

GENDER SENSITIZATION CURRICULAR ACTIVITIES




Principal

Nazareth College of Arts & Science
Kovilpathagai Main Road, Kannadapalayam,
Vellanoor Post, Avadi, Chennai-600062.

UNIVERSITY OF MADRAS
M.A. DEGREE COURSE IN ENGLISH
SYLLABUS WITH EFFECT FROM 2022-2023

CORE Paper 13 – Women Studies

Course Objectives

- CO1- Tracing the role of feminism in **women's empowerment**.
CO2- To understand the problems faced by women and how women have responded in their attempt to expose them, through their writings.
CO3- To examine the defined role of gender that affecting the space of women.
CO4- Critically analyzing Women's writing.
CO5- Evaluating Women's studies and its relation with other disciplines.

Learning Outcomes

Through **Women Studies**, the student's perspective about the role of gender in the society and the expectation and aspirations of a particular gender can be shaped for a better future.

UNIT 1: Varieties of Feminism – concept of gender –
androgyny- Language of women –
environment and women- double marginalisation.

UNIT 2: Poetry

Anne Bradstreet	Prologue
Marianne Moore	Poetry
Sylvia Plath	Lady Lazarus.
Maya Angelou	Still I Rise
Margaret Atwood	Marsh Languages
Kamala Das	An Introduction

UNIT 3: Prose:

John Stuart Mill **On subjection of women** (V.S. Seturaman & C.T. Indra ed.,

1994, Victorian Prose, Macmillan India, Chennai. pp-318)

Virginia Woolf A Room of One's Own
(chapters 3 & 4) (Jennifer Smith ed.,
1998, A Room of One's Own by Virginia Woolf,
Cambridge UP, New Delhi.)

Vandana Shiva "Introduction to Ecofeminism" (Vandana Shiva & Maria
Mies, 1993, Ecofeminism, Kali for Women, New Delhi.)

Alice Walker In Search of Our Mother's Garden




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UNIT 4: Fiction

Arundathi Roy The God of Small Things
 Jean Rhys Wide Sargosa Sea
 Louise Erdrich Four Souls

UNIT 5: Drama

Lorraine Hansberry Raisin in the Sun
 Jane Harrison Stolen

Reading list
(Printed and online)

1. Lisa Tuttle, 1986, Encyclopedia of Feminism, Facts on File Publications, New York.
2. Catherine Belsey & Jane Moore, eds., 1977, The Feminist Reader, II ed., Macmillan, London.
3. Kathy J. Wilson, 2004, Encyclopedia of Feminist Literature, Greenwood Press, Westport.

Recommended list

1. Sandra M. Gilbert and Susan Gubar, ed., 1985, The Norton Anthology of Literature by Women, New York.
2. Rajani P., V. Rajagopalan, and Nirmal Selvamony, Who says my hand a needle better fits: An Anthology of American Women Writing, Dept. of English, Madras Christian College, Tambaram.
3. Standard editions of texts.

Learning Outcome Index: Mapping of Program outcome with courses

Program Outcomes	Core Course				
	CO 1	CO 2	CO 3	CO 4	CO 5
Outcomes 1	3	3	2	3	2
Outcomes 2	3	3	3	3	3
Outcomes 3	2	2	1	1	2
Outcomes 4	3	3	3	3	3
Outcomes 5	2	1	1	2	2
Outcomes 6	3	3	3	3	3
Overall Weightage	16	15	13	15	15



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	Arundathi Roy Jean Rhys Kate Chopin	The God of Small Things Wide Sargosa Sea The Awakening
	UNIT 5: Drama Lorraine Hansberry Jane Harrison	Raisin in the Sun Stolen

C – Core; E – Elective; ED – Extra disciplinary




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Unit-1: Introduction

- Women's writing and the specific issues it deals with, gender aspects viz-a-viz society, theories
- Ecriture Feminine
- Female, feminist, femininity
- Waves of Feminism, Post feminism
- Tenets of Feminism- Liberal, Radical, Socialist, Cyber feminism
- Patriarchy, Androgyny, Double marginalization, Stereotyping, male gaze, objectification
- Womanism
- Language and gender

