

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 2018-19)



Department of WOMEN'S STUDIES

Mother Teresa Women's University

Kodaikanal

MOTHER TERESA WOMEN'S UNIVERSITY
DEPARTMENT AND CENTRE FOR WOMEN'S STUDIES

VISION

Empowering women through Education and Training programmes, tapping their potential, and elevate their life style and social status.

MISSION

Strives to create a more equal world by empowering women to understand, recognize and exhibit their multi-dimensional roles.

Motivate Women to take strenuous efforts to reach out the society to bridge the inequalities that confront women today.

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 with other 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

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 mold themselves in facing the real life challenges, understanding women empowerment and support other womanhood through counseling and legal rights for women.

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 sills 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 like NET, SET, UPSC, TNPSC etc.

PROGRAMME SPECIFIC OUTCOMES

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 now and in the past.
PSO3:	comprehend the impact of gender on individuals' historical and contemporary agency, and how the ability to express agency has shaped people's lives in various geographical settings.
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 of women's historical and contemporary agency and how these have shaped women's lives in various geographic settings

S. No	Type of the Paper	Course Code	Subjects Title	Hou rs	Credi ts	CIA	Uni. Exam	Total Marks
SEMESTER –I								
1	Core Course-I	PWST11	Introduction to Women's Studies	6	5	25	75	100
2	Core Course-II	PWST12	Feminist Movements and Theories	6	5	25	75	100
3	Core Course-III	PWST13	Introduction to Gender Studies	6	5	25	75	100
4	Core Course IV	PWST14	Women and Development	6	5	25	75	100
5	Elective Course-I	PWSE1	Women and Education	6	5	25	75	100
Total				30	25	----	----	500
II SEMESTER								
6	Core Course-V	PWST21	Feminist Research Methodology	6	5	25	75	100
7	Core Course-VI	PWST22	Women and Health	6	5	25	75	100
8	Core Course-VII	PWST23	Women and Economy	6	5	25	75	100
10	Core Course - VIII	PWST24	Gender Disparities – A Demographic Perspective	6	5	25	75	100
11	Elective Course-II	PWSE22`	Life Skills and Counseling for Women	6	5	25	75	100
Total				30	25	--	--	500
III SEMESTER								
12	Core Course-IX	PWST31	Women and Entrepreneurship	6	5	25	75	100
13	Core Course-X	PWST32	Women and Mass Media	6	5	25	75	100
14	Core Course-XI	PWST33	Women and Feminist Literature	6	5	25	75	100
17	Elective Course-III	PWST34	Legal Issues Related to Women	6	5	25	75	100
16	Elective Course-IV	PWSE33	Women and NGO Management	6	5	25	75	100
Total				30	30			500
IV SEMESTER								
18	Core Course-XII	PWST41	Women and globalization	6	5	25	75	100
19	Core Course-XIII	PWST42	Women and Environment	6	5	25	75	100
20	Elective/Practical-IV	PWST41	Dissertation/Project	18	5	160	40	200
Total				30	15			400
Grand Total				120	90			1900

MOTHER TERESA WOMEN'S UNIVERSITY
DEPARTMENT & CENTER FOR WOMEN'S STUDIES
MA(Women's Studies) –Syllabus

SEMESTER –I

PWST11	INTRODUCTION TO WOMEN'S STUDIES		
	SEMESTER-1	5 Credits	6 Hours
Cognitive Level	K1 – Remember K2 – Understand K5 - Evaluate		
Objectives	<ul style="list-style-type: none"> ➤ To Disseminate knowledge about the origin and growth, fundamental concepts, Institutionalization of Women's Studies and challenges. ➤ To Highlight the different roles of Women in the Indian society. ➤ To Transform women as the developmental agents for change in order to bring out attitudinal changes in minds of the women. 		

Unit - I 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 - II Fundamental concepts in Women's Studies

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

Unit-III 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-IV Women in the Indian society

Historical Perspectives of women – Early Vedic-Colonial and Modern periods-position of women in India-Images of women- Philosophical and religious reflections of women in the major religious Traditions (Hindu, Islam, Christianity, Buddhists, Jain and Sikh)-National Movements of women- Status of women in the present era.

Unit-V Women's Studies and developmental agents for change

Gender Studies vs Women's Studies - Traditional Model - Non -traditional Models and - New Models- Need for restructuring new models suitable to emerging needs National Committees and commissions for Women in Women's Studies NCW, HRC, Dept of Women and Child development, State Women's Development Corporations -Centre and State initiatives of women's studies.

References

1. Amy S. Wharton. (2005). "The Sociology of Gender: An Introduction to Theory and Research".(Key Themes in Sociology) Blackwell Publishing, UK, Indian Reprint, Kilaso Books, New Delhi.
2. Devaki Jain and Pam Raj put (Ed). (2003). "Narratives from the Women's Studies Family: Recreating Knowledge, Sage, and New Delhi.
3. Jasbir Jain (Ed). (2005). "Women in Patriarchy: Cross Cultural". Rawat Publications, JaipKumkumSangari and SudeshVaid."Recasting Women: Essay in Colonial History". 5. Lerner,
4. Gerda. (1986). "The Creation of Patriarchy". Oxford University Press, New Delhi.
5. Maithreyi Krishna Raj. (1986). "Women Studies in India: Some Perspectives". Popular Prakasham, Bombay.
6. .Mala Khullar, (Ed). (2005). "Writing the Women's Movement: A Reader". Zubaan, Kali forWomen, New Delhi.
7. .Mies, Maria. (1980). "Indian Women and Patriarchy". Concept Publishing Company, New Delhi.

8. SharmilaRege, (Ed.). (2003). "Sociology of Gender: The Challenge of Feminist SociologicalKnowledge". Sage, New Delhi.
9. VeenaMajumdar. (1974). "Report on the committee on the Status of Women: Towards Equality". Journal of Women Studies.

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	M	M	S	M	W	S	S	S	M	M
CO2	S	M	S	S	S	M	S	S	S	S	M	S
CO3	S	S	S	M	M	M	M	S	S	S	M	S
CO4	S	M	M	S	S	S	M	S	S	M	M	S
CO5	S	S	M	S	S	M	M	S	S	S	M	M

Strongly correlating :S

Moderately Correlating : M

Weakly correlating :W

No correlation :N score

PWST12- FEMINIST MOVEMENTS AND THEORIES

PWST12	FEMINIST MOVEMENTS AND THEORIES		
	SEMESTER-1	5 Credits	6 Hours
Cognitive Level	K2 – Understand K3 – Apply K4 - Analyze		
Objectives	<ul style="list-style-type: none">➤ Introduce the concept of Feminism, different schools of feminism, Contributions of Feminists.➤ Realise the Disability and feminism and Indian Feminist thinkers and Activists.➤ Provide an exposure to imbibe feminist thoughts, Ideals, Movements and Theories.		

