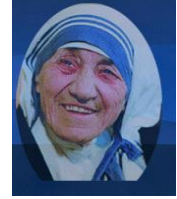




# MOTHER TERESA WOMEN'S UNIVERSITY



## DEPARTMENT & CENTRE FOR WOMEN'S STUDIES

### MA WOMEN'S STUDIES

### SYLLABUS

**FROM THE ACADEMIC YEAR  
2023 – 2024**

**TAMILNADU STATE COUNCIL FOR HIGHER EDUCATION,  
CHENNAI – 600 005**

## M.A. Women's Studies

### 1. ABOUT THE PROGRAMME

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

### 2. PROGRAMME EDUCATIONAL OBJECTIVES (PEO)

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

PEO1: Understand the importance of Women's Studies and incorporate Women's Studies with other

Fields

PEO2: Understand women empowerment and support to get mental strength to face real life challenges

PEO3: Function as a Team Member and step up for social change and support womenfolk by Emulating leadership skills

PEO4: Work productively as social worker by adopting to environment with life long learning and adhering to ethical standards

PEO5: Work in organised or unorganised sectors to create a change with prober awareness on gender Inclusion

### 3. PROGRAMME OUTCOMES(POs)

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

**PO 1:** will understand the different role of women, Gender, sex and expose to debates, areas of inter-disciplinary feminist research, and relevant methodologies

**PO 2:** will learn a range of analytical and field-based skills, gender perspective concepts which will equip them for professional careers. entrepreneurship and Technological knowledge to get empowerment

**PO 3:** will get an exposure in the field of academic, research, culture, Health, technology, legal rights, violence against women and remedies and sociology

**PO4:** will strengthen their self-confidence to face their life challenges

**PO 5:** will integrate the indispensable human values to become respectful humans and law-

abiding Citizens and understand Values of Women and importance of Women Rights

**PO 6:** will promote their managerial skills to work independently in groups and to acquire leadership skills. So that they could transform themselves into job-ready candidates and achieve their career goals

**PO 7:** will widen their perspective on women and Gender centric concepts and make them to face the competitive world which has more challenges and incorporate ICT skills to clear competitive examinations.

### PROGRAMME SPECIFIC OUTCOME (PSO)

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

**PSO1:** examine and critique ideological assumptions underlying social institutions and systems of representation, including but not limited to assumptions regarding gender, race, class, nationality, disability, age, and sexual orientation.

**PSO2:** understand the way women centric ideas, values, and themes inform and impact culture and society, both past and present.

**PSO3:** understand women studies both in Indian and international scenario, which helps the learners to have wide knowledge nationally as well as internationally.

**PSO4:** analyze, interpret, and understand the complex interrelationships between the real situation and feministic concepts and importance of Women Health and Legal Rights

**PSO5:** understand various dimension of women empowerment as well as gender empowerment

**PSO6:** motivate the students to get empowered and make others to empower.

**PSO7:** contribute predominant role in policy making and acquire high leadership qualities

### 3. EVALUATION PATTERN

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

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

**Question Paper Pattern for External examination for all course papers.****Max.Marks:75****Time:3Hrs.**

S.No.	Part	Type	Marks
1	A	<b>10*1Marks=10</b> Multiple Choice Questions (MCQs):2questions from each Unit	<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>
TotalMarks			<b>75</b>

- **Project Report**

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

- **Project Evaluation**

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

## M.A Women's Studies

S.No.	Course Code	Course Title	Credits	Hours		Continuo us Internal Assesse ment (CIA)	End Semester Exam (ESE)	Total
				P	T			
<b>SEMESTER I</b>								
1.	P23WST11	Core-I Introduction to Women's Studies	5	7	-	25	75	100
2.	P23WST12	Core-II Feminism and Movement	5	7	-	25	75	100
3.	P23WST13	Core-III Introduction to Gender Studies	4	6	-	25	75	100
4.	P23WSE11	Elective – I: Feminism and Literature in India	3	5		25	75	100
5.	P23WSG11	Generic Course - I: Women Empowerment	3	5		25	75	100
		Total	20	30		-	-	600
<b>SEMESTER II</b>								
11	P23WST24	Core- IV Gender Issues in India	5	6		25	75	100
12	P23WST25	Core- V Women and Economy	5	6		25	75	100
13	P23WST26	Core-VI Women and Legal Rights	4	6		25	75	100
14	P23WSE22	Elective – 2: Women Entrepreneurship and Development	3	4		25	75	100
	P23CSG22	Generic Course-2: Cyber Security	3	4		25	75	100
15	P23WSS21	SEC-1 (NME) - Women and Health	2	4		25	75	100
		Total	22	30		-	-	700