Unit-2: Prose

1. A Vindication of the Rights of Woman: with Strictures on Political and Moral Subjects - Mary Wollstonecraft
(Restricted to Chapter 13)
2. Ain't I a woman? - Sojourner Truth (Speech)

Unit-3: Poetry

1. Persephone, Falling - Rita Dove
2. Journey to the Interior - Margaret Atwood
3. Request to a Year - Judith Wright
4. Medusa - Sylvia Plath
5. A Sunset of the City - Gwendolyn Brooks
6. The old Playhouse- kamala Das

Unit-4: Drama

1. Trifles - Susan Glaspell

Unit-5: Short Stories

1. Draupathi - Mahasweta Devi
2. The Yellow Wallpaper - Charlotte Perkins Gilmar
3. Forest - Ambai

Prescribed Texts:

Trifles - Susan Glaspell. Baker's Plays, 2010

Recommended Texts:

Feminism: A Very Short Introduction. Margaret Walters. Oxford University Press, 2005.

The Cambridge Companion to Feminist Literary Theory. Ellen Rooney. Cambridge University Press, 2006.




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UNIVERSITY OF MADRAS
B.A. DEGREE COURSE IN ENGLISH
SYLLABUS WITH EFFECT FROM 2020-2021

Title of the Course	Elective BEN-DSE2B: WOMEN'S WRITING		
Category of the Course	Year & Semester Third Year & Sixth Semester	Credits 5	Subject Code
Hours:	90		
Objectives:	This course intends to acquaint the students to the body of literature written by women as a discrete academic discipline and become aware of women's voices and perspectives and their integral role in human experiences.		
Course Introduction (to be considered for internal assessment only)	<ul style="list-style-type: none"> • What is Patriarchy? • Mary Wollstonecraft/ Reform Bills- Right to Vote for Women • Ecriture Feminine • Concepts of Gender. Gender Stereotypes. Gender and Culture. • Feminism, feminist consciousness and its evolution. • What is the importance of gender sensitization and gender equality? 		
Course Components	<p>Unit 1: Poetry</p> <p>1.1 "A Fairy Tale" – Amy Lowell</p> <p>1.2 "Eve to her Daughters" - Judith Wright</p> <p>1.3 "Snapshots of a Daughter-in-Law" - Adrienne Rich</p> <p>1.4 "Tribute to Papa" – Mamta Kalia</p> <p>1.5 "Women's Work" - Julia Alvarez</p> <p>1.6 "Phenomenal Woman" – Maya Angelou</p> <p>1.7 "Purdah" - Imtiaz Dharker</p> <p>1.8 "Kongu isn't a rag that stands guard over my head" – Jhoopaka Subadra (From, <i>Kaitunakala dan Dem.</i>)</p> <p>Unit 2: Prose</p> <p>2.1 "Professions for Women" – Virginia Woolf</p> <p>2.2 "Links in our Chain- 1931" – Mahadevi Varma [Pages 3 to 22]</p> <p>2.3 "The Spectacle is Vulnerable : Miss World, 1970" - Laura Mulvey [Chapter 1 from <i>Visual and Other Pleasures</i>]</p> <p>2.4 Excerpts from <i>We Should All Be Feminists</i> - Chimamanda Ngozi Adichie -Pages 26-34 :Problematic bringing up of boys and girls -Pages 38-46 :Unlearning of preconceived notions, why problem of gender is always overlooked</p> <p>Unit 3: Short Story</p> <p>3.1 "The Yellow Wallpaper" - Charlotte Perkins Gilman</p> <p>3.2 "Boys and Girls" – Alice Munro</p> <p>3.3 "Admission of Guilt" – Lalithambika Antharjanam</p> <p>3.4 "Yellow Woman" – Leslie Marmon Silko</p> <p>Unit 4: Drama</p> <p>4.1 <i>Thus spake Shoorpanaka, so said Shakuni</i> - Polie Sengupta</p> <p>Unit 5: Fiction</p> <p>5.1 <i>Fasting, Feasting</i> - Anita Desai</p>		

