

BHARATHIAR UNIVERSITY: COIMBATORE- 46
UNIVERSITY DEPARTMENT
M.A. WOMEN'S STUDIES
(For the University students admitted from the academic year 2018-2019 onwards)
SCHEME OF EXAMINATIONS - (CBCS Pattern)

SEM	Paper: Core, Elective, Supportive	Subject	University Examination				
			CH	CIA	ESE	Total	Credit
I	Core –I	Introduction to Women's Studies	4	25	75	100	4
	Core –II	Feminist Research Methodology	4	25	75	100	4
	Core –III	Gender and Social Institutions	4	25	75	100	4
	(Optional)	Gender and Society	4	25	75	100	4
	Core IV	<i>Field Practicum I-Observation Visits, Group Projects & Viva-Voce</i>	12	60	40	100	4
	Elective –I	Women and Media	4	25	75	100	4
		Introduction to Counselling and Guidance					
		Women Social Problems and Welfare Status					
Supportive - I	<i>Students Choose Supportive Course Offered In Other Departments</i>	2	12	38	50	2	
II	Core – V	Feminist Theories and Thinkers	4	25	75	100	4
	Core – VI	Women's Movement	4	25	75	100	4
	Core – VII	Women and Entrepreneurship	4	25	75	100	4
	(Optional)	Entrepreneurship opportunities in India	4	25	75	100	4
	Core – VIII	<i>Field Practicum II- Observation, Visits, Group Projects & Viva-Voce</i>	12	60	40	100	4
	Elective – II	Women and Governance	4	25	75	100	4
		Personality Development and Gender perspective					
		Leadership and Team Building In Gender Perspective					
Supportive - II	<i>Students Choose Supportive Course Offered In Other Departments</i>	2	12	38	50	2	
III	Core –IX	Legal Framework for Women	4	25	75	100	4
	Core – X	Women and Education	4	25	75	100	4
	Core – XI	Psychology of Women and Gender	4	25	75	100	4
	Core - XII	Women and Health	4	25	75	100	4
	(Optional)	Women's Sexual and Reproductive Health	4	25	75	100	4
	Core XIII	<i>Field Practicum III- Observation, Visits, Group Projects & Viva-Voce</i>	12	60	40	100	4
	Elective –III	Environment and Women	4	25	75	100	4
		Gerontology and Geriatrics in Indian Perspective					
	Psychology in Feminist Perspectives of Women						
Supportive - III	<i>Students Choose Supportive Course Offered In Other Departments</i>	2	12	38	50	2	
IV	Core – XIV	Globalization and Women	4	25	75	100	4
	Core – XV	Human Resource Development and NGO	4	25	75	100	4
	Core – XVI	Dimensions of Women Empowerment	4	25	75	100	4
	(Optional)	Gender Empowerment	4	25	75	100	4
	Core-XVII	<i>Project work and Viva-Voce</i>	12	-	-	200*	8
	Total				2250	90	

CORE I- Introduction to Women's Studies

2018 WST AC 01

Credit Hours: 4

Objectives

- To give overview of the Academic discipline of Women's Studies and its genesis
- To familiarize students with key institutions, concepts, issues, & status in Women's Studies

Learning Outcome

- The student will understand the significance of Women's Studies discipline
- The student will be sensitized on gender issues
- Gain knowledge on social systems of the society

Unit I Growth of Women's Studies: Objectives and scope of Women's Studies- Need for Women's Studies- Introducing Women's Studies in Higher Education – Role of Women's Studies centre – Women Studies Programme in India- UGC Initiatives-Women's Studies in Tamilnadu

Unit II Gender Socialization - Stages–Agencies of socialization–Social Construction of Gender – Sex and Gender – Gender Discrimination – Gender Stereotyping – Gender Sensitivity - Gender Roles – Gender Perspective – Gender Analysis – Gender Auditing – Gender Budgeting – Gender Equity – Gender Equality - Gender mainstreaming

Unit III Issues related to Female Children: Female foeticide–Female infanticide–Child Marriage – Prostitution – Transgender and juvenile girls – HIV positive children–Differently abled Children

Unit IV Women and Institutions of Social System: Family–types –Marriage–types of marriage- Multiple roles of women - Caste –Class- Culture-Religion and Social system

Unit V Status of Women: Status–Concept - Meaning - Definition - Types of status–Achieved and Ascribed status – factors and indicators of status of women - Status of women in Indian Society- Emerging trends in Women's Studies

References

1. C.N. Shankar Rao, 2009 (Revised edition), Sociology: Principles of Sociology with an introduction to Social Thoughts, S.Chand & Company Ltd. New Delhi.
2. Sarkar.I., 2008, Women in Changing Society, Serials Publication, New Delhi.
3. Sudha Sharma, 2007, Women Marriage in India, Vital Publications Jaipur, India
4. Dr. L. Thara Bhai, 2000, Women's Studies in India, Efficient offset printers
5. Leela Kasthuri, 1995, "Development, Patriarchy, and Politics: Indian Women in the Political
6. Maithreyi Krishna Raj, 1986, *Women Studies in India–Some Perspectives*, Popular Prakasham, Bombay,.
7. https://en.wikipedia.org/wiki/Women%27s_studies
8. <https://en.wikipedia.org/wiki/Socialization>
9. <https://www.globalcitizen.org/en/content/9-key-issues-affecting-girls-and-women-around-the/>
10. <http://brewminate.com/social-institutions-family-religion-and-education/>
11. <http://www.unwomen.org/en/csw/brief-history>

CORE II- Feminist Research Methodology

2018 WSTAC 02Credit Hours: 4

Objectives:

- To understand the basics of research methods
- To learn the methodologies to do research

Learning Outcome:

- Gain knowledge on research methods
- Gain knowledge on different types of data collection
- Knowledge on report and article writing
- Understand the significant of scientific research

Unit I Introduction to Research Methodology: Meaning of Research-Objectives-Types-Significance of Research-Introduction to Qualitative Research- Introduction to Quantitative Research - Understanding Mixed Methods for Research in Social Science

Unit II Research in Multi disciplinary and Inter Disciplinary Approaches : Feminist Perspective in different Disciplines- Intersectional Analysis – Examining the Intersections of Feminism with other disciplines - Testing the validity of theories from various disciplines within the framework of Feminism- Expanding Scope/ Horizons for other disciplines using Feminist Research Methods

Unit III Research Design: Meaning of Research Design-Need for Research Design-Features of good design-Techniques and methods of data collection-Hypothesis-Scaling Techniques - Identifying Research Problem Literature Review - Relevant Reading for Topic Ideas- Topic Mapping and Brainstorming Analysing- Existing Research materials and Identifying Research Gap- Group Discussions - Idea sharing- Insights and Perspectives

Unit IV Data Analysis and Data Interpretation - Mean-Median-Mode- Range-Mean deviation-Standard Deviation-Correlation-Regression-Chi-square-ANOVATEchnique-Factor Analysis-Using SPSS

Unit V Report Writing: Meaning of Interpretation-Significance of Report Writing-Layout of Research Report –Precautions for Writing Research Report- Documentation and Citation Styles - Acknowledging Sources and Awareness on Plagiarism- Oral presentation.

References:

1. Ekwali Imam, 2015, Basics of Research Methodology, New India Publishing Agency, New Delhi.
2. Kothari, C.R and Gaurav Garg, 2014, Research Methodology: Methods and Techniques, New Age International Publishers.
3. Baker, Therese L. 2014. Doing Social Research (3rd Edition). New Delhi: Tata McGraw Hill.
4. Sajeevan Rao, A & Deepak Tyagi 2009, Research Methodology with SPSS, Shree Niwas Publications, Jaipur.
5. Verma and Gopal Verma, 2006, Research methodology, Commonwealth Publishers, New Delhi.
6. Matt Henn and Mark Weinstein, Nick Foard, 2006, A Short Introduction to Social research, Vistaar Publications, New Delhi.

7. Sotirios Sarantakos, 1998, Social Research, Macmillan Press Ltd, London.
8. http://shodhganga.inflibnet.ac.in/bitstream/10603/4148/10/10_chapter%203.pdf
9. <http://heimeriks.net/2002issi.pdf>
10. https://en.wikipedia.org/wiki/Research_design
11. https://en.wikipedia.org/wiki/Data_analysis
12. <https://www.monash.edu/rlo/quick-study-guides/writing-a-report>

CORE III – Gender and Social Institutions

2018 WSTAC 03

Credit Hours: 4

Objective:

- To understand the knowledge about gender and social Institutions in Indian scenario.
- To analyze the influence of socio economic background to understand gender and social institution
- to gain knowledge on social institutions

Learning outcome:

- Understand the role of gender in various social institutions
- Gain knowledge on the influence of socio economic background towards gender roles
- able to understand the status of women in the changing scenario

Unit I : Introduction to Social Institutions: Family–Marriage - Kinship Caste and Gender Caste and Gender Inequality - Perpetuation of Gender inequality under Patriarchy - Structuralism – Social Class - Caste System in India

Unit II : Socialization and role of social Institutions : Family- Marriage- Kinship- Caste and gender – Structuralist, Materialist and Dalit perspective on caste, position of women within caste system- Endogamy and Exogamy- Reinforcing of marriage structures, reservation policy and its implication for women

Unit III: Gender and Socio Economic Terms: Socio- Economic Gender Terms- Feminization of Poverty - Hegemony- Class/ Caste politics in Feminism - Relative Deprivation – Horizontal and Vertical - Equity and Equality – Resource sharing/ accessing - Commoditization of Women - - Gender Budgeting