**NonMajor Elective:** for other department students

NME- P23WSN21-Women and Globalisation

**Additional Credit Courses**

1. P23WSV11 - Value Added Program I-Women Victim Assistance (First Semester)
2. P23WSI21-Internship/IndustrialTraining–TwoCredits-(SecondSemester)
3. P23WSO31-OnlineCourses/ swayam/ Mooc courses –Two Credits - (Third Semester)
4. P23WSV42-ValueAddedProgramII- NGO Management (Fourth Semester)

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

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

**Outside Class Hours (Attendance compulsory, Certificate Mandatory)**

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

# **SEMESTER-I**

COURSE CODE	P23WST11	INTRODUCTION TO WOMEN'S STUDIES	L	T	P	C
CORE-I			7	-	-	5
Cognitive Level	K1–Remember K2–Understand K5– Evaluate					
Course Objectives	<ul style="list-style-type: none"> <li>➤ To disseminate knowledge about the origin and growth, fundamental concepts</li> <li>➤ To Institutionalize Women's Studies and its challenges.</li> <li>➤ To highlight the different roles of Women in the Indian society.</li> <li>➤ To transform women as the developmental agents for societal change</li> <li>➤ To bring out attitudinal changes in minds of the women.</li> </ul>					

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

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

### Unit–2: Fundamental concepts in women's studies

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

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

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

### Unit-4 Women studies and gender studies

Gender studies-Gender Studies vs Women's Studies-Gender concepts-Gender sensitization-Gender and violence-Gender Discrimination-Gender Division of Labour-Gender Equality-Inequality-Gender Parity and Gender Equity-Gender Sensitization-Gender Mainstreaming-Gender Audit-Gender Budgeting-Gender Sensitive Approach-5 Glass Ceiling



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

National Committees and commissions for Women in Women's Studies National Commission for Women, NPEWHRC, Department of Women and Childdevelopment, State Women's Development Corporations – Centre and State initiatives of Women's studies – schemes for women developments.

### References

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

### Course Outcomes

Upon completion of this course the students will be able to

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

### Outcome Mapping

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

Strongly correlating: S,

Moderately correlating: M

Weakly correlating: W

No correlation: N

COURSE CODE	P23WST12	FEMINISM AND MOVEMENT	L	T	P	C
CORE-II			7	-	-	5
Cognitive Level	K2– Understand K3– Apply K4–Analyze					
Course Objectives	<ul style="list-style-type: none"> <li>➤ To introduce the concept of Feminism, different schools of Feminism, Contributions of Feminists.</li> <li>➤ To Realize the Disability and feminism and Indian Feminist thinkers and Activists.</li> <li>➤ To understand feminist movements in India</li> <li>➤ To instill feminist thought in the society</li> <li>➤ To provide an exposure to imbibe feminist thoughts, Ideals and Movements.</li> </ul>					

### Unit-1: Meaning and concept of feminism

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

### Unit-2: Types of feminism

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

### Unit-3: Feminists' Contributions

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

### Unit-4: Feminism in India

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

### Unit-5: Post independence movements in India

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

## References

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

## Course outcomes

Upon completion of this course the students will be able to

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

## Outcome Mapping

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

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

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

### **Unit1: Introduction to Gender Studies**

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

### **Unit2: Concept of sex and gender**

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

### **Unit3: Gender and structural inequalities**

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

### **Unit-4: Multidimensions gender**

Multi Gender roles and identity-femininity and Masculinity-Womanhood and Motherhood- Visible and Invisible Women- Women Empowerment-Gender Discrimination-Gender Division of Labour - Gender Equality-Inequality-Gender Parity and Gender Equity-GenderSensitization-GenderMainstreaming-GenderAudit-GenderBudgeting-GenderSensitiveApproach-Glass Ceiling