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Learning Outcomes	<p>After completing this course, the students will be able to</p> <ul style="list-style-type: none"> ➤ understand the impact of patriarchy on women and become sensitized to the need for gender equality ➤ distinguish women’s writing as one shaped by their gender experiences ➤ identify genres and narrative strategies employed by different women writers and the language used ➤ gain an understanding from the themes of suppression, oppression and marginalization expressed by women writers across the world and gauge its effect in changing the social construct ➤ analyse literary texts through the perspective of gender.
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Prescribed Texts/ Web Sources

- 1.1 <https://www.poemhunter.com/poem/a-fairy-tale/>
1.2,3,6 <https://genius.com/> , <https://www.poemhunter.com/>
1.4 Living and Feeling: An Anthology of Indian Women’s Writing in English . Edited by P Rajani, V. Rajagopalan and Nirmal Selvamony (1999)
1.5 <https://www.teenink.com/nonfiction/academic/article/401916/Womans-Work-by-Julia-Alvarez/>
1.7 <https://www.poetryinternational.org/pi/poem/2823/auto/0/0/Imtiaz-Dharker/PURDAH-1/en/tile>

1.8 <http://www.dalitweb.org/wp-content/uploads/wp-post-to-pdf-enhanced-cache/1/kongu-by-jupaka-subhadra.pdf>

2.1 “Professions for Women.” Feminist Literary Theory: A Reader - Mary Eagleton (1996)
<http://gutenberg.net.au/ebooks12/1203811h.html#ch-28> &
<http://www.wheelersburg.net/Downloads/Woolf.pdf>
2.2 “Links in the Chain” – Mahadevi Varma. Translated by Neera Kukreja Sohoni . Katha Publishers (2004)
2.3 *Visual and Other Pleasures* by Laura Mulvey Palgrave Macmillan, 2009.
<https://books.google.co.in/books?id=P6awCwAAQBAJ&pg=PA3&lpg=PA3&dq=The+Spectacle+is+Vulnerable:+Miss+World+>+Laura+Mulvey&source=bl&ots=3kztbA6mrK&sig=ACfU3U1FhGOhnh3wL5jJmm31j-DZnsHKfg&hl=en&sa=X&ved=2ahUKEwjx1Y-YdjoAhWGYDgGHWqWDooQ6AEwCXoECAwQKQ#v=onepage&q=The%20Spectacle%20is%20Vulnerable%20%3A%20Miss%20World%20-%20Laura%20Mulvey&f=false>
2.4 *We Should All be Feminists* – Chimamanda Ngozi Adichie .Harper Collins,2014.
3.1 <https://www.nlm.nih.gov/exhibition/theliteratureofprescription/exhibitionAssets/digitalDocs/The-Yellow-Wall-Paper.pdf>
3.2 http://www.giuliotortello.it/shortstories/boys_and_girls.pdf
3.3 *Indian Short Stories, 1900-2000* by E.V. Ramakrishnan, Sahitya Akademi, India 2005.
<https://books.google.co.in/books?id=kLn11KD4ea0C&pg=PA89&dq=%E2%80%9CAdmission+of+Guilt%E2%80%9D+%E2%80%93+Lalithambika+Antharjanam&hl=en&sa=X&ved=0ahUKEwjywLyfgtnoAhWazjG>

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[HeHMD70Q6AEIKDAA#v=onpage&q=%E2%80%9CAdmission%20of%20Guilt%E2%80%9D%20%E2%80%93%20Lalithambika%20Antharjanam&f=false](https://www.sas.upenn.edu/~cavitch/pdf-library/Silko_YellowWoman.pdf)

3.4 https://www.sas.upenn.edu/~cavitch/pdf-library/Silko_YellowWoman.pdf

4.1 Women Centre Stage: The Dramatist and the Play. Routledge Publication.2010.

5.1 *Fasting, Feasting* by Anita Desai, Random House, 2000.