Unit-I 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- II Elements of Feminism

Cultural Feminism-Eco Feminism- Black Feminism-Material Feminism-Moderate Feminism- Liberal Feminism-Psychoanalytic Feminism-French Feminism- Post Modern feminism -Socialist Feminism: Class & Gender- Dual System v/s Unified system theory – Lesbianism- Existential Feminism.

Unit III Contributions of Feminists

Liberal feminism: Equality, Rationality, Freedom- Mary Wollstone Craft, Harriet Taylor, J.S Mill, Betty Friedan- Marxist Feminism: Production, Reproduction class, Alienation, Marriage and family: Marx & Engels, Margaret Benston, Dalla Costa Salma James, Zaretsky.

Unit IV Disability and feminism

Disability in India- Gender and Disability in India- Disability and feminism-Feminist disability studies- Disability and gender feminism in the perspective of Social systems like Family, Caste, Class, Culture and religion.

Unit- V Indian Feminist thinkers and Activists

Women feminist and their feminist thoughts in the ancient era Arthashastra (Kautilya) and Manusmriti (Manu) Women in Bhakti tradition: MeeraBai, VachanaGarties, AkkaMahadevi. Women feminist and their feminist thoughts in the modern era Begum RokeyaSakhawat Hussein (Sultana's Dream), Tara BaiSchinde (Stee-Purush Tulane) Gandhi and Ambedkar.

References

1. Bhasin, Kamla. (1993). "What is Patriarchy?" Kali For Women, New Delhi.
2. Butler, Judith and JoanW Scott, eds. (1992). "Feminist Theorize the Political". Routledge, New York.
3. Engels, Friedrich. (1979). "The Origin of Family, Private Property and the State". Pathfinder Press, New York. (1884 tr. 1902).
4. Firestone, Shulamith. (1970). "The Dialectic of Sex: The Case for Feminist Revolution". William Morrow, New York.
5. Freeman, Jo, (ed). (1975). "Women: A Feminist Perspective". Palo Alto, Mayfield, California.
6. Gimenez, Martha. (1998). "Introduction" in Marxist Feminism/Materialist Feminism".
7. Hartmann, Heidi. (1981). "The Unhappy Marriage of Marxism and Feminism: Towards a More Progressive Union". InLydia Sargent, ed. "Women and Revolution: A Discussion of the Unhappy Marriage of Marxism and Feminism". South End Press, Boston.
8. IAWS. (1994). "The State and the Women's Movement in India". IAWS, Delhi.
9. Kosambi, Meera. (2007). "Crossing Thresholds: Feminist Essays in Social History". Permanent Black, New Delhi.
10. Krishnaraj, Maithreyi(ed). (1990). "Feminist Concepts: Part 1, 2, and 3, Contribution to Women's Studies Series-7". Research Centre for Women's Studies, SNDT Women's University, Bombay.
11. MaitrayeeChaudhri, (ed). (2004). "Feminism in India – Issues in contemporary Indian Feminism". Book Review Literary Trust, New Delhi.

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	W	S	S	S	M	S	S	S
CO3	S	S	S	M	M	S	S	S	S	S	M	S	S
CO4	S	M	S	S	S	S	M	S	S	M	M	S	S
CO5	S	S	M	M	S	M	M	S	S	S	S	S	S

Strongly correlating :S

Moderately Correlating : M

Weakly correlating :W

No correlation :N

PWST13- INTRODUCTION TO GENDER STUDIES

PWST13	INTRODUCTION TO GENDER STUDIES		
	SEMESTER-1	5 Credits	6 Hours
Cognitive Level	K1 – Remember K2 – Understand K5 – Evaluate		
Objectives	<ul style="list-style-type: none">➤ To give an overview of the Academic discipline of Women’s Studies and its genesis.➤ To create awareness of the ideologies and social factors this led to the marginalization of women.➤ To Sensitize Women towards the current social issues confronting them.		

UNIT I Introduction to Gender Studies

Gender studies- Meaning – Origin and Growth -Features- Importance and need for Gender Studies – Aims of Gender Studies- Nature, Goals and Scope of Gender Studies- Gender studies as an academic discipline - Interdisciplinary Subject- gender Studies vs women’s Studies - Gender Studies in India and abroad, Role of Gender Studies in Higher Education

UNIT II Concept of Sex and Gender

Meaning of 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

UNIT III 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 –Marxism and feminism theoretical insights based on Gender and Class.

UNIT IV Multi Dimensions Gender

Multi Gender roles and identity-feminity 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 V 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:

1. Christine Heward and Sheila Bunwaree (eds) 1999. Gender, Education & Development: Beyond Access of Empowerment. London: Zed Books Ltd.
2. Deborah Eade (ed) 2006. Development with Women. Jaipur, Rawat Publications
3. Goetz Anne Marie 2001. Women Development Workers. New Delhi: Sage Publications.
4. Lewis Jane (ed). 1983 Women's Welfare. Women's rights. London: Croom Helm Ltd 1983.
5. Mahadeva. Health Education for Better Quality of Life. B.R. Publications New Delhi, 1990.
6. Martin Woodhead and Dorothy Faulkner (eds) 1999. Making Sense of Social Development. London: Routledge.
7. Narasimhan W. Sakuntala 1999. Empowering Women. New Delhi, Sage Publications.

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	M	S	S	M	S	S	M	S
CO4	S	M	S	S	S	S	M	S	S	M	S	S
CO5	S	S	S	M	S	M	S	S	S	S	S	S

Strongly correlating :S

Moderately Correlating : M

Weakly correlating :W

No correlation :N

PWST14- WOMEN AND DEVELOPMENT

PWST14	WOMEN AND DEVELOPMENT		
	SEMESTER-1	5 Credits	6 Hours
Cognitive Level	K1 – Remember K2 – Understand K3 – Apply K4 - Analyze		
Objectives	<ul style="list-style-type: none">➤ To bring to light on the various concepts of development➤ To make the students aware of Government Developmental schemes for women.➤ To create awareness on modernization and impact of technology on women.		

UNIT I Development

Meaning and concepts – Indicators-theories of development –types of development planning- Top down, Bottom up approaches, Participatory planning.

UNIT II Development in Gender Perspectives

Production and reproduction, formal and informal labour-statistical profile of women – labour, health and education.

UNIT III Women and Technology

Modernization – Industrialization – Liberalization, Privatization, Globalization (LPG) – Impact on Women & Family-case History of Women Achievers in Scientific and Professional field. `

UNIT IV- Global Conferences on Women

Mexico-Copenhagen-Nairobi- Beijing-Beijing+5

UNIT V- Women Development in Five Year Plan

Women in Five Year Plans – Millennium Development Goals (MDGS) – Central and State Welfare Programs for Women and children.