Unit IV: Differential Status of Women: Dalit Women, Tribal Women, Minorities Women (Muslim, Christian, Sikh). Rural women-Urban Women – Widow- Physically challenged women- Single mother, and victims of sexual Offenses- Devadasis, Sex workers and domestic workers

Unit V: Engendering social, economic, cultural and political contexts: Concept of Engendering: Strategic gender needs, Practical gender needs, Gender budgeting, Gender auditing, state/national policy on women's empowerment, Demographic indicators on status of women in India

References:

1. P.B.Rathod (2010), *An Introduction to Women's Studies*, 978-81-8376-248-9.

2. R.W.Connell(2002),*Gender*,978-0-7456-2716-8.
3. S.K.Pachauri(2013),*Women and Human Rights*,81-7648-077-0.
4. AnuSaksena. (2004). “Gender and Human Rights”. Shipra, New Delhi.
5. Zainab Rahman,*Women and Society*, 81-7835-431-4.
6. S.K.Paneer Selvam(2009),*Women Society*,978-81-313-0632-1
7. Leela Dube(1997),*Women and Kinship: Perspectives on Gender in south and South-EastAsia*,81-316-0288-5
8. N.S.Nagar(2008),*Women and Politics*,978-81-907325-0-5.
9. David Glover and Cora Kaplan(2000,2009),*Genders*,978-0-415-44243-5.
10. http://www2.bakersfieldcollege.edu/driess/sociology20b1_social20insti.pdf
11. https://www.soz.univie.ac.at/fileadmin/user_upload/inst_soziologie/Personen/Institutsmitglied/Verwiebe/Social_Institutions_in_Encyclopedia_of_Quality_of_Life_Research.pdf
12. <https://onlinelibrary.wiley.com/doi/abs/10.1111/ajpy.12102>
13. http://www.nyu.edu/gsas/dept/politics/undergrad/research/kaminsky_thesis.pdf
14. <http://hrlibrary.umn.edu/edumat/IHRIP/circle/modules/module4.htm>

CORE III – Gender and Society

Credit Hours: 4

2018 WSTAC 03

Objectives:

- To understand the changing roles of gender in Indian scenario.
- To comprehend the social institutions prevailing in the Indian culture
- To analyze the status of women in India

Learning Outcome:

- Knowledge and understanding of the conceptualization of gender
- Critical thinking skills
- Sensitized on the changing roles of gender
- Understand the social institution and view the society with gender lens
- Knowledge and understanding of the gendered division of labour in the private and public sphere

Unit I: Introduction to Society: Societal development - Hunter-gatherer way of life-pastoralist society-Agricultural Society -industrial society-post-industrial society – Social Class - Caste System in India

Unit II: Socialization and role of social Institutions: Family- Marriage- Kinship- Caste and gender – Structuralist, Materialist and Dalit perspective on caste, position of women within caste System- Endogamy and Exogamy- Reinforcing of marriage structures, reservation policy and its Implication for women

Unit III: Gender and Socio Economic Terms: Socio- Economic Gender Terms- Feminization of Poverty - Hegemony- Class/ Caste politics in Feminism - Relative Deprivation – Horizontal and Vertical - Equity and Equality – Resource sharing/ accessing - Commoditization of Women - Gender Budgeting

Unit IV: Differential Status of Women: Dalit Women, Tribal Women, Minorities Women (Muslim, Christian, Sikh). Rural women-Urban Women – Widow- Physically challenged women- Single mother, and victims of sexual Offenses- Devadasis, Sex workers and domestic Workers

Unit V: Engendering social, economic, cultural and political contexts: Concept of engendering: Strategic gender needs, Practical gender needs, Gender budgeting, Gender auditing, state/national policy on women's empowerment, Demographic indicators on status of women in India

References

1. https://en.wikibooks.org/wiki/Introduction_to_Sociology/Society
2. P.B.Rathod (2010), An Introduction to Women's Studies,978-81-8376-248-9.
3. R.W.Connell(2002),Gender,978-0-7456-2716-8.
4. S.K.Pachauri(2013),Women and Human Rights,81-7648-077-0.
5. AnuSaksena. (2004). "Gender and Human Rights". Shipra, New Delhi.
6. Zainab Rahman,Women and Society, 81-7835-431-4.
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8. Leela Dube(1997),Women and Kinship: Perspectives on Gender in south and South-East Asia,81-316-0288-5
9. N.S.Nagar(2008),Women and Politics,978-81-907325-0-5.
10. David Glover and Cora Kaplan (2000, 2009), Genders, 978-0-415-44243-5

CORE IV – Field Practicum

2018 WSTAC 04

Credit Hours: 4

Objectives:

- Women's studies, by its very nature, cannot be confined to classrooms teaching alone.
 - Skill oriented training is an essential component to the course and understanding in practical. This course aims to develop various practical skills, so that the students can play an effective role as policy makers in the society, particularly at the grassroots level.
- Project work will include training in gender analysis and Planning, advocacy, lobbying and it will be evaluated based on the practical work done by the student. It is necessary that she/he has to submit a written report of the work done.
- This will be part of centre's extension activity

Evaluation for Total 100 will include the following:

- Record Writing about field - 020 marks
- Group Initiatives taken towards practical solution of the identified problem -20 marks
- Class presentation based on the field Visit -20 marks
- Viva of total visit -40 marks
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Elective 1 - Women and Media

2018 WSTAE 01

Credit Hours: 4

Objective:

- This paper focuses its efforts on equipping with information and tools to help young people to understand how the media work, how the media may affect Women's lifestyle choices and the extent to which they, as consumers and citizens, are being well informed

Learning outcome:

- Understand the types of media and their impact on gender role construction
- gain knowledge on the portrayal of women in media
- Understand the role of different media in framing the attitude of society

Unit I Representation of Gender in Media : Concept–Definition–Genesis -Representation of Women and Gender in Performing Arts Women in Theatre - Classical, Pop and Folk; Women performers in Music - Classical, Pop and Folk; Women performers in Dance - Classical, Pop and Folk

Unit II Development of Communication and Women: - Classification of communication - Communication as a Process – Types of Communication – Mass Communication- Merit and demerits of communication

Unit III Women in Media: Radio–Community Radio - History - Programs–Television:History – Programs – Programs for Women and Children in Radio, TV, Cinema - TV (serial, advertisements, News, etc) - Cinema: Reinforcing cultural values – Censor Board – Women in Cinema –Producers, Directors, Actors and viewers- Journals–Ethics for Advertisement – Ethics of Media

Unit IV: Gender in Visual Media: Women in Paintings and Sculptures - Feminist filmtheory and Representations of Women in Films - Representations of Gender in Video games and Graphic designs

Unit V Media for Empowerment of Women: Information Technology - Internet–Mobile–Script Writing – Reviewing Films - Documentary films – Indecent Representation of Women (Prohibition) Act, 1986

References

1. P. K. Kar and P.P Panda, 2005, Awareness of Women's Rights – Projection in Mass Media,
2. Tony Thwaites, Lloyd Davis and Warwick Mules, 2005, Introducing Cultural and Media Studies -A Semiotic Approach, Palgrave, London
3. Aruna Goel, 2004, Organisation and Structure of Women Development and Empowerment, Deep and Deep Publications, New Delhi
4. Anu Saksena, 2004, Gender and Human Rights, Shipra, New Delhi
5. Dominant Publishers and Distributors, New Delhi
6. Neera Desai and Usha Thakkar . “ Women in Indian Society” National Book Trust India, New Delhi
7. <https://www.ukessays.com/essays/media/representation-of-gender-in-media-media-essay.php>
8. https://www.researchgate.net/publication/283792952_Women_empowerment_and_Communication
9. https://en.wikipedia.org/wiki/Media_and_gender

10. <http://womens-studies.rutgers.edu/academics/undergraduate/225-academics/undergraduate-program/synopses/women-s-and-gender-studies-courses/883-01-988-311-gender-race-and-visual-me>

Elective II- Introduction to Counseling and Feminist Perspective

2018 WSTAE 02

Credit Hours: 4

Objective:

- To introduce the theoretical basis of counseling skills, interviewing techniques, personal and professional and ethical issues in counseling.
- To focus on the special areas in counselling and guidance
- To understand the relationship between feminism and counselling

Learning outcome:

- achieve knowledge on different types of counselling
- Understand the basis of counselling and special areas relevant to it
- Understand the need for feminist perspective during counselling

Unit I: Emergence and Growth of Guidance and Counseling: Introduction– Factors contributing to the emergence of counseling– Feminist critique of psychological interventions - Looking at counseling from a gender perspective. Feminist analysis of gender roles and psychological problems of women. Sex role stereotypes and mental health of women.

Unit II: Counseling Process and feminist perspective: Preparation for Counseling– Counseling relationship– background, theory, Impact of feminist movement on counseling. Respect for woman's experiences and establishment of woman consciousness. Sex role analysis, feminist analysis, self disclosure, analysis of power dynamics. Characteristics of feminist and non-sexist approaches.

Unit III: Special Areas in Counseling and Guidance: Individual Counseling– Group Counseling– Marriage Counseling– Pre-marital Counseling– Self help and consciousness raising groups Self help and consciousness raising groups (CRG)– Growth of Consciousness raising movement– Processes in CRG, Impact of CRG, Evaluation of CRG

Unit IV: Feminist approaches to specific issues: Family violence. Traditional approaches versus feminist approach. Sexual assault, rape, discrimination, Suicidal behavior, Managing role conflicts and role stress. Managing developmental changes - puberty, motherhood, menopause, and aging. Women's collectives and support groups - Group counseling.

Unit V: Ethical and Legal Issues: Counseling preparation and professional issues– Academic preparation– practical skills– Ethical Standards– Other approaches, Help lines, crisis interventions, e- based counseling – Psycho education for life skills.

