

MOTHER TERESA WOMEN'S UNIVERSITY
M.A. Women's Studies
(Under Choice Based Credit System - CBCS)

**(FOR THE CANDIDATE TO BE ADMITTED FROM THE ACADEMIC YEAR 2021-
2022 ONWARDS)**



DEPARTMENT AND CENTRE FOR WOMEN'S STUDIES

MOTHER TERESA WOMEN'S UNIVERSITY
KODAIKANAL

Mother Teresa Women's University, Kodaikanal
Department and Centre for Women's Studies
Choice Based Credit System (CBCS)
(2021-2022 onwards)
M.A. Women's Studies

1. About the Programme

'Women's Studies' as a discipline of academia helps to assimilate gender consciousness. The programme empowers women through various capacity building measures. That inculcates gender sensitivity on Women's Studies perspectives, Gender Literacy, Gender Education and Enhancement, Communication and Leadership skill etc., to bring Social, Economic, Political and Cultural Empowerment and Gender Equality.

PROGRAMME EDUCATIONAL OBJECTIVES (PEO)

The Post Graduates of MA –Women's Studies Programme will be able to

PEO1:

Understand the importance of women's Studies and incorporate Women's Studies Withother fields

PEO2:

Understand Women Empowerment and support to get mental strength to face real life Challenges

PEO3:

Function as a Team Member and step up for social change and support womenfolk by Emulating leadership skills

PEO4:

Work productively as social worker by adopting to environment with lifelong learning and adhering to ethical standards

PEO5:

Work in organised or unorganised sectors to create a change with prober awareness on gender inclusion.

Eligibility *:Pass in any UG

4. General Guidelines for PG Programme

- i. **Duration:** The programme shall extend through a period of 4 consecutive semesters and the duration of a semester shall normally be 90 days or 450 hours. Examinations shall be conducted at the end of each semester for the respective subjects.
- ii. **Medium of Instruction:** English
- iii. **Evaluation:** Evaluation of the candidates shall be through Internal Assessment and External Examination.

- **Evaluation Pattern**

Evaluation Pattern	Theory		Practical	
	Min	Max	Min	Max
Internal	13	25	13	25
External	38	75	38	75

- **Internal (Theory): Test (15) + Assignment (5) + Seminar/Quiz(5) = 25**
- **External Theory: 75**

- **Question Paper Pattern for External examination for all course papers.**

Max. Marks: 75

Time: 3 Hrs.

S.No.	Part	Type	Marks
1	A	10*1 Marks=10 Multiple Choice Questions(MCQs): 2 questions from each Unit	10
2	B	5*4=20 Two questions from each Unit with Internal Choice (either / or)	20
3	C	3*15=45 Open Choice: Any three questions out of 5 : one question from each unit	45
Total Marks			75

*** Minimum credits required to pass: 90**

- **Project Report**

A student should select a topic for the Project Work at the end of the third semester itself and submit the Project Report at the end of the fourth semester. The Project Report shall not exceed 75 typed pages in Times New Roman font with 1.5 line space.

- **Project Evaluation**

There is a Viva Voce Examination for Project Work. The Guide and an External Examiner shall evaluate and conduct the Viva Voce Examination. The Project Work carries 100 marks (Internal: 25 Marks; External (Viva): 75 Marks).

5. Conversion of Marks to Grade Points and Letter Grade

(Performance in a Course/Paper)

Range of Marks	Grade Points	Letter Grade	Description
90 – 100	9.0 – 10.0	O	Outstanding
80-89	8.0 – 8.9	D+	Excellent
75-79	7.5 – 7.9	D	Distinction
70-74	7.0 – 7.4	A+	Very Good
60-69	6.0 – 6.9	A	Good
50-59	5.0 – 5.9	B	Average
00-49	0.0	U	Re-appear
ABSENT	0.0	AAA	ABSENT

6. Attendance

Students must have earned 75% of attendance in each course for appearing for the examination. Students with 71% to 74% of attendance must apply for condonation in the Prescribed Form with prescribed fee. Students with 65% to 70% of attendance must apply for condonation in the Prescribed Form with the prescribed fee along with the Medical Certificate. Students with attendance less than 65% are not eligible to appear for the examination and they shall re-do the course with the prior permission of the Head of the Department, Principal and the Registrar of the University.

7. Maternity Leave

The student who avails maternity leave may be considered to appear for the examination with the approval of Staff i/c, Head of the Department, Controller of Examination and the Registrar.

8. Any Other Information

In addition to the above mentioned regulations, any other common regulations pertaining to the PG Programmes are also applicable for this Programme.

9. PROGRAMME OUTCOMES (POs)

On successful completion of M. A. Women's Studies programme, the students

- PO 1:** will understand the different role of women , Gender, sex and expose to debates, areas of inter-disciplinary feminist research, and relevant methodologies
- PO 2:** will learn a range of analytical and field-based skills, gender perspective concepts which will equip them for professional careers .entrepreneurship and Technological knowledge to get empowerment
- PO 3:** will get an exposure in the field of academic, research, culture, Health, technology, legal rights, violence against women and remedies and sociology
- PO 4:** will strengthen their self-confidence to face the real life challenges
- PO 5:** will integrate the indispensable human values to become respectful humans and law-abiding Citizens and understand Values of Women and importance of Women Rights
- PO 6:** will promote their managerial skills to work independently, leadership skills and in groups so that they could transform themselves into job-ready candidates and achieve their career goals
- PO 7:** will widen their perspective on women and Gender centric concepts and make them to face the competitive world which has more challenges and incorporate ICT skills to clear competitive examinations.

PROGRAMME SPECIFIC OUTCOME (PSO)

At the end of the programme, the student will be able to

- PSO1:** examine and critique ideological assumptions underlying social institutions and systems of representation, including but not limited to assumptions regarding gender, race, class, nationality, disability, age, and sexual orientation.
- PSO2:** understand the way women centric ideas, values, and themes inform and impact culture and society, both past and present.
- PSO3:** understand women studies both in Indian and international scenario, which helps the learners to have wide knowledge nationally as well as internationally.
- PSO4:** analyze, interpret, and understand the complex interrelationships between the real situation and feministic concepts and importance of Women Health and Legal Rights
- PSO5:** understand various dimension of women empowerment as well as gender empowerment
- PSO6:** motivate the students to get empowered and make others to empower.
- PSO7:** contribute predominant role in policy making and acquire high leadership qualities

M.A Women's Studies

S.No.	Course Code	Course Title	Credits	Hours		Continuo us Internal Assesse ment (CIA)	End Semester Exam (ESE)	Total
				P	T			
SEMESTER I								
1	P21WST11	Core – I Introduction to Women's Studies	4	6	-	25	75	100
2	P21WST12	Core – II Feminism and Movement	4	6	-	25	75	100
3	P21WST13	Core – III Introduction to Gender Studies	4	6	-	25	75	100
4	P21WST14	Core – IV Women Education and Empowerment	4	5		25	75	100
5	P21WST15	Core – V Feminism and Literature in India	4	5		25	75	100
6	P21WSS11	Supportive Skill I: soft skill development	2	2		25	75	100
		Total	22	30		-	-	600
SEMESTER II								
11	P21WST21	Core – VI Gender Issues in India	4	5		25	75	100
12	P21WST22	Core – VII Women and Economy	4	4		25	75	100
13	P21WST23	Core – VIII Women and Legal Rights	4	4		25	75	100
14	P21WST24	Core – IX Women Entrepreneurship and Development	4	4		25	75	100
15	P21WST25	Core –X Women and Health	4	5		25	75	100
16		Non Major Elective:	4	4		25	75	100
17	P21CSS22	Supportive skill: computer Skill for Web	2	4		25	75	100

		Designing and Video Editing						
		Total	26	30		-	-	700
SEMESTER III								
22	P21WST31	Core –XI Feminist research methodology	4	6		25	75	100
23	P21WST32	Core –XII Women and cyber Security	4	5		25	75	100
24	P21WST33	Core –XIII Women, Gender and Development	4	5		25	75	100
25	P21WST34	Core –XIV Life Skills and Counselling	4	4		25	75	100
26	P21WST35	Core –XV Women and Governance	4	4		25	75	100
27	P21WST36	Core –XVI Women and Environment	4	4		25	75	100
28	P21WSS33	Supportive skill –III (women Empowerment)	2	2		25	75	100
		Total	26	30				700
SEMESTER IV								
33	P21WSE411 / P21WSE412	Elective:I* Women and Community Development/ Gender budgeting/Any MOOC Course ^{\$}	4	4		25	75	100
34	P21WSE421 P21WSE422	Elective:II* Women and Mass Media/Gender disparities :a demographic perspective/ Any MOOC Course ^{\$}	4	4		25	75	100
35	P21WSR41	Project	8		22	25	75	100
		Total	16	30				300
Total				120	90			2300

Non Major Elective: for other department students

NME - P21WSN21-Women and Globalisation

Additional Credit Courses

1. P21WSI21 - Internship/Industrial Training – Two Credits- (Second Semester)
2. P21WSO31- Online Courses/swayam/Mooc courses -Two Credits- (Third Semester)
3. P21WSV11 - Value Added Program I-Women Victim Assistance (First Semester)
4. P21WSV42 - Value Added Program II- NGO Management (Fourth Semester)

*Those who have CGPA 9 and want to do the project in industry/institution during 4th semester., these two paper can be opted in third semester

§The students can also take either one 4-credit course or two 2-credit courses in MOOC, with the approval of Departmental Committee.

Outside Class Hours (Attendance compulsory, Certificate Mandatory)

- Health, Yoga and Physical fitness.
- Library information access and utilisation
- Employability Training.
- Students Social Responsibility.

SEMESTER -I

COURSE CODE	P21WST11	INTRODUCTION TO WOMEN'S STUDIES	L	T	P	C
CORE-I			6	-	-	4
Cognitive Level	K1 – Remember K2 – Understand K5 – Evaluate					
Course Objectives	<ul style="list-style-type: none"> ➤ To disseminate knowledge about the origin and growth, fundamental concepts ➤ To Institutionalize Women's Studies and its challenges. ➤ To highlight the different roles of Women in the Indian society. ➤ To transform women as the developmental agents for societal change ➤ To bring out attitudinal changes in minds of the women. 					

Unit – 1: Origin and growth of women's studies

Women's studies- Meaning – Origin and Growth -Features- Importance and need – Aims of Women's Studies- Nature, Goals and Scope of Women's Studies- Women's studies as an academic discipline - Interdisciplinary Subject- Women Studies in India and abroad- Role of Women's Studies in Higher Education- Role of UGC in Promoting Centre for Women's Studies in feministic perspective.

Unit – 2: Fundamental concepts in women's studies

Sex and Gender - Discrimination- Patriarchy and Matriarchy- Femininity and Masculinity-Sex Roles- Sex Ratio - feminism - Equality and Equity- Private-Public Dichotomy- Sexual Division of work – Andro centrism - Anarchism – Gender Identity- Gender Disparity- Gender Disability – Transgender.

Unit-3: Institutionalization of women's studies and challenges

Growth and changing perspectives of Women's Studies and Areas of Research - Need of incorporating Women's Studies with other disciplines - Sociology, Economics, History, Literature, Political Science, Education, Psychology, Management, Mass media and other sciences- Employment Opportunities for Women's Studies in India .

Unit-4 Women studies and gender studies

Gender studies-Gender Studies vs Women's Studies- Gender concepts-Gender sensitization- Gender and violence-Gender Discrimination-Gender Division of Labour - Gender Equality-Inequality-Gender Parity and Gender Equity-Gender Sensitization-Gender Mainstreaming-Gender Audit-Gender Budgeting- Gender Sensitive Approach- Glass Ceiling

Unit-5: Women's studies and developmental agents for change

National Committees and commissions for Women in Women's Studies National Commission for Women, NPEW HRC, Department of Women and Child development, State Women's Development Corporations -Centre and State initiatives of women's studies-schemes for women developments.

References

- Parisi, Laura, "Transnational", In Orr, Catherine Margaret; Braithwaite, Ann; Lichtenstein, Diane Marilyn (eds.). Rethinking women's and gender studies. New York: Routledge, 2012.
- Potter, M. "Loyalism, Women and Standpoint Theory". Irish Political Studies, 2014.
- Johnson, Jennifer L.; Luhmann, Susanne. "Social Justice for (University) Credit? The Women's and Gender Studies Practicum in the Neoliberal University. (Report)". Resources for Feminist Research, 2016.
- Berger, Michele Tracy; Radeloff, Cheryl. Transforming Scholarship: Why Women's and Gender Studies Students Are Changing Themselves and the World. New York: Routledge, 2015.
- Laura Heston, University of Massachusetts, Introduction to Women, Gender, Sexuality Studies, 2017.

