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| M.A.,  gender studies (computer application) |
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| **SYLLABUS**  **FROM THE ACADEMIC YEAR**  **2023 - 2024** |
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| **TAMILNADU STATE COUNCIL FOR HIGHER EDUCATION, CHENNAI – 600 005** |
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**VISION**

To develop an educated generation of people, pertaining to their independent human rights, emotionally intelligent life style, financially independent walk of life leading to emancipation and empowerment of gender.

**MISSION**

* To impart knowledge and skill with the best state of the art facilities provided in the department.
* To inculcate a sense of service and committed work style among the students.
* To provide a wide platform for all kind of students to get trained in entrepreneurial skills, leadership values and people skills.
* To educate the students in qualitative and innovative methods of research.
* To mold the students with confidence and clarity to encounter the future society.

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| **TANSCHE REGULATIONS ON LEARNING OUTCOMES-BASED CURRICULUM FRAMEWORK FOR POSTGRADUATE EDUCATION** | |
| **Programme** | **M.A., Gender Studies (Computer Application)** |
| **Programme Code** |  |
| **Duration** | **PG - Two Years** |
| **Programme Outcomes (Pos)** | **PO1: Problem Solving Skill**  Apply knowledge of Management theories and Human Resource practices to solve business problems through research in Global context.  **PO2: Decision Making Skill**  Foster analytical and critical thinking abilities for data-based decision-making.  **PO3: Ethical Value**  Ability to incorporate quality, ethical and legal value-based perspectives to all organizational activities.  **PO4: Communication Skill**  Ability to develop communication, managerial and interpersonal skills.  **PO5: Individual and Team Leadership Skill**  Capability to lead themselves and the team to achieve organizational goals.  **PO6: Employability Skill**  Inculcate contemporary business practices to enhance employability skills in the competitive environment.  **PO7: Entrepreneurial Skill**  Equip with skills and competencies to become an entrepreneur.  **PO8: Contribution to Society**  Succeed in career endeavors and contribute significantly to society.  **PO 9 Multicultural competence**  Possess knowledge of the values and beliefs of multiple cultures and  a global perspective.  **PO 10: Moral and ethical awareness/reasoning**  Ability to embrace moral/ethical values in conducting one’s life. |
| **Programme Specific Outcomes**  **(PSOs)** | **PSO1 – Placement**  To prepare the students who will demonstrate respectful engagement with others’ ideas, behaviors, beliefs and apply diverse frames of reference to decisions and actions.  **PSO 2 - Entrepreneur**  To create effective entrepreneurs by enhancing their critical thinking, problem solving, decision making and leadership skill that will facilitate startups and high potential organizations.  **PSO3 – Research and Development**  Design and implement HR systems and practices grounded in research that comply with employment laws, leading the organization towards growth and development.  **PSO4 – Contribution to Business World**  To produce employable, ethical and innovative professionals to sustain in the dynamic business world.  **PSO 5 – Contribution to the Society**  To contribute to the development of the society by collaborating with stakeholders for mutual benefit. |

**Template for P.G., Programmes**

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Semester–I** | **Credit** | **Hours** | **Semester-II** | **Credit** | **Hours** | **Semester-III** | **Credit** | **Hours** | **Semester–IV** | **Credit** | **Hours** |
| 1.1. Core-I | 5 | 7 | 2.1. Core-IV | 5 | 6 | 3.1. Core-VII | 5 | 6 | 4.1. Core-XI | 5 | 6 |
| 1.2 Core-II | 5 | 7 | 2.2 Core-V | 5 | 6 | 3.2 Core-VII | 5 | 6 | 4.2 Core-XII | 5 | 6 |
| 1.3 Core – III | 4 | 6 | 2.3 Core – VI | 4 | 6 | 3.3 Core – IX | 5 | 6 | 4.3 Project with viva voce | 7 | 10 |
| 1.4 Discipline Centric  Elective -I | 3 | 5 | 2.4 Discipline Centric  Elective – III | 3 | 4 | 3.4 Core – X | 4 | 6 | 4.4Elective - VI (Industry / Entrepreneurship)  20% Theory  80% Practical | 3 | 4 |
| 1.5 Generic Elective-II: | 3 | 5 | 2.5 Generic Elective -IV: | 3 | 4 | 3.5 Discipline Centric Elective - V | 3 | 3 | 4.5 Skill Enhancement course / Professional Competency Skill | 2 | 4 |
|  |  |  | 2.6 NME I | 2 | 4 | 3.6 NME II | 2 | 3 | 4.6 Extension Activity | 1 |  |
|  |  |  |  |  |  | 3.7 Internship/ Industrial Activity | 2 | - |  |  |  |
|  | **20** | **30** |  | **22** | **30** |  | **26** | **30** |  | **23** | **30** |
| **Total Credit Points -91** | | | | | | | | | | | |

**Choice Based Credit System (CBCS), Learning Outcomes Based Curriculum Framework (LOCF) Guideline Based Credits and Hours Distribution System**

**for all Post – Graduate Courses including Lab Hours**

**First Year – Semester – I**

|  |  |  |  |
| --- | --- | --- | --- |
| **Part** | **List of Courses** | **Credits** | **No. of Hours** |
|  | Core – I | 5 | 7 |
| Core – II | 5 | 7 |
| Core – III | 4 | 6 |
| Elective – I | 3 | 5 |
| Elective – II | 3 | 5 |
|  |  | **20** | **30** |

**Semester-II**

|  |  |  |  |
| --- | --- | --- | --- |
| **Part** | **List of Courses** | **Credits** | **No. of Hours** |
|  | Core – IV | 5 | 6 |
| Core – V | 5 | 6 |
| Core – VI | 4 | 6 |
| Elective – III | 3 | 4 |
| Elective – IV | 3 | 4 |
| Skill Enhancement Course [SEC] - I | 2 | 4 |
|  |  | **22** | **30** |

**Second Year – Semester – III**

|  |  |  |  |
| --- | --- | --- | --- |
| **Part** | **List of Courses** | **Credits** | **No. of Hours** |
|  | Core – VII | 5 | 6 |
| Core – VIII | 5 | 6 |
| Core – IX | 5 | 6 |
| Core (Industry Module) – X | 4 | 6 |
| Elective – V | 3 | 3 |
| Skill Enhancement Course - II | 2 | 3 |
|  | Internship / Industrial Activity [Credits] | 2 | - |
|  |  | **26** | **30** |

**Semester-IV**

|  |  |  |  |
| --- | --- | --- | --- |
| **Part** | **List of Courses** | **Credits** | **No. of Hours** |
|  | Core – XI | 5 | 6 |
| Core – XII | 5 | 6 |
| Project with VIVA VOCE | 7 | 10 |
| Elective – VI (Industry Entrepreneurship) | 3 | 4 |
| Skill Enhancement Course – III / Professional Competency Skill | 2 | 4 |
| Extension Activity | 1 | - |
|  |  | **23** | **30** |

**Total 91 Credits for PG Courses**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **METHODS OF EVALUATION** | | | | |
| **Internal Evaluation** | Continuous Internal Assessment Test | | **25 Marks** | |
| Assignments / Snap Test / Quiz | |
| Seminars | |
| Attendance and Class Participation | |
| **External Evaluation** | End Semester Examination | | **75 Marks** | |
| **Total** | | | **100 Marks** | |
| **METHODS OF ASSESSMENT** | | | |
| **Remembering (K1)** | | * The lowest level of questions require students to recall information from the course content * Knowledge questions usually require students to identify information in the text book. | |
| **Understanding (K2)** | | * Understanding of facts and ideas by comprehending organizing, comparing, translating, interpolating and interpreting in their own words. * The questions go beyond simple recall and require students to combine data together | |
| **Application (K3)** | | * Students have to solve problems by using / applying a concept learned in the classroom. * Students must use their knowledge to determine a exact response. | |
| **Analyze (K4)** | | * Analyzing the question is one that asks the students to break down something into its component parts. * Analyzing requires students to identify reasons causes or motives and reach conclusions or generalizations. | |
| **Evaluate (K5)** | | * Evaluation requires an individual to make judgment on something. * Questions to be asked to judge the value of an idea, a character, a work of art, or a solution to a problem. * Students are engaged in decision-making and problem – solving. * Evaluation questions do not have single right answers. | |
| **Create (K6)** | | * The questions of this category challenge students to get engaged in creative and original thinking. * Developing original ideas and problem solving skills | |

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| **Program Educational Objectives (PEOs)** | |
| The **M.A Gender Studies** program describe accomplishments that graduates are expected to attain within five to seven years after graduation. | |
| PEO1 | The students Graduating Gender’s studies are taught to be independent and  gender sensitized to execute and involve in gender related attributes in innovative, technology inclusive and skill based working career. |
| PEO2 | The students inculcate time management with precision to innovate and improve existing norms, working on various models to create a change in the society. |
| PEO3 | The student’s profession after Gender studies graduation is highly in demand and unique with versatile approach, that allows them in working towards creating a  change or awareness on gender inclusion. |
| PEO4 | The career in Gender studies improves the networking skills and help in  connecting with likeminded educated people around the globe. |
| PEO5 | The students can take up their career in Central and State Government,  International and community organizations. |
| PEO6 | The students can also opt for careers in arts and media. |
| PEO7 | The career options in politics and law are an added advantage. |
| PEO8 | The student can be placed as Gender counsellors in schools, POSCO and POSH Act trainers, project managers in SHGs social activist in NGOs etc. |
| PEO9 | The students can pursue Ph.D., Post Doctorate and D. littprogramme from  recognized National and International research institutes. |
| PEO10 | The students can be placed as counselors in hospitals, IT Company and other  Industries. |
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| **Program Specific Outcomes (PSOs)** | |
| After the successful completion of M.A. GenderStudies program, the students are expected  to | |
| PSO1 | The student’s study about gender and social Institutions in both Indian and International scenario. They learn to analyze the influence of socio-economic background to understand gender and social institutions. |
| PSO2 | The student involves in development of various practical skills, enabling them to  play an effective role in policy making for the society, particularly at the grassroots level. |
| PSO3 | The student is introduced to women entrepreneurship career objectives, planning  and execution of an enterprise and its benefits. |
| PSO4 | The student is trained to do gender analysis, gender audit, and gender  budgeting,advocacy and lobbying. |
| PSO5 | The student acquires knowledge on women welfare laws, their implementation, involvement of media in women work and lifestyle, Cyber related crimes against  women and laws for protection are being well informed. |
| PSO6 | The student is educated to understand about the dimensions of women  empowerment and women development. |
| PSO7 | The student’s gains knowledge on comprehensive profile of the health status of  women and LGBTQ in various life stages and knowledge about attitudes, behavior and health needs of women, laws to protect women’s health in the society. |
| PSO8 | The student acquires the knowledge on women education, history of women  development and current status and LGBTQ. |
| PSO9 | The student understands the administrative functions and operation mechanisms of NGOs involved in sensitizing women developmentprogramme and understand the  human resource planning in NGOs. |
| PSO10 | The student develops various practical skills like role of NGOs in society,  structure of NGOs, and development of NGOs. |
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| **Program Outcomes (POs)** | |
| On successful completion of the M.A.Gender Studies (Computer Application) | |
| PO1 | The student is sensitized to gender issues, marginalized groups, women’s rights  and historical perspectives along with people skills. |
| PO2 | The student gains various practical skills to play an effective role in policy  decision making, gender responsive budgeting. |
| PO3 | The student is able to do gender analysis, gender audit and planning along with  problem solving skill. |
| PO4 | The student has knowledge on role of women in environmental protection and  training on specific laws related to women and environment. |
| PO5 | The students have information and tools to help them 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. |
| PO6 | The student has knowledge on women welfare laws, women health issues and  reproductive health issues and he or she will be able to create awareness among the community. |
| PO7 | The student is equipped with knowledge on how to start an NGO and  registration of an NGO process along with decision making skill. |
| PO8 | The student is enhanced with research methods in women issues and gender  studies with research aptitude skill. |
| PO9 | The student is trained to conduct awareness programmes and becomes a trainer  with teaching skill. |
| PO10 | The student is prepared to take up entrepreneurship career role in the community  with employability skill. |
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**M.A. GENDER STUDIES (Computer Application)**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Course Code** | **Title of the Course** | **Credits** | **Hours** | | **Maximum Marks** | | |
|  |  |  | **Theory** | **Practical** | **CIA** | **ESE** | **Total** |
| **FIRST SEMESTER** | | | | | | | |
| **Core –I** | **Introduction to Gender Studies** | **5** | **7** |  | **25** | **75** | **100** |
| **Core –II** | **Feminist Theories and Thinkers** | **5** | **7** |  | **25** | **75** | **100** |
| **Core –III** | **Gender and Social Institutions** | **4** | **6** |  | **25** | **75** | **100** |
| **Elective -I** | **Feminist Research Methodology** | **3** | **5** |  | **25** | **75** | **100** |
| **Elective - II** | ***Students Choose Supportive Course Offered In Other Departments*** | **3** | **5** |  | **25** | **25** | **50** |
| **SECOND SEMESTER** | | | | | | | |
| **Core – IV** | **Women and Education** | **5** | **6** |  | **25** | **75** | **100** |
| **Core – V** | **Introduction to Counseling and Guidance** | **5** | **6** |  | **25** | **75** | **100** |
| **Core – VI** | **Dimension of Women Empowerment** | **4** | **6** |  | **25** | **75** | **100** |
| **Elective –III** | **Women and Health** | **3** | **4** |  | **25** | **75** | **100** |
| **Elective - IV** | **Women and Entrepreneurship** | 3 | 4 |  |  |  |  |
| **NME I** | **Skill Enhancement - NME**  **NGO and Social Welfare** | 2 | 4444  4 |  |  |  |  |
|  |  | **22** | **30** |  |  |  |  |

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| **Second year : Third Semester** | | | | | | | |
| **Core –VII** | **Gender and Media** | **5** | **6** |  | **25** | **75** | **100** |
| **Core – VIII** | **Gerontology in Indian Perspective** | **5** | **6** |  | **25** | **75** | **100** |
| **Core – IX** | **Women Law and Governance** | **5** | **6** |  | **25** | **75** | **100** |
| **Core – X** | **Sustainable Development Goals** | **4** | **6** |  | **25** | **75** | **100** |
| **Elective - V** | **Menstrual Health and Menopause** | **3** | **3** | - | **25** | **75** | **100** |
| **NME** | **Skill Enhancement Course - NME**  **Social Entrepreneurship and Women** | 2 | 3 |  |  |  |  |
| **Internship/** | **Industrial Activity** | 2 | 0 |  |  |  |  |
|  |  | **26** | **30** |  |  |  |  |
| **FOURTH SEMESTER** | | | | | | | |
| **Core – XI** | **Women and Economic Development in the Globalised World** | **5** | **6** |  | **25** | **75** | **100** |
| **Core - XII** | **Reproductive Health and Assisted Reproductive Technology (ART)** | **5** | **6** |  | **25** | **75** | **100** |
| **Project** | **Project work and Viva-Voce** | **7** | **10** | **12** | **100** | **100** | **200\*** |
| **Elective - VI** | **Managerial Skill for Women** | **3** | **4** |  |  |  |  |
| **Skill Enhancement Course –**  **Professional Competency Skill /** | **Tribal /Rural Women Empowerment /**  **POSH Act and POCSO Act Training /**  **Technology for Entrepreneurship /** | **2** | **4** |  | **25** | **75** | **100** |
| **Extension Activities** |  | **1** |  |  |  |  |  |
|  |  | **23** | **30** |  |  |  |  |
|  | **Total** | **91** |  |  |  |  |  |

**\*CIA**–Continuous Internal Assessment

**\*ESE**–End Semester Examinations

**\* For Project work: Practical 80% Marks Theory :20% Marks**

\*\* **Non Scholastic**

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| **Course**  **code** | | **WSTAC13A** | **INTRODUCTION TO GENDER**  **STUDIES** | **L** | | | **T** | **P** | **C** |
| **Core** | | | **CORE– I** | **2** | | | **1** | **1** | **4** |
| **Pre-requisite** | | | Students have the knowledge about women issues can be able realize the struggle of  women’s to survive |  | | | **2023** | | |
| **Course Objectives:** | | | | | | | | | |
| The main objectives of this course are to:   1. To give overview of the Academic discipline of Women’s Studies and its genesis 2. To familiarize students with key institutions, concepts, issues, & status in Women's Studies 3. To give outline about need of Women’s Studies in academic | | | | | | | | | |
| **Expected Course Outcomes:** | | | | | | | | | |
| On the successful completion of the course, student will be able to: | | | | | | | | | |
| 1 | To understand the need and importance of Gender Studies | | | | | | | K1 | |
| 2 | To gain knowledge about the major concepts related to Gender | | | | | | | K2 | |
| 3 | To attain knowledge about the issue related to female children | | | | | | | K3 | |
| 4 | To evaluate the role of social institutions in gender discrimination | | | | | | | K4 | |
| 5 | To achieve the knowledge about status of women in present scenario | | | | | | | K5 | |
| **K1** - Remember; **K2** - Understand; **K3** - Apply; **K4** - Analyze; **K5** - Evaluate; **K6** - Create | | | | | | | | | |
|  | | | | | | | | | |
| **Unit:1** | | **GROWTH OF WOMEN’S STUDIES/GENDER STUDIES** | | | | **8-- hours** | | | |
| Objectives and scope of Women’s Studies- Need for women’s Studies- Introducing Women’s Studies in Higher Education – Role of Women’s Studies Center – Women Studies Programme in  India- UGC Initiatives-Women’s Studies in TamilNadu – Case Studies | | | | | | | | | |
|  | | | | | | | | | |
| **Unit:2** | | **GENDER SOCIALIZATION** | | | | **8 -- hours** | | | |
| 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 – Role Play | | | | | | | | | |
|  | | | | | | | | | |
| **Unit:3** | | **ISSUES RELATED TO FEMALE CHILDREN** | | | **7-- hours** | | | | |
| Female foeticide–Female infanticide– Child Marriage – Prostitution – Transgender and juvenile  girls – HIV positive children– Differently abled Children – COVID 19 Pandemic and girl child | | | | | | | | | |
|  | | | | | | | | | |
| **Unit:4** | | **WOMEN AND INSTITUTIONS OF SOCIAL SYSTEM** | | | **7 -- hours** | | | | |
| Family–types -–Marriage–types of marriage- Multiple roles of women - Caste –Class- Culture-  Religion and Social system – Initiatives for minorities empowerment - Evaluation | | | | | | | | | |
|  | | | | | | | | | |
| **Unit:5** | | **STATUS OF WOMEN** | | | **7-- hours** | | | | |
| 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 | | | | | | | | | |

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| Women’s Studies – Women Empowerment | | | | |
| **Unit:6** | | | **CONTEMPORARY ISSUES** | **3- hours** |
| Expert lectures, Online seminars - Webinars   1. Understanding about the need of Women’s studies in Higher Education 2. To know about the instance of Women’s Studies in World | | | | |
|  | | **Total Lecture hours** | | **40-- hours** |
| **Text Book(s)** | | | | |
| 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. AnandPrakash, 2015, Gender and Public Policy, Random Publications. New Delhi. | | | |
| **Reference Books** | | | | |
| 1 | AndrewJ.DuBrin 2009, Leadership Research Findings, Practice and Skills,  Houghton Mifflin Company, New York. | | | |
| 2 | Dr. L. TharaBhai, 2000, Women’s Studies in India, Efficient offset printers | | | |
| 3 | Anandhi S., and Padmini Swaminathan. “Making It Relevant: Mapping the Meaning of Women’s Studies in Tamil Nadu.” *Economic and Political Weekly* 41, no. 42 (2006): 4444-  454 | | | |
| 4 | Maithreyi Krishna Raj, 1986, *Women Studies in India–Some Perspectives*, Popular Prakasham, Bombay | | | |
| 5 | Mazumdar, V. *Emergence of women’s question and role of women’s studies.* New Delhi: Centre for Women’s Development Studies, 1985. | | | |
| 6 | Why Women’s Studies, Economic and Political Weekly | | | |
| **Related Online Contents [MOOC, SWAYAM, NPTEL, Websites etc.]** | | | | |
| 1 | <http://brewminate.com/social-institutions-family-religion-and-education/> | | | |
| 2 | <https://www.classcentral.com/course/swayam-feminist-writings-12981> | | | |
| 3 | <https://onlinecourses.nptel.ac.in/noc20_hs42/preview> | | | |
| 4 | [https://www.openlearning.com/courses/introductiontowomensandgenderstudiesinthecontext](https://www.openlearning.com/courses/introductiontowomensandgenderstudiesinthecontextofasean/)  [ofasean/](https://www.openlearning.com/courses/introductiontowomensandgenderstudiesinthecontextofasean/) | | | |
| Course Designed By: Dr.K.Mangayarkarasi | | | | |

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| **Mapping with Programme Outcomes** | | | | | | | | | | |
| **COs** | **PO1** | **PO2** | **PO3** | **PO4** | **PO5** | **PO6** | **PO7** | **PO8** | **PO9** | **PO10** |
| **CO1** | S | S | S | S | M | S | S | S | S | S |
| **CO3** | S | M | S | S | S | S | S | S | S | M |
| **CO3** | M | S | M | S | S | S | S | S | M | S |
| **CO4** | S | S | S | M | M | S | S | S | S | S |
| CO5 | S | S | S | S | S | M | S | M | S | S |

\*S-Strong; M-Medium; L-Low

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Course**  **code** | | **WSTAC13B** | | **FEMINIST THEORIES AND WOMEN’S**  **MOVEMNET** | | **L** | | **T** | | **P** | **C** |
| **Core** | | | | **Core – II** | | **2** | | **1** | | **1** | **4** |
| **Pre-requisite** | | | | **Women’s history in development process** | |  | | | **2023** | | |
| **Course Objectives:** | | | | | | | | | | | |
| The main objectives of this course are to:   * To enhance the understanding of theories of feminism, deliberate and apply discussions on various women issues * To develop the theoretical knowledge of feminist concepts * To understand the various feminist involved in the feminist movements | | | | | | | | | | | |
|  | | | | | | | | | | | |
| **Expected Course Outcomes:** | | | | | | | | | | | |
| On the successful completion of the course, student will be able to: | | | | | | | | | | | |
| 1 | The student will understand the types of feminist perspectives from ancient time | | | | | | | | | K1 | |
| 2 | The student will gain knowledge on the underlying perception of feminism. | | | | | | | | | K3 | |
| 3 | Gain knowledge on patriarchy and capitalism | | | | | | | | | K2 | |
| 4 | The student will understand the feminist involved in feminist movements | | | | | | | | | K2 | |
| 5 | The students will understand the historical perspectives involved in feminism | | | | | | | | | K5 | |
| **K1** - Remember; **K2** - Understand; **K3** - Apply; **K4** - Analyze; **K5** - Evaluate; **K6** – Create | | | | | | | | | | | |
|  | | | | | | | | | | | |
| **Unit:1** | | | **FEMINIST MOVEMENTS AND LIBERAL FEMINISM** | | | | **7 hours** | | | | |
| History of feminism–Feminist theories and Waves– first Wave –Second Wave and Third Wave- Stand point theory- Equality–Rationality - Freedom - MaryWollstone Craft - Betty Friedman - Harriet Taylor - J.S Mill | | | | | | | | | | | |
|  | | | | | | | | | | | |
| **Unit:2** | | | **MARXIST FEMINISM** | | | | **7 hours** | | | | |
| Historical and Theoretical Background- Production – Reproduction -The Value of Social Reproduction- The Social Wage, Mode of Production Debate, and Patriarchy-Social Reproduction Theory -– Class – Alienation - Marriage and Family- Marx and Engels | | | | | | | | | | | |
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| **Unit:3** | | **RADICAL FEMINISM** | | | **8 hours** | | | | | | |
| Gender - Patriarchy - Sexuality - Dialectic Logic of Sex- Androgyny – Misogyny - Motherhood -  Sisterhood - Kate Millet - Shulamith Firestone - Mary Daly, Adrienne Rich | | | | | | | | | | | |
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| **Unit:4** | | **SOCIALIST FEMINISM** | | | **7 hours** | | | | | | |
| Class and Gender Division of Labor–Masculinity –Femininity-Separation – Socialization - Young - Juliet Mitchell | | | | | | | | | | | |
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| **Unit:5** | | **POST MODERN AND POST COLONIAL FEMINISM** | | | **8 hours** | | | | | | |
| History–Theory - Black feminism–Eco Feminism Techno Feminism-Post colonial feminism - Dalit feminism -Intersectional analyses -Recent trends in Feminism | | | | | | | | | | | |
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| **Unit:6** | | **CONTEMPORARY ISSUES** | **3 hours** |
| Expert lectures, online seminars – webinars related to gender and social institutions | | | |
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|  | | **Total hours** | **40 hours** |
| **Text Book(s)** | | | |
| 1 | Miranda Kiraly (Editor), Meagan Tyler (Editor) 2015, Freedom Fallacy: The Limits of Liberal Feminism Paperback edition | | |
| 2 | Sara Delamont, 2003, Feminist Sociology, Sage, New Delhi | | |
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| **Reference Books** | | | |
| 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 | Ramaswamy, (2012), Feminist Sociology, Alfa publication, New Delhi. | | |
| 4 | Kathy Davis & Mary Evans and Judith Lorber (2008) “Gender and Women’s Studies” Sage Publications | | |
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| **Related Online Contents [MOOC, SWAYAM, NPTEL, Websites etc.]** | | | |
| 1 | <https://scholarworks.smith.edu/cgi/viewcontent.cgi?article=1014&context=swg_facpubs> | | |
| 2 | <https://plato.stanford.edu/entries/feminism-class/> | | |
| 3 | <https://femmagazine.com/feminism-101-what-is-postcolonial-feminism/> | | |
| 4 | <https://plato.stanford.edu/entries/feminist-power/> | | |
| 5 | <https://www.marxists.org/subject/women/authors/firestone-shulamith/dialectic-sexhtml> | | |
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| Course Designed By: Dr. Kamalaveni | | | |