<https://epdf.pub/fasting-feastingd24622a1d2cf175651260840622ff24f90295.html>

Women's Writing. Edited by Saji K S and Jisha Elezaba (2019)

FURTHER READING (to be considered for internal assessment tasks only)

- A Vindication of the Rights of Woman by Mary Wollstonecraft
- On Subjection of Women by John Stuart Mill
- Sojourner Truth
- Poems of Sylvia Plath, Kamala Dass
- Works of Shashi Deshpande, Arundathi Roy, Chitra Devkaruni Banerjee
- Works of Toni Morrison, Alice Walker
- Works of Kate Millet, Kate Chopin
- Works of Margaret Atwood
- Works of Mahasweta Devi
- Malala Yousafzai's memoir *I am Malala*
- *Persepolis* by Marjane Satrapi

BOOKS & WEB SOURCES FOR FURTHER REFERENCE

- Barry, Peter. *Beginning Theory: An Introduction to Literary and Critical Studies*. 3rd ed., 2009
- Butler, Judith. *Gender Trouble: Feminism and the Subversion of Identity*. Routledge Publishers, 1990.
- Gilbert, Sandra M, and Susan Guber, *The Mad Woman in the Attic*. Yale UP. 1997.
- Hooks, Bell. *Understanding Patriarchy*. Louisville Anarchist Federation. 2010
: <https://www.youtube.com/watch?v=JjoNx9UGzg>
- Kirsznar, Laurie and Stephen Mandell. *The Pocket Holt Handbook*. Harcourt Brace College Publishers, 1999.
- Millet, Kate. *Sexual Politics*. U of Illinois P, 2000.
- Rooney, Ellen. *The Cambridge Companion to Feminist Literary Theory*. Cambridge UP, 2006.
- Sage, Lorna. *Cambridge Guide to Women's Writing in English*, edited by Germaine Greer and Elaine Showalter, Cambridge UP, 1999. <http://catdir.loc.gov/catdir/samples/cam032/98050778.pdf>
- Tharu, Susie and K. Lalita, editors. "Introduction", *Women Writing in India: 600 B.C. to the Present*. vol.I, NY, Feminist P, 1991.
- Walters, Margaret. *Feminism: A Very Short Introduction*. Oxford UP, 2005.

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RECOMMENDED MOOC

- edX: Gender and Sexuality: Applications in Society (The University of British Columbia via edX)
<https://www.classcentral.com/course/edx-gender-and-sexuality-applications-in-society-12333>
- MIT: Introduction to Woman and Gender Studies
https://ocw.mit.edu/courses/womens-and-gender-studies/wgs-101-introduction-to-womens-and-gender-studies-fall-2014/index.htm?utm_source=OCWDept&utm_medium=CarouselSm&utm_campaign=FeaturedCourse
- NPTEL: Feminist Writings – Dr. Avishek Puri Co-ordinated by IITM
<https://nptel.ac.in/courses/109106146/>

TED TALKS

- The political progress women have made and What's next - Cecile Richards
https://www.ted.com/talks/cecile_richards_the_political_progress_women_have_made_and_what_s_next?language=en
- We should all be feminists : Ngozi Adichie
https://www.ted.com/talks/chimamanda_ngozi_adichie_we_should_all_be_feminists?language=en
- For these women, reading is a daring act: Laura Boushnak
https://www.ted.com/talks/laura_boushnak_for_these_women_reading_is_a_daring_act?language=en

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UNIVERSITY OF MADRAS
M.A. DEGREE PROGRAMME IN ENGLISH
SYLLABUS WITH EFFECT FROM 2023-2024

ELECTIVE III - GENDER STUDIES THROUGH LITERATURE

Course Code	Course Name	Category	L	T	P	O	Credits	Inst. Hours	Marks		
									CIA	External	Total
402E2A	GENDER STUDIES THROUGH LITERATURE	Elective	Y	Y	-	-	3	5	25	75	100
Learning Objectives											
LO1	To introduce the learners to gender studies through literary texts and theory										
LO2	To sensitise about the sociological perspectives on gender										
LO3	To acquaint with concepts of Sex and Gender, Gender and sexuality										
LO4	To understand contemporary context in which women, queer, and gender non-conforming individuals have exercised their agency										
LO5	To gain knowledge of multiple forms of oppression and marginalization as represented in literature										
Details											
<p>UNIT I</p> <ul style="list-style-type: none"> · Concepts of Sex and Gender, Gender and sexuality- various categories · Understanding Patriarchy · Sociological perspectives on gender · Gender identity, Gender role, Gender stereotyping · Gender discrimination, Gender equity · Gender stratification · Intersectionality 											
<p>UNIT II : FEMININITY</p> <ul style="list-style-type: none"> · The Second Sex [Chapter from Part I – Destiny] by Simone De Beauvoir · “ Phenomenal Woman” – Maya Angelou · “Persephone Falling” – Rita Dove · “Spelling” – Margaret Atwood · “He Replaces Poetry”- Meena Kandasamy · Trifles – Susan Glaspell 											