Course Outcomes

Upon completion of this course the students will be able to

- CO1: Know the concept of Women's Studies
- CO2: Understand the women's studies and institutionalization
- CO3: Make aware of Women in Indian Society
- CO4: Understand the women development agents
- CO5: Critically analyze the life style and challenges of women.

Outcome Mapping

CO/PO	PO							PSO				
	1	2	3	4	5	6	7	1	2	3	4	5
CO1	S	S	S	M	S	S	M	S	S	S	M	M
CO2	S	M	S	S	S	M	S	S	S	S	S	S
CO3	S	S	S	M	M	M	M	S	S	S	S	S
CO4	S	M	M	S	S	S	M	S	S	M	M	S
CO5	S	S	M	S	S	M	S	S	S	S	S	S

Strongly correlating :S,

Moderately orrelating: M,

Weakly correlating:W

No correlation : N

COURSE CODE	P21WST12	FEMINISM AND MOVEMENT	L	T	P	C
CORE-II			6	-	-	4
Cognitive Level	K2 – Understand K3 – Apply K4 – Analyze					
Course Objectives	<ul style="list-style-type: none"> ➤ To introduce the concept of Feminism, different schools of Feminism, Contributions of Feminists. ➤ To Realize the Disability and feminism and Indian Feminist thinkers and Activists. ➤ To understand feminist movements in India ➤ To instill feminist thought in the society ➤ To provide an exposure to imbibe feminist thoughts, Ideals, and Movements. 					

Unit-1: Meaning and concept of feminism

Concept of Feminism – Meaning of Feminism – Definition of Feminism –Historical Perspectives of Feminism- Theories of Feminism- First wave feminism-second wave feminism- third wave feminism- and explanation of the terms feminism and feminist- Interventions of Feminist Critiques

Unit- 2: Types of feminism

Various types of feminism-feminist views on society- importance of feminism- Cultural Feminism-Eco Feminism- Black Feminism-Material Feminism-Moderate Feminism- Liberal Feminism- Dual and Psychoanalytic Feminism-French Feminism- Post Modern feminism.

Unit- 3: Feminists' Contributions

Socialist Feminism: Class & Gender- Dual System v/s Unified system theory – Lesbianism- Existential Feminism-Liberal feminism: Equality, Rationality, Freedom-- Marxist Feminism: Production, Reproduction class, Alienation, Marriage and family- socialist feminism- radical feminism.

Unit -4: Feminism in India

.Women feminist and their feminist thoughts in the ancient era -Women in Bhakti tradition- Feminism during freedom fight- feministic concepts in independent India- various feminists in India Bharathiyar,Gandhi, Ambedkar etc..-Women feminist and their feminist thoughts in the modern era- feminism in India during 20th century.

Unit- 5: Post independence movements in India

Tebhaga Movement and Telengana Movement -Women's groups and organizations, some autonomous Women's Movement –RoopKanwar incident and anti-sati agitation,- Movements for Uniform Civil code and ShahBano case - Dalit women and the question of double marginality

References

- Child, Lydia Maria Francis, Brief History of the Condition of Women: In Various Ages and Nations. C. S. Francis & Company 2013 .
- Miller, Alice Duer, Women are People!. George H. Doran Company, 2013.
- Wayback Machine, Poor White Women Archived, 2016 .

Course outcomes

Upon completion of this course the students will be able to

- CO1: Know the concept of feminism
- CO2: Understand the feminist theories and feminist thinkers
- CO3: Make aware of feminist thoughts in Indian society
- CO4: Understand the women movements
- CO5: Critically analyze the life style and women movements

Outcome Mapping

CO/PO	PO							PSO					
	1	2	3	4	5	6	7	1	2	3	4	5	
CO1	S	M	S	S	S	S	S	S	S	S	S	S	S
CO2	S	M	S	S	S	S	S	S	S	M	S	S	S
CO3	S	S	S	M	S	S	S	S	S	S	M	S	S
CO4	S	S	S	S	M	S	M	S	S	M	S	S	S
CO5	S	S	M	S	S	S	M	S	S	S	S	S	S

Strongly correlating :S
 Moderately Correlating :M
 Weakly correlating :W
 No correlation :N

COURSE CODE	P21WST13	INTRODUCTION TO GENDER STUDIES	L	T	P	C
CORE-III			6	-	-	4
Cognitive Level	K1 – remember K2 – understand K5 – evaluate					
Course Objectives	<ul style="list-style-type: none"> ➤ To disseminate the students with the concepts of Sex and Gender ➤ To make aware of gender roles ➤ To make aware of the concepts of masculinity and femininity ➤ To inculcate Gender concepts in Indian perspective ➤ To serve the society to eradicate gender based inequalities in the society 					

Unit 1: Introduction to Gender Studies

Gender studies- Meaning – Gender concepts -Origin and growth -Features- Importance and need for Gender Studies – Aims of Gender Studies- Nature, Goals and Scope of Gender Studies- Importance of Gender Studies-Need of Gender Studies.

Unit 2: Concept of sex and gender

Sex and Gender – Concept of Sex and Gender in the Traditional Society - Difference between Sex-Gender -Role of Gender and multi roles of Gender- Criticism on Sex-Gender Binary-Problems of Sex- Gender System-Recent social norms related to Sex-Gender System - Transgender – homophobia

Unit 3: Gender and structural inequalities

Historical Analysis of Gender and class during Industrial revolution in Europe-Gender and Class during industrial Revolution in India-Gender and other structural inequalities-Class and Gender-Caste and Gender-race and Ethnicity-Manifestations of power-Relationship between Gender and class.

Unit -4: Multi dimensions gender

Multi Gender roles and identity-femininity and Masculinity-Womanhood and Motherhood- Visible and Invisible Women- Women Empowerment-Gender Discrimination-Gender Division of Labour - Gender Equality-Inequality-Gender Parity and Gender Equity-Gender Sensitization-Gender Mainstreaming-Gender Audit-Gender Budgeting- Gender Sensitive Approach- Glass Ceiling

Unit -5: Gender and development in India

Gender socialization-Gender and Work-women in organized and unorganized sector- Gender development approach- Gender and Technology-Gender and Media-Gender and Employment Opportunities-Gender and Development of India-Ideologies of Globalization and Structural Adjustment-Millennium Development Goals approach and Sustainable Development.

References:

- Ettinger, Bracha L. "(M)Other Respect: Maternal Subjectivity, the Ready-made mother-monster and The Ethics of Respecting". Studies in the Maternal. Understanding the Complexities of Gender: Sam Killermann at TEDxUofChicago, 2010.
- Ruspini Elisabetta, Hearn Jeff, Pease Bob, Pringle Keith (eds.), Men and Masculinities around the World: Transforming Men's Practices. New York: Palgrave Macmillan, 2011.
- Pringle, Keith. Doing (oppressive) gender via men's relations with children, in Anneli Häyrén and Helena. Wahlström Henriksson (eds), Critical Perspectives on Masculinities and Relationalities: In Relation to What?. New York: Springer, 2017.
- Soh, Debra. The End of Gender: Debunking the Myths about Sex and Identity in Our Society. Threshold Editions, 2020.

Course outcomes

Upon completion of this course the students will be able to

- CO1: Know the concept of Gender
- CO2: Understand the Marginalization of Women and Gender
- CO3: Make aware of Gender and differentiation between women and Gender
- CO4: Understand Gender Development approach
- CO5: Critically analyze social factors and gender discrimination

Outcome Mapping

CO/PO	PO							PSO				
	1	2	3	4	5	6	7	1	2	3	4	5
CO1	S	S	S	S	S	S	M	S	S	S	S	S
CO2	S	M	S	S	S	W	S	S	S	M	S	S
CO3	S	S	S	M	W	S	S	M	S	S	M	S
CO4	S	M	S	S	S	S	S	S	S	S	S	S
CO5	S	S	S	S	S	S	S	S	S	S	S	S

Strongly correlating :S
 Moderately Correlating :M
 Weakly correlating :W
 No correlation :N

COURSE CODE	P21WST14	WOMEN EDUCATION ANDEMPowerMENT	L	T	P	C
CORE-IV			6	-	-	4
Cognitive Level	K1 – Remember K2 – Understand K6 - Create					
Course Objectives	<ul style="list-style-type: none"> ➤ To provide an overview upon the origin and growth of Women's education and policies and legislations pertaining to it. ➤ To develop critical view upon education as changing agent and prevention against violence ➤ To support students to understand about impact of education in improving the health status of Women ➤ To make aware of Women Educational empowerment ➤ To serve the women folk to get educational empowerment 					

Unit 1: Origin and growth of women's education

Women's Education Meaning and its Importance - Barriers to Education - Inadequate School College Facilities and Resources - Shortage of Trained Female Teachers and Administrators - Class room culture in Educational Institutions - Gender Bias in Curriculum - Gender Gaps at the Primary, Secondary, Higher Secondary School and University Levels - Drop outs - Wastage and Stagnation of girls - Benefits of Educating Girls/Women

Unit 2: Changing roles of women in the society

Role of education and attitudinal changes of women - Family - Workplace - Society Enrichment - Complicated and Complex Roles in the Professional, /Leadership and Managerial Positions - Changing values and women - Moral vision - Professional Decision - Bridging the Gap of Gender Equality - Equity - Cultural Impact - Awareness of Women's position - Gender Discrimination - Changes in the attainment of Goals.

Unit 3: Women's education as social right

Educational status of Rural and Urban women - Importance of functional literacy - Literacy Rate Disparity - Growth of Literacy - formal and Non formal Education - Adult education - Government Programmes and Schemes –MahilaSamakhya – SamagraShikshaAbhiyan - A Social Right and Development imperative of Female Education - Empowerment of Women through Education

Unit 4: Women's empowerment through education

Status of Women's Education in past and present scenario - Need of Education for Women Empowerment - Barriers to Women Empowerment - Violence on Girls and Women - Sexual abuse and violence: Role of education in preventing them - Safety of girls and women at school, home and workplace - Technology as aid for safety of Women - Cyber security - Constitutional Provisions, Special Laws, National Policies and Government Efforts for the Support of Women Empowerment in India - Role of Women in Indian Economy

Unit 5: Women Education and Health

Education as a determinant of Health - Women and Health Promotion in Family - Importance of Women Health Education and Awareness in Society and Workplace - Health Education Strategies - Socio Economic Impact of Health Education - Strategies to Reduce Disease Among Women - Maternal Health - Vaccinations - Community-Based Health Interventions - Innovations in Healthcare for Women - Government Programmes on Health Education

References

- Mosedale, Sarah .Assessing women's empowerment: towards a conceptual framework. Journal of International Development,2014.
- Lopez, Alvarez, From unheard screams to powerful voices: a case study of Women's political empowerment in the Philippines. 12th National Convention on Statistics (NCS) EDSA Shangri-la Hotel, Mandaluyong City,2013.
- Christens, Brian D. Public relationship building in grassroots community organizing: relational intervention for individual and systems change". Journal of Community Psychology,010.

Course Outcomes

Upon completion of this course the students will be able to

- CO1: understand the origin and Growth of Women's Education
- CO2: explore the changing role of women in society
- CO3: explain the gender identity and socialization process through education
- CO4: discuss safety of girls and women at school, home and workplace and their empowerment
- CO5: examine the accountability of education in Women Health

Outcome Mapping

CO/PO	PO							PSO				
	1	2	3	4	5	6	7	1	2	3	4	5
CO1	S	S	S	M	M	S	M	S	S	S	S	S
CO2	S	S	S	S	S	S	S	M	S	M	S	M
CO3	S	S	S	M	S	M	S	S	S	S	S	S
CO4	S	S	S	S	S	M	S	S	S	S	S	S
CO5	S	S	S	S	S	S	S	S	S	S	S	S

Strongly correlating :S,

Moderately Correlating :M,

Weakly correlating :W

No correlation :N

COURSE CODE	P21WST15	FEMINISM AND LITERATURE IN INDIA	L	T	P	C
CORE-V			5	-	-	4
Cognitive Level	K1 – Remember K2 – Understand K3 – Apply					
Course Objectives	<ul style="list-style-type: none"> ➤ To Disseminate knowledge about the Origin and Growth of Feminist Literature ➤ To understand Works of Feminist Writers in India ➤ To Help to realize the impact of Feminist Terminologies in the Literary Works, Women Portrayal in Feminist Literature and Feminist Literary Criticism. ➤ To make aware of feminist thinking in Indian literature ➤ To raise consciousness among the learners through literature in the Feministic Perspective. 					

.....

Unit-1: Origin and Growth of Feminist Literature

Meaning of Feminist Literature- Origin of Feminist Literature- Importance of Feminist Literature- Feminist Ideals in the Literary Writings- Feminist Writers in the Ancient and Modern Periods in India – Feministic Style and Structure, Feministic Myth, Feministic Mystic and Feministic Critique throughout the ages.