### **Unit-5: Gender and development in India**

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

**References:**

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

**Course outcomes**

Upon completion of this course the students will be able to

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

**Outcome Mapping**

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

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

COURSE CODE	P23WSE11	FEMINISM AND LITERATURE IN INDIA	L	T	P	C
<b>ELECTIVE I</b>			<b>5</b>	<b>-</b>	<b>-</b>	<b>3</b>
<b>Cognitive Level</b>	K1–Remember K2–Understand K3 – Apply					
<b>Course Objectives</b>	<ul style="list-style-type: none"> <li>➤ To Disseminate knowledge about the Origin and Growth of Feminist Literature</li> <li>➤ To understand Works of Feminist Writers in India</li> <li>➤ To Help to realize the impact of Feminist Terminologies in the Literary Works, Women Portrayal in Feminist Literature and Feminist Literary Criticism.</li> <li>➤ To make aware of feminist thinking in Indian literature</li> <li>➤ To raise consciousness among the learners through literature in the Feministic Perspective.</li> </ul>					

### **Unit-1: Origin and Growth of Feminist Literature**

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

### **Unit-2: Feminism in Tamil Writing**

Feministic Concepts in Tamil illakiam- Feminism in Thirukural- Avaiyar-Andal, Naladiyar- Elangovadigal-Works of Bharathiyar-Bharadhidasan-Mudiyarasan-Feminism in Tamil novels- Ramani Chandran –Vanidasan- feminism in tamil poems, Pudhinangals and other 20<sup>th</sup> century writers

### **Unit-3: Feminism in English Writing**

Feminism in Indian English writers-feminism in writers view-Works of R.K.Narayan-Rabindranath Tagore-Gita hariharan-Shobha De-Shasshi Deshpande-Anitha Desai-Amirtha pritam-Arundhadhi Roy-Kiran Desai and others- 20<sup>th</sup> century writers in Indian English.

### **Unit-4: Women Portrayal in Feminist Literature**

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

**Unit-5: Feminist literary criticism**

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

**References**

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

**Course outcomes**

Upon completion of this course the students will be able to

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

**Outcome mapping**

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

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

# **SEMESTER-II**



COURSE CODE	P23WST24	GENDER ISSUES IN INDIA	L	T	P	C
CORE-IV			6	-	-	5
Cognitive level	K1– remember K2– understand K6-create					
Course Objectives	<ul style="list-style-type: none"> <li>➤ To understand Indian culture and gender</li> <li>➤ To understand gender concepts in India</li> <li>➤ To create awareness gender issues</li> <li>➤ To sensitize gender development and empowerment</li> <li>➤ To serve society to enhance gender equality</li> </ul>					

### Unit1: Introduction

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

### Unit2: Women Issues

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

### Unit3: Transgender issues

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

### Unit4: Gender development

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

### Unit5: Gender empowerment

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

**Reference:**

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

**Course Outcomes**

Upon completion of this course the students will be able to

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

**Outcome Mapping**

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

Strongly correlating :S

Moderately Correlating :M

Weakly correlating :W

No correlation :N

COURSE CODE	P23WST25	WOMEN AND ECONOMY	L	T	P	C
CORE-V			6	-	-	5
Cognitive level	K2–understand K4–analyze K5–evaluate					
Course Objectives	<ul style="list-style-type: none"> <li>➤ To Imbibe knowledge about the main areas of Women, Economic Development and Women in Labour Market</li> <li>➤ To motivate learners to enhance their economy</li> <li>➤ To understand the role of women in enhancing economical empowerment</li> <li>➤ To Sensitize on the role of Women in Economic Participation, Economic Development and Growth and Women in the Global Economy</li> <li>➤ To Motivate and engage the students to actively contribute themselves in National Economy of India</li> </ul>					

### Unit1: Women and Economic Development

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

### Unit2: Women and Labour Market

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

### Unit3: Women in Economic participation

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

#### **Unit4: Role of Women in Economic development and growth**

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

#### **Unit5: Women in the Global Economy**

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

#### **References:**

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

#### **Course outcomes**

Upon completion of this course the students will be able to

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

**Outcome Mapping**

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

Strongly correlating :S

Moderately Correlating :M

Weakly correlating :W

No correlation :N

COURSE CODE	P23WST26	WOMEN AND LEGAL RIGHTS	L	T	P	C
CORE-VI			4	-	-	5
Cognitive level	K1 – remember k2–understand k3 – apply k4–analyze k5–evaluate					
Course Objectives	<ul style="list-style-type: none"> <li>➤ To understand Indian constitution and human rights</li> <li>➤ To disseminate knowledge about the important elements in the Indian constitution, Indian laws.</li> <li>➤ To sensitize the role of legislation and to identify themselves towards the betterment of women.</li> <li>➤ To train them to find out solutions to their legal issues</li> <li>➤ To support and protect other women and themselves from the violence against women.</li> </ul>					

