



**MOTHER TERESA WOMEN'S UNIVERSITY**

**KODAIKANAL-624101**



**DEPARTMENT & CENTRE FOR WOMEN'S  
STUDIES**

**B.A. WOMEN'S STUDIES**

**Curriculum Framework, Syllabus and  
Regulations**

**(Based on TANSCHÉ Syllabus under Choice Based Credit  
System CBCS)**



**(For the candidates to be admitted from the  
academic year 2023-2024)**

## **About the Program**

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.

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<b>CHOICE BASED CREDIT SYSTEM AND LEARNING OUTCOMES-BASED CURRICULUM FRAMEWORK BASED B.A. Women Studies SYLLABUS</b>	
<b>Programme:</b>	<b>B.A. Womens Studies</b>
<b>Programme Code:</b>	
<b>Duration:</b>	<b>3 Years (UG)</b>
<b>Programme Outcomes:</b>	<p><b>PEO1: Disciplinary Knowledge and skills:</b> Demonstrates theoretical and practical knowledge and understanding Women's Studies</p> <p><b>PEO2: Critical thinking, Analytical reasoning and problem solving</b> Applies disciplinary knowledge, understanding and transferable skills to the given context. Is capable of identifying and analysing problems and issues and seek solutions to real-life challenges.</p> <p><b>PEO3: Research and Scientific Reasoning</b> Demonstrates skills in feminist research through collection of relevant qualitative and quantitative data, analysis and interpretation of data using appropriate methodologies for formulating evidence based solutions and arguments</p> <p><b>PEO4: Co-operation/ Team Work</b> Is capable of contributing significantly and working enthusiastically both independently and in team.</p> <p><b>PEO5: Multicultural competence</b> Recognizes and assesses societal, environmental and cultural issues related to women and gender</p> <p><b>PEO6: Moral and Ethical awareness/reasoning:</b> Displays moral responsibility and values; Has a professional approach, is objective, unbiased and truthful in all aspects of work</p> <p><b>PEO7: Leadership readiness/qualities</b> Possesses leadership skills, takes initiative, mobilizes resources has the capacity to lead women.</p> <p><b>PEO8: Life long learning</b> Is capable of staying motivated to be updated consistently with content, concepts, theories, specializations, fields, technologies, books and avenues to meet professional and personal needs at any given instant.</p>

**Programme Specific Outcomes (PSOs)**

**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.

**PSO 2:** understand the way women centric ideas, values, and themes inform and impact culture and society, both past and present.

**PSO 3:** understand women studies both in Indian and international scenario, which helps the learners to have wide knowledge nationally as well as internationally.

**PSO 4:** motivate the students to get empowered and make others to empower.

**PSO 5:** contribute predominant role in policy making and acquire highleadership qualities

**3. Eligibility: Pass in +2**

**4. General Guidelines for UG Programme**

- a. **Duration:** The programme shall extend through a period of 6 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.
- b. **Medium of Instruction:** English
- c. **Evaluation:** Evaluation of the candidates shall be through continuous Internal Assessment and External Examination.
- d. **Evaluation Pattern**

Evaluation Pattern	Theory		Practical	
	Min	Max	Min	Max
Internal	10	25	10	25
External	30	75	30	75

- **Internal (Theory) : Test-3 (15) + Assignment-2 (5) + Seminar/Quiz-1(5) = 25**
- **External (Theory): 75**

**e. Question Paper Pattern for External Examination.****Max. Marks: 7****Time:3 Hrs.**

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

**\*Minimumcreditsrequiredtopass:140**

- **Project Report**

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

- **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

**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 lesser 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 UG Programmes are also applicable for this Programme.

	<b>PO 1</b>	<b>PO2</b>	<b>PO3</b>	<b>PO4</b>	<b>PO5</b>	<b>PO6</b>	<b>PO7</b>	<b>PO8</b>
<b>PSO 1</b>	Y	Y	Y	Y	Y	Y	Y	Y
<b>PSO 2</b>	Y	Y	Y	Y	Y	Y	Y	Y
<b>PSO3</b>	Y	Y	Y	Y	Y	Y	Y	Y
<b>PSO 4</b>	Y	Y	Y	Y	Y	Y	Y	Y
<b>PSO 5</b>	Y	Y	Y	Y	Y	Y	Y	Y

**3 – Strong, 2- Medium, 1- Low**

## Credit Distribution for UG Programmes

Sem I	Credit	H	Sem II	Credit	H	Sem III	Credit	H	Sem IV	Credit	H	Sem V	Credit	H	Sem VI	Credit	H
1.1 Part-1 Tamil or other Languages	3	6	2.1 Part-1 Tamil or other Languages	3	6	3.1 Part-1 Tamil or other Languages	3	6	4.1 Part-1 Tamil or other Languages	3	6	5.1 Core Course IX	4	5	6.1 Core Course – XIII	4	6
1.2 Part-2 English	3	6	2.2 Part-2 English	3	6	3.2 Part-2 English	3	6	4.2 Part-2 English	3	6	5.2 Core Course X	4	5	6.2 Core Course XIV	4	6
1.3 Core Course I	5	5	2.3 Core Course III	5	5	3.3 Core Course V	5	5	4.3 Core Course VII Core Industry Module	5	5	5.3 Core Course XI	4	5	6.3 Core Course XV	4	6
1.4 Core Course II	5	5	2.4 Core Course IV	5	5	3.4 Core Course VI	5	5	4.4 Core Course VIII	5	5	5.4 Core Course – / Project with viva-voce XII	4	5	6.4 Elective VII Generic/ Discipline Specific	3	5
1.5 Elective I Generic/ Discipline Specific	3	4	2.5 Elective II Generic/ Discipline	3	4	3.5 Elective III Generic/ Discipline	3	4	4.5 Elective IV Generic/ Discipline Specific	3	3	5.5 Elective V Generic/ Discipline	3	4	6.5 Elective VIII Generic/ Discipline Specific	3	5

			Specific			Specific						Specific					
1.6 Skill Enhancement Course-1	2	2	2.6 Skill Enhancement Course-2	2	2	3.6 Skill Enhancement Course 4, (Entrepreneurial Skill)	1	1	4.6 Skill Enhancement Course 6	2	2	5.6 Elective VI Generic/ Discipline Specific	3	4	6.6 Extension Activity	1	-
1.7 Skill Enhancement - (Foundation Course)	2	2	2.7 Skill Enhancement Course 3	2	2	3.7 Skill Enhancement Course 5	2	2	4.7 Skill Enhancement Course 7	2	2	5.7 Value Education	2	2	6.7 Professional Competency Skill	2	2
						3.8 Environmental Studies	-	1	4.8 Environmental Studies	2	1	5.8 Summer Internship /Industrial Training	2				
	<b>23</b>	<b>30</b>		<b>23</b>	<b>30</b>		<b>22</b>	<b>30</b>		<b>25</b>	<b>30</b>		<b>26</b>	<b>30</b>		<b>21</b>	<b>30</b>

**Total – 140 Credits**



**Credit and Hours Distribution System  
for all UG courses including Lab Hours**

**First Year – Semester-I**

<b>Part</b>	<b>List of Courses</b>	<b>Credit</b>	<b>No. of Hours</b>
Part-1	Tamil or other Languages	3	6
Part-2	English	3	6
Part-3	Core Courses & Elective Courses [in Total]	13	14
Part-4	Skill Enhancement Course SEC-1	2	2
	Foundation Course	2	2
		<b>23</b>	<b>30</b>

**Semester-II**

<b>Part</b>	<b>List of Courses</b>	<b>Credit</b>	<b>No. of Hours</b>
Part-1	Tamil or other Languages	3	6
Part-2	English	3	6
Part-3	Core Courses & Elective Courses including laboratory [in Total]	13	14
Part-4	Skill Enhancement Course -SEC-2	2	2
	Skill Enhancement Course -SEC-3 (Discipline / Subject Specific)	2	2
		<b>23</b>	<b>30</b>

**Second Year – Semester-III**

<b>Part</b>	<b>List of Courses</b>	<b>Credit</b>	<b>No. of Hours</b>
Part-1	Tamil or other Languages	3	6
Part-2	English	3	6
Part-3	Core Courses & Elective Courses including laboratory [in Total]	13	14
Part-4	Skill Enhancement Course -SEC-4 (Entrepreneurial Based)	1	1
	Skill Enhancement Course -SEC-5 (Discipline / Subject Specific)	2	2
	Environmental Studies	-	1
		<b>22</b>	<b>30</b>

**Semester-IV**

<b>Part</b>	<b>List of Courses</b>	<b>Credit</b>	<b>No. of Hours</b>
Part-1	Tamil or other Languages	3	6
Part-2	English	3	6
Part-3	Core Courses & Elective Courses including laboratory [in Total]	13	13
Part-4	Skill Enhancement Course -SEC-6 (Discipline / Subject Specific)	2	2
	Skill Enhancement Course -SEC-7 (Discipline / Subject Specific)	2	2
	Environmental Studies	2	1
		<b>25</b>	<b>30</b>

**Third Year  
Semester-V**

<b>Part</b>	<b>List of Courses</b>	<b>Credit</b>	<b>No. of Hours</b>
<b>Part-3</b>	Core Courses including Project / Elective Based	22	28
<b>Part-4</b>	Value Education	2	2
	Internship / Industrial Visit / Field Visit	2	
		<b>26</b>	<b>30</b>

**Semester-VI**

<b>Part</b>	<b>List of Courses</b>	<b>Credit</b>	<b>No. of Hours</b>
<b>Part-3</b>	Core Courses including Project / Elective Based & LAB	18	28
<b>Part-4</b>	Extension Activity	1	-
	Professional Competency Skill	2	2
		<b>21</b>	<b>30</b>

**Consolidated Semester wise and Component wise Credit distribution**

Parts	Sem I	Sem II	Sem III	Sem IV	Sem V	Sem VI	Total Credits
<b>Part I</b>	3	3	3	3	-	-	12
<b>Part II</b>	3	3	3	3	-	-	12
<b>Part III</b>	13	13	13	13	22	18	92
<b>Part IV</b>	4	4	3	6	4	1	22
<b>Part V</b>	-	-	-	-	-	2	2
<b>Total</b>	23	23	22	25	26	21	<b>140</b>

**\*Part I, II, and Part III components will be separately taken into account for CGPA calculation and classification for the under graduate programme and the other components. IV, V have to be completed during the duration of the programme as per the norms, to be eligible for obtaining the UG degree.**

<b>Methods of Evaluation</b>		
<b>Internal Evaluation</b>	Continuous Internal Assessment Test	25 Marks
	Assignments	
	Seminars	
	Attendance and Class Participation	
<b>External Evaluation</b>	End Semester Examination	75 Marks
	Total	100 Marks
<b>Methods of Assessment</b>		
<b>Recall (K1)</b>	Simple definitions, MCQ, Recall steps, Concept definitions	
<b>Understand/ Comprehend (K2)</b>	MCQ, True/False, Short essays, Concept explanations, Short summary or Overview	
<b>Application (K3)</b>	Suggest idea/concept with examples, Suggest formulae, Solve problems, Observe, Explain	
<b>Analyze (K4)</b>	Problem-solving questions, Finish a procedure in many steps, Differentiate between various ideas, Map knowledge	
<b>Evaluate (K5)</b>	Longer essay/ Evaluation essay, Critique or justify with pros and cons	
<b>Create (K6)</b>	Check knowledge in specific or offbeat situations, Discussion, Debating or Presentations	

(As per TANSCHÉ from 2023-24)

<b>SEMESTER I</b>				
<b>Part</b>	<b>Course Code</b>	<b>List of Courses</b>	<b>Credit</b>	<b>No. of Hours</b>
<b>Part-1</b>	U23TAL11	Language-1 – Tamil	3	6
<b>Part-2</b>	U23ENL21	Language-2 – English	3	6
<b>Part-3</b>	U23WST11	Core-I: History of Women's Studies in India	5	5
	U23WST12	Core-II: Concepts in Women's Studies	5	5
	U23WSE11	Elective-1: Women and Development	3	4
<b>Part-4</b>	U23WSS11	Skill Enhancement Course (NME) – (SEC-1): Communication and Career Development	2	2
	U23WSF11	Foundation Course (FC): Foundation in Women's Studies	2	2
<b>Total</b>			<b>23</b>	<b>30</b>

<b>SEMESTER II</b>				
<b>Part</b>	<b>Course Code</b>	<b>List of Courses</b>	<b>Credit</b>	<b>No. of Hours</b>
<b>Part-1</b>	U23TAL12	Language-1 – Tamil	3	6
<b>Part-2</b>	U23ENL22	Language-2 – English	3	6
<b>Part-3</b>	U23WST23	Core-III: Emergence of Women's Studies in India and Abroad	5	5
	U23WST24	Core-IV: Field Work Practicum	5	5
	U23WSE22	Elective-2 Gender Issues in India	3	4
<b>Part-4</b>	U23WSS22	Skill Enhancement Course (SEC-2) – Soft Skills	2	2
	U23WSS23	Skill Enhancement Course (SEC-3) (Discipline / Subject Specific) – Women and Environmental Studies	2	2
<b>Total</b>			<b>23</b>	<b>30</b>

**SEMESTER I**

Title of the Course		History of Women's Studies in India								
Category	Year	L	T	P	O	Credits	Inst Hrs	Marks		
	Sem							CIA	External	Total
Core I	U23WST11	Y		Y		5	5	25	75	100

**Learning Objectives**

To enable the students to:

- Learn about Women's Studies
- Learn an overview of the Academic discipline of Women's Studies and its genesis.
- Learn the different perceptions of Women's Studies

**Content****Unit I Introduction to Women's Studies (10 hrs)**

Concept of Women's Studies – Origin, Growth & Development of Women's Studies  
Nature and Scope of Women's Studies

**Unit II Women's Studies –An academic discipline (15 hrs)**

Aims and Objectives of Women's Studies – Emergency of Women's Studies as an Academic Discipline -Women's Studies VS Gender Studies

**Unit III UGC Initiatives (20 Hrs)**

Role of UGC Women's Studies Centre in India and Tamil Nadu - Contribution and Impact of Women's Studies initiative abroad.

**Unit IV Women's Studies in Different Perspectives(15hrs)**

Challenges of in Incorporating Women's Studies into other disciplines – Women Studies as a Inter disciplinary subject- differing perspective in women's studies

**Unit V Initiatives towards Women Development (15hrs)**

Central and State Government initiation towards Women's Studies - National Commission for Women - NIPCCD - Department of Women and Child Development, CEDAW - NGOs. Achievement and Challenges-local & global self help group-TNWDC (Tamil Nadu Women Development Corporation)

**Course Outcomes:**

**After successful completion of the course the student will be able to:**

- CO1.** Understand about Women's Studies
- CO2.** Defend women's studies as an academic discipline
- CO3.** Understand the initiatives of UGC for women's studies

**CO4.** Explain different perspectives of women's studies

**CO5.** Make aware of various initiatives of state and central governments for women folk.

**References:**

1. Neera Desai, Maithreyi Krishnaraj, Women and Society in India, Delhi, 1987.
2. Susheela Kaushik, Women's Studies Perspectives, UGC, New Delhi, 2008.
3. Gokilavani, Women's Studies, Principles, Theories and methodology.
4. John Charvet, Model Ideologies Feminism London 1982.
5. Omvedit Gail, Feminism and Women's movement in India, SNTD Women's University.

**E-Learning Resources:**

- <https://www.studocu.com/in/document/jamia-millia-islamia/sociology-of-gender/evolution-of-women-studies-as-an-academic-discipline/24315844>
- <https://feminisminindia.com/2017/07/26/evolution-womens-studies-india/>

Title of the Course		Concepts in Women's Studies								
Category	Year	L	T	P	O	Credits	Inst Hrs	Marks		
	Sem I							CIA	External	Total
Core II	U23WST12	Y		Y		5	5	25	75	100

### Learning Objectives

- To impart a significant body of knowledge to students about the social construction of women and gender
- To elaborate on the concept of patriarchy and male dominance in society and its impact on women
- To make the student understand the concepts of masculinity and femininity as analytical categories

### Content

#### Unit I Basic Concepts:( 15 hours)

Sex - Gender - Gender Roles – feminism- Discrimination - women Identity - Gender Ideology - Gender Stereotypes - Gender Division of Labour – Patriarchy- Matriarchy – Masculinity

#### Unit II Key concepts (15 hours)

Women's studies-Gender studies- Gender Analysis – Gender Needs - Gender Planning - Gender Training – Gender-based Violence – Gender Mainstreaming – Gender Audit – Gender Budget – Gender Sensitization

#### Unit III Terminology: (20hours)

Femininities - Masculinities - Determinism – Dualism – Reductionism – Objectification – Socialization - Internalization.

#### Unit IV Women Equality and Equity (13 hours)

Concepts-equality and equity- GDI-HDI-GEM

#### Unit V Women Empowerment (12 hours)

Meaning-concepts-various schemes of women empowerment

### Course Outcome:

- Gain knowledge about the social construction of women and Gender
- Understand the concepts of patriarchy and male dominance in the society
- Acquire knowledge about the concepts of masculinity and femininity as analytical categories

- Understand the social differences between men, women, and other gender identities in the society
- Understand the meaning of women and gender empowerment

**Reference and Textbooks:**

- Butler, Judith (1990). *Gender Trouble*. Routledge, New York
- Cann, Carole (2020). *Feminist Theory Reader: Local & Global Perspectives* (5th ed). New York: Routhledge.
- Chandra Pandey, Umesh, & Kumar, Chhabi (2020). *SDG5 - Gender Equality and Empowerment of Women and Girls*. Emerald Publishing Limited
- Saraswathi, Ayu., Shaw, Barbara, & Rellihan, Heather (2020). *Introduction to Women's, Gender and Sexuality Studies: Interdisciplinary and Intersectional Approaches* (2nd ed). Oxford University Press.

**e-Learning Resources:**

- <https://www.studocu.com/in/document/jamia-millia-islamia/status-of-women-in-india/objectives-major-concept-and-relevance-of-women-studies/23025619>
- <https://www.encyclopedia.com/history/united-states-and-canada/us-history/womens-studies>

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Title of the Course		Women and Development								
Category	Year	L	T	P	O	Credits	Inst Hrs	Marks		
	Sem I							CIA	External	Total
Elective I	U23WSE11	Y		Y		3	4	2 5	75	100

### Learning Objectives

- 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.

### Content

#### Unit I Development (10 hours)

Meaning and concepts – Indicators-theories of development –types of development planning

#### Unit II Development in Gender Perspectives (17 hours)

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

#### Unit III Women and Technology (25 hours)

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 (10 hours)

Mexico-Copenhagen-Nairobi- Beijing-Beijing+5

#### Unit V Women Development in Five Year Plan (13 hours)

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

### Course Outcomes

After successful completion of the course the student will be able to

- **CO1.** Understand the meaning and concepts of development.
- **CO2.** Differentiate Development in gender perspective
- **CO3.** Identify technology supporting women empowerment
- **CO4.** Analysis the purpose of conferences and impact of various conferences on women.
- **CO5.** Understand various schemes on women development

## **References**

- Paul Chowdary, D. "Women Welfare and Development (A Source Book)", Inter-India Publication, New Delhi – 2001.
- Lakshmi Devi, "women Empowerment and Societal improvement", Anmol Publications, Pvt. Ltd., New Delhi – 2008.
- Lakshmi Devi, "Women and Development", Anmol Publications, New Delhi – 2001
- 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.
- Mahadevan, "women and Population Dynamics (Perspectives from Asian Countries)", Sage Publications, New Delhi – 1999.
- Maithreyi Krishnaraj, "Women and Development (The Indian Experience)", Shubhada Saraswat Prakasam, Pune, 2001

## **E-learning resources**

- <https://www.un.org/sustainabledevelopment/gender-equality/>
- <https://vikaspedia.in/social-welfare/women-and-child-development/women-development-1>
- <https://www.unfpa.org/resources/issue-7-women-empowerment>

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Title of the Course		Communication and Career Development								
Category	Year	L	T	P	O	Credits	Inst Hrs	Marks		
	Sem I							CIA	External	Total
SEC-1	U23WSSE11	Y		Y		2	2	25	75	100

### Learning Objectives

- To help the students to understand and improve their communication skills
- To enhance their holistic development and improve their employability skills
- To create awareness on the importance of communication skill.

### Content

#### Unit I Communication – An Introduction ( hours)

Meaning, Definition, Nature and scope of communication – Importance and purpose of communication –types of communication

#### Unit II Non – Verbal Communication (6 hours)

Meaning and its importance – Personal appearance – Gestures – Postures – Eye Contacts – Body language(Kinesics), - Silence – Facial Expression.

#### Unit III Effective Communication ( 6 hours)

Essentials of effective Communication - Communication techniques – Barriers to communication – How it helps for career development.

#### Unit IV Preparing for a career ( 6 hours)

Identifying job openings – applying for a job – preparing cover letters, CV/ Resume and effective profiling.

#### Unit V Presentation skills (6 hours)

Preparing for a presentation – greeting and introducing – presenting a paper – group discussion – preparing for facing interviews-Fundamentals and Practice Session.

#### After successful completion of the course the student will be able to

- **CO1.** Understand the meaning and concepts of development.
- **CO2.** Holistic development of communication skill
- **CO3.** Identify the usage and importance of communication skill in day to day activities
- **CO4.** Analysis the purpose of using communication skill for career development.

## **References**

1. Basic communication skills for Technology, Andreja. J. Ruther Ford, 2nd Edition, Pearson Education, 2011
2. Communication skills, Sanjay Kumar, Pushpalata, 1st Edition, Oxford Press, 2011
3. Organizational Behaviour, Stephen .P. Robbins, 1st Edition, Pearson, 2013
4. Brilliant- Communication skills, Gill Hasson, 1st Edition, Pearson Life, 2011
5. The Ace of Soft Skills: Attitude, Communication and Etiquette for success, Gopala Swamy Ramesh, 5th Edition, Pearson, 2013
6. Developing your influencing skills, Deborah Dalley, Lois Burton, Margaret, Green hall, 1st Edition Universe of Learning LTD, 2010
7. Communication skills for professionals, Konar nira, 2nd Edition, New arrivals – PHI, 2011 8

## **E-learning resources**

- <https://www.habitsforwellbeing.com/9-effective-communication-skills/>
- <https://www.coursera.org/specializations/improve-english>

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Title of the Course		Foundation in Women's Studies								
Category	Year	L	T	P	O	Credits	Inst Hrs	Marks		
	Sem I							CIA	External	Total
Foundation Course	U23WSF11	Y		Y		2	2	25	75	100

### Learning objectives

On successful completion of the course, the student will be able to

- Recognize the roots and structures of inequality between women and men from which arise the power relations that discriminate and subordinate women.
- Identify the multifaceted roles played by women in the family, socially and professionally.
- Interpret the challenges women confront that seek to undermine their potential, limit available choices and restrict mobility.
- Examine the role and growth of women as catalysts and change agents in moving towards a just world.

### Content

#### Unit I Introduction to Concepts and Themes (10 hours)

Define Gender and sex – Distinctions between gender and sex -gender and socialisation agents of socialisation - gender stereotyping- Gender Polarization - Androcentrism – masculinity and femininity- Power Relations – Matriarchy - Patriarchy- Biological Determinism Private vs Public space- personal is political – Inter connections of Gender relations in the changing contexts – Gender Equality and Gender Equity.

#### Unit II Gender Roles of Women (8 hours)

Women's Role in the Family & Society- Productive- Reproductive and Community Roles- Role in gender attitudes - debates on measuring household work- challenges of valuing women's work invisibility and unpaid labour - changing gender roles- increasing economic participation of women - Challenges in the care economy in Family and State - Women's participation in governance and public space- professional roles

#### Unit III Issues and Challenges (15 hours)

The girl child – Decline in Child Sex Ratio –son preference and sex selective abortions- role of Assisted Reproductive technologies and gender – MTP and PCPNDT ACT 1994 [Pre Conception and Pre Natal Diagnostic Technique ACT. Gender and Health – Malnutrition - Vicious cycle of poor health – Women's mental health - Gender in contraceptive and sterilization techniques – Understand our Bodies – Menstrual hygiene and others. Violence against women – Violence in Public and Private spheres - Different forms of violence - - Vishaka Guidelines on Sexual Harassment at the Workplace Gender Stereotyping and Objectification – Women's body – A Market for beauty products industry – Beauty Stereotypes.

Decision making power and Social Power of women - Women's education - skills - capacity building - resources- Assets - Credit – Infrastructures

#### **Unit IV Sexual Harassment at Workplace (9 hours)**

(PREVENTION, PROHIBITION AND REDRESSEL) ACT, 2013 - Protection of Women from Domestic Violence ACT 2005 – Legislations for protecting children from child abuse – Convention on Elimination of all Forms of Discrimination Against Women - CEDAW. Women in Media

#### **Unit V Towards a Just World – Women as Catalysts and Changemakers (8 hours)**

Stories of women who have challenged patriarchal norms - The story of Betty Freidan – Krishnammal Jaganathan – Soundaram, Annai Veeramal- Chinnapillai- Indira Jeyasingh, Aruna Roy. An introduction to Self Defense in the event of physical assaults – Practical demonstrative sessions.

#### **Reference Books**

- Kak, Shakthi., Pati, Biswamoy, Exploring Gender Equations in Colonial and Post Colonial India, New Delhi, Nehru Memorial Museum & Library, 2001, Chapters: 1st & II chapters
- Majumdar, Maya, Encyclopedia of Gender Equality through Women Empowerment, 1st Edition, I & II, New Delhi, SARUP & SONS, 2001.
- Ratnakumari, B, Gender and Globalizaion – A Comparative Perspective Between Europe and India, New Delhi, Kanishka Publishers & Distributors, 2010.

#### **E -Learning Resources**

- <http://ncw.nic.in>
- [http://www.nawoindia.org/national alliance of women](http://www.nawoindia.org/national_alliance_of_women)
- [www.iimidr.ac.in/iimi/images/IIM/CCSH\\_GOI\\_Instructions.pdf](http://www.iimidr.ac.in/iimi/images/IIM/CCSH_GOI_Instructions.pdf)
- <http://www.un.org/womenwatch/daw/cedaw>
- <http://www.un.org/womenwatch/daw>

Title of the Course		Emergence of Women's Studies in India and Abroad								
Category	Year	L	T	P	O	Credits	Inst Hrs	Marks		
	Sem II							CIA	External	Total
Core III	U23WST23	Y		Y		4	5	25	75	100

### Learning Objectives

- To enable the students to:
- To explain necessary historical context facilitated on women's studies
- To understand the emergence and growth of women's studies as an academic representative of Women's movements in India and west
- To analyse various movements of feminism.

### Content

#### Unit –I Emergence of Women's Studies (16 hours)

First and Second wave of feminism, critique of creation of knowledge and emergence of women's studies in the West. Relationship between feminism and women's studies

#### Unit –II 19th Century Social Reform movement (16 hours)

Emergence of Women's question in India 12h – contributions of Brahma Samaj, Arya Samaj, Prarthana Samaj, Rammohan Roy, Ishwarchandra Vidyasagar, Jyotiba Phule and Savitribai Phule, Pandita Rama Bai, Tarabai Shinde, E.V. Ramaswamy.

#### Unit –III Women's Studies programme (12 hours)

Publication of "Towards Equality" -Report on the Status of women and Origin and growth of women's studies programme in India, Women's study as an agent of change , UGC programme on Women's Studies Centres and cells, constraints faced by Women's Studies as an academic discipline

#### Unit –IV Issue based contemporary Women's Movement: (16 hours)

Reshaping women's question 12hr The campaign against dowry, Mathura and Nirbhaya Rape case and change in Rape Laws, Chipko and Appiko :women's movement for safe environment , Movement for Uniform civil code and Shahbano case

#### Unit –V Women specific Institutions in India. (15 hours)

National and State Commission for Women. Women Development Corporation. Social Welfare Board. Dept of Women and Child Welfare

### Course Outcome:

*Mother Teresa Women's University, Kodaikanal – 624101*

- CO1: Understand the need of women's studies  
CO2: Analyse major social movements for women  
CO3: Explain the major contemporary movements in India  
CO4: Understand the real challenges for women  
COT5: Understand the women specific institutions in India.

**References:**

- 1.Radha Kumar (1993) *The History of Doing, Zubaan*
- 2.Sharma, Kumud, *Shared Aspirations, Fragmented Realities: Contemporary Women's Movement in India: Its Dialectics and Dilemmas*, Occasional Paper No. 12, CWDS, New Delhi, 1989
- 3.Maithreyi Krishna Raj, *Women Studies in India – Some Perspectives*, Popular Prakasham, Bombay, 1986
- 4.Devaki Jain and Pam Rajput (Ed) *Narratives from the Women's Studies Family – Recreating Knowledge*, Sage, New Delhi 2003
- 5.Bonnie G. Smith, 2013 *Women's Studies: the Basics*, Routledge

**E learning resources**

- <https://www.outlookindia.com/national/women-and-protest-5-iconic-movements-led-by-indian-women-that-shattered-status-quo-news-185897>
- <https://rajdhanicollege.ac.in/admin/ckeditor/ckfinder/userfiles/files/women%20movement%20in%20Contemporary%20India.pdf>



Title of the Course		Field Work Practicum								
Category	Year	L	T	P	O	Credits	Inst Hrs	Marks		
	Sem I							CIA	External	Total
Core IV	U23WST24	Y		Y		5	4	25	75	100

### COURSE OBJECTIVES

The learner will be able to

- Gain knowledge on various tools and techniques of training programme for different stakeholders
- Get familiar with various organizations and institutions that work for the upliftment of people in vulnerable society
- Understand the concept of training and engage in methods and techniques of training acquire knowledge on agencies involved in Training and Development.

### Content

#### Unit-I

Concept of Training: Training and learning - Types of training - Role of training and capacity building in Human Resource Development

#### Unit-II

Methods and Techniques of Training: Tools and Techniques for Training

#### Unit-III

Designing and evaluation of Training Programs for different Stakeholders: Grass root Functionaries

#### Unit - IV

Training Methods and Techniques – Practice: Develop Training Modules for specific target groups and Learning

#### Unit - V

Agencies involved in Training and Development: NGOs, GOs and Corporate

### Course Outcome:

- Able to design and evaluate the training programmes for different stake holders
- Aware about various international & national initiatives that focus on gender equity and equality
- Understand the concept of training
- Engage in methods and techniques of training
- Acquire knowledge on agencies involved in Training and Development

### Reference:

- Anisur, Rehman (2011). Human Rights and Social Security; perspectives, issues and challenges. New Delhi:
- Manak Kodwani, Amitabh Deo & Noe, Raymond (2017). Employee Training and Development. McGraw Hill Education

- Lyton R., & Pareek U. (1990). Training for Development. New Delhi: Vistaar Publications
- Manoj Kumar Singh (2015). A Women and Human Rights. New Delhi:
- Akashdeep Stanely, Ross (2019). Training and development in Organizations-An Essential Guide for Trainers. Routledge

Title of the Course		Gender Issues in India								
Category	Year	L	T	P	O	Credits	Inst Hrs	Marks		
	Sem							CIA	External	Total
Elective II	U23WSE22	Y		Y		4	5	25	75	100

### Course Objectives

- To understand Indian culture and gender
- To understand gender concepts in India
- To create awareness gender issues
- To sensitize gender development and empowerment

### Unit-I: Introduction (15 hours)

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

### Unit-II: Women Issues (15 hours)

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

### Unit-III: Transgender issues (15 hours)

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

### Unit-IV: Gender development (15 hours)

Various types of gender- meaning and concepts of gender development- Gender empowerment- gender development in India-

### Unit-V: Gender Empowerment (15 hours)

Sustainable goal and gender-Beijing platform - CEDAW-National policy for development-Towards equality - The millennium declaration.

### 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

**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.

**E-Learning sources**

- <https://www.un.org/womenwatch/daw/cedaw/>
- <https://humanrights.gov.au/our-work/sex-discrimination/convention-elimination-all-forms-discrimination-against-women-cedaw-sex>

Title of the Course		Women and Environmental Studies								
Category	Year	L	T	P	O	Credits	Inst Hrs	Marks		
	Sem II							CIA	External	Total
SEC III	U23WSS23	Y		Y		2	2	25	75	100

### Course Objectives

- To highlight the concept of women and environmental studies, its importance.
- To focus on the renewable and non-renewable resources and its types.
- To create awareness on environmental pollution.
- To understand the concept of ecosystem and food chain process.

### Unit I Concept of women and environment (4 Hours)

The multidisciplinary of environmental studies: Definition - scope and importance - Need for public awareness –women in nature

### Unit 2: Natural Resources (8 Hours)

Renewable and non-renewable resources: Natural resources and associated problems. Forest resources - Water resources - Mineral resources - Energy resources - Land resources - Role of women in conservation of natural resources - Equitable use of resources for sustainable lifestyles-greenbelt movement.

### Unit 3: Ecosystems (6 Hours)

Concept of an ecosystem - Structure and function of an ecosystem - Producers, consumers and decomposers - Energy flow in the ecosystem - Ecological succession - Food chains, food webs and ecological pyramids-Eco feminism.

### Unit 4: Biodiversity and its conservation (8 hours)

Introduction – Definition: genetic, species and ecosystem diversity – Bio geographical classification of India - Biodiversity at global, national and local levels · India as a mega-diversity nation - Hot-spots of biodiversity - Conservation of biodiversity and women: In-situ and Ex-situ conservation of biodiversity

### Unit 5: Environmental Pollution (6 hours)

Definition - Causes, effects and control measures of: a. Air pollution b. Water pollution c. Soil pollution d.Noise pollution e. Thermal pollution f. Nuclear pollution - Solid waste management: Causes, effects and control measures of urban and industrial wastes- Role of women in prevention of pollution.

### Course Outcome

- CO1: Understand the concept of environmental studies
- CO2: Make awareness on natural resources
- CO3: Understand the changing pattern of Food chain.
- CO4: Explain and understand about biodiversity and ecosystem.

- CO5: Create awareness about pollution and its causes.

### **References**

- Asthana, D. K. (2006).Text Book of Environmental Studies. S. Chand Publishing.
- Basu, M., Xavier, S. (2016). Fundamentals of Environmental Studies, Cambridge University Press, India
- Basu, R. N., (Ed.) (2000). Environment. University of Calcutta, Kolkata
- Bharucha, E. (2013). Textbook of Environmental Studies for Undergraduate Courses. Universities Press.
- De, A.K., (2006).Environmental Chemistry, 6th Edition, New Age International, New Delhi.
- Mahapatra, R., Jeevan, S.S., Das, S. (Eds) (2017). Environment Reader for Universities, Centre for Science and Environment, New Delhi.
- Masters, G. M., &Ela, W. P. (1991).Introduction to environmental engineering and science.
- Englewood Cliffs, NJ: Prentice Hall. Odum, E. P., Odum, H. T., & Andrews, J. (1971).Fundamentals of ecology. Philadelphia: Saunders.
- Sharma, P. D., (2005).Ecology and environment.Rastogi Publications