References:

1. Alistair Ross Nov 2013 Introducing Counseling Paperback edition
2. Narayana Rao.S 2011, Counseling and Guidance, Tata McGraw Hill Education Private Limited, New Delhi.
3. Gerald Corey 2009, Theory and Practice of Counseling and Psychotherapy, Thomson Brooks/Cole.
4. Richard Nelson-Jones 10 Apr 2008 Basic Counseling Skills: A Helper's Manual Paperback
5. Jeffrey A. Kottler, David S. Shepard 2008 Counseling Theories and Practices, Cengage Learning India Private Limited, New Delhi.
6. Frager, R. & Fadiman, J.(2007). "Personality and Personal growth". 6th Edn. Pearson Prentice Hall, India

7. Hall, C.S., Lindsey, G. & Campbell, J. B.(1998). "Theories of Personality". John Wiley & Sons, New York.
8. <https://lib.dr.iastate.edu/cgi/viewcontent.cgi?referer=https://www.google.co.in/&httpsredir=1&article=11601&context=rtd>
9. http://www.unesco.org/education/mebam/module_2.pdf
10. https://is.muni.cz/el/1423/podzim2012/GEN148/um/Dietz_CurrentControversies_2003.pdf
11. http://samples.jbpub.com/9781449634476/80593_ch25_5806.pdf

Elective III-Women Social Problems and Welfare Status

2018 WSTAE 03

Credit Hours: 4

Objective:

- Aims to understand various social factors which shape the identity of women
- Aims to understand the welfare schemes in India
- To understand the policies and programmes for women

Learning outcome:

- Gain knowledge on status of women in the changing scenario
- the student will be able to understand the welfare schemes policies and programmes for women
- Identify the social factors responsible for women oppression

Unit I: Status of Women in India: Status of Women During Pre-Independence Period- Women in Mughal India- Women in India after Independence- gender, class, caste, religion and intersectionality

Unit II: Women and Social Problems: Dowry- Child Marriages - Neglect during Early Childhood- Death during Childbirth- Female Infanticide and Fetal Killing- Early Marriage- Domestic Violence

Unit-III: Women and Welfare Schemes - Mahila Samridhi Yojana-Hostel for working women- Short Stay Homes for Women and Girls- Support to Training and Employment Programme for Women (STEP)- Employment and Income Generation-cum- Rashtriya Mahila Kosh (RMK)- Eradication of Child Prostitution

Unit IV: Women and Gender within the Private and Public Spheres :Being the „Other“- Spaces - Personal/ Private and Intimate space/ Domestic space of a woman - Social politics – Class, Caste, Race, Urban/Rural Politics - Institutional politics – Gender roles within private spheres – Social/Civic code and conduct

Unit V: Policies and Programmes for Women: - National Policy for the Empowerment of

Women- DWCRA- Indira Mahila Yojna- Balika Samriddhi Yojana - Plan of Action to Combat Sexual Exploitation of Women and Children- 61st Commission on status of Women 2018- Various Committees and Commission for Women's education - Women Education in Five year plan- Niti Aayog- National Commission for Women

References:

1. Agarwal, Suresh. 2015. Social Problems in India. New Delhi: Rajat Publications.
2. Meena, P.K, 2008, Women and Society, Murari Lal & Sons, NewDelhi.
3. Nirmala Jeyaraj, 2005, Women and Society –A Reader in Women's Studies, ISPCK ,Delhi & Lady Doak College, Madurai.
4. Zainab Rahman, 2005, Women and Society, Kalpaz Publications New Delhi.
5. <http://www.unwomen.org/en/csw/csw61-2018>
6. <https://www.quora.com/What-are-the-major-problems-women-face-in-Indian-society-Who-are-responsible-for-creating-such-problems>
7. https://en.wikipedia.org/wiki/Welfare_schemes_for_women_in_India
8. <https://onlinelibrary.wiley.com/doi/pdf/10.1111/1468-0424.00157>
9. http://shodhganga.inflibnet.ac.in/bitstream/10603/9845/16/16_chapter%206.pdf

CORE V - Feminist Theories and Thinkers

2018 WS TAC05

Credit Hours: 4

Objective

- To enhance the understanding of theories of feminism, deliberate and apply discussions on various women issues
- To develop the theoretical knowledge of feminism

Learning Outcome

- The Student will understand the types of feminist perspectives from ancient time
- The Student will gain knowledge on the underlying perception of feminism.
- Gain knowledge on patriarchy and capitalism

Unit I: Feminism and Movements: History of feminism–Feminist theories and Waves–firstWave –Second Wave and Third Wave–Stand point theory – political movements

Unit II Liberal Feminism and Marxist Feminism: Equality–Rationality - Freedom - MaryWollstone Craft - Betty Friedman - Harriet Taylor - J.S Mill -Marx and Engels - Production – Reproduction – Class – Alienation - Marriage and Family

Unit III Radical Feminism: Gender - Patriarchy - Sexuality - Dialectic Logic of Sex-Androgyny – Misogyny - Motherhood - Sisterhood - Kate Millet - Shulamith Firestone - Mary Daly, Adrienne Rich

Unit IV Socialist Feminism: Class and Gender Division of Labor–Masculinity -Femininity - Separation – Socialization - Young - Juliet Mitchell

Unit V Post Colonial Feminism: History–Theory - Black feminism–Techno feminism-cyber feminism-Recent trends in Feminism

References

1. Mackay, F.(2015), Radical Feminism, Feminist Activism in Movement, Palgrave Macmillan, a division of Macmillan Publishers Limited
2. Miranda Kiraly (Editor), Meagan Tyler (Editor) 2015, Freedom Fallacy: The Limits of Liberal Feminism Paperback edition
3. Reina Lewis, Sara Mills (Ed.), 2003, Feminist Postcolonial Theory – A Reader, Edinburgh University Press, Edinburgh
4. Sara Delamont, 2003, Feminist Sociology, Sage, New Delhi.
5. Lena Dominelli, 2002, Feminist Social work Theory and Practice, Palgrave, New York
6. https://en.wikipedia.org/wiki/Feminist_movement
7. https://en.wikipedia.org/wiki/Marxist_feminism
8. https://en.wikipedia.org/wiki/Radical_feminism
9. https://en.wikipedia.org/wiki/Socialist_feminism
10. https://en.wikipedia.org/wiki/Postcolonial_feminism

CORE VI- Women's Movements

2018 WSTAC06

Credit Hours: 4

Objective

- To develop familiarity about the Women's movement in India with gender sensitive approach
- To understand the historical background of women status
- To understand the national and international initiatives involved in women's development

Learning Outcome

- The student will be able to analyze about the role of women in various movements
- The student will understand the significance of initiatives for women development
- Understand the role of social reformers for the women's development

Unit – I History of Women's Movement : Scope - First -wave - Second-wave - Third-wave – Women's Movement -Before Indian Independence-After Independence-Grass Root Women's Movements – Chipko movement –Labor Movements- Women in Unorganized Sector

Unit – II National and International Women's Movement :- UK-USA & Europe- Women's movements in Afghanistan- Japan- China –Russia-Bangladesh- India

Unit –III International Conferences for Advancement of Women :- First world Conference on Women, Mexico 1975-Second world Conferences on Women, Copenhagen 1980-Third world Conferences on Women, Nairobi 1985-Fourth world Conferences on Women, Beijing 1995

Unit – IV International and National Initiatives for Women's development: UN women Ministry of Women and Child Development –National Commission for Women-Working Women's Forum - Indian Association of Women's Studies – All India Democratic Women's Association – Kudumbashree Women's role in Dravidian movement in Tamilnadu-TamilNadu Women's Forum (TNWF)-Dalit Women's Movement – Women's Movement against Poverty and Violence (MAPOVT)

Unit – V : Feminist Thinkers and social reformers in Contemporary India : Mary Wollstonecraft- Betty Friedan - Rebecca Walker -Raja Ram Mohan Roy – Easwar Chandra Vidya Sagar - Sarojini Naidu - Durga Bai, - B.R. Ambedkar— Pandit Rama Bai - Bharathiyar – Bharathidasan
– EV Ramasamy.