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| **Mapping with Programme Outcomes** | | | | | | | | | | |
| **COs** | **PO1** | **PO2** | **PO3** | **PO4** | **PO5** | **PO6** | **PO7** | **PO8** | **PO9** | **PO10** |
| **CO1** | M | M | S | M | L | L | M | M | M | L |
| **CO2** | M | S | S | M | L | L | M | M | M | L |
| **CO3** | M | M | M | M | L | L | M | M | M | L |
| **CO4** | M | M | M | M | L | L | M | M | M | L |
| CO5 | M | M | M | M | L | L | M | M | M | L |
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| **Course**  **code** | | **WSTAC13C** | **GENDER AND SOCIAL**  **INSTITUTIONS** | **L** | | | **T** | **P** | **C** |
| **Core** | | | **Core – III** | **2** | | | **1** | **1** | **4** |
| **Pre-requisite** | | | Knowledge in key concepts related to gender and social institutions like marriage, family,  community, caste and religion |  | | | **2023** | | |
| **Course Objectives:** | | | | | | | | | |
| The main objectives of this course are to:   1. To understand the knowledge about gender and social Institutions in Indian scenario through a gender lens. 2. To analyze the influence of socio-economic background to understand gender and socialinstitution through gender lens 3. To gain knowledge on social institutions through gender lens | | | | | | | | | |
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| **Expected Course Outcomes:** | | | | | | | | | |
| On the successful completion of the course, student will be able to: | | | | | | | | | |
| 1 | Understand the role of gender in various social institutions through gender lens | | | | | | | K2 | |
| 2 | Gain knowledge on the influence of socio-economic background towards gender  roles | | | | | | | K5 | |
| 3 | Able to understand the status of women in the changing scenario | | | | | | | K2 | |
| 4 | Student is sensitized with gender roles in society | | | | | | | K6 | |
| 5 | The student will be aware about the impact of social institution on one’s own gender | | | | | | | K1 | |
| **K1** - Remember; **K2** - Understand; **K3** - Apply; **K4** - Analyze; **K5** - Evaluate; **K6** – Create | | | | | | | | | |
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| **Unit:1** | | **INTRODUCTION TO SOCIAL INSTITUTIONS** | | | | **7 hours** | | | |
| Family–Marriage - Kinship -Caste and Religion and Gender Inequality - Perpetuation  of Gender inequality under Patriarchy –Structuralism -Social Class in India. | | | | | | | | | |
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| **Unit:2** | | **SOCIALIZATION AND ROLE OF SOCIALINSTITUTIONS** | | | | **8 hours** | | | |
| Structuralism - Materialism- Dalit perspective on Caste, Position of Women within Caste  system- Endogamy and Exogamy- Reinforcing of Marriage Structures, Reservation Policy and its implication for women | | | | | | | | | |
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| **Unit:3** | | **GENDER AND SOCIO-ECONOMIC TERMS** | | | **7 hours** | | | | |
| 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 - Sexual Politics | | | | | | | | | |
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| **Unit:4** | | **DIFFERENTIAL STATUS OF WOMEN** | | | **7 hours** | | | | |
| 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- LGBTQ movement. | | | | | | | | | |

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| **Unit:5** | | **ENGENDERING SOCIAL, ECONOMIC, CULTURAL AND POLITICAL CONTEXTS** | **8hours** |
| 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. | | | |
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| **Unit:6** | | **CONTEMPORARY ISSUES** | **3 hours** |
| Expert lectures, online seminars – webinars related to gender and social institutions | | | |
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|  | | **Total Lecture hours** | **40 hours** |
| **Text Book(s)** | | | |
| 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. | | |
|  | | | |
| **Reference Books** | | | |
| 1 | S.K.Pachauri(2013),*Women and HumanRights*,81-7648-077-0. | | |
| 2 | Leela Dube(1997),*Women and Kinship: Perspectives on Gender in south and South-*  *EastAsia*,81-316-0288-5 | | |
|  | | | |
| **Related Online Contents [MOOC, SWAYAM, NPTEL, Websites etc.]** | | | |
| 1 | <http://www2.bakersfieldcollege.edu/driess/sociology20b1_social20insti.pdf> | | |
| 2 | https:/[/www.soz.univ](http://www.soz.univie.ac.at/fileadmin/user_upload/inst_soziologie/Personen/Institutsmitgli)i[e.ac.at/fileadmin/user\_upload/inst\_soziologie/Personen/Insti](http://www.soz.univie.ac.at/fileadmin/user_upload/inst_soziologie/Personen/Institutsmitgli) [tutsmitgli](http://www.soz.univie.ac.at/fileadmin/user_upload/inst_soziologie/Personen/Institutsmitgli)eder/Verwiebe/Social\_Institutions\_in\_Encyclopedia\_of\_Quality\_of\_Lif  e\_Research.pd | | |
| 3 | https://onlinelibrary.wiley.com/doi/abs/10.1111/ajpy.12102 13. | | |
| 4 | <http://www.nyu.edu/gsas/dept/politics/undergrad/research/kaminsky_thesis.pdf> | | |
| 5 | [htt](http://hrlibrary.umn.edu/edumat/IHRIP/circle/modules/module4.htm)p:/[/hrlibrary.umn.edu/edumat/IHRIP/circle/modules/module4.htm](http://hrlibrary.umn.edu/edumat/IHRIP/circle/modules/module4.htm) | | |
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| Course Designed By: Dr.Kamalaveni | | | |

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| **Mapping with Programme Outcome** | | | | | | | | | | |
| **COs** | **PO1** | **PO2** | **PO3** | **PO4** | **PO5** | **PO6** | **PO7** | **PO8** | **PO9** | **PO10** |
| **CO1** | S | M | M | S | M | M | M | M | M | M |
| **CO2** | M | M | M | M | M | M | M | M | M | M |
| **CO3** | M | M | M | M | M | M | M | M | M | M |
| **CO4** | S | L | L | M | M | M | M | M | M | M |
| CO5 | S | M | M | M | M | M | M | M | M | M |
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\*S-Strong; M-Medium; L-Low

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| **Course code** | | **WSTAC13D** | **FEMINIST RESEARCH METHODOLOGY** | | **L** | **T** | | **P** | **C** |
| **Core** | | | **Core – IV** | | **2** | **1** | | **1** | **4** |
| **Pre-requisite** | | | **Basic Knowledge in Feminism and**  **Methodology concepts Ve** | | **Syllabus**  **rsion** | | **2023** | | |
| **Course Objectives:** | | | | | | | | | |
| The main objectives of this course are to:  1. To understand the basics of research methods 2.To learn the methodologies to do research  3. To learn to do research in Feminism | | | | | | | | | |
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| **Expected Course Outcomes:** | | | | | | | | | |
| On the successful completion of the course, student will be able to: | | | | | | | | | |
| 1 | Gain knowledge on research methods | | | | | | | K2 | |
| 2 | Gain knowledge on different types of data collection | | | | | | | K3 | |
| 3 | Knowledge on report, article writing and how to do project | | | | | | | K4,K6,  K5 | |
|  |  | | | | | | |  | |
| **K1** - Remember; **K2** - Understand; **K3** - Apply; **K4** - Analyze; **K5** - Evaluate; **K6**– Create | | | | | | | | | |
|  | | | | | | | | | |
| **Unit:1** | | **INTRODUCTION TO RESEARCH METHODOLOGY** | | | **7-- hours** | | | | |
| Meaning of Research-Objectives-Types- Significance of Research-Introduction to Qualitative and Quantitative Research - Understanding Mixed Methods for Research in  Social Science- Crafting Research Proposal | | | | | | | | | |
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| **Unit:2** | | **RESEARCH IN MULTI-DISCIPLINARY AND INTER DISCIPLINARY APPROACHES** | | | **7-- hours** | | | | |
| 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 | | | | | | | | | |
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| **Unit:3** | | **RESEARCH DESIGN** | | **7-- hours** | | | | | |
| Meaning of Research Design-Need for Research Design-Features of Good design- Techniques and methods of data collection-Hypothesis-Sampling-Scaling Techniques **-** Identifying Research Problem Literature Review - Relevant Reading for Topic Ideas- Topic  Mapping and Brainstorming- Existing Research materials and Identifying Research Gap- Group Discussions | | | | | | | | | |
| **Unit:4** | | **DATA ANALYSIS AND DATA INTERPRETATION** | | **8-- hours** | | | | | |
| Mean-Median-Mode- Range-Mean Deviation-Standard Deviation-Correlation-Regression- Chi-square-ANOVATechnique-Factor Analysis-Using SPSS- Analyzing Qualitative Data | | | | | | | | | |
| **Unit:5** | | **REPORT WRITING** | | **8—hours** | | | | | |
| Meaning of Interpretation-Significance of Report Writing-Layout ofResearch Report - | | | | | | | | | |

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| Precautions for Writing Research Report- Documentation and Citation Styles -  Acknowledging Sources and Awareness on Plagiarism- Oral presentation. | | | |
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| **Related Online Contents [MOOC, SWAYAM, NPTEL, Websites etc.] 3-hours** | | | |
| **1** | <https://onlinecourses.swayam2.ac.in/cec20_ge37/preview> | | |
| **2** | <https://onlinecourses.nptel.ac.in/noc20_hs78/preview> | | |
| **3** | <https://onlinecourses.swayam2.ac.in/cec20_mg14/preview> | | |
|  |  | **Total Lecture hours** | **40 -- hours** |
| **Text Book(s)** | | | |
| 1 | Ekwal 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: TataMcGraw Hill. | | |
| **Reference Books** | | | |
| 1 | AnolBhattacharjee,(2012)“Social Science Research: Principles, Methods, and  Practices” | | |
| 2 | Matt Henn and Mark Weinstein, Nick Foard, 2006, A Short Introduction to Social research, Vistaar Publications, New Delhi. | | |
| 3 | SajeevanRao,A& Deepak Tyagi 2009, Research Methodology with SPSS, ShreeNiwasPublications, Jaipur. | | |
| 4 | Verma and Gopal Verma, 2006, Research methodology, Commonwealth Publishers, New Delhi. | | |
| 5 | Zina O’Leary 2014 The essential Guide to Doing your Research Project, Sage Publication | | |
| **Related Online Contents** | | | |
| 1 | <http://heimeriks.net/2002issi.pdf> | | |
| 2 | htt[ps://www.monash.edu/rlo/quick](http://www.monash.edu/rlo/quick-study-guides/writing-a-report)-[study-guides/writing-a-](http://www.monash.edu/rlo/quick-study-guides/writing-a-report) [report](http://www.monash.edu/rlo/quick-study-guides/writing-a-report) | | |
| Course Designed By:Dr.Kamalaveni&Dr.S.Kausalya | | | |

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| **Mapping with Programme Outcomes** | | | | | | | | | | |
| **COs** | **PO1** | **PO2** | **PO3** | **PO4** | **PO5** | **PO6** | **PO7** | **PO8** | **PO9** | **PO10** |
| **CO1** | M | M | S | L | L | L | L | S | M | L |
| **CO2** | S | S | S | L | L | L | L | S | M | L |
| **CO3** | M | M | S | L | L | L | L | S | M | L |
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\*S-Strong; M-Medium; L-Low

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| **Course**  **code** | | **WSTAC 16A** | **Field Practicum –I** | **L** | **T** | **P** | | **C** |
| **Core** | | | **Core – V** |  |  | **15** | | **4** |
| **Pre-requisite** | | | Learned about gender-based issues and empowerment can be learned more through field visits | **Syllab us**  **Versi on** | **2023** | | | |
| **Course Objectives:** | | | | | | | | |
| The main objectives of this course are to:   * To gain the practical knowledge by visiting NGOs, Organizations & Government sectors | | | | | | | | |
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| **Expected Course Outcomes:** | | | | | | | | |
| On the successful completion of the course, student will be able to: | | | | | | | | |
| 1 | Knowledge and understanding of the conceptualization of gender | | | | | | K1 | |
| 2 | Critical thinking of gender bias | | | | | | K2 | |
| 3 | Sensitized on the changing roles of gender | | | | | | K3 | |
| 4 | Understand the social institution and view the society with gender lens | | | | | | K4 | |
| 5 | Analyses about the role of government for gender equality by various schemes | | | | | | K5 | |
| **K1** - Remember; **K2** - Understand; **K3** - Apply; **K4** - Analyze; **K5** - Evaluate; **K6** – Create | | | | | | | | |
|  | | | | | | | | |
| 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 | | | | | | | | |
| Course Designed By: Dr.Kamalaveni | | | | | | | | |

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| **ARTIFICIAL INTELLIGENCE AND GENDER (2 Credits Certificate Course)** | | | | | | |
| **Name of the Department** | | | | | Department of Women’s Studies | |
| **Name of the Faculty Member i/c With Complete Address with Phone and e-mail** | | | | |  | |
| **Inter / Intra Department Course** | | | | | Inter Department Course | |
| **Duration of the Course** | | | | | 6 Months | |
| **Eligibility** | | | | | Enrolled in M.A Women’s Studies | |
| **Number of Candidates to be Admitted** | | | | | 15 to 20 | |
| **Registration Procedure** | | | | | Department student | |
| **Job Opportunities:** Can work in software and have a opportunity to reduce gender bias in  Technology | | | | | | |
| Can examine the Technology Gender analysis perspective | | | | | | |
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| **The objectives of the Course are:** | | | | | | |
| The main objectives of this course are to: | | | | | | |
| 1 | | To have an introduction about Python at basic level | | | | |
| 2 | | To learn about the sequence of data constructs | | | | |
| 3 | | To gain about the Artificial Intelligence | | | | |
| 4 | | Can learn more about software agents | | | | |
| 5 | | To identify solution to get rid of gender parity in the physical world as well as in the  minds of future machines | | | | |
| **Course Content** | | | | Lecture / Practical / Project / Internship | | |
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| **Module 1** | | | Python interpreter and interactive mode – Data types-Operators -  Control Statements-if-if else-for-while – functions | | | **4 hours** |
| **Module 2** | | | List& Tuples- List methods and operations -Strings methods and  operations-Dictionaries | | | **4 hours** |
| **Module 3** | | | Introduction–Definition - Future of Artificial Intelligence – Introduction to Data Science, AI and Machine learnin, Narrow AI- General AI- Super AI | | | **4hours** |
| **Module 4** | | | Supervised learning- Unsupervised learning- Reinforcement Learning- Google Teachable Machine learning platform- AI  Fairness and inclusion, unfair biases | | | **4hours** |
| **Module 5** | | | AI and Employment- AI and Legal Systems- AI and Loneliness- AI and Ethics- AI and Sports | | | **4hours** |
|  | | |  | | | **20 hours** |
| **Book(s) for Study** | | | | | | |
| 1 | Guido van Rossum andFred L.DrakeJr,―An IntroductiontoPython– Revised and updated for  Python 3.2, Network Theory Ltd.,2011 | | | | | |

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| 2 | S. Russell and P. Norvig, "Artificial Intelligence: A Modern Approach‖, Prentice Hall, Third  Edition,2009 |
| 3 | [Neil Wilkins](https://www.amazon.in/s/ref%3Ddp_byline_sr_book_1?ie=UTF8&field-author=Neil%2BWilkins&search-alias=stripbooks),”Artificial Intelligence: An Essential Beginner's Guide to AI, Machine  Learning, Robotics, The Internet of Things, Neural Networks, Deep Learning, Reinforcement Learning, and Our Future |
|  | |
| **Book(s) for reference** | |
| 1 | K.Sanyal, R.Chakrabarti, Artificial Intelligence and India, First Edition, Oxford University  Press, 2020 |
| 2 | Costa, Pedro , AI becomes her: Discussing gender and artificial Intelligence, Intellect  Publisher, 2019 |
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| **Related Online Contents** | |
| 1 | <https://www.mooc-list.com/course/big-data-artificial-intelligence-and-ethics-coursera> |
| 2 | <https://onlinecourses.nptel.ac.in/noc20_cs42/preview> |
| 3 | <https://www.weforum.org/agenda/2019/06/this-is-why-ai-has-a-gender-problem/> |
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| **EMOTIONAL QUOTIENT FOR WOMEN EMPOWERMENT( 2 credits - Value Added )** | | | | | |
| **Name of the Department** | | | | Department of Women’s Studies | |
| **Name of the Faculty Member i/c**  **With Complete Address with Phone and e-mail** | | | |  | |
| **Inter / Intra Department Course** | | | | Inter department course | |
| **Duration of the Course** | | | | 6 Months | |
| **Eligibility** | | | | M.A Women’s Studies | |
| **Number of Candidates to be Admitted** | | | | 30 | |
| **Registration Procedure** | | | | Department student | |
| **Job Opportunities:** Any NGO, Industries, IT industry etc. | | | | | |
| **The objectives of the Course are:** | | | | | |
| The main objectives of this course are to: | | | | | |
| 1 | Aims to understand the importance of mental health | | | | |
| 2 | To understand the concepts of Emotional Quotient and its models | | | | |
| 3 | To understand the concepts of social Intelligence and Human relations | | | | |
| 4 | Gain the Practical knowledge about the case studies on Emotional Quotient | | | | |
| **Course Content** | | | Lecture / Practical / Project / Internship | | |
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| **Module 1** | | **Basic Concepts -** Concept and importance of Mental Health, Introduction to Emotional Intelligence: Definition: Emotional intelligence (EI), Emotional leadership (EL), Emotional quotient (EQ), Emotional Intelligence Quotient (EIQ), Elements of Emotional Intelligence. | | | **4 hours** |
| **Module 2** | | **Models of Emotional Quotient** - Origins of the Concept of Emotional Quotient, EmotionalQuotient Models: Ability model,  mixed model**,** Trait model | | | **4 hours** |
| **Module 3** | | **Skills of Emotional Intelligence -** Emotional Intelligence skills, Emotional Intelligence and key leadership skill, Advantages of Emotional Intelligence, Personal Competence  (Self Awareness, Self-Management& Motivation) | | | **4 hours** |
| **Module 4** | | **Women and Emotional Quotient -**Women and Emotional Quotient, Emotional Quotient in Family level, Emotional  Quotienting the Workplace, Motivation and Leadership. | | | **4 hours** |

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| **Module 5** | **Women Empowerment** - Meaning and concept of Women empowerment, Empowermentand dynamics of Emotional Quotient, Women empowerment through emotional Quotient, Social Intelligence and Human relationships, Case studies on  Emotional Quotient. | **4 hours** |
| **Total** | | **20 hours** |
| **Book(s) for Study** | | |
| K.Aswathappa(2010) Organizational Behavior Himalaya Publishing House | | |
| Goleman, D., (1995). Emotional intelligence: why it can matter more than IQ. London:  Bloomsbury. | | |
|  | | |
| **Book(s) for reference** | | |
| Shalini Verma (2014) Development of Life Skills and Professional Practice Publishing house pvt  ltd. | | |
| Prasad, L M., (2006) Organizational Behavior. New Delhi: Sultan Chand & Sons | | |
| Goleman, D., (2007)Social Intelligence the New Science of Human Relationships New York times best seller | | |
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| **Related Online Contents** | | |
| <https://www.cu.edu/sites/default/files/EI%20Participant%20Guide%20Updated%202015.pdf> | | |
| <https://shodhganga.inflibnet.ac.in/bitstream/10603/219804/5/06_chapter1.pdf> | | |

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| **Course**  **code** | | **WSTAC 23A** | **WOMEN AND EDUCATION** | | **L** | **T** | | **P** | **C** |
| **Core** | | | **CORE – V** | | **2** | **1** | | **1** | **4** |
| **Pre-requisite** | | | To know the status of women’s education in Post Vedic Period and Recent Trends | |  | | **2022-**  **2023** | | |
| **Course Objectives:** | | | | | | | | | |
| 1. To understand the historical background of women education 2. Aims to understand gender discrimination in education 3. 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 | | | | | | | | | |
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| **Expected Course Outcomes:** | | | | | | | | | |
| On the successful completion of the course, student will be able to: | | | | | | | | | |
| 1 | Gain Knowledge on status of women’s education from historical perspective | | | | | | | **K2** | |
| 2 | Will gain knowledge on various commissions and committees for women’s education | | | | | | | **K3** | |
| 3 | Will understand the alternative education system for development | | | | | | | **K4** | |
| **K1** - Remember; **K2** - Understand; **K3** - Apply; **K4** - Analyze; **K5** - Evaluate; **K6** – Create | | | | | | | | | |
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| **Unit:1** | | **HISTORICAL PERSPECTIVES OF WOMEN’S**  **EDUCATION IN INDIA** | | | **7 hours** | | | | |
| Women’seducation inVedicperiod, post Vedic period, modern period - Gross Enrolment rate –  Women Education inFive year Plan- Women and Higher Education | | | | | | | | | |
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| **Unit:2** | | **WOMEN AND EDUCATION** | | | **7 hours** | | | | |
| 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. | | | | | | | | | |
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| **Unit:3** | | **GENDER AND EDUCATION** | | **7 hours** | | | | | |
| Essentials of Educating Girls–Education and Career Opportunities for Women -Discrimination-  State initiatives-Midday meal Scheme-Free Education | | | | | | | | | |
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| **Unit:4** | | **COMMISSIONS FOR WOMEN’S EDUCATION** | | **8 hours** | | | | | |
| 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 | | | | | | | | | |
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| **Unit:5** | | **ALTERNATIVE SYSTEMS OF EDUCATION** | | **8 hours** | | | | | |