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UNIT III MASCULINITY		
<ul style="list-style-type: none"> · “What is Masculinity?” (page 1-24) from <i>Masculinities and Culture</i> –John Beynon · “On the Move” – Thom Gunn · “My Father’s Sadness” – Shirley Lim · “A Lucky Man” -Jamel Brinkley · The Power of the Dog – Thomas Savage [Fiction] 		
UNIT IV QUEER AND TRANS VOICES		
<ul style="list-style-type: none"> · “Critically Queer” - Chapter 8 from <i>Bodies that Matter</i> – Judith Butler · “Queer” – Frank Bidart · “I am Vidya” – Living Smile Vidya [Memoir] · The Danish Girl – David Evershoff [Fiction] 		
UNIT V PERFORMATIVITY		
<ul style="list-style-type: none"> · Section II- ‘Binary Genders and the Heterosexual Contract’ from “Performative Acts and Gender Constitution: An Essay in Phenomenology and Feminist Theory” by Judith Butler [Lines beginning “To guarantee the reproduction of a given culture”upto Lines ending “...gender is only socially compelled and in no sense ontologically necessitated.”] · “The Chess Players” – Munshi Premchand · “ The Fly” – Katherine Mansfield · Dance like a Man – Mahesh Dattani [Drama] 		
Course Outcomes		
Course Outcomes	On completion of this course, students will	
CO1	have a general knowledge of gender studies through literary texts and theory	PO3
CO2	be sensitive about Sociological perspectives on gender	PO2, PO6
CO3	be acquainted with concepts of Sex and Gender, Gender and sexuality	PO4. PO5
CO4	have understood the contemporary context in which women, queer, and gender non-conforming individuals have exercised their agency	PO6
CO5	have gained knowledge of multiple forms of oppression and marginalization as represented in literature	




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Books for Extra Reading	
	Mary Wollstonecraft – <i>A Vindication of the Rights Of Women</i> · · Virginia Woolf – <i>A Room of one’s Own</i> bell hooks - <i>Understanding Patriarchy</i> – Elaine Showalter: <i>A literature of their own:</i> Jeanette Winterson: <i>Art Objects</i> · Bell Hooks: <i>Understanding Patriarchy</i> Virginie Despentes- <i>King Kong theory</i> · R.W Connell- <i>Masculinities</i> Ruth Vanita and Saleem Kidwai: <i>Same Sex Love in India: Readings from Literature and History</i> Hoshang Merchant - <i>The Man who would be Queen</i>
References Books	
	Judith Halberstam, Jack Halberstam. <i>Female Masculinity</i> Duke University Press, 1998 Crenshaw, Kimberle. <i>Demarginalizing the Intersection of Race and Sex: A Black Feminist Critique of Antidiscrimination Doctrine, Feminist Theory and Antiracist Politics</i> Revathi, A. <i>The Truth About Me: A Hijra Life Story</i> Jackson, S. and Scott, S. <i>Gender: A Sociological Reader</i> . Routledge.2002 Kimmel S Michael <i>The Gendered Society: Reader</i> . Oxford University Press.(2004) Tong, Rosemarie <i>Feminist Thought: A Comprehensive Introduction</i> . Westview Press(2009)
	WEB RESOURCES Gender Studies: Foundations and Key Concepts - https://bit.ly/3MIGIRh Phenomenal Woman - MAYA ANGELOU - https://bit.ly/3EFnd3i 1949 Simone De Beauvoir <i>The Second Sex</i> - https://bit.ly/3Oqvk8J https://www.amherst.edu/system/files/media/1650/butler_performative_acts.pdf

Mapping with Programme Outcomes:

	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO10
CO 1	S	S	S	S	S	S	S	M	S	M
CO 2	M	S	S	S	M	S	S	M	M	M
CO 3	S	S	S	M	S	S	S	M	S	M
CO 4	S	S	S	S	S	S	S	M	M	M
CO 5	S	M	S	S	S	S	S	M	M	S