Unit-2: Feminism in Tamil Writing

Feministic Concepts in Tamil illakiam-Feminism in Thirukural- Avaiyar-Andal, Naladiyar- Elangovadigal-Works of Bharathiyar-Bharadhidasan-Mudiyarasan-Feminism in Tamil novels- RamaniChandran –Vanidasan- feminism in tamil poems, Pudhinangalsand other 20th century writers

Unit-3: Feminism in English Writing

Feminism in Indian English writers- feminism in writers view- Works of R.K.Narayan- Rabindranath Tagore- Gita hariharan- Shobha De-ShasshiDeshpande-AnithaDesai-Amirthapritam-Arundhadhi Roy-Kiran Desai and others- 20th century writers in Indian English.

Unit-4: Women Portrayal in Feminist Literature

Depiction of Women in Feminist Literature IN 19th, 20th and 21st Century in India and Abroad - Feminism, Language and Literature -Women's oppression, Patriarchal values, Women and Racism-Women and Sexism- reinforcement of traditional feminine roles-conflicts, contradiction, conformity, non-conformity revolt -Gender bias in Language, Women's Talk and Speechlessness.

Unit-5: Feminist literary criticism

Meaning and Definition of feminist Criticism- importance of feminist literary criticism-Concept of Gyno-criticism --Feminist Lens-Feminist Analysis-Feminist Theory-Feminist Politics-Basic Method of Literary Criticism- Basic Method Employed in Criticism

References

- Rose, Gillian, *Feminism and Geography: The Limits of Geographical Knowledge* Archived, 2018.
- Barry, Peter, 'Feminist Literary Criticism' in *Beginning theory* (Manchester University Press: 2002
- Åsberg, Cecilia; Lykke, Nina, *Feminist technoscience studies*. *European Journal of Women's Studies*, 2010.
- Griffin, C. *Feminist communication Theories*. In Littlejohn, 2016.
- Véronique Mottier, *Feminist analyses of the state* Archived, Wayback Machine, *Feminist political theory*, University of Essex, 2010.

Course outcomes

Upon completion of this course the students will be able to

- CO1: Knowledge about origin and growth of feminist literature
- CO2: Knowledge about women writers
- CO3: Make aware of feminist terminologies
- CO4: Understand communication, art, culture of English writings
- CO5: Critically analyze feministic concepts and Gyno criticism and other criticisms

Outcome mapping

CO/PO	PO							PSO				
	1	2	3	4	5	6	7	1	2	3	4	5
CO1	S	S	S	M	M	S	M	S	S	S	S	S
CO2	S	S	S	S	S	S	S	M	S	M	S	M
CO3	S	S	S	M	S	M	S	S	S	S	S	S
CO4	S	S	S	S	S	W	S	S	S	S	S	S
CO5	S	S	S	S	S	S	S	S	S	W	S	M

Strongly correlating :S
 Moderately Correlating :M
 Weakly correlating :W
 No correlation :N

COURSE CODE	P21WSS11	SOFT SKILL DEVELOPMENT	L	T	P	C
SUPPORTIVE SKILL-I			2	-	-	2
Cognitive Level	K1 – remember K2 – understand K5 – evaluate K6 - create					
Course Objectives	<ul style="list-style-type: none"> ➤ To develop positive physical and psychological outlook among the learners ➤ To enhance a good interpersonal relationships ➤ To train the learner to understand the opportunities and challenges ➤ To lead the learners towards social success ➤ To bring out attitudinal changes in minds of the learners 					

Unit-1: Components of Effective Communication

Introduction to Communication - Types of Communication -Need of Communication-Importance of soft skill- role of communication -Components of effective communication-Communication process and handling them- verbal and Non – Verbal Communication-Importance of Verbal and Non-Verbal Communication.

Unit-2: Interpersonal Skills

Emotional Intelligence – need of interpersonal skill- The five steps to Emotional Quotient - Self Awareness and Regulation - Empathy - Social Intelligence - stress management - coping with failures- case studies.

Unit-3: Self-Management

Meaning- concepts of self-management- Self Evaluation - Self Discipline -Self Criticism – punctuality- Recognition of one’s own limits and deficiencies-Independency- thoughtful-Responsible- Self Awareness

Unit-4: Functional Skills

Using the tools of communicatory and emotional skills - Resume writing - Preparation of Curriculum Vitae - interview skills —techniques of Interview attending - verbal and non-verbal communication- LeadershipSkills

Unit-5: Coordination Skills

Importance of coordination- Ability required- Group - Group Dynamics - Team building- techniques to build- time management- team leading techniques- Acing the interview - Group dynamics - Mock interviews and Group discussions- success stories

References

1. Barun K. Mitra Personality Development and Soft skills, Oxford University Press, 2010.
2. Allan and Barbara Pease , Body Language in the workplace, 2011.
3. Student's Hand Book: Skill Genie - Higher education department, Government of Andhra Pradesh,2012.

Course Outcomes

Upon completion of this course the students will be able to

- CO1: understand the importance of soft skill
- CO2: become effective communicator
- CO3: become self -actualized
- CO4: understand interpersonal skills
- CO5: understand various coordination skills

Outcome mapping

CO/PO	PO							PSO				
	1	2	3	4	5	6	7	1	2	3	4	5
CO1	S	S	S	S	S	S	M	S	S	S	S	S
CO2	S	S	M	S	S	S	S	M	S	M	S	S
CO3	S	S	S	M	S	M	S	S	S	M	S	S
CO4	S	M	S	S	S	S	S	S	S	S	S	S
CO5	S	S	S	S	S	S	S	S	S	M	S	M

Strongly correlating :S

Moderately Correlating :M

Weakly correlating :W

No correlation :N

SEMESTER -II

COURSE CODE	P21WST21	GENDER ISSUES IN INDIA	L	T	P	C
CORE- VI			5	-	-	4
Cognitive level	K1 – remember K2 – understand K6 - create					
Course Objectives	<ul style="list-style-type: none"> ➤ To understand Indian culture and gender ➤ To understand gender concepts in India ➤ To create awareness gender issues ➤ To sensitize gender development and empowerment ➤ To serve society to enhance gender equality 					

Unit 1: Introduction

Meaning and concept of Gender issues- Introduction to Indian culture- gender- gender concept in India-women in Indian culture- women education in India-women empowerment in India- gender types-Gender issues in abroad.

Unit 2: Women Issues

Problems of girl child -child abuse -child labour - child marriage - female foeticide and infanticide. Women health and education -equal access to health, health services - women education-violence against women-legal production in Indian system for women and children.

Unit 3: Transgender issues

Transgender – customs of transgender- issues and challenges-health issues-parental care-education-employment opportunities-case studies-government schemes for transgender-livelihood for transgender.

Unit 4: Gender development

Various types of gender- meaning and concepts of gender development- Gender empowerment- gender development in India-gender issues in Tamil Nadu and other southern states-equity and equality-gender mainstreaming-towards equality

Unit 5: Gender empowerment

Sustainable goal and gender-Beijing platform - CEDAW-National policy for development-Towards equality - The millennium declaration - National policy for the empowerment of women - New education policy 2020

Reference:

- Parihar, Lalita, Women & Law-From Impoverishment to Empowerment- A Critique. Eastern Book Company, 2011.
- Lewis L. (ed.) New Dimensions in Women's Health. Ontario: Jones Barrett Publishers 2010.
- Arora. Gender inequality, economic development, and globalization: A state level analysis of India,2012.
- Bhattacharya, Gender inequality and the sex ratio in three emerging economies,2013.
- Wichterich, Christa. "The Other Financial Crisis: Growth and crash of the microfinance sector in India, 2012.
- Kugler, A. D.; Kumar, S. "Preference for Boys, Family Size, and Educational Attainment in India", 2017.
- Babu; Babu , "Dowry deaths: a neglected public health issue in India", 2012.

Course Outcomes

Upon completion of this course the students will be able to

- CO1: Know about Gender Issues in India
- CO2: Understand Women and Child Rights
- CO3: Make aware of transgender and issues
- CO4: Understand Gender Empowerment
- CO5: Critically analyse Gender development strategies

Outcome Mapping

CO/PO	PO							PSO				
	1	2	3	4	5	6	7	1	2	3	4	5
CO1	S	S	S	M	M	S	M	S	S	S	S	S
CO2	S	S	S	S	S	S	S	M	S	S	S	M
CO3	S	S	N	S	S	M	S	S	S	M	S	S
CO4	S	S	S	S	S	M	S	S	S	S	S	S
CO5	S	M	S	S	S	S	S	S	M	S	S	M

Strongly correlating :S
 Moderately Correlating :M
 Weakly correlating :W
 No correlation :N

COURSE CODE	P21WST22	WOMEN AND ECONOMY	L	T	P	C
CORE- VII			4	-	-	4
Cognitive level	k2 – understand k4 – analyze k5 – evaluate					
Course Objectives	<ul style="list-style-type: none"> ➤ To Imbibe knowledge about the main areas of Women , Economic Development and Women in Labour Market ➤ To motivate learners to enhance their economy ➤ To understand the role of women in enhancing economical empowerment ➤ To Sensitize on the role of Women in Economic Participation, Economic Development and Growth and Women in the Global Economy ➤ To Motivate and engage the Students to actively contribute themselves in National Economy of India 					

Unit 1: Women and Economic Development

Meaning and Concept of Economic Development of Women – Need for Economic Development of Women – Course Objectives of Economic Development of Women – Obstacles of Economic Development of Women – Constraints in areas of Interventions necessary to Unblock the Constraints

Unit 2: Women and Labour Market

Definition of Women in Work Force - Status of Women in Labour Market – Determinants of Women's Employment - Women Employment Rights – Women in Agriculture - Women in Organised and Unorganised Sector – Unpaid Care Economy - Gender Division of Labour – Occupational Segregation – Horizontal Segregation – Vertical Segregation – Gender Based Discrimination – Exploitation - Social Security and Social Protection – Need for Social Security and Social Protection – Various Social Protection Schemes for Women.

Unit 3: Women in Economic participation

The triple role of Women in Economic Development – Measuring Gender and Economic Development – Gender Development Index (GDI) – Gender Empowerment Measure (GEM) – Gender Equality and Sustainable Development – Contribution of Women to Gross Domestic Product (GDP) – Gross National Product (GNP) – Gross National Income – Differences between GNP and GNI – Lack of Gender Disaggregated Data – Need for Development of Gender Disaggregated Data in Development Indicators - Misinterpretation in the Economy – Women Economic Empowerment Schemes and Programmes in India

Unit 4: Role of Women in Economic development and growth

Women's Economic Empowerment and Inclusive Growth – Labour Market and Enterprise Development – Meaning and Concept of Inclusive Growth – Gender Inequalities in Labour Market – Theoretical Approaches – Gender Inequalities in Paid and Unpaid Work – Women's Empowerment and Enterprise Development – Exploitation of Women in Decent Work and in Wage Labours – Role of NGO's in Women Labour Force Participation.

Unit 5: Women in the Global Economy

Meaning and Definition of Women Economics – Mechanism to Integrate Gender Consideration – Demographic Profile of Women's Growth in Global Economy - Globalisation – Globalisation and Economic Transformation – Impact of Globalisation on the Status of Women Work – International Division of Labour - Urbanisation – Migration – Informal Economy - New Challenges and Opportunities – Feminisation of Poverty and Workforce – Sustainable Development Goal-Millennium Development Goals – Marginalisation.

References:

- Nelasco, Shobana, Status of women in India. New Delhi: Deep & Deep Publications, 2010.
- Tilak, Sudha G. Crimes against women increase in India – Features" The Times of India.2013.
- Team. India ranked worst G20 country for women". Feminists India.com. Feminists India, 2012.
- Ganguly, Meenakshi, South Asia director, "India: Rape victim's death demands action". Human Rights Watch,2012.

Course outcomes

Upon completion of this course the students will be able to

- CO1: Understand the concept of economic development
- CO2: Understand the obstacles of women economical empowerment
- CO3: Make aware of women workforce and education ,skills for women
- CO4: Understand the role of women in economic growth, micro and macro business
- CO5: Critically analyze GDP, GNP and Gender Budgeting

Outcome Mapping

CO/PO	PO							PSO				
	1	2	3	4	5	6	7	1	2	3	4	5
CO1	S	S	S	S	S	S	S	S	S	S	M	S
CO2	S	S	S	S	S	S	S	S	S	S	S	M
CO3	S	S	S	S	S	M	S	M	S	S	M	S
CO4	S	S	S	S	M	S	M	S	S	S	S	S
CO5	S	S	S	M	S	M	S	M	S	S	S	M

Strongly correlating :S
 Moderately Correlating :M
 Weakly correlating :W
 No correlation :N

COURSE CODE	P21WST23	WOMEN AND LEGAL RIGHTS	L	T	P	C
CORE- VIII			4	-	-	4
Cognitive level	K1 – remember k2 – understand k3 – apply k4 – analyze k5 – evaluate					
Course Objectives	<ul style="list-style-type: none"> ➤ To understand Indian constitution and human rights ➤ To disseminate knowledge about the important elements in the – Indian constitution, Indian laws. ➤ To sensitize the role of legislation and to identify themselves towards the betterment of women. ➤ To train them to find out solutions to their legal issues a ➤ To support and protect other women and themselves from the violence against women. 					