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| Meaning-Scope of formal, Non Formal Education -Literacy Campaign –National Literacy Mission –National Adult and Continuing Education -SarvaShikshaAbhigyan-Right to Education | | | |
| **MOOC, SWAYAM, NPTEL, Websites etc** | | | **3 hours** |
| <https://onlinecourses.swayam2.ac.in/cec20_ed14/preview> <https://onlinecourses.swayam2.ac.in/cec20_ge27/preview>  <https://onlinecourses.swayam2.ac.in/arp19_ap71/preview> | | | |
|  | | **Total Lecture hours** | **40 hours** |
| **Text Book(s)** | | | |
| 1 | R.C.Mishra, 2009, Women Education, APH Publishing Corporation, New Delhi. | | |
| 2 | RadhaDua, 2008, Women Education, APH Publishing Corporation, New Delhi. | | |
| 3 | N.S.Nagar, 2008, Women and Politics, Vista international Publishing House , New Delhi | | |
| 4 | S.L.Goel, ArunaGoel, 2008, Women Health Education, Deep & Deep Publications  Pvt.ltd New Delhi | | |
| **Reference Books** | | | |
| 1 | Bharathi Ray, (Ed.), 2005, Women of India: Colonial and Post Colonial Periods InHistory of Sciences and Philosophy in Indian Civilization, Vol, IX Part 3, Sage,  NewDelhi. | | |
| 2 | Mala Khullar, (Ed.), 2005, writing the Women’s Movement: AReader,Zubaan,Kali for Women, New Delhi | | |
| 3 | Bharat J, Madhu J, 2004, Indian Approaches to Women’s Empowerment,Rawat, Jaipur SharmilaRege, (Ed.), Sociology of Gender–TheChallengeof Feminist Sociological  Knowledge, Sage, New Delhi, 2003 | | |
| **Related Online Contents** | | | |
| 1 | Vohra, Roopa, ArunK.Sen, 1986, Status, Education and Problems of  IndianWomen, Akshat Publications, Delhi | | |
| 2 | <http://shodhganga.inflibnet.ac.in/bitstream/10603/86829/11/11_chapter%203.pdf> | | |
| 3 | <https://en.wikipedia.org/wiki/Female_education> | | |
| 4 | https://en.wikipedia.org/wiki/Sex\_differences\_in\_education | | |
| 5 | <http://www.cwds.ac.in/wp-content/uploads/2016/09/Post-Independence-Educational.pdf> | | |
| 6 | https://en.wikipedia.org/wiki/Alternative\_education | | |
| Course Designed By:  Dr.Zenetta Rosaline and Dr.D.Kalpana | | | |

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| **Mapping with Programme Outcomes** | | | | | | | | | | |
| **COs** | **PO1** | **PO2** | **PO3** | **PO4** | **PO5** | **PO6** | **PO7** | **PO8** | **PO9** | **PO10** |
| **CO1** | M | S | S | S | M | S | S | S | S | S |
| **CO3** | S | S | S | S | S | S | S | S | S | S |
| **CO3** | S | S | S | S | S | S | S | S | M | S |
| **CO4** | S | S | S | S | M | S | S | S | S | S |
| CO5 | S | S | M | S | S | S | S | M | S | S |

\*S-Strong; M-Medium; L-Low

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| **Course code** | | **WSTAC 23B** | **INTRODUCTION TO COUNSELING**  **AND GUIDANCE** | | **L** | **T** | | **P** | **C** |
| **CORE** | | | **Core-VII** | | **2** | **1** | | **1** | **4** |
| **Pre-requisite** | | | Knowledge on Counseling | |  | | **2022**  **-2023** | | |
| **Course Objectives:** | | | | | | | | | |
| The main objectives of this course are to:   1. To introduce the theoretical basis of counseling skills, interviewing techniques, personal and professional and ethical issues in counseling. 2. To focus on the special areas in counseling and guidance 3. To understand the relationship between feminism and counseling | | | | | | | | | |
| **Expected Course Outcomes:** | | | | | | | | | |
| On the successful completion of the course, student will be able to: | | | | | | | | | |
| 1 | Understand the basis of counseling and special areas relevant toit | | | | | | | K3 | |
| 2 | Understand the need for feminist perspective during counseling | | | | | | | K2 | |
| 3 | Knowledge on ethical and legal issues in counseling | | | | | | | K1 | |
| **K1** - Remember; **K2** - Understand; **K3** - Apply; **K4** - Analyze; **K5** - Evaluate; **K6** - Create | | | | | | | | | |
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| **Unit:1** | | **EMERGENCE AND GROWTH OF GUIDANCE AND COUNSELING** | | | **8-- hours** | | | | |
| 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. | | | | | | | | | |
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| **Unit:2** | | **COUNSELING PROCESS AND FEMINIST PERSPECTIVE** | | | **8-- hours** | | | | |
| Preparation for Counseling- Counseling relationship- Background, Theory, Impact of Feminist Movement on Counseling- RespectforWoman’sExperiencesandEstablishmentofWomanConsciousness-SexRole  Analysis, Feminist Analysis, Self-Disclosure, Analysis of Power Dynamics. Characteristics of Feminist and Non-sexist Approaches. | | | | | | | | | |
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| **Unit:3** | | **SPECIAL AREAS IN COUNSELING AND GUIDANCE** | | **7-- hours** | | | | | |
| Individual Counseling- Group Counseling-Marriage Counseling- Pre-marital Counseling- Self Help and Consciousness Raising Groups (CRG)- Growth of Consciousness Raising Movement- Processes in CRG- Impact of CRG- Evaluation  of CRG | | | | | | | | | |
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| **Unit:4** | | **FEMINIST APPROACHES TO SPECIFIC ISSUES** | | **7-- hours** | | | | | |
| 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. | | | | | | | | | |

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| **Unit:5** | | **ETHICAL AND LEGAL ISSUES** | **7-- hours** |
| 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. | | | |
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| **Related Online Contents [MOOC, SWAYAM, NPTEL, Websites etc.] 3 - hours** | | | |
| **1** | <https://onlinecourses.swayam2.ac.in/ntr20_ed21/preview> | | |
|  | | **Total Lecture hours** | **40-- hours** |
| **Text Book(s)** | | | |
| 1 | Samuel T.Gladding, 2019, Counseling – A Comprehensive Profession, Pearson 8th Edition. | | |
| 2 | Ram Nath Sharma,2018, Guidance and Counseling in India, Atlantic Publisher  (P) Ltd | | |
| 3 | Narayana Rao.S 2011, Counseling and Guidance, Tata McGraw Hill Education Private Limited, New Delhi. | | |
| **Reference Books** | | | |
| 1 | Richard Nelson-Jones, 2008 Basic Counseling Skills: A Helper's Manual Paperback | | |
| 2 | Robert, L .Gibson, 2005, Introduction to Guidance and Counseling, , 6th Edition, | | |
| 3 | R.A. Sharma, R.. Lall2006, Fundamentals of Guidance and Counseling, Book Depot, Meerut | | |
| 4 | David Capuzzi & Douglas Gross, 2008, Counselling and Psychotherapy – Theories and Intervention , Pearson Education | | |
| **Related Online Contents** | | | |
| 1 | <https://ncert.nic.in/textbook/pdf/lehe108.pdf> | | |
| 2 | <http://www.unesco.org/education/mebam/module_2.pdf> | | |
| 3 | https://is.muni.cz/el/1423/podzim2012/GEN148/um/Dietz\_CurrentControversies\_2003.pdf | | |
| Course Designed By: Dr.Kamalaveni&Dr.S.Kausalya | | | |

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| **Mapping with Programme Outcomes** | | | | | | | | | | |
| **COs** | **PO1** | **PO2** | **PO3** | **PO4** | **PO5** | **PO6** | **PO7** | **PO8** | **PO9** | **PO10** |
| **CO1** | S | S | L | L | L | M | L | L | L | L |
| **CO2** | S | M | S | L | L | M | L | L | L | L |
| **CO3** | S | M | S | S | L | L | L | L | L | L |
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\*S-Strong; M-Medium; L-Low

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| **Course code** | | **WSTAC 23C** | **DIMENSIONS OF WOMEN**  **EMPOWERMENT** | | **L** | **T** | | **P** | **C** |
| **Core** | | | **Core – VIII** | | **2** | **1** | | **1** | **4** |
| **Pre-requisite** | | | **Knowledge on Empowerment** | |  | | **2022**  **-2023** | | |
| **Course Objectives:** | | | | | | | | | |
| The main objectives of this course are to:   1. Aims to understand the theoretical background of women empowerment 2. To provide an understanding of various dimensions of Women Empowerment 3. To educate the students on Women development measures | | | | | | | | | |
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| **Expected Course Outcomes:** | | | | | | | | | |
| On the successful completion of the course, student will be able to: | | | | | | | | | |
| 1 | Will Gain knowledge on theories of empowerment | | | | | | | K2 | |
| 2 | Understand various developmental measures and policies | | | | | | | K4 | |
| 3 | Gain knowledge on resources available for economic empowerment of women | | | | | | | K3 | |
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| **K1** - Remember; **K2** - Understand; **K3** - Apply; **K4** - Analyze; **K5** - Evaluate; **K6** - Create | | | | | | | | | |
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| **Unit:1** | | **WOMEN EMPOWERMENT AND DEVELOPMENT** | | | **8-- hours** | | | | |
| Women and Development- Welfare Approach, WID, GAD, WAD, The Efficiency Approach, GED, Mainstreaming Gender Equality-Millennium Development Goals. | | | | | | | | | |
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| **Unit:2** | | **MEASURES FOR WOMEN EMPOWERMENT** | | | **8-- hours** | | | | |
| 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 NGO | | | | | | | | | |
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| **Unit:3** | | **SOCIAL EMPOWERMENT OF WOMEN** | | **7-- hours** | | | | | |
| Education–Health–Nutrition Drinking Water and Sanitation-Alleviation of Poverty- Women Agricultural Workers- Social Problems Face by Women | | | | | | | | | |
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| **Unit:4** | | **ECONOMIC EMPOWERMENT FOR WOMEN** | | **7-- hours** | | | | | |
| 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 | | | | | | | | | |
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| **Unit:5** | | **DEVELOPMENT MEASURES** | | **7-- hours** | | | | | |
| Humandevelopment Index–Gender Related Development Index, Gender Empowerment Measures – ICT and Women in the Informal Sector- Theoretical Perspectives of Empowerment –  Mainstreaming Gender Development Policies. | | | | | | | | | |

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| **Related Online Contents [MOOC, SWAYAM, NPTEL, Websites etc.] 3 hours** | | | |
| **1** | <https://nptel.ac.in/courses/109/105/109105176/> | | |
|  |  | | |
|  | | **Total Lecture hours** | **40-- hours** |
| **Text Book(s)** | | | |
| 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 | | |
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| **Reference Books** | | | |
| 1 | Sheela Varghese, 2003, Employment of Women in the unorganized manufacturing sector, University Book House Private limited, Jaipur | | |
| 2 | PromillaKapur (ed), 2000, Empowering Indian Women, Publication  Division, Government of India, New Delhi | | |
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| **Related Online Contents** | | | |
| 1 | <http://www.unwomen.org/en/what-we-do/economic-empowerment> | | |
| 2 | [https://www.poverty-action.org/sites/default/files/publications/building-](https://www.poverty-action.org/sites/default/files/publications/building-womens-economic-and-social-empowerment.pdf) [womens- economic-and-social-empowerment.pdf](https://www.poverty-action.org/sites/default/files/publications/building-womens-economic-and-social-empowerment.pdf) | | |
| 3 | <http://personal.lse.ac.uk/ghatak/development_measures.pdf> | | |
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| Course Designed By:Dr.K.Mangayarkarasi&Dr.S.Kausalya | | | |

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| **Mapping with Programme Outcomes** | | | | | | | | | | |
| **COs** | **PO1** | **PO2** | **PO3** | **PO4** | **PO5** | **PO6** | **PO7** | **PO8** | **PO9** | **PO10** |
| **CO1** | S | M | M | L | L | L | S | S | S | S |
| **CO2** | S | S | M | L | L | L | M | M | M | M |
| **CO3** | S | M | M | L | L | L | S | M | M | S |
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\*S-Strong; M-Medium; L-Low

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| **Course**  **code** | | | **WSTA2EA** | **WOMEN AND HEALTH** | **L** | | | **T** | **P** | **C** |
| **ELECTIVE** | | | | **ELECTIVE** | **2** | | | **1** | **1** | **4** |
| **Pre-requisite** | | | | **Knowledge On Women’s Health** |  | | | **2023** | | |
| **Course Objectives:** | | | | | | | | | | |
| The main objectives of this course are to:   * 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 | | | | | | | | | | |
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| **Expected Course Outcomes:** | | | | | | | | | | |
| On the successful completion of the course, student will be able to: | | | | | | | | | | |
| 1 | Gain knowledge on health needs of women in the society | | | | | | | | K1 | |
| 2 | Understand the role technology and its influence on women’s health | | | | | | | | K2 | |
| 3 | Understand the national and international initiatives to develop women’shealth | | | | | | | | K2 | |
| 4 | The students will gain knowledge on women’s health issues | | | | | | | | K3 | |
| 5 | The students will gain knowledge on reproductive health of women | | | | | | | | K2 | |
| **K1** - Remember; **K2** - Understand; **K3** - Apply; **K4** - Analyze; **K5** - Evaluate; **K6** – Create | | | | | | | | | | |
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| **Unit:1** | | **CONCEPT OF HEALTH** | | | | | **8 hours** | | | |
| 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, Fertility Rate- Life Expectancy –MMR, NMR- Impact of Pandemic on Women’s Health -Women Health care workers in Covid -19 | | | | | | | | | | |
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| **Unit:2** | | **GENDER AND HEALTH** | | | | | **8 hours** | | | |
| 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 -Covid-19 Vaccination reach to Women | | | | | | | | | | |
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| **Unit:3** | | | **HEALTH, HYGIENE AND SANITATION** | | | **7 hours** | | | | |
| Sanitation Campaign-Scientific Managementof Menstruation-Anemia – Work Related Health  Problems -National Health and Population Policies and Programmes –Maternal health to Child Health (MCH), -Absence of Toilet and Open Defecation - Issues of old Age | | | | | | | | | | |
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| **Unit:4** | | | **REPRODUCTIVE TECHNOLOGIES** | | | **7 hours** | | | | |
| New Reproductive Technologies:Assisted Reproductive technologies- PNDT Act - Birth Control  Technologies –– Gender difference in Contraceptive Practices - MTP Act1971 | | | | | | | | | | |
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| **Unit:5** | | | **INTERNATIONAL & NATIONAL INITIATIVES** | | | **7hours** | | | | |
| Cairo Conference - International Conference onPopulation and Development 1994 - World  Health Organization, UNICEF-UNESCO- UN Women- | | | | | | | | | | |

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| **Unit:6** | | **CONTEMPORARY ISSUES** | **3 hours** |
| Expert lectures, online seminars – webinars related to gender and social institutions | | | |
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|  | | **Total Lecture hours** | **40 hours** |
| **Text Book(s)** | | | |
| 1 | Parvesh Handa, 2011., Encyclopedia of Women Health, Gyan Publishing House, NewDelhi | | |
| 2 | Kumar.A, and Kumar .M 2009, Health Development and Gender Equality, Deep andDeep Publications PVT Ltd, NewDelh. | | |
|  | | | |
| **Reference Books** | | | |
| 1 | Dr.R.Kumar and Dr.Meenal Kumar 2009, Older Women and Common Diseases, Deep and Deep Publications PVT Ltd, NewDelhi | | |
| 2 | S.L.Goel and Aruna Goel 2008, Women Health Education Deep and Deep Publications PVT Ltd, New Delhi | | |
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| **Related Online Contents [MOOC, SWAYAM, NPTEL, Websites etc.]** | | | |
| 1 | [http://www.unwomen.org](http://www.unwomen.org/) | | |
| 2 | <http://whc.unesco.org/> | | |
| 3 | [www.unfpa.org/sites/default/files/event-pdf/icpd\_eng\_2.pdf](http://www.unfpa.org/sites/default/files/event-pdf/icpd_eng_2.pdf) | | |
| 4 | <https://www.who.int/news-room/fact-sheets/detail/sanitation> | | |
| 5 | [https://bmcpublichealth.biomedcentral.com/track/pdf/10.1186/s12889-019-](https://bmcpublichealth.biomedcentral.com/track/pdf/10.1186/s12889-019-6423-z.pdf) [6423-z.pdf](https://bmcpublichealth.biomedcentral.com/track/pdf/10.1186/s12889-019-6423-z.pdf) | | |
| Course Designed By: Dr.Kamalaveni | | | |

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| **Mapping with Programme Outcomes** | | | | | | | | | | |
| **COs** | **PO1** | **PO2** | **PO3** | **PO4** | **PO5** | **PO6** | **PO7** | **PO8** | **PO9** | **PO10** |
| **CO1** | M | M | M | L | M | S | L | M | M | L |
| **CO2** | M | M | M | L | M | S | L | M | M | L |
| **CO3** | M | M | M | L | M | S | L | M | M | L |
| **CO4** | M | M | M | L | M | S | L | M | M | L |
| CO5 | M | M | M | L | M | S | L | M | M | L |
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| **Course code** | | **WSTA2EB** | **WOMEN AND**  **ENTREPRENEURSHIP** | **L** | | | **T** | | **P** | **C** |
| **ELECTIVE** | | |  | **2** | | | **1** | | **1** | **4** |
| **Pre-requisite** | | | It is essential to understand the concept of women entrepreneurship |  | | | | **2023** | | |
| **Course Objectives:** | | | | | | | | | | |
| 1. This paper gives an insight into the concept of Women entrepreneurship, & the problems and prospects of women entrepreneurs Responsibility 2. To understand the state and central initiatives for women entrepreneurship 3. To gain knowledge on project proposal writing | | | | | | | | | | |
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| **Expected Course Outcomes:** | | | | | | | | | | |
| On the successful completion of the course, student will be able to: | | | | | | | | | | |
| 1 | The student will gain knowledge on women entrepreneurship | | | | | | | | **K2** | |
| 2 | Sensitization on Entrepreneurial traits | | | | | | | | **K3** | |
| 3 | Gain knowledge on state and central initiatives for women entrepreneurship | | | | | | | | **K2** | |
| **K1** - Remember; **K2** - Understand; **K3** - Apply; **K4** - Analyze; **K5** - Evaluate; **K6** – Create | | | | | | | | | | |
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| **Unit:1** | | **INTRODUCTION** | | | | **8 hours** | | | | |
| Concept and Meaning–Significance of Women Entrepreneurship–Entrepreneurial traits– Factors contributing to Women Entrepreneurship – Social, Cultural, Economic, Political andother factors - Relationship between Entrepreneurship and Empowerment –Technology’s Impacton  women’s development | | | | | | | | | | |
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| **Unit:2** | | **STRATEGIES OF WOMEN ENTREPRENEURSHIP DEVELOPMENT** | | | | **7 hours** | | | | |
| EDP–Objectives–Women EDPs –Micro Enterprises – Self-employment opportunities – Trends and Patterns of Women Entrepreneurship – Non-farm - Biotechnology and Information Technology | | | | | | | | | | |
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| **Unit:3** | | **STATE AND CENTRAL INITIATIVES** | | | **8 hours** | | | | | |
| 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) | | | | | | | | | | |
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| **Unit:4** | | **PROJECT IDENTIFICATION** | | | **7 hours** | | | | | |
| Steps–Information needs and sources – Identifying Business opportunities – Ideas – Opportunities – Project formulation- Recent trends | | | | | | | | | | |

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| **Unit:5** | | **Project appraisal** | **8 hours** |
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| Market, Technical, Financial, Economic, Managerial andSocialfeasibility - Project report  preparation | | | |
| **MOOC, SWAYAM, NPTEL, Websites etc** | | | **3 hours** |
| <https://onlinecourses.swayam2.ac.in/cec20_mg19/preview> <https://onlinecourses.nptel.ac.in/noc20_hs66/preview> | | | |
|  | | **Total Lecture hours** | **40 hours** |
| **Text Book(s)** | | | |
| 1 | E. Gordon & K. Natarajan, 2010, Fundamentals of Entrepreneurship, Himalaya  Publishing House, Mumbai | | |
| 2 | S. Maria John, R. Jeyabalan, and S. Krishnamurthy, 2004, RuralWomenEntrepreneurship,  Discovery Pub House | | |
| 3 | P.Narayana Reddy, 2011, Entrepreneurship, Cengage Learning India Pvt. Ltd | | |
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| **Reference Books** | | | |
| 1 | Sheela Varghese, 2003, Employment of Women in the unorganized manufacturing  sector, University Book House Private limited, Jaipur. | | |
| 2 | Soundrapandian (ed), 2000, Women Entrepreneurship- Issues and Challenges, Ashish  Publising House New Delhi | | |
|  | | | |
| **Related Online Contents** | | | |
| 1 | <http://shodhganga.inflibnet.ac.in/bitstream/10603/6775/12/12_chapter%201.pdf> | | |
| 2 | [http://www.ilo.org/wcmsp5/groups/public/---](http://www.ilo.org/wcmsp5/groups/public/---ed_emp/) [ed\_emp/](http://www.ilo.org/wcmsp5/groups/public/---ed_emp/)emp\_ent/documents/publication/wcms\_118096.pdf | | |
| 3 | <http://www.unm.edu/~asalazar/Kauffman/Entrep_research/e_state.pdf> | | |
| 4 | <https://www.entrepreneurindia.co/project-identification> | | |
| 5 | <http://www.navodayaengg.in/wp-content/uploads/2015/10/Lecture-50.pdf> | | |
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| Course Designed By:  Dr.Zenetta Rosaline and Dr.D.Kalpana | | | |

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| **Mapping with Programme Outcomes** | | | | | | | | | | |
| **COs** | **PO1** | **PO2** | **PO3** | **PO4** | **PO5** | **PO6** | **PO7** | **PO8** | **PO9** | **PO10** |
| **CO1** | S | S | S | S | S | M | S | S | S | S |
| **CO2** | S | S | S | S | S | M | S | S | S | S |
| **CO3** | S | S | S | S | S | S | S | S | S | S |

\*S-Strong; M-Medium; L-Low

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| **Course**  **code** | | | **WSTA2EC** | **NGO AND SOCIAL WELFARE** | | **L** | | **T** | | **P** | **C** |
| **ELECTIVE** | | | |  | | **2** | | **2** | |  | **4** |
| **Pre-requisite** | | | | **Knowledge on NGO and social welfare** | |  | | | **2023** | | |
| **Course Objectives:** | | | | | | | | | | | |
| * Aims to understand the administrative functions and operation mechanisms of NGOs involved in sensitizing women development programs * To understand the social welfare * To understand the social welfare administration | | | | | | | | | | | |
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| **Expected Course Outcomes:** | | | | | | | | | | | |
| On the successful completion of the course, student will be able to: | | | | | | | | | | | |
| 1 | To Gain knowledge on the role of NGO development | | | | | | | | | K1 | |
| 2 | Understand various steps involved in the NGO development | | | | | | | | | K2 | |
| 3 | Gain knowledge on the social welfare | | | | | | | | | K2 | |
| 4 | Understand the role social welfare administration | | | | | | | | | K2 | |
| 5 | Gain knowledge on different kind of NGOs in Society | | | | | | | | |  | |
| **K1** - Remember; **K2** - Understand; **K3** - Apply; **K4** - Analyze; **K5** - Evaluate; **K6** – Create | | | | | | | | | | | |
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| **Unit:1** | | **HUMAN RESOURCE MANAGEMENT AND NGO** | | | | | **8 hours** | | | | |
| Concept- Objectives- Significance of Human Resource Development- Human Resource Development: Frame Work -Functions of NGO. | | | | | | | | | | | |
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| **Unit:2** | | **SOCIAL WELFARE** | | | | | **8 hours** | | | | |
| Understanding Of Social Welfare-Definition Of Terms-Social Welfare Need-The Role Of Social  Welfare In The Society | | | | | | | | | | | |
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| **Unit:3** | | | **SOCIAL WELFARE ADMINISTRATION** | | **8hours** | | | | | | |
| Social Welfare Administration: Concept-Nature And Scope-Social Welfare And Its Related Concepts-History Of Social Welfare Administration In India-Social Welfare Administration As A Profession | | | | | | | | | | | |
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| **Unit:4** | | | **REGISTRATION** | | **7hours** | | | | | | |
| Registration: Procedure Under Society Registration Act1760- Tamilnadu Society Act-1975- Indian Trust Act 1881-Duties and Responsibility of Office Barriers And Executives- Role Of  General Body And Governing Board. | | | | | | | | | | | |
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| **Unit:5** | | | **SOCIAL WELFARE PROGRAMME** | | **7hours** | | | | | | |
| Social Welfare Programme: Social Welfare Programme By Government Of Tamilnadu And India  For Women And Child-Health And Family Welfare- Backward Class And Tribal Welfare- Promotion Of Self-Help Groups. | | | | | | | | | | | |
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| **Unit:6** | | | **CONTEMPORARY ISSUES** | | **2 hours** | | | | | | |
| Expert lectures, online seminars – webinars related to gender and social institutions | | | | | | | | | | | |