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UNIVERSITY OF MADRAS
BACHELOR OF SOCIAL WORK (BSW) DEGREE COURSE
SYLLABUS WITH EFFECT FROM 2020-2021

BSW-DSC14

CORE-XIV: WOMEN DEVELOPMENT- ISSUES AND CONCERNS

CREDITS: 4

TOTAL TEACHING HOURS: 60

Objectives

- To gain an understanding of the basic concepts of women and development of the status of women in society
- To enable students, understand the issues and concerns of women development
- To understand the various strategies and approaches to development specifically for women

LEARNING OUTCOMES:

Student will:

- Understand concepts of gender in society
- Understand approaches to development specific for women
- Apply knowledge, attitude and skills in social work practice for women

Unit I Introduction – Gender and Development

Gender and Development – Meaning and Definition, Women in the Development Process: Need and Importance, Developmental Rights of Women, Significance of Women’s Development; Positive and Negative Indices of Women Development.

Unit II Basic Concepts in Understanding Women’s Development

Sex and Gender, Gender Stereotypes, Gender Relations, Gender Division of Labour, Gender Roles and Responsibilities, Gender Discrimination, Equity and Equality, Gender Mainstreaming, Concept of Patriarchy, Feminism.

Unit III Issues and Concerns related to Women

Socialization of the Girl Child, Dowry, Widowhood, Foeticide, Rape, Sexual Abuse, Domestic Violence, and Problems faced by Female Headed Households, Feminization of Poverty, women and health, maternal health, Reproductive health, Women in Media, Rights of the Girl Child, Problems of Women at Work- Women’s Triple Role, Invisibility of Women’s Work, Glass Ceiling, Women and Self- Employment, Self- Help Groups Micro-Enterprises and Women’s Development.

Unit IV

Legislations Related to Women

Legal Rights of Women with Reference to Inheritance, Adoption, Education, Employment, Health, Marriage, Divorce and Maintenance, CEDAW – Convention on Elimination of All Forms of Discrimination Against Women and Girls.




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Unit V

Empowerment Strategies for Women

Empowerment: Definition and Meaning, Types and Levels of Women's Empowerment, Needs of Women – Practical and Strategic Needs of Women (PGN/SGN), National Policy for Empowerment of Women 2001, Government Policies and Programmes, Social Work and Women's Empowerment

BOOKS FOR REFERENCE

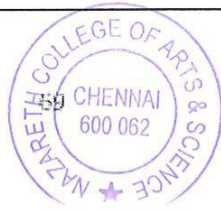
1. Devandar, Kiran. Status and Positions of Women in India. New Delhi: Shakti Books, 1985.
2. Kanhere U.S. Women and Socialisation. New Delhi: Mittal, 1980.
3. Kaushik, Susheela. Women's Oppression – Patterns and Perspectives. New Delhi: Shakti Books, 1985.
4. Kidwai M.H. Women under different Social and Religious Laws. New Delhi: Seema, 1979.
5. Marilee Karl. Women and Empowerment - Participation and Decision Making. London: Zed, 1995.
6. Marilyn Carr, Martha Chen, RenanaThabvala. Speaking Out: Women's Economic Empowerment in South Asia.London: IT Publications on behalf of Aga Khan Foundation Canada and UNIFEM, 1996.
7. Neera Desai and MaitreyiKrishnaraj. Women and Society in India. New Delhi: Ajanta, 1987.