References

1. Paul Chowdary, D. “Women Welfare and Development (A Source Book)”, Inter-India Publication, New Delhi – 2001.
2. Lakshmi Devi, “women Empowerment and Societal improvement”, Anmol Publications, Pvt. Ltd., New Delhi – 2008.
3. Lakshmi Devi, “Women and Development”, Anmol Publications, New Delhi – 2001
4. Andal, N. “Women and Indian Society”, Rawat Publications, New Delhi – 2002. “Draft National Perspective Plan for Women, 1988-2000 AD”, Department of Women and Child Development, Govt. of India.
5. Mahadevan, “women and Population Dynamics (Perspectives from Asian Countries)”, Sage Publications, New Delhi – 1999.
6. Maithreyi Krishnaraj, “Women and Development (The Indian Experience)”, Shubhada Saraswat Prakasham, Pune, 2001

COURSE OUTCOMES

Upon completion of this course the students will be able to

- CO1: Know the various concept of development
- CO2: Understand State and Central government schemes for Women
- CO3: Make aware of women empowerment
- CO4: Understand the importance of technology
- CO5: Critically analyze five year plans and MDGS

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	M	S	S	M	S	S
CO2	S	M	S	S	S	S	S	S	S	M	S	M
CO3	S	S	S	M	S	S	S	M	S	S	S	S
CO4	S	M	S	S	S	S	S	S	S	M	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

PWSE 11- WOMEN AND EDUCATION

PWSE11	WOMEN AND EDUCATION		
	SEMESTER-1	5 Credits	6 Hours
Cognitive Level	K1 – Remember K2 – Understand K6 - Create		
Objectives	<ul style="list-style-type: none"> ➤ To Incorporate the Origin and Growth of Women’s Education, Changing and Roles of Women in the Society. ➤ To Create awareness on Illiteracy in Women’s Education, Economical Empowerment and Women Education and Health, ➤ To Sensitize the role of education plays for the growth and development of Women. 		

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-Status of Women’s Education- Gender Bias in Curriculum- Gender Gaps at the Primary, Secondary, Higher Secondary and University Levels- Dropouts-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- Environment-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: Illiteracy in Women’s Education

Illiteracy among women- Comparison 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 –SurvaShikshaAbiyan-MahilaSamakhya-A Social Right and Development imperative of Female Education-Empowerment of Women.

Unit 4: Women's Education and Enhancement

Need of Women's Education for Women Empowerment- Educational Institutions and class room culture- Barriers of Women Empowerment -Constitutional Provisions, Special Laws, National Policies and Government Efforts for the Support of women Empowerment in India- Education of Women for the Enhancement of Women Empowerment-Role of Women in Indian Economy.

Unit 5: Women Education and Health

Education as a determinant of Health-Women and Health Promotion in Health-Family-Society-Workplace-Importance of Health Education-Health Education Strategies-Gender Differences in the Health Education-Socio Economic Impact of Health Education-Government Programmes on Health Education

References

1. Bagchi, JasodharaJabaGuha and PiyaliSen Gupta. Loved and Unloved: The Girl Child in The Family. Stree, Calcutta, 1999.
2. Bathila,Sonia. Women, Democracy and The Media: Cultural and PoliticalRepresentations in The Indian Press. Sage, India, 1998.
3. Chandler,E.M. Educating Adolescent Girls. George Allen and Unwin, London, 1980.
4. Chauhare,Indira. Purdha to Profession. Delhi: B.R, 1982.
5. Philips,H.Coombs. TheWorks Crisis in Education.NewYork :Oxford University Press, 1985.
6. Harris and Liebert. The Child: Development from Birth through Adolescence. New Jersey: Prentice Hall, 1984.
7. Kosambi,M. At the Intersection of Gender, Reform, Religion, Belief,Mumbai:SNDT ,1993.
8. Patel,Surabhi.P. Equality of Educational Opportunity in India: A Myth orReality?Delhi: National , 1983.
9. Pillai,J.K and Rajeswari. Readings in Women's Education. Chennai: MotherTeresa Women's University, 1988.
10. Sliver Lie, Suzanne and Virginia O'LearyStorming The Tower: Women in The Academic World., New York:1999.

COURSE OUTCOMES

Upon completion of this course the students will be able to

- CO1: Know the origin and growth of Women education
- CO2: Understand nation's development and women education
- CO3: Make aware of women educational empowerment
- CO4: Understand women health education
- CO5: Critically analyze Gender Equity and Equality

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	M	S	S	S	S	S	M	S	M	S	M
CO3	S	S	S	M	S	M	S	M	S	S	S	S
CO4	S	S	S	S	S	M	S	S	S	S	S	M
CO5	S	S	S	M	S	S	S	S	S	S	S	S

Strongly correlating :S

Moderately Correlating : M

Weakly correlating :W

No correlation :N

SEMESTER-II
PWST 21 - FEMINIST RESEARCH METHODOLOGY

PWST 21	FEMINIST RESEARCH METHODOLOGY		
	SEMESTER-II	5 Credits	6 Hours
Cognitive Level	K2 – Understand K3 – Apply K4 – Analyze K5 – Evaluate K6 - Create		
Objectives	<ul style="list-style-type: none"> ➤ 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. 		

Unit-I Meaning and Types of Research

Meaning –definition- types of Research, Scientific Method: Definition, LEARNING OUTCOMESs, Application to Social Sciences, Issues of Subjectivity-Objectivity and Stages of research, Research designs: Definition, Diagnostic, Exploratory, Descriptive, Explanatory, Evaluative, Experimental Research designs - Social research – Feminist Research methodology – concepts of Philosophical issues in Feminist research- Meaning and construction Sampling: Census, Sample Survey, sampling design, Types of sampling – Probability and non probability - Nature of Research and Methodology

Unit-II Techniques of Data Collection

Sources of Data and Techniques of Data collection Primary and secondary Techniques of Data collection observation - participant and nonparticipant – structured and unstructured Questionnaire, schedule – observation – longitudinal and cross sectional ,using survey research as a quantitative method for feminist social change Levels of Measurement and scaling

techniques- types of scales (Nominal, Ordinal, Interval and Ratio)–. Reliability and validity of scales.

Unit –III Concept of Feminist Research

Feminist critique of Positivistic Research, Feminist Empiricism, and Feminist Interdisciplinary approaches to knowledge building. Core feminist Insight and Strategies on Authority, Representation, Truths, Reflexivity and ethics , Teaching of Feminist Methodology: sexual dichotomy methods, content analysis, feminist Ethnography, focus group discussion and oral testimony Emerging Methodology: Mixed Methods Approach; Triangulation: Merits and Types; Action Research;

Unit –IV Hypotheses Formulation and construction of tools

Hypothesis-Functions- Types-Formulation of Hypothesis-Population- Sampling Size-Sampling Techniques- Methods of Data Collection-Primary-Secondary-Interviewing and Focus groups-case studies-interview-Questionnaire -Rating Scales and Check list-Schedule- Warranty Cards- Discrete and Continuous; Independent and Dependent; Data processing and Analysis, Tables and Figures.