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|  | | **Total Lecture hours** | **40 hours** |
| **Text Book(s)** | | | |
| 1 | Dr.Sudersan.V.K 2014, NGOs Schemes and Guidelines, Ritu Publications, Jaipur, India SushilMahahan , 2008 NGO Management Pearl Books New Delhi | | |
| 2 | Dr.Sujatha.A.S 2013, NGOs and Social Development, ALP Books,NewDelhi. | | |
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| **Reference Books** | | | |
| 1 | J.M.Ovasdi, 2006, Management of Non-Governmental Organizations, Macmillan India | | |
| 2 | Pawar, et. Al., 2004, NGO and Development, the Indian Scenario, Rawat publications, Jaipur  and New Delhi | | |
| 3 | Michael Edwards and Alan Folwer (Ed) 2003, The Earth Scan Reader on NGO Management,  VinodVashishta for Earth scan India, New Delhi | | |
| 4 | Avid Lewis and Tina Wallice (Ed), 2003, Development NGO‟s and the challenge of change,  Rawat Publications, Jaipur and New Delhi | | |
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| **Related Online Contents [MOOC, SWAYAM, NPTEL, Websites etc.]** | | | |
| 1 | [https://www.ssoar.info/ssoar/bitstream/handle/document/32932/ssoar-aicgeo-2012-2-sinha-](https://www.ssoar.info/ssoar/bitstream/handle/document/32932/ssoar-aicgeo-2012-2-sinha-Imensions_of_human_resource_development.pdf?sequence=1)  [Imensions\_of\_human\_resource\_development.pdf?sequence=1](https://www.ssoar.info/ssoar/bitstream/handle/document/32932/ssoar-aicgeo-2012-2-sinha-Imensions_of_human_resource_development.pdf?sequence=1) | | |
| 2 | <https://www.htsoukas.com/wp-content/uploads/2014/05/2001-Re-viewing-Organization.pdf> | | |
| 3 | <https://files.peacecorps.gov/multimedia/pdf/library/M0070_mod1.pdf> | | |
| 4 | <https://www.globalpolicy.org/networking.html> | | |
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| Course Designed By: Dr.KamalaveniandC.Ramya | | | |

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| **Mapping with Programme Outcomes** | | | | | | | | | | |
| **COs** | **PO1** | **PO2** | **PO3** | **PO4** | **PO5** | **PO6** | **PO7** | **PO8** | **PO9** | **PO10** |
| **CO1** | M | M | M | S | M | L | S | L | L | L |
| **CO2** | M | M | M | S | M | L | S | L | L | L |
| **CO3** | M | M | M | S | M | L | S | L | L | L |
| **CO4** | M | M | M | S | M | L | S | L | L | L |
| CO5 | M | M | M | S | M | L | S | L | L | L |

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| **Course**  **code** | | **WS TAC26A** | **FIELD PRACTICUM –II** | **L** | **T** | **P** | | **C** |
| **Core** | | | **Core – IX** |  |  | **15** | | **4** |
| **Pre-requisite** | | | Learned about gender-based issues and empowerment can be learned more  through field visits |  | **2023** | | | |
| **Course Objectives:** | | | | | | | | |
| The main objectives of this course are to:   * The student will visit the Organizations and understand the gender analysis and do practical work in the organization * Togain the practical knowledge by visiting NGOs, Organizations & Government sectors | | | | | | | | |
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| **Expected Course Outcomes:** | | | | | | | | |
| On the successful completion of the course, student will be able to: | | | | | | | | |
| 1 | Knowledge and understanding of the conceptualization ofgender | | | | | | K1 | |
| 2 | Critical thinking of gender bias | | | | | | K2 | |
| 3 | Sensitized on the changing roles ofgender | | | | | | K3 | |
| 4 | Understand the social institution and view the society with genderlens | | | | | | K4 | |
| 5 | Analyses about the role of government for gender equality by various schemes | | | | | | K5 | |
| **K1** - Remember; **K2** - Understand; **K3** - Apply; **K4** - Analyze; **K5** - Evaluate; **K6** – Create | | | | | | | | |
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| 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 | | | | | | | | |
| Course Designed By: Dr. Kamalaveni | | | | | | | | |

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| **Big Data Analytics in Gender Studies (2 credits)** | | | | | |
| **Name of the Department** | | | | Department of Women’s Studies | |
| **Name of the Faculty Member i/c With Complete Address with Phone and e-mail** | | | |  | |
| **Inter / Intra Department Course** | | | | Inter department course | |
| **Duration of the Course** | | | | 6 Months | |
| **Eligibility** | | | | M.A Women’s Studies | |
| **Number of Candidates to be Admitted** | | | | 15-20 | |
| **Registration Procedure** | | | | Department student | |
| **Job Opportunities: Any NGO, IT industry etc.** | | | | | |
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| **The objectives of the Course are:** | | | | | |
| The main objectives of this course are to: | | | | | |
| 1 | To understand the use of Big Data Analytics in Gender Studies | | | | |
| 2 | To analyze the statistical use with big data in gender studies | | | | |
| 3 | To understand the organization using big data | | | | |
| 4 | To understand the use of big data analytics in various fields | | | | |
| 5 | To discuss the case studies using big data analytics | | | | |
| **Course Content** | | | Lecture / Practical / Project / Internship | | |
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| **Module 1** | | **Gender Statistics**: Introduction to Gender Statistics- Over view of Users and uses of gender statistics - Big data to achieve global gender equality- The Value of Data in Building Better Policies- Gender equality and big data- Making gender data visible | | | **4 hours** |
| **Module 2** | | **Introduction to big data analytics** - History and evolution of big data analytics – significance of Big Data Analytics - Classification of Data - Integrating a gender perspective into data collection – analysis and presentation and gender statistics | | | **4hours** |
| **Module 3** | | **Bringing gender issues into statistics**: Education- Work – Poverty –Environment –Food security –Power and decision making-population household and families – Health –  Migration, displace persons and refugees – violence against women | | | **4 hours** |
| **Module 4** | | **Surveys on violence against women:** Uses of surveys on  violence against women for gender statistics- Avoiding | | | **4hours** |

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|  | | gender bias in data collection – Concepts and measurement – questionnaire design –sample coverage – selection and training of interviewers |  |
| **Module 5** | | Sources of big Data: UN Women –Human sourced data – Process mediated data – Machine generated data –Media sourced data- Crowd sourcing data – coping with COVID -19  through gender lens using big data | **4hours** |
|  | | **Total** | **20 hours** |
| **Book(s) for Study** | | | |
| 1 | --- | | |
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| **Book(s) for reference** | | | |
| 1 | --- | | |
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| **Related Online Contents** | | | |
| 1 | <https://unstats.un.org/unsd/genderstatmanual/Users-and-uses-of-gender-statistics.ashx> | | |
| 2 | [https://www.unwomen.org/-](https://www.unwomen.org/-/media/headquarters/attachments/sections/library/publications/2018/gender-equality-and-big-data-en.pdf?la=en&vs=3955)  [/media/headquarters/attachments/sections/library/publications/2018/gender-equality-and-](https://www.unwomen.org/-/media/headquarters/attachments/sections/library/publications/2018/gender-equality-and-big-data-en.pdf?la=en&vs=3955) [big-data-en.pdf?la=en&vs=3955](https://www.unwomen.org/-/media/headquarters/attachments/sections/library/publications/2018/gender-equality-and-big-data-en.pdf?la=en&vs=3955) | | |
| 3 | <https://data2x.org/what-we-do/> | | |
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| **WOMEN AND SME’S( 2 credits)** | | | | | | |
| **Name of the Department** | | | | | Department of Women’s Studies | |
| **Name of the Faculty Member i/c With Complete Address with Phone and e-mail** | | | | |  | |
| **Inter / Intra Department Course** | | | | | Inter department course | |
| **Duration of the Course** | | | | | 6 Months | |
| **Eligibility** | | | | | M.A Women’s Studies | |
| **Number of Candidates to be Admitted** | | | | | 15-20 | |
| **Registration Procedure** | | | | | Department student | |
| **Job Opportunities: Entrepreneur, Industries** | | | | | | |
| **The objectives of the Course are:** | | | | | | |
| The main objectives of this course are to: | | | | | | |
| 1 | | The students will get knowledge about SME’s | | | | |
| 2 | | To understand the status of women in SME’s | | | | |
| 3 | | Case studies will help the students to create new innovations in business | | | | |
| **Course Content** | | | | Lecture / Practical / Project / Internship | | |
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| **Module 1** | | | **Concept ofEntrepreneurship** Concept, Meaning and Significance of Entrepreneurship, Classification of entrepreneurs, nature of Entrepreneur & Entrepreneurship, Relationship between Entrepreneurship and Empowerment | | | **4 hours** |
| **Module 2** | | | **Emergence of SHGs Meaning** and Emergence of SHGs, Benefits of SHGs to Bank, Self Help Groups and Women, Progress and Performance of Women Self-Help groups | | | **4 hours** |
| **Module 3** | | | **Micro-Finance** Origin of Micro-Finance, Meaning and Concept of Micro-Finance, Objectives of Micro-Finance, Need of Micro-finance, Policies and Programmes for  Empowerment of Women | | | **4 hours** |
| **Module 4** | | | **Small Medium-Sized Enterprise** Definition of Small Medium-Sized Enterprise, Information and Communication Technology (ICT) in the SME Context, Role and Importance  of ICT for SMEs, Information Systems for SMEs, Implementing an ICT Strategy | | | **4 hours** |
| **Module 5** | | | **Women Entrepreneurs in India**: Case studies of Small Medium-Sized Enterprise, Case Studies on Micro-Finance and Women Empowerment, Case Studies on Women Entrepreneurs  in India | | | **4 hours** |
|  | | | **Total** | | | **20 hours** |
| **Book(s) for Study** | | | | | | |
| 1 | E. Gordon & K. Natarajan, 2010, Fundamentals of Entrepreneurship, Himalaya Publishing | | | | | |

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|  | House, Mumbai |
| 2 | David Dakins and Mark Freel, 2003, “Entrepreneurship and Small Firms” McGraw Hill Publication |
|  | |
| **Book(s) for reference** | |
| 1 | Michael Schaper, Thierry Volery, Paull Weber, Kate Lewis, 2014, “Entrepreneurship and Small Business” 3RD Asia-Pacific Edition |
| 2 | Murlidhar A. Lokhande, 2014, Micro Finance and Women Empowerment, New Century Publications, New Delhi |
|  | |
| **Related Online Contents** | |
| 1 | <http://www.dcmsme.gov.in/ssiindia/defination_msme.htm> |
| 2 | <https://www.ijemr.net/DOC/WomenEmpowermentThroughEntrepreneurship(86-89).pdf> |
| 3 | <https://ibimapublishing.com/articles/CIBIMA/2011/369288/369288.pdf> |
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| **Course code** | | **WSTAC 33A** | **GENDER AND MEDIA** | | **L** | **T** | | **P** | **C** |
| **CORE** | | | **Core-X** | | **2** | **1** | | **1** | **4** |
| **Pre-requisite** | | | Knowledge on Media **Ve** | | **Syllabus**  **rsion** | | **2022**  **-2023** | | |
| **Course Objectives:** | | | | | | | | | |
| The main objectives of this course are to:   1. To understand how the media work 2. How the media may affect Women’s lifestyle 3. To understand women representation in media | | | | | | | | | |
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| **Expected Course Outcomes:** | | | | | | | | | |
| On the successful completion of the course, student will be able to: | | | | | | | | | |
| 1 | Understand the types of media and their impact on gender role construction | | | | | | | K2 | |
| 2 | Gain knowledge on the portrayal of women in media | | | | | | | K1 | |
| 3 | Gain knowledge on the act related to women in media | | | | | | | K4 | |
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| **K1** - Remember; **K2** - Understand; **K3** - Apply; **K4** - Analyze; **K5** - Evaluate; **K6**– Create | | | | | | | | | |
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| **Unit:1** | | **REPRESENTATION OF GENDER IN MEDIA** | | | **8-- hours** | | | | |
| 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 | | | | | | | | | |
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| **Unit:2** | | **DEVELOPMENT OF COMMUNICATION AND**  **WOMEN** | | | **7 -- hours** | | | | |
| Classification Of Communication - Communication As A Process – Types Of Communication – Mass Communication- Merit And Demerits Of Communication | | | | | | | | | |
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| **Unit:3** | | **WOMEN IN MEDIA** | | **8 -- hours** | | | | | |
| Radio–Community Radio - History - Programs–Television: HistoryPrograms – 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 | | | | | | | | | |
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| **Unit:4** | | **GENDER IN VISUAL MEDIA** | | **7-- hours** | | | | | |
| Women in Paintings and Sculptures - Feminist film theory and Representations of Women in  Films - Representations of Gender in Video games and Graphic designs | | | | | | | | | |
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| **Unit:5** | | **MEDIA FOR EMPOWERMENT OF WOMEN** | | **7-- hours** | | | | | |
| Information Technology - Internet–Mobile– Script Writing – Reviewing Films - Documentary films – Indecent Representation of Women (Prohibition) Act, 1986 | | | | | | | | | |

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| **Related Online Contents [MOOC, SWAYAM, NPTEL, Websites etc.] 3- hours** | | | |
| **1** | <https://onlinecourses.swayam2.ac.in/cec20_ge36/preview> | | |
| **2** | <https://onlinecourses.nptel.ac.in/noc20_ar15/preview> | | |
| **3** | <https://onlinecourses.swayam2.ac.in/nou20_ge09/preview> | | |
|  | | **Total Lecture hours** | **40-- hours** |
| **Text Book(s)** | | | |
| 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 andMedia Studies -A Semiotic Approach, Palgrave,London | | |
|  |  | | |
| **Reference Books** | | | |
| 1 | Karen Ross ,Carolyn M. Byerly, 2004, Women and Media: International Perspectives,  Blackwell Publishing Ltd | | |
| 2 | Neera Desai and UshaThakkar .“ Women in Indian Society” National Book TrustIndia, NewDelhi | | |
| 3 | Pamela J.Creedon 1994, Women, Media and SportChallenging Gender Values, Sage Publication | | |
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| **Related Online Contents** | | | |
| 1 | [https://www.ukessays.com/essays/media/representation-of-gender-in-](https://www.ukessays.com/essays/media/representation-of-gender-in-media-media-essay.php) [media-media-essay.php](https://www.ukessays.com/essays/media/representation-of-gender-in-media-media-essay.php) | | |
| 2 | [https://www.researchgate.net/publication/283792952\_Women\_empowerment\_](https://www.researchgate.net/publication/283792952_Women_empowerment_and_Communication) [and\_Communication](https://www.researchgate.net/publication/283792952_Women_empowerment_and_Communication) | | |
| 3 | <https://en.wikipedia.org/wiki/Media_and_gender> | | |
| Course Designed By: Dr.Kamalaveni&Dr.S.Kausalya | | | |

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| **Mapping with Programme Outcomes** | | | | | | | | | | |
| **COs** | **PO1** | **PO2** | **PO3** | **PO4** | **PO5** | **PO6** | **PO7** | **PO8** | **PO9** | **PO10** |
| **CO1** | S | S | L | M | S | M | L | S | L | L |
| **CO2** | L | S | L | M | S | M | L | L | L | L |
| **CO3** | L | M | L | M | S | M | L | L | L | L |
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\*S-Strong; M-Medium; L-Low

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| **Course code** | | **WSTAC33B** | **GERONTOLOGY IN INDIAN PERSPECTIVE** | **L** | | | **T** | | **P** | **C** |
| **CORE** | | | **Core-XI** | **2** | | | **2** | | **-** | **4** |
| **Pre-requisite** | | | Basic knowledge on old age | **Syllabus**  **Version** | | | | **2022**  **-2023** | | |
| **Course Objectives:** | | | | | | | | | | |
| The main objectives of this course are to:   1. To understand the problems of old women and their taking care issues in Indian perspective 2. To understand the theoretical background of the aging process 3. To understand the significance of sustaining healthy old age | | | | | | | | | | |
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| **Expected Course Outcomes:** | | | | | | | | | | |
| On the successful completion of the course, student will be able to: | | | | | | | | | | |
| 1 | Gain knowledge on the link between socio economic background and old age | | | | | | | | K2 | |
| 2 | Understand various problems in the old age | | | | | | | | K2 | |
| 3 | Gain knowledge on various techniques involved in sustaining healthy old age | | | | | | | | K2 | |
| **K1** - Remember; **K2** - Understand; **K3** - Apply; **K4** - Analyze; **K5** - Evaluate; **K6** - Create | | | | | | | | | | |
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| **Unit:1** | | **INTRODUCTION TO AGING** | | | | **7-- hours** | | | | |
| 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 | | | | | | | | | | |
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| **Unit:2** | | **SOCIAL AND ECONOMIC OUTLOOK FOR AN AGING**  **SOCIETY** | | | | **7-- hours** | | | | |
| Social Class–Race and Ethnicity–Multiple Jeopardy –Economic Well Being- Poverty among the old- Main Feature of Social Security | | | | | | | | | | |
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| **Unit:3** | | **AGING AND CHANGES** | | | **8-- hours** | | | | | |
| Age Identification–Theories of Aging–Modernization Theory-Disengagement theory – Activity theory -Aging in Post Industrial Society- the meaning of Aging in 21stCentury – Social Gerontology and the meaning of Ageing | | | | | | | | | | |
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| **Unit:4** | | **AGING AND HEALTH CONDITION** | | | **7-- hours** | | | | | |
| Mechanism of Physical Aging–Wear and Tear- Free Radicals- 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 | | | | | | | | | | |
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| **Unit:5** | | **PROLONG THE LIFE SPAN AND CREATIVITY IN**  **OLD AGE** | | | **8-- hours** | | | | | |
| Ways to Prolong the Life Span- Environmental Approach- Genetic Approach- Measures of Late | | | | | | | | | | |

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| Life Intelligence –Programmes and Policies for Elderly in India - Creativity in an Aging Population. | | | |
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| **Related Online Contents [MOOC, SWAYAM, NPTEL, Websites etc.]** | | | **3 hours** |
| <https://onlinecourses.swayam2.ac.in/cec19_hs19/preview> | | | |
| <https://www.edx.org/course/care-promotion-of-healthy-ageing> | | | |
|  | | **Total Lecture hours** | **40-- hours** |
| **Text Book(s)** | | | |
| 1 | Harry R.Moody,2002, Aging Concepts andControversies4thEdition | | |
| 2 | PullaRao.D Aging in India, Challenges and Opportunities, ManglamPublications,Delhi | | |
| 3 | Understanding Quality of life in old age edited by Alan Walker (2005) , Open University Press | | |
|  | | | |
| **Reference Books** | | | |
| 1 | Dr.R.Kumar, Dr.Meenal Kumar, Older women and common diseases management of  physical and mental ailments, Deep& Deep Publications pvt ltd. | | |
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| **Related Online Contents** | | | |
| 1 | <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC2692491/> | | |
| 2 | [https://www.worldwidejournals.com/paripex/recent\_issues\_pdf/2014/July/July\_2014\_1405](https://www.worldwidejournals.com/paripex/recent_issues_pdf/2014/July/July_2014_1405598033__90.pdf)  [598033 90.pdf](https://www.worldwidejournals.com/paripex/recent_issues_pdf/2014/July/July_2014_1405598033__90.pdf) | | |
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| Course Designed By: Dr.Zenetta Rosaline &S.Suganya | | | |

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| **Mapping with Programme Outcomes** | | | | | | | | | | |
| **COs** | **PO1** | **PO2** | **PO3** | **PO4** | **PO5** | **PO6** | **PO7** | **PO8** | **PO9** | **PO10** |
| **CO1** | M | M | M | M | S | S | S | S | S | M |
| **CO3** | S | S | S | M | M | S | S | M | S | S |
| **CO3** | M | M | M | S | S | M | S | S | S | M |

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| **Course**  **code** | | **WSTAC33C** | **WOMEN, LAW AND GOVERNANCE** | **L** | | **T** | | **P** | **C** |
| **Core** | | | **Core -XII** | **2** | | **2** | | **0** | **4** |
| **Pre-requisite** | | | **Basic Knowledge on Law** | **Syllabus**  **Version** | | | **2023** | | |
| **Course Objectives:** | | | | | | | | | |
| The main objectives of this course are to:   1. To acquaint the students about the Legal framework applicable to women from human rights perspective. 2. To understand the various laws available for the welfare of women. 3. To understand various agencies working for the welfare of women. | | | | | | | | | |
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| **Expected Course Outcomes:** | | | | | | | | | |
| On the successful completion of the course, student will be able to: | | | | | | | | | |
| 1 | Aware about the constitutional provisions available to women | | | | | | | K2 | |
| 2 | Gain knowledge on the institutions working for women | | | | | | | K1 | |
| 3 | Will be sensitized to the problems and violence’s against women in society | | | | | | | K4 | |
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| **K1** - Remember; **K2** - Understand; **K3** - Apply; **K4** - Analyze; **K5** - Evaluate; **K6** - Create | | | | | | | | | |
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| **Unit:1** | | **INTRODUCTION** | | | **8-- hours** | | | | |
| 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 | | | | | | | | | |
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| **Unit:2** | | **INDIAN WOMEN WELFARE LAWS** | | | **8-- hours** | | | | |
| 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 and POSH act - Domestic Violence Prohibition Act2005 | | | | | | | | | |
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| **Unit:3** | | **INDIAN LAWS AND AGENCIES RELATING TO WOMEN AND CHILDREN** | | **7-- hours** | | | | | |
| Violence against Women in Public Places –– Child Marriage Act – Child Sexual Abuse- Enforcement Machinery-Police and Judiciary – Family Courts – NCW, SCW,CEDAW | | | | | | | | | |
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| **Unit:4** | | **LABOUR LAWS RELATING TO WOMEN** | | **7--hours** | | | | | |
| Minimum Wages Act–Equal Wages and Equal Remuneration Act - Maternity Benefit Act1961- the Factories Act 1948-The Mine Act 1952. | | | | | | | | | |
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| **Unit:5** | | **CASE STUDIES AND RECENT TRENDS** | | **7-- hours** | | | | | |
| Role of Cells and Counseling Centers–Legal Aid cells – Help lines –Vishakha Judgment- Nirbhaya Case- Criminal Law Amendment | | | | | | | | | |
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| **Related Online Contents [MOOC, SWAYAM, NPTEL, Websites etc.]** | | | **3- hours** |
| **1** | <https://nptel.ac.in/noc/courses/noc20/SEM2/noc20-lw03/> | | |
| **2** | <https://nptel.ac.in/noc/courses/noc20/SEM2/noc20-lw01/> | | |
| **3** | <https://onlinecourses.swayam2.ac.in/cec20_ge26/preview> | | |
|  | **Total Lecture hour** | | **40 - hours** |
| **Text Book(s)** | | | |
| 1 | Basu D D2015, Introduction to the Constitution of India Paperbackedition. | | |
| 2 | Singh. A 2013, Constitution and Women’s Rights, Axis Books Pvt. Ltd | | |
| 3 | Anjani Kant, 2008, Women and the Law, A.P.H Publishing Corporation,New Delhi. | | |
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| **Reference Books** | | | |
| 1 | Dr.Dalbir Bharathi,2008, Women and the law, A.P.H Publishing Corporation,New Delhi | | |
| 2 | P.D. Kaushik, 2007, Women Rights- Access to Justice, Bookwell, NewDelhi. | | |
| 3 | Monica Chawla, 2006, Gender Justice, Women and Law in India, Deep andDeep Publications, NewDelhi. | | |
| 4 | AnuSaksena, 2004, Gender and Human Rights, Shipra, NewDelhi | | |
| 5 | ArunimaBaruah, 2004, The Soft Target-Crime Against Women, KilasoBooks,New Delhi | | |
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| **Related Online Contents** | | | |
| 1 | <https://muep.mau.se/bitstream/handle/2043/17227/C-THESIS-FINAL.pdf> | | |
| 2 | https:/[/www.wikig](http://www.wikigender.org/wiki/indian-laws-relating-to-women-children/)e[nder.org/wiki/indian-laws-relating-to-women-children/](http://www.wikigender.org/wiki/indian-laws-relating-to-women-children/) | | |
| 3 | <http://www.indiacelebrating.com/social-issues/women-empowerment/> | | |
| 4 | <http://shodhganga.inflibnet.ac.in/bitstream/10603/12832/13/14_chapter%205.pdf> | | |
| 5 | [http://www.ncert.nic.in/departments/nie/dse/activities/advisory\_board/PDF/Gui](http://www.ncert.nic.in/departments/nie/dse/activities/advisory_board/PDF/Guidelines_for_Guidance_and_Counseling.pdf) [delines\_for\_Guidance\_and\_Counseling.pdf](http://www.ncert.nic.in/departments/nie/dse/activities/advisory_board/PDF/Guidelines_for_Guidance_and_Counseling.pdf) | | |
| Course Designed By: Dr.Kamalaveni&Dr.S.Kausalya | | | |