Unit 1: Indian Constitution

Indian Constitution-fundamental rights-social cultural and political Rights- Women rights as human rights- Protection of Women against Sexual Harassment at Workplace - Public Interest Litigation – Theories of human rights – Need for women's rights and child rights-constitutional guarantees

Unit 2: Child Protection

Sex selective abortion- Pre-Conception and Pre-Natal Diagnostic Techniques Act, 1994 – Girl child abuse-child labour act -child trafficking and law –POCKSO ACT-Child Marriage Prohibition Act 2006.-child rights and Indian constitution-National and state initiatives to protect children- Child Helpline.

Unit 3: Women Rights

Women and Law –access to legal rights-basic rights of women-Hindu , Christian and Muslim marriage act-divorce rights- property rights-domestic rights-violence against women-Nirbaya initiation- Protection of Women From Domestic Violence Act, 2005 – The Sexual Harassment of Women at Work Place Act, 2013– The Indecent Representation of Women (Prohibition) Act,1986 –Indian Penal Code (Rape, Molestation, Kidnapping & Abduction, Importation of Girl, Sexual Harassment)

Unit 4: Women Labour Acts

Definition and interpretations- women labour and economy-concept of household work-engendered labour-sexual harassment at workplace-ICC-Act of Employment : Factories act 1948, Trade Union Act 1948 , Indian Mines Act 1926,Maternity Benefit Act-The Minimum Wages Act, 1948, , 1948, The Employee's State Insurance Act, 1948-Equal remuneration act.

Unit 5: Women and political rights

Women and Politics –Need of women in Politics- Women politics in the early period-Political Representation of Women - Different Bills -Women Participations at Grass Root level-Reservation of Women in the parliament, Local Bodies and Panchayats - Debate regarding Women's Reservation Policies.

References:

- Kelly, Susan A, "Identifying the women of Early Dynastic Egypt: an analysis of the women's funerary stelae/slabs from Abu Rawash, Helwan, and Abydos", 2016.
- Barmash, Pamela , "Biblical and ancient Near Eastern law". Religion Compass, 2018.
- Beattie, Cordelia; Stevens, Matthew Frank, Married Women and the Law in Premodern Northwest Europe, 2013.
- Chandra, MonmayeeBasu. Women and Law in India. Oxford India paperbacks. Oxford University Press, 2016.

Course outcomes

Upon completion of this course the students will be able to

- CO1: Knowledge Human Rights and Social change
- CO2: Knowledge about Indian constitution and women
- CO3: Make aware of women rights
- CO4: Understand labour laws and welfare of women
- CO5: Critically analyze laws pertaining violence against women and legal consequences

Outcome Mapping

CO/PO	PO							PSO				
	1	2	3	4	5	6	7	1	2	3	4	5
CO1	S	S	S	S	M	S	S	S	S	S	M	S
CO2	S	M	S	S	S	S	S	S	S	S	S	S
CO3	S	S	S	S	S	S	S	M	S	S	M	S
CO4	S	S	S	M	S	S	M	S	S	S	S	S
CO5	S	S	S	S	S	S	S	M	S	M	M	S

Strongly correlating :S

Moderately Correlating :M

Weakly correlating :W

No correlation :N

COURSE CODE	P21WST24	WOMEN ENTREPRENEURSHIP AND DEVELOPMENT	L	T	P	C
CORE- IX			4	-	-	4
Cognitive level	K1 – remember k2 – understand k3 – apply k4 – analyze k5 – evaluate					
Course Objectives	<ul style="list-style-type: none"> ➤ To introduce the major traits and essence of entrepreneurship skill development ➤ To sensitize the importance of women entrepreneurship ➤ To sensitize the students with the concept of entrepreneurship and develop the entrepreneurial skills and competencies ➤ To make aware about the various schemes and programmes that address women entrepreneurs in India ➤ To motivate the learners to become micro/macro entrepreneurs 					

Unit -1 Introduction to Women Entrepreneurship

Meaning and Concept of Entrepreneurship / Women Entrepreneurship – Course Objectives of women entrepreneurship – Importance of Women Entrepreneurship – Types of Entrepreneurs on the basis of Business – Technology – Motivation – Classification Clarence Danof – Functions of Entrepreneurs - Women Achievers as Entrepreneurs at State and National Level

Unit 2: Entrepreneurship and Women Empowerment

Women Entrepreneurs - Traditional and Modern Business - Small, Medium and Large Scale Enterprises - Self Help Groups - Role of entrepreneurship skills and development in economic empowerment of women – Risks, Problems and Challenges faced by women entrepreneurs – Factors influencing Women Entrepreneurship – Push and Pull Factors – Recent trends in Development of Women Entrepreneurs in India

Unit 3: Starting a New Business

Identification of Business Opportunities - Business Plan – Sources of Finances – Starting a New Venture – Steps for Starting New Business – Legal Requirements for Starting a New Enterprise - Registration Process – Licensing – SWOT Analysis – Appraisal

Unit 4: Entrepreneurial Skills and Competencies

Entrepreneurial Development Programme (EDP) – Needs and Course Objectives of EDP - Entrepreneurial competencies –Types of Entrepreneurial competencies – Personal Entrepreneurial competencies – Venture Initiation and Success - Entrepreneurial Attributes and Characteristics – Basic Qualities of Entrepreneur – Leadership – Risk Taking – Decision

Making - Innovation – Generation of Ideas and Creativity –Competencies – Strategic Management

Unit 5: Women Entrepreneurship Development in India

Schemes and programmes - Financial Assistance and Credit Facilities – TRYSEM – NABARD – NMEW - Support to Training and Employment Programme for Women (STEP) – Trade Related Entrepreneurship Assistance Development (TREAD) – Rural Entrepreneurship Development programme - Small Industrial Development Organisation (SIDO) – National Small Industries Corporation (NSIC) – Industrial Development Bank of India (IDBI) – Small Industries Development Bank of India (SIDBI) – Industrial Policy - Commercial Banks- - Micro Finance - Entrepreneurship Skill Development and Approaches in Tamil Nadu - Nano Science and Technology Consortium (NSTC)

References:

- OECD, Entrepreneurship at a Glance 2015. Entrepreneurship at a Glance. Paris: OECD Publishing, 2015.
- Malmström, Malin; Johansson, Jeaneth; Wincent, Joakim Gender Stereotypes and Venture Support Decisions: How Governmental Venture Capitalists Socially Construct Entrepreneurs' Potential". Entrepreneurship Theory and Practice, 2017.
- Barbara J. Orser; Catherine Elliott; Joanne Leck. "Feminist attributes and entrepreneurial identity". Gender in Management, 2011.
- Orser, Barbara, and Joanne Leck. "Physician as feminist entrepreneur: The gendered nature of venture creation and the Shirley E. Greenberg Women's Health Centre." Women entrepreneurs and the global environment for growth 2010.
- Tinkler, J. E.; Bunker Whittington, K.; Ku, M. C.; Davies, A. R. "Gender and venture capital decision-making: The effects of technical background and social capital on entrepreneurial evaluations", 2015.
- Hisrich and Robert, Michael Peters and Dean Shepherd Entrepreneurship, 9th Tata McGraw Hill , 2012.

Course outcomes

Upon completion of this course the students will be able to

- CO1: Knowledge on women entrepreneurship
- CO2: understand business strategies
- CO3: Make aware of entrepreneurship skills
- CO4: Gain knowledge on Government schemes to become women entrepreneurs.
- CO5: Critically evaluate the ways of women empowerment through entrepreneurship

Outcome Mapping

CO/PO	PO							PSO				
	1	2	3	4	5	6	7	1	2	3	4	5
CO1	S	S	M	S	S	S	S	S	S	S	M	S
CO2	S	S	S	S	S	S	M	S	S	S	S	S
CO3	S	S	S	S	S	S	S	S	S	S	S	S
CO4	S	S	S	S	M	S	M	S	S	M	S	S
CO5	S	S	S	S	M	S	S	S	S	S	S	S

Strongly correlating :S
 Moderately Correlating :M
 Weakly correlating :W
 No correlation :N

COURSE CODE	P21WST25	WOMEN AND HEALTH	L	T	P	C
CORE- X			5	-	-	4
Cognitive Level	K1 – remember k2 – understand k3 – apply k4 – analyze k5 – evaluate					
Course Objectives	<ul style="list-style-type: none"> ➤ To Encompass the Concept of Health and Women's Health at different stages Reproductive health and Nutrition. ➤ To create awareness about various health related issues and remedies. ➤ To provoke awareness about the importance of Nutrition and Health. ➤ To improve the quality of women's life in particular in the perspective of Health. ➤ To make aware of other women folk on importance of health, and Nutritious food 					

Unit-1: Introduction

Concept of health - Concept of Women's Health - Status of women's health
 Adolescent health: adolescent sexual and reproductive health, global strategy for adolescent health, adolescent mental health, adolescent pregnancy, adolescent nutritional requirements, nutritional deficiencies, eating disorders, obesity, underweight and adolescent anemia sexually transmitted diseases.-basic need of nutrition for women- - National Health Policy – National Health Programmes – National Rural Health Mission (NRHM) – National Urban Health Mission

Unit-2: Maternal nutrition

MMR, health care delivery system, stages of pregnancy, physiological changes of pregnancy, nutritional requirements in pregnancy, nutritional deficiencies, complications of pregnancy: Anemia, under nutrition, Gestational Diabetes Mellitus (GDM), Pregnancy induced Hypertension (PIH).

Unit-3: Nourishing Health

Physiological process of lactation - nutritional needs in lactation period - problems of lactation - importance of breast feeding - nutritional problems in lactation period –food safety and standards -food Chart for lactating- government initiation for lactating mothers and child.

Unit-4:Health needs of Women

Early middle and late adulthood - nutritional needs in adulthood period - Poly cystic ovarian disease - hormonal imbalances - menopause hormonal changes - nutritional care in menopause period - Food chart during menopause - Mental health during menopause.

Unit-5:Life Style Diseases of Women

Breast cancer, cervical cancer, osteoporosis – arthritis - other degenerative diseases: incidence - causes - dietary preventive measures - Health care programs to improve women's health: International - national and state level agencies for women's health

References

- García-Moreno, Claudia; Amin, Avni. The sustainable development goals, violence and women's and children's health,2016.
- Gronowski, Ann M.; Schindler, Emily I. Women's Health. Scand J ClinLab,2014.
- Liu, Katherine A.; DiPietroMager, Natalie A. Women's involvement in clinical trials: historical perspective and future implications, 2016.
- Gahagan, Jacqueline; Gray, Kimberly; Whynacht, ArdathSex and gender matter in health research: addressing health inequities in health research reporting,2015.

Course outcomes

Upon completion of this course the students will be able to

- CO1: Understand the concept of women health
- CO2: Knowledge on health indicators
- CO3: Make aware of women health empowerment and technology
- CO4: Knowledge of various diseases affect women and discrimination
- CO5: Critically analyze promotion of Gender and empowerment convention

Outcome Mapping

CO/PO	PO							PSO				
	1	2	3	4	5	6	7	1	2	3	4	5
CO1	S	S	S	S	S	S	M	S	S	S	M	S
CO2	S	S	M	S	S	S	S	S	S	S	S	M
CO3	S	S	S	S	S	M	S	M	S	M	S	S
CO4	S	M	S	S	S	S	S	S	S	S	S	M
CO5	S	S	S	M	S	S	S	S	S	M	S	S

Strongly correlating :S
 Moderately Correlating :M
 Weakly correlating :W
 No correlation :N

COURSE CODE	P21WSN21	WOMEN AND GLOBALIZATION	L	T	P	C
NME			4	-	-	4
Cognitive Level	K2 – Understand K4 – Analyze K5 – Evaluate					
Course Objectives	<ul style="list-style-type: none"> ➤ To Help the learners to understand the Meaning and Concept of Globalization and Women Employment. ➤ To Realize the intensity of Feminization of Poverty, Women and Economic Policies in Gender Perspectives. ➤ To Train to acquire skills Challenging liberalization and globalization ➤ To sensitize globalization and its impact on women. ➤ To motivate the learners to face the real life challenges at the global level 					

Unit – 1: Meaning and Concept of Globalization

Meaning and Concept of Globalization-Need of Globalization- Scope of Globalization-Globalization in historical context -participation of women in the economy– positive effects of globalization-negative impacts of globalization-gender inequalities and Theorizing Gender Arrangements-globalization and its impact women.