Reference

1. Rajiv Ahir I.P.S 2015, A Brief History Of Modern India Paperback
2. Mary E. John (2008) Women's Studies in India: A Reader Paperback edition
3. Sandhan Arya 2000, Women Gender Equality and the State, Deep and Deep Puplications,New Delhi
4. Veena Poonacha, 1995, Gender within the Human Rights Discourse, RCWS, SNDT, Bombay.
5. https://en.wikipedia.org/wiki/History_of_feminism
6. https://en.wikipedia.org/wiki/International_Archives_for_the_Women%27s_Movement
7. <http://www.unwomen.org/en/how-we-work/intergovernmental-support/world-conferences-on-women>
8. <https://www.unescogym.org/wp-content/uploads/2017/05/Bangladesh-National-Women-Policy-2011English.pdf>
9. http://shodhganga.inflibnet.ac.in/bitstream/10603/226/8/08_chapter4.pdf

CORE VII- Women and Entrepreneurship

Objective

- This paper gives an insight into the concept of Women entrepreneurship, & the problems and prospects of women entrepreneurs Responsibility
- To understand the state and central initiatives for women entrepreneurship
- To gain knowledge on project proposal writing

Learning Outcome

- The Student will gain knowledge on women entrepreneurship
- will be sanitized on Entrepreneurial traits
- gain knowledge on state and central initiatives for women entrepreneurship

Unit I Concept and Meaning–Significance of Women Entrepreneurship–Entrepreneurial traits – Factors contributing to Women Entrepreneurship – Social, Cultural, Economic, Political and other factors - Relationship between Entrepreneurship and Empowerment –Technology's Impact on women's development

Unit II Strategies of Women Entrepreneurship Development–EDP–Objectives–WomenEDPs – Micro Enterprises – Self employment opportunities – Trends and Patterns of Women Entrepreneurship – Non-farm - Biotechnology and Information Technology

Unit III State and Central Initiatives–Institution and Schemes–National Institute of Entrepreneurship and small Business Development (NIESBED) – The National Small Industries Corporation Limited (NSIC) – National Bank for Agriculture and Rural Development (NABARD) - Small Industries Development Bank of India (SIDBI) – Small Industries Development Organization (SIDO) – The Indian Institute of Entrepreneurship (IIE) – District Industrial Corporation (DIC) - The Khadi and Village Industries Commission(KVIC) –

Unit IV Project identification - Steps–Information needs and sources - Identifying Businessopportunities – Ideas – Opportunities – Project formulation- Recent trends

Unit V Project appraisal - Market, Technical, Financial, Economic, Managerial and Socialfeasibility - Project report preparation

References

1. E. Gordon & K. Natarajan, 2010, Fundamentals of Entrepreneurship, Himalaya Publishing House, Mumbai
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CORE VII- Entrepreneurship opportunities in India (Optional)

Objective

- To understand the importance and possibilities of Entrepreneurship in India
- To understand the state and central initiatives for women entrepreneurship
- To gain knowledge on project proposal writing

Learning Outcome

- The Student will be able to analyze the role of Entrepreneur to develop the society
- Will gain knowledge on Entrepreneurial opportunities
- Understand the central and state initiatives for entrepreneurship

Unit I Concept, Meaning and Significance of Entrepreneurship–Entrepreneurial traits– Factors contributing to Entrepreneurship – Social, Cultural, Economic, Political and other factors - Relationship between Entrepreneurship and Empowerment

Unit II Strategies of Entrepreneurship Development–EDP–Objectives– Micro Enterprises – Self employment opportunities – Types of Entrepreneurship–challenges and opportunities– Trends and Patterns of Entrepreneurship – Science, Technology, Engineering and Mathematics.

Unit III State and Central Initiatives–Institution and Schemes–National Institute of Entrepreneurship and small Business Development (NIESBED) – The National Small Industries Corporation Limited (NSIC) – National Bank for Agriculture and Rural Development (NABARD) - Small Industries Development Bank of India (SIDBI) – Small Industries Development Organization (SIDO) – The Indian Institute of Entrepreneurship (IIE) – District Industrial Corporation (DIC) - The Khadi and Village Industries Commission(KVIC) –

Unit IV Project identification - Steps–Information needs and sources - Identifying Business opportunities – Ideas – Opportunities – Project formulation- Recent trends

Unit V International Organization for Standardization-Social responsibility- Eco Friendly organization- technology impact on Entrepreneurship

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2. S. Maria John, R. Jeyabalan, and S. Krishnamurthy, 2004, *Rural Women Entrepreneurship*, Discovery Pub House
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CORE VIII – Field Practicum II

2018 WSTAC 08

Credit Hours: 4

Objectives:

- Women's studies, by its very nature, cannot be confined to classrooms teaching alone.
- To understand the field reality of nongovernmental organisations

Learning Outcomes

- The student will visit the Organisations and understand the gender analysis and do practical work in the organisation
- Skill oriented training is an essential component to the course and understanding in practical. This course aims to develop various practical skills, so that the students can play an effective role as policy makers in the society, particularly at the grassroots level.
- Project work will include training in gender analysis and Planning, advocacy, lobbying and it will be evaluated based on the practical work done by the student. It is necessary that she/he has to submit a written report of the work done.
- This will be part of centre's extension activity

Evaluation for Total 100 will include the following:

- Record Writing about field - 020 marks
- Group Initiatives taken towards practical solution of the identified problem -20 marks
- Class presentation based on the field Visit -20 marks
- Viva of total visit -40 marks

Elective IV - Women and Governance

2018 WSTAE04

Credit Hours: 4

Objective:

- To Understand Women Participation in politics and Help the students to gain Knowledge on Legal Structures available to women
- To Understand the Women's movement relating to the politics
- To understand the importance of women in Governance

Learning Outcome

- The student will understand the active role of women in politics
- Gain knowledge on women's movement
- Gain the knowledge on women's status in politics

Unit I Women and Democracy: Women in Public Life– Women's Share in Politics Evolutionary Changes – Pre Independence period – Women's Franchise – Decentralization-Struggles and Agitation by women Leaders since 1930 in India– Women's

movement for political participation-Women and Panchayati Raj- Political role and participation

Unit II Women's Political Participation: Meaning, scope and nature of political participation of women - Women as voters – Women as candidates – Women and political parties – Reasons for low political participation of Women – Proportionate reservation in politics

Unit III Women's Movement: Dalit Women's Movement–Social Reform Movement - Women's political participation and Governance in Tamil Nadu-Women Assembly-Mahila Court-Women in Legislature - Disparities among Women in Politics

Unit IV Women and Governance: Women in rural and urban Governance 73rd and 74th Amendments to Constitution of India - Women in Parliament – Reservation Bill - Debate - Features & Obstacles of Women's Reservation Bill

Unit V Recent Trends of Women's Political Participation: Central and State Assemblies–Reservation in Tamil Nadu – Strategies by Indian Government and Non Government Organizations for Women's Share in Politics –Active participation of Women in politics -

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2. Wollstonecraft, Mary, A Vindication of the Rights of Women, Penguin Books
3. Brennen, Johanna, 2006, Women and the Politics of Class, Aakar Books, Delhi.
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6. https://en.wikipedia.org/wiki/Women%27s_political_participation_in_India
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Elective V - Personality Development and Gender perspective

Credit Hours: 4

2018 WSTAE05

Objective

- To understand the personality theories in gender perspective
- To gain the knowledge about different personality
- To Understand the Gender role in personality development

Outcome

- Will understand the theoretical background of personality development
- The Student will be able to gain knowledge on personality problems
- Develop the knowledge of societal influence in personality development

Unit I Introduction to Personality Development and Gender : Introduction- Importance of personality Development and Gender difference – Theory in Psychology-Psychoanalytic theory Influence Factors–Heredity – Environment – Situations Role of Needs: Impact of Needs in personality – Maslow's Hierarchy of Needs - Self Awareness – Group Discussion

Unit II Personality and Gender : Ways of Interaction: Within family–Society- Official - Personal – Interpersonal - Intrapersonal – Conceptual – Supervisory - Technical –Managerial- Decision Making - Problem Solving - Creativity – Role Play

Unit III Personality Traits of Gender : Masculinity–Femininity - Values–Beliefs–Interactions – Experiences - Environmental influences - Working on Personality Changes: Attitude – motivate – confidence - body language - Handling other people- Public Speech - Self Assessment – Colloquium

Unit IV Personality Career Choice in Gender: Personality type of own–Matching your career and personality - Changing Your Personality – Know yourself- Positive attitude - Individuality - Controlling emotions- Quiz – Self Assessment

Unit V: Personality in Society: Social Influences on Gender Differences in Personality SelfSWOT analysis - Identify other people's personality traits – Apply in day to day life – Role Play – Case Study

References

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2. Yanna J. Weisberg, Colin G. DeYoung, and Jacob B. Hirsh (2011). Gender Differences in Personality across the Ten Aspects of the Big Five
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Elective VI - Leadership and Team Building In Gender Perspective

2018 WSTAE06

Credit Hours: 4

Objective

- To understand the theoretical background of leadership qualities
- To understand the need of the soft skills in gender perspective
- Aims to gain knowledge of conflict management and team building

Learning Outcome

- The student will develop leadership quality
- Will gain knowledge on team building skill with gender perspective
- Understand the importance of gender inclusive teams

Unit I : Leadership and Gender: Introduction- Theories–Different Styles of Leadership -Myths about Leadership - Qualities of Leadership –Model of Leadership - Assessing Leadership & Measuring Its effects- Gender Impact

Unit II: Focus on the Leader in Gender Perspective – Qualities of Leader–Outline of team - Power and Influence of Leader – Values – Traits - Leadership Behaviour and gender inclusive leaderships – Role of Leader in case of Emergency – Inter personal relations - Analysis of Life Positions with gender lens

Unit III Role of Gender inclusive Team : Team work & Team building - Interpersonal skills– Conversation, Feedback, Feed forward - Intrapersonal skills – Delegation, Humor, Trust, Expectations, Values, Status, Compatibility – Loopholes in team work – success of team work and gender influence

Unit IV Conflict Management with Gender perspective –Introduction–Goal–CognitiveConflict & Emotional Conflict - Levels of conflict –Intrapersonal Conflict – Interpersonal Conflict – Intragroup Conflict – Inter-group Conflict – Intra-Organizational Conflict. Managing Conflict and Conflict Resolution Styles with gender notions

Unit V: Leadership and Team building: Team Leadership and Self- Managed Teams:
Games - Activities – Group discussion – Role Play – Case Study and gender inclusiveness

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1. Harish M 2012, Personality Development, Sheetal Printers
2. Lussier & Achua, 2007, Effective Leadership 3rd Edition, Sanat Printers
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CORE IX – Legal Framework for Women

2018 WSTAC 09

Credit Hours: 4

Objective:

- To acquaint the students about the Legal framework applicable to women from human rights perspective.
- To understand the various laws available for the welfare of women
- To understand various agencies working for the welfare of women

Learning Outcome

- Aware about the constitutional provisions available to women
- Gain knowledge on the institutions working for women
- Will be sensitized to the problems and violence's against women in society

Unit I Introduction: Indian Constitution relating to women–Fundamental Rights– Directive Principles of State Policy – Constitutional Guarantee of Equality- Universal Declaration of Human Rights, Enforcement of Human Rights for women and children – Uniform Civil Code-gender implications

Unit II Indian Women Welfare Laws: Marriage Laws–Marriage Registration of Act -Dowry Prohibition Act 1961– Family Court Act 1984 – The Sexual Harassment of Women at Workplace Prevention Prohibition and Redressal Act 2013- Domestic Violence Prohibition Act 2005

Unit III Indian Laws and Agencies Relating to Women and Children : Violence against women in Public places — Child Marriage Act – Child Sexual Abuse-Enforcement machinery
– Police and Judiciary – Family Courts – NCW, SCW, CEDAW

Unit IV Labour Laws relating to Women: Minimum Wages Act–Equal Wages and Equal Remuneration Act - Maternity Benefit Act 1961- the Factories Act 1948-The Mine Act 1952.