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| **Mapping with Programme Outcomes** | | | | | | | | | | |
| **COs** | **PO1** | **PO2** | **PO3** | **PO4** | **PO5** | **PO6** | **PO7** | **PO8** | **PO9** | **PO10** |
| **CO1** | S | S | M | S | M | S | L | L | L | L |
| **CO2** | S | S | M | M | M | S | L | L | L | L |
| **CO3** | S | S | M | M | M | S | L | L | L | L |
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\*S-Strong; M-Medium; L-Low

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| **Course code** | | **WSTAC33D** | **SUSTAINABLE DEVELOPMENT GOALS** | | **L** | **T** | | **P** | **C** |
| **CORE** | | | **CORE XIII** | | **2** | **2** | | **0** | **4** |
| **Pre-requisite** | | | Students will have the knowledge about  Sustainable Development Goals **Ve** | | **Syllabus**  **rsion** | |  | | |
| **Course Objectives:** | | | | | | | | | |
| The main objectives of this course are to:   1. To give an overview of the Sustainable Development Goals 2. To know the importance of the 5 Ps, targets and indicator frameworks | | | | | | | | | |
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| **Expected Course Outcomes:** | | | | | | | | | |
| On the successful completion of the course, student will be able to: | | | | | | | | | |
| 1 | To understand the need for and importance of SDGs, difference from MDGs | | | | | | | K1 | |
| 2 | To understand how social, economic and environmental outcomes part of the  targets and indicators are to be achieved | | | | | | | K2 | |
| 3 | To attain knowledge about the SDGs to transform our world | | | | | | | K3 | |
| 4 | To evaluate the localization of SDGs in the countries and the monitoring  frameworks | | | | | | | K4 | |
| 5 | To update the knowledge about the work initiated by India for localization of  SDGs | | | | | | | K5 | |
| **K1** - Remember; **K2** - Understand; **K3** - Apply; **K4** - Analyze; **K5** - Evaluate; **K6**– Create | | | | | | | | | |
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| **Unit:1** | | **Transforming our world: the 2030 Agenda for Sustainable Development&Foundations of Development Policy** | | | **8-- hours** | | | | |
| Preamble – People - Planet – Prosperity – Peace – Partnership - Declaration - - Vision – Mission  - Our World Today **-** Scale and Scope of the SDGs **-** Structures of power and decision making **-**  An Introduction to Economic Growth **-** Questions about Sustainable Development **-** Timeline for Sustainable Development – A call for action to change the world- Decade of action | | | | | | | | | |
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| **Unit:2** | | **SDGs in detail with Target 2020, 2025 and 2030** | | | **8-- hours** | | | | |
| Knowledge of the different SDGs, targets and indicators, Education, Inclusion, Jobs, and Growth **-** Health and Wellbeing **-** Clean Energy and Industry **-** Sustainable Food and Land Use **-**  Smart Cities and Transport **-** Digital Technologies and E-Governance | | | | | | | | | |
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| **Unit:3** | | **Institutional Frameworks and Agencies** | | **8-- hours** | | | | | |
| Planning and Back-casting - Organizing Government for the SDGs - SDG Policy Instruments - SDG Pathways, monitoring frameworks and institutional responsibility | | | | | | | | | |
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| **Unit:4** | | **TheMonitoring frameworks to measure the**  **progress- Leaving no one behind** | | **8-- hours** | | | | | |
| Role of indices, Global SDG index, SDG India index and other relevant indices to attainment of | | | | | | | | | |

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| SDGs - Inclusive and equitable societies and learn, think and Act approach to SDGs,  marginalized and vulnerable societies | | | | | |
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| **Unit 5** | | | **Sustainable Development Goals Financing** | | **8 hours** |
| Needs assessments: estimating resource needs for the SDGs**–**Types of Financing Capital  Markets and the SDGs**–**New financing mechanisms and Global Funds**–**Development financing for the SDGs | | | | | |
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| **Unit:6** | | | | **Contemporary Issues &Climate changeCarbon and Ecological Footprint** | **10 hours** |
| Co-creating solutions with stakeholders, Principles for Responsible Management Education, evidence-based programming for improving the indicator performance, evidence of institutional commitment to ethics, responsibility, and sustainability (ERS) **-** climate change and sustainable development linkage, policies - loss of biodiversity and the deterioration of global ecosystems, role of various sectors – COPs - policy making and governance models and frameworks of  sustainability | | | | | |
| Expert lectures, Online seminars - Webinars   1. Understanding about the need of Women’s studies in Higher Education 2. To know about the instance of Women’s Studies in World | | | | | |
|  | | | **Total Lecture hours** | | **50-- hours** |
| **Text Book(s)** | | | | | |
| 1 | Sustainable Development Goals: Harnessing Business to Achieve the SDGs through Finance, Technology, and Law Reform  Editor(s):Julia Walker, Alma Pekmezovic, Gordon Walker  First published:23 August 2019, Print ISBN:9781119541813 |Online ISBN:9781119541851 |DOI:10.1002/9781119541851  © 2019 John Wiley & Sons Ltd | | | | |
| 2 | The Age of Sustainable Development: [Jeffrey D. Sachs,](https://www.google.co.in/search?tbo=p&tbm=bks&q=inauthor%3A%22Jeffrey%2BD.%2BSachs%22) Columbia University Press, 10-  Mar-2015 | | | | |
| 3 | **An Introduction to Sustainable Development: Book by Jennifer A. Elliott and Peter P**  **Rogers, 2006** | | | | |
| 4 | Torre, Mario &Zioło, Magdalena &Sergi, Bruno. (2019). Financing sustainable  development. Key challenges and prospects. Palgrave Studies in Impact Finance Series Editor. 10.1007/978-3-030-16522-2. | | | | |
| 5 | Climate Change and Sustainable Development New Challenges for Poverty Reduction  Edited by M.A. Mohamed Salih, International Institute of Social Studies, Erasmus University Rotterdam, the Netherlands  Publication Date: 2009 ISBN: 978 1 84844 409 6 | | | | |
| **Reference Books** | | | | | |
| 1. | | The Future We Choose: Surviving the Climate Crisis Hardcover – Illustrated,  February 25, 2020by Christiana Figueres, Tom Rivett-Carnac | | | |
| 2. | | Rethinking Sustainable Development: Urban Management, Engineering, and Design | | | |

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|  | | Tan Yigitcanlar, |2010 |
| 3. | | Toward Sustainable Communities, Solutions for Citizens and Their Governments-Fourth Edition, Mark Roseland, 2012 |
| 4. | | Handbook of Research on Rural Sociology and Community Mobilization for Sustainable Growth )Qaiser Rafique Yasser, 2018 |
| 5. | | Case Studies on Leaving No One Behind A companion volume to the development Co-operation Report 2018 Paperback – January 9, 2019by  OECD |
|  | | |
| **Related Online Contents [MOOC, SWAYAM, NPTEL, Websites etc.]** | | |
| 1 | <https://sdgs.un.org/2030agenda> | |
| 2 | https:/[/www](http://www.un.org/sustainabledevelopment/development-agenda-retired/).[un.org/sustainabledevelopment/development-agenda-retired/](http://www.un.org/sustainabledevelopment/development-agenda-retired/) | |
| 3 | <https://www.worldbank.org/en/programs/sdgs-2030-agenda> | |
| 4 | <https://sustainabledevelopment.un.org/memberstates/india> | |
| 5 | https://indbiz.gov.in/india-records-significant-progress-on-sustainable-development-goals/ | |
| 6 | [https://www.indiabudget.gov.in/budget2019-](https://www.indiabudget.gov.in/budget2019-20/economicsurvey/doc/vol2chapter/echap05_vol2.pdf)  [20/economicsurvey/doc/vol2chapter/echap05\_vol2.pdf](https://www.indiabudget.gov.in/budget2019-20/economicsurvey/doc/vol2chapter/echap05_vol2.pdf) | |
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| Course Designed By:Dr.K.Mangayarkarasi | | |

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| **Mapping with Programme Outcomes** | | | | | | | | | | |
| **COs** | **PO1** | **PO2** | **PO3** | **PO4** | **PO5** | **PO6** | **PO7** | **PO8** | **PO9** | **PO10** |
| **CO1** | S | M | S | M | M | M | S | M | S | S |
| **CO2** | S | S | S | S | S | M | S | S | S | S |
| **CO3** | S | M | S | M | M | M | M | M | S | S |

\*S-Strong; M-Medium; L-Low

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| **Course code** | | **WSTA3EA** | | **MENSTRUAL HEALTH AND MENOPAUSE** | | **L** | **T** | | **P** | **C** |
| **ELECTIVE** | | |  | | | **1** | **2** | | **1** | **4** |
| **Pre-requisite** | | | Students have the knowledge about women  issues can learn about mental health of women **Ve** | | | **Syllabus**  **rsion** | | **2022**  **-2023** | | |
| **Course Objectives:** | | | | | | | | | | |
| The main objectives of this course are to:   1. To understand the theoretical background of menstrual health and hygiene of Women 2. To understand the challenges faced by women during menopause 3. To understand the gender socialization of menstruation and menopause in women | | | | | | | | | | |
| **Expected Course Outcomes:** | | | | | | | | | | |
| On the successful completion of the course, student will be able to: | | | | | | | | | | |
| 1 | Can learn about the menstruation and menopause in women | | | | | | | | K1 | |
| 2 | To understand the menstruation and menopause in women | | | | | | | | K2 | |
| 3 | The student will learn about the training of menstrual health and hygiene | | | | | | | | K3 | |
| 4 | To providemenstrual health awarenessto women | | | | | | | | K4 | |
| 5 | To analyze the level of women empowerment in problem solving in the context of menstrual health and menopause | | | | | | | | K5 | |
| **K1** - Remember; **K2** - Understand; **K3** - Apply; **K4** - Analyze; **K5** - Evaluate; **K6**– Create | | | | | | | | | | |
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| **Unit:1** | | **MENSTRUAL HYGIENE BASICS** | | | | **8—hours** | | | | |
| Menstrual hygiene basics: what we need to know: Menstrual hygiene definition- Challenges faced  by girls and women- Excluded from WASH facilities- Sanitary materials, supply and disposal- Vulnerable and marginalized contexts- Women with disabilities | | | | | | | | | | |
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| **Unit:2** | | **MENSTRUAL HEALTH AND HYGIENE -A GLOBAL** | | | | **8—hours** | | | | |
| Menstrual Hygiene Matters: A resource for Improving Menstrual Hygiene around the World- An opportunity- Global Goal - UNICEF Strategy for water, Sanitation and Hygiene- Programme Design of UNICEF- Supporting Government Leadership for Menstrual Health and Hygiene.  UNICEF Theory of Change | | | | | | | | | | |
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| **Unit:3** | | **COMMUNICATING WITH ADOLESCENTS** | | | **7—hours** | | | | | |
| Creating An Enabling Environment- Menstruation Information with Diagram- Difficulties A Girl May Encounter During Menstruation- Nutritional Needs- Beliefs and Facts about Disposal Options- Hygiene practices during menstruation- Handling and use of cloth-Handling Absorbents- Advantages and disadvantages of using cloths and napkin- Normalizing Menstruation and Dealing  with Myths and Misconceptions | | | | | | | | | | |
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| **Unit:4** | | **UNDERSTANDING MENOPAUSE, SIGNS AND SYMPTOMS** | | | **7—hours** | | | | | |
| Menopause definition- Menopause Causes – uneven periods-vaginal dryness- sore breasts- trouble  in sleeping-emotional changes-dry skin, eye, or mouth-Perimenopause- Menopause-Post Menopause | | | | | | | | | | |
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| **Unit:5** | | **REMEDIES RELATING TO MENOPAUSE** | **7—hours** |
| Diagnosis and Menopause Treatment:Hormone Replacement Therapy (HRT)- Topical Hormone Therapy- Nonhormone Medications- Medications for Osteoporosis – Lifestyle modification. | | | |
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| **Unit:6** | | **CONTEMPORARY ISSUES** | **3- hours** |
| Expert lectures, Online seminars - Webinars   1. Understanding about the importance of menstrual health and menopause of women 2. To know about menstrual health issues to women by gender-based violence | | | |
|  | | **Total Lecture hours** | **40—hours** |
| **Text Book(s)** | | | |
| 1 | Florence L. Denmar k Michele A. Paludi (2008) Psychology of Women: A Handbook of  Issues and Theories Second Edition | | |
| **Reference Books** | | | |
| 1 | American Psychological Association. (2004). Resolution on Cultural and Gender Awareness in International Psychology. Retrieved April 20, 2007, fromhttp://  [www.apa.org/international/resolutiongender.html.](http://www.apa.org/international/resolutiongender.html) | | |
| 2 | Association for Women in Science. (2005a). AWIS Magazine. Retrieved September 25, 2006, from [http://www.awis.org/pubs/mag.html.](http://www.awis.org/pubs/mag.html) | | |
| 3 | Korenman, J. (2006). WMST-L File Collection. Retrieved December 10, 2006, from  <http://research.umbc.edu/korenman/wmst/wmsttoc.html> | | |
| **Related Online Contents [MOOC, SWAYAM, NPTEL, Websites etc.]** | | | |
| 1 | file:///C:/Users/drkam/OneDrive/Desktop/BOS%202022/UNICEF-Guidance-menstrual- health-hygiene-2019.pdf | | |
| 2 | [https://www.nhm.gov.in/images/pdf/programmes/mhs/Training\_Materials/PDF\_English/Trai](https://www.nhm.gov.in/images/pdf/programmes/mhs/Training_Materials/PDF_English/Training_module.pdf) [ning\_module.pdf](https://www.nhm.gov.in/images/pdf/programmes/mhs/Training_Materials/PDF_English/Training_module.pdf) | | |
| 3 | <https://www.coursera.org/courses?query=mental%20health> | | |
| 4 | [https://washmatters.wateraid.org/sites/g/files/jkxoof256/files/MHM%20training%20guide\_0.](https://washmatters.wateraid.org/sites/g/files/jkxoof256/files/MHM%20training%20guide_0.pdf)  [pdf](https://washmatters.wateraid.org/sites/g/files/jkxoof256/files/MHM%20training%20guide_0.pdf) | | |
| 5 | <https://www.webmd.com/menopause/guide/menopause-basics> | | |
| 6 | [https://www.msdmanuals.com/en-in/professional/gynecology-and-](https://www.msdmanuals.com/en-in/professional/gynecology-and-obstetrics/menopause/menopause)  [obstetrics/menopause/menopause](https://www.msdmanuals.com/en-in/professional/gynecology-and-obstetrics/menopause/menopause) | | |
| 7 | [https://sujal-swachhsangraha.gov.in/sites/default/files/2014\_MHM%20ToT%20module-](https://sujal-swachhsangraha.gov.in/sites/default/files/2014_MHM%20ToT%20module-training_MH_)  [training\_MH\_](https://sujal-swachhsangraha.gov.in/sites/default/files/2014_MHM%20ToT%20module-training_MH_) | | |
| Course Designed By:Dr.KAMALAVENI | | | |

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| **Mapping with Programme Outcomes** | | | | | | | | | | |
| **COs** | **PO1** | **PO2** | **PO3** | **PO4** | **PO5** | **PO6** | **PO7** | **PO8** | **PO9** | **PO10** |
| **CO1** | S | S | S | S | M | S | S | S | S | S |
| **CO3** | S | M | S | S | S | S | S | S | S | M |
| **CO3** | S | S | M | S | S | S | S | S | M | S |
| **CO4** | S | S | S | S | S | S | S | S | S | S |
| CO5 | S | S | S | S | S | M | S | M | S | S |

\*S-Strong; M-Medium; L-Low

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| **Course code** | | **WSTA3EB** | **SOCIAL ENTREPRENEURSHIP AND WOMEN** | | **L** | **T** | | **P** | **C** |
| Elective | | |  | | **2** | **2** | | **0** | **4** |
| **Pre-requisite** | | | It is essential to understand the concept of social entrepreneurship | |  | | **2022**  **-2023** | | |
| **Course Objectives:** | | | | | | | | | |
| 1. This paper gives an insight into the concept of social entrepreneurship & theories 2. To understand the ways to scale social impact 3. To gain knowledge on modes of social entrepreneurial actions | | | | | | | | | |
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| **Expected Course Outcomes:** | | | | | | | | | |
| On the successful completion of the course, student will be able to: | | | | | | | | | |
| 1 | The student will gain knowledge on SocialEntrepreneurship | | | | | | | **K2** | |
| 2 | Modes of Social Entrepreneurial Actions | | | | | | | **K3** | |
| 3 | Gain knowledge on scale of social impact | | | | | | | **K2** | |
| **K1** - Remember; **K2** - Understand; **K3** - Apply; **K4** - Analyze; **K5** - Evaluate; **K6** – Create | | | | | | | | | |
| **Unit:1** | | **INTRODUCTION** | | | **9 hours** | | | | |
| Concept and Meaning–Significance of Social Entrepreneurship, Theories of Social Entrepreneurship, Difference between Business and Social Entrepreneurship. | | | | | | | | | |
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| **Unit:2** | | **SOCIAL ENTREPRENEURSHIP – THE BACK BONE** | | | **9 hours** | | | | |
| Intended Impact Vs Theory of Change, Investing in Social Entrepreneurs Fund Raising, Ways to Scale Social Impact | | | | | | | | | |
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| **Unit:3** | | **MODE OF SOCIAL ENTREPRENEURIAL ACTIONS** | | **9 hours** | | | | | |
| Micro Finance at the Bottom of the Pyramid, An Overview of BOP, Micro Credit, Micro  Franchise, Micro Consignment | | | | | | | | | |
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| **Unit:4** | | **STATE AND CENTRAL INITIATIVES** | | **9 hours** | | | | | |
| 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:5** | | **SOCIAL ENTREPRENEURSHIP AND SOCIAL INNOVATION** | | **9 hours** | | | | | |
| Social Entrepreneurship and social Innovation, Process of Social Innovation, Types of Social | | | | | | | | | |

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| Innovation, Difference between Social Innovation and Social Entrepreneurship | | | |
| **MOOC, SWAYAM, NPTEL, Websites etc** | | | **3 hours** |
| <https://onlinecourses.swayam2.ac.in/cec20_mg19/preview> <https://onlinecourses.nptel.ac.in/noc20_hs66/preview> | | | |
|  | | **Total Lecture hours** | **48 hours** |
| **Text Book(s)** | | | |
| 1 | Hamza El Fasiki, 2011, Social Entrepreneurship: Meaning, Challenges and Strategies | | |
| 2 | E. Gordon & K. Natarajan, 2010, Fundamentals of Entrepreneurship, Himalaya  Publishing House, Mumbai | | |
| 3 | Social Entrepreneurship And Innovation Social Entrepreneurship And Innovation  International Case Studies And Practice | | |
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| **Reference Books** | | | |
| 1 | Social Entrepreneurship: The MicroConsignment Model Written By Brett Smith See:  <http://blogs.forbes.com/ciocentral> | | |
| 2 | Soundrapandian (ed), 2000, Women Entrepreneurship- Issues and Challenges, Ashish  Publising House New Delhi | | |
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| **Related Online Contents** | | | |
| 1 | <http://shodhganga.inflibnet.ac.in/bitstream/10603/6775/12/12_chapter%201.pdf> | | |
| 2 | https://impactgarden.org/social-innovation/ | | |
| 3 | [http://www.ilo.org/wcmsp5/groups/public/---](http://www.ilo.org/wcmsp5/groups/public/---ed_emp/) [ed\_emp/](http://www.ilo.org/wcmsp5/groups/public/---ed_emp/)emp\_ent/documents/publication/wcms\_118096.pdf | | |
| 4 | <http://www.unm.edu/~asalazar/Kauffman/Entrep_research/e_state.pdf> | | |
| 5 | https:/[/www](http://www.entrepreneurindia.co/project-identification).[entrepreneurindia.co/project-identification](http://www.entrepreneurindia.co/project-identification) | | |
| 6 | <http://www.navodayaengg.in/wp-content/uploads/2015/10/Lecture-50.pdf> | | |
| Course Designed By: Dr. Zenetta Rosaline & Dr. D.Kalpana | | | |

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| **Mapping with Programme Outcomes** | | | | | | | | | | |
| **COs** | **PO1** | **PO2** | **PO3** | **PO4** | **PO5** | **PO6** | **PO7** | **PO8** | **PO9** | **PO10** |
| **CO1** | M | M | M | M | M | S | M | M | M | L |
| **CO2** | M | M | M | M | M | S | M | M | M | L |
| **CO3** | M | M | M | M | M | S | M | M | M | L |
| **CO4** | M | M | M | M | M | S | M | M | M | L |
| CO5 | M | M | M | M | M | S | M | M | M | L |

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| **Course code** | | **WSTA3EC** | **SOCIAL WELFARE SCHEMES FOR WOMEN EMANCIPATION** | | **L** | **T** | **P** | | **C** |
| **Elective** | | |  | | **2** | **1** | **1** | | **4** |
| **Pre-requisite** | | | Students have the knowledge about women issues can learn about status of women in recent days | |  | | **2023** | | |
| **Course Objectives:** | | | | | | | | | |
| The main objectives of this course are to:   1. Aims to understand various social factors which shape the identity of women 2. Aims to understand the welfare schemes in India 3. To understand the policies and programmes for women for women empowerment | | | | | | | | | |
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| **Expected Course Outcomes:** | | | | | | | | | |
| On the successful completion of the course, student will be able to: | | | | | | | | | |
| 1 | Gain knowledge on status of women in the changing scenario | | | | | | | K1 | |
| 2 | The student can able to understand the welfare schemes and programmes for women | | | | | | | K2 | |
| 3 | To give a way to think about the steps possibilities to stop crime against women | | | | | | | K3 | |
| 4 | The student will able to learn about the Institutional Politics of Gender roles | | | | | | | K3 | |
| 5 | The student will able to understand about Women Empowerment | | | | | | | K5 | |
| **K1** - Remember; **K2** - Understand; **K3** - Apply; **K4** - Analyze; **K5** - Evaluate; **K6**– Create | | | | | | | | | |
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| **Unit:1** | | **STATUS OF WOMEN IN INDIA** | | | **7-- hours** | | | | |
| Status of Women During Pre-Independence Period- Women in Mughal India- Women in India after  Independence- gender, class, caste, religion and intersectionality | | | | | | | | | |
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| **Unit:2** | | **WOMEN AND SOCIAL PROBLEMS** | | | **7-- hours** | | | | |
| Dowry- Child Marriages - Neglect during Early Childhood- Death during Childbirth- Female  Infanticide and Fetal Killing- Early Marriage- Domestic Violence | | | | | | | | | |
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| **Unit:3** | | **WOMEN AND WELFARE SCHEMES** | | **8-- hours** | | | | | |
| MahilaSamridhiYojana-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- RashtriyaMahilaKosh (RMK)- Eradication of Child Prostitution- Protective home –  one stop center-ERS SystemBeing theOther‟Spaces - Personal/ Private and Intimate space/ Domestic space of a woman | | | | | | | | | |
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| **Unit:4** | | **WOMEN AND GENDER WITHIN THE PRIVATE AND PUBLIC SPHERES** | | **7-- hours** | | | | | |
| Social politics – Class, Caste, Race, Urban/Rural Politics - Institutional politics – Gender roles within  private spheres – Social/Civic code and conduct – Women in STEM | | | | | | | | | |
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| **Unit:5** | | **POLICIES AND PROGRAMMES FOR WOMEN** | | **8-- hours** | | | | | |
| National Policy for the Empowerment of Women- DWCRA- Indira MahilaYojna- | | | | | | | | | |