Unit – 2: Employment and empowerment in Indian Economy

Globalization and changing pattern of employment in the Third World – Globalization of Poverty – Feminization of Poverty-attitudes and interest of women in selection of jobs-inequalities and equal opportunities for women -global gender gap report.

Unit – 3: Women and Economic Policies

Economic Policies and Patterns of Globalization – Growth as development, human development and gender inequalities; Macro – economy through the Gender lens- Indian human development survey-MGNREGA Act-policy makers in formalization of Indian job market.

Unit-4: Women in Gender Perspectives

Economic globalization(economic justice and migration)-political globalization(human rights global governance)-Gender Implications of Economic liberalization policies and patterns of globalization – Gender and patterns of work in the age of globalization, Trade liberalization, working condition and wage gaps – Impact of gender inequalities on patterns of globalization.

Unit -5: Challenges to liberalization and globalization

Challenges to liberalization and globalization- towards gender equitable economic policies in the world economy; Challenging the gender biases of macroeconomic policies – Gender budgets – challenging gender biases of international trade – challenging gender biases of international trade – challenging the gender biases of the international system of economic governance, Gender, State and Citizenship – Challenges.

References

1. Boserupe. women's role in economic development, georgeallen and unwinn, London, 2014.
2. United nations programme, one globe, many people, 2010.

COURSE OUTCOMES

Upon completion of this course the students will be able to

- CO1: knowledge about the concept of globalization
- CO2: knowledge on Indian economy and employment
- CO3: make aware of economical policies
- CO4: understand inequality , women and Gender discrimination
- CO5: critically analyze the challenges of globalization and international trade

Outcome Mapping

CO/PO	PO							PSO					
	1	2	3	4	5	6	7	1	2	3	4	5	
CO1	S	S	S	S	S	S	S	S	S	S	S	S	M
CO2	S	S	S	M	S	S	M	S	S	S	S	S	S
CO3	S	S	M	S	S	S	S	M	S	S	M	S	S
CO4	S	M	S	S	S	S	S	S	S	S	S	S	S
CO5	S	S	S	S	S	S	M	S	S	S	N	S	S

Strongly correlating :S
Moderately Correlating : M
Weakly correlating :W
No correlation :N

COURSE CODE	P21CSS11	COMPUTER SKILLS FOR WEB DESIGNING AND VIDEO EDITING	L	T	P	C
SUPPORTIVE SKILL-II			4	-	-	2
Cognitive Level	K1: Recall K2: Understand K3: Apply K4: Analyze					
Course Objectives	<ul style="list-style-type: none"> ➤ Prepare students develop an effective web page using HTML tags - K3. ➤ Create a table within a web - K2. ➤ Insert heading levels within a web page - K2. ➤ Insert ordered and unordered lists within a web page -K2. ➤ Publish a web page - K3. ➤ Learn how to combine basic design principles in video editing - K2. ➤ Generate a video by applying her knowledge - K3. ➤ Present the edited video - K3. ➤ Record short clips by using camera - K2. 					

UNIT 1: **Heading**

Basics of Hardware and Software – Basics of Windows Operating System – Windows Utilities. Internet: Concept of Internet, Applications of Internet, Connecting to the Internet, Troubleshooting – World Wide Web – Web Browsers – Search Engines: Accessing Web Browser, Downloading Web Pages, Printing Web Pages – Understanding URL – Surfing the Web: Using e-Governance Websites.

UNIT 2: **Heading**

Hyper Text Markup Language (HTML): Structure of HTML Script – Components: Text, Table, Image, Hyperlinks, Types of Lists – Headers and Footers. Forms in HTML: Label – Text Field – Radio Group – Text Area – Buttons.

UNIT 3: **Heading**

Open Element: Introduction – Creating and Saving a Project - Basic User Interface Elements – Media Elements – Images – Carousels - Image Gallery – Videos – Project Preview in Browser.

Containers and Groups: Accordion Group – Collapsible Panel – Group of Elements – Back-End and Full Stack Development.

UNIT 4: Heading

Video Recording: Grabbing all computer activities like playing video games, browsing the net, making VoIP calls, and more - Record the desktop screen in custom or full-screen mode - Capture the computer screen with voice narrations, system audio, and PIP effects - Include annotations such as colorful texts, shapes, lines, arrows, and drawings - Edit the video by cropping, trimming, adding subtitles, applying watermarks - Conversion of Recorded Video to MP4, VOB, MTS, DV.

UNIT 5: Heading

Video Editor: New Video Project – Sort Video Projects – Store Board – Project Library – Video Editing Tools: Filters, Trim, Split, Text, Motion, 3D Effects, Speed - Screen Direction - Sound Design – Continuity – Titling - Picture Management - Color Correction - Special Effects

Text Books:

1. Anne Boehm & Zac Ruvalcaba, HTML5 and CSS3, 4th Edition, 2018.
2. Aaron Goold, Video Editing Handbook, 2017, ISBN :1521721041.

Outcome Mapping

CO/PO	PO							PSO				
	1	2	3	4	5	6	7	1	2	3	4	5
CO1	S	S	S	S	M	S	S	S	S	S	S	M
CO2	S	S	S	M	S	S	M	S	S	M	S	S
CO3	S	S	M	S	S	S	S	M	S	S	M	S
CO4	S	M	S	S	S	S	S	M	S	S	S	S
CO5	M	S	S	S	S	S	M	S	S	S	M	S

Strongly correlating :S
 Moderately Correlating :M
 Weakly correlating :W
 No correlation :N

SEMESTER -III

COURSE CODE	P21WST31	FEMINIST RESEARCH METHODOLOGY	L	T	P	C
CORE- XI			6	-	-	4
Cognitive Level	K2 – Understand K3 – Apply K4 – Analyze K5 – Evaluate K6 – Create					
Course Objectives	<ul style="list-style-type: none"> ➤ To understand the importance of Researches in feministic perspective ➤ To Disseminate Knowledge about the Meaning, Concept and Types of feminist Research, Techniques. ➤ To practically analyse the various techniques of Data Collection Hypothesis and Tools, Data Analysis. ➤ To employ the apt type of research and research design in their field of research. ➤ To support to write dissertation in a scientific manner 					

Unit-1: Introduction

Research Types and Methods - Meaning and Types of Research -Issues of Subjectivity and Objectivity -Stages of Research -Research Designs – Definition, Exploratory, Descriptive, Explanatory and Evaluative research designs. - Hypothesis – Meaning and Construction. – Research Ethics-subjectivity

UNIT- 2: Sampling and Data Collection

Sampling and Data Collection - Sampling Design – types of sampling – Probability and Non- Probability –Primary and Secondary Techniques of data collection - Observation – Participant and Non – Participant.–Structured and Unstructured Questionnaire- Limitations on data on women – Population Census – NSSO (National Sample survey Organization) – NFHS (National Family health Survey) and RCH (Reproductive and Child health).

Unit-3: Feminist Research

Doing Feminist Research – Feminist Critique of Positivistic Research – Feminist Empiricism– Feminist Methodology: Content Analysis-Feminist Ethnography, FGD, Case Studies, Oral Narratives. –Emerging Methodology:Mixed Methods and Triangulation.

Unit-4: Analysis

Collection of data –techniques of data analysing- Analysis of Data – Qualitative and Quantitative data analysis of variables–Data processing and analysis.– Tables and Figures – Research Report

Unit-5: Report Writing

Importance of report writing- characteristics of report writing- various ways of writing report- Steps in Report Writing-Layout and style of Report- Research Report: Format, footnotes, Bibliography, Index, Editing and evaluating the final report

References:

- Hesse-Biber, SharleneNagy, Feminist Research Practice: A Primer, 2nd ed. Thousand Oaks: Sage, 2014.
- Shukla, Asha, Research Methodology in Women's Studies, Serials, 2017.
- Swanborn, Peter Case Study Research: What Why and How? New Delhi: Sage Publishing House, 2010.
- Mills, Sara and Louise Mullany (ed.), Language, Gender and Feminism: Theory, Methodology and Practice, New York: Routledge, 2011.
- Vikramasinghe, Maitree Feminist Research Methodology, New Delhi-Zubaan, 2014.
- Browne, Kath and Catherine J. Nash, Queer Methods and Methodologies: Intersecting Queer Theories and Social Science Research, Burlington: Ashgate, 2010
- Undurraga, Rosario How Quantitative are Feminist Research Methods Textbooks International Journal of Social Research Methodology , 2010.
- Doucet, Andrea and Mauthner, Natasha, Feminist Methodologies and Epistemology, 2016.

Course Outcomes

Upon completion of this course the students will be able to

- CO1: Understand the meaning of feminist research
- CO2: Knowledge techniques of data collection
- CO3: Make aware of various research strategies
- CO4: Knowledge of SPSS
- CO5: Critically analyze the collected data , interpreting the data and documentation

Outcome Mapping

CO/PO	PO							PSO				
	1	2	3	4	5	6	7	1	2	3	4	5
CO1	S	S	S	S	S	S	S	S	S	S	M	S
CO2	S	S	M	S	S	S	S	S	S	S	S	S
CO3	S	S	S	S	S	S	S	M	S	S	S	S
CO4	S	S	S	S	S	S	S	S	S	M	S	M
CO5	S	S	S	S	S	S	S	S	S	S	S	S

Strongly correlating :S, Moderately Correlating:M, Weakly correlating:W

No correlation :N

COURSE CODE	P21WST32	WOMEN AND CYBER SECURITY	L	T	P	C
CORE- XII			5	-	-	4
Cognitive Level	K2 – Understand K3 – Apply K4 – Analyze K5 – Evaluate K6 – Create					
Course Objectives	<ul style="list-style-type: none"> ➤ To create awareness about cyber security issues and challenges ➤ To impart basic knowledge and skills to protect from cyber crime ➤ To learn the techniques needed for providing protection and security ➤ To develop awareness in taking precautions in protecting them from cyber crimes ➤ To support other women folk to get rid of cyber crimes 					

Unit-1: Introduction to Cyber Space

History of Internet - Cyber Crime - Information Security –data stealing -Computer Ethics and Security Policies -violence against women- cyber security for women-stalking-pornography- usage of social media and cyber security for women.

Unit-2: Email Security & Wi Fi Security

Guidelines to choose web browsers - Securing web browser - Antivirus - Email security - Guidelines for setting up a secure password - Two-steps authentication- Password – Manager - Wi-Fi Security – strategies to overcome E-mail threats- techniques of using public Wi-fi –legal aspects regarding Email.

Unit-3: Social Media Security

Guidelines for social media security - Tips and best practices for safer Social Networking - Basic Security for Windows - User Account Password - Smartphone Security guidelines: Introduction to mobile phones - Smartphone Security - Android Security - IOS Security

Unit -4: Cyber Security Initiatives in India

Importance of cyber security- making awareness - Counter Cyber Security Initiatives in India - Cyber Security Exercise - Cyber Security in curriculum - Cyber Security Assurance –case studies- government initiations to prevent cyber-crimes.

Unit -5: Online Banking, Credit Card and UPI Security

Online Banking Security - Mobile Banking Security - Security of Debit and Credit Card – UPI - Micro ATM, e-wallet and POS Security - Security of Micro ATMs - e-wallet Security Guidelines - Security Guidelines for Point of Sales(POS).