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<p>Semester II Title of the Course: Credits: Course Objectives</p>	<p>ELECTIVE PAPER - IV SSSE053 GENDER AND DEVELOPMENT</p> <p>3</p> <ol style="list-style-type: none"> 1. To develop an understanding of the perspective of gender and development 2. To develop and ability to identify areas of work with women and men 3. To understand strategies and interventions that change the situation 4. To understand well about the concepts of gender development and their empowerment through the gender perspective 5. To enhance the students knowledge on gender role and its significance in the development of the society
<p>Course Outcomes</p>	<ol style="list-style-type: none"> 1. The concept of gender empowerment is globally making a significant note in most of the organizations and its development. The students can well understand about this emerging topic thoroughly. 2. The part of contribution of women to the development of the nation is recognised and motivated in various countries. This course modernise the thoughts of young generation on women empowerment. 3. The outcome of the course is to comprehend well about the concept of feminism and social work. 4. The course make the students to know about the various concepts of gender empowerment and its issues that to be dealt with 5. The course provide knowledge on the significance of gender and their development in the global arena
<p>Pre-requisites, if any:</p>	<p style="text-align: center;">Units</p> <p>Gender Concepts</p> <p>I</p> <ul style="list-style-type: none"> • Sex and gender, gender identity, gender relations, men and masculinity; gender division of labour, gender roles and responsibilities, gender stereotyping, productive work, reproductive work, equity and equality; gender mainstreaming; gender sensitization, feminization of poverty; empowerment-types, • Gender development indicators - sex ratio, GER, GDI, GEM <p>Feminism</p> <p>II</p> <ul style="list-style-type: none"> • Concept, meaning and definition; types of feminism women's movements; pre and post-independence perspectives in India, landmarks in women's movement in India; • Feminist Social Work: Meaning, Concept and Definition, Feminist Perspectives in Social Work Practice; Women's Agenda for Social Work; Principles in Women Centred Practice



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III	<p>Protective Measures for Women in India</p> <ul style="list-style-type: none"> □ Constitutional and Legal Provisions for women; Rights with reference to entitlements, political participation, education, employment, health, inheritance, marriage, adoption, divorce, maintenance, Protective Laws ; Hindu Succession Act- 1956 with Amendment in 2005; Prohibition of Child Marriage Act-2006, Protection of Women From Domestic Violence Act – 2005; Sexual Harassment of women at Workplace Act-2013,
IV	<p>Global Perspectives in Women's Development</p> <ul style="list-style-type: none"> • Convention on Elimination of All Forms of Discrimination against Women; and Girls (CEDAW) 1982 – Implementation in India; Global Impact of CEDAW; • Role of UN-WOMEN; UN Timeline in Women's Progress; INGOs and NGOs in Women's Development, Policy Approaches for Women; UN Agenda on Post Development and Sustainable Development Goals; Women as Agents of Peace and Security
V	<p>Special Initiatives and Programmes</p> <ul style="list-style-type: none"> • Status of women in India, problems specific to Indian women; discrimination against the girl child; • National and State Commissions for Women; Ministry for Woman and Child Development; the National Plan of Action for the Girl Child (1991-2000); National Policy for the Empowerment of Women-2001; Reservation for Women in Local Self Government; Five Year Plans, Gender Budgeting
Books For Reference	<ul style="list-style-type: none"> • Bhatia Anju, Women's Development and NGOs, Jaipur: Rawat, 2000. • Domingelli, L., Feminist Social Work Theory and Practice, New York: Palgrave Macmillan, 2002. □ Mikkelsen Britha, Methods for Development Work and Research – A Guide for Practitioners, New Delhi: Sage, 1995. □ Moser O.N Caroline, Gender Planning and Development, Theory, Practice and Training, London: Routledge, 1993. □ Banerjee Paula, Women in Peace Politics, New Delhi: Sage, 2008. □ Bansal, D, K.; Gender Justice, New Delhi: Mahaxeeq and Sons, 2006. □ Bhatia Anju, Women's Development and NGOs, Jaipur: Rawat, 2000. □ Datta, R and Kornberg, J., Women in Developing Countries- Assessing Strategies For Empowerment, New Delhi: Viva Books, 2005. □ Domingelli, L., Feminist Social Work Theory and Practice, New York: Palgrave Macmillan, 2002. □ Evans Kathy M, Introduction to Feminist Therapy, New Delhi: Sage, London, 2011. □ Heywood, L., The Women's Movement Today, Vol. 1 and 2, Jaipur: Rawat, 2007. □ Karl Marilee, Women and Empowerment- Participation and Decision Making, New Delhi: Zed Books Ltd, 1995. □ Mikkelsen Britha, Methods for Development Work and Research – A Guide for Practitioners, New Delhi: Sage, 1995.