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| BalikaSamriddhiYojana - Plan of Action to Combat Sexual Exploitation of Women and Children-  **61st**Commission on status of Women 2019- Various Committees and Commission for Women’s Education - Women Education in Five-year plan- NitiAayog | | | |
| **Unit:6** | | **CONTEMPORARY ISSUES** | **3- hours** |
| Expert lectures, Online seminars - Webinars   1. Understanding about schemes for women empowerment 2. To know about the initiatives taken for women’s rights as human rights | | | |
|  | | **Total Lecture hours** | **40-- hours** |
| **Text Book(s)** | | | |
| 1 | Agarwal, Suresh. 2015. Social Problems in India. New Delhi: RajatPublications. | | |
| 2 | Meena, P.K, 2008, Women and Society, MurariLal&Sons,NewDelhi | | |
|  | | | |
| **Reference Books** | | | |
| 1 | NirmalaJeyaraj, 2005, Women and Society –A Reader in Women’sStudies, ISPCK ,Delhi& Lady  Doak College, Madurai | | |
| 2 | ZainabRahman, 2005, Women and Society, Kalpaz Publications NewDelhi | | |
| 3. | [http://wcd.nic.in](http://wcd.nic.in/) – E book | | |
|  | | | |
| **Related Online Contents [MOOC, SWAYAM, NPTEL, Websites etc.]** | | | |
| 1 | <http://www.unwomen.org/en/csw/csw61-2019> | | |
| 2 | <https://en.wikipedia.org/wiki/Welfare_schemes_for_women_in_India> | | |
| 3 | <https://onlinelibrary.wiley.com/doi/pdf/10.1111/1468-0424.00157> | | |
| 4 | <https://www.mooc-list.com/tags/social-welfare> | | |
| 5 | [https://www.intechopen.com/books/public-economics-and-finance/social-policy-and-the-](https://www.intechopen.com/books/public-economics-and-finance/social-policy-and-the-welfare-state)  [welfare-state](https://www.intechopen.com/books/public-economics-and-finance/social-policy-and-the-welfare-state) | | |
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| Course Designed By: Dr.K.Mangayarkarasi | | | |

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| **Mapping with Programme Outcomes** | | | | | | | | | | |
| **COs** | **PO1** | **PO2** | **PO3** | **PO4** | **PO5** | **PO6** | **PO7** | **PO8** | **PO9** | **PO10** |
| **CO1** | S | S | S | S | M | S | S | S | S | S |
| **CO3** | S | S | S | S | S | S | S | S | S | S |
| **CO3** | S | S | S | S | S | S | S | S | M | S |
| **CO4** | S | S | S | M | M | S | S | S | S | S |
| CO5 | S | S | S | S | S | M | S | M | S | S |

\*S-Strong; M-Medium; L-Low

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| **Course**  **code** | | **WS TAC36A** | **Field Practicum –III** | **L** | **T** | **P** | | **C** |
| **Core** | | | **Core – XIV** |  |  | **15** | | **4** |
| **Pre-requisite** | | | Learned about gender based issues and empowerment can be learned more through field visits | **Syllab us**  **Versi on** | **2023** | | | |
| **Course Objectives:** | | | | | | | | |
| The main objectives of this course are to:   * The student will visit one Organizations to do minor research work to enrich their knowledge about status of women in various sectors * To gain the practical knowledge by doing research work in collaborative manner | | | | | | | | |
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| **Expected Course Outcomes:** | | | | | | | | |
| On the successful completion of the course, student will be able to: | | | | | | | | |
| 1 | Knowledge and understanding of the conceptualization of gender | | | | | | K1 | |
| 2 | Critical thinking of gender bias | | | | | | K2 | |
| 3 | Sensitized on the changing roles ofgender | | | | | | K3 | |
| 4 | Understand the social institution and view the society with genderlens | | | | | | K4 | |
| 5 | Analyses about the role of government for gender equality by various schemes | | | | | | K5 | |
| **K1** - Remember; **K2** - Understand; **K3** - Apply; **K4** - Analyze; **K5** - Evaluate; **K6** – Create | | | | | | | | |
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| The students can do mini project as collaborative work with NGOs , Government organizations and industries to gain knowledge about the role of women in various sectors.  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 | | | | | | | | |
| Course Designed By: Dr.K.Mangayarkarasi | | | | | | | | |
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| **Gender Inclusive Robotic Process Automation (2 credits)** | | | | | |
| **Name of the Department** | | | | Department of Women’s Studies | |
| **Name of the Faculty Member i/c**  **With Complete Address with Phone and e-mail** | | | |  | |
| **Inter / Intra Department Course** | | | | Inter department course | |
| **Duration of the Course** | | | | 6 Months | |
| **Eligibility** | | | | M.A Women’s Studies | |
| **Number of Candidates to be Admitted** | | | | 15-20 | |
| **Registration Procedure** | | | | Department student | |
| **Job Opportunities: Any Mechanical industry, IT industry, NGOs etc** | | | | | |
| **The objectives of the Course are:** | | | | | |
| The main objectives of this course are to: | | | | | |
| 1 | Awareness about Data scraping, Recording and UI interaction | | | | |
| 2 | Understanding working of Robots, advanced citrix automation challenges | | | | |
| 3 | Familiarize with strategies for solving user queues & transactions schedules | | | | |
| **Course Content** | | | Lecture / Practical / Project / Internship | | |
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| **Module 1** | | **Introduction to Automation -** Introduction to Automation and RPA: Basics of RPA – RPA Benefits- Processes that can be automated- Types of Robots. Automation and RPA Concepts: Business models for implementing RPA – Centre of Excellence  –Types and their applications – Building an RPA team – Approach for implementing RPA initiatives | | | **4 hours** |
| **Module 2** | | **Automation stages** Gender Responsive Budgeting, Understanding the Automation Cycle: Flexi work timing to enhance productivity, Automation stages and the role of a Business Manager – Guidelines for tracking the implementation success - Metrics / Parameters to be considered for gauging success – Choosing the right licensing option. Setting up the Uipath environment – Introduction to Uipath – The User Interface – Keyboard Shortcuts –Automation Projects & Debugging –Managing Activities –Reusing Automation Library. Robotic Automated Gender Budgeting. | | | **4 hours** |
| **Module 3** | | **Advanced Automation Concepts** Basic Concepts of RPA: | | | **4 hours** |

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|  | | Equal performance appraisal, Gender, Recording & UI interaction –Data scraping & Screen scraping- Sequences, Variables and control flow – Selectors –Coding the Robot- Maternity leave. Advanced Automation Concepts: Image based automation –Keyboard based automation –Email automation – Information Retrieval – Advanced Citrix Automation challenges – Equality through automation at workplace. |  |
| **Module 4** | | **Data persistence in RPA** Data persistence in RPA: Tables in RPA – Data Manipulation in excel – Extracting Data from PDF- Using anchors in PDF regarding Domestic Violence, Sexual Harassment, Child abuse cases. Exceptional Handling: Debugging Tools – Strategies for solving issues – Catching errors. Orchestrator: Introduction–Tenants– Authentication – Users – Roles – Robots – Environments – Queues & Transactions –Schedules. | **4 hours** |
| **Module 5** | | **RPA Projects - Industry associated** | **4 hours** |
|  | | **Total** | **20 hours** |
| **Book(s) for Study** | | | |
| 1 | [https://www.tutorialspoint.com/uipath/uipath\_robotic\_process\_aut](https://www.tutorialspoint.com/uipath/uipath_robotic_process_automation_introduction.htm) [omation\_introduction.htm](https://www.tutorialspoint.com/uipath/uipath_robotic_process_automation_introduction.htm) | | |
| 2 | <https://en.wikipedia.org/wiki/Robotic_process_automation> | | |
|  | | | |
| **Book(s) for reference** | | | |
| 1 | https:/[www.uipath.com/landing/academic-studio-download](http://www.uipath.com/landing/academic-studio-download) | | |
| 2 | https:/[www.uipath.com/rpa/robotic-process-automation](http://www.uipath.com/rpa/robotic-process-automation) | | |
|  | https:/[www.uipath.com/rpa/academy](http://www.uipath.com/rpa/academy) | | |
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| **Related Online Contents** | | | |
| 1 | [https://www.wipro.com/en-IN/business-process/robotic-process-automation-a-five-step-](https://www.wipro.com/en-IN/business-process/robotic-process-automation-a-five-step-approach-to-effective-implementation/)  [approach-to-effective-implementation/](https://www.wipro.com/en-IN/business-process/robotic-process-automation-a-five-step-approach-to-effective-implementation/) | | |
| 2 | <https://research.aimultiple.com/rpa-implementation/> | | |
| 3 | [https://medium.com/@cfb\_bots/a-blueprint-for-implementing-robotic-process-automation-](https://medium.com/%40cfb_bots/a-blueprint-for-implementing-robotic-process-automation-successfully-88e5f7ff7400)  [successfully-88e5f7ff7400](https://medium.com/%40cfb_bots/a-blueprint-for-implementing-robotic-process-automation-successfully-88e5f7ff7400) | | |
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| **Cyber Security and Women (2 Credits)** | | | | | |
| **Name of the Department** | | | | Department of Women’s Studies | |
| **Name of the Faculty Member i/c With Complete Address with Phone and e-mail** | | | |  | |
| **Inter / Intra Department Course** | | | | Inter Department Course | |
| **Duration of the Course** | | | | 6 Months | |
| **Eligibility** | | | | Enrolled in M.A Women’s Studies | |
| **Number of Candidates to be Admitted** | | | | 15 to 20 | |
| **Registration Procedure** | | | | Department student | |
| **Job Opportunities:** Can work in Cyber Security Portal in government or private sector  especially for women and child safety | | | | | |
| Can develop innovative tools to secure women and child from cyber crime | | | | | |
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| **The objectives of the Course are:** | | | | | |
| The main objectives of this course are to: | | | | | |
| 1 | To learn about cyber- crimes and attacks towards women | | | | |
| 2 | To gain knowledge about cyber safety for women and child | | | | |
| 3 | To learn precaution measures to protect women and children from cyber crime | | | | |
| 4 | To enrich knowledge about Law relating to cybercrime in India | | | | |
| 5 | To be trained about cyber safety for women and children in some best way | | | | |
| **Course Content** | | | Lecture / Practical / Project / Internship | | |
|  | | | | | |
| **Module 1** | | Computer and Cyber Security - Basics of Networking | | | **2 hours** |
| **Module 2** | | Global perceptive on Cyber Crimes – Types of Cyber Threats | | | **2 hours** |
| **Module 3** | | Cyber Stalking –Types - Social Engineering - Productive  Measures | | | **2 hours** |
| **Module 4** | | Crime related to social media- Types of tools used in Cyber crime | | | **2 hours** |
| **Module 5** | | Types of Online attack – Phases of Cyber-attack- | | | **2 hours** |
| **Module 6** | | Kill Chain Methodology - Network based attacks and  Mitigations | | | **2 hours** |
| **Module 7** | | Cyber Laws -Security Polices –– Internet and Social Media  effects | | | **2 hours** |
| **Module 8** | | Emerging and Contemporary issues in Cyber Space – Digital  Gender Gap-Digital Cyber Crimes against Women and Children | | | **2 hours** |
| **Module 9** | | Women’s safety online: A driver of gender inequality in internet  access - Procedure for Remedy | | | **2 hours** |
| **Module 10** | | Cyber safety tips – Cyber Safe Women - Measure for online safety for Women and children | | | **2 hours** |
|  | |  | | | **20 hours** |

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| **Book(s) for Study** | |
| 1 | Nina Godbole and SunitBelapore; “Cyber Security: Understanding Cyber Crimes,  Computer Forensics and Legal Perspectives”, Wiley Publications, 2011. |
| 2 | Shon Harris, “All in One CISSP, Exam Guide Sixth Edition”, McGraw Hill, 2013 |
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| **Book(s) for reference** | |
| 1 | **Surya Prakash Tripathi, Introduction to Information Security and Cyber Laws,**  **Dreamtech Press, 2014.** |
| 2 | Steve Morgan and Di Freeze ,2019, Women Know Cyber: 100 Fascinating Females  Fighting Cybercrime, Cyber Security Ventures |
|  | |
| **Related Online Contents** | |
| 1 | <https://www.cyberdegrees.org/resources/free-online-courses> |
| 2 | <https://onlinecourses.swayam2.ac.in/ugc19_hs25/preview> |
| 3 | Ministry of Home Affairs – National Cybercrime reporting Portal |
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| **Course code** | | **WSTAC43A** | **WOMEN AND ECONOMIC DEVELOPMENT IN THE GLOBALISED WORLD** | **L** | | **T** | **P** | **C** |
| **Core** | | | **CORE - XV** | **2** | | **1** | **1** | **4** |
| **Pre-requisite** | | | Students have the knowledge about economic  empowerment of women can learn more about women empowerment |  | | | **2022**  **-2023** | |
| **Course Objectives:** | | | | | | | | |
| The main objectives of this course are to:   1. Aims to understand the impact of globalization on Women across the world. 2. To understand the theoretical background of women and globalization 3. To understand the global trade in recent trends | | | | | | | | |
|  | | | | | | | | |
| **Expected Course Outcomes:** | | | | | | | | |
| On the successful completion of the course, student will be able to: | | | | | | | | |
| 1 | To Gain knowledge on the historical background of globalization | | | | | | K1 | |
| 2 | To Understand the LPG movements and it impacts | | | | | | K2 | |
| 3 | Gain knowledge on the link between the technology and globalization | | | | | | K3 | |
| 4 | The student will able to learn about the economic empowerment of women | | | | | | K4 | |
| 5 | The student will able to understand about the technology and globalization | | | | | | K5 | |
| **K1** - Remember; **K2** - Understand; **K3** - Apply; **K4** - Analyze; **K5** - Evaluate; **K6**– Create | | | | | | | | |
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| **Unit:1** | | **WOMEN & GLOBALIZATION** | | | **7-- hours** | | | |
| Globalization:Definition-Economic Globalization- Political Globalization-Advancing the cause  of Women’s Rights in a globalized world-Globalization impeding the cause of women’s rights- Women’s rights accelerates economic globalization. | | | | | | | | |
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| **Unit:2** | | **FEMINIST THEORETICAL APPROACHES TO GLOBALIZATION** | | | **7—hours** | | | |
| Key Common Features of Feminist Theoretical Approaches to Globalization-Globalization and Inequality -Women’s Networking and Activism in the Digital era- Violence – Unemployment- Women in Digital Space –Pros and Cons | | | | | | | | |
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| **Unit:3** | | **GLOBALIZATION,TECHNOLOGYAND DIGITAL**  **DIVIDE** | | **7—hours** | | | | |
| The digital gender divides at a glance: Introduction–Access to Phone Banking– Automatic Teller Machines–Credit cards–Electronic Clearing Services–Shared Payment – Online Transaction – Issues and Challenges – Online business, marketing and Threats -Technological changes–Benefits  of technological changes. | | | | | | | | |
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| **Unit:4** | | **EMPOWERING WOMEN IN DIGITAL WORLD** | | **8-- hours** | | | | |
| Entrepreneurship: 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 | | | | | | | | |

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| Accounting Principles (GAAP) -Rural Education | | | |
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| **Unit:5** | | **ECONOMIC EMPOWERMENT** | **8-- hours** |
| Women’s Economic Empowerment -Realizing women’s rights and gender equality- Women empowerment in SDGs -Economic /political changes – Social /cultural changes - Structural  Adjustment Program and Employment of Women | | | |
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| **Unit:6** | | **CONTEMPORARY ISSUES** | **3- hours** |
| Expert lectures, Online seminars - Webinars   1. Understanding about role of globalization in economic empowerment of women 2. To learn about the LPG and its impact in national development | | | |
|  | | **Total Lecture hours** | **40-- hours** |
| **Text Book(s)** | | | |
| 1 | Malini Bhattacharya (ed), 2005, Women and Globalization, Tulika Books in Association of  School of Women’s Studies, Jadapur University, New Delhi | | |
| 2 | Papola and Sharma (ed), 2002, *Gender and Employment in India*, Indian Society of Labour  Economics, NewDelhi | | |
| 3 | Lourdes Beneria, GunseliBerik and Maria S.Floro, 2016, Gender, development, and  Globalization, Routlegde Publications, New York and London. | | |
| 4 | VarunNaik and MukeshSahni, 2011, Globalization and Human Rights, Crescent Publishing  Corporation. | | |
| **Reference Books** | | | |
| 1 | Palinidurai 2010, Globalization, GandhigramRuralInstitute | | |
| 2 | John L. Seitz 2008, Global Issues An introduction, ZigZag printers | | |
| 3 | Thomas Sebastian, 2007, Globalization and Uneven Development– Neocolonialism,Multi  National Corporations, Space and Society,RawatPublishers,Jaipur | | |
| **Related Online Contents [MOOC, SWAYAM, NPTEL, Websites etc.]** | | | |
| 1 | <https://en.wikipedia.org/wiki/Globalization> | | |
| 2 | [https://www.huffingtonpost.com/sriya-chakravarti/globalization-of-knowledg\_b\_6255162.html](https://www.huffingtonpost.com/sriya-chakravarti/globalization-of-) | | |
| 3 | [http://www.utgjiu.ro/revista/ec/pdf/2012-](http://www.utgjiu.ro/revista/ec/pdf/2012-4.I/21_DRAGAN%20(SANTAMARIAN)%20Oana%20Raluca.pdf)  [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) | | |
| 4 | <https://www.queensu.ca/artsci_online/courses/globalization-gender-and-development> | | |
| 5 | <https://onlinecourses.swayam2.ac.in/ugc19_hs40/preview> | | |
| Course Designed By:Dr.K.Mangayarkarasi | | | |

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| **Mapping with Programme Outcomes** | | | | | | | | | | |
| **COs** | **PO1** | **PO2** | **PO3** | **PO4** | **PO5** | **PO6** | **PO7** | **PO8** | **PO9** | **PO10** |
| **CO1** | S | S | S | S | M | S | S | S | S | S |
| **CO3** | S | M | S | S | S | S | S | S | S | M |
| **CO3** | M | S | S | S | S | S | S | S | S | S |
| **CO4** | S | S | S | S | S | S | S | S | S | S |
| CO5 | S | S | S | S | S | M | S | M | S | S |

\*S-Strong; M-Medium; L-Low

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| **Course code** | | **WSTA4EA** | **REPRODUCTIVE HEALTH AND ASSISTED REPRODUCTIVE**  **TECHONOLOGY(ART)** | | **L** | | | **T** | **P** | **C** |
| **ELECTIVE** | | |  | | **2** | | | **2** |  | **4** |
| **Pre-requisite** | | | Basic knowledge and interest on psychology | |  | | | | **20**  **22**  **20**  **23** | |
| **Course Objectives:** | | | | | | | | | | |
| The main objectives of this course are to:   1. Aims to understand the concepts of AssistedReproductive Technology 2. To understand the theoretical, scientific, and social background of Assisted Reproductive Technology 3. To understand about the dark realities of the Assisted Reproductive Technology | | | | | | | | | | |
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| **Expected Course Outcomes:** | | | | | | | | | | |
| On the successful completion of the syllabus, student will be able to understand about the Assisted Reproductive Technology and to know the importance of societal issues related to assisted reproductive technology | | | | | | | | | | |
| 1 | Gain theoretical knowledge of Assisted Reproductive Technology an individual | | | | | | | | K2 | |
| 2 | Understand various stages involved Reproductive Technology | | | | | | | | K2 | |
| 3 | Gain knowledge on various techniques involved in sustaining mental health of  women | | | | | | | | K3 | |
| **K1** - Remember; **K2** - Understand; **K3** - Apply; **K4** - Analyze; **K5** - Evaluate; **K6**– Create | | | | | | | | | | |
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| **Unit:1** | | **ASSISTED REPRODUCTIVE TECHNOLOGY** | | | | **7-- hours** | | | | |
| Introduction :Assisted Reproductive Technology Concept-definition-Infertility, Mortality- Importance of Assisted Reproductive Technology-Ethics in the practice of ART - Assisted Reproductive Technologies Implications for Womenin India- female age and ART | | | | | | | | | | |
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| **Unit:2** | | **TYPES OF ASSISTED REPRODUCTION** | | | | | **7-- hours** | | | |
| Types of Assisted Reproductive Technology: Intrauterine insemination- Stimulating the ovaries- Retrieving released eggs- sperm/ ovum bank Fertilizing the eggs- Growing the resulting embryos in a laboratory- Implanting the embryos in the woman’s uterus- Intracytoplasmic sperm injection- Gamete intrafallopian tube transfer (GIFT)- A combination of IVF and GIFT- Transfer of a fertilized egg (zygote) to the fallopian tube -Use of eggs or embryos from another woman (donor)- Transfer of frozen embryos to a surrogate mother- Reproductive technologies: risk associated with ART | | | | | | | | | | |
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| **Unit:3** | | **INFERTILITY COUNSELING** | | **8 -- hours** | | | | | | |
| Basics of counseling - Infertility counseling - Psychology of infertility - Medical aspects of the infertility for the counselor - Cross cultural issues in infertility counseling - Psychological | | | | | | | | | | |

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| evaluation of the infertility couple - Evidence based approach to infertility counseling - Individual counseling and psychotherapy -Counseling the infertile couple | | | |
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| **Unit:4** | | **SURROGACY AND LEGAL ISSUES** | **8-- hours** |
| Introduction to surrogacy –renting a womb --Surrogacy (Regulation) Bill, 2019- Problems Associated with Cross-Border Surrogacy- Laws Governing Surrogacy in Different Countries- Social, ethical, medical & legal aspects of surrogacy: an Indian scenario. | | | |
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| **Unit:5** | | **COMMERCIALIZATION OF SURROGACY** | **7-- hours** |
| Commercial Gestational Surrogacy: Reproductive tourism and child trafficking- SurrogateParenthood For Money as a Form Of Human Trafficking- the dark realities of surrogacy –case studies | | | |
| **Unit:6** | | **CONTEMPORARY ISSUES** | **3 hours** |
| Seminars, webinars and Related Online Contents -MOOC, SWAYAM, NPTEL, Websites etc | | | |
| **Total Lecture hours** | | | **40-- hours** |
| **Text Book(s)** | | | |
| 1 | M.RobinDimatteo, Leslie R. Martin (2002), Health Psychology, Pearson Education | | |
| 2 | David F. Marks, Michael Murray, Brian Evans &Emee Vida Estacio (2000)Health Psychology, Theory, Research & Practice , Sage Publication India Pvt Ltd. | | |
| 3 | ShekkeyE.Taylor (2006) Health Psychology, Tata Mc GrawHill. | | |
| 4 | Text book of social Psychology, Delamater, Myers (2009), Cengage Learning India Pvt Ltd. | | |
| **Reference Books** | | | |
| 1 | Dinesh Mohan (2005), Basic Psychological Processes, Dominant Publishers and Distributors, New Delhi. | | |
| **Related Online Contents** | | | |
|  | https://prezi.com/l2jwdajncu-r/cognition-learning-and-motivation-presentation/ | | |
|  | <https://www.who.int/initiatives/decade-of-healthy-ageing> | | |
|  | [https://www.epw.in/journal/2007/23/special-articles/assisted-reproductive-technologies-](https://www.epw.in/journal/2007/23/special-articles/assisted-reproductive-technologies-india-implications-women.html)  [india-implications-women.html](https://www.epw.in/journal/2007/23/special-articles/assisted-reproductive-technologies-india-implications-women.html) | | |
|  | [https://journals.lww.com/grh/Fulltext/2018/06000/Female\_age\_and\_assisted\_reproductive\_](https://journals.lww.com/grh/Fulltext/2018/06000/Female_age_and_assisted_reproductive_technology.3.aspx)  [technology.3.aspx](https://journals.lww.com/grh/Fulltext/2018/06000/Female_age_and_assisted_reproductive_technology.3.aspx) | | |
|  | <https://wcd.nic.in/sites/default/files/final%20report.pdf> | | |
| **Course Designed By**: Dr.Kamalaveni and Dr.C.Ramya | | | |