References:

- Introduction to Cyber Security -- <http://uou.ac.in/foundation-course>
- Fundamentals of Information Security, Cyber Security Techniques -- <http://uou.ac.in/progdetail?pid=CEGCS-17>
- Cyber Attacks and Counter Measures: User Perspective <http://uou.ac.in/progdetail?pid=CEGCS-17>
- A Guide for Women in Cyber Security, 2021. <https://cybersecurityguide.org/resources/women-in-cybersecurity/>
- The 2017 Global Information Security Workforce Study: Women in Cybersecurity www.isc2.org/-/media/Files/Research/ISC2-Women-in-Cybersecurity-2017
- AnCybersecurity Workforce Report, Women in Cyber Security, Young, Educated And Ready To Take Charge. <https://www.isc2.org/-/media/ISC2/Research/ISC2-Women-in-Cybersecurity-Report.ashx>
- Jack Balkin, et al. eds., CYBERCRIME: Digital Cops in a Networked World (NYU Press 2007) (ISBN:0814799833)
- SudhirNaib, The Information Technology Act, 2005: A Handbook, OUP, New York,2011

Course Outcomes

Upon completion of this course the students will be able to

- CO1: Aware about cyber security issues and challenges
- CO2: Knowledge about the techniques to protect them from cyber crime
- CO3: Knowledge of cyber security initiatives in India
- CO4: Make aware about the security while using online banking and credit card
- CO5: Develop awareness in taking precautions in protecting them from cyber crimes

Outcome Mapping

CO/PO	PO							PSO				
	1	2	3	4	5	6	7	1	2	3	4	5
CO1	S	S	S	S	S	S	S	S	S	S	M	S
CO2	S	S	S	S	S	S	S	S	S	S	S	S
CO3	S	S	S	S	M	S	S	S	S	S	S	S
CO4	S	S	S	S	S	S	S	S	S	S	S	M
CO5	S	S	S	M	S	M	S	S	S	S	S	N

Strongly correlating :S
 Moderately Correlating :M
 Weakly correlating :W
 No correlation :N

COURSE CODE	P21WST33	WOMEN, GENDER AND DEVELOPMENT	L	T	P	C
CORE- XIII			5	-	-	4
Cognitive Level	K2 – Understand K3 – Apply K4 – Analyze K5 – Evaluate K6 – Create					
Course Objectives	<ul style="list-style-type: none"> ➤ To learn about different approaches to Gender Development ➤ To study the development indicators through gender lens ➤ To sensitize the students about the gender responsive initiatives by the Government of India ➤ To understand the role of Gender in the developmental process ➤ To impart knowledge about the impact of science and technology on women 					

Unit-1: Gender Inclusive Approaches

Different Approaches to Development - Women in Development (WID) - Women and Development (WAD) - Gender and Development (GAD) – Millennium Development Goals in India

Unit -2: Development Indicators

Development Indicators – Education – Health – Labour Force Participation – Analysis of Development Indicators through Gender lens – Mainstreaming Gender in Development Process –Measuring Gender Inequalities - HDI – GDI – GEM

Unit -3: Gender Development and Planning

Women in Five year Plans – National Commission for Women (NCW) – Central Social Welfare Board (CSWB) at State and National Level – National Commission for Empowerment of Women (NCEW) – Department of Women and Child Development – Budgeting for Equity - Gender Responsive Budgeting in India

Unit -4: Science and Technology

Gender and Technology – Women and Technology – Labour Intensive Technology – Impact of Science and Technology in Gender Development and Women Development – Women and Information and Communication Technology

Unit -5: Gender Issues in Economy

Patriarchy – Gender Based violence –Crimes against Women and Children – Migration and Human Trafficking – Feminisation of Poverty – Contemporary Gender and Health Issues

References:

- The Palgrave handbook on Gender and development ed, Wendy Harcourt Published by Palgrave Macmillan, 2016.
- Tambe Angha, Development Gender Perspective, Krantijoti Savitribai Phule Publication, Women's Studies Centre, Savitribai Phule Pune University, Pune, 2010.
- Dr. Anuja Mahapatra and Prof. Sukhadeb Naik, "Crime against Girls and Women: Global Perspective and Challenges", New Delhi, Enkay Publishing House, 2013.
- Nirmala Banerjee, Samita Sen and Nandita Dhawan, Mapping the Field: Gender Relations in Contemporary India, Kolkata: School of Women's Studies, Jadavpur University, 2012.
- Veltmeyer Henry (ed.), "The Critical Development Studies Handbook: Tools for Change", Fernwood Publishing, 2011.
- Boserup, Ester, Woman's Role in Economic Development, London, 2010.
- Dr. Anuja Mahapatra and Prof. Sukhadeb Naik, Crime against Girls and Women: Global Perspective and Challenges, New Delhi, Enkay Publishing House, 2013
- Nirmala Banerjee, Samita Sen and Nandita Dhawan. Mapping the Field: Gender Relations in Contemporary India. Kolkata: Stree and School of Women's Studies, Jadavpur University, 2012.

Course Outcomes

Upon completion of this course the students will be able to

- CO1: Know about Gender inclusive approaches in development process
- CO2: Understand the prevalence of gender inequalities in development indicators
- CO3: Make aware of gender responsive budgeting in India
- CO4: Understand the role of science and technology on women development
- CO5: Know about Gender Issues in India

Outcome Mapping

CO/PO	PO							PSO				
	1	2	3	4	5	6	7	1	2	3	4	5
CO1	S	S	S	S	S	S	M	S	S	M	S	S
CO2	S	M	S	S	S	S	S	S	S	M	S	N
CO3	S	S	S	M	S	S	S	S	S	S	S	S
CO4	S	S	S	S	S	S	S	S	S	M	S	M
CO5	S	S	S	M	S	S	M	S	S	S	S	S

Strongly correlating :S
 Moderately Correlating :M
 Weakly correlating :W
 No correlation :N

COURSE CODE	P21WST34	LIFE SKILLS AND COUNSELING FOR WOMEN	L	T	P	C
CORE- XIV			4	-	-	4
Cognitive Level	K2 – Understand K3 – Apply K4 – Analyze K5 – Evaluate K6 – Create					
Course Objectives	<ul style="list-style-type: none"> ➤ To promote life skills oriented curriculum based on the concept of life - oriented education, the philosophy of life and Education. ➤ To provide a full range of life experiences through counseling. ➤ To channelize their spirits through “real life” orientation Programmes. ➤ To Help the learners to meet their diverse needs of urban and rural learners, slow learners and differently abled taking into learners into account ➤ To support the learners to face real life challenges 					

Unit -1: Family Life in Home Management in Gender Perspective

Interpersonal Relationships- Selecting, managing and maintaining home- Select adequate housing-Managing household finance- Preventative health care- Preventative measures – Sexually transmitted diseases HIV/AIDS- Substances abuse – Stress management – Depression- Facing Violence

Unit -2: Kinship and Social Roles

Marriage , Child Raising and Family Life –Prepare for adjustment to marriage – Premarital education – Sex education – Marriage /union – Early, unplanned and forced marriage- Planning for parenthood – Raising children- Parental styles- Family roles and relationship – Single parenthood.

Unit-3: Personal Social Skills

Understanding Human Growth, Development and Sexuality – Early Pregnancy – Achieving Socially Responsible Behaviour- Recognize personal roles- Maintaining good interpersonal skills – know how to establish close relationships.-public speaking

Unit-4: Counselling

Basic skills for counselling-Strive towards self-actualization--critical thinking-analysing- Problem solving Skills –conflict resolution in family-Understand the need for goals – Look for alternatives – Managing time- Counselling Techniques- – Become motivated.-motivation -counselling differently abled-

Unit -5: Occupational Guidance and Preparation

Identify Personal values met through work- Identify societal values met through work – identify sources of occupational information Selecting and Planning Occupational Choice- Identify major Occupational Needs- Identify major occupational interests – Identify characteristics needed for certain jobs – Identify Occupational Aptitudes –Exhibiting appropriate Work Habits and Behaviour – Work with others - Acceptance- Acquiring achievement.

References

- Charles Kiruba&Jyothsna, N.G. Guidance and Counselling, Neelkamal Publication Pvt. Ltd,2011.
- Pal, A.K. Guidance & Counseling, Abhijeet Publications, New Delhi,2014.
- Nair. A. Radhakrishnan, Life Skills Training for Positive Behaviour, Rajiv Gandhi National Institute of Youth Development, Tamil Nadu,2010
- Nair .V. Rajasenan “Life Skills, Personality and Leadership”, Rajiv Gandhi National Institute of Youth Development, Tamil Nadu,2010.
- Indian Journal of Life Skills Education, Rajiv Gandhi National Institute of Youth Development, Tamil Nadu, 2016.
- Robbin P. Stephen, Organisational Behaviour, (11th Edn.), Pearson Prentice Hall, New Delhi,2010.
- Bhatt, Rajeshkumar, Life Skill Education, (1st ed.), Scholarink,2017.
- Holden W George, Parenting - A Dynamic Perspective, Sage Publications, New Delhi, 2010.

Course Outcomes

Upon completion of this course the students will be able to

- CO1: understand family life and management
- CO2: knowledge about women health and gender disparities
- CO3: make aware of Nutrition and women health
- CO4: understand government programmes SNDP, SNP and NNAPP
- CO5: understand MDG, UNO, WHO, UNESCO, UNICEF

Outcome Mapping

CO/PO	PO							PSO				
	1	2	3	4	5	6	7	1	2	3	4	5
CO1	S	S	W	S	S	S	M	S	S	S	M	S
CO2	S	S	S	S	S	S	S	S	S	S	S	S
CO3	S	S	M	S	S	S	S	S	S	S	M	S
CO4	S	S	S	S	S	S	S	S	S	M	S	S
CO5	S	S	S	S	M	S	S	M	S	S	S	M

Strongly correlating :S
 Moderately Correlating :M
 Weakly correlating :W
 No correlation :N

COURSE CODE	P21WST35	WOMEN AND GOVERNANCE	L	T	P	C
CORE- XV			4	-	-	4
Cognitive Level	K2 – Understand K3 – Apply K4 – Analyze K5 – Evaluate K6 – Create					
Course Objectives	<ul style="list-style-type: none"> ➤ To make aware of women empowerment and its importance in Nation's development ➤ To present the emergence of Political Participation of Women in India ➤ To sensitize the Students to know the Gender related issues in Governance ➤ To know the Trends of Women's Participation in Politics in India ➤ To motivate the learners to participate in governance 					

Unit -1: Emergence of Women Politics

Women Political Participation in India – Concept and Meaning - Emergence of Women's Organisation – Women's Campaign – Women in Nationalist Movement – Women in Anti-caste movements – All India Women's Conference - Women's struggle for political participation – Suffrage Movement – Right to vote - Importance of Women in Political Participation

Unit -2 Women and Elections in India

Women Participation in Elections – Women as Voters – Voting Percentage of Women in General Elections – Women as Contestants – Women Elected in General Elections –

Trends and Patterns – Women and National Political Parties – Women's Representation in Parliaments – Need to Increase Women Participation in Politics - Women's Reservation Bill

Unit -3: Women And Local Governance

Women and Regional Elections – Trend of Women Representation in State – Panchayat – Municipal Bodies – Impact of Women's Participation in Panchayats – Women as Leaders – Factors affecting Women's Participation in Local Governance - 73rd and 74th Constitutional Amendments – Capacity Building and Training for Women – Role of NGO's in developing Women Leaders at grass root level - Case study of Women Elected Representatives

Unit -4 Problems and Challenges of Women in Politics

Gender issues in Governance - Barriers for Women in Political Participation – Illiteracy - Intersection of Caste, Community, Religion and Violence – Decision Making and Control over Resources – Gender Stereotypes in Political Sphere

Unit -5: Women in Governance in India

Gender Empowerment Measure in India - Women Governance in Public and Private Sphere – Civil Services – Banking Sectors – Railways – Police – Army – Judiciary – Legislators – Senior Officials – Executive Positions in Voluntary and Non-Voluntary Organisations – other Managerial Positions

References:

- Kazi, Seema, Gender and Governance: Perspectives from South Asia. Zubaan Academic,2019.
- Kantola, Johanna & Lombardo, Emanuela Gender and Political Analysis. (1st ed.). Red Global Press,2017.
- Jha, Deepika, Women in World Politics. New Delhi: Pearl Books, 2010.
- Obeng, Rural women's power in South Asia. Palgrave macmillan, 2014.
- Singh, Preeti, Women and Politics Worldwide. New Delhi: Axis Publications, 2010
- Desai, Sweta, “ Gulaabi Gang: India's Woman Warriors”, Aljazeera, 2014.
<https://www.aljazeerakiswahili.com/features/2014/3/4/gulabi-gang-indias-women-warriors>
- Saxena, Alka, Women and Political Leadership. New Delhi: Altar Publishing House,2011
- Jha, Deepika, Women in World Politics. New Delhi: Pearl Books, 2010.
- Singh, Preeti Women and Politics Worldwide. New Delhi: Axis Publications,2010

Course Outcomes

Upon completion of this course the students will be able to

- CO1: knowledge about the emergence of women in politics

- CO2: understand women in electoral process
- CO3: know about the role of local governance in developing women in leadership
- CO4: understand the problems and challenges in women in politics
- CO5: understand the status of women in governance in India

Outcome Mapping

CO/PO	PO							PSO				
	1	2	3	4	5	6	7	1	2	3	4	5
CO1	S	S	M	S	S	S	S	S	S	S	M	S
CO2	S	S	S	S	S	S	S	S	S	S	S	S
CO3	S	S	S	S	S	S	S	S	S	S	S	S
CO4	S	S	S	S	S	S	S	S	S	M	S	S
CO5	S	S	S	S	S	S	S	M	S	S	S	S

Strongly correlating :S
 Moderately Correlating :M
 Weakly correlating :W
 No correlation :N

COURSE CODE	P21WST36	WOMEN AND ENVIRONMENT	L	T	P	C
CORE- XVI			4	-	-	4
Cognitive Level	K2 – Understand K4 – Analyze K5 – Evaluate					
Course Objectives	<ul style="list-style-type: none"> ➤ To help the students to examine the Women and Nature, Environment and related concepts, Women and Environment. ➤ To sensitize the environment degradation and how it affects women and the emergence of eco-feminism. ➤ To make aware of various environmental movements ➤ To support the women folk to get pollution free environment ➤ To create awareness and knowledge about Globalization and Bio-Diversity in the National and International Perspectives of Women. 					