	<ul style="list-style-type: none"> □ Moser O.N Caroline, Gender Planning and Development, Theory, Practice and Training, London: Routledge, 1993.
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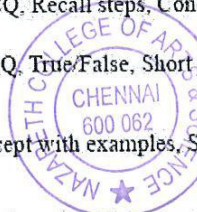
Methods of assessment:

Recall (K1) – Simple definitions, MCQ, Recall steps, Concept definitions

Understand/ Comprehend (K2) – MCQ, True/False, Short essays, Concept explanations, Short summary or overview

Application (K3) – Suggest idea/concept with examples, Suggest formulae, Solve problems, Observe, Explain

Analysis (K4) – Problem-solving questions, Finish a procedure in many steps, Differentiate



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UNIVERSITY OF MADRAS
U.G. DEGREE COURSE

PART – IV - VALUE EDUCATION

Common for all U.G. & Five Year Integrated Courses
(Effective from the Academic Year 2012 – 2013)

SYLLABUS

CREDITS: 2

III YEAR / V SEM

Objective: Value are socially accepted norms to evaluate objects, persons and situations that form part and parcel of sociality. A value system is a set of consistent values and measures. Knowledge of the values are inculcated through education. It contributes in forming true human being, who are able to face life and make it meaningful. There are different kinds of values like, ethical or moral values, doctrinal or ideological values, social values and aesthetic values. Values can be defined as broad preferences concerning appropriate courses of action or outcomes. As such, values reflect a person's sense of right and wrong or what "ought" to be. There are representative values like, "Equal rights for all", "Excellence deserves admiration". "People should be treated with respect and dignity". Values tend to influence attitudes and behavior and help to solve common human problems. Values are related to the norms of a culture.

UNIT I: Value education-its purpose and significance in the present world – Value system – The role of culture and civilization – Holistic living – balancing the outer and inner – Body, Mind and Intellectual level – Duties and responsibilities.


UNIT II: Salient values for life – Truth, commitment, honesty and integrity, forgiveness and love, empathy and ability to sacrifice, care, unity, and inclusiveness, Self esteem and self confidence, punctuality – Time, task and resource management – Problem solving and decision making skills – Interpersonal and Intra personal relationship – Team work – Positive and creative thinking.

UNIT III: Human Rights – Universal Declaration of Human Rights – Human Rights violations – National Integration – Peace and non-violence – Dr.A P J Kalam's ten points for enlightened citizenship – Social Values and Welfare of the citizen – The role of media in value building.

UNIT IV: Environment and Ecological balance – interdependence of all beings – living and non-living. The binding of man and nature – Environment conservation and enrichment.

UNIT V: Social Evils – Corruption, Cyber crime, Terrorism – Alcoholism, Drug addiction – Dowry – Domestic violence – untouchability – female infanticide – atrocities against women – How to tackle them.




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Books for Reference :

1. M.G. Chitakra: Education and Human Values, A.P.H. Publishing Corporation, New Delhi, 2003.
2. Chakravarthy, S.K: Values and ethics for Organizations: Theory and Practice, Oxford University Press, New Delhi, 1999.
3. Satchidananda, M.K: Ethics, Education, Indian Unity and Culture, Ajantha Publications, Delhi, 1991.
4. Das, M.S. & Gupta, V.K.: Social Values among Young adults: A changing Scenario, M.D. Publications, New Delhi, 1995.
5. Bandiste, D.D.: Humanist Values: A Source Book, B.R. Publishing Corporation, Delhi, 1999.
6. Ruhela, S.P.: Human Values and education, Sterling Publications, New Delhi, 1986.
7. Kaul, G.N.: Values and Education in Independent Indian, Associated Publishers, Mumbai, 1975.
8. NCERT, Education in Values, New Delhi, 1992.
9. Swami Budhananda (1983) How to Build Character A Primer : Ramakrishna Mission, New Delhi.
10. A Culture Heritage of India (4 Vols.), Bharatiya Vidya Bhuvan, Bombay, (Selected Chapters only)
11. For Life, For the future : Reserves and Remains – UNESCO Publication.
12. Values, A Vedanta Kesari Presentation, Sri Ramakrishna Math, Chennai, 1996.
13. Swami Vivekananda, Youth and Modern India, Ramakrishna Mission, Chennai.
14. Swami Vivekananda, Call to the Youth for Nation Building, Advaita Ashrama, Calcutta.
15. Awakening Indians to India, Chinmayananda Mission, 2003.