### Unit1: Indian Constitution

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

### Unit2: Child Protection

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

### Unit3: Women Rights

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

### Unit4: Women Labour Acts

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

### Unit5: Women and political rights

Women and Politics –Need of women in Politics- Women politics in the early period-

Political Representation of Women - Different Bills-Women Participations at Grass Root level - Reservation of Women in the parliament, Local Bodies and Panchayats-Debate regarding Women's Reservation Policies.

### References:

- Kelly, SusanA, "Identifying the women of Early Dynastic Egypt: an analysis of the women's funerary stela/ slabs f rom Abu Rawash, Helwan, and Abydos",2016.
- Barmash, Pamela, "Biblical and ancient Near Eastern law". Religion Compass,2018.
- Beattie,Cordelia;Stevens,MatthewFrank,MarriedWomenandtheLawinPremodernNorthwest Europe, 2013.
- Chandra, Monmayee Basu.Women and Law in India.Oxford India paper backs Oxford University Press,2016.

### Course outcomes

Upon completion of this course the students will be able to

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

### Outcome Mapping

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

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

COURSE CODE	P23WSE22	WOMEN ENTREPRENEURSHIP AND DEVELOPMENT	L	T	P	C
<b>ELECTIVE III</b>			<b>4</b>	-	-	<b>3</b>
<b>Cognitive level</b>	K1 – remember k2–understand k3 – apply k4–analyze k5–evaluate					
<b>Course Objectives</b>	<ul style="list-style-type: none"> <li>➤ To introduce the major traits and essence of entrepreneurship skill development</li> <li>➤ To sensitize the importance of women entrepreneurship</li> <li>➤ To sensitize the students with the concept of entrepreneurship and develop the entrepreneurial skills and competencies</li> <li>➤ To make aware about the various schemes and programmes that address women entrepreneurs in India</li> <li>➤ To motivate the learners to be come micro/macro entrepreneurs</li> </ul>					

### **Unit-1Introduction toWomen Entrepreneurship**

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

### **Unit2: Entrepreneurship and Women Empowerment**

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

### **Unit3: Starting a New Business**

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

### **Unit4: Entrepreneurial Skills and Competencies**

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



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

### **Unit5: Women Entrepreneurship Development in India**

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

### **References:**

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

### **Course outcomes**

Upon completion of this course the students will be able to

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

### Outcome Mapping

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

Strongly correlating :S

Moderately Correlation :M

Weakly correlating :W

No correlation :N

COURSE CODE	P23WSS21	WOMEN AND HEALTH	L	T	P	C
SEC I			5	-	-	4
<b>Cognitive Level</b>	K1 – remember k2–understand k3 – apply k4–analyze k5–evaluate					
<b>Course Objectives</b>	<ul style="list-style-type: none"> <li>➤ To Encompass the Concept of Health and Women's Health at different stages Reproductive health and Nutrition.</li> <li>➤ To create awareness about various health related issues and remedies.</li> <li>➤ To provoke awareness about the importance of Nutrition and Health.</li> <li>➤ To improve the quality of Women's life in particular in the perspective of Health.</li> <li>➤ To make aware of other women folk on importance of health, And Nutritious food</li> </ul>					

### Unit-1: Introduction

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

### Unit-2: Maternal nutrition

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

### Unit-3: Nourishing Health

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

#### Unit-4: Health needs of Women

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

#### Unit-5: Life Style Diseases of Women

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

#### References

- García-Moreno,Claudia;Amin,Avni.The sustainable development goals, violence and women's and children's health,2016.
- Gronowski, AnnM.; Schindler, EmilyI.Women's Health. ScandJClinLab,2014.
- Liu,KatherineA.;DiPietroMager,NatalieA.Women's involvement in clinical trials: historical perspective and future i mplications, 2016.
- Gahagan,Jacqueline;Gray,Kimberly;Why nacht,Ardath Sex and gender matter in health research: addressing health inequities in health research reporting,2015.

#### Course outcomes

Upon completion of this course the students will be able to

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

#### Outcome Mapping

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

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