Unit V Case studies and Recent Trends : Role of Cells and Counseling Centers–Legal Aid cells – Help lines –Vishakha Judgment-Nirbhya Case- Criminal Law Amendment

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CORE X- Women and Education

2018 WSTAC 10

Credit Hours: 4

Objective

- To understand the historical background of women education
- Aims to understand gender discrimination in education
- To make the students aware of the efforts taken by various agencies in improving the status of Women's education in different spheres of life

Learning Outcome

- Gain Knowledge on status of women's education from historical perspective
- Will gain knowledge on various commissions and committees for women's education
- will understand the alternative education system for development

Unit I Historical perspectives of Women's Education in India: Women's education in Vedic period, post Vedic period, modern period - Gross Enrolment rate - Women Education in Five year Plan- Women and Higher Education

Unit II Women and Education: Gender Disparity on Enrolment and Drop out-Reservation for Women in Education - Education and Empowerment of Women-Health Education for Women-Gender in Education- Rural and Urban Education.

Unit III Gender and Education: Essentials of Educating Girls-Education and Career Opportunities for Women -Discrimination-State initiatives-Midday meal Scheme-Free Education

Unit IV Commissions for Women's Education: The Radha Krishnan Commission (1948-49) - Mudailar Commission (1952-53) -Kothari Commission (1964-66) -National Policy on Education 1986 as modified in 1992 - Plan perspectives for Women's Education - Recent trends in Women education

Unit V: Alternative systems of Education: Meaning-Scope of formal, Non Formal Education - Literacy Campaign -National Literacy Mission -National Adult and Continuing Education - Sarva Shiksha Abhigyan-Right to Education

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Core XI – Psychology of Women and Gender

2018 WSTAC 11

Credit Hours: 4

Objectives

- To understand the theories of basic psychology
- Aims to understand gender role development in psychological perspective
- to understand the psychological difference between men and women

Learning Outcomes

- Gain Knowledge on theories of psychology
- Will gain knowledge on various psychological problems of women
- Will understand the different techniques in counselling

Unit-I: Women and Psychology Concepts: Nature, Methods of Study, Sex & Gender: Myths and Facts Sex Role Identity, Gender Stereotyping, Gender Differences and Similarities
Feminization of Psychology: Consciousness, Female, Feminine and Feminist.

Unit-II: Theories on Women's Psychology: Psychodynamic Theory, Social Learning Theory, Reinforcement and Imitation, Cognitive Development Theory, Gender Scheme theory, Feminist perspective: Psychoanalytic feminism

Unit-III : Psychology of Women: Mental Health–Gender Bias in Diagnosis ,Psychological Disorders ,Anxiety Disorders , Eating Disorders , Depression ,Hysteria
Psychological Effect during Menarche ,Menstruation and Mood , Pregnancy ,Child Birth ,Post partum depression after Motherhood

Unit–IV: Psychology of Women: Menopause. Psychology of Women Victims of Violence– Rape , Childhood Sexual Abuse, Domestic Violence, Sexual Harassment at work place, Educational Institutions , Eve Teasing.

Unit–V: Psycho-Therapeutic Approaches Medical - Psychiatry - Counselling–Types of Counselling –Rehabilitation – Constitutional Measures

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CORE XII - Women and Health

2018 WSTAC 12

Credit Hours: 4

Objectives

- To provide comprehensive profile of the health status of women in various life stages.
- To understand the influence of gender roles on health status of women
- To understand the significance of sanitation and menstrual hygiene

Learning Outcomes

- Gain knowledge on health needs of women in the society
- Understand the role technology and its influence on women 's health
- Understand the national and international initiatives to develop women's health

Unit I Concept of Health : Health Status of Women - Social, Economic and Cultural factors influencing health -Gender bias and Poor Health- Health Care System And Women-Sex Selective Abortion and Role Of Technology – Mortality, Morbidity, Life Expectancy –MMR, NMR- Health Seeking Behaviour of women

Unit II Gender and Health : Health status of women in India–Mortality and Morbidity factors influencing health – Nutrition and health – HIV and AIDS control programme- Holistic Approach to Women's Health-Ailments related to Pregnancy; Three Trimesters of Pregnancy- Pregnancy and Child Birth - Health problems during Pregnancy

Unit III Health, Hygiene and Sanitation: Sanitation Campaign-Menstruation-Scientific Management -Anemia – Work Related Health Problems -National Health and Population Policies and Programmes – Maternal and Child Health (MCH) to Reproductive and Child health approaches, -Absence of toilet and open defecation - Issues of old age

UNIT IV Reproductive Technologies: New Reproductive Technologies-Assisted Reproductive technologies- PNDT Act - Birth Control Technologies — Gender difference in Contraceptive Practices - MTP Act 1971

Unit V International & National Initiatives: Cairo Conference - International Conference on Population and Development 1994 - World Health Organization, UNICEF-UNESCO- UN Women

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CORE XII – Women's Sexual and Reproductive Health (Optional)

2018 WSTAC

12 Credit Hours: 4

Objectives

- To provide comprehensive profile of the health status of women in various life stages.
- It gives knowledge about attitudes, behavior and health needs of women in the society
- To understand the legal laws to protect women's health

Learning Outcomes

- Understand the status and Significance of Women's Health
- Critical thinking on Utilization of new reproductive technologies
- Understand the Issues related to health

Unit I Concept of Health : Health Status of Women - Social, Economic and Cultural factors influencing health -Gender bias and Poor Health- Health Care System And Women-Sex Selective Abortion and Role Of Technology – Mortality, Morbidity, Life Expectancy –MMR, NMR- Health Seeking Behavior of women

Unit II Reproductive Health: Menstruation – Pregnancy – Preconception care – Contraception – Methods of contraception –Sexually transmitted Diseases –HIV AIDS – Problems of Infertility – Holistic Approach to Women's Health –Inequalities in Health care

Unit III: Reproductive Technologies: New Reproductive Technologies- Assisted Reproductive technologies- PNDT Act - Birth Control Technologies — Gender difference in Contraceptive Practices - MTP Act 1971

Unit IV: Reproductive Rights: Proclamation of Teheran- Cairo Programme of Action- Beijing Platform- Yogyakarta Principles- Connection between Human Rights, Women's Rights and Reproductive Rights – Gender Equality in Health Issues

Unit V: International & National Initiatives: Cairo Conference - International Conference on Population and Development 1994 - World Health Organization, UNICEF-UNESCO- UN Women

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CORE XIII – Field Practicum III

2018 WSTAC 13

Credit Hours: 4

Objectives:

- Women's studies, by its very nature, cannot be confined to classrooms teaching alone. Skill oriented training is an essential component to the course and understanding in practical. This course aims to develop various practical skills, so that the students can play an effective role as policy makers in the society, particularly at the grassroots level.
- Project work will include training in gender analysis and Planning, advocacy, lobbying and it will be evaluated based on the practical work done by the student. It is necessary that she/he has to submit a written report of the work done.
- This will be part of centre's extension activity

Evaluation for Total 100 will include the following:

- Record Writing about field - 20 marks
- Group Initiatives taken towards practical solution of the identified problem -20 marks
- Class presentation based on the field Visit -20 marks
- Viva of total visit -40 marks

Elective VII Environment and Women

2018WSTAE07

Credit Hours: 4

Objective:

- To understand the historical perspectives of relation between women and environment
- To delineate the integration of gender concerns and perspectives in policies and programmes for sustenance of Environment at international, national, regional levels
- To understand the role of NGOs in environmental protection

Learning outcome

- Gain knowledge on the link between women and environment
- Understand various women's movements involved in environmental protection
- Gain knowledge on Environment protection through gender involvement

Unit I Gender and Natural Environment - Women and Environment–Basic Needs in Rural and Urban Environments – Eco system – Fodder, Fuel, wood – Rio Declaration - CHIPKO Movement - Narmada Bachao Aandolan - Impact of Indoor and outdoor Pollution

Unit II Women and Environment- nature as famine principle - basic needs in rural and urban environment-management of natural resources- depilation of natural resources- sustainable development and impact on women.

Unit III Women in Land Management – Forest management-Global warming waste water management – Role of Women in Agriculture- Reflections of advanced technologies towards environment.

Unit IV Ecofeminism: Emergence of Ecofeminism-nature of Ecofeminism–Ecofeminism and its critics in India.