Unit-V Data Analysis and Report Writing

Quantitative and Qualitative data Analysis Variables – Drawing Inference-Parametric test-Non-Parametric Test-Non- Parametric test-Chi-Square test- Multivariate Analysis-Steps in Report Writing-Layout and style of Report- Research Report: Format, footnotes, Bibliography, Index, Editing and evaluating the final report

Reference

1. Babbie Earl. (1979).“The practice for social Research”.Himalaya publishing house, Bombay.
- 2.Caroline Ramazanoglu and J.Holland. (2003).“Feminist Methodology, Challenges and choices”, Sage publications, New Delhi.
3. Davis, Martin Brett.(2007). “Doing a Successful Research Project: Using Qualitative or Quantitative Methods”. Palgrave, Hampshire.
- 4 .Eichler M. (1991).“Non-Sexist Research Methods: A Practical Guideline”.Routledge Chapman & Hall.
5. Goode and Hatt. (1952). “Methods in social Research”.Macgrawhill, Bombay.
6. Goode, William J. &Hatt, Paul K. “Methods in Social Research”. McGraw HillBook Company, USA, Latest edition.
7. Helen Roberts (ed). (1984).“Doing Feminist Research”. Rutledge and Kegan Paul, London.
8. Kothari, C.R. (1995).“Research Methodology: Methods and Techniques”. Willey Fastern

LTD, New Delhi.

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10.Sandra Harding. (1987). “Feminism and Methodology”.Indian University press, India.

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	M	S	S	S	M	M	M	S	S	S	M	S
CO2	S	M	M	S	S	S	S	S	S	S	S	M
CO3	S	S	S	S	S	M	S	M	S	S	M	S
CO4	S	M	S	S	S	S	S	S	S	M	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

PWST 22 - WOMEN AND HEALTH - 6 Hours-5

PWST 22	WOMEN AND HEALTH		
	SEMESTER-II	5 Credits	6 Hours
Cognitive Level	K2 – Understand K3 – Apply K6 - Create		
Objectives	<ul style="list-style-type: none"> ➤ To Encompasses 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. 		

UNIT – I Concept of Health and Women’s Health

Meaning of Health- Definition of Health (WHO)- Public Health - Concept of Women’s Health-Health as a Human Right of Women- Health Status of Women-Gender Disparities in Health Care- Male-Female Sex Ratio-Female Mortality- Health Outcome-Social Economic and Cultural factors influencing health-Gender Bias and Poor Health – Psychological Health of Working Women.

UNIT – II Reproductive Health of Women

Meaning and Definition Reproductive Health (WHO)-Reproductive Rights of Women-Importance of Reproductive Health- Reproductive Health Problems of Women and Strategies – Definition of Fertility Behaviour- Biological and Socio Cultural determinants of Fertility Behaviour- Sex Selective Abortion-New Reproductive Technologies- PNDT Act-Birth control Technologies-Gender Difference in contraceptive practices-MTP Act1971.

UNIT – III Women’s Health at Different Stages

Definition of Health Disparity- Gender Disparities in Health- Forms of Gender Disparities –Holistic Approach to Women’s Health-Health issues at Different Stages of Women(Adolescents, Women During Menstruation, Trimesters Pregnancy, Child Birth, Breast Feeding, Marriage, Menopause and Old age)- Common Diseases of Women (Heart attacks- Cancer- Stroke- Chronic Obstructive Pulmonary Disease (COPD)-Alzheimer’s Disease- Diabetes- Influenza and Pneumonia- Morbidity-Mortality-Anaemia –Life Expectancy-MMR- NMR- Kidney Failure -Tumours-Diseases of Bones Joints and Mind, Obesity-Healthy Diets for Women.

UNIT – IV Nutrition and Women’s Health

Importance of Nutrition for Women- Factors affecting Nutritional Status of Women- Improving Poor Nutrition throughout the Life cycle of -Lifecycle Approach- Nutrient Requirements –Nutritional Problems- Nutritional Interventions- Women’s Nutrients affecting National Economy-National Programmes and Schemes for Improving Health Status of Women- Integrated child Development Services Scheme(SNDP)-Special Nutrition Programs(SNP)- National Nutritional Anaemia Prophylaxis Program(NNAPP)-Applied Nutrition Programs(ANP)-Nutrition Programme for Adolescent Girls(NPAG).

UNIT – V Women Health Care Providers:

Role of public and Private Sector; Government initiatives in rural and Urban areas- Central and State Health Schemes and Programmes- Millennium Development Goals (MDG) and Significance of Women’s Health- National Health Policy- National Population Policy- International Perspectives on Health-Women’s Health at ICPD, Cairo-WHO and Gender Mainstreaming of Health-MDGs and Women’s Health-UNICEF-UNESCO

References

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8. T. K. Roy, M.G. Guruswamy, P. Arokiasamy, Population, Health and Development in India changing perspectives, Rawat Publications, New Delhi

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

Strongly correlating :S

Moderately Correlating : M

Weakly correlating :W

No correlation :N

PWST 23 - WOMEN AND ECONOMY

PWST 23	WOMEN AND ECONOMY		
	SEMESTER-II	5 Credits	6 Hours
Cognitive Level	K2 – Understand K4 – Analyze K5 - Evaluate		
Objectives	<ul style="list-style-type: none">➤ To Imbibe knowledge about the main areas of Women and Economic Development, Women and Work Force Labour.➤ 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 the National Economy of India.		

UNIT I Women and Economic Development

Meaning and Concept of Economic Development of Women-Need for Economic Development of Women –LEARNING OUTCOMESs of Economic Development of Women-Basic Requirement for the Economic Development of Women-Obstacles to Economic Development of Women- Constraints in areas of Interventions necessary to Unblock there Constraints-Women Employment

UNIT II Women and Work Force Labour

Meaning and Concept of Women Employment- Women Employment Rights-Determinants of women's employment –Definition of Women in Work force –Female employment status in India- Women in organized sector – Women in unorganized sector (Primary, secondary, tertiary sectors) – Sexual division of labour – women in labour force – Women as human resource – Concept of human capital – The human capital model – On the job training – Sex differences in training and investment decisions- Women's Labour force participation rate and involvement- Education skills and Training Positive effects of women's labour force participation

UNIT-III Women in Economic Participation

The triple role of Women in Economic Development-Measuring Gender and Economic Development –Gender related Development Index (GRDI)-Gender Empowerment Measures (GEM)-Gender Equality and Sustainable Development- Evolution of Women in Development and Gender Evidences on the Importance of Women to Economical Development-Contribution of women to GNP in India -Gross Domestic Product(GDP)-Gross National Product (GNP)- Meaning of Gross National Income (GNI)- Differences Between GNP and GNI

UNIT IV 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 V Women in the Global Economy

Meaning and Definition of Womenomics- Mechanism to integrate gender Consideration -Demographic profile of women's growth in global Economy – sex ratio- fertility – literacy – population policy - Economical status of women in the World Employment –Informal Economy-New Challenges and New Opportunities for Women-Protecting Vulnerable Female Migrant Workers and Combatting Trafficking Women and Girls-Protective Measures of Labour Immigration policies and programmes of the Government- Government five Year Plans and Programmes for enhancing Women's Global Economy.