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| **Mapping with Programme Outcomes** | | | | | | | | | | |
| **COs** | **PO1** | **PO2** | **PO3** | **PO4** | **PO5** | **PO6** | **PO7** | **PO8** | **PO9** | **PO10** |
| **CO1** | M | M | S | M | M | M | S | S | S | S |
| **CO2** | M | S | S | S | S | M | S | S | S | M |
| **CO3** | S | S | S | M | M | S | L | S | S | L |

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| **Course code** | | | **WSTA4EB** | **MANAGERIAL SKILL FOR WOMEN** | | **L** | | **T** | | **P** | **C** |
| **ELECTIVE** | | | |  | | **2** | | **1** | | **1** | **4** |
| **Pre-requisite** | | | | To know managerial skill in gender  perspective **Ve** | | **Syllabus**  **rsion** | | | **2023** | | |
| **Course Objectives:** | | | | | | | | | | | |
| The main objectives of this course are to:   1. To learn essential managerial skill and developing these skills 2. To understand the need of the soft skills in gender perspective 3. To impart understanding of managerial concepts. | | | | | | | | | | | |
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| **Expected Course Outcomes:** | | | | | | | | | | | |
| On the successful completion of the course, student will be able to: | | | | | | | | | | | |
| 1 | The student will gain knowledge on soft skill | | | | | | | | | K2 | |
| 2 | Will gain knowledge on team building skill with gender perspective | | | | | | | | | K3 | |
| 3 | Understand the importance of gender inclusive teams | | | | | | | | | K4,K6,  K5 | |
| **K1** - Remember; **K2** - Understand; **K3** - Apply; **K4** - Analyze; **K5** - Evaluate; **K6**– Create | | | | | | | | | | | |
|  | | | | | | | | | | | |
| **Unit:1** | | | **INTRODUCTION** | | | **7-- hours** | | | | | |
| Definition of Managerial skill- Types of Managerial skill -Significance of Managerial skill- Role of managers in organization- personal skill to Importance of competent managers. | | | | | | | | | | | |
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| **Unit:2** | | | **SOFT SKILL FOR MANAGERS** | | | **7-- hours** | | | | | |
| Soft skill- Communication skill -Interpersonal Skill- Problem Solving and Building  Relationship- Collaboration | | | | | | | | | | | |
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| **Unit:3** | | | **MANAGEMENT EDUCATION TO WOMEN** | | **8-- hours** | | | | | | |
| Need for Management Education to Women-Women’s experience at work place-biological determinism and management role of women construction of gender roles - obstacle to women in  Management-development of gender sensitive management skills for women-need for women friendly environment. | | | | | | | | | | | |
| **Unit:4** | | | **LIFE SKILL** | | **7-- hours** | | | | | | |
| Life Skill- Role of life skill in enhancing women in management-Emotional Intelligence- Self Awareness- Critical Thinking-Decision making- Self Development | | | | | | | | | | | |
| **Unit:5** | | | **PROBLEM SOLVING & BUILDING RELATIONSHIP** | | | | **8-- hours** | | | | |
| Problem solving-creativity-innovation- steps of analytical problem solving- limitations of analytical problem solving- impediments of creativity- multiple approaches to creativity-  conceptual blocks- conceptual block bursting | | | | | | | | | | | |
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| **Unit:6** | | **CONTEMPORARY ISSUES** | | | | | | | **3 hours** | | |

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| Expert lectures, online seminars – webinars | | | |
| **Related Online Contents [MOOC, SWAYAM, NPTEL, Websites etc.]** | | | |
| **1** | [**https://onlinecourses.swayam2.ac.in/nou21\_lb11/preview**](https://onlinecourses.swayam2.ac.in/nou21_lb11/preview) | | |
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|  |  | **Total Lecture hours** | **40 -- hours** |
| **Text Book(s)** | | | |
| 1 | Communicating at Work – Principles and Practices for Business and the Professions by Adler, The McGraw Hill Company, 9th Edition | | |
| 2 | Managerial Skill, Dr.K.Alex, S.Chand& Company Private LTD. | | |
| **Reference Books** | | | |
| 1 | Business Communication and Personality Development by Biswajit Das &IpseetiSatpathy, The Encel Publications, 1st Edition | | |
| 2 | Managerial Communication – Strategies and Applications by Hynes; The McGraw Hill Company, 4 th Edition | | |
| 3 | Effective Business Communication by Murphy; The McGraw Hill Company, 7th Edition | | |
| 4 | Developing Soft Skills by Robert M. Sherfield, Rhonda J., Patricia J. Moodi; Cornerstone Publications | | |
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| **Related Online Contents** | | | |
| 1 | <http://www.egyankosh.ac.in/bitstream/123456789/38369/1/Unit-3.pdf> | | |
| 2 | <https://ncert.nic.in/vocational/pdf/kees101.pdf> | | |
| 3 | [http://psydilab.univer.kharkov.ua/resources/ucheba/softski](http://psydilab.univer.kharkov.ua/resources/ucheba/softskills/Chapter_1_Introduction.PDF) [lls/Chapter\_1\_Introduction.PDF](http://psydilab.univer.kharkov.ua/resources/ucheba/softskills/Chapter_1_Introduction.PDF) | | |
| Course Designed By:Dr.Zenetta Rosaline &Dr.S.Kausalya | | | |

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| **Mapping with Programme Outcomes** | | | | | | | | | | |
| **COs** | **PO1** | **PO2** | **PO3** | **PO4** | **PO5** | **PO6** | **PO7** | **PO8** | **PO9** | **PO10** |
| **CO1** | S | S | M | L | L | L | L | L | M | M |
| **CO2** | S | M | S | L | L | L | L | L | M | M |
| **CO3** | S | M | M | L | L | L | L | L | M | S |
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\*S-Strong; M-Medium; L-Low

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| **Course code** | | **WSTA4EC** | **TRIBAL/ RURAL WOMEN EMPOWERMENT** | | **L** | **T** | | **P** | **C** |
| **ELECTIVE** | | |  | | **2** | **1** | | **1** | **4** |
| **Pre-requisite** | | | **Basic Knowledge In Rural Women Ve** | | **Syllabus**  **rsion** | | **2023** | | |
| **Course Objectives:** | | | | | | | | | |
| The main objectives of this course are to:   1. To understand the background of rural and tribal women 2. To educate the student on Entrepreneurship Development for rural and tribal women 3. To provide an understanding of women empowerment of rural and tribal women | | | | | | | | | |
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| **Expected Course Outcomes:** | | | | | | | | | |
| On the successful completion of the course, student will be able to: | | | | | | | | | |
| 1 | Will Gain knowledge on rural and tribal women empowerment | | | | | K1, K2 | | | |
| 2 | Gain knowledge on rural banking, Micro Enterprise and Entrepreneurship Development for rural and tribal women | | | | | K2, K3. K4,K5 | | | |
| 3 | Understand various Government Policies women empowerment of rural and tribal women | | | | | K2,K3,K4,K5 | | | |
|  |  | | | | |  | | | |
| **K1** - Remember; **K2** - Understand; **K3** - Apply; **K4** - Analyze; **K5** - Evaluate; **K6**– Create | | | | | | | | | |
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| **Unit:1** | | **STATUS OF RURAL WOMEN EMPOWERMENT** | | | **7-- hours** | | | | |
| Status of Rural Women –Empowerment-Social Empowerment- Economic Empowerment –Women  Empowerment in Rural India- Challenges and Development of Rural Women | | | | | | | | | |
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| **Unit:2** | | **ROLE OF RURAL DEVELOPMENT** | | | **7-- hours** | | | | |
| Definition- Objectives- Women Employment in Rural India-Rural Development in India-  Rural Development Policy-District Rural Development Agencies (DRDA). | | | | | | | | | |
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| **Unit:3** | | **ENTREPRENEURSHIP DEVELOPMENT FOR**  **RURAL AND TRIBAL WOMEN** | | **7-- hours** | | | | | |
| Entrepreneurship Development of Rural Women: Advantages of Entrepreneurship among Rural Women- Micro Enterprise –Areas of Micro Enterprise Development- Microfinance-Promotion of Rural livelihood through Women Self Help Groups –Strategies to promote Entrepreneurship | | | | | | | | | |
| **Unit:4** | | **ROLE OF BANKS IN RURAL WOMEN DEVELOPMENT** | | **8-- hours** | | | | | |
| Role of Banks in Agriculture and Rural Development: Rural Banking- Banking in Rural and Agricultural Areas – Challenges for Rural and Agricultural Credit – Role of Banks –Bank Credit to  Self Help Groups | | | | | | | | | |
| **Unit:5** | | **GOVERNMENT POLICIES FOR RURAL WOMEN** | | **8-- hours** | | | | | |

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| Government policies for Rural Women Empowerment-Impact of Government policies on  Empowerment of Rural Women – Current Rural Development Programme. | | | |
| **Unit :6** | | **CONTEMPORARY ISSUES** | **3 hours** |
| Expert lectures, online seminars – webinars | | | |
| **1** | **Related Online Contents [MOOC, SWAYAM, NPTEL, Websites etc.]** | | |
|  |  | | |
|  |  | **Total Lecture hours** | **40 -- hours** |
| **Text Book(s)** | | | |
| 1 | Richa Dewani, 2016, Rural Women Empowerment and Development Banking, Random  Publications, New Delhi. | | |
| 2 | G.Veerraju, 2017, The Role of Non-Governmental Organizations in Rural Development, Ishika  Publishing House, Jaipur | | |
|  | | | |
| **Reference Books** | | | |
| 1 | P.Viswanadha Gupta, 2013, Tribal Development and Management: Problems and Empowering Strategies, Aavishkar Publishers, Jaipur. | | |
| 2 | Pradeep Kumar, 2009, Rural Development and Programme, Omega Publications, New Delhi. | | |
| 3 | S.B.Verma, 2009, Rural Empowerment, Deep & Deep Publications Pvt.Ltd, New Delhi | | |
| 4 | Reema Mukherjee, 2008, Rural Women Empowerment, Adhyayan Publishers & Distributors, New Delhi. | | |
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| **Related Online Contents** | | | |
| 1 | [https://www.ifad.org](https://www.ifad.org/) | | |
| 2 | [https://wcd.nic.in](https://wcd.nic.in/) | | |
| 3 | [https://www.unwomen.org](https://www.unwomen.org/) | | |
| 4 | [https://www.adb.org](https://www.adb.org/) | | |
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| Course Designed By:Dr.Kamalaveni&Dr.S.Kausalya | | | |

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| **Mapping with Programme Outcomes** | | | | | | | | | | |
| **COs** | **PO1** | **PO2** | **PO3** | **PO4** | **PO5** | **PO6** | **PO7** | **PO8** | **PO9** | **PO10** |
| **CO1** | L | M | L | L | L | L | S | S | S | S |
| **CO2** | M | M | L | L | L | L | S | S | S | S |
| **CO3** | M | M | L | L | L | L | S | S | S | S |
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| **Course code** | | **WSTA4ED** | **POSH ACT AND POCSO ACT TRAINING** | **L** | **T** | **P** | **C** |
| **ELECTIVE** | | |  | **2** | **2** | **0** | **4** |
| **Pre-requisite** | | | Basic knowledge and interest on POSH **Sy**  and POCSO act **Ve** | **llabus rsion** | | **2022-**  **2023** | |
| **Course Objectives:** | | | | | | | |
| The main objectives of this course are to:   1. Aims to understand the basic concept of training 2. To understand the legal background of POSH and POCSO act 3. To understand about the importance and the need, scope of the POSH and POCSO Act training | | | | | | | |
| **Expected Course Outcomes:** | | | | | | | |
| On the successful completion of the syllabus, student will be able to do training sessions on POSH  and POCSO Act for the stakeholders in the society | | | | | | | |
| 1 | Gain legal knowledge of POSH and POCSO act training as an individual | | | | | K2 | |
| 2 | Understand various stages involved in training | | | | | K2 | |
| 3 | Gain knowledge on various techniques involved in POSH and POCSO Act | | | | | K3 | |
| **K1** - Remember; **K2** - Understand; **K3** - Apply; **K4** - Analyze; **K5** - Evaluate; **K6**– Create | | | | | | | |
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| **Unit:1** | | **INTRODUCTION TOPOSH Act 2013** | | **7-- hours** | | | |
| Meaning of Gender -Gender Issues at Workplace- Gender Inequality at Workplace–Evolution of POSH Act- Definition of Sexual Harassment, Employer, Employee, Workplace- Types of Sexual Harassment-Types of harassers- Causes and Impact of Sexual Harassment-Implementing a Conducive Working Environment- Benefits of Workplace Gender Equality- Global Initiatives to Prevent Sexual Harassment | | | | | | | |
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| **Unit:2** | | **PROVISIONS OF THE ACT 2013** | | **7-- hours** | | | |
| Constitution of Internal Complaints Committee (IC/LC)- Duties and Roles of IC Presiding Officer / Member -Third Party Harassment - Role of an Employer –Rights of the Parties- Working of IC/LC-Preventive Policies (organization) - Organizational Best Practices - Conduct and Service Rules - Steps to Conduct Inquiry-Myths and Realities of Sexual Harassment at Workplace-Role of men/women in prevention of sexual harassment at workplace | | | | | | | |
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| **Unit:3** | | **BASICS OF POCSO ACT AND IDENTIFICATION CHILD SEXUAL ABUSE** | | **8 -- hours** | | | |
| Need of the Act -Fundamentals of Child Protection Definition of Child Abuse- Indicators of Abuse  - Understanding Child Sexual Abuse – Causes and Reporting Child Sexual Abuse -The Protection of Children from Sexual Offence Act, 2012 - Child Sexual Offences and Punishments under POCSO Act-Recognizing and Reporting Procedure under the Act - Procedure of Recording of Statement of Child - Child Friendly Procedure - Procedure of Medical Examination of Child - Emergency Medical Care & Counselling - Care and Protection of Child Victim - Speedy Procedures of Cases - Compensation for Child Victim - Sensitization of Child about Body and Personal Safety | | | | | | | |

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| **Unit:4** | | **ROLE OF SCHOOLS AND THERAPEUTIC INTERVENTIONS FOR CHILDREN** | **8-- hours** |
| Child Protection Policy of the School- Proactive Measures to prevent Child Sexual Abuse - Teaching Children to Identify Good Touch & Bad Touch - Therapeutic Interventions for Children - Needs of Children after Sexual Abuse - Therapeutic Intervention for Children in School- Impacts of Sexual abuse on Caregivers - Handling Child Sexual Abuse issues with Children and Survivors of Sexual Abuse - Child Friendly Communication Techniques - Child Friendly Non-verbal Techniques - Types of Non-verbal Communication | | | |
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| **Unit:5** | | **PROFESSIONAL TRAINER** | **7-- hours** |
| The core qualities of a good trainer- Approach training strategically-Be a good listener- Encourage engagement- Be organized- Appreciate good instructional design- Analyze and improve -Pulse of learning trends- Prize lifelong learning- Art of Delivering online and classroom sessions- Market yourself through Social media marketing, Webinars, Email marketing-Newsletters-Pay-per-click ads- Networking | | | |
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| **Related Online Contents [MOOC, SWAYAM, NPTEL, Websites etc.]** | | | **3 hours** |
| <https://onlinecourses.nptel.ac.in/noc19_hs56/preview> | | | |
| <https://onlinecourses.nptel.ac.in/noc19_hs63/preview> | | | |
|  | | | |
|  | | **Total Lecture hours** | **40-- hours** |
| **Text Book(s)** | | | |
| 1 | Rupanjana De (2021) Prevention of Sexual Harassment At Workplace Law, Practice & Procedures, Bloomsbury Professional India publisher, ISBN-13 978-9390513505 | | |
| 2 | [Shivangi Prasad & Attreyi Mukherjee](https://www.amazon.in/s/ref%3Ddp_byline_sr_book_1?ie=UTF8&field-author=Shivangi%2BPrasad%2B%26amp%3B%2BAttreyi%2BMukherjee&search-alias=stripbooks) (2019) Handbook on the Law of Sexual Harassment at Workplace Thomson Reuters,ISBN-10-9386374773 | | |
| 3 | [Deepa Rafeeque](https://www.amazon.in/s/ref%3Ddp_byline_sr_book_1?ie=UTF8&field-author=Deepa%2BRafeeque&search-alias=stripbooks) (2018) Prevention of Sexual Harassment of Women at Workplace: A Guide to The Sexual Harassment of Women at Workplace (Prevention, Prohibition & Redressal) Act, 2013, Notion Press publisher,ISBN: 13-978-1644291856 | | |
| 4 | Nayan Joshi (2020) Commentary On PROTECTION OF CHILDREN FROM SEXUAL OFFENCES ACT, 2012 (POCSO) As Amended By The Act Of 2019 With Rules 2020 And Allied Laws, Kamal Publishers | | |
| **Reference Books** | | | |
| 1  . | Jonathan Goodman (2015), Ignite the Fire: The Secrets to Building a Successful Personal Training Career, CreateSpace Independent Publishing Platform, ISBN-13- 978-1505787610 | | |
| **Related Online Contents** | | | |
|  | https://prezi.com/l2jwdajncu-r/cognition-learning-and-motivation-presentation/ | | |
|  | [https://vvgnli.gov.in/sites/default/files/TRANING%20MODULE%20ON%20SEXUA](https://vvgnli.gov.in/sites/default/files/TRANING%20MODULE%20ON%20SEXUAL%20HARASSMENT%20OF%20WOMEN%20AT%20WORKPLACE.pdf)  [L%20HARASSMENT%20OF%20WOMEN%20AT%20WORKPLACE.pdf](https://vvgnli.gov.in/sites/default/files/TRANING%20MODULE%20ON%20SEXUAL%20HARASSMENT%20OF%20WOMEN%20AT%20WORKPLACE.pdf) | | |

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|  | <https://www.nipccd.nic.in/file/reports/pocso12.pdf> |
|  | [https://wcd.nic.in/sites/default/files/ISTM\_Training%20Module%20To%20be%20uplo](https://wcd.nic.in/sites/default/files/ISTM_Training%20Module%20To%20be%20uploaded.pdf)  [aded.pdf](https://wcd.nic.in/sites/default/files/ISTM_Training%20Module%20To%20be%20uploaded.pdf) |
| **Course Designed By**: Dr.Kamalaveni | |

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| **Mapping with Programme Outcomes** | | | | | | | | | | |
| **COs** | **PO1** | **PO2** | **PO3** | **PO4** | **PO5** | **PO6** | **PO7** | **PO8** | **PO9** | **PO10** |
| **CO1** | M | M | S | M | M | M | S | S | S | S |
| **CO2** | M | S | S | S | S | M | S | S | S | M |
| **CO3** | S | S | S | M | M | S | L | S | S | L |

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| **Course code** | | **WSTA4E E** | | **TECHNOLOGY FOR ENTREPRENEURSHIP** | **L** | | | **T** | **P** | **C** |
| **ELECTIVE** | | | |  | **2** | | | **1** | **1** | **4** |
| **Pre-requisite** | | | | Students have the knowledge about  Entrepreneurship |  | | | **2023** | | |
| **Course Objectives:** | | | | | | | | | | |
| The main objectives of this course are to:   1. To develop basic understanding about Entrepreneurship 2. To develop entrepreneurial skills 3. To orient graduates for their own venture setup | | | | | | | | | | |
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| **Expected Course Outcomes:** | | | | | | | | | | |
| On the successful completion of the course, student will be able to: | | | | | | | | | | |
| 1 | To understand the need and importance of technology for women Entrepreneurship | | | | | | | | K1 | |
| 2 | To gain knowledge about the major concepts related to Entrepreneurship | | | | | | | | K2 | |
| 3 | To understand the importance of Innovation and technology | | | | | | | | K3 | |
| **K1** - Remember; **K2** - Understand; **K3** - Apply; **K4** - Analyze; **K5** - Evaluate; **K6**– Create | | | | | | | | | | |
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| **Unit:1** | | **INTRODUCTION TO TECHNOLOGY** | | | | | **7-- hours** | | | |
| Introduction to Science and Technology, Technology Environment, Technology policy,  Technology diffusion | | | | | | | | | | |
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| **Unit:2** | | **EMERGING TRENDS IN ENTREPRENEURSHIP** | | | | | **7 -- hours** | | | |
| Technopreneurship -Net preneurs- Agri preneurs- Women Entrepreneurship- Portfolio Entrepreneurship, Franchising | | | | | | | | | | |
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| **Unit:3** | | **ENTREPRENEURIAL PROCESS & ETHICS** | | | | **7 -- hours** | | | | |
| Entrepreneurial Competencies, Traits, Motives, Attitudes, Achievement Orientation, Self  Assessment, Entrepreneurial Ethics | | | | | | | | | | |
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| **Unit:4** | | **PREPARING FOR ENTREPRENEURIAL CAREER** | | | | **7-- hours** | | | | |
| Deciding for Entrepreneurial Career, Identification and selection of business opportunities, Market  assessment, Technology search, Production capacity, Assessment of Infrastructure requirements and other resources, Business plan and its importance | | | | | | | | | | |
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| **Unit:5** | | **MANAGEMENT OF TECHNOLOGICAL CHANGES** | | | | **5-- hours** | | | | |
| Management of Technological changes and Forecasting**,** Forecasting Techniques | | | | | | | | | | |
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| **Unit:6** | | | **INNOVATION PROCESS** | | | **7- hours** | | | | |

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| Types , Product, Process, Innovation Strategies, Innovation Economics, Models of Innovation | | | |
|  | | **Total Lecture hours** | **40-- hours** |
| **Text Book(s)** | | | |
| 1 | Krishnamacharyulu,CSG&Ramakrishnan,Lalitha,Management of Technology,Himalaya Publishing House,New Delhi | | |
| 2 | Desai Vasant, Fundamentals of Entrepreneurship & Small Business Management, Himalaya Publishing House. | | |
| 3 | Narayanan, V.K.Managing Technology & Innovation for Competitive advantage, Prentice Hall, New Delhi | | |
|  | | | |
| **Reference Books** | | | |
| 1 | Gupta CB, Srinivasan NP, Entrepreneurship Development in India, Text & Cases, Sultan Chand & Sons, New Delhi. | | |
| 2 | Charantimath,P.M. Entrepreneurship Development & Small Business Management, Person Education. | | |
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| **Related Online Contents [MOOC, SWAYAM, NPTEL, Websites etc.]** | | | |
| 1 | <https://www.f.waseda.jp/sidoli/STS_Intro_01.pdf> | | |
| 2 | <https://timreview.ca/article/818> | | |
| 3 | <https://www.cairn.info/revue-journal-of-innovation-economics-2014-2-page-41.htm> | | |
| 4 | <https://www.nap.edu/read/12557/chapter/4#18> | | |
| 5 | <http://www.innovation-portal.info/toolkits/technological-forecasting/> | | |
| Course Designed By: Dr.Zenetta Rosaline and S.Suganya | | | |

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| **Mapping with Programme Outcomes** | | | | | | | | | | |
| **COs** | **PO1** | **PO2** | **PO3** | **PO4** | **PO5** | **PO6** | **PO7** | **PO8** | **PO9** | **PO10** |
| **CO1** | S | S | S | M | S | M | S | M | M | M |
| **CO2** | S | S | S | S | S | M | S | S | M | M |
| **CO3** | S | S | S | M | M | S | S | S | S | S |