Unit V Gender and Bio diversity Management: –Impact on Women's Development Role of NGOs 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

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Elective VIII -Gerontology and Geriatrics in Indian Perspective

2018 WSTAE08

Credit Hours: 4

Objective:

- To understand the problems of old women and their taking care issues in Indian perspective
- To understand the theoretical background of the aging process
- To understand the significance of sustaining healthy old age

Learning outcome

- Gain knowledge on the link between socio economic background and old age
- Understand various problems in the old age
- Gain knowledge on various techniques involved in sustaining healthy old age

Unit I Introduction to Aging: The Meaning of Age-the Challenge of Longevity-Normal Aging - Epidemiology of Aging- Major diseases in Old Age –Varieties of Aging Experience- Gender and Aging

Unit II Social and Economic Outlook for an Aging Society: Social Class–Race and Ethnicity –Multiple Jeopardy –Economic Well Being- Poverty among the old- Main Feature of Social Security

Unit III Aging and Changes: Age Identification–Theories of Aging–Modernization Theory – Disengagement theory – Activity theory -Aging in Post Industrial Society- the meaning of Aging in 21st Century – Social Gerontology and the meaning of Ageing.

Unit IV Aging and Health Condition: Mechanism of Physical Aging–Wear and Tear-FreeRadicals- The Immune System-Biological Theories of Aging – Wear and Tear Theory- Autoimmune Theory – Aging Clock Theory – Cross Linkage Theory -Cellular Theory Psychological Functioning- Self Concept- and Social Roles – Cognitive Functioning

Unit V Prolong the Life Span and Creativity in Old Age: Ways to Prolong the Life Span- Environmental Approach- Genetic Approach- Measures of Late Life Intelligence –Programmes and Policies for Elderly in India - Creativity in an Aging Population.

References

1. Harry R.Moody,2002, *Aging Concepts and Controversies* 4th Edition
2. Gardner, Howard, Frames of Mind : “The Theory of Multiple Intelligence” New York: Basic Books,1985.
3. Covey,H.C., “Perceptions and Attitudes Towards Sexuality of the Elderly During the Middle Age,” *The Gerontology* (February 1989) 32(1): 93-100
4. Pulla Rao.D Aging in India, Challenges and Opportunities, Manglam Publications,Delhi
5. <https://opentextbc.ca/introductiontosociology/chapter/chapter13-aging-and-the-elderly/>
6. <https://socialsciences.mcmaster.ca/sedap/p/sedap268.pdf>
7. <https://medlineplus.gov/ency/article/004012.htm>
8. http://www.who.int/ageing/publications/global_health.pdf
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Elective IX- Psychology in Feminist Perspectives of Women

2018 WSTAE09

Credit Hours: 4

Objective:

- aims to understand the feminist perspectives and Psychological perspective of Women in their life cycle from Childhood to Old Age
- To understand the theoretical background of women psychology
- To understand the gender differences in psychological development

Learning outcome

- Gain theoretical knowledge in psychological development of an individual
- Understand various stages involved in psychological development
- Gain knowledge on various techniques involved in sustaining mental health of women

Unit I Feminist Reconstruction Of Psychology: Feminism–Andocentric Bias In Psychology – Feminist research Methods – Feminist Transformation of Psychology

Unit II Gender Differences and Attributions for Achievements: Gender in the Class room- Women's Ways of Knowing- Stereotypes of Male and Female- Gender difference in Personality, Language, Nonverbal behavior –Gender and Academic Achievement.

Unit III Feminist Psychology of Women and Work: Women's Labor Force Participation- Women's Income- Occupational Gender Segregation- Unpaid Work of Women- Dual Earner Couples-Displaced Homemakers.

Unit IV Women's Psychological Health: Utilization of Mental Health Services- Depression- Eating Disorders- Anxiety Disorders- Suicide- Psychotherapy- Psycho pharmacotherapy- Multiple Roles and mental Health

Unit V Female Sexuality and Intimate Relationships: The Social Construction of Female Sexuality – Feminist Analysis- Friendships – Married Couples – Marital Conflict- Sexual Dysfunction- The Post Modern family

References

1. Corey L.M.Keys , Sherryl H. Goodman 2006, Women and
2. Depression
3. - A Hand Book for Social , Behavioral and Biomedical Sciences, Cambridge University Press
4. Daniel Kempler,2005 Neurocognitive Disorders in Aging , Sage Publications
5. Joan H. Rollins 1996. Women's Minds, Women's Bodies, the Psychology of Women in a Biosocial Context
6. <http://citeseerx.ist>.
7. psu.edu/viewdoc/download?doi=10.1.1.1007.8182&rep=rep1&type=pdf
8. <http://journals.sagepub.com/doi/abs/10.1177/0272431687071006>
9. https://en.wikipedia.org/wiki/Feminist_psychology
10. <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC4539863/>
11. https://en.wikipedia.org/wiki/Sexual_desire_and_intimate_relationships

CORE XIV- Globalization and Women

2018 WSTAC 14

Credit Hours: 4

Objective:

- Aims to understand the impact of globalization on Women across the world.
- To understand the theoretical background of women and globalization
- To understand the trends in globalization scenario

Learning outcome

- To Gain knowledge on the historical background of globalization
- Understand various agencies involved in the globalization scenario
- Gain knowledge on the link between the technology and globalization

Unit I Globalization: History - Impact of Globalization on Women–Measures of Globalization– Benefits of Globalization - Positive and negative aspects of Globalization - Feminization of poverty - Anti Globalization

Unit II Globalization and Internet: Globalization and Inequality -Women's Networking and Activism in the Digital era- Violence – Unemployment.

Unit III Globalization and recent Trends in Banking –Introduction–Phone Banking– Automatic Teller Machines – Credit cards – Electronic Clearing Services – Shared Payment

Network System – Electric Fund Transfer – Point of Sale- E- Cheques – Electronic Data Interchange – Demat Accounts– Computerized Accounting – E–Mail – Internet – Benefits of E-Banking – Reasons for Poor Achievement - Privatizations

Unit IV Global Trade and Women:–WTO and its implications -Trade Related Aspects of Intellectual Property Rights (TRIPS) – Trade-Related Investment Measures (TRIMS) – Income of Women Headed Households – Feminization of Labour - Labour Process – Changing Nature of generally Accepted Accounting Principles (GAAP) – Global Business – Accounting and Foreign Transactions

Unit V: Process leading to Globalization: Technological changes–Benefits of technological changes - Economic /political changes – Social /cultural changes - Structural Adjustment Program and Employment of Women

References

1. Palanidurai 2010, Globalization, Gandhigram Rural Institute.
2. John L. Seitz 2008, Global Issues An introduction, Zig Zag printers
3. Thomas Sebastian, 2007, *Globalization and Uneven Development– Neocolonialism, Multi National Corporations, Space and Society*, Rawat Publishers, Jaipur
4. Malini Bhattacharya (ed), 2005, *Women and Globalization*, Tulika Books in Association of School of Women's Studies, Jadapur University, New Delhi.
5. Papola and Sharma (ed), 2002, *Gender and Employment in India*, Indian Society of Labour Economics, New Delhi
6. <https://en.wikipedia.org/wiki/Globalization>
7. https://www.huffingtonpost.com/sriya-chakravarti/globalization-of-knowledge_b_6255162.html
8. [http://www.utgjiu.ro/revista/ec/pdf/2012-4.I/21_DRAGAN%20\(SANTAMARIAN\)%20Oana%20Raluca.pdf](http://www.utgjiu.ro/revista/ec/pdf/2012-4.I/21_DRAGAN%20(SANTAMARIAN)%20Oana%20Raluca.pdf)
9. <http://www.intracen.org/itc/women-and-trade/>
10. <https://www.eurozine.com/the-processes-of-globalisation>

CORE XV -Human Resource Development and NGO

2018 WSTAC 15

Credit Hours: 4

Objective:

- Aims to understand the administrative functions and operation mechanisms of NGOs involved in sensitizing women development programs
- To understand the human resource planning in NGOs
- To understand the role of NGOs in the society

Learning outcome

- To Gain knowledge on the role of NGO development
- Understand various steps involved in the NGO development
- Gain knowledge on the funding sources available for NGO

Unit – I Dynamic Dimensions of HRD: Concept- Objectives- Significance of Human Resource Development- Human Resource Development: Frame Work -Functions of HRD managers

Unit – II Human Resource Planning: Objectives-Integrated Strategic Planning and Human Resource Planning- Human Resource planning at different levels-Process of Human Resource Planning- NGOs and women development

Unit – III NGO and Human Relations: Motivation-Leadership-Team Building-Morale-Communication-Job Satisfaction-Interpersonal, Intrapersonal Skills National and International funding agencies

Unit- IV NGOs and Civil Society: How to start NGOs- NGOs Registration Methods- -Types of Non-profits and NGOs- Evolution of NGOs in India-Schemes for NGOs-NGOs and Government Policy-Impact of NGOs in Indian Society

Unit V: Networking with NGOs: Role of NGOs in Women Empowerment-Role of NGOs in education -NGOs and Senior Citizen- Role of NGOs in Waste Management & Disaster Management

References

1. Dr.Sudersan.V.K 2014, NGOs Schemes and Guidelines, Ritu Publications, Jaipur, India Sushil Mahahan , 2008 NGO Management Pearl Books New Delhi
2. Dr.Sujatha.A.S 2013, NGOs and Social Development, ALP Books, New Delhi.
3. J.M.Ovasdi, 2006, Management of Non-Governmental Organisations, Macmillan India
4. Pawar, et. Al., 2004, NGO and Development, the Indian Scenario, Rawat publications, Jaipur and New Delhi
5. Michael Edwards and Alan Folwer (Ed) 2003, The Earth Scan Reader on NGO Management, Vinod Vashishta for Earth scan India, New Delhi
6. Avid Lewis and Tina Wallace (Ed), 2003, Development NGO"s and the challenge of change, Rawat Publications, Jaipur and New Delhi
7. https://www.ssoar.info/ssoar/bitstream/handle/document/32932/ssoar-aicgeo-2012-2-sinha-Imensions_of_human_resource_development.pdf?sequence=1
8. https://en.wikipedia.org/wiki/Strategic_human_resource_planning
9. <https://www.htsoukas.com/wp-content/uploads/2014/05/2001-Re-viewing-Organization.pdf>
10. https://files.peacecorps.gov/multimedia/pdf/library/M0070_mod1.pdf
11. <https://www.globalpolicy.org/networking.html>

CORE XVI– Dimensions of Women Empowerment

2018 WSTAC16

Credit Hours: 4

Objective:

- Aims to understand the theoretical background of women empowerment
- To provide an understanding of various dimensions of Women Empowerment
- To educate the students on Women development measures

Learning outcome

- Will Gain knowledge on theories of empowerment
- Understand various developmental measures
- Gain knowledge on resources available for economic empowerment of women

Unit I Women Empowerment and Development: Women and Development-Welfare Approach, WID, GAD, WAD, The Efficiency Approach, GED, Mainstreaming Gender Equality-Millennium Development Goals.