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2. Krishnaraj, M., R.M. Sudarshan and A. Shariff (1999). Gender ,Population and development ,Oxford University Press, New Delhi.
3. Seth, M. (2000), Women and Development :The Indian Experience, Sage Publications, New Delhi.
4. Srinivasan K. and A. Shariff (1998). India :Towards Population and Development Goals, Oxford University Press, New Delhi.
5. Venkateswaran S. (1995), Environment, Development and the Gender Gap, Sage Publications, New Delhi.

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	M	S	S	M	S	M	S	S	S	S	S
CO5	S	S	S	M	W	N	S	M	S	W	S	W

Strongly correlating :S

Moderately Correlating : M

Weakly correlating :W

No correlation :N

PWST 24 - GENDER DISPARITIES – A DEMOGRAPHIC PERSPECTIVE

PWST 24	GENDER DISPARITIES – A DEMOGRAPHIC PERSPECTIVE		
	SEMESTER-II	5 Credits	6 Hours
Cognitive Level	K2 – Understand K3 – Apply K4 – Analyze K5 – Evaluate		
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 Contribute themselves to enhance the status of women in the Tamilnadu and In India		

Unit – I: Demographic Changes in India and Tamil Nadu

Demographic Transition in India and Tamil Nadu-Population Trends in India and Tamil Nadu (1991-2001)-Growth of Population in India and Tamil Nadu-Percentage of Urban Population to Total Population-Population (in Million) of Female target groups for India, States/Union Territories-Age Structure of Population-Basic Demographic Indicators in India and Tamil Nadu.

Unit – II: Sex Ratio in India and Tamil Nadu

Sex Ration in India and Tamil Nadu (1991-2001)-Inter State Imbalances-Inter District Imbalance in India-Sex Ratio India and States-State Wise Sex Ratio Variation in India 2001(Ranks)-State Wise Trends in variation of Sex Ration in India-Top Ten and Bottom Ten District according to Sex Ratio of Population-Districts with Maximum and Minimum values of Sex Ratio of Population (2001)-Child Sex Ratio in India and Tamil Nadu(1991-2001).

Unit – III: Health Indicators

Birth Rate in India and Tamil Nadu-Crude Birth Rate-Percentage Change in average Birth rate-Death rate in India and Tamil Nadu-Death rate by Sex-Estimated age specific Death rates by Residence-Crude Death rate by Sex-Crude Death rate by residence-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-IV: Literacy rates in India and Tamil Nadu

Literacy rate in India and Tamil Nadu-Literacy rates to total population for major States in India-Empowering Rural Women through Science and Technology-Gender Inequality Roles in India.

Unit-V: Women Labour force

Labor Force: Employment characteristics in India and Tamil Nadu(2001)-Migration-Poverty. Gender Inequality-Perspectives on Women Empowerment –Promotion of Gender and Empowerment-Convention on the elimination of all forms of discrimination Against Women.

References

1. Gender Inequality and Women's Empowerment 2006 RathindraNathpramanik AshimkumarAdhikary
1. Gender Inequality and Women's Empowerment 2012 Dr. Anil Kumar Jha

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 Tamilnadu and India
- CO4: Understand literacy rate in India and Tamilnadu
- 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	M	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	W

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

PWSE22 - LIFE SKILLS AND COUNSELLING FOR WOMEN

PWST 25	LIFE SKILLS AND COUNSELLING FOR WOMEN		
	SEMESTER-II	5 Credits	6 Hours
Cognitive Level	K2 – Understand K3 – Apply K4 – Analyze K5 – Evaluate		
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 counselling. ➤ 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 mentally retarded taking into learners into account. 		

Unit I – 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 II – 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 III - 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.

Unit IV - Personality Development:

Achieving Independence – Strive towards self-actualization- Achieving Problem – solving Skills - Understand the need for goals – Look for alternatives – Managing time.

Unit V – Occupational Guidance and Preparation

Knowing and Exploring Occupational Possibilities – 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 – Identify requirements of appropriate and available jobs – Counseling Techniques-Exhibiting appropriate Work Habits and Behavior – Work with others - Accept supervision – Unemployment - Reasons for unemployment – Acquiring achievement Motivation – Become motivated.

References

1. Bills scot, “The Sills of Communication”, Power Publishing Company Limited, London
2. Larry l. Barker. “Communication”, Prentice Hall of India, New Delhi
3. Lesiker and Petin, “Business Communication”, Prentice Hall of India, New Delhi
4. Piyushdharchaturvedi and Mukeshchutervedi, “Business Communication”,
5. Adhikary, “Participatory Planning and Project Management In Extension Science”, Agrotech publication academy
6. Mukharjee n. “Participatory Learning and Action”, concept publishing company, New Delhi.
7. Mukharjeeamitava, “Participatory Rural Appraisal – Methods And Applications In Rural Planning”, Concept Publishing Company, New Delhi.
8. Mukharjeeneela “Participatory Learning And Action with 100 Field Methods”, Concept Publishing Company, New Delhi.
9. Mukharjeeneela “Participatory Rural Appraisal and Questioner Survey”, Concept Publishing Company, New Delhi.
10. Singh bk, “pra / pal and Participatory Training” Adhyayan Publication & Distribution.
11. Someshkumar, “Methods for Community Participation” Vistaar Publications.

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	M	S	S	S	S	S	S	S	M	S	M
CO3	S	S	M	S	S	S	S	M	S	S	M	S
CO4	S	M	S	S	M	S	M	S	S	M	S	S
CO5	S	S	S	S	M	S	S	M	S	S	S	W

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

SEMESTER -III

PWST31 - WOMEN IN TECHNOLOGY AND ENTREPRENEURSHIP

PWST 31	WOMEN IN TECHNOLOGY AND ENTREPRENEURSHIP		
	SEMESTER-III	5 Credits	6 Hours
Cognitive Level	K2 – Understand K3 – Apply K4 – Analyze K5 – Evaluate K6 - Create		
Objectives	<ul style="list-style-type: none">➤ To Give a clear cut knowledge about the Concept of Technology and Women, Women and Entrepreneurship.➤ To Create awareness about the different roles of Financial institutions, Women Entrepreneurs and their Problems.➤ To Train to emphasize on women entrepreneurship for their empowerment.		

UNIT –I Meaning and Concept of Technology

Meaning and Scope – Gender and Technology – Women and Technology - a historical evolution. Impact of Technology on Women – Inter – relationship between Technology and production - Impact on Women’s employment, nature of work, General economic status, income generation, drudgery reduction and marketing – Marginalization of Women.