Unit -1: Women and Nature

Women and Nature – Women in Nature- Nature as the feminine principle - Nature and women life – relationship to the environment -Women, Environment and Development (WED)-Gender ideology vs. the recovery of the feminine Principle-Basic Needs of women in Rural and Urban Environment-Meaning and Concept of Eco-Feminism-Emergence of Eco-Feminism- Women and ecosystem – forest produce and management of natural resources .

Unit -2: Environment and Related Concepts

Meaning, Definition and Concept of Environmental Protection- Various types of Environment-Physical, Social, and Psychological Environment-Structure of Environment-Concept and Definition of Environmentalism-Concept of Ecology-Concept of Ecosystem-Eco-centrism-Environment Protection and Ecological Development-Ethics and Values-Ecological Balance-Human Right –Shared Dependence-Environmental Justice-environmental movements.

Unit -3: Women and Environment

Deforestation and Environmental Degradation - Environmental Movements - Conflict over Natural Resources (land, water and forests) and Women - Participation of Women in Social Forestry and Development- Development and depletion of natural resources - Ecological imbalance due to industrialization, urbanization and environmental degradation – how it affects women –Women as Farmers - Women and Food Security – Women and Food Crops – Women and Water Management – Women and Climate Change – Role of Women in Sustainable Development – Women and Waste Management

Unit -4: National and International Perspectives on Women And Environment

Environmental Policy of India and Women, International Conferences on Environment: Focus on Agenda 21 of Rio Conference Programmes and policy measures –

Beijing declaration and platform for action -Relation between the Indian State and marginalized groups - Government and Non- Government Organizations - The Chipko Movement; Grassroots Women's Network and the State - United Nations Environment Program-Green Belt movement- Bishnoi Movement-Cleaning Ganga.

Unit -5: Women And Bio-Diversity Management

Meaning and Concept of Bio-Diversity- Deforestation and Environmental Degradation-Ecological Imbalance due to Industrialization, Urbanization and environmental degradation - Impact on Women's Development Role of NGO's in Protecting the Environment and Rights of Women - National Policy on Protecting Environment - Role of Pollution control Boards-Central and State Initiatives for Environment Protection-Ministry of Environment and Forest-Recent Trends – Impact of Environmental Rights on Women

References

- Mann, Susan ,Pioneers of the U.S. Ecofeminism and Environmental Justice.Feminist Formations,2011
- Elmhirst, Rebecca, Introducing new feminist political ecologies.Geoforum2011
- Petrzela, Peggy& Sandra Marquart-Pyatt, Land Tenure in the US: Power, Gender, & Consequences for Conservation Decision Making. Agriculture & Human Values, 2011
- Valeria Esquivel , Power and the Sustainable Development Goals: A feminist analysis.” Gender & Development, 2016
- Schildberg, Căcilie,A Caring and Sustainable Economy, Friedrich Ebert Stiftung,2014
- Agarwal, Bina. “Conceptualizing environmental collective action: Why gender matters.” Cambridge Journal of Economics ,2010
- Haigh, Martin. “Understanding ‘Chipko’: The Himalayan people’s movement for forest conservation.” International Journal of Environmental Studies,2014

Course Outcomes

Upon completion of this course the students will be able to

- CO1: Knowledge environment, nature and women
- CO2: Knowledge on environmental concepts
- CO3: Make aware of ecology and eco system
- CO4: Understand Eco feminism and women role in preserving environment
- CO5: Critically analyze Bio diversity management and pollutions causing things

Outcome Mapping

CO/PO	PO							PSO					
	1	2	3	4	5	6	7	1	2	3	4	5	

CO1	S	S	S	S	S	S	S	S	S	S	S	S
CO2	S	S	S	M	S	S	S	S	S	S	S	M
CO3	S	S	S	S	S	S	S	S	S	S	S	S
CO4	S	S	S	S	S	S	S	S	S	S	S	S
CO5	S	S	S	S	S	S	S	S	S	S	S	S

Strongly correlating :S

Moderately Correlating :M

Weakly correlating :W

No correlation :N

COURSE CODE	P21WSS33	WOMEN EMPOWERMENT	L	T	P	C
SUPPORTIVE SKILL - III			2	-	-	2
Cognitive Level	K2 – Understand K3 – Apply K4 – Analyze K5 – Evaluate K6 – Create					
Course Objectives	<ul style="list-style-type: none"> ➤ To know the Course Objectives types, determinants of women Empowerment. ➤ To learn the various national and international agencies for women empowerment. ➤ To uplift women in socially, economically and politically as empowered. ➤ To make aware of women rights and enhance their life ➤ To know the women entrepreneurship development in India 					

Unit 1: Fundamentals of Women's Studies

Meaning and Definition of the concept of Women's studies - Need and Scope - Women's studies as an academic discipline - Women's Studies – theories and Achievements- International Women's Year 1975 - International Women's Decade 1975 - 1985; Towards Equal Status 1976 – Current trends-Importance of women's education – Efforts of various Committees –Life Skill Education to build capacity - Education as a tool of Women Empowerment - Obstacles to Women Education – Social, Economic, Cultural and other factors, limitations of Formal system of education-Role of educational institutions, Parents and Community.

Unit 2: Issues of Women

Girl Children and Women in Society: Social Networking- Influencing factors of Social Networking-Types of Social Networking- impact and consequences of networking- Remedial measures and strategies for solution- NCW: Initiatives to overcome Women's issues - Ministry of Home Affairs and Networking with State Women Commissions: Cyber Crime Prevention against Women and Children (CCPWC)-challenges - efforts & effective measures to prevent crime against women and children - create awareness for social issues. Motherhood - Single Parent - Widows – Multiple Roles of Women - Role conflict, Role change - Social Responsibility and Gender Empowerment.

Unit3: Achievement and Rights of Women

Gender Equality: Achievement of Women - Educational, Political, Economic, Social - Panchayat Raj - Political role and participation - National and International Levels; Women's Rights - Property Rights - Redressal mechanism at different levels - Rights of Women with Disability: Case Studies on Women Achievers in the field of politics, education, arts science, law etc.

Unit 4: Empowerment of Women

Empowerment of Women: Alternative approaches - Women in Development (WID) - Women and Development (WAD) - Women's Development- Definition, Meaning and Scope, Gender and Development (GAD), Human Development Index (HDI) vs Gender Development Index (GDI). Types of Empowerment: Social, Educational, Political, Economical, Legal to Holistic levels-Role of Govt. and NGOs - Help line numbers in promoting women's empowerment - National and International Funding Agencies in promoting research on women.

Unit 5: Women Entrepreneurship

Women Entrepreneurship:- Types of Entrepreneurs Opportunities and Risk – Push and Pull Factors –financial Assistance and credit facilities- Micro finance- Entrepreneurship Skill and Competencies - Women Entrepreneurship Development in India: TRYSEM – NABARD – NMEW - Support to STEP – TREAD – Rural Entrepreneurship Development Programme –Gramia Bank –Mahila bank and supportive measures- Industrial Development Bank of India (IDBI) – Small Industries Development Bank of India-SHG and Entrepreneurship opportunities -

References

1. Rani Sandhya, "Development of Women – Issues and Challenges", Discover Publishing House Pvt Ltd, New Delhi, 2012.
2. Anil Kumar Jha, "Gender Inequality and Women Empowerment", Axis Books, New Delhi, 2012.
3. NandalSantosh , "Women and Development", A Mittal Publications, New Delhi, 2012
4. RaoPulla, "Political Empowerment of Women in India – Challenges and Strategies", ABD Publishers, New Delhi, 2012.
5. Jenny Edwards, Andrea Cornwall, et al., "Feminisms, Empowerment and Development: Changing Women's Lives", Kindle Edition, 2014.
6. Elson Diane, et al. "Gender Equality and Inclusive Growth: Economic Policies to Achieve Sustainable Development", UN Women, 2019
7. Priyanka Sharma Gurnani, "Women Entrepreneurship – Emerging Dimension of Entrepreneurship in India" Educreation Publishing House, New Delhi, 2016.

Course Outcome

On successful completion of the course teacher educators will be able to

CO1: Gain knowledge about the concept, need and scope of women's studies.

CO2: Acquaint and analyze issues of women in various contexts.

CO3: Understand changing role of women in society and issues related to it.

CO4: Understand the importance of women's education.

CO5: Comprehend empowerment of women and their achievement.

Outcome Mapping

CO/PO	PO							PSO					
	1	2	3	4	5	6	7	1	2	3	4	5	
CO1	S	S	S	S	S	S	S	S	S	S	S	S	S
CO2	S	S	S	S	S	S	S	S	S	S	S	S	S
CO3	S	S	S	S	S	S	S	S	S	S	S	S	S
CO4	S	S	S	S	S	M	S	S	S	S	S	S	S
CO5	S	S	M	S	S	S	M	S	S	S	S	S	M

Strongly correlating :S

Moderately Correlating : M

Weakly correlating :W

No correlation :N

SEMESTER -IV

COURSE CODE	P21WSE411	WOMEN AND COMMUNITY DEVELOPMENT	L	T	P	C
ELECTIVE:1			4	-	-	4
Cognitive Level	K1 – Remember K2 – Understand K6 - Create					
Course Objectives	<ul style="list-style-type: none"> ➤ To understand about community and development ➤ To Create awareness on role of women in Community Development ➤ To make aware of the importance of community development for women development ➤ To Sensitize women to converge with community development programmes ➤ To support the learners to become community development agents 					

Unit -1: Introduction

Introduction to Community Development→ Meaning of Community – Rural, Urban and Tribal Communities - Concept of Community Development and Organization.→ Characteristics of Community Development – principles, Course Objectives and importance of Community Development Programmes

Unit -2: Historical Evolution

Historical Development of Community- rural India in before and after Independence- Urban India in before and after Independence- Development Programmes.→state and central government initiations to development community- Role of women within CDP → Community Development from a feminist perspective

Unit -3: Models of Community Development

Importance of Community development- Gandhian Model - D.K. Priyar - Women Centered Model - Critique of the Models –community development in India and abroad-community development in Sourthern states in India , special reference with Tamil nadu, Kerala and Andra Pradesh .

Unit -4: Programme Formulation

Concept of RRA →RRA and PRA -Incorporation of Gender in programme formulation- role of common public in developing the country-GramaSaba initiation in rural India-concept of Gramasaba-Urban development programmes -incorporating women and community development.

Unit -5: Developmental Programmes

Rural and Urban development programmes- Challenges in the implementation of Community Development Programmes- Role of women in community development-state and central initiative for community development-contribution of NGO in community development.

References

- B.R Field, Bruk&Copper, The Sage Handbook of Aging, work and Society, 2013.
- Sage Life, Jim. Community Development in an Uncertain World: Vision, Analysis and Practice. Cambridge University Press, 2016
- B. Oliver and B. Pitt, Engaging Communities and Service Users, 2013.
- Judge, P.S. Mapping Social Exclusion in India: Caste, Religion and Borderlands, Cambridge University Press, Delhi, 2014
- Field, Bruk&Copper, The Sage Handbook of Aging, work and Society. Sage, 2013
- Lfe, Jim. Community Development in an Uncertain World: Vision, Analysis and Practice. Cambridge University Press, 2016
- K. D. Gangrade, Community organization in India. Popular Prakashan, Bombay, 2013.
- B.R Field, Bruk& Copper, The Sage Handbook of Aging, work and Society, 2013.
- Sage Life, Jim, Community Development in an Uncertain World: Vision, Analysis and Practice. Cambridge University Press, 2016
- B. Oliver and B. Pitt, Engaging Communities and Service Users, 2013.