Unit II Measures for Women Empowerment: The Swa-Shakti Project – Women's Economic Programme-Support Services for Women- Education for Women-SSA - Adult Education Programme –Government Measures –Micro-finance-Role of NGOs

Unit III Social Empowerment of Women: Education–Health–Nutrition Drinking Water and Sanitation-Alleviation of Poverty- Women Agricultural Workers- Social Problems Face by Women

Unit IV– Economic Empowerment for Women: Self Wage Employment Schemes– Employment Generation Schemes – National and State Local Levels – Approaches and Access to Credit – Micro finance Revolution –NABARD- Grameen Bank, and others State Policy and Programmes

Unit V Development Measures - Human development Index–Gender Related Development Index, Gender Empowerment Measures – ICT and Women in the Informal Sector- Theoretical Perspectives of Empowerment – Mainstreaming Gender Development Policies

References

1. Kalpagam .U.2011, Gender and Development In India Current Issues, Rawat Publications
2. Ajit Kumar Sinha ,2008, New Dimensions of Women Empowerment , Deep and Deep Publications.
3. Kaila H.L, 2005, *Women, Work and the Family*, Rawat Publications, Jaipur
4. Sheela Varghese, 2003, Employment of Women in the unorganized manufacturing sector, University Book House Private limited, Jaipur
5. Promilla Kapur (ed), 2000, *Empowering Indian Women*, Publication Division, Government of India, New Delhi
6. <https://economics.mit.edu/files/7417>
7. https://en.wikipedia.org/wiki/Women%27s_empowerment
8. <https://www.poverty-action.org/sites/default/files/publications/building-womens-economic-and-social-empowerment.pdf>
9. <http://www.unwomen.org/en/what-we-do/economic-empowerment>
10. http://personal.lse.ac.uk/ghatak/development_measures.pdf

CORE XVI– Gender Empowerment (Optional)

2018 WSTAC16

Credit Hours: 4

Objective:

- Aims to understand the theoretical background of gender empowerment
- To provide an understanding of various dimensions of gender Empowerment
- To educate the students on gender development measures

Learning outcome

- Will Gain knowledge on theories of gender empowerment
- Understand various developmental measures
- Gain knowledge on resources available for gender empowerment

Unit I Gender Empowerment and Development: Women and Development- Welfare Approach, WID, GAD, WAD, The Efficiency Approach, GED, Mainstreaming Gender Equality- Millennium Development Goals.

Unit II Measures for Empowerment: Gender Parity Index- Gross domestic Product- Gross National Product- -Human Poverty Index- The Swa-Shakti Project– Women's Economic Programme- Support Services for Women- Education for Women- SSA- Adult Education Programme – Government Measures – Micro-finance- Role of NGOs

Unit III Social Empowerment: Education– Health– Nutrition Drinking Water and Sanitation- Alleviation of Poverty- Women Agricultural Workers- Social Problems Face by Women and Men

Unit IV– Economic Empowerment: Self Wage Employment Schemes–Employment Generation Schemes – National and State Local Levels – Approaches and Access to Credit – Micro finance Revolution –NABARD- Grameen Bank, and others State Policy and Programmes

Unit V Development Measures - Human development Index–Gender Related Development Index, Gender Empowerment Measures – ICT and Women in the Informal Sector- Theoretical Perspectives of Empowerment – Mainstreaming Gender Development Policies

References

1. Kalpagam .U.2011, Gender and Development In India Current Issues, Rawat Publications
2. Ajit Kumar Sinha ,2008, New Dimensions of Women Empowerment , Deep and Deep Publications.
3. Kaila H.L, 2005, *Women, Work and the Family*, Rawat Publications, Jaipur
4. Sheela Varghese, 2003, Employment of Women in the unorganized manufacturing sector, University Book House Private limited, Jaipur
5. Promilla Kapur (ed), 2000, *Empowering Indian Women*, Publication Division, Government of India, New Delhi
6. <https://economics.mit.edu/files/7417>
7. https://en.wikipedia.org/wiki/Women%27s_empowerment
8. <https://www.poverty-action.org/sites/default/files/publications/building-womens-economic-and-social-empowerment.pdf>
9. <http://www.unwomen.org/en/what-we-do/economic-empowerment>
10. http://personal.lse.ac.uk/ghatak/development_measures.pdf

CORE XVII – Project Work

2018 WSTAC 17

Credit Hours: 4

Objectives:

- Women's studies, by its very nature, cannot be confined to classrooms teaching alone.
- Skill oriented training is an essential component to the course and understanding in practical.
- This course aims to develop research knowledge for the students

Evaluation for Total 200 will include the following:

- Review of Literature -20 marks
- Questionnaire Framing -25 marks
- Data Collection -25 marks
- Analysis and Interpretation -30 marks
- Report Writing -60 marks
- Viva Voce -40 marks

Supportive - Gender Empowerment and Society

Credit Hours: 2

Objectives:

- To understand the changing roles of gender in Indian scenario.
- To comprehend the social institutions prevailing in the Indian culture
- To analyze the status of women in India

Learning Outcome:

- Knowledge and understanding of the conceptualization of gender
- Critical thinking skills
- Sensitized on the changing roles of gender
- Understand the social institution and view the society with gender lens
- Knowledge and understanding of the gendered division of labour in the private and public sphere

Unit – I: Women's Studies perspective and Practices: Introduction–Myths about Women Empowerment – Women Empowerment – Sexual Division of Labour - Gender Equality

Unit II: Women's Studies Concepts : Sex Vs Gender–Femininity - Masculinity - Gender Awareness - Gender Analysis - Gender Discrimination - Gender Equality - Gender Inequality - Gender Identity – gender Roles – Gender Gap – Matriarchy - Patriarchy

Unit III: Types of Inequality: Mortality Inequality–Nationality Inequality–Basic Facility Inequality – Special opportunity inequality - Professional Inequality – Ownership Inequality – House Hold Inequality

Unit IV: Women and Institutions of Social System: : Family–Types–Marriage - Types of Marriage – Multiple Role of Women – Caste – Class – Culture – Religion and Social System

Unit V: Status of Women in India: Sex Ratio - Life expectancy - Literacy Rate - Domestic Violence – Sexual Harassment – Women Empowerment

References

1. Dr. L. Thara Bhai, 2000, Women's Studies in India, Efficient offset printers
2. Sudha Sharma, 2007, Women Marriage in India, Vital Publications Jaipur, India.
3. Sarkar. I., 2008, Women in Changing Society, Serials Publication, New Delhi.
4. https://en.wikipedia.org/wiki/Women%27s_studies
5. http://equality-ne.co.uk/downloads/337_FivetypesofInequality.pdf
6. <https://www.wikigender.org/wiki/social-institutions-and-gender-index-2012/>
7. https://en.wikipedia.org/wiki/Women_in_India

Supportive – Introduction to Gender Studies

Credit Hours: 2

Objectives:

- To introduce and analyze major Gender concepts.
- To provide a base to understand the prevailing gender inequalities
- To understand various inequalities

Learning Outcome:

- Gain knowledge on the role of gender
- Understand the inequalities in the measures of development
- knowledge on national and international agencies working for women development

Unit I: Gender Identity: Gender Ideology, Sex Vs Gender, Biological Determinism, Socialization and Internalization

Unit II: Gender Roles: Division of Labour, Sex role, Stereotypes, Work, and Family

Unit III: Gender Equality /Equality: Equality Vs Equity, HDI, GDI and GEM, Womenempowerment -Meaning, Concepts and Empowerment Levels.