UNIT – II Technology and Women

Technology Transfer : Women and value orientation, Family primacy, Fatalism, aversion to risk taking, short time goals, mechanisms for technology transfer; Appropriate Technology for Women Characteristics, Low cost, quality output; Adaptability process – Awareness evaluation and trail, decision stage – acquisition – basic principles of certain Technologies-it digitalization

UNIT – III Women and Entrepreneurship

Concept of women entrepreneurship-Women and Entrepreneurship –Entrepreneurial decision process- Growth of Women entrepreneurship in India; Entrepreneurial motivation; Factors effecting entrepreneurial growth; strategies for entrepreneurial development.

UNIT – IV Role of Financial institutions

Role of Financial institutions in women entrepreneurial activities; Entrepreneurial development programmes in India- state and central governments’ schemes for women entrepreneurship

UNIT – V Women Entrepreneurs and their Problems

Competing theories of entrepreneurship-developmental women entrepreneurs and the future of entrepreneurship -The constraints in entrepreneurial Renaissance; Small Scale Entrepreneur – Problems and Prospects-policies schemes-Prime minister Rozger yojana-SIDBI-MSME-TREAD-STEP-DIC-ITCOT-SIDCO-NSIC-SISI-TIIC-SIDBI-Swayam, Sidhha - mahila coir Yojana-women empowerment through entrepreneurship

References

1. Anil Kumar (2007), Women Entrepreneurship in India, Regal Publications, New Delhi.
2. ChetanaKal (ed) Women and Development Discovery Publishing Home, New Delhi, 1991.
3. Deepak. M. Walolar, Women Entrepreneurs, Himalaya publishing House, New Delhi.
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9. Reed, Evelyn, Sexism and Science, Path Finder press, New York, 1976.

COURSE OUTCOMES

Upon completion of this course the students will be able to

- CO1: Knowledge about Technology and its linkage with women development
- CO2: Understand role of women in digitalization
- CO3: Make aware of women economical empowerment
- CO4: Understand women entrepreneurship in India
- CO5: Critically analyze various entrepreneurship schemes in India

Outcome Mapping

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

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

PWST32 - WOMEN AND MASS MEDIA

PWST 32	WOMEN AND MASS MEDIA		
	SEMESTER-III	5 Credits	6 Hours
Cognitive Level	K2 – Understand K3 – Apply K4 – Analyze		
Objectives	<ul style="list-style-type: none"> ➤ To Highlights on Women and Mass Media, 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. 		

UNIT – I 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.

UNIT – II 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 Structuralist paradigm – Performance and Positioning theory – Transgender and Cyber theories.

UNIT – III Communication and Women Empowerment

Communication and Women’s Empowerment – National Policy for Empowerment of Women – Social and Economic Empowerment of Women – Gender Budget – Role of NGO’s for Women’s Development.

UNIT – IV 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.

UNIT – V 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.

References

1. Allen. D, Rush. R., and Kaufman S.J (eds) (1996) Women Transforming Communication, Global Intersections. CA: Sage Publications, New Delhi.
2. Ammu Joseph, Kalpana Sharma (eds) (1994) Whose News? The Media and Women’s Issues, Sage Publications, New Delhi.
3. Ammu Joseph, Kalpana Sharma (eds) (2006) Whose News? The Media and Women’s Issues, Sage Publications, New Delhi.
4. Charlotte Krolokke and Anne Scot Sorensen (2005), Gender Communication: Theories and Analyses, Sage Publications.
5. Donna Allen, Susan J. Kaufman, Ramona, R. Rush (ed). Women transforming Communications. London: Sage Publications.
6. Karen Boyle (2002) Media and Violence. London: Sage Publications.
7. Kiran Prasad (ed.) (2005). Women and Media: Challenging Feminist Discourse. New Delhi: The Women Press.
8. Kiran Prasad (ed.) (2006) Women, Globalization and Mass Media: International Facets of Emancipation. New Delhi: The Women Press.
9. Katharine Sarikakis and Leslie Regan Shade (2008) (eds), Minding the Gap: Feminist Interventions in International Communication, USA: Rowman and Little field.
10. Kiran Prasad (ed) (2004) Communication and Empowerment of Women: Strategies and Policy Insights from India vol.1 &2. New Delhi: The Women Press.
11. Marian Meyers. Engendering Blame: News Coverage of Violence against Women. London: Sage Publications.
12. Pamela Creedon. Women in Mass Communications.
13. Patricia M Buzzanell. Rethinking Organizational and Managerial Communication form Feminist Perspectives.

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	N	S	M	S	M	M	S	S	M	S
CO2	S	M	S	S	S	S	M	S	S	M	S	S
CO3	S	S	M	S	S	M	M	M	S	S	M	S
CO4	S	M	S	S	S	M	M	S	S	S	S	S
CO5	S	S	M	S	M	S	W	M	S	S	S	S

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

PWST33 - WOMEN AND FEMINIST LITERATURE

PWST 33	WOMEN AND FEMINIST LITERATURE		
	SEMESTER-III	5 Credits	6 Hours
Cognitive Level	K1 – Remember K2 – Understand K3 – Apply		
Objectives	<ul style="list-style-type: none">➤ To Disseminate knowledge about the Origin and Growth of Feminist Literature, Works of Feminist Writers in India and Abroad.➤ To Help them to realise the impact of Feminist Terminologies in the Literary Works, Women Portrayal in Feminist Literature and Feminist Literary Criticism.➤ To Raise consciousness among the learners through literature in the Feministic Perspective.		

UNIT-I 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 abroad and in India – Feministic Style and Structure, Feministic Myth, Feministic Mystic and Feministic Critique throughout the ages.

UNIT-II Works of Feminist Writers in India and Abroad

Kate Millet: Sexual Politics – Betty Frieden : The Feminine Mystique Germaine Greer – Female Eunuch – Helene Cixous : Sorties – Jeremy Bentham-Marquis de Condorcet –John Stuart Mill : The Subjection of Women- Sheila Rowbotham- Mary Wollstone Craft – A vindication of the Women(1792) - Virginia Woolf: A Room of one’s own (1929)-Simon De Beauvoir : The Second Sex(1949)-Alice Walker and Lorraine –In India Mahasweta Devi - Rudali 2. Arundhati Roy - The God of small things 3. Taslima Nasrin - Champavathi – Shivaganga- Kuvempu and Rabindranath Tagore-Periyar-Ambethkar- Amrita Pritam - Sunehray (message) -Vijayadabbe - Iruttave (There will be)- Akhmatova, Anna - Selected

poems from Richard MacterneHammondsworth - Atwood, Margaret - Selections from Oxford Book of Canadian Verse.