Course Outcomes

Upon completion of this course the students will be able to

- CO1: Know about community and development
- CO2: Understand nation's development and women education
- CO3: Make aware of role of women in developing the community
- CO4: Understand urbanisation and rural development
- CO5: Critically analyse impact of women development on community development

Outcome Mapping

CO/PO	PO							PSO					
	1	2	3	4	5	6	7	1	2	3	4	5	
CO1	S	S	S	S	S	S	S	S	S	S	S	S	S
CO2	S	S	S	S	S	S	S	S	S	S	S	S	S
CO3	S	S	S	S	S	S	S	S	S	S	S	S	S
CO4	S	S	S	S	S	M	S	S	S	S	S	S	S
CO5	S	S	M	S	S	S	M	S	S	S	S	S	M

Strongly correlating :S
 Moderately Correlating :M
 Weakly correlating :W
 No correlation :N

COURSE CODE	P21WSE412	GENDER BUDGETING IN INDIA	L	T	P	C
ELECTIVE:1			4	-	-	4
Cognitive Level	K2 – Understand K3 – Apply K4 – Analyze K5 – Evaluate K6 – Create					
Course Objectives	<ul style="list-style-type: none"> ➤ To disseminate knowledge about the concept of gender budgeting in creating gender equality in the economy ➤ To sensitize the students about the importance of budget analysis through gender lens ➤ To impart knowledge about the evolution of gender budgeting in India ➤ To study the gender budgeting progress in States of India ➤ To learn about the global experience of gender budgeting 					

Unit –1: Introduction to Budget

Budget – Meaning – Importance – Need of budget – Preparation of Budget – Budget Planning – Central and State Budgets – Impact of budget – Need for gender perspective analysis.

Unit –2: Towards Gender Budgeting

Gender Budgeting – Meaning – Scope – Importance – Process of Gender Budgeting – Gender and International Conventions/Conferences – CEDAW - - Beijing Declaration and Platform for Action: Recommendations with regard to Gender Budgeting

Unit -3: Gender Budgeting at National Level

Evolution of Gender Budgeting in India – Ninth Five Year Plan (1997-2002) – Women Component Plan – Budgeting for Equity - Gender Budgeting Statement of India – Women Specific Schemes – Gender Neutral Schemes - Gender Budgeting Cells – Role and importance - Gender Audit - Gender Sensitive and insensitive in budgeting – Gender Blindness

Unit -4: Gender Budgeting in States

Concept of Gender Budgeting- state government and Gender Budgets – Tamil nadu- Karnataka – Kerala – Gujarat – Rajasthan - Madhya Pradesh – Union Territories – New concepts of Gender Budgeting-Success Stories – Best practices in Gender Budgeting

Unit -5: Gender Budgeting - International Experience

Gender Budgeting in International level- world Bank and Gender Budget- Best practices in foreign countries- Australia – Philippines – Nepal – Bangladesh – France – Canada – United Kingdom – Uganda – Austria- adopting international experiences in India- challenges and issues – possibilities.

References:

1. Gender Budgeting – Handbook for Government of India, Ministry of Women and Child Development in India, 2015
2. CBGA, Recognizing Gender Biases – Review of Gender Responsive Budgeting in the Union Government and Select States: Review of Gender Responsive Budgeting in the Union Government and Select States. Centre for Budget and Governance Accountability. New Delhi, 2012
http://www.cbgaindia.org/files/research_reports/Recognising%20Gender%20Biases,%20Rethinking%20Budgets.pdf
3. Government of India. Twelfth Five-Year Plan (2012-2017): Social Sectors. Volume III. GoI. New Delhi. Sage Publications India Pvt. Ltd.
http://planningcommission.gov.in/plans/planrel/12thplan/pdf/12fyp_vol3.pdf
4. Government of India. National Policy for Empowerment of Women 2001. Ministry of Women and Child Development, New Delhi. <http://www.wcd.nic.in/empwomen.htm>
5. Smitha and Karunakaran, “An overview of gender responsive budgeting in India”, Journal of Management Research and Analysis, 2020
[http://JManagResAnal-7-4-167-171%20\(1\).pdf](http://JManagResAnal-7-4-167-171%20(1).pdf)

Course Outcomes

Upon completion of this course the students will be able to

- CO1: Knowledge about gender Budgeting
- CO2: Understand Budgeting concept in various state of India
- CO3: Make aware of budgeting system in India and abroad
- CO4: Understand Budgeting system for equality
- CO5: Critically analyze to techniques of Gender Budgeting

Outcome Mapping

CO/PO	PO							PSO				
	1	2	3	4	5	6	7	1	2	3	4	5
CO1	S	S	S	S	S	S	M	M	S	S	M	S
CO2	S	M	S	S	S	S	S	S	S	S	S	S
CO3	S	S	S	S	S	M	S	S	S	S	S	S
CO4	S	S	S	S	S	S	S	S	S	S	S	S
CO5	S	S	M	S	S	S	M	S	S	S	S	S

Strongly correlating :S

Moderately Correlating :M

Weakly correlating :W

No correlation :N

COURSE CODE	P21WSE421	WOMEN AND MASS MEDIA	L	T	P	C
ELECTIVE:1I			4	-	-	4
Cognitive Level	K2 – Understand K3 – Apply K4 – Analyze					
Course Objectives	<ul style="list-style-type: none"> ➤ To Highlights on Women in Mass Media, ➤ To make aware of Feminist Communication Theories and Communication. ➤ To Sensitize the realities of Women Empowerment, Portrayal of Women in Media, Development and Communication ➤ To create awareness on media and its impact in the society and transform themselves as catalysts. ➤ To support the voices for the ugly representations of women in Media 					

Unit –1: Women and Mass Media

Meaning of Media-Concept of Media-Types of Media-Social life of women and Media- Women and media culture –gender inequality and its sources of media families on television, Women and Social Life, Women and Literature – Women representation and participation in literature and arts –Women in advertisements – Women in film and music industry – Mediated images of women and their gender status in contemporary society – Gender construction and media – pros and cons of mass media on women

Unit –2: Feminist Communication Theories

Feminist communication theories – Structuralism and feminist communication theories – The Structuralist paradigm – Muted group theory – Stand point theory – Post structuralism and feminist communication theories – The post Structuralism paradigm – Performance and Positing theory – Transgender and Cyber theories – Feminist Film Criticism – Semiotic Analysis

Unit – 3: Communication and Women Empowerment

Women Representation in Media – Print Media – Television – Radio – Women in Journalism – Critical Thinking – Increasing Social Participation - Communication and Women's Empowerment – women and abuses in media-social media- strategies to overcome the abuses- legal protection for women in Media .

Unit – 4: Portrayal of Women in Media

Portrayal of women in print and electronic media – Feminist writings – Representation of women in media – Obscenity Pornography, Indecent Representation of Women (Prohibition) Act – Women's Sexuality in films. Women in Indian Soap Operas – Women as Viewers – Themes – Characters – Portrayal of women in Television Soap Operas

– Soap Operas and Social Change - Women in Social Media – Face book – Twitter – Whatsapp – Android / Smart Phone - Increasing Crimes against Women / Children

Unit -5: Information and Communication Technologies in Women's Perspective

Development & Communication – Active Research – Feminist Communication Methodology Structuralism and Methodology – Conversation analysis – Critical discourse analysis – Post structuralism and methodology – Post structuralism discourse analysis and transverse discourse analysis – Problems and Challenges: Cyber Space – Cyber Crime – Risk Factors - Protective Measures

References

- Berberick S.N. The Objectification of Women in Mass media: Female Self-Image in Misogynist Culture. The New <http://newyorksociologist.org/11/Berberick2011.pdf>(2020)
- Women and Media
<https://www.un.org/womenwatch/daw/beijing/beijingat10/I.%20Women%20and%20the%20media.pdf>
- PatwaryHimashreePotrayal of Women in Indian Mass Media – An Investigation”, Journal of Social and Education Policy, Vol.1, No.1, 2014http://jespnet.com/journals/Vol_1_No_1_June_2014/12.pdf
- Ahmed Fareed, Representation of Women in TV and Films in India, Indian Streams Research Journal, ISSN 2230-7850.2014 http://aditi.du.ac.in/uploads/econtent/women_and_media.pdf
- Premlata and TanujaJukariya. Role of Media in Empowering Women. Int.J.Curr.Microbiol.App.Sci. 7(04): 1618-1623,2018 <https://doi.org/10.20546/ijcmas.2018.704.182>

Course Outcomes

Upon completion of this course the students will be able to

- CO1: Knowledge about social life of women and media
- CO2: Understand the representation of women in media
- CO3: Make aware of feminist communication theories
- CO4: Understand communication and women empowerment
- CO5: Critically analyze Violence against women in social media

Outcome Mapping

CO/PO	PO							PSO				
	1	2	3	4	5	6	7	1	2	3	4	5
CO1	S	S	S	S	S	S	M	M	S	S	M	S
CO2	S	M	S	S	S	S	S	S	S	S	S	S
CO3	S	S	S	S	S	M	S	M	S	S	M	S
CO4	S	S	S	S	S	S	S	S	S	S	S	S
CO5	S	S	M	S	S	S	M	S	S	S	S	S

Strongly correlating :S

Moderately Correlating :M

Weakly correlating :W

No correlation :N

COURSE CODE	P21WSE422	GENDER DISPARITIES – A DEMOGRAPHIC PERSPECTIVE	L	T	P	C
ELECTIVE:1I			4	-	-	4
Cognitive Level	K2 – Understand K3 – Apply K4 – Analyze K5 – Evaluate K6 – Create					
Course Objectives	<ul style="list-style-type: none"> ➤ To help the students to understand the demographic changes in India. ➤ To sensitise the prevailing Sex Ratio and Health Indicators, Literacy rates and women Labour force in Tamil Nadu and in India. ➤ To understand the real life of women in Tamil nadu and India ➤ To find some strategies to development women empowerment ➤ To contribute themselves to enhance the status of women in the Tamil Nadu and In India 					

Unit – 1: Demographic Changes in India and Tamil Nadu

Demographic Transition – Definition – Meaning – Demographic Cycle –Pre-transitional – Transitional - Early transitional - Middle transitional - Late transitional - Post-transitional - Population Trends in India and Tamil Nadu (1991-2011) – Why India so Populated? - Population Growth – Causes and Consequences

Unit – 2: Demographic Indicators in India and Tamil Nadu

Basic Demographic indicators by sex and Residence - Birth Rate – Death Rate - Crude Birth Rate – Crude Death Rate – Percentage Distribution of Live Births by type of Medical attention received by the Mother at Delivery by residence - Age at Marriage-Life Expectation at Birth in India and Tamil Nadu - Infant Mortality rate in India and Tamil Nadu - Total Fertility rate.

Unit – 3: Sex Ratio in India and Tamil Nadu

Sex Ration in India and Tamil Nadu (1991-2011) - Inter State Imbalances - Inter District Imbalance in India - Sex Ratio India and States – Tamil Nadu and its Districts with Maximum and Minimum values of Sex Ratio of Population (2001) - Child Sex Ratio in India and Tamil Nadu (1991-2011)

Unit -4: Literacy rates in India and Tamil Nadu

Importance of women literacy – strategies to enhance literacy rate of women- Literacy rate in India and Tamil Nadu – Gross Enrolment Ratio at Primary and Upper Primary Level -

Literacy rates to total population for major States in India - Empowering Rural Women through Science and Technology

Unit -5: Women in Labour Market

Women in Labour Markets – Labour Force Participation Rate in India and Tamil Nadu in gender lens (2011) – Women in Paid and Unpaid Jobs – Trends and Patterns of Women in Organised and Unorganised sector - Women and Migration

References:

1. Demographic Transition and Cycle
https://www.nhp.gov.in/demography_pg
2. National Health Profile of India, 2011
3. Kumar Utsav, India's Demographic Transition: Boon or Bane?, Asia and the Pacific Policy Studies, 2013 <https://doi.org/10.1002/app5.9>
4. Sunitha, Emerging Demographic Transition in India, Asian Review of Social Sciences, ISSN 2249-6319, Volume 8, No.2,2019
5. Estimates of Mortality Indicators, Government of India, 2011.
https://censusindia.gov.in/vital_statistics/SRS_Report/11Chap%204%20-%202011.pdf
6. Indirect Estimates of District wise IMR and Under 5 Mortality using Census 2011 data – Draft
http://nhsrcindia.org/sites/default/files/Indirect%20Estimations%20of%20Districtwise%20%20IMR%20%20U5M%20with%20Census%202011%20Data_0.pdf
7. Demographic Indicators – An Overview of Population Statistics and Vital Statistics of the Country, National Health Profile, Government of India, 2018.

Course Outcomes

Upon completion of this course the students will be able to

- CO1: Understand demography of India
- CO2: Understand sex ratio and Gender disparities
- CO3: Make aware of health indicators in Tamil Nadu and India
- CO4: Understand literacy rate in India and Tamil Nadu
- CO5: Understand Gender discrimination and women empowerment

Outcome Mapping

CO/PO	PO							PSO				
	1	2	3	4	5	6	7	1	2	3	4	5
CO1	S	S	S	S	S	S	M	S	S	S	M	S
CO2	S	M	S	S	S	S	S	S	S	M	S	M
CO3	S	S	M	S	S	M	S	S	S	S	M	S
CO4	S	M	S	S	M	S	M	S	S	S	S	S
CO5	S	S	S	M	W	S	S	M	S	S	S	M

Strongly correlating : S
 Moderately Correlating : M
 Weakly correlating : W
 No correlation : N

