain knowledge on: --how Personality development grooms an individual --Factors affecting personality development • --Develop self- realisation -- skills for building a character • -- help students to speak clearly and fluently with a positive approach. and learning some etiquettes and manners • -Students will be understanding basic personality traits, including values, beliefs, and nature versus nurture
Module 1(Credit 1)	<p>Title of the Module:</p> <p style="text-align: center;">Management of conflicts and stress</p>

Learning Outcomes	After learning the module, learners will be able to -
	Understand Personality development goes a long way in reducing stress and conflicts -Personality development helps you develop a positive attitude in life
Content Outline	<ul style="list-style-type: none"> • Conflicts management • Stress management • How to reduce exam stress and fear • Anger Management
Module 2(Credit 1)	Title of the Module: <p style="text-align: center;">Career planning</p>
Learning Outcomes	After learning the module, learners will be able to - Acquire relevant knowledge, sharpen the requisite skills and orient students for facing interviews
Content Outline	<ul style="list-style-type: none"> • Aptitude Tests • Competitive exams –scope • Time Management • Art of facing Interviews

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)

References:**Essential Reading:**

Shankar, Uday (1981), Personality Development. Delhi

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

Charlesworth, Edward & Nathan, R.G.(1991), Stress Management. [A Comprehensive~ Guide To Weillness] New York, Ballantine Books,

Clege.. Brian,(2000), Instant Stress Management. New Delhi: Kigan Page,

Harigopal, K,(1995),Conflict Management : Managing Interpersonal Conflict. New Delhi. Oxford & IBH Publication,.. .

Barun K. Mitra , Personality Development and Group Discussions Oxford University Press
Career Digest

Additional Reading:

Sharma Robin S .,The Monk Who Sold His Ferrari: A Fable About Fulfilling Your Dreams and Reaching Your Destiny

Morgenstern Julie ,Time management from inside out, Owl Books (NY), ISBN13
9780805075908. Napoleon Hill, Think and Grow Rich

Bill Burnett and Dave Evans : Designing Your Life: How to Build a Well-Lived, Joyful Life
PauschRandy,The Last Lecture: Achieving Your Childhood Dreams

Stephen R. Covey, The Seven Habits of Highly Effective People

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Programme Name: BA

Proposed Syllabus under NEP

Year of Implementation: 2023-24

Course Category	Value Education Course
Level	4.5
Course Title	Scientific Temper and Humanism
Semester	II
Course Credit	2
No. of Lectures per week	2
Marks of Comprehensive Continuous Evaluation	25
Marks of Semester End Examination	25

Course Title:

Scientific Temper and Humanism

Course Outcomes	<p>After going through the course, learners will be able to</p> <ul style="list-style-type: none"> • Develop a Scientific Temper among Learners. • Build a scientific temperament which will equip them with the skills and habits necessary to make informed decisions and contribute positively to society. • Enhance the value of Humanism among learners.
Module 1(Credit 1)	<p>Title of the Module:</p> <p style="text-align: center;">Understanding Scientific temper and Superstitions</p>

Learning Outcomes	<p>After learning the module, learners will be able to</p> <ul style="list-style-type: none"> • Understand the concepts of scientific temper, beliefs, superstitions, rationalism • Develop the 'spirit of enquiry' and acceptance of the right to question any logic and avoid preconceived notions
Content Outline	<ul style="list-style-type: none"> • Basic Concepts: Scientific temper and Humanism • Basic Concepts : Superstition, Belief and Rationalism. • Promoting the significance and need of Scientific temper
<p>Module 2(Credit 1) Title of the Module:</p> <p style="text-align: center;">Fostering scientific temper against superstitions</p>	
Learning Outcomes	<p>After learning the module, learners will be able to</p> <ul style="list-style-type: none"> • Enhance skills for applications of science • To develop the sense of rationalism and critical thinking
Content Outline	<ul style="list-style-type: none"> • Difference between Belief and Superstition • Maharashtra Anti-Superstition Act, 2013 • Role of Scientific temper in Elimination of Superstitions.

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)

References

Dhar P L (2009) Developing Scientific Temper (10-04-2013) available at pldhar.files.wordpress.com/2009/09/scientific-temper.pdf.

Narlikar J V (2003) *The Scientific Age: The Indian Scientist from Vedic to Modern Times*, Penguin Books, New Delhi, India

Sen A (2005) *The Argumentative Indian*, London, Penguin Books

Strauss C L (1963) *Structural Anthropology, Volume 1*, (Translated French Claire Jacobson and B G Schoepf), USA, Basic Books