\*S-Strong; M-Medium; L-Low

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| **Course code** | | **WSTA4EF** | **WOMEN, WORK AND EMPLOYMENT** | | **L** | **T** | | **P** | **C** |
| **ELECTIVE** | | |  | | **2** | **1** | | **1** | **4** |
| **Pre-requisite** | | | **Basic Knowledge in Feminism and Methodology concepts Ve** | | **Syllabus**  **rsion** | | **2022-23** | | |
| **Course Objectives:** | | | | | | | | | |
| The main objectives of this course are to:   1. To understand the status of women in labour Market 2. To know the concept of division of labour and gender discrimination 3. To gain knowledge on occupational dynamics | | | | | | | | | |
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| **Expected Course Outcomes:** | | | | | | | | | |
| On the successful completion of the course, student will be able to: | | | | | | | | | |
| 1 | To gain knowledge about women in development perspectives | | | | | | | K2 | |
| 2 | To attain knowledge about the issue related to women in work | | | | | | | K3 | |
| 3 | To evaluate the role of women in gender discrimination in labour force | | | | | | | K4 | |
| **K1** - Remember; **K2** - Understand; **K3** - Apply; **K4** - Analyze; **K5** - Evaluate; **K6**– Create | | | | | | | | | |
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| **Unit:1** | | **WOMEN IN DEVELOPMENT PERSPECTIVE** | | | **7-- hours** | | | | |
| The Status of Women, The Concept of Role – A theoretical Perspective changing Milieu and roles of Women, Women in Development Perspectives, Agents of Change and Development, Integration of Women in Development Process, The Status of rural Women in India, The Necessity of the  Emergence of Integrated Rural Development Programme (IRDP), Support to Training and Employment Programmes (STEP) | | | | | | | | | |
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| **Unit:2** | | **WORK AND GENDER DIVISION OF LABOUR** | | | **7-- hours** | | | | |
| Concept of Work – Productive and Non-Productive Work, Use Value and Market Value, Gender Division of Labour – Mode of Production, Women in the Organized and Unorganized Sectors | | | | | | | | | |
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| **Unit:3** | | **OCCUPATIONAL DYNAMICS, EMPLOYMENT OF WOMEN WORKFORCE AND DEVELOPMENT IN INDIA** | | | | **7-- hours** | | | |
| Introduction- Casual vs Regular wage Women Labour, Wage Discrimination, Employment of Women  – the Structural Change, Women and Agriculture, The Women Cultivators, Women Agricultural Labour in Rural Workforce, Unemployment of Women Labour, Underemployment of Women Labour, Modernization and Women Workforce, The Overall Trends in Occupational Dynamics of Women  Workforce in India. | | | | | | | | | |
| **Unit:4** | | **STATUS OF WOMEN LABOUR** | | **8-- hours** | | | | | |
| Women Labour in Asia, Women Labour in India, Women Employment and Income, Financial Problems – Undemocratic Under Representation of Women, Inequitable: Increased Gender Gaps, Gender Inequality in Property Rights, Discrimination in Financial Markets. | | | | | | | | | |
| **Unit:5** | | **GLOBALIZATION AND WOMEN’S HUMAN**  **RIGHTS** | | **8-- hours** | | | | | |

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| Women Role in Domestic Arena, Poor Growth in Working Women, Women Human  Rights; Local and Global Perspectives, Social Sustainability | | | |
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| **Related Online Contents [MOOC, SWAYAM, NPTEL, Websites etc.] 3-hours** | | | |
| **1** | <https://www.jstor.org/stable/40736730?seq=1> | | |
| **2** | https:/[/www](http://www.brookings.edu/essay/the-history-of-womens-work-and-wages-and-how-it-).[brookings.edu/essay/the-history-of-womens-work-and-wages-and-how-it-](http://www.brookings.edu/essay/the-history-of-womens-work-and-wages-and-how-it-)  has-created-success-for-us-all/ | | |
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|  |  | **Total Lecture hours** | **40 -- hours** |
| **Text Book(s)** | | | |
| 1 | Madhuri Nath, 2003, “Rural Women Workforce in India” B.R. Publishing Corporation, New Delhi | | |
| 2 | Binoy N. Verma & Madhuri Nath, 2004, “Women and Rural Development Programmes”,  B.R. Publishing Corporation, New Delhi | | |
|  | | | |
| **Reference Books** | | | |
| 1 | Usha Menon, 2008, “Women and Work in Globalizing Asia”, Swastik Publishers and Distributors | | |
| Course Designed By: Dr. Zenetta Rosaline and Dr.D.Kalpana | | | |

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| **Mapping with Programme Outcomes** | | | | | | | | | | |
| **COs** | **PO1** | **PO2** | **PO3** | **PO4** | **PO5** | **PO6** | **PO7** | **PO8** | **PO9** | **PO10** |
| **CO1** | S | M | M | M | S | M | M | S | S | M |
| **CO2** | S | M | S | S | S | M | S | S | M | M |
| **CO3** | M | M | S | S | S | S | S | S | S | M |

\*S-Strong; M-Medium; L-Low

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| **Course**  **code** | | **WS TAC47V** | **Project Work and Viva Voce** | **L** | **T** | **P** | | **C** |
| **Core** | | | Core – XVI |  |  | **15** | | **8** |
| **Pre-requisite** | | | Learned about gender based issues and empowerment can be learned more through field visits | **Syllab us**  **Versi on** | **2022-2023** | | | |
| **Course Objectives:** | | | | | | | | |
| The main objectives of this course are to:   * The student can learn about the research at entry level by doing this project * To gain the practical knowledge by doing research work | | | | | | | | |
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| **Expected Course Outcomes:** | | | | | | | | |
| On the successful completion of the course, student will be able to: | | | | | | | | |
| 1 | Knowledge and understanding of the conceptualization of gender | | | | | | K1 | |
| 2 | Critical thinking of gender bias | | | | | | K2 | |
| 3 | Sensitized on the changing roles of gender | | | | | | K3 | |
| 4 | Understand the social institution and view the society with gender lens | | | | | | K4 | |
| 5 | Analyses about th role of government for gender equality by various schemes | | | | | | K5 | |
| **K1** - Remember; **K2** - Understand; **K3** - Apply; **K4** - Analyze; **K5** - Evaluate; **K6** – Create | | | | | | | | |
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| The students can do project as collaborative work with NGOs , Government organizations and industries to gain knowledge about the role of women in various sectors. It will be a base line to research about women and child welfare in Indian scenario. The student may analyze the myths and facts about women rights and empowerment.  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 and Viva voce.  This will be part of centre’s extension activity | | | | | | | | |
| Course Designed By: Dr.K.Mangayarkarasi | | | | | | | | |

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| **GO CAREER READY IN GENDER STUDIES (2 CREDITS)** | | | | | |
| **Name of the Department** | | | | **WOMEN’S STUDIES** | |
| **Name of the Faculty Member i/c With Complete Address with Phone and e-mail** | | | |  | |
| **Inter / Intra Department Course** | | | | Intra department course | |
| **Duration of the Course** | | | | 6 Months | |
| **Eligibility** | | | | Any degree | |
| **Number of Candidates to be Admitted** | | | | 15-20 | |
| **Mode of the Course** | | | | **Regular** / Online **/** Both Regular and Online | |
| **Collaboration if any with Companies** (if Yes, Full Address of the Company Address , Name of the Contact Person, Phone, e-mail etc.) | | | | **Priya Raj** Managing Director 9626099927  [pr.magnumopus@gmail.com](mailto:pr.magnumopus@gmail.com) | |
| **Registration Procedure** | | | | **M.A Women’s Studies students** | |
| **Job Opportunities: NGOs, Corporate sector and MNC** | | | | | |
|  | | | | | |
| **The objectives of the Course are:** | | | | | |
| The main objectives of this course are to: | | | | | |
| 1 | To prepare the students understand the career opportunities for women and men and go career ready. | | | | |
| 2 | To understand the fair distribution of unpaid and paid work among women and men and get introduced to the cooperate Etiquettes. | | | | |
| 3 | To explore the interpersonal skills and essential life skills to navigate in the digital and corporate world | | | | |
| 4 | To prepare the students to take up career in corporate sector and NGOs | | | | |
| 5 | To develop | | | | |
| **Course Content** | | | Lecture / Practical / Project / Internship | | |
|  | | | | | |
| **Module 1** | | Body Language: Social Graces – First Impression – Greetings and Introduction to Personal Hygiene & Sanitation- Personal Hygiene – Professional and Personal Image – Personal Grooming –Etiquettes: Dressing Etiquettes - Dress codes & Occasion -Telephone Etiquettes – Taking & Making Calls, Do’s and Don’ts over telephones-Email Etiquettes – Sending effective Emails, Form and tone of messages, Replying to messages, Organizing different parts of the Email- Self- Discipline- Build Self Confidence and Self Esteem –Time  Management –Procrastination – SWOT Analysis | | | **4 hours** |
| **Module** | | Problem Solving Skills: Critical Thinking – Decision Making – | | | **4 hours** |

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| **2** | | Stress Management – Task Management – Conflict  Management – Procrastination – Time Management |  |
| **Module 3** | | Interpersonal Skills: Emotional Intelligence – Self Awareness, Self-Regulation, Empathy, Sympathy, Motivation-Social Psychology – Social Thinking, Social Influence, Social Behavior- Business Communication – Conversations that are engaging, Acknowledging differences, Giving and Receiving Compliments, Avoiding bad conversational habits, Courteousness and thoughtfulness at workplace, Apologizing, Appreciations. | **4 hours** |
| **Module 4** | | Essential Life Skills: Financial Planning – Cash Flow Management, Awareness on savings and investments- Social Responsibility – Introduction on CSR, Individual contribution on Safety, Health and Environment- Health and Nutrition – Awareness on General Heath and Food Habits. Healthy eating & Healthy Living, Active lifestyle. | **4 hours** |
| **Module 5** | | Bridging College –Corporate Introduction to the corporate world – Organizations Structure, Roles and Responsibility- Basics of Corporate Communication – Structuring Communication (Objective, Highlighting critical points, being clear and concise, understanding audience), Listening- Developing Personal and professional Excellence – Aligning to corporate values (Accountability, Responsibility, Ownership,  Integrity, Innovation, Self-motivation, Self Driven | **4 hours** |
|  | |  |  |
| **Book(s) for Study** | | | |
| 1 | “Soft Skills – Enhancing Employability: Connecting Campus with Corporate” by MS Rao  Conversationally Speaking – by Alan Garner | | |
| 2 |  | | |
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| **Book(s) for reference** | | | |
| 1 |  | | |
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| **Related Online Contents** | | | |
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| **Course**  **code** | | | **GS75** | **INTRODUCTION TO GENDER**  **STUDIES** | **L** | | **T** | **P** | **C** |
| **Supportive** | | | | **Supportive (offered to other departments)** | **1** | | **1** | **-** | **2** |
| Pre-requisite | | | | Knowledge on role of Gender | **Syllabus**  **Version** | | **2023** | | |
| **Course Objectives:** | | | | | | | | | |
| The main objectives of this course are to:   * To introduce and analyze major Gender concepts. * To provide a base to understand the prevailing gender inequalities * To understand various inequalities | | | | | | | | | |
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| **Expected Course Outcomes:** | | | | | | | | | |
| On the successful completion of the course, student will be able to: | | | | | | | | | |
| 1 | Gain knowledge on the role of gender | | | | | | | K2 | |
| 2 | Understand the inequalities in the measures of development | | | | | | | K3 | |
| 3 | Knowledge on nation and international agencies working for women development | | | | | | | K1 | |
| 4 |  | | | | | | |  | |
| 5 |  | | | | | | |  | |
| **K1** - Remember; **K2** - Understand; **K3** - Apply; **K4** - Analyze; **K5** - Evaluate; **K6** – Create | | | | | | | | | |
|  | | | | | | | | | |
| **Unit:1** | | **GENDER IDENTITY** | | | | | **4 hours** | | |
| Gender Ideology, Sex Vs Gender, Biological Determinism, Socialization and Internalization | | | | | | | | | |
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| **Unit:2** | | **GENDER ROLES** | | | | | **4hours** | | |
| Division of Labour, Sex role, Stereotypes, Work, and Family | | | | | | | | | |
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| **Unit:3** | | | **GENDER EQUALITY/EQUALITY** | | | **4 hours** | | | |
| Equality vs Equity, HDI, GDI and GEM, Women empowerment -Meaning, Concepts and  Empowerment Levels | | | | | | | | | |
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| **Unit:4** | | | **GENDER INEQUALITY IN CERTAIN VITAL MEASURES OF DEVELOPMENT** | | | **5 hours** | | | |
| Sex Ratio, Life expectancy, Literary level, Work participation, Decision Making and Political  participation | | | | | | | | | |
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| **Unit:5** | | | **NATIONAL AND INTERNATIONAL AGENCIES**  **WORKING FOR WOMEN** | | | **5 – hours** | | | |
| Ministry of Women and child development, National commission for women, World Health  Organization and UN women | | | | | | | | | |
|  | | | **Total Lecture hours** | | | **22 hours** | | | |
| **Text Book(s)** | | | | | | | | | |

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| --- | --- |
| 1 | Siuli Sarkar 2018, “Gender Disparity in India: Unheard Whimpers” Paperbackedition |
| 2 | Brettell CB & Sargent CF, 2011, Gender in cross-Cultural PerspectivePaperback |
|  | |
| **Reference Books** | |
| 1 | Kaila H.L, 2005, *Women, Work and the Family,* Rawat Publications,Jaipur |
| 2 | Brennen, Johanna, 2006, Women and the Politics of Class, AakarBooks,Delhi |
|  | |
| **Related Online Contents [MOOC, SWAYAM, NPTEL, Websites etc.]** | |
| 1 | <http://www.who.int/en/> |
| 2 | <http://www.unwomen.org/en> |
| 3 | <http://ncw.nic.in/> |
| 4 | <http://wcd.nic.in/> |
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| Course Designed By: Dr.Kamalaveni | |

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| **Mapping with Programme Outcomes** | | | | | | | | | | |
| **COs** | **PO1** | **PO2** | **PO3** | **PO4** | **PO5** | **PO6** | **PO7** | **PO8** | **PO9** | **PO10** |
| **CO1** | S | M | M | M | M | L | L | M | L | L |
| **CO2** | S | M | M | M | M | L | L | M | L | L |
| **CO3** | S | M | M | M | M | L | L | M | L | L |
| **CO4** | S | M | M | M | M | L | L | M | L | L |
| CO5 | S | M | M | M | M | L | L | M | L | L |
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\*S-Strong; M-Medium; L-Low

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| **Course code** | | | **GS104** | **WOMEN AND LEADERSHIP** | | **L** | **T** | | **P** | **C** |
| **Supportive** | | | | **Supportive (offered to other departments)** | | **1** | **1** | | **0** | **2** |
| **Pre-requisite** | | | | **Knowledge on Skills and Leadership** | |  | | **2022**  **-2023** | | |
| **Course Objectives:** | | | | | | | | | | |
| The main objectives of this course are to:   1. To introduce the basic concepts leadership qualities. 2. To understand the significance of various skill development 3. To understand the eminent women leaders with best leadership quality | | | | | | | | | | |
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| **Expected Course Outcomes:** | | | | | | | | | | |
| On the successful completion of the course, student will be able to: | | | | | | | | | | |
| 1 | | Gain knowledge on various leadership scales | | | | | | | K2 | |
| 2 | | Understand the significance of women leadership | | | | | | | K4 | |
| 3 | | knowledge on women leaders and their skills | | | | | | | K3 | |
|  | |  | | | | | | |  | |
| **K1** - Remember; **K2** - Understand; **K3** - Apply; **K4** - Analyze; **K5** - Evaluate; **K6**– Create | | | | | | | | | | |
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| **Unit:1** | | | **INTRODUCTION TO LEADERSHIP** | | | **4-- hours** | | | | |
| Meaning-Importance of Leadership- Women as Leaders- Need for capacity building | | | | | | | | | | |
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| **Unit:2** | | | **NEED FOR SOFT SKILL** | | | **5-- hours** | | | | |
| Soft skill-Communication Skill-Employability Skill-Corporate Skill- Negotiation Skill | | | | | | | | | | |
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| **Unit:3** | | | **LIFE SKILL** | |  |  | **5--** | | **hours** | |
| Life skill-Role of Life Skills in enhancing Women  Leadership-Attitude- Emotional Intelligence-Interpersonal Skill-Self Development | | | | | | | | | | |
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| **Unit:4** | | | **WOMEN AND LEADERSHIP QUALITIES** | |  |  | **4--** | | **hours** | |
| Meaning–Traits of Leadership-Honesty-Integrity- Dedication-Responsibility-Goal Setting-Decision Making | | | | | | | | | | |
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| **Unit:5** | | | **CASE STUDIES OF SUCCESSFUL LEADERS** | |  |  | **4--** | | **hours** | |
| KiranMazumdar-IndraNooyi-MedhaPatkar | | | | | | | | | | |
|  | | | | | | | | | | |
|  | | | **Total hours** | |  |  | **22--** | | **hours** | |
| **Text Book(s)** | | | | | | | | | | |
| 1 | Hariharan.S, Sundararajan.N, Shanmugapriya.S.P, 2010, Soft Skills, MJP | | | | | | | | | |

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|  | Publishers, Chennai |
| 2 | S.R.Singh, 2011,Soft Skills, APH Publishing Corporation,NewDelhi. |
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| **Reference Books** | |
| 1 | Peter G. Northouse, 2014, Leadership Theory and Practice, Sage Publications, New Delhi. |
| 2 | Stephen Manallach, 2012, Soft Skills for a Flat World, Tata McGraw-Hill Education Private Limited, New Delhi. |
| 3 | Shalini Verma,2014, Development of Life Skills and Professional Practice, Vikas Publishing House Pvt Ltd |
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| **Related Online Contents** | |
| 1 | <https://www.mannaz.com/education/introduction-to-leadership/> |
| 2 | <https://www.oxbridgeacademy.edu.za/blog/5-reasons-soft-skills-important-ever/> |
| 3 | <https://en.wikipedia.org/wiki/Life_skills> |
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| Course Designed By:Dr.K.Mangayarkarasi and Dr.S.Kausalya | |

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| **Mapping with Programme Outcomes** | | | | | | | | | | |
| **COs** | **PO1** | **PO2** | **PO3** | **PO4** | **PO5** | **PO6** | **PO7** | **PO8** | **PO9** | **PO10** |
| **CO1** | S | S | M | L | L | L | S | S | M | S |
| **CO2** | M | M | M | L | L | L | S | S | M | S |
| **CO3** | M | M | M | L | L | L | M | M | M | S |
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\*S-Strong; M-Medium; L-Low

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| **Course code** | | **GS118** | **WOMEN WELFARE LAWS IN INDIA** | **L** | | **T** | **P** | **C** |
| **Supportive** | | | **Supportive (offered to other departments)** | **1** | | **1** | **-** | **2** |
| **Pre-requisite** | | | To have an attitudes to accept and learn about  Gender equality for best environment to both gender |  | | | **2022**  **-2023** | |
| **Course Objectives:** | | | | | | | | |
| The main objectives of this course are to:   1. To understand about the initiatives taken by International and National level organizations for women welfare 2. To learn about status of women before and now with welfare laws 3. To have an right view about women rights as human rights | | | | | | | | |
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| **Expected Course Outcomes:** | | | | | | | | |
| On the successful completion of the course, student will be able to: | | | | | | | | |
| 1 | To learn about the history of women movements | | | | | | K1 | |
| 2 | To differentiate the Gender Equality Vs Gender Equity | | | | | | K2 | |
| 3 | To gain knowledge about initiatives by Central Government | | | | | | K3 | |
| 4 | To gain knowledge about initiatives by State Government | | | | | | K4 | |
| 5 | To study about the various laws to protect women from any form of violence | | | | | | K5 | |
| **K1** - Remember; **K2** - Understand; **K3** - Apply; **K4** - Analyze; **K5** - Evaluate; **K6** - Create | | | | | | | | |
|  | | | | | | | | |
| **Unit:1** | | **Feminism and Movements** | | | **4 -- hours** | | | |
| History of Feminism–First Wave –Second Wave - Third Wave | | | | | | | | |
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| **Unit:2** | | **EQUALITY VS EQUITY** | | | **4 -- hours** | | | |
| Understanding Gender and Multiple Inequalities in the Society–Caste – Class - Religion - Gender  Intersections –- Benefits of Equality - Importance of Gender Equity | | | | | | | | |
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| **Unit:3** | | **WOMEN WELFARE BY CENTRAL GOVERNMENT** | | **4-- hours** | | | | |
| National Human Rights Commission (NHRC**) -** National Commission for Women (NCW) –  National Cyber Crime Reporting Portal - Online Complaints - Ministry of Women and Child Development – She box – Online Complaints - – COVID 19 Compliant Portal – Help line | | | | | | | | |
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| **Unit:4** | | **WOMEN WELFARE BY STATE GOVERNMENT** | | **4-- hours** | | | | |
| TamilNaduState Commission for Women (TNSCW) – Tamilnadu Department of Social Welfare –  Women Welfare Schemes by State Government – Kavalan app – Helpline – Online complaint Portal COVID 19 | | | | | | | | |
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| **Unit:5** | | **WOMEN WELFARE LAWS** | | **4-- hours** | | | | |
| Committee against Sexual Harassment (CASH) - [Protection of Children from Sexual Offences](https://www.google.co.in/url?sa=t&rct=j&q&esrc=s&source=web&cd=1&cad=rja&uact=8&ved=0ahUKEwiB0LKy44PNAhWLLI8KHTUFAb4QFggnMAA&url=http%3A%2F%2Fwcd.nic.in%2Fsites%2Fdefault%2Ffiles%2Fchildprotection31072012.pdf&usg=AFQjCNG8yi2gmLffq9TbdcLN5nDHy82XxQ)  [Act, 2012](https://www.google.co.in/url?sa=t&rct=j&q&esrc=s&source=web&cd=1&cad=rja&uact=8&ved=0ahUKEwiB0LKy44PNAhWLLI8KHTUFAb4QFggnMAA&url=http%3A%2F%2Fwcd.nic.in%2Fsites%2Fdefault%2Ffiles%2Fchildprotection31072012.pdf&usg=AFQjCNG8yi2gmLffq9TbdcLN5nDHy82XxQ) - Sexual Harassment of Women at Workplace (Prevention, Prohibition, Redressal) Act, | | | | | | | | |

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| 2013 – Protection of Women from Domestic Violence Act 2005 – Internal Complainants  Committee- District Complaints Committee – Safrt measures during COVID 10 pandemic for women and children | | | |
|  | | | |
| **Unit:6** | | **CONTEMPORARY ISSUES** | **2- hours** |
| Expert lectures, Online seminars - Webinars   1. Understanding about the women welfare initiatives taken by Central and state government 2. To have right perception about women welfare laws | | | |
|  | | **Total Lecture hours** | **22- hours** |
| **Text Book(s)** | | | |
| 1 | Dr. L. TharaBhai, 2000, Women‟s Studies in India, Efficient offset printers. | | |
| 2 | PriyadarshiniGautam, 2014, Women and Human Rights, National and International Perspectives, Swastik Publications, New Delhi. | | |
| 3 | [Agnes Flavia](https://www.amazon.in/s/ref%3Ddp_byline_sr_book_1?ie=UTF8&field-author=Agnes%2BFlavia&search-alias=stripbooks) , 2001, Law and Gender Inequality: The Politics of Women's Rights in India,  Oxford University Press | | |
|  | | | |
| **Reference Books/Reports** | | | |
| 1 | Nation Commission ForWomen, Report 2018 -19 | | |
| 2 | Ministry of Law and Justice, Annual Report 2018 - 19 | | |
| 3 | Ministry of Women and Child Development Report 2019-20 | | |
| 4 | National Human Rights Commission Annual Report 2017-18 | | |
| 5 | Ministry of Home Affairs – National Cybercrime reporting Portal | | |
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| **Related Online Contents [MOOC, SWAYAM, NPTEL, Websites etc.]** | | | |
| 1 | <https://onlinecourses.nptel.ac.in/noc19_hs57/preview> | | |
| 2 | <https://onlinecourses.swayam2.ac.in/cec20_hs24/preview> | | |
| 3 | <https://onlinecourses.swayam2.ac.in/arp19_ap54/preview> | | |
| 4 | <https://www.womensweb.in/articles/free-online-courses-in-india/> | | |
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| Course Designed By:DR.K.Mangayarkarasi | | | |

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| **Mapping with Programme Outcomes** | | | | | | | | | | |
| **COs** | **PO1** | **PO2** | **PO3** | **PO4** | **PO5** | **PO6** | **PO7** | **PO8** | **PO9** | **PO10** |
| **CO1** | S | S | S | S | M | S | S | S | S | S |
| **CO3** | S | S | S | S | S | S | S | S | S | S |
| **CO3** | S | S | S | S | S | S | S | S | S | S |
| **CO4** | S | S | S | S | S | S | S | S | S | S |
| CO5 | S | S | S | S | S | M | S | S | S | S |

\*S-Strong; M-Medium; L-Low