UNIT –III: Feminist Terminologies in the Literary Works

Gender Role-Marriage-Female Stereotypes-Culture-Political Power- Sexuality-Sexism-Masculinity-Patriarchy-Gender Discrimination-Misogyny- Misandry-Male Gaze-Womanism-Women' Suffrage-Androgynous Mind-Binary Thinking-Canon/Canonization-Consciousness Raising- Deconstruction-Epistemology-Eroticization- Hegemony- Oppression- Phallogocentrism -Phallogocentrism-Repression- Suppression-Superwomen syndrome-Sex role stereotype-Marginalize-Feminist approaches to Literature-Characteristics-Feminist Writers In Indian Literature-Feminist Writers In 20th Century-Lynch

UNIT –IV 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-V Feminist Literary Criticism / Feminist Approaches in Literary Writings

Meaning and Definition of feminist Criticism- Concept of Gynocriticism-Feminist Lense-Feminist Analysis-Feminist Theory-Feminist Politics-Basic Method of Literary Criticism- Basic Method Employed in Criticism- History and Critics- Modern Applications- Archetypal Criticism-Biographical Criticism-Chicago Criticism-Cultural Materialism-Darwinian Criticism- Deconstruction-Descriptives Poetics-Eco Criticism-Formalism-Geocentrism-Literary Particularism-Marxist Criticism-New Criticism-New Historicism-Postcolonial Criticism-Psychoanalytic Criticism-reader response Criticism-Russian Formalism-Semiotic Criticism

Reference

1. GeetanjaliGangoli. (2005).“Indian Feminisms Law Patriarchies and Feminism in India”, Publisher, Ashgate Publishing Company.
2. KrisnarajMaithreyi and Thorner Alice. (2000). “Ideals Images and Real Lives: Women in Literature and History”.OrientLongman,New Delhi.
3. Padma Anagol. (2010). “The Emergence of Feminism in India Features”. Publisher SAshgate Publishing Limited.
4. RadhaChakravarthy. (2007). “Feminism and Contemporary Women Writers: Rethinking

Subjectivity”. Publisher: Routledge, India.

5. Spender, Dale (ed). “Mens studies modified: The Impact of Feminism on the Academic disciplines”. Publisher: Peragomen press (Athene Series.1981.

6. Sudhir Narayan Singh, Dalvir Singh Gahlwat. (2012). Publisher, Adhyayan Publishers.

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	S	M	S	S	S	S	S	M	S
CO2	S	M	S	S	S	S	S	S	S	M	S	S
CO3	S	S	M	S	S	M	S	M	S	S	M	S
CO4	S	S	S	S	S	N	M	S	S	S	S	S
CO5	S	S	M	S	M	S	S	M	S	S	S	M

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

PWST34- LEGAL ISSUES RELATED TO WOMEN

PWST 34	LEGAL ISSUES RELATED TO WOMEN		
	SEMESTER-III	5 Credits	6 Hours
Cognitive Level	K1 – Remember K2 – Understand K3 – Apply K4 – Analyze K5 – Evaluate		
Objectives	<ul style="list-style-type: none">➤ 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 and protect themselves from the violence against women.		

Unit I: History of Human Rights

Meaning, Characteristics, Scope, Development of Human Rights- Theories of Human rights – Need for Women’s Rights – Child Rights.

Law as an Instrument of Social Change - Constitution of India and Gender Equality - Fundamental Rights - Directive Principles - Protection of Women against Sexual Harassment at Workplace - Public Interest Litigation – Theories of human rights – Need for women’s rights and child rights

Unit II: Indian Constitution

Preamble, part, 3,4 of the constitution- Fundamental Rights- Directive Principles- Economics- Social Cultural and Political Rights- Uniform and code.

Unit III: Rights of Women

Women and Marriage Laws-Hindu Law- Christian Law- Muslim law and Women: with reference to only marriage- divorce and property.

Unit IV: Women and Labor Laws

The factors act 1948 – Further amendments and provisions for women regarding – hours of work, place of work, nights shifts, employment and welfare of women workers especially maternity benefits.

The Minimum Wages Act, 1948, , 1948, The Employee’s State Insurance Act, 1948, The Maternity Benefits Act, 1961, The Equal Remuneration Act, 1976,

Unit – V:

Women and other Laws -Violence Against Women (CEDAW)- Laws relating to Eve Testing, Wife battering Rape, Abduction, Adultery, Murder and Kidnapping.

Constitutional Provisions with special reference to Women - Women & Family Laws : (1) Marriage (2) Child Marriage (3) Widow Remarriage (4) Divorce (5) Maintenance (6) Inheritance and Succession (7) Dowry Prohibition - National Commission for Women Act, 1990 - Protection of Women from Domestic Violence Act, 2005.

REFERENCES

1. Kapur, Ratna and Crossman, Brenda, Subversive Sites : Feminist Engagements with Law in India, Sage Publications, New Delhi, 1996.
2. Kapur, Ratna (ed.) Feminist Terrains in Legal Domain : Interdisciplinary EssayS on Women and Law in India, Kali for Women, New Delhi, 1996.
3. Shams, Shamusuddin, Women, Law and Social Change, Ashish Publishing House, New Delhi, 1991.
4. Narender Kumar Constitutional Law of India, Allahabad Law Agency, 2006
5. Jaisingh, Indira(ed) Justice for Women: Personal Laws, Women’s Rights and Law Reforms, The other India Press, Mapuse, Goa, 1996
6. Kapur, Ratna Knowing Ours Rights, Zubaan Publications, New Delhi, 2003
7. Ajay Kumar Marriage Laws in Indian Society, Manak Publications Pvt. Ltd., New Delhi, 2005

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

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

PWSE33 -WOMEN AND NGO MANAGEMENT

PWSE33	LEGAL ISSUES RELATED TO WOMEN		
	SEMESTER-III	5 Credits	6 Hours
Cognitive Level	K2 – Understand K3 – Apply K4 – Analyze K5 – Evaluate		
Objectives	<ul style="list-style-type: none">➤ To Enable the students to acquire knowledge about the basics of NGO Management role of Women in NGO Management.➤ To Give practical oriented experiences with NGO's and acquire the skills to write proposals and to raise funds.➤ To Train the students to acquire Skills in evolving development Strategies.		

UNIT I - Basics of NGO management

Principles of NGO, nature of management, definition of management –types of NGO - formation – ideology of NGOs-Voluntarism, Social work and Social action –Guidelines for formation in Five year Plan- Registration of NGOs-Society trust and trade union-byelaws and registration-difficulties in formation, Registrations and sustenance.

UNIT II NGO Management Functions

Role of NGOs in development process-NGOs headed by women-Contribution of NGOs in the Sphere of Education, health, Poverty alleviation, training and Women's development and Empowerment – Advocacy Programmes – Creating innovative, Cost effective and sustainable models-Social Marketing.

UNIT-III Administration and management of NGOs

Role of NGO in India-financial administration- challenges in NGOs in new millineum-Qualities of NGO Heads –Commitment to the Cause –Analytical vision – Professional approach –long term vision –Rapport building –Corruption free-Participatory Leadership –Case Studies of Women headed NGOs –Problems faced by NGOs with special reference to women.

UNIT IV Fund Raising: Strategies and approaches

Strategies and approach of NGOs in rural and urban settings – Area approach, Sectoral approach, Sectoral approach, issue based approach, multi dimensional approach-Curative, Preventive, and primitive strategies-grass root activism – fund raising activities – FCRA.- strategies for getting fund-corporate partnership - event marketing-need of event-steps for planning an event benefits of organising events –limitations of events- internet applications for fund raising-networking-exchange information-building contractors-sharing experience-lobbying.

UNIT V Planning and Implementation of Programmes

Planning and implementation of projects –monitoring and evaluation-Enlisting peoples participation –Placement with Women headed NGOs-Study the Structure and functions and problems and strategies adopted – Case Studies-Need for incorporating women in planning, women five year plans- impact of new economic Centre and policy on Women state Governments Programmes for Women’s Development – NGO’s role in Women’s Development.

References

1. ICSSR, Status of Women in India , Allied Publishers, New delhi,1974.
2. Department of Women and Child Development, National Perspective Plan for Women, Government of Indian, New Delhi 1988.
3. Ela.R. Bhatt, National Commission on Self Employed Women and Women in the Informal Sector, Govt.of India, Delhi.
4. Maithreyi Krishna Raj (Ed) Women’s Studies in India. Popular Prakashan,1986
5. S.C. Jain (ed) Women and technology, Rawat Publications,Jaipur,1985.

COURSE OUTCOMES

Upon completion of this course the students will be able to

- CO1: Knowledge about principals of NGO
- CO2: Knowledge functions of NGO
- CO3: Make aware of participatory leadership
- CO4: Understand fund raising and internet usage
- CO5: Critically analyze impact of new economic centre and policy

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	M	S	S	
CO3	S	S	S	S	S	S	S	M	S	S	M	S	
CO4	S	S	S	S	S	S	M	S	S	S	S	S	
CO5	S	S	S	S	S	S	M	M	S	S	S	S	

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

SEMESTER-IV
PWST41 - WOMEN AND GLOBALIZATION

PWST41	WOMEN AND GLOBALIZATION		
	SEMESTER-IV	5 Credits	6 Hours
Cognitive Level	K2 – Understand K4 – Analyze K5 – Evaluate		
Objectives	<ul style="list-style-type: none"> ➤ To Help the learners to understand the Meaning and Concept of Globalization and WomenEmployment. ➤ To Realise the intensity of Feminization of Poverty, Women and Economic Policiesin Gender Perspectives. ➤ To Train to acquire skills Challenging liberalization and globalization in order to sensitize globalization and its impact on women. 		

UNIT – I 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 – II 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- indian human development survey-MGNREGA Act-policy makers in formalization of indian job market.

UNIT – III Women and Economic Policies

Economic Policies and Patterns of Globalization – Growth as development, human development and gender inequalities; Macro – economy through the Gender lens.

UNIT – IV 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 – V 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. Boserup E. (1970). Women's Role in Economic Development, George Allen and Unwin, London.
2. United Nations Programme, **One Globe, Many People**, 2005.
3. United Nations Programme, **Planet in Peril**, 2006.
4. Maqurie The Globe-2009 in words worth

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	
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	

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

PWST42 - WOMEN AND ENVIRONMENT

PWST42	WOMEN AND ENVIRONMENT		
	SEMESTER-IV	5 Credits	6 Hours
Cognitive Level	K2 – Understand K4 – Analyze K5 – Evaluate		
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 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 as producers of life – Women’s 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-Nature of Eco-Feminism and Its Critiques in India.

UNIT II 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

UNIT III 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.

UNIT IV 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

UNIT V 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.

REFERENCES

1. Mies, M &V.Shiva. *Ecofeminism*. Delhi: Kali for Women, 1993.
2. Shiva, Vandana. *Ecology and The Politics of Survival*. New Delhi: Sage Publications, 1991.
3. Shiva Vandana, **Globalisations's New Wars: Seed, Water and Life Forms**, , Women Unlimited, New Delhi, 2005.
4. Braidotti, Rosi, **Women, the Environment and Sustainable Development: Towards a Theoretical Synthesis**, Zed Books, London, 1994.
5. United Nations Environment Programme, **One Planet, Many People**, 2005.
6. United Nations Environment Programme, **Planet in Peril**, 2006.

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 ad 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	M	S	S	M	S	S	S	S	S	M
CO2	S	S	S	M	S	S	S	S	S	S	S	M
CO3	S	S	S	M	S	S	S	M	S	S	M	S
CO4	S	M	S	S	S	S	S	S	S	S	S	S
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

Courses having focus on employability/entrepreneurship/ skill development			
Name of the Course	Course Code	Year of introduction	Activities with direct bearing on Employability/ Entrepreneurship/ Skill development
Introduction to Women's Studies	PWST11	2018	This course will be supportive to gain knowledge on women studies and undertake researches on women studies
Feminist Movements and Theories	PWST12	2018	observation skill of the students will be enhanced and supportive them to get employability
Introduction to Gender Studies	PWST13	2018	Gender based Analytical skill will be enhanced and students get Employability
Women and Development	PWST14	2018	This course will support the learner to equip women development programmes detail
Women and Education	PWSE1	2018	Thinking skill of the students will be enhanced and Employability opportunity will be there
Feminist Research Methodology	PWST21	2018	This course enhances the learners knowledge on feminist research perspective to get placed in women's studies researches.
Women and Health	PWST22	2018	This course will support the learner to enhance their knowledge on women health nutritious food to get women health empowerment
Women and Economy	PWST23	2018	analytical skills will be developed
Gender Disparities – A Demographic Perspective	PWST24	2018	this course will enhance the learners' knowledge on gender and demographic issues and support the students to get analytical skill
Life Skills and Counselling for Women	PWSE22`	2018	Women counseling skill will be enhanced by this course and employment opportunities in counselling centres and school or colleges.
Women in Technology and Entrepreneurship Skill	PWST31	2018	Importance of Technology for Entrepreneurship will be focused. So students will get a motivation to become entrepreneurs using technology

Women and Mass Media	PWST32	2018	communicative skill and presentation skill will be developed by this course
Women and Feminist Literature	PWST33	2018	This course will be enhancing thinking skills of the students.
Legal Issues Related to Women	PWST34	2018	This course will support the learner to provide legal aid to the women folk. And students critical thinking skill will be enhanced
Women and NGO Management	PWSE33	2018	The course will support the learner to manage an NGO with high leadership quality. Entrepreneurship will be enhanced
Women and Globalization	PWST41	2018	Importance of globalization and its impact on women will be focused.
Women and Environment	PWST42	2018	Importance of Generic Green skill is focused in this course