

<b>Course Title</b>	<b>Course Code</b>	<b>Semester</b>
<b>Gender, Environment and Ecology</b>	<b>MAWS201CCT</b>	<b>2</b>

<b>Scheme of Instruction</b>		<b>Scheme of Examination</b>	
Total Duration :	60 Hrs	Maximum Score :	100
Periods/Week :	4	Internal evaluations :	30
Credits :	4	End Semesters :	70
Instruction Mode:	Lecture	Exam Duration :	3 Hrs

**Course Objectives:**

1. To create awareness about Ecology, Natural resources, Pollution and Environmental issues.
2. To create an awareness about the impact of environmental degradation on women.
3. to provide knowledge about Environmental-management.
4. to delineate the characteristics and the issues of environment and the involvement of women in balancing eco system.
5. to depict the integration of gender concerns and perspectives in policies and programmes for sustenance of environment at international, national, regional levels.

**Course Outcomes:**

After going through the paper the learner will be able to think (a) the need for maintaining sustainable development, (b) and able to analyze the gender roles in maintaining environmental quality, (c)

<b>Unit</b>	<b>Course Content</b>	<b>Instruction Hours</b>
I	<b>Unit – I</b> Women and Environment: Eco-feminist perspective. Nature and Feminine Principle, Basic needs in Rural and Urban Environments, Women’s Dependency on Eco system – Fodder, Fuel wood, water, Minor Forest Produce Care and Management of Natural Resources. Depletion of Natural Resources, sustainable development.	15Hrs
II	<b>Unit – II</b> Women and Rural and urban Environment Women and Rural Environment: Medicinal plants, water Resources, Livestock management, Food Security, Non timber Forest Produce, Social Forestry Impact of Indoor and Outdoor Pollution, Awareness on Drainage and Sanitation Urbanization and increasing density: Solid and Liquid Waste, disposal of waste, Solid Waste Management Methods of Recycling of waste and role of women in Waste management.	15Hrs

III	<p><b>Unit – III</b></p> <p>Women’s Resistance to environmental destruction .Collective strength – Joint Forest Management – CHIPKO Movement – Narmada Bachao Aandolan. Industrial Aqua Culture – Resistance from Coastal people Negating Women’s Knowledge and Enterprise in food and Nutrition. Reclaiming Women’s Environmental Rights – Neem patent Victory Living Democracy Movement for reclaiming life’s diversity and freedom.</p>	15Hrs
IV	<p><b>Unit – IV</b></p> <p>Gender and emerging environmental issues. Professional (Govt) Management Systems and Gender – Proportion of Professional Women in biodiversity management. Conservation: Botanical gardens, gene banks, and home gardens Community Biodiversity Conservation Gender and Agro biodiversity, Role of women in seed preservation; Community biodiversity projects India’s Environmental Policies: Impact on Women. International Conferences on Environment: Focus on Agenda 21 of Rio Conference 24</p>	15Hrs

**Examination and Evaluation Pattern:**

Internal Assessment – Seminar, Tests, Project work, Project report, end Semester examination.

**Text Books and Reference:**

- 1.M.SSwaminathan.(1998).“Gender Dimensions in Biodiversity Management”.Konarkpublisherspvt ltd, New Delhi.
2. P.K.Rao. (2000). “Sustainable Development – Economics and Policy”. Blackwell, New Delhi. 3. PromillaKapur (ed). (2000).“Empowering 15 hrIndian Women”. Publication Division, Government of India, New Delhi.
4. RadhaKumar. (1993).“The History of Doing”. Kali for Women, New Delhi.
5. Ronnie Vernooy, (Ed). (2006).“Social and Gender Analysis in Natural Resource Management: Learning studies and lessons from Aisa”. Sage, New Delhi.
6. Swarup, Hemlata and Rajput, Pam. (2000). “Gender Dimensions of Environmental and Development Debate: The Indian Experience”. in Stuart S.Nagel, (ed.). “India’s Development and Public Policy”.Ashgate, Burlington.
7. The Hindu. “Survey on Environment”.
8. VandanaShivaand Moser, Ingunn (eds). (1995).“Bio Politics: A Feminist and Ecological Reader on Biotechnology”. Zed Books LTD, London.
9. Vandana Shiva. “Gender and Technology Journal”. Sage.

10. Vandana Shiva. (1988). “Staying Alive”. Kali for Women, New Delhi.
11. Vandana Shiva. (2005). Globalisations’s New Wars: Seed, Water and LifeForms”. Women Unlimited, New Delhi.
12. Venkateshwara, Sandhya. (1995). “Environment, Development and the Gender Gap”. Sage Publications, New Delhi.

<b>Course Title</b>	<b>Course Code</b>	<b>Semester</b>
<b>Women and Education</b>	<b>MAWS202CCT</b>	<b>2</b>

**Scheme of Instruction**

Total Duration :	60 Hrs
Periods/Week :	4
Credits :	4
Instruction Mode:	Lecture

**Scheme of Examination**

Maximum Score :	100
Internal evaluations :	30
End Semesters :	70
Exam Duration :	3 Hrs

**Course Objectives:**

1. To understand the need and significance of Women Education.
2. To understand the various social –cultural deterrents to Women’s Education
3. To study the various committees, plans, Programmes for enhancement of Women’s Education.
4. To sensitize about the various stereotyping in study material.

**Course Outcomes:**

The paper will equip the students to understand the significance of women’s education, the present status. Various efforts government has adopted to improve their situation and the gender bias in contents.

<b>Unit</b>	<b>Course Content</b>	<b>Instruction Hours</b>
I	<b>Unit -I</b> Women and Education: Definition, Aims, Objectives, Needs, Significance of Education for girls and women. Women’s Education in India: Traditional, 16th century –pre- colonial, {British} colonial.	12Hrs
II	<b>Unit -II</b> Gender gap and constraints: Constraints to women’s formal Education: Social, Economic and cultural Gender bias in Enrollment, drop out, Curriculum content, gender stereotyping in text books, Initiatives of adult and non-formal education. Women and Right to Education (RTE), Women in Higher and professional Education. Vocational Education and skill development for women.	18Hrs
III	<b>Unit-III</b> Education and Gender Policy. Differential sex Ratio of students. (06-14) Analyses of Reports- Pratham, NUEPA. Global Morning Report UNESCO. Census of India; NSS.	15Hrs
IV	<b>Unit -IV</b> Recent Trends in Women's Education: Plans, Committees, Policies and Programmes on Education.	15Hrs

**Examination and Evaluation Pattern:**

Internal Assessment – Seminar, Tests, Project work, Project report, end Semester examination.

**Text Books and Reference:**

1. Agarwal S P – Agarwal J C .Women’s Education in India –Historical review, present status perspective plan with statistical Indicators .{New Delhi :Gyan publishin ghouse,1993}
2. Siddiqui M H - Women and Education –Women’s Ashish publishing house, 1992.
3. Sharma B N ,Women and Education –Global education series {New Delhi : Common Wealth Publishers, 1994}
4. Usha Sarma & B M Sharma – Women’s Education in Ancient and medieval India{New Delhi : Inter India publication 1992}
5. Shukla P D The new Education policy in India {New Delhi : sterling publishers Pvt Ltd,1998}
6. Arvind Chandra & Anupama Shah – Non Formal Education for all {New Delhi : sterling publishers pvt ,Ltd ,1987}
7. Usha Sharma & B M Sharma –Women’s Education in Modern India {New Delhi ,Common wealth publishers,1995}
8. Ram Sarma S .Education of Women and Empowerment {vol .2} {New Delhi ,Gyan publishing House ,1995}
9. Anita Arya –Indian women Education and Empowerment {Vol 2}
10. Jaya Kothari Pillai – Women and Empowerment {New Delhi : Gyan publishing House 1995}
11. S P Agarwal – Women’s Education in India {Vol 3} {New Delhi : Concept publishing Company ,2003}
12. NCERT – Pratham Report, 2009
13. Global Morning Report – UNESCO, 2002
14. The National plan of Action for Education for all (2002) India.  
NUEPA- Mid Decade Assessment Report

<b>Course Title</b>	<b>Course Code</b>	<b>Semester</b>
<b>Women and Human Rights</b>	<b>MAWS205CCT</b>	<b>2</b>

**Scheme of Instruction**

Total Duration :	60 Hrs
Periods/Week :	4
Credits :	4
Instruction Mode:	Lecture

**Scheme of Examination**

Maximum Score :	100
Internal evaluations :	30
End Semesters :	70
Exam Duration :	3 Hrs

**Course Objectives:**

1. The main aims are to impart to the students a general idea of the principal aspects of human rights and duties in a broad sweep.
2. To highlighting the need for internalizing Human Rights and Duties, values and therefore, it is felt that it was necessary to sensitize the students of Human Rights and Duties

**Course Outcomes:**

After studying this paper the learner will be able to develop a clear and precise understanding of Women’s rights. The students will also be able to analyze the main laws and acts which protect women from violence.

<b>Unit</b>	<b>Course Content</b>	<b>Instruction Hours</b>
I	<b>Unit -1: Conceptual Background of Human Rights</b> (i) Rights: inherent, inalienable, universal, indivisible (ii) Values: Dignity, liberty, equality, justice, unity in diversity (iii) Need for balance between Rights and Duties, Freedom and Responsibility and Duty. Status of Women in Contemporary Indian Society iv) Poverty, illiteracy, lack of independence, patriarchy, oppressive social custom, gender bias, domestic violence, sexual harassment, in private and public domain.	15 Hrs
II	<b>Unit -2 : Women’s Movements</b> i) Women’s movement in the West: A Historical Understanding ii) Women’s movement in India: History and contemporary.	15 Hrs
III	<b>Unit- 3 : Institutional mechanism and protection of women</b> i) Constitutional mechanism: legislature. Executive and judiciary, ii) Statutory mechanism: national commission of Women iii) Role of NGOS, media	15 Hrs

IV	<p><b>Unit -4 :International Human Rights Standards</b></p> <p>(i) Universal Declaration of Human Rights 1948</p> <p>ii) U.N convention on elimination of all forms of discrimination against women, 1975,</p> <p>iii) U.N convention on political rights of Women, 1952</p> <p>iv) Four world conferences of women: Mexico 1975, Copenhagen 1980, Nairobi 1985, Beijing 1995.</p>	15 Hrs
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**Examination and Evaluation Pattern:**

Internal Assessment. Course work, Tests, end Seminar . Dissertation. Viva Voce.

**Text Books and Reference:**

- 1) Lina Gonsalves, 2001, Women and Human Rights, A.P.H Publishing Corporation, New Delhi.
- 2) Mohini Chatterjee, 2004, Feminism and Women’s Human Rights, Aaviskhkar Publishers, Distributors, Jaipur.
- 3) Sunanda Sagar Rosemeyer, 2000, Women’s Rights: Search for Identity, Dominant Publishing and Distributors, Delhi.
- 4) Indrani Sen Gupta (ed), 2005, Human Rights of Minority and Women’s Isha Books, Delhi.
- 5) Upendra Baxi, 2006, The Future of Human Rights, Oxford University Press.
- 6) M.M. Rehman, Kanta rehman, Poonam.S Chauhan, Syed Begum, 2000, Human Rights, Human Development, Concepts and Contexts, Manak, Publications Pvt. Ltd.