Unit IV: Gender Inequality in certain vital measures of development: Sex Ratio, Lifeexpectancy, Literary level, Work participation, Decision Making and Political participation

Unit V: National and International Agencies Working for Women- Ministry of Women andchild development, National commission for women, World Health Organization and UN women

References:

1. Siuli Sarkar 2018, "Gender Disparity in India: Unheard Whimpers" Paperback edition
2. Brettell CB & Sargent CF, 2011, Gender in cross-Cultural Perspective Paperback
3. Kaila H.L, 2005, *Women, Work and the Family*, Rawat Publications, Jaipur
4. Brennen, Johanna, 2006, *Women and the Politics of Class*, Aakar Books, Delhi
5. Laura Krame 2004, *The Sociology of Gender: A Brief Introduction*
6. <http://www.who.int/en/>
7. <http://www.unwomen.org/en>
8. <http://ncw.nic.in/>
9. <http://wcd.nic.in/>

Supportive- Women and Leadership

Credit Hours:2

Objectives:

- To introduce the basic concepts leadership qualities.
- To understand the significance of various skill development
- To understand the eminent women leaders with best leadership quality

Learning Outcome:

- Gain knowledge on various leadership scales
- Understand the significance of women leadership
- knowledge on women leaders and their skills

Unit I-Introduction to Leadership: Meaning-Importance of Leadership- Women as Leaders- Need for capacity building

Unit II -Need for Soft Skill: Communication Skill-Employability Skill-Corporate Skill-Negotiation Skill

Unit III-Life Skill: Role of Life Skills in enhancing Women Leadership-Attitude-Emotional Intelligence-Interpersonal Skill-Self Development

Unit IV-Women and Leadership Qualities: Meaning–Traits of Leadership-Honesty-Integrity-Dedication-Responsibility-Goal Setting-Decision Making

Unit V- Case Studies of Successful Leaders: Kiran Mazumdar-Indra Nooyi-Medha Patkar

References:

1. Andrew J. DuBrin 2009, Leadership Research Findings, Practice and Skills, Houghton Mifflin Company, New York.
2. Richard L. Daft 2010, Leadership, Nelson Education Ltd, Canada.
3. Peter G. Northouse, 2014, Leadership Theory and Practice, Sage Publications, New Delhi.
4. Hariharan.S, Sundararajan.N, Shanmugapriya.S.P, 2010, Soft Skills, MJP Publishers, Chennai.
5. Stephen Manallach, 2012, Soft Skills for a Flat World, Tata McGraw-Hill Education Private Limited, New Delhi.
6. S.R.Singh, 2011, Soft Skills, APH Publishing Corporation, New Delhi.
7. <https://www.mannaz.com/education/introduction-to-leadership/>
8. <https://www.oxbridgeacademy.edu.za/blog/5-reasons-soft-skills-important-ever/>
9. https://en.wikipedia.org/wiki/Life_skills
10. <https://www.forbes.com/sites/yec/2017/10/03/eight-traits-every-powerful-female-leader-possesses/#731ed38f608f>
11. <https://leaderonomics.com/business/case-studies>

Supportive - Women and Psychology

Credit Hours:2

Objectives

- To understand the theories of basic psychology
- Aims to understand gender role development in psychological perspective
- to understand the psychological difference between men and women

Learning Outcomes

- Gain Knowledge on theories of psychology
- Will gain knowledge on various psychological problems of women
- Will understand the different techniques in counselling

UNIT I : Women and Depression -The Epidemiology of depression among Women

UNIT II: The Biological Underpinnings of Depression–Stress and Depression–Sexdifferences in Depression – Neuroanatomical basis of Depression.

UNIT III: Depression disorder in Women–Specific Depressive Disorder of Women–PMS, PMDD– Menopausal Depression – Women’s ageing and Depression.

UNIT IV: Personality and Depression in Women–Marriage and Depression–Women, Workand Depression – Prevention of Depression in Women.

UNIT V: Mental Health Issues and Problems -Growth and Anxiety- Suicide and Youth– JuvenileDelinquency in Girls.

References:

1. Corey L.M Keyes, 2006, Sherryl H.Goodman “Women and depression” A Handbook for theSocial, Behavioral and Biomedical Sciences. Cambridge University Press
2. Dr.R.Kumar and Dr.Meenal Kumar, 2009, “Older Women and Common Diseases” Management of Physical and Mental Ailments, Deep and Deep Publications
3. Dr.R.Kumar and Dr.Meenal Kumar, 2009, “Female Youth Health Management” Problems,Diseases and Marriage, Deep and Deep Publications
4. McEwen, B.S, 2003, ”Mood disorders and allosteric load”. Biological Psychiatry
5. Leathers, S.J., &Kelly, M.A. 2000, “Unintended pregnancy and depressive symptoms among first-time mothers and fathers” American Journal of Orthopsychiatry
6. <http://www.apa.org/pi/women/programs/psychology/index.aspx>
7. <https://www.biomedcentral.com/collections/bmadseries>
8. <http://midus.wisc.edu/findings/pdfs/1720.pdf>
9. <https://www.mind.org.uk/information-support/types-of-mental-health-problems/mental-health-problems-introduction/#.WxTZyP6KTix>
10. <https://www.ncjrs.gov/pdffiles1/ojjdp/226358.pdf>

Supportive –Introduction to Gender Equity

Credit Hours:2

Objectives

- To understand the theories of gender
- Aims to understand the inequalities prevailing in society
- to understand the various agencies for gender development

Learning Outcomes

- Gain Knowledge on theories of gender
- Will gain knowledge on various inequalities in developmental measures
- Will understand the different agencies working for gender development

Unit I: Equality Vs Equity: Understanding Gender and Multiple Inequalities in the Society – Caste – Class - Religion - Gender Intersections – Importance of Gender Equity - Benefits of Inequality

Unit II :Types of Inequality -Mortality Inequality–Nationality Inequality–Basic Facility Inequality – Special opportunity inequality - Professional Inequality – Ownership Inequality – House Hold Inequality – Strategies and Initiatives to eliminate

Unit III: Reproductive Rights - Health Rights–Gender Discrimination–Son Preference–Gender Equity - Importance of Gender Equity - The Benefits of Gender Equity

Unit IV: Elimination of All Forms of Discrimination against Women (CEDAW) - National Commission for Women (NCW) - Department of Women and Child Development

Unit V: Women in Development to Gender and Development - Committee against Sexual Harassment (CASH) - [Protection of Children from Sexual Offences Act, 2012](#) - Sexual Harassment of Women at Workplace Act, 2013 - Domestic Violence Act 2005 **References**

References

1. William Keepin, (2015), Divine Duality, Hohm Press.
2. [Bonnie G. Smith](#), (2013) Women's Studies: The Basics , New York.
3. Dr. L. Thara Bhai, 2000, Women's Studies in India, Efficient offset printers.
4. Nation Commission For Women Report (2015)
5. Human Development Reports (2015)
6. Annual Report 2015 -16 Ministry of Law and Justice
7. <https://edtrust.org/the-equity-line/equity-and-equality-are-not-equal/>
8. <http://www.studylecturenotes.com/basics-of-sociology/social-inequality-definition-types-and-examples>
9. https://en.wikipedia.org/wiki/Reproductive_rights
10. https://en.wikipedia.org/wiki/Women_in_development

Course Completion Requirement I

The students should attend communicative English class (two hours per week) in I and II Semester

Course Completion Requirement II

As a part of this course, the department will organize an educational trip to the selected field (minimum 5 to maximum 8 days) and students are supposed to do gender based analysis in a real life situation and come out with the solution in III semester.

VALUE ADDED COURSE:
CHALLENGES OF SOCIAL MEDIA

Unit I: Introduction to Social Media: Definition- Origin and Developments and prospects of social media- Viral content-Mobile users-Business potential-Business performance-Trustworthiness Harmful effects

Unit II: Types of Social Media: Face book, Twitter, WhatsAap, IMO, Instagram, Telegram, We-Chat, Linked in, Hangouts, Sharing Media – YouTube, Flicker- Merits and demerits

Unit III: Evaluation of Social Media: Attributes of Social Media, Impact of Social Media- Tools of Social media- consuming social media, producing social Media, Criticism of social media. Impact on physical and mental health- Mood disturbances- Face book addiction disorder- Weight-related issues- Beneficial effects- Beneficial versus harmful effects of Twitter

Unit IV: Gender and Social media: Gender and social networking – mobile social networking – Gender Specific behaviors on social media- social media and gender issues

Unit V: Gender differences in social network service use: Historical connections- differences – cyber bullying- gender identities in social networking – gender inclusive social media –gender differences in social media

References

1. Baldacchino, G. (1999). *Ninvestigaw is-socjeta'*. Malta: PEG. Chircop, B. (Ed.) (2011). *Studju Soċjali – Nifhmu l-genn tas-socjeta'*. Malta: BDL Publications Gatt, A. (2008). *Ekwopedja*. Malta: Outlook Coop. Ċentru Fidi u Ġustizzja (2003). *Ibda għix fid-dinja- Ġabra ta' informazzjoni u attivitajiet dwar problemi soċjali*. Malta: Offset Press Ltd.
2. Cutajar, J. & Cassar, G. (Eds.) (2009). *Social Transitions in Maltese Society*. Malta: Agenda. Fiehn, T., Fiehn, J. & Miller, A. (2006). *Citizenship Studies for Key Stage 4 and GCSE*. London: Hodder Murray. JRS Malta (2005). *Saħħa fid-Diversita' - Riżorsi għall-Għalliema*. Malta: JRS Malta. Macionis, J.J. and Plummer, K. (2008). *Sociology - A Global Introduction* (3rd edition). Pearson Education Ltd. Moore, S. (2001). *Sociology alive* (3rd edition). Gloucestershire: Nelson Thornes. Wales, J. (2009). *Citizenship today*. London: Harper Collins Publishing.
3. Jeremy Harris Lipschultz **Social Media Communication: Concepts, Practices, Data, Law and Ethics Page no 1-319**
4. <https://lop.parl.ca/Content/LOP/ResearchPublications/2010-03-e.pdf>
5. <https://www.telstra.com.au/content/dam/tcom/seniors/pdf/beginners-social-media-part1.pdf>
6. http://www.rin.ac.uk/system/files/attachments/social_media_guide_for_screen_0.pdf
7. www.wikigender.org
8. www.socialmediatoday.com
9. www.researchgate.net , In book: *Handbook of Research on the Societal Impact of Digital Media*, pp.638-669
10. https://en.wikipedia.org/wiki